



Report to Local Advisory Board (LAB)

Monday June 13th 2016

Report to the LAB on Personal Development, Behaviour and Welfare

		Meeting	
		Date	13/06/16
		Item Number	TBAP(16)
Title:	Head of School Report to the LAB – Personal Development Behaviour and Welfare		
Responsible TBAP Leadership team member:	Tony Meehan		
Prepared By :	Tony Meehan		

1. Introduction

This academic year the focus of attention for LAPA staff was on increased gang relating activity within the school and in the surrounding area with several learners involved in drug dealing activities too. The escalation of the activity has resulted in two of our learners refusing to attend LAPA due to concerns of their safety, not in the school, but in the surrounding area. One of the learners has been banned by Kensington and Chelsea for a period of three months due to concerns of his safety. Another indicator is the refusal of our learners to attend and participate in courses in neighbouring areas due to concerns of their safety. An incident in March outside Latimer Road Station where two young people (one current learner and one ex-learner of LAPA) were arrested for possession of offensive weapons (knives) has highlighted the seriousness of the concerns regarding the activities our learners are involved in. The police-school liaison officer attends staff briefings and there is a very effective partnership between school and police. The police visit the school regularly at the start and end of the day focusing above all on engagement with our young people. A knife arch programme was implemented at LAPA for one day to drive home the message that police and the school take this matter seriously.

Recently, LAPA staff has been working intensely to address issues around CSE following an ongoing concerns between a female and male learner. The Head of School and SSM attended a meeting with the Bi-Borough CSE Lead and the Head of Multi-Agency Safeguarding Hub (MASH) with focus on the needs of LAPA and what support could be available to ensure LAPA remains a safe place for learners and staff, where learners have admitted and displayed with their behaviour that LAPA is a safe place for them. Child Sexual Exploitation (CSE) training has been arranged for LAPA staff in Term 6.

School attendance is 81% and this has been affected by the increased gang-activity along with a marked decrease in parental engagement with LAPA. It has been noted that the complexity of the families has increased this academic year. The Head and SSM met with the Head of Early Help for Families and Tri-Borough Assistant Head for Looked After Children to discuss current concerns and strategies to better support families and young people. The Head and SSM have arranged to attend Developing Early Help and Interventions conference at Kensington and Chelsea.

2. **Admissions**
 - 2.1 **Admissions (pupil numbers)**

22 learners since September 2015
 - 2.2 **Numbers over the last 5 years- any changes**

See appendix 1
3. **Attendance**
 - 3.1 **Attendance data over the last 5 years**

See appendix 1
 - 3.2 **Attendance interventions**

Number of home visits due to poor attendance = 5 for three learners
Referral to Early Help = 4 learners
 - 3.3 **Two case studies from the year**

See Appendix 2
4. **Exclusions**
 - 4.1 **Exclusion data over the last 5 years**

See Appendix 1
 - 4.2 **Exclusions this year**

See Appendix 3
5. **Reintegration**
 - 5.1 **Reintegration data over the last 5 years**

See Appendix 1
 - 5.2 **Reintegration this year**

During 2015/2016 we have successfully re-integrated two learners

 - KS – Year 10 – St Thomas Moore – 30/10/2015
 - SM – year 8 – TLG – 14/12/15
6. **Behaviour and Achievement**
 - 6.1 **Interventions**

TATE referrals since September 2015
This academic year, TATE was closed for a period of time resulting in difficulties in use TATE in full capacity. The Day provision Unit has been used instead.
Latimer is committed to developing the successful TBAP model of learner intervention, the Wave system. Staff are being trained in this model which seeks to offer a bespoke, personalised array of interventions to help address identified learner needs.
 - 6.2 **Therapeutic Interventions**

We offer a range of therapeutic services at LAPA. These include:

 - Music Therapy – two days per week
 - Clinical Psychologist – one day per week
 - Psychotherapist – one day per week
 - Touch Therapist – one day per week

7. Safeguarding

7.1 CSE

This year LAPA has responded quickly to concerns about CSE raised by a female learner after an incident with a male learner in the school premises, where the male learner slapped the female learner. LAPA has been working closely with Young Women Advocate to support the young female learner. A recent referral to social services for another learner about concerns of CSE resulted in a network of support to the female learner being put in place.

CSE workshops through the Young Women Advocate have been arranged for Term 6 at LAPA to be delivered to female learners. The SSM is in discussion to deliver the workshops to male learners too.

CSE training for staff will be delivered in Term 6. The SSM delivered safeguarding training to all staff where CSE was a crucial part. The Clinical Psychologist offered knowledge and expertise around CSE from the victim's point of view during a recent Case Discussion.

The SSM has been attending the Hammersmith and Fulham, Child Sexual Exploitation (CSE) meeting during this academic year. The Head and SSM attended the newly established Kensington and Chelsea CSE meeting in Term 5. The purpose of the panel is to share information and good practice and cross reference information within the tri borough.

During the TBAP Safeguarding Conference, Carlene Firmin delivered an exceptionally motivating session on CSE providing detailed advice on indicators and signs that members of the school staff need to be aware of, while also highlighting the good practice within TBAP of local mapping of the learners.

7.2 Radicalisation

There were no incidents classified as radicalisation this academic year. Prevent has been contacted on one occasion where a learner was heard shouting out 'ISIS'. The SSM met with the family and the learner and no further actions were required.

A session with Imam Aziz - Life in the Frontline was arranged at LAPA, however the Imam was not able to attend at the last minute causing disappointment to our learners who were very keen on attending this session.

During the TBAP Safeguarding Conference in September, Prevent was part of the safeguarding agenda and training was delivered to the attendees.

7.3 Gangs Interventions

As a result of increased anti-social and criminal behaviour by our male learners, the majority of learners have been open at YOT. LAPA has working relationship with YOT working in partnership to support our learners.

During Term 4, learners have attended a session delivered by an ex-offender through the Directions project and it was well perceived by the learners who engaged in active discussions. Directions is a crime diversion and intervention programme aimed at young people at risk.

During Term 3, learners were offered sessions by the Street Doctors which is a charity that aims to change the lives of high risk young people by giving them the skills needed to administer lifesaving first aid to those in need. The sessions were well attended and the learners' feedback was very positive as they reported that they felt more confident of what to do in case someone needs first aid support. As the cohort of learners has changed in year 8 and 9, the SSM is currently looking to redeliver the sessions in Term 6 for all the learners.

7.4 Child Protection

According to our records, there are

- 2 Child Protection cases
- 3 Child in Need cases
- 2 Adolescent at Risk cases
- 7 Social Care involvement
- 4 Early Help involvement

2 Child Protection referrals (one Islington social care and one Hammersmith and Fulham) have been made by LAPA this year.

8. Partnerships

8.1 Police

The working relationship with the police is very good and has been an improving picture throughout this academic year. The School Police Liaison officer has been working with LAPA staff very positively with the aim of engaging the young people. The School Police Liaison officer attends staff briefings regularly and is the first point of contact when matters have to be referred to the police. The local Safer Neighbours Team have been on hand as requested to deal with potential issues after school.

8.2 YOT

LAPA has working relationships with YOT. Meeting between YOT workers, learners and the SSM has been arranged to better support the young people.

The SSM attends regularly the Risk of Harm Management Panel at Kensington and Chelsea where information has been shared for the risks around our young learners. The Tri Borough YOT officer attends the Inclusion Panel and liaises with the SSM in regards to concerns for young people. A Life Coach subcontracted to LAPA by YOT attends LAPA one and half days every week. The Life Coach mentors identified learners who have been victims and delivers a Girls Group. The next steps are a Boys Group and workshops delivery.

8.3 Others

The Inclusion Panel meets every Term at LAPA with representatives from the following services: YOT, Social Services, Early Help, Police, TBAP Therapeutic Lead, CAMHS and School Nurse.

The plethora of professionals involved and their constant attendance ensure that decisions are actioned and reviews of the cases bring new strategies into consideration.

During Term 5, the SSM initiated and chaired the first Emotional and Wellbeing Panel at LAPA with representatives from:

School Nurse, Insight, TBAP Therapeutic Lead, CAMHS and Young Women Advocate

The purpose of the panel is to strategically organise an action plan to promote young people's health and emotional wellbeing and deliver a coordinated health and emotional wellbeing approach with participation of the school and external services. LAPA has been fortunate to have a School Nurse attending the school every week. The Head and SSM met with the School Nurse and his manager to discuss current issues at LAPA and strategies to support our young learners. The Health and Emotional Wellbeing panel was an outcome of this discussion. Recently, the school nurse has resigned, however he has been replaced and his successor will continue to attend LAPA weekly. The learners benefit by the weekly presence of the School Nurse as they have their regular health checks and ad hoc consultations around health concerns

they may have. The next term LAPA will focus on addressing the issue of nicotine/cannabis addiction.

8.4 Links with Parent /Carers

There are a number of forums for parents and carers to express their views and be listened to. These include: Parents'/carers' evenings, structured conversations three times per year and at LAPA we are continuing to trial a parents'/ carers' forum, bringing staff and parents together to discuss openly the issues which concern all of us in regard to our learners. In one forum discussion one parent made the comment, "staff here care about our children more than we do".

Appendix 1.

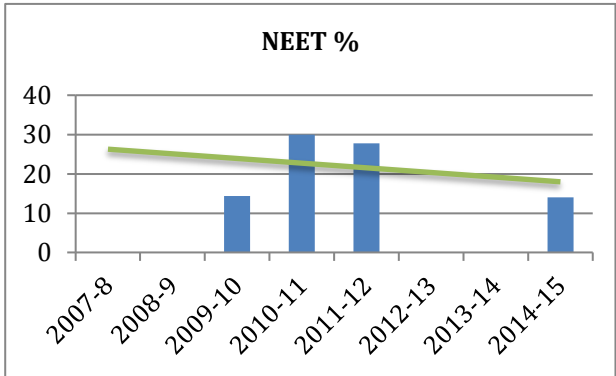
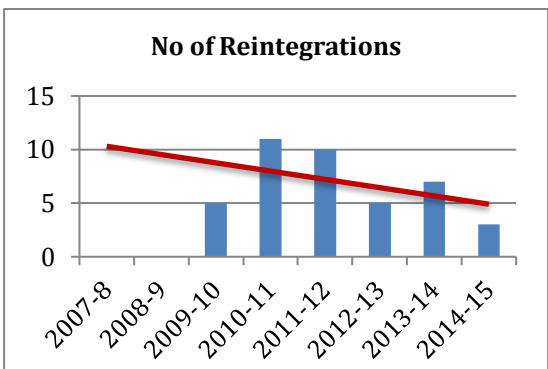
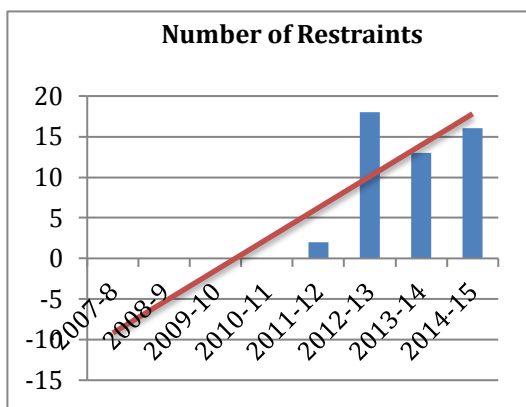
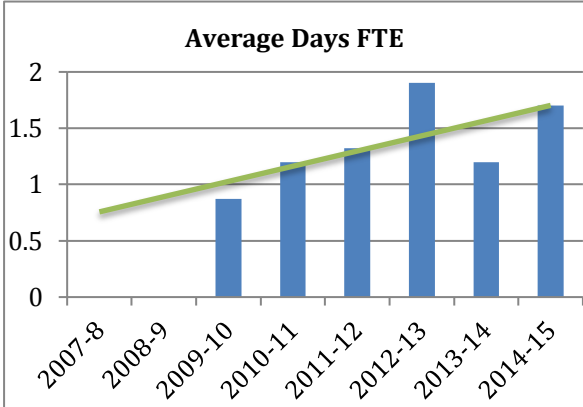
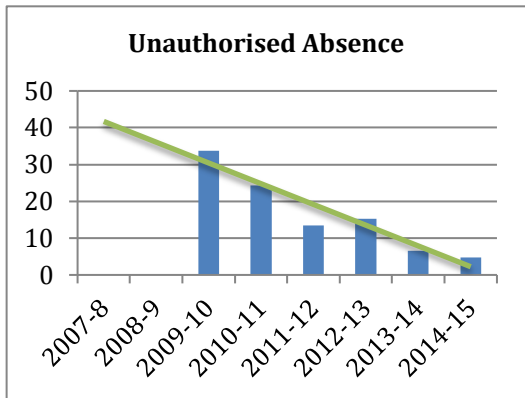
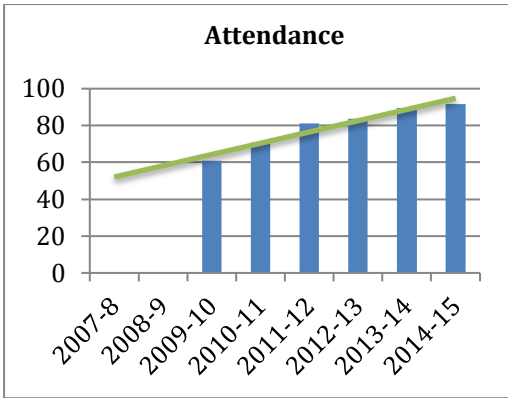
5 Year data summary

Table 1

School	The Latimer Education Centre					Behaviour and Safety		
Year	NOR-end of year	KS3	KS4	Boys	Girls	No of Statements	Attendance	Unauthorised Absence
2009-10	39	9	30	28	11	14	60.9	33.8
2010-11	35	8	27	29	6	5	70.5	24.4
2011-12	28	12	16	21	7	9	81	13.4
2012-13	55	18	37	39	16	9	83.5	15.2
2013-14	82	25	57	55	27	15	89.6	6.5
2014-15	100	24	76	54	46	15	91.7	4.7

Table 2

Year	No of Restraints	FTE Individuals	FTE No of days	Ave no of days FTE	Reintegrations	NEET %
2009-10	nr	19	31.5	0.9	5	14.3
2010-11	nr	22	42	1.2	11	30
2011-12	2	19	28	1.3	10	27.8
2012-13	18	13	25	1.9	5	
2013-14	13	13	16	1.2	7	
2014-15	16	19	32	1.7	3	14.2



Appendix 2

Latimer AP Academy: Attendance Case Study 1

Learner X - Y9

Start date at LAPA: 08/12/15

Attendance: 76.5%

Background

X started at LAPA on 8th December. X was living with father at that time and they were under the process of him moving back to his mother. X followed a pattern of missing one day per week since he was in mainstream school. When he moved with his mother, there was an improvement with his attendance; however his mother has been struggling to ensure that X attends school every day resulting in conflicts between himself and his mother, even in physical incidents between them. Both parents communicate with the school to report X's absences and reasons of absences. X's attendance has also been affected by illness and unauthorised holidays. X was very reserved when he joined LAPA and found difficult to interact with and trust members of staff.

Interventions

- 17/12/2015: Mr H attended a meeting with ZF at school as he was concerned for X's attendance having missed two days that week. Mr H expressed the concern that X developed a habit to miss a day of school every week since he was in mainstream; he claims to be unwell at those days, however Mr H is concerned that this is a habit rather genuine illnesses.
- 13/01/2016: Mr H attended a meeting at school with MB, where Mr H expressed the same concerns that X misses a day of school every week regularly. X is meant to move to with his mother at end of January.
- 20/01/2016: ZF met with AS, social worker, to discuss X's progress, behaviour and attendance. Attendance was discussed in detail presenting the pattern and the days he is taking off and the discussions the school already had with Mr H. Anna agreed to discuss the matter with Mr H.
- 01/02/2016: ZF contacted AS to discuss X's continuous poor attendance. X was still living with his father and they encounter difficulties in their relationship. Discussed possible referral to Early Help to support X with this attendance. Agreed that as the home situation was still unstable to give X time to settle in with Mrs Venus. X's attendance has been improving since 01/02/2016.
- 11/03/2016: ZF and BE conducted a home visit as Mrs V was struggling to bring X in school.
- 29/03/2016: Mrs V was interested in attending Parenting Class in RBKC started in April to help her develop strategies to support X in attending school regularly.
- 11/04/2016: Mrs V attended a Structured Conversation meeting to set targets for Xs for Spring Term including his attendance.
- 26/04/2016: An Initial Child Protection has been arranged for 06/05/2016, postponed to 26th May 2016. X is subject to CP plan under the prime category of emotional abuse and secondary

physical abuse. Attendance has been discussed, however it was the professionals overall consensus that the focus of the work will be on improving the relationship between X and his mother and the communication between the parents.

- 27/05/2016: X's attendance has been stable and there is slight improvement.
- Weekly 1:1 music therapy sessions

Impact on X's attendance

The above interventions have promoted the following outcomes

- X's attendance has been improving and he is building positive relationships with members of staff, for example his form tutor and music therapist.
- X manages to complete full weeks, which was a struggle when he started at LAPA.
- The communication with the family is steady resulting in open discussions about issues which affect attendance. The family acknowledges the importance of school attendance and communicates with both school and external services, thus a co-ordinated approach is followed to support X.
- X attends more regularly and is educated within his class and participates in whole school activities, like sports and educational visits.

Latimer AP Academy: Attendance Case Study 2

Learner Y - Y8

Start date at LAPA: 08/12/15

Attendance: 79.8%

SEN Status: (EHCP) statement

Background

Y started on 8th December. Y's attendance has been affected by a two week holiday in January, which has been agreed before she joined Latimer AP Academy. When Y started Latimer AP Academy, she did not want to attend school resulting in her missing a couple of days in the beginning. Y's attendance and punctuality has been improving. The use of transport offered by the SEN department has supported her in improving her punctuality.

- 11/01/2016: ZF met with RB, SEN department, and MD, social worker, to discuss Y's progress, behaviour and attendance at Latimer AP Academy, as Y expressed fear to return back to Latimer after her return from the holidays. Agreed for ZF and MD to do a home visit on the 18th January. Y returned to school on the 18th January.
- 18/01/2016: ZF met with Y and Mrs C to discuss Y's attendance as it has affected by her leave. Y expressed no concerns around school and agreed to focus on improving her attendance.

- 20/01/2016: ZF met with Y and Mrs C and discussed about re-integration, explained the process and agreed targets for Y. Discussed about punctuality and Mrs C expressed her concern that Y stays up till late on her mobile and struggles to get Y ready for school in the morning. Y's punctuality was poor between January and early March.
- 21/01/2016: ZF contacted MD to provide an update regarding Y's progress, behaviour and attendance. Considering a joint home visit and Early Help involvement to support Mrs C with her parenting and supporting Y to attend school regularly. Early Help referral proceeded to support the family.
- 01/02/2016: ZF contacted MD to provide an update on Y's attendance as Y refused to attend school and to notify that a meeting will be taken place at school next day.
- 02/02/2016: ZF/ MB/ CW, Y and Mrs C met to discuss Y's concerns about the school. It was agreed that Y will be attending the Day Provision Unit for her safety and the plan will be revisited after the holidays.
- 23/02/2016: A part time timetable was arranged to support Y integrated back to LAPA as she expressed concerns over her safety offering also one to one sessions during the day for a week.
- 01/03/2016: ZF/ MB met with MD and RM, to discuss Y's progress, behaviour and attendance. Transport was discussed to be offered to support Y attending school on time.
- 26/05/2016: Y's attendance and punctuality has been improving.
- Weekly 1:1 music therapy sessions
- Weekly 1:1 healthy touch sessions
- Weekly 1:1 Life Coach sessions
- Taxi arranged by SEN and Social services
- Mediations with several students due to conflicts which affected Y's attendance.

Impact on Y's attendance:

The above interventions have promoted the following outcomes:

- There is an improvement on Y's attendance and punctuality, she is able to be educated within her class and participates in whole school activities, for example sport sessions and school trips.
- Y feels settled in and safe at school, being able to build relationships with her peers.
- There is a constant and regular communication between school and Mrs C. Good collaborative working with external agencies has encouraged a co-ordinated approach to supporting Y and improving attendance.
- Y is now building trusting relationships with several members of staff including two members of the therapy team and a learning support professional.

2.4.1 Attendance:

Attendance as at 05/06/16

	Year 7	Year 8	Year 9	Year 10	Year 11	Whole School %
Attendances	N/A	68.5	86.2	77.5	83.7	79.8
Authorised Absences	N/A	5.7	8.2	4.6	6.0	5.7
Unauthorised Absences	N/A	25.5	5.3	17.8	9.8	14.4

2.4.2 Fixed Term Exclusions:-

Number of Individuals						
	10/11	11/12	12/13	13/14	14/15	15/16
Term						
1	3	6	9	2	6	3
2	7	6	5	0	2	6
3	10	5	3	1	5	12
4	8	7	2	9	7	4
5	4	2	3	0	4	3
6	5	4	0	1	13	
Total	37	30	22	13	37	
Total number of days lost						
	10/11	11/12	12/13	13/14	14/15	15/16
Term						
1	3.5	3	7.5	4	6	1.5
2	11	6	8.5	0	2	5.5
3	12	4	4	1	5	17
4	7	7.5	2	10	5.5	3.5
5	4	2	3	0	5	2.5
6	4.5	5	0	1	7.5	
Total	42	27.5	25	16	31	

Previous Term - Exclusions

Initial	Start Date	Days	Reason
CF	12/05/16	0.5	Physical assault against an adult
RB	11/05/16	1	Physical assault against a adult
RH	10/05/16	1	Persistent disruptive behaviour

2.4.3 Use of restraint -

Number of Restraints						
	10/11	11/12	12/13	13/14	14/15	15/16
Term						
1	n/a	n/a	6	5	6	1
2	n/a	n/a	3	0	2	0
3	n/a	n/a	1	2	4	0
4	n/a	n/a	2	2	3	0
5	n/a	n/a	2	0	1	1
6	n/a	2	3	4	0	
Total	n/a	2	17	13	16	

Previous 2 terms: Restraints

Date	Pupil	Year
18/05/16	LA	11

2.4.4 Racist incidents Previous 2 terms: None

Location	Activity	Date	Reported by	Perpetrator	Outcome

2.4.5 Police enquiries Previous 2 terms:

Our police liaison officer now visits us regularly and attends morning briefings. Her presence is reassuring around the school and she is seen as a welcome presence by learners. There was also police presence outside school when needed at the end of each day. As it is, our assigned officer drops in from time to time to check how things are with our learners but does not remain on site. **6.2.6**

Complaints Previous 2 terms

None