FALCONER SCHOOL

Dream | Believe | Achieve

RESIDENTIAL HANDBOOK

May Reid

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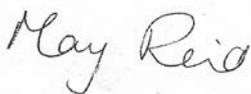
Signed – Governor   **Print Name**

Date: Oct 2017   **Review:** Oct 2018

Pupil performance and well-being go hand in hand.

Pupils cannot flourish if they do not feel safe or if health problems are allowed to create barriers.

Falconer School strongly supports the principle of personalisation in assisting pupils to achieve five outcomes:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well being

High expectations are paramount in achieving success. Falconer School contributes significantly to pupils' wider well-being through:

- Helping pupils achieve the highest educational standards
- Dealing with bullying and discrimination, keeping children safe
- Promoting healthy lifestyles through PSHE lessons, drug education and sporting activities
- Ensuring attendance, encouraging pupils to behave responsibly giving them a strong voice in the life of the school.
- Engaging and helping parents in actively supporting their children's learning and development.

Residential Admissions Policy

Pupils, in order to be considered for admission, need to be deemed to be 'at risk'. Priority will be given to any pupil who has been the subject of Child Protection proceedings. It is essential that the pupil himself views residence as a positive step. There must be absolutely no sense of coercion. Residential accommodation must be viewed as a positive choice by the child, school and parent/carers and where this is deemed to be the most appropriate response.

The residential provision is designed primarily for the younger age group (Key Stage 3 – aged 11-14), which aims to actively reintegrate, where appropriate, pupils at the transition stage where the emphasis is more toward independence.

It is the purpose of the residential provision to effect a positive change in the life of the pupil; for example by:

- Improving school attendance
- Providing structure and boundaries
- Providing emotional and physical support
- Supporting other agencies in promoting improved family relationships
- Providing a structured reintegration which promotes strategies for both pupil and families beyond the placement

It is our intention that the residential provision becomes a focal point for establishing closer working relationships with other outside agencies, such as:

       Speech and Language
       CAMHS team(s)
       Targeted Youth Support Service (TYSS)
       National Children's Homes

Aims of Admission to School House

The aim is to provide pupils with the appropriate level of physical, social and medical care to meet the needs of the individual.

To work with pupils through the process of adapting and changing those behaviours that originally led to their referral for School House.

Admission to School House is viewed as a temporary measure to help support a pupil through a particularly difficult phase in his life.

In principle School House can accommodate any pupil who has been admitted to the school and for whom residential provision is required. In practice it is best suited for younger children for whom residential provision is required. The physical characteristics of the building and the absence of dedicated resources on site limit suitability for older, larger young people.

Admission to the Falconer 'School House' residential provision will be considered for any individual whose needs fall within any of the following criteria:

- The Statement of **Special Educational Needs** directs that residential provision should be made available in order to meet the particular needs of a pupil.
- That admission is a **temporary** measure to help support a pupil through a particularly difficult phase in his life.
- To provide parents with **respite** as a temporary measure (reasons as below)
- **Child protection issues** such as neglect, abuse (physical, emotional, sexual), protection of other siblings, pupils **at risk** (in local community, i.e., drugs, delinquency, abuse), inadequate parenting (dysfunctional family) overcrowding

There are some 'structural' limitations which may make admission to School House difficult for certain young people and at certain times. The unit is small and staffing numbers are limited. This in itself has a direct bearing on the capacity to cope with significantly aggressive/violent young people. The limited staff numbers means there is a critical vulnerability to the effect of staff change. At such times, the capacity of the unit may need to be reduced.

Boarding Principles and Practice

Falconer School House is operated as an integral part of the facilities of the school. The school governors manage School House on behalf of Hertfordshire County Council. The Headteacher of the school is responsible for its operation.

Accommodation is available in School House for a maximum of ten male pupils aged between 11 and 16 years. A four day boarding cycle is operated. School House provides care for pupils whose Statement of Special Educational Needs directs that residential provision should be available in order to meet the particular needs of an individual pupil. The aim of School House is to provide pupils with the appropriate level of physical, social and medical care to meet their particular needs. This practical caring is underpinned by the provision of whatever emotional support and guidance is perceived as being necessary or is requested. The programme of care, in addition to meeting pupils' basic needs, also provides a range of practical, social, athletic and cultural activities which are appropriate to both age and interest.

Admission to School House is viewed as a temporary measure to help support a pupil through a particularly difficult phase in his life. All the work undertaken in School House has, as its goal, the return of the pupil to live with his family in his own community. The annual review of the pupil's Statement of Special Educational Needs is the means by which alterations may be made to the original statement. It is usual that a pupil who is considered to be on the point of being ready to return to living at home full-time, should start his reintegration by spending one or two mid-week nights at home.

Within the context of providing social care and emotional support, the principal task of School House staff is to help pupils through the process of adapting and changing those behaviours which originally led to their referral to a school for emotionally and behaviourally disturbed pupils. There is no other reason for the provision of accommodation in the school. Use is deliberately made of the potential School House regime presents for motivating pupils to develop alternative, acceptable coping strategies.

The basis for the management of pupil behaviour in School House is identical to that employed in the rest of the school. It is based firmly on behaviourist principles which are used to effect the management of both the group and individuals within the group. The dynamic needs of pupils are addressed through a Key Worker system which is an extension of the provision made within the school.

School House has many more opportunities open to it for deploying motivating opportunities than are available during the normal school day. The emphasis throughout is concentrated on the recognition and reward of positive progress. Undesirable conduct is dealt with through the minimum level of negative reinforcement when it is not possible to ignore an incident. There is full recognition of the need to motivate pupils to maintain positive courses of action. School House's potential as a powerful motivator is fully exploited: use is made of a variety of motivational experiences to reward sustained pro-social behaviour.

A Token Economy, similar in principle but different in detail to that used in the school, is used to assist in the process of boundary setting. It is also a useful tool for pupils to use to measure their own progress. It is the aim throughout the school that internalised self-control will replace the need for external direction. The Token Economy, together with School House Code of Conduct are the means by which pupils' effectiveness in achieving self-control is measured. Once it has been demonstrated that some level of control has been internalised, increasing opportunities are offered both in the range of activities that become accessible and the reduction of the level of adult supervision.

There is no restriction on parents visiting their sons while they are in residence. Every effort is made to accommodate parents at any reasonable time. Parents may make telephone contact at any time. The only limitation on contact is that their son may be participating in an off-site activity if advance notice of a visit is not given.

School House staff are well placed to offer considerable support to the continuity of the curriculum between the school and School House.

Some of the facilities of the school are available during the evening either as part of the Activity Programme or as a supplement to it. The actual facilities available vary. Opportunities are available for construction activities, Information & Communications Technology, Arts & Crafts, Food Technology and for study.

Some of the resources available to School House are delegated to the education coordinator for the support and development of School House Library. The active promotion of reading as a pleasurable activity is seen to be a powerful means by which to promote continuity between the school and School House The reading of stories at bedtime to younger pupils is a further attempt to expose pupils to the power of the written word and to encourage the enjoyment of stories. Given the level of staffing in School House, there are many opportunities when pupils can read alone to a member of staff.

Welfare Issues

Pupils accommodated in School House have, with few exceptions, experienced a considerable amount of unhappiness and disorganisation in their recent lives. Their self-esteem tends to have suffered considerably. Peer relationships are frequently fraught.

Within School House, there has to be a balance between the need to ensure both safety and security - which is largely achieved through staff supervision - and the pupils' need for freedom of choice, space and privacy. The pupil management system attempts to recognise these needs - but only when the pupil has demonstrated objectively measured consistency and reliability. It is construed that it would be a dereliction of the specific duties of care towards School House residents to offer less overt supervision given the evidence of background and history.

The emotional support provided to residents is both complex and extensive. At a basic level, staff are expected to be present in any area where pupils have gathered - ideally as participants. The presence of staff discourages some of the antagonistic unkindness which many pupils display towards each other and promotes a calmer atmosphere. Much of the activity programme allows for small groups to work together, supported by an adult. The quality of contact which this potentially allows is valuable. Some pupils find they can talk more easily with their Key Worker through the medium of a shared activity. Others prefer the opportunities that dedicated Key Worker sessions allow for extended individual attention.

The pupil management structure and the Key Worker system have been organised to complement each other: both are intended to help pupils focus on and address general and specific behavioural patterns. School House programme's potential for motivating pupils to adopt more appropriate behaviour patterns is considerable. It is recognised that changes pupils make are likely to be superficial in the first instance, but this may represent the first period of stability and success which the pupil has enjoyed for some time.

Helping the pupil to both sustain their changes and to internalise the necessary controls may be a focal point of the Key Worker's task. It is a principal objective in the role of the Key Worker that individual pupils should be encouraged to address the more deep seated needs that their behaviour and attitude may reflect.

The ultimate goal for pupils accommodated in School House is that they should regain their personal confidence and be reassured that they will be able to cope and respond appropriately to the inevitable diverse pressures of society.

Staffing Arrangements

School House timetable reflects the need to have maximum staffing available at times when the most diverse range of activities is offered. Three members of staff are scheduled to be on duty at all times other than when pupils are in bed. Two members of School House night-time supervisor's team is on duty throughout every night pupils are in residence.

Residential School Support Workers divide their hours of work between the provision and supervision of activity programmes and working within the normal school day. This scheme ensures an active link is maintained between the day and residential functions of the school.

Activity Programming

The after school activity programme encompasses at least one activity from three of the four areas outlined below. Pupils are expected to participate in at least one per evening.

- Practical (Independence Skills, DIY, Mechanics).
- Physical (football, weight training, running, swimming).
- Community work.
- Leisure Pursuits (skateboarding, colouring, computer games, Lego, board games).

There is an allocation of time each evening when pupils can choose to be involved in an activity or may withdraw to their own room.

The internal Activity Programme is intended to provide structure, predictability and choice over relative extended periods of time. The activities that are offered need to reflect the opportunities presented by the changing seasons, thus some element of change is introduced; especially during the Summer term. The current programme underpins School House activity structure. It occasionally has to be adapted because of staffing arrangements. It is put aside entirely on some evenings for groups of pupils who are able to join in an external activity. The activities available under the external programme are used deliberately to motivate pupils to behave both responsibly and consistently. Those who meet the specified targets can choose to participate if they so wish.

The range of activities available within the local community is used to reinforce pro-social conduct. Every effort is made to enable pupils to join in regular club programmes. Use is also made of local swimming pools and cinemas when eligible pupils request these activities

Induction of New Pupils

On the day a prospective pupil and his parents or guardians first visit the school, a tour of School House is arranged if a residential placement has been indicated. The Residential Manager not only shows the visitors around but also explains both how School House is managed and what facilities and activities are available. If the parents indicate that they want to take up the offer of the place, a clothing list and necessary consent/permission/information sheets are given to them along with a parent/pupil guide.

On their first evening the pupil is brought to the Residential Unit by their Form Tutor. They are shown to their room where they can unpack their belongings.

During the first evening and subsequent evenings, one member of staff has specific responsibility for helping see him through both School House routines and activity programme. The member of staff specifically tasked to support the pupil through the induction period will assume the Key Worker role. The completion of the Placement Plan by the appointed Key Worker concludes the period of induction.

FALCONER SCHOOL; SCHOOL HOUSE POLICY
BEHAVIOURAL CRITERIA AND SYSTEMS

Reward System:

School House uses a system to recognize and reward pupils for maintaining positive and appropriate behaviour. The system allows pupils to earn points for each time slot within the evening and work towards hitting criteria benchmarks which allows them additional privileges and rewards.

The system operates various different themes relevant to the pupil's interests at the time and is displayed for the pupils via a visual display board within the unit we have had themes such as the 'Olympics' 'Falconer Amusement Park' 'Jurassic Falconer'. They earn points throughout their evening with a maximum of 30 points per day being awarded. The points are weighted throughout the evening with emphasis on key areas for example activity time or unstructured time where the pupil has to demonstrate a multitude of skills and meet many behaviour criteria's. The personal target is also heavily weighted; this target is decided upon by the pupil's key worker and approved by the Residential Manager, the pupil also has an input into their personal target as well and is reviewed on a weekly basis. This target takes into account key areas of the pupil's development and closely mirrors their placement plan objectives.

The pupils monitor daily their personal progress and work with the staffing group to either build upon their success or to improve their prospects for reaching a good level by the end of the week. On a Monday during the weekly meeting the boys are informed of their achievement and the appropriate reward is given to them.

The overall aim of the system is to:

- Rewards positive behaviour
- Be easy to understand
- Be achievable for the pupil
- Provides clear structure
- Meets the individual needs of the pupils
- Individually recognizes and rewards improvement in behaviour

The Reward Structure:

Platinum 98% or Higher – can:

- Do everything outlined in Bronze, Silver and Gold
- Pupil is allowed to go to bed at 9:45pm the following week
- Pupil earns a pot of pick a mix sweets (Chosen by pupils)

Gold 90% or higher – can:

- Do everything outlined in Bronze and Silver
- Participate in all activities onsite or offsite *
- Pupil is allowed to go to bed at 9:30pm the following week
- After 1 consecutive half term of being awarded Gold the pupil would have earned a key worker trip (relevant to their interests and individual needs)

Silver 80% or higher – can:

- Do everything outlined in Bronze
- Participate in all activities on site or offsite *
- Pupil is able to serve their own food for 1 week
- Pupil is allowed to go to bed at 9:15pm the following week
- The pupil is able to invite an adult of their choice in for tea with them

Bronze 70% or higher – can:

- Participate in all activities on site or offsite *
- Pupil is allowed to go to bed at 9:00pm the following week

Lower than 70% -

- Pupils are not allowed to take part in any activities offsite the following week
- Pupil goes to bed at 8:45pm the following week

* Unless their behaviour is not acceptable and the senior member of staff on duty decides that they are not able to attend the activity.

Sanctions within School House:

Activities such as the schools extended day, group offsite structured activities, external clubs and activities identified in Placement Plans will not be affected by not reaching Bronze, silver or gold within the reward system. Residents will only be denied access to these activities if their behaviour on those activities has been unacceptable or they are (in the view of the senior member of staff on duty) not in a fit state to attend.

Supervision:
Residents may be removed from the group and placed into supervision this would be due to disruptive, aggressive or violent behaviour or if the pupil is unbidable or unable to follow instructions for their safety. Supervision happens in the School House office and is supervised by one or more members of staff depending on the pupil and the risk assessment undertaken by staff that would be in accordance with their ICMP guidelines. Supervision is for 40 minutes or until the pupil is in a fit state to communicate and act in an acceptable manner. A log is kept of the supervision and is agreed to by the young person.

Early bedtimes:
Removal to supervision from quiet time onwards will result in a bedtime 15 minutes earlier on the following evening. In the case of a persistent problem settling at bedtime a series of early bedtimes on consecutive nights can be implemented by the senior member of staff on duty. This should be done for a defined number of days or until an agreed target relating to the problem is met. All early bedtimes are to be recorded in the daily logs of the pupil involved.

SCHOOL HOUSE ROUTINE/EXPECTATION

Activity		**Expectation**
a.	Rise 07.30	Get up, fold back bed, wash, dress correctly and groom ready to go down for breakfast in common room by 07.50 hrs
b.	Breakfast 08.00 - 08.25	Enter the dining room in an appropriate manner. Take the meal showing due regard for good manners and the needs of other people. Leave the dining room in an orderly manner.
c.	Domestic Routines 08.25 – 08.40	Return to own room, make bed and tidy personal area. Complete any domestic task that has been allocated to an acceptable standard of thoroughness. Be properly dressed and ready for school by 08.40 hrs.
d.	Return from school 15.30 – 15.40 (structured time)	Return to School House promptly at the end of the school session. Change into leisure clothing. Collect laundry, clean shoes as required.
e.	First Activity 15.40 – 17.00	Boys should demonstrate either that they can follow a personal interest, engage in small group activity or respond appropriately to a directed activity. The expectation is that boys will treat each other, all adults and property with respect and courtesy. Boys should be ready for tea at 16.55 hrs.
f.	Tea 17.00 – 18.00	Expectation is the same as for breakfast.
g.	Structured Activity 18.00 - 20.00	Engage fully in the activity, without dissent and with full regard for the activity, other participant's size and the situation.
h.	Supper 20.00 – 20.15	Enjoy hot chocolate/water with a biscuit, yoghurt, fruit or treat.
i.	House Routines 20.00 - 20.45	Prepare for bed, washing/bathing as appropriate or directed. Pupils can spend time in rooms or choose to return to common room or dining room in appropriate clothing. Contribute to either preparation or clearing away in accordance with routine/rota.
j.	Quiet Activities	Boys either follow their own pursuits in their bedrooms or may be engaged in the playing of games or watching television or maybe involved in an individual session. The expectation is that appropriate control is shown at all times.
k.	Bedtime 20.45 – 21.45	All Key Stage 3 boys follow quiet activity Boys are expected to complete their final ablution and settle themselves quietly in their beds where they may read or play individual games until lights are turned out 15minutes after original bed time. Key Stage 4 pupils in bed at 21.30; lights out at 22.00
l.	Settling	Boys are not expected to engage in any activity that might in any way disturb another boy

Guidelines for Making Entries in School House Supervision Log Book

- Enter name of pupil, time, date, location of Supervision and who decided that Supervision should be used, (not necessarily the Supervisor) on the top of the page.

- Under the heading 'Antecedent Behaviour' provide an outline of the circumstances leading to the use of Supervision to control behaviour. It is important that the efforts made to try to persuade the pupil to adopt a more reasonable attitude are explicit.

- Under the heading, 'Conduct During Supervision', the Supervisor should record the pupil's response. Times and durations of both compliant and hostile behaviours should be noted. Staff response should also be recorded.

- If the pupil has been compliant with the requirement of Supervision: i.e., remained both calm and quiet, the duration of the separation should not exceed 20 minutes. Provided that verbal commitment to positive re-engagement in the immediate programme is received, the pupil should be allowed to try again.

- When it is deemed appropriate to conclude the Supervision, the Supervisor should take the opportunity of the counselling moment provided. A note under the heading 'Conclusion' should be recorded before the entry is signed and closed.

- If the pupil remains restless and hostile after some 30 minutes, the Supervisor should be relieved. The original supervisor should sign the record, stating who took over the Supervisor role. The second Supervisor should respond above after 10 minutes of acceptable conduct has been noted return to activity or hand over in the above manner to a further Supervisor should this still be necessary.

- The Supervisor should sign, date and time the completion of Supervision before leaving the Supervision area with the pupil. The record should be handed to the Residential Manager.

- The pupil is expected to sign/date the supervision log at its conclusion and add any relevant comments.

Guidelines for Dealing with Unauthorised Absence from the School House

- The Residential Manager should be notified at the earliest opportunity that the whereabouts of a resident is not known.

- A check should be made of the premises and the immediate area around the School House.

- If it is possible to make telephone contact with the parents of the pupil, they should be informed that their son has left the School House premises without permission. The time at which the call to the parents is made should be recorded, even if no contact was made. The time of all calls must be recorded at all times.

- Experience has shown that the majority of pupils who absent themselves from the School House, return within a short time. Should the pupil return within this time, the parents must be informed that their son is once again back within the care of School House staff. If the parents were not contactable, they should be informed in writing that the absence occurred.

- If the missing resident is not located by this search, the Duty Senior Teacher should be informed that the pupil is no longer within the immediate care of School House staff.

- If the pupil does not return within one hour of the absence being reported, the police must be informed; or if the pupil is perceived to be at 'high risk' an immediate call to the police should be made. Should the pupil return himself after the police have been contacted, they must be informed at once of the return