

Quality assurance framework - alternative provision

March 2015

The purpose of this quality framework is to provide a school and Local Authority assessment tool for measuring the effectiveness of the delivery of alternative provision.



Surrey Alternative Provision Principles

Alternative Provision aims to provide pupils with:

- access to a variety of learning opportunities
- a personalised programme of learning that meets the pupil's needs
- quality teaching
- a safe and supportive learning environment where staff will listen to you and respond to your concerns
- opportunities to develop social and emotional skills to enable pupils to access and engage with learning
- opportunities to participate, express views and contribute to decision making
- impartial information, advice and guidance about next steps
- preparation for economic independence and employability.

Pupils entering Alternative Provision agree to:

- attend programmes they and/or their parents have agreed to or where the school has used lawful powers of direction to off site provision to improve behaviour
- access the support offered and commit to making a success of the programme
- share with staff any concerns to access appropriate support
- follow the alternative provision's code of conduct
- participate, express your views appropriately and contribute to decision making
- actively support the learning of self and others.

What is alternative provision? (Ofsted Report – Alternative Provision, July 2014)

Alternative provision has been defined as education outside school, arranged by local authorities or schools. For the purpose of Ofsted's 2011 survey and for the current 3 Ofsted three-year survey, alternative provision was defined as something in which a young person participates as part of their regular timetable, away from the site of the school or the pupil referral unit and not led by school staff. Schools can use such provision to try to prevent exclusions, or to re-engage students in their education. Pupil referral units are themselves a form of alternative provision, but many students who are on the roll of a pupil referral unit also attend additional forms of alternative provision off site.

Alternative provision is a largely uninspected and unregulated sector. Beyond pupil referral units and other full-time provision, there is no requirement for the majority of alternative providers to register with any official body and therefore there are no consistent arrangements to evaluate their quality. Despite this lack of regulation and

accountability, some students spend a significant proportion of their week away from their school or unit attending an alternative provision.

Alternative provision can be set up by the public, voluntary, and private sectors.

Positive aspects of the schools' use of alternative provision (Ofsted Report – Alternative Provision, July 2014)

The following aspects were frequently noted in feedback letters from Ofsted survey visits to schools as positive features of schools' use of alternative provision:

- good commissioning of the alternative provision, with provision being sought and selected to meet students' individual needs, rather than students just being sent to the places that are readily available
- partnership working with the local authority, other schools and different organisations helping the process of commissioning and the range and quality of provision being used
- the quality of information about the students' needs given to providers by schools being good or better.
- schools giving good support to providers and providers finding the support useful
- useful qualifications with clear progression routes being gained through alternative provision; the use of alternative provision improving the outcomes for students – particularly attendance and behaviour at school and skills needed for employment
- pupils themselves reflecting positively on the impact of their experiences, recognising the improvements in their confidence and self-esteem, their ability to take more responsibility, their employability skills, motivation, and their understanding of the value of learning.

Recurring areas for improvement (Ofsted Report – Alternative Provision, July 2014)

The summary below is of the most commonly occurring weaknesses in provision noted in feedback letters from Ofsted survey visits to schools:

The quality of reporting from providers to schools including:

- not enough detail about academic progress
- reviews of students' progress being too infrequent
- a lack of consistency in assessing students at school and off site
- the absence of reporting on employability skills and improving target-setting
- the skills that students learnt at alternative provision not being used in their school work.

The monitoring of the quality of provision including:

- inconsistency in evaluating different placements
- senior leaders not monitoring teaching and learning at the placements effectively or at all
- not looking closely enough at students' outcomes from the alternative provision to ensure that learning is taking place
- needing to improve the monitoring of how well workplace skills were being developed
- Insufficient pre-placement information given to providers or students, particularly:
- the lack of information given to providers to ensure that students' needs were identified and planned for, in particular their literacy and numeracy needs
- students not being provided with relevant information about their intended course or apprenticeship.

The evaluation of the impact of the provision on the outcomes for students including:

- no comparison of achievement and attendance of the alternative provision group with their starting points, and with others in the school
- not evaluating the employment or training for the alternative provision cohort and making comparisons with other relevant cohorts
- not taking into account the outcomes for students when evaluating the value for money provided by the placements.

Governors' knowledge of alternative provision, particularly:

- schools not reporting to governors on the performance of students placed on alternative provision as a discrete group so that governors could question and challenge as needed
- governors not having the information they needed to be able to consider whether alternative provision was giving good value for money.

Health and safety and safeguarding including:

- schools not scrutinising regularly the health and safety audits and quality reports about a provider
- schools not always making providers aware of their own policies and procedures about safeguarding and health and safety.

Where schools used a local authority database to select their provision, there was still some over-reliance on the authority's information. Ofsted's 2011 survey found that not all of the schools had visited the placements to check their suitability themselves prior to deciding to send their students there. However this indicates that a few schools are still not taking sufficient responsibility for placing their students on alternative provision. Some of the best practice seen was when schools and the local authority worked in partnership.

Quality Assurance of Alternative Provision

All schools and commissioners have a responsibility to ensure that when pupils on roll access an Alternative or Off Site provision that the pupil is safe, learning and achieving.

Schools and other commissioners should ensure appropriate quality assurance is undertaken of all Off Site and/or Alternative Provision accessed by pupils.

The school and other commissioners must have access to the provider and be able to examine evidence from the Provider to be able to make judgements as to the effectiveness of the provision to meet the needs of pupils.

Although not an exhaustive list or prescriptive list, when quality assuring an Alternative Provision judgements may be formed using the following evidence:

- Lesson observations
- Individualised Learning Programmes/ Provision Plans
- Individualised Learning Plans
- Individualised Learning Agreements
- Breadth of provision offer
- Destination data
- Curriculum plans
- Lesson plans
- Schemes of work
- Attainment data over time especially in English and Mathematics
- Work scrutiny
- Learning walks
- Interviews with teachers
- Interviews with pupils
- Progress monitored and reported to pupils – pupil awareness of their individual learning targets
- Safeguarding Policy
- Attendance Policy
- Health and Safety Policy – site is safe and accessible
- E-Safety Policy
- Anti-Bullying Policy
- Service Level Agreements & Contracts with schools & commissioners
- Record of communication with school & commissioners
- Engagement with other agencies to meet needs of pupils
- Record of participation in multi agency meetings
- Interviews with other professionals working with the provider
- Safeguarding Audits
- Interview/ feedback from parents/carers
- Evidence of Alternative Provider regularly evaluating delivery/ feedback from schools, commissioners, pupils, parents and community.

Use of Quality Assurance Tool:

This quality assurance tool has been developed from the Ofsted Framework for school inspection summer 2014, statutory safeguarding requirements, Ofsted 2014 and DfE 2013 alternative provision guidance. Schools and other commissioners should take into account any change in emphasis , practice or expectations regarding the quality of provision published since these dates.

Using available evidence identify which of the statements below best describe the alternative provision setting in the areas listed below:

Exceeded: the alternative provision has exceeded the minimum requirements in line with the descriptors provided

Meeting: the alternative provision is confident that the expected minimum requirements are being met.

An overall judgement should be completed with an evaluation of all evidence gathered in all areas examined. If necessary any further action should be agreed to support an improvement plan for the alternative provision setting and communication with schools and commissioners.

Brief description of Alternative Provision:

Courses & subjects offered		
Course/Subject	Expected Outcomes	Number on roll

Qualifications gained last year		
Course/Subject	Number of entries	Summary of grades/qualifications gained

Details of previous quality assurance visits and the outcomes:

1. Achievement of children and young people in their learning

<p>Exceeding</p>	<p>The proportions of pupils making expected progress and the proportions exceeding expected progress in English, mathematics are high compared with national figures for pupils for whom the pupil premium provides support.</p> <p>Progress is rapid in relation to Behaviour for Learning (from baseline entry assessment data) exceeds expectations for almost all pupils.</p> <p>Pupils develop and apply a wide range of skills to great effect in behaviour for learning, reading, writing, communication and mathematics. They are exceptionally well prepared for the next stage in their education, training or employment.</p> <p>Pupils acquire knowledge and develop their understanding rapidly in a wide range of different activities across the curriculum.</p> <p>The learning of vulnerable groups, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support, and the most able is consistently good or better.</p> <p>There is evidence of a high level of challenge by staff to ensure attainment is in line with or above expectations on entry to the provision.</p>
<p>Meeting</p>	<p>From each different starting point, the proportions of pupils making expected progress, and the proportions exceeding expected progress, in English and in mathematics are close to or above national figures. For pupils for whom the pupil premium provides support, the proportions are similar to, or above, those for other pupils in the alternative provision or are improving.</p> <p>Progress in relation to Behaviour for Learning (from baseline entry assessment data) exceeds expectations for most pupils.</p> <p>Pupils acquire knowledge and develop understanding quickly and securely in a wide range of activities. They develop and apply a wide range of skills, in behaviour for learning, reading, writing, communication and mathematics. This ensures that they are well prepared for the next stage in their education, training or employment.</p> <p>The learning of vulnerable groups, particularly those who are disabled, those who have special educational needs, those for whom the pupil premium provides support and the most able, is generally good.</p> <p>Where attainment, including attainment in reading in primary alternative provisions, is low overall, it is improving at a faster rate than nationally, over a sustained period.</p>

<p>Suggested Evidence – Attainment data over time, Individualised Learning Programmes/Provision Plans, Individualised Learning Plans, Baseline assessments, Destination data, book/work scrutiny, Interview with teachers, Interview with pupils, breadth of learning opportunities available, accreditation routes, lesson observations, pupil progress monitoring, pupil awareness of own targets, communication with commissioners/schools, SMSC opportunities, displays</p>
<p>Observation/Evidence Gathered –</p>
<p>Judgement</p>

2. Quality of teaching in alternative provision

<p>Exceeding</p>	<p>Much of the teaching in alternative provision and most subjects is outstanding and never less than consistently good. As a result, almost all pupils currently on roll in the provision are making rapid and sustained progress.</p> <p>All teachers and instructors have consistently high expectations of all pupils. They plan and teach lessons and sessions that enable pupils to learn exceptionally well across the curriculum.</p> <p>Teachers and instructors systematically and effectively check pupils' understanding throughout lessons and sessions, anticipating where they may need to intervene and doing so with notable impact on the quality of learning.</p> <p>The teaching of reading, writing, communication and mathematics is highly effective and cohesively planned and implemented across the curriculum.</p> <p>Teachers and other adults authoritatively impart knowledge to ensure students are engaged in learning, and generate high levels of commitment to learning across the provision, in particular this is evident in progress related to behaviour for learning.</p> <p>Consistently high quality marking and constructive feedback from teachers and other adults ensure that learners make rapid gains.</p> <p>Teachers and other adults use well-judged and often imaginative teaching strategies, including setting appropriate homework and tasks that, together with clearly directed and timely support and intervention, match individual needs accurately. Consequently, pupils learn exceptionally well across the curriculum.</p>
<p>Meeting</p>	<p>Teaching in most subjects, including English and mathematics, is usually good, with examples of some outstanding teaching. As a result, most pupils on roll in the provision make good progress and achieve well over time.</p> <p>Teachers and other adults have high expectations. They plan and teach lessons and sessions that deepens pupils' knowledge and understanding and enables them to develop a range of skills across the curriculum.</p> <p>Teachers and other adults listen to, carefully observe and skilfully question pupils during lessons in order to reshape tasks and explanations to improve learning.</p> <p>Reading, writing, communication and mathematics are taught effectively.</p> <p>Teachers and other adults create a positive climate for learning in their lessons and pupils are interested and engaged.</p> <p>Teachers and instructors assess pupils' learning and progress regularly and accurately at all key stages, including in the Early Years Foundation Stage. They ensure that pupils know how well they have done and what they need to</p>

	<p>do to improve.</p> <p>Effective teaching strategies, including setting appropriate homework, and appropriately targeted support and intervention are matched well to most pupils' individual needs, including those most and least able, so that pupils learn well in lessons.</p>
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Suggested Evidence – Lesson Observations, Learning Walks, book/work scrutiny, interviews with staff, interviews with pupils, schemes of work, lesson plans, SMSC opportunities, displays

Observation/Evidence Gathered –

Judgement

3. The behaviour and safety of pupils in alternative provision

<p>Exceeding</p>	<p>Pupils' attitudes to learning are of an equally high standard across subjects and activities, years, classes and with different staff.</p> <p>Parents, staff and pupils are unreservedly positive about both behaviour and safety. Pupils are keenly aware how good attitudes and behaviour contribute to alternative provision life, adult life and work.</p> <p>Pupils' pride in the alternative provision is shown by their excellent conduct, manners and attendance.</p> <p>Pupils are fully aware of different forms of bullying, including cyber-bullying and prejudice-based bullying, and actively try to prevent it from occurring. Bullying and derogatory or aggressive language in all their forms are rare and dealt with highly effectively.</p> <p>Skilled and highly consistent behaviour management by all staff makes a strong contribution to an exceptionally positive climate for learning. There are excellent improvements in behaviour over time for individuals.</p> <p>All staff can demonstrate a high level of understanding of appropriate physical intervention, risk assessment and safeguarding of pupils and receive regular CPD in these areas.</p> <p>All groups of pupils are safe and feel safe at alternative provision placements at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe in different situations, including in relation to e-safety.</p> <p>Clear and shared agreements are in place with pupils and parents regarding expectations of behaviour and attendance; and clear evidence exists regarding the positive impact this has on pupil progress in all areas of alternative provision life.</p> <p>Parents are fully aware of who to contact to express concerns.</p> <p>If the Alternative Provider is not attached to a school, school network or directly managed by the local authority it must be registered with the Department for Education if they have 5 or more pupils on roll or have 1 pupil that is a Child in Care or 1 pupil with a Statement of SEN or Education Health and Care Plan.</p>
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Meeting	<p>Pupils' attitudes to all aspects of learning, including in whole class work, group work, or when working on their own, are consistently positive, and have a good impact on the progress they make.</p> <p>Pupils are properly prepared for each lesson, bring the right equipment, and are ready and eager to learn.</p> <p>Pupils respond very quickly to staff's instructions and requests allowing lessons to flow smoothly and without interruption</p> <p>Pupils' attitudes to learning are positive across subjects, activities, years, classes and with different staff.</p> <p>There are few well founded concerns expressed by parents, staff and pupils about behaviour and safety.</p> <p>Staff can demonstrate a good level of understanding of appropriate physical intervention, risk assessment and safeguarding of pupils and receive regular CPD in these areas.</p> <p>Pupils understand the importance of good attitudes and behaviour in alternative provision life, adult life and work.</p> <p>There is a positive ethos in, and around, the alternative provision. Pupils conduct themselves well at all different times of day, including at lunch time, attend regularly, have good attitudes and are punctual to lessons.</p> <p>Pupils take pride in their work, their appearance and their alternative provision.</p> <p>Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the alternative provision.</p> <p>Behaviour is managed consistently well.</p> <p>There are marked improvements in behaviour over time for individuals.</p> <p>Pupils are safe and feel safe at alternative provision placements and understand how to keep themselves safe in different situations.</p> <p>Shared agreements are in place with pupils and parents regarding expectations of behaviour and attendance.</p> <p>Parents are aware of who to contact to express concerns</p> <p>If the Alternative Provider is not attached to a school, school network or directly managed by the local authority it must be registered with the Department for Education if they have 5 or more pupils on roll or have 1 pupil that is a Child in Care or 1 pupil with a Statement of SEN or Education Health and Care Plan.</p>
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Suggested Evidence – Agreements & contracts with schools and commissioners, interview with pupils, interview with parents, focussed site visit regarding safety and security, health and safety reports/ risk assessments, recorded contact/ communication with school and commissioners, notes of meetings – engagement with other agencies, CPD – Safeguarding, promotion of health and wellbeing of pupils

Observation/Evidence Gathered –

Judgement

4. Quality of leadership in, and management of, alternative provision

<p>Exceeding</p>	<p>The pursuit of excellence in all of the alternative provisions' activities is demonstrated by an uncompromising and highly successful drive to strongly improve, or maintain, the highest levels of achievement and personal development for pupils over a sustained period of time.</p> <p>All leaders and managers, including any responsible for governance, are highly ambitious for pupils and lead by example. They base their actions on a deep and accurate understanding of the provision's performance, and of staff and pupils' skills and attributes.</p> <p>Those responsible for governance, stringently hold senior leaders to account for all aspects of the provision's performance.</p> <p>There are excellent policies and practice embedded in the provision to ensure pupils are safe, ready to learn, make progress and is ready for next steps/transition.</p> <p>Leaders focus relentlessly on improving teaching and learning and provide focused professional development for all staff. This is underpinned by searching performance management that encourages, challenges and supports staff improvement. As a result, teaching and learning is outstanding, or at least consistently good and improving.</p> <p>The alternative provision's curriculum promotes and sustains a thirst for knowledge and a love of learning. It covers a suitable range of subjects and activities that provide opportunities for academic, technical and sporting excellence. It has a very positive impact on all pupils' behaviour and safety, and contributes very well to pupils' academic achievement, their physical wellbeing, and their spiritual, moral, social and cultural development.</p> <p>The alternative provision's actions have secured improvement in achievement for those supported by the pupil premium, which is rising rapidly, including in English and mathematics.</p> <p>The alternative provision has highly successful strategies for engaging with parents to the benefit of pupils.</p> <p>Senior leaders in the alternative provision work to promote improvement across the wider system.</p> <p>The alternative provision's arrangements for safeguarding pupils meet statutory requirements.</p> <p>Staff model professional standards in all of their work and demonstrate high levels of</p>
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	<p>respect and courtesy for pupils and others.</p> <p>Through highly effective, rigorous planning and controls, governance ensures financial stability, including the effective and efficient management of financial resources such as the pupil premium funding. This leads to the excellent deployment of staff and resources to the benefit of all groups of pupils.</p> <p>There are robust contracts and agreements in place with schools and other commissioners of alternative provision for individual pupils. These include protocols and timelines for regular reviews of provision, regular communication and sharing information processes regarding provision plans, progress, achievement, behaviour for learning, attendance, safeguarding and wellbeing.</p> <p>If the Alternative Provider is not attached to a school, school network or directly managed by the local authority it must be registered with the Department for Education if they have 5 or more pupils on roll or have 1 pupil that is a Child in Care or 1 pupil with a Statement of SEN or Education Health and Care Plan.</p>
<p>Meeting</p>	<p>Key leaders and managers, including those responsible for governance, consistently communicate high expectations and ambition.</p> <p>Teaching is good and/or improving strongly as a result of accurate monitoring, effective performance management and professional development, which are closely matched to the needs of the alternative provision and staff.</p> <p>Self-evaluation is thorough and accurate, and the alternative provision's actions are carefully planned, concerted and effective.</p> <p>The well-thought-out policies ensure that pupils are safe, ready to learn, make progress and are ready for next steps/transition.</p> <p>Governance systematically challenges senior leaders. As a result, the quality of teaching and pupils' achievement have improved, or previous good performance in these areas has been consolidated.</p> <p>The alternative provision's curriculum encourages a thirst for knowledge and a love of learning. It covers a range of subjects and activities that provides opportunities for academic, technical and sporting excellence as appropriate and contributes well to pupils' academic achievement, their physical wellbeing and their spiritual, moral, social and cultural development. It promotes good behaviour and a good understanding of safety matters.</p> <p>The alternative provision's actions have secured improvement in achievement for those supported by the pupil premium, which is rising, including in English and mathematics.</p> <p>The culture of the alternative provision is characterised by high expectations and aspirations for all pupils.</p>

	<p>The alternative provision works well with parents to achieve positive benefits for pupils.</p> <p>The alternative provision's arrangements for safeguarding pupils meet statutory requirements.</p> <p>There are contracts and agreements in place with schools and other commissioners of alternative provision for individual pupils. These include protocols and timelines for regular reviews of provision, regular communication and sharing information processes regarding provision plans, progress, achievement, behaviour for learning, attendance, safeguarding and wellbeing.</p> <p>Governance ensures the efficient management of financial resources. This leads to the effective deployment of staff and resources.</p> <p>If the Alternative Provider is not attached to a school, school network or directly managed by the local authority it must be registered with the Department for Education if they have 5 or more pupils on roll or have 1 pupil that is a Child in Care or 1 pupil with a Statement of SEN or Education Health and Care Plan</p>
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Suggested Evidence – Policies regularly reviewed and up to date, Effective leadership and management structure, promotion of health and wellbeing embedded into practice, breadth of provision/curriculum offer, interview with teachers, minutes of management meetings, range of CPD opportunities offered to staff, evidence of self evaluation and appropriate action planning,

Observation/Evidence Gathered -

Judgement

5. Quality of Safeguarding in Alternative Provision

All alternative provision must have the following in place:
A written safeguarding policy and up to date child protection procedures that have been agreed by the provisions Governance. A model Safeguarding Policy is available from the Surrey Safeguarding Children Board website, www.surreycc.gov.uk/educationsafeguarding updated January 2014.
A Lead Designated Child Protection Officer (who is part of the Senior Leadership Team) established and named Deputy/Deputies identified.
A Nominated Safeguarding Governor (preferably not the Chair) to champion safeguarding and child protection issues.
Safeguarding Policies and Procedures must be in place for: Managing allegations against members of staff, physical intervention, pupil behaviour, attendance, e-safety, substance misuse, anti bullying and child sexual exploitation.
Staff behaviour policy/ code of conduct in line with Department for Education guidance.
Training at the appropriate level for all staff, governors and volunteers.
Robust staff recruitment and selection processes which safeguard children and are in line with the Government's document, 'Keeping children safe in education – 2014'. Used in conjunction with the guidance issued by The Disclosure and Barring Service .
A Single Central Record of employment and Disclosure and Barring Checks for all staff in regulated activity, appropriate references and risk assessments for volunteers.
If the Alternative Provider is not attached to a school, school network or directly managed by the local authority it must be registered with the Department for Education if they have 5 or more pupils on roll or have 1 pupil that is a Child in Care or 1 pupil with a Statement of SEN or Education Health and Care Plan

Safeguarding Policy

Exceeding	<p>The alternative provision has a policy which is up to date and in line with the model provided by SCC.</p> <p>There is evidence the policy has been read by all staff, volunteers and adopted by governance. Also, parents are aware of it through the prospectus and/or the alternative provision website.</p> <p>The policy is a live document and it reflects practice.</p> <p>The policy is reviewed annually.</p>
Meeting	<p>The alternative provision has a policy which is up to date, in line with the model policy provided by the SCC and has been shared with and is accessible to parents.</p> <p>The alternative provision is confident that minimum requirements are being met.</p> <p>The policy is reviewed annually.</p>

Child Protection Procedures

Exceeding	<p>All DCPO's know where to find the Surrey Safeguarding Children Board Procedures (http://sscb.proceduresonline.com/) and use these within the setting.</p> <p>Temporary staff are given a copy of the setting's safeguarding policy and introduced to the DCPO.</p> <p>All documentation listed in SCC Model Safeguarding Policy is available for all staff to access.</p> <p>Staff are aware of their responsibilities and know procedures to follow in line with 'Working together to safeguard children' training.</p>
Meeting	<p>All staff and relevant governors are aware of the SSCB and established child protection procedures.</p>

Consistency and Cross Referencing of Procedures

Exceeding	All policies/procedures relevant to safeguarding are aligned; an annual audit is undertaken by the Senior Leadership Team, agreed by governance, submitted to the LA (if required to do so) and with evidence of an action plan implemented and reviewed during the year.
Meeting	The alternative provision has reviewed all policies and procedures relevant to safeguarding and is meeting minimum requirements,

Safeguarding Training

Exceeding	<p>The Lead DCPO and Deputy DCPO(s) have completed SSCB multi-agency Foundation Module training, they have also received “New to Role” and/ or “Update” training appropriate to their roles in the last two years and all other staff have received ‘Working together to safeguard children’ training in the last three years.</p> <p>New staff attend targeted training “Working together to safeguard children 2013” within 3 months of appointment. The lead DCPO or a Deputy DCPO attend all 3 term DCPO network meetings hosted by the Local Authority.</p> <p>All governance members have received safeguarding training to ensure clarity of their safeguarding roles and responsibilities</p>
Meeting	<p>The DCPOs have completed SSCB multi-agency Foundation Module training , they have also received “New to Role” and/ or “Update” training appropriate to their roles in the last two years, and all other staff have received ‘Working together to safeguard children’ training in the last three years.</p> <p>The lead DCPO or a Deputy DCPO attend all 3 term DCPO network meetings hosted by the Local Authority.</p> <p>Only the Governor or similar with designated responsibility for safeguarding has received training to ensure clarity of their safeguarding role and responsibilities</p>

Safeguarding and the Curriculum - Healthy relationships

Exceeding	<p>Pupils are encouraged to talk about feelings to deal assertively with pressures, are listened to, and know to whom they can turn to for help and advice if necessary.</p> <p>A strong support system ensures pupils are provided with a range of opportunities in every year group to learn how to keep themselves and others safe.</p>
Meeting	<p>Some opportunities are provided for pupils to consider risk situations and explore strategies for keeping safe.</p>

Anti-Bullying Practice

Exceeding	<p>The alternative provision has an anti-bullying policy which includes information on cyber bullying that has been updated in the last year and is consistent with current Department of Education anti-bullying guidance</p> <p>All staff are confident in their delivery of the policy; pupils have been consulted and have devised a pupil friendly version which is visible and used in the alternative provision.</p> <p>A detailed bullying incident log is in place and maintained regularly and analysis is shared with governance</p>
Meeting	<p>The alternative provision has an anti-bullying policy that has been updated in the last year and is consistent with current Department of Education anti bullying guidance</p> <p>All staff are confident in their delivery of the policy; pupils have been consulted and have devised a pupil friendly version which is visible and used in the alternative provision.</p> <p>A bullying incident log is in place.</p>

Safer Recruitment

Exceeding	<p>Recruitment and selection processes are fully compliant with Department of Education guidance Keeping children safe in education .</p> <p>There is a safeguarding statement in adverts, and induction for all new staff includes child protection and expectations regarding conduct.</p> <p>References for shortlisted candidates are collected prior to interview and used as part of the interview process.</p>
Meeting	<p>Recruitment and selection processes are fully compliant with Department of Education guidance Keeping children safe in education .</p>

Single Central Record

Exceeding	<p>There is a single central record in place which clearly states:</p> <ul style="list-style-type: none"> • identity checks have been carried out and by whom (including what evidence was seen e.g. driving licence, passport), • all staff appointed since September 2012 in regulated activity have the relevant DBS check. • all staff appointed between March 2002 and May 2006 have been CRB checked if they have regular contact with or unsupervised access to children. • all staff appointed between May 2006 and September 2012 have been enhanced CRB checked regardless of whether they have regular contact with children. • supply teachers have been enhanced CRB/DBS checked, agency teachers have been enhanced CRB/DBS checked with written confirmation provided by the employer. • volunteers and governors who have regular contact with children have been assessed to determine if they are in regulated activity and the relevant checks have been made. • the dates these checks were carried out and by whom, • qualifications required for the post are listed, evidence has been seen (including what evidence), by whom and when, • evidence of eligibility to work in the UK and suitability for those who are not Nationals of the European Economic Area (EEA) has been checked, by whom and when.
Meeting	<p>There is a Single Central Record in place which indicates identity, qualifications, CRB/DBS checks, eligibility checks and right to work checks have been carried out but not for all staff.</p>

Safer Working Practice for Adults who Work with Children and Young People

Exceeding	<p>There is a staff behaviour policy/ code of conduct for all staff. A copy has been given to all staff who have signed to confirm that they have read it and agree to work within it.</p> <p>The alternative provision has key safeguarding information available for visitors and volunteers who come regularly into alternative provision, and this includes adults who are not directly employed by the alternative provision, and/or who provide contracted or commissioned services.</p> <p>Adults are clear that their practice needs to be in line with this guidance.</p> <p>There has been 'safer working practice' training undertaken by all staff and/or a discussion in a staff meeting.</p>
Meeting	<p>There is a staff behaviour policy/ code of conduct for all staff. A copy has been given to all staff who have signed to confirm that they have read it and agree to work within it.</p> <p>The alternative provision has key safeguarding information available for visitors and volunteers who come regularly into alternative provision, and this includes adults who are not directly employed by the alternative provision, and/or who provide contracted or commissioned services.</p> <p>Adults are clear that their practice needs to be in line with this guidance.</p>

Procedures on How to Manage Allegations Made Against Staff/Volunteers

Exceeding	<p>Procedures for the management of allegations are in line with Managing Allegations against Staff and Volunteers and known by all alternative provision staff who know where they are kept if they need to refer to them.</p> <p>Staff are aware of how to contact the governance body discretely should they have a concern about the Headteacher/Lead Practitioner and governance knows what to do if such an allegation is made.</p> <p>There is evidence that the procedures are followed consistently and reported to the Local Authority Designated Officer (LADO) and that clear records are kept.</p> <p>Serious concerns are reported to the National College for Teaching and Leadership.</p> <p>Following safeguarding concerns being raised, there is evidence of evaluation and improving practice, systems and /or processes.</p>
Meeting	<p>Procedures for the management of allegations are known by all alternative provision staff who know where they are kept if they need to refer to them.</p> <p>Staff are aware of how to contact the governance discretely should they have a concern about the Headteacher/Lead Practitioner and the governance knows what to do if such an allegation is made.</p>

Supervision

Exceeding	<p>The alternative provision has well developed procedures for safeguarding supervision in place which enable discussion of individual safeguarding cases with appropriately trained members of the senior leadership team.</p> <p>There is evidence that supervision is effective in providing supported to designated professionals and staff.</p>
Meeting	<p>There are supervision procedures in place which are in the majority of cases used effectively to provide professional support with safeguarding.</p> <p>Staff are aware that supervisory support is available and access this support when required</p>

Record Keeping Procedures

Exceeding	<p>The alternative provision has reviewed its procedures on recording, retaining and sharing child protection concerns against current guidance, has amended its procedures accordingly and they are applied consistently.</p> <p>There is evidence that all staff are following the procedures and actions/outcomes are recorded against each concern.</p>
Meeting	<p>The alternative provision has reviewed its procedures on recording, retaining and sharing child welfare and child protection concerns against current guidance, has amended its procedures accordingly and they are applied consistently.</p>

Children Missing Education and Pupils Missing Out on Education

Exceeding	<p>The 'Children Missing from Education (CME)' process is well established and all staff (including alternative provision governance) are fully aware of the current DfE statutory guidance in relation to CME and alternative provision attendance advice.</p> <p>There are clear and well defined processes and roles and responsibilities in monitoring pupils who do not access alternative provision including Work Experience and college placements.</p> <p>Modified time tables are used sparingly and appropriately, are time bound and are reviewed regularly with schools or other commissioners, alternative provision and parent and pupil.</p> <p>The alternative provision takes appropriate action when investigating persistent absence or pupils missing from education and regularly informs the LA of any pupil not accessing alternative provision in the usual way.</p>
Meeting	<p>Most staff understand their responsibilities around pupils not accessing alternative provision in the usual way and practice reflects the requirements of DfE statutory guidance.</p> <p>The alternative provision is not yet exceeding expectations or pro-actively tracking pupils.</p>

E-safety

Exceeding	<p>The alternative provision has a current e-safety policy for adults and pupils, an Acceptable Use Policy in relation to alternative provision computers and other media, and has been signed and dated.</p> <p>The alternative provision has an e-safety coordinator who has completed the CEOP 'Thinkuknow' training or similar.</p> <p>The alternative provision has regular awareness training for parents, staff and pupils.</p> <p>The alternative provision has completed the Surrey e-safety audit and is fully conversant with the e-safety toolkit</p>
Meeting	<p>The alternative provision has an e-safety policy and an e-safety coordinator who is not CEOP trained but is conversant with the e-safety toolkit.</p>

6. Overall quality of education provided in the alternative provision

Exceeding	<p>Teaching and learning is outstanding. A rich and relevant curriculum provides good achievement and attitudes to learning.</p> <p>Pupils are well equipped for transition/next steps. There is clear evidence of high staff expectations and pupil aspiration. Almost all pupils exceed expected progress.</p> <p>The provision provides a wide range of opportunities to develop pupil's spiritual, moral, social and cultural development and pupils' physical and emotional wellbeing.</p>
Meeting	<p>Learning and teaching is good. Pupils can demonstrate good attitudes to learning.</p> <p>Pupils are well prepared equipped for transition/next steps. There is clear evidence of staff supporting pupils' achievement to meet expected progress with some pupils exceeding expectations.</p> <p>Effective action is taken to develop learning through the promotion of pupils' spiritual, moral, social and cultural development, and their physical wellbeing.</p>

Summary of Evidence from each area
Overall Judgement
Action/ Next Steps

Following the quality assurance visit an improvement plan should be developed.

This will enable the provider to identify clearly the areas for improvement to prepare for future monitoring and evaluation.

Improvement Plan

Areas for improvement (theme and criterion)	Agreed Actions	By when	Person responsible	Date and Review of Progress