



## LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

**Wednesday 25 January 2023**

**To be held from 5.30pm**

**In conference through Microsoft Teams**

**Membership:** Mark Young (Chair); Lee Larcombe (Vice Chair) Geraint Brown (Int. Principal); Claire Chilton; Alexis Ivett; Dawn Milne; Richard Slade.

**In attendance:** Deborah Gordon; Clare Greaney; James Powell; Alf Lesurf; Tom Laud (Item 6)

**Clerk:** Melanie Basson

### Agenda

| Minute Reference | Summary of action required  | Responsible   | Status        |
|------------------|---|---------------|---------------|
| 23.11.22         | Head of Social Sciences subject presentation  | Principal/HoY | 15 March 2023 |
| 23.11.22         | CIL bid information to be shared with DG and CC.  | RS            | Complete      |
| 23.11.22         | Consider methods for measuring impact of student performance in relation to behaviour strategies. | Principal     | Item 4        |
| 23.11.22         | Present Link Lead school visit report(s)  | Chair/LL      | January 2023  |

### Agenda

| Item | Timings | Subject  | Format                             |
|------|---------|--|------------------------------------|
| 1    | 2 mins  | Introductions and apologies <ul style="list-style-type: none"> <li>RS</li> </ul>           | Oral item - Chair                  |
| 2    | 2 mins  | Declarations of interest   | Oral item - Chair                  |
| 3    | 2 mins  | Minutes, action tracker and matters arising<br>Minutes of last meeting on 23 November 2022 | Papers attached - (pp3-9)<br>Chair |

|    |         |  |  |
|----|---------|--|--|
| 4  | 20 mins | Principal's report and questions   | Papers attached –<br>(pp10-40<br>Principal |
| 5  | 5 mins  | Rewards and Incentives Strategy  | Oral item - JDP                            |
| 6  | 10mins  | SEND Strategy & SEND Survey  | Oral item –<br>TL (SENCO)                  |
| 7  | 10 mins | Behaviour and Culture Framework update   | Oral item –<br>Principal/DLG/CG            |
| 8  | 10 mins | Staff Survey on Behaviour & Culture  | Oral item –<br>CC & AI                     |
| 9  | 5 mins  | Policies: <ul style="list-style-type: none"> <li>• Staff Code of Conduct</li> </ul>  | Papers attached<br>(pp41-50)–<br>Chair     |
| 10 | 5 mins  | Chair's update <ul style="list-style-type: none"> <li>• Chairs briefing</li> </ul>   | Oral item - Chair                          |
| 11 | 2 mins  | Future agenda items and confirmation of forthcoming dates <ul style="list-style-type: none"> <li>• Next LGC meeting 15 March 2023</li> </ul> | Oral item - Chair                          |
| 12 | 2 mins  | Any Other Business   | Oral item - Chair                          |



## LONGSANDS ACADEMY

### Local Governance Committee (LGC) meeting

Wednesday 23 November 2022

At Longsands Academy

### MINUTES – PART A

|                  |  |
|------------------|--|
| Members Present: | Mark Young - Chair; Geraint Brown – Int Principal - Longsands Academy<br>Lee Larcombe - Vice Chair; Claire Chilton; Alexis Ivett; Dawn Milne (from 6.30pm); Richard Slade. |
| In Attendance:   | Melanie Basson (Clerk).<br>Deborah Gordon; Tom Smy   |

| Minute Reference   | Summary of action required  | Responsible   | Status        |
|--------------------|---|---------------|---------------|
| 28.09.22           | Publish annual LGC member declaration of pecuniary interests 2022-23  | Clerk         | Complete      |
| 28.09.22           | Circulate Astrea Behaviour and Culture Framework to LGC members   | Clerk         | Complete      |
| 28.09.22           | Circulate Longsands Academy Improvement Plan 2022-23 to LGC members   | Clerk         | Complete      |
| 28.09.22           | Circulate Ofsted readiness guidance to LGC members  | Clerk         | Complete      |
| 28.09.22           | Publish adopted policies: <ul style="list-style-type: none"> <li>Attendance policy</li> <li>ECT Induction Guidance 2022-23</li> <li>Behaviour policy</li> </ul> | Clerk/Academy | Complete      |
| 23.11.22<br>Item 4 | Head of Social Sciences subject presentation  | Principal/HoY | 15 March 2023 |
| 23.11.22<br>Item 4 | CIL bid information to be shared with DG and CC.  | RS            | Complete      |

|                    |   |           |              |
|--------------------|---|-----------|--------------|
| 23.11.22<br>Item 6 | Consider methods for measuring impact of student performance in relation to behaviour strategies. | Principal | Ongoing      |
| 23.11.22<br>Item 8 | Present Link Lead school visit report(s)  | Chair/LL  | January 2023 |

### **1) Introductions and Apologies**

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

Claire Chilton and Alexis Ivett were welcomed as new Staff Governor members to Longsands LGC.

There were no apologies for absence.

### **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 28 September 2022 were circulated to committee members and ratified on 1 November 2022.

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 set out in the new Trust format was circulated to the committee in advance of the meeting highlighting the following points:

- Safeguarding
- Data Analysis: October forecasts
- Curriculum
- Teaching and Learning
- Behaviour and Culture
- Attendance
- SEF & ADP Update
- Review of Catch-Up Programmes
- Operations and Site Update
- Number on Roll Update

Regarding the rationale for the format of the Principal's Report adopted by the Trust, Ms Myhill-Johnson explained a standard approach where Principal's update one document which reports on a number of levels and avoids time spent on duplicating reports for different audiences.

The committee noted the status regarding current strategies in place in relation to the Maximising Achievement Plan for Year 11.

Regarding the current predictions detailed in the Principal's Report, Dr Larcombe questioned whether this data represents an accurate forecasts of attainment figures for the current Year 11.

The Principal confirmed the predictions are accurate but results from Year 11 mocks undertaken in November will provide more accuracy with regards to predicted grades.

Regarding the assessment process, Ms Myhill-Johnson explained the Trust aim to standardise the assessment timetable across the Trust.

Recognising the current Year 11 and Year 13 cohort have not previously sat examinations due to Covid pandemic restrictions, Dr Larcombe questioned whether the academy expect outcomes of Year 11 and Year 13 mocks to be affected.

The Principal confirmed in previous years (2020 and 2021), predicted grades for the current Year 11 and Year 13 were based in previous years on Teacher assessments rather than mock examinations, so is a recognised challenge for this cohort. The Principal reassured the committee that support is in place for students to maximise outcomes and support their mental health and wellbeing.

Ms Gordon reiterated that improvements in resources and teaching support for individual subjects as well as students are in place, in particular Social Sciences.

**Action: By way of offering an oversight into the Social Sciences department, the Chair invited the Head of Department to deliver a presentation to the committee. The Principal was invited to arrange for the next opportunity when the committee meet in person.**

#### Attendance

The Principal informed the committee this academic year, to date, whole school attendance was 92.6%, including Sixth Form, against a national average of 92.2%.

The Principal informed the committee the academy is currently focussing on a small group of Sixth Form students experiencing mental health issues, where attendance is around 80%.

The academy is establishing incentives to reward students for good attendance and forming strategies to address persistent absenteeism in the SEN student cohort.

In reference to rewarding students for good attendance, Dr Larcombe reiterated the need for rewards to be achievable by all students, despite absences due to health conditions, SEN status and SEMH issues.

#### Staffing

The committee noted staffing changes and congratulated Ms Gordon who has been appointed as Associate Vice Principal and will oversee the Sixth Form.

#### Behaviour and Culture

The Principal expanded on the Principal's Report regarding the Behaviour and Culture Framework. The committee noted that students respond well to C1 warnings for low level disruption to learning, where most don't escalate to a C2 detention. As such, the academy is proposing C1's are not reported outside the academy.

The academy is focussing on offering support to students to avoid repeated warnings for non-completion of homework. A group of Year 8 students have been targeted to be encouraged to attend homework club to address this and prevent detentions due to non-completion of homework.

The academy has responded to the voice of the students, allowing coats to be worn around school. Equipment is available to students who repeatedly forget equipment, to support students and avoid repeated sanctions.

The academy is considering the effectiveness of detentions, whether they are positive and avoid future occurrences. Whilst used as a sanction, detentions present a restorative approach allowing students a chance to reflect and correct their behaviour.

The committee considered how the academy can measure the effectiveness of behaviour sanctions. The Principal was invited to consider whether comparative data of sanctions could be reported to the committee in future Principal's Report.

The Chair reported that on visiting the academy site today, acknowledged significant site issues with the condition of G block buildings regarding the roof and drainage. Gary Wren, Operations Manager is currently obtaining quotes from contractors to repair the roof. The Trust Estates team have visited to assess what work is necessary to maintain the school site. The Local Authority and pest control have carried out assessments recently. **Action: The Chair to present a report on their recent visits to the academy to the committee.**

Dr Larcombe enquired as to how the Trust are responding to site issues at the academy.

The Principal reported the Estates Team have visited twice recently to undertake assessments and assigned funding but acknowledged the biggest challenge currently is finding a suitable contractor to carry out the work.

The Principal offered the committee an update regarding the issue of vandalism and students vaping in the toilets. Student Voice suggests the changes to extending the length of cubicle doors and removal of external entrance doors to communal area of the toilets, have been recognised as an effective preventative measure discouraging vaping and vandalism. As a result, there has been a significant reduction in reports of damage and vaping.

Ms Milne joined the meeting.

In light of the role of Sixth Form Inclusion and Wellbeing Officer post not being filled since Mr Smith left, Ms Chilton enquired as to what support is in place regarding safeguarding. Mr Ivett expressed the need to acknowledge the possible impact on staff with regards to workload and wellbeing when posts are not filled when a member of staff leaves.

The Principal reassured the committee that a strategy is in place which satisfies safeguarding requirement from within the team, by which training and support will be implemented.

Ms Chilton informed the committee that the Trust have assigned funding for the wiring and equipment for the IT Suite and that funding was yet to be secured for the building.

In addition, the academy has secured a £40k donation to provide IT equipment for the IT suite from IT company, MASS.

In light of the unsuccessful bid in obtaining financial funding for the IT suite, Mr Slade enquired of the Trust plans to fund this.

The Chair explained this was brought to the attention of Rowena Hackwood, CEO when they visited the academy today; who acknowledged the impact on the availability of funding for the IT suite whilst the Trust faces huge financial pressures under the current economic state.

Ms Gordon informed the committee the academy continues to work with the Trust in identifying funding for delivery of T Levels in the longer term.

Mr Slade informed the committee that funding bid applications are open for the Local Authority Community Infrastructure Levy (CIL). Ms Chilton expressed an interest in attending drop in sessions

taking place next week. Closing date for applications is on 9 January 2023. **Action: Mr Slade was asked to share CIL bid information with Ms Gordon and Ms Chilton to consider.**

The Principal was thanked for their report.

#### **5) Academy Improvement Plan 2022-23**

The Principal expanded on Longsands Academy Improvement Plan (AIP) 2022-23 as circulated to the committee in advance of the meeting and invited questions. The committee noted progress as RAG ratings for each strategy.

The Principal was thanked for their report.

#### **6) Behaviour and Culture Framework**

The Principal reported that around 30 parents/carers attended the Parent forum held on 8 November 2022. Members of SLT presented on key issues: homework, updates on behaviour and culture, and Sixth Form developments. The presentations were well received, parents and carers asked questions and gave feedback that will help establish next steps.

The Principal informed the committee of a proposal to change timings of the school day to accommodate a 25 minute morning tutor time registration with no tutor time in afternoon.

The School day proposed for all year groups:

08.45-09.10 – Morning registration/Tutor time

09.10-10.10 – Lesson One

10.10-11.10 – Lesson Two

11.10-11.30 – Break

11.30-12.30 - Lesson Three

12.30-13.30 - Lesson Four

13.30-14.10 – Lunch

14.10-15.20 – Lesson Five.

**The committee raised no objections to the changing to timings of the school day.**

The committee noted the outcome of the Staff Survey as reported in the Principal's Report.

Regarding behaviour routines i.e. morning address, silence is golden and STAR, Dr Larcombe questioned how the academy plan to measure the impact on performance and outcomes for students.

The Principal explained it is difficult to say explicitly whether the new behaviour routines improve student's performance as there are a number of improvements which could be attributed to student outcomes. The committee considered how the academy might measure the success of the behaviour and culture framework strategies implemented, and suggested feedback from Staff and Student Surveys and KPIs may be measurable. **Action: The Principal was invited to consider what methods could be used to measure the success of behaviour strategies.**

Ms Myhill-Johnson informed the committee that the approach to behaviour adopted by the Trust is evidence based and used in the highest performing schools in the country. And acknowledged the routines need time to embed with a longer term view that the behaviour culture supports a better environment for learning, resulting in higher achieving students.

The Principal is due to visit other schools where successful behaviour cultures aspire students to engage in learning without disruption.

## **7) Policies**

In response to feedback from the recent Parent/Carer forum, the Principal informed the committee the academy is reviewing how the academy mark students work and offer feedback.

In advance of the meeting the Longsands Feedback policy 2021-22 was circulated to the committee and governors were invited to offer feedback with a view to reviewing the policy.

## **8) LGC Link Lead roles, membership and visits**

LGC Link Lead roles were acknowledged:

Personal Development Link Lead visit report undertaken by Ms Milne on 10 Oct 22 was shared with the committee in advance of the meeting and questions were invited. Ms Milne added the academy plan to appeal to local businesses to identify work experience placements and enquired as to the number of placements needed to be established.

In response to the Staff Survey regarding budget issues and staff wellbeing, Ms Chilton suggested that staff are made fully aware who they can approach for support. Ms Gordon informed the committee that Mr Powell and Ms Wenban are trained to support with Mental Health issues and agreed this should be reiterated to staff.

Ms Milne identified the need for parents/carers to be notified of all educational trips planned at the start of the academic year, to enable parents/carers time to budget and prepare.

The committee acknowledged the tremendous success of the recent Children in Need fundraising to include a cake sale and where staff took part in a football game attended by around 900 members of the local community including students. The academy raised a total of £3495 for Children in Need.

Link Lead for SEND Dr Larcombe met with Thomas Laud, SENCO regarding the Assess, Plan, Do, Reviews (ADPRs) completed for all SEN students. Mr Lesurf and Mr Smy have progressed with assessments for EHCPs for all SEN students and are now completing assessments for the students identified as 'K'. All SEN students have been assigned a TA working with them as a mentor and administration staff are supporting with documentation records. **Action: Dr Larcombe's SEND Link Lead visit report to be prepared and presented at the next meeting.**

The Chair met today with the Principal regarding teaching and learning, assessment and moderation and met with the CEO. **Action: The Chair's Link Lead report to be prepared and presented at the next LGC meeting.**

Governors were thanked for their reports and feedback.

## **9) Community Engagement and Parental Engagement**

In relation to community and parental engagement the committee acknowledged the academy might benefit from setting up a PTA.

## **10) Sixth Form**

Ms Gordon presented a progress update of the academy's plans regarding the introduction of T Level qualifications offered to students Post 16.

The Academy held its first T Level Information Evening which was well-attended by around 50 students, parents and carers. An overview of the T Level qualifications as well as specific information about the Digital and Education & Childcare routes were presented. Ms Gordon



attended a St Neots Manufacturing Group meeting to engage with local industry about the introduction of T Levels at Longsands.

The Academy held a successful Sixth Form Open Evening before half term, which was attended by over 400 students, parents and carers. An overview of the breadth and quality of academic and wider opportunities available to students in the Sixth Form was presented.

Further opportunities have promoted the Sixth Form in assemblies, at the Sixth Form Open Evening, and at the Ernulf Careers Fair.

Education and Training Foundation Mentoring Programme is in place for the Head of Social Sciences and Head of Computer Science.

Ms Gordon attended an informative Provider Insight Day at Norwich City College and confirmed further 'Industry Insight' visits for three Computer Science teachers.

The committee noted the next steps regarding the Sixth Form:

- Continue to seek support for 'phase one' of facilities renovation
- Seek support to reapply for the T Level building and facilities improvement grant
- Curriculum design
- Industry placement preparation
- Computer Science Teachers recruitment
- Sixth Form environment improvements

Mr Ivett suggested the Sixth Form enrichment programme could be improved to incorporate opportunities for students to take part in activities within the timetable or Tutor time.

Dr Larcombe left the meeting.

#### **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 25 January 2023, to take place in conference through Microsoft Teams.

Future agenda items:

- Reflection Room
- Student Voice – Mental Health, behaviour
- SENCO – progress of strategies
- Head of Department Social Studies presentation
- Attendance rewards and incentives

#### **12) Any Other Business**

Attendees were thanked for their contribution and left the meeting.

The meeting finished at 7:30 pm

The LGC agreed the above to be a true and accurate record of the meeting on: 20 December 2022



# Astrea Academy Trust

INSPIRING BEYOND MEASURE

**Principal's Report**

**Spring Term One**

**2022-2023**

**Longsands Academy**

**Geraint Brown**

# Contents

| Item | Contents   | Page |
|------|--|------|
| 1    | Safeguarding   | 12   |
| 2    | Data Analysis: December mock exams and forecasts               | 15   |
| 3    | Curriculum   | 23   |
| 4    | Teaching and Learning  | 25   |
| 5    | Behaviour and Culture  | 26   |
| 6    | Attendance   | 32   |
| 7    | SEND Update  | 34   |
| 8    | Transition Planning  | 36   |
| 9    | Operations and Site Update                                     | 36   |
| 10   | Number on Roll Update  | 38   |
| 11   | Any other academy matters: to include enrichment and community | 39   |

## Introduction and contextual Information about the school:

Longsands Academy is an 11-18 fully-inclusive secondary school serving the community of St Neots and the surrounding area. The school is part of Astrea Academy trust, which contains 17 primary schools, 8 secondary schools (4 in Cambridgeshire), and 1 special school. According to the current IDSR, there are 1726 students on roll, which is well above the national average. Almost 20% of students have free school meals and 24% qualify for Pupil Premium funding, 11% are SEND, including 2.4% with an EHCP; 3.6% of students have SEND and are also disadvantaged. There are currently 22 students on alternative provision for their education, using Academy 21, Academy of Central Bedfordshire, Cambridge Regional College (Huntingdon), Olive Academy and Overloaded.

## Summary Update:

|  | Update  | Next Steps and Further Actions   | Any Trust Actions   |
|--|---|--|---|
| Summary of actions and progress made since the last safeguarding audit | Contact made via email with Trust IT team in order to form an on-line safety group. All staff have been allocated time to complete the two safeguarding modules on the National College website | No response therefore this has been chased but still no response. We will now organise this without their involvement<br><br>CG is chasing last few people to complete the Safeguarding modules. Migration of National College created an error in the system so this stalled for a period of time whilst it was resolved. | Trust colleagues did not respond to emails requesting support for group initially though we think           |
| Trends in School   | Continued larger numbers of concerns in Years 9 and 11 and higher numbers of mental health concerns in general<br><br>Rise in number of alcohol related incidents.                              | Individuals are being monitored and all actions recorded on CPOMS. All students where there is an ongoing mental health concern have support either in or out of school<br><br>PD curriculum being reviewed as alcohol features in Year 8 but is not revisited until Sixth form.   | CG in contact with Rosie Hart at the Trust when necessary<br><br>Charlotte Cooper involved in PD curriculum |

|                              |  |   |     |
|------------------------------|--|---|-----|
|                              | Sexual harassment concerns were mainly based around inappropriate comments | PD topics to be reviewed to ensure that this is addressed as fully as possible. |     |
| Ofsted Qualifying Complaints | N/A  | N/A   | N/A |

#### Welfare Profile:

| Children at risk and children in need:                                 | Current   | Previous Report (start of HT2) | This time last year |
|--|---|--------------------------------|---------------------|
| Number and % of PP (Years 7-11)  | 333 (23.45%)  | 333 (23.42%)                   | 319 (22.83%)        |
| Number and % of FSM (Years 7-11)                                       | 273 (19.23%)  | 268 (18.84%)                   | 246 (17.61%)        |
| Number and % of LAC  | 5 (0.3%)  | 5                              | 7                   |
| Number and % of young carers   | 47 (3.27%)  | 16                             | 32                  |
| Number and % of students privately fostered                            | 1 (0.07%)   | 1                              | 1                   |
| Number and % of students with CP plan                                  | 0   | 0                              | 1                   |
| Number and % of CIN  | 1 (0.07%)   | 1                              | 4                   |
| Referrals made for early help  | 8 (0.6%)  | 1                              | 0                   |
| Family support assessments conducted                                   | 5 (0.3%)  | 1                              | 0                   |
| Proportion meeting threshold   | 0   | 1                              | N/A                 |
| CP meetings attended   | 0   | 0                              | 4                   |
| Number and % of students with an EHCP                                  | 35 (2.44%)  | 34                             | 31                  |
| Number and % of students with serious medical conditions               | 2 (0.14%)   | 2                              |                     |
| Number and % of students receiving external support: CAMHS             | 23 (1.6%) (further investigation since previous report) | 3                              |                     |
| Number and % of students receiving external support: behaviour support | 0   | 0                              |                     |
| Number and % of students receiving external support: S and L           | 0   | 0                              |                     |
| Referrals to Channel   | 0   | 0                              |                     |

#### SCR Scrutiny:

Vice Principal & HRO met on 4 Jan 2023 and went through the current SCR. It is now in the Trust format and monthly meetings are booked to go through it. The central team were due to audit the SCR on Friday 6 January and we await feedback.

In terms of action points from the 4 January meeting, they are as follows:

In terms of contractors and visitors, VP will meet with reception staff and HRO to ensure we are all clear on the protocol to follow when they arrive.

### Statutory Requirements:

| Type of training   | Date                           | Number of Attendees | Provider              |
|--|--------------------------------|---------------------|-----------------------|
| LA Conference (knife crime, exploitation, IWF, Violence against women/girls) | 29 <sup>th</sup> November 2022 | 1                   | Cambs Local Authority |
| Domestic Abuse   | 28 <sup>th</sup> November 2022 | All staff           | Astrea / C Greaney    |
| Child on Child Abuse   | 28 <sup>th</sup> November 2022 | All staff           | Astrea / C Greaney    |
| Accident Reporting   | 28 <sup>th</sup> November 2022 | All staff           | National College      |
| DSL Refresher training   | 13 <sup>th</sup> December      | 1                   | Cambs Local Authority |
|  |                                |                     |                       |

### Bullying:

| Aspect                 | Current number of incidents | Previous report | This time last year |
|------------------------|-----------------------------|-----------------|---------------------|
| All Bullying Incidents | 2                           | 1               | 7                   |
| Racist Incidents       | 2                           | 0               | 7                   |
| Cyber Bullying         | Not on CPOMS                | Not on CPOMS    | Not on CPOMS        |
| Homophobic Bullying    | 4                           | 0               | 4                   |
| Transphobic Bullying   | 0                           | 0               | 0                   |

#### Analysis and Next Steps

It is pleasing to see that the number of bullying incidents overall is significantly fewer than this time last year.

We continue to work with students regularly to ensure that they understand what constitutes bullying, how to report it and have confidence that any concerns are addressed effectively. In the week beginning 14 November 2022 we highlighted national 'Anti-Bullying Week' and ran our latest series of anti-bullying assemblies to remind students of the issues, to educate them about how to respond and to know what support is available. Initiatives, including 'odd socks day' ran throughout the week alongside the tutor-time discussions.

Bullying logs are put in place where there is a concern that repeated events are occurring between two groups/individuals. Following the resolution of the initial incident, regular checks are made with the students involved to ensure that matters have settled and there are no further concerns. If all is well for half a term, the bullying log is closed. However, in the event of further issues beyond this, a new bullying log is opened. We will be providing a training session for HoY/SSOs on bullying logs using examples of good practice.

We have recently appointed a new colleague to work with our Young Carers. She has done a superb job in trying to identify all of our Young Carers, hence the number has increased significantly. A programme of events will now be planned for those students.

## Data Analysis December mock exams and forecasts 2022-23: analysis and review

### YEAR 11

| KEY PERFORMANCE TARGETS                                    |  |                           |  |   |
|--|--|---------------------------|--|---|
| Attainment 8 score:<br>ALL: 54.6<br>PP: 49.3<br>SEND: 40.0 | Grade 5+ Eng & Maths:<br>60%<br>(163 students) | Grade 4+ Eng & Maths: 80% | % of students achieving EBacc:<br>Strong (5+): 35%<br>Standard (4+): 50% | Progress 8 score:<br>ALL: 0.5<br>PP: 0.0<br>SEND: 0.2 |

| Current Predictions (December 2022)                           |  |  |  |   |
|---|--|--|--|---|
| Attainment 8 score:<br>ALL: 48.36<br>PP: 37.89<br>SEND: 28.44 | Grade 5+ Eng & Maths: 54.0<br>(147 students) | Grade 4+ Eng & Maths: 76.5<br>(208 students) | % of students achieving EBacc:<br>Strong pass: 27.2<br>Standard: 48.2<br>(67.3% entered) | Progress 8 score:<br>ALL: -0.16<br>PP: -0.84<br>SEND: -0.89 |

### YEAR 11 Maximising Achievement Plan update

| Priority Area  | Specific Intent and Actions   | Update and summary of impact to date   |
|--|---|--|
| 1. Use of mock exam data to target intervention and curriculum improvement | <ul style="list-style-type: none"> <li>Use headline results (basics 4/5EM, A8, P8 overall and by bucket) to analyse outcomes of cohorts (PP/SEND) in relation to FFT20 targets.</li> <li>Scrutinise subject results to examine gaps in curriculum knowledge (QLA) or underachieving students. Use SPI to estimate subject progress.</li> <li>Rank order students by estimate of P8 to target support for those with negative estimate score.</li> <li>Follow up exams with subject review meetings with SLT link &amp; HoD focused on headlines, PP/SEND outcomes, strengths &amp; weaknesses in overall performance, students of concern, action steps, support needed.</li> <li>HoD completes mock results analysis to be shared with SLT (link) – template provided</li> </ul> | <p>Targeted interventions continued. Subject review meetings completed with action points.</p> <p>Mock exam data analysed and whole-school, departmental and student level.</p> <p>Mentoring groups updated. Updated rank order by P8 has fed into Raising Achievement meetings where students are discussed on a weekly basis.</p> <p>Period 6 class lists updated for non-Core subjects, so students prioritise the weaker subjects.</p> |
| 2. Increase crossover for students achieving 4+ EM and 5+ EM               | <ul style="list-style-type: none"> <li>Analysis of Y10 mock results to identify students who could and should cross over from grade 3 to grade 4 and grade 4 to grade 5 in En/Ma/both.</li> <li>Targeted support for cross-over group inside &amp; outside lessons, ensure attendance at Xtra sessions.</li> </ul>  | <p>Crossover students identified, data in matrix form. JRM (Head of Ma) and RMO (Head of Eng) meet fortnightly to analyse data. Teachers of targeted students made aware, to ensure they have approaches in place to support those targeted.</p>   |

|  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>Fortnightly crossover meetings to track progress of target group – head of assessment, heads of Eng/Ma and principal</li> <li>Share information with academic mentors to ensure students are aware (work with HoY).</li> </ul>   | P6 attendance being monitored. Academic mentors aware of targeted students.   |
| 3. Increase PP and SEND achievement to close the gap                             | <ul style="list-style-type: none"> <li>Ensure all staff fully aware of key groups, esp. PP, SEND and understand the data: SLT data lead, PP/SEND lead work with HoY to plan staff CPD and updates.</li> <li>Use mock exam and other assessment data to track PP &amp; SEND progress and identify target group</li> <li>Fortnightly MAP meeting to evaluate progress and identify priority subject areas for intervention. Involve identified subject leaders via line management to support knowledge for these meetings.</li> <li>Targeted intervention used to improve knowledge &amp; performance – tutor time sessions, Xtra, classroom-based.</li> <li>Share and update performance data with SLT and HoDs to use in LM meetings.</li> </ul> | <p>Information on key groups/students shared with all staff.</p> <p>Analysis carried out by SENDCo and AP for SEND/PP following mocks to update intervention approaches.</p>  |
| 4. Increase teaching time to support target students in closing attainment gaps. | <ul style="list-style-type: none"> <li>Schedule of period 6 'Xtra' sessions run after school for all – as far as possible use students same classes and teachers (paid)</li> <li>Use form time for targeted revision sessions (esp. Ma/En)</li> <li>Possible Saturday/holiday school for intense subject revision &amp; preparation – students provided with lunch – voluntary basis.</li> </ul>  | <p>Xtra sessions up and running. Some concern about key students not attending, so monitoring this and working on strategies to encourage all students to participate. Academic mentoring and HoY to follow up and adapt strategy to encourage participation, including continued communication with home.</p> <p>Extending use of tutor time to give additional tuition to targeted small groups – more subjects now becoming involved</p> <p>Use of general tutor time for additional revision.</p> |
| 5. Ensure all identified students take up Xtra sessions to maximise achievement  | <ul style="list-style-type: none"> <li>Use Y10 (and later Y11) mock exam data to identify target groups for Eng, Ma, EBacc &amp; open bucket – use mock outcomes, A8 &amp; P8 compared to targets.</li> <li>HoY, academic mentors and teachers of Xtra sessions to monitor student attendance weekly and target students and/or call home to encourage.</li> </ul>  | <p>Targeted students for Eng and Ma already established</p> <p>Parent meetings and assemblies used to encourage participation; initial attendance has been good but need to maintain momentum.</p> <p>Using Astrea template to monitor interventions for students for Ebacc and open buckets.</p>   |



|  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>Regular positive communications in assemblies, tutor time and messages</li> </ul>  |   |
| 6. Ensure students are in correct tiers in science, maths, MFL to maximise outcomes.   | <ul style="list-style-type: none"> <li>Use mock exams &amp; regular assessment data to ensure students are entered for the appropriate tiers. Generally, MFL tiers can be changed in Year 11 but maths and science can't. If a student is getting a 3 or low 4 in Maths on Higher then they should move to Foundation. If they're getting below a 4-4 in Combined Science they should move to Foundation. If a student is getting below a 6-6-5 in separates sciences consider moving to Combined.</li> </ul>   | <p>Ho Ma/Sci/MF have revised tiering in the light of outcomes from Nov mock exams.</p> <p>Regrouping of students in maths according to mock exam outcomes.</p>  |
| 7. Increase attainment in identified subjects through improved curriculum, resources and quality of teaching in Y11 courses. | <ul style="list-style-type: none"> <li>Maximise effective use of curriculum time left, ensuring each lesson accounted for and balance of time matches course components as well as sufficient exam preparation &amp; practice in lessons</li> <li>Review placement of students in classes to make best use of knowledge, skill and experience of teachers in relation to individual needs</li> <li>Share department-designed revision activities and guides with students to support effective revision strategies &amp; ensure this is checked by departments</li> <li>Review English literature curriculum, teaching and revision resources through effective line management and trust support to increase attainment and progress</li> <li>Support and challenge from line managers for specified open bucket subjects where increased attainment and progress a priority, focused on reviewing use of curriculum time, quality of teaching &amp; resources, revision materials, AtL of students in class: business, art, food &amp; nut, DT</li> <li>Regular visits to Y11 lessons, ensuring staff are supported and students are focused.</li> <li>Check departments are using exam papers to maximum effect in mock exams to gain accurate picture of current grades: full series in En/Ma, full papers as far as possible across all</li> </ul> | <p>Core routines having an impact with this.</p> <p>Dept action plans checked to ensure focus on Y11 progress and support.</p> <p>This is being done. For example, students in maths have been re-set pending changes to tiers resulting from mock exams.</p> <p>Established revision resources across all departments.</p> <p>This will form a focus of fortnightly MAP meetings.</p> <p>Behaviour walk each lesson.</p> <p>Thorough processes in place.</p> |
| 8. Improve quality of revision resources and homework to ensure students improve recall of core knowledge.                   | <ul style="list-style-type: none"> <li>Monitor quality and frequency of homework based on DfE guidelines that students complete 2-2.5 hrs extra study per day (inc. Xtra sessions)</li> </ul>   | <p>Reviewed homework strategies in November and recommunicated expectations with staff, students and parents. Established minimum of 10</p>   |

|  |   |   |
|--|---|---|
|  | <ul style="list-style-type: none"> <li>• Monitor and improve weekly homework that supports effective revision and use of timed past papers</li> <li>• Regular explicit teaching of effective revision techniques to support students' practice (retrieval, spacing, interleaving, dual coding, elaboration) via tutor time &amp; collapsed session/assembly and share revision guidance to support students and parents (based on cog sci).</li> </ul>  | <p>hours homework pw – 2 each in Core, plus 1hr in each other subject.</p> <p>New revision strategies based on cognitive science being taught as a programme to Y11 and being used by departments to update approaches.</p> <p>Improved mock exam revision information issued.</p> <p>Assemblies used to support.</p> |
| 9. Support good attendance, punctuality and positive behaviour so students maximise focused learning time. | <ul style="list-style-type: none"> <li>• Daily attendance check for Y11, making calls before other year groups. Prioritise PA students with calls &amp; visits.</li> <li>• Reward and praise high attendance and keep communication in assemblies and tutor time.</li> <li>• SLT &amp; HoY behaviour walks to visit all Y11 and support disruption-free learning.</li> <li>• All Y11 sent out of a class to be seen by HoY or SLT.</li> <li>• Ensure core routines mean students have correct equipment every day, are calm &amp; focused at all time, in uniform and ready to learn from 08.45am.</li> </ul> | <p>Systems for monitoring attendance and punctuality in place.</p> <p>Adjusted SLT learning walk processes to ensure improved punctuality and attendance.</p> <p>Behaviour walks in place.</p> <p>Core routines in place.</p>   |
| 10. Use subject-specific exam preparation to improve students' exam technique                              | <ul style="list-style-type: none"> <li>• Use whole-school/subject CPD to support departments' work in teaching exam techniques and how to tackle different papers and use past papers at home, including walking-talking mocks, live modelling &amp; marking.</li> <li>• Monitor regular use of past papers/questions in lessons including timely, responsive feedback</li> <li>• Share exam guidance with students and parents so they know how to access the correct past papers and use the correct exam-board resources</li> </ul>  | <p>In place. Much input on this for departments with Trust leads.</p> <p>Week prior to mocks devoted to revision and preparation for specific exam papers.</p> <p>Using 2019 grade boundaries, or boundaries consistent with all Astrea schools.</p> <p>Guidance shared for mock exams.</p>                           |
| 11. Support, motivate and incentivise for full participation and engagement                                | <ul style="list-style-type: none"> <li>• Use of rewards &amp; treats to motivate students hard work and participation, such as snacks, reward trips, prom points. Surprise them rather than dangle as carrot.</li> <li>• Use 'warm:strict' B&amp;C routines to support calm, positive atmosphere conducive to student learning and use relationships and praise to maintain this</li> <li>• Mock exam 'results day' with follow-up action plans held to make clear to students the progress made</li> </ul>   | <p>Head of Year assemblies and Morning Welcome being used to motivate and encourage. Communication with parents has helped to get support for attendance and homework completion.</p> <p>Plan for rewards processes in place</p> <p>Mock exam results day for Spring mocks planned</p>                                |

|   |   |  |
|---|---|--|
|   | <ul style="list-style-type: none"> <li>• Use assemblies to prepare and motivate – how to avoid stress, effective revision, what to look forward to</li> <li>• Look after wellbeing making use of mentors and support. Use sports and activities to help de-stress (after-school Friday)</li> <li>• Take all opportunities to praise – privately, in the corridor, in public, via emails and calls home</li> <li>• Use academic mentoring for every student who needs to make significant progress to support attendance at school and in Xtra sessions, to help organise time, post-16 applications – schedule of discussion to be shared weekly by HoY (SP)</li> </ul>   | <p>Motivational assemblies planned and processes accounting for well-being in hand.</p> <p>Very strong take-up of sporting opportunities.</p> <p>Mentoring in place, currently for students with low P8 scores based on Y10 mocks; about to be updated with data from Y11 mocks.</p>   |
| 12. Gain & maintain the support of parents and carers in order to help them support students' preparations. | <ul style="list-style-type: none"> <li>• Regular communication of exam dates, effective revision, key dates for post-16 – information evening, parent consultations</li> <li>• One-to-one meetings for targeted individuals to improve attendance and homework completion as well as offer support</li> <li>• Share important information about revision resources and strategies to make it easy for parents/carers to support at home</li> <li>• Send praise cards, emails, make calls to recognise efforts of individuals</li> <li>• Communicate results and actions after mocks so parents fully aware of outcomes and what support will come next, as well as expectations for students' actions</li> <li>• Give clear guidance to staff on what to communicate to parents at consultation evenings in autumn and spring terms.</li> </ul> | <p>In place. Parent information evening. Revised revision booklet with subject specific info, plus general revision guidance. Assemblies to reinforce. 121 support in place.</p> <p>Revision booklet emailed to parents</p> <p>Rewards information going out to students/parents regularly.</p> <p>Mock exam reporting procedure in place, including mock results day.</p> <p>Regular communications with parents.</p> |
| 13. Use November and February Mocks to give real experience of final exams and provide accurate data.       | <ul style="list-style-type: none"> <li>• Make use of 'final preparation week' before each mock series to continue teaching exam technique, use assembly to remind and reassure of exam-day routines</li> <li>• Follow same post-exam analysis steps as for Y10 exam above to ensure accurate picture of current attainment and targeted intervention (basics crossover, P8, open bucket)</li> <li>• Keep to consistent and clear routines that mean the students know exactly what to do in final exams.</li> </ul>   | <p>This took place in November and also planned for Spring mocks.</p> <p>Thorough post-mock exam analysis of November mocks, and plans for the same with Spring mocks..</p> <p>Routines planned to make mock exam processes the same as for the summer.</p>  |

|   |  |                      |
|---|--|----------------------|
| 14. Use last days in school for final exam preparation that keeps students focused to the end | <ul style="list-style-type: none"> <li>Do not grant study leave; instead, use every lesson to support students' preparations</li> <li>Collapsed lessons in school prior to exams focused on final preparations for specific exam techniques and papers</li> <li>Lessons during exam period to be focused on revision and places of calm, organised and highly-focused study</li> </ul> | Planning for summer. |
|---|--|----------------------|

### Key actions in advance of Year 11 February mock exams

#### Raw marks improvement target

- Subjects to set out expectations for raw marks improvement from Nov mocks to Summer 23. What is expected of each student in the February mocks? Do they know? Action: Discussion in SLT link meeting to confirm

#### Period 6 attendance

- Attendance to be regularly disseminated to all stakeholders – teachers, HODs, tutors, mentors parents. Students to be challenged after each session, if not attending. APs NJ to disseminate data; JRM to discuss the various formats necessary for different audiences. Once received, tutors, HODs, teachers, mentors to keep data active in discussions with students.
- Rewards – students with weekly 100% attendance into draw for voucher – draw made and prize awarded each Monday in assembly. AP: SJP

#### Use of tutor time

- Regular weekly sessions with specialist teacher for English, Maths, Science, MFL, Computer Science. Selected students do not attend line-ups on these mornings. Selected students to be those most responsive/most likely to benefit. AP: HODs Eng, Ma, Sci, MFL, Comp Sci to select Students w/b 9/1; agree session day, sessions to commence asap after w/b16/1. AP SLT Link – monitor this; any other departments with non-tutor subject specialists?
- General tutor time – use for revision. AP: SJP to develop routine/plan and share with tutors. Use of revision guides, Knowledge organisers. Behaviour expectations to include silence during these sessions.

#### Year 11 assemblies

- Plan for revision skills and study habits. AP: SJP to organise plan.
- Subject specialists to arrange assemblies. AP: SLT Link meeting – discuss possibilities, coordinate with SJP.

#### Half-term sessions

- HODs to be invited to organise these if they wish. Good, for example, where NEAs are involved – for students who need to catch up. AP: SLT Link – discuss with HODs as appropriate. JRM to check on finance for this.

#### Mentoring

- Updated mentoring lists. AP: SJP organising this.

## Mock exam plans

- As full set as practically possible where teaching course is complete. AP: SLT link discussion over what's missing and why. How can shortfall be made up? MJC has produced draft timetable. To be updated by 20 Jan.
- Revision guidance update AP: SLT Link – JRM to share last year's doc on HODs team for updating.

## Mock results schedule

- PR2 deadline Monday 20<sup>th</sup> March. Astrea deadline is Thursday 23<sup>rd</sup> March. 'Results day' as before.

## Parents – post mocks meeting

- Possible SJP parent meeting, or pre-recorded video towards the end of the Spring Term detailing important details of the ongoing exam prep process. AP: JRM to work with SJP on meeting agenda

## Homework

- AP: SLT link meeting – review of homework being set. Is it centralised? Is it sufficient? Is it most effectively focused. Weekly - two hours maths and English, one hour for each science, one hour for other subjects.

## Other aspects

- AP: Students fluent in a foreign language – have all of these been identified, and are they entered for their home language GCSE? JRM to check with NJ.

## YEAR 13

### Year 13 Extended Project Qualification (EPQ) Success

We are delighted to report that of the 16 students who participated in the EPQ, nine were awarded an A or A\*, and all students achieved at least a C grade. This is the largest and most successful cohort for the EPQ at Longsands Academy and the work and the results will have a significant impact on those students in their preparation for their post-sixth form applications and progress. We would like to acknowledge the significant contribution that Doug Cullen has made to the growing success of the EPQ at Longsands.

| Grade | 2022 | 2022 % | 2021 | 2021 % |
|-------|------|--------|------|--------|
| A*    | 4    | 25.0   | 2    | 25.0   |
| A     | 5    | 31.3   | 4    | 50.0   |
| B     | 4    | 25.0   | 2    | 25.0   |
| C     | 3    | 18.8   | -    | -      |
| D     | -    | -      | -    | -      |
| E     | -    | -      | -    | -      |
| Total | 16   | 100    | 8    | 100    |

## Current picture (pre mock exam predictions)

### YEAR 13

#### L3 Overall

| Measure                                | Value | %   |
|--|-------|-----|
| Students included in L3 Overall Cohort | 167   | 100 |
| L3 Overall Average Points per Entry    | 33.2  | -   |
| L3 Overall Average Grade               | C+    | -   |
| L3 Overall VA                          | -0.38 | -   |

#### A Level

| Measure                             | Value | %    |
|-------------------------------------|-------|------|
| Students included in A Level Cohort | 138   | 82.6 |
| A Level Average Points per Entry    | 33.98 | -    |
| A Level Average Grade               | C+    | -    |
| A Level Total Entries               | 344   | -    |
| A Level VA                          | -0.4  | -    |

#### Applied General

| Measure                                     | Value | %    |
|---|-------|------|
| Students included in Applied General Cohort | 81    | 48.5 |
| Applied General Average Points per Entry    | 31.42 | -    |
| Applied General Average Grade               | Dist- | -    |
| Applied General VA                          | -0.33 | -    |

### Next Steps for Y13:

- HOY13 has identified key underperforming students and is adopting processes to maximise achievement. A new tracker is being used to closely monitor students' performance and their engagement with intervention. We are following up with departments to identify the necessary subject and pastoral interventions necessary to boost performance.
- Year 13 parents & carers now receive weekly emails about attendance in order to support increased attendance and punctuality in the year group, which is lower than Year 12 attendance.
- Year 13 are currently completing their mock exams (16-27 February). Following this, they will receive detailed feedback on closing gaps in knowledge and skills.
- Underperforming students identified and interventions being tracked and will be updated post-mocks – HOD input, coordinated by HOY.
- One department and individual teachers on support plan to improve quality of teaching.
- Ongoing interventions include regular use of subject clinics to boost outcomes eg. Maths, Science.
- Increased support from pastoral staff for mental health and wellbeing to increase resilience and confidence is needed.

## Curriculum Planning and Model for 2023-24

At Longsands Academy, our curriculum is designed to fulfil our core purpose which aims to secure the best possible experience, learning and outcomes for each young person for whom we have responsibility. As such, we believe that students are entitled to be immersed in ‘the best that has been thought and said’ to induct them into the ‘conversations of mankind’. We believe this is best achieved through a broad and balanced, knowledge-rich curriculum and a strong personal development programme. The subject curriculum is designed to help students understand and make meaning of the world around them, and to take them beyond their everyday knowledge and experiences. Intellectual curiosity and resilience are developed through a curriculum taught by subject-specialists who impart the powerful knowledge and cultural capital that places students in a strong position to question and debate the world around them. Our provision is tailored so that all students, whatever their background and ability, can follow suitable pathways, from Year 7 through to Year 13, which maximise their chances to achieve academic excellence and success in public examinations, as well as promoting positive emotional wellbeing and mental health, enabling them to successfully access the next chapter of their lives.

## Curriculum Model for Years 7, 8 and 9

In Years 7, 8 and 9, the curriculum allocation for each subject remains unchanged:

| Subject          | Year 7 | Year 8 | Year 9 |
|------------------|--------|--------|--------|
| English          | 4      | 3      | 4      |
| Maths            | 3      | 4      | 4      |
| Science          | 3      | 3      | 3      |
| PE               | 2      | 2      | 2      |
| MFL              | 3      | 3      | 3      |
| History          | 2      | 2      | 2      |
| Geography        | 2      | 2      | 2      |
| RE               | 1      | 1      | 1      |
| Computer Science | 2      | 2      | 1      |
| Music            | 1      | 1      | 1      |
| Art              | 1      | 1      | 1      |
| DT               | 1      | 1      | 1      |

- Personal Development (PSHE) is taught through drop-down sessions throughout the academic year.
- All students study French in Years 7, 8 and 9. Higher attaining students (around 30% of the year group) study French and German in Years 8 and 9; these students have two hours a week of French and an hour a week of German.
- Latin is taught in Year 9 as an extracurricular option.
- Design and technology is taught on a carousel basis, which includes the study of food and nutrition.

## Curriculum Model for Years 10 and 11

In Years 10 and 11, the curriculum allocation for each subject remains unchanged:

| Subject      | Hours per week | XTRA Period 6 (Year 11) |
|--------------|----------------|-------------------------|
| English      | 5              | (clinic)                |
| Maths        | 4              | 1                       |
| Science      | 6              | 1                       |
| Core PE      | 1              | -                       |
| Preference 1 | 3              | 1                       |
| Preference 2 | 3              |                         |
| Preference 3 | 3              |                         |

- In English, all students study GCSE English Language and GCSE English Literature.
- In science, all students study biology, chemistry and physics following one of two pathways: GCSE Combined Science: Trilogy leading to a double GCSE qualification; or separate sciences leading to three separate GCSE qualifications. Pathways are guided by the Science Department, following the publication of Year 9 End of Year Assessment results.
- Details of the preference curriculum subjects will be published shortly, pending Trust guidance. For most students, this is likely to continue to include a modern or ancient language (French, German or Latin), history or geography, and an open preference.
- Personal Development (PSHE) is taught through drop-down sessions throughout the academic year.
- Computing is taught through tutor time, core subjects, and a drop-down day for Year 10 in Activities Week in July.
- Religious education is taught through tutor time, assemblies, and the Personal Development curriculum. Improving the statutory RE entitlement for all students is a current area for development.

## Curriculum Model for Years 12 and 13

In the sixth form, the subject offer for 2023-24 remains as in 2022-23 with the following changes:

- Re-introduction of A-Level Law. The phasing out of the Level 3 Applied Diploma Criminology (current Year 13 are the last year group) has left a gap in the curriculum.
- Introduction of T-Level Digital Production, Design and Development. Removal of BTEC Double Computing.
- Introduction of T-Level Education and Childcare (Early Years)

A current priority is working to strengthen the statutory RE curriculum entitlement for all students in the sixth form.

Looking ahead to 2024-25:

- Possible new T-Level Business and Administration
- Possible collaboration with Stageworks to offer a BTEC Level 3 Diploma in Musical Theatre or Acting.

### Personal Development:

After a recent review of safeguarding data, trends have been identified and adaptations will be made the curriculum accordingly. The issue of 'alcohol' is explicitly covered in Year 8, but data shows



that there is a considerable number of concerns in Year 10 and 11, so alcohol and associated issues will now be revisited in these years. Sexual abuse and harassment concerns highlight a lack of awareness in use of language in the lower year groups, so this will be incorporated in Years 7 and 8 in more detail with age-appropriate content.

An enhanced overview of the Personal Development provision in Years 12 and 13 is needed, so work is being undertaken to pull this together to highlight areas of strength and development.

As part of our ongoing work to support us becoming fully LGBTQ+ inclusive, we have been successful in gaining The Rainbow Flag Award. The Award requires a positive whole-school approach to LGBT+ inclusion, focusing on six areas of the school; Skilled Teacher, Supportive Governors and Parents, Effective Policies, Inclusive Curriculum, Pastoral Support and Student Voice.

Careers continue to be a focus of development this year and the mock interview process was successful for Year 10 students. Looking forward, Year 11 and 13 destinations will be a focus as will Year 10 and 12 Work Experience preparation.

During the Autumn term, Year 7 and 10 students all visited Fitzwilliam College as part of their wider CEIAG provision. Students enjoyed a tour of the college, a Q&A session with current students and various careers workshops and sessions bespoke to their age group. As well as raising aspirations, the informative sessions enabled our students to think more in depth about the next steps of their educational careers.

The House Council continues to meet twice a half term, with the next meeting upcoming. House Captains are currently thinking about the issues and or improvements that they want to focus on to present to the rest of the Council. Further updates to come.

## Teaching and Learning

### Curriculum, teaching and learning highlights

We had a purposeful and productive **Professional Development Day** for all staff in November. We continued our work to refine departmental approaches to the **Subject-Specific 7 Principles** through 'Love Your Subject' sessions, which included:

- work to diversify the selection of texts in the Year 8 English curriculum
- kin ball training for the PE department, a new, inclusive sport that will be introduced into the curriculum
- industry placements in local businesses for colleague in Computer Science supporting T Level preparation
- a Geography Department visit to Stratford to investigate a new case study area for fieldwork
- Collaboration between the Business Department and Bedford College looking at T Level implementation
- Education & Childcare visit to Norwich City College
- Visits to high-performing schools: Michaela School (MFL), Cambourne Village College (RE), Hills Road (Psychology)

A second focus for the day was **Behaviour and Culture**, which included:

- Visits to Avonbourne Academies, Bournemouth, and Bedford Free School

- Training for support staff on being a visible presence during lesson transitions

In December, we hosted the first leg of the **Erasmus+ exchange** between Longsands and schools in Romania and Greece. Students are collaborating on a 'Games Jam' computer science project, funded by the European Union. A Longsands Year 11 student won the international competition to design the logo for the event. And the Greek students enjoyed their first experience of snow.

### Next Steps:

Key **continuous improvement** areas of focus:

- Continue to embed the **Subject-Specific 7 Principles** into every lesson, in order to ensure teaching is highly effective.
- Embed the **core routines** to support the seventh principle of 'excellent behaviour':
  - Entry and exit routines
  - Do Now tasks
  - 'Silence is golden' moments (for independent work)
  - STAR
  - Signal, pause, insist
- Continue to refine the approach to **no hands-up questioning**, in order to increase the thinking and participation ratio of students in classrooms. Strategies and techniques such as Cold Call and **mini whiteboards** will help achieve this and ensure regular, effective checks for understanding.
- Use of **visualisers** to live model and show examples of what success looks like, to correct common misconceptions and to give feedback that students respond to. A trial of 'standing tables' for visualisers underway in 10 classrooms.

Collaborative drop-ins in November indicated a wide range of good practice in these areas. However, there is scope for improvement in what is typically seen in lessons. Continuous improvement will be supported through ongoing whole-school CPD, department CPD and quality assurance activities.

## Behaviour and Culture

### Implementation of the Core Routines and B&C Framework:

*What developments have there been since the last report?*

Since introducing the Core Routines as part of a strategy to build a positive culture of high behaviour expectations at the start of the autumn term, our focus has been on establishing them further in the academy to build more consistency. Our aim has been to support staff to continue developing strategies that build a positive culture both inside and outside lessons and so students understand the purpose and what is expected. In order to do this, we have:

- Continued to run staff CPD on elements of the core routines and other TLAC strategies for strong classroom culture that align to the Longsands 7 Principles. This has enabled us to explore nuanced and varied strategies to build strong habits of attention, for example.
- Supported heads of year in morning welcome to give greater ownership over the content of key messages that are more relevant to individual year groups, whilst still focusing on the key themes.
- Adjusted the timings of the day to ensure sufficient time for morning welcome without impact on purposeful form time activity such as PD programme and reading strategy.

- Run a programme of regular QA with departments to focus on implementation of core routines and other aspects of classroom practice: checking for understanding (including mini whiteboards and no-hands-up questioning), modelling & explaining using a visualiser, independent practice.
- Used student and staff voice on core routines and other aspects of behaviour culture to inform developments, including changes in issuing C1s, running detentions, using rewards, celebrating success.
- Run 'reboot' sessions with students at the start of each half term to revisit and remind students of expectations and the purpose of them. This includes a focus on having the correct equipment for lessons, being punctual and starting lessons smoothly, developing effective study habits. The focus on purpose was based on student voice indicating they were less clear about purpose compared to the expectations.
- Implemented changes to support improved corridor conduct, especially between lessons to improve punctuality to lessons. This includes all staff, including non-teaching support staff, helping with transition duty in corridors.
- Conducted school visits to learn from practice in schools across and beyond the trust.
- Changed the communication of C1 sanctions: in response to parent/carer voice and student feedback on the negativity around the warning, this no longer appears on the parent app. C1 data is used for internal monitoring of behaviour and attitudes and in decisions about escalation but not communicated home.
- Improved the detention system to ensure the purpose is clear and that students are supported in reflective conversations during detentions through 1-to-1 conversations. An increase in the staffing has enabled a calmer atmosphere and greater support for students. Homework detentions are now run separately in an IT suite so that students can work on missed work and understand that it is a requirement.
- Introduced the 'Dressing Room' to support high expectations for the uniform and ensure all students can meet the requirements of the policy. We have been supported by the trust to purchase a stock of uniform to ensure students are correctly dressed. This initiative started after the Christmas break and has had a very positive impact on uniform standards.

#### *What has been the impact?*

We are using various quality assurance methods to help judge the impact of the work on behaviour and culture, including student and staff surveys, behaviour data, lesson observations and other department-based QA.

- Lesson observations and collaborative drop-ins, using the StepLab platform, has shown evidence of strong practice across the academy, particularly in relation to improving techniques for checking understanding, using visualisers, entry and exit routines, do now tasks and habits of attention.
- Department quality assurance such as learning walks also supports the evidence of improvements in practice, but also shows the core routines are not *embedded* across the academy consistently; continued whole-school & department CPD and support is required.
- The classroom equipment provided to tutors has supported clear improvements in students in being ready for lessons as staff have both supported students and upheld expectations.
- The 'Dressing Room' has had a visible and marked impact on the standard of uniform across the academy. Many staff felt that we had a policy that we did not uphold in the past and the vast majority of parents and carers have responded positively to the initiative, since it supports students in getting the uniform right. A small number of students, some with the support of parents or carers, do not follow all the expectations but this now represents a small minority and we continue to work with students and families on this.

- Reward and sanction data can be interpreted in different ways. There is still a far greater emphasis on awarding house points compared to 'C1' or 'C2' sanctions, which suggests positive behaviour has been sustained. However, there is clearly an increase in C1, C2 and C3 when comparing half-term 1 to half-term 2 data. Partly, this is due to increased expectations and staff holding students to account (e.g. for lateness to lessons, low-level disruption) but also shows increased challenges in behaviour in the second half of term. This is not unusual and, although is more correlation to the B&C framework than firm evidence of effectiveness, it suggests that the framework's core routines are not yet part of an established culture that has changed behaviour consistently. Cultural change does take time and there is more to do to induct students, ensure the expectations are well taught and to support staff in implementing them. The next stages of the framework will support this.
- Much of the focus of the B&C framework so far has focused on strong classroom culture and this has improved further in the past term. The focus now is on corridor, break and lunchtime behaviour as many C2 and C3 data relates to these periods (particularly in relation to lateness and refusal to follow instructions). Using the Astrea framework on corridors, we have drawn up a strategy to support improvements and begun to implement changes in routines and clarity of communication to students.
- Nevertheless, the data shown in the tables below also shows improvements, particularly in Year 11 behaviour. Year 7, where the approach to B&C is the only culture they know continue to respond well overall. It also shows that the majority of C1 'warnings' do not become C2s and the vast majority of students respond appropriately, particularly in terms of 'disruption to learning'. Overall, fewer students are receiving C2 detentions, although the figure remains higher than we would like.
- Staff governors have collected and collated staff voice on the introduction of the behaviour and culture framework so far and this data will be shared in the next LGC meeting on 25 January 2023.

#### *What are the next steps?*

- To develop and enhance the rewards strategy and develop more celebration of success. James Powell, Assistant Principal, is leading on the strategy and additional funding has been allocated for rewards as part of developing the positive behaviour culture. This includes continued support for Year 11 and Year 13 in their final preparations for exams, recognising their hard work.
- To continue to support the implementation of the core routines and other strategies that support the 7 Principles, especially on 'excellent behaviour', through whole-staff and subject-specific CPD.
- To provide further support for PP and SEND students in meeting expectations and recognising success.
- A reduction in the number of detentions should be the result of improved use of the 1-to-1 conversations and follow-up to sanctions.
- To implement a new strategy to tackle lateness to lessons, focused on proactively supporting students' but also continuing to uphold expectations where they are not met.
- Development of more staged approach prior to external suspension so there is a more nuanced approach that makes use of the *reflection room* for limited time periods, and a *reset base* for internal isolation where students can access lessons on Teams or Oak Academy. This will also support a reduction in the external suspension rate without reducing expectations and the support for positive behaviour.

- This term's Behaviour and Culture Framework focus is on implementing and embedding more 'TLAC' approaches in the classroom. These will continue to support strong classroom cultures and high expectations.
- Next term will see the introduction of the 'behaviour curriculum' element of the framework, which will work alongside the PD curriculum, to help students develop and enhance positive character traits and habits that support different stages in their development.

#### Behaviour Data:

##### House Points data

|                                   | Year 7  | Year 8  | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | All Years |
|-----------------------------------|---------|---------|--------|---------|---------|---------|---------|-----------|
| <b>Number of HPs</b>              | 7217    | 8523    | 5705   | 4717    | 1557    | 27      | 37      | 27783     |
| <b>% Of Whole Cohort</b>          | 26.00%  | 30.70%  | 20.50% | 17.00%  | 5.60%   | 0.10%   | 0.10%   |           |
| <b>% Of Cohort</b>                | 100.00% | 100.00% | 99.00% | 99.70%  | 95.20%  | 25.30%  | 18.70%  |           |
| <b>Number of HPs (PP)</b>         | 1473    | 2044    | 929    | 1103    | 365     |         |         | 5914      |
| <b>% PPI Cohort</b>               | 100.00% | 100.00% | 95.50% | 98.40%  | 89.10%  |         |         |           |
| <b>Number of HPs (SEND)</b>       | 965     | 1164    | 625    | 1185    | 284     | 1       | 3       | 4227      |
| <b>% SEND Cohort</b>              | 100.00% | 100.00% | 97.30% | 97.80%  | 85.00%  | 50.00%  | 21.40%  |           |
| <b>Number of HPs (Non-SEND)</b>   | 6252    | 7359    | 5080   | 3532    | 1273    | 26      | 34      | 23556     |
| <b>% Students Non-SEND Cohort</b> | 100.00% | 100.00% | 99.20% | 100.00% | 97.00%  | 24.70%  | 18.40%  |           |

##### C1 data

|              | Chewing gum | Dropping litter | Disruption to Learning | Lack of equipment/PE Kit/Books/Uniform | Lateness to lesson | Lateness to school | Refusal to follow reasonable instructions | Refusal to Work/Lack of effort |             |
|--------------|-------------|-----------------|------------------------|--|--------------------|--------------------|---|--------------------------------|-------------|
| <b>07</b>    | <b>25</b>   | <b>1</b>        | <b>446</b>             | <b>144</b>                             | <b>155</b>         | <b>7</b>           | <b>69</b>                                 | <b>13</b>                      | <b>860</b>  |
| <b>08</b>    | <b>23</b>   | <b>5</b>        | <b>812</b>             | <b>197</b>                             | <b>201</b>         | <b>47</b>          | <b>139</b>                                | <b>44</b>                      | <b>1468</b> |
| <b>09</b>    | <b>16</b>   | <b>2</b>        | <b>708</b>             | <b>123</b>                             | <b>453</b>         | <b>73</b>          | <b>84</b>                                 | <b>20</b>                      | <b>1479</b> |
| <b>10</b>    | <b>19</b>   | <b>0</b>        | <b>434</b>             | <b>123</b>                             | <b>412</b>         | <b>87</b>          | <b>60</b>                                 | <b>16</b>                      | <b>1151</b> |
| <b>11</b>    | <b>3</b>    | <b>0</b>        | <b>125</b>             | <b>38</b>                              | <b>310</b>         | <b>72</b>          | <b>50</b>                                 | <b>21</b>                      | <b>619</b>  |
| <b>12</b>    | <b>0</b>    | <b>0</b>        | <b>0</b>               | <b>2</b>                               | <b>2</b>           | <b>0</b>           | <b>0</b>                                  | <b>0</b>                       | <b>4</b>    |
| <b>13</b>    | <b>0</b>    | <b>0</b>        | <b>0</b>               | <b>0</b>                               | <b>4</b>           | <b>1</b>           | <b>0</b>                                  | <b>0</b>                       | <b>5</b>    |
| <b>Total</b> | <b>86</b>   | <b>8</b>        | <b>2525</b>            | <b>627</b>                             | <b>1537</b>        | <b>287</b>         | <b>402</b>                                | <b>114</b>                     |             |

## C2 data

|       | Disruption to Learning | Damage to property | Failure to complete homework | Lack of equipment/PE Kit/Books/Uniform | Missed Detention | Mobile phone used, seen or heard | Refusal to follow reasonable instructions | Refusal to Work/Lack of effort | Throwing items | Truanting – internal (SLTD) | Uniform issue | Rudeness towards adult | Rudeness towards pupil |     |
|-------|------------------------|--------------------|------------------------------|--|------------------|----------------------------------|---|--------------------------------|----------------|-----------------------------|---------------|------------------------|------------------------|-----|
| 07    | 50                     | 2                  | 53                           | 22                                     | 39               | 11                               | 37  | 6                              | 1              | 4                           | 0             | 7                      | 11                     | 243 |
| 08    | 84                     | 4                  | 122                          | 35                                     | 43               | 9                                | 19  | 9                              | 3              | 3                           | 0             | 7                      | 10                     | 348 |
| 09    | 101                    | 1                  | 63                           | 18                                     | 43               | 7                                | 59  | 10                             | 5              | 18                          | 2             | 10                     | 13                     | 350 |
| 10    | 43                     | 2                  | 125                          | 14                                     | 83               | 5                                | 47  | 12                             | 1              | 19                          | 3             | 3                      | 5                      | 362 |
| 11    | 32                     | 1                  | 42                           | 5                                      | 39               | 9                                | 23  | 4                              | 3              | 12                          | 3             | 9                      | 6                      | 188 |
| 12    | 0                      | 0                  | 2                            | 0                                      | 0                | 0                                | 0   | 0                              | 0              | 0                           | 0             | 0                      | 0                      | 2   |
| 13    | 0                      | 0                  | 8                            | 0                                      | 0                | 0                                | 0   | 0                              | 0              | 0                           | 0             | 0                      | 0                      | 8   |
| Total | 310                    | 10                 | 415                          | 94                                     | 247              | 41                               | 185                                       | 41                             | 13             | 56                          | 8             | 36                     | 45                     |     |

|                            | Year 7 |       | Year 8 |       | Year 9 |       | Year 10 |       | Year 11 |       | Year 12 |      | Year 13 |      | All Years |      |
|----------------------------|--------|-------|--------|-------|--------|-------|---------|-------|---------|-------|---------|------|---------|------|-----------|------|
|                            | AHT1   | AHT2  | AHT1   | AHT2  | AHT1   | AHT2  | AHT1    | AHT2  | AHT1    | AHT2  | AHT1    | AHT2 | AHT1    | AHT2 | AHT1      | AHT2 |
| Number of C2s              | 143    | 243   | 332    | 348   | 325    | 350   | 252     | 362   | 223     | 188   | 0       | 2    | 16      | 8    | 1291      | 1501 |
| % Of Whole Cohort          | 11.1%  | 16.2% | 25.7%  | 23.2% | 25.2%  | 23.3% | 19.5%   | 24.1% | 17.3%   | 12.5% | 0.0%    | 0.1% | 1.2%    | 0.5% |           |      |
| % Of Cohort                | 21.6%  | 19.1% | 32.5%  | 28.8% | 26.2%  | 29.0% | 25.9%   | 30.8% | 22.4%   | 21.3% | 0.0%    | 2.1% | 9.3%    | 5.3% |           |      |
| Number of C2s (PPI)        | 71     | 99    | 154    | 174   | 168    | 198   | 97      | 128   | 84      | 51    |         |      |         |      | 574       | 650  |
| % PPI Cohort               | 29.2%  | 24.6% | 46.7%  | 48.0% | 37.9%  | 48.5% | 40.3%   | 37.1% | 26.6%   | 23.4% |         |      |         |      |           |      |
| Number of C2s (SEND)       | 68     | 125   | 71     | 61    | 109    | 119   | 79      | 136   | 53      | 47    | 0       | 0    | 1       | 0    | 381       | 488  |
| % SEND Cohort              | 41.9%  | 39.5% | 35.9%  | 23.1% | 41.7%  | 55.6% | 37.8%   | 46.7% | 22.5%   | 22.5% | 0.0%    | 0.0% | 7.1%    | 0.0% |           |      |
| Number of C2s (Non-SEND)   | 75     | 118   | 261    | 287   | 216    | 231   | 173     | 226   | 170     | 141   | 0       | 2    | 15      | 8    | 910       | 1013 |
| % Students Non-SEND Cohort | 17.9%  | 15.4% | 32.0%  | 29.6% | 24.0%  | 25.2% | 23.7%   | 27.8% | 22.4%   | 21.1% | 0.0%    | 2.2% | 9.6%    | 5.9% |           |      |

| Autumn HT1                 | Year 7 |       | Year 8 |       | Year 9 |       | Year 10 |       | Year 11 |       | Year 12 |      | Year 13 |      | All Years |      |
|----------------------------|--------|-------|--------|-------|--------|-------|---------|-------|---------|-------|---------|------|---------|------|-----------|------|
|                            | AHT1   | AHT2  | AHT1   | AHT2  | AHT1   | AHT2  | AHT1    | AHT2  | AHT1    | AHT2  | AHT1    | AHT2 | AHT1    | AHT2 | AHT1      | AHT2 |
| Number of C1s              | 581    | 860   | 1206   | 1468  | 1295   | 1479  | 862     | 1151  | 822     | 619   | 12      | 4    | 12      | 5    | 4790      | 5586 |
| % Of Whole Cohort          | 12.1%  | 15.4% | 25.2%  | 26.3% | 27.0%  | 26.5% | 18.0%   | 20.6% | 17.2%   | 11.1% | 0.3%    | 0.1% | 0.3%    | 0.1% |           |      |
| % Of Cohort                | 50.5%  | 52.7% | 54.5%  | 61.0% | 57.3%  | 61.5% | 50.0%   | 54.5% | 51.5%   | 50.4% | 9.5%    | 4.2% | 4.0%    | 3.3% |           |      |
| Number of C1s (PPI)        | 212    | 304   | 418    | 520   | 497    | 495   | 225     | 286   | 214     | 170   |         |      |         |      | 1566      | 1775 |
| % PPI Cohort               | 55.4%  | 61.5% | 64.0%  | 68.0% | 68.2%  | 62.1% | 54.8%   | 61.3% | 51.6%   | 51.6% |         |      |         |      |           |      |
| Number of C1s (SEND)       | 239    | 280   | 244    | 321   | 240    | 281   | 232     | 264   | 146     | 161   | 47      | 81   | 49      | 81   | 1197      | 1469 |
| % SEND Cohort              | 76.7%  | 76.7% | 56.4%  | 69.2% | 58.3%  | 61.1% | 62.2%   | 62.2% | 40.0%   | 42.5% | 0.0%    | 0.0% | 7.1%    | 0.0% |           |      |
| Number of C1s (Non-SEND)   | 342    | 580   | 1005   | 1223  | 1059   | 1203  | 639     | 921   | 699     | 528   | 12      | 4    | 10      | 5    | 3766      | 4464 |
| % Students Non-SEND Cohort | 45.8%  | 48.3% | 54.2%  | 59.7% | 57.2%  | 61.6% | 47.7%   | 53.1% | 53.4%   | 51.7% | 9.7%    | 4.3% | 3.7%    | 3.7% |           |      |

### C3 data

|              | Drug/Alcohol/Smoking<br>Related Incident | Disruption to Learning | Inappropriate language<br>(Swearing) | Missed Detention | Physical Violence -<br>pupil | Refusal to follow<br>reasonable instructions | Refusal to Work/Lack of<br>effort | Truanting – external | Theft    | Unsafe Behaviour | Verbal abuse towards<br>adult | Verbal abuse towards<br>pupil |    |
|--------------|--|------------------------|--------------------------------------|------------------|------------------------------|--|-----------------------------------|----------------------|----------|------------------|-------------------------------|-------------------------------|----|
| 07           | 0  | 10                     | 0                                    | 2                | 18                           | 5  | 1                                 | 2                    | 0        | 1                | 2                             | 1                             | 42 |
| 08           | 1  | 9                      | 2                                    | 9                | 9                            | 10   | 0                                 | 3                    | 1        | 2                | 0                             | 2                             | 48 |
| 09           | 0  | 4                      | 3                                    | 4                | 6                            | 17   | 1                                 | 3                    | 0        | 4                | 8                             | 3                             | 53 |
| 10           | 2  | 5                      | 1                                    | 10               | 3                            | 14   | 2                                 | 7                    | 0        | 0                | 2                             | 0                             | 46 |
| 11           | 1  | 4                      | 0                                    | 4                | 1                            | 9  | 0                                 | 0                    | 1        | 2                | 1                             | 0                             | 23 |
| <b>Total</b> | <b>4</b>                                 | <b>32</b>              | <b>6</b>                             | <b>29</b>        | <b>37</b>                    | <b>55</b>                                    | <b>4</b>                          | <b>15</b>            | <b>2</b> | <b>9</b>         | <b>13</b>                     | <b>6</b>                      |    |

|                                     | Year 7 |       | Year 8 |       | Year 9 |       | Year 10 |       | Year 11 |       | All Years |      |
|-------------------------------------|--------|-------|--------|-------|--------|-------|---------|-------|---------|-------|-----------|------|
|                                     | AHT1   | AHT2  | AHT1   | AHT2  | AHT1   | AHT2  | AHT1    | AHT2  | AHT1    | AHT2  | AHT1      | AHT2 |
| <b>Number of C3s</b>                | 32     | 42    | 26     | 48    | 50     | 53    | 49      | 46    | 29      | 23    | 186       | 212  |
| <b>% C3s awarded</b>                | 17.2%  | 19.8% | 14.0%  | 22.6% | 26.9%  | 25.0% | 26.3%   | 21.7% | 15.6%   | 10.8% |           |      |
| <b>% Year Cohort receiving a C3</b> | 8.8%   | 7.1%  | 5.8%   | 8.9%  | 7.3%   | 9.1%  | 8.0%    | 8.0%  | 8.1%    | 6.3%  |           |      |
| <b>Number of C3s (PPI)</b>          | 19     | 23    | 16     | 12    | 32     | 35    | 27      | 22    | 11      | 9     | 105       | 101  |
| <b>% PPI Cohort</b>                 | 18.5%  | 18.5% | 10.7%  | 8.0%  | 18.2%  | 18.2% | 17.7%   | 14.5% | 10.9%   | 9.4%  |           |      |
| <b>Number of C3s (SEND)</b>         | 13     | 26    | 3      | 6     | 23     | 24    | 16      | 18    | 4       | 5     | 59        | 79   |
| <b>% SEND Cohort</b>                | 20.9%  | 23.3% | 7.7%   | 10.3% | 16.7%  | 27.8% | 13.3%   | 20.0% | 10.0%   | 10.0% |           |      |
| <b>Number of C3s (Non-SEND)</b>     | 19     | 16    | 23     | 42    | 27     | 29    | 33      | 28    | 25      | 18    | 127       | 133  |
| <b>% Students Non-SEND Cohort</b>   | 6.7%   | 4.2%  | 5.5%   | 8.7%  | 6.0%   | 6.4%  | 7.1%    | 5.8%  | 7.8%    | 5.6%  |           |      |

## Suspensions:

|                      | All Years | PP Students | SEND Students | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 |
|----------------------|-----------|-------------|---------------|--------|--------|--------|---------|---------|---------|---------|
| Number on roll       | 1666      | 333         | 219           | 283    | 293    | 287    | 286     | 272     | 95      | 150     |
| Number of Exclusions | 110       | 56          | 33            | 11     | 18     | 41     | 19      | 20      | 1       | 0       |
| % Of Cohort          | 2.00%     | 4.80%       | 4.10%         | 1.40%  | 1.00%  | 4.20%  | 2.40%   | 2.60%   | 1.10%   | 0.00%   |
| Total Days           | 140.5     | 71.5        | 55.5          | 17     | 17     | 47     | 35      | 23.5    | 1       | 0       |

**\*117 suspensions including students no longer on role, 150days**

| Year Group(s) | Damage | Drug and alcohol related | Persistent or general disruptive behaviour | Physical assault against a pupil | Racist abuse | Theft | Use or threat of use of an offensive weapon or prohibited item | Verbal abuse/threatening behaviour against an adult | Total |
|---------------|--------|--------------------------|--|----------------------------------|--------------|-------|--|---|-------|
| 07            | 0      | 1                        | 2  | 5                                | 0            | 1     | 2  | 1   | 12    |
| 08            | 0      | 0                        | 8  | 3                                | 3            | 0     | 0  | 2   | 17    |
| 09            | 2      | 4                        | 28   | 2                                | 0            | 1     | 0  | 4   | 41    |
| 10            | 2      | 5                        | 7  | 1                                | 0            | 1     | 1  | 1   | 19    |
| 11            | 1      | 8                        | 5  | 2                                | 0            | 0     | 1  | 4   | 21    |
| 12            | 0      | 0                        | 1  | 0                                | 0            | 0     | 0  | 0   | 1     |
| 13            | 0      | 0                        | 0  | 0                                | 0            | 0     | 0  | 0   | 0     |

## Suspension analysis and commentary:

The number of suspensions decreased slightly in the second half term, down from 57 to 53. The number of days has decreased from 77 to 63. The gap between SEND and Non-SEND has remained the same, as with PP students. Persistent disruptive behaviour is the most prevalent reason, particularly with the year 9 students; this does fall to a core group of students, some of whom will be able to access alternative provision and other strategies of support in coming weeks.

## Attendance

|                                 | Key Attendance Target | This time last year | Year to date |
|---------------------------------|-----------------------|---------------------|--------------|
| Whole School                    | 94%                   | 90.8%               | 91.7%        |
| Individual Student              | 96%                   |                     |              |
| Pupil Premium                   | 90%                   | 85.5%               | 86.8%        |
| SEND                            | 90%                   | 86.3%               | 88.2%        |
| Maximum % of pupils who are PA: | 15%                   | 32.4%               | 23.2%        |
| % of PP pupils who are PA:      | 20%                   | 46.6%               | 36%          |
| % of SEND pupils who are PA:    | 20%                   | 40.2%               | 31.7%        |



\*Figures to 16 December 2022

### The attendance for students at AP

14 students accessing AP at Academy 21, 1 student at Olive Academy, 3 students at Academy of Central Bedfordshire (PRU) and 1 student receiving home tuition, 2 students accessing OverLoaded and 1 student at College (CRC). Attendance at Longsands minus AP students is 91.9% and PA is 22.6%

### Students moving off roll to EHE

|                  |                |           |
|------------------|----------------|-----------|
| <b>Student A</b> | <b>Non SEN</b> | <b>PP</b> |
| <b>Student B</b> | <b>SEN – K</b> | <b>PP</b> |
| <b>Student C</b> | <b>Non SEN</b> | <b>PP</b> |

### Action Plan update:

| <b>Objective</b>  | <b>Key Actions</b>  | <b>Update and summary of impact to date</b>  |
|---|---|--|
| The use of collective time to ensure attendance is high profile and impacting on students | Fantastic Attendance (FA) Cup. Each term forms compete against other forms (mixed year groups). Form BBQ for FA cup winners   | After the Attendance Manager launching Attendance Ambassadors (AA) and Routine Attendance check in (RAC) with tutors in Year 8, this has now been rolled out to tutors Years 7 – 10 after a successful trial run with Year 8.<br>FA Cup has been launched and is running until Feb Half Term.<br>Attendance Display Board is being created to promote these initiatives and good attendance.   |
| Reduce the number of PA students (inc. PP & SEND)   | <ul style="list-style-type: none"> <li>➤ Introduce truancy walks and register sweeps with SLT and SSO's</li> <li>➤ Introduce Late Gate to monitor punctuality</li> <li>➤ BASI meetings set up to strategically target specific students within each year group with a vision of raising their attendance</li> </ul> | <p>Truancy sweeps and register prompts continue to be in place for each period of every day, which has improved the number of missed registers and identified some truancy.</p> <p>Late Gate procedure in place is now conducted by SLT member of staff to enable SSOs to support in other areas – Dressing Room etc.</p> <p>BASI meetings have restarted every Friday 8.00 - 8.30am on Fridays with all HoY, AP: Pastoral and AP: PD attending being chaired by Attendance Manager.</p> |

### Attendance Next Steps:

- Meetings being held with Andy Holmes, Astrea Specialist Lead for Attendance, to guide Ofsted preparation with Kelly Baker and James Powell

- Meeting being held at St Ivo, chaired by Andy Holmes, to co-ordinate Sixth Form attendance
- Bromcom development work to facilitate the changes of the times of the academy day
- James Powell to attend other attendance meetings to develop his awareness of wider attendance across the Academy

## SEND Update

### SEND in a Nutshell:

|   | Number of students | % of cohort           |
|---|--------------------|-----------------------|
| Number of students on Roll              | 1691               |                       |
| Number of students with an EHCP (E)     | 35                 | 2.07%                 |
| Number of students with SEN Support (K) | 184                | 12.95%                |
| <b>Breakdown by Year Group:</b>         |                    |                       |
| Year 7                                  | E: 7<br>K: 36      | E: 2.47%<br>K: 12.72% |
| Year 8                                  | E: 4<br>K: 35      | E: 1.37%<br>K: 11.99% |
| Year 9                                  | E: 6<br>K: 30      | E: 2.09%<br>K: 10.45% |
| Year 10                                 | E: 6<br>K: 39      | E: 2.10%<br>K: 13.64% |
| Year 11                                 | E: 9<br>K: 31      | E: 3.31%<br>K: 11.40% |
| Year 12                                 | E: 1<br>K: 1       | E: 0.07%<br>K: 0.07%  |
| Year 13                                 | E: 2<br>K: 12      | E: 1.94%<br>K: 11.65% |
| <b>Breakdown by Gender:</b>             |                    |                       |
| Boys                                    | E: 26<br>K: 118    | E: 1.54%<br>K: 6.98%  |
| Girls                                   | E: 9<br>K: 66      | E: 0.53%<br>K: 3.90%  |
| <b>Breakdown by Type:</b>               |                    |                       |
| Cognition and Learning                  | E: 9<br>K: 99      | E: 0.53%<br>K: 5.85%  |
| Communication and Interaction           | E: 9<br>K: 16      | E: 0.53%<br>K: 0.95%  |
| Social, Emotional and Mental Health     | E: 10<br>K: 45     | E: 0.59%<br>K: 2.66%  |
| Sensory and/or Physical needs           | E: 7<br>K: 24      | E: 0.41%<br>K: 1.42%  |

**Attendance:**

|                | All Students | SEND Students | Non-SEND Students |
|----------------|--------------|---------------|-------------------|
| Attendance YTD | 91.7%        | 88.2%         | 92.3%             |
| PA YTD         | 23.2%        | 31.7%         | 21.7%             |

**Suspensions:**

|                           | All Students | SEND Students | Non-SEND Students |
|---------------------------|--------------|---------------|-------------------|
| Number of Suspensions YTD | 132          | 50            | 82                |
| 1+ FTE YTD %              | 66           | 24            | 42                |
| Perm Ex                   | 0            | 0             | 0                 |

*Key areas of strength*

- SEND information sheets available for staff on all students detailing their needs and strategies
- APDR cycle in place to ensure regular updates on students' needs and supportive actions
- Key worker in place for every student on the SEND register

*Recent improvements and the impact*

- APDR cycle - Key worker is meeting with students consistently and a record of support is in place which is now reviewed termly. This is shared with parents to gain parental feedback. Support is now more bespoke.
- Interventions in place for literacy and numeracy - students with these difficulties now have access to a greater variety of short, bespoke interventions (approximately 100 students).

*Key areas of development & intended impact*

- Continuing to improve parental engagement to gather more feedback and address some negative views of the SEND provision at Longsands and to help ensure provision continues to improve
- Ensuring that attendance is at high levels across the interventions – literacy in particular – increasing the chances of success within the intervention
- Reviewing and improving work with subject teams to support SEND needs

*Access planning and arrangements*

- Students are assessed for Access Arrangements and draft lists have been set up for Y7-10
- SEND referral form is available for staff to make specific referrals for students needs

*Parental engagement*

- APDR first round of cycles have been completed and this has been shared with all SEND parents, asking for parental feedback. Parents are in the process of responding and the department are working together with parents to ensure that any additional strategies can be implemented.
- There are meetings consistently between SEND parents and SENDCo – this is happening daily upon request. SENDCo is also attending all parent consultation evenings and offering SEND appointments to discuss support in place. These appointments have a good take-up from parents

## Transition Planning

### Year 7 Applications for 2023

PAN: 290

|                                     | January 2023 | Comparison with January 2022 |
|-------------------------------------|--------------|------------------------------|
| 1 <sup>st</sup> Choice              | 302          | 276                          |
| 2 <sup>nd</sup> Choice              | 74           | 70                           |
| 3 <sup>rd</sup> Choice              | 24           | 25                           |
| Other                               |              |                              |
| <b>Total Number of applications</b> | <b>400</b>   | <b>371</b>                   |

The Year 6 to 7 Transition Coordinator is currently developing plans for the programme of primary liaison and induction events for Year 6. This will include running transition days, activities in nominated subjects, such as maths, science and languages, meetings for key staff to analyse the cohort's needs (HoY, DDSL and SSO), parent and carer events and visits to primary schools to meet Year 6 students and their teachers. The full programme and schedule will be published later this term.

### Sixth Form Transition

The Vice Principal with Sixth Form responsibility has been working with the Head of Year 12 and Head of Year 11 to plan and coordinate events this term to promote Longsands Sixth Form. This has included the successful open evening last term, T-Level events, visits to other schools, such as Ernulf Academy, to advertise the sixth form's offer, the more extended use of social media and other advertising. The deadline for sixth form applications is Sunday 15 January, after which we will know more about the numbers for next year and the courses on offer.

## Operations and Site Update

### HR and Staffing (include details of appointments and vacancies)

- Last term, two Teaching Assistants resigned. We have advertised for two Teaching Fellow positions to help provide extra capacity for the SEND team and to offer opportunities to people interested in a career in teaching. The posts are temporary appointments up to August 2023 to be followed by a Teach First training placement at the academy for two years. We were not successful in making appointments in the first instance and will be re-advertising the posts.
- One new, additional cover supervisor started last term. We currently have a vacancy for one more cover supervisor.
- One member of the site team has resigned; we will be recruiting for a new member to add capacity to the team.
- We are interviewing for a maternity cover for deputy head of art.

- Isabelle Fox returned in January and returns to her role as Assistant Principal; she will oversee Teaching and Learning and CPD, along with the literacy strategy. However, her previous role as Head of English will remain with Robin Owen for at least the rest of the academic year.
- Kate Bell, maths teacher and Most Able Champion has returned in January.

## **SITE MATTERS**

- The school site has presented particularly difficult challenges this term, especially during the late autumn and winter period, due to the age of the site and lack of investment over the years. In December 2022, the heating broke down and the school was closed to the majority of students for three days during a very cold spell. As a result, the Trust estates and operations teams have visited and been working with the regional director, the regional operations manager and Longsands operations and site managers to find solutions and deploy engineers:
  - The heating pumps and heat exchanger were all replaced at the end of the autumn term and the heating is now operational again. Further phases of heating repairs have been planned and funds allocated by the trust. This work can only take place during holiday periods.
- In addition, there are a number of areas in urgent need of repair, particularly roof repairs and sewage/drainage issues that have led to classrooms being closed. Again, the Trust and the operations and site managers have been coordinating the efforts to try and resolve the problems. Nevertheless, one science lab remains closed due to the leak damage. So far:
  - The estates team and the insurance company have confirmed that the roof damage can be repaired once quotes have been gathered. These have been difficult to obtain due to a shortage of contractors.
  - Regular visits from engineers have helped to fix most of the sewage problems in the short term.
- The Trust have also allocated £30,000 to help with refurbishment of student toilets, in order to provide a suite of unisex toilets accessible for all year groups. We have one quote for the works, which will take place during the summer holidays.
- We are in the process of planning refurbishments for the Sixth Form building to improve its internal appearance and to ensure appropriate separate spaces for students' private study and for socialising.
- We have been putting up new signage and removing out-of-date ones from the main Covid period now that we have ended the one-way route and returned to a 'keep left' system around the site.
- Unfortunately, a small minority of students continue to cause some damage to the school site. Although we have increased staff duties in key locations and made some alterations to help, the problem has not disappeared. On Sunday 15 January the site was once again broken into by a group of students and the police were called; they worked closely with the site manager and the situation has been followed up with parents and carers.

## Number on Roll Update

### Current NOR

PAN: 290

|                              | Year 7     | Year 8     | Year 9     | Year 10    | Year 11    | Year 12    | Year 13    | Total NOR   |
|------------------------------|------------|------------|------------|------------|------------|------------|------------|-------------|
| <b>January 2023</b>          | <b>283</b> | <b>292</b> | <b>287</b> | <b>287</b> | <b>272</b> | <b>102</b> | <b>168</b> | <b>1690</b> |
| October 22 Census            | 278        | 293        | 288        | 282        | 272        | 106        | 172        | 1691        |
| 1 <sup>st</sup> September 22 | 279        | 289        | 285        | 279        | 270        | 91         | 173        | 1666        |
| October 21 Census            | 291        | 288        | 282        | 277        | 265        | 186        | 150        | 1739        |

Note: Year 12 Stageworks students do not come on roll until 12 September (8 students)

### Leavers and Joiners:

|  | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total     |
|--|--------|--------|--------|---------|---------|---------|---------|-----------|
| Leavers in autumn term 2022            | 3      | 3      | 6      | 1       | 1       | 4       | 4       | 22        |
| Leavers in spring term 2023 to date    |        |        |        |         |         | 1       | 1       | 2         |
| <b>Total number of Leavers 2022-23</b> |        |        |        |         |         |         |         | <b>24</b> |
| Joiners in autumn term 2022            | 6      | 6      | 7      | 8       | 3       | 15      | 0       | 45        |
| Joiners in spring term 2023 to date    | 1      |        | 1      |         |         |         |         | 2         |
| <b>Total number of Joiners 2022-23</b> |        |        |        |         |         |         |         | <b>47</b> |

### Elective Home Education:

|                      | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 | Year 12 | Year 13 | Total |
|----------------------|--------|--------|--------|---------|---------|---------|---------|-------|
| <b>EHE 2021-22</b>   | 2      | 4      | 2      | 4       | 3       | 0       | 0       | 15    |
| EHE Autumn term 2022 | 1      | 1      | 3      | 0       | 0       | 2       | 0       | 7     |

|                              |  |  |  |  |  |  |  |   |
|------------------------------|--|--|--|--|--|--|--|---|
| EHE Spring term 2023 to date |  |  |  |  |  |  |  |   |
| EHE YTD 2022-23              |  |  |  |  |  |  |  | 7 |

## Other Academy Matters

### Enrichment Programme and Activities

Our Spring Enrichment Brochure is being finalised ahead of it being shared with tutors and families. In a recent student survey of the Autumn Term Enrichment Provision, 843 students took part and 45% of students said that they currently attended an enrichment activity. Student voice feedback will now be taken into consideration to improve our offering to students. This is in addition to all students in Years 7 – 10 participating in the enrichment activity of Inter-House.

At the start of January, we launched our weekly sixth form enrichment offer which takes place every Wednesday period 5. Students have signed up to a variety of sessions including leadership development, kin ball, psychology, art and cooking.

In December, we hosted the UK leg of the Erasmus+ Computer Science exchange with Greece and Romania, with students and staff visiting the academy from both countries for a series of days working with our sixth form students. As part of the exchange, students had the opportunity to visit the National Museum of Computing and Spy Missions. The Longsands team were successful in winning the logo design competition that helped to promote the project. Longsands students and staff look forward to return visits to either Greece or Romania in the coming months.

At the start of the spring term, the English department hosted a GCSE trip for 40 Year 10 and Year 11 students to see *A Christmas Carol* in London, which helped students' understanding of the narrative of the play and supported Y11 revision.

### Community Engagement and Events

The next Parent Forum event will be on Thursday 2 February and will be advertised this week. The agenda will include an update on Personal Development, wellbeing and mental health support, as requested previously.

We have continued to promote the Longsands Sixth Form by taking part in regional events to advertise the offer for September 2023. We have led assemblies for students in Year 11 at Longsands and Ernulf Academies and several lunchtime information events. The 'advent calendar' on social media has been helpful in promoting positive messages about the sixth form experience. Provisional figures indicate that 131 students have applied to Longsands Sixth Form as their first preference. Guidance meetings will take place in February to provide information, support and advice to students about course choices.

### Attendance and updates at Parental Events

The Year 10 Parent Consultations were held on Thursday 12 January online with a turnout of 76%.

Both the Longsands Open Evening (for prospective Y7) and Longsands Sixth Form Open Evening had the largest turnout in recent years. Applications for Y7 are higher than last year and above PAN.

### **Other news and events**

Our Christmas Carol Concert at St Mary's Church in Eaton Socon was a fantastic opportunity to showcase the musical talent of the Longsands community and included guest performances from students at Stageworks College. It was a great success and lovely to see so many members of the community there.

Former Longsands Sixth Form students, parents and carers joined us for our Leavers' Certificate Evening in December at the St Neots Football Club. This was a wonderful opportunity to celebrate the students' successes and hear about their first steps in university, apprenticeships and employment.





## **Astrea Academy Trust**

### **Staff Code of Conduct**

|                          |                 |
|--------------------------|-----------------|
| Date                     | January 2023    |
| Updated by               | Vice Principal  |
| Adopted by Longsands LGC | 25 January 2023 |
| Review Date              | September 2023  |

## Introduction

This Code of Conduct ('the Code') sets out the professional standards expected and the duty upon staff, the Academy education committee and volunteers to abide by it. All staff, governors and volunteers have a duty to keep students safe, promote their welfare and to protect them from sexual, physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and students, and adult behaviour that demonstrates integrity, maturity and good judgement. Following this Code will help to safeguard staff, governors and volunteers from being maliciously, falsely or mistakenly suspected or accused of misconduct in relation to students and the Required Professional Standards.

Staff, the Academy Local Governance Committee and volunteers must feel able to raise issues of concern and everyone must fully recognise the duty to do so, particularly in terms of child protection. Adults have a duty to report any child protection or welfare concerns to the designated member of staff in school. Anyone who has concerns must contact Geraint Brown (Interim Principal) or Clare Greaney (Vice Principal), without delay. A member of staff who, in good faith, "whistleblows" or makes a public interest disclosure will have the protection of the relevant legislation.

This Code cannot provide an exhaustive list of what is, or is not, appropriate behaviour for staff, governors or volunteers. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to the Required Professional Standards. There will be occasions and circumstances in which staff, governors or volunteers have to make decisions or take action in the best interests of the student where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the students for which that individual is responsible.

Any member of staff who is found to have committed a breach of this Code will be subject to disciplinary action. Such behaviour may constitute gross misconduct and, as such, may result in summary dismissal. The Trust Board will take a strict approach to serious breaches of this Code,

Where an allegation of abuse is made against a member of staff the Trust Board will follow the Trusts Whistleblowing policy and the guidance set out in [Keeping Children Safe in Education DfE](#) September 2022 where it is alleged that a member of staff, a member of the Academy education committee or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child; or,
- behaved towards a child or children in a way that indicates s/he would pose a risk of harm to children.

## Expected Professional Standards

All staff, governors and volunteers as appropriate to the role and/or job description of the individual, must:

- place the well-being and learning of students at the centre of their professional practice;
- have high expectations for all students, be committed to addressing underachievement, and work to help students progress regardless of their background and personal circumstances;
- treat students fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality;

- model the characteristics they are trying to inspire in students, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people;
- respond sensitively to the differences in the home backgrounds and circumstances of students, recognising the key role that parents and carers play in students' education;
- seek to work in Trust with parents and carers, respecting their views and promoting understanding and co-operation to support the young person's learning and well-being in and out of school;
- reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues;

The same professional standards should always be applied regardless of culture, disability, gender, language, racial origin, religious belief and/or sexual identity.

Teachers are required to comply with the Teachers' Standards, updated December 2021, in particular *Part 2 Personal and Professional Standards*.

All staff, members of the Academy education committee and volunteers must be familiar with and act in accordance with Part 1 of [Keeping Children Safe in Education DfE](#) September 2022

### **Confidentiality**

As data controllers, all schools are subject to the Data Protection Act 2018. In addition, teachers owe a common law duty of care to safeguard the welfare of their students. This duty is acknowledged in the provisions governing disclosure of information about students.

Members of staff and governors may have access to confidential information about students in order to undertake their responsibilities. In some circumstances the information may be sensitive and/or confidential. Confidential or personal information about a student or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the student's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the student.

There are some circumstances in which a member of staff may be expected to share information about a student, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to those with designated student protection responsibilities.

Confidential information about students must be held securely. Confidential information about students must not be held off the school site other than on security protected school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required.

If a member of staff is in any doubt about the storage or sharing of information s/he must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management.

### **Propriety, Behaviour and Appearance**

All adults working with children have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of students. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their colleagues, students and the public in general. An individual's behaviour or actions, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school into disrepute. The misuse of drugs, alcohol or acts of violence would be examples

of such behaviour.

A person's dress and appearance are matters of personal choice and self-expression. However staff, members of the Academy education committee and volunteers must ensure they are dressed in ways which are appropriate to their role and not likely to be viewed as offensive, revealing or sexually provocative. Specifically, dress should not distract, cause embarrassment or give rise to misunderstanding, should be culturally sensitive and free of any political or otherwise contentious slogans, and not considered to be discriminatory. Those who dress or appear in a manner which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

Personal property of a sexually explicit nature such as books, magazines, CDs, DVDs or such material on any electronic media must not be brought onto or stored on the school premises or on any school equipment.

### **Sexual Contact with Children and Young People and Abuse of Trust**

A relationship between an adult and a child or young person is not a relationship between equals. There is potential for exploitation and harm of vulnerable young people. Adults should maintain appropriate professional boundaries and avoid behaviour which might be misinterpreted by others. They should report any incident with this potential.

Any sexual behaviour or activity, whether homosexual or heterosexual, by a member of staff, governor or volunteer with or towards a child or young person is illegal. Children and young people are protected by the same laws as adults in relation to non-consensual sexual behaviour. They are additionally protected by specific legal provisions regardless of whether there is consent or not. Where a person aged 18 or over is in a specified position of trust with a child or young person under 18 years, the Sexual Offences Act 2003 makes it an offence for that person to engage in sexual activity with or in the presence of that child or to cause or incite that child to engage in or watch sexual activity

Sexual behaviour includes non-contact activities, such as causing a child or young person to engage in or watch sexual activity or the production of indecent images of children. *'Working Together to Safeguard Children'* defines sexual abuse as "forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening".

Staff, members of the Academy education committee and volunteers must not have sexual relationships with students, have any form of communication with a child or young person which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, texts, electronic mail, phone calls, social networking contact or physical contact. The adult should not make sexual remarks to, or about, a child or young person or discuss their own sexual relationships with or in the presence of students. Staff, members of the Academy education committee and volunteers should take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought.

There are occasions when adults embark on a course of behaviour known as 'grooming' where the sole purpose is to gain the trust of a child or young person, and manipulate that relationship so that sexual abuse can take place. Staff, members of the Academy Local Governance Committee and volunteers should be aware that conferring special attention without good reason or favouring a student has the potential to be construed as being part of a 'grooming' process, which is a criminal offence.

### **Infatuations and Crushes**

A child or young person may develop an infatuation with an adult who works with them. A member of staff or volunteer, who becomes aware that a student may be infatuated with him/herself or a colleague, must report this without delay to a senior colleague so that appropriate action can be taken to avoid any hurt, distress or embarrassment. The situation will be taken seriously and the adult should be careful to ensure that no encouragement of any kind is given to the student. It should also be recognised that careless and insensitive reactions may provoke false accusations.

Examples of situations which must be reported are given below:

- Where a member of staff or volunteer is concerned that he or she might be developing a relationship with a student which could have the potential to represent an abuse of trust;
- where a member of staff or volunteer is concerned that a student is becoming attracted to him or her or that there is a developing attachment or dependency;
- where a member of staff or volunteer is concerned that actions or words have been misunderstood or misconstrued by a student such that an abuse of trust might be wrongly suspected by others;
- where a member of staff or volunteer is concerned about the apparent development of a relationship by another member of staff or volunteer, or receives information about such a relationship.

## **Gifts**

It is against the law for public servants to take bribes. Staff, members of the Academy Local Governance Committee and volunteers need to take care that they do not accept any gift that might be construed by others as a bribe or lead the giver to expect preferential treatment. There are occasions when students or parents wish to pass small tokens of appreciation to staff e.g. at Christmas or as a thank-you and this is acceptable. However, it is unacceptable to receive gifts on a regular basis or of any significant value. If a staff member is unsure about acceptance of a gift presented to them by a student or parent/carer they should discuss this with the Vice Principal.

Personal gifts must not be given to students. This could be misinterpreted as a gesture either to bribe, or single out the young person. It might be perceived that a 'favour' of some kind is expected in return. Any reward given to a student should be consistent with the Academy's behaviour or rewards policy, recorded, and not based on favouritism.

## **Social Contact and Social Networking**

Communication between students and adults, by whatever method, should take place within clear and explicit professional boundaries. This includes the wider use of technology such as mobile phones, text messaging, emails, digital cameras, videos, web-cams, websites and blogs. Staff and volunteers should not share any personal information with students. They should not request, or respond to, any personal information from the child/young person, other than that which might be appropriate as part of their professional role. If a student seeks to establish social contact, or if this occurs coincidentally, the adult should exercise his or her professional judgment in making a response and should ensure that all communications are transparent and open to scrutiny.

*Staff and volunteers must not give their personal contact details such as home/mobile phone number; home or personal e-mail address or social networking details to students unless the need to do so is agreed in writing with senior management.*

*It is recommended that staff ensure that all possible privacy settings are activated to prevent students from making contact on personal profiles and to prevent students from accessing photo albums or other personal information which may appear on social networking sites.*

Staff must not have any students or any ex-students under the age of 18 as friends on their social networking sites. Staff are advised not to have:

- any online friendships with any young people under the age of 18, unless they are family members or close family friends;
- online friendships with parents or carers of students, or members of the Trust Board and its committee governors.

Where such online friendships exist, staff must ensure that appropriate professional boundaries are maintained.

Staff are personally responsible for what they communicate in social media and must bear in mind that what is published might be read by members of the Academy education committee, students, the general public, future employers and friends and family for a long time. Staff must ensure that their on-line profiles are consistent with the professional image expected and should not post material which damages the reputation of either Academy or which causes concern about their suitability to work with children and young people. Those who post material which may be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct which may be dealt with under the school's disciplinary procedure. Even where it is made clear that the writer's views on such topics do not represent those of Longsands Academy or the Astrea Academy Trust, such comments are inappropriate.

### **Physical Contact and Personal Privacy**

There are occasions when it is entirely appropriate and proper for staff to have physical contact with students, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with students this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity, culture and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one student in one set of circumstances may be inappropriate in another, or with a different student.

Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported as soon as possible in the school's incident book, and, if appropriate, a copy placed on the student's file.

Physical contact which occurs regularly with a student or students is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the student's permission before initiating contact. Staff should listen, observe and take note of the student's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the student for the minimum time necessary.

There may be occasions when a distressed student needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation.

Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.

Some staff, for example, those who teach PE and games, or who provide music tuition, will on occasions have to initiate physical contact with students in order to support a student so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the student's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the student.

Students are entitled to respect and privacy when changing clothes or taking a shower. However, there needs to be an appropriate level of supervision in order to safeguard students, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the students concerned and sensitive to the potential for embarrassment.

Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.

### **Behaviour Management and Physical Intervention**

All students have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff and volunteers must not use any form of degrading treatment to punish a student. The use of sarcasm, demeaning or insensitive comments towards students is not acceptable in any situation. Deliberately intimidating students by shouting aggressively, hectoring or overbearing physical presence is not acceptable in any situation. Any sanctions or rewards used should be part of the Positive Behaviour Policy.

Physical intervention can only be justified in exceptional circumstances. Non-statutory guidance is available from the Department of Education website. See '*Guide for Heads and School Staff on behaviour and discipline (including reasonable force) for maintained schools*' and '*Use of reasonable force - advice for Head Teachers, Staff and Governing Bodies for all Schools and Academies.*' Staff may legitimately intervene to prevent a student from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. The Trust has a separate policy on the use of reasonable force.

All schools must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

### **One to One Situations and Meetings with Students**

One to one situations have the potential to make children/young persons more vulnerable to harm by those who seek to exploit their position of trust. Adults working in one to one settings with students may also be more vulnerable to unjust or unfounded allegations being made against them. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and students are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one to one work for each worker and student. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.

Pre-arranged meetings with students away from the school premises or on the school site when the school is not in session are not permitted unless written approval is obtained from their parent/ guardian and the Principal or other senior colleague with delegated authority.

No child or young person should be in or invited into, the home of an adult who works with them, unless the reason for this has been established and agreed with parents/carers and a senior manager/Principal.

### **Transporting Students**

In certain situations e.g. out of school activities, staff, members of the Academy education committee or volunteers may agree to transport students. Transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable, transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort.

Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded.

It is inappropriate for staff to offer lifts to a student outside their normal working duties, unless this has been brought to the attention of the line manager and has been agreed with parents/carers.

There may be occasions where a student requires transport in an emergency situation or where not to give a lift may place a student at risk. Such circumstances must always be recorded and reported to a senior manager and parents/carers.

### **Educational Visits and School Clubs**

Staff and volunteers should take particular care when supervising students in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply.

### **Curriculum**

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity.

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to students' questions can require careful judgement and staff must take guidance in these circumstances from a senior member of staff. Staff and volunteers must not enter into or encourage inappropriate discussion about sexual activity or behaviour.

Please refer to the Trust's policy on Relationships and Sex Education.

### **Photography, Videos and other Creative Arts**

Please refer to the Academy's guidance on *the use of images* and the consent forms therein.

Many school activities involve the taking or recording of images. This may be undertaken as part of the curriculum, extra school activities, for publicity, or to celebrate achievement. The Data Protection Act 2018 affects the use of photography. An image of a child is personal data and it is, therefore, a requirement under the Act that consent is obtained from the parent of a



child before any images are made such as those used for school web sites, notice boards, productions or other purposes.

Staff need to be aware of the potential for such images to be misused to create indecent images of children and/or for 'grooming' purposes. Careful consideration should be given as to how these activities are organised and undertaken. There should be an agreement as to whether the images will be destroyed or retained for further use, where these will be stored and who will have access to them.

Staff should remain sensitive to any student who appears uncomfortable and should recognise the potential for misinterpretation. It is also important to take into account the wishes of the child, remembering that some children do not wish to have their photograph taken.

Adults should only use equipment provided or authorised by the school to make/take images and should not use mobile telephones or any other similar devices to make/take images.

The following guidance must be followed:

- if a photograph is used, avoid naming the student;
- if the student is named, avoid using the photograph;
- photographs/images must be securely stored and used only by those authorised to do so;
- be clear about the purpose of the activity and about what will happen to the photographs/images when the lesson/activity is concluded;
- ensure that a senior member of staff is aware that the photography/image equipment is being used and for what purpose;
- ensure that all photographs/images are available for scrutiny in order to screen for acceptability;
- be able to justify the photographs/images made;
- do not take photographs in one to one situations;
- do not take, display or distribute photographs/images of students unless there is consent to do so.

### **Whistleblowing and Cyber-Bullying**

Staff who have concerns about any alleged abuse or inappropriate use of ICT resources, virtual learning environments, camera/recording equipment, telephony, social networking sites, email or internet facilities or inappropriate communications, whether by students, parents, carers or staff, or others should alert Clare Greaney, Vice Principal. Where a concern relates to this member of staff, this should be reported to the Principal.

Cyber-bullying can be experienced by staff as well as students. Staff should notify Clare Greaney if they are subject to cyber-bullying. The Trust will endeavour to protect staff and stop any inappropriate conduct.

### **Unacceptable Use of ICT Facilities and Monitoring**

Posting, creating, accessing, transmitting, downloading, uploading or storing any of the following material (unless it is part of an authorised investigation) is likely to amount to gross misconduct and result in summary dismissal (this list is not exhaustive):

- pornographic or sexually suggestive material or images of children or adults which may be construed as such in the circumstances (that is, writing, texting, pictures, films and video clips of a sexually explicit or arousing nature);
- any other type of offensive, obscene or discriminatory material or criminal material or material which is liable to cause distress or embarrassment to Astrea Academy Trust or others.

The contents of our ICT resources and communications systems are the property of Astrea Academy Trust, therefore staff should have no expectation of privacy in any message, files,

data, document, facsimile, telephone conversation, social media post, conversation or message, or any other kind of information or communications transmitted to, received or printed from, or stored or recorded on our electronic information and communications systems.

We reserve the right to monitor, intercept and review, without further notice, staff usage of our IT resources and communications systems, including but not limited to telephone, e-mail, messaging, voicemail, CCTV, internet and social media postings and activities, to ensure that our rules are being complied with and for the following purposes:

- to monitor whether the use of the e-mail system or the internet is legitimate and in accordance with this Code;
- to assist in the investigation of alleged wrongful acts;
- to comply with any legal obligation

Staff consent to monitoring by acknowledgement of this Code and the use of our resources and systems. We may store copies of data or communications for a period of time after they are created and may delete such copies from time to time without notice. If necessary, information may be handed to the police in connection with a criminal investigation.

A CCTV system monitors the Academy 24 hours a day. This data is recorded and may be used as evidence of any alleged wrong-doing.

## **Reporting Concerns and Recording Incidents**

All staff, governors and volunteers must report concerns and incidents in accordance with the school *Whistleblowing Policy* and/or *Appendix 3 of the Safeguarding and Child Protection Policy*. The following is a non-exhaustive list of behaviours which would be a cause for concern:

An adult who:

- Allows a student/young person to be treated badly and/or pretends not to know it is happening;
- gossips/shares information inappropriately;
- demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language;
- dresses in a way which is inappropriate for the job role;
- does not treat students fairly - demonstrates favouritism;
- demonstrates a lack of understanding about personal and professional boundaries;
- uses his/her position of trust to intimidate, threaten, coerce or undermine;
- appears to have an inappropriate social relationship with a student or students;
- appears to have special or different relationships with a student or students;
- seems to seek out unnecessary opportunities to be alone with a student.