

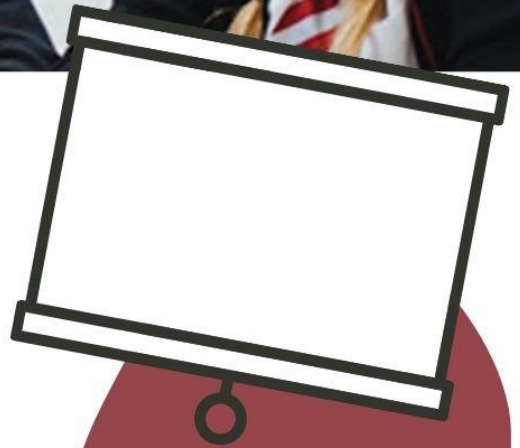


**A GUIDE TO
EASINGTON ACADEMY
FOR PARENTS, CARERS
AND STUDENTS**



A GUIDE TO EASINGTON ACADEMY FOR PARENTS, CARERS AND STUDENTS

Welcome & Support
Attendance
Assessments & School Day
Grades & Maths Home Learning
Reading & Literacy at home
Office 365 & Homework
Knowledge Organisers & Revision
Strategies
Ofsted
Work presentation
Clubs & Activities
Leadership & Personal development
House System & Rewards
Uniform
Behaviour
Attendance & Punctuality
Hints and Tips



WELCOME

This guide for parents, carers and students of students of Easington Academy will provide you with all the information you need with regards to the day-to-day running of the academy, but if you have any questions, please feel free to contact us on 0191 527 0757 or email us at enquiries@easingtonacademy.co.uk.

SUPPORT

The academy has a wide range of people available to help parents/carers with any issues they might have relating to their child's education. Please ring the school office if you wish to speak to any of the people identified:



Young Carers:



Easington Academy offers an embedded support structure for all our students. We recognise that a whole rounded approach for students increases social inclusion, educational outcomes and emotional and physical wellbeing of young carers. By raising awareness of the potential role and responsibilities of young carers, it enables us to identify and support them within school as well as working in partnership with families and external agencies to embed long term change and support

ASSESSMENTS

Assessments for Years 7-10 take place 3 times a year. Year 11 students have two sets of mock exams in order to fully prepare for their GCSEs. Students and parents will be notified of the dates and provided with support for revision.

SCHOOL DAY

Each student starts the day with our **Get set, go!** Registration programme (Tuesday – Friday) and #Worldready (PSHE and RSE) on a Monday. This is then followed by five lessons broken up by a morning break and lunch as follows:

| Event | The School Day Monday | The School Day Tuesday - Friday |
|---|--------------------------|------------------------------------|
| Academy opens | 8.20am | 8.20am |
| Bell rings. Students should make their way to lessons | 8.40am | 8.40am |
| Registration/World Ready time | 8.45am – 9:30am | 8.45am – 9.05am |
| Period 1 | 9:30am – 10:25am | 9.05am – 10.05am |
| Period 2 | 10:25am – 11:20am | 10.05am – 11.05am |
| Break | 11:20am – 11.35am | 11.05am – 11.20am |
| Period 3 | 11.35am - 12.30pm | 11.20am – 12.20pm |
| Lunch | 12.30pm – 1:20pm | 12.20pm – 1:10pm |
| Period 4 | 1:20pm – 2:15pm | 1:10pm - 2:10pm |
| Period 5 | 2:15pm – 3:10pm | 2:10– 3.10pm |

GRADES

Upon arrival at the Academy in September, students will be allocated a baseline grade for each subject based on their Key Stage 2 information. Targets are set accordingly each year and for their GCSEs. Students and parents will be kept informed of targets and attainment in assessments throughout each academic year via interim reports and at Parents’ Evening.

Since September 2017, all GCSE subjects are now graded using the following structure:

Ofqual GCSE grading structure

| | | | | | | | | | |
|----------------|---|---|---|---|---|---|---|----|---|
| New GCSE grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| Old GCSE grade | G | F | E | D | C | B | A | A* | |

MATHS HOME LEARNING

Strong numeracy skills are key to success across the curriculum. We use Hegarty maths for online homework. Each task has a video to watch which explains the method for the given topic. A quiz is then completed to show that you have understood the task. Students can use Hegarty maths to complete their own tasks as well as the tasks set by your teacher.

Hegarty maths

A series of online videos offering well-thought out maths explanations with carefully modelled examples. Pupils engage with each video by making notes, pausing and trying example questions, and then continuing the video to check their answer. Each video is accompanied by a bespoke quiz to help students test their understanding of the skill in question. Hegarty maths is an excellent homework tool and an essential part of GCSE revision. Students can log onto Hegarty Maths by following this process:

1. Visit the website www.hegartymaths.com and click on "Student log in".
2. In the "Find your school" section, pupils should type "Easington Academy".
3. Students will then enter their first name, last name, and date of birth.
4. Students will create their own password the first time they log in. If they forget their password, they can ask for a password reset by clicking the reset link.

Dr Frost Maths

Expert videos and thousands of exam questions make Dr Frost Maths another excellent resource to help boost numeracy skills. Pupils experience real exam questions and receive immediate feedback to help evaluate their progress and understanding. Useful videos help to eliminate misconceptions and students can watch various tutorials to help rectify mistakes. Students can log onto Dr Frost Maths by using their school email and setting a memorable password. Students can ask for a password reset if they forget their details.

Some ideas to help support your child outside of the classroom:

When shopping...

Can you estimate the total bill without a calculator?

Can you estimate the discount price?

Can you order the items on a receipt from cheapest to most expensive?

Can you estimate the size area of...

Estimate the capacity of the stadium and a football game or a concert.

Recipes: How can you change a recipe for 4 people into a recipe for 2? How can you change a recipe for 6 people into a recipe for 4?

Ideas for discussion starters at home:

1. Why is $2 + 3 \times 4$ the same as $4 \times 3 + 2$?
2. At home, is there anywhere that you might need to do perimeter or area calculations?

3. What does BIDMAS mean?
4. What is the difference between area and perimeter?
5. Discuss the weather. What is colder, -10 or -5 degrees?

READING AND LITERACY AT HOME

We are creating a culture of reading at Easington Academy, where students read regularly for both pleasure and for learning. It is incredibly important that students develop understanding and fluency in order to unlock the meaning of texts that they will need to tackle across all subjects, while it is also vital that we do not forget that reading is an opportunity for escapism, enjoyment and relaxation. In school, students will read for one morning a week during tutor time, where they are encouraged to bring something from home that they have chosen themselves (or borrow from a box in their zone). Furthermore, students also listen to a range of short stories and audiobooks in tutor time, developing their reading abilities further through a different medium.

Top ten resources for supporting reading at home:

Easington Academy is a reading school, and we are keen to support our students and their families with ideas and resources to encourage regular reading. We believe in supporting the whole family, so many of these links will also be useful for younger siblings:

1. Anyone with a Durham postcode can become a member of County Durham library services here: <https://libraryonline.durham.gov.uk/pgJoin0.aspx>. This allows you to borrow from a local library near you, but also gives members access to e-books and e-magazines for free here: <https://durham.borrowbox.com/>
2. Authorfy has interactive resources, videos and activities to support children's reading and writing <https://authorfy.com/about/>. These 10 minute videos with challenges by acclaimed children's authors are brilliant: <https://authorfy.com/10minutechallenges/>, as are these Masterclasses (you can filter by age): <https://authorfy.com/masterclasses/>
3. The World Book Day site has an 'Author and Illustrator Academy' with videos, resources and book extracts for all ages and stages. <https://www.worldbookday.com/online-masterclasses/>. For KS2/3 students, I highly recommend Eoin Colfer (*The Fowl Twins*); Onjali Rauf (*The Boy at the Back of the Class*); Katherine Rundell (*The Good Thieves*); Matt Haig (*Evie and the Animals*); Matthew Syed (*You are Awesome – about a growth mindset*); and for older students, Malorie Blackman & Patrice Lawrence (*Noughts and Crosses & Orangeboy*); plus Muhammed Khan (*Kick the Moon*). Sophie Henn has a video to teach students how to create their own comic book characters. The World Book Day site has also just started a 'Book Ideas Hub' with links and resources to encourage children (of all ages) to read, write and draw for pleasure.

<https://www.worldbookday.com/2020/03/book-ideas-hub-brilliant-stay-at-home-ideas-free-resources/>

4. This site encourages young people to keep a diary. You can select the appropriate age (early years- age 7; 8-12; and teen- YA) and then you will find videos by authors and educators talking to young people in a compassionate way and offering suggestions for their diaries. <https://www.ourcoronadiary.com/how-to-join-in>. For example, the author of the superb book *How to Be Extraordinary* (highly recommended!) has a video about the magic of questions -- perfect for KS2/3 children. <https://www.ourcoronadiary.com/post/rashmi-sirdeshpande-the-question-diary>
5. The Book of Hopes is a free eBook with short stories, poems & drawings is the perfect tonic during a time of crisis; it is great for KS 1, 2 & 3. <https://literacytrust.org.uk/family-zone/9-12/book-hopes/>. You can buy it in hardcover format too.
6. Literary festivals (which used to be expensive and involved travel) are now free and available to all. Recently, the Northern YA Literary Festival took place; young people can watch the recordings of interviews with fabulous authors for free: <https://nyalitfest.wordpress.com/programme/>. Sessions with YA authors include 'How to Get Published', 'Women at War', 'Myths, Magic & Legends', 'Last One to Die' (horror/supernatural), 'Map-making with Vashti Hardy', and 'Mystery-solving, code-cracking and daring detectives.' As part of this event, the 'Voices' panel explores the untold historical stories of people from diverse backgrounds: <https://www.youtube.com/watch?v=gkr50A017lw&feature=youtu.be>. Similarly, The Hay Festival had a wonderful series of talks (available for free via 'Hay Player') for young people of all ages: <http://www.hayfestival.com/education>
7. There are several authors reading aloud their books on a daily basis (with recordings on YouTube) or providing free videos/books/resources:
 - a. Don't miss Cressida Cowell (Children's Laureate) reading aloud her books, including *How to Train Your Dragon* and *The Wizard of Once*. <https://www.youtube.com/channel/UCe01xn13M8q2dslw0mvW9lg>
 - b. Also wonderful are the Piers Torday videos: he is reading aloud *The Dark Wild*, which is the story about a virus which has hit the animal world, and a vaccine that has just been developed...<https://www.youtube.com/c/piersftorday/featured>.
 - c. Tom Palmer, known for his hugely popular football fiction (sometimes linked to war) has multiple free reads on his site <https://tompalmer.co.uk/free-reads/>. He also has engaging and helpful videos to support creative writing: <https://tompalmer.co.uk/writing-tips/>. In addition, he has a YouTube channel where he reads aloud extracts and offers tips. Palmer's new book, *After the War*, is about children who survived the Holocaust and who started a new life in the Lake District. It is well-researched and he has multiple resources linked to Holocaust Memorial Day on 27th January. <https://tompalmer.co.uk/holocaust-memorial-day-resources-and-competition/>

8. The Oak National Academy has just started giving free access to a children's book each week: <https://library.thenational.academy/>. So far, *The Story of Tracey Beaker* by Jacqueline Wilson and *The Girl Who Stole an Elephant* by Nizrana Farook (fabulous!) are available for free; until February 5th, you can listen to *The Girl Who Stole an Elephant* being read aloud while you follow along! <https://library.thenational.academy/steal-an-elephant-with-nizrana-farook/>
9. Reading Partners has some strategies for improving reading skills, as well as Literacy challenges to participate in: <https://readingpartners.org/blog/5-at-home-reading-strategies-guaranteed-to-improve-reading-skills/>
10. Finally, look out for our very own Easington Academy Virtual Library, coming soon this year!

OFFICE 365 & HOMEWORK

Every student has their own Office 365 account which they will use to:

- Contact staff via email
- Access and save work both at home and at school
- Find useful learning resources and revision materials
- Attend "live lessons" in the case of a future lockdown



These log in details also enable students to download Microsoft Office to their home computers for the duration of their time at the Academy for free. Support for parents and students will be provided. The Office 365 package gives students access to a range of apps that they will use throughout their time at Easington Academy. All the apps are easily accessible on laptops, tablets and mobile phones.



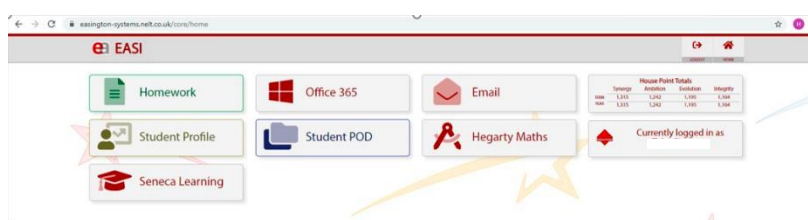
HOMework

We see homework as an essential part of learning and key for success. Students will receive, on average, one piece of homework for every three hours of each subject. Homework is set on **EASI**, and support for students and parents will be provided.

Teachers will record whether homework has been completed, with Directors of Learning monitoring all students' homework completion. As we regard homework as being fundamental to pupil learning and progress, we offer some fabulous rewards and opportunities for those who complete homework regularly, on-time and to a high standard. Teachers will award 'homework stars' for high quality homework, and these will be awarded as house points. There are also sanctions for those who fail to meet these requirements. We offer a range of support to enable students to complete homework, including homework club and computer access.

EASI

Students have their own EASI page where they can access vital information about homework, house points and consequences.



Using their home page, students can check what homework is due in which subject and the deadline for handing it in. They can access all the apps included in the Office365 package, including their email. Students should check their email every day for important messages from staff. House points are recorded on EASI and can be redeemed in the online shop. There is also easy access to resources through Student POD, and useful links to Hegarty Maths and Seneca Learning. The Student Profile button allows students to view homework, check house points and upcoming detentions. Parents can also use EASI to keep updated and a guide to EASI will be emailed to you to support you with this. We recommend that checking EASI becomes part of each student's daily routine, so that they can keep organised and up to date.

KNOWLEDGE ORGANISERS

Students will be given knowledge organisers for most subjects at the start of each topic. These will contain the key information that units will cover and would be suitable to help students revise at home in preparation for assessments. Knowledge organisers may cover key vocabulary, concepts and ideas related to the work carried out in lessons. Knowledge Organisers can be found on the students' POD page.

REVISION STRATEGIES

It's important to prepare properly for all assessments and exams. Students will be given lots of advance notice about assessments and we will provide resources and links to ensure that all students have every opportunity to do their best. All students will receive tips on how to revise effectively, and just as importantly, how to stay healthy during exam periods.

Your Summer assessments are after half term - BE PREPARED by using this guide

There are resources on POD for every subject. Follow these links for more info

- ENGLISH
- MATHS
- SCIENCE
- ART
- DESIGN
- TECHNOLOGY
- GEOGRAPHY
- HISTORY
- ICT
- MFL
- MUSIC
- RE

FLASH CARDS
Create a set of flash cards with key words and questions. Get someone to test you

READ & QUIZ
As you read, jot some questions down. Answer these questions from memory

SUMMARISE
Write an overview of the key points and words from memory. Check your notes

SPIDER DIAGRAM
Create a spider diagram from memory. Then check your notes and add anything you've forgotten in a different colour

LOOK, COVER, WRITE, CHECK
Read your notes, cover it up, write what you can remember and check

STUDENT POD
Use the resources available in these links to help with your revision

ONLINE RESOURCES
Use Bitasize, Semaica or YouTube videos to recap content

MIND MAP
Create a mind map from memory. Then check your notes and add anything you've forgotten in a different colour

GET ORGANISED!
Set goals and make your revision manageable. Take regular breaks

GET LOTS OF SLEEP
A good sleep of 7-9 hours every night will help you to retain information

ASK FOR HELP
Don't stress if there's anything you don't understand. Ask your teacher

LOOK AFTER YOURSELF

EXERCISE
Healthy body = Healthy mind. Take regular breaks and go for a walk

NO DISTRACTIONS
Try and find a quiet place to work. Switch off your phone if you can

EAT HEALTHY
Don't skip meals and stay hydrated

REWARD YOURSELF
Reward yourself to stay motivated. Make sure you relax and switch off

7

Top Tips for Revision

| DO | DON'T |
|---|--|
| ✓ Plan your revision. Set yourself achievable goals | ✗ Leave your revision to the night before |
| ✓ Get lots of sleep. Give your body and mind a chance to recharge | ✗ Procrastinate. Put your phone away and turn off the tv |
| ✓ Ask for help if you need it | ✗ Overwork yourself. Spread your revision out |
| ✓ Check you understand what will be assessed and how | ✗ Worry! Work hard and try your best |

PRESENTATION & EXPECTATIONS OF WORK

Please feel free to regularly check your child's exercise books and quality of homework. You know your child better than anyone so please let us know if you are unhappy with the standard of work they are producing.

WORK CODES
Positioned in the top left hand corner
HW - Homework
CW - Classwork
A - Assessment
PL - Planning
N - Notes

THE DATE
Positioned in the top right hand corner
Number, month, year
Comma to separate date and month from year
Underlined

THE TITLE
Positioned in the middle
Use capital letters
Underlined

Leave 2 line spaces before writing

Leave 1 line space before writing title

NUMBERS
Add numbers in the margin if required

Leave 1 line space between paragraphs

HW

29 January, 2020

Evaluating Macbeth's Character

Subtitle (if needed)

1. Your writing needs to start at the **left-hand side** of the page, right next to the margin. You need to use the **whole** of the line in your exercise book before you begin on a new line.

If you need to break for a new paragraph, make it visible by leaving a **line space**. This will make your work neater which will help your teacher (and your peers) to read and understand your writing.

Your handwriting should **always** be your very best and in either **blue** or black pen.

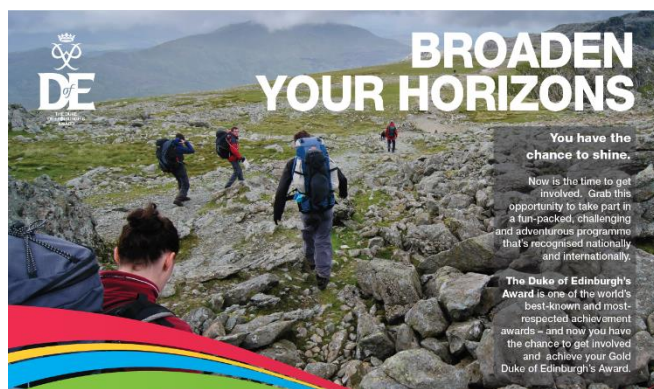
Drawings and diagrams should always be in pencil, using a ruler. There should be **no** graffiti on pages.

Clearly mark if you are *peer assessing* or *self assessing*. Remember when giving **WWW** and **EBI** comments to be **kind, helpful** and **specific**.

SCHOOL CLUBS AND ACTIVITIES

A variety of extra-curricular activities will be on offer to each year group at lunchtimes and after school; more information will be shared with students each term via our morning notices.

Duke of Edinburgh Award



DofE is about helping students along the path to a productive and prosperous future. As many of our former students have said: *"it's life-changing and an experience I will never forget"*.

Achieving this award will give young people the skills, confidence and an edge over others when they apply for college, university or a job. 1 in 3 UK employers regard soft skills as more

important than academic achievements. The DofE is supported by UK employers including British Gas, RSM, Heathrow, DFS and Royal Mail who endorse the skills and attributes developed whilst doing a DofE programme such as resilience, commitment, self-motivation and team working. Students can start the Bronze Award in Year 9 and progress to the Silver Award in Year 10. This award is very popular with students when we launch it during the autumn term. After registration, students are supported through a programme to teach them the skills and knowledge, required to complete the Expedition section of the award. This involves navigational skills such as route planning, map reading as well as preparing meals that will be cooked on camping stoves and overnight camping.

Buddies' Club



Buddies club is available to our younger students and is held during lunchtimes. There are a range of activities such as board games, interactive educational online games as well as the opportunity to learn new crafts and make new friends. Within a supported environment, the Buddies club encourages open and effective dialogue among peers and tends to break down social

barriers with their classmates. Students often become more confident, which in turn creates

a collaborative learning environment in which peers feel less hesitant to raise questions and participate in class discussions.

Sport at Easington

PE specialist teachers deliver a range of exciting and challenging activities as part of our broad and balanced PE curriculum. Students will be taught football, rugby union, netball, table tennis, badminton, dance, cricket and athletics. We also offer an extensive range of extra-curricular activities, clubs and teams. We have clubs which offer a recreational approach, ranging from activities such as badminton, table tennis and trampolining to those which are focussed on competition in team games such as boys and girls football, netball and cricket. As well as this, there is the opportunity to compete in inter-house sports tournaments and Easington Academy sports day.



UK Maths Challenge

These challenges encourage mathematical reasoning, precision of thought, and fluency in using basic mathematical techniques to solve interesting problems.

Students will have the chance of being entered into the Junior and Intermediate Mathematical Challenges. Both are solo competitions run by the UKMT and have over 700,000 entries each year. It is the UK's most popular school competitions, with the highest-scoring students from across the country being asked to take part in follow-on rounds.

Students also could have the opportunity to compete in the UKMTs Team Maths Challenge. This encourages students to work collaboratively on a range of intriguing mathematical

problems. Each year, dozens of Regional Finals of these competitions place across the UK and culminate in a National Final attended by around 90 high-scoring teams.

In preparation for these events, a lunchtime Maths Challenge Club is offered, and a problem of the week is sent out to students each week. These activities aim to open young people's minds to the breadth and depth of mathematics



Performing Arts



At Easington we have some fantastic opportunities available in our Performing Arts Department:

Instrumental Lessons

Our amazing teachers from Durham Music Service visit us each week to provide lessons on Brass, Woodwind and String instruments. You may already know them from visiting your Primary! Signing up for these is easy and your music teacher will give you full instructions on how to do this in your first week at Easington. If you already play an instrument, you might already be set up with lessons when you arrive. If in doubt, speak to Miss Romaniuk.

We also offer singing lessons to students. These are available on a first come first served basis when you arrive. You will get all the information about these during your first few weeks of Year 7.



Extra-curricular

Choir – our award-winning choir runs every Thursday in the music classroom and is open to anyone. You don't need to sign up for this, just come along with your lunch where you can register. We have some exciting performance opportunities lined up for this year and we have previously performed in prestigious venues such as

Sage in Gateshead and Durham Cathedral.

Guitar Club – If you are interested in learning the guitar or you already play, then come along to our guitar club. Details will be provided in your music lessons. Places are limited and you don't need your own guitar to participate.

Easington Academy Orchestra – if you play a brass, string or woodwind instrument you will be invited along to our school orchestra. We regularly perform in school and at our Trust concerts at Sage in Gateshead. Speak to your music teacher to find out more information.



Drama/Musical Theatre – Each week we run drama club for those budding actors out there. This is open to all year groups, and you do not need to have any experience to join! Our most recent production was “Billy Elliot – The Musical” which we performed in July 2022.

Art

The purpose-built Art studio offers a variety of creative opportunities: Drawing and painting, ceramics, glass, textiles, photography (traditional & digital) and print making.

Art Sparks – A weekly art club after school allows pupils to express their creative ideas in a range of specialist crafts including, glass, ceramics, photography, painting, and many other crafts.

Art club lunch – A weekly opportunity for pupils in year 9 to really develop their skills within a range of creative disciplines including drawing & painting, ceramics, and textiles.

Artist of the week – The art department choose an artist of the week from each year group, celebrating their creative outcomes with post cards home as well as displaying work online.

Local and national competitions – At Easington we are keen to display and reward all our creative talents by entering competitions each term.

Art exhibition – An art exhibition is held each year to showcase the efforts of all year groups, allowing parents and peers to celebrate the wonderful artwork created by our pupils.



Year 11 Leadership Opportunities

Each year a number of Year 11 prefects are appointed to undertake a variety of roles within the Academy to develop leadership skills and to assist with the administration of the school. Prefects always establish and maintain the highest standards of behaviour and attitude, are reliable and responsible members of the school community, and are role models to which younger students aspire.

All interested Year 10 students are invited to apply for the various Prefect roles on offer in Year 11. Applications for the roles of Head Boy, Head Girl or Head Student are emailed as formal letters detailing why the applicant believes they have the attributes required for such a prestigious opportunity. Applications are shortlisted and invited to attend an interview. Successful candidates begin their role towards the end of Year 10.

The role of a Prefect is wide-ranging with many different responsibilities. The Prefect roles currently available are as follows:

Head Boy/Girl/Student

- Manage and lead the team of Year 11 Prefects.
- Represent the Academy at events such as Parents' Evening and Open Evenings.
- Liaise between staff and students and represent the views of all students in the Academy.
- Raise awareness of important issues.
- Deliver presentations and communicate with staff, students, and parents.

Events Prefects

- Organising fundraising events for local and national charities.
- Attend and help at after school events.
- Organise and plan the Year 11 Prom.

Student Council Prefects

- Collate student opinions and communicate these during Student Council meetings.
- Raise awareness of important issues and events.
- Make decisions and initiate change.

House Captains

- Select and organise teams for House events.
- Motivate and inspire your team to achieve success.

Sport Leaders

- Support PE staff in the delivery of lunch time clubs.
- Work alongside House Captains and the PE department to deliver inter-house competitions.
- Distribute and collect lunch time sporting equipment.

Buddies Prefects

- Attend and help at Year 6 events.
- Work with Year 6 students to mitigate any worries about starting Secondary school.
- Support our new Year 7 students to build confidence and promote a successful start at Easington Academy.

PERSONAL DEVELOPMENT AND #WORLDREADY LESSONS

Our #WorldReady programme is delivered by Form Tutors every Monday morning. The topics that students will learn about are based on the core themes of 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'. The purpose of these lessons is to ensure that all of our students have the knowledge and attitudes required to be #WorldReady by the time they leave Easington Academy.

All Students also receive Spiritual Moral Social and Cultural (SMSC) education in pastoral time every morning through assemblies (once a week) and our daily 'Get set, go!' programme. This programme includes important daily notices, literacy and numeracy activities as well as relevant current affairs topics and initiatives.

EASINGTON HOUSE SYSTEM

The house system allows our students and staff to feel a sense of belonging. Students will have the opportunity to earn house points which will contribute towards the total for their house.

There are many house events throughout the year, which focus on all areas of school life. This ensures that everyone has the opportunity to represent their house in something that they enjoy or are good at. At the end of each term, the house who are leading the house point total will be rewarded and there will be an additional reward at the end of the school year for the house who are leading overall.

The four houses at Easington represent personal qualities and behaviours that we expect our students to demonstrate.



Evolution: A gradual process of change and development.

- Perseverance – Getting better at something by working hard and not giving up.
- Organisation – Being organised and equipped for learning so that you make the most of lesson time.

Ambition: A desire and determination to achieve success.

- Aspiration – Setting yourself a goal or challenge and working hard to achieve it.
- Self-belief - Believing that you can achieve whatever you set your mind to.

Synergy: The combined power of a group working together that is greater than the power achieved by working separately.

- Team working skills – Working collaboratively as a group, listening to others as well as contributing your own ideas and opinions.
- Leadership – Leading a team or a group towards success effectively.

Integrity: The quality of being honest and having strong moral principles that you refuse to change.

- Honesty – Owning up straight away when you have done something wrong.
- Bravery – Standing up for what’s right, even when it isn’t easy.

REWARDS

At Easington we recognise the importance of rewarding the positives. All staff can reward students with house points, these can be given for showing a range of qualities and behaviours both in lessons and around school, as well as for submitting high quality homework.



When a student is awarded a house point it contributes to their house total and their individual total, which they can use to gain additional rewards. Students can use their house points to purchase scratch cards from The Hub, which are worth 25, 50 or a 100 house points. The scratch cards give students the chance to gain a range of additional prizes which rewards them for demonstrating positive behaviour around the school.

KEEPING YOU INFORMED

Our newsletter will be shared with you each term. Jam-packed with stories, pictures and more, it will keep you updated on all the exciting goings on in school. If you can’t wait till the end of term, take a look at our ever-changing school website and Facebook page for more exciting news, pictures and more - www.easingtonacademy.co.uk

EMAIL

The Academy will keep in touch with parents via email and phone call, please ensure that you check regularly for updates and inform us of any changes with regards to contact details.

Alternatively, please phone us on 0191 5270757 (*bearing in mind teachers will be in class during school hours*).

PAYMENT PORTAL – OUR CONVENIENT AND SECURE ONLINE PAYMENT SYSTEM



We have an online payment system, **SCOPAY**. The system allows you to make payments using the internet for dinner money, trips or other school activities.

Parents/carers will receive details to create an online account when their child joins the Academy. Once this account is activated money then will be able to be added.

SEND

The SEND team at Easington Academy are based in the Learning Hub. Students come to see them if they need additional help or support with class work or homework tasks.

Mrs O'Carroll is the SENCO

Mrs Tuck is the Assistant SENCO

Mrs Collins is the Hub manager

Mrs Carter, Mrs Blunt, Mr Jones and Mrs Wales all work with students if adult support is needed.

Parents should contact Mrs O'Carroll if they wish to discuss the support their son/daughter receives in school.

Homework club takes place in the Learning Hub every day. Year 7-9 students can go into the Hub at lunchtime for extra help or to use the computers for homework. All students are welcome to go to homework club after school. It is open every day and there are always members of the team there to help until 4pm.

UNIFORM

Easington Academy has a uniform policy that has the full support of the Local Academy Council.

While we are more than happy for parents and students to purchase school uniform from a wide variety of sources, we have worked closely with Emblematic to create trousers and skirts with the academy logo, which meet our uniform rules. Should parents choose to purchase items from other suppliers then the following uniform code must be adhered to. We welcome donations of good quality, second-hand uniform items; these can be purchased for a minimal price using the link below and all profits go back into our uniform fund to purchase essential daily items such as tights, underwear, trainers which can be borrowed for PE etc.

<https://app.uniformd.co.uk/schools>



The uniform code is as follows:

- Plain white school shirt (no logos) buttoned to the neck.
- Academy tie - Year 7, 8 and 9 red and grey and years 10 and 11 red and black.
- Plain black formal straight cut trousers - no jeans, leggings, skinny or stretch style.
- Black pleated or pencil skirt no more than 1 inch above the knee. Pencil skirts MUST have a vent/split at the back seam. No “tube” skirts or skirts made from jersey material.
- Black formal knee length shorts in the summer term.
- Black **V-neck** jumper with the Academy logo (optional item and only available from the uniform supplier).
- Black cardigan with the Academy logo (optional item and only available from the uniform supplier).
- Plain black leather or leather-style shoes which can be polished. No trainers, plimsolls, pumps or boots.

- Socks must be black.
- Black opaque tights of 60+ denier to be worn with skirts.
- Outside coats must be removed on entering classrooms.
- Caps are not to be worn on the school premises.
- Woollen hats may be worn between the autumn and spring half terms.



PE

PE Kit



- PE polo shirt –this is a compulsory item and only available from the uniform supplier.
- Black shorts/tracksuit bottoms/sports leggings - it is compulsory for students to have at least one of these items. The items are available from the uniform supplier but can be purchased elsewhere.
- Black Mid layer top – optional item only available from the uniform supplier.
- Black base layer – optional item which may be worn underneath the PE polo shirt during the colder months.
- Hoodie – optional item only available from the uniform supplier.
- Rain jacket – optional item only available from the uniform supplier.
- Skort - optional item only available from the uniform supplier.
- Sports socks – optional item available from the uniform supplier.
- Footwear – trainers must be worn in PE lessons. Plimsolls, Converse or canvas type shoes are not suitable and must not be worn. Students are advised to wear football boots for football or rugby.

How to order uniform

Please contact Emblematic directly at <https://emblematic.co.uk/schools/eaca/> to order uniform.

GENERAL APPEARANCE

- The school reserves the right to determine that a student's hairstyle is inappropriate. This includes the cut of a student's hair and colouring. Tramlines, Mohicans, extreme short sides, longer on top are examples of styles that are deemed inappropriate. Similarly, hairstyles which incorporate brightly coloured dyed hair, where the colouring is in stark contrast to the natural colouring of the student's hair are not allowed. Hair should be a natural colour (one colour only). Hair extensions are not permitted. Hair accessories should not be overly decorative e.g., no large flowers. A student found to be in breach of the uniform policy in respect of their hairstyle and/or colour will be given a timescale of no longer than two weeks to remedy this.
- Students may wear one small single metal stud in each earlobe - no other piercings are allowed.
- No necklaces, bracelets, or rings.
- No false, gel or acrylic nails and no bright colour nail varnish.
- No false eyelashes.
- No false tan.
- No make-up except in Years 10 and 11 where discreet, natural make-up can be worn.
- Tattoos which are visible are not allowed. Any student with a visible tattoo will need to keep it covered up.

BREACHES OF UNIFORM CODE

Any student out of uniform is expected to bring a note from their parent/carer to explain why this has happened. A "Blue Slip" must be collected from the LSU before registration every morning if full uniform is not being worn.

- Any student coming to school without a tie needs to borrow one from the Year Manager. If this happens too often parents/carers will be contacted, and a sanction applied.
- A first breach of the uniform code will be logged on a uniform tracking sheet by the Assistant Head teacher for Behaviour.
- A second breach of the uniform code will result in a letter being sent home and contact from the student's Year Manager.
- A third breach of the uniform code will result in a second letter being sent home and contact from the student's Year Manager.

- A fourth breach of the uniform code will result in an after-school detention being issued.
- A fifth breach of the uniform code will result in an after-school detention being issued.
- A sixth breach of the uniform code will result in a 1-day internal exclusion.
- A seventh breach of the uniform code will result in a 1-day internal exclusion
- An eighth breach will result in a 2-day internal exclusion. If there are further breaches of the uniform policy, additional sanctions will be included including suspension and permanent exclusion.

JEWELLERY

Once a student has received 3 flags for inappropriate jewellery, they will receive a C3 detention with Mr O'Carroll. 5 flags will result in a phone call and/or letter home and 10 will automatically schedule a Friday after school detention with Mr O'Carroll.

SECURITY DURING PE LESSONS

during lessons, although there are occasions when they need to be open after the lesson has begun. It is for this reason that the students will be asked to hand valuables in for safe keeping prior to the beginning of the lesson.

NON-PARTICIPATION IN PE

Any student without full PE uniform is expected to bring a note from their parent/carer to explain why this has happened. A "Blue Slip" must be collected from the LSU before registration every morning if a student has not brought their uniform to school on the day of a PE lesson.

- A first breach of the uniform code will be logged on a uniform tracking sheet by the Assistant Head teacher for Behaviour.
- A second breach of the uniform code will result in a letter being sent home and contact from the student's Year Manager.
- A third breach of the uniform code will result in a second letter being sent home and contact from the student's Year Manager.
- A fourth breach of the uniform code will result in an after-school detention being issued.
- A fifth breach of the uniform code will result in an after-school detention being issued.
- A sixth breach of the uniform code will result in a 1-day internal exclusion.
- A seventh breach of the uniform code will result in a 1-day internal exclusion
- An eighth breach will result in a 2-day internal exclusion.
- If there are further breaches of the uniform policy, additional sanctions will be included including suspension and permanent exclusion.

EQUIPMENT

All students are expected to come to school with a **black pen, green pen, pencil, ruler, glue stick and a homework folder (provided)**. **Every student will receive a homework folder from Easington Academy in September** and a **bag** large enough to carry an A4 size file/ exercise book. Regular equipment checks will be carried out during morning registration. If a student does not have full equipment, they will be provided with an equipment pack in the first instance and this will be flagged on Easi. If a student accrues 5 flags in a half term, they will be issued with a C3 and 10 instances of incomplete equipment will result in a C4. Further sanctions may also be applied should the issue persist despite being provided with a full equipment pack.

EASINGTON ACADEMY BEHAVIOUR SYSTEM

BEHAVIOUR

All students have the right to be able to learn in a happy, safe environment. This section of our guide ensures that rules and sanctions are clear. Students are always encouraged to behave well and supported when things go wrong.

THE CLASSROOM DISCIPLINE PLAN

In each classroom there is a classroom discipline plan. The plan highlights the consequences of poor behaviour, and rewards given to those who display good behaviour and who produce work of a high academic standard.

CONSEQUENCES

- Name on the board
- C1: verbal warning
- C2: 15-minute detention
- C3: 30-minute detention
- C4: 2 X 30-minute detentions
- C5: 1 hour after school detention

The academy reserves the right to use other lawful sanctions to address the problem of disruptive behaviour or failure to attend detentions, for example, supervision during lunchtime in the Learning Support Unit

Six step system – behavioural system

So that parents/carers and their child are fully aware of a worsening situation regarding a student's behaviour, the school operates a six-step procedure. A move to a higher step means that a student's behaviour has deteriorated and that other strategies will be employed to encourage an improvement.

1. All students begin on **STEP 1**, which entails the monitoring of every student's behaviour.
2. If a student begins to pick up an unacceptable number of negative reports, he/she will be moved on to **STEP 2**. At this stage, the student's parent/carer will be contacted to express the school's concerns and the child's behaviour. Parents/carers will receive a monthly printout of their child's behaviour record.
3. Once a student is moved onto **STEP 3**, they will be referred to the school's Pastoral Liaison Group. This is the school's multi-agency forum, which meets to discuss those students who are displaying negative behaviours in school. When a referral has been made, the group will establish an Individual Behaviour Plan for the student which will include several behavioural targets; the plan will run for approximately sixteen school weeks. Parents/carers will receive a copy of the plan and be able to read the comments made at the review and evaluation stages. Parents/carers and the student will be asked to sign the Individual Behaviour Plan. Parents/carers are invited to attend the meeting and the student will also be present. An Early Help referral will also be offered at this meeting.
4. If the Individual Behaviour Plan is unsuccessful in terms of improving the student's behaviour, then the student will be moved to **STEP 4**. The student will again be referred to the Pastoral Liaison Group, this time to establish a Pastoral Support Programme. As with the Individual Behaviour Plan, the student will set targets and his/her behaviour will be monitored over a sixteen-week period. A review and evaluation of the Pastoral Support Programme will be carried out and parents/carers will receive copies of both. Parents/carers will be invited to the meeting and the student will also be present. Referrals to outside agencies will assess the need for Early Help intervention through the single assessment procedures. If the Pastoral Support Programme fails to bring about an improvement in behaviour, the student will be moved to **STEP 5**. The student will be placed in the Learning Support Unit for a period of not less than five days if no previous placement has been made. If the student continues to disrupt lessons, he/she will be moved to **STEP 6**, the last step in the procedure. The student's SEN status will be reviewed. A fixed term exclusion will be recommended if no previous exclusion has been given. A student on Step 6 will receive a final warning from the Head of School.

The academy reserves the right to bypass any steps should a student's behaviour warrant such an action. This could mean recommending a student's permanent exclusion in response to a single, serious breach of the academy rules. For example, dealing drugs on the academy premises would result in an immediate recommendation of permanent exclusion, irrespective of the step the student was on at the time the incident took place. Movement on the steps is not one-way. If a student's behaviour improves over a period of term, usually two terms, then the student will be moved down a step. A considerable number of students move down the steps each term and parents are notified by letter.

OUTSIDE OF THE ACADEMY

The academy has the legal right to discipline students for incidents that take place beyond the school gates. This applies to incidents of poor behaviour that occur when students are coming or going from the academy. The right to discipline students would also apply to incidents of bullying that take place off the academy site. Incidents of poor behaviour on school trips would also fall into this category.

MOBILE PHONES

It is not permitted to use a mobile phone during the school day whilst on the school site. All phones should be switched off and left in bags.

- **First breach** - mobile phone will be confiscated and returned at the end of the day.
- **Second breach** – mobile phone will be confiscated and returned at the end of the day.
- **Third breach** – mobile phone will be confiscated and returned at the end of the day. A letter will be sent to the student's parent/carer.
- Any further breaches of the rule will result in other disciplinary sanctions being used. The sanctions will include after school detentions, internal and, if necessary, fixed term exclusions.
- If all the sanctions have been used and the student continues to breach this school rule, the student will be banned permanently from bringing the phone on to the academy premises.
- If a permanent ban is breached, the academy will consider a recommendation of permanent exclusion.

SMOKING/VAPING

Easington Academy is a non-smoking site, a rule which applies to staff and students alike. There will be profound consequences for any student who chooses to breach the no-smoking rule. The no-smoking rule includes the use of vapes. The consequences for breaching the academy's no smoking rule are outlined below:

- **First breach:** a one hour after school detention.
 - **Second breach:** a one hour after school detention.
 - **Third breach:** a one-day internal exclusion. The student will also complete a PIP on the dangers of smoking with the school nurse.
-

- **Fourth breach:** a one-day internal exclusion.
- **Fifth breach:** a two-day internal exclusion and the parent/carer will be invited to attend a meeting with a senior member of staff to discuss the problem. If the student is not on one of the academy's disciplinary steps, they will be moved on to STEP 2.
- **Sixth breach:** the student will receive another two-day internal exclusion. This will come with a clear warning that should the student continue to break the no smoking/vaping rule, they will be given a fixed term exclusion.
- **Seventh breach:** the student will be given a one-day fixed term exclusion. If the student is on STEP 2 of the disciplinary code, they will be moved on to STEP 3 and an individual behaviour plan will be established for the student at a meeting of the Pastoral Liaison Group. The individual behaviour plan will state explicitly that the student must not smoke/vape on the academy premises. If the student already has an individual behaviour plan, the student will be moved to STEP 4, making it necessary to establish a Pastoral Support Programme for the student. This will be done at a meeting of the Pastoral Liaison Group. If the student already has a Pastoral Support Programme, a new one will be established. The Pastoral Support Programme will state explicitly that the student must not smoke/vape on the academy premises.
- **Eighth breach:** a two-day internal exclusion and the parent/carer will be invited to attend a meeting to discuss the worsening situation.
- **Ninth breach:** a one-day fixed term exclusion. On the student's return from the exclusion, they will be asked to sign a contract to the effect that they agree not to smoke/vape on the academy premises. Refusal to sign the contract will be recorded on the student's behaviour record.
- **Tenth breach:** student will be moved immediately to STEP 6 on the academy's disciplinary code if they are not already on that step. The student will receive a final warning from the Head of School. If the student continues to break the no-smoking/ vaping rule, then they run the risk of a recommendation of permanent exclusion.
- E-cigarettes are not allowed on the academy premises. If one is confiscated from a student, the student's parent/carer will need to come into the academy to collect it.
- Any student who repeatedly breaks the no-smoking rule will be offered the opportunity of speaking to the school nurse for advice on how to quit smoking/vaping.
- Each time a student is caught in the company of smokers, they will be given a C3 detention.

FAILURE TO ARRIVE AT A LUNCHTIME DETENTION

A student who fails to arrive at a lunch time detention will be given a warning. After the third warning the student's parent/carer will be contacted by telephone and the student will receive a week of lunchtime detentions in the Learning Support Unit.

- If the student fails to attend a lunch time detention again, they will receive an after-school detention.
 - After three after school detentions, the student will be given a one-day internal exclusion.
 - After three internal exclusions the student will receive a fixed term exclusion.
-

- The above sanctions also apply to students who repeatedly fail to attend registration, though the academy accepts that there will be times when a student has a legitimate reason, they were not present during registration.

FAILURE TO ARRIVE AT AN AFTER-SCHOOL DETENTION

- Students who are absent from school on the day of an after-school detention will have the detention rearranged. A second letter will be sent to parents/carers to inform them of the rearranged date.
- A student who is present on the day of the after-school detention but who fails to arrive at the detention will have the detention rearranged. Parents/carers will be informed by letter.
- If the student fails to arrive at the rearranged detention, providing they are not absent from school, the detention will again be rearranged. Parents/carers will be informed by letter.
- If the student again fails to arrive at the rearranged after-school detention, providing they have been marked present at school, the detention will be cancelled, and the student will be given a one-day internal exclusion.
- In cases where a student repeatedly fails to arrive at an after-school detention, for whatever reason, the academy reserves the right to use the full range of sanctions as its disposal, including movement up the academy's disciplinary steps, further internal exclusions and, in the worst cases, a recommendation of permanent exclusion.

OUT OF BOUNDS

Students found in out of bound areas will be given a C3.

SWEARING

Any student who is heard swearing will receive an after-school detention.

CHEWING IN CLASS

Once a student has received 3 flags for chewing in class, they will receive a C3 detention with Mr O'Carroll. 5 flags will result in a phone call and/or letter home and 10 will automatically schedule a Friday after school detention with Mr O'Carroll.

LATENESS TO LESSONS

Once a student has received 3 flags for arriving late to lessons without a valid reason, they will receive a C3 detention with Mr O'Carroll. 5 flags will result in a phone call and/or letter home and 10 will automatically schedule a Friday after school detention with Mr O'Carroll.

LEAVING THE ACADEMY PREMISES

Any student who leaves the academy premises without permission will receive a one-day internal exclusion.

- After two breaches of this rule, the student will receive a three-day internal exclusion.
 - After three breaches of this rule, the student will receive a five-day internal exclusion.
 - After the fourth breach of this rule the student will be given a one-day fixed term exclusion.
-

- Should a student continue to leave the academy premises without permission the academy reserves the right to take further disciplinary actions to address the problem.

LUNCHTIME ARRANGEMENTS

All students will remain on site during lunchtime. Students who wish to leave the premises at lunchtime, will need permission from the academy. Parents/carers of these students should contact Mrs Falconer, Head of School, so that a meeting can be arranged to discuss the matter.

ALCOHOL

- Any student who possesses and/or supplies alcohol whilst wearing the academy uniform will receive a fixed term exclusion. The student will be given a formal warning and will be moved immediately to Step 6 of the Academy's Behaviour Management Policy, the last step prior to permanent exclusion. On the student's return to the Academy, they will be given a final warning by the Head of School. A further breach of this rule is likely to result in a recommendation of permanent exclusion.
- If the student possesses and/or supplies alcohol whilst wearing the Academy uniform a second time, a recommendation of permanent exclusion will be made.
- Any student who 'spikes' the drink of another student with alcohol will be permanently excluded.

WEAPONS

- A student bringing a weapon on to the academy premises is likely to be permanently excluded. A judgement will be made as to the level of threat the weapon itself represents to the health and safety of students and staff. The student's intent will also be taken into consideration. Weapons include knives, darts, guns of any description, including air pistols and BB guns.
- In all cases of a weapon being brought on to the premises the police will be informed.

ILLICIT SUBSTANCES

- The priority in all incidents relating to illicit substances is the health of the student.
- First breach (use or possession): fixed term exclusion, though the academy reserves the right to recommend a permanent exclusion should the incident warrant such action.
- Second incident (use or possession): permanent exclusion.
- First incident (supplying): permanent exclusion.

In all cases of incidents relating to illicit substances the police and the student's parent/ carer will be informed.

RACIST AND HOMOPHOBIC LANGUAGE OR BEHAVIOUR

In line with our school's equality objectives, each racist incident will be recorded, and appropriate action will be taken. The consequences for this kind of behaviour/language may be: detention,

internal exclusion or a fixed term exclusion. Students will also complete a PIP on Equality with the Assistant Head teacher for Behaviour.

ATTENDANCE

In order to reach their full potential, every student must attend school. **100%** attendance for each student is our target. Any student with attendance below **90%** is classed as a Persistent Absentee and may be placed on an attendance action plan and becoming part of the academy's attendance monitoring group. Any student below 50% attendance falls into the "severe" absence category.

We ask that as parents/carers you:

- Only allow your child to stay at home in response to a genuine illness.
- Notify the academy on each day of absence, providing a reason for the absence. Contact should be made with your child's Year Manager.
- Where possible make medical appointments outside of school hours. Students should return to school following an appointment if they are well enough.
- Do not take holidays during term time.

Each half term there are attendance awards for students who have achieved outstanding attendance.

LEAVE OF ABSENCE DURING TERM-TIME

Unauthorised leave of absence may result in a referral to the Local Authority, requesting a Fixed Penalty Notice (Fine) to be issued. The law states Headteachers should not grant any leave of absence in term time unless there are exceptional circumstances. If you take a leave of absence without the school's permission, you could receive a penalty notice.

Fixed Penalty Notices

A Penalty Notice is sent by first class post to your home and can be issued where attendance is irregular and where unauthorised absence occurs due to:

- Leave of absence in term time
- Persistent late arrival after the register has closed
- To assist Year 11 pupils to engage in education
- Overt truancy (including pupils found during truancy sweeps)
- Inappropriate, parentally condoned absence.

A fine applies to each parent for each child who fails to attend school regularly. Where two parent/carers are issued with a penalty notice for a child, both fines must be paid. Payment within 21 days is £60. Payment doubles to £120 if paid after 21 days but within 28 days.

Fixed Penalty Notice

- A warning – requiring you to ensure no further unauthorised absences occur in a 15-school day monitoring period, otherwise you would receive a fine
 - A fixed penalty notice – the warning period does not apply to notices issued due to leave of absence in term time taken without permission, or other parentally condoned absence
-

The Local Authority never takes enforcement action lightly; however, they will use these powers to ensure that your child attends school regularly. We would much rather work with parents/carers to improve attendance. Should you require advice on any attendance issues please speak to the Academy's Education Welfare Officer, Mrs Dawn Temperton or your child's Year Manager.

PUNCTUALITY

Failure to attend registration (including lateness)

All students are expected to be punctual to lessons and school. School begins at 8.40am. Any student arriving after 8.50am will be marked as being late. Any student arriving after registers have closed at 9.10am will be marked with a U code, unless parents/carers provide a reason for the lateness.

Where a student is repeatedly late for registration, or fails to attend registration on a regular basis, the tutor should pass the student's name on to the Year Manager. From that point onwards, the Year Manager and Assistant Head teacher for Behaviour will employ a range of sanctions to ensure that the student attends registration on time. Sanctions may include detentions, parental contact, internal exclusions, and, in the worst cases, a fixed term exclusion.

Lateness to the academy

If a student arrives at school after 9.10 am they will be marked with a 'U' code, unless a satisfactory explanation is given to explain the lateness. This might take the form of a parental note, a phone call to school. Where no such explanation is provided, the lateness will be recorded as an unauthorised absence for that session.

The first time a student is late (i.e. arrives after 8.50am) with no satisfactory explanation a warning will be given, thereafter the Academy consequence system will be followed. Sanctions will include detentions, parental contact, internal exclusions, and in the worst cases a fixed term exclusion.

Lateness to assembly

- On assembly days students are expected to be in the main hall by 8.40am.
- After being late three times for assembly, without good reason, a letter is sent to the student's parent/carer. After school detentions will be issued for continued lateness.
- After three after school detentions, the student will be given a one-day internal exclusion every time they miss assembly owing to lateness.

Lateness to lessons

Once a student has received 3 flags for arriving late to lessons without a valid reason, they will receive a C3 detention with Mr O'Carroll. 5 flags will result in a phone call and/or letter home and 10 will automatically schedule a Friday after school detention with Mr O'Carroll.

BULLYING

Bullying can be:

PHYSICAL: Hitting, pushing, taking someone's belongings by force.

VERBAL: Name calling, insults, racist or sexist remarks, threatening or demanding money.

INDIRECT: Spreading rumours, sending abusive text messages/emails, excluding someone inside a group.

Whatever form bullying takes it is unacceptable and it will not be tolerated at Easington Academy. Every incident of bullying which takes place at the academy is recorded in the bullying register and those students who are identified as being bullies will be dealt with firmly, including exclusion if the incident is serious enough. The academy works closely with Easington police and there are monthly surgeries that students can attend. Students who have been the perpetrators of bullying will have to complete a PIP with the Assistant Head teacher for Behaviour.

HOW TO REACT

- Try to ignore bullies. Walk away and do not let them see that you are upset. Do not give them the satisfaction of getting a reaction from you.
- If you can, calmly stand up for yourself and ask them to stop their behaviour.
- Try to stay with your friends and avoid being on your own.

CYBERBULLYING

Being sent an abusive or threatening text message, or seeing comments about yourself on a website, can be really upsetting. This code gives you seven important tips to protect yourself and your friends from getting caught up in cyberbullying, and advice on how to report it when it does happen.

1. **Always respect others.** Remember that when you send a message to someone you cannot see the impact that your words or images may have on the other person. That is why it is important to always show respect to people and be careful what you say online or what images you send.
 2. **Think before you send.** It is important to think before you send any images or text about yourself or someone else by email or mobile phone, or before you post information on a
-

website. Remember that what you send can be made public very quickly and could stay online forever. Do you really want your teacher or future employer to see that photo?

3. **Treat your password like a toothbrush.** Do not let anyone know your passwords. It is a good idea to change them on a regular basis. Choosing hard-to-guess passwords with symbols or numbers will help to stop people hacking into your account and pretending to be you. Remember to only give your mobile number or personal website address to trusted friends.
4. **Block the bully.** Most responsible websites and services allow you to block or report someone who is behaving badly. Make use of these features. They are there for a reason!
5. **Do not retaliate or reply.** Replying to bullying messages, particularly in anger, is just what the bully wants.
6. **Save the evidence.** Learn how to keep records of offending messages, pictures, or online conversations. These will help you demonstrate to others what is happening, and can be used by your school, internet service provider, mobile phone company, or even the police, to investigate the cyberbullying.
7. **Make sure you tell.** You have a right not to be harassed and bullied online.

THERE ARE PEOPLE THAT CAN HELP

- Tell an adult you trust or call a helpline like Childline on 0800 1111 in confidence.
- Tell the provider of the service you have been bullied. Check their websites to see where to report.
- Tell your school. Your teacher or the anti-bullying co-ordinator at your school will support you and can discipline the person bullying you.
- There are police surgeries held at the academy each month where students can speak with Easington police officers about any concerns about bullying, cyber-bullying, or any other concerns.

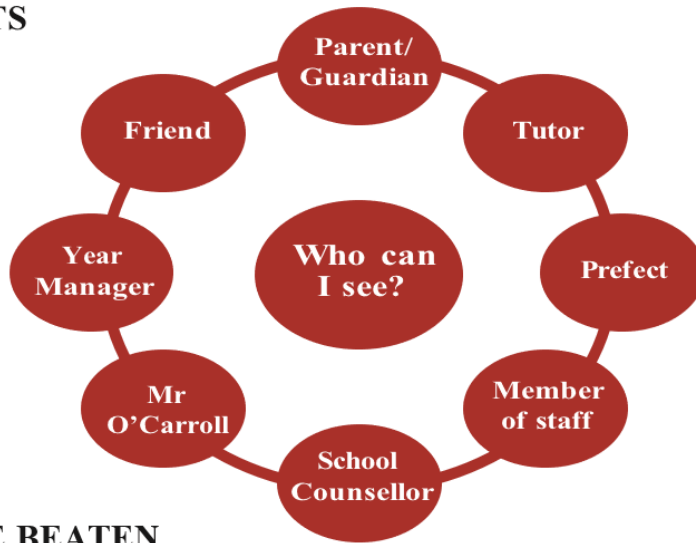
Finally, do not just stand there – if you see cyberbullying going on, support the victim and report the bullying. How would you feel if no-one stood up for you?

www.bullying.co.uk or call 0808 800 2222
www.childline.org.uk or call 0800 1111

USEFUL CONTACTS

www.bullying.co.uk
or call 0808 800 2222

www.childline.org.uk
or call 0800 1111



Remember
BULLYING CAN BE BEATEN

STUDENT HINTS AND TIPS FOR SUCCESS

- Buy an alarm clock so that you're always on time.
- Work out your route to school, whether you're walking or taking public transport. Practise until you're confident and time yourself.
- Always eat some breakfast and bring a bottle of water. It's a long time until lunch.
- If you need a bus pass make sure you apply for it in plenty of time; it may take a couple of weeks to come through, so don't leave it until the end of the holidays.
- Buy a big, strong bag. Girls, don't be tempted to buy a handbag – they're fashionable but they really won't last.
- Make sure your fingerprint is topped up each week for lunches.
- Look smart in full uniform every day.
- Turn off your phone and put it in your bag until the end of the school day.
- Always have your equipment and be ready to learn.
- Go through your timetable and pack your bag the night before – there's never time in the morning to find your PE kit.
- Check your homework assignments on Easi and prioritise those which need completing first.
- Never be afraid to ask for help if you need it.
- Get involved in the activities, challenges and events on offer.
- Always try your best and don't worry about getting things wrong.
- Sound like the expert you are! Focus on the language you are using, what vocabulary would a scientist, artist, mathematician etc. use?
- Relax and enjoy your time here – these should be the happiest days of your life.