Equity

Narrative for Success (CP36)

Our 'Narrative for Success' (N4S) underpins our work on equity at XP Trust. Through analysing the information we have regarding students, and what effective interventions look like, we have constructed our 'narrative for success' which, if followed in the correct order, will ensure our students will have the best chance of becoming the best version of themselves.

We need to keep focused on the simplest piece of information:

Do we have a concern?

If so, what are we doing about it?

...and is it having an impact?

When we consider what we need to do, we must be mindful of our narrative and this prioritised list of possible interventions.

Our narrative ensures we put the most effective interventions in place first, so they have the biggest impact on the success of our students.

Our narrative for success

Are our children...

1 Safe?
2 Able to engage?
3 Attending school?
4 Working hard?
5 Getting smart?
6 Being kind?
7 Achieving academically?

xptrust.org

1 Safe

Keeping our children safe is our number one priority, whether they are in school, or not. It is our responsibility and legal duty to ensure we are aware, can recognise, respond and communicate safeguarding issues to the appropriate person and implement effective safeguarding interventions.

We do this through our online CPOMS system that underpins our safeguarding training as instructed by our Designated Safeguarding Leads (DSLs).

We celebrate this very hard and very important work by recording 'near misses', where potential issues have been successfully mitigated, such as missed or incorrect student registers, so that we are always mindful of our safeguarding duties.

2 Able to engage

Some students have barriers to learning, whether they are caused by Special Educational Needs (SEN), social deprivation, Social and Emotional Mental Health (SEMH), English as an Additional Language (EAL) or other vulnerabilities.

Typical 'flags' such as Pupil Premium, Child In Care, etc. should be at the forefront of our minds when we consider how each student is engaging with school – us and their work. We must lower these barriers to ensure social equity through quality first teaching, SEN strategies, working with learning coaches, technology, etc.

Some students are vulnerable without an external flag, so we also flag students that may not have been picked up in any other category, such as the loss of a parent, neglect, young carers, etc.

Vulnerable students may, or may not develop barriers, just like other flagged students, but we need to be aware and mindful of all these factors when considering interventions to increase their engagement with us and their work.

3 Attending

If our students aren't here at school, we can't really help them as much. This is why we focus on attendance every week during Crew and in community meetings. We use the term, 'Every day at school matters' because statistically, it does! We use our 'attendance mountain' posters in Crew to show the statistical correlation, and how significant taking a week off school can be, getting our students close to their own information.
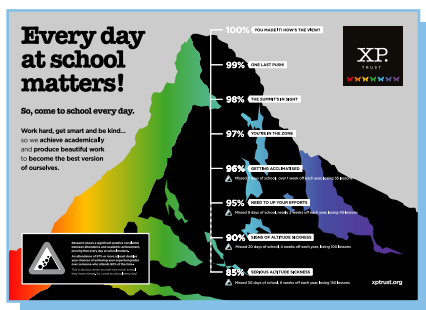
An attendance of 97% or more, at least doubles the chances of achieving expected grades compared with someone who attends 90%[11] of the time.

This is why +97% attendance is the Trust's target for attendance.

4/5/6 Working Hard, Getting Smart, Being Kind

Our Habits of Work and Learning (HoWLs) are tracked in all sessions, including Crew. We talk about what our HoWLs look like every day, and we 'catch students doing good', promoting good behaviours to create a positive culture.

We know when students are not working hard, getting smart or being kind straight away, when they are in front of us, and we normally deal with these issues in class through quality first teaching.

When this becomes more of an issue, Crew Leaders and parents are contacted, in line with our behaviour policy. We record 'deposits' and 'withdrawals' with parents when we report the good and not so good with them, so that we always have a healthy balance, creating strong, respectful relationships.

We prioritise and focus on HoWLs interventions before academic interventions, because:

if students are working hard, getting smart and being kind, it is highly likely that they are achieving good academic progress, and vice versa.

HoWLs interventions are more timely than academic ones which often come too late.

HoWLs interventions are more socially equitable - they are not related to prior attainment, which is often related to social deprivation.

HoWLs interventions are focused around improving on the HoWLs descriptors e.g. 'Work hard - I participate fully and mindfully in every session', and they usually involve engagement at Crew level. Crew hold each other to account, share their HoWLs information, and have HoWL's 'leagues' to encourage positive peer pressure and healthy competition.

They often include academic work e.g. attending compulsory extended study, or FIX, as many HoWLs interventions include catching up on work not done to the student's best ability. For instance, if a student has not worked fully in a session, they can be expected to catch up with that work in their own time to put things right.

7 Achieving Academically

Only when we have been mindful about the other six priorities, do we consider purely academic interventions, which should be targeted around specific learning targets to ensure the mastery of knowledge and skills.

These interventions are driven in a timely way by expedition teachers, and monitored through subject leads.

**We need to keep coming back to the simplest piece of information:**

Do we have a concern?

If so, what are we doing about it?

...and is it having an impact

Our common mission at XP is that all students are ready and prepared to be the best versions of themselves. If safety is prioritised, barriers are lowered, children are attending school and forming healthy habits, then academic success can be achievable for all.

Promoting Good Behaviour (CP37)

We have the highest expectations of students at XP in terms of both their behaviour and progress at school. This is underpinned by our Habits of Work and Learning as we expect all of our students to 'Work Hard, Get Smart and Be Kind'. Our ethos at XP is allowing our students to become the best version of themselves, so we focus on this, praising students and catching them being good, allowing their peers to see students model good behaviour.
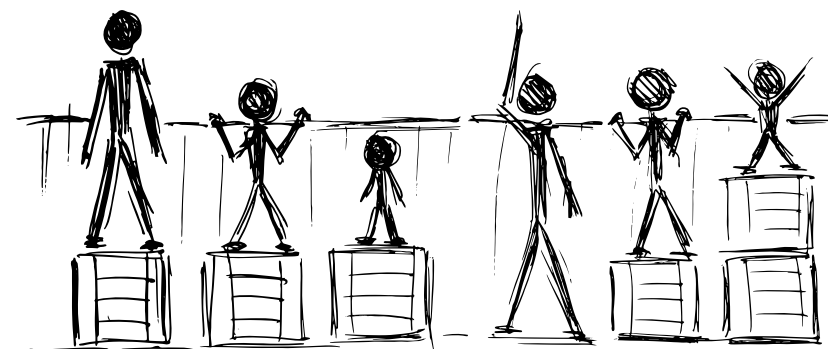
Habits of Work and Learning

The habits of Work Hard, Get Smart and Be Kind, and what they look like at different ages, give us a common language to frame student behaviours, and to facilitate deep reflection on how they can improve their habits in the future. They give us the ability to specifically describe good behaviours and what it looks like. We track Habits of Work and Learning regularly, using rubrics, reflecting and sharing our character growth with our peers, teachers and parents.

Deposits and Rewards

We use the analogy that staff relationships with students and their parents are like bank accounts; the more you invest in good times, the more you have to draw upon when the good times are lean. Deposits could be positive phone calls home, postcards, verbal and recorded praise, public appreciations, and blog posts - anything that shows you care personally about the child. Catching students doing good equates to 'making deposits' with both students and parents, so that when

we have to make a 'withdrawal', both students and parents trust us and are open to listening to us, as we have created a foundation of mutual respect. The more you invest in the relationship with students and parents, when a withdrawal is needed to critique behaviour, it ensures candid conversations and consequences have integrity and impact.

Crew

Crew Leaders have a key role in promoting good behaviours. Crew leaders:

regularly monitor, support and challenge students with their stands, appreciations, apologies and pledges

ensure that internal communication from other members of staff is not just passed on, but acted upon

make regular contact with home for each student and record this in Crew dashboard

write specific and detailed comments for Crew HoWLs Grade Cards on a daily basis, check their Crew is equipped for the day, including dress code and PE and / or other activities

ensure Crew are contributing to whole school community meetings and are appreciating and apologising where appropriate and necessary, keeping a record of this on the Crew dashboard

encourage students to reflect on our Character Traits and HoWLs regularly show and highlight in discussions how academic progress is linked to character growth.

Quality First Teaching

The vast majority of promoting good behaviour and dealing with unacceptable behaviours is done in the classroom by teachers and learning coaches. We use the excellent EL Education book, *"Management in the Active Classroom"* to guide us as to what Quality First teaching looks and feels like.

Our ethos at XP is allowing our students to become the best version of themselves, so we focus on this, proactively praising students and catching them being good, allowing their peers to see students model good behaviour day in, day out.

Staff communication through SOS (School Operating System), parental contact, praise and intervention dashboards, enables discussion of both good and unwanted behaviour amongst their peers.

At XP Trust we have high expectations of all pupils to enable them to become the best version of themselves. Crew is pivotal in promoting good behaviours as well as developing our habits of work and learning which underpin high expectations. Staff actively manage the classroom with an emphasis on promoting good behaviour, whilst privately challenging and exploring unacceptable behaviours. Fundamental in promoting good behaviour is the sharing of positive behaviours with parents and carers through deposits and rewards.

Restorative Practices (CP38)

We use restorative approaches within XP Trust to enable all our children to feel safe and engage in the problem solving process for behaviour issues.

"Human beings are happier, more cooperative and productive, and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them."

Restorative Practice enables the building, maintaining and repairing of relationships. The philosophy embodies a set of values and principles and a way of working with people that provides a common language approach which enables the practice to be taught. At XP, Restorative Practice is immersed in all that we do.

Within the XP Trust we practise the 4 most common strategies promoted by the International Institute of Restorative Practice.

Affective Statements

The term 'affective statement' is just another way of saying 'expressing your feelings'. Affective statements help you build a relationship based on students' new image of you as someone who cares and has feelings, rather than as a distinct authority figure. Affective statements can be used with positive and negative behaviour.

Positive:

"I feel happy when…"

"I'm so proud of you…"

Negative:

"I am frustrated…"

"It makes me uncomfortable…"

"I feel sad when…"

For example, a typical response would be to say *"Stop teasing Sarah!"*. Using affective statements, you would rephrase and say *"It makes me feel uncomfortable when I hear you teasing Sarah."*

Affective Questions

Affective questions prompt the individual to think about his or her behaviour, how it impacted others, and what can be done to repair the harm and restore relationships (IIRP, 2010) Affective questions help to elicit what a student is thinking and feeling and therefore many of their responses will be affective statements. Using affective questions allows the adult to become the facilitator rather than just the disciplinarian. Affective questions frame a conversation that a student's behaviours (actions) are choices that impact relationships. As a result, instead of 'being punished', the students are given the chance to explain themselves and their actions. The student is then held accountable by taking actions that repair the harm that they have caused. These actions strengthen the community in our Crews.

Affective questions are:

What happened? What were you thinking about at the time? What are your thoughts since? Who has been affected by what you did, in what way? What do you think needs to happen next?

Fair Process

The 3 core elements for Fair process are:

Engagement - involving students in decisions that affect them by listening to their views and genuinely taking their opinions into account.

Explanation - explaining the reasoning behind a decision to everyone who has been involved and affected by it.

Expectation clarity - making sure that everyone understands a decision and what is expected of them in the future.

Reactive Circles

There are times in our Schools when negative actions happen. At XP, just like in Crew, we circle up with all involved and work through the Affective Questions, using Affective Statements and ensuring Fair Process is followed. This ensures that students are happier, more cooperative and productive, and more likely to make positive changes in their behaviour because school staff do things with them, rather than to them or for them.

Restorative Practice is a fundamental part of the way we empower students to take responsibility for their behaviours. Giving students the tools to take ownership of their actions ensures they are prepared to be accountable and engage in the decision making process in order to develop positive relationships.

How we SEND: Special Educational Needs and Disability (CP39)

Equity is the driver for our practices for all students in XP Trust. ALL learning experiences for ALL students are designed to enable ALL to achieve success, to encourage tolerance for others and to establish attitudes of responsibility, thereby enabling all students within the community to grow into well-adjusted adults and active members of society.

Inclusion and SEND embraces the notion that a student has a potential disadvantage to their development to that of their peers due to educational, physical, social, emotional, or sensory difficulties. Inclusion is about more than students with SEND. Inclusion is about all students.

We are all ' teachers of SEND'. It is our statutory duty to follow the policies and procedures as outlined in the SEND Code of Practice (2015).

We ensure all our staff are fully aware of the four broad areas of need:

· Cognition and learning

· Speech language and communication

· Social emotional and mental health

· Physical and/or medical

It is everyone's aim to:

Ensure that SEND students take as full a part as possible in school activities.

Ensure all students follow a broad and balanced curriculum through Quality First Teaching with adaptive instruction, as required.

Recognise the importance of the role of parents and carers by keeping them fully informed of their child's progress and valuing information sharing.

Recognise the importance of monitoring/recording student's information and involving external professionals where needed.

Education and Health Care Plan (EHCP) students and other SEND students all have varied needs and different strategies work for different students.

However, we have identified 5 core SEND Learning Strategies that should be used with all students with SEND:

· Use of Technology

· Flexible groupings

· Metacognition strategies

· Explicit instruction

· Scaffolding

When we get this right, ALL students produce high quality work.

Our culture at XP is that SEND is everyone's responsibility and inclusion encompasses all students. Our common mission is that all children feel empowered to access the curriculum and achieve their goals through varied strategies, which are regularly reviewed with them and parents, to meet their equitable needs.