



LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

Wednesday 18 May 2022

To be held at 5.30pm

At Longsands Academy

Membership: Mark Young (Chair); Lee Larcombe (Vice Chair) Neil Owen (Principal); Dawn Milne; Richard Slade; Nathaniel Stephenson; Donna Singleton; Barbara Hughes.

In attendance: Deborah Gordon

Clerk: Melanie Basson

Minute Reference	Summary of action required	Responsible	Status
03.03.22	Clarification required for the 'blank' data contained within Behaviour Analysis	SAH	
03.03.22	Attendance to be discussed as a standalone item in May 2022.	Clerk	
03.03.22	Sexual assault category line to be added to the table for safeguarding data.	CG	
03.03.22	Establish the number of PP and SEN students taking part in enrichment activities.	JDP	
03.03.22	Anti-bullying policy to be electronically ratified and published	Clerk, CG	Complete
03.03.22	Dr Larcombe and Mr Merson to schedule a learning walk in maths and compare findings with behaviour data for maths.	LL/JM	
03.03.22	Link Lead visit reports to be shared with the Clerk for circulation	All	
03.03.22	Agenda time for Link Lead Visit Reports to be increased	Clerk	
03.03.22	The Principal will request that the School Council contacts Mr Slade to arrange a litter pick.	Principal	

Agenda

Item	Timings	Subject	Format
1	2 mins	Introductions and apologies	Oral item - Chair
2	2 mins	Declarations of interest	Oral item - Chair
3	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 3 March 2022	Papers attached - (pp3-9) Chair
4	20 mins	Principal's report and questions	Papers attached – (pp10-21) Principal
5	5 mins	T Levels	Oral item - DG
6	5 mins	Policies: <ul style="list-style-type: none"> Transgender policy 	Papers attached – (pp22-26) Chair
7	20 mins	Member visits <ul style="list-style-type: none"> Personal Development visit 1 April 2022–DM Future visits scheduled 	Papers attached (p27) -Chair
8	2 mins	Future agenda items and confirmation of forthcoming dates <ul style="list-style-type: none"> Next LGC meeting 4 July 2022 Proposed 2022-23 LGC meeting dates 	Oral item - Chair
9	2 mins	Any Other Business	Oral item - Chair
	20mins	Part B – Confidential items: <ul style="list-style-type: none"> HR Risk 	Oral item - Chair



LONGSANDS ACADEMY

Local Governance Committee (LGC) meeting

Thursday 3 March 2022

Held in conference through Teams

MINUTES – PART A

Members Present:	Mark Young - Chair; Neil Owen - Principal - Longsands Academy Lee Larcombe - Vice Chair; Barbara Hughes; Dawn Milne; Richard Slade. Nathaniel Stephenson; Donna Singleton.		
In Attendance:	Emillie Newell (Clerk); Clare Greaney – Vice Principal. Alf Lesurf - Assistant Principal, Inclusion. Julian Merson - Assistant Principal Assessment and Moderation. James Powell - Assistant Principal, Personal Development. Stephanie Hills - Assistant Principal, Pastoral. Janette Swainston – Head MFL		
Minute Reference	Summary of action required	Responsible	Status
08.12.21	Academy to publish adopted policies: <ul style="list-style-type: none"> • Bereavement Policy • Careers Policy (CEIAG) • Mental Health policy (SEMH) • Feedback Policy 	SLT	Complete
08.12.21	Finalise and publish Longsands Impact Statement 2020-21	Principal and Clerk	Complete
03.03.22 Item 4	Clarification required for the 'blank' data contained within Behaviour Analysis	SAH	
03.03.22 Item 4	Attendance to be discussed as a standalone item in May 2022.	Clerk	
03.03.22 Item 4	Sexual assault category line to be added to the table for safeguarding data.	CG	
03.03.22 Item 8	Establish the number of PP and SEN students taking part in enrichment activities.	JDP	

03.03.22 Item 8	Anti-bullying policy to be electronically ratified and published	Clerk, CG	
03.03.22 Item 10	Dr Larcombe and Mr Merson to schedule a learning walk in maths and compare findings with behaviour data for maths.	LL/JM	
03.03.22 Item 10	Link Lead visit reports to be shared with the Clerk for circulation	All	
03.03.22 Item 11	Agenda time for Link Lead Visit Reports to be increased	Clerk	
03.03.22 Item 12	The Principal will request that the School Council contacts Mr Slade to arrange a litter pick.	Principal	

1) Introductions and Apologies

The meeting started at 5.30pm. Introductions were made, and staff were welcomed.

There were no apologies for absence. Mr Powell will join the meeting at 6.00p.m.

2) Declarations of interest

There were no declarations of interest for agenda items regarding this meeting.

3) Minutes, Action tracker and Matters Arising

The minutes of the last Longsands LGC meeting held on 8 December 2021 were circulated to committee members and ratified in advance of the meeting.

The committee reviewed matters arising and noted all actions were completed and recorded in the action tracker.

The committee adopted the minutes as a true and accurate record of the meeting.

4) Principal's Report and questions

The Principal's report was circulated to the committee in advance of the meeting highlighting the following points:

- Leadership and Management
- Parental engagement
- SEND
- Pupil Premium Grant
- Behaviour, safety and wellbeing (incl. safeguarding)
- Attendance
- Quality of Education
- Personal Development
- Destinations

The Principal and the Senior Leadership Team (SLT) expanded on the report and invited questions.

Highlights

Visit from Jonathan Djanogly MP

The Principal and Dr Larcombe informed the committee of a recent visit to Longsands by Jonathan Djanogly. Mr Djanogly toured the school before he joined a conversation with Politics students.

Mr Djanogly met with the Principal, Dr Larcombe and members of the Trust.

Enrichment Opportunities

The Principal reported to the committee that Longsands now has established a link with Fitzwilliam College, opportunities will be available for Years 7, 10 and 12. The Principal shared the success of several Year 13 students who have recently completed their EPQ (Extended Project Qualification) and have done remarkably well.

The Longsands debating team (created by the English department) has been highly successful competing in various regional finals. The Principal expressed his thanks to the English department for their support with this.

Mrs Milne questioned the Principal as to the number of students undertaking the EPQ.

The Principal advised that in Year 13, twelve students have completed the EPQ. Moving forward the plan is to increase the number of Year 12 students studying the EPQ through the newly expanded enrichment programme now on offer in the Sixth Form.

Mrs Milne commented that the EPQ course is a good bridge between Sixth Form and study at university. The Principal added that it is increasingly helpful for university entrances too.

Dr Larcombe informed the committee of the IT upgrade and his visit before half term. The upgrade will be beneficial to all students as the room at the back of the library is able to accommodate thirty computers. This will support students with self-study and homework club. The committee noted the improvements made to Computer Science and Media classrooms and the benefit this will bring to the learning experience for students.

Covid 19

The Principal informed the committee that the last half term was the most demanding in terms of staff absence and acute levels of absence and the ability to secure cover for staff. All staff did an amazing job dealing with unprecedented challenges.

Since half term attendance for both staff and students has improved.

The Principal referred to the Mental Health issues impacting on young people since the pandemic and – this is also a nationwide issue which is receiving much publicity. In response, in addition to the Trauma Informed training which staff have previously access, we have secured increased counselling capacity through the Trust, and the availability of training staff to Level 2 and Level 3 of the Mental Health qualification to address the emerging needs post pandemic.

Parental Engagement

The Principal discussed parental engagement and the use of remote sessions during the pandemic. Moving away from Covid 19 restrictions there is a plan to hold more face-to-face sessions and creating opportunities for parents/carers to visit the school re-introducing the SEND coffee mornings. A hybrid model for more general parental engagement will be discussed moving forward (both on-site and remote), as the remote sessions for parent consultations via an online platform has worked well and is efficient.

The Principal referred to the transition to Bromcom from SIMS, this will be in place for all staff after the Easter break.

Pupil Premium

The Principal informed the committee of the Brilliant club, an initiative under the Pupil Premium strategy where a post-graduate of Cambridge University works with ten Year 10 students, including students in receipt of free school meals and those students from families where neither parent/carers

has attended university. The club is designed to raise aspirations of PP students as students produce work, this is graded, and graduation ceremonies have been held remotely.

Mr Powell joined the meeting at 17:46

Dr Larcombe enquired as to whether Period 6 sessions will continue.

The Principal advised that this is to continue and is funded through the Covid 19 catch up funding, in maths and science and optional subjects dependent on need. The take up for P6 has been largely positive and helped to coordinate interventions afterschool. This support will be ongoing to support the students with the summer examinations. The Principal also referred to the announcement on 7 February 2022 of advanced information that will be available to GCSE and A-level students this year.

Mrs Milne referred to Lexonix phonics and precision reading for dyslexic students and enquired as to whether further support is available for the fifteen students benefitting from this initiative.

The Principal advised that Lexonic has been a highly effective intervention for targeted students. Longsands is also investing in the Fresh Start interventions.

Dr Larcombe referred to the 'blank' data within the behaviour analysis by subject and asked whether this was before the implementation of the corridor conduct.

ACTION: The Principal will investigate this with Mrs Hills and will report back to the committee.

Referring to the data for weekly uniform checks and non-compliance, Mrs Milne questioned how the 37% non-compliance rate for Pupil Premium rate compares to the overall number of PP students, to establish whether the cost of the uniform is the cause of this.

The Principal advised that the Pupil Premium cohort is around 13.4% of the overall school population; the committee was advised of the systems in place to support PP students and families with ensuring students have the uniform they require and they are communicated regularly. The Academy has in place a uniform swap shop with Mr Powell is leading on and provides House ties for all students.

The committee discussed behaviour trends with a focus on the behaviour data across departments.

Dr Larcombe questioned whether we yet understood the disproportionately high award of sanctions in Maths – which had been raised at a previous meeting.

Mr Merson advised that as Head of Department, he is not concerned but will consider the data with the Principal adding that there is an increase in number of C1s issued due to lack of equipment required for maths.

ACTION: Dr Larcombe and Mr Merson to schedule a learning walk in maths and compare findings with behaviour data for maths.

The Principal advised that students without C2s on their record receive a letter of praise from their Head of Year.

Attendance

The Principal reported regarding attendance and the weekly update provided by the local authority which puts Longsands attendance in context when compared to Regional and National rates.

This will be considered at the next LGC meeting as a standalone item to see the trends in context.

ACTION: Clerk was asked to add Attendance as a standalone item on the agenda for the next LGC meeting.

Safeguarding

The LGC noted the Principals Report regarding safeguarding and current concerns.

ACTION: A line to include a sexual assault category is to be added to the table for safeguarding data.

The Principal and SLT were thanked for their reports.

5) School Improvement Plan 2021-22

The Principal reported regarding Longsands Academy School Improvement Plan 2021-22 and invited LGC Link Leads to review progress against targets outlined in SIP priorities when they next visit the academy and meet with SLT Link Leads.

6) Year 13 mock exam analysis

Mr Merson reported regarding Year 13 mock exam analysis, taken in (January 2022) and highlighted the following points:

- This cohort have not sat public exams due to the Covid-19 pandemic resulting in Teacher Assessed Grades and inflated grades nationally, therefore previous exam performance cannot be considered.
- Sixth Form data is volatile, groups are smaller and therefore the impact of one student's results is greater, both positive and negative.
- Forecast is better than 2019 and grade boundaries for 2019 are being used.
- There is a strong sense that Year 13 students are highly focussed and conscientious, there are grounds for optimism, students will be supported from now until the end of June 2022.

The committee raised the following questions:

Ms Singleton referred to the possibility of one student impacting on results in small cohorts and whether when one student is not doing as well as expected and is underperforming the whole child is considered to see if there are underlying reasons.

The Principal advised that the Head of Year 13 and the pastoral team provide mentoring and support is in place going forward.

The Principal informed the committee that there has been unprecedented access to UCAS with some exceptional delays at this point in the academic year. Seventy-six have applied for university place, thirty-four are awaiting decisions.

7) Literacy Strategy

Ms Swainston reported regarding the Literacy Strategy and highlighted the following points:

- This strategy is designed to develop a whole school reading pleasure, reading both for pleasure and academic studies with wide range of high-quality materials for students.
- Fresh Start thirty-minute interventions sessions have been completed by nineteen students with Lexonix intervention available to dyslexic students.
- Writing and oracy skills will be embedded by the English department and rolled out across the school with Literacy Champions supporting each department with reading activities taking place during tutor time each day.

- Staff question students to assess understanding and encourage them to provide well-constructed answers.

Mr Stephenson informed the committee that from a teacher's point of view, staff are taking this on board and departments hold weekly meetings to discuss strategies for the week. Students are enjoying reading and this is beneficial across all subjects.

Mrs Milne was pleased to learn that students now have an opportunity to work on their oracy skills and taking part in debating in view of the reduction of face-to-face interaction during the pandemic.

Ms Swainston was thanked for her report.

8) Wellbeing award for schools and Excellence in Pupil Development Award

Mr Stephenson reported to the committee *the Wellbeing Award for Schools organisation* will verify the work that Longsands has completed

Mr Powell presented progress regarding the Excellence in Pupil Development Award and highlighted the following points:

- Fundraising for Malawi is underway, students have so far raised £668 of the £1500 target.
- The House Council is raising awareness of environmental impact '*think before you print*' Trees will be planted for the Platinum Jubilee.
- Students have been inspired by Anti-Bullying ambassadors. Deeds of the week are designed to promote kindness and the responsibility of everyone to take care of others. Badges will be issued to students to recognise acts of kindness.
- World of Work has seen external speakers provide current information and realistic next steps for students considering careers.
- Garden Club and First Aid Club available to students.

Mrs Milne requested data on the number of PP and SEN students taking part in enrichment activities.

Mr Powell reported that this information is analysed on a regular basis and student surveys are conducted to try to ascertain what other enrichment opportunities students would like the Academy to provide.

Ms Singleton questioned whether students attending enrichment activities are unique rather than one pupil premium student attending a number of sessions to reflect the reality of what is happening.

ACTION : Mr Powell will investigate this and will report back to the committee.

Mr Powell and Mr Stephenson were thanked for their contributions.

9) Policies

Longsands Anti-bullying policy has been updated to include references to Peer-on-Peer abuse and was circulated to the committee in advance of the meeting and was reviewed by the LGC.

ACTION: The Chair advised committee members to forward any comments to Mrs Basson; the policy will be electronically ratified and published.

10) Member Visits

The Chair reminded committee members to visit link members to visit Longsands.

Mrs Milne provided the committee with an oral update following her visit and meeting with Mr Powell.

Mrs Milne informed the committee that an extra curriculum activity will be available to all students to raise awareness of sessions on offer. This is to raise awareness for both students and parents.

Mrs Hughes informed the committee of her findings having visited the school on 11 February 2022 when she met with Mrs Greaney.

The school is working to create an atmosphere where students can share their concerns regarding mental health and self-harm following the impact of the pandemic.

Ms Singleton provided an oral update following her visit and meetings with staff members and reviewing the safeguarding audit. Ms Singleton referred to good behaviour and complacency of students in lessons is different from engagement. Ms Singleton would also like to see that those students doing the right thing are recognised.

Dr Larcombe also visited Longsands and will circulate his report in due course.

Clerks note: Members are reminded to complete Link Lead School visit reports to be kept as a record and send to the Clerk for circulation.

11) Future agenda items and confirmation of forthcoming dates

The committee noted the date of the next Longsands LGC meeting date is scheduled for Wednesday 18 May 2022.

ACTION: The Chair requested that the agenda allows more time for link reports to the committee.

12) Any Other Business

Mr Slade raised his concern regarding the litter problem on the park side of the school and suggested that a litter pick is arranged during the school day to allow students to see what impact they are having on their environment.

ACTION: The Principal will request that the School Council contacts Mr Slade to arrange a litter pick.

Attendees were thanked for their contribution and SLT members left the meeting.

The meeting finished at 7:21 pm

The LGC agreed the above to be a true and accurate record of the meeting on: 21 March 2022



Principal's Update

Longsands Academy

May 2022

Leadership and Management

Highlights since last meeting

- The Academy has been accredited with the Excellence in Pupil Development Award and Wellbeing Award for Schools.
- The Academy's MIS system has changed over from SIMS to Bromcom.
- The timings of the school day have changes to return a morning registration whilst still have an afternoon registration to ensure a split lunch.
- Year 9 Preference process has been completed.
- Exam preparation for Year 11 and Year 13 students as they approach the summer exams.
- Mid-year appraisal meetings took place in the first fortnight of the summer term.
- The Academy was delighted to welcome families back in the first concert for over two years. 'All Out 80's' was a hugely successful collaborative with Stageworks, demonstrating a wide range of skills and talents amongst our students.
- Sixth Form students took part in a Paint run on 27 April. The event proved to be incredibly popular and fund raised more than £1000.
- The Trust organised for a corporate photographer to take photographs in school of students and staff for both academy and Trust-wide marketing. The images will be used in forthcoming prospectus for both Sixth Form and prospective Year 6 students.
- A number of enrichment activities have taken place including the Geography and Geology department trip to the Isle of Arran, Politics students attended the Houses of Parliament, History trip to Victoria and Albert Museum and Art trips to Cambridge.

PARENTAL ENGAGEMENT

- Year 10 Information Evening held on 30 March
- All Out 80's Concert held on 27 April

SPECIAL EDUCATIONAL NEEDS (SEN) AND LOOKED AFTER CHILDREN (LAC)

Number of LAC: (total)

7

Number of students on the SEN register:

Year	'K' Codes	EHCPs	Total SEN
7	34	4	38
8	31	5	36
9	40	6	46
10	35	6	41
11	29	2	31
12	13	2	15
13	6	2	8
Total	188	27	215

Year	LAC
7	1
8	1
9	1
10	2
11	1
12	1
13	0
Total	7

SEND UPDATES

- Patricia Martin (current) SENDCO finishes at Longsands on Friday 3rd June and Tom Laud (our new SENDCO) will join us on Monday 6th June.
- On Friday 20th May the SEND department will host another coffee morning where parents/carers will have the opportunity to meet Tom and to say goodbye to Patricia.
- A SEND parent/carers survey has just been conducted and the analysis against October's survey will be published in due course. This will give Tom a starting point as the new SENDCO and help us to measure the effectiveness of our key actions from this academic year.

- SEND student profiles have been redesigned and now include an APDR update. These will be reviewed for all SEND students every term.
- Exam access arrangements has been the focus over the past two months and will continue to be a main priority over the examination period.

PUPIL PREMIUM GRANT (PPG)

Number of students currently entitled to receive PPG

Year	PPI
7	78
8	61
9	60
10	62
11	58
Total	319

Behaviour and Attitudes

Mobility:

Leavers as of 6 May 2022:

	Number left	Of which SEN	Of which PP
Year 7	6	2	3
Year 8	11	3	3
Year 9	5	1	3
Year 10	8	1	1
Year 11	3		2

Admissions:

	Number joining	Of which SEN	Of which PP
Year 7	4		
Year 8	11	1	7
Year 9	7	1	3
Year 10	9		
Year 11	5	3	3

Attendance



	All (inc leavers)												
	No. of Sessions Absent	No. of Sessions Present	No. of X Codes	% Attendance	% Actual Attendance	% Absence	% Exclusions	% Holidays	% Illness (001)	% Covid illness (002)	% CME (002)	% PA	No. of Lates
ALL	44338	426206	11325	90.6%	88.4%	9.4%	0.0%	0.0%	0.6%	0.4%	0.0%	28.8%	12911
Secondary	34384	350136	6940	91.1%	89.4%	8.9%	0.2%	0.1%	5.4%	0.4%	0.0%	25.0%	11005
Sixth Form	9954	76070	4385	88.4%	84.1%	11.6%	0.0%	0.1%	6.2%	0.1%	0.0%	44.2%	1906
Year 7	5502	75184	1508	93.2%	91.5%	6.8%	0.1%	0.1%	4.8%	0.5%	0.0%	18.2%	1699
Year 8	6754	72150	1365	91.4%	89.9%	8.6%	0.1%	0.0%	4.9%	0.5%	0.0%	24.8%	2874
Year 9	6067	71278	1326	92.2%	90.6%	7.8%	0.1%	0.0%	5.0%	0.5%	0.0%	21.6%	1195
Year 10	8443	66601	1246	88.7%	87.3%	11.3%	0.1%	0.1%	6.1%	0.3%	0.0%	33.2%	3081
Year 11	7618	64923	1495	89.5%	87.7%	10.5%	0.1%	0.1%	5.8%	0.5%	0.0%	27.5%	2156
Year 12	5760	42990	1417	88.2%	85.7%	11.8%	0.1%	0.1%	5.8%	0.1%	0.0%	45.3%	1258
Year 13	4194	33080	2968	88.7%	82.2%	11.3%	0.1%	0.1%	6.7%	0.2%	0.0%	42.7%	648
Male	21855	214278	5507	90.7%	88.7%	9.3%	0.2%	0.1%	5.2%	0.4%	0.0%	27.1%	7719
Female	22483	211928	5818	90.4%	88.2%	9.6%	0.0%	0.1%	5.8%	0.4%	0.0%	30.5%	5192
SEND	8003	52764	1165	86.8%	85.2%	13.2%	0.5%	0.0%	5.4%	0.4%	0.0%	35.8%	2389

Current Work

- Staff guidance on registers and coding on Bromcom.
- AIM (Attendance Intervention Management) trialled with Year 7.
- AID (Anxiety Intervention Discussion) about to start. Training from Red Balloon of the Air received, all staff communications sharing in CPD. Team of trusted adults identified and guidance being finalised before student allocations.
- Regular updates in PWB.
- Attendance whole school reward system.
- Focus groups on targeted cohorts.

ALTERNATIVE PROVISION

Number of students currently receiving Alternative Provision

Year Group	Number of AP Students	Number of EHCPs
7	0	0
8	2	1
9	3	0
10	7	1
11	12	2
12	0	0
13	1	1
Total:	25	5

Behaviour updates and priorities

Key updates

- Behaviour focus in classrooms and disruption-free lessons continue as the norm.
- Behaviour in corridors and social spaces is improved and the response to instances of poor behaviour are more consistent since the introduction of the out of lesson behaviour tariff.
- Our current drive is to address and eliminate a small proportion of students who are late lessons, via strong and clear messages in face-to face assemblies and tutor time, reminders to all staff in CPD and increased presence of SLT and Student Support staff in corridors, especially during changeover times.
- Mentoring programme continues with priority students who receive most behaviour points. 25 students have completed Booklet 1 and the impact of this mentoring is being monitored.
- The timings of the school day have enabled a morning and afternoon registration have given opportunity to adapt tutor time activities to incorporate Well-being and give increased time to oracy such as Votes for School debates and Great Conversations following assemblies to expand upon assembly themes.

YEAR 7	AM (15 minutes) Register, uniform/equipment check, morning notices	PM (10 minutes) Register, uniform check, conduct praise and detention reminders
Monday	Student Bulletin	Reading
Tuesday	Reading	Knowledge Organisers
Wednesday	VFS Presentation	VFS Debate and Vote
Thursday	Reading	Well-being
Friday	Year 7 Assembly	Great Conversations and <i>Tutor Praise Postcards</i>

- There have been increased mentoring opportunities with members of the community- Year 7 students having termly sessions with Matt Giggs to promote student well-being and positive feelings about school and a group of Year 9 students (selected using PASS data) are being mentored by OpenChurch.
- All Year 7 students have engaged in a litter picking initiative during tutor time.

Behaviour Analysis- Spring Term

Conduct Analysis - Spring Term									
	C2s Issued 2021/22	C2s Issued 2020/21 *	C2s Issued 2019/20	Exclusions 2021/22	Exclusions 2020/21 *	Exclusions 2019/20	House Points 2021/22	House Points 2020/21*	House Points 2019/20
Year 7	305	55	73	4	0	4	5896	2651	4801
Year 8	656	16	158	23	0	12	4730	1646	2769
Year 9	457	57	141	7	6	21	4417	1017	2780
Year 10	517	69	280	7	4	16	3496	1295	3166
Year 11	424	72	384	20	6	36	1562	513	667
Total	2359	269	1036	61	16	89	20101	7122	14183
* lockdown									

Data by subject

Conduct Analysis - Academic Year (Spring Term)																			
	C1s Issued	C1s PPI	C1s SEND	C2s Issued	C2s PPI	C2s SEND	House Points	House Pointss PPI	House Pointss SEND	C1s Issued %	C1s PPI %	C1s SEND %	C2s Issued %	C2s PPI %	C2s SEND %	House Points %	House Pointss PPI %	House Pointss SEND %	Curriculum Time/ Student Periods
Art	117	31	27	39	15	15	838	164	111	2%	1%	1%	2%	1%	1%	4%	1%	1%	3%
Business	14	4	2	31	8	4	916	117	118	0%	0%	0%	2%	0%	0%	4%	1%	1%	2%
Computing	500	137	96	99	45	40	614	147	58	10%	3%	2%	5%	2%	2%	3%	1%	0%	5%
Drama	25	6	3	23	9	10	200	48	42	1%	0%	0%	1%	0%	0%	1%	0%	0%	1%
English	553	170	126	198	81	59	1914	335	235	11%	3%	3%	10%	4%	3%	9%	2%	1%	15%
Geography	417	121	82	99	42	39	892	159	105	9%	2%	2%	5%	2%	2%	4%	1%	1%	7%
History	177	62	48	93	39	22	1028	194	90	4%	1%	1%	5%	2%	1%	5%	1%	0%	7%
Maths	1192	350	286	316	127	117	2560	606	487	24%	7%	6%	16%	6%	6%	12%	3%	2%	14%
Media	3	0	1	3	1	0	7	1	1	0%	0%	0%	0%	0%	0%	0%	0%	0%	1%
MFL	500	137	116	159	64	50	3344	713	342	10%	3%	2%	8%	3%	2%	16%	3%	2%	9%
Music	72	30	24	15	6	7	555	102	76	1%	1%	0%	1%	0%	0%	3%	0%	0%	2%
PE	338	136	67	37	13	7	825	225	156	7%	3%	1%	2%	1%	0%	4%	1%	1%	7%
RE	31	12	7	11	5	1	691	132	95	1%	0%	0%	1%	0%	0%	3%	1%	0%	2%
Science	436	111	106	171	81	61	2218	464	393	9%	2%	2%	9%	4%	3%	11%	2%	2%	17%
Social Sciences	1	0	1	0	0	0	195	25	21	0%	0%	0%	0%	0%	0%	1%	0%	0%	3%
Technology	114	35	37	69	28	28	1037	227	171	2%	1%	1%	3%	1%	1%	5%	1%	1%	4%
Enrichment	0	0	0	0	0	0	91	11	5	0%	0%	0%	0%	0%	0%	0%	0%	0%	
Blank	405	110	77	641	222	151	2683	561	377	8%	2%	2%	32%	11%	8%	13%	3%	2%	
Total	4895	1452	1106	2004	786	611	20608	4231	2883	100%	30%	23%	100%	39%	30%	100%	21%	14%	100%

*please note 'blank' reflects behaviour data added by support staff on behalf of teachers and will cease to exist with migration to BromCom

Safeguarding

Safeguarding Data Return 2021 -2022 - January CPOMS	Jan 22	Feb 22	Mar 22
Social Care Referral	3	3	1
Social Care Assessment	4	1	0
Subject to Child Protection Plan	1	1	0
Subject to CIN Plan	2	3	4
Previously Open to Social Care	0	0	4
Early Help Assessment	2	2	1
Subject to Early Help Plan	26	29	27
LAC	7	7	7
Previous LAC	6	6	6
Young Carer	21	21	21
Positive Handling Used	1	1	1
Prevent Concern	0	0	0
Prevent Referral	0	0	0
Part-Time Timetable	13	16	6
Elective Home Education	4	0	0
FGM Concern	0	0	0

FGM Referral	0	0	0
Online Safety	0	0	0
CME	0	0	0
Report to Police	0	0	1
Child Exploitation (Main Category)	0	0	0
CSE (sub category)	0	0	0
CCE (sub category)	0	0	0
Harmful Sexual Behaviour	0	0	0
Mental Health (Main category)	10	10	64
Self-Harm (sub category)	8	8	32
Suicidal Ideation (sub category)	3	4	8
Peer on Peer Abuse (Main Category)	3	0	22
Bullying (sub category)	0	0	6
Intimate Personal Relationship Abuse (sub category)	0	1	0
Physical Abuse (sub category)	0	1	0
Sexual Violence (sub category)	0	0	1
Sexual Harassment (sub category)	2	2	3
Sharing of Nudes and Semi-Nudes (sub)	1	1	1
Upskirting (sub)	1	0	0
Initiation/Hazing (sub)	0	0	0
Transphobic Incident	0	0	0
Racist Incident	0	1	1
Homophobic Incident	0	0	1
Sexist Incident	0	0	0
Disablist Incident	0	0	0
Staff allegations - Low level concern	0	1	0
Staff allegations - LADO case	0	0	0

Further work

We have completed all of the actions from the Autumn Term analysis and have shared and discussed the Spring Term analysis and associated actions with our link governor.

Of particular focus will be the rise in alcohol related incidents in Year 11, a continued focus on supporting parents and carers with information and updates and continued review of our sexual abuse and harassment plan to ensure it remains current and meets the needs of students. The categorising of mental health has changed to include all mental health related categories, hence the large increase in numbers on this table, and there have been previous inaccuracies in reporting from CPOMS, therefore we have changed the way we source the figures. Mental health continues to be a focus for us and following our governor visit we will be looking at individual students in more detail to analyse success rates in the support provided in school. Self-harm cases increased significantly in the second half of each term and therefore this will also be a significant focus in the coming weeks.

Quality of Education

Curriculum

Dimitris Spiliotis spent two days working with curriculum leaders in Art, Computer Science, Geography, Maths, PE, and Science to support inspection preparation. Rob Chambers, National Lead, visited the Geography department in March and conducted a learning walk, as well as meetings with members of the team.

Knowledge Organisers for Years 7, 8 and 9 have been published for the Summer Term. Work is underway for phase three of our knowledge organiser initiative, which involves producing knowledge organisers for Year 12 and 13 ready for September.

We are making good progress with the 'Diversifying our narrative voices' research project, funded by the British Educational Research Association, and led by Susannah Prabhu-Naik. The initial focus for this project is to evaluate student and staff perceptions of diversity in the Year 10 curriculum in English, Business Studies and History.

Three Year 10 Computer Scientists spent two days of the Easter break competing in Robocon 2022, held at Hills Road Sixth Form College in Cambridge. The team secured 3rd place overall, which was an excellent achievement.

Provision for the most able

Following on from the success of the Year 12 visit to Fitzwilliam College, Cambridge, earlier in the year, Sam Highfield took the most able Year 12 students for a further visit to Fitzwilliam in April. Students participated in a seminar on art and artificial intelligence and received advice and guidance about how best to write a personal statement. In a whole-staff CPD session, Sam highlighted key strategies for teachers in supporting the most able in lessons, along with the importance of students engaging in super-curricular activities, such as reading and discussing journal articles. We are pleased to be continuing our partnership with Causeway Education, who will be providing support to Year 12 students with writing personal statements.

MedSoc continues to be a beacon of excellence in supporting students in their preparation for university applications for medicine. Through our partnership with the Cambridge Institute for Medical Research, three Year 12 students secured a place on the *Inspiring Scientists at CIMR Programme* in February half term, which aimed to increase social mobility in student underrepresented at the University of Cambridge. Subsequently, Longsands has been invited to work with CIMR to co-develop an enriched programme for Year 12 students, involving talks, workshops, research projects and career mentoring. Planning for a visit to Great Ormond Street Hospital in July is underway too.

This term, Fabiha Alam has established a Journal Club for sixth form biologists and chemists, where on a fortnightly basis the group meets to discuss a journal article that they have read. Members of the Literature Club, led by a Year 12 student, are currently reading Donna Tartt's *The Secret History*.

Continuing Professional Development

A key focus of recent professional development has been to ensure that all colleagues have been ready for the launch of Bromcom from Easter.

A further round of Collaborative Observations has afforded all teachers the opportunity to observe and be observed with a focus on the subject-specific 7 Principles and 'Teach Like a Champion' strategies.

Five aspiring middle leaders have benefitted from one-to-one leadership coaching with Lin Whyte, a former Headteacher and experienced coach.

We are supporting teachers in English, History, Art and Maths who are working with exam boards as examiners for the summer series; the insights teachers gain from these roles are beneficial for students and departments.

Our recently qualified teachers have attended an external NQT+1 training course based on subject knowledge and leadership. They have also engaged in collaborative lesson observations based on the Longsands 7 Principles and will share good practice within the group at a feedback session.

The ECTs have had a busy CPD schedule. They have attended an ECT Regional Conference based on questioning and assessment, received academy led sessions on The Reflection Room, Modelling and Alternative Provision, as well as working through the ECPD Block 4: the importance of subject and curriculum knowledge. Our ECTs also continue to be involved with collaborative lesson observations, this half term is based upon:

- Use of assessment to expose misconceptions
- Monitoring students' work during lessons
- Using a range of questions and the use of wait time
- High-quality classroom talk
- Prompting students to elaborate on their responses

The trainee season draws to a close this term with most of them having their final days on May 27th. Though Covid still poses issues to attendance, it has not hampered our efforts with the trainees' continuity and placements with us. Many have been able to join us remotely for our Professional Studies sessions which have included the following: the importance of student voice; mental health and wellbeing; how to plan a trip or visit and Year 6-7 transition. Susannah Prabhu-Naik, Professional Tutor, continues to contribute to the University of Cambridge Faculty of Education Partnership Standing Committee. We have successfully appointed two trainees who had placements with us this year - PE and Computing - to begin in September.

Literacy

Work to improve the quality of students' writing using Writing Revolution strategies has continued through the spring term. Six academy-wide writing strategies have been introduced and modelled through staff CPD and regular reminders. Most departments have now developed resources appropriate to their subject. Work scrutiny of year 7 and 8 books shows that students are being taught Writing Revolution strategies in a range of subjects. In particular, the Science department has shared examples of work with other departments and the Geography department has produced a portfolio of students' work.

The majority of students on the Fresh Start programme have now completed the programme and have made progress in their reading age (approx. 8 months progress from Sept- March). The Teacher of Reading is continuing to work with some of these students to improve their reading fluency and comprehension.

With the change to morning and afternoon registration, the tutor time reading provision has been increased to two morning sessions and one afternoon session. This should help to increase the pace of delivery. Reading books have been ordered for next academic year and with all students reading the same book in each year, themes from the books will be presented in assemblies. Sixth form reading leaders have been trained and assigned to three Year seven tutor groups to support less confident readers.

The drive to establish good reading habits and improve the range of books available to our students from the library continues. Student's success on the Accelerated Reader programme is now celebrated every week in the Student weekly bulletin. The library now has a full selection of the Astrea recommended reads and has also improved provision for weaker readers with a selection of quick reads. The sixth form area of the library is currently being restocked and is on track to be launched by May half term.

Work has begun on planning CPD for the next Academic year where the focus will be on developing a curriculum reading strategy which ensures reading is modelled well in lessons and students are taught how to read effectively for different subjects. Curriculum reading audits have been completed for each department and the findings collated to inform these plans.

▪ **Mid-Year Assessments**

In January, all students in Years 7,8 and 9 took tests in each subject. These tests are based on the knowledge and skills acquired by students up to this point at Longsands. So, for Year 8 students, tests included questions on topics from Year 7 as well as Year 8. Similarly, for Year 9.

The outcomes from these are used to compare students' performance with each other, relative to their baseline starting points. To do this, we use the rank order of students in each test, compared with the rank order suggested from their CAT and SAT tests taken either in Year 6, or at the start of Year 7. It's important to understand that these tests do not assess the performance of students relative to their peers in other schools. The result reported to parents included the percentage score, compared with the score achieved by the median (middle) performing student.

Similarly, the tests are useful for comparing the performance of students within a subject, but they do not allow for the comparison of performance across different subjects.

Similar 'End of Year' assessments are planned for later in the summer term, with results reported to parents in July.

Personal Development

▪ EPDA/WAS

I am delighted to report that after two verification days at the end of last term, we have been accredited with the Excellence in Pupil Development Award and Wellbeing Award for Schools. From the final EPDA Report, our advisor and assessor Malcolm Goddard wrote 'During the period of the award the school's provision for personal development has been transformed from being an identified OFSTED weakness to being an example of best practice being used to support other secondary schools within the trust... In short, personal development is now at the heart of the school's curriculum.'

▪ House System Update

We celebrated the end of the last term with a Non-Uniform Day to raise money for Hope4Malawi, which meant that we met our £2000 yearly target. This resulted in positive press coverage in the Hunts Post

Education

Longsands Academy students have reached their fundraising goal to enable five Malawian students to attend the Hope Secondary School in Mabala village, in Malawi.

The St Neots school, in partnership with international charity Hope4Malawi, has reached its target of £2,000 to sponsor students by completing 'miles' by running, walking, or jogging.

As well as racking up the miles, over the last two months students have raised money by holding non-uniform days, Sixth Form and staff bake sales and raffles.

Hope4Malawi's vision is to give future generations of school children in rural Southern Malawi a sustainable way of breaking the cycle of poverty. Malawi is one of the poorest countries in the world.

Neil Owen, principal of Longsands Academy, part of the Astrea Academy Trust said: "I am so proud of our students here at Longsands. Through their selflessness and dedication students in Malawi will be able to access education."

▪ Careers Update

Kate Martindale is continuing to work with Heads of Department and Careers Leads to ensure that progress is being made with targets set on Action Plans. This also supports the work ongoing with our reaccreditation of the Quality in Careers Standard, due to be completed by the end of this academic year. Ongoing support to assist targeted students with Year 11 and Year 13 destinations.

The Work Experience programme for years 10 and 12 continues to be ongoing. Support is in place for those students who need help in gaining placements and the Rotary Club are supporting the process for Year 12 during a Personal Development session on how to create the best first impressions within a workplace.

▪ Rewards

House Points continue to be awarded to students and at the end of each half term, totals are run and the corresponding certificates and rewards are shared with students. Since we have moved to Bromcom, this process should now be easier since it is possible for students who reach the certificate boundaries to be flagged, allowing for the creation of the certificates as an ongoing system.

▪ Enrichment programme

March 2022 Update

Of the 319 PP students in the Academy, 108 have attended an Enrichment activity (34%)

Of the 196 SEND students in the Academy, 67 have attended an Enrichment activity (34%)

Of the 73 DD students in the Academy, 28 have attended an Enrichment activity (38%)

We conducted a survey at the end of last term, aimed at all of the students who have not appeared on an Enrichment register this academic year. The summary of the results is below.

Enrichment Surveys - March 2022

Summary Overview

The same survey questions were sent out to all of the students who have not appeared on an Enrichment register this academic year. The surveys were broken down into (1) Mainstream (2) PP (3) SEND (4) Double Disadvantaged. Below is a summary of the findings

Q. Have you attended an Enrichment activity at Longsands during or after school this year? It could be Homework Club, a PE activity or any other activity that a member of staff runs, but not Period 6 for Year 11?

	Mainstream	PP	SEND	DD
I have	66 (38%)	14 (33%)	7 (19%)	3 (23%)
I have not	107 (62%)	28 (67%)	30 (81%)	10 (77%)
	173	42	37	13

What is interesting is the number of students who have attended a club but they have not appeared on a register, pointing to the register accuracy being a key issue which needs to be actioned.

Q. If you have not attended an Enrichment activity, why haven't you?

Combined surveys

Reason	Number	%
There isn't a club that interest me	55	32
I don't want to	51	29
Other commitments after school	26	15
Other	17	9
Already do a club after school	14	8
Cannot get home	12	7
	175	

Main clubs that students would attend if they were offered: PE clubs, French, Gaming, DT.

Main reasons for 'I don't want to': nothing interesting, boring, friends don't go, want to spend time with friends and family, I don't know.

Other commitments students have: swimming, running, football, homework.

Other reasons given: Choice of PE is not on offer, nothing interests me, Period 6s.

Other clubs students attend outside of school: boxing, table tennis, Guides, cadets, dance, netball, football, gymnastics, music lessons.

If students cannot get home, what would they attend if they could: PE, homework.

Next steps:

- Creation of Summer Enrichment Brochure and Overview
- PR launch to year groups via assembly and dedicated tutor times
- Weekly monitoring of enrichment registers
- Follow up survey after May half term
- June – collate Autumn Enrichment Programme details for brochure and launch to new year 7 students

Transgender Policy

2022-24

Date	1 May 2022
Written by	Nicole Zoylinos
Approved by Longsands LGC	18 May 2022 TBC
Review Date	May 2024

The purpose of this policy is for Longsands Academy to ensure that;

- school staff and Governors are dealing with transgender matters inclusively and sensitively;
- we provide an inclusive environment for any transgender student
- we ensure all students are aware of and educated on transgender issues.

GENDER IDENTITY

Gender is a spectrum, which is not limited to male or female – but can span anywhere between these two binary points. A transgender person feels that their external appearance (sex) does not match up with the way they feel internally about their gender identity. A female to male (*FTM, or trans male*) person will have been assigned as female at birth, but will identify their gender as male; a male to female (*MTF, or trans female*) person will have been assigned as male at birth, but will identify their gender as female.

Transgender

This is a term used to describe people who identify with a gender that was not assigned to them at birth; however, it is also an umbrella term which can include people who do not feel exclusively male or female (*non-binary, gender fluid or genderqueer*). Gender can be fluid, and some children and students that do not relate to their assigned gender may never fully transition into another gender, but may choose to use alternative pronouns. For example, someone who is gender fluid but chooses to keep their sex as male, may prefer to be known by 'she/her' pronouns. Others may prefer to be known by 'they/them'.

Gender Dysphoria

Gender dysphoria is a term that describes a sense of unease that a person may have because of a mismatch between their biological sex and their gender identity. This can present from a very early age and can only

be diagnosed by a medical expert. A person diagnosed with Gender Dysphoria may require treatment, e.g. hormone blockers to delay puberty, before being prescribed hormones of their desired gender. A transgender person may live their life without being or needing to be diagnosed as having Gender Dysphoria. Diagnosis and treatment for young people is available from the specialist Gender Identity Development Service (*GIDS*) – which are available in several locations across the UK. It must be understood that some people with Gender Dysphoria may not want any treatment. Some may choose to be known by a different name or to wear different clothes.

Gender expression refers to the way a person expresses gender, such as clothing, hairstyles, activities, or mannerisms.

Gender nonconforming describes people whose gender expression differs from stereotypical expectations, such as "feminine" boys, "masculine" girls, and those who are perceived as androgynous.

LEGISLATION

Data Protection Act 1998 (UK)

Information about a person's transgender status is considered 'sensitive personal data' and is subject to tighter controls than other personal data. Explicit consent is required before it can be processed.

- Personal data must be looked after properly following the eight data protection principles, which include ensuring personal data is accurate, secure and processed fairly and lawfully.
- Failure to change a person's title, name and gender when requested could lead to the following offences under the Act.
 - Disclosure of personal information that is used, held or disclosed unfairly, or without proper security
 - Failure to ensure personal information is accurate and up-to-date
 - Processing of data likely to cause distress to the individual

The Human Rights Act

The following Articles from The Human Rights Act 1998 support the rights and needs of transgender people to live their lives in their true gender.

- Article 8: right to respect private life and family life.
- Article 10: freedom of expression.
- Article 14: the prohibition of discrimination.

The Gender Recognition Act 2004

The Gender Recognition Act 2004 is mainly concerned with the process by which a person can get a Gender Recognition Certificate, and correct their original birth certificate to match their true gender. This can only occur after a person reaches 18 years of age but is something that many younger people may aspire to.

Equality Act 2010 (Great Britain)

The Equality Act 2010 ensures legal protection against discrimination, harassment and victimisation (direct or indirect) for everyone under the nine protected characteristics defined in the Act, one of which is Gender Reassignment (which protects transgender people). Part 6 of the Equality Act 2010 makes it clear that the Act specifically refers to School and young people.

The Equality Act 2010 (2:1:7) states that:

“A person has the protected characteristic of gender reassignment if the person is proposing to undergo, is undergoing or has undergone a process (or part of a process) for the purpose of reassigning the person’s sex by changing physiological or other attributes of sex.”

The Act applies to employment, education and a range of other areas where discrimination may take place. In order to be protected under the Act, a student will not necessarily have to be undergoing a medical procedure to change their sex, but they must be taking steps to live as a gender that was not assigned to them at birth, or be proposing to do so.

Sex Discrimination (Gender Reassignment) Regulations 1999

• Individuals who intend to undergo, are undergoing or have undergone gender transition are protected from discrimination in work, school and vocational training (including higher education study).

- Less favourable treatment relating to absences arising from gender transition is unlawful if:
 - the treatment is less favourable than if it had been due to sickness or injury
 - the treatment is less favourable than if it had been due to some other cause and, having regard to the circumstances of the case, it is reasonable not to be treated less
 - favourably.

• Less favourable treatment includes the arrangements relating to terms and conditions or arrangements under which employment, education or vocational training is offered.

DISCRIMINATION

As stated, The Equality Act 2010 ensures legal protection against discrimination in employment, education, the provision of services and the delivery of public functions, in relation to the nine protected characteristics defined in the Act, one of which is Gender Reassignment (which protects transgender people).

The legislation states that a school must not discriminate against a student because of their transgender status. Discrimination can be direct or indirect. Indirect discrimination occurs when a provision, criterion or practice applies to everyone but puts a person with a particular protected characteristic at a particular disadvantage, and it cannot be justified as a proportionate means of meeting a legitimate aim. An example might be an inflexible school

uniform rule which offers no gender neutral options such as trousers for girls, and which would therefore create a particular difficulty for a FTM student.

SCHOOL ATTENDANCE

The Academy will make reasonable adjustments to accommodate absence requests for treatment and external sources in line with our absence policy. Sensitive care will be taken when recording the reason for absence.

TRANSPHOBIA AND BULLYING

The Academy has a robust anti-bullying policy. In line with this policy, transphobic incidents will be recorded and dealt with in the same manner as other incidents that are motivated by prejudice, e.g. racist or LGBphobic (lesbian-, gay- and bisexualphobic) incidents.

TRAINING

In order to ensure all staff and Governors have the skills to deal with transgender issues, The Academy will hold annual training to ensure coverage of topics such as:

- Safeguarding
- Confidentiality
- Gender Identity
- Tackling transphobia
- Relevant legislation

THE CURRICULUM

Transgender issues and experiences will be visited for all students through the PSHE programme. These issues will also be touched upon during other subjects and annually through the assembly programme.

PHYSICAL EDUCATION

Sports and Physical Education is a key aspect of the national curriculum and the physical and mental well-being of young people. Physical Education develops students' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. A transgender person has the same right to Physical Education as other young people. With regard to young transgender people at school or college, there should be reasonably few, if any, issues regarding participation within the sports of their gender identity. The issue of physical risk within certain sports should also be managed properly within the lesson context rather than preventing young transgender people from participating (which would be discriminatory).

The use of changing room facilities will also be carefully considered. Facilities for transgender participants will be sensitive to their needs and also recognise the needs and sensitivities of other students.

WORK EXPERIENCE

As already stated, the Equality Act 2010 encompasses every environment that pupils will be working in, therefore all placements should be aware of their duties and responsibilities. Where the Academy is considering allowing a transgender young person to attend a work experience placement the school will complete a suitable assessment on the potential placement to establish if there is any risk to the young transgender person, taking account of the young transgender person's right to privacy – as a general principle, personal information on the young person must not be shared.

The Academy will be sensitive to this in their planning before any young transgender person is placed in any business or organisation. Careful discussion about the placement with the student and parents or guardians, will occur to find the most suitable way forward to ensure the placement is successful.

CHANGING/TOILET FACILITIES

There is provision at the Academy of gender neutral toilets. Transgender students will be able to use these facilities.

SCHOOL UNIFORM

Transgender students will be expected to follow the School Uniform Policy, which covers uniform, make-up and jewellery. There is a generally broad range of uniform available for all genders (i.e. everyone can wear trousers and skirts).

NAME CHANGING AND EXAM CERTIFICATION

If a transgender student wishes to have their preferred name recognised on school systems, this will be supported and will feed on to letters home, report cycles, bus pass information etc. Furthermore, the change of name and associated gender identity will be respected and accommodated by the Academy. It is a real indicator that the transgender student is taking steps to, or proposing to move towards their true gender.

Technically, students can be entered under any name with an Examination Board. However, it is a very complex matter. Once a result is accredited it will need to be linked with a Unique Pupil Number (UPN) or Unique Learner Number (ULN) which existed in the school census information submitted in January of the examination year. UPNs and ULNs are only linked with legal names, not preferred names. It is possible for examination certificates to be issued in the preferred name, but any young person finding themselves in this position should discuss this issue with the exams officer and parents or guardians to ensure the best way forward. Schools and colleges are encouraged to ensure a strategy is agreed with the student and their parents or guardians, then agreed with the various Examination Boards prior to starting GCSE courses as some examinations may be sat in year 10 and the length of time the process re-registering may take. Schools will also need to be aware that the DfE analysis of school performance may still present the student in the gender registered by their UPN. It is possible for any documentation to be changed to reflect the chosen name of the young person. Changing the gender recorded on a birth certificate is not possible until a Gender Recognition Certificate has been issued. In order to change a name on other official documents such as a passport, it may be necessary for evidence of change of name to be produced. There are two ways in which this can be done: by deed poll and by statutory declaration. The Citizens Advice Bureau and other support organisations will have more information on this subject. A person under 16 years of age cannot change their name legally without the consent of a parent.

SCHOOL VISITS

Learning about different cultures and lives and taking part in activities may lead to overnight stays, both at home and abroad. Issues may arise for young transgender students but this must not mean transgender students cannot be included on the visit. Trip leaders will work with transgender students and their parents/carers to ensure that students are able to take part in any school visit.

SUPPORT IN SCHOOL

Members of school staff have undertaken training in order to assist them in supporting students who identify as being LGBTQ+ (lesbian, gay, bisexual, transgender or questioning) and a club was set up in September 2017 in order to provide help and guidance for students. We are also working towards the Rainbow Flag Award and regularly consult with the Kite Trust.

POLICY REVIEW

This policy will be reviewed by Longsands Local Governance Committee every two years or earlier where changes are required.



Committee Member Visit Record

Name	Dawn Milne
Date of Visit	01/04/2022
Focus of Visit	Personal Development
Classes/staff visited	James Powell, Nate Stephenson, PD classes (multiple years)
<p>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc. The visit was a face-to-face meeting with Malcolm Goddard, the assessor for Excellence in Pupil Development Award (EPDA) and (Wellbeing Award for Schools) WAS, as well as a chance to see Personal Development (PD) lessons in action</p>	
<p>What I have learned as a result of my visit</p> <ul style="list-style-type: none"> • Heard very positive comments/feedback from Malcolm on the school, and JP and NS in particular as leads for EPDA • Saw how PD sessions were being taught in different year groups • Also, able to sit in on a parent led feedback session on PD sessions and wellbeing and heard very positive experiences from parents 	
<p>Positive comments about the focus</p> <p>Congratulations to JP, NS and the school on achieving the EPDA and WAS - I just wanted to bring out a couple of key points in the report:</p> <ul style="list-style-type: none"> • "During the period of the award the school's provision for personal development has been transformed from being an identified OFSTED weakness to being an example of best practice being used to support other secondary schools within the trust." • "Request the school share their Personal development handbook with the advisor so this can be shared as an example of best practice with other schools." • "The Wellbeing Lead has influenced many aspects of the school's wider provision and developed a real presence across the whole school. Many staff, students and parents commented on his influence and expertise." 	
<p>Aspects I would like clarified/questions I have</p>	
<p>Matters to discuss at committee (e.g. proposed agenda items) and future visits:</p> <p>Suggest using the EPDA Areas for Development for future visit discussions with JP including:</p> <ul style="list-style-type: none"> • How staff can share 'best practice' and perhaps some lessons can have more interactive elements to make PD sessions more consistently engaging for all classes • How Sixth Form can take an active role in PD for younger year groups • How we can revisit and expand house roles in school life 	
<p>Any other comments</p> <p>A great result in the EPDA and WAS Awards- well done!</p>	