

QUEEN ELIZABETH HIGH SCHOOL

INCLUSION POLICY - TURNING POINT [STUDENT SUPPORT AND SECLUSION CENTRE]

BACKGROUND

Turning Point is the QEHS student support and seclusion centre. Our philosophy is one of inclusion and to support young people with their difficulties and barriers to their learning.

THE PURPOSE

TURNING POINT is multi-purpose:

- We aim to reduce short fixed-term exclusions [1-5 days] by using TURNING POINT as alternative provision. Students are secluded in the centre rather than excluded [depending on their actions]. Please also note that students are still permanently excluded for certain actions including:
 - Serious actual/threatened violence against another student or member of staff
 - Supplying an illegal drug/possession on second occasion
 - Carrying an offensive weapon
 - Sexual abuse/assault
 - Other issues e.g. defiance of a persistent nature may also lead to permanent exclusion

Fixed term exclusions are used for incidents such as:

- An unprovoked attack on another student
- Use/possession of illegal substances/alcohol [see Drugs Policy]

Seclusion in TURNING POINT for a day(s) rather than use of a fixed term exclusion is the sanction for other reasons including:

- Swearing at a member of staff (However, if this is done in an aggressive manner exclusion is used.)
 - involvement in a 'scuffle' where blame is equally apportioned
 - Instances of defiance/lack of co-operation
 - Breaking of behaviour agreements [unless this is repetitive and exclusion may be used]
- We provide places in TURNING POINT for students showing behaviour that indicates they are at risk of exclusion. This improves inclusion by supporting the most vulnerable students at times when they would otherwise be failing to learn. Information is provided to Learning & Guidance Co-ordinators (LGCs) from the student information feedback sheets received from subject teachers/heads of department.

- TURNING POINT is used as part of the reintegration programmes planned for students following longer fixed-term exclusions or long term absence. Students often cannot cope with immediate entry back into full-time education.
- TURNING POINT also provides flexible and part-time provision for students having particular difficulties in certain lessons. LGCs are provided with all the relevant information, including strategies used by departments so they are able to make appropriate referrals
- Targeted intervention for groups of students with behavioural difficulties is also provided—e.g. anger management workshops, in conjunction with mentors.
- TURNING POINT provides mentoring for students in their care. Students' learning is supported by identification of behavioural problems and helping them to develop strategies to manage their behaviour more effectively in the classroom.

TURNING POINT contributes substantially to our whole school approach to inclusion linked to the Individual Studies (IS) department, the learning mentors and outside agencies: Education Welfare Office (EWO), Children's Services, Connexions Service, Educational Psychology Service, Children's Early Intervention Team (CEIT), Educated Other Than at School (EOTAS) and other therapists. TURNING POINT is a support strategy for staff who are concerned about the learning of all students and how this may be affected by students with behavioural difficulties. Staff are encouraged to visit the Turning Point to discuss issues with the staff and to talk to students who are attending.

STAFFING

The unit staff includes two full time members of staff, a Centre Manager, [fully qualified teacher] and a Learning Support Assistant (LSA) with a particular interest in behaviour issues.

The staff are responsible to the Deputy Head responsible for Inclusion. The Deputy Head for Inclusion will liaise with the manager, students and parents as appropriate. A weekly meeting will take place between the Deputy Head responsible for Inclusion and the centre manager.

PREMISES

TURNING POINT, is based in a mobile classroom in the Hydro grounds on the grassed area in the bus turning circle, near the Hydro building.

The centre has 10 places available for students. The area is separated off to provide different environments.

- There is a LOBBY, with toilet facilities
- An office area with telephone
- A work area with student work desks/booths
- A comfortable seating area—for flexible use e.g. group work with students, meetings with parents and other agencies
- It has disabled access and toilet facilities

Filing cabinets are located in the office area [for student information/administration] and in the student work area for student work and subject area resources.

There are resources for staff/student use and a range of teaching resources is available so students can follow their curriculum [departments support this].

ICT equipment is available for student use.

Staff have access to the network for linking to SERCO for timetables, records etc.

Flexible furniture which can be regrouped depending on the needs of students in the unit is available.

As some students are secluded at break/lunchtimes, refreshment facilities are available. Kitchen facilities are located within the centre.

REFERRALS AND FUNCTIONING OF TURNING POINT

Referral to TURNING POINT is made **ONLY** by LGCs, the Deputy Headteacher for Inclusion or the KS3/4 Co-ordinator. Referrals are considered by the Centre Manager and the Deputy Head responsible for Inclusion. Staff/heads of department provide information to the LGC via use of the STUDENT INFORMATION FEEDBACK SHEETS [SIFS] to enable an overview to be built up. Names of students attending Turning Point are placed on the staff room notice board. Staff are reminded to check this on a daily basis.

The gatekeeping of the unit is **STRICTLY** adhered to. There is no direct or immediate referrals from subject staff or Heads of s. All staff liaise with LGCs in writing regarding their concern. LGCs then make referrals to TURNING POINT. Although there is discussion about individual students, referrals by LGCs are made in writing, using the appropriate PROFORMA. [Referral form—general and referral form—immediate seclusion.]

Prior to entry, students/parents are informed. Reports on work done in Turning Point are sent to the relevant staff ie LGC, Deputy Head Inclusion, tutors and any staff who request them.

CRITERIA FOR ENTRY MAY INCLUDE:

Learning

- Low attainment in relation to ability
- Falling motivation
- Poor concentration and attention difficulties
- Behaviour affecting the learning of the individual student and/or other students in their group
- Persistent failure to modify behaviour

EMOTIONAL/SOCIAL DEVELOPMENT/MEDICAL

- Difficult relationships with adults/peers

- Low self esteem
- Social skills deficits
- Communication skills deficits
- Behaviour management issues
- Vulnerable students
- Students at risk of exclusion
- Reintegration programmes following long term illness.

ATTENDANCE

- Patterns of poor attendance
- Internal truancy
- Reintegration programmes following exclusion
- Integration at transition [Year 8-9] of excluded or vulnerable students

CRITERIA FOR EXIT

- Individual targets are met by students/support is in place
- Targets on the student's individual education / behaviour plan are met
- Referral to outside agency
- Alternative curriculum set up.

SPECIFICALLY this may include the following:

- More positive self image
- Attitude to school and attendance improved
- Improved self confidence and a willingness to move on
- Positive student, parent and staff evaluation.

STRATEGIES TO BE USED ON EXIT:

To include:

- Gradual reintegration programmes supported by MENTORS.
- On report to TURNING POINT—x 3 daily or x 2 daily, with contact home for daily feedback.
- Exit interview and follow up monitoring/mentoring interviews [student, staff, parent as appropriate].
- Optional drop ins at start/end of day and/or at lunchtimes.

MANAGEMENT OF BEHAVIOURAL INCIDENTS IN RELATION TO TURNING POINT

If there is an incident where it is deemed seclusion in Turning Point is an appropriate sanction, parents are contacted. LGCs liaise directly with the Deputy Head responsible for Inclusion/or directly with TP manager to make this decision. Turning Point staff or LGCs contact

parents. At this stage the student transfers to TURNING POINT if a place is available. If a place is not available the student remains secluded with the LGC.

No student is ever sent directly to TURNING POINT from a lesson [by subject staff or head of department] .

On admission to Turning Point a mentoring session takes place focussing on the reason for the referral. The student's behaviour is monitored via mentors and the LGCs. Mentors assist with reintegration and students may also be on report to TURNING POINT or the LGC.

WORK FOR STUDENTS IN TURNING POINT

Departments provide resources for use in Turning Point.

Curriculum resources are provided for KS3 and KS4 courses.

Heads of department are asked to supervise provision of work.

Work for individual students is requested e.g. for GCSE courses including coursework.

Turning Point works closely with the IS Department on differentiated resources appropriate to the needs of individual students.

There are some students who spend time both in TURNING POINT and the IS Department dependent upon their needs and this is closely monitored.

EXPECTATIONS

The expectations of students attending Turning Point are consistently HIGH in everything they do, in line with the rest of the school.

Students are expected to work to the best of their ability. Students are set targets on an individual basis. There is a positive, caring ethos, where students are treated as individuals with individual needs and aspirations. We are fully aware that if Turning Point is viewed as an 'easy, comfortable option' students may try to misbehave to gain a place!

Therefore the atmosphere, ethos, values and expectations are extremely important to the success of Turning Point and reflect those of the school itself.

SUMMARY

Our aim is that TURNING POINT is recognised by students, parents and staff as an asset to the school, helping those students experiencing difficulties. Turning Point can only be a success if students, parents and staff view it as a place for rigorous learning which supports students in coping with the challenges of school and raises their self esteem and motivation in a positive and caring environment. Our ultimate aim is that TURNING POINT is seen as a good practice centre in the application of behaviour management strategies throughout the

wider community and that staff regularly share this practice and support colleagues both within QEHS, our partnership schools and the local authority.

MONITORING AND EVALUATION

TP keeps a database of seclusions and reasons for seclusion. This allows for appropriate intervention. Students attending TP and staff are asked to complete evaluations which inform practice. Regular analysis of student event logs on SERCO also helps us to review our systems. Students attending TP are referred for various reasons therefore evaluation is based around a variety of areas:

- Attendance and punctuality
- Exclusions and attainment
- Behaviour in class – through targeted reports/staff feedback
- Changes in motivation and self-esteem – students perception questionnaires
- Work rate
- Progress against any individual targets set
- Student opinion/evaluation on Turning Point e.g. via questionnaires
- Parent perceptions
- Case studies – which will give specific information
- Visiting governor reports

Other Policies

This policy should be read in conjunction with other policies

- Inclusion Policy – Mentoring (Years 9 to 11)
- SEN Policy
- Confidentiality Policy
- Anti-Bullying Policy

This policy was agreed by the Pupil and Curriculum Development Committee at their meeting on Wednesday 19 May 2010.

Signed		Chair of Pupil & Curriculum Development Committee (Adrian Woolley)	Date	
Signed		Headteacher (Neil Morrison)	Date	
Review Date:	May 2012			