

Never look down on anybody unless you are helping him up. Jesse Jackson

Barley Lane School

Hard work, humility, kindness

Equality and diversity: all members of the diverse and extended school community are treated equally and fairly

The young people in our care

Aims: what do we want the promotion of equality and diversity to deliver for the young people in our care?

- a strong and developing sense of their own identity, place, value and worth in school, home, their communities and society;
- from that position of self-worth a genuine valuing and respect of and for others rooted both in what they share in common and what is different;
- a developing and embedding instinct that judges people on the “content of their character” and the intelligent, rational and moral rejection of prejudices and stereotypes not because it is correct but because it is just and compassionate.

Objectives: what we must do to achieve our aims?

- we prepare and teach well and promote and deliver the diverse and varied learning, knowledge and skills that promote the “self-worth” that then scaffolds the valuing of others;
- we relentlessly and imaginatively celebrate student achievement and success both as people and learners;
- we model at all times behaviours and attitudes that are intelligent, rational and moral and therefore promote diversity and equality and challenge prejudice and stereotyping.

Measures of success: how will we know if our objectives are being achieved, our aims met and equality and diversity made real and meaningful in our school:

1. children achieve challenging learning targets and behaviour goals with evidence of diverse success for students in accreditation and recognition and reward of all kinds;
2. with softer measures like how safe and happy the children feel equally valuable;
3. measures of school “climate”, attendance, low levels of FTE and detention, levels of happiness and security described by children, zero or low levels of incidents rooted in prejudice for example, racism, homophobia and misogyny.

Progress achieved?

1. Over time the children and young people have measurably achieved the foals described.
2. The children and young people have consistently fed back positively over time that they feel safe and cared for.
3. Our diverse indicators of behaviour evidence that positive climate and where “spikes” occur they are addressed and decline sharply.

Those who work or wish to work in and those who interact regularly with our school

Aims: what do we want the promotion of equality and diversity to deliver for those who work or wish to work in and those who interact regularly with our school:

- diverse people feel valued and respected and able to carry out their work effectively;
- people value and respect and celebrate others in their diversity and difference;
- people believe they can progress and develop according to their abilities and the children's needs and that progression hinges only on hard work and measurably good performance.

Objectives: what we must do to achieve our aims;

- we apply and make real the school's code of conduct and always seek to understand and respect the perceptions and feelings of others whilst asserting politely our own views;
- in all our interactions our respect and valuing of other people in all their diversity is evident and we always assert what protects and promotes fairness and equality and if necessary risk dispute and offence to stand up for what is right;
- the recruitment and development of staff and our working with others is never discriminatory but transparent and fair and based in their abilities and performance.

Key measures of success: how can we know if our objectives are being achieved, our aims met and equality and diversity made real and meaningful in our school?

- staff attendance and retention are good, parents, staff and other professionals feedback positively on feeling valued and respected;
- as above and in addition numbers of recorded incidents where some form of prejudice or stereotyping was a factor are zero or very low, there is evidence of the pro-active promotion of equality and the celebration of diversity;
- the staff team is diverse and both career progress and positions of seniority and influence sit comfortably with notions of diversity and equality, the recruitment process is transparent and non-discriminatory

Progress achieved?

1. Staff attendance is good as is the retention and development of our best and notably diverse talent across gender, sexual orientation, class and race albeit in small numbers in a small school and feedback from diverse stakeholders is consistently positive over time.
2. there are spikes but our indicators show incidents driven by or rooted in prejudice are rare and as described above "spikes" are addressed: the staff team is diverse and increasingly so is leadership
3. the staff team **is** diverse and both career progress and positions of seniority and influence **do sit** comfortably with notions of diversity and equality, the recruitment process **is** transparent and non-discriminatory

The wider and diverse community of school stakeholders

Aims: what do we want the promotion of equality and diversity to deliver for the wider and diverse community of school stakeholders:

- those beyond our gates who come into contact with us in all their diversity feel valued and respected;
- they also sense and respect our expectation that they will offer similar respect to others and those who are unfair and unbalanced in their view of others will be challenged.

Objectives: what are the core activities, what we must do to achieve our aims;

- act out and make real the valuing and respect of all others in all our interactions with them;
- always politely assert and make clear our expectation that people will be universally respected and valued.

Key measures of success: how can we know if our objectives are being achieved, our aims met and equality and diversity made real and meaningful in our school:

1. we habitually informally engage with visitors of all kinds to our school and folk around us in the community and always ask them how they feel (a soft but powerful indicator) and monitor and respond to their input; equally students and staff must feel they can habitually express and we monitor and respond to any feeling that diversity and equality are compromised or dented in any way

Progress achieved?

1. We have sustained that dialogue and conversation most recently evidenced by a robust discussion about gender across the team and the appendices that follow some examples and evidence for this and the wider objectives.

Please describe you gender if you are comfortable doing so.		Men	Women	Did not indicate	Totals (%)	Emerging ideas and suggestions (there were themes areas of agreement)
Totals		14	15	1	30	
All students are frequently and habitually sexist	Section 1	0/14	0/15	0/1	0/30 0%	
A majority of students are frequently and habitually sexist		0/14	4/15	0/1	4/30 13%	More women in senior positions/school wide initiatives/consistent challenge/women to lead PSHE/outside speakers
A significant minority of students are frequently and habitually sexist		7/14	7/15	1/1	15/30 50%	Positive modelling/clear consistent challenge across the team/working with parents and carers/KS4 youngsters the young "men"/accidental sexism greater awareness and in informal settings/all staff to challenge
A minority of students are frequently and habitually sexist		7/14	4/15	0/1	11/30 37%	More powerful modelling/is PSHE doing its job?/positive female role models./All staff challenge and support...avoid stereotyping responsibilities and duties.
A minority/significant minority of students are frequently and habitually sexist		14/14 100%	11/15 73%	1/1 100%	26/30 87%	We have a small minority of female colleagues who perceive experience a greater level of sexist behaviour in the student body.

All staff believe in and are committed to gender equality	Section 2	11/14	5/15	1/1	17/30 57%	Be prepared to challenge each other to explore and discuss/we need to think about roles and be vigilant/accidental unintended sexism (vigilance)
A majority of staff believe in and are committed to gender equality		3/14	7/15	0/1	11/30 37%	Men need to be explaining and challenging/society is changing staff need to be alive to this/challenging each other/wanting to improve/everyone engaged in this/I do not feel uneasy or uncomfortable at all
A significant minority believe in and are committed to gender equality		0/14	1/15	0/1	0/30 0%	
A minority of staff believe in and are committed to gender equality		0/14	2/15	0/1	2/30 6%	

All staff/ a majority of staff believe in and are committed to gender equality	14/14 100%	12/15 80%	1/1 100%	27/30 94%	94% most staff believe there is a commitment to gender equality; 10% a very small minority of female staff perceive and experience less commitment.
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All staff promote and model gender equality	Section 3	7/14	2/15		9/30 30%	“banter” but staff present as comfortable and never in front of the children.
A majority of staff promote and model gender equality		7/14	7/15	1/1	15/30 50%	Greater care about language/persist and be consistent in this/more female leaders/more females taking the lead/98% (2% = 1 person)/ we have to be more aware of language terms like “love” and “sweetie” offend some however well intended/some men must consider the language they use not just in front of the children but in staffroom and corridors too/challenge each other/challenge assumptions about “what boys do and are”
A significant minority of staff promote and model gender equality			2/15		1/30 6%	
A minority of staff promote and model gender equality			4/15		4/30 13%	Could easily become a majority now it’s on the agenda and there is open discussion about it. Small changes could make a big impact.

All staff/ a majority of staff promote and model gender equality		14/14 100%	9/15 60%	1/1 100%	24/30 80%	20% of the team and 40% (6) female colleagues perceive and experience an active lack of promotion of gender equality.
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Conclusions:

Your further proactive feedback encouraged but I set out the following as pretty inarguable give responses and what I am hearing from you and thankyou:

1. We agree we have a serious and significant issue and the women both more alive to it and consequently contributed more written and telling and engaging responses further evidencing...
2. As men we need to be more powerfully aware and specifically of language, stereotyping and a lack of vigilance in our thinking and actions.
3. That said we agree in principle and have shared values but men not so good at acting on them tangibly and challenging each other (the men) in a spirit of friendship essential but challenge nevertheless must happen.
4. Equally shouts loud for women who want to lead to do so both across existing roles and in intelligent comment seeking “initiatives”; where are our gender champions we need them plus a governor and who will find our speakers and outside voices?
5. We need to consistently use all the formal and informal tools available to us from PSHE through behaviour systems to of course what we think and portray and model every day.

A start only...over to you (I have built into school improvement) and when every morning the question is asked about the risks and challenges ahead and what we need to do consistently well, differently or better bang the drum for gender equality where must we do that consistently well, differently or better?

Michael

Proportion (Ofsted)	Description (Ofsted)
97-100%	Vast/overwhelming majority or almost all
80-96%	Very large majority, most
65-79%	Large majority
51-64%	Majority
35-49%	Minority
20-34%	Small minority
4-19%	Very small minority, few
0-3%	Almost no/very few

Positive feedback from diverse stakeholders

“This is a good school... pupils learn well because teaching is good, with some outstanding teaching.”

Ofsted 2013

“I saw some top quality teaching and some young people who were highly engaged in learning. You have some really good teachers and a very strong, supportive senior management team. This is all a tremendous credit to you, the work and hours you have put in over a number of years really has borne fruit in my opinion.”

Visiting Headteacher and Ofsted inspector 12.05.15

“Hello Wendy

I can say categorically that Barley lane works cooperatively and is immensely supportive with me in helping the child I have been working with so that would be a very strong 1 (strongly agree).

I would also like to say that Michael and his team have been invaluable to me and my team in working with the young person and the contribution they made was exceptional and way beyond the call of duty; for that I am very grateful.

It appears now that the child is moving rapidly in the right direction and I have been able to confidently pass on his case to a colleague in the long term child in care team. It is hard to imagine this being the case without the contribution of Barley Lane and the great team of staff within it.”

Student’s social worker 12.12.15

“Good practice was observed in all classes. Different strategies to promote positive relationships, improve teaching and learning, organise the classroom and manage pupils’ behaviour were employed.”

Report of visiting educational psychologist 18.03.15

“The extraordinary willingness to be creative in achieving what the child needs and going the extra mile on many levels, at many times and in many different ways.”

Student’s social worker 08.06.15

“The respect that the staff had for the pupils: So many times during my visit I heard the staff telling the boys that they could achieve just as well as anyone. This worked particularly well when real life examples were given, e.g. boys achieving college places or the number of questions they could already answer on a GCSE paper.”

Master’s student on placement 10.03.15

“Expectations are clear and up held- hands up, no calling out, tables down, no swinging on chairs, no gum, no swearing, no rude/personal comments...They are clearly the one in charge!”

Visiting newly qualified teacher 23.01.15

"My kid brother was at Barley Lane, and you guys did so much for him: our family love you!" He is really bright: he used to really hate that, until he went to Barley Lane; now he's really happy with it."

Students older brother bumped into staff and students on school trip 12.02.15

“I have recently placed a young person into Local Authority care. Simon supported me and especially the young person by accompanying me to the foster care placement with the young person on the day of placement. Having Simon there placed the young person more at ease, this helped reassure the young person that the people who know and care about him are there for him. “

Student's social worker 02.03.15

“I have always found staff at Barley Lane to be accommodating and respectful in terms of me visiting the young person I support, this has helped me carry out my work effectively. During a difficult period between myself and a parent, Barley Lane were able to offer support to both of us to find a way forward in the best interests of the child. This is a testament to how staff at Barley Lane go above and beyond! “

Student's social worker 19.06.15

“I know that there is a strong emphasis on equality and the recognition of diversity across the school and have never felt or experienced any prejudice from staff. I have often witnessed staff challenging some of the stereotypical attitudes and discriminatory comments from pupils and believe that these challenges take place as a result of the school's ethos and culture.”

School's career advisor feedback 2015

“I always feel valued by the school. I am made to feel very welcome by all staff...I always get the sense that the school respects everyone and would not tolerate any discrimination.”

School Nurse feedback 2015

“Thank you very much for having us yesterday! My team told me that your children were great fun and I quote: "attentive and interactive in all the best ways". Please do pass on our praise and thanks to the children.”

English Touring Opera 30.04.15

“Such a turnaround – nice he wants to come to school...hasn't said that for a very long time...very happy when he arrives home from school”

Parent and Carer feedback 2015

“His teacher is amazing, fantastic...communication from her really good and valued...I feel connected”

Parent and Carer feedback 2015

In response to the question “My child is learning and developing as a person” (20 parents and carers responded) 100% agreed strongly or agreed with a large majority 15/20 agreeing strongly.

Parent and Carer feedback 2015

“Staff model appropriate behaviour exceptionally well and deal with disruptive behaviour very calmly. As a result, pupils make good progress in telling right from wrong and managing their own behaviour.”

Ofsted 2013

“Dear Mike,

I just wanted to pass on part of a conversation that took place in the car on the way to outdoor education yesterday.

The lads were talking about how they all came to leave their previous schools and how they had then had periods of time out of education. When I asked them how they felt about being at Barley Lane they all had very positive attitudes to the school and to the staff. They realised that they would find it very difficult in any other educational establishment and that BLS was working hard for them.

Hope this help; it certainly made me feel proud of them and the work we do.”

Teacher feedback on student comments 07.01.16

“In my head I think of myself as half Malay and half Irish and I am very proud of this- I am also proud to be British and from the UK. I feel comfortable and respected by my colleagues...Although I am from a working class background- I have worked hard to gain a good education and pushed myself towards University...I want the students to know that University is achievable for each and every one of them...”

Newly qualified teacher

“At least 3 boys over the last few years have come out as gay or bisexual in school, in a climate of all boys this is a very brave thing and I think we have helped these boys to be able to do so, and showed other boys that it is quite okay. All staff are quick to challenge homophobia - and boys will come and tell me if they have heard a homophobic comment, or if they have witnessed one challenged by staff.”

Senior teacher

“This is a fun school!”

Student 2015

“This is the first school where I have not been bullied”

Student 15.01.16

Dear Mike,

Further to our visit this morning, Alison and **I just wanted to highlight the obvious skill level which we observed amongst your staff.** This has led us to consider re thinking the package of support which we previously discussed so that it can result in you receiving the Devon Inclusion Award.

Devon Specialist ASD team

Dear staff at school,

I just wanted to say thank you for the support you give to my son each day. The improvement I have seen is remarkable. His quality of life has improved massively. His progress and development has moved quickly since attending the school and it has changed the lives of our entire family. I wanted to thank you all. The job you do is difficult and challenging but no doubt rewarding too. Once again, many thanks.

New parent 03.03.16

Hi Mike,

I've reflected on yesterday too.....really pleased it was of value and support to you Mike. Also wanted to say how much I gained from it, so it really isn't a one-way street. I've found myself today waxing lyrical to colleagues about the amazing pupils, atmosphere and ethos - 3 of my current staff have worked at BL, so can completely identify with it. The place is transformed from when I was last there.... And that's testament to incredible skill and dedication.

It was an absolute pleasure to meet pupils and staff. You've given your all to the school Mike -nurturing, developing and caring for allThat's abundantly clear... And seeps out of the very fabric of the place.

Make sure you can extend that same care and nurture to your own well-being... You have to look after yourself too!

Visiting headteacher 02.03.16

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The staff team at Barley Lane: diversity starts with us...who are we?

“I am a white, middle-class, public school-educated male. I do not think that this is of any significance to any of my colleagues, who value me for what I do rather than from what I am...I do not think the students in the school have much awareness of my (or any other staff members') social antecedents - all they really notice is whether staff take a genuine interest in them and their lives. If you were to ask them to state two things about me that make me different, they would probably say "He was in the Army" and "he has 8 children"; they would not say "he went to public school".”

“The reason that I like working at Barley Lane is that it is not overtly hierarchical...The colleagues I do work with closely I feel are welcoming, friendly... However I do feel having a more diverse range of people from other ethnicity within our setting, would benefit, enrich and go a long way in developing understanding of different races.”

“At least 3 boys over the last few years have come out as gay or bisexual in school, in a climate of all boys this is a very brave thing and I think we have helped these boys to be able to do so, and showed other boys that it is quite okay. All staff are quick to challenge homophobia - and boys will come and tell me if they have heard a homophobic comment, or if they have witnessed one challenged by staff.”

“I definitely feel accepted, integrated and supported by my colleagues in the school community. One of the reasons is that every time I have had a serious or worried expression on my face, one or various of my colleagues have been genuinely concerned about whether I was feeling all right... The few times where I have been subjected to xenophobic comments in relation to my nationality by pupils in the school, the situation has been dealt with successfully...almost all of those situations finished with a proper conversation and a final apology.”

“Experiences of school? All positive, particularly the longer I have been at the school. I think as the children get to know you they and you become more accepting and tolerant of each other's particular differences. I do share some of my background with the children i.e. being dyslexic and my daughter being deaf-I do not tend to tell them about her more complex issues. However I think it is important for them to see you as real people who have their own issues. It's not where you come from it's where you end up.”

“As a completely green, unqualified individual about to start a PGCE course...As a young woman working in an all boys school I get mixed encounters with the pupils...In my experience, inappropriate comments are really quickly picked up on by all members of staff, male and female...In terms of colleagues at Barley Lane, I’ve never felt judged or discriminated against...I just wanted to add that I really enjoy my Wednesday at Barley Lane. Everyone has been so supportive of me coming along and gaining experience”

“I was welcomed into the school by all of my colleagues and knew on my first day that I had made the right decision to work here. There is a great sense of generosity and camaraderie amongst the staff. I think that the mix of males and females in the primary unit works well... I feel that Barley Lane prioritises the needs of the children first and that this is made possible by the staff being supported and valued. I am privileged to work with such hard working professionals and have found Barley Lane to be a wholly supportive and inclusive environment.”

“In my head I think of myself as half Malay and half Irish and I am very proud of this- I am also proud to be British and from the UK. I feel comfortable and respected by my colleagues...Although I am from a working class background- I have worked hard to gain a good education and pushed myself towards University...I want the students to know that University is achievable for each and every one of them...”

“I do feel that because I am a young female I need to work harder to ensure the students see me as a person of authority and Barley Lane is predominantly male for obvious reasons- so strong respected females are needed and it’s so important. I want the students leaving knowing that despite age, race, gender, ability etc we are all equal! And want them to have healthy relationships.”

“The children know that my son is homosexual and have only asked pertinent questions. Their curiosity and respect for me shines through when they talk to me about him...The staff are mostly a solid, supportive, clever and insightful bunch. One or two don’t listen very well though. I feel liked and respected by them.”

“Having a brother who was disabled I very much know how it can feel to be 'different' and the importance of making everyone feel valued and liked...I feel as though everyone is supportive and has the children’s best interests at heart regardless of who they are, where they have come from...”

“I feel well supported by colleagues...I have always been treated as an equal and feel valued and needed by all staff regardless of gender, age, education or ethnicity. I guess what I am trying to say I’m proud to be part of Barley Lane amongst a diverse group of caring professionals...I see the children being forgiven and with warmth welcomed back into the learning environment giving them the best chance to succeed in their education...In my experience colleagues respectfully challenge young people who may at times make other feel uncomfortable for being different and feel strongly it’s because they as human beings

care very much for other feelings and beliefs. It's ok to be different fat/thin, tall/short, black/white, gay/straight....Would I feel comfortable leaving my visually impaired daughter with my colleagues? Yes I would."

"I feel as carer for my partner all these years has made me more aware of disability and I have had fantastic support from staff here and also the pupils are always supportive if they see me upset...Someone asked me the other day " why did you get involved in Pets as Therapy" I answered " pay-back" for all the support we have received through the years, I wanted to give something back that I hope would be beneficial to someone, albeit small but it just might make them smile."

"I am white and male and middle class and relatively well educated and realise I am privileged in this. I am the son of an immigrant so I instinctively value and see the best in people seeking to improve their lives and the lives of their children. I feel accepted and valued by my colleagues who I experience as tolerant and inclusive of me and the wider team and more importantly I see these important things offered to the children in all their diversity and a genuine respect for the youngsters and a belief they can achieve...In my experience staff model and live out their respect for all people daily and I see them challenge ignorance and prejudice with reason and kindness."

"I appreciate the positive relationships I have with members of staff and pupils...there is always trust, a smile and a laugh even through challenging times. This attitude is reflected in how we deal with the children. I'm a Northern Irish Catholic who growing up in the 70' and 80's wouldn't have had much positive interaction with the armed forces but here at Barley Lane I have a fantastic relationship with an ex squaddie and British Army officer, reminiscing over old photos and having a laugh over shared recollections. I couldn't wish to be surrounded by a better bunch of people."

"I'm the youngest of four children...They privately fostered children from abroad for part of my childhood. This didn't have a positive impact on me. I'm married to an amazing primary school teacher and am very lucky to have two awesome boys, one of which has additional needs. I also struggle with literacy. So these are just some small pieces of my jigsaw that help me to do my job. I feel part of and valued by the staff and constantly learn from them every day. They are an amazing group of people and good role models to the boys. BL is special and I'm very proud to be part of the team...I agree that the children's attitude towards woman needs some more work. Understandably they can often get mixed messages outside of school."

"I come from a very mixed background broken down family as a child and as an adult a very complicated uneasy home life sometimes and the only way I can describe Barley Lane in itself is a safe haven. I love to come to work and see the people I work with not just as colleagues but truly inspirational friends. These generous people give so much time to help me in many ways such as staying in late to help me improve my maths and giving me the confidence in myself to push my boundaries every day. Their behaviour around the children is so optimistic even under pressure they never crack. Their forgiveness of mistakes made by myself and children is fantastic. There are always choices and I see all members of staff offering

these to the children every day and help them to find themselves. Barley Lane saves me from the hardship of things outside of work. The boys give me a breath of fresh air every day..."

"I come from a white, working class background – my mum raised myself and my brother who suffers from Cerebral Palsy until I turned 12 and she remarried. Similarly, up until 4 years ago, I was a single parent myself - having worked and completed my degree and teacher training whilst bringing up two small children.

Having being a victim of bullying at school because of my brother's disabilities (and weight issues) I find myself now able to be open and explain those difficulties with our boys and in turn, they respect that it hurts when words like "spastic" or "retard" are used very loosely. It turned out that Bill Yates used to work with my brother at Ellen Tinkham and was incredibly touched when he spoke so fondly of him.

I feel totally accepted by my colleagues here. It sounds cliché, but they are like an extended family. From silly things like making each other cups of tea when feeling pressure to kisses at the end of texts. We do that with our family and we do that here too. We show our boys how to treat people by the way we treat each other. No matter what sex, colour, nationality, class or sexual orientation of staff or pupils – I accept and feel accepted by all. We all work hard in different ways because we accept that we all have different abilities and talents.

As mentioned above, we politely challenge discrimination and ignorance and between the team, recognize when this needs addressing or readdressing further. In all my school and working life, I have learned more about compassion, acceptance, forgiveness and, indeed, about myself in this school than anywhere else. It's certainly more than just a job."

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Pupil Voice: the children and young people give us feedback

1. Context

- 38 students fed-back with a range of frequency dependent upon both them and the member of staff and their role. The children and young people express other opinions and wishes across school life in a context where we are a small school that strives to build strong and safe and both authoritative and supportive relationships with the young people and more food and shorter meetings and a dedicated space for older students all heard and acted on...

...the more challenging matter of their views about us and the quality of our work for and with them both validates and just that “challenges” us as individuals and a team and student feedback a key element in career progress at Barley Lane.

In a context where feedback in a very large majority positive and the young people largely “agree” it is about securing their strong agreement and validation.

The children and young people spoke privately with an experienced and empathetic member of the support team whose gentle approach and “neutral” quality unlikely to distort answers. Students allowed anonymity but most wanted their names added to their judgments.

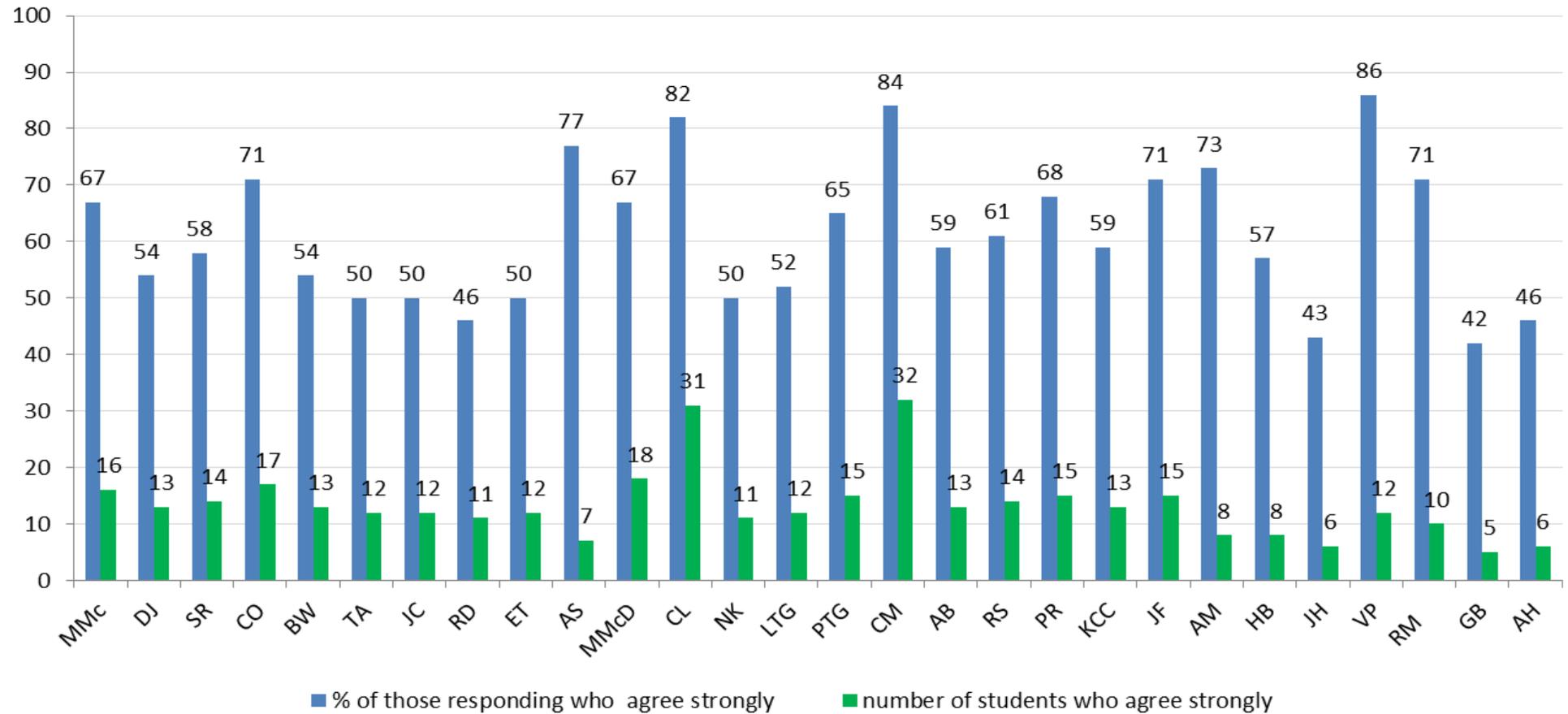
2. What does this tell us about the school’s safety and effectiveness: how does it inform our self-evaluation?

- Feedback is consistent with a “good” judgment as the children and young people in a large majority do experience staff and therefore the school as a caring and purposeful place where they are cared for and educated.

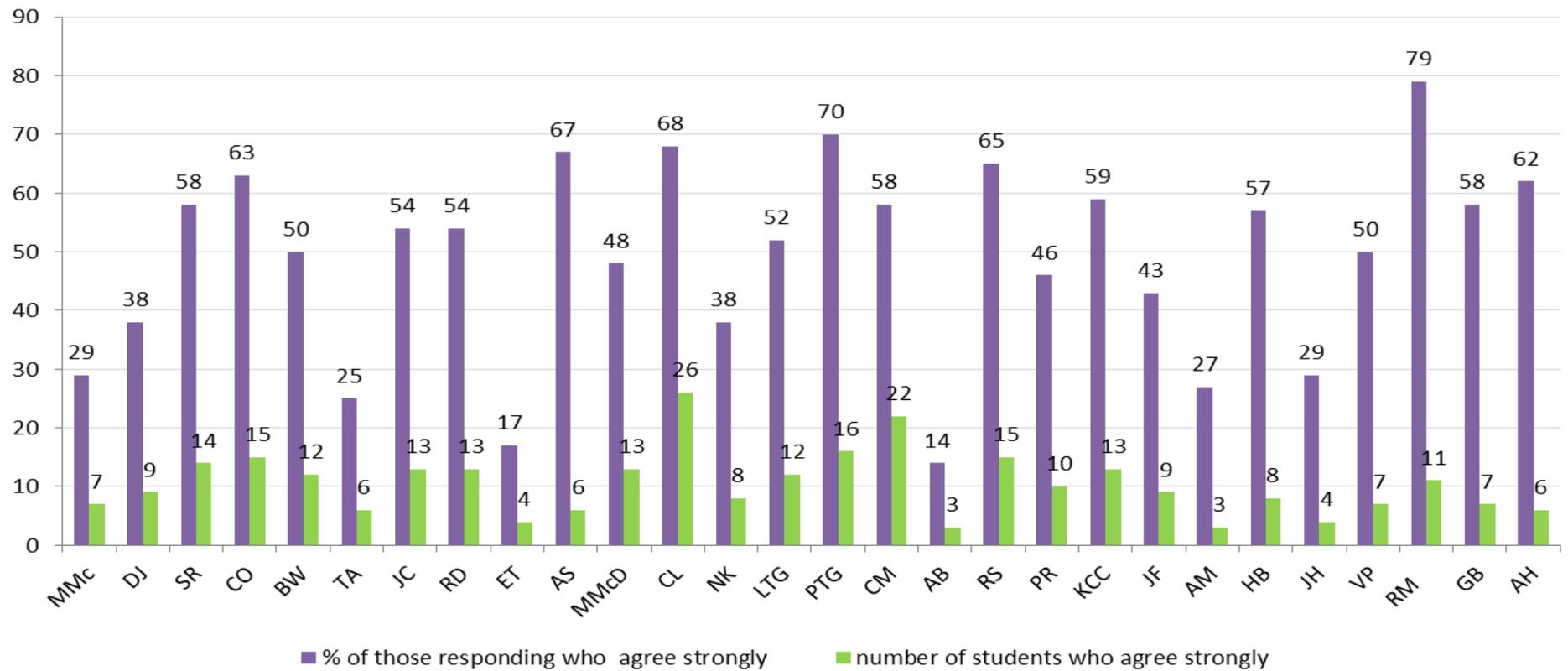
3. How does this in turn impact our improvement plans and aspirations?

- Collectively there are questions about our energy and enthusiasm and how challenging and engaging learning is? Our work ethic and ability to be wholly engaged and active in our support of the youngsters can always be developed and improved and as described above the individual frailties that have depressed scores will be unpicked in performance management but we move forward together...

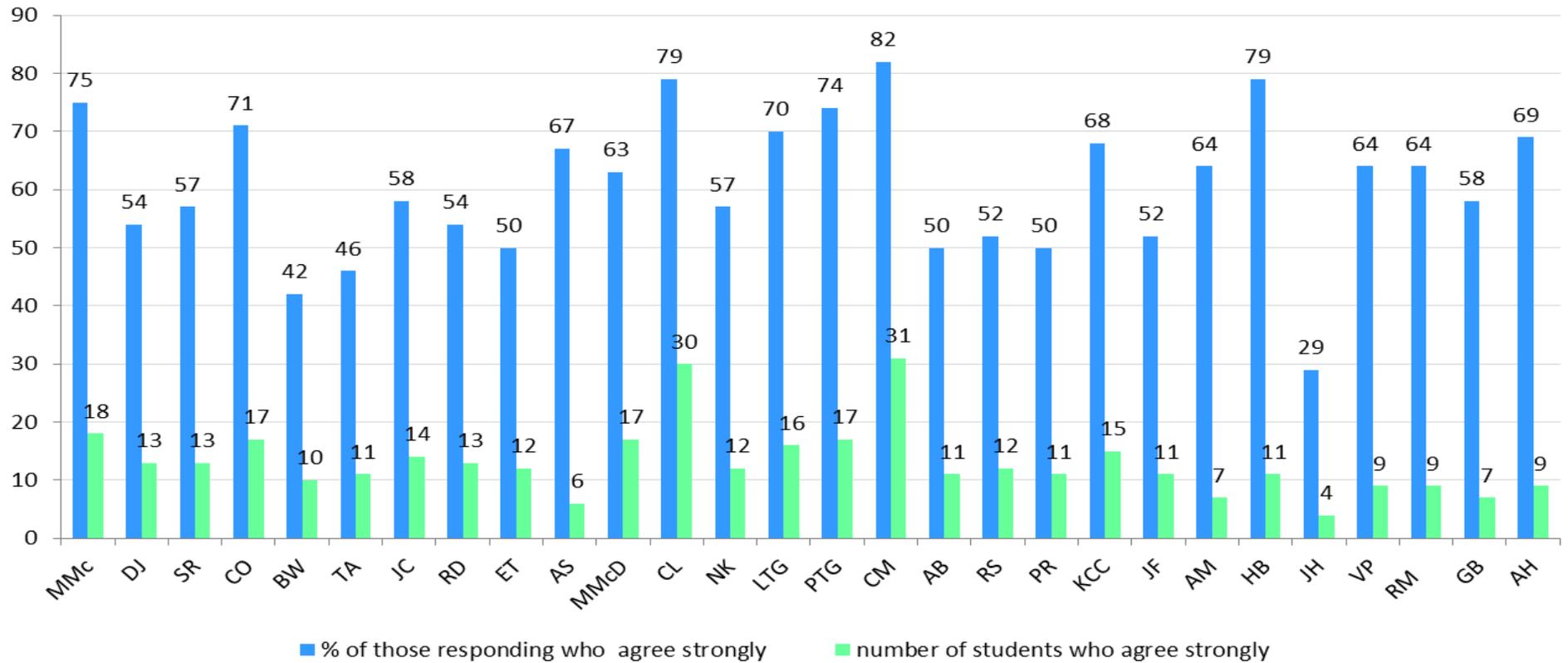
They work hard and really care about doing a good job



They are energetic and enthusiastic and have fun



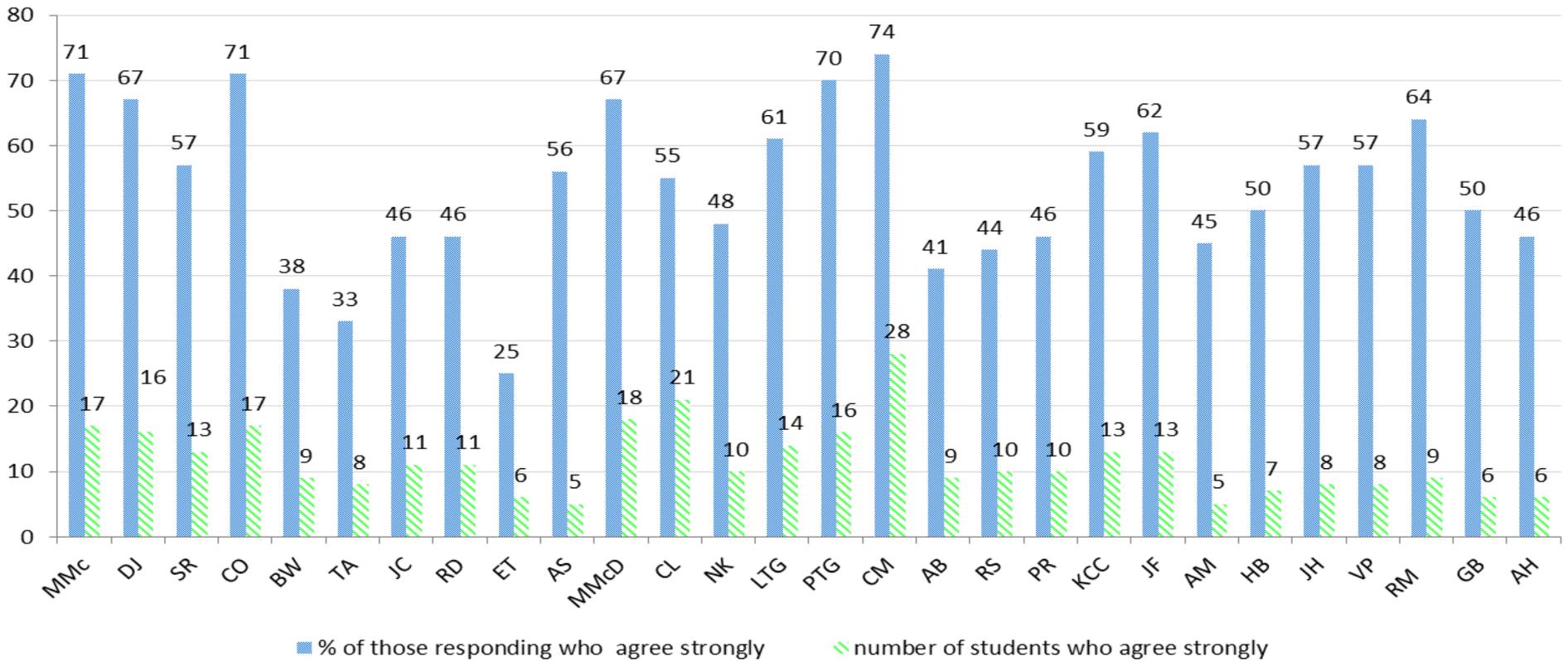
They always take a genuine interest in me and care about how I'm doing and how I'm feeling



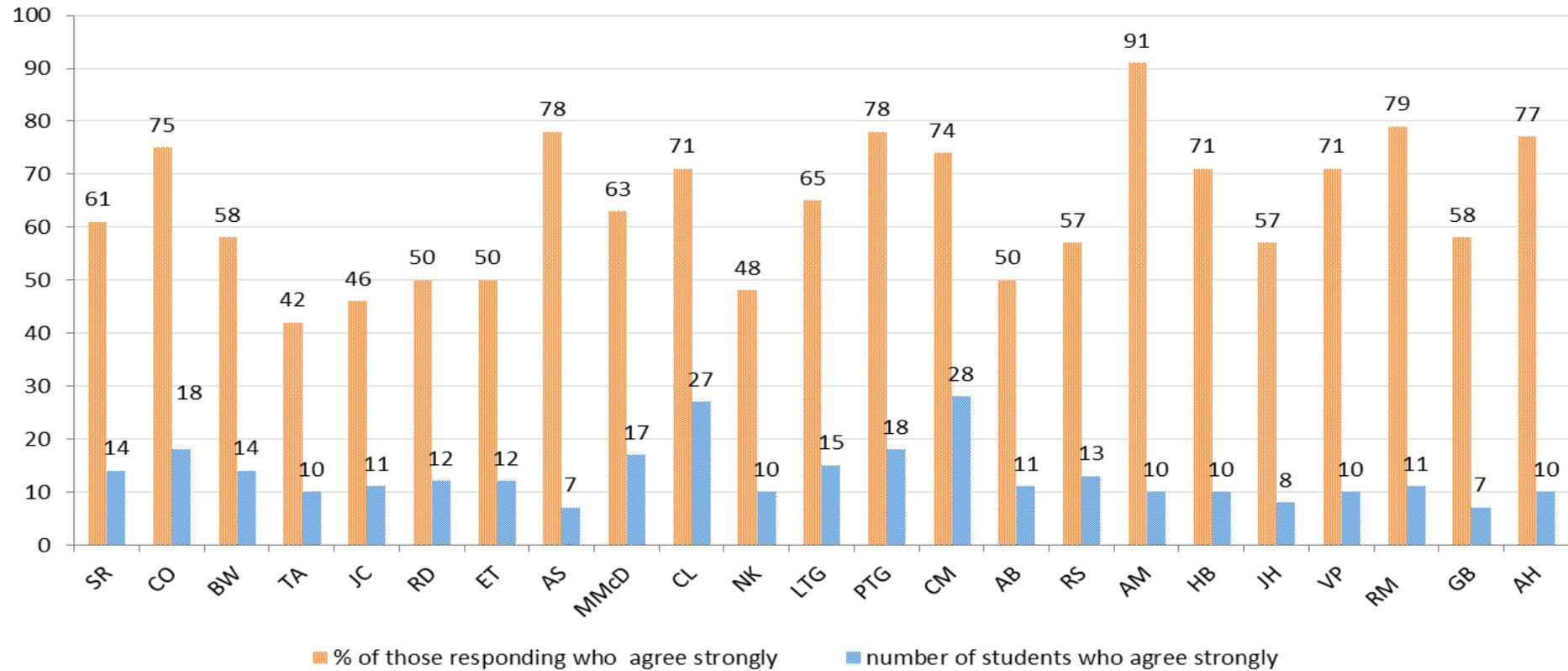
I feel they really listen to me and want me to be happy and successful in school.



They will do extra things work a bit harder and that includes staying in touch with my family



I feel I am learning more and more challenging and new things when they teach or support me.



Reasons for fixed term exclusions

Standard reasons (listed by DCC)	frequency											positive	stable	negative
	Au1	Au2	Sp1	Sp2	Su1	Su2	Au1	Au2	Sp1	Sp2	Su1	Su2	Comment context	
Racism	0	0	0	0	3	5	1	0	1	0	4	0	Reaction and hardening to casual use of racist language has positive impact	
Assault on a pupil	4	7	4	4	4	1	7	2	1	3	2	2	head shots high risk and taboo	
Assault on an adult	3	1	4	1	3	4	4	0	1	0	4	0	Persistent and accumulative in all cases not a one off	
Significant damage to property (equivalent of or actual criminal damage)	1	1	0	3	2	0	2	1	2	0	2	0	Excessive and "criminal damage" not acceptable to community.	
Persistent disruptive behaviour (significant harm to learning and or wellbeing of others)	0	0	2	0	1	4	1	4	4	2	3	0	"Right to learn" push where classroom must be respected worthwhile goal and achieved in summer 2.	
Verbal abuse and threatening behaviour	1	2	3	2	2	0	4	1	2	1	1	0	only very significant and public abuse met with potential FTE to preserve wider good order and discipline.	
Bullying	0	0	0	0	0	4	0	0	0	0	1	0	Persistent and ongoing supportive strategies exhausted	
Other reasons (not listed by DCC)	frequency													
Significant health and safety risk (to self and or others)	1	0	1	0	4	4	2	3	2	1	2	1	Wider school safety and stability at risk.	
Misogyny	0	3	0	0	0	1	1	0	0	0	4	0	Reaction and hardening to casual use of misogynistic language and positive outcome achieved.	
Sexually predatory behaviour	0	0	0	0	0	0	0	0	0	0	0	0	Our first position and response to be supportive and protective not punitive.	
Roof climbing	0	1	0	0	0	0	0	0	0	0	0	0	Pleasing as super risky event	
Absconding (repeated, calculated and wilful no mitigation)	0	4	2	1	1	0	2	2	0	0	0	0	Child leading absconding in new placement	

Possessing and or threatening with knives improvised weapons	0	0	0	0	0	0	0	0	0	0	0	0	0	Pleasing absence no bags rule a help.
Possession and use of cigarettes, alcohol, drugs and other substances	1	1	2	0	0	0	2	1	0	0	0	0	0	Will spike at some point and we will have to respond.
Homophobia	0	0	0	0	1	1	1	0	1	0	2	0	0	Reaction and hardening to casual use of homophobic language positive outcome achieved
Abuse based on disability	0	0	0	0	0	0	1	0	0	0	0	0	0	isolated and ignorant
Fire starting	0	0	0	0	0	0	0	0	0	0	0	0	0	super risky and pleasing absence.
Mobile phone misuse	0	1	0	0	5	0	2	3	4	0	0	0	0	Spikes and will spike again and we will respond: we will not accept mobile phones.
Refusal to attend off-site education without reason or notice.	0	1	0	0	3	0	0	0	0	1	0	0	0	rare but problematic as
Persistent malicious and clearly fabricated allegations against staff	0	1	0	0	0	0	0	0	0	0	0	0	0	CCTV provides protection for all. Not inclined to be punitive but secure clarity quickly.
Spitting	0	0	0	0	1	2	2	0	0	0	0	1	0	four consecutive days with restraint only protection from further assaults.
Persistent failure to wear school uniform or significant one off breach	0	0	0	0	1	2	0	0	1	1	1	0	0	every so often point of principle to parents and carers.