



FARNEY CLOSE SCHOOL

DAY PLACEMENT POLICY AND PROCEDURE FOR FARNEY CLOSE SECONDARY SCHOOL

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Signed	
Role	Principal
Date Approved	

This document is in place to help Farney Close employees, Farney Close day pupils and their parents and carers be clear about how we support day placements in our secondary provision. To ensure that the day placements get similar support and care offered to our residential placements, the following procedures will be followed.

Arrivals:

Day placements can arrive **from 8.45am** and be dropped by their taxi at the front of the school. Teaching assistants will greet them in the schools dining room. The Assistant to the Head of Care, schools Learning Mentor and Senior members of the care team will also be there to support.

The young people will be offered the opportunity to have breakfast, hand in their personal belongings, catch up with each other and the adults as well as playing games, watching the news etc.

Each morning the adults in the dining room will check that the day pupil has arrived in the correct uniform and take measure to address this if they have not.

At 9.15am the day pupils will be collected by the educational team from the dining room.

The school day:

Day pupils will follow the school's points system in the same way that the residential pupils do:

Monday to Thursdays – A maximum of 30 points can be accumulated

Fridays – A Maximum of 18 points can be accumulated

- 1 Point for break conduct
- 2 points in morning tutor/booster
- 5 points in each lesson

Lesson Points are awarded for:

- point - Arriving and managing the first 15 minutes well
- 2 points – Treating peers with respect and appropriate attitude
- 2 point – Treating adults with respect and appropriate attitude

Points are also earned at break times:

- 1 for morning break,
- 1 for lunch break,

These points are awarded for appropriate behaviour and interaction between young people and towards adults and lining up promptly. Play fighting and being out of bounds is not acceptable.

Tutor Points

- 2 Points are awarded for appropriate interaction, a positive contribution to the group and making a generally good start to each part of the day (morning the day).

Points are turned into pocket money. Every young person will gain 3 pence for every point they earn. The total earnings are collated and credited to their Farney Close account. These monies can be saved each half term so that a substantial amount can be collected. As per the schools Pocket Money Policy, with guidance, pocket money can be used on a weekly basis or for saving towards a larger item such as a computer game or clothing.

Pocket money can be put towards an activity. This activity will be agreed with them at the start, so they are clear what they are working for. Examples of what they might like to do include:

- Joining a House for an evening to join in with a House activity.
- Joining in with an evening Swimming trip
- Going to the cinema on a school trip one evening
- A trip to Mac Donald's.
- Pizza and movie after school.
- Beach trip
- Mountain Bike riding
- Skate Park trip.

Once an activity has been awarded, they can start working towards the next one.

Pocket money can also be used to purchase items e.g. games, sports equipment, family presents etc. the young person will have a Link-worker (explained below) who will facilitate them with spending their money.

Communication

We have always prided ourselves in getting to know all young people that attend Farney Close, as individuals and maintaining positive communication with families of the young person and their professional support network. Our residential pupils all have allocated Link-Workers which facilitate this. Our day pupils also have a Link-worker, who is one of the care team, and a co-link-worker for times that their Link-worker is not on duty.

This enables close communication with home to be maintained and positive working relationships to be built.

The Link worker's role is complex and needs to be considered in the light of these major components (also see Appendix 1):

1. They act as an advocate on a young person's behalf:

- Meet regularly with the young person and discuss issues as led by them
- Look at how best to meet their individual needs.
- Gaining an understanding of the young persons worries and concerns, likes and dislikes.
- Providing specific time to talk or discuss issues relevant to the young person.
- Defining issues in terms relevant to the young person.
- To support and assist the young person in expressing their views in any forum that they may find difficult / uncomfortable.
- Express their views for them should they wish you to.

2. They play an active role in the assessment of a young person's presenting needs with particular regard to the following areas:

- ⊖ **Physical Needs** - monitoring height & weight (in liaison with the School Nurse) - personal hygiene - appearance - diet – medical conditions – personal appearance and attire.
- ⊖ **Social Needs** - familiarisation with specific interests - network of friends & family – skill and abilities in social interaction - quality of relationships with adults, peers and the wider community.
- ⊖ **Intellectual Needs** - noting special educational needs – additional educational needs - school programmes – impact of IEP's / Personal Education Plans (CLA pupil).
- ⊖ **Emotional Needs** - awareness of the individual ability to understand, control and express feelings, their level of self-awareness and selfworth, ability to consider the future and emotional development over time. This may include referring them to one of our therapeutic counsellors; with their permission.
- ⊖ **Spiritual / Cultural / Moral development Needs** - identifying any religious observances / preferences, cultural needs, and the level of moral development of the young person. Look at how to address these developmental needs and put this into action where possible.

3. They provide an on-going assessment, monitoring and evaluation of a young person's needs. This involves:

- Familiarisation of the content and Outcomes within the young person's Educational, Health and Care Plan.
- Familiarisation with the contents of the young person's main file and all administration concerning Farney Close School work with the young person following their arrival.
- Discussion with the young person on their perception of their own needs with clear plans to address these needs agreed between you.
- Establishing a relationship with the young person's family / carers and any other relevant agencies who may be involved with the young person.
- To support and maintain the following areas of administration to a high standard:
 - Behaviour Support Plan & Risk Assessment
 - Young people's main files
 - Pupil Profile information
 - Independence Skills Assessments
 - Incident reports (CPOMS)
 - Liaison report forms (CPOMS)
 - Child protection and Safeguarding reports
 - CLA reports
 - End of Term Reports
 - Annual review of statement reports
 - End of year reports
 - Any other administration or letters or report as approved or directed by the Principal, Vice Principal, Deputy Head, Head of Education and Head of Care.
 - CPOMS and iSams entries.

4. They maintain high-quality liaison with:

- The young person's family / carers maintaining regular telephone and email contact, carrying out home visits where necessary.
- Colleagues, Teachers, Social Workers, and other involved professionals.
- Local Authority Administrative Officers for the purpose of information sharing.
- Whilst such liaison can be established formally via attendance at Reviews, Case Conference and visits, there should also be regular informal communication.

- To inform the Principal, Vice Principal, Head of Education and Head of Care if they have any areas of concern regarding the young person so that the relevant action can be taken.

5. They work with all staff at Farney Close to prepare the young person for leaving Farney Close, taking into consideration:

- Their independence skills.
- Their social skills.
- Where they are going to live.
- Further education or employment such as College application and / or Apprenticeships.
- Employability skills.
- Networks that might be needed to support them and help keep them safe.

These delegated workers (or person requested to do so) will ensure that the parents, carers and professional network are kept fully informed of their child's behaviour in school. This includes behaviours to be celebrated as well as those that young people need to know are unacceptable.

End of the school day:

Teaching Assistants will stay with the day pupils, in the school conference room, at 4pm until their transport arrives to collect them.

If a young person has not gained enough school points or/and walked out of class, then they will need to attend Detention until their taxi arrives. They will complete any outstanding detention during lunchtime the following day.

Phone calls will be made by the young persons Link-Worker, where it is important that information is shared prior to the young person arriving home. If they are unavailable to make these calls the task will be taken up by the evening duty team or delegated by a member of the SLT to a relevant adult.

All incidents will be logged by the relevant adult (present at point of incident) on CPOMs.

Appendix 1.

<p style="text-align: center;">Farney Close School Work streams for the day pupil link worker's</p>	<p style="text-align: center;">Frequency</p>
<p>If your day link child is absent from school, in liaison with the Referral and Inclusion Officer or Assistant to the Head of Care, phone home. Record on CPOMS why they are not in and ensure staff are aware of reason.</p>	
<p>Attempt to get children into school that may be refusing. This may involve picking them up from home and bringing them in. To be undertaken alongside Referrals and Inclusion Officer.</p>	
<p>As a day pupil link worker please check in with your link child on days that you are in Farney during school hours.</p>	
<p>Complete CPOMS entries when involved with any positive or negative behaviours/actions/events re your day link child. Always tag relevant tutor into these entries.</p>	<p>Ongoing Daily Tasks</p>
<p>Feedback to parents and carers any positive or negative behaviours/actions/events involving your day link child. Record on CPOMS. Contact should be made via telephone or email at least once per week. Where a notable incident has taken place, this should be communicated on the day it happens.</p>	
<p>Induct new day pupils that you are link worker for including gathering permission forms. etc and Updating permissions forms for all day pupils, e.g., photo and swimming permission. Liaise with Referrals and inclusion Officer to ensure that all pupils photo is taken and kept up to date on iSams.</p>	
<p>Keep all people informed of any relevant information involving your day link child e.g. DSL, SLT, Tutors (who also hold the role of Link Worker / pastoral care), Referrals and Inclusion Officer, School Social Worker, SEND and School Nurse.</p>	
<p>Work with your day link child, and their parents/carers, as to how they wish to spend their school pocket money and facilitate them in doing this, keeping their individual Farney Account up to date.</p>	
<p>Inform your day link child, and parents / carers, when there are after school events open to them.</p>	<p>Half Termly &</p>
<p>Contribute (verbally) to the tutors termly reports re pastoral / behaviour of your day link child.</p>	

Review and update your day link child's individual Risk Assessments & Behaviour Support Plans each term or more often if required.

Contact the parent / carer of your day pupils to see how their breaks have been following each holiday. Record on CPOMS and report this back to in feedback meeting.

Ongoing