

## CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL

**Date:** Monday 22nd March, 2021  
**Time:** 10.30 am  
**Venue:** Virtual Meeting

### AGENDA

Please note: this is a virtual meeting.

The meeting will be live-streamed via the Council's [Youtube channel](#) at 10.30 am on Monday 22nd March, 2021

1. Apologies for Absence
2. Declarations of Interest
3. Minutes - Children and Young People's Learning Scrutiny Panel - 18 January 2021 3 - 8
4. Behaviour, Discipline and Bullying in Schools - Written Evidence from Schools (Part 1) 9 - 12

Outwood Academy Acklam and Kings Academy have submitted written evidence to highlight:

- the challenges faced by schools in dealing with poor behaviour;
- the causes of pupil behaviour problems e.g. unmet educational or other needs; and
- the strategies adopted to promote positive behaviour, manage poor behaviour and prevent and tackle bullying.

Briefing Paper from Outwood Academy Acklam - Page 9

Briefing Paper from The King's Academy - Page 11

5. Behaviour, Discipline and Bullying in Schools - Written Evidence from Schools (Part 2) 13 - 30

Acklam Grange School, Park End Primary School and Unity City Academy have submitted written evidence to highlight:

- the types of sanctions used by schools that can impact

on a pupil's educational outcomes and life chances;  
and

- the successful and proactive strategies and solutions used to promote positive behaviour, manage poor behaviour and prevent and tackle bullying.

Briefing Paper from Acklam Grange School - Page 13

Briefing Paper from Park End Primary School - Page 21

Briefing Paper from Unity City Academy - Page 27

6. Education and Covid-19 Recovery

The Executive Director of Children's Services will provide a verbal update.

7. Overview and Scrutiny Board - An Update

The Chair will present a verbal update on the matters that were considered at the meetings of the Overview and Scrutiny Board held on 27 January, 29 January, 11 February and 11 March 2021.

8. Any other urgent items which in the opinion of the Chair, may be considered.

Charlotte Benjamin  
Director of Legal and Governance Services

Town Hall  
Middlesbrough  
Friday 12 March 2021

MEMBERSHIP

Councillors S Hill (Chair), P Storey (Vice-Chair), A Hellaoui, T Higgins, D Jones, T Mawston, M Nugent, M Saunders and G Wilson

**Assistance in accessing information**

**Should you have any queries on accessing the Agenda and associated information please contact Georgina Moore, 01642 729711, [georgina\\_moore@middlesbrough.gov.uk](mailto:georgina_moore@middlesbrough.gov.uk)**

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**CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL**

A meeting of the Children and Young People's Learning Scrutiny Panel was held on Monday 18 January 2021.

**PRESENT:** Councillors S Hill (Chair), P Storey (Vice-Chair), A Hellaoui, T Higgins, T Mawston, M Nugent, M Saunders and G Wilson

**OFFICERS:** C Breheny, R Brown, S Butcher, C Cannon, D Collingwood, E Cowley, J Dixon, T Dunn, G Moore and M Stelling

**APOLOGIES FOR ABSENCE:** Councillors D Jones

20/2 **DECLARATIONS OF INTEREST**

There were no declarations of interest received at this point in the meeting.

20/3 **MINUTES - CHILDREN AND YOUNG PEOPLE'S LEARNING SCRUTINY PANEL - 7 DECEMBER 2020**

The minutes of the meeting of the Children and Young People's Learning Scrutiny Panel held on 7 December 2020 were submitted and approved as a correct record.

20/4 **BEHAVIOUR, DISCIPLINE AND BULLYING IN SCHOOLS - FURTHER EVIDENCE**

At the meeting, the scrutiny panel received further evidence to inform its review of Behaviour, Discipline and Bullying in Schools.

Officers were in attendance to provide:

- detailed information on the causes of pupil behaviour problems e.g. unmet educational or other needs;
- data on the characteristics of excluded pupils (whether permanently or for a fixed period); and
- case study examples demonstrating how certain factors could impact on behaviour, from a child or young person's perspective.

The Strategic Lead for Inclusion and Specialist Support Services advised that the Specialist Senior Educational Psychologist; the Head of Inclusion, Assessment and Review and the Assessment and Quality Assurance Manager were in attendance to present the information requested by the scrutiny panel. It was explained that the presentation would cover the influences on pupil behaviour, the picture in Middlesbrough, the voice of the child in respect of exclusions, the voice of the child and parents in respect of the assessment centre/alternative provision and links to strategic outcomes.

The Specialist Senior Educational Psychologist advised that the nature of the influences on behaviour were both complex and interactional. Members heard that a range of characteristics may interact with other factors, resulting in the permanent exclusion of a child or young person. The child characteristics that appeared to impact on permanent exclusions included being a boy, having Special Educational Needs (SEN), being looked after by the Local Authority and being involved with social services. However, it was explained that those characteristics, in isolation, did not mean that a child or young person would be at risk of exclusion, exclusion occurred when those characteristics interacted with other factors. Other factors included:

- **Family** - family circumstances e.g. living in poverty, levels of deprivation, conflict within the family.
- **Peers** - peer groups being poor role models and becoming more influential e.g. displaying antisocial behaviour, drug-taking or criminality.
- **School** - the child or young person's relationship with their school e.g. the philosophy

of the school and its leadership style.

- **Community/wider systems** - high levels of poverty and unemployment within a population and how communities perceive education.

All of the factors discussed could interact with each other increasing the likelihood of exclusion for the child or young person.

In terms of developmental experiences, for a child with SEN, difficulty with learning could impact over time and school could be perceived as a place where they experienced failure. That could then lead to disaffection and poor behaviour, impacting on the child's relationship with their school and ultimately resulting in exclusion.

The Head of Inclusion, Assessment and Review advised that the Timpson report, published in 2019, had highlighted the importance of effective behaviour management in schools and the need to understand and respond to individual children's needs.

Members heard that, in England, for the period 2014/15 to 2018/19, the number of permanent exclusions had dropped in 2015/16. However, generally, permanent exclusions had stayed at a similar rate over the five year period. For the northeast region, permanent exclusion rates had also dropped during the 2015/16 academic year, which mirrored the national picture. However, for the northeast region the rate of permanent exclusions had been increasing year-on-year up to 2018/19.

In terms of Middlesbrough's statistical neighbours, there were several other local authorities that had similar characteristics e.g. demographic profile, levels of deprivation and socio-economic characteristics. In comparison to its statistical neighbours, in respect of the number of permanent exclusions over the 5 year period, Middlesbrough ranked between 3<sup>rd</sup> and 6<sup>th</sup> of the 11 local authorities.

In terms of Middlesbrough's permanent exclusion rates, Members were shown a graph that demonstrated the number of exclusions by academic year over a ten-year period between 2010 and 2020. Whereas nationally there had been a reduction in permanent exclusions for the 2015/16 academic year, Middlesbrough's had experienced a peak in rates. However, the following academic year (2016/17), Middlesbrough had experienced a dip in rates. Middlesbrough's rates were not too dissimilar to national trends, the reduction was merely experienced a year later. It was explained that Middlesbrough's peak in 2015/16 could have been a result of many different factors. During that period, a number of schools had become academies, which had resulted in a significant period of change for those schools. It was explained that the peak in rates could have been due to the changes that were occurring in the wider education system.

The graph demonstrated that the number of permanent exclusions was decreasing year-on-year. It was envisaged that the drop in permanent exclusions, since the 2015/16 academic year, was due to the collaborative work that the Local Authority was undertaking with schools. The Local Authority had also invested in developing the new Inclusion, Assessment and Review Service in an attempt to address inclusion issues and tackle permanent exclusions. However, it was clarified that with 2020/21 being the current academic year, only partial data had been recorded. It was also highlighted that Covid-19 could have had an impact on exclusion rates for the academic years 2019/20 and 2020/21. Although the rates were decreasing, exclusion rates in Middlesbrough were still high and there was a need to focus on implementing preventative measures and providing appropriate support to ensure those rates decreased even further.

In terms of the reasons for excluding pupils, categories had been identified for reporting, by the Department for Education. For the period September 2019 to December 2020, data demonstrated that the main reason for permanent exclusion was disruptive behaviour. It was explained that, for those categories where the number of pupils was reported as less than 5, the exact data was redacted to ensure individual pupils could not be identified against those descriptors. For that period, 45 pupils had been excluded. In terms of the characteristics of those pupils, 10 were registered as having special educational needs (SEN) and 8 pupils were open to social care services.

The Assessment and Quality Assurance Manager advised that, in terms of experiences of exclusion, the Local Authority worked hard to seek the views of both pupils and parents.

Feedback from pupils and parents was collected three times a year, firstly when the child or young person was initially excluded and their education became the responsibility of the Local Authority, secondly when an alternative long-term placement had been identified and the child or young person was about to transition to that placement (e.g. another mainstream school or a specialist setting) and thirdly, during regular review meetings once the child or young person had transitioned.

The panel was shown a series of quotes which demonstrated the impact that exclusion had on the social, emotional and mental health of children and young people. It was explained that children often felt that they had failed and were unable to succeed in education. Quotes also suggested that children did not fully understand the reasons for being excluded and the process that followed a permanent exclusion. In an attempt to address those issues, the feedback had been conveyed to schools via the meetings of the Pupil Inclusion Panels.

Members were also shown the positive feedback received from pupils who had attended the assessment centre. The focus of the assessment centre, which was based at the Middlesbrough Community Learning Centre in Acklam, was to ensure that a child's academic needs were being met and identify and address the issues that may have led to the permanent exclusion. The foundation of that work focused on building positive relationships with the child and their family, ensuring that the child's holistic needs were being met and that the most appropriate longer-term placement could be identified.

The panel was shown feedback received from parents once their child had transitioned from the assessment centre to a new longer-term setting. Comments clearly demonstrated that children who had been permanently excluded from school were able to continue their educational pathway, achieve good outcomes and have a positive future.

The Head of Inclusion, Assessment and Review advised that in terms of priorities and outcomes, there was a desire to:

- continue the collaborative work with schools and build on those partnerships further;
- ensure that the needs of those with SEN were identified at the earliest point and that provision to support those needs could be accessed at the earliest of stages;
- ensure that the inclusion model was holistic, taking into account the social and educational needs of each child;
- make sure that all services were well-coordinated and that data and feedback was used to plan and inform delivery of services;
- achieve a further reduction in the number of exclusions; and
- improve outcomes for children and young people as they move into Post 16 education and beyond.

In response to a Member's query, the Head of Access to Education and Alternative Provision advised that schools were obliged to provide the Local Authority with their fixed-term exclusion data. It was explained, however, that some schools had encountered technical difficulties and were unable to automatically submit data to the Local Authority, as they did not use a Capita Information Management System (IMS). That had resulted in the need for manual returns to be submitted, causing a delay in the data being received. Members were advised that the Data Team was well aware of the issues encountered by schools. It was also added that, for the majority of schools, the submission of data was seamless.

A Member asked whether exclusion rates were highest for those schools located in the most deprived areas of Middlesbrough. The Head of Inclusion, Assessment and Review explained that a lot of Middlesbrough's schools had a catchment area that included children and young people from deprived areas of Middlesbrough. However, without doing an in-depth analysis of data, the Local Authority was unable to predict which postcode areas resulted in higher exclusion rates. It was commented however, that those schools located in the most deprived areas did experience higher rates of exclusion. The Head of Access to Education and Alternative Provision added that Unity City Academy had been successful over the past year/18 months in significantly reducing the number of fixed-term exclusions, as the school had adopted a different approach to behaviour management. That suggested that the management and leadership approaches adopted by schools did impact on exclusion rates. Recently, schools had been exploring the possibility of using alternative strategies and methods to exclusion.

A Member queried whether, in terms of Middlesbrough's statistical neighbours, the Local Authority had been working collaboratively with those local authorities that had seen a positive decrease in the number of exclusions. In response, the Strategic Lead for Inclusion and Specialist Support Services advised that work had been undertaken with other local authorities to consider best practice and research had been undertaken to identify the factors that could impact on exclusion. That work had ultimately resulted in the development of the new Inclusion, Assessment and Review Service. The Head of Access to Education and Alternative Provision added that there was a regional group whereby key individuals from the northeast region met to discuss exclusion trends, approaches to alternative provision and different models of support. That platform enabled the local authorities to share innovative practice.

The Director of Education, Prevention and Partnerships advised that in terms of the strategic outcomes outlined, it was envisaged that Children's Services could work collaboratively with the scrutiny panel to ensure those priorities were progressed.

A Member raised concerns that one carer had felt intimidated when meeting with the school to discuss the exclusion of their child. The Assessment and Quality Assurance Manager advised that the feedback received had been communicated to the Pupil Inclusion Panel, enabling the school to address the issues raised.

### **AGREED**

**That the information presented at the meeting be considered in the context of the scrutiny panel's investigation.**

20/5

### **ANY OTHER URGENT ITEMS WHICH IN THE OPINION OF THE CHAIR, MAY BE CONSIDERED**

#### **Education and Covid-19 Recovery**

The Executive Director of Children's Services advised that, as part of the Improvement Plan, a request had been made that Members be kept informed of the progress made in responding to Covid-19.

With the Chair's agreement, it was planned that updates on education and Covid-19 recovery would be provided at each meeting of the Children and Young People's Learning Scrutiny Panel.

Members were advised that all schools were open to vulnerable children and children of key workers. The attendance of Middlesbrough's vulnerable children was monitored. The definition of a vulnerable child was a child who had an assigned social worker. There was a dedicated phone line, which enabled schools to alert the Local Authority when a vulnerable child was missing education. Once notified of a child's non-attendance, the Local Authority would undertake a risk assessment to determine whether action was required.

When children were not in school, systems were in place to facilitate remote learning. It was advised that school heads were under a tremendous amount of pressure as they were essentially providing leadership for two schools, a remote school and an actual school. The Local Authority held regularly meetings with schools.

In terms of school meals, a voucher system had been launched and those vouchers were redeemable at most supermarkets.

In terms of laptops, schools had been receiving laptops directly from the Department for Education. In respect of sufficiency of laptops, there had been a focus on providing laptops to vulnerable children.

The Director of Education, Prevention and Partnerships advised that with the closure of schools, the quality of remote learning had become critical and gaining access to a digital device was very important. It was advised that Ofsted was conducting inspections in respect of the quality of remote learning packages and the Local Authority was working with school heads across the borough to share best practice.

The Director explained that some children had encountered difficulties with gaining access to a digital device and/or the internet. As a result, the Local Authority had developed a scheme to distribute laptops and the DfE had distributed thousands of laptops across Middlesbrough, focussing on those pupils from disadvantaged families. In addition, schools, private businesses and third sector organisations had also been accessing their budgets and working to provide devices to pupils. The Local Authority aimed to track the distribution of laptops and ensure that schools received the number of laptops they had requested.

The Executive Director of Children's Services commented that the Local Authority would continue to work collaboratively with schools.

#### **Next Meeting**

The Chair explained that the next meeting was scheduled to be held on 22 February, which was the day that the schools were anticipated to return after half term. As there was a requirement for the scrutiny panel to receive evidence from schools, it was proposed that the meeting be rescheduled for the following week on Monday 1 March.

#### **NOTED**

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### Scrutiny Panel - Middlesbrough

1. information on the challenges faced by Outwood Academy Acklam in dealing with poor behaviour and bullying;
  - ☐ The Academy is one of the most complex in the country; 26% SEN, 35% EAL, 50% PP and a significant amount of children open to CSC
  - ☐ Draws from abroad socio economic background and is a melting pot of race, culture and religion, of which we are very proud
  - ☐ There are inherent challenges, as with any large school community of ensuring students live up to high standards and are respectful of themselves and others
  - ☐ In many cases the Academy has to serve as the sole provider of a clear and consistent moral purpose in young peoples' lives
2. an overview of the causes of pupil behaviour problems e.g. unmet educational or other needs; and
  - ☐ Many come from chaotic backgrounds and therefore can find structure and high expectation difficult to meet
  - ☐ Low aspiration from family and community
  - ☐ Lack of activities (structured) for young people outside of school
  - ☐ Mental health and anxiety issues
  - ☐ Uncertainty in current times leads to poor behavior choices sometimes
  - ☐ Unidentified SEND leading to academic underachievement
3. details of the strategies adopted to promote positive behaviour, manage poor behaviour and prevent and tackle bullying.
  - ☐ Fixed term suspensions have dropped significantly over the last 18 months
  - ☐ Behaviour and expectation is taught as a curriculum rather than something we just expect young people to know and do
  - ☐ Significant financial investment in support staff, SEND and Base provision
  - ☐ Positive learning behaviour strategy that has a focus on recognition and reward
  - ☐ High profile, highly professional senior staff who set the tone
  - ☐ A closely monitored safe and secure environment
  - ☐ Life curriculum that includes social, interpersonal skills and the concept of tolerance and understanding

NB A no notice inspection in January 2019 was carried out with a focus on safeguarding and behaviour:

<https://files.ofsted.gov.uk/v1/file/50053810>

Inspector feedback was excellent.

The following October saw a full Section 8 inspection concluding that Outwood Academy Acklam continued to be a 'Good' school.

<https://files.ofsted.gov.uk/v1/file/50118469>

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***The King's Academy, Middlesbrough, 12 March 2021***  
**Briefing Note: Children and Young People's Learning Scrutiny Panel- Behaviour**

**Remit:**

- 1. The challenges faced by TKA in dealing with poor behaviour and bullying;*
- 2. An overview of the causes of pupil behaviour problems- e.g. unmet educational or other needs;*
- 3. Details of the strategies adopted to promote positive behaviour, manage poor behaviour and prevent/tackle bullying.*

**1. The Challenges**

- The level of deprivation in catchment is high- the 'Ever 6' figure averages at around 38%, being 11% above national average. This proportion has increased significantly since the start of the pandemic- but we do not yet have confirmation of precisely how much.
- On IDACI indicators, our students experience above average levels of deprivation- some come from areas of severe financial difficulty including Hemlington.
- TKA provides for well above average SEND demands, due to having three Additionally Resourced Provisions (ARPs) - Hearing Impaired, Visually Impaired, and Higher Learning Needs.
- In addition to the ARPs, typically some 5-7% of the students are on EHCPs, compared with a national school average of just over 3%; while our proportion of students on the SEND register is 4.5% higher than the national average.
- The proportion of Looked After Children is also very high compared with national averages, with 20 on roll. We also have 45 known Post-Looked After Children on roll.
- These students naturally present greater challenges than others due to the particular circumstances of their backgrounds and the level of family support possible for them.

**2. The Causes**

- The central issue identified- and particularly highlighted during the pandemic- is parental support. The students who are hardest to reach have parents who are also the hardest to reach.
- The lack of aspiration of some of our communities who do not value education, often having second generation unemployed parents or other family members.
- A lack of socialisation, resulting from the above; but also due to the pandemic as there have been such limited opportunities for interaction with others.
- Unresolved and significant issues from childhood trauma or other events.
- For some, the issues are around the ability to succeed in mainstream provision- and appropriate solutions are put in place by the school (see below).
- Student activity outside school, where there is sometimes a lack of structure and too much freedom- again, often related to the first point above. These problems will occasionally manifest themselves on-site in friction between students, e.g. after abuse on social media.
- It is rare for there to be unmet educational need at TKA due to the extensive level of knowledge and expertise available (particularly due to the SEND team).

### **3. The Strategies**

- The introduction of graduated approaches to the wide range of difficulties students face:
  - o Separate and unique provision for EAL or new students, supported in small groups by Learning Support Assistants.
  - o Alternative provision on site in a small group as part of assessing needs.
  - o Alternative provision off site via external providers, working with the LA.
  - o Use of 'base places' in our HLN ARP in rare cases.
  - o Removal from the situation to a separate room when it is warranted by on-call members of the leadership team.
  - o Exclusion and permanent exclusions (4 of the latter in 2019-20- two of the sets of parents involved in these thanked us for having done all we possibly could for their child).
- Strong and well-developed relationships with external services and agencies such as CAMHS, Middlesbrough SEN Team and Middlesbrough Virtual School to resource additional support packages for students where possible and appropriate.
- Clarity and transparency around sanctions and consequences.
- Very high levels of communication with parents/homes whenever needed.
- Rewards systems that encourage positive behaviour.
- A highly inclusive house system/competitions that enhance community-minded action.
- Extensive and thorough assembly programme addressing core values and ethos, as well as emphasising actions to be taken in the event of bullying being seen.
- A superb pastoral team made up of 5 Heads of Year (and 2 Assistant Heads of Year) with 2 Assistant Principals and a Vice Principal; as well as an Attendance and Safeguarding team made up of 1 Assistant Principal, a Designated Safeguarding Lead, an Attendance Officer and an Early Help Coordinator.
- On-site bespoke careers guidance with our own careers officer, including pathway advice for post-16 and University level options.
- During the pandemic, weekly contact with all the students to maintain home – school links, check students welfare and to build stronger relationships in order to support students achieve academically.
- Tripling of the budget for mental health support- investing in ELSAs (Emotional Literacy Support Assistants) and an outstanding external counselling service ('Chameleon').
- Termly 'Team Around the School' meetings with the LA's Inclusion Officer, Educational Psychologist, Key Stage Heads and SEN to prioritise the current needs of the students and to create a long-term collaborative development plan that aims to tackle and reduce existing difficulties.

The King's Academy  
Friday 12 March 2021

Acklam Grange School

# Children & Young People's Learning Scrutiny Panel

22nd March 2021



Acklam Grange School (AGS) is a large and popular comprehensive school on the south-west edge of Middlesbrough. It is a co-educational 11-16 school of 1440 (as of 15/01/2021) students with a capacity of 1470 plus 16 places for students with ASD

AGS has a large and diverse catchment area, which covers a mix of private and council housing running from the town centre in the north to suburban areas in the south, producing student cohorts with an extremely wide range of backgrounds from areas of high unemployment and deprivation to more affluent areas on the edge of town. In 2021, 32% of AGS students lived the lowest 0-10% of IDACI defined communities with a school deprivation indicator of 0.25 compared to 0.2 nationally. Middlesbrough is one of 6 local authorities with the highest proportions of neighbourhoods among the most deprived in England and is one of two regions (Manchester the other) ranked as the most deprived districts regarding income deprivation among children from 2019 figures. In 2021, 39% of students are classified as Disadvantaged (Nat 27.7%). 15.4% (Nat 10.8%) of students receive SEN support with 1.3% (Nat 1.7%) in receipt of an EHCP. There are 24 children looked after in the school (1.7%). 39% (Nat 31.8%) of students come from ethnic minority origins (the majority being Mirpuri Pakistani) and 21% first language believed not to be English (Nat 16.9%). In 2018-19 our stability rate was 94.7% compared to 91.6% nationally.

In September 2017, the school was designated as a Teaching School, by the National College of Teaching and Leadership. Andrea Crawshaw became Executive Headteacher and National Leader of Education with Michael Laidler, Headteacher. In July 2018 AGS converted to academy status co-founding The Legacy Learning Trust (MAT). Andrea Crawshaw became CEO of the Trust and Nikola Flint became CFO of the Trust. In September 2020 a high needs base provision for students with ASD was opened. At our latest OFSTED inspection in 2016 the school was moved from Requires Improvement in all areas to a GOOD grade overall with Leadership, Personal Development & Welfare graded as Outstanding and Behaviour as Good.

The values we wish to instil in all our students are based around the acronym PRIDE:

- Perseverance
- Respect
- Initiative
- Direction
- Expression

We believe that academic success and achievement is a bi-product of our investment in developing the whole child. In the context of Middlesbrough, a significant focus has to be placed on the social and emotional aspects of learning and wrap around care that is required to enable students to be ready to learn.

#### **The types of sanctions used by schools that can impact on a pupil's educational outcomes and life chances**

Our main focus when it comes to behaviour management is to work upstream as much as is humanly possible. We advocate the Build-Maintain-Repair model of relational practice. This begins through Y6 transition where we identify those students who have behavioural barriers to learning. We immediately invest time to build relationships with families to try to establish an understanding of the challenges the students face before they arrive at our gates. We seek to avoid the first contact with school being for a negative reason, which in some circumstances, can get what needs to be a key relationship, off on the wrong footing. Working alongside our ARC base, the success and effectiveness of keeping whole school FTE (fixed term exclusion) measures below national figures is often down to

how closely the behaviour team and the different student support teams and external agencies work together. Whilst trying to maintain a consistent approach, every student brings their own individual challenges and it's essential that is taken into account when helping students navigate the problems they may face.

We strongly promote our Respect agenda, which, as part of the PRIDE values communicates our core school rules. **Respect Yourself, Respect Other, Respect your Community**. This regularly reinforced message places responsibility on our student body to take ownership of their actions and to overtly think about how their actions affect everyone around them.

In the classroom, we use a consequence system of C1 to C5 which is a widely used practice in many schools. Broadly speaking, if a student is off task or needs redirecting they will be issued with a C1. Subsequent interventions by staff will result in a C2 and then a C3. The point at which a C4 is issued, a student will be removed from the class and asked to work in the back of another classroom. For more serious escalations, a C5 would result in a period of time, typically a day, in our internal reflection base. Consequences from C2 upwards are logged in real time by teachers using Classcharts, a web based tool which offers a behaviour management tool as part of its functionality.



**R**espect yourself **R**espect others **R**espect your community

One of our most effective strategies in recent years has been the recruitment of five pastoral support assistants (PSA). These are non-teaching staff who through the use of tablets, monitor consequences being issued in class for their year group as they happen. These staff will immediately go and speak to students who are disrupting the learning in classes to try and avoid further escalation through the system and to try to identify underlying issues where present and offer support before they are removed from lessons and their learning is affected. The PSAs support pastoral teams and are a key driver in building positive relationships with students and their families.

Our PSAs will also monitor the number of points a student is accruing throughout the day or week and will go and visit students who are at risk of reaching thresholds which may lead to further sanctions. This is particularly effective in keeping students in lessons and is a clear and obvious way the students can see us working with them.

Any students who are at risk of being referred to our internal reflection room may also spend a period of time on report. We have a number of different types of report, accountable to a range of staff which may involve some time off the yard at social times or a later finish. These are used as a supportive measure offering positive praise to a student but it can also be used in place of a sanction. Ultimately it keeps students in lessons learning where possible.

In order to maintain our ability to constantly monitor the full range of behaviours, we generate weekly pastoral and behaviour overviews. These are circulated to key staff and form the basis of quality assurance meetings at all levels which may occur weekly or fortnightly. These reports allow us to generate a strategic approach to behaviour at all levels, not just low level disruption, but all categories of misbehaviour, which we monitor and intervene with students in a pro-active and not re-active manner. It is crucial that we deploy our key staff to support students before their behaviour incurs a Fixed Term Exclusion or for a student who continuously breaches the behaviour policy and will not follow the school rules, then as a last resort a Permanent Exclusion. Behaviour is one of a number of key school areas that leaders are held to account for half termly at our Senior Leadership level by the Headteacher and Local Council. This allows us to constantly review our processes and performances to continue to improve.

**Successful and proactive strategies and solutions used to promote positive behaviour, manage poor behaviour and prevent and tackle bullying.**

We have an internal reflection room called Reflect. This has undergone many metamorphoses, but has become a crucial base for working with our key students. Here students may spend some time away from lessons if they have hit points thresholds, or have been identified as needing some reflection for any number of behaviour types I sessions, which we call Behaviour Modification. These are a simple but effective tool in reducing undesirable behaviours. Rather than being a punitive and cold feeling environment, we try to make this area feel as welcoming as possible, all booths were removed some time ago and staff deliberately try to engage positively with students rather than adopt a more traditional confrontation style.

Our Behaviour Support team is part of a much larger team of integrated services – ARC (Achievement, Reintegration and Care), which aims to strategically plan targeted interventions to support the whole child, acknowledging that behaviour is usually a sign of something else in a child's life. If we can get to the bottom of what that 'something' maybe, we can change behaviour and reengage students in the classroom. A student, who has the right support in place for their emotional wellbeing, is much more likely to engage positively in their academic studies, hence our strong investment in ARC.

Interventions are planned at regular ARC Forums, which bring together DSL (Designated Safeguarding Lead), AHT Pastoral, Behaviour Manager, Year Leader, EWO (Education Welfare Officer) and SWO (Student Welfare Officer) for each year group in order to discuss individual students who maybe in need of additional support. Discussion remains focussed by categorising students' level of need and keeping an up to date overview of interventions and outcomes. This model represents a significant investment in time and staffing that we now find invaluable to ensuring we intervene early and remove barriers to learning.

Interventions offered by ARC are extensive and include a school counselling service, ELSA (Emotional Literacy Support Assistants), Lego therapy, art therapy and many targeted workshops, such as Friendship, Routines, Personal Hygiene, Managing Conflict. We have a dedicated KS4 intervention space which is primarily focused on academic catch up, but also offers a more nurturing environment for students to succeed if they are struggling with behaviour in a particular subject area. The PLC (Personalised Learning Centre) offers a calm, caring environment in which students can take time out and receive support for managing emotions or offer a space to those who may be unable to work within the mainstream classroom. The aim of ARC is always to reintegrate students back into their classroom and in front of specialist teachers as quickly as possible with the support in place for them to be successful in the long term.



Our school dog, Holly, has been a wonderful addition to the Acklam Grange family and has been extremely powerful when working with some of our most hard to reach students. Students have benefited educationally and emotionally, increasing their understanding of responsibility and developing empathy and nurture.

In 2017 we agreed to take part in MYRIAD (My Resilience in Adolescence), a research project being conducted by the University of Oxford to investigate how schools prepare young people to manage their emotional health and improve resilience. We were fortunate to be selected to take part in the active side of the study which involved extensive training of staff and delivery of a mindfulness programme, .b. The project involved delivery to a smaller group of students, however we have since taken steps to embed mindfulness across school as a tool to promote self-regulation and resilience. Students receiving behaviour and other interventions can often be seen taking a mindful walk around our PRIDE Mile in the central school courtyard.

We have been working closely with Middlesbrough Virtual School for Looked After Children and the Educational Psychology Service to undertake an additional project called PROCLAIM (Providing Rich Opportunities for Children who are Looked After in Middlesbrough) with the aim of becoming one of the first 'Trauma Informed' schools in the town. The project has seen whole school training and more focused training for ARC teams to understand the impact of Adverse Childhood Experiences (ACEs) on the sense of belonging for a young person. Whilst the project centred initially around the impact on looked after children, we very quickly acknowledged that a much wider proportion of our school community could benefit from the strategies we developed as part of the project. PROCLAIM came at a time for school when we had already spent a period of time focusing on the power of relationships in supporting wellbeing and academic achievement of students. We had worked to develop our 'Three small things to make a BIG difference' strategies, which we trained our whole staff to implement and PROCLAIM was seen as a direct extension of this project. Relationships are at the heart of preventing poor behaviour and also a necessary element of the de-escalation process when behaviour incidents do occur.

There is a zero tolerance attitude to bullying in school and our focus on relationships supports us to reinforce this message. Our team of Anti-bullying ambassadors, who are also Headstarters (Wellbeing champions) and Digital Leaders are a group who promote key messages and offer real time support to students who may feel isolated. We maintain our BIG (Bullying Intervention Group) Award annually which gives us external verification of our commitment to ensure that every child is enabled to fulfil their true educational potential and enjoy their community activities, without fear of being bullied. Our PRIDE (PSHE) curriculum also allows us dedicated teaching time to explore the theme of bullying and to explore one of our school's key messages of celebrating difference in all forms.

#### Discovery Programme

Some students require more support than we can offer within the mainstream environment and can benefit from time away from the traditional classroom to work specifically on their behaviour for learning. Discovery is a proactive model to tackle challenging behaviours at KS3. A 12 place off-site, short-term and flexible provision with the following primary aims is our vision for the future and the focus of this bid:

- To modify behaviour
- To build resilience and character
- To engage and enthuse students in positive, curriculum relevant learning activities

- To improve parental engagement
- To tackle key social and emotional barriers to learning
- To successfully reintegrate to the mainstream curriculum

Students follow a project-based learning curriculum, which mirrors the key skills being delivered in school across the curriculum; whilst also delivering essential and valuable PE, PSHE and RE content. A project-based approach enhances parental engagement through attendance at presentations of final outcomes and also increases students pride in their work.

#### Resolution Programme

Some students are identified as requiring a different approach to learning in KS4 that cannot be delivered in a mainstream environment. Historically these students may have been referred into external Alternative Provision, however as a school we have been committed to supporting the challenges faced in Middlesbrough in relation to capacity in AP settings and therefore took the step in 2015/16 to set up our own off site provision.

The Resolution pathway provides a different approach to learning that engages and rewards positive behaviour and effort with wider opportunities to explore the environment and have new and exciting experiences. Alongside this we also ensure that Resolution students achieve a full suite of relevant qualifications that will transition them successfully to the next phase of their education.

To compliment all the proactive strategies above we strongly believe in rewarding good behaviour and promoting a culture of success, achievement and kindness. It is so important for us to reward the students who display good behaviours on a daily basis. Our main whole school reward strategy is based around students receiving PRIDE points in lessons and around the school for demonstrating any of our key 5 values. These are linked to reward assemblies, trips, MFC football games, Cinema afternoons, certificates, HotChoc with the Head and many, many more. These are communicated in real time to families through our ClassCharts App so students are celebrated at home as well as in school which is very powerful and has supported our commitment to parental engagement.

The impact of our behaviour sanctions and successful and proactive strategies can be seen below:

## 1. Internal Behaviour Data and Exclusions

At Acklam Grange School we have successfully reduced fixed term exclusions (FTE) over a sustained period of time. In 2013/14 we had nearly 300 days lost to FTE, by 2016/17 this had reduced to 201 days and in 2018/19, our last fully completed academic year we had 138.5 days FTE. This was equivalent to 6.38% of pupils, significantly below the 10.1% national figure. The tables below highlight that all groups of learners for all FTE indicators are significantly below the national figures. We are confident that despite the disruption caused to both the last and current academic years this would have reduced significantly further. All internal tracking data for all groups of learners demonstrate a reduction in behaviour points awarded to students and referrals made to our internal reflection unit over the past 4 years. This is a significant achievement given the local context and the increasing number of students and families we work with that have accessed support from social care.

*NB National Comparative data is for the 2016/2017 Academic Year	Fixed term exclusions as a percentage of the pupil group 2019/2020											2020/2021 Overall %	National Average (%)
	2017/2018 % Pupils	2018/2019 % Pupils	2019/2020 % Pupils	Cohort	Au1 %	Au2 %	Sp1 %	Sp2 %	Su1 %	Su2 %			
All Pupils	4.67	6.38	2.59	1449	0.69	1.31						2	10.13
Gender													
Boys	5.91	8.75	4.56	730	1.23	1.78						3.01	13.90
Girls	3.39	3.87	0.67	719	0.14	0.83						0.97	6.33
Pupil Premium													
PP	16.87	11.2	5.02	568	1.41	1.58						2.99	24.93
Non-PP	1.28	2.81	0.92	881	0.23	1.14						1.36	6.16
EAL													
EAL	2.76	3.46	2.09	351	0.28	0.28						0.57	6.14
Non-EAL	6.23	7.41	2.78	992	0.81	1.81						2.62	10.92
SEN													
Non-SEN	2.57	4.51	1.72	1170	0.33	0.83						1.2	7.57
SEN Support	13.94	19.81	8.37	219	2.74	3.2						5.94	28.47
SEN Statement or EHC Plan	0	0	0	18	0	11.11						11.11	28.19

	% pupils with 1 or more fixed term exclusions 2019/2020											2020/2021 Overall %	National Average (%)
	2017/2018 % Pupils	2018/2019 % Pupils	2019/2020 % Pupils	Cohort	Au1 %	Au2 %	Sp1 %	Sp2 %	Su1 %	Su2 %			
All Pupils	3.14	4.9	2.25	1449	0.62	0.97						1.59	4.71
Gender													
Boys	4.2	6.92	3.87	730	1.1	1.51						2.6	6.44
Girls	2.04	2.77	0.67	719	0.14	0.42						0.56	2.96
Pupil Premium													
PP	10.74	8.99	4.18	568	1.23	1.23						2.46	10.24
Non-PP	1.02	1.87	0.92	881	0.23	0.79						1.02	3.31
EAL													
EAL	1.91	2.77	2.09	351	0.28	0.28						0.57	3.85
Non-EAL	4.15	5.7	2.32	992	0.71	1.31						2.02	4.88
SEN													
Non-SEN	1.88	3.4	1.72	1170	0.33	0.58						0.94	3.77
SEN Support	8.71	15.57	6.05	219	2.28	2.74						5.02	11.41
SEN Statement or EHC Plan	0	0	0	18	0	5.56						5.56	11.43

	% pupils with more than 1 fixed term exclusion 2019/2020											2020/2021 Overall %	National Average (%)
	2017/2018 % Pupils	2018/2019 % Pupils	2019/2020 % Pupils	Cohort	Au1 %	Au2 %	Sp1 %	Sp2 %	Su1 %	Su2 %			
All Pupils	1.07	1.28	0.34	1449	0.07	0.28						0.35	1.91
<b>Gender</b>													
Boys	1.31	1.7	0.69	730	0.14	0.27						0.41	2.63
Girls	0.81	0.83	0	719	0	0.28						0.28	1.18
<b>Pupil Premium</b>													
PP	3.99	1.89	0.84	568	0.18	0.35						0.53	4.75
Non-PP	0.26	0.82	0	881	0	0.23						0.23	1.14
<b>EAL</b>													
EAL	0.21	0.69	0	351	0	0						0	1.11
Non-EAL	1.64	1.42	0.46	992	0.1	0.4						0.5	2.06
<b>SEN</b>													
Non-SEN	0.51	0.51	0	1170	0	0.17						0.17	1.36
SEN Support	3.48	3.48	2.33	219	0.46	0.46						0.91	5.74
SEN Statement or EHC Plan	0	0	0	18	0	5.56						5.56	6.10

## 2. Attitude and Readiness to Learn

The school has achieved Key Stage 4 outcomes that have placed the school in the top 10% of the country for student progress for the previous 4 out of 5 years (Top in 1% in 2016/17). These are outcomes we are all very proud of and highlight our inclusive wrap around care ethos and personalisation we try to achieve at Acklam Grange. All barriers to learning are identified and taken away as swiftly as possible so 'No child gets left behind.'

Student attendance has also seen a significant improvement. In 2015/16 the attendance of the whole school and all groups of learners was below National figures. It has been consistently high since 2016/17. Since we embarked on our PRIDE values and created a safe, supportive culture coupled with ARC services the attendance of the school and all groups of learners have increased significantly and been above national for the past 4 years.

### Whole School Attendance

	2017/18 Nat	2017/18 Sch	2018/19 Nat	2018/19 Sch	2019/20 Nat	2019/20 Sch	2020/21* Sch
All students attendance to date	94.6	95.2	94.8	95.7	94.8	95.3	95.2
All male students attendance to date	94.6	95.5	94.8	95.7	94.8	95.0	95.2
All female students attendance to date	94.7	94.8	94.8	95.6	94.8	95.6	95.2

### Persistent Absence

	2017/18 Nat	2017/18 Sch	2018/19 Nat	2018/19 Sch	2019/20 Nat	2019/20 Sch	2020/21* Sch
Below 90 %	13.6	12.6	12.7	11.1	12.7	10.9	13.8

### Pupil Premium Attendance

	2017/18 Nat	2017/18 Sch	2018/19 Nat	2018/19 Sch	2019/20 Nat	2019/20 Sch	2020/21* Sch
Pupil Premium attendance to date	91.1	93.5	91.2	94.7	91.2	93.6	93.6
Non-Pupil Premium attendance to date	95.2	96.4	95.4	96.3	95.4	96.5	96.2

### SEN Attendance

	2017/18 Nat	2017/18 Sch	2018/19 Nat	2018/19 Sch	2019/20 Nat	2019/20 Sch	2020/21* Sch
SEN students attendance to date	92.2	94.4	92.2	93.5	92.2	91.5	92.4
Non-SEN students attendance to date	95.0	95.4	95.2	96.0	95.2	96.0	95.7

### Free School Meal\* Attendance

	2017/18 Nat	2017/18 Sch	2018/19 Nat	2018/19 Sch	2019/20 Nat	2019/20 Sch	2020/21* Sch
FSM attendance to date	91.1	92.6	91.2	94.1	91.2	92.7	93.1
Non-FSM attendance to date	95.2	95.8	95.4	96.1	95.4	96.1	96.0

# PARK END PRIMARY SCHOOL

CHILDREN AND YOUNG PEOPLE'S SCRUTINY PANEL

22 MARCH 2021



## Behaviour at Park End Primary School

### Information on the types of sanctions used, which can impact on a pupil's educational outcomes and life chances:

At Park End Primary School, rigorous and ambitious systems are in place to support pupils. We invest heavily in this to avoid possible disruption to any child's education. Sanctions which we believe could negatively impact the most on pupils' educational outcomes and life chances are fixed term or permanent exclusion from an educational setting. We therefore do everything possible as a school to prevent issuing a child with this level of sanction.

Involvement of parents can be also be a sanction.

Pupils are identified at a young age in order to ensure support impacts positively.

If a pupil did become at risk from an exclusion, SLT liaise with the LA inclusion team to seek additional support for the pupil.

### The successful and proactive strategies and solutions used to promote positive behaviour, manage poor behaviour and prevent and tackle bullying:

Our school is a happy school, with a calm environment. We proactively take a whole school approach to managing behaviour and promoting a positive environment, consisting of three clear messages: 'The Universal Offer', 'The Power of Early Intervention' and 'Equity, Not Equality'. Emotional wellbeing is just as much a priority as the academic side of school; without meeting the basic needs of our pupils, learning could not take place.

Park End Primary has a tiered response to meeting the emotional wellbeing of all pupils (see appendix) and the three messages are interwoven throughout.

#### Our universal offer

Our universal offer is the day in, day out support we provide for pupils daily. This universal offer is what makes our school so successful and unique; our staff work incredibly hard to create a warm, friendly environment for every child.

The Universal offer cover the first three tiers of our response. Tier 1 is the daily response for all children. Some examples are:

- Happy, positive staff who care about every pupil
- Daily enthusiastic meet and greet for parents and children by highly visible SLT team
- Daily meet and greet for children by class teachers and Tas
- Start the day with personalised discussions so every child feels valued

- Smiling at pupils in school – ‘checking in’ with pupils to see if they have any visible issues that can be sorted before any situation escalates
- A high-quality school environment, well equipped with high quality resources
- PE kit provided for every pupil
- Staff lunches with pupils, making children feel valued and modelling positive behaviour
- Telephone calls home where children are absent, to offer support for families
- Extensive relationship the care team have with families across school. The school provides an open-door policy for parents at all times. All staff and SLT are visible to alleviate and support with pupils and parents as a first response.
- Meeting every child’s basic needs: if a child requires uniform, this will be provided, daily toast for every child, a water bottle for every child etc.
- Informed staff: staff are informed as much as possible about any potential disruptions e.g. operation encompass, safeguarding
- Creating ‘jobs’ for those who are identified as struggling e.g. becoming a ‘toast monitor’ with a staff badge. This gives pupils a real purpose and value and enables them to regulate before entering the classroom

The list of the Universal offer is extensive and staff work tirelessly to ensure our environment is welcoming for every single pupil.

### **The power of early intervention**

We know that proactive, early intervention is much more beneficial than a responsive approach at Park End Primary. Our Universal Offer approach allows for early identification of any potential difficulties a child may be experiencing. The relationship staff and the care team have with parents feeds in to this; parents feel confident and comfortable telling staff when their children are struggling. When we know this, or can identify this early, we can intervene with the correct approach to support the child before the problem escalates.

We have an effective communication strategy in school, through CPOMS and telephone systems, enabling concerns to be shared quickly, confidentially and efficiently.

### **Equity, not equality**

Park End Primary school believe in the model of equity, not equality. We know that some pupils need more support than others to have a successful, harmonious time at school and support for those who need it most allows all pupils to be successful in their time at primary school. Many pupils across school require that ‘something extra’ to ensure they are happy in school. This may be staying in with an adult at lunch or break times, a specific intervention delivered by class staff or a personalised lunch time routine to support that pupil. In some cases, pupils may require additional ‘rewards’ to work towards.

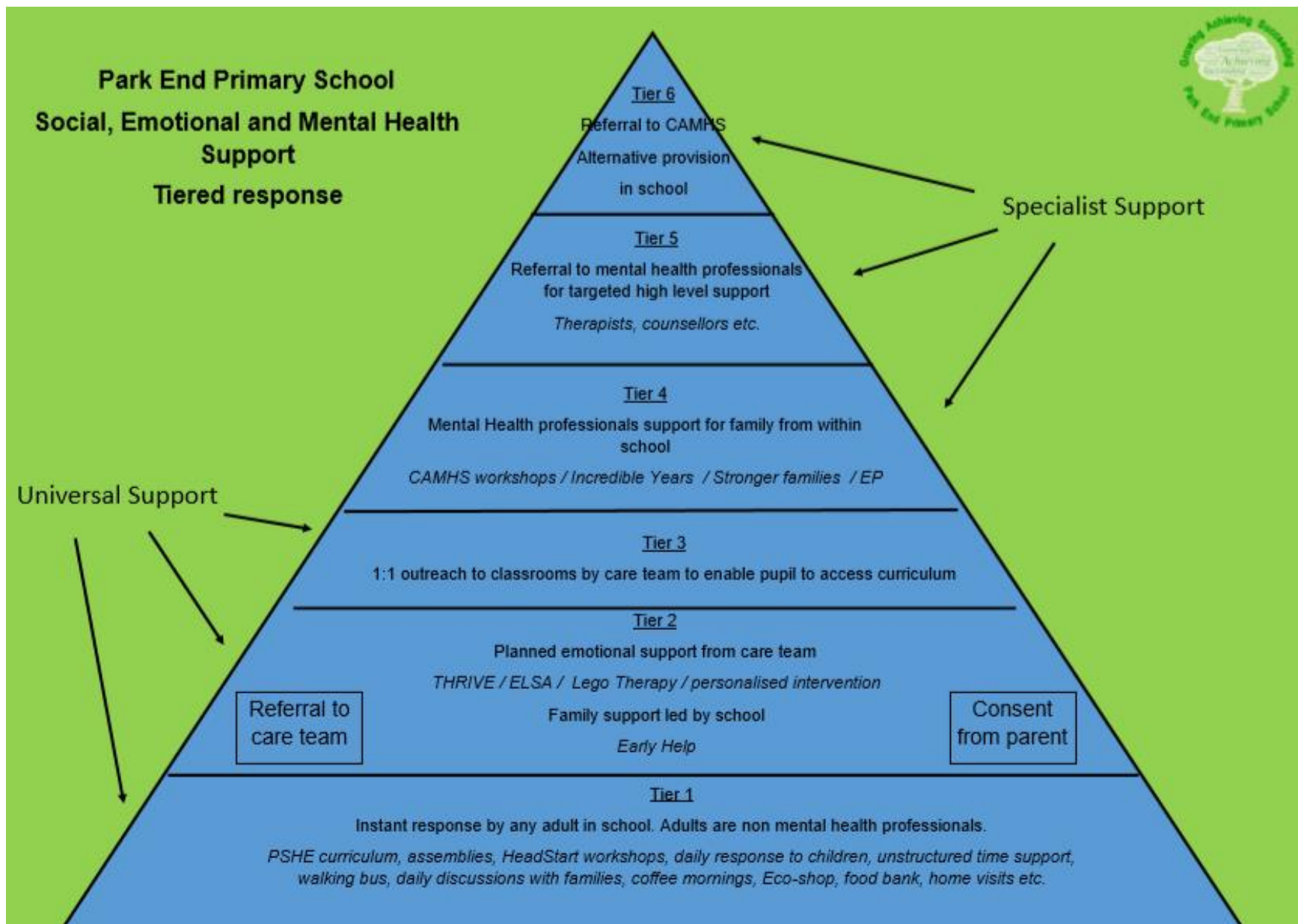
Advancing from this, on the school's tiered response at tier 2, the school have created 'Olive class'; an in-house nurture support for those who need some additionality to succeed. Our approach to Olive class support is flexible and based on the needs of the child; children may have a social, communication or emotional welling intervention delivered by the care team, they may have some additional support in class, or at the most extreme level, they may access their education from within Olive class for a short period of time with the aim to reintegrate the pupil back in to their class.

Where pupils reach level 4 of the tiered response, the school proactively seeks external support from specialists. The school invests significantly in to this to ensure all pupils can access the support they need to achieve. The school care team have established excellent, positive relationships with external agencies, who feel part of the Park End family and work hard to create individual support plans for our pupils.

### **Bullying**

At Park End Primary School, we are committed to safeguarding and promoting the welfare of pupils. We are aware that pupils may be bullied in any school or setting, and recognise that preventing, raising awareness and consistently responding to any cases of bullying should be a priority to ensure the safety and well-being of our pupils. We have well-structured systems in place to record and monitor incidents of bullying:





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## Unity City Academy context

Unity City Academy is an 11-16 secondary school with an increasing roll of 805 pupils, based in the heart of an area of significant deprivation within the Local Authority of Middlesbrough. Approximately 74% of our pupils are eligible for the Pupil Premium, exceeding the National Average and registering the academy as the second most deprived Secondary School in England. In addition our cohort includes 17% EAL, 15% SEN (including our specialist BASE provision), 64% FSM and 6% Czech/Roma cohorts. Unity City Academy is part of the Academies Enterprise Trust (AET) and is committed to ensuring every child has the opportunity to thrive both academically and personally.

The direct impact and measure of our proactive approach to behavior for learning published in feedback from our most recent Ofsted monitoring visit in December 2019, identified that the Leadership Team had “taken action to reduce the use of exclusion. The rate of permanent exclusion fell substantially during the previous academic year, compared with the year before. The rates of fixed-term exclusion and repeat fixed-term exclusion have also reduced since the previous inspection. The effective implementation of the behaviour policy has been instrumental in bringing about this improvement”.

## Promoting positive and managing poor behaviour

Unity City Academy’s embedded behaviour policy ensures fair and reflective sanctions are used consistently across the academy. Our proactive approach ensures the consequences system is used effectively to develop student understanding of self-control including how to de-escalate situations through modelling and coaching from all staff. This, alongside our Character Development programme, delivered across the curriculum including in focussed PSHEE and Ethics lessons, develops 9 key characteristics, educating our pupils to become positive, contributing members of society and their local community. Implementing praise culture; highlighting, promoting and actively celebrating positive contributions and outstanding effort across the academy, has been vital in creating the developments in behaviour for learning we are seeing.

The data generated through a system named ClassCharts enables the academy to efficiently contact parents/ guardians with both positive and detrimental learning behaviours. As an academy, we have established outstanding relationships with our community of parents/carers and we work together to ensure every child is supported to make the right choices. Additional sanctions include pastoral and curriculum area detentions which are monitored effectively by year teams to ensure 100% attendance and offer time and space to facilitate purposeful and reflective discussion underpinned by restorative practice theory.

To minimise the necessity for fixed term exclusions, we endeavour to support and facilitate the learning of all pupils within the academy inline with our strong ethos of inclusivity and to safeguard effectively. The measures in place ensure that any pupil whose behaviour requires isolation, has appropriate support in place and access to the same/similar learning opportunities as their peer counterparts. Pastoral teams and,

where necessary, our Social Emotional and Mental Health Teams action interventions that assist in the character development education and examine the causes of pupil behavioural concerns e.g. unmet educational or other needs. This proactive approach has reduced the number of repeat Internal Exclusions and/or escalations to Fixed Term/ Permanent Exclusions over time.

#### Exclusion\* data (over time) for key groups

\*the number of students and cohorts on roll may differ from that in the exclusion data. As the exclusion data takes cohort numbers from spring census.

Exclusions	2015-16	2016-17	2017-18	2018-19	2018/19 TD	2019-20	2019/20 TD	2020/21 TD	National Average
Students on Roll	639	641	649	737	717	771	770	786	
Number of Permanent Exclusions	14	6	12	8	6	4	1	3	
Permanent Exclusion (% of cohort)	2.2	0.9	1.8	1.09		0.56	0.13		0.20%
Number Fixed Term Exclusions	745	533	374	139	90	61	24	40	
At least 1 Fixed Term Exclusion	210	169	135	64	46	24	11	28	
At least 1 Fixed Term Exclusion (% of Cohort)	32.9	26.37	20.8	8.68		3.35	1.43	3.56	10.10%
More than 1 Fixed Term Exclusion	143	94	66	36	21	13	6	9	
More than 1 Fixed Term Exclusion (% of Cohort)	22.38	14.66	10.17	4.88		1.81	0.78	1.15	4.70%
More than 1 Fixed Term Exclusion (% of Cohort)				1.48	0	0	0	0	

#### Curriculum

At Unity City Academy, we strongly believe that improvements to the curriculum and to the consistency and quality of teaching have led to pupils wanting to learn and therefore behave better. The development of our Careers and Post-16 programme, which now meets all Gatsby Benchmarks, has also had a profound impact on raising the aspirations of our pupils. Delivered through PSHEE and Ethics lessons, our well-rounded curriculum offer is designed to improve the life-chances of our pupils.

In September 2020, following a restructure, the Leadership of Teaching & Learning has been strengthened. This proactive measure has impacted positively upon the improving standards and consistency of Teaching & Learning across the academy. High Performance Learning theory is embedded into every lesson to raise aspirations and ensure our pupils leave the academy with the skills and attributes required for success. In further reference to our most recent OFSTED visit, the pupils the inspection

team met with “said that behaviour has improved and that it is unusual for their lessons to be disrupted.” During the inspection, the lead inspector stated that “behaviour in classrooms was calm and purposeful with polite speech between pupils and staff.”

#### **The Local Authority’s role**

The Local Authority supports the education of six students through Home Hospital Teaching through external provider placements for pupils who are unable to attend mainstream schools. No Unity City Academy pupil is currently using Alternative Provision provided through the LEA pupil inclusion panel.

The Vice Principal with responsibility for Personal Development, Behaviour & Student Welfare represents our academy at the Local Authority Pupil Placement Panel and has been a key leader in the development of a Quality Assurance Programme for External Educational Placement Providers. As a direct result of this work, all schools/academies in the Middlesbrough Local Authority now have a joint responsibility in ensuring the provision is of a good standard or higher and the appropriate safeguarding measures are in place. Each centre receives two visits per Academic year to monitor and review the overall effectiveness of the provision.

Less than 30% of our current External Alternative Provision placements are utilised to support those at risk of Permanent Exclusion and are directed instead towards the support of students with EHCPs as a result of an agreed graduated response or for additional support including recommendations from CAHMS. This is a direct result of the improved provision at Unity City Academy and the impact of our ability to support our students via our wrap around care policy.

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