



## Report to Local Advisory Board (LAB)

Monday June 13th 2016

### Report to the LAB on Behaviour and Safety

	<b>Meeting</b>	
	<b>Date</b>	13/06/16
	<b>Item Number</b>	TBAP(16)
<b>Title:</b>	Head of School Report to the LAB – Behaviour and Safety	
<b>Responsible TBAP Leadership team member:</b>	Julie Sadler	
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## Introduction

### 1. Headlines for this academic year

Welcome to the yearly report to the LAB on Behaviour and Safety for Cambridge AP Academy (CBAPA). The new Head of School has been in post for a month since appointment in May 2016.

- Attendance has plateau at 50% over the academic year. Positive reactions to collaborative work with localities.
- High proportion of learners in year 11, with a small cohort of KS3 learners.
- Fixed Term Exclusions at the Cambridge AP Academy have decreased over the academic year
- Wave Interventions have started to take shape with the appointment of the school's first Wave Leader.
- Successful delivery of whole school annual Team Teach/ Safe Touch training.
- Collaborative work with multiple external partners.
- Avon Tyrell Activity Centre Hampshire: 3 day residential for KS4/3 learners
- Kingswood Activity Centre Norfolk: 3 day residential for KS3/6 learners.
- Successful Work Placements for 4 Learners with Volker Fitzpatrick Construction Company, at Chesterton Rail station.

Julie Sadler

Head of School

June 2016

## 2. Admissions

### 2.1 Admissions (pupil numbers)

Year	NOR-end of year	Year 9	Year 10	Year 11	KS3	KS4	Boys	Girls	No of Statements
2015-16	38	7	9	22	7	31	19	19	0

Table 2.1

KS4 Learners take up 82% of the school's roll.

KS3 learners take up 18% of the school's roll

Schools roll number is uneven across year groups with current roll having 58% of learners in year 11, 24% in Year 10 and 18% in Year 9.

No learners in the school have a statement.

22 referrals to the Cambridge AP academy since the start of academic year, resulting in learners being placed on Cambridge AP academy School roll.

### 2.2 Numbers over the last 5 years

Academic Year	CBAPA
2014/2015	n/a
2013/2014	n/a
2012/2013	n/a
2011/2012	n/a
2010/2011	n/a

Table 2.2

## 3. Attendance

### 3.1 Attendance data over the last academic year at 27.05.16

Attendance is one of CBAPA's Senior Leadership priorities. Over the academic year systems have been put in place to support increase attendance to school. Attendance has plateau at 50%. In order to support learners and attendance offsite provisions have been located to engage school refusers.

### Attendance year to date - Sept. 2015 - May 2016

Academic Year 2015/16 (%)	Year 9	Year 10	Year 11	Whole School
Attendance	52	57	45	50
Authorised Absences	24	28	33	30
Unauthorised Absences	24	15	21	20

**Table 3.1**

- Attendance has been affected due to offsite educating of learners particularly in Year 11.

### 3.2 Attendance interventions

The school continues to actively support learners and parents with issues around non attendance to school. A process is maintained where daily attendance calls are made by 10:30am, warning letters are mailed home and a number of meetings will be convened before a learner and their family are referred to local authority services. We now work closely with our EWO who is on site weekly monitoring whole school attendance.

- 2 (6%) learners have been referred to the local authority, since then they have both engaged through parent meeting with Student Support Services Manager and Education Welfare Officer designated to the school.

#### CBAPA - Learner referred to Localities Service- Active – referrals (2)

Year group	No. Learners Referred	% of cohort
9	1	6
10	1	
11	0	

**Table 3.2**

- CBAPA continues with its strategy to target learners whose attendance falls below 70%.
- The CBAPA and localities services meet weekly to review whole school and individual's attendance. Appropriate actions are agreed and implemented.
- Tracking of attendance intervention exist for all learners.
- Extensive tracking is now in place for of all individual learners with attendance below 70%. This is updated weekly.
- Consultation happens weekly between Education Welfare Service and CBAPA.

Please find below a summary of the attendance interventions employed at Cambridge AP Academy:

Intervention	Detail
Parent/Carer meetings	Parents informed of achievements, improvements and targets
Certificates	Recognition of excellent, good and improved attendance
First day Calls	Daily interactions with parents, parents made aware of absences
Attendance Reward Trip (Terms 2,4 &6)	In term's 2, 4 & 6 pupils with attendance of 85% and above are rewarded with trip.
Weekly monitoring	Attendance and punctuality monitored by SSM and EWO
Reduced timetable	Slow reintegration back in to school
Weekly attendance monitoring	Attendance officer monitors attendance to ensure pupils receives additional support with attendance
Youth Offending Service	Education orders
Home Visits	Strengthens relationship between home and school
Breakfast Club	Runs daily providing breakfast 9.00 – 9.15
Positive postcards	Recognition of achievements sent home
Attendance Board	Individual's attendance advertised weekly to learners. Daily attendance shared with staff in daily briefing.
Learning Guide	Follow up absences with learners, Parents/Carers and promote attendance to learners.

### 3.4 Attendance of different groups - Summary

Please see table 3.3 to compare the attendance of different sub groups within the school.

Academic Year 2015-2016	Cohort %					
	Males	Females	LAC	PP	FSM	NFSM
Attendance	52	47	33	47	48	52
Authorised Absences	28	33	36	34	34	27
Unauthorised Absences	20	20	31	19	18	21

Table 3.3

## 4. Exclusions

### 4.1 Exclusion data over the last Academic Year

Table 4.1 & 4.2 shows data of Fixed Term Exclusions:

Academic Year 2015 - 2016 (to date)			
Term	Number of Individuals	Total number of days lost	Average number of days lost
1	21	92	4.4
2	20	85	4.3
3	19	62.5	3.3
4	13	23	1.8
5	12	43.5	3.6
6	n/a	n/a	n/a
<b>Whole School</b>	<b>49</b>	<b>306</b>	<b>6.2</b>

Table 4.1



FTE Data	Term 1	Term 2	Term 3	Term 4	Term 5
Male (%)	12 (46)	9 (29)	9 (25)	8 (22)	9 (23)
Female (%)	10 (38)	11 (35)	11 (31)	5 (14)	3 (8)
LAC (%)	1 (50)	0 (0)	2 (100)	0 (0)	0 (0)
PP (%)	11 (42)	9 (29)	10 (29)	6 (17)	5 (13)
FSM (%)	11 (42)	9 (29)	10 (29)	6 (17)	5 (13)
NFSM (%)	10 (38)	11 (35)	9 (26)	7 (19)	7 (18)

**Table 4.2**

- FTE continues to decrease term on term.
- TATE (The Alternative to Exclusion) provision is now established and used to reduce FTEs.
- FTEs have reduced as school-based intervention and therapeutic support increases.
- The number of issued FTEs correlates with an increase in CBAPA cohort size- with the exception of T4 which was a short teaching term.

## 5. Reintegration

### 5.1 Reintegration data over the academic year

Term	Number of Learners					
	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total
2015-2016 (current)	0	0	1	0	0	1

**Table 5.1**

*Currently one year 9 learner is on a 15-week trial at a mainstream school within Cambridge.*

### 5.2 Reintegration this year

The following learners have been highlighted for reintegration in readiness for July 2016, or shortly afterwards:

**FR – Yr 9**

**TH – Yr 9**

## 6. Behaviour and Achievement

Behaviours continue to be recorded by all staff and analysed by the senior leadership team on a daily basis. The system of reviewing behaviour and attendance as monitored by student services manager (SSM) continues to allow for robust follow up of all negative behaviour in a timely fashion. Any necessary exclusions or referrals to TATE (The Alternative to Exclusion) following daily monitoring.

CBAPA have formed links with Post 16 destinations such as colleges, apprenticeship organisations and work placements. Also we work with the Local authority and the Senior Transitions Advisor to reduce the possibility of learners becoming NEET. During this academic year we have benefitted from this service as our year 11's have been given dedicated time to complete college applications, CV's, etc.

The use of the School Information Management System (SIMS) to record positive behaviour and allocate points linked to the VIVO Miles data base has been embedded. This has support the rewarding of positive behaviour displayed by the learners. Staff record and monitor learner's behaviour and are now consistently following up with negative behaviour to ensure all incidents are resolved satisfactorily. Weekly phone calls home occurs and are recorded on SIMs and termly Structured Conversations (Appendix I) ensure SMART targets are in place and reviewed termly.

Other rewards systems are to be embedded in the school systems such as the Jack Petchey Award Foundation. This will also support the school behaviour by rewarding for their positive behaviour and contribution to school life.

All of CBAPA staff has 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. Anger Management training will be delivered to all Learning Support Professionals (LSP) in Term 1 2016/17.

## **6.1 Behaviour Interventions**

A summary of the behaviour interventions is detailed below:

- The cycle of Team Teach/Safe Touch refresher training has continued with staff attending training programmes delivered over two days.
- De-escalation training has also been delivered to all staff to their work with the learners.

## **6.2 Pastoral / Waved Interventions**

- The Wave system has started to be embedded across the academy and a Wave leader was appointed in May.
- All learners in the academy will be allocated to Wave 1 (low needs) or Wave 3 (High needs) according to a full data analysis of CATs, reading and spelling ages, SEN need (Statements), SNAP, PASS, IEPs and current progress in core subjects.
- All Learning Support Professionals (LSPs) will be allocated to a Wave and will be responsible for the delivery of all interventions for a small group of learners within that Wave.

- All LSPs will be trained in the delivery of all interventions: Lexia (Phonics), Manga High and Numbershark (Numeracy), Mentoring, Anger Management, Handwriting and Elklan (Speech and Language support).
- Each Wave will have a specialist in each area: Pastoral Support and Mentoring, Literacy, Numeracy and Behaviour.
- Learners will be allocated to specific LSPs, as well as taking relationships into account to maximise the success of interventions.

Initially the focus of 1:1 sessions with LSPs will be Lexia and Accelerated Reader and training all staff on the delivery of these interventions. To support continuity for learners and the working relationship between LSPs and teachers, LSPs will be timetabled to support the same learners in each subject area; they also deliver 1:1 interventions to these learners.

We have one Wave Leader currently appointed - GH. She will monitor the interventions taking place on a daily basis and meet with LSPs each morning to discuss priorities for the day and feedback key information from briefing. She will report to KGM each week on the interventions that took place and the reasons for any that were missed. She will be leading their LSP teams towards precise and effective interventions.

Each student who starts at CBAPA once they have had their induction has a Learner Profile produced (Appendix II), they will be allocated to a Wave. This information is shared with staff and suitable interventions, referrals, are actioned. This also dictates the Learning Guide group they will be placed in as in KS3 each class has a different remit e.g. potential reintegration, high needs, further investigation/support needed. Learning Guide groups are not static and are looked at and evaluated each term.

### **6.3 Therapeutic interventions**

The therapeutic team is under development after the appointment of a TBAP lead therapist, JL. She is currently interviewing for therapists to work specifically for TBAP and deliver therapeutic work to learners at CBAPA. The impact of the therapies is an area being reviewed.

Once established students will be referred for therapeutic interventions to support their learning. This will happen through a referral system via a form completed by the Learning Guide and DOAI. The most suitable therapeutic intervention is then identified and sessions are undertaken.

#### **Stats for September 2014 – to date**

##### **Staffing**

0 days of music therapy – currently recruiting

0 days of healthy touch – currently recruiting

0 days of counselling – currently recruiting

## **7. Safeguarding**

### **7.1 CSE**

Cambridge AP Academy works with the local authority around issues of Sexual Exploitation. We are developing work that involves the mapping and identification of victims and perpetrators. Our current status is that we do not have any known perpetrators or victims of CSE. In supporting this work with the school we aim to deliver workshops in SRE.

#### **CBAPA Cambridgeshire – Sexual Exploitation Mapping – Perpetrators (0)**

#### **CBAPA Cambridgeshire – Sexual Exploitation Mapping – Victims (0)**

### **7.2 Radicalisation**

Currently we have no learners who we feel may be exposed to radicalisation through peer association. However, as we are quite diverse group of learners, as a result we are taking the below precautions:

- Prevent training workshop for whole staff team, raising awareness of potential signs of grooming for extremism.

As a school we will look to develop a range of events supported by the local Prevent team including:

- A series of table top sessions with Yr 10 & 11 learners focusing on conflict, facilitated by Prevent.

### **7.3 Gangs Interventions**

- We continue to support the local authority partner agencies with regards to gang interventions.
- We continue to work with the Cambridgeshire Youth Offending Service (YOS), who supports pupils at risk of gang involvement. Referrals are made and the learners are assigned a one to one mentor.
- We have also had sessions facilitated by the local police officer (JW) who has brought in guest speakers to speak with the student body on matters including drugs, gang involvement and joint enterprise.
- A multi agency group will be established in June 2016, looking to draw information together and develop intelligence which will be held collectively by all agencies involved.

### **7.4 Child Protection**

- Currently on roll at the CBAPA we have no learners on the CP register.
- Five (13%) learners are on the Child in need register.
- Three (8%) looked after children (LAC).
- 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.

- The OAPA delivers Safeguarding training in line with TBAP CPD cycle and during induction of new staff.
- All staff completes an annual Smartlog CP training.
- Annual TBAP TRUST safeguarding Audit has taken place at OAPA.

#### **OAPA- Number and % of learner who are Child in Need Status (9)**

	<b>No learners CIN</b>	<b>Status of cases</b>	<b>% of Cohort</b>
Male	2	All active	13%
Female	3	All active	

#### **OAPA – Number and % of Learners who are LAC (9)**

	<b>No learners LAC</b>	<b>% of cohort</b>
Male	3	8%
Female	0	

### **8. Partnerships**

Cambridge AP Academy works with a range of agencies in support of the learners' community. These include both statutory agencies and a range of voluntary services.

Currently we have positive engagement facilitated through:

- Localities Service
- Cambridgeshire Youth Offending Service - Working with targeted individuals on Intensive Supervision and Support (ISS) programmes, substance misuse and anti social behaviour
- Prevent
- Police
- Families in Partnership
- Multi-Systemic Therapy (MST)
- Child Adult Mental Health Services (CAMHS)
- FSCP Children's Services
- Virtual Schools
- On site education welfare officer once a week, supporting school, pupils and families with attendance.
- St. Andrews Church
- Meadows Community Centre
- Arbury Community Centre
- St. Luke's Primary School (Sports Facilities)
- Romsey Mills
- Mike's Motorbike Project
- Horse Riding Place
- Avon Tyrell Activities Centre

## 8.1 Police

We currently have an excellent relationship with the Police and continue to form a relationship that support safeguarding and the health & Safety of learners. The support is to support learners with managing behaviour and responding to issues or concerns raised by the public or partner schools.

## 8.2 YOS

We continue to support the work of the YOS in the efforts to reduce the rates of reoffending and safeguard learners. We regularly attend panel meetings that take place and attend Risk & Vulnerability meetings. We offer our rooms to the YOT after school to meet with learners who may struggle to make their YOS appointments due to location.

The latest data received from the YOS names 14 learners currently engaged with this service:

### CBAPA- Learner known to Youth Offending Service (14)

	Leaner	Yr Group
1	JA	10
2	KB	10
3	LE	10
4	WG	10
5	EM	10
6	JA	11
7	AF	11
8	HF	11
9	JH	11
10	SS	11
11	ST	11
12	LW	11
13	NW	11
14	JW	11

Table 8.1

### CBAPA- Learner known to Youth Offending Service by sex (14)

	No. of learners known to YOS	% of Cohort	
Male	9	24%	37%
Female	5	13%	

### 8.3 Others

Other agencies that we have or are currently developing links:

- ViVO Miles: An organisation that is used to support our points based behaviour management systems by offering the opportunity for learners to “spend” points earned.
- Challenger Troop: A military based organisation, who engage our learners in outdoor pursuits with the emphasis on discipline.

### 8.4 Links with Parent /Carers

Links with parents and carers continues to be positive and develop.

- We continually use the Truancy Call/SIMS IN-Touch System to inform parents and carers of learner absence and important events on the school calendar.
- We also send positive text messages and postcards home to reinforce pupil achievement.
- Structured conversations at the beginning of every half term give parents the opportunity to liaise with teaching staff and identify ways to support their child at home. It also gives the parents the opportunity to voice any concerns they may have to the learning guide / tutor.
- OAPA’s Admission Interview
- Parent LABs representative
- Return from FTE’s meetings
- Progress evenings 60% Parental attendance
- Weekly call from Learning Guide- for updates behaviour and achievements

## Appendix I – Structured Conversation



### STRUCTURED CONVERSATIONS REVIEW MEETING

LEARNER'S NAME **AF** DATE OF MEETING/REVIEW **6<sup>th</sup> January 2015**

ISSUES TO REVIEW	TICK	ANY POINTS RAISED
1. Talk through Behaviour Expectations and Learning Entitlement (use poster displays)		xxxxxx is clear about Behaviour Expectations and Learning Entitlement
2. Review end of year report/ reading age/all levels/CAT scores/PASS data/ attendance to school/individual lesson attendance/		Went thorough previous IEP and CAT, PASS/SNAP data. xxxxxx is clear about where he/she is and what he needs to do to achieve his target grades.
3. Draft/agree new targets for IEP based on above discussion-print copy for parent/carer		New targets set and agreed
4. Read and discuss timetable	X	A copy has been given to Abu.
5. Uniform for all new learners will be free of charge. Replacement item prices: £10 Jumper/cardigan; £5 Tie; tracksuit top £8; tracksuit bottoms £8		No need of uniform. Abu is aware of expectations regarding school uniform.
6. Review current support ie Lexiacounselling/mentoring/anger management etc		xxxxxx is currently attending all the sessions that have been set up for him.
7. Confirm locker has been allocated/knows how to use-emphasise daily use is an expectation for hats/coats/phones/music players etc	X	A locker was allocated at the beginning of the school year and there are no issues with it.
8. Remind VIVO Rewards	X	AF to redeem his VIVO points before the need of the school year
9. Enrichment activities		xxxxxx is aware of enrichment activities on offer but is not interesting in attending any of them.
10. Confirm parent/carers' understand that they will be invoiced for any malicious damage to school property and/or the fabric of the building, carried out by their child	X	Ms F is aware of this.
11. Confirm entitlement to Free School Meals		Not entitled to Free School Meals.
12. Medical details and any changes since last meeting		Medical details have not changed.
13. Confirm personal details/address/telephone numbers/DOB etc on SIMS, any changes to make?		Personal details/address /DOB etc still the same.
14. Any other issues raised by learner/parent/carer	X	Behaviour issues raised.



## LEARNER PROFILE - KR (Example)

<b>Date of entry</b>		<b>Year group</b>		<b>Previous schools</b>	
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<b>Pupil Premium</b>	<b>SEN</b>	<b>CAF/CIN/CP</b>	<b>Attendance record</b>
No	K-Support	None	80%

<b>Point of entry attainment</b>	<b>KS3</b>	English	Maths	Science	ICT
	KS4 predictions		GCSE	Maths E+	English C+
	Chronological age 171			Suffolk Maths level 4b	Suffolk English Score 26
	Reading age score 100			Maths Score 9	Standard score 69
	Spelling age score 122			Standard score 84	
<b>CATS</b>	Overall  86	Verbal  86	Quantitative  90	Non verbal  80	Spatial  88
<b>PASS</b>	<b>Attitude to attendance - 49.4</b> <b>Feelings about school - 71.9</b> <b>Confidence in learning - 49.4</b> <b>Preparedness for learning - 51.9</b> <b>Perceived Learning Capability - 30.4</b>				

Barriers to learning	
<b>Health</b>	No known issues
<b>Physical</b>	No known issues
<b>Lang &amp; comm</b>	KR language skills are age appropriate. He is able to communicate well with adults and children when he is in a good mood. However, when he is upset or angry he cannot verbally express himself effectively.
<b>Emotional</b>	Engaged well 1:1 despite being very resistant to engage when there were others around. Acknowledged he struggles to sit still and focus but he sat and answered questions for over 20 minutes and remained focussed throughout. He acknowledged

	issues with anger and arguing. He did not have any strategies to manage this but does realise it has an impact on others. He said he really enjoys cooking (especially curries!) and would like to be part of a table tennis club (I'm not sure if there is one locally)
<b>Behaviour</b>	KR has significant difficulties in his behaviour and can be difficult to manage; he displays challenging behaviour in school and at home. He responds poorly to confrontations and benefits from having boundaries explained to him. KR will fly into a rage when feeling under pressure and is aggressive towards both adults and children. These outbursts vary in their frequency and can occur at any time of day, but are more common after break and after a change to his routine. He wants to be in control of situations and does not have an appropriate sense of danger, often engaging in risky activities.
<b>Social</b>	KR is a sociable and friendly pupil and has developed some positive relationships with adults. He seems to have some good relationships with peers, but benefits from attending small groups where he is helped to share, discuss and think about his behaviour. At times he can struggle to sustain friendships and to know what to do when relationships break down or when he becomes frustrated.
<b>Learning</b>	KR is very impulsive, rushing to give answers and not reading through questions. He can quickly become frustrated if he doesn't understand the work. Attention and concentration will be a major problem, as will dealing with perceived challenges or slights from other students. He will need support in literacy and maths.

<b>Family circumstances</b>	KR lives with his Mum.
<b>Aspirations</b>	KR likes football and table tennis and enjoys cooking.
<b>Work related learning/ Alternative provision</b>	