

NORTHFLEET SCHOOL FOR GIRLS CO-OPERATIVE LEARNING TRUST

POLICY ON Behaviour

Date of Policy:	November 2020
Member of staff responsible:	Lorraine Grinyer
Reviewed and ratified by Governors:	November 2020
Review Date:	November 2022

Behaviour Ethos Statement

Students, staff (teaching, support staff including office, canteen, cleaning and site staff), parents and visitors are all part of the community that makes up Northfleet School for Girls; and as such this behaviour statement applies to all. It is produced to secure a strong working partnership to ensure that all are happy and that teaching and learning can be fully effective. In short, it is integral to the whole school vision.

Everyone has a very important part to play in how all **behave**. Positive behaviour is essential in ensuring that all **learn well**; are happy; and feel safe and secure whilst on their Secondary School journey.

Northfleet School for Girls' central vision is that students will **dream big** with regard to their potential life opportunities and achieve this through the **excellent start** this school gives them. Whilst at NSfG they will experience:

- **High expectations** in every aspect of school life, including academic progress, personal development, relationships and appearance.
- **Working together** with all those involved in the school to achieve this vision. It is especially important that the school, students and parents all work together effectively as one team.
- An **enjoyable journey** through their school life. We will work to create a school that students want to come to, staff value working at and parents are proud to send their children to.

Our firm belief is that by working in **PARTNERSHIP** behaviour in our school will be something of which we can all be proud. The behaviour of most of the students at the school is of a very high standard and the students, staff and parents treat each other with mutual **RESPECT**. There are times, though, when things go wrong and a student's behaviour is not as good as it could be. We must then all work together to get things back on track because we believe that all teachers have the right to **teach** and that all students have the right to **learn**. Therefore, everyone has the **responsibility** to behave in a way that is going to help teaching and learning really progress. With this in mind, one focus of our behaviour policy is to support students with demonstrating proactive behaviours in every learning environment, so that every session of learning time is well-spent for the individual and those around them. This learning time extends beyond the classroom and school day; research shows that those students who put in additional hours, through homework and independent study, are more likely to achieve than those who don't – another reason why working together is so important.

Aims of this policy

Our behaviour policy seeks to achieve three key aspects:

1. **PREVENT** people misbehaving or not working proactively (this is in relation to each individual's starting points) in the first place
2. **CORRECT** the behaviour/learning behaviours of someone who is not doing as they should.
3. **SUPPORT** everyone (student, staff or parent) in positive and proactive behaviour as outlined above

1. Preventing poor behaviour

Our focus will be on praising and rewarding students for their achievements; to this end the school is committed to financing rewarding systems. Our rewarding system is as a result of extensive research within the school community, students, parents and staff (including Governors), through surveys, student meetings and a dedicated staff working party. It aims to be motivational, engaging and consistent in its application. It gives students immediate recognition, through the use of achievement points, as well as celebrating those who consistently demonstrate the key qualities of our Dream Big Programme. All staff can award achievement points in lessons, clubs or for positive actions seen around the school. In addition, there is a "Bronze/Silver/Gold Pin Badge" system towards which students can work and assemblies are held, approximately termly, to celebrate recipients. After each twelve-week cycle, those students with high achievement points are also recognised and rewarded and, for this, students have an element of choice for their reward.

Each of the below is awarded one achievement point.

Achievement Point Stage	Dream Big Attribute	Broad Description
A1	Proactivity	Exceeding expectations and adopts a can do attitude <ul style="list-style-type: none">• Determined to do well• Performs well under pressure• Organised and equipped to learn• Engages in school life and supports others• Motivated and adopts a 'can do attitude'
A2	Teamwork	Using time effectively and supporting others <ul style="list-style-type: none">• Works well with others• Is respected by others• Respects the difference of all• Is committed and reliable• Supports others to dream big and achieve
A3	Creativity	Creative approaches to work and problem solving <ul style="list-style-type: none">• Keen to discover new ways to learn• Can learn in a variety of ways• Has a growth mind-set

		<ul style="list-style-type: none"> • Imaginative and can express themselves • Looks for challenge in everyday situations
A4	World-Minded	<p>Engaging in school enrichment programme and community events</p> <ul style="list-style-type: none"> • Care about the community • Respects others • Participates in community events • Considers and helps others • Is knowledgeable about world events
A5	Resilience	<p>Perseveres and overcomes barriers</p> <ul style="list-style-type: none"> • Learns from their mistakes • Reflects on their actions • Takes risks to achieve • Perseveres even when things get tough • Positively overcomes obstacles in their way
A6	Responsible Citizen	<p>Acts of kindness, shows courtesy and respects the right of others</p> <ul style="list-style-type: none"> • Displays acts of kindness • Shows courtesy • Respects the rights of others
A7	Dream Big for myself	<p>Remains positive, works hard and makes dreams a reality</p> <ul style="list-style-type: none"> • Stay positive • Work hard • Make it happen
A8	Dream Big attendance	<p>Attend today achieve tomorrow</p> <ul style="list-style-type: none"> • Excellent attendance • Significantly improved attendance

Our Dream Big Bronze/Silver Gold Pin Badge Award system:

Pin badges are awarded based on Teacher data for the following areas:

- Achievement Points 1-8
- In Class Learning (ICL)/Out of Class Learning (OCL) average across all subjects
- Progress

Students are tracked across the school year and are provided with an opportunity to achieve the next level every 12 weeks.

Level	Prizes (these are a guide only and are subject to change)
Bronze Star Pin	<ul style="list-style-type: none"> • Prize Draw: £10 Gift card • Queue Jump pass 1 day • Mini Sweet Hamper • Free Drink for 1 day
Silver Star Pin	<ul style="list-style-type: none"> • Prize Draw: £20 Gift card • Congratulations Letter (Deputy Head) • Book a VIP social area for 1 day (10 friends) • Queue Jump pass for 1 week • Free main meal for 1 day

Gold Star Pin	<ul style="list-style-type: none"> • Prize Draw: £30 Gift card • Trip to Creams • NSFG Priority Pass • Free GCSE Resource • Queue Jump for 3 weeks
Dream Big/ Subject Plaques	<ul style="list-style-type: none"> • Students who have demonstrated consistently a range of the dream big attributes across a 12-week period • Students who have consistently demonstrated key skills within a subject (end of academic year)

In addition to the above we promote the importance of verbal praise and additional ‘one off’ events to reward students for upholding our values and being positively proactive in their behaviour.

We will endeavour to ensure we have clear boundaries in place that are consistent, alongside a programme of support that helps students to remedy their behaviour. These clear boundaries are explained to our students through assemblies, promotional materials and in this policy. The Positive Relationships ladder is an example of how we show our expectations to students.

We strongly believe that positive relationships, at all levels and with all members of our community, are central to our ethos: to high standards in behaviour; and to ensuring that the school’s main aims of high expectations, working together and enjoying the journey are met.

2. Correcting behaviour

Our “progress, safety, well-being and positive relationships” procedures encompass two main foci: firstly, any behaviour that prevents excellent progress and secondly, any behaviour that adversely affects the safety or well-being of any member of the community. Consequences issued for behaviours that affect excellent progress will largely be based around out-of-hours detentions or “catch-up” time being given so that students complete all work to the required standard and within the deadlines.

15-minute detentions are held at the end of the day for non-uniform (including uniform that is incorrectly worn throughout the day), lateness, and failure to produce homework and also for non-proactivity in lessons or work that does not meet the minimum standard. **Such detentions are compulsory and automatic and will not be communicated beforehand with parents.** For detentions longer than 15 minutes we will inform parents prior to detaining the student. Notification alerts will also appear on school gateway. Removal from lesson, via our duty manager system (e.g. for such behaviours that demonstrate refusal or defiance to comply with instructions from the teacher, failure to work or make the required effort to produce work of a standard that reflects the ability of the individual, disruption, rudeness and aggression) there is an automatic 15-minute after school detention added. Walking out of detentions set by a member of staff or refusing to attend is deemed to be non-compliance and as such will lead to the isolation of the

student with further refusal leading to exclusion. It is hoped that with all the staged approaches the school applies to support students into getting back into the high standards of behaviour and work ethic expected, that such serious measures are not needed.

COVID 19 Adaption

- No teacher detentions
- If a student receives 5+ behaviour points in a week a 1hr SLT detention will take place on the Wednesday (School Gateway provides you with an update on behaviour points)

Consequences issued for behaviour affecting safety or well-being need to be punitive; however, we also seek to work with the young person to increase their understanding, encourage them to reflect and to empathise, and to remedy their behaviour (see Anti-Bullying Policy).

Our procedures for promoting excellent behaviour relate firmly to our ethos, aims and values; and encompass our belief that behaviour and relationships need to be worked at in the same way as skills. Our rules and expectations are transparent and students are constantly reminded of them through regular reinforcement as well as through role modelling by staff. Unless it is unsafe to do so, students will always be empowered to take responsibility for their own behaviour and are given a chance to put right and turn it round; thus we will use a direction and redirection approach so that students can make the choice to follow expectations and avoid punitive measures.

Staff receive training in our procedures and are encouraged to follow the classic **FOUR POINT PLAN**:

STAGE 1 – SIMPLE DIRECTION: If a student begins to misbehave or fails to engage with learning the member of staff should calmly and quietly direct them to the desired behaviour. If this doesn't happen then...

STAGE 2 – REDIRECTION: If the student refuses to get back into a positive work ethic then the member of staff will repeat the request. Often this calm and respectful approach is enough.....but if it isn't then they will have to go to.....

STAGE 3 – CHOICE: The student will be given a clear choice – to get back into good behaviour or face a clearly stated consequence. For most students this will be sufficient. For the few for whom it is not then...

STAGE 4 – EXIT: This is the last resort – the student will now have to face the consequences of a punishment or even removal from the class by the Duty Manager (DM). They may be placed in the **SCHOOL ISOLATION ROOM**. A **FIXED TERM EXCLUSION** may be necessary.

The following appendices give details on our procedures for correcting inappropriate behaviours;

Appendix 1 - Ladder for ensuring a proactive approach to learning and safety/well-being

Appendix 2 - Ladder for ensuring positive relationships

Appendix 3 - Reporting pathways

Appendix 4 - Code of Conduct

3. Supporting excellent behaviour

Everyone needs support at some time or other. Generally, the support that we offer will be for the students. But, sometimes staff and parents need support as well- the teenage years can be challenging. There is a lot of support that we are offering – and again this support works best when we are all working closely together.

Where students find self-responsibility a challenge our College systems seek to give appropriate support. This may be in the form of mediation/restorative justice approaches. Our Engagement Support Leaders (ESLs), Subject Leaders (SLs) and College Leaders (CLs) will work in close partnership with parents to support the young person and help them to get back into good behaviour. With this in mind we endeavour to seek parental support at the earliest opportunity. Support can include mentoring, monitoring reports, catch-up time, more specialist areas of mentoring in such areas as anger management, organisation and positive relationships and, in some cases close work with a keyworker other than the Base Leader.

The school has a unique **BRIDGE PROVISION**; a place where students who are at risk of exclusion, having significant problems in lessons, recovering from illness, or experience anxiety about school can work in a small and secure environment while receiving support to be able to go back into the mainstream classrooms.

There are occasions when it is in the student's best interests to move to another school for a fresh start. We work closely with the other secondary schools in Gravesham and can help with an **OBSERVED TRANSFER** to another school. Where strategies to rectify behaviour have been exhausted then the school works in partnership with parents to effect a **MANAGED MOVE** to another school. Where a student is at risk of permanent exclusion a **MONITORED TRANSFER** to another school would be sought.

Sometimes a student needs more support than the school itself can offer to help them manage their behaviour. Therefore, we work as closely as possible with **EXTERNAL SERVICES**.

Keeping parents informed

Most working communication with parents will be via telephone and from our ESLs (Engagement Support Leaders). However, class teachers, Subject Leaders and Assistant Headteachers (College Leaders) may also be in regular contact if students are going through a particularly difficult time and behaviours have become a serious cause for concern. Where students have been removed from lesson and collected by the duty manager, the duty manager will phone the parent and speak directly or leave a message. Texts and emails may be used if telephone contact is not possible. Parents can also monitor behaviour and achievement points using the online systems. Our school

reports, three times a year, give parents an idea of how proactive students are in each lesson through the 1 to 5 grading system we use (explained on the reports).

Final Summary

In summary, our policy and procedures will ensure high expectations in our students' attitudes through:

- working together to develop positive relationships across the school based on mutual respect, character building and valuing others; this includes staff supervision at social times
- fostering proactive (highly motivated and positive) behaviour in our students which focuses on creating a thirst for learning whereby the school commits to making lessons interesting, challenging and relevant
- ensuring that corrective measures focus on progress as compared to compliant behaviour
- treating students with consistency as far as is possible
- ensuring that students, staff and parents are clear on how our policy and procedures lead to progress and improved life chances

Finally, this is a shared policy between all member of the aforementioned community all of whom have a role in making, following, agreeing to and reviewing it. Parents are strongly encouraged to keep in close contact with the school. Likewise, staff and students' voices will be heard and taken into account.

CONSEQUENCE LADDERS – THESE ARE GUIDELINES ONLY AND MAY BE ADAPTED, BY THE SCHOOL, TO SUIT SPECIFIC CIRCUMSTANCES

Ladder for ensuring a Positive Approach to Learning and safety/Well-being (Summary only) Proactive approach to learning, no excuses.

B1-B4- FOCUS IS PURELY LEARNING- to be completed for in lesson time only

Behaviour Stage (Activity in SIMS)	Behaviours (Activity Type in SIMS)	ACTION
<p>B1 (1 point) Not using time effectively and completing tasks assigned (ICL)</p>	<ul style="list-style-type: none"> • Talking unnecessarily • Calling out without permission • Too slow to start work or follow instruction • Swearing in conversation • Minor rudeness (immediate remorse shown/apology given) • Silly/thoughtless behaviours • Using mobile phone (taken and handed to student reception) • Argument with a peer/minor friendship fall-out 	B1 issued on SIMS
<p>B2 (1 point) Work is not submitted or does not reflect student's ability (ICL)</p>	Work submitted does not reflect MEG (in class learning)	B2 issued on SIMS
<p>B2a (1 point) Work is not submitted (OCL)</p>	<ul style="list-style-type: none"> • Missed learning deadline 	B2a issued on SIMS
<p>B2b (1 point) Work does not reflect student's ability (OCL)</p>	<ul style="list-style-type: none"> • Work submitted does not reflect MEG (in class learning) 	B2b issued on SIMS
<p>B3 (1 point) Not following the classroom code of conduct (Code of conduct will be in each learning environment)</p>	<ul style="list-style-type: none"> • Respect for Self • Respect for learning • Respect for others • Respect for school 	B3 issued on SIMS
<p>B4 (1 point) Not equipped to learn</p>	<ul style="list-style-type: none"> • Resources required for learning • Device (email ESL Only) 	B4 issued on SIMS

Behaviour Stage (Activity in SIMS)	Behaviours (Activity type in SIMS)	ACTION
<p align="center">B5 (3 points) Not following school code of conduct</p>	<ul style="list-style-type: none"> • Respect for others, unkindness, rudeness • Respect for school, antisocial behaviour 	<p align="center">30 minute break detention</p>
<p>B6a 15 After school Min Punctuality Detention B6a 15 Afterschool Min Uniform Detention (2 Points)</p> <p>B6b 30 Min Break time Punctuality Detention B6b 30 Min Break time Uniform Detention (3 Points)</p> <p>B6c SLT Detention (1 hour) (3 points)</p>	<ul style="list-style-type: none"> • Lateness • Uniform infringement/equipped to learn (device/PE/Drama) • Compliance – Did not attend 15 min detention • Compliance – Rectify behaviour with SL/AHT/DH 	<p align="center">Progressive Sanction</p>
<p>B7a Removal from learning environment until the end of the lesson (4 Points)</p>	<ul style="list-style-type: none"> • Not proactive in lessons 	<p align="center">ESL office- Return after solution focus approach</p>
<p align="center">B7b (5 points) Removal from learning environment</p>	<ul style="list-style-type: none"> • Walking off from staff – during lessons and detention • Swearing at student aggressively/publically • Intimidating behaviour towards staff/students • Persistent unkindness/failure to remedy unkind behaviours • Racist/homophobic incidents • Dangerous/unsafe behaviours • Extreme rudeness • Smoking (including outside school whilst in uniform) • Bringing the school into disrepute • Refusal to comply with previously issued consequences for same offence • Theft • Filming/photographing without staff permission 	<p align="center">SIR 30 minutes' detention</p> <p align="center">Proactivity- until the end of the break/lunch</p>

<p>B7c Removal from learning environment due to uniform infringement</p>	<ul style="list-style-type: none"> • Not compliance to school uniform policy 	<p>15 minutes after school</p>
<p>B7c Removal from learning environment -Truancy</p>	<ul style="list-style-type: none"> • Truancy 	<p>Until the end of break. (this may vary based on approach to learning)</p>
<p>B8 (6 points) Exclusion Bridge (11.30 to 4.30)</p>	<ul style="list-style-type: none"> • Repetition/Escalation • Persistent disruptive/dangerous/unsafe behaviour • Swearing at/physical violence towards staff • Bringing drugs, alcohol and offensive weapons into school • Physical aggression (perpetrator) (reactor) – if significant or if deemed avoidable • Significant or aggressive refusal to comply with instruction • Filming/photographing without staff permission/uploading 	<p>Exclusion Bridge (Length decided by CN/FC)</p>

Ladder for ensuring Positive Relationships

Appendix 2

Eliminating unkind and bullying behaviours

Prior to the below becoming official, the students will be given an official warning.

Positive Relationship (Activity in SIMS)	Behaviours	ACTION
PRP1 (1 point) Not respecting others	<ul style="list-style-type: none"> • Unkind behaviour 	<ul style="list-style-type: none"> • Recorded on SIMS 1 point issued. • Communicated to parents
PRP3 (3 points) Not following positive relationships code of conduct	<ul style="list-style-type: none"> • Student is unable to maintain a working relationship and has continued with unkind behaviour 	<ul style="list-style-type: none"> • 30 min break 3-5 days • Communicated to parents
PRP5 (5 points) Removal from learning environment	<ul style="list-style-type: none"> • Student continues with unkind behaviour despite prior consequences 	<ul style="list-style-type: none"> • SIR/ 30-minute afterschool (Depending on severity can be up to 2 days). • Communicated to parents
PRP6 (6 points) Bridge/Exclusion	<ul style="list-style-type: none"> • Unkind behaviours have escalated and continued despite above steps • The student has displayed deliberate intimidation, aggression or violence 	<ul style="list-style-type: none"> • Exclusion • Bridge (11:30-4:30) (Length decided by HT/DHT) • Communicated to parents
RJ/ Mediation can be used alongside sanctions		

Reporting Pathways – Proactive Approach to Underachievement

Achievement (Activity in SIMS)	Behaviours	ACTION
STAGE 1 Subject TEACHER	<ul style="list-style-type: none"> Issues B-4 (Learning Focus) 	<ul style="list-style-type: none"> Recorded on SIMS 1 point issued
STAGE 2 SLT- 1 hour detention	<ul style="list-style-type: none"> 5+ B1-4 Points- Mon-Mon 	<ul style="list-style-type: none"> SLT Wednesday 1hr Detention
STAGE 3	<ul style="list-style-type: none"> Non Compliance to SLT detention 	<ul style="list-style-type: none"> B7b- Removal from the learning environment

Reporting Pathways – High Behaviour Points

Behaviour Stage	Behaviours	ACTION
BESPOKE PACKAGE	<ul style="list-style-type: none"> Students whose behaviours are deemed to be greater than using the aforementioned procedures 	Students agreed by SLT through use of internal data
School Improvement Panel	<ul style="list-style-type: none"> High number of behaviour points within a cycle (approximately 12 weeks) 	To provide strategic direction and actions moving forward for specific students.

Northfleet School for Girls Code of Conduct

At NSFG we will all do our best to behave in a way which shows **Respect for Learning**. This means:

- **Attend today achieve tomorrow**
- **Be resilient, persevere and overcome barriers**
- **Be proactive in exceeding expectations and adopt a can do attitude**

At NSFG we will all do our best to behave in a way that shows **Respect for Self**. This means:

- **Dream Big, remain positive, work hard and make dreams a reality**
- **Come equipped to Learn, correct equipment and uniform**
- **Explore creative approaches to work and solve a problem**

At NSFG we will all do our best to behave in a way that shows **Respect for Others**. This means:

- **World Minded**, being courteous, co-operative, friendly and showing consideration for other people's feelings and points of view
- **Teamwork**, using time effectively and supporting others
- **Being a responsible citizen** demonstrating acts of kindness, showing courtesy and respecting the right of others

At NSFG we will all behave in a way that shows **Respect for the School**. This means:

- Taking good care of **property** and the **environment**, in and around the school
- Making sure we always give the **right impression** of the school
- Playing an **active part in helping** improve the school and the local community

High Expectations

“During our visits to classrooms, we observed very positive attitudes towards learning. Pupils were clearly enjoying the levels of challenge on offer and showed respect towards their teachers and each other.” (Ofsted, 2017)

We are very proud of the excellent behaviour of our students. Students are very aware of our ethos of high expectations, working together and enjoying the journey, and embrace these aims in all they do. Our clear and consistently applied procedures support students in maintaining these high expectations regarding relationships, behaviour, proactivity in lessons and with homework, uniform and equipment, as well as the environment. Our **Home School Agreement**, to which students, parents and school sign up, outlines the responsibilities of each stakeholder so that every student can get the very best from their time at our school; whilst our **e-safety contract** seeks to ensure that these same high expectations are extended to online communications, thereby ensuring all students remain safe in the cyber world.

With each student agreeing to our high expectations on entry to the school, there is little need for many additional “rules”. However, students and parents should be aware of the following:

- Students should walk inside the building and wait sensibly and quietly outside teaching areas until invited to enter
- Students should queue at the dining hall or café hatches, without pushing in or causing any safety hazard
- For health and safety reasons a number of items must not be brought into school. These include
 - Chewing or bubble gum
 - Cigarettes, matches, lighters and lighter fuels (including vape cigarettes or other alternatives)
 - Alcohol
 - Illegal drugs and non-medicinal drugs/substances
 - Knives or any items seen as weapons
 - Aerosol cans
 - Tippex
 - Fizzy or energy drinks
- To ensure teaching and learning is at its most effective, the school reserves the right to ban additional items as a need arises
- Correct uniform must be worn at all times, this includes to and from school
- Correct kit must be worn for PE and PA lessons

- Students will be informed of additional items or uniform required for specific lessons
- Medicines (in all forms, including pain killers) should not be carried with the students but should be handed in to the Engagement Support Leader for safe keeping

Mobile Phones, Devices and Headphones:

- These MAY be brought into school but must be switched off and out of sight during lesson time, including Base Time, and at lesson changeovers.
- Phones may only be used in lessons for learning purposes and if the teacher requests/agrees this.
- Students must not use their phones to contact parents during the school day. If there is an emergency, either personal phone or school phone may be used with a member of staff's permission.
- Mobile phones and other electronic devices are the student's responsibility – we advise that these are kept in lockers during lesson time (except for the school devices), not in pockets where a phone can easily fall out.
- Please note the **school accepts no responsibility for a mobile phone or personal device that is lost, goes missing or "disappears"**.
- Headphones may be used at social times and in social areas; not in lessons (unless for learning purposes and with the teacher's permission), between lessons or between areas.
- **Photographing and filming of anyone (including selfies) is not permitted** unless this is with the direct permission and supervision of a teacher. Likewise uploading such photographs or videos onto social media is not permitted. Students who do this within school time will face a consequence that, in most cases, will be internal or external exclusion

The school reserves the right to amend these rules should the need arise. Students will be informed of any changes via assemblies, Base Time or newsletters.

"The school is a harmonious environment where pupils are happy." (Ofsted, 2017)

We strongly believe that **positive relationships**, at all levels and with all members of our community, are central to our ethos: to high standards in behaviour; and to ensuring that the school's main aims of high expectations, working together and enjoying the journey are met. Our procedures, including our ladder of consequences for unkind behaviour and support for students who experience unkindness, seek to ensure that together we develop positive relationships across the school that are based on mutual respect, character building and valuing others. (Details of this ladder and procedures can be found in our Anti-Bullying Policy). We expect students to communicate respectfully, both face-to-face and through social media, with each other and with staff. Language used is a key part of this and we do not accept language or actions that put others down, insults or offends; bad language or swearing.

Social Media

Social Media is a wonderful tool for communicating but, as with face-to-face and telephone communication, needs to be used appropriately and with respect for others. We regularly teach and reinforce how students should use technology in order to keep themselves and others safe. Our expectations for online communication are the same as for other forms – we expect students to treat each other kindly and refrain from posting anything that may cause offence, upset or put others down. Should such behaviour occur within opening school hours we will investigate and act where necessary. On occasions, if the behaviour is extreme, this may mean involving the police. Outside of school open hours (evenings, weekends and holidays) we strongly advise parents to monitor their daughter’s social media usage and report concerns directly to providers or, if more serious, to the police. On some occasions it may be advisable for parents to block users where upset may be caused through social media communications. Parents should be aware that the school is not able to deal with out-of-hours social media issues.

For further information - see related policies and procedures:

- Behaviour Policy
- Behaviour Statement
- Uniform
- Home School Agreement
- E-Learning Contract
- Anti-Bullying Policy
- E-Safety Policy
- E-Safety Contract
- Attendance Policy
- Safeguarding Policy