



# **Positive Pathways Programme**

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In my opinion I feel that the Positive Pathways programme has had a real impact on both the behaviour and attendance of the students who actively take part on the Monday and Friday sessions, and also to the students who are on our reserve list for a space on the Friday activity session. Prior to these students being on the Positive Pathways programme they have been the highest point earners in their year groups ( negative behaviour points). I believe that the programme has given them a focus and a sense of wanting to do well and achieve and it has given us a sense of control over what was becoming a really difficult group of students to manage. I believe it has made the students more focused in lessons allowing learning to take place for all students in their lessons. I believe that the Friday sessions are a hook for students to help them to remain focused for the week ahead. The students are mentored in college on a 1-1 basis and set specific goals to achieve through the week.

The sessions that I have attended with the students have been focused and engaging. They are completing a level 1 qualification in Health related activities. Out of 12 original students who started the course complete the course. 100% of the cohort 1 students engaged and behaviour points depicted a decline in negative behaviour. 100% of cohort 1 have achieved the Sports leader level 1 course and the NVQ in Health and Fitness.

Whilst on the session we asked the session leaders to focus on behaviours relating to the classroom. The purpose of the activity is to ensure that the group learn listening skills and respond appropriately to instructions given by the adults leading the course. We have specifically asked them not to tolerate low level disruption and to be clear with boundaries. If any of these behaviours are displayed, the time then gets taken away from practical time which is the part that the students enjoy, therefore creating a purpose to the session. This had been discussed in the last meeting with Shaun Higgins so that the staff were clear on the focus of the session. We have weekly contact with Active Tameside to discuss progress of the students.

The majority of the activities that were planned have been excellent. We may need to look at seeing if there are any additional things that we can add if we are to continue so that it does not become predictable for the students and therefore it will keep the students engaged. We have not told the students about the activities that have been on offer on the Fridays and this has helped to keep them motivated as previously if it was an activity that they haven't been interested in they have not made the effort.

The staff who have been delivering the sessions have been excellent. They have been welcoming to the students and have maintained the expectations of the school. The activities that have been planned have been well thought out and the students have enjoyed.

I really feel that this project has benefitted both staff, students and the college and the investment into the project has really paid off. We now run 3 alternative curriculum pathways in partnership with Active Tameside engaging over 65 students. At the beginning of September we had a real problem with year 9 students as a whole and we didn't know what to do other than permanently exclude students, this course has been a

saving grace of the year group. It has saved the college a large number of exclusions and has meant that exclusion data for the year has reduced. The project was reinstated in September with a second cohort. Data from the first cohort depicts a significant increase in attainment, they have continued to make progress and are still keeping their behaviour points to a minimum. I personally feel that we have had an impact on the group with regards to social skills, managing behaviour, staying focused and giving them positive attention rather than the negative. This change of attitude and the hard work of the students has contributed to the fact that they can now remain at Denton Community College.

Due to the success of the project we have created a girls only alternative curriculum 'This Girl Can' and the pilot is already a huge success. 12 girls have been recruited and work through developing their knowledge, skills and understanding of life skills. They have achieved a level 2 food hygiene course as they enjoyed the hands on cooking and healthy lifestyle section of the pilot programme. It is envisaged they will continue to access accredited courses in First Aid, Life saving and ICT. We are also developing a Duke of Edinburgh route and Princes Trust. I can honestly say the projects created and implemented with Active Tameside have inspired, engaged our young people to Aspire, Achieve and advance in Education and life.

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