



Baines School

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The Governors of Baines School

The Hive at Baines School – Alternative Provision Unit Policy

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Due for review: February 2027

1. Introduction

The Hive at Baines School is an alternative provision unit aimed at supporting students who require additional help outside of mainstream education. The provision offers a nurturing, flexible environment tailored to the individual needs of each student, with the aim of improving their engagement, wellbeing, and academic outcomes. This policy outlines the expectations, routines, and procedures governing The Hive.

2. Aims

The Hive seeks to:

- Support students who face challenges in mainstream education due to behavioural, emotional, or learning difficulties.
- Provide a personalised curriculum that aligns with the student's interests and future aspirations, including vocational and academic options.
- Reintegrate students into mainstream education or prepare them for the next stage of their education or training.
- Work closely with agencies, including colleges and mental health services, to offer holistic support.

3. Operational Hours

The Hive operates Monday to Friday:

- Start of Day: 8:45 AM
- End of Day: 2:30 PM

Some students participate in day release at college as part of their individual learning plans. For those students, arrangements for travel, attendance, and support will be coordinated between The Hive and the college. Attendance at both The Hive and college is mandatory and monitored.

4. Admissions Process

Entry to The Hive is determined through a referral process involving the Head teacher, Deputy Headteachers and SEND Coordinator. Admission is based on:

- Persistent behavioural or emotional challenges.
- Social, emotional, or mental health (SEMH) needs.
- Risk of exclusion or disengagement from mainstream education.

5. Curriculum

The Hive offers a broad and balanced curriculum that includes:

- Core subjects: English, Mathematics, Science (and other courses that are being studied and can be facilitated)
- Vocational courses: Tailored opportunities at local colleges, including construction, equine studies etc.
- Life skills and Personal Development: Social skills, emotional resilience, and wellbeing activities.
- Enrichment: Activities that build confidence, teamwork, and leadership, including art, music, and physical education.

Where appropriate, students will be reintegrated into mainstream classes for certain subjects or extra-curricular activities.

6. College Day Release

For students attending day release at college, the following guidelines apply:

- Students remain on the roll of Baines School and are monitored by both The Hive and the college for attendance and progress.

- A staff member at The Hive will serve as the liaison with the college to ensure effective communication.
- Any absences from college must be communicated to both the college and The Hive by parents or carers.

7. Behaviour Management

The Hive adheres to Baines School's Behaviour Policy, with adaptations to meet the specific needs of students. Behaviour expectations are communicated clearly, with an emphasis on restorative practices, positive reinforcement, and a supportive environment.

Sanctions, where necessary, may include time out, reflective discussions, and temporary removal from activities, always aimed at understanding and improving behaviour.

Serious breaches of behaviour, such as violence or persistent disruption, may result in:

- Suspension or exclusion from The Hive
- Parental meetings to review the student's placement.

8. Attendance

Attendance is a key priority at The Hive. It is expected that:

- All students arrive at The Hive by 8:45 AM, unless attending college on day release.
- Parents/guardians inform The Hive by 9:00 AM if their child will be absent due to illness or other valid reasons.
- Persistent absence will trigger intervention, including home visits and meetings with parents/carers to identify barriers and provide support.

Attendance is reported and reviewed regularly, and support from external agencies may be sought for students with ongoing difficulties.

9. Safeguarding

The Hive strictly follows Baines School's Safeguarding Policy. All staff are trained in safeguarding and child protection procedures.

All college day release students are also protected under safeguarding guidelines, with regular communication between The Hive, the college, and external agencies as needed.

10. Monitoring and Review

The Hive staff meet regularly with the school leadership to monitor student progress. This includes:

- Tracking attendance, behaviour, and academic progress.
- Reviewing personalised learning plans termly.
- Ensuring smooth transitions for students reintegrating into mainstream education or moving on to post-16 education.

Parents are invited to termly reviews, where student progress is discussed.

11. Links to Relevant Guidance

The Hive follows statutory and local guidance, including:

- DfE Alternative Provision Guidance (Statutory guidance for local authorities and schools on the use of alternative provision).
- SEND Code of Practice (Guidance on the duties of schools and local authorities for children with special educational needs and disabilities).
- Keeping Children Safe in Education (Guidance on safeguarding and promoting the welfare of children).
- DfE Behaviour and Discipline in Schools (Guidance on behaviour management).

12. Conclusion

The Hive at Baines School is committed to offering students a positive, flexible alternative to mainstream education, ensuring that each student's individual needs are met in a supportive and nurturing environment. Through collaboration with families, colleges, and external agencies, The Hive seeks to enable students to achieve their full potential and prepare them for life beyond school.

This policy will be reviewed annually by the Senior Leadership Team and The Hive staff to ensure it remains aligned with the needs of the students and any changes in national guidance.