



**ANONYMOUS
SPECIALIST SEN COLLEGE
BEHAVIOUR REPORT
JANUARY 2014**



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MANAGEMENT SUMMARY

Purpose of this Report:

- To investigate behaviour across the school.
- To highlight areas of excellence and areas for further development.
- To demonstrate to governors and Ofsted the effectiveness of provision in improving pupil behaviour.

The report is an analysis of data collected from the various sources listed below.

Sources:

Exclusion records

Internal exclusion and referral data

Behaviour incident reports

Observation data

Pupil voice

Staff voice

Methods of analysis include:

1. Comparative analysis of 2013/14 against 2012/13
2. Trend analysis
3. Sub-group analysis

CONTENTS

Page 2	Management Summary
Page 3	Contents
Page 4	Context of the School
Page 6	Exclusions
Page 10	Sub-group Analysis
Page 14	Pupil Incident Reports
Page 18	Referrals
Page 21	Autumn Term Behaviour Trends
Page 23	Pupil and Teacher Voice
Page 25	Areas of Development
Page 30	Conclusions

CONTEXT OF THE SCHOOL

Anonymous Specialist SEN College admits statemented pupils with behavioural, emotional and social difficulties. Most of the pupils have very dysfunctional home lives and/or come from homes experiencing extreme deprivation. All the pupils admitted have been unable to cope with mainstream education and all have the potential to be extremely challenging.

When a pupil causes disruption during a mainstream school lesson, they interrupt not only their own learning and progress but also that of the whole class. This school provides a more appropriate environment for particularly problematic individuals to work in, while the remainder of the pupils in mainstream are not disturbed by the disruptions which would otherwise be caused. This environment is created by the much more favourable teacher-pupil ratio, along with the package of specialised rewards and sanctions which the school provides. All this is aimed at modifying the behaviour of the pupils admitted to Anonymous in order to improve their academic progress and thus provide better future life opportunities.

Behaviour Strategies

The school is divided up into five year groups (autumn term 2013/14 has no Year 7 group). Each year group is taught as a class. A Learning Support Assistant is assigned to each class and supports that class in all lessons.

The school's main system for rewards and sanctions is their points system. Points are awarded for work and behaviour at the end of every lesson. Those pupils with points above a set threshold do a reward activity at the end of each day, while those below the threshold have to remain in their classroom to complete a behaviour journal explaining the reasons why they failed to achieve the required number of points.

The "Vivo Miles" system is also used to provide incentives and reward for performance both inside and outside the classroom.

The Isolation Room provides a base for internal exclusions and pupils referred from individual lessons.

Year 11 have the opportunity to do outdoor pursuit activities every Friday from January 2013 dependent on appropriate behaviour during the week.

Alternative Educational Provision is available for a number of Year 9, 10 and 11 pupils who have particular difficulty engaging with the main curriculum offered.

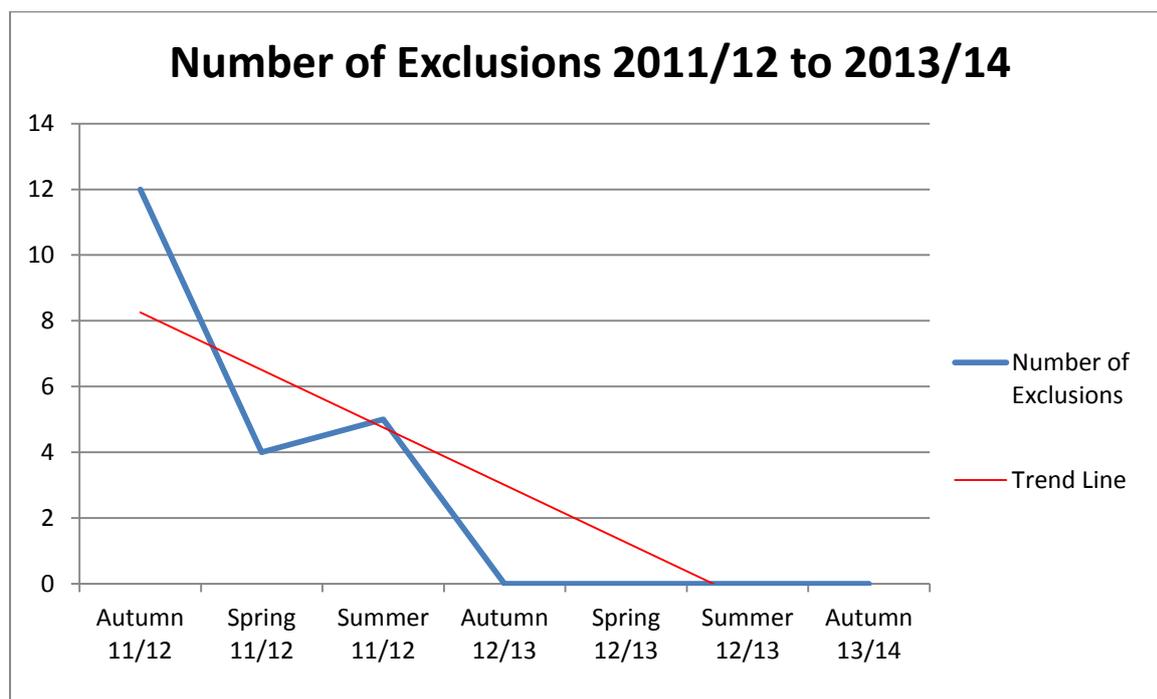
EXCLUSIONS

Fixed Term Exclusions

Trend Analysis

The data in the table can be used to analyse the trend in fixed term exclusions for the last 7 terms. This is illustrated in the graph below.

Term	Number of Fixed Term Exclusions
Autumn 11/12	12
Spring 11/12	4
Summer 11/12	5
Autumn 12/13	0
Spring 12/13	0
Summer 12/13	0
Autumn 13/14	0



This shows a steep downward trend in fixed term exclusions over the last seven terms.

Using a three point moving average, this represents a decrease of 100% in fixed term exclusions over this period.

This demonstrates sustained improvement in behaviour over a significant period of time.

Permanent Exclusions

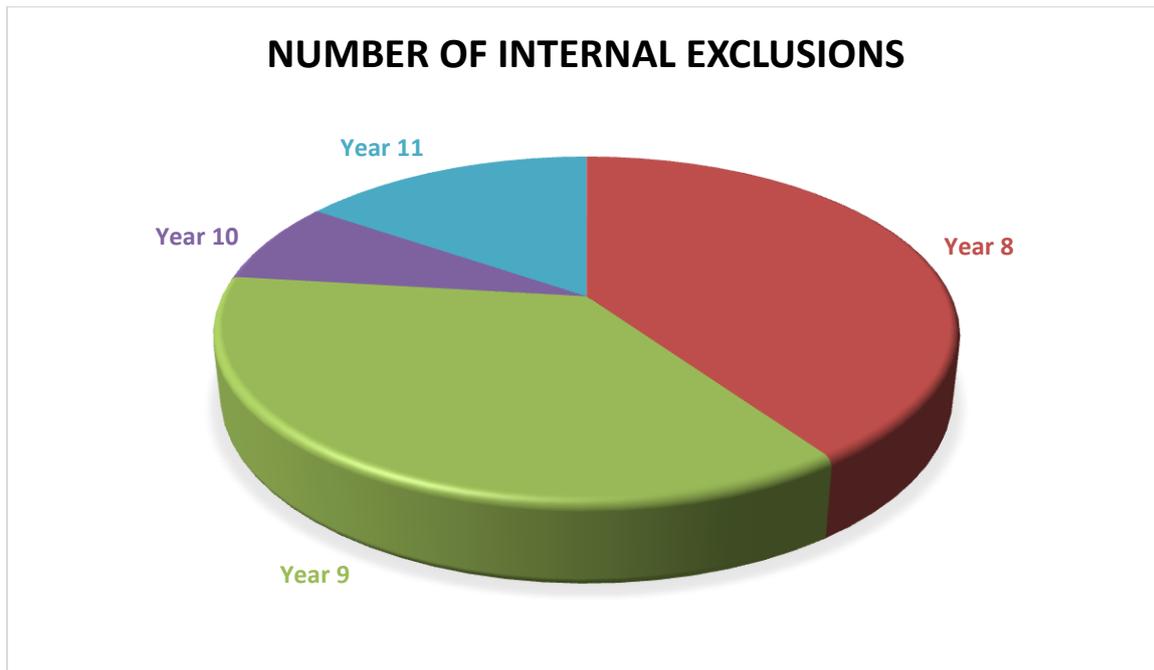
As Anonymous is a school specifically designated for SEN pupils with statements for emotional, behavioural and social difficulties, it looks to deal with serious behavioural problems in ways which avoid resorting to permanent exclusion. Hence, there have been no permanent exclusions in recent years.

Internal Exclusions

Although there have been no fixed term exclusions since September 2012, the school adopts the philosophy of dealing with problems internally, if at all possible, rather than adhering to a policy of no fixed term exclusions. Although internal exclusions are used in most cases where fixed term exclusions would previously have been used, they are also used in dealing with some lower level behavioural incidents.

The table and chart below show the number of internal exclusions for the autumn term of 2013/14.

INTERNAL EXCLUSIONS – AUTUMN TERM 2013/14	
Year	Number of Internal Exclusions
7	-
8	42
9	38
10	8
11	16
Whole School	104

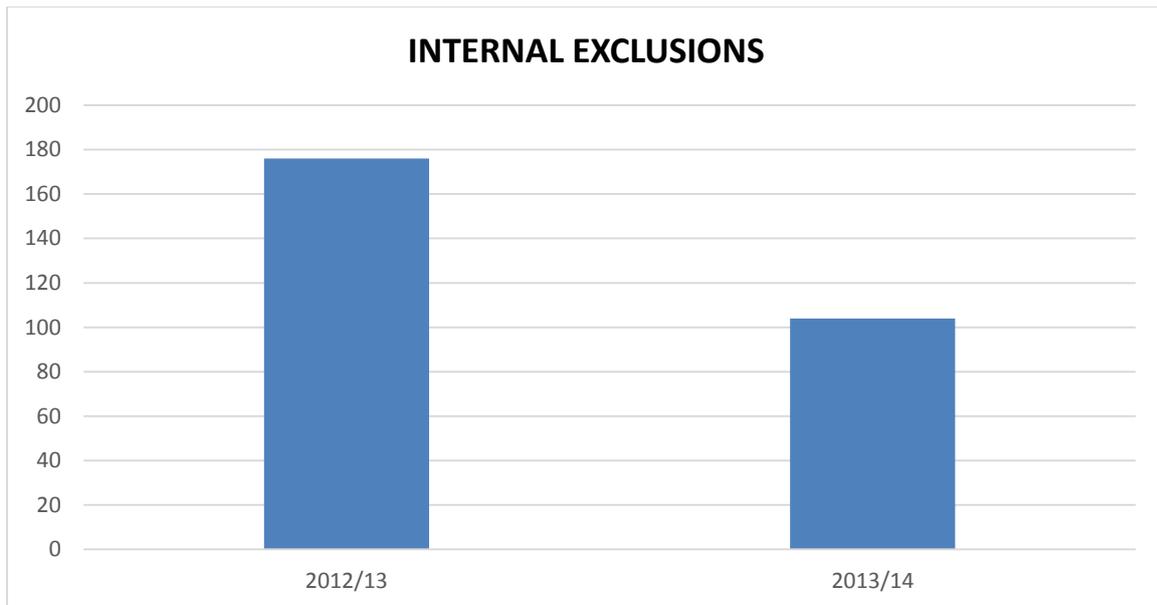


The chart shows that Year 8 have the largest number of internal exclusions accounting for 40% of the total number for the school. Year 9 have a slightly lower proportion with 37% of the whole school.

Comparison of Autumn Term 2013/14 with 2012/13

As the autumn term tends to be the most problematic as regards behaviour at Anonymous, a comparative analysis of the autumn term 2013/14 against the autumn term 2012/13 has been done.

INTERNAL EXCLUSIONS FOR AUTUMN TERM	
2012/13	2013/14
176	104



This shows a 41% decrease in the number of internal exclusions in the autumn term of 2013/14 compared to the autumn term of the previous year.

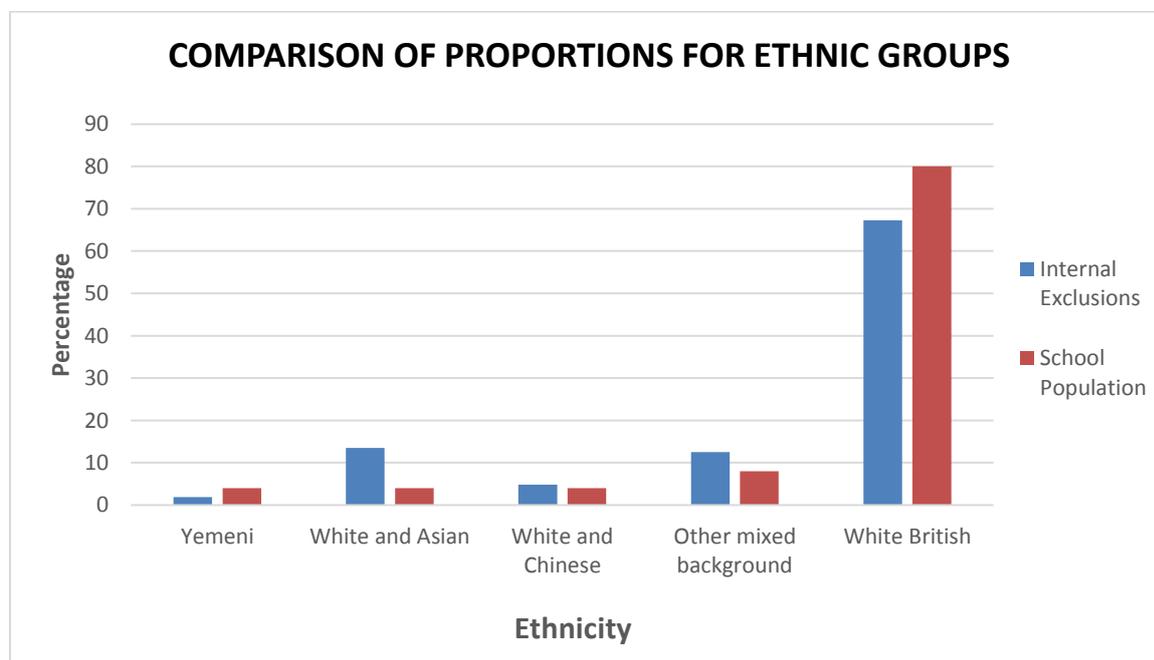
This demonstrates significant improvement in behaviour from 2012/13 to 2013/14.

SUB-GROUP ANALYSIS

As there have been no recent fixed term exclusions, internal exclusions have been used to do a behaviour analysis of sub-groups for the school.

Ethnicity

COMPARISON OF PROPORTIONS FOR ETHNIC GROUPS		
Ethnicity	Internal Exclusions	School Population
Yemeni	1.9%	4%
White and Asian	13.5%	4%
White and Chinese	4.8%	4%
Other mixed background	12.5%	8%
White British	67.3%	80%



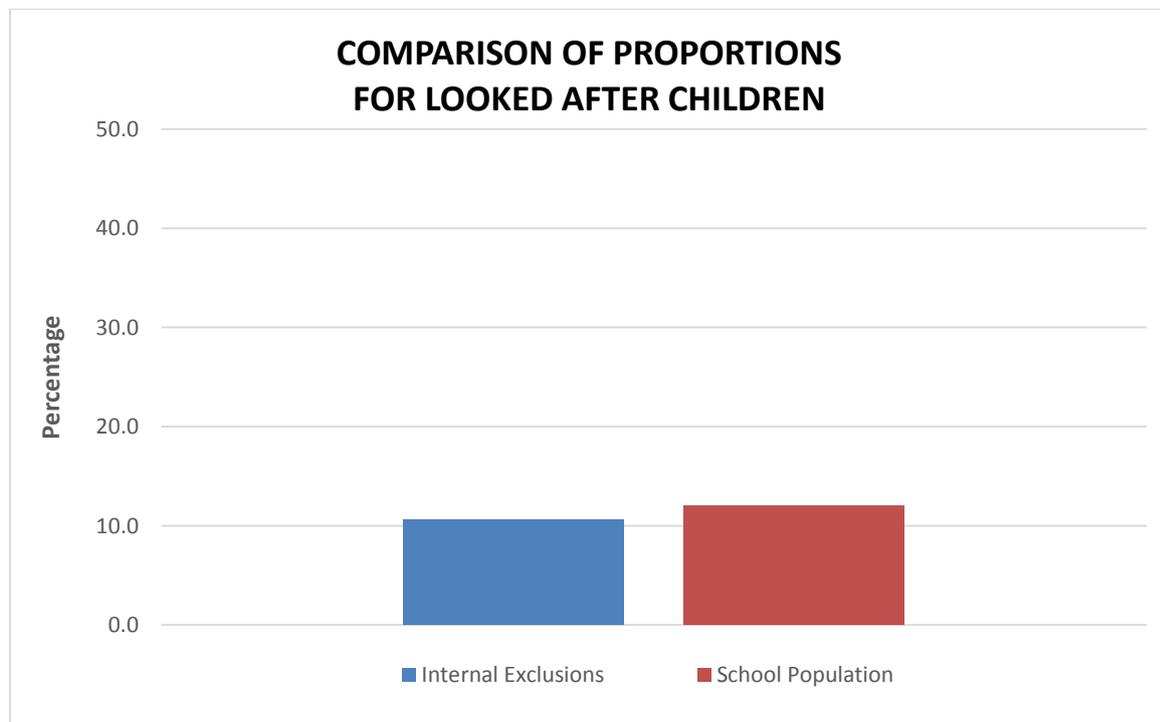
The proportion of internal exclusions for “White and Asian” is significantly higher than the proportion of the school population. However, this figure is

skewed because there is only one “White and Asian” pupil and he has had 14 internal exclusions. As the school has a comparatively small number of pupils, this high number of exclusions by one pupil can have a disproportionate effect on other data also. The vast majority of pupils in the school are “White British”. However, the higher than expected percentage of internal exclusions for “White and Asian” has led to a counter-balancing, slightly lower than expected percentage of internal exclusions for “White British”.

The difference between the percentage of internal exclusions and the percentage of the school population is not statistically significant in the other categories due to the low number of pupils involved. Therefore, the proportion of internal exclusions for these ethnicities is in line with the school population.

Looked After Children

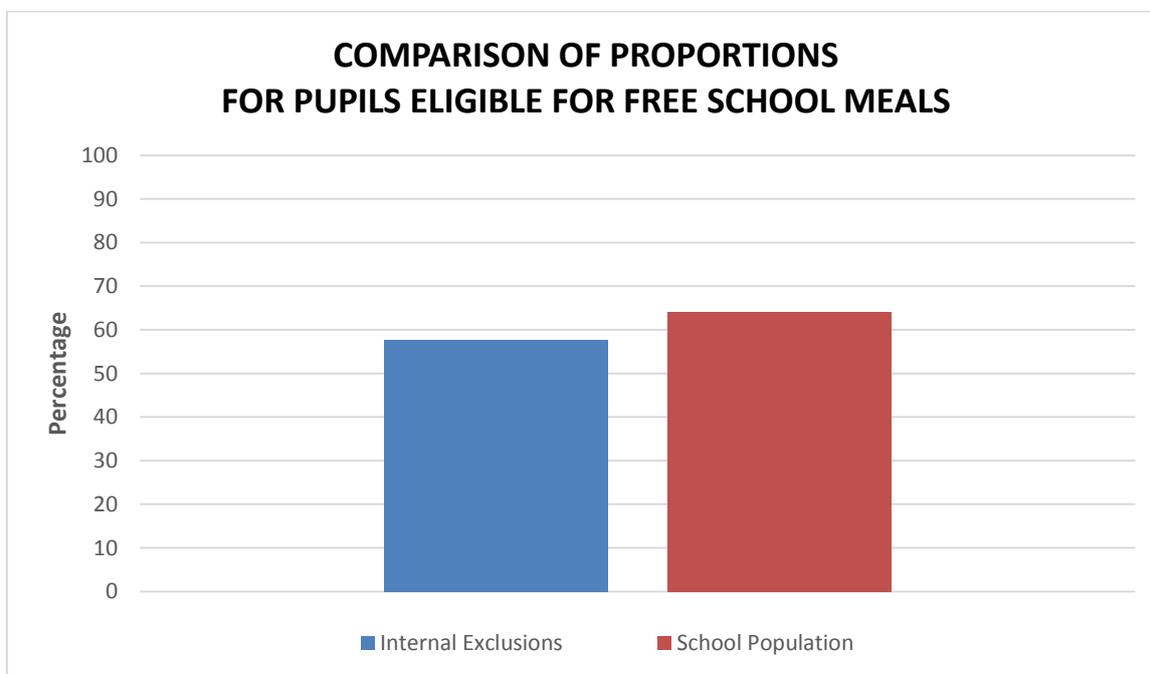
COMPARISON OF PROPORTIONS FOR LOOKED AFTER CHILDREN	
Internal Exclusions	School Population
10.6%	12%



The difference between the percentage of internal exclusions and the percentage of the school population is not statistically significant. Therefore, the proportion of internal exclusions for looked after children is in line with the school population.

Free School Meals

COMPARISON OF PROPORTIONS FOR PUPILS ELIGIBLE FOR FREE SCHOOL MEALS	
Internal Exclusions	Eligible for Free School Meals
57.7%	64%



The difference between the percentage of internal exclusions and the percentage of the school population is not statistically significant. Therefore, the proportion of internal exclusions for pupils eligible for free school meals is in line with the school population.

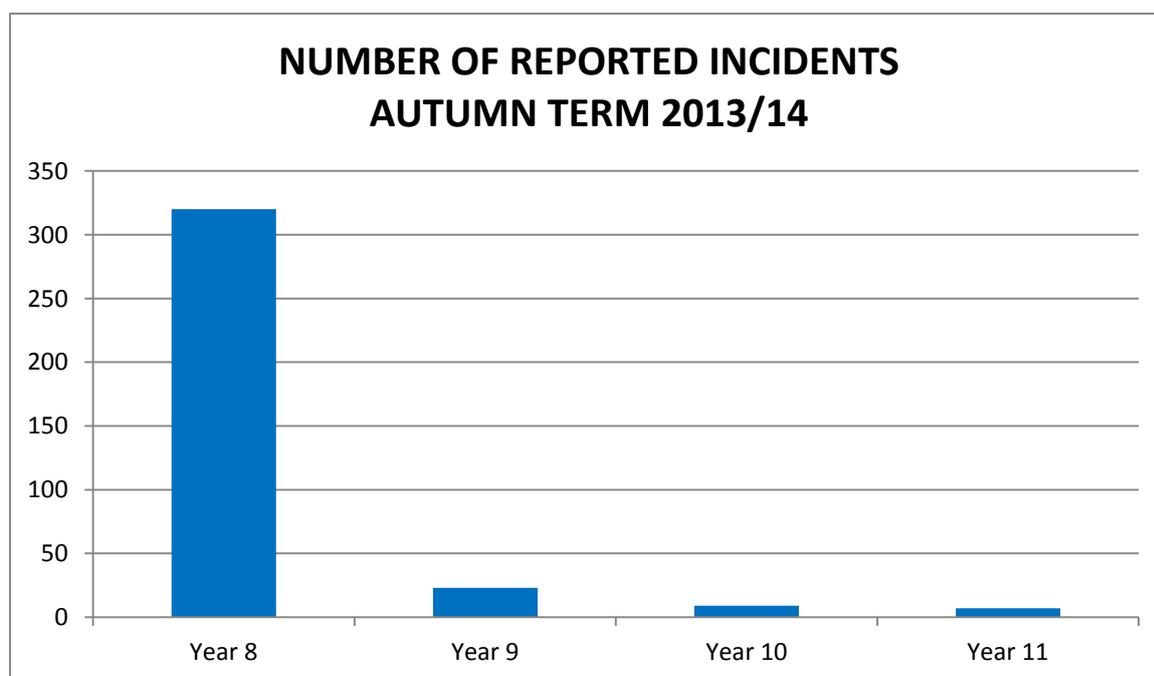
Gender and SEN

All pupils are boys and all have statements. Therefore an analysis of these groups would be irrelevant as 100% of exclusions are for boys and, similarly, 100% of exclusions are for pupils with statements.

PUPIL INCIDENT REPORTS

The table and chart below show details of reported incidents on the school's management information system for the autumn term of 2013/14.

2013/14 Autumn Term	NUMBER OF INCIDENTS REPORTED					
	Year 7	Year 8	Year 9	Year 10	Year 11	Whole School
Bullying (Physical)	-	0	0	3	0	3
Bullying (Verbal)	-	299	0	3	0	302
Restraint	-	0	6	1	2	9
Fighting	-	10	12	2	2	26
Damage	-	1	1	0	0	2
Assault	-	10	4	0	3	17
Total	-	320	23	9	7	359



It is immediately apparent from this data that there is significant cause for concern in the Year 8 group, particularly with regard to verbal bullying. From further investigation into these reports, this “verbal bullying” manifests itself as “skitting” and offensive remarks made between certain members of the group. This obviously disrupts lessons as well as causing offense between pupils which can lead to further problems. As stated previously, this concern regarding Year 8 has already been identified by the school and an intervention strategy put in place to address it. (See “Areas of Development” #2 on page 26.)

With Year 8 included in this data, there are 359 reported incidents over the 70 days of data for the term. This is an average of 5.1 reported incidents per day compared to 10.9 reported incidents per day for the same period last year.

However, the issues to be addressed with Year 8 are resulting in the data being very adversely skewed. If Year 8 are discounted from the data it will give a clearer picture of the underlying results.

With Year 8 discounted from the data:

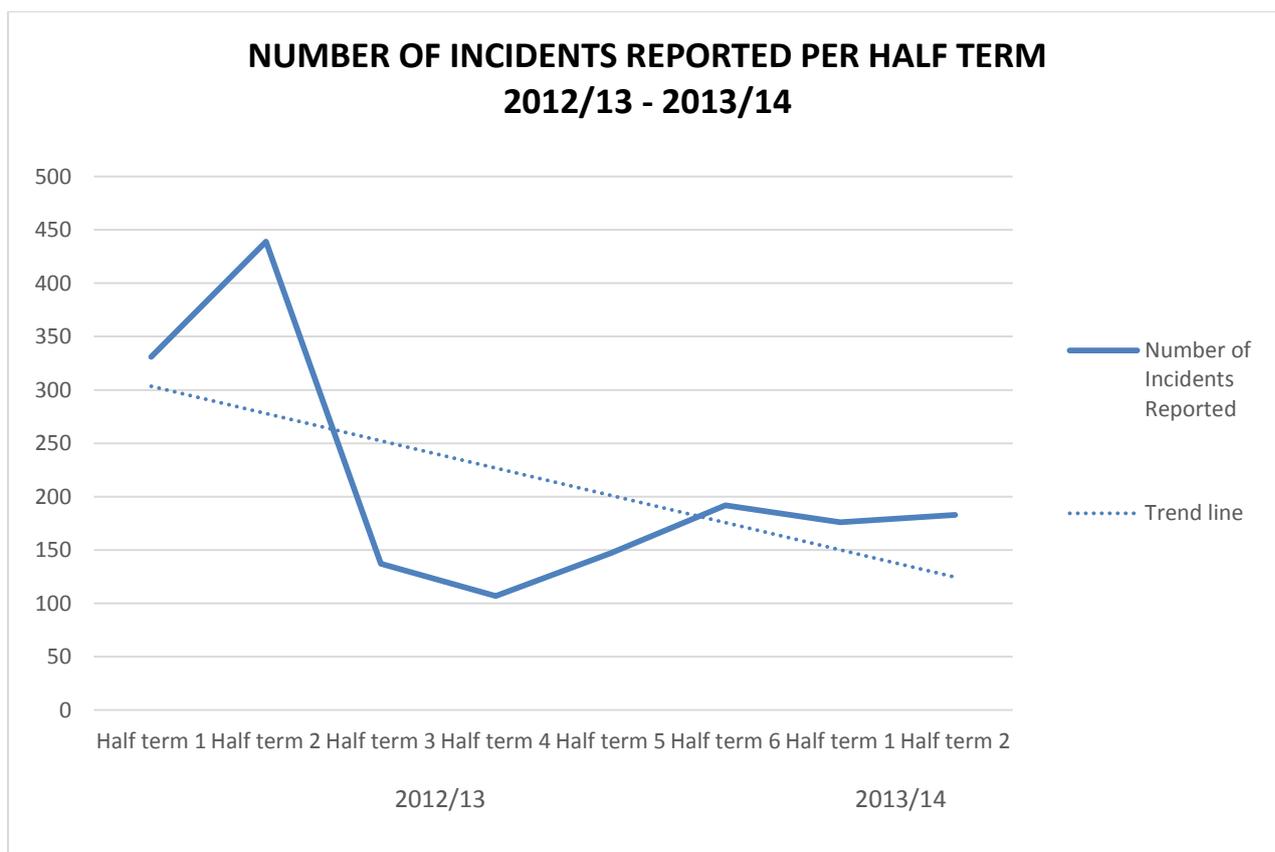
39 incidents in 70 days = 0.6 reported incidents per day

This clearly represents a much more favourable pattern of behaviour.

This demonstrates good behaviour in most year groups for a school of this type.

Incident Report Trend

NUMBER OF INCIDENTS RECORDED PER HALF TERM							
2012/13						2013/14	
HT1	HT2	HT3	HT4	HT5	HT6	HT1	HT2
331	439	137	107	147	192	176	183



The trend line shows a steep downward trend from 2012/13 to 2013/14. Using a 3 point moving average this represents a 39% decrease in reported incidents from 2012/13 to 2013/14.

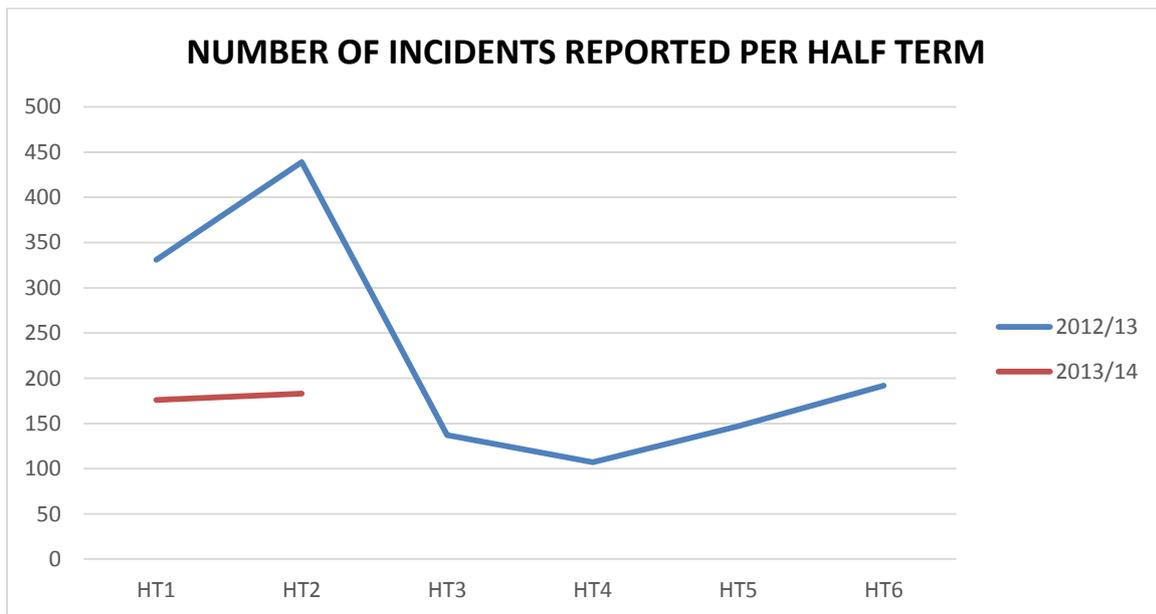
This demonstrates significant improvement in behaviour from 2012/13 to 2013/14.

Looking in more detail at the graph above shows a high number of reported incidents during half terms 1 and 2 of 2012/13 followed by a large reduction from half term 3. Then, from half term 6, there is an increase which is smaller but significant none the less. These changes can be explained by concerns which the school have recognised and then acted upon. These are:

#1 A high number of low level classroom disruptions by Year 10 in 2012/13 terms 1 and 2. An intervention strategy was successfully implemented using Pupil Premium funding, resulting in the reduction in reported incidents from half term 3. (See “Areas of Development” #1 on page 25.)

#2 A similar pattern of low level classroom disruptions by Year 8 was recognised in half term 2 of 2013/14. An intervention strategy was implemented during this half term. It expected that the number of reported incidents from half term 3 will show a reduction as the impact of the intervention strategy takes effect. (See “Areas of Development” #2 on page 26.)

The chart below shows the trend for 2012/13 and 2013/14 separately.



Anonymous have always found the autumn term to be the most challenging as regards behaviour. Considering the much lower starting level for the autumn term of 2013/14 compared to 2012/13 and the anticipated impact of the Year 8 intervention strategy in the forthcoming spring term, it would seem reasonable to expect that the number of behaviour incident reports will continue to decrease.

This demonstrates capacity for further improvement in behaviour.

REFERRALS

This refers to a student being taken out of an individual lesson to work in the Isolation Room due to a problem they have caused within the classroom. As an indicator of classroom behaviour, the frequency of referrals is analysed below. The analysis of referrals shown below is an indicator of classroom behaviour.

5 periods per day for 4 classes for 70 pupil days during half term 1 and 2, results in 1400 lessons. ($5 \times 4 \times 70 = 1400$)

Total number of referrals during half terms 1 and 2 = 110

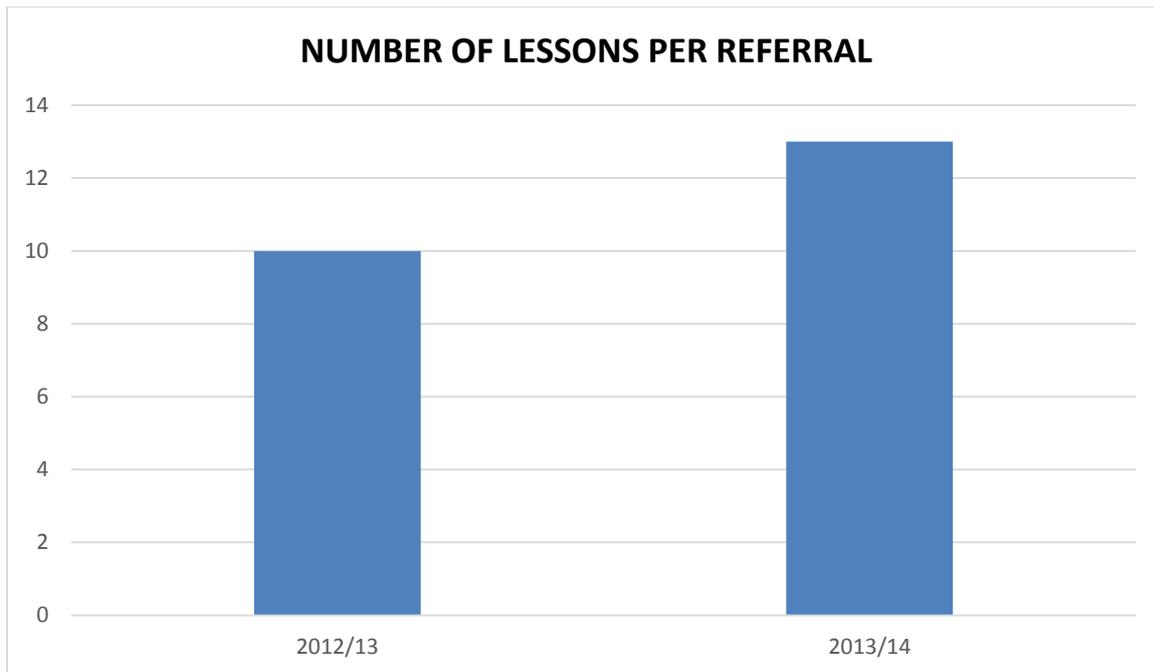
Number of lessons per referral = $1400 \div 110 = 13$

This means that over the whole school, 1 pupil is referred every 13 lessons.

This demonstrates good classroom behaviour in a school of this type.

The table and chart below show a comparison of the number of lessons per referral for 2013/14 against 2012/13.

NUMBER OF LESSONS PER REFERRAL	
2012/13	2013/14
10	13



This represents a decrease in the number of referrals of 33% from 2012/13 to 2013/14.

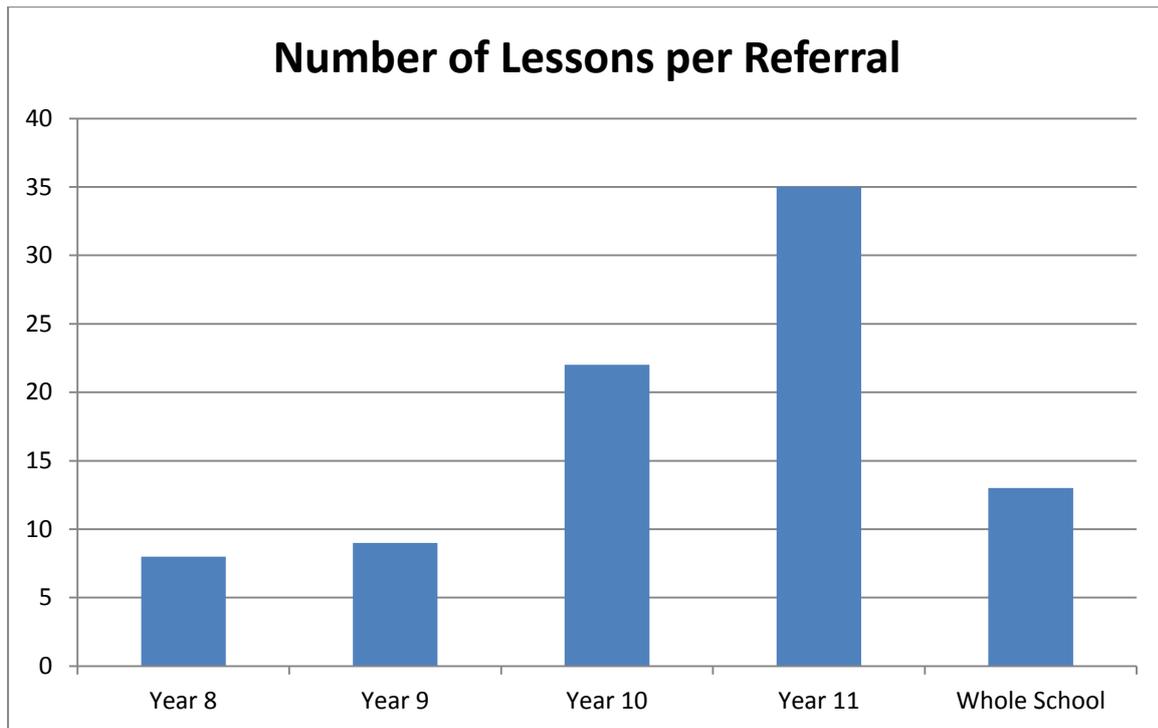
This demonstrates significant improvement in classroom behaviour from 2012/13 to 2013/14.

Referrals by Year Group

The table below shows the frequency of referrals for each year group during term 1.

Year	Number of Lessons	Number of Referrals	Number of Lessons per Referral
7	-	-	-
8	350	44	8*
9	350	40	9
10	350	16	22
11	350	10	35
Whole School	1400	110	13

*This means that in Year 8, on average, 1 pupil is referred every 8 lessons.



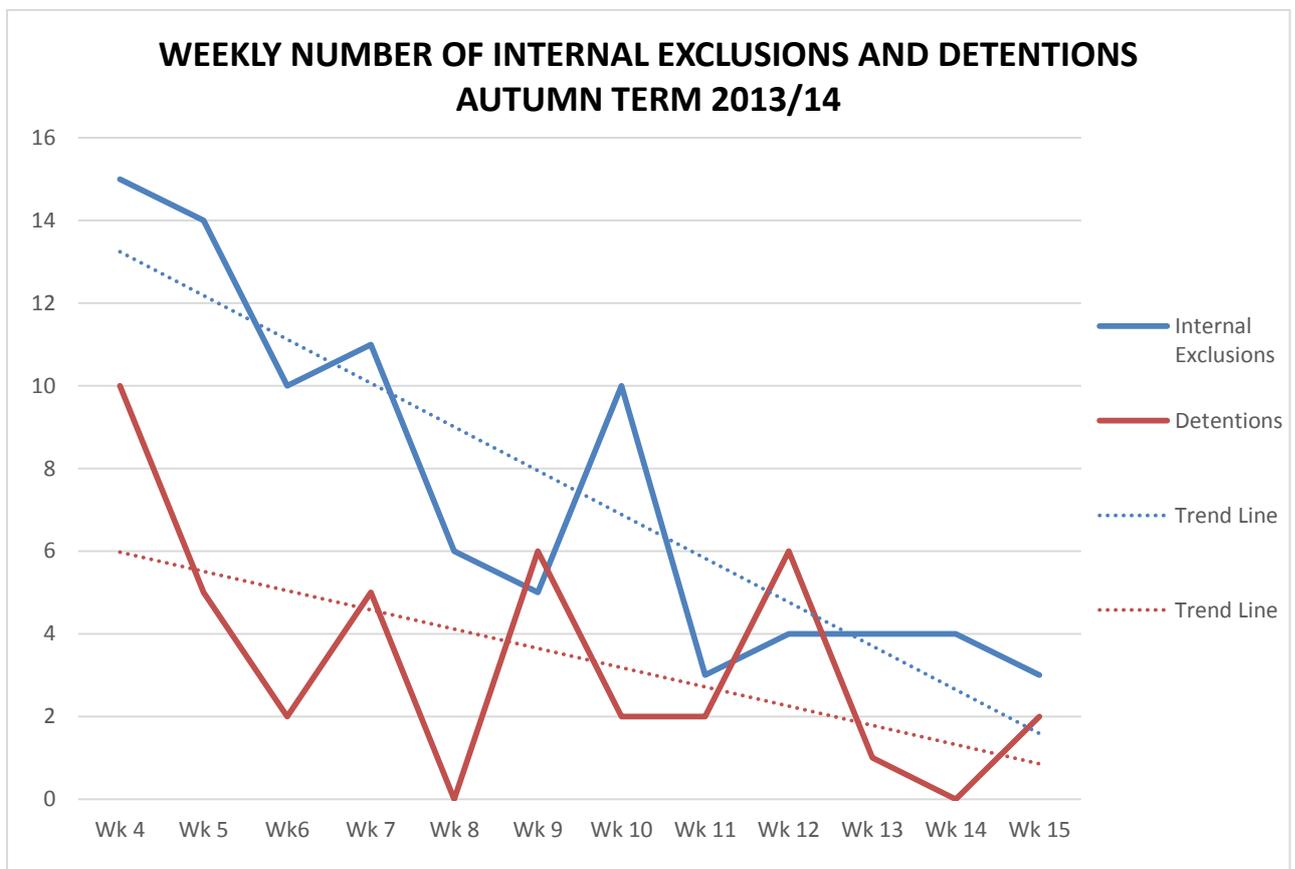
The chart shows that the frequency of referrals decreases from Year 8 through to Year 11.

This demonstrates that Anonymous has a positive impact on the pupils' behaviour as they progress through the school.

AUTUMN TERM BEHAVIOUR TRENDS

As stated earlier, behaviour during the autumn term is always the most challenging at Anonymous. In order to track behaviour trends over the autumn term of 2013/14, data for internal exclusions and school detentions were analysed during this period as indicators of behaviour. The weekly number of internal exclusions and school detentions for all pupils are shown in the table and chart below.

WEEKLY INTERNAL EXCLUSIONS AND DETENTIONS												
AUTUMN TERM 2013/14												
Week	4	5	6	7	8	9	10	11	12	13	14	15
Internal Exclusions	15	14	10	11	6	5	10	3	4	4	4	3
Detentions	10	5	2	5	0	6	2	2	6	1	0	2



The chart shows a downward trend in both internal exclusions and detentions. Using a 3-point moving average, there is a 72% decrease in internal exclusions and an 82% decrease in detentions over the term.

This demonstrates significantly improving behaviour over the autumn term, 2013/14.

PUPIL AND TEACHER VOICE

Pupil Voice

A pupil voice survey regarding behaviour was carried out in December 2013. All pupils were given the opportunity to complete a questionnaire which included the following questions:

1. “How would you rate behaviour in your lessons this year (since September)?”
2. “How would you rate behaviour in your lessons this year compared to last year?”
3. “How would you rate behaviour around the school, outside of lessons?”

The results are shown below.

Question 1:

86% rated behaviour in lessons as good or very good.

Question 2:

93% rated behaviour in lessons as the same or better than last year.

79% rated behaviour in lessons as better or much better.

Question 3:

92% rate behaviour out of lessons as quite good or better.

This demonstrates positive pupil satisfaction with behaviour both in and out of lessons.

Teacher Voice

A teacher voice survey regarding behaviour was carried out in December 2013. All teachers were given the opportunity to complete a questionnaire which included the following questions:

1. “How would you rate the behaviour of most pupils in your lessons this academic year (since September)?”
2. “How would you rate the behaviour of most pupils in your lessons this academic year compared to last year?”
3. “How would you rate behaviour around the school, outside of lessons?”

The results are shown below.

Question 1:

100% rated behaviour in lessons as quite good or better.

71% rated behaviour in lessons as at least good.

Question 2:

100% rated behaviour in lessons as the same or better than last year.

71% rated behaviour in lessons as better or much better than last year.

Question 3:

100% rated behaviour out of lessons as quite good or better.

This demonstrates positive teacher satisfaction with behaviour both in and out of lessons.

AREAS OF DEVELOPMENT

#1

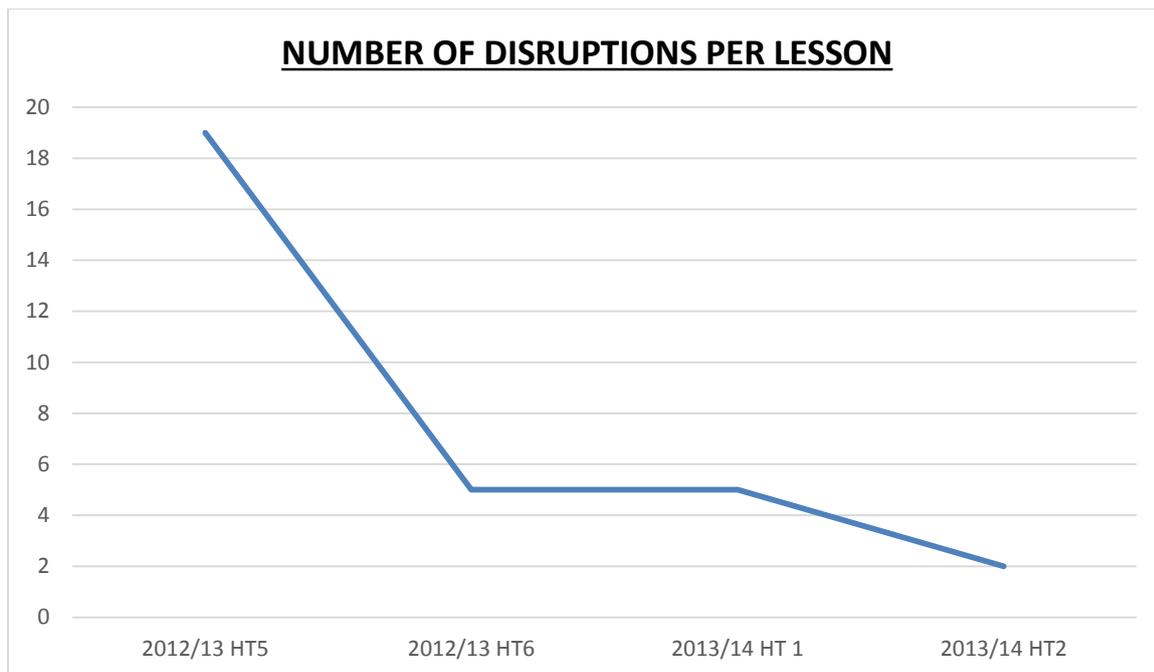
Concerns were identified in January 2013 regarding frequent Year 10 lesson disruptions which were adversely affecting progress. The 1 to 1 Support Programme was set up as an intervention strategy to address these concerns. The aim of this strategy was to improve Year 10 behaviour in lessons in order to improve attainment levels of targeted pupils.

Achievement of this aim would be through the introduction of three new initiatives for the targeted pupils.

- 1 to 1 positive behaviour and progress mentoring – To observe, advise and support pupils regarding their own positive behaviour and progress.
- 1 to 1 GCSE Maths support - To consolidate foundation level towards grade C or to further develop progress to higher level and grade B or above.
- 1 to 1 GCSE English liaison – To advise and support regarding progress towards grade C or above in English, in liaison with English class teacher.

The table and chart below show the number of disruptions per lesson for last year's Year 10 group (now Year 11), since the programme began.

NUMBER OF DISRUPTIONS PER LESSON			
2012/13 Half term 5	2012/13 Half term 6	2013/14 Half term 1	2013/14 Half term 2
19	5	5	2



This represents an 89% decrease in the number of disruptions per lesson.

This demonstrates significantly improved behaviour in Year 11.

This demonstrates that the school can identify concerns and implement strategies to effectively intervene.

This increased engagement is predicted to lead to Year 11 attainment for 2013/14 which is well above that for any previous cohort at Anonymous.

This demonstrates effective use of Pupil Premium funding.

#2

Concerns were identified during half term 2 of 2013/14 regarding Year 8 classroom disruption. These were of a similar nature to those for Year 10 in #1.

Upon recognising the concern, an appropriate intervention strategy was put in place. The aim of this strategy was to significantly reduce classroom disruptions, improve engagement and therefore accelerate progress.

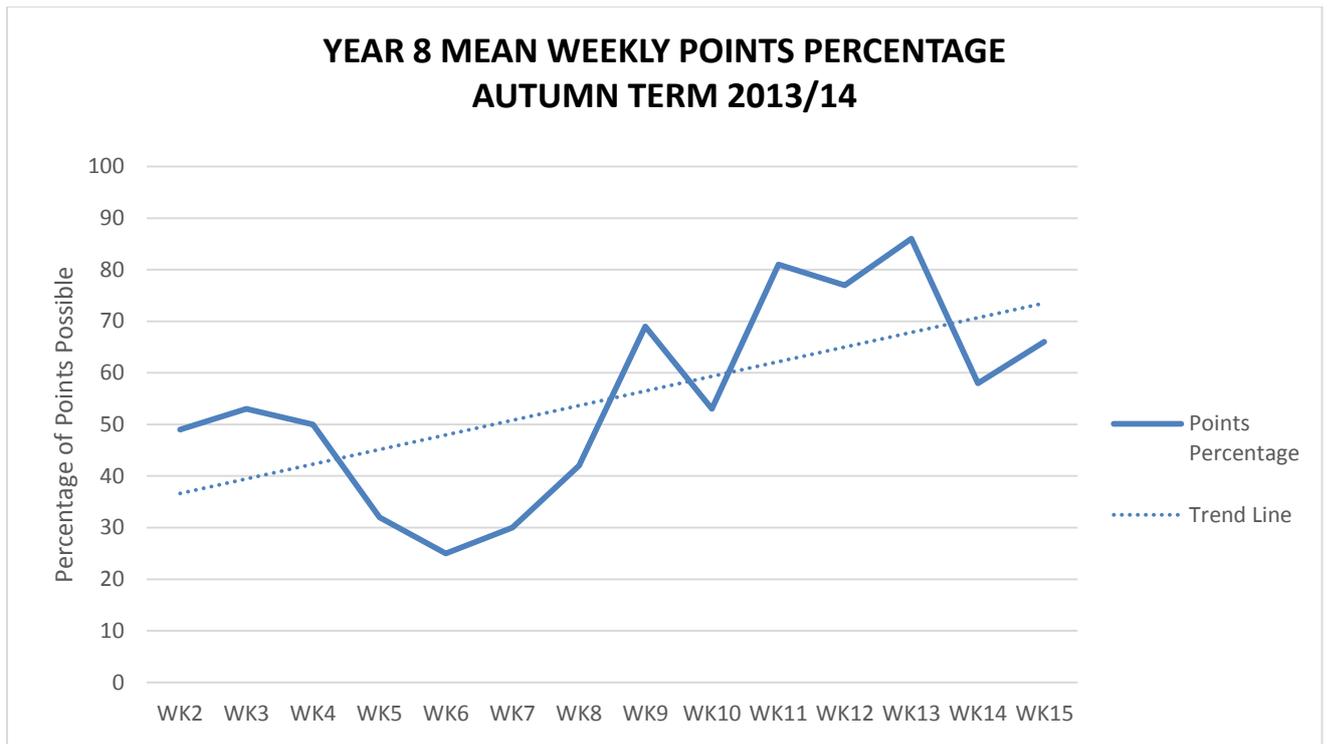
Achievement of this aim would be through the introduction of the actions below.

- The class to be based in the same classroom for all lessons.
- A new form teacher to lead the Year 8 intervention.
- An additional LSA was provided for Year 8 to assist with individual learning needs.
- A system of immediate break and lunchtime detentions was set up for pupils not performing adequately in lessons.
- Greater responsibility was given to pupils to make decisions regarding their own behaviour.

As an indicator of engagement and behaviour, the daily number of points awarded to each pupil has been used to calculate the mean weekly points percentage for the class. Points are awarded for work and behaviour in lessons as well as for behaviour outside of lesson activities.

The table and chart below shows the mean weekly number of points awarded for class 8.

MEAN WEEKLY POINTS PERCENTAGE FOR YEAR 8														
AUTUMN TERM 2013/14														
Week Number	2	3	4	5	6	7	8	9	10	11	12	13	14	15
Points Percentage	49	53	50	32	25	30	42	69	53	81	77	86	58	66



The chart shows an upward trend in the points percentage awarded to the class. The intervention strategy was initiated after week 8. This followed the four weeks with the lowest points percentages awarded. After week 8 it can be seen that the points percentages increased rapidly. If the mean of the points percentages are compared, they show a 43% increase for the weeks after the interventions were initiated compared to the weeks prior.

This demonstrates significantly improving behaviour in Year 8.

This demonstrates that the school can identify concerns and implement strategies to effectively intervene.

#3

Due to their vulnerable nature, the pupils at Anonymous are often challenging and can become very confrontational. The school is developing a non-confrontational culture amongst the staff in dealing with these situations. This involves the pupils making decisions regarding their own behaviour. For example, if a pupil attempts to leave a classroom without permission, he would not be physically prevented from doing so. It would be explained that he is making his own decision to leave against the teacher's wishes and that this would be followed up later with a discussion and appropriate sanctions.

The aim of this development is to reduce the number of situations that escalate into serious incidents, while also using the staff as role models setting an example to the pupils.

#4

It is recommended that the school reviews their categorisation of referrals and internal exclusions.

CONCLUSIONS

- **Sustained improvement in behaviour over a significant period of time.**
(100% decrease in fixed term exclusions over the last 7 terms.
Zero fixed term exclusions maintained for 4 terms.)
- **Significant improvement in behaviour from 2012/13 to 2013/14.**
(39% decrease in the number of reported incidents.
41% decrease in internal exclusions in autumn term 2013/14 compared to autumn term 2012/13.)
- **Significantly improving behaviour over the autumn term, 2013/14.**
(72% decrease in internal exclusions.
82% decrease in detentions.)
- **Good behaviour in most year groups for a school of this type.**
(0.6 reported incidents per day when Year 8 data is discounted.)
- **Significantly improving behaviour in Year 8.**
(43% increase in points percentage for Year 8 during autumn term 2013/14.)
- **Significantly improved behaviour in Year 11.**
(89% decrease in lesson disruptions.)
- **Good classroom behaviour in a school of this type.**
(1 pupil referred every 13 lessons across the school.)

- **Significant improvement in classroom behaviour from 2012/13 to 2013/14.**
(33% decrease in number of referrals.)
- **Anonymous has a positive impact on the pupils' behaviour as they progress through the school.**
(The frequency of referrals decreases from Year 8 through to Year 11.)
- **The school can identify concerns and implement strategies to effectively intervene.**
(89% decrease in Year 10 lesson disruptions.
43% increase in points percentage in Year 8.)
- **The school makes effective use of Pupil Premium funding.**
(Increased engagement in Year 10 pupils predicted to lead to best ever Year 11 attainment.)
- **Positive pupil satisfaction with behaviour both in and out of lessons.**
(86% of pupils rated behaviour in lessons as good or very good.
79% of pupils rated behaviour as better or much better than last year.
92% of pupils rated behaviour out of lessons as quite good or better.)
- **Positive teacher satisfaction with behaviour both in and out of lessons.**
(100% of teachers rated behaviour as quite good or better.
71% of teachers rated behaviour as better or much better than last year.
100% of teachers rated behaviour out of lessons as quite good or better.)

- **There is capacity for further improvement in behaviour.**
(Lower levels of reported incidents in autumn 2013/14 than autumn 2012/13.
Expected impact of Year 8 intervention strategy from half term 3 2013/14.)