Department for Education

# Free school application form 2014

## Alternative Provision (AP) (updated March 2014)

**CHANNELING POSITIVITY**

**Alternative Provision Free School Application**

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# Application checklist

| Name of task | Yes | No |
|---|---|---|
| **1. Have you completed the pre-application registration form by 5pm on Friday 4 April?** | ☒ | ☐ |
| 2. Have you established a company limited by guarantee? | ☒ | ☐ |
| 3. Have you provided information on all of the following areas: | | |
| Section A: Applicant details | ☒ | ☐ |
| Section B: Outline of the school | ☒ | ☐ |
| Section C: Education vision | ☒ | ☐ |
| Section D: Education plan | ☒ | ☐ |
| Section E: Evidence of need | ☒ | ☐ |
| Section F: Capacity and capability | ☒ | ☐ |
| Section G: Budget planning and affordability | ☒ | ☐ |
| Section H: Premises | ☒ | ☐ |
| 4. Is the information in A4 format using Arial 12 point font, includes page numbers and is 50 to 100 pages (excluding annexes) in total? | ☒ | ☐ |
| 5. Have you fully completed the budget plans? | ☒ | ☐ |
| 6. Independent schools only*: have you provided a copy of the last two years' audited financial statements or equivalent? | ☐ | ☐ |
| 7. Independent schools only*: have you provided a link to your school's most recent inspection report and completed a self-assessment form describing how your school would perform against the Ofsted Section 5 criteria | ☐ | ☐ |
| 8. Reapplications only. If you are reapplying after being unsuccessful in a previous round, have you changed your application in response to the written feedback you received? | ☐ | ☐ |
| 9. Have you sent an email (of no more than 9 MB in size**) with all relevant information relating to Sections A to H of your application to: alternativeprovision.fsapplications@education.gsi.gov.uk within the window below? 9am on 5 May 2014 and 12 noon on 9 May 2014. | ☒ | ☐ |
| 10. Have you sent 2 hard copies of the application by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT? (See guidance for dates and deadlines). | ☒ | ☐ |

**Independent schools include existing alternative provision and special school institutions that are privately run*
*** If your application is larger than 9MB please split the documents and send two emails*

| **Section I of your application** | | |
|---|---|---|
| 11. Have you sent:<br>▪ a copy of Section A (tab 1 of the Excel template); and<br>▪ copies of the Section I Personal Information form for each member, director and principal designate that has not submitted one of these forms within the past 365 days; and<br>▪ a list of those members, directors and principals designate who have submitted Section I forms within the past 365 days<br><br>by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT?<br>(See guidance for dates and deadlines) | ☒ | ☐ |

# Declaration

****This must be signed by a company member on behalf of the company / trust****
I confirm that the information provided in this application is correct to the best of my knowledge. I further confirm that if the application is successful the company will operate a free school in accordance with:

- the requirements outlined in the 'How to Apply' guidance;
- the funding agreement with the Secretary of State; and
- all relevant obligations and requirements that apply to open academies (e.g. safeguarding, welfare and bullying) – this includes statutory requirements (those that are enshrined in legislation) and non-statutory requirements (those contained in DfE guidance).

I have fully disclosed all financial liabilities and the full extent of each/any debt for which the company, trust or existing school is liable.
I confirm that I am not and have never been barred from Regulated Activity within the meaning given by the Safeguarding Vulnerable Groups Act 2006. I further declare that all current Members and Directors of the Company have confirmed to me that they are not and have never been so barred, and that if it comes to my attention whilst I am a Member or Director of the Company that I or any other Member or Director are or have been so barred I will notify the Department for Education. I and all other Members and Directors of the Company understand that the Company's free school application may be rejected if a Member or Director of the Company is found to have been barred from Regulated Activity.
I acknowledge that this application may be rejected should any information be deliberately withheld or misrepresented that is later found to be material in considering the application.
**Signed:**

**Position: Chair of company / Member of company** (please delete as appropriate).

**Print name:**

**Date:**
**NB: This declaration only needs to be signed in the two hard copy versions of your application. Please use black ink.**

| | |
|---|---|
| Please tick to confirm that you have included all the items in the checklist. | ☐ |

# Section A: Applicant details

This section can be located in the enclosed separate booklet and on Excel proforma – ChannelingPositivityABH FINAL.xls

# Section B: Outline of the school

This section can be located in the enclosed separate booklet and on Excel proforma – ChannelingPositivityABH FINAL.xls

# Section C: Education vision

## Overview

Channeling Positivity Alternative Provision Free School will provide 56 places to young people in the Nottinghamshire Borough of Rushcliffe**.** Our school will educate **13-16 year old** students who have social, emotional and behavioural issues, which are negatively affecting their education. For these students anger management issues, violent outbursts, attention deficit and negative attitudes to learning impact their progress to such an extent that continuation in mainstream school is no longer a positive option.

Channeling Positivity's goal is **to inspire young people to lead positive lives.**

Channeling Positivity will teach and help develop **employability, enterprise and entrepreneurial skills** in a local and global context. Students will develop their competences and contexualise their learning in a **real life** environment by attending work placements. Our curriculum will **put young people at the heart** of their future.

A Channeling Positivity learner will be encouraged and expected to become resourceful, creative, empathetic, collaborative and ethical in how they deal with others personally and professionally. These personal and social attributes will be enhanced by having the opportunity to attend a life changing overseas residential

Channeling Positivity will offer **qualifications** in Maths, English, ICT, enterprise and entrepreneurship whilst embedding these within a learning culture that develops and supports practical employability.

The Derby Derbyshire Nottingham Nottinghamshire Learning and Enterprise Partnership (LEP) have identified 6 key priorities as part of their "Skills for Growth Strategy" to improve business growth and combat poverty and worklessness through early intervention. Their long-term aim is to raise ambition and aspiration which D2N2 view as vital to the success of the local economy. Priority 4 states, "foster enterprise and the characteristics of entrepreneurial behaviour, career adaptability and resilience." Our proposed curriculum demonstrates clear alignment with this priority.

Our school proposal will also contribute toward resolving the following specific issues in Nottinghamshire, Nottingham City and Rushcliffe Borough:

1. Due to the closure of the Pupil Referral Unit (PRU) there is no longer any alternative provision in Rushcliffe Borough to serve the 7 commissioning schools.
2. Statistics and school feedback[1] from the Rushcliffe Borough Head teachers identify a need for specialised alternative provision to support the goal of decreasing the number of learners with social, emotional and behavioural issues who underachieve at KS4.
3. Local employers state they require young people to be work ready, meaning a generic skill set to succeed, and are concerned that mainstream school provision is focused on qualification attainment rather than student's being equipped for the world of work[2]
4. The youth unemployment figures for Nottinghamshire reveal 20% of 16-24 year olds were unemployed in 2012 compared to 6% of adults. This trend has been increasing steadily since 2004[3].

[1] Section E Letters of Support from Rushcliffe Headteachers

[2] Nottingham City Council and Nottinghamshire County Council Report 'Youth Unemployment – What can we do locally?' (Dec 2012)

[3] Nottingham City Council and Nottinghamshire County Council Report 'Youth Unemployment – What can we do locally?' (Dec 2012)

# Rationale

## Local and National context

Nottinghamshire Local Education Authority is divided into 8 areas and Rushcliffe is the third largest. The borough of Rushcliffe has 7 schools serving 8,045 11-16 year old pupils (2012-13). 500 pupils have free school meal status and of these 136 have special education needs, 228 are identified as being on School Action Plus and 23 have a special educational needs statement.

Channeling Positivity's preferred location is in Rushcliffe Borough as this area presents some significant intervention and support challenges for the pupils who are predicted not to achieve a full level 2 outcome. In 2012-13 22.3% of KS4 students did not achieve the level 2 benchmark of 5 good GCSE (or equivalent) grades including English and Maths and 6% from this same cohort were excluded from mainstream education. Rushcliffe has the second highest permanent exclusion rates in the county. We propose that Channeling Positivity will help address this significant underachievement and disengagement.

There is currently only one provider of Alternative Provision serving Rushcliffe - the Daybrook Learning Centre - which is situated an average of 11 miles from schools within the Borough. A recent report (September 2013)[4] undertaken by Nottinghamshire County Council proposed the closure of the Daybrook Learning Centre Pupil Referral Unit stating it "does not represent value for money with regard to the cost of pupil placements and the outcomes for learners". After consultation the decision was made in February 2014 to close the PRU. The LA proposed model is to devolve a proportion of funding directly to the Rushcliffe schools in order to commission other high quality alternative provision. Currently such provision is only available outside of the borough, which involves students travelling considerable distances to access provision. Channeling Positivity will offer excellent teaching and learning and resources to small groups of students in an engaging environment at a lower than national average PRU cost and section E pages 65 and 66 provides evidence of how this offer will fit within the wider market for alternative provision in the city and county.

Nationally there are 23,000 14-16 year olds in alternative provision[5], with 14,050 in Pupil Referral Units. Mainly these young people are from years 10 and 11 and have behaviour issues. Nationally the statistics demonstrate that:

- young people from deprived backgrounds receiving free school meals are 4 times more likely to be excluded;
- young people with Special Educational Needs are 8 times more likely to be excluded;
- 4 times as many boys as girls are excluded;
- Gypsy and Roma, Irish Travellers and Black Caribbean pupils are more likely to be excluded than other groups;
- excluded students have poorer records of attendance;
- 1.4% in AP achieve 5 GCSE's at A*-C compared to 53.4% in full-time school education.

The above national statistic clearly shows that whole cohorts of young people leave current alternative education with very few or no qualifications (1.4%). It is likely as a direct consequence that these young people will have no desire or motivation to become fully independent and economically viable members of society. This is replicated in many of our mainstream city schools and Channeling Positivity seeks to provide a better choice for our region's young people.

The local context for our proposed Alternative Provision mirrors to a large extent this national picture. Nottingham City Council and County Council jointly have published data in their report

[4] Nottingham County Council (2013) Report to Children and Young People's Committee *Proposal to consult on the closure of Daybrook learning centre*

[5] *Stat sources: Children's Commissioner 2012, DfE AP Census 2011*

'Youth Unemployment – What can we do locally?' (Dec 2012) that at 20%, the unemployment rate for 16-24 year olds has been rising since 2004 and is three times the rate for older workers. Their strategy for tackling youth unemployment states that, *''Employers continue to be concerned that many of our young people are unable to present themselves well and are ill-prepared for the working world. This can apply to young people of all abilities. These problems are likely to become increasingly acute as some schools step back from work related learning.''* The report goes on to say, *''Accountability – ensuring that schools know which of their pupils failed to progress into learning post-16 and that all providers are aware of and challenged about "drop out" from their programmes (we still could be better at this).''*

Channeling Positivity is dedicated to ensuring that young people are prepared for the working world and that employability, enterprise and entrepreneurial skills (supported by level 2 English, Mathematics and ICT) are the lynchpin upon which its curriculum delivery is based. This puts Channeling Positivity provision in alignment with what local employers require (refer to Section D1) and the focus of the joint strategy of the city and county councils for tackling youth unemployment.

In Nottingham City itself, a far higher than national average of young people have special educational needs, and level 2 achievement is over 10 percentage points lower than the England average at 44.5% versus 55.2%. English and Maths skills at Level 1 are achieved by 90% of the student population, compared to 95% nationally, and 97% versus 99.7% achieve at least one qualification. These statistics confirm what we know to be the case in Nottingham; that our young people are not achieving their full potential. The achievement of 5 or more A*-C grades is in the worst 10% nationally, at 41.4%, and the secondary school persistent absence rate is in the worst 5% nationally. We are passionate about making a positive contribution to improving those statistics and engaging young people in their education and future.[6]

54% of all jobs created in the last decade have come from business founders or entrepreneurs.[7] Channeling Positivity will deliver a curriculum which encourages and supports students to develop their employability skills, and have the opportunity to not only work in real businesses on placements but also to develop their own business ideas and plans to become the next generation of entrepreneurs. We will ensure that our students' learning extends beyond acquiring the skills needed for their vocational choices, and into obtaining the long term life skills and habits that are required for them to live and work with the practical enterprise and entrepreneurial endeavour and generosity of spirit which underpins the school's vision and aims. It is our intention that all young people attending our free school will leave with the skills and motivation to become fully independent, productive global citizens.

**Demonstrating Demand**

In September 2012 Nottinghamshire County Council completed a review of alternative provision and arrangements for young people with Social, Emotional and Behavioural Difficulties (SEBD) within the county. The review and subsequent report identified the current performance of young people struggling or unable to access and succeed in mainstream schools. Nottinghamshire County Council acknowledge that there are a number of pressures immediately facing schools and the County Council in relation to the cost and effectiveness of existing arrangements for young people with social, emotional and behaviours needs. The vision for the Nottinghamshire County Council's Children, Families and Cultural Services Department is that they *"want Nottinghamshire to be a place where children are safe, healthy and happy where everyone enjoys a good quality of life and everyone can achieve their potential"*

In order to fulfill this vision, Nottinghamshire County Council recognise that they need to reconfigure and enhance arrangements within the resources available. At the time of the review it

[6] Nottingham City Council and Nottinghamshire County Council Report 'Youth Unemployment – What can we do locally?' (Dec 2012)
[7] https://www.founders4schools.org.uk/about/founder-faq/

was estimated that the County Council spends circa £10 million on the education of 380 pupils with SEBD in a range of settings. The Nottinghamshire County Council review wholly recognise the importance of the advice of the Government's Expert Adviser on Behaviour, Charlie Taylor, who in his published paper[8] states that *"to break down these patterns they need the time, effort and commitment and expertise of dedicated professionals working in well-organised, well-resourced and responsive systems."*

Channeling Positivity will provide relevant, responsive, flexible and economically meaningful alternative full time and part time provision which is local and accessible for students in the Borough of Rushcliffe predominantly. This is currently not available to the 7 expected commissioning schools in Rushcliffe. Following meetings with Rushcliffe Borough Head teachers they would like to seek an effective and local solution with Channeling Positivity for their students who are disengaged and likely to underachieve at level 2 (refer to letters of support in Section E). They are clearly indicating that they would commission places for those students whose lack of academic progress and engagement is putting their successful attainment at level 2 English and Mathematics in jeopardy. Students are likely to have experienced school attendance issues, anger management issues, violent outbursts, attention deficit and negative attitudes to learning. The commissioners are clear that they would commission places for students who fail to thrive within a mainstream setting and do not respond positively to in-house inclusion/bridging units, and are likely not to achieve level 2 English and Maths and or equivalent qualifications but continue to attend school (albeit intermittently). The demand for 56 FTE places offered by Channeling Positivity will be met from students excluded or at risk of exclusion from school or who through social, emotional and behaviourial issues impacting on their education, are failing to achieve 5 A*-C GCSEs (up to 22.3% of students in the Rushcliffe borough).

It is likely that Nottingham City Schools may also commission some places, as the preferred location of Channeling Positivity in Rushcliffe Borough is less than one mile from the city centre. There are over 135 young people in full-time alternative provision in Nottingham City alone. Many more access alternative provision on a part-time basis.

## Vision and Ethos

Our primary goal is **to inspire young people to lead positive lives.** In pursuit of this goal Channeling Positivity will:

- give disengaged and underachieving young people, aged 13-16 the opportunity to reconsider who they are and go on to lead a positive life, creating a better future for themselves, their families, their communities and society as a whole;
- deliver a personalised programme by contextualising and embedding all learning around an ethos that promotes and encourages employability, enterprise and entrepreneurial activity within an inspirational setting;
- offer an alternative learning experience within a small school environment providing opportunities for young people, failing to progress in mainstream school, to explore, reframe and transform their own low aspirations by developing new competencies and positive behaviours;
- help these young people to discover and harness the resources within themselves to transform and become positive role models for future generations.

Channeling Positivity's curriculum vision strives for a different type of success which combines academic rigor in English and Maths underpinned by employability skills and real life opportunities that put young people at the heart of their future and future success. Unique to Channeling Positivity will be its ability to deliver individually tailored work placements and its focus on work readiness by encouraging students to develop as entrepreneurs or better employees via a project

[8] Taylor, C (2012) *Improving Alternative Provision* The Government's Expert Adviser

led model of delivery. Our curriculum model (developed and evidenced in section D1) will deliver rotational work placements/ internships to "bring to life" employability and enterprise skills because some students learn best by doing and not listening. Projects embedded into the curriculum will supply the opportunity for pupils to explore and develop their ability to be enterprising and entrepreneurial within a global context and create a realistic business plan for their own business ideas. These projects will be developed with the support of entrepreneurial role models such as [redacted] ([redacted] & Short-listed Top 20 Young People in the World 2012) providing opportunities for Channeling Positivity learners' confidence across a wide range of interpersonal and professional skills and knowledge bases to grow.

To achieve this vision we have 8 key priorities.

1. **Raising achievement** - by providing a unique curriculum combination and learning environment developing personal and social skills linking education to employment.
2. **Using positive adult role models** – increasing student's exposure to employers and entrepreneurs to inspire young people to lead positive lives.
3. **Student empowerment** – to guide and encourage students to take responsibility for their achievement, attainment, progress and personal lives in a supportive and engaging environment.
4. **Personalising Learning** – maximising achievement by accessing curriculum from a variety of different starting points, tailored to individual targets and taking account of individual barriers to learning.
5. **Maintaining high standards of behaviour** - using personalised behaviour targets and principles of Positive Discipline will create a positive, enjoyable and sociable environment for learning.
6. **Supporting creativity and innovation** – using new technologies to remove barriers to learning and develop entrepreneurial competencies.
7. **Student data and target setting** - allowing an open dialogue encouraging student potential and monitoring progress across all aspects of the learner experience; linking learners, teachers, commissioners and parents.
8. **An unrelenting focus on a meaningful and sustainable Post 16 destination** – by developing employability skills and providing real life opportunities to raise aspirations and develop responsible citizens who make a positive contribution to society.

## Why we are a better choice

We will be offering a high quality, value for money alternative to mainstream provision. Our curriculum rational in Section D1 articulates how our specific focus on a meaningful destination shapes our curriculum. Through our aim of inspiring young people to lead positive lives we will promote inclusion and raise standards of behaviour and achievement. Our curriculum will focus on employment and progression alongside behaviour management and social and emotional interventions. This will enable local mainstream schools to access employment relevant and personalised learning programmes for those students who are in danger of failing to achieve at level 2 by the end of year 11. Our provision will support a reduction in permanent exclusions, increase attendance and reduce incident levels of students at risk of significant disengagement and underachievement.

We will offer learners:

- A personalised student learning programme focusing on employability, enterprise and entrepreneurship in a local and global context.
- Inclusion with high expectations and the right support.
- A small school with small groups sizes and a high staff to student ratio (56 FTE places; 1 staff to 5 students).
- An unrelenting focus on a meaningful and sustainable Post 16 destination along with a **Skills Passport** to demonstrate employability and work ready competencies.

- Student enrichment such as volunteering and residentials to develop and harness personal and social attributes.
- The opportunity to access a business “start-up” fund within 3 years of leaving through the establishment of the Channeling Positivity Foundation.

## Aspirations and Outcomes

Our fundamental goal is for Channeling Positivity learners to be inspired to lead positive lives. We have identified three aspirations that reflect the vision of Channeling Positivity and take account of our eight priorities and that shape our curriculum model. Sections D1 and D2 provide targets and performance indicators to establish quantitative measures of success against these aspirations.

**Aspiration1 - Attainment and Progress**

Channeling Positivity will ensure that the bespoke curriculum and timetable of vocational activity will give students of all abilities the support needed to enable them to achieve their potential.

- The % of students achieving 5 GCSE’s (or equivalent) Grade A*-C including English Language and Maths to be above average (1.4%) for students attending AP nationally.
- All students will attend and / or complete a fixed term work placement or volunteering project.
- Almost all students to achieve a qualification relating to employability, enterprise or entrepreneurship.

**Aspiration 2 – Progression into a meaningful and positive post 16 destination**

To change the pre-destined flight path of 13-16 year olds, who currently fail in mainstream school, into global citizens who contribute to the UK economy and “big society”.

- All long term placed students to secure a meaningful and appropriate destination into vocational/academic studies, employment training/apprenticeship or own business.

**Aspiration 3 - To put young people at the heart of their future**

Students will develop their competences and contexualise their learning in real life environments developing personal and social attributes.

- All students to increase attendance and punctuality rates in line with their target based on data on entry.
- To secure an improved sense of direction and self, including changes in self-esteem, confidence, motivation and health awareness.
- To develop and sustain positive relationships (with family, staff, peers) including changes in the ability to communicate, cope with authority, and work with others.
- Reduction in instances of inappropriate, disruptive and offensive behaviour based on data on entry.
- No students to be permanently excluded from Channeling Positivity.

These aspirations wholly reflect the vision and ethos of Channeling Positivity and provide a clear goal for each student to aim towards. Most of our anticipated cohort will have experienced failure in secondary mainstream education and therefore it is vital that our broad outcomes, along with personalised learning targets create and build a platform for success. For example, personalised targets concerning attendance and anti-social behaviour will be different for each student and therefore student centred progress will be measured accordingly. The big picture remains the same for all students, to be supported to attend, engage, develop, achieve and secure a post 16 meaningful pathway.

# Section D: Education plan

## D1 - An ambitious and deliverable curriculum plan which is consistent with the vision and pupil intake

**Curriculum Principles**
Channeling Positivity's curriculum vision strives for a different type of success which combines academic rigor in English and Maths underpinned by employability skills and real life opportunities that put young people at the heart of their future and future success. Learning and the opportunity to engage in learning is a core foundation in our lives. It makes the difference; it can determine our lifelong employment opportunities and our ability to skill and re-skill as the world changes. The ability to learn and to keep on learning, as we grow older benefits us as individuals as well as our families, colleagues and communities. Channeling Positivity's creative and innovative curriculum will ensure student success in English, Maths and ICT and will develop employability and enterprise skills in a local and global context. This will be achieved through engaging qualifications, work experience, volunteering and the opportunity to develop personal character and global understanding by attending an overseas or local residential programme.

Our 8 key priorities shape the principles behind our curriculum.

1. **Raising achievement**:
    - providing a unique curriculum combination which celebrates entrepreneurialism and global citizenship, fostering trust and respect;
    - providing a career focused learning environment, which challenges, engages, supports and inspires young people to positively channel their aspirations to achieve employment success and become global citizens;
    - contextualised learning by utilising the strengths of our business partners to provide real life environments to secure successful outcomes for learners.
2. **Using positive adult role models**
    - outstanding teaching and learning delivered by highly skilled and trained staff so that all students reach their full potential;
    - a curriculum linked to the real world of employment;
    - exposure to employers and entrepreneurs to raise aspirations.
3. **Student empowerment**
    - by providing the opportunity for students to take responsibility for their achievement, attainment and progress;
    - through a belief that learning should be an enjoyable, lifelong opportunity giving everyone the chance to achieve their potential and exceed their expectations;
    - a curriculum that is responsive to Learner Voice feedback and employer's needs;
    - student enrichment such as volunteering and residentials to enhance personal and social attributes and promote global citizenship.
4. **Personalising Learning**
    - a highly personalised curriculum which will be based on an accurate and sensitive knowledge of individual learning needs;
    - a stage not age progression;
    - all students will be supported to achieve their basic entitlement of a good English and Maths GCSE;
    - putting students' interests first, and at the centre of all decisions
    - addressing complex barriers to learning such as poor behaviour, mental health issues, complex backgrounds, SEN or have talents and abilities not served by a mainstream curriculum;

- personalised employability, enterprise and entrepreneurial routes for all learners.

5. **Maintaining high standards of behaviour**
   - maximising learning through curriculum innovation and quality;
   - ensuring meaningful progression opportunities for all our students;
   - maximising consideration of others to engender a calm environment of mutual respect and responsibility;
   - parental engagement from the outset.
6. **Supporting creativity and innovation** by:
   - being an e-confident organisation, embedding new technologies and social media throughout the learner experience;
   - providing high quality ICT provision;
   - using technology to remove barriers to learning for individual students and groups of students;
   - the use of virtual learning to connect classroom-based learning with guided and informal learning to create a more coherent learning experience.
7. **Student data and target setting:**
   - maintaining a focus on engagement, attainment, achievement and progress by using data to set negotiable and challenging targets;
   - using prior assessment data on entry to determine potential and additional needs and work closely through robust transition with commissioners;
   - open and transparent data access for learners, teachers, commissioners and parents.
8. **Focus on a meaningful and sustainable Post 16 destination**
   - high quality and impartial IAG for students and parents to make well informed and realistic decisions about a post 16 destination;
   - provide real life opportunities for learners to understand career focused destination opportunities;
   - the opportunity to gain a business start up bursary through Channeling Positivity Foundation.

**Expected student intake**
**Part 1**

| | **Current number of pupils (if applicable)** | **2015** | **2016** | **2017** | **2018** |
|---|---|---|---|---|---|
| **Key Stage 1** | | | | | |
| **Key Stage 2** | | | | | |
| **Key Stage 3** | | | 15 | 18 | 18 |
| **Key Stage 4** | | 24 | 33 | 38 | 38 |
| **16-19: commissioner referred** | | | | | |
| **16-19: student applications** | | | | | |
| **Totals** | | 24 | 48 | 56 | 56 |

**An explanation of how pupil numbers grow**
We have asked our expected commissioners to consider potential pupil referrals from their current Year 8 cohorts. These students will be in Year 10 by the time Channeling Positivity opens and therefore we anticipate these students to be part of our first cohort hence no assumed KS3 learners. We expect numbers in both key stages to grow in Year 2 and reach capacity by year 3.

We expect a greater proportion of KS4 learners as our full time referral type, as this option of an alternative to school is the preferred model indicated in our letters of support on pages 60 and 61 from our commissioners.

Year 1
Four commissioners have fully engaged to identify their potential demand. Currently this suggests 24 KS4 FTE referrals. We have not asked our commissioners to identify any KS3 learners at this stage hence no KS3 learners have been included in the table on page 12.

Year 2
Four commissioners have identified a further 23 potential learners in year 2, given we have asked our commissioners to think about KS4 demand for places this amounts to 70% of our projected KS4 places in year 2. From our on-going meetings and discussions with Head teachers, we are confident that a similar level of demand will be forthcoming from the remaining 3 commissioning schools. We have discussed with commissioners the demand and usage of 6 and 12 week placements at KS3. Commissioners consider it is reasonable to assume 2 FTE places available to each school at KS3. The pupil grids completed by the schools using current year 8 pupil data shows the level of students with social, emotional and behavioural issues in a typical year therefore we are confident that when alternative provision is on offer schools will commission places for students at KS3.

Channeling Positivity will offer 56 FTE part-time and full time places for learners from both genders, aged 13-16, in the proposed location of the Borough of Rushcliffe, Nottinghamshire. Our engagement with our commissioning Head teachers has identified the following likely **student profiles**:

1. Young people excluded or at risk of exclusion from school. Pupils who are disengaged with mainstream education to such an extent that continuation of a full-time placement in their setting is no longer a positive option.
2. Young people without a statement or diagnosis SEN but presenting additional needs. Students who have social, emotional and behavioural issues such as anger management issues, violent outbursts, attention deficit and negative attitudes to learning which are negatively impacting on their progress. These students are at risk of having or have had fixed term exclusions or at risk of permanent exclusion.
3. Young people receiving support at school action/school action plus level.
4. Young people requiring support in preparation for transition to future stages or life and learning. Students who are disadvantaged and vulnerable due to a range of social circumstances (e.g. families experiencing risks such as poverty (FSM), substance misuse, mental health issues, turbulent home life, no culture of learning at home); students who have had a persistent absenteeism rate; students who have been bullied, or have bullied others (have low self-esteem/confidence and lack aspiration to seek life improvement).

It is expected that at least 50% of our intake with be entitled to FSM and at least 80% will have a special educational need. It is expected very few students will have English as a second language. Further research undertaken by Nottinghamshire County Council as part of their SEDB review in 2013, clearly states that students accessing alternative provision are much more likely to:

- be boys, especially White British;
- have special educational needs;
- be entitled to free school meals;
- be in key stage 4.

Please refer to the Potential Pupil Referral Grid completed by expected commissioning Rushcliffe Head teachers in Section E page 62.

**A curriculum to meet the needs of our expected student intake**

We recognise that students attending Channeling Positivity will have a wide range of learning styles and social, emotional and behavioural needs that will require **individual support** in order to ensure progress is made. It is important that the progress of the students is monitored closely to address issues promptly, effectively and positively and that interventions are put in place to sustain progress up to and beyond potential and expectations. Our key priority of **student data and target setting** will ensure monitoring and reporting will take place daily and then formally once each week, to include systematic feedback to an individual student, commissioning body and home. There will be no formal academic entry requirements however a rigorous referral criteria will be applied as described in Section E3 page 66. A student's potential will be based on their achievement at Key Stage 2 and the teacher assessed levels gained in Maths and English at the end of Year 6. CAT scores in Key Stage 3 will also be used to benchmark potential and help set targets as further described on pages 35 and 36.

Through contextualising our curriculum delivery, young people, including those with special educational needs, will learn personal and social skills including organisational skills, time management, leadership development and interpersonal skills, all of which are highly transferable skills sought by employers. By exposing students to employers and entrepreneurs we firmly believe that students will develop a clear line of sight from education into employment and that this will secure positive engagement with our learning programme. This will in turn lead to other valuable and positive interpersonal outcomes including:

- improved academic performance, school attendance; and educational attainment;
- increased creative thinking, problem-solving and decision-making abilities;
- improved interpersonal relationships, teamwork, money management, and communication skills;
- enhanced social psychological development (self-esteem, ego development, self-efficacy);
- job readiness;
- perceived improved health status.

Our proposed enriched curriculum content of employability, enterprise and entrepreneurial skills in local and global contexts, combined with key skills in English, Maths and ICT supported by relevant, real life work placements (related to a student's potential career interests) will provide students at all levels with a broad range of employability skills. They will also be encouraged to extend these skills into the area of entrepreneurship. Developing entrepreneurship skills provides an important bridge (via our project-led and work based learning model of delivery), between education and employability/employment and directly tackles the often criticised lack of skills cited regularly by employers regarding school leavers. Nottinghamshire County Council (Nottinghamshire Economic Insight, August 2013) have stated that mainstream schools are still not teaching and developing the skills needed for young people to enter and be successful in the workplace upon leaving school.

This model of delivery has been pioneered by a group of US High Schools where completion rates and motivation of students have significantly increased with the use of integrated internships throughout the curriculum. Success rates are 8% higher than the state average and student satisfaction rates are 16% higher than the state average.[9]

**Type of Curriculum**

Channeling Positivity's curriculum vision strives for a different type of success which combines academic rigor in English, Maths and ICT which will be taught as discrete subjects, underpinned by employability skills and real life opportunities that put young people at the heart of their future

[9] TES Feature 24th January 2014 "The Kids Stay in the Picture"

and future success. Unique to Channeling Positivity will be its ability to deliver individually tailored **work placements** and its focus on work readiness by encouraging students to develop as entrepreneurs or better employees via a **project- based** model of delivery. Project-based learning is a dynamic approach to teaching and learning in which students explore real-world problems and challenges. With this type of active and engaged learning, our students will be inspired to obtain a deeper knowledge of the curriculum content they are studying. This inquiry-based teaching and learning will engage students in creating, questioning and revising knowledge, while developing their skills in critical thinking, collaboration, communication, reasoning, synthesis, and resilience (Barron & Darling-Hammond, 2008). Other studies comparing learning outcomes for students taught via project-based learning versus traditional teaching show that it also increases long-term retention of content and helps students perform as well as or better than traditional learners in high-stakes tests, improves problem-solving and improves students' attitudes towards learning (Strobel & van Barneveld, 2009; Walker & Leary, 2009). An example of a student project is described on page 24. The project length will reflect the student referral type as described on page 16.

Our curriculum model will also deliver rotational work placements/ internships to “bring to life” employability and enterprise skills because some students learn best by doing and not listening. Projects embedded into the curriculum will supply the opportunity for students to explore and develop their ability to be enterprising and entrepreneurial within a global and local context and create a realistic business plan for their own business ideas.

We believe that it is really important to combine elements of the National Curriculum to support a meaningful post 16 destination with an alternative and enriched curriculum that clearly **links learning to the world of employment.** We believe that when a student understands the validity of their learning and has a clear line of sight into a job or career then it is at that point that they choose to engage and focus to the best of their ability.

Within our curriculum model we have defined the following terms:

- **Employability** a set of skills that employers want (defined on page 24);
- **Enterprise** a set of personal skills and attitudes that enable a culture of opportunism, creativity and risk taking. Spotting opportunities and creating new ideas;
- **Entrepreneurship** is using enterprise skills to create new businesses and bring them to market.

Our curriculum of employability, enterprise and entrepreneurship will not only ensure that our learners acquire the skills to be work ready and competent employees but also offer students the opportunities to establish their own learning goals by thinking of a business idea and then developing plans to make it a reality. These themes will be supported by a real life engagement with our business partners including work placement or internships, allowing clearly identified employability skills that will be development, assessed and formally recorded in our unique **Skills Passport** as described on page 24.

Employers and further education institutions will expect students at the age of 16 to have a minimum of a grade C in English and Maths. Therefore we will provide the opportunity for students to achieve this national benchmark along with 3 other GCSE or Level 2 equivalent qualifications.

Our curriculum will consists of 2 main skills areas and will be delivered at Entry Level, Level 1 and Level 2:

Functional skills such as English, Maths and ICT;
Alternative skills such as enterprise and entrepreneurship.

The **functional skills** curriculum will consist of national curriculum subjects in English, Maths and ICT. The **alternative skills** curriculum will consist of a combination of short and long qualifications (refer to pages 28 and 29. It is recognised that Channeling Positivity will have learners attending for varying lengths of time, and therefore all alternative qualifications offered will be modular and / or bite-sized. This allows for learners to achieve more weighty qualifications based on the length of time they are at Channeling Positivity. This flexible curriculum model will help prepare students for integrating back into mainstream and re-engaging with some of their national curriculum subjects or prepare students for the workplace, which will require literacy and numeracy competence coupled with employability skills.

**Global and local dimensions** and **citizenship** will be embedded across all areas of the curriculum with the aim of students becoming resourceful, creative, empathetic, collaborative and ethical in how they deal with others personally and professionally. With a global and local dimension to their education, learners have a chance to engage with complex issues and explore the links between their own lives and people, places and issues throughout the world and within their locality. Education plays a vital role in helping children and young people recognise their responsibilities as citizens of the wider community. It equips them with the skills required to make informed decisions and take responsible actions.

Our key priority of personalised learning will ensure that through our referral process, explored in section E, learners will access this curriculum from the appropriate starting point ensuring that the functional skills and alternative skills offered are tailored to individuals to maximise achievement. The type of curriculum offered will also vary on the type of referral; either KS3 or KS4; part-time or full-time and short term or long term.

**Referral Types**

Section E details the referral process to be used by commissioners accessing places at Channeling Positivity. To adequately address the needs of the expected student intake and fulfill our vision, the following types and lengths of referral will be offered. Within these types of referral all students will also access personal, social, emotional and behavioural interventions through explicit individual and small group tutor and mentor time as well as accessing external expertise from agencies listed on pages 53 and 54.

Key Stage 3 Referrals:

a) A **full-time six week** Key Stage 3 placement with a view to a quick return to school;
    - This cohort will study English, Maths and ICT and will work towards 1 NCFE qualification. This cohort will also access volunteering initiatives and engage in enrichment opportunities and educational visits.

b) A **full-time twelve week** Key Stage 3 placement with a view to a return to school;
    - This cohort will study English, Maths and ICT and will work toward at least 1 NCFE qualifications or BTEC Level 2 modules. This cohort will also access volunteering initiatives and engage in enrichment opportunities and educational visits.

c) A **full time** Key Stage 3 placement with a view to a return to school for Key Stage 4;
    - This cohort will study English, Maths and ICT and will work toward at least 2 NCFE qualifications or a BTEC Level 2 qualification. This cohort will also access volunteering initiatives and engage in enrichment opportunities and educational visits.

Key Stage 4 Referrals:

a) A **part-time or full-time six week** Key Stage 4 placement with a view to a quick return to school - offered in extraordinary circumstances to offer a “time out” for both student and school;

- This cohort will study English, Maths and ICT and will work towards at least 2 NCFE qualifications or BTEC Level 2 modules. This cohort will receive enhanced mentor intervention and also access enrichment opportunities that will best develop positive social, emotional and behavioural habits.

b) A **part time** Key Stage 4 placement until the end of Year 11;
   - This cohort will study English, Maths and ICT and will work toward at least 2 NCFE qualifications or a BTEC Level 2 qualification. This cohort will also access a work placement/internship, engage in enrichment opportunities and attend a National Citizen Service programme and/or an overseas residential.

c) A **full time** Key Stage 4 placement until the end of Year 11;
   - This cohort will study English, Maths and ICT and will work toward at a series of NCFE qualifications or a BTEC Level 2 qualification. This cohort will also access a work placement/internship, engage in enrichment opportunities and attend a National Citizen Service programme and/or an overseas residential.

All prospective students, including those that have been permanently excluded will be expected to attend an initial visit to Channeling Positivity and meet with their proposed mentor and the Principal or Assistant Principal. This will form a crucial part of the referral and admissions procedure as it will help establish the needs of the student and it gives an indication as to their level of commitment and attitude. It also affords the opportunity for parents/carers to discuss other concerns/issues and meet those staff that will be involved in working closely with them and their child. This will be key to the personalised learning approach and will enable Channeling Positivity staff to plan ahead to meet the student's individual needs and prepare for their commencement at the school. Exceptions will be made with regard to students who present with serious medical conditions. The visit will not be an interview or an admissions test. It will be an opportunity to prepare appropriate support strategies and introduce the student and their parents/carer to Channeling Positivity's vision, curriculum model and expectations. It is important that all students and their families/carers view the opportunity to study and develop at Channeling Positivity as an informed choice rather than a last resort. Refer to Section E (page 66) for a full description of how we will manage referrals and support a positive transition.

During any placement with Channeling Positivity reviews will be convened to discuss academic and behavioural progress and towards the end of a placement appropriate transition arrangements will be discussed for appropriate progression. Parents/carers and a commissioner representative are expected to attend these meetings together with members of other agencies involved. Our transition arrangements are described further on pages 30-32.

**Curriculum Model**

Channeling Positivity's curriculum model is built upon the principles within our vision to be flexible to **meet individual learner needs** and **encourage meaningful progression.** There will be a consistent and explicit focus on **raising achievement**, encouraging students to take increasing responsibility for their own learning. The curriculum will be designed to reflect our vision statements and thus enable students who have struggled to achieve within a traditional school setting to become:

- successful learners who enjoy and achieve;
- confident individuals who are able to live safe, healthy and fulfilling lives;
- responsible citizens who make a positive contribution to society.

The philosophy behind our provision is **to inspire young people to lead positive lives.** The focus of our curriculum will be to progress every learner from their starting point using personalised learning targets, develop contextualised employability skills and improve English, Maths and digital literacy. Our alternative learning experience within a small school environment

will provide opportunities for young people, failing to progress in mainstream school, to explore, reframe and transform their own low aspirations by developing new competencies and positive behaviours

Our curriculum model is based around functional skills of English, Maths and ICT and additional skills of employability, enterprise and entrepreneurship. Qualifications will be offered in all these areas. Two additional strands tie our qualifications together and provide context for our students, these are our commitment to work experience/volunteering and our embedded theme of global and local citizenship. Together with enrichment activities and pastoral time we believe will make a vital contribution to the social and emotional development of our young people. Key stage 3 students will experience and embed employability and enterprise skills and competencies through participation in volunteering projects. These skills and competencies will be assessed through bite sized and full qualifications as listed on pages 28 and 29. The choice of qualification will reflect the length and type of referral of each student as described on page16.

We will also adopt a **stage not age** approach which will allow our students to progress at the best possible pace for them. Therefore our focus will be on the stage that each student has reached when they join Channeling Positivity and not their age. Some of our referred students may have had a significant amount of time away from their mainstream school and consequently may not be at the same stage as their peers of a similar age. Therefore our stage not age commitment will support our academic success by ensuring that no student is left behind and also allow a more gradual approach for those students finding particular subjects difficult. All of our students progress, as described in Section D2 will be carefully monitored and students will work closely with their teachers and mentors to ensure that their personalised curriculum is appropriate and challenging.

**Our commitment to work experience**

A critical aspect of our 'learning by doing' and project-led approach is that students will have the opportunity to take part in a work placement or an internship with a specific focus. This work experience will greatly assist in transporting their knowledge and new skills into the workplace and appreciating the value that they hold. This element is vital for the young people to learn what is expected of them in the workplace.

A student will only be able to access work experience if they are in Key Stage 4. All work placements and internships (defined below) will be subject to our rigorous and sensible safeguarding policies and procedures (refer to section D4). The range of work experience will depend upon each student's needs and interests and will encompass the full range of vocational sectors, with a particular focus on those sectors identified by the Local Enterprise Partnership (LEP) as growth areas for jobs and employment in the East Midlands such as life sciences, transport equipment, engineering, low carbon and health and social care. Our secured partnerships with Capital One (refer to page 63) and the Rushcliffe Business Partnership, which represents local employers and businesses, will support our students employability and career interests by offering a wide range of placements and internships for them to access. Currently Rushcliffe Business Partnership has over 150 members and Channeling Positivity, through regular attendance at monthly network meetings and individual meetings with business owners, has already agreed in principle a large and growing number student placements, which reflect a diverse range of sectors and industries. Individual meetings with businesses has also provided an initial and vital steer concerning quality in terms of the work environment and resources to meet the different and often complex needs of our learners. In our pre-opening phase we will also host free information and training sessions for our business partners, to ensure that all of our work experience providers have the required knowledge to meet the needs of our learners and to deliver a high quality experience. We will also look to our business partners when seeking to secure employer representation on our governing body.

Internship – This will be viewed as an opportunity to stretch and challenge those students who demonstrate a specific interest in a particular job, career or industry. Students will be encouraged to network and communicate with a local business during their enterprise sessions and secure a long-term work placement opportunity. A student's assigned Mentor and Principal or Assistant Princiapl will oversee this process where necessary.

Work Placement – This will be a short term placement for a minimum of 6 - 12 weeks and will be a minimum of one full day or half a day each week. Students will be placed in relation to their needs and interests and may experience 3 or 4 different placements to help map out a post 16 destination plan.

A meaningful and real life work placement can provide valuable experience of the work environment and help students decide on future careers or study options and demonstrate their potential to future employers or universities.

**Global and local citizenship**

By embedding our core theme of global and local dimensions and citizenship into our curriculum, students will be given the opportunity to:

- critically examine their own values and attitudes;
- appreciate the similarities between peoples everywhere, and value diversity;
- understand the global context of their daily choices and local actions;
- develop skills to help combat injustice, prejudice and discrimination.

Making these personal, local and global links will build our learners into empathetic, collaborative and ethical young people. We intend to further develop these personal and social attributes by engaging our KS4 learners with the National Citizen Service programme and by providing an opportunity to attend a life changing overseas residential.

Using this distinctive aspect of our approach to learning and curriculum modeling we will also offer regular educational visits to enhance and inspire learning. An educational visit is any planned off-site activity undertaken by any students and accompanied by member(s) of the school teaching and support staff. Safely managed educational visits with a clear learning purpose are an important part of a broad and balanced curriculum and support our theme of global and local dimensions. They are an opportunity to extend students' learning and enrich their appreciation and understanding of themselves, others and the world around them. They can be the catalyst for improved academic performance, a lifetime interest or in some cases professional fulfillment. Through our educational visits we will make links with local charities and develop volunteering opportunities for Channeling Positivity students. Potential visits will be to:

- Large local and regional businesses, which offer apprenticeships and employment with training such as Rolls Royce, Speedo, JCB, Wlikinsons and Boots.
- Local, regional and national colleges and universities.
- UK towns and cities which are renowned for particular industries or are cultural hubs.
- Local charities and community centres to learn about local voluntary and charitable projects
- Public sector services i.e. local councils, courts and emergency service providers.

We will have a clear and detailed visits policy and process in place and we will review and revise it in reference to DfE guidance and in consultation with the Local Authority. This ensures that appropriate Risk Assessments take place; full Health & Safety requirements are adhered to and all reporting requirements to Governors will be met. However, most appropriately, it will ensure that the educational value and purpose of the visit is maximised.

Our **proposed delivery strategies** underpin our vision and ethos of creating a personalised and meaningful career orientated teaching and learning experience, which offers intensive support and guidance. How Channeling Positivity meets the needs of students appropriately is further described in Section D4 from pages 45. Our daily breakfast gathering and commitment to

sustained one to one mentor time will support students to get back on track and realise their potential.

Key Stage 3 students will experience a strong emphasis on developing their literacy and numeracy skills through employability and enterprise projects, in order to allow them to access all areas of the wider curriculum. The use of ICT is very much related to project-led learning, e-Portfolios, and mobile devices. These functional skills will be embedded into all aspects of the wider enriched curriculum so that students get the opportunity to put theory into practice in a safe environment where mistakes can be learnt from in a positive and productive setting. This strategy will enhance our student's confidence levels and better equip them to meet the challenges of the world of work and reintegration into a mainstream school.

Also we have placed an emphasis on Maths and English to ensure access to meaningful and successful destinations on leaving Channeling Positivity. Long term work experience alongside a regular offer of educational visits to enhance and inspire learning provides a distinctive curriculum model to help these young people to discover and harness the resources within themselves to transform and become positive role models for future generations.

**The School Day**

Channeling Positivity will accommodate a maximum of 56 FTE which includes short term or long term referrals. The students attending the school will come from across the whole of the Rushcliffe Borough and potentially neighbouring districts such as Nottingham City and Gedling. The ordinary operational hours for students will be between 9.15am-4:30pm Monday to Thursday and Friday 9.15-3pm. The staffing ratio will be 5 students to 1 staff member. Students will make their own way to and from their home to Channeling Positivity. Students will have a supervised lunch break between 12:45 and 1.30pm, which we will also regard as educational time in respect of their social and emotional development. We will follow the same academic year and school terms as our main commissioning schools and adhere to holiday periods as indicated by the Local Authority. This is to ensure full co-ordination of provision with our referring partners and assist smooth reintegration of part-time learners where necessary. Young people referred for full-time education will attend Monday to Friday. We will also offer part-time placements, and those days will be agreed with the referring organisation to allow appropriate differentiation.

Our proposed timetabled week equates to approximately 36 hours in order to model a more realistic work related week. Our dedicated teaching / contact time including work experience and enrichment will be 28.5 hours per week.

We will operate from 9.15am. The slightly later start in the morning is to allow for student travel from across all locations in Rushcliffe and many students will travel via public transport.

- The morning and afternoon taught sessions will run over 3 hours.
- Additional time will be allocated for breakfast and lunch gatherings.

The following curriculum models are representative of both long term and short term referrals and outline expected contact time for each referral type.

| Subject | Approximate Time Allocated Per week | | |
|---|---|---|---|
| | Full time KS4 | Full time KS3 | Part time KS4 |
| Maths | 4 hours | 4 hours | 4 hours |
| English | 4 hours | 4 hours | 4 hours |
| ICT | 2 hours | 2 hours | 2 hours |
| Employability / Enterprise / Entrepreneurship | 6 hours | 6 hours | 2 hours |
| Internship/work experience | 6 hours | n/a | 3 hours |

| | | | |
|---|---|---|---|
| Volunteering or Project Work | n/a | 6 hours | n/a |
| Enrichment | 2 hours | 2 hours | n/a |
| Reflection/Debate/Tutorial | 4 hours | 4 hours | 2 hours |
| **TOTAL CONTACT TIME** | **28 hours** | **28 hours** | **17 hours** |

Each student will have a designated Mentor that will manage his or her referral. The Mentor will play a pivotal and consistent role in the monitoring and development of the learner as described at the end of Section D1 and Section E. Part-time students will focus on Maths and English in order to ensure continued progression and support re-integration back into mainstream where appropriate. This may also involve the completion of work sent from the commissioning school. Our commitment to a personalised approach will determine a students study model/timetable based on their stage (potential and current attainment) and not age. The reintegration of a student back into mainstream is detailed under the heading "Transition" on page 30.

Using a flexible timetable and modular/bite-size qualifications we will be in an excellent position to provide full-time education and part-time education for the full year and 6 and 12 week placements as described in our referral types. Every student who attends Channeling Positivity will have an **Individual Destination Plan**, as described in Section D4 page 43, which will be agreed, discussed and updated with his or her mentor on a weekly basis.

**Content of the Curriculum**

Our curriculum content is premised upon the clear aim of ensuring our young people are prepared for the world of work from as early a point as possible. We believe that being work ready includes having an understanding of being both a potential employer and an employee. We recognise that developing a student's enterprising spirit enhances their sense of self confidence, and ability to be self-sufficient. We believe that this sense of self and the impact of a person's actions is developed for the better by an understanding of the role individuals have both in business and socially and within a global and local context, as citizens. Our model requires our students (dependent upon their referral type) to:

- explore local and topical issues via a weekly whole school 'big question debate';
- undertake volunteering or work experience activity weekly;
- develop key skills areas, employability competences and a business idea and business plan;
- utilise social media to develop career focused networks locally and nationally;
- create a promotional plan and strategy to support their business ideas;
- generate digital content (music/images/text) to support their business ideas and populate digital media sites of their own design;
- maintain a digital dialogue charting their progress via a blog or social media outlet of their choice (in negotiation with their mentor and teacher);
- experience and help organise a life changing overseas residential which will harness the various elements of global dimensions such as social justice and sustainable developments. (This opportunity will be for KS4 students only).
- enrol and engage with the National Citizen Service (KS4 students only).

We will supply access to relevant and appropriate global media outlets (digital and hardcopy) to support students in becoming familiar with global issues and topics. Our timetable will facilitate daily engagement with entrepreneurial activity via our tutorial, lunchtime sessions and breakfast gatherings. Students will also access workshops designed to support them in acquiring creative content generation skills such as photography, Photoshop, Dreamweaver, video production and editing, music production and editing and creative writing. Through volunteering projects our students will develop an awareness of how they can positively impact on the lives of others and make a positive contribution to society. We believe that this activity will generate a greater sense of well being in our young people and that this in itself will boost their self-esteem and sense of

place in a global society making them more productive and employable in the future. Many of our students will have encountered social deprivation, discrimination, prejudice and/or been involved in anti-social behaviour; many will also be parochial in their outlook. Our curriculum model seeks in multiple ways, to address these negatives and create a positive outlook and perspective for our students.

**Why Employability, Enterprise and Entrepreneurship?**
Channeling Positivity's curriculum model will train young people to be business founders and/or better employees. They will graduate or reintegrate from Channeling Positivity as more resourceful, creative and self-sufficient individuals. We will help our young people to unlock their innate creative and enterprising capabilities, and through our partnerships with Capital One, Spark Global Business and the Rushcliffe Business Community we aim to provide a pipeline of exciting new talent to these businesses, as well as inspiring the next generation of start-up founders.

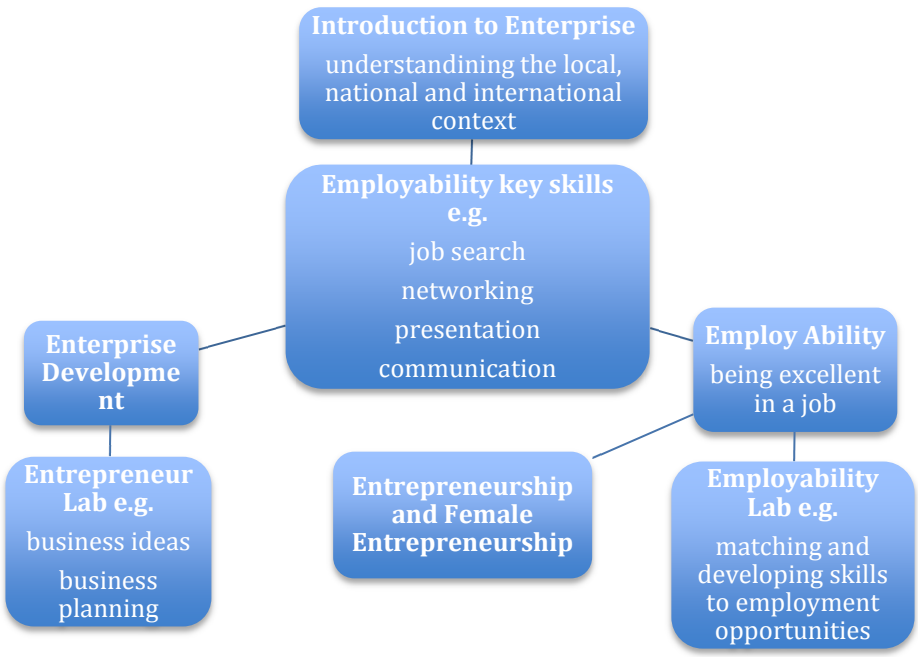
We will access expertise and projects from within the immediate and national business community. Capital One and [redacted] from Spark Global Business (www.sparkglobaleducation.com) have already pledged their support following individual meetings with both organisations. Please refer to letters of support found in Section E on pages 63 and 64.
Capital One will provide:

- employability workshops;
- career path presentations;
- internships and work placements;
- visits/tours of the Capital One building;
- mentoring from employees.

Spark Global Education will provide:

- [redacted] – [redacted] (role model);
- exciting, interactive and relevant curriculum content;
- a network of business contacts who will deliver bespoke workshop and talks;
- overseas contacts through Sparks Global International Education division allowing students to interact with overseas students and discuss projects and life in general (expanding horizons).

Proposed Employability, Enterprise and Entrepreneurship Development Pathways:



The above proposed development pathways will allow students flexibility as their confidence and skills levels increase. Some students may want to get stuck into their own business creation from the outset however others may feel overwhelmed by this and will require a more structured approach. However, we will be committed to ensuring that the much needed interpersonal and transferable skill base that employers and businesses frequently state young people do not have, will be developed from the outset by means of employability based projects. We will work together with our key business partners via a steering and networking group to ensure that we are addressing the employability skills that they see as vital for recruitment and success.

**Employability Skills** can be defined as the transferable skills needed by an individual to make them 'employable'. Employers over the last year have outlined a set of skills that they want from an employee. (STEMNET - Science, Technology, Engineering & Mathematics Network, 2013). These skills are what they believe will equip an employee to carry out their role to the best of their ability. Employability depends on an individual's knowledge, skills and attitudes and how a young person will use those assets, and how to present them to an employer. Channeling Positivity will embed within our project based learning the employability skills as listed in the table on the following page which will be recorded and tracked via an online **Skills Passport**.

An example of our project based learning would be to present students with the opportunity to establish a retail stall for the YouNG entrepreneurs market as described on page 30. Students will be required to either work independently or as part of a small team and; formulate an idea, research the market, produce a sales and financial plan, create a brand, engage in digital and face to face marketing and PR, consider investment opportunities and present a pitch. All of these phases will combine elements of written and spoken English, Maths and ICT such as spreadsheets and social media content, along with interpersonal and employability skills as documented in the Skills Passport.

| Skills that employers want and Channeling Positivity will develop | What the skill will look like in our project based learning curriculum |
|---|---|
| Communication and interpersonal skills | The ability to explain what you mean in a clear and concise way through written and spoken means. To listen and relate to other people, and to act upon key information / instructions. Awareness of negative and positive body language |
| Problem solving skills (thinking) | The ability to understand a problem by breaking it down into smaller parts, and identifying the key issues, implications and identifying solutions. To apply your knowledge from many different areas to solving a task. |
| Using your initiative and being self-motivated (focus and leadership) | Having new ideas of your own which can be made into a reality. Showing a strong personal drive and not waiting to be told to do things. |
| Working under pressure and to deadlines | Handling stress that comes with deadlines and ensuring that you meet them. |
| Organisational skills (planning and development) | Being organised and methodical. Able to plan work to meet deadlines and targets. Monitoring progress of work to ensure you are on track to meeting a deadline. |
| Team working (relationships) | Working well with other people from different disciplines, backgrounds, and expertise to accomplish a task or goal. |
| Ability to learn and adapt (change) | To be enthusiastic about your work, and to identify ways to learn from your mistakes for the benefit of both you and your employer. |

| | |
|---|---|
| Numeracy | The ability to use data and mathematics to support evidence or demonstrate a point. |
| Valuing diversity and difference | Knowing the value of diversity and what it can bring. Understanding and being considerate of the different needs of different individuals. |
| Negotiation skills (empathy) | To take on board other people's feelings and express your own requirements in an unemotional clear fashion to achieve a win-win outcome. |

The Skills Passport is an online product that we will develop and pilot with [redacted]. Students, in conjunction with their Channeling Positivity mentor and employer mentor, will be able to log their development and outcomes in each of the above skill areas and present this to an employer or education institutions at post 16. Many employers continue to find it difficult to quantify academic and vocational qualifications and often struggle with education jargon. Therefore the Skills Passport will speak the language of the potential employers and clearly present a young persons capability and capacity in each of the skills areas / competencies identified in the table above. The development of employability skills will also be supported by:

- education visits and FE and HE guest speakers;
- extended work placement programme;
- [redacted];
- careers advice workshops;
- portfolio development to support progression;
- exploring career opportunities and emerging industries both local and national;

Our research, findings and engagement with commissioners to date, suggest that our student intake will be male dominated. Employment statistics also state a male dominated workforce especially in senior positions. Therefore we propose to recognise this and provide some bespoke input to our female students in order to encourage and inspire them to consider all possibilities of contributing to UK plc. This may include motivational talks from local and national female entrepreneurs such [redacted] (founder of [redacted] and [redacted]) and [redacted].

Our life changing overseas residential will embed our global dimensions themes but just as importantly will also help to flick a transformational switch in the minds of our young learners. We are hoping that the impact achieved as a result of our overseas residential will:

- make our students value their lives and their free education;
- ignite a spark which drives our students to better themselves;
- make the most of the opportunities that will be presented to them;
- become responsible, aware, ethical and conscientious citizens.

Our KS4 learners will be wholly involved in the organising and planning of their overseas residential in conjunction with the lead organisation, which will be either Balls to Poverty or Venture Force. The residential will take place either during or at the end of the spring term. The cost of the residential has been included in our school budget however we will expect students to fund raise an agreed amount. This will add significant value to the process and allow students to consider and work on specific fundraising/entrepreneurial projects or activities. For example students may choose to design and create a product that they can sell at the YouNG entrepreneurs markets as described on page 30.

The potential destinations for our overseas residential are South Africa, West Africa and South America. These destinations will enable our students to experience a life changing opportunity that most students their age only dream of. Both organisations mentioned in the above paragraph are extremely experienced and some of our steering group members have had first hand experience

of working with both. The primary residential activities will involve students participating in community projects which could consist of; installing clean water purification units that will cut death and serious sickness and as a bi-product aid education and employment; building toilet blocks for schools, medical facilities and villages and teaching and coaching children.

Our commitment to volunteering, specifically for KS3 students, will be safeguarded in a similar manner to work placements and external visits. Students and Channeling Positivity staff together will undertake specific volunteering projects associated with Rushcliffe and Nottinghamshire County Council. These projects, for example will involve community engagement programmes, clean up campaigns, conservation, landscape and reclamation. Volunteering will help students develop their empathy, teamwork and problem solving skills. It will also harness elements of local dimensions and citizenship.

**Why global / local dimensions?**
By including global and local dimensions and citizenship as an embedded theme in our curriculum, links can easily be made between local and global issues. Such knowledge, skills and understanding enable young people to make informed decisions about playing an active role in their global community.

The global dimensions themes can be understood through eight key concepts:

- global and local citizenship - gaining the knowledge, skills and understanding of concepts and institutions necessary to become informed, active, responsible citizens;
- conflict resolution: - understanding the nature of conflicts, their impact on development and why there is a need for their resolution and the promotion of harmony;
- diversity - understanding and respecting differences and relating these to our common humanity;
- human rights - knowing about human rights including the UN Convention on the Rights of the Child;
- interdependence - understanding how people, places, economies and environments are all inextricably interrelated, and that choices and events have repercussions on a global scale;
- social justice - understanding the importance of social justice as an element in both sustainable development and the improved welfare of all people;
- sustainable development -understanding the need to maintain and improve the quality of life now without damaging the planet for future generations;
- values and perceptions – developing a critical evaluation of representations of global issues nd an appreciation of the effect these have on people's attitudes and values.

By combining the specialisms of enterprise, entrepreneurship and global and local dimensions with the key skills of English, Maths and ICT, Channeling Positivity's study programme will create an environment of high aspirations and self-belief for everybody involved. We aim for our young people to be highly employable, self-confident and globally aware citizens. To achieve this we will create an environment where a self sufficient and aspirational attitude can flourish.

**High quality work experience**
We are committed to providing learners with high quality work experience and have built a robust framework to ensure this area of provision. Work experience will take place in the workplace in the form of a work placement or internship (as defined on page 19) and will allow young people to experience what it is like to undertake a job supervised by staff who already work in the environment. In her review of vocational education Professor Wolf described the unique role that time spent with an employer can have in helping young people develop employability skills and the value that employers place on this when they are assessing young people for employment in the future.

To achieve high quality work experience we will tailor it to suit the prior attainment of each student and their career aspiration. It may also form a requirement of the 'substantial qualification' element of their personalised curriculum or the main learning aim for students who are not taking substantial qualifications at entry level or level 1 or 2.

Work experience will contribute to students' overall development and their competence will be recorded in their Skills Passport. We will focus on:

- **outcomes for students** we will monitor and record how well they can develop their employability and vocational skills and personal effectiveness (e.g. attendance, attitudes, punctuality, behaviour) in relation to their starting points while on work experience.
- **teaching, learning and assessment** we will, for example monitor how well students on work experience are supported to achieve in a very different learning environment, and the extent to which they are set challenging tasks at work and receive frequent, detailed and accurate feedback on their progress.
- **leadership and management** we will evaluate the extent to which our provision of work experience is purposeful for each student, where it is appropriate, and how well it fits into the other aspects of their study programme. We will be responsible for ensuring that students are working in a safe environment.

Students on work placement or internship will carry out a full range of work related tasks and activities and links will be made to their individual targets identified through initial assessments and prior attainment and listed in their Individual Destination Plan (IDP) and individual Skills Passports. Beginning with a formal induction into the workplace, students will be supported in building and enhancing those individual skills and experiences by a designated member of the employer's team in the role of **Workplace Mentor**, focusing on those abilities necessary to equip each student to maximise progression opportunities into further learning and employment.

Further support for students attending work experience, will be provided by their designated Channeling Positivity Mentor and support activities and interventions will be recorded and reviewed in each students Skills Passport, these will include;

- pre work experience interview preparation, taking students to interview, pre start review and introduction to the workplace including meeting staff and familiarisation of work environment;
- supporting and coordinating travel arrangements and confirming work experience details;
- 'First Day' support, reviewing attendance and meeting with student to assess achievements
- formal weekly tripartite review to assess, agree and record achievement against targets and progress, between student, employer mentor and Channeling Positivity mentor;
- frequent telephone contact with student and workplace mentor to review attendance, appraise progress and identify areas of concern.

Progress against targets will be assessed, monitored and reviewed on a regular basis involving the student and employer mentor. Formal work placement reviews will be initially carried out weekly and on a tripartite basis to monitor and capture progress in relation to Skills Passport competencies and personal development. Formal monthly reviews of targets will take place and new targets to be agreed in relation to overall progress. All achievements will be assessed, recorded and evaluated in the Skills Passport.

Robust and transparent communication between Channeling Positivity and potential employers will be paramount in ensuring the placement organisation fully understands the needs of the student. Involving the employer together with the student's expected workplace mentor at every stage of the process will offer the employer a full picture of each student's academic and personal targets, skills deficits/targets and support requirements. Our aim, proceeding our pre-opening employer training sessions, will be to create an **Employers Forum** to bring together the workplace

mentors, our student mentors and representatives from the senior leadership team and governors to ensure the experiences we offer meet both the needs of our learners and our employers. This forum will meet on a termly basis.

Channeling Positivity will also uphold its positive and supportive ethos in that a young person should never fail. If a work placement does not work out it is accepted that the student has still obtained a range of experiences from within that work placement and should be supported with moving onto a subsequent work placement if the current experience cannot be restored. It is important to note that each case will be unique to the student and work experience organisation involved and should be addressed according to the different circumstances.

The procedure to address a placement that is breaking down will include the following approaches:

- Early intervention: through using a consistent student progress monitoring system e.g. daily contact with student and employer, importantly it is likely that most problems can be resolved swiftly and promptly enough before the situation deteriorates to the extent that the student is withdrawn from the organisation.
- Resolution: to reflect the characteristic actions that take place in the actual or real work environment, a solution will be identified through discussion, mediation and negotiation, with the student eventually returning to the work placement.

Other solutions will include bringing forward the student's next placement, from the collective of employer organisations supporting Channeling Positivity with the agreement of the employer and student. Mentor support will also be utilised to apply the formal review process to help the student and previous employer identify the reasons why the original placement did not work out, with the results forming the basis of an action plan, recorded in the skills passport, ahead of the next work placement.

In circumstances where the original placement had broken down predominately due to student behaviour or inappropriate actions, Channeling Positivity mentoring staff will consider using an explicit behaviour contract with students which will be a negotiated and agreed and will contain a list of expectations with the aim of supporting the student in the next placement. The contract will also formally record what the student can expect from the employer such as support and guidance and what is expected of the student such as punctuality, motivation, commitment. The contract will be signed and dated by both and will be used as a guide to refer to during future work placements.

The following list demonstrates the management process for delivering high quality work experience.

1. Appointment of a mentor responsible for liaising with employers (Employer Mentor).
2. Establishment of an Employers Forum to discuss opportunities for learners, practicalities of work placements and responsibilities of Workplace Mentor.
3. Consider the flexibility of a placement timing to fit around projects, Schemes of Work.
4. Careful matching of students to a placement in a sector of interest.
5. Liaison with employers about individual student needs.
6. Preparation of students and how to conduct themselves in the workplace.
7. Ensuring appropriate support for learners is in place such as mentoring, visits, phone calls.
8. Mentoring and evaluation against objectives, review and reflection (capturing the benefits to students, including the variety of work activities undertaken and the range of skills gained though the Skills Passport).
9. Feedback to employers, including placement impact on student skills and progression into a meaningful post 16 destination.
10. Employers Forum to receive feedback from Workplace Mentors to improve process.

Long term work experience alongside a regular offer of educational visits to enhance and inspire learning provides a distinctive curriculum model to help these young people to discover and harness the resources within themselves to transform and become positive role models for future generations.

**Qualifications**
Our "stage not age" approach as explained on page 18, will allow students to personalise their curriculum choices based on their stage, potential and type of referral on entry, such as part-time or full-time. For example a Year 9 Level 1 part-time referral will study Functional Skills in English, Maths and ICT and alongside these may opt to study a NCFE Award in Enterprise Skills. The NCFE qualifications are bite-size and can be achieved within 6 weeks or less if studied intensively.

**Education plan**
**Part 2**

| Subject/other activity (e.g. enrichment) | Hours per week | Mandatory/ Voluntary | Level of Study | Comments |
|---|---|---|---|---|
| GCSE English Lang | 4 | Mandatory | Level 2 | GCSE subjects will be aimed at students demonstrating Level 2 potential on entry |
| GCSE Maths | 4 | Mandatory | Level 2 | |
| GCSE ICT | 2 | Mandatory | Level 2 | |
| Functional Skills English | 4 | Mandatory | Entry and Level 1 | Functional Skills subjects will be aimed at student will a below Level 2 potential on entry |
| Functional Skills Maths | 4 | Mandatory | Entry and Level 1 | |
| Functional Skills ICT | 4 | Mandatory | Entry and Level 1 | |
| BTEC Certificate in Understanding Enterprise and Entrepreneurship | Variable | Optional | Level 2 | Depending on the type of referral described in Section D1, students will study at least one enterprise/entrepreneurial qualification. The choice of qualification will be based on their prior attainment history seven mandatory units that provide for a combined total of 35 credits and 210 guided-learning-hours (GLH) for the completed qualification.<br>Credit Value – 35 |
| BTEC Diploma in Understanding Enterprise and Entrepreneurship | Variable | Optional | Level 2 | 11 mandatory units that provide for a combined total of 60 credits and 360 guided-learning-hours (GLH) for the completed qualification<br>Credit value – 35 |
| BTEC Certificate in Work Experience for Enterprise | Variable | Optional | Level 2 | Guided Learning Hours – 90 hours<br>Credit Value – 13 |

| | | | | |
|---|---|---|---|---|
| BTEC Award in Enterprise Skills | Variable | Optional | Level 2 | Guided Learning Hours – 30 hours<br>Credit Value – 5 |
| NCFE Award in Employability Skills | Variable | Optional | Entry and Level 1 | Guided Learning Hours – 30 hours<br>Studied and awarded at Entry Level, Level 1 and Level 2 |
| NCFE Certificate in Enterprise Skills | Variable | Optional | Entry and Level 1 | Guided Learning Hours – 30 hours<br>Studied and awarded at Entry Level, Level 1 and Level 2 |
| NCFE Award in CV Writing | Variable | Optional | Entry and Level 1 | Guided Learning Hours - 20 hours<br>Studied and awarded at Level 1 |
| NCFE Award in Job Search and Interview Skills | Variable | Optional | Entry and Level 1 | Guided Learning Hours – 30 hours<br>Studied and awarded at Level, Level 1, Level 2 and Level 3 |
| Enrichment | 3 | Mandatory | | Students will be able to select a maximum of 6 enrichment activities that they would like to participate in during their time at Channeling Positivity. |
| Work Placement | Minimum of 4 | Mandatory | | Key Stage 4 students will participate in work placements |
| Volunteering | 4 | Mandatory | | Key Stage 3 students will participate in volunteering projects and initiatives |

**Enrichment Activities**

Enrichment will be a mandatory part of our curriculum content. Enrichment activities supporting our vision of encouraging personal challenge and striving for better outcomes in all areas will be an essential part of our programme. Research[10] states that high quality enrichment can improve self concept and reduce stress and aggression and regulates mood, improve academic performance and some evidence suggests that it may be a protective factor against depression, which is becoming increasingly prevalent at secondary school level. Therefore Channeling Positivity will provide a range of activities that will enable students to:

- develop self-esteem, physical literacy, social skills and self expression both individually and as part of a team;
- widen their life experience and instil in them the confidence to explore and operate outside their usual environments;
- adopt healthy and creative lifelong interests and habits;
- connect with different cultures and give them a world view.

Our enrichment opportunities will include challenge, enjoyment, exposure to new knowledge and ideas, thinking in different or unusual ways and risk-taking and involve the following activities:

- sport and fitness sessions such as basketball, canoeing, spin, trampolining and gym;
- health and well-being sessions such as yoga and meditation;
- creative industries workshops (music, art, digital & social);
- a weekly big question debate;
- first aid training;
- outdoor adventure activities such as climbing and abseiling;
- cycle proficiency;
- deaf awareness training / sign language;
- mentoring training;
- National Citizen Service (NCS);

[10] Jenson, E (2011) “What does enrichment mean?”

- Overseas Residential – an important part of our curriculum model but will also present enrichment activities whilst away;
- **YouNG entrepreneurs market** - this is run by Rushcliffe Borough Council's YouNG initiative and enables young people aged 16 and under to sell their own products and services at local markets across the borough. The markets are scheduled throughout the year.

Enrichment activities will take place over one full morning or afternoon (approx. 2/3 hours) to allow for transport to facilities, if required and sufficient time to participate. Students will have enrichment options and choices based on their achievement of academic, behaviour and attendance targets monitored by their assigned Mentor. For example only in-house enrichment options will be made available to students who have fallen behind with their overall targets.

Also to support our local dimensions agenda all of our Year 11 students will enroll on the National Citizenship Service during the summer term. Through this programme Channeling Positivity students will develop a social action project to deal with a local issue and have further opportunity to cement their new found work and life skills, take on a new challenge and meet new people.

Local facilities will be used to support our enrichment programme such as Portland Leisure Centre, Rushcliffe Arena and The Arches Adventure Base. Students will be able to select their 4 preferred enrichment options on entry into Channeling Positivity. Groups will then be organised and rotations will take place every six weeks. Students will participate in groups no larger than 14 as this will enable group mini bus transportation to and from a venue if required.

**Pupil Transition**

It is anticipated that a high proportion of Channeling Positivity students will have a special education need in the form of social, emotional and behavioural needs. It is highly probable that this will manifest itself in violent outbursts, attention deficit and extreme levels of anger and negative attitudes to learning. A proportion will be entitled to free school meals. Students, where possible, will be appropriately identified by the commissioning school or local authority and will be attached a mentor from Channeling Positivity to undertake a minimum 1-week transition dialogue and induction activities with the young person, their family/carers and the commissioning body and this will include a visit to Channeling Positivity as previously described. During this process, all stakeholders will continuously assess the suitability of the student. Refer to Section E3 for a full description of our entry and exit strategies.

The transition process dialogue will involve 3 phases. The **first phase** will include the exchange of prior and current attainment data, individual education plans and personal profile information i.e. the whole picture. The end of KS2/Year 6 teacher assessed levels in English and Maths will be used as the firm measure for potential along with KS3 Cognitive Ability Test (CAT) scores. These scores in verbal reasoning (English language based), non-verbal reasoning (shapes and patterns) and quantitative (number and sequencing) will inform academic targets as they often show potential which cannot be seen from KS2 results. Fisher Family Trust (FFT) estimates will also be used to show the probability of a student at a particular level on entry achieving a particular GCSE grade. These data sets will be compared with current attainment data to indicate the progress made over a key stage. It is likely that these results will demonstrate very little progression or even regression and therefore it is vital, by using all of the data and student history, that we understand the reasons and failed intervention measures to date.

The **second phase** will involve an undisclosed pupil pursuit conducted by a Channeling Positivity mentor. This will involve a subtle observation of a student in their mainstream school. This may take place over a day or half a day. Following the observation the student will meet with our mentor and their current mainstream school tutor to discuss the observations from the pupil pursuit. It will extremely important for our mentor to observe usual behaviour and interactions with peers

and staff and cross-reference this with the first phase information. For example a school may claim that a student despite being very disruptive does not present violent behaviour. However whilst being observed via our pupil pursuit we evidence through observation that this is not the case. Therefore we will discuss this with the commissioning school and ensure that we put in place appropriate interventions to address this behaviour.

The **third phase** will involve an initial visit to Channeling Positivity and the scheduling of a start date and a series of induction activities/workshops that will take place prior to the start date. The induction activities will take place at Channeling Positivity with the new student's assigned mentor's team of students and any other new referrals that are due to start at the same time. The induction activities will be fun and short but more importantly will also serve as initial assessment activities and will focus on 3 learning styles, visual (watching and reading), auditory and kinaesthetic.

These induction/initial assessment activities are important for 2 main reasons:

1. It is always possible to make some predictions about learners from previous history and attainment but at times can disguise the hidden truths.
2. Students bring assumptions about learning based on the past, which may get in the way of looking ahead to a new way of learning.

During these activities the mentor will record observations, which will help cement a student's profile and document their strengths and weakness in all 3 learning styles. A personalised timetable and curriculum will then be developed accordingly and strategies will be explored to improve weaknesses and build on strengths. A risk assessment will also be conducted to ensure the student is appropriately placed and supported at Channeling Positivity. Initial assessment documented observations will be corroborated with a student's potential based on KS2 data, CAT scores and FFT predictions. This will help inform their capacity to make progress and will be used to set personalised academic and behaviour targets. For example a student with weak literacy skills will work towards a bitesize NCFE qualification with additional support (refer to Section D1), which will focus on the development of individual competencies before engaging in an enterprise project with a small group of students.

Channeling Positivity will adopt a stage not age approach and student timetables and curriculum will be structured accordingly. It will not be uncommon for KS3 and KS4 students to be in the same classes and workshops. Reintegration to mainstream school will be thoroughly and thoughtfully planned. The Principal of Channeling Positivity will liaise directly with the appropriate mainstream school-based person in order to plan a series of days/half days to support the student back into mainstream. This period will range from 1 week to 6 weeks depending on individual needs. Commissioning schools will receive detailed recommendations via a written report and face to face meeting of how to manage a student's behaviour and strategies will be suggested to assist a smooth and successful reintegration. It is anticipated that schools will follow the professional advice that Channeling Positivity offers with regards to the successful management of a student's behaviour. Following the reintegration period, the Principal will make contact with the school in order to ensure that all is well. If necessary, Channeling Positivity staff will be made available at short notice to offer further support. We will encourage schools to keep us informed with how well the students are settling back into mainstream and the submission of evaluative reports via an agreed proforma will be encouraged. This is to ensure that we continuously reflect and learn from each reintegration mapping our most effective strategies to different student needs. Before students are returned to their mainstream school, they will experience as previously stated a number of reintegration days which are supported according to the student's and school's needs. Leaving Channeling Positivity could be via a variety of routes and the following list demonstrates a number of options available:

- return to school along with specific guidance relating to managing an individual student's needs;
- return to school with specific support from Channeling Positivity;
- an extension of the Channeling Positivity placement may be required to ensure that reintegration is successful;

Every student will be allocated a Mentor on admission to Channeling Positivity. It will be their responsibility to ensure that student documentation is made available to all staff concerned. The Mentor will be the first point of contact for parent/carer concerns and is responsible for formally feeding back behavioural and learning progress via the tracking and formal report system.

Staff will send weekly (ideally digital) reports home to parents/carers and the commissioning school and/or offer regular feedback via telephone/email/text. Parents/carers will be encouraged to make a response to this feedback either by email or text. Regular reviews will be vital especially at the point of reintegration.

If a student is scheduled to leave Channeling Positivity then a review will be held to confirm that this is appropriate for the student. This will take place a minimum of 10 days beforehand. Students and their mainstream school will be presented with a folder documenting examples of work completed during their placement in each of the curriculum areas. Detailed analyses of their progress against targets will also be included as will be comparisons between a student's academic, behavioural and attendance data. This will visually demonstrate the progress a student has made during their time at Channeling Positivity from their starting point and as measured against their targets. Progress will be documented via a student's Individual Destination Plan as described on page 43 and the Skills Passport. Further detail can be found in Section E3 page 66.

In order for Channeling Positivity to work effectively and support the needs of students, parents and schools, it will be vital that all parties, associated with the welfare and learning of an individual young person, are open to dialogue and are able to work together in a constructive manner to best meet the young person's needs.

We will liaise closely with student's mainstream school during KS4 to ensure the full breadth of comprehensive and impartial information, advice and guidance (IAG) is being provided regarding a meaningful post 16 destination. All of our commissioning schools host annual Post-16 information events and we will include these events in our IAG/school calendar. Channeling Positivity will also provide IAG opportunities and this process will involve off-site visits and in-house presentations from a variety of post 16 providers such local colleges of further education offering full time education programmes and organisations, such as the National Apprenticeship Service (NAS) and businesses, both local and national, offering apprenticeship and training schemes. IAG events will be scheduled throughout the year in order to meet the needs of our referral types and ensure that students are presented with ideas and opportunities as early as possible in order to incentivise their learning and progress. A transition plan will be documented in each student's Individual Destination Plan to ensure that IAG is reflecting the wants and needs of each student.

We hope to maintain contact with many of our students when they graduate from Channeling Positivity; learning about their progress in their post 16 destinations. We will encourage graduates to communicate with us via our social media platforms and some will be invited to give talks and support workshops with current learners. As Channeling Positivity establishes itself as a premier alternative provision we hope to set up a Channeling Positivity Foundation which will provide Channeling Positivity graduates the opportunity to access a business "start-up" fund within 3 years. The foundation will be financed through fundraising events and donations. These donations will be sourced via local and national business networking undertaken by the Principal.

## D2 - Measuring pupil performance effectively and setting challenging targets

Student data and target setting is a key priority to achieve our vision. Data creates an open dialogue with learners, teachers, commissioners and parents and can be used to encourage student potential and performance management across all aspects of the learner experience. This section shows how our aspirations convert into key performance indicators and how these will be measured, what academic targets we will set and how these will be monitored and how our student tracking and recording system will be used throughout the school day to achieve our vision.

| Aspiration | Key Performance Indicator | Method of Measurement |
|---|---|---|
| Attainment and Progress (Closing the Gap) | • Individual student progress against attainment levels on entry<br>• Individual student progress against KS2 potential<br>• Individual student progress against other assessments by LA services e.g. the Educational Psychology Service<br>• The progress of students receiving pupil premium<br>• The progress of students with SEN<br>• The progress of students with EAL<br>• The successful reintegration of KS3 and KS4 learners into mainstream school<br>• Levels of individual student achievement - GCSE/ BTEC/ NCFE outcomes<br>• Quality of teaching and learning<br>• Effectiveness of staff CPD | ➢ Comparison of attainment data on entry and current attainment<br>➢ Comparison of potential based on KS2 data and current attainment<br>➢ Comparison of record of initial assessment and follow up results<br>➢ Comparison between attainment data on entry and current attainment<br>➢ Comparison of potential based on KS2 data and current attainment<br>➢ Review and analysis of targets on Individual Destination Plans<br>➢ School feedback reports on incident and attendance rates and academic progress<br>➢ Comparison of predicted outcomes based on Key Stage 2 data and actual outcomes<br>➢ Comparison of attainment data on entry and actual outcomes<br>➢ Lesson observations / Learner voice feedback “the great wall”<br>➢ Progress rates of all cohorts of students<br>➢ Comparison of predicted and actual outcomes |

| | | |
|---|---|---|
| Post 16 Progression | • Overall number/percentage of students reintegrating successfully back into mainstream school<br>• Overall number/percentage of students progressing into employment, education or training<br>• Impact assessment of IAG in term of effectiveness and impartiality | ➢ Feedback reviews from commissioning schools<br>➢ Review of applications to Post 16 providers<br>➢ Review of Individual Destination Plans<br>➢ Destination analysis via email, letters and phone calls to all previous students |
| Personal and Social Development | • Individual student attendance improved from pre-referral attendance<br>• Improvement in attendance after intervention for poor attendance<br>• Attendance figures for cohorts of students – FSM, SEN, KS3, KS4<br>• Observed/recorded changes in relationships with peers and adults and in the development of communication and other social skills<br>• Achievement of behaviour targets as outlined in Individual Destination Plans<br>• Level of participation in enrichment activities<br>• Analysis of behaviour incidents<br>• Increase personal motivation, improved communication and active involvement in all activities undertaken | ➢ Comparison of attendance records on entry with current data<br>➢ Progress against behaviour targets and Individual Destination Plan<br>➢ Review of rewards and sanction<br>➢ Review of Log Book and Individual Destination Plans<br>➢ Observations – glanceabouts and walkabouts |

**Academic Targets Relating to Progress, Attainment and Attendance**
Very little benchmarking data exists for Alternative Provision and AP Free Schools. The Department for Education AP Census 2011 reported that only 1.4% of students in alternative provision achieve 5 GCSE's at A*-C compared to 53.4% in full time education. The current Government floor standard for achieving 5 A*-C GCSE (including English & Maths) is 40% and all students are expected to make 3 levels of progress between KS2 and KS4.

The national average for 2013 for 5 A*-C (including English & Maths) was 68.1%; the Nottinghamshire average was 63.9% and Nottingham City 51%. At Channeling Positivity students will be able to achieve the equivalent of 5 A*-C GCSE's by studying GCSE Maths, English and ICT and a Level 2 BTEC qualification equivalent to 2 GCSE's.

We have therefore used the above data to guide us in setting targets based on our expected student intake for both KS3 and KS4. Our targets will consider the entry point and prior attainment of each learner based on the detailed data supplied by the commissioning school. Therefore the targets at this point remain broad but also aspirational. Targets relating to attainment of qualifications, refer to the qualifications listed on page 28 and 29.

We will have an expectation that all students will make expected progress with the majority making better than expected progress. At Channeling Positivity we have set 'expected progress' at the equivalent of 1.5 sub-levels per year and 'better than expected progress' at 2 sub-levels and above. We would be setting these targets for all students regardless of length of stay, but recognise too that these will need to be tailored to individual learners based on their starting points on entry to Channeling Positivity. Our whole school target for progression will ensure that no matter when a student joins Channeling Positivity that working towards progression will remain a key focus.

<u>Academic Targets:</u>

**Key Stage 3 – Full Time 6 weeks Referrals**

- 100% successful reintegration into mainstream school
- 100% of students attaining at least one qualification

**Key Stage 3 – Full Time 12 weeks Referrals**

- 100% successful reintegration into mainstream school
- 100% of students attaining at least one qualification
- 50% of students attaining two qualifications

**Key Stage 3 - Full time Referral**

- 100% successful reintegration into mainstream school or alternative provision
- Nearly all students making at least one level of progress in English and Maths by the end of Key Stage 3
- 100% of students attaining at least two qualifications
- 50% of students attaining at least three qualifications

**Key Stage 4 - Full time or Part Time 6 week Referrals**

- 100% successful reintegration into mainstream school or extended placement with Channeling Positivity
- 100% of students attaining at least one qualification

**Key Stage 4 - Part-Time Referrals**

- 100% of students to be in education, employment or training at post 16
- Almost all students achieving at least expected progress in English
- Almost all students achieving at least expected progress in Maths
- 100% of students attaining at least two qualifications

**Key Stage 4 - Full time Referrals**

- 100% of students to be in education, employment or training at post 16
- Almost all students attaining 3 GCSEs at A*-G
- 64% of students achieving 5 or more A*-C GCSE's (or equivalent including English and Maths)
- 100% of students attaining at least two qualifications

Attendance Targets:

- All students will improve their attendance and punctuality
- 95% attendance rate
- 95% attendance and punctuality to work placements for KS4 students

Quality of Teaching Targets:

- All lessons observed to be judged as either good or better
- To continuously up-skill teachers to meet the needs of students as part of a equitable CPD programme

Satisfaction Targets:

- All parents/carers to provide feedback on their level of satisfaction
- All of students to be positively engage with our annual student feedback survey
- All commissioners agree to engage in our annual commissioner feedback survey

Governor Targets:

- All Governors to undertake at least one lesson visit over a school year
- All Governors to visit Channeling Positivity once a term

**Behaviour**

Channeling Positivity recognises that the best way of achieving positive behaviour from our students is by keeping students busy, engaged and interested. Channeling Positivity's positive discipline approach as described in Section D4 page 46, is central to our aim of creating a purposeful working atmosphere for staff and students. It rests on the following principles:

- positive behaviour is fundamental to successful learning, but it extends further than the classroom. We see positive behaviour as a key skill that is as important as reading or writing;
- if we want students to behave well, we need to create a positive, caring and fair environment to teach, model and manage the behaviours we want. Behaviour is therefore the responsibility of all teaching and non-teaching staff;
- positive reinforcement – recognising and rewarding student's good behaviours is more effective than sanctions and punishments. Our behaviour approach is therefore a positive, rewards-based system, with regular opportunities to recognise and celebrate success;
- positive discipline – addressing the causes of poor behaviour and not the outcomes and creating a consistent and cooperative climate for learning.

Behaviour and Attitude to Learning Targets:

- All students to improve behaviour
- A reduction in incidents from the time of referral to reintegration into mainstream or to a post 16 destination
- A decrease in the number of incidents of significant disruptive behaviour observed in lessons during each school term
- An increase in the number of lesson observations where behaviour is judged good or better

**Assessment and Data Tracking**
An electronic **s**tudent **t**racking **a**nd **r**eporting **s**ystem (STARS) has been designed and will be used to record formative and summative assessments in each curriculum area, along with positive contributions to the school's community, vision and aspirations in the form of a **Log Book**. This robust and evolving system has been developed by our steering group and has been designed to be used by teachers and support staff in an active way throughout the delivery of the school curriculum. STARS will be continually be developed and updated to capture a wider range of data to allow more detailed whole school evaluation and more sophisticated tracking of progress and outcomes against attendance and attitude to learning shown by our students. STARS also provides a dashboard of key performance indicators thus providing an instant whole school snapshot.

**Summative assessments** will be in the form of key assessment windows in order to benchmark against academic targets. These assessment windows will support our project-based learning and take place once each project has been completed. Summative assessments in key skills such as English, Maths and ICT may take place more regularly, for example at the end of each module of study. These key skill subjects will also be embedded in all project work and clearly signposted to make the transfer of learning explicit for each student. **Formative assessment** will take place throughout the week and formally once a week in a 1:1 student and mentor meeting. All students and staff will have access to a range of technology in every learning environment be it a classroom or communal space and utilising and harnessing learning technology will be fundamental to our delivery approach and in line with industry standards where applicable. Formative assessment will relate specifically to each curriculum area and will help students inform their overall SMART Targets. Formative assessment will be recorded in student workbooks, folder and in STARS.

STARS will allow members of staff to have open dialogue about each student's current stage, potential and progress across the whole curriculum. Consequently we expect very quickly that every student will know his or her potential in every subject area and use this as a motivational foundation to build upon and direct their energies. This very much supports our caring ethos as there is a clear expectation that all teaching and support staff planning activity and interaction with learners is contextualised by each young person's academic, family and social history. Staff will also be fully briefed regarding each student's current stage, potential and progress in every curriculum area. This "potential" benchmark will be predominantly based on Key Stage 2 English and Maths levels at the end of Year 6 and the results of cognitive assessment tests undertaken in Key Stage 3.

Target setting relating to overall progress and future goals will be undertaken in weekly 1:1 interviews and recorded in the student's IDP (Individual Destination Plan). Targets will be shared with the learner/parents and commissioning school and frequently reviewed via planned and ad hoc tutorials with the designated Channeling Positivity mentor.

**Monitoring and Evaluation Systems**
Student progress against targets will be reviewed on a weekly basis with their assigned Mentor and recorded in their personalised IDP and their Skills Passport whilst undertaking work experience. Each student will receive a RAG (red, amber, green) rating for their learning and progress in each subject area and their positive contributions to the Channeling Positivity community; this will include behaviour and attendance. Progress will be assessed against their potential and consequently timely and appropriate SMART long-term and short-term targets will be recorded, monitored and reviewed as agreed by the student and their mentor. This process will not be a tick box procedure but a meaningful and honest weekly dialogue, which reflects the vision, ethos and aspirations of Channeling Positivity.

In order to address and measure outcomes relating to social, emotional and behavioural development, clear structures and procedures will be in place to support and reward students. These structures and procedures will represent a community that has high expectations and where social skills will be discussed, developed, modeled, reinforced and reflected upon by all members of the Channeling Positivity community. Our daily breakfast gathering will reinforce this process and acceptable interactions and behaviours will be developed as a group and will form the "**Magna Carta**" which will be a collaborative set of published behaviour guidelines for Channeling Positivity staff and students to follow. Involving students in this collaborative development process of a set of behaviours that have the consensual support of all, will improve the prospect of students respecting them and abiding by them. This approach compliments the opportunity we are providing for students (who are demonstrating they are meeting learning and behaviour targets) to negotiate and plan their own timetable and curriculum in line with agreed targets with their mentor. Students will be guided and encouraged to take responsibility for their achievement, attainment and progress. This will allow students to gain greater independence and eventually take full advantage of the flexible study programme and learning opportunities Channeling Positivity offers.

STARS data can be analysed in a number of ways by senior management and other stakeholders. This is very useful in terms of viewing information about students from multiple sources and analysing behaviour, attainment and other trends. We aim to publish data on our website and virtual learning environment (VLE), and allow parents confidential access through a parent/carer's portal to their child's data, so that they can review their child's Log Book. Parents/carers will be able to access this Log Book at their leisure and become fully engaged in their child's progress. No more waiting for student reports, they can find out how their child has performed at Channeling Positivity by logging on and reading their child's personalised Log Book.

**Monitoring and Improving the Quality of Teaching**

Channeling Positivity believes in "no quick fixes" but instead is committed to an expansive programme of CPD and sharing best practice in teaching and learning to support a process of continuous improvement across a school. The Principal initially will have overall responsibility for monitoring and improving the quality of teaching and will collaborate closely with subject leaders in an advisory and supportive role. As the school moves forward and grows in size a Assistant Principal will be appointed to assume some of this responsibility. We believe that effective collaboration can achieve the best results where all staff, including support staff are competent and empowered and are therefore able to make informed and realistic judgments about teaching and learning within an alternative provision setting at Channeling Positivity.

We will embed a **peer observation process** by systematically nurturing a programme of paired supportive learning walks and lesson observations, in the form of *glance-abouts* (where student engagement is observed at fixed intervals during a lesson), *walkabouts* (where a 15 minute segment of learner progress is observed) and **full lesson observations** which will deliver Ofsted judgments. All of which will incorporate constructive feedback resulting in outcomes being clearly analysed and action points for improvement identified. This pairing process will involve all staff which will help reinforce a flattened hierarchy as staff will feel that they will all have an important and valued role in the driving up of standards and the observing and sharing of good practice.

A supportive process of performance management will inform targeted and timely CPD activity and will inform an expansive improvement model of development for teachers and their professional practice. We shall create the opportunity for teachers to share ideas, explore new approaches, discuss what is and is not working well for learners and their learning and take pedagogical risks in order to identify the best possible interventions to ensure our learners reach their full potential. If a teacher continues to underachieve we will initiate capability proceedings.

Our approach to feedback and action planning for improvement will be based on the following:

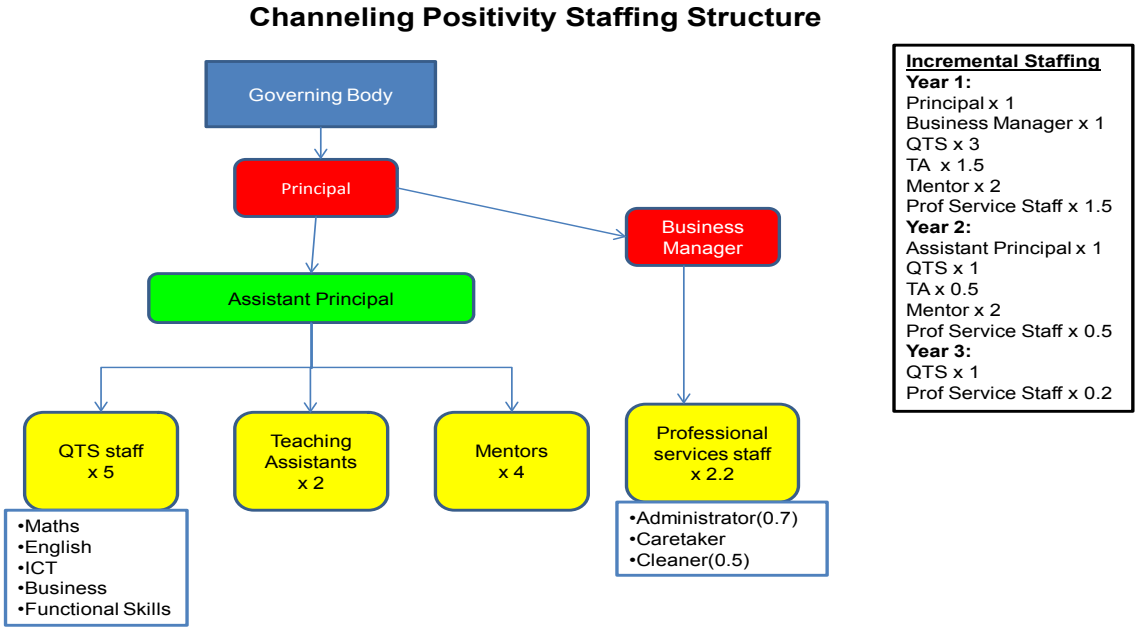
- we will develop a culture where all conversations are about learning and monitoring is about mutual developmental support and not just judgements;
- peer conversations will focus on the positive, then the improvements. Many teachers operate at the unconscious competent level. In other words, they do great things but don't know why they are great. By unpicking why things went well we will help all staff reach the conscious competent level of teaching enabling them to support others and share best practice;
- students will have their work assessed regularly and receive high quality constructive feedback;
- assessments will be moderated to ensure consistency and quality across the school;
- sharing student assessments and work to look for patterns of progress or concern which can be linked back to a teaching strategy, an assessment mode or a learning activity;
- sharing pedagogical risks, failures and successes via inset days, CPD programme and weekly staff meeting;
- planned and continuous monitoring process that will involve weekly glance-abouts and walk-abouts and a full Ofsted criteria based observation at the end of the first term.

**Liaising with and Reporting to Parents/Carers and Commissioners**

Technology will have a visible and significant role within Channeling Positivity and where possible systems and mobile applications will be used to connect with students, parents and other key stakeholders. Access to staff will extend beyond the timetable via a VLE, where students and parents can gain information and ask for further support and feedback on curriculum content. Also mobile applications, which can be easily accessed via mobile phone or tablet, will play a valuable role in connecting all stakeholders in the Channeling Positivity community. We will endeavour to equip every student with an electronic tablet, such as an iPad. This has been included in our financial plan. Such technologies, for example, would be useful in establishing mutually convenient times to have a face to face meeting between staff and parents/students; for students to develop professional profiles and blogs during employability and enterprise timetabled sessions and to access research material for business ideas or destinations.

Parents and carers will be able to access a weekly progress report via a VLE and/or mobile phone application. A detailed whole school report with specific teacher comments relating to progress in all areas and targets will be generated at the midway point of a student placement. Therefore a KS4 learner on a 6 week full time placement will be in receipt of a detailed whole school report at the end of week 3.

## D3 - A staffing structure that will deliver the planned curriculum within the expected income levels




**Staff Roles, Experience and Expertise**

Governing Body

The Governing Body as described in Section F (pages 76-77), will be responsible for converting the vision and ethos as expressed in the Free School proposal into the strategic objectives of the school and ensuring the operational plans are in place to deliver those objectives. The Governing Body will set key performance indicators and manage the risks in achieving these objectives and hold the Principal to account for the educational performance of the school and its students. They will be responsible for the economy, efficiency and effectiveness of resources and making sure money is well spent.

Principal

The Principal will act as Accounting Officer responsible for the internal organisation, management and control of the school and the appropriate use of funds. The Principal will advise and implement the strategic direction as set by the Governing Body and be responsible for the overall standards of teaching and learning in the classroom. The Principal will line manage all the teaching staff and lead on curriculum development and delivery and areas of staff development. The Principal will be ultimately responsible for setting the behaviour policy within the school and ensuring student conduct is managed within this policy. The Principal will be the lead Safeguarding Officer forging strong links with external agencies to support pupils. The Principal will lead external stakeholder relations, liaising with commissioning bodies and funding agencies. The Principal will also be the Special Educational Needs Co-ordinator (SENCO) in the first year of operation. The role of Principal is explained in detail in F4 from page 86.

Business Manager

Due to the small nature of the school, the Business Manager will be directly involved with the students, working in conjunction with the Assistant Principal to support the role of the mentors and working closely with the Principal to deliver the curriculum vision. It is expected that this role will deputise for the Principal in their absence. The Business Manager will act as Principal Finance Officer taking responsibility for all aspects of financial management and reporting, including risk management and audit. The Business Manager will be responsible for all Management

Information Systems including the student tracking and reporting system and destination data. The Business Manager will act as Company Secretary and be responsible for all aspects of corporate governance including ensuring legal compliance in areas such as Health and Safety, Data Protection, Freedom of Information and employment law and work to support the Clerk to the Governors in advising the Governing Body on good governance practice. The Business Manager will oversee all aspects of estate management and administration and line manage the support staff. It is envisaged this post will be within the Department for Education's "leading practitioners" pay ranges with a sustained additional responsibility allowance within the TR2 range to take account of the additional responsibility to deputise for the Principal.

Assistant Principal

This role will commence in Year 2 in order to support the Principal and Business Manager as the school reaches full capacity. The Assistant Principal will support in the line management and continuous professional development of teaching and mentor staff. The Assistant Principal will also lead the delivery and organisation of the curriculum and the lesson observation process and schedule and assume the role of SENCO from the second year of operation. The Assistant Principal will also have a 50% teaching commitment. It is proposed that this post will be within the Department for Education's "upper pay" ranges with a teaching and learning responsibility allowance within the TR2 range.

Qualified Teaching Staff

The 5 QTS, at capacity, will be appointed with subject specialisms in Maths, English, Enterprise, ICT and Functional Skills. The teaching staff will work as a team providing support in each area of curriculum to other team members but will lead the development of curriculum in their specialised area. QTS staff will have experience of working in alternative provision settings or in challenging secondary schools teaching young people with SEN and/or SEBD. Class contact hours will be 28 hours per week. It is proposed that these positions will be within the Department for Education's "main pay" ranges with a teaching and learning responsibility allowance within the TR2 range and with an allowance for special educational needs experience.

Teaching Assistant

The role of the TA will be to support qualified teaching staff in delivering lessons in Maths and English. These roles will be term time only and costs will be apportioned accordingly. Key responsibilities of the role will include:

- providing support to small teaching groups assisting where necessary with their reading and writing on an individual, class or small group basis
- giving extra help to student with special educational needs
- helping develop programmes of learning activities and to adapt appropriate materials
- motivating and encouraging students
- assisting with marking and correcting work where appropriate
- attending meetings and reviews
- helping with school events, trips and activities.

Mentor

Mentors will provide pastoral support and offer one to one and group support to students as required. Mentors will be allocated a caseload of students and they will focus on 4 key areas; transition, attendance, behaviour and progress. Mentors will provide support to commissioners and students during the initial engagement process following identification of students by their commissioning school through to entry into Channeling Positivity. They will work 1:1 with the learner to ensure they attend and stay on target each week. The mentor will conduct tutorial meetings with learners on a weekly basis. The mentors will also be responsible for maintaining a close relationship with parents/carers and commissioners to ensure they are aware of the progress and achievements and areas of concern the teaching staff may have. One mentor will have a specific responsibility for work placements and will work on an 85% contract. The Principal

and Assistant Principal will also support this role. Mentor's will have experience of supporting and mentoring young people in a training/educational environment and of working with vulnerable and socially excluded young people from diverse backgrounds. They will be experienced in providing structured support through a key worker process, student reviews and tutorials and using these to track and record progress, linking with external agencies as appropriate.

The key skills we will be looking for in this important role will include:

- Effective communication skills, with young people, colleagues, parents, carers and other support agencies
- Ability to establish and maintain rapport with young people
- Ability to support pupils with learning difficulties and/or disabilities
- Ability to establish and maintain effective working relationships with colleagues
- Ability to take steps to enable young people to develop their full potential.
- Ability to work effectively within a team.
- Ability to effectively organise own workload and be able to work on own initiative.
- Ability to motivate hard to reach young people

Both Teaching Assistants and Mentors will be within the Department for Education's "unqualified teachers" pay range with a specific special educational needs experience. Mentors will work on professional service staff terms and conditions as this key communication role will be ongoing throughout the year with commissioners, parent/carers and students.

Administrator
The Administrator will support all aspects of school administration. The Administrator will play a critical role as our "Welcome Host" providing excellent customer service in a front of house role.

Premises and catering
This area of support will be covered by 1.5 posts and will include caretaking responsibilities, minor maintenance and cleaning as well as the provision of catering services at breakfast and lunch.

Affordability
Due to the nature of the alternative provision on offer at Channeling Positivity the staff cost to income ratio is expected to be high and the percentage of staff costs associated to senior leadership positions is also high due to overall staffing numbers. The ethos of ensuring a personalised and meaningful learning experience with intensive support and guidance requires the staffing model to be above average cost per student.

| Year | SLT | QTS | TA | Mentors | Non Teaching Support | Total | Approx. Total £ | Expected learner numbers | Total staff cost per learner |
|---|---|---|---|---|---|---|---|---|---|
| Year 1 | 2 | 2.9 | 1.5 | 2 | 1.5 | 9.9 | [redacted] | 24 | [redacted] |
| Year 2 | 3 | 4 | 2 | 4 | 2 | 15 | [redacted] | 48 | [redacted] |
| Year 3 | 3 | 5 | 2 | 4 | 2.2 | 16.2 | [redacted] | 56 | [redacted] |

The initial budget constructed shows the staffing structure to be affordable from Year 1 with the support of the Leadership Grant. The table above shows that at full capacity 73% of the income received per pupil ([redacted]) is spent on staffing, of which 28% is SLT, 40% is QTS, 25% is pupil support and 6% other staff costs.

## D4 – The particular needs of the children coming to the school have been carefully considered and will be met appropriately

**Pupil Cohort**
Findings from Nottinghamshire County Council's review of SEBD (2013) students needing to access alternative provision state that learners will typically:

- come from economically deprived households;
- be at risk of exclusion and social exclusion;
- have no learning culture at home with a lack of positive learning models in the immediate family;
- have low self-esteem/confidence and lack aspiration to seek life improvement;
- a lack ICT facilities that can be used for educational purposes at home;
- potentially capable of but at risk of not achieving a full Level 2 profile;
- currently their school record will reveal an average attendance record; poor behaviour is noted in some lessons with a mixed attitude towards staff/subject identified. They are disenfranchised by the constraints of the national curriculum.

In conjunction with the findings above and meetings with our commissioners and their completion of Potential Pupil Referral Grids (refer to page 62) based on their current Year 8 cohort, we have described our expected student profiles on page 13. We therefore anticipate our students to have a high proportion of severe social and behaviour related issues. These issues will include anger management, violent outbursts and confrontation and attention deficit.

Our plan is to reach a capacity of 56 students by 2017, of which it is predicted that 18 students will be Key Stage 3 and 38 students Key Stage 4. Our student population will be mobile, with some students on short term referrals while others will stay with us up to the age of 16. The actual throughput of students in any one year is therefore likely to be greater than 56. We have a high staff to student ratio to account for this. It is expected that Key Stage 3 and Y10 referrals will generally arrive throughout the year, while Y11 will be more stable.

Students will be organised to provide as much stability as possible for each individual while allowing Channeling Positivity the greatest flexibility of approach. The demand for places in each Key Stage is likely to vary from year to year, and we would not reject referrals to any one Key Stage if we had capacity overall and as long as they are referred within our agreed time frames as described in Section E. Our students will be vertically grouped, creating 'teams" of 12-18 students. There will be the opportunity for a supplementary small team of students for our most vulnerable learners, should we feel that this needs to happen. The allocation of students to groups will take into account gender and special educational need and referral type. These teams are for tutorial and reflection purposes and students will split up into smaller groups for their classroom and workshop sessions. This vertical grouping will enable a buddy system to operate effectively and for the older or established students to act as role models or peer support to younger or new students. Each team will be led by a Mentor and will be referred to as a Team Leader. Our first cohort of students will choose the names for each team through student voice session. In addition, each student will have a mentor who will negotiate their Individual Destination Plan with them and support their holistic learning, emotional and social development. Our aim is to ensure that every student has a genuine chance to form a nurturing relationship with an adult.

Academically, learning will be fully personalised, operating on a 'stage not age' basis, and with each student's timetable individually negotiated to take into account their personal needs, aptitudes and interests.

In classes and workshops our ratios will be 2 staff members to 9/10 students. The second member of staff will be a Teaching Assistant or another Subject Leader. We remain flexible as to how we

organise individual learning activities, but maintain this ratio to ensure that real progress through intensive interaction and outcomes at least in line or above potential are achieved.

There will be subtle differences in programmes of study between Key Stage 3 and Key Stage 4 students. This difference will relate predominantly to outcome, for example a short term Key Stage 3 student may not access a work placement or internship but instead may remain at Channeling Positivity to build on a business idea or plan. However the grouping of pupils will be determined by their individual needs. Students will find it perfectly natural to be working with younger students during their English sessions and then with older students during their entrepreneurial sessions. Progress will be based purely on the rate at which students achieve their personal goals rather than the concept of 'moving up a year' regardless of whether those goals have been met.

**Initial Assessment of Pupils' Needs**

Comprehensive student profiles will be supplied by commissioning stakeholders. These will be accompanied by observation and interview data undertaken by a Channeling Positivity mentor, as part of the initial engagement and assessment process. The type of referral will be discussed and agreed, as described in Section D1 on page 16. On entry to Channeling Positivity these combined data sets will help inform an **Individualised Destination Plan** (IDP) for every student. Each new student to Channeling Positivity will also experience engaging initial assessment activities as part of their induction which will help staff to further identify their strengths and weakness in 4 main areas – watching, listening, doing and reading. Activities will also focus on social interaction, attitude, aptitude, and creative thinking. This will help to inform staff of levels of esteem and entrepreneurial potential. No formal initial assessment tests, especially in English and Maths will be used unless a student is referred with zero or very little useful prior attainment data in these key skills areas. Should this be the case then an Edexcel online initial assessment test in English and Maths will be used to establish baseline ability. A student's assigned Mentor will be responsible for carrying out initial assessments.

**Tracking and On-going Assessment**

As can be seen from the targets outlined in section D2, we will be equally focused on achieving outcomes in terms of qualifications for our students as we are facilitating their interpersonal development and progress. To ensure that student progress and achievement is monitored, tracked and regularly assessed, we will use a number of processes as described below.

**Individual Destination Plans (IDP)**

These will be agreed with each student upon entry to Channeling Positivity. Our entry paperwork will identify a student's current attainment in terms of basic skills performance and identify targets for future attainment, and will build on that in the lessons which follow. Small groups will ensure close and individual attention and working with students at similar levels (stage not age) so that no student is left behind, nor disengaged through lack of challenge. IDP's will be referred to in 1:1 tutorials with a student's Mentor. Subject Leaders will know each of their student's targets and will use this knowledge to provide challenge and motivation during taught sessions. For example, should a student refuse to engage in a Maths session, the Subject Leader might refer to their IDP in which the student has declared they want to get Level 1 Maths before they leave, as this qualification is necessary for them to access an Apprenticeship programme with a local employer.

**Mentors supported by the Principal**

Each student will have a Mentor who will be his or her continuous contact at Channeling Positivity. The mentor will regularly review the IDP with the young person to create a continuous dialogue of care and support to facilitate progress and the achievement of outcomes. This may include contributing entries to the student's personalised Log Book based on their observations of the student's behaviour and attitude. The Mentor will also analyse the students' data on STARS and will report digitally on both 'hard' and 'soft' outcomes as well as discuss issues, progress, achievements and targets with the student,

teachers and the parent/carer and commissioning school as appropriate. Mentors will be coordinated, guided and supported by the Principal and from Year 2 the Assistant Principal, who will oversee the mentoring approach and ensure that all systems are followed.

**Log Book (a part of the STARS system)**

At the end of each day, each subject leader will complete an electronic personalised Log Book for each student that they have taught that day. The Log Book entries will comprise of either a narrative describing the attitudes to learning and behaviour displayed by individuals or a simple RAG rating. The Log Book can be used to track trends in progress and engagement shown by individual learners. Mentors may also contribute to an individual's personalised Log Book based on their observations during tutorial and other contact with the learner.

**Assessment process**

Assessment is the process by which decisions are made about a student's learning, progress and achievement. Each student will be assessed against key performance indicators as described in Section D2 page 33 and 34. The Subject Leader will be responsible for formative and summative assessment in their curriculum area and will ensure that:

- assessment is based upon and will meet national standards set by the Awarding Bodies
- each student is informed of the assessment requirements and processes for the qualification at the start and throughout their study programme
- an assessment plan is given to each student at the beginning of the qualification and thereafter as appropriate and will be digitally available to view
- assessments are appropriate for the student and at the right level
- assessment materials are fair and unambiguous
- all students have a variety of assessment opportunities on a regular basis
- completed student work will be assessed and graded promptly and constructive written feedback will be supplied and also digitally recorded on STARS within one week or as agreed with the students
- student progress is monitored, documented and held centrally by all teaching staff and will be accessible digitally by commissioners and governors
- students are informed weekly via tutorial of their progress and action points agreed
- students are given the opportunity to accredit prior learning where appropriate

Each assessment activity will be accompanied by an assessment brief that will:

a. Identify the module and outcomes that will be assessed.
b. Specify the criteria for grading, including key skills where appropriate, and the extent to which self and peer appraisal, if any, may be involved in the assessment process.
c. State the date for submission of the work by the student and the date by which teacher feedback and provisional grade (subject to verification) will be provided.
d. Use clear language at an appropriate level, to ensure equality of opportunity to all students undertaking the assessment.
e. Include any relevant health and safety warnings and advice.

An Internal Verification Process will be operated by which assessment materials and assessment decisions are checked, to ensure that they meet the approved assessment criteria. Channeling Positivity consider this process as critical in ensuring that the learning activities and projects are appropriately pitched, that there is equivalence across groups with different teachers, and that any task will be able to meet awarding body requirements so that work can be easily accredited. Our internal verification process will be overseen by a trained member of staff appointed as Internal Verifier. Our IV schedule will be published and available to view via our website and STARS.

**Approaches to meeting different needs**

All staff will use a variety of appropriate strategies and engage with the best external agencies to ensure that the right support is offered to students and at the right time. These strategies are described as part of our curriculum model on page 17. Our approach to addressing different student needs will wholly focus on prevention as opposed to fire fighting; proactive rather than reactive. Therefore should a student be referred to us with severe anger issues then we will ensure that the most effective support package is put in place immediately and not just when a violent incident occurs. Some of our approaches will involve 1:1 sessions, timely and appropriate withdrawal from lessons to engage with an outside agency or counsellor or focused relaxation and meditation sessions. These sessions will be supported by a dedicated private space which will be designed and based on the most recent research regarding colour schemes, furniture and positioning in order to create a warm, safe, welcoming and relaxing environment. Students who have a special educational need will be actively engaged through specific and targeted support with significant input from the SENCO and the mentors. There will be a commitment to liaison between all staff, commissioning schools and parents/carers to ensure that effective provision and intervention results in progress.

Channeling Positivity will comply fully with the Special Education Needs legislation including the Code of Practice. We will appoint an experienced SENCO who will also act in the role of Assistant Principal. The SENCO role will be at the very heart of all of the school's operations and therefore will be reflected in our robust recruitment and selection processes. For the first year of operation the Principal of Channeling Positivity will assume the role of SENCO. The SENCO will coordinate additional support and liaise with all stakeholders involved with a student to assess current needs to try and develop effective ways of overcoming barriers to learning. The SENCO will also offer training and support to other staff. We will manage SEN provision in liaison with the commissioning schools, Local Authority and other external services, accessing existing resources as identified by commissioning schools, e.g. from Educational Psychologists or adolescent mental health specialists, to continue to support students presenting social, emotional and behavioural difficulties.

Students with Special Educational Needs will be supported by the school and SENCO in the following ways:

- a wholly individual and personalised approach guaranteeing an appropriate and relevant curriculum which takes into consideration any particular learning needs that a student may have;
- the appointment of a qualified member of staff as Special Educational Needs Co-ordinator (SENCO) who will ensure that all guidelines and statutory requirements are followed;
- additional resources, for example laptops/tablets will be provided for those diagnosed with literacy, language or communication based difficulties and we will draw upon the most effective teaching and learning approaches to enable them to successfully communicate their ideas and learning;
- regular and targeted training sessions with staff will be provided which relate to specific needs that students present.

Equally we will have a commitment to employing outstanding staff that will deliver outstanding teaching and learning and assist in "closing the gap". Therefore a Channeling Positivity Teacher will:

- have high aspirations for all their students;
- provide exciting and interesting challenges to students;
- have student centered learning at the heart of their planning;
- use a range of interactive learning strategies that maximise student engagement e.g. role plays, peer teaching, group work, presentations;

- ensure that literacy and numeracy is at the heart of lesson planning, delivery and assessment;
- make links with the real business world where appropriate to increase relevance to progression destinations and employability;
- use ICT in an exciting and interactive way;
- listen to the Student Voice and show that students' views have been taken into account;
- use praise and rewards to boost self esteem and confidence e.g. positive discipline;
- persevere and focus on what can be done rather than on what cannot;
- follow the behaviour for learning policy to ensure a purposeful learning environment is sustained to maximise student progress.

**Safeguarding, Behaviour and Attendance**
**BEHAVIOUR**
Maintaining high standards of behaviour is a key priority in delivering our vision. Through individual behaviour targets and the principles of Positive Behaviour we will create a positive and respectful environment for learning. Behaviour targets set for the individual student will be achievable and realistic so that the student has every opportunity to succeed. This will help them to remain positively motivated to continue working on the long-term goal of successful reintegration or accessing an appropriate post 16 destination. Behaviour targets will therefore be SMART and also relate to social and emotional development. Behaviour targets are intended to provide the opportunity for positive feedback for successful performance over time, and this progress will reinforce the emphasis on positive behaviour for the student.

Staff in collaboration with each other, such as Subject Leader and Mentor, will base behaviour targets on existing information and gathering and sharing new information from the moment a new student joins Channeling Positivity. This will involve staff members observing and recording the following aspects:

- Topography - what does the interfering or negative behaviour look like?
- Frequency - how often does the behaviour happen?
- Intensity - how severe is the behaviour?
- Location - where the behaviour is occurring?

Using this information personalised behaviour targets can be set, monitored and reviewed. These behaviour targets will also be part of our overall approach to managing behaviour and creating a successful climate for learning. The approach we will use is called "Positive Discipline" which uses a variety of preventative strategies to create a consistent and cooperative climate for learning. Positive Discipline focuses on 3 main themes; **prevention**, **esteem**, **cooperation**.

A variety of strategies underpin each theme and adopt a positive spin on behaviour such as an 'on-time ticket', which rewards students for being in the right location at the correct time instead of automatically sanctioning lateness. The overall outcome of positive discipline is to stop negative behaviours and celebrate and recognise appropriate behaviour and thereby create and establish positive habits for learning and life.

<u>Positive Discipline Themes:</u>
**Prevention**
Staff will:

- be consistent;
- be prepared and organised;
- know that 80% of classroom management is based on prevention;
- welcome students as partners in learning;
- create clear routines and procedures and teach and model them;
- assess self and receiving feedback;

- implement rewards and consequences;
- make teaching and learning varied and interesting;
- be learner centred and deliver vocationally relevant content;
- use meaningful and useful assessments.

**Esteem**

Staff will:

- secure a caring environment by knowing every students' name and unique personality;
- listen to and include all students;
- constantly survey student interests, and accommodate learning styles and needs;
- support and enrich;
- respect a student while correcting poor behaviour;
- create the opportunity for students to reflect on their learning.

**Cooperation**

Staff will:

- build a supportive learning community by working together in an atmosphere of respect, trust and empathy;
- help each other to be the best we can possibly be;
- share responsibilities;
- involve parents/carers in students' learning;
- share good news and celebrate success frequently.

Creating a positive and sociable environment and climate for learning will require both staff and students to focus on what is and can be good about themselves, especially their learning potential and attainment.

We will have a rewards system to recognise progress and celebrate success. Our rewards will help achieve 4 main goals:

1. to motivate the students to succeed and improve their behaviour;
2. to validate students' good conduct and educational gains;
3. build self esteem and reinforce good behaviour;
4. to show respect for the Channeling Positivity community.

Rewards will consist of:

- positive phone calls to parents/carers and commissioners;
- student "shout out" certificate;
- 'caught doing the right thing' ticket;
- 'on-time' ticket;
- Model Citizen award;
- tweets and good news stories on the school's VLE for peers and stakeholders to see.

A "caught doing the right thing" postbox will be located in a conspicuous location within the school. Students will be encouraged and reminded to post their tickets and weekly draws will be made. Small but desirable prizes will be awarded. The Principal will be responsible for the draws and the sourcing of prizes that will be donated by employer partners and friends of Channeling Positivity.
Draws for "on-time ticket" will be made at a suitable time during a lesson or workshop. Staff will be encouraged to use the "on-time" strategy at least twice a week and more often if needed. On-time rewards will be immediate and could be a free healthy snack or permission to use a specific piece of equipment. The Model Citizen Award will be presented termly to a student that has accumulated the most "caught doing the right thing" and "on time" tickets. Their photo and profile will be proudly displayed at the entrance of Channeling Positivity.

Other strategies to reinforce a positive climate and create a cooperative and caring environment will include:

A great wall of Ideas – this visual display will capture student voice feedback and will be available for all learners to add their constructive comments and feedback on. The ideas will be captured digitally by staff on a half termly basis (unless a more rapid response is required) and responded to via a full school 'Your Feedback Matters' event where issues and suggestions can be addressed collaboratively with our students and staff body. This will give all students the opportunity to practise their communication skills, articulating an opinion and viewpoint and secure support for their views. We will involve students in taking negotiated responsibility for agreed actions and changes and implementation for the betterment of all in the school.

Vine of Kindness – this visual strategy will recognise generous acts of kindness. The purpose of the Vine of Kindness is to create a positive, cooperative and caring environment and recognise students and staff who help others in the Channeling Positivity community. Both students and staff can nominate others to be celebrated and recognised.

Student Work Displayed - this is a commitment to displaying student work in prominent places. Student work displayed is not about creating pristine wall displays; it is about an immediate recognition of great work. The aim being to raise self esteem and motivate students to do their best work. Many of Channeling Positivity's referrals will have never had the opportunity to see their own work up on a wall as most likely it would have been incomplete, messy or contained mistakes. Therefore this strategy will help address those negative feelings. Work will be displayed in hardcopy format (as appropriate) and digitally on the school's portal and via other digital media outlets as determined by the school e.g. twitter and Facebook.

Student Managers – this will be introduced slowly with the view to establishing a student centred learning environment and of course model the workplace. It will help students take responsibility and secure a positive atmosphere by creating an "our" environment and not "your". Manager positions may include Resources Manager, Project Manager and Customer Services Manager. The process of establishing student managers will include the following:

- manager positions, application forms and job descriptions will be made available and promoted to students via our e-learning and social media platforms;
- positions will include entry and higher levels to support differentiation and inclusion;
- interviews for positions will be administered and conducted in a professional manner;
- Capital 1 employees and Rushcliffe Business Partnership employers will conduct interviews to add value and kudos to the process;
- positions will be short term in most cases and performance managed. Students will not be prematurely dismissed i.e. fired;
- students will coach/mentor each other when the process becomes established.

Students will not be financially remunerated for manager roles. They will be able to record their skills in their Skills Passport and will receive recognition through our positive rewards and celebration events.

We will establish a Magna Carta with our first cohort of students and it will be reviewed at key milestone points with students to ensure its relevancy and meaningfulness. The process for this will involve discussions and decisions around what creates a positive learning climate in relation to behaviour and social interaction. These discussions will involve all members of the Channeling Positivity community. This will culminate in a code of conduct named the "Magna Carta" which will clearly state a code of expectations. The Magna Carta will be highly visible in the Channeling Positivity community and all staff and students will sign up to the code and model the expectations. A similar process will be undertaken with the parents and carers of each student. We believe that this approach gives clarity and a greater sense of commitment and aspiration. It will help make clear behaviours and social interactions outside of the code, which will be deemed unacceptable and will lead to an intervention by any member of staff.

Just as there are some students who will find some subjects harder than others, so there are some students who will find learning and displaying positive behaviour more difficult. All staff at Channeling Positivity will understand the causes of poor behaviour as well as be able to positively manage any poor behaviour displayed. Some students may exhibit persistent, challenging behaviours and have not respond to mainstream education approaches to managing behaviour (e.g. missed breaks, isolation, detention). Serious behavioural issues like these will take time to resolve. We shall be unwavering in our determination to mentor the young person into adopting positive behaviours, habits and attitudes.

**Reinforcing and Rewarding the Positive**

Channeling Positivity will provide support and guidance for all staff through Continuous Professional Development (CPD) and alternative provision / support as appropriate for our students. Regular, ongoing training will be part of Channeling Positivity's responsibility to staff and we will put in place a training programme that reflects the needs of our students. This will include positive discipline strategies, restorative justice, working with dyslexic students and adopting de-escalation methods. However, all students need to learn that actions carry consequences, and they therefore have a choice of how to behave and that their choices can lead to rewards or interventions.

Our approach will require that:

- Every member of staff should aim to praise in every session at least five times more frequently than they reprimand.
- Weekly meetings and tutorials can be used to reward students who have met individual and/or group targets or have shown themselves to have excelled or made improvements in behaviour.
- Our STARS tracking system and Log Books will record rewards and highlight students who have shown positive behaviour or have achieved "caught doing the right thing" tickets or "shout out" certificates.
- Teachers will use STARS and Log Books to note positive, helpful behaviour as well as challenging behaviour.

**Responding to Challenging Behaviour: 'The Three Strike' rule.**

The response to negative behaviour outside of the agreed Magna Carta such as constant low-level disruption, verbal abuse and deliberate disruption will be a traffic light intervention process, which will have 3 clear steps:

| | |
|---|---|
| Green | – a reminder of the Magna Carta and agreed behaviours for learning |
| Amber | – a warning to quickly return to agreed behaviours for learning |
| Red | – removal from that session to a quiet supervised area |

A removal will culminate in a restorative justice session with the student, a student representative (as chosen by the student removed), the member of staff concerned, mentor and the Principal (if felt appropriate). The session will be guided by the mentor and will take place as soon as possible following the incident. This will provide the opportunity for all concerned to calmly express how the incident impacted learning, themselves and others and agree a clear strategy of how to move forward and modify behaviour.

There will be no shouting by any staff member in Channeling Positivity. All interventions will be carried out in a calm and dignified manner. Shouting comes from anger and anger is a negative emotion that causes young people to react rather than think. Channeling Positivity's approach is to modify behaviour and model and form good habits.

In exceptional circumstances, although very rare, exclusion from Channeling Positivity will be considered. All incidents involving situations where a student, teacher or visitor has been put at

risk of serious harm will be formally recorded and dealt with at the discretion of the Principal and Governing Body.

**Support for Students - Contact with Home:** Where staff are concerned about behaviour, the Principal will schedule a meeting with the parent/guardian. Working in partnership with home is the most effective way of monitoring behaviour. Most parents are supportive and understand we are acting in the student's best interest. However, we also recognise the need for sensitivity in these conversations as some home situations may be particularly difficult at times. Therefore, we will encourage individual members of staff to consult with their colleagues before calling home.

**Anti-bullying**

Our anti-bullying policy will ensure that all students in our care are protected from bullying. It is the responsibility of Channeling Positivity staff to ensure that students are protected from bullying at all times. All students will be taught in an environment where bullying is unacceptable. The damage inflicted by bullying can be frequently underestimated. It can cause considerable distress to young people, to the extent that it affects their health and development or, at the extreme, causes them significant harm (including self-harm). All members of the Channeling Positivity community will be alert to the signs of bullying and act promptly in accordance with our policy.

Channeling Positivity will define bullying as any use of persistent force or coercion by individuals or groups to abuse or intimidate others. We will recognise that in school this could include verbal bullying e.g. name calling, spreading rumours, undermining friendships, threats and intimidation; physical bullying e.g. hitting, pinching, pushing and shoving, taking things away from others, damaging belongings; and cyber bullying e.g. making silent or abusive phone calls, sending offensive text messages, posting insulting messages on social networking sites. Being subject to physical or mental abuse because of religion, race, gender, sexuality, disability, appearance, lifestyle choices, ethnicity or race will also be considered to be bullying.

Within Channeling Positivity's curriculum we will raise the awareness of the nature of bullying through tutorial time, the big question debate, the great wall, breakfast and lunch gatherings and subject areas, as appropriate in an attempt to eradicate such behavior. Examples could include:

- writing stories and poems or creating displays about bullying;
- working with local primary schools to design anti-bullying T-shirts
- reading and discussing true stories about bullying;
- performing role-plays;
- having discussions about bullying and why it matters during breakfast and lunch;
- establishing and signing an anti-bullying contract which could form part of a large display or mural;
- peer support.

**ATTENDANCE**

Channeling Positivity is committed to providing outstanding quality support to all of our students and ensuring that they have every opportunity to achieve their learning goals. We believe that all our students will perceive a clear benefit to themselves in the provision and will therefore feel encouraged to attend our school regularly and with a positive mindset. We will make every effort to ensure that all students achieve the maximum possible attendance and that any problems that may impede full attendance, are resolved as quickly as possible.

Channeling Positivity recognise the importance of monitoring attendance and understands the legal requirement for our students to attend their provision. The procedure for attendance monitoring will be as follows:

- Attendance is recorded digitally for every session and shared with the referring school weekly. Formal registration for the morning session will take place at the start of the breakfast gathering and for the afternoon, immediately following lunch.
- If a student is absent from morning registration, the mentor responsible for attendance will contact parents/ carers (legal guardians) to establish the reason for absence. The referring school will then be notified.
- If there is an absence of 1 day and no contact can be made with the legal guardian a home visit will be made on the second day. Should this still result in no contact then a letter explaining our concerns and how to contact Channeling Positivity will be posted through the letterbox. Relevant agencies such as the commissioning school's Education Welfare Officer will also be contacted to instigate their support and agree the next steps.
- If the non-attendance persists then the issue is escalated to the referring school. A multi-agency meeting will be arranged, including the young person concerned and their legal guardian to discuss their non-attendance and put in place an action plan to resolve issues.

Attendance targets will form part of each student's IDP, and we will also set targets for Channeling Positivity as a whole to be published for all to see, so that students acquire a sense of obligation to the school community just as they would to an employer.

**Working with parents**

We want parents to see Channeling Positivity as a learning environment for them also. This will involve organising and delivering informal sessions on how to create a positive educational environment for their child both at home and at Channeling Positivity as well as learning new skills themselves. It is often the case that the parents of students who are struggling with their own education also had difficulties themselves at school. They may have low levels of literacy or numeracy and poor life skills, such as financial management and parenting. We believe that one of the key strategies to enable parents/carers to engage constructively in their child's learning is to re-engage the parents as learners themselves. We aspire to provide informal learning opportunities and eventually accredited courses that will encourage that engagement, focusing on areas of most relevance and urgency in their lives, such as: literacy, numeracy, ICT skills and internet access, domestic finance, parenting skills, health and wellbeing, self esteem and readiness for work and being your own boss.

We will promote informal learning opportunities through our social media sites and text. We will encourage parents/carers to select sessions or courses that they would like to take part in or make recommendations themselves. These sessions will be organised during the day or evenings. All sessions will be risk assessed and especially daytime sessions when young people will be on site. Parents/carers will be supervised at all times and will not ever be left alone with any young person or group of young people.

We will also hold Celebration Events in December, April and July to give all our full time and part time students and parents/carers the opportunity to formally recognise and celebrates their achievements.

**SAFEGUARDING**

Channeling Positivity will be committed to the Every Child Matters: Change for Children agenda. We aim through our robust policies and procedures to ensure the well-being of all of our young people. We aim throughout our curriculum model to offer the best possible support for our students to:

- Be Healthy – e.g. breakfast gatherings; enrichment programme
- Stay Safe – e.g. the big debate; focus on social, emotional and behavioural development;
- Enjoy and Achieve – e.g. overseas visit
  Make a Positive Contribution – e.g. volunteering, work placement, overseas visit
- Achieve Economic Well-being – e.g. employability, enterprise and entrepreneurial curriculum

Introducing students to the world of work can help them understand the work environment, choose future careers or prepare for employment. It can take the form of a short, or longer placement with a placement provider (employer) where they will have the opportunity to observe and practice work tasks. It is therefore essential that Channeling Positivity is confident that it will not put a student at risk through the introduction to a work placement or internship. It is an issue that requires sensitive handling on the part of the Mentor responsible for placing learners.

[redacted], [redacted]

Channeling Positivity Work placements/Internships will be categorised as follows:

- Short-term – 5 or 10 consecutive days (block) or half a day or 1 day a week over 1 term
- Long-term – half a day or 1 day a week over 2 terms or more

All reasonable and necessary steps will be taken to protect all students in all work placements clearly identifying the responsibilities of Channeling Positivity and the responsibilities of the placement providers (employers). The effectiveness of the employer's risk management arrangements will be essential in our process and will shape our policies and procedures. Employers should already be managing the risks in their workplaces and are best placed to assess whether or not they need to do anything additional before a Channeling Positivity student joins them. We will therefore ask sensible questions and adopt a sensible approach, in proportion to the level of risk, to satisfy us that risk management arrangements are in place. The key to maintaining excellent and sustainable relationships with employers is not to ask for additional and burdensome paperwork, when it is evident from employer risk assessments supplied and scruntinised, that it is not required.

Responsibility for a student's welfare will always remain with Channeling Positivity. Student protection will be treated as seriously as health and safety on placement. Channeling Positivity will designate a Mentor to have responsibility for organising placements/internships. This staff member will have safeguarding training and will be responsible for informing placement providers of Channeling Positivity's safeguarding policy and procedures. Our placement organiser will always ensure the suitability of the placement as well as the suitability of the learner for that placement.

There will be reporting systems for both students and employers along with a rigorous system for monitoring students during placement. It will be the responsibility of Channeling Positivity to ensure that the placement provider/employer appoints a suitable named placement supervisor to support and monitor the student on placement and liaises with Channeling Positivity to agree the programme and monitoring arrangements.

**Other Agencies**

We aim to work in partnership with the other agencies and key stakeholders who will be core to the delivery of our vision, as demonstrated throughout our educational plan. Please refer to a comprehensive list on page 59.

We also intend to work with our main commissioning schools to improve educational provision by:

- collaborating on staff training events;
- working together within a staff coaching or mentoring scheme;
- hosting joint conferences to share best practice and innovation, particularly in the area of children with emotional and behavioural difficulties;
- sharing common concerns and co-ordinating our response to local issues;
- sharing best practice by arranging teacher exchanges;
- encouraging and supporting staff to gain further and higher level qualifications to support alternative provision.

As a proposed small school we recognise that it is only through partnerships that we will benefit from ‘economies of scale’ and ensure that we create channels through which we can contribute effectively to new ideas and evolving best practice. Our aim is not to relieve local schools of the students that are presenting challenges; a key part of our work will be to support those schools in achieving earlier success with such students and keeping them in the mainstream.

Our partnerships with the various Education, Health and Social services of Nottinghamshire County Council are of vital importance. Our aim, through processes and relationships will be to ensure a fully joined up approach to multi-agency working. In order to genuinely address our students’ needs in a holistic way, we will engage constructively in all aspects of their lives that might be affecting their educational and personal development, whether these are housing, health or drugs related issues. We will also work in partnership with the local police, in order to address issues of criminal or anti-social behaviour collaboratively.

Our aim is that Channeling Positivity will be seen as a hub of the community that welcomes parents/carers and the wider community. Our goal will be to engage parents and carers in their child’s education in a continuous and substantive way. Channeling Positivity will work with parents/carers and families to address the issues they and their children face outside a classroom and that can affect their learning and lives as a whole. Channeling Positivity will collaborate with the parent/carer community and partner organisations to provide a comprehensive and integrated set of wraparound services and support to students and their family members. Such services may include workshops on positive self-esteem and self-image, literacy, positive communication, health and well being, coping with stress and violence prevention. Channeling Positivity will seek out and secure support from both national organisations as well as local community partners with an established track record of providing high-quality and competent services. We will also aim to address the wider community issues where levels of social deprivation remain high, such as in Cotgrave, Keyworth, and East Leake. For example we will schedule meetings with elected representatives and key influencers to help parents/carers connect with their community and consequently learn how to make a greater impact on issues that may have been the cause for their child’s disengagement and negative emotional and social behaviours.

Channeling Positivity students will also be expected to invest their time freely as part of the volunteering curriculum activity. Students will volunteer for local charitable initiatives and projects to develop and secure a social conscience and awareness. From this we hope that Channeling Positivity students will adopt lifelong positive behaviours through which they make economic, ethical and social contributions.

# Section E: Evidence of need

## Section E1 - Valid evidence that there is a need for this school in the area

Channeling Positivity's approach to stakeholder engagement from the outset has been and will continue to clearly, succinctly and respectfully:

- communicate the vision and ethos for Channeling Positivity;
- seek the views of stakeholders on the vision and education plan proposed;
- capture and respond to all feedback from stakeholders;
- stimulate wider interest in Channeling Positivity;
- facilitate, where possible and appropriate, the stakeholders input to the development of the proposals;
- establish shared ownership of the vision and ethos and the benefits that Channeling Positivity will bring to Rushcliffe and surrounding areas;
- seek endorsement to enter into the funding agreement with the Secretary of State.

**Evidence of need – part 1**
The table below shows the commitment to places received from our commissioners in year 1 and 2. These numbers represent the evidenced places from our commissioners' letters of support only and do not account for the further demand which is continually discussed in detail in regular meetings (refer to page 58) with the commissioning Head teachers. This is explained further in the text following the table.

| | 2015 | | | | 2016 | | | |
|---|---|---|---|---|---|---|---|---|
| | A | B | C | D | A | B | C | D |
| **Key Stage 1** | | | | | | | | |
| **Key Stage 2** | | | | | | | | |
| **Key Stage 3** | | | | | 15 | 12 | | 80% |
| **Key Stage 4** | 24 | 24 | | 100% | 33 | 23 | | 70% |
| **16-19: commissioner referred** | | | | | | | | |
| **16:19: student applications** | | | | | | | | |
| **Totals** | 24 | 24 | | 100% | 48 | 35 | | 63% |

**Commissioner demand**
Key to our rationale for Channeling Positivity outlined in Section C is the need to provide Rushcliffe schools with local, high quality, alternative provision in Rushcliffe. The review of Social, Emotional and Behaviour Difficulties (SEBD) arrangements in Nottinghamshire has resulted in the Council devolving resources to partnerships of schools to encourage collective responsibility and reinforce other positive processes, such as fair access and managed moves. The Council has created 8 School Behaviour Partnerships (SBPs) who will be in receipt of funding directly from the Council to commission alternative provision to meet the needs of their pupils. The SBP for Rushcliffe is made up of the 6 commissioning schools we have been working with during the development of our proposal and from 2014/15 Rushcliffe SBP will have the commissioning power to determine how best to use their resources estimated at [redacted] per annum. A firm letter of support has been received from the SBP as evidenced on page 60.

We have collected from our commissioners evidence of need based on their current usage of alternative provision, however, from 2014/15 the schools working within the SBP will no longer be required to commission alternative provision through the local authority and they are looking for

better, localised provision to access. Channeling Positivity will provide this solution and we are confident that the use of alternative provision within Rushcliffe will change.

We asked our expected commissioners to consider potential pupil referrals from their current Year 8 cohorts. These students will be in Year 10 when Channeling Positivity opens and these students will be part of our first cohort. The table below indicates the schools that have formally demonstrated their support for Channeling Positivity and expected numbers of students.

| Rushcliffe Schools / Proposed Key Commissioners | No. of Potential FTE Places: Year 1 | No. of Potential FTE Places: Year 2 |
|---|---|---|
| South Wolds Academy (SW) | 6 | 6 |
| South Nottinghamshire Academy (SNA) | 6 | 6 |
| The Becket School (TBS) | 4-6 | 5 |
| Rushcliffe School | 6 | 6 |
| The West Bridgford School | Support confirmed numbers TBC | Support confirmed numbers TBC |
| Toot Hill Academy | Not yet confirmed | Not yet confirmed |
| East Leake Academy | Support confirmed numbers TBC | Support confirmed numbers TBC |
| **TOTALS CONFIRMED** | **24** | **23** |

This table is supported by letters received from each Head teacher. An example of these letters is included on page 61. Four schools also completed a student profile grid, as seen on page 62, identifying anticipated referrals in order to provide an insight into the special education needs and background of our potential student intake.

We expect numbers in both key stages to grow in year 2 and reach capacity by year 3. We expect a greater proportion of KS4 learners as our full time referral type. This option of an alternative to school is the preferred model indicated in our letters of support from our commissioners.

Year 1
Four commissioners have fully engaged to identify their potential demand. Currently this suggests 24 KS4 FTE referrals. We have not asked our commissioners to identify any KS3 learners at this stage hence no KS3 learners have been included in the table on page 55.

Year 2
Four commissioners have identified a further 23 potential learners in year 2, given we have asked our commissioners to think about KS4 demand for places this amounts to 70% of our projected KS4 places in year 2. From our on-going meetings and discussions with Head teachers, we are confident that a similar level of demand will be forthcoming from the remaining 3 commissioning schools. We have discussed with commissioners the demand and usage of 6 and 12 week placements at KS3. Commissioners consider it is reasonable to assume 2 FTE places available to each school at KS3. The pupil grids completed by the schools using current year 8 pupil data shows the level of students with social, emotional and behavioural issues in a typical year therefore we are confident that when alternative provision is on offer schools will commission places for students at KS3.

**Presenting Evidence of Demand**

**Engagement with stakeholders**
A timeline and brief description of how we have engaged with commissioners to date and how we intend to continue this process is shown below.

| Month/Year | Commissioner /Stakeholder | Description on engagement |
|---|---|---|
| April **2013** | [redacted] – [redacted] | Initial discussions about the proposal for an AP free school. [redacted] was supportive from the outset and agreed to speak with other Rushcliffe [redacted] to ascertain support and gather feedback |
| May | [redacted] – [redacted] at Capital One | Discussed the proposal for Channeling Positivity and the possibilities of establishing a partnership. Very positive and follow up meeting arranged. |
| June | [redacted] – [redacted] | [redacted] brokered a conversation with Rushcliffe Head teachers who voiced support for Channeling Positivity. Individual meetings to be arranged with each Headteacher. |
| | [redacted] – [redacted] | Discussions regarding proposal and need for an AP Free School. Very positive however sensitivities around the free school programme and a labour controlled authority. |
| July | [redacted] – Spark Global Business | First contact made with a formerly NEET entrepreneur to introduce proposal and gain support around the content of the proposed curriculum. |
| August | [redacted] – [redacted] | Feedback meeting. [redacted] confirmed conversations with other Rushcliffe [redacted] who offered support in principle. |
| | [redacted] – Balls To Poverty | Initial meeting to discuss the overseas residential for Channeling Positivity student. Balls to Poverty have organised life changing student residentials to South Africa for the last 9 years. B2P pledged their support. |
| | [redacted] – Spark Global Business | Development of curriculum content. |
| September | [redacted] – [redacted] | Face to face meeting to present proposal including key features, pupil numbers, top up fee and need. Very positive outcome and letter of support submitted with completed potential student referral grids for both schools. |
| | [redacted] – [redacted] | Face to face meeting to present proposal including key features, pupil numbers, top up fee and need. Very positive outcome and letter of support to be submitted with completed potential student referral grid. |
| | [redacted] – [redacted] | Face to face meeting to present proposal including key features, pupil numbers, top up fee and need. Very positive outcome and letter of |

| | | |
|---|---|---|
| | | support submitted with completed potential student referral grid. |
| | [redacted] – [redacted] at Capital One | Follow up meeting and a partnership agreed in principle to provide work placements, mentoring and employability workshops. Letter of outline support submitted. |
| | [redacted] – [redacted] | Follow up meeting to discuss the proposed closure of Daybrook PRU, which would impact on Rushcliffe Schools. Confirmed need for Channeling Positivity and an exchange of new data to clearly demonstrate need. |
| | [redacted] – Spark Global Business | Development of curriculum content and initial conversation about becoming a governor. |
| October | [redacted] – [redacted] | Face to face meeting to present proposal including key features, pupil numbers, top up fee and need. Very positive outcome and letter of support to be submitted with completed potential student referral grid. |
| | [redacted] – Spark Global Business | Development of curriculum content. Confirmation of continued interest in proposal as a Governor. |
| November | Rushcliffe Secondary Head teachers Meeting | Formal presentation to Rushcliffe Head teachers to inform them of Channeling Positivity key developments |
| | [redacted] – Spark Global Business | Finalised framework for delivery and employability skills. Development of projects to embed employability, enterprise and entrepreneurship. |
| December | Rushcliffe Business Partnership | Presentation to Rushcliffe Business Partnership members. |
| | [redacted] – [redacted] at Capital One | Follow up meeting to introduce and discuss the finalised education plan and how Capital One will link in. The exact number of internships / work placements to be confirmed pre-opening along with employee mentors. |
| | [redacted] – [redacted] | Follow up meeting. |
| January – **ongoing** | School Behaviour Partnership<br><br>Rushcliffe Secondary Head teachers Meeting | Continued engagement with the newly established School Behaviour Partnership involving Head teachers in Rushcliffe and Gedling.<br>Updating commissioners on the progress of the school and the development of the education plan. |
| **Ongoing** | Rushcliffe Business Partnership | Networking and brokering relationships with local business to support the delivery of internships and work placements. |
| February | Nottingham City Secondary Education Partnership (NCSEP) | Meeting to register the Channeling Positivity as an AP provider |
| July | Channeling Positivity Key Stakeholder Event | Presentation and information event to formally introduce the school |

Engagement with stakeholders listed in the table above has always been face to face. This approach has been key to our positive relationship building and securing support for our proposal. It has also facilitated transparent and open dialogue, which has helped shape elements of the education plan such as proposed location. Many of our stakeholders have submitted firm letters of support (refer pages 60-64) and have identified potential students (refer to page 62). We aim to host our first multi stakeholder engagement event in July and delegates from the organisations listed below will be invited to attend. This event will be key in our move to pre-opening and members of our steering group are extremely well placed to organise and deliver this event (refer to Section F pages 71-74).

The following list identifies **other key stakeholders** who we are continuing to engage with or who we will be forming links with during pre-opening:

- Rushcliffe Borough Council
- Nottinghamshire County Council
- Nottingham City Council
- Nottingham City Secondary Education Partnership (NCSEP)
- Rushcliffe Parents and Carers identified from commissioning school
- Other secondary schools close to the Rushcliffe boundary
- Local FE colleges e.g. Central College Nottingham and New College Nottingham
- Local HE institutions e.g. Nottingham Trent University and The University of Nottingham
- Rushcliffe Primary Schools
- Nottinghamshire Police Force and YOT teams
- Capital One Employees
- Rushcliffe Business Partnership
- Balls to Poverty
- Venture Force
- Derby Derbyshire Nottingham Nottingham Chamber of Commerce (D2N2)
- Local Enterprise Partnership (LEP)
- Child and Adolescent Mental Health Service (CAMHS)
- Nottinghamshire County Council
- Rushcliffe and Nottinghamshire MP's
- Rushcliffe Sport and Leisure operators

**Marketing materials and other methods of stakeholder engagement**

Other marketing materials we have used to give us some presence and credibility are:

- web site holding page – www.channelingpositivity.co.uk
- twitter page - @channelpositive
- Facebook page – channeling positivity

We have also created a logo. The logo has been used for all written correspondence with our key commissioners and stakeholders and for the design of promotional clothing to help generate interest and brand awareness. A pop up banner has also been designed and purchased to use at our key stakeholder event in July.

**Letters of support**

A formal letter was sent to each of the 7 key commissioning schools to request letters of support and to confirm support for our proposed [redacted] top up fee. This has resulted in five confirmed responses, which have been used to evidence our demand in the table on page 57. Letters received from key commissioning schools are included below. An example of the anticipated student profile grid providing an insight into the social, emotional and behavioural needs and background of our potential student intake is also included.

**The South Wolds Academy and Sixth Form**

5th March 2014

Dear Sir/Madam

**Confirmation of support for Channeling Positivity (Alternative Provision Free School)**

Six Rushcliffe Schools (West Bridgford School, Rushcliffe School, Becket School, South Nottinghamshire Academy, South Wolds Academy and East Leake Academy) are currently negotiating with Nottinghamshire Local Authority a Service Level Agreement for the provision of suitable education for excluded pupils and those at risk of permanent exclusion. We understand that Channeling Positivity is a proposed 13-16 mixed alternative provision free school to be located in Rushcliffe and will open in September 2015 if they are successful in their application.

The 6 schools will be allocated funding which will enable us to commission appropriate provision for pupils at risk of exclusion. We recognise the need for a local high quality and value for money provision that offers disengaged Rushcliffe students a different and better option. We anticipate making commissioned referrals of full time equivalents (FTE) places to Channeling Positivity and we understand the top up fee of [redacted] per full time equivalent place is to be charged.

Yours sincerely

[redacted]

On behalf of the Rushcliffe Schools SEBD Partnership

Church Drive, Keyworth, Nottingham NG12 5FF
e-mail: office@southwolds.notts.sch.uk Website: www.southwolds.co.uk
Twitter: @southwolds Telephone: 0115 9373506 Fax: 0115 9372905

[redacted]

The South Wolds Academy and Sixth Form is an exempt charity and a company limited by guarantee, registered in England with Company Number 08050782 and has a registered office at

16 September 2013

Free School Application Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Dear Sir / Madam

**Confirmation of support for Channeling Positivity Academy (Alternative Provision Free School)**

The Becket School confirm that we support Channeling Positivity Academy's application. We understand that Channeling Positivity Academy is a proposed13-16 mixed alternative provision free school to be located in Rushcliffe and will open in September 2015, if they are successful with their application.

We anticipate making 4-6 referrals of full time equivalents (FTE) places to Channeling Positivity Academy over the first academic year following the school's opening and *5* referrals in the second year. The Becket School is located within the Nottinghamshire Local Authority; however over 550 of our students live in the City of Nottingham, predominantly in areas of significant deprivation, such as St Annes, The Meadows and Clifton. I believe that the provision outlined by Channeling Positivity Academy would be significant in improving the life chances of many of our young people.

Yours faithfully

[redacted]

[redacted]

Attachment: Student Profile Referral Grid

# Student Profile of Anticipated Channeling Positivity Academy Referrals

Potential referrals will currently be in **Year 8** with the potential to attend Channeling Positivity Academy in September 2015

| | Gender | Average % Attendance | FSM | KS2 Eng SAT Score | KS2 Maths SAT Score | KS3 CAT Scores | | | SEND | Current Behaviour Issues |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | v | Q | NV | | |
| Student 1 | Male | 84% | Yes | 4c | 3a | | | | SAP | Engagement with learning<br>Confrontational to members of staff |
| Student 2 | Male | 91% | No | 4b | 4b | | | | SA | SEBD; anger management issues;<br>Defiance to staff<br>Aggressive to other students |
| Student 3 | Female | 88% | No | 3b | N | | | | SAP | Very disengaged learner;<br>Defiance, lack of cooperation;<br>anger management issues |
| Student 4 | Male | 92% | Yes | 4 | 4 | 98 | 99 | 113 | No current special need. | Frequent distraction in class |
| Student 5 | Male | 90% | Yes | 4 | 5 | 99 | 108 | 97 | No | Relationships with others |
| Student 6 | Female | 84% | Yes | 3 | 4 | 81 | 98 | 89 | Yes | Poor attendance |
| Student 7 | Female | 90% | No | 4 | 4 | 95 | 101 | 98 | No | Declining attendance<br>Disturbing learning |

Wednesday 11 September 2013

To Whom It May Concern:

**Re: Channelling Positivity Academy**

[redacted]

Whilst Capital One is not currently in a position to commit time and resources to a partnership at the application stage, we are supportive of [redacted] plans to enhance the alternative education offering in Nottingham by opening the school. What she is proposing will offer greater choice and opportunities for young people who may not achieve their potential in mainstream schools.

Capital One has a long history of supporting young people in Nottingham, and we work with a number of local schools on employability and financial capability initiatives. We would be very happy to extend these opportunities to the Channelling Positivity Academy when it opens.

- Employability skills workshops
- Career path chats
- Work experience
- Workplace tours

We are also interested in developing further opportunities to work with local young people, and we could explore doing this in conjunction with the Channelling Positivity Academy. These opportunities could include:

- Mentoring
- Longer or ongoing work placements
- Apprenticeships

There may also be other opportunities that arise as [redacted] goes through the process of launching the Academy.

Yours sincerely

[redacted]
0115 843 6295

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Capital One (Europe) plc: Registered Office Trent House, Station Street, Nottingham, NG2 3HX
Registered in England and Wales Company Number 3879023. VAT Registration Number 690 6861 01

**Spark Global Business Limited**
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Tel: 0044.1952.55.11.42
Web www.sparkglobalbusiness.com

Free School Application Team
Department for Education
3rd Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Dear Sir / Madam

As Spark Global Business, we are delighted to be involved within the creation of Channeling Positivity in a respect of designing and embedding a curriculum to support the development of enterprise and employability skills. We are very pleased to be working with [redacted] and her team of experts on such an initiative that will positively enhance the lives of many young people across the Nottinghamshire region.

Toward this project, Spark's contribution is guised in the form of freeing up one of our [redacted] ([redacted]) time to focus on this project. With the development time, staff time and curriculum resources that Spark will be placing into this project, we estimate this to be at a Pro Bono cost of around [redacted].

Yours truly,

[redacted]

[redacted]
Spark Global Business

**Contextual evidence of need**
Key to our rationale for Channeling Positivity outlined in Section C is the need to provide Rushcliffe schools with local, high quality, alternative provision in Rushcliffe for 13-16 year old students who have social, emotional and behavioural issues, which are negatively affecting their education. The review of Social, Emotional and Behaviour Difficulties (SEBD) arrangements in

Nottinghamshire titled *Nottinghamshire Strategy for Pupils with Social, Emotional and Behavioural Difficulties* (September 2013) clearly demonstrates the demand for a local alternative provision that offers high quality education and value for money. This demand is greater in the south of the county, which is where Rushcliffe is located, due to the closure of the nearest pupil referral unit in Daybrook and no formalised alternative provision in the borough.

The report describes how the County Council and schools face a number of pressures relating to the cost and effectiveness of existing arrangements in Nottinghamshire for children and young people with social, emotional and behavioural difficulties (SEBD). In Nottinghamshire the County Council spends approximately £10million per year on making provision for learners with SEBD. Some of the other key pressures facing schools and the County Council, which have provided our evidence of need, include:

- the cost of Pupil Referral Units (PRUs), known in Nottinghamshire as learning centres, specialist placements and the corresponding impact on the budgets of all schools;
- the concern about the quality of provision offered to this group of learners
- a lack of locally available specialist County Council SEBD provision;
- a need to provide a positive climate for learning for all children and young people;
- a perceived increase in the challenging behaviour of children and the requirement for schools to maintain standards of achievement and standards of behaviour in accordance with the Ofsted framework.

Consequently the review of SEBD provision identified key steps for change, one of which stated the need to develop the availability of a high quality local alternative provision. This is exactly the key issue that Channeling Positivity would successfully address. The resulting closure of Daybrook Learning Centre by Nottinghamshire County Council from September 2014 means that pupils in the south of the County who are permanently excluded from school will require an alternative arrangement from 2014. It is considered that their provision will be made through other pathways including alternative provision for older key stage 4 learners or admission to another learning centre. Nottinghamshire County Council recognise that they will fail to address these pathways in the south of the county without the establishment of a local alternative provider.

The review has resulted in the Council devolving resources to partnerships of schools to encourage collective responsibility and reinforce other positive processes (such as fair access and managed moves). The Council has created 8 SBPs who will be in receipt of funding directly from the Council to commission alternative provision to meet the needs of their pupils. The local authority is no longer the strategic commissioner in Nottinghamshire. There are 3 SBP's to service the south of the county; Gedling Partnership (7 school partnership), Broxtowe Partnership (4 school partnership) and Rushcliffe Partnership (6 school partnership). From 2014/15 the Rushcliffe SBP will have the commissioning power to determine how best to use their additional high needs funding estimated at [redacted] per annum and Channeling Positivity will work with the other SBPs south of the county to offer the wider partnerships high quality, local alternative provision.

Nottingham City Council, which boarders Rushcliffe, established the Nottingham City Secondary Education Partnership (NCSEP) to quality assure the alternative providers working with schools in Nottingham City. Channeling Positivity has met with NCSEP to register to provide services to Nottingham City Schools, especially those schools which are located in the south of the City. Nottingham City is in the top 25% of deprived local authorities, ranked as 36 on the 100 most deprived Super Output Area (SOA, 2007) with an IMD score of 38.37 out of 100 on the English Indices of Deprivation 2007. There are a number of alternative providers registered with the NCSEP serving the needs of the City however, there are issues associated with Rushcliffe learners accessing provision in the City. Firstly there are the concerns that parents have about the quality of education their children are likely to receive based on the above statistics and those cited in Section C. Secondly, Nottingham City has a strong gang culture and therefore many

parents are reticent to send their children into the City where they may experience bullying and violence. Many boys and girls in Rushcliffe are badged as being associated with the “NG2 Crew”, which is a gang that has established itself in NG2 postcodes which includes areas of Rushcliffe. Therefore parents are worried that their children will be subjected to gang related crimes that will lead to further disengagement and underachievement.

The establishment of Channeling Positivity would provide a high quality local solution to NG2 postcodes.

## Section E3 - Clear Plans to Manage Referrals

We have already established an excellent relationship with Rushcliffe Head teachers as a result of regular meetings and information sharing in recent months. As part of this process, most schools have completed a Potential Student Referral Grid, which has identified current Year 8 students that would be placed with Channeling Positivity in September 2015 on a full time basis. As a direct result of our regular dialogue with commissioning Head teachers, we have gained a complete knowledge of the in-house interventions and inclusion facilities that each of our commissioning schools has in place. Therefore in true partnership working, this information and understanding has shaped our robust referrals process as described below.

**Referral Criteria**
Channeling Positivity will accept students:

1. who are at significant risk of permanent exclusion as a result of constant disruptive behaviour;
2. that have already accessed a range of preventative provision in mainstream school without significant impact;
3. that have explored their school’s in-house inclusion facility and are still presenting significant challenge;
4. that have high levels of absenteeism and negative attitudes to learning;
5. who would benefit from a personalised education and small class sizes to stabilise behaviour and aid progress and achievement;
6. who have a clear need for a different learning model and opportunities as offered at Channeling Positivity.

All involved agencies and individuals will discuss the placement with Channeling Positivity’s Principal and decide if the young person’s needs could be met by such a placement. Discussions and decisions will be based on a detailed educational history provided by the referring organization as described on page 30. If a placement is deemed appropriate, a date will be set for admission. At KS3 we will accept 12 week referrals at any point from September to March and 6 week referrals from September to May (refer to Section D1 page 16 and 17). At KS4 we will accept 6 week referrals at any point. Channeling Positivity is committed to offering a placement that provides sufficient time for intervention strategies to embed and generate new positive habits to learning, reintegration and success. We will accept full time Year 10 KS4 referrals at any point in the academic year and Year 11 KS4 up until March. Also we expect any support made available to a young person from other agencies prior to placement continues.

All full time placements will be reviewed at termly intervals to determine their continued need. The basis will be both formal and informal depending upon circumstances. The Principal will make decisions regarding appropriateness of placement after consultation with all concerned parties. Although our aim is to enable students to return to the mainstream we recognise that this occurs rarely. Our primary concern will be not to put a student’s progress at risk; Channeling Positivity’s different approach and proactive intervention strategies will aim to support progress and ensure

that reintegration into mainstream will not be detrimental. In all cases we will work closely with the commissioners to ensure that the provision made for the young person is absolutely in his or her best interests and offers the best opportunity for achieving meaningful outcomes. For Key Stage 3 students, however, there will be a different emphasis, with an explicit aim to enable students to be re-integrated successfully into mainstream to commence Key Stage 4 wherever possible.

Channeling Positivity will offer personalised education packages to all young people who are referred and placed. However we also recognise that despite agreeing a valid placement, it may on a rare occasion, become evident over a period of time that a young person's stay at Channeling Positivity will not work in their best interests. If this should occur then we aim to have planned 'managed moves' which will be a more positive outcome for the young person and prevents the stigma of exclusion. It is also in line with our aspiration of no exclusions. This managed move maybe with another alternative provider.

**Point of Contact for Commissioners**
The Principal of Channeling Positivity will be the first point of contact for commissioners and the Direct Referral Form will be sent directly to the Principal. Once a student has commenced their placement at Channeling Positivity, their assigned Mentor will become the primary and on-going point of contact for commissioners, parents/carers and student.

**How to make a referral**
Commissioners in the first instance will be required to complete a Direct Referral Form. This form will be downloadable from Channeling Positivity's web site or the form can be sent to commissioners following a verbal or written request. The referral form will ask for key information which will include KS2 attainment, current attainment, FFT targets, SEN, individual education plan, individual behaviour plan, attendance and behaviour history.

Following receipt of the Direct Referral Form the Principal of Channeling Positivity will make every attempt to schedule a meeting within 2 working days. This meeting will commence our first phase and will comprise of the referring Head Teacher and SENCO and Channeling Positivity's Principal and assigned Mentor. Our phased approach will be discussed and where appropriate a pupil pursuit/shadowing will be arranged as soon as possible. Following this a meeting will be scheduled at Channeling Positivity with a mainstream school representative, the student, parent/carers, Channeling Positivity Principal and Mentor. Our final or third phase will involve the confirmation of a start date and a planned transition involving scheduled induction and initial assessment activities with the assigned Mentor as described in Section D4 page 43.

**The length of the referral process**
Once students have been appropriately identified by the commissioning school or local authority and attached a mentor from Channeling Positivity, a minimum 1-week transition will take place with the aim of not exceeding 2 weeks. The length of this process will be measured from receipt of the Direct Referral Form.

**Student information and assessment on entry**
It is anticipated that a high proportion of Channeling Positivity students will have a special education need in the form of social, emotional and behavioural needs. These students will **not** have a Special Educational Needs Statement. It is highly probable that this will manifest itself in significant poor behaviour and extreme levels of anger and frustration. A proportion will be entitled to free school meals. Therefore it will be essential to conduct a thorough analysis of a student's starting point prior to entry.

The transition process dialogue, as stated on the previous page, will involve 3 phases. The first phase will include the exchange of prior and current attainment data and targets, individual education plans and personal profile information i.e. the whole picture. The end of KS2/Year 6

assessed levels in English and Maths will be used as the firm measure for potential along with KS3 CAT scores. This will be compared with current attainment data and FFT targets to indicate the progress made over a key stage. In some cases and possibly for the most disengaged students, these results will demonstrate very little progression or even regression and therefore it is vital, by using all of the data and student history, that we understand the reasons and failed intervention measures to date.

The second phase will involve an undisclosed pupil pursuit conducted by a Channeling Positivity mentor. This will involve a subtle shadowing and observation of a student in their mainstream school. This may take place over a day or 2 half days. Following the observation the student will meet with our mentor and their current mainstream school tutor to discuss the observations. It will be extremely important for our mentor to observe usual behaviour and cross-reference this will the first phase information.

The third phase will involve the scheduling of a start date and a series of induction activities/workshops that will take place prior to the start date. The induction activities will take place at Channeling Positivity and with the new student's assigned mentor's existing team of students or any other new referrals that are due to start at the same time. The induction activities will be fun and short but more importantly will also serve as initial assessment activities and focus on 3 learning styles, visual (watching and reading), auditory, and kinaesthetic.

During these activities the mentor will record observations, which will help cement a student's profile. A personalised timetable will then be developed accordingly. A risk assessment will also be conducted to ensure the student is appropriately placed and supported at Channeling Positivity. Initial assessment documented observations will be corroborated with a student's potential based on KS2 data, CAT scores and FFT targets. This will help inform their capacity to make progress and will be used to set personalised academic and behaviour targets. For example a student with weak literacy skills will work towards a bitesize NCFE qualification (refer to Section D1 pages 28 and 29) that will focus on the development of individual competencies before engaging in an enterprise project with a small group of students. As stated in Section D4 no formal initial assessments tests, especially in English and Maths will be used unless a student is referred with zero or very little useful prior attainment data. Should this be the case then an Edexcel online initial assessment test in English and Maths will be used to establish baseline ability. A student's assigned mentor will be responsible for carrying out these initial assessments.

Channeling Positivity will adopt a stage not age approach, as described on page 18 and student learning programmes will be structured accordingly. It will not be uncommon for KS3 and KS4 students to be in the same classes and workshops.

**Information sharing with commissioners**

Reintegration to mainstream school will be thoroughly and thoughtfully planned. The Principal of Channeling Positivity will liaise directly with the appropriate mainstream school-based person in order to plan a series of days/half days to support the student back into mainstream. This period will range from 1 week to 6 weeks depending on individual needs. Commissioning schools will receive detailed recommendations of how to manage a student's behaviour and strategies will be suggested to assist a smooth and successful reintegration. It is anticipated that schools will follow the professional advice that Channeling Positivity offers with regards to the successful management of a student's emotional and social behaviour. Following the reintegration period, the Principal will make contact with the school in order to ensure that all is well. If necessary, Channeling Positivity staff, such as a mentor, will be made available at short notice to offer further support. We will encourage schools to keep us informed with how well the students are settling back into mainstream and the submission of evaluative reports via an agreed proforma will be encouraged. This is to ensure that we continuously reflect and learn from each reintegration

mapping our most effective intervention strategies to different student profiles, referral types and needs.

Our criteria for exit will be focused on the needs of the student who is being reintegrated and whether our intervention strategies along with a period of time away from mainstream school have equipped the student with range of skills, social competences and resilience to succeed back in their mainstream school. Leaving Channeling Positivity could be via a variety of routes:

1. return to school along with specific guidance relating to managing an individual student's needs;
2. return to school with specific support from Channeling Positivity;
3. an extension of the Channeling Positivity placement may be required to ensure that reintegration is successful.

Our criteria for exit will consider success in the following areas:

- Effective communication in various social relationships
- Social problem solving and decision making ability
- Constructive resolution of conflicts
- Effective use of basic social skills, e.g. starting a conversation
- Accurate identification and understanding of the social cues/rules present in one's social environment
- Self control and self-monitoring of one's behaviour and how it impacts others
- Perception of self-efficacy
- A belief in the capacity to influence one's social environment
- Respect for individual differences based on gender and ethnicity
- Ability to solicit and utilise social support
- Effective coping ability
- Future-orientation, e.g. setting and working toward goals
- Sincere interest in the well-being of others shown through socially responsible behaviour
- Empathy and perspective-taking ability
- Ability to initiate and maintain relationships
- Maintaining an attachment to school
- Ability to distinguish between positive and negative peer influences.

Before students are returned to their mainstream school, they will experience, as previously stated, a number of reintegration days which will be supported according to the student's and school's needs. Every student will be assigned a mentor on admission to Channeling Positivity. It will be their responsibility to ensure that student documentation is made available to all staff concerned. The mentor will be the first point of contact for parent/carer concerns and will be responsible for formally feeding back behavioural, social, emotional and learning progress via the tracking and formal reporting system, as described on page 37. The mentor will send weekly (ideally digital) reports home to parents/carers and the commissioning school and/or offer regular feedback via telephone/email/text. Parents/carers will be encouraged to make a response to this feedback either by email or text. Regular reviews will be vital especially at the point of reintegration. Exact details of this process are described in Section D2 page 39.

If a student is scheduled to leave Channeling Positivity then a review will be held to ascertain this. This will take place a minimum of 10 days before hand. Students and their mainstream school will be presented with a folder documenting examples of work completed and qualifications studied and gained during their placement in each of the curriculum areas. Also a detailed analysis of their progress against targets will be documented including a student's academic, behavioural and attendance data. This will visually demonstrate the progress a student has made during their time at Channeling Positivity from their starting point and as measured against their personalised targets.

In order for Channeling Positivity to work effectively and support the needs of students, parents/carers and schools, it will be vital that all parties, associated with the welfare and learning of an individual student, are open to dialogue and are able to work together in a constructive manner to best meet the student's needs.

**Information sharing with Post 16 destinations**

One of our key aspirations for Channeling Positivity learners is to secure a meaningful post 16 destination for our full time KS4 leaners. This process will differ slightly from a mainstream reintegration. We recognise that each post 16 destination provider will have a unique process and format for requesting and recording student information. This usually includes information regarding attainment, attendance and behavior. However, in order to support of ethos, vision and development of our young people we will include in all post 16 information sharing student driven documentation which will include:

1. A formal letter of application
2. A full curriculum vitae (CV)
3. A personal statement documenting personal strengths and aspirations

Our approach will have to be responsive to data and information requests from potential post 16 destinations and therefore we will not be able to follow a structured timeline. Each student's designated mentor will be responsible for collating and sharing information with post 16 providers. Channeling Positivity's Principal will lead in developing excellent relationships with the full breadth of post 16 providers. These relationships will help better inform the student application and the information sharing process such as the method by which data is presented to a post 16 provider and how that data reflects the intended student destination. For example if a student has chosen an apprenticeship then the employer may want only specific information, such as the Skills Passport (refer to Section D1 pages 23 and 24) and presented in a format that clearly reflects the requirement of the apprenticeship / job role. It is expected that employers will want information and data that does not use educational jargon and describes actual competencies (refer to page 24) and relevant achievements (refer to page 28 and 29).

# Section F: Capacity and capability

## F1 (a) Pre-opening skills and experience

**Core pre-opening team**

Below is a brief outline of the core pre-opening team demonstrating the breadth of skills and experiences available in the pre-opening phase to support the successful delivery of the proposal. Individual's roles are identified as Steering Group member, director of the Company Limited by Guarantee (CLG) or member of the CLG. The directors of the CLG will become governors (along with additional governor appointees) on the governing body once the responsibilities for the school pass over to the governing body on receipt of the funding agreement.

| **Name** **Member of core applicant group** (Y or N) | | **Role in pre-opening by area(s) of expertise (e.g. educational, financial, etc.)** | **Other relevant area(s) of expertise** | **Available Time** (hours per week) |
|---|---|---|---|---|
| [redacted] **Lead Applicant** | Y | [redacted] | • [redacted] | 30 hours per week |
| [redacted] | Y | [redacted] | • [redacted] | 14 hours per week |
| [redacted] | Y | [redacted] | • [redacted] | 14 hours per week |
| [redacted] | Y | [redacted] | • [redacted] | 7 hours per week |
| [redacted] | Y | [redacted] | • [redacted] | 7 hours per week |

| | | | | | |
|---|---|---|---|---|---|
| | | | • [redacted] | | |
| [redacted] | Y | [redacted]. | • [redacted] | | 5 hours per week |
| [redacted] | Y | [redacted]. | • [redacted] | | 5 hours per week |
| [redacted] | Y | [redacted]. | • [redacted] | | 5 hours per week |
| [redacted] | N | [redacted]. | • [redacted] | | 3 hours per week |
| [redacted] | N | [redacted]. | • [redacted] | | 2 hours per week |
| [redacted] | N | [redacted]. | • [redacted] | | 2 hours per week |
| [redacted] | N | [redacted]. | • [redacted] | | 2 hours per week |

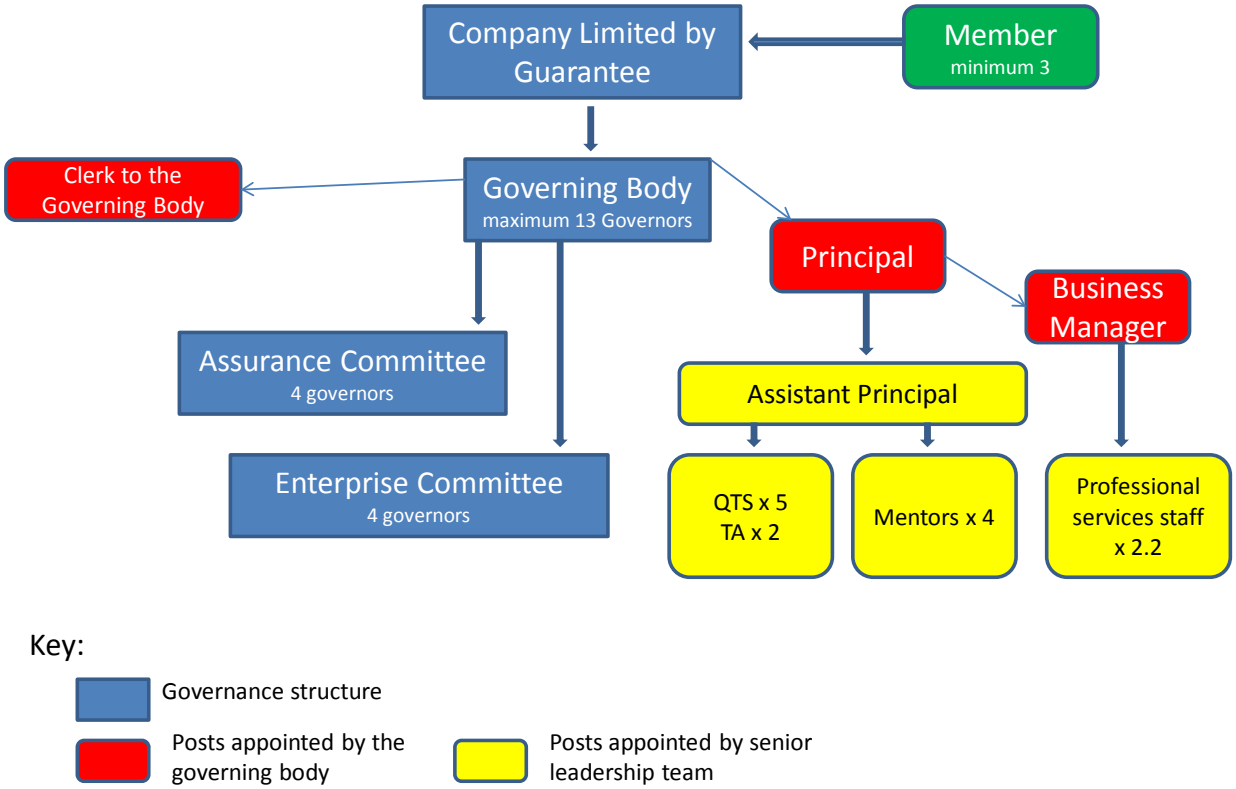
We have a Steering Group of 12 members who have a broad range of skills and experience appropriate to oversee the proposal from application to opening. The Steering Group is currently meeting once per month with small task orientated working groups for curriculum, finance and staffing and branding and marketing. This format will continue during pre-opening. Each working group will have a lead Steering Group member working alongside 3 or 4 other members. Those identified as not part of the core group are being used for their expertise as they are required. The Steering Group will identify tasks for the working groups to undertake and report back to the next Steering Group meeting. All decision-making and overall project management will remain with the Steering Group, by delegating tasks to smaller groups a more effective delivery of results will be achieved. It is anticipated that expert project management support will be necessary during pre-opening.

## F1 (b) Skills gap in pre-opening

| Skills/experience missing | How you plan to fill the gap |
|---|---|
| **Estate management skills**<br>There are no specific skills currently on the team in relation to property/estate management. Given the importance of the learning environment these skills would be beneficial. | This skills gap is critical during the pre-opening phase and could be filled by attracting a volunteer for the short term rather than longer term. We will approach local property management companies and large local employers who may have this skill set promoting the vacancy as a development opportunity. We will attempt to recruit to fill this skills gap by the end of July 2014; if this is unsuccessful this is the type of skill that could be purchased to support the pre-opening phase through project management. |

## F2 Accountability and decision making

**Channeling Positivity Governance Structure**




**Governance Framework**

The legal framework of a free school is an Academy Trust. Channeling Positivity is a company limited by guarantee. Legal compliance is to the Companies Act with statutory reporting requirements to Companies House. The Department for Education has developed model articles of association for academy trusts which have been adopted by Channeling Positivity. The overarching objective of the legal governance framework is to support the decision making and therefore the accountability of performance of the trust. The primary object of the company is "to advance for the public benefit, education in the UK by establishing, maintaining, carrying on, managing and developing schools offering a broad and balanced curriculum". In addition the articles detail subsidiary activity, which the company may undertake in order to achieve its primary object. The trust is the employer of staff and the legal entity that enters all the requisite legal agreements to enable the opening and subsequent operation of the school, including funding agreements and leases for land and buildings.

The governance structure of Channeling Positivity will mirror the accepted academy trust model and will be compliant with the company's articles of association and the Academies Financial Handbook.

**Members of the Trust**

The members are guarantors' of the company (maximum liability £10) and operate at a strategic level with ultimate control over the direction of the trust. The trust is required to have a minimum of three members. The original signatories to the Memorandum of Association (see F1) are [redacted], [redacted] and [redacted], the [redacted]. These individuals will oversee the vision and ethos of the school into the future. [redacted], is a highly successful and experienced [redacted]. [redacted] [redacted], alongside [redacted], [redacted] [redacted]The

third member is the [redacted], currently identified as [redacted]. The trust can appoint additional members by unanimous agreement of the other members and this will remain flexible to meet the needs of the trust.

The role of members is strategic in nature and determined by the articles of association. The members will appoint the majority of the governors to the trust and can remove a governor they have appointed by ordinary resolution (simple majority vote). A standing report will be required at each meeting of the members to consider the composition of the governing body, their skills, experience and diversity. The Steering Group have analysed the skills and experience required for the governing body. These have been articulated as three skills sets: strategic skills, business skills and education and training skills. The members will use these skills sets to review the composition of the governing body. These skills sets are expanded upon under F3 pages 82-84. The members will also require an annual self-assessment of the governing body to consider its effectiveness, identify its strengths and build on its areas to improve.

It is compulsory for the members to meet annually to be presented with the financial statements. The members will use this point in the annual cycle to hold the governing body to account for their financial responsibilities including probity and regularity. Through the publication of an Annual Report the members will communicate with stakeholders and demonstrate public value and accountability for the public funds received by the trust. The members will evaluate the performance of the school through its governing body, receiving reports from the Principal on key performance measures, especially the quality of teaching, learning and assessment, outcomes of students through destination data and achievements, ensuring the direction of the school remains true to its vision and ethos. It is anticipated that in the first two years of operation the members will meet twice per annum to ensure the adequacy of the membership of the governing body and its effectiveness in supporting high performance.

**Governing Body**

The governing body will be responsible for converting the vision and ethos as expressed in the application into the strategic objectives of the school and ensuring the operational plans are in place to deliver those objectives. The governing body will set the key performance indicators and manage the risks in achieving these objectives. They will be responsible for the economy, efficiency and effectiveness of the use of resources and holding the senior leadership team to account. The governing body will appoint the Principal and Business Manager of the school and delegate powers to the Principal for the internal organisation, management and control and delegate to the Business Manager the Principal Financial Officer role.

The composition of the governing body will be a maximum of 13 governors. As detailed above, the Chair of the governing body will be an ex-officio member of the trust, it is not anticipated that any other governor will hold a dual role in the governance framework.

| | Number | Appointed by |
|---|---|---|
| Principal | 1 | Ex-officio |
| Other staff | 1 | Nomination and Election |
| Parents | 2 | Nomination and Election |
| Independent | 7 | Members of the Trust |
| Independent | 2 | Governing body |

The statutory requirement of 2 parents and the Principal will be met, with an additional staff governor position open to nomination and election by staff. Despite the small nature of the school and the number of staff, it is considered important for the delivery of the educational objectives to have staff involved and informed of the decisions made by the governing body. The remaining 9 governors will be independent of the day to day running of the school to ensure positive challenge and good stewardship of public funds. As stated above, the members will appoint the majority of

the governors, so at least 7 governors will be appointed through this route. One of this number will be the Chair of the Governing Body. The remaining places will be available to the governing body to co-opt governors to address certain skills or diversity gaps in the skills matrix of the Board. It is anticipated that given the vision of Channeling Positivity is to develop employability and entrepreneurial skills, the Governing Body will look to include employers as key stakeholders within the Board membership.

This composition of 13 allows for good representation from all stakeholder groups and retains the majority of appointments to be filled by independent individuals appointed by the members of the trust. The overall number ensures the broad skills sets identified by the Steering Group as being required to oversee the school, are met and does not burden the school with an over-bureaucratic governance framework.

The Steering Group have analysed the skills and experience required by the governing body. These have been articulated into three skills sets: strategic skills set, business skills set and education and training skills set as detailed below:

| Strategy Skills Set | Business Skills Set | Education & Training Skills Set |
|---|---|---|
| • Strategic planning | • Audit/accountancy | • Teaching & learning within secondary education |
| • Quality assurance | • Financial management | • Teaching & learning within alternative provision |
| • Corporate management | • Legal services | • Safeguarding/Learner support/special educational needs |
| • Risk management | • Human Resources/Personnel | • Social media/mobile technology |
| • Property planning and development | • Project management | • Health and safety |
| • Education policy and national initiatives | • Public relations | • Equality and diversity |
| • Continuous professional development | • Governance/trusteeship | • Mentoring/counselling |

It is anticipated that the governing body will meet four times per year, at times to suit the business requirements of the school. It is likely that more than four meetings will be necessary in the first year of opening. A comprehensive business cycle will be determined to ensure all aspects of business are completed in a timely manner and the governing body can hold the senior leadership team to account. The data expected to be reported to the governing body will include financial performance, risk management information and data to monitor the quality of teaching, learning and assessment. At every meeting of the governing body the Principal will provide a detailed performance report, the content of which will be determined by the governors and will include a dashboard of key performance indicators on operational data such as attendance, retention, behaviour, referrals, staff absence, lesson observations and qualification attainment produced using data from STARS (as outlined in section D2 page 37). Reports against the strategic KPIs for each referral group as articulated in section D2 will also be received. It will be important that all governors understand the data provided to ensure they are fully engaged in discussions about the performance of the school. In pre-opening and during the first year of operation all governors will have an opportunity to develop their understanding in this area and ongoing training will be provided. At least once per year governors will receive benchmark data from external sources e.g. the Department for Education and Ofsted to further assess the performance of the school.

It is anticipated that two committees will be established to assist in the oversight of the operation of governance. They will meet four times per year reporting into each governing body meeting. These committees will undertake an advisory and oversight role with limited delegated powers.

Assurance Committee

The Assurance Committee will be responsible for ensuring the development, maintenance and operation of all aspects of the control environment within the school. This committee will oversee financial management, risk management, human resources, capital expenditure and estates. Data reported to this committee will include financial performance against budget, staff absence rates, outcomes of performance reviews and pupil referral statistics through all three transition phases, capital equipment and replacement and utilisation of estate. Developing the policy framework for the school will fall into the remit of this committee with recommendations being made to the governing body for any amendments to policies or new policies for operation. The committee will ensure the financial procedures in operation are followed and will oversee the regularity and probity of the funds received through the funding agreement. Included in this committees remit will be oversight of value for money.

The Assurance Committee will have delegated authority to engage a programme of internal audits undertaken by governors, advisors or specialists to ensure the systems in place are robust and working effectively. The committee will have a formal role in the school's policies for fraud, irregularities, anti-bribery and whistleblowing as well as HR policies including recruitment, grievance and disciplinary matters.

The Chair of the Committee will be the governor with financial expertise with three additional independent governors as members. The Business Manager will support this committee. The Assurance Committee will provide the governing body with the assurance that the policies, procedures and internal control environment are effective and delivering continuous improvement. The committee will provide assurance on the appropriateness of financial management and will oversee the external audit requirements of the trust.

Enterprise Committee

The Enterprise Committee will be responsible for oversight of the curriculum and quality of education provided at the school. Given the focus on delivering an entrepreneurial curriculum and employability skills with work experience and destination driven outcomes, this committee will ensure the curriculum fits the vision and delivers the desired outcomes. The well-being of students will be overseen by this committee including safeguarding, risk assessments, special educational needs and behaviour. This committee will monitor the quality of teaching, learning and assessment. The data reported to this committee will include the attendance, retention and destination data for all students, the profile of lesson observations of teaching staff, student behaviour statistics and safeguarding referral data. Data on qualification outcomes will be reviewed against targets set for each key stage referral type and student feedback provided through the Great Wall of Ideas. The committee will oversee the policies and procedures relating to volunteering, work experience and internships including risk assessments.

The Chair of the Committee will be the governor with Alternative Provision expertise, with three additional governors with educational and entrepreneurial experience as members. The Principal will support this committee.

## Governors

The governors are the legal directors of the company and are required to operate in accordance with company and charity law. They have a duty to act in the best interests of the trust and have a duty of care to use their personal skills and experience to ensure the trust is well-run and efficient. They are the people responsible under the academy trust's articles of association and

other governing documents, for controlling its management and administration. Together they form the governing body and through collective responsibility they undertake the responsibilities of the governing body. They have responsibility for directing its affairs, and for ensuring that it is solvent, well-run and delivering the charitable outcomes for the benefit of the public, for which it has been set up. Governors will be expected to be involved in the life of the school. Visiting during the day at least once per term will help governors to see how the policies and performance of the school are working in practice. To build knowledge and understanding around the teaching and learning delivered through our curriculum model, governors will be expected to observe at least one teaching session each year. The aim of this visit will be to see the delivery of the "stage-not-age" approach and understand how Channeling Positivity meets the individual needs of the students. It is envisaged that governors will form part of the membership of the Employer Forum engaging with our business partners on a regular basis. Governors will be encouraged to share their skills and experience with learners through guest speaking and will attend celebration events throughout the school year.

The governors ensure clarity of vision, ethos and strategic direction, they hold the Principal and senior leadership team to account for the educational performance of the school and its pupils and they are responsible for the quality of teaching, learning and assessment. The governors have a duty to safeguarding the assets of the school and are responsible for the oversight of its financial performance.

The Chair of the governing body will be a governor of the trust appointed to the role by a nomination and appointment process by fellow governors. The Chair will also hold a position as a member of the trust in an ex-officio capacity. The Chair will have a defined role with regards to the schools policy in relation to safeguarding and promoting the welfare of pupils.

The term of office of any governor shall be no more than 4 years and governors can apply for re-appointment for a maximum of two 4 year terms. For succession planning purposes the initial governors will have staggered terms of office to allow for a managed turnover of governors in the first 6 years of operation.

The governors will appoint a Clerk to the Governing Body who will advice the board on procedural matters and matters of governance practice and advise the governing body on the operation of its legal powers.

**Principal**

The governing body will appoint the Principal. The Principal will create a positive school culture by demonstrating the following key qualities:

- **Vision** – able to formulate and shape the future of Channeling Positivity with a clear sense of moral purpose
- **Courage** – have determination, willpower and patience to see things through and to take risks
- **Passion** – a commitment to our young people
- **Emotional intelligence** – building a successful team and community
- **Judgment** – to be able to make the right calls and use resources effectively
- **Resilience** - to be an optimist and resilient and to remain calm in a crisis. To be energetic and positive at all times
- **Persuasion** – to be a confident communicator and motivator
- **Curiosity** – an excellent networker and a great opportunist

The Principal will act as Accounting Officer responsible for the internal organisation, management and control of the school and the appropriate use of funds. The Accounting Officer must take personal responsibility for regularity, propriety and value for money, and for assuring the governing

body is compliant with the Financial Handbook and all relevant aspects of company and charitable law.

The Principal will advise and implement the strategic direction as set by the governing body and be responsible for the overall standards of teaching and learning in the classroom. The Principal will line manage all the teaching staff and lead on curriculum development and delivery and areas of staff development. The Principal will be ultimately responsible for setting the behaviour policy within the school and ensuring student conduct is managed within this policy. The Principal will be the lead Safeguarding Officer forging strong links with external agencies to support pupils. The Principal will lead external stakeholder relations such as liaising with commissioning bodies, funding agencies and other key stakeholders as listed on page 59.

The scheme of delegation will determine the powers delegated to the Principal. The Principal will be responsible for the appointment and dismissal of all members of staff with the exception of the Business Manager, whose appointment and dismissal will be undertaken by the governing body. The school financial procedures will dictate the levels of financial authority placed with the Principal, but these will be sufficient to ensure the day-to-day management of the school.

The Principal will be responsible for reporting to the governing body on the performance of the school against the key performance targets outlined in section D pages 33-36. The quality of the education provided and the outcomes achieved will be monitored in detail by the Enterprise Committee ensuring action is taken in year to impact positively on students.

Leadership Mentor

The governing body will have in place a leadership mentor for the Principal. This role will be to support the Principal by providing an experienced professional head teacher to act as a mentor and professional coach to the Principal. The role will not be in place to assist the governing body with the performance management of the Principal as this will be undertaken by the Chair and Vice Chair of the governing body, but will be to provide assurance to the governing body that an experienced support mechanism is in place for the Principal to develop leadership skills and provide a confidential sounding board for the Principal.

The mentor role is to develop new professional perspectives and to learn from another's experiences. It is a personal and confidential peer support mechanism between two professionals and what is discussed, shared and developed would remain between mentor and mentee. There is a clear distinction between the role of a professional mentor and that of performance management.

Performance management of the Principal

The Principal will be line managed by the Chair of Governors through termly performance reviews. These will be reported to the Governing Body. In line with the vision and ethos of Channeling Positivity, the intention is to apply a balanced scorecard approach to set personal targets in order to measure the Principal's performance. The targets will consider quantitative measures for attainment and progress, both in terms of internal measures against key performance indicators (e.g. attendance, behaviour, achievement and destination) and comparisons against external benchmark data to triangulate the school's progress. In addition, the Principal will be assessed in terms of key financial and quality measures set by the Governing Body to ensure Channeling Positivity obtains and delivers value for money whilst following the financial plan for growth.

Equally important, there is a need to consider the impact the Principal has on some of the dimensions of pupil progress that may, perhaps, seem less easy to quantify but are relatively straightforward to witness and subsequently endorse through written feedback. Channeling Positivity will give equal weight to measuring the direct and indirect impact the Principal has on each pupils' ability to become resourceful, creative, collaborative and ethical. Arguably, progress

in these dimensions of performance creates the solid foundation from which students discover and amplify their talents back in main stream education, their families and the wider community both in the short term and over the course of their lives.

**Conflicts of Interests**

In accordance with the articles of association, company and charity law, the governing body will ensure all interests and related party transactions are declared, approved and recorded. Governors will complete an annual register of interests and declare any related party transactions. An annual declaration of eligibility for the role of governor will also be undertaken at this point. Each governing body and committee agenda will contain an agenda item for members to declare any interests specifically in relation to the agenda items for discussion and any interests declared in this way will be used to update the register of interests during the year. This register will be available for public view on application to the Clerk of the Governing Body. No member or governor will receive payment for the services of performing their role. No governor will receive personal financial gain from any interaction with the school, to ensure this, all interests will be declared and all related party transactions will be identified. If the school transacts with an organisation which a governor is an employee or director, the relationship will be brought to the attention of the governing body before the business transaction is undertaken and a decision will be made as to whether the transaction is at arms length, commercially sound and free from interest or influence.

Any governor who has declared an interest in an item for discussion or decision at a meeting of the governing body or committee will withdraw from the meeting during the decision making for that item and take no part in the discussion. This includes the decisions on pay of the Principal and members of staff. The Principal and staff governors will withdraw from any meeting where the pay and conditions of employment relating to their employment or a member of staff on a higher pay level are being discussed.

## F3 (a) Proposed governors

**Governors Skills Sets**

An analysis has been carried out as to the skills and experience required by the governing body. These have been articulated into three skills sets: strategic skills set, business skills set and education and training skills set. Each skills set has been expanded to demonstrate the specific skills needs of the school under these three headings and the detail can be found in the table on page 77.

The governors will self assess against these skills to provide a holistic profile of the governing body. This profile will also include the diversity characteristics of the governing body. The overall profile will be used on an ongoing basis to clearly show any areas of skills gaps, including diversity gaps, to be used as a tool to target future appointments. Those members of the Steering Group who anticipate continuing post opening in a governor role have prepared their skills audit and these are recorded in the table below. The **areas of expertise** are the areas identified from the skills sets each individual considers "able to lead others" in, whereas the **other relevant areas of expertise** are the areas from the skills audit that individuals consider they are competent in.

| Name | Role on governing body | Area(s) of expertise (e.g. educational, financial, etc.) | Other relevant area(s) of expertise | Available Time (hours per week) |
|---|---|---|---|---|
| [redacted] | [redacted] | [redacted] | [redacted] | 37 hours per week (substantive post) of which approximately 2 hours attending meetings in capacity of governor. |
| [redacted] | [redacted] | [redacted] | [redacted] | 7 hours per week |
| [redacted] | [redacted] | [redacted] | [redacted] | 5 hours per week |
| [redacted] | [redacted] | [redacted] | [redacted] | 5 hours per week |

| | | | | |
|---|---|---|---|---|
| [redacted] | [redacted] | [redacted] | [redacted] | 3 hours per week |
| [redacted] | [redacted] | [redacted] | [redacted] | 5 hours per week |

## F3 (b) Skills gap for governing body

Having undertaken this self assessment exercise we can clearly identify the gaps in skills from the individuals currently proposing to form the initial governing body from those we consider necessary to run the school effectively.

| Skills/experience missing | How you plan to fill the gap |
|---|---|
| **Finance skills**<br>Although there are general finance skills within the team there is a lack of formal finance qualifications. A person with these skills would also be important as the Chair of the Assurance Committee. Audit skills as well as finance skills would be beneficial. | Although the Steering Group has a member with these skills, it is not clear at this point that they will convert into a governor post-opening and given the importance of this skills mix it has been identified as a gap. To ensure we have this skill covered in the governing body post opening, we will use the School Governors One Stop Shop to help identify a candidate with the necessary skills, as well as the ICAEW volunteer position website and the local regional committee for ACCA will be used to circulate the vacancy. Channeling Positivity will be working in partnership with Capital One who has a community social responsibility policy and we will approach them with this vacancy. It is also likely this skills set may be filled through the networking activities with employers within the Rushcliffe Business Partnership. |
| **HR skills**<br>A practising HR governor will be essential moving forward to support the Principal in HR issues. This person would also be a member of the Assurance Committee. | The School Governors One Stop Shop will be used to help identify a candidate with the necessary skills. An advertisement will also be placed in the Derbyshire and Nottinghamshire newsletter for the Certified Institute of Personnel and Development. Channeling Positivity will be working in partnership with Capital One who has a community social responsibility policy and we will approach them with this vacancy. It is also likely this skills set may be filled through the networking activities with employers within the Rushcliffe Business Partnership. |
| **Teaching and learning within secondary education**<br>A governor who is a practicing senior manager with a secondary school would bring a practical skills set which would benefit the positive | The main route for recruiting to this vacancy will be through the local and regional head teachers forums and the use of the local authority vacancies website. It is also expected that a good route to recruit to this skills gap will be through networking and word of mouth. |

| | |
|---|---|
| challenge of the governing body. It is anticipated this will not be from a commissioning school. | |

These are the key skills gaps for the governing body. Our skills analysis currently shows skills levels are low in the following areas; property planning and development, legal services and health and safety. Although some governors have experience in these areas the overall levels of competence need developing but these are not seen as key skills gaps. A training and induction strategy will be developed for all governors around key skills, boosting understanding. Training and development of governors in these specific areas will be considered as part of the strategy. When appointing the remaining governor positions these skills will be reviewed to see if experience in these areas can be boosted.

## F4 – A credible plan for recruiting a high quality principal during pre-opening

**Identifying a high quality Principal**
**Core Purpose of the role**
The core purpose of this role is to provide professional leadership and management of the new school which will create secure foundations from which to achieve the planned growth of student numbers at Channeling Positivity and outstanding performance in all areas of the school's work. The Principal will be responsible to the Trust and the Governing Body.

To achieve success, the Principal will:

- Contribute to the vision and provide leadership and direction;
- Effectively lead and manage teaching and learning to secure the highest possible levels of progress and attainment;
- Promote excellence, equality and high expectations of all students;
- Effectively and efficiently deploy resources to achieve the school's aims;
- Evaluate school performance and identify priorities for continuous improvement;
- Ensure effective and efficient day-to-day management, organisation and administration of the school;
- Provide strategic leadership of the school securing the commitment of commissioners, stakeholders and the wider community, and encourage the involvement of parents and carers;
- Create a stimulating, nurturing, happy, safe and productive learning environment that is engaging and fulfilling for all students.

**Pre-Opening Activities**
We have identified a high quality Principal Designate whom we would seek to appoint as soon as possible after approval of the bid, to engage the Principal Designate in the full range of implementation activities required to open the school. During this phase it is important for the Principal Designate to act as an ambassador for Channeling Positivity, building relationships with key stakeholders and commissioners and to lead on the recruitment and induction of all staff to ensure that we have an excellent team in place that is signed up to and able to deliver the vision for the school.

The Principal Designate's involvement in planning the opening of Channeling Positivity in collaboration with the project management team will be key in achieving a range of tasks pre-opening. These will include:

- Input into the design of any new or refurbished buildings;
- Planning an appropriate induction and staff development programme;
- Overseeing the development of operating processes e.g. finance and MIS systems;
- Preparing a detailed budget for the school based on the indicative figures submitted in the application and investigating other economies and sources of funding that could be used by the school;
- Preparing the school's Education Plan in line with the Free School proposal:
    - corporate strategy (mission and values, strategic objectives and key performance indicators with targets);
    - curriculum strategy (curriculum offering, development and delivery of curriculum, ICT for learning, community and business links);
- Preparing the school's referral processes and working with commissioners to ensure managed transition;
- Ensuring organisation of learning tasks is completed:
    - logistics for school organisation (setting of day times, term dates, class/setting arrangements and timetable);

    - devising school routines and the optimal student experience;
    - assessment systems and reporting processes;
    - monitoring and evaluations arrangements;
- Supporting the development of the school's website and other promotional literature;
- Developing all relevant school policies and ensuring compliance with legal requirements;
- Ensuring Ofsted pre-inspection requirements are met.

**Substantive Role's Key Responsibilities**

When the school is open the Principal Designate will assume the substantive role of Principal, acting as **Accounting Officer** responsible for the internal organisation, management and control of the school and the appropriate use of funds. The Principal will advise and implement the **strategic direction** and be responsible for the overall standards of **teaching and learning** in the classroom. The Principal will line **manage all teaching staff** and lead on curriculum development and delivery and areas of staff development. The Principal will be ultimately responsible for setting the behaviour policy within the school and ensuring that student conduct is managed within this policy. The Principal will be the lead Safeguarding Officer forging strong links with external agencies to support students. The Principal will lead **external stakeholder relations**, liaising with commissioning bodies, funding agencies and other key stakeholders as listed on page 59. The Principal will also be the Special Educational Needs Co-ordinator (SENCO) in the first year of operation. The key responsibilities of the role will be:

<u>Strategic Direction and Shaping the Future</u>

The Principal will:

- Advise and implement the strategic direction set by the Governing Body;
- Develop positive relationships with commissioners and external stakeholders to ensure the school meets the needs of the communities it serves;
- Work within the school community to translate the school's vision into practice that promotes and sustains continuous improvement in the school;
- Lead the development of a new school and create a successful ethos and practice supporting members of the school community to create a positive and stimulating learning environment, making full use of their skills and talents;
- Ensure that learning is at the centre of strategic planning and resource management;
- Be responsible for Channeling Positivity's management and development of all its resources.

<u>Teaching and Learning</u>

The Principal will:

- Deliver an innovative curriculum in line with the Channeling Positivity's vision, based on excellence for all through personalised learning whilst meeting statutory requirements; ensure that the curriculum delivered matches the needs of all students and is supported by teaching of the highest quality;
- Establish and maintain a consistent and continuous school-wide focus on students' achievement, using data and benchmarks to monitor progress in every student's learning;
- Create a culture and ethos of challenge and support where all students achieve success and become engaged in their learning;
- Implement policies and strategies that secure high standards of behaviour and attendance;
- Monitor and evaluate the curriculum for both quality and value for money;
- Ensure students feel happy, safe, and supported; and have all barriers to their learning and progress addressed/removed;
- Monitor, evaluate and review classroom practice and promote improvement strategies;
- Demonstrate and articulate high expectations and set stretching targets for the whole school community;
- Achieve robust systems of pastoral care and personalised learning to ensure every student

- feels valued, and is known and supported during their time at Channeling Positivity.

Leading and Managing Staff

The Principal will:

- Promote an ethos of high aspirations for all;
- Develop and embed an organisational structure that reflects the school's values and ethos and enables management processes to work effectively in line with legal requirements;
- Develop, implement and monitor clear, evidenced-based improvement plans and policies for the development of the school and its facilities;
- Ensure that (within an autonomous culture) policies and practices take account of national and local circumstances, policies and initiatives;
- Recruit, retain and deploy staff appropriately and assist in managing their workload to achieve the school's vision and goals;
- Lead and motivate others and generate effective working relationships at all levels;
- Maximise the contribution of all staff to improve the quality of education provided and standards achieved;
- Manage the effective deployment and performance of all staff and ensure their professional development through effective systems for the management of staff performance;
- Provide effective induction, continuing professional development and performance management in line with Channeling Positivity's strategic plans.

Financial and Facilities Management

The Principal will:

- Act as Accounting Officer for the school;
- Work alongside the Business Manager, as Responsible Finance Officer, to ensure the probity and regularity of funds;
- Work alongside the Business Manager to ensure the learning environments meet the needs of the curriculum and enable excellent teaching and learning.

Partnerships

The Principal will:

- Collaborate with commissioners and other stakeholders to promote the academic, spiritual, moral, social, emotional and cultural well-being of students and their families;
- Create a culture where parents and carers are encouraged to be involved in their child(ren)'s education;
- Ensure learning experiences for all students are integrated with the wider community, and that where possible they are community-based;
- Seek opportunities to invite parents and carers, community figures, businesses and other organisations into the school to enrich the school and its value to the wider community;
- Secure strong links with other key partners who are supporting Channeling Positivity's development.

**Achievements for the first academic year**

The substantive post of Principal will have demonstrated excellent progress if the following objectives have been achieved during the first academic year:

- Channeling Positivity is a stimulating, nurturing, happy, safe and productive learning environment that is engaging and fulfilling for all students.
- All key management processes (including behaviour, personnel and financial management) are working effectively to achieve the strategic objectives of the school.
- Quality systems are embedded to deliver high levels of progress and attainment.
- Curriculum delivery is in accordance with the vision and mission and meeting the needs of students and commissioners.
- Channeling Positivity is operating within budget.

**Person specification**

For the role of Principal Designate and Principal the successful candidate will demonstrate the key qualities outlined on pages 79 and 80 and will evidence achievement against the following person specification:

*Qualification criteria*

- A passion for education for all
- Qualified to teach in the UK
- Qualified to degree level (or equivalent)
- NPQH qualified

*Experience*

- Experience of having led, or significantly contributed to the success of an educational institution through its leadership, ethos, teaching and achievement
- Experience at senior leadership level or equivalent in an alternative provision setting
- Experience of significantly raising the attainment of students
- Experience of working with other alternative provision educationalists locally, regionally or nationally

*Behaviours*

Leadership

- Ability to lead, coach and motivate staff within a performance management framework, including professional development and effective management of underperformance
- Resilience and motivation to lead through day-to-day challenges while maintaining a clear strategic vision and direction
- Strong organisational skills and ability to delegate
- Genuine passion and a belief in the potential of every student
- Use of data to inform and diagnose weaknesses that need addressing
- Skillful management and political awareness for maintaining effective working relationships with stakeholders

Vision and strategy

- Vision aligned with high aspirations and high expectations of self and others
- Understands how to set high aspirations and lead effective strategies across all aspects of school life
- Clear understanding of the strategies to establish consistently high standards of education and achievement and commitment to relentlessly instilling these strategies

Teaching and Learning

- Track record of leading or delivering good or better teaching and learning
- Experience of leading or delivering teaching and learning in an alternative provision setting
- Commitment to regular and on-going professional development and training to establish outstanding classroom practice

Personal characteristics

- The ability to develop and maintain good relationships with staff, parents, students, governors, commissioners and the community
- The ability to deal sensitively with people and achieve positive outcomes
- Adapt to changing circumstances and new ideas
- Be approachable, reliable and visible to all stakeholders
- Have high personal standards of integrity, reliability and probity
- Demonstrate confidence, positivity and approachability
- Excellent communicator, listener, and networker with strong interpersonal, written and oral communication skills
- Able to work to tight deadlines, prioritise work and delegate effectively
- Commitment to equality of opportunity and the safeguarding and welfare of all pupils

**Describing a high quality Principal Designate**

[redacted] is the proposed Principal Designate of the Channeling Positivity. [redacted].

[redacted].

[redacted].

[redacted]

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[redacted].

# Section G: Budget planning and affordability

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## Criteria G1 and G2

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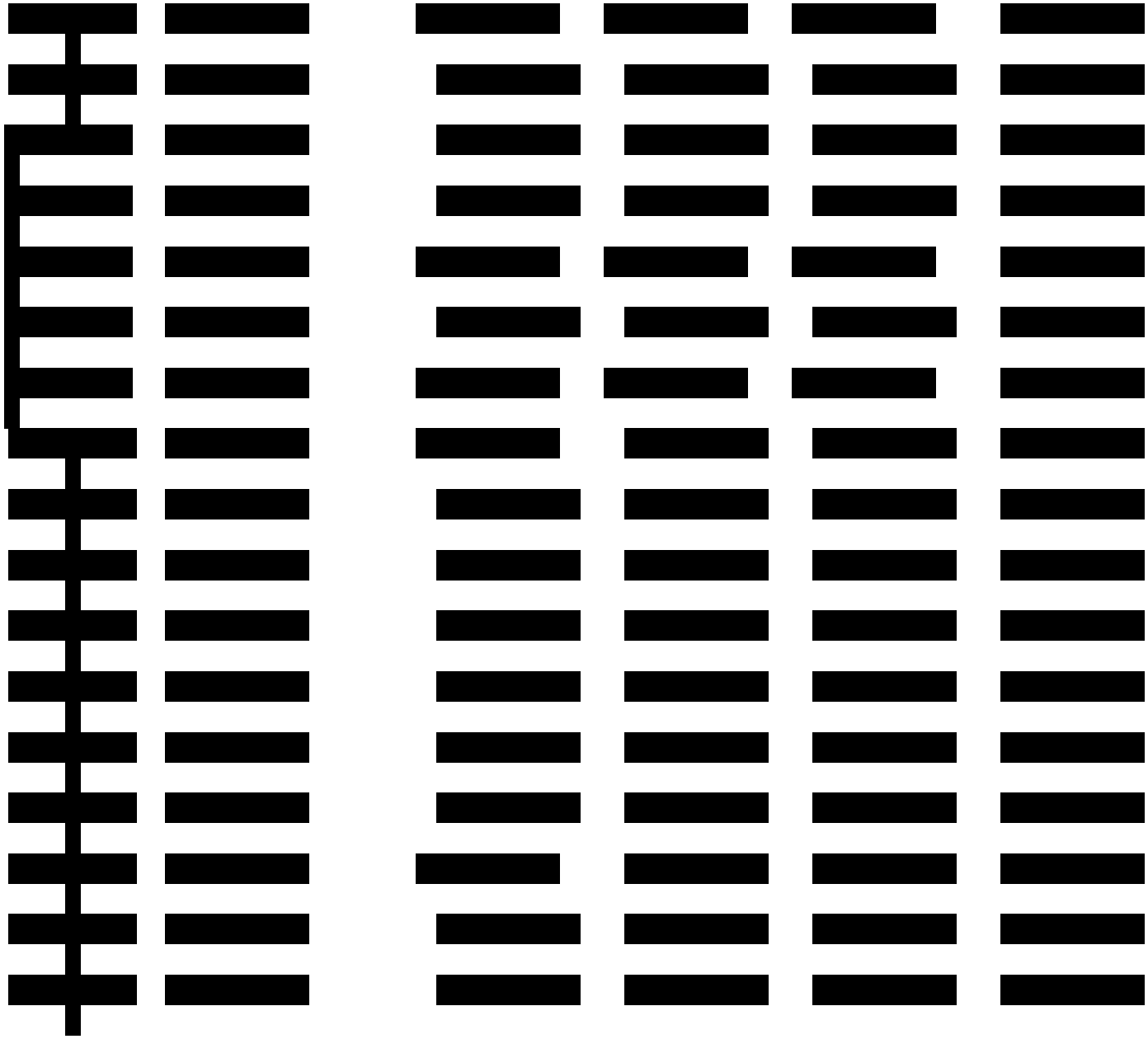
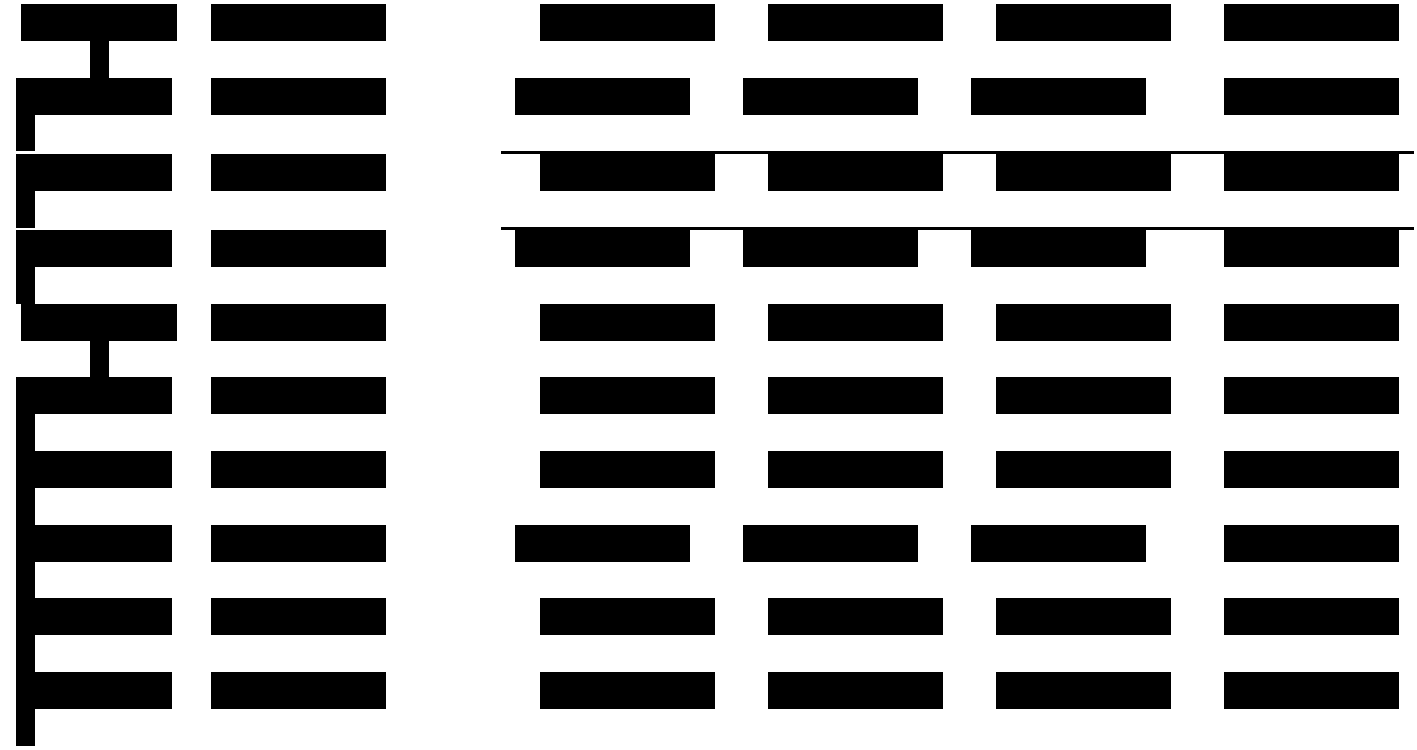
## G3 Financial resilience to reductions in income

[redacted].





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# Section H: Premises

This section can be located in the enclosed separate booklet and on Excel proforma – [redacted]

# Annexes

## CV's attached:

| | Name | Reference |
|---|---|---|
| 1 | [redacted] | Annex 1 |
| 2 | [redacted] | Annex 2 |
| 3 | [redacted] | Annex 3 |
| 4 | [redacted] | Annex 4 |
| 5 | [redacted] | Annex 5 |
| 6 | [redacted] | Annex 6 |
| 7 | [redacted] | Annex 7 |
| 8 | [redacted] | Annex 8 |
| 9 | [redacted] | Annex 9 |
| 10 | [redacted] | Annex 10 |
| 11 | [redacted] | Annex 11 |
| 12 | [redacted] - Biography | Annex 12 |
| 13 | [redacted] – Extended CV | Annex 13 |