

The Canterbury Academy

A school for all the talents



The Canterbury Basketball Academy

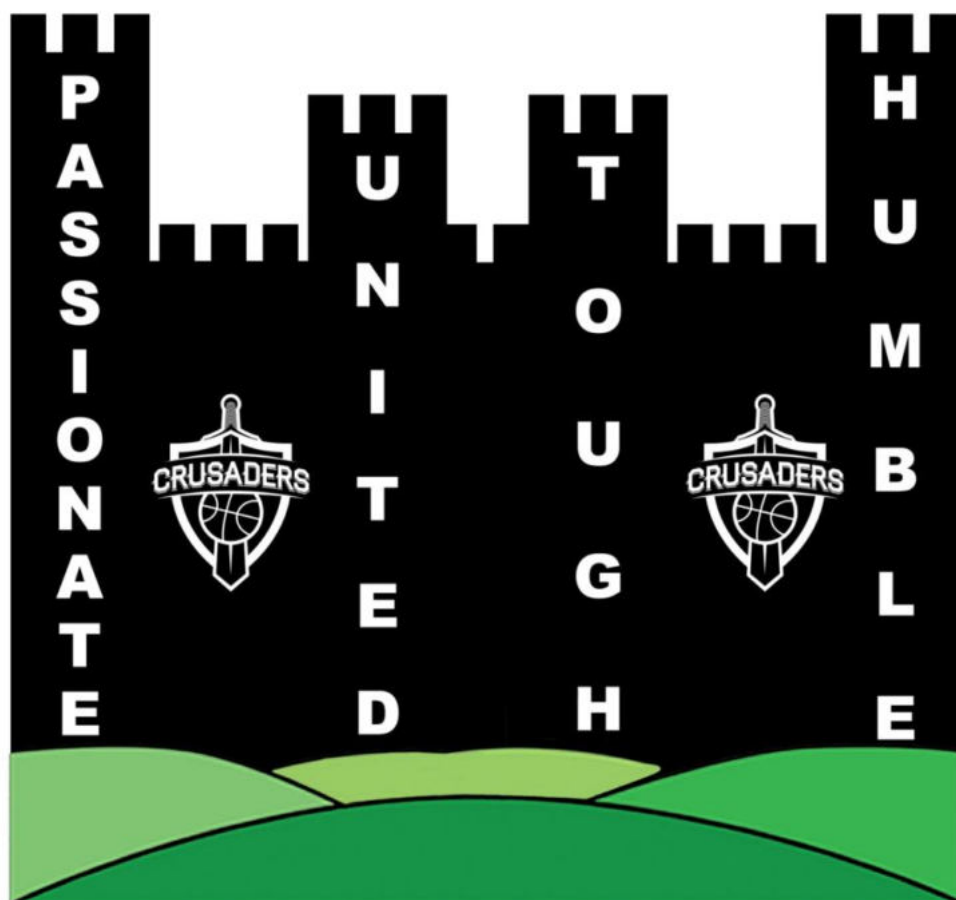
DISE PARTNERSHIP RESTRICTIVE TENDER



*Located at The Canterbury
Academy and linked with Simon
Langton Grammar School for Boys.
Associated with Kent Crusaders
Basketball Club*



This application is presented from The Canterbury Academy Trust as part of our close working relationship with Kent Crusaders. For 15 years we have worked closely together, leading to us becoming one of the first AASE programmes in basketball. The basketball academy is a huge element of what we provide and believe in as a Trust. Being part of EDP and continuing to heavily invest in the growth and development of basketball is something we are passionate about. The partnership has enabled Canterbury and Crusaders to jointly build something that is a true anchor for the school and community, providing vast opportunities to young people.



The Canterbury Academies culture words. This image is also on a 4 metre by 4 metre poster in the sports hall.

Athlete Recruitment

The Canterbury Academy has a proven track record of being able to attract athletes that meet the requirement of having participated in the BE pathway.

Over the past 10 years, there are 23 players who have been internally developed by the club and part of the BE pathway who have progressed to join the academy including Timothy Oboh, Shem Onadeko, Kalil Irving, Liam Carpenter, Dave Couchman, Tyler Russell, Dominic Ives, Mitchell Rae, James Lloyd, Mate Okros, Sam Alajiki, Will Raife, Zach Stead, Ethan Field, Stewart Haviden, Louie Adams, Joshua Moore, Emmanuel Sesay and Cameron Proctor. During that time, 18 external players have come from the pathway to join the academy including Jonathan Brown, Tunde Oyerinde, Ryan Murunge, Tor Freeman, Elliot Bailey, Milo Gordon, Chester Morrell, Jacob Marschall, Ludlow Hewson and Johnson Adewopo.

To continue to be able to meet this criteria, we can demonstrate strong links with clubs across the South East who have had pathway players from the club join our academy. These include Folkestone Saints, London Greenhouse, Croydon Cougars, London Westside, Sussex Bears, Shoreham Spartans, NASSA, Chelmsford, Worthing Thunder, Richmond Knights, Surrey Rams, Cambridge Cats, Essex Scorpions and Sevenoaks Suns.

Additionally, the academy staff have played vital parts in the pathway showing their commitment to the system and to supporting players in making appropriate choices. Over our time as an AASE/DiSE/EDP programme, six of our coaches have coached within the pathway while coaching at the academy. We have also provided SSEM staff and team managers for the pathway from the academy staff further demonstrating our support for working with athletes identified by BE.



Adam Davies, Segun Shodunke, Mateo Okros and Jesse Sazant all part of the U15 England boys Copenhagen success in 2017

This includes Adam Davies, Jesse Sazant, Billy Beddow, Cristina Stanciuca, Troy Culley, Mark Dayson, Lorraine Dagger, Toni Kesisogolou, James Vear and Craig Nicol who have all been involved in England and Great Britain national teams having worked within the basketball academy. They have also contributed to regional teams, regional performance centres, Aspire and RMCs within their areas of expertise.

Canterbury has consistently shown that we recruit student athletes who meet the entry requirements for the programme and have provided appropriate information, advice and guidance. This can be seen through our extremely high pass rates and low drop out rates historically.

There are a variety of elements which show that we will continue to do this. Firstly, and most importantly, the basketball programme is deeply embedded into the school in every way. All elements of the basketball academy are timetabled and treated in the same way as academic lessons. Practices, team meetings, individuals, strength and conditioning sessions and DiSE classroom sessions all appear on the students timetables, are assessed in all of our data windows and have attendance tracked equivalently to academic lessons.

As a result of this, all sixth form staff, including leadership, pastoral, academic and administrative staff, have a strong understanding of how to support students with their time management and balancing the load from their courses, DiSE and their basketball commitments.

Canterbury's commitment to inclusive education and providing an appropriate academic pathway for all students means a high level of commitment to providing high quality information, advice and guidance. The sixth form IAG lead (Sarah Kendrick-White) has been nationally recognised as a Careers Champion in 2017 for her work in supporting students. Additionally, the partnership with Simon Langton Grammar School for Boys provides another thread to cater for all students needs and ensure there are pathways for students of varying academic levels and interests.

Appendix A provides the sixth form prospectus for The Canterbury Academy The schools' websites are also linked for reference:

www.canterbury.kent.sch.uk and www.thelangton.org.uk



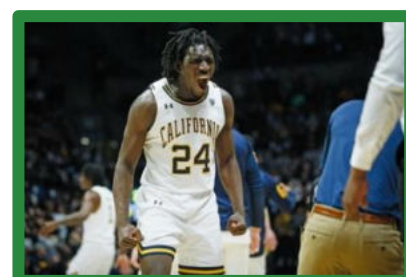
We have an incredibly strong view on how ethical recruitment should be conducted and to be a role model in this area. Any targeted recruitment we conduct is based on either our geographical location or our unique provision.

Appendix B (check Appendix doc - a few clubs to confirm) contains a list of all players who joined the academy in the last 5 years and where they joined from. As you can see we develop a significant number of player ourselves who then progress to the academy.

Additionally, the players who joined externally are all based on one of 3 factors: we are one of the 3 closest EDP geographical locations to them, to study at Simon Langton due to their academic profile or because of the culture and experience we have in developing players slightly under the radar into high level players.

When conducting external recruitment, we strongly adhere to the best practice BE recommends. Appendix C contains an example letter from 2020 we send to clubs as the first stage of recruitment. As per the code of conduct, these letters go to clubs first, requesting them to pass on to parents. Parents are only contacted directly after either the club confirms they have passed the information on or the timescales set for them to do so in the code of conduct of passed. If parents contact us directly, we then inform their club before continuing communication.

We do not (and never have) started to recruit any external players until the summer term of Year 10 at the earliest. We do run a junior academy for students in Year 7-11, however this is limited to internal players at the school and club. The philosophy for the junior academy is based solely on individual development to support them at their club. There are no team practices involved. It does mean that when we occasionally have a Y11 student who is best served to practice with the sixth form players we can cater for this.



Sam Alajiki was part of our junior academy who played EABL in year. He is now at NCCA D1 school California in USA.

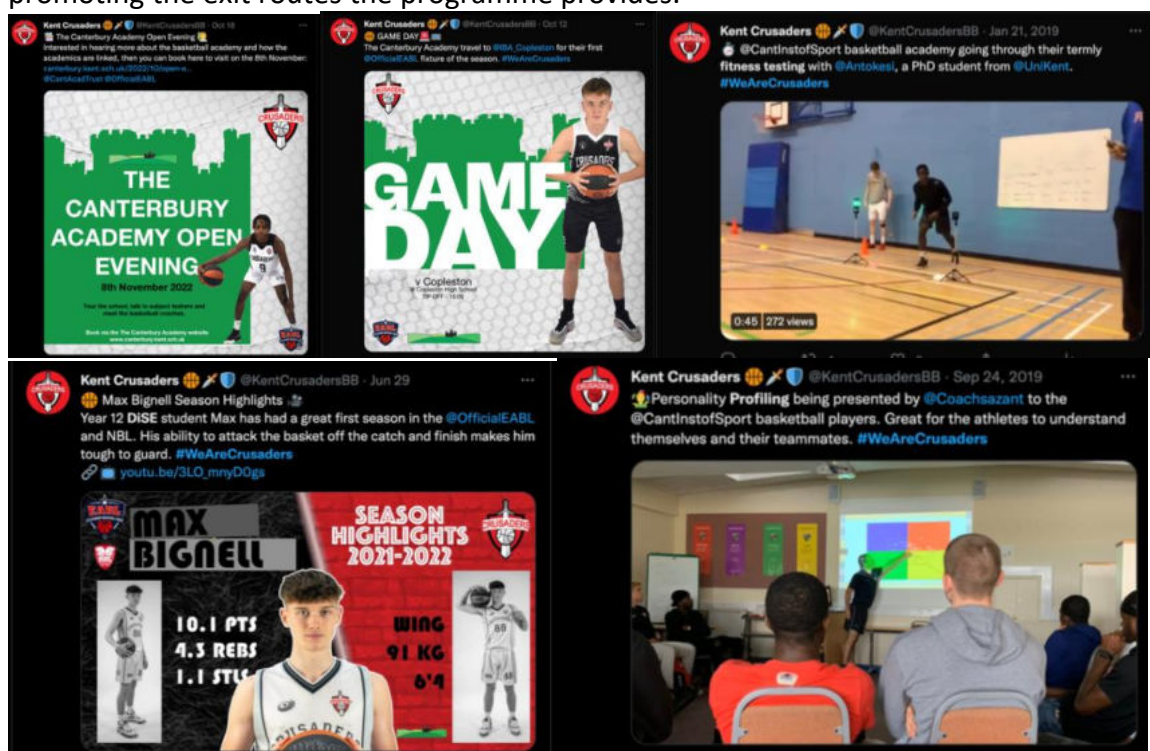


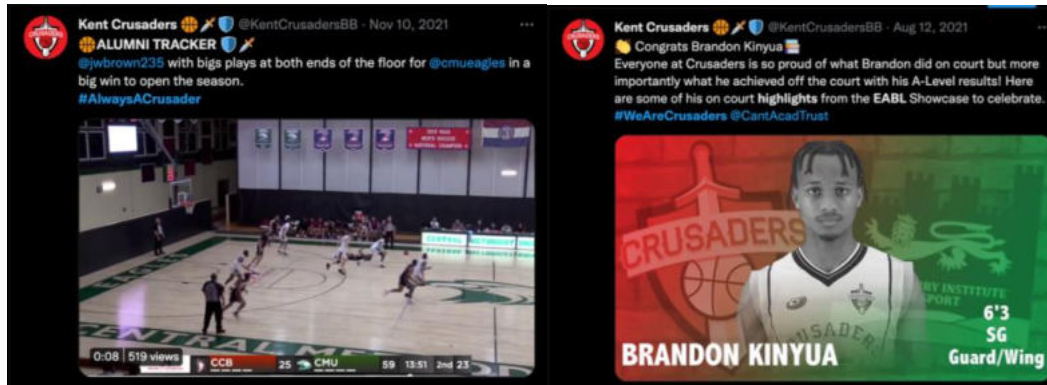
We believe that the IAG provided throughout the recruitment process is one of our strengths and something we feel very morally comfortable with.

The dual pathway is something that is evident in everything we do. We do not conduct any recruiting visits in isolation. The basketball academy is a key feature of the general sixth form open evening where students and parents can see how interlinked we are. We then encourage interested student-athletes to come see the academy in action to better prepare them in making the right choice.

During these visits, they meet not only with the basketball staff, but our Director of Sport and sixth form leadership staff meet with them to discuss academics and how it all fits together. Additionally, the coaches are very open about the level of commitment required and how challenging that can be. There is no hard sell or sugar coating. We present a very transparent and accurate view of the challenges involved to ensure they are genuinely committed to their development before they choose to move schools, etc.

When promoting the programme, we ensure to promote all aspects of it, not just the basketball/competition side. Attached are examples of how we have used social media to promote fitness testing, personality profiling, UK anti-doping training, the EABL and the EDP programme. We also regularly celebrate alumni achievements through social media, promoting the exit routes the programme provides.





All of this is summarised in the recruiting video we publish and send to potential student-athletes.

Video from 2017-2019 - <https://www.youtube.com/watch?v=huiTAVD1oGU&t=4s>

Video from 2019-2022 - <https://www.youtube.com/watch?v=9tXnCiWBkns>

Here is our latest video - <https://youtu.be/Wt6Kh4H4z5c>

Or you can search “Overview Video The Canterbury Basketball Academy | 2022 – EABL”

All of the above gives a picture of how important ethical recruiting is to us and how we operate. We run one academy programme of 20-25 players who all access the full programme. We do not run any second or third team slimmed down programmes that players slip into. Everything we promote is provided to every single student athlete in our programme. The club also runs a CBL academy to provide suitable exit routes for all players instead of pushing them all to Canterbury. We have had players successfully move both directions between the academies to cater for their needs.

Finally, the care, attention, honesty and transparency in how we recruit is demonstrated through our close working relationships with other programmes as can be seen in these testimonials and case studies.

Martin Parry– Director of Academies at Northfleet Technology College

Northfleet Technology College basketball academy is part of the performance pathway at Kent Crusaders, this has been a successful partnership which has continued for nearly 10 years.

Our pathway allows student athletes to move as we work together to make sure that our players are on the right pathway to enhance their development and give the opportunities to move to the next level in their career. Joshua Moore now studying for his Masters at Northumbria University while playing for Team Northumbria and Newcastle Eagles, was a player who competed at an ABL level for Northfleet Technology College and moved to Canterbury Academy for year 14 to play at an EABL and level and study A-level courses.

Lloyd Gardner – former Director of Basketball Operations at Barking Abbey

We developed an extremely strong working relationship with The Canterbury Academy over the years due to our similar views on doing what is right for players, instead of just focusing on our own programme. Canterbury has supported student-athletes such as Jonathan Brown and Sam Alajiki to visit and ultimately transfer to Barking, and we have recommended players who were DiSE level but wouldn't get a significant opportunity in our



programme to them. Jonathan Fakile is an excellent example of this as someone who ended up making a GB Under 18 training squad.

Chris Michaelides – Chelmsford Basketball

During my time as head coach and organiser of Chelmsford Lions Basketball Club we developed strong relationships with academies and clubs around the country. With Canterbury Basketball Academy and the connection with Kent Crusaders Basketball Club their player and coaches were always professional, respectful and welcoming. With Canterbury being one of the most respected programs in the country and its geographic location to Chelmsford it became natural option for basketball players in Chelmsford to further their development in an academy setting. When parents and players would discuss academies options with me for their children and themselves Canterbury was always top of this list. With the relationship I had as an organiser and head coach reaching out to Canterbury Basketball Academy for information about the academy and recruitment was easy and straight forward, passing on this information to parents and players after setting the initial introduction. A great example of this was one of our players Will Raife, Will and his parents were interested in the academy route for their son I recommended Canterbury as an option. After the initial introduction Canterbury and the coaching staff spoke to Will and his parents giving them an introduction to the academy and what it would be like for their son, answering any questions they had whilst also keeping myself in the loop.

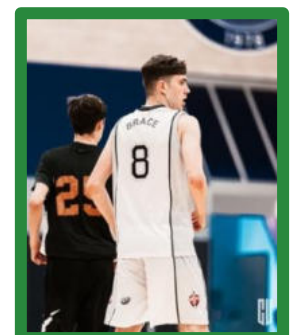
In my opinion the way Canterbury Basketball Academy conduct themselves both on and off the court and in terms of recruitments is first class and exactly how it should be done. From a recruitment standpoint there was complete transparency sharing of information between all parties. Will went on to become apart of the academy as well as other Chelmsford Lions Basketball Club players, even the players that enquired and visited Canterbury who decided to join other academies were all treated in the exact same way with professionalism, openness and transparency.

Academic Profile Case Studies



Elliot Bailey joined the academy having achieved all As in his GCSEs. While in sixth form he was supported, challenged and pushed by the Academically Able lead for sixth form. He achieved 3 As in his A Levels alongside leading the entire sixth form student volunteering programme, working closely with leadership staff. He progressed to university in Canada where he received an academic scholarship to study Politics and has since been named an Academic All-Canadian every year.

Tobey Brace joined the academy with Additional Educational Needs. From day one he had support from the sixth form team as well as the SENCo for sixth form. His individual academic plans were a joint effort between the basketball, academic and SEN staff. He is on track for a triple distinction on his course and has made huge progress in his independence, management and communication skills.





Will Raife entered sixth form, requiring a retake in GCSE English. Through the support and guidance provided, he gained his GCSE English qualification alongside achieving a DMM in his Extended Diploma BTEC alongside gaining a Level 3 Personal Training qualification. He then progressed to higher education in the US to study Kinesiology.

Ryan Murunge joined the academy to study at Simon Langton. Having also achieved straight As in his GCSEs, he went on to achieve the same at A Level. He was awarded with an academic scholarship in America after graduating to study Business.



Educational Partnership

The width, breadth and flexibility of our educational offer is one of the most significant strengths of our programme.

As a student-athlete you have the choice to study at The Canterbury Academy (750 students in sixth form) or Simon Langton Grammar School for Boys (550 students in sixth form). The two schools work closely together on a significant number of projects, one of which enables student athletes in 4 sports to study at either school to be timetabled in a way where they are freed up at the same time during the school every day to train together.

The Canterbury Academy's belief in students first can best be demonstrated by this line from their most recent Ofsted.

"The school will unfailingly do what is right for each individual student regardless of its impact on headline figures."

This is an incredibly powerful line, which sadly shows that this is not the norm in many educational establishments.

This philosophy directly impacts student athletes in our programme in many ways. The wide range of courses includes over 30 A levels (most of which are available at both Canterbury and Langton), BTEC Extended Certificates, Diplomas and Extended Diplomas across the curriculum and practical learning courses. Our basketball players have studied things as diverse as A Levels in History, Physics, PE, Business, Art, Biology, Music, Maths, etc, BTECs in Sport, Business, Entrepreneurship, Health and Social Care, Travel and Tourism, etc and practical courses in Hospitality and Catering, Construction, Personal Training and Barbering.



Study time whilst away as a team.

All of these are timetabled around their basketball training, meaning that no compromise to their education, in choice of course, access to all lessons, or any other way is required to be part of the basketball academy.

Additionally, students are able to mix and match between these pathways, following our belief in each student as an individual. We have had students studying A levels alongside BTECs or practical courses in every combination.

Appendix D has a list of all courses offered between the two schools. It also has identified courses a basketball academy player has studied over the last 5 years to further show the variety on offer.

Not only do basketball students receive personalised mentoring from coaching team, they will receive additional support from a Sixth Form Team that specialise in working with 16 to 19 year olds. Support for time management, mental health, meeting deadlines, study skills, etc. In addition, every 6th former receives an hour of core learning each week which allows them to access a tutor to discuss any concerns and plan their futures. Sixth Form core programme covers addictive behaviours, managing time, destination routes, university and



apprenticeship applications, nutrition, financial planning and other key life skills. Detailed induction programme at the start of year 12 helps smooth transition between year 11 and sixth form. Sport students receive additional induction that covers recovery, rehab, nutrition and introduces overall ethos of Canterbury Academy Sixth Form Sport.

The sixth form operates a tier system around the student's academic effort and progress. Students who fall below Tier 2 are given bespoke academic support, personalised to their needs. One of the academy coaches is directly linked to this for all basketball players. When each term's data is collected to establish the tiers, the full information is shared with the coaches so the coaches and sixth form staff can work together to best support each student. For example, a player on Tier 4 will have bespoke study support sessions in our study support centre. These will be timetabled through the academy coach to ensure it fits best amongst their commitments and the coach will attend some of these sessions to show we are working hand in hand on their academics.



Member of staff delivering a coping workshop to the basketball academy

Maths and English provision in the sixth form is a huge strength of the school. Our headline figure for progress in these areas is 0.12 which is significantly above the national average of 0.0. We provide retake options through a variety of pathways and levels including GCSE, iGCSE and Functional Skills. We offer exams throughout the year at each of the windows. Students who require either, have specific timetabled lessons in these subjects with staff who specialise in this area.

The Canterbury Academy Trust's ethos is based on their key principles as evidenced on our website.

Firstly, we are a school for all talents. We value the contribution of non-academic pathways with the same importance of academic qualifications. We want to catch staff and students in, not catch them out. We want to develop ways for them to succeed and develop self worth, not put up barriers to what they can't do or aren't good at. We describe the school as being based on 4 pillars – **sport**, performing arts, academics and practical learning. We invest significantly in all of these both financially and in resourcing staff.

Secondly, we want to provide as much as possible to as many as possible, as often as possible. We believe that it is our role as a school to serve the community. This includes the school taking on responsibility for area wide alternative provision for all schools in the district, providing youth team services to two districts and it's commitment to provision in sports, performing arts and practical learning.

Finally, there is a key belief in developing people through the school. We operate a green housing system where our goal is to always have developed staff to a level where all job openings can be suitable filled through promotion of current staff. Over the last 5 years we have only hired one person externally within our 20 most senior leaders in the school. Additionally, linked to the school's value for sport, one of our coaches is Senior Vice

Principal for the Trust, and both the Executive Principal and Head of School came from PE teaching backgrounds.

Relating this to the EDP tender, there are several key facts to draw out.

Sport is one of the key pillars the school is built upon. The Director of Sport sits on the school's Senior Leadership Team, demonstrating the value the school places upon it. The philosophy to provide as much as possible for as many as possible as often as possible permeates through our sport provision. While this tender is focused on the elite provision, this philosophy extends to all abilities and opportunities.



Basketball is one element within a significant investment in sport by the school. We provide sixth form academies in basketball, athletics, cricket, football, golf, hockey, netball, rugby, tennis and triathlon. Our Director of Sport's entire job role is for the provision of sport from performance to grassroots, across the school. The investment allows us to also invest heavily in infrastructure such as physiotherapy and strength and conditioning.

Phil Relf - Director of Sport at The Canterbury Academy

In my ten years as Director of Sport at The Canterbury Academy, I have remained continually impressed by the quality of our Sixth Form basketball programme. I regularly use examples from the programme to demonstrate best practice to other coaching staff and even school teaching staff. I firmly believe that basketball has inspired our other sports to develop their practice and become leading sports development programmes. As a school, we work closely with Kent Crusaders staff, who are fully embedded in our daily schedules.

They have positive relationships with teaching staff and students that enable appropriate challenge and support for players studying in our Sixth Form. Having worked as an assessor on DiSE programmes for The England & Wales Cricket Board, I have been impressed by how the basketball coaching staff deliver a high quality experience for students on and off the court. The tremendous work they do is reflected in the regular visits we have from ex-students. Many of them have gone on to become fantastic ambassadors for this programme.



Tyrese Walters talking to students about his basketball journey.

This creates a community of coaches working towards similar goals which helps to develop all our programmes. We recently finished second in the U17 national cricket cup, as the only state school in the final 4 rounds. Our cricket is led by Phil Relf (Kent Cricket Academy Director) and Dave Fulton (former international). Our rugby is led by Nicky Little who played in multiple world cups and Jack Green (Olympian) coaches in our athletics academy.

The school's vision is in close alignment with the EDP Framework. The school's investment in support in financial terms, timetabling, staffing and IAG clearly demonstrate synergy with EDP's stated objective to **Support all DiSE athletes at the point of entry, during and post programme graduation.**



Significantly increase the number of talented basketball athletes accessing the DiSE programme and enjoying a high-quality experience is an exact description of the school's principle to provide as much as possible to as many as possible, as often as possible.

Finally, the school's commitment to constantly work with the community and develop creative solutions to support the development of young people sits at the heart of EDP's objective to ***ensure that DiSE remains at the forefront of performance sport thinking through continually innovative, efficient and effective measures.***

All of the above goes through a rigorous quality assurance process regularly. The school's commitment and belief of these values features throughout our most recent Ofsted report, where we are graded Good. The full report is included in Appendix E, however some key relevant phrases from it include:

- *The proportion of students who proceed to education, employment or training after leaving is well above average. This is testament to the success of all the sixth-form staff's and students' hard work. It also reflects the well above average success rate for students who retake GCSEs in English or mathematics, some choosing to do so to attain a higher grade. Since the previous inspection, the number of students opting for university has almost doubled to over 100.*

The sports academies involve pupils from Year 7 up to the sixth form. After a period of varied, enjoyable activities, with an element of coaching, leaders identify pupils who have the potential to achieve at county or national standard. Specialist provision swings into action with a careful eye on the balance between work and training. In key stage 4, vertical tutor groups bring sports together, gym or tennis pupils specialising early for 15 to 20 hours a week.

- *Some students are attracted by the academic qualifications, others by the professional teaching and coaching of sports, performing arts and practical skills, and several by being able to pick and mix these options. For example, students have combined intensive basketball coaching with a course at the chefs' academy or with a health and social care qualification leading to university. If students cannot combine their options, the school often provides twilight sessions; their timetables are genuinely bespoke.*
- *There are many similarities in the qualities of teaching and learning in the main school Inspection report: The Canterbury Academy, 11–12 October 2017 Page 8 of 14*
- *A student thought that teachers went 'above and beyond'. It is evident that sixth-form teachers are particularly good at involving all students, even in large classes, bouncing questions around which delve into the subject in depth. Carefully steered by teachers, students learn, particularly in the performing arts and sports, by sharing and discussing their work with each other.*

In addition to external inspections such as Ofsted, the school also conducts 3 raising standards windows through the year. These processes are very open and transparent for all staff, reflecting the approach to catch people in, not out. The sports provision forms a part



of these raising standards activities which include all stakeholders including student voicing, staff voicing, parent voicing, collaborative learning and observation and director involvement. Additionally, we contract an Ofsted inspector to come in annually to test the robustness of our procedures and ensure that we are continuing to grow and develop.

The Director of Sport holds regular reviews with each academy. These include termly coaching meetings as well as an annual review of each programme. These are used to share best practice, check and challenge each other and foster a culture of transparency, vulnerability and growth.



Two basketball students receiving academic awards at The Canterbury Trust awards.

The ability to study at Simon Langton Grammar School for Boys is a huge strength of the academy. Simon Langton is Ofsted Outstanding with Ofsted particularly emphasising:

- *Students make excellent progress and attain very high standards. Their achievement is exceptional in science and mathematics. Many students undertake original and innovative research alongside professional scientists and engineers.*
- *The curriculum goes far beyond the requirements of examinations by delivering greater depth in academic subjects, a rich programme of lectures and courses and numerous additional activities in sports and arts.*

This allows us to offer an educational route suitable for the most academically able students, supporting them in pursuing a dual career at the appropriate level.

The Canterbury Academy and Simon Langton are both founding members of Concordia Learning Alliance (www.concordialearningalliance.co.uk) which is a alliance providing high quality CPD to schools and businesses in Kent. This again demonstrates the Academy's commitment to development, growth and personal success.



Photo from the basketball academy media day.

Quality Leadership, Coaching, and Athlete Support

Over the last 13 years the academy and club has always had singular guiding aim of providing an environment and culture that is driven by and focused on developing people – whether they are players, coaches or wider staff. All of our efforts are always brought back to this point – it is the starting and ending point, and in line with the school's as much as possible philosophy.

At the absolute hub of this has been investing in quality people, financially and developmentally. We have created more full time coaching opportunities focused solely around EDP athletes development than any other programme. We have also been the only programme to regularly and consistently advertise these posts nationally to provide a pathway for coaches. Appendix F is an example of one of the adverts we have posted.

We currently have 4 coaches working full time at the academy. This has been the case for the last 6 years. (Contracts can be provided to evidence this if required, however due to GDPR we have not attached at this stage). By investing in this level of coaching it allows us to provide much more detailed and individual support to our student athletes.

We literally have small group skill sessions, rehab sessions and/or strength and conditioning sessions happening almost every single lesson of the week. We are able to provide these with coaches only doing 2 sessions per day on average, meaning they have the time to plan and review the sessions and make them highly focused on each individual's needs (as well as looking after the coaches welfare). The groups are carefully scheduled and planned around each student's timetables, ability, position, stage of development and priorities.

Additionally, we practice every single weekday, during the school day. There are at least 3 coaches at every practice allowing us to provide huge amounts of personalised feedback to the players throughout the sessions. This gives our student athletes 15-20 contact hours every week with high level coaches giving them time to properly prepare. Appendix G is our current overall timetable showing the detail described.

We base our planning for these sessions around individual player action plans. Three times per year (after pre-season, mid-season review and start of off season) the coaching and SSEM staff sit down collectively to discuss and review each player. In advance of this meeting, each player completes a self review on what they think their action plan should include. The plans are comprehensive, setting 3-5 targets for each of the following areas: Technical/Tactical, Physical, Mental and Lifestyle. Appendix H includes examples of the action plans. plans then form the basis of planning and reflection for each player and their skill sessions.

A key part of our vision is investing heavily in video analysis. The quantity and quality of our coaching staff allows us to provide a huge amount of this valuable learning tool. In a normal



Coaches and players on the bench during an EABL game.

week during the season, following each EABL game players will receive an individual video with clips that are either voiced over or questions for them to reflect on, a team debrief video with similar voice over and /or questioning as well as a scout video for our next opponents. In addition to this, every practice is filmed and the players have full access to all the practice film. In pre-season and off season we will also produce debrief and teaching videos from practices, examples of pro players or individual sessions.

The following links provide some examples. The first 3 are all from the same game so you can see how the process fits together. We provided a 4th from a different game to show additional variety.

The scout video goes out on a Sunday evening so players can watch and digest in their own way. We go over the film together at the start of Tuesday's practice while they do their prehab exercises. Link - <https://youtu.be/e7gFlgDT6Sw>

On game day, if we are at home we go through a walk through on court 3 hours before tip, if we are away the players receive a walk through video on the bus before we arrive to watch. Link - <https://youtu.be/Yh5714F5a5o>

Team Debrief Video Link - <https://youtu.be/pmu1UJkMYxE>

How we use videos for feedback changes from game to game to keep it fresh and avoid it becoming tedious. Here an example of where players were sent individual clips with no voiceover, had to take notes and then met with a coach to discuss it.

Individual Debrief Video Link - <https://youtu.be/ec6msQb52iQ>



Coaches and players on the bench during an EABL game.

Our vision and culture is also very focused on developing the whole person for life beyond basketball. In the welfare section, we go into further detail on some of the education we provide. We believe three elements are crucial to our basketball vision, mental toughness, accountability and self-awareness.

Our coaching philosophy is focused on creating moments of adversity in practice whether it is with how we officiate a drill, the way we organise teams or the scoring

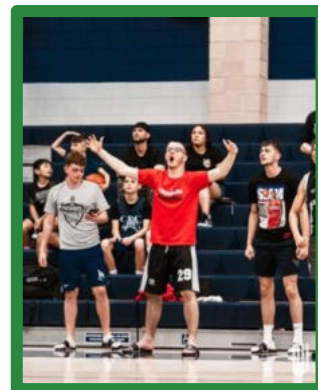
system used. We use these to create situations where the student athletes feel the genuine emotions that adversity brings and then allows us to work with them on improving this. Like any skill, resilience is something that needs to be practiced and through these situations our players get to practice the skills in a safe environment for them. Linked to this we put huge value on accountability and controlling the controllables. We spend a lot of time reviewing how easy it is to blame others and make excuses when things go wrong and working towards players taking full accountability for their decisions and actions. The benefit of learning this obviously impacts them well beyond the basketball court.

We also heavily use a personality profiling tool each season in the first week with the academy. This is something that provides countless benefits including helping them to

understand how they may be perceived by others, how to communicate effectively in different environments, ways to develop themselves, recognising signs of stress in themselves and others and how to develop their emotional intelligence to work more effectively with others. One of the presentations can be found in Appendix I.

Evidence of how this culture impacts our players can be heard in the player testimonials in the overview video.

Another strand to our vision is giving our student athletes international experience. We were in the first batch of academies to make a successful Erasmus bid and have completed 3 exchanges to Madrid where they were able to spend 2 weeks immersed in Spanish basketball culture including professional teams training and games and competing against Spanish teams. We were also the first programme to successfully achieve a Turing bid and spent 2 weeks in Los Angeles at Sierra Canyon providing similar activities to our EDP student athletes.



Players watching game at Sierra Canyon HS in the USA.

The biggest piece of evidence that shows our vision for the academy is the people we produce as alumni. We have a proven track record of taking athletes who were at the low end of the Aspire programme and/or outside of national teams and supporting them to become national team level players. We have shown the ability to develop numerous coaches to international standard. The following case studies provide detailed evidence of this progress however we equally could have focused on any of these players who were part of England/GB squads during the AASE/DiSE era and made the breakthrough while playing for the club and/or the academy: Ryan Richards, Kalil Irving, Disraeli Lufadeju, Liam Carpenter, Dave Couchman, Tyler Russell, James Lloyd, Jonathan Brown, Tamara Onadeko-Fournillier, Sam Alajiki and Timothy Oboh as well as countless others who have gained scholarships or professional opportunities through basketball. The frequency with which our alumni return to train with and speak to our current academy players every summer speaks volumes as to how much the academy has helped them on their journey.

We have a coaching manual that summarises all of the above which we review annually as part of a detailed self analysis. This year's version is included in Appendix AC.

Case Study – Jonathan Brown

Jonathan Brown joined the academy as a 16 year old. He was a child in care, so the basketball academy became his unofficial guardians working in support with his social worker. JB was a fringe regional player before joining the academy and not recruited by anyone else. In his two years with us, he completely overhauled his mindset and drive. His work ethic was first class and he constantly relied on the staff to help him improve. By the end of his second year, JB was a GB 3x3 and 5v5 player, a top 10 player at Deng Camp and the Player of the Year in EABL. With our support and encouragement he then joined Barking Abbey for a prep year before gaining a full scholarship in America. He is now playing at D1 level in the NCAA and about to graduate. He has also started to develop a dual career in graphic design while still competing.

Case Study – Elliot Bailey

Elliot joined the academy as a 16 year old having played for the South East regional team. Elliot was not recruited by any other academies. During his 3 years with us, his body transformed through dedicated work with our SSEM team. Alongside that his skillset and mental approach to the game grew and grew. Upon graduating, he was a top 20 Deng camp player and gained a basketball and academic scholarship to Carleton University in Canada, widely recognised as one of the leading programmes world wide. He is now about to graduate from Carleton and pursue either a masters degree or start his professional career.

Case Study – Robbie Graham

Robbie joined the academy as a 16 year old from the North West as he was not recruited by any other programme. Robbie also has a recognised hearing disability. Despite his 3 years with the academy coinciding with the pandemic, Robbie never had an excuse and worked with the academy coaches remotely throughout. When BBL teams gained an exemption to start training we were able to support Robbie in gaining a place with Cheshire Phoenix. When their season finished, Robbie returned to spend 2 months with the academy continuing to develop. Upon graduating, he signed a BBL contract and was selected for the Ireland U20 team this summer. He is also an advocate for hearing impaired young people.



Disraeli Lufadeju & Robbie Graham before an BBL game.

Case Study – Coaching Tree



Cristina and Billy at Copenhagen Invitational tournament with U15 England Boys & Girls.

The final case study demonstrating how effective our vision is focuses on the coaches who have come through our programme. James Vear, Craig Nicol, Adam Davies, Troy Culley and Billy Beddow all have head coached England or GB teams for the first time during or following on from their time working with us. The academy founder Jesse Sazant, physio Mark Dayson, strength and conditioning coach Antonis Kesisogolou and team manager Lorraine Dagger are all products of the academy. The professionalism, vision and culture at the academy was embedded in all these coaches through their development, playing a part in their progress. We have produced more national team coaches than any other programme as well as the coaches that had a similar philosophy working under Jesse with England teams who have gone on to coach GB teams.

The programme's head coach is Adam Davies. Adam has extensive experience in coaching and leading at an elite level. Adam is a Level 3 coach who is a true product of the BE talent pathway having been involved at every level of the pathway. He has been a head and assistant coach with East and South East regional teams, the South East and East RPC programmes and the South East Aspire programme. He is the head coach of the South Super region. He has been a head and assistant coach with the England Under 15 national development programme, as well as being an assistant coach and performance analyst for England/GB teams at European Championships.

Adam, also has a vast experience at DiSE/EDP level having initially joined the programme as a second assistant. He has progressed to lead assistant and associate head coach before



becoming the head coach and programme lead 5 years ago. This career progression gives him in depth knowledge of how to effectively lead and manage the programme having experienced it from all angles. His CV is included as Appendix J

Adam has continually developed himself as a coach constantly looking to grow. Whether through official programmes, such as BE nominating him for the UK Coaching Performance Foundation programme, or through liaison with coaches such as Joe Mantegna from Blair Academy in the USA, he demonstrates a desire to continuously grow and develop as a coach and leader.

Adam has shown a strong understanding of and ability in player development throughout his time as a coach. His strengths in this area can be seen in his repeated involvement in the pathway. Over his time as associate head coach and head coach of the programme he has led the development of several GB and scholarship players. Prime examples include the case studies of Elliot Bailey, Jonathan Brown and Robbie Graham above. A further case study focused on player development is below.



Adam Davies

Case Study - Junior Academy Development

One of Adam's main roles initially was leading the junior academy. During that time he led all aspects of player development for Tamara Fournillier-Onadeko, Sam Alajiki and Segun Shodunke. None of the 3 players had played beyond club level before working with Adam. Between the ages of 13-16 all 4 players showed tremendous growth. Tamara developed into a GB player, captaining the U16s at European Championships. She went on to attend Barking Abbey as part of the EDP before receiving a division 1 scholarship to the US. Sam Alajiki was part of the England U15 squad before choosing to represent Ireland internationally. He currently attends the University of California, as one of only two players from an EDP programme to commit to a high major Division 1 school as a freshman. Segun Shodunke represented GB at Under 16 level and has also gained a scholarship to the US.



Segun Shodunke at England U15 training camp.

A strong tenant of Adam's coaching philosophy is transparency and player feedback. The process used is further detailed in the Welfare Provision section, however there are a few key points that provide evidence for his behaviour and conduct as a coach. The transparency of the process shows two key things regarding Adam. Firstly, the players trust him and are able to have frank and open conversations with him on any topic, on and off court. Secondly, that they value the honesty and feedback he provides to them, knowing that he wants the best for them. An example of some of the feedback comments showing this are included in Appendix K.

Adam has never had any disciplinary issues at any level in any of his roles. He is seen as a model example of the professionalism that young coaches should aspire to.

All of this is summed up in this testimonial from Will Raife who played for Adam for 5 years across the junior academy and EDP programme.

Will Raife – Class of 2020 - Testimonial

Adam strives to make the best out of all of his players on and off the court in a number of ways. On the court Adam challenges players to improve daily whether in team practice or individual and small group sessions. In individual sessions he encourages players to work hard on their individual skill set with specific goals for each player to improve which allows us to be prepared for practice and game scenarios.

However, in practice, Adam pushes the team and individual players to be better for not only the season but for those players who will go on to play at higher levels of basketball in the future whether that be at college in the states, which he has helped give a number of players like myself the opportunity, or University in England and pro levels. He does this by improving our knowledge of the game in which he runs his offense which gives players the opportunity to think at a higher level which develops us to be able to play the game the right way as a team and to think on the fly as the offense develops throughout the play.

This is the same with his defensive principles which focuses on very specific and minor details which other coaches may not focus specifically on but holds his players to a higher standard to be able to think and adapt efficiently which will help how we play and improve in the future. Not only the tactical and specific details in which he coaches help us improve but his sheer energy that he provides in practices and games encourage players to practice harder and work at a tempo which I would describe as urgency in practice which helps improve physically and mental toughness.

Off of the court Adam helps and teaches players so that they will be set for the future in terms of how people live and their principles for being a good and well-rounded person in society. The academy lives by four words which we see every day in the gym and is brought up on a number of occasions: tough, humble, passionate and united.

This is the Canterbury Academy basketball culture. The culture in which coach Adam and coach Jesse have implemented is what is most important to the players that they develop, culture comes over everything in the academy and is what shapes our team and each player individually to become outstanding people in life and basketball.

Adam goes above and beyond for his players which was again shown throughout the pandemic and lockdowns specifically. Each Monday, Wednesday and Friday the team would meet through zoom for workouts so that we would stay in touch and keep active whilst also being given challenges for workouts at home and running challenges in our group chat to ensure that players would keep their physical and mental state right. On top of this we would also meet as a team on zoom in lockdown to review basketball film and watch games



to keep our knowledge of the game improving and to have that time where we could still communicate and be together through tough times.

Academics is also a huge part to which Adam specifies that players must stay on top of and excel at. This plays into Adams culture and is empathised every day in school in which Adam meets with his players to ensure that they are meeting academic requirements and go above to achieve the grades that the players can be happy with in order to get the job that they want or to continue to further education.

In all, Adam and Canterbury Crusaders basketball have been the main reason in I am able to currently live my dream of playing college basketball in the United States. Crusaders Alumni and pros go back to Canterbury each summer to practice and compete with the new players that they are developing while receiving the high-level coaching that Adam and the staff provide which shows the exceptional coaching that Adam offers.

As stated above, the investment in the coaching and support staff is a huge priority for the academy.

In addition to Adam, Cristina Stanciuca, Rhys Davies and Lazarus Thompson are all employed by the academy to work with their athletes. Former head coach Jesse Sazant is still involved with the academy as an assistant coach as well as mentoring the coaches, including Adam.

Jesse has been a national team coach with both England junior national teams and currently the GB Maxis national team programme. He is the founder of the club and academy, one of the first programme's to be selected as an AASE provider when it officially launched. He has been involved at all levels of the pathway from regional to national, has chaired the South East region, was the original commissioner of the EABL and part of the BDM project. His passion is also in player development having developed players such as Ryan Richards, Disraeli Lufadeju, Liam Carpenter and Jonathan Brown.



Jesse Sazant with NBA Draft pick Ryan Richards.

Cristina has coached extensively through the pathway at regional and national level. She was recently the England U15 head coach and the Chair of the South East region. She was selected by Basketball England as part of their recent female coach development programme. She has led the building of a girls national league programme from scratch as detailed in the Club Links section.

Rhys Davies has coached at both Aspire region and super region level as part of the pathway. He is also an alumni of the programme bringing a unique perspective to the coaching staff. Rhys is studying for his Level 3 currently, has been mentored by Joe Mantegna through the Deng Camp apprentice coach programme and been nominated by BE to be part of the UK Coaching Foundation programme.



Lazarus Thompson leads on skill development, having a passion in the area. He brings experience from coaching at university and academy level. He has also played at academy level and senior national league giving him perspective on the journey the players are on. He is currently studying for his Level 3 coaching award.

CVs of all assistant coaches are included in Appendix L.

Additionally, the support staff around the programme bring significant benefit to the student athletes due to their experience and knowledge. Our investment in this area can be shown through the fact that Mark Dayson is based on site 3 days per week working with academy students exclusively. He has a dedicated physio room he runs his private practice from on the Academy site. Gunars Vitlolins is employed full time to work with the academy students. He is on site all day, every day. They both work with our student athletes in term holidays as well.

Mark Dayson leads across SSEM for the programme. Mark is a highly qualified Chartered Physiotherapist having recently completed his Doctorate. The research looked at the relationship between baseline and physical performance screening tests, and game performance outcomes in elite youth basketball. Mark's drive to study this area was to better understand how we utilise our time and resources effectively and ensure that our testing and screening contributes to our athlete's development and performance.

Furthermore, Mark has significant practical experience having been lead physio for England U14/U15 and GB teams at U16, U18 and U20 level as well as being the SSEM lead for the GB Maxis programme. Mark is seen as an essential leader in the programme. In addition to his role as SSEM lead, Mark is lead assessor for the DiSE qualification. Mark holds the A1 assessor's award and is also an assessor for the DiSE Athletics programme. The DiSE assessor role provides opportunity for Mark to combine his skills and knowledge in learning and teaching at an HEI and holding Fellowship of the HEA.



Mark Dayson and Toni Kesisogolou

Gunars Vitlolins is the academy's lead Strength and Conditioning coach. He has recently replaced Antonis Kesisogolou who left the programme in summer 2022 to return to Greece for family reasons. Tony was UKSCA qualified with a PhD in strength and conditioning. The programme was able to secure Gunars with no gap in service for the athletes. Gunars has a Masters in strength and conditioning and is currently completing his UKSCA qualification.

Mark and Gunars' CVs can be found in Appendix M.

Additionally, the academy is supported by Director of Sport Phil Relf. Phil was academy lead at Kent Cricket for a number of years, developing multiple players to England standard. In his role now he oversees all sports academies programmes at the school providing vital support and coach development. He has also recently completed a Masters in Sports



Psychology which enable further benefit to be provided to the athletes. The multi-sport nature of the school's academies also means that we benefit from working with athletics coaches (such as June Plews and Olympian Jack Green) in the off season to develop running and movement mechanics.

The sixth form is led by Steve Hadlow and Lucy Winslow who both hold the NPQSL qualification for senior leaders. They have significant experience having led the largest sixth form in Kent (over 700 students) for over 5 years and they both sit on the school's core leadership team. This is evidenced in the school's most recent Ofsted where it stated:

In the large and successful sixth form, excellence flourishes in the performing arts, sports and practical learning. In 2017, results in academic subjects, such as English and mathematics, indicated above average progress.



Facilities and Equipment

The school is constantly investing in its facilities. In the last 5 years, 6 new buildings have been built on campus including a new sixth form centre and a variety of Special Resourced Provisions for students with various additional educational needs. From a teaching and learning point of view, the school has a wide range of facilities available including its own Lecture Theatre. The full list of teaching facilities can be seen in Appendix N.

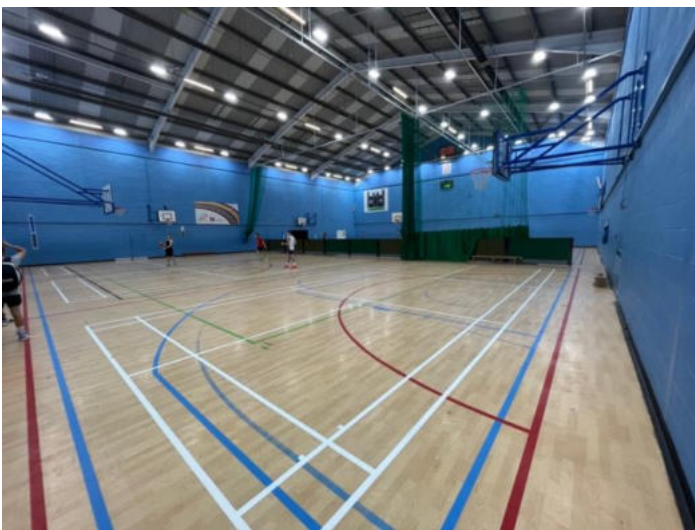
The sixth form has a variety of dedicated learning spaces available. The Independent Study Centre is a staffed area with students both timetabled to work in and available to access at any point. The Supported Study Centre is focused on providing additional academic support to any students who require it for any reason. There are also a variety of facilities they can access such as a kitchen, study rooms and a cafe on site.

The facilities available to our student athletes for SSM are comprehensive. Mark Dayson's physio practice is based on site meaning we have high quality physiotherapy access and equipment available at all times. Appendix O provides a full list of the equipment.



We have two strength and conditioning facilities on the campus, including a modern public gym and a dedicated sports academy gym. Lifestyle Fitness' main gym is state of the art having recently had a £1 million upgrade. The athletes academy only gym is located right next to the basketball court allowing players to circulate between the two for rehab, physical and development. Student athletes are timetabled for sessions in it and can also access it at any time. Additionally on campus we have an athletics track, beach volleyball facility, dance studio, spin studio and swimming pool. These are all used regularly by the student athletes, especially as part of their off season training.

Photos of the facilities are below and an audit of strength and conditioning equipment is included in Appendix P.







The academy uses the basketball court at both The Canterbury Academy and Simon Langton. The court at Canterbury is a double court with a show court running across it. All EABL games are played on the show court. The show court meets NBL standards as evidenced in the Appendix Q. The academy is also able to access a full size single court at Simon Langton. Crucially the use of the two courts as well as the school's commitment to the programme means that training is not affected during exams seasons.

Access is a huge strength of the programme. Firstly, the school operates a college style timetable, with lessons running from 9:00-6:00. By spreading the lessons across the day peak usage of facilities is distributed avoiding any access issues. As stated above, there are a number of IT and study spaces available for students all day. As shown in Appendix G, we have access to the court all day every day. Additionally, students can access the sports hall and gym before and after the school day from 6:00 in the morning through to 10:00 in the evening. We also have access through all school holidays in the same way. We regularly have alumni, professional and national team players come access our facilities through the off season as it is difficult for them to get access elsewhere like we have.

Finally, there is significant investment in basketball specific equipment such as balls and training tools which are listed in Appendix R.

Welfare Provision

The welfare of our student-athletes is an absolute priority for the programme.

All students complete a full movement and concussion screening process when they start at the academy. With the facilities on site, as listed above, we are able to prioritise it and ensure it happens as the athletes start. Physical testing is conducted alongside this to give a baseline. Testing also occurs on 2-3 more occasions through the year. An example of the screening and testing template along with testing results are included in Appendix S.

The overall care and attention given to our athletes is further evidenced by the AASE/DiSE audit conducted nationally. In the last 3 years that results were published, we were in the top 3 programmes each year, including coming first twice.

Jonathan Brown Testimonial

During my time at the academy, I was fortunate enough to have a full-time physiotherapist in Mark Dayson and a full-time strength coach in Antonious Kesisoglou.

Mark was an exceptional help to me in my athletic career; during my time at the academy, I was unfortunate to deal with injuries. Mark gave me a plethora of information to help me treat my injuries to the point they are nonexistent. Mark also helped me in my nutritional journey, coming into the academy, I didn't have the best diet and struggled to gain weight. He sat down with me and created a nutrition plan, so I was able to gain and help maintain my performance for the season.



Antonious Kesisoglou also played a significant role in my development. Coming into the academy, I had never lifted weights, so I was a rookie. From day one, Toni personalized my weight training to fit my build. He also helped me a lot with my nutrition, reminding me of the importance of eating a lot and often properly fueling.

When I come back from college during the summer, I always get back in contact with both of them to ensure I can stay in shape for the next season. They still, to this day, give me helpful advice to help me unlock a different level physically.

Appendix T includes a variety of key policies and guides including Health and Safety, Safeguarding, Inclusive Education, Equality Statement, Equality and Diversity, Whistleblowing and Medical Conditions outlining policy and procedure for safety, identity and safeguarding.

As a basketball programme we highly value our role in developing outstanding young people, not just basketball players. As part of our annual cycle our athletes complete a series of healthy masculinity workshops on topics such as mental health, stereotyping and

consent. We also do workshops around race and perception, including Black Lives Matter. The colour profiling workshop mentioned above is used to help students to value their own and each other's identity and what makes them unique. An example of a healthy masculinity workshop is included in Appendix U.

The basketball programme's DSL is Gill James, until recently her full-time professional role was a Safeguarding Manager within a Local Authority. Additionally, the school has 11 DSLs, including 2 (Steve Hadlow and Nicola Moss) who are responsible for leading all sixth form safeguarding. All staff, including coaches, take part in annual training around Safeguarding and their duty of care for the young people in the school.

Ofsted recognises this as an area of strength for the school saying,

- *The pastoral support, care and advice on offer is rated highly by students. One student described the mental health programme as 'outstanding'. Students appreciate that staff are there to guide and support them whatever their background or personal issues.*

Player and student voicing is another strength of the programme. We conduct several voicing activities through the year. Firstly in each of the school raising standard windows mentioned in the Education session, student voicing plays a key part. The school focuses on different topics throughout the programme and produces feedback documents on the changes made as a result.



Specifically within basketball this is accomplished in many ways. The action plans discussed above are a joint process with players involved in deciding the priorities and opportunities to discuss the final plan, amend it and reflect on it through the implementation of their plan.

At the end of each season we complete 1-2 hour interviews with each individual player. They are given the questions in advance giving them time to reflect and prepare for the

meeting. The meetings are very open and frank on the positives and negatives from their point of view. An example of the questions and notes is included in Appendix V.

We do a series of ad hoc player voicing throughout the season as well. These include Google feedback forms, stop/start/continue discussions and activities, perception tasks and 1:1 meetings. An example of a perception task is included in Appendix W. We have a leadership group every season who meet weekly with the coaches to discuss anything they want to with the coaches. They are empowered to ask and challenge about anything they want to discuss.



Finn Rennie and Max Bignell
in home and away kit.

Henry Whysall – Testimonial

As a player in my third year now for The Canterbury Academy I've grown a lot mentally when I compare and look back to what I was like in my first year. Especially with my confidence, on and off the court.

The coaches put us into in practice environment where they are always challenging us and wanting us to be better. This meant that they helped me to become more comfortable and confident and grow a bond with your teammates to help you all grow together, so naturally that really helped me gradually become stronger mentally and realise there isn't anything to worry about and to just be confident.

Other things that happen at the start of each year is that we do personality profiling with all the players and coaches which essentially helps people understand what their personality is like and more importantly helps everyone know the best ways for people to interact with each other. This I've personally really enjoyed just to learn about myself and my personality. Also the fact that I realise how it doesn't define myself and because I know I'm naturally more quiet and likes to know a lot of information and asks questions for example. I know the things that I can challenge myself on such as, trying to lead a group and make myself a bit vulnerable.



Coach Jesse believes always in the mental side of things and really helps with our team trying to teach healthy masculinity. Many times we can have team meetings where he shows us how it's okay not to be okay, and let alone how much I learn from it I know how much my teammates have learnt because as 16-19 year olds boys in quite a demanding sport it's easy to forget that you can ask for help if you need it and in our academy all the coaches tend to be available to help in any type of that situation.

Another way the coaches have challenged me this year is that I am one of two captains which means I have a bit more responsibility than the others on the team, and for them and my teammates to show that they think I'm ready means a lot and gave me more confidence going into this year. Also, as a captain I tend to communicate more with the coaches and all throughout my time here the coaches always can take feedback on how they can improve as

well which overall just helps the whole academy, so their openness with those things and situations like that is always really good.

As you can see throughout the document, timetables and programmes are very focused on each individual, working around their academic commitments and life circumstances, to develop a programme that allows them to succeed. The loading placed on the players is a key component of this.

Firstly, our national league U18 Premier and NBL Men's teams are for our academy players only. This means that all training takes place during the school day and that the student-athletes have no evening practice commitments. This has a huge impact loading wise allowing them time to study and socialise, as well as eat, hydrate and sleep effectively. This one change made the biggest impact to player welfare of all strategies we have implemented. Additionally, with all the players playing within the club setup, we can manage rest and periodisation effectively as we have full control over their schedule.

We have a strict 36 hours rest policy every week. We ensure that there is a 36 hour window where no physical activity (besides low level active recovery) takes place every week. We amend players training, individual and strength and conditioning schedules to accommodate this. Finally, we have recently invested in XPS software which will allow us to track player loading in a much more detailed and comprehensive way, supporting the student-athletes to understand themselves.



All emergency procedures are in place and can be seen in Appendix AB and the Health and Safety Policy in Appendix T.

Club Links and Competition Outlet

Our current EDP players have 3 main competition outlets - EABL, U18 Premier and NBL3 Men. We made the choice a few years ago that it was more effective for our players' development to play a significant role on an NBL3 team than to play a small supporting role in NBL1. Where we have had players who were suitable to play a significant role in NBL1, we have supported them in moving on to those teams, most recently Jonathan Brown and Sam Alajiki attending Barking.



Micheal Gildenhard on our home court

We also attempt to balance the outlets available and players' development in this way. We treat EABL selection as a pure performance programme. Players are selected and minutes distributed on the merit of their performance in training and games as well as how they represent our culture. There are no guarantees of playing time, etc. However, our U18 and NBL3 teams are focused on player development and opportunities for all. We have no set teams between these two squads and select players for each weekend on the Friday, regularly mixing and matching. All healthy players are selected for every weekend (unless a rare occurrence of 1 game only), and all players get playing time in every game. Being able to move players in this way and give them different experiences helps to create different roles and scenarios for them to fill and understand.

A key additional benefit is the international tours and competitions we expose our players to. We have completed 4 international trips through the Erasmus and Turing schemes enabling our players to play against high level international competition and exposure to other basketball cultures.

The Canterbury Academy and Kent Crusaders are intertwined as one. The club's main operational base is within the school with all coaches based out of it. The national league teams for the club stop after Under 16 with attendance at either Canterbury for EABL or Northfleet for CBL available for them to continue playing national league. This link has been in existence since 2007 and is firmly embedded. The partnership between the school and club goes beyond the EDP programme, showing an investment in community and junior basketball. The SLA between the schools is included in Appendix X.

Kent Crusaders provides a vast offer to the local community including a Let's Play Ball programme in local schools, Mini Baller provision for boys and girls from 3-11, Crusaders Basketball Leagues (CBL) for grassroots participants to play weekly, National League teams for boys and girls at U12, U14 and U16, an EABL and CBL academy and 2 national league men's teams (one for Canterbury Academy students only and one for local men's players and alumni).





Zoe from our U16s.

The club started a girl's programme in 2017 choosing to build something from the ground up instead of relying on attracting players from other clubs locally. The number of female players in basketball is incredibly low and we morally felt strongly that the only way to do it was to build it ourselves and bring new female players into the game. In 2017 we identified a group of U10 girls we would build with. As this group grew older we expanded our offer, starting with U12 girls in 2019-20, adding U14s in 2020-22 and then U16s this year.

Our intention is for them to continue to grow to start an U18s and academy team from 2024-25 when the cohort reaches Y12 age. With Cristina in place as a female national team coach, as well as both Adam and Jesse having coached elite girls in the past, we have the infrastructure in place for this growth. The school is also committed to an additional staff appointment when the girls' academy launches.

The club has had strong ties with the Sevenoaks Suns for years, sending players to them before we had a girls programme, as well as working together to support highly talented players to be part of their junior and senior programme. A partnership agreement between the programmes to continue this relationship is included in Appendix Y.

The club's full pathway is included in Appendix Z.



Tamara winning MVP at junior final fours for Sevenoaks Sun U16s.

Performance Gain and Destination Support

In addition to the exit interview process described above and in the appendices, Canterbury maintains detailed records of where our students progress onto and maintain support for them forever. Appendix AA includes a list of all destinations over the last 5 years from the academy programme which includes UK universities, BBL opportunities, Canadian Universities, US junior colleges, US NAIA schools and US NCAA D1 programmes.

Throughout this tender, we have repeatedly returned to the individual approach we take. We promote a huge variety of exit routes and have had success in supporting our student-athletes gaining these positive destinations. Additionally, this is a huge area of focus for the school, as evidenced in the Ofsted report around positive destinations.

From an academic point of view, Sarah Kendrick-White leads on the UCAS process supporting students, The school's university placements has grown by over 300% in the last 7 years from 47 to 148. We also offer SAT prep classes to support students in preparing for these should they wish to pursue a scholarship to the US.

Every year we have a number of British programmes who present to our students sharing possible exit routes with them. We maintain a close network with these coaches regularly discussing players who may be suitable for or wish to attend their institutions. The coaching staff also takes the players to visit potential UK schools and basketball programmes to support them in making their decisions. Schools that we have attended with players include Loughborough, Anglia Ruskin and Essex.

The basketball academy has purchased the Scholarship U programme for all of the student-athletes, helping to teach them about the process, strengths and drawbacks to the US system. As part of the recent Turing visit, we toured a high major D1, low major D1 and D3 programme to show the different benefits of each.

Case Study - Chester Morrell

Chester joined the Academy from a local national league programme who competed at conference level. As an academically able student he chose to study at Simon Langton. He originally wanted to pursue a scholarship (and had opportunities to pursue at junior college) but changed his mind after discussing it with coaches and reviewing the IAG provided. He is currently attending Loughborough University as part of their basketball programme.



Case Study - Elliot Bailey

As discussed above, Eliot was an academically able student who chose to study at Canterbury. He gained a basketball scholarship to Carleton University in Canada where he is about to graduate. He has won a national championship with the programme and will pursue a masters or professional opportunities next year.

Case Study - Robbie Graham

Robbie joined the school from as a hearing impaired student. The inclusive environment of the school supported him academically. He signed a professional contract with Cheshire Phoenix after sixth form.

Case Study - Kieran Farrell

Kieran joined the academy from a local club who did not have an academy provision. Despite missing his final year due to the pandemic, he was awarded a scholarship to an NAIA school in the US where he is currently in his second year.

**Case Study - Jonathan Brown**

As discussed above, JB joined the sixth form as a LAC student from a London club. After attending Barking Abbey for a prep year. He originally signed a Division 2 scholarship in the US. He has transferred to a Division 1 programme starting this season.

Case Study - Josh Moore

Josh is a local player who played for Crusaders from Under 14. In Year 11, he was not at a level where he would play significantly at EABL. He went to Crusaders CBL academy at Northfleet. He developed significantly and came to Canterbury for a prep year. He then went to Essex University playing significant playing time in NBL1. He is now starting his masters at Newcastle University, continuing to play NBL1.

Case Study - Milo Gordon

Milo joined Canterbury having been let down by the ABL programme he was attending residentially stopping the programme mid season. He transferred across to Canterbury at Christmas. After completing his sixth form studies, he gained a scholarship to a leading junior college (Vincennes) in the US. During the pandemic, he decided to return home and gained a place at Loughborough University where he is currently studying while playing NBL1 as well as having been added to the Leicester Riders BBL squad.



Appendix A

A Sixth Form for all the Talents
The Canterbury Academy Sixth Form
Part of The Canterbury Academy Trust

Prospectus 2022 - 2023



The Canterbury Academy Trust
Schools for all the Talents



In partnership with Simon Langton  Grammar School for Boys to provide a grammar school band for boys and girls in a comprehensive school for all the talents

Welcome to The Canterbury Multi Academy Trust

The Canterbury Multi Academy Trust came into existence in October 2010 when schools judged by Ofsted to be 'outstanding' were allowed to convert to academy status, benefit from greater freedoms and shape their futures.

Since then, The Canterbury Academy Trust has grown. It now provides a variety of services 'to improve the life chances of children and to help in the community'. These include: City View Pre-School and Nurseries Ltd.; an expanded two form of entry Canterbury Primary School; a Specialist Resourced Based Provision for primary ASD pupils; The Canterbury Academy, which has expanded to take an additional form of entry; a Specialist Resourced Based Provision for secondary Speech and Language students; The Cullum Centre, in partnership with The National Autistic Society; a newly built specialist provision for students with a hearing impairment; The Sixth Form, Enterprise and Employability Centre, which includes one of the largest Sixth Forms in Kent; The Canterbury Youth Commission, The Ashford Youth Commission, an area wide Inclusion and Engagement Service, and Professional Learning and Community Centre with cafe.

Much of The Canterbury Academy Trust is located on The Canterbury Campus. The Canterbury Campus hosts a number of other providers and thus creates 'a wealth of opportunity' which means we can 'offer as much as possible, as often as possible, for as many as possible'. We have a successful partnership with The Langton which offers a grammar school stream in the school for boys and girls, co-operation in planning and delivering provision for students with ASD, A Level teaching and combined delivery of elite Post 16 sport. This enables us to offer a comprehensive education to the children and families of this area and provide a variety of pathways to success in academic study, sport, performing arts, practical learning and enterprise education.

The unique aspect of our Sixth Form provision is its flexibility. Our students can mix different types of courses, different levels of qualifications, improve maths and English and study at a variety of different times.

Thus, we provide a Sixth Form for all the talents.



Mr. Jon Watson
Executive Principal of The Canterbury Academy Trust

The Canterbury Academy Sixth Form

Thank you for considering our Sixth Form.

The Canterbury Academy Sixth Form offers an imaginative curriculum based upon the principles of choice, flexibility and personalisation.

Our Sixth Form offers a variety of pathways:

- The Academic pathway for students whose courses are predominantly A Level
- The Applied General (Vocational) pathway for students whose courses are predominantly BTEC
- The Sports pathway for gifted and talented students who want to excel in their chosen sport
- The Performing Arts pathway for gifted and talented students who want to excel in their chosen area
- The Practical and Enterprise pathway for students who wish to prepare for employment or to become employers
- A personalised pathway for students who need guidance and support to bring out their best

This is a Sixth Form for ALL the talents. It is deliberately and unashamedly comprehensive in its nature. The Canterbury Academy Trust believes in an open and inclusive Sixth Form built upon personalised learning. This means that we seek to accommodate the needs of each student on an individual basis rather than have a set of inflexible entry requirements.

It also means that we recognise that the Sixth Form exists for its students and not that its students exist to help the school look good in league tables.

Students progress to university, others move into employment and others into training. The Sixth Form's positive destination figure is higher than the national average.



Mr. Steve Hadlow
Director of Post 16 Education

Mrs. Lucy Winslow
Head of Sixth Form

Welcome to The Canterbury Academy Sixth Form

The Sixth Form at The Canterbury Multi Academy Trust benefits from being on the Canterbury Campus with its 'wealth of opportunity'. This is an attempt to replicate some of the ambience of a university campus.

The Sixth Form has a variety of study rooms and a dedicated social space. There is a small IT study room in the main building exclusively for Sixth Form use. There is a supported study centre in The Sixth Form, Enterprise and Employability Centre. These facilities are available from 8.00am until 6.00pm in the evening.

Sixth Form students engaged in practical learning may use the outstanding facilities in various locations across the campus. Students engaged in sports programmes get preferential admission to the first class sports facilities on the Campus. Students engaged in Performing Arts Programmes have their own specialised performing arts areas at The Marlowe Theatre, The Westgate Hall, YMS (Your Music School) and the PPA studios. However, because of the rise in numbers there is now also a Performing Arts College.

Some sixth formers can assist in the kitchens that are on campus, some assist in the ASD facility at The Canterbury Primary School, The Speech and Language facility at the Academy, the Cullum Centre, the primary school breakfast club and after school club or in the nursery on campus. Sixth formers can also volunteer across both the primary and secondary schools in a variety of things like mentoring students in reading, numeracy, EAL or taking groups for sport or performing arts.



Raising the Participation Age (RPA)

Education until 18

The Education and Skills Act (2008) places a duty on all young people to participate in education or training until their 18th birthday. Young people will be able to choose how they participate in post-16 education.

The Sixth Form at The Canterbury Academy now offers the flexibility to provide programmes of study to meet the needs of most learners.

Our offer:

- The full range of A Levels with some taught in partnership with, or by, The Simon Langton Grammar School for Boys
- BTEC and City and Guilds qualifications
- Elite academies for gifted young sports men and women working with top class coaches, links with clubs and professional support in fitness, physiotherapy and massage
- Dedicated pathways for talented young performing artists in acting, dance, musical theatre and music technology, working with industry professionals from stage, screen and film and with highly prestigious organisations like The Royal Shakespeare Company and The National Youth Theatre
- Level 2 qualifications, including the opportunity to improve GCSE maths and English

We also offer flexibility by mixing and matching courses, qualifications and levels. For example, students can combine A Levels with BTEC or City and Guilds courses; be in an elite academy for sport or performing arts and study another Level 2 or 3 qualification. Some students are with us for one year, some for two and others choose to spread out their study over three years.



Information, Advice and Guidance (IAG)

Essentially, there are two questions pertaining to Sixth Form study:

- What should I do in the Sixth Form?
- What can I do after it?

The Canterbury Academy Sixth Form has staff dedicated to helping you with these questions.

A member of staff seconded from The Simon Langton Grammar School will assist with UCAS applications.

Specialist sports staff will assist with pathways in sport.

Specialist performing arts staff will assist with moving into the industry. You may even get an agent whilst at school.

The Academy employs its own full time specialist, Lead IAG and Progression coordinator, Mrs Sarah Kendrick White.



Putting the student first

Because The Canterbury Academy Sixth Form is very large this means that it can be very flexible.

The Canterbury Academy Sixth Form is inclusive. It will try to accommodate all students who seek admission.

The Canterbury Academy's Sixth Form will not have rigid entry requirements. It will, however, have guidelines for entry and assess suitability for programmes of study. The Canterbury Academy Sixth Form recognises that different people require different approaches.

The Canterbury Academy Sixth Form will try to match what it can offer to what the students want.

Flexibility

The Canterbury Academy Sixth Form offers Level 1, Level 2 and Level 3 programmes of study.

We will try to enable students to take different levels of qualification at the same time, if that is sensible.

The Canterbury Academy Sixth Form will offer A Level qualifications, Applied General qualifications, GCSE qualifications and a variety of other, generally work-related, qualifications. The Canterbury Academy will try to enable these to be combined, if that is sensible.

Where students have not yet gained a level 4 at GCSE in English or maths, they will be expected to work towards achieving this alongside their chosen courses. If students want to apply for university, they will be expected to have achieved a Level 4 at GCSE in English and maths.

The Canterbury Academy Sixth Form will offer elite programmes in sport and performing arts and try to enable this provision to be matched with any of the qualifications it offers. The Canterbury Academy will try to provide bespoke programmes for individuals who need special provision.



Your Timetable

The Sixth Form at The Canterbury Academy may not require you to complete a 'normal' day or a 'normal week'. You may be able to start later and finish later on a day. You may not need to be in every day.

This flexibility means that students can better plan their working week and possibly combine their studies with paid work, sports training or competition, performing arts training, rehearsal and performance.

The Academy operates an imaginative timetable. This gives us, and our students, much greater flexibility in terms of when they study and in terms of their subject combinations.

Some courses can be studied using a tutor and others may be studied online.



The Canterbury Academy Sixth Form	
Monday - Friday	
9.00am	Period 1
10.00am	Period 2
11.00am	Morning Break
11.20am	Period 3
12.20pm	Period 4
1.10pm - Sixth Form Lunch	Period 5
2.00pm	Period 6
3.00pm	Period 7
4.00pm	Period 8
5.00pm	Period 9
6.00pm	End of school

The Canterbury Academy Sixth Form offers a comprehensive range of A Level courses

A Levels are taught in partnership with Simon Langton Grammar School for Boys. This means, for example, that Simon Langton staff teach some or part of A Level courses here; it means that students go to Simon Langton for full A Level courses; and, some students can study all A Levels at Simon Langton but stay at The Canterbury Academy Sixth Form for sport or performing arts.

The Sixth Form can also offer A Levels in a wide variety of languages which include Spanish, French, Greek, Mandarin and Japanese, through its partnership with Kent Language School. This year we are delighted that we have had our highest number of students going on to higher education (150). Each year we have students applying for Oxbridge and many going on to study at Russell Group Universities.

A Levels

- AS Maths
- Biology
- Business
- Chemistry
- Computer Science
- Criminology
- Dance
- Drama and Theatre Studies
- English Language and Literature Combined
- English Language
- English Literature
- Environmental Science
- Extended Project Qualifications
- Film Studies
- Financial Studies
- Fine Art
- Geography
- Graphic Design
- History
- Law
- Mathematics
- Physical Education
- Photography
- Physics
- Psychology
- Politics
- Product Design
- Religious Studies: Philosophy and Ethics
- Sociology
- Textiles
- A variety of Modern Languages



Academic Programmes

Applied General Qualifications

The Canterbury Academy Sixth Form offers a comprehensive range of Applied General qualifications.

The success of students on these programmes has been inspiring. For example, students have gone on to read for degrees in Primary Education, Product Design, Tourism and Management, Adult Nursing, Midwifery, Childhood Studies, Paramedic Science and Health Studies. Applied General qualifications have an equivalent value to A Level.

Applied General Courses

- Business
- Engineering
- Financial Studies
- Health and Social Care
- IT
- Marketing
- Performing Arts courses: Acting, Musical Theatre, Dance and Music
- Psychology
- Sport
- Technical Theatre
- Travel and Tourism
- Uniformed Public Services



Practical and Vocational Programmes

The Canterbury Academy Sixth Form offers a comprehensive range of practical and vocational courses.

Students have progressed and gained employment in nurseries; hairdressing salons; some have become head chefs in local restaurants; had a collection featured in Vogue magazine and progressed on to a variety of apprenticeships. Some students have gone on to set up their own businesses.

Practical Learning

- Amelix Academy
- NCFE Business and Enterprise (with The Canterbury Skate Project)
- CACHE
- City and Guilds Beauty
- City and Guilds Ladies and Men's Hairdressing
- Construction
- Health and Social Care
- CYP Personal Training
- Peter Jones Enterprise Academy L2
- NVQ Professional Cookery



Facilities for students

- Art Studio Space
- Beauty Rooms
- Careers Library
- Computer rooms for Sixth Form students
- Three mirrored Dance Studios
- Fully equipped Drama Studio
- Gym use
- Hairdressing Salon
- HatHats Coffee Shop
- Independent Study Centre
- Lecture Theatre
- Photography Dark Room and Lighting Studio
- Recording Studio
- Sixth Form Centre
- Sixth Form study spaces
- Skate Park
- Supported Study Centre
- Technical Theatre Rooms with sound and lighting desks
- UCafe



Sporting Academies

We have advanced sports programmes that take place in some of the best facilities in the South East. A partnership between The Canterbury Academy and The Langton enables both schools to provide exciting opportunities for students to develop their sport.

Through flexible timetabling, high quality staffing and strategic curriculum design, we are able to offer a sports training package that allows students dedicated time allocated to their sport. In some sports, it also offers a regular competitive experience alongside the weekly training schedule. Our football, basketball and cricket teams all won county competitions in 2022.

We have developed and built a professional environment that enables us to match programmes to individual needs. We have been able to allow students to access highly qualified coaches and sport science staff on a regular basis. The staff that work with our students have extensive experience of working with students in high performance sport.

We currently focus on the following sports: athletics, basketball, cricket, football, golf, rugby, hockey and triathlon. The athletics academy is able to cater for students who play other sports and acts as a strength and conditioning academy for these students.

We have partnerships with professional sports organisations including Kent Crusaders, Canterbury Rugby Club, Appeti Tennis, Canterbury Gymnastics Club, Canterbury Christ Church University and Marathon Sports Foundation.

Our students have competed at the highest level and some have gone on to participate in the Olympics, gained professional sports contracts, represented their countries and earned sports scholarships at universities abroad.

We were a designated 2012 Olympic and Paralympic training facility.
Our facilities include:

- A £4,500,000 sports complex comprising a state-of-the-art fitness gym with over three hundred stations
- Extensive double six-court sports hall
- A floodlit football pitch
- A floodlit sand sports area
- An enclosed floodlit multi-use, all weather games area comprising two courts allowing simultaneous play
- Six lane 400m floodlit track



Performing Arts Academies

These are highly professional programmes which combine A Level academic or Applied General study at advanced or intermediate level.

The Acting Academy delivers industry standard tuition and training under the guidance of professional actors and directors. There are opportunities for representation from a top class talent agency and to audition for stage, screen and TV roles.

The Music Academy is for vocalists, instrumentalists, songwriters, aspiring producers and studio engineers looking for a career in the music industry.

The Dance Academy is the first of its kind in Kent, teaching techniques, performance and choreography and working in partnership with professional dance agencies.

The Musical Theatre Academy offers performance-based training in the three core skills of dance, drama and singing.

The Production Arts Academy offers training in aspects of 'behind the scenes' theatre production.

All students are professionally represented by Kent School of Performing Arts, giving them the opportunity to audition for professional castings in TV and film.

Many students have gone on to appear on stage, in film and on TV. Others have gone on to top class universities, for example; Royal Academy for Dramatic Arts (RADA), Italia Conti, Emil Dale, Performers College, Bird College and Urdang.



The Canterbury Institute for The Performing Arts

University Applications

University is an appropriate destination for some students and increasing numbers progress to university. In 2022, 150 students gained a university place.

Information, Advice & Guidance (IAG). Through a structured and well supported UCAS programme, your child will receive guidance and information about post school destinations. We have a well established and highly successful UCAS curriculum for year 12 and 13.

Destinations. In 2022, we had over 150 UCAS applications, with 110 of these gaining their first choice. In the past four years UCAS applications have increased by 300%.

Super Curriculum. Part of our UCAS programme involves an early introduction to the university application process, and what life at university may look like. This includes visits to our partner colleges at Oxford (St. Hugh`s) and Cambridge (Queens). We are also in a formal partnership with Kent University and Canterbury Christ Church University. This involves mentoring programmes, lectures, access to university libraries and application support. Early on in year 12 we work closely with academically strong and aspirational students, through a programme that signposts them to specialist subjects, offers them both academic and cross curricular support, with work experience and placements.

Oxbridge. We regularly have students sitting the Oxbridge entrance tests and applying for these universities. We are now a registered centre and offer support to any student wishing to apply. Through our links with Oxford and Cambridge universities, we offer a mentoring programme to support students through the application process.



Online Application Form

To apply for a place in our Sixth Form please complete our online application form by visiting:

www.kentchoices.co.uk

If you are a current Year 11 student in a Kent school you will receive login details in November 2022. If you have not received them ask at your school.

If you are in Year 11 at an independent school or a school outside Kent you will need to self-register on the Kent Choices website.

Here is what you need to do to get started:

The first time you get to www.kentchoices.co.uk/search you will need to activate your secure account using the username and password given to you by your school. You will then be asked to create a new password. Make sure you can remember it because once you have applied you will need to use it to track your application online.



Sixth Form Courses for September 2022

A Levels	BTEC Courses	Elite Sports Academies	The Canterbury Institute for Performing Arts	Practical Learning
Biology	Business	Athletics with Marathon Sports	The Acting Programme	CACHE L2 and L3
Business	Health and Social Care	Basketball with Kent Crusaders	The Dance Programme	City and Guilds Beauty
Chemistry	IT	Football	The Music Programme	City and Guilds Ladies and Men's Hairdressing
Computer Science	Sport	Golf with Cave Golf	The Musical Theatre Programme	Construction
Dance	Travel and Tourism	East Kent Rugby Academy	The Production Arts Programme	CYG Personal Training
Drama and Theatre Studies	Uniformed Public Services	East Kent Cricket Academy		NVQ L2 & L3 Professional Cookery
English Language and Literature Combined	Engineering	East Kent Hockey Academy		The Amelix Entrepreneurship Academy
English Language	Psychology	Triathlon		Peter Jones Academy L2
English Literature	Marketing	Individual Athlete Programmes (please specify)		
Environmental Science	BTEC Level 3 Enterprise			
Film Studies	The Level 2 6+ Programme	Improving GCSE grades	Languages	
Fine Art	ASDAN - COPE	English Language (AQA)	French	
Geography	Financial Careers Development	Maths (Edexcel)	Spanish	
History	Jamie Oliver Food Studies	Functional English	Mandarin	
Law	IT Skills	Functional Maths	Japanese	
Mathematics A Level and AS	Practical Sports		Greek	
PE	GCSE English and Maths provision		Italian	
Photography	Other Academic Courses		Polish	
Physics	L3 Criminology WJEC		Portuguese	
Politics	Financial Studies		Turkish	
Product Design			Russian	
Psychology				
Religious Studies: Philosophy and Ethics				
Sociology				
Textiles				
Graphics				

Pre-apprenticeship and supported internship programmes are also available. All courses are subject to The Department for Education approval. All courses are subject to financial viability. These courses are subject to change.

Here for you

The Canterbury Academy Sixth Form continues the comprehensive ideal. We will seek to provide programmes which are in the interest of each student rather than expect each student to fit in with the interests of The Academy. Schools exist for their students, not the other way around.

The Canterbury Academy Sixth Form is one of the largest in the county. This means that it can offer an impressive range of courses and qualifications.

The Canterbury Academy Sixth Form offers the full range of A Levels. It offers Level 3 BTEC qualifications, Level 2 qualifications, industry relevant qualifications and the opportunity to continue with maths and English.

It offers flexibility of study times. It offers flexibility of study programmes. It offers flexibility of entry requirement.

The Canterbury Academy Sixth Form attracts many students from elsewhere, including local grammar schools into its A Level provision or into its flexible provision combining A Level with other courses.

The Canterbury Academy Sixth Form also attracts students specifically into the 'elite' sports and performing arts academies.



Here to help

If you have any queries regarding applying to The Canterbury Academy Sixth Form, please contact our Sixth Form team. We will be happy to give you full information on the courses and qualifications available and answer any queries you may have regarding the next step in your education. Please email:

email SF_office@canterbury.kent.sch.uk

If you would like to talk with Mr Fox about the academic links with Simon Langton Grammar School for Boys, email academic@canterbury.kent.sch.uk

If you would like to discuss the Sport programmes, email sport@canterbury.kent.sch.uk

If you would like to discuss the Performing Arts programmes, email performingarts@canterbury.kent.sch.uk

If you would like to discuss Practical Learning and Enterprise Education, email practicallearning@canterbury.kent.sch.uk



The Canterbury Academy Sixth Form



Part of The Canterbury Academy Trust



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'A Sixth Form for all the Talents'

Executive Principal of The Canterbury Academy Trust: Mr. J Watson
Executive Vice Principal of The Canterbury Academy Trust: Mrs. C Crane
Executive Vice Principal of The Canterbury Academy Trust: Mrs. B Farrell
Director of Post 16 Education: Mr. S Hadlow
Head of Sixth Form: Mrs. L Winslow

The Canterbury Academy Trust
Knight Avenue, Canterbury, Kent CT2 8QA
Telephone: 01227 463971

www.canterburyacademy.co.uk

In partnership with Simon Langton  Grammar School for Boys to provide a grammar school band for boys and girls in a comprehensive school for all the talents

Appendix B

Players who joined academy in last 5 years

Student Athlete	Previous Club
Louie Adams	Kent Crusaders
Johnston Adewopo	Sevenoaks
Menelik Agu-Lionel	Luton
David Awani	Kent Crusaders
Harry Baker	Sussex
Max Bignell	Kent Crusaders
Josh Billings	West Herts Warriors
Kenan Bindie	Kent Crusaders
Tobey Brace	Cheshire
Joe Dyson	Kent Crusaders
Andreas Elia	Kent Crusaders
Frank Elford	Folkestone
Jono Fakile	NASSA
Kieran Farrell	Richmond Knights
Michael Gildenhard	Cambridge Cats
Robbie Graham	Cheshire Phoenix
Bjorn Hardvendel	Buckinghamshire
Noah Hardwick	Folkestone Saints
Thom Hodgkinson	Kent Crusaders
Emmanuel Joloaluwa	Mayfield Academy
Ludlow Hewson	Surrey Rams
Brandon Kinyua	Luton
Saleem Lyus	Southend Scorpions
Jacob Marschall	Cambridge Cats
Jay McCullum	Kent Crusaders
Thulani Mlambo	Brentwood Leopards
Zac Moody	Kent Crusaders
Chester Morrell	Shoreham Spartans
Emmanuel Obeng-Amponsah	NASSA
Timothy Oboh	Kent Crusaders
Elijah Odukoya	Folkestone Saints
Daniel Oghagbon	Kent Crusaders
Shem Onadeko	Kent Crusaders
Will Raife	Chelmsford
Fin Rennie	Surrey Rams
Sean Revell	Southend Scorpions
Flynn Robinson	Kent Crusaders
Stiliyan Shterev	Chelmsford Lions
Israel Solomon	Luton
Zach Stead	Kent Crusaders
Luke Thornton	Essex Rebels
Samyog Tumbapo	Folkestone Saints
Mitchel Uwangué	Folkestone Saints
Keane Vavlitis	Folkestone Saints
Jake Villanueva	Felton Warriors
Henry Whysall	Kent Crusaders
Edward Wills	Folkestone Saints

Appendix C



Dear Parent/Guardian of NAME,

We have identified your son as someone we would like to invite to come and see what we offer at the Kent Crusaders Basketball Academy. The academy is based jointly at The Canterbury Academy and Simon Langton Grammar School for Boys.

We would normally invite you to visit the academy on a date that is convenient for you. With the situation we currently have with schools being closed and a national lockdown, we would like to invite you onto a zoom call to discuss what we have to offer. During the call you will receive an overview of the academy programme, including information about academic, sport specific provision and residential opportunities. The call will also give you the opportunity to ask questions and get a free for the staff.

The Canterbury Academy and Simon Langton Grammar School for Boys are both highly regarded nationally as leading schools. Simon Langton Grammar School for Boys is one of the top academic schools in England, placing numerous students at Cambridge, Oxford and Russell Group Universities every year. The Canterbury Academy is a leading comprehensive school with a track record of providing elite sport provision alongside academic achievement in both A levels and vocational subjects.

With the opportunity to attend either school as part of the academy, options are wide ranging, from studying four separate A Levels to studying a BTEC Extended Diploma in Sport (equivalent to 3 A Levels) and everything in between. We can create a suitable personal academic pathway for each student athlete.

We are one of a select number of programmes selected by Basketball England to run the DiSE basketball programme. We have four full time basketball coaches at the academy allowing us to provide a detailed and comprehensive programme. I took over as head coach of the academy last year after joining in 2014. I have international experience, working with England and GB National teams. My lead assistant, Billy Beddow, has a track record coaching on the national performance pathway and is currently the England U15 head coach. He is regarded as one of the top up and coming coaches nationally, especially when it comes to player development. Jesse Sazant, programme founder and former Academy head coach, was the England Under 15 Development Squad Head Coach for 5 years, has coached at the premier basketball university in Canada (Carleton University) and has developed numerous players to elite levels. Finally, Rhys Davies who is the South East U15 head coach and an up and coming coach who graduated from the academy in 2015. This combination in my belief gives us the best coaching staff in the country focused on an U19 boys programme.

Additionally, we have a dedicated basketball strength and conditioning coach, Antonis Kesisogolou, who was a Greek junior international and professional player as well as being a national team S&C coach. Our lead physio, Mark Dayson, is the GB U20 and GB U18 physiotherapist. Our physical support programme was ranked top 3 amongst AASE programmes for the last four years, finishing first twice.

Our academy competes in the U19 Elite Academies Basketball League (www.eabl.org). We are widely regarded as a leading academy nationally in terms of player development and progression.

Over the call we will go through the programme in detail. The basketball academy is built around multiple daily coaching sessions as part of the school day timetable (including daily team practice, individual skills sessions, strength and conditioning, video analysis and sport psychology). The programme is highly personalised with the focus on providing all the support and structure needed to allow you to reach your full potential as an elite basketball player.

Hopefully this has given you an initial overview of what the academy can offer. We have a detailed video outlining our programme, which can be found at <https://www.youtube.com/watch?v=9tXnCiWBkns> or by searching YouTube for Canterbury Crusaders Basketball Academy Overview 2018/2019.

Please do contact me to find out more information and to look at a date to connect.

Yours faithfully,

Adam Davies
Basketball Academy Coach
Adavies@canterbury.kent.sch.uk

Appendix D

Courses Offered to Basketball Academy Students

A Levels	BTECs	Practical
Art* Biology* Business* Chemistry* Computer Science Criminology* Dance Drama Economics* English English Language* English Literature* Environmental Science* Film Studies French* Further Maths* Geography* German Graphic Design History* Italian Law* Mathematics* Music* PE* Philosophy/Ethics Photography Physics* Politics* Product Design* Psychology* Religious Studies Sociology* Spanish* Textiles	Sport (Extended Certificate, Diploma and Extended Diploma)* Business (Extended Certificate and Diploma)* Dance (Extended Diploma) Engineering (Extended Certificate)* Health and Social (Diploma, Extended Diploma)* ICT (Extended Certificate)* Marketing (Diploma)* Music (Diploma and Extended Diploma)* Musical Theatre (Extended Diploma) Performing Arts (Extended Diploma) Production Arts (Diploma)* Psychology (Extended Certificate)* Public Services (Extended Certificate)* Travel Tourism (Extended Certificate, Diploma)*	Barbering* Beauty Childcare Construction* Entrepreneurship* Extended Project* Finance* Hair Hospitality/Catering* Personal Training*

* denotes a course studied by a basketball academy student in last 5 years

Appendix E

The Canterbury Academy

Knight Avenue, Canterbury, Kent CT2 8QA

Inspection dates

11–12 October 2017

Overall effectiveness	Good
Effectiveness of leadership and management	Good
Quality of teaching, learning and assessment	Good
Personal development, behaviour and welfare	Good
Outcomes for pupils	Good
16 to 19 study programmes	Good
Overall effectiveness at previous inspection	Requires improvement

Summary of key findings for parents and pupils

This is a good school

- The executive and senior leaders and the board of directors could not be more determined to give all pupils and students the best possible education and confidence in their futures.
- The curriculum, facilities and resources are outstanding and the choice of subjects is exceptionally varied and rich.
- The school offers a grammar stream for the most able pupils in Years 7 to 11, and also provides highly effective education for pupils who struggle in mainstream education or academic work.
- Pupils' behaviour is considerate and they respect their environment. Most of them concentrate and work hard in lessons. Sixth formers mature into responsible young adults.
- Staff enjoy working at the school and their morale is high. The mutual respect between them, and pupils and students, contributes to the cheerful and productive atmosphere.
- A small minority of subject leaders do not analyse information about pupils' progress precisely enough to spot underachievement early on.
- Disadvantaged pupils' attendance is low and is the dominant reason why they do not make as good progress as others in the school or nationally. Almost one third of these pupils are persistent absentees.
- Pupils' progress, including the percentage achieving English and mathematics GCSEs, has improved since the previous inspection. It is increasingly good this year.
- In the large and successful sixth form, excellence flourishes in the performing arts, sports and practical learning. In 2017, results in academic subjects, such as English and mathematics, indicated above average progress.
- Teaching has moved into a higher gear in the last two years with more accurate assessment, better planning and sharper marking.
- Almost all the parents who added written comments to their questionnaires praised the school in glowing terms, such as, 'It's a gem of a school with amazing staff.'
- It is the excellent, thoughtful care, support and kindness which many senior leaders and support staff provide which underpins pupils being happy and feeling safe.
- The proportions of Year 11 pupils and sixth-form students proceeding into education, employment, training or work are well above those seen nationally.
- A few teachers do not refer to the helpful information they have about pupils, to keep a careful eye on them and adjust their work or offer more support if and when needed.

Full report

What does the school need to do to improve further?

- Raise standards further through increased attendance by:
 - persevering with the successful actions already in place
 - exploring new ways to get pupils into school in the morning
 - particularly focusing on reducing the high proportion of disadvantaged pupils who are persistent absentees
 - helping parents of persistent absentees to support the school's work.
- Strengthen further learning and progress by:
 - consistently checking that all staff know and respond to the particular needs of pupils they teach, especially those who are disadvantaged or who need extra support and encouragement to achieve their full potential
 - sharing the very good practice in subject leadership which skilfully identifies and remedies weaknesses in pupils' understanding, knowledge and/or confidence to tackle examinations successfully.

Inspection judgements

Effectiveness of leadership and management

Good

- Leaders and board members would agree that it is difficult to encapsulate the school and its philosophy in a few words. One headline statement, 'As much as possible, as often as possible, for as many as possible' is a good starting point. However, it does not include the school's key values of 'courtesy, responsibility, honesty, equality, respect and morality' or the belief that, 'Every child is good at something'.
- What is clear is that board members, leaders and staff passionately believe in the statements above. They oversee a unique, large, vibrant and increasingly popular school, with a quite exceptional curriculum delivered in outstanding facilities. They never sway from doing what they believe is right for a pupil, regardless of any reduction to their headline measures.
- Many staff wrote comments about how leaders seek their views on any changes before they are introduced or make sure their work–life balance is well aligned. One teacher wrote that 'the school cares about its pupils and staff as individuals'. Staff morale is high. The pride they show in belonging to the school community explains why some of them have been loyal to its work for many years.
- Teaching and support staff also praise the professional development organised for them. They feel confident it improves their practice and that they learn from each other and from teachers in different schools. The executive principals reflected that the school was less outward looking in the past but now welcomes ideas and support.
- Senior leaders' skills have developed well since the previous inspection. Many are now highly competent teachers who also know how to help others to develop their skills. They understand how to explore information about pupils' progress to identify underachievement early. Nevertheless, a few subject leaders are not sharp enough at analysing assessment information and using it to plan precise actions to move things forward.
- The directors for teaching and learning (faculty leaders) have a very good insight into past and present weaknesses and strengths, so know which teachers may need some support to raise their effectiveness. The directors assess the quality of teaching and learning more accurately than in the past and hence tailor their guidance and training astutely.
- The curriculum is kept under review and adjusted when board members and executive leaders feel it is right for the pupils. Until recently, history and geography were taught as integrated humanities, and computer science was only taught in key stage 4. GCSE results in these subjects were not good but are now moving in the right direction as they are all taught from Year 7.
- Following an external review, additional funds for disadvantaged pupils are now spent with care and evaluated realistically, but the school has yet to solve the problem of these pupils' poor attendance. Identifying a lack of aspiration, leaders have widened and intensified the extra activities offered, especially in Year 7. They hope to strengthen pupils' self-esteem and resilience so they are motivated to attend regularly. Sixth-form mentors are also helping pupils to achieve these goals.

- The sports academies involve pupils from Year 7 up to the sixth form. After a period of varied, enjoyable activities, with an element of coaching, leaders identify pupils who have the potential to achieve at county or national standard. Specialist provision swings into action with a careful eye on the balance between work and training. In key stage 4, vertical tutor groups bring sports together, gym or tennis pupils specialising early for 15 to 20 hours a week.
- Sixth formers and pupils of all ages are regularly involved in the numerous theatre productions, musicals and concerts within the performing arts academy. Keen dancers experience ballet, jazz and tap within the four dance studios, and vocalists, instrumentalists and songwriters all enjoy the music facilities, including a state-of-the-art recording studio.
- It is difficult to separate extra-curricular provision from the wonderful range of subjects that permeate the curriculum. Several classes, not just for sixth formers, are delivered after school hours. These might involve an external specialist teaching a modern foreign language that a small number of pupils want to study, or extension activities for the most able pupils. The bulk of after-school activities are related to the performing arts, sports or practical subjects such as cooking.
- Religious education lessons, focus days on different cultures and a 'Hope not hate' programme contribute to the pupils' appreciation of different faiths, cultures and spiritual issues. However, these are also very much part of the school's ethos. In weekly 'core' lessons in key stages 3 and 4, often taught by senior leaders, pupils learn about and discuss a range of important issues and themes. These range from 'Why do some people not want to give to charity?' to consideration of British values in the light of Brexit, or diversity, homelessness and current affairs. The latter clearly inspired a pupil to write words about the US president when performing a blues song in music!
- With excellent careers guidance and advice and other core sessions covering practical skills, such as how to iron and sew, the school could not do more to prepare pupils for their futures. The board of directors and all staff rightly pride themselves on the well below average number of pupils who do not move on into education, employment or training if they do not stay on into the school's sixth form. They are equally delighted that Phoenix House or Riverside pupils who needed help to stay on the rails in key stage 4 are practically always ready to enter the sixth form.
- The school welcomes external support. The link with Simon Langton Grammar for Boys has certainly helped to strengthen the provision for the most able pupils and students. The local authority and outside consultants also contribute advice and guidance which leaders find helpful and practical.

Governance of the school

- The chair of the board of directors describes the 'moral imperative' of giving all pupils, whatever their backgrounds, the best possible education so they will leave 'able to live a safe, healthy and fulfilling life'. The focus of all the board's deliberations and dedication mirrors these statements. Members are realistic about what needs to improve.
- The board accepted the previous inspection comments, underwent a review and implemented its recommendation. Clarity is now in place between the different parts of

the multi-academy trust, with new boards established to cope with its components' growth. Directors with expertise in safeguarding and finance oversee all the trust's work. The new structure is successful.

- Minutes of meetings reveal members' determined, probing questions about Year 11 and 13's results, for example. They check that all additional funds, for disadvantaged pupils, those who have special educational needs and/or disabilities, and Year 7 pupils eligible for catch-up, are used effectively. They therefore know that subscriptions to tried and tested online programmes will continue to help improve literacy and numeracy.
- The board members are proud that the school is now oversubscribed and increasingly the first choice for parents of high-attaining pupils. They are equally delighted that the specialist sports and performing arts attract so many pupils and students.

Safeguarding

- The arrangements for safeguarding are effective. All directors receive training and information about safeguarding and are aware of issues, such as sharing the site with the wider community, that require constant attention. Regular staff training includes the many strands of potential concerns, including female genital mutilation, extremism and radicalisation, and racial abuse. Staff are trained to identify the signs of risk and know who to contact if necessary. The number of safeguarding incidents is low.
- Safeguarding leaders and support staff are quick to contact the local authority if necessary and appreciate that they must be vigilant about long periods of absence in case a child is missing. They do as much as possible to welcome parents and carers into school and keep in contact with them, especially those whose children receive extra support in school or whose attendance is a concern. Teachers are made aware of any children in their classes who have left care or who are looked after.

Quality of teaching, learning and assessment

Good

- In response to the previous inspection, leaders sought external advice and support, and the quality of teaching and learning improved. Changes in staffing since the previous inspection have also contributed to more effective teaching in the last and current academic years. This has seen boys doing as well as, or even better than, girls in far more subjects than in the past, which was not the case two years ago.
- The grammar stream is not just for pupils who enter the school as high attainers but for others identified as having the potential to tackle and enjoy studying all the academic subjects required for the EBacc. The quality of teaching for these most-able pupils has become more effective as the link with Simon Langton Grammar has matured over the last few years, and standards have risen in some, but not all, subjects.
- All teachers now have folders containing simple sheets with details about pupils' particular learning needs or issues. Many use them well to guide their planning and most have good insight into how to help such pupils.
- A few teachers still cover work at too easy or difficult a level or do not appreciate pupils' different starting points. Occasionally, they do not keep an attentive eye on

disadvantaged pupils' progress. All the English teachers visited the on-site primary school and were impressed by the high standards they saw. They reflected that they would certainly have these standards in mind when teaching Year 7 pupils.

- Most middle leaders now have a thorough insight into the clearest way to assess pupils' work and progress, and so identify those who struggle over time and need some extra input. A few subject leaders are not as thorough in their analysis and so, occasionally, they lack the information they need to identify underachieving pupils.
- In several successful lessons, teachers posed questions to boys and girls equally and, consequently, those who did not volunteer responses were encouraged to have a go. In a small minority of lessons, a few pupils slipped under the radar and were not really paying attention. Inspectors saw some strong examples of questions at the start of lessons which reminded pupils of previous knowledge and spring-boarded them into new work.
- Another step forward has been improving the quality of marking and feedback following a revision of the school's policy. The majority of teachers give pupils useful, practical feedback that makes pupils reflect. The majority of pupils respond and correct their work or complete whatever is needed. Improved progress is clearly evident where teachers follow the policy and pupils read what teachers have written.
- Whether being supported in the specialist-resource-based provision for pupils with education, health and care plans or for those who need extra support with their literacy and numeracy, the quality of teaching in small groups or on a one-to-one basis is effective. Some pupils' reading age improves by well over a year by the end of Year 7. An increasing number of teachers remember to emphasise subject-specific vocabulary and make sure pupils know what such words mean.

Personal development, behaviour and welfare

Good

Personal development and welfare

- The school's work to promote pupils' personal development and welfare is good. The quality of care and nurture for all pupils is outstanding. A parent wrote that her Year 7 child 'Had never seemed happier', and another parent noted that 'Any concerns have been addressed promptly'.
- Experienced and wise support staff and pastoral leaders get to know the pupils and their families as well as possible. Over 80% of staff who responded to the questionnaire 'strongly agreed' that they enjoy working at the school; this contributes to pupils' enjoyment of lessons and school life.
- Leaders make teaching the pupils about the risks and issues they face in society a major component of their core lessons, and include it in related lessons when appropriate. They discuss important topics such as mental health, healthy lifestyles and homophobia, and pupils referred to having the potential dangers of online activities and social media 'drummed into them'.
- Pupils' physical and emotional well-being is considered through the core lessons and by having specialist counsellors and advisers available if pupils wish to share any concerns. Support managers know pupils well and keep an eye out for vulnerable

pupils. The special educational needs coordinator does the same for all the pupils under her care, especially the children who are looked after.

Behaviour

- The behaviour of pupils is good. They are attentive in the great majority of lessons and describe the behaviour policy as clear, simple and effective. A pupil observed that one short detention for interrupting the flow of a lesson is usually the only one that a pupil experiences.
- Pupils are calm when moving around the large site between lessons, and lunchtimes are peaceful because pupils behave sensibly. They appreciate all the school has to offer and respect the environment. They value the excellent facilities and know how lucky they are to have access both to the facilities and to so many different activities.
- The school does not permanently exclude pupils and very rarely has to apply fixed-term exclusions because it uses its own staff and facilities. These include the main school, along with Phoenix House and Riverside Youth Centre, off-site but part of the multi-academy trust. Here, pupils who cannot cope with mainstream lessons receive excellent education and support to improve their behaviour, develop the personal skills they need for their futures, and cope with any issues they have. Many of those in Years 10 and 11 return to the main school to follow sixth-form courses.
- The main issue with pupils' behaviour is the poor attendance of disadvantaged pupils, several of whom also have special educational needs. Leaders, welfare officers, teachers and support staff work together to try and get these pupils into school, and realise they have yet to find the right formula for success.

Outcomes for pupils

Good

- In 2017, the proportion of pupils attaining GCSE 'standard' (equating to a grade 4 on the new scale) in both English and mathematics increased to over 50%. It was below 40% in 2015. Almost 100% of the 79 pupils in the 'Langton' grammar stream attained the same qualifications – a very strong outcome. The proportion of the top grades (7 to 9) also went up.
- Progress improved in several subjects in 2017, including Spanish, chemistry, law, music, art and physical education. Directors of learning and individual subject leaders are determined to keep raising standards, for example to ensure that pupils achieve equally well in all the separate and combined science qualifications. Current pupils are making good progress in both key stages, and the volume of work covered shows that an increasing number of teachers have high expectations.
- However, despite overall progress rising since the previous inspection, the 66 disadvantaged pupils' progress still trailed behind others in the school and others nationally. Too many of them, one third of whom were persistent absentees, continued to attend school irregularly. Leaders know they will not achieve their full potential until their attendance is better.
- The allocation of additional funds for these pupils is sharper and the difference between their progress and others has diminished since the previous inspection, but not enough. Effective interventions during the academic year 2016/17 included holiday

and after-school revision sessions and providing teachers with specific guidance on how to support these pupils' learning.

- Around 20% of pupils, several of whom are disadvantaged or have special educational needs and/or disabilities, follow a combination of subjects which match their abilities and interests rather than those required to attain the EBacc. They may therefore not take a modern foreign language, or history or geography in key stage 4, to give them time to improve their basic skills or access vocational courses leading to worthwhile qualifications. This means that their progress outcomes reduce the headline progress outcomes for the school as a whole.

16 to 19 study programmes

Good

- Close to two thirds of the school's Year 11 pupils stay on into the sixth form and make up about half the total number in the sixth form. The other sixth formers come from over 50 different schools.
- A parent of a Year 12 student, new to the school, wrote that 'the change has been great and we are very optimistic'. Some students travel many miles to experience the flexibility, breadth and quality of the unusually rich choice of subjects and courses. They are taught and trained well, nurtured into adulthood and, if needed, are welcomed to stay on for a third year to gain the qualifications they need for the future.
- The proportion of students who proceed to education, employment or training after leaving is well above average. This is testament to the success of all the sixth-form staff's and students' hard work. It also reflects the well above average success rate for students who retake GCSEs in English or mathematics, some choosing to do so to attain a higher grade. Since the previous inspection, the number of students opting for university has almost doubled to over 100.
- Some students are attracted by the academic qualifications, others by the professional teaching and coaching of sports, performing arts and practical skills, and several by being able to pick and mix these options. For example, students have combined intensive basketball coaching with a course at the chefs' academy or with a health and social care qualification leading to university. If students cannot combine their options, the school often provides twilight sessions; their timetables are genuinely bespoke.
- Work experience is a vital and successful part of many courses, including academic ones, but all students are offered this if they feel it will support their future education and career plans. In addition, there are numerous ways for students to work with younger pupils, particularly in productions, musical events and sports. One student described the 'fantastic careers advice and guidance'. Students from one health and social care course last year moved on to study courses including midwifery, primary teaching, including for special educational needs, adult nursing, and paramedic science.
- Overall results have improved in the last two years but, in a few, progress is less than expected based on starting points and/or because boys do not do as well as girls. Vocational results in 2017 were particularly strong, and above average progress increased in A-level English, mathematics, dance and drama, to name but a few. Sixth-form leaders are fully aware of subjects which do not do as well as the best in 2017.
- There are many similarities in the qualities of teaching and learning in the main school

and the sixth form. A student thought that teachers went 'above and beyond'. It is evident that sixth-form teachers are particularly good at involving all students, even in large classes, bouncing questions around which delve into the subject in depth. Carefully steered by teachers, students learn, particularly in the performing arts and sports, by sharing and discussing their work with each other.

- Nevertheless, as in the main school, a few teachers do not always consider the wide range of abilities when introducing new work so that the most able and those with lower starting points do not all make good progress.
- The pastoral support, care and advice on offer is rated highly by students. One student described the mental health programme as 'outstanding'. Students appreciate that staff are there to guide and support them whatever their background or personal issues.

School details

Unique reference number	136302
Local authority	Kent
Inspection number	10036945

This inspection of the school was carried out under section 5 of the Education Act 2005.

Type of school	Modern (non-selective)
School category	Academy converter
Age range of pupils	11 to 19
Gender of pupils	Mixed
Gender of pupils in 16 to 19 study programmes	Mixed
Number of pupils on the school roll	1,765
Of which, number on roll in 16 to 19 study programmes	596
Appropriate authority	Board of directors
Chair	Richard Field
Executive Principal from January 2018	Jon Watson
Executive Principal (going part-time)	Philip Karnavas
Telephone number	01227 463 971
Website	www.canterbury.kent.sch.uk/
Email address	admin@canterbury.kent.sch.uk
Date of previous inspection	12–13 October 2015

Information about this school

- The board of directors and the executive principal of the Canterbury Multi-Academy Trust oversee the Canterbury High School and the Canterbury Primary School on the same site. The latter is inspected separately. The board also oversees the area-wide alternative curriculum provision and youth commission. An on-site pre-school and nursery facility is indirectly linked with the multi-academy trust but is inspected separately.
- The executive principal, who retires from his full-time position in December 2017, has gradually been handing over his role during the last two years to ensure a smooth

transfer of leadership. At the same time, other leaders have been moving up into their new roles.

- The Canterbury High School uses three off-site facilities:
 - Phoenix House (Herne Bay), where a very small number of pupils at risk of permanent exclusion study life skills programmes and are supported to return to mainstream school.
 - Riverside Youth Centre, for pupils in Years 9 to 11 whose learning needs, in addition to English and mathematics, are best suited by taking practical, work-related subjects.
 - The Chaucer site, which temporarily houses some of the studio space for sixth-form students in the performing arts college, and physical education lessons for Phoenix House pupils.
- The school's off-site alternative provision is under the auspices of the Canterbury Multi-Academy Trust. However, the majority of pupils attending Phoenix House are enrolled at other schools. They access this alternative curriculum provision as the Canterbury Multi-Academy Trust provides it for all schools in the area on behalf of the local authority. The school also shares some of its on-site facilities with pupils in a local special school.
- Several on-site, separate buildings have industry-standard facilities and equipment, used, for example, by performing arts, sports, construction, and hair and beauty courses. The Enterprise and Employability College houses several of these facilities, as does a new, as yet unnamed, building. There are extensive outdoor facilities for sports, including a multi-million pound, purpose-built sports centre with an integrated fitness suite and a tennis centre.
- The academy is open for pupils and students from 8am to 6pm and many of its facilities, including the Riverside Youth Centre, are shared with the community, largely, but not exclusively, outside of school hours.
- The school's partnership with the Simon Langton Grammar School for Boys contributes to 'A grammar school band for boys and girls'. The partnership, in its sixth year, is well-embedded with groups of high-attaining pupils from both schools learning together in some subjects. The senior vice-principal of Langton continues to work full-time at Canterbury Academy.
- The school has continued to grow in the last two years and is now much larger than the average-sized secondary school. The sixth form, one of the largest in Kent, increased to over 700 in 2016, but is just under 600 this year.
- The proportion of pupils who have special educational needs and/or disabilities is average overall, and the proportion of pupils who have an education, health and care plan is well above average. This is due to the school having a specialist-resource-based provision for up to 30 pupils needing support for speech, language and communication needs. They are integrated into mainstream lessons for much of the time.
- The proportion of disadvantaged pupils is well above that seen nationally.
- Each year, around 40 pupils in Year 7 are eligible for catch-up funding, which is for pupils who did not attain the expected standards (scaled score below 100) in English and/or mathematics at the end of primary school.

- The number of children looked after is higher than that seen in most secondary schools.
- The majority of pupils and students are White British, with very small proportions from a wide range of different minority ethnic backgrounds. Just under 10% of pupils speak English as an additional language.
- The proportion of pupils who enter or leave the school during Years 7 to 11 is well above that seen nationally.
- The school meets requirements on the publication of specified information on its website.
- The school complies with Department for Education guidance on what academies should publish.
- The school met the 2016 government floor standards, which set the minimum expectations for pupils' attainment and progress.

Information about this inspection

- Inspectors observed teaching and learning in about 60 lessons. Most of the visits took place jointly with senior leaders, with whom inspectors also toured the school and dropped into lessons for a few minutes. This was so inspectors could sample most of the wide range of courses and subjects on offer. Inspectors looked at pupils' books in lessons.
- A member of the inspection team observed pupils and sixth-form students working in the off-site Riverside Youth Centre, and saw performing arts students in the Chaucer site. An inspector visited the special educational needs resource base for pupils receiving support for speech, language and communication difficulties. All other parts of the site, particularly the Enterprise and Employability College, were visited by at least one inspector.
- Inspectors met pupils and students informally as they visited parts of the school during breaktimes. They held meetings with groups of pupils from several year groups and met with a few disadvantaged pupils, most-able pupils, those who have special educational needs and/or disabilities, and children looked after.
- Discussions were held with staff, including the retiring and current executive principals and many senior and middle leaders. The lead inspector met the chair of the board of directors (governors) and eight other board members. She met the head of Simon Langton Grammar School for Boys and the local authority school improvement adviser. She held a telephone conversation with a consultant supporting the leaders' work.
- Inspectors took into account 114 staff and 95 parents' responses to questionnaires. With no pupils' responses to their questionnaire, inspectors considered one that the school had carried out at the end of the previous academic year. Of the parents who contributed to the free-text option, about 45 of them wrote detailed comments.

Inspection team

Clare Gillies, lead inspector	Ofsted Inspector
Ann Fearon	Ofsted Inspector
Philip Storey	Ofsted Inspector
Gerard Strong	Ofsted Inspector
Frederick Valletta	Ofsted Inspector

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In the report, 'disadvantaged pupils' refers to those pupils who attract government pupil premium funding: pupils claiming free school meals at any point in the last six years and pupils in care or who left care through adoption or another formal route. www.gov.uk/pupil-premium-information-for-schools-and-alternative-provision-settings.

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Appendix F



Vacancy – Kent Crusaders Full Time Elite Coach

Job Description

Salary: £23,000-25,000 (depending on experience)
Commences September 2021

Kent Crusaders are looking to appoint an elite coach to work across the club and academy. The coach will play a key role in the club's development. They will be responsible to the club's directors.

The role is ideal for ambitious coaches who want the opportunity to develop and progress their coaching career. We are looking for someone with good basketball knowledge, combined with strong interpersonal and leadership skills. We pride ourselves as a club that puts people in the right situation with the support and mentoring to progress their basketball career.

Location

The job will be mainly based in Canterbury but will also include work in the Medway area.

Responsibilities

- To be the lead assistant head coach with the 6th Form Basketball Academy (16-19) at The Academy. This will include team practices, EABL and national league games, leading individuals, video analysis and other associated roles.
- To coach within the Key Stage 3/4 Junior Basketball Academy (11-16) at The Canterbury Academy
- To assist in the development and administration of Kent Crusaders basketball club and junior club teams
- To approach coaching from a player development perspective
- To work within the club's framework and philosophy
- To take a professional approach in the planning, preparation and organisation of their work
- To build and maintain relationships with various partners in the community and within the club
- To support and develop other coaches in the club
- **There will be further opportunities to develop this role dependent on the appointed coach's strengths and interests**

Qualifications

- Significant elite coaching experience
- Experience coaching players of all ages and abilities and working with other coaches
- Current and clean driving license
- Ideally Level 3 basketball coaching qualification
- Educated to a minimum of GCSE standard, with 5 GCSE's a C or above (preferably including Maths and English)

Additional Information

The successful candidate will have excellent knowledge and understanding of the game of basketball and the operation of club basketball. They must be a strong communicator with players and club personnel alike. The role will require flexibility to work regularly at weekends.

The appointment will be subject to a satisfactory enhanced DBS Check. References will be requested from your current/most recent employer and/or club.

How To Apply

Please send a copy of your CV and letter of application to Jesse Sazant no later than **Monday, 31 May** to jesse.sazant@kentcrusaders.co.uk Please contact Jesse on 07765 218457 for further information. Interviews will take place the week beginning 7th June.

Appendix G

Week A	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:45		Langton			
8:45-9:00	Mentoring	Mentoring	Mentoring	Mentoring	Mentoring
P1 (9:00-10:00)	Henry, T, Ludlow, Shem Andreas, Kacper	Lucas, Caleb, Hayden, Layla, Joizah, Kit, Sarah, Ruben Finn, Henry, T, Shem, Luke, Ludlow	Rand, KB, Luke	Bjorn, Jake, Tobey, Harry	Sean, Rand, KB Henry, Max, Andreas, Tobey
P2 (10:00-11:00)	Joel, Grace	Jake, Kacper, Tobey Moody, Ed, Lucas, Caleb, Hayden, Layla, Rand	Luke M	Moody, Kacper, Sean	T, Ludlow, Shem
P3 (11:20-12:20)	Jake, Max	Practice		Practice	T Jayden, Mateo, Arthur
P4 (12:20-13:10)	Sean, Tristan, Karolis Bjorn		Jayden, Mateo, Arthur		Caleb Lucas, Hayden, Layla
P5 (13:10-2:00)	Team Meeting Langton		Shootaround Langton		Team Meeting Langton
P6 (2:00-3:00)	Practice	Pillars	Practice	Layla Bjorn, Max, Ed, Luke Joizah, Kit, Sarah, Ruben	Practice CPS Lucas, Hayden
P7 (3:00-4:00)		After School Club			
P8 (4:00-5:00)	Harry, Moody, Finn, Ed, Langton	Sean, Max, Andreas Harry, Bjorn, KB	Game	Finn, Henry, Tobey, Andreas, Shem, Ludlow Rand, KB, Ed Re-Hab	Langton?
P9 (5:00-6:00)				DISE	

Adam
Laz
Rhys
Gunars
Mark
LRC
Meeting
DISE
HOUSES

Week B	Monday	Tuesday	Wednesday	Thursday	Friday
7:30-8:45		Langton			
8:45-9:00	Mentoring	Mentoring	Mentoring	Mentoring	Mentoring
P1 (9:00-10:00)	Henry, T, Ludlow, Shem Andreas, Kacper	Henry, T, Shem, Ludlow	Rand, KB, Luke	Bjorn, Jake, Harry, Tobey	Sean, Rand, Luke M Henry, Andreas, Tobey
P2 (10:00-11:00)	Joel, Grace	Jake, Kacper, Tobey Bjorn, Moody, Finn, Ed, Harry		Moody, Kacper, Sean	Max, Ludlow, Shem
P3 (11:20-12:20)	Jake, Max	Practice	Jayde, Mateo, Arthur	Practice	T, KB Joisah, Kit, Sarah, Ruben
P4 (12:20-13:10)	Bjorn, Finn, Ed Sean, Tristam, Karolis		Layla		Lucas, Hayden, Layla Caleb
P5 (13:10-2:00)	Team Meeting Langton		Shootaround Langton	Joel, Grace	Team Meeting Langton
P6 (2:00-3:00)	Practice	Pillars	Practice	Lucas, Caleb, Hayden Bjorn, Ed, Luke	Practice CPS Lucas, Hayden
P7 (3:00-4:00)		After School Club			
P8 (4:00-5:00)	Moody, Harry, Langton?	Sean, Max, Andreas Luke, Rand, KB	Game	Tobey, Finn, Henry, Max, Andreas, Shem, Ludlow Rand, KB, Ed Re-Hab	Langton?
P9 (5:00-6:00)				DISE	

Adam
Laz
Rhys
Tony
Cristina
LRC
Meeting
DISE

Appendix H



WILL RAIFE



DAILY HABIT

BE A ROLE MODEL IN PRACTICE WITH ENERGY AND TALK. BE OUR BEST PLAYER AND TEAM MATE.

GOALS

INDIVIDUAL: AVERAGE 20 PTS, HAVE A GOOD LOOK FOR NEXT YEAR

BASKETBALL

- **BE THE BEST SHOOTER IN THE LEAGUE** – CATCH AND SHOOT, PULL UP, OFF BALL SCREENS ETC.
- **SHOT SELECTION** – DON'T SETTLE FOR EARLY UNBALANCED/RUSHED SHOTS AND CAN YOU FIND A PASS INSTEAD OF THE TOUGH MID RANGE FINISH.
- **HOW TO USE BEING FACE GUARDED AND STAR PLAYER TO YOUR ADVANTAGE** – SCORER/DISTRIBUTOR.
- **USE OF BALL SCREEN**
- **KNOW WHEN AND HOW TO USE CONTACT TO FINISH AND ON BREAKDOWN MOVES**

PHYSICAL

- **ROLL PECS, MOVE HIPS, SPEED, CORE AND UPPER HYPERTROPHY**
- **FOLLOW THE PLAN WITH S&C AND RECOVERY/PREHAB**

SCOUT: SHOOTER, FORCE LEFT, FRUSTRATE HIM
AVERAGE EVALUATION SCORE (P/C): 3.9/4.2
SHOOTING LIGHT:



MENTAL

- **KEEP BUILDING ON LEADERSHIP** – ROLE MODEL BUT ALSO CAN YOU TAKE A COUPLE OF GUYS UNDER YOUR WING.
- **MENTAL DISCIPLINE** – NO DUMB FOULS, NO KICK OUTS ETC.
- **BE COMPETITIVE BUT NOT A SORE LOSER/SULKER**

LIFESTYLE

- **WATCH MORE BASKETBALL** – STUDY THE GAME, WATCH THE LEVEL YOU GOING TO PLAY AT.
- **5 MEALS A DAY** – 2 MEALS WHERE YOU COOK THEM, MORE RAW FOOD.
- **COACHING** - I THINK YOU HAVE A LOT TO OFFER ENJOY THE PROCESS
- **TRY TO REDUCE SCREEN TIME BEFORE BED, READING INSTEAD!**



ZAC STEAD



DAILY HABIT

LOOK AFTER YOUR ANKLES, SMASH SCHOOL AND COMPETE

GOALS

INDIVIDUAL: IMPROVE EVERYDAY AND ENJOY THE PROCESS

BASKETBALL

- **SHOT** – SHOT SELECTION, THE CONSISTENCY OF YOUR FORM AND USE OF ARCH. REPS REPS REPS
- **SKILL SET** – USE OF DRIBBLE ESPECIALLY WITH LEFT HAND, PASSING UNDER PRESSURE AND FOOTWORK IN 1V1 MOVES AND FINISHING.
- **1V1 DEFENCE** – KNOW THE SCOUT AND BUY INTO THE FACT YOU HAVE TO PLAY IT.
- **GO TO MOVES** – ADD A COUPLE OF GREAT 1V1 MOVES THAT YOU CAN USE TO BEAT DEFENDERS.
- **BREAKDOWN DECISION BREAKING** – YOU WONT GET TO THE HOOP LOADS SO KNOWING WHAT TYPE OF PASS AND WHEN IS IMPORTANT.

PHYSICAL

- **LENGTHEN AND ACTIVATE ABDUCTORS, ADDUCTORS, HAMSTRINGS AND CALVES**
- **UPPER BODY AND LOWER ABS NEED WORK**

SCREEN TIME:

AVERAGE EVALUATION SCORE (P/C): 3.1/3.2

SHOOTING LIGHT :



MENTAL

- **SELF BELIEF** – YES IT IS HARDER AND YOUR EXPOSED MORE IN TRAINING BUT YOU CAN PLAY AT THIS LEVEL.
- **ROOKIE** - IT IS DIFFERENT BEING A ROLE PLAYER FROM THE MAIN GUY LAST YEAR, EMBRACE IT AS IT WILL BE A JOURNEY.

LIFESTYLE

- **ANKLE REHAB** – STRENGTHEN THE ANKLES, THIS IS A LONG PROCESS AND NEEDS ATTENTION DAILY.
- **SMASH YOUR SCHOOL WORK**
- **WATCH SOME BASKETBALL** – FULL GAMES MAY HELP YOU TO IMPROVE IQ AND UNDERSTANDING



KIERAN FARRELL



DAILY HABIT

BE A ROLE MODEL IN PRACTICE WITH ENERGY AND TALK. CAN YOU DUNK IT ON SOMEONES HEAD

GOALS

INDIVIDUAL: AVERAGE 10 AND 10 AND DO WHAT I HAVE TO DO TO GET A WIN

BASKETBALL

- **SHOT – REPS REPS REPS –** READ THE SHORT CLOSEOUT. ARCH.
- **BUILD ON FINISHES –** IF NO DUNK THEN TAKE CONTACT AND FINISH (WIDE FINISH ETC)
- **1V1 DEFENCE –** BE VERSATILE, CAN YOU DEFEND ALL POSITIONS? LATERAL MOVEMENT.
- **1V1 BREAKDOWN MOVES –** HOW TO BEAT A SAGGING DEFENDER, KEEP IT SIMPLE AND WHEN HELP COMES EARLY FIND THE PASS.
- **USE OF BALL SCREEN AND OFF BALL SCREENS**

PHYSICAL

- **ACTIVATE GLUTES, LENGTHEN HAMSTRINGS, HIP MOBILITY**
- **INCREASE UPPER BODY STRENGTH AND POWER**

SCOUT: SHORT CLOSEOUT, SOFT AT THE RIM, BOX
AVERAGE EVALUATION SCORE (P/C): 4.2/4.2

SHOOTING LIGHT :



MENTAL

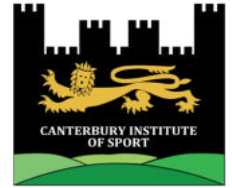
- **LEADERSHIP –** DON'T GIVE UP ON ROOKIES, HELP AND ROLE MODEL FOR THEM.
- **BODY LANGUAGE –** BE THE BIGGEST PRESENCE IN THE GYM, SHOULDERS UP AND CHEST OUT.

LIFESTYLE

- **INCREASE WEIGHT –** 5 MEALS A DAY, TWO OF THEM COOKED BY YOU. = 90KG
- **BUILD RELATIONSHIP WITH NEW TEAMMATES.**



ROBBIE GRAHAM



DAILY HABIT

BE A ROLE MODEL IN PRACTICE WITH ENERGY AND TALK. BE A PLAYER THAT CAN MENTALLY PLAY AT THE NEXT LEVEL.

GOALS

INDIVIDUAL: HAVE SOMEWHERE TO PLAY NEXT YEAR

BASKETBALL

- **SHOT** – REPS REPS REPS – MORE CONSISTENT, LESS VARIATION IN YOUR FORM (BALANCE). CAN YOU BE THE BEST CATCH AND SHOOT PLAYER IN THE LEAGUE.
- **USE OF BALL SCREEN AND OFF BALL SCREENS**
- **BREAKDOWN DECISION MAKING** – NOT OVER PENETRATING, NOT JUMPING TO FIND A PASS, PASS OFF EITHER HAND.
- **PLAYING FAST BUT UNDER CONTROL**
- **BE A TRUE PG** – KNOW THE SCORE AND TIME.
- **FINISHING** – BE ABLE TO HAVE A MID RANGE FINISH AND ALSO TAKE CONTACT AND FINISH ON BALANCE.

PHYSICAL

- **LENGTHEN HAMSTRINGS**
- **TAKE CARE OF ANKLES**
- **SINGLE LEG POWER DRILLS AND PUSH POWER**

SCOUT: NORMAL, SPEED HIM UP
AVERAGE EVALUATION SCORE (P/C): 4.2/4.2
SHOOTING LIGHT :



MENTAL

- **LEADERSHIP** – KNOWING WHEN TO BE A GOOD AND BAD COP.
- **BODY LANGUAGE!** – WE ALL KNOW WHEN YOUR SULKING AND NOT IN THE MOMENT.

LIFESTYLE

- **COOK MORE MEALS** – LEARN NEW RECIPES
- **SNACK LESS ON CHOCOLATE**
- **WATCH MORE FULL BASKETBALL GAMES**
- **EMAIL COACHES AND START TO SEE WHERE YOU CAN PLAY NEXT YEAR.**

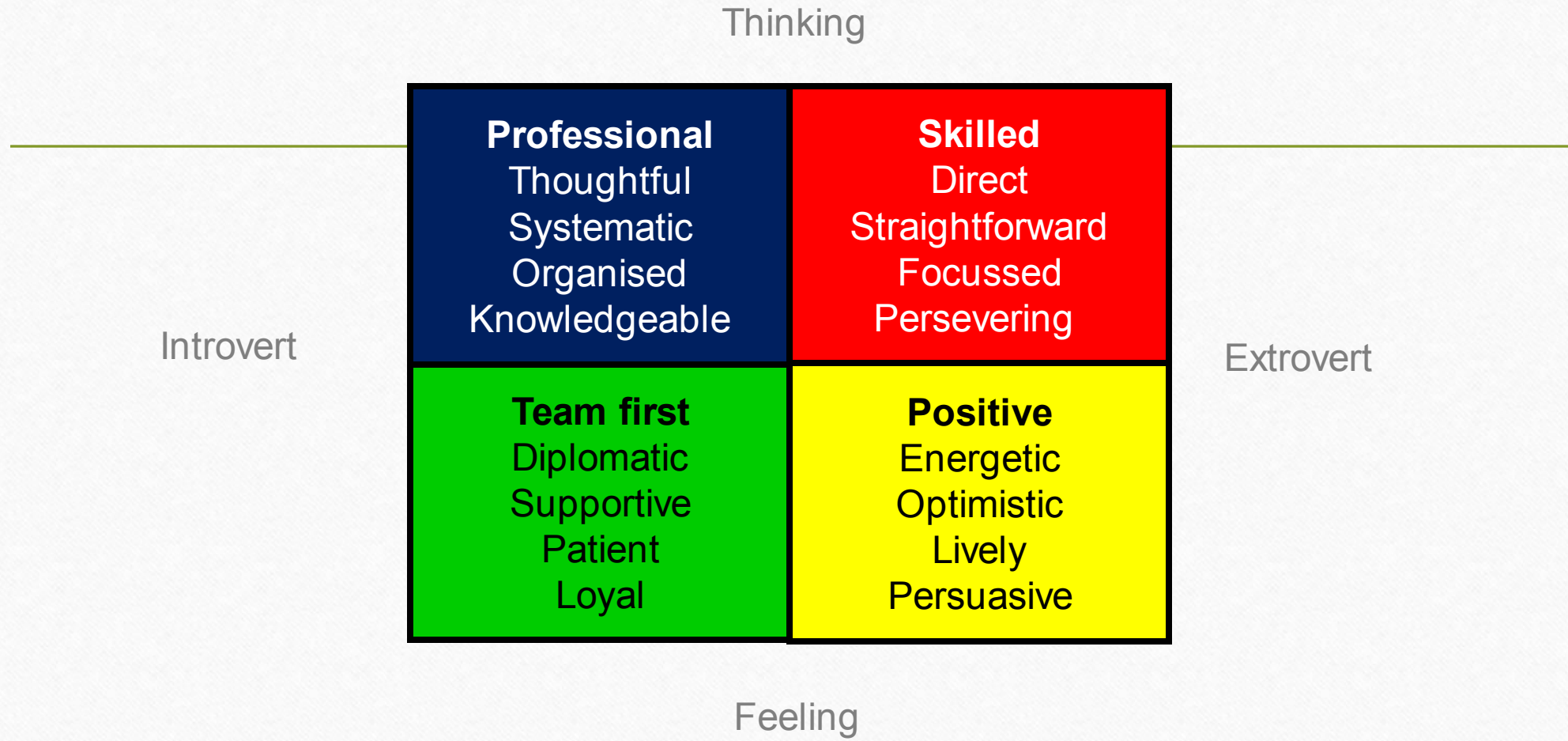
Appendix I

Personality Profiling

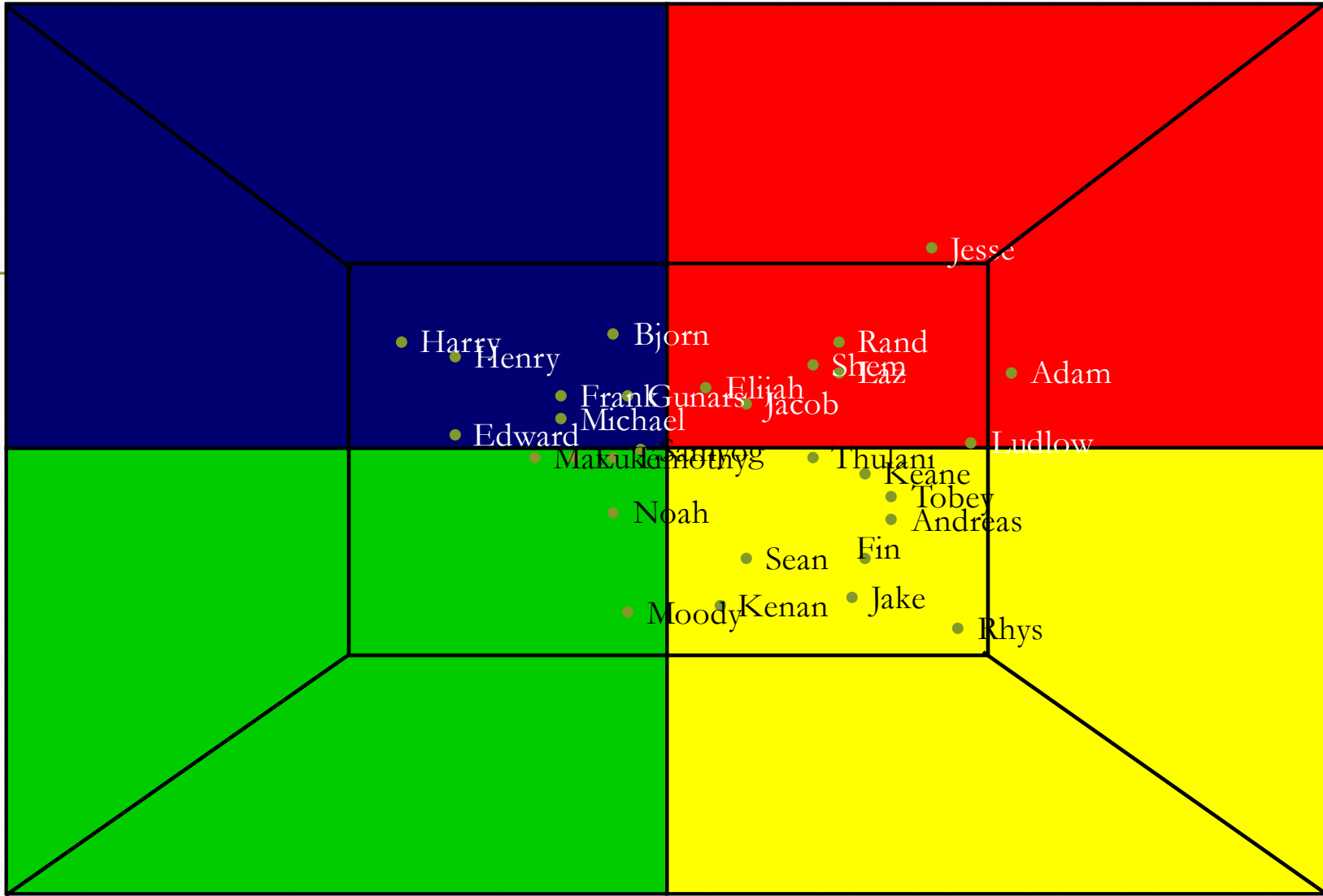
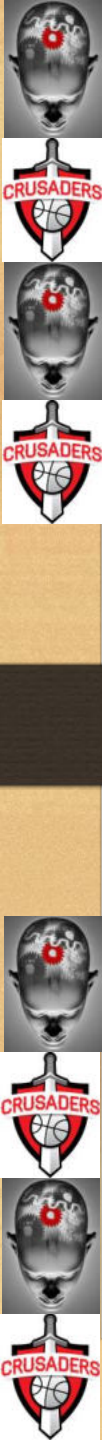
We judge others by their actions
and ourselves by our intentions....

The perception of the truth is more
important than the truth...

A simple model to help us learn



So.....Now the results...



“Yellow” personality type

➤ **Good day** (How you see yourself)

- Creative
- Dynamic
- Friendly
- Amusing
- Surprising

➤ **Loves**

- Fun
- High energy
- Giving ideas
- Being needed
- Recognition

➤ **Bad day** (How others may see you)

- Noisy
- Unpredictable
- Moody
- Blunt
- Loner

➤ **Hates**

- Detail
- Reports
- Authority
- Being told what to do
- Deadlines

“Red” personality type

➤ **Good day** (How you see yourself)

- High performer
- Reliable
- Honest/direct
- Effective
- Planner

➤ **Loves**

- Directness/honesty
- Punctuality
- The bottom line
- Being in charge
- Freedom

➤ **Bad day** (How others may see you)

- Forceful
- Aggressive
- Stubborn
- Patronising
- Dominant

➤ **Hates**

- Incompetence
- Inefficiency
- Too much Detail
- Missed targets
- Irrationality

“Blue” personality type

➤ **Good day** (How others may see you)

- Logical
- Accurate
- Conscientious
- Measured

➤ **Loves**

- Detail
- Logic
- Punctuality
- Background detail
- Structure

➤ **Bad day** (How others may see you)

- Boring
- Quiet
- Indecisive
- Slow

➤ **Hates**

- Being rushed
- Delegating important things
- Making mistakes
- Change!

“Green” personality type

➤ **Good day** (How you see yourself)

- Understanding
- Supportive
- Loyal
- Friendly
- Reliable

➤ **Loves**

- Being part of a team
- Helping others
- Clarity
- Social structure

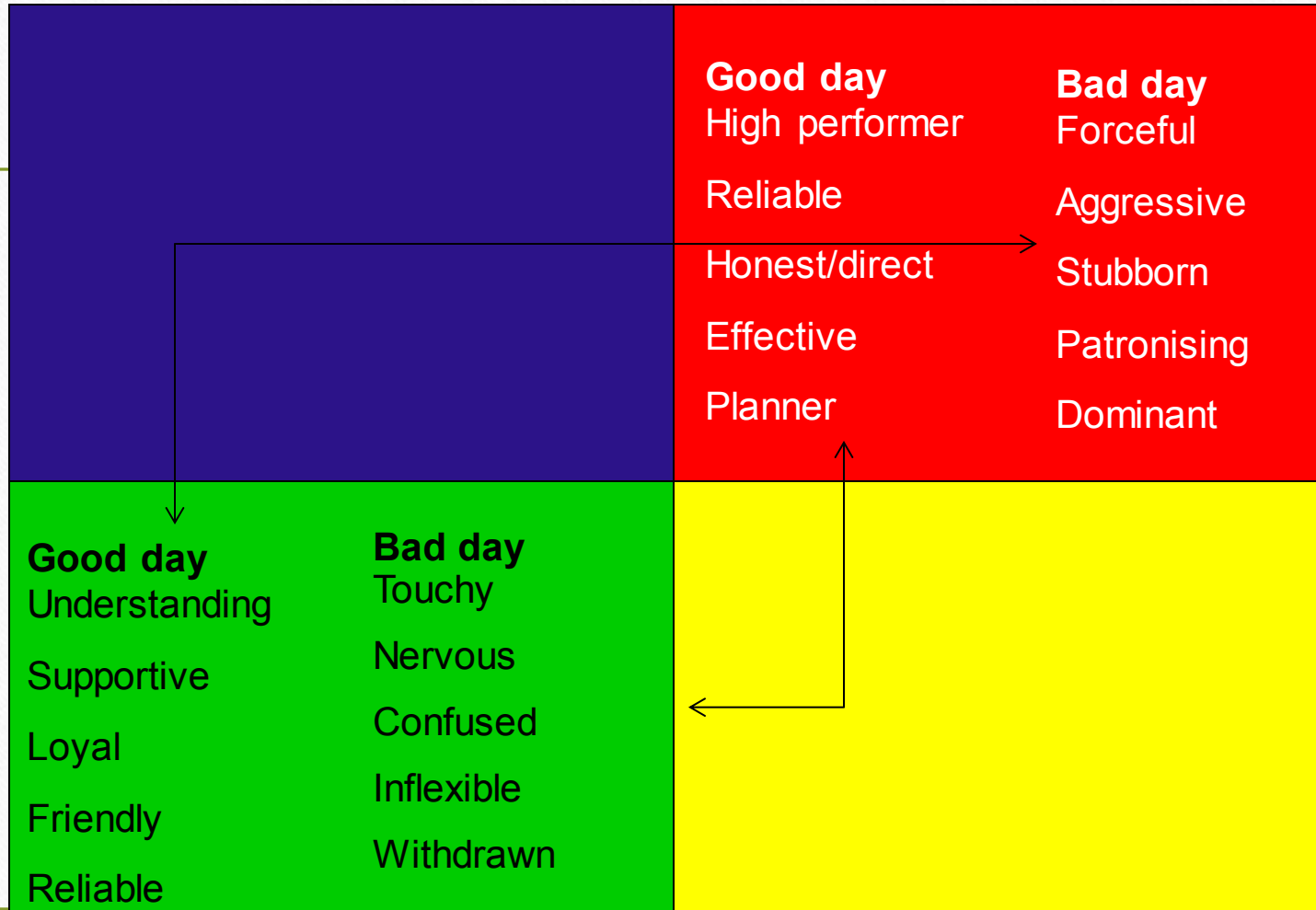
➤ **Bad day** (How others may see you)

- Touchy
- Nervous
- Confused
- Inflexible
- Withdrawn

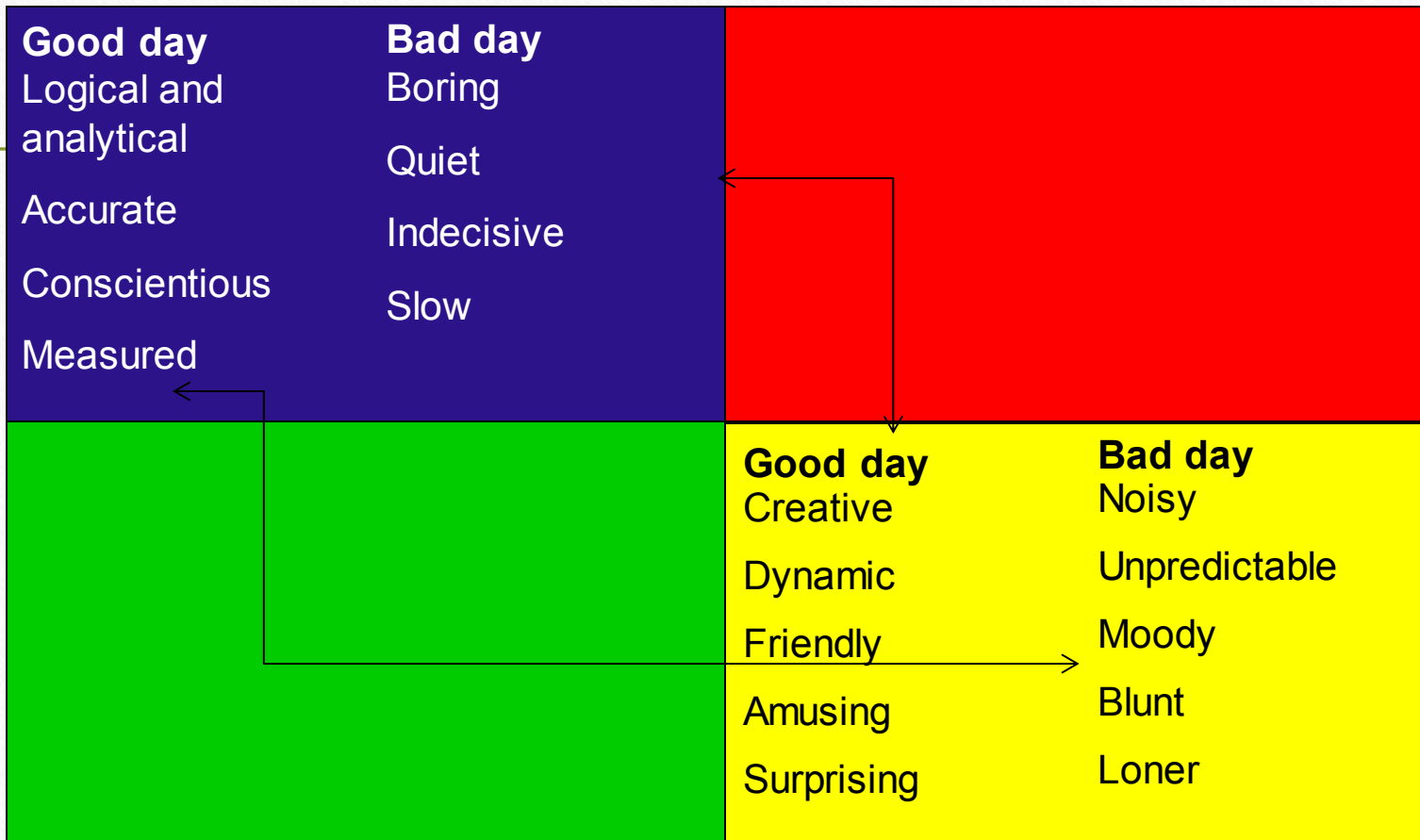
➤ **Hates**

- Aggression
- Unanticipated change
- Rejection
- Unfair criticism
- Being left out

Good day or Bad Day – When pushed we often go to the opposite profile!



Good day or bad day – when pushed we often go to the opposite profile!



So what can I learn about communicating with others?

<p>Speaking to me</p> <ul style="list-style-type: none"> •Logically •Prepare your case •Straightforward, direct •No emotion •Take your time •Signpost the communication 	<p>How I respond</p> <ul style="list-style-type: none"> •Leaving emotion aside •Critically •Only after I have 'got it' •With plenty of structure •By the book 	<p>Speaking to me</p> <ul style="list-style-type: none"> •Be brief and to the point •Speak directly •Spell out the bottom line •Don't discuss emotion •Show respect for my Opinions 	<p>How I respond</p> <ul style="list-style-type: none"> •Directly •Concisely •Firmly •Forcefully
<p>Speaking to me</p> <ul style="list-style-type: none"> •Start with a positive personal comment •Speak gently •Express emotions •Show sincere interest in me •Give me time to think 	<p>How I respond</p> <ul style="list-style-type: none"> •Holistically •On behalf of the team •Logically •Carefully 	<p>Speaking to me</p> <ul style="list-style-type: none"> •Use short greetings •Be friendly •Be enthusiastic •Focus on me and my ideas •Get my buy-in 	<p>How I respond</p> <ul style="list-style-type: none"> •I like to debate •Short fuse if things are taking too long •Creatively

What makes me tense?

Remember these things can cause internal tensions not just tensions between people

Not being prepared	Not sticking to the point
Being forceful	Missing out parts of the story
Not giving me the background	Looking like you don't know what you are doing
Acting before you think	Not being friendly
Being bossy	Trying to take over
Forcing me into a quick answer	Focussing on little details

Everyone has blind spots...here are some typical ones

I may not trust YELLOW in key situations

I sometimes don't notice when REDs are pushing too hard as they are saying what I am thinking

I sometimes overlook the value that GREENs bring to the team.

I sometimes get frustrated with REDs when they criticise people

I sometimes don't see the mistakes that YELLOWs make

I sometimes overlook the value that BLUEs bring to the team.

I sometimes ignore YELLOWs as I think I can do what they can do

I sometimes finish sentences for BLUEs as I think I know what they want to say

I sometimes don't notice when a GREEN needs some support

I sometimes miss what REDs are saying because I think they are telling me what to do

I sometimes finish sentences for GREENs as I think I know what they want to say

I sometimes ignore BLUEs because they take so long to decide

So how can I develop the skills of other colours?

Be creative – design something for the team

Lead the team for a time

Develop by making decisions on instinct not facts

Give each teammate 1 on 1 feedback about the things they need to develop in their work

Get feedback from a RED

Lead a team meeting

Make sure the only things I say in a meeting are to point out the positive things my team mates do

Ask my teammates for feedback on my style

Work 1 on 1 with a GREEN to help them improve

Analyze the data and plan the approach for a project

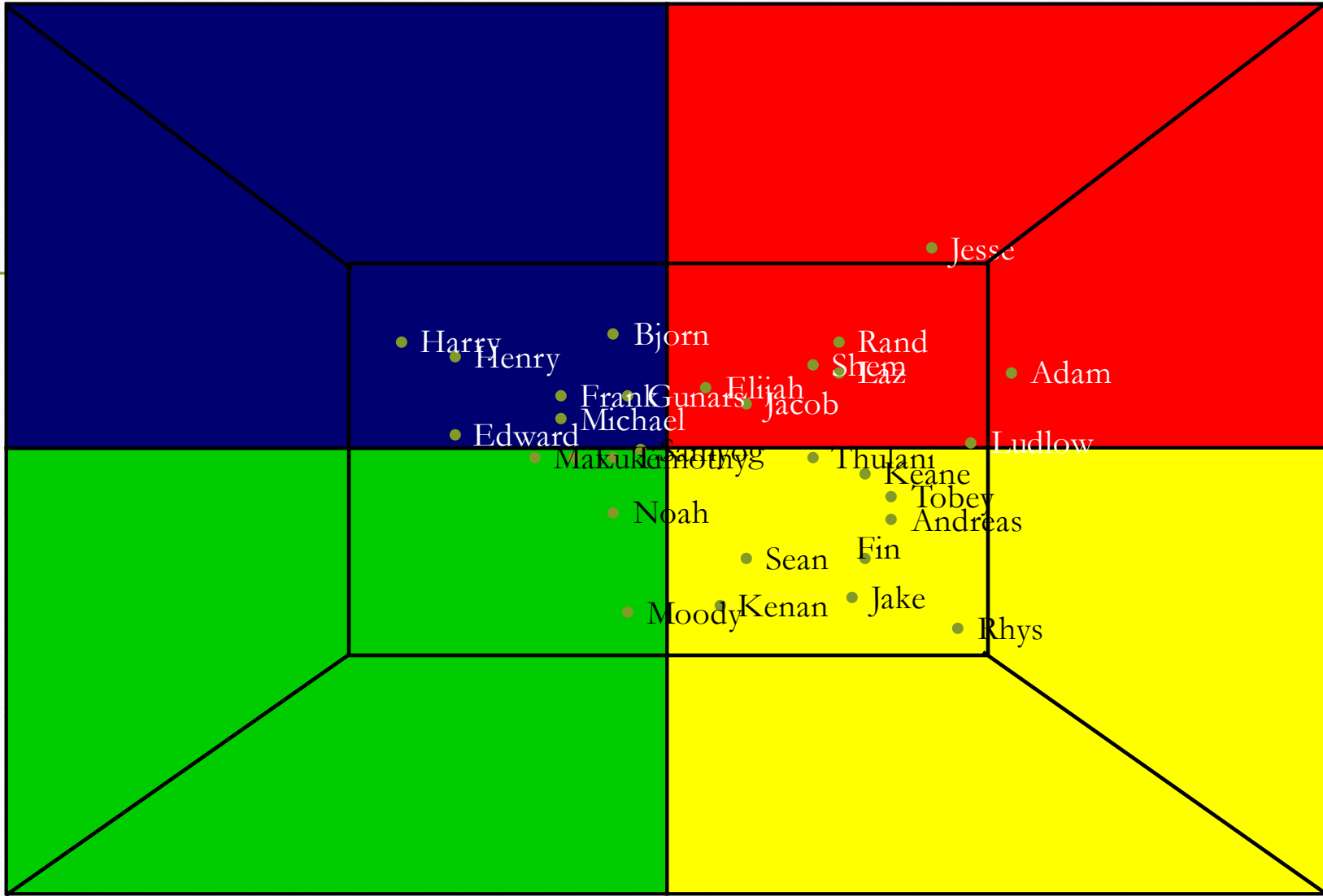
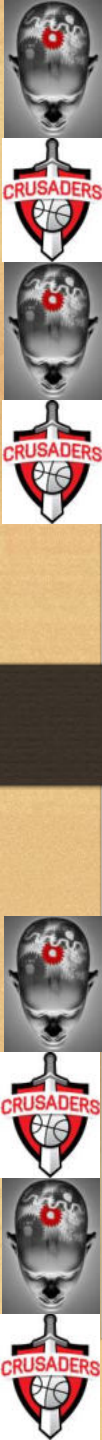
Don't display any negative body language

Ask questions don't make statements

Putting it all together

- Who do I want to be?
- Who am I now?
- How do I get from here to there?
- How do I make it stick
- Who can help me?

Blue (Humble)	Red (Tough)
Green (United)	Yellow (Passionate)



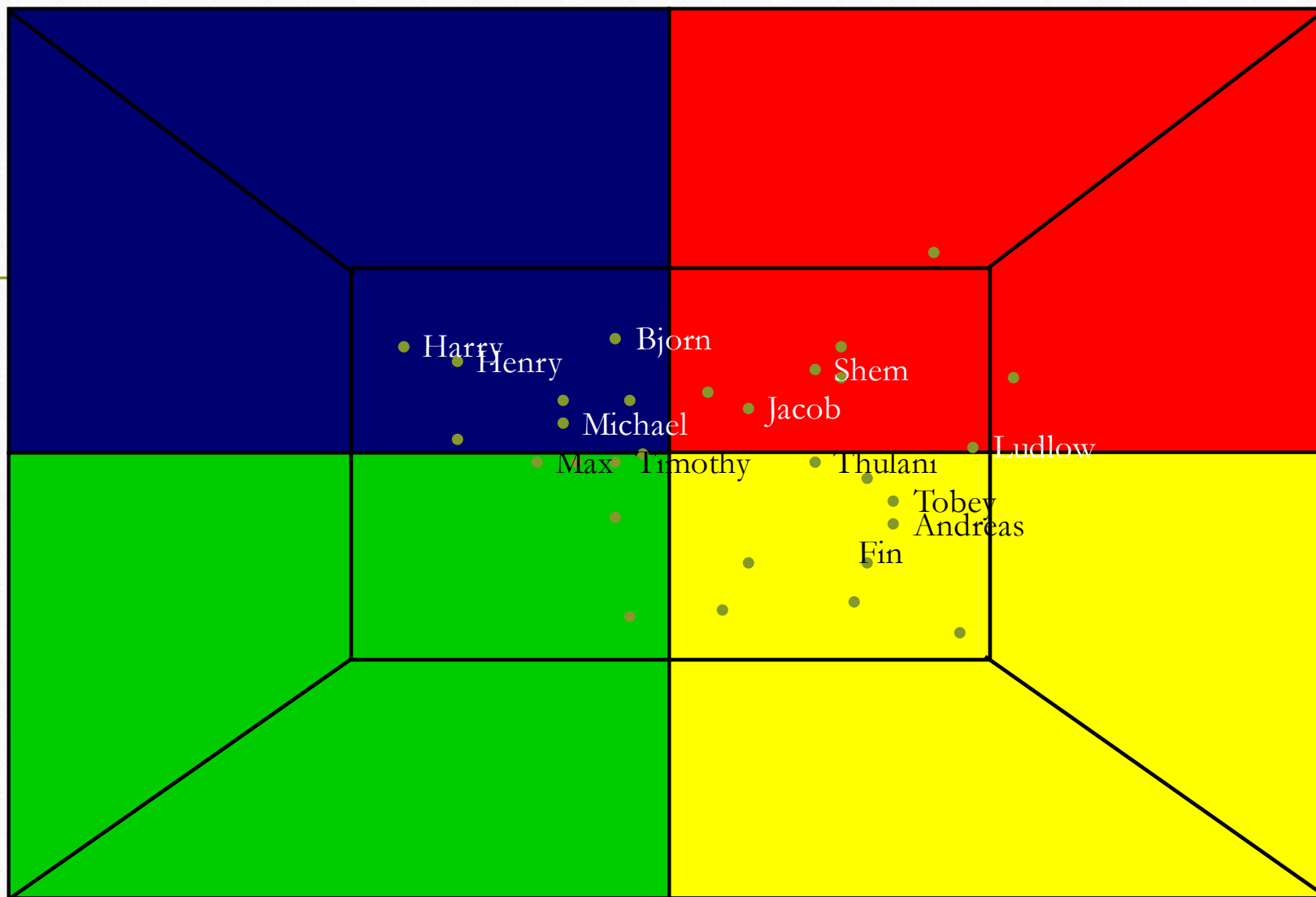
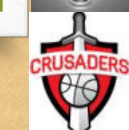
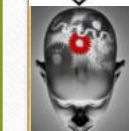
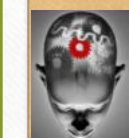
Final messages

A quote from Daniel Goleman

“Understanding yourself and others is twice as important as IQ in determining success.”

A quote from Aldous Huxley

“Experience is not what happens to you, it is what you do with what happens to you.”



Appendix J

Adam Davies D.O.B – 23/05/1990
8 Davidson Road

Email- coachdavies@hotmail.co.uk
Mobile- 07958015402

Education

Sir John Leman High School + 6th Form

- 5 GCSE's A to C
- 3 A levels in PE, Double ICT

Qualifications

- August 2007 – Level one Basketball Coaching Certificate
- March 2008 – Level one Basketball Referee Qualification
- June 2008 – Level two Basketball Coaching Certificate
- July 2022 – Level three Basketball Coaching Certificate

Professional Positions Held

- Community Basketball Coach Waveney Partnership (Suffolk County Council) 2008-2010
 - Set up, organise and plan local clubs for all abilities
 - Plan and run clubs with in schools
 - Promote and develop basketball across the local area
- Schools Sports Partnership Lowestoft and Beccles as a Sports Coach 2007-2013
 - Planning and delivering P.E lessons in line with the curriculum
 - Set up and run clubs at schools
 - Work with other coaches and teachers to provide better sport and knowledge to children
 - Work with children from Reception to Year 11
- Suffolk County Council – Employed as a sports instructor in 6 Primary Schools 2013-2014
 - Planning and delivering P.E lessons in line with the curriculum
 - Set up and run clubs at schools
 - Work with other coaches and teachers to provide better sport and knowledge to children
 - Work with children from Reception to Year 11
- The Canterbury Academy 2014-Present
 - Worked my way up from second assistant coach to head of the programme
 - 2018-19 Head coach of EABL Canterbury Academy 6th form team - National Quarterfinalists
 - Head coach of Canterbury Junior Academy Year 7 to 11
 - Using video editing software to breakdown game film to scout opposition or provide feedback to the team and individuals
 - Deliver individual player development sessions
 - Planning practices and weekly schedules
 - Work with all staff in programme and school to provide the best experience for the student athletes.

- Regional Talent Manger for the South East Region 2018- 2019
 - Assist with rollout of player development plan. Assist with recruitment of staff for the talent programmes. Help with identifying and referring talented players.

National League Experience

- 2008-2009 Assistant coach Ipswich Tomcats U14
 - National champions at RAF Cranwell
- 2009-2010 Head coach Ipswich Tomcats U13
- 2010-2012 Head coach Ipswich Tomcats U14
 - National quarter finalists 2012
- 2012-2013 Assistant coach Ipswich Basketball Club Senior Men Div 3
 - National semi finalists
- 2013-2014 Head coach Ipswich U13 and U16 Boys
 - U16 National cup runners up and 3rd place at national play offs
- 2014-2018 Head Coach U16 Kent Crusaders
 - 2017/2018 – Last 16 nationally
- 2018-Present Head Coach U18 Premier and NBL4/3 Men Canterbury Academy

Basketball England Performance Pathway Experience

- 2010 - 2011 Assistant coach East of England U13 boys
- 2012 - 2015 Head coach East of England U13 Boys 1999s
 - 2012 Champions at Lilleshall, 2013 Champions at Nottingham, 2014 third in Lilleshall and 2015 Champions in Sheffield
- 2014- 2016 Head coach East Region Performance Centre
- 2016-2018 Head coach South East Region Performance Centre
- 2022 South Super Region Head Coach U13 & U15 Boys

National Team Experience

- 2013-2014 Assistant coach U15 England Boys National Development Team
- 2015 Assistant coach U16 England Men National team
 - Competed in Division A European championships in Lithuania
- 2015-2016 Lead Assistant U15 England Boys National development team
 - 2016 Champions at Copenhagen Invitational tournament
- 2016-2017 Lead Assistant U16 England Men National Team
- 2017 Performance Analyst U16 Great Britain Women

Basketball Camps

Deng Top 50 Camp - 2014-2016 as an Assistant Coach and 2019 as Head Coach

Clinics and Coaching Programmes

I have attended clinics and conferences since I started coaching including National coaching clinics held by Basketball England and local conferences.

In 2020 took part in the UK coaching performance foundation course.

Interests and Hobbies

Since I can remember I have been interested in all sports, I started playing basketball at aged 12, I played youth league football till I was 16, I have also played squash matches for a local club. In my spare time I like to play golf and go fishing. I have a keen interest in music, films and I enjoy working on my computer. My newest interest is skiing which hope to do a lot more of when I find the time.

Appendix K

Comments taken from feedback forms, individual review meetings and anonymous stop, start and continue forms

In games could control emotions more because sometimes when we play bad you check out of the game and stop coaching when in those moments we need coaching the most

On the court I felt like Adam helped coach me specifically on what I needed to work on. Felt like all my coaching points and reviews were great and detailed. I think sometimes this year your body language rubbed off on players. Sometimes when things weren't going well in game you would sit down and not speak. The energy you would give off sometimes rubbed off on players on court and bench and sometimes it gave a negative energy.

At the start of the year I felt Adam was the least approachable but as the year went on I felt more comfortable talking to him. Also my individuals with him were very hardworking but I felt I improved from them the most.

One of the smartest coaches I've ever had. If there's anything bit of feedback I think it would be to understand a bit better how and why players will mess up coz of inexperience as most rookies haven't played high level and coming from u16

Sometimes can loose his cool/ composure but on the flip side this will show his passion.

Your individual encouragement has a massive impact, a thing as simple as a high five.

At the start of the year I was scared to come to you but the office challenges and banter helped with this. Maybe if you try harder at the start players will know how to approach you.

I like it when when you stop practice and coach and teach with energy.

Could be More consistency in coaching approach.

Appendix L

Jesse Sazant | Curriculum Vitae

6 Horseshoe Mews, Canterbury CT1 3BP | 07765218457 | jessesazant@sky.com

Basketball Experience

Basketball Coach - The Canterbury Academy/Kent Crusaders 2000-Present

- EABL Academy Head Coach 2009-17
- EABL Academy Assistant Coach 2017-Present
- Head Coach various teams including Senior Men and Junior Premier level
- Developed numerous players to progress to scholarships and professional opportunities
- Developed numerous staff to progress to national team and professional opportunities
- Multiple awards as coach of the year in various national leagues
- Proven track record of developing players to an elite level through creating a professional environment
- Managed a staff including multiple assistant coaches, physiotherapist, strength and conditioning coach and psychologist

Basketball Coach - Basketball England 2004-2017

- England Boys U15 Head Coach 5 seasons
- England U16 Boys Assistant Coach - 3 different stretches
- Led all aspects of programme and managed staff to ensure value for money overall and giving players highest level experience possible
- Able to work within the wider vision of the organization and bring it to life within the programme
- Developed numerous staff to progress on to further opportunities withing the national team pathway

Basketball Coach - Canada 1991-2000

- Assistant Coach Carleton University
- Assistant Coach Wilfrid Laurier University
- Head Coach various elite club and regional teams
- Worked alongside Canada's leading coach, Dave Smart, for 3 seasons

Leadership and Administration Experience

- Director - Kent Crusaders** 2000-Present
- Managed all aspects of the club including finance, administration, HR, compliance
 - Grew the club from a small local club to one of the largest and most successful youth programmes in the South East which provides participation and elite basketball for both boys and girls from 4-19
 - Formed key partnerships with schools to further develop opportunities for club members
- Senior Vice Principal - Business, Finance and Operations - The Canterbury Academy Trust** 2009-Present
- Part of the small team of five which makes up the Executive team for the Trust with overall responsibility for all aspects to do with business, finance and operations across the Trust
 - Sit on multiple governance committees within the governance structure of the Trust
 - Proven problem solver on large scale, relied upon to lead on significant strategic changes across the Trust
 - Teach students from Y7 through Y13 in a variety of subjects
- Teacher and Senior Leadership Roles - Various Primary Schools** 2001-2009
- Teacher of students from Y1 through Y6
 - Led whole school curriculum changes as member of senior leadership team in 3 schools
- Basketball Leadership Roles- Varieou** 2001-Present
- Have held a variety of leadership roles at different times including
 - EABL/WEABL Convenor
 - Member of Basketball Development Model group
 - Chair South East Region Basketball

Rhys Elliot Davies | 15 February 1996
Basketball England Level 2 Coach, Emergency First Aid at Work and REPS Registration Level 2
16 Copinger Close, Canterbury, Kent, CT2 7DJ
Mobile: 07761 784504
redavies04@gmail.com

PERSONAL STATEMENT:

I am currently a Head Coach at Kent Crusaders and Assistant Coach for Canterbury Academy EABL program, coaching my own team as well as assisting others. My role includes video analysis, skill development, and running the Junior Academy Programme. I am a hard working individual, putting an immense amount of passion, dedication and commitment into everything I do. My aim is to inspire and produce high quality basketball players, whilst evolving their personalities and embracing their individual characteristics. I thrive off of being around and meeting new people, working in a team as well as being innovative and open to evolving my method of coaching.

COACHING EXPERIENCE:

June 2022: South Super region U15 Head Coach at Aspire Skills tournament
Location: Manchester performance centre

April 2022 - June 2022: South Super Region Assistant Coach
Location: South Region

March 2022 - April 2022: Turing trip Assistant Coach with Canterbury Academy EABL
Location: Los Angeles, Sierra Canyon.

October 2021 - October 2021: Erasmus+ trip, Assistant Coach with Canterbury Academy EABL
Location: Madrid, Spain

September 2021 - Present: Full time EABL Assistant Coach at Canterbury Academy
Location: Canterbury, Kent

September 2021 - Present: Junior Academy Head Coach at Canterbury Academy
Location: Canterbury, Kent

October 2019: Erasmus+ Basketball England Spain Coaching Tour
Location: Madrid

September 2019 - 2022: Aspire South East Boys Head Coach
Location: South East, England

September 2019 - Present: Kent Crusaders Full-time basketball coach
Location: Gillingham, Medway, Kent

- i. September 2020 - present: Head coach for U14 Boys
- ii. September 2019 - present: Head Coach for U12 Boys
- iii. September 2019 - 2021: Let's Play Ball Community Director
- iv. September 2019 - 2022: Assisting at Canterbury Basketball EABL Academy 4 times a week.

August 2019: DENG Camp Apprentice Coach
Location: Crystal Palace

September 2018 - 2019 : South East Aspire Program Boys Assistant Coach
Location: South East, England

- i. September 2018 - 2019: Boys Assistant Coach
- ii. July 2019 : Head Coach for U15 South East Boys at Aspire Program's regional tournament.

Rhys Elliot Davies | 15 February 1996
Basketball England Level 2 Coach, Emergency First Aid at Work and REPS Registration Level 2
16 Copinger Close, Canterbury, Kent, CT2 7DJ
Mobile: 07761 784504
redavies04@gmail.com

June 2019: Associate Head Coach for Richmond LYG Basketball team winning Silver.
Location: Crystal Palace

July 2017 - Present: Head Coaching various tour teams abroad with Richmond Knights and Kent Crusaders
Location: Boston, Los Angeles Madrid and Barcelona.

- i. Head Coach of Knight's U14 Boys - Lloret Globasket Tournament with BTM against some of the top teams in Europe (Barcelona, Basket@sea)
- ii. Head Coach of Knights U14 Girls - Lloret Globasket Tournament with BTM against some of the top teams in Europe (Barcelona, TSK)
- iii. Head Coach of Knights U18s - Boston BTM tour against some of the top teams in Boston (Dana Barros, Mansfield Academy)
- iv. Assistant coach with Canterbury Academy - Madrid, Pinto and Los Angeles, Sierra Canyon

October 2017 – July 2019: Richmond Knights full-time basketball coach
Location: Richmond Upon Thames, Surrey

- i. October 2017 – July 2019 : Head of Basketball Camps at Knights Basketball
- ii. October 2017 – July 2019: Head of School tournaments at Knights Basketball
- iii. October 2017 – April 2018: Head Coach for Richmond Knights U9 Boys
- iv. October 2017 – May 2018: Assistant Coach of Richmond Knights U14s South Premier Champions
- v. October 2017 - June 2018: Head Coach of Esher College
- vi. September 2018 - July 2019: Head Coach U14s Premier

October 2017 – June 2019: Head Coach of Esher College
Location: Esher, Surrey

July 2018 – July 2019: Head Coach of Richmond Knights U14s National League South Premier
Location: Richmond Upon Thames, Surrey

April 2018 – September 2018: Head Coach of Surrey U15s
Location: Surrey, England

EDUCATION:

2007–2012 St. Andrews Catholic Secondary School, Leatherhead, Surrey.
(Specialist Maths and Computing College)

- Achieved 9 GCSEs, including Maths and English and an A in Physical Education.
- OCR National First Certificate – ICT (Distinction)

2012-2015 The Canterbury Academy, Canterbury, Kent, Elite Sports Academy - Sixth Form

- Achieved MMM in BTEC Extended Diploma Sport (Performance and Excellence)
- Advanced Apprenticeship in Sporting Excellence (AASE)
- Achieved NVQ Diploma (Level 3) – This programme is for the top 150 basketball players within my age group in the country.
- Achieved Basketball Coaching Level 2
- CYQ Level 2 Diploma in Personal Training (Gym – Based Exercise)
- Achieved Level 2 December 2014
- CYQ Level 3 Diploma in Personal Training (Gym – Based Exercise)

2015-2017 Sports Coaching and Analysis at London South Bank University

- 2:1 overall grade in Year 1

Rhys Elliot Davies | 15 February 1996
Basketball England Level 2 Coach, Emergency First Aid at Work and REPS Registration Level 2
16 Copinger Close, Canterbury, Kent, CT2 7DJ
Mobile: 07761 784504
redavies04@gmail.com

FURTHER QUALIFICATIONS/AWARDS:

June 2017 Safeguarding awareness certificate, First aid sports course.
June 2017 Passed driving test
May 2022 Focus Coach Development Program with UK Coaching

WORK EXPERIENCE:

October 2017 – June 2019: Head of Merchandise and Kit at Richmond Knights
Location: Richmond Upon Thames, Surrey

June 2017 – October 2017: Premier Sports Basketball Activity professional

Location: Various

Covering PE at Auriol Primary School mostly coaching basketball and organising inter-school tournaments. Running basketball lunch clubs a Weyfield academy Guilford.

September 2017: Rugby tots

Location: Cobham, Surrey

Coaching 2-7 years olds on the weekends mainly multi-sport games.

June 2016 – April 2017: Personal trainer at Tadworth Leisure Centre

Location: Tadworth, Surrey

2015 – 2016: Fitness Instructor for GLL/Better, Sports Ambassador for LSBU Sports Academy

2013 - 2015: Volunteer Basketball Official at Kent Youth Games

Location: Medway, Kent

Summer 2013: Basketball Coaching in Brazil

Location: Brazil

Working with Aprender, a Christian Education Charity supporting schools in deprived areas.

June 2011 – June 2011: Leatherhead Trinity School (1 week)

Location: Leatherhead, Surrey

Assisting sports coaches and teachers in PE lessons and in the classroom.

Lazarus Thompson
Mobile:07904242449 Email: Lazarusjt@gmail.com

Profile

I am a Basketball Coach with a proven track record and 8 years' experience coaching at higher education establishments. I have specialised knowledge in motivational techniques, with a passion for basketball and personal development, and I am looking for a full-time coaching Role.

Employment

Basketball coaching:

2021-Present: Canterbury Academy/Kent Crusaders Lead Assistant Coach

2016-Present: Keele University Head of Basketball

2015-Present: Staffordshire University Head of Basketball

2016-2019: Stoke Sixers Head Basketball Coach

2016-2019: Stoke-on-Trent Sixth Form College Head Basketball Coach

2016-2019: Hoopskills Academy (Stoke-on-Trent Knights) Assistant coach

Responsibilities:

- Creating accountability and a winning culture.
- Creating a buddy system for new club members to speed up development and integration.
- Creating and implementing strategies to achieve team goals.
- Implementing video analysis and creating volunteer roles for the wider student base such as media officer.
- Introducing student pathways to coaching. This involved mentoring budding coaches as well as providing assistant coaching opportunities.
- Organising and promoting events such as UK corporate games and summer camps.
- Organising referees/table officials for home games as well as travel for away games including taking a register and obtaining relevant consent forms.
- Creating and designing a training booklet to enable players to develop outside of allotted training times.
- Conducting weekly team meetings and monthly 1 to 1s with players.
- Tailoring motivation techniques to each individual player, as well as motivating teams.
- Managing and Tracking Player Academics

Achievements:

- Hoopskills Academy (Stoke-Trent-Knights) 2017/2018 3rd place 11 wins 7 losses.
- Keele Mens 1st Team 2017/2018 3rd place 7 wins 2 losses.
- Keele Mens 1st Team 2018/2019 2nd place 8 wins 2 losses.
- Keele Womens 1st Team 2018/2019 2nd place 6 wins 2 losses.
- Keele Womens 1st Team 2019/2020 1st place 6wins 0 losses.
- Achieved Record participation for the Keele Men's Team levels leading to the creation of a men's 2nd team.

2019-Present HSBC Universal Banker:

Within my role as Universal Banker, I have developed multiple interpersonal skills, enabling me to build lasting relationships and to respond to challenging situations to deliver positive outcomes.

Responsibilities and achievements:

- Providing expert knowledge on products and services
- Mitigating risk and financial crime
- Meeting customers banking needs and promoting customers to the relevant channels e.g Premier/business/mortgage
- Coaching and personal development
- Invited to the Brit Awards 2019 for dedication and commitment to my role.

2018: NCS Team Leader:

Responsibilities and achievements:

- Supervising and mentoring young people
- Processing detailed risk assessments.
- Motivating and engaging young people during group tasks.
- Delegating tasks to an assistant.
- Managed a team of young people to raise over £200 for charity.

Education

2015-2016 Staffordshire University (Masters) MBA: Merit

Dissertation “An insight into various motivating factors that influence the decision of shop level employees to engage in partial absence: A case study of Asda Fenton”.

Skills Gained:

- Presentation skills, Excel, PowerPoint, Word, Teamwork, Analysis, Academic writing, Problem Solving, Numerical Skills, Leadership, time management.

2012-2015 Staffordshire University BA (Hons) Business Management: 2:1

Final Year Project “To determine what factors motivate 3rd year students to attend lectures and to what extent these factors are important in motivating them”.

2011-2012 Newcastle under-Lyme College (A Level) Business studies

2009-2011 Stoke-on-Trent sixth form BTECH Sport Science (double award)

2007-2009 St Thomas More college GCSE 10 GCSE including Science, English and Maths

Voluntary Work

2013-2014 Phoenix School (100 hours)

- Working with teachers and volunteers to deliver multisport P.E sessions to disadvantaged pupils aged 14-16. Leading the delivery of basketball sessions.
- Designing fun and exciting sessions to motivate and engage difficult students.
- Mentoring individuals to achieve more

2012-2019 Hoopskills Knights (100+ hours)

- Working with the Headcoach to deliver basketball sessions to college students.
- Working with another assistant coach going into a local high school to deliver weekly basketball sessions to year 9-11 students.
- Mentoring, safeguarding and pastoral care of vulnerable students.
- Raising club funds through well organised events.

Professional Qualifications

- Level 2 Basketball Coaching
- Level 1 Basketball Refereeing
- First Aid at Work
- Safeguarding

Achievements and Interests

- Full clean U.K driving licence
- Competition - Group business negotiation simulation winners
- Staffordshire University sports person of the year 2016
- Captain of Staffordshire University Basketball Club 2014/15 and 2015/16
- Regularly play national league basketball
- Traveling -Planned and organised a trip to china/Japan/Philippines

References - available upon request

Appendix M

MARK DAYSON

Dr. Mark Dayson MCSP. ACPSEM. Sport.D.
Sunny Brae, Hubbards Lane, Boughton Monchelsea, Kent. ME17 2HY.
Mobile: +44 7794711181:
E-mail: mark@daysonphysio.co.uk Twitter: [@daysonphysio](https://twitter.com/daysonphysio)

ATTRIBUTES

- Highly motivated, dynamic, confident and enthusiastic individual.
- Excellent team, communication and organisational skills.
- Disciplined, reliable, flexible, responsible and courteous.
- Greatly experienced in Elite and developmental sport and composed under pressure.
- Proficient IT and presentation skills.
- HCPC registered and CSP membership.

EDUCATION AND QUALIFICATIONS

- 2014-2021 University of Kent** **Kent**
Sport, Exercise and Health Science Professional Doctorate
- *The relationship between baseline and physical performance screening tests, and game performance outcomes in elite youth basketball.*
- 2013-2013 Queen Mary University London** **London.**
Sport & Exercise Medicine (MSc Modules)
- *Football Medicine & Science*
 - *Dance Medicine*
- 2008-2009 London Metropolitan University** **London.**
Diploma in Professional Development in Biomechanical Coaching
- Theory and principles of Biomechanical Coaching and Screening – Grade A
 - Applied Biomechanical Coaching and Screening – Grade A
- 2004-2007 University of East London** **Stratford, London.**
BSc (Hons) Physiotherapy
- Completed September 2007, degree classification 2:1 (upper division).
 - Summer scholarship (2006) research into multi-approach tool for limb rehabilitation.
- 2003-2004 Canterbury College** **Canterbury, Kent.**
Access to Health Studies and Sport Science
- Achieved with distinction.
- 1981-1986 Senacre High School** **Maidstone, Kent.**
O level and CSE's National Curriculum
- One O level and eight CSE's attained.

SELECTED POST GRADUATE EDUCATION/CPD

- EL4H MSK Primary Care – Sep 2022
- EL4H Simulation Faculty Development – Sept 2022
- Certificate Sleep Science Coach (CSSC) – July 2021
- EL4H Everyday Innovation Thinking Differently - May 2021
- EL4H Introduction to Mindfulness - May 2021
- EL4H Preceptorship – July 2020
- FIFA Diploma in Football Medicine - April 2020
- CCCU Effective Assessment and Feedback - October 2019

- University Certificate in Academic Practice - July 2019
- Basketball England AASE SEM Conference - April 2017
- Basketball England AASE Conference - April 2016
- Lubas Sports Trauma Management Course – March 2017 (renewed biennial)
- Football Medicine Conference-London - 2015
- Basketball England AASE Conference February 2015
- LUBAS Wound Suturing Course November 2014
- BASEM Foundation Course – June 2014
- Football Medicine Conference-Milan - March 2014
- England Basketball AASE CPD Day - February 2014
- Anterior Knee Pain –October 2013
- ACL Rehab update –October 2013
- The Athletic Shoulder – September 2013
- Football Medicine Strategies for Muscle & Tendon Injuries – April 2013
- UK Anti-Doping Education Tutor – Feb 2013
- Active Tissue Release – Jan 2013
- Spinal Manual Therapy and Manipulation 5 Day Intensive – Jan 2013
- Strength & Conditioning for Physiotherapists – Aug 2012
- National Sports First Aid & AED Certificate - May 2012.
- Kent Sport, Leisure & Olympics – Running Analysis (presenter) - 2012
- Professional Events – Running 2012 - 2012
- ACPSEM – Sports Massage Practitioner Course – 2011
- CPD Gateway – Clinical Evaluations, Diagnosis & Treatment of Spines – 2012
- ACPSEM – Kinesiology Tape for Sports Performance – 2011
- CPD Gateway – Running Injuries & Medical Problems in Sport inc F.A.T. – 2011
- CPD Gateway – Sports Injuries-The Future for Knees – 2010
- The Royal Ballet School – Working with Young Dancers – 2010
- Physio Training Academy – Kinesiology Taping - 2010
- Mobilis Performance, ITS - Biomechanics Coach Level 5 - 2009.
- Performance Stability - The Performance Matrix - 2008.

CURRENT / PREVIOUS RELATED EMPLOYMENT

May 2022-Present

- **Associate Professor in Physiotherapy – School of Health Sciences, University of Greenwich.**
 - Development of the BSc (Hons) Physiotherapy and degree apprenticeship programme in physiotherapy, including literature, assessment, content, timetabling, scheduling, workload planning.
 - Leading team of academic staff and external partners and deliverers.
 - Delivery of teaching and assessment across the 3-year undergraduate programme across multiple modules with specific lead on MSK rehabilitation.
 - Wider stakeholder and student feedback integration into planning
 - Support and collaboration across the School and other PRSB courses
 - Personal academic tutoring.
 - Ensuring team adherence to GDPR, safeguarding, equality and diversity.
 - Staff CPD structure and development

2021-May 2022

- **Programme Director - BSc (Hons) Physiotherapy, Canterbury Christ Church University**
 - Development of the programme including literature, assessment, content, timetabling, scheduling, workload planning.
 - Leading team of academic staff and external partners and deliverers.
 - Delivery of teaching and assessment across the 3-year undergraduate programme across multiple modules with specific lead on MSK rehabilitation.
 - Wider stakeholder and student feedback integration into planning
 - Support and collaboration across the School and other PRSB courses
 - Personal academic tutoring.
 - Ensuring team adherence to GDPR, safeguarding, equality and diversity.
 - Staff CPD structure and development

2018-May 2022

- **Lecturer and Placement Lead - BSc (Hons) Physiotherapy, Canterbury Christ Church University**
 - Delivery of teaching and assessment across the 3-year undergraduate programme.
 - Teaching on MSc Advanced Practice.
 - Sourcing, developing and allocating placements.
 - Pre and post placement briefings.
 - Practice Educator training.
 - CCCU Representative on Kent and Medway AHP Faculty.
 - Personal academic tutoring.

2021-Present

- **GB Maxis Basketball Head of Performance Support & Men's Physiotherapy Lead**
 - Development of sports medicine and sport science team
 - Evaluation and feedback of all SSM staff
 - Development of programme in collaboration with all staff and in particular the Head Coach including staff in service training topics
 - Innovation in team working and resources
 - Integrated planning and periodisation inclusive of travel, education and cognitive strategies
 - Physiotherapy rehabilitation, injury prevention, assessment and treatment for the team on camp and at European / World Championships.
 - Courtside immediate first aid.
 - Collaborative teamwork with coaching staff, medical support, strength & conditioning, rehabilitation and RTP guidance and nutrition.
 - Recording of wellness, daily monitoring and loading and working in collaboration with staff and athletes to maximise performance outcomes and overall holistic athlete care
 - Emergency Action Planning for camps and travel to tournaments
 - Data collection and monitoring of athletes

2014-2017 & 2020

- **GB Basketball U20 Men Physiotherapist**
 - Physiotherapy rehabilitation, assessment and treatment for the team on camp and at European Championships.
 - Screening of athletes pre training

- Courtside immediate first aid.
- Collaborative teamwork with coaching staff, medical support, strength & conditioning and nutrition.
- Recording of wellness, daily monitoring and loading and working in collaboration with staff and athletes to maximise performance outcomes and overall holistic athlete care
- Integrated panning and periodisation inclusive of travel, education and cognitive strategies
- Emergency Action Planning for camps and travel to tournaments

2018-2020

- **GB Basketball U18 Men Physiotherapist & GB Maxis Lead Physiotherapist**
 - Physiotherapy rehabilitation, assessment and treatment for the team on camp and at European Championships.
 - Courtside immediate first aid.
 - Collaborative team work with coaching staff, medical support, strength & conditioning and nutrition and lifestyle.
 - Recording of wellness and loading and working in collaboration with staff and athletes to maximise performance outcomes and overall holistic athlete care
 - Integrated panning and periodisation inclusive of travel, education and cognitive strategies
 - Emergency Action Planning for camps and travel to tournaments

2014-2017

- **England Basketball U16 Boys Team - Physiotherapist**
 - Physiotherapeutic Lead for the Team at camps and tournaments including European Championships U16 Men.
 - Courtside immediate first aid.
 - Advice on nutrition and conditioning including strength and conditioning.
 - Planning future athlete development inclusive of screening, monitoring and physical preparation.
 - Education of players across a spectrum of subjects including nutrition, loading, doping and wellness.
 - Integrated panning and periodisation inclusive of travel, education and cognitive strategies
 - Emergency Action Planning for camps and travel to tournaments

2014-July

- **Commonwealth Games Glasgow 2014 – Team Lead Physiotherapist Netball/Gymnastics**
 - Team lead physiotherapist for Netball (warm up and show court) and Gymnastics (warm up).
 - Leading athlete medical room and three field of play teams and coordinating all shift medical team members.
 - Communicating and liaising with venue medical managers.
 - Leading team training at start of shift for extraction practice.
 - Communicating with Nations Team staff and Athlete Village polyclinic for referrals.

2009-Present

- **Canterbury Institute of Sport –Medical Lead / Lead Physiotherapist**
 - Physiotherapeutic Lead for the Elite Academy

- 120 Athletes in Athletics, Basketball, Dance, Football Gymnastics, Rugby, Squash, Tennis, Trampoline, Boxing, American Football.
- Athlete screening and monitoring with presentation to coaches
- Planning in collaboration with S&C and coaches' athletes' rehabilitation and conditioning requirements. Injury prevention, pre-hab both group & individualised.
- Coordination of all sports related medical input and referrals.
- Integrated panning and periodisation inclusive of travel, education and cognitive strategies
- Emergency Action Planning for home and away games.
- Support of students in practice placement development.

2013-August 2014

- **Maidstone United First Team & Academy Physiotherapist**
 - Assessment and treatment to all first team and academy players
 - Pitchside emergency for teams home and away
 - Injury data collection and monitoring in conjunction with Team doctor
 - Athlete screening and RTP decision making
 - Supervision of four therapy students
 - Planning in collaboration with S&C and coaches' athletes' rehabilitation and conditioning requirements. Injury prevention, pre-hab both group & individualised.
 - Coordination of all sports related medical input and referrals.
 - Emergency Action Planning for home and away games

2011-Present

- **Kent Crusaders Basketball Club – Sports Medicine Lead Physiotherapist**
 - Assessment and treatment to all team and academy players
 - Pitchside emergency care for teams training
 - Injury data collection and monitoring
 - Athlete screening and RTP decision making
 - Supervision of seven therapy students

2008-Present

Dayson Physio & Sports Rehab www.daysonphysio.co.uk

- **Director and Physiotherapist – Kent**
- Consultant Physiotherapist to elite athletes and sports clubs up to Olympic and World level.
- Musculoskeletal assessment and treatment of individuals, team and clubs
- Multi level athlete screening-basic to advanced-young athlete to senior & veteran
- Running analysis specialism, advice, planning and coaching
- Delivery of workshops to CSP & NGB, coaches and specific sports on core stability, running analysis, biomechanical screening, S&C physiology, LTAD
- Kinesiology taping and sports massage practitioner
- Utilising high level associates to deliver bespoke workshops on Nutrition, psychology and S&C
- Physiotherapeutic cover to Kent Athletic Squad days
- Personal physiotherapist to developmental and elite athletes across multiple sports from age 11 to senior and veterans.
- Personal coach and advisor to County and Regional Level athletes

2012 – Present

Marathon Sports Foundation / British Athletics - AASE/DiSE Physiotherapist

- Assessment and screening of athletes on Advanced Apprenticeship in Sporting Excellence
- Coach, parent and athlete education and development through workshops, seminars and squad days
- Observation and assessment of athletes in training and competition

2009-Aug 2012

Marathon Sports Foundation / Kent Athletics Network (KAN) Canterbury, Kent

- Assessment of athletes on Advanced Apprenticeship in Sporting Excellence
- Lead strategy, development and delivery for KAN
- Coach and athlete education and development through workshops, seminars and squad days
- Athlete screening on development days and up skilling of coaches on screening
- Development of multiple projects allied to athletics clubs

2011-2014

England Basketball U14/15 Boys Team - Physiotherapist

- Physiotherapeutic cover for the Team at camps and tournaments home and abroad
- Advice on nutrition, hydration and conditioning in collaboration with S&C
- Planning future athlete development inclusive of screening, monitoring and physical preparation
- Musculoskeletal assessment and treatment and decision making on RTP.

PREVIOUS CLINICAL EXPERIENCE

- **Orthopaedics and trauma at Oldchurch Hospital. Romford.**
- **Community and elderly with Camden North Reach Team. Camden.**
- **Neurology/Stroke at King Georges Hospital. Goodmayes.**
- **Palliative Care at St Josephs Hospice. Bethnal Green.**
- **Paediatrics, Birmingham in various school and community settings. Birmingham**
- **Respiratory; surgical and ITU at Princess Royal Hospital. Bromley.**
- **Outpatients at St Anns Hospital. Tottenham.**

INTERESTS AND ACTIVITIES

- Running (numerous county titles achieved on track, road and cross country), coaching, swimming
- Coaching (Endurance UK Athletics L2)
- Reading on injury prevention and screening, athlete development and planning and periodisation
- On-going research for optimal athlete performance.

REFERENCES

- Available on request.

GUNARS VITOLINS

2 Princes Way, Canterbury, Kent, England, CT2 8LG
+44 7967247349 - vitolinsg21@gmail.com

PROFESSIONAL SUMMARY

Current student of MSc degree in strength and conditioning. Experienced in developing new strategies to enhance athlete's performance, adjusting to individual needs and providing safe, exceptional coaching cues. Well-developed communication and problem-solving ability with eye for the detail and highly creative style.

WORK HISTORY

03/2021 – present

Sports Science Lead plus Strength & Conditioning Delivery
Canterbury Academy – Canterbury, England

- Design and implement strength and conditioning programs for athletes in-season and off-season
- Provide guidance and teaching in nutrition and exercise

09/2021 – 03/2021

Strength and Conditioning internship
DoTraining – London, England

- Leading, assisting athletes with appropriate exercise selection and technique.
- Maintaining safe environment for athletes and staff
- Providing leadership qualities to athletes
- Providing educational cues and practical explanation of exercise selections

01/2019 to 2020

Strength and Conditioning Coach
Fighting Fit Martial Arts & Fitness Centre – Manchester, England

- Delivered exercise sessions to athletes with adequate progressions.
- Boosted performance of individual athletes by developing strategic personal training programs.
- Managed strength, power drills and fitness circuits to bolster athletes' coordination and performance levels.
- Motivated athletes through effective direction, communication and mentoring.

01/2018 to 06/2019

Strength and Conditioning Coach
Stoke College (basketball Academy) – Stoke on Trent, England

- Provided, monitored gym and on court sessions.
- Maintained equipment, facilities, and inventory in proper order to avoid accidents and damage.
- Evaluated individual knowledge, skills, game strengths and assigned team positions to maximize talent areas.
- Increased player strength, agility and game skills through successful practices.
- Motivated athletes through effective direction, communication and mentoring.

08/2017 to 12/2017

Strength and Conditioning Intern

Staffordshire University (Women's Rugby) – Stoke on Trent

- Created and managed training programs dedicated to optimizing strength, speed and endurance to athletes.
- Ran field drills and fitness circuits to improve athletes' coordination and skills.

EDUCATION

09/2021 – present **MSc Strength and Conditioning, Salford University** – Manchester, England

Graduated 2021 **Bachelor of Science: Strength, Conditioning and Rehabilitation**
University of Derby, Kedleston Road Campus - Derby, England

SKILLS

- Group training
- Athlete safety
- Exercise planning
- Team leadership
- Self-motivated
- Client assessment and analysis
- Public speaking
- Interpersonal and written communication
- Skilled in Microsoft Word, Excel, PowerPoint
- Strong verbal communication

HOBBIES

- Basketball
- Football
- Weightlifting
- Coaching
- Traveling

OTHER CERTIFICATIONS

- Emergency First Aid at Work

CURRENTLY PURSUING

- ITEC International Level 3 Diploma – Sports massage
- UKSCA

Appendix N

Room Name	Room Type
3A - Intervention	Intervention Space
3B - Social Science	General Teaching Area
4 - Social Science	General Teaching Area
5 - Science	Science Lab
6 - Social Science	General Teaching Area
7 - Social Science	General Teaching Area
8 - Soc Sci IT	IT Room
22 - IT	IT Room
23 - IT	IT Room
24 - IT	IT Room
31 - Business IT	IT Room
32 - Ethos	Intervention Space
33 - Business IT	IT Room
34 - Business IT	IT Room
35 - Business IT	IT Room
36 - Business IT	IT Room
40A Intervention	Intervention Space
40B Intervention	Intervention Space
40C Intervention	Intervention Space
41A Intervention	Intervention Space
41B Intervention	Intervention Space
42A Intervention	Intervention Space
42B Intervention	Intervention Space
43 - Drama/Dance	Dance Studio
43A Intervention	Intervention Space
44 - Perf Arts IT	IT Room
45 - Art	Practical Learning Space
46 - Photo/Art	Practical Learning Space
47 - Art	Practical Learning Space
48 - Art	Practical Learning Space
49 - Art Post 16	Practical Learning Space
50 - Cullum Therapy	Intervention Space
51 - Cullum	Intervention Space
52 - Cullum	Intervention Space
53 - Cullum	Intervention Space
54 - Cullum	Intervention Space
55 - MFL	General Teaching Area
56 - MFL	General Teaching Area
57 - MFL	General Teaching Area
58 - MFL	General Teaching Area
59 - MFL/KLS	Intervention Space
61- Science	Science Lab
62 - Science	Science Lab
63 - Science	Science Lab
64 - Science	Science Lab
71 - Social Science	General Teaching Area
72 - Science	Science Lab

73 - Humanities	General Teaching Area
75 - Humanities	General Teaching Area
76 - Science	Science Lab
77 - Humanities	General Teaching Area
81 - PE IT	IT Room
82 - Amelix	Practical Learning Space
83A - Maths	General Teaching Area
83B - Maths	General Teaching Area
84A - Maths	General Teaching Area
84B - Maths	General Teaching Area
91 - Science	Science Lab
92 - Practical IT	IT Room
93 - CDT	Practical Learning Space
94 - CDT	Practical Learning Space
101A - Practical IT	IT Room
101B - Practical IT	IT Room
102 - Food	Practical Learning Space
103 - Food	Practical Learning Space
104 - Food	Practical Learning Space
201 - Humanities	General Teaching Area
202 - Humanities	General Teaching Area
203 - Humanities	General Teaching Area
204 - Humanities	General Teaching Area
205 - Humanities	General Teaching Area
206 - Humanities	General Teaching Area
207 - Humanities	General Teaching Area
301 - Performing Arts	Dance Studio
302 - Performing Arts	Dance Studio
303 - Production Theatre	Practical Learning Space
304 - Recording Studio	Practical Learning Space
305 - Music	Practical Learning Space
306 - Music IT	Practical Learning Space
307 - Music	Practical Learning Space
602 - Performing Arts	Dance Studio
603 - Performing Arts	Dance Studio
604 - Performing Arts	Dance Studio
701 - English	General Teaching Area
702 - English	General Teaching Area
703 - English	General Teaching Area
704 - English	General Teaching Area
705 - English	General Teaching Area
710 - PE IT	IT Room
711 - PE IT	IT Room
712 - English	General Teaching Area
713 - English	General Teaching Area
714 - English	General Teaching Area
715 - English	General Teaching Area
720 - Maths	General Teaching Area

721 - Maths	General Teaching Area
722 - Maths	General Teaching Area
723 - Maths	General Teaching Area
724 - Maths	General Teaching Area
725 - Maths	General Teaching Area
Appeti Tennis 2	Intervention Space
Appeti Tennis 3	Intervention Space
CA Kitchen	Practical Learning Space
DS - Dance Studio	Dance Studio
E1 Hair Salon	Practical Learning Space
E2 6+	Intervention Space
E5 Construction	Practical Learning Space
E6 Lecture Theatre	Lecture Theatre
EBE Beauty salon	Practical Learning Space
Youth Club	Intervention Space
Youth Club 2	Intervention Space
Youth Club 3	Intervention Space

**The Canterbury Academy
Rooms**

Produced on 23 Oct 2022 at 16:19

APPENDIX O

Physio Equipment On Site

- **Physio Room** – This is Mark Daysons private clinic room which is located with the lifestyle fitness sport centre based on The Canterbury Academy campus.
- **Permanent Physio Bed**
- **All physio supplies needed**
- **Trampet** – Used for injury prevention, pre hab sessions and screening.
- **Wobble cushions**
- **Airex foam pads**
- **Bosu Balls**
- **Swiss ball**
- **Foam rollers**
- **Multiple resistance bands with various attachments**
- **All types of joint supports**
- **Left and Right ankle braces**
- **Multiple Walker boots**
- **Knee ligament hinged braces**
- **Crutches**
- **Sterile wound dressing**
- **Adhesive wound dressing**
- **EAB**
- **Cohesive bandage**
- **Zinc Oxide tape**
- **Underwrap**
- **Kinesiology Tape**
- **Pre-tape spray**
- **Tape removal spray**
- **Suturing kit**
- **Suture removal kit**
- **Relistrips**
- **Ice wrap Film**
- **Ultrasound machine**
- **Hand dynamometer**
- **Skin caliper**
- **Weight and Height scales (SECA)**
- **SSTM Wax (various)**
- **Clinical scissors**
- **Sterile gloves and further PPE**
- **Inclinometer and goniometer**
- **Swabs**
- **Alcohol wipers**
- **Saline wipers and pods**
- **Ice Machine**



- **Ice Packs** – RE3
- **Dibfibrillator** – One located in the reception of sport centre and at the school of the school
- **Automated External Defibrillator (AED)** – At home games courtside within physiotherapist team kit bag.
- **Secondary AED in Lifestyle Fitness reception.**
- **Third AED in Canterbury Academy school reception**

Team therapy clinical bag includes all of the above equipment and additional equipment including stethoscope, blister plasters, second skin, wound management kit, tape removal cutters, NSAIDS, paracetamol, diaroLyte, AED, Epipen, pulse oximeter, muscle stimulator.

N.B. These lists are not exhaustive for either clinic or courtside therapy bag.

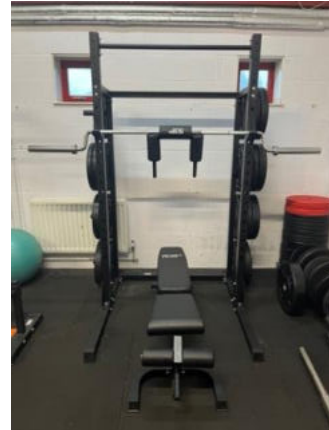
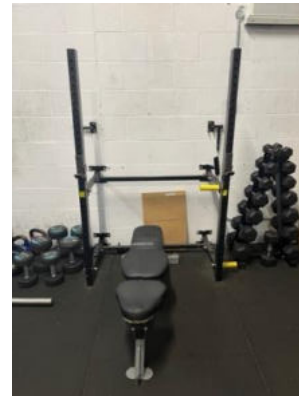
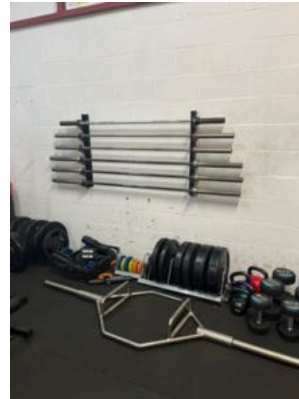


Appendix P

Strength and Conditioning Equipment

- **Specialise strength and conditioning room just to be used by student athletes**

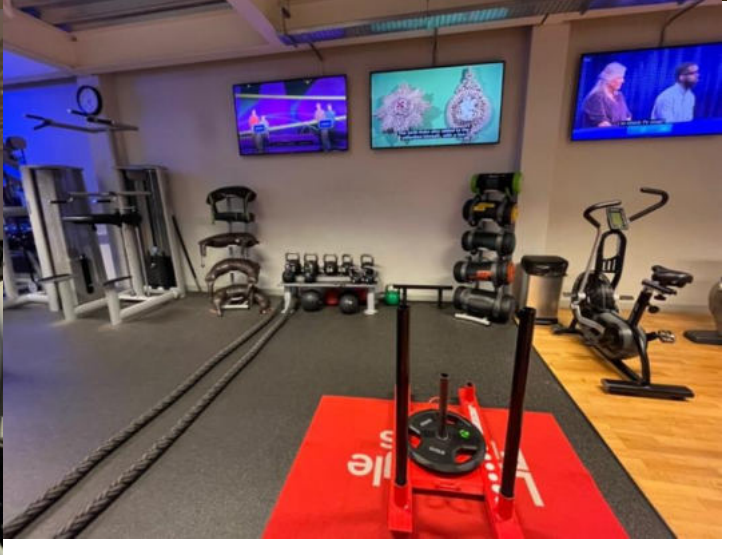
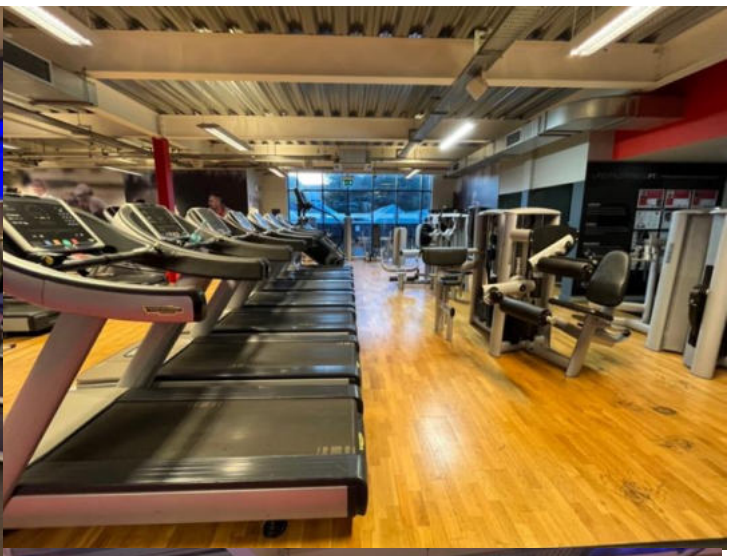
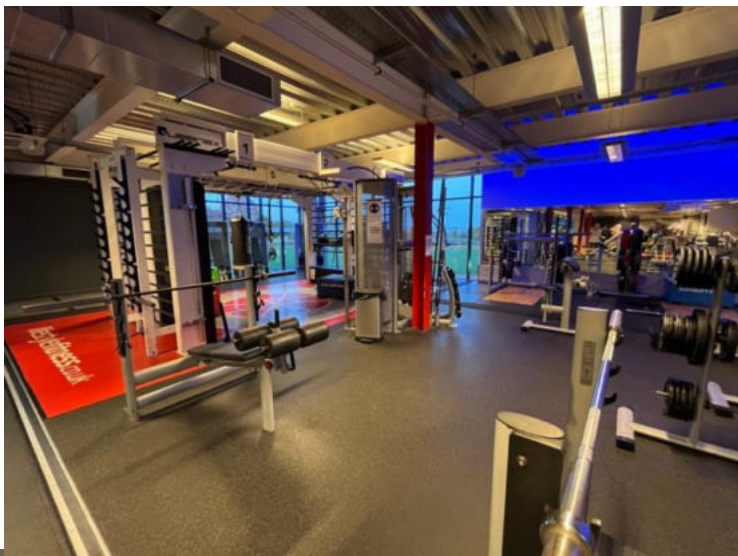
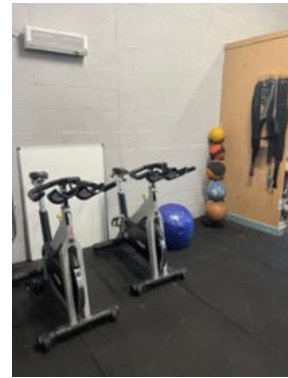
- Four post squat rack
- Wall mounted squat rack
- Squat rack
- 4 benches
- 20kg squat bar - Safety bar (should be 20kg)
- 3x 20 kg barbells
- 2 x 15kg women barbells
- 1x 5kg to 10kg training kids barbell
- 40 kg Deadlift bar
- Weight plates x40 (from 1kg to 25kg)
- 4x Soft Plyometric boxes
- 8x Wooden Plyometric boxes
- 2x Spin bikes
- Power watt bike
- Rowing machine
- 4 x Weight lifting belts
- 4 x foam rollers (players also have to have their own)
- 30 x exercise bands (varying in resistance)
- 4 x Bosu balls
- Dumbbells (from 1 kg to 25kg)
- 4 x medicine balls
- 4x Ab rollers
- Punch bag
- Jump Plate – Measures vertical jump
- Pull up bar
- TRX band
- 8 x Ankle weights
- Adjustable split squat stand
- Slanted boards
- 3x Barbell pads
- 3x Skipping rope
- 2x small running sleds
- 12x Agility hurdles
- 50x track hurdles



- **Public Lifestyle Fitness gym –**

- 20 Cardio Vascular exercise (treadmills, bikes, steppers)
- 20 weight machines (pec flys, tricep pull overs, leg curls, leg extensions, shoulder press, cables etc)
- Smyth squat rack

- Bench press rack
- Decline bench press rack
- Preacher curls rack
- Squat rack
- Deadline platform
- Multi-functional apparatus (monkey bars, chin ups, tricep dips, punch bag etc)
- Dumbbells (from 1kg to 48kg)
- Medicine balls
- Weighted sand bags
- Sledge with track
- Kettle bells
- Rope



Appendix Q

Canterbury Academy Home Court

Court Size	28x15m playing court with a minimum run-off of 2m from the court edge to any obstruction (including team benches, seating, etc)	✓
Basketball Goals	Basketball goals 3.05m from the floor with pressure release rings with 70KG flex break with adequate back support frame.	✓
Backboards	Backboards 1.8m X 1.05m (Minimum thickness 19mm), and 1.2m from end line. 2 backboards made from transparent or wood material. Backboard sides and lower edge must be padded.	✓
Flooring	Timber or synthetic floor meeting standard European Standard EN 14904:2005.	✓
Spectator Provision	100 seated spectators	✓
CHANGING ROOMS	<p>Two separate 17 person changing rooms with access to shower and toilet facilities for use by home and away teams.</p> <p>Two separate 3 person changing rooms with access to shower and toilet facilities for match officials (male & female).</p>	✓
HEATING/LIGHTING	<p>Recommended temperature comfort for participants and spectators 16°C.</p> <p>A minimum of 500 Lux lights For televised games a minimum of 1400 Lux is required</p>	✓

SCOREBOARD	Electronic scoreboard with digital countdown to show score, time, team fouls and time-outs mandatory. Running score and electronic / digital game time to be shown 24 seconds device that must reset to 14 seconds.	✓
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Appendix R

Basketball Equipment

- 26 Wilson Basketballs
 - o 4x Wilson Basketball England EVO NXT Official Game Ball
 - o 12x Wilson Basketball England Evolution Official Game Ball
 - o 10x Wilson Evolution Ball
- Wall mounted electronic scoreboard and control panel
- Table top electronic scoreboard
- Molton 24 second clocks
- All official score table equipment (scorebook, foul number paddles, team foul indicator etc)
- Cones
 - o Small cones x100
 - o Bigger cones x40
 - o Taller cones x12
- Dribble goggles
- Foam foul bars
- Rugby pads
- Shooting spots
- Veo Camera + 3m tripod
- Go Pro
- 2 x Video camcorders
- 2x Tripods
- Portable Projector

Other Equipment

- DSL Camera
- Photography Studio lights x2
- Photography Studio back drop
- 32 inch TV
- Lockers



Appendix S

CANTERBURY ACADEMY SCREENING FORM 2022-23

NAME	
D.O.B	
PREVIOUS INJURY OR ILLNESS	
SPORT	
TRG Per.Week.	

CONSENT	YES / NO	
HEIGHT		
WEIGHT		

POSTURAL OBSERVATION

UPPER LIMB TESTING

Flexion		Int Rot GHJ		Ext Rot GHJ		Scapular Rhythm		Scapular Rhythm			
170		70		90		Abduction		Elevation			
R	L	R	L	R	L	R	L	R	L		

LOWER LIMB range of movement + CLEARING TESTS

Hamstring 90/90		SLR		Hip Int Rot		Hip Ext Rot		FABER		FADIR	
0		90		45		45		POS / NEG		POS / NEG	
R	L	R	L	R	L	R	L	R	L	R	L

LOWER LIMB TESTS

Gilletts		Thomas Test		Ankle Dorsiflexion		Squeeze Test		AKTW		Single Leg Balance	
POS/NEG		POS / NEG		20		Pain Y/N		10CM+		Errors in 30 secs	
R	L	R	L	R	L			R	L	R	L

LOWER LIMB MANUAL STRENGTH TESTS

Iliacus		Psoas		Quads		Hams		Glute Min		Glute Med		Glute Max	
0-5		0-5		0-5		0-5		0-5		0-5		0-5	
R	L	R	L	R	L	R	L	R	L	R	L	R	L

QASLS

Single Leg Squat Test RIGHT		R
FOOT	Foot Flattens	
	Knee Moves Inward	
KNEE	Knee Moves Outward	
LPHC	Later Pelvic Hip Mvt	

QASLS

Single Leg Squat Test LEFT		L
FOOT	Foot Flattens	
	Knee Moves Inward	
KNEE	Knee Moves Outward	
LPHC	Later Pelvic Hip Mvt	

CORRECTIVE EXERCISE STRATEGY

1. INHIBIT	A.	3. ACTIVATE	A.
	B.		B.
	C.		C.
	D.		D.
2. LENGTHEN	A.	4. INTEGRATE	A.
	B.		B.
	C.		C.
	D.		D.

ADDITIONAL NOTES

TCA Basketball testing Term-1

Athlete's name:

Athlete's age:

Anthropometry

Height	
Weight	
Handgrip strength	

Speed (0-5-10-20m)

1st sprint	2nd sprint	3rd sprint

LB Power Single

CMJ	<u>R</u>		<u>L</u>	
Broad jump	<u>R</u>		<u>L</u>	

LB Power Double

CMJ			
Broad jump			

4-Jumps repeated protocol

Trial 1		
Trial 2		

T-Test (10m/ 5-5m)

Time (s):

Lane Agility

Time (s):

Aerobic capacity

YoYo IR-1 level:

Basketball Testing

Name	Age	Height (m)	Weight (kg)	10m (s)	20m (s)	Broad Jump (m)
David	17	1.85	80	1.27	2.88	2.51
Stiliyan	18	1.77	77	1.28	3.08	2.44
Xander	17	1.86	81	1.27	3.06	2.41
Robbie	17	1.77	83	1.34	3.23	2.2
Will	17	1.83	71	1.37	3.31	2.09
Brandon	17	1.84	80	1.34	3.13	2.05
Menelik	16	1.84	84	1.22	2.97	2.58
Jono	18	1.78	95	1.26	3.07	2.66
Saleem	16	1.72	75	1.41	3.33	1.77
Jay	16	1.88	84	1.33	3.13	2.37
Kieran	17	1.9	80	1.28	3.05	2.16
Johnson	16	1.81	71	1.31	3.08	2.28
Mitchel	18	1.8	66	1.33	3.17	2.53
Thom		1.86	80			
Chandler	16	1.77	68			
Dan O	18	1.93	94			
Eman	18	1.83	94			2.45

Name	3RM Squat	3RM DL	3RM BP	Handgrip Stre	9kg Medball throw (m)	1 min Push-ups
David	100	100	70	63	3.1	43
Stiliyan	110	100	70	65	2.9	65
Xander	115	140	85	52	3.3	45
Robbie	110	125	60	55	3.1	40
Will	100	110	60	47	2.5	36
Brandon	60	90	55	46	2.6	27
Menelik	100	135	65	50		
Jono	100	120	85	57	3.15	43
Saleem	75	95	55	40	1.92	34
Jay	-	110	60	60	2.9	34
Kieran	70	94	50	44	2.8	35
Johnson	90	120	45	46	2	23
Mitchel	100	115	54	63	-	-
Thom	80	110	53	45		
Chandler	60	90	55	41		
Dan O	-	125	45	52	3.2	37
Chester	110	130	65	46	2.9	33
Joe	85	120	60	47		

4-Jumps Trial 1

BJ Right (m)	BJ Left (m)	CMJ (m)	CMJ Right (m)	CMJ Left (m)	Ave Contact	Ave Height
2.29	2.31	0.67	0.55	0.53	20.6	0.56
1.91	2.02	0.67	0.49	0.53	17.9	0.29
2.02	2.2	0.66	0.56	0.55	19.6	0.42
1.87	1.96	0.65	0.52	0.53	18.1	0.48
1.77	1.6	0.62	0.51	0.53	17	0.41
1.77	1.9	0.63	0.5	0.54	17.6	0.52
2.12	2.05	0.69	0.52	0.52	20	0.6
2.04	2.08	0.71	0.54	0.54	22	0.42
1.4	1.7	0.58	0.45	0.47	15.3	0.58
1.82	1.84	0.65	0.52	0.5	16.9	0.35
1.81	1.86	0.65	0.5	0.51	20.9	0.29
2.05	2.09	0.65	0.49	0.53		
2.26	2.4	0.7	0.54	0.55	21.3	0.34
2.25		0.66	0.53	0.51		

Hamstrings R	Hamstrings L	Plank R	Plank L	Subscap	Triceps	Chest
42	44	1.5	1.55	9	7.2	4.8
45	40	2.5	2.41	7.8	6.5	4.8
43	41	2.02	1.42			
32	36	2.04	2.1	8.8	9.8	6
30	30	1.39	1.3	7.1	12.1	5.3
27	29	1.15	1.43	7	9.3	5.3
		2.01	2.03			
20	28	1.2	1.2	12.2	14.4	5.8
26	30	1.02	1.07	18.5	14.5	10.5
19	25	1.12	1.25	9.2	8	4.3
31	31	1.2	1.32	6.1	7.8	4.8
23	24	1.23	1.1	10.8	7.8	7.8
23	21	-	-	6.5	5.8	4.8
		0.53	1.02			
33	31	1.45	1.55	8.2	5	4
28	30	1.15	1.3	10.3	13.5	4.8
		1.3	1.48			

T-Test	Lane Agility	Yo-Yo (lvl)
10.38	12.17	18.4
10.11	12.18	18.3
10.35	11.31	18.2
10.68	11.29	18.1
11.47	12.21	17.8
11.21	13.2	17.1
10.68	12.05	16.4
10.16	11.89	16.3
11.71	13.05	16.1
10.98	12.88	15.6
10.47	11.85	15.5
10.49	12.06	15.5
10.76	12.1	15.4

Bone density	BF %	
1.0832175	7.691263758	
1.08529221	6.884752931	
1.07939538	9.185173281	
1.07925563	9.239998286	
1.08257058	7.943376555	
1.07135918	12.3609597	
1.06166813	16.25466774	
1.08292213	7.806337713	
1.08573405	6.713392285	
1.07778178	9.819044004	
1.08751901	6.022541306	
1.08716262	6.160295316	
	1.07507178	10.88789506

Appendix T

The Canterbury Academy Trust

Schools for all the Talents



Name of policy	Equality and Diversity Overarching statement
Document owner	Equality Team CPS – Bev Farrell & Beth Wilson CHS – Jon Watson, Angela Banbery, James Brooke, Viki Butler, Lucy Winslow and Steve Hadlow Personnel – Dom Etheridge and Claire Crane CCC – Adam Fairbrass
Document issued/ last reviewed	October 2021
Date for review	October 2022
Additional notes	Includes changes to legislation when the new equality act came into force from 1 st October 2010 Located on the school website and staff intranet
Number of pages	5

The Canterbury Academy Trust

Equality and Diversity Overarching Policy

At The Canterbury Academy Trust every person has the right and the responsibility to be treated and treat others with mutual respect and in so doing promote everyone's right to learn, work and develop. This simple belief applies to all in our community irrespective of any grouping, which might categorise individuals and therefore lead to discriminatory practices. Based on this belief our procedures and practices will be inclusive and aim to embrace all in our learning community by adhering to the following principles:

The Canterbury Academy Trust recognises its responsibilities and duties under legislation relating to equality and diversity. Recent and forthcoming legislation covers equality issues in relation to gender, age, race, disability, religion or belief, sexual orientation, gender reassignment, marriage and civil partnership, pregnancy and maternity.

The Trust will aim to:

- Eliminate discrimination and other conduct that is prohibited by the Equality Act 2010.
- Advance equality of opportunity between people who share a protected characteristic and people who do not share it.
- Foster good relations across all characteristics – between people who share a protected characteristic and people who do not share it.

The Canterbury Academy Trust recognises that there are different categories of discrimination under the law. These are:

- Direct discrimination is unlawful for all protected grounds except, in some circumstances, age and disability in schools. Direct discrimination is when a person is treated less favourably than others in comparable circumstances because of a special characteristic such as sex, race or a disability. In the case of direct age discrimination, this is unlawful only if it cannot be objectively justified.
- Indirect discrimination occurs when a provision, criterion or practice is applied equally to all but has a different impact on members of one or more protected groups, of which the complainant is one, and is placed at a disadvantage as a result. Indirect discrimination is unlawful unless it can be justified for reasons unrelated to the characteristic in question. (An example might be a physical strength test, which would discriminate against women, and which might be justified in relation to a job necessitating heavy lifting, but not in relation to teaching.)
- Associative discrimination is direct discrimination against someone because they are associated with another person with protected characteristics, for example carers if they are partners to someone from another country.
- Discrimination by perception is direct discrimination against someone because others think they have protected characteristics (even if they don't).
- Victimisation is treating a person less favourably because they have taken action in respect of discrimination e.g. by bringing a complaint or giving evidence for a colleague. It is also unlawful.

- Harassment is unwanted conduct which violates a person's dignity or creates an intimidating, hostile, degrading, humiliating or offensive environment for them, on grounds of one of the relevant characteristics such as sex or race. It is also unlawful in many of the situations covered by discrimination law. It is also applicable if an offensive comment is overheard, even if it is not directed at the person who heard it.
- Harassment by a third party: for visitors to the site, such as parents & contractors to harass others for example if they made an offensive joke whilst on the academy site.

The Canterbury Academy Trust recognises its responsibilities as an employer (in relation to recruitment, terms and conditions, promotions, transfers, dismissals, training and employment practices such as dress codes and disciplinary procedures) to ensure:

- It does not discriminate in the employment, advancement or treatment of staff on grounds of gender, gender reassignment, race, disability, sexual orientation, religion or belief, age, marriage and civil partnership, pregnancy and maternity.
- It makes such reasonable adjustments as are necessary to prevent a disabled person being at a substantial disadvantage in comparison with people who are not disabled.
- It has a fair reference procedure supported by performance management.
- It recognises that it cannot ask an employee about their health (physical disabilities, mental health) before offering them a post, unless there is proof that the employee is required to carry out an essential task as part of their role i.e. heavy lifting or to monitor diversity. This also includes requesting information on their sick leave in previous employment.
- It raises awareness of all beliefs, faiths and religions and offers appropriate training to staff particularly around sensitive and confidential issues, for example FGM, honour based violence and forced marriages; so that all our employees feel supported and safe in their environment.

The Canterbury Academy Trust recognises its responsibilities with regard to students and will ensure that:

- It does not discriminate against children seeking admission or with regard to how students are treated, on grounds of sex and sexual orientation, race, disability, religion or beliefs. This includes discrimination in provision of teaching or allocating the student to certain classes, applying different standards of behaviour, dress and appearance, excluding students or subjecting them to any other detriment, and conferring benefits, facilities or services. It also entails fair procedures for dealing with discrimination from any member of this learning community.
- It makes such reasonable adjustments as are necessary to prevent disabled students being at a substantial disadvantage in comparison with people who are not disabled, even if it means treating them more favourably.
- It will not discriminate against students or potential students on the grounds of their sex or sexual orientation or that of their parents, carers or other associates.
- It raises awareness of all beliefs, faiths and religions and offers appropriate training to staff particularly around sensitive and confidential issues, for example FGM, honour based violence and forced marriages; so that all our students feel supported and safe in their environment.
- The Canterbury Academy Trust celebrates diversity and has an educational vision which empowers and adds value to a child's development. Our curriculum encourages students to ask challenging questions and develop a strong sense of their individual identity, as well as the ability to understand and communicate with people from other cultures.

(The Board of Directors notes that school curriculum and collective worship are not covered by the requirements on schools not to discriminate on grounds of religion or belief and that age discrimination legislation does not apply to the treatment of students or the delivery of education.)

- It publishes annually its gender pay gap report on the Trust website

The Canterbury Academy Trust recognises its responsibilities with regard to parents, carers and all other adults who visit or who are in contact with the trust so that:

- All are welcomed, valued and contribute to the life of the trust.
- None are discriminated against with regard to how they are treated, on grounds of sex, race, disability, religion or belief, gender reassignment, marriage and civil partnership, pregnancy and maternity, sexual orientation or age.

The Canterbury Academy Trust recognises that there is a duty to promote equality.

Race (colour, nationality, ethnic or national origin)

- The Canterbury Academy Trust has a legal and moral duty to promote equality of opportunity and to promote good relations between persons of a different race and nationality.
- The Canterbury Academy Trust will assess and monitor the impact of policies on students, staff and parents, in particular the attainment levels of students from different racial groups.

Disability (which includes mobility, sensory impairment, specific learning, mental health and medical conditions i.e. HIV, multiple sclerosis, cancer and including people diagnosed as clinically obese)

The Canterbury Academy Trust recognises its duty, when carrying out its functions, to have regard to the need to:

- Promote equality of opportunity between disabled and other people.
- Eliminate discrimination and harassment; promote positive attitudes to disabled people.
- Encourage participation by disabled people in public life.
- Take reasonable steps to meet disabled people's needs including appropriate support, even if this requires more favourable treatment and where practical make reasonable adjustments to services and facilities (i.e. consider providing auxiliary aids).
- Where reasonably practical to ensure that The Canterbury Academy Trust premises will be made safe and accessible to meet the needs of both the physical and learning environment requirements.
- Ensure potential students and staff with a disability will be able to make a fully informed choice about the suitability to The Canterbury Academy Trust to meet their needs and that entry will never be barred on grounds of their disability.

Gender (sex)/Gender reassignment (people who are proposing to or who are having or have had a sex change, transvestites and transgender people).

The Canterbury Academy Trust recognises that (as of April 2007) it has a general duty to:

- Promote equality of opportunity between men and women (including boys and girls).
- Provide an inclusive environment where all students are able to participate fully in all activities (i.e. PE lessons and residential trips), whilst being sensitive towards the needs of the whole community.

Page 3 of 5

SMo Oct 21

Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community

- Provide unisex toilets and changing facilities and when participating at another venue that staff ensure appropriate provision is available.
- Consider sleeping arrangements carefully before a visit is undertaken.
- Ensure staff and students are educated on topics such as gender identity.
- Support students and parental requests to have a preferred name recognised on school systems.
- Allow any gender specific vaccinations to be carried out at the GP surgery in order to eliminate any embarrassment.

Religion (any) or belief, religious, philosophical (including lack of belief) The Canterbury Academy Trust recognises that it has a general duty to:

- Eliminate unlawful discrimination and harassment on grounds of religion or belief.

Sexual orientation (lesbian, gay, bisexual, heterosexual, questioning)
The Canterbury Academy Trust recognises that it has a general duty to:

- Eliminate unlawful discrimination and harassment on grounds of sexual orientation
Marriage and Civil partnership.
- The Canterbury Academy Trust recognises that it has a general duty to: protect employees who are married or in a civil partnership against discrimination.

Pregnancy and maternity

The Canterbury Academy Trust recognises that it has a general duty to ensure a woman is protected against discrimination on the grounds of pregnancy and maternity throughout her pregnancy and the statutory leave she is entitled to:

- Eliminate unlawful discrimination and harassment should a pupil become pregnant or recently given birth and continue to provide full time education for pupils of compulsory school age.
- Acknowledge that mothers can now breastfeed in public (on the premises) and cannot be asked to move to a private place.

Vulnerable groups

The Canterbury Academy Trust recognises that it has a general duty to:

- Ensure that vulnerable groups are able to overcome the barriers to learning.
- Ensure that suitable learning challenges are set for all students.
- Ensure that it responds to the diverse needs of all learners.

The Canterbury Academy Trust will ensure that the following steps are taken to promote and monitor issues of 'equality & diversity'.

- Promote equality and good race relations across school activity.
- Record racist incidents

Any information relating to the school action plans, strategies and monitoring process are available to the public on request. The named professionals at The Canterbury Academy Trust for oversight of these important areas are:

- The Trust Executive Vice Principal / Head of Inclusion and SENCo who will implement strategies and monitor progress for student attendance, behaviour, safety (child protection), engagement in education and student achievement.
- The Assistant Vice Principals responsible for Ethos and Engagement and Attendance at the secondary school who will implement strategies and monitor progress for student attendance, behaviour, safety (child protection) and engagement in education.
- The Head of Middle School, Head of Senior School or Head of Sixth form at The Canterbury Academy are responsible for student outcomes at the secondary school who will implement strategies and monitor the progress of student achievement.
- The Head of City and Coastal College who will keep central records for any student using the provision. All relative information will be reported to the place the student is currently on roll.
- The Personnel Team who will address all issues pertaining to members of staff at The Canterbury Academy Trust.

British Values

Pupils are taught to understand that while different people may hold different views about what is 'right' and 'wrong', all people living in England are subject to its law. The Trust's ethos and teaching supports the rule English Civil and criminal law and we do not teach anything that undermines it. Pupils are made aware of the difference between the law of the land and religious law.

There is no place for extremist views of any kind at The Trust. (Prevent strategy July 2015)
Note:

This overarching policy statement has been informed by the following legislation:

- Equality Act 2010.
- Race Relations (Amendment) Act 2000
- DFE – The Equality Act 2010 and school departmental advice published May 2014.
- DFE – Promoting Fundamental British Values as part of SMSC in schools November 2014.
- DFE - Prevent strategy July 2015.

The Canterbury Academy Trust

Schools for all the Talents



The Canterbury Academy Trust Equality Statement 'Our School Community'

At The Canterbury Academy Trust every person in our school community has the right and the responsibility to be treated and treat others with mutual respect and, in so doing, promote everyone's right to learn, work and develop. This simple belief applies to all in our community irrespective of any grouping, which might categorise individuals and therefore lead to discriminatory practices.

Data about the trust population and differences of outcomes

The Trust has data on its composition broken down by year group, ethnicity and gender, and by proficiency in English.

The Trust has data on its composition broken down by types of impairment and special educational need.

The Trust has data on inequalities of outcome and participation connected with ethnicity, gender and disability, and with proficiency in English.

The Trust uses data on inequalities of outcome and involvement when setting itself objectives for achievable and measurable improvements.

The Trust completes a census three times a year, which records information in relation to gender, ethnic backgrounds, special educational needs and disabilities in relation to all its staff and students.

Any information recorded in the census, school objectives/action plans, strategies, implementation and monitoring processes is available to the public on request. For more information and who to contact refer to The Canterbury Academy Trust Equality and Diversity Overarching Policy Statement.

During the academic year 2021/22 The Canterbury Academy Trust's main focus will be to ensure that all students, irrespective of gender, gender reassignment, race, age, disability, sexual orientation, religion and social economic circumstances, recognise that they are good at something and maximise their achievement. 'Pupil premium money/bursary money' (additional funding paid to schools for every student on the Free School Meal register and/or are vulnerable at post 16) enables staff to provide intervention strategies, which will enable these students to achieve their full potential.

In addition to this in 2021/22 we will:

- Continue to reduce the exclusion rate for all and review regularly in light of the equality act.
- Continue to improve attendance rates for all and review regularly in light of the equality act.
- Continue to narrow the achievement gap between boys and girls.
- Continue to narrow the achievement gap between disadvantaged students and those who are not disadvantaged.
- Continue to improve the progress of higher attainers on entry at The Canterbury Academy.

The Canterbury Academy Trust

Schools for all the Talents



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In partnership with Simon Langton  Grammar School for Boys to provide a grammar school band for boys and girls in a comprehensive school for all the talents

The Canterbury Academy Trust

Schools for all the Talents



Name of policy	Health and safety Policy
Document owner	Terry Onions, Vice Principal for facilities and designated Health and safety competent person
Document issued/ last reviewed	March 2022
Date for review	March 2023
Additional notes	Copy of signed statement of intent to be put in contractors's folder in main reception. Copy of whole policy to be put on noticeboard in staff rooms. Policy must be reviewed by the health and safety committee.
Number of pages	15

STATEMENT OF INTENT

HEALTH & SAFETY AT WORK ETC. ACT (1974)

The Board of Directors of The Canterbury Academy Trust, recognises its duty as the employer in this instance, and hereby declares its intention to provide safe and healthy working conditions for its employees/students and others on the Academy Trust sites by ensuring that their activities do not adversely affect the health and safety of other people who are affected by their undertaking. We also recognise the need to consult with employees/students and others on academy sites on health and safety matters and the need to consult individuals before allocating particular health and safety functions.

We will refer to expert advice, where applicable, to determine and assess the risks to the health and safety within the Academy Trust and the precautions required to deal with them. As the employer we are also committed to providing sufficient information and training for our employees/students in respect of risks to health and safety. All employees/students and others on the Academy Trust sites must also recognise their own duty to co-operate and support in order to achieve the objectives of this safety policy.

The Directors are committed to establishing and implementing adequate arrangements which will ensure that staff and students will be safeguarded when on the Academy Trust sites or engaged on off-site activities (e.g. Academy Trust trips), and that the premises for which they are responsible are safe for others including visitors and contractors, as well as for students and staff.

We will establish necessary systems for health and safety and ensure these are within the management structure, and that the levels of responsibility as described in this policy are carried out as defined.



March 2022

Chair of the Board of Directors.



March 2022

Executive Principal.

THE GENERAL POLICY

- 1.1 The Canterbury Academy Trust aims to ensure the health and safety of all employees, students and others on Academy Trust sites as far as reasonably practicable at all times.
- 1.2 We will take all possible steps toward ensuring compliance with statutory requirements that are relevant to our operations and activities, taking full appraisal of changes in statutory requirements as they arise.
- 1.3 We regard meeting such statutory requirements as minimum health and safety standards and we will strive to achieve higher standards wherever practicable.
- 1.4 We will comply with circulated instructions and codes of practice that concern the health and safety of employees/students.
- 1.5 As considered necessary, we will call upon the functional expertise of those holding posts at the Academy Trust or from external sources, to advise on matters concerning health and safety.
- 1.6 We will endeavour to give guidance and information to employees/students on:
 - a) what is required of them, in connection with their own health and safety and that of other employees/students under Acts and Regulations as appropriate, and to expect each employee to play their part and contribute by taking steps to clearly understand such statutory requirements and constantly observe them whilst at work and whilst travelling to and from the work place.
 - b) requirements concerning health and safety of themselves and other employees/students, in addition to statutory requirements and to expect each employee to play their part and contribute by taking steps to clearly understand and constantly observe such requirements whilst at work.
- 1.7 We will bring to the notice of employees/students and others on Academy Trust sites their legal obligation to co-operate with Academy Trust management and staff in health and safety matters: to avoid taking unnecessary risks; to maintain their working place and areas in a tidy and safe condition; to carry out their work and operations, including the operation of machinery and plant, in as safe a manner as possible; to require everyone to accept that failure in the use of guards, or protective equipment or appliances, or in maintenance work, leads to unsatisfactory health and safety standards.
- 1.8 Every employee/student must clearly understand that:
 - a) the level of responsibility for securing health and safety is as outlined in Organisation and Responsibilities (2.0).

- b) they are required to play their full part in maintaining a healthy and safe working environment.
 - c) they must individually and/or collectively ensure that devices, equipment, etc., including protective items provided in connection with maintaining or improving health and safety standards and which are either for general use or employees'/students' own individual use, are used properly at the appropriate times, operated or used as designed, not interfered with to render them incapable, and that they draw attention to any such items which have been rendered incapable.
- 1.9 We will encourage employees/students and others on Academy Trust sites, to draw attention to observed actions or conditions affecting health and safety, including 'near misses', also hazards resulting from existing or newly introduced systems of work, operations and methods etc.
- 1.10 We will enlist the support of all employees/students and others on the Academy Trust sites by encouraging them to make their full contribution to this policy, particularly with regard to their own work, operations and activities on matters in any way connected with the safety and health of themselves and other employees/students, by:
- a) liaising and collaborating with other employees/students, including those engaged in other Academy Trust activities.
 - b) liaising and collaborating with employees/students of any other organisation involved in on-sites activities.
 - c) ensuring health and safety factors are fully taken into account when new methods, machinery, plant, processes, etc., are being planned and installed, or where changes in same are being considered.
 - d) taking full account in their daily tasks, of changes in the requirements for maintaining or improving health and safety standards within the Academy Trust, particularly those brought about by the introduction of new methods, machinery, plant, equipment, processes and methods etc.
 - e) observing and taking account, at all times, of all Academy Trust instructions, codes of practice and all Academy Trust rules as listed in the policy and other Academy Trust policies.
 - f) giving their full co-operation and assistance as necessary to consultation, investigation, research, etc., on matters affecting health and safety.
- 1.11 We will require employees/students who have a supervisory role to acknowledge that the aims and objectives of this policy will only be achieved with good training and supervision.
- 1.12 We will require employees/students who have duties with regard to inspection, examination, testing etc., to carry out such tasks in a thorough manner at all times and report appropriately and accurately.

- 1.13 We will arrange the training of employees/students to a high standard, taking into account statutory training requirements.
- 1.14 We will provide and maintain equipment, plant, machinery and other equipment, etc., as far as practicable, to ensure a high standard of health and safety of employees/students and employ the most suitable methods of work, equipment, plant and machinery etc., towards ensuring this.
- 1.15 We will monitor the effectiveness and implementation of this policy in relation to all aspects of the health and safety of employees/students and as appropriate the public, and seek to promote the co-operation of all employees/students including management and staff, in accepting degrees of responsibilities placed on them for carrying out both their statutory obligations and those placed on them by this policy and in observing its philosophy.
- 1.16 We will review this policy annually and make revisions as considered necessary towards improving the health and safety of employees/students, or the effect of this policy on health and safety standards.
- 1.17 On a day-to-day basis the Health and Safety Competent Person will monitor the fulfilment of this Health and Safety Policy.
- 1.18 The contents of this policy shall be communicated to all employees/students, contractors and subcontractors. Effective communication and monitoring of the effectiveness of the policy document is an integral part of the day-to-day safety management system adopted by The Canterbury Academy Trust.
- 1.19 The Canterbury Academy Trust has a no smoking policy, which is applicable to all its sites, including those that are not based on the main campus. Smoking is not permitted inside any of the Academy Trust buildings or its perimeters, unless in a designated area.

ORGANISATION & RESPONSIBILITIES

The level of responsibility shall be as follows:

- 2.1 **The Board of Directors** has overall responsibility for health and safety and will appoint a director with specific responsibilities for ensuring that its duties are discharged.

It will:

- ensure a written health and safety policy is in place detailing the arrangements for the management of health, safety and welfare within the Academy Trust and ensure that it is regularly reviewed and brought to the attention of all staff.
- ensure one or more competent persons are appointed, in accordance with the Management of Health and Safety at Work Regulations 1999, to assist it to undertake the measures needed to comply with the requirements and prohibitions imposed by the relevant health and safety statutory provisions and by the Fire Precautions (Workplace) Regulations 2005.
- ensure the means for consulting all staff on any measures that may substantially affect their health and safety.
- ensure adequate monitoring is in place to ensure that the general arrangements for health and safety are working, including regular reports on the outcome of such monitoring.

2.2 **The Executive Principal of the Trust** has responsibility as Officer in Charge of the premises for ensuring that they are safe. In so doing, he will delegate certain tasks and responsibilities to other members of staff and will refer appropriate matters to the Board of Directors. He is also responsible as a senior line manager for ensuring that staff, students and others on Academy Trust sites adopt safe working practices and generally conduct themselves in such a way that they will not injure themselves or others.

The Executive Principal of the Trust will ensure that:

- The Academy Trust Health and Safety Policy Statement and arrangements are reviewed at least once a year and when there are any significant changes at the Academy Trust which may affect the health, safety and welfare of staff, students and others on Academy Trust sites that it is presented to the Board of Directors for consideration.
- all staff, students and others on Academy Trust sites either have a copy of the policy statement and the relevant supporting documents, or know where the statement etc., can be accessed.
- each employee's job description will be changed to include a generic statement on health and safety and where appropriate, specific jobs will identify responsibilities related to the role.
- any health and safety issues are included in The Canterbury Multi Academy Trust Improvement Plan, if necessary.

- regular meetings are held with the Senior Vice Principal responsible for site and safety and union representatives to discuss issues pertaining to arrangements and procedures to minimise health and safety risks.
- the health and safety requirements are actually implemented, e.g. the carrying out of risk assessments by receiving reports, at least annually, from the Senior Vice Principal responsible for site and safety, including a record of the periodic monitoring which is undertaken.
- facilities are provided to ensure that the Health and Safety Committee meets on a regular basis.
- arrangements are in place to consult with staff on any significant issues that may affect their health and safety.
- complaints/referrals received about unsafe premises, equipment or work practices are dealt with promptly.
- emergency evacuation procedures are in place and are tested regularly.
- adequate first aid provision is made and that an effective accident and incident reporting procedure is in place.
- all staff receive the necessary health and safety training.
- regular reports on the implementation of the health and safety measures are made to the Board of Directors, and that the requirements of any inspector from the Health and Safety Executive, the Fire Prevention Officer and the Environmental Health Officer are properly addressed.

2.3 **The Senior Vice Principal for Sites and Safety** has responsibility for ensuring that the health and safety arrangements are implemented and maintained. He is also the designated competent person responsible for health and safety and will be the focal point for day-to-day issues. He can also provide advice and indicate sources of further advice. As line manager for the Site Manager and team has a responsibility to ensure tasks that are delegated are carried out effectively and will ensure that:

- Vice Principals are fully briefed on the health and safety arrangements for the Academy Trust and that they have the necessary information and resources for carrying out their role.
- arrangements are in place to consult with staff on any significant issues that may affect their health and safety.
- ensure risk assessments are undertaken, that items of significance are recorded and that assessments are reviewed at least annually and when significant changes occur
- all necessary health and safety training is identified and provided adequate records are maintained and a system is in place for ensuring that refresher training (for example in first aid) is undertaken within the prescribed time limits.
- the monitoring of all safety arrangements in the Academy Trust is co-ordinated.

- all procedures and written arrangements detailed or referenced in the health and safety policy are reviewed annually and when significant changes occur amendments are recommended to the Executive Principal of the Trust.
- sources of information and advice on health and safety and contacts with outside agencies are maintained.
- health and safety inspections are carried out twice a year and any issues identified as requiring action are attended to.
- any complaints/referrals received about unsafe premises, equipment or work practices are investigated and dealt with promptly.
- first aid provision and emergency procedures are reviewed annually and emergency evacuation procedures regularly tested.
- the fire risk assessment and all emergency firefighting equipment, the means of raising the alarm and any fire protective measures are regularly maintained and tested at least annually and that records of such tests are kept.
- arrangements for inspection and testing of all plant and machinery at the appropriate intervals, and statutory tests are carried out and records maintained.
- Reports are made as directed by the Health & Safety Committee on all health and safety issues, including the analysis of accident and incident data and recommendations made to the Executive Principal of the Trust.

The Site Manager will;

- report on health and safety matters with respect to the school buildings and grounds are prepared;
- ensure safety procedures are developed and adhered to for operations carried out within the school by their staff and by outside contractors under their control. In particular, they must ensure work complies with the Construction (Design and Management) Regulations;
- ensure records of hazards identified on site by staff are kept, along with the remedial action taken and when;
- ensure routine maintenance checks and inspections required by legislation of fixed service equipment;
- ensure the provision and maintenance of all 'fire' equipment and review of fire risk assessments at least annually and that records of such tests are kept;
- ensure all accidents and incidents are recorded in line with the school policy.

The Site Team will:

- ensure that routine maintenance checks and inspections are undertaken;
- ensure that premises safety inspections are undertaken;
- attend to defect reports and recommendations from the Site Manager;
- ensure that all portable electrical equipment is tested on an annual basis;
- ensure all accidents are recorded in line with the school policy;
- ensure equipment, including personal protection equipment is maintained in a safe condition and that substances hazardous to health are stored in a safe place;
- liaise with contractors carrying out work at the School and take appropriate action if they observe the contractor or their employees using any working practice or item of

equipment which they consider to be dangerous or potentially dangerous. Such action could include reporting the matter to the Site Manager for them to rectify;

- ensure that contractors arriving at site report to main reception and a nominated person ensures that the contractors are informed of any hazards on the school site.

2.5 The Head of Primary School, Head of Middle School, Head of Senior School, Head of Sixth Form, Head of City and Coastal College and Head of the Youth Service are responsible for:

- appointing a designated health and safety representative for their faculty.
- following any health and safety special guidance in higher risk subject areas in particular Science, Design Technology, Food Technology and Physical Education
 - draw up departmental health and safety procedures and reviewing them at least annually and when significant changes occur.
 - ensuring all appropriate lesson plans include a section on health and safety.
 - arranging for staff to be fully informed and trained in health and safety, particularly in areas of specialist work where their health and safety and that of students and visitors may be put at risk.
 - carrying out risk assessments of their faculties' activities and ensuring that risks are controlled adequately.
 - carrying out regular inspections of areas under their control to ensure that all health and safety procedures are followed in faculties.
 - investigating promptly any complaints/concerns about health, safety and welfare and putting in place any necessary actions identified as a result.
 - discussing any areas of concern with the Senior Vice Principal responsible for site and safety.

2.6 The Representatives of the Professional Association of Staff are responsible for deciding whether they wish to nominate a representative to join the health and safety committee.

2.7 Teaching and Wider Workforce staff and Partner Organisations have a responsibility for the safety of students in classrooms, workshops, on the Academy Trust premises and when on any off-sites school activities.

Teaching and Wider Workforce staff and Partner Organisations will:

- carry out regular risk assessments of activities their classes are undertaking and implement appropriate risk control measures.
- know the emergency procedures in respect of fire and first aid.

- exercise effective supervision of students and ensure that they know the general emergency procedures in respect of fire and first aid.
- give clear instructions and warnings on health and safety issues as necessary.
- promote health and safety by good practice and the inclusion of appropriate learning outcomes.
- follow safe working practices and all health and safety procedures laid down by the Academy Trust.
- report any concerns about safety matters either to their line manager or Senior Vice Principal responsible for Sites and Safety.

2.8 All Staff at the Academy have a Personal Responsibility for the health and safety of themselves, their colleagues, students and visitors. These are specified more precisely in Section 3 onwards. They also have a duty in law under the Management of Health and Safety Regulations 1999 to report any shortcomings in The Canterbury Multi Academy Trust Health and Safety arrangements.

Each member of staff is also responsible for drawing the Executive Principal of the Trust or Senior Vice Principal responsible for Site and Safety attention to their own personal needs for training and for not undertaking duties unless they are confident that they have the necessary competence.

2.9 STUDENTS have a personal responsibility for the safety of themselves and of others.

Students will:

- observe the safety arrangements of the Academy Trust and in particular follow the instructions of staff given in an emergency.
- observe standards of dress consistent with safety and hygiene.
- use and not wilfully misuse any safety equipment, fire fighting equipment or any other item provided for health or safety reasons.

2.10 The Extended Schools Co-ordinator has a responsibility to ensure that adequate health and safety provision is made for all after/before school activities, and any other activities provided by the establishment during out of school hours i.e. holiday clubs.

Extended Services - after/before school and weekend activities must:

- draw up departmental health and safety procedures and review them at least annually and when significant changes occur.
- arrange for staff to be fully informed and trained in health and safety, particularly in areas of specialist work where their health and safety and that of students and others on academy sites may be put at risk.

- carry out risk assessments on the extended Academy Trust activities to ensure that risks are controlled adequately.
- carry out regular inspections of areas under their control to ensure that all health and safety procedures are followed.
- investigate promptly any complaints/concerns about health, safety and welfare and put in place any necessary actions identified as a result.

2.11 The Corporate Services Manager has responsibility to ensure that adequate health and safety provision is made for all external lettings/activities/events

The points below must be followed:

- conditions of hire of premises given to all lettings.
- ensuring external users comply with statutory requirements that are relevant to our operations and activities.
- The Academy Trust staff are fully informed and trained in health and safety, particularly in areas of specialist work where their health and safety and that of others on Academy Trust sites may be put at risk.
- Risk assessments for external lettings/activities events are suitable and sufficient to ensure that risks are controlled adequately.
- Any complaints/concerns about health, safety and welfare are investigated promptly and any necessary actions identified are put in place.

3. Arrangements

3.1 Legal requirements for premises

- The Trust will comply with the requirements of the Workplace (Health, Safety and Welfare) regulations 1992 with regard to facilities for staff such as lighting, heating, ventilation, space, condition of floors and general welfare facilities.
- The Trust will comply with the arrangements of the Education (School premises) regulations 1999 with regard to school facilities such as washrooms for pupils and staff, medical accommodations and indoor temperatures.

3.2 Emergency Evacuation Procedures - The signal for evacuation will be the continuous ringing of the fire bell. Staff, students and visitors must always evacuate the school if the fire alarm sounds. An independent fire risk assessment has been completed and will be reviewed on an annual basis or when any changes occur. Weekly fire alarm tests are carried out by the site team and records kept.

3.3 The Senior Vice Principal (Site & Safety) will organise emergency evacuations drills as appropriate, but at least once every other term and (ideally) before the end of the first week. Each fire drill will be recorded and monitored for effectiveness

3.4 The fire extinguishers will be serviced and maintained as part of an annual contract. This contract will be monitored via the premises inspection. Any faults must be reported to the Site Manager for immediate remedial action. Emergency evacuation notices are displayed in all classrooms. The Site Manager will ensure that these notices are displayed in a prominent position as part of the premises inspection

3.5 Any student with special needs must be given special consideration by their class teacher as to whether or not a Personal Emergency Evacuation Plan (PEEP) is required. This will need to be devised with the Senior Vice Principal (Site & Safety), if the class teacher or SENCO identify a particular problem

3.6 Bomb Incident and Lockdown Management - Any member of staff who receives information or sees any person/s that may require the school to go into potential lockdown must immediately inform a member of the Senior Leadership Team. The schools 'Dangerous Intruder Procedures' may then be put in place

3.7 First Aid Procedure - There will be sufficient staff who will have current first aid training, with the aim that there should be two qualified persons on site at any one time. First aid boxes are kept in each main medical room for the primary and secondary phases. There are also first aid boxes in the PE office and main Science prep room for the secondary phase. First aid boxes are checked on an annual basis by Student Reception with records kept

3.8 In the event of an accident the following procedure must be followed:

- render inoperative any equipment involved in the accident
- summon assistance
- if the injury is of a minor nature ensure follow-up treatment is carried out by reporting to the qualified First Aider
- if the injury is of a major nature then an ambulance should be summoned immediately without undue delay attempting to contact parents or guardians.
- if the injured is mobile then he/she should be taken for emergency treatment to the Hospital
- a member of the School Leadership Team is responsible for arranging for a member of staff to accompany the student to hospital if required

3.9 All staff must report any accident (or near misses) involving themselves or visitors/volunteers. Details of this are recorded on the accident database held by the Senior Vice Principal (Site & Safety). All accidents will be investigated to prevent re-occurrence and monitored to identify trends. Specified categories of incidents will be reported to the HSE as required

3.10 Risk Assessments and Guidance Notes - Specific risk assessments are required for activities involving fire, manual handling and substances while more general risk assessments must be completed for those activities where specific assessments have not been carried out. Although risk assessments relating to most activities of the school will have been or will be completed on your

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behalf, all staff have a responsibility to make themselves familiar with both the general and the specific risk assessments relating to your area of work. Copies of these assessments are held by the Senior Vice Principal (Site & Safety)

3.11 The School has published guidance on Off-site Activities and Educational Visits which details clear procedures to be followed when planning and arranging a visit.

3.12 Asbestos - The school has had an asbestos survey completed for the premises. Asbestos materials in good condition are safe unless asbestos fibres become airborne, which may happen when materials are damaged. The Site Manager has been nominated to liaise with contractors to ensure that they are provided with relevant safety information and will approve works to be undertaken in school.

3.13 Legionella – weekly tests are carried out with regard to legionella and records kept to ensure compliance with specific statutory requirements. An annual report compiled by an independent third party is carried out each year.

3.14 Display Screen Equipment (DSE) - An audit of all staff will be undertaken to identify those staff who would be considered as DSE 'users'. Those staff should complete the Workstation Self-Assessment Checklist. DSE 'users' are entitled, if they wish to an eyesight test, particularly if they are experiencing visual difficulties associated with the use of DSE, and if they request it. See DSE policy.

3.15 Electrical Equipment – All areas of the school have had an independent report on electrical within the last 5 years. All staff are responsible for ensuring that they use and handle electrical equipment sensibly and safely. The electrical equipment must be PAT tested to show it is safe. Any student or volunteer who handles electrical appliances must do so under the supervision of the member of staff who so directs them. If there is any doubt about the safety of the equipment it must not be used. Any potential hazards will be reported to The Site Manager immediately.

3.16 Emergency Lighting – tri-monthly tests on emergency lighting are carried out by the site team and records kept. An independent emergency lighting assessment has been completed and will be reviewed on an annual basis or when any changes occur.

3.17 Machinery and Equipment - Maintenance schedules for machinery and equipment are in place to ensure that all equipment is safe. Guidance notes will be kept individually by departments on the relevant machinery and equipment used by their staff and students. Where manufacturer's instructions are not available the Head of Faculty will prepare instructions for maintaining the equipment, for machinery and will liaise with the Site Manager to obtain such advice as may be needed for preparing those instructions.

3.18 Moving and Handling - All equipment must be moved safely. Large pieces of equipment must only be moved by people who have received training. Training will be offered to those staff who are expected to lift objects. If you are apprehensive about your capability to move goods, equipment or furniture, please either ask for help or do not undertake the activity. Where lifting equipment is provided, only those members of staff who have been trained in the use of the equipment may undertake this activity.

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3.19 Work at Height - All work at height must be properly planned and organized to ensure that it is carried out safely. Chairs, furniture or other fixtures must not be used to work at height or to access it. The Site Manager is responsible for undertaking risk assessments for work at height tasks. Work at height is only carried out by staff who are competent for the work involved.

3.20 Housekeeping - The risk of injury within the workplace is most likely to be caused by the more mundane hazards as a result of poor housekeeping. Trips and falls can be caused by trailing cables, objects left on floors, traffic routes blocked within the classroom. It is the responsibility of the teacher to ensure that their classroom has clear traffic routes and that exit routes are kept clear. The site team will undertake an inspection whilst opening the school each morning to ensure that communal areas are free from trip hazards, etc. The site team will report all hazards, obstructions, defects or maintenance requirements to the Site Manager. It is the duty of all staff to be vigilant and aware of possible hazards. If any spillages occur, these should be dealt with immediately. The school will be cleaned as per the cleaning schedule and will be monitored by the Cleaning Manager and Site Manager. All waste will be disposed of according to appropriate health and safety guidelines.

3.21 Violence at Work - All staff must report to their line manager any incident of aggression or violence (or near misses) directed to themselves from any source.

3.22 Lone Working - It is recognised that within the school there are posts where staff are required to work alone e.g. site team, even for a short period of time. It is the Line Manager's responsibility to undertake a risk assessment of all risks associated with lone working on the school site. Staff, who are identified as lone workers will be given all necessary information, instruction and training to enable them to recognise the hazards and appreciate the risks involved with working alone. See Lone working policy.

3.23 Off-site Visits - The school has separate guidance and procedures for Off-site visits. Staff must ensure that prior to planning or accompanying an off-site visit, that they are aware of the school's procedures on Off-site Visits. See educational visits policy.

3.24 Hazardous Substances – The Site Manager and the Cleaning Manager have responsibility for implementation for the Control of Substances Hazardous to Health (COSHH) Regulations. Any substance used in the school must have a product safety data sheet, and that hazard and risk assessments for that substance be carried out, maintained in written form, and available to the users. Any colleague unsure of their position in relation to COSHH may consult the Site Manager.

3.25 Radiation - The Science Department holds a selection of radioactive substances. A Radiation Protection Supervisor has been nominated within the school. The Science Department works closely with CLEAPSS on behalf of the School to ensure that the school complies with the Ionising Radiations Regulations.

3.26 Pressure Systems - All pressure vessel systems in the school will be listed on the inventories of the departments concerned. All pressure vessel systems in the school will be subject to annual inspection by appointed contractor. Safety certificates for all such systems will be displayed in the vicinity of the system concerned. Systems identified as faulty will be removed from use at once

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3.27 Noise at Work - All members of staff need to be aware of “nuisance noise” and respect the needs of others in the School. Common sense and courtesy by all members of staff, pupils and visitors to the school will prevent problems arising. Any member of staff detecting a potential problem will report immediately to The Site Manager.

3.28 Use of Minibuses - The Guidelines for Minibus Operation apply to all minibuses. All drivers must:

- be aged 25 and under 65 and have held a full current driving licence for at least three years without ‘own fault’ claim or conviction
- be authorised to drive a minibus
- have passed appropriate minibus driver training and assessment

Drivers of vehicles on the school site are subject to all normal regulations including the wearing of seat belts. A speed limit of 10 mph is imposed on vehicles on site. Drivers of all vehicles, whether car or motor cycle must not drive carelessly or inconsiderately on any occasion. Procedures are in place to notify The Site Manager of any faults identified with the minibus. Guidance notes on what to do in case of an accident are kept in the glove compartment of the minibus.

3.29 Training and Information - A training needs analysis will be undertaken by the Site Manager in conjunction with the Heads of Faculty to identify any mandatory health and safety training required for members of staff and this will be regularly reviewed. All members of staff will receive a health and safety induction when they commence employment with the school and the induction will include specific elements of this policy being brought to their attention. Health and Safety training is delivered to all staff on development day annually in September and to any new members of staff as part of their induction process.

4 Monitoring

4.1 Monitoring Health and Safety - Health and safety standards must be monitored by the senior leadership team in conjunction with the school directors by the following:

- the Senior Leadership Team will include health and safety as part of the agenda of their regular meetings;
- the Senior Vice Principal (Site & Safety), Site Manager and Cleaning Manager will meet each week to discuss health & safety issues
- the Senior Vice Principal (Site & Safety) will conduct weekly inspections (with the Site Manager and Cleaning Manager) of various areas of the school site, such that each area is inspected at least every six weeks
- A Health & Safety meeting will be conducted three times a year with the Director responsible for health & safety

4.2 Visitors - All visitors to the school will be asked to sign in at main reception and sign out when they leave and are required to wear a badge. All staff accepting of visitors will accept responsibility for specific volunteers or visitors including checking that they are aware of emergency procedures and supervising their evacuation in case of an emergency.

4.3 Health and Safety Policy Review - The Trust acknowledges that the Health and Safety Policy is a working document that includes details of policy and procedures relating to health and safety issues. The Trust will constantly monitor and update the policy as appropriate and will undertake a formal review on an annual basis seeking endorsement from the Governing Body.

The Canterbury Academy Trust

Schools for all the Talents



Name of policy:	Inclusive Education policy
Document owner:	Mrs V Butler
Document issued/last reviewed:	July 2022
Date for review:	July 2023
Additional notes:	
Number of pages:	2

The Canterbury Academy Trust

Inclusive Education Policy

MISSION STATEMENT

The Canterbury Academy Trust believes that the development of an Inclusive Education system is fundamental to the provision of equal opportunities and social inclusion and will benefit the whole school community regardless of sex, race or religion.

The ultimate goal of The Canterbury Academy Trust Inclusive Education Policy is to make it possible for every child and young person, to:

- participate in every aspect of mainstream life as far as it is practicable;
- have full access to a broad and balanced curriculum;
- be included in the lifelong learning process;
- be valued and respected as an equal member of the learning community;
- reach their full potential.

KEY PRINCIPLES

This Strategy is based on an adherence to the following key principles. The Canterbury Academy Trust will:

- put the child at the centre of all planning;
- promote the highest standards of achievement for all children and young people;
- regard the education of children with special needs within mainstream schools as the normal method of organisation;
- actively promote measures to break down the attitudinal, physical and environmental barriers, which exist within education and across society to the inclusion of all children
- ensure resources are made available to support inclusion in a fair, efficient, transparent and flexible way;
- promote joined-up action and further develop systems for effective multi-agency and multi-disciplinary work, in order to ensure seamless support for children and young people ;
- enable parents and children to make informed choices;

place the inclusive education strategy at the heart of the strategy for raising educational standards.

Reference-Equality Act 2010

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/315587/Equality_Act_Advice_Final.pdf

July 2022 / SMO

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The Canterbury Academy Trust Schools for all the Talents



Name of policy	Safeguarding Policy Statement
Document owner	Jon Watson
Document issued/ last reviewed	Adopted May 2013 based on a KCC model September 2011. Last reviewed March 2022 by the Safeguarding committee
Date for review	March 2023
Additional notes	<p>Policy to be reviewed by the Safeguarding committee</p> <p>Chair of Safeguarding committee is Viki Butler: Primary – Kerry Birch (first point of contact), Bev Farrell, Beth Wilson, Craig May and Lisa Plumbley</p> <p>Secondary – Tracy Stickells (first point of contact), Jon Watson, Angela Banbery, James Brooke, Viki Butler, Claire Crane and Sue Cooper</p> <p>Sixth form – Steve Hadlow and Nicola Moss (first point of contact)</p> <p>Youth team – Adam Fairbrass</p> <p>CCC – Terry McMahon, Rob Farrell & Melissa Devine</p> <p>Designated safeguarding directors: Andy Milton and Anna Weinel</p> <p>Appendix Pages 1-9 added to policy relating to Covid</p>
Number of pages	24

In partnership with Simon Langton  Grammar School for Boys to provide a grammar school band for boys and girls in a comprehensive school for all the talents

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INTRODUCTION:

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes DFE’s statutory guidance for schools and colleges ‘Keeping Children Safe in Education’ September 2021,
- Keeping Children Safe in Education – Information for all school and college staff’ September 2021,
- **Working Together to Safeguard Children March 2018,**
- **Keeping Children Safe in Education: childcare disqualification requirements – supplementary advice DFE 2018. Disqualification under the childcare Act 2006 – statutory guidance for schools and colleges,**
- **The school will also refer to the Kent and Medway Safeguarding Children Procedures online updated October 2019**

‘Ultimately, effective safeguarding of children can only be achieved by putting children at the centre of the system, and by every individual and agency playing their full part, working together to meet the needs of our most vulnerable children’. Working together to safeguard children March 2013

‘Everyone who works with children - including teachers, GPs, nurses, midwives, health visitors, early years professionals, youth workers, police, Accident and Emergency staff, paediatricians, voluntary and community workers and social workers - has a responsibility for keeping them safe’.

Working together to safeguard children March 2015

The Board of Directors and staff of The Canterbury Academy Trust take seriously our responsibility under Section 175 Education Act 2002 (Section 157 for independent schools) to safeguard and promote the welfare of our pupils/students, to minimise risk and to work together with other agencies to ensure adequate arrangements are in place within our schools to identify, assess, and support those children who are suffering harm.

Ofsted’s definition of safeguarding

1. Ofsted adopts the definition used in the Children Act 2004 and in ‘Working together to safeguard children’. This can be summarised as:
 - protecting children from maltreatment
 - preventing impairment of children’s health or development
 - ensuring that children are growing up in circumstances consistent with the provision of safe and effective care
 - taking action to enable all children to have the best outcomes.

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2. Safeguarding is not just about protecting children from deliberate harm. It relates to aspects of school life including:
 - pupils' health and safety
 - the use of reasonable force
 - meeting the needs of pupils with medical conditions
 - providing first aid
 - educational visits

3. Safeguarding can involve a range of potential issues such as:
 - bullying, including cyberbullying (by text message, on social networking sites, and so on) and prejudice-based bullying
 - racist, disability, and homophobic or transphobic abuse
 - radicalisation and extremist behaviour
 - child sexual exploitation
 - sexting
 - substance misuse
 - issues that may be specific to a local area or population, for example gang activity and youth violence
 - particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation and forced marriage, child trafficking, missing persons, gang exploitation.

This policy should thus be understood alongside school policies on related safeguarding issues.

This policy will be reviewed on an annual basis by the Safeguarding committee, which has responsibility for oversight of the Trust's safeguarding and child protection systems. The Designated safeguarding Lead or relevant Head of School will ensure regular reporting on safeguarding activity and systems within the school to the Local Governing Bodies. The Directors/governors will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.

The Trust is a community and all those directly connected (staff, directors, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments contributing to this process.

ETHOS

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The Canterbury Academy Trust recognises the importance of providing an ethos and environment within the schools that will help children to feel safe, secure and respected, encourage them to talk openly, and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helplessness, humiliation and some sense of blame. Our schools may be the only stable, secure and predictable element in their lives.

There is no place for extremist views of any kind in The Trust community, whether from internal sources – pupils, staff, directors or governors, or external sources – Trust community, external agencies or individuals. Our pupils see our Trust as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this – we have a duty to ensure this happens.

The Canterbury Academy Trust will endeavour to support the welfare and safety of all pupils through:

- maintaining children’s welfare as our paramount concern
- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don’t feel safe and identify who they might / can talk to
- providing suitable support and guidance so that students have a range of appropriate adults to approach if they are in difficulties
- promoting a positive, supportive, neutral and secure environment where pupils can develop a sense of being valued and heard in their own right
- ensuring all steps are taken to maintain site security and students’ physical safety
- working with parents to build an understanding of the Trust’s responsibility to ensure the welfare of all children including the need for referral to other agencies in some situations
- ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the Trust’s procedures and lines of communication
- monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals

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- developing effective and supportive liaison with other agencies
- the Ethos and Engagement team meet to discuss students that are having problems accessing education; this could be through illness, learning difficulties, behavioural issues, family problems etc. Students are monitored and appropriate support put in place as and when needed with tight timescales adhered to
- each meeting having a wide range of staff from learning and pastoral teams with valuable knowledge of the students, ensuring a holistic approach.

RESPONSIBILITIES

The DSL has overall responsibility for the day-to-day oversight of safeguarding and child protection systems in within the Trust, Including:

- co-ordinating safeguarding action for individual children
- liaising with other agencies and professionals
- ensuring that locally established procedures are followed and making referrals as necessary
- acting as a consultant for staff to discuss concerns
- maintaining a confidential recording system
- representing or ensuring the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences)
- managing and monitoring the Trust's part in Early Help/ Child in Need / Child Protection plans
- organising training for all Trust staff

The Board of Directors and school leadership team will ensure that the DSL is properly supported in this role at a time and resource level.

However, Child Protection and welfare are the responsibility of all staff in school and ANY observation, information or issue, which results in concern for a pupil's welfare, MUST be reported to the Designated Safeguarding Lead(s) (DSL).

In order to protect confidentiality, safeguarding information about individual children is shared on a need to know basis only, and thus, what may seem to be a minor issue to one staff member, may be highly significant to the bigger picture of risk.

SAFEGUARDING AND CHILD PROTECTION PROCEDURES

The Canterbury Academy Trust adheres to the local KSCB Safeguarding Children Procedures October 2020.

The Canterbury Academy Trust meets the NSPCC Safeguarding Standards

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Additional extended KSCB procedures relating to specific safeguarding issues can be found on the KSCB website www.kscb.org.uk

It is the responsibility of the DSL to gather and collate information obtained on individual children, to make immediate and on-going assessments of potential risk and to decide (with parents/carers in most cases) on the appropriateness of referrals to partner agencies and services. To help with this decision she/he may choose to consult with the Area Children's Officer (Safeguarding). Advice may also be sought from Children's Social Services Duty Social Workers who offer opportunities for consultation as part of the Child in Need / Child Protection process. Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these. Some concerns may need to be monitored over a period of time before a decision to refer to Children's Social Services or other services is made.

Such referrals might include referral to Children's Social Services as either Child Protection or Child in Need; to Police where there are potential criminal issues; referral to Early Help or referral to services such as Child and Adolescent Mental Health Service (CAMHS), counselling, MARAC, etc. Referrals to Children's Social Services will be made using Kent's inter-agency referral form and with reference to the Kent and Medway Interagency Threshold Criteria for Children in Need. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Team. All referrals are now made via the County Duty Team / KCAS.

In all but the most exceptional cases parents/carers will be made aware of the concerns felt for a child or young person at the earliest possible stage and in the event of this becoming necessary, their consent to a referral to Social Services will be sought.

Contact should always be through the DSL first point of contact for the relevant location (listed on page one of this policy), in their absence to discuss an immediate and urgent concern, advice should be sought by an alternative staff member named on the list.

The role of the Trust in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify further progress with the DSL (although they should not expect to be given confidential detail); so that they can reassure themselves the child is safe and their welfare is being considered. If, following this process, the staff member remains concerned that appropriate action is not being taken, it is the responsibility of that staff member to seek further direct consultation from either a member of the Children's Safeguards Team or the local Children's Social Services Team who will be able to discuss the concern and advise on appropriate action to be taken.

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The Trust has nominated directors for safeguarding named on the front of this document. The nominated directors will take the lead role in ensuring that the Trust has an effective policy, which interlinks with related policies; that locally agreed procedures are in place and being followed; and that the policy and structures supporting safeguarding children are reviewed annually.

Parents can obtain a copy of the school Safeguarding Policy and other related policies on request or can view via the Trust website www.canterbury.kent.sch.uk.

Recognition and categories of abuse:

All staff in the Trust should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions are found in Appendix 1 of this document.

Indicators and signs of abuse are listed in the leaflet '*Safeguarding Children and Child Protection - Induction Leaflet Guidelines for School Staff*' **September 2020** available to all staff on the staff room notice board. Staff need to remember that child abuse can occur within all social groups regardless of religion, culture, social class or financial position. Children who have a disability are statistically subject to greater risk of abuse and are particularly vulnerable.

It is also important to remember that those who abuse children can be of any age, gender, ethnic group or background and it is important not to allow personal preconceptions to prevent recognition or action taking place.

INDUCTION AND TRAINING

All school-based staff will be offered an appropriate level of safeguarding training (to include internal Trust procedure and responsibilities; child protection process; how to recognise and respond to signs and symptoms of concern and abuse; safe working practice) and must undergo refresher training every three years. The nominated directors should receive safeguarding training from a strategic perspective on a three yearly basis, to be disseminated to the rest of the Board of Directors.

The school leadership team will ensure the DSL(s) attend the required DSL safeguarding training when they first take up the role and that they continue to update their knowledge on an on-going basis and at least every 2 years as required by guidance.

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The Personnel Team will ensure that all new staff and volunteers are appropriately inducted as regards the Trust's internal safeguarding procedures and communication lines. A summary information sheet is available to be given to staff and volunteers to support this process.

The training and development team will provide the safeguarding committee with an annual report detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

RECORD KEEPING

Staff can play a vital role in helping children in need or at risk by effective monitoring and record keeping. Any incident or behavioural change in a child or young person that gives cause for concern should be reported to the DSL. It is important that records are factual and reflect the words used by the child or young person. Opinion should not be given unless there is some form of evidence base, which can also be quoted. It is important to remember that any issues are confidential and staff should know only on a 'need to know' basis. Staff must record any welfare concern that they have about a child on a safeguarding incident/concern form (with a body map where injuries have been observed) to be passed to the DSL. Records must be completed as soon as possible after the incident/event and must be signed and dated.

Information to be recorded:

1. Child's name and date of birth.
2. Child in normal context, e.g. behaviour, attitude (has there been an extreme change).
3. The incident(s) which gives rise for concern with date(s) and time(s).
4. A verbatim record of what the child or young person has said.
5. If possible record bruising/injuries indicate position, colour, size, shape and time on body map.
6. Action taken.

These basic details are vital to the information gathering process and do not constitute an investigation.

Written information should be passed to the DSL. The Executive Principal and appropriate Head of School should always be kept informed of any significant issues.

Storage of Records:

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The DSL will ensure that records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. Information will be shared on a strictly need to know basis and in line with child protection policy guidance.

Incident/concern forms are kept on the staff intranet, located on Share Point for staff to download and use or they can be obtained from the staff room at the primary school; from the DSL in room 42a or from the child protection noticeboard in the staff room at The Canterbury Academy Secondary Phase; from room E3 in the Sixth form and in City and Coastal College, at Riverside, Grosvenor House and Phoenix House, these forms can be found in the main office.

All safeguarding records will be forwarded to a child's subsequent school under confidential and separate cover to the DSL or Head of School.

An overview of all safeguarding concerns, incidents and referrals is kept on a secure, confidential spreadsheet, only accessible by specific staff. This is updated as and when incidents occur and are reviewed on a regular basis by the DSL and shared with directors, with individual detailed records, statements and other evidence kept by key staff on a daily basis. This is for information purposes only and does not replace the need to keep full and accurate records of all incidents.

ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

The Canterbury Academy Trust recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Executive Principal/appropriate Head of School who will first contact the Area Children's Officer - Children's Safeguards Team (who fulfils the Local Authority Designated Officer (LADO) function) to agree further action to be taken in respect of the child and staff member.

All staff need to be aware that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. When in doubt – consult.

For specific guidance on how to respond to allegations against staff, please refer to the '*Procedures for Managing Allegations Against Staff*' which can be found on the school intranet or '*Whistleblowing Procedures*', also available on the school intranet.

WORKING WITH OTHER AGENCIES

The Canterbury Academy Trust recognises and is committed to its responsibility to work with other professionals and agencies both to ensure children's needs are met and to protect them from harm. We will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals (in discussion with parents/carers) as appropriate.

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Schools are not the investigating agency when there are child protection concerns and thus, the school will pass all relevant cases to the statutory agencies, who we will support in undertaking their roles. Staff should understand that alongside this, the school may have a crucial role in supporting the child whilst investigations and assessments take place.

The Canterbury Academy Trust recognises the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and CAF Teams around the child.

The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

CONFIDENTIALITY AND INFORMATION SHARING

Safeguarding and child protection information is confidential and personal. Other than the agreed communication lines in school, it is for the DSL(s) to decide what information needs to be shared, with whom, how and when, and whether consent needs to be gained for this process. If in any doubt, the DSL can seek advice from the Children's Safeguards Team.

If a member of staff needs to seek advice about a safeguarding situation for a child independently for the purposes of keeping a child safe (specifically with the Children's Safeguards Team or Children's Social Services), it is appropriate for the detail to be discussed, although the staff member may choose to maintain the anonymity of the child whilst initial consultation takes place.

All staff should remain aware that they cannot keep 'secrets' and absolute confidentiality with children, and that if children disclose abuse or give information that suggests they may be unsafe, this MUST be passed on to the DSL as soon as possible. The child should be told who their disclosure will be shared with and what will happen next.

CURRICULUM AND STAYING SAFE

Schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned. Working Together to Safeguard Children (2010) states that the curriculum should ensure opportunities for 'developing children's understanding, awareness and resilience'.

The Canterbury Academy Trust will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. These sessions are delivered in a variety of ways, which include through the curriculum in the classroom as part of lessons, core lessons, assemblies and bespoke sessions. Systems have been established to support the empowerment of children to

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talk to a range of staff when they are in difficulty and to raise comments, complaints and feedback about their school experience. Children at The Canterbury Academy Trust will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate. Records will be kept of reported incidents in line with guidance.

Specific systems outside of expected day to day classroom interaction and support include counselling, mentoring, group work with outside agencies and school staff, one to one interactions with support agencies.

E-SAFETY AND NEW TECHNOLOGY

The internet and related technologies have created new opportunities for creativity and communication. However, with this have come new concerns about sexual grooming of children, cyberbullying, access to extremist websites and inappropriate material.

The CEOP button is on the front home page of The Canterbury Academy Trust website for students to report any online abuse or suspicions of abuse immediately.

The Canterbury Academy Trust will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the Trust community (including all members of staff) to become aware and alert to the needs of keeping children safe online.

The Canterbury Academy Trust will do all it can to educate students on the safe use of modern technologies, including the production and distribution of electronic images and messages. In line with the safeguarding policy's guidance on searching, screening and confiscating student's belongings, modern technologies will be subject to such searches and should any evidence be found, parents/carers will be contacted and where necessary, the appropriate professional agencies will be referred to.

SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

All newly qualified teachers and classroom assistants have a mentor or co-ordinator with whom they can discuss concerns including the area of child protection.

The DSL can put staff and parents in touch with outside agencies for professional support if they so wish. Staff can also approach Support Line directly.

SAFE WORKING PRACTICE

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Staff are required to work within clear Guidelines on Safe Working Practice and the Trust's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all Trust staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be particularly aware of the professional risks associated with the use of electronic communication (e-mail, mobile phones, texting, social network sites).

COMPLAINTS

The Trust has a Complaints Procedure available to parents, pupils/students and staff who wish to report concerns. This can be found on the school intranet and website.

All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific ***Procedures for Managing Allegations Against Staff***.

SAFER RECRUITMENT

The Canterbury Academy Trust is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils/students and have their welfare and protection as the highest priority. The Board of Directors and Trust Leadership Team are responsible for ensuring that the school follows safe recruitment processes outlined within 'Guidance', including accurate maintenance of the Single Central Record; and an application, vetting and recruitment process, which places safeguarding at its centre, regardless of employee or voluntary role.

The Board of Directors will ensure that the Executive Principal/ relevant Head of School and other senior staff responsible for recruitment complete accredited Safer Recruitment Training in line with government requirements.

THE USE OF TRUST PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the Trust premises, Executive Principal, relevant Head of School and Board of Directors will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused.

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SECURITY

All staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-Trust community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into The Trust as outlined within guidance. Visitors will be expected to sign in and out via the office visitors' log and to display a visitor's badge whilst on The Trust site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The Trust will not accept the behaviour of any individual (parent or other) that threatens the trust security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the trust site.

The Trust works closely with a variety of partners, such as the police, other local schools and colleges and other local networks to help identify broader security risks and the impact it could have on our day to day operation.

There are a number of mechanisms available to support young people, parents and the local community in sharing information. Anonymous reporting can help to support a culture where young people can be encouraged and, without fear of recrimination, feel safe to raise concerns for adults to pick up and take action on. Contacting the police, can be through phoning 999 emergency; 101 non-emergency; social media or online

Links with the Police and the Youth Community Officer

Incidents are reported through Kent on-line. There are two options; the first is for intervention, through the Youth Community Officer, the second is to report a crime, which will be logged and given a reference number.

The Youth Community Officer is in regular contact with the school and follows up on any anti-social behaviour within the local area. The Youth Community Officer will come in and speak with students to give 'words of advice' either with an individual student or with a small group, in addition to this they offer support with home visits, on occasions accompanying school staff.

Other related policies: Emergency plans, dangerous intruder, risk register, risk assessments, behaviour policy and health and safety

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APPENDIX 1 - DEFINITIONS OF ABUSE

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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APPENDIX 2 - OUT OF HOURS SAFEGUARDING PROCEDURE

Refer to Child Protection Guidelines for Staff If
a child starts to disclose abuse:

- reassure the child that he/she is right to 'tell' and is not to blame

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- DO NOT promise not to tell anyone else; explain that you have to make sure the child is safe and may need to ask other adults to help you do this
- DO NOT question the child; let him/her tell you what they want to tell you and no more; they may need to have to disclose to a specialist later, and too much detail now may interfere with later investigations.
- when the child has finished, make sure she/he feels secure; explain what you are going to do next
- write down notes, including the date and time of the interview and sign them; record as much as you can remember, using the child's own words

If you consider a child is at risk of significant harm, one of the following must be contacted.

1. On duty member of staff for Child Protection (see rota held at main reception).
2. If no member of staff is available please contact social services directly on – 03000 411111, and ask for a consultation. Take a consultation number to put on the written referral. The Child Protection Officer should refer to the list of current child protection and CAF referrals in the brown envelope within the pack.
3. Inform a member of the senior leadership team as soon as possible or Dom Etheridge H.R. Manager on 07886681729.
4. If a referral to children's Social Services is requested, complete a written referral and e-mail to central.duty@kent.gov.uk.
5. Refer to flow charts in Safeguarding Pack held at main reception for advice.

Appendix 3: SPECIFIC SAFEGUARDING ISSUES:

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example, information for schools and colleges can be found on the TES website and NSPCC website. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website. The following specific safeguarding issues, (Keeping Children Safe in Education, September 2019, include

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CHILDREN MISSING IN EDUCATION:

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. Staff at The Academy Trust should follow the Trust's procedures for dealing with children that go missing, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils are placed on both registers.

The Trust WILL inform the local authority of any pupil who is going to be deleted from the admission register where they:

- have been taken out of the Trust by their parents and are being educated outside the Trust system e.g. home education;
- have ceased to attend the Trust and no longer live within reasonable distance of the school within the Trust at which they are registered;
- have been certified by a medical officer as unlikely to be in a fit state of health to attend a school within the Trust before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend a school within the Trust after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period; or, ▪ have been permanently excluded.

The local authority will be notified when The Canterbury Academy Trust is to delete a pupil from its register under the above circumstances. This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that The Canterbury Academy Trust complies with this duty, so that the local authority can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

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All schools must inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the Trust and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Further information can be found at

<https://www.kscmp.org.uk/guidance/missing-children>

CHILD SEXUAL EXPLOITATION:

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim, which increases as the exploitative relationship, develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

If there is suspicion that a young person is being sexually exploited, this must be immediately reported as a child protection issue, to the appropriate member of staff, full further guidance can be found at

<http://www.kscb.org.uk/guidance/sexual-abuse-and-exploitation>

Female Genital Mutilation:

Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

Indicators:

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the [Multi-Agency Practice Guidelines](#), and Chapter 9 of those Guidelines (pp42-44) focuses on the role of schools and colleges.

Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) gives the Government powers to issue statutory guidance on FGM to relevant persons. Once the government issues any statutory multi-agency guidance this will apply to schools and colleges.

Actions:

If staff have a concern they should activate The Academy Trust's local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. When mandatory reporting commenced in October 2015 these procedures will remain when dealing with concerns regarding the potential for FGM to take place. Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police. This will be done through The Academy Trust's designated safeguarding lead.

Mandatory Reporting Duty:

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon **teachers, along with social workers and healthcare professionals, to report to the police** where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies.

The Mandatory reporting duty commenced in October 2015. As such, teachers must report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school's designated safeguarding lead and involve children's social care as appropriate.

Further information can be found at

<https://www.gov.uk/female-genital-mutilation-help-advice>

Preventing Radicalisation:

Protecting children from the risk of radicalisation should be seen as part of schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation, it is possible to intervene to prevent vulnerable people being radicalised.

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Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability, which are often, combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Trust staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

From 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies [must have regard to statutory guidance issued under section 29 of the CTSA 2015](#) ("the Prevent guidance"). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.

- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the

Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community

risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

The Department for Education has also [published advice for schools on the Prevent duty](#). The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

Channel:

Trust staff should understand when it is appropriate to make a referral to the Channel programme. Channel is a programme, which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for the trust to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, and, where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges, which are required to have regard to Keeping Children Safe in Education, 2018, are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

<https://www.kscmp.org.uk/procedures/extremism-and-radicalisation2>

Gang Exploitation

Definition

Being part of a friendship group is a normal part of growing up and it can be common for groups of children and young people to gather together in public places to socialise. Belonging to such a group can form a positive and normal part of young people's growth and development. These groups should be distinguished from 'street gangs' for whom crime and violence are a core part of their

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identity, although 'delinquent peer groups' can also lead to increased antisocial behaviour and youth offending. Although some group gatherings can lead to increased antisocial behaviour and youth offending, these activities should not be confused with the serious violence of a gang. If there is suspicion that a young person is being exploited this must be immediately reported as a child protection issue, to the appropriate member of staff, full further guidance can be found

<https://www.kscmp.org.uk/guidance/gang-activity>

Child Trafficking

"Trafficking of persons" shall mean the recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person having control over another person, for the purpose of exploitation. Exploitation shall include, at a minimum, the exploitation of the prostitution of others or other forms of sexual exploitation, forced labour or services, slavery or practices similar to slavery, servitude or the removal of organs;

If there is suspicion that a young person has been trafficked, this must be immediately reported as a child protection issue, to the appropriate member of staff, full further guidance can be found

<http://www.kscb.org.uk/guidance/trafficking>

'Upskirting' law comes into force (April 2019)

The practice typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals and buttocks.

The Voyeurism Act allows this intrusive behaviour to be treated as a sexual offence, and ensure that the most serious offenders are made subject to notification requirements (commonly referred to as the 'sex offenders register' and could lead to a two year prison sentence.

Sharing nudes and semi-nudes

This advice uses the term 'sharing nudes and semi-nudes' to mean the sending or posting of nude or semi-nude images, videos or live streams by young people under the age of 18 online. This could be via social media, gaming platforms, chat apps or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline.

Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community

The term 'nudes' is used as it is most commonly recognised by young people and more appropriately covers all types of image sharing incidents. Alternative terms used by children and young people may include 'dick pics' or 'pics'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship.^[footnote 4] It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer
- children and young people digitally manipulate an image of a young person into an existing nude online
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame

All incidents relating to nudes and semi-nudes being shared need to be recorded. This includes incidents that have been referred to external agencies and those that have not. Incidents that have not been reported out to police or children's social care, education settings should record their reason for doing so and ensure it is signed off by the headteacher or setting's manager/leadership team. Please note copies of imagery should not be taken.

Records should be kept in line with statutory requirements set out in Keeping Children Safe in Education, where applicable, and your local safeguarding procedures.

The advice replaces 'Sexting in schools and colleges: responding to incidents and safeguarding young people' published in 2016 by UKCIS in collaboration with the NPCC and Charlotte Aynsley.

Mental Health

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Education staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education.

Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community

- The Trust can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among children.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy, and speaking to the designated safeguarding lead or a deputy.

Peer on peer abuse (child on child)

- All staff should be aware that children can abuse other children (often referred to as peer on peer abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of peer on peer abuse and know how to identify it and respond to reports.
- All staff should understand, that even if there are no reports within The Trust it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding peer on peer abuse they should speak to their designated safeguarding lead (or deputy).
- It is essential that all staff understand the importance of challenging inappropriate behaviours between peers, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.
- Peer on peer abuse is most likely to include, but may not be limited to:
 - bullying (including cyberbullying, prejudice-based and discriminatory bullying);
 - abuse in intimate personal relationships between peers;
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
 - sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;

Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element). All staff should be clear as to the school's or college's policy and procedures with regard to peer on peer abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.

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The Canterbury Academy Trust

Schools for all the Talents



Name of policy	Supporting students with medical conditions
Document owner	Mrs V Butler
Document issued/ last reviewed	January 2022
Date for review	January 2023
Additional notes	Policy to be reviewed in conjunction with divisional leads CPS = Bev Farrell/Kerry Birch CHS = Jon Watson/Sue Douglas 6 th form = Emma Vinn Chaucer/Riverside/CCC = Adam Fairbrass For children with sustained health needs, refer to attendance policy
Number of pages	3 (plus appendices)

The Canterbury Academy Trust

Supporting Pupils with Medical Conditions

Aim

The aim is to ensure that all young persons with medical conditions, in terms of both physical and mental health, are properly supported in school so that they can play a full and active role in school life, remain healthy and achieve their academic potential. The focus is on the needs of each individual young person and how their medical condition impacts on their school life.

At The Canterbury Academy wherever possible, children are allowed to carry their own medicines and relevant devices if they have their parents' permission. At The Canterbury Primary School, or where a young person requires an appropriate level of supervision or it is not appropriate for the young person to self-manage their medication, it should be clearly labelled and handed to the school reception, along with a completed letter of consent.

Medical consent forms

Medical and emergency treatment consent is part of the application form that is required to be completed for any young person starting at The Canterbury Academy Trust. The school should be advised of any pre-existing conditions/medications to enable the school to put procedures in place as early as possible. Parents are asked to keep the school updated with any changes throughout their child's time at the Academy Trust

Administering medication on a short-term basis (i.e. antibiotics)

Parents are advised to contact the school of any medication their child is on that needs to be administered during the school day. For example, if they are on antibiotics following a brief illness and are required to complete the course. Written authorisation to give medication will be required (appendix 1).

Administering medication on a long-term basis (i.e. regular medication like Ritalin)

Parents are advised to contact the school of any medication their child is on that needs to be administered during the school day. A health care plan will be completed (appendix 2). The school will need to be kept informed of any changes to dosages etc. It is the parent's responsibility to ensure that medication kept on the Trust site is in date, for example Epi-pens

Individual health care plans (appendix 2)

Individual health care plans are completed to help the Academy Trust support the student effectively with their medical condition. It provides clarity as to what should be done and by whom and is written in consultation with the parent/guardian.

Storage of medicines

At The Canterbury Primary School medicine is kept locked in a cupboard in the First Aid room, with the exception of medicine that must be stored in a fridge which is kept in the school office. Medicines are administered by the First Aider on duty or reception staff.

At The Canterbury Academy medicines are kept at student reception. Medicines are kept in a locked cupboard and will be administered by reception staff. Young people who require instant access to medication, i.e. Asthma pumps, Epi-Pens, diabetics etc. will be advised on how to access their treatment through student reception.

Sixth formers should liaise with sixth form student reception.

City and Coastal College – At Governor House and Phoenix House, medicine is kept in a locked filing cabinet in the main office and is administered by the Head of Centre or Administration Assistant. At Riverside, medicine is kept in a locked filing cabinet in the main office and is administered by the Head of Centre.

Record keeping

See Appendix 3

Staff training

The Canterbury Academy Trust will ensure that sufficient staff have received suitable training and are competent before they take on the responsibility to support children with medical conditions. Details of staff training will be recorded and kept for reference with personnel.

In some individual cases, external support from professionals may be required to ensure staff are adequately trained to offer support to the student.

Guidance for school staff

If a young person complains of sickness or injury, a judgement advice should be sought from main reception at the Primary School, Student Reception at the Canterbury Academy, from sixth form student reception in the Sixth Form, main reception at Riverside, Phoenix House, Governor House and the trip leader if the student is on an educational visit, who will then liaise with the relevant school.

Staff who have to administer first aid or medication should where possible have another adult present.

Contacting the emergency services

Where possible a first Aider should make a judgement call as to whether the emergency services should be contacted. Parents should also be informed.

The following procedures should then be followed:

Request an ambulance - dial 999, ask for an ambulance and be ready with the information below.

Speak clearly and slowly and be ready to repeat information if asked.

1. your telephone number
2. your name
3. your location
4. state what the postcode is – please note that postcodes for satellite navigation systems may differ from the postal code
5. provide the exact location of the patient within the school setting
6. provide the name of the child and a brief description of their symptoms and where possible information from the individual health care plan
7. inform Ambulance Control of the best entrance to use and state that the crew will be met and taken to the patient

Community Hub

The Canterbury Academy Trust is a community hub and has a defibrillator located in the main reception of The Canterbury Academy and Lifestyle Fitness. The receptionist has access to a list of trained staff on site.

The Canterbury Academy Trust
Schools for all the Talents



Appendix 1a

Authorisation to give medication

Date:

Student's Name: **Year:**

Name of medication:

Is this medication permanent? YES / NO

If temporary, please state end date for medication. End date

Dosage and times:

(Usually break or lunch)

Signature of parent / guardian

Any other information



Appendix 1b

Authorisation to give medication

Date:

Student's Name: **Year:**

Name of medication:

Is this medication permanent? YES / NO

If temporary, please state end date for medication. End date

Dosage and times:

(Usually break or lunch)

Signature of parent / guardian

Any other information

The Canterbury Academy Trust

Schools for all the Talents



Appendix 2a

Health Care Plan

The Canterbury Academy Trust

Date Written:

Review Date:

Student's Name:

Date of Birth:

Year group/Class/Form/Mentor group (as applicable):

Address:

Next of Kin:

Contact numbers: Home:

Work:

Mobile:

GP Name, address and phone number:

Any other medical contacts:

Medication condition:

Medication taken (Time of day and amount):

Page 6 of 10

Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community

Signs and symptoms to look out for:

Staff and students responsibilities throughout the school day:

If any signs and symptoms occur contact:

Describe what constitutes as an emergency and what action should be taken if this occurs:

Person responsible in an emergency at school (State if different for off-site activities):

Parents and School Agreement:

Parental Signature:

Date:

SENCO Name:

Signature

Date:

Name of lead person for supporting the student in school:

Signature

Date:



**CITY AND COASTAL
COLLEGE**

"Providing opportunities"

Appendix 2b

Health Care Plan

The Canterbury Academy Trust

Date Written:

Review Date:

Student's Name:

Date of Birth:

Year group/Class/Form/Mentor group (as applicable):

Address:

Next of Kin:

Contact numbers: Home:

Work:

Mobile:

GP Name, address and phone number:

Any other medical contacts:

Medication condition:

Medication taken (time of day and amount):

Signs and symptoms to look out for:

Staff and students' responsibilities throughout the school day:

If any signs and symptoms occur contact:

Describe what constitutes as an emergency and what action should be taken if this occurs:

Person responsible in an emergency at school (state if different for off-site activities):

Parents and School Agreement:

Parental Signature:

Date:

SENCO Name:

Signature

Date:

Name of lead person for supporting the student in school:

Signature

Date:

Appendix 3

Medicine Record Sheet

<u>Student's name</u>	<u>Date and time</u>	<u>Medicine given & quantity supplied to the school</u>	<u>Dosage given</u>	<u>Staff name printed and signature</u>	<u>Parent informed Yes/No</u>

Note: Referrals to pupils/students/child within the policy covers all young people within our care this may on occasions include students from other schools and in the community

The Canterbury Academy Trust
Schools for all the Talents



Name of policy:	Whistle- blowing Policy
Document owner:	Mrs C Crane and Mr D Etheridge
Document issued/last reviewed:	July 2022
Date for review:	July 2023
Additional notes:	
Number of pages:	3



WHISTLEBLOWING POLICY

Introduction

The staff and directors of The Canterbury Academy Trust seek to run all aspects of Academy Trust business and activity with full regard for high standards of conduct and integrity. In the event that members of the Canterbury Academy Trust staff, parents, Directors or The Academy' community at large become aware of activities which give cause for concern, the Canterbury Academy Trust has established the following whistleblowing policy which acts as a framework to allow concerns to be raised confidentially.

We encourage all of our staff to report any wrongdoing they are concerned about while working here. We consider whistleblowing a positive act that is in the interest of the Canterbury Academy Trust and all who work, study or visit here.

The purpose of this policy is to encourage people to speak out if they see something wrong and to assure everyone that they will be protected if they report any wrongdoing in good faith. We ask individuals to raise their concerns within the organisation in the first instance.

What is whistleblowing?

'Whistleblowing' means the reporting of suspected misconduct, fraud, illegal acts, abuse of people or resources, or failure to take necessary action against these by anyone at the Canterbury Academy Trust. A person is a whistleblower if s/he report certain types of wrongdoing which are in the public interest. This means it must have an effect on others e.g. other employees, pupils or the general public.

When might the Whistleblowing Policy apply?

The type of activity or behaviour that The Canterbury Academy Trust considers should be dealt with under this policy includes:

- Manipulation of accounting records and finances.
- Inappropriate use of the organisation's assets or funds.
- Decision-making for personal gain.
- Any criminal activity.
- Abuse of position.
- Fraud and deceit.
- Serious breaches of the Canterbury Academy Trust procedures that may advantage a particular party (for example tampering with tender documentation, failure to register a personal interest.).
- Inappropriate relationships between staff and students.
- Attempts to impose extremist views or practices on others

Protection for a whistleblower

As a whistleblower, the Public Interest Disclosure Act 2013 protects you if you are an employee. This means that the Canterbury Academy Trust assures you that you will not be treated unfairly or have your employment terminated because you “blew the whistle”. The specific measures put in place would be determined on a case by case basis. Whistleblowers who are not Canterbury Academy Trust employees are also assured that they will not be treated unfavourably as a result of their whistleblowing. By going beyond the minimum legal protection for employees only, the Canterbury Academy Trust offers the same level of protection to non-employees.

What Action Should the Whistleblower Take?

The Canterbury Academy Trust encourages the whistle-blower to raise the matter internally in the first instance to allow those staff and directors in positions of responsibility and authority to right the wrong and give an explanation for the behaviour or activity.

The Canterbury Academy Trust has designated a number of individuals to specifically deal with matters and the whistleblower is invited to decide which of these individuals would be the most appropriate person to deal with the matter. Should the matter of concern be about the Executive Principal or a member of the leadership team you may feel more comfortable contacting the Chair of the Board of Directors for him / her to investigate.

Name and Position:

Contact details:

Jon Watson, Executive Principal of the Trust

The Canterbury Academy

Dom Etheridge, HR Director

The Canterbury Academy

Mark Johnstone, Chair of the Board of Directors

c/o The Clerk based at The
Canterbury Academy

Tel: 01227 463971

All matters raised will be treated in strict confidence and anonymity will be respected wherever possible. The senior leadership team/Board of Directors will take steps to protect a whistleblower from any adverse reaction or reprisal.

Independent information and advice can be obtained from the charity “Public Concern at Work.” This charity offers free legal advice in certain circumstances to people concerned about serious malpractice at work. Its literature states that matters are handled in strict confidence and without obligation. Contact details for the Charity are as follows:

Public Concern at Work

<https://protect-advice.org.uk/>

Protect Advice Line: 020 3117 2520 (* option 1)

Business Support: 020 3117 2520 (*option 2)

Fax

020 7403 8823

Email

Protect Advice line: whistle@protect-advice.org.uk

Address

The Green House
244-254 Cambridge Heath Road
London E2 9DA

How will the matter be progressed?

Your report will be dealt with seriously and promptly. You will be kept informed of the action taken based on your report.

- The individual(s) in receipt of the information or allegation (the investigating officer/s) will carry out an investigation.
- The investigating officer(s), possibly in conjunction with the Board of Directors, will consider how best to report the findings and what corrective action needs to be taken. This may include some form of disciplinary action or third-party referral such as the police.
- The whistleblower will be informed of the results of the investigation and the action taken to address the matter.

Raising Unfounded Malicious Concerns

Individuals are encouraged to come forward in good faith with genuine concerns with the knowledge they will be taken seriously. If individuals raise malicious, unfounded concerns or attempt to make mischief, this will also be taken seriously and may constitute a disciplinary offence or require some form of penalty appropriate to the circumstances.

Appendix U

Be a man!

Healthy Masculinity

Split these into masculine or feminine traits

Crying

Fighting

Vulnerable

Sensitive

Tough

Construction

Secretary

Nurse

Doctor

Aggressive



Why are we talking about it today

- On average, athletes are more likely than other students on campus to identify with hypermasculinity and to accept “rape myths” to justify sexual assaults.
- College athletes are about three times more likely than other students to be accused of sexual misconduct or domestic violence.
- *“It’s really a sense of power that comes from specialness ... anyone who finds himself at the centre of the world [he’s] in has a sense of impunity.”*
Ken Dryden, lawyer and Hall of Fame NHL goalie

NCAA sued by 7 women for failure to protect in alleged sexual assaults

Basketball player Nahziah Carter suspended after UW upheld sexual assault allegations

BY LAUREN KRISCHMAN

Georgetown Basketball: 4 players accused of sexual harassment, assault

SHOCKING surveillance video showing a near-naked basketball star drag his sex assault accuser back to his hotel room has been released.

Ask yourself....

- “Man up”
- “You run like a girl”
- “B*tch”
- “Grow a pair”
- “Who wears the trousers”
- “Boys will be boys”
- “Don’t get your knickers in a twist”
- Song lyrics....







Appendix V

Players Review/Statements Season

Following player meetings led by AD and BB

Academy

- Access to the facilities is great.
- Beach trip for ice bath in the sea was great!
- Hell mornings were great and built character.
- It was a smooth transition with AD taking over from JS.
- My favourite moment was scoring and seeing the whole team cheering and going mad for me.
- This year it felt like there was more discussion than just being told what to do.
- Loved when we played football and changed things up.
- The academy brought my passion out, I've really enjoyed it.
- Jono loved when we didn't have Milo at COLA away and he learned that he could really lead the team.
- Mixture of feelings on motion but seemed like a lack of understanding on why its better for development.
- Milo thinks that this year not everyone wanted it as much as last year. It does make a difference how committed the weaker players are.
- There could be more support with recruitment/university.
- Loved going to Harris
- Everyone wants to get better everyday.

Culture

- Joe Dyson felt a real part of the team this year.
- Loved the hype and high energy/fun moments, would like more of those.
- Sometimes things seem too serious and we lose the enjoyment.
- Coach culture points if late (minus a point or something.)
- Everything is here for you to develop, it's up to you to use it.
- Culture points seemed inconsistent, unsure what you lose one for.
- Check up with culture words given on action plans more.
- Loserboard worked well and made me want to improve because I could see my culture points each week, but players rarely talked to each other about it or held each other accountable.
- I missed the reward points. Bring the reward points back as an incentive.
- Team was less able to challenge each other this year.
- Sol does the most rookie duty.
- Games night and early team building really helped guys get to know each other.
- Rookies seemed to get off lighter this year when they forgot balls or bands etc.
- Have challenging conversations with players about effort etc earlier.

Lifestyle

- Players need a lot more help with food, can they have food plans and even more help and structure.
- I love the houses.
- I would prefer if the chores rotated.
- Teaching how to live in the houses can still improve including hygiene.

Practice

- Liked that we changed things up in practice more.

- Enjoyed top and bottom end split as felt it gives you a chance to compete.
- I prefer practice when all the coaches are there.
- Enjoyed it when it was mixed and not top and bottom.
- Coaches sometimes give off a negative vibe during training.
- Be more patient with each other. Coaches need to wait and see if energy picks up, players need to not shout at each other after every small mistake.
- Missed how we used to pick teams during the warm up.
- Enjoyed starting with 5v5 and having lots of energy before breaking it down to 3v3 and 1v1 etc.
- Maybe add some more rest days and fun days.

Weekends vs EABL Games

- Weekends are a different atmosphere, players said they were less intense and AD not as "scary."
- Winning still needs to be important at the weekend. They felt like training or a game off sometimes.
- Good that players get more minutes at the weekend but it seems like coaches cared less.
- I would prefer to be coached the same so I know where I stand etc. Sometimes if felt like we were just going to lose. After games we didn't really speak or debrief.
- Maybe everyone could get to play but coaches can coach with the same energy.
- Players cared less and were less hype for the weekend games. Mindset wasn't the same.
- It was fun to be able to just play and lead on the weekends but need more support with this, maybe if you tell us who is leading the pre game talks etc.

Academics

- Tier system needs review.
- Coaches need to find out the reason why players are on the tier they are.
- Spoke to Deb about tiers and then knew what I had to do to improve.
- No one really cared about being on tier 4.
- "Homework club" helped me to get off tier 4.

Individuals

- Preferred small group individuals.
- Individuals still felt very team based can we teach more moves and develop individual weakness areas more.
- More individual work in individuals.
- Could be more player specific.
- Langton students morning individuals were better at Canterbury.

Strength and Conditioning

- S&C is great.
- It could be longer or move a bit quicker.
- The environment seems different to last year, some players aren't pushing themselves as hard. Not everyone is going as hard as they can.
- Sesay felt he could have been challenged more even though his knees hurt.

Physio

- Is great.
- Sesay didn't use you much because he didn't think it would help him.
- Mark fixed my ankle in a month after I had been struggling with it for ages!

- Home exercises were great.

Mental

- Need more mental conditioning and support with that.
- Milo really missed being able to access Paul.
- It was nice when Paul used to be at games.

Feedback for individual coaches

AD

- Come into practice with a fresh mindset
- Sometimes could have more enthusiasm.
- Able to hold players to standards which is great, you make them feel it. Doesn't understand why AD steps back when we play badly.
- Sometimes you need to make an effort to talk to players first so they become more comfortable coming to you.
- Helps players to give 100%, makes you want to earn your spot. Josh helped me to deal with how you coach.
- At the start of the year I was scared to come to you but the office challenges and banter helped with this. Maybe if you try harder at the start players will know how to approach you.
- I like that training is so intense, but maybe you can be more calm and friendly in individuals.
- Come across as being more approachable before and after training, I can tell what training will be like when you walk into training.
- Sometimes Sam felt on his toes when being shouted at straight away.
- Sometimes you sub someone when they're "hot" for a small mistake.
- Be a little less heated when shouting at players in practice and games. Its very hit and miss with when you can be approached and can't be.
- Jono likes when you stop stop practice and coach and teach with energy.
- Sometimes take a gentler approach.
- More consistency in coaching approach.
- Sometimes it felt like team vs you, instead of all of us vs the opposition. In games it felt like you wanted the bench to hate the guys on court who had taken a bad shot and not try encourage them
- Too much swearing at players in games and practice but "swearing isn't bad"

BB

- Try to be less sarcastic
- Be harder on players, give them more motivation to try hard.
- Flip the switch in practice, be more serious. Say "let's talk about this after practice."
- Be more "coachy" in practice and outside be friendly.
- Bring more energy to Thursday PM individuals.
- Be more serious in practice, Jono would prefer to talk about why he is upset after practice and not during.
- Listen to Sol's questions without being frustrated with him.
- Used his phone less this year.
- Be more direct in the run up to and in practice, be Sam Bell.
- Push us more in individuals, don't be soft with us.
- In the house you talked to us all the time at the start and now you don't talk to us much.

- Speak more in practice and when you do say it with your chest.

CS

- More 2v2 or competing in individuals and less ball handling and finishing.
- Individuals could be more specific to the player needs.
- More individual feedback in sessions.
- Be tougher on the players.
- Great for the team to have around, brings a good energy, feels like one of the guys.
- Gives good feedback in practice.
- She seems more involved now, could be more serious in practices, sometimes comes off as goofy.
- Gets angry at us swearing too much.
- Sometimes give a bollocking.

JS

- Gives lots of advice when in practice.
- Handled Sam well but Sam struggled in men's.
- Sometimes in training when I make a small mistake I don't like how jesse speaks to me, feel like an idiot.
- I like Jesse.
- Try to be less patronising.
- Sometimes when it's a heated moment you can't have dialogue or conversation.
- Would love to Jesse around more but understand his job is a lot.
- Has clearly calmed down from the stories I've heard, sometimes didn't feel like the HC at weekends, was very softly spoken.
- Give more feedback in training and be around more if possible but understand if you cant.
- Jesse might hate me, I don't know.

Players Review/Statements Season

Following player meetings led by AD and BB

Academy

- Access to the facilities is great.
- Beach trip for ice bath in the sea was great!
- Hell mornings were great and built character.
- It was a smooth transition with AD taking over from JS.
- My favourite moment was scoring and seeing the whole team cheering and going mad for me.
- This year it felt like there was more discussion than just being told what to do.
- Loved when we played football and changed things up.
- The academy brought my passion out, I've really enjoyed it.
- Jono loved when we didn't have Milo at COLA away and he learned that he could really lead the team.
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Timestamp	Overall: how satisfied have you been with the Academy experience (1 is low, 10 is high.)	What is your SINGLE favourite thing about the whole academy and why?	What is your SINGLE think that the academy could change to improve the experience here?	How much do you feel you committed to and used the basketball provisions this year? (1 is low, 10 is high)
16/07/2021 16:28:21	8	The fact that we actually care about winning and not just being okay with losing games	I would say I variety of stuff to work on in training not just 3 on 3 or 5 on 5 but something new each week	7
16/07/2021 17:12:54	9	Individuals - I like that we have an hour to focus on our own skills and weaknesses and that they are personalised	More frequent individual meetings to discuss how players are doing and how to improve like we do with our action plan meetings	9
16/07/2021 18:09:01	7	Scout and individual performance videos. The detail and precision just shows how much you guys care and go out of your time to really help us develop. I think this gets us used to playing at a higher level and develops the mental skills we need for that level.	Training footage to be available for players to watch back and review themselves, possibly even individual videos from training if there's something specific a player needs to work on.	8
16/07/2021 18:25:55	7	Scout and individual performance videos. The detail and precision just shows how much you guys care and go out of your time to really help us develop. I think this gets us used to playing at a higher level and develops the mental skills we need for that level.	Training footage to be available for players to watch back and review themselves, possibly even individual videos from training if there's something specific a player needs to work on.	8
17/07/2021 15:28:14	8	i love the environment that everyone their contributes to making it friendly and competitive, it makes it alot easier to come in everyday with a good attitude.	i have actually been thinking for ages and i cant think of anything that i would really have much different, but if anything i would say that encouraging things that build better team chemistry such as something after practice or even like a hard teamworking session making it competitive, because i believe everyone got on really well but didnt know each other well enough on their court and to communicate in particular ways.	9
18/07/2021 12:33:31	8	The dedication and investment that all coaches and staff put into the players so that we can develop as much as possible.	could introduce new ideas on top of the same crusaders culture.	8
18/07/2021 14:11:03	9	The atmosphere in training and in game days	Have a Media team	8
18/07/2021 20:44:38	10	when coaches give us specific details and knowledge in individuals	if its possible to get some individuals with less people rather than 7 to 8 sometimes	9
18/07/2021 21:32:44	8	My favourite thing about the academy is the coaching because I've gone from not very good coaches, to great coach's who all know what there doing and I have seen massive improvements in my game since being there.	I feel we should have more talks about nutrition as I still don't know all the things I should be eating and the things I shouldn't.	7
18/07/2021 21:39:44	9	It's that I am improving each and everyday in basketball. Learning new skills and developing my IQ to become an overall better player.	This year I only had 3 individuals but that was only because my timetable changed, but that's about it	8
18/07/2021 21:41:14	8	How close the team is	Better camera for photos	9
18/07/2021 22:04:42	9	How close the team was this year as it was a lot more enjoyable on and off the court	Try to get smaller individual groups	10
18/07/2021 23:06:20	8	The togetherness especially of the court, I feel that this helps with our play on the court because we are more in tune with each other. The chemistry overall is amazing and you could tell especially towards the end of the showcase we were more united.	The media, I feel like this is a key role in the academy especially when get the players exposure, it was decent this year but the amount we posted was nothing compared to the other academies.	7
18/07/2021 23:24:01	8	The togetherness especially of the court, I feel that this helps with our play on the court because we are more in tune with each other. The chemistry overall is amazing and you could tell especially towards the end of the showcase we were more united.	The media, I feel like this is a key role in the academy especially when get the players exposure, it was decent this year but the amount we posted was nothing compared to the other academies.	7
19/07/2021 00:15:22	9	s and c because it puts me in a good head space and i love spending time with tony	social media	9
19/07/2021 10:51:14	8	The effort put into developing us as players and people.		7
19/07/2021 11:46:37	8	The culture	More team bonding trips	8
19/07/2021 11:49:15	9	The facilities and opportunities provided because not many academies offer what Crusaders can.	I would change the format of training	9
19/07/2021 22:25:04	9	The facilities and opportunities provided because not many academies offer what Crusaders can.	I would change the format of training	9
19/07/2021 22:29:05	9	Team Chemistry. This is with the players and the coaches. I feel like	Not to much i didn't like this year but possibly more individual or small group session. For example	9

<p>How were your individuals this year? Which coach did you have the most? What did you like and dislike about your individuals? Do you have any comments/ideas to improve individuals?</p>	<p>How did you find practices this year? What did you like and dislike about practice? Do you have any comments/ideas to improve practice?</p>
<p>I feel like I expected it to be one to one not with other people I think it was okay and not too bad I liked all the coaches because I was able to work on different things with them and the emphasis was there when I was making a mistake I don't like the fact that other people are there but that can't be helped I feel like it's really a limitation for me because I can't work on what I want with the maximal amount of reps and may have to worry about others on an "individual"</p>	<p>The practises were alright I can't really say I how I felt because I feel like it would be different if we had a proper season but that can't be helped but I would still say have a variety of stuff to do not just work on one thing specific area</p>
<p>Adam - I like how we did personalised drills which were different for everyone in the group. Some times though coach was a bit late to the individual and sometimes seemed disengaged and unfocused on the individual</p>	<p>I liked that we get to shoot every practice shooting ladder but I think we need to do some shorter drills for sets more frequently like once or twice a week just so we can stay confident running the sets through out the year</p>
<p>I had Billy for most of my individuals and I thought I always got a lot out of them. Always pushed hard and challenged with new skills relative to me which I liked. I think sometimes individuals didn't feel that planned out though, even though The individual was good sometimes it felt like it was on the fly.</p>	<p>Coaches could have a certain amount of players allocated to them at the start of training to keep a specific eye on and give any feedback when there's an opportunity. I think this would be good because some days I get loads of personal feedback and other days I get none. This would ensure that it's consistent everyday. I really enjoyed the sessions where we would completely switch it up, like when we have our names on the board and compete in different drills and score the whole training. These sessions are a fun way to give us some variety because sometimes I feel like training can become repetitive which leads to a lack of excitement about it. More variety in training would be great.</p>
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<p>i had billy and adam pretty much equally through the year, i would say during the season individuals werent as progressive in an individual level because we were still going through actions and things which is useful but is a very specific thing and doesnt always corelate to what you should be learning, but that was a very small amount and i have really liked 99% of them.</p>	<p>i dont really have anything to say about practice, there was bad and good days but no one can help that with how consistently we train. but i wish we pushed to make it with better energy.</p>
<p>I really enjoyed and appreciated the individuals I had this year. The coach I had the most was Billy. I liked how each individual was somewhat tailored to us in some way. I also liked Billy's coaching style of high energy, motivation and effort so that maximal effort could be put in from us to get better when the session possibly started off poor. I can't think of anything I disliked about the individuals. A new idea to improve individuals could be one every 3 sessions or something the player decides what they want to work on and if the coach agrees then they can work on that.</p>	<p>Practices this year were poor for me in the start. I used to dread coming to practice in fear that my mental side of the game wouldn't be able to carry me through the full 2 hours of practice. As time went on through out the year I started to float rather down in training as I improved throughout the year leading to having more confidence and wanting to come practice and get better. I like the intensity of practice because I feel like it puts us in an advantageous position over other teams in our league physically and mentally. I dislike it when coach Adam gets pissed off but then continues to be pissed off the whole session. If something goes wrong in the session for a player we are encouraged to focus on the next thing and move on, so should coaches so that we can identify the issue that made the coach mad, address it then move on to the next thing.</p>
<p>Had equal of Adam and billy was really good liked the change from last year in the sense of we were not just working in stuff that we needed for the team now but also more complex stuff for the next step</p>	<p>Liked it was more game and play based this year do think the energy fluctuated throughout the year so consistency is key</p>
<p>individuals split between both coaches. I love when coaches give a little piece of random knowledge or teaches me something knew as it feels like I have an advantage and a new tool to use. I think ball screens need to be worked on a lot more in individuals as the way we played this year we would be coming off of a lot of them so we need to be able to play off different reads and defences. I don't think spot up shooting is necessarily worth doing in individual time but more so shooting off of the move / dribble would be more beneficial. Sometimes its hard to get much from an individual when there are 6 or so people in it and feels like we are more going through a routine sometimes rather than working on us as individuals.</p>	<p>Practice this year was good but also strange due to most of the year not working towards games and the season. I feel as though it took us way to long to work on our motion. for the next season I feel coaches could be more cut throat with players in terms of the learning curve. this is the same for plays and oob plays when they are added in.</p> <p>When energy is low in practice I feel that maybe staying with the session plan and carrying on with a poor practice maybe we could go to a transition drill for 5 to 10 minutes just to give the gym a lift and boost to get us through this could be more beneficial.</p>
<p>Individuals this year were good. I had Rhys and Adam. I liked how they were planned, normally starting with something light like form shooting and then gradually getting harder so we can improve.</p>	<p>Having practise everyday was hard at the start but as the year went on it became natural and I saw the benefits from it. In practices I liked shooting ladder I think that's was good way to show who's the shooters on are team and who's not and from that it helped with the scouts when we played defence. The thing I didn't like about training was the splitting of the best 12 and the bottom players. I feel we should have been mixed so that the bottom players could improve more as they would be with some of the best 12. To improve on training I feel we could do more yoga sessions and spin classes.</p>
<p>I had Billy the most this year. I thought the individuals were perfect as Billy taught us many different skills in on individual, so we could get the most out of it. Maybe some more shooting tips and how to improve shooting.</p>	<p>I found them good because coach Adam always pushed us in every practice and made us work as hard as possible. Sometimes Adam did get very angry, but I can't blame him because that's the way he is and to be honest I think him acting like that gets us better.</p>
<p>I had billy. I loved the individuals. I really got something out of it and if I didn't have them I don't think I'd be as good as I am right now.</p>	<p>I like the intensity. I dislike in some drills when we aren't allowed to figure things out on our own and a coach will stop the drill every 10 seconds-although sometimes it's necessary. I also like how we can scrimmage and play at the end as that's where I improve the most.</p>
<p>I liked how my smaller individual group was good but my not how my larger group felt less focused on individual things, i had a mixture of Adam and Billy</p>	<p>Practices were good when everyone was giving it their all and bringing energy because it felt very competitive but then when energy was low practice was bad. I liked when we did red and white top and bottom groups but score was together as one big red one big white team as it made it more competitive, do this more often.</p>
<p>I really enjoyed the individuals this year especially they way everyone was a profession of the previous one which helps us see if we are improving and applying what we were taught. I mainly had a coach Billy and I couldn't fault him on anything, I would say we should add another maybe as a yoga session or something.</p>	<p>They were completely different from how they were at my old club but it was something I got used to and now enjoy. The intensity from the coaches and players was really good. I prefer how the coaches are direct and demand the best out of us. I don't think everything has to be so intense.</p>
<p>I really enjoyed the individuals this year especially they way everyone was a profession of the previous one which helps us see if we are improving and applying what we were taught. I mainly had a coach Billy and I couldn't fault him on anything, I would say we should add another maybe as a yoga session or something.</p>	<p>They were completely different from how they were at my old club but it was something I got used to and now enjoy. The intensity from the coaches and players was really good. I prefer how the coaches are direct and demand the best out of us. I don't think everything has to be so intense.</p>
<p>to be honest i don't think mine were very good. with adam, they are good when it is dorectly helping me with the stuff i need to do but if it isnt that, it's the same general things that improves us but isnt as helpful. with thys i didn't really improve, it may be due with the set of drills or having an atmosphere of not wanting it from the coach or other players. i think it could be better if we were grouped with people with similar skillsets and that need to improve on the same things</p>	<p>i loved practices this year. i love the competitiveness day in day out. the constant hard work keeps me want to get better. i personally think shooting ladder is a waste of time and doesnt reflect a player as much as it should. bc someone could be at the bottom and should better then those on top in game and in training.</p>
<p>I enjoyed all of my individuals, most of mine were with Adam which were all good and useful to me as we were always working on something I need to improve and he would always be giving me feedback throughout the individual.</p>	<p>I think practice was mostly good, I think its only bad when theres no energy which can be down to players and coaches depending on the situation.</p>
<p>I had coach Billy the most I really liked how it was mainly focused on our weaknesses with real detail. I think players of similar skill sets should be in the same individuals as sometimes I don't really feel pushed by others</p>	<p>I really like how training always followed a flow and Led up to 5v5 To improve practice you could maybe have an eabl training session once a week and u18 training</p>
<p>My individuals were mostly tough and catered for mine and others' weaknesses, I had Billy the most</p>	<p>I found practice very intense and hard but this is how it should be. Sometimes I found that practice holds a lot of pressure .</p>
<p>My individuals were mostly tough and catered for mine and others' weaknesses, I had Billy the most</p>	<p>I found practice very intense and hard but this is how it should be. Sometimes I found that practice holds a lot of pressure .</p>
<p>I loved my individuals this year. I had them with Billy the most this year. Positives I like how technical they were I liked how detailed they were The great coaching points he gave me That it was in a small group so i get lots more attention The intensity of the session (not too hard where i am tired for training but still makes us put a sweat on). I like the fact that we compete in the session not just do individual stuff like coming off a screen all the time. I feel like he doesn't the right drills to improve my game. Negatives Sometimes the session before mine will run on for a bit longer so I will not get the full hour of the individual. However, this has onl</p>	<p>I loved practice this year. Positives I love the energy in training I feel like the prehad really helps me prevent as many injuries as possible and gets my body ready for training. Like the coaching and coaching style of the coaches. I feel like Billy and Adam work well to coach us in different ways in training I like the intensity of the training and it really prepares us for how we play when it comes to game day. I like the drills we do. I like that we do a lot of competing in practice. Coaches are never late. Negatives Sometimes i feel like the drills can be a bit repeated. I feel like during regualr session training, because we have a higher and a lower group, i think it may be better for the two group During stations, possibly mix up the coaches in the stations. For example, if Billy is coaching a group about footwork off the cat</p>

<p>How were the games this year? How did you find the style of play? Do you have any comments for the coach or team or consider?</p>	<p>How did you find the video this year? Scouts and individual debriefs? What are some positives and negatives? We delivered them in a number of ways, in practice, in meeting, player led scout, homework scout, youtube videos etc. What were your preferred ways and why?</p>	<p>How much do you feel you committed to and used the coaches this year? (1 is low, 10 is high)</p>
<p>I feel like I learnt a lot I'm definitely going to be able to be comfortable playing next year and getting more of a feel for this league</p>	<p>I feel like the scouts and debriefs were really good I think it's the best thing the coaches have done because I've never really seen that type of stuff and the amount of detail as well is very impressive too</p>	<p>7</p>
<p>I like how we play. We play with all 5 players in the court rather than just run iso for the best players. I think we should have a few more sets for non shooters or less confident shooters</p>	<p>The videos were good although sometimes they were a bit long which made it harder to take in all the information at once. Sometimes when talking about the other team plays there are only videos of them running their play but it can be kind of hard to see so it would be help full if in the scout there could be a diagram or drawing of how the play is run with x's and arrows.</p>	<p>5</p>
<p>The ending of this year really was monumental and I think it's something to always remember. The emphasis on playing hard and tough really payed off because we embodied that and it's how we won. Playing fast is also something we should keep emphasising too. I think this year (more in the start and middle of the year) certain players were showing poor culture yet still playing/starting. I think even their performance when they played didn't represent someone who should be that high in the rotation. I think experimenting with what works and what doesn't could help us next year. Not always having a set starting 5 but tweaking it for certain games.</p>	<p>I think that video is completely the best way to watch individual debriefs and scouts because it allows you to see yourself from someone else's eyes, it's easier to match the words with the actions. I think we could be tested abit more on scout, players can get away with knowing the bare minimum. I think testing will not be a popular think but it will definitely ensure all players know the scout and not just the 12 playing.</p>	<p>9</p>
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<p>i enjoyed the style of play alot but it took me a while and i still am adapting to fill the role i want to play. i like how fast it is, the only thing though is how despite we were alot smaller and we kind of had to we shouldnt of relied on threes all the time.</p>	<p>scouts were great everytime, spot on for every game we went to really. my favourite was probably youtube videos because i could rewatch and visualise the players better, i also really like in team meetings.</p>	<p>8</p>
<p>Going to an EABL game for the first time wasn't really a massive shock for me because it pretty much replicated the speed and intensity we train in everyday except for the fact that the other team were much taller which I wasn't used to. The style of play to watch, since I didn't get many minutes, was fast and somewhat aggressive. I have no comments for the coach to consider.</p>	<p>Scouts are a massive factor put into our success as a team. Scouts put together by coaches are a great way in order to know our opponents strengths and weaknesses so that we can deal with them as a team and they really helped us win a lot of our games this year. Positives of scout are that they enable us to see weaknesses and strengths of the other team so that we can win. A weakness is that if we purely focus on the scout and the other team decides to throw something into the mix that we don't know about from the scout it could be confusing for the players to adapt. Therefore, we can't purely focus on the scout. Even though, 90% of the players on the team would watch the scout there would still be a few players that wouldn't watch the scout, therefore, I believe that in practice scout is the best way to present the scout to the team since they have all watched it once at least.</p>	<p>8</p>
<p>Think the style of play was perfect for the games this year as it allowed our better players to play within an offence which meant that all defenders even if on a weaker player had to think then meaning there was more space to operate on offence for the top guys</p>	<p>Thought the scouts were good as always liked the more freedom in them not focussing in the whole team but the top 3 guys because if you stop them chances are better than only doing a job on them</p>	<p>10</p>
<p>I thought games this year were very good in terms of culture and how the team played. our style of play and motion this year went up a level I thought and was harder to learn but will be more beneficial for us in the long run, however the motion did take way too long for us to learn and be on, the same page. I felt like we didn't get into the more deep details and ways to score until a lot later on in the year. also I feel like we didn't emphasise enough of our style to be a team who sprints in transition to get easy scores and open threes as we did the year before.</p>	<p>My preferred way of scout is a video scout which has slides at the start of each video emphasising what the next little section is going to be about, for example: personnel and then clips of the guy we are scouting, this is because being able to read their strengths and weaknesses and then seeing g it in the video provides two different ways of learning as you have the visual aspect, then the aspect of reading it and then taking it in yourself, and the audio aspect of the coach talking over the top, this makes it way easier to take in and remember/ learn. also I understand a lot of played find it easy top screenshot the slide/ info part and then we can read up on it too. also, watching the scout before practice is a lot of help as it gives us the key points of what we are going to cover in practice and putting that into action allows us to understand how we are going to play the scout better.</p>	<p>9</p>
<p>Games this year were great. The first few games of the year were a rusty start but after that we went into every game with are culture and hungry and to win. The style of play was very different to what I had before the academy. The academy style of play is much faster and tactical based which I felt worked best with the height and skill we had.</p>	<p>The video, scouts and debrief were good they helped me to understand what to come and it made it easier for me to know how to guard players from the scout and how the other teams plays are sets are ran. I feel the way I learnt them best was from going through it in practice as there were other teammates to talk about it with. I also feel video YouTube scout helped as I could go over it multiple times.</p>	<p>9</p>
<p>Well, I didn't really get the opportunity to play many games because the U18 league was cancelled.</p>	<p>I think the YouTube videos were the best as they gave us clear and understandable points.</p>	<p>9</p>
<p>It's very different to what I'm used to and took a while to adjust but I like it. I feel like I had different roles in different games but I also wasn't told how I should play and I feel in some games I could've played better if the coach said what my role was.</p>	<p>I've never had as much video ever. I feel like it can be stressful when applying it in training but it's also what gives us an edge on other teams and wins us games.</p>	<p>8</p>
<p>Games were brilliant this year. I feel like our motion worked very well with the players that we had this year and I liked how we had Will, Xander and Kieran as players to go to when we needed to create or score off breakdown.</p>	<p>I preferred it when we had video scout with personel slides as i felt like this was the best way that i could learn it as i could take screenshots and read the bullet points on the screen.</p>	<p>10</p>
<p>In the games I played I enjoyed the experience and how different the warmups and preparations were. The play style is very fast and is expected to be very fluid. The coaching style was unique because there are so many different personalities and that makes it harder to know if you're doing well</p>	<p>This was my first time doing debriefed as a team and I found it very interesting and helpful and I feel it improves your IQ of the game. The different methods that were used actually helped me stay dedicated to learning them because they keep me interested. The in meeting way was the best way for me as I get to hear from the most experienced guys like the third years and the coaches.</p>	<p>8</p>
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<p>the games were very fun this year. i think adam does a great job of doing what needs to be done, making the right subs or drawing up the right plays or calling the right instructkn. i think our style of play is very justified to our size and what we work on during practice. i think because of our size and skillsets we cant really change our style of play and shouldn't</p>	<p>i found them great. i think the scouts did a good job of highlighting the important parts instead of longing the video out. individual debriefs were great as they were able to talk about the decisions we could've made in that certain situations which personally helped me a lot. i enjoyed more in meeting because i like hearing the coaches analyse the film in person than online</p>	<p>8</p>
<p>I think are first few games as a team were quite bad as we wernt really playing as a team as much as we should've and we wernt utilizing are play style but throughout the year that definitely improved and when we did those things we played great.</p>	<p>I think when we watched video of a team in small groups and looked for things to scout them on was good to see what we could notice and pick out. i think the way they were delivered was good as they were easy to understand.</p>	<p>8</p>
<p>Although we didn't have a lot of games I really liked how we started to play toward the end of the season. At the start i feel we played slow compared to the end which is how we were meant to play.</p>	<p>YouTube was the best format for scout you can watch them at any time and tend to have more detail than any other format we do This year we didn't have much debriefs during the eabl showcase which could of helped a lot</p>	<p>10</p>
<p>I loved the games this year, our style of play allows us to put play more athletic teams and this clearly showed this year.</p>	<p>Scouts were detailed and in depth. I know that at the start of the year it was tough to find video as not a lot of teams were playing at the time yet the videos were still very good and the scouts proved to work, especially later this year.</p>	<p>10</p>
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<p>I loved the games this year. I like the energy and feel of being in the games this</p>	<p>Overall i found the videos very useful and it helped me a lot. Positives They were detailed All correct points Gave solutions to fix any problems/ stuff the improve on. Did scout consistently for every game. Negitives Sometimes i felt like they were quite long and hard to take in all the information For the first games i got sent back some debriefs or some clips to think about but when it got to</p>	<p>9</p>

Adam	Billy
Honestly I like you as a person on the court I still like you as a person I just feel some things you do question me a bit because obviously everyone thinks differently but honestly you're a coach that cares and shows it as well you don't just say it for fun you can really see that you care as well I respect that a lot from you but other than that I don't have any issues	Honestly a genuine person I like the fact that you can interact with people so well as an assistant and help people you also show that you care which I respect a lot from you and any coach and you challenge us on the bench which is good and make us think about how he played and etc but other than that great coach and wish you the best on your journey
In games could control emotions more because sometimes when we play bad you check out of the game and stop coaching when in those moments we need coaching the most	Could hold individuals accountable more
On the court I felt like Adam helped coach me specifically on what I needed to work on. Felt like all my coaching points and reviews were great and detailed. I think sometimes this year your body language rubbed off on players. Sometimes when things weren't going well in game you would sit down and not speak. The energy you would give off sometimes rubbed off on players on court and bench and sometimes it gave a negative energy.	I think you being nice is great because it makes rookies more comfortable to come to you with things. It's always nice having the positive reinforcement from you. I do think though sometimes things you say can be sugarcoated not wanting to upset or offend people. I think I'm certain situations you could tell people things more straight to the point even if it comes across a bit harsh. Sometimes if things are made to feel not that important players might let it slide.
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i think you dealt with this season as best as you could have despite how disappointing it was to not really have much of one, you were so consistent which always amazed, and despite being this quite intimidating character sometimes you give people a chance and are nice. i dont think i can say anything to improve because i dont really have anything to compare to.	billy made me feel genuinely so comfortable this year and am going to miss him alot, i would say though know when to maybe not be so sarcastic because some people cant really tolerate it.
Off the court Adam and I have never really talked about anything unless I've been called to the office. However, if I ever needed to talk to anyone about anything I know that I could easily go see him. On court he does a great job of leading the team and how we go about our session in terms of technicality and intensity. Only criticism I would give is that when you get pissed off in training sometimes you stay pissed off for the whole session which impacts the whole practice. Majority of the time if you feel good in practice then so does the team.	Off the court I've spoken to billy about lots of things and have been given lots of advice basketball and non basketball related. I know I can always chat to billy about issues I have, even when he leaves to Milton Keynes I know I can always give him a ring. On court he does a great job of bringing the energy and support and also coaching us.
Think you made great strides this year in the fact that your a lot more approachable and people on the team feel they can talk to you and still get the honest answer always from you which I admire about you. It got a lot better near the end of the season maybe it's because we were back in the swing of things but I do think when the game doesn't go to plan that keeping your head and trying to keep energy high is a must as I feel the team mimics your energy a lot of the time which is a credit to you	As always had great individuals specific to players and on the court there wasn't as much individual feedback however there was a lot more team based feedback which is good for what your next step is going to be
I think this year during games you were a lot more calm and kept your head well. however sometimes I think its really beneficial to see you heated in the moment and timeouts too as it gives us some energy. tactically in game / training there were some great moments for example the plays you draw up in timeouts and on the fly seemed to work more of the time than not. I think in practice there was a lot of bs from an individual and I think a year ago you would have kicked them, out which I think probably could have been the right thing to do so they can learn and not hinder the team also.	I think its really good how you helped a lot of players off the court this year education wise as it was a tough year for that with not being in school. in games the feedback you provide when being subbed is extremely useful in game for giving us knowledge during the game but also that boost if we are feel low. I think this year you were still yourself in terms of being able to talk and have a joke but ultimately you were way more of a coach and played a bigger part in that sense which was great.
At the start of the year I felt Adam was the least approachable but as the year went on I felt more comfortable talking to him. Also my individuals with him were very hardworking but I felt I improved from them the most.	I feel Billy was my go to for questions and help as I felt he was the most approachable out of the coaches. He brought the most hype and energy out of the coaches.
Adam helped me in becoming more confident and handle adversity better. Also made us work very hard	Billy allowed me to work on my specific skills I needed to work on in the individuals.
One of the smartest coaches I've ever had. If there's anything bit of feedback I think it would be to understand a bit better how and why players will mess up coz of inexperience as most rookies haven't played high level and coming from u16	Can't think of anything
I feel like Adam this year has been great in training and in games because although we didnt have games until he still kept the energy and accountability in training like we had a game every wednesday. I think one thing that adam could have done better is when things get shit in training to try and not shout and lose his temper for as long as some of the times that he did this year, i feel like adam has been a lot more approachable this year which has helped me to use him for help more.	Personally i dont think Billy could have done anything better than he did this year because i feel like he was a great person to talk to and have a laugh with off of the court and then on the court if i needed some help or reassurance on something then Billy could help me with that. I feel like i have used billy as much as i could this year as i knew he would be a great help to me.
He was a good head coach and I feel he really took charge of majority of the situations, his directness is the best thing about his coaching style and he doesn't shy away from confrontation which is need to be a leader	Always bringing energy and positive vibes everywhere and all the time in training and this help lift moods when they were down and ultimately made practices and games better.
He was a good head coach and I feel he really took charge of majority of the situations, his directness is the best thing about his coaching style and he doesn't shy away from confrontation which is need to be a leader	Always bringing energy and positive vibes everywhere and all the time in training and this help lift moods when they were down and ultimately made practices and games better.
i personally don't think ur too "mean" and i think if u take anything he says to u to heart thats a u problem more than anything. during practice he does a great job of telling us what he's trying to achieve and keeping us driven. but once he gets in the attitude of being dismissive it encourages us to stop caring too and training becomes unhappy to be in. off the court he's a chill and fun guy	i love the mix between serious and jokey. he has an uplifting attitude that allows me to enjoy that certain game or training session. he does a good job of talking to us individually after coming on the bench and personally helped me what to think about when getting back on the court. off the court just one of the best people to be around, and i know he's been helping my teammates off the court by talking to them with stuff so respect for that too
With Adam I think it's been good because i have a lot of individuals with him which in most of them he's asked what I'd want to work on or I'd ask him about something then we'd work on it and he'd give good feedback about good things I'm doing and things I need to start doing or do better.	I think Billy has been really good this year as he's made it easy for me to talk to about anything really weather its basketball related to outside of that, and it's good because he tries to understand you and he'll give ideas and solutions to any problems you have.
Compared to last year more easier to talk to and approachable Didn't lose his mind a lot this year Held us accountable through out the year in and out of training	Easy to talk about anything on and off the court Enjoy the individuals a lot Well hold us accountable to the standards of the academy
Adam was great with providing intensity and calling us out when as a team the energy levels were too low. He could be more patient at times but I understand that it's hard.	Billy was a great assistant this year. We all know that he has the capability to be a very good head coach but he did well as assistant as he was very patient in training, spoke to us all individually and made sure we were always feeling okay and not in a bad way.
Adam was great with providing intensity and calling us out when as a team the energy levels were too low. He could be more patient at times but I understand that it's hard.	Billy was a great assistant this year. We all know that he has the capability to be a very good head coach but he did well as assistant as he was very patient in training, spoke to us all individually and made sure we were always feeling okay and not in a bad way.
Positives Always organised Always on time to trainings Keeps players accountable. Does a great example for the players to follow by following the crusaders 4 words (tough, humble, united and passionate). Does the things outside of practice to make us get better (e.g. scout videos) Does a great job of making sure everyone follows these 4 words. Always is professional Always looking out for the players.	Positives Always looks out for players Helps a lot with players school work Coaches really well with adam Has a create connection with the players Always on time to training. Gives praise and encouragement a lot. Does the things outside of practice to make us get better (e.g. scout videos) When he is coaching he is tough, but fair Very good at communicating things to the players. (by the group chat or in person)
Negatives Give more praise Sometimes can loose his cool/ composure but on the flip side this will show his passion.	Negatives

Jesse I would want to have you as a head coach just to see how you would compare to Adam seeing you're a red and you used to be the head coach I think it'd be interesting I think you're very passionate about crusaders even though you don't coach anymore with us you still try to come to sessions when you probably have other stuff to take care of and I really respect that because you care and want to see us get better you even sometimes stop drills and make sure everyone is doing the right thing like Adam would I like the fact that as players we see you as a coach we can talk to and not a teacher in the school my utmost respect for you	Rhys Really nice even though you aren't at all the sessions I think you could make a good Addis at one day as you're capable of doing what Billy does and helping people out giving good points and etc your individuals are really good in terms of drills and I really like that you can create good drills for us as I feel like I've gotten better from those drills too
Sometimes over explains drills or gives us the solution to the problem in the drill to early rather then letting us play through it and work it out for our selves	Sometimes needs to know the scout or drill or set better because a couple times taught the wrong info in practice for example one time we were trying to run X switch in inbound but you taught it differently from the video so we ran it wrong when we brought it together in the shoot around before a game (but it's more then just knowing x)
I personally think the potential of development we could all benefit from you is more than what we receive now. I think you have so much knowledge and advice and it would be great if we heard it more. In training and games maybe you could be more vocal in giving players and the team advice.	I think the difference in your coaching from last year to this year has improved so much. You're a lot more specific to individuals and you can read the game well. I think you could get onto players a bit more in training, if you see someone slacking you could call them out and help them work harder. I think being a bit harsher on players could only help your development and their development.
I personally think the potential of development we could all benefit from you is more than what we receive now. I think you have so much knowledge and advice and it would be great if we heard it more. In training and games maybe you could be more vocal in giving players and the team advice.	I think the difference in your coaching from last year to this year has improved so much. You're a lot more specific to individuals and you can read the game well. I think you could get onto players a bit more in training, if you see someone slacking you could call them out and help them work harder. I think being a bit harsher on players could only help your development and their development.
jesse in training was always good to have around because of his input is so good, and i what he does with personality colour is v interesting.	i think he could be more confident sometimes with coaching and explaining things, but hes also really good to talk about anything.
Whenever Jesse is in practice he's almost always said one thing to me whether it's something I did good or something I need to work on/improve. Outside practice Jesse has helped me a lot and I know I can go to him for any advice	When Rhys is in practice he always encourages and majority of the time says something I can do better. He does a good job, whenever he's in practice, of coaching. Off the court I have talked to Rhys and know I can go to him about anything.
Holds everyone accountable but also to different standards which I like you know where certain players will end up and where they want to end up and you tailor your feedback to that. A lot more teaching this year due to young team but did really well with that and didn't get crazy frustrated as maybe in other years you might have	Good to have in practice tells straight and always tries to help big improvement this year
during practice the way you step in and provide us with little key points and knowledge to the group is really good and useful. also the way you hold individuals accountable during practice keeps us playing at a higher standard. off the court is cool that you can help players with the mental side of the game too and really helps us out.	I think when you're delivering a drill you need to be more convincing and confident. when you deliver a drill you more say just what we are going to do rather than also why we are going to do it and could give us some more detailed points and knowledge in drills too.
I didn't go to Jesse much because one of the other coaches were available. But when he was in training he focused on really helping us with fundamentals and help with the understanding of the drill.	Rhys was another approachable coach as he helped me individually understand the drill during training. I also have him for individual where he gives me ways to improve.
Jesse made me learn that it is fine to make mistakes and not to be scared to make them. Which allowed me to put less pressure on myself.	Rhys helps me a lot when I sub off in practice, as he always tells me what I did wrong and how to improve from that.
Sometimes when explaining to keep it a bit more brief or straight to the point	Done a good job so far when explaining drills. Just keep it up
I feel like a lot of what Jesse does for the team is games isn't seen by the players but his role of helping adam with most of the rotations when there foul trouble or in any situation is very important to have. I think that Jesse has been good in training when he is there as he is another great mind that i can go to for some help or even if he pulls me to the side to tell me something i make sure i take it in as he knows what he is talking about.	I think rhys has been good this year and i have been able to use him the most during our off season training and stations as i have a couple stations with him and although i can have a laugh and joke with him i can then switch on and he can help me improve as a player.
I liked how he was direct too, he had great input when it comes to games, especially transition. He helps me see things I wouldn't have seen because his intellect is pretty high.	This is my guy, he's always talking and being a presence in the gym and always giving ways to improve on the court and off the court he's a very nice guy and very easy to talk to.
I liked how he was direct too, he had great input when it comes to games, especially transition. He helps me see things I wouldn't have seen because his intellect is pretty high.	This is my guy, he's always talking and being a presence in the gym and always giving ways to improve on the court and off the court he's a very nice guy and very easy to talk to.
i love the stern old fashioned coach. he does a great job of holding individuals accountable. when he pulls u out and talks tk you, i already know it's going to be important and very helpful device.	he's a joy to be around off the court but on the court i don't think he really does much. when he's acting mature and acting his role i could learn from him but its when he puts himself onto our level i think most people don't care what he has to say
Jesse's good at holding people accountable when they do something wrong, he is also good at explaining things when you have any questions you have.	Another coach I've had in individuals which I think have been really good as he definitely pushes us to work harder and put effort into everything we do.
When I'm training provides the little details in the drills to really help improve Will always tell you ways you need to improve and how to	Will pull you to the side and tell you how to improve Brings detail when in individuals and doing stations
Jesse could shorten his explanations at times however I do like the fact that they are always very in depth and he makes sure everyone has understood before we re-start.	Great at giving advice and help when players don't understand something.
Jesse could shorten his explanations at times however I do like the fact that they are always very in depth and he makes sure everyone has understood before we re-start.	Great at giving advice and help when players don't understand something.
Positives Gives great coaching points Great to have another view of the game in practices Good job of pulling players aside in training to tell them what to improve on/ do in that specific situation. Does a great example for the players to follow by following the crusaders 4 words (tough, humble, united and Professional)	Positives Did a good job of stepping up as a coach when Billy hasn't been here Good stations Introduced me to some good new drill Good coaching points
Negatives Isn't always at training but is probably busy doing other things to help us in other ways. Sometimes i feel like the feedback he gives can be communicated in a frustrated manor and not really tell you i feel like if theres a head coach like Adam and he is holding players accountable being straight up with them, i	Negatives Sometimes he arrives half way through training sessions however this is probably to do with other commitments to Sometimes i feel like the feedback he gives can be communicated in a frustrated manor and not really tell you how

Cristina	How much do you feel you committed to and used the strength and conditioning provisions this year? (1 is low, 10 is high)	Do you have any feedback about the structure or S&C Provisions this year?
Really nice when we spoke you always tell me how can you fix this or what you going to do next and not be soft on me and say it'll be okay like you have similarities with billy where you can challenge people's mental which is really good and you should carry on if not do it more with other people because they'll be able to see things when you challenge them but other than that really nice and will be a great coach one day	9	I feel like we should use the upstairs gym even if we can't please consider it because there's so much more we could do to get the team stronger upstairs or worse case invest in some new equipment lastly I prefer having s and c straight after practice or straight before practice so there is no time game where we fatigue alot
Haven't really coached me a lot so I don't have much feedback	7	A lot of times S&c was cancelled so we missed a couple sessions
Love the energy you bring when you're at games and at practice. You do a good job at motivating the team and keeping us positive but I think you could give feedback to players one on one more	10	I have no complaints the only suggestion I have, is that we could do with one more session a week that is totally recovery based. I think this would help players massively and allow us to go fully hard in the other sessions.
Love the energy you bring when you're at games and at practice. You do a good job at motivating the team and keeping us positive but I think you could give feedback to players one on one more	10	I have no complaints the only suggestion I have, is that we could do with one more session a week that is totally recovery based. I think this would help players massively and allow us to go fully hard in the other sessions.
didn't see cristina so much this year but whenever i did shes so friendly and its nice to see her and had a few good conversations with her this year.	10	the way he made me slowly progress through the year was really good to see.
I know that when Cristina coaches she always does a great job. I don't think I have any faults for her at all. Overall just a great person that I know I can chat to her about anything.	9	The structure of S and C is really good and works really well.
Whenever in practice feels like there is another element to it which is really good keeps energy high and really helps the leaders lead in my opinion	8	Tough as we had a extended season so couldn't go hard but I think Toni did a great job of adapting to that and still helping everyone improve
although we don't see you too much on the court, what you do for us off the court is great and key for us as players and people. the messages in the gc before games and if we are having bad practices actually do mean a lot to us and have a big boost for us. also the messages to us and conversations you gave with us as individuals keep our confidence going and really help us with problems on and off the court we may be going through.	7	later on in the season having gym right after practice starts to take a toll on the body, maybe try to fit in a different slot if possible.
Cristina wasn't in training much and didn't see her much but I remember games where she Brang energy and got us to cheer are team on louder.	10	I feel s&c was very well structured I felt I've improved massively in fitness and strength since September and felt like it's been the most useful out of the academy.
N/A	10	No I think Toni is a great coach and recently has been basing my workouts over the weaknesses I have.
.	10	everything's been perfect
Cristina has been great for me this year as she has been the main person that i can talk to off of the court when something isnt going well or has gone wrong as she has helped me with my motivation this year and getting me through my injuries and keeping my head up	10	S+C structure this year has been very good because during the season the i wasn't being pushed really hard which helped with preventing overload on my body but then when off season hit i was pushed very hard and i feel like i am physically improving. I think that having the free lifestyle membership has helped me this year with my strength as i have been able to go up there in my own time and focus on getting stronger.
The times she was in training she was giving encouragement and it's always good to have another positive person in the gym.	8	S&C was great this year I've learned a lot of new things and done a lot of things I wouldn't have imagined. lifting and performing exercises is always good especially when you have a great S&C coach in Toni. All I would say is that I think we should have 3 instead of 2 sessions a week.
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i personally think u've been helpful to me in the training session you have been in. you're that little motivation on the sideline i need to really push myself more during training and care more	10	i love s&c and tony. i think it has improved my athleticism and allowed me to get better to knowing my body.
I havent had many training sessions with C but the ones I have had I think she has been good at pushing Players to work hard and not half heartedly do things.	10	I think it has been very good and I think it's a really good environment in the gym.
Provides energy when she comes to training	10	We didn't do our programs much this year which could be due to Covid and other factors
When she was in training she helped out a lot.	8	Great structure
When she was in training she helped out a lot.	8	Great structure
I haven't really been coached propally by Cristina before however I feel as so she is very comn Does a great example for the players to follow by following the crusaders 4 words (tough, hum Is always looking over the academy and helping out here and there with things.		9 I love the S and C sessions this year. I felt like we do the right drills and excersises for me. I feel

Toni is a professional and is always looking to improve, do you have any feedback for him personally?	How much do you feel you committed to and used the physiotherapy/rehab provisions this year? (1 is low, 10 is high)	Mark is a professional and is always looking to improve, do you have any feedback for him personally?	How much do you feel you followed and understood our culture this year?
I feel like he's a very good s and c coach I feel like I've gotten stronger and it's helping on the court also I would say we need a wider range of exercises but maybe that's because of the limitations of equipment and stuff but other than that he's helped and still helping me alot	6	I like the exercises he give me when I rolled my ankle or hurt my thumb it healed in less than a few days I feel like I don't use him enough though and I should because he helps a lot and could give me stuff to do to improve my body in general	6
A couple times you mixed up week A and B which meant we missed some sessions or you were late	2	Only went once and it really helped so don't have much feedback	9
The plans are great and at the start of the year it felt very structured however, more towards the end of the year it hasn't felt this way as much. The exercises we are doing are still great but I felt like you let the organisation slip as you got more relaxed as the season went on.	5	I think mark could be more available and around abit more, it feels like if we don't get into contact with you we won't hear from you at all. Sometimes I feel like when I have an injury I don't always leave the appointment knowing full well what I need to do. Maybe you could make this clearer.	9
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in the season to stick to the plan he made for me more.	5	i dont have anything to say i really like how he commits to us as an academy	9
only improvement I could give Toni would be to be on time for his S and C but I know how busy he is and I am honoured for him to fit me in for S and C sessions. Apart from that he's a great coach and I couldn't fault him on anything else.	8	No feedback at all. Always does a great job.	7
Honestly think this year he did a great job of tailoring sessions to particular players and gave leaders opportunities to have extra session just for rehab really liked this	8	Did a great job helping players recover also really liked having him in practices Tuesday really was helpful as sometimes people don't realise how much he does for us and the opportunities we have with him so seeing him in practice is always great	10
the programmes we get are really good, I think that's its really good how you listen to us as athletes and if our bodies are hurting too much it maybe better not to push it that day but to focus on some more rehab style tough instead which I think is good.	8	if its possible to maybe have a couple more workshop style set ups during the year to work on / learn about the importance of rehab and stretching routines we could do	9
I feel Toni has been great, I can't see anything wrong with what he's been doing and that's one of the reasons I feel I've improved.	10	I've gone to Mark twice this year and the both times I've been I have made quick recovery after.	8
I think he's great, always makes me feel welcomed	5	He's helped me a lot with my ankle and allowed me to heal it very well	9
Not in the slightest he's great	2	No but I should probably go to him more	7
I personally think that Toni had been great this year as i cannot think of any ways to fault him with what he has helped me with this year physically	10	Mark has been great this because whenever i get an injury and mark gives me certain exercises or movements that i can do to help it, they always work and i am back in practice in no time	10
Change nothing about him, he's a great energy and is really encouraging	7	Mark has helped out a lot and he should put on a yoga session as well as the prehab session he already does	9
Change nothing about him, he's a great energy and is really encouraging	7	Mark has helped out a lot and he should put on a yoga session as well as the prehab session he already does	9
just thank you and being there to put me in a good mood. s&c is my favourite part of my timetable as when i'm in there i forget about everything and just there to lift weights and have u in my ear motivating and congratulating me.	9	you've been great during games and when i booked appointments, i should be booking more and i think you have been very helpful to everyone	8
I think he is really good at what he does as he knows how to push us but also u understands when we need to hard tough session or when we need to go lighter. He is also good at giving us things to do specifically for us. Hes a really good coach to talk to aswell about personal stuff and on court stuff.	8	I think he is very good at his job, he is good at helping us understand the injury or problem we have and also giving us things to do to help get back into shape and help whatever it is that you've injured. He is also good at helping us as a team with things like rehab giving us a lot of things to do before training and games to help us be ready and prevent us from getting hurt as much as possible.	7
Toni was great this year always helps with lifestyle outside of the gym	9	Mark was great this year	9
I have no feedback, Toni was great this year and helped everyone a lot this year.	7	.	10
I have no feedback, Toni was great this year and helped everyone a lot this year.	7	.	10
I love having Toni around. He is always positive and great to talk to. In our s and c se		7 I love the rehab sessions that Mark does. i feel like these really helps me and coming in	9

Do you have any feedback on the following: our culture words, how coaches taught and discussed culture, culture points, players following culture, coaches following culture, how culture could be improved.	Do you have any feedback on the team building activities we did this year? How close do you think the team were as a unit and why?	Do you have any feedback on the academic support you were given this year? Was it successful and why/why not?
I feel like culture is fine I don't have a problem with it you might just forget about it because me coming from a team where we didn't have all of that culture stuff feels a bit weird but I don't have a problem with it	I feel like the team is very close and it's a good thing it'll make us play better on the court and the bonding with everyone is really there and it should be even stronger next year without COVID	I feel like the support was there nothing more or less can be added in my opinion
I feel like individuals should be held more accountable for bad culture as well as the whole team but I like how we are a super culture focused team	I think the whole team was really close this year. I think we could do more team building through out the year more then just the start of the year	It was successful players were held accountable when not keeping up with school work and were provided support with homework club in the morning
I think players could've been held more accountable to culture this year. Again sometimes the team selection didn't represent who was doing well culturally and it would show players that it wasn't that important. This changed towards the end of the year however and players got the message	The team really got on well this year and it was surprising but there was no fall outs. I think that the quizzes were a great team bonding experience and helped us stay close in a rough time. This probably made us build stronger bonds than what we would have.	I didn't need it so I don't have any feedback. But I think that the morning club seemed to help Billy get players back on track with work.
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from what ive heard of other years it seems like as players our culture was pretty good, and i totally agree that those four words mean that without them we wouldnt be so successful.	for the majority everyone got on throughout the year but not many people was as close with some people than they were with others, because maybe they werent residential or they went to langton so they only saw them in training or just didnt make an effort. so i wish we did more as a team throughout the year although i dont know if we could have due to covid.	i didnt really get the most amount of academic support but i knew i could go and see someone to help. but the some that i did get was good.
The culture of our team (passionate, United, tough, humble) is something I can understand as a collective of how to act, meaning that I understand how I know the coaches what me to act within this culture. However, for each individual in the team they express these culture words differently. For example: one player may show their passion in other ways compared to another player. I feel like the way that the coaches see this culture is drilled into us to the point where our own views of how we see and interpret this culture are non existent now. I feel like it can be used as a good building block of appropriate behaviour in an elite basketball academy but it could be argued that it scrutinises our individuality.	The team building activities were a great way for us as a team to bond and I think they are extremely important. The team are very close as a unit and I think this is because of how we all live together and see each-other everyday	The academic support given to us was good this year. It's good to emphasise how the "student" part of "student athlete" is always first and I think it has been enforced in this academy. The tier system would've worked a lot better if we actually had a proper season since the punishment of not playing games when you are below a certain tier could've been used. However, overall the support given was successful.
Think this year was solid culture wise definitely better than last year. Start of season I do think we were a little easy on some people due to talent even tho they were not culturally great however the shift in that for need of the year was incredible and I admire all the coaches for following through on it and we saw the results I think it shows that we need to be hard on culture and not let anyone get into bad habits	I think even though we didn't do nearly as much team building stuff this year and we even had a gap in the middle of the year I think the rookies that you brought in really fitted in well and think as a team we were really close everyone was didn't think there was a guy left out thought we were really close and united	Personally I didn't really need any but liked how we had the talk about grades and you called people out when they were slacking
I think its really good that how at the start of the year we learn what our culture means and the individual words themselves and how to follow them. this year culture was a lot better in terms of the amount of points we had and the less running we had to do. I think that the string on top of work will be more important next season in terms of culture as we had way too many people in the homework club	this year the team was very united. I think everyone just seemed to get along very well and spent more time together as whole. I think the beach activities we do as a team are really cool and maybe could be done more often.	I think the academic support that was given was very good eg the homework club. it was a tough year not being in school sometimes but players need to keep on top of it next season and will find out soon enough that they won't be able to play if their academic side is lacking.
I feel the culture is very well set up, I've used it on and of the court which has helped me grow as a person. Coaches taught it well and to make sure we understand and use each word on a daily bases. Culture points were the best way to make sure we stick to are culture and it worked because we only had 2 or 3 30/30/30s. I feel there's not much improvements to culture as I feel it's already good.	I feel the team building skills were good and helped us understand each players ability. I feel this team have become a family and we are all very close with each-other and have created a brother hood and I think this is because are culture and way we encourage each other to do well.	I feel the support academically was individually at some extent but when work wasn't being handed in coaches stepped in and put things in place to try and help which they did do as they used there own time to make sure we got the work down even though they didn't have to.
I think it's good not only for practice, but also teaches us to work hard in our studies too.	I think that they brought the team together which allowed us to play better as our chemistry was improved	Held us accountable when we were lacking in the schoolwork
I think we are too scared to argue with each other. I think some trash talk or arguing can build culture within the game	I really liked everything we've done. Especially activities like volleyball	It was good but I think mainly because I'm good at doing things solo
I feel like culture was carried out very well by everybody very well towards the end of the year but i want the best player wise at the start of the year.	I dont think that we really needed many more team building activities than we did this year because i feel like this is the closest the team has been since I have been here.	I think that billy was great with supporting the players academically this year with the great morning homework club that he had the players going to and loving every second of it im sure.
N/A	The team bonding was really good, even outside of the activities scheduled we did other things together and that really helped us enjoy playing with each other.	It was very supportive and were insistent that we are all up to date with our work. This was preached to us all year and it shows they care.
N/A	The team bonding was really good, even outside of the activities scheduled we did other things together and that really helped us enjoy playing with each other.	It was very supportive and were insistent that we are all up to date with our work. This was preached to us all year and it shows they care.
i think culture is a great idea as it helps us have an ideology in not only basketball but also just life in general. i think holding us accountable through culture points is a good idea and i think theres already enough punishment so i think positive encouragement of culture could be introduced	i think we're a very close unit as a team, we didn't have that many team building activities but i think i'm comfortable with all my teammates except maybe a few exceptions but that's on them not because of the team building exerices	billy and adam did a good job of speaking up when i wasn't performing well enough during school and it helped me realise how important it was for me to start focusing
I think the culture is overall really good withing coaches and players, but may be harder for some people to understand the 4 words as everyone's probably going to interpret them differently.	I think they've been really good because I think the team this year has definitely gotten closer and more united throughout the year.	I think the support we get is really good as all the coaches make it easy for us to talk to them when they are available.
We had a high standard of culture this year Which everyone bought into which made us all close this year	We didn't have much team bonding activities this year but then Covid was a big part of that	Home work club and other things were good in helping people get to higher tiers
Culture is the foundation of Crusaders and it was displayed consistently throughout the season	I think the team was very together as a whole this year. I don't think there was much clashing personalities. Everyone got on this year and this really helped us on court as no one took any criticism personal.	N/A
Culture is the foundation of Crusaders and it was displayed consistently throughout the season	I think the team was very together as a whole this year. I don't think there was much clashing personalities. Everyone got on this year and this really helped us on court as no one took any criticism personal.	N/A
I feel like this is a great thing that the academy has. It is why we play well. The coaches	I think the team this year were all very close. Everyone had a good friend ship with each other	This year the support from Billy was very strong and positive. He is always o

Do you have any feedback on the "giveback scheme" this year?	If you were residential this year, how did you find your housing, housemates and house master? Did you feel prepared and able to live independently, would you change anything?	YOUR INPUT! If you could add or change some things about the academy what would you suggest we do?
The giveback is fine especially because the coaches give up a lot of free time and give us a lot of stuff and care about us in general it's the only way we could repay for what we get	I found it fine not too bad I like independence that I have and I wouldn't change anything	N/C
There could be more opportunities for more players to help giveback as well	I had no issues living residentially this year	Would be great if we could have more individuals
I think some players get away with doing less than others.	I feel like my housemaster was harsh this year and didn't take into account our side of things and would judge us unfairly. But I think I've got a lot more professional with how I hold my self in the house, how I cook and clean.	I think we have so much more room to improve our social media. More graphics, more videos more game day posts and earlier in the week. It would benefit us all.
I think some players get away with doing less than others.	I feel like my housemaster was harsh this year and didn't take into account our side of things and would judge us unfairly. But I think I've got a lot more professional with how I hold my self in the house, how I cook and clean.	I think we have so much more room to improve our social media. More graphics, more videos more game day posts and earlier in the week. It would benefit us all.
i really enjoyed going to friday night ballers and i cant wait for next year to do more.	.	i cant think of anything major, thats worth it.
No	No	Firstly, them blue walls in the gym have to be changed because It just brings the mood down. They're so dark and gloomy that even opening the doors to let in light makes a huge difference. Secondly, maybe more coaching methods could be explored to possibly maximise as music potential progress in one session. Finally, sometimes I feel like every day in practice is really routine and similar which provokes tedium leading to Demotivation.
Hard due to COVID I liked the coaching opportunities only issue was they were in gillingham but thought it was good learnt a lot from it. Obviously due to COVID rookies didn't have much to do but I think the same follies did a lot of stuff and some guys didn't really do any giveback this year	House master was soo much better than last year he was easy to talk to and fun in gelled with us well. Annoyed a little with housemates not keeping tidy but spoke to coaches about it and got it sorted	Add a Media team
I think more players could have been apart of the giveback this year and didn't feel as though everyone was doing it throughout the year.	I found my housemates good with chores. sometimes needed to be reminded but is cool as they still done it. I think housemasters could lead more by example	I think it would be great to have more discussions like we did a couple of times we did such as the blm movement. this gives us players a wider range of knowledge about important subjects and get to learn how one another view ideas.
.	.	Kit I feel we get something new
It's good because it allows us to help in anyway.	N/A	Chats with the players to see how they're doing (school and basketball)
Nope	I adjusted very quickly. I love it	Change kit!
Nope	Residential was fun this year because the players i was living with i was close with but i feel like the house manager tried to act to much like an over reacting parent over little things as the house will never be perfect but every little thing there was a fuss	Recruiting some players
I think it's a good thing and it's always a fun thing to do.	The first few months were amazing I found it really easy to get on with preparing food and my bag however when a little switch around happened some people started getting to comfortable and started messing up the flow of things but now it's somewhat back to normal.	An extra S&C session and an optional yoga session
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not really but i think it's just showing who really cares about the community and that if you care about others you would do something about it	.	i would suggest having a person for our media because i think social media is very important these days. i think a sports psychiatrist is needed because i think our mental is as important as our actual skills and could get rid of shooting ladder
No feedback	It was good this year our house master spoke to us and it wasn't awkward	Thorpe park trip end of year International tours
N/A	N/A	I would change the kit as I think it is out dated and it is the single most thing I hear other players complaining about. It is not the most comfy kit and irritates a lot of players.
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I find the giving back scheme very fair because of all the things the coaches do for us	This year i loved living in one of the houses. One thing i would want to improve on is making sure everyone has a room	Introduce more rehab sessions

Do you have any additional comments about the Academy or staff that you would like to add.	How likely would you be to recommend Canterbury Basketball Academy to a friend/player (1 is low, 10 is high.)
N/C	10
—	10
You guys are all fantastic at what you do and no other academy in the country can say they're as lucky as us, having so many high level coaching staff that genuinely care about us personally.	10
You guys are all fantastic at what you do and no other academy in the country can say they're as lucky as us, having so many high level coaching staff that genuinely care about us personally.	10
.	10
This whole year I really appreciate everything the coaching staff and academy have invested in me to become a better player. I'm sure that other academies in the country don't have the same commitment from coaches and staff than we do.	8
No	10
--	10
.	10
N/A	9
N/a	9
Mrs Standing and Mrs Kendrick white were great this year for me as they helped me so much academically and with getting into Uni	10
N/A	9
N/A	9
bye billy thanks for everything	10
	10
No	10
..	10
..	10
nope	10

Zo

If want to study you can find time
Spain was the best thing

Tries about training maybe not the lifestyle
Toni is amazing, friend and a professional

Culture points can work, guys can see when they messed up
United – Send guys who don't get it, send to Paul
Less minute guys get mad when there receive feedback who better players
Don't get mad

Reach the playoffs has to be a goal

Not studying is like saying fuck you school
Be more tough on studying
Team studying session

Really like training, work hard every day. Players push each other, someone is
always in a good mood.
Like that fact players have timeouts before drills

Individuals are very useful
2 hours a week in enough
If players to improve more they can also
Would like more shooting

Snc – cool how you get a programme
Cold in the room

Didn't need the ice bath
Stretching is very useful, must do warm up and cool down

Wellness Loading
Its very important we must do it
Coaches could use it more
No idea why players don't do it

Coaches can't control players, and the guys just make poor choices.

Paul – question of timing, felt like it was fine
If you have a problem you should have to talk to him
Could be used a lot more

Leave June 9th
Train everyday keep everything
Get better – Shooting, get a better technique.

Greatest year he has had for basketball
Really thank you for everything

Khen

Love Spain

Good experience to players others players from other countries

Be allowed to go out

We really focus on the players

Feel like professional

More team building exercise like the movies night

Focus only on training, need more fun

Coaches encourage us to be better with lifestyle

Culture points work team mates help each other not to mess up

Offence was better this zone

Defence was better because we had more stuff

Training – They make us competitive

Enjoyed 5v5 drills, but need more 5v5 drills.

Players have an input in what they should work on in individuals

Loading Wellness

- Forget to do it
- Didn't feel like it was important

Some players can't afford healthy food

Never used Paul because I never had a problem

Found his presentations in Spain useful

Wont be in that much

Can I still use the gym

Last years teams weren't united, this year was better, they wanted to win, beat barking.

Everyone shared the ball

Don't do nice defence last year

Elliot

Not full on England recruits, not with big names
Don't recruit players people know, develop the players and make your own team.

Culture is better this year, less people don't care.
Culture points works, but it's the same people every week.
This year was better.
When its 10 culture points, team does something and so does the individual.

More socialising, liked each other more last year.
More socialising with coaches.

Players don't know what passionate is, don't watch basketball, don't know everything about it.

Practice is harder than other teams, more prepared for difficult situations,
people tried to respond to being scored.
Tough can be bought.

Humble, could give back more. Lay it out early to them.

Shooting ladder not good.
Like the ranking
10 mins? Make shorter.
Start or finish

Billy on his phone.

Great to have to one of my own and then one with people.

Don't know if the SnC transfers in to the individuals

More stretching

Rest days were good.

Ice bath more organised, cant set up themselves
Have a time every week to use.

Loading and wellness needs to be a habit. No benefit from doing.
Need a reminder. Don't know why were doing it.

Players don't see the value in lifestyle

More of a culture developed on nutrition.
Giving players an easy meal to cook.

Paul is useful, separation is good.
Do better in brining players and Paul together.

If going to Newcastle leave sooner –
Explosives – first step, quicker
Ball handling
Be able to create advantage with the shoot.

JB

Team gelled more
Fewer clauses in person

Challenge players in practice, reffed.

Culture
Guys have stretched the boundaries more this year
Schoolwork, houses.

Culture points worked to get the leaders to talk to people who fuck up

Contract to the player about changing
Still a team punishment

Could do more stuff as academy socialise

Going out to eat food
Team meetings
Watching movies

Don't take off court passionate, not lifestyle.
Type of drill
Nutrition needs to be taught

No demand for results in toughness.
More targets and goals to meet.

Not humble enough guys think they are bigger than are they,
Rookie needs to get more stuck in.

Leadership group – was good, we could be straight with each other

More stretching sessions, using the ice bath, more check up on academics. More support more first years in the house. More meetings with players.

Study hall would work.

Do checks with players more regularly for studies. 3 weeks before tiers come up.

Basic food work shop,

Guys need to realise how important physio is.

Loading Wellness

Don't see Paul enough , need to build relationships.

More approachable now willing to listen
Messaging in the evening

Improve shot consistently – arch,
More comfortable with using my right
Get Bigger

Ayden

Competitive nature, Professional level is high, preparing you to go for the next level.

More of a team this year, culture has been good this year.
Spain trip was where the team bonded.

Culture points good, gives you a reason not to do something late.
If a teammate is losing lots of points, treated differently. Take away something, hall time in their own time.

Non residential players miss out a bit of socialising.
Could go out, more Nandoos.

Coaches are passionate that's rubs off on the players.

Not all rookies pull their weight.

Use Paul more have more meetings with him. Paul needs to be in the academy a bit more to see him and build relationships.

Like mixed groups better and half court because get more time

Shooting ladder – Worked to make me shoot more because of the ranking.

I love Toni

Would use the ice bath if it was set up.

Loading and Wellness
Coaches stopped being on top of it and players didn't get told off so I stopped.

Temptation at home too much.
Not educated enough
There was a session but not much detail.
Want to know what to have before training after, what to have if I ache.

Be able to shoot better, mid range.
1v1 moves
Defence 1v1 defence.
Core, legs, upper, more in shape. Endurance.
Eating, keep shooting

Milo

Spain was sick

Always feel like I can get better

Improve culture –

I try to live up to

Hard to see coloration between on and off court

Teach the culture

Need to hold everyone to the same standard

Culture points worked before the xmas break,

Leadership group was good, hold the people in group more accountable

Leadership group to meet once a week.

More united but haven't done as much

Optional team sessions with the coaches

Fortnight team bonding session

Be better at explaining why we piss you off and helping them see it and be aware.

Paul needs to be used more, have Paul come in to see practice then speak to help.

More detailed why we are doing something, break things down a bit more.

More competitive drill 5v5 full court.

Less constrictions drills.

More game based stuff, coaches scrimmaged.

Break things down, show how to translate to the game.

Haven't done much SnC because of rest

Good that it is personalised

Need to know the benefits of ice bath, needs a slot

Loading and wellness – need to see results, why they doing it

More reorcing the effects on lifestyle

New people to adjust to residential side

Team Study would work

Passionate, praise more. Cant quit half way the game.

Say something wrong, don't trust people wont get mad.

Right hand

Shoot consistency, not having the same form, over thinking it. Pull ups

Dribble moves

Mental fight through things, don't let other people affect my game.

Eating healthier

Get stronger and quicker, coordination, endurance

Emmanuel

Coaches are friendlier than I thought. Need to trust him more.

Socialising could be better, more team building.

Goals and targets to achieve.

Will

We get our own programme, get us what to work on, tell us about all aspects of the game

Like culture points

Sometimes you can forget some stuff, can be harsh.

Good to have these words.

Little groups

More social things. Team building more.

Helping to give back is a must.

Walking through motion, more of this. 5v0 show different things we can get actions.

Tier 6 students shouldn't be able to train.

Training is competing all the time, like how fast it is.

Better if you don't know when shooting is.

Billy gave you a choice of what to work on.

Didn't get bigger, only did injury prevention and mobility.

Don't know if I could ask for the Ice bath. Need to know benefits.

Don't see the point in doing loading and wellness. It is quick and easy.

Competition to eat right, seeing others eat right made me do eat right.

More education sessions on lifestyle.

Only use Paul when I have a problem.

Better people in the house are better and got along with them.

Get stronger/bigger.

Keep improving shooting, pressure.

Improve defence in gym.

Dealing with mistakes

Continue to eat the right stuff and drink throughout the day.

100%.

Jack

Milo talked about being a family.

Like how intense it is.

Great has given me lots of exercises that were good.

When injured still tried to give something to the team. Coaches could give us something to do in training.

Keep on top of guys even if they are on top of stuff. Tier 4 and below is bad.

How do you keep on top of someone?

T4 lose being able to shoot in own time
T6 no individuals

More small conversations with everyone, more meeting time with players as individuals.

Tally who loses the culture points

Mini buses are bad and we need to get better at not leaving water bottles.

Rookie duties are fair, but not everyone does it.

Guys quit and guys don't dive on the floor.

Drills where players dive on the floor.

Add more individuals, have more people in the group not by yourself.

Do shooting first as it breaks up, first drill after shooting ladder is terrible.

The punishments should stay.

More transition drills, because that's how we play.

Pre practice – coaches need to be more on top of players.

JB gets away with too much. If others shouted back to a coach they would be thrown out.

Cool down, focus needs to be all the way to the shout.

Get on to Jack and Ayden, make us sweat more.

Toni is really helpful.

Mark is great.

Ice bath needs a schedule.

You must do it at certain points, Monday team meeting, and Thursday practice.

More workshops on lifestyle. But they are long and hard to stay focused.

Would want to be able to come to the cooking workshop.

Injury prevention

Skills to improve – Shooting form

Be more organised, don't forget stuff more classes or basketball.

Sam

Like - Team practice every day
Don't get individuals.

If an individual let us down, we all have to run. Don't like.

Comparing how you are in a different situation.

Need to see Paul around the academy.

No interest in shooting ladder

Only do injury prevention

Left hand, be a primary ball handle.
Better driver, play on the perimeter.
Catching and finishing inside.
1v1 moves
Get faster, put on more weight.
Don't go into don't give a fuck mood
What's next mentality, handle failure.

Drink water, be organised

Dylan

More meetings individual set up, formal.

Mix the houses up on a weekend.

Don't know the words, coaches haven't said them enough.

Get bigger, less power.

Toni can limit me.

Work shop on food prep.

Get bigger, Finish around the rim, ball handling, quicker, changing direction.

Jump higher.

Eating more regularly.

More confident.

Missing friends.

Tunde

Less clicks in the group.

Love that we are cut throat
Takes time to adjust to the programme
Feel like I can now go to any programme and fit in

Hell Mornings humbled me.
Training was easier at the start of this year.

Culture points installs values.
Culture is a lifestyle, role model athlete.
Would keep the culture point system.
Culture – so also be on the basketball court.
Directly relate culture to basketball, culture point for not talking on defence.

More team meetings.

Passionate – being committed to the programme

Leadership group – honoured

Knocking peoples egos out early.
Scheduling- missing 2 lessons a week.

Need to see reports termly from Langton.

How to stop guys cheating.
Liked having a plan up in individual.
More intense.

Haven't been able to get much out of SnC.
Completely trust Toni.
Need more physio, can we get a slot for Langton.

Lifestyle – More education sessions
Having a senior player there is better than having a coach.

Miss team meeting.

Shot consistency, reps, form.
Keep developing into a guard, dribble like a guard, and defend a guard, pass.
Strengthen gluts, core, and strength in legs.
Lifestyle, control what I eat.

Chester

Freedom and access to get better by our selves
Get permission to use the sports hall.

Don't know the words.

Don't know what humble.

Individual and SnC don't try 100%, go into them with the mind set of 100%.

Billy – isn't ready

No tier

No physio at Langton,

Focus defence make us work better.

Paul was really good.

Have a whiteboard with a routine
A lot of freedom with Toni not being there.

Missed out on team meeting.

Working in groups or pairs with diet

Lose weight, get more lean.
Finishing at the rim.
Decision making on shooting and driving.
Dribbling under pressure.
Diet.

Jono

Be more approachable, meetings, talking about situations and decisions.

Don't know our culture words.

Leadership group used to complete tasks like loading and wellness.

Have a separate meeting with leadership group. Once a week.

Second year help first years, school work, in house.

More reflection after practice with the players.

Make the office more inviting.

Like culture points,

Leadership needs to be on top of people losing culture points

Give roles to injured guys.

Find it hard to open up, need to get them to see Paul. Set up a beginners meeting.
Meet and Greet.

Have a meal plan.

More team building – go out places, bbl game, shopping outlet.

Jesse is a very good assistant coach

Shooting – change shot

Right hand finishing, more confident on right hand

Better point guard

Eating better, get more ideas on what to eat.

Dealing with disappointed

Tomas

Culture points worked at the start but not at the end – 30.30.30 wasn't afraid of that, just accepted.

Billy spoke to his mum that helped and when I offered.

Feedback to mum more.

Louie

Very professional approach – makes players feel professional

Loading wellness – get nothing back from it

More Social events

Eat more lunch.

Speed, agility, strength

Decision-making, passing.

Find time for Art.

Show emotion.

Praise

Euro league Pass to watch more basketball.

Hang out more teammates

Could individuals happen in frees

Don't know the importance of Pre Hab.

Toni makes it harder, really like.

Could have lifted when haven't played.

Stamina, footwork, finishing technical stuff, Dribble moves, what moves suit me.

Jump higher, stronger.

Be motivated everyday,

Parents, School work, healthier.

Daniel O

Cooking lessons, print out meals recipes.
One or two socialised.

Held accountable for things on and off the court.

Guys need to know Billy is there to support with academics.

Paul needs to be integrated.

More structure on game days with eating. Tell them what to eat.

Ball handling,

Shooting a lot, no pause. Baby Hook, left hand.

Jump higher, Stamina.

Having a time to do work, eat breakfast.

More selfish mentality. Confidence.

Tyrese

Passion the coaches
Access to court and physio
Professional the team is

Treat everyone the same,

Make the punishment for Culture points progressively harder.

A longer fun day session for team building.

Come up to office and write up shooting scores.

Talk about tough more.

We need to be defined by the 4 culture words.

Link with America.

Sell ourselves on social media more, track alumni.

NBA player in individual.

When guys only warm up at games, do they have to do a rest day ?

Bring back hell morning

Paul comes in more

Mid range, floaters, shooting off screen and dribble, have a step back

Bounce, get in shape

Diet less fat, less snacks

Anger

DAN B

First years struggled at the start, more inspections at the start to get on top of them.

More repetition on lifestyle

Shooting break 30 mins.

Asking the player what they want to get better at the start of the year.

Making sure everyone is on the same wavelength. Work with them to catch up.

Culture breakdown in the middle of season, inperment culture in the middle of the season.

Shot - consistency, reps,

Ball Handling - Both, Pressure, 1v1 full court

Passing decisions, IQ

Guard point guards- move feet quicker, balls of you feet, be ready.

Upper body strength, torso, chest, shoulders, back, lift technique.

Agility

Continue to lock in, don't be a bitch.

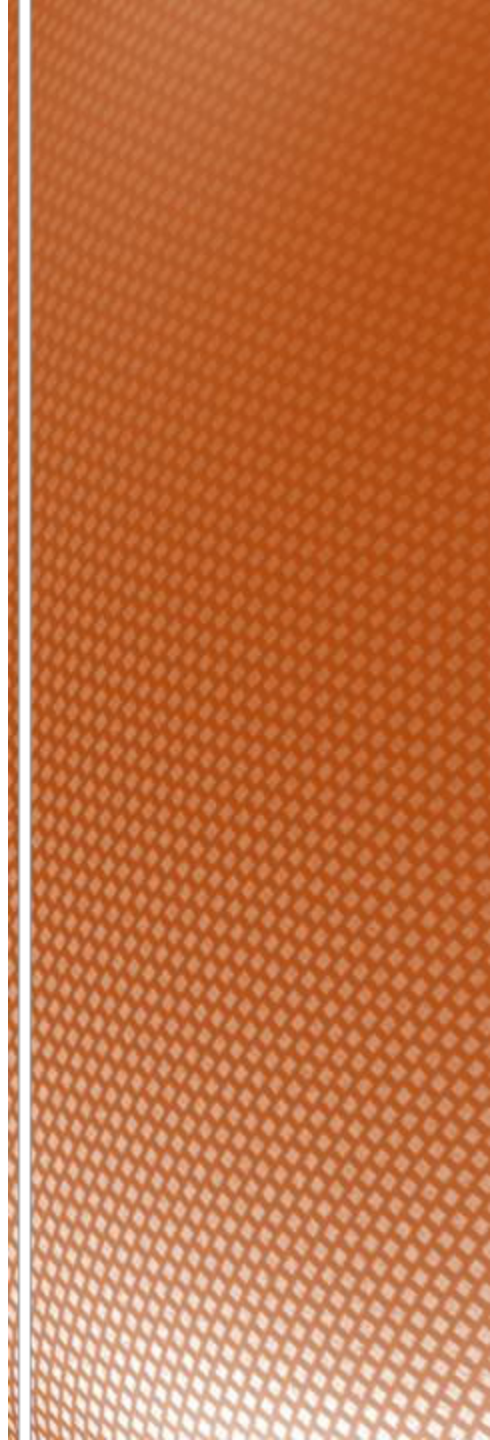
Be ready.

Eat better - more carbs, more fruit. Don't have to many cheat days.

Shots -

Appendix W

Perceptions



The perception of
the truth matters
more than the truth

- Why do your teammates perceptions matter?
- What is good/bad if your perception of your ability is higher than your teammates?
- What is good/bad if your perception of your ability is lower than your teammates?
- How can you change people's perceptions?

“It takes ages to gain someone's trust and a moment to lose it”

Hardest working player

1. Elliot
2. JB
3. Milo
4. Jono
5. Ty

Most professional

1. Elliot
2. JB
3. Ty
4. Dylan
5. Jono

United

1. Milo
2. Jono
3. Elliot
4. Ty
5. Danny B

Passionate

1. Milo
2. Elliot
3. JB
4. Ty
5. Tunde

Tough

1. Milo
2. Elliot
3. Ty
4. Tunde
5. Jono

Controls emotions

1. Danny O
2. Elliot
3. Dylan
4. Jono
5. Praise

Positive energy

1. Elliot
2. Jono
3. Danny B
4. Tunde
5. Zo

Humble

1. Elliot
2. Jono
3. Milo
4. Dylan
5. Danny O

Most like on your team

1. Elliot
2. Danny O
3. Jono
4. Milo
5. Ty

	Difference	Your Score	Average Score
Hardest Worker	-2.7	6	8.7
Most professional	4.2	16	11.8
United	-2.8	6	8.8
Passionate	1.1	11	9.9
Tough	3.2	11	7.8
Humble	-1.0	6	7.0
Controls emotions best	1.7	6	4.3
Like on your team	0.9	6	5.1
Brings most positive energy	-1.6	6	7.6

**What happens now
is what matters!**

Appendix X

The Canterbury Academy Trust

Schools for all the Talents



Service Level Agreement

Service Provider	Crusaders Community Basketball Ltd
Customer	The Canterbury Academy Trust
Document owner	Phil Relf
Effective Date	01/09/2022
End date	24/07/2023
Service	Provision of basketball coaching across The Canterbury Academy Trust, including marketing and student mentoring

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1. Agreement Overview
2. The Service
3. Term
4. Review
5. Payment and allowances
6. Indemnification and Liability
7. Confidentiality
8. Dispute resolution
9. Termination

1. Agreement Overview

- 1.1 This document represents a Service Level Agreement ("SLA" or "Agreement") between Crusaders Community Basketball Ltd and The Canterbury Academy for the provision of basketball coaching across The Canterbury Academy Trust
- 1.2 This Agreement remains valid until either superseded by a revised agreement mutually endorsed by the stakeholders or the agreed end date as stated in Section 3. This agreement is only valid if signed by The Executive Principal and the Director of Finance of The Canterbury Academy Trust.
- 1.3 Both parties will provide a named contact with whom all contact shall be made to simplify the channels of communication and achieve maximum efficiency
 - For the service provider this person will be Jesse Sazant
 - For The Canterbury Academy this person will be Phil Relf

2. The Service

The following detailed service parameters are the responsibility of the service provider in the ongoing support of this Agreement.

Responsibilities of Crusaders Community Basketball Ltd:

Crusaders Community Basketball Ltd agree to provide the services as agreed with the school, relating to:

- Appoint and provide day to day line management of coaches responsible for overall basketball programmes.
- Take a lead in recruiting prospective basketball academy students and assist in their selection for the academy.
- Provide coaching for the delivery of basketball programmes across The Canterbury Academy Trust that includes:-
- 60 hours of appropriate basketball coaching each week during the school year to sixth form students and CA students including video analysis sessions.
- Provide marketing material including planning, design and production of promotional video and support in designing written material.
- Provide support for social media for The Canterbury Institute of Sport.
- Provide mentoring for selected students as part of Junior Basketball Academy Programme.
- Divide overall sixth form basketball players into three categories – advanced, club and recreational.
- Produce three reports across the year for advanced level students summarising technical, tactical, physical and mental progress at the end of terms 2, 4 and 6.
- Ensure that all coaches and support staff are of a suitable standard in agreement with the school.
- Provide such resources both consumable and fixed as the practical courses may require.
- Permit The Canterbury Academy to use Kent Crusader's name and logo (as well as any sub-contracted partners) in publicity material related to the basketball and school sport programme.
- Include The Canterbury Academy's name and logo in appropriate publicity material.
- Ensure that all staff involved have current enhanced DBS.
- Provide The Canterbury Academy with a copy of their child protection policy.
- Consent to a credit reference agency search if deemed appropriate by the Finance Director.
- Delivery & administration of AASE programme for selected basketball students.

4 coaches delivering the following:

- *12 hours of Sixth Form team training per week.*
- *20 hours of skill sessions per week for Sixth Form Academy players cumulatively.*

- *8 hours per week of team training for Y7-11 school teams and junior academy cumulatively.*
- *A bespoke programme for girls to be run in conjunction with CA PE Department and to include running training sessions and support at fixtures*
- *8 hours of skill sessions per week for junior academy players cumulatively.*
- *All fixtures Y7-13 including district, county and national competitions (approximately 90 per year).*
- *Video analysis across all academies (approximately 10 hours per week).*
- *Mentoring of an intervention group for the junior basketball players including:*
 - *daily mentoring in morning*
 - *attending all staff training for mentors*
 - *one hour weekly focused mentoring sessions*
- *Production of promotional material for basketball academy and Canterbury Institute of Sport (approximately 3 hours per week).*
- *Outreach work with primary schools to enhance recruitment into The Canterbury Academy*
- *One term of coaching at The Canterbury Primary School*
- *Support for SGO events*
- *Recruitment of junior and sixth form academy students.*

- 2.1 The Service Provider shall carry out the services to a satisfactory standard and in a manner acceptable to The Canterbury Academy Trust at all times during the currency of this Agreement, as determined by The Canterbury Academy Trust's systems of quality assurance.
- 2.2 The Service Provider is responsible for following and adhering to The Canterbury Academy Trust's Child Protection and Data Protection Policies and to allow The Canterbury Academy Trust to have immediate access to inspect all appropriate systems and records to ensure adherence to this requirement.
- 2.3 The Service Provider will follow The Canterbury Academy Trust's procedure for all trips and off site activities, including completing all necessary forms and risk assessments jointly with a member of Canterbury Academy Trust staff.
- 2.4 They will refer all safeguarding issues to The Canterbury Academy Trust's designated child protection officers or their key contact using the Canterbury Academy mandatory process as soon as any such issues arise.
- 2.5 The service provider agrees to a credit reference agency search if deemed appropriate by the Finance Director.
- 2.6 If the Service Provider is given access to SIMS as part of this agreement, they will use it only for accessing data relevant to this agreement. They will adhere to all guidelines in the Canterbury Academy Data Protection Policy.
- 2.7 The Service Provider will not assign, vary or sub-contract the provision of the services or any part without prior written agreement from The Canterbury Academy Trust. Any agreed sub-contract will not relieve the Service provider of their obligations under this Agreement.
- 2.8 The Service Provider may offer a substitute in their place providing that all following conditions are met:
- a) The services provided by the proposed substitute remain as detailed within the Agreement.
 - b) The Canterbury Academy Trust is satisfied that any substitute is suitable and possesses the necessary qualifications, experience and resources to fulfil the terms of the Agreement.
 - c) The Canterbury Academy Trust is satisfied that the intended substitute will comply with its rules on confidentiality, health, safety and equal opportunities.
 - d) The Canterbury Academy Trust reserves the right to refuse any proposed substitute.
- 2.9 The Service Provider will comply with all legal requirements, including but not limited to employment law, GDPR, safeguarding, confidentiality, etc.

Responsibilities of The Canterbury Academy:

In return for the services provided, the school will provide:

- A commitment to the delivery plan as produced by the school with Kent Crusaders.
- A named Key Contact who is appointed by the Executive Principal and responsible for overseeing programme delivery within the school.
- Assist in the selection of students for the basketball programme.
- Be responsible for the broader education of students.
- Draw down funds for the education of students following recognised examination courses.
- Provide pastoral support for the sixth form students.
- Provide support with the overall organisation of the basketball programme.
- Provide sport science support for the basketball programme athletes.
- Produce appropriate promotional material to support recruitment
- Monitoring and evaluation reports demonstrating the impact of the programme.

2.9 The Canterbury Academy Trust will provide the service provider with access to the school's Child Protection, and Data Protection Policies as well as all other relevant policies related to the service being provided.

3. Term

3.1 This Agreement will become effective when both parties have signed two copies of this document with each party retaining a signed copy. The Agreement shall commence on 01/09/2020 and shall be for a period not extending beyond 24/07/2021, subject to termination in accordance with the provisions of paragraph 9.

4. Review

4.1 The "Document Owner" is responsible for facilitating reviews of this document. The review must include key people from both parties and will be documented.

- Document owner: Phil Relf
- Review Period: Bi-Yearly (6 months)
- Next Review Date: February 2021

4.2 Contents of this document may be amended as required, provided mutual agreement is obtained from the primary stakeholders and communicated to all affected parties.

4.3 Formal and documented service reviews will take place separately to the document review, focusing on quality of service and adherence to this document, from both parties.

5. Payment and Allowances

5.1 Charges for the services provided under the terms of this Agreement are detailed here.

The total fees payable for services provided will be maximum amounts. A detailed breakdown will be required as part of each invoice. For the avoidance of doubt, no fee shall be payable in respect of any period during which the Services are not provided nor will any amount over the stated amounts be paid.

Total of £79,000 per year (invoiced equally for 12 months from September to August)

Invoices should be issued on a monthly basis and payment will be made within 20 days of receipt of an invoice and delivery report.

- 5.2 Billing will be monthly in arrears from the effective date of this Agreement
- 5.3 Invoices for the services provided under the terms of this Agreement will be sent to the Canterbury Academy Trust Finance department – see below. Payment of validated and approved invoices will be made by the Canterbury Academy Trust within 30 days of receipt of such invoice.
- 5.4 The relationship of the Service Provider to The Canterbury Academy Trust will be that of independent contractor and nothing in this Agreement shall render the Service Provider an employee, worker, agent or partner of The Canterbury Academy Trust, nor shall the service provider hold themselves as such. Accordingly, any fees paid under this Agreement are business income and the Service Provider will be responsible for paying tax and other amounts which may be due thereon.
- 5.5 All invoices must be sent to:
- The Finance Department
The Canterbury Academy Trust
Knight Avenue
Canterbury
CT2 8QA
- 5.6 Invoices must include BACS details and VAT registration number if applicable. Failure to provide this information may result in a delay in payment or the invoice being rejected.
- 5.7 For the avoidance of doubt, no fee shall be payable in respect of any period during which the Services are not provided.
- 5.8 Please note that if the funding agreement for schools' changes in any way which affects the delivery of this SLA, the Canterbury Academy Trust reserves the right to renegotiate or terminate this agreement with immediate effect.

6. Indemnification and Liability

- 6.1 The Service Provider shall maintain employer's liability insurance up to £5 million to cover the Provider's employees and public liability insurance. A copy should be provided to the Academy Trust.
- 6.2 Except to the extent required by law, The Canterbury Academy Trust shall have no liability for any loss or injury, including death, or damage whatsoever caused or suffered by the service provider or any other employee or agent of the service provider which arises out of or in connection with this Agreement. The service provider hereby undertakes to be responsible for and indemnify The Canterbury Academy Trust in respect of any claims of whatever kind made against The Canterbury Academy Trust which may arise from any act or omission, wilful misconduct, or negligent performance of the Service provider or any other employee or agent of the Service provider in the provision of the Services under this Agreement.

7. Confidentiality:

- 7.1 At all times during the term of this Agreement and for a period of five years after its termination, each party shall keep confidential all information acquired in consequence of this Agreement and shall not use it for any purpose other than to perform such party's obligations under this Agreement or disclose it except:

(a) to such party's group companies and professional advisers (if bound by equivalent obligations of confidence); or

(b) as may be required by law or by a court, regulatory authority or other competent authority; or

(c) to the extent that such information is in the public domain otherwise than as a result of a breach of this clause or law. Both parties will use personal data in line with data protection legislation, including the Data Protection Act 2018.

7.2 The Service Provider will not make any media announcement in relation to, or otherwise refer to, the Agreement for publicity, marketing or other purposes without prior written consent from The Canterbury Academy Trust.

8. Dispute resolution

8.1 The parties shall attempt in good faith to resolve any dispute or claim arising out of this Agreement by negotiations between the representatives of each party responsible for the Programme. If the Dispute has not been so resolved within 14 days of its arising, either party may escalate the Dispute by written notice to the other for attempted resolution in good faith by the respective senior executives of the parties who have authority to resolve the Dispute.

9. Termination:

9.1 This Agreement may be terminated by either party by giving a minimum of four weeks written notice. Should the SLA be terminated by the Service Provider all payments by The Canterbury Academy Trust will immediately cease.

9.2 Please note that if the funding agreement for schools' changes in any way which affects the delivery of this SLA, the Canterbury Academy Trust reserves the right to renegotiate or terminate this agreement.

9.3 The Canterbury Academy Trust may by written notice to the service provider, terminate this Agreement with immediate effect if the Service provider:

- a) is in breach of any of the terms of this Agreement or refuses or neglects to comply with any reasonable and lawful directions of The Canterbury Academy Trust;
- b) is unable to provide the Services and unable to provide another suitable and approved (by The Canterbury Academy Trust) substitute under the provisions of this Agreement;
- c) is guilty of serious misconduct or wilful and persistent neglect of obligations under this Agreement or otherwise;
- d) is declared bankrupt or makes any arrangement with or for the benefit of his creditors or has a County Court administration order made against him under the County Court Act 1984;
- e) is convicted of any criminal offence (other than an offence under any road traffic legislation in the United Kingdom or elsewhere for which a fine or non-custodial penalty is imposed)
- f) is guilty of any fraud or dishonesty or acts in any manner which is in the opinion of The Canterbury Academy Trust brings or is likely to bring the Contractor or The Canterbury Academy Trust into disrepute or is materially adverse for the interests of The Canterbury Academy Trust.
- g) fails to adhere to The Canterbury Academy Trust's Child Protection and Data Protection or other applicable policies.
- h) fails to comply with the standards and expectations articulated in The Academy Trust charter

9.4 Neither party shall be liable for any failure or delay in the performance of any of such party's obligations under this Agreement caused by any circumstances beyond such party's reasonable

control. The Canterbury Academy Trust reserves the right to reclaim in part or full monies paid if objectives and outcomes are not achieved.

Entire Agreement

This Agreement contains the entire understanding between the parties and supersedes all previous Agreements and arrangements (if any) between The Canterbury Academy Trust and the Service provider. This Agreement is not intended to be legally binding, and no legal obligations or legal rights shall arise between the Parties from this Agreement. The Parties enter into the Agreement intending to honour all their obligations.

Signed by / Date

.....
Executive Principal – For and on behalf of The Canterbury Academy Trust.
(This agreement may only be authorised by the Executive Principal and not a delegated representative)

.....
Director of Finance, The Canterbury Academy Trust

.....
For and on behalf of the Service provider

Appendix Y

APPENDIX Y

Partnership Agreement

Sevenoaks Suns and Canterbury Academy

Context:

The Sevenoaks Suns and Kent Crusaders/The Canterbury Academy have an established cooperative relationship with the two programmes supporting each other. This has included sharing of good practice between coaching staffs as well as Crusaders supporting elite female players (including those studying at The Canterbury Academy) to train with and play for Sevenoaks in junior and senior female competitions. This has also included elite boys players from Sevenoaks joining The Canterbury Academy.

Commitment:

The two clubs are committed to continuing this relationship moving forward to continue to work cooperatively to develop basketball in Kent and the South East region. As part of the EDP programme they will support each other to ensure the coaching and competitive opportunities for female EDP players are of the highest standard.

Appendix Z



Senior Mens National League NBL3



**Canterbury Basketball Academy
EABL - NBL3 - U18 Prem**



**Northfleet Basketball Academy
CBL - U18 Conference - AOC**



**Girls National League
U12-U14-U16**

**Boys National League
U12 - U14 Prem - U16 Prem**



U10

U12

U14

U16



**Mini Ballers
U6 - U9 - U11**

**Community Sessions
U12 to U16**

**School Program
Curriculum- Clubs**

Appendix

AA

Appendix AA

Destinations Last 5 Years

UK Universities

- Anglia Ruskin University
- Loughborough University
- Newcastle University
- Southampton University
- University of Essex
- Plymouth University
- UEL

US Universities

- Bryant Stratton College (NJCAA)
- California (NCAA D1)
- Central Methodist (NAIA)
- Central Penn College (USCAA)
- Fresno Pacific (NCAA D2)
- Montana (NCAA D1)
- Mounty Mercy (NAIA)
- St Benedict's (NAIA)
- Vincennes University (NJCAA)

Canadian Universities

- Carleton University

Professional Teams

- Basilicata (Italy)
- Cheshire Phoenix

Appendix

AB



EMERGENCY ACTION PLAN - CANTERBURY ACADEMY

OVERVIEW

The EAP is a document that provides a framework and guidance for emergencies that occur with Canterbury Academy / Kent Crusaders Basketball Team. ALL personnel who have any medical responsibility, including coaching staff should familiarize themselves with this document.

MEDICAL PERSONNEL

All home games will have a suitably qualified physiotherapist, sports therapist, sports rehabilitator, or doctor present. Students are able to provide game cover with relevant trauma qualifications. Those student without relevant qualifications will require supervision from a qualified person from the professions previously detailed. Additionally appropriate insurance must be in place for each corresponding profession and from any partner universities.

Further support is provided by the Lead Physiotherapist and Medical Lead at the Academy.

PRIMARY MEDICAL RESPONDER (TEAM LEAD)

NAME	ROLE / TITLE	CONTACT NUMBER	EMERGENCY NOK CONTACT
MARK DAYSON	LEAD MEDICAL PHYSIOTHERAPIST	+44 7794711181	YUYANG ZHANG 07904830249

- First response to all medical incidents to team and staff on and off court
- Liaise with further secondary medical assist instructing as required
- Liaise with local medical staff as required inclusive of paramedics
- Communicate with UK based medical team (if overseas)
- Communicate with parents/N.O.K when able to do so
- Update medical records system
- Ensure first aid, Pitchside and AED is up to date and accessible (AED in courtside bag, secondary in Lifestyle Fitness reception, Third in Canterbury Academy school reception)
- Support players to medical facility if available (TM support)
- Ensure equipment is checked and ready
- Lead run through training of staff roles
- Assessment and Treatment as required
- Maintain medical records and confidentiality
- Ensure the evacuation procedures is clear with staff at home venue (Canterbury Academy and lifestyle Fitness)
- Provide clarity to roles of all staff should a medical emergency occur during games

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HOME VENUE ADDRESS + MAP

Canterbury Academy, Knight Avenue, Canterbury, Kent. CT2 8QA.



HOME VENUE ADDRESS 2 + MAP

The Langton Grammar School for Boys, Langton Ln, Nackington Rd, Canterbury CT4 7AS.





ACCOMODATION ADDRESS + MAP:

Academy games are all home address.

If travelling overseas this will be populated with team accommodation details and contact with map supplied.

- Lead medical / therapist must stay at the same hotel as the team. This is of more paramount importance if players are U18
- Lead medical / therapist must be contactable at all times
- Lead medical / therapist must ensure that medical cover and contact is with players at all times. Should the lead medical / therapist need to leave a location, a secondary medical professional should be in place. The only exception to this is if a player needs to travel to a local medical facility and care of other players is needed. Team Manager or secondary medical personnel should be utilised.

MEAL TIME / LOCATIONS

Players are responsible at home for their own meals, nutrition and hydration. At away venues and during team travel, awareness should be brought to ALL staff of any allergies that should be shared with those preparing food for players. This must also consider not only allergies but also food preferences based on personal diets and religious beliefs.

ACCOMODATION MEDICAL CONTACT:

AS PER TEAM ALLOCATIONS AND SCHEDULES

- Role to advise and lead on emergency other than medical (fire, bomb threat etc)
- Liaise with staff and transport for transfer to medical facilities

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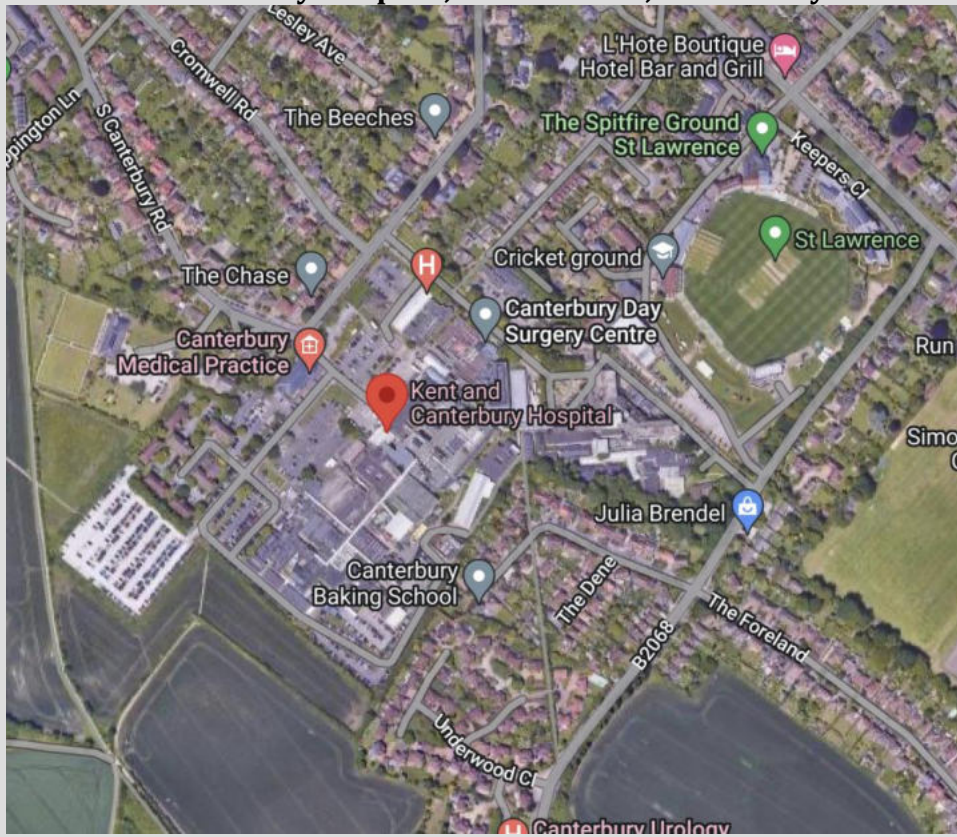
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LOCAL EMERGENCY FACILITY / HOSPITAL ADDRESS + MAP

Kent and Canterbury Hospital, Ethelbert Rd, Canterbury CT1 3NG.



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Questions/Responses (Please tick box)	Yes	No	Don't Know	Sometimes
Is this emergency action plan up to date for this camp	/			
Do you always know the address of the venue you are at?	/			
Is a phone always immediately available for contacting the Emergency Medical Services?	/			
Is there an appropriately trained/competent HCP at the courtside whenever activity is taking place?	/			
Is there anyone to help the HCP?	/			
Is an AED (Automated External Defibrillator) immediately accessible?	/			
Is there an appropriately stocked mandatory equipment?	/			
Do any of your players have a pre-existing medical condition?	/			
Do your players complete a Medical Declaration Form?	/			
Have the players always got immediate access to their medication?	/			
Do you know where the nearest hospital is with an Emergency Department /Neurology/Chest Unit?	/			
Is there vehicle access to your playing areas?	/			
Is there a list of contact details for the players' parents/guardians/NOK?	/			
Do your players complete a Medical Consent Form?	/			

Appendix

AC



Canterbury Academy Coaching Manual 2022-23

Our culture matters more than anything. We must role model it and expect it at all times from the players. Standards and details matter!
Actions from players and staff show what we really care about!

Staff Roles

Jesse Sazant	Adam Davies	Lazarus Thompson	Rhys Davies	Cristina Stanciuca	Mark Dayson	Gunars
	Head of Programme					
	Head Coach EABL	Assistant Coach EABL				
	Head Coach U18 or NBL3	Head Coach U18 or NBL3	Player Development			
	Lead Offence/Defence	Skill Development	Skill Development			
	Player Development	Player Development	Assistant Coach EABL			
	Player Communication	Video – Alternating team debrief and individual videos	Shooting Competition		Head Physio and Medical	Strength and Conditioning
	Scout Video – Half the teams	Scout Video – Half the teams	Giveback Scheme		Education Sessions	Fitness Testing
Assistant Coach EABL	Video – Alternating team debrief and individual videos	Video – Review practice once a fortnight	Video		DiSE Leader	Tracking loading
Refs and Table official	Video – Review practice once a fortnight	S+C Liaison (w/u, w/d in training)	Scout Video – Half the team	Pastoral Care	Medium and Long Term Loading Planning	Education Sessions
Coach Mentoring	Marketing and Social Media	Academic Tracking	Video – Review practice once a fortnight		Rehab and prehab sessions	Medium and Long Term Loading Planning
Personality Profiling	Recruiting Communication	Team Building	Team Building		Injury prevention and recovery	Injury prevention and recovery
Leadership accountability	Residential	Merchandise	Education Sessions			
	Recruiting Visits	Recruiting Communication	Residential			
	Physio Liaison	Exit routes for players	Recruiting Communication			
	Psychology Liaison	Education Sessions	Lead on Junior Academy			
	Exit routes for players	House Manager				
	Education Sessions	Assist on Junior Academy				
	Reflection Sessions					
	Coach CPD Sessions					

Culture

- Captains Group (Mike, Henry, Shem) Select one more.
 - Chosen by Players and coaches.
 - Regular communication through Leadership WhatsApp group.
 - Meet once a fortnight with coaches.
 - Responsible for culture, on and off court for whole team.
 - Need to empower them more.
 - More talks with them about how to be leaders and what it looks and sounds like.
 - Go after them more when it's not good enough culture wise. Can they make change before us.
 - Buddy system when needed.
 - Every two weeks - have a report. (coaches, review each other).
- Culture points
 - Culture penalty points for any failure to meet culture expectations (little things).
 - Once 10 Negative Points reached 30/30/30, if reached quickly again make it harder.
 - For bigger individual things the player is punished in practice. For bigger team things the team is punished in practice.
- Rewards/Celebrations
 - We need to celebrate more.
 - Individual achievements, team achievements, academic... etc
 - Recognise them in practice, make a certificate, buy them a snack etc
- Give back scheme
 - Each player to give back 2 hours a fortnight or 30 hours over the season. Helping at junior practices, games, club, individuals etc..
 - Rhys to track who is and isn't helping.
 - Coach, Ref, Table qualifications/education sessions organised by Rhys.
- Pre-Season culture mornings
 - 3 mornings.
 - First two physical and demanding, last one team building.
- Culture Words
 - Use Culture words as words we shout in huddles.
 - Review the words regularly where players and staff have to give examples when they have followed culture.
 - Need to sit down and discuss these and how the work and interact please.

Staff Meeting Schedule

Player Action Plans	Meet as whole staff: End of September, Start of January, April 2-4 points for technical, tactical, physical, mental, lifestyle.
Team Priorities	Meet as coaches twice per term (roughly every 3 weeks) Team focus for technical and tactical next 3 weeks
Coach Meetings	Adam, Laz and Rhys Twice a week Whole Coaching staff one a week.
Week Review and Prep	Coaches, Gunars and Mark to meet once a fortnight
Catch Up Meetings (accountability)	Adam to meet with each staff member once a half term to review and look forward

Routines and Information

Practice

- Injured players to have specific responsibilities along with doing rehab and exercises prescribed by Mark – not allowed to shoot unless changed. Need sheets made up of exercises.
- Players must wear Crusaders reversible jerseys.
- Coaches must be wearing a Crusaders top.
- Water bottles on baseline – set area and not to be thrown or dropped.
- Balls behind the bench.
- Players responsible for balls, baskets out, scoreboard (CHS only) out and plugged in, bibs to coaches when they need washing.
- Warm up to be fun on a Friday.
- High rep shooting every practice.
- Veo set up every session.
- Scoring – 1s and 2s, or, point for stop, perfect stop stay on D. Double points for not playing scout on defence.
- Consequences for losing drills that are about just competing to be hard – suicide in 30 seconds, NBA shuttle in 25 seconds, 10 in 45 seconds.
- Improve use of terminology – be clear and consistent, ensure players understand, discuss in team meeting, etc Terminology Doc.
- Do not have tough conversations with players before practice starts unless deemed necessary.
- Coaches to be on top of players to scan and be prepared, not just waiting when subbed.
- Know when the drill is competing or teaching.
- Friday practice put them in the weekend teams for drills.
- Stop or move courts for wet floor, and get towels out.
- Need to use assistant coaches better in drills and coaches to be really locked in to this.
- Discuss some practice details (how much do we want coaches to bring energy vs demanding players bring energy etc).

Strength and Conditioning

- Tony must notify coaches if a player misses a session (culture points).
- Players will be put into one of three groups – Plays a lot, committed and not committed. Plays a lot group gets a specific programme for maintenance during the season. Committed group gets a specific program for two sessions a week. Not committed group gets a generic programme for one session a week.

Cognitive Training

- Include in warm up no.3
- Need to get the apps going, include sleep.

Physiotherapy

- Hurt or injured – if a player must stop practicing (team or individual) or can not take part in a session due to injury, they are out for that whole session and must book an appointment with Mark immediately.
- Prehab to be focused on.
- Have three warm up routines. Laz to run.
- Prehab starts at 1:50 at CHS or when we arrive at Langton. Players can do light shooting, etc if early but we all do prehab together.
- Mark to teach new programmes in small groups in September.
- Loading – XPS
- Warm down routines to be focused on – Laz.
- Ice bath – Players playing a lot of minutes need to use when possible.
- Mark to have a sheet with 8-10 exercises that players can do with injuries in practice.
- Players to have a termly slot with Mark so they don't just see Mark as the guy they go to when injured. Also use as an education session plus someone who isn't a coach to talk to.

Nutrition

- Educate reasons why. Have players look into it and they discuss it in team meetings.
- Give attention to guys who need it more.

Academics

- Laz to monitor and discuss academics with players, interventions as appropriate.
- Email all teachers at start of year.
- Initial meet as part of induction with players grouped by courses (A Level, BTEC, etc).
- Find out why players are on any tier 3 to 6 from teachers.
- Make sure players are getting Tina/teacher to change tier.

Psychology and Profiling

- Players encouraged to use coaches as key resource. Can we get Phil involved, maybe Gary.
- 'Coaches Management' session (Kalil, Paul, early in season)
- Make sure players have face to face contact with a key person multiple times through workshops.
- Players to be profiled and presentation done at the start of the season.

Film

- Adam and Laz to do half the teams each both scout and debrief.
- Team Debrief sent out electronically over weekend.
- Individuals videos sent out when complete or done in office with the player.
- Review on Monday (1:30) with anything that needs to reviews again.
- Adam and Laz to watch the Wednesday game together on Thursday.
- Adam and Laz to watch one practice a fortnight.
- Watch more practice film. Have to! Above.
- Must film all weekend games too.

Scouting

- Adam and Laz to do half games each, same game as then are going to review.
- Scout video distributed electronically over the weekend.
- Draft version of scout to coaches by Friday morning.
- Friday planning meeting – agree how to defend players and any keys to win.
- Short review on Tuesday at training.

Conditioning

- **Practices to be at high tempo to build how we play!**
- Mark and Tony to help plan progressive build up through pre-season to enable this.

Social Media

- Coaches to post from their accounts as often as possible.
- Adam to set overall plan.
- All coaches to have access to instagram.
- Coaches to send stuff to Adam for Twitter and Facebook.
- Lets check with sixth form students if anyone is doing sports photography and wants to do pics at our games and some practices for promotion. Also anyone doing graphics.

Communication

- Coaches to aim to informally talk to every player every week/fortnight. Good to track this, cards on desk!

Team Building

- One big team building per term.
- Smaller ones fortnightly – Friday lunch is an option.

Fitness Testing

- Tony to set plan and programme.
- Testing three times a year when is suitable.
- Tony to share results with coaches and players.

Games

- 35 minute meeting, Mark 8 minutes, basketball warm up 18 minutes (shell, dribble out, Shooting, FT, Lay ups)
- 8 minutes: Adam to gear up team and then talk to important players individually.
- Jesse keep track of rotations as well as notes on offence.
- Laz/Jesse to focus on defence/offence, scout and provide feedback to players on bench.
- Get a music playlist at the start of the year and keep to that for games
- Halftime – 1 minute to collect thoughts, 2-3 minutes to talk as coaches, 3 minutes talk to team.

Reflection

- Coaches to review each practice on the daily review sheet on google drive.
- Coaches to review the weeks practice in the coaches what's app group. Team, you and me in that order.
- Coaches to review each game on the daily review sheet.
- Each player that plays in the game to review it in the group. Team, you and me in that order.
- Every 3-4 weeks as a team - Playing time, culture, perceptions, stop/start/continue, etc.
- Staff included – on themselves and staff, not just players.

Individuals Planning

- Google drive folder to take notes on players in individuals must write something each week. What the player did well, did you notice something they need to work on, what was their attitude like.
- Adam, Laz and Rhys to meet fortnightly to discuss focus for those 2 weeks in general and for certain players.
- In google drive have notes and priorities for the next 2 weeks individuals and edit their "player package" in terms of skills we are focusing on!

Houses

- Routine checks termly – Cristina to check a house each Tuesday morning.
- Adam has overall responsibility for Crusaders, Phil has overall responsibility for CHS.
- Set up a "call in rota".

Planning

- Plan to be on Google docs.
- Warm up to be 12-15 mins and focused on technical skills and details in offence or defence.

Action Plans

- All staff to add notes to Google doc before meeting. Document to have Skills, Technical, Tactical, Lifestyle and what they have improved on. Players to have Skills, Technical, Tactical, Lifestyle, photo, stats and notes of celebration on their sheet.
- Players to have a Google drive folder for their journey with the academy. All staff to add to it so at the end of their time with Crusaders we can look back to see what they have improved on. Etc before and after picture, all action plans, Snc plans, screening results, all videos.....
- Reflect more on them, add to them more. Adam, Laz, Rhys and Cristina to discuss more on how we are using them.
- Get players to fill out a questionnaire and rate their skills compared to coaches. (Adam to make sheet)

Recruiting

- Coaches to come up with a list of players to contact by start of November. Coaches to share who they contact and set up visits with.
- Try to have three or four dates for players and parents to come and visit.
- Adam to lead visits with Jesse standing in to do academic bit.

Player Exits Routes

- Adam to meet all players leaving in October to set what they want to do when they leave.
- Coaches to contact coaches.
- Get a leaving interview video from all players and if possible parents!

National League Games

- Adam and Laz to Head Coach.
- Teams to be selected Friday and put in the what's app group.
- Players to lead more and have more responsibility, in a structured way.
- Two or three points of what player ownership should look like. Ideas: Activity on white board pre game instead of team talk, player to lead talk, timeouts to be led from questions from coach or by a player.
- Ask the players what they want out of it.

DiSE

- Put this as a lesson on their timetable.
- Coaches to record all action plan meetings with players to use for DiSE. Coaches to record any education sessions we have that can be linked to DiSE.