



***KENNINGTON PARK
PRIMARY
PUPIL REFERRAL UNIT***



BROCHURE



Kennington Park Primary Pupil Referral Unit

Mission Statement

Our primary aims are:

- **To offer a secure and carefully structured environment promoting positive behaviour, where disaffected and permanently excluded pupils develop as confident and independent learners.**
- **To support and facilitate the successful reintegration of pupils into schools.**

WHAT IS A PUPIL REFERRAL UNIT?

A Pupil Referral Unit (PRU) is an **alternative educational provision** for pupils who are officially out of school. PRUs are designed to offer short-term education while pupils are waiting for their long-term placement in either mainstream or special school to be arranged.

The Kennington Park Primary PRU is a full-time PRU & pupils attend either on a full-time or part-time basis. Pupils who attend on a part-time basis spend the remainder of their week in their mainstream placement – they are **dual-registered pupils**.

HOW ARE CHILDREN REFERRED TO THE PRIMARY P.R.U.?

We cater for three types of children:

1. Children who have been permanently excluded from a mainstream, or sometimes, a specialist setting.
2. Children who have not been permanently excluded & are still attending their mainstream setting but who are at risk of exclusion.
3. Children out of school for other reasons.

1. Children who have been permanently excluded

The Pupil Placement Panel meets on a regular basis. Cases are discussed & if the Primary PRU is deemed the best placement a referral paper is sent to the PRU. Parents/carers are contacted & invited to the PRU, along with the child, for an initial informal 'interview'.

2. Children at risk of permanent exclusion

The school makes a referral to the PRU. The school gives details of the child & the problematic behaviour displayed by that child. The child's parents/carers have to support the school's referral in order for the child

to be admitted to the PRU on a short-term basis. The parent/carer is contacted & invited to the PRU, along with the child, for an initial interview. These are referred to as **dual-registered pupils**. Schools pay for this service.

3. Children out of school for other reasons

The same procedure outlined in (1) is followed.

What happens at the initial meeting?

The aim of the initial meeting is to explain the role & procedures of the PRU to parents/carers & the child, to discuss the child's specific difficulties & needs & to begin to develop a mutually supportive relationship between the PRU & parents/carers. The Headteacher undertakes the initial interview. Parents/carers are invited by letter, & must bring the child along with them. The parent/carer may wish to bring another adult & or a translator with them. Sometimes a representative from social services will also be asked to attend.

During the meeting:

- Information regarding the child is discussed – e.g. their reasons for being referred to the PRU
- The procedures of the PRU are carefully explained to the parent/carer & child – times of the 'school' day, the curriculum, the behaviour policy, the PRU's expectations of the parent/carer & child & what the parent/carer & child can expect from the PRU
- An admission form is completed
- A home-school agreement is discussed & signed
- The home-school book is discussed & signed
- The parent/carer & child are shown the Unit's 'positive handling/ physical intervention' procedures

- The parent/carer & child are given a tour of the PRU & the opportunity to meet staff & pupils
- A start date is discussed
- Questions are answered
- Parents/carers are given a copy of the PRU brochure

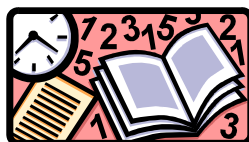
How long do children stay at the PRU?

A PRU is a temporary placement & the child will stay at the PRU until a suitable school placement has been found & they are ready to return to a mainstream setting. Parents/carers are responsible for finding suitable schools, sometimes with the support of the LEA & / or the Special Educational Needs department. Pupils awaiting specialist provisions will remain at the PRU until the SEN department has found such a placement.

Are children given any support when they go back to school?

When a child goes back to school, the process is a very gradual, carefully monitored one. Each child is supported for part of the time by a Re-integration Assistant (R.A.) Usually a child begins to attend the school for one day a week. The R.A. gives support for half of that day (approximately 2 ½ hours). If the child has been successful, the time in school is increased to two days, then three days & finally full-time. The child continues to be supported by the R.A. for part of the 'school time'. The support by the R.A. continues for an agreed period of time.

The R.A. is a vital liaison person between the school/ PRU / home. When in school, the child is monitored via the use of the PRU home-school book (which accompanies the child), the R.A., telephone calls between the school & the PRU, 'surprise visits' by PRU staff etc. The school & the PRU keep in regular contact & progress is monitored & the school, parents/carers & the PRU agree an increase in days at the receiving school.



What type of education do children receive at the P.R.U.?

The P.R.U. offers a 'school' day which encompasses a reflection of the National Curriculum. This is to ensure that pupils are able to continue with their learning.

The curriculum taught at the P.R.U. is:

LITERACY – This is taught through the delivery of the Literacy Hour (4 x a week) & Literacy is also taught through other subjects throughout the week & during the course of the day.



NUMERACY– This is taught through the delivery of the Numeracy Hour (4 x a week)

SCIENCE – This is taught once a week, following National Curriculum guidelines. Pupils are 'streamed' for this lesson.

P.S.H.E – This is taught as a 'subject' once a week, but **Personal, Social Health Education** is a strong strand that runs across the curriculum throughout the day – **assemblies, lunchtimes, playtimes & circle times all contain elements of P.S.H.E**



- I.C.T.** – This is mainly taught in a cross-curricular way
- P.E.** – P.E. is taught as a lesson once a week. Great emphasis is placed upon listening & following instructions as well as upon the curriculum. Each pupil is provided with a P.E. kit.
- ART** - This subject is taught once a week.
- MUSIC** - This subject is taught once a week.
- HUMANITIES** – This combines history, geography & R.E. & is taught once a week
- DESIGN/ TECHNOLOGY** – This is sometimes taught as part of a mini-project.



Pupils get to visit the **Charlie Chaplin Adventure Playground** which is run by KidsActive on a class rota basis on Friday afternoons. The activities are planned by the staff at Charlie Chaplin & children are encouraged to take part in a range of activities which help them to develop their social skills. The PRU staff participate in these activities also & act as role models as well as observing pupils social development.

What about behaviour?

Alongside the teaching & learning that takes place in the P.R.U., staff place great emphasis upon behaviour modification. The majority of pupils referred to the P.R.U. will have had histories of highly challenging behaviour at schools & sometimes at home too. We use clear behaviour modification systems based upon basic rules to follow (very similar to rules used by schools), consistent application of rewards & sanctions, & clear boundaries.

The emphasis placed upon modifying inappropriate behaviour goes hand in hand with our teaching & learning expectations.

We aim to help pupils transfer back into schools smoothly & successfully. Teaching children to become responsible for their behaviour & to change their inappropriate behaviour patterns is one of our main aims. The systems we use are explained carefully & clearly to children, parents / carers during the initial interview.

Does the PRU have 'school rules'?

Our rules are very simple & are similar to rules found in schools.

They are:

- 1. Follow instructions.**
- 2. Keep your hands and feet to yourself.**
- 3. Speak politely and show kindness.**
- 4. Stay on task.**
- 5. Allow others to do their work.**

We also ask that children do not bring money, sweets, toys, mobile phones, games or jewellery into the Unit.

An example of a 'typical' P.R.U. day

09.00 –09.10:

The children enter the building & sit in the dining hall. The member of staff on reception duty will ask the accompanying adult about the child's journey & rewards/ sanctions are given. The children wait quietly in the dining hall until playtime starts. They are supervised by a member of staff.

09.10-09.25:

Playtime – this is lead by the Tuition Assistants in the playground (in the gym if it's raining). Playtimes are short & consist of organized sessions whereby children are taught games & skills. Children are taught how to co-operate & how to compete.

09.25 –10.00:

Assembly – all children & most of the staff participate in the morning assembly. The assemblies are lead by the teaching staff.

10.00 – 11.00:

Children are in their class room & all classes take part in the **numeracy lesson**.

11.00-11.15:

Playtime – Tuition Assistants & at least 1 teacher supervise this session

11.15-12.15:

Children are in their classroom & all classes take part in the **literacy lesson**.

12.15-13.15:

Lunchtime – all pupils eat together in the dining hall. School meals are served to all (no packed lunches). The actual serving of meals & the supervision of the children is done by teachers & Tuition Assistants.

13.15-13.45:

Play-time – this is lead & supervised by the Tuition Assistants

13.35 – 14.15:

Pupils participate in either **P.E.** / a separate **P.S.H.E.** lesson/ **Humanities / Science / Art / Music** (depending upon the day)

15.15-15.30:

Afternoon Assembly:

All pupils & staff gather together at the end of the day in order to share work & reflect upon the day. Individual children are asked to discuss their behaviour for that day & to set themselves targets for the following day. Afternoon assemblies are lead by the Tuition Assistants. **We encourage parents/carers to come into the afternoon assembly** in order to see

How many children can attend the P.R.U.?

Currently we are able to take up to 30 children (a maximum of 10 children in each class).

Each class has 1 main teacher & 1 Tuition Assistant. **The staff: pupil ratio is 1: 5**

P.R.U. staff & their roles

The Kennington Park P.R.U. works with children who have been referred to the P.R.U. & children in schools who are in danger of exclusion but who do not attend the P.R.U.

In the P.R.U.

The P.R.U.Team

The teachers & the Tuition Assistants are responsible for teaching the children in the P.R.U. & for managing the behaviour of the children in the P.R.U.

Outside the P.R.U.

The Reintegration Team

The Reintegration Assistants support pupils in schools who are in danger of exclusion. The Reintegration Assistants also work in the P.R.U. & support P.R.U. pupils when they start to go back to school.

The Advisory Service

The Advisory Service is made of teachers (most of who also teach in the P.R.U.). These teachers work in mainstream schools & they cater to the needs



of the school. They offer INSET sessions/ staff meetings / teacher support etc.

Parent/Carer responsibilities

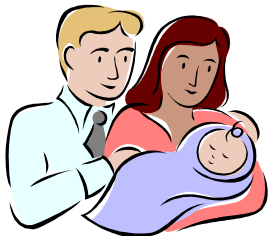
Parent/Carers have the responsibility to:

- Make sure that their children come to the P.R.U. on time, & are ready to learn.
- Read & sign the home-school book on a daily basis, adding their own comments if necessary.
- Attend I.E.P. review meetings & contribute to the I.E.P.s
- Notify the P.R.U. staff if their child is absent.
- Pay for school lunches promptly or provide the necessary documentation on the day that the child starts the P.R.U. if the child is eligible for free school meals.
- Attend necessary medicals at the P.R.U. when required to do so.
- Support their child's education by encouraging them to complete homework & hand homework in on time.
- Provide a contact telephone no. & be willing to collect their child if necessary.

- Support the P.R.U. staff by speaking to their child on the telephone if required to do so / contact the P.R.U. by telephone to ask for progress reports on their children if required to do so.
- Support the P.R.U. by encouraging their child to adhere to the rules of the P.R.U.



- Ensure that their child is collected promptly at the end of the day.(3.30)



How will my child travel to the P.R.U.?

Transport

Whenever possible, we encourage parents/carers to escort their child to & from the P.R.U. In this way we are able to keep in direct contact on a daily basis.

For those children who live quite a distance away & who have a statement of special educational needs it **may** be possible for them to travel by minibus. However, the PPRU have to get authorization from the Local Authority before a child can be placed on the minibus. The decision lies with the Local Authority and not the PRU. The distances used to calculate this are thus:

- ◆ KS.1 children (5-7, yr. R, 1,2) must live 2 miles or more from the P.R.U. to qualify for a place on the minibus.
- ◆ K.S.2 children (yr. 3,4,5,6) must live 3 miles or more from the P.R.U. to qualify for a place on the minibus.

The minibus has a driver & an escort. However places on the minibus are only maintained through good behaviour. This is due to health & safety reasons.

It is possible for older pupils (i.e. in yr. 6) to come to & from the P.R.U. independently.

Transport to & from mainstream schools

On days in which children are at their mainstream schools, the travel arrangements to & from the school are the responsibility of the parents/carers. **They do not use the minibus on those days.**

Attendance & Punctuality

THE PRU DAY BEGINS AT 9 a.m. AND ENDS AT 3.30 p.m.

Good attendance at the P.R.U. is vital if children are to succeed back in the mainstream setting. If your child is late or absent you must telephone the P.R.U. on the morning of the absence. If your child arrives late, they will miss out on the start of the day & on valuable learning time. As school lunches are booked by 10.30, the P.R.U. need to be notified if a child is arriving later than that time.

Lunch arrangements

All pupils eat together and a hot lunch is provided. The cost of a lunch is the same price as a school lunch. If your child is eligible for a free school lunch, you will need to bring the relevant (original) documents in to the PRU.

Where exactly is the P.R.U.?

The P.R.U. is based at the Kennington Children's Centre.

Kennington Park Primary P.R.U. Headteacher: Anne Sturman

Kennington Park Children's Centre Acting Deputy Head: Yvonne Douglas

20 Kennington Park Gardens Admin Officer : Janice Day

London SE11 4AX

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Email: primarypupilreferralunit@hotmail.com

We share the building with a day nursery. The PRU has a separate entrance, which is situated at the back of the building.

The use of 'Physical Intervention'

Following government guidelines regarding the use of physical intervention in cases involving pupils with extreme behavioural difficulties, all of the PPRU staff have received training which enables them to 'hold' children until they have regained control & are calm.

The various techniques are carefully shown to parents/carers & children during the initial interview.

If a child has to be 'held' for longer than a few minutes because they are displaying behaviour which is dangerous to themselves & / or others it is recorded in a folder & parents/carers are informed that day.

If any parents/carers are concerned about the use of physical intervention, they are welcome to discuss this with the head teacher &/or ask for a copy of the **Physical Intervention Policy**.

Does the PPRU have a Behaviour Policy?

The PPRU's Behaviour Policy is very clear & succinct. It is based upon clear rules & boundaries & is used consistently by all members of staff.

The policy is centered around a very clear framework of rewards & sanctions. Most of these are displayed upon the white boards in classrooms & around the PPRU. Children's names are written on the white boards & therefore the rewards & sanctions are very visual as well as being instant.

Rewards

- ❑ ☺ or 3 are put beside a child's name
- ❑ 3 x ☺ or 3 = 1 token (represented as 'T')
- ❑ 3 x T = 1 sticker in the child's sticker book
- ❑ 20 x stickers = a certificate
- ❑ 5 x certificates = a £5.00 voucher
- ❑ 'Top table' status at lunch time whereby pupils can sit with a small group, the table has a table cloth & flowers , they are served their pudding by the staff etc
- ❑ Jobs/responsibilities
- ❑ A head teacher's sticker
- ❑ Praise/positive phone calls home

Sanctions

- ❑ Time taken away from playtime (the amount is written next to the child's name on the board , the child is able to 'earn' this time back with good behaviour – this is called 'reparation')
- ❑ Loss of 'top table' recommendation
- ❑ Time Out in another class room
- ❑ If a child is being disruptive, they will be escorted to the Time Out room – they will not be allowed to re-enter class until they are calm & recognize their inappropriate behaviour –if a child is in the Time Out room they are monitored & supervised constantly.
- ❑ Parent/carer called – this is usually a 'warning' call – however, if a parent/carer is called to collect their child, this is usually a last resort & we expect a collection to be made immediately.
- ❑ Pupils are encouraged to reflect upon their own behaviour & whenever possible, to give themselves sanctions – this is one way that we help them to become responsible for their own behaviour.

The 'Time Out' room

If a pupil is behaving in a way that is severely disrupting the other children around them, they may be taken to a different classroom or escorted to the Time Out room, until they are calm enough to return to class.

The child will be supervised whilst in the Time Out room; a staff member will either be inside the room talking to the child or will be standing outside.

The child will be given time to reflect upon their inappropriate behaviour & will not be allowed back into class until they have talked through the issue & have agreed upon the behaviour to be expected of them once back in class. Sometimes a sanction will be discussed & agreed.

A Time Out record is filled in by the supervising staff member which records how long the child has been in the Time Out room – this helps us to 'track' behaviour patterns, e.g. the child who cannot cope with the end of playtimes/ the child who deliberately becomes disruptive in order to be taken out of certain lessons etc.

C.C.T.V.

All of the classrooms, the assembly room, the Time Out room & the PRU entrance all have CCTV cameras installed. This is for health & safety reasons

& also allows the PRU staff to monitor classes in an efficient way. Very occasionally, a parent/carer may be asked to watch video footage of their child. This is in order for all concerned to be able to fully address that child's needs.

