



POSITIVE IMPACT CENTRE

The Positive Impact Centre (PIC) is a mixed purpose extension of inclusion that will be based in C1 and 2. The centre will consist of:

- **Learning suite** – A supervised space containing work resources and IT facilities.
- **Pastoral working space** – A relaxed environment in which conversations and pastoral activities can be undertaken with young people.
- **Practitioner office** – A collective site for the extended Pastoral team, who play a key role in the delivery of interventions and alternative programmes.

Whilst located centrally between the Pastoral Office and C8, the PIC will also be a hub site, utilising wider spaces in school to delivery bespoke interventions and programmes, including:

- **Gateway** – A professional yet private space for the mental health support of vulnerable students, including those reintegrating to school following extended absence for health purposes.
- **Vocational Centre** – A practical learning space enabling bespoke intervention for mentoring, development of aspiration and the building of positive learning habits.

Purpose

The PIC (C1 and 2) will be used specifically for the purpose of maximising a young person's continuity of care, learning and education amidst varied forms of adversity and challenge. The PIC provides a site for:

The re-regulation and care of specific students

These individuals should be pre-agreed, with indication of access to the PIC noted within support documents such as One Plans, Consistent management plans, Additional provision plans or safety plans. At any moment of use, the space and supervision should be conducive to maximising chances of re-regulation for the intention of a return to learning, either within the PIC or classroom based learning.

Positive impact upon students in moments of extreme crisis or challenge

The PIC may be used as a means of re-regulating a young person following an incident in which time, space and care may be required for them to successfully ground and positively progress. Students using the facility for this purpose should have clear tasks, purpose and time frames provided by the individual referring them. No student should be placed without appropriate levels of professional practice. There may be situations of this kind where this may prompt additional levels of supervision.

Attendance for this must be agreed prior by a Senior (Headteacher, DHT, AHT) or middle leader (DSL, Pastoral Co-Ordinator, SENCo) for student support.

Delivery of adapted learning

The PIC (and its practitioners) provides a provision for alternative learning programmes to be carried out, such delivery through online platforms.

Students accessing the centre for such purposes require this as a timetabled provision, maintaining the logistics of a normal timetable.

Pastoral support and Intervention

An adapted space within the centre should form a site for timely intervention in the situations that often arise within active school sites that require interpersonal working with young people. Supervised attendance of this space can be used for the gathering of wellbeing, behavioural or safeguarding information, such as discussing and writing statements.

Care must be taken to ensure appropriate levels of supervision and privacy dependant on the occupancy of the space by other professionals and young people.

Practice and procedures

Staffing and supervision

The PIC provision shall be overseen by leaders responsible for Inclusion and Pastoral care, ensuring the site is used appropriately by staff and students alike.

The PIC features the professional practice of a host of practitioners. The centre provides a hub for some of the schools more individualised roles to exist within a team, creating collective oversight and supervision for one another, and a vulnerable student cohort.

Staff working within the PIC will work together via individualised timetables, but as part of a collective team structure. Staff who align to the PIC structure will be present on a 'PIC staffing' document/visual aid, identifying the capacity and availability of each member. Whilst promoting clarity over availability of support, this approach also prioritises provision around the specialisms of key staff.

Monitoring

The 'PIC staffing' document shall be monitored by staff with oversight for Inclusion and Pastoral care, ensuring a balance of structured intervention and capacity for immediate support. This should always provide a 'centre based' member of staff throughout the timetable.

The 'PIC - Student attendance' document should be readily available to analyse the manners in which it has been used at any given time. All students present within the learning suite of the PIC should be recorded accurately, regardless of duration. Students with pre agreed attendance (Online learning etc) should be clearly distinguished from those whose attendance has been through emergent need. Students attending for emergent need should be monitoring for frequency and patterns of attendance, informing their wider care and support.

Support and Intervention

The support and intervention carried out by staff may differ significantly dependant on the variation of use, owing to the centre missed purpose approach to curricular support.

The centre provides a space in which discreet adjustments can be made dependant on student need or presentation. Whilst differing practice may occur in order to progress a situation and generate positive impact upon a young person, it is important that school information systems (SIMS, CPOMS) are still used to create accurate and essential records where significant risks or harmful behaviours occur.

Support of PIC centre

The PIC centre serves as a resource to a number of teams and professionals in school, providing a structured and strategic means for bespoke support.

This does not negate the responsibilities of other colleagues, who maintain oversight for the care of students in their individual or team capacities. The PIC shall not be used as a 'holding bay' that offsets good, timely practice.

There may be times where other support staff colleagues may be required to work collaboratively with PIC staff in order to provide effective student care as part of the robust student support team in operation at Shenfield High School.

Key practitioners

The below staff will be included as part of the 'PIC staffing' document, and work as part of a team for more effective student intervention:

- **PIC/Academic Mentor** – Rob Maynard
- **Pastoral Manager for vulnerable students** – Julie Lloyd
- **Practical learning Co-Ordinator** – Mark Bolton -
- **Drama Therapist** – Emily Skarett-Ball? - **SEMH Specialist?**

Although not directly working in the PIC, the following staff will be essential in the support of student attending the PIC, and PIC processes

- DHT: Behaviour and Inclusion
- AHT: Inclusion
- AHT: Curriculum
- Pastoral Co-Ordinator
- SENCo
- Designated Safeguarding Leads
- Pastoral Managers
- SEN HLTA's and TA's