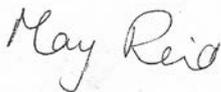




# FALCONER SCHOOL

Dream | Believe | Achieve

## STATEMENT OF PURPOSE



.....  
**Signed – Governor**

.....  
**Print Name**

**Date:** September 2016

**Review:** September 2018

## **Overall Purpose**

Falconer School is a Hertfordshire Local Authority secondary special school for boys up to 16 years of age who have statements of Special Educational Need specifying their emotional and behavioural difficulties. The school provides up to a total of 80 places. There are 8 residential places available on a weekly boarding basis. This means resident pupils arrive with day pupils at the start of the week and return to their homes at the end of school on Friday evening. The school is closed at weekends. Pupils preparing to reintegrate back into their own homes may be resident for less than four nights per week. Pupils may be admitted to the school and the residential unit at any time during the school year when an age appropriate place is available.

The School Prospectus which is provided to every parent/carer of a prospective pupil provides a thorough background and outline of the way the school is organised and of the expectations placed on all pupils. The School's Residential handbook describes in detail the main policies and practice underpinning the management, operation and means of addressing the welfare concerns of pupils in the residential unit.

Residential pupils represent a small fraction of the school's overall population. The school is organised to ensure resident pupils gain a positive advantage from their weekly residency. Their status has no effect on their access to activities made available to day pupils.

The school aims to help pupils who, for whatever reason, have been unable to succeed in their previous educational settings. The school seeks to counter the history of failure which its pupils have experienced by enabling them to develop their potential to its full and to be able to enjoy the process of education. It is the aim of the collective actions taken in the school that every pupil should be able to leave school confident in the knowledge that they can play a full and successful part in their families, in continuing education or employment and act as a responsible member of their community. For pupils who have 'English As an Additional Language' (EAL), every effort is made to allow them to fully access their curricular. Wherever possible additional resources will be obtained and provided to assist pupils.

The principles underlying the management of pupil behaviour in the school are drawn from the Behaviourist approach to learning theory. The principal feature of the model employed is the tenet that what can most constructively be done for troubled and troublesome children is to teach them a more appropriate range of responses and skills than those they are currently using. Fundamental to the approach is the assumption that most behaviour is learnt and therefore can be unlearned. The emphasis in the school is placed on the introduction of alternative behaviours which are then sustained by strong, positive reinforcements.

## **Ethos**

All successful organisations need good order: Falconer School is no exception to this. Pupils will only learn and thrive in an atmosphere which is calm and in which they feel safe. It is therefore essential that all pupils recognise and acknowledge that there are certain boundaries which will be respected. All expectations are written down and regularly explained with a view to helping each individual to progress. Much of the school's work is based around building up trust and the capacity to take on responsibility.

The Behaviour Management ethos is one where pupil's achievements are recognised and celebrated. Pupils, through meeting the behavioural expectations of the school, are offered attractive, additional recreational activities. Recognising success is an integral part of the behaviour management strategies employed, and one which is fully embedded into the ethos of the school.

### **Range of Needs**

The school only admits pupils who have been recognised as having significant emotional and behavioural difficulties (EBD) as their main problem and who have a Statement of Special Educational Need. Pupils who have additional problems such as mild sensory, physical, communication or moderate learning problems can normally be accommodated. The school's buildings have been extensively adapted to improve access for pupils with mobility problems. The age and lay-out of the buildings means there are areas which cannot be made accessible. It is not unusual for pupils who attend the school to have specific learning difficulties (dyslexia), dyspraxia or to have been diagnosed as having Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), Autism, Aspergers, Speech, Language and Communication Disorders and other similar related disorders in addition to their EBD difficulties. The school is committed to trying to ensure all these needs are appropriately met.

### **Residential Admission Criteria**

The school adheres to the policy developed with the LEA for Residential Special Education agreed in 2001. The limited number of residential places has meant that priority is given to pupils deemed to be 'at risk' - using Child Protection definitions - in their home environment. It is a requirement that any pupil admitted into the residential unit views this admission as, at worst, a neutral step. There must be absolutely no sense of coercion. Residential accommodation should be viewed as a positive choice.

### **Religious Aspects**

The school has no religious affiliation. School assemblies draw largely on Christian morality and beliefs but readings are used from a range of faiths and cultures. The school will respect any religious or dietary requirements requested by parents or carers.

### **Special Features**

The school operates an 'Extended Day'. A programme of activities is offered from the end of school until approximately 5.00 pm. The programme changes half-terminally. A nominal charge is made for day pupils' participation in the scheme which is separate from the school's curriculum provision. No charge is made for residential pupils.

Flexible boarding arrangements exist for those where it is deemed appropriate and where it has been identified within their placement plan. The purpose of such an arrangement is to assist and support both parents and pupils in the gradual reintegration back into the home. Respite residential care is provided for those who may be experiencing difficulty, and where the school provision can provide the stability required at such a time.

Therapeutic Crisis Intervention (TCI) is the behaviour management package undertaken by all Hertfordshire EBD Schools. All staff receive an introductory 5 day training course, and are subsequently updated and tested annually. Falconer School has a trained trainer who monitor and review the school's practice. Each pupil has an Individual Crisis Management Plan (ICMP) which identifies significant behaviour issues that staff are aware of when managing pupils. The whole premise of TCI is that out of a crisis there is a learning opportunity, and pupils are taught how to respond more appropriately to difficult and challenging situations. Staff are taught de-escalation techniques that provide strategies which are proven to be successful for some pupils. A time for reflection and learning are important elements of the management cycle.

Transport to and from school is provided to all pupils admitted to Falconer School. Staff employed by the school undertake the duty of ensuring that pupils are collected from, and delivered to home safely each day. The behaviour management processes and expectations apply from the time pupils are collected by school transport.