



LONGSANDS ACADEMY LOCAL GOVERNANCE COMMITTEE (LGC)

Thursday 16 November 2023

To be held from 5.30pm

At Longsands Academy

Membership: Mark Young (Chair); Lee Larcombe (Vice Chair); Catherine Cusick (Principal); Claire Chilton; Alexis Ivett; Dawn Milne; Richard Slade; Robert Simonis.

In attendance: Doug Cullen; Seb Hood; Thomas Laud; Jo Myhill-Johnson; Craig Knowles; Lizzie Lloyd; Lauren Phillips; Kate Saunders; Tom Smy.

Clerk: Melanie Basson

Minute Reference	Summary of action required	Responsible	Status
28.06.23	Consider reporting options for behaviour sanctions	LP/LL	Autumn term visit
27.09.23	Publish LGC statutory Declarations of Interests 2023-24	Clerk	Complete
27.09.23	Present Academy Annual Safeguarding Review 2022-23 to the LGC	Principal	16 November 2023
27.09.23	Present anonymised data of student numbers accessing internal counsellors in future Principal Reports	Principal	16 November 2023
27.09.23	Share Longsands AIP 2023-24 with the LGC	Principal/Clerk	Complete
27.09.23	Share outcome of Staff Survey undertaken October 2023, to the LGC	Principal	16 November 2023
27.09.23	Share AAW format for HOD subject presentations with the Principal to share with HODs.	TTH/Principal	Complete
27.09.23	Ratify Online Safety policy 2023-24	Clerk - ALL	Complete
27.09.23	Share Risk Register template with the Principal and Chair for completion	Clerk/Principal/Chair	Complete

27.09.23	Share advice around identifying fundraising opportunities with the LGC	TTH/Clerk	16 November 2023 – with TTH
Agenda			
Item	Timings	Subject	Format
1	2 mins	Introductions and apologies	Oral item – Chair
2	2 mins	Declarations of interest	Oral item – Chair
3	2 mins	Minutes, action tracker and matters arising Minutes of last meeting on 27 September 2023	Papers attached - (pp3-10) - Chair
4	15 mins	Head of Department subject presentation- Social Sciences	Oral item - DC
5	40 mins	Principal's report and questions	Papers attached – (pp11-61) Principal
6	5 mins	Staff Survey	Oral update – Principal
7	10 mins	Policies: <ul style="list-style-type: none"> Preventing and Tackling Bullying policy Accessibility policy and plan Online Safety policy incl Acceptable Use – Students (Electronically ratified) 	Papers attached – Chair (pp 62-72) (pp73-78) (pp19-97)
8	5 mins	Link Lead roles and responsibilities <ul style="list-style-type: none"> Link Lead roles Link Lead visits 	Oral item- Chair
9	2 mins	Chair's Update	Oral item - Chair
10	2 mins	Risk Register	Oral item - Chair
11	2 mins	Future agenda items and confirmation of forthcoming dates <ul style="list-style-type: none"> Date of next meeting: Thursday 25 January 2024 	Oral item - Chair
12	2 mins	Any Other Business	Oral item - Chair

LONGSANDS ACADEMY

Local Governance Committee (LGC) meeting

Wednesday 27 September 2023

At Longsands Academy

MINUTES – PART A

Members Present:	Mark Young - Chair; Catherine Cusick Principal - Longsands Academy; Claire Chilton; Alexis Ivett; Lee Larcombe (Vice Chair); Dawn Milne; Rob Simonis; Richard Slade.
In Attendance:	Melanie Basson (Clerk). Jo Myhill-Johnson (Regional Director) Tomas Thurogood-Hyde – (Assistant CEO) Senior Leadership Team: Seb Hood; Thomas Laud; Lizzie Lloyd; Lauren Phillips; Kate Saunders; Tom Smy.

Minute Reference	Summary of action required	Responsible	Status
28.06.23	Share Astrea Reading Framework with the committee.	Principal	Complete
28.06.23	Consider reporting options for behaviour sanctions	LP/LL	Autumn term visit
28.06.23	Principal to share Year 11 Maximising Achievement Plan electronically with the Clerk for record.	Principal Clerk	Complete
28.06.23	Invite all SLT to next LGC meeting	Clerk	Complete
28.06.23	Share Trust Positive Behaviour policy 2023-24 with the committee	Principal	Complete
27.09.23 Item 4	Publish LGC statutory Declarations of Interests 2023-24	Clerk	20 October 2023
27.09.23 Item 6	Present Academy Annual Safeguarding Review 2022-23 to the LGC	Principal	16 November 2023

27.09.23 Item 6	Present anonymised data of student numbers accessing internal counsellors in future Principal Reports	Principal	16 November 2023
27.09.23 Item 6	Share Longsands AIP 2023-24 with the LGC	Principal/Clerk	6 October 2023
27.09.23 Item 7	Share outcome of Staff Survey undertaken October 2023, to the LGC	Principal	16 November 2023
27.09.23 Item 8	Share AAW format for HOD subject presentations with the Principal to share with HODs.	TTH/Principal	20 October 2023
27.09.23 Item 9	Ratify Online Safety policy 2023-24	Clerk - ALL	20 October 2023
27.09.23 Item 12	Share Risk Register template with the Principal and Chair for completion	Clerk/Principal/Chair	16 November 2023
27.09.23 Item 14	Share advice around identifying fundraising opportunities with the LGC	TTH/Clerk	16 November 2023

Prior to this meeting Longsands Designated Safeguarding Lead, Thomas Laud delivered a Safeguarding training session for Governors.

1) Election of Chair

The committee raised no objections to Mr Youngs re-appointment as Chair and Dr Larcombe's reappointment as Vice Chair to Longsands LGC, nor were any nominations received by other LGC members. Mr Young was duly appointed as Chair and Dr Larcombe was duly appointed as Vice Chair to Longsands LGC. Clerk handed proceedings over to Mr Young.

2) Introductions and Apologies

The meeting started at 5.30pm.

There were no apologies for absence.

3) Committee Terms of Reference and Scheme of Delegation

The Committee Terms of Reference and the Governance Scheme of Delegation were shared with the committee in advance of the meeting and acknowledged by the committee.

4) Annual declarations of interest

In advance of the meeting, LGC member declarations were reviewed, updated and confirmed. **Action: Clerk to arrange publishing of LGC statutory information 2023-24.**

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

5) Minutes, Action tracker and Matters Arising

The minutes of the last Longsands LGC meeting held on 28 June 2023 were circulated to committee members and ratified on 21 July 2023.

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.

6) Principal's Report and questions

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

- Safeguarding
- Curriculum
- Teaching and Learning
- Behaviour and Culture
- Attendance
- AIP Priorities for 2023-24
- Pupil Premium Plan for 2023-24
- Examination outcomes 2023: analysis and review
- Year 11 (& 13) Maximising Achievement Plan
- Marketing for 2023
- Astrea Reads
- CPD Planning for September 2023
- HR, Operations and Site Update
- Number on roll
- Transition Update
- Any other academy matters: to include enrichment and community

The Principal's report was taken as read and questions were invited.

Safeguarding

In line with KCSIE the academy must assume that bullying and sexual harassment incidents occur in school and put measures in place to address it. The Principal informed the committee the academy will be launching a safeguarding campaign 'It Stops Now', to raise awareness and ensure that students are clear how to report bullying and sexual harassment incidents and who to.

Dr Larcombe questioned whether the academy has identified a reason that reports of child on child abuse have increased at Longsands.

The Principal explained students can report safeguarding concerns through the 'Tell Us' email address, which has been promoted through assemblies and student weekly bulletins and posters. There has been a focus on informing students and staff how to identify and report bullying incidents. The academy took a pro-active approach by introducing an 'Anti-Bullying Log', in identifying bullying incidents. The academy plan to include perceptions around bullying in the upcoming Student Survey.

Dr Larcombe enquired whether action taken by the academy around bullying, has led to the increase in the number of reported bullying incidents.

The Principal confirmed the number of bullying incidents reported is most likely in relation to the increased focus on bullying perceptions and does not mean there has been an increase in bullying incidents.

The Principal informed the committee the academy's Annual Safeguarding Review has been completed. Action points are underway by the academy. **Action: The Annual Safeguarding Review 2022-23 will be presented to governors at the next LGC meeting.**

Ms Milne questioned whether students can report their concerns through the TellUs email account, whilst in and out of school.

Mr Laud informed the committee that whilst in school, students are encouraged to speak to any member of staff with their concerns. Whilst out of school students can access their school email account to report concerns through the TellUs email account.

Ms Milne enquired whether safeguarding awareness posters are displayed in the toilets.

Mr Laud confirmed that safeguarding posters are displayed in staff toilets, signposting staff who to report safeguarding concerns to. The academy plan to produce a student friendly poster to be displayed around school and in student

toilets. Mr Laud reassured the committee that students have been told how to report concerns in the meantime and who to.

Dr Larcombe asked whether the academy are able to share anonymised data on the number of students accessing school counsellors.

Action: The Principal agreed this could be provided in future Principal Reports.

Outcomes

Noting Longsands A-Level outcomes have not dipped since 2019, the Principal highlighted the A-Level outcomes remain in the bottom 25% of the country, and the academy aspire to improve this. The Principal informed the committee the academy submitted student examination papers for re-marking by the Examination Board. The Principal informed the committee that half of student's examination papers submitted for re-marking improved, some by two grades or more. The committee noted Longsands final outcome results will to be shared once figures have been adjusted accordingly to reflect re-marked grades.

The committee noted the action points in the Examination Outcomes 2023: analysis and review, as reported in the Principals Report.

The committee noted the action points detailed in the Year 11 and Year 13 Maximising Achievement Plans.

Ms Lloyd informed the committee they are communicating with all Heads of Departments (HODs) to ascertain what interventions are required, with a view to establishing best practice in supporting all Year 11 and Year 13 students to meet their projected grade.

Dr Larcombe questioned the rationale around using the SISRA system, when comparing student performance against other schools nationally.

The Principal confirmed SISRA is used as a tool by the academy from the start of Year 10, so student comparative data is consistent. SISRA uses an exclusive measure for **Subject Progress Index (SPI)** to detail how each student performed in each subject compared with all students in all the schools who share data with SISRA, (provides a national context).

Dr Larcombe enquired whether the academy adopts its own self-evaluation methods or whether there a trust wide approach.

Ms Myhill-Johnson explained there is a trust-wide approach to self-evaluation, SISRA has been used throughout the trust for several years.

Teaching & Learning

Dr Larcombe enquired of the rationale how departments are graded.

The Principal explained department gradings are based on lesson observations, student outcomes and student voice.

The committee noted academy application of behaviour sanctions; reminder, detention, reset.

With the aim to reduce student suspensions, the Principal highlighted the academy continues to monitor suspensions through the Suspension Reduction Plan. To avoid further suspensions, on returning from a suspension, students are managed through a reintegration process.

Academy Improvement Plan (AIP)

Dr Larcombe questioned whether the Academy Improvement Plan has been updated for this academic year, 2023-24

The Principal confirmed Longsands AIP has been reviewed and will be shared with the committee after this meeting.

Action: Principal to share AIP 2023-24 with the Clerk for circulation to the committee.

The Principal invited governors to Longsands Open Day, scheduled to take place on Thursday 5 October 2023.

The committee noted Longsands marketing strategy as detailed in the Principals Report.

Astrea Reads

The Principal informed the committee the implementation of Astrea Reads aloud is monitored by SLT to ensure the successful delivery within the academy. The committee noted Years 7- 10 students attend daily timetabled reading sessions for 25 minutes, where students are read to with pace and purpose whilst following text with a ruler. The Principal reported the program is off to a good start.

Staffing

The committee noted staff leavers and newly recruited staff, to include a non-teaching Designated Safeguarding Lead.

The Principal reported it is proving challenging to appoint a Reset Manager, the academy recognise the added pressure on the demands of SLT and are managing this.

Noting the number of staff who left the academy at the end of the last academic year, Ms Milne suggested the number of staff recruited is lower than might be expected.

The Principal acknowledged not all staff have been replaced like for like. The Principal explained academy staff numbers were previously oversubscribed, and the curriculum model has freed up some teaching periods. In addition, KS4 subjects with small groups have reduced, so staff are better utilised.

Staff absence

The committee noted the level of staff non-sickness absence reported was high, due to strike action, staff training, unpaid leave and other leave.

The Principal recognised staff sickness levels are an indicator of staff morale, as well as general illness.

Ms Milne questioned whether the academy monitors staff sickness trends.

The Principal informed the committee that historical trends around the reasons for staff absence are not easy to compare, as members of staff have changed. The Principal reassured the committee there is an appropriate level of rigour in monitoring staff absence.

Site Improvements

The Principal highlighted site improvements made as reported in the Principals Report to include: Reception improvements, kitchen refurbishment and soon to be finished H block toilet refurbishment.

The committee gave thanks to the Site Team for their efforts in improving the school site.

In light of national news reporting reinforced autoclaved aerated concrete (RACC) was identified as a safety risk, affecting some schools, Mr Slade enquired whether Longsands buildings contained RACC.

The Principal informed the committee the schools health and safety survey, completed in January 2023 raised no concerns around RACC. The Principal informed the committee the academy expect a follow up visit from DfE in due course to complete an in-depth survey of hidden areas as an additional precaution.

Catering

Ms Milne expressed concern that students may not have time to access catering facilities during break and lunch times.

The Principal informed the committee that lunch time is split into two sessions; Year Groups 7,8 and 9 and then Year 10 and 11. The Principal acknowledged some teething problems initially whilst students settled in this year, but the catering team can serve most students within fifteen minutes on both lunches.

The Principal was thanked for their report.

SLT were thanked and Mr Hood, Mr Laud, Ms Lloyd, Ms Saunders and Mr Smy retired from the meeting.

7) Staff Survey

The Principal informed the committee that a Staff Survey is underway and for consistency, the Keele set of questions have been used to allow comparisons between the last staff survey carried out in April 2022. The Staff Survey is anonymous and the deadline for staff to complete is October 4 2023. **Action: The Principal informed the committee that the outcome of the Staff Survey will be presented at the next LGC meeting.**

Ms Milne enquired whether the results of the last survey could be shared with the LGC and questioned whether there were different surveys for teaching and non-teaching staff.

The Principal stated the whilst the summary of analysis from the last survey could be shared with the committee, the outcome of the recent Staff Survey will better determine feedback from current members of staff.

Mr Thurogood-Hyde informed the Principal of the Trust plans to invite academies to take part in a trust wide staff survey in November 2023. The Principal stated they were happy for Longsands academy to take part, providing it does not invalidate the staff survey already being conducted.

The Principal informed the committee of plans to conduct a Parent survey this academic year.

8) Head of Department Subject Presentation Schedule

The Principal informed the committee of the proposal for Heads of Department Subject Presentations at Longsands LGC meetings:

16 November 2023 – Social Sciences

25 January 2024 – Business Studies

21 March 2024 – English

20 June 2024 – Maths

The Clerk defined Trust expectations of content for Head of Department subject presentations to governors to include:

- Overview of department
- Staff structure
- Curriculum
- Performance.

The committee noted the expectation that HOD subject presentations should take around ten minutes, and five minutes to allow for governor questions.

Action: Mr Thurogood-Hyde agreed to share AAW format for HOD subject presentations with the Principal to share with HODs.

9) Policies

The following policies have been reviewed and updated and circulated to the committee in advance of the meeting, which governors acknowledged:

- Longsands 2023-24 Safeguarding policy (Astrea Trust policy)
- Positive Behaviour policy (Astrea Trust policy)

Dr Larcombe highlighted that student character cards are mentioned in the behaviour sanction section of the policy and questioned whether these should come under the rewards section of the policy.

The Clerk advised the committee that the Positive Behaviour policy has been adopted as a Trust policy, and will feed this back to Rebekah Ramsden, for consideration when the policy is next reviewed.

The committee were informed the Online Safety policy has been updated and will be ratified electronically. **Action: Clerk to arrange.**

10) Membership

In their role as Personal Development Link Lead, Ms Milne met with James Powell on 28 June 2023 and the report was shared with the committee in advance of the meeting. Questions were invited.

Dr Larcombe visited the school and observed behaviour management, lesson observations, and student conduct in corridors.

The Principal invited governors to visit the academy during the school day to observe lessons, lunchtime routine and the morning address.

11) Chairs update

The Chair presented an update regarding:

Trust MATSE assessment:

- Good progress has been made; the Trust is moving in the right direction.
- Leadership of schools and governors were complimented.
- Thanks to be passed to all TMB/LGC members.
- Cambridgeshire school visits went well.

Finance

- The Trust predicts to end the year with 0.6% surplus.
- 2023-24 budget has been set
- Next year's Trust budget £110M. £2M on capital vs a need of £60M.

Academic Success

- Primary Schools phonics is at the National Ave (76%).
- Key Stage 2 has improved but below the National Ave (59%)
- All except one school will have continuity of leadership at the start of this academic year.
- Promotions have been filled 50% organic and 50% recruitment.
- St Ivo has a new Principal
- Longsands was mentioned during a discussion re: OFSTED as one of two schools needing improvement but that it has evidenced significant progress.

Publishing MATSE result

- This is good news and will be published by various means across the community.

Focus

- A Director of Secondary School Curriculum has been recruited, Matt Carnaby.
- Attendance and behaviour will continue to be a top priority.
- The momentum behind the green agenda will be maintained.
- The management of estates is going to get renewed focus.
- The drive to bring catering in house will continue.

12) Risk Register

The committee identified no additional risks. The Principal to use the trust Risk Register (RR) template going forward.

Action: Clerk was asked to share the RR template with the Principal.

Mr Thurogood-Hyde explained the LGCs role in identifying local risks, which might need feeding into the Trust Risk Register, in aggregating certain risks.

13) Future agenda items and confirmation of forthcoming dates

Future agenda items:

- Outcome of Staff Survey
- Subject Presentations
- Acceptable Use – Students

The committee noted the date of the next Longsands LGC meeting date is scheduled for Thursday 16 November 2023.

14) Any Other Business

Mr Slade questioned how the trust can support the academy to identify and utilise fundraising opportunities.

Action: Mr Thurogood-Hyde agreed to feedback via the Clerk around fundraising advice.

The meeting finished at 7.46pm

The LGC agreed the above to be a true and accurate record of the meeting on: 25 October 2023



Principal's Report

Autumn Term Two

2023-2024

Longsands Academy

Dr C Cusick

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6	SEF and AIP Update (CCU)	
7	Catch Up & intervention programmes update (ELL)	
8	HR, Operations and Site Update (MSP)	
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10	Any other academy matters: to include enrichment and community	
11	Appendix 1: Year 11 PR1 Data (more detailed)	
12	Appendix 2: Year 13 PR1 Data (more detailed)	

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, with 1664 students on roll. There are 346 students who are classified as pupil premium, which equates to 21% of the school's population. There are 229 students on the SEND register (14%) and 28 Educational Health Care Plans (2%). We currently have 36 students who are accessing alternative provision for their education, using Academy 21, Academy of Central Bedfordshire, NT&S tutoring, Cambridge Regional College, Olive Academy, and Overloaded. The majority have a hybrid offer which combines external provision and lessons in school.

Summary Update:

Provide summary details in the table below regarding actions, trends and significant cases.

	Update	Next Steps and Further Actions	Any Trust Actions
Summary of actions and progress made since the last safeguarding audit	<p>The safeguarding team has been working on the actions from the audit which took place on 12th September 2023. Progress has been made and a recent update has taken place. The following has been achieved.</p> <ul style="list-style-type: none"> - Prevent Risk Assessment has been carried out and created. - 3 Staff Briefings have taken place looking FGM, PREVENT and Vaping - All Staff within Longsands have received Safeguarding Training - New Induction process for new staff- considering Safeguarding. - Assemblies for all Year Groups on It Stop's Now- Sexual Harassment - Safeguarding Posters around the whole school site- including teaching classes. 	Record keeping actions for this academic year and last academic year to be updated by Friday 10 th November.	Trust are currently working with the school to complete these actions.
Trends in School	Our contextual safeguarding concerns remain the same. Students have had a variety of assemblies to support with what support is available to them, including a safeguarding update/It Stop's now day which focused on sexual harassment	<p>Pastoral and Safeguarding team to continue to provide support with students regarding their mental health, ensuring that referrals are made to the correct professionals and counselling is put into place.</p> <p>Duty staff to continue to monitor key areas of the</p>	

		school, ensuring that appropriate action is taken for any students using vapes.	
Update on significant cases (anonymised)	At present, we currently have 6 students on a CIN plan. 3 students on a CIN plan are currently going through a section 47 and are awaiting a decision to be on a CP plan. This was discussed further in the most recent CIN meeting and a decision will be made in the next 2 weeks if no significant improvement has been made.	Safeguarding team to continue to attend all meetings required, ensuring that updates are shared frequently with outside agencies.	
Summary of referrals made	EHA Submitted – 3 S17 Enquiry – 1 MASH Enquiry – 2 Social Care Referrals – 2	Referrals will continue to happen throughout the year, making sure that students are receiving not only the correct internal support but have access to external agencies	
Ofsted Qualifying Complaints	There have been 3 OFSTED qualifying complaints and they have all been resolved after discussions with CCC. None of them used the complaints procedure. 1) Lack of consideration for student's mental health and Principal refused to meet with parent. 2) Anonymous – suspension not in line with behaviour policy & alleged refusal to respond to parents. 3) Anonymous – staff were verbally abusing students and intimate searches were taking place when looking for vapes.		

Welfare Profile:

Please complete the table below regarding children at risk. Please complete with data and do not identify students by name.

Children at risk and children in need:	Current	Previous Report (Autumn HT1)	This time last year
Number and % of PP	347 (21%)	346 (24.03%)	333
Number and % of LAC	4 (0.3%)	4 (0.3%)	5
Number and % of young carers	51 (3.2%)	51 (3.2%)	16
Number and % of students privately fostered	0	0	1

Number and % of students with CP plan	0	1	0
Number and % of CIN	6	9	1
Referrals made for early help	3	0	1
Family support assessments conducted	0	0	1
Proportion meeting threshold	0	0	1
CP meetings attended	0	0	0
Number and % of students with an EHCP	28 (2%)	28 (2%)	34
Number and % of students with serious medical conditions	2	2	2
Number and % of students receiving external support: CAMHS	22 (1.5%)	22 (1.5%)	3
Number and % of students receiving external support: behaviour support	0	0	0
Number and % of students receiving external support: S and L	3	3	0
Referrals to Channel	0	0	0

SCR Scrutiny:

A full review has taken place with the Operations Manager and the Trust to check the SCR. The following was reviewed.

- letters of assurance for all contractors/agency staff
- up to date risk assessments for any member of staff who started work before we have an Enhanced DBS returned
- examples of 2 x references
- examples of applications forms
- examples of right to work checks.
- examples of overseas checks where these are noted on the SCR
- articulation of online checks procedure for shortlisted candidates

Statutory Requirements:

Provide details in the table below of all updated training for key safeguarding staff. Examples to include Positive handling/Team Teach, Safer Recruitment, Prevent etc.

Type of training	Date	Number of Attendees	Provider
Safeguarding Training	September 2023	156	National College
Advanced Safeguarding Training	September 2023	7	National College
Safer Recruitment Training	September 2023	21	National College
Governors Training- Level 1 Safeguarding	September 2023	6	Face to Face Longsands Academy
Safeguarding Training Level 1- Cleaners and Site Staff	September 2023	16	Face to Face Longsands Academy
Stageworks National College	September/October 2023	21	National College

Bullying:

Aspect	Current number of incidents	Previous report	This time last year
All Bullying Incidents	Alleged- 16 No further Action – 2	3	5
Racist Incidents	5	1	1
Cyber Bullying	1	1	0
Homophobic Bullying	2	0	1
Transphobic Bullying	0	0	0

Analysis and Next Steps

The data suggests that there has been an increase in bullying incidents. This increase is a direct reflection of the work that have been taking place to inform students and staff about what constitutes bullying and how it can be reported. The whole school focus on *It Stops Now* consisting of workshops, assemblies, posters etc. is reflected in the data and shows that the systems in place are now working effectively and the pastoral team are able to provide consist support. A bullying log has also been created and is providing Year Teams with an opportunity to analyse data further, looking to see if there are any trends and comparing this to other year groups. Pastoral teams are now also able to put in place risk assessment and regular check-ins as students now feel more comfortable asking for support and report incidences.

Sexual Harassment:

Aspect	Current number of incidents	Previous report	This time last year	Current number of pupils on a risk assessment
All Sexual Harassment Incidents:	4	0	0	
Verbal:	3	0	0	
Physical:	1	0	0	

Analysis and Next Steps

The data suggests that there has been an increase in the reporting of sexual harassment incidents within school. Students have been provided with a *It Stops Now* workshop which could explain this increase, with students now understanding what the concept of sexual harassment means. *It Stops Now* is mentioned in every assembly and student bulletin and is also visible across the school. We have also created a new safeguarding email address, providing students with an opportunity to report sexual harassment cases if they do not feel comfortable disclosing this face to face. Staff have also been provided with updates on this through KCSIE, enabling staff to also understand the difference between sexual harassment and child on child abuse.

Year 11 Maximising Achievement Plan Update

Key Performance Targets				
Average Attainment 8 score: ALL: 5.6 PP: 4.7 SEND K (support): 3.9 SEND E (EHCP): 3.5	Grade 5+ Eng & Maths: 59%	Grade 4+ Eng & Maths: 89.7%	% of students achieving EBacc 5+ 50% EBacc 4+ 64% (61.4% entered)	SPI (P8) score: ALL: 0.5 PP: 0.0 SEND: 0.2
Key Performance – PR1 Oct 23				

Average Attainment 8 score: ALL: 4.9 PP: 4.13 SEND K (support): 3.47 SEND E (EHCP): 2.85	Grade 5+ Eng & Maths: 54.2%	Grade 4+ Eng & Maths: 76.7%	% of students achieving EBacc 5+ 33.3% EBacc 4+ 48.6% (62.5% entered)	SPI (P8) score: ALL: 0.32 PP: -0.19 SEND: 0.03
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Context and Intent October 2023

All targets are set using FFT20. If we achieve these targets, we will be performing in line with the top 20% of schools in the country. However, we feel that with an effective curriculum, experienced teachers, well-behaved students, an above average cohort, and supportive parents/carers we should be getting a P8 score of at least 1.0. This is the outcome we aspire to.

In terms of ability, this year's cohort is on a par with last year's year 11, as both have an average KS2 prior attainment of 104.5. The national average score is 100.

We have analysed the PR1 data, which consists of forecasts by teachers for each exam subject, this is informed by Year 10 mock outcomes and classwork/attitude to learning since September 2023.

Key Measure: Progress 8 (P8)

Although the Progress 8 score (0.32) suggests a significant improvement on outcomes in 2023, this remains below the target (0.53). There is still much work to be done to secure the FFT20 targets.

In Oct 2022, the PR1 P8 score was -0.03, which closely reflected the final P8 outcomes of 0.09 (2023 cohort). However, students in last year's cohort had a higher average attainment (41.32) in their Year 10 mocks, compared to students this year (40.79), which suggests that students in 2024 cohort will need to make *even* greater and faster progress to achieve the forecasted P8 score above.

Key Measure: BASICS

The most recent tracking data (PR1) suggests that outcomes in both English and Maths will be higher than 2023 outcomes:

- EnMaBasics 5+ is 54.2% an uplift of 4.2% compared to EnMaBasics 5+ at 50% (forecast 55.1% in 2023)
- EnMaBasics 4+ is 76.7% an uplift of 7.2% compared to EnMaBasics 4+ as 69.5% (forecast 76.1% 2023)

There are currently 49 students who have either Maths or English at 5+ but not both and 40 students at 4+ in either Maths or English. These students need to be targeted to ensure that we hit the basics measure and have been a key focus in the pm tutor time interventions.

We are exploring these possible anomalies in line management meetings and when we have the outcomes from Y11 Mocks (22.11.23) we will be able to test the reliability of PR1 P8 forecasts (Oct 23). In the mock exams, staff will be using the 2023 grade boundaries, there will also be moderation of exam papers to ensure the mark schemes are applied consistently. Until we get the attainment data from the October Mock Series we are cautious.

Conversely this may be related to the increased focus on Year 11 outcomes through:

- rigorous exam review meetings for Y11/Y13 and action planning
- weekly RAG meetings, with interventions at student level
- opportunities for subject leaders to collaborate and share best practice
- targeted subject specific intervention sessions in pm registration, prioritizing students who have not achieved the basics measure.

Measure: Disadvantaged students

Pupil Premium Students (59 PP students in 2024 cohort)

PP Students: Progress 8

In PR1 Oct 2023 the P8 score for PPG students is -0.19 however the score for non-PPG students is 0.46. This represents a gap of 0.65 which means that non-PPG students make on average almost $\frac{3}{4}$ grade more progress than PPG students, this is not acceptable.

In the Year 10 mocks for the 2023 cohort the P8 score for PP students was -1.61 and this increased by 0.99 to -0.62 in the actual exams, meaning that PP students made on average 1 grade progress from the end of year 10 to year 11. We are currently forecasting that PP students (2024 cohort) will increase by 1.2 grades on average, suggesting that this is possible, however that would not diminish the gap outlined above. It is imperative that the progress of PP students is accelerated.

PP Students: Basics English-Maths

The forecast data suggests that the gap between PP and non-PP students will reduce in 2024, compared to 2023 with PP students forecast to attain:

- 40.7% (2024) EnMaBasics 5+ compared with 25% in 2023 actuals.
- 59.3% (2024) EnMaBasics 4+ compared with 48.4% in 2023 actuals.

However this still represents a gap of 13.5% and 17.4% respectively between PP and non-PP students.

Furthermore, a greater percentage of the cohort achieved EnMaBasics 4+ (44.1% in 2024) compared to (31.3% 2023), which suggests an uplift in EnMaBasics 4+ measure

SEND learners (E & K) and Progress 8

51 students in Year 11 (2024 cohort), 6 students – SEND E, 45 students – SEND K

SEND	P8 (FFT20)	EnMaBasics 5+	EnMaBasics 4+	Comments
ALL	0.03	11.8% (6)	47.1% (24)	
E	+0.73 (+1.27)	16.7% (1) - meeting FFT20	33.3% (2) - exceeding FFT20	
K	-0.05 (0.64)	11.1% (5) - below FFT20	48.9% (22) below FFT20	6 Alternative Provision (13%)

- SEND E students are on average making half a grade less progress than they should be in each subject. Based on prior rate of progress, forecasts seem optimistic. In the year 10 mock the average P8 was -0.68 (SEND E) and -1.21 (SEND K).
- Not enough SEND K students are getting EnMaBasics 5+/4+. We do have 13% of these students in AP, however even if they were discounted more of the remaining SEND K students should be hitting these measures. They are also, on average, not making enough progress in their subjects.

Inclusion and improving outcomes for disadvantaged students was a key focus of the INSET in September 2023. The emphasis on disruption-free learning, consistent use of language around teaching and TLAC Means of Participation techniques further establishes an inclusive classroom, reducing cognitive load and allowing teachers to intervene swiftly to address misconceptions with all students, especially vulnerable learners. The introduction of retrieval and regular self-quizzing in lessons and for homework has helped fluency and knowledge retention for all especially SEND learners.

SEND K students are making excellent progress in MFL German, Music and Physics. All students are forecasted to meet or exceed their targets in these subjects.

We need to be careful when comparing the SEND data year on year as there are often significant variation in the number of SEND E students. In 2023, there were 41 SEND learners, 8 with EHCPs and 32 with SEND support (K).

Subject areas that are causing concern in terms of outcomes (PR1) are:

- Art residual -0.29
- Business Studies residual -0.19
- English Literature residual -0.25
- Food & Nutrition residual -0.30
- MFL: French residual -0.53
- MFL: German residual -0.10
- PE residual -0.10
- Product Design residual -0.13
- Science: Biology residual -0.03
- Science combined residual – 0.16

However last year these subjects were overly cautious in their forecasting, the exception being English Literature as the table below indicates. It is imperative that forecasting is as accurate as possible and SLT links will explore this in link meetings.

Subject	PR1 SPI	Actual SPI*
Art	-1.08	0.02
Business Studies	-0.45	-0.04
English Literature	-0.03	-0.21
Food and Nutrition	-1.18	0.82
MFL French	-0.1	0.32
MFL German	0.26	0.52
PE	0.03	1.52
Product Design	-0.02	1.00
Biology	-0.21	0.52
Combined Science	-0.22	0.45

**Subject Progress Index: A SISRA-exclusive measure showing how pupils have performed in each subject compared with all students with the same KS2 Prior in other schools in SISRA.*

- Art/Business Studies/English Literature/French/German/Biology are all beginning period 6 sessions from W/C 13th November. We have identified students to invite to these sessions by comparing where the biggest gaps are in terms of forecasted grades and target grades.
- English Literature/French/Product Design/Biology/Combined Science have all had intervention rotations during PM tutor times.
- These additional intervention sessions will accelerate progress for key students within each subject.
- Additional meetings are going to happen with the Head of Business to provide additional support. As there is a change in leadership this within English additional support/meetings will happen to ensure there is a smooth transition. CCU will also line manage English.
- Teachers underperforming in Business/French/Science have been put on light touch support plans. This is providing them additional support so they can improve the quality of their lessons.

Summary of next steps/actions:

- Data discussion in line management meetings to better understand anomalies in data, explore how to accelerate progress where residual is negative or not secure, analyse underperformance at student level
- Continue 3-weekly RAG meetings with clear interventions to accelerate progress
- Each subject area is undertaking question-level analysis (QLA) of Y11 October Mocks to inform teaching, curriculum delivery, and interventions

- Triangulate mock attainment with PR1/PR2 – where there are disparities work with individual teachers or subject areas to address them
- Compare mock/PR2 data against the 2023 to ensure progress being forecasted is reasonable
- Focus on SEND key students for EnMaBasics 5+/4+ by ensuring they are included in PM tutor time intervention in the next rotation

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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"> Use headline results (basics 4/5EM, A8, P8 overall and by bucket) to analyse outcomes of cohorts (PP/SEND) in relation to FFT5 targets. (LLO/SLT) Scrutinise subject results to examine gaps in curriculum knowledge (QLA) or underachieving students. Use SPI to estimate subject progress. (SLT/HoD) Rank order students by estimate of P8 to target support for those with negative estimate score. (HoY11/ELL) <p>Actions and next steps captured in line management minutes (SLT Links)</p>	Aut 1: Tracking and mock data used to put students into a subject they are underperforming in currently for tutor time intervention. Students who are not tracking to hit 4+ or 5+ in Basics were given priority for English and Maths intervention (Sept 23).
		Students have completed 4 weeks of tutor time intervention; this has been paused during year 11 mocks. They will continue with 3 more weeks of intervention after the mocks. The next round of intervention will use the PR1 and mock results to identify the subject they should be put into.
		Aut II: Period 6 intervention has been bid for. Subjects have identified a clear target group of students to work with, a clear aim has been identified. This is hopefully beginning W/C 13 th Nov.
		Spr I
		Spr II
		Sum I
2. Increase crossover for students achieving 4+ EM and 5+ EM	<ul style="list-style-type: none"> Weekly EnMa VENN meeting to analyse line by line interventions for students at 4+ and 5+ (HoD Ma/En, ELL, CCU) <p>Targeted support for cross-over group inside & outside lessons with barriers to progress being addressed in lessons (Teachers, HoD)</p>	Aut 1: Two rounds of RAG meetings have been completed. We now have a clear way to highlight key students to discuss and are beginning to look at strategies to support students discussed.
		Aut II: BASICS weekly RAG meeting looked at key students to target to increase these measures. HoD tasked with going back to departments to ensure the department are aware of these names.
		Spr I
		Spr II
		Sum I

		Sum II
3. Increase PP and SEND achievement to close the gap	<ul style="list-style-type: none"> 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 (SENCO, LPH, TWS, ELL) Use Y10 mock exam and other assessment data to track PP & SEND progress and identify target group (SENCO, LPH, TWS, ELL) Fortnightly RAG meeting to evaluate progress and identify priority subject areas for intervention. 	Aut I: Work to be done in liaising with TWS for PP students. Staff aware of all PP and SEND students within their groups, seating plans completed using Bromcom showing this data.
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
4. Increase teaching time to support target students in closing attainment gaps.	<ul style="list-style-type: none"> Subject areas to bid for period 6 'Xtra' sessions in 6 week blocks with clear impact measures (HoD, ELL) Y11 PM Form time to be retimetabled into intervention groups according to need with a clear focus on EBacc subjects. (almost 3 hours a week) (ELL) <p>HoD Maths, Science & English timetabled to deliver interventions in these sessions. Y11 tutors are EBacc subject teachers. (ELL)</p>	Further Maths class have started as a period 6 enrichment opportunity already. Y11 PM Form time interventions started w/c 18 th Sept based on mock outcomes focussing on BASICS. HoDs – Maths/Science/English are coordinating the PM intervention sessions.
		Aut II: Bidding form for period 6 'Xtra' sessions shared with HoD for completion. These sessions are hopefully beginning W/C 13 th Nov.
		Spr I
		Spr II
		Sum I
		Sum II
5. Ensure that Year 11 have the best teachers.	<ul style="list-style-type: none"> SLT links to sign off staffing for Year 11 teaching groups after discussing deployment rationale with HoDs (SLT/HoDs/CCU) 	HoDs explained rationale for the selection of Y11 teachers with SLT links in July 23. Some movement took place with key groups e.g. Maths set 3 4/5 group. Year 11 lessons have been covered by specialists whenever possible.

	Subject specialists/SLT to be deployed to cover Year 11 lessons with any absence. (Cover/SLT)	Aut II
		Spr I
		Spr II
		Sum I
		Sum II
6. Ensure students are in correct tiers in Science, Maths, MFL to maximise outcomes.	<ul style="list-style-type: none"> Use mock exams & regular assessment data to ensure students are entered for the appropriate tiers. (HoD, SLT, ELL) Review tiers at the end of Year 10 via line management meetings (JRM, HoD, SLT) <p>Review placement of students in classes to make best use of knowledge, skill and experience of teachers in relation to individual needs (HoD, SLT)</p>	Sets were cross referenced by HoDs/SLT links in July 2023. To be revisited post mocks.
		Science to look at students taking triple science. Discussions to be had with students to swap to double science if required.
		Aut II
		Spr I
		Spr II
7. Increase attainment in identified subjects through improved curriculum, resources and quality of teaching in Y11 courses.	<ul style="list-style-type: none"> 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 & practice in lessons – focus of intellectual preparation sessions (HoD, SLT) Share department-designed revision activities and guides with students to support effective revision strategies & ensure this is checked by departments (Teachers, HoD) <p>Check departments are using exam papers to maximum effect in internal exam series – HoD to share their rationale for using past papers. (HoD, SLT)</p>	HoDs asked to complete delivery of curriculum by Feb half term to facilitate sufficient time for revision (5.9.23)
		Aut II
		Spr I
		Spr II
		Sum I
8. Improve quality of revision resources and		Sum II
		Homework guidelines issued to HoDs that all KS4 students to complete 2 hours of homework a night. This should be primarily retrieval practice – Carousel Learning to

homework to ensure students improve recall of core knowledge.	<ul style="list-style-type: none"> Monitor quality and frequency of homework based on DfE guidelines that students complete 2-2.5 hrs extra study per day (HoD, SLT) 1. Regular explicit teaching of effective revision techniques to support students' practice (retrieval, spacing, interleaving, dual coding, elaboration) via tutor time & collapsed session/assembly and share revision guidance to support students and parents (based on cog sci).(HOY11, Tutors) 	be shared as purchased by the trust, which impacts positively on teacher workload by creating a self-assessment platform for retrieval practice.
		Aut II
		Spr I
		Spr II
		Sum I
9. Support good attendance, punctuality and positive behaviour so students maximise focused learning time.	<ul style="list-style-type: none"> Daily attendance check for Y11, making calls before other year groups. Prioritise PA students with calls & visits. (Attendance team, HoY 11) Daily attendance data Y11 shared at SLT briefing – targeted response to non-attendance. (Attendance, ELL) Prioritise returning all AP students and students on part-time timetables to full time lessons, if possible. (LPH) Reward and praise high attendance and keep communication in assemblies and tutor time. (HOY11, Attendance) SLT & HoY behaviour walks to visit all Y11 and support disruption-free learning. (SLT, HOY11) Send SSO to collect specific work for any Y11 student in reset. Reset base teacher to ensure work is completed.(All) 2. Ensure core routines mean students have correct equipment every day. (Tutors, Hoy11) 	<p>Return to school meetings happening swiftly to ensure students are back in school as soon as possible.</p> <p>Use of the perfect week to praise attendance and no behaviour points.</p> <p>At least 3 house points given out per lesson for students.</p> <p>Use of praise emails for students tracking a s a 1 on the RAG spreadsheets.</p> <p>Use of tutor time to deliver sessions on how to revise to give students strategies in preparation for their upcoming mock exams.</p> <p>Provided students with incorrect uniform the appropriate attire to ensure they are back within lessons swiftly. If necessary required uniform has been ordered in for the student. Resetbase support to email teachers of students in reset the day before they attend to collect relevant work for them – this needs further development.</p>
		Aut II
		Spr I
		Spr II

		Sum I
		Sum II
10. Support, motivate and incentivise for full participation and engagement	<ul style="list-style-type: none"> • Use assemblies, tutor times and student bulletin to remain focussed on countdown to key assessment points. (HOY11, Tutors, ELL) • Clear revision programme and schedule throughout Year 11. (HoD, HoY11, ELL) • Look after wellbeing making use of mentors and support. Use sports and activities to help de-stress (after-school Friday) (HoD PE, HoY11) • Use of rewards & treats to motivate students hard work and participation, such as snacks, reward trips, prom points. (Staff, HoY11) • Take all opportunities to praise – privately, in the corridor, in public, via emails and calls home (all) <p>3. Use academic mentoring for every student who needs to make significant progress to support attendance at school (Attendance)</p>	Students have completed a 2 week programme which focussed on the science of learning
		ELL has given out HP, Golden Tickets as well as emailed home for students who have had an outstanding attitude to learning within their tutor intervention sessions. Every assembly the names of these students have been put into a prize draw to further reward them for their effort.
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
11. Gain & maintain the support of parents and carers in order to help them support students' preparations.	<ul style="list-style-type: none"> • Regular communication of exam dates, effective revision, key dates for post-16 – information evening, parent consultations (HOY11) • One-to-one meetings for targeted individuals to improve attendance and homework completion as well as offer support (Tutors, HOY11) 	<p>Year 11 welcome evening was held on 18/9/23 to focus on revision strategies, oversight of how school will support students in preparation for GCSEs etc. No study leave for students in order to maximise time for input from staff.</p> <p>A letter to parents was sent which included the mock exam timetable along with recommended revision guides and specification links.</p>

	<ul style="list-style-type: none"> • Share important information about revision resources and strategies to make it easy for parents/carers to support at home (HOY11, HoD) • Send praise cards, emails, make calls to recognise efforts of individuals (all) • 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 (HOY11, ELL) <p>4. Give clear guidance to staff on what to communicate to parents at consultation evenings in autumn and spring terms. (ELL)</p>	Aut II
		Spr I
		Spr II
		Sum I
		Sum II
12. Use November and February Mocks to give real experience of final exams and provide accurate data.	<ul style="list-style-type: none"> • 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 (HOD, HOY11) • 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) (ELL) <p>5. Keep to consistent and clear routines that mean the students know exactly what to do in final exams. (All, Exams Officer)</p>	Exam briefings have been delivered to students for all Core mock exams during the Oct/Nov mock series.
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
13. Use last days in school for final exam preparation that keeps students focused to the end	<ul style="list-style-type: none"> • Do not grant study leave; instead, use every lesson to support students' preparations (ELL) • Collapsed lessons in school prior to exams focused on final preparations for specific exam techniques and papers (ELL) 	Explained to parents/carers at Y11 Welcome Evening
		Aut II
		Spr I

	6. Lessons during exam period to be focused on revision and places of calm, organised and highly-focused study (ELL)	Spr II
		Sum I
		Sum II
14. Ensure all the slots are filled and all students even AP are P8 compliant	<ul style="list-style-type: none"> Check curriculum offer for AP students (LPH) Check curriculum offer for SEND student (a) 7. Explore alternative courses for students with U grade forecasts – can they reduce their curriculum?	All AP students are compliant with P8 and have all their slots filled. All SEND students are compliant where appropriate.
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
15. Need for accurate forecasting	<ul style="list-style-type: none"> Discuss forecasting strategies in ERAM (HoDs, ELL, CCU) HoDs to support less experienced members of staff (HOD) 8. SLT links to support the process with suggestions of new strategies (SLT/ELL)	
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
16. All curriculum areas to share planning to allow for the courses to be finished by Feb half term.	<ul style="list-style-type: none"> CCU to share with HoDs on INSET SLT to discuss strategies to speed up curriculum coverage(Every minute matters) with the HoD 9. Regular checks of progress through student voice/SLT link/work scrutiny	HoDs asked to complete delivery of curriculum by Feb half term to facilitate sufficient time for revision (5.9.23) Issues to be shared with SLT links who will support with the planning process.
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
17. Accelerate progress for the HPA.	<ul style="list-style-type: none"> Create a set of masterclasses to support students getting the 7+ grades Use of sixth form buddies to support with this – also attract students to sixth form 10. Tutor time intervention to push 7+ mastery	Year 11 7+ triple science intervention group created for lunchtime tutor time. Looking into feasibility of having 7+ period 6 sessions for English and Maths.
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II

Context and Intent

Context of the Year 13 cohort and position of the Academy:

95 Students in the cohort, which has resulted in very small class sizes. As a cohort they are almost 2 grades below their targets. In addition, teachers are predicting that they will be on average a grade below where they need to be. **Progress must be accelerated so that outcomes in summer 24 are in line with expected outcomes based on Y11 outcomes.** Support must be given to students who need to convert the Ds, Es & Us to grade Cs.

On a subject level only 3 subjects are forecasting all students to be on track. 14 subjects claim that less than 25% are going to be on track in their exams in summer 24. **This is very concerning, and immediate action is underway to accelerate progress in subject areas.** See the table which compares mock outcomes with the latest forecast grades in Appendix 2.

8 students have left since YR12 PR3 which has accounted for the change in VA. The average VA score for the 8 students who have left was -0.85. 16 students have increased their VA score from PR3, the largest change is +0.67. However, 32 students VA score has decreased, 5 students VA score has decreased by 0.91 or more. The greatest drop is -1.33.

Classical Civilization, English Lan/Lit, History, Music Technology, RE and Stageworks Double have all lowered forecasts meaning that their VA scores have decreased.

The Head of Sixth Form has identified key underperforming students and is applying the maximising achievement plan. A new tracker is being used to closely monitor students' performance and their engagement with lessons and intervention. We are following up with departments to identify the necessary subject and pastoral interventions necessary to boost performance.

Next steps:

- Underperforming students identified and interventions being tracked – HOD input, coordinated by Head of Sixth Form.
- Departments preparing students for mock exams in November.
- Interventions include regular use of subject clinics to boost outcomes eg. Maths, Science.
- Support form pastoral staff for mental health and wellbeing to increase resilience and confidence.

Priority Area	Specific Intent and Actions	Update and summary of impact to date
1. Use of Y12 end of year data to identify students who need additional support.	<ul style="list-style-type: none"> • Ensure students are on the correct courses and are given the support they need to be successful. • U-grade students re-sit papers and this information is shared with parents/carers and students • Follow up parent/carers meeting to discuss options if students are not successful in resits. • Option to improve UCAS grades through sitting additional assessments in September. • All students are ragged acc to grade and VA: <ul style="list-style-type: none"> • Green - no support needed • Amber - support needed from depts for academic progress issues or with KS5 for anxiety/mental health issues • Red - a student failing to make good progress in more than one subject. They will receive both dept support and Sixth Form mentoring. 	<p>Aut I:</p> <p>Head of Year 12 (former) met with key students who had underperformed notably those with U grades and gave them the opportunity to resit the exams where they got a U.</p> <p>Follow up meetings are taking place currently with the Head of Sixth Form and the Deputy Head of Sixth Form. They will be put on support plans with clear targets that must be met by their form tutors in the Academic Coaching 1:1 sessions.</p>
		<p>Aut II:</p> <p>Students have been placed into intervention groups using the RAG method with interventions designed to accelerate progress.</p>
		Spr I
		Spr II
		Sum I
		Sum II

2. More effective use of study time by students	<ul style="list-style-type: none"> Created additional study zones in the Sixth Form Centre Library to used by students for private study. Start of year onboarding session around study skills for both Y12 and Y13 in enrichment slot. 	The Sixth Form area has been refurbished and is much more conducive to a study space. There is supervision in these areas and students are using their study periods better. Y12 & Y13 Students have had an intensive onboarding in tutor time about expectations around expectations as well as study support.
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
3. Improve attendance and punctuality in Sixth Form so students maximise focused learning time.	<ul style="list-style-type: none"> Students are not allowed to study at home in study periods. Option in Y13 if attendance is high enough and students are on track. All students must attend AM tutor time. Supervised study & contact home to take place if students truant. 	These measures are in place.
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
4. Timely intervention to avoid students falling behind.	<ul style="list-style-type: none"> Every 3 weeks, KS5 teachers must update a central spreadsheet on whether students are on track, add a comment and if not on track suggest next steps. Above information is used to structure 2-3 weekly academic coaching sessions in pm tutor time with form tutor. Sixth Form Leadership to QA the coaching conversations. 	The first round of Academic Coaching is taking place.
		Aut II
		Spr I

		Spr II
		Sum I
		Sum II
5. Reduce the impact of staff absence on sixth form lessons.	<ul style="list-style-type: none"> • If a teacher is absent all students must report to the library and collect the cover work for completion that lesson. • Opportunity to QA cover work. • Work is no longer set on Teams, to avoid students not turning up to school if staff are absent. • All missed lessons, including lessons which do not generate cover are added to the leave of absence form. 	Students are attending the library to complete cover work if a member of staff is absent.
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
6. Ensure the HoDs are driving interventions and support for underperforming KS5 students.	<ul style="list-style-type: none"> • KS5 data analysis & interventions are added to the termly line management agendas. • IP sessions allow for support with KS5 teachers include input from those who have taught this previously. 	KS5 outcomes in exams and Y12 mocks are an item on the agenda for the Exam review Meeting and will form the basis of the actions.
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II

7. Improve quality of revision resources and support to ensure students improve recall of core knowledge.	<ul style="list-style-type: none"> • Use of Carousel Learning at KS5 to add knowledge retrieval, with a particular focus on the study packs. • Support with revision schedules with clear countdowns to Mocks I and Mocks II. 	Letter sent home to parents to share the mock exam timetable as well as revision resources and specification details.
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
8. Students can deepen knowledge through independent work,	<ul style="list-style-type: none"> • Students provided with guidance about independent work (HoDs) • Resources are available online and in the library (HoD, Resources) 	Aut I
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
10. Gain & maintain the support of parents and carers in order to help them support students' preparations.	<ul style="list-style-type: none"> • Regular communication of exam dates, effective revision, key dates, information evenings, parent consultations (Head of Sixth Form) • One-to-one meetings for targeted individuals to improve attendance and homework completion as well as offer support (Tutor & Sixth Form leadership team). • Share important information about revision resources and strategies to make it easy for parents/carers to support at home (Sixth Form Leadership Team, HoD) • Give clear guidance to staff on what to communicate to parents at consultation evenings in autumn and spring terms. (Sixth Form Leadership Team) 	Y12 and Y13 Welcome evenings took place.
		Letter sent home to parents to share the mock exam timetable as well as revision resources and specification details.
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II

12. Use November and February Mocks to give real experience of final exams and provide accurate data.	<ul style="list-style-type: none"> • Make use of revision periods before each mock series and continue teaching exam techniques to ensure that students are fully prepared. (HoDs) • Follow same post-exam analysis steps as for Y11 exam above to ensure accurate picture of current attainment and targeted intervention (HoDs, ELL) 	Aut I
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II
15. Need for accurate forecasting	<ul style="list-style-type: none"> • Discuss forecasting strategies in ERAM (HoDs, ELL, CCU) • HoDs to support less experienced members of staff (HOD) • SLT links to support the process with suggestions of new strategies (SLT/ELL) • Opportunities for subject community work with St Ivo. 	Aut I
		Aut II
		Spr I
		Spr II
		Sum I
		Sum II

Teaching and Learning

Actions:

- Continue to deliver key priorities within 'Means of Participation' framework using deliberate practice. Introduce 1-hour deliberate practice and intellectual preparation opportunities within CPD in the academy.
- Introduce deliberate practice opportunities every morning from 8.50am – 9.10am (during tutor assembly time).
- From quality assurance, plan and co-ordinate INSET on 24th November based on SEND, Means of Participation and intellectual preparation.
- SLT to support HODs in ensuring the feedback policy is implemented effectively across the academy. Professional development opportunity to be identified to and quality assured via SLT links via book looks during SLT link meetings.
- Support line managers to review appraisal targets in line with key Trust vision via Itrent.
- Line managers to continue to support colleagues who fall below the expected standard and are placed on 'Light Touch.'
- Strategically consider and plan the implementation of Carousel learning within the home learning policy across the academy.
- SLT/HODS to conduct learning walks every period to monitor teaching and learning standards within everyday practice. Learning walks align with core routines, pedagogy, curriculum and standards of work produced. Key priorities will focus on identifying strengths and areas to develop based on learning walks and developing Means of Participation by December 2023.
- Introduce and instruct middle leaders along with SLT links to conduct teaching and learning audits to improve practice fortnightly.
- Support HODs/Middle leaders with guidance and actions to plan linked to departmental actions plans key priorities to improve during intellectual preparation.
- Astrea Reads – purchase reading rulers and embed practice within tutor time. Review QA processes during HOY QA and identify priorities for improvements.

CPD Plans – HT 2

Wk	Date	A/B	Type	Title
W/C 30 th October Deliberate Practice B3 8.45am – 9.00am – MWB's for tutors Year 7-11				
8	31/10/23	A	Deliberate Practice Intellectual Preparation	DP: Partner Talk (Turn and Talk)
				IP: Partner Talk (Turn and Talk)
W/C 6 th November Deliberate Practice B3 8.45am – 9.00am – Partner Talk for tutors Year 7-11				
9	07/11/23	B	Deliberate Practice Intellectual Preparation	DP: Work the clock
				IP: Work the clock
10	14/11/23	A	Intellectual Preparation	Year 11 / 13 Exam Standardisation Departmental time.
W/C 20 th November Deliberate Practice B3 8.45am – 9.00am – Work the clock for tutors Year 7-11				
11	21/11/23	B	Deliberate Practice Intellectual Preparation	DP: Strong Voice (Lauren Philips)
				IP: Strong Voice (Lauren Philips)
W/C 27 th November Deliberate Practice B3 8.45am – 9.00am – Strong Voice for tutors Year 7-11				
12	28/11/23	A	Deliberate Practice Intellectual Preparation	DP: Focus 3 2 1
				IP: Focus 3 2 1
W/C 4 th December Deliberate Practice B3 8.45am – 9.00am – FOCUS 3 2 1 for tutors Year 7-11				
13	5/12/23	B	Deliberate Practice Intellectual Preparation	DP: FASE Reading (Louise Jackson)
				IP: FASE Reading

INSET 24th Nov – INSET – Details to follow. HODs – 2 hours will be allocated for intellectual preparation.

Behaviour and Culture

Embedding B&C Framework and curriculum:

In preparation for the reboot sessions, staff and students completed a survey on the onboarding sessions which took place in September to highlight what went well in these sessions, and what improvements could be implemented into the reboot sessions. The analysis of this is below from 458 responses from students as well as staff feedback. This has allowed us to ensure the reboot sessions are adjusted to the feedback of the staff and students.

Onboarding Feedback.

Staff

- ✓ Informative sessions for students and reminders to staff
- ✓ Tasks were simple to complete
- ✓ Students were diligent and very well prepared.
- ✓ More time needed to build relationships with the tutor group
- ✓ Allow more time in the sessions for whole class activities.
- ✓ Focus on new changes in the reboot sessions.

Student feedback on Onboarding sessions and understanding of core routines.

- ✓ Students demonstrated understanding about Silence is Golden, Entry Routines, Exit Routines, Morning welcome.
- ✓ 422/456 knew a do now task was the first activity required to be completed at the start of a lesson
- ✓ 90% of students felt that onboarding sessions helped them to understand the core routines at Longsands.
- ✓ Only 67/456 students knew about Signal Pause and Insist being a core routine.
- 37% of students said they felt the core routines were only used in some of their lessons.

Students feedback/Voice:

- More time in the sessions for discussions.
- Character times need a further reminder.
- Quiz to see what we remember at the end
- More details about rewards.
- Explain exactly what should happen for an entry and exit routine.

Onboarding session Next Steps and Completed Reboot Actions Autumn 2:

1. Include more MWB activities in reboot sessions October 2023 to increase engagement and interactions.
Completed: More discussions and MWB activities implemented for whole staff feedback.
2. Link Character cards with Transitions and corridor expectations to raise the understanding of WHY.
Completed: Transitions/Character cards/Transitions added into reboot session with tasks for explain the WHY. Further work is required for character cards this half term to identify impact of out of lesson behaviour.
3. Produce a Reboot KIP quiz for all students to complete. HOYs to add quiz scores onto tracker to determine the improvement made each half term. **Completed: Reboot KIP quiz completed for analysis from first session.**
4. Add rewards into behaviour curriculum to reinforce what rewards can be achieved. Explain the purpose of Golden Tickets in reboot and reward provided when students receive a golden ticket. **Completed: Rewards and Golden ticket is available in the reboot/behaviour curriculum to reiterate rewards post House Assembly.**
5. Add Core routines into the behaviour curriculum again but focus on students current understanding of what entry and exit should look like in lessons. **Completed: Entry and exit routines added into behaviour curriculum- A full tutor time session to develop understanding further.**

Scholar Reboot Session Schedule W/C 30th October 2023.

	Monday	Tuesday	Wednesday	Thursday	Friday
Year 7	Assembly	Uniform Expectations	Toilet Expectations	Knowledge Is Power- Reboot Quiz	Corridor Expectations
Year 8	Uniform Expectations	Assembly	Toilet Expectations	Corridor Expectations	Knowledge is Power- Reboot Quiz
Year 9	Uniform Expectations	Corridor Expectations	Assembly	Toilet Expectations	Knowledge is Power- Reboot Quiz
Year 10	Uniform Expectations	Toilet Expectations	Corridor Expectations	Assembly	Knowledge is Power- Reboot Quiz
Year 11	Mock Week				

- **Assembly: CCU – What is community?**
- **Uniform Expectations: Tutors to go through PPT and complete booklet. Reminder about Wet Weather Break and Lunch social Spaces.**
- **Toilet Routine: Tutors to go through PPT and complete booklet**
- **Corridor Expectations: Tutors to go through PPT, complete booklet and do a walk around school site as previously completed.**
- **Knowledge is Power- Reboot Quiz to be completed by tutors and scores to be added to excel spreadsheet.**

Prior to half term, students and staff received training on corridor expectations and ‘moving lines. The focus for this session was: **Walk on the left in single file**

This has been implemented and reinforced in the reboot sessions to ensure that students can get to lessons quickly, calmly and safely. Staff have been present in the corridors during transition with the help of new transition spots and allocated areas to support movement around the school site. As part of the reboot sessions tutors used the corridor expectation framework to remind students of how they need to transition through the school. Staff were provided with the ‘Moving lines’ guidelines to help them undertake a practice walk. HOYS were present to reiterate the importance of this being undertaken effectively. The aim of this was to model the agreed standards, specifically walking on the left and in single file. The uniform expectation session aimed to reiterate uniform requirements and for tutors to carry out further uniform checks with their tutor group. In these sessions, students have been introduced to the new phrasing from staff such as ‘pace and purpose’, and ‘pause and resolve’.

With the development of the new toilets in H blocks, the reboot sessions also covered the expectations around toilet routines. This included the total price of vandalism that has occurred to toilets within the Academy, explaining the ‘WHY’ behind respecting our community.

Finally, the students have completed a reboot quiz as part of the Knowledge is Power tutor time session. This quiz includes the onboarding information that was learnt back in September for opportunities of retrieval as well as any new content. The scores for this can be compared to the onboarding quiz scores which will allow us to identify any improvements or lack of understanding areas of the behaviour curriculum so we can revisit these if needed.

Student voice was collected at the end of Autumn 1 through MS forms, with the aim to find out students' perceptions on behaviour, feelings about the school, perceptions of bullying, attendance, and personal development.

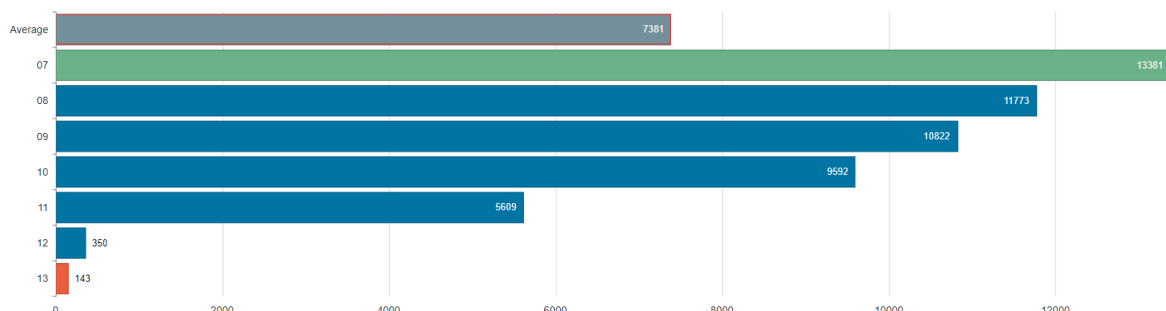
Behaviour Data:

In whatever format you find easiest, please provide a summary of the data for logged behaviour incidents for **Autumn term one**.

House Points

AT1 2022/23 – 16,274 points

AT1 2023/24 – 51, 670 points



- Downward trend of house points as across the year groups moving upwards. KS4 students need to feel recognised to be motivated, lots of opportunity to award with exam prep and additional intervention sessions.
- Introduction of perfect week, 100% attendance and 0 BP in a week has seen 17,266 positive points issued for students who are consistently getting it right – more than the number of house points given for the like half term.
- Golden tickets have been given a points value (5) and have contributed a further 715 points. More tickets have been issued, but not handed in. After half term, teacher to tear ticket in two, and ask student to drop into box. Instant prize of a chocolate bar for doing so as a further incentive.
- CPD given to issue 3 points per lesson. Initially this was almost met, with over 7,000 house points issued in first few weeks. Graph above shows inconsistency across subjects e.g Science in comparison to English and Maths – needs to be a focus of link meetings and then monitored going forwards. This has dropped to 4,600. Big push, using data to back up the need to raise the praise again.
- First round of house assemblies to issue rewards held – rewards for house points, golden ticket draw, winning league cup houses, shout outs (letter home) and knowledge is power. Really positive events, needs more sixth form inclusion. TWS to discuss with TWW and also get sixth form involved in running assemblies.

After School Detention Logged Incidents

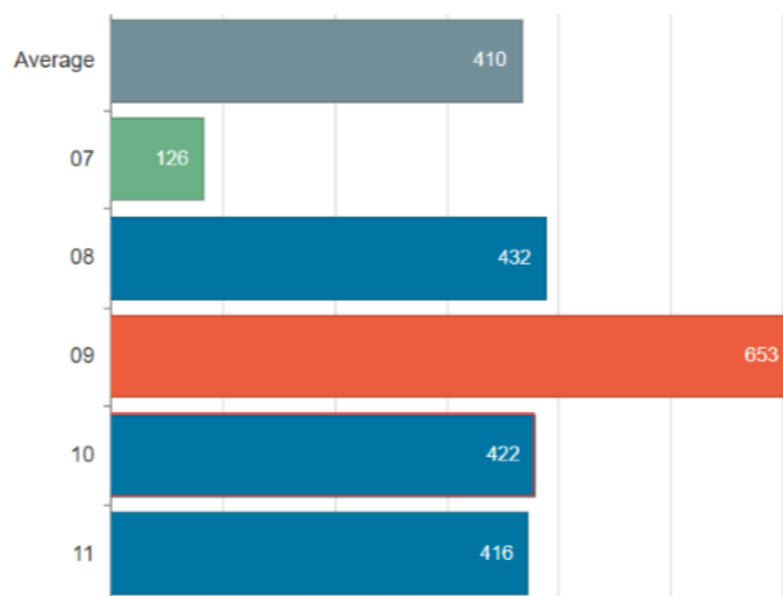
All	PP	SEND (ALL)	SEND E	SEND K	BOYS	GIRLS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
2142	858	542	125	417	1513	629	134	450	687	448	423

Colour code:

Red: Indicates an increase from Summer 2

Amber: Indicates no increase of decrease from Summer 2

Green: Improvement from Summer 2



Reasons for Afterschool Detentions	AT1
Damage to property	9
Disruption to Learning	502
Failure to complete homework	473
Inappropriate Language	9
Lack of equipment/PE Kit/Books/Uniform	88
Lateness to Lesson	364
Misappropriating personal or academy property	10
Missed Detention	189
Missed Second Chance Detention	
Mobile phone used, seen or heard	13
Multiple students in cubicles	6
Play Fighting	19
Refusal to follow reasonable instructions	253
Refusal to Work/Lack of effort	49
Repeated Verbal Warning	30
Rudeness towards adult	54
Rudeness towards pupil	17
Throwing items	30
Uniform infringement	9
Unsafe Conduct	18

Detention Analysis and Actions

- Boys have received almost triple the number of detentions than girls.
- Year 9 and 11 have had the highest number of detentions; an increase since their previous half term (summer term 2). Year 9 after school detentions increased by 89 detentions, Year 11 by 79 detentions. Year 9 have also had a significantly higher number of afterschool detentions compared to other year groups- 6 students account for 23% of the year groups after school
- Failure to complete homework has doubled in number since summer 2, however, this could be due to Year 11 completing their exams. It is in fact, on trend to last Autumn 1 in 2022-2023.
- PP students accounted for 40% of the detentions provided over the autumn half term 1. Just 13 students account for 35% of the 858 detention events from last half term.

Reset Autumn 1 Analysis

Number of Reset Base sanctions issued

All	PP	SEND (ALL)	SEND E	SEND K	BOYS	GIRLS	YEAR 7	YEAR 8	YEAR 9	YEAR 10	YEAR 11
282	132	90	34	56	193	89	12	87	69	57	57

Reasons for Reset Sanction	AT1
Bringing a dangerous or prohibited item on site	3
Disruption to Learning	71
Drug/Alcohol/Smoking Related Incident	3
Failed Isolation	1
Inappropriate language (Swearing)	5
Missed Detention	88
Physical Violence - adult	0
Physical Violence - pupil	6
Refusal to follow reasonable instructions	49
Refusal to follow uniform policy	13
Refusal to Work/Lack of effort	1
Theft	0
Truancing	24
Unsafe Behaviour	4
Use of discriminatory language	1
Verbal abuse towards adult	11
Verbal abuse towards pupil	2

Reset Analysis:

- Number of SEND (all) students who have received more than 1 reset sanction is still at the same number as Summer 2, therefore no increase or decrease.
- 10 students have been identified across years 7-10 who have received the most amount of repeated reset sanctions ranging from 3-13 last half term. Heads of Year have been provided with a list of actions to support these students during Autumn 2.
- Boys have double the number of reset sanction compared to girls and over double the number of students have received a reset sanction.
- 28% of reset sanctions are for disruption to learning and 31% is for missed detentions.
- Missed detentions have improved since summer term 2, decreasing by 41 in total, but are still significantly high.
- Current Year 11, who were Year 10 in 2022-2023 summer data, is the only year group to still see an increase in reset sanctions. 35/57 events (61%) of all events were down to just 13 students out the 35 students.
- Year 10, who were Year 9 last year, have seen a decrease in the number of reset sanctions this half term.

Priorities and Actions based on the identified data:

1. SLT links to discuss identified SEND students and review the suggested actions, providing a plan for the next two weeks with a clear review process to track impact.
 2. To decrease the number of missed detentions through reminders to staff to escort students to the detention hall room.
 3. All students on a total of 4 reset sanctions from last half term need to be subject to random lesson checks by HOY in the coming weeks through the analysis of subject concerns. Students who have been highlighted to HOYS need to be set appropriate targets with the relevant support and escalation support plan put in place as suggested. HOYS to work with TPL/ESI to advise HOYS on further support required for these students and any reasonable adjustments required.
- HOYS to liaise with teaching staff for subjects where SEND students are struggling and conduct lesson drops with HODS.
 - Continued daily QA of morning welcome and tutor time, with feedback on tutor time to HoY daily from SLT members to drive continual improvement at a quicker pace and establish the correct routines more quickly- To be regularly checked in HOY link meetings to identify areas for concern.
 - Amend the student voice Quiz based on the feedback on behaviour, safety and teaching from students ready for the end of Autumn 2
 - Implement 'moving lines' corridor expectations and ensure SLT is modelling this expectation to staff.
 - Re-launch character cards, looking at 'picking up litter' being an additional House Point with the aim to minimise litter around the school site.
 - Behaviour curriculum to include the WHY for 'home learning' **to increase understanding of the importance of additional home learning outside of lesson time.**

Suspensions:

Please provide an overview in the table below of suspensions for **Autumn term one 2023.**

	All Students	PP Students	SEND Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Number of Suspensions	75	42	23	0	7	19	25	24	0	0
% Of Cohort	4.5	12.1	10	0	2.5	6.6	8.8	8.3	0	0
Total Days	132	73	42	0	18.5	32.5	39	42	0	0
Suspension Rate	2.9	6.9	7	0	1.4	3.8	5.3	6.3	0	0
Permanent Exclusions	0	0	0	0	0	0	0	0	0	0

How does this compare to the same point last academic year?

- Suspensions are higher overall than at the same point last year (36% increase from 55 to 75) as are the number of days lost to suspensions (76% increase from 75 to 132 days)
- This trend is also replicated in suspensions for PP students which have increased from 30 to 42 (40% increase) as have the number of days lost to suspensions (100% increase from 36.5 to 73 days)
- Suspensions for SEND students have reduced from 31 to 23 (26%) most notably for EHCP students from 8 to only 3.
- In Autumn 1 2023, no suspensions were issued to Year 7 or 6th form students; an improving trend from the same point last year.

- The most notable comparative increases in year groups have taken place in current Year 9 (*where there is a new Head of Year in place*) and 11 compared to the same time last year.
- There has been an increase in the number of suspensions for persistent or general disruptive behaviour (from 26 to 60)
- There has been a significant reduction in the number of suspensions for: Drug and Alcohol (12 to 7) Damage (5 to 1) Use or threat of use of an offensive weapon or prohibited item (5 to 0)

Suspension analysis and commentary:

Although the comparison to suspension figures at the same point last year is high, it is important to note that the new Principal has set a high bar in terms of expectations about behaviour and culture and it is therefore not unusual to see a spike in suspensions following this crucial leadership change.

Suspensions therefore increased significantly in the Summer Term 2023 but what is important to see is significant reductions from Summer 2 to Autumn 1 as follows:

A reduction in the total number of suspensions from 88 to 74 (16%) and the number of days lost to suspensions from 162.5 to 130 days (20%)

- A reduction in the number of overall students suspended from 59 to 48 (19%) with a more significant reduction for female students suspended from 42 to 29 (31%)
- A reduction in suspensions for SEND students from 37.4% to 31.9%, only 3 suspensions for EHCP students.
- A reduction in suspensions for Year 7 into 8 (from 13 to 7) and Year 10 into 11 (from 36 to 24)

There was a significant spike in suspensions issued in Week 4 commencing 25th September 2023 (23 in total) compared to the next highest 12 suspensions in Week 6.

This was the week that Richard Tutt addressed staff for the first section of the Deliberate Practice session. There was also an increase in staff and student illness with Covid/flu being the main reason increasing from 4.21% to 6.67% from the previous week. This led to an increase in cover lessons and decrease in capacity for duties.

We also noted a growing trend in suspensions linked to the effectiveness of the triage processes and reset area. In this week, 10 suspensions were related to students refusing to enter reset and 2 failing the room once they were in there. It was also notable that our Reset Room Learning Support Assistant had several days absence this week.

There has been a significant reduction in weekly suspensions since we implemented the following from this point with just 5 suspensions issued week commencing 30th October 2023:

- New tracker and protocols for planned reset, providing training to SLT, Heads of Year and Student Support Officers about how to prepare students for their reset sanction and plan the reasonable adjustments they would need to be successful in this space.
- Separation of triage area from student services (those seeking urgent SEMH support)
- Implementation of new transition and corridor focus
- Implementation of orange communication slips to improve the quality of information about why students are removed from lessons to support Triage Lead
- Creation of WTD documents and training for the Behaviour Walk, Triage and Reset Room Leader roles to bring greater clarity to the role and ensure there are high expectations of student conduct in these areas.
- Widened the participation of staff in BASI meetings to also include: DSL; SENDCo; Bridge Lead; Inclusion Admin to facilitate stronger multi-disciplinary support for vulnerable students
- Implementation of the first half termly House Assembly and rewards for “Zero Heroes” with no behaviour points from Autumn 1.
- 11 students have received 3 suspensions – 3 students behaviour is being monitored through IAEs for external AP provision; 5 students are already on BSPs and 3 students are being placed on one this week.

Key areas to target in Autumn 1:

- PP students - the number of suspensions have increased this half term from 38 to 42
- SEND (K) students - the number of suspensions is not reducing at the same rate as EHCP students or other groups
- Boys - the number of suspensions are not reducing at the same rate as girls
- The number of suspensions for Year 9 into current Year 10 have increased

These target areas will be added to the new HOY actions spreadsheet with close QA from SLT line managers that advised strategies are being put into place.

Behaviour and Culture Analysis and Next Steps:

- SLT line management structure changed to include staff with greater pastoral experience and ensure closer QA of protocols
- Implementation of weekly automated data for HOY to include analysis of all key behaviour figures – lates, verbal warning, detentions, reset, suspensions and actions to be taken and tracked for impact.
- Close QA of behaviour escalation process and students placed on appropriate reports
- Creation of WTDs for all aspects of pastoral middle leadership and training with all HOY about how to use these effectively and consistently
- Creation of provision map for behaviour interventions to support reintegration and report meetings
- Organisation of termly rewards trips which includes incentives for both behaviour and attendance.
- To improve the quality of work completed in the reset room

Attendance

Whole School Attendance

	Attendance Target	This time last year (Autumn 22)	Summer 2 2023	Year to date: End of Autumn term one
Whole School	94%	93.1%	91.5%	92%
Individual Student	96%	-	-	-
Pupil Premium	90%	88.5%	85.9%	86.7%
SEND	90%	90.1%	86.8%	86.5%
Maximum % of pupils who are PA:	15%	18.5%	27.2%	25.9%
% of PP pupils who are PA:	20%	29.6%	42.0%	41.4%
% of SEND pupils who are PA	23%	24.9%	32.3%	36.6%

Please also provide details of:

- the attendance for students at AP

	This time last year (Autumn 22)	Summer 2 2023	Autumn 1 2023
Whole School	51%	49.7%	42.9%
Pupil Premium	63.6%	55%	46.6%
SEND	80%	57.4%	45%
Maximum % of pupils who are PA:	78.9%	100%	97.2%
% of PP pupils who are PA:	63.6%	100%	94.1%

% of SEND pupils who are PA:	80%	100%	100%
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- the number of students moving off roll to EHE

During Autumn 1, we removed 5 students from roll following EHE applications. One of these students has since returned to Longsands.

Attendance for Year 11: Class of 2024

	Key Attendance Target	This time last year (Autumn 1 2022) Year 11	Summer 2 2023 (Year 10)	Year to date: End of Autumn term one
Whole School	94%	90.4%	90.9%	90.3%
Individual Student	96%	-	-	-
Pupil Premium	90%	85.5%	85%	82.4%
SEND	90%	84.2%	88.3%	85.4%
Maximum % of pupils who are PA:	15%	24.4%	26.2%	27.4%
% of PP pupils who are PA:	20%	32.3%	42.6%	50.8%
% of SEND pupils who are PA:	23%	32.5%	33.3%	42.0%

Overall Impact:

- Overall attendance in line with the regional average so far this academic year and has improved since Summer 23 from 91.2% to 91.8% this half term.
- Attendance of looked after children is 100%
- PP attendance has improved from 85.9% to 86.7% and PA reduced from 43.4% to 42.4%
- Overall attendance of current Year 10, EAL, LAC, PP, FSM, Male and Female students has improved this half term

Attendance Improvement Plan

Objective	Key Actions	Update and summary of impact to date
To raise the profile of attendance within the school so that it becomes 'everyone's responsibility'	<ul style="list-style-type: none"> September CPD for all staff led by Attendance Manager Attendance focus embedded in tutor time through interform attendance competition MCAS messages sent to remind parents about term dates 	89% staff found attendance session useful/very useful
To create an effective rewards strategy that focuses on what students' value	<ul style="list-style-type: none"> New Perfect Week and Perfect Half Term (Zero Heroes) Rewards launched New Half Term interform competition for highest attendance/fewest lates launched Planning for termly attendance rewards trip in Autumn 2 Celebration of success assemblies include attendance focus 	<p>4245 (Average 2.52 per student) have been issued for Perfect Weeks since the beginning of the year (Year 7 represent 33% of the data)</p> <p>439 students awarded Perfect Half Term.</p>
To ensure that there is a clear and distributed leadership structure for improving attendance	<ul style="list-style-type: none"> LPH has reviewed roles of Attendance Manager, Attendance Officer, HOY and SENDCo in raising attendance to ensure there is a closer strategic focus New Behaviour Walk WTD includes focus on checking registers have been completed New missed and inaccurate register escalation process has been introduced 	<p>Daily emails have been sent to staff with missing or inaccurate registers since w/c16th Oct.</p> <p>4 staff have escalated to Stage 2 warnings with HOD.</p>
To ensure high quality training is in place for all staff leading attendance	<ul style="list-style-type: none"> Attendance Manager has attended local hub meeting EHA training booked for pastoral/inclusion team 24th November inset day to improve capacity for Early Help Intervention 	
To improve student punctuality to school and lessons "Every Minute Matters"	<ul style="list-style-type: none"> Attendance team re-deployed to support morning late gate duty to monitor trends/repeat concerns New corridor/transition focus launched to improve punctuality to lessons (staff training, student tutor time curriculum about expectations and practice sessions to model expectations) Punctuality report and/or targets for students regularly causing concern Monitoring of student attendance to detentions for these sanctions 	<p>Significant reduction in lateness to the academy and to lessons compared to last year from 3.3% to 1.8% by 45% (reduced further from 2.2% in Summer 2).</p> <p>Key year groups that have improved in terms of lateness (Year 7, Year 9 and Year 10)</p>

To reduce the number of PA students	<ul style="list-style-type: none"> Weekly BASI meetings now include SENDCo, DSL and Bridge Lead to widen multi-disciplinary support Allocation of key worker for any PA student Increased number of students on PTTs as a reintegration to school strategy Continued close monitoring of intervention letters (in line with policy) 	<p>PA has reduced overall from 27.8% to 25.9% and for the following groups – Males and PP students.</p> <p>14 Penalty Notices have been issued for absences in Autumn 1 for term-time holidays.</p> <p>398 Stage 1 and 1 Stage 2 absence letters have been issued.</p>
To improve transition work in order to improve attendance - Year 6 into 7 and Year 11-12	<ul style="list-style-type: none"> Initial RAG of Year 6 attendance figures from transition used to support Year 7 students when they started. Transition day presentation included importance of strong attendance 	<p>Year 7 attendance is particularly strong at 96% showing the positive impact of attendance transition focus in Summer Term</p>

Attendance Next Steps:

- We are going to add a section for improving the attendance for students at Alternative Provision.
- SLT Attendance lead to join Year 11 attendance meetings to strengthen accountability for actions that have been requested.
- Launch of Year 11 Passport to Prom with attendance incentives
- SEND overall attendance (is static) PA has increased this half term
- Improve Year 11 (*at all key measures*)
- Improve AP attendance (*at all key measures*)
- Improve Punctuality to lessons (Years 8 and 11)
- Improving attendance to punctuality sanctions
- Development of key worker support for any PA student
- Development of Attendance Manager meetings with HOY to maximise impact (these will now include explicit focus on PP and SEND students)

SEF and ADP Update

SEF Update:

Please provide a summary below of any changes/developments to how you are currently self-evaluating your school.

Key Judgement	Previous SEF Grade	Current SEF Grade	Progress Made
Overall Effectiveness	Good	Good	
Quality of Education	Good	Good	
Behaviour and Attitudes	Good	Good	
Personal Development	Good	Good	
Leadership and Management	Good	Good	
Sixth Form	Good	Good	

ADP Update:

Please provide a summary below of the progress you have made towards key objectives and outcomes.

RAG rate each objective as follows:

Red: Not yet started; little or no progress made

Amber: Some progress made towards objective.

Green: Objective achieved; evidence of impact

Quality of Education			
Objective	Key Actions	RAG	Update of Progress Made
QE1: Ensure high levels of attainment and progress for all students in Year 11 and Year 13; identify underachievement and address needs promptly.	<ul style="list-style-type: none"> Increased focus on Y11 & Y13 attainment within subject areas Launch Y11 RAG meetings Ensure effective intervention sessions in PM tutor time Internal KS5 data collection to support Academic Mentoring Y13 Academic Mentoring Programme launched. Implementation of Fluency framework: retrieval do nows; regular knowledge quizzes in lessons, self-quizzing homework. 		<ul style="list-style-type: none"> Uplift in all Y11 key measures in PR1 compared to end of Year 10 with significant improvements being forecast for summer 24 Two rounds of RAG meetings completed successfully with clear interventions and next steps
QE2: Create a consistently high-quality education provision that is fully inclusive and responsively meets the needs of all learners.	<ul style="list-style-type: none"> Ensure we have inclusive classrooms which reduce cognitive load, communicate expectations, and facilitate learning Address underperformance in a supportive way Ensure that all classrooms are fully equipped Ensure that home learning supports fluency in a knowledge-rich curriculum through self-quizzing and the implementation of carousel learning. Increase lesson drops to quality assure teaching and learning. 		<ul style="list-style-type: none"> Adaptive teaching CPD delivered in Sept 23: scaffolding, modelling, checking understanding and means of participation- 75% of staff found it either useful or very useful. 10% teaching staff at Longsands are on light touch support plans for a, behaviour and culture or teaching and learning concerns. All classrooms are equipped with standing desks, visualisers and full set of MWBs. Visual distractions have been removed and there is clear signs reinforcing expectations. Introduction to Carousel learning training attended. To be launched in Aut II. Home learning: to be used for retrieval & self-quizzing as indicated in new <i>Home learning policy</i> October 2023. Checked as part of SLT line management. Quality Assurance – Behaviour walks/lesson drop ins conducted daily by SLT and central team. <ul style="list-style-type: none"> Key strengths: 92% staff on threshold, increased used of MWB since deliberate practice. Areas to develop: further embedding means of participation (MOP) strategies, improved consistency in exit routines and feedback.
QE3: Improve reading, writing and oracy across the curriculum, recognising that these are foundational for learning and progress.	<p>All students in Years 7 -9 have undertaken a NGRT test to establish current reading age, which is used to identify students for fix-it and fresh start interventions.</p> <p>Astrea Reads launched in Sept 23 for Years 7-10. CPD delivered in June & Sept 23 with reading carousel, teacher guides and audio books to support the implementation.</p>		<p>28 students are receiving Fresh Start support in Year 7-8 and 73 pupils have been identified for Fix it Intervention in Years 7-9</p> <p>100% tutor groups have daily reading sessions. There are some issues of consistency around the ruler reading with books flat on the desk. SSH & HoY continue to quality assure the tutor time. Year 10 students have</p>

	<p>Reading rulers purchased and distributed Oct 23.</p> <p>SParx reader launched in Sept 24 for Years 7-9</p>		<p>been consulted about preferred texts to read. Stakeholder voice is currently underway.</p> <p>90% students have been onboarded and can access Sparx reader. 44% have 100% completion rate with 38% have 50% or less completion rate. We are currently placed 31st in the national tables. CCU is co-creating a Sparx improvement plan with HoDs Maths/English.</p>
QE4: Enhance the professional development of teachers through deliberate practice, intellectual preparation and instructional coaching	This has not been a focus this term.		
Behaviour and Attitudes			
Objective	Key Actions	RAG	Update of Progress Made
BA1: Further improve the positive culture of consistently high expectations through the implementation of core routines & systems so behaviour & attitudes inside & outside lessons are consistently exceptional.	<p>Clear onboarding and reboot sessions that support the weekly delivery of the behaviour curriculum.</p> <p>Behaviour curriculum embedded into tutor weekly programme and is responsive each half term to whole school needs.</p> <p>Focus on corridors, transitions and toilets and implementation of walking on the left hand side in single file with pace and purpose.</p> <p>Implementation of the suspension reduction plan to reduce lost learning through suspension whilst maintaining high expectations.</p>		<p>5 Onboarding sessions completed at the start of the Academic Year focused on Core Routines. 96% of students understood the core routines and 71% stated that the sessions were helpful. 80% of staff on the staff feedback survey stated the onboarding sessions were useful for students.</p> <p>Onboarding Knowledge is Power Quiz was completed for each year group to demonstrate their understand of the core routines. Students averaged a score of 14/20.</p> <p>Only 6.8% of students understand signal, pause and insist, therefore, more work needs to be completed in Autumn 2 to further develop this area.</p> <p>In Aut I Total suspension incidents reduced by 16%, with a 20% reduction in number of days lost. 19% reduction in number of students suspended with a 31% decrease in female students receiving suspensions. 6% decrease in the number of SEND students receiving suspensions. No Year 7 students have been suspended.</p>
BA2: Continue to support a positive, respectful	Launch of It Stops Now campaign with assemblies on Sexual Harassment delivered by national PD lead.		88% of students said they felt safe at school.

environment in which bullying is not tolerated and students are confident in reporting any incidents of unkindness.	<p>Safeguarding survey of students undertaken.</p> <p>Introduction of a new approach to recording alleged bullying incidents and tracking systems.</p> <p>Increased focus on how to report a concern in a safeguarding assembly with reminders each week in the student weekly bulletin.</p>		<p>98% of students reported that they understood the need to be positive and respectful when interacting with others.</p> <p>After launch of <i>It Stops Now</i>, 95% of students said would report it if someone was using sexist or sexualised behaviours. Positive response on understanding what sexual harassment is.</p> <p>Only 55% of students in the Aut I Quiz accurately provided the definition of Bullying, this is an increased focus in Aut II especially with anti-bullying week.</p> <p>Increasing number of bullying incidents reported which suggests effectiveness of the increased focus: 10 reports of bullying with cyber bullying (1). 20% were identified as bullying whilst 80% did not but were recorded for future reference.</p> <p>Positive staff voice regarding the new alleged bullying log and the protocols, with increased consistency of approach.</p> <p>83% of students know how to report a concern to us and 82% of students report that they feel confident reporting a concern to us.</p>
BA3: Further embed the praise and reward systems to celebrate student effort and achievement and create a culture where students are proud of their successes.	<p>Raise the Praise (new rewards and recognition) CPD delivered to staff in September with a maintained focus on issuing house points.</p> <p>There has been a push on the recognition of vulnerable groups first.</p> <p>Half-termly review of rewards incorporated into the behaviour curriculum.</p> <p>Launch of House Assemblies & League Cup: 100% attendance, knowledge is power, league cup and individual successes.</p>		<p>2.98 times as many positive points have been issued in Aut I at the same point in 22/23, at 44, 277 house points. 137 golden tickets issued, worth 5 positive points each, for exceptional behaviour.</p> <p>PP and SEND students have receive more positive points than Non PP/SEND students</p> <p>Staff and student voice very positive on House Assemblies.</p>
BA4: Supporting students in further developing mental health strategies to promote tenacity and wellbeing	<p>Well-being mapped as part of the PD curriculum.</p> <p>Mental health focus in Y8-11 Welcome Evenings in Sept 23.</p> <p>Mental Health Awareness Assembly and weekly bulletin raises awareness for students on where to access support.</p>		<p>Parent/carers were particularly favorable to the mental health elements in the Welcome Evenings.</p> <p>83% of student felt they knew where to get support for wellbeing and mental health from in recent student voice feedback.</p> <p>40% increase in messages being sent to the email address.</p>

	<p>Positive uptake from the House Council- 16 students who have begun plans for well-being room and are part of the well-being group.</p> <p>ItStopsNow email address added to the tellus email address in response to some students feeling that the latter feels like 'telling tales'.</p>		
BA5: Maintain high expectations around attendance and punctuality.	<p>Attendance transition focus launched in Sum II to intervene early with students who have had poor attendance in primary school.</p> <p>Attendance Manager delivered a CPD session to all staff in Sept 23 outlining how staff at all levels can have a positive impact on attendance.</p> <p>Regular better structured meetings with Heads of Year, PP Coordinator, Head of Sixth Form, SENDCo.</p> <p>Clear and coherent rewards approach for students who have excellent attendance as well as those who improve their attendance.</p> <p>The attendance team have been deployed to be present at the gate to challenge any students late to the academy.</p> <p>Focus on lateness to lesson by teachers and also in relation to the corridor transition.</p>		<p>Overall attendance in line with the regional average so far this academic year and has improved since Summer 23 from 91.2% to 91.8% this half term.</p> <p>PA has reduced overall from 27.8% to 25.9% and for the following groups – Males and PP students.</p> <p>Year 7 attendance is particularly strong at 96% showing the positive impact of attendance transition focus in Summer Term</p> <p>Attendance of looked after children is 100%</p> <p>4245 (Average 2.52 per student) have been issued for Perfect Weeks since the beginning of the year (Year 7 represent 33% of the data)</p> <p>PP attendance has improved from 85.9% to 86.7% and PA reduced from 43.4% to 42.4%</p> <p>Overall attendance of current Year 10, EAL, LAC, PP, FSM, Male and Female students has improved.</p> <p>There has been a significant reduction in lateness to the academy and to lessons compared to last year from 3.3% to 1.8% by 45% (reduced further from 2.2% in Summer II).</p> <p>Key year groups that have improved in terms of lateness (Year 7, Year 9 and Year 10)</p>
Personal Development			
Objective	Key Actions	RAG	Update of Progress Made
PD1: Continue to develop a robust PD curriculum in Years 7-13 that responds to the needs of the year groups and provides a coherent and well-resourced CEIAG programme.	<p>PD Staff were provided with CPD in Sept 23 regarding the new delivery of PD. There have been additional opportunities to meet with the PD teachers as a team.</p> <p>Curriculum map for KS5 completed and embedded within the Sixth form tutor time. Students now receive regular PD</p>		<p>Positive feedback provided from staff with regards to support given for the new delivery method.</p> <p>QA has shown a better quality of delivery in am tutor times.</p>

	<p>sessions linking to the three strands within personal development.</p> <p>Assessments have been created as part of the booklets, marks recorded on BROMCom. Impact to be analysed after half term</p>		<p>Autumn 1 quiz provided an insight into the students understanding of FBV and PC.</p> <p>90% of students could identify the protected characteristics and 87% could identify the Fundamental British values.</p>
<p>PD2: Provide parents and carers with meaningful opportunities to develop their understanding of how to support students' personal development</p>	<p>The PD Curriculum links to tutor time programme, assembly programme, and Behaviour Curriculum creating a coherent approach to support students' personal development</p> <p>PD curriculum and all resources are available on the website for parent/carers awareness.</p> <p>Welcome evenings are organized for all year groups in September.</p>		<p>Good levels of attendance at Welcome Evenings (Y8 – 82 parents, Y9 – 93 parents, Y10 – 111 Parents, Y11 – 115 parents) NB no previous data to compare with.</p> <p>70% of parents who attended the Welcome Evening said they would recommend them.</p> <p>Highlights were: meeting staff, understanding rationale behind routines etc., PD curriculum, focus on mental health and support for next steps which were different for each year group.</p> <p>AFI: more specific revision materials and strategies, opportunities for questions, handouts, recording event for website</p>
<p>PD3: Nurture, develop, and stretch students' interests through enrichment, student voice, student leadership opportunities and the house system.</p>	<p>House System (re)launched in Assemblies for September 2023 with a focus on the House Council and with an AP responsible for each house.</p> <p>House Council members acknowledged and congratulated in House Assembly and in student weekly bulletin to raise the profile.</p> <p>House council meetings, chaired by Heads of House, set up on a fortnightly basis to identify concerns, discuss solutions and arrange events. Positive response from students regarding the regular opportunities for student voice.</p> <p>Agenda created for House Council in SLT team for editing by all APs.</p>		<p>115 House Council applications resulting in an interview process to obtain role. We now have on average 24 students representing each house across Years 7-13.</p> <p>24 house competitions mapped across the year from all departments in the school – 4 of which have ran across the AT1. Winners shared on social media, PWB and SWB.</p> <p>Over 300 positive points awarded through Maths house competition and further 20 from MFL competition.</p> <p>Over 8,000 positive points for all five houses, with only 463 separating top and bottom place. Competition in house assemblies to drive push for positive points,</p>
<p>PD4: Celebrate a culture which values diversity, promoting excellent relationships between all stakeholders.</p>	<p>Parent/carers were consulted on focus for Parent Information Evenings and Parent/Carer Forum meetings.</p> <p>Parent Forum I to focus on parent engagement and launch of PTA.</p>		<p>Suggestions for future Parent/Carer Forum meetings: rationale for curriculum decisions (12), discussions about positive relationships & behaviour policy (8), enrichment opportunities (5), Study skills (8), wellbeing (5)</p> <p>Parent Information Evenings (PIE) are: Mental Health Support (34), Safe online (32), Study Skills (38), Drugs, Alcohol & Vaping (10)</p>

Leadership and Management			
Objective	Key Actions	RAG	Update of Progress Made
LM1: Supporting leaders to develop further strategic leadership and ensure commitment from all staff.	<p>Centralised Line management agendas have been produced a half term in advance with the opportunity to add AOBs in response to emerging concerns.</p> <p>Staff Survey has been produced and analysed and forms the basis of the new staff wellbeing meetings.</p> <p>An extensive programme of What to Dos (WTD) have been produced and staff voice has been very positive.</p> <p>Every Friday there is a safeguarding/SEND briefing.</p> <p>Introduction of a monthly Extended Leadership team meeting.</p> <p>Regular SLT CPD provided for SLT</p>		<p>Increased consistency of messaging as the agendas are discussed at SLT in advance.</p> <p>Staff voice very positive about the Friday briefings, increased consistency evident safeguarding reporting.</p>
LM2: Deliver a talent management programme which supports aspirant leaders and facilitates succession planning.	<p>Significant recruitment process to add more capacity at SLT.</p> <p>Some key staff have resigned late, resulting in unfilled roles.</p> <p>All appraisals have been completed and targets set for 23-24.</p> <p>High levels of staff satisfaction and desire to remain at the school</p>		<p>More capacity in SLT from Jan 24.</p> <p>Unable to recruit for Jan 24 in some key middle leadership positions.</p>
LM3: Further support staff wellbeing through the development of a workload charter and enhanced opportunities for staff engagement	<p>Completed the Keele annual survey for teaching and support staff</p> <p>Training on workplace stress surveys and supporting staff through absence management completed on 5.9.23. Ongoing support through Ops Team.</p>		<p>Staff surveys identifies low staff morale, wellbeing group to be launched later this half term and led by SSH.</p>
LM4: Secure an ambitious, financially viable sixth form curriculum model, which serves the local community.	<p>Sixth Form Open Evening took place.</p> <p>Recruitment is ongoing, deadline for applications in Jan 24.</p>		<p>Positive feedback from prospective students about Open Evening, particular highlights were the talks and the live lessons/seminars.</p>

Review of Catch Up and Intervention Programmes

Fresh Start

Using the NGRT results 48 students in year 7 were identified as needing to be assessed for Fresh Start.

Fresh Start was suitable for 12 (25%) of those students, all of whom have been having sessions.

The remaining 75% of students identified are on the waiting list for Fix-It Reading. Once there is availability these students will have 4 lessons a week for 3 weeks completing the Fix-It Reading course.

In whatever format you find easiest, please provide a summary of the intervention and catch-up programmes taking place in your academy. Please include:

- Fresh Start
- Any other programmes used within the school such as Corrective Maths and My Tutor.

HR, Operations and Site Update

Include updates in this section on:

- **HR and Staffing (include details of new appointments, leavers and vacancies)**

The school has recent appointed a DSL starting 06/11/23

The school has appointed an Alternative provision manager due to start 27/11/23

2 new Assistant Principals have been appointed and are due to start in Jan 2024. The onboarding recruitment process has started.

The school has vacancies for Girls PE Teacher, Teacher of Geography, Teacher of Psychology, Teacher of Media, Teacher of History & Politics, Teacher of RE/PSHE, Admin Assistant and a caretaker

- **Staff Attendance**

There has been an exceptionally large amount of sickness in school in the first half term. A few comprise of long term sicknesses and bouts of COVID and general seasonal colds and flu.

The school has had 83 individual cases of absence since September.

- **Site maintenance/improvements and any site works projects**

Site is having its internal RAAC inspection on the weekend of the 11th/12th November, report will follow once the inspection has been completed

The school is due a H&S audit in December to be completed by Dave Scott-Hepburn

All compliance is in hand and all remedial works are being undertaken. The school has 0 red markers for compliance.

Awaiting a quote for open toilets in F Block

The school has had a quote to replace all tube lighting in the school to LED

Number on Roll Update & Projections for September 2024

Please provide updates below of current NOR.

Current NOR

PAN:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total NOR
October 2023 Census	300	285	290	284	287	128	97	1671
4th September 2023	300	279	289	282	289	115	97	1651
July 2023	282	293	287	291	106	97	6	1362
January 2023	283	292	287	286	272	102	168	1690
October 22 Census	278	293	288	282	272	106	172	1691
1st September 22	279	293	288	283	272	92	173	1680
October 21 Census	291	288	282	277	265	186	150	1739

September 2024 intake

Intake	PAN	Total applications	1 st choice	2 nd choice	3 rd choice
Sept 2024	290	324	245	96	24
Sept 2023	290	368	275	68	25

Leavers and Joiners:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
Leavers in autumn term 1 2023	0	6	3	3	3	6	1	22
Leavers in autumn term 1 2022	2	1	3	1	1	3	3	14
Joiners in autumn term 1 2023	0	8	2	5	1	0	0	16
Joiners in autumn term 1 2022	4	6	4	6	2	0	0	22

Elective Home Education:

	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
EHE Autumn term 1 2023	0	1	0	1	2	0	0	4
EHE Autumn term 1 2022	0	1	1	0	0	2	0	4

EHE End of Year 2022-23	3	1	7	1	0	2	0	14
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Analysis and Commentary:

- At the point of the October 2023 census, the academy is at PAN in Year 7 (compared to 278 the year before).
- There are 20 fewer students on roll overall than at the same point last year; this is largely due to the significantly reduced numbers in the 6th form (which have reduced from 278 in Oct 22 to 225 in Oct 23).
- There has been an increase (50%) in the number of leavers in Autumn Term 1 compared to the same point last year; this is most notable in Years 8 and 12.
- There has also been a decrease (38%) in the number of joiners in Autumn Term 1 compared to the same point last year; this is most notable in Year 7 where we started the year at PAN and therefore weren't able to accept any further admissions.
- We have received 4 applications for EHE in Autumn 1; this is exactly the same as this point last year.

Any Other Academy Matters

You may wish to include information in this section such as:

Enrichment Programme and Activities

The below link shares this term's enrichment activities on offer, as found on the website:

[Enrichment Programme Autumn 2023.docx](#)

The Brilliant Club

The Brilliant club starts on Friday 3rd November, with 14 students, 12 of which are PP. A PHD student will be coming in and working with them across this half term, with the aim for them being to produce a 2,000-word essay on *"Unravelling the Science of Communication- A Journey into the Art of Sharing Research"*. If they successfully complete this project, they will get to "graduate" at university. It is a fantastic opportunity to increase cultural capital, extend their learning beyond the curriculum and celebrate them.

House Assemblies

We are already looking to see how we can make the next set of house assemblies bigger, better and more celebratory. There is a focus on including the sixth form more, and having students from the house councils run aspects of these. Student voice through house council will provide feedback on the first assemblies, and what they would like to see going forwards. The first round of assemblies were extremely positive and a wonderful way to finish the half term.

House Competitions AT2

English Christmas themed writing competition

DT re-design competition, using yule logs.

Social Sciences – Design a Christmas present.

Art competitions that will be key stage based.

- Community Engagement and Events
- Attendance and updates at Parental Events
- Any other contextual matters/news/information

Appendix 1: Year 11 outcomes (PR1 – Oct 2023)

Table: progress over time compared to targets

Indicator (Targets)	2024 Cohort Y10 MOCKS	PR3 (July 23)	PR1 (Oct 23)
Total no. of Students in the Cohort	290	290	288
KS2 Prior	104.5	104.5	104.5
Attainment 8 (56.5)	40.79	49.76	49.73
Progress 8 (0.53)	-0.92	-0.02	0.32
English Progress (0.23)	-0.67	-0.04	0.17
Maths Progress (0.51)	-1.01	0.14	0.38
EBACC Progress (0.78)	-0.68	0.22	0.65
Open Progress (0.50)	-1.29	-0.39	0.06
Students Achieving 9-5 in English and Maths (59%)	35.9%	55.2%	54.2%
Students Achieving 9-5 in English (Best of) (74.5%)	52.8%	68%	63.9%
Students Achieving 9-5 in Maths (60.3%)	43.4%	61%	61.5%
Students Achieving 9-4 in English and Maths (89.7%)	57.2%	78.6%	76.7%
Students Achieving 9-4 in English (Best of) (92.8%)	70.7%	89.6%	87.8%
Students Achieving 9-4 in Maths (90%)	61.0%	80.3%	79.5%
Students Achieving 9-7 in English and Maths (16.6%)	4.1%	12.1%	12.8%
Students Achieving 9-7 in English (Best of) (22.1%)	17.9%	22.4%	22.9%
Students Achieving 9-7 in Maths (25.9%)	5.9%	25.2%	23.6%
Students entered for the E-BACC (64.5%)	61.4%	62.1%	62.5%
Students Achieving the E-BACC (4+) (63.8%)	25.5%	45.2%	48.6%

Students Achieving the E-BACC (5+) (49.7%)	11.4%	26.9%	33.3%
E-BACC APS (5.07)	3.80	4.70	4.73

PR1 forecasts by Subject Area (Oct 23):

Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index	
Art (Fine)	0.0	4.7	18.6	48.8	69.8	86.0	90.7	90.7	90.7	90.7	90.7	100.0	100.0	43	5 =	5.00	-0.29	-0.36	
Art (Photography)	0.0	0.0	10.5	26.3	73.7	84.2	100.0	100.0	100.0	100.0	100.0	100.0	100.0	19	5 =	4.95	0.74	0.43	
Business Studies	0.0	5.3	18.4	26.3	44.7	71.1	81.6	94.7	100.0	100.0	100.0	100.0	100.0	38	4+	4.42	-0.19	0.46	
Computer Science	1.8	17.9	32.1	51.8	67.9	80.4	91.1	98.2	98.2	100.0	100.0	100.0	100.0	56	5+	5.39	0.01	1.31	
Drama	11.1	11.1	11.1	33.3	66.7	88.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0	9	5+	5.22	0.32	1.06	
English Language	2.5	8.2	22.1	43.8	64.8	89.0	96.4	98.2	98.2	98.2	98.2	100.0	100.0	281	5+	5.23	0.19	0.58	
English Literature	0.7	2.8	12.8	32.7	54.8	85.1	94.7	97.9	97.9	97.9	98.2	100.0	100.0	281	5-	4.79	-0.25	0.16	
Food & Nutrition	0.0	0.0	5.6	22.2	36.1	58.3	80.6	86.1	86.1	86.1	86.1	100.0	100.0	36	4-	3.75	-0.30	-0.40	
Geography	2.3	6.9	25.3	50.6	71.3	89.7	94.3	97.7	97.7	97.7	97.7	100.0	100.0	87	5+	5.36	0.41	1.12	
History	4.1	10.8	22.2	43.8	68.0	85.1	92.3	94.8	97.4	99.5	99.5	100.0	100.0	194	5+	5.19	0.05	0.82	
Latin	16.7	44.4	66.7	83.3	94.4	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	18	7=	7.06	0.09	1.15	
Mathematics	1.4	8.2	24.2	42.7	63.0	81.5	91.1	96.8	98.2	98.2	98.2	100.0	100.0	281	5=	5.07	0.03	0.47	
Media Studies	0.0	0.0	15.4	34.6	61.5	80.8	96.2	96.2	96.2	96.2	96.2	100.0	100.0	26	5-	4.81	0.71	0.89	
MFL French	0.0	2.7	15.0	34.7	58.5	83.7	96.6	96.6	96.6	98.6	98.6	100.0	100.0	147	5=	4.84	-0.53	0.41	
MFL German	0.0	0.0	14.3	66.7	95.2	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	21	6-	5.76	-0.10	1.22	
Music	11.1	27.8	50.0	77.8	88.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	18	7-	6.56	0.82	1.63	
PE	0.0	16.7	26.2	45.2	69.0	83.3	95.2	100.0	100.0	100.0	100.0	100.0	100.0	42	5+	5.36	0.27	1.02	
Product Design	0.0	2.5	5.0	32.5	55.0	95.0	97.5	97.5	97.5	97.5	97.5	100.0	100.0	40	5-	4.83	-0.13	0.28	
Science Biology	5.4	19.6	43.5	80.4	98.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	92	7-	6.48	-0.03	0.25	
Science Chemistry	6.5	22.8	53.3	87.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	92	7-	6.70	0.19	0.52	
Science Physics	6.5	26.1	58.7	81.5	95.7	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	92	7-	6.68	0.17	0.48	
Summary	2.5	9.6	24.8	47.3	68.1	87.0	94.7	97.3	97.9	98.3	98.4	100.0	100.0	1913	5+	5.29	0.01	0.52	

9-1 GCSE Double (Att8 Points)

Name	9 %	9 - 8 %	9 - 7 %	9 - 6 %	9 - 5 %	9 - 4 %	9 - 3 %	9 - 2 %	9 - 1 %	9 - U %	9 - X %	9 - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Science Combined	0.0	0.0	4.8	13.8	37.6	71.2	94.7	97.4	97.9	97.9	97.9	100.0	100.0	378	44+	4.17	-0.16	0.36
Summary	0.0	0.0	4.8	13.8	37.6	71.2	94.7	97.4	97.9	97.9	97.9	100.0	100.0	378	44+	4.17	-0.16	0.36

Cambridge National L1/L2 (Att8 Points)

Name	D* %	D* - D %	D* - M %	D* - P %	D* - L1D %	D* - L1M %	D* - L1P %	D* - U %	D* - F %	D* - X %	D* - Abs %	Other	Total Grades	Average Grade	Average Points	Residual	Subject Progress Index
Child Development	3.8	26.9	57.7	84.6	92.3	92.3	92.3	92.3	92.3	92.3	100.0	100.0	26	P	4.94	0.34	0.16
Construction L1/2	0.0	0.0	7.1	50.0	92.9	100.0	100.0	100.0	100.0	100.0	100.0	100.0	14	P	3.54	0.22	0.44
Sport L1/2	0.0	11.1	77.8	77.8	77.8	77.8	77.8	88.9	88.9	88.9	100.0	100.0	9	P	4.44	0.44	-0.46
Summary	2.0	16.3	46.9	73.5	89.8	91.8	91.8	93.9	93.9	93.9	100.0	100.0	49	P	4.45	0.32	0.13

Appendix 2: Year 13 outcomes (PR1 – Oct 2023)

	Final Exams	Y12 Mocks	Year 12 mocks	PR3	PR1
Indicator (Targets)	2018/19	2022/23	May 2023	June 2023	Oct 2023
L3 Overall Average Points per Entry (43.05)	28.96	32.25	29.27	34.77	37.12
L3 Overall Average Grade (B+)	C=	C+	C=	C+	B-
L3 Overall VA (0.58)	-0.11	-0.51	-0.80	-0.26	-0.09
Students Included in AAB (78)	80	87	76	76	71
Students Achieving AAB Including 2 Facilitating (%) (19.5%)	6.3%	18.4%	7.9%	15.8%	16.9%
Students Achieving AAB Including 3 Facilitating (%) (11.7%)	5.0%	9.2%	5.3%	7.9%	8.5%
3 Alevels A*-C (100%)	28.2%	40.1%	61.8%	70%	54%
3 Alevels A*-E (100%)	60.6%	82.1%	90.8%	95%	80.2%
A*-A Pass Rate (29.4%)	13%	22.9%	17.6%	25.4%	28.7%
A* - B Pass Rate (86.7%)	31.6%	43.2%	37.6%	52.2%	58.2%
A* - C Pass Rate (100%)	62.8%	69.4%	58.4%	78.7%	84.9%
A* - D Pass Rate (100%)	89.8%	84.5%	76.8%	90.1%	97.2%
A* - E Pass Rate (100%)	94.0%	98.7%	90%	98.2%	99%
No of U grades (0)	7	5	25	5	1

Name	Total Grades	Average Pts Per Entry	Average Grade	VA	Residual	Avg EAP Diff (Whole)	Avg EAP Diff (Sub)	On/Above Track %	Above Track %	On T
^v	^v	^v	^v	^v	^v	^v	^v	^v	^v	
Art (Fine)	3	33.33	C+	-0.72	-0.56	-0.7	-0.7	33.3 %	0.0 %	
Art (Photography)	1	20.00	D=	-1.85	-3.33	-2.0	-2.0	0.0 %	0.0 %	
Business Studies	12	35.83	B-	-0.30	0.35	-0.8	-0.8	33.3 %	8.3 %	
Classical Civilisation	9	37.78	B-	-0.01	-1.30	-0.3	-0.3	55.6 %	11.1 %	
Computing Double	5	44.00	Dist*-	0.43	3.17	-0.6	-0.6	40.0 %	0.0 %	
Economics	4	35.00	B-	0.34	1.67	-0.3	-0.3	50.0 %	25.0 %	
English Lan/Lit	7	38.57	B=	0.10	-0.48	-0.3	-0.3	57.1 %	14.3 %	
English Literature	5	50.00	A=	0.41	4.00	0.0	0.0	60.0 %	40.0 %	
Film Studies	11	36.36	B-	-0.17	4.85	-0.2	-0.2	81.8 %	9.1 %	
Geography	13	36.92	B-	0.24	2.56	-0.2	-0.2	61.5 %	23.1 %	
Geology	4	47.50	A-	1.00	4.17	0.8	0.8	100.0 %	75.0 %	
H&SC	5	41.00	Dist+	0.56	6.67	0.0	0.0	80.0 %	20.0 %	
History	6	38.33	B-	-0.01	0.28	-0.5	-0.5	66.7 %	0.0 %	
Maths	19	35.79	B-	-0.69	-4.74	-1.4	-1.4	21.1 %	5.3 %	
Maths (Further)	2	60.00	A*=	0.80	0.00	0.0	0.0	100.0 %	0.0 %	1
Media Studies	2	40.00	B=	0.31	3.33	0.0	0.0	100.0 %	0.0 %	1
MFL French	4	32.50	C+	-0.60	-5.00	-1.3	-1.3	25.0 %	25.0 %	
Music Technology	4	40.00	B=	0.27	-5.00	-0.5	-0.5	75.0 %	0.0 %	
PE	12	35.00	B-	-0.41	0.83	-0.8	-0.8	25.0 %	0.0 %	
Psychology	32	33.13	C+	-0.22	-1.93	-0.7	-0.7	37.5 %	9.4 %	
RE	5	32.00	C+	-0.61	-4.67	-0.8	-0.8	20.0 %	0.0 %	
Science Biology	25	36.80	B-	-0.36	-3.33	-1.3	-1.3	20.0 %	8.0 %	
Science Chemistry	19	38.95	B=	-0.12	0.18	-1.1	-1.1	36.8 %	5.3 %	
Science Physics	8	41.25	B=	0.25	-1.67	-0.9	-0.9	25.0 %	0.0 %	
Sociology	21	36.67	B-	-0.14	3.57	-0.1	-0.1	57.1 %	33.3 %	
Sport Single	3	40.00	Dist+	0.38	11.94	0.0	0.0	100.0 %	0.0 %	1
Stageworks Double	6	35.42	Dist=	0.41	0.00	-0.7	-0.7	33.3 %	0.0 %	
Stageworks Triple	4	33.75	Dist=	-0.12	0.00	-0.8	-0.8	25.0 %	0.0 %	
Summary	251	37.09	-	-0.09	0.00	-0.7	-0.7	43.8 %	11.6 %	



Longsands Academy and Astrea Sixth Form Preventing and Tackling Bullying

Date	September 2023
Written by	Assistant Principal - Pastoral Miss K Saunders
Date adopted by Longsands LGC	16 November 2023 TBC
Review Date	September 2025

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Introduction and Legal Framework

1.1. The Education Act 2002, Education and Inspections Act 2006 and Equalities Act 2006 all make reference to a school's legal responsibility to prevent and tackle bullying. By law, all state schools must have a behaviour policy in place and displayed on their website and must also follow anti-discrimination law. This means staff must act to prevent discrimination, harassment and victimisation within the school. Longsands Academy have also developed this preventing and tackling bullying policy, a copy of which is available from the Academy and on the Academy website for parents/carers, staff and students to access when and as they wish.

1.2. As a community, Longsands Academy and Astrea Sixth Form work to dispel bullying so that everybody can have a space where they are able to work and learn in peace and safety. This will ensure that Longsands provides an environment where every child can feel:

- Safe
- Healthy
- Able to enjoy and achieve
- Able to contribute to future economic well-being
- Able to make a positive contribution.

1.3. To protect the rights of all children to have a safe and secure learning environment Longsands Academy and Astrea Sixth Form will continuously work towards preventing acts of bullying, harassment, and other forms of aggression and violence as these behaviours are unacceptable and interfere with both our academy's ability to educate students and a student's ability to learn. If such a case arises, the staff at Longsands Academy and Astrea Sixth Form will follow the anti-bullying guidelines laid out in this policy. This will enable staff to:

- Identify students displaying unacceptable behaviour and know how to support them in order that they develop the necessary skills to participate in the Longsands community effectively and positively.
- Keep all other students safe, happy and confident
- Identify signs that indicate that a student may be experiencing bullying but are not reporting it.

1.4. Bullying can be fuelled by prejudice. Under the Equality Act 2010 it is against the law to discriminate against anyone because of:

- Age
- Being or becoming a transsexual person
- Being married or in a civil partnership
- Being pregnant or having a child
- Disability
- Gender
- Race including colour, nationality, ethnic or national origin
- Religion, belief or lack of religion/belief
- Sexual orientation

1.5. A hate incident is any incident which is based on a person's prejudice towards someone because of their race, religion, sexual orientation, disability or because they are transgender.

Defining Bullying Behaviours

2.1 The Department for Children, Schools and Families publication Safe to Learn – Bullying of Children with Special Educational Needs and Disabilities – Embedding Anti-Bullying work in School. (2008) describes bullying as 'Behaviour by an individual or a group usually repeated over time that intentionally hurts another individual or group either physically or emotionally'. Bullying behaviour which may occur in school usually has common features including:

- It is deliberate, hurtful behaviour;
- It is repeated, often over a period of time;
- It is difficult for those being bullied to defend themselves;
- It is often aimed at certain groups because of race, religion, gender, disability or sexual orientation;

2.2. Bullying behaviour can cause feelings of distress, fear, loneliness and lack of confidence in those that are at the receiving end. The four main types of bullying behaviour:

- Physical – Repeated negative use of body contact to intentionally hurt others. E.g. Punching, kicking, pushing, spitting at someone.
- Verbal – The repeated negative use of speech, sign language or verbal gestures to intentionally harm (hurt) others. E.g. Swearing, offensive language, discriminatory language.
- Indirect/Social – Repeated negative actions which are neither physical or verbal, to intentionally hurt others. E.g. Isolating someone from a group, damaging/taking somebody's property, physical intimidation, spreading rumours.
- Cyberbullying – The use of electronic communication to bully a person. This can have many forms and includes trolling, harassment, exposing, catfishing, stalking, denigration, exclusion.

2.3. All students have upsets and squabbles; these are not classed as bullying and are dealt with through the Behaviour Policy. Actions not considered to be bullying are:

- Not liking someone
- Being excluded (unintentionally)
- Accidentally bumping into someone
- A single act of telling a joke about someone.
- Arguments
- Expression of unpleasant thoughts or feelings regarding others
- **Isolated** acts of harassment, aggressive behaviour, intimidation, or meanness

2.4. Some reasons why students might bully someone include:

- They think it's fun, or that it makes them popular
- They feel more powerful or important, or they want to get their own way all the time
- They feel insecure, lack confidence or are trying to fit in with a group

- They are fearful or ignorant of other young people's differences
- They are jealous of another student
- They are unhappy
- They are copying what they have seen others do before, or what has been done to them

2.5. All forms of bullying cause psychological, emotional and physical stress. Each student's response to being bullied is unique, however some signs that may point to a bullying problem are:

- Depression and anxiety.
- Increased feelings of sadness, helplessness, decreased self-esteem and loneliness.
- Loss of interest in activities they used to enjoy.
- Unexplainable injuries.
- Lost or destroyed clothing, books, electronics, or jewellery.
- Frequent headaches or stomach aches, feeling sick or faking illness.
- Changes in eating habits, like suddenly skipping meals or binge eating. A bullied young person may come home from school hungry because they did not eat lunch.
- Difficulty sleeping or frequent nightmares.
- Declining grades, loss of interest in schoolwork, or not wanting to go to school.
- Sudden loss of friends or avoidance of social situations.
- Self-destructive behaviours such as running away from home, harming themselves, or talking about suicide.

All incidents of bullying are recorded on CPOMS within the category 'Child on Child abuse' to ensure that a log is created to follow up on concerns and progress following intervention work.

Implementing the Preventing and Tackling Bullying policy at Longsands Academy and Astrea Sixth Form

3.1 The academy is committed to examining and developing all aspects of academy life to enhance the physical and emotional health and wellbeing of the whole academy community.

This is achieved in a variety of ways, including:

- the provision of a broad and balanced curriculum
- an inclusive ethos
- a strong pastoral system
- home-academy links

3.2 The academy believes that the whole academy community should work together to reduce bullying as part of our efforts to promote a positive and inclusive whole academy ethos and create a safe, healthy and stimulating environment. Alongside the academy's responsive strategies for dealing with incidents of bullying, the academy adopts as part of our pastoral support system, a whole academy approach to implementing proactive and preventative interventions at academy, class and individual level to reduce bullying.

3.3 Longsands Academy and Astrea Sixth Form has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:

- As an academy, we have signed up with the Anti-Bullying Alliance organisation and utilise their resources and expertise in assisting with and tackling many aspects of bullying prevention.
- The consistent promotion of the school's code of behaviour which requires all students to respect the rights of others – Work Hard, Be Kind, Achieve More.
- The reinforcement of the clear message that violence and child on child abuse has no place at Longsands Academy or Astrea Sixth Form.
- Consultation with the 'Student Voice' on appropriate action.
- Taking part in initiatives such as Anti-Bullying Week.
- Training for all members of staff on anti-bullying policy and strategy.
- The supervision by school staff of all social areas at lunch times and breaks.
- Providing information to all parents/carers on the symptoms of bullying and the steps to take if they suspect their child is being bullied.
- A clear policy of mobile phones not permitted to be in use within the academy.
- The celebration of all student's backgrounds and cultures through assemblies
- Ensuring bullying is regularly discussed within assemblies and Personal Development lessons.
- Raising awareness of cyber bullying and teaching young people to safely use technology (including mobile phones, email, Internet).
- All websites accessed in school are screened. This software screens the language used in all documents, emails and websites.
- Effective recording systems for when an incident of bullying is reported.
- Working with multi-agency teams including police and children's services as appropriate.
- Contacting the parents/carers of both the child being bullied and the bully(ies).
- Challenging sexual content within verbal abuse especially challenging the word 'gay' and other homophobic/transphobic language.
- Liaison with other academies and organisations

3.4 Other academy policies which support this preventing and tackling bullying policy include behaviour, curriculum, safeguarding and whole academy ICT/e-safety. All staff are also required to read the most up to date version of Keeping Children Safe in Education (KCSIE) to ensure that they understand that bullying is a form of child on child abuse.

3.5 Parents/carers and students can report bullying through to a member of staff in person or by using the following email address: tellus@astrea-longsands.org.

3.6 Agreed procedures are used for responding consistently to incidents or allegations of bullying (Appendix 1). Direct action to respond to incidents of bullying occurs within a context, which reminds all children that bullying behaviour is unacceptable to the academy and will not be tolerated. All children are encouraged to report incidents of bullying whether they have been bullied or have witnessed bullying. The academy will investigate the incident including the context and the roles of the people involved.

3.7 When responding to incidents involving any type of bullying the academy will consider the situation in relation to the academy's Safeguarding Policy. In cases of severe or persistent bullying,

staff will liaise with the Designated Person for Child Protection. In all cases, the priority is to ensure that the person being bullied is and feels safe. All reported incidents will be taken seriously.

3.8 All incidents are recorded, enabling pastoral leaders to identify any patterns over time. Staff seek to establish and record what has happened by listening to different perspectives, including those of the person bullied, the person doing the bullying and any witnesses.

3.9 Written records are factual and where opinions are offered these are based on factual evidence. Children are invited to contribute initially and on an ongoing basis throughout the follow up period. Recording incidents helps to build a picture of behaviour patterns in the academy e.g., who, when, how, what action was taken. It enables the academy to manage individual cases effectively and monitor and evaluate the effectiveness of both prevention and follow-up strategies.

Recording and monitoring procedures

4.1. It is the responsibility of every member of staff to act upon any reported incident of bullying. These procedures will be undertaken firstly by the pastoral team.

- Interview the person who has been bullied and any witnesses using the incident record form.
- Reassure the person who has been bullied that it will be dealt with swiftly and firmly.
- Interview the people displaying the bullying behaviour separately.
- Consider if mediation between those involved is appropriate to resolve the situation.
- Decide upon the appropriate consequences. Further information can be found in the schools Positive Behaviour Management and Rewards Policy.
- Report the bullying, along with any safeguarding concerns, on CPOMS and on the Academy Bullying Report Log (Appendix 2). Find further information in the Safeguarding and Child Protection policy.
- Consider any safety measures which may need implementing short term.
- Contact parents/carers of the parties involved to inform them of the incident and action taken. Parents are welcome to come into school to discuss the situation.
- Record the incident on a Bullying Report Log Form.
- Regularly review the person who has been bullied through the Bullying Report Log guidance, monitor the situation and keep parents/carers informed of any investigations.
- Put in place any necessary support programmes.
- If appropriate use restorative practice approaches such as group conferencing, problem solving circles, victim awareness and mediation.
- Monitor and review the situation.

Roles and Responsibilities

5.1 The Role of Longsands Local Governance Committee (LGC)

The LGC monitors incidents of bullying that do occur and reviews the effectiveness of this policy regularly. LGC members require the Principal to keep accurate records of all incidents of bullying.

5.2 The role of the Principal

It is the responsibility of the Principal to implement the academy's anti-bullying strategy, to ensure that all stakeholders are aware of the policy, and that they know how to identify and deal with incidents of bullying.

5.3 The role of staff

Members of staff will do all that they can to eradicate bullying; they will ensure that they follow the academy's preventing and tackling bullying policy. All members of staff will routinely attend training that equips them to identify bullying and to follow school policy and procedures with regard to behaviour management.

5.4 The role of parents/carers

Parents/carers, who are concerned that their child might be being bullied or who suspect that their child may be the perpetrator of bullying, should, in a calm manner, immediately contact their child's Head of Year. If they are not satisfied with the action taken, they should contact the Assistant Principal for the Year Group. Parents/carers have a responsibility to support the academy's preventing and tackling bullying policy by actively encouraging their child to be a positive member of the academy.

5.5 The role of students.

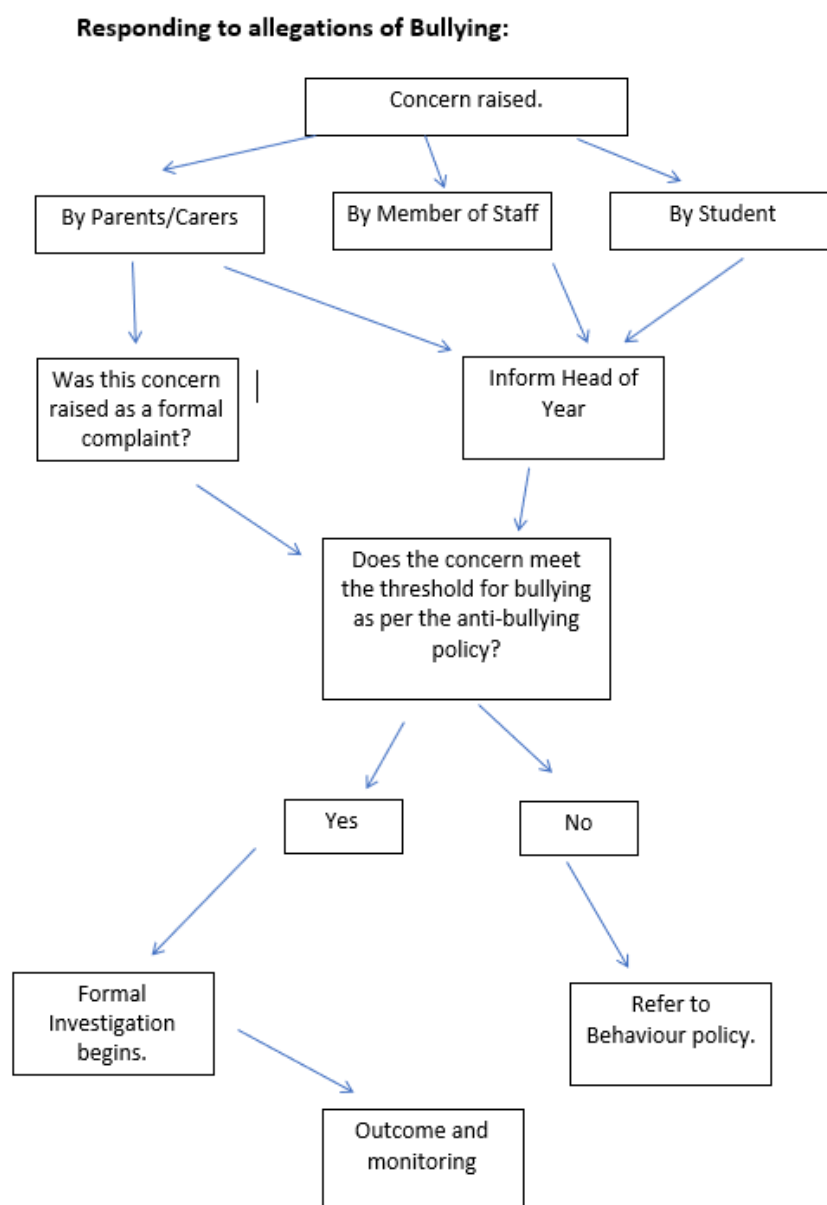
Students are encouraged to tell somebody they trust such as a teacher, support staff or Head of Year. If they are being bullied, and if the bullying continues, they must keep on letting people know. Students are also encouraged to participate fully in activities that raise their awareness about bullying in order that they clearly understand what to do if they, or another child, are being bullied.

Useful resources / Links

- Department for Children, Schools and Families (2008) "Safe to Learn – Bullying of Children with Special Educational Needs and Disabilities – Embedding Anti-Bullying work in School"
- Department of Education (2017) 'Preventing and tackling bullying, Advice for Headteachers, staff and governing bodies'
 - Stonewall: www.stonewall.org.uk -Useful information and links on LGBTQ issues.
 - Advisory Centre for Education: www.ace-ed.org.uk
 - Anti-Bullying Alliance: [Anti-Bullying Alliance](http://Anti-Bullying Allliance)
 - BBC Schools: www.bbc.co.uk/schools
 - Bullying Online: www.bullying.co.uk - Useful information and links on bullying and related issues for parents, children and teachers.
 - ChildLine: www.childline.org.uk -Primarily a helpline for children but has useful information and links on bullying. Chips (Childline in Partnership with Schools) encourages schools to support students in setting up anti-bullying projects.

- The Children's Society: [Bullying | The Children's Society \(childrenssociety.org.uk\)](http://childrenssociety.org.uk) - 'Bullying! Information for parents on how to help your child' – leaflet giving information and practical guidance.
- Kidscape: [Help With Bullying \(kidscape.org.uk\)](http://kidscape.org.uk) Advice for children, parents and teachers as well as training and sample policies.
- Schools Out!: www.schools-out.org.uk- Campaigns for better support networks for gay and lesbian students and clearer guidance for teachers on issues of sexuality.
- Topmarks: www.topmarks.co.uk - Aims to provide easy access to the best educational websites including information on bullying for teachers, parents and young people.
- Any child who needs help can call Childline – 0800 1111
- NSPCC helpline if you are worried about a child – 0808 800 5000
- Family Lives offer support for any aspect of parenting and family life – 0808 800 2222
- Speak to The National Bullying Helpline about a child who is being bullied at school – 0845 22 55 787
- www.nspcc.org.uk
- www.nationalbullyinghelpline.co.uk

Appendix 1: Responding to Allegations of Bullying



Appendix 2: Bullying Report Log



Name:

Form:

Staff:

Date:

**Please ensure that this bullying issue has been logged on to CPOMS and send a copy to Kate Saunders*

Longsands Academy Bullying Report Log.

Date:	
Alleged Victims name:	
Year Group and Tutor Group	
Form Completed by:	
Reported by:	
Name of perpetrator:	
Perpetrator's Year Group and Tutor Group:	
Brief summary of incident:	
Type of bullying (physical, verbal, indirect, cyber) Form of Bullying: (racist, religious, cultural, sexual, SEN/disability based, homophobic, biphobic, transphobic, related to home circumstances etc)	
Action taken :	
Details of any support given e.g.: <ul style="list-style-type: none"> - Counselling - Peer support - Referral to any external agencies 	
Signed (name)	

Factors to help determine if incident constitutes bullying.

Incident was bullying if all 3 warnings are confirmed:

1. Hurt has been deliberately/knowingly caused (physically or emotionally)
2. It is a repeated incident or experience or the involvement of a group.
3. Involves an imbalance of power:
 - Target feels s/he cannot defend her/herself, or
 - Perpetrator/s exploiting their power (size, age, popularity, abusive language, labelling/name calling, etc)

Incident was not bullying on this occasion because it was

1. The first hurtful incident between these children
2. Teasing/banter between friends without intention to cause hurt
3. Falling out between friends after a quarrel, disagreement or misunderstanding

Please use review form below to monitor if there is evidence of Bullying after investigations have taken place.

Was alleged bullying confirmed?	Yes/No/Insufficient Evidence
Review 1 (1 week after initial conversation)	Date:
Has there been any further incidents?	
Further Action Taken:	
Signed (name)	



Accessibility Policy and Plan 2023-26

Date	11 October 2023
Written by	Thomas Laud, Assistant Principal
Adopted by Longsands LGC	16 November 2023 TBC
Review Date	September 2026

Longsands Academy

Accessibility Policy and Plan

1. Aims
2. Legislation and Guidance
3. Action Plan 2023
4. Monitoring Arrangements
5. Links with other policies

Longsands Academy

Accessibility Policy and Plan

1. Aims

Schools are required under the Equality Act 2010 to have an accessibility plan. The purpose of the plan is to:

- Increase the extent to which disabled students can participate in the curriculum;
- Improve the physical environment of the Academy/Sixth Form to enable disabled students to take better advantage of education, benefits, facilities and services provided;
- Improve the availability of accessible information to disabled students.

Our Academy aims to treat all its students fairly and with respect. This involves providing access and opportunities for all students without discrimination of any kind.

Our Academy is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The Academy/Sixth Form supports any available partnerships to develop and implement the plan. The Academy and the Trust honour and applauds the differences that make us unique whilst actively seeking and celebrating the common ground that binds us together as a strong community. We work together in a productive environment where dynamic ideas are shared in partnership, so that every member of the community may thrive. Our Academy's complaints procedure covers the accessibility plan. If you have any concerns relating to accessibility in the Academy/Sixth Form, this procedure sets out the process for raising these concerns.

2. Legislation and guidance

This document meets the requirements of schedule 10 of the Equality Act 2010 and the Department for Education (DfE) guidance for schools on the Equality Act 2010. The Equality Act 2010 defines an individual as disabled if he or she has a physical or mental impairment that has a 'substantial' and 'long-term' adverse effect on his or her ability to undertake normal day to day activities. Under the Special Educational Needs and Disability (SEND) Code of Practice, 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. The definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. Schools are required to make 'reasonable adjustments' for students with disabilities under the Equality Act 2010, to alleviate any substantial disadvantage that a disabled student faces in comparison with non-disabled student. This can include, for example, the provision of an auxiliary aid or adjustments to premises. This policy complies with our funding agreement and articles of association.

3. Action Plan 2023

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum Short Term Staff to be aware of the needs of our students with SEND Medium Term Staff to follow Student Information Sheets /EHCPs to ensure needs are met Long Term Staff to have an up to date understanding of the support individual students need to access the school	All students with SEND to have an SEND information sheet with student voice	Implemented and ongoing	Information Sheets are created and shared with teaching staff via Bromcom	SEND	SENDCO Assistant Principal – SEND
	Transitional work to take place with primary schools, ensuring that needs are met and measures are implemented within the start of the academic year	Implemented and ongoing	Transitional meetings to take place in Spring Term and information to be ready for Transition Day	Pastoral/SEND	
	All students on the SEND register are allocated with a key worker	Implemented and ongoing	Key worker to be allocated for every student on SEND register, meetings to take place once every 2 weeks.	SEND	
	All Teaching Staff to be aware of the APDR cycle and the software available to support students needs.	Implemented and ongoing	Key worker to carry out APDR cycle, once termly and shared with parents	SEND	

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum Improve and Maintain Accessibility for disability students Short Term Timetable to ensure that students with a physical disability can access their lessons consistently Medium Term New toilets to be installed, ensuring that there is further access to toilets for ALL students Long Term Maintain site to ensure students have access to key areas within the school.	PEEPs to be in place for students in need	Implemented and ongoing	PEEPs to be uploaded on Bromcom	SEND/Pastoral	SENDCO/Pastoral SLT
	Ensure that students using a wheelchair will have lessons on the ground floor	Implemented and ongoing	Timetable to be updated on Bromcom to reflect this at the end of each Summer Term	Pastoral/SEND	
	Improve signage of evacuation procedures, internet safety, fire drill etc	Implemented and ongoing	Regular reviews by the operation manager to ensure that this is in place from the site team	Estates Team	
	Ensure that areas of the school are accessible to all students, where possible	Implemented and ongoing	School areas have access to a lift to access upper ground of main areas	Estates	

Target	Tasks	Timescale	Resources	Responsibility	Monitoring
Access to Curriculum Teaching and Learning Short Term Basic information to be provided to staff to facilitate successful teaching and learning Medium Term Staff following APDR plan's for all SEND learners, enabling inclusive practice Long Term Staff to have a good understanding of teaching and learning strategies for individuals/group of individuals	Creative a positive learning environment for all students with additional needs	Implemented and ongoing	Intellectual preparation to provide staff with the necessary training to improve practice	SLT- Teaching and Learning	SLT/SENDCo
	Build an ongoing and holistic approach to understand students needs	Implemented and ongoing	SEND updates to happen consistently for staff, alerting staff of any changes to students needs	SEND	
	Ensure students have access to high quality teaching	Implemented and ongoing	Adaptive teaching, using SEND resources, training, embedding CORE routines	Teaching Staff	
	Work effectively with Teaching Assistants	Implemented and ongoing	TA Teacher Agreement to be installed and to highlight the necessary support required	Teaching Staff	

4. Monitoring arrangements

This document will be reviewed every **three** years but may be reviewed and updated more frequently, if necessary, by the Principal or Senior Leadership Team with responsibilities over inclusion. On review, this policy will be presented to Longsands Local Governance Committee (LGC) for ratification and approval.

5. Links with other policies

This accessibility plan is linked to the following policies and documents:

- Health and safety policy
- Transgender Policy
- Preventing and Tackling Bullying Policy
- Equality Policy and Plan
- Keeping Children Safe in Education Guidance (2023)
- Inclusion Policy
- SEND Information Report 2023-2024



Social Media & Online Safety Policy 2023-25

Date	11 October 2023
Written by	Thomas Laud, Safeguarding Lead
Adopted by Longsands LGC	November 2023 TBC
Review Date	September 2025

Introduction and Aims

This policy aims to:

Set out expectations for all Longsands Academy community members' online behaviour, attitudes and activities and use of digital technology (including when devices are offline)

Help all stakeholders to recognise that online/digital behaviour standards (including social media activity) must be upheld beyond the confines of the Academy gates and regardless of device or platform.

Facilitate the safe, responsible and respectful use of technology to support teaching & learning, increase attainment and prepare Students for the risks and opportunities of today's and tomorrow's digital world, to survive and thrive online.

Help staff working with students to understand their roles and responsibilities to work safely and responsibly with technology and the online world:

- for the protection and benefit of the students in their care, and
- for their own protection, minimising misplaced or malicious allegations and to better understand their own standards and practice
- for the benefit of Longsands Academy, supporting the ethos, aims and objectives, and protecting the reputation of Longsands Academy

Establish clear structures by which online misdemeanours will be treated, and procedures to follow where there are doubts or concerns (with reference to other policies such as Longsands Academy Child Protection & Safeguarding Policy)

Scope

This policy applies to all members of the Longsands Academy community (including staff, students, LGC, volunteers, parents/carers and visitors) who have access to our digital technology, networks and systems, whether on-site or remotely, and at any time, or who use technology in their role.

The Education and Inspections Act 2006 empowers the Principal to such extent as is reasonable, to regulate the behaviour of Students when they are off the site and empowers members of staff to impose disciplinary penalties for inappropriate behaviour. This is pertinent to incidents of cyber-bullying or other online safety incidents covered by this policy, which may take place out of the Academy, but is linked to membership of the Academy. The Academy will deal with such incidents within this policy and associated behaviour and anti-bullying policies and will, where known, inform parents/carers of incidents of inappropriate online safety behaviour that take place out of the Academy Day.

Roles & Responsibilities

Longsands Academy is a community, and all members have a duty to behave respectfully online and offline, to use technology for teaching and learning and to prepare for life after school, and to immediately report any concerns or inappropriate behaviour, to protect staff, students, families and the reputation of Longsands Academy.

We learn together, make honest mistakes together and support each other in a world that is online and offline at the same time.

This section outlines the roles and responsibilities for online safety of individuals and groups within the Longsands Academy

Principal

Key responsibilities:

- Foster a culture of safeguarding where online safety is part of Longsands Academy's holistic safeguarding approach
- Oversee the activities of the DSL and ensure that the DSL responsibilities listed in the section below are being followed and fully supported
- Ensure that policies and procedures are followed by all staff
- Undertake training in offline and online safeguarding, in accordance with statutory guidance and relevant Local Safeguarding Partnerships
- Liaise with the DSL on all online-safety issues which might arise and receive regular updates on Academy issues and broader policy and practice information
- Take overall responsibility for data management and information security ensuring the school's provision follows best practice in information handling; work with the DPO (Data Protection Officer), DSL (Designated Safeguarding Lead) and LGC to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Ensure the Academy implements and makes effective use of appropriate ICT systems and services including school-safe filtering and monitoring, protected email systems and that all technology including cloud systems are implemented according to child-safety first principles.
- Be responsible for ensuring that all staff receive suitable training to carry out their safeguarding and online safety roles
- Understand and make all staff aware of procedures to be followed in the event of a serious online safeguarding incident
- Ensure suitable risk assessments are undertaken so the curriculum meets the need of students, including risk of children being radicalised
- Ensure that there is a system in place to monitor and support staff (e.g. network manager) who carry out internal technical online-safety procedures
- Ensure LGC are regularly updated on the nature and effectiveness of the school's arrangements for online safety
- Ensure the Academy website meets statutory requirements

Designated Safeguard Lead / Online Safety Lead

Key responsibilities (although the DSL can delegate certain online-safety duties, e.g. to the online safety coordinator, overall responsibility cannot be delegated; this assertion and all quotes below are from **Keeping Children Safe in Education 2023**):

- "The designated safeguarding lead should take lead responsibility for safeguarding and child

- protection (including online safety)."
- Ensure "An effective approach to online safety [that] empowers an Academy or college to protect and educate the whole Academy or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate."
- "Liaise with the local authority and work with other agencies in line with Working together to safeguard children"
- Take day to day responsibility for online safety issues and be aware of the potential for serious child protection concerns
- Work with the Principal and DPO to ensure a GDPR-compliant framework for storing data, but helping to ensure that child protection is always put first and data-protection processes support careful and legal sharing of information
- Stay up to date with the latest trends in online
- Review and update this policy, other online safety documents (e.g. Acceptable Use Policies) and the strategy on which they are based (in harmony with policies for behaviour, safeguarding, Prevent and others)
- Receive regular updates in online safety issues and legislation, be aware of local and Academy trends
- Ensure that online safety education is embedded across the curriculum and beyond, in wider Academy life
- Promote an awareness and commitment to online safety throughout the Academy community, with a strong focus on parents, who are often appreciative of Academy support in this area, but also including hard-to-reach parents
- Liaise with Academy technical, pastoral, and support staff as appropriate
- Communicate regularly with the wider SLT and the designated safeguarding committee member to discuss current issues (anonymised), review incident logs and filtering/change control logs and discuss how filtering and monitoring
- Ensure all staff are aware of the procedures that need to be followed in the event of an online safety incident, and that these are logged in the same way as any other safeguarding incident
- Oversee and discuss 'appropriate filtering and monitoring' with leadership and ensure staff are aware.
- Ensure the **2021 DfE guidance on Sexual Violence and Harassment** is followed throughout the Academy and that staff adopt a zero-tolerance approach to this, as well as to bullying
- Facilitate training and advice for all staff.

Network Manager / Academy

The Network Manager is responsible for ensuring that (as listed in the 'all staff' section, plus):

- Keep up to date with the school's online safety policy and technical information in order to effectively carry out their online safety role and to inform and update others as relevant
- Work closely with the designated safeguarding lead / online safety lead / data protection officer to ensure that Academy systems and networks reflect Academy policy
- Ensure all stakeholders understand the consequences of existing services and of any changes to these systems (especially in terms of access to personal and sensitive records / data and to systems such as YouTube mode, web filtering settings, sharing permissions for files on cloud platforms etc)
- Support and advise on the implementation of 'appropriate filtering and monitoring' as decided by the DSL and senior leadership team
- Maintain up-to-date documentation of the school's online security and technical procedures

- To report online safety related issues that come to their attention in line with Academy policy
- Manage the school's systems, networks and devices, according to a strict password policy, with systems in place for detection of misuse and malicious attack, with adequate protection, encryption and backup for data, including disaster recovery plans, and auditable access controls
- Monitor the use of Academy technology, online platforms and social media presence and that any misuse/attempted misuse is identified and reported in line with Academy policy
- Work with the Principal to ensure the Academy website meets statutory DfE requirements

All staff

Key responsibilities:

- Understand that online safety is a core part of safeguarding; as such it is part of everyone's job – never think that someone else will pick it up
- Know who the Designated Safeguarding Lead (DSL) / Online Safety Lead (OSL) is.
- DSL – Thomas Laud
- OSL- Claire Chilton
- Read and follow this policy in conjunction with the Academy Safeguarding Policy
- Record online-safety incidents in the same way as any safeguarding incident and report in accordance with Academy procedures.
- Understand that safeguarding is often referred to as a jigsaw puzzle – you may have discovered the missing piece so do not keep anything to yourself
- Sign and follow the staff acceptable use policy as directed on Athena.
- Notify the DSL if policy does not reflect practice and follow escalation procedures if concerns are not promptly acted upon
- Identify opportunities to thread online safety through all Academy activities, both outside the classroom and within the curriculum, supporting curriculum/stage/subject leads, and making the most of unexpected learning opportunities as they arise.
- Whenever overseeing the use of technology (devices, the internet, new technology such as augmented reality, etc) in Academy or setting as homework tasks, encourage sensible use, monitor what students/Students are doing and consider potential dangers and the age appropriateness of websites
- To carefully supervise and guide Students when engaged in learning activities involving online technology (including, extra-curricular and extended Academy activities if relevant), supporting them with search skills, critical thinking (e.g. fake news), age appropriate materials and signposting, and legal issues such as copyright and data law
- Prepare and check all online source and resources before using within the classroom
- Encourage Students to follow their acceptable use policy, remind them about it and enforce Academy sanctions
- Notify the DSL of new trends and issues before they become a problem
- Take a zero-tolerance approach to bullying and low-level sexual harassment
- Be aware that you are often most likely to see or overhear online-safety issues (particularly relating to bullying and sexual harassment and violence) in the playground, corridors, toilets and other communal areas outside the classroom – let the DSL know
- Receive regular updates from the DSL and have a healthy curiosity for online safety issues

- Model safe, responsible and professional behaviours in their own use of technology. This includes outside the Academy hours and site, and on social media, in all aspects upholding the reputation of the Academy and of the professional reputation of all staff.

Lead for Personal Development

Key responsibilities (as listed in the 'all staff' section, plus):

- Embed consent, mental wellbeing, healthy relationships and staying safe online into the Personal Development Calendar. "This will include being taught what positive, healthy and respectful online relationships look like, the effects of their online actions on others and knowing how to recognise and display respectful behaviour online. Throughout these subjects, teachers will address online safety and appropriate behaviour in an age-appropriate way that is relevant to their students' lives."
- This will complement the computing curriculum, which covers the principles of online safety at all key stages, with progression in the content to reflect the different and escalating risks that Students face. This includes how to use technology safely, responsibly, respectfully and securely, and where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- Work closely with the Designated Safeguarding Lead and all other staff to ensure an understanding of the issues, approaches and messaging within Personal Development.

Computing

Key responsibilities (as listed in the 'all staff' section, plus):

- Oversee the delivery of the online safety element of the Computing curriculum in accordance with the national curriculum
- Work closely with the DSL and all other staff to ensure an understanding of the issues, approaches and messaging within Computing
- Collaborate with technical staff and others responsible for ICT use in Academy to ensure a common and consistent approach, in line with acceptable-use agreements

Subject / Curriculum Leads

Key responsibilities (as listed in the 'all staff' section, plus):

- Look for opportunities to embed online safety in your subject or aspect, and model positive attitudes and approaches to staff and Students alike
- Consider how the UKCIS framework Education for a Connected World and Teaching Online Safety in Schools can be applied in your context
- Work closely with the DSL and all other staff to ensure an understanding of the issues, approaches and messaging within Computing
- Ensure subject specific action plans also have an online safety element

Data Protection Officer/ Academy DP Lead

Key responsibilities (NB – this document is not for general data-protection guidance):

- Be aware of references to the relationship between data protection and safeguarding in key Department for Education documents 'Keeping Children Safe in Education' and 'Data protection: a toolkit for schools' (August 2018), especially this quote from the latter document:

- “GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Lawful and secure information sharing between schools, Children’s Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. The Data Protection Act 2018 introduced ‘safeguarding’ as a reason to be able to process sensitive, personal information, even without consent (DPA, Part 2,18; Schedule 8, 4) When Designated Safeguarding Leads in schools are considering whether, or not, to share safeguarding information (especially with other agencies) it is considered best practice for them to record who they are sharing that information with and for what reason. If they have taken a decision not to seek consent from the data subject and/or parent/carer that should also be recorded within the safeguarding file. All relevant information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children.”
- Ensure that all access to safeguarding data is limited as appropriate, and also monitored and audited
- Ensure general GDPR guidance is understood and followed by all stakeholders.

Volunteers and contractors

Key responsibilities:

- Read, understand, sign and adhere to an acceptable use policy (AUP)
- Report any concerns, no matter how small, to the DSL as named in the AUP
- Maintain an awareness of current online safety issues and guidance
- Model safe, responsible and professional behaviours in their own use of technology

Local Governance Committee

Key responsibilities:

- Understand that online safety is a core part of safeguarding; as such it is part of everyone’s job – never think that someone else will pick it up
- Know who the Designated Safeguarding Lead (DSL) / Online Safety Lead (OSL) is.
- DSL – Thomas Laud
- OSL- Claire Chilton
- Read and follow this policy in conjunction with the Academy Safeguarding Policy
- Understand that safeguarding is often referred to as a jigsaw puzzle – you may have discovered the missing piece so do not keep anything to yourself
- Notify the DSL if policy does not reflect practice and follow escalation procedures if concerns are not promptly acted upon

This policy will be reviewed every **two** years but may be reviewed and updated more frequently, if necessary, by the Principal or Senior Leadership Team with responsibilities over inclusion. Longsands Local Governance Committee (LGC) will review this policy for approval.

Students (to an age-appropriate level)

Key responsibilities:

- Read, understand, sign and adhere to the student acceptable use policy and review this annually
- Understand the importance of reporting abuse, misuse or access to inappropriate materials

- Know what action to take if they or someone they know feels worried or vulnerable when using online technology
- To understand the importance of adopting safe and responsible behaviours and good online safety practice when using digital technologies outside of Academy and realise that the school's acceptable use policies cover actions out of school, including on social media
- Understand the benefits/opportunities and risks/dangers of the online world and know who to talk to at Academy or outside Academy if there are problems

Parents/Carers

Parents/Carers play a crucial role in ensuring that their children understand the need to use the Internet/mobile devices in an appropriate way. Research shows that many parents and carers do not fully understand the issues and are less experienced in the use of ICT than their children. The Academy will therefore take opportunities to help parents understand these issues.

Key responsibilities:

- Read and the student AUP (acceptable use policy which will be sent out to parents) and ensure their children follow it
- Consult with the Academy if they have any concerns about their children's and others' use of technology
- Promote positive online safety and model safe, responsible and positive behaviours in their own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the Academy staff, volunteers, governors, contractors, students or other parents/carers.

Community Users

Key responsibilities:

- Any external individual/organisation will sign an acceptable use policy prior to using technology or the internet within school
- Support the Academy in promoting online safety and data protection
- Model safe, responsible, respectful and positive behaviours in their own use of technology, including on social media: not sharing other's images or details without permission and refraining from posting negative, threatening or violent comments about others, including the Academy staff, volunteers, governors, contractors, students or other parents/carers

Education and Training

The following subjects have the clearest online safety links:

- Art & Design
- ICT/Computing
- Tutor Sessions (Personal Development)

However, as stated above, it is the role of all staff to identify opportunities to thread online safety through all Academy activities, both outside the classroom and within the curriculum.

Equally, all staff should carefully supervise and guide Students when engaged in learning activities involving online technology (including, extra-curricular and extended Academy activities if relevant), supporting them with search

skills, critical thinking (e.g. fake news), age appropriate materials and signposting, and legal issues such as copyright and data law.

At Longsands Academy we recognise that online safety and broader digital resilience must be thread throughout the curriculum and that is why we are working to adopt the cross-curricular framework 'Education for a Connected World' from UKCIS (the UK Council for Internet Safety).

Annual reviews of curriculum plans / schemes of work (including for SEND students) are used as an opportunity to follow this framework more closely in its key areas of Self-image and Identity, Online relationships, Online reputation, Online bullying, Managing online information, Health, Wellbeing and lifestyle, Privacy and security, and Copyright and ownership.

Acceptable Usage Policy

- Parents/carers will be required to read the AUP, helping to ensure their children understand the rules
- Staff and regular visitors to the Academy have an AUP that they must read through and sign to indicate understanding of the rules.

Copyright

- Students to be taught an appropriate understanding of research skills and the need to avoid plagiarism and uphold copyright regulations- staff to monitor this.
- Students are taught, appropriate to their age, to acknowledge the source of information used and to respect copyright when using material accessed on the Internet.
- If using a search engine for images – staff / children should open the selected image and go to it's website to check for copyright.

Staff Training

- Online Safety Lead ensures that all staff are aware of the procedures that need to be followed in the event of an online safety incident taking place.
- A planned programme of online safety training is available to all staff. An audit of the online safety training needs of all staff will be carried out regularly.
- All new staff receive online safety training as part of their induction programme, ensuring that they fully understand the Academy Online Safety policy, Acceptable Usage and Child Protection Policies.
- The Online Safety Lead will receive regular updates through Local Authority and/or other information/training sessions and by reviewing guidance documents released.
- LCG representatives are invited to take part in online safety training and awareness sessions, with particular importance for those who are members of any committee or working group involved in ICT, online safety, health and safety or child protection.

Communication

Email:

- Digital communications with students (e-mail, online chat, VLE, voice etc.) should be on a professional level and only carried out using official Academy systems.

- The school's e-mail service should be accessed via the provided web-based interface by default (this is how it is set up for the laptops, Academy curriculum systems);
- Under no circumstances should staff contact students, parents/carers or conduct any Academy business using personal e-mail addresses. If this happens by mistake, the DSL/Principal/DPO (the particular circumstances of the incident will determine whose remit this is) should be informed immediately.
- Academy e-mail is not to be used for personal use. Staff can use their own email in Academy (before, after Academy and during lunchtimes when not working with children) – but not for contact with parents/students.
- If data needs to be shared with external agencies, this should be sent via the AnyComms System.
- Appropriate behaviour is expected at all times, and the system should not be used to send inappropriate materials or language which is or could be construed as bullying, aggressive, rude, insulting, illegal or otherwise inappropriate, or which (for staff) might bring the Academy into disrepute or compromise the professionalism of staff.

Mobile Phones

- Academy mobile phones only should be used to contact parents/carers/students when on Academy business with students off site. Staff should not use personal mobile devices.
- Staff should not be using personal mobile phones in Academy during working hours when in contact with children.
- Students should adhere to the rules and guidelines set out in the Behaviour Policy regarding mobile phone use in school.

Social Networking Sites

Many social media platforms have a minimum age of 13, but the Academy regularly deals with issues arising on social media with students under the age of 13. We ask parents to respect age ratings on social media platforms wherever possible and not encourage or condone underage use. It is worth noting that following on from the government's Safer Internet Strategy, enforcement and age checking is likely to become more stringent over the coming years

- Students will not be allowed to access social media/ networking sites at school.
- Staff should not access social networking sites on Academy equipment in Academy or at home. Staff should access sites using personal equipment.
- Staff users should not reveal names of staff, students, parents/carers or any other member of the Academy community on any social networking site or blog.
- Students/Parents/carers should be aware the Academy will investigate misuse of social networking if it impacts on the well-being of other students or stakeholders.
- If inappropriate comments are placed on social networking sites about the Academy or Academy staff then advice would be sought from the relevant agencies, including the police if necessary.

If parents have a concern about the school, we would urge them to contact us directly and in private to resolve the matter. If an issue cannot be resolved in this way, the Academy complaints procedure should be followed. Sharing complaints on social media is unlikely to help resolve the matter, but can cause upset to staff, students and parents, also undermining staff morale and the reputation of the Academy (which is important for the students we serve).

Students are not allowed* to be 'friends' with or make a friend request** to any staff, governors, volunteers and contractors or otherwise communicate via social media.

Students are discouraged from 'following' staff, LGC, volunteer or contractor public accounts (e.g. following a staff member with a public Instagram account). In the reverse situation, however, staff must not follow such public scholar accounts.

* Exceptions may be made, e.g. for pre-existing family links, but these must be approved by the Principal, and should be declared upon entry of the scholar or staff member to the school).

** Any attempt to do so may be a safeguarding concern or disciplinary matter and should be notified to the DSL (if by a child) or to the Principal (if by a staff member).

Staff are reminded that they are obliged not to bring the Academy or profession into disrepute and the easiest way to avoid this is to have the strictest privacy settings and avoid inappropriate sharing and oversharing online. They should never discuss the Academy or its stakeholders on social media and be careful that their personal opinions might not be attributed to the school, trust or local authority, bringing the Academy into disrepute.

The Academy has an active website and twitter account which are used to inform and publicise Academy events as well as to celebrate and share the achievement of students.

Digital Images

The Academy record of parental permissions granted/not granted must be adhered to when taking images of our students.

Permissions are sought for:

- displays around the school
- the newsletter
- use in paper-based Academy marketing
- online prospectus or websites
- a specific high-profile image for display or publication
- social media

Under no circumstances should images be taken using privately owned equipment without the express permission of the Principal.

Where permission is granted the images should be transferred to Academy storage systems (server or disc) and deleted from privately owned equipment at the earliest opportunity. Images are stored on the Academy network in line with the retention schedule of the Academy Data Protection Policy.

Permission to use images of all staff who work at the Academy is sought on induction and a copy is located in the personnel file.

Whenever a photo or video is taken/made, the member of staff taking it will check the latest database before using it for any purpose

Any students shown in public facing materials are never identified with more than first name (and photo file names/tags do not include full names to avoid accidentally sharing them)

Although many of the above points are preventative and safeguarding measures, it should be noted that the Academy will endeavour whenever possible to use social networking in positive ways to publicise, inform and communicate information.

We encourage young people to think about their online reputation and digital footprint. Students are taught about how images can be manipulated in their online safety education programme and also taught to consider how to publish for a wide range of audiences which might include governors, parents or younger children.

Students are advised to be very careful about placing any personal photos on social media. They are taught to understand the need to maintain privacy settings so as not to make public, personal information.

Students are taught that they should not post images or videos of others without their permission. We teach them about the risks associated with providing information with images (including the name of the file), that reveals the identity of others and their location. We teach them about the need to keep their data secure and what to do if they / or a friend are subject to bullying or abuse.

Removable Data Storage Devices

- Only encrypted USB devices are allowed write access. If not encrypted read access only.
- All files downloaded from the Internet, received via e-mail or provided on removable media (e.g. CD, DVD, USB flash drive, memory cards etc.) must be checked for viruses using Academy provided anti-virus software before being run, opened or copied/moved on to local/network hard disks.
- Students should not bring their own removable data storage devices into Academy unless asked to do so by a member of staff.

Websites

- In lessons where Internet use is pre-planned, students should be guided to sites checked as suitable for their use and that processes are in place for dealing with any unsuitable material that is found in Internet searches.
- Staff will preview any recommended sites before use.
- “Open” searches (e.g. “find images/ information on...”) are discouraged when working with younger students who may misinterpret information.
- If Internet research is set for homework, specific sites will be suggested that have previously been checked by staff. Parents will be advised to supervise any further research.
- All users must observe copyright of materials published on the Internet.
- Teachers will carry out a risk assessment regarding which students are allowed access to the internet with minimal supervision. Minimal supervision means regular checking of the students on the internet by the member of staff setting the task. All staff are aware that if they pass students working on the internet that they have a role in checking what is being viewed. Students are also aware that all internet use at Academy is tracked and logged.
- The Academy only allows the Online Safety Co-ordinator, Network Manager and SLT to access to Internet logs

Passwords

Staff:

- Passwords or encryption keys should not be recorded on paper or in an unprotected file
- Passwords should be changed at least every 3 months
- Users should not use the same password on multiple systems or attempt to “synchronise” passwords across systems

Students:

- Should only let Academy staff know their in-Academy passwords.
- Inform staff immediately if passwords are traced or forgotten. All staff are able to access the network to allow students to change passwords

Use of Own Equipment

- Privately owned ICT equipment should never be connected to the school’s network without the specific permission of the Principal or Network Manager.
- Students should not bring in their own equipment unless asked to do so by a member of staff.

Use of Academy Equipment

- No personally owned applications or software packages should be installed on to Academy ICT equipment.
- Personal or sensitive data (belonging to staff) should not be stored on the local drives of desktop or laptop PCs. If it is necessary to do so, the local drive must be encrypted.
- All users should ensure any screens are locked (by pressing Ctrl, Alt, Del simultaneously) before moving away from a computer during the normal working day to protect any personal, sensitive, confidential or classified data and to prevent unauthorised access.

Monitoring

Keeping Children Safe in Education obliges schools to “ensure appropriate filters and appropriate monitoring systems are in place [and] not be able to access harmful or inappropriate material [but at the same time] be careful that “over blocking” does not lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.”

All use of the school’s Internet access is logged and the logs are randomly but regularly monitored by the school’s external provider. Whenever any inappropriate use is detected it will be followed up by the Online Safety Lead, Scholar Managers, Progress Leaders or members of the Senior Leadership Team depending on the severity of the incident.

- Online Safety Lead and Network Manager will maintain the Change Control Log and record any breaches, suspected or actual, of the filtering systems
- Any member of staff employed by the Academy who comes across an online safety issue does not investigate any further but immediately reports it to the Online Safety Lead and impounds the equipment. This is part of the Academy safeguarding protocol. (If the concern involves the Online Safety Lead then the member of staff should report the issue to the Principal).

Searching and confiscation

In line with the DfE guidance 'Searching, screening and confiscation: advice for schools', the Principal and staff authorised by them have a statutory power to search students/property on Academy premises. This includes the content of mobile phones and other devices, for example as a result of a reasonable suspicion that a device contains illegal or undesirable material, including but not exclusive to sexual images, pornography, violence or bullying. All searches must be recorded using the Academy 'Conducting a search' documents and then handed to the Principal and uploaded to CPOMS.

Incident Reporting

It is vital that all staff recognise that online-safety is a part of safeguarding and support this to be embedded into all areas of the Academy. Any online safety incidents which involve a member of staff must immediately be reported to the Principal (if a member of staff - unless the concern is about the Principal in which case the complaint is referred to the Head of Safeguarding as per the AAS Child Protection & Safeguarding Policy 2023).

Any online safety incidents regarding students should be reported on CPOMS.

The Academy will actively seek support from other agencies as needed (i.e. the local authority, NCA CEOP, Prevent Officer, Police, IWF). We will inform parents/carers of online-safety incidents involving their children, and the Police where staff or students engage in or are subject to behaviour which we consider is particularly disturbing or breaks the law.

Upskirting

It is important that everyone understands that upskirting (taking a photo of someone under their clothing) is now a criminal offence, as highlighted in Keeping Children Safe in Education and that students/students can come and talk to members of staff if they have made a mistake or had a problem in this area.

Sexting

It is important that everyone understands that whilst sexting is illegal, students/students can come and talk to members of staff if they have made a mistake or had a problem in this area. NB - where one of the parties is over 18, this is no longer sexting but child sexual abuse.

Responding to incidents of misuse

It is hoped that all members of the Academy community will be responsible users of ICT, who understand and follow this policy. However, there may be times when infringements of the policy could take place through careless or irresponsible, or very rarely, through deliberate misuse.

If any apparent or actual, misuse appears to involve illegal activity e.g. child sexual abuse images, adult material which potentially breaches the Obscene Publications Act, criminally racist material or other criminal conduct, activity or materials will be dealt with accordingly.

If members of staff suspect that misuse might have taken place, but that the misuse is not illegal (as above) it is essential that correct procedures are used to investigate, preserve evidence and protect those carrying out the investigation. It is recommended that more than one member of staff is involved in the investigation which should be carried out on a "clean" designated computer.

It is more likely that the Academy will need to deal with incidents that involve inappropriate rather than illegal misuse. It is important that any incidents are dealt with as soon as possible in a proportionate manner, and that members of the Academy community are aware that incidents have been dealt with. It is intended that incidents of misuse will be dealt with through normal behaviour/disciplinary procedures.

KS3/4/5 Acceptable Use Agreement

What is an AUA?

We ask all young people and adults involved in the life of Longsands Academy to sign an Acceptable Use Agreement, which is a document that outlines how we expect them to behave when they are online, and/or using school networks, connections, internet connectivity and devices, cloud platforms and social media (both when on school site and outside of school).

Why do we need an AUA?

These rules have been written to help keep everyone safe and happy when they are online or using technology. Sometimes things go wrong and people get upset, but these rules help us avoid it where we can.

School systems and users are protected and monitored by security and filtering services to provide safe access to digital technologies. This means anything you do on a school device or using school networks/platforms/internet (including from home when home learning) may be viewed by one of the staff members who are here to keep you safe.

But it's not about systems and devices – it's about behaviour. So the same rules apply when you are at school as when you are home learning or just having fun with friends.

Where can I find out more?

If your parents/carers want to find out more, they can read Longsands' full Online Safety Policy on our website for more detail on our approach to online safety and links to other relevant policies (e.g. Safeguarding Policy, Behaviour Policy, etc).

If you have any questions about this AUA, please speak to a member of the safeguarding team.

What am I agreeing to?

BEHAVIOUR - FOR ANY DEVICE, APP, SITE OR GAME, AT SCHOOL AND AT HOME:

- Anything I write, post or share online will be necessary, relevant, positive and respectful.
- I will treat myself and others with respect at all times, treating others the way I would like to be treated and speaking to people as I would face to face.
- I will always be positive and creative, aiming to learn and share, develop new skills, have fun and prepare for the future.

- I know it can be hard to put down devices (for adults too), so when parents/carers or teachers talk to me about it, I will be open and honest if I am struggling.
- I will always protect my reputation and that of the school, staff, students and others.
- I only use apps, sites and games I am old enough for. I know most social media are 13+ and games can have higher age ratings. I know 18-rated games are not just more difficult but are only suitable for people over this age. They could be harmful to me if I am under 18.
- When I am at school or using a school system or device, I will only use apps, sites or games that I have been told are appropriate for school use.
- I will always avoid taking risks online and doing anything that encourages hate, discrimination or bullying.
- I know just calling something banter doesn't make it okay - if it is upsetting it could become bullying; if jokes are all one-sided, and the other person is upset, it is time to stop!
- I will not use technology to bully, impersonate, harass, threaten, make fun of or upset anyone, at school or outside. I will stand up for my friends by sharing this with a Trusted adult.
- I know people online might not be who they say they are, even if the picture and name are from someone I know, so I am always very careful when someone wants to add me.
- I will always talk to a trusted adult before I meet someone face to face who I have only met online. I will never meet anyone I meet online alone.
- I will only use my personal devices (mobiles, smartwatches etc) in school if I have been given permission, and I will never take secret photos, videos or recordings of teachers or students, including when learning remotely.
- I will check location and privacy settings the first time I install an app and regularly afterwards because many apps can show everyone where I am, where I live and go to school (I know that they may reset without asking).
- I don't have to keep a secret or do a dare or challenge just because someone (even a friend) tells me to – real friends don't put you under pressure to do things you don't want to. If I promise to do something and then realise it is a bad idea, I don't have to do it.
- I can always say no online, end a chat or block someone.
- I will not attempt to watch pornography on a school device. I know that there are risks associated with watching pornography online. Children and young people who watch porn or sexually explicit content are at greater risk of developing:
 - I. unrealistic attitudes about sex and consent
 - II. more negative attitudes about roles and identities in relationships
 - III. unrealistic expectations of body image and performance

[NSPCC - Online Pornography](#)

- I will treat all devices with respect. I will not cause any physical damage, or try to change something, that could cause difficulty for someone else. If I use a device and find that it has been damaged, or something has been changed, then I will tell a trusted adult immediately. If I damage a device on purpose, I understand that I will be subject to the Academy's behaviour policy and any applicable sanctions.

SHARING:

- I know anything I do can be shared and may stay online forever - even disappearing or anonymous messages can be traced and saved; deleting a post won't remove people's screenshots. Anything I do online now may be available online when I am an adult and poor decisions could affect my future.
- I will respect my body and other people's: use positive language; not share photos or videos to shame or embarrass; never share revealing images or where I/they aren't fully dressed.
- It is not my fault if I stumble across (or somebody sends me) something violent, sexual or otherwise worrying; I will not share or forward it, but I will ask a trusted adult for advice/help.
- I will not post, look at, upload/download or share material that could be offensive, misleading, harmful or illegal. If I come across anything that is of concern, I will report it immediately.
- I will not share anybody's personal information that can be used to identify me, my family or my friends on any online space, unless a trusted adult has given permission or reviewed the site.

- I will always check sources before sharing news or information, because I know anything I see online could be biased and misleading, and there are lots of spoof accounts.
- If I choose to Livestream, I will make sure my parents/carers know about it first, and I will always check my privacy settings and know who can see what and when. I am careful what information I share during at Livestream, and make sure that I do not say things that could upset or hurt others.

ACCESS, SECURITY & SETTINGS:

- I understand that the school may be able to track my activity whenever I am on any school device or system, including school devices or systems when I am at home. This means they may be able to access my emails or see what websites I visited. School computers, laptops and devices are monitored, and anything that I type or view while using these devices can be seen by Teachers and Staff at School.
- I will keep login details secret and change my password regularly. If I think someone knows my password, I will change it; if I think they have used it, I will tell a teacher.
- I will not try to bypass school security in any way or access any hacking files or tools.
- I will only edit or delete my own files and not view, change or delete other people's files or user areas without their permission.
- If I am not expecting to receive a file or link from someone, or it looks strange to me, I will double-check with the person it is from (in a new message, not by clicking reply) before clicking.
- I will not download copyright-protected material (text, music, video etc.).
- I understand that internet access in School is filtered to reduce the likelihood of unsuitable material being shown on School devices, but I know that I can report anything that I think should be filtered to a trusted adult.

GETTING HELP:

- I will tell a trusted adult if I have a problem or am worried about something online, and I will encourage my friends to do so too. Even though it might not feel like it, statistics show that telling someone helps!
- If I see anything that shows people self-harming or encouraging others to do so, I will report it on the app, site or game and tell a trusted adult straight away.
- School staff and private tutors should not behave differently in private or online than when the whole class is in a room together, so if I ever get asked or told anything online that would be strange in school, I will tell another teacher.
- I might be contacted online on Bromcom, Office 365, Email or Microsoft Teams by my teachers, school staff or tutors about my learning, wellbeing or behaviour. If I am contacted by someone else, I will tell another teacher.
- If I see, watch, read, hear or receive anything I am unhappy with or I receive a message that makes me feel uncomfortable, e.g. bullying, sexual, violent or extremist/hateful content, I will not respond to it but I will talk to a trusted adult about it.

I know I can also report unwanted sexual harassment or abuse from the school community and get help from the Designated Safeguarding Lead or via the NSPCC at help@nspcc.org.uk or by calling 0800 136 663.

- I know who my trusted adults are at school, home and elsewhere, but I can also get in touch with [Childline](#), [The Mix](#), or [The Samaritans](#).

I have read and understood this agreement:	Name: Date:
My trusted adults in school are:	

My trusted adults outside of school are:	
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