

STUDENT, PARENT/ CARER INDUCTION POLICY

Next Gen
Alternative
Provision

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Last Reviewed on:	08/04/25	Next Review Due By:	31/08/26

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STATEMENT OF PURPOSE

AIM

Next Gen Alternative Provision collaborates with the local authority and its community to engage and maintain learning for at-risk and difficult youth. We strive with our pupils to enhance their achievement, behaviour, attendance, self-esteem, and confidence while giving skills to promote their growth as responsible community members; we elevate standards and contribute to the well-being and cohesiveness of the community we serve.

Next Gen Alternative Provision aims to provide high quality and value for money flexible education to up to 16 pupils ages 11 to 16. Our flexible provision will only provide education to pupils for less than 18 hours per week per child.

Our provision aims to provide a supportive learning environment through a cohesive curriculum including:

- British Values/Citizenship
- Functional Skills English
- Functional Skills ICT
- Functional Skills Maths
- Life Skills
- PE
- Personal Health and Social Education/Spiritual, Moral, Social and Cultural (SMSC) development

Our core curriculum will focus on developing and equipping pupils with Functional Skills English and Maths (Entry Level to Level 2) along with Vocational Skills such as:

- Arts and Craft
- Business and Administration
- Catering and Hospitality
- Childcare
- Collaborative Trades
- Computing
- DJ Skills
- Hair and Beauty
- Leisure, Travel and Tourism
- Life Skills
- Living in the Community
- Many more
- Retail and Customer Service
- Sports and Fitness

Our curriculum aims to support the next generation of pupils for the immersive market in digital and IT skills. The curriculum will provide a stepping-stone and the foundation to equip pupils with skills and knowledge along with the opportunity to gain accredited unit

and course qualifications to support pupils into their next stage of their life. The curriculum is based upon the national Department of Education guidance on Computing and modelled along the Open Awards - Exam Board for our accredited programmes of studies.

Next Gen Alternative Provision will not provide full time education for:

- 5 or more pupils of compulsory school age,
- 1 or more pupils of compulsory school age with an education, health and care (EHC) plan, or
- 1 or more pupils of compulsory school age who are looked-after.

INTENT

Individualized, inspiring, and thoughtful, Next Gen Alternative Provisions curriculum meets the diverse social and emotional requirements of each of our pupils. In order to successfully integrate into the community, pupils must be able to overcome obstacles, reengage in learning, and develop the necessary abilities. The curriculum helps pupils acquire the information and skills they need to return to normal education or pursue a post-secondary career of their choice.

In order to fulfil the needs of Next Gen pupils, the curriculum at Next Gen was devised. At Next Gen Alternative Provision, we believe that every student has the right to a quality education, no matter what obstacles they may face now or in the future. In many cases, pupils lack self-confidence and aren't performing at the right level for their age. In some cases, this may be due to underlying social, emotional, or mental issues. As a general rule, pupils do not like their time in school. In order for each child to thrive, we give additional care and support around them in a way that is as close to a mainstream experience as feasible.

Pupils in our programme will learn to focus, persevere, cooperate, use their imaginations and benefit from cultural capital opportunities. To inspire and encourage pupils to learn, the curriculum will include a wide range of experiences that create cultural capital, allowing them to grasp the importance of learning and to begin learning again, allowing them to make a long-term and beneficial contribution to the future society.

Pupils' knowledge, skills, and capacities are cultivated, as well as their self-confidence and ability to use and build on them, through the high quality of education delivered.

In all of our key stages, we provide a wide selection of curriculum options, so that pupils can find their individual skills and interests.

IMPLEMENTATION

Our curriculum is tailored to each student's specific needs. At our school, we have developed a programme that considers not only what is required by the National Curriculum but also the unique needs of each student. Pupils can pick and choose from a wide variety of disciplines and levels to fit their own interests and abilities.

To facilitate learning and advancement, our academic curriculum organises information and ideas in logical order. To ensure that pupils improve from their entrypoint, teachers administer reading and math examinations on a regular basis. Termly summative exams and on-going, and portfolio-based assessments help us design lessons and identify areas in which pupils need more guidance. As a result of our Enrichment Program, pupils get the opportunity to discover their own interests and talents. Our Personal Social Health Education (PSHE), programmes provide a variety of spiritual, moral, social, and cultural experiences as part of the curriculum.

IMPACT

Our children learn to be resilient, self-assured, and to never give up during their time with us here at the school. A unique curriculum is created for each student based on their needs and preferences. It is essential that children be able to work at a pace that is both acceptable and challenging for them to be successful in school. To be able to face and overcome future challenges and difficult decisions, pupils benefit greatly from Next Gen Alternative Provision.

The broad range of educational options available to our pupils will be beneficial to all of them. To help children evolve and recover their love of studying, our curriculum encourages our pupils to become self-confident, good role models, and well-rounded individuals in all facets of their lives.

BEHAVIOUR

Our Approach at Next Gen Alternative Provision, we believe:

- All children should be able to attend, learn and thrive at Next Gen without the fear of harm or intimidation.
- All children must be treated with “unconditional positive regard” at all times.
- Children are to be treated fairly at all times.
- Staff model the behaviour we expect of our children-including in relation to conflict resolution and correction of children's behaviour.
- We provide a nurturing environment, using Dan Hughes' PACE (Playfulness, Acceptance, Curiosity, Empathy) approach to foster appropriate behaviour.
- Any challenges should be met using PACE approach, using playfulness, acceptance, curiosity and empathy to connect with the young person. Recognising it is not always appropriate to use playfulness when a young person becomes heightened but acceptance and empathy are always present in our interactions. Staff also need to be aware of maintaining boundaries and promoting a sense of 'being safe and predictable to the young people'
- We recognise that when a young person is dysregulated, they will find it hard to listen to instructions, be open to learning or take in new information and accept support from adults, at this time staff will be mindful to follow the young person's IBSP and support plans.
- A key part of the Alternative Provision mission is to teach children the British Values of respecting others, tolerance of diversity, and respect for the rules of appropriate organisations and institutions.

- A central part of our mission is to teach children to interact effectively with others in order to maximise their life chances.
- That children need boundaries consistently and fairly applied with compassion and respect and with their best interest in mind in order to develop connections with appropriate adults.
- Our children are not fully responsible for their 'behaviour difficulties' and are certainly not to 'blame' for them. It is up to the adults to change the circumstances around the child to teach them the best way to conduct themselves.
- That 'challenging behaviour' is a learning need where our children experience behaviour difficulties adults are there to provide support, co regulation and help the child develop more effective ways of interacting and managing their emotional and habitual responses.
- We believe that it is the role of the adult in leading any restoration of relationship work with the children.
- All children should be given support to learn from the consequences of their actions, and where possible undertake restorative work in order to learn from natural consequences as opposed to imposed consequences.

PROMOTING POSITIVE BEHAVIOUR

Next Gen Alternative Provision fosters an ethos which is motivating, supportive and friendly in order promote positive behaviour, through a safe, structured and welcoming environment.

The following strategies will help us to achieve a positive atmosphere and high standards of behaviour:-

- Effective lesson preparation where work is matched to the ability of the pupils • Provision of appropriate and user-friendly learning resources.
- Actively involving pupils in learning which includes a range of varied and relevant activities.
- The continuous development of positive behaviour support plans that reviewed termly.
- Acknowledge the importance of understanding the young person, their life history, trauma, experience, cognitive ability and emotional development.
- Establishing clear routines for classroom management.
- Setting attainable and realistic targets each lesson and promoting pupil's understanding of these
- Providing constructive feedback through involving pupils in marking their own work and allowing for purposeful discussion.
- Promoting positive behaviour and work consistently through praise and encouragement, sharing good practice with others, displaying work and use of the reward system.
- Maintaining attractive and stimulating teaching areas.
- Listening and taking appropriate action where pupils express concern.
- Setting appropriate and relevant extension and homework tasks.

- Allocation of appropriate Lead adult to each child in order to offer an identified staff member to give support to the child and that person will act as home school partnership link.

APPROACHES TO POSITIVE RECOGNITION AND CLASSROOM STRATEGIES

Good behaviour management starts with good teaching. Teachers are to plan and deliver imaginative, interactive and differentiated lessons, matched to the needs of the pupil. A personalised curriculum allows each pupil to access learning appropriate to their needs, abilities and style. Teachers should aim to promote independent learning.

Teachers will need to think creatively to meet the needs of visual, auditory and kinaesthetic learners. This will pave the way to good behaviour when pupils know that they will be engaged, encouraged and challenged in their lessons.

CLASSROOM CHECKLIST

- Meet and greet pupils when they come into the classroom
- Ensure all plans and resources are prepared in advance
- Display rules and sanctions in the class
- Display tariff of rewards in the class
- Follow the rewards and sanctions system and procedures
- Follow the behaviour policy
- Praise the behaviour you want to see more of
- Praise more than criticise
- Differentiate
- Stay calm
- Have clear routines for transitions
- Teach the class routines

We create an ethos of every child as an individual and that all children are at different stages with their learning and development and achievement is based on their own personal progress – not as a comparison with others.

For children with additional needs, we look at the specific needs of these children to determine how we approach the use of personal and public recognition, bearing in mind past trauma and life history.

The use of public positive recognition (praise, awards and rewards etc.) can, in addition to the desired positive impact on the target children, often have negative impact on all children but especially children with additional needs, attachment issues and at risk of CSE.

At Next Gen we have carefully thought about all the types of public positive recognition that are used in order to maximise the positive impact for all pupils and minimise any potential negative associations.

We ensure that systems are not based on control through bribery or over use of rewards and rewards are carefully monitored so as to ensure fairness. Consequences are steered towards those that are natural e.g. graffiti is cleaned up for example.

Blanket class sanctions – e.g. whole class staying in or being held behind are not used, as this can lead to a young person experiencing shame and distrust from this approach.

POSITIVE PRAISE

The following positive praise approaches are used at Next Gen, any additional approaches must be discussed with the SLT. If in doubt about any aspect of this support must be sought.

Reference must be made to the child's positive behaviour support plan, IBSP and ILP Praise will be genuine

- We will be specific about what the young person has done well.
- We will use non-verbal praise for example, thumbs up, high five where appropriate.
- We will use praise to effect change if behaviour is near what we want for example "I saw how you stopped yourself from shouting really loud. Well done".
- We will use individual children's work as an example to celebrate the child.
- We will remain mindful of using the same child all the time.
- We will use classroom praise – public/private, give feedback to celebrate the young person.

Home school link, Staff should record positive behaviour in the mentoring forms that are shared with home. Staff can give instant feedback to homes/managers via telephone, e-mail or in person when child is being collected. Staff should also share positives and successes along with any challenges at evening debrief.

HEAD TEACHER POSITIVE PRAISE

To provide positive recognition for hard work/ kindness, child is brought to the office to show good work or for doing a positive thing. Ensure a good mix of all pupils get the chance to bring good work/ achievements.

Must not: - make an over public 'announcement' in the class - be used as a 'bribe' e.g. "if it's great we can show it to ..."

SLT AWARDS

To recognise a particular outstanding contribution to school life or outstanding act of courage, bravery, moral duty

Award given out in celebration day event, Nominations from staff are sought at any point during the year. Quite a rare award.

Group/Class Work on display to recognise children's work and celebrate all children's work – regardless of ability Children work on display.

Every child has some work on display (unless they have asked for it not to be) school ethos is to accept children work at different levels and that this is okay.

Must: - Ask children if it is okay to display their work. (This can be done as a general start of the year and/ or as and when work is to be displayed.)

Must not: - indicate a level or mark

Must not be linked to any aspect of competition, points or prizes Must not to be used to shame/name the individuals that aren't performing well WHY? Some children may struggle with organisational skills and need support with this rather than be criticised by peers for 'losing' points

COLLECTING IN OF RESULTS E.G. TESTS

Teachers collect in results from children and give out results to children individually. Teachers should emphasise that all learning is about individual progress and not about comparing to others. Must not ask children to call out results Must not give out results publicly.

Must not display any charts which could be used to compare individual or groups skills, abilities, achievements, targets etc. WHY? For children at all levels this can generate a 'better than you' approach mentality or for lower ability a reduction in self-esteem, and possibly lead to an increase in behaviour responses to toxic shame as indicated in the shield of shame, e.g., lying, denial, blame, rage.

Focus on individuals making progress at an individual level. Consider personal target sheets or progress sheets. *The above take into account the individual needs of children and where a child has any specific needs regarding praise

MANAGEMENT OF CHALLENGING BEHAVIOUR

Staff intervention by verbal encouragement and a sensitive reflective approach, which focus on the expected way to behave, should be the first stage of supporting a child and is the responsibility of the class teacher in the first instance and not to be immediately referred to pastoral staff, where their behaviour falls below the standards expected. Staff should make it clear that such behaviour is unacceptable and will not be tolerated and allow opportunities for pupils to be re-integrated into lessons. Staff should also be mindful that praise for the positive opposite is often more effective e.g. praising every time a young person is polite to staff is often more effective than reminding them not to be rude to staff. Unacceptable pupil behaviour requiring this intervention could include:-

- Rudeness to staff
- Unacceptable behaviour towards staff or other pupils including spitting, physical threats or intimidation
- Rude or abusive language
- Non-compliance with staff instruction
- Behaviour likely to disturb the learning of others
- Behaviour likely to cause harm to others
- Behaviour likely to cause damage to property or equipment

Empowering children and helping them to develop a respect for their peers and the environment is one of our main aims and all staff should promote this as much as possible whilst demonstrating the characteristics of a positive role model, through highlighting and addressing the behaviour as the problem, rather than being critical of the person involved. **(Unconditional positive regard)**

We will also be aware of signs of emotional dysregulation and consider if young person is emotionally and physically regulated with reference to their IBSP and positive behaviour support plan, if not we will refer to positive behaviour support plan and consider for example, are they hungry, thirsty, hot, cold, tired and address these if possible

We will offer sensory regulation- cold glass of water, warm drink, walk around, mindfulness, sensory box items, quiet space use of pastoral support hug where appropriate

In the case of leaving the site without permission (absconding) due to the huge potential risks inherent this will trigger a plan within this policy ,this is:

- If during a school day and the young person returns to site they are to be returned home as soon as possible and be directly supervised at all times until they leave site.
- Communication made to headteacher, LA, main school, social worker, and parents/carers via incident form.
- Incident to be discussed and recorded at de brief.
- Young person will be schooled at home via a combination of outreach and home study
- Urgent professionals meeting to take place to review the risk management plan and risk assessment prior to the young person being returned to education.
- Work done with lead adult, parent/carers, LA, main school, social/family worker team to consider reasons for absenting and consider ways to positively avoid this behaviour
- All plans put in place to be communicated to staff team via e mail, briefings and placed in young person's electronic files and hard files.
- All new staff to read and understand risk assessments, management plans and safe system of work on induction

Whilst children are encouraged to play an active part in the life of the school and opportunities are taken to empower them, there are occasions when the rules must be enforced. A consistent response from all staff is required so that children understand the set boundaries and natural consequences and to foster a sense of the adults being safe and predictable to help build a safe secure base. By setting clear and concise guidelines, Children know what to expect and are encouraged to reflect on their actions and further develop their personal and social skills

At times where rules are broken, staff will discuss the specific behaviour that was unacceptable with the child and consider the severity and frequency of its occurrence before making an informed decision on action to take

Where a child continues to breach the expected standards of the provision and as a follow up to initial staff intervention as highlighted previously, further action should be initiated.

This stage of proceedings should involve the Headteacher/Deputy who will need to know all of the facts before any further action is taken. It is hoped that the head teacher's intervention can bring about a change in the unacceptable behaviour of the child. Once all the facts have been clarified, there may be a need to take further action, depending on the response of the child, IBSP and risk assessment. If the child responds in a positive way to the meeting with the Headteacher/deputy no further action will be required, although good practice should ensue and the Headteacher will discuss the events with the teaching staff and the care staff in order to plan strategies to further support the child. Where the child does not respond in such a way, but continues to present a risk to themselves or others or disrupt learning, then the head teacher will immediately inform the child's parent/carer and seek an urgent meeting with them. This should occur within 3 working days.

When meeting the parent/carer, the head teacher will express the concerns he and the teaching staff have over the continued issues raised and the next stage of action should be initiated.

For serious incidents, a child can be educated at off site for a period. Should this option be taken, the Headteacher will discuss the reasons for this and make clear the proposed plan to return the child school, and provide a timetable of outreach or plan of home study work if direct teaching is not possible.

Consultation with a child's parent/carer must be undertaken to establish any reasons outside school which may have adversely affected the child and to establish whether alternative action can be taken to support the child. The following are examples where exclusion may be used, but the decision must take account of the context and any earlier decisions on a period of external education:

- Violence or intimidation towards staff and/or other pupils including bullying
- Serious vandalism
- Sexual or racial harassment
- Possession of, abusing or supplying drugs, alcohol or solvents
- Stealing
- Carrying offensive weapons
- Unauthorised leaving of site

A decision should not be made until the Headteacher is in possession of all the relevant facts and the child's involvement in the incident is clearly established. The exception to this being where there is an immediate safety risk to the pupil, others pupils or staff.

Due to the challenges faced by the children who attend Next Gen Alternative Provision as a result of their multiple and complex social, emotional and behavioural needs, it is considered as a last resort to exclude young people from Alternative Provision. Where behaviour presents a considerable risk to a young person or other young people in the Alternative Provision, schooling will be provided by the outreach provision. Incidents that compromise safety and lead to the provision of outreach teaching will be logged in an Incident Report.

Prior to a child returning to the Alternative Provision following a period of outreach provision, the Headteacher/deputy and parent/carer should consider a risk assessment to highlight any necessary changes to the supervision of the pupil in Alternative Provision. This may involve changes to the timetable to keep the pupil away from another pupil, or an increase in staffing whilst the pupil is at Alternative Provision, and will take place during a reintegration meeting with the child and parent/carer.

In addition to the above action, all staff retain the right, without prejudice, to notify the police authorities following incidents of assault, theft or vandalism to their personal property by a pupil. The policy on 'Reporting Young People to the Police' should be consulted before any police involvement is initiated.

GENERAL RESPONSES TO INCIDENTS

Pupils have to have the opportunity to reflect on their actions and the impact this may have had on others. Below are examples for some situations that may occur in provision and the types of response that are appropriate.

INCIDENT	TYPE OF RESPONSE
Incident against another person	Show the person that has been affected by the pupil's action that they are sorry. This can be in the form of verbal, written, picture, or an action. <u>We do not force pupils to say sorry</u>
Incident relating to theft, damage to property etc.	Where possible – a natural reparation should be used e.g. clean graffiti off the door, clean up the mess, pay for replacement of item. Where this is not possible a close alternative should be used e.g. vandalism that could not be fixed by the pupil – the pupil should then give time to complete a site task which enables the site person to fix the problem. Where there is a cost for replacement of an item that has been damaged this cost may be sought from the pupil following discussion with the home.
The particular activity has been causing issues e.g. Football at break time	Work with staff needed in order to ensure subsequent participation can be successful. E.g. having reduced time / supervision / or not taking part in the activity.

Child being disruptive in lessons	Child remains in for some or all of the break to catch up with the work that hasn't been completed. OR The need for a discussion with teacher regarding behaviour and how to improve this in the next session.
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EXAMPLES OF CLASSROOM APPROACHES WHEN DEALING WITH BEHAVIOUR

Level:	1	2	3
Concern:	Some minor support on more than one occasion	Needed support on a number of occasions	Significant support required
Teacher response or actions	Re-focus child Quiet word	Direct an adult or give extra support (staff presence for the child/ containment)	
Level:	1	2	3
	Offer of support – “You okay, do you need anything”	Wondering question: James, I'm wondering if sitting too close to xxx is making it difficult for you to concentrate on your work. Come and sit here where I can help you.”	
	Cue name – “Bill –		
	all, okay?”		
	Nip in the bud: “James, you're talking and we are working quietly in this lesson.”	Name the need: You're very cross because you wanted to go in the iPad group. I can see that is hard. Everyone will get a go this week. What do you need options: - Learning break - Key Adult in class - Go and see someone - Work in a different place	

PATHWAY OF NEEDS

Using an example of a child having some difficulties in class – these are the key considerations and actions to be taken:

CONCERN LEVEL	UNIVERSAL	ADDITIONAL	COMPLEX AND SIGNIFICANT
Description	General low level concerns or single significant incident	Ongoing concerns	SEND / SEMH underlying specific needs OR Ongoing concerns – little or no improvements
Approach	If you don't already know - explore the history of the child including any previous incidents or key information – by checking Core pupil information, Pupil chronology, talking to previous staff, key adult or pastoral leader.	If you don't already know - explore the history of the child including any previous incidents or key information – by checking Core pupil information, Pupil chronology, talking to previous staff, key adult or pastoral leader.	Strategy meeting held with: - Class teacher - Key Adult - Any external agency in place - Pastoral Leader - Parents / Carers - Child
CONCERN LEVEL	UNIVERSAL	ADDITIONAL	COMPLEX AND SIGNIFICANT
	Talk to the child to establish any issues – including the use of 'wondering' questions.	Class teacher arranges a meeting with parents / carers, to include a key adult. Discuss issues and agree a plan of action/ support	Further support with clear place actions and review.
	Set and agree expectations. Class teacher contact parents / carers where appropriate.	Action plan completed if needed and implemented (Possible use of external support)	
	Regular monitoring and discussions with child (and parent / carer	Regular monitoring and discussions with child (and parent / carer	

	if appropriate) including praise for success.	if appropriate) including praise for success.	
	If not improved enough – move to 'additional needs'	If not improved enough – move to 'significant needs'	

MINOR AND MAJOR INCIDENTS LIST

MINOR INCIDENTS MIGHT INCLUDE:

- Talking at in appropriate times
- Mistreating the alternative provision or other property e.g. mishandling books, dropping litter, wasting or not taking care of resources
- Distracting other pupils e.g. pulling 'funny' faces, trying to attract their attention.
- General behaviour around the alternative provision building e.g. Running in the corridors, talking in assemblies
- Not having PE kit (refer to PE leader if persistent)
- Not doing sufficient work / lack of co-operation with peers
- Eating in class

MAJOR INCIDENTS MIGHT INCLUDE:

- *Any prejudice based comments e.g. Racist/ Homophobic/ Transphobic/ Religious/ Ageist comments
- *Gender based comments e.g. "you can't because you are a girl..."
- Verbal/written e.g. swearing (in any language), making comments intended, or likely, to cause upset or offence to someone else
- Theft
- Vandalism of anybody's property, including graffiti on Alternative Provision books
- Physical e.g. punching, kicking, pushing, pinching, hitting another person with an object
- Play fighting / rough play
- Exclusion of peers from games, if intended to cause upset to them
- Defiance after a reasonable request has been specifically directed at the individual by an adult
- Bringing in inappropriate items e.g. weapons, drugs, inappropriate images
- Ongoing multiple issue in a day

*All incidents of a racist, homophobic or transphobic nature, or involving gender discrimination, are treated seriously and are dealt with according to the age, understanding and the nature of the incident.

The principles within this policy are used to explore and deal with this situation.

Incident Forms / Significant Events are completed for these incidents and given to the Alternative Provision office to be added to an online tracking system

specifically for these types of incidents. The copy of the Incident Forms / Significant Events is then stored in a separate file in the main office and used for tracking of incidents and official reporting; this is looked at regularly to ensure any regular victims, perpetrators or trends are identified, and support can be given as required. Parents / Carers / Social Workers are always notified when these incidents occur.

USE OF EXCLUSIONS

These are only used as a last resort and where the safety or effective working of the child(ren) class/ Alternative Provision would be compromised. Wherever possible the use of key adults, pastoral team or SLT are utilised to deal with any significant issues.

Internal and external exclusions are sometimes used if returning a child back into the class setting may result in significant further disruption to their or others learning – or a significant incident has occurred which requires immediate investigation and time for children to become regulated.

We comply with [The Education \(Independent School Standards\) Regulations 2014](#) and have regard to the [DfE guidance 'Exclusion from maintain schools, academies and pupil referral units in England' \(2017\)](#).

SUPPORTING UNIVERSAL NEEDS OF ALL PUPILS:

Key principles in supporting the universal needs of all pupils:

- All behaviour (positive or negative) is a reflection of a person's emotional state.
- Understand brain development and impact of stress and fear on behaviour.
- Children have different 'stress windows of tolerance'.
- You can't always see the 'trigger'.
- Behaviours communicate a need.
- Scared children can do scary things.
- Don't take things personally.
- Negative behaviour mostly comes from an unconscious place.
- In times of stress children's thinking process is distorted and confused and short term memory is suppressed.
- Children who are dysregulated are unable to access the thinking part of their brain.
- Children without the strategies and skills need to manage their emotions need to be supported.

HOW WE SUPPORT THE UNIVERSAL NEEDS OF ALL PUPILS:

- Use of natural consequences rather than 'punishments'.
- High Structure (Strong routines and boundaries) High nurture.
- The use of PACE (Playfulness, Acceptance, Curiosity, Empathy).
- Use wondering in order to explore the potential cause of the behaviour.

- Giving children time, space and support when dysregulated BEFORE attempting to deal with the behaviour.
- Engaging children at an emotional level. • Regulate our own emotions
- Time in not time out?
- Using staff presence to help regulate
- Naming need
- Empathetic Commentary
- Access to learning mentors
- Understand that any traumas in a child's life can impact on behaviour

APPROACH	WHAT LOOKS LIKE	PURPOSE
Regulation times	Access to: - A quiet area/member of staff - Pastoral Room - Physical / Sensory activities - Support of friends	Enable children to regulate before going into class before Alternative Provision/ after break/dinner etc.
Self-Elected withdrawal	Child can ask teacher to leave the room to go to a specific place e.g. pastoral office, Learning mentor room. NB: Child may be angry – use limited talk or discussion. This is a strategy that has been discussed	Enable children to develop skills to recognise their own dysregulation and remove Themselves from the situation. Enables an adult to be close by and support the child to regulate – where needed and when the child is ready.

APPROACH	WHAT LOOKS LIKE	PURPOSE
	and planned for.	
Support groups	1 to 1 or small group work working with key adult or other support staff. Looking at specific issues for children, identifying triggers and areas that cause stress/anger for the child.	Support child in developing approaches to managing these feelings.

Key Adult Support	- In class support - Transition support from activities/ break etc - Small 1 to1 or focus groups - Daily / regular check ins - targeted support in the playground - Pastoral room	Provide overall support for children's mental health and emotional needs in order to reduce anxiety.
Support Plans	Formal written support plan written by class teacher/ key adult / parents / carers and Key adult. Exit plans prepared and agreed	Identifies the emotional needs for the child and the actions needing to be taken by the provision in order to support their emotional needs.
Individual Support Targets	Short term targets for pupils to address a specific issue. Written with the child and usually reviewed at the end of each Lesson / break.	This approach is not suitable for all children – especially those with more complex needs or trauma and should only be used following discussion with the pastoral leader.
In class amended provision	Busy boxes, stress balls, fidget toys, social stories, drawing pads, self-withdrawal, specific 'safe' places (e.g. tent) or other activities specific to the child. Child working on floor rather than at a table. Classrooms well-planned with	To help children remain regulated in order for them to access learning.

APPROACH	WHAT LOOKS LIKE	PURPOSE
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	clearly defined visual boundaries designating where different types of activities will take place. Boundaries need to be as visually clear as possible. Clutter is kept to a minimum to maintain specific spaces and to ensure all spaces are welcoming and attractive. Colour coding using rugs, mats or coloured tape on the floor may be used to define different spaces. There is a wide range of strategies in every classroom to support executive function: a) Language - check understanding frequently; use minimal speech; allow extra time for processing b) Verbal & non-verbal working memory - visual supports; consistent, structured environments and routines; checklists c) Organisational challenges - chunking, writing frames, checklists and multi-sensory cues Time concepts – calendars, days of the week displayed & referred to facilitate temporal understanding	
External Support and assessments	A range of support: • Emotional Health Support • Forward Thinking Birmingham (Previously CAMHS) • Educational Psychologist Clinical Team	To provide a range of assessments and support for more complex needs – including individual assessment and family support.

USE OF REASONABLE FORCE (RESTRICTIVE PHYSICAL INTERVENTION) AND SCREENING PUPILS

As a result of our approaches to supporting the needs of children with additional needs it is very rare that the use of force is required. If a situation does occur, staff will use every possible solution to deescalate the situation and avoid having to resort to any physical contact in terms of managing a behaviour. Early help from a member of SLT/ key adult is vital in supporting a difficult situation.

The law states that it is permissible to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. This is a last resort and will only ever be used in the most extreme circumstances.

If such actions are necessary, the actions that we take aim to use the minimum amount of force necessary for the minimum amount of time necessary. Where physical intervention is needed, this is recorded on the Incident Form and must be reported immediately to the head teacher. A record of these incidents is kept by the Head Teacher.

SCREENING AND SEARCHING PUPILS

Taken from the Behaviour and discipline in schools - Advice for headteachers and school staff (January 2016), there are two sets of legal provisions which enable school staff to confiscate items from pupils:

'The general power to discipline' **and the** 'Power to search without consent'

At Next Gen, staff may confiscate items that are of high value, deemed inappropriate, are against the provisions policies or are causing an issue. Where a specific policy does not exist, the teacher should use their discretion, whether the item is returned to the child or to the parent/guardian/carer. Items returned to the child should usually be returned no later than the end of that school day. If the item needs collecting by a parent/guardian/carer the teacher should ensure that the parent/guardian/carer is made aware that an item has been confiscated – either through the child or via text/phone call; where the item is of high value or deemed inappropriate, contact should be made directly with the parent/guardian.

Staff do have the Power to search without consent for “prohibited items” including:

- knives and weapons
- alcohol
- illegal drugs
- stolen items
- tobacco and cigarette papers
- fireworks
- pornographic images
- any article that has been or is likely to be used to commit an offence , cause personal injury or damage to property; and

- any item banned by the Alternative Provision rules which has been identified in the rules as an item which may be searched for.

The legislation sets out what must be done with prohibited items found as a result of a search.

RECOGNITION

Next Gen Alternative Provision celebrates the success of its pupils through a number of incentives:

- Verbal praise
- Written praise
- Telephone call
- Class Dojo points
- Notes/comments on Class Dojo
- Class Dojo portfolio
- End of term trips
- Student of the month
- Student of term
- Teacher/TA award
- Mentor award
- Community award
- Student prefect
- Headteachers award

Over the last year, we have been using a collective Class Dojo target to reward pupils across the class with a mutual prize/gift card.

RATIONALE FOR CHANGE

In order to recognise individual efforts, progress and outcomes, it is important that pupils are able to be recognised on their merits rather than a collective target alone. This will ensure pupils are fairly recognised and celebrated for their individual progress at Next Gen AP.

Instead of rewarding all pupils for simply achieving the class target with the same reward/prize, we will integrate a tiered approach. This way, behaviour, attendance, core learning, completion of an Open award unit per half term can all be recognised on individual basis.

Based on the ladder, each pupil can gain £53 voucher per half term as reward prizes in recognition of achieving ladder targets.

To clarify, a child may be rewarded from different parts of the ladder so that they can be recognised for different aspects of achievement.

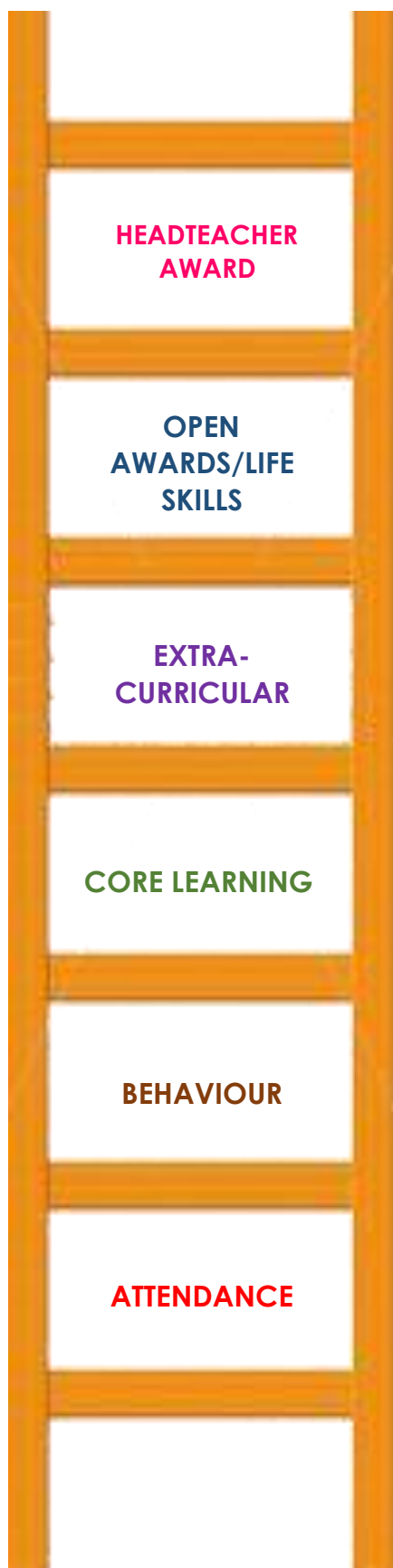
In addition, the headteacher can award a further £20 voucher as part of headteachers award.

In effect, a child can gain up to £73 voucher per half term of outstanding efforts and contribution towards their learning, motivation, personal targets, and any exemplary behaviour and attitudes.

Pupils will also gain certificates of achievements per half term or any time during their placement.

An end of placement certificate and prize of up to £30 in vouchers for successfully completing the placement will be issued in addition to the ladder reward scheme and headteachers award.

REWARD LADDER



**HEADTEACHER
AWARD**

Target: In each half term, pupils must earn the behaviour award, along with a minimum of £7 in the core work reward in order to be nominated by staff to gain the head teachers award

Reward: £10

**OPEN
AWARDS/LIFE
SKILLS**

Target: In each half term, pupils are expected to complete one unit. If you complete more than one unit you will receive the reward for each completed unit

Reward: £10 per completed unit with a maximum of 6 units per half term.

**EXTRA-
CURRICULAR**

Target: In each half term, pupils are expected to work towards an extra-curricular activity of their choice. Including, but not limited to, MFL, Reading, Young Writers, Cadet exercises.

Reward: £10

Per term

CORE LEARNING

Target: Every day, core learning must be completed in each session. A session is considered as AM or PM session, Therefore, in each session at least one alternating core learning must be completed. 25p per completed work – have to complete a minimum of 5 questions /checked/corrected or 1 full page checked/corrected. Maximum of 2 units of work per day

Reward: Maximum award of £18 per term.

BEHAVIOUR

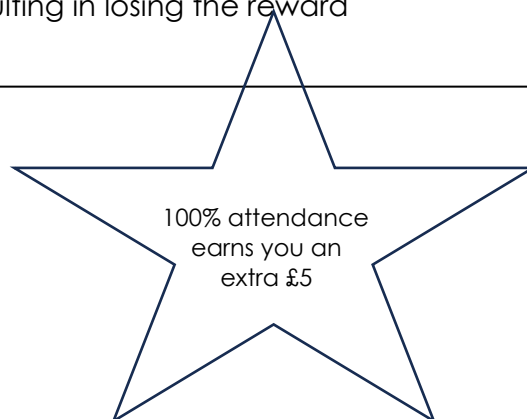
Target: In each term each pupil is required to get a minimum of 95% positive behaviours on class dojo. Null and void if suspended

Reward: £15

ATTENDANCE

Target: 95% attendance is expected of all pupils attending next gen alternative provision. Continued lateness will make your attendance drop, resulting in losing the reward

Reward: £10



MENTORING

All our pupils have access to mentoring. Each pupil is assigned a keyworker who shares life and academic experiences with pupils to order to address pastoral and academic targets.

The number of mentoring sessions will vary however some pupils may have more mentoring sessions than others.

Mentors log sessions on a centralised platform where senior staff can access, review, monitor and support the next steps discussed. Any safeguarding matter is reported in our usual CPOMs systems and followed up as per our Child Protection and Safeguarding Policy.

DRESS CODE

At Next Gen AP, we define our dress code as the following:

Acceptable	Unacceptable
Joggers Jeans T-Shirt Round neck tops Shirt Jackets Long Shorts Jumpers Trainers Knee length skirt Hoodies (Hoodies are not to be worn in the building) Cultural or religious clothing Studs - earrings Religious items Crocs	Mini skirts Crop tops Loop earrings Loose jewellery High heels Balakava Low cut tops Open toe shoes Slippers Pyjamas or similar night clothing Sliders Hot Pants (short shorts) Leggings Transparent Clothing Lingerie Style tops

During physical activities, no pupils will be permitted to have any jewellery and watches on. Trainers are needed for sport activities.

All pupils will be provided aprons for food technology. Additional PPE may be issued for specific curriculum such as nail art, hair and beauty, art etc.

No liability will be taken by Next Gen AP for the loss, damage, theft of any personal clothing, shoes/trainers, bags, jewellery or any belongings.

PARENTS AND CARERS

Parents and carers are expected to make sure their child has appropriate dress code, and that every item is:

- Clean
- Clearly labelled with the child's name
- In good condition

MOBILE PHONE USE

Pupils should not use their mobile phones during the school day, including during lessons, in the time between lessons. They are not permitted to use social media, live streaming, take pictures, videos, sound recordings. Pupils may use their phone during breaks with the restrictions mentioned.

Where pupils are allowed to access and use their phones otherwise, shall be appropriately reviewed and monitored as per their risk assessment to support SEMH and learning needs.

USE OF SMARTWATCHES BY PUPILS

The DfE's [non-statutory mobile phone guidance](#) includes in the term 'mobile phones' all devices with communications and smart technology that the school chooses to include in their policy.

Smartwatches are wristwatches with smart technology in them. They can be used to tell the time, send and receive text and voice messages, make calls and listen to music. Some smart watches have wellness and health-related features.

- Pupils may be able to use a smartwatch to communicate via text, even if their phone is in their bag or pocket
- Smartwatches are often smaller than mobile phones and at a distance look similar to regular watches, so might be easier to conceal
- Smartwatches can be more fragile than mobile phones, so any confiscation / storage procedures may need to be modified to safely accommodate them

EXCEPTIONS FOR SPECIAL CIRCUMSTANCE AND POST 16 PUPILS

The provision may permit pupils to use a mobile phone in school, due to exceptional circumstances. This will be considered on a case-by-case basis. To request such

permission, pupils or parents/carers should contact the headteacher on 07307 191 338.

Any pupils who are given permission must then adhere to the school's code of conduct for mobile phone use (see appendix 1).

Sixth-form pupils are allowed access to their mobile phones during the school day, to reflect their increased independence and responsibility, but must not compromise our policy on the use of mobile phones for other pupils.

Therefore, they are only permitted to use their mobile phones out of sight of younger pupils during breaktimes and trips. Misuse of mobile phones by pupils in the sixth form will lead to sanctions according to our behaviour policy.

SANCTIONS

In each case, the sanction given must be reasonable and proportionate. The school will also consider whether:

- There are any relevant special circumstances (for example, age, religious requirements, special educational needs, disability)
- The pupil's behaviour may indicate they may be suffering, or at risk of, harm. If this is suspected, staff will follow the appropriate procedure set out in Part 1 of [Keeping Children Safe in Education](#)
- Confiscate and return the phone at the end of day

Certain types of conduct, bullying or harassment can be classified as criminal conduct. The school takes such conduct extremely seriously and will involve the police or other agencies as appropriate.

Such conduct includes, but is not limited to:

Sexting (consensual and non-consensual sharing nude or semi-nude images or videos)

Upskirting

Threats of violence or assault

Abusive calls, emails, social media posts or texts directed at someone on the basis of someone's ethnicity, religious beliefs or sexual orientation

LUNCH ALLOWANCE

All our pupils who access afternoon sessions will receive a lunch allowance of up to £5.50 per day. This allowance shall be spent by a member of staff and will not be cashed or converted to vouchers. The lunch allowance is a discretionary amount set by the headteacher.

Pupils are expected to have a healthy and balanced lunch with a treat where possible. No energy drink shall be allowed. As a rule, we do not allow nuts, coconut, and pork as part of our lunch allowance. Pupils are not permitted to bring nuts and coconut based products into Next Gen AP. However, pupils can bring food from home at their own expense which may contain pork items.

Next Gen provides a self-catered and supported by staff breakfast and all day long fruit, snacks and drinks.

ATTENDANCE AND PUNCTUALITY

All pupils are expected to attend Next Gen AP with attendance at 95% or more. Pupils are expected to be punctual.

NUNEATON:

- Omar Salahuddin (Executive Headteacher and CEO) - 07307 191 338
- **Aimee Selway (Head of Provision) – 07770 164 633**
- General Staff Line – 07421 493 657

WOLVERHAMPTON:

- Omar Salahuddin (Executive Headteacher and CEO) - 07307 191 338
- **Sandra Bricknell (Head of Provision) – 07838 951 015**
- General Staff Line – 07940 839 060

Any absences must be reported to the contacts below or on our website: Student. Any lates needs to be reported and once the pupil arrives, report to a senior member of staff with the reason and we shall update the attendance register accordingly.

Absences must be reported no later than 8.30am each morning. Any taxi issues needs to be reported to the Head of Provisions who shall follow up procedures to address the issue.

Persistent absences and lates shall be communicated to the pupil, parent/carer, school/LA. We will follow the DfE and LA procedures for persistent absences, child protection and safeguarding.

HEALTH AND SAFETY AND SAFEGUARDING

All staff and pupils are expected to follow and adhere to health and safety guidelines including positive behaviours around the centres.

Pupils will be reminded of procedures when and where needed. If there are any concerns, pupils can report to any member of staff or a specific staff from the key contact staff list, see below.

We have fire, evacuation and other drills every term to ensure pupils understand the expectations and safely conduct themselves in an emergency situation.

Each classroom has a suggestion box where pupils can further voice themselves and also use our QR codes to raise any concerns too.

Activities both onsite and offsite may be reviewed, risk assessed, monitored and supported by a member of staff to ensure pupils are safe. In the event of an accident, we shall follow First Aid and Accident Procedures.

Safeguarding reports are recorded on CPOMs and any allegations about members of staff excluding the headteacher needs to be raised with the headteacher on mobile: 07307 191 338 or email: headteacher@nextgenap.co.uk. In the event, if the staff allegation is about the headteacher, please contact the Governors on gb@nextgenap.co.uk and follow our complaints policy.

KEY STAFF AT NUNEATON

MEET OUR SAFEGUARDING TEAM



OMAR SALAHUDDIN
Executive Headteacher & CEO
Designated Out of Hour Safeguarding Lead (DSL)
First Aider
Tel: 07307 191 338
Email: headteacher@nextgenap.co.uk



AIMEE SELWAY
Head of Provision
DSL
Tel: 077701646633
Email: aimee.selway@nextgenap.co.uk



Gina Hankinson
Behavioural Lead
A DDSL
Email: ginahankinson@nextgenap.co.uk



Kirsten Phillips
Curriculum Lead
First Aider
Email: kirstenphillips@nextgenap.co.uk



Nathan Whitehead
Deputy Head of Provision
Deputy DSL,
First Aider
Email: nathanwhitehead@nextgenap.co.uk

Report any concern by scanning the QR code and completing the online form. Alternatively, speak, call or email the relevant staff.



If you are, or you suspect a child or young person is being abused call Nuneaton & Bedworth Councils Safeguarding Team on during open hours or 01926 414144 for emergency out of hours. If immediate action is needed dial 999.

KEY STAFF AT WOLVERHAMPTON

MEET OUR SAFEGUARDING TEAM



**OMAR
SALAHUDDIN**

Headteacher
Designated
Safeguarding
Lead
First Aider
Fire Marshall
Tel: 07307 191 338
Email:
headteacher@nextgenap.co.uk



**SANDRA
BRICKNELL**

Head of Provision
Deputy
Designated
Safeguarding
Lead
Tel: 07838 9510 15
Email:
sandrabricknell@nextgenap.co.uk



CHRIS BERNARD

Teaching Assistant
First Aider
Email:
chrisbernard@nextgenap.co.uk



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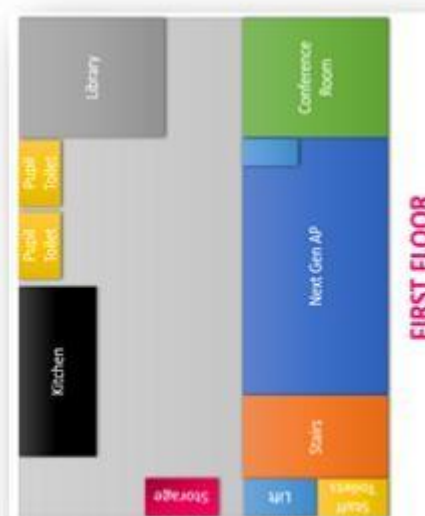
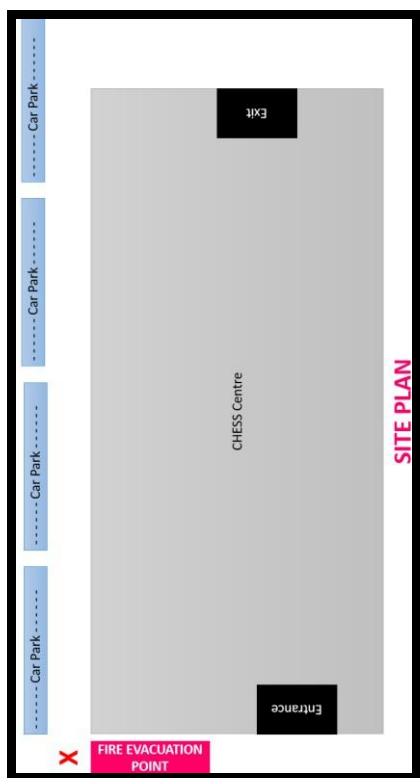
Higher Level
Teaching Assistant
Fire Marshall
Email:
abdulali@nextgenap.co.uk

Report any concern by scanning the QR code and completing the online form. Alternatively, speak, call or email the relevant staff.

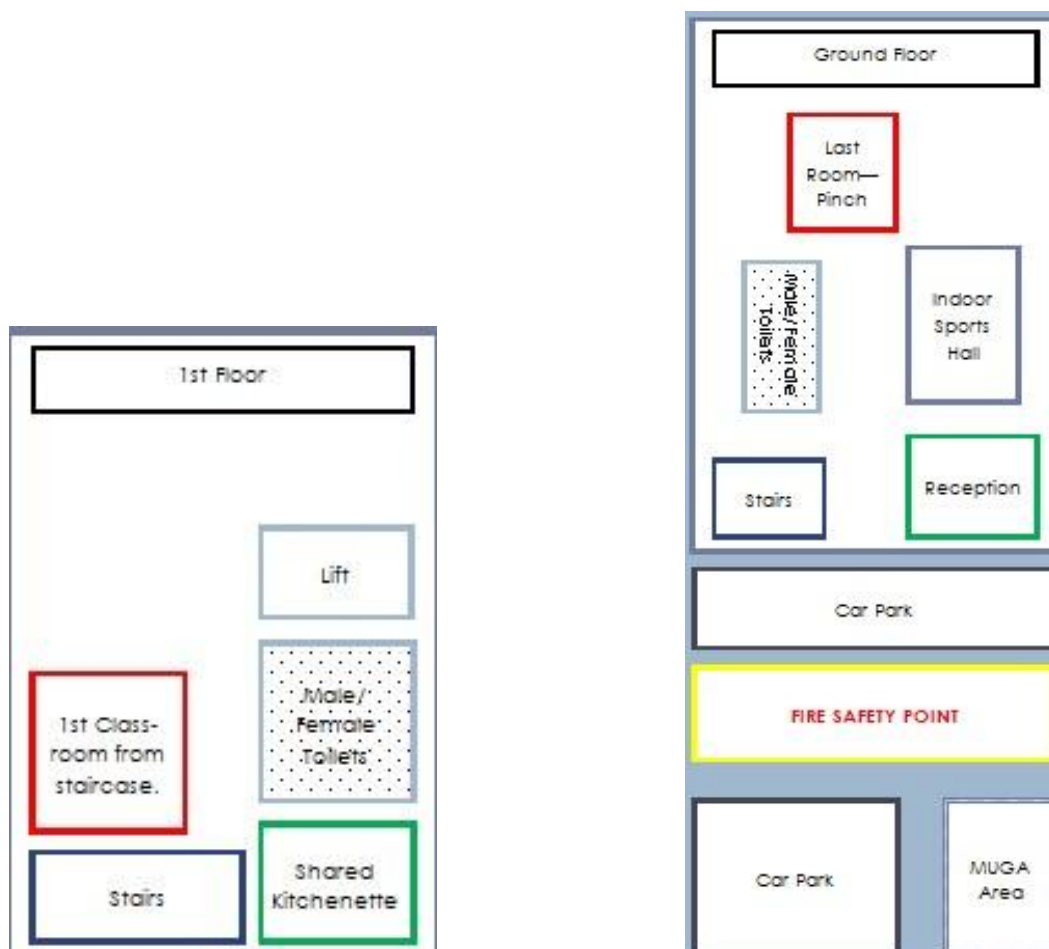


If you are, or you suspect a child or young person is being abused call Wolverhampton Councils Safeguarding Team on 01902 555392 during open hours or 01902 552999 for emergency out of hours. If immediate action is needed dial 999.

FIRE EVACUATION PLAN AND POINT FOR NUNEATON



FIRE EVACUATION PLAN AND POINT FOR WOLVERHAMPTON



EVACUATION POINT: 2ND CAR PARK NEXT TO THE MUGA

SUGGESTIONS AND COMPLAINTS

Suggestions are considered and reviewed by the headteacher and where possible feedback to the person making the suggestion. Each classroom has a suggestion box. Pupils and parents can suggest or complain using our online form: [Complaints & Suggestions - Next Gen AP](#).

Where ever possible, complaints should be addressed with the member of staff whom the concern is about. Allow 5 days to respond and other 5 days to action. If the concern is not addressed, then please report to SLT and allow the same timeframe.

Should the matter still not be resolved, then please contact the headteacher on his mobile on 07307 191 338 or email: headteacher@nextgenap.co.uk. Please allow the same timeframe as stated before.

Should the complaint be about the headteacher, then please contact the governing body on gb@nextgenap.co.uk and allow the same timeframe stated as before.

In the event, that the complaint is not addressed by the Headteacher and GB following the complaints policy, then please do contact the school and placement referrer.

In the event that it is a safeguarding complaint that the headteacher and GB has not addressed or is about the headteacher, then please do contact the Local Authority Designated Lead Officer for further advice and guidance.

At Next Gen AP, we endeavour to address any concern as soon as possible.

POLICIES AND RISK ASSESSMENTS

All of our policies and risk assessments can be found on our website: [Policies and Risk Assessments - Next Gen AP](#) .

If you have any questions about this handbook, please contact the Head of Provisions for the branches or the Headteacher.