

Behaviour Policy

Reviewer: JCR February 2024
Education Committee: March 2024

Next review by: July 2025



This Policy is available to current and prospective parents on the school website or as a paper copy on request.

1. Introduction

- 1.1. Effective education can only take place in a setting where pupils attend school regularly, are motivated to learn and behave well. The school plays a critical role in this process through its curriculum, pastoral and behaviour policies, which have a significant impact on the learning and personal development of all pupils. We believe in equal opportunities for all. The emphasis is upon the promotion of good behaviour, showing respect and consideration for others in all aspects of school life and the development of shared routines in teaching and learning. Positive feedback and consistent use of the rewards and sanctions system is a key element here.
- 1.2. Structures are in place for the school community to be rigorous, reflective and constructive if standards of behaviour should fall short and all staff should confront inappropriate behaviour, whenever and wherever it appears. In many cases, knowledge of the individual pupil, and the various circumstances surrounding an incident mean that professional judgement is better than a strictly formulaic approach. Nevertheless, staff aim to be consistent in their approach to the rules. The high standards of behaviour that exist within the school are as a result of teachers handling the individuals in their care sensitively and fairly, and collectively seeking solutions by adopting common strategies.

2. Scope

- 2.1. This policy and the School's Code of Conduct applies to the behaviour of all pupils, of any age, when they are:
 - at school;
 - taking part in any activity organised by the School or related to the School;
 - travelling to or from school;
 - wearing school uniform; or
 - in some other way identifiable as a pupil of the school.
- 2.2. This policy may also apply to a pupil's behaviour at other times if it affects the orderly running of the School or the welfare of a member of the school community, or where the reputation of the School may be negatively impacted as a result of the pupil's behaviour.
- 2.3. This policy should be read alongside the School's Anti-Bullying Policy in particular.

3. Creating a constructive learning environment

- 3.1. Aspects of positive learning behaviour encouraged at all times include:
 - Attentiveness and intellectual curiosity.
 - Good organisation.
 - Effective communication.
 - Respectful behaviour towards staff and pupils.
 - Seeking help when necessary.
 - Appropriate interruption.
 - Working efficiently in a group.
 - Consideration for others' physical space.

- Respect for property.
- 3.2. School Council devised a statement about the behaviours that embody our core values which is: Respectful; Courageous; Remarkable. This message is used as a positive reminder about our values as a community.

4. Emotional and behavioural development

- 4.1. We take a positive approach to pupils' emotional and behavioural development. A pupil with well-developed emotional behaviour:
- Has empathy.
 - Is socially aware.
 - Is happy.
 - Is confident.
 - Is emotionally stable and shows good self-control.
- 4.2. We recognise that some pupils will go through periods in school when they will need particular support or encouragement; the majority of these difficulties will be short lived and will respond to normal in-house procedures. Some pupils may also need specialist support to help deal with emotional and/or relationship difficulties and/or dissatisfaction which may lead to disruptive behaviour. When disruptive behaviour occurs, appropriate sanctions are used alongside support from form tutors. Heads of Year and Heads of Section may also be involved and contact with parents may be necessary.
- 4.3. At points of transition, for example into Y7 and from one section of the school to another, the pastoral teams work hard to ensure that there is continuity of support for individuals and that pupils can settle quickly into new form groups.

5. Code of Conduct

- 5.1. The Code of Conduct sets out the School's expectations for behaviour (see Appendix 1). These are kept to a minimum and the Code of Conduct is not intended to be comprehensive. Pupils are expected to behave courteously, considerately and with common sense at all times and particularly in their interactions with others, whether face to face or online. Everyone has a right to feel secure and to be treated with respect; harassment and bullying in any form will not be tolerated.
- 5.2. The School's expectations are further explained to pupils via the 'Guidance for Behaviour' documents, which reflect the Code of Conduct but vary slightly according to whether the pupil is in the Lower School, Middle School or Sixth Form. The relevant Guidance for Behaviour is reviewed with pupils by form tutors at the start of the year and at other times where appropriate.
- 5.3. The School's expectations for behaviour will apply regardless of whether a particular behaviour is legally permissible by virtue of a pupil's age (e.g. use of alcohol or cigarettes by those aged 18 or over).

6. Celebrating Achievement (Rewards)

- 6.1. Good work and behaviour in classrooms and around the school will be rewarded with praise (verbal and written) and encouragement.

- 6.2. The Reward Report aims to reward girls who are notably respectful, courageous or remarkable in their behaviour or in their academic work (either in small but significant ways or in striking examples). Earning three Reward Reports in a half-term will result in a Reward Report Commendation.
- 6.3. The Commended Contribution to School Life is an award for outstanding individual achievement or leadership outside of the academic sphere.
- 6.4. The Head of Section award for the Lower and Middle School is used to reward effort, perseverance, contributions to the school community and pleasing personal progress in different areas of school life.
- 6.5. See Appendix 2 to this policy for a more detailed explanation of the rewards system.

7. Sanctions and Monitoring of Pupils

- 7.1. There are a range of sanctions for breach of the rules, from a notification of Conduct Concern to suspension, depending on the severity of the offence. Any disciplinary situation should be dealt with objectively, fairly and in a way which is appropriate to the pupil's age and personal circumstances. In all cases, a discourteous response, a failure to take responsibility for actions that are found to be in breach of the rules or persistent breaches may result in more serious sanctions being applied.
- 7.2. The emphasis is upon close monitoring of individual pupils so that, as far as possible, offences are not repeated and there should be no need to apply more serious sanctions. If necessary, a pupil will be assigned a teacher mentor with whom they will meet on a regular basis to discuss their progress.
- 7.3. See Appendix 3 to this policy for a more detailed explanation of sanctions.

8. Liaison with parents

- 8.1. Parents are notified via the Parent Portal when their child receives: a Commended Contribution to School Life; a Head of Section Award; a Reward Report; a notification of Conduct Concern or an after school detention.
- 8.2. The School aims to work closely with parents in managing pupils' behaviour. Parents will almost always be contacted where a pattern begins to emerge or in the case of more serious offences. (See Appendix 3 to this policy.)

9. Equality

- 9.1. The School believes in equal opportunities for all (see the School's Equal Opportunities Policy) and will make reasonable adjustments for managing behaviour which is related to a pupil's special educational need or disability including those that may be related to mental health difficulties.
- 9.2. All bullying is unacceptable but any bullying or harassment on the basis of protected characteristics (e.g. sexist, racist, homophobic or transphobic) will be taken particularly seriously (see also the Anti-Bullying Policy).

10. Safeguarding

- 10.1. The School will consider whether a pupil's behaviour gives cause to suspect that the pupil or another child is suffering, or is likely to suffer, significant harm and/or whether the behaviour amounts to child on child abuse. The School will also consider whether continuing disruptive behaviour might be the result of unmet educational or other needs, and therefore whether a multi-agency approach is appropriate. In either instance, the procedures set out in the School's Safeguarding (Child Protection) Policy should be followed.

11. Searching and Confiscation

- 11.1. Any member of staff may search a pupil for any item if the pupil agrees. The pupil may be asked to turn out her pockets, bag or locker and if she refuses, disciplinary action may be taken in accordance with this policy.
- 11.2. The Head, and staff authorised by the Head, may search a pupil or a pupil's possessions without their consent, where they have reasonable grounds for suspecting that a pupil has any of the following in their possession: knives; weapons; alcohol; illegal drugs; stolen items; tobacco and cigarette papers; fireworks; pornographic or offensive images; an item that has been, or is likely to be, used to commit an offence or to cause personal injury to, or damage to the property of, any person (including the pupil); or any item banned by the School Rules including electronic devices (see the Code of Conduct in Appendix 1), e-cigarettes, nicotine pouches and vaping kits.
- 11.3. A member of staff may confiscate, retain or dispose of a pupil's property as a disciplinary penalty where it is reasonable to do so. Confiscation of an item may take place following a lawful search, as set out above, or however the item is found, if the member of staff considers it harmful or detrimental to school discipline.
- 11.4. Staff are legally entitled to confiscate or examine phones or other electronic devices if they have good reason to suspect that the device may be used to cause harm or be detrimental to school discipline. The Education Act 2011 gives schools the power to search electronic devices and to delete data where appropriate, or to hand devices or data to the police.
- 11.5. Procedures in relation to searching and confiscation must be reasonable and in line with the School's policy on the searching and confiscation of banned items.

12. Use of Force

- 12.1. The use of corporal punishment is strictly prohibited as specified under Section 131 of the Schools Standards and Framework Act 1998.
- 12.2. While it is never acceptable to use force as a punishment, members of staff may use reasonable force to prevent a pupil from: committing a criminal offence; injuring themselves or others; damaging property; or acting in a way that is counter to the maintenance of good order and discipline at the School.

13. Record Keeping

- 13.1. Commendations, notifications of Conduct Concerns, lunch time and Friday Detentions are all stored in the pupil's Reward and Conduct, and discipline records on iSAMS.

- 13.2. Extended discussion with the pupil and any discussion with their parents are summarised on a Communications Record which is kept in the pupil's personal file.
- 13.3. Instances of bullying are recorded in the school bullying file by the Deputy Head (Pastoral).
- 13.4. Instances of serious misconduct and the sanctions applied are recorded in a file kept by the Deputy Head (Pastoral).

Appendix 1: Code of Conduct

This Code of Conduct sets out the School's expectations for behaviour. These are kept to a minimum and are not intended to be comprehensive.

Scope

The Code of Conduct applies to the behaviour of all pupils, of any age, when they are: at school; taking part in any activity organised by the School or related to the School; travelling to or from school; wearing school uniform; or in some other way identifiable as a pupil of the school. It may also apply to a pupil's behaviour at other times if the behaviour affects the orderly running of the School or the welfare of a member of the school community, or where the reputation of the School may be negatively impacted as a result of the pupil's behaviour.

Core Values

The School Council devised a statement of the behaviours that embody our core values which is:

Respectful; Courageous; Remarkable

School Expectations for Behaviour: Breach of the following is likely to result in a conduct concern or detention. Repeated incidents, or more serious breaches, may involve the application of more serious sanctions.

- **General:** All pupils are expected to be respectful and mindful of others and their environment within school at all times and to make the most of all the opportunities available to them. As part of a wider community, they should also behave with courtesy to members of the public particularly when travelling to or from, or otherwise representing, the School.
- **Attendance:** Pupils should be in school by 8.25am and in their form rooms by 8.30am. Persistent lateness will result in a 'late report' i.e. reporting to the form tutor or Head of Year before 8.20am. Pupils below the Sixth Form must not leave the premises without permission.
- **Respectful behaviour:** Friendships are encouraged, and pupils are expected to behave in a respectful and appropriate way to one another at all times. Public displays of intimacy are not acceptable.
- **Lessons and Homework:** All pupils must have the right books and equipment to participate fully in class and must hand work in on time. Persistent failure to be ready to learn in class or to meet homework deadlines, without an acceptable reason, may result in a detention.
- **Mobile Phones and electronic devices:** All pupils must adhere to the School's 'Code of Conduct for Pupil's Use of ICT' (see Appendix 4). Pupils aged 11-16 are not allowed to use mobile phones or other personal electronic devices at all during the school day except with permission and under supervision. Reception staff will always help pupils contact home should they need to do so. Sixth Form pupils are allowed to use personal devices (including mobile phones) in the designated areas for Sixth Form provided they do so considerately. Where phones or other personal devices are misused, the device will be confiscated by a member of staff and a notification of Conduct Concern issued.
- **Uniform:** Pupils from year 7 to the first term of year 11 inclusive are expected to wear the correct uniform as set out in pupils' diaries and on the parent portal. Older pupils, and all pupils on 'mufti' days, must dress appropriately for the working day in school.

- **School environment:** Pupils must respect their environment. Food and drink should be consumed only at appropriate times and in designated spaces. Chewing gum is not permitted anywhere in school.
- **Appearance** should be appropriate for school; pupils should not dye their hair so that it looks unnatural, nor wear coloured hair extensions. Pupils below the Sixth Form should not wear make-up or nail varnish in school. Given the busy nature of school life and health and safety requirements in P.E. and other practical subjects, jewellery should be discreet and may need to be removed to undertake certain activities safely during the school day.

Serious issues: The following are examples of unacceptable behaviour that is likely to result in immediate suspension and consideration under the School's Expulsion, Removal and Review Policy.

- **General:** Any persistent attitudes or behaviour which are inconsistent with the School's ethos, as well as any conduct which affects the welfare of a member or members of the school community or which brings the school into disrepute (single or repeated episodes) on or off school premises may result in suspension or expulsion.
- **Bullying:** Bullying or devaluing behaviour of any kind is completely unacceptable whether it takes place face to face, online or via the use of artificial intelligence. Severe or persistent bullying or cyber-bullying, or any sexist, racist, homophobic or transphobic bullying, is likely to result in suspension or expulsion.
- **Theft:** Any pupil who is found to have stolen money or belongings is likely to be suspended. Serious or persistent theft may result in expulsion. Failure by a pupil to either hand in to a member of staff, or return to the owner, items which they have found in school and which do not belong to them may also amount to theft.
- **Smoking:** The use, supply or possession of smoking materials (including tobacco, cigarette papers, e-cigarettes or vaping kits) is likely to result in an immediate fixed term suspension. Serious or persistent breach may result in expulsion. The School is an entirely non-smoking site and pupils are also expressly forbidden from smoking or vaping in the surrounding area, including at transport hubs on their way to and from school
- **Alcohol:** Other than in the limited circumstances set out in the School's Drugs, Alcohol and Tobacco Policy, the use, possession, or supply of alcohol, and/or being under the influence of alcohol is likely to result in an immediate fixed term suspension. Serious or persistent breach may result in expulsion.
- **Drugs:** The use or possession of drugs and solvents, or their paraphernalia or substances intended to resemble them, is forbidden and is likely to result in expulsion. The same applies to a pupil found to be supplying, or attempting to supply, drugs or who is found to be under the influence of drugs while at school or in the vicinity of the school. 'Drugs' in this context includes illegal or controlled drugs and other harmful or potentially harmful substances such as aerosols, solvents and new psychoactive substances. It may also include prescription drugs and over the counter medicines if these are held or supplied for purposes of misuse.
- **Other examples** of serious misconduct include: blackmail, physical violence, intimidation and racism; misconduct of a sexual nature; supply or possession of pornography; possession or use of unauthorised firearms or other weapons; malicious allegations against staff or pupils; serious breach of the Code of Conduct for Pupils' Use of ICT; and vandalism (including computer hacking). Pupils are expressly forbidden from engaging in sexual behaviours which may be harmful or abusive to others. This includes, but is not limited to, sexual relationships between younger and much older students, particularly where the older student is 18 or over (this may also constitute a criminal offence).

Appendix 2: Rewards

1. Introduction

- 1.1. Our rewards system enables teachers and support staff to recognise the good efforts, behaviour and achievements of pupils both informally and formally, as appropriate. In encouraging good citizenship and positive contributions towards the life of the school we seek to develop our pupils' sense of responsibility, self-motivation and self-esteem.
- 1.2. Rewards include:
 - Verbal praise from the teacher.
 - Comment on work.
 - Commended Contributions to School Life – to celebrate good citizenship, kindness to others and contributions to the school community.
 - Reward Reports – for pupils who display 'respectful, courageous or remarkable' behaviour, as well as impressive standards of academic work.
 - Heads of Section Awards for Lower School and Middle School.
 - Prizes, trophies, colours.
 - Whole school presentations. Public recognition, including displays of work.
 - Recognition of talents through team membership, productions, concerts etc.
 - Being given positions of responsibility within the form e.g. School Council Representative.

2. Commended Contribution to School Life

- 2.1. This is an individual award recognising exceptional achievement or contribution in areas of school life outside the academic sphere. The award may be given as a result of a one-off event or sustained commitment and excellence in contributing to the life of the school community. Most specifically, the award is designed to mark the significant, positive impact a pupil has had either in leading others or in giving their time / energy / talents to helping others or improving matters for other people.
- 2.2. Examples where the Commendation could be awarded include:
 - **Extra-curricular activities:** consistent punctuality and helpfulness in the organisation of activities; motivating/encouraging others; being considerate and helpful to staff; showing organisation or leadership.
 - **Citizenship:** helpfulness; consideration; positive leading by example.
 - **Leadership:** carrying out a school office or extra-curricular responsibility with exceptional care, commitment and skill (e.g. School Council, Team Captain, School Ambassador, etc.).
 - **Care of others:** demonstration of exceptional support of others in need or showing considerable sensitivity and care in a difficult situation.

3. Reward Reports

- 3.1. At Godolphin and Latymer, we are very proud of our vibrant, warm and welcoming community. We have worked with School Council to devise a list of three core behaviours which we seek to promote in our daily interactions with each other. These behaviours involve being: **Respectful; Courageous; Remarkable.**
- 3.2. We give Reward Reports to girls who display these behaviours in a notable way, typically in lessons, registration, form times or in the work they produce. These reports are issued via iSAMS and a notification email sent home to parents, to the Head of Section and the Deputy

Head (Pastoral). Accumulation of several of these awards may lead to a Reward Report Commendation being issued. Students will need to earn at least three Reward Reports in a half-term to receive one.

- 3.3. Examples of behaviour which might merit these rewards include, but are not limited to:
- **Respectful:** Exceptional politeness to a member of staff or student; impressive punctuality; an act of kindness to a member of staff or student; impressive listening skills.
 - **Courageous:** Speaking up for a friend who is in need of help; trying something which takes them out of their comfort zone; impressive perseverance in the face of challenge.
 - **Remarkable:** impressive dedication and commitment to a task in either an academic or pastoral context; superb use of initiative; a compassionate and empathetic approach to managing relationships with others.
- 3.4. Reward Reports are awarded to girls who display these behaviours in small but significant ways as well as for very striking examples of them. They are a part of our emphasis on modelling excellent behaviour and instilling values in our students which will serve them well for life.

4. Heads of Section Awards: Lower and Middle School

- 4.1. These awards are available to be issued by the Heads of Lower and Middle School, entirely at their discretion, whose judgement is based on their unique overview of the pupils in their section. Examples may include:
- Significant improvement in work or attitude.
 - Significant achievement over a number of subject areas, e.g. in end of year or practice examinations.

5. Colours

- 5.1. There are situations where Colours are a more appropriate award for pupils for their contribution to school life in a particular area.
- 5.2. Colours may be awarded by the Director of Music, and the Heads of Drama, PE and Debating, for a pupil's sustained excellent contribution over a period of time within these particular fields. Colours are likely to be awarded less widely than a Commended Contribution to School Life, which may be more appropriate for a one-off achievement, or for sustained commitment which is to be rewarded, but is not of the standard of colours. Colours are divided by section (Lower School, Middle School and Sixth Form), and can only be awarded once during a pupil's time in the section. Colours will be awarded in assembly at the end of an academic year, or at the end of a sporting season. To understand the differences between Colours and a Commended Contribution to School Life, the following illustration is offered:
- The star sportswoman who plays in all first teams and is the leading goal scorer may receive colours.
 - The squad player who has loyally given of their time over a sustained period, or who has made a significant, one-off achievement, may receive a Commended Contribution to School Life.

However, individual departments would be free to devise their own guidance.

Appendix 3: Sanctions and Monitoring

1. Conduct Concern

- 1.1. A notification of Conduct Concern is issued by a member of staff when a parent and the pastoral team need to be informed about an incident at school. Conduct Concerns are used in a wide variety of contexts to address poor behaviour and persistent lack of organisation; the aim of them is to make sure that the pastoral staff and parents are aware that an issue has arisen. An automatic notification is sent via iSAMS and the parent portal. A notification of Conduct Concern does not replace the member of staff directly communicating with the pupil and challenging them if their behaviour is not satisfactory. Conduct Concerns would typically be used to address, and support pupils with, low level behaviour concerns and organisational issues.

2. Lunchtime detentions

- 2.1. In addition to the notification of Conduct Concern, the subject teacher, Form Tutor, or teacher on duty may feel that applying a more immediate sanction is appropriate. The lunchtime detention provides a half-way house before a full detention. It should take place on the day following the incident or as soon as possible after that. The only activities which take precedence over a lunchtime detention are timetabled speech and drama lessons or lessons arranged with a peripatetic music teacher. Lunchtime detentions are to be arranged through the iSAMS Detention module.

3. Friday Detentions (from 3.15-4.15pm)

- 3.1. This sanction may be used for one-off and more serious incidents where behaviour has fallen short of expectations, or where there has been a repeated pattern of low level problems. The teacher should enter the pupil into detention 2 days before the detention to give ample time for acknowledgement. Detentions are entered via iSAMS. A letter is sent from the school office to parents. Pupils are expected to attend even if they have other commitments. The teacher on detention duty is then informed and ready to supervise the pupil.

4. Persistent concerns

- 4.1. The pupil may be put on behaviour, effort or organisation report for a period. Should the report prove unsatisfactory, a supplementary interview with the Head of Section or a formal interview with the Deputy Head (Pastoral) or Head may be appropriate and a serious sanction considered.

5. Serious sanctions

- 5.1. Serious issues regarding behaviour (see the Code of Conduct) may result in an internal or external suspension and/or may be considered under the School's Expulsion, Removal and Review Policy.

6. Summary - Team-work among staff

6.1. Contact:

- **Form Tutor** – as the first point of call when raising, or repeating, concerns about a pupil.
- **Head of Year** – for persistent problems or developmental concerns. Usually this approach will be made by the Form Tutor in response to a subject teacher's concerns.
- **Head of Department** – for advice where a pupil is not making sufficient academic progress in your subject.

- **Head of Section** – for serious concerns. Usually, this approach will be made by the Head of Year following discussion with form staff.
- **Deputy Head (Pastoral)** – for extremely serious concerns. Usually, this approach will be made by the Head of Section. Where the issue involves academic concerns, the Senior Deputy Head (Academic) will also be involved.

Appendix 4: Code of Conduct for the Use of ICT (updated July 2023)

1. Use of School ICT Facilities

- I will only use the School's ICT facilities, including the internet, email, digital video and mobile technologies, for School purposes and in accordance with School policies.
- I will not attempt to circumvent systems and programmes that the School has put into place for my protection, such as filtering of websites on the School network and restriction of app downloads.
- I will only log onto the School Network or other School systems or resources with my own user name and password.
- I will not share my passwords with anyone else and I understand that the School will never send me an email requesting my password.
- I will not attempt to bypass the School's internet filtering system.

2. Use of Personally owned Devices

- I will not use a personally owned device such as a phone, tablet or laptop in School during the School day without the express permission of a teacher (the 6th Form have permission to use personal devices/phones with certain restrictions).
- I will not connect a personally owned device to any of the School's projection facilities.
- If I am given permission to use a personally owned device during the School day, then that use is entirely at my own risk and it is up to me to ensure that the device is not damaged, lost or stolen.
- When in School or when completing school work at home I will only use a personally owned device in accordance with the rules set out in this agreement and the School's Behaviour and Anti-Bullying policies.
- If I have wearable technology in lessons or in public areas around the School, I will activate the 'do not disturb' or 'flight' mode.
- I understand that I must not have any device capable of mobile communication in examinations as this will result in disqualification.
- I understand that any personally owned device I use in School during the school day must access the internet via the school wireless network and that 'hot-spotting' via a mobile phone is strictly prohibited.

3. Responsible Behaviour

- I will make sure that all electronic communications with pupils, teachers or others are responsible, sensible and appropriate.
- I understand that I should never say anything in writing, electronic or otherwise, that I would not be prepared to say to someone's face.
- I will ensure that my online activity, both in school and outside school, will not cause staff, pupils or others distress or bring the School into disrepute.
- If I participate in any video conferencing with other pupils or staff (e.g. via Google Meet) I will ensure that I am dressed appropriately and in a suitable location.
- I will only open a Google Meet when instructed to do so by a teacher using the code provided and will not invite anyone into a Google Meet without permission from a teacher.

- I will not deliberately browse, download, upload or forward material that could be considered hurtful, offensive or illegal. If I accidentally come across any such material I will not share or print it and will instead report it immediately to a member of staff.
- I am aware that I must ask permission before I take images or recordings of other pupils or staff and I must never distribute these by email, text, on the internet or via any social networking site without the express permission of all individuals involved.
- I will not give out any of my personal information online (such as name, phone number or address) nor that of other people.
- I understand that I should not use my school email address to sign up for any website or internet services other than those specifically recommended by my teachers.
- I understand that any information or images online are permanently accessible and may be seen by a future university tutor or employer.
- I understand that I cannot be sure about the identity of a person I have only met online and I will not arrange to meet someone that I have only met online without a parent or guardian present.
- I will respect copyright and understand that submitting work that is not my own, without proper acknowledgment, may invalidate my marks or lead to me being disqualified from exams.
- If anything makes me uncomfortable or worried, I know that I can share this with a teacher or parent/guardian.
- If I receive an email that I can see is not intended for me, I will reply to the sender immediately to let them know and then delete the email. I will not share the contents of the email with any other pupil.

4. Use of School iPads

'iPad' refers to the 'school iPad' issued by the Godolphin and Latymer School.

- I will use the iPad for educational and personal organisational purposes only.
- I understand that the iPad is provided for my own use and I must not lend my iPad to anyone else or borrow anyone else's iPad.
- I understand that I may use the iPad during break times in order to complete academic work in the library, the computer rooms or my form room. I may not use it in the Dining Hall or the corridors.
- I understand that in order to maximise the functionality of my iPad, Wi-Fi and Bluetooth must be switched on at all times.
- If I lose or damage my iPad, I will inform the ICT Office as soon as possible and also make sure that my parent/guardian reports this to the Finance Office within 7 working days.
- I understand that the iPad must be kept in the case provided by the School at all times and that, outside of school, the iPad should not be left unattended.
- I will not affix any stickers to the iPad or the case, nor insert other items into the case.
- I will return the iPad to the Godolphin and Latymer School whenever the School requests or when I leave the School.
- I will bring the iPad to school each day fully charged and named clearly. I understand that labels attached to the iPad are the property of the School and must not be removed.
- I will use the iPad only for activities directly related to the lesson with the teacher's permission and I understand that the teacher may be able to view my iPad screen at any time during the lesson.

- I will place the iPad on the desk with the cover closed when not in use or when requested to stop using it by the teacher.
- I understand that taking or use of photos/video/recording on the iPad is not allowed without the subject's personal permission as well as the teacher's permission.
- I will not record lessons on the iPad without the teacher's permission.
- I understand that the iPad management system may email me from time to time asking me to perform certain functions such as software updates, and that I am responsible for completing these requests in a timely manner.
- I will not publish any material through any media outside of the school environment without the teacher's permission.
- I will avoid sending large quantities of data (for example images and videos) via email; I will instead use Google drive to share content.
- I understand that for Sixth Form pupils, the App and iBooks Stores are available to download Apps and Books. Otherwise there are curated private App and Book catalogues. I understand that the School reserves the right to remove access to the App and Book stores.
- I understand that the School may elect to blacklist some Apps that it considers inappropriate. If I have one of these installed I will remove it on request. I understand that if I fail to do so, the School may reduce the functionality of my iPad until the offending App is removed or may invoke other sanctions.
- I understand that the School will not be responsible for any associated cost for Apps or Books purchased independently of the private catalogues.
- Within lessons, I will not communicate electronically with other pupils without permission from the teacher.
- If a member of staff asks to see my iPad's content or applications, I will show them immediately.

5. Monitoring and Sanctions

- I understand that my use of any of the School's ICT facilities, including the internet, email, digital video and mobile technologies, may be monitored and logged. The results may be made available to pastoral staff if my online activities give rise to any welfare concerns or if there is suspected misuse of the ICT facilities.
- I understand that these rules are designed to keep me safe and that any breach will be dealt with in accordance with the School's Behaviour Policy. Incidents involving breaches of this code of conduct will be judged on a case by case basis. Depending on the severity of the incident, sanctions could include: conduct concerns; lunch time detentions; Friday afternoon detentions. Very serious situations, such as cyber-bullying, could lead to suspension. Bullying of any kind is not tolerated at Godolphin and Latymer.

Signature

Print name

Date