

## ***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.