

# Pupil Engagement Personal Development, Behaviour and Welfare



Where are we at Westlands in Autumn 2017?

2 Historic Ofsted judgement of 'Outstanding'.

Continued positive Trust Review judgements.

Moving towards a pupil centred, supportive school that puts RADAR at the centre of all we do.

What does Pupil engagement actually relate to in a modern secondary school? How will it help us move towards a NEW Outstanding judgement and improve us all?

# Pupil engagement was Carrot and Stick



**Do we mean by Carrot and Stick in 2017?**

Pulling this together and taking what is relevant, I feel that the Carrot has moved on from praise and postcards to include:

Herzberg's '**supportive environments**'.

Pink's ability to tap into '**student drive and purpose**'.

Nohria's '**sense of contribution and collaboration**'.

**The Carrot** becomes inclusion, a partnership and love of learning.

**The Stick** becomes exclusion from that partnership and a loss of choice and contribution.



# From Carrot and Stick to pupil engagement

Westlands in Autumn 2017

## The Stick:

- Intelligent discipline, focused targeting of issues
- Comprehensive and inclusive focus on minimising low level disruption
- Preventative rather than proactive use of reports - Control of unstructured time

## The Carrot:

- Celebrating progress of the majority and RADAR Values.
- Visual recognition - cool to care, Focus upon positivity and relationships of staff and pupils
- Achievement assemblies, OSL Rewards, Individual Rewards.
- Focus upon positivity and relationships of staff and pupils at all times.
- Pupil Voice in all we do, Pupil choice and aspiration.
- Student Ambassadors, mentors and support not parliaments
- Student led discipline and mentoring bodies.

2017 Ofsted grading 'Outstanding' is met in theory



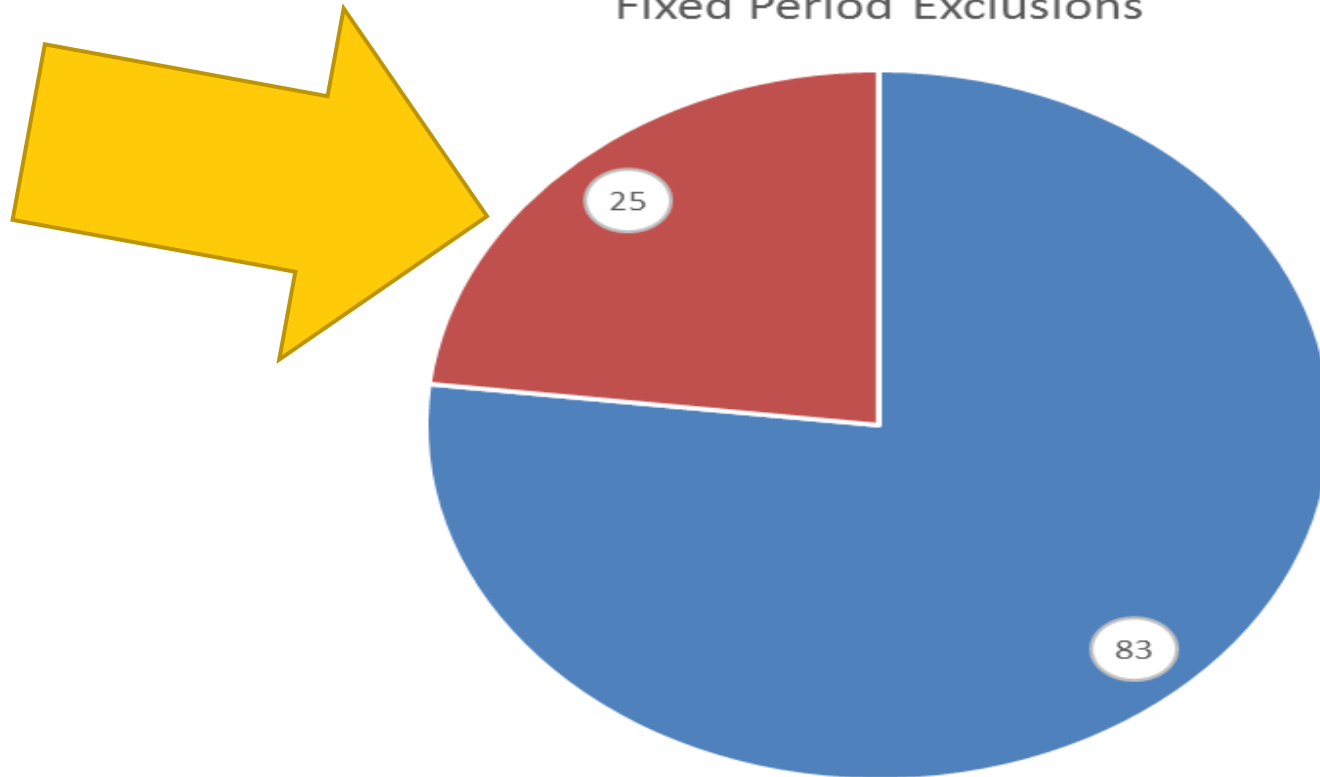
# Pupil Engagement moving forward

Westlands in Autumn 2015 is Blue    Westlands from May to November 2017 is Red

How can we show this is working?



Fixed Period Exclusions



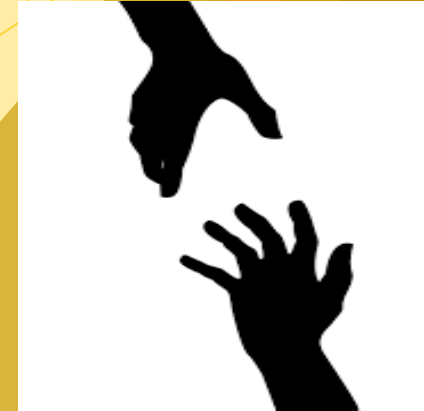
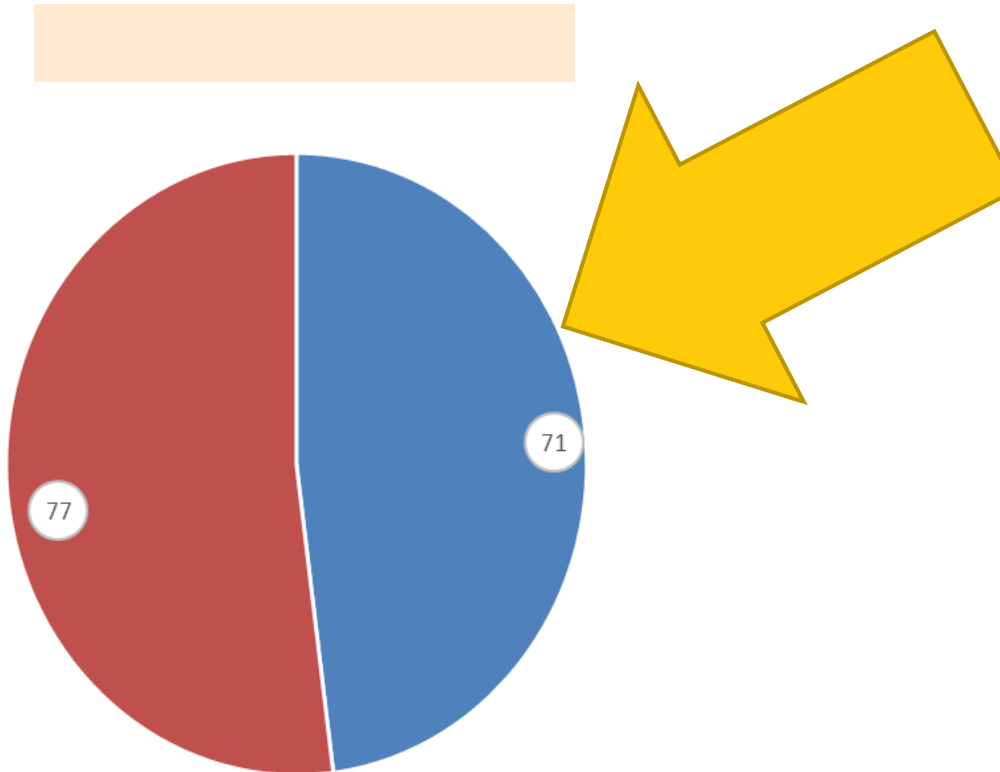
# Pupil Engagement moving forward



Westlands in Autumn 2017 is Blue Westlands in Autumn 2015 is Red

How can we show this is working?

PSP Exclusions



# Pupil Engagement moving forward



## Autumn 2015

## Behaviour Supports

## Autumn 2017

Week 1	Monday overall	Tuesday overall	Wednesday overall	Thursday Overall	Friday overall	Week 1 Total and average
	34	22	35	35	38	164/34
AM/PM Split	50/50	69/31	43/57	32/68	26/74	44/50
Tudor	20%	10%	27%	29%	21%	21.40%
Norman	20%	50%	31%	40%	24%	33%
Stuart	60%	36%	42%	31%	55%	44.80%
Daily Attendance	94.8	95.4	95.2	96.1	94.1	95.10%

Week 3	Monday Overall	Tuesday overall	Wednesday overall	Thursday Overall	Friday overall	Week 3 Total and average
	10	21	15	11	13	70/14
AM/PM Split	20/80	26/74	24/76	44/36	31/69	29/67
Tudor	10%	40%	52%	27%	30%	31%
Norman	50%	20%	24%	27%	46%	33%
Stuart	40%	40%	24%	46%	24%	34%
Daily Attendance	95.4%	95.60%	96.60%	95.60%	95.60%	95.70%

# Westlands Data in Swale:



Westlands in Swale has a real enviable position when it comes to these areas as Lee Kennedy, *Inclusion & Attendance Adviser for Swale and Canterbury* has often praised us for.

- 1 Pupils made more progress in 2016-17 than any other high school in Swale and some Grammar Schools.**
- 2 Westlands had less Fixed period exclusions than any other Secondary high School in Swale.**
- 3 Westlands used less of the Swale Inclusion Services and had the least number of pupils within it than any other High school in Kent.**
- 4 Westlands had some of the strongest Attendance data, the least Pupil Absence (PA) rates in Swale and the smallest gap between disadvantaged pupils in Swale.**
- 5 Westlands mentors and supports other School in Swale and Kent to improve and support their Personal Development, behaviour and Welfare areas.**

To get to this we have to be inclusive and involve all stakeholders....including PUPILS.



Westlands works really hard at inclusion with just some of the ways we support mentioned below:

- 1 Use of the Pupil Support Provision (PSP).
- 2 Behaviour reporter and room 3 to cut Low level Disruption.
- 3 Daily Meetings - the 7 50 - with the Head, Senior and Community staff to discuss pupil behaviour and look at ways forward.
- 4 Pastoral Support Managers - PSM's spending all their time supporting pupils.
- 5 Workshops and key Speakers in to change pupil behaviour and support needs such as the 'Geezers to Gents' and 'Ladettes to Ladies'.
- 6 South Eastern Attendance Advisory Service to go and visit pupils in their homes and support those struggling with attendance and need.
- 7 An Electronic Detention system that pupils take themselves to and are then taking responsibility for.
- 8 Twilight Education Programme to protect the learning of pupils and support and change those who disrupt.
- 9 A dedicated PSP Lead, Inclusion Lead, staff, Agency Professionals and pupils who can mentor, support, role model and lead pupils to change.





# Pupil Engagement moving forward



## Westlands in 2017 - Touching Outstanding - Ofsted criteria!

The Carrot and Stick behaviour management has been replaced by this inclusion and collaboration that makes the majority powerful and the disaffected minority weaker.

Pupils become confident, **self-assured** learners.

They are **proud** of their achievements and of their school.

Pupils have a **love of learning** through challenge and participation!

**Pupils showing respect for others'** ideas and points of view is the norm.

Pupils understand how their **education equips them with the behaviours and attitudes necessary for success** and are part of the system that supports and regulates it.

Pupils' **impeccable conduct** reflects the school's effective strategies to promote high standards of behavior and inspire pupils.

Pupils are **self-disciplined**. Incidences of low-level disruption are extremely rare.



# Going forward from 2017



Westlands in 2017 - Touching Outstanding - purpose of training

We need to ensure everyone is confident, both inside and outside of the classroom in engaging and supporting pupils of all ages and all abilities.

Everyone takes ownership of behaviour in the area they are in. Distributed Leadership

Everyone uses the systems correctly - contacts parents after a behavior support, repairs and rebuilds and communicates to those who need to know.

Staff feel supported by Communities and Senior Staff.

Communities and Senior Staff feel supported by staff.

Pupils feel supported by all staff. Staff feel supported by pupils.

Staff can ask for help from those above them when needed.

Staff can ask for help from those below them when needed.

The majority of pupils are actively part of the system and believe in it.

Progress, Achievement, Teaching and Behaviour all mold into one positive experience.

