

SCHOOL PROSPECTUS

April 2009

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GENERAL INFORMATION

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Chair of Governors: Mr P Field
Clerk to the Governing Body: Mrs N Smith

Head Teacher: Mr K Lewis
Deputy Head Teacher: Mrs S Jones
Assistant Heads: Mr I Black / Mr G Tillott / Mr M Jackson

Head of Care: Mrs B Bates
Head of Children's Services: Mr W Kearns
Deputy Head of Care: Ms S Molloy

Senior Administrator: Mrs K Spriggs





HUNTERS HILL TECHNOLOGY COLLEGE

Hunters Hill is a Special School providing residential and day placements for up to 110 pupils aged 11 to 16 years. There are 75 placements for pupils who need up to 5 day/4 night residential education, and 35 day placements.

The School belongs to Birmingham Local Authority but accepts pupils from a number of other Authorities, as well as pupils from all parts of the City.

The young people who attend Hunters Hill have been identified as having moderate learning difficulties, emotional and behavioural difficulties with a wide variety of needs. Pupils may also have associated health problems.

Situated in over 70 acres of fields and woodland, the School is in an ideal setting for young people whose needs are best met in a healthy environment which supports and nurtures. The School occupies a split site, formerly the sites of Hunters Hill (Boys) and Cropwood (Girls) Residential Schools for delicate children. The two parts of the site are opposite to each other on Spirehouse Lane, Blackwell. The whole site is in extremely attractive and pleasant countryside on the south side of the Lickey Hills, and has extensive playing fields and natural woodlands.

Year 7, 8 and 9 pupils are taught mainly on the Hunters Hill site, whilst Years 10 and 11 are taught mainly on the Cropwood site. The children who are residential live in small residential houses. Four of these are well designed modern units on the Hunters Hill site, whilst the other one is at Cropwood House.

The School sets out to provide a stable, safe and mutually caring community in which to develop, as fully as possible, the potential of all pupils and staff. We seek to prepare pupils to cope confidently in the world and to be able to take their place in, and actively contribute to, society. This is reflected in the aims of the School which were formulated jointly by teaching and care staff and is ratified by the Board of Governors annually.

Education at Hunters Hill is seen as a continual process extending over 24 hours each day. All staff are involved in the delivery of the basic skills objectives of the curriculum.

Our school provides an approach which is structured, calm and sympathetic to individuals who are insecure, lacking in confidence, and have hitherto experienced failure in mainstream schools.

By encouraging a belief in themselves we aim to increase self esteem along with an ability to socialise. This is achieved by capitalising on known strengths and by planning individually to encourage progress and development, moving gently towards independence.



SCHOOL AIMS

The General Aim of the School

To provide a stable, safe and mutually caring community in which to develop to the full, the potential of all pupils and staff. Our community aims to encourage life-long learning whilst preparing pupils to cope confidently in the world and be able to take their place in, and actively contribute to, society.

Constituent Aims

- To develop meaningful relationships with both peers and adults.
- To encourage tolerance for, and develop an understanding of, other people irrespective of physical or intellectual differences or different ways of life.
- To encourage a sense of responsibility, self-discipline and respect at both a personal and material level.
- To make all learning experiences meaningful and enjoyable so that each child's educational potential is developed to the full.
- To involve pupils in sharing the responsibility for their own learning and development wherever possible and desirable.
- To prepare pupils for successful adjustment to living and working in the community.
- To ensure maximum awareness of personal hygiene and health in practical situations.
- To return pupils to mainstream education when and where appropriate.
- To foster links between home and School, and to encourage parental interest and co-operation in the development of their child.
- To encourage all staff to further their own Professional Development, so that skills and knowledge may be used for the maximum benefit of every member of the community.



MANAGEMENT

The General Management Team carries out the overall management of the School. However, the day-to-day running is ensured by the School Leadership Team which consists of the Head, Deputy Head, 3 Assistant Heads, the Head of Care, the Head of Children's Services, the Deputy Head of Care and the Senior Administrator.

TEACHING TEAM

The current establishment for Teaching is 33, which includes Qualified Teachers, Instructors, Technicians and Teaching Assistants.

CARE TEAM

The current establishment for Care staff is 19.

The Head of Care is responsible to the Head Teacher for the day-to-day running of the Care side of the School; the implementation of Care Policy, all Care duty rosters and the Professional Development of Care staff.

The Deputy Head of Care assists the Head of Care and is responsible for the co-ordination and supervision of home/school liaison. Team Leaders each have charge of one of the individual homes.

ADMINISTRATION TEAM

Administration and Finance is managed by the Senior Administrator supported by a team of 4 Administration Assistants.

HOUSEKEEPING/CARETAKING TEAM

Housekeeping is run by the Domestic Bursar supported by Cooks, a Laundry Assistant and a team of Domestic Assistants. Caretaking is run by a resident Building Services Supervisor supported by a deputy non-resident Building Services Supervisor and a team of Cleaners.

EXTERNAL AGENCIES

The School is fortunate to have the services of a number of Agencies and specialists including the Psychological Service, School Health Service, Social Workers, Education Welfare Service, Careers Service, Child & Adolescent Mental Health Service (CAMHS), Communication & Autism Team (CAT) and other organisations.

The School also enjoys links with Colleges of Further Education and a large number of Mainstream and Special Schools in South Birmingham.



ADMISSIONS

Pupils in Year 6, for whom Hunters Hill has been identified as a possible secondary school, are encouraged to contact the School to arrange an informal visit. The informal visit provides an opportunity for parents/carers and their child, together with any Agency supporting the child and family, to complete a tour of the school site visiting a range of teaching classrooms/areas and residential homes. They are shown around by a member of the Care Team and are encouraged to ask questions and discuss the placement.

Members of the Leadership Team liaise with the Heads and senior staff of feeder primary schools to discuss in depth the suitability of the child for placement at Hunters Hill. Once a decision has been made for the child to attend Hunters Hill a formal interview is arranged with the child's parents/carers.

Formal interviews are completed by the Deputy Head or one of the Assistant Heads, a member of the Care Team usually from the Home that the child has been allocated to and the Senior Administrator. These provide an opportunity to discuss and gather as much information regarding the child's educational and medical history, prescribed medication, personal information, etc. All admission paperwork is processed and signed and this includes a range of consent forms for educational visits, emergency medical assistance, transport, etc. The following topics are also discussed at the formal interview:

- Annual Reviews
- Attendance
- Child Protection
- Code of Conduct
- Complaints Policy
- Home/School contact (including the School's policy on the recording of all telephone calls)
- National Curriculum
- Physical Intervention
- Profile System
- Progress Files
- Reintegration
- Residential procedures (if applicable)
- Risk Assessment

Pupils are admitted in other year groups provided there is a vacancy. Referrals are considered and suitability of placement at Hunters Hill is discussed by members of the Leadership Team. Again, once a decision has been reached to offer a place the same procedures for informal and formal interviews are applied.

Some pupils transferring from a residential primary school might have a supportive home relationship; many do not and might be losing the first meaningful adult relationship they have experienced. Other pupils might have been out of school for a long period of time. We understand that for many pupils transferring to a new school must be daunting. We regard it as crucial for new pupils to experience a positive start at Hunters Hill and, in an effort to support this and to help break down a child's initial fears, information on academic ability and needs, social background, likes, dislikes, etc., is gathered from a child's



current/previous school, other Agencies supporting the child and family and most importantly from making a home visit. We aim to make a home visit before a child starts; if this is not feasible then a home visit is made as soon as possible afterwards. The home visit provides an excellent opportunity to discuss with parents/carers any concerns relating to health, the child's behaviour in the home, diet, communication and behaviour management techniques, etc.

All valuable information is shared with members of both the Teaching and Care Teams in order for all relevant staff to be fully briefed before a child's start and each child is allocated to a Class Group and Home.

At formal interview all parents/carers are provided with information sheets regarding:-

- Attendance expectations/procedures
- School Uniform
- Transport Arrangements
- Fair Processing Summary
- Ethnic Monitoring
- Rules of the Internet
- School Health Service/Medication Guidance
- Aromatherapy
- Complaints/Compliments
- Youth Inclusion & Support Information
- Careers & Work Experience (KS4)
- School Term Dates

As a further measure to help provide a smooth transition for Year 6 pupils, we arrange, where feasible, for Year 6 pupils to spend a period of time at Hunters Hill towards the end of the Summer Term preceding their start in the following September. This provides an ideal opportunity for pupils to meet with staff and familiarise themselves with some of the new routines they will be faced with in the new academic year.



ORGANISATION AND CURRICULUM

The School provides a modified mainstream curriculum with support as appropriate to the needs of individual pupils. Historically the School has catered for a population of pupils with moderate learning difficulties or low academic attainment. There may actually be more appropriate placements elsewhere for children with higher academic ability.

All pupils follow the National Curriculum, communication and literacy skills, numeracy skills, social skills, self-help skills, independence skills and life skills.

Religious Education is provided in accordance with the Authority's 'Agreed Syllabus'. The religious beliefs of all pupils and their parents/carers are respected and, if parents/carers request it, appropriate arrangements are made for the withdrawal of pupils from RE programmes and Acts of Worship.

As part of the PSHE programme the School undertakes Sex & Relationship lessons. The lessons are in accordance with the National Curriculum Science & PSHE syllabus, which requires all pupils to be taught about physical and emotional changes, growing up and human reproduction. This aspect of the programme will start in the Summer Term of Year 7. In addition, other Year Groups will be covering aspects of Sex & Relationship Education as recommended. This will include work on relationships, HIV/AIDS and other sexually transmitted diseases and contraception. The lessons are planned to be appropriate to each age group, take proper account of sensitive and moral issues and we hope will be a valuable experience for your child. We recommend parents/carers to give consent for their child to attend all of these lessons. However, parents/carers do have the right to withdraw their child from all or part of the Sex & Relationships lessons but not from those parts included in the statutory National Curriculum (Science elements).

The philosophy of the School is that learning experiences shall be presented in such a way as to allow pupils to enjoy their learning and to succeed; to raise pupils' self-esteem and to build their self-confidence. We recognise that our pupils have often had a history of failure and have that expectation of a learning situation; that for many their emotional problems and need for recognition may have prevented success in a mainstream situation.

The School's priority is to help children overcome their social problems, to learn to live with their peers and to become sufficiently independent to survive in the outside world and to develop positive self-esteem.

Pupils are placed in classes appropriate to their Year Group, each School year has three classes organised on an ability/needs basis. Each day starts with the Form Tutor which enables the child to develop strong working relationships with their Form and the Tutor. The Form Tutor changes each year as the pupil progresses through the School.

A 24-hour curriculum is run with common aims for both Teaching and Care staff. Additional evening duties for Teachers are seen as a means of providing curriculum enrichment outside 'School' time as well as establishing better staff/pupil relationships.



PASTORAL CARE

All staff are involved in ensuring a high quality of pastoral care is provided through a number of avenues. Every pupil belongs to a Residential Home whose staff act as a caring parent should in relation to each child. Every pupil is a member of a Form Group whose Tutor also has a pastoral responsibility towards the children in that Group.

Home/School liaison is monitored by the Deputy Head of Care with a view to fostering links between the School and the parents/carers. Regular home visits are made to the children's parents/carers, and the Team Member involved communicates the outcome of these visits to all staff. In this way, work is done with children and colleagues, teaching and child care, to promote a supportive and caring environment in the School.



THE SCHOOL WEEK

At Hunters Hill this process begins immediately. Pupils are expected to dress in school uniform and to arrive in class expecting to work. The nature of the needs of our pupils is such that the weekend can have a very unsettling and disturbing effect, sometimes making the return to School very difficult. Taxis begin arriving at School from 0900 hours onwards in a very ad hoc and irregular fashion. Pupils are welcomed into their respective Homes and time is allocated to allow them time to have breakfast and shower (if they wish) and prepare for the formal start of School.

The procedure for Care staff is planned so that any issues or need for general support is both recorded and delivered as necessary which allows each child to feel valued and secure. A positive outlook for the week ahead is promoted and individual targets set.

Pupils are therefore prepared for the first form period of the week at 0915 hours and the start of formal lessons. This very valuable time promotes a proper beginning and enables quality delivery from a unified and definite start.

Concurrently it also allows the whole Staff Briefing to take place as well as internal Reviews and Professional Development.

As the week progresses, each child embarks upon a programme designed for them on an individual basis, not only within each subject which is specifically their individual educational programme, but also from the social aspect of inclusion and reintegration.

Reintegration must be considered on two fronts. School, in that all children if at all possible should be considered for inclusion in mainstream education. Home, in that ideally each child should live at home, with those who care and go to school on a daily basis. As each residential child arrives at the School needing 5 day, 4 night residential provision, we must expect that any success can be measured, at least in part, by how this need diminishes and the rate thereof.

Home/School liaison and work with both the residential pupils and the parents/carers should develop to allow the pupils to move to spending more time at home and ultimately travel independently. For reintegration into mainstream education to take place, a stable, secure home situation is absolutely essential for success. Equally, work is undertaken with the parents/carers of our day pupils to establish positive links and support.

Therefore on each night of the week some residential pupils will go home, the number of nights depends on their progress along the continuum. Monday night sees the majority of pupils in School and this is why PSHE and group work is scheduled at that time. Our School Council functions via the group work sessions where each pupil has the opportunity to express their views and opinions.

Each School day ends with a final assembly at 1530 hours when the pupils are handed over by the Teaching Team to the Care Team. Teachers are timetabled until 1600 hours for curriculum development, though the regular and very numerous Staff Group Meetings, Reviews, etc. which are scheduled, extend much longer than this.



At the end of the day when the children arrive in their respective Homes they change out of school uniform and undertake extra reading and/or School work, and are supported by Care staff, as would a pupil returning from school to their own home. The evening routines then take over or taxis arrive to transport day children back home.

Fridays are extended to take into account the timings of taxis and the need to prepare pupils for the weekend ahead. An extra period of 45 minutes is included taking lunch to 1300 hours.

After lunch pupils go to the Assembly Hall for the Record of Achievement session at 1350.

This session is the singularly most important moment of the week when all achievement is recognised, celebrated and recorded. Everyone is expected to attend. During the preceding morning School staff will have discussed each child against the targets on their profiles for the recognition of achievement in School and similarly at their regular Friday morning meeting, the Care staff will have done the same.

Our aim is for all pupils to have an achievement that is recognised no matter how small.

The final act of this session is to award all pupils who achieve 6 points (top) in both Home and School, a GOLD certificate.

The pupils are then dismissed to their Homes to change ready for the taxis.

A Full Staff Meeting occurs on the final Friday of each calendar month.



RESIDENTIAL HOMES

The School has 5 Residential Homes: Frobisher, Raleigh, Scott, Shackleton and Cropwood.

Frobisher accommodates a maximum of 12 boys aged 11 to 14. Scott, Shackleton and Raleigh accommodate a maximum of 12 boys and girls aged 11 to 14. Cropwood accommodates up to 45 boys and girls aged 14 to 16. As a means of support each of the School's non-residential pupils are also attached to a Home.

The Homes set out to provide a stable, safe and mutually caring environment in which to develop as fully as possible the potential of all pupils and staff. Our aim is to enable pupils to become confident and successfully contribute to society.

All staff have a commitment to meeting the needs of each individual, promoting anti-discriminatory practices and equal opportunities. In the Homes there is a caring environment featuring both positive male and female role models that offer an extensive variety of activities during the evening. These activities include sport, leisure, creativity and art. Regular contact with the local Community is also something we find valuable and beneficial to the pupils.

The staff within the Homes offer excellent communication between parents/carers and education staff, liaising with them to offer support whenever needed. Regular home visits are made, providing opportunities to share successes and concerns.

Pupils are made aware of the consequences existing for inappropriate behaviour. The behaviour is discussed with the pupils, who are given the opportunity to negotiate their own sanctions where appropriate.

We encourage a positive standard of hygiene, personal appreciation and building of self-esteem through activities in and around the Home.

All pupils are treated with respect and dignity. It is acknowledged that pupils have a right for their privacy and own space. Whenever possible, quality individual time is made available for pupils.

Each Home promotes an environment which encourages independence, high self-motivation, to accept the uniqueness of people and to have fun whilst in our care.

Frobisher/Raleigh/Scott/Shackleton

A reading / homework session is offered each day after assembly. Each pupil is given the opportunity and encouraged to read with help and support from staff. Each Monday between 6.00pm-7.00pm a session is offered that provides the opportunity for team building, interpersonal skills, increasing self-esteem, social skills and other areas connected with adolescence.



Cropwood

Project work and practical skills sessions are offered each day after assembly, giving each pupil the opportunity to improve in a variety of skills with the help and support from staff. In addition to the general activities mentioned above, students also have the opportunity to complete the Chrysalis Programme and Personal, Social & Health Education (PSHE) packages.

Cropwood has the facility of an independent flat to help with the promotion of independence skills. Work and College placements are also offered in conjunction with the opportunity to experience independent travel to and from home, where applicable, along with the aim to develop self-esteem and self-motivation.

HOME, SCHOOL AND THE COMMUNITY

The School serves a very wide community, drawing its pupils from the whole of Birmingham and several neighbouring Authorities. Many families live between 10 and 20 miles from the School and the journey to School by public transport can be difficult and expensive. Nevertheless the School places a high priority on maintaining links with parents/carers and encourages them to visit the School and be involved with their children's education. All parents/carers are expected to attend their child's Annual Review, and special efforts are made to assist those with transport problems to do so.

Termly Newsletters and half-term Bulletins are posted to parents. Daily telephone calls are made to the parent/carer of any child absent from School to ascertain the reason for absence. From September 2006 parents/carers will be able to access their child's Progress Reports via the School's website.

The Care staff make regular visits to pupil's homes. The Senior Teaching staff also make regular contact with families of children to inform and support.

The School maintains contact with its local community in the Barnt Green/Bromsgrove area. The local churches generously allow the School to make use of their facilities for its Festival Services. Hunters Hill is now opening up its facilities as part of our Technology Status to our partner Primary and Secondary Schools and to people from within our Community.

The School has contact with local Youth Clubs and the Cadets; some children also visit local Homes for the elderly. A large number of our older pupils go out into the Community on Work Experience.

The School is also an active member of the Birmingham Southern Area (CEBP) Business Partnership, the South West Area Network (SWAN) for Excellence in Cities and the Edge Collegiate.



PUPIL PROGRESS SYSTEM

PROFILES:

The **profile system** is central to the work of the whole School. **The aims of the system are:-**

- to raise the achievement of every pupil by setting individual attainable targets in work and behaviour each week
- to focus attention on specific areas where each pupil needs to improve, or needs help
- to encourage individual pupils to take responsibility for their own actions, progress and for the care and well-being of other members of the school

School Procedure

Each Monday morning, individual targets are discussed by the Form Tutor with each child and are set down on a profile. There are sections for work targets, behaviour targets and for recording personal qualities such as maturity, co-operation, trust etc. Each child has the same pro-forma profile and is responsible for it themselves. It is presented to the staff at every lesson.

Home Procedure

The profile used in the Homes is similar to that of the School with targets for behaviour, a section for recording personal qualities, and a section where a personal goal relating to social development is recorded. The targets are discussed with individual children by the Care Team and are agreed on.

REWARDS:

School:-

Marks are earned in each section of the profile for each period of time in the School day and in the Homes. Marks range from 0-4 and the emphasis is always on earning points, not losing them. It is fundamental to the success of the child and the system, that they begin every session afresh, and can build on success and not failure. Every Friday morning, Teaching and Care Teams meet at different times to discuss the awards for the week. The Form Tutor will have collected the School profiles and will have decided what the children have earned. All the Teaching Team then discuss these and the awards are confirmed or altered accordingly. Flexibility remains until the last possible minute before Final Assembly in order to validate the value of every session in School, and its counting towards the final award. In order to ensure that even the smallest achievement is measured and rewarded, the School and Home award 1-6 points.



Home:-

On admission to the School information and evidence is collated on every child over the first half term. Every term a day is set aside for target setting. A member of the Care Team responsible for the welfare of the child along with his/her Form Tutor and the child will meet to discuss the next term's targets. These targets are applicable to the child's needs and taken from a bank of statements. This in turn will be broken down into weekly achievable targets and recorded on their personal profile.

The profile is divided into three sections: Behaviour; Social Development; Personal Qualities; which carry 2 points overall.

When a child achieves 6 points in both Home and School, they score a maximum of 12 points and receive a Gold Certificate from the Head. For this they receive a number, marked on the back of the Certificate with a HUNTERS HILL PEN, and go into a draw for a prize. At the end of the term the Top Achievers are taken out for a special social trip. Usually the Top 14 qualify.

At different times, other achievements, e.g. Curriculum Awards, Attendance, Football, Swimming, Evening Activities are recognised with special Certificates. Work Experience, Compact, Citizen 2000 and any other special event or course of study are also recognised whenever appropriate.

These Certificates are kept by the students who put the most relevant into their Progress File. Each week a record is kept of the Home and School scores and awards, so that progress can be monitored and checked. The profiles may also be kept as a record of targets met and achievements made. The system is constantly monitored and evaluated and changes made whenever necessary.



BEHAVIOUR MANAGEMENT

CONTROL AND DISCIPLINE

The monitoring and fostering of good discipline is an integral part of the pastoral care programme, and is the responsibility of all staff. The philosophy of the School is to use a system of praise and appropriate rewards to reinforce positive self-discipline and social behaviour by the pupils.

The underlining philosophy throughout the School is the celebration of achievement, no matter how small, by positive recognition and reinforcement. Positive endeavour, along with desirable social behaviour, is recognised, highlighted and rewarded. Each child negotiates a personal profile for the week, which sets a target he/she feels, is achievable. The awarding of Certificates on a weekly basis, which in itself is an integral part of the whole-school Progress File programme, rewards success.

Undesirable and negative behaviour is dealt with at the point of incidence. The pupil is always given an opportunity to reflect and change his/her response before the matter becomes more serious. Pupils are given the maximum number of opportunities to learn from their mistakes whilst giving staff the maximum number of opportunities to help the pupil reflect on the more positive aspects of their behaviour, build self-esteem and reinforce staff/pupil relationships.

In all this, the School follows the Authority's Disciplinary Policy, which requires pupils to regulate their conduct through self-discipline. Where self-discipline is finally found to be inadequate, a variety of sanctions (see examples below) may be imposed for misconduct but **corporal punishment is not permitted under any circumstances.**

School Sanctions:

- Lost time made up at the end of the school day
- Loss of freedom during break times
- Removal from the classroom for one to one work in a designated room

In each case time is given to help the pupil to reflect on the more positive aspects of their work and relationships and to use the time to foster and build more positive relationships. Staff keep a personal record of these occasions and are fully supported by all colleagues during these processes.

Home Sanctions:

- Children can be grounded
- Extra jobs given
- Loss of privileges, e.g. use of the play room
- Sent to their room for a period to calm down – staff will monitor such a situation until the child is more receptive

All sanctions are recorded, signed by both pupil and member of staff. All recorded sanctions are checked and countersigned by a senior member of staff on a weekly basis.



EXCLUSIONS

There are occasions when a decision is made to exclude a child for a fixed period in response to serious breaches of the School's Behaviour Policy or if allowing the child to remain in School would seriously harm the education or welfare of the child or others in the School. Such breaches might lead to a permanent exclusion. In most cases exclusion will be the last resort after a range of measures have been used to try and improve a child's behaviour. The Head or Deputy Head of the School will give very careful consideration before a decision is made to exclude any child and in all cases once a decision to exclude has been made:-

- Parents/carers will be contacted by telephone
- A letter will be sent to the parents/carers outlining the reasons for the exclusion, the period of the exclusion together with sources for information and advice.
- The Chair of Governors and the Local Education Authority will be notified of the exclusion.

PHYSICAL INTERVENTION

As a fundamental principle, progress can only be made in cognitive development and positive behaviour, with the co-operation and desire of the individual. Physical contact, in the form of restraint, for the protection of a child who is at risk, or by the extreme nature of his/her behaviour is placing other pupils/staff at risk, will always be at the absolute minimum to ensure avoiding damage and personal injury. All staff are trained in Nationally recognised techniques for physical intervention (PRIME).

Should restraint of this nature be required in any way other than on the rarest of occasions, and the nature of the reasons for physical intervention is of an increasingly violent and dangerous nature, then the pupil must be regarded as beyond the resources of the School. In such cases, parents/carers will be informed along with relevant Agencies; a meeting to discuss the child's future educational provision arranged, and the pupil removed from site to ensure the personal safety and quality of education of all other pupils.

PRIME

Staff at Hunters Hill have received training from qualified PRIME Tutors to help them deal with situations where physical intervention is required. There are 4 qualified PRIME Tutors on the Staff at Hunters Hill. They are responsible for recording all PRIME training and informing the Head Teacher when training updates are required. They are also available for all staff to discuss any problems concerning physical intervention. All members of the Teaching and Care Teams together with the Building Services Supervisors have attended a 3 day training course and undertake refresher training courses annually. All remaining members of staff, i.e. the Administration Team and Housekeeping Team have observed the techniques being demonstrated.

This particular training was chosen by the School because the main emphasis of PRIME is that physical intervention should always be used as a last resort; it is designed to be socially acceptable causing the child the minimum amount of humiliation and unlikely to



cause harm. There is no distinction between males and females using the techniques and it is designed to be used in teams.

The interventions have a graded response, allowing staff to use the least amount of contact initially, giving the child time to reflect on their behaviour and opportunity for staff to reassuringly talk to the child to defuse the situation. However, in high risk situations when another person is likely to get injured it may be necessary to immobilise a child immediately to enable the important verbal skills to be used to defuse the situation.

If the techniques have to be used it is with the absolute minimum amount of physical immobilization necessary and for the shortest amount of time.

The PRIME training also raises staff awareness about Risk Assessment in that certain pupils require a higher graded response in physical intervention compared to others. Trained staff may only use PRIME approved techniques. Staff that have not completed training must not use any of the techniques. Should staff not feel confident or are unsure of a technique then they are not permitted to use it and are required to ask a PRIME Tutor for help and/or further training. Trained staff can use PRIME approved techniques with pupils both on and off the School site, for example, on educational visits, school camp, etc.

Physical intervention should only take place to:-

- ❖ **Prevent injury to the pupil**
- ❖ **Prevent injury to others**
- ❖ **Prevent serious damage to property**
- ❖ **Prevent the situation escalating**

All physical interventions are recorded in writing.

Prevention of face-to-face violence
Restraint techniques
Intervention approaches
Management of anger, and
Escape techniques



INTEGRATION

Background

Establishing links between special and mainstream schools may be a positive move to increase the participation of children with special needs and include them in ordinary schools. This is not new; it was extensively canvassed by the Warnock Committee [DES 1978] one of whose recommendations was that "firm links should be established between special and ordinary schools in the same vicinity".

It is the most fundamental aim of Hunters Hill Technology College to restore each and every pupil to full inclusion in their local Community. Being at home and attending a mainstream school is the ultimate target. However to have this in part is still to have achieved. Those that would benefit more by being in a mainstream school will be encouraged to do so. The School commits a great deal of its resources into facilitating the process of reintegration and its record in this is very good.

Inclusion however is much more. It means involving the children in the life of their local Community as much as possible. College links, Work Experience and involvement in projects and initiatives alongside mainstream schools as well as valuing the links between ourselves and the community of Birmingham all go to improving inclusion. On leaving Hunters Hill a young person should feel part of their own Community with the skills to become an active contributor and participant in it.

Hunters Hill is a residential school within a Local Education Authority committed to inclusion. As specified within the Aims of the School, plans are made and regularly reviewed for each pupil which assesses their development against the possibility of re-integration.

To succeed in mainstream school pupils need to have a high level of expectation of both the School and themselves. They need to understand the procedures and practices of mainstream school and be motivated to co-operate with and contribute to the ethos of the School.



CHILD PROTECTION

The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. The School's recruitment and selection procedures comply with national and local guidance and all staff and volunteers are cleared through the Criminal Records Bureau.

It is the duty of all adults working at Hunters Hill to be alert to the danger of child abuse. This is not to create a suspicious atmosphere or undermine the trust built up between home and school but to ensure diligence and care.

The law is very clear in its expectations of adults in their work with children and young people. Non-accidental injury or confidential disclosures **must be referred** under the School's Child Protection Policy.

Any injuries incurred at School will be recorded, treated and notification given. It is the parents/carer's right to expect this. Similarly we would ask that communications between home and school are maintained regularly and honestly.

The designated staff for Child Protection are:-

Mrs B Bates, Head of Care
Mr W Kearns, Head of Children's Services
Mr S Rice, Senior Team Leader

DESTINATION OF LEAVERS

Details of post Year 11 pupil placement over last 3 years

Academic Year 2005-2006	Academic Year 2006-2007	Academic Year 2007-2008
FE College: 5	FE College: 10	FE College: 11
Careers Service referral: 5	Careers Service referral: 8	Careers Service referral: 7
Employment: 0	Employment: 2	Employment: 1
Training Provider: 2	Training Provider: 0	Training Provider: 1
Other: 0	Other: 0	Other: 2
Total number students: 12	Total number students: 20	Total number students: 22



POLICIES

Policies on the following can be obtained from School if required; they may also be available on the school website - www.huntershill.org.uk.

- Admissions**
- Anti-Bullying**
- Attendance**
- Behaviour Management**
- Child Protection**
- Collective Worship**
- Complaints & Compliments**
- Control and Discipline**
- Drugs Education & the Management of Drug related incidents**
- Freedom of Information**
- ICT/Internet Usage/E-Safety**
- Physical Intervention**
- Privacy/Confidentiality**
- PSHE & Citizenship**
- Sex & Relationship Education**
- Smoking**
- Special Educational Needs Policy**



CODE OF CONDUCT

This Code is a statement of the principles that govern all people who are part of Hunters Hill Technology College.

It is a way of life in so much as it allows all people to live in peace, harmony and able to work to achieve their full potential.

All rules that are agreed upon by everyone are designed so that people can feel safe and happy. To this end we all undertake to:

Be safe

- * Walk when moving around the School buildings.
- * Be aware of other people's needs and abilities.
- * Stay away from places where there is known danger (see list below).
- * Do all in our power to behave in a way that does not threaten or place others in danger.
- * Keep ourselves fit and healthy and away from dangerous practices.

Be happy

- * Use language that does not cause offence.
- * Say only those things that will promote other people's happiness.
- * Make sure that all our actions do not threaten others.
- * Respect our surroundings and other people's property
- * Be vigilant for all forms of bullying, name calling or offensive behaviour and take action to bring it to the attention of someone who can be trusted to do something about it.
- * Complain, using the Complaints procedure, when others make our lives miserable.

We are all here to raise our standards and achieve.

Anything that prevents us from doing this is against our Code of Conduct and we can all contribute to ensuring a safe and happy environment.

In order to be sure that pupils are safe, happy and cared for, the following are conditions that enable the Code of Conduct to function properly:-

1. Pupils should walk at all times in the corridors. Running or playing in corridors is not safe.
2. Pupils must not return to the Homes during the School day, except at lunch time.
3. All pupils must remain in their Classroom on wet days, at morning and afternoon breaks.
4. Pupils must have the permission of a member of staff before:-



- leaving the School premises at any time; or
 - going to the Staff Room.
5. Pupils must have written permission to be away from their Class during School time.
6. In order to be safe, pupils may not use the following parts of the School grounds at any time:-
- the area behind the classrooms;
 - the areas behind the Homes;
 - the area around the Head Teacher's house, the Staff Room and that end of the School building other than the public footpath to St. Catherine's Road; and
 - the hill beyond the School fence.
7. The following forms of specific behaviour lead to an unhappy and unsafe environment and are unacceptable and will not be tolerated:-
- **fighting and bullying;**
 - **verbal and/or physical assault;**
 - **smoking;**
 - **stealing**
 - **borrowing or lending money;**
 - **buying, selling or exchanging valuable items; and**
 - **damage to property, including the defacing of buildings or furniture.**
8. Pupils, in order to ensure a safe and happy environment, must not bring to School any of the following items:-
- **jewellery, including rings and earrings** (where pupils have pierced ears, a single plain stud may be worn in each ear)
 - **valuable items**
 - **knives of any type or other weapons or any other items that could be used as an offensive weapon**
 - **illegal substances of any description**
 - **cigarettes, matches or lighters**
 - **mobile telephones are NOT PERMITTED in School and will be confiscated until parents/carers collect them.**
9. Pupils are expected to wear full school uniform during the school day.
10. Pupils bringing money to School are advised to hand it in to the Home staff for safe keeping (£5.00 maximum). The School will not accept responsibility for the loss or theft of money that has not been handed in.
11. In support of healthy eating, pupils are not allowed crisps, sweets, chocolate, squash or pop during the school day.