TBAP
Tri-borough Alternative Provision

courtyard AP ACADEMY

Report to Local Advisory Board (LAB)

Monday June 29th 2015

Report to the LAB on Behaviour and Safety

Meeting	
Date	29/06/15
Item Number	TBAP(15)

Title:	Head of School Report to the LAB – Behaviour and Safety
Responsible TBAP Leadership team member:	Janet Packer
Prepared By :	Janet Packer

1. Introduction

We are very proud of the outcome of our OFSTED inspection where all areas, leadership and management, Behaviour and safety, Quality of teaching and Achievement of pupils are judged as outstanding.

'The behaviour of pupils is outstanding. Pupils are exceptionally eager to learn. They take great pride in the neatness of their workbook and are ready to show them to visitors. They are careful in handling materials. They keep their classrooms tidy. Pupils treat with care the displays of their work, such as the high quality paintings in the art room'. OFSTED March 2015

This judgement is a credit to the hard work, commitment and focus that the team has had on learning underpinned by the behaviour for learning framework.

Despite the history of the learners in relation to their identified behavioural, emotional and social difficulties we have developed an ethos where the children learn in a safe, supportive and stimulating environment. They make excellent improvements in their learning behaviours and strong progress in their attainment and achievements.

2. Admissions

2.1 We currently have 20 children on roll, 4 above our expected intake, 14 children live in Hammersmith and Fulham, 2 in Kensington and Chelsea and 3 in Westminster. 9 of the children have a statement of special education needs, 8 for behaviour, social and emotional difficulties and 1 has Downs syndrome. Since September we have had 23 children who have attended the Courtyard AP Academy (CAPA) and we have 5 children on our waiting list.

2.2 The 3 year summary shows that our intake has increased from 14 to 20 this is partly due to the provision providing placements across three boroughs. There has been an increasing demand for placements, especially part time to prevent permanent exclusions. The provision which is being developed in Westminster will help to reduce numbers at the CAPA and meet the needs of more children.

3. Attendance

3:1 The 3 year summary shows that we have seen a slight decline in our attendance this term, that is because one of our learners is refusing to come to school, his attendance last term was 7% and his attendance overall since September is now 43%. If we do not include his data then our attendance is 93.2%. Our attendance figures are also affected by one learner who arrives late after the register has closed, so he is marked absent in the morning however his punctuality has improved and his attendance also.

3.2 The learning support professional (LSP) monitors the learners' attendance daily and weekly. She produces a bar chart each week of each learner's attendance which is displayed and includes the overall whole school attendance for the week. The LSP

targets a group of learners with poor attendance for 6 weeks and this has had a significant impact, as the attendance of 4 learners has improved for example 1 learners attendance has gone from 86.32% to 98.21%. There are effective strategies for improving attendance; parents are contacted daily if their child does not come in to school on time. The LSP meets regularly with parents and our localities key worker for advice and support. Feedback is given to social workers regularly and one learner receives a welfare call every week. Attendance is promoted by giving certificates and prizes for 100% attendance and improved attendance.

The majority of learners are on time especially if they travel to school on the minibus or taxi however one of the taxis is frequently late. A few learners have difficulty getting to school on time either because the parents live out of borough or the parent has siblings who have to be taken to another school. Applications are made to SEN for transport to be provided however this process is long and can take up to 2 months before we get a response. Breakfast club encourages children to get to school on time; they enjoy their breakfasts and the social time together.

3.3 Case study

Learner A has had a history of poor attendance and punctuality from his primary school. At the CAPA his attendance and punctuality has been monitored and discussed mainly with his mother this has often been daily. A went through a period when he refused to come to school or would frequently arrive late. He also stayed behind on a few occasions after school to make up for the learning that he had missed. During the period 2nd November to the 20th December, term 2 his attendance was 58.82%. Throughout this period his attendance has been monitored and targets set. The LSP has worked well with Localities who have been involved. In term 3 and 4 he had personalised sessions, PixL with a LSP to support him with his learning and KS2 SATs. At the end of the 6 week period the 20th April to the 25th May his attendance was 89.13%, a significant improvement.

3.4 Attendance of different groups – SEN , PP etc

There is no significant difference between the attendances of children from different groups.

4. Exclusions

4.1 Exclusion data over the last 3 years

Over the last three years we excluded 1 learner for 1 day during the year 2012 -2013.

4.2 Exclusions this year

This academic year one of our learners has been excluded for 20 sessions for mainly being verbally abusive and physically assaulting staff. He has been restrained for 122 times since September, some of these were up to 3 or 4 times a day. A number of agencies are involved in supporting him. Since April we have seen a reduction in the number of times he has been restrained. All incidents are discussed with parents and on some occasions the learner is able to reflect on his behaviour and repair with the adults.

5. Reintegration

5.1 Reintegration data over the last 3 years

Over the last 3 years we have seen a decrease in the number of children reintegrated however the change of intake has made a difference. The children who have statements have the Courtyard AP Academy named as their school as mainstream school are not able to meet their needs.

5.2 Reintegration this year

This academic year two children have been reintegrated back into mainstream primary school. We currently have 5 children reintegrating back into their school, 4 of the children attend the CAPA part time. One learner who was excluded from his mainstream school has been successfully reintegrated back in to a mainstream school. We have worked well with the school staff and looked after team to support this.

The reintegration process has been successful and involves a teaching assistant from the mainstream school attending the CAPA on a weekly basis at least one morning a week, support from a member of staff from our team supporting the adults in the mainstream class. In this way the adult behaviours and structures which support the learner are being implemented and the impact monitored. This is evident in the mainstream feedback completed by the LSP. The analysis of the BFL assessments is then used to discuss whether the learner is ready to increase his/her time at mainstream school. We have introduced a new stage in the process where an observation is carried out before the review , this also helps to assess/evaluate whether the strategies being implemented are having an impact and whether the learner is ready to return to mainstream school. A reintegration plan is discussed following the review and the number of days increases, from 2 days in mainstream to full time within 6 weeks. The involvement of LSP from the CAPA does stretch our staffing, however we have evidence which shows that a capacity building approach has a significant impact on a child being reintegrated successfully..

The reintegration of learners who have been permanently excluded is much more difficult as schools are less willing to have the child.

The secondary transition programme has started and is being led by Debbie Dwyer, Learning support professional.

6. Behaviour and Achievement

6.1 Interventions

Behaviour and achievement are both outstanding.

Our evidence supports this because

All staff have very high expectation of learners and this is evident at all times.

Our formal and informal observations which includes leverage leadership shows that there is a systematic and consistent approach to managing behaviour which has impact on learning and achievement.

The positive relationships forged between staff and learners help to promote positive self-esteem and learners' attitudes to learning. This caring approach means that learners feel valued and their attitudes to learning and self-esteem improve dramatically.

Our learners show a high level of engagement, extremely positive attitudes to learning and enjoyment of their learning

The majority of learners respond well to the clear and tight boundaries we set and the structured support we give; invariably their behaviour improves

Parents, carers, staff and learner all confirm the substantial improvements that the school makes to the lives of learners both at school and home by developing positive attitudes to learning

Learners increasingly show respect and how they value each other on a daily and weekly basis; they give feedback to each other using the behaviour for learning framework. For example in a star of the week assembly a learner said that the learner should be star of the week because they have shown good self-control and they gave an example.

Staff have a good understanding of the behaviour for learning framework and the adult behaviours that will promote outstanding behaviour from our learners.

The structures put in place support the learning behaviours e.g. the 5 B's, the flip chart learning tool, the token system, stickers, diagnostic feedback both verbally and in writing and compliment slips.

Our analysis of the behaviour for learning data shows that over time learners make progress in their relationships with self, others and the curriculum.

6.2 Therapeutic Interventions

We had a very successful healthy touch programme which ended in December as the member of staff left. Healthy touch sessions started again last term and 9 learners attend. Reports are produced half termly and include presentation and treatment outcomes and learners feedback. Two children are receiving therapy from CAMHS.

7. Behaviour and Achievement

7.1 Interventions

The LSP has developed and implemented a behaviour for learning programme which ensures that all areas of the behaviour for learning, are addressed as well as all aspects of personal social emotional and health education. This programme also includes 'rites of passage' which helps children to develop the social competencies that they need as they develop. The programme is personalised and the learners completed a BFL assessment at the start of the programme. The themes include new beginnings, getting on and falling out. Say No to Bullying, Going for goals, Good to me, Relationships and Changes.

8. Safeguarding

OFSTED judged our work to keep pupils safe and secure as outstanding. All staff have been trained in safeguarding procedures. Trips are well organised and a risk assessment is carried out before taking learners on trips. Safety is important to staff and learners. The site is secure and learners are taught how to keep themselves safe in lessons and in the behaviour for learning programme. Learners have a positive handling plan which

they have contributed to. This provides a structure which helps learners know what they have to do to feel safe. Staff share the plan and implement the strategies identified.

8.1 CSE

8.2 Radicalisation

We met with Prevent following a referral from the team to discuss the work that they do and this has been shared with staff.

8.3 Gangs Interventions

8.4 Child Protection

The head of school or lead teacher attend the majority of CP conferences or child in need meetings which are held every 6 weeks. Reports are produced for all meetings by the class teacher. We provide regular feedback to social workers for example attendance data; records of incidents.

9. Partnerships

9.1 Police

We have been informed by the police that their work is based in secondary schools and not primary. This is a shame because we would have liked then to support us with preventive work where children have been involved in criminal activity.

9.2 YOT

We do not work with the youth offending service. Again this is because primary aged children are not the target group even though we have children who have been involved in criminal activity.

9.3 Others

We are highly committed to working in partnerships with schools, local authority teams and external agencies to promote learning and learners well-being. We draw on a wide range of support agencies and professional expertise and we target the right level of support to meet the specific needs of the children as well as acting as a conduit for more general support from outside agencies. We have worked closely with the following agencies and specialists to help overcome barriers to learning for e.g. speech and language therapists, localities, education psychology service, social workers, multi systemic therapy team, Collingham Gardens, CAMHS and the primary team.

We continue to work in partnership with mainstream schools to support the reintegration of children back in to mainstream school.

9.4 Links with Parent /Carers

We have a very good relationship with parents and this is evident because parents regularly report that their relationship and the child's behaviour improve over time. The increase in regular positive feedback from the school on a regular basis also helps to develop a positive relationship. One parent said recently that she wished she had known what the Courtyard was like because she would have agreed for her child to come earlier and this may have stopped him being permanently excluded from his school. Parents/Carers attend the 8 week reviews for part time learners in the mainstream

school, this is positive and we have seen an increase in the number of parents who now attend that meeting.

We decided to use a new approach to parents meetings where the learner invited the parent to the meeting. This has been very successful giving the ownership to the learners to talk through their work. All learners have been able to discuss their work, the progress they made, work they were proud of and the targets set.

Appendix 1.

6.2.2.1 Courtyard AP Academy

6.3.1 Attendance: 22.05.2015

3.9

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Whole
Attendances	71.43	95.31	88.21	78.47	95.86	88.68	88.26
Authorised Absences	28.57	3.73	8.58	7.29	3.50	5.31	6.09
Unauthorised Absences	0	0.96	3.21	14.24	0.64	6.01	5.64

6.3.2 Fixed Term Exclusions:-

20

6.3.3 Use of Restraint -

Number of Restraints					
Term	**10/11**	**11/12**	**12/13**	**13/14**	**14/15**
1				1	29
2				5	40
3				10	55
4				10	47
5				14	35
`6				14	

Previous 2 terms: **Restraints**

Date	**Pupil**	**Year**	**Date**	**Pupil**	**Year**	**Date**	**Pupil**	**Year**
Term 1			**Term 2**			**Term 3**		
17/09/2014	DM	Y6	04/11/2014	JN-W	Y2	07/01/2015	DM	Y6
17/09/2014	JN-W	Y2	05/11/2014	DM	Y6	07/01/2015	DM	Y6
18/09/2014	JN-W	Y2	10/11/2014	DM	Y6	08/01/2015	DM	Y6
25/09/2014	JN-W	Y2	10/11/2014	DM	Y6	08/01/2015	LP	Y6
28/09/2014	DM	Y6	10/11/2014	DM	Y6	12/01/2015	JNW	Y2
02/10/2014	JN-W	Y2	10/11/2014	DM	Y6	12/01/2015	DM	Y6
07/10/2014	BN	Y4	11/11/2014	JL	Y4	13/01/2015	DM	Y6
09/10/2014	JN-W	Y2	11/11/2014	JL	Y4	15/01/2015	DM	Y6
09/10/2014	DM	Y6	11/11/2014	DM	Y6	15/01/2015	JNW	Y2
09/10/2014	DM	Y6	11/11/2014	DM	Y6	16/01/2015	MWC	Y4
10/10/2014	DM	Y6	12/11/2014	BM	Y6	16/01/2015	DM	Y6
13/10/2014	JN-W	Y2	17/11/2014	BN	Y4	19/01/2015	DM	Y6

13/10/2014	JN-W	Y2	18/11/2014	DM	Y6	19/01/2015	DM	Y6
14/10/2014	JN-W	Y2	20/11/2014	DM	Y6	19/01/2015	DM	Y6
14/10/2014	DM	Y6	25/11/2014	DM	Y6	19/01/2015	JNW	Y2
14/10/2014	AS	Y6	26/11/2014	DM	Y6	20/01/2015	DM	Y6
16/10/2014	JN-W	Y2	27/11/2014	BN	Y4	20/01/2015	DM	Y6
16/10/2014	BN	Y4	28/11/2014	BN	Y4	21/01/2015	BN	Y4
16/10/2014	DM	Y6	28/11/2014	JL	Y4	21/01/2015	JNW	Y2
20/10/2014	DM	Y6	03/12/2014	DM	Y6	21/01/2015	JNW	Y2
21/10/2014	DM	Y6	03/12/2014	DM	Y6	21/01/2015	KS	Y3
21/10/2014	DM	Y6	04/12/2014	JNW	Y2	22/01/2015	JNW	Y2
21/10/2014	DM	Y6	04/12/2014	DM	Y6	22/01/2015	JNW	Y2
22/10/2014	DM	Y6	05/12/2014	DM	Y6	22/01/2015	BN	Y4
22/10/2014	DM	Y6	05/12/2014	DM	Y6	23/01/2015	KS	Y3
22/10/2014	SM	Y6	05/12/2014	BN	Y4	23/01/2015	JNW	Y2
23/10/2014	BN	Y4	08/12/2014	DM	Y6	23/01/2015	JNW	Y2
23/10/2014	AS	Y6	08/12/2014	DM	Y6	23/01/2015	BN	Y4
24/10/2014	BN	Y4	08/12/2014	DM	Y6	26/01/2015	JNW	Y2
			12/12/2014	DM	Y6	26/01/2015	JNW	Y2
			12/12/2014	DM	Y6	26/01/2015	LS	Y3
			15/12/2014	JNW	Y2	27/01/2015	BN	Y4
			15/12/2014	JNW	T2	27/01/2015	KS	Y3
			15/12/2014	BN	Y4	28/01/2015	JNW	Y2
			15/12/2014	DM	Y6	28/01/2015	KS	Y3
			15/12/2014	DM	Y6	28/01/2015	DM	Y6
			18/12/2014	DM	Y6	29/01/2015	JNW	Y2
			18/12/2014	BN	Y4	30/01/2015	DM	Y6
			18/12/2014	BN	Y4	30/01/2015	DM	Y6
			05/12/2014	DM	Y6	30/01/2015	DM	Y6
						02/02/2015	DM	Y6
						02/02/2015	DM	Y6
						02/02/2015	JNW	Y2
						02/02/2015	JNW	Y2
						04/02/2015	WMcD	Y6
						04/02/2015	JNW	Y2
						06/02/2015	DM	Y6
						06/02/2015	DM	Y6
						06/02/2015	JNW	Y2
						06/02/2015	JNW	Y2
						06/02/2015	MW-C	Y4
						09/02/2015	DM	Y6
						09/02/2015	DM	Y6
						10/02/2015	JNW	Y2
						11/02/2015	WH	Y3
Date	**Pupil**	**Year**	**Date**	**Pupil**	**Year**	**Date**	**Pupil**	**Year**
Term 4			**Term 5**			**Term 6**		

26/02/2015	BN	Y4	27/04/2015	WH	Y3			
27/02/2015	IH	Y4	28/04/2015	DM	Y6			
27/02/2015	IH	Y4	16/03/2015	DM	Y6	06/05/2015	DM	Y6
27/02/2015	WH	Y3	16/03/2015	DM	Y6	06/05/2015	DM	Y6
27/02/2015	JNW	Y2	16/03/2015	DM	Y6	06/05/2015	DM	Y6
27/02/2015	KS	Y3	17/03/2015	WH	Y3	07/05/2015	JNW	Y2
27/20/2015	MWC	Y4	17/03/2015	JNW	Y2	07/05/2015	JNW	Y2
03/03/2015	WH	Y3	17/03/2015	JNW	Y2	08/05/2015	WH	Y3
04/03/2015	WH	Y3	17/03/2015	KS	Y3	08/05/2015	JNW	Y2
04/03/2015	IH	Y4	17/03/2015	KS	Y3	08/05/2015	JNW	Y2
04/03/2015	JNW	Y2	18/03/2015	DM	Y6	11/05/2015	WH	Y3
04/03/2015	JNW	Y2	23/03/2015	JNW	Y2	11/05/2015	DM	Y6
04/03/2015	JNW	Y2	24/03/2015	DM	Y6	13/05/2015	JNW	Y2
04/03/2015	JNW	Y2	25/03/2015	WH	Y3	14/05/2015	JNW	Y2
04/03/2015	JNW	Y2	25/03/2015	JNW	Y2	14/05/2015	WH	Y3
04/03/2015	DM	Y6	31/03/2015	JNW	Y2	14/05/2015	DM	Y6
04/03/2015	KS	Y3	01./04/2015	WH	Y6	14/05/2015	DM	Y6
04/03/2015	KS	Y3	01/04/2015	DM	Y6	15/05/2015	WH	Y3
05/03/2015	IH	Y4	01/04/2015	JNW	Y2	15/05/2015	WH	Y3
05/03/2015	WH	Y3	02/04/2015	DM	Y6	18/05/2015	JNW	Y2
05/03/2015	JNW	Y2	28/04/2015	JNW	**Y2**	19/05/2015	JNW	Y2
10/03/2015	WH	Y3	29/04/2015	WM	**Y3**	19/05/2015	WH	Y3
10/03/2015	KS	Y3	29/04/2015	JNW	**Y2**	19/05/2015	DM	Y6
11/03/2015	DM	Y6	29/04/2015	DM	**Y6**	19/05/2015	JNW	Y2
11/03/2015	DM	Y6	29/04/2015	DM	**Y6**	20/05/2015	DM	Y6
13/03/2015	JNW	Y2	22/04/2015	DM	**Y6**			
16/03/2015	JNW	Y2	30/04/2015	JNW	**Y2**			
16/03/2015	DM	Y6	01/05/2015	JNW	**Y2**			
16/03/2015	DM	Y6	01/05/2015	JNW	**Y2**			
16/03/2015	DM	Y6	01/05/2015	JNW	**Y2**			

6.3.4 ***Racist incidents. Police Enquires , Complaints :*** **none**

Case Study

Name of lead staff: Nia Saunders

Date: 2.6.15

Focus:

Pupil M Year 6

Reason for request:

Pupil M was permanently excluded from 1 mainstream schools following serious incidents where he physically assaulted staff and presented ongoing disruptive behaviour. It was also stated that he was unable to manage his strong emotions in both settings and found it difficult to be safe within the mainstream schools. He was permanently excluded form a second school over this was withdrawn and he had a managed move to the Courtyard AP Academy.

Context:

Pupil M is a year 6 LAC pupil in an inner city context. Academically, he is within the expected range for a year 6 pupil. He attends mainstream on a part time basis and will be reintegrated fully by the end of the summer term 2015.

Targets set:

- To be included safely at school.
- To be able to reflect.
- To be able to address adults appropriately.
- To build and maintain positive peer relationships.
- To improve his attendance

Intervention strategies implemented

- Consistently high expectations.
- Visual timetable.
- 1:1 PixL sessions for writing, reading, SPAG and numeracy.
- Engaging M in a positive interaction at the beginning of the day 'Good morning', 'How are you?', 'Happy to see you today'.
- Catch up time in the morning where he reflects on his learning and progress.
- The use of positive praise has had a very positive impact on M's learning behaviours.
- Recognition of positive choices verbally.
- Intermittently checking on Brandon throughout a lesson to ensure that he is on task and to give verbal feedback to help motivate him.
- Implementation of token system as recognition of expected learning and behaviour.
- Sticker chart and certificates.
- Daily feedback to parents.
- Giving Pupil M responsibility around the classroom.
- Encouraging independence and verbally reinforcing this at the end of the session.
- Providing opportunities to share his thoughts and ideas in a group setting.
- Sense of humour.
- 'Steps to success' self assessment tool.
- Resources on desk – Flip chart.
- Weekly and 6 weekly monitoring of attendance by LSP
- Weekly welfare calls to monitor attendance

Reintegration process

- LSP from PIDS who knew M attending mainstream school with him to support and help M feel secure for 3 weeks
- LSP from PIDS building capacity with teaching assistant and teacher
- Initial review meeting with staff from PIDS, CAPA, looked after team and school to discuss Ms needs and the reintegration process
- The Looked after team funding a teaching assistant to support M
- The teaching assistant from the mainstream school attending the CAPA for one morning a week
- 6 weekly review meetings with the school team, looked after team and CAPA team and parents, headteacher of school and head of CAPA attended.
- Gradual reintegration of M back in to school starting with one day
- Regular communication between staff at Mainstream school and CAPA

Impact of Intervention –

- M is being successfully reintegrated into mainstream school.
- M has made rapid progress both socially and emotionally and academically.
- Progress in reading from a 2c to a 3a.

- Progress in writing 2C from a 2a to a 3a.
- Progress in numeracy from a 2c to a 3a.
- Nominated 'Star of the Week' at the Courtyard on 3 occasions.
- M is able to reflect on his learning and behaviour.
- M shows a very positive attitude to learning.
- M takes pride in his learning and works independently.
- M is respectful towards staff and pupils alike and is able to interact appropriately with his peers during playtimes and group activities.
- Improved attendance – 85% to 100% Summer 1.
- Relationship with Self – assessments show that M is more able to manage strong emotions and show self control. He is also more able to accept responsibility for his behaviour.
- Relationship with Others – M is now more able to work independently, he is demonstrating that he is more able to listen to others and be attentive and is more respectful towards his peers.
- Relationship with Curriculum –assessment shows an improvement in Brandon's ability to take responsibility for his own learning. There is also an improvement in being able to take risks and try new things.

Feedback from M:

Better at maths 'I can do fractions now'

Showing good self control

Accepting responsibility

Mainstream feedback:

- M has settled well
- Participates well in all areas of the curriculum
- Works well in a group
- Interacts well in the playground
- Responds well to support provided and has built good relationships with adults
- Asks and answers questions

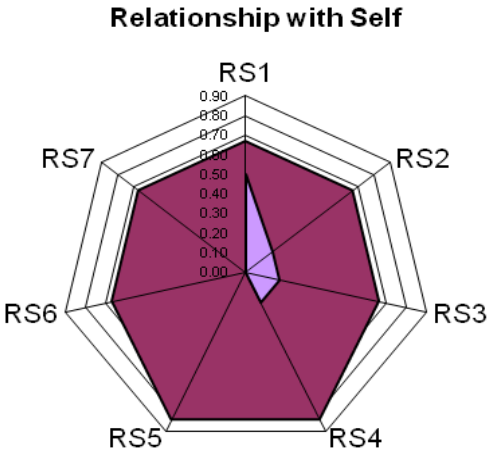
Class teacher feedback:

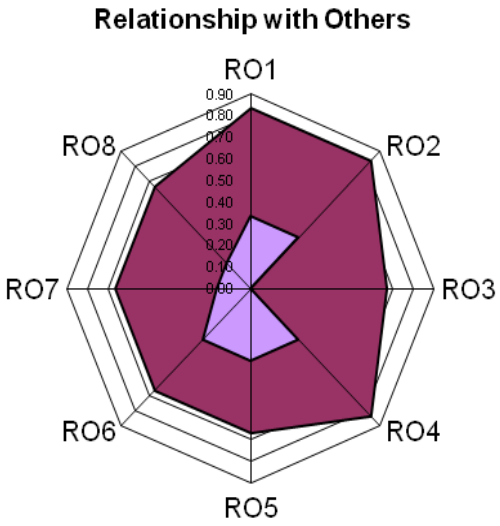
Settled well

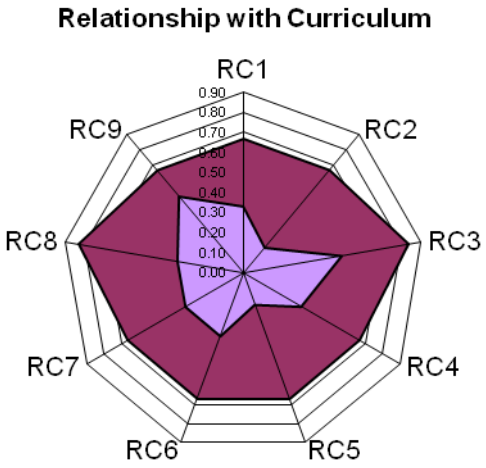
Works well in a group

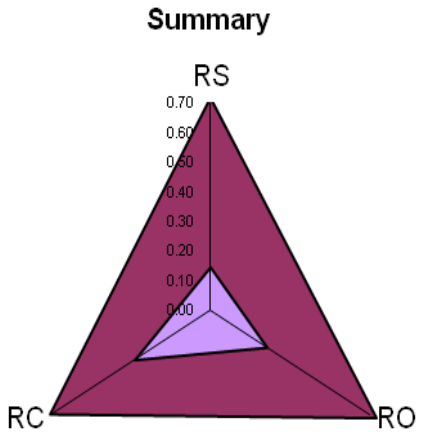
Doing everything we expect.

Very, very good.









RS1. is interested in learning	RO1. is willing to work independently as appropriate	RC1. is willing to engage with the curriculum
RS2. has a positive opinion of her/himself	RO2. socially aware of what is going on around him/her	RC2. can take responsibility for own learning
RS3. can manage strong emotions such as anger and/or sadness	RO3. is willing and able to empathise with others	RC3. is able to access the curriculum
RS4. has a belief that she/he is capable of being successful	RO4. is willing to ask for help	RC4. is willing to try new things and take risks
RS5. can independently make choices and try to solve problems	RO5. is willing to behave respectfully towards adults in school	RC5. can make mistakes and move on
RS6.can accept responsibility for own behaviour	RO6. is willing to behave respectfully towards peers	RC6. is self aware, knows how and when to get help
RS7. shows good self-control	RO7. is able to listen to others and be attentive	RC7. motivated to complete tasks
		RC8. able to work unaided
		RC9. follows classroom rules and routines