



Report to Local Advisory Board (LAB)
Report to the LAB on Personal Welfare,
Behaviour and Safety
June 2017

	Meeting	
	Date	
	Item Number	TBAP(16)
Title:	Head of School Report to the LAB – Behaviour and Safety	
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1. Introduction

Headlines for this academic year

Welcome to the yearly report to the LAB on Behaviour and Safety for Beachcroft AP Academy. It has been a successful year so far with the Ofsted inspection of December 2016 grading the school as 'Good' in all areas. Progress has been significant with positive developments in all areas of school life.

The safeguarding of children is our number one priority in the work that we do. This was validated in the Ofsted report which rated safeguarding as 'effective'. In particular they said,

"Leaders have embedded a strong culture across the school with regard to safeguarding. Leaders, members of staff and other agencies communicate effectively using robust systems. Pupils are protected from harm because relevant information is shared between all those who work with the pupil concerned" Ofsted 2016

There have been numerous enrichment activities on offer to our learners over the course of the year. In March 2017, 12 learners visited Jamie's Farm in Wiltshire where they spent 3 days on a working farm taking part in a range of activities. Key Stage 3 learners have been supported by the Paddington Arts Company over term 5 and 6 who have been working with our young learners on youth issues expressed through dance and drama. Furthermore, we have commissioned the Integrated Gangs Unit to deliver a suite of workshops to our Year 9 cohort on a range of topics including targeted work around sexual exploitation and involvement in gangs. This work is on-going and impact is being currently being assessed for evaluation.

Prevent and Safeguarding training has been provided for all staff this year to ensure that we meet the statutory regulations for schools. This was also highlighted in the recent Ofsted report:

"All members of staff receive regular training relating to safeguarding and child protection. Consequently, they are alert to any indicators of potential abuse or danger. Leaders have ensured that all safeguarding arrangements are fit for purpose and records are detailed and of high quality" Ofsted 2016

At Beachcroft, we pride ourselves on the wide range of interventions available to our learners. These include:

- A wraparound approach to our learners which starts with the provision of breakfast at 8.30 each morning. We also provide toast and drinks at break time for all learners. Primary learners eat together at lunch in a communal area.
- Waved interventions - All learners are allocated a 'wave' based on their level of need. This is based on their individual provision maps and entitles learners to a wide range of interventions including anger management, mentoring, literacy and numeracy support.

- Jamie's Farm – annual farm residential. As is usual, this offer is open to all learners regardless of whether they are in receipt of pupil premium(PP) or not. Where possible we will target PP learners to attend but our overall ethos is that every child should have the opportunity to attend a residential visit.
- Therapeutic interventions – the mental health of all our learners is monitored closely. Our therapy offer has more than doubled in 2016-17. Our offer is based on a referral system and is open to all learners. This is a difficult area to monitor impact given that the effects of therapy may not become apparent until much later in the lives of our learners, possibly after they have left us.
- Bespoke learning opportunities – where learners struggle with the curriculum we offer we strive to offer alternatives outside of the school. PP allows us to source vocational courses in other venues to meet the learning needs of certain learners. For example, we have offered Motor Vehicle mechanics and commissioned the College of North West London to re-engage a learner who had been out of education for nearly a year. This learner is now thriving within this setting.
- Revision opportunities are provided in the form of after school classes staffed by existing staff and with revision materials readily available for all learners
- Regular trips to the theatre, cinema, museums and other places of cultural interest are organised for both primary and secondary learners'– we try to encourage our learners out of their physical comfort zones and want them to enjoy the basic pleasures afforded by ordinary (mainly) middle class families. Often these do not require significant funding but the experience is something new for many of our learners, many of whom have never been offered an opportunity to visit such places.
- Leavers' day celebrations – a very successful end of year celebration has been planned for our Year 11's , involving a leavers assembly and a go-karting trip

Andrew Burton

Head of School

TBAP Beachcroft AP Academy

May 2017

2. Admissions

2.1 Admissions (pupil numbers)

Year	NOR - end of year	Primary	KS3	KS4	Boys	Girls	No. of Statements
2016-17	63	12	27	34	47	16	11

Table 2.1

2.2 Numbers over the last 5 years

Year	NOR-end of year	KS3	KS4	Boys	Girls	No of Statements
2011-12	48	25	22	42	6	13
2012-13	47	17	30	41	6	9
2013-14	37	15	22	32	5	8
2014-15	36	16	20	27	9	9
2015-16	34	15	19	26	8	8

Table 2.2

3. Attendance

3.1 Attendance data over the last 5 years at 24.05.17

Academic Year	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Year
2012/13	76%	76%	70%	69%	75%	78%	83%
2013/14	78%	75%	76%	75%	77%	78%	78%
2014/15	79%	80%	80%	79%	78%	78%	80%
2015/16	80%	78%	78%	78%	79%	77%	80%
2016/17	76%	78%	74%	78%	75%	N/A	N/A

Table 3.1

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 10:15am, 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. As we no longer have a EWO onsite, referrals are made to the Early Help team in the first instance or the ACE team for statutory interventions.

TBAP have employed a Post-16 Learning Support Professional to provide Careers Information Advice and Guidance to reduce the possibility of learners becoming NEET. Although based at the BAPA Maisie Coombes will work across the Trust. During this academic year we have benefitted from this service as our Year 11's have been given dedicated time to help them to complete college applications, CV's etc.

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

Intervention	Detail
School liaison	Strengthens relationship between school and home
Parent/Carer meetings	Parents informed of behaviours, , achievements, improvements and targets
Certificates	Recognition of excellent, good and improved attendance
Daily Attendance 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 90% and above are rewarded with trip.
Weekly monitoring	Attendance and punctuality monitored by attendance, attendance officer and student services manager.
Reduced timetable	Slow reintegration back in to school
Young Person's Practitioner	Additional support outside school
Weekly attendance monitoring	Attendance officer monitors attendance to ensure pupils receives additional support with attendance
Early Help & ACE Team	Works with school, pupils and families to support regular attendance.
Youth Offending Service	Education orders

Home Visits	Strengthens relationship between home and school
Positive postcards	Recognition of achievements sent home
Attendance Raffle	In an attempt to improve punctuality all learners who arrive before 9:15am are given 2 raffle tickets which are entered into a draw every Friday. The winner of the raffle receives £10 to take a friend to lunch.

	2012-13			2013-14			2014-15			2015-16			2016-17		
Group	Attend	AA	UA	Attend	AA	UA	Attend	AA	UA	Attend	AA	UA	Attend	AA	UA
Year 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	89.78%	8.44%	1.78%
Year 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	100%	0%	0%
Year 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	89.88%	9.51%	0.61%
Year 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	84.00%	16%	0%
Year 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	89.03%	8.39%	2.58%
Year 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	87.69%	6.31%	6.01%
Year 7	92%	4%	4%	98%	2%	0%	84%	11%	3%	86%	11%	1%	92.25%	0.70%	0%
Year 8	73%	12%	6%	90%	5%	5%	85%	4%	10%	79%	6%	15%	67.04%	4.18%	27.44%
Year 9	81%	8%	6%	77%	7%	16%	79%	6%	12%	82%	4%	13%	72.95%	9.40%	16.82%
Year 10	63%	10%	18%	81%	4%	14%	82%	8%	9%	77%	6%	14%	76.19%	5.14%	15.97%
Year 11	55%	8%	18%	75%	5%	20%	74%	7%	17%	77%	6%	14%	74.03%	5.98%	18.22%
SEN	82%	6%	12%	73%	8%	20%	70%	11%	19%	76%	9%	15%	85.42%	7.48%	7.10%
PEX	76%	8%	13%	81%	6%	13%	83%	8%	9%	84%	7%	9%	68.72%	6.16%	25.12%
MM	76%	8%	13%	77%	4%	19%	85%	5%	8%	78%	4%	18%	70.27%	9.77%	19.96%
whole	75%	7%	17%	78%	6%	16%	80%	8%	13%	79%	5%	16%	75.34%	6.43%	16.57%

Table 3.3

3.3 Attendance of different groups - 5 year summary

Please see table 3.3 above to compare the attendance of different sub groups within the school over a five year period.

4. Exclusions

4.1 Exclusion data over the last 5 years

Table 4.1 shows the number of Fixed Term Exclusions:

Term	12/13	13/14	14/15	15/16	16/17
1	2	1	5	12	21
2	4	3	15	8	12
3	10	9	11	17	21
4	13	9	7	4	36
5	15	6	5	8	25
6	8	9	8	21	N/A
Total	52	37	51	70	

Table 4.1

Table 4.2 shows the total number of days lost

Term	12/13	13/14	14/15	15/16	16/17
1	2.5	1.5	5	10.5	22.5
2	8.5	6	20.5	7.5	14
3	12	11.5	17	18	33.5
4	21	16	13	7	40.5
5	18.5	11.5	5.5	12	25.5
6	29.5	13	16.5	24.5	N/A
Total	92	59.5	77.5	79.5	

Table 4.2

5. Reintegration

5.1 Reintegration data over the last 5 years

Year	Number of Learners (Secondary)					
	Yr 7	Yr 8	Yr 9	Yr 10	Yr 11	Total
2016-2017 (current)	0	0	0*	1*	0	1
2015-2016	0	0	1	2	2	5
2014/2015	0	0	0	0	0	0
2013/2014	0	2	0	1	0	3
2012/2013	0	2	4	0	0	6
2011/2012	0	1	0	0	0	1

*1 additional learner currently at BCAPA working towards reintegration.

Our primary service is setup to run a rolling programme of intervention with a view to reintegrate into mainstream school. Our current reintegration stands at 8 for this year.

Term	Number of Learners (Primary)						
	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6	Total
2016-2017 (current)	2	0	0	2	1	3	8
Jan 2016	Data not available						

5.2 Reintegration this year

As shown in the table above, significantly fewer secondary learners have been reintegrated into mainstream settings. Whilst learners continue to be identified as appropriate for reintegration, it seems very few local schools are willing to make available places for BCAPA learners. The Head of school continues to work closely with mainstream head teachers in order to secure their support. In contrast, it is positive to see that eight primary learners have begun the process of their reintegration into mainstream school. Two of these eight have already been successfully reintegrated into mainstream schools.

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 Peter Augustine, our Student Services Manager (SSM) continues to allow for robust follow up of all negative behaviour in a timely fashion.

The use of the School Information Management System (SIMS) to record positive behaviour and allocate points linked to the VIVO Miles data base is embedded. This supports the reward of any positive behaviour displayed by the learners.

6.1 Behaviour Interventions

A summary of the behaviour interventions in use at Beachcroft AP Academy are detailed below:

- The cycle of Team Teach/Safe Touch refresher training has continued with staff attending training programmes delivered over two days
- Anger management training has also been delivered to the Learning Support Professionals to assist in their work with the learners
- Whole school mentoring training delivered to the LSP's this academic term as part of the TBAP staff professional development programme (CPD)
- IGU (Integrated gangs unit) delivered SRE and youth violence over 6 weeks
- IGU Post exclusion clinic. After exclusion it is compulsory for learners to engage in a session based on their reason for exclusion facilitated by the IGU
- Pan Arts Workshop – Through the use of drama our learners are encouraged to work as a team, promoting personal growth and self expression
- Keep Out Prison Visits workshop to inform, support and divert young people away from offending and re offending.
- Victim Support Worker – We have a victim support worker who comes in once a week to work with vulnerable students in BCAPA
- Substance Misuse Workshops – Turning point deliver weekly sessions to pupils who have been referred

6.2 Waved Interventions

The Wave system is fully embedded across the academy and has been an area of excellence confirmed as such in numerous Challenge Partner reviews which also make particular reference to LSP deployment. All learners in the academy have been 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/EHCPs), SNAP, PASS, IEPs and current progress in core subjects. LSPs are allocated to a Wave and are responsible for the delivery of all interventions for a group of learners within that Wave.

A significant investment in a new suite of literacy interventions has been made this year. All LSPs have received a range of literacy CPD this year which resulted in:-

- The development of two literacy champions who are able to deliver 'sound' interventions
- All LSPs being equipped with the skills to deliver 'guided reading' interventions
- All LSPs being equipped with the skills to deliver 'reading wise' interventions

It is felt this investment in literacy will yield valuable results and accelerate progress across the curriculum as it will facilitate for learners greater access to and a deeper understanding of the curriculum in its entirety and not just improve their English. Early indications are that this work is highly effective and impacting positively upon learners in a variety of ways.

'Pupils make excellent progress in their reading as a result of carefully planned interventions. Two thirds of pupils made double the amount of progress expected and their reading age within six months of joining the school. During the inspection, pupils read aloud in class accurately and with confidence. When pupils found this difficult, another pupil stepped in to help unobtrusively, showing that this positive peer support is commonplace.' Ofsted: Dec 16.

Our maths lead has independently developed a package to improve the numeracy levels of learners. This is at a developmental stage with LSPs and is currently receiving ongoing CPD delivered by our core-curriculum lead. It is anticipated that these interventions will be piloted with a group of learners before the end of the summer term with a view to, if successful, making them available to all learners in September 2017.

Primary learners receive their interventions in the form of in-class support. Due to the short-stay nature of some learners' placements, the curriculum is planned for primary learners at an extremely personalised level. Four LSPs working with two class teachers has led to the decision that in-class support is the best way to support these learners at this particular time. The ratio in the primary classroom is never higher than six learners working with three adults. This ensures access to a qualified teacher and highly-skilled support staff at all times. However, should a primary learner be referred to BCAPA whose needs, specific or general, might be better met through waved interventions, this would be facilitated immediately. It is important that the needs of learners are consistently and appropriately met. It was highlighted in our recent Ofsted report (Dec 16) that, *'Leaders have made sure that the school has adapted to meet the needs of those who attend since it became an academy in April 2014.'*

Two Wave Leaders maintain oversight of the work of our LSPs. They monitor the interventions taking place on a daily basis and meet with LSPs in their wave each morning to discuss priorities for the day and feedback key information from briefing. They report to YS each week on the interventions that took place and the reasons for any that were missed. They are leading their LSP teams towards more precise and effective interventions.

6.3 Therapeutic Services

Beachcroft's therapeutic service has recently developed and expanded. TBAP-wide Head of Therapies, Jackie Lindeck created a new therapy operational policy and appointed a team of therapists to implement a range of therapy interventions for learners at Beachcroft.

Under Jackie's supervision, a senior therapist was appointed to deliver both art therapy sessions for learners and manage the overall therapy provision two days per week. In addition, a complementary therapist works with learners one day per week and a drama therapist joined the team in December 2016, working two days per week.

The team works in accordance with the new therapy operational policy. Over time Staff are becoming more accustomed to the referrals process which enables any member of staff to make a referral, including learners wishing to refer themselves. Communication and information sharing, which is a crucial part of providing safe and effective therapy, is developing within the culture of the school and additional staff training is in place to ensure that the service is further embedded. Therapists liaise with the social workers of learners who attend therapy and the senior therapist feeds back information to other external agencies (including Social Care, Youth Offending Team, Child and Adolescent Mental Health Service) as part of an Inclusion Panel, when this is in operation.

At Beachcroft Secondary, therapists carry out therapeutic inductions with new learners at the school, providing them with immediate access to support. Information gathered during the induction is fed back to staff so that they have a broad understanding of each learner's background and events leading up to their arrival at Beachcroft. This information is available for all staff to view on Beachcroft's shared drive system.

At Beachcroft Primary, therapists initially meet with parents and carers for a consultation prior to meeting learners. This provides an opportunity to gain a deeper understanding of family dynamics and to ensure that parental consent is granted. Therapeutic inductions are incorporated into the therapist's initial meeting with each learner.

Outcome measures for therapies have been tailored to suit the needs of the cohort, with the Child & Young Person's Resiliency Measure and the Short Warwick-Edinburgh Mental-Wellbeing Scale initially in place. However, a more realistic and effective outcome measure for our secondary school learners was found to be the Trait Emotional Intelligence Questionnaire – Adolescent Short Form. For primary learners, the Music Therapy Outcome Star was adapted to form the basis of a creative therapies outcome measure. Both evaluation tools are in place to assess the progress of young people in therapy alongside a therapy feedback form that each young person completes on a regular basis. This allows the therapies team to maintain a clear view of the impact of therapy. Feedback from learners has been very positive.

Reports are also provided for Child Protection and Child In Need conferences as required, as well as reports for all learners accessing therapy being prepared for the end of the academic year. Attendance and engagement from learners is positive and the number of learners accessing therapy is increasing. Since September a total of 25 learners have accessed 1:1 therapeutic interventions. Thirty young people have had therapeutic inductions, of whom 13 have gone on to have 1:1 interventions.

7. Safeguarding

7.1 CSE

Beachcroft AP Academy has continued to support the work of the local authority around issues of Child Sexual Exploitation. This has involved the mapping and identification of victims and perpetrators. Those identified are listed in the tables below. In support of this work we have engaged the IGU to deliver SRE lessons to KS3 & 4 learners.

BCAPA Westminster – Sexual Exploitation Mapping – Perpetrators (1)

	Name	DOB	Yr Group	Current provision
1.		30/8/2001	11	BCAPA

Table 7.1

BCAPA Westminster – Sexual Exploitation Mapping – Victims (2)

	Name	DOB	Yr Group	Current provision
1.		12/3/02	10	BCAPA
2.		20/12/01	10	BCAPA

Table 7.2

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 and have a strong Muslim cohort, we have taken the below precautions:

As a school we have facilitated events supported by the local Prevent team including:

- Annual table top sessions with Yr 10 & 11 learners focusing on the conflict in Syria facilitated by Prevent.
- Annual Prevent workshop for whole staff team, raising awareness of potential signs of grooming for extremism.

7.3 Gangs Intervention

We continue to support the local authority partner agencies with regards to a presence on the DETER and Ending Gang and Youth Violence partnership boards.

We continue to work with the Westminster IGU (Integrated gangs unit), who supports pupils at risk of gang involvement. Referrals are made and the learners are assigned a one to one mentor. The IGU have recently finished a six week work shop around youth violence and will commence SRE sessions in Term 6.

We have also had sessions facilitated by our own police liaison officer (RM) who has brought in guest speakers to speak with the student body on matters including anti social behaviour, crime, gang culture and joint enterprise.

Table 7.3 shows Beachcroft H&F Learners included on the DETER Matrix and Ending Gang and Youth Violence panel (EGYV) (1)

	Name	DOB	Yr Group	Current provision
1.		8/11/2000	11	BCAPA
2.		20/10/2000	11	BCAPA

Table 7.3

Table 7.4 details Beachcroft Westminster Learners – at risk of gang activity

	Name	DOB	Yr Group	Current provision
1.		16/11/02	9	BCAPA
2.		12/03/02	10	BCAPA
3		11/9/2000	11	BCAPA
4		24/1/03	9	BCAPA
5		17/7/01	11	BCAPA
6		17/7/01	11	BCAPA
7		26/5/01	11	BCAPA
8		20/10/2000	11	BCAPA

Table 7.4

7.4 Child Protection

Currently on roll at the BCAPA we have 4 learners on the CP register, 9 learners have child in need status, 5 learners are currently engaged with the early help team , 2 learners have adolescent at risk status and 0 looked after (LAC). We continue to support our learners through attendance at various multi agency meetings including, Child Protection Conferences and reviews, Core Group meetings, TAF's and personal Education planning meetings for LAC learners.

8. Partnerships

Beachcroft AP Academy continues to work 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 the following organisations:-

- Localities Service (Now Early Help)– Delivering workshops covering topics such as Sexual exploitation, family and relationships, ASB/Crime/ Gang culture, media associations, hidden harm. They also support school, pupils and families with attendance
- Victim Support – Victim support worker on site once a week
- Pan Arts – Art based therapy workshop with confidence-building and teamwork at the forefront
- YOT- Working with targeted individuals on Intensive Supervision and Support (ISS) programmes, substance misuse and anti social behaviour
- Turning Point – Drug awareness 1-to-1 sessions. Learners are referred and seen on a weekly basis to discuss consequences of addiction.

- Prevent- delivering workshops around radicalisation.
- Integrated Gangs Unit (IGU)
- Working with men
- Families Forward
- Multi-Systemic Therapy (MST)
- Child Adult Mental Health Services (CAMHS)
- FSCP Children’s Services
- Virtual Schools

8.1 Police

We currently have no police liaison officer as Rachel Morrison has left her post. We are waiting for a new officer to be assigned. In the mean time we can call upon PC Jay who works at QK if we need help with managing behaviour or a response to any issues or concerns raised by the public and partner schools.

8.2 YOT

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

The latest data received from the YOT names 10 learners who have engaged with this service, see Table 8.1 below.

	Learner	Yr Group
1	(H&F YOT)	8
2	(Westminster YOT)	9
3	(Westminster YOT)	9
4	(Westminster YOT)	10
5	(Westminster YOT)	11
6	(Westminster YOT)	11
7	(H&F YOT)	11
8	(Westminster YOT)	11
9	(Westminster YOT)	11
10	(Westminster YOT)	11

Table 8.1

8.3 Links with Parent /Carers

Links with parents and carers continues to be positive. 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.

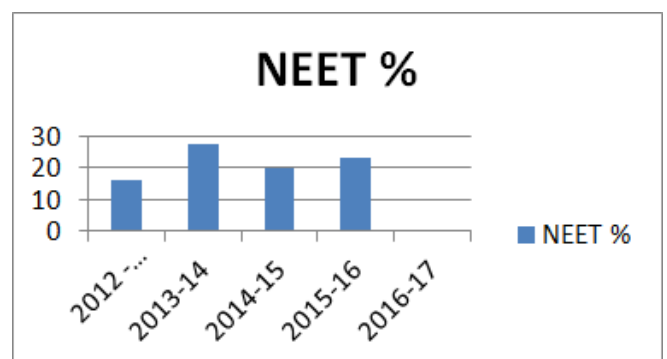
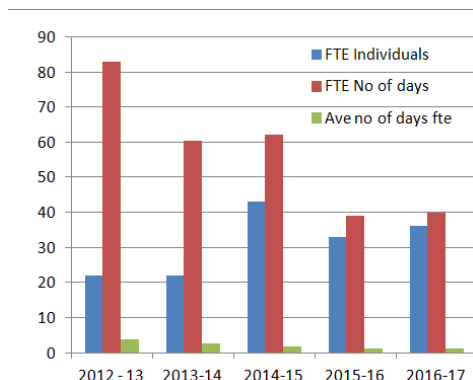
8.4 Others

Other agencies that we maintain established links with:

- 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.
- Jack Petchey Foundation: Supporting the rewarding of positive engagement in education by our learners.
- Challenger Troop: A military based organisation, who engage our learners in outdoor pursuits with the emphasis on discipline.
- Jamie’s Farm: Therapeutic residential where KS3 learners are taken to a farm. This encourages team work, bonding and reflection.

Appendix I - 5 Year data summary

Outcome Summary Sheet - 5 Year Summary														
School	Beachcroft AP Academy Behaviour and Safety													
Year	NOR-end of year	KS3	KS4	Boys	Girls	No of Statements	Attendance	Unauthorised Absence	No of Restraints	FTE Individuals	FTE No of days	Ave no of days fte	Reintegrations	NEET %
2012 - 13	47	17	30	41	6	9	82.6		3	22	83	3.7	6	16
2013-14	37	15	22	32	5	8	78.2	15.3	17	22	60.5	2.8	3	27.27
2014-15	35	15	20	25	10	7	80	12.7	10	43	62	1.8	1	20
2015-16	36	14	22	29	7	9	79	14	4	33	39	1.2	3	23
2016-17	51	27	34	37	14	7	75	16	21	36	40	1.1	1	



Appendix II – Number of interventions over the course of 2016-17 by term

SIMS Analysis (Wave x Event_type) Numbers represent: Count

Term 1

	Art Therapy	Comple mentary Therapy	Course work 1:1 Interven tion	Guided Reading 1:1 Interven tion	Handwr iting 1:1 Interven tion	In Class Support 1:1 Interven tion	In Class Support : Whole Class	Lexia Readin g 1:1 Interven tion	Meetin g 1-1	Other	{None}	Total
Wave One	2	3	7	0	0	3	22	0	4	16	5	62
Wave Three	3	3	3	3	1	0	5	3	1	0	10	32
{None}	4	0	0	0	0	0	0	0	0	1	16	21
Total	9	6	10	3	1	3	27	3	5	17	31	115

SIMS Analysis (Wave x Event type) Numbers
 represent: Count

Term 2

	Art Therapy	Careers 1:1 Intervention	Complement ary Therapy	Course work 1:1 Intervention	Guided Reading 1:1 Intervention	In Class Support 1:1 Intervention	In Class Support : Whole Class	Lexia Reading 1:1 Intervention	Meeting 1-1	Mentoring	Other	Team Around the Family	{N on e}	Total
Wave One	21	1	8	2	4	5	17	1	10	1	18	0	3	91
Wave Three	16	2	15	0	2	2	2	2	24	0	3	1	4	73
{N on e}	8	0	0	0	1	1	0	0	0	0	1	0	15	26
To	45	3	23	2	7	8	19	3	34	1	22	1	22	190

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SIMS Analysis (Wave x Event_type) Numbers
represent: Count

Term3

	Art Therapy	Careers 1:1 Intervention	Child In Need Meeting	Comple mentary Therapy	Course work 1:1 Intervention	Event not taken	Guided Reading 1:1 Intervention	Handw riting 1:1 Intervention	In Class Support 1:1 Intervention	In Class Support: Whole Class	Lexia Reading 1:1 Intervention	Meeti ng 1- 1	M en to ng Other	Words hark 1:1 Intervention	{ N o n }	T o t a l	
Wave One	15	3	0	4	0	4	17	4	12	42	1	2	2	21	1	1	9
Wave Three	16	5	0	5	1	18	31	0	25	57	1	4	6	10	0	2	1
{N on	5	4	1	0	0	6	14	0	2	12	0	4	5	7	0	5	6

Wave	9	3	6	2	8	5	6	14	1	1	2	3	4	64
{None}	6	3	0	1	1	5	1	7	0	0	2	6	6	38
Total	28	8	11	4	9	10	10	35	1	1	5	17	15	154

SIMS Analysis (Wave x Event_type) Numbers
represent: Count

Term 5

Wave	Art Therapy	Complementary Therapy	Coursework 1:1 Intervention	Drama Therapy	Event not taken	Guided Reading 1:1 Intervention	In Class Support 1:1 Intervention	In Class Support: Whole Class	Induction Group	Manga Maths 1:1 Intervention	Meeting 1-1	Mentoring	Other	Team Around the Family	Total
Wave On	9	3	0	0	0	0	0	4	0	0	0	1	9	0	62



Appendix III – Example of a Student Subject Support Plan

2016-17

Name		Subject	Eng	How many lessons per week in class support?	1
SOW	Writing	Current grade	G	End of Year Target/grade	G+

What is the teacher doing to support this learner?	What can the LSP do to support this learner in class?
<p>Word/sentence starter mats</p> <p>Visual aids for new vocab</p> <p>Bridging starters</p> <p>Self assessment</p> <p>Card sorting activities for new concepts</p>	<p>Mimic reader access arrangements</p> <p>Discuss ideas and record them on a mind map before asking Troy to write anything down</p> <p>Encourage him to check his punctuation and read aloud what he has written to ensure it makes sense</p>



Appendix IV

Case study from this academic year - Pupil A. Focus - **Attendance**

Attendance – 2016 / 17

T1	T2	T3	T4	T5	T6
69%	71%	77%	82%	86%	

School History

Pupil A was managed moved from Westminster Academy to Beachcroft AP Academy in February 2014

Family History

Pupil A has been in and out of care living in several foster placements across London. Pupil A currently lives with her older brother his partner and their young child. Though sometimes difficult Pupil A maintains a good relationship with her father. They have regular contact.

Attendance History

Following an incident at home with her father Pupil A was placed in foster care in Barking. She settled into her foster home and managed to keep a good attendance record despite travelling such a long distance to and from school.

Pupil A attendance began to deteriorate when she was moved from her foster home in Barking to one which was in Hackney. Pupil A found the move very difficult, there was a change in her

behaviour and she refused to attend school.

Her behaviour became worse due to making new friends who introduced her to drugs and alcohol

Although she would refuse to attend school she would ring into school and speak to the attendance officer. She engaged in offsite mentoring sessions and would attend meeting to discuss how to support her getting back into school.

Referrals to outside agencies were made in order to support Pupil A with external factors and return to school. It was recommended that Pupil A should reintegrate back into school slowly with a reduced timetable.

Pupil A had frequent sessions at school with the drugs and alcohol support worker, sexual exploitation worker and education physiologist.

It had been decided that Pupil A should be placed with her older brother and partner and that they would become her carers. Pupil A was happier and responded well to all the support put in place, she engaged with outside agencies and followed her reduced timetable

Overtime Pupil A was back in school following a full timetable, since living with her brother and being open to support she has made a considerable improvement with her attendance record.

A good relationship between home and school is maintained by regular liaising with outside agencies and the family.

Academic Year	2014 - 2015	2015 - 2016
Attendance Percentage	49%	86%
Unauthorised absence	47%	1%

Authorised absence	5%	13%
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