

Pastoral Report 2018

SLATED ROW SCHOOL

Headteacher: Mr J Budd

SLATED ROW SCHOOL | Old Wolverton Road, Wolverton, Milton Keynes MK12 5NJ



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1. Introduction

The commitment of staff supporting and improving the emotional and care needs of the pupils is a significant strength of the school. The school's learning charter underpins this and promotes a positive approach to the education and pastoral management of each individual pupil.

The positive emphasis on rewarding and celebrating achievement has a marked impact on the pupils' self-esteem, confidence and happiness. As a result, all pupils know that they are safe and secure – and that their contributions and achievements are respected and valued. Pupil & parental surveys over the years have consistently indicated that the school is very successful in this.

The school has effective systems for setting challenging targets and for tracking the academic and pastoral progress of all pupils and specific cohorts. Pupils likely to be at risk of not achieving their targets are quickly identified and appropriate measures taken. Where appropriate to their special educational needs and disabilities, all pupils are aware of their specific targets and, wherever possible, are involved in setting the next step in their learning. All pupils are able to attend their annual review and parental consultation meetings - in order to share their successes with their parents and to contribute to discussions and decisions about their own future.

2. Attendance

a. About attendance

Attendance is outstanding because the pupils enjoy their time at school (Stakeholders Report). Additionally, as a consequence of this enjoyment, pupil behaviour is outstanding. We use a range of effective techniques to encourage good attendance and have robust procedures for improving poor attendance. As a result, pupil attendance over time is significantly higher - and persistent absenteeism is significantly lower - than the national attendance for similar special needs schools.

All absences are closely monitored and a formal evaluation on outcomes and trends is completed by the SLT & the Governing Body (published as an appendix). Over the last 3 years attendance has never dipped below 92.4% despite several pupils having severe, serious and long term medical issues and major surgery. At Slated Row, we employ a range of strategies to ensure good attendance and follow the procedures as set out in our Attendance Policy for poor attendance. These include:

- First day calling by the office;
- Fortnightly monitor by SLT & Key Stage Leader;
- Teachers/tutors keeping track of attendance data and taking actions when required, with support from the Senior Leadership Team (SLT);
- Use of the Local Authority EWO;
- Analysis of attendance data by the SLT, termly and annually;
- Ongoing monthly checks by SLT for persistent absenteeism.

Action points are set in order to remediate any areas of difficulties; for example, creating a policy that can be easily understood. Where necessary, tough action is taken to improve attendance, for example, through involvement of the LA Attendance Officer.

b. Summary of outcomes

Year	Unauthorised Absence %		Attendance %		
	Target	Actual	Target	Actual	National Special*
2017/18	0.7 ≥	1.43	93%	93.03%	-
2016/17	0.5 ≥	0.03	93 ≤	93%	-
2015/16	0.7 ≥	0.51	93 ≤	93%	-
2014/15	0.9 ≥	0.43	93 ≤	93%	90.6
2013/14	0.5 ≥	0.94	94 ≤	92.4%	91

* From DfE National Statistics

For a breakdown of outcomes and commentary see ‘Attendance Outcomes 2017’ in appendix.

c. Identified actions

Continue to improve attendance so that all pupils are able to maximise their engagement in learning by;

- Continue working with specific families, e.g involving the Well-Being Team.
- Refine system to ensure all staff are accountable.
- Provision meetings to include attendance data and information – Deputy Headteacher.

3. Behaviour for learning

a. About behaviour for learning

At Slated Row we promote positive pupil behaviour through '**Respect, Dignity and Hope**'. This simply means that everyone is treated with dignity and respect and that we strive to encourage a sense of hope through education.

We aim to:

- Provide every student with the knowledge, skills, self-belief and motivation to be successful in their learning and in their lives;
- Welcome, value and respect all who come to the school;
- Build a community based on Restorative Principles and a sense of personal responsibility;
- Provide opportunities for all to participate in our community, developing a sense of tolerance and understanding of others;
- Provide a safe and supportive environment for all.

Our students are taught to:

- Wear their uniform with pride;
- Be prepared for learning;
- Communicate politely and effectively with each other, staff, members of our local community and visitors to the school;
- Make sensible choices and take responsibility for their behaviour;
- Avoid behaviour which puts themselves and/or others at risk;
- Respect themselves and others;
- Become positive and effective citizens;
- Support others in the community;
- Play an effective role in teams.

b. Behaviour for learning commentary

Pupil behaviour is outstanding because they enjoy participating in the learning opportunities given them and the positive ethos of rewards and celebrating achievement. As a school we believe in a restorative approach which is supported by the Restorative Foundation and links with the Team Teach principles. There is a wide range of highly effective provision for managing the behaviour of pupils – including behaviour plans, rewards, circle time, quiet areas, high staffing and quality training. As a result, monitoring has shown that, consistently over time, lessons are very rarely interrupted by behavioural issues. However, when needed, effective systems are in place to ensure that any issues are quickly dealt with. The excellent use of TAs to support individual pupils is very effective in managing behaviour and the low pupil to staff ratios facilitate immediate and effective action. EHCP summaries, risk assessments, behaviour support plans and social stories ensure that our provision caters for the needs of all children. As a result, they are taught to take responsibility for their own behaviours - including using

the 'Zones of Regulation' and restorative circle time - and a range of methods are used to ensure a positive outcome (such as social stories; comic strip conversations; "Given" hands; Now/Next boards; Choice Boards; Reward systems).

Pupils are well supported in their personal development through the effective use of restorative principles and social stories. For example, a personalised social story was recently devised, along with a discussion in a restorative class circle, to help a child understand the impact of having a new baby at home. Consequently, because teaching effectively caters for different learning styles and individual needs, the pupils enjoy the activities and want to learn.

Pupil attitude and participation - during formal lessons, informal play opportunities and in enrichment activities such as the clubs, trips, theatre visits etc. - are very good because teaching ensures that the pupils make outstanding progress by matching the curriculum, learning activities and resources to individual needs and learning styles. This is reflected in the consistently excellent achievement/progress results and external accreditations. The annual 'Parent Satisfaction' questionnaire consistently reports that the children enjoy coming to school. Parent consultation feedback - and anecdotal comments by the parents - tell us that the children often prefer coming to school than staying at home in the holidays! Where parents identify an area for improvement, action points are incorporated into the school development cycle. Pupil self-review and lesson observations show that pupils enjoy learning and, as a result, attendance is consistently high.

Pupils engage in a wide range of well-resourced activities on the playground and around the school. They regularly participate in a variety of opportunities to mix with mainstream pupils. Enrichment and community based activities are effectively used. As a result, the pupils are able to modify their behaviour according to the positive role models they encounter.

The management of pupil behaviour at home is supported through the creation and provision of reward schemes and social stories etc. Where appropriate, the school supports parents in their dealings with outside agencies (such as Social Care).

All classes have rules for behaviour devised and agreed by the pupils themselves. In addition, they are encouraged to develop their understanding of rules and regulations through a range of formal and informal activities such as PSHE lessons; sports activities; assemblies; drama/role-play; restorative circles; music; visiting theatre groups. Through these activities, the pupils are taught to respect each other, and we are regularly told that the pupils, when in the community, are very well behaved and a credit to the school, (for example, at the pantomime at MK Theatre; at a local mainstream song & dance festival).

All classes start sessions 'checking in' using the 'Zones of Regulation' and discussing any issues arising. This is referred to throughout the day and visual support displayed in all areas of school. This has been developed through the school's bespoke CPD training (note: also delivered be as a part of the Teaching School offer). Joint work with Social Care Children with Disabilities Team has also enabled this model to be used in the home.

Pupils are encouraged to express their views, both in formal lessons - such as PSHE, Circle Time - and informal activities, such as at lunchtime or in a 1:1 session with a member of staff. Monitoring data indicates that parents feel that the school has been very successful in developing their child's self-esteem and relationships with others. The school council is an effective vehicle for developing this and most pupils are keen to represent their class. As a result, the pupils are able to consider and evaluate ideas, issues or concerns and many of their suggestions have been implemented - such as the provision of school uniform (see council meeting minutes).

EHCP Summaries, risk assessments, behaviour plans and social stories ensure that the provision caters for the needs of all children. From this, key behavioural issues and needs can be identified and appropriate control measures put in place. For example, a behaviour plan, with stepped responses (consequences) will be drawn up and implemented for pupils who present with significant behaviour difficulties. As a result, pupils are taught to take responsibility for their own behaviours; including consequences and making choices; and a range of methods are used to ensure a positive outcome (such as social stories; "Given" choice hands; Now/Next boards; choice boards; reward systems). Behaviour plans are regularly monitored and revised as appropriate.

A wide range of lunchtime clubs are open to all pupils, irrespective of their ability. There daily activities available at lunch and break times, which are age appropriate for each Key Stage, including: offering arts, crafts, sport, dance, library, Lego, signing, Girls & Boys Active, computer based activities and traditional playground games. Many of these are led by the school's Peer Leaders and specialist staff, such as, Speech and Language and Wellbeing Team. Their impact on others development has been identified by the Youth Sports Trust on a number of occasions. The impact of these activities from observations at playtime is increased socialisation and encourages good behaviour.

Pupils know that they can go to any adult to discuss any concern and the high staffing level ensures that there is always someone available to support this. All classes run regular circle time sessions to develop appropriate social interaction and communication skills and, as a result, the pupils are given the skills to explore the impact that behaviours can have on others. For identified pupils, social interaction and communication sessions are run as part of our Jigsaw provision. In these sessions the pupils are encouraged to explore the consequences that their own actions have on others, in order to develop their social understanding and corporate skills.

c. Summary of behaviour outcomes

The school is significantly below the national percentage for exclusions in special schools since the last inspection;

- 1 exclusion for a new pupil in KS3;
- Two pupils received one fixed term exclusion in 2015/16, both for ½ a day;
- One pupil received a fixed term exclusion in 2014/15.

Behaviour incident tracking identified one or two individuals in each Key Stage who have struggled usually during a specific term, with behaviour. There is also a small number of pupils on individual tracking or pastoral support plans who do not appear in the breakdown.

Behaviour Outcomes (in the appendix), show that the methods used to tackle undesirable behaviour focus on the pupil understanding expectations and appropriate ways to interact. They show an excellent impact on the pupil's behaviour, but also a marked impact on most of their relationships and emotional well-being.

d. Rewards

Achievement in all areas is celebrated through the school reward system and is adapted to suit the age and ability of the pupils. A significant success factor within this is that the pupils frequently demonstrate that they are able to enjoy and celebrate the achievements of others as well as themselves, especially in assemblies. Monitoring data indicates that the majority of parents feel we are successful in this (Stakeholders' Report). At Slated Row we strongly believe that no goal is beyond possibility for our students and we encourage their aspirations and achievements by the use of rewards. There is a whole school approach, 'Going for Gold', which works incrementally, providing students with an achievable and visual reward system. Where students are struggling with regulating their emotions or behaviour, we adapt the system to them or introduce an individual approach with more regular rewards.

Our pupils are proud of their achievements and are motivated by our school reward system 'Going for Gold'. The pupils have been fully involved in the development in the system including devising the rewards for each Key Stage (see school council minutes). Pupils are rewarded with points for:

- Great effort in lessons;
- Showing an excellent attitude;
- Producing fantastic work;
- Demonstrating team work.

Pupils collect points or stickers to receive work towards bronze, silver and gold awards. These charts are visible in each class. Each area of school has its own age appropriate reward for achieving each level. Where needed reward systems are adjusted for the group or individual to ensure it makes sense and motivates them.

At the end of each week there is a Headteacher's assembly in which a Star of the Week is awarded to a member of each class. Any other achievements are also celebrated with the school, including achievements in and out of school.

The end of term Celebration Assemblies are a highlight for all. Our students are recognised for their achievements in front of their peers and families. Teachers and Form Tutors nominate students for both academic and pastoral based rewards. Our students thoroughly enjoy these events and are inspired to do their best the following term to secure a reward for themselves.

e. School Council & peer support

The school council regularly meets to discuss matters such as well being, lunchtime activities, the school lunch menu and charity support.

At break times, the pupils are sensitively supported in order to encourage them to play together - with a particular emphasis placed on learning team skills such as following rules, taking turns and sharing resources and activities. Pupils are trained to act as 'Peer Leaders' and they effectively encourage and support younger pupils to engage in a wide range of play activities through the week. Play Buddies has also enabled younger pupils to understand and support each other in play situations.

f. Additional support for behaviour

The school has developed a 'Well Being Team', which consists of a HLTA and three Level 3 Teaching Assistants who are recognised as outstanding practitioners in emotional well-being and behaviour management. The Well Being Team works closely with the Communication Team. They are used to:

- Support specific pupils or classes at times that they find difficult;
- Coach and train other staff;
- Offer advice;
- Review referred pupils' situations and create action plans;
- Continue to deliver interventions for emotional well-being and understanding social situations.

The integration of the Communication Team (Speech and Language Therapy) in all aspects of school is a great strength of Slated Row. Behaviour and communication are intrinsically linked, and for that reason, the communication team support pupils in school and at home with behavioural issues. This starts with observations, assessment to establish the pupils level of understanding and use of behavioural checklists at key times e.g. on the playground.

Where pupils require support with routines or boundaries, the communication team can provide social stories, comic strip conversations, countdown calendars, now and next boards and interventions on inference and emotional literacy. The team work closely with the teaching staff and parents to identify possible causes of behaviour and work towards a solution.

A key time that the Communication Team have been involved in is the setting up of restorative justice drop-in sessions at lunch time. These sessions have helped to resolve playground issues in a timely manner and provide pupils with the opportunity to explain what has happened and be an active participant in the discussion.

g. Governors

A range of formal behaviour logs are maintained - for example, in relation to racial incidents, bullying and physical intervention. These are monitored by the Pupils & Curriculum Committee and appropriate action taken wherever necessary. Where pupil behaviour is considered by school and/or parent to be an issue, a formal meeting is held to agree the actions to be taken. As a result of this approach, the pupil is helped to alter his/her behaviour through a united and consistent approach to the management of it. However, when needed, effective systems are already in place to ensure that any issues are quickly dealt with. The excellent use of skilled Teaching Assistants to support individual pupils is very successful in managing behaviour and the high staff to pupil ratio facilitates immediate and effective action. Where a pupil is a major cause for concern, the Headteacher and Chair of Governors discuss the case and any subsequent changes or developments.

h. Identified actions

- Review the use of SchoolPod and the reports/data generated and shared with Governing Body.

- Adjust the number of steps/points to achieve each level in 'Going for Gold' system to allow for better distribution throughout the year.
- Add a 'Beyond Gold' level to keep motivation for those who achieve gold early.
- Team Teach interventions to be more integrated into the Behaviour Support Plans.

4. Safety & Care

a. About safety & care

Pupils, and parents consistently report that they feel safe at the school as a result of the significant time and money invested in developing its environment so that the pupils' safety is secured. The site is surrounded by high level fencing and many doors have security key pads to control access. Playground areas benefit from the provision of gated fencing in order to create smaller areas that can be supervised appropriately. The school promotes a positive ethos in relation to behaviour, relationships and equal opportunities. As a result, pupils are able to feel secure and safe from bullying and racial incidents. Feedback from parents tells us that they feel the school offers a safe and secure environment for their children.

The high staff to pupil ratio at the school enables any issue to be immediately identified and appropriately dealt with. In addition, the effective use of EHCP summaries, risk assessments and behaviour plans ensures that all pupils are sensitively supported. Due to the emphasis on using practical and kinaesthetic activities to deliver the curriculum, the pupils develop the necessary skills to demonstrate their understanding of the importance of adopting safe practices. This is supported and generalised through a wide variety of practical and leisure activities across the wider curriculum. For example:

- The use of circle time enables children to explore issues relating to behaviour, social interaction etc., which individual class representatives then take to the School Council for discussion and action.
- All staff have been appropriately trained in relation to racism, ethnic diversity and multicultural education, physical intervention and child protection. As a result, there are minimal incidents of such behaviour and all difficulties are immediately investigated and effectively dealt with.
- Assemblies - and lessons such as R.E. and PSHE - are effectively used to develop the pupils' understanding of relationships, multi-culturalism and social integration. The school has invested in a wide range of multi-ethnic resources that successfully enable pupils to develop understanding and, as a consequence, the pupils are always keen to share their cultural backgrounds with others.

A commitment to equal opportunities underpins the school's ethos and day to day work. In general, all children are taught in mixed ability and mixed gender groups. However, where necessary and appropriate, pupils are grouped differently in order to maximise learning and personal development. For example, ability grouping for swimming and separate computer clubs for boys/girls, which has encouraged more girls to participate and to achieve highly. This ensures that all pupils are able to succeed to the best of their abilities which, in turn, positively impacts on their behaviour.

All staff are regularly trained and assessed in a formally recognised method (Team Teach) for supporting pupils during behavioural outbursts. We have two in-school trainers who ensure consistency of training and ongoing support and advice for staff and parents. If necessary, the school endeavours to access the services of outside agencies - such as EP; occupational therapy (sensory integration); music therapy; SEMH support team; ASD advisor; social worker; paediatrician and/or clinical psychologist - in order to inform and advise on the management of a pupil.

Monitoring has shown that, due to the increased staff confidence in relation to managing behaviour - coupled with the impact that the positive ethos and reward system has on pupil behaviour – the incidence of challenging

behaviour has significantly reduced. Year on year surveys confirm that parents feel behaviour is very good in the school.

In relation to the safe use of new technologies, the school uses intranet firewall in order to ensure that all undesirable websites are blocked. The school also has a network programme to monitor users, block or limit users' access and check histories if required. Pupils are taught about internet safety through involvement in the computer club and through ICT, PSHE and activities such as circle time, whilst parents are advised about appropriate websites via classes and issues regarding internet dangers through the school newsletters and consultation meetings.

The school is particularly successful in building positive and effective relationships with parents. As a consequence, this has a significant impact on pupil learning and behaviour – both at school and at home - because both the parents and the school work in partnership towards common goals. This is evidenced, not only through the surveys, but also informally – for example, via feedback from parents of leavers (and the children and young adults themselves). It is clear from this that the efforts Slated Row goes to make parents feel part of the school. The Slated Row community is greatly appreciated and sorely missed once the pupil has left to go to another school, indeed several parents have become full members of staff because of this.

Pupils are very effectively supported through the process of changing teaching groups, whether this be within school, or at secondary transfer. In relation to the former, pupils are supported by class staff within PSHE related activities - and are involved in a 'class move' experience towards the end of the summer term, to meet their new teacher etc. The vast majority of pupils enjoy this and tend to not want to go back to their current class once the event has ended!

The organisation of each group of Key Stage classes - and the delivery of the curriculum at Key Stage 2 - supports this process of transition preparation. For example, during the afternoon - and in line with the secondary school model - pupils will be taught many of the foundation subjects by teacher, other than their class teacher, in rooms other than their own classroom. As a result, they are well prepared for the demands of a secondary school, in terms of mobility and different teaching styles.

In relation to secondary transfer, a significant programme of support is put in place during Year 6, in order to prepare each pupil for the transfer. This involves discussion within PSHE related activities, visits from the receiving school's staff and several visits to the new school with Slated Row staff. Pupils also visit the new school during the day time with their parents. As a consequence of the high level of support offered by Slated Row staff, all pupils are effectively prepared for the transfer.

Parents of Key Stage 2 pupils are very well supported through the process of selecting a secondary school for their child. This can be a very painful experience for some parents and they require significant counselling and support through this process. Feedback indicates that the school is very successful in this and it is rare that any parent is unhappy with the final outcome.

b. The Well-Being Team

The school monitors the pupils' well-being and health, both formally and informally. As a result we are often able to help parents access a range of respite support for their child, which subsequently has a positive impact on the pupil's ability to make progress. Additionally we have effective links with a range of Health Services - including paediatricians, health visitors, therapy services and specialist centres. As a consequence, we are able to support referrals to, and contribute within, diagnostic assessments, reviews and discussions.

The governing body and SLT found, through the school's monitoring and research, that there was further need for supporting the mental health and well-being of the pupils. This led to the setting up of the Well-Being Team. The team works closely with the class staff and the Communication Team to ensure a joint approach. The school has developed a Wellbeing & Mental Health Policy, which includes an audit against the National Standards for Mental Health. This has in turn led to a strategies being constructed for pupil and staff wellbeing.

In addition to class based sessions, group work enable targeted pupils to develop appropriate social interaction skills, so that they are more able to accept losing, turn taking and allowing others to make choices.

c. Safeguarding

The Headteacher, staff and several governors have successfully taken part in safeguarding and recruitment training. The Deputy and Assistant Headteachers are the designated Child Protection (CP) Team and receive relevant, regular refresher training and supervision from the LA. All staff undertake Child Protection regular training and is part of the induction process. There are comprehensive procedures in place for the reporting and management of CP related issues.

The governing body has designated governors for both CP and 'Safe Recruitment'. Designated governors have completed the official safe recruitment training. All governors have received CP and PREVENT training. The school is fully compliant with the regulations concerning the maintenance of their single central record. As a result, the school's recruitment procedures have been consistently audited as fully compliant with regulations and recommendations.

The school has comprehensive child protection procedures in place and we have developed very positive relationships with the Education Attendance Officer, the Disability Team (within social services), local respite facilities and the School Nurse. The Designated Safeguarding Lead and their team maintains detailed files on pupils who cause particular concerns. The school has produced a 'Safeguarding Toolkit' which ensures all staff are clear on procedures, systems and expectations.

The school has comprehensive risk assessments in place for areas and activities. The designated Health & Safety Governor carries out a termly Health and Safety site visit with the Site Manager. Health & Safety Audits are carried out, including a general audit by the LA and Fire by CHUBB. Outcomes from this audit are acted upon accordingly. The Governing Body Finance, Personnel & Premises Committee receive and discuss termly reports relating to premises and H&S issues. Appropriate actions are agreed and put in place. Also see the school's Premise Report.

The school has made extensive investments in order to ensure that the pupils are safe and secure when at school. These investments include: high quality and trained staff; high level fencing; keypad locks on doors; inter-class telephone system; a computerised signing in system, keeping a log and photographs of visitors, appropriate curriculum resources. There are detailed risk assessments in place for all aspects of the school's operation and as a result, the pupils can engage in a variety of practical activities, in order to develop their knowledge, understanding and application of safe working practices.



Attendance Outcomes 2018

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Part 1: Attendance over time

The following table shows the target and actual attendance for the whole school with comparisons to national statistics and a commentary from that academic year. The targets are set while keeping in mind the attendance trends in previous years and aiming to keep the school above the national trend for special needs schools.

Table 1: Schools Attendance information

Year	Unauthorised Absence %		Attendance %		Persistent Absentees %		
	Target	Actual	Target	Actual	School	LA Special	National Special
2017/18	0.7 ≥	1.43	93.5 ≤	93.03	56		
2016/17	0.7 ≥	0.03	93 ≤	92.95	25		
2015/16	0.7 ≥	0.51	93 ≤	93.07			
2014/15	0.9 ≥	0.43	93 ≤	92.99	9	13.5	15.4
2013/14	0.5 ≥	0.94	94 ≤	92.38	14		14.6
<p><i>The school continues to set high expectations and through a change in the policy the attendance has continued to increase.</i></p>							

Commentary

2017/18	
2016/17	Overall attendance has slightly dropped however; this is still in line with national averages for special school attendance. Ten of the pupils who were persistent absentees were hospitalised throughout the year, for either operations or serious illness. Four pupils who were persistent were seriously ill, one of which was a life threatening condition. These pupils were able to receive some home tuition where possible.
2015/16	The attendance policy was rewritten to include a visual representation of pupil attendance. This also gave the teachers more accountability for attendance. Major surgery and on-going high medical needs still affects the figures. Work with families continues and with the newly formed well-being team, we hope to support those families further to engage with school. Persistent absenteeism was reduced by 5% from the previous year.
2014/15	School attendance rose from the previous year. The two members of the travelling community, through much dialogue, now have good attendance. There is poorer attendance for pupils from ethnic minority groups. Over 20% of pupils from ethnic minorities were persistent absentees, all but one was for health related reasons including, illness, medical appointments, severe epilepsy and surgery.

2013/14	<p>Although attendance was below the school's ambitious target it was still significantly higher than the national statistics for special schools. Attendance dipped from the previous year, similar to the national trend. This could be attributed to 2 pupils from the travelling community and 3 pupils regularly visiting hospital with high medical needs. The rise in unauthorised absences could be due to stronger guidelines on authorisation of holidays.</p>
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Part 2: Annual analysis of attendance data 2017/18

Attendance by Groups for 2017/18

Cohorts		Size	%		Number of Persistent Absentees (10%)
			Attendance	Unauthorised Absences	
Whole school		191	92.7	1.43	49
Gender	Boys	133	89.4	1.54	29
	Girls	58	88.6	1.18	20
Disadvantaged pupils - Pupil premium	Free School Meals (FSM)	65	89.8	2.07	17
	Not FSM	126	88.8	1.09	32
	In care (CLA)	5	83.1	4.14	2
	Not CLA	186	89.3	1.35	47
Stage in school	Lower School (Years R to 3)	15	96.3	0.6	2
	Middle School (Years 4 to 6)	35	91	1.40	11
	Key Stage 3 (Years 7 to 9)	61	88.7	1	16
	Key Stage 4 (Years 10 & 11)	39	89.1	2.35	12
	Post 16 (Years 12 to 14)	48	84.6	1.1	8
Ethnicity	Black African	6	92.8		
	Other Black	6	80		
	Bangladeshi	4	89.8		
	Pakistani	5	88		
	Indian	2	92.6		
	Other Asian	4	84.3		
	White - British	141	59.8		
	White - other	4	85.9		
	White & Black African	3	95		
	White & Black Caribbean	6	87.7		
	Other Mixed	3	89.5		
	Other	2	73		
	Traveller Irish Heritage	1	78		

- Overall attendance is flat YoY.
- Boy's attendance is slightly higher than girls.
- Lower school's attendance is +3.5 YoY. However, the other Key stages have dropped between 2% and 5% YoY.

Part 3: Persistent Absentees 2017/18

KEY	0-59%	60-69%	70-79%	80-89.9%
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Lower School:

Student	T1	T2	T3	T4	T5	T6	Overall
Pupil 1		72.73	75				89.04
Pupil 2	89.71			74	85.29	88.89	87.77

Student	Reason	Action	Who
Pupil 1	Eye affection, chest infection	Monitor	Key stage leader
Pupil 2	Slapped cheek – allergic reaction – other illnesses	CPF worker after referral for wider issues	Key stage leader

Middle School:

Student	T1	T2	T3	T4	T5	T6	Overall
Pupil 1		84.85	88.46	83.33	88.24	81.94	86.9
Pupil 2	63.24	57.58	78.85	70.83	72.06	75	68.18
Pupil 3	89.71	81.82	67.31	89.58		79.17	83.42
Pupil 4	63.24	68.18	63.46	70	73.53	66.67	67.02
Pupil 5			88.46	87.5	88.24	77.78	86.9
Pupil 6				48	89.71		88.83
Pupil 7				70			89.38
Pupil 8			63.46	0	0	0	49.47
Pupil 9	82.35	84.85			77.94		86.36
Pupil 10		77.27		32			84.84
Pupil 11	45.59					88.89	82.35

Student	Reason	Action	Who
Pupil 1	Issues with transport	Support parent	Key stage leader
Pupil 2	Range of illnesses	Monitoring and support to family when necessary	Key stage leader
Pupil 3	Refusal to attend school from term 3	Monitoring and support to family when necessary	Key stage leader
Pupil 4	Range of illnesses	Monitoring and support to family when necessary	Key stage leader
Pupil 5	Range of illnesses – House flooded	Monitoring and support to family when necessary	Key stage leader
Pupil 6	Different illnesses/ tired	Regular meetings with parent – fortnightly and then monthly.	Assistant Head Primary
Pupil 7	Medical appointments – unauthorised holiday	Monitor	Key stage leader
Pupil 8	Authorised holiday to India	Monitor	Key stage leader
Pupil 9	Illness – authorised absence	New pupil during the school year –	Key stage leader

		support given to mum	
Pupil 10	Holiday – Unauthorised – 3 weeks	Monitor & Advice sort from EWO	Assistant Head Primary
Pupil 11	Medical appointments, illnesses	High medical needs therefore monitor	Assistant Head Primary

KS3:

Student	T1	T2	T3	T4	T5	T6	Overall
Pupil 1	77.94			70.83	73.53	81.94	81.28
Pupil 2			73.08				88.24
Pupil 3			78.85			56.94	78.34
Pupil 4	76.47	57.58	69.23	52.08	69.12	55.56	62.3
Pupil 5						47.22	55
Pupil 6						66.67	89.57
Pupil 7			48.08	87.5	85.29	83.33	84.22
Pupil 8		86.36	76.92	39.58	32.35	8.33	55.08
Pupil 9		78.79	84.62	45.83	58.82	6.94	59.09
Pupil 10					65.79	58.33	49.09
Pupil 11			75	89.58	83.82	88.89	86.63
Pupil 12	83.82	59.7		60.42		86.11	79.73
Pupil 13	79.41	57.58	80.77		88.24	85.6	78.34
Pupil 14	82.35	86.36		85.42	76.47		84.49
Pupil 15					82.35	61.11	82.62
Pupil 16		74.24	73.08				85.56

Student	Reason	Action	Who
Pupil 1	Long times off with different illnesses.	Monitoring and support to family when necessary	Key stage leader
Pupil 2	Range of illnesses and medical	Monitoring	Key stage leader
Pupil 3	Unauthorised holiday	Monitoring	Key stage leader
Pupil 4	Illnesses – lateness – medicals	Family support plan	Key stage leader
Pupil 5	Late starter and 2 weeks unauthorised holiday	Monitoring	Key stage leader
Pupil 6	CAHMS	Monitoring	Key stage leader
Pupil 7	Long times off with different illnesses	Monitoring	Key stage leader
Pupil 8	Refusing to come into school – illnesses	CFP involvement referral to SS	Assistant Head – Safeguarding Wolverton
Pupil 9	Refusing to come into school – illnesses	CFP involvement referral to SS	Assistant Head – Safeguarding Wolverton
Pupil 10	Managed timetable	Monitoring	Key stage leader
Pupil 11	Epilepsy	Monitoring	Key stage leader
Pupil 12	Range of medical appointments and different illnesses	Monitoring	Key stage leader
Pupil 13	Illness – medical skin	Monitoring	Key stage leader
Pupil 14	Went overseas for treatment	Monitoring	Key stage leader
Pupil 15	Father kept her off.	Monitoring	Key stage leader
Pupil 16	Went abroad	Monitoring	Key stage leader

KS4 & P16

Student	Class	T1	T2	T3	T4	T5	T6	Overall
Pupil 1	KH2		87.88		85.42	76.47	37.5	75.94
Pupil 2	KH4	89.71		76.92		88.24	Left	68.98
Pupil 3	KH6					85.29		82.46
Pupil 4	KH7				83.33	70.59	60	57.69
Pupil 5	KH5	89.71	80.88		58.33	69.12	70.83	72.61
Pupil 6	KH5	88.24	81.82	69.23	64.58	80.88		55.35
Pupil 7	KH5	45.59	80.3		87.5		88.89	79.68
Pupil 8	KH5		84.85				87.5	85.83
Pupil 9	KH6	88.24	87.88	76.92		85.29	82.9	69.3
Pupil 10	KH4	85.29	87.88	88.46	77.08	88.24	83.33	82.35
Pupil 11	KH2	86.76			72.92	76.47	79.17	82.09
Pupil 12	KH5	77.94	40.91	34.62	81.25	77.94	44.44	41.98
Pupil 13	KH6	60.29	86.36	80.77	89.58	89.71		69.59
Pupil 14	KH6	75	63.64		70.83			66.67
Pupil 15	KH7		87.88	80.77	87.5			86.26
Pupil 16	KH2				56.25	82.35	86.11	86.63
Pupil 17	KH6		71.21					80.41
Pupil 18	KH7		74.21					87.7
Pupil 19	KH2	86.76	68.57	73.08			83.33	83.6
Pupil 20	KH3	52.94	78.79					81.09

Student	Reason	Action	Who
Pupil 1	Range of illnesses – long periods of illnesses – medical appointments	Managed timetable	Assistant Head KH
Pupil 2	Left school ½ way through term 5.		Pathway leader
Pupil 3	Unauthorised holidays		Pathway leader
Pupil 4	Authorised time off - illnesses	Managed timetable	Assistant Head KH
Pupil 5	Long periods of illness	Monitoring and support to family when necessary	Pathway leader
Pupil 6	Range of illnesses and medical appointments	Managed timetable	Assistant Head KH
Pupil 7	Medical appointments and illnesses	Monitoring	Pathway leader
Pupil 8	Illness and medical		Pathway leader
Pupil 9	Illness and medical		Pathway leader
Pupil 10	Illnesses or medical appointments	Monitoring	Pathway leader
Pupil 11	Illnesses, Educated off site.	Managed timetable	Assistant Head KH
Pupil 12	Illnesses, Medicals, Unauthorised absences with no reason given.	Managed timetable	Assistant Head KH
Pupil 13	Unauthorised holidays - illnesses	Monitoring and support to family when necessary	Pathway leader
Pupil 14	Illnesses	Work with mum as own resilience was an issue, meetings	Assistant Head KH
Pupil 15	Illnesses and medicals	Monitoring	Pathway leader
Pupil 16	Long periods or authorised absences.	Monitoring and support to family when necessary	Pathway leader
Pupil 17	Illness – Chest pains	Monitoring	Key stage leader
Pupil 18	Epilepsy	Monitoring	Key stage leader
Pupil 19	Treatment abroad	Monitoring	Key stage leader

Pupil 20	Unable to travel to school.	Monitoring	Key stage leader
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Behaviour Outcomes 2018

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Part 1: Exclusions

Part 2: Yearly breakdown, interventions & commentary

Part 3: Incidents over time

Part 4: Incidents by class

Part 1: Exclusions

Table 1: Schools exclusion information:

Year	1 or more fixed term exclusion %		More than 1 fixed term exclusion %		Permanent Exclusion %	
	School	National Special*	School	National Special*	School	National Special*
2017/18	1		0		0	
2016/17	0		0		0	
2015/16	1.04		0		0	
2014/15	0.53	5.51	0	2.98	0	0.07

* Comparative data from Raise Online

Commentary

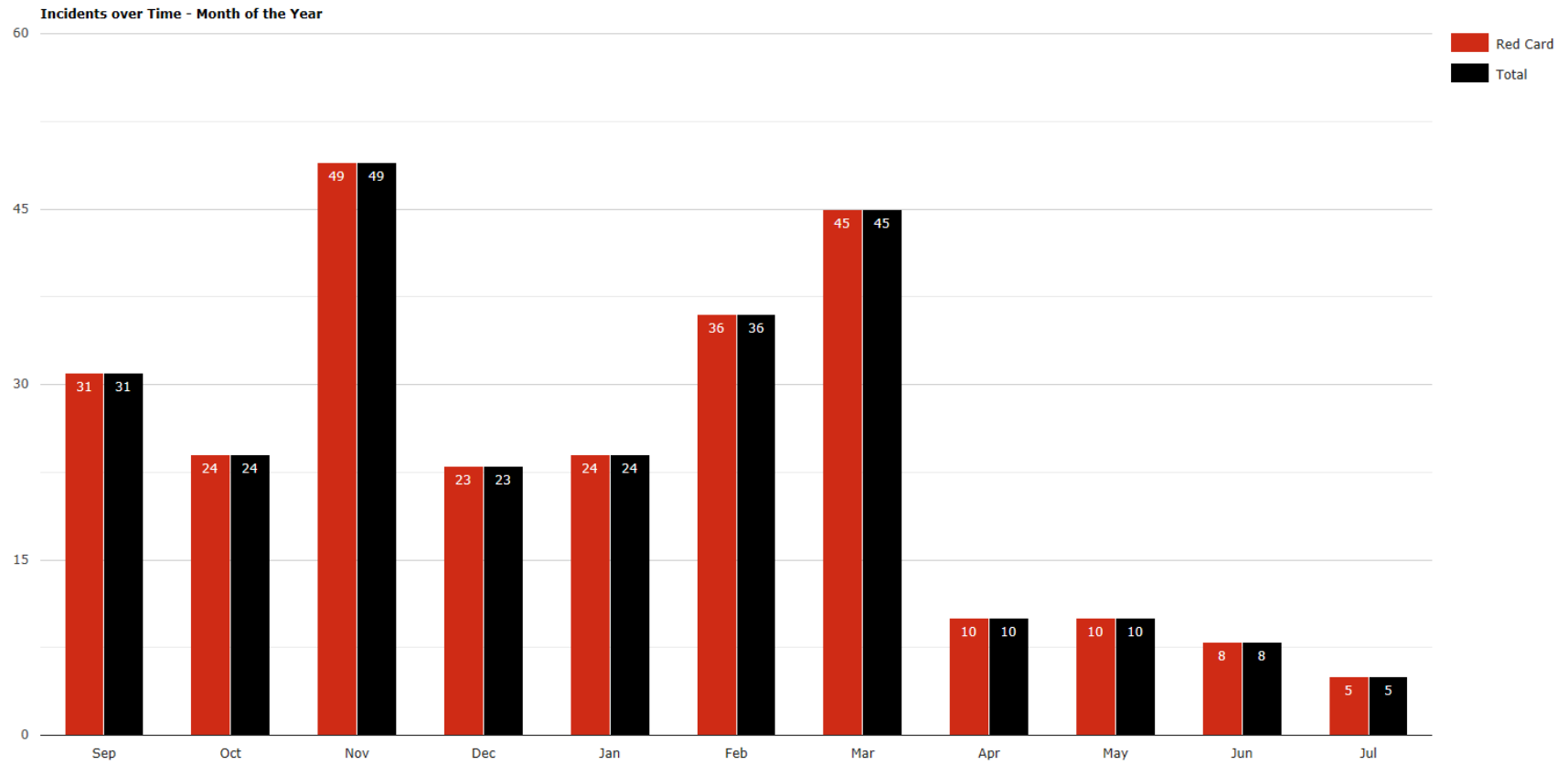
2017/18	There was one exclusions in the academic year 2017/18.
2016/17	There were no exclusions in the academic year 2016/17.
2015/16	This equates to 2 pupils. Each was excluded for ½ a day. This was to minimise the impact in the home, however it may have had an adverse effect.
2014/15	1 pupil received 1 fixed term exclusion for 2 days, to break the cycle that had been created.

Part 2: Behaviour breakdowns & commentary (Pupils with 8+ incidents in a term)

Incident Type	Student 1			Student 2			Student 3			Student 4			Student 5			Student 6			Student 7			Student 8		
	Term	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp	Su	Au	Sp
Aggressive Behaviour	13	2	0	18	0	1	13	2	0	24	3	0	18	0	1	12	3	2	7	9	2	0	12	4
Bullying	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Dangerous object	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Disruption	1	0	0	4	0	0	5	1	0	9	0	0	6	0	0	1	0	0	1	3	0	0	2	3
Inappropriate language	0	0	0	0	0	0	0	0	0	8	2	0	0	0	0	0	0	0	0	1	0	0	0	0
Late for school	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Out of lesson	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0
Physical assault	11	1	0	10	0	1	10	1	0	27	4	0	21	0	0	11	1	2	14	10	2	0	11	3
Prejudice incident	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Refusal to move	2	0	0	5	0	0	1	0	0	4	1	0	0	0	0	1	1	0	0	0	0	0	0	1
Refusal to obey	5	0	0	9	0	0	4	2	0	10	0	0	1	0	0	0	1	0	0	4	0	0	0	2
Refusal to work	1	0	0	1	0	0	0	0	0	3	0	0	12	0	0	0	1	0	0	1	0	0	0	1
Sexualised behaviour	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Theft	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vandalism	0	0	0	3	0	0	1	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Verbal Abuse	0	0	0	0	0	0	1	0	0	12	0	0	0	0	0	1	2	1	0	3	0	0	0	1
Total	34	3	0	51	0	2	36	7	0	17	11	0	58	0	1	26	9	5	23	31	4	0	26	16
Student	Interventions												Commentary											
1.	BSP; 1:1 in the playground; work station; increased 1:1												Staff and parent training following a SWOT analysis helped, highly controlling ASD behaviours, this will be on going; placement questioned.											
2.	BSP; 1:1 teaching out of class; sensory breaks; additional reward system; visuals; work with parents;												Strategies based on restorative principles had an excellent impact and enabled the pupil to understand the consequences of their behaviour											
3.	BSP; breaks; visuals class; sensory breaks												Struggling at home, hormonal, support had immediate impact.											
4.	BSP; WB; sensory breaks; additional reward system; SLT report; work with parents												School placement											
5.	BSP; 1:1 teaching out of class; sensory breaks; additional reward system; visuals												Strategies based on restorative principles had an excellent impact and enabled the pupil to understand the consequences of their behaviour											

6.	BSP; WB; sensory breaks; additional reward system; SLT report; work with parents	Transition to KS4 difficult, mentoring from class staff helped to give him an understanding of expectations and responsibilities.
7.	BSP with advice from CAHMs; WB 1:1; sensory breaks; additional reward system; visuals; work with parents	Strategies based on restorative principles had an excellent impact and enabled the pupil to understand the consequences of their behaviour
8.	BSP; breaks; additional reward system; visuals class	Puberty, removed of transport due to behaviour, unstructured time difficult.

Part 3: Incidents over time



Part 4: Incidents by class

