# Admissions Policy

## Introduction

Northumberland Pupil Referral Unit (PRU) exists to enable children whose behaviour causes them to experience problems in mainstream schools to achieve the very best outcomes possible. The intervention of the PRU has a number of quantifiable benefits for pupils and their families, schools and the local authority. Apart from the obvious short term benefits to children of being able to continue their education without disrupting their mainstream school classes, schools benefit from detailed assessment of and support with managing a child's behaviour.

There are clearly many factors that prevent some children from coping with the expectations and challenges of school. While mainstream schools are able to support children with a wide range of needs and often have remarkably flexible ways of helping children, few schools have the resources to cope with prolonged, seriously disruptive or challenging behaviour. Even when the causes of this behaviour are identifiable, it is often difficult to provide support. The PRU is able to work intensively with children over a 20 week period, helping them to understand why they experience problems and offering them strategies to change their behaviour.

Northumberland PRU is a resource available to commissioners to assist them in supporting children with behaviour which disrupts their learning and that of others. Younger and more vulnerable children are taught separately in a purpose-built nurture unit with specially-trained teaching staff. This offers an exceptionally high level of support to children with complex needs and often quite extreme behaviour. Other children are taught in small groups by specialist teachers and support staff, using the National Curriculum; the emphasis is upon blending support with appropriate challenge.

Some pupils enter the PRU with exceptionally complex needs, and are unlikely to be able to return to a school without additional support. In these cases the PRU is able to prepare detailed reports exploring aspects of the child's educational and social needs, together with details of strategies and approaches that have been shown to work in helping to manage behaviour.

**The notional 20 week time limited placement allows sufficient time for EHCP assessment, however, the commissioner must start this process within the first 4 weeks of the PRU placement if this process is to conclude within the placement period. Failure to initiate the process and complete the referral within the first 4 weeks may result in the pupil returning to the referring school without an EHCP and the necessary support.**

## PRU Remit

The remit of the PRU falls into two parts. First, Northumberland PRU is an intervention available to schools in the county who have concerns about individual pupils from and including year 2 up

to and including year 9. Pupils who are referred to the PRU on this basis attend for 20 weeks. A planned reintegration will take place within the 20 week period. The PRU will provide a detailed analysis of their behaviour and its triggers and suggested strategies to help schools to support their return and inclusion.

The second function of Northumberland PRU is to contribute to the local authority's role under section 19 of the Education Act 1996 to make provision for the suitable education of permanently-excluded pupils who cannot access education at a mainstream school. These pupils typically attend the PRU for a short period while a suitable new school placement is identified. At the same time, pupils are required to confront the behaviour which led to the exclusion in the first place. As a result of careful monitoring and evaluation, pupils are taught strategies to control their own behaviour and encouraged to take responsibility for their actions through a structured programme of activities. Deficits in skills or knowledge which could contribute to disruptive behaviour are also highlighted and suggested responses compiled. Pupils also attend the unit for approximately 20 weeks, although some may require a longer placement.

A small number of pupils who do not fit readily into either group may also be admitted at the discretion of the Headteacher and Management Committee. Such pupils are admitted to fulfil specific objectives which further the child's interests; for example, while awaiting a specialist placement or in response to a sudden crisis.

## Distinctive Aims of the PRU

Intervention with the two groups of pupils at the PRU - dual registered/referred and single registered/permanently excluded - has the following predominate aims.

**For permanently excluded pupils (EOTAS):**

- To provide education for permanently excluded pupils by day six.
- To support and promote educational and social inclusion through re-engaging pupils with the educational process.
- To formulate and regularly review a personal education plan with agreed targets focusing on mainstream school integration.
- To assess pupil need and inform future plans.
- To work with other LA officers and agencies to identify a new school and plan integration with appropriate support.
- To identify behaviours that led to permanent exclusion and develop individualised learning/behaviour/integration plans.
- To identify appropriate support and where appropriate, refer for Statutory Assessment.

**For dually registered pupils (Schools / Academies):**

- To prevent permanent exclusion.
- To identify behaviours, attainment and barriers to learning undermining school inclusion and whole curriculum access.
- To formulate a personal education plan with agreed targets focusing on mainstream school reintegration criteria.
- To work with mainstream school, parents/carers, pupils and relevant agencies/stakeholders to successfully reintegrate pupils.

- To offer a greater emphasis on the development of social and emotional skills through individualised personal development plans reinforced by a whole school approach to the promotion of social, emotional and behavioural development.

**For all pupils**

- To improve pupil attitude to learning.
- To formulate a curriculum and learning plan relevant and appropriate to the individual pupil's needs.
- To identify academic strengths and weaknesses and develop an individual education plan to accelerate attainment where appropriate (particularly literacy).
- To provide comprehensive diagnostic, behaviour, attainment and achievement profiles, reports and strategy/intervention prompts and advice at the end of each placement.

## Operations of the PRU

The PRU is very much run as a school and is clearly identifiable as such by the children who attend. As well as being taught by experienced teachers, pupils have skilled, systematic and sustained help to change their attitudes and behaviour at school. Without this kind of support, even children who want to change their behaviour are unlikely to be able to do so. A detailed behaviour profile is prepared for each pupil. This builds up a picture of the child's perceptions, reactions in different situations and relations with other pupils and with staff. Using the profile, which is updated throughout the placement, a set of bespoke support strategies is developed, trialled and modified. This approach also allows for individual support, social and emotional development strategies, and PSHE work to be targeted more accurately. A similar approach is used to tackle problems with academic performance: individual programmes are used to highlight and tackle barriers to learning. Children are given responsibility for effecting these changes. Each child's progress is evaluated on a daily basis against agreed targets, and he or she is fully involved in monitoring the behaviour needed to achieve these.

## Admission Criteria

The LA, schools and academies are able to commission places at the PRU providing they meet admission criteria:

- On admission, pupil's age is within the range:
  - Nurture Group Y2 – Y5
  - Main School Y6 – Y9 (Y9 pupils back in mainstream school for Y9/10
  - Pupil is resident in Northumberland or attends a Northumberland school.
- The current information passport is completed in full (Available on request email: admin@pru.northumberland.sch.uk  Tel 01670 514963). Referrals using previous referral forms and information passports will not be accepted.
- All appropriate Child Protection information is shared with the P.R.U.
- Risk Assessment completed where risk cannot be managed with usual staffing/resources.
- The pupil's needs are such that the P.R.U. has a reasonable chance of achieving stated objectives.
- The Commissioner agrees to attend regular reviews.
- The pupil's parent/carer is aware of P.R.U. placement and is committed to support intervention/programme.
- The Commissioner to pay 'top up' funding monthly.

**Any referrals that fall outside of the admissions criteria or over the designated capacity of the PRU will be considered on a case by case basis and may be offered a placement if the appropriate funding can be secured from the LA. Where further discussion is required the case may be referred to the Management Committee.**

**In the cases of students with complex needs and requirements, capacity is sometimes related to management of particular combinations of students and group dynamics, rather than absolute numbers. In these circumstances it is the responsibility of the Head to ensure that the safety of all staff and pupils is not compromised; group sizes and overall capacity may be reduced.**

## Referral procedure.

**Commissioners wishing to make referral for a placement at the PRU should complete a 'virtual schools information passport'** *Appendix 1* (Available on request email: admin@pru.northumberland.sch.uk Tel 01670 514963). The form is designed to be simple, user friendly and require only the personal details and information necessary to ascertain the admission criteria are met. Whilst this provides limited information enabling us to make a provisional placement offer, we generally require further information, assessment data and advice to assess the pupil's needs and requirements.

The PRU placement administrator will advise as to what additional information is required depending on the individual circumstances but the commissioner may be asked to submit the following additional information

- Most recent ILP, PSP, IBP
- Boxall profile
- Reintegration readiness scale *Appendix 2*
- Copies of school based assessments and any relevant specialist reports
- Current attainment 'levels' or attainment relating to ARE
- Appropriate or relevant information from any agencies involved with family or child
- Risk assessment/management plans *Appendix 3*
- SIMS attendance and CTF
- Multi agency professional reports/advice
- TAF/TAC/EHA minutes/ notes/plans if relevant
- Medical information if relevant

A pre- admission visit/meeting with appropriate and relevant stakeholders will be arranged prior to confirmation of the placement decision and admission arrangements.

**As with all maintained schools the Local Authority is the admissions authority for the PRU. On a day to day basis however the Headteacher has responsibility for allocating provision.**

**Where there is any contention with regard placement/admission decisions, commissioners should appeal the decision by writing to the Chair of the Management Committee. In these circumstances an admission panel made up of three members of the Management Committee will re consider the referral and the decision.**

**Appendix 1**

# NORTHUMBERLAND
## Northumberland County Council

# Virtual School Referral Passport

| Request for Virtual School Service |
|---|
| Please complete this document in conjunction with the "**Guidance for Virtual School Referral Passport**" document |

| Please tick which service from the Virtual School you are referring to: | Permanent Exclusion | |
|---|---|---|
| | Pupil Placement Panel | |
| | Alternative Provision | |
| | Inclusion Support | |
| | Medical Needs including pregnancy | |

| EXCLUSION INFORMATION This must be completed for exclusions. | | |
|---|---|---|
| Date of first day of Exclusion: | | Reason for Exclusion: **Please also complete Appendix B** |

| Is a Risk Assessment required? | Yes / No | If Risk Assessment completed please attach |
|---|---|---|

| Section 1: Learners details | | | |
|---|---|---|---|
| Family Name | | Forenames | |
| Date of Birth | | National curriculum year group | |
| Gender | | Home Language | |
| Home Address | | | |
| Postcode | | Preferred Contact Number | Home |
| Parent / carer name | | | Mobile |
| Ethnicity | | Religion | |
| Educational / Learning Setting attended | | Date of Admission | February 2016 |
| Is the child / young person a looked after child | | Responsible local authority and name of Social Worker | |

| | | | |
|---|---|---|---|
| Date last attended school | | UPN | |
| Pupil Premium | | Date Passport Completed | |
| Name & Designation of person completing form | | | |

| | |
|---|---|
| Name<br><br>Address<br><br>Relationship to Learner<br><br>Telephone<br><br>Email | |
| | Landline:                      Mobile: |
| | |
| Contact Person in School / Setting<br><br>Position<br><br>Telephone<br><br>Email | |
| | Landline:                      Mobile: |
| | |
| School / Setting attendance contact person | |
| Telephone<br><br>Email | Landline:                      Mobile |

## Section 3: Behaviour, barriers to learning and attendance

| Behaviour concerns | Actions taken |
|---|---|
|  |  |
| Barriers to learning | Actions taken |
|  |  |
| Current attendance % (include any other relevant information e.g. illness, pattern of non-attendance) |  |

## Section 4: Evidence of SEN - if relevant

| Type of SEN | Categories of SEN | Primary Need (tick one only) | Secondary Needs (tick all that apply) |
|---|---|---|---|
| Communication & Interaction | Speech, Language and Communication | | |
| | Autism Spectrum Disorder | | |
| Cognition & Learning | Specific Learning Difficulties | | |
| | Moderate Learning Difficulties | | |
| | Severe Learning Difficulties | | |
| | Profound and Multiple Emotional Difficulties | | |
| Social, Mental & Emotional Health | Behavioural, Social and Emotional Difficulties | | |
| Sensory & Physical | Hearing Impairment | | |
| | Visual Impairment | | |
| | Multi-Sensory Impairment | | |
| | Physical Disability | | |

## Section 5: Previous interventions and outcomes

| Action / Intervention | Timescale including review dates | Targeted outcome | Actual outcome |
|---|---|---|---|
| | | | |
| | | | |

| | | | |
|---|---|---|---|
| 2 | | | |
| | | | |
| | | | |

## Section 6: Details of involvement from other education professionals

| Dates From - To | Professionals details | Details of support provided | Did the support have any impact? Y/N Please provide details |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

## Section 7: Expected outcomes of Virtual School involvement

| | Planned outcome | Expected impact |
|---|---|---|
| 1 | | |
| 2 | | |

| 3 | | |
|---|---|---|
| | | |

## Section 8: Medical needs - if relevant

Does the learner have any medical needs that should be taken into consideration?     No
If **Yes**, please provide details

## Section 9: Family information

## Section 10: Involvement of other agencies / Multi Agency Involvement

| Agency | Name of lead professional | Contact details | Report attached (Please ✓ or ✗) | Date of last review meeting (if relevant) |
|---|---|---|---|---|
| | | | | |
| | | | | |
| | | | | |
| | | | | |

## Section 11: Safeguarding Information

Please outline any safeguarding concerns:

Is the learner: **Child in Need (CIN)**   No          **Child Protection**   No

## Section 12: Academic attainment - FOR EOTAS REFERRALS ONLY
**ACADEMIC ATTAINMENT** (as relevant to age of the learner)

SUBJECT INFORMATION
Please complete the table below and attach curriculum plans for current / next term

| KS 1 - 3 Writing | KS 1 - 3 Reading | KS 1 - 3 Mathematics |
|---|---|---|
|  |  |  |
| **KS 4 English** | **KS 4 Science** | **KS 4 Mathematics** |
|  |  |  |
| Level Foundation / Higher | Level Foundation / Higher | Level Foundation / Higher |

**NB:** Information about other subjects may also be requested at a later date

## Section 13: Education and/or personal needs

**What are the strengths that the learner demonstrates?**

**Background information outlining the nature of the learner's needs**

**Strengths / preferred learning styles** (Please include any relevant information - what has worked well in school and what has not)

**What hobbies, interests and aspirations does the learner have?** (eg career aims, membership of clubs, out of school interests, favourite subjects)

**FEEDBACK AND / OR UPDATE TO SCHOOL / ALTERNATIVE PROVIDER**

| | | | |
|---|---|---|---|
| Feedback / Update Provided By: | | Date: | |

## Consent for information storage and information sharing

**It is best practice to have the consent of parents/carers to share information in the Information Passport and it is the recommendation of the Local Authority that schools make reasonable efforts to secure this consent and keep a record of these. In view of this, please ensure that this form is not submitted without a signature in <u>either</u> A or B.**

**A.** I understand that the information that is recorded on this form will be shared in order to provide

inclusion services/alternative education services to the learner for whom I am:

☐ A parent

☐ A carer

☐ Social Worker

I give my consent to the information being shared.

Parent / Carer / Social Worker

| Signed | | | |
|--------|--|------|--|
| Name | | Date | |

**B.** Despite our efforts to get a parent/carer to sign the above, we have not managed to secure a signature but we feel that it is in the best interests of the young person to be referred to alternative provision without the signature.

School representative

| Signed | | | |
|--------|--|------|--|
| Name | | Date | |

**Please email this form as follows:**

**Permanent Exclusion: exclusion@northumberland.gov.uk EOTAS: eotas@northumberland.gov.uk Inclusion Support Workers: Inclusion@northumberland.gov.uk**

# Appendix A

### Contact list to be sent with Pupil Passport when placing LAC in alternative provision

Confidentiality and safeguarding are prominent factors when working with LAC. Please ensure that details including progress and attainment data of the young person are only shared with those listed below and that updates sent to Northumberland services only include the name and details of those young people placed by that service.

For young people who are LAC it is very important that in the event of any incident, disclosure or if the young person goes missing, the correct people are informed so that steps can be taken to ensure the matter is dealt with appropriately and in a timely manner.

Could you please ensure that the people listed below are informed immediately of any of the above. The contact marked with an * is the priority contact.

Thank you

**Toni McGuire**
Team Manager
Virtual School Education Support Team (ESLAC)

| | Name | Telephone Number | Email |
|---|---|---|---|
| Young person | | | |
| Social Worker | | | |
| Foster Carer | | | |
| Home Manager / Key Worker | | | |
| ESLAC | | | |

**FURTHER INFORMATION:**

# APPENDIX B TO BE COMPLETED FOR ALL PERMANENT EXCLUSIONS

**Reason for exclusion - please tick the box which indicates the MAIN reason: additional reasons can be given in the letter to parents (also please attach copy of letter sent to parent regarding the exclusion and notifying them of their rights of representation and review and supporting documentation)**

NB:  DfE guidance states that the categories below should cover the main reasons for exclusion. The 'other' category should be used sparingly and only for incidents not covered by the categories below. The descriptions in the final column are provided by DfE to help schools categorise their exclusions.

| Exclusion category | Enter tick | May include (this column is for guidance - only need tick the general category e.g. **'bullying'**, not the specific type of bullying) |
|---|---|---|
| Bullying | | Verbal, physical, homophobic |
| Damage (includes damage to school or personal property) | | Arson, graffiti, vandalism |
| Drug and alcohol related | | (Unknown substance - please describe in text box the appearance of the substance e.g. white powder, tablet etc.) |
| Persistent disruptive behaviour | | Challenging behaviour, disobedience, persistent violation of school rules |
| Physical assault against an ADULT | | Obstruction and jostling, violent behaviour, wounding |
| Physical assault against a PUPIL | | Fighting, obstruction and jostling, violent behaviour, wounding |
| Racist abuse | | Derogatory racist statements, racist bullying, racist graffiti, racist taunting and harassment, searing that can be attributed to racist characteristics |
| Sexual misconduct | | Lewd behaviour, sexual abuse, sexual assault, sexual bullying, sexual graffiti, sexual harassment |
| Theft | | Selling and dealing in stolen property, stealing from local shops on a school outing, stealing personal property, stealing school property |
| Verbal abuse / threatening behaviour against an ADULT | | Aggressive behaviour, carrying an offensive weapon, homophobic abuse or harassment, swearing, threatened violence, verbal intimidation |
| Verbal abuse / threatening behaviour against a PUPIL | | Aggressive behaviour, carrying an offensive weapon, homophobic abuse or harassment, swearing, threatened violence, verbal intimidation |
| Other | | None of the above - please ensure details are set out in the letter to parents |

**The local authority is required to provide full-time education from Day 6 of this permanent exclusion. It is therefore essential that all the information requested on this form is completed. If you have any problems with  contact Virtual School admin on 01670 624181 or 01670 624187.**

# FOR OFFICE USE ONLY

| Learning Manager Name | | LAC/CP/Cin N category | |
|---|---|---|---|
| ISW Allocation | | | |

| Reason for referral: |
|---|

| Re referral | YES | | NO | | |
|---|---|---|---|---|---|
| Re referral approved | YES | | NO | | If **NO** date feedback given to referrer: |
| Further information (e.g. medical confirmation) requested | YES | | NO | | If **YES**( date): |
| Confirmation received (date) | | | | | |

| | **Monday** | **Tuesday** | **Wednesday** | **Thursday** | **Friday** |
|---|---|---|---|---|---|
| Provision Required | | | | | |
| AP Justification | | | | | |
| Transport Required | | | | | |
| ISW Support | | | | | |

| | **Date** | | **Date** |
|---|---|---|---|
| Referral recorded on Inclusion/EOTAS spreadsheet | | Referral recorded on Inclusion/EOTAS Live Cases spreadsheet | |
| Referral recorded on EMS - if relevant | | Initial contact - Info Passport sent to school (EOTAS) | |

| | | | |
|---|---|---|---|
| Folder created in New Referrals | | Relevant Learning Manager notified of referral | |
| Transport arrangements (if any) made | | ICS checked | |
| Social working informed where appropriate | | MP added to SIMS database | |
| Year 11's only - Information e-mailed to Employability & Skills | | Year 11's / Tuition - Exam spreadsheet | |
| For ISW deployment, information | | | |
| updated on ISW spreadsheet | | | |

# NORTHUMBERLAND
## Northumberland County Council

# shortstay
## Northumberland's P.R.U.

This assessment is a screening for suitability for inclusion and gives a diagnostic developmental profile. Used over time it gives a clear measurement of pupil development skills in each area.

It is a specific, quantitative assessment tool to help analyse behaviour; measure readiness to reintegrate; and highlight specific areas that need further development.

The profile considers five main areas:
- Self-control & Management of Behaviour
- Social Skills
- Skills for Learning
- Approach to Learning
- Self-awareness & Confidence

Allocate a score of between 1 and 4 to each of the statements as follows:
1 = rarely fulfils this criterion
2 = sometimes fulfils this criterion
3 = frequently fulfils this criterion
4 = almost always fulfils this criterion

The numerical score at the end of each main area is totalled and plotted on the grid with a maximum score of 312; an overall score of 218 (70%) or above gives an indication that the pupil may be ready for transition into their mainstream classroom.

The Reintegration Readiness Scale is used as a measure of progress and an indicator that the pupil **may** be ready to integrate in a mainstream school. The score does not trigger an automatic reintegration or guarantee a pupil will maintain these behaviours.

We recognise that the PRU environment is different in many ways to the majority of 'mainstream' schools and any integration is likely to need careful planning and considered support.

The profile will indicate areas of relative strength as well as areas for further development. The profile can therefore be used to inform IEP targets, track progress and inform planning for reintegration.

| Area | Assessment Dates | | | | | |
|---|---|---|---|---|---|---|
| | P.O.E. | | | | | |
| Self-control & Management of Behaviour | /52 | /52 | /52 | /52 | /52 | /52 |
| Social Skills | /80 | /80 | /80 | /80 | /80 | /80 |
| Skills for Learning | /84 | /84 | /84 | /84 | /84 | /84 |
| Approach to Learning | /44 | /44 | /44 | /44 | /44 | /44 |
| Self-awareness & Confidence | /52 | /52 | /52 | /52 | /52 | /52 |
| Total Points | /312 | /312 | /312 | /312 | /312 | /312 |
| Percentage Overall | % | % | % | % | % | % |

| Name: | | Class: | Year: | Upon Entry | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| **Self-Control and Management of Behaviour** | | | | | | | | | |
| Can accept discipline without argument or sulking | | | | | | | | | |
| Can arrive in classroom and settle down quietly and appropriately | | | | | | | | | |
| Does not leave the room without permission | | | | | | | | | |
| Can accept changes to plans or disappointments with an even temper | | | | | | | | | |
| Shows some self-discipline when others try to encourage deviation | | | | | | | | | |
| Is aware of normal sound levels and can be reminded of them and respond appropriately | | | | | | | | | |
| Does not seek confrontation during unrestricted times e.g. break | | | | | | | | | |
| Behaves in socially acceptable manner in public e.g. outings | | | | | | | | | |
| Can maintain appropriate levels of behaviour when the classroom routine is disrupted | | | | | | | | | |
| Will abide by accepted rules of an organised game | | | | | | | | | |
| Goes to and stays in designated areas when requested e.g. playground, hall, etc | | | | | | | | | |
| Controls emotions appropriately when faced with difficulties e.g. does not fight, strike out immediately, run away and hide or become excessively withdrawn | | | | | | | | | |
| Behaves appropriately in all areas of the school building | | | | | | | | | |
| Points Progress | | | | | | | | | |
| Percentage | | | | | | | | | |

| | Upon Entry | | | | | |
|---|---|---|---|---|---|---|
| **Social Skills** | | | | | | |
| Can cope with large numbers of people | | | | | | |
| Can accept that teacher time needs to be shared | | | | | | |
| Can ask a question and wait for the answer | | | | | | |
| Has appropriate communication skills e.g. asking questions and listening | | | | | | |
| Can work alongside others in a group situation without disruption | | | | | | |
| Interacts and plays in positive ways with peers | | | | | | |
| Apologises without reminder | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Asks permission to use objects belonging to another person | | | | | | |
| Shows empathy for and comforts playmates in distress | | | | | | |
| Chooses own friends and maintains reciprocal friendships | | | | | | |
| Makes and accepts normal physical contact with others | | | | | | |
| Accommodates other children who ask to join in an activity | | | | | | |
| Is self-reliant in managing own hygiene and basic needs | | | | | | |
| Shows genuine interest in the news and activities of another child | | | | | | |
| Contributes actively to play with two or more children | | | | | | |
| Shows variation in the roles undertaken during co-operative play e.g. is not always in the role of dominant character, etc | | | | | | |
| Engages in appropriate conversation with another child, exchanging information and using appropriate dialogue | | | | | | |
| Addresses adults and children appropriately by name and with eye contact | | | | | | |
| Shares legitimately required equipment with another pupil | | | | | | |
| Can take turns in question and answer sessions | | | | | | |
| Points Progress | | | | | | |
| Percentage | | | | | | |

| | Upon Entry | | | | | |
|---|---|---|---|---|---|---|
| **Skills for Learning** | | | | | | |
| Can work alone without constant attention for brief periods | | | | | | |
| Can attempt to listen to explanations and instructions and attempt to act on them | | | | | | |
| Understands the structure of the day | | | | | | |
| Understands the role of the teacher and other adults in the room | | | | | | |
| Understands the structure of discipline – what happens if he/she does not complete work, does not conform to playground rules etc | | | | | | |
| Understands that there are different places for lessons other than the classroom e.g. library, hall, etc and behaves appropriately | | | | | | |
| Can constructively use unstructured time in the classroom | | | | | | |
| Can organise him/herself if help is not immediately available | | | | | | |
| Responds appropriately to personal request from teacher | | | | | | |
| Will work alongside another pupil without attempting any distractions | | | | | | |

| | | | | | | |
|---|---|---|---|---|---|---|
| Can organise the materials needed for a task and clear them away appropriately | | | | | | |
| Shows appropriate levels of curiosity when changes to the room routines are observed | | | | | | |
| Reading and numeracy up to level that can be coped with in a mainstream classroom given reasonable support ( score 3 or 4 if yes) | | | | | | |
| Shows a willingness to improve own literacy and numeracy ( score 3 or 4 if yes) | | | | | | |
| Can read sufficiently well to understand basic instructions needed for completion of tasks ( score 3 or 4 if yes) | | | | | | |
| Has developed some self-help strategies (at own level) e.g. using reference materials as word banks | | | | | | |
| Does not get up and wander around the classroom without a purpose (score 3 or 4 if yes) | | | | | | |
| Needs a mainstream curriculum | | | | | | |
| Does not get impatient if help is not immediately forthcoming | | | | | | |
| Is willing to try complete a task independently | | | | | | |
| Pays attentions to class discussion and instructions | | | | | | |
| Points Progress | | | | | | |
| Percentage | | | | | | |


| | Upon Entry | | | | | |
|---|---|---|---|---|---|---|
| **Approach to Learning** | | | | | | |
| Is prepared to work in lessons | | | | | | |
| Uses appropriate language and gestures | | | | | | |
| Wants to be reintegrated  (score 3 or 4 for yes) | | | | | | |
| Has parental support | | | | | | |
| Is courteous, and shows positive attitude towards staff | | | | | | |
| Can show an interest in lessons | | | | | | |
| Treats school property with care | | | | | | |
| Listens with interest to class explanations | | | | | | |
| Can accept disappointments e.g. when not chosen to participate in an activity | | | | | | |
| Will sit appropriately without causing a disturbance in both class and general school areas on request | | | | | | |
| Shows a sense of humour | | | | | | |

| | Upon Entry | | | | |
|---|---|---|---|---|---|
| Points Progress | | | | | |
| Percentage | | | | | |

| | Upon Entry | | | | |
|---|---|---|---|---|---|
| **Self-Awareness and Confidence** | | | | | |
| Willing to ask for help | | | | | |
| Can accept responsibility for actions without denial | | | | | |
| Can acknowledge own problems and is willing to discuss them | | | | | |
| Can risk failure | | | | | |
| States feelings about self, e.g. happy angry, sad, etc | | | | | |
| Maintains appropriate eye contact | | | | | |
| Contributes to class discussions | | | | | |
| Participates in group work, making constructive suggestions and adapting ideas | | | | | |
| Responds appropriately to stories, identifying the characters e.g. funny, kind, scary, bad, etc | | | | | |
| Accepts public praise and congratulation appropriately in front of a small group e.g. when good work is shown to peers, etc | | | | | |
| Shows pride in achievements and presentation of work | | | | | |
| Has self-esteem  e,g respects self and others (score 1 for low self- esteem: depression, unhappiness, insecurity and low confidence) | | | | | |
| Has self - awareness e.g.is aware of strengths and weaknesses, knows what motivates self, knows achievements , what needs to improve as a person | | | | | |
| Points Progress | | | | | |
| Percentage | | | | | |

# NORTHUMBERLAND
## Northumberland County Council

shortstay
Northumberland's P.R.U.

## PUPIL BEHAVIOUR RISK ASSESSMENT & RISK MANAGEMENT PLAN

| **Pupil Name:** | **Staff** |
|---|---|
| **Year Group:** | **Date** |

| **What health and safety hazards arise or could arise from the behaviour of this pupil?** | | | | | | | |
|---|---|---|---|---|---|---|---|
| **Harm to self** | **Harm to peers** | **Harm to staff** | **Damage to property** | **Harm from disruption** | **Criminal offence** | **Harm from absconding** | **Other** (sexualised behaviour, bullying etc) |
| | | | | | | | |

| **What risks do they pose and to whom?** | **LEVEL OF RISK:** High/Medium/Low |
|---|---|
| | |
| **What has been done so far to remove or reduce the risks?** | **REMAINING RISK:** High/Medium/Low |
| | |
| **What further action is required to reduce the risk further?** | **LEVEL OF RISK ONCE ALL CONTROL MEASURES ARE IN PLACE: High/Medium/Low** |
| | |

| **List any activities which <u>cannot</u> be safely managed, as far as it is possible to foresee.** |
|---|
| |
| **Risk Hot-spots - Environment/Context (ie taxis, toilets, break times, mini-bus etc)** |
| |

| Review date: | Review date: |
|---|---|
| Review date: | Review date: |
| Review date: | Review date: |
| Review date: | Review date: |
| Review date: | Review date: |
| Review date: | Review date: |