

## Report to Local Advisory Board (LAB)

Monday June 12<sup>th</sup> 2017

### Report to the LAB on Personal Development, Behaviour and Welfare



<b>Meeting</b>	
<b>Date</b>	12/06/17
<b>Item Number</b>	

<b>Title:</b>	Head of School Report to the LAB – Personal Development Behaviour and Welfare
<b>Responsible TBAP Leadership team member:</b>	Kaz Birk, Head of School
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## 1. Introduction

The Octagon AP Academy extremely proud of the journey we have undertaken over the last 3 years. We are especially pleased with the outcome from our first Ofsted Inspection since our academy conversion in April 2014. Overall Effectiveness was judged as Good, with Effectiveness of Leadership and Management being judged as Outstanding; the Behaviour of learners is Good with Personal Development and Welfare being judged as Outstanding.

“The school’s work to promote pupils’ personal development and welfare is outstanding. Almost all pupils arrive with a negative attitude towards school and often a sense of failure. All staff, whether teachers, learning support or pastoral staff, work very effectively together to change this. As a result, a strong culture of success permeates the school. As a result of the school’s work, almost all pupils who arrive at the school in the primary phase and in Years 7 to 10 make a successful return to a mainstream school. Year 11 pupils usually stay on to complete examination courses. The success of the school’s work can be seen in the improving attendance. It is much higher than in most pupil referral units and has gone up from below 65% to above 80%. Persistent absence has declined. Senior staff are determined to see that this improves further, and the follow-up when pupils are absent is rapid and rigorous.” OFSTED 2017

### Additional Headlines

- Reintegration as Area of Excellence -Challenge Partners November 2016
- Good Internal Safeguarding Audit February 2017
- OAPA now have Area of Excellence in Attendance and Reintegration
- Bespoke Aspire Higher project delivered by Groundworks to Year 11 learners
- Challenger Trooper completed by 90% of participant. 4 of whom have now reintegrated back to mainstream schools
- KS4 Art project with resident Artist
- Big Top Circus, Coram Fields Central London: Primary learners
- Cultural Food Tasting Sessions Black History Month and Diwali
- SEX FM Theatre production delivered at OAPA as part of SRE Curriculum
- New partnership with Saracens Rugby Club
- 3 Therapists are now on site. High uptake of therapy by OAPA learners

### Admissions

#### 1.1 Admissions (pupil numbers)

Year	Total roll	
1	0	
2	0	
3	3	
4	0	
5	2	
6	3	<b>KS2 Total 8</b>
7	5	
8	11	
9	18	<b>KS3 Total 37</b>
10	10	
11	18	<b>KS4 Total 28</b>
		<b>Total on OAPA roll</b>
		<b>70</b>

- Another year has seen a sustained increase in KS3 female learners. Currently 17 female learners are on roll.
- A significant increase in referrals of learners at KS3 has led to the school adopting 4 teaching groups at KS3
- High numbers of learners are being referred to OAPA with EHCP assessments agreed by SEN but not completed by the referring school. The impact is a high demand on EP and DOAI time as statutory deadlines have to be met.
- Increase in parents refusing placement citing lack of communication/ information from LA and referring school, prior to referral to OAPA.
- **107** referrals to the Octagon AP Academy since start of academic year.
- There have also been 52 referrals where parents have opted not to take up the placement. 24 of these learners have already moved on to other schools both in/out of the borough. Reasons: moved out of borough, re-integration, permanent exclusion overturned, parent has independently sought another school place, EHE (Elective Home Education).

## 1.2 Numbers over the last 5 years

Academic Year	OAPA
2015/2016	94
2014/2015	114 (including short term stay)
2013/2014	73
2012/2013	83
2011/2012	102
2010/2011	115

## 2. Attendance

Attendance this academic year had until March 2017 been 79.8%. Attendance has fallen by 3% to currently stand at 77% over the last 3 months. Attendance is down by 5% on last Academic Year.

Attendance still remains one of OAPA's priorities. Following the success of last academic year's attendance, OAPA has continued to work in partnership and maintains its coordinated approach to raising attendance with Haringey Localities Service. Our relationship with the Education Welfare Service remains positive. Attendance up until March 2017 had been 79.8%. There was a rapid decline in attendance in conjunction with the departure of our attendance officer. The post is still vacant. The rapid decline in attendance highlights the importance of the Attendance Officer role and its contribution to safeguarding learners.

### Attendance year to date - Sept. 2016 - May 2017

%	Year 3	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Total
<b>Attendance</b>	75	82.6	89.7	90.8	79.4	79.9	78.1	67.3	77
<b>Authorised Absence</b>	21.7	7.5	9.6	6.3	9.8	9.2	10.3	21.2	10.7
<b>Unauthorised Absences</b>	3.3	9.9	0.2	2.7	10.8	10.9	11.6	14.0	12.2

## 2.1 Attendance data over the last 5 years - see 5 yr summary in appendix for trends over time

Term	OAPA %
2015/2016	81%
2014/2015	79.9
2013/2014	64.7
2012/2013	64.4
2011/2012	85.5

## 2.2 Attendance interventions

15.7% of learners are referred to Education Welfare Services.

- 2 families were prosecuted by the Education Welfare Service this academic year, with the family receiving fines and court costs, community service, curfew and electronic tag. Attendance of one family is improving. The other family since been referred back to court.
- Currently 11 cases remain active, with all 11 referrals being pursued actively by Education Welfare Service.
- A further 7 Year 11 will be issued with FPN.

### OAPA - Learner referred to Localities Service- Active – referrals (11)

Year group	No. Learners Referred	% of cohort
4	1	15.7%
5	1	
8	2	
9	4	
10	2	
11	1	

- OAPA continues with its strategy of targeting learners whose attendance falls below 80%.
- We have secured through traded service our Education Welfare Officer, who provides valuable support and guidance to the school
- Unfortunately our Family Support Worker has left service and was not replaced by the LA. We now have forged links with the Western region of the borough's Early Help Service and have a dedicated Family Support link to liaise with. Attendance will still be a considering factor when referrals are made to Early Help Services as a supportive measure to families
- The OAPA and localities services meet weekly to review whole school and individual's attendance. Appropriate actions are agreed and implemented
- The numbers of families with more complex needs and multi-agency involvement has increase
- Extensive attendance tracking is in place for of all learners. This is updated weekly.
- A comprehensive consultation document is exchanged weekly between Education Welfare Service and OAPA
- New Starter Attendance Action Plan continues to be use with all new learners at admission interview. We have also found it to be a useful document where it becomes necessary to take action against parents/ carers.

## OAPA – Interventions use to raise Attendance & Number of referrals

	Term 1	Term 2	Term 3	Term 4	Term 5
<b>Learner Clinic</b>	10	8	8	1	0
Learner Clinic held at OAPA. Learner given opportunity to discuss barriers to attending OAPA					
<b>Parent Clinic</b>	12	11	5	4	1
Parent clinics held at OAPA; reminded of responsibility and monitored for a period of 4 weeks. Usually conducted, prior to referral					
<b>Home Visit</b>	6	8	8	2	1
Home visits were undertaken by our Education Welfare Service					
<b>Rewards</b>	6	6	6	6	6
Certificates and 500 Vivo points given for best attendance and most improved learners each term					
<b>Attendance Trips</b>	0	1	0	1	0
<ul style="list-style-type: none"> <li>• Term 1 - Oxygen</li> <li>• Term 3- Secondary Go- Karting/ Primary Oxygen</li> <li>• Term 6 - Thorpe Park</li> </ul> <p>Rewards trips are promoted around the school and during learning guide sessions.</p>					
<b>Breakfast Club</b> – Runs daily providing breakfast 9.00 -9.15 daily.					
<b>Learning Guide</b> - Follow up absences with learners, Parents/ Carers and promote attendance to learners.					
<b>Attendance Board</b> - Individuals attendance and behaviour achievements are advertised weekly to learners. Daily attendance shared with staff in daily briefing.					

### 2.3 Attendance of different groups – SEN , PP etc

Term	Cohort %					
	Males	Females	LAC	PP	SEN	FSM
2016/2017	76.6	78.8	69.4	73.6	77.9	77.6
2015/2016	82.1	76.2	78.4	81.4	86.4	83.0
2014/2015	81.8	76.2	81.3	79.1	71	78.1
2013/2014	59.8	59.4	64.2	-	65.3	68.2
2012/2013	49.2	38.4	38.7	-	54.3	56.1

## 3. Exclusions

### 3.1 Exclusion data over the last 5 years

Year	Number of FTE Individuals	FTE Number of days	Average number of days lost
2015/16	71	118	1.6
2014-15	58	180.5	3.1
2013-14	51	241.5	4.7
2012-13	52	222.5	4.2
2011-12	54	214.5	3.9

### 3.2 Exclusions this year

FTE Data	Term 1	Term 2	Term 3	Term 4	Term 5
No of FTE Individuals	8	15	20	18	20
Male	8	14	17	14	17
Female	0	1	3	4	3
SEN	2	2	3	3	2
SEN Support	6	13	17	15	18
FSM	6	7	4	9	13
NFSM	2	8	16	9	7
No. of days lost to FTE's	11.5	22	33.5	33.5	55.5
No. on OAPA roll	41	44	53	60	70
% of cohort who rec'd FTE's	19	34	37	25.7	28.5

Year	No. of FTE Individual.	FTE No. Of day	Ave no of days lost
2016-17	81	156	1.9

- TATE returned to ensure that learners could access intervention and therapeutic sessions that they would otherwise be unable to engage in
- As TATE is on site there are some behaviours that are deemed unacceptable for a referral to TATE, which means an increase in exclusions
- The number of issued FTEs correlates with an increase in OAPA cohort size

## 4. Reintegration

In total **26** students have left our roll up to and including May 2017.

Reintegration is a key focus for OAPA and is consistently embedded in the ethos of the academy. IYFAP (In Year Fair Access Panel) is attended monthly and students are referred through a consistent process of evaluating if and when they are ready for the transition and participating in a programme which is completed with a closure visit once the student has started at their allocated mainstream school.

- 17 students were reintegrated (see table above)
- 3 returned into their referring primary schools as part of our reintegration programme
- 8 referred to more suitable alternative provisions e.g. SEMH School and Tuition Service

- In the Challenge Partners External Review 5-7 December 2016, Reintegration was offered and accepted as our **Area of Excellence**. In the Ofsted report 28 February–1 March 2017 comments included: ‘...the rate of return to mainstream education is much higher than in most pupil referral units’, and, ‘The partnership with local mainstream schools is strong and they and the local authority value the work of Octagon. Staff have worked hard to establish good relationships and a highly successful support programme to prepare pupils for their return to mainstream schools. As a result, it is rare for a placement to break down.’
- With GCSEs moving to a linear format, the challenge for next academic year is preparing students for mainstream prior to Year 10 as to catch up with GCSE content will be a hindrance with the removal of coursework from many subjects.

### 5.1 Reintegration data over the last 5 year.

Term	Number of Learners										
	Yr1	Yr2	Yr3	Yr 5	Yr 6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total
2015/2016	1	2	1	1	2	3	1	3	4	3	22
2014/2015	N/a			Data not provided							16
2013/2014	N/a			N/A							29
2012/2013				0	5	8	15	1	29		
2011/2012				1	4	4	10	2	21		
2010/2011				0	4	9	6	0	19		
2010/2011				0	3	7	8	0	18		

### 5.2 Reintegration this year

Term	Number of Learners								
	Yr4	Yr5	Yr6	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total
2016/17	2	1	2	3	4	5	0	0	17

## 6. Behaviour and Achievement

Behaviours (positive and negative) are recorded and analysed by the Learning Guides and Senior Leadership Team on a daily basis. Decisions are then made regarding any necessary exclusions or referrals to TATE (The Alternative to Exclusion). The system of reviewing behaviour and attendance is monitored by the Student Services Manager (SSM) and ensures follow-up of all negative behaviours in a timely fashion.

2016/17 saw the provision of TATE return to OAPA, having previously been housed off-site. This decision was made to enable learners to access interventions, therapeutic provision and their teachers. TATE has been a positive addition on site. However this has led to the increase of fixed term exclusion due to some learner behaviour warranting provision away from school for a fixed period.

A member of the Learning Support Professional team delivers mediation and gives feedback during morning briefings. A Learning Support Professional is in post to lead on delivering Post 16 Careers Information Advice and Guidance in order to ensure all Year 11s have a post 16 place allocated.

The use of SIMS to record positive behaviours and allocated points has been linked to VIVO Miles data since November 2014. A review of this our reward system and feedback from both learners and staff will see VIVO terminated at the end of this academy year. A localised model will be adopted to reward learners. Off-site visits remain by far the most popular reward that motivates learners within school. A combination of off-site visits and reward vouchers are likely to be adopted.

Weekly phone calls home occur and are recorded on SIMs and termly Structured Conversations ensure SMART targets are in place and reviewed termly. These are also used as part of Annual Review updates for our students with statements/EHCPs.

All of OAPA staff have received Team Teach training and refresher courses offered and a member of staff has undertaken training to be a Team Teach trainer as part of their professional development.

Learners who cause damage to the building receive letters requesting the payment or contribution towards the cost of the damage and letters are routinely sent home to parents/ carers.

## 6.1 Interventions

- My Maths- Primary delivers during lessons. In secondary can occur through withdrawal in line with targets set.
- Behaviour Management-CD delivered focusing on each year group over a 5 week period looking at strategies for groups of learners.
- Girls Group-Weekly
- Circle time-Primary each week.
- Educational Psychologist throughout the academic year with referred and students who have EHCPs.
- Guided Reading- during secondary registration and in Period 6 in primary.
- Handwriting-Primary each morning using word of the day.
- Speech and Language- each Tuesday to students where needs are explicit on their statements/EHCPs or through referral. Delivered via Whittington Hospital.
- IXL-A numeracy and Literacy on line programme which tracks learner's progress from year 1 to year 13 so able to stretch more able learners.
- Toe by Toe-Six week intervention for subjects with or suspected of being dyslexic
- PUMA & PIRA (Progress in Understanding Mathematics Assessment) & Progress in Reading Assessment.
- Sound Training to enhance literacy

## 6.2 Therapeutic Interventions

- Music Therapy-2 days a week.
- Counselling-1 day a week.
- Traveller Worker Intervention-1 afternoon a week.
- Art/Play therapy- 2 days a week
- Psychotherapy-2 days a week
- Speech and Language Therapy- 1 day a week.



The onsite Lead Therapist also attends the fortnightly Inclusion Panel Meetings and Local SLT to give an update on the three therapists' caseloads. A bespoke therapeutic room has been established and has been furnished with the requests of the various therapists. They continue to each share their student list with the staff during morning briefing and give updates when necessary. Therapeutic intervention is also now a part of our admissions procedures and a consent form has been created which forms part of the admissions pack. Therapeutic feedback forms part of the learner profile for all staff to have a greater awareness of our students and their various needs from their actual admissions date.

## **8. Safeguarding**

Both Ofsted and our internal Safeguarding audit have highlighted the 'comprehensive and meticulous' safeguarding practices that exist at OAPA. Ofsted 2017

Staff receive regular and thorough training in safeguarding delivered by the SSM or partner agencies. Safeguarding training is delivered periodically throughout the academic year starting with annual Safeguarding Training level one course. At 6 month intervals Smartlog (online short courses) is used to refresher safeguarding training amongst staff.

An active safeguarding board is in visible in the staff to share information with OAPA staff and to induct new staff/ agencies and external staff in to the safeguarding expectation held by OAPA. Both safeguarding disclosure reporting and e safety form and relevant legalisation and TBAP policies are displayed readily available for staff.

Single Central register now hold all safeguarding training records for all OAPA staff and agency. All external agencies are required to provide copies of their DBS, safeguarding training and comply with section one of Keeping Children Safe in Education 2016, prior to working directly with learners.

- 77% of OAPA learners have external agency support. A further 10% of OAPA learners who have referral are awaiting agency involvement.
- 27.5% of OAPA learners have CYPS involvement with 4.2 % of cases held at Child Protection status with a further 3 pending being escalated to CP status.
- 46% of OAPA learners have statutory agency involvement including YJS.
- 47% of OAPA learners have multiple external agency/services involvement or are families with complex needs.

### **8.1 CSE**

- An increase in the female cohort has seen the number learners at risk of CSE rise.
- Currently 2.8% of OAPA's cohort is identified on the CSE matrix as being at risk of CSE.
- 2.8 % this cases are recognised as being Level 1.
- The impact of having just one learner on roll with CSE, with such small cohort means that all female become vulnerable to risk of CSE.
- Girl Group continues to raise awareness of CSE, explore self-esteem. Guest speaker and intervention from school nurse and sexual health nurse
- OAPA have been working closely with Safer London, who have delivered bespoke workshops to both males and female.
- Screening tool are used to identify individuals at risk of CSE and referrals are made for 1:1 interventions to support individuals where threshold are met.
- Haringey has the highest 'Misper' rates in London. Our SSM works with CSE professionals to debrief learners following a period of them being reported missing.
- The SSM also attends Haringey CSE's strategy meetings, when necessary.
- CSE is a rising concern within the LA, they are currently coordinating with partner agencies in boarding authorities to share information on learners at risk of CSE.
- Safer London have delivered Harmful Sexualised Behaviour CPD to staff
- OAPA have continued working in partnership with localities service and Safer London to identify involved the victims and perpetrators.

- The SSM attend annual CSE training delivered by LSCB
- Designated staff from Safer London now attached to Early HELP to support OAPA.

### OAPA Sexual Exploitation Mapping – Victims (7)

	No learners	Referral accepted	% of Cohort
Male	0	0	2.8
Female	2	0	

- **Currently no perpetrators of CSE identified at OAPA**

### 8.2 Radicalisation

- No disclosure of radicalisation has been recorded this year. We have positive working relationship with LA designate PREVENT officer and Police officers.
- Challenging Extremism curriculum is delivered to KS3/4.
- SMSC is delivered throughout the school
- Tales of Two Cities curriculum is used to address radicalisation in SMSC.
- Pre-screening questionnaire pilot provided to identify potential learners at risk. OAPA to roll out across school 2016-17.
- OAPA staff have completed annual Haringey WRAP delivered by Haringey PREVENT Lead.
- OAPA working in conjunction with Haringey representatives to explore how we can further collaborate to raise awareness of radicalisation within school.
- A representative from Haringey PREVENT Team attends OAPA's MAPST meeting.

### 8.3 Gangs Intervention

- In December 2016 tension amongst local gangs flared up. Gang-related activity has become a heightened concern for OAPA's SLT due to the re-emergence of a prominent local gang some of whom have been drawn into conflict with several learners from OAPA, including one learner who is already highlighted on the Gangs Matrix. This has particularly affected our Year 11 learners who, in part, have antagonised the situation. This local gang operates at the top end of Commerce Road. The SSM is working directly with the Integrated Gangs Unit and Safer Schools PCSO to safeguard the school. Two learners has been identified as a risk to the school cohort and have been accommodated by the local authority elsewhere. The SSM attends GAG and GIM meetings and is working with IGU to design bespoke interventions for learners and CPD to staff.
- IGU staff will be working on site directly with OAPA learner before the end of the academic year.
- 9.9% of the cohort are either on the GAG Matrix, at risk of or known be associated or on the periphery of serious youth violence.

### OAPA Learners Serious Youth Violence (Gangs) on the Matrix 2)

No of Individ.	Yr Group	Case Status		% of Cohort
1	9	Active- integrated gang unit involved	2	2.8
1	7	Active- Integrated gang unit involved		

#### OAPA Learner's on the peripheries of serious youth violence (gang) activity (4)

No of Indiv.	Yr Group	Case Status		% of Cohort
4	11	Discussion being help with GAG representative on MAPST	5	7.1
1	10	Referred to GAG via previous school awaiting outcome		

#### 8.4 Child Protection

- The SSM is the Designated Safeguarding Lead staff on site. The HoS has completed training in T5 to become the Deputy DSL.
- 27.5% of OAPA learners currently on roll have involvement from Haringey's Children and Young Peoples Services.
- OAPA continues to support our learners through attendance at Child Protection Conferences and reviews, Core Group meetings and Personal Education planning meetings for our LAC learners.
- OAPA delivers Safeguarding training in line with TBAP CPD cycle and during induction of new staff.
- 5 Child Protection referrals have been made this year to Single Point of Access

#### OAPA- Number and % of learner on Child Protection Register (3)

	No learners CP	Category	% of Learners on roll
Male	3	N,P,P	4.7
Female	0	-	

#### OAPA- Number and % of learner who are Child in Need Status (7)

	No learners CIN	% of Cohort
Male	6	10
Female	1	

#### OAPA – Number and % of Learners who are LAC (2)

	No learners LAC	% of cohort
Male	0	2.8
Female	2	

### OAPA- Numbers and % of Learners referred to SPA- Pending CYPS- Assessment status (7)

	No learners refer to SPA	Status of cases	% of cohort
Male	7	Active- Various stage of CYPS family assessment	10
Female	0		

### OAPA- Number and % of learner referred to Early Help ( 2)

	No learners refer to EH	Status of cases	% of cohort
Male	3	active	7.1
Female	2	active	

## 9 Partnerships

OAPA work with a wide range of services and professionals both statutory and non-statutory to support learners within school and their wider communities.

OAPA have established positive relationship with the following organisations:

- Tottenham Hotspur Football Club who provides enrichment activities and support the Physical Education curriculum on and offsite.
- Saracens Rugby club
- Localities Service (now Early Help) – Delivering workshops covering topics such as Sexual Exploitation, family and relationships /Crime/Gang Culture/Workshops/CPD.
- Insight- Drug Awareness/Workshops/CPD.
- Safer London
- Children and Young People Services.
- Marlfield Project- Provided Support for SEN Learners
- Education Welfare Officer.
- Youth Offending Service/Client/Workshops/CPD.
- Youth Offending Service- Early Intervention and Triage.
- Haringey YJS – Weapon Awareness and Basic First Aid workshop
- Haringey Prevent- delivering workshops around radicalisation.
- Challenge Troop delivering enrichment activities for KS3.
- LIFE Fire training/awareness programme- Haringey.
- LIFE Work Skills training/awareness programme- Haringey.
- Haringey Integrated Gangs Unit/ Screening/Workshops/CPD.
- Early Help Forum.
- Haringey Families First.
- PREVENT LA Designated Lead
- LSCB
- Child Adult Mental Health Services (CAMHS).
- Haringey KS4 Virtual Roll.
- In Year Fair Access Panel
- Travellers Community Support Team.

- CONHEL.
- SEX FM.
- Haringey Targeted Support Team.
- Footstep.
- Michael Sobell Centre.
- Stubbers Adventure Centre.
- Cuffley Adventure Centre.
- Breakfast Club provided by Magic Breakfast.
- Variety Club of Great Britain provide off-site trips for primary learners.
- Vivo Miles- Support our behaviour management system.
- Jamie's Farm.

## 9.1 Police

- OAPA has established a Multi-Agency Police Support Team working in partnership with police services within Haringey.
- The purpose of MAPST is to coordinate information about learners on roll with Police Services and other services within the borough and to identify additional support and strategies to OAPA.
- This year MAPST is running regularly and attended by professionals who coordinate services offered to OAPA. OAPA has work directly with the police and other agencies to share information, secure CPDs, awareness sessions and 1:1 support for OAPA. Agencies who participate in OAPA MAPST include:
  - Integrated Gangs Unit
  - Insight
  - YJS Education Representative Statutory
  - YJS Representative non-statutory
  - Safer School PCSO
  - School Nurse
  - PREVENT Representative
  - INSIGHT Representative
  - Education Welfare Officer
  - SLT Lead Therapist

We have positive relations with local Police. Unfortunately our Safer School Officer PC Laura Coates has left OAPA. Laura has been replaced PCSO Ade Taylor, who has a wonderful presence amongst the learners and provides excellent support to the school. PCSO Ade's presence with learners was also noted by Ofsted during our inspection and was commented on in the report. At present, PCSO Ade supports with managing behaviour and responding to issues or concerns raised by the public or partner schools and the local community. He has been integral to de-escalating recent gang related activity. Learners are always welcoming to PCSO Ade and interact with him positively seeking advice and guidance.

## 9.2 YOS

**24.1%** of OAPA learners are currently involved with the Youth Justice Service. We continue to work with YJS through liaison with the YJS Education Support Worker who also is a representative at OAPA's MAPST. Regular meetings take place with YJS to share information regarding known learners to YJS. This is now being extended to the YJS Preventative team following Haringey restructuring this remit now falls within the Targeted Support Team.

The latest data received from the YJT identifies 17 learners currently engaged with this service of which 18.5 % or 13 learners are on statutory orders.

**OAPA- Learner known to Youth Justice Service (9)**

	No learners known to YOS	% of Cohort
Male	15	24.2
Female	2	

**9.3 Other**

**Insight -Substance Misuse Education and Counselling**

- Insight has allocated 1:1 Substance Misuse Counsellor at OAPA once weekly
- Pre-screened learners for substance misuse conducted
- Term 6 Insight will delivered bespoke 3 substance misuse workshops to OAPA
- 5 learners are engaging in 1:1 counselling and education programmes
- Term 6 Substance Awareness CPD delivered by Insight
- Term 6 Substance Misuse Awareness workshops for learners
- Smoking cessations session are offered to all learner non to be smoker and if caught smoking on site

**OAPA- Learners referred to Insight (6) 1 pending**

	No learners who rec'd early intervention	% of Cohort
Male	4	7.1
Female	1	

**OAPA- learners known to CAMHS (12)**

	No learners who rec'd early intervention	% of Cohort
Male	11	21.4
Female	4	

**9.4 Links with Parent /Carers**

- OAPA's Admission Interview
- Parent LABs representative
- Cultural food Tasting sessions
- Return from FTE's meetings
- Structured Conversation
- Progress evenings
- Internet Awareness Session
- Coffee Morning
- Text – Information sharing
- First Day Calls – attendance notification
- Weekly call from Learning Guide- for updates behaviour and achievements

**Appendix 1.**

**5 Year data summary: attached.**