

Positive Pathway- Alder High School Cohort 1

Before:

The first cohort of boys we selected for the programme was very mixed. We chose boys who we knew were difficult to reach, one who had been on a managed move and failed, students with SEMH difficulties, students with challenging home lives and students with SEND (ADHD). The rationale behind this was to see who the programme would be most effective for so we could select carefully in any further cohorts.

The boys present very differently in lessons, some with more incidents of low level behaviour but some with more challenging behaviours.

During:

The boys were always very positive about the sessions and anecdotally they shared that they felt they were getting a lot from the sessions. They were setting personal targets during the Monday session and then hopefully transferring those targets over to lessons.

For the first couple of weeks, the group struggled to maintain their positive behaviours. We took feedback from staff and felt that for the first two weeks community payback seemed more appropriate for their Friday activity than a reward. The boys dealt with this maturely and after that we had an improvement which continued for the remainder of the programme.

After:

After analysing the data, clearly there has been an improvement. However, this is not the only evidence. From seeing the boys around school and from comments from staff the consensus is that the group are much more self-aware in terms of their behaviour.

We decided to maintain three of the group on the programme as an additional support mechanism. We have also introduced a group of seven year 8 boys who are all part of our most challenging class within school. The hope is that with this group, we will be able to see the impact on the class as a whole very clearly and will allow for very clear monitoring.

Areas for development:

- In school monitoring of targets- We will now be target setting specifically with reference to the behaviour management policy, for example 'no strike threes in lessons'.
- Students will meet with me and Sarah on Wednesday to discuss progress so far.
- We need to look at how we still support those students who come off the programme and how we maintain their progress. We have briefly discussed an additional reward for those students before the end of term.
- We need to look at staff perception of the programme and look at the balance of reward for the other students in the class.

DATA:

Behaviour Incidents

This is a table to show the number of behaviour points/ incidents the students were involved in in the six weeks prior to the programme and for the six week duration of the programme.

Name	Before	After	Difference
Student 1	30	22	-8
Student 2	27	11	-16
Student 3	18	12	-6
Student 4	26	10	-16
Student 5	15	3	-12
Student 6	13	10	-3
Student 7	25	4	-21

Red Cards:

Red cards are the system that we use for corridor behaviour. A student may be issued a red card for rowdy behaviour, silliness, eating or drinking on the corridor, untucked shirts etc. The table below outlines the number of red cards for the previous terms with the latter detailing the number of cards during the programme.

Name	Before	After
Student 1	23	11
Student 2	15	0
Student 3	7	7
Student 4	15	2
Student 5	3	0
Student 6	8	2
Student 7	14	0

Stage two referrals:

Stage two is our internal exclusion unit that we use rather than having fixed term exclusions. We may refer a student to stage two for refusing a detention, swearing at staff, bullying and fighting etc.

Name	Before	After
Student 1	23	11
Student 2	15	0
Student 3	7	7
Student 4	15	2
Student 5	3	0
Student 6	8	2
Student 7	14	0

We did have one student who was also on the programme but there were massive issues with school that could not be resolved. That student is now on a managed move. When he was on the activities, he was good and participated well. However, the issue with school was much greater than his motivation to succeed here.