**Pastoral Support Data Analysis**

**April 2021 – May 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 5 Summer 2020-21**

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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 | 13 | 3% | 2 | 15% | 7 | 54% | 11 | 85% | 3 | 23% |
| De-escalation | 40 | 9% | 0 | 0% | 23 | 58% | 36 | 90% | 4 | 10% |
| Disengaged | 78 | 18% | 34 | 44% | 72 | 92% | 77 | 99% | 4 | 5% |
| Disruption | 35 | 8% | 18 | 51% | 31 | 89% | 35 | 100% | 0 | 0% |
| Planned Intervention | 260 | 61% | 0 | 0% | 21 | 8% | 259 | 100% | 105 | 40% |
| Sensory Issues | 1 | 0% | 0 | 0% | 1 | 100% | 1 | 100% | 0 | 0% |
| **Totals** | **427** |  | **54** |  | **155** |  | **419** |  | **116** |  |

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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 | 68 | 16% | 17 | 25% | 16 | 24% | 64 | 94% | 15 | 22% |
| Individual Behaviour Strategies | 89 | 21% | 0 | 0% | 58 | 65% | 85 | 96% | 10 | 11% |
| Restorative Justice | 1 | 0% | 0 | 0% | 1 | 100% | 1 | 100% | 0 | 0% |
| Social Skills | 199 | 47% | 0 | 0% | 11 | 6% | 199 | 100% | 0 | 0% |
| Walk & Talk | 68 | 16% | 37 | 54% | 68 | 100% | 68 | 100% | 0 | 0% |
| **Totals** | **425** |  | **54** |  | **154** |  | **417** |  | **25** |  |

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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 | 46 | 12% | 0 | 0% | 35 | 76% | 44 | 96% | 0 | 0% |
| 1:1 Intervention in Pastoral | 81 | 21% | 10 | 12% | 26 | 32% | 80 | 99% | 0 | 0% |
| Learning Resource | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% | 0 | 0% |
| Reflection | 11 | 3% | 0 | 0% | 3 | 27% | 6 | 55% | 0 | 0% |
| Willow Room | 4 | 1% | 1 | 9% | 1 | 9% | 4 | 36% | 0 | 0% |
| Return to Class | 251 | 64% | 43 | 17% | 82 | 33% | 251 | 100% | 0 | 0% |
| **Totals** | **393** |  | **54** |  | **147** |  | **385** |  | **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 4 is 314

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 | 5 | 1% |
| 1 | 71 | 17% |
| 2 | 100 | 24% |
| 3 | 71 | 17% |
| 4 | 61 | 15% |
| Lunch | 15 | 4% |
| 5 | 54 | 13% |
| 6 | 37 | 9% |
| 7 | 0 | 0% |
| **Total** | **414** |  |

 **Total**

|  |  |
| --- | --- |
| **Subject** | **No of Incidents** |
| Accelerated Reader | 0 | 0% |
| Art | 5 | 1% |
| Assembly | 4 | 1% |
| Careers | 21 | 6% |
| Computing | 14 | 4% |
| Citizenship | 14 | 4% |
| Design Technology | 34 | 9% |
| English | 59 | 16% |
| Enrichment | 0 | 0% |
| Forest School  | 0 | 0% |
| Food Technology | 14 | 4% |
| Humanities | 6 | 2% |
| Maths | 25 | 7% |
| Music | 27 | 7% |
| PE | 19 | 5% |
| PFWL | 0 | 0% |
| RE | 24 | 7% |
| Science | 85 | 24% |
| Safeguarding | 3 | 1% |
| Tutor | 7 | 2% |
| **Total** | **361** |  |

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

**Whole School Data**

Pastoral intervention for de-escalating incidents – 90% pupils settled in class by the next lesson, 58% ready to learn again within 20 minutes.

Pastoral intervention for disruption of learning environment – 100% pupils settled in class by the next lesson, 89% ready to learn again within 20 minutes, 51% ready to learn again within 5 minutes.

Pastoral intervention for pupils in crisis – 85% pupils settled in class by the next lesson, 54% ready to learn again within 20 minutes.

Pastoral intervention for pupils dis-engaged from the learning environment – 99% pupils settled in class by the next lesson, 92% ready to learn again within 20 minutes, 44% ready to learn again within 5 minutes.

Pastoral intervention for pupils dealing with sensory issues – 100% settled in class and ready to learn again within 20 minutes

**Types of Intervention**

The pastoral record the type of intervention undertaken

63% of pastoral time is planned interventions such as social skills work, emotional literacy, restorative justice, attendance support.

21% 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 – 96% pupils settled in class by the next lesson, 65% ready to learn again within 20 minutes

16% 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 –100% ready to learn again within 20 minutes, 54% 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 – 96% pupils settled in class by the next lesson, 76% ready to learn again within 20 minutes.

1:1 intervention in the pastoral room - 99% pupils settled in class by the next lesson, 32% ready to learn again within 20 minutes, 12% 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.

**Groups**

HT 1 - Group 1 – 72 interventions - 26 planned, 9 de-escalation, 7 disengaged, 30 disruption, 0 crisis, 0 sensory issues

HT 2 - Group 1 – 39 interventions - 26 planned, 7 de-escalation, 2 disengaged, 2 disruption, 0 crisis, 2 sensory issues

HT 3 - Group 1 – 86 interventions - 33 planned, 16 de-escalation, 18 disengaged, 14 disruption, 3 crisis, 2 sensory issues

HT 4 - Group 1 – 26 interventions - 15 planned, 5 de-escalation, 0 disengaged, 4 disruption, 2 crisis, 0 sensory issues

HT 5 - Group 1 – 88 interventions - 49 planned, 16 de-escalation, 11 disengaged, 3 disruption, 6 crisis, 0 sensory issues

A large increase to positive planned interventions. School has increased the size of pastoral team to cater to growing school population. Changes to size of group – pupils added, plus change of key staff has affected the whole group response to learning environment, this has caused rise in incidents of disengagement and escalating behaviours. The pastoral team have increased planned intervention to support transition and ensure high level of in class support.

HT 1 - Group 2 – 35 interventions - 20 planned, 2 crisis, 5 de-escalation, 9 disengaged, 7 disruption, 3 sensory issues

HT 2 - Group 2 – 61 interventions - 16 planned, 20 de-escalation, 14 disengaged, 6 disruption, 0 crisis, 5 sensory issues

HT 3 - Group 2 – 46 interventions - 28 planned, 4 de-escalation, 5 disengaged, 7 disruption, 1 crisis, 1 sensory issues

HT 4 - Group 2 – 51 interventions - 23 planned, 12 de-escalation, 10 disengaged, 3 disruption, 2 crisis, 1 sensory issues

HT 5 - Group 2 – 71 interventions - 49 planned, 7 de-escalation, 10 disengaged, 4 disruption, 1 crisis, 0 sensory issues

A large increase to positive planned interventions. School has increased the size of pastoral team to cater to growing school population. 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 3 – 22 interventions - 5 planned, 3 disruption 13 disengaged, 2 sensory issues, 0 de-escalation, 0 crisis

HT 2 - Group 3 – 45 interventions - 20 planned, 4 de-escalation, 14 disengaged, 5 disruption, 0 crisis, 2 sensory issues

HT 3 - Group 3 – 29 interventions - 17 planned, 5 de-escalation, 5 disengaged, 2 disruption, 0 crisis, 0 sensory issues

HT 4 - Group 3 – 55 interventions - 31 planned, 9 de-escalation, 7 disengaged, 7 disruption, 1 crisis, 0 sensory issues

HT 5 - Group 3 – 88 interventions – 55 planned, 5 de-escalation, 14 disengaged, 11 disruption, 2 crisis, 0 sensory issues

A large increase to positive planned interventions. School has increased the size of pastoral team to cater to growing school population. A slight rise in staff responding to poor behaviour, changes of key staff has affected the whole group response to learning environment. The pastoral team have increased planned intervention to support transition and ensure high level of in class support.

HT 1 - Group 4 – 62 interventions – 21 planned, 6 de-escalation, 19 disengaged, 11 disruption, 1 sensory issues, 0 crisis

HT 2 - Group 4 – 18 interventions - 6 planned, 2 de-escalation, 6 disengaged, 2 disruption, 2 crisis, 0 sensory issue

HT 3 - Group 4 – 9 interventions - 6 planned, 2 de-escalation, 1 disengaged, 0 disruption, 0 crisis, 0 sensory issue

Long term absence of a number of peers in group impacted data. This group disbanded during last half term. Pupils joined other year group to support cooperative learning and meet individual learning and support strategies

HT1 - Group 5 - 43 interventions – 9 planned, 1 crisis, 7 de-escalation, 19 disengaged, 5 disruption, 3 sensory issues

HT 2 - Group 5 – 17 interventions - 7 planned, 6 de-escalation, 2 disengaged, 0 disruption, 0 crisis, 2 sensory issues

HT 3 - Group 5 – 71 interventions - 38 planned, 12 de-escalation, 15 disengaged, 3 disruption, 3 crisis, 0 sensory issues

HT 4 - Group 5 – 67 interventions - 27 planned, 19 de-escalation, 13 disengaged, 5 disruption, 3 crisis, 0 sensory issues

HT 5 - Group 5 – 71 interventions - 26 planned, 9 de-escalation, 27 disengaged, 7 disruption, 0 crisis, 0 sensory issues

A large rise in staff responding to pupils dis-engaged from learning in this group. The pastoral team have increased planned intervention to support transition and ensure high level of in class support next term.

HT1 - Group 6 - 54 interventions - 19 planned, 2 crisis, 8 de-escalation, 6 disengaged, 15 disruption, 5 sensory issues

HT 2 - Group 6 – 19 interventions - 7 planned, 3 de-escalation, 5 disengaged, 3 disruption, 0 crisis, 1 sensory issues

HT 3 - Group 6 – 16 interventions - 7 planned, 4 de-escalation, 3 disengaged, 1 disruption, 1 crisis, 0 sensory issues

HT 4 - Group 6 – 23 interventions - 5 planned, 3 de-escalation, 10 disengaged, 3 disruption, 2 crisis, 0 sensory issues

HT 5 - Group 6 – 42 interventions - 30 planned, 1 de-escalation, 8 disengaged, 3 disruption, 0 crisis, 0 sensory issues

A large increase to positive planned interventions. School has increased the size of pastoral team to cater to growing school population. 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 7 - 56 interventions - 18 planned, 0 crisis, 5 de-escalation, 25 disengaged, 9 disruption, 0 sensory issues

HT 2 - Group 7 – 45 interventions - 20 planned, 6 de-escalation, 16 disengaged, 2 disruption, 1 crisis, 0 sensory issues

HT 3 - Group 7 – 22 interventions - 12 planned, 1 de-escalation, 9 disengaged, 0 disruption, 0 crisis, 0 sensory issues

HT 4 - Group 7 – 55 interventions - 32 planned, 7 de-escalation, 9 disengaged, 7 disruption, 0 crisis, 0 sensory issues

HT 5 - Group 7 – 49 interventions - 34 planned, 2 de-escalation, 6 disengaged, 4 disruption, 2 crisis, 1 sensory issues

A large 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 - 57 interventions - 19 planned, 0 crisis, 3 de-escalation, 15 disengaged, 0 disruption, 2 sensory issues

HT 2 - Group 8 – 13 interventions - 5 planned, 0 de-escalation, 7 disengaged, 1 disruption, 0 crisis, 0 sensory issues

HT 3 - Group 8 – 20 interventions - 5 planned, 6 de-escalation, 6 disengaged, 2 disruption, 1 crisis, 0 sensory issues

HT 4 - Group 8 – 25 interventions - 10 planned, 3 de-escalation, 9 disengaged, 2 disruption, 0 crisis, 1 sensory issues

HT 5 - Group 8 – 19 interventions - 17 planned, 0 de-escalation, 2 disengaged, 0 disruption, 0 crisis, 0 sensory issues

Nearly all interventions for this group are positive planned interventions. This evidences the impact of whole school’s behaviour policies, appropriate individual strategy planning and excellent individual intervention provision and delivery.