



## Report to Local Advisory Board (LAB)

Monday June 12th 2017

### Report to the LAB on Behaviour and Safety

<b>Meeting</b>	
<b>Date</b>	12/06/17
<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
<b>Prepared By :</b>	Ahmed Kadi (Student Services Manager)

## Introduction

### 1. Headlines for this academic year

Welcome to the annual report to the LAB on Behaviour and Safety for Cambridge AP Academy (CBAPA). The new SSM has been in post for 6 months (January 2017)

- Attendance has improved from 50% last academic year to 74% There has been a significant rise in positive reactions to collaborative work with localities and whole school strategies
- Fixed Term Exclusions at the Cambridge AP Academy have decreased over the academic year with days lost in school down by approximately a third. Learner guides have a far better relationship with learners and their families, and the expectations of the school have considerably risen.
- Interventions have started to take shape with staff appointments responsible for Work Experience and Enrichment, and Middle Leaders responsible for Core subjects and BTECs respectively
- Successful delivery of whole school annual Team Teach/ Safeguarding/Prevent training has taken place. The school also has two DSPs for Child Protection/Safeguarding
- Successful Work Placements have been secured for 5 year 11 learners at National Tyres, Romsey Mill pre-school group, Smithy Fen Stables and Chesterton Bowling Club. Successful work placements have also been secured for 6 year 10 learners at National Tyres, Chypps (Chesterton Community Centre, Waterbeach Care Home and Family Construction Business.

Julie Sadler

Head of School

May 2017

## 2. Admissions

### 2.1 Admissions (pupil numbers)

Year	NOR-end of year	Year 8/9	Year 10	Year 11	KS3	KS4	Boys	Girls	No of Statements
2016 -17	32 (pending more referrals in)	1+5	11	15	6	26	18	14	0

Table 2.1

KS4 Learners take up 81% of the school roll.

KS3 learners take up 19% of the school roll.

No learners in the school have a statement /EHCP.

There have been 17 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	Cambridge AP Academy
2015/2016	38

Table 2.2

## 3. Attendance

### 3.1 Attendance data over the last academic year

Attendance is one of our School Development Plan's priorities. Over the academic year systems have been put in place to support increase attendance to school. Attendance is currently at 74% Due to some extreme behaviours exhibiting significant risk, four year 11 learners have had to be educated offsite with TBAP staff.

### Attendance year to date - Sept. 2016 - May 2017

Academic Year 2016/17 (%)	Year 9	Year 10	Year 11	Whole School
Attendance	75%	72%	75%	74%
Authorised Absences	20%	16%	15%	16%
Unauthorised Absences	5%	12%	11%	10%

**Table 3.1**

### 3.2 Attendance interventions

The school continues to actively support learners and parents with issues around non attendance to school. Daily attendance calls are made by 9:30am, learners are collected, warning letters are mailed home and a number of meetings are convened before a learner and their family are referred to local authority services. We work closely with our EWO who is on site weekly monitoring whole school attendance.

- 21 (66%) 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 - Learners referred to Localities Service- Active – referrals

Year group	No. Learners Referred	% of cohort
9	2	66%
10	10	
11	9	

**Table 3.2**

- Cambridge AP Academy continues with its strategy to target learners whose attendance falls below 70%.
- The Student Services Manager and localities services meet weekly to review whole school and individual attendance. Appropriate actions are agreed and implemented.
- Tracking of attendance intervention exists for all learners.
- Extensive tracking is now in place for of all individual learners with attendance initially below 70%. This is updated weekly.
- Consultation happens weekly between Education Welfare Service and the school

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/Behaviour Based Reward Trips (Terms 2,4 &6)	In term's 2, 4 & 6 pupils with positive attendance and who meet behaviour expectations are rewarded with trip.
Weekly monitoring	Attendance and punctuality monitored by SSM and EWO
Reduced timetable	Slow reintegration back in to school (Bespoke timetables for learners needing
Weekly attendance monitoring	Attendance officer monitors attendance to ensure pupils receives additional support with attendance
Youth Offending Service	Education orders
Home Visits/Pickups of students who are late or refusing	Strengthens relationship between home and school. Also increases pupil attendance.
Breakfast Club	Runs daily providing breakfast 9.00 – 9.30
Positive postcards	Recognition of achievements sent home
Breakfast Raffle	Students who attend breakfast club awarded with raffle tickets. Drawn every Friday and winner receives prize weekly.
Learning Guide	Follow up absences with learners, Parents/Carers and promote attendance to learners.
After-school enrichment & Friday PM Enrichment	Clubs pupils wish to participate in such as Bike club only occur for students who have positive attendance on these days. PM enrichment Fridays occurs when students as a whole reach 80% or more 2 times a week.

### 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 2016-2017	Cohort %				
	Males	Females	LAC	PP	FSM
Attendance	72%	76%	0	74%	77%
Authorised Absences	16%	16%	0	15%	15%
Unauthorised Absences	12%	8%	0	11%	8%

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 2016 - 2017 (to date)			
Term	Number of Individuals	Total number of days lost	Average number of days lost
1	9	20.5	2.3
2	6	8.5	1.4
3	7	22.5	3.2
4	11	33.5	3
5	12	43.5	3.6
6	n/a	n/a	n/a
<b>Whole School</b>	<b>45</b>	<b>128.5</b>	<b>2.7</b>

Table 4.1

FTE Data	Term 1	Term 2	Term 3	Term 4	Term 5
Male (%)	6 (50)	6 (37.5)	6 (35)	6 (35)	8 (47)
Female (%)	3 (43)	0(0)	1 (8)	5 (36)	4 (28)
LAC (%)	n/a	n/a	n/a	n/a	n/a
PP (%)	7 (47)	4 (21)	4 (18)	9 (41)	18 (36)
FSM (%)	7 (44)	4 (20)	4 (18)	10 (43)	8 (35)

Table 4.2

- FTE continues to decrease term on term.
- TATE (The Alternative to Exclusion) provision is used but at times is not available due to taking staff from main school site( 4 learners in yr 11 unable to be onsite has taken its toll on this)
- FTEs have reduced as school-based intervention and therapeutic support increases.

## 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
2016-2017 (current)	N/A	0	0	0	0	0

Table 5.1

### 5.2 Reintegration this year

No learners have been reintegrated this year. Only two learners are dual registered making this more complicated.

## 6. Behaviour and Achievement

Behaviours continue to be recorded by all staff and analysed by the SSM on a daily basis. The system of reviewing behaviour and attendance continues to allow for robust follow up of all negative behaviour in a timely fashion.

CBAPA have formed proactive 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, Catie Hall 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 supported 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. Regular, sometimes daily phone calls home occur and are recorded on SIMS. Termly Structured Conversations ensure SMART targets are in place and reviewed.

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. Damage to the school is now almost eradicated whereas last year it was a regular feature of behaviour.

### **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**

- Learners are allocated to specific Learning Guides
- LSPs timetabled to learners in each subject area; they also deliver 1:1 interventions to these learners.

Each student who starts at CBAPA has an induction and a Learner Profile is created. This information is shared with staff and suitable interventions, referrals etc. 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 intervention is under development. Currently the TBAP lead therapist, JL is working with us for one day a week. We have just appointed a therapist working three days a week. She is due to start soon.

## **7. Safeguarding**

### **7.1 Child Sexual Exploitation**

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 Sex and Relationships

**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 have quite a diverse group of learners, 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 three on the CP register.
- One (3%) learner is on the Child In Need register.
- There are no 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 CBAPA delivers Safeguarding training in line with TBAP CPD cycle and during induction of new staff.
- All staff complete an annual Smartlog CP training.
- Annual TBAP TRUST safeguarding Audit has taken place at CBAPA.

### Number and % of learners who are Child in Need Status

	No. of learners CIN	Status of cases	% of Cohort
Male	1	Not active	6.25%
Female	1	Still active	

## CBAPA– Number and % of Learners who are LAC

	No. of learners LAC	% of cohort
Male	0	0%
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
- Children, Family and Adult Services
- 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
- Chesterton Community Centre
- Meadows Community Centre
- Arbury Community Centre
- St. Luke's Primary School (Sports Facilities)
- Romsey Mill
- Xtreme 360 Trampoline
- Bike Art Thetford

### 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 6 learners currently engaged with this service:

### CBAPA- Learners known to Youth Offending Service

	Learner	Yr Group
1	Girl	11
2	Boy	11
3	Boy	11
4	Boy	11
5	Boy	10
6	Boy	9

Table 8.1

### CBAPA- Learners known to Youth Offending Service by sex (6)

	No. of learners known to YOS	% of Cohort	
Male	5	16%	19%
Female	1	3%	

Table 8.2

## 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.
- Local Police: Connection with local police to support community and learners. Police donate bikes to the school for students to fix and use, which supports with behaviour and attendance.

#### 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.
- Student of the week certificates are sent home with learners who are recognised.
- 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. 100% of structured conversations have taken place with parents over the last two terms.
- Parents are very supportive in staff going to pick up students who are refusing/not attending.
- Questionnaires on the school were sent to parents and returned with high amounts of praise.
- An open day was held for parents as well as local community, organisations, to see students work that had taken place throughout this year.
- Morning coffee fundraising for McMillan charity at site successful attendance including community members and local resident.
- Parent LABs representative is in place.
- Return from FTE's meetings.
- Weekly calls from Learning Guide- for updates behaviour and achievements.
- Weekly call from Learning Guide- for updates behaviour and achievements

## Appendix I – Structured Conversation



### STRUCTURED CONVERSATIONS REVIEW MEETING

LEARNER'S NAME \_\_\_\_\_ DATE OF MEETING/REVIEW – 02/05/17

ISSUES TO REVIEW	TICK	ANY POINTS RAISED
1. Reinforce behaviour expectations – key focus at the moment on use of appropriate language and respectfulness towards adults and peers		Pupil is aware of behaviour expectations. Mostly polite to staff, however needs to work on correct language in school.
2. Review targets set at last meeting Look at behaviour and achievement logs on SIMS to set new behaviour targets if needed, or reiterate the targets for individuals for the year moving forward		Turning behaviour around in the last month pupil is here
3. Review pupil progress in lessons – Discuss upcoming exams (Yr 11) Mocks Yr 10		Exams starting very shortly. Mum aware of timetable. staff to get timetable off exams officer for pupil to take home.
4. Discuss attendance levels and talk about targets for this year. Also go through PASS scores (feelings about school), reading/spelling levels, behaviour scores etc		Pupil improved on reading dramatically. Has improved attendance now he has settled.
5. Read and discuss timetable. Please reiterate and get Learners to agree to the following: - Learners needs to be in school by 09.00 for breakfast and registration. Lessons begin at 9:30 - Lunch is 45 mins long. Learners must be back in school by 13.15. - This is a non smoking site and Learners should not be rolling cigarettes or smoking in the building or outside the school gates		Re-iterated lessons start at 0930 as pupil is a regular at coming in past this. Linked to exams and it is time he is missing to revise if late, also at lunchtime.
6. Uniform – Reiterate the uniform expectations and costs of replacement item prices: £10 Jumper/cardigan; £5 Tie. - Shirts and trousers may be bought from anywhere (Asda, Tesco etc) as long as they are black. We are willing to allow students to wear whatever shoes they like as long as they meet us in the middle and wear the rest of the uniform. - Please reiterate that all personal items and clothing ie: t-shirts, jumpers, trousers, that are not school uniform, should be placed in lockers with their personal belongings and not worn under or over the uniform once they are in school		Has uniform – no issue
7. Identify to parents reading and spelling tests and interventions and the importance – any		Improved 5 yrs on reading. Pupil receives regular interventions
outstanding learners to be targeted specifically after Easter – Check with Debbie for those outstanding		particularly in Math.
8. 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		Mum is aware of this
9. Discuss new rewards format (Raffle, <u>Vivo's</u> , Behaviour based trips)		Spoke about end of term trip for Yr11 learners – coming back later – mum ok with this
10. Medical details and any changes since last meeting		No Change
11. Confirm personal details/address/telephone numbers/DOB etc. Please check these off against the contact list on SIMS and ensure we have an emergency contact		No change
12. Hand out the questionnaire. Please ask parents/carers to complete in the room and then return it to reception.		
13. Any other issues raised by learner/parent/carer.		Discussed work experience for pupil at national tyres – staff responsible to follow up  Mum believes pupil's behaviour comes from lack of confidence. Spoke openly about pupil needing to ask for help and portray correct behaviours to get this.

## LEARNER PROFILE - Male Learner Yr 9

<b>Date of entry</b>	10/10/16	<b>Year group</b>	9	<b>Previous schools</b>	NCA/CVC
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<b>Pupil Premium</b>	<b>SEN</b>	<b>CAF/CIN/CP</b>	<b>Attendance record</b>
No	No	CAF – 16/05/2016	80.8%

<b>Point of entry attainment</b>	<b>KS3</b>	English 4b/4a	Maths 4a/5c	Science 4a/5c	ICT 4a/5c
	KS4 predictions		GCSE	Maths	English
	Chronological age 13:02 Reading age score 9:04 Spelling age score 12:00			Maths Score 93  Level 5c	Suffolk English Score 76  Level 3A
<b>CATS</b>	Mean SAS:  86	Verbal SAS:  80	Quantitative SAS: 91	Non-verbal SAS: 85	Spatial SAS:  86
<b>PASS</b>	<ul style="list-style-type: none"> <li>• Feelings about school - 62.4.</li> <li>• Perceived Learning Capability - 30.4.</li> <li>• Preparedness for learning - 51.9.</li> <li>• Attitudes to teachers - 64.</li> <li>• General work ethic - 63.7.</li> <li>• Confidence in learning - 59.7.</li> <li>• Attitude to attendance - 47.5.</li> <li>• Factor 9 - Response to curriculum demands - 20.7.</li> </ul>				

<b>Barriers to learning</b>	
<b>Health</b>	Asthma and hay fever Has been choosing not to eat much - even when he is hungry - for the past few months
<b>Physical</b>	██████ is active and plays football several times a week
<b>Lang &amp; comm.</b>	██████'s language skills are age appropriate. He is able to communicate well with adults and peers when engaging in school. When ██████ becomes frustrated he expresses himself verbally in a negative way.
<b>Emotional</b>	Confident when playing sport. Good communication and leadership skills. Has been feeling stressed, angry, depressed and unhappy. Receiving support through Cogwheel Trust. Anger management issues. Has been known to self-harm by punching or kicking objects when upset. ██████ is struggling with the loss of family members, especially his great grandmother with whom he had a close relationship. He does not feel he can trust anyone or discuss his feelings with anyone as he did with his great grandmother.
<b>Behaviour</b>	Managed moves and exclusion due to persistent defiance, non-compliance and Rudeness. Can come across as aggressive. Has had fixed-term exclusion for assaulting another pupil at NCA. Struggles to manage his behaviour and anger in school. He finds it difficult to make the "right" decisions, and also finds it difficult to understand how he has made poor choices.  Struggles to concentrate. Gets restless and struggles to stay still/in seat. While at NCA ██████ failed PSP and Thrive Programme Individualised timetable, reduced timetable, 1-1 tuition
<b>Social</b>	Popular among peers Close friends with..... Dating the cousin of..... Lacks male role models
<b>Learning</b>	Disengaged from learning. Likes PE. Used to like English in primary school.
<b>Family circumstances</b>	Lives with his mother and her partner. He feels he has a good relationship with his mother and..... but sometimes takes out his anger on them. He sees his father once a fortnight. His father has a child with his new partner, and his new partner has two sons from a previous relationship, who are often at the father's home while ██████ is there. Feels that he is not part of his father's new family. He has been able to discuss these feelings with his father who has listened and made efforts to help ██████ feel included. ██████ feels bullied by his older step-brother ██████ mother and father have been separated for 10 years and have an amicable relationship. They are able to communicate well.
<b>Aspirations</b>	Professional footballer
<b>Work-related learning/</b>	

Alternative Provision	
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