



TBAP East Report

Academic Year 2016 /2017 – June 2017

Personal Development, Behaviour and Welfare

	Meeting	TBAP Directors Board meeting
	Date	20/06/2017
Title:	Report on personal development, behaviour and welfare	
Responsible TBAP Executive Leadership team member:	Angela Tempany Executive Headteacher TBAP East	
TBAP West Regional Leadership Team	Julie Sadler Head of School Cambridge AP Academy Nick Morley Head of School Octavia AP Academy Kaz Birk Head of School Octagon AP Academy Jane Lancaster-Adlam Head of School Unity Academy	

Executive Summary

It is with great pleasure that I present this Report on Personal Development, Behaviour and Welfare, which covers the last 12 months, on all TBAP academies in TBAP East region. This report provides a narrative to the reports presented by TBAP East Academies. Behaviour and Attendance data is summarised in the Confidential report.

Headlines

Cambridge AP Academy: Attendance has improved from 50% to 74% in the past year. Fixed term exclusions have fallen by 33% in the past year. Successful work placements for KS4 learners have been established with a number of local providers.

Octagon AP Academy: Ofsted inspection March 2017 judged Personal Development & Welfare to be Outstanding with a Good judgement for behaviour. Challenge Partners (Dec 2016) identified re-integration as an area of excellence.

Octavia AP Academy: Attendance has improved from 50% to 78.17% in the past year. Excellent multi-agency working is now common practice. Octavia has been selected to take part in the LGBT Rainbow Flag Award.

Unity Academy: Numbers on roll have risen from 32 learners in Dec 2016 to 51 learners in June 2017. TBAP behaviour management systems have been embedded across both sites, with all staff trained in Team Teach.

Admissions

Year	Cambridge	Octagon	Octavia	Unity
1		0		
2		0		
3		3		
4		0		
5		2		
6		3		
7		5		
8		11		
9	6	18	2	
10	11	10	13	
11	15	18	17	
Total	32	70	32	51

Comments

Numbers of learners at Cambridge and Octavia remain consistent due to the commissioning process. Octagon and Unity admissions have increased this year.

Attendance

2016/17	
Cambridge	74%
Octagon	77%
Octavia	78.17%
Unity	82.1%

Comments

Cambridge and Octavia have seen significant improvements in the last year. Octagon attendance has dropped by 3% in the last 3 months, with greatest concern around Y11 learners. Unity attendance remains consistent. All academies have attendance above the national average for AP provision (68%).

A range of strategies are used across all academies to increase attendance: clinics with learners and families, reward trips, attendance boards, breakfast clubs, use of EWS where penalties are required, multi-agency working with locality teams.

Exclusions

	Number of FTE Individuals	FTE Number of days	Average number of days lost
Cambridge	45	128.5	2.7
Octagon	81	156	1.9
Octavia	26	135.5	5.21
Unity	30	30	1

Comments

Octavia has had a high number of exclusions this year. The lack of TATE provision has had an impact on the academies options for offering an alternative to exclusion.

Re-integration

There is a generic TBAP target across all academies that 30% of KS3 learners should be reintegrated back into a mainstream setting. This target is achievable where academies are offering KS3 provision and where schools share a commitment to inclusion.

Unity Academy, where all learners have Education Health Care Plans (EHCPs), the provision is reviewed annually for all learners, but the expectation is that most learners will stay for the duration of their education. Very few learners are expected to be re-integrated into mainstream education. Cambridge and Octavia AP Academies also have very few re-integrations most learners arrive in KS4, and schools commission the places with a view that learners will remain in AP provision. At Octagon AP Academy, approximately 30% of learners across KS3-4 have been successfully re-integrated since September 2016. 90% of primary learners have been re-integrated since Sept 2016.

Behaviour and Achievement

Behaviour: All academies implement the TBAP Behaviour Monitoring System on SIMS. Daily monitoring of learners' behaviour is recorded by all staff in lessons, reviewed with learners at the end of each day by Learning Guides, and analysed by the Senior Leadership team at the end of each day. Negative incidents are resolved, where possible, by Learning Guides. Strategies include meetings with learners, after-school detention, and phone calls home. Where a more serious sanction is required, Senior Leadership Team makes daily decisions. Some learners may be referred the following day to The Alternative to Exclusion (TATE), where they work in a 1:1 setting, either in off-site provision or in an isolated area of the school.

Positive messages are the focus of our behaviour systems. Learners are rewarded in all lessons with achievement points, which are converted into Vivo points (an online reward system). Phone calls to parents and postcodes home are a regular and effective method of encouraging positive behaviours. Termly reward assemblies and end-of-term trips also act as positive incentives for learners.

2016/17 saw the provision of TATE return to Octagon, having previously been housed off-site. This decision was made to enable learners to access interventions, therapeutic provision and their teachers. TATE has been a positive addition on site.

At Cambridge AP Academy, the use of school-based interventions and therapeutic support have led to a reduction in fixed-term exclusions.

In January 2017, Unity moved to its new site at St Neot's and with the introduction of SIMS management system, both sites are now using TBAP's behaviour and achievement points system.

All staff at all academies are now trained in Team Teach de-escalation techniques.

Therapeutic interventions

A wide range of therapeutic interventions are now on offer across academies in TBAP East, delivering a range of therapeutic support to learners (Art therapy, Psychotherapy, Music therapy, Drama therapy). The therapists work closely with the Senior Leadership Team and are now measuring the impact of interventions on learners. This holistic model includes close working with families and external agencies such as CaMHS.

At Octagon, therapists are on site 5 days per week, offering play/music/art therapy, psychotherapy, counselling and speech and language therapy. There is very positive take-up by learners of this provision.

At Cambridge, the Lead Therapist supports learners for 1 day per week. A newly-appointed therapist will be starting to support learners from Term 6.

At Octavia, the lack of a therapist has been a source of concern. The introduction of dog therapy in Term 5 has been warmly welcomed.

At Unity, a music and art therapist are fully integrated into the school team.

Safeguarding

TBAP Safeguarding Lead has completed a thorough safeguarding audit of all academies since January 2017. All staff receive regular and thorough training in safeguarding, delivered by the Student Services Manager or partner agencies.

All academies are working on key areas of safeguarding: Child Sexual Exploitation, Radicalisation, and Gangs Intervention.

Partnerships

The Octagon receives excellent support from a range of local teams, including the police and community support officer. 24% of learners are referred to the Youth Offending Service. Insight (Substance Misuse) and CAMHS continue to offer excellent support.

Across Cambridgeshire, work with the police and youth offending services is improving, and locality teams are working effectively to offer early interventions for learners and families.

Parents and families remain a key focus for all academies, with a range of strategies used to welcome them into schools and support them through multi-agency services. Surveys indicate that families are very happy with the support offered by our academies.