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The best in everyone™

# Shoreham Academy

# Helpful Information



# CONTENTS

<b>Information</b>	<b>Page</b>
Student Care	4
EBacc Excellence Curriculum	6
Curriculum, Learning & Homework	7
Dress Code & Equipment	9
Positive Behaviour & Rewards	12
Bullying Action	16



# Student Care



## **Starting at Shoreham Academy**

We realise that the transfer to secondary school is a really big event, that can be stressful for both children and parents/carers. We take particular care in managing this process and in settling the children in.

At Shoreham Academy we want our students to succeed in all aspects of their secondary education. All students deserve the opportunity to achieve their full potential and if any students encounter difficulties we have systems and mechanisms to ensure that appropriate support is at hand.

## **Links with Primary Schools**

In order to ensure a smooth move from primary to secondary school we visit the primary schools to meet the students and liaise closely with primary teachers when placing students into their new mentor and learning groups. Important information about learning, personal development and special needs is passed on at this point. We then invite students to spend a day with us at the end of the summer term; this gives students the opportunity to take part in activities which encourage them to get to know their peers, teachers and to familiarise themselves with the surroundings of the school. The special educational needs team at Shoreham Academy also run an 'open house' evening in the Learning Support Base where parents and carers can meet the support team prior to the start of the new school year.

Whilst at Shoreham Academy the mentor will be the first point of contact for parents and carers; they will meet with the students every day and so monitor attendance and punctuality to school, as well as ensuring that students are equipped and ready for their lessons. The mentor will get to know your son/daughter very well and will encourage and support their academic and personal development as they progress through the Academy.

## **Schools within Schools: Doyle, Kipling and Wells**

Building effective relationships is important to us, so we operate a 'Schools within Schools' system that ensures that every student is known and valued for what they can achieve. There are three schools and each has its own Pastoral Team headed up by members of the leadership team and two non teaching Pastoral Managers. At Shoreham Academy we know that each student is unique and that Academy life may hold particular challenges for some individuals; this is the reason that two Pastoral Managers are assigned to each school. The Pastoral Managers work closely with the learning support and the inclusion teams and are on hand to support students.

## **Mentor Groups**

The mentor groups that make up each school contain an average of 28 students and are organised horizontally (ie the same year group), which allows for a "year group" as well as "school" identity to form. The aim is to provide a safe environment where Mentors really get to know their students and can help them to develop resilience and positive relationships. A lot of thought and care is taken over how mentor groups are made up, and in order to do this we take advice from primary school teachers.

## **Links with parents and carers**

All children offered a place at Shoreham Academy spend a transition day with us in the summer term and parents are also invited to a 1:1 meeting with a member of the senior leadership team during this day. During the autumn term there is an opportunity to come in and meet with their EBacc Excellence Teacher. There is also a chance to meet subject teachers at a further parents' evening later in the year. However, do not feel bound by these formal invites, please feel free to contact us at other times if you have any worries or concerns.

We also run transition workshops for parents, where concerns about your child moving to secondary school are addressed. This is a further opportunity to provide us with additional information and for you to ask us any questions. Children with special educational needs will have a personal integration plan which may involve more frequent visits during transition and the first year.

## **Other Support**

Year 7 students arrive on their first day before the rest of the school. Some of our older students are allocated to each mentor group to act as helpers. Homework is phased in over the first few weeks

To further support our students' welfare we have an academy welfare officer who works at the academy and a counsellor who is also available by appointment.

At Shoreham Academy we reward effort, personal achievement, willingness, co-operation and thoughtfulness. The types of reward that students can look forward to receiving are merit stamps in their planner; departmental and year postcards (which are sent home), as well as letters and phone calls home, informing parents and carers of personal achievement.

Above all we value and strive to develop the partnership between the school community and our parents and carers. We look forward to working closely with you in supporting a positive secondary school experience for our young people.



# EBacc Excellence Year 7 Curriculum



*First impressions are the most lasting.*

Students will be taught by one of the Year 7 EBacc teachers for 7 hours a week. We aim to make the transition from Primary to Secondary as comfortable, varied and exciting as possible, catering to all students' learning styles. We teach our students not only subject skills (History, Geography and Literacy) but how to be effective learners in a new environment– this is achieved through our core skills. We work closely with Pastoral, ILS and other subjects to support students in their development throughout year 7. Our aim is to not only bridge the gap between primary and secondary but also ensure our students have a positive, constructive start to their secondary school life.

## Themes



## Cross-curricular subject knowledge



## Working with others



**Geography**



**History**



**Literacy**



# Curriculum, Learning & Homework



We want students to achieve and succeed. During Key Stage 3 students experience a wide range of subjects in which they learn knowledge and skills that will prepare them for further study, shape their understanding of the world around them and help them to lead fulfilling lives. We have high expectations for what students can achieve and right from day one we will challenge them to think hard, but we do this in a supportive and safe learning environment.

Literacy and numeracy will be prioritised throughout Key Stage 3, ensuring that all students are equipped with the basic building blocks for learning. Students with special educational needs or those that are behind age related expectations may be withdrawn from lessons for short periods for specialist help.

Homework is set in all years. This is a vital part of the learning process and supports students embed what they have learnt in class. In year 7 this supports our focus of literacy and numeracy skills.

Helping students remember key knowledge and skills is a vital part of the learning process and we know the best way to do this is get students to recall information and apply it in different contexts. We do this in class through frequent assessments and in our end of cycle tests which happen three times a year.

## **Key Stage 3 (Years 7, 8 and 9)**

Students at KS3 are taught against Key Performance Indicators (KPIs). Students should aim to meet (or exceed) all of these KPIs by the end of each year.

## **Key Stage 4 (Years 10 and 11)**

At the moment students choose a GCSE option to begin studying in Year 9. All other subjects follow our KS3 curriculum.

### **GCSE choices**

Students have a wide range of GCSE options to choose from. A large number of our students choose to study the Ebacc which combines the core subjects with a Humanities subject and Modern Foreign Language.

Please be aware that the KS4 curriculum may have changed slightly by the time your child reaches KS4. Our aim is to continue to offer a broad and balanced curriculum that prepares your child for the next step in their education

# Year 7 Homework

## **Introduction**

At Shoreham Academy we believe that homework adds value to students' learning and development. We have established a set of aims for homework at Shoreham Academy.

- Forms an integral part of the learning experience. It encourages involvement and ownership;
- Informs assessment and reporting;
- Assists the development and reinforcement of knowledge, skills and understanding;
- Encourages independent learning and research skills;
- Helps students to reflect on their strengths and on areas for further development;
- Establishes good study routines

## **Reading:**

We know how important it is for students to develop good literacy skills. To support this, year 7 students will be expected to read for at least 30 minutes, five times a week. This should be seen as a minimum as we want students to develop a love of reading so we know many will want to read for longer than this.

We ask that parents support students to read by finding a quiet space away from distractions of the television or their mobile phone. We also encourage you to talk with your child about what they have been reading and what new words they have learnt.

## **Maths:**

Frequent maths homework will be set to allow students to practise what they have been learning in class. Your child's class teacher will also set homework that targets particular knowledge.

## **Revision:**

Three times a year, students sit exams. Three weeks prior to this, students will be set revision homework. This will involve self quizzing using their notes from class and a range of resources.

## **Where to find homework:**

All homework can be found in the tasks section of the Shoreham Academy Firefly learning environment, for which you will be given a login and password.



# Dress Code & Equipment



Uniform plays a valuable role in contributing to the ethos of a school and setting an appropriate tone. Our uniform instils pride; supports positive behaviour and discipline; encourages identity with, and support for, school ethos; ensures students of all races and backgrounds feel welcome; protects children from social pressures to dress in a particular way; nurtures cohesion and promotes good relations between different groups of students.

The Shoreham Academy student dress code is fair and reasonable and the uniform chosen, after consultation with parents and students, is practical, comfortable, appropriate and affordable. All our students are expected to conform to the dress code. We consider our requirements to be reasonable and therefore we do expect parental support.

If you have difficulty in providing your child with school uniform, clothing grants are available depending upon your income. Applications for assistance may be made through the Academy. Also if you are unsure of any of our requirements then we ask that you please contact the Academy prior to purchasing that item.

Our requirements are as follows:

## **Girls and Boys**

- Navy blue blazer with pale blue piping and school logo (boy and girl styles available)
- Pale blue school shirt (Years 7, 8 and 9) worn tucked in with the top button done up
- White school shirt (Years 10 and 11), worn tucked in with the top button done up
- Academy tie in house colours
- Black leather school shoes. There is no plimsoll alternative and no trainers. No plimsoll or trainer brands are permitted
- Optional navy blue jumper with school logo
- Black socks

**Girls choose:** navy blue tartan school skirt worn at knee length or navy blue school trousers. Black/natural tights may be worn but leggings are not permitted.

**Boys:** navy blue school trousers.

All uniform can be purchased online from our uniform supplier Sussex Uniforms who were chosen as the best value provider:

Sussex Uniforms  
40 Blatchington Road  
Hove  
East Sussex  
BN3 3YH

Tel. 01444 227066

Website Address: [www.sussexuniforms.co.uk/collections/shoreham-academy](http://www.sussexuniforms.co.uk/collections/shoreham-academy)

*If you have no access to an on-line facility, you are welcome to use the school's computers.*

The school blazer, jumper, tie and skirt must be purchased from Sussex Uniforms, however all other items of uniform are available from a range of suppliers.

## **P.E. Kit**

### **Boys:**

**Compulsory:** Navy Shoreham Academy sports t-shirt and navy Shoreham Academy shorts.

**Optional:** Navy Shoreham Academy tracksuit bottoms, navy Shoreham Academy tracksuit top, navy Shoreham Academy rain jacket, navy Shoreham Academy football socks and navy base-layer top, towel for drying after showering (showering is optional), spare underwear for hot, wet or muddy conditions.

### **Girls:**

**Compulsory:** Navy Shoreham Academy sports t-shirt together with navy Shoreham Academy shorts or navy Shoreham Academy skirt or navy Shoreham Academy sports leggings.

**Optional:** Navy Shoreham Academy tracksuit bottoms, navy Shoreham Academy tracksuit top, navy Shoreham Academy rain jacket, navy Shoreham Academy football socks and navy base-layer top, towel for drying after showering (showering is optional), spare underwear for hot, wet or muddy conditions.

Please note – The Shoreham Academy P.E. Department is passionate about students enjoying P.E. lessons. At certain times in the year students will be expected to do P.E. outside and potentially in cold, wet and windy conditions. It is essential that students are dressed appropriately for these conditions. The Shoreham Academy P.E. kit optional range allows students to dress for these conditions, however non Shoreham Academy tops can be worn as a method of keeping warm but they must be worn underneath a Shoreham Academy top, be navy in colour and should not have zips or hoods.

Students must change socks for P.E. lessons and should wear footwear appropriate for the activity they are doing (guidance on this is given by the P.E. teachers). We strongly advise that shin-pads are worn for football and hockey lessons and that mouth guards/gum shields are worn for rugby lessons.

All P.E. uniform with the Shoreham Academy logo must be purchased from Sussex Uniforms.

### **Jewellery**

- In the interests of safety, jewellery, if worn, should be minimal
- Jewellery is not to be worn in P.E. lessons
- We cannot accept any responsibility for its loss or for its safekeeping
- No piercings are permitted other than plain stud earrings and stretcher plugs, if needed, must be of a natural colour and no larger than a five pence piece
- No facial piercings are permitted
- Students will be asked to remove any items that are deemed unacceptable

### **Hair and Make Up**

Students are not permitted to have unnaturally dyed hair colour, or hair that is worn in an inappropriate style.

Make up and nail varnish should be natural and kept to a minimum.

### **Equipment**

We expect our students to arrive at the academy equipped to learn. Each student requires:

- Two pens, a pencil, coloured pencils, ruler and eraser
- A bag for books and equipment
- Non-essential: a compass, protractor and calculator. All students are encouraged to use a calculator when appropriate in their maths lessons; it would be helpful if they have their own and become familiar with it. Calculators can be bought from the Maths Department

Non-essential: Modern Languages dictionaries which can be bought at a discount from the Modern Foreign Languages Department

**All items of clothing and equipment should be clearly marked with the student's name to help avoid loss.**

**In the summer term, students must remain in full school uniform and will be informed on a daily basis during extreme weather, of any allowances that are being made.**

**We must advise you that any student not wearing regulation uniform will either be sent home to change or placed in internal exclusion.**

We thank you for your cooperation in ensuring that every student complies with this policy.



# Positive Behaviour & Rewards



## Values and Philosophy

The policy supports the schools Mission Statement:  
"Achieving success for all. Believing that every child matters"

This policy supports the **Every Child Matters** agenda, by directly focussing in on two of the five main outcomes – **Stay Safe, Enjoy and Achieve**. Without a respectful and calm learning environment, these two outcomes cannot be met.

## Our Values/Philosophy:

At Shoreham Academy we believe that effective learning can only take place if there is a calm and respectful atmosphere. Students and staff at Shoreham Academy must share this belief. This value comes directly from extensive staff and student consultation where the following is recognised:

1. We all learn best in safe environments, where boundaries are clear
2. A positive learning environment leads to positive contributions by all
3. We all respond better to encouragement than punishment
4. We all need good role models
5. Rights only come as a reward for responsibility

Shoreham Academy seeks to create an environment where effective teaching and learning can take place. The principles underlying this policy are based on **respect**:

1. Respect for self
2. Respect for others
3. Respect for the environment

## Expectations of students

All students are expected to follow the widely publicised **Politeness and Manners Protocol**:

- Greet others respectfully
- Say please and thank you
- Keep left and hold doors open
- Communicate considerately
- Apologise when you should

Students are also expected to follow the **Positive Behaviour for Learning Code**:

1. Be punctual for lessons and be ready to learn
2. Bring the correct equipment including planner, outside garments
3. Contribute to lessons in a positive fashion
4. Listen to and respect the views of others
5. Leave the room/school equipment as you would wish to find it

Students should also show **respect to themselves, others and the school environment** by:

1. Being in school uniform
2. Treating the school and its contents with care
3. Helping to prevent and not engaging in any forms of bullying
4. Acknowledging that other peoples' emotional and physical well-being should be treated with care
5. Realising that substance 'abuse' can never be acceptable, and we are a non-smoking site.

### **Rewards:**

Rewarding and praising students are integral to our positive behaviour codes

**Praise and rewards** are linked to effort, willingness, co-operation, thoughtfulness, personal achievement etc. Rewards are given when effort is:

- above the standard for that group
- above the standard for that student
- consistently good

### **Types of rewards include:**

- Positive comments to class
- Letters or phone calls
- Departmental 'postcards'
- Stamp in planners
- Departmental/Year certificates
- Praise board in staff room
- Positive behaviour tickets

**Behaviour and Rewards points are recorded electronically according to the following criteria:**

# BEHAVIOUR

Level	Consequence	Example Behaviours
<b>5</b> 50 points	Fixed Term Exclusion Permanent Exclusion Police may be informed	High Level Aggression to a student/member of staff Threatening Racist/Homophobic Behaviour Drugs/Alcohol PERSISTANT LEVEL 4 BEHAVIOUR
<b>4</b> 30 points	Fixed Term Exclusion Internal Exclusion Room/Isolation After School Learning Parental Meetings Monitoring Report	Swearing at a Teacher High level vandalism Truancy of more than one lesson in a day Theft Persistent bullying Offensive racist or homophobic behaviour PERSISTENT LEVEL 3 BEHAVIOUR
<b>3</b> 20 points	Pastoral/Faculty/Senior Leader Detention Isolation/Internal Exclusion Room ICT use suspended Monitoring Report Phone Call Home	Refusal to follow an instruction Verbal abuse towards staff Low level assault Smoking Persistent lesson truancy/lateness Offensive ICT use PERSISTENT LEVEL 2 BEHAVIOUR
<b>2</b> 10 points	Time taken Subject Leader/Pastoral Duty Teacher Removal/Confiscation Monitoring Report Phone call home	Lesson Truancy Off Site Refusal to hand over Mobile Phones Low Level Vandalism Verbal abuse towards a pupil PERSISTENT LEVEL 1 BEHAVIOUR
<b>1</b> 5 points	Teacher/Pastoral team monitor Classroom Teacher DT/School DT/Room A01 DT	Missed homework Late to school/lesson/mentor time Poor break time behaviour Foul/inappropriate language in class Inappropriate uniform PERSISTENT LOW LEVEL DISRUPTION
<b>Low Level Disruption</b>	Name on board Ticks on board Time Out Verbal warnings	Chewing Gum Shouting Out/Talking No equipment Inappropriate language in lesson Mobile Phone/Earphones confiscated

# REWARDS

Level	Given for...	Reward
<b>5</b> 50 points	100% Attendance in half term Average RAG over 3.0 No Behaviour points in a half term	100% Attendance Certificate Attendance prize RAG certificate, prize and letter home
<b>4</b> 30 points	95% Attendance in half term No lates in half term	Attendance Certificate Attendance prize
<b>3</b> 20 points	Positive contribution to school life (e.g. helped out at Parents' Evening; Contribution to musical events) Excellent and consistent effort in class	Postcard home Letter home Phone call home End of term certificate Bronze, silver, gold P.E. award
<b>2</b> 10 points	Attendance to extra-curricular activities (e.g. P.E. or Science clubs) Good and consistent use of planner Good personal attainment in class Very good homework	Extra-curricular event attendance certificate Prize in class Player of the match certificate
<b>1</b> 5 points	Improved effort or attitude in class Positive contribution to the lesson Caring attitude	Merit stamp Class room sticker Reward for good lesson/yellow sticker Verbal praise

## **Behaviour Expectations in the Classroom**

**Consistency** in the classrooms across the Academy is paramount, therefore staff follow these routines:

### **Start of lesson:**

1. Meet and greet at the door
2. Use a seating plan
3. Check for equipment
4. Prepare students for learning
5. Starter
6. Learning and Doing clearly displayed/referred to

### **End of lesson:**

1. Plenary
2. Homework explained
3. Equipment collected
4. Room tidy
5. Praise and controlled dismissal

### **General Classroom strategy:**

- In order for an ethos of positive behaviour to be maintained, students have to continually experience it. Students should always be commended for positive behaviour and then they may avoid other ways of gaining attention. We 'catch' students being good.
- **All classrooms must have the Smiley/Sad faces to record good and negative behaviour, Clock for lateness/time owed and the Praise sign for those super students who try so hard!**
- Make the teaching as flexible and interesting as possible to meet the needs of the group/individual. Use the SEN register and IEPs to help you gain knowledge of the students in front of you.
- Learn students' names
- Display examples of good work in your rooms and make the environment as positive as possible
- Students like a teacher who is firm, fair and consistent both within what they do and consistent with Academy policy – boundaries should be clear and set from day one. Take the time to make your expectations clear in your first lesson.



# Bullying Action Policy



## **CONTEXT**

Students with the aid of staff wrote this new policy. It was ratified by parents and the Student Council before becoming whole school policy. Its revisions were also the subject of student council input.

It is meant to be more than just a written document. In essence, it is about what bullying means to us at Shoreham Academy and how we tackle it.

Bullying is not tolerated at Shoreham Academy and clear procedures are in place to tackle any bullying that is evident.

## **THE SHOREHAM ACADEMY DEFINITIONS OF BULLYING**

### **Bullying is...**

Where someone is being singled out and tormented. It is frequent, deliberate and repetitive over a period of time. It can be verbal, physical or cyber.

### **Friendship issues are...**

When you fall out with a friend/s, this might be for a lesson or a day or two. There may be some name calling or some backstabbing. If this starts to escalate and becomes prolonged and sustained then this would be bullying.

### **Anti-social behaviour...**

This is behaviour that lacks regard for others. This is indiscriminate (you are not targeted for who you are). It can include throwing of food, blocking corridors and knocking into people.

## **WHAT SHOREHAM ACADEMY BELIEVES IN AND DOES**

Shoreham Academy embraces the Every Child Matters (E.C.M.) agenda. We strongly support the five key outcomes every child should be able to achieve. Therefore, the 'Stay Safe' outcome cannot occur for every student if they are the continued victims of bullying. To this effect, we will not condone bullying and have set up robust measures to deal with any issues should they arise.

It is our aim for every child to feel safe and happy. We believe that prevention is better than cure; therefore students will be educated about 'bullying issues' through our extensive PSHCE/Citizenship curriculum, assemblies and mentor time. We also support the national 'anti-bullying' week.

## OUR FEELINGS

Below are some of the key words/thoughts with reference to what it *feels* like to be happy or not in school.

### Happy in school:

- Not in fear
- No one judges
- Relaxed
- Focus on work
- Not paranoid
- Look forward to being with friends
- Laugh
- Confident

### Not happy in school:

- Frustrated
- Upset
- Why me?
- Worried
- Feel pathetic
- Affects life outside school
- Scared
- Suicidal

## WHICH ONE ARE YOU?

Below are some keywords/thoughts with reference to the **Bully** and the **Victim**

### The Bully:

- Wants power
- To look big
- Not happy in themselves
- Victims themselves
- 'The not-so innocent bystander'
- Peer pressure – easily led
- May hate themselves
- Expressing their feelings
- For fun
- They have emotional problems
- Taking their insecurities out on others

### The Victim:

- Isolated
- No one to talk to
- Everything taken away
- Low self-esteem
- Negative
- Takes away the positive
- Becomes normal/routine
- Unfair
- Fear of being a 'grass'

## What we tell our students about bullying

- a) Everyone has a right to be safe and feel safe
- b) No one needs to 'put up' with being bullied
- c) It is not your fault if you are bullied
- d) Ask for help!
- e) Never give up – if the bullying does not stop, continue to get help and support

## Support for the victim

Students are encouraged to seek support. No-one should suffer in silence. This support needs to be easy to access.

- 1) Bullying Support Website – Go to the Shoreham Academy Website and click the 'Students' tab
  - This contains the email links of the dedicated bullying contacts. This means students can ask for support confidentially.
  - The Doyle email is [Bullyingdoyle@shoreham-academy.org](mailto:Bullyingdoyle@shoreham-academy.org)
  - The Kipling email is [Bullyingkipling@shoreham-academy.org](mailto:Bullyingkipling@shoreham-academy.org)
  - The Wells email is [Bullyingwells@shoreham-academy.org](mailto:Bullyingwells@shoreham-academy.org)

These will get through to the Pastoral Managers who will deal with the situation professionally and swiftly

- 1) Mentors – Your mentor is there to talk to. If you have any worries about bullying they will find the time to talk to you, passing any key information on to Pastoral Managers
- 2) Pastoral Managers are key to ensuring the pastoral care and safety of all students. They are welcoming and approachable. They will ensure you are listened to and the appropriate action taken
- 3) All staff have a duty of care to students
- 4) Buddies – We often pair up students who feel bullied with an older buddy. They take care of their buddy and give them their confidence back
- 5) Counselling – our fully trained counsellor will listen to your worries and guide you through this difficult time

All incidents of bullying are recorded on the SIMs system. This allows the Academy to keep a log of all incidents.

## **What about the Bully?**

There are a multitude of ways to deal with a bully. Below are seven ways that we mainly adopt in these cases:

### **1) No Blame Approach**

Instead of reprimanding the bully and potentially escalating the problem, this concept centres on getting the bully and his/her peers to think about their actions and work on how to improve the situation. It is a problem solving-based technique. In some cases both 'parties' may be involved in the discussion.

### **2) Internal exclusion**

A student involved in severe bullying may be sent to the Internal Exclusion Room to reflect on their behaviour.

### **3) Bully Work Shop 'Avoidance' Class**

Here, the bully is invited to complete a series of well-known resource-based activities. The focus is on getting the student to realise the impact their actions are taking.

### **4) Meeting with Parents/Writing Home**

The issues are discussed with the parents of the bully asking for their parental support.

### **5) Restorative Justice**

This approach allows the bully to assume active responsibility for their actions. This is carried out by our safety officer.

### **6) Acceptance Behaviour Contracts (A, B, C)**

The bully will be asked to sign up to an ABC that centres on bullying type behaviour. Our safety officer and pastoral managers will arrange this.

### **7) Involvement of the Senior Leadership Team**

If the bullying is severe and prolonged, or repeated over a period of time, the senior team will have to take action that may include excluding the student from the Academy. In some cases this may be permanently.



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The best in everyone™

# **Bullying** is **not tolerated** at **Shoreham Academy**

## **What is bullying?**

Where someone is being singled out and tormented. It is frequent, deliberate and repetitive over a period of time. It can be verbal, physical or cyber.

## **What we tell our students about bullying**

- a) Everyone has a right to be safe and feel safe
- b) No one needs to 'put up' with being bullied
- c) It is not your fault if you are bullied
- d) Ask for help
- e) Never give up – if the bullying does not stop, continue to get help and support

## **What can you do if you feel you are being bullied or know someone who is?**

- Tell your Mentor or Pastoral Manager
- Visit the Shoreham Academy Website for details on other ways to contact the school: go to 'Students' then 'Bullying'