

Free Schools in 2014

Application form

Alternative provision Free Schools

Completing your application

Before completing your application form, please ensure that you have read the alternative provision 'How to Apply' guidance carefully (which can be found [here](#)) and provide all the information and documentation we have asked for – failure to do so may mean that we will be unable to consider your application.

The Free School application is made up of nine sections as follows:

- **Section A:** Applicant details and declaration
- **Section B:** Outline of the school
- **Section C:** Education vision
- **Section D:** Education plan
- **Section E:** Evidence of demand
- **Section F:** Capacity and capability
- **Section G:** Initial costs and financial viability
- **Section H:** Premises
- **Section I:** Due diligence and other checks

In **Sections A-H**, we are asking you to tell us about you and the school you want to establish and this template has been designed for this purpose. The boxes provided in each section will expand as you type.

Section G requires you to provide two financial plans. To achieve this you must fill out and submit the templates provided [here](#).

Section I is about your suitability to run a Free School. There is a separate downloadable form for this information available [here](#).

You need to submit all the information requested in order for your application to be assessed.

Sections A-H and the **financial plans** need to be submitted to the Department for Education by the application deadline. You need to submit one copy (of each) by email to alternativeprovision.fsapplications2014@education.gsi.gov.uk.

Your application should be: no more than 150 pages long; a Word document formatted for printing on A4 paper; completed in Arial 12 point font; and include page numbers. Annexes should be included within the page limit and restricted to documents relating to evidence of demand (e.g. letters of support from commissioners and maps) and relevant CVs. The financial templates are excluded from the page limit and should be submitted separately in Excel. Please include the name of your school in the file name for both your Word and Excel documents. Please do not include photographs, images and logos in your application (other than the demand map). Your email must be no more than 10MB in size.

You also need to submit two hard copies (of **sections A-H** and the **financial templates**) by 'Recorded Signed For' post to:

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

It is essential that the hard copies are identical to the version you email.

Section I must be submitted in hardcopy and sent by 'Recorded Signed For' post to:

Due Diligence Team
Department for Education
4th Floor
Sanctuary Buildings
Great Smith Street
London SW1P 3BT

Data Protection

Personal data is collected on this form in order to consider an application to set up an alternative provision Free School and will not be used for other purposes. For the purposes of the Data Protection Act, the Department for Education is the data controller for this personal information and for ensuring that it is processed under the terms of the Act. The Department will hold all personal information you supply securely and will only make it available to those who need to see it as part of the Free School application process. All personal information supplied in these forms will only be retained for as long as it is needed for this process.

Application Checklist

Checklist: Sections A-H of your application		
	Yes	No
1. You have established a company limited by guarantee.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. You have provided information on all of the following areas:		
Section A: Applicant details – including signed declaration	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section B: Outline of the school	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section C: Education vision	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section D: Education plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section E: Evidence of demand	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section F: Capacity and capability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section G: Initial costs and financial viability	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Section H: Premises	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. This information is provided in A4 format using Arial font, minimum 12 font size, includes page numbers and is no more than 150 pages in total.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. You have completed two financial plans using the financial template spreadsheet.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. You have provided written evidence from commissioners to support your evidence of demand.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6. Existing providers which are registered as independent schools only: you have provided a link to the most recent inspection report	<input type="checkbox"/>	<input type="checkbox"/>
7. Existing providers only: you have provided a copy of the last two years' audited financial statements or equivalent.	<input type="checkbox"/>	<input type="checkbox"/>
8. All relevant information relating to Sections A-H of your application has been emailed to alternativeprovision.fsapplications2014@education.gsi.gov.uk between 9am on 17 December 2012 and 6pm on 4 January 2013 and the email is no more than 10 MB in size.	<input type="checkbox"/>	<input type="checkbox"/>
9. Two hard copies of the application have been sent by 'Recorded Signed For' post to: Free Schools Applications Team, Department for Education, 3 rd Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT.	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Checklist: Section I of your application		
10. A copy of Section A of the form and as many copies of the Section I Personal Information form as there are members and directors have been sent by 'Recorded Signed For' post to: Due Diligence Team, Department for Education, 4 th Floor, Sanctuary Buildings, Great Smith Street, London SW1P 3BT, between 9am on 17 December 2012 and 6pm on 4 January 2013.	<input type="checkbox"/>	<input checked="" type="checkbox"/>

All members of City Gateway 14-19 Provision Trust have already gone through Section I Personal Information due diligence prior to the opening of CGP Tower Hamlets. Any new members identified during this process will be asked to fill out a Section 1 form.

Section A: Applicant details

Main contact for this application	
1.	Name: [REDACTED]
2.	Address: City Gateway 14-19 Provision 28 Ensign Street London E1 8ND
3.	Email address: [REDACTED]
4.	Telephone number: [REDACTED]
About your group	
5.	Are any members of your group related in any way, including by marriage, to any other? NB this includes company members or directors, members of the project group, etc. <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
6.	If Yes, please provide more details: N/A
7.	How you would describe your group: <ul style="list-style-type: none"> <input type="checkbox"/> A parent/community group <input type="checkbox"/> A teacher-led group <input type="checkbox"/> An existing Free School sponsor <input type="checkbox"/> An Academy chain <input type="checkbox"/> A federation or cluster of schools <input type="checkbox"/> An existing provider <input checked="" type="checkbox"/> A state maintained school/Academy <input type="checkbox"/> Something else
8.	If 'Something else', please provide more details:
9.	Is your group seeking to open more than one Free School in this round? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
10.	If Yes, please provide more details: We have submitted a separate application for the London Borough of Hackney for 2014 opening.
11.	In addition to any support/advice from the New Schools Network, did you put this application together with support from another company or organisation? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
12.	If Yes, please list the name(s) of the organisation(s) and describe clearly the role they played in developing your application. Please also describe the role (if any) you envisage for them in setting up and/or running the

	Free School if your application is successful:
Details of company limited by guarantee	
13.	Company name: City Gateway 14-19 Provision Trust
14.	Company address: 28 Ensign Street London E1 8ND
15.	Company registration number and date it was incorporated: 8111431 incorporated 19/06/12
16.	Does the company run any existing schools, including any Free Schools? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
17.	If Yes, please provide details: City Gateway 14-19 Provision (CGP Tower Hamlets) is an alternative provision free school, established in 2012 in Tower Hamlets. City Gateway 14-19 Provision Trust is seeking to establish new provision in Newham in 2014.
Company members	
Members of the company are its legal owners. We require that there are a minimum of three members. Founding members are those that establish the company and sign the memorandum of association that is submitted (with the company's articles of association) when registering the company with Companies House. Further members may subsequently be appointed.	
18.	Please confirm the total number of company members: 3
19.	Please provide the name of each member below (add more rows if necessary):
	1. Name: ██████████
	2. Name: ██████████
	3. Name: ██████████
	4. Name:

Company directors

Directors are appointed by the members and will eventually form the governing body that will oversee the management of the alternative provision Free School. At the point of setting up the company, members are required to appoint at least one director – this may be one of the members. All directors at the point of application must complete a Section I personal information form. All individuals on the governing body must be formally appointed as directors of the company and registered with Companies House.

20. Where directors have already been appointed please provide the name of each and the positions they will hold (add more rows if necessary):

1. Name: [REDACTED]

2. Name: [REDACTED]

3. Name: [REDACTED]

4. Name: [REDACTED]

21. Please provide the name of the proposed chair of the governing body, if known:
[REDACTED]

Related organisations

22. Through its members, directors or otherwise, does the company limited by guarantee have any formal or informal links (eg. financial, philosophical or ideological) with any other organisations within the UK or overseas? These may include: other Free School groups; other institutions; charitable bodies; and commercial or non-commercial organisations.

Yes
 No

23. If Yes, please provide the following information about each organisation:

- their name;
- their Companies House and/or Charity Commission number, if appropriate; and
- the role that it is envisaged they will play in relation to the Free School.

City Gateway Ltd (03760619/1078360) is an established alternative provision training provider in East London. It provides education services to City Gateway 14-19 Provision under a Service Level Agreement and a Tripartite Agreement (the Secretary of State being the 3rd party). Jackie Gooding is a common trustee of City Gateway Ltd and City Gateway 14-19 Provision. It is expected that to some extent the services provided by City Gateway Ltd will also be provided to City Gateway Newham

24.	<p>Please specify any religious organisations or institutions connected to your application (local, national and international). In particular, please describe in specific terms the religious affiliations of your group, including where appropriate any denomination or particular school of thought that influences your group (eg Pentecostalism, Deobandism, Reform Judaism, etc):</p> <p>City Gateway is an organisation with a Christian ethos. This, however, is not the ethos of CGP Tower Hamlets nor will it be that of City Gateway Newham.</p>	
Existing Providers		
25.	Is your organisation an existing provider wishing to convert to a Free School?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
25.	<p>If so, is your organisation registered as an independent school?</p> <p>An organisation should be registered as an independent school if it provides full time education for:</p> <p>a) five or more pupils of compulsory school age; or b) one or more such pupils with a statement of special educational needs (SEN); or c) one or more such pupils who is looked after (within the meaning of Section 22 of the Children Act 1989). Under the Children's Act 1989, a child is looked after by a local authority if he or she is in their care or is provided with accommodation for more than 24 hours by the authority.</p>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
26.	Is your organisation an existing provider wishing to establish/sponsor a separate alternative provision Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
27.	Is your organisation an existing state maintained school or Academy wishing to establish/sponsor a separate alternative provision Free School?	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
28.	If Yes to any of the above questions, please provide your six digit unique reference number here:	138262

29.	If you are an existing provider, an independent or state maintained school or an Academy please state the age range and the current number of pupils on roll and your capacity:	Age range: 14-19 14-16 Current: 42FTE Steady State: 180FTE 16-19 Current: 200 FTE Steady State: 306 FTE
30.	If you are an existing provider, an independent or state maintained school or an Academy please provide the date of your most recent inspection and a link to the report on the Ofsted or other inspectorate website: CGP Tower Hamlets (as the existing Tower Hamlets provision shall henceforth be referred to) opened in September 2012 and passed the Ofsted pre-opening inspection without notes for improvement. We are expecting a no-notice inspection by Ofsted between September and December 2013, in line with the timetable communicated by the Department for Education. Our education provider, City Gateway, was Ofsted inspected in 2010 for work-based learning and achieved an ‘Outstanding’ grade across all categories. City Gateway expects another inspection in the 2013/14 academic year. If you are an existing provider that is not registered as an independent school but you have been inspected as another type of provider please also provide details of your most recent inspection (including a link where applicable):	
31.	If you are an existing provider, an independent or state maintained school or an Academy, please provide a link to your performance data for the last 3 years: CGP Tower Hamlets opened in September 2012 and will have its first full year’s results available in August 2013.	
32.	If you are another type of organisation involved in education, e.g. an Academy sponsor, please describe that organisation. Please ensure you include your company registration number:	

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

Declaration to be signed by a company member on behalf of the company

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 an alternative provision Free School in accordance with the requirements outlined in the 'How to Apply' guidance, the requirements of the legislative framework for alternative provision Free Schools and the funding agreement with the Secretary of State. 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: Lead Member, City Gateway 14-19 Provision Trust

Print name:

██████████

Date: 4TH JANUARY 2013

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

Section B: Outline of the school

1.	Proposed school name:	City Gateway Newham
2.	Proposed academic year of opening:	2014
3.	Proposed age range of the school:	<input type="checkbox"/> 4-11 <input type="checkbox"/> 4-16 <input type="checkbox"/> 4-19 <input type="checkbox"/> 11-16 <input checked="" type="checkbox"/> 14-19 <input type="checkbox"/> Other If Other, please specify:
4.	Cohort of pupils you intend to cater for (please tick all that are appropriate):	<input type="checkbox"/> Children with long term illnesses <input checked="" type="checkbox"/> Children with behavioural issues <input checked="" type="checkbox"/> Excluded children <input type="checkbox"/> Severely bullied children <input type="checkbox"/> Teenage mothers <input checked="" type="checkbox"/> Other (please specify below) If Other, please specify: At KS4, disadvantaged learners who have disengaged with mainstream education and require a different curriculum and environment in which to succeed, and who have considerable support needs. At Post-16, disadvantaged learners who have left school without many qualifications and have considerable support needs in order to progress to higher education or employment.
5.	Proposed number of pupils when at full capacity:	Full time (FT): 110 FTE KS4 Part time (PT): 100 FTE Post 16 Please specify the full time equivalent (FTE) for PT pupils over the full academic year. For instance a pupil attending two full days a week throughout the academic year is 0.4 FTE.

6.	Date proposed school will reach expected capacity in all year groups:	Between September 2016 and July 2017 (rolling enrolment due to nature of provision)
7.	Will your proposed school be:	<input type="checkbox"/> Boys only <input type="checkbox"/> Girls only <input checked="" type="checkbox"/> Mixed
8.	Will your proposed school include boarding?	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
9.	Do you intend that your proposed school has a faith ethos? NB Please refer to the 'glossary of terms' in the 'How to Apply' guidance for more information about faith ethos.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
10.	If Yes, please specify the faith denomination, etc, of the proposed school (please be as specific as possible):	
11.	If you have a preferred site, please give details, including the post code:	N/A
12.	Please tell us how you found this site:	N/A
13.	Is the site:	<input type="checkbox"/> a private building? <input type="checkbox"/> a public/government building? <input type="checkbox"/> don't know?
14.	If you have not identified a site yet, please tell us the postcode of your preferred location:	E15, E7, E12, E13, E6, E20
15.	Local authority area in which the proposed school would be situated:	Newham

16.	If the preferred site is near to a local authority boundary please specify names of the neighbouring local authorities:	No current preferred site
17.	This application form is designed to be used for alternative provision applications (as defined in Annex A of the 'How to Apply' guidance). If the school you are proposing does not really fit the definition of 'alternative provision' but does not fit the definitions of mainstream, 16-19 or special schools either, you need to use the template that is the closest fit and explain how your school would differ. If this applies to your application please briefly outline the main differences below. You will also need to address these differences in more detail in the relevant sections of the application.	

Section C: Education vision

Please refer to page 19 of the alternative provision 'How to Apply' guidance for what should be included in this section.

City Gateway 14-19 Provision Trust is a company limited by guarantee established in 2012 to set up City Gateway 14-19 Provision Tower Hamlets (CGP Tower Hamlets). City Gateway 14-19 Provision Trust came out of City Gateway Ltd's application to form an Alternative Provision Free School in Tower Hamlets. The charitable mission of City Gateway is to bring hope to our local communities. As such, our Trust seeks to achieve this mission through the following aims:

1. Engage, mentor and train the most excluded individuals
2. Bring together different groups and cultures and work against conflict and division
3. Promote local economic growth through the development of sustainable social enterprises

In 2012, City Gateway established CGP Tower Hamlets, the Members of which are applying to expand the educational experience being provided in Tower Hamlets to Newham, and in doing so bring hope to the local community. City Gateway Newham's primary aim is to provide a place where young people aged 14-19 who have disengaged, or not previously achieved in mainstream education, can come and have an outstanding experience of learning & development. Through a very different model to mainstream schools we will continue to build on City Gateway's excellent track record to ensure that every year hundreds of young people who are NEET or at risk of becoming NEET can be engaged into a positive learning experience, and not only achieve vital vocationally-oriented qualifications, but also successfully progress into a sustained route of employment or education, or other participation in the local economy.

We have been informally encouraged to expand the work of City Gateway 14-19 Provision Trust by the Prime Minister, the Secretary of State and Lord Hill, who all asked us to consider applying for other Inner East London boroughs to bring the opportunities we can provide to even more learners. As such, this application was prepared in from November 2012 to January 2013, following their encouragement and the successful first term of CGP Tower Hamlets.

In London today there are 125,000 16-24 year olds who are unemployed or NEET. We believe that this has to stop. We want to use intervention at 14 and work focused support and curriculum at 16 to tackle this lack of hope in our capital's young, putting them on a pathway to sustainable employment.

It is likely that NEET levels will rise moderately in the next two years as further projected cuts come into effect in Newham and the economy continues to recover slowly. During this recovery, we want to ensure that every young person has an opportunity to take part in any opportunities it brings, regardless of their background or disadvantage. Although the Newham NEET level is currently at 5.2%, this level has hit 10.8% in the past. This is alongside 33.7% of children growing up in workless households and the borough being ranked 3rd in multiple deprivation indicators in the country. We want to enable every young person in Newham to reach the height of their potential, no matter what their background. We are confident our excellent track record of success with learners in Tower Hamlets through City Gateway and CGP Tower Hamlets, developing healthy working relationships

with local authorities and local partners will enable us to develop a referrals base for KS4 learners and attract post-16 learners to the Free School through our strong, structured progression model.

City Gateway Newham will have a strong focus on progression, with hundreds of sustainable jobs available as part of Apprenticeships to those graduating from both CGN's KS4 and Post-16 pathways. The Evening Standard Ladder for London campaign means that City Gateway will have thousands of placements available by 2014, which CGN learners will be able to progress onto. CGN will engage, equip and nurture the potential of young Londoners to help them seize the amazing opportunities available to them in otherwise difficult times.

We are the largest provider of Apprenticeships and pre-Apprenticeship learning programmes in Tower Hamlets for 14-19s, and in the latter stages of 2012 City Gateway's partnership with the Evening Standard has led to over 100 young people from Newham and immediate surrounding boroughs contacting City Gateway to access Apprenticeship and pre-Apprenticeship services. Because of this we already have a demand for our services by young people across London, including Newham and neighbouring boroughs. This demand from across London has shown how targeted, preventative educational and support services could transform the opportunities for some of the hardest to reach young people in London. At the moment, our Trust doesn't have the capacity or premises to reach all these young people – City Gateway Newham is not only part of the solution, but part of reaching out to younger learners who are in need of specialist support at 14.

We have also had to work hard to achieve success within quality assurance regimes such as Ofsted and Matrix for IAG, as well as a wide range of examination bodies including OCR, Trinity, EdExcel, AQA and City and Guilds. This strong quality mark endorsement of our provision will be brought to Newham.

For these reasons and others we feel that we are in a strong position to set up as a new Free School focussed on disadvantaged NEET or at risk of NEET young people in Newham.

Many schools rightly have a significant focus on teaching staff for the classroom, with smaller resources allocated to wider support and development, and progression after the pupils leave. City Gateway Newham will have almost equal resourcing going into three key delivery areas:

- Teaching staff - who have the main responsibility to deliver sessions to the young people to help them achieve qualifications in various vocational areas as well as crucially for functional skills (English, Maths and IT). These staff are referred to as tutors.
- Support and retention staff - who provide one-on-one Information, Advice and Guidance (IAG) and mentoring support to the students, do home visits, and arrange wider support services where needed to help the young person carry on in learning (e.g. such as homelessness services, drug & alcohol misuse, conflict mediation etc).
- Progression staff - who have a focus on arranging a progression route for the young people, usually into an employment placement as part of an apprenticeship, and continuing to support them to progress within the workplace or onto higher level learning with City Gateway or other suitable provision.

- Behavioural Support staff: for KS4 learners instead of progression workers. These staff are tasked with monitoring behaviour and dealing with negative patterns immediately and effectively, with a key focus on mentoring and targeted support for those most at risk. They are in each lesson and provide extra support for the tutors in taking the lesson.

This equal focus on teaching, support and progression differentiates us from mainstream provision and is one key reason why we have ongoing success with young people who previously were not successful in mainstream education. Our understanding is that education, learning, development, achievement and ultimately success in life cannot just be based on strong classroom teaching, especially in areas of high deprivation. For many young people the wider support and strong focus on preparing for the next stage before it comes is crucial to long-term success in life.

City Gateway Newham will have a robust curriculum in place for students, similar to the curriculum offered at CGP Tower Hamlets. This curriculum has progression at its heart, and seeks to be persistent in raising the aspirations of our students and moving them onto the next learning goal, and ultimately to work or higher learning. We are continually reviewing our curriculum based on learner and educationalists' feedback, local and national economic data, and national developments in education.

City Gateway Newham's main curriculum will be made up of a Foundation Learning-type programme, mainly focused on entry level to Level 1 provision, and then Level 2 provision and work experience, with a key focus on progression into Apprenticeships. Learners are usually on this provision for 2-3 academic terms before progressing into Apprenticeships with City Gateway or into a different type of education, training or employment at a higher level.

Currently we have a portfolio of different learning streams for Foundation Learning-type programmes in operation, all of which lead to a clear progression route into Apprenticeships or to a higher level of education, training or work; ICT, Customer Service, Sports Coaching and Fitness, Youth Work, Retail, Business Administration, Catering and Hospitality, Media and Youth Work. These streams have been developed with strong input from employer partners, learners, and education specialists in the City and East London, and are purposefully focused around key sector areas of growth in East London to ensure sustainable progression routes for learners. These will be rolled out in City Gateway Newham.

Learners will achieve various entry level, Level 1 and Level 2 qualifications depending on their learning needs and interests ascertained through their initial assessment. All learners receive functional skills teaching in English, Maths and IT (also entry level to Level 2), which provides a strong foundation on which to build their vocational learning. All learners also participate in an ongoing Personal Social Development (PSD) programme to equip them in a whole range of wider life skills - subjects include life planning, drugs and alcohol awareness, sex and relationships education, finances and budgeting, housing and homelessness issues, job searching, CV writing, employability skills and career options.

Learners will achieve a package of qualifications throughout the learning programme, and in addition to this will be able to take part in on-the-job learning and work experience. This helps to ensure a more rounded learning experience is achieved and helps secure a more positive progression route either into an Apprenticeship or a different type of education,

training or employment. Being part of the City Gateway Newham setup will help to ensure success and progression with key support mechanisms in place at every stage.

This will be for our main Free School curriculum as outlined throughout this application, but also developed for the corresponding Apprenticeships, at intermediate and advanced levels so that adequate progression routes are in place for all our learners. These vocational areas have been identified by local economic analysts and employer partners as areas of key growth in the local job market, and they would lead directly to Apprenticeship frameworks in those areas. Following learner feedback, local market intelligence and opportunity, we will select which new areas launch in each academic year, but responding to this need is a priority for us as we grow.

Employers play a key role in the development and delivery of our curriculum, as ultimately what our learners achieve needs to contribute to being more employable for the future. We engage them in everything from the development and delivery of specific vocational sessions, to supporting one-on-one with literacy and numeracy skills, providing work tasters and experience of their work places and ultimately taking on learners on paid employment as part of their future Apprenticeships, if learners choose to take this route.

Throughout their learning with us students are able to take up a range of extra-curricular activities provided by our Youth Work team, such as the Duke of Edinburgh Award, cultural trips, adventure residentials, sports, art and music sessions and competitions, as well as a wide range of volunteering opportunities.

Pupil performance will be tracked at City Gateway Newham using our bespoke database, Traxbase; our students are given one-on-one support at least weekly and more frequently if requested. We believe strongly that addressing the social, communal and psychological barriers to learning are at least as important as the learning experience itself. We will continue to set yearly achievement targets which improve on the previous year's attainment, and we expect to continue to be ahead of the national average for achievement and success on our courses.

Classroom delivery is monitored by a programme of lesson observation enabling teachers to learn and improve, and there is a vibrant culture of training both in-house and externally which equips tutors, support workers and progression workers for the challenges of high achievement. Standards of behaviour expected from the students are agreed with them at the beginning of each course, and these are set within the context of City Gateway's Employability Criteria ensuring that classroom behaviour is compared consistently to what would be expected in the workplace. There is a clear behaviour policy in place which outlines responses to pupils who have discipline or attendance issues, and these again are constructed along contractual lines to mirror workplace expectations.

Where pupils are not achieving as expected, or there are other significant problems, City Gateway Newham will be flexible in being able to expand the support available to that person, including one-on-one tutoring, and also in extending the time taken to achieve if necessary. We will utilise our extensive network of specialists, as well as lead members of staff internally, to respond to issues affecting learning performance such as drug use, housing issues, forced marriage, unplanned pregnancy, gang involvement and other factors.

Section D: Education plan – part 1

In the table below, please provide the proposed numbers in each Key Stage at the point of opening and an explanation of how pupil numbers will expand to fill the school by the end of the third year, at the latest. If you are an existing provider, please use the first column to show how many pupils you currently have. Pupil numbers should be given as full-time equivalents (FTE) over the academic year. For example if you have fifteen pupils who attend for one day a week for a term (in a school that has three terms in an academic year), that counts as one FTE pupil.

If you are proposing to open later than 2014, please leave the relevant earlier columns blank.

	Current number of pupils (if applicable)	2014	2015	2016	2017	2018	2019	2020
Key Stage 1								
Key Stage 2								
Key Stage 3								
Key Stage 4	N/A	45	75	110				
16-19: commissioner referred								
16-19: pupil application	N/A	50	100	100				
Totals	N/A	95	175	210				

Section D: Education plan – part 2

Please refer to pages 20-23 of the alternative provision ‘How to Apply’ guidance for what should be included in this section.

Curriculum and organisation of learning

We will match borough-wide school holiday periods including Christmas, Easter and half terms, with the option of a slightly reduced summer break to sustain retention of our learners. Our programmes last for anywhere between one and three terms over the academic year, depending on each learner’s initial assessment. For 16-19 year olds, the school day would run 10am-4pm, with a minimum of 16 hours per week structured contact time spread across 3 days delivery. For 14-16 year olds, provision would also run 10am-4pm but across 5 days per week to ensure learners receive at least 25 hours/week of classroom time. All pupils will attend for the same period per week but for 16-19 learners, dependent on their vocational choices, this will either be Monday-Wednesday or Wednesday-Friday. An example of how our IT specific programme could operate for both 16-19 and 14-16 provision is outlined below in Figures 1a and 1b. We would seek to work with Newham schools and commissioners to match our weekly timetable to their universal timetables, negotiating the right days on which to offer part time provision. It is important to us that alternative provision complements the service being offered by mainstream schools and is logistically easy to commission.

Fig.1a: 16-19 Timetable

	Monday	Tuesday	Wednesday
10am-10:30am	Breakfast/ASN	Breakfast/ASN	Breakfast/ASN
10:30am-12:30pm	FS English	Vocational	Employability
12:30-1pm	Lunch Break	Lunch Break	Lunch Break
1pm-2:30pm	Vocational	Vocational	PSD
2:30-4pm	FS ICT	Vocational	FS Maths
4pm-7pm	Evening Break	Evening Break	Evening Break
7pm-9pm	Youth Club – Get Creative	Futsal Night	Youth Club – Get Active

Fig.1b: 14-16 Timetable

	Monday	Tuesday	Wednesday	Thursday	Friday
10am-10:30am	Breakfast/ASN	Breakfast/ASN	Breakfast/ASN	Breakfast/ASN	Breakfast/ASN
10:30am-12:30pm	FS English	Vocational	Employability	Vocational	FS English
12:30-1pm	Lunch Break	Lunch Break	Lunch Break	Lunch Break	Lunch Break
1pm-2:30pm	Vocational	Vocational	PSD	Vocational	PSD
2:30-4pm	FS ICT	Vocational	FS Maths	Vocational	FS Maths
4pm-7pm	Evening Break	Evening Break	Evening Break	Evening Break	Evening Break

7pm-9pm	Youth Club – Get Creative	Futsal Night	Youth Club – Get Active		Youth Club – Late Night
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We operate our classes with dedicated Tutors and Retention Workers. The Tutors deliver all teaching, whilst the Retention Workers oversee the care, guidance and support of the learners. For example, if a learner is struggling to attend, the Retention Worker will follow this up to ensure healthy patterns for attendance. This operation of having two members of staff to every class ensures our learners get adequate and appropriate support that matches individual need. This does result in a high staff to learner ratio, which is explained in our financial plans.

For KS4, we also have Behaviour Support Workers, who are engaged in every lesson to deal with behavioural issues and ensure that bad behaviour is dealt with and doesn't impact the rest of the class. For post-16, we also have Progression Workers, who are not in attendance at every class, but work with the learner to identify the appropriate pathway and the barriers that need to be removed for positive progression.

It is important to us that we meet the needs of our learners when they apply to join City Gateway Newham. We operate a constant recruitment process and our programmes are designed to take on students every 6-8 weeks throughout an academic year. This rolling system enables learners to start together as a new cohort and bond with that group during their experience. Some learners may begin with us in September and study throughout the academic year, whilst others may join in April – however they would be carried over into the following year to complete their learning and have the opportunity to progress into an Apprenticeship at City Gateway or onto higher levels of learning with us or at a different suitable partner provider. For KS4, we will have a rolling admissions process that responds to demand, ensuring that any learner is able to join a stream with the support they need to catch up on any work. This can include tutorials before and after sessions, through Additional Learning Support sessions on alternative days and setting work that can be completed outside of sessions.

Where a learner is not ready to progress we encourage them to retake parts of the course to either achieve qualifications or establish a better routine before progressing onto an Apprenticeship (through City Gateway's SFA contract) or other further/higher education. Where we identify gifted and talented learners, we look to progress them early from our structured programmes, and into the most suitable progression route for them, whether this be back into mainstream education, higher education, or apprenticeships and employment. Whilst on our programmes we engage them in our Young Leaders programme (for more details see Section 4.7) to provide them with the skills and opportunities to use their talents to inspire, challenge and support other young people.

From recent learner feedback surveys we have found that the majority of our learners have had a negative experience of more conventional schooling. They want something alternative with more practical qualifications. Mostly, they want qualifications and a pathway that will lead to sustainable employment. Therefore we have designed a progression model to see our learners move away from a negative experience of formal education and into a positive experience of education, training and employment. Our learners connect with our service, we engage them in something attractive to their interests, we educate and train them in a range of qualifications and then progress them into work in either Apprenticeships or employment. As well as consulting learners, we have undertaken an extensive survey of City Gateway's corporate partners, asking what skills needs they have in their workplace, and what they believe young people coming to them today would need to be successful. City Gateway Newham's curriculum will be attuned to this.

Our curriculum is based on preparing our learners for the working world, using practical qualifications in specific vocational areas: IT, Customer Service, Sports Fitness and Coaching, Catering and Hospitality,

Youth Work, Media, Retail and Business Administration. These sectors have been identified by the relevant Sector Skills Councils as those in which our learners have a real opportunity to progress into employment following their time with us, and by employers we engage with. An example of this is our Customer Service programme, which was designed following the creation of the Customer Service Apprenticeship by the Sector Skills Council. The framework they provided, together with a learner survey and interest from local employers led us to the choice of curriculum at the Foundational Learning level. HSS Tool Hire identified what skills learners would need to succeed in customer service and we tailored our curriculum in this way. Therefore consultation with employer partners has informed our curriculum and in turn this has brought interest to our learners.

It is important the curriculum is tailored for the individual, and is broad and balanced to ensure a wide range of options are available. The Initial Needs Assessment process ensures that learners can study subjects such as Functional Skills at the level appropriate to them. The Initial Needs Assessment also enables Tutors to identify group differentiation, and prepare and deliver sessions to learners of differing abilities. Although the curriculum does not include Science, we believe it to be broad and balanced with the inclusion of Functional Skills, a range of vocational choices, and integrated Personal Social Development (PSD) – designed specifically to engage those who have not previously succeeded, and enable them to achieve. As outlined in Figure 1, the curriculum covers a specialist vocational option, Functional Skills in English, Maths and ICT, PSD and Employability training.

The vocational learning stream is selected by the learners at recruitment stage and is the predominant focus on the learner’s journey through City Gateway. The learner follows one or as many as two of these vocational areas through their experience. These sessions total just under 45% of the learners’ study time, with learners working towards a range of qualifications across entry level, level 1 and level 2. An example of these is displayed below in Figure 2 for the Sports curriculum. The learners complete two vocational qualifications, at least one Functional Skills qualification, and a PSD qualification.

Fig.2

	Qualifications	Level	QCF	Credits	GLH	Awarding Body
Sports	Fitness and Physical Activity	Level 1	Award	9	60	CYQ
	Sports Leadership	Level 1	Award	7	33	Sports Leaders UK
	English Functional Skill	EL, L1, L2	Award	5	65	City and Guilds
	Maths Functional Skill	EL, L1, L2	Award	5	65	City and Guilds
	ICT Functional Skill	EL, L1, L2	Award	5	65	City and Guilds
	BTEC Workskills	Level 1	Award	5	50	Edexcel
	Emergency First Aid	Level 2	Award	1	10	FAA
	Active Leisure and Learning	Level 2	Award	6	45	CYQ
	Fitness Instructing	Level 2	Cert	24	158	CYQ

Compulsory Functional Skills in English, Maths and ICT provide our learners with the basic skills on which to build further learning. They have weekly ‘overt’ sessions focussed on improving these subjects. Each session of vocational, PSD and Employability training will look to embed these functional skills and monitor how they are being incorporated into the curriculum, to ensure that they are taught in a way that is applicable to the lives of our learners – e.g. rather than highbrow concepts, they study budgeting in Maths, application-writing in English, and using email in ICT.

Employability training is integral to the curriculum, boosting each learner’s probability of finding

employment when they move on, e.g. into Apprenticeships. These sessions cover a range of skills from CV-writing, application-writing and interview preparation, to time-management, communication, teamwork, presentation and workplace protocol. This complements vocational and Functional Skills delivery, developing in our learners the generic soft skills they need to secure and sustain employment. The employability element was developed in response to employer feedback, highlighting the fact that the majority of our learners come from workless backgrounds, and lack family role models who are in work and able to help them develop employability skills.

The introduction of the PSD element was in response to learner feedback. PSD looks at a wide range of enrichment activities to develop learner awareness and positive interaction with each other, their local community, and wider society. These sessions cover diverse topics including life planning, drugs and alcohol awareness, sex and relationships education, finances and budgeting, housing and homelessness issues.

The learners are provided with breakfast in the mornings to ensure a healthy start to the learning day, ability to engage with the first learning session, and time to acclimatise to the learning environment. During the informal breakfast slots we facilitate citizenship-building activities, such as screening relevant documentaries or shows e.g. Alan Sugar's *Apprentice*, hosting debates on recent news-worthy developments or inviting an external speaker in to talk about a specialist topic. Every learner is given an hour-long lunch break, with positive extra-curricular activities available at each of our centres e.g. football, pool and computer games. City Gateway's catering social enterprise, Flavour Gateway, provides healthy lunches at each centre at a reduced price for staff and young people to access.

During the start-up phase, we intend the KS4 vocational curriculum to be:

- Year One: Sports, Media, Beauty, Childcare
- Year Two: Sports, Media, Beauty, Childcare
- Year Three: Sports, Media, Beauty, Childcare, Hospitality and Catering

During the start-up phase, we intend the post 16 vocational curriculum to be:

- Year One: Business Admin, Customer Service, Sport
- Year Two: Business Admin, Customer Service, Sport, Media, Construction
- Year Three: Business Admin, Customer Service, Sport, Media, Construction

Our curriculum offer will be further developed with commissioners, schools and business, adapting to react to changes in long term educational planning in the borough and the skills that businesses are telling us that they need in entry level staff. This means that our curriculum offer will develop from this application onwards. CGP Tower Hamlets currently offers all the above courses, so we have the expertise in delivering them. This commitment to local need is at the core of our educational ethos.

Following the end of a structured learning day the young people have optional access to our youth centre of excellence in Limehouse, Tower Hamlets, where City Gateway's Youth Work team offers a range of positive evening activities, including 'Get Creative' Mondays (art, photography, music lessons, music production, Zumba), Futsal (indoor football) League on Tuesdays, 'Get Active' Thursdays (Zumba, football, climbing wall, gym, basketball, alternative sports), and Friday Night Hangout (drop-in, discussions, specialist sessions). It would be our intention to develop a similar centre in Newham, either on the new school site or a new City Gateway acquired site, to offer location specific services in informal education.

Additionally, learners can participate in Duke of Edinburgh, other extra-curricular accreditations, and

volunteering opportunities, particularly through the Young Leaders programme. Youth Work provision enables our learners to engage in a broader educational experience. Alongside this the Youth Work team provide specialist support and mentoring to address a range of risk factors, sexual health clinics, and warm referrals. Safeguarding is also led by the Youth Work team.

We will also run similar programmes from our school site in Newham, following a consultation with our learners on what activities they wish to do. Depending on the facilities available, we would ensure that the specialist support and monitoring services would be based out of the Newham site; ensuring support is available to all who wanted it from 10am to 10pm.

We aim for our programmes to be open to all learners. Many learners arrive at City Gateway with suspected or stated learning difficulties or disabilities. Learners aged 14-16 (KS4) will already have been SEN assessed, and details will be provided as part of the referral. This is not always the case with our 16-19 learners, especially when they are self-referred. Our Initial Assessment process is therefore vital in identifying possible SEN in learners and assessing whether we should put the forward for a statutory SEN assessment. Our approach in working with SEN learners is to provide the appropriate level of support to enable them to progress positively and reach their potential. We have a designated Special Educational Needs Lead who provides this support, and will support learners through the statutory assessment process where necessary. In 2011-12 the proportion of learners at City Gateway having literacy or numeracy level of E3 or below was extremely high. 11-12 pre-apprenticeship data showed 150 of 247 (60.7%) to have Additional Learning Needs, which increased to 68% so far in 2012/13 (43 of 63).

Due to the high percentage of learners with SEN we are used to dealing with, we will apply high level of learning support to all learners. Holistic social support will be made available to all learners at City Gateway Newham to account for their complex social needs. In addition to the support for all trainees under the General Service Offer, there is a comprehensive service offer for those identified with learning needs. Additional drop-in sessions run on Friday 4:15-5.30pm with all learners with SEN invited. One-one time is given to those who most need it by Functional Skills Tutors. Appointments are offered with our resident Special Educational Needs Co-ordinator where appropriate. Referrals to local SEN specialists are also available. Retention workers and volunteers give in-class support to learners identified with SEN.

Organisation of pupils

Trainees are organised primarily by their vocational choices into cohorts. Ensuring there is a diverse mix is essential for our learners to have a cultured programme of study as they develop friendships throughout their time with City Gateway Newham. Once formed of between 15-18 learners (or 6-12 at KS4), a vocationally specific cohort will stay together for the duration of their time at City Gateway Newham depending on attendance and performance of the individuals. Cohorts will be taught together for all elements of the course, and encouraged to socialise together.

Staff will be allocated to cohorts based on the vocational specialism in which learners have expressed an interest. We operate our classes with dedicated Tutors and Retention Workers. The Tutors deliver the teaching, whilst the Retention Workers oversee the care, guidance and support of the learners. For example, if a learner is struggling to attend, the Retention Worker will follow this up to ensure healthy patterns for attendance. This operation of having two members of staff to every class ensures our learners get adequate and appropriate support that matches individual need. One-on-one sessions with the Retention Worker are not only important to review learner progress, but also for developing relationships with learners, so that Retention Workers can provide appropriate pastoral support. We have projected staff numbers that are sufficient to maintain our small class sizes and low pupil:staff

ratios (7:1) over the first three years of the Free School.

The period of study over a full academic year will move through 2-3 short capacity-build courses averaging 12 weeks each (one term). Although the same total time is achieved it breaks up the learning and gives the sense of rapid progression for the learners, building confidence and emphasising achievement as they pass each stage. The stages are called *Engage*, *Export* and *Pre-Apprenticeship*. The branding of these short courses also provides the learner with a different feel from previous experience of school. Each course has a launch and induction, targets to achieve on and a graduation, giving them their own identity. They increase in difficulty and the curriculum is spread over these stages accordingly. At any one time there are at least three cohorts – a lower level (Engage), medium level (Export) and higher level (Pre-Apprenticeship) course in each of the vocational streams.

Admissions

We are currently building relationships with Newham commissioners, discussing how admissions would work within borough frameworks and the likely admissions arrangements for City Gateway Newham (which will be very closely based on the, as identified by DfE, 'best practice' admission arrangements for CGP Tower Hamlets). As we've done in Tower Hamlets, a positive relationship with commissioners is vital not only for referrals but for the continual quality oversight commissioners have of commissioned provision. We will work in close partnership with commissioners to ensure the right outcome for all learners. An outline admissions code is included with the application.

In September 2013 we will work extensively with local secondary schools, PRUs, Newham New Directions and the Local Authority to identify learners aged 14-16 who may need alternative provision. We anticipate that 16-19s will be predominantly self-referred, as is currently the case in Tower Hamlets. In the last few months of 2012, nearly 100 young people from Newham have self-referred to City Gateway's Apprenticeships service, demonstrating the strong reputation of our services amongst our target group. With the right targeting, we believe that we will be able to scale up our 16-19 self-referrals to 100 by year three. Those self-referred learners find out about our services through peer referral from current/past learners, City Gateway website, and promotional materials or through school careers services. Additionally we will establish links with PRUs, secondary schools, colleges, Youth Offending Team and referrals agencies to develop City Gateway Newham as a referral route for 16-19s.

We propose that the referral and admissions process works as follows: For KS4, the referral body will contact our Recruitment/Admissions Lead to arrange an appointment for learner interview and Initial Needs Assessment. Referring bodies will be expected to provide the Recruitment/Admissions Lead with learner details including previous attainment, behaviour and emotional issues and any identified SEN. The Recruitment/Admissions Team will conduct Initial Needs Assessments for all learners, which assess a) the suitability of learner to our provision and vice-versa, b) literacy, numeracy and IT levels, c) behavioural and emotional issues requiring additional support and d) whether the learner should be put forward for a statutory SEN assessment if not already stated. The Recruitment/Admissions Team then work with the learner to draw up an Individual Learning Plan tailored to the learner's needs interests, and registers the learner on a suitable course. The Recruitment/Admissions Team will also schedule regular one-on-one reviews to monitor the learner's progress, ensure they're on the right learning stream at the right level, and address any ongoing or emerging issues. Where our provision is not suitable for learners, we will refer them into alternative provision with another local provider. The admissions process for post-16 learners will be the same as detailed above, but learners do not have to come through a referral mechanism but can self-refer. This process is covered in more detail in the evidence of demand section.

We have a skilled Special Education Needs Coordinator and an Additional Learning Needs Lead that

provide focused support in-house for those that need it. We also have excellent links with local Special Educational Needs providers who provide additional support for our learners where necessary. We treat SEN as an important area of our work and use the Initial Needs Assessment process, which is vital to admissions, to identify requirements for additional support.

Pupil development and achievement

CGP Tower Hamlets is due to be inspected by Ofsted in September 2013, but City Gateway was inspected by Ofsted in November 2010 and given an 'Outstanding' rating across all areas of the assessment. Just as City Gateway brings this highly rated educational service to CGP Tower Hamlets, it will do the same for learners at City Gateway Newham. We complete a Self-Assessment Report (SAR) annually and from that create a living Quality Improvement Plan (QIP) from which we would manage the school to ensure we are continuously developing. Each member of staff has annual objectives which map out targets for achievement and from which line managers monitor progress. These are reviewed regularly in supervision but also formally in 6 month reviews and annual appraisals. Clear lines of responsibility are outlined so that staff know what they must work towards and what they are tasked to achieve success.

Each learner's academic performance, attendance and behaviour will be monitored throughout their time with us and learner performance and retention will be tracked using our bespoke database. Following their Initial Needs Assessment, learners will work with the Recruitment Team to draw up an Individual Learning Plan, which outlines key academic performance indicators for vocational learning, Functional Skills and Personal Social Development (PSD). At the mid way point of the course each of these sections of the ILP will be reviewed by the Vocational Tutor for vocational learning, Functional Skills Tutor for Functional Skills, and Retention Worker for PSD. This review will assess with the learner's progress and address ongoing or emerging learning needs. We expect all learners to leave with a level of attainment equivalent to GCSE i.e. with a Level 2 Vocational qualification and Level 1 Functional Skills qualification. We will work to progress every learner into further education, and apprenticeship or employment.

Where pupils are not achieving as expected, or there are other significant problems, City Gateway Newham will be flexible in being able to expand the support available to that person, including some one-on-one tutoring, and also in extending the time taken to achieve if necessary. We also have an extensive network of specialists, as well as lead members of staff internally, who can respond to issues affecting learning performance such as drug use, housing issues, forced marriage, unplanned pregnancy, gang involvement and other factors.

Classroom delivery will be monitored by a programme of lesson observation enabling teachers to learn and improve, and with a vibrant culture of training both in-house and externally which will equip tutors, support workers and progression workers for the challenges of high achievement. Standards of behaviour expected from the students will be agreed with them at the beginning of each course, and then set within the context of City Gateway's Employability Criteria, ensuring that classroom behaviour is compared consistently to what would be expected in the workplace. There will be a clear behaviour policy in place which outlines responses to pupils who have discipline or attendance issues, and these again are constructed along contractual lines to mirror workplace expectations.

Retention is a key element to our progression provision. This is monitored and managed through focussed retention strategies for each course. It is the role of the Retention Worker to prevent course drop offs wherever possible, and Retention Workers will look to call all learners at the start of a day to ensure they attend and are punctual. Both Behaviour and Attendance measures adhere to a Three

Strike Policy, as outlined in Section 4.6.

The focus of City Gateway Newham will be to provide a place where young people who have disengaged or not previously achieved in mainstream education, can come and have an outstanding experience of learning and development. Through a very different model to mainstream schools we will continue to build on our excellent track record to ensure that every year hundreds of young people who are NEET or at risk of becoming NEET, can be engaged into a positive learning experience and not only achieve vital qualifications, but also successfully progress into a sustained route of employment or education, or other participation in the local economy.

Many schools rightly have a significant focus on teaching staff for the classroom, with smaller resources allocated to wider support and development, and progression after the pupils leave. At City Gateway Newham we will have almost equal resourcing going into three key delivery areas:

- Teaching staff - who have the main responsibility to deliver sessions to the young people to help them achieve qualifications in various vocational areas as well as crucially for functional skills (English, Maths and IT). These staff are referred to as tutors.
- Support and retention staff - who provide one-on-one Information, Advice and Guidance (IAG) and mentoring support to the students, do home visits, and arrange wider support services where needed to help the young person carry on in learning (e.g. such as homelessness services, drug and alcohol misuse, conflict mediation etc).
- Progression staff - who have a focus on arranging a progression route for the young people, usually into an employment placement as part of an apprenticeship, and continuing to support them to progress within the workplace or onto higher level learning with City Gateway or other suitable provision.
- Behavioural Support staff: for KS4 learners instead of progression workers. These staff are tasked with monitoring behaviour and dealing with negative patterns immediately and effectively, with a key focus on mentoring and targeted support for those most at risk. They are in each lesson and provide extra support for the tutors in taking the lesson.

This equal focus on teaching, support and progression differentiates us from mainstream provision and is one key reason why City Gateway has had ongoing success with young people who previously were not successful in mainstream education. Our understanding is that education, learning, development, achievement and ultimately success in life cannot just be based on strong classroom teaching. For many young people the wider support and strong focus on preparing for the next stage before it comes is crucial to long term success in life.

City Gateway Newham will have a robust curriculum in place for students, which has progression at its heart, and seeks to be persistent in raising the aspirations of our students and moving them on to the next learning goal, and ultimately to work or higher learning. We are continually reviewing our curriculum based on learner and educationalists' feedback, local and national economic data, and national developments in education.

Currently our main curriculum is made up of a Foundation Learning-type programme mainly focussed on entry level to Level 1 provision, and then Level 2 provision and work experience, with a key focus on progression into Apprenticeships. Learners are usually on this provision for 2-3 academic terms before progressing into Apprenticeships with City Gateway or into a different type of education, training or employment at a higher level.

We have a portfolio of different vocational learning streams for Foundation Learning-type programmes, all of which lead to a clear progression route into Apprenticeships or to a higher level of education, training or work; ICT, Customer Service, Sports Coaching and Fitness, Youth Work, Retail, Business Administration and Catering and Hospitality. Learners achieve various entry level, Level 1 and Level 2 qualifications depending on their learning needs and interests ascertained through their initial assessment. All learners receive functional skills teaching in English, Maths and IT (again entry level to Level 2), which provides a strong foundation on which to build their vocational learning. All learners also participate in an ongoing PSD programme to equip them in a whole range of wider life skills - subjects include life planning, drugs and alcohol awareness, sex and relationships education, finances and budgeting, housing and homelessness issues, job searching, CV writing, employability skills and career options.

Learners achieve a package of qualifications throughout the learning programme and in addition to this the learners are able to take part in on the job learning and work experience. This helps to ensure a more rounded learning experience is achieved and helps secure a more positive progression route either into an Apprenticeship or a different type of education, training or employment. Being part of the City Gateway Free School setup helps to ensure success and progression with key support mechanisms in place at every stage.

City Gateway, City Gateway Newham's education provider, has a good track record of improving pupil learning, as shown in Figure 3 below. Comparisons with 2008-09 Greater London E2E provision shows average progression rates of 55% at this level, which City Gateway's provision comfortably exceeds. London East average progression in 2008-09 was just 49%, which emphasises the high achievement of our learners from complex socio-economic backgrounds.

City Gateway Newham will have a strong programme in place to improve further on these levels of achievement, creating a baseline of delivery in the first year. City Gateway's background in delivering these results is all the more remarkable taking into account the groups of young people being targeted, who often share backgrounds of exclusion from education, involvement with drugs and alcohol, worklessness across generations, and other significant risk factors. 40% of those we've recruited for CGP Tower Hamlets is assessed as 'at risk' of harm or abuse.

Our links with other work based learning providers are noted later in this application and we do refer between each other. We have healthy links with local colleges to which we promote further educational courses with our learners. We will take our trainees on insight tours to local Universities to promote the aspiration of high education and we have seen some of our learners move from NEET backgrounds and into Universities such as Manchester and Cambridge.

Staffing

The Principal will lead the school, with educational delivery led by the Head of KS4, Head of Post-16, and Head of Care, Guidance and Support.. It is our intention in year one that all managers will also provide teaching and support expertise to staff, helping to not only ensure the school starts well but also help to reduce some costs.

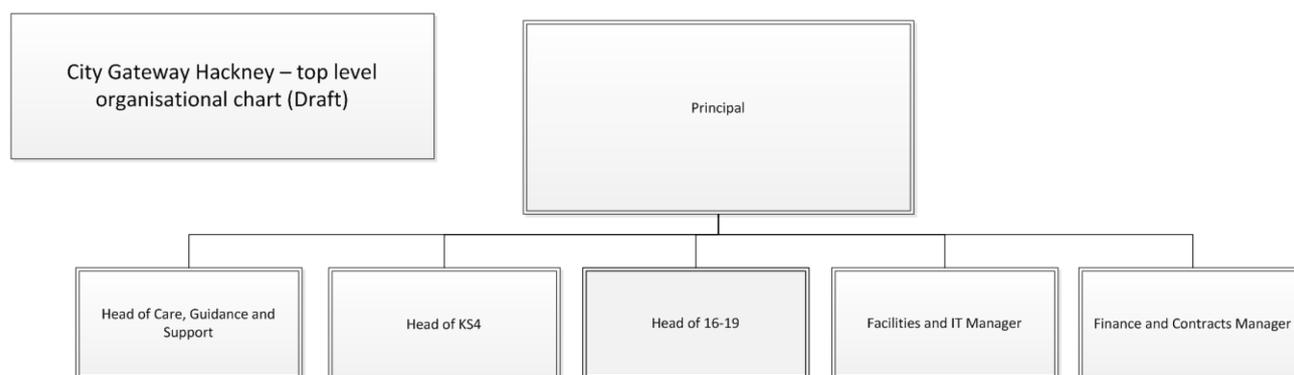
The Head of KS4 will oversee all KS4 programmes, including vocational and functional tutors, retention workers and behaviour support workers, and also co-ordinate the admissions process for the school with the Head of Post-16. In Year 1 there will be four subject tutors, supported by eight retention workers and behaviour support workers. This will grow to be ten tutors, ten retention workers and ten behaviour support workers by Year 3. This intensive staffing amount is representative of the support that we have found KS4 learners need to progress, and is core to our effective model of learner engagement.

The Head of Post-16 will oversee all post-16 programmes, including vocational and functional tutors, retention workers and progression workers, and also co-ordinate the admissions process for the school with the Head of KS4. In Year 1, we will have two subject tutors, supported by 0.5 retention worker and 0.5 progression worker, which mirrors the level of staffing in operation at CGP Tower Hamlets. By Year 3, we will have four subject tutors, supported by one retention worker and one progression worker.

Working with all age groups will be our SEN Co-ordinator, employed from Year 1. Working alongside subject tutors, the SENCo will provide specialist support to young people who are in need of additional learning support, and liaise with local authority officers to ensure statemented learners receive the right support.

The Head of Care, Guidance and Support and Safeguarding Officer are two of the most important delivery roles at the school. Our experience has shown that many learners who've come to us have a high rate (almost 40%) of safeguarding risk, which provides one of the biggest obstacles to learner progression. These roles will work daily with learners to provide guidance and support, and work with local agencies to ensure at risk learners receive the services they need to reduce the risks or manage them effectively so that they allow progression.

The Senior Management Team will be as follows, with more details in Section F:



Partnership working

We propose that City Gateway Newham is delivered largely by City Gateway as is currently the case for CGP Tower Hamlets, overseen by the City Gateway 14-19 Academy Trust which would be converted into a multi-academy trust. We will involve a wide range of partners from across various sectors to help enhance the service we provide to our students. We have already discussed with Newham Local Authority our plans to apply to become a Free School. They are aware that this would be to add capacity to their school system and expand the excellent service we already provide in Tower Hamlets to hundreds of young people in Newham who have not achieved in mainstream provision.

We work with over 200 business partners, including Goldman Sachs, Reebok, Barclays, Allen and Overy, Finsbury PR, HSS Hire, Marriott Hotels, Restaurant Associates, Metro Bank, Credit Suisse and our own social enterprises, who support us in kind through the provision of work placements, insight tours, employability training and job-brokerage for our clients. Our public sector and community partners also provide work placements for learners, but most importantly ensure a strong network of referral agencies to pick up specialise learner needs. We have started to develop relationships with CAMHS (Children and Adults Mental Health Service), Youth Offending Team, local Family Planning and STI clinics, Social Services and local hostels in Newham. We will also work with a range of FE and HE partners to offer progression routes in further learning as an alternative to employment on leaving

the Free School at 18. We regularly liaise with all partners to ensure that a) employer needs are fed directly into our learning programmes, b) to share best practice and lessons learnt and c) to facilitate effective cross-referrals. The level of partnership agreement (i.e. informal or contract) depends on the nature of the partnership.

We will offer full-time provision for whole 14-19 age group. For the 14-16 age group we want to develop a working partnership with local PRUs (Pupil Referral Units), New Directions and schools to provide alternative provision for their most disaffected learners. This will run sometimes part-time for the full academic year, and sometimes for part of a year, with pupils returning to school. Our target has been that the learners are re-integrated back into school, but recognise that many young people will come to alternative provision because they are at risk of exclusion, and the environment we offer will work for them in the long term. We envisage that some schools will refer learners to us to do specific learning qualifications which they don't provide and the learner has either requested they take the accreditation or a lead professional recommends this. With all our learners we complete a learning plan which complements what the individual needs to succeed. A typical model has been where the student comes to us to receive vocational learning, whilst completing their English and Maths at the school they are based with.

City Gateway Newham will have robust plans in place to ease transition between stages of education. For learners joining City Gateway Newham at the start of an academic year, where their move has been identified at the end of the previous year, we will run a transition course part time or full time (depending on commissioner demand and individual need) for the last six weeks of term, allowing learners to settle into a new form of provision. We did this at the end of the 11/12 academic year for potential CGP Tower Hamlets learners with success, helping the year to get off to a strong start.

We have found that many of the young people who come to us full time are likely to complete their KS4 studies with us, which considering the different curriculum study areas to school is to be expected. However City Gateway Newham will consistently review learner progress and curriculum suitability, along with behavioural and engagement changes. Where a learner has made progress and we and the commissioner believe they can reintegrate into mainstream education, we will provide the faculty to allow them to complete their current course of vocational study part time, easing them back into mainstream education and monitoring the transition closely. This will ensure that learners are not delivered a 'shock' to their system by immediately changing course for what could be the second time in a year. It is vital for our target cohort of learners not to have too much upheaval in their educational career, especially as many other aspects of their life can contain considerable personal upheaval.

For all learners, it is vital that City Gateway Newham helps them to identify the right progression route after their course. Our IAG staff and progression workers will help the learner to transition into further or higher education or an Apprenticeship, continuing to provide the additional support they need to make their choice sustainable. The jump from education to work can be a particularly difficult one for our target cohort. We have an extensive background in managing this transition, and the support offered was graded Outstanding by Ofsted in 2010.

Behaviour and Attendance

Keeping our service alternative is vital. Our courses will often be the first point of call for a number of NEET young people who, more often than not, will have struggled to engage with mainstream education. In response to the young people's negative associations with school and or college/ training, we will seek to create a distinctive educational culture where tutors are patient with the young people and seek to establish a rapport and relationship above traditional disciplinary procedures. We believe that you need to win the respect of young people in order to challenge and change their behaviour.

With this in mind young people will be encouraged to express themselves in sessions and engage in conversation with staff. Whilst sometimes expression can appear unruly and boisterous, a non-traditional atmosphere is a key component in creating a positive community atmosphere, for example, music will often be played by a tutor in sessions. Tutors will also be encouraged to relate to young people as adults, keep a sense of humour and always encourage and care for their learners.

Alongside creating a relaxed and welcoming atmosphere, there will be established rules of conduct that learners agree to during their induction to the programme, where they will be required to sign a Learning Agreement. These rules are essential in maintaining a positive working atmosphere. Rules are taken extremely seriously, breaking them is not tolerated. These include rules around racism, sexism and attitudes within class. Repeated failure to abide by these rules is likely to result in removal from the programme (see Three Strike Policy below). In addition to these immovable rules learners are expected to engage with sessions, remain focused and progress on in their lives. Behaviour is essential to our learners progressing out of City Gateway into a positive outcome.

Behaviour and Attendance will be managed in adherence to a Three Strike Policy. This gives the learners the opportunity to reflect on poor conduct and rectify it. Staff will not, however, be required to follow a three strike policy in all circumstances and retains the right to remove a learner from a course immediately where in accordance with the terms outlined in the learning agreement. In cases of non-attendance or poor behaviour, learners will receive:

- First Strike - an informal warning from the Retention Worker, who will talk the issue through with the learner, and aim to rectify it
- Second Strike – a formal warning, with a letter sent to the learner’s parent or carer
- Third Strike – a final warning, accompanied by a home visit where appropriate

Where the learner continues to have poor attendance or behaviour beyond this, we reserve the right to remove them from the course, as outlined in their Learning Agreement. Course removals will need to be agreed by the Free Schools Leadership Team, and cannot be decided on by a retention worker or tutor alone.

Removal is considered a last resort – the majority of our learners have failed in mainstream education and we are committed to supporting them to achieve in alternative provision. Where removal from the programme is necessary, learners are referred to the Youth Work support team to receive additional support, and engage in informal positive activities in order to rebuild a positive relationship, challenge behaviour, and gradually increase participation to the stage where the learner is ready to re-engage in formal learning, or to progress into alternative provision.

As outlined above, our high levels of staffing in sessions helps ensure positive behaviour is modelled and errant behaviour is immediately addressed. From day one learners are made aware that failure to abide by this agreement may jeopardise their opportunity to be on the programme. This challenging approach would fail if our learners did not enjoy their time at City Gateway so much that they frequently commit to good behaviour and attendance. In our recent SAR 94% of our trainees stated they were satisfied with our service, which has enabled attendance to be high. Throughout a learner’s time at City Gateway they will encounter the Job Ready Profile (Fig. 4), which outlines the key areas in which learners need to be competent in order to find and secure work. This is introduced at induction, regularly referred to in one-on-one sessions and taught in employability sessions. We outline to the learners that these principles have come from employers and they are the building blocks of professionalism from which we want them to aspire.

Fig.4

Getting Job Ready...

You need to be:

- 1 Presentable**
Appropriately dressed and clean, with attention to your personal hygiene.
- 2 Co-operative**
Capable of taking orders and working with other staff or managers.
- 3 Communicative**
An attentive listener who speaks clearly & effectively.
- 4 Responsible**
Reliable, honest, and able to build professional relationships.
- 5 Dedicated**
Hard-working and able to deliver work to targets and deadlines.
- 6 Teachable**
Able to cope positively with change & challenges - to constructively evaluate work and be willing to train in new skills.

Attendance will be closely monitored in fortnightly meetings at Retention Task Group and learners who are falling behind 90% attendance will be met with to look at the reasons behind this. Trainees are informed that failure to attend 3 times to a course could result in the learner's place being cancelled. It could be problems in their personal life or may well be that they need a change in their normal routine. Our Retention Workers are IAG trained as well as skilled in the techniques of motivational interviewing in order to support and challenge such behaviours.

Special Educational Needs

City Gateway Newham's SEN policy closely follows legislation and SEN requirements of Funding Agreement. This SEN policy was cleared by officials in the Department for Education in August 2012 when submitted for CGP Tower Hamlets:

1. Statement of principles

City Gateway Newham believes that all learners have the right to maximise their potential and achieve their personal best. City Gateway Newham recognises that all learners have learning differences and in recognition of this, aims to ensure equal access to the curriculum, services, resources and opportunities. The SEN policy at City Gateways seeks to assess for differences and differentiate its provision to ensure that learners' individual needs are met and all learners are enabled to achieve and progress. Learners' participation and collaboration with parents and external agencies is seen as key to our SEN work.

2. The legal framework

The City Gateway Newham SEN policy is written with regard to:

- The Special Needs and Disability Act 2001
- The Equalities Act 2010
- The Education Act 1996
- DfES Formal Guidance 6/94

3. Learners with specific educational needs

Learners have specific educational needs if they have a learning difficulty which requires specific educational provision to be made for them.

Learners have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of learners of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for learners of the same age in schools within the area of the local education authority

City Gateway Newham recognises that English as Additional Language (EAL) is distinct from SEN and therefore distinct provision is put in place for learners with EAL .

4. Aims

- To ensure that learners identified as having SEN are promptly assessed
- To draw up negotiated ILPs with SMART targets detailing appropriate interventions, both internally and externally
- To monitor and review learners' progress and the impact of interventions revising Individual Learning Plans (ILP) as necessary; and
- To communicate and coordinate regularly with parents on interventions undertaken and their progress.

5. Roles and Responsibilities

5.1 Learners

- To actively participate in their learning at all levels, including negotiating targets for progression and engaging in systems for review and reflection of progress.

5.2 Parents and Carers

- To engage with City Gateway Newham and the support programme of intervention through regular communication and support their child's progress.

5.3 Tutors

- To ensure all learners undergo established Initial Assessment
- To ensure that all learners who are considered to have some specific learning differences are referred to SENCO in timely manner.
- To contribute to learner's ILP and the negotiation of SMART targets of intervention and the systems of reviewing these.
- To partner with the SENCO in developing/implementing appropriate interventions in the classroom.
- To plan and deliver differentiated support enabling learners full and equal access to the

curriculum.

5.4 Curriculum Leads

- To ensure that Schemes of Work meet the specific needs of those with SEN.
- To partner with the Functional Skills Co-ordinator to ensure that literacy and numeracy is embedded within the vocational Scheme of Work and learners are supported in this area.

5.5 Specific Educational Needs Coordinator (SENCO)

- To oversee SEN provision
- To source Common Assessment Form or existing information on learner from previous education institution
- To deal with all referrals from tutors in a timely manner
- To liaise with the Educational Psychologist to ensure that all learners are promptly assessed where necessary
- To collaborate with both Educational Psychologist and tutors to implement specific strategies and devise resources to support learners in the classroom
- To ensure that programmes of intervention are reviewed and revised
- To work with tutors and curriculum leads to develop resources to support learning
- To develop partnerships and collaborate with external referral agencies
- To deploy staff and resources appropriately according to the needs of the learners

5.6 For CG AP Leadership Team

- To ensure statutory requirements are met by SENCO
- To ensure CPD is available to staff enabling them to be informed as to how best to meet different learners' needs.

6. Identification and Assessment

Learners who are thought to have SEN are identified, referred to the SENCO and assessed by the SENCO and/or Educational Psychologist as soon as possible.

Referrals can come from:

- Vocational/Functional Skills tutors' request
- Student self-request
- Parental request
- Upon level identified through initial assessment.

7. In class provision

- ILPs detailing appropriate SMART negotiated targets, strategies and interventions
- Reviews of ILP interventions and strategies
- Differentiated support and resources planned and delivered
- Targeted support in-class from Retention Workers

8. Out of class provision

- Learner to meet with Educational Psychologist where referred
- Withdrawal for small group (Basic Skills) /1-1 support with SENCO
- Access to general ALN support

- Access to support from appropriate external agencies (GAP etc.)
- Pastoral support programme
- 1-1 Learning Mentoring

9. Review of progress

ILP targets are to be reviewed on a monthly basis collaboratively with the learner, tutors involved, SENCO and parents.

10. Recording of information

All information and data relating to referrals, assessment, ILP and reviewing of ILP is to be collected and held centrally on Traxbase, our bespoke information management system.

Community Engagement

Personal Social Development

PSD will be embedded in all curriculums offered by City Gateway Newham. This will look at a wide range of enrichment activities to develop learner awareness and positive interaction with themselves, their local community, and wider society. These sessions will cover diverse topics including life planning, drugs and alcohol awareness, sex and relationships education, finances and budgeting, housing and homelessness issues.

During informal breakfast slots every morning, we will facilitate citizenship-building activities, such as screening relevant documentaries or shows e.g. Alan Sugar's *Apprentice*, hosting debates on recent news worthy developments or invite an external speaker in to talk about a specialist topic. Every learner will be given an hour-long lunch break, with positive extra-curricular activities available at each of our centres e.g. football, pool and computer games.

Wider Youth Work

Following the end of a structured learning day the learners will have access to our youth centre of excellence in Limehouse, where City Gateway's Youth Work team offers a range of positive evening activities, including 'Get Creative' (art, photography, music lessons, music production, Zumba), Futsal League, 'Get Active' (Zumba, football, climbing wall, gym, basketball, alternative sports), and Friday Night Hangout (drop-in, discussions, specialist sessions). We will actively look at options to facilitate this work in Newham, including using the new City Gateway Newham site or acquiring another site to operate these services from. Additionally, learners can participate in Duke of Edinburgh, other extra-curricular accreditations, and volunteering opportunities, particularly through the Young Leaders programme (see below). Youth Work provision enables our learners to engage in a broader educational experience. A number of learners are currently involved in the Duke of Edinburgh award, and as part of this they are involved in youth work and youth mentoring projects. They are also actively involved in recruiting the next cohort of participants and aim to involve even more learners in next year's programme. Involvement in the programme in itself has a positive impact on the community by encouraging interaction between participants from different ethnic groups, thus reducing tensions in the community. Alongside this the Youth Work team provide specialist support and mentoring to address a range of risk factors, sexual health clinics, and warm referrals. Safeguarding is also led by the Youth Work team.

Young Leaders

City Gateway has developed a volunteering programme to meet the needs of the local community, through encouraging learners to accept challenging volunteering roles, which also enable them to develop key skills for employment. City Gateway Youth Services specifically has developed the Young Leaders programme, supporting and training select groups of young people to support and challenge

their peers, plan and implement youth-led projects, contribute to key decisions, and model positive community. In 2010 the Young Leaders programme was nominated for the NCVYS Young Partners Award (YPA) award and the contribution they make through youth volunteering. Girls involved in this Young Leaders group have recently planned a residential storytelling trip for groups of female learners at City Gateway to mark International Women's Day. Ofsted have identified this programme as an example of national best practice, and our consulting us on rolling out similar models nationally. In their report following inspection, Ofsted commented, 'They have been particularly successful in developing a group of diverse young leaders to promote positive relations within their communities.' (p.8). We would identify young people with leadership potential at City Gateway Newham and provide a Young Leaders programme from the school, linking with other City Gateway services to provide peer leadership and development opportunities.

Apprentices

City Gateway's Apprenticeship programme provides direct progression routes for all City Gateway Newham learners, providing ongoing vocational learning alongside a paid work placement. We place Apprentices within City Gateway itself, with one of our social enterprises, or with an external employer partner. Those placed within City Gateway or a social enterprise are involved in planning and implementing sessions for Free Schools learners, whether these be providing teaching assistance in class, or running extra-curricular activities as part of the Youth Work offer. City Gateway's Apprenticeship programme has benefited massively from the Ladder for London campaign with the London Evening Standard, creating hundreds of placement opportunities for young people in Newham at some of the world's biggest firms, including Goldman Sachs and RBS. Following course completion at City Gateway Newham, learners would have the opportunity to complete Level 3 Apprenticeship frameworks and undertake one of these sought after placements.

City Gateway Women's Project

As a wider charity, City Gateway also runs a project focused on engaging women and families into positive activities, learning and employment progression. This was originally set up to complement our work with young people, providing support and training for parents. The project now works with over 1000 families every year, providing a holistic programme of community-building, personal development and support, skills training and progression into work. As a key resource it will add value to the Free School through:

- a) Increasing parental engagement with training and employment, enabling us to equip parents as positive role models, able to support and advise their children
- b) Referring at risk young women into the Free School
- c) Sharing specialist knowledge, experience and best practice around domestic violence, forced marriage, cultural barriers to training access and other prevalent issues
- d) Providing community-based work placements for our female learners and Apprentices, alongside strong links with the wider local community

City Gateway is currently in discussion with church partners in Newham to set up a Newham Women's Project. We would use this as a way to engage with the parents of learners at City Gateway Newham, supporting the whole family as well as the learner.

Parents and Carers

We always aim to engage parents and carers in their children's learning, but for various reasons the parents/carers of the learners we engage are relatively disengaged from their children's learning. We involve parents and carers in our disciplinary procedures, where a letter is sent home alongside a Final Warning for non-attendance or poor behaviour. We also conduct home visits in cases of severe non-attendance or poor behaviour, or where the Safeguarding Lead deems it necessary. Our primary aim is to develop strong relationships directly with our learners, through which we achieve good behaviour

and attendance.

Equality and Diversity

City Gateway was graded Outstanding by Ofsted for our Equality and Diversity (December 2010), which is in place for CGP Tower Hamlets and will be for City Gateway Newham. The 3 year Equality and Diversity Strategy has been developed in line with the 2010 Equalities Act, as has our Equality and Diversity Policy and Guidance document. We actively promote community cohesion across all our programmes, directly challenging stereotypes and breaking down cultural barriers to accessing activities, training and work. We are a leader locally for awareness of diversity, and have a strong track record of progressing young people from BAME communities, young women and young people with disabilities and/or learning difficulties into sectors where these groups are traditionally under-represented. We recently helped produce a film with Channel 4 to increase workforce diversity in the media industry.

We are already well-established in Tower Hamlets, and strongly integrated with the Local Authority, and other work-based learning providers, schools, colleges and community groups. It is our desire that City Gateway Newham will become equally as immersed in the equivalent bodies in Newham. We want to feed into local and regional strategies, and contribute to the shaping of young people's services, ensuring they complement each other, share knowledge, resources and best practice, and avoid duplication.

City Gateway's Youth Work Team are qualified to address specialist needs, including sexual health, gang violence, substance misuse, forced marriage and homelessness. We link with specialist partners to facilitate effective cross-referrals, avoid duplication and share best practice, including local hostels, Housing Associations, PCT, sexual health clinics, CAMHS, children's centres, health centres, YOT, SNTs, Drugs Action Team and refuges. Our Youth Work team is also commissioned to deliver PAYP contracts (Positive Activities for Young People), and the Duke of Edinburgh scheme and delivers programmes on behalf of both Connexions and YOT. During the establishment of City Gateway Newham, we will look at how the Youth Work team is capable of covering Newham services, providing exceptional referral pathways for learners who are at risk.

City Gateway already engages young people of varying ethnicities, backgrounds, religions and educational attainment in youth work, vocational learning, volunteering and apprenticeships. In 2009-10 on our educational programmes alone we engaged 145 Asian/Asian British young people (58% of total), 60 White British (24%), 21 Black/Black British (8%) and 20 Mixed (8%) and 6 Other (2%). Through wider youth work, we engaged young people from 17 different ethnicities, and achieved a balance rare among local youth providers, particularly between Bangladeshi and White British groups 31% and 39% respectively. In a 2011 letter of endorsement for our Youth Work, the Limehouse Safer Neighbourhood Team's Chief Constable commented that, 'City Gateway has a proven track record of being able to engage young people from different backgrounds, across different cultural and area divides, and getting them to work together to role model positive community... City Gateway's work needs to be noted as good practice within the borough, and the Youth Workers have endeavoured to work against the local culture of division that causes the majority of the gang tension in the local area. Their project is representative of all communities and this has gone a long way to change how local young people relate to each other.' We intend for this same expertise and track record to be duplicated in City Gateway Newham.

Policies and procedures

We have established a draft set of education policies, many of which are in operation at our current provision. These will help to show the extended systems and processes already established for City Gateway Newham. At the end of this application are draft policies or exemplar documents for:

- A. Quality assurance
- B. Behaviour management
- C. Equality and Diversity
- D. Admissions
- E. Bullying and Harassment policy
- F. Additional Learning Support policy
- G. Exclusions
- H. Uniform policy
- I. Data protection
- J. Health and Safety

This is by no means an exhaustive list of the school policies we already have formulated for the provision.

Section E: Evidence of demand – part 1

Please complete the table, using the information below to assist you.

If your school is new provision:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your commissioners or, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- Leave **column C** blank.
- In **column D** please express the demand (column B) as a percentage of the places available (column A). i.e. $D = (B/A) \times 100$.

If your school is an existing provider applying to become an alternative provision Free School:

- In **column A** please provide the proposed number of places in each year group.
- In **column B** please provide the anticipated demand from your existing commissioners or, for 16-19 year old students, the number of students already on roll at your school.
- In **column C** please provide the anticipated demand from your additional commissioners, if applicable, and, for 16-19 year old students, the numbers of students that have confirmed that the proposed school will be their first choice.
- In **column D** please express the total demand (column B + column C) as a percentage of the places available (column A). i.e. $D = ((B+C)/A) \times 100$.

	2014				2015			
	A	B	C	D	A	B	C	D
Key Stage 1								
Key Stage 2								
Key Stage 3								
Key Stage 4								
16-19: commissioner referred								
16-19: pupil application								
Totals								

Section E: Evidence of demand – part 2

Please refer to pages 24-29 of the alternative provision ‘How to Apply’ guidance for what should be included in this section.

CGP Tower Hamlets currently operates an admissions and referrals policy that was developed in collaboration with the local authority, ensuring that whilst primary commissioners are the local authority, we still had the freedom to take referrals direct from schools. It is important to note here that approach we took with London Borough of Tower Hamlets – co-operation and integration with established protocols. Through our experience establishing CGP Tower Hamlets we learnt that for this kind of provision there needs to be a close working relationship with the local authority, which is reflected in the Taylor Review of Alternative Provision through the commissioner/provider relationship.

Although Free School status allows us many freedoms from local authority oversight, it is imperative to us that we are working in partnership with the local authority on admissions and referrals. Like in Tower Hamlets, it is clear from our discussions in Newham that there is a very established system of referrals, adhered to by schools, Academies and the local authority through the Newham ‘New Directions’ partnership of providers.

The following is our proposed Admissions policy, which outlines the admissions and referrals process that we will develop with Newham commissioners and Newham New Directions for KS4 and Post-16 learners. This is based on the policy used by CGP Tower Hamlets, and was commented on as an example of best practice in alternative provision by the Department for Education in 2012. This approach reflects the requirements of commissioners in Newham, but will be open to consultation both formally and informally.

City Gateway Newham Draft Admissions process 2014/15

General

- 1 City Gateway Newham (CGN) is a publicly funded, co-educational, independent education provision. It has 45 places for learners aged 14-16 and an agreed admissions number of 50 at Post-16. Each place (full or part time) counts as one place.
- 2 Our provision seeks to help some of the most educationally disengaged learners in Newham, offering them a chance to progress in their education and secure a better future for themselves and their families.
- 3 We welcome all learners who have the potential to benefit from our provision, and will work with them to address their circumstances and overcome any barriers to progression. We will not discriminate on the basis of disability (including HIV status), gender reassignment, marriage and civil partnership, pregnancy and maternity, race (which includes colour, nationality and ethnic or national origins), religion or belief, sex, sexual orientation or postcode, whether in relation to the learner or members of their family.
- 4 Responsibility for the admission of learners rests with the CGN Governing Body. All referrals and applications for places at CGN will be considered in accordance with the arrangements set out below.

ADMISSIONS AT KEY STAGE 4 (14-16 years old)

- 5 CGN is not a regular school. It is an alternative form of education for those learners who have disengaged with mainstream schooling and need a different environment and curriculum to help them attain. This means that the provision is not suitable for every learner. As such, the admissions process for CGN for learners aged 14 – 16 is different from that of a mainstream school – parents cannot apply to send their child to CGN. The Local Authority, or local schools, must refer learners to CGN through a process called ‘commissioning’

6 Commissioning Process

There are two routes by which learners can come to CGN. These are set out below:

6.1 Local Authority as Commissioner:

- City Gateway Newham is seeking to join the Newham Alternative Provision commissioning process
- Through this process, schools and academies in Newham refer a learner to New Directions.
- Newham New Directions will consider the best pathway for the learner following a decision by the LA commissioning under its duties under section 19 of the Education Act 1996, and place them with a new provider.
- The New Directions and CGN will review the best pathway for the learner. This will then be discussed with the parents and learner at an admission meeting before the referral is complete.
- If CGN is deemed appropriate, the learner will come on to the CGN roll, with CGN becoming the learner’s full time education provision.
- Financial arrangements will be made between CGN and Newham New Directions

6.2 School as Commissioner

- Schools can commission CGN to provide alternative provision on a part time or full time basis for those learners they deem need an alternative environment and curriculum to succeed.
- The school and CGN will review the best pathway for the learner. This will then be discussed with the parents and learner at an admission meeting before the referral is complete.
- For any referral over two days, Newham New Directions will be informed, in writing, by CGN.
- The school will work with Newham New Directions to make financial arrangements.
- The learner may remain on the school’s roll, may transfer to CGN’s roll, or may be designated as ‘dual roll’. This will be agreed between the school, Newham New Directions and CGN on a case by case basis and all such decisions will comply with the requirements of section 434 of the Education Act 1996.

- 7 Where an initial discussion has taken place, either through New Directions, the LA or with a school, and there has been no further contact from the referrer in respect to the Learner taking up the provision place, the parent or referrer has 14 working days from the date of the initial discussion to inform CGN as to their decision. After 14 working days with no contact, the CGN will assume that the provisional place is no longer required for that learner and may offer that place to another learner.

Ensuring learners are registered and information is shared

8. CGN will ensure that learners are appropriately registered. In the case of a fixed period exclusion or an off- site direction, the excluded pupil should remain on the register of the excluding school as they are expected to return when the exclusion period is completed and should also be registered with the alternative provision (dual registered). In the case of a permanent exclusion, the excluded pupil should be removed from the excluding school's register and be registered with CGN.
9. As far as is reasonably practicable, in agreeing contractual arrangements with Commissioners CGN will request appropriate information on the needs and prior attainment of pupils who will attend the alternative provision. Such information will include prior grades and attainment, additional support required and exclusions information as a minimum.
10. CGN will provide regular feedback to a Commissioner (and in any event when requested by the Commissioner to do so) on progress made by the learner, the learner's needs and attainment. This will be done online through a secure IT system and will be updated on a termly basis.

Over subscription criteria

- 11 There will be a fair, transparent and objective process for considering whether the education provided will be appropriate for prospective learners. There will be meeting with the learner, parent, school and CGN to agree the most appropriate education programme. This will be documented in a standard CGN form to which all parties will have the opportunity to input and review.
- 12 If there are more requests for referrals than there are places at any particular time, and after the admission of learners with a statement of special education needs where City Gateway is named on the statement, places will be allocated as follows:
- a) Children in public care (children looked after by a local authority under section 22 of the Children Act 1989). As per the standard admissions process prior to oversubscription, the school and CGN will review the best pathway for the learner. This will then be discussed with the parents and learner at an admission meeting before the referral is complete.
 - b) A detailed review of each request will be made by the Senior Leadership Team at CGN looking at a number of factors to determine the best fit. This review will be documented and submitted to the Chair of the Board of Governors with a recommendation.

Waiting list

- 13 Given the nature of our referrers, a waiting list is not appropriate at Key Stage 4.

Appeal procedures

- 14 If a parent, carer, commissioning school or commissioning body is not satisfied with the decision on whether to admit a learner to CGN , they should write to the Chair of Governors setting out the reasons why they are not satisfied within 21 days of the decision being made. The Chair of Governors will review the matter and respond in writing within 21 days from receipt of the letter.

Should the party still not be satisfied, CGN will make provision for an Independent Appeal Panel to be established to hear the appeal.

Should the matter still not be resolved, the parent, carer, commission school or commission body may object to the Education Funding Agency as detailed at section (28) below.

ADMISSIONS AT 16 – 19 YEARS OLD

15. Learners aged 16-19 years old will come to CGN through the following routes:

- A continuing learner from CGN 's 14-16 provision, with a place guaranteed following an objective assessment of the learner's progress and future plans.
- Self-referral, where the learner seeks out CGN and applies for provision.
- Peer-referral, where a current learner refers one of their friends or family members to CGN .
- Referral from Newham bodies, such as social services, youth offending team.
- Referral for national statutory bodies, such as JobCentrePlus and Metropolitan Police.
- Referral from secondary schools for post year-11 opportunities
- Third Sector organisations.

Post 16 admission criteria

- 16 CGN will meet with each learner to discuss and identify the courses and pathways that are most appropriate for their level of skills. The Governing Body will publish specific criteria in relation to minimum entrance requirements, for example in relation to a particular Apprenticeship programme, on the CGN website. These criteria, which might include prior attainment or work history experience, will be the same for internal and external transfers. Existing CGN Learners will be automatically admitted if they meet the entry requirements.

- 17 Admission to the Post-16 Provision will not be refused if a learner has failed to meet entry requirements for a course. In this case the learner will be offered an alternative course for which he has met the requirements subject to availability of places after allocation to other students who have already applied for that course.

Over subscription criteria

- 18 Where the number of external applications exceeds the number of Post-16 places available, the following order of priority will be used to allocate the remaining places:
- a) Children in public care (children looked after by a local authority under section 22 of the Children Act 1989) As per the standard admissions process the school and CGN will review the best pathway for the learner. This will then be discussed with the parents and learner at an admission meeting before the referral is complete.
 - b) A detailed review of each request will be made by the Senior Leadership Team at CGN looking at a number of factors to determine the best fit. This review will be documented and submitted to the Chair of the Board of Governors with a recommendation.

Waiting list

- 19 For Post-16, in addition to the right to appeal, unsuccessful applicants will be offered an opportunity to be placed on the Waiting List. The order of the Waiting List will be determined in accordance with the over-subscription criteria in Paragraph 18 above.

Appeal procedures

- 20 Learners/ Parents of Learners whose applications for Post-16 places are unsuccessful (including internal applicants) will be given an opportunity to appeal against the decision to an Independent Appeal Panel.
- 21 The Independent Appeal Panel will be independent of CGN . The determination of the appeal panel is binding on all parties. CGN shall prepare guidance for parents and Learners about how the appeals process will work and provide parents and Learners with a named contact who can answer any enquiries parents or Learners may have about the process. CGN may, if it chooses, enter into an agreement with the Local Authority or any other organisation for it to recruit, train and appoint Appeal Panel members and to arrange for the process to be independently administered and clerked.

General provisions that apply at both Key Stage 4 and Post-16

Accommodating learners with special / additional educational needs, disabilities and / or English as an additional language

- 22 CGN will, subject to its right of appeal to the Secretary of State in relation to a named pupil, admit all pupils with a statement of special educational needs naming the alternative provision Academy.
- 23 Where learners are admitted to CGN with existing statements of special educational

need, we will work closely with other agencies where necessary / specified to fulfil the learner's potential, in line with their statement.

- 24 As stated in our SEN Policy, CGN is committed to provide a suitably tailored and progressive programme for all learners. Particulars of the CGN SEN, Disabilities and Inclusion Policy are available from request from CGN .
- 25 Where there may be mobility or accessibility requirements we ask that referring schools / agencies contact CGN well in advance to discuss solutions to fulfilling those requirements. (The CGN Accessibility Policy is available upon request.)

Offer of places

- 26 Letters informing learners of their place at CGN will be issued by the referring body, or CGN in the case of self-referrals at 16-19 as soon as is reasonably practicable after the decision has been made. This letter will specify a Start Date and Induction arrangements.

Objections to this policy

27. Any objections to this Admissions Policy should be submitted to the Education Funding Agency (EFA) or any successor to it.
28. A determination of an objection, by the EFA or any successor to it on behalf of the Secretary of State, or by the Secretary of State, will be binding upon the alternative provision.

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We believe that managing a high in-year turnover is possible, but as can be seen in our education plan and finance section, our proposed provision isn't just for short term placements, although that service will be available for learners who require re-integration into a new school. Our service is designed as an entirely new provision for disengaged young people, with a vocational and foundation learning curriculum designed to prepare them for work or further/higher education. As with CGP Tower Hamlets, we envisage CGH learners staying with CGH for at least a year full or part time at KS4, with milestones throughout the year to reassess the applicability of the provision to the learner. Where a learner exhibits the ability to re-engage on an 'academic' course at a mainstream school, we will establish a re-integration programme with the school to ease the learner through the transition.

We have had discussions with Newham commissioners (email attached to this application), but have found significant issues in the willingness of local authorities (including for our other application in Hackney), as the lead commissioners to commit to commissioning KS4 provision almost two years in advance, despite their evident excitement at the prospect of the provision being established. This stems from trying to maintain an equal playing field for all providers in the borough, including other bodies applying to establish an Alternative Provision Free School. Tower Hamlets LA had a similar approach when we applied for CGP Tower Hamlets, but our long term relationship with schools who had commissioned us part time meant that they were in a position to support our application. In keeping with our approach of co-operation with the local authority and being complementary to their existing protocols, we have therefore not attempted to establish a separate system with schools and

Academies in the borough, as in our experience this would be a retrograde step and create animosity. Once we were given project approval by the DfE in 2011, Tower Hamlets LA became our main commissioner as the uncertainty was removed. We believe that a similar situation will happen in Newham, and with a longer lead in time than for CGP Tower Hamlets, CGH will be able to build its offer into the Newham commissioning process and establish a close commissioner/provider relationship.

Newham LA are keen for us to progress to project phase, when they will be able to consider making firm commitments on the level of demand they may have. Our interaction with Newham has been very positive, and they are keen not only for the expansion in capacity in alternative provision at KS4, but also an expansion of the offer in the borough for Post-16 learners. The nature of the application process however holds them back from being able to commit to number at this stage.

It is our opinion that if we were an existing provider with an extensive record of delivering exclusively to the local authority and within the borough, as we are in Tower Hamlets, it would be easier to receive concrete evidence of demand from commissioners at this stage, as relationships would be long established with an existing commissioner/provider quality assurance regime. We are continuing to engage with the local authority and the PRU to develop our relationship, and are very confident that our strong model and the record of achievement we have in Tower Hamlets will mean we fill our places in our first year.

For Post-16, we are very confident that we will be able to fill all the places in the first year, with an extensive marketing and schools engagement process taking place in the nine months to opening. In Year 1, we are budgeting for a Post-16 roll number of 50 FTE. In the last two years, we have had 25 Newham based learners come on to our programmes, mainly through word of mouth from other learners. We have also had an upsurge of interest in City Gateway programmes from the Ladder for London campaign, and are identifying the learners which need Post-16 CGP Tower Hamlets provision before they can progress onto an Apprenticeship. Nearly 50 learners aged 15-19 have enquired about services from Newham, asking to come onto courses or to start an Apprenticeship. Another 88 have enquired from neighbouring boroughs including Barking and Dagenham, Bexley, Redbridge, Waltham Forest, Havering and Greenwich. With extensive promotion, we are confident that CGH will meet not only the Year 1 enrolment of 50 FTE but that we will have a waiting list for the provision. In Year 2 and 3, we believe a full enrolment of 100 FTE will be easily achieved off the back of a strong first year, word of mouth from first year learners and increased referrals of those leaving Year 11 in local schools.

This has meant that the 'reach' of CGP Tower Hamlets is increasing – but with a site change to Isle of Dogs next year, this could mean that Newham learners are not prepared to travel so far to the new site (mobility is a constant issue with our target cohort, even in borough). Establishing a Post-16 provision in borough with extensive promotion would mitigate this risk, and help expand the in-demand service we currently operate in Tower Hamlets.

Our commitment to wider community can be read in the last section of our education plan.

Section F: Capacity and capability

Please refer to pages 30-33 of the alternative provision 'How to Apply' guidance for what should be included in this section.

1. Governance Development

As an existing alternative provision free school provider, CGP Tower Hamlets Trust is already a company limited by guarantee, created in June 2012 and entering into Funding Agreement with the Secretary of State when sealed on 7th September 2012. At present, the Trust has three Members:

- [REDACTED] – [REDACTED]
- [REDACTED]
- [REDACTED]

At present, in the CGP Tower Hamlets Board of Governors, [REDACTED] ([REDACTED]), [REDACTED], [REDACTED] ([REDACTED]), [REDACTED] is [REDACTED]. City Gateway 14-19 Provision Trust's education provider, City Gateway, has extensive relationships with corporates in the City and Canary Wharf. These relationships have allowed City Gateway 14-19 Provision Trust to acquire legal expertise through a well-established legal firm, as well as input from businesses on course design. These corporate partners not only provide additional expertise to City Gateway 14-19 Provision Trust but also in the past have provided placements for our young people and volunteered in lessons. More about this can be read in the community engagement section of the education plan.

The [REDACTED] and [REDACTED], is currently undertaking a review process of Member and Governor capacity, with the remit of expanding the Membership of the Trust and the Governors to oversee the provision at multiple schools. This process is due to be completed in early 2013, with appointments made by April 2013.

As this project is in train, it is the Trust's intention to, on project clearance by the Secretary of State, further expand the membership of the Governing Body to ensure sufficient oversight of City Gateway Newham as well, using the structures outlined below.. This second expansion will also be to involve local representatives in the development process for City Gateway Newham, ensuring that strategic direction is provided in line with local priorities and social need. The Trust will look to appoint Governors from a wide variety of backgrounds, including business, community groups and educational leaders, seeking to bolster the focus of raising young people from disadvantage and disengagement and put them on a path to sustainable employment.

The Trust would like to iterate at this point that this structure is proposed, but is open to change following advice from the DfE and New Schools Network during the establishment of City Gateway Newham. As we set up a multi-academy trust, and therefore a school chain, we foresee this plan evolving.

The Members of the City Gateway 14-19 Provision Trust will apply to become a Multi-Academy Trust, creating a Governing Board with committees that look at the business of each individual school. The Chair and Vice-Chair of each committee will be full members of the Governing Board. The Governing Board will have oversight of all decisions made by each School Board. Additional Governors appointed by each committee will be approved by the Governing Body.

Each school committee will directly oversee each school within the multi-academy trust, undertaking the typical functions of a normal governing body. This includes:

- Day to day management of school
- Exclusions and attendance
- Financial Management (reporting to Lead Board Strategic Finance Committee)
- Policies and procedures
- Schemes of delegation
- Admissions criteria and monitoring

The Lead Board will have three sub committees, which oversee functions across the chain. This includes:

- Strategic Finance Committee: This committee will look at finance across the chain, and include the Lead Board Treasurer and Treasurers from each School Board. This committee can also include the Chair of the Trust and any Bursars, upon invitation. They will provide financial reports to each Lead Board meeting.
- Audit Committee: This committee will be made up of the Governing Body Auditor and Audit leads from each of the school committees. The audit committee will have the powers to investigate and interrogate all internal controls of the chain, identifying areas where shared services could be improved/implemented, and providing annual reports to the Lead Board and external agencies where appropriate.
- Education Innovation Committee: This committee will have responsibility for ensuring that education across all schools meets with the high quality expected, but also to ensure that educational innovation and best practice is shared. The Lead Board Education Lead will chair, with Education Leads from all School Boards and Chairs attending. Staff responsible for quality assurance will also attend ex-officio.

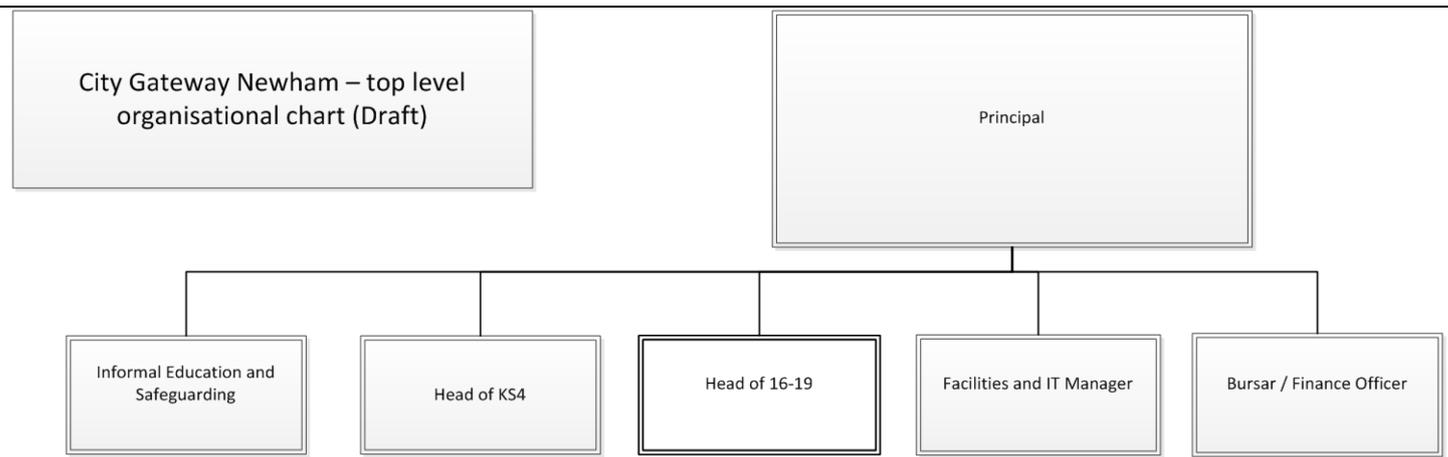
The Principal of each school will sit on their school committee but will not sit on the Governing Body by right, but ex-officio as and when requested by the Chair. The Executive Principal, who will offer leadership and support to all schools, will sit on the Lead Board. It is expected that the role of Executive Principal will be filled by [REDACTED], [REDACTED]. The diagram below outlines how we envisage the governance arrangements for the multi-academy trust with two schools. This model is replicable as more schools are added, providing a flexible approach to scaling City Gateway AP across other boroughs.

[REDACTED]

2. School Management

It is our intention to share as many services between schools as possible, providing centralised finance, facilities, quality assurance and HR support. We believe that minimising central support costs will allow a greater staffing focus on providing a high quality educational service to disadvantaged young people. This could also mean that economies of scale can be shared across the Trust, allowing staff to work in two or more sites. For instance, a media tutor may, in year one, only have a cohort of 15 learners twice a week at one school. This would allow the tutor to teach at another school as well. Ensuring flexibility will allow City Gateway Newham to respond the learner need more efficiently.

The below diagram outlines the top level management structure of City Gateway Newham.



Members have not yet identified a Principal Designate for City Gateway Newham. Over the next year, CGP Tower Hamlets Trust will draw up a leadership development plan for City Gateway Newham, looking at existing staff and external educational leaders as potential candidates for Principal, as well as identifying key delivery managers. The Principal will be appointed at least a term before the opening date of the school (April 2014). As with CGP Tower Hamlets, it is important for us that the Principal is referred to as 'Principal', helping to nurture a different learning environment for the learners. We will use 'Principal' solely for the purposes of this application and the project phase. The Principal will be directly accountable to the Board of Governors, and most importantly the Chair. The Principal will have to account to the Board for their actions and will be expected to update the Board when necessary. The Chair and Principal will jointly have responsibility for making final determinations on exclusions or managed moves.

The Principal will have responsibility for:

- Providing strategic leadership
- Day to day management of the school
- The quality of educational services delivered in the school
- Providing challenge and support to the Head of Education and delivery staff
- Increasing outcome improvement
- Financial controls
- Relationship management with commissioners and local groups

The Principal will be supported by the proposed Executive Principal of the chain, [REDACTED]. The Executive Principal will provide challenge and support, working with the Principal to address areas of concern or exploring new delivery innovation. The Executive Principal will provide formal 'line management' of the Principal, alongside being accountable to for their decision making the Chair of their school committee.

The senior staff roles identified in the above diagram outline the key delivery strands for effective alternative provision in the City Gateway model, and reflect the structure discussed in the education plan. We will identify staff internally with the ability to take on these roles, and provide a bespoke training and development plan. Similarly, we will look to recruit externally for educational professionals who want to take on a new challenge of establishing a new provision.

For finance, the school will have a Finance and Contracts Manager in charge of local financial management of the school, in liaison with central finance support teams. The central finance support team will have a high level of experience and skill in financial management and will be able to provide quality, cost effective financial management and control to the School.

The central team currently run all financial management for City Gateway 14-19 Provision, and by the time of establishment of City Gateway Newham will have two years experience of running a Free School and the reporting responsibilities required. The Finance and Contracts Manager will be appropriately qualified, and report directly to the corporate Finance Director and be matrix managed by the Principal of City Gateway Newham. This structure will provide high quality and appropriate systems and controls at both the local and central level. In Year 2, we will employ a Finance Officer to assist the Finance Manager in the day to day financial management of the school.

The Finance Director of City Gateway 14-19 Provision will work closely with the Treasurer to ensure financial reporting to the Board at regular intervals. The Facilities and IT manager will report directly to the Principal for day to day management of the site, and be Matrix managed centrally by the Head of Facilities and IT of City Gateway to ensure standards are maintained across chain sites. This will also allow the Facilities Manager to call on wider resources and capacity to tackle site issues, and ensure that the chain site portfolio can be managed strategically.

The City Gateway Newham project development will be overseen by the Chair of the City Gateway 14-19 Provision Trust and Principal of CGP Tower Hamlets. The day to day running of the project will initially be the responsibility of City Gateway's Head of Fundraising and Business Development..

We will also look to take on extra resource, using the project development budget to appoint internal project managers to move the project forward as it progresses. The Head of Fundraising and Business Development will report to the Executive Principal and Members on a monthly basis throughout the process, providing progress reports, financial updates and key risks/mitigations. Once the Principal Designate is appointed, they will take on day to day responsibility for the project and appropriate reporting.

The City Gateway 14-19 Provision Members, Governors and Senior Management Team, as well as the City Gateway Senior Management team, are highly skilled in management, educational and financial expertise, and other areas necessary for running a school. City Gateway has functioned successfully as an organisation delivering educational outputs for 13 years, and CGP Tower Hamlets will have, by the time of opening CGH, have been running for two years and had its first Ofsted inspection. CGP Tower Hamlets is working effectively with external consultants to ensure teaching is continually improving and delivering achievements for learners, and to address other areas requiring specialist knowledge such as information management, particular quality standards.

City Gateway was, graded Outstanding across all areas of the Common Inspection Framework by Ofsted in 2010, the inspectors reported that 'City Gateway's leadership and management are outstanding. The charity has a clear focus on providing hope for local young people.' We want to ensure that this exceptional leadership, currently being used for CGP Tower Hamlets, is used for City Gateway Newham.

3. Staff Development

The Principal will lead the City Gateway Newham Leadership Team, consisting of the Head of KS4, Head of Post-16, Head of Care, Guidance and Support, Finance and Contracts Manager and Facilities and IT Manager., who will oversee the day-to-day operational management of the Free School. It is our intention in year one that all managers will also provide teaching and support expertise to staff, helping to not only ensure the school starts well but also helps to reduce some costs.

The Head of KS4 will oversee all KS4 programmes, including vocational and functional tutors, retention workers and behaviour support workers, and also co-ordinate the admissions process for the school with the Head of Post-16. In Year 1 there will be four subject tutors, supported by eight retention workers and behaviour support workers. This will grow to be ten tutors, ten retention workers and ten behaviour support

workers by Year 3. This intensive staffing amount is representative of the support that we have found KS4 learners need to progress, and is core to our effective model of learner engagement.

The Head of Post-16 will oversee all post-16 programmes, including vocational and functional tutors, retention workers and progression workers, and also co-ordinate the admissions process for the school with the Head of KS4. In Year 1, we will have two subject tutors, supported by 0.5 retention worker and 0.5 progression worker, which mirrors the level of staffing in operation at CGP Tower Hamlets. By Year 3, we will have four subject tutors, supported by one retention worker and one progression worker.

Working with all years will be our SEN Co-ordinator. Working alongside subject tutors, the SENCo will provide specialist support to young people who are in need of additional learning support, and liaise with local authority officers to ensure statemented learners receive the right support.

The Head of Care, Guidance and Support and Safeguarding Officer are two of the most important delivery roles at the school. Our experience has shown that many learners who've come to us have a high rate (almost 40%) of safeguarding risk, which provides one of the biggest obstacles to learner progression. These roles will work daily with learners to provide guidance and support, and work with local agencies to ensure at risk learners receive the services they need to reduce the risks or manage them effectively so that they allow progression. The Head of Care, Guidance and Support will work with staff to ensure that all the support systems needed for young people are in place and operating effectively. This includes oversight of all safeguarding, IAG and targeted support services.

Administration and support staffing will ensure the smooth daily running of the premises, finances and admissions, allowing teaching and learner support staff to focus on learner progression. We will start with one admissions officer in year one, taking on another in year two as the school expands its role. These staff will work closely with local schools and referrals agencies to identify the right learners for City Gateway Newham and undertake the required referrals process. The Finance Officer and IT Officer will be added from Year Two to support their managers as the school grows and a greater capacity is needed to provide the service the school needs.

We will follow our robust Recruitment Process (see submitted document) to ensure that we recruit high quality staff, which we have used for CGP Tower Hamlets. City Gateway Newham will hold recruitment days, advertised by March 2014, to identify potential staff members. This process was used for recruitment for CGP Tower Hamlets. This helps to cope with large numbers of applications, and gives applicants a sense of the vision behind City Gateway Newham.

Each member of staff has annual objectives which map out targets for achievement and from which line managers monitor progress. These are reviewed in regular supervision but also formally in 6 month reviews and annual appraisals. Clear lines of responsibility are outlined so that staff know what they must work towards and what they are tasked to achieve.

The Principal and Leadership Team will provide monthly reports the Board of Governors, who will conduct strategic reviews and measure outcomes against Critical Success Targets and performance indicators that are set annually and in line with the Lead Board's set targets. The Principal will oversee the performance management process, ensuring that delivery targets are being met; financial management, ensuring that budget targets are met; risk management, ensuring that management action is taken to identify and mitigate risks to successful project delivery; and HR and staff management, ensuring that policies and procedures are being applied to all staff. Governors can challenge insufficient progress at any stage of the project.

We have a unique delivery model, meaning the teacher:pupil ratio will very likely be 1:7 in the classroom, with 1:1 for Information, Advice and Guidance with a Retention Worker, and where specialist support is

required to address risk issues. As can be seen in the financial capability section we will increase our delivery staff team in proportion to the increase of learner numbers over the first three years of the Free School.

Section G: Initial costs and financial viability

Please refer to pages 34-38 of the alternative provision 'How to Apply' guidance for what should be included in this section. As explained in the 'How to Apply' guidance you are required to complete the necessary financial planning spreadsheets as well as providing a supporting narrative. The templates can be found [here](#). Please use this section for the narrative.

The financial plans have been developed based on the significant experience we have of delivering successful alternative provision education in East London, and the model developed by City Gateway and is employed in CGP Tower Hamlets. . Our budgets for CGP Tower Hamlets have been cleared by the Department for Education prior to commencement in September 2012, and form the basis for our budget for City Gateway Newham.

This experience has allowed us to confidently estimate the staffing and other resources required for our delivery model which successfully produces the educational outcomes desired.

The difference in scale (in terms of pupil numbers and staff numbers compared to CGP Tower Hamlets) has been factored in when preparing the budgets. The staffing resource levels identified in the education plan and capability sections directly informed the preparation of these budgets.

Those responsible for the finances of CGP Tower Hamlets have significant technical accounting expertise and as mentioned above a track record of managing the finances of an alternative provision education provider. Senior Management of CGP Tower Hamlets and City Gateway have extensive experience of managing the finances of large organisations in variable funding conditions. We have a proven track record of managing this expenditure in a flexible way to ensure sustainability and viability while maintaining excellent quality of provision.

Our delivery model places a priority on a high number of teaching and education support staff. This has an impact on costs, however this is mitigated in the following ways:

- seeking best value procurement,
- accessing support from the local community (particularly business community for gifts in kind where appropriate) and
- by avoiding unnecessary excess and choosing the simplest / cheapest solutions where these does not adversely affect delivery quality.

We believe that these financial priorities underpin our ability to achieve excellent success for our young people.

CGP Tower Hamlets is an Academy Trust and is financially viable, with typical Academy Trust funding and balanced budgets approved in advance on an annual basis. CGP Tower Hamlets's financial systems and controls are in accordance with the Academies Financial Handbook. These will be implemented at City Gateway Newham

Section H: Premises

Please refer to pages 39-40 of the alternative provision 'How to Apply' guidance for what should be included in this section.

City Gateway 14-19 Provision was established on temporary sites in Tower Hamlets for the 2012/13 academic year in buildings provided by City Gateway and with some EFA expenditure to ensure enough delivery space. This temporary space was adapted within seven months to allow for opening, and a permanent site has been identified and capital works are to progress in early 2013 for September 2013 occupation.

As we have started to discuss opening City Gateway Newham, we have identified some key partners in sourcing suitable buildings for expected capacity, especially church communities who either have premises available now or at least will do from early 2014. We expect to be able to secure permanent or temporary premises following project clearance in May 2013.

We are open to exploring sites in the following postcodes: E15, E7, E12, E13, and E6. We wish to work alongside the local authority and referrals agencies to identify a site which could be considered as 'postcode neutral' as possible, ensuring that Newham young people do not have to worry about gang postcode territories. Ideally, we would look to establish provision in E5, so as to ensure our school catchment areas do not overlap with each other. We would also ask for assistance from the Department for Education to approach LOCOG and the London Legacy Development Corporation to explore potential sites in the [REDACTED], designated E20.

Annexes

The annexes:

- are included within the page limit and restricted to documents relating to your evidence of demand (e.g. letters of support from commissioners and maps) and relevant CVs;
- should be submitted as part of your application i.e. as one Word document; and
- do not include the financial templates (which should be submitted separately in Excel and are excluded from the page limit).

Annex 1: Policies and procedures

We have established a draft set of education policies, many of which are in operation at our current provision. These will help to show the extended systems and processes already established for City Gateway Newham. At the end of this application are draft policies or exemplar documents for:

- A. Quality assurance
- B. Behaviour management
- C. Equality and Diversity
- D. Admissions
- E. Bullying and Harassment policy
- F. Additional Learning Support policy
- G. Exclusions
- H. Uniform policy
- I. Data protection
- J. Health and Safety

This is by no means an exhaustive list of the school policies we already have formulated for the provision.

A: City Gateway Newham Teaching and Learning Quality Assurance

1 Overview

The strategy will set out the plans for the observation of lead tutors, NVQ trained assessors, and all those involved in delivering information, advice or guidance. The sessions that are observed may be in class settings or in one-to-one settings.

The strategy is documented with the view to continually and consistently develop quality within City Gateway Newham.

2 Terminology

2.1 Observation team

The observation team will be made up of managers under the supervision of the Learning and Quality Manager. Observation is the process by which staff are observed, graded and given feedback.

2.2 Tutors

The team of tutors that is responsible for the planning and delivery of group sessions.

2.3 Assessors

Anybody who is involved in the formal assessment of NVQs.

2.4 Advisors

An employee of City Gateway Newham who regularly meets with trainees in a context where information, advice or guidance is given.

2.5 Session

A session is a planned activity where learning takes place. This may be in a one-to-one or class context.

2.6 Learning Walk

A City Gateway Newham wide activity where members of Observation team walk through every session being taught at a certain point.

3 Observation Team

At any one time there will be a minimum of three managers who are eligible to observe sessions. They will be overseen by the Learning and Quality Manager. It is expected that

the eligible observers will also include all lead tutors.

The initial process for training observers is:

The observer has initial training on grading and feedback

The observer then team-observes with the Learning and Quality Manager

The observer then leads on an observation, supported by the Learning and Quality Manager

Much of the observing will fall under the remit of the Learning and Quality Manager but it is important for other managers to be able to observe staff.

To ensure standardisation and quality, the Learning and Quality Manager will observe the Observation team twice a year and in turn will be observed.

4 Tutors

Group teaching will be observed using the City Gateway Newham Observation of Teaching proforma appended to this strategy. The lead tutor will be graded under Ofsted guidance:

1 – Outstanding

2 – Good

3 – Satisfactory

4 – Inadequate

Delivery staff will generally be assessed through individual observation 4 times a year. The sessions will be assessed according to Ofsted guidance and particular attention will also be paid to the session plan. These must be completed in the necessary detail for the observation.

Any tutor graded as inadequate or satisfactory in any session will be recorded in the tutor issues log and an action plan developed. The action plan will include smart targets to raise performance and a planned date for re-assessment.

The tutor will complete a self-evaluation of the session which the assessor will read before feedback.

Feedback will be given as soon after the assessment as possible and no later than 2 days. All development points coming from observations of tutors will feed into their individual Session Improvement Plans. These development points will be re-communicated in the notification of the next proposed observation and will be focused on to encourage improvement.

Each round of observations will generate key strengths and key improvements for the department as whole. The key improvements for the department will be addressed through training in the group Tutor Professional Supervision sessions.

4.1 New Staff

New staff will have an initial observation within their first 2 weeks and a second observation within their probationary period. They will be expected to produce two detailed session plans per week within their probationary period. These will be checked by the Learning and Quality manager and feedback given. The rationale behind this is to ensure that new tutors think about the planning of their sessions in the right way. It will not be expected for staff who have passed their probation to provide detailed session plans apart from when they

are observed.

5 Assessors

NVQ A1 trained assessors will be observed using the City Gateway Newham Observation of Key Learning Processes proforma appended to this strategy. To tie in with other assessments, the assessor will be graded using similar guidance as tutors, developed from Ofsted criteria:

- 1 – Outstanding
- 2 – Good
- 3 – Satisfactory
- 4 – Inadequate

Assessors will be observed twice a year by the course Internal Verifier (IV) or someone who is a trained IV. Any assessor graded as inadequate in any session will be recorded in the Assessor Issues log and an action plan developed. The action plan will include smart targets to raise performance and a planned date for re-assessment.

The assessor will complete a self-evaluation of the session which the observer will read before feedback.

Feedback will be given as soon after the observation as possible, and no later than 2 days.

6 Advisors

One-to-one sessions will be observed using the City Gateway Newham Observation of IAG proforma appended to this strategy. To tie in with other assessments, the advisor will be graded under similar guidance as tutors, developed from Ofsted criteria:

- 1 – Outstanding
- 2 – Good
- 3 – Satisfactory
- 4 – Inadequate

Advisors will generally be assessed individually through observation 3 times a year.

New staff will have an initial assessment within their first 2 weeks and a second assessment within their probationary period.

Any advisor graded as inadequate in any session will be recorded in the Advisor Issues log and an action plan developed. The action plan will include smart targets to raise performance and a planned date for re-assessment.

The advisor will complete a self-evaluation of the session which the assessor will read before feedback and the trainee will also fill in a feedback form which will be read before feedback

Feedback will be given as soon after the assessment as possible, and no later than 2 days.

7 Recording

The observer may wish to write down notes in any form and then transfer those onto the

observation proforma at a later date. After feedback, the documentation must be communicated to the person observed within one week. All records of observations will be kept on file and shared with the tutor. The file will be kept secure. Copies may be shown to line managers, the observation team, senior managers and inspectors. Tutor grading will not be shared beyond that.

8 Learning Walk

8.1 Overview

Learning Walks are being introduced as a way of monitoring and raising the whole Training and Employment team performance across the academic year. In particular the rationale is to both celebrate success and identify areas for development. The Learning Walks do not focus on single individual teacher performance but instead address the successes and development needs of the department as a whole.

All learning walks over 2010/2011 will focus on the specific areas of the Teaching and Learning QIP:

- The attainment gap
- The use of ICT
- The learning environment
- The quality of teaching and learning

Any assessor completing the Learning Walk will complete the attached checklist which corresponds with the priorities mentioned above. It is worth reiterating that the learning walks are not seeking to evaluate single individual teacher performance but instead to assist in improving TandL performance in order to raise attainment across the department across the year.

These will generally be used by the Head of Training and Employment so that performance can be monitored.

8.2 How they will work

- Learning Walks will occur from Monday 1st November 2010 onwards and will take place regularly when the Head of TandE schedules them.
- Learning Walks will not be announced in advance.
This is for two reasons:
 - a) to allow management to monitor customary teaching and learning fully and accurately
 - b) to reduce anxiety felt by staff in preparation for observations. Lesson plans according to the City Gateway Newham proforma and additional planning materials or resources will not be expected
- Learning Walks will be carried out by fully trained members of Assessment Team under the responsibility of the Learning and Quality Manager.
- All sessions that are occurring may be chosen to be visited on a Learning Walk. Therefore classrooms may be visited at any time of the day or more than once
- The assessor may stay in the classroom for only a short time or may stay up to 25 minutes. The assessor will not interrupt the lesson but may assist in a retention worker or supportive capacity while they are in the room. It is expected the experience will not feel so much like a formal observation but instead as though as

extra adult is supporting in the classroom. Whilst in the room (or shortly after) the observer will discretely complete the attached checklist

- Individual outcomes will not be published and individual staff will not receive formal written feedback from their lesson. This is because the focus of the learning walk is not on single individual performance but, instead, on consistency of performance across the department.

9 Spot Checks

Spot checks can happen at any point by any member of management to see how classes are getting on. They will generally not be recorded but may feed into development areas for a specific tutor. Management may wish to see session plans, learners work or a part of a session.

10 Policy Review

The policy will be reviewed after 6 months in November 2012. The review will centre on the effectiveness of:

- The frequency of lesson observations
- The number of people in the assessment team
- The learning walk in gaining an overall view of quality
- The strategy in regards to developing quality

Appendix 1

Observation of Learning

Final Grading Information

Please ring the awarded grade at the end, after the feedback has taken place.

1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
Many strengths with no/minor areas for improvement	Strengths clearly outweigh areas for improvement	Balance of strengths and areas for improvement	More areas for improvement than strengths
Comments			

Monitoring Information

Teacher's Name:	<input type="text"/>	Qualified/Unqualified:	<input type="text"/>
Retention Worker:	<input type="text"/>	Amount of time spent in room:	<input type="text"/>
Date of Observation:	<input type="text"/>	Length of Observation:	<input type="text"/>

Course Information

Course: <small>(Engage etc)</small>	<input type="text"/>	Stream: <small>(Customer Service etc)</small>	<input type="text"/>
Session: <small>(please ring)</small>	Vocational Employability	Key Skills PSD	Functional Skills Other: _____

Recruitment, Retention, Attendance and Punctuality

Attendance (out of total):	<input type="text"/>	Late Arrivals:	5 mins	10	15	20+
			<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

Evaluation and Reflection

At the end of the session this should be completed **by the tutor**.

Please comment on what you think went well, and anything you think you can improve on:

What Went Well...	Even Better If...

--	--

Planning	Y	?	N	Judgement and Evidence
Are there clear learning objectives in the plan?				
Does the plan clearly state what differentiation will happen for each activity?				
Does the planning explain what the learners will be doing?				
Does the planning show knowledge of the group?				
Does the planning show the assessment that will take place during the session?				
Does the planning show a range of activities?				

Teaching and Learning	Judgement and Evidence
<p><i>Please use these pointers to comment on:</i></p> <p><i>Start of the session</i></p> <p><i>Objectives</i></p> <p><i>Activities</i></p> <p><i>Individualised learning</i></p> <p><i>Style of tutor delivery</i></p> <p><i>Technology</i></p> <p><i>Pace</i></p> <p><i>Engagement</i></p> <p><i>Enjoyment</i></p> <p><i>Independence</i></p> <p><i>Behaviour</i></p> <p><i>Latecomers</i></p> <p><i>Learning environment</i></p> <p><i>Subject knowledge and tips</i></p> <p><i>Enthusiasm (tutor and learners)</i></p>	

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Assessment	Y	?	N	Judgement and Evidence
Learners know how and why their learning within the lesson will be assessed				
Effective and robust questioning strategies are differentiated according to learner need				
Plenaries are used within the session <i>and</i> at the end to check learning <i>and</i> develops learning				
Peer assessment is used to check learning <i>and</i> give targets				
Self-assessment is used effectively so that learners can identify their own learning needs				
Tutor gives verbal/written feedback at relevant points				
Tutor circulates, observes and develops learning during independent tasks				
Learners are aware of how to improve their achievements				

Summary

Strengths	Area for Development

Observation Area	Outstanding	Good	Satisfactory	Inadequate
Planning Records Scheme of work Session Learner feedback	<ul style="list-style-type: none"> • Tutor keeps detailed up to date records of learner progress which inform planning. • The scheme of work is detailed and shows clear progression of subject area. • The session is well planned with a range of stimulating activities that are individualised according to ability and interest. • The planning shows acknowledgement of learner feedback. 	<ul style="list-style-type: none"> • Tutor uses records to track learning and inform planning. • The scheme of work is detailed and shows clear progression of subject area. • The session is well planned with a range of stimulating activities. Differentiation is planned for. • The planning shows that learner feedback is valued. 	<ul style="list-style-type: none"> • Tutor keeps records of main achievements within the course. • The scheme of work shows how the qualification standards are made into a course. • The session is planned with a range of activities. • The tutor makes attempts to plan for differentiation. 	<ul style="list-style-type: none"> • There are limited or no records of learner progress and this does not appear to have informed the planning in any way. • The scheme is basic and covers the major topics. • The session is not planned sufficiently. The tasks may be unrelated to each other, demotivating or uninspiring.
Teaching and Learning Start of the session Objectives Latecomers Individualised learning Independent learning Style Pace Behaviour Management Activities Technology Resources Engagement Enjoyment Enthusiasm (tutor and learners) Motivation Contribution to citizenship Equality and Diversity Learning Environment Teaching assistants Subject Knowledge Learning support Employment information	<p><i>All learners make good progress because of the excellent teaching they receive.</i></p> <ul style="list-style-type: none"> • Enforced procedures encouraged most learners to enter the session with a view to learn. • Learners are invested in the learning objectives. • Latecomers were challenged without causing distraction to the other learners. • The session gave opportunity for learners to work on their own and in groups and each activity was fully differentiated. • The tutor's style, methods and pace engages learners and contributes to very effective behaviour management. • The tutor utilises the technology that is available and has prepared excellent resources. • Teaching assistants are valuable and busy. • Learners enjoy and are enthusiastic about the session. • The tutor follows EandD principles, gives opportunity to embed citizenship and offers relevant employment information. • The tutor has good, up-to-date subject knowledge and the learning environment is clean, tidy and promotes learning. 	<p><i>Most learners make good progress because of the teaching they receive.</i></p> <ul style="list-style-type: none"> • Most learners entered the room with a view to learn. • Learners were made aware of and understand the objectives. • Latecomers were challenged. The session gave opportunity for learners to work on their own and in groups. • Differentiation was very apparent in the session. • The tutors style, methods and pace engaged learners and contributes to good behaviour management. • The tutor had well prepared resources and made use of teaching assistants. • The tutor follows EandD principles. • The tutor offers additional bits of information that may relate to citizenship or employment. • The tutor has good, up-to-date subject knowledge and the learning environment is clean, tidy and promotes learning. 	<p><i>Most learners make some progress because of the teaching they receive.</i></p> <ul style="list-style-type: none"> • The session is inadequate in no major respect. • Learners were made aware of the objectives • The tutor and content of session kept the learners engaged through many aspects of the session. • Behaviour was challenged at points. • Technology was used and resources were prepared in advance. • The tutor follows EandD principles. • Subject knowledge is sufficient for the session. • The learning environment is clean and tidy. 	<p><i>Most learners, or a significant specific minority of learners, make less than satisfactory progress</i></p> <p>The teaching is inadequate. Inadequate teaching is likely to have one or more of the following:</p> <ul style="list-style-type: none"> • The majority of learners did not enter the room with a view to learn • Learners were not made aware of the objectives, or the objectives were unclear • Latecomers were not challenged • The style and pace do not contribute to enjoyment or engagement • Behaviour management is inconsistent or bad behaviour is ignored • The activities, use of technology or resources so not promote participation or progress • EandD principles are ignored • Subject knowledge is weak • The learning environment is inadequate

<p>Assessment</p> <p>Success criteria Questioning Peer assessment Self-assessment Fairness Learner responsibility Feedback and plenaries Targets Tutor observation</p>	<p>Learners are invested in the assessment process and know how and why they will be assessed. They know how to improve their work/levels.</p> <p>All are involved in plenaries, which check progress of each learner and develop learning and happen during the session as well as at the end.</p> <p><i>A range of other assessment types are used, which will include:</i></p> <ul style="list-style-type: none"> • Peer assessment being used to check learning and give targets • Self-assessment to check their own learning and correct mistakes • A range of questioning techniques to check <i>and</i> develop learning and questioning is differentiated • Tutor observes learning offering support and guidance • Resources such as quizzes, mini whiteboards, card sorts etc. 	<p>Learners know how and why they will be assessed in the session. They know how to improve their work/answers.</p> <p>Most are involved in plenaries, which as a minimum, check progress of each learner at the end of the session.</p> <p><i>A range of other assessment types are used, which will include:</i></p> <ul style="list-style-type: none"> • Peer assessment being used to check learning • Self-assessment being used to correct mistakes • A range of questioning techniques to check learning and questioning is differentiated • Tutor observes learning, offering support and guidance • Resources such as quizzes, mini whiteboards, card sorts etc. 	<p>Learners are assessed during the session in that some checking of learning happens.</p> <p><i>This will usually be by using one or more of the following:</i></p> <ul style="list-style-type: none"> • Group questioning • Tutor observes learning, offering support and guidance • End of session plenary which involves some learners 	<p>Learners are not assessed for any learning during the session, or assessed inappropriately.</p> <p>Some attempts may be made to assess learning and may include methods described. However, at the end of the session it is not clear whether the required learning took place or not.</p>
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Appendix 2

Observation of IAG

Final Grading Information

Please ring the awarded grade at the end, after the feedback has taken place.

1 Outstanding	2 Good	3 Satisfactory	4 Inadequate
Many strengths with no/minor areas for improvement	Strengths clearly outweigh areas for improvement	Balance of strengths and areas for improvement	More areas for improvement than strengths
Comments 			

Monitoring Information

Staff Name: <input type="text"/>	IAG Qualification Level: <input type="text"/>
Meeting requested by trainee or staff? <input type="text"/>	Date of last meeting: <input type="text"/>
Date of Observation: <input type="text"/>	Length of Observation: <input type="text"/>

Trainee Information

Course: (Engage etc) <input type="text"/>	Stream: (Customer Service etc) <input type="text"/>		
Session: (please ring)	Vocational	Key Skills	Functional Skills
	Employability	PSD	Other: _____

Evaluation and Reflection

At the end of the session this should be completed **by the staff member**.

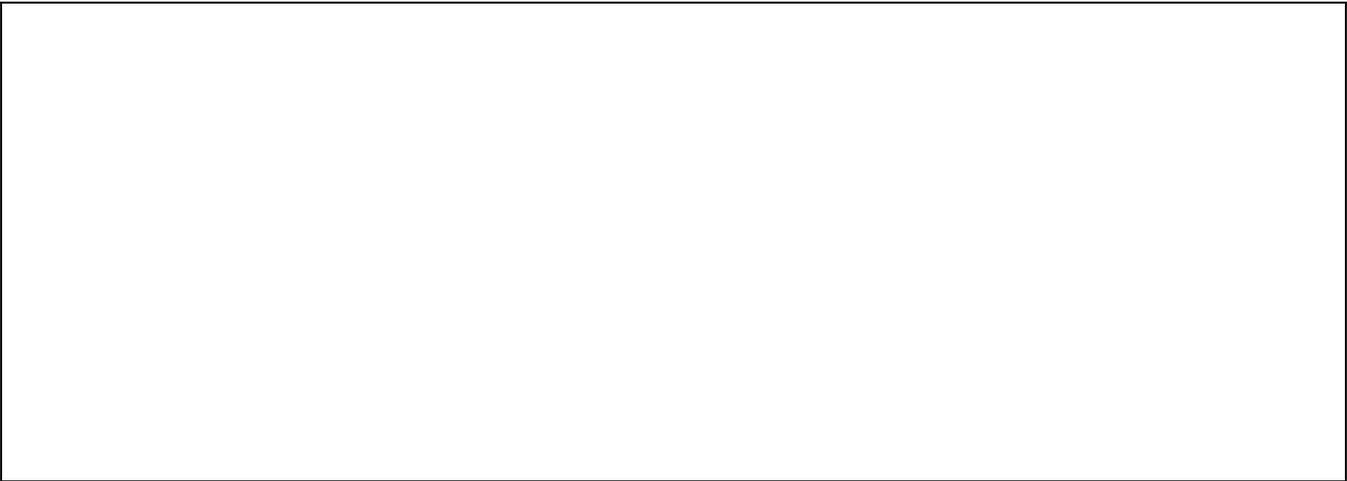
Please comment on what you think went well, and anything you think you can improve on:

What Went Well...	Even Better If...

--	--

Standard Protocols Followed	Y	N	?	Judgement and Evidence
Did the IAG happen in a private and comfortable space?				
Was the trainee made aware of the purpose of the session?				
Was the trainee made aware of the confidentiality and data protection policy?				
Was the trainee made aware of the staff member's role and the nature of the service provided?				
Did the staff member know and relate well to the trainee?				
Was the trainee made aware of the equality and diversity policy?				
Was the trainee made aware of what to do in the case of a fire? (explain where the fire exits are and meeting point).				
Had necessary planning/actions from previous meeting taken place?				
Were the trainee's needs met?				
Was the trainee signposted effectively to other services?				
Did the trainee leave understanding everything discussed and what was going to happen next? (did the advisor summarize what was discussed and agreed?)				
Was the date of the next meeting agreed?				
Was the trainee encouraged to take responsibility for their own development/progress?				

Commentary on IAG Session



Commentary on IAG Session

A large, empty rectangular box with a thin black border, occupying the middle two-thirds of the page. It is currently blank, intended for commentary on the IAG session.

Summary

Strengths	Area for Development

Guidance on Grading

Description	Characteristics of the session
Outstanding (1)	<p>All protocols were followed effectively and had all the characteristics of a good session.</p> <p>The session was also exemplary in many respects.</p> <p>The trainee clearly developed in knowledge, understanding, attitude or ambition as a result of this (and other) sessions.</p> <p>The trainee took responsibility for their own development and suggested the actions/planning as a result.</p> <p>The trainee was encouraged to recognise/reflect on ways in which learning can empower them as an individual and make a difference in their community</p> <p>Trainee was encouraged to use their own life experiences as a foundation for their development.</p>
Good (2)	<p>Staff member was very aware of protocols and ensured that the following were followed:</p> <ul style="list-style-type: none"> - Private comfortable space - Confidentiality and equality policies discussed - Purpose of session communicated - Staff members role and nature of service communicated - Fire exits communicated <p>Staff member ensured that:</p> <ul style="list-style-type: none"> - Planning and actions had been done - They knew and understood the needs of the trainee - The trainee's needs were met - The trainee was signposted to other relevant services where necessary - The date of the next meeting was agreed - The relationship between staff and trainee was developed positively - The trainee was encouraged to take responsibility for their own

	<p>development/progress</p> <p>The session flowed well though relied on a clear structure. The staff member was knowledgeable and interested. He/she ensured that all elements of the session were understood. He/She gave sufficient opportunity for the trainee to lead the discussion and listened and asked questions appropriately. The trainee's opinion was valued. The trainee was helped to overcome any identified barriers to learning. Difficult behaviour or attitudes were challenged, discussed and effective attempts made to resolve.</p>
Satisfactory (3)	<p>Staff member was aware of protocols and ensured that most of the following were followed</p> <ul style="list-style-type: none"> - Private comfortable space - Confidentiality and equality policies discussed - Purpose of session communicated - Staff members role and nature of service communicated - Fire exits communicated <p>Some effort was made to ensure that:</p> <ul style="list-style-type: none"> - Planning and actions had been done - The trainee's needs were met - They knew and understood the needs of the trainee - The trainee was signposted to other relevant services - The date of the next meeting was agreed - The relationship between staff and trainee was developed positively <p>The session had some structure and the trainee had some understanding of the purpose. The trainee's opinion was valued and good information was given. Difficult behaviour or attitudes were challenged and discussed.</p>
Inadequate (4)	<p>Little regard was paid to general protocols. There was no clear purpose or tailoring towards the trainee. The trainee was not challenged on difficult behaviour or attitudes. The trainee left without understanding elements of the session and the trainee did not progress in any satisfactory way as a result of the session.</p>

Session Feedback from Service User

Staff Name:	<input type="text"/>	Meeting requested by trainee or staff?	<input type="text"/>
Date of meeting:	<input type="text"/>	Date of last meeting:	<input type="text"/>
Time of Meeting:	<input type="text"/>	Length of Meeting:	<input type="text"/>

How often do you have IAG sessions?

More than once a week	Roughly once a week	Roughly once a month	When I ask for one	This is my first
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Why do you have IAG sessions?

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How would you rate this session?				
Great	Good	Ok	Rubbish	I don't know
Why?				

What does your advisor do well?

What does your advisor do that needs improvement?

How would you like our general service to you to be improved?

Appendix 3 Observation of Key Learning Processes

Monitoring Information

Assessor/Tutor			
Qualifications			
Date		Duration of Observation	
Workplace/off-the-job			
Observer			
Context <i>Description of process being observed, specific issues and environment</i>			

Course Information

Qualification		
Level		
Subject Sector Area		
Present		
ALN/ALSN	16-18	19+

Grade Descriptors

1	Outstanding Many strengths with no/minor areas for improvement	2	Good Strengths clearly outweigh areas for improvement	3	Satisfactory Balance of strengths and areas for improvement	4	Unsatisfactory More areas for improvement than strengths
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Guidance on Grading

Description	Characteristics of the lesson
Outstanding (1)	The session is at least good in all major respects and is exemplary in significant elements, as shown by the significant progress made by the learner
Good (2)	The learner makes good progress because of the content of the session. The session is in a safe, secure and friendly environment. Session is based on secure subject knowledge and good relationship with trainee The session is well matched to the learners' needs taking into account level of understanding, prior knowledge and interests. Session has clear purpose and that is communicated effectively. Assessment of trainee's understanding promotes progress Areas for progress are identified by learner and supported by advisor
Satisfactory (3)	The session is inadequate in no major respect, and may be good in some respects, as shown by the satisfactory enjoyment and progression of the learner
Unsatisfactory (4)	The learner makes less than satisfactory progress. Spiritual, moral, social and cultural development are neglected, and the learner's overall personal development is poor The health and safety of the learner is endangered The content is unsatisfactory. Unsatisfactory content is likely to have one or more of the following: <ul style="list-style-type: none"> - Weak knowledge of the learner and insufficient planning - Session badly matched to the learner's needs - Session has no clear purpose and the learner is disengaged - Poor assessment and checking for understanding - Learner takes no responsibility for progress

NE – not evidenced. The observer was unable to make a judgement from their observation of this session.

ASSSSMENT CRITERIA	Met Stnds	Areas for Impmt	Strgth	JUDGEMENT
PLANNING AND PREPARATION				
<ul style="list-style-type: none"> • Preparation and involvement of employer/supervisor (if appropriate) • Environment, timing and requirements of all involved • Using previous reviews. assessment records and checking targets set • Updating all appropriate documents et ILP, change of circumstances, portfolio, awarding organisation, visit records 				
COMMUNICATION and CONTENT				
<ul style="list-style-type: none"> • Clear objectives • All aspects of the qualification covered with a variety of techniques • Adapting to learner style • Use of appropriate language (written/oral) • Questioning techniques – clarification of understanding • Body language • Feedback from tutors/trainers and workplace mentors/supervisors (if appropriate) • Use of ICT (if appropriate) • Clarification of targets set, met, re-set and reasons why • Coverage of personal/social issues • Development of the learner – learning taken place – assessment rich – learner engagement 				
FEEDBACK				
<ul style="list-style-type: none"> • Verbal – pace and use of language • Written • Positive and constructive • Appropriate location 				
TARGETS and ACTION PLANNING				
<ul style="list-style-type: none"> • Realistic targets set for all involved • SMART target setting • Inclusion of workplace actions • Clear responsibilities identified for all involved • Employer informed and 				

4.

5.

Evaluation and reflection

To be completed by the tutor/assessor

What went well...? Even better if
Was the planning adequate? Did you give constructive feedback?
Did the learner provide feedback that can be used for subsequent sessions?

Improvements since previous observation

Learner Voice – feedback and comments

1. Appropriateness of time/location etc

2. Appropriateness of delivery model

3. Quality of tutor/assessor support

4. Progress

5. Other comments

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Post Observation Action Plan

Area(s) for development/improvement - identified training needs	Action to be taken – target – intended outcome	Target date	Achieved

Signature of observer

Signature of tutor/assessor

Date of review meeting

Appendix 4 Learning Walks 2010-2011

Checklist

Date:

Time of day:

Observer:

Teacher:

	Ofsted and City Gateway Newham Learning Walk Criteria	1	2	3	4	N/A
A	The lesson is structured and linked throughout to the Learning Objectives, allowing students to build levels of understanding.					
B	The pace of the lesson appropriately matches the needs of the students.					
C	Time is well managed so that students engage in learning activities.					
D	Work is differentiated in order to meet the needs of all, including AandT, SEN and EAL students.					
E	A variety of appropriate learning styles are utilised in the lesson.					
F	Resources (including ICT and retention workers) are used effectively to enhance the quality of learning.					
G	Verbal feedback gives clear pathways to improvement and specific praise is given					
H	All students make progress towards the Learning Objectives.					
I	Students understand the context of the lesson (prior learning, link to course and other subjects etc.).					
J	Students have a positive attitude towards their learning and are keen to make progress.					
K	Students are able to work individually, in pairs, in groups and at whole-class level.					
L	Student behaviour and engagement adds to the pace that students acquire new learning.					
M	Students' concentration and focus allows them to work (sometimes for extended periods of time) independently of the teacher.					
N	A variety of formative assessment methods are on-going with all students actively involved (including the use of self and peer assessment).					
O	Questioning techniques encourage independent thought.					
P	Tutor is engaging trainees with a view to lowering the attainment gap					
Q	The learning environment is safe, secure, friendly and suitable. It features learners work					

B: City Gateway Newham Positive Behaviour Management Policy and Guidance

Policy contents

1. Background
 2. The behaviour management approach
 3. Staff training
- Appendix A: Staff and learner rights and responsibilities
Appendix B: City Gateway Newham's disciplinary procedure
Appendix C: City Gateway Newham's positive consequence system
Appendix D: Incident management process
Appendix E: Incident reporting forms

1. Background

City Gateway Newham wishes to provide a stimulating and supportive environment in which all learners are able to fulfil their personal potential and creativity. To achieve this in working with NEET young people City Gateway Newham is committed to consistently adopting a participatory positive behaviour management approach.

2. The behaviour management approach

This section outlines City Gateway Newham's approach to managing behaviour.

2.1 Participatory approach

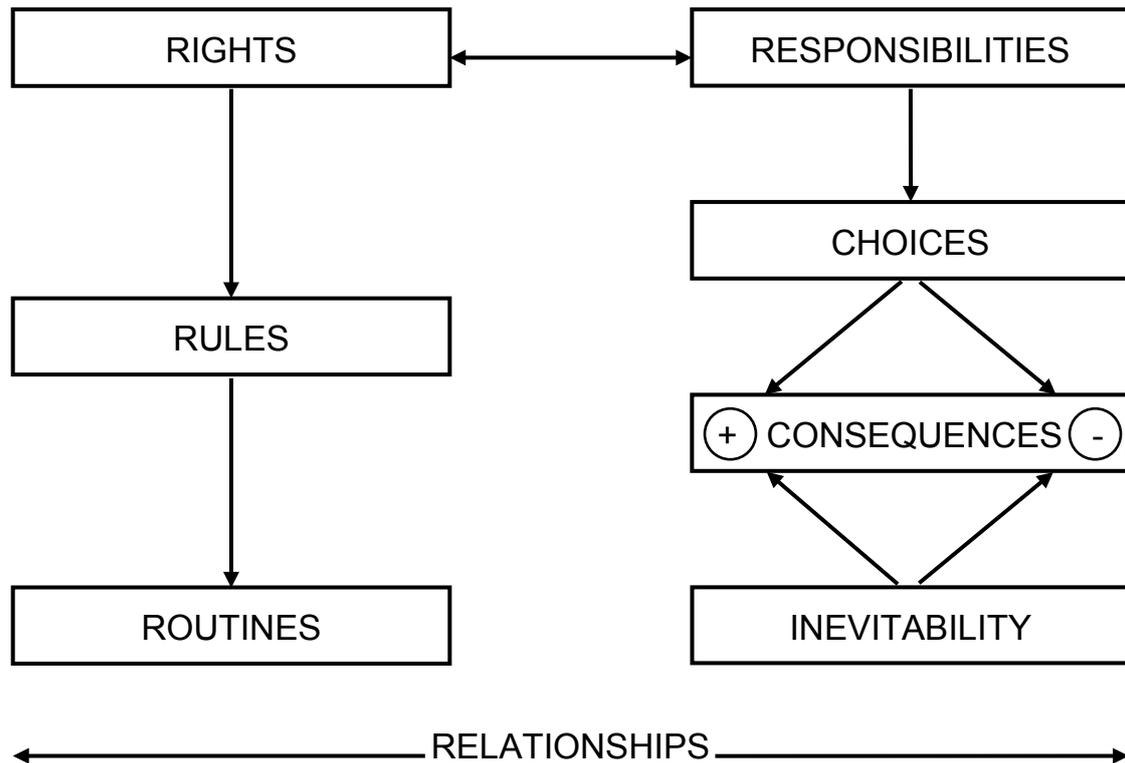
To increase the ownership and to encourage young people to take responsibility for their own behaviour, this policy is intended to complement the Service User Involvement Strategy.

- i. Young people should be involved in contributing to and agreeing upon ground rules at the start of programmes across the organisation to increase their ownership
- ii. Young people will be encouraged to take responsibility through the implementation of the incremental Service User Involvement Strategy

2.2 The positive behaviour management approach

City Gateway Newham operates the 5Rs approach to positively manage behaviour. This approach is outlined below.

C5Rs Framework



The 5Rs Framework is a simple paradigm that has been used as the basis for many behaviour management policies. Positive behaviour management emphasises the importance of building self-esteem, praising, encouraging, acknowledging, rewarding, compromising, including and communicating as a way to establish the best context for teaching and learning. This should be seen as distinct from managing behaviour by using punishments, making threats and imposing authority without consultation.

Rights and Responsibilities: These must always go together. The rights and responsibilities of all the learners and staff in City Gateway Newham are set out in Appendix A.

Rules: The rules are set to safeguard everyone's rights, the rights of staff to teach and learners to learn. Each programme will need to set rules that take account of:

- the nature of the course
- the equipment that is used
- the premises that they occupy
- the needs of their particular learners; and
- views and opinions expressed by the learners.

Routines: These arise as a natural part of the work (teaching and learning) that is carried out every day. Routines need to embody the positive ethos of this behaviour policy. Everyone should know the routines that are used to get specific things done and those that happen at particular times during the working day. Common examples of routines might be:

- arrival, greeting, registering (praise the punctual and good attenders)
- dealing with late arrivals, absences
- putting on the right clothes, uniform, shoes

- brief group meeting to focus Learners on the start to the day
- collecting on-going work and equipment
- a way for Staff to get everyone's attention when necessary
- breaking for mid-day meal
- putting away work, clothing and equipment and tidying up; and
- brief group meeting/feedback at the end of the day (focus on good work).

Choices: It is important to emphasise the importance of making choices about our behaviour. Learners need to recognise that they are responsible for choosing their actions and those things do not 'just happen'. When learners see themselves as choosing their actions, even if they have made the wrong choice, their self-esteem and independence are preserved. This leaves open the possibility that they might make right choices in the future. We should maintain this perspective by using the 'language of choice'.

This means frequently referring to the choices that Learners are making. Some examples might be:



Consequences: The message we aspire to give learners is that they choose their behaviour and that their actions have consequences. One of the main roles for staff in implementing the City Gateway Newham positive behaviour policy is to make sure that there are consequences. More important than how severe the consequences are is that they are inevitable and that we are consistent in applying them.

Negative Consequences: (Sometimes referred to as 'Sanctions'). The steps staff should take when behaviour is unacceptable and breaks the rules are set out in detail in Appendix B.

Positive Consequences: When learners are following the rules and working cooperatively and productively staff should acknowledge this for individuals and for groups. Staff attitudes and interactions can be reinforcing in themselves as set out in the **Relationships** section but tutors and delivery staff should be aware of the City Gateway Newham positive consequences system as set out in Appendix C.

These positive consequences should be organised in such a way that learners feel they are working towards them but also that they are contingent on meeting certain goals or standards that come with making good **Choices** about work, behaviour attendance and punctuality.

Inevitability: This element in the 5 Rs Framework refers to consistency, reliability and predictability in the way that staff approach behaviour management. As far as possible, learners should be sure that **Consequences** don't change from one day to the next or from one staff member to another. There are legal, ethical and financial limitations on the **Consequences** that staff can realistically use. The most we can sometimes do is to make sure that learners get the message that there are clear values and procedures which staff will always uphold.

Relationship: In their everyday work it is important for staff to "catch them being good", "them" being the learners. This means making sure that we react positively to pro-social behaviour, good work and simply following the rules. Many Learners will have BESD (behavioural, emotional and social difficulties) which means that staff may be giving rule-reminders, redirections, warnings and sanctions. This can turn into a negative litany if we are not careful to construct many more opportunities for positive interactions than negative.

Where the information is available in Individual Learner Records (ILRs), staff should be aware of a learner's:

- particular strengths and interests
- general Special Educational Needs (SEN) – could include learning difficulties
- statements of SEN
- diagnoses; these could include physical and psychological difficulties
- disabilities: reasonable adjustments should be made for disabled learners; and
- concerns about issues that might have arisen beyond school, including family problems, substance abuse, offending behaviour.

Understanding background should help staff make relationships with the learners which are realistic and sensitive. This information should be treated as confidential.

Staff should follow basic rules to enhance relationships:

- greet pupils when they arrive
- show an interest in them as individuals
- set aside some time where they can express their views and be listened to; and
- have positive regard for learners, without belittling them, especially when correcting them.

If staff need to correct or discipline Learners they should:

- focus on the primary behaviour and not get distracted by secondary arguments or denials
- try to make an opportunity to reconnect or repair a relationship with a pupil afterwards; and
- where possible have a place where it's possible to talk 1-to-1. This is more effective with some young people

3. Staff training

All delivery staff will receive training to ensure they are familiar with:

- positive behaviour management strategies
- City Gateway Newham's disciplinary procedure (see Appendix B)
- City Gateway Newham's positive consequence system (see Appendix C)
- the incident management process (see Appendix D)
- incident reporting forms (see Appendix E)

Appendix A : Rights and Responsibilities

Shared Principles for Behaviour Policy

1. Learners have the right to access learning in a safe, secure and orderly environment, free from bullying, harassment and discrimination. Learners have the responsibility to ensure this right for others.
2. Learners and staff in the learning community should demonstrate respect for each other and for themselves.
3. Learners should act as ambassadors for their learning community at all times.
4. The whole learning community (students, parents/carers, employers, staff and other stakeholders) should be listened to and actively engaged in consultation on improving behaviour.
5. Rules and codes of conduct should be clear, agreed, understood and followed by all.
6. Good behaviour should be rewarded and sanctions should be applied consistently.
7. All adults in the learning community should model positive behaviour and this should be promoted through the curriculum.
8. Priority should be given to identifying and supporting vulnerable learners.
9. Learning communities should actively promote community cohesion through their practice and policy.
10. Policies should be monitored and preventative action taken, to ensure there is no disproportionate impact on particular groups in the learning community.

Appendix B: City Gateway Newham Disciplinary Procedure

Warnings

Stage 1

Informal Resolution:

This involves staff and the student concerned, discussing the incident and agreeing the appropriate action to be taken.

Such action may include a verbal warning or the student being required to take further restorative action, or being reported to his/her retention/progression worker for further action or simply undertaking not to repeat the incident.

An initial warning may be given for the following offences:

- Rude attitude
- Low attendance/punctuality
- Minor vandalism
- Disrespectful behaviour/attitude towards staff or peers
- Offensive / Inappropriate images (phone / PC, any other inappropriate use of the computers)
- Disruptive behaviour

Stage 2

Formal Warning:

This stage is normally marked by a formal meeting between appropriate staff and the trainee. At least one other member of staff should also be present at this

meeting to act as a witness. Staff should explain clearly the reasons why the formal warning is being issued, and discuss any matters necessary such as setting a probation period.

This will usually result in a formal written warning being issued to the offending party.

A formal warning may be given if there is recurring bad behaviour for any of the offences listed in stage 1 or dangerous behaviour (any incident that will cause the immediate stoppage of training in any area).

Stage 3

Final Warning

Where problems persist following a formal meeting, a final written warning will be issued. As in stage 2 a formal meeting will be held with the relevant parties present.

In the case of a trainee being given a final warning, the following procedures apply:

- The trainee should be reminded that they signed a Training Agreement, and made aware of the terms and conditions which have been breached.
- The team should be notified via email.
- Paperwork checked and completed.
- If the trainee fails to heed the warning, two members of staff are to meet the young person, and they are to enact stage 4.

A final warning may be given for gross misconduct, recurring bad behaviour or repeated warnings, which could include any of the following:

- Repeated minor vandalism
- Repeated low attendance/punctuality
- Repeated rude attitude
- Theft/suspected theft
- Repeated bullying
- Continued disruptive behaviour
- Racism
- Alcohol/drug usage
- Threatening behaviour
- Any destruction of equipment

Stage 4

Trainee is removed from the course

This stage is enacted when the trainee is involved in gross misconduct, or there have been recurrent problems, and the disciplinary procedure has been followed up to stage 3. A formal meeting between the trainee and appropriate staff is to be held to discuss the situation. Following the meeting the trainee will be withdrawn from the programme.

Where necessary, the trainee will be given a written confirmation that they have been withdrawn from the programme.

Removal Procedure

In the case of a trainee being asked to leave the course, the following procedures will apply:

- The decision must be explained in the presence of another member of staff.

- The trainee must be reminded that they signed the Training Agreement, and in some cases was given a final warning.
- Explain that they will have the opportunity to re-apply (if applicable) for a course at City Gateway Newham.
- If needed any final paperwork should be completed.
- Trainee should be asked to leave the building. A member of staff should ensure that the young person leaves the building

A trainee may be removed for any of the following reasons:

- Repeated vandalism
- Continued lateness
- Repeated warnings
- Major theft
- Repeated alcohol/drug usage
- Threatening behaviour
- Physical abuse of staff or trainees
- Verbal abuse of staff
- Any type of sexual misconduct
- Any type of gross misconduct

Appendix C Positive consequences

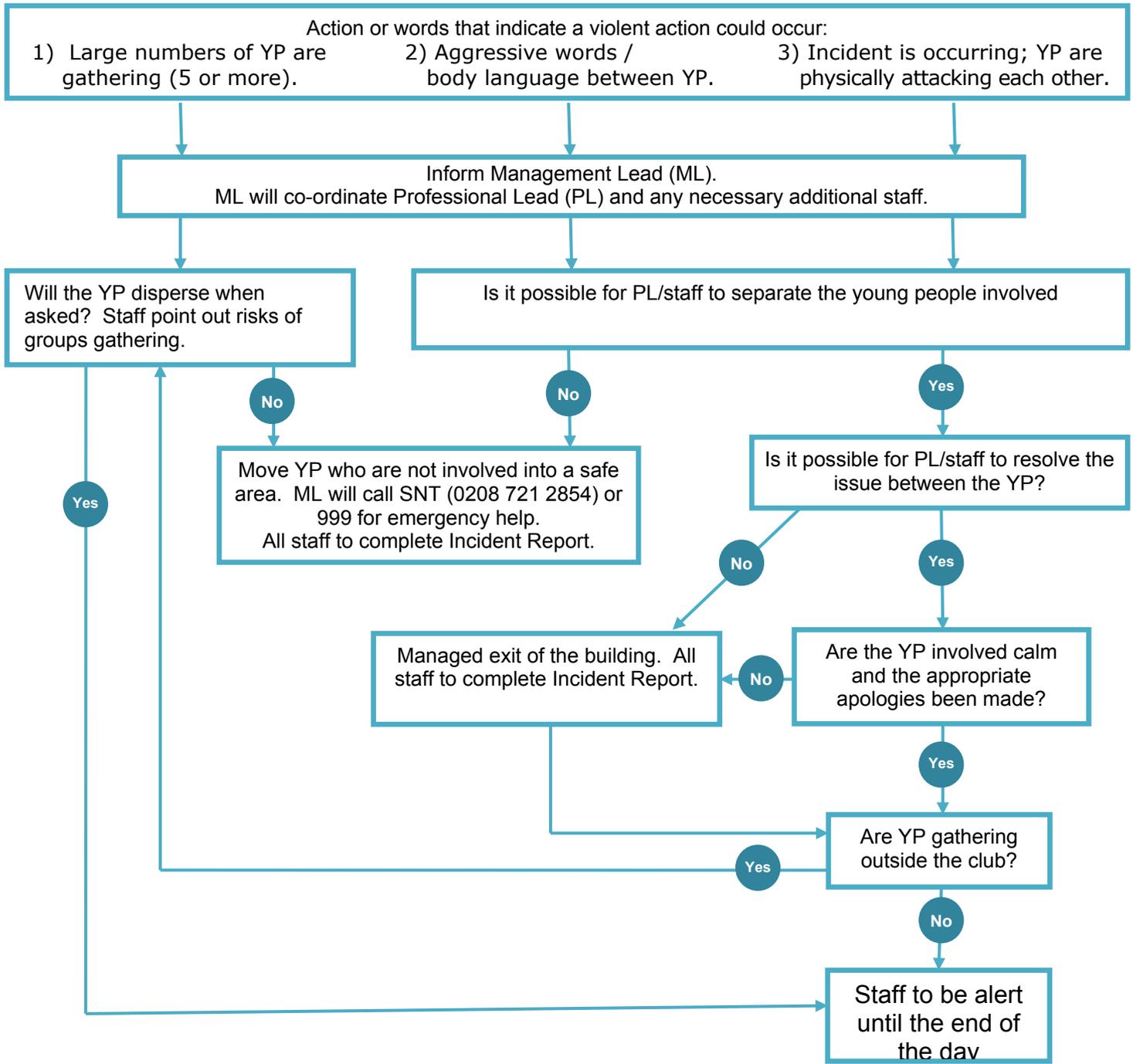
When learners are following the rules and working cooperatively and productively staff should acknowledge this for individuals and for groups. Staff attitudes and interactions can be reinforcing in themselves as set out in the **Relationships** section but tutors and delivery staff should be aware of the City Gateway Newham positive consequences system. We use this closely with the **Choices** system, so that learner can see parallels between their choices and consequences.

This system is not only designed to reward good behaviour, but to foster an environment of achievement, both personally and academically. Many of our learners may not come from a background where structures are in place to monitor and challenge behaviour, let alone set out tangible positive consequences that reinforce good behaviour.

Positive behaviour consequences listed below are not exhaustive, as we will try and cater for individuals where appropriate. All consequences will be used in an age sensitive way, and take into account any safeguarding needs a learner has.

- Pre-printed letters/postcards to schools and/or parents praising work, behaviour, attendance or punctuality
- Attractive certificates for work, behaviour, attendance or punctuality that can be posted or taken home
- Prizes, such as vouchers, for sustained effort or attendance
- Work-related books/CDs/learning materials that support course content
- Group activities and trips
- 'Graduation' events when learners receive course-completion certificates
- Student organised open-days/evenings where parents/teachers may visit
- Involvement in Young Leaders, where learners take responsibility for organising their own projects for their peers and are highlighted as role models.
- Featured on positive case study posters on site, which we use to highlight achievement in both academic and behavioural progression.

Appendix D Incident management flowchart



Follow up Check List:

Individual/Team debrief.
Support offered to those involved.
All Incident Reports taken and circulated to Management Lead.
Key YP groups identified and follow up arranged.

Bans put in place and communicated to IYSS.
Risk management plan produced.
Parental follow up arranged.
Stakeholder follow up arranged.
Communications management plan produced.

C: City Gateway Newham Equality and Diversity Policy and Guidance

Policy and Guidance Document Content

1. Background
2. Equality
3. Diversity

1. Background

1.1 Our commitment

- i. City Gateway Newham is committed to providing equal opportunities in employment and to avoiding unlawful discrimination and unfair discrimination in employment and against volunteers and service users.
- ii. City Gateway Newham values the differences that a diverse workforce brings to the organisation.
- iii. City Gateway Newham will not discriminate because of age, disability (including HIV status), discrimination arising from a disability (including that of a family member), gender reassignment, marriage and civil partnership, pregnancy and maternity, race (which includes colour, nationality and ethnic or national origins), religion or belief, sex, sexual orientation or postcode. It will not discriminate because of any other irrelevant factor and will build a culture that values meritocracy, openness, fairness and transparency.
- iv. The policy is applicable to all employees, volunteers, service users, communities and partners, whether permanent or temporary. The policy applies to all processes relating to employment and training and to any dealings with customers and clients. Decisions relating to customers and communities will be based on business-related criteria only and any irrelevant information will not form part of the process.
- v. This policy is intended to assist City Gateway Newham to put this commitment into practice. Compliance with this policy should also ensure that employees do not commit unlawful acts of discrimination.
- vi. Striving to ensure that the work environment is free of harassment and bullying and that everyone is treated with dignity and respect is an important aspect of ensuring equal opportunities in employment. City Gateway Newham has a separate Bullying and Harassment policy, which deals with these issues.

1.2 The law

- i. It is unlawful to discriminate directly or indirectly in recruitment or employment because of age, disability, sex, gender reassignment, pregnancy, maternity, race (which includes colour, nationality and ethnic or national origins), sexual orientation, religion or belief, or because someone is married or in a civil partnership. These are known as "protected characteristics".
- ii. Discrimination after employment may also be unlawful, for instance refusing to give a reference for a reason related to one of the protected characteristics.

- iii. Staff should not discriminate against or harass a member of the public in the provision of our services.
- iv. It is unlawful to fail to make reasonable adjustments to overcome barriers to using services caused by disability. The duty to make reasonable adjustments includes the removal, adaptation or alteration of physical features, if the physical features make it impossible or unreasonably difficult for disabled people to make use of services. In addition, service providers have an obligation to think ahead and address any barriers that may impede disabled people from accessing a service.

1.3 The City Gateway Newham Context

In Tower Hamlets postcode gangs and related violence is a recurrent issue. In response to this, we have added postcodes as a protective characteristic for the purpose of this policy and related procedures.

1.4 Definitions

Positive action

The Equality Act 2010 allows an employer to take positive action if job applicants or employees who share a particular protected characteristic suffer a disadvantage connected to that characteristic or if their participation in an activity is disproportionately low.

Employers can offer for example:

- Selective training programmes
- Advertise in such a way as to encourage applications
- Train staff responsible for recruitment and selection

Positive discrimination

Offering someone a job or promotion on the basis of their gender or race is positive discrimination and is illegal. Quotas (as opposed to targets) are also illegal.

Types of unlawful discrimination:

Direct discrimination is where a person is treated less favourably than another because of a protected characteristic. An example of direct discrimination would be refusing to employ a woman because she is pregnant.

In limited circumstances, employers can directly discriminate against an individual for a reason related to any of the protected characteristics where there is an occupational requirement. The occupational requirement must be crucial to the post and a proportionate means of achieving a legitimate aim.

Indirect discrimination is where a provision, rule, policy or practice is applied to everyone but particularly disadvantages people who have a protected characteristic and it cannot be shown to be a proportionate means of achieving that legitimate aim.

Harassment is where there is unwanted conduct, related to one of the protected characteristics (other than marriage and civil partnership, and pregnancy and maternity) that has the purpose or effect of violating a person's

dignity; or creating an intimidating, hostile, degrading, humiliating or offensive environment. It does not matter whether or not this effect was intended by the person responsible for the conduct.

Associative discrimination is where an individual is directly discriminated against or harassed for association with another individual who has a protected characteristic (although it does not cover harassment because of marriage and civil partnership, and pregnancy and maternity).

Perceptive discrimination is where an individual is directly discriminated against or harassed based on a perception that he/she has a particular protected characteristic when he/she does not, in fact, have that protected characteristic (other than marriage and civil partnership, and pregnancy and maternity).

Third-party harassment occurs where an employee is harassed and the harassment is related to a protected characteristic (other than marriage and civil partnership, and pregnancy and maternity), by third parties such as clients or customers. For an employer to be liable:

- the harassment must have occurred on at least two previous occasions (although not necessarily by the same harasser or suffering the same type of harassment);
- it must be aware that the previous harassment has taken place; and
- it must have failed to take reasonable steps to prevent harassment from happening again.

Victimisation occurs where an employee is subjected to a detriment, such as being denied a training opportunity or a promotion because he/she made or supported a complaint or raised a grievance under the Equality Act 2010, or because he or she is suspected of doing so. However, an employee is not protected from victimisation if he or she acted maliciously or made or supported an untrue complaint. There is no longer a need for a complainant to compare his or her treatment with someone who has not made or supported a complaint under the Equality Act 2010. For example, if a blind employee raises a grievance that the employer is not complying with its duty to make reasonable adjustments, and is then systematically excluded from all meetings; such behaviour could amount to victimisation.

Failure to make reasonable adjustments is where a physical feature or a provision, criterion or practice puts a disabled person at a substantial disadvantage compared with someone who does not have that protected characteristic and the employer has failed to make reasonable adjustments to enable the disabled person to overcome the disadvantage.

2. Equality

2.1 City Gateway's Equality Commitments

- i. City Gateway Newham will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy.

- ii. Person and job specifications will be limited to those requirements that are necessary for the effective performance of the job. Candidates for employment or promotion will be assessed objectively against the requirements for the job, taking account of any reasonable adjustments that may be required for candidates with a disability. Disability and personal or home commitments will not form the basis of employment decisions except where necessary.
- iii. City Gateway Newham will consider any possible indirectly discriminatory effect of its standard working practices, including the number of hours to be worked, the times at which these are to be worked and the place at which work is to be done, when considering requests for variations to these standard working practices and will refuse such requests only if City Gateway Newham considers it has good reasons, unrelated to any protected characteristic, for doing so. City Gateway Newham will comply with its obligations in relation to statutory requests for contract variations. City Gateway Newham will also make reasonable adjustments to its standard working practices to overcome barriers caused by disability.
- iv. City Gateway Newham will monitor the ethnic, gender and age composition of the existing workforce and of applicants for jobs (including promotion), and the number of people with disabilities within these groups, and will consider and take any appropriate action to address any problems that may be identified as a result of the monitoring process.
- v. City Gateway Newham cannot lawfully discriminate in the selection of employees for recruitment or promotion, but City Gateway Newham may use appropriate lawful methods, including lawful positive action, to address the under-representation of any group that City Gateway Newham identifies as being under-represented in particular types of job.

2.2 Dignity at work

City Gateway Newham has a separate policy concerning issues of bullying and harassment on any ground, and how complaints of this type will be dealt with.

2.3 Young people, volunteers partners, other people not employed by City Gateway

- i. City Gateway Newham will not discriminate unlawfully against by young people, volunteers, partners, or others using or seeking to use the facilities or services provided by City Gateway.
- ii. Employees should report any bullying or harassment by young people, volunteers, partners, or others to their manager who will take appropriate action.

2.4 Equality Training

- i. City Gateway Newham will provide training in equal opportunities to managers and others likely to be involved in recruitment or other decision making where equal opportunities issues are likely to arise.
- ii. City Gateway Newham will provide training to all existing and new employees and others engaged to work at City Gateway Newham to

help them understand their rights and responsibilities under the Bullying and Harassment Policy and what they can do to help create a working environment free of bullying and harassment. City Gateway Newham will provide additional training to managers to enable them to deal more effectively with complaints of bullying and harassment.

2.5 Staff and volunteer responsibilities

- i. Every employee and volunteer is required to assist City Gateway Newham to meet its commitment to provide equal opportunities in employment and avoid unlawful discrimination. All employees are responsible for the promotion and advancement of this policy.
- ii. Employees can be held personally liable as well as, or instead of, City Gateway Newham for any act of unlawful discrimination. Employees who commit serious acts of harassment may be guilty of a criminal offence.
- iii. Behaviour, actions or words that transgress the policy will not be tolerated and will be dealt with in line with City Gateway's disciplinary policy.
- iv. Acts of discrimination, harassment, bullying or victimisation against employees, volunteers, trainees or partners are disciplinary offences and will be dealt with under City Gateway's disciplinary procedure. Discrimination, harassment, bullying or victimisation may constitute gross misconduct and could lead to dismissal without notice.
- v. Objectives relating to fair and inclusive practices will be included in all employees' performance indicators and will form an integral part of performance reviews throughout the year
- vi. City Gateway Newham recognises the importance of appointing a named member of staff to handle any concerns regarding equality and diversity.

The position of Principal Equality and Diversity Officer is held by:

██████████

In order for a quick response to be made to any allegations of abuse, deputies have been appointed in each of the three main locations in which City Gateway Newham operates. In the absence of the Principal Equality and Diversity Officer or where a complaint implicates the Principal Safeguarding Officer, a deputy will take on the role of Principal Equality and Diversity Officer. The positions of Deputy Equality and Diversity Officer are held by:

Youth team: XXXXX

Corporate team: ██████████

Training team: XXXXX

Significant equality and diversity issues that arise should be escalated to ██████████ on the board of trustees.

2.6 Grievances

- i. If you consider that you may have been unlawfully discriminated against, you may use City Gateway Newham's grievance procedure to make a complaint. If your complaint involves bullying or harassment, the grievance procedure is modified as set out in the Bullying and Harassment Policy.
- ii. City Gateway Newham will take any complaint seriously and will seek to resolve any grievance that it upholds. You will not be penalised for raising a grievance, even if your grievance is not upheld, unless your complaint is both untrue and made in bad faith.
- iii. Use of the grievance procedure does not affect your right to make a complaint to an employment tribunal. Complaints to an employment tribunal must normally be made within three months beginning with the act of discrimination complained of.

2.7 Monitoring and review

- i. This policy will be monitored periodically by City Gateway Newham to judge its effectiveness and will be updated in accordance with changes in the law. In particular, City Gateway Newham will monitor the ethnic and gender composition of the existing workforce and of applicants for jobs (including promotion), and the number of people with disabilities within these groups, and will review its equal opportunities policy in accordance with the results shown by the monitoring. If changes are required, City Gateway Newham will implement them.
- ii. Information provided by job applicants and employees for monitoring purposes will be used only for these purposes and will be dealt with in accordance with the Data Protection Act 1998.
- iii. The policy will be reviewed on an on-going basis to reflect changes in the law, demographics and internal business requirements. Progress relating to the policy will be recorded annually and a full report will be presented to the senior management team to debate progress and review the policy status.

3. Diversity

3.1 Leadership

City Gateway Newham will:

- identify a senior level champion for leading the diversity strategy
- secure top-level ownership and sponsorship for the programme; and

3.2 Audit

City Gateway Newham will:

- undertake a full audit in relation to policies and procedures, practice of policy and perception of policy and process;
- obtain staff and service user diversity data and compare it with sector and best practice organisations; and

- produce a risk analysis report for the senior management team to act as a catalyst for future activity across the organisation.

The audit will include a review of all the processes to establish City Gateway's position with regard to compliance and best practice. This will be done by administering a questionnaire to all staff and trainees, undertaking one-to-one interviews with key leaders and stakeholders, and facilitating focus groups to establish employees' perception in relation to key areas of the questionnaire.

3.3 Policy development

City Gateway Newham will:

- benchmark existing policy statements from other organisations and advisory groups;
- development strategies for narrowing the attainment gap between groups;
- develop human resources and other policies (outlining vision, scope, responsibility, accountability and measurements); and
- cascade new policies with chief executive endorsement through all staff briefings.

3.4 Diversity Training

City Gateway Newham will:

- conduct a full training needs analysis relating to the understanding and management of diversity;
- consult key stakeholders on the organisational learning requirements;
- evaluate suppliers' training and secure budget for training design and delivery;
- integrate diversity into mainstream training and development programmes;
- establish education programmes for all staff (including programmes that move from awareness to behavioural change); and
- integrate diversity competencies into development programmes and assessment and selection processes for staff, volunteers and trainees.

3.5 Communication, marketing and consultation

City Gateway Newham will:

- establish key lines of communication across the organisation through consultation with service users and staff;
- undertake an audit of existing communications channels so that compliance and inclusiveness are assured;
- ensure that communication and marketing imagery and graphics are inclusive, and reflect and reinforce the words within the documentation;
- distribute a top-level communications plan to senior management for team briefings, and develop "reporting back" communication lines to ensure feedback; and

- ensure that mainstream organisational communications reinforce the inclusive messages and become mainstreamed into day-to-day processes.

3.6 Resources

City Gateway Newham will:

- establish formal reporting lines for monitoring progress against targets and objectives;
- select and establish a diversity steering council with representatives from across all parts of the organisation;
- identify and appoint functional diversity champions to report progress to the diversity council on a quarterly basis; and
- secure financial sign-off from the chief executive to enable related activities to be undertaken (for example reasonable adjustments to comply with the Equality Act 2010, and communication and training programmes).

3.7 Measurement

City Gateway Newham will:

- capture all available workforce and service user metrics from existing databases to benchmark against sector companies, demographics and best practice standards;
- agree the aspirational targets for the workforce and service user composition over a five-year period with the chief executive, the board and the diversity steering council;
- establish formal measurement tools to assess the climate in City Gateway Newham (for example regular staff surveys, feedback mechanisms and diversity perception audits);
- use data effectively to narrow the attainment gap between groups;
- develop relationships with external benchmarking bodies to assess progress (with, for example, Race for Opportunity, Opportunity Now, the Employers Forum on Age and the Equality and Human Rights Commission)

D: City Gateway Newham Draft Admissions process 2014/15

General

- 6 City Gateway Newham (CGN) is a publicly funded, co-educational, independent education provision. It has 45 places for learners aged 14-16 and an agreed admissions number of 50 at Post-16. Each place (full or part time) counts as one place.
- 7 Our provision seeks to help some of the most educationally disengaged learners in Newham, offering them a chance to progress in their education and secure a better future for themselves and their families.
- 8 We welcome all learners who have the potential to benefit from our provision, and will work with them to address their circumstances and overcome any barriers to progression. We will not discriminate on the basis of disability (including HIV status), gender reassignment, marriage and civil partnership, pregnancy and maternity, race (which includes colour, nationality and ethnic or national origins), religion or belief, sex, sexual orientation or postcode, whether in relation to the learner or members of their family.
- 9 Responsibility for the admission of learners rests with the CGN Governing Body. All referrals and applications for places at CGN will be considered in accordance with the arrangements set out below.

ADMISSIONS AT KEY STAGE 4 (14-16 years old)

- 10 CGN is not a regular school. It is an alternative form of education for those learners who have disengaged with mainstream schooling and need a different environment and curriculum to help them attain. This means that the provision is not suitable for every learner. As such, the admissions process for CGN for learners aged 14 – 16 is different from that of a mainstream school – parents cannot apply to send their child to CGN. The Local Authority, or local schools, must refer learners to CGN through a process called ‘commissioning’.

6 Commissioning Process

There are two routes by which learners can come to CGN. These are set out below:

- 6.1 Local Authority as Commissioner:
 - City Gateway Newham is seeking to join the Newham Alternative Provision commissioning process
 - Through this process, Newham New Directions will consider the best pathway for the learner following a decision by the LA commissioning under its duties under section 19 of the Education Act 1996, and place them with a new provider.
 - The New Directions and CGN will review the best pathway for the learner. This will then be discussed with the parents and learner at an admission meeting before the referral is complete.
 - If CGN is deemed appropriate, the learner will come on to the CGN roll, with CGN becoming the learner’s full time education provision.
 - Financial arrangements will be made between CGN and Newham New Directions

- 6.2 School as Commissioner
- Schools can commission CGN to provide alternative provision on a part time or full time basis for those learners they deem need an alternative environment and curriculum to succeed.
 - The school and CGN will review the best pathway for the learner. This will then be discussed with the parents and learner at an admission meeting before the referral is complete.
 - For any referral over two days, Newham NEW DIRECTIONS will be informed, in writing, by CGN.
 - The school will work with Newham New Directions to make financial arrangements.
 - The learner may remain on the school's roll, may transfer to CGN's roll, or may be designated as 'dual roll'. This will be agreed between the school, Newham New Directions and CGN on a case by case basis and all such decisions will comply with the requirements of section 434 of the Education Act 1996.
- 7 Where an initial discussion has taken place, either through the Secondary Partnership or with a school, and there has been no further contact from the referrer in respect to the Learner taking up the provision place, the parent or referrer has 14 working days from the date of the initial discussion to inform CGN as to their decision. After 14 working days with no contact, the CGN will assume that the provisional place is no longer required for that learner and may offer that place to another learner.

Ensuring learners are registered and information is shared

8. CGN will ensure that learners are appropriately registered. In the case of a fixed period exclusion or an off- site direction, the excluded pupil should remain on the register of the excluding school as they are expected to return when the exclusion period is completed and should also be registered with the alternative provision (dual registered). In the case of a permanent exclusion, the excluded pupil should be removed from the excluding school's register and be registered with CGN.
9. As far as is reasonably practicable, in agreeing contractual arrangements with Commissioners CGN will request appropriate information on the needs and prior attainment of pupils who will attend the alternative provision. Such information will include prior grades and attainment, additional support required and exclusions information as a minimum.
10. CGN will provide regular feedback to a Commissioner (and in any event when requested by the Commissioner to do so) on progress made by the learner, the learner's needs and attainment. This will be done online through a secure IT system and will be updated on a termly basis.

Over subscription criteria

- 11 There will be a fair, transparent and objective process for considering whether the education provided will be appropriate for prospective learners. There will be meeting with the learner, parent, school and CGN to agree the most appropriate education programme. This will be documented in a standard CGN form to which all parties will have the opportunity to input and review.
- 12 If there are more requests for referrals than there are places at any particular

time, and after the admission of learners with a statement of special education needs where City Gateway is named on the statement, places will be allocated as follows:

- c) Children in public care (children looked after by a local authority under section 22 of the Children Act 1989). As per the standard admissions process prior to oversubscription, the school and CGN will review the best pathway for the learner. This will then be discussed with the parents and learner at an admission meeting before the referral is complete.
- d) A detailed review of each request will be made by the Senior Leadership Team at CGN looking at a number of factors to determine the best fit. This review will be documented and submitted to the Chair of the Board of Governors with a recommendation.

Waiting list

- 13 Given the nature of our referrers, a waiting list is not appropriate at Key Stage 4.

Appeal procedures

- 14 If a parent, carer, commissioning school or commissioning body is not satisfied with the decision on whether to admit a learner to CGN, they should write to the Chair of Governors setting out the reasons why they are not satisfied within 21 days of the decision being made. The Chair of Governors will review the matter and respond in writing within 21 days from receipt of the letter.

Should the party still not be satisfied, CGN will make provision for an Independent Appeal Panel to be established to hear the appeal.

Should the matter still not be resolved, the parent, carer, commission school or commission body may object to the Education Funding Agency as detailed at section (28) below.

ADMISSIONS AT 16 – 19 YEARS OLD

15. Learners aged 16-19 years old will come to CGN through the following routes:
 - A continuing learner from CGN's 14-16 provision, with a place guaranteed following an objective assessment of the learner's progress and future plans.
 - Self-referral, where the learner seeks out CGN and applies for provision.
 - Peer-referral, where a current learner refers one of their friends or family members to CGN.
 - Referral from Newham bodies, such as social services, youth offending team.
 - Referral for national statutory bodies, such as Jobcentre Plus and Metropolitan Police.
 - Referral from secondary schools for post year-11 opportunities
 - Third Sector organisations.

Post 16 admission criteria

- 16 CGN will meet with each learner to discuss and identify the courses and pathways that are most appropriate for their level of skills. The Governing Body will publish specific criteria in relation to minimum entrance requirements, for example in relation to a particular Apprenticeship programme, on the CGN website. These criteria, which might include prior attainment or work history experience, will be the same for internal and external transfers. Existing CGN Learners will be automatically admitted if they meet the entry requirements.
- 17 Admission to the Post-16 Provision will not be refused if a learner has failed to meet entry requirements for a course. In this case the learner will be offered an alternative course for which he has met the requirements subject to availability of places after allocation to other students who have already applied for that course.

Over subscription criteria

- 18 Where the number of external applications exceeds the number of Post-16 places available, the following order of priority will be used to allocate the remaining places:
- c) Children in public care (children looked after by a local authority under section 22 of the Children Act 1989) as per the standard admissions process the school and CGN will review the best pathway for the learner. This will then be discussed with the parents and learner at an admission meeting before the referral is complete.
 - d) A detailed review of each request will be made by the Senior Leadership Team at CGN looking at a number of factors to determine the best fit. This review will be documented and submitted to the Chair of the Board of Governors with a recommendation.

Waiting list

- 19 For Post-16, in addition to the right to appeal, unsuccessful applicants will be offered an opportunity to be placed on the Waiting List. The order of the Waiting List will be determined in accordance with the over-subscription criteria in Paragraph 18 above.

Appeal procedures

- 20 Learners/ Parents of Learners whose applications for Post-16 places are unsuccessful (including internal applicants) will be given an opportunity to appeal against the decision to an Independent Appeal Panel.
- 21 The Independent Appeal Panel will be independent of CGN. The determination of the appeal panel is binding on all parties. CGN shall prepare guidance for parents and Learners about how the appeals process will work and provide parents and Learners with a named contact who can answer any enquiries parents or Learners may have about the process. CGN may, if it chooses, enter into an agreement with the Local Authority or any other organisation for it to recruit, train and appoint Appeal Panel members and to arrange for the process to be independently administered and clerked.

General provisions that apply at both Key Stage 4 and Post-16

Accommodating learners with special / additional educational needs, disabilities and / or English as an additional language

- 22 CGN will, subject to its right of appeal to the Secretary of State in relation to a named pupil, admit all pupils with a statement of special educational needs naming the alternative provision Academy.
- 23 Where learners are admitted to CGN with existing statements of special educational need, we will work closely with other agencies where necessary / specified to fulfil the learner's potential, in line with their statement.
- 24 As stated in our SEN Policy, CGN is committed to provide a suitably tailored and progressive programme for all learners. Particulars of the CGN SEN, Disabilities and Inclusion Policy are available from request from CGN.
- 25 Where there may be mobility or accessibility requirements we ask that referring schools / agencies contact CGN well in advance to discuss solutions to fulfilling those requirements. (The CGN Accessibility Policy is available upon request.)

Offer of places

- 26 Letters informing learners of their place at CGN will be issued by the referring body, or CGN in the case of self-referrals at 16-19 as soon as is reasonably practicable after the decision has been made. This letter will specify a Start Date and Induction arrangements.

Objections to this policy

27. Any objections to this Admissions Policy should be submitted to the Education Funding Agency (EFA) or any successor to it.
28. A determination of an objection, by the EFA or any successor to it on behalf of the Secretary of State, or by the Secretary of State, will be binding upon the alternative provision.



E: City Gateway Newham Bullying and Harassment Policy

Background

City Gateway Newham wishes to provide a stimulating and supportive working environment which will enable its staff and service users to fulfil their personal potential and creativity. City Gateway Newham accepts that such an environment cannot be created or sustained if staff or service users are subject to harassment, intimidation, aggression or coercion.

City Gateway Newham is fully committed to the principles of equality and diversity at all levels of the organisation and regards personal harassment as a discriminatory and unacceptable form of behaviour.

Accordingly, City Gateway Newham will treat any incident of harassment as a serious matter which may lead to disciplinary action according to the terms of the Disciplinary Procedure, up to and including dismissal, being taken against the perpetrator.

All members of City Gateway's staff and service users are responsible for ensuring that personal harassment of another member of staff does not occur.

Harassment of City Gateway Newham staff outside the premises or outside working hours may nevertheless fall within the remit of this policy and its procedures.

In addition to any penalty imposed by City Gateway, those responsible for harassing others may be subject to criminal and/or civil proceedings. Nothing in this policy and its procedures will prevent members of staff or service users from exercising their legal rights.

Definitions

Harassment

Harassment may take many forms but essentially consists of behaviour which is unacceptable to and diminishes the dignity of the recipient(s) and which creates an intimidating, hostile or offensive workplace environment for that individual.

Harassment may involve single, sporadic or continuing acts of intimidation, coercion, bullying, verbal or physical abuse, or the creation and/or maintenance of an offensive working environment for others. Harassment relating to another's sex, sexual orientation, religion, disability, age, gender reassignment, marital status or ethnic origin is all included within this definition.

Sexual harassment

Sexual harassment is a form of sex discrimination and involves unwanted and unwelcome attention of a sexual nature. This may be physical or verbal or involve the denigration of an individual on sexual grounds or by sexual means.

Racial harassment

Racial harassment is any behaviour, deliberate or otherwise, relating to race, colour, ethnic or national origin directed at an individual or group, which is found to be offensive or objectionable to the recipient and which creates an intimidating, hostile or offensive environment.



Harassment on the basis of religion

Harassment on the basis of religion is any behaviour, deliberate or otherwise, relating to religion or religious persuasion directed at an individual or group, which is found to be offensive or objectionable to the recipient and which creates an intimidating, hostile or offensive environment.

Bullying

Bullying damages individuals' health and lives and also undermines productivity and effective work and learning relationships. Bullying can occur when a superior uses the opportunity of position to intimidate a subordinate, in peer relationships or, in rare cases, may affect someone in a superior position.

Bullying can be broadly defined as behaviour which consistently undermines another's confidence, reducing feelings of self-esteem and self-worth. Such behaviour may be deliberate, as in a planned campaign, or may arise out of the bully's own immaturity, lack of inter-personal skills and poor self-confidence.

It is generally psychological, rarely though sometimes physical, and may also be exacerbated by the bully's own susceptibility and reaction to stress.

Bullying consists of the abuse of power and the regular use of inappropriate behaviours at the expense of another individual.

Some examples of these behaviours include:

- i. physical or verbal abuse, including threats
- ii. psychological intimidation, humiliation, excessive and/or unreasonable criticism
- iii. unjustifiable removal of areas of responsibility
- iv. ostracism/ exclusion
- v. malicious lies
- vi. setting unreasonable and unrealistic goals/targets
- vii. "academic bullying": i.e. asserting a position of intellectual superiority in an aggressive, abusive or offensive manner; threats of academic failure; public sarcasm and humiliation

Please note that legitimate, constructive and fair criticism of a staff member's performance or behaviour at work or reasonable management of a service user's behaviour in line with the behaviour management policy will not be considered to be bullying or harassment. City Gateway Newham will not condone bullying under the guise of "strong management" but, conversely, regards an assertive management and classroom management style as acceptable, providing staff are treated with respect and dignity.

Other forms of harassment

The following are further examples of specific types of harassment but, once again, should not be considered an exhaustive list:

- i. homophobic harassment, i.e. harassment directed at homosexual persons or groups on the grounds of their sexual orientation (applying equally to homosexual men or women)
- ii. harassment in respect of a recipient's disability or impairment
- iii. repeated gibes in respect of personal traits or appearance, practical jokes or invasions of privacy, any or all of which may cause physical or psychological distress



- iv. discrimination on the grounds of age. Harassment on the grounds of age is based on attitudes or assumptions and stereotyping which are prejudicial to older or younger people. Some examples of ageist harassment are derogatory remarks or behaviour, expressing prejudicial assumptions about abilities or excluding people from social activities.

3. Responding to bullying and harassment

3.1 Bullying and harassment of staff

- i. Allegations of bullying and harassment concerning staff members should be escalated to the staff member's line management, where appropriate or the team equality and diversity officer.

The position of Principal Equality and Diversity Officer is held by: XXXX

In order for a quick response to be made to any allegations of abuse, deputies have been appointed in each of the three main locations in which City Gateway Newham operates. In the absence of the Principal Equality and Diversity Officer or where a complaint implicates the Principal Safeguarding Officer, a deputy will take on the role of Principal Equality and Diversity Officer. The positions of Deputy Equality and Diversity Officer are held by:

Youth team: XXXX

Corporate team: [REDACTED]

Training team - XXX

Significant bullying and harassment issues that arise should be escalated to Jackie Gooding on the board of trustees.

- ii. Confirmed cases of bullying and harassment will be dealt with in line with the staff disciplinary procedures.

3.2 Bullying and harassment of service users

- i. Allegations of bullying and harassment of service users should be escalated to the safeguarding officer.

In order for a quick response to be made to any allegations of abuse, deputies have been appointed in each of the three main locations in which City Gateway Newham operates. In the absence of the Principal Safeguarding Officer or where a complaint implicates the Principal Safeguarding Officer, a deputy will take on the role of Principal Safeguarding Officer.

Significant safeguarding issues that arise should be escalated to [REDACTED] on the Board of Governors

- ii. Confirmed cases of bullying and harassment will be dealt with in line with disciplinary procedures.



F: City Gateway Newham Additional Learning Support

- 1. Statement of Purpose**
- 2. Definition/Scope of ALS**
- 3. Aims**
- 4. Planned and Unplanned ALS**
- 5. Roles and Responsibilities**
- 6. Identification and Assessment**
- 7. Planned Provision**
- 8. Unplanned Provision**
- 9. Review**
- 10. Recording of Information**

Appendix A: ILP Literacy/ILP Numeracy

Note: City Gateway Newham does not have a homework policy due to the nature of our learners and the likelihood of unsupervised work completion. Where additional work is needed to improve learner attainment, this policy will be used to identify the most appropriate work needed in a supervised session.

1. Statement of Principles

City Gateway Newham believes that all learners have the right to maximise their potential and achieve their personal best. City Gateway Newham recognises that all learners have learning differences and enter City Gateway Newham at different starting points. In recognition of this, City Gateway Newham aims to ensure equal access to the curriculum, services, resources and opportunities by providing additional support to learners where it is needed so that all learners are able to progress and achieve their personal best.

2. Additional Learning Needs

2.1 Additional learning support (ALS) is any activity that provides direct support for learning to individual learners, over and above that which is normally provided in a standard learning programme that leads to their learning goal. ALS is only available for learners on funded programmes. ALS is required to help learners gain access to, progress towards and successfully achieve their learning goals. The need for ALS may arise from a learning difficulty and/or disability, or from support required to access a



progression opportunity or employment, or from literacy, numeracy or language support requirements.’ (YPLA Guidance)

- ALN refers to Additional Learning Needs
- ASN refers to Additional Social Needs

2.2 Therefore ALS must;

- Be additional to mainstream delivery – this is a stipulation as defined above. City Gateway Newham identifies most young people as having certain support needs, such as the pastoral support offered by Retention Workers, and as such, this is planned into the programme for all learners.
- Be Evidenced – additional support and ‘value added’ that learners receive with CG should be recorded (see point 10 on recording of data)
- Lead to achievement – learners will only engage if they can see progression opportunities, therefore progression and achievement should be a goal of any ALS programme. Also there is a risk that concentration of resources at the lowest levels of ability could lead to an adverse effect on middle ability achievement.

3. Aims

- To ensure that all learners are promptly assessed and each learner’s level is identified
- To ensure that ALS is planned for, and delivered to learners whose initial assessment level upon entry may prevent them from accessing the curriculum
- To ensure that ALS is provided throughout the course as and when the need arises
- To draw up negotiated ILPs with SMART targets detailing appropriate interventions, both internally and externally
- To monitor and review learners’ progress and the impact of interventions revising Individual Learning Plans (ILP) as necessary; and
- To communicate and coordinate regularly with parents on interventions undertaken and their progress.

4. Planned and Unplanned ALS

City Gateway Newham offers two distinct types of ALS provision. ‘Unplanned’ refers to those learners who miss sessions or fall behind with work and who will be invited/asked to attend on this day in order to catch up with work. This should be evidenced where possible also, but is not the same as the ‘planned’ support; the systematic identification of learning needs at initial assessment, and the subsequent planning to address these needs.

5. Roles and Responsibilities

5.1 Learners

- To actively participate in their learning at all levels, including negotiating targets for progression and engaging in systems for review and reflection of progress.

5.2 Parents and Carers



- To engage with City Gateway Newham Alternative Provision and the support programme of intervention through regular communication and support their child's progress.

5.3 Tutors

- **Tutors:**
The course tutors have a designated session each week for each cohort. This time is used to deliver both planned and unplanned ALS.
- **Retention Workers**
RWs will provide pastoral support to all learners as part of the regular CG programme. However, they will focus on particular learners and use the 'ALS' designated time outside of the regular programme to offer support to learners who have had problems with attendance, punctuality or other issues that have been affecting their time at CG.
- **SENCO**
SENCO will provide additional support to learners across all programmes in literacy and numeracy where a particular need has been identified.

See Appendix A for ALS support individuals at City Gateway.

6. Identification and Assessment

There are a number of different Initial Assessments undertaken by CG in order to best plan support for individuals. These include;

- Initial Interview with Recruitment
- Self-assessment questionnaires
- Literacy and Numeracy assessments
- Initial Assessment summary by Retention Worker

The vast majority of learners receiving 'planned' ALS will be for support in literacy and/or numeracy. ALN in Literacy and Numeracy are identified both by the learner themselves at the initial interview or the Initial Assessment Summary and by the Screening and Initial Assessments in literacy and Numeracy.

6.1 Referral

On the Foundation Learning programme, we aim for learners to achieve a minimum of Entry Level 3 in English and maths. Therefore, CG policy stipulates that any learner achieving Entry Level 2 or below in these assessments is offered ALS by a specialist. These learners will be referred to the SENCO by tutors.

At apprenticeship, learners are required to achieve a level 1 in numeracy and literacy. Therefore, CG policy stipulates that any learner achieving Entry Level 3 or below in these assessments must meet for ALN with a Functional Skills Tutor or SENCO.

The majority of ALS support will be around literacy and/or numeracy issues, as these



can be a barrier to achievement not only in Functional Skills but in all other learning aims also. Therefore, individual tutors should request assistance from the ALS Specialist and Functional Skills team where they feel specific assistance is required with literacy or numeracy issues during lessons.

7. Planned Provision

- Basic Skills session offered by SENCO which serves as a literacy/numeracy specific weekly catch up session
- Access to support from appropriate external agencies (GAP etc.)
- Personalised 1-1 Learning Mentoring

The learner will continue to attend regular Functional Skills classes and this scheme of work will be taken into account by the SENCO in ensuring individual support is complimentary where possible.

8. Unplanned Provision

There is a set day outside the regular programme in Foundation Learning for Retention Workers and tutors to work with learners who have fallen behind with their work in order for them to 'catch up' with the rest of the group. This could be for reasons such as poor attendance/punctuality or that additional learning needs are present but not diagnosed at the start of the programme. In this event, Retention Workers can liaise with other members of the ALS delivery team to find the correct kind of specialist support if required.

9. Review

ILP targets are to be reviewed on a monthly basis collaboratively with the learner, tutors involved, SENCO and parents where appropriate.

10. Recording of information

All information and data relating to initial assessment results and ILP interventions is to be collected and held centrally on Traxbase.

- Traxbase to be used for recording of all ALS support for evidence/audit purposes:
 - Under "Actions" there is a new category "Record ALS provided" (or something similar)
 - This is broken down into not more than 10 types of ALS we provide, and the correct one is selected from the list.
 - Tutor records date ALS was given, and duration.



- Tutor preferably gives a line or two of further detail about the ALS, how the learner responded, what next steps are, etc.
- Every 3 months, the record is printed and signed by tutors and learner to confirm that this took place.

4.2 Tutor comments at reviews will track progress in each of the individual subject areas, and retention workers will seek learner views at progress review stages

4.3 Exit interviews will be used to check learner views on effectiveness of support and its impact

4.4 The drop down list of types of ALS is below;

- ALS Specialist support – literacy coaching
- ALS Specialist support – numeracy coaching
- FS tutor additional support – outside regular timetable
- FS tutor additional support – assistance in voc session
- FS tutor additional support – assistance in PSD session
- FS tutor additional support – assistance in Employability session
- Voc tutor additional support – outside regular timetable
- Employability tutor additional support – outside regular timetable
- PSD tutor additional support – outside regular timetable
- RW additional support – outside regular timetable
- Additional work issued and marked with feedback

Appendix A

Individual Learning Plan: Additional Learning and Support Literacy

Learner name:

ALS tutor:.....

Programme:..... Date:.....

Topic:..... Entry Level:.....

Identified learning needs:
(from diagnostic assessment and learners own feelings)



Learning Objectives:
(from KS standards)

Learner Aim:
(e.g. to pass Communication at Level 1, to feel more confident in writing)

Signatures

Learner signature:.....

ALS tutor signature:

Date of next appointment/ALS session to be attended:

Time: Location:

	Curriculum area	Planned support	Target date	Completion date
Reading	Text Focus Level: Target:			
	Sentence Focus Level: Target:			
	Word Focus Level: Target:			
Writing	Text Focus Level: Target:			



	Sentence Focus <i>Level:</i> <i>Target:</i>			
	Word Focus <i>Level:</i> <i>Target:</i>			
Speaking and Listening	Listening <i>Level:</i> <i>Target:</i>			
	Speaking <i>Level:</i> <i>Target:</i>			

Individual Learning Plan: Additional Learning and Support Numeracy

Learner name: Employer:

ALS tutor:..... Start date Planned end date

Programme:..... Visit date:.....

Topic:..... Entry Level.....

Identified learning needs:

Learning Objectives:



Signatures

Learner signature:.....

ALS tutor signature:

Date of next appointment/ALS session to be attended:

Time: Location:

	Curriculum Area	Planned support Target Date	
Numbers	Whole Numbers Level: Target:		
	Fractions Level: Target:		
	Decimals Level: Target:		
	Percentages Level: Target:		
Measures, shape and space	Money Level: Target:		
	Time Level: Target:		
	Measures Level: Target:		
	Shape and space Level: Target:		



Handling Data	Handling Data <i>Level:</i> <i>Target:</i>	
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G: City Gateway Newham – Exclusions and managed move policy for Key Stage Four learners

(Note – similar process will be in place for post-16 learners)

City Gateway Newham was established as a place for educationally disengaged young people to thrive in an alternative education environment. There are many reasons for disengagement, including academic ability and behaviour.

As such, our ethos is based on giving young people the best chance they can to succeed. Our exclusions and managed move policy seeks to underpin this, whilst making it clear that City Gateway Newham is prepared to exclude or manage move learners where serious, consistent issues arise and do not improve after intervention.

This document sets out the measures City Gateway Newham will take up to and including an exclusion or managed move decision for learners who are on our KS4 (14-16) courses. This is to be read alongside the City Gateway Newham Pupil Behaviour Policy

Legal context

This document is written with reference to:

- The Education Act 2002, as amended by the Education Act 2011;
- The School Discipline (Pupil Exclusions and Reviews) (England) Regulations 2012;
- The Education and Inspections Act 2006; and
- The Education (Provision of Full-Time Education for Excluded Pupils) (England) Regulations 2007

The Principal is responsible for the operation of this policy.

Throughout this process, all information must be held in strict confidence, and all materials must be made available to all parties.

Stage One: Disciplinary procedure and removal from course

The disciplinary action procedure, including warnings, is made clear to learners at Induction at City Gateway Newham, including on how to appeal decisions made. This section focuses on measures that can be taken prior to moving to exclusion/managed move level discipline.

Verbal Warning

In circumstances where low attendance is observed in an individual / behaviour is a problem, a retention worker should notify the learners of the need for their attendance/



behaviour to improve verbally. In instances of non-attendance, the learner's home is notified as soon as possible.

The retention worker doesn't need to describe their conversation with the learner as a 'verbal warning' as this language may not be most helpful for that individual. The key is that the retention worker is addressing development areas with the learner and giving them opportunity to respond.

Written Warning

In circumstances where the low attendance/ behaviour persists or is serious enough to need additional intervention a retention worker should notify their line manager and request their involvement.

In this situation a 'written warning' should be registered on the database. A 'written warning' will go to the learner's parents or guardian as well. At these meetings actions should always be documented and agreed with the learner. They should then be revisited by the retention worker to monitor progress.

Again it may not be appropriate for the retention worker to use the phrase 'written warning' with the learner. A development plan to support the learner can be a more positive way of communicating a need for change.

Final Warning

Where the learner's attendance or behaviour risks a formal exclusion/managed move process, a 'Final warning' meeting needs to be arranged with the learner, their parents or guardians, and a member of senior Youth Services staff.

If the retention worker is recommending a removal from program for an individual they complete a removal request form and drop this into a secure folder. They then need to e-mail [REDACTED] and [REDACTED] to notify them of its arrival.

Removal

An issue with a learner's conduct may result in removal. The ultimate decision on the removal from a course should be taken by [REDACTED] and [REDACTED], but will be done in communication and consultation with the learner's retention workers and tutors when appropriate.

The appeals procedure will be issued to the learner at this point along with the Program Leads contact details so they can appeal. It should be noted that removal from a course does not mean that City Gateway will seek formal exclusion or a managed move from the overall provision.

When a learner is removed from a course, alternative arrangements can be put in place, such as being placed in a staffed exclusion room. Usually at this juncture, a fixed term exclusion would be warranted. We believe that the learner must still be kept in a supervised environment, and therefore a staffed exclusion room may be an option, depending on the learner.

At this stage, a formal conversation will take place between the KS4 programme manager and any agencies known to be involved with the learner, to seek to identify a way forward.



An action plan will be put in place with comment requested from agencies.

Stage Two: Managed moves and permanent exclusions

Where it is identified that a KS4 learner can no longer continue to be at City Gateway 14-19, we reserve the right to instigate a formal exclusions or managed move process. City Gateway Newham will make every effort to ensure continuity of a learners education, and seek to place them in appropriate provision within the borough.

Throughout this process, the Principal and Chair of the School Committee will be kept up to date. The final decision to exclude a learner is reserved by the Chair.

Managed moves

Head of KS4 will notify the Principal and Chair to seek their comments on an action plan for managed move for the learner. Submitting a learner for managed move can be agreed with the consent of the Principal or Chair.

A managed move can occur after the removals process has occurred, or where it is identified that the provision is no longer educationally appropriate for the learner (in cases of school reintegration or continued educational disengagement without behavioural problems). The KS4 programme manager will discuss options available with the Tower Hamlets Social Inclusion Panel and the Tower Hamlets Admissions Team, and any agencies that are known to be working with the learner, in a view to identify suitable alternative to City Gateway.

A formal summary of the incidents/reasoning leading to this point will take place with the learner in the presence of the learner's parent, guardian or other adult with relevant authority in the learner's life. The learner and their representative may make comments on the decision that will be duly recorded.

During a managed move process, the learner **will not** be removed from City Gateway Newham programmes unless the removals process preceded it, or behaviour is judged to be too disruptive.

Permanent exclusion

Permanent exclusions are for serious misbehaviour. Wherever possible, alternative education should be sought at a Pupil Referral Unit, work based placement or similar.

To begin this process, a formal summary of the incidents leading to this point will take place with the learner in the presence of the learner's parent, guardian or other adult with relevant authority in the learner's life. The learner and their representative may make comments on the decision that will be duly recorded.

LBTH should be informed of the exclusion immediately. Within 15 days the Clerk to the Board of Governors will have organised the documentation and exclusion meeting for Board of Governors education committee (?) to which parents and the excluded learner may be invited. The Board of Governors must give its view of the exclusion at this meeting and has the power to direct the 'principal' to reinstate the student or to uphold the exclusion.

The parents have the right to appeal against the final decision within 15 days' notice from the LA of the right to appeal. LBTH will organise an appeal hearing at their premises, with



an independent appeals panel. The decision of the appeals panel is final and binding on all parties.

The student must be set work throughout the period of exclusion. The student's name should remain on the Academy's roll until the appeal procedure is completed.

Class of offences that will lead to exclusion

- a. Harassment, verbal abuse or bullying.
- b. Sexual abuse or abusive language directed towards gender or sexual orientation will lead to an automatic exclusion, the time and type will depend on the seriousness of the abuse.
- c. Persistent and serious abuse.
- d. Persistent bullying.
- e. Racial abuse

Physical abuse

Persistent physical abuse can lead to exclusion

Drug related abuse

Persistent abuse of alcohol and illegal drugs on premises, and on the way too and from sites, can result in removal from courses and potential exclusion.

Illegal use of weapons

Any student found in possession of weapons will be immediately removed from programmes and City Gateway 14-19 sites, pending an enquiry and police involvement.

Procedures for excluding a student

- a. When the decision to permanently exclude a student has been taken, a letter should be sent home immediately stating the reason and time of the exclusion. A phone call to parents from the KS4 Programme Manager or Head of Youth Services should proceed this letter.
- b. A formal summary of the incidents leading to this point will take place with the learner in the presence of the learner's parent, guardian or other adult with relevant authority in the learner's life. The learner and their representative may make comments on the decision that will be duly recorded.
- c. The details related to the exclusion must be logged on Traxbase.
- d. This should also be used to log the relevant action taken or to be taken.
- e. All decisions and actions must be logged.
- f. All records of the exclusions will be forwarded to the LEA.

H: City Gateway Newham Uniform Policy

City Gateway Newham does not have a requirement regarding uniform. Learners are free to wear their own clothes at all times in the style they choose.



Any instances where clothing is inappropriate for a learning environment, including offensive motifs or slogans, will be dealt with on a case by case basis.

I: City Gateway Newham Data Protection policy

Introduction

City Gateway Newham needs to keep certain personal data on staff and clients using the service. This data is subject to data protection legislation covered by the Data Protection Acts 1984 and 1998. The legislation covers information held electronically and in manual formats.

Definitions

“Personal data” covers both facts and opinions about the individual. It also includes information regarding the intentions of the data controller towards the individual.

“Processing” incorporates the concepts of 'obtaining', holding' and 'disclosing' “personal data” information

Principles

The Data Protection Act 1998 sets out eight principles that are to be adhered to by members of staff and volunteers when processing personal data. The eight principles are as follows:

1. Personal data shall be processed fairly and lawfully.
2. Personal data shall be obtained only for one or more specified and lawful purposes, and shall not be further processed in any manner incompatible with that purpose.
3. Personal data shall be adequate, relevant and not excessive in relation to the purpose or purposes for which they are processed.
4. Personal data shall be accurate and, where necessary, kept up to date.
5. Personal data processed for any purpose shall not be kept for longer than is necessary for that purpose.
6. Personal data shall be processed in accordance with the rights of the individual under the Act.
7. Appropriate technical and organisational measures shall be taken against unauthorised or unlawful processing of personal data and against accidental loss or destruction of, or damage to, personal data.
8. Personal data shall not be transferred to a country or territory outside the European Economic Area unless that country or territory ensures an adequate level of protection for the rights and freedoms of individuals in relation to the processing of personal data.



Responsibility

We aim to comply with the data protection legislation by the appointment of a named member of staff (the Data Controller of City Gateway Ltd) who determines the purposes for which any personal data are to be collected and the manner in which personal data is to be processed. They provide guidance to members of staff and volunteers on their responsibilities relating to the legislation.

The Data Controller will register as required with the Office of the Information Commissioner.

It will be made clear to clients when data is being collected from them which will then be held by the organisation, for example on client questionnaires and feedback forms and verbally when information is collected by phone or in interviews.

All members of staff and volunteers will be made fully aware that it is their responsibility to inform the Data Controller about any proposals they have to retain personal data, and to ensure their own awareness of the data protection principles when processing personal data. This will be covered in staff induction and at other appropriate training sessions.

J: Health and Safety of Learners

This is an exemplar document used by City Gateway

1. Health and Safety Policy Statement

- 1.1 This policy is issued by City Gateway in accordance with its responsibilities under Section 2(3) of the Health and Safety at Work Act 1974.
- 1.2 City Gateway will provide, so far as is reasonably practicable, safe and healthy working conditions for its employees and will ensure that its activities do not endanger the health and safety of either the public visiting the premises, contractors working on the premises and members of the public taking part in its activities.
- 1.3 In particular, City Gateway will ensure, so far as is reasonable and practicable:
 - i. compliance with statutory requirements for health and safety
 - ii. provision and maintenance of the workplace in a condition that is safe and free from risk to health
 - iii. provision and maintenance of plant and equipment that is safe and free from risk to health arrangements are implemented to maintain safe and healthy work operations in connection with handling, operation, storage, transport and use of articles, equipment, machines or substances; and
 - iv. provision of information, instruction, training and supervision as is necessary for its staff.
- 1.4 All staff, in accordance with Sections 7 and 8 of the Health and Safety at Work Act 1974, must ensure that they:
 - i. comply with the Health and Safety Policy, safety notices and safety instructions



- ii. conform with all measures taken to comply with statutory legislation
- iii. use properly the equipment and facilities provided to ensure health and safety at work
- iv. refrain from any action that might endanger themselves or others; and
- v. refrain from willful misuse of, or interference with, anything provided in the interests of health and safety and welfare.

1.5 Failure by staff to observe these above requirements can render them liable to prosecution by the enforcing authority and disciplinary action by City Gateway.

1.6 City Gateway has appointed Health and Safety Officers to assist with implementing effective health and safety measures throughout its premises. City Gateway also encourages staff to report accidents, incidents and hazards so that these matters can be resolved as quickly as possible.

1.7 This policy will be reviewed on a regular basis and safety instructions on the following pages will be amended and updated when required. Any alteration or amendment will be brought to the attention of all staff following appropriate consultation

2. Roles and Responsibilities

2.1 Overall and final responsibility for health and safety will be that of the Chief Executive Officer. The CEO is responsible for overseeing, implementing and monitoring the policy.

2.2 Day to day management of health and safety will be the responsibility of the Director of Corporate Services (DCS) and those he delegates to carry out these tasks. The DCS and those he delegates to oversee health and safety for City Gateway are responsible for:

- i. ensuring staff receive adequate instruction, information and training to enable them to work safely without risk to health
- ii. investigating the cause of all accidents and “near-miss” accidents and making suitable recommendations to prevent recurrences
- iii. maintaining suitable training records of all staff concerning health and safety
- iv. keeping suitable records of all accidents in the appropriate accident book and, when necessary, reporting the circumstances of the accident to the CEO
- v. ensuring health and safety risk assessments are carried out every three months and, if practicable and affordable, all resulting actions be carried out a month after the risk assessment is carried out
- vi. ensuring adequate assessments of workstations are carried out before they are brought into use or as soon as possible afterwards, and at regular intervals thereafter
- vii. ensuring assessments of all hazardous substances in use are undertaken and that these are brought to the attention of all users
- viii. ensuring assessments for work equipment, manual handling, pregnant women, young workers aged 16 to 18 years old, work experience students and high-risk activities are written and the information is conveyed to appropriate persons
- ix. liaising with contractors who work in the premises to ensure they observe safe working practices



- x. ensuring that fire precautions in operations are maintained and updated as necessary and observed
- xi. undertaking occasional safety inspections, identifying potential hazards and making recommendations when appropriate
- xii. making recommendations for updating the policy when necessary and for reporting issues of major concern to the Chairman of City Gateway's Board of Trustees; and
- xiii. appointing one or more persons in writing to undertake any or all of the above matters on their behalf.

2.3 All employees have responsibility for their own safety and that of their colleagues and others in the vicinity of their work. They are required at all times to follow safe working practices, specifically:-

- i. To familiarise themselves with company safety procedures and all aspects of health and safety relating to their own job and working environment.
- ii. To obey fully and promptly all instructions given by managers and for the protection of employees.
- iii. To bring immediately to the attention of a manager any considered deficiencies in equipment, procedures etc and any identified health and safety problem.
- iv. To report all injuries and accidents at work, however slight, in order that correct records can be maintained.

2.4 In accordance with the Management of Health and Safety at Work Regulations 1999, City Gateway will use services of an external qualified registered safety practitioner, as and when necessary, to:

- i. advise on assessments of workstations, manual handling task and hazardous substances
- ii. investigate all serious accidents and "near-miss" accidents making recommendations when necessary
- iii. provide suitable advice on health and safety legislation, updating management as and when necessary
- iv. give advice about and/or organise suitable training in health and safety for staff
- v. assist, when requested, with any update of the Health and Safety Policy; and
- vi. provide advice and assistance when requested concerning contractors' and freelancers' method statements and systems of work.

2.5 In accordance with the Health and Safety (Consultation with Employees) Regulations 1996, City Gateway will consult all employees on health and safety information with respect to:

- i. introduction of measures, which may affect staff
- ii. arrangements for the appointment of Health and Safety representatives and Fire Officers
- iii. planning and organising of health and safety training; and
- iv. introduction of new technology, which affect staff.



3. Health and Safety Arrangements

3.1 Accident reporting

This section outlines the reporting requirements in the event of an accident:

- i. All staff must report any accident to the Director of Corporate Services (DCS) or those he delegates to deal with health and safety as soon as possible after the event.
- ii. The DCS (or staff member he delegates to act on his behalf) together with the injured person, where possible, will enter details of the accident in the accident books held at each City Gateway site.
- iii. If the injured person is absent from work for more than three days, excluding the day of the accident, but including Saturday and Sundays, the DCS (or those staff members he delegates to act on his behalf) will inform the HSE using the prescribed accident form within ten days of the accident occurring in line with RIDDOR.
- iv. Likewise, if the accidents results in a major injury occurring such as a broken bone (except in the hand and foot), any amputation, or results in the injured person being admitted to hospital for more than 24 hours, the DCS or staff members he delegates to act on his behalf will immediately contact the HSE by telephone and submit an accident form within ten days of the accident occurring.
- v. If a member of the public is injured and taken to hospital by whatever means, the DCS or staff members he delegates to act on his behalf, will contact the HSE immediately and send a copy of the details of the accident on an accident form, with as much information as possible, within ten days.
- vi. The DCS (or those he delegates to act on his behalf) will investigate the causes of any serious accidents and the external Safety Adviser, if necessary, and make suitable recommendations to prevent a recurrence.
- vii. Serious accidents or incidents involving children in City Gateways early years provision will also be reported to OFSTED and LA HSE using the agreed reporting procedure. This will follow the HSG245 guidelines regarding gathering information, analyzing information, identifying risk control measures, and creating an action plan.
- viii. All staff will be informed of any accidents or incidents where an employee has had to take time off work.

3.2 Reporting and Handling Incidents and Potential Hazards

This section outlines the reporting requirements in the event of a hazard or health and safety incident.

- i. Staff should report any potential hazards or health and safety incidents to the DCS (or member of staff delegated to act on his behalf) as soon as possible after the event in order that action can be taken to prevent a recurrence.
- ii. An Incident/Hazard Report form should be completed by the member of staff involved. Forms are available from and should be returned to the DCS (or member of staff delegated to act on his behalf)
- iii. The DCS (or member of staff delegated to act on his behalf) will investigate the matter and instigate appropriate action to rectify the situation. Details of actions taken will be recorder on the form.

3.3 First Aid



- i. In accordance with the Health and Safety (First Aid) Regulations 1981, City Gateway will train and appoint qualified First Aid Officers and appointed persons (as necessary) and will, provide suitably stocked first aid boxes.
- ii. The First Aid Officers (or appointed person) will be responsible for ensuring the first aid boxes are kept correctly stocked and that staff members requiring first aid as a result of an accident report their accident to the DCS (or member of staff delegated to act on his behalf)
- iii. Signs showing the names of First Aid Officers and appointed persons will be displayed in prominent positions at each City Gateway site and updated as necessary.
- iv. All qualified First Aid Officers will receive regular retraining at prescribed intervals.

3.4 Fire and bomb emergencies

This section outlines general procedures to be followed in the event of a fire or a bomb emergency. For more information please refer to the Fire and Emergency Procedures documents.

- i. All staff must make themselves familiar with the Fire and Emergency Procedures.
- ii. Staff must ensure that all doors leading to fire exits and landings are kept closed and not wedged open. Doors to conference rooms may be kept open when rooms are being used but must be closed when there is no one in the room.
- iii. The DCS (or the member of staff that he delegates the task to) will be responsible for ensuring fire extinguishers at City Gateway sites are regularly maintained and that staff members are kept informed of any changes to the fire procedures.
- iv. Regular testing of the fire alarms will be undertaken by the building managers at each City Gateway sites. Fire Officers will ensure that these can be heard in all work areas and that any problems are reported immediately to the Centre Manager.
- v. Occasional fire evaluation tests will be undertaken. All staff must co-operate in these exercises and do not remain in the building unless authorized for security or operational reasons
- vi. The Centre Manager is responsible for contacting the emergency services in the event of a fire.
- vii. Main aisles, stairways and landings must not be used for storage nor must fire exits be blocked.
- viii. It is against the law to smoke at any workplace in England; this applies to all City Gateway sites.
- ix. Fire and Emergency Procedures will be issued and circulated to all staff on a regular basis. Signs showing the names of the Fire Safety Officers will be displayed in prominent positions on each floor and updated as necessary.

3.5 Risk Assessments

- i. Risk assessments will be carried out for general operations, workstations, Control of Substances Hazardous to Health (COSHH), manual handling, and any activity that poses a significant risk of injury to staff or members of the public.



- ii. In addition, Centre Manager will carry out specific risk assessment for expectant mothers and young persons under the age of 18 years of age. This includes apprentices, interns and students on work experience.
- iii. Where a student on work experience is under 16, a copy of the risk assessment of activities will or may be undertaken will be forwarded to either the parent or guardian of the young persons, or to the school/educational prior to the commencement of the placement.
- iv. Where a student on work experience or apprentice is over 16, a copy of the risk assessment will be given directly to them on their first day. A copy will be given to the parents or guardians and relevant school/educational establishment if requested.
- v. When a woman informs City Gateway that she is expecting a child, a risk assessment of all her work activities will be carried out and a copy of the results given to her.
- vi. The DCS is responsible for ensuring that suitable fire risk assessments are carried out to meet the requirements of the current legislation. He can delegate a member of staff at each of City Gateway's sites to do this on his behalf.
- vii. The DCS will keep copies of all risk assessments.

3.6 Health and Safety for the learner

A healthy and safe environment is ensured for the learner at City Gateway in the following ways:

- i. Each trainee is introduced to the City Gateway Health and Safety policy when they are registered. They also receive a Safe Learner information booklet.
- ii. At induction the fire and accident / incident procedures are outlined for trainees and the relevant officers introduced.
- iii. Half way through a course a learner questionnaire is distributed to trainees to make sure that they are still aware of health and safety issues and to give them an opportunity again to contribute to improvements in risk assessment and procedure.

When a course starts the tutor includes in induction an introduction to the concept of health and safety and risk. Trainees are also asked to contribute to a risk assessment for their course.

Trainees are then asked to fill out a health and safety questionnaire to show that they remain aware of health and safety throughout a course.

For information on Child Protection and Safeguarding of Vulnerable adults, please refer to the Child Protection and Safeguarding Vulnerable adults Policy and Guidance document.

3.7 Health and Safety for young persons and vulnerable adults

To ensure the health, safety and welfare of all young persons and vulnerable adults City Gateway will:



- i. adopt a working safeguarding policy with clear guidance on ensuring the safety and welfare of young persons and vulnerable adults
- ii. exercise proper care in the selection, appointment and support of those working with children, young people and vulnerable adults whether paid or volunteer
- iii. risk assess and manage all activities and implement safeguarding systems
- iv. work in partnership with young people and vulnerable adults, valuing their contributions, while ensuring they are safe and protected while partaking in City Gateway activities and programmes
- v. working in partnership with parents and carers; and offering support, encouragement and advice
- vi. working in partnership with other agencies who are concerned with children, young peoples' and vulnerable adults' well-being
- vii. working with young people and vulnerable adults and including them in creating a safe environment where they can take part in development activities and consequently increase in confidence
- viii. implementing and maintaining a process for dealing with concerns about possible abuse; and
- ix. Provide training and support in undertaking safeguarding practices, policies and procedures.

For information on Child Protection and Safeguarding of Vulnerable adults, please refer to the Child Protection and Safeguarding Vulnerable adults Policy and Guidance document.

3.8 Workplace provision and maintenance

This section outlines the provision and maintenance measures necessary to ensure the workplace is a healthy and safe environment.

- i. The DCS (and members of staff delegated to act on his behalf) will ensure that the provisions of The Workplace (Health, Safety and Welfare) Regulations 1992 are met in its premises.
- ii. The DCS (or members of staff delegated to act on his behalf) will liaise with the building managers concerning the provisions of adequate ventilation, heating and cooling. A thermometer will be positioned in each office area for the information of staff.
- iii. City Gateway will ensure that the premises are regularly cleaned by authorized contractors who will be required to use safe systems of work.
- iv. City Gateway will ensure suitable and sufficient lighting is provided to meet all types of work undertaken using as far as possible natural light from windows, which will be fitted with blinds or curtains where appropriate to minimize glare.
- v. Suitable toilet and washing facilities will be provided for all staff, which will be kept in a clean and hygienic state.
- vi. Adequate heating will be provided for staff.
- vii. Regular maintenance will be carried out to ensure the workplace is kept in a good condition and free from risks to health and safety. This will be organized by the DCS (or members of staff delegated to act on his behalf) as and when necessary.

3.9 Prevention of violence to staff

- i. City Gateway recognizes its responsibilities concerning the prevention of violence to staff, especially in its premises



- ii. Managers at City Gateway will be responsible for the prevention of foreseeable violence and to undertake this role, they will receive suitable training, as necessary.
- iii. The violent incident procedure, looking at what action should be taken if an incident occurs, will be regularly updated by the DCS (or those he delegates to act on his behalf).
- iv. All staff must report any incident involving violence to the DCS (or those members of staff he delegates to act on his behalf) as soon as possible after the event.
- v. The DCS (or those he delegates to act on his behalf) will investigate the causes of any violent incident and the Safety Adviser, if necessary, and make suitable recommendations to prevent a recurrence.
- vi. An external professional counselor will be appointed, if appropriate, to counsel staff who have been involved in violent incidents. external

3.10 Hours of Work

- i. City Gateway will ensure that the provisions of the legislation concerning hours for staff as outlined in the Health and Safety at Work Act 1974 and the Working Time (Amendment) Regulations 2003, are met in all its premises.
- ii. When staff members are required to work regularly in excess of 48 hours per week, written agreement will be sought from those concerned. Staff are not obliged to work more than 48 hours per week except where they have consented to an increased work pattern.
- iii. In exceptional circumstances, staff will be given access to work at City Gateway during a weekend, but authorization must be given in advance by their manager and further approved by the Chief Executive who will be responsible for keeping a record of staff hours worked at City Gateway at weekend.

3.11 Electricity

- i. All electrical appliances at City Gateway will be Portable Appliance Tested (PAT) every 12 months.
- ii. Where the tests indicate that faults exist, the equipment will be taken out of use immediately until repairs have been carried out.
- iii. Staff should regularly check electrical equipment that they are using for damaged cables, broken plugs, trapped cables (e.g. under floor box covers), trailing cables and any other hazards such as tripping hazards.
- iv. Staff must report any electrical fault with portable electrical equipment or machinery immediately to the DCS (or those he delegates to act on his behalf regarding health and safety). The member of staff reporting the fault should isolate the equipment or machine by unplugging it and attach a warning notice in a prominent positions stating "OUT OF ORDER- DO NOT USE".
- v. Access must be maintained at all times to switchboards and isolator switches. Electricity switch rooms and riser cupboards must not be used for the storage of materials.
- vi. Problems must be reported immediately to avoid electrical fire.

3.12 General health and safety guidelines

The following guidance outlines measures all staff should take to maintain and healthy and safe working environment:



- i. When moving around in the office, staff members should always walk and never run.
- ii. All staff members should keep their work areas clean and tidy. Containers provided for rubbish should be used.
- iii. No staff members should ever block fire exits or fire escape routes either inside or outside the building.
- iv. Staff members should always sign in and out of the building they are in to ensure that it is known where the staff member is in case of emergency or fire.
- v. Staff must learn the location of all the fire extinguishers in their area. Training will be given to all staff on the correct extinguishers to use. Staff should remember, water extinguishers should never be used on electrical fires.
- vi. When moving and carrying heavy loads, staff members should work according to the training they have received during their induction on Manual Handling and use a trolley or get assistance when necessary. They should never carry heavy loads down stairs use lifts where possible. And training given
- vii. Staff members should never block aisles and corridors with bags, cases or other large items.
- viii. Staff members should never leave filing cabinet drawers or stonewall doors open after using.
- ix. Staff members should ensure equipment and boxes do not overhang edges and desks or shelves.
- x. No person under the influence of alcohol, drugs or narcotics should be permitted to enter the premises.
- xi. Staff members should ensure no computer cables from their desk become tripping hazards.
- xii. Staff members should ensure floor box covers are in place and avoid trapping and damaging cables.
- xiii. Staff members should ensure any bands and plastic straps are tied up and placed in rubbish bins once they have been cut and removed from cartons and boxes.
- xiv. It is against the law to smoke at any workplace in England; this applies to all City Gateway sites.

3.13 Health and Safety Training

City Gateway recognises our duties under the Health and Safety at Work etc Act 1974 and subsequent regulations to provide health and safety training for all employees, as well as comprehensible and relevant information to employees on the hazards that may arise during their work and the precautions necessary. It is essential that every employee is trained to perform their job safely, which will also increase effectiveness and efficiency.

Appropriate health and safety training will be provided for all employees in the following circumstances:

- i. on recruitment (induction training);
- ii. on transfer of job;
- iii. on change of responsibilities e.g. promotion;
- iv. on the introduction of new work equipment or a change respecting equipment already in use;
- v. on the introduction of new technology;



- vi. on the introduction of a new system of work or a change respecting an existing system of work;
- vii. in the correct and safe use of hazardous substances;
- viii. in correct manual handling techniques;
- ix. in the correct use of personal protective equipment; and
- x. with respect to any other health and safety-related issue considered necessary by the organisation.

Health and safety information will be provided initially by the DCS and his delegates to any employee seeking such information.

External sources of information include:

- i. the Health and Safety Executive;
- ii. local Environmental Health Departments;
- iii. the Royal Society for the Prevention of Accidents;
- iv. the British Safety Council.

3.14 Equipment Safety

City Gateway will comply with the requirements of the Provision and use of Work Equipment Regulations 1992. The Facilities Manager will be responsible for identifying all equipment needing maintenance and for ensuring effective maintenance procedures are in place and for ensuring that all identified maintenance is implemented.

This equipment is checked for safety on a regular basis:

- Computers and printers
- Photocopiers
- Kitchen Equipment
- Other electrical equipment

Any problems with plant/equipment should be reported to the Facilities Manager and with the CEO, they will ensure that any new equipment purchased meets all relevant health and safety standards before it is purchased.

3.15 Monitoring and Review

ACTIVE

To check our working conditions, and ensure our safe working practices are being followed, the Facilities Manager will carry out periodic workplace inspections and ensure that all employees are aware of the need to report anything they believe constitutes a health and safety risk or hazard. From time to time, we shall engage external health and safety advisers to assist us with reviewing our health and safety practices. Additional inspections will be carried out in specific areas wherever there are significant changes in the nature and/or scale of our operations.

REACTIVE

We will thoroughly investigate any accidents or work-related ill-health absences that occur. The DSPD is responsible for investigating accidents. Managers are responsible for investigating work-related causes of sickness absences. Your Name is also responsible for acting on investigation findings to prevent a recurrence. We will monitor entries in the



accident book on a regular basis and feedback any findings at team meetings.

3.16 Stress

We are committed to protecting the health, safety and welfare of our employees and recognise that workplace stress is a health and safety issue and acknowledge the importance of identifying and reducing workplace stressors.

- We will identify all workplace stressors and conduct risk assessments to eliminate stress or control the risks from stress. These risk assessments will be regularly reviewed.
- The company will consult with employees on all proposed action relating to the prevention of workplace stress.
- The company will provide training for all managers and supervisory staff in good management practices.
- The company will facilitate confidential discussions for staff affected by stress caused by either work or external factors.
- The company will provide guidance to enable managers to implement the company's agreed stress management strategy.
- The Health and Safety Executive website is a good source of information on workplace stress. <http://www.hse.gov.uk/stress/>

Responsibilities of Managers

- Conduct and implement recommendations of risks assessments within their jurisdiction.
- Ensure good communication between management and staff, particularly where there are organisational and procedural changes.
- Ensure staff are fully trained to discharge their duties.
- Ensure staff are provided with meaningful developmental opportunities.
- Monitor workloads to ensure that people are not overloaded.
- Monitor working hours and overtime to ensure that staff are not overworking. Monitor holidays to ensure that staff are taking their full entitlement.
- Attend training as requested in good management practice and health and safety.
- Ensure that bullying and harassment is not tolerated within their jurisdiction.
- Be vigilant and offer additional support to a member of staff who is experiencing stress outside work e.g. bereavement or separation.

Responsibilities of Employees

- Raise issues of concern with your line manager
- Accept opportunities for counseling when recommended.

3.17 Asbestos

The duty to manage asbestos is contained in regulation 4 of the Control of Asbestos Regulations 2006. It requires the person who has the duty (i.e. the "dutyholder") to:

- find out whether your building contains asbestos, and what condition it is in;
- assess the risk, e.g. if it is likely to release fibres;
- make a plan to manage that risk.

City Gateway has contacted those who have useful information about the building, e.g. the landlord, a surveyor, architect or contractor who knows the building.



The landlord of the building, in his role as dutyholder has done the following:

- Carried out an inspection of the building
- Recorded the results of the inspection, identifying the parts of the building where asbestos may be located.
- Assessed the risk of asbestos fibres being released into the air from the materials in those areas. Take into account the materials' condition and how likely they are to be damaged or disturbed.
- Drawn up a management plan. State which areas, if any, need asbestos to be sealed, encapsulated or, as a last resort, removed.
- The key part of the plan is to warn people coming to work on the building, to prevent accidental exposure.
- Built in regular checks to make sure the condition of materials has not deteriorated. Concentrate on areas of high risk, where materials are more likely to get damaged.
- Kept the management plan up to date to show any changes that could affect the risk.

3.18 Manual Handling

We will comply with the law as set out in the Manual Handling Operations Regulations 1992, which outline minimum health and safety requirements for manual handling of loads where there is a risk injury to employees. The objective of the regulations is to apply an ergonomic approach to the prevention of injury while carrying out manual handling tasks.

City Gateway has a duty to evaluate and assess workplace manual handling operations. Manual handling operations are any activity where loads are lifted and carried e.g. boxes of paper, furniture. Where, so far as it is reasonably practicable, we will avoid the need for employees to carry out those operations, which involve the risk of injury. Where this cannot be done we will ensure the following:

- Take appropriate steps to provide employees who are lifting and carrying with clear training and instruction and where reasonably practicable to do so, precise information on the weight of each load and the heaviest side of any load whose centre of gravity is not centrally positioned.
- Make, keep up to date, review and amend a suitable and sufficient assessment of all such manual handling tasks.
- To take appropriate steps to reduce the risk to employees arising from any such operation to the lowest level reasonable practicable, this may be by using external help, or appropriate lifting equipment, for example
- All employees are warned to always think before carry out manual handling tasks and they must plan the lift.

3.19 Hazardous Substances

COSHH assessments will be carried out for all work involving exposure to hazardous substances. The assessment will be based manufacturer's and supplier's health and safety guidance and our own knowledge of the work process.

The Facilities Manager will be responsible for:

- identifying all substances which need a COSHH assessment



- undertaking assessments which will be reviewed annually or when new substances are purchased, whichever is the soonest.
- ensuring that actions identified in the assessments are implemented
- ensuring that all relevant employees are informed about the COSHH assessments
- Assessments will be reviewed periodically, whenever there is substantial change to the work process and if there is any reason to suspect that the assessment is no longer valid

The Facilities Manager will be responsible for ensuring that new substances can be used safely before they are purchased.



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