



Policy Title	Transformation Centre		Version No 1
Rationale	<p style="text-align: center;">TRANSFORMATION CENTRE Romans 12:2</p> <p style="text-align: center;">Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind.</p> <p>St Mark's Church of England Academy aims to ensure that every student is able to access the National Curriculum. The Transformation Centre has been created to address KS3 students with behavioural problems who are at risk of exclusion. The Students will attend for a fixed period of time, initially 2 weeks block. They will receive appropriate support to enable them to reintegrate into the mainstream curriculum.</p> <p>The students will start school later and finish earlier, with breaktime/lunchtime at different times than the normal school timetable.</p>		
Policy Statement	<p>Students may experience emotional and behavioural difficulties relating to a range of issues, for short or long periods. However, when they attend the Transformation Centre, it will assist them:</p> <ul style="list-style-type: none"> • By breaking down the barriers to learning; enable them to achieve their full potential. • By empowering them to be creative; recognising their talents/gifts. • To acknowledge their true value in the school community. <p>By unlocking damaging cycles, the students will be able to:</p> <ul style="list-style-type: none"> • Identify underlying issues that cause behavioural problems. <p>During their time in the Transformation Centre, they will be:</p> <ul style="list-style-type: none"> • Given techniques and strategies to use to tackle their negative attitude and improve their behaviour. <p>In the Transformation Centre, the students will also:</p> <ul style="list-style-type: none"> • Experience a new way of being responsible so that their choices enable them to take full ownership of their goals and results in learning. • It will motivate students to believe in themselves and to recognise that they can achieve anything they desire, if they are transformed by the renewing of their mind. <p>St Mark's Church of England Academy vision statement is that all students, regardless of their needs, are supported. Therefore, the link between students, parents and the Academy is extremely important as this will</p>		

promote good, clear communication. If external agencies are required to facilitate the student's needs, referrals will be made.

All staff is responsible for **all** students in their lessons, and must take into consideration those with behavioural problems, others with learning difficulties and the gifted and talented. Initial support is available from the Head of Departments. However, provision is available from the Pastoral Managers for staff that experience extreme challenging behaviour from the students.

The Transformation Centre embraces the '**Every Child Matters**' government policy and will provide individual students with the support they need to:

- Be healthy.
- Stay safe.
- Enjoy and Achieve.
- Make a positive contribution.
- Achieve economic contribution.

The Transformation Centre will meet these targets by:

- Identifying students at risk of permanent exclusion or vulnerable.
- Provide alternative provision to assist students improve behavioural issues.
- Make appropriate referrals, if necessary, to external agencies.
- Promote healthy eating during breaktime and lunchtime.
- Monitor attendance and punctuality.
- Maintain regular contact with parent/carer, staff and external agencies.

Students that successfully complete their sessions in the Transformation Centre will automatically receive outreach provision. This service will monitor that the student's reintegration into mainstream school is a positive one by:

- Supporting them in lessons for the first week.
- Meeting with their Coach/Teachers to offer identified techniques and strategies to support the student in lessons.
- Checking SIMs for comments from teachers and attendance/punctuality.
- Providing a weekly 'drop-in' for students to comment on their reintegration and give them the opportunity to raise any concerns.
- Contacting parents to get their comments about the student.

1. The Academy's Provisions for Inclusion:

Mrs L Peterkin, Vice Principal is the Inclusion Line Manager. Ms S Smith, Inclusion Manager is responsible for running the Transformation Centre on a daily basis and is supported by Mrs J Beasley, Inclusion Administrator and Joanne Charsley, BESD Teaching Assistant.

SEN is managed by Ms E Sadler, SENCO, supported by Mrs J Beasley, Inclusion Administrator and a team of Teaching Assistants:

Anne Smith

Deborah Edmeades

Karen Taylor

Ann White

Irene Swan

Lindsay Oatham

Carol Winslet

Jade Garmin

Valarie Ferrante

Davina Blake

Jayshree Shah

Wendy Skorczewski

Jean Steer

EAL is managed by Ms J Spencely, EAL Manager and supported by Ms A Przygoda, EAL Teacher and a team of Teaching Assistants:

Safiyo Jimale

Pavol Skerencak

Navartnam Thavabartnam

Leigh Shelton

A) The Inclusion Manager, supported by the BESD Teaching Assistant, aim to:

- Reduce exclusions.
- Improve attendance and punctuality.
- Provide a safe, supportive and consistent environment to address behavioural issues.
- Provide an alternative timetable for students who are unable to manage within mainstream lessons.
- Provide positive support strategy for students, parents and staff.
- Improve contact with parents and appropriate external agencies.
- Return students to mainstream lessons and offer an outreach service, where appropriate, to ensure success within the mainstream provision.
- Support positive behaviour through planned groupwork.
- Encourage healthy lifestyle through healthy eating and exercise.
- Carry out classroom observations.
- Arrange meetings with parents in school and/or home visits.

Additional Information:

- To attend weekly meetings with Mrs L Peterkin, Vice Principal, Inclusion Line Manager.
- Liaise with Pastoral Managers, Head of House, Attendance Officer, Educational Welfare Officer, SENCO, EAL and external agencies.
- Liaise with Child Protection Officer.
- Liaise with PC Guy Howford, Safer School Officer.

B) To support this work, Head of Houses and Pastoral Managers have the responsibility to:

- Identify students in their House Groups which are of serious concerns and present their names at the Pupil Panel meetings fortnightly (Cluster 1: Red/Blue and Cluster 2: Green/Purple).

C) All Head of Departments have the responsibility to:

- Support subject teachers during the reintegration of students to

mainstream school.

- To provide alternative provision within your department to support students, if necessary.
- To report any serious concerns to the Head of Houses or Pastoral Managers.

D) All subject teachers have the responsibilities to:

- Support the student during their reintegration to mainstream school.
- Use techniques and strategies suggested by the Transformation Centre.
- Recognising positive behaviour by praising or rewarding the student to build their confidence and self-esteem. This can be done by using SIMs for comments or texting a message home.
- Report serious concerns to Head of Department.

E) All Coaches have the responsibility to:

- Support the students during their reintegration to mainstream school by using techniques and strategies suggested and identified by the Transformation Centre.
- Report serious concerns to their Head of Houses or Pastoral Managers.

F) Attendance Officer have the responsibility to:

- Identify students with below average attendance and present their names at the weekly Pupil Panel meetings.
- Inform Education Welfare Officer about students attendance which fall below 80%.

G) The Governing Body's should have:

- Access to the Inclusion Policy.

H) The Executive Principal, Mr Peter Evans and the Associate Head, Miss Esther Holland:

- Maintains overall responsibility for all inclusion matters.

2. Implementation and working practice

A) Referral to the Transformation Centre:

All students referred to the Transformation Centre must:

- Be referred through the weekly Pupil Panel meeting.
- Have on-going behavioural difficulties, which cannot be addressed through Pastoral Managers or Curriculum Systems.
- Be underachieving due to attendance issues and not working towards targets as stated on IEP set with SENCO.
- Be in KS3.
- Be identified as having BESD, which has been addressed through existing systems.

Students referred to the Transformation Centre might have one or

more of these:

- Be at risk of permanent exclusion due to repeated fixed exclusions.
- Exhibit extreme behaviour, which could lead to permanent exclusion.
- Need a flexible timetable to accommodate BESD.
- Spend most days in 'time-out' room or sent out of class.
- Be presenting persistent and extreme behaviour in certain lessons.
- Have problems with attendance.

What happens next?

- Evidence is collated by Head of House/Pastoral Manager:
 - Pupil Panel referral form.
 - Round Robins.
 - Progress data.
 - SIMs attendance, punctuality and comments.
 - Transformation Centre referral form.
- Head of House contacts parent/carer to arrange an appointment for a Pastoral Support Programme (PSP) meeting. The following will attend meeting:
 - Head of House
 - Inclusion Manager
 - Student
 - Parent/Carer
- PSP completed with targets. Student, parent/carer and Inclusion Manager sign Action Plan Contract Agreement.
- Review date booked. (Before the end of 2 weeks block).

Where will you find the list of students attending the Transformation Centre?

- On the Transformation Centre notice board in the Staff Room.
- A list will be included in the weekly Staff Bulletin.
- Email to All Staff.

Exit from Transformation Centre:

- Review meeting before end of 2 weeks block, with student and parent/carer.
- Identify if behaviour improved and targets met on PSP.
- Evidence collated by Inclusion Manager:
 - Daily evaluation forms.
 - Teacher's comments.
 - SIMs attendance, punctuality and comments.
 - Final evaluation form.
 - Report from Inclusion Manager.

PSP completed successfully:

- Exit will be a gradual reintegration into the mainstream school:
 - Flexible timetable.
- Outreach provision will be provided to give on-going support and to monitor systems are in place, which will be on PSP.
- If required, referrals will be made to external agencies.
- Members of staff will be informed and equipped to manage the student's return to lessons.

Not all targets met on PSP:

- A further 2 weeks block in the Transformation Centre.

Non-compliance:

- After 4 weeks, if the student refuses to accept or co-operate with the support on offer from the Transformation Centre, the Merton Inclusion Coordinator and Virtual Behaviour Casework Manager will meet with the Inclusion Line Manager and Inclusion Manager to discuss alternative support.
- After 6 weeks, if student still refusing to co-operate, they will be referred to Local Authority Panel for consultation and suitable action.

B) Provisions by the Transformation Centre:

- Full-time flexible timetable for 2 weeks block (**maximum 6 weeks**).
- Initially, maximum of 6 students in KS3.
- Support and develop flexible timetables.
- Support from some teaching staff for the provision of alternative curriculum includes:
 - Deliver lead lessons during the week in all subjects.
 - Be involved in teaching, marking and assessing student work.
- There will be 3 curriculum period per day, Monday – Friday.
- Students will have a daily recreation period to encourage exercise.
- Planned programmes to promote positive behaviour.
- Additional support or guidance, if required, from external agencies.
- Point of contact for parents and external agencies.

Timetable

- The day will start at 9:00am and finish at 2:30pm.
- Students will have breaktime at 11:30 – 11:40am and lunchtime at 12:40 – 1:15pm. (Packed lunch or lunch collected from canteen).

The Transformation Centre will provide fruits at breaktime, to encourage healthy eating.

- Timetable will be split into four areas:

Curriculum (3 periods per day)

Recreation (1 period per day)

Programmes (1 period per day)

Evaluation (15mins per day)

Curriculum:

P1 = 30mins

P2 = 1 hr (15mins activity/45mins lesson)

P3 = 1 hr (45mins lesson/15mins activity) **NB: Teachers are required to provide work for the full hour.** Teachers will be in the Transformation Centre for 30mins and have breaktime at 11:00 – 11:25am. Sessions will be completed by workers in the Transformation Centre.

Recreation:

11:40 – 12:20 Outside/12:20-12:40 Inside, (except Thursday- Lesson Inside)

Programmes:

Anger Management

Social and Emotional Aspect of Learning (SEAL)

Drawing and Talking

Personal Development

C) Outreach Work:

- Classroom support for students returning to mainstream lessons.
- Classroom observations and feedback specific behavioural issues to staff and/or students.
- To support staff with responsibility for PSPs of students referred to the Transformation Centre.

D) Research and interpret relevant data to assist with:

- Planning alternative packages.
- Pastoral Support Planning.
- Setting targets, which are consistent and relevant to the students that have been referred to the Transformation Centre.

E) Assessment and Monitoring within Transformation Centre:

- Self-Esteem Individual Assessment Profile.
- Daily evaluation.
- SIMs comments from teachers.
- Attendance and punctuality.
- Feedback from external agencies.
- Record of parental meetings.

3. Continual Professional Development:

- Training will be provided to ensure continual professional development and improve the provision offered in the Transformation Centre.

4. Partnerships:

- CAMHS

- Youth Work Manager
- Social Care
- Turnaround Project
- Phoenix Project
- Jigsaw 4 U
- Virtual Behaviour Service

5. Measuring the success of the Transformation Centre:

- Reduction of exclusions.
- Success of reintegration programmes.
- PSP target has been met and sustained.
- Improved academic achievements of students attending the Transformation Centre.
- Improved relationships between teachers and students.

Staff Responsible		SSM	
School Group Responsible			
Date approved by Government body		Review Date	