**PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE**

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| **1. Expected Outcome**: Pupils’ attitudes to all aspects of learning are consistently positive; they are punctual and prepared for lessons; they understand what is expected of them and follow staff instructions. Pupils show respect for others’ ideas and views *(Ofsted Report Ref: 2.2, 2.4).* | **2. Expected Outcome:** The school is an orderly environment.Pupils conduct themselves well throughout the day including at lunchtimes and key transition points. There is marked improvement in behaviour for individuals or groups with particular behavioural needs. Internal isolation and fixed-term exclusions reduce *(Ofsted Report Ref: 2.3, 2.5).* | **3. Expected Outcome:** Attendance improves across all groups and no group is disadvantaged by low attendance. A reducing number are absent or persistently absent. Attendance of pupils with good attendance is sustained and further improved *(Ofsted Report Ref: 2.1).* | **4. Expected Outcome**: Effective strategies are in place so that pupils are safe and feel safe. They have opportunities to learn about all aspects of safety and welfare. |

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|  | **2015/16** | **Autumn 2016** | **Spring 2017** | **Summer 2017** |
| **Whole school attendance** | 92.43% | 93% | 93.5% | 94% |
| **Disadvantaged students** | 90.91% | 91.% | 91.5% | 92% |
| **Persistent absence** | 19.3% | 8% | 11% | 13% |
| **Punctuality to school** | 3.5% (late) | 2.5% (late) | 2.00% (late) | 1.8% (late) |
| **% pupils with 1 or more fixed term exclusions** | 120 students receiving 574.5 days (19% students on roll) |  |  | 10% or less of students on roll |

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|  | **Expected Outcome 1: Pupils’ attitudes to learning are positive, they are punctual and prepared for lessons. They show respects for others’ ideas and views** | | | | |
| **Link to SEF area number** | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| PDW -2 | Punctuality of students to school will continue to improve each term from 3.4% (late) in 2015/16 to 1.8% or less in 2016/17 | **SLE**  Attendance Team  PLs and APLs | * Attendance team responsible for staffing the ‘late gate’ in the mornings. * Attendance team responsible for staffing the same day break time detentions for students who are late during AM registration. * APL’s to ensure students are given one hour detention for those who arrive to the academy late twice in one week. * Acknowledgement by Form Tutors and use of green cards for students who are on-time every day in a week. | **Punctuality to School**  Autumn Term 2016 – 2.5%  Spring Term 2017 – 2%  Summer Term 2017 – 1.8% | No additional cost |
| PDW -1 | Punctuality to lessons is good – most students arrive on time after break and after lunch. There is a measurable reduction in lateness to lessons | **SLE**  PLs and APLs  All Staff | * Teaching staff to be consistent when issuing a C2 for students who arrive more than 5 minutes late to lesson. Two C2’s in one day will result in a one hour detention being given. * Acknowledgement and recognition by teachers for students with 100% attendance, on-time every day and 0 behaviour points in a week. | Reduction in students arriving late to lessons.  Target to be entered after Autumn Term 1 2016. | No additional cost |
| PDW -4, 5,6 | Positive engagement of students in student leadership is visible and measurable.  Students’ views are routinely collected through the School Council, Form Representatives, Library Ambassadors, Sports Leaders and Anti-Bullying Ambassadors and used to inform strategy and development. | **ABU**  AMO  MBE  All Form Tutors | * 2016/17 Student Leadership Team appointed July 2016. * School Council appointed September 2016 (2 from each form – Year Group Council and 2 representatives from each year group – School Council) * Library Ambassadors created in Y7 to work with Y8 ambassadors * Sports Student Leaders gain their accreditation * Training in leadership is in place for all student leaders. * Anti-Bullying Ambassadors appointed *(ref Expected Outcome 4)* * Leadership teams involved in framing pupil consultation on key issues*: single lunchtime, school lunches, movement around the academy, safeguarding, increasing number of ambassadors, changes in uniform, rewards system etc.* | Student feedback (questionnaires, discussion with SLT, meetings with HMI etc.) shows that most students across the academy are engaged positively in learning.  Feedback from students shows that they feel safe in school.  Student uptake in school clubs and after school clubs increases. | No additional cost |
|  | **Expected Outcome 2: The school is an orderly environment. Pupils conduct themselves well throughout the day including at lunchtimes and key transition points. There is marked improvement in behaviour for individuals or groups with particular behavioural needs. Internal isolation and fixed-term exclusions reduce** | | | | |
|  | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| B – 3, 4, 6, 7 | **Behaviour**  Habits of respectful behaviour are established and promoted through form time, assemblies and in all lessons leading to much improved behaviour at transition times and when moving around the school at lunchtimes and at break. | **SLE**  AHA | * Staff introduced to revised Behaviour for Learning Strategy on September INSET day. * Fully implement agreed Green and Yellow Cedar Points (classroom behaviour, behaviour around school and attendance) * Promote Praise System in Form time, all lessons, through assemblies etc. * Introduce City Year as an intervention strategy for targeted students. (January 2017) | **Behaviour**   * Reduction in Fixed-Term Exclusions, aiming to be closer to national average. | Praise system:  £3000 |
| B -3 | **Internal Seclusion (IEU)**  The number of students who receive the sanction of time in the IEU as an alternative to a fixed-term exclusion is significantly reduced. | **AHA**  TST | * Introduce multi-agency TAP meetings for KS3 and KS4 to determine interventions for those students at risk of FTE & PX | **IEU**   * Less students being placed in IEU including repeated offenders. | No additional cost |
| B- 3 | **Fixed Term Exclusions**  Fixed Term exclusions are reduced from 120 students (19% cohort) in 2015/16 to 10% or less of cohort in 2016/17. | AHA | * Changing culture with teachers, students and parents/carers’ working together to reduce fixed-term exclusions. * Ensure teachers are persistent, insistent and consistent when applying the behaviour policy. | **Fixed Term Exclusions**   * Fixed term exclusions are at least in-line with the national average. (6.71%) | No additional cost |
| B - 3 | **Permanent Exclusions**  There are no permanent exclusions | AHA | * Ensure all options are considered before recommending for PX, including collaboration with Rushbrook and Stanley Grove as places of intervention. | **Permanent Exclusion**  2015/16 – 10 students  Target based on reducing permanent exclusions by 50%.  ***Autumn Term*** 2016 - 2  ***Spring Term*** 2017 - 2  ***Summer Term*** 2017 – 1 | £10,000 per permanent exclusion. |
| B - 1 | **Alternative Provision (On-site)**  CM on-site AP is fully open with 15 full-time equivalent places in use.  Attendance, Behaviour and Engagement of all students shows a measurable improvement from their starting point.  The number of CMA students in off-site AP does not exceed 6 (2015/16 – 30 students were off-site) | **NCA**  All AP Staff | * Referral process completed with all details for each student prior to admission. * CPD in place for all staff including Team Teach * Bridge Assessment Protocol developed and implemented. * Behavioural Functional Assessment and Boxhall profile complete for each students to establish baseline. * Personalised programme and targets in place for each student. * All KS4 students access appropriate accreditation and all students have a re-integration target * Review meetings with student and paper/carer take place each term | **Alternative Provision**   |  |  |  |  |  | | --- | --- | --- | --- | --- | |  | **Sum 2016** | **Aut**  **2016** | **Spring**  **2017** | **Summer**  **2017** | | **On-site** | 5 | 8 |  |  | | **Off-site** | 15\* | 10 |  |  | | Total | 20\* |  |  |  |   \*Does not include 15 Y11s who left AP May/June 2016 |  |
|  | **Expected Outcome 3: To improve attendance and punctuality of pupils** | | | | |
|  | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| PDW - 2 | Whole school attendance will have improved from 92.4% (2015/16) to at least 94% (2016/17); the gap to National continues to reduce.  Persistent absence will reduce from 19.35 (2015/16) to at least 13% 92016/17); the gap to National continues to reduce.  All vulnerable groups will have an overall attendance of at least 92%. | **SLE**  Attendance Team  Progress Leads and APLs  SENDCo | Issue revised Attendance Strategy to all staff Sept 2016 clearly setting out staged response  Provide form tutors (Sept 2016) with data on student attendance for their tutor group in 2015/16.  Through form tutors, progress leads and APLs implement a staged response to attendance with appropriate actions that will support improving attendance and reduce persistent absence   * Attendance data available to tutors each week, students ranked according to attendance * Reward and praise for those whose attendance is full-time or is improving – Cedar green points * Attendance data publicised by form (cumulative) in each form room/corridor/through assemblies etc * PLs to review data on attendance, behaviour and progress to identify pupils at risk and then to lead on remidial action.   **Attendance Monitoring**   * 95% and above – form tutor, praise, reward points * 93% - 95% -APL phone call home,home visits, meetings with parents * 90% - 94% APL, PL with form tutors   Home visits, meetings with parents   * PA students between 85% and 90% to be monitored on a weekly basis with attendance cards, phone/letter/text to parents and a rewards programme. **These students must be highlighted to PLs and APLs.** * To ensure that individual and targeted support and interventions are in place for identified pupils (mentors, City Year, Early Help etc – students to be discussed at TAP mtgs) | **Whole School Attendance**  Autumn Term 2016 – 93%  Spring Term 2017 – 93.5%  Summer Term 2017 – 94%  **Persistent Absence**  Autumn Term 2016 – 8%  Spring Term 2017 – 11%  Summer Term 2017 – 13%  **Attendance of Vulnerable Groups**  **Target 2016/17**   |  |  |  |  | | --- | --- | --- | --- | | **Group 2015/16** | **Aut** | **Spr** | **Sum** | | Pupil Premium (All) | 91% | 91.5% | 92% | | Pupil Premium (Boys) | 91% | 91.5% | 92% | | SEND | 91% | 91.5% | 92% | | LAC | 91% | 91.5% | 92% | | No additional cost |
|  | **Expected Outcome 4: Effective strategies are in place to ensure pupils are safe and feel safe and have the opportunities to learn about all aspects of safety and student welfare** | | | | |
|  | **What will success look like?** | **Lead** | **How will we get there (Actions)** | **How will we know we have arrived (Impact)** | **Cost, training & resources** |
| PDW - 4 | Anti-Bullying - Students feel more confident about reporting bullying issues in school | AHA | **Ensure all staff and students are aware of reporting procedures in school**   * Email reporting system to all staff * Offer ‘training’ to new staff on a drop-in basis * Power-point provided which will be delivered to all tutor groups * Check all posters still in place from last year and replace where necessary   **Appointment of Anti-Bullying Ambassadors in Years 8-11**   * Students to apply and be interviewed for the role * Successful applicants to attend training (in house) * Photographic display of all Ambassadors so other students are able to easily identify them * Ambassadors to wear Lapel Badges identifying their role   **Anti-Bullying Week Events**   * Assemblies throughout the week on the theme for the Year ‘POWER FOR GOOD’ * Competitions to be organised and judged by the Ambassadors (students to take ownership) | Initial spike in reported incidents (increase compared to last year’s figures) as students adopt a ‘reporting culture’ within the Academy.  Student participate in the competition – high volume of entries | No additional cost other than printing  Small prizes |
| PDW - 5 | The curriculum explicitly addresses the use of technology. On-line safety procedures are well understood by all students, including those with SEN. | AHA | **Explore new methods of reporting social media bullying**   * Sign up as an Academy to TootToot (new government initiative to report bullying) | Students become familiar with the app and how to use it. More social media issues reported initially but then reduce as students become aware of ease of reporting | Initial 6 month free trial – if successful cost implication of around £900 per year to continue |
|  | Students better understand the values of the Academy, British Values and Personal Wellbeing. | LMO | * In Citizenship lessons, all students will study the ‘Healthy Living’ topic in half-term 5 which looks at internet safety, safe relationships and extremism. Students will also work on the Values in half-term 1. * In RS, Year 8 students will study the ‘Rights and Responsibilities’ topic in half-term 1, which teaches students about fair treatment, their rights and how they should expect to be treated, and what to do if they are not treated this way. | Student Voice survey – termly | £200  (Prison Me No Way) |