



## Report to Local Advisory Board (LAB)

Monday 6th March 2017

### Report to the LAB on Behaviour and Safety

	<b>Meeting</b>	
	<b>Date</b>	06/03/17
	<b>Item Number</b>	TBAP(15)
<b>Title:</b>	Head of School Report to the LAB – Behaviour and Safety	
<b>Responsible TBAP Leadership team member:</b>	Gemma Dixon	
<b>Prepared By :</b>	Kelli Macsorley	

## 1. Introduction

I am pleased to present the following report on Behaviour and Safety at The TBAP 16-19 Academic AP Academy. The Academy opened in September 2016 with its first cohort of Year 12 students. It is a pioneering academic post-16 provision providing Level 3 academic education for young people who have experienced exclusions or similar disruptions to their education.

All students study the International Baccalaureate Diploma Program (IBDP). Three components make up the core, which are studied alongside individual subjects and throughout a student's time on the DP. Two components of the course, the Extended Essay and CAS (Creativity, Activity & Service) are coordinated by Kelli Macsorley, Student Services Manager and Shanice Burke, Wave Leader/Librarian respectively. Shanice has a dual role to reflect the essential need of having a librarian in an IB school. Librarians in IB schools are expected to provide educational and pedagogical leadership, and are often involved in a variety of collaborative investigations with teachers and students, as well as developing and managing the library itself along with all its resources.

During the course of the year we have continued to offer a range of support and interventions designed to maximise learning opportunities to enhance the academic and social development of our learners. We have two Learning Support Professionals who, along with the Wave Lead deliver a range of academic interventions with a view to offer more pastoral support and interventions. In addition to providing academic interventions, LSP's are assigned to specific subject areas and support the CAS core as CAS Advisers. Within this role they provide ongoing support and advice to individual or groups of CAS students in relation to their CAS programme.

Staff continue to receive training to enhance their professional development. So far, staff have been delivered internal and external training in;

- Attachment & Trauma - delivered by Sankofa Small (Tri-Borough Virtual School)
- Self Harm-delivered by Hendrix Hammond (CAMHS)
- Understanding Trauma-delivered by Tom Pyne (Kate Cairns Associates)
- Secondary Trauma- delivered by David (Kate Cairns Associates)
- Team Teach

Students have accessed to the following support through assemblies and workshops

- Performing Arts (Let Me Play)-Borough wide school -performance of Express Yourself
- Votes For Schools-Looking at current affairs and debating
- Community Support Officer -positive relationships with Police
- Careers Talks from ex-university students
- Latitude project-looking at global citizenship
- Mental health workshops

Further training and support, for both staff and students, this term will include substance misuse from the CEDA Project and Prevent training delivered by Prevent H&F K&C.

Additional enrichment activities now included Play Station 4, table tennis and table football as well a range of puzzles and board games. We are hoping to extend lunchtime enrichment from September.

## 2. Admissions

There is a single intake at the start of the academic year. For any late admissions, there is a final deadline in October. There are no further admissions following this deadline.

### Admissions (pupil numbers)

Year	Total roll	
12	18	
13		

### 2.1 Numbers over the last 5 years

Academic Year	ACAPA	LBHF (CSS)On Roll Total
2015/2016	N/A	
2014/2015		
2013/2014		
2012/2013		
2011/2012		

## 3. Attendance

### Attendance year to date - Sept. 2016- 23/02/2017

%	Year 12					Total
Attendance	76%					
Authorised Absence	3%					
Unauthorised Absences	21%					
* including missing marks						

### 3.1 Attendance data over the last 5 years - see 5 Yr. (Summary in appendices for trends over time)

Term	ACAPA %
2015/2016	N/A
2014/2015	
2013/2014	
2012/2013	
2011/2012	

### 3.2 Attendance interventions

At the TBAP 16-19 Academic AP Academy, the school routinely intervenes to support learners with poor attendance and punctuality, and their parents. There is a high expectation from learners to attend school and lessons punctually and routinely. If learners do not arrive to school by 10.00am they receive a direct phone call as well as the call being made to their parent or carer. They may also receive a text message asking to provide a reason why they have not arrived at school. As part of the ethos of the school and of the diploma program, learners are encouraged to think and behave as young adults. They are expected to make informed choices and be responsible for their attendance and work collaboratively with staff to address any issues affecting their attendance. They are reminded that good attendance is fundamental to achieving academic success and creating a positive learning environment.

As well as daily phone calls, the student services manager will arrange attendance meetings with students and their parents or careers, as required. Letters of concern have been sent home. Home visits have been carried out and report cards are sent out every term with individual learners attendance figures. Weekly attendance is recorded on the attendance board in the main hall. This term we are also introducing attendance rewards trips for overall group attendance and the reward will be chosen by the learners. One learner was offered a temporarily reduced timetable after a period of absence, to encourage improved attendance. Attendance certificates were handed out before the Christmas break to the top attendees in a celebration assembly. Our breakfast club is open daily from 8.30am to 9.15am and is supported by an LSP.

There have been no referrals to the localities service due to attendance not being compulsory. However there have been referrals made to the Hammersmith & Fulham NEET Practitioner who attends the TBAP 16-19 Inclusion Panel.

#### Learner referred to NEET Service

Learner referred	Year Group
ZT	12
NB	12
TMH	12
JB	12

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

Term	Cohort %			
	LAC	PP	SEN	FSM
2016-2017	8	N/A	N/A	N/A

## 4. Exclusions

### 4.1 Exclusion data over the last 5 years

Year	No. of FTE Individ.	FTE No. Of day	Ave no of days lost
2010-11	N/A		
2011-12			
2012-13			
2013-14			
2014-15			

### 4.2 Exclusions this year

Year	No. of FTE Individ.	FTE No. Of day	Ave no of days lost
2016-17	7	10	1.4

## 5. Behaviour and Achievement

We now record all behaviour and achievement on our new information management system ManageBac. Given the nature and demands on the IB Diploma Program, SIMS was deemed unsuitable. We record all achievement in line with the IB Learner Profile. The aim of all IB programs is to develop internationally minded people and to help create a better and more peaceful world. They imply a commitment to help all members of the school community learn to respect themselves, others and the world around them. The IB Learner Profile represents 10 attributes valued by IB World Schools. These attributes, and others like them, can help individuals and groups become responsible members of local national and global communities.

The IB Learner Profile attributes are as follows:-

## The IB learner profile



The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

Staff record positive behaviours and achievements directly related to the 'learner profile attribute' with a comment on how they have achieved that attribute. Any negative behaviour is recorded as a 'concern'. Our data tells us that positive learner behaviour far outweighs any concerns and that students are very familiar with the IB Learner Profile and the high expectations that it demands.

All students are provided with a swipe card to access the building and communal areas. In order to receive this, students are requested to sign a behaviour code of conduct agreement.

Students within the TBAP Academic 16-19 AP Academy are considered to be young adults who should set a model of good behaviour for themselves and each other. As such, they are considered to be able to make informed choices about their conduct and as such, are generally given more freedom and privileges; these carry some responsibility.

Good attendance, adherence to the dress code and good behaviour are all fundamental to achieving academic success and help to create a positive learning environment. The behaviour of Year 12 and Year 13 students is expected to be of a high standard and they are required to conduct themselves in a mature and responsible manner both around the building and in lessons. They must not bring our school name into disrepute when outside of our school and in the community.

By signing this code of conduct learners at the 16-19 Academy are agreeing to adhere to a set of expectations specifically related to behaviour and attendance.

## **5.1 Interventions**

All LSPs have been trained and are delivering weekly interventions in;

- SOUND Literacy Intervention
- Reading Wise Literacy Intervention
- Guided Reading Literacy Intervention

All LSPs deliver the study skills sessions that take place after school every day from 3.30pm to 5.00pm. This is to ensure that students gain full academic support to complete homework and coursework without relying on unsupported study at home.

All LSPs will be trained in numeracy interventions this term under the direction of Sophie BK

## **THERAPY**

In January 2017, we recruited a new therapist Lee Simmons. Lee specialises in art therapy which can be offered to individuals or groups, as part of her social art sessions. The social art sessions are being co-facilitated by LSP Yassin Duale. Lee also specialises in EMDR.

There have been 5 referrals to the therapist. Regular consultation with learners, staff and therapists will ensure that the therapy service develops to meet the needs of our learners.

## **6. Safeguarding**

- There is one learner on the Child In Need register
- 77% of learners have external agency involvement
- 62% of learners are currently involved, or had previous involvement with CAMHS
- 2 learners are on a YOT supervision order
- There have been 2 safeguarding referrals for one learner.

### **6.1 Radicalisation**

We have had no learners referred to the local PREVENT team.

1. We are in contact with Jake Butterworth who will be delivering PREVENT training to all AcAPA staff this term.

## 6.2 Gangs Interventions

We maintain positive communication and support from Carlan Edgar, BAPA Student Services Manager, who sits on the DETER panel. We have no current concerns about learners and gang involvement.

## 6.3 Child Protection

- Currently on roll at the AcAPA we have no learners on the CP register.
- One learner is on the Child in Need register.
- One learner is a looked after child (LAC). As this learner has just turned 18, they are no longer referred to as LAC and are part of the Leaving Care Team.
- We continue to support our learners through attendance at Child Protection Conferences and reviews, Core Group meetings, TAF's and personal Education planning meetings for our LAC learners.
- AcAPA delivers Safeguarding training in line with TBAP CPD cycle and during induction of new staff.
- All staff are required to complete annual Smartlog CP training.

## 7. Partnerships

The TBAP 16-19 Academic AP Academy works with a broad range of agencies to support learners and members of our learning community. These include both statutory and voluntary services.

- Early Help Service – continues to support learners who have been referred for family support related issues and for attendance.
- Youth Support Services
- YOT – Working with targeted individuals on Intensive Supervision and Support (ISS) programmes and with others to manage their substance misuse and other risk taking behaviour
- Prevent – delivering workshops around radicalisation.
- Let Me Play – performing arts for young people; delivered daily during extra-curricular time.
- Child Adult Mental Health Services (CAMHS)
- Virtual Schools
- St Giles' Trust
- Children Services
- Leaving Care Team H & F
- Latitude
- CEDA Foundation 66
- MET Police-SC019
- Kate Cairns Associates

### 7.1 Police

We currently have an excellent relationship with the Police and have our own Community Police Liaison Officer Ronan McDermott. He has kindly delivered a very informative assembly to all students who were fully engaged.

## YOT

We continue to support the work of the YOT in the efforts to reduce the rates of recidivism and safeguard learners. We regularly attend the network meeting and YOT key workers are invited to the AcAPA Inclusion Panel every fortnight.

The latest data received from the YOT identifies 21 learners currently engaged with this service

	Leaner	Yr Group
1	JLJ	12
2	YR	12

### 7.2 Links with Parent /Carers

Links with parents and carers continue to be positive. Learning Guides maintain regular weekly contact with parents and carers and the completed communication logs will show evidence of this. Parents are always welcome to attend the open evenings and parents' evenings where students have performed and showcased their work and talents. Some parents have requested to be emailed and we are able to provide regular updates in this way.