**Pastoral Support Data Analysis**

**September 2021 – October 2021**

Pupils access pastoral support for: planned interventions; social skills work; as part of de-escalation procedures; or during crisis.

Pastoral Support records next steps for pupils after intervention to help measure success.

The data include numbers and percentages of incidents across the whole school:

Intervention Reason – Planned, unplanned, responding to need / crisis.

Intervention types – Individual behaviour strategies, social skills work, emotional literacy, restorative justice, attendance support

We use this data to target future planning for whole group and individual strategy.

Next Steps

Walk and Talk, 1:1 intervention in class, 1:1 intervention in pastoral, Reflection, Returned to class

We use this data to judge the impact of the intervention to inform the plan, do, review cycle with regards to meeting need

Preparing pupils to return to Learning

Less than 5 mins - meaning pupil was back in class ready to learn within 5 minutes

Less than 20 mins - meaning pupil was back in class ready to learn within 20 minutes

Less than 45 mins - meaning pupil was back in class ready to learn next lesson

**Total School – Half Term 1 Autumn 2021-22**

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| **Intervention Reason** | **No of Incidents** | | **Less than 5 mins** | | **Less than 20 mins** | | **Less than 45 mins** | | **More than 45 mins** | |
| Crisis | 5 | 1% | 3 | 60% | 1 | 20% | 3 | 60% | 3 | 60% |
| De-escalation | 40 | 9% | 0 | 0% | 20 | 50% | 35 | 88% | 6 | 15% |
| Disengaged | 154 | 35% | 52 | 34% | 136 | 88% | 150 | 97% | 3 | 2% |
| Disruption | 87 | 20% | 13 | 15% | 63 | 72% | 84 | 97% | 3 | 3% |
| Planned Intervention | 145 | 33% | 4 | 3% | 35 | 24% | 138 | 95% | 53 | 37% |
| Sensory Issues | 11 | 2% | 2 | 18% | 6 | 55% | 11 | 100% | 0 | 0% |
| **Totals** | **442** |  | **74** |  | **261** |  | **421** |  | **68** |  |

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| **Intervention Type** | **No of Incidents** | | **Less than 5 mins** | | **Less than 20 mins** | | **Less than 45 mins** | | **More than 45 mins** | |
| Emotional Literacy | 107 | 25% | 27 | 25% | 68 | 64% | 100 | 93% | 9 | 8% |
| Individual Behaviour Strategies | 162 | 38% | 6 | 4% | 100 | 62% | 152 | 94% | 14 | 9% |
| Restorative Justice | 11 | 3% | 1 | 9% | 7 | 64% | 10 | 91% | 0 | 0% |
| Social Skills | 75 | 17% | 0 | 0% | 6 | 8% | 75 | 100% | 0 | 0% |
| Walk & Talk | 77 | 18% | 40 | 52% | 76 | 99% | 76 | 99% | 0 | 0% |
| **Totals** | **432** |  | **74** |  | **257** |  | **413** |  | **23** |  |

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| **Next Steps** | **No of Incidents** | | **Less than 5 mins** | | **Less than 20 mins** | | **Less than 45 mins** | | **More than 45 mins** | |
| 1:1 Intervention in Class | 91 | 21% | 3 | 3% | 71 | 78% | 91 | 100% | 0 | 0% |
| 1:1 Intervention in Pastoral | 127 | 30% | 17 | 13% | 68 | 54% | 119 | 94% | 0 | 0% |
| Learning Resource | 1 | 0% | 0 | 0% | 1 | 1% | 1 | 1% | 0 | 0% |
| Reflection | 30 | 7% | 2 | 7% | 9 | 30% | 18 | 60% | 0 | 0% |
| Willow Room | 4 | 1% | 0 | 0% | 2 | 7% | 4 | 13% | 0 | 0% |
| Return to Class | 175 | 41% | 52 | 30% | 104 | 59% | 174 | 99% | 0 | 0% |
| **Totals** | **428** |  | **74** |  | **255** |  | **407** |  | **0** |  |

Discrepancies in the totals are due to staff entry errors logging in correct format on an individual column on spreadsheet . The total number of incidents of pastoral support over half term 1 is 444

Pastoral Support records the lesson pupils require intervention work to help identify areas of need, however rewards and social skills lessons tend to be allocated during the enhanced curriculum to ensure Core curriculum subjects and academic progress is not hampered by pastoral intervention.

The higher percentages in English, Maths and Science correlate appropriate with the higher number of lessons these subjects have on the timetable compared to other curricular subjects.

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| **Period** | **No of Incidents** | |
| Reg | 21 | 5% |
| 1 | 91 | 21% |
| 2 | 78 | 18% |
| 3 | 72 | 16% |
| 4 | 51 | 12% |
| Lunch | 13 | 3% |
| 5 | 65 | 15% |
| 6 | 45 | 10% |
| 7 | 1 | 0% |
| **Total** | **437** |  |

**Total**

|  |  |  |
| --- | --- | --- |
| **Subject** | **No of Incidents** | |
| Accelerated Reader | 0 | 0% |
| Art | 12 | 3% |
| Assembly | 2 | 1% |
| Careers | 17 | 4% |
| Computing | 19 | 5% |
| Citizenship | 13 | 3% |
| Design Technology | 26 | 7% |
| English | 80 | 21% |
| Enrichment | 2 | 1% |
| Forest School | 0 | 0% |
| Food Technology | 19 | 5% |
| Humanities | 18 | 5% |
| Maths | 46 | 12% |
| Drama | 10 | 3% |
| PE | 12 | 3% |
| RE | 19 | 5% |
| Science | 63 | 16% |
| Safeguarding | 1 | 0% |
| Tutor | 27 | 7% |
| **Total** | **386** |  |

**What data shows – Impact of Pastoral Intervention**

**Whole School Data**

Pastoral intervention for disruption of learning environment – 97% pupils settled in class by the next lesson, 72% ready to learn again within 20 minutes.

Pastoral intervention for pupils in crisis – 60% pupils settled in class by the next lesson, 20% ready to learn again within 20 minutes.

Pastoral intervention for pupils dis-engaged from the learning environment – 97% pupils settled in class by the next lesson, 88% ready to learn again within 20 minutes, 34% ready to learn again within 5 minutes.

Pastoral intervention for pupils in need of de-escalation strategies – 88% pupils settled in class by the next lesson, 50% ready to learn again within 20 minutes.

**Types of Intervention**

The pastoral record the type of intervention undertaken

45% of pastoral time is planned interventions such as social skills work, emotional literacy, restorative justice, attendance support.

38% of pastoral time is responding to and putting in place pupils individual behaviour strategies as detailed in PLPs and ECHPs to support pupils successfully accessing the learning environment

Individual Behaviour Strategies – 94% pupils settled in class by the next lesson, 62% ready to learn again within 20 minutes

18% of pastoral time is undertaking Walk and Talk intervention, where they respond to pupils who have left the learning environment, support resolving issues and return them to class.

Walk and Talk Intervention –99% ready to learn again within 40 minutes, 52% ready to learn again within 20 minutes, 18% ready to learn again within 5 minutes.

**Next Steps**

Walk and Talk intervention and 1:1 intervention in class has the highest success rate in getting pupils ready to learn again in the quickest time.

1:1 intervention in class – 100% pupils settled in class by the next lesson, 78% ready to learn again within 20 minutes.

1:1 intervention in the pastoral room - 94% pupils settled in class by the next lesson, 54% ready to learn again within 20 minutes, 13% ready to learn again within 20 minutes.

Positive interventions in the pastoral room and across the school has improved pupils ability to engage independently in their own support strategies – supporting pupils positive mind-set and helping them to become ready to return to work in the quickest time. There continues to be a large uptake of pupils asking for positive pastoral activities during sensory breaks.

Planned interventions are less than normal for first half term as staff used on the floor to support settling in transition pupils for first few weeks of term.

**Groups**

HT 1 - Group 1 – 70 interventions - 18 planned, 9 de-escalation, 26 disengaged, 10 disruption, 3 crisis, 4 sensory issues

A large majority of interventions are from pupils disengaged with the learning environment. This is not unexpected from transition group trying to get used to new staff, structures and routines. Pastoral have increased planned interventions to support transitioning pupils.

HT 1 - Group 2 – 103 interventions - 31 planned, 9 de-escalation, 39 disengaged, 23 disruption, 0 crisis, 1 sensory issues

A large majority of interventions are from pupils disengaged with the learning environment. This is not unexpected from transition group trying to get used to new staff, structures and routines. Pastoral have increased planned interventions to support transitioning pupils there has also been a move of pupils within this group which will have a positive impact upon data to follow.

HT 1 - Group 3 – 78 interventions - 31 planned, 9 de-escalation, 16 disengaged, 21 disruption, 0 crisis, 1 sensory issues

On par with numbers for start of each term for this group. Majority of these incidents of staff responding to need is for a small minority of pupils. The intervention strategy plans for these pupils has been reviewed with an increase of individual interventions timetabled

HT 1 - Group 4 – 33 interventions - 9 planned, 0 de-escalation, 19 disengaged, 4 disruption, 1 crisis, 0 sensory issues

Majority of these incidents of staff responding to need is for a small minority of pupils. The intervention strategy plans for these pupils has been reviewed with an increase of individual interventions timetabled. There has also been a move of pupils within this group which will have a positive impact upon data to follow.

HT 1 - Group 5 – 45 interventions - 13 planned, 5 de-escalation, 19 disengaged, 6 disruption, 0 crisis, 02 sensory issues

On par with numbers for start of each term for this group. Majority of these incidents of staff responding to need is for a small minority of pupils. The intervention strategy plans for these pupils has been reviewed with an increase of individual interventions timetabled

HT 1 - Group 6 – 52 interventions - 21 planned, 5 de-escalation, 17 disengaged, 8 disruption, 0 crisis, 1 sensory issues

Half of interventions are positive planned interventions. The occurrence of staff responding to negative behaviours are reduced from the start of last academic year for this group. This is evidencing group is moving in the right direction and taking ownership of own individual and supported behaviour strategy plans.

HT 1 - Group 7 – 33 interventions - 12 planned, 0 de-escalation, 10 disengaged, 6 disruption, 0 crisis, 2 sensory issues

The majority of interventions are positive planned interventions. The continuing downward trend of the occurrence of incidents that negatively affect the learning environment, is evidence of the impact of whole school’s behaviour policies, successful transition into Hope High School and excellent individual intervention provision and delivery.

HT 1 - Group 8 – 30 interventions - 12 planned, 3 de-escalation, 8 disengaged, 9 disruption, 1 crisis, 0 sensory issues

The majority of interventions are positive planned interventions. The continuing downward trend of the occurrence of incidents that negatively affect the learning environment, is evidence of the impact of whole school’s behaviour policies, successful transition into Hope High School and excellent individual intervention provision and delivery.