

Year 7 Compendium

Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Tutor Group: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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# 1.0 Ethos

The Academy’s ethos ‘***Believe, Succeed, Together’*** is reflected in an uncompromising belief that all pupils can and will succeed in a learning community which supports and values everyone and their achievements.

# 2.0 Aims

* To provide a safe and secure environment in which all pupils are able to thrive.
* To provide an environment where pupils develop a strength of character, and resilience, that will help them to overcome the challenges they are likely to encounter in adult life.
* To provide an appropriate range of opportunities and experiences to allow pupils to succeed in the next stage in their education, training or employment.
* To provide an environment in which all pupils are able to develop as individuals and to broaden their horizons through a range of spiritual, moral, social and cultural opportunities.
* To provide a learning environment in which the majority of teaching is outstanding and never less than consistently good.
* To provide opportunities for all pupils to develop a high level of literacy and numeracy required for success in adult life.
* To provide a broad and balanced curriculum, including the opportunity for all pupils to achieve the ‘English Baccalaureate’ (EBacc).
* To provide opportunities for all pupils to achieve an attainment and progress score that exceeds expectations.
* To provide an environment in which every opportunity is taken to celebrate and share success.
* To provide an environment in which pupils feel proud of the Academy, shown by their excellent behaviour, attitude to learning, attendance and punctuality.

# 3.0 Message from the Principal

The hardest job of any Principal is the same as it has always been – ensuring that all pupils achieve their potential. This remains my fundamental aim and, providing that you believe this is possible, you will succeed and we will achieve and celebrate this success together.

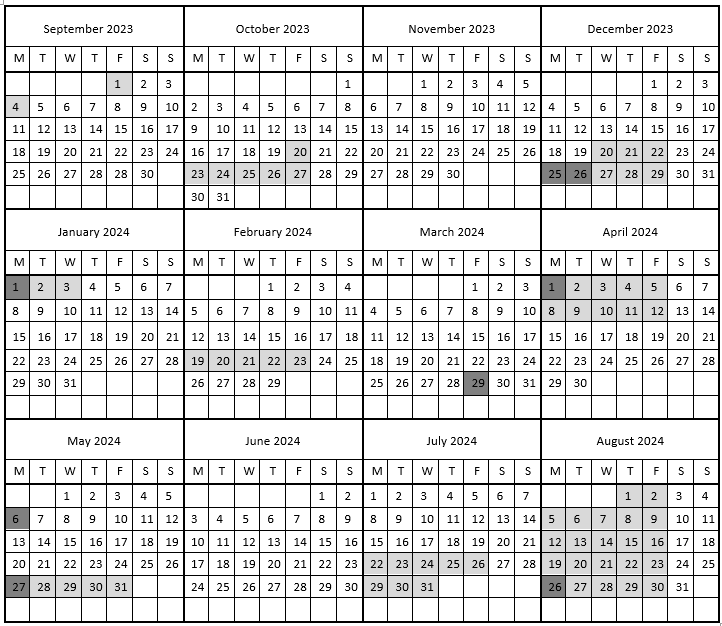


Mr. N. Houchen

Principal

# 4.0 Term Times

The term and holiday dates for the academic year 2023-24 are provided below.



# Academy Day

|  |  |
| --- | --- |
| **Period** | **Time** |
| Morning Registration | 8.35-8.45 |
| Personal Development and Enrichment (PDE) | 8.45-9.15 |
| Period 1 | 9.15-10.15 |
| Period 2 | 10.15-11.15 |
| Break | 11.15-11.40 |
| Period 3 | 11.40-12.40 |
| Period 4 | 12.40-13.40 |
| Lunch | 13.40-14.15 |
| Period 5 | 14.15-15.15 |

# 6.0 Communications Charter

* The Academy will commit to respond to your query or concern within one working day. The response may be by telephone, e-mail, letter or a meeting.
* There are various forms of communication but e-mail is often the quickest and most effective form in the first instance. A staff e-mail directory is available in the Pupil Planner and on the website under ‘Contact Us’.
* If you wish to raise a complaint against the Academy a copy of the Complaints Policy is available on the website.
* If you wish to offer your views on the Academy’s performance through an Ofsted questionnaire (Parent View) this is accessible through the website.
* Dates for staff training (INSET) and parent consultation evenings are listed on the homepage of the website.
* All written correspondence, within reason, will be e-mailed and will also be available on the website.
* Academic reports will be provided on the Friday before the corresponding Parent Consultation Evening.
* Notifications and emergency information will be announced on the homepage under ‘News and Information’.
* Parents will be notified of unexplained pupil absences and receive notification or reminders of key events (including parent consultation evenings and Academy closure) via the Parentmail text messaging system.

# 7.0 Medicines, Illnesses and Accidents

The policy for [Supporting Pupils with Medical Conditions Policy](http://www.eastwoodacademy.co.uk/docs/Policy%20for%20Supporting%20Pupils%20with%20Medical%20Conditions16.pdf) is published on the Academy’s website. If a pupil suffers from any on-going medical condition, they should refer to this policy and contact the relevant Head of House and/or SLT Link to discuss an Individual Health Care Plan (IHCP).

If a pupil feels unwell, they will be sent to their Head of House who will make an assessment as to whether they are sent back to lesson, remain under their supervision, or sent home.

If a pupil has an accident, they must inform a member of staff straight away. Normally they will be treated by a trained First Aider. If they are too ill to remain at school, or if hospital treatment is necessary, the pupil’s parent will be contacted to make suitable arrangements.

# 8.0 KS3 Curriculum

The Key Stage 3 curriculum is delivered in Year 7, 8 and 9 across a two-week timetable. The subjects and number of lessons per fortnight are shown below.

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **English** | **Mathematics** | **Science** | **PE** | **History** | **Geography** | **MFL** | **PDE** | **Citizenship** | **RE** | **Computing/ICT** | **DT** | **Food Technology** | **Music** | **Business** | **Drama** | **Art** |
| 6 | 6 | 6 | 4 | 4 | 4 | 4 | 4 | 2 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |

# 9.0 Extra-Curricular

The Academy provides a large range of opportunities outside of the classroom which include:

* Duke of Edinburgh Award.
* World Challenge.
* New York trip.
* Ski trip to Italy.
* Art trip to Florence.
* PGL water sports trip to France.
* WW1 battlefields in Belgium.
* Day trip to France.
* Theatre trips to London (Matilda, Woman in Black).
* PE Sports Tour to Holland.
* Trip to the Natural History Museum and the Tate Modern.
* Sports Award.
* Arts Award.
* Student Leadership Team.
* Dragons' Den.
* Trips to Russell Group universities.
* School Choir.
* Orchestra.
* Drama Productions.
* Sports Clubs/Teams.
* Academy Newspaper.
* ESU Public Speaking Competition.
* Computing Club.
* Homework Club.
* Dance Club.
* Languages Club.
* Chess Club.
* Young Carers Club

# 10.0 Rewards

As part of celebrating their success, many pupils like to receive rewards. Rewards are most effective when pupils value them and feel motivated to work towards them. Some pupils like to work towards individual rewards; others prefer contributing to a group, team, or House effort.

The Academy places a great deal of importance on the positive effect that rewards can have on pupils of all ability levels and endeavours to ensure that the ethos of the Academy, *Believe, Succeed, Together*, is at the forefront when it comes to motivating and encouraging the pupils to achieve their goals.

For a complete breakdown of the many and varied rewards/commendations, please refer to the [Celebrating Success Policy](http://www.eastwoodacademy.co.uk/docs/Celebrating%20Success%20Policyv2.pdf) on the Academy’s website.

# 11.0 Homework

Homework is work that is set to be done outside the timetabled curriculum. It contains an element of independent study in that it is not usually directly supervised by a teacher. Not all homework is done at home; in fact, for some pupils who find it hard to work at home, or for some tasks which may require resources (books, software, equipment) more readily available at school, it is necessary or desirable to carry out the task at school.

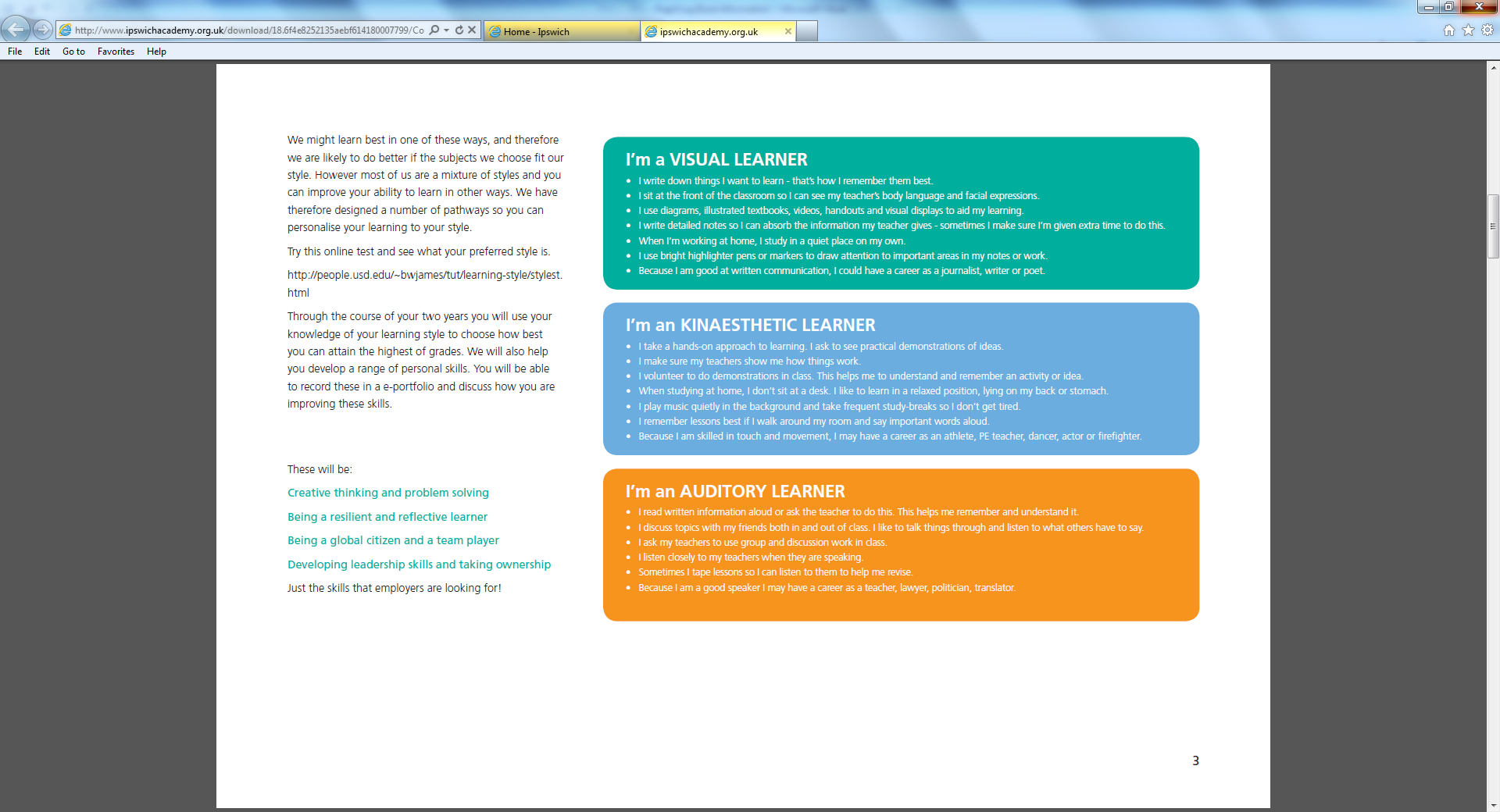
The Academy believes that appropriately planned and differentiated homework tasks should broadly achieve the following:

* Consolidate and extend learning. The quality of homework provision (rather than quantity) is key in achieving this aim.
* Prepare pupils for new learning activities.
* Enhance pupil study skills, such as planning, time-management and self-discipline.
* Encourage independent study skills.
* Engage the co-operation and support of parents.

Nationally, KS3 pupils complete between 45-60 minutes of homework per day and KS4 pupils 90 – 150 minutes per day. The Academy endeavours to work within these guidelines.

We all learn in different types of ways. Try this online test and see what your preferred style is:

<http://people.usd.edu/~bwjames/tut/learning-style/stylest.html>



# 12.0 Commitment to Learning (CtL)

|  |  |
| --- | --- |
| **Grade** | **Description of Pupil** |
| 1  Outstanding | I always have an excellent attitude and commitment to learning and achieving.  I always work very well with others and respect their feelings and values.  I always work very well on my own.  I always enjoy being challenged and stretched and always ask questions to move my learning forward.  I always take advantage of the learning opportunities during the lesson.  I always complete homework on time. |
| 2  Good | I have a good attitude and commitment to learning and achieving.  I usually work well with others and respect their feelings and values.  I usually work well on my own.  I usually enjoy being challenged and stretched and usually ask questions to aid my understanding.  I usually take advantage of the learning opportunities during the lesson.  I usually complete homework on time. |
| 3  Requires Improvement | I have an inconsistent attitude and commitment to learning and achieving.  I occasionally work well with others and respect their feelings and values.  I occasionally work well on my own.  I occasionally enjoy being challenged and stretched and occasionally ask questions.  I occasionally take advantage of the learning opportunities during the lesson.  I occasionally complete homework on time. |
| 4  Inadequate | I have a poor attitude and commitment to learning and achieving.  I rarely work well with others and do not generally respect their feelings and values.  I rarely work well on my own.  I rarely enjoy being challenged and stretched and avoid asking questions.  I rarely take advantage of the learning opportunities during the lesson.  I rarely complete homework on time. |

# 13.0 Remote Learning

At the Academy, remote learning is delivered via MS Teams.

MS Teams is all-in-one hub for the collaborative classroom. Teams meetings allow teachers to host video and audio calls, share documents, conversations, files and notes, collaborate on virtual whiteboards and issue and mark assignments.

Further information can be accessed from the Academy’s Remote learning page on the website.

<http://www.eastwoodacademy.co.uk/index.php/the-academy/remote-learning>

During a **Year 7** Computing lesson, you will log into your Office 365 account which will allow you to access MS Teams. Please record your **school e-mail address**, **username, password** in the boxes below.

|  |
| --- |
| **School E-mail Address** |
|  |
| **Username** |
|  |
| **Password** |
|  |

In relation to the Academy computer network, and associated school-based ICT resources, I agree to adhere to the following:

* Only use the computer network for school purposes.
* Never interfere with or damage the school computer network in any way. If I witness any misuse of the school computer network, I will report it to a member of staff.
* Only log on to the school network or learning platform using my own username and password.
* Regularly change my password and not reveal it to other pupils.
* Only use my school e-mail address.
* Never attempt to bypass the internet filtering system.
* Never knowingly access any material that could be considered inappropriate, offensive or illegal. If I accidentally come across any such material, I will report it immediately to my teacher.
* Ensure that my online activity, both inside and outside school, does not cause the Academy, staff, pupils or others distress or bring the reputation of the Academy into disrepute.
* Report to a member of staff or a parent any communication online or any material that makes me feel uncomfortable or asks me for personal information that I do not want to provide.
* Never reveal personal information including names, addresses, phone numbers and photographs of myself or others.
* Understand that my use of the internet and other related technologies is monitored and logged.
* Respect the copyright nature of material that I may find online.
* Never use downloaded material unless it is properly sourced and referenced.
* Understand that these rules are designed to keep me safe and that if they are not followed, sanctions will be applied.

Pupil signature \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

# 14.0 Contact Us

Tel: 01702 524341  
E-mail: [enquires@eastwood.southend.sch.uk](mailto:enquires@eastwood.southend.sch.uk)

**Pastoral**

|  |  |  |
| --- | --- | --- |
| **House** | **Head of House** | **Senior Leader Link** |
| Ashdown | [mpearl@eastwood.southend.sch.uk](mailto:slockett@eastwood.southend.sch.uk) | ymoyet@eastwood.southend.sch.uk |
| Bowland | ljames@eastwood.southend.sch.uk | pbarrett@eastwood.southend.sch.uk |
| Elvedon | bcooper[@eastwood.southend.sch.uk](mailto:lhodgson-clark@eastwood.southend.sch.uk%20) | [lhodgson-clark@eastwood.southend.sch.uk](mailto:lhodgson-clark@eastwood.southend.sch.uk%20) |
| Kielder | dbracknell@eastwood.southend.sch.uk | jschmid@eastwood.southend.sch.uk |
| Richmond | [jclark@eastwood.southend.sch.uk](mailto:jclark@eastwood.southend.sch.uk%20) | swheeler@eastwood.southend.sch.uk |
| Sherwood | [sdaltrey@eastwood.southend.sch.uk](mailto:sdaltrey@eastwood.southend.sch.uk%20) | mcartlidge@eastwood.southend.sch.uk |
| Whinfell | [dbraybrook@eastwood.southend.sch.uk](mailto:epartridge@eastwood.southend.sch.uk%20) | dpiercy@eastwood.southend.sch.uk |

**Curriculum**

|  |  |  |
| --- | --- | --- |
| **Subject** | **Head of Department** | **Senior Leader** |
| Art | [marnold@eastwood.southend.sch.uk](mailto:marnold@eastwood.southend.sch.uk) | ymoyet@eastwood.southend.sch.uk |
| Business | nniner@eastwood.southend.sch.uk | lhodgson-clark@eastwood.southend.sch.uk |
| Citizenship | [jedwards@eastwood.southend.sch.uk](mailto:jedwards@eastwood.southend.sch.uk) | [pbarrett@eastwood.southend.sch.uk](mailto:pbarrett@eastwood.southend.sch.uk) |
| Computing | [ndunn@eastwood.southend.sch.uk](mailto:ndunn@eastwood.southend.sch.uk) | cniner@eastwood.southend.sch.uk |
| Drama | [irossi@eastwood.southend.sch.uk](mailto:irossi@eastwood.southend.sch.uk) | jschmid@eastwood.southend.sch.uk |
| English | [asteed@eastwood.southend.sch.uk](mailto:asteed@eastwood.southend.sch.uk%20) | [jschmid@eastwood.southend.sch.uk](mailto:jschmid@eastwood.southend.sch.uk) |
| DT | [frodha@eastwood.southend.sch.uk](mailto:frodha@eastwood.southend.sch.uk%20) | mcartlidge@eastwood.southend.sch.uk |
| French | [jhaslett@eastwood.southend.sch.uk](mailto:jhaslett@eastwood.southend.sch.uk%20) | dpiercy@eastwood.southend.sch.uk |
| Geography | nlillywhite@eastwood.southend.sch.uk | dpiercy@eastwood.southend.sch.uk |
| History | [vlang@eastwood.southend.sch.uk](mailto:vlang@eastwood.southend.sch.uk%20) | pbarrett@eastwood.southend.sch.uk |
| ICT | [ndunn@eastwood.southend.sch.uk](mailto:ndunn@eastwood.southend.sch.uk) | cniner@eastwood.southend.sch.uk |
| Mathematics | [msmair@eastwood.southend.sch.uk](mailto:msmair@eastwood.southend.sch.uk%20) | mcartlidge@eastwood.southend.sch.uk |
| Music | sstanley@eastwood.southend.sch.uk | jschmid@eastwood.southend.sch.uk |
| P.E | [nhewitt@eastwood.southend.sch.uk](mailto:nmountford@eastwood.southend.sch.uk) | lhodgson-clark@eastwood.southend.sch.uk |
| R.E | jedwards@eastwood.southend.sch.uk | pbarrett@eastwood.southend.sch.uk |
| Science | cclark@eastwood.southend.sch.uk | ymoyet@eastwood.southend.sch.uk |
| Statistics | sbrown@eastwood.southend.sch.uk | mcartlidge@eastwood.southend.sch.uk |

**Parent View**

In 2011, Ofsted launched a website enabling parents to give their views about individual schools – *Parent View* - <http://www.parentview.ofsted.gov.uk/>. This is an online survey that invites parents to answer ten questions (anonymously) on a range of issues associated with a school.

**Complaints**

The Academy takes concerns and complaints very seriously. In the first instance, complainants are encouraged to address issues informally with the relevant member of staff listed above. If they remain dissatisfied, they should contact the Vice Principal, Mr. C. Niner, who will address the matter in line with the Academy’s [Complaints Policy](http://www.eastwood.southend.sch.uk/Documents/School%20Complaints%20Policy.pdf) which is available on the website.

# 15.0 Attendance

**Academy Target**

The Academy’s target for all pupils is to achieve an attendance of **100%** to afford them the best opportunity to fulfil their potential.

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | | |  | |  | |  |
| 0% | |  | 96% | | 98% | | 100% | |

|  |  |
| --- | --- |
| **% Attendance** | **Description** |
| 100% | Excellent |
| 98.0-99.9% | Good |
| 96.0-97.9% | Average |
| <96.0% | Below Average |

**Parental Role**

Parents have a legal responsibility to ensure their child attends **regularly** (100% attendance) and **punctually** (arrive at or before 8.35 a.m.)

Parents should provide the Academy with up-to-date information about points of contact and those with ‘parental responsibility’.

Parents should contact the Academy (Tel: 01702 524341) **each day** of their child’s absence, stating the reason for absence. Failure to inform the Academy, will result in the parent being notified via Parentmail.

Parents should be aware of the advice in [HSC Guidance on Infection Control](http://www.publichealth.hscni.net/sites/default/files/Guidance_on_infection_control_in%20schools_poster.pdf) and any subsequent information in relation to pandemics e.g. [Covid-19](https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak/schools-coronavirus-covid-19-operational-guidance)

Parents may be asked to provide medical evidence where there are repeated absences due to reported illness. This will usually be in the form of an appointment card, prescription, GP note etc.

Medical appointments should be made outside of school time. Where this is not possible, the appointment card should be shown (in advance) to reception staff, so copies can be made. This is not only important in terms of the categorisation of absence, but it also influences whether pupils are eligible to attend Academy trips. In short, if a pupil’s attendance falls below the Academy’s target (and is not supported by medical evidence) they will not be eligible to attend Academy trips (excluding those required by the curriculum).

Parents should inform the Academy of any relevant factors e.g. bereavement which could affect their child’s attendance and/or behaviour.

**Pupil Role**

The Academy expects pupils to attend **regularly** (100% attendance) and **punctually** (arrive at or before 8.35 a.m.) Registration and Personal Development and Enrichment run from 8.35 – 9.15 a.m.

The front side access gate is locked at 8.35 a.m. From this point pupils are classified as ‘late’ and can only enter via Reception.In instances where a pupil arrives late to school, Reception staff issue a cross in their Planner. When a pupil accrues three crosses in one term, they are issued with a **1-hour afterschool** **detention.** In respect to the third cross, and every additional cross, the pupil will be issued with a **1-hour afterschool** **detention** **on the day that they arrived late to school.** This system is managed by the Senior Leader responsible for punctuality.

In the case of any absence, pupils in Key Stage 4 **must** catch up with all work missed. This will be monitored by the Senior Leader responsible for attendance and may involve pupils being directed into ‘catch up sessions’ during break, lunch and afterschool, until such time as the work is caught up*.*

**Unauthorised Absences**

‘Unauthorised absences’ are those which the Academy does not consider reasonable and for which no ‘leave’ has been given. Although not an exhaustive list, such examples include:

* Parents keeping children off school unnecessarily.
* Truancy before or during the school day.
* Absences which have never been properly explained e.g. a message from another parent or child cannot be used to authorise absence.
* Children who arrive late to school.
* Term time holidays.
* Absence which is not supported by medical evidence when requested by the Academy.

All absence **under 92%**, which is not accompanied by a medical certificate, will be classed as ‘unauthorised’. Pupils falling into this category of attendance will be immediately investigated by the Local Authority Attendance Officer and, if necessary, taken to court and fined.

**Legal Sanctions**

Under existing legislation, parents commit an offence if their child fails to attend regularly and the absences are classed as ‘unauthorised’ (those for which the Academy cannot or has not given permission). Depending on circumstances, such cases may result in prosecution under **Section 444 and 444B of the Education Act 1996** which could lead to a fine of **£2500** or **imprisonment.**

A Penalty Notice is an alternative to prosecution which does not require an appearance in court, whilst still securing an improvement in a pupil’s attendance. Payment of a Penalty Notice enables parents to discharge potential liability for conviction for the period of absence included in the Penalty Notice.

**Holidays in Term Time**

The current law does not give any entitlement to parents to take their child out of school during term time. The **Education (Pupil Registration) (England) (Amendment) Regulations 2013** prohibits a Headteacher granting leave of absence to a pupil, except where an application has been made in advance, and the Headteacher considers that there are ‘exceptional circumstances’ relating to the application.

An **Application for Leave of Absence during Term Time** (**Appendix 1**) should be emailed to Mr. M. Cartlidge -[mcartlidge@eastwood.southend.sch.uk](mailto:mcartlidge@eastwood.southend.sch.uk). Please note that if the absence is not authorised, and the holiday is taken, the case will be referred to the Child and Family Early Intervention Team who may issue a Penalty Notice of **£120** (or **£60** if paid within 21 days) to **each** parent for **each** child taken out of school.

16.0 Academy UniformThe uniform is an important aspect of the Academy’s identity. The uniform should be worn at all times, unless a teacher specifies otherwise.

* Black blazer and an Academy badge.
* Plain white shirt or blouse with a stiff collar. The shirt or blouse tails should be tucked inside the waistband of the trousers. The collar button of the shirt or blouse should be done up at all times.
* Plain black or white socks or plain tights.
* Sensible stout black leather shoes with heels not exceeding 3.5cm in height. Trainers or canvass-type shoes are not permitted.
* Clip-on Academy tie.
* Suitable ankle-length (not above the ankle) black school trousers with no distinctive styling or fashioning. ‘Skinny trousers’ and trousers with conspicuous belts/buttons/buckles are not permitted.
* No jewellery, except for a wristwatch and one pair of plain gold or silver studs, with one stud in each ear lobe. Eyebrow bars, nose and tongue studs are not permitted.  All excess jewellery will be confiscated and returned to the responsible adult or to the pupil at the end of half-term.
* Make-up should be very subtle and discreet. Nail varnish and conspicuous acrylic nails are not permitted.
* Hair styles should be conventional, of a natural colour, and be culturally inclusive. Extremes of hairstyle are not permitted.
* Suitable bag fit for purpose.
* Jumpers, denim, leather and sports jackets and all types of hoodies are not permitted.
* Mobile telephones, including smartwatches and other unnecessary electronic equipment are not permitted. Such items will be confiscated and returned to the responsible adult in person.
* Equipment – Planner, subject books, blue/black pen, pencil, ruler, rubber, calculator and P.E kit.

# 17.0 Pupil Code of Conduct

* You always speak politely to other people and act with courtesy and consideration at all times. There is certainly no excuse for rudeness, disrespect or insolence towards staff.
* You do not act in a reckless way that would endanger the welfare or well-being of others.
* You follow any reasonable instruction or request from a member of staff without argument or protestation.
* You accept responsibility for your actions.
* You act as a responsible individual and report any incidents that affect the school environment or endanger the welfare or well-being of others.
* You contribute positively to the teaching and learning process in the classroom.
* You move sensibly and quietly around the school.
* You keep the school clean and tidy. To this end, the following must be adhered to:

No chewing gum is allowed anywhere inside the school buildings.

No eating or drinking in the corridors or classrooms.

Litter must be placed in the rubbish bins.

* You conduct yourself outside of school and online in a manner which does not compromise the reputation of the Academy or has a negative effect on the welfare and/or wellbeing of others. Although not an exhaustive list, this includes any activity where you are wearing the Academy uniform or can otherwise be identified as a pupil; when travelling to or from school; and when taking part in any school-organised or school-related activity.

# 18.0 Classroom Expectations

**Start of lessons**

* Line up outside the classroom without blocking the corridor.
* Remove your coat before entering the classroom.
* Enter the room sensibly and go straight to the seat assigned by the teacher.
* Remain silent during the register.

**During Lessons**

* Listen to the teacher and remain silent.
* Remain seated throughout the lesson, unless directed otherwise.
* If you need to ask a question, put your hand up, as a signal for the teacher.
* Comply with all instructions given during the lesson.
* Demonstrate a commitment to learning that is at least ‘good’.
* Eating and drinking in lessons are not permitted.
* Electronic equipment, other than calculators, is not permitted.
* Remain in the classroom, unless directed otherwise.

**End of Lessons**

* Remain working until the teacher issues an instruction to stop.
* Remain seated until the teacher issues an instruction to stand.
* When instructed, pack away your books and other educational materials.
* Leave the room in a sensible and orderly manner.

19.0 Pastoral Supervision

Pastoral supervision is where a pupil is brought under the direct supervision of their Head of House or SLT Link. A pupil may be in pastoral supervision for the following reasons:

* A uniform infringement.
* A persistent breach of discipline.
* A serious breach of discipline.
* An act of gross misconduct.

During pastoral supervision a pupil completes curriculum work provided by their subject teacher or the Head of Department. Some time may also be allocated to discuss the reasons that lead to supervision and how this can be avoided in the future.

# 20.0 Pupil Misconduct and Gross Misconduct

For any member of staff to successfully undertake their role inside the Academy, pupils and staff must be fully aware of what constitutes ‘misconduct’ and ‘gross misconduct’ and how the Academy addresses this.

**Level 1: Breach of Discipline**

* Failure to comply with Academy rules concerning classwork, punctuality, homework, equipment and uniform.
* General distractive or disruptive influence in class.

**Level 1** should be dealt with by the classroom teacher. The Head of Department may provide additional verbal support and/or place the pupil on a subject report with associated subject sanctions.

**Level 2: Serious Breach of Discipline**

* Persistent failure to comply with Academy rules concerning classwork, punctuality, homework, equipment or uniform.
* Failure to comply with reasonable instructions from a member of staff.
* Deliberately walking away from a member of staff.
* Bullying.

**Level 2** should be dealt with initially by the classroom teacher, supported by the relevant Head of Department. The Head of House should also be involved at this stage and be monitoring the pupil on a pastoral report. In this instance, the curriculum and pastoral lines should be working collaboratively to resolve the issue.

**Level 3: Gross Misconduct**

* Assault on a pupil or member of staff.
* The use of abusive/offensive language directed at a member of staff.
* Persistent and defiant misbehaviour.
* The use of racist, homophobic, transphobic (or any other prejudice-based behaviour relating LGBT) language directed towards a member of staff or pupil.
* The use of threatening or intimidating behaviour towards a member of staff or pupil.
* Possession of an offensive weapon.
* Possession and/or dealing an illegal drug.

**Level 3** may initially involve the Head of Department and Head of House, however, at this level, the Assistant Principal (Pastoral) and Principal will largely work independently of curriculum lines to resolve the issue which is likely to result in a fixed term and/or permanent exclusion.

# 21.0 Academy Sanctions

**Detentions**

Teachers have a statutory powerto discipline pupils under theEducation Act 2011.

The most common sanction is that of a detention.

* Detentions may be issued at break, lunch and/or afterschool.
* In terms of afterschool detentions, the Education Act 2011 has removed the requirement to provide 24 hours’ notice. Where parents cannot be contacted on the day the detention is issued, it will be deferred to the following day.
* During detentions, pupils complete academic work and/or may be required to undertake community-based work.

**Exclusion**

Exclusion is generally, but not exclusively, the final sanction. Pupils failing to comply with other sanctions, disrupting the education of others or the function of the Academy (or other gross misconduct) will be subject to exclusion.

The Behaviour and Discipline Policy applies to all of a pupil’s activity that is associated with the Academy. Consequently, the Academy will take action against a pupil where their behaviour reflects poorly upon the Academy and/or affects others associated with the Academy (particularly other pupils), even when their behaviour takes place outside the confines of the Academy or outside the normal school day.

For behaviour outside school, but not on school business, the Academy may exclude a pupil if there is a clear link between that behaviour and maintaining good behaviour and discipline among the pupil body as a whole. Pupils’ behaviour in the immediate vicinity of the Academy and/or on a journey to or from school can also be grounds for exclusion.

# 22.0 Safeguarding

The Academy is committed to providing a safe and secure environment for children, staff and visitors and promoting a climate where children and adults feel confident about sharing any concerns which they may have about their own safety or the wellbeing of others.

|  |  |
| --- | --- |
| **Safeguarding Status** | **Member of Staff** |
| Designated Safeguarding Lead (DSL) | Mrs. N. Lillywhite |
| Deputy Designated Safeguarding Lead (DDSL) | Mrs. M. Philp |
| Deputy Designated Safeguarding Lead (DDSL) | Mr. Y. Moyet |
| Deputy Designated Safeguarding Lead (DDSL) | Ms H. Walden |
| Deputy Designated Safeguarding Lead (DDSL) | Mrs. L. Rutter |
| Deputy Designated Safeguarding Lead (DDSL) | Mr. S. Harrison |
| Deputy Designated Safeguarding Lead (DDSL) | Ms. J. Greenwood |

If you are unsure of what to do if you have any safeguarding concerns, please speak to one of the Safeguarding Team (above) and/or visit [safeguarding](http://www.eastwoodacademy.co.uk/index.php/the-academy/safeguarding) page on the website.

# 23.0 Personal Development and Enrichment (PDE)

The Academy provides an extensive Personal Development and Enrichment (PDE) programme, designed to develop pupils’ character, confidence, resilience, independence, health and wellbeing, leadership skills, preparation for life, and provide access to a wide and rich set of experiences.

PDE is delivered through the following:

* A daily 30-minute session from 8.45 – 9.15 a.m. covering the areas below.

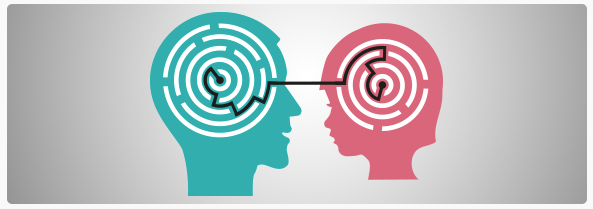
|  |  |
| --- | --- |
| **PDE Element** | **Content** |
| Reflection | Discussing attendance; targets; aspirations for the week; celebrating and sharing pupil successes inside and outside of school; and introducing and/or evaluating the theme of the week. |
| Study Skills | Learning, developing and enhancing transferable study skills. |
| ‘Between the Pages’ | Promoting and facilitating reading e.g. individual, paired; group and teacher-led reading; book reviews; discussion of news articles etc. |
| Preparing for the Future | Interacting and engaging with peers e.g. through individual/group games and teacher-led activities e.g. online games (Year 7).  Delivering the CIAEG programme (Year 8-11). |
| Theme | Presenting the theme of the week e.g. through an extended presentation, assembly, drop-down session etc. |

* Timetabled curriculum subjects e.g. PSHE/RSHE, Citizenship and RE.
* Specific timetabled PDE periods e.g. Arts Award, Sports Leader Award and DofE.
* Enrichment activities operating across the academic year.

**Mental Wellbeing**

Mental wellbeing is about the way you think and feel and how you deal with 'ups and downs'. If you are finding it difficult to cope, you feel overwhelmed, or are concerned about someone else, please speak to your Form Tutor, Head of House or member of the Safeguarding Team.

The Academy has a BACP qualified counsellor and access to an NHS School Nurse. These professionals are experts and can talk to you; they want to help and are dedicated to helping those like you. You are not alone.



The websites below may also provide you with useful information:

* Anxiety UK:  [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk/)  Self help and contacts for those with anxiety disorders.
* B-eat: [b-eat.co.uk](http://www.b-eat.co.uk/) The UK's leading charity supporting those affected by eating disorders and campaigning on their behalf.
* Campaign against Men Living Miserably (CALM): [www.thecalmzone.net.](https://www.thecalmzone.net/) Targeted at men aged 15-35 – Helpline: 0800 585858 Saturday-Tuesday 5.00 pm-midnight.
* Charlie Waller Memorial Trust: [www.cwmt.org](http://www.cwmt.org.uk/) Awareness, information and resources for those who are depressed.
* Calm Harm - free app that helps you manage or resist the urge to self-harm: [Home - Calm Harm App](https://calmharm.co.uk/)
* Childline: <http://www.childline.org.uk/Pages/Home.aspx> 24-hour Helpline: 0800 1111. Information, advice and emotional support for young people
* Cruse: [www.cruse.org.uk.](http://www.cruse.org.uk/) Bereavement care. They have a specific website for young people; [www.rd4u.org.uk](http://www.rd4u.org.uk/).
* Marie Collins Foundation: [mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk/) UK charity enabling children who suffer sexual abuse and exploitation via internet and mobile technologies to recover and live safe, fulfilling lives.
* Mental health information and advice: <http://www.mentalhealth.org.uk/> and [Home - Mind](https://www.mind.org.uk/)Mindfull: [www.mindfull.org](http://www.mindful.org/). An online service for people aged 11-17 providing support, information and advice about mental health and wellbeing.
* No Panic: [www.nopanic.org.uk.](http://www.nopanic.org.uk/) Helpline for anxiety disorders and panic attacks:10.00 am-10.00 pm every day: 0808 138 8889.
* OCD Action: [www.ocdaction.org.uk.](http://www.ocdaction.org.uk/) Information and support for OCD and related disorders such as Body Dysmorphic Disorder.
* Papyrus: [www.papyrus-uk.org.](https://www.papyrus-uk.org/) Organisation looking at the prevention of young suicides.
* <http://www.rethink.org/>
* Samaritans: [www.samaritans.org.](http://www.samaritans.org/) Telephone 116123 for emotional support.
* <http://www.sane.org.uk/>
* SelfHarm UK: [www.selfharm.co.uk](https://www.selfharm.co.uk/)A national project to support young people impacted by self-harm.
* Stamp Out Suicide: [www.stampoutsuicide.co.uk](http://www.stampoutsuicide.co.uk/) Points of contact for those feeling emotionally vulnerable.
* Stem 4: [stem4.org.uk](http://www.stem4.org.uk/) Teenage mental health charity aimed at stemming commonly occurring mental health issues at an early stage.
* Students against Depression: [www.studentsagainstdepression.org.](http://studentsagainstdepression.org/) Information and help for anyone feeling depressed, aimed particularly at students.
* [www.depressioninteenagers.co.uk.](http://www.depressioninteenagers.co.uk/) Self-help strategies for those with depression and/or their friends.
* <http://www.youngminds.org.uk/>
* Youth Health Talk: [www.youthhealthtalk.org.](http://www.youthhealthtalk.org/) video interviews with young people’s experiences of depression.
* Shout for Support in Crisis: <https://www.giveusashout.org/>Kooth - anonymous and personalised mental health support: [Kooth for Children & Young People - Kooth plc](https://www.koothplc.com/our-products/young-people)
* Livewell - lots of information and advice on how to stay well: [Livewell Southend](https://livewellsouthend.com/kb5/southendonsea/directory/home.page)
* Early Help and Familiy Support: [Early Help, Family Support and Youth Offending Services - Street Engagement | Livewell Southend](https://livewellsouthend.com/kb5/southendonsea/directory/service.page?id=GnLaOw5d8WQ)
* CAMHS (NELFT) - Adolescent Mental Health Service: [Southend, Essex and Thurrock (SET) CAMHS | NELFT NHS Foundation Trust](https://www.nelft.nhs.uk/set-camhs)

# 24.0 Bullying

**What is Bullying?**

‘Bullying’ is deliberate and repeated negative behaviour (verbal, psychological or physical) undertaken by an individual (or group of individuals) against any person.

Although not an exhaustive list, unacceptable behaviours that constitute bullying include:

* Insulting or degrading comments, name calling, gestures, taunts, insults or 'jokes'.
* Racist, homophobic, transphobic and sexist behaviour.
* Humiliating, excluding, tormenting, ridiculing or threatening behaviour.
* Offensive graffiti.
* Ignoring people and leaving them out (exclusion and isolation).
* Mocking differences.
* Damaging work or belongings.
* Hiding belongings.
* Pressurising people to join in inappropriate behaviour.

**Signs of Bullying**

Signs that bullying may be occurring include the following:

* Change of friendship groups.
* Lack of friends.
* School rejection.
* ‘Illness' at certain times or on certain days.
* Change in the standard of work.
* Withdrawal/sudden lack of confidence/self-esteem.
* Severe cases of stress or depression.

**Tackling Bullying**

You have a responsibility to inform staff of any bullying as soon as it starts.

It is important that you understand (and feel supported) in reporting incidents of bullying. The Academy will investigate all forms of bullying and punish those responsible.

If you feel that you are unable or unwilling (at least initially) to speak to a member of staff, then send a confidential email to the Academy - [bullying@eastwood.southend.sch.uk](mailto:bullying@eastwood.southend.sch.uk)

There are also lots of external organisations that provide support and advice about bullying:

* [Anti-Bullying Alliance](http://www.anti-bullyingalliance.org.uk/)
* [Bullying UK](http://www.bullying.co.uk/)
* [Bullybusters](http://www.bullybusters.org.uk/)
* [Childline](http://www.childline.org.uk/Explore/Bullying/Pages/Bullyinginfo.aspx)
* [The Diana Award](http://diana-award.org.uk/)
* [Internet Matters](https://www.internetmatters.org/issues/cyberbullying/)
* [Kidscape](http://www.kidscape.org.uk/)
* [The UK Safer Internet Centre](http://www.saferinternet.org.uk/)

# 25.0 Online Safety

The main risks or problems associated with the internet and mobile technology are:

* Online sexual harassment.
* Online bullying.
* Online reputation.
* Nudes and semi-nudes.
* Social media.
* Phishing and scams.
* Gaming.
* Fake news.
* Medical misinformation.
* Screentime.
* Sharenting.
* Video calls.
* Live streaming.
* Privacy and data.
* Digital wellbeing.
* Location services.
* Expiring content.

Click on this link to find out more: [Help & advice | Childnet](https://www.childnet.com/help-and-advice/11-18-year-olds)

You can talk to Childline about any problem you are worried about. They are available 24 hours a day and can talk to you in confidence. You can call them for free on 0800 1111 or [visit their website](http://www.childline.org.uk/).

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If you are being bullied and need someone to talk to, you can find someone to talk to at [Cybermentors](http://www.cybermentors.org.uk/), where there are people your own age and counsellors ready to listen and help.

##### clickceopIf someone has acted inappropriately online towards you or someone you know, you can report it directly to CEOP. It could be sexual chat, being asked to do something that makes you feel uncomfortable or someone asking to meet up.



Being the victim of online crime can be as distressing as real-world robbery. Learn about the real risks and understand the urgency of protecting yourself at [GetSafeOnline](http://www.getsafeonline.org/)

# 26.0 Fire Safety and Evacuation

**In the Event of a Fire**

* If you discover a fire activate the alarm using the nearest alarm point.
* The fire alarm is a continuous sounding of the lesson change signal.
* Do not attempt to fight the fire; lives are more valuable than buildings.
* Take with you only those items close at hand.
* Stay calm and be vigilant.
* Exit onto the Academy field or as directed by staff.
* Do not re-enter the building until the Fire Marshall (Mr. S. Sterling) has indicated that it is safe to do so.

**Emergency Evacuation Assembly Points**

* The arrangement of the Houses is in the shape of a horseshoe (see below).
* Ashdown and Bowland line up at right angles to the west fence (The Bungalows).
* Elveden, Kielder and Richmond line up at right angles to the south fence (The BMW Garage).
* Sherwood and Whinfell line up at right angles to the east fence (The Astro Turf).
* All pupils face into the cup of the horseshoe.

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