

PENWORTHAM GIRLS' HIGH SCHOOL

Alternative Provision Policy

(October 2021)

Updated: Annually

Next review: Autumn 2022

pgh *Success*

Our Aim, Mission and Core Values

PGHSuccess:

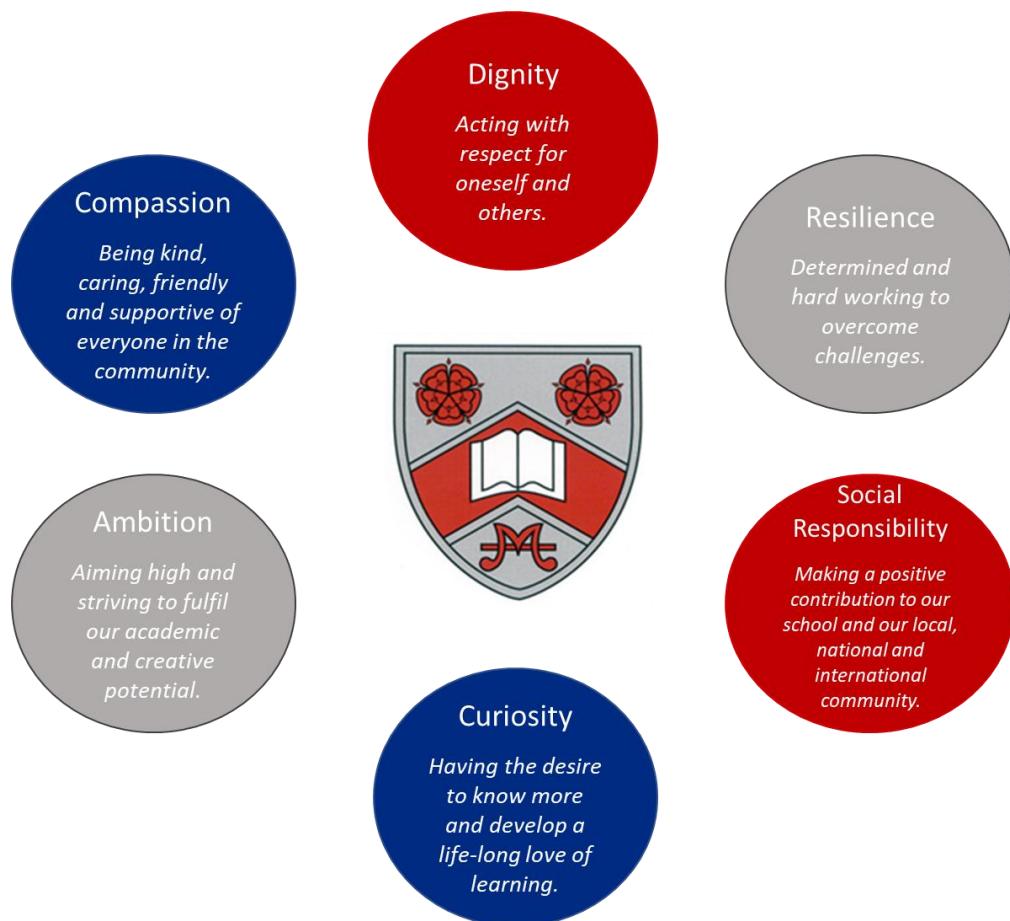
It is our aim to make all our students a PGHSuccess. A pupil becomes a PGHSuccess when they have the knowledge, skills, and personal attributes required to achieve their ambitions; academically, creativity and socially.

Our Mission is:

To help our students to achieve their version of PGHSuccess, we have set ourselves the mission of '*preparing articulate, questioning, tolerant and independent women for the future*', as we believe that these qualities which are central to success in our modern society.

Our Core Values:

In order to achieve our mission statement, our policies and actions are guided by six core values. These core values are interwoven throughout all we do in school, including forming the basis of our pastoral care.



Rationale:

In line with DfE guidance, alternative provision is for 'pupils who, because of exclusion, illness or other reasons, would not otherwise receive suitable education [...] it includes education arranged by schools for pupils on a fixed period exclusion; and pupils being directed by schools to off-site provision to improve their behaviour'.

Some of our students require alternative educational provision. These individuals are unable to access mainstream lessons due to social, emotional, behavioural and/or academic barriers to learning and therefore are at risk of falling further behind their peers.

This policy should be read in conjunction with the following documents:

- Attendance policy
- Behaviour Policy
- The Haven Policy
- SEND Policy / framework

1.0 Internal Provision – The Haven

1.1 What is The Haven?

The Haven is our on-site alternative provision facility. Although located in the Annexe, The Haven is a self-contained space with dedicated rooms for academic work, counselling, and group support initiatives. Students enrolled in The Haven follow a bespoke timetable reflecting their specific needs.

The purpose of The Haven is to provide an appropriate period of intensive support aimed at enabling the individual to successfully return to mainstream education. The Haven will be supervised by a team of dedicated Teaching Assistants / Learning Mentors supported by our Pastoral Support Worker.

1.2 Who's it for?

Students may be placed in The Haven for the following reasons:

- Returning from a period of prolonged absence;
- Leading up to, or returning after, a Managed Transfer or Respite Placement;
- Acute mental or physical health issues;
- As part of the school's sanctions procedure;
- Reciprocal hosting of vulnerable pupils from local schools;
- SLT request (e.g. DSP referral, bereavement).

1.3 Who is not for?

The Haven is an intervention, not a sanction. When The Haven is used as a response to an on-going or serious behaviour concern, appropriate sanctions should be imposed prior to the period in The Haven. For instance, if a pupil's behaviour warrants a period of isolation this sanction should be completed prior to the individual being admitted into The Haven.

The Haven is not a 'sin bin' and does not replace any of our existing sanctions, nor should it be seen as an automatic alternative to external exclusion.

1.4 How is The Haven staffed?

The Haven facility will be staffed by the Haven Manager (qualified Pastoral Support Worker) along with a team of dedicated Learning Mentors (TAs / Cover Supervisors). All efforts will be made to ensure a stable team of supervisory staff to ensure consistent standards and procedures. The Haven Manager will liaise with that day's supervisory staff to ensure adequate staffing throughout the day.

1.5 How are students admitted to The Haven?

Students admitted to The Haven for any number of periods / days must be recorded on The Haven Attendance Register. Only senior members of the pastoral team are permitted to make a Haven referral. Pupils should only be admitted once the individual's circumstances have been discussed by both the Head of Year and their SLT link member.

The Haven Attendance Register will be used to ensure staff supervising the Haven room know who to expect for each period of each day. This register will also be used by the attendance officer to ensure an accurate record of where pupils are. The Haven Attendance Register is stored on the facility's SharePoint site, which is accessible to all staff.

When admitting a new pupil to The Haven, the submitting Head of Year / member of SLT should be mindful of the resulting mix of pupils. It is essential that every effort is taken to avoid combinations of pupils who have the potential to upset the productive / calm atmosphere of the facility.

Where an inappropriate combination of pupils would be created, the new pupil must not be admitted until the planned admission has been discussed with the SLT member directly responsible for The Haven and a suitable solution agreed.

Where possible, The Haven admissions should be pre-planned (NB: This may not be possible in some Child Protection / Safeguarding related admissions), allowing for the planning and resourcing of an appropriate curriculum.

Pupils in The Haven should sign in at reception before being escorted to The Haven. Pupils admitted mid-day to The Haven should be taken by the relevant Head of Year or member of SLT.

1.6 The Haven Curriculum

Depending on the reason for being admitted, and the duration of time in The Haven, pupils will be provided with a range of appropriate activities including:

- Intensive literacy and numeracy support
- Timetabled subject support
- Catch-up work
- Creative activities
- Restorative activities
- Therapeutic interventions – activities aimed at developing confidence, resilience etc...
- Mindfulness activities
- Sport / physical recreation (e.g. walks)

The Haven staff are responsible for devising an appropriate curriculum which reflects the pupil's placement duration, mental / physical condition, and their stage of learning. In most short-term placements, pupils would be expected to follow a curriculum which mirrors their usual timetable. In the case of longer-term placements, The Haven staff have the flexibility to devise bespoke timetables to ensure an adequately varied and stimulating curriculum.

1.7 How is work planned, provided, assessed and monitored?

For most students on The Haven placements, subjects are responsible for ensuring appropriate materials are available for use. These should be ‘pick-up-and-go’ resources. Work should be varied and interesting, not just textbook based. A variety of age and ability specific resources should be available. Subject resources are stored on The Haven centre’s SharePoint site which has full staff access, enabling the easy resourcing and updating of materials.

Where students are continuing to prepare for formal examinations, work must be specification focused. When possible, the pupil should follow their usual lessons / content as closely as possible.

General overview marking should be completed in real-time by the supervising staff member. This marking should focus on task completion, literacy, and numeracy. Assessments completed in part, or entirely, in The Haven should be marked by the pupil’s usual subject teacher or the head of department where applicable. Assessments should be set and marked in accordance with the school’s marking and assessment policies.

Supervising staff are required to add details of the work covered / completed by each pupil on the appropriate The Haven Monitoring spreadsheet after each Haven period. Staff should list the topics covered, comment on the pupil’s attitude to learning and make any additional comments required for a smooth transition / maximum progress. All monitoring spreadsheets are stored on The Haven centre’s SharePoint Site, enabling all staff members to monitor the progress being made by The Haven-based pupil.

1.8 How should poor behaviour be managed in The Haven?

The Haven’s behaviour management procedures (warning, cool down, remove) have been devised to closely mirror our whole school approach. ‘Cool down’ involves temporarily removing the pupil from the source of tension to allow the individual to reflect and refocus. Removes from The Haven will result in the same sanctions as imposed elsewhere in school, i.e., remove could result in an SLT detention, period of isolation or, in serious circumstances, short term exclusion.

1.9 How will the impact of The Haven be evaluated?

A report outlining the number of pupils admitted to The Haven, the reasons for admission and an assessment of the intervention’s impact will be submitted to the Governors’ Curriculum Panel on a termly basis. This report will draw on a range of both hard and soft data to evaluate the effectiveness of the initiative, including The Haven records, monitoring data and attendance figures.

1.10 Key Responsibilities

SLT Link should:

- oversee which pupils are being admitted to The Haven;
- appraise the Haven Manager (and where appropriate supervising staff);
- complete a termly review on The Haven use and impact;
- act as the point of contact for any complaints relating to The Haven;

- represent The Haven at SLT, Quality of Education and Behaviour and Attitudes meetings;
- organise half termly Haven meetings;
- ensure all the procedures laid out in this policy are followed appropriately.

Heads of Year and SLT Pastoral Leads should:

- jointly assess the suitability of any potential Haven referrals;
- liaise with the SLT Link when a proposed referral could result in difficulties;
- ensure The Haven Attendance Register has been fully completed (ideally 24hrs in advance);
- liaise with The Haven staff to provide any necessary additional information needed for a smooth and effective placement;
- ensure the parents of pupils admitted to The Haven are aware, and supportive of, the action.

Heads of Department should:

- ensure The Haven staff have access to a bank of appropriate year group specific resources;
- oversee the provision of pupil-specific work when required.

The Haven Manager should:

- liaise with supervising staff and ensure there is adequate supervision throughout the day;
- where appropriate, complete support sessions with The Haven-based pupils;
- liaise with supervising staff to agree an appropriate distribution of pupils within The Haven;
- oversee the 'pastoral' room ensuring a suitable space for intended interventions, including the ordering of necessary resources;
- support learning mentors with behaviour issues;
- attend half termly Haven meetings;
- alert the SLT Link to any concerns relating to The Haven placements.

(NB: In addition to the responsibilities outlined above, the PSW also has case load work and pastoral administrative duties, including the overseeing of our whole-school sanctions).

Learning Mentors should:

- support pupils to complete set work;
- acknowledge mark completed work;
- ensure the 'The Haven Monitoring' spreadsheet is up-to-date and an accurate record of work and attitude;
- liaise with class teachers / HoDs to ensure the suitability of work for long term placements;
- oversee the 'academic' room ensuring a suitable space for intended interventions, including the ordering of necessary resources;
- liaise with the PSW and other supervising staff to ensure important information regarding pupil placements are shared;
- attend half-termly The Haven meetings;
- ensure standards of behaviour through the use of the 'warn, cool down, remove' procedure.

Classroom Teacher, when necessary should:

- set pupil-specific work for The Haven based pupils missing their lessons;
- ensure work completed in The Haven is reviewed;
- set and mark completed work in line with our marking policy.

2.0 External Provision

Where appropriate, an external provider of alternative provision may be provided.

2.1 Respite Placements

Penwortham Girls' High School has several partnership arrangements with off-site providers allowing the provision of respite placements. Where previous sanctions have proved ineffective, the school may impose a temporary respite placement (usually 1 or 2 weeks in duration). Respite placements are supported by a Letter of Direction to the parent/carer as per *DfE Guidance on 'Exclusion from maintained schools, Academies and pupil referral units in England 2012 (Part 3, para 14)'*. Failure to attend a Respite Placement as directed, could result in a fixed term or permanent exclusion.

NB: Pupils returning to school following a Respite Placement will usually be admitted to The Haven prior to re-joining their usual lessons. This will enable staff to assess the impact of the respite placement as well as ensuring all missed work has been completed, enabling the withdrawn pupil to have a smooth transition back to mainstream lessons. If poor behaviour persists, alternative measures including a formal exclusion may be considered.

2.2 Managed Transfers

In extreme circumstances, i.e., when a pupil is close to being permanently excluded, the school may propose a Managed Transfer. Working with the authority's Pupil Access Team, a temporary trial period (12 school weeks) may be agreed with a local secondary school. Managed Moves become permanent if the 12-week period proves a success. However, poor behaviour, at any point during the trial period, can result in the placement being immediately terminated.

Typically, Managed Transfers will only be considered as a last resort when all other measures have been exhausted (e.g. respite and/or The Haven). Although Managed Transfers can offer pupils the opportunity to have a fresh start in a new setting, a failed Managed Transfers often results in additional issues, both academically and socially.

NB: Partner schools are under no obligation to offer a Managed Transfer placement. Neither the pupil nor their parents/carers have an input into which school provides the Managed Transfer placement.

2.3 External Providers

In specific circumstances, PGHS may work in partnership with an external provider, e.g. Larches High School, Shaftesbury High School, Preston's College and work placement providers. This may involve both long- and short-term placements, as well as full and part time initiatives. Typically, the aim will be to provide a more bespoke curriculum that addresses the needs of the student e.g., vocational courses or intensive emotional / behavioural support.

In rare circumstances where a student has a serious medical condition that prevents them from attending school, home-schooling arrangements via LEMS (Lancashire Educational Medical Service) will be made by the responsible SLT Link in liaison with the Lancashire County Council Children Missing Out On Education (CMOOE) team. This will be accessed online from the student's home and the student's progress will continue to be monitored by the responsible SLT Link and Head of Year.

3.0 Policy Review

Policy Reviewed / Updated	Committee
John Ramsdale, October 2020	Curriculum and Standards
John Ramsdale, October 2021	Curriculum and Standards