



## Report to Local Advisory Board (LAB)

Monday

### Report to the LAB on Behaviour and Safety

	<b>Meeting</b>	
	<b>Date</b>	23.05.16
	<b>Item Number</b>	TBAP(15)
<b>Title:</b>	Head of School Report to the LAB – Personal Development Behaviour and Welfare	
<b>Responsible TBAP Leadership team member:</b>	Janet Packer	
<b>Prepared By :</b>	Janet Packer	

## 1. Introduction

We are very proud of the outcome of our Challenge partners review where school Improvement strategies, Outcomes and teaching and learning 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

‘The consistently outstanding behaviour for learning is a testament to leaders’ tenacity and determination to follow through with what they believe to be best for the pupils at CAPA. The impact of the strategy is clearly evident in so many ways including pupils’ outcomes, attitudes to learners, high self-esteem, high attendance, good self control and understanding of what successful learning looks and feels like’.

Challenge partners review, May 2016

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

We judge the personal development, Behaviour and Welfare of our learners to be outstanding because:

- In the extremely safe, friendly environment, learners make excellent improvements in managing their behaviour.
- Learners show a very high level of engagement, extremely positive attitudes to learning and enjoy their time at the Courtyard AP Academy (CAPA).
- Parents, Carers, Staff and learners 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.
- The behaviour for learning assessments demonstrates that learners make progress in relation to themselves, others and the curriculum. (See Appendix 1, BFL data)
- The number of serious incidents reduces for each learner as they spend more time at the CAPA.
- The discerning feedback that learners give to each other, for example during reflection time, assembly or when they write compliment slips to their peers, make

an important contribution to pupils appreciation about how they might improve their own behaviour and learning.

- Staff ensure that learners settle in quickly and adapt to the very high expectations that are set not only with regard to behaviour but also to safety.
- Team Teach safe touch philosophy is promoted across the CAPA, with all staff trained.
- Some staff are also trained in solution focused approaches, restorative approaches and cognitive behavioural approaches and this supports learners in managing their behaviour for learning.
- All staff have received extensive training in how to establish behaviour for learning and they use praise to best effect to help learners recognise what is expected of a 'good learner'
- With the exception of 1child, all CAPA reports that have been submitted for child in need meetings or case conferences report that there has been a significant improvement in behaviour of the learners.

## **2. Admissions**

- 2.1** We currently have 17 children on roll, 13 children live in Hammersmith and Fulham, 3 in Kensington and Chelsea and 1 in Westminster. 8 of the children have a statement of special education needs/Education health care plan for behaviour, social and emotional difficulties. Since September we have had 23 children who have attended the Courtyard AP Academy (CAPA) and we have 4 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 now open in Westminster has reduced numbers at the CAPA. 5 learners moved from CAPA to Primary Beachcroft AP Academy in January.

## **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 was 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. There are effective strategies in place to support and improve attendance for example learners are given certificates for 100% attendance and improvement. They are

also given wrist bands and certificates. Attendance is tracked weekly and displayed for all learners to see and targets are set for each learner. Parents/Carers are involved and absence is followed up by the Learning support professional who has responsibility for monitoring and improving attendance. She follows up learners whose attendance is poor by liaising with the locality service and meeting regularly with the key worker for advice and support.

The majority of learners are on time especially if they travel to school on the minibus or taxi. Breakfast club encourages children to get to school on time; they enjoy their breakfasts and the social time together.

### **3.3 Case study**

See appendix 2

In one term the attendance of 2 learners has increased from 19.5% and 64% to 100%

### **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 2 learners, one learner 6 times for a total of 11.5 days, 2014-2015 and another learner on 7 occasions for a total of 12.5 days September 2015 to December 2015.

### **4.2 Exclusions this year**

This academic year one of our learners has been excluded for 25 sessions for mainly being verbally abusive, physically assaulting, punching, kicking, pinching, scratching and spitting at staff. A number of agencies are involved in supporting him. All incidents are discussed with parents and on some occasions the learner is able to reflect on his behaviour and repair with the adults.

### **4.3 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.

### **4.4 Reintegration this year**

This academic year two children have been reintegrated back into mainstream primary school. We are also organising` mainstream experience for 3 of our learners.

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. A member of staff from our team supports the adults in the mainstream class with implementing strategies. In this way the adult behaviours and structures which support the learner are being implemented and the impact monitored by the evaluation of the BFL assessment. This is evident in the mainstream feedback completed by the LSP. 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.

## **5. Behaviour and Achievement**

### **5.1 Interventions**

We have adopted an integrated approach to interventions so that staff are trained in a range of strategies to support learners this includes the focus on learning, the personalised strategies to support each learners, blanks questioning, OT, speech and language and Lego therapy. Each learner has a pen portrait which outlines progress in behaviour for earning, academic progress, attendance and intervention strategies.

### **5.2 Therapeutic Interventions**

We had a successful 'healthy touch' programme in place which our learners attend weekly. Reports are produced termly and include outcomes and learners feedback. Two children are receiving therapy from CAMHS.

## **6. Behaviour and Achievement**

### **6.1 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.

## **7. Safeguarding**

- Child Protection training is provided for all members of staff annually by the safeguarding lead of the Trust and tri borough authority. September 2016 safeguarding training included prevent and extremism and was attended by all staff with additional training for the lead teacher. A meeting was also held with the Head of school and prevent officer.
- Child Protection and Safeguarding procedures are renewed annually and monitored by the safeguarding lead on the trust board. This was completed last term.
- There are two designated teachers with responsibility for Child Protection: The Head of School and lead teacher.
- All DBS checks are up to date and we have very clear procedures for Child Protection issues. Visitors to the CAPA have to sign in and provide evidence of DBS clearance before they work with the children.
- The school site is secure with CCTV monitors and entry phone systems. The building has a smoke and fire alarm system linked directly to the emergency services.
- Risk assessments for one-off events such as school visits/journeys are kept on file centrally. Routine risk assessments associated with teaching and learning are monitored and updated regularly.
- All staff follow the school's Behaviour and Anti-Bullying Policy. Any behaviour that presents danger towards the physical or emotional wellbeing of others is recorded,

monitored on a daily basis by the leadership team and followed up appropriately to implement measures to reduce and manage risk.

- We have well-established links with external well-being and safeguarding agencies and do not hold back from making referrals when we believe it to be necessary. There are procedures in place to engage parents/carers in the safeguarding of their children if a learner does not accept our expectations of behaviour; we hold meetings with parents/carers and the child to discuss issues.
- Learners know to adopt safe and healthy practices through activities such as, PE, technology, ICT etc.
- The Headteacher and members of the Trust board have the Safer Recruitment Certificate.
- Staff attend core group meeting, child in need meetings and child protection reviews regularly.
- Parent and pupils views are sought through questionnaires. In the last survey 100% of parents thought that their child felt safe and well cared for in the CAPA.
- Health care plans are displayed and separate box files for each learner. Staff work effectively with a range of agencies to ensure vulnerable learners and their families receive appropriate support thus minimising barriers to learning.

### **7.1 CSE**

### **7.2 Radicalisation**

All staff have attended training by Prevent.

### **7.3 Gangs Interventions**

### **7.4 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.

## **8. Partnerships**

### **8.1 Police**

We are currently not working in partnership with the police.

### **8.2 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.

### **8.3 Others**

Our work on establishing partnerships and working with other agencies is excellent. We are highly committed to working in partnership 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 to safeguard our learners and ensure that they have all opportunities to thrive regardless of their individual needs. 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 and CAMHS.

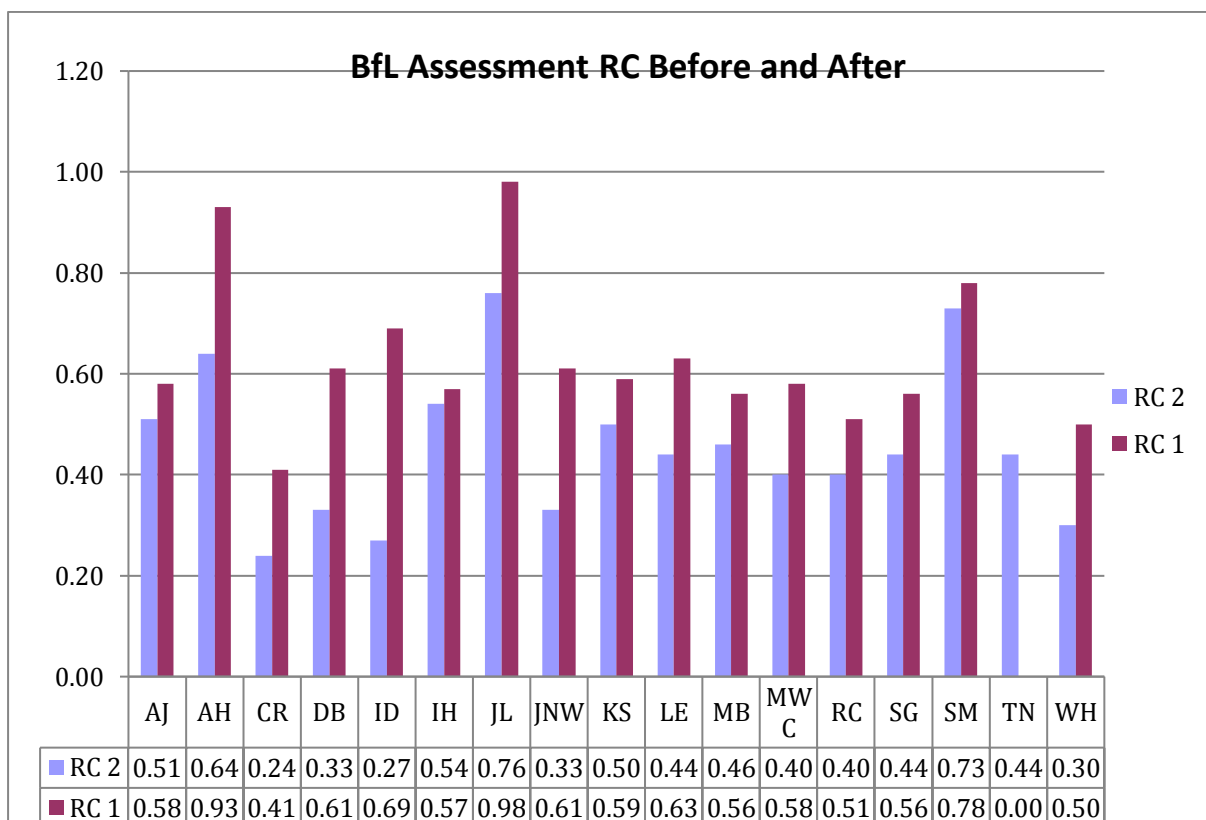
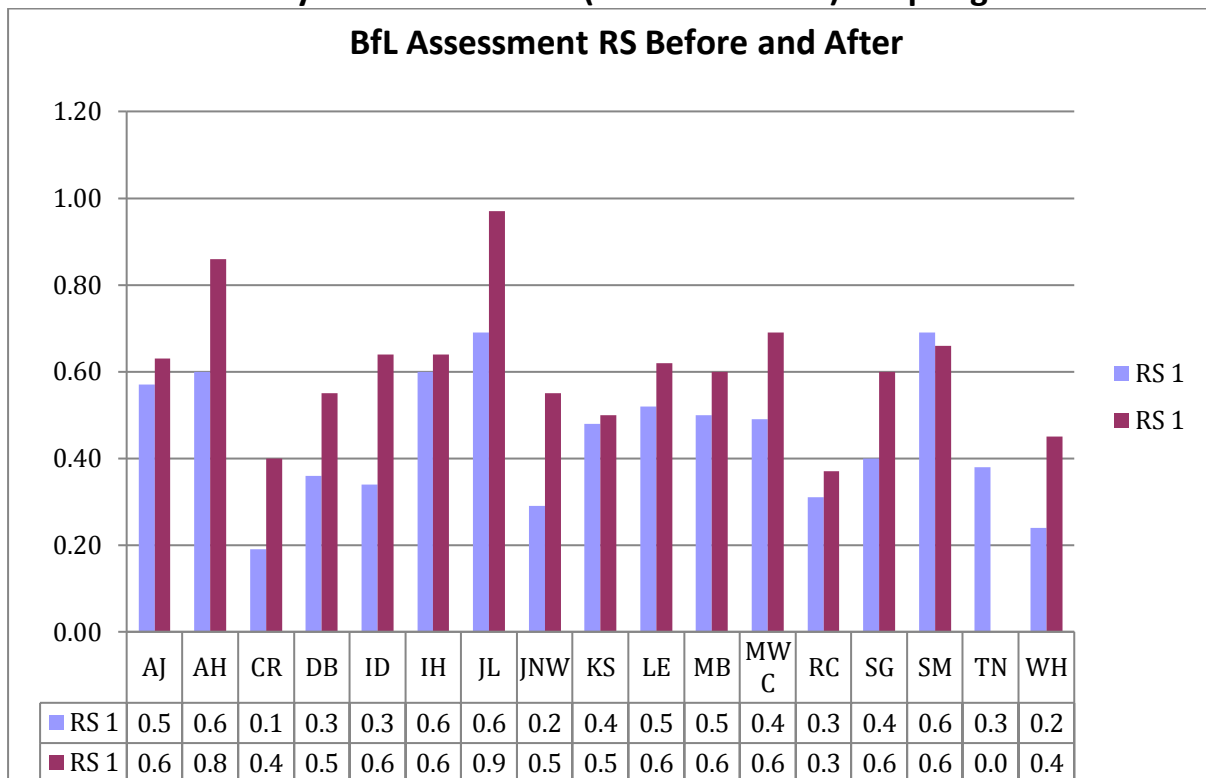
We continue to work in partnership with mainstream schools to support the reintegration of children back in to mainstream school.

#### **8.4 Links with Parent /Carers**

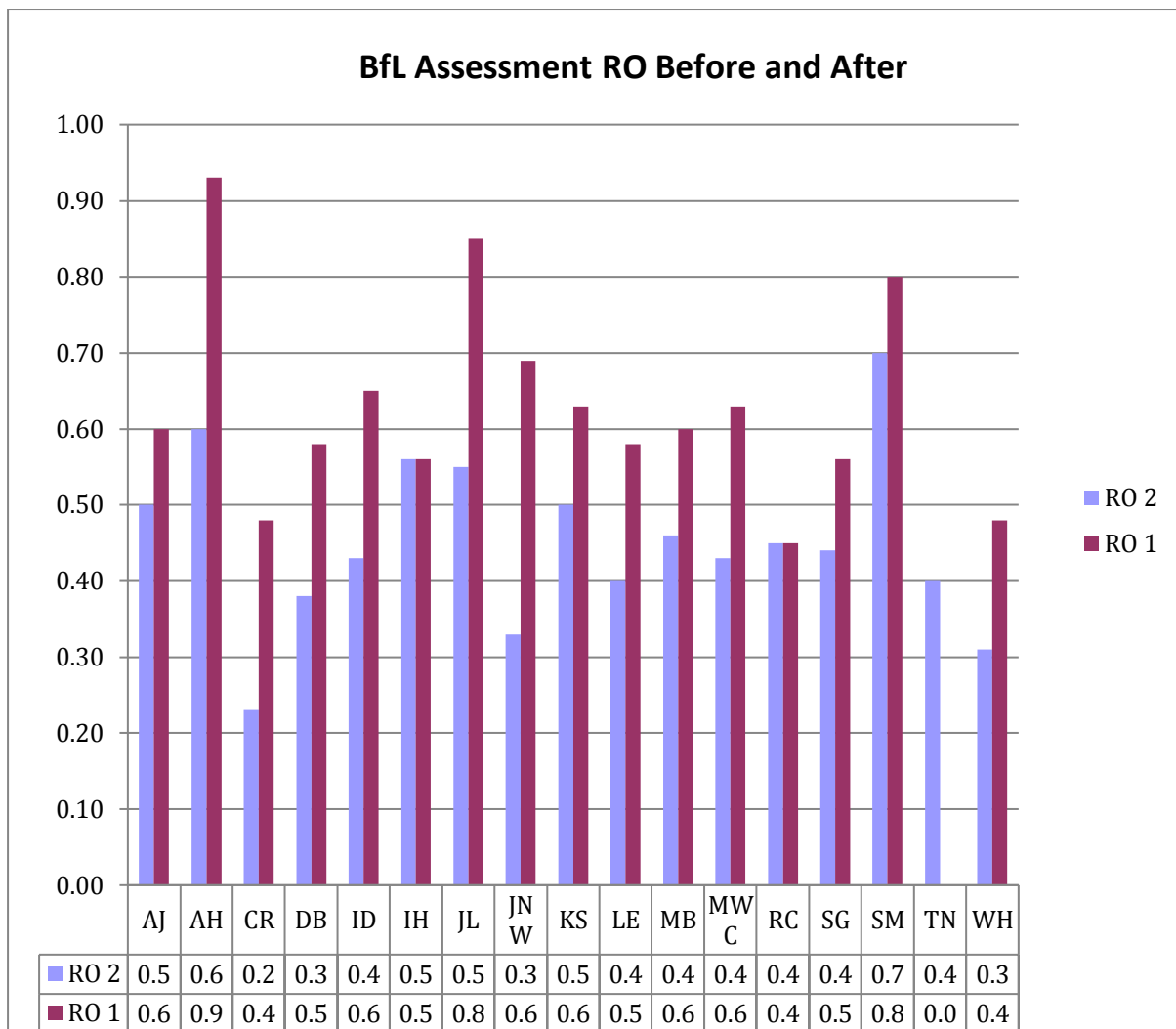
- We communicate with parents regularly ensuring that they always receive positive feedback about their child learning .Parents report to us how their child’s behaviour has been transformed by the behaviour for learning strategies that we use.
- We effectively re-engage parents who have a negative view of school so that they have a positive view about their child’s learning. Parents are always pleased by the certificates that their child receives and star of the week awards. They love the tea parties that we organise where their children help to prepare high tea.
- There is regular feedback to parents/carers which is recorded in SIMS and this is when information regarding progress is shared.
- Parents/Carers consistently attend and contribute to 6 week reviews which are held in the mainstream school and focus on the BFL assessment and readiness for reintegration. Parents/Carers also attend a termly progress review where they have an opportunity to discuss their child’s progress in the CAPA and look at their work, which they are always proud of. This is led by learners. IEPs are also discussed at this time
- We work closely with parents/carers and ensure that they are well supported and able to support the progress of their child. They tell us that they feel well supported and that they are able to contact us and raise any concerns they might have. We gather and listen to the views of parents/carers.
- Many of our parents/carers are wary of contact with agencies e.g. localities, including the school. We foster and maintain a dialogue with them in a number of ways such as through questionnaires; open invitations to one-off events; informal meetings; home visits and the formal induction process prior to children starting with us. Parents are supported to complete forms, such as those for secondary transfer and we give impartial advice if parents ask for help. Staff work closely with parents in Year 6 transition to secondary schools. This involves joint visits which we help to organise.

Appendix 1.

Behaviour Analysis from Baseline (admission date) to Spring Term 2016







It is interesting to look at the baseline for learners who have been with us for over a year. Admissions data gives starting date.

The following learners have made significant progress, ID, JNW, DB, and WH.

More progress in RS the longer learners stay at CAPA, strategies have more of an impact and are sustained by learners.

## Appendix 2 –Case study

# Case Study

Focus: X, Year 6

### Background information:

X is a year 6 learner in an inner city context. He is working in line with national expectations. He has had 6 fixed term exclusions from his mainstream school for verbal and physical aggression. Previously X was supported by the primary intervention team with limited impact. A referral was then made to the Courtyard AP Academy for a part-time place.

### Reason for request (taken from referral):

- Assaulting staff
- Physically abusive
- Verbally abusive
- Running away from the group on trips
- At risk of permanent exclusion
- Poor relationships with peers often resulting in conflict

### Intervention strategies implemented:

- Part time placement at CAPA
- Consistently high expectations
- Visual timetable
- Engaging X 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
- The use of positive praise has had a very positive impact on X’s learning behaviours
- Recognition of positive choices verbally
- Intermittently checking on X 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
- Giving X 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
- Peer feedback
- Structured play to encourage positive interactions with others
- Compliment slips weekly

### Impact of Intervention:

- Exceptional progress in relation to his engagement and learning
- X developed a love for learning
- X showed the ability to accept consequences for his inappropriate choices
- X’s ability to self regulate improved significantly

- He demonstrated an ability to adhere to school rules and routines
- He was nominated as star of the week on 3 occasions
- X developed the ability to adopt a solution focussed approach to problem solve
- X's Mum reported a significant change in X's behaviour, including whilst in the family home
- X was reintegrated full time back into mainstream education

**B4L Progress:**

Assessment data shows that X has made progress in all assessed areas.

- Relationship with Self – assessments show that X 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 – X 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 X's ability to take responsibility for his own learning. There is also an improvement in being able to take risks and try new things

**Mainstream feedback:**

Good attitude towards the curriculum  
 Daily reflections help with decision making  
 Circle time for the whole class re transition has supported him  
 Engaging well with the curriculum  
 Accepting praise more which is a huge positive  
 More able to make mistakes and move on  
 Looking forward to break times more – broader circle of friends  
 Making good progress in his learning

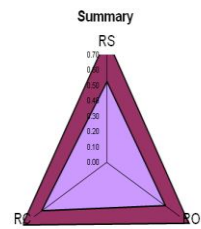
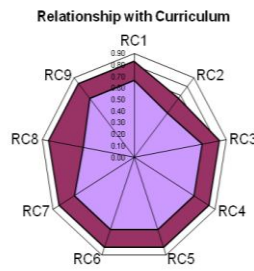
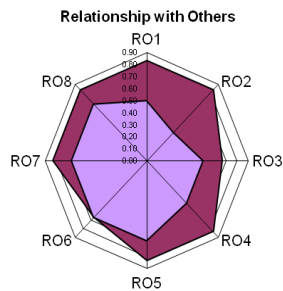
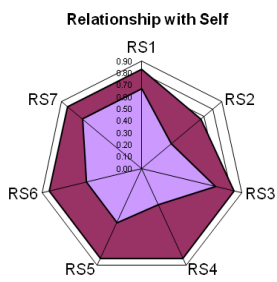
**Feedback from X during follow up visit:**

I am feeling confident about my SATS  
 I've been finding mainstream really good  
 I'm getting better at English because I've developed an imagination from all the books that i have been reading  
 I'm much better at division  
 I've been showing more self control and more interest in my learning  
 On a scale of 0 – 10 I was on a 2 when I first started CAPA but now I am a 9 with my behaviour for learning  
 I am looking forward to secondary school  
 I feel great because I have been working hard and doing better!

**Key:**

**Baseline:**





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