

Intervention Programme 2024-2025

Overview

The intervention programme is designed to enable our pupils to receive personalised support that will provide them with the platform to be successful academically. The intervention programme is also designed to facilitate emotional and personal development within our pupils that partake. There are several issues/needs a pupil may have that are causing barriers to their success, including attendance, behaviour and relationships at home and school. The intervention programme should be measurable and will track the progress of pupils over a 6–12-week period. The intervention that is put in place for a pupil(s) need to be agreed based on the needs of the pupil, to really gauge the impact on the pupils partaking. A key measuring stick of success can be linked to the following list but not exhaustive of the items listed:

- Report Cards _
- Attendance to school _
- Behaviour points accrued over a 6-week period _
- Achievement points accrued over a 6-week period _
- Punctuality to lessons _
- Number of visits to the Trinity Centre _
- Amount of parking's accrued over a 6-week period

Intervention Referral

The intervention referral process is a very important component of distinguishing which intervention a pupil needs to undertake. A referral for an intervention needs to be made by a Head of Year or Behaviour Team to the intervention manager.

The intervention manager will then decide on their suitability and the requested intervention. It may be that a decision is made for a pupil to receive a different type of an intervention than is requested. For example, if a pupil is demonstrating behavioural issues both inside and outside of lessons then they may be recommended for a behavioural intervention such as zones of regulation. The Head of Year will typically use the behaviour data and the prescribed intervention programmes listed in the stages of intervention, however there may be incidences in which a pupil is recommended for an intervention for other circumstances. For example, if a pupil is having issues making friends and is experiencing relationship difficulties with their peers they can be recommended for a bespoke intervention by their Head of Year/Behaviour Team. It is important that the linked form is completed for all pupils you feel require an intervention.

Individual Intervention Summary

We are in a fortunate position that we can facilitate a multitude of interventions for the pupils at the school. We are committed to ensuring the programme is holistic to cater for a wide range of pupils at the school. There are a range of interventions that pupils can receive depending on their need, availability and personal profile. The information below provides an outline of the interventions that we will be facilitating, in addition to the personnel who will be specialising in the respective areas of the programme.

Staff Member	Interventions Lead Area
Ms Smith	Zone of regulation, Attendance and Punctuality intervention, Behaviour intervention, Restorative Justice
Ms A. Lewis	Counselling and Well-Being, Well-being ambassadors.
Mrs K. Lewis	Drama Therapy – Wednesday only
Mrs Hollings	Kick KS3 1-1 Mentoring (Monday and Wednesdays only)
Mrs Denoon	Year 11 Intervention (Academic Review Meetings, Behaviour Meetings, Priority Pupil Meetings)
Ms Facey	Interventions programme, Restorative Justice, Zones of Regulation, Attendance and Punctuality, Behaviour interventions.
Ms Adams	Attendance and Punctuality, Behaviour interventions, Empower & Achieve, Restorative Justice.
Mr Wynter	KS3 - 1-1 Mentoring/Group Mentoring
Ms Simmons	KS4 - 1-1 Mentoring/Group Mentoring, Academic Attainment
Mr Cotton	KS3 – 1-1 Mentoring, Chaplaincy.

Attendance and Punctuality Summary

Promoting good attendance is a priority for Trinity. Good attendance at Trinity ensures that pupils can develop both academically and socially, improving their future life chances, but it also has a significant welfare role in safeguarding the pupils at Trinity. Regular absences and lateness could be an early indicator to potential issues outside of school.

Attendance and punctuality interventions will consist of small groups discussing subject matters such as current hinderances to maintain good attendance and punctuality, triggers,

potential barriers in life, how to form better habits etc. alongside incentives and praise and positive affirmation.

Counselling and Well-Being Summary

The counselling intervention at Trinity is a confidential service where the pupil and counsellor meet regularly, usually on a weekly basis for a period, typically 6-12 weeks, to discuss areas of his/her life. Each session last for the duration of 50 minutes (one whole lesson).

Sessions aim to give pupils time and space to explore, discover and clarify ways of living their lives more resourcefully and work towards greater wellbeing, where barriers to learning reduced. The counsellor provides a confidential, secure, respectful and facilitating atmosphere for this process to occur. Counselling is not advice giving, befriending or guidance. It is listening and support. The counsellor works fully with the pupil's agenda, with the hope that the therapeutic work will allow pupils to understand their feelings and emotions, their behaviour and reactions. Learning about themselves as well as using effective strategies helps the pupil to evolve towards self-actualisation, which in turn leads to making better informed choices.

Drama Therapy Summary

Drama therapy uses the creative arts, particularly drama, to help individuals explore their emotions, experiences, and challenges in a therapeutic setting. Through a variety of creative techniques—such as role-playing, storytelling, and improvisation—pupils' can express themselves, process difficult feelings, and work through personal struggles. This process allows individuals to tell their own stories, set and achieve personal goals, and develop new ways of coping and adapting to life's challenges. By engaging in these creative activities, drama therapy promotes healing, self-growth, and positive change.

Kick Mentoring

We use the Solutions Focused approach at Kick, we help develop young people and help **them find the solutions they need** for the challenges they face in their bespoke situations. This builds upon the development of CBT (Cognitive Behavioural Therapy) and according to Mark Beyerbach's research in Spain, the approach not only **increases a young person's sense of self-efficacy** but changes their thinking patterns at home as well as at school. We believe mentoring has the **potential to refocus attention on to an individual's own strengths and can empower them to make positive decisions** for themselves that will build confidence and responsibility.

KS3 Mentoring

KS3 mentoring is a program designed to support pupils in Key Stage 3 offering a range of academic, personal, and emotional support to help them succeed in school and in their personal development. The mentoring relationship is a key element, providing students with guidance and encouragement to help to enable success in the early years in secondary school. The main goals of KS3 mentoring are to provide support, direction, and encouragement to students during this critical stage of their development. KS3 mentoring aims to help pupils achieve their academic potential by aiding with homework, study skills,

and subject-specific guidance, also offering guidance on time management, goal setting, and building self-confidence. Mentors often track the academic and personal progress of their mentees and provide feedback to both students and their parents or guardians. And lastly, KS3 mentoring can be particularly beneficial for students who may be at risk of falling behind academically or facing other challenges, such as low self-esteem, behavioural issues, or social isolation.

KS4 Mentoring

The Key Stage 4 mentoring program is designed to support pupils weekly to work towards their full academic potential. The program is designed to act as a catalyst for transformation, enabling pupils to address any barriers (including, social, emotional or physical) that prevent them from achieving academic success. Through a variety of learning/revision techniques students are empowered to make healthier learning choices both in and outside the classroom. Whether it is creating a strong revision timetable, using online learning platforms, creating flash cards, simplifying text with acronyms or finding creative ways to engage their senses. Students are encouraged to become solution focused and set measurable targets as they strive towards greatness and take autonomy of their learning.

Restorative Justice Summary

Restorative justice is a proactive strategy to develop emotional literacy, accountability, empathy, a strong sense of community and safety as well as a way to resolve conflict. It gives pupils the skills to manage conflicts, strengthen relationships, and take responsibility.

Zones of Regulation Summary

Zones of Regulation is used to support the development of self-regulation in neurodiverse learners, those who have experienced trauma, and/or have specific needs in terms of social, emotional, and behavioural development. All the different ways children feel are categorized into four coloured zones. Zones of Regulation supports positive mental health development and compassion.

Empower & Achieve

A dedicated intervention at Trinity designed to support Black Caribbean pupils in their academic and behavioural growth. This program integrates culturally relevant materials, mentorship and targeted academic strategies. By fostering a positive and inclusive environment, **Empower & Achieve** aims to raise academic attainment and encourage positive behaviour. Through engaging with parents and leveraging community partnerships, we strive to unlock each pupil's full potential.

The aim is for Black Caribbean pupils to be able to explore their rich cultural heritage, break unhealthy stereotypes and be empowered by those of a similar heritage that have gone before them. It is through building their sense of self and culture, mentoring and raising academic attainment that we at Trinity aim to empower our Black Caribbean pupils.

