



**Healthy Schools**  
Healthier Living & Learning

# PRUs Achieving

## National Healthy Schools Status



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# Guidance for PRUs

## Introduction

This guidance has been written to help Pupil Referral Units (PRUs) to achieve the criteria for all four core themes of the National Healthy Schools Programme (NHSP), in order to achieve National Healthy School Status (NHSS). It should be used alongside the NHSP's Whole School Approach (WSA) document, Outcomes booklet and all other guidance in the support material folder. These can be found either on the Healthy Schools website or please contact your local Healthy Schools Co-ordinator.

This guidance is suitable for a wide audience, but is mainly targeted at PRU leaders, teachers leading PRUs in achieving NHSS, management committees, Local and Regional Co-ordinators of the NHSP, and colleagues with a health improvement remit.

A number of local authority Healthy Schools Co-ordinators have contributed to this guidance. They have made the suggestions for improvements and have supplied case studies from their authorities to help provide you with ideas of how these criteria can be met. They have made it a practical guide for PRUs to move forward and achieve NHSS. The **national criteria have not changed** for PRUs, but there have been some amendments to the minimum evidence in order for PRUs to engage fully with the NHSP. These can be seen in an additional download. These amendments do not reduce the rigour of the NHSP.

To achieve NHSS, PRUs must meet all the criteria under the four core themes using the whole PRU community. Whether a PRU has just joined the NHSP, or has already achieved NHSS, this document can act as a point of reference to inspire different approaches. It can enable PRUs to learn from good practice in others, and can help to develop a personalised approach for a PRU to adopt, own and be proud of when achieving a truly healthy unit/setting.

# Background on the NHSP

The NHSP is a programme of choice for addressing health improvement and learning priorities with school-age children and young people, in all types of educational settings, including PRUs.

NHSS is achievable for PRUs as a number of them have already proved. The Government is committed to help all schools become healthy schools and recognises the importance of a sound education in promoting better health and emotional wellbeing for all children and young people, particularly those who are socially and economically disadvantaged. We are on track to achieve the 2004 White Paper 'Choosing Health' commitment to have all schools working towards NHSS by December 2009, with 75% achieving the criteria.

The NHSP is supporting schools and local authorities in achieving a number of related national targets by 2008-2010 including:

- reducing inequalities between the level of development achieved by children and young people in the 20% most disadvantaged areas and the rest of England
- extending school provision available in every locality
- halting the rise in obesity amongst children under 11
- improving school attendance
- increasing the proportion of children and young people who spend a minimum of two hours each week on PE and sport to 85%.

The Whole School/Setting Approach is central to the NHSP. Achieving NHSS and continuing to deliver health and learning benefits for children and young people, relies on effective and transparent partnerships with the whole school community – all children, young people, staff, parents/carers and the management group – and a proactive approach to working with local services.



# Definition of a PRU

A PRU is 'any school established and maintained by a local education authority which is specially organised to provide suitable education for pupils of compulsory school age who are otherwise out of school and/or not gaining qualifications, and which is not a mainstream or special school.' (Guidance for local authorities and schools – Pupil Referral Units and alternative provision)

Local authorities have a duty under Section 19 of the Education Act 1996 to provide suitable education for children and young people of compulsory school age who cannot attend mainstream or special schools for whatever reason. Placing them in PRUs is just one of the ways in which local authorities can ensure that these children and young people receive a suitable education.

Local authorities operate different models of PRU provision, developed to meet local circumstances and in line with local policies. Models of provision by local authorities that may be included in the blanket term 'PRU' include:

- provision on a single site
- provision on several sites under a single management structure
- peripatetic Pupil Referral Service (particularly in rural areas)
- hospital and home teaching services, or discrete parts of a service which provide education in a unit or school type setting
- some hospital provision
- separate provision for young mothers/pregnant school girls.

From the 1st February 2008 management groups are statutory. This will mean that there will be a number of people represented on the group that act as an advisory group for the PRU. For example, there may be someone from the local authority, a representative from another school and a parent. This will enable partnership working and encourage decisions which could impact on the NHSP principles.



# What role should PRUs play?

With vulnerable children and young people, the PRU is an essential place to allow them to develop their knowledge and understanding about how to be happy and healthy. The lifelong learning skills they need to make appropriate choices and to develop a positive attitude towards health can all be supported at the PRU through achieving NHSS. It is also important that messages about healthy lifestyles are consistent to help encourage healthier behaviour within and beyond the school environment. PRUs can help provide these by involving the whole PRU community.

There is already a lot of good work and practice happening and many PRUs have the majority of principles from the NHSP in place. The ethos that is developed in order to help make these units/ settings effective with the work that they achieve is an essential part of the NHSP. PRUs are also good at being creative with work and can be effective with adapting the curriculum to fit their children and young people's needs. This is also essential for the NHSP to work successfully.

## **Benefits**

What difference does the NHSP make and could it make to the vulnerable children and young people that are based in a PRU? The answer is at least the same benefits that every mainstream or special school can achieve, which include:

- sustained school improvement brought about by the NHSP Whole School Approach
- a faster rate of improvement in terms of achievement in pupil performance and in adopting healthier lifestyles, than other schools
- a tendency to be more inclusive
- enhanced PSHE provision
- children and young people reporting a diminished fear of bullying and reduced likelihood of using illegal drugs
- more effective liaison between home and school, and school and external support agencies.

# Existing requirements of a PRU and how they fit with the NHSP

## Legal requirements for Pupil Referral Units

### These can be found at:

[www.dfes.gov.uk/publications/guidanceonthelaw/11-99/referral.htm](http://www.dfes.gov.uk/publications/guidanceonthelaw/11-99/referral.htm)

There are a number of requirements that a PRU must have in place, which will mean that some of the criteria for NHSS will already have been met.

- A PRU must have a SEN Policy and appropriate Child Protection Procedures. With these in place, a PRU is meeting some aspects of the NHSS PSHE criterion:

**1.5** Has up-to-date policies in place  
– developed through wide consultation, implemented, monitored and evaluated for impact covering Sex and Relationship Education, Drug Education and Incidents, Safeguarding, and Confidentiality

- PRUs should offer a broad and balanced curriculum, which promotes the spiritual, moral, cultural, mental and physical development of pupils and of society and prepares pupils for the opportunities, responsibilities and experiences of adult life. In addition, the curriculum need not be the full national curriculum, but must still meet the needs of the learners. With this in place, a PRU is likely to be meeting the NHSS PSHE criterion:

**1.1** Uses the PSHE framework to deliver a planned programme of PSHE, in line with relevant DCSF/QCA guidance

- PRUs teaching young people of secondary age must provide Sex and Relationships Education and must have a written statement of policy on the content and organisation of Sex and Relationships Education. With this in place, a PRU is meeting some aspects of the NHSS PSHE criteria:

**1.1** Uses the PSHE framework to deliver a planned programme of PSHE, in line with relevant DCSF/QCA guidance

**1.5** Has up-to-date policies in place  
– developed through wide consultation, implemented, monitored and evaluated for impact covering Sex and Relationship Education, Drug Education and Incidents, Safeguarding, and Confidentiality

- Assessing progress and attainment is crucial. PRUs do not have to assess children and young people at the end of each key stage, but should consider in individual cases whether assessment would be useful. Teachers in PRUs need to have high expectations of the potential of their learners, many of whom will have had a negative experience of education. Learners' needs should be assessed, plans drawn up to address these needs and realistic challenges and targets set. A whole setting approach to assessment will help ensure the curriculum is relevant and meaningful, and should be applied to all subject areas, including PSHE. With this in place, a PRU is meeting most aspects of the NHSS PSHE criteria:

**1.2** Monitors and evaluates PSHE provision to ensure the quality of learning and teaching

**1.3** Assesses children and young people's progress and achievement in line with QCA guidance

- Within a PRU, the management committee should help staff identify development needs to promote high standards, and provide opportunities for career development and in-service training such as in PSHE, SRE, Food Technology, hygiene, Physical Activity or SEAL. This is a key part of the NHSP's principles and can be used as evidence against a number of NHSS criteria depending on what training is being received:

**1.4** Has a named member of staff responsible for PSHE provision with status, training and appropriate Senior Leadership support within the school

**1.10** Ensures provision of appropriate PSHE professional development opportunities for staff – such as the National PSHE CPD Programme for teachers and nurses offered by the DH/DCSF

**2.2** Ensures provision of training in practical food education for staff, including diet, nutrition, food safety and hygiene

**3.9** Ensures that there is appropriate training provided for those involved in providing physical activities

**4.7** Provides appropriate professional training for those in a pastoral role

- The teacher in charge of the PRU is responsible for maintaining good order and discipline. All PRUs must have a Behaviour Policy which should be reviewed annually. It should promote positive behaviour and high expectations of children and young people, and cover how the PRU will deal with bullying. With this in place, a PRU will be meeting most aspects of the NHSS Emotional Health and Wellbeing (EHWB) criteria:

**4.2** Provides clear leadership to create and manage a positive environment which enhances emotional health and wellbeing in school – including the management of the Behaviour and Rewards Policies

**4.6** Has a clear policy on bullying, which is owned, understood and implemented by the whole school community



# Guidance for local authorities and schools – Pupil Referral Units and alternative provision

## This can be found at:

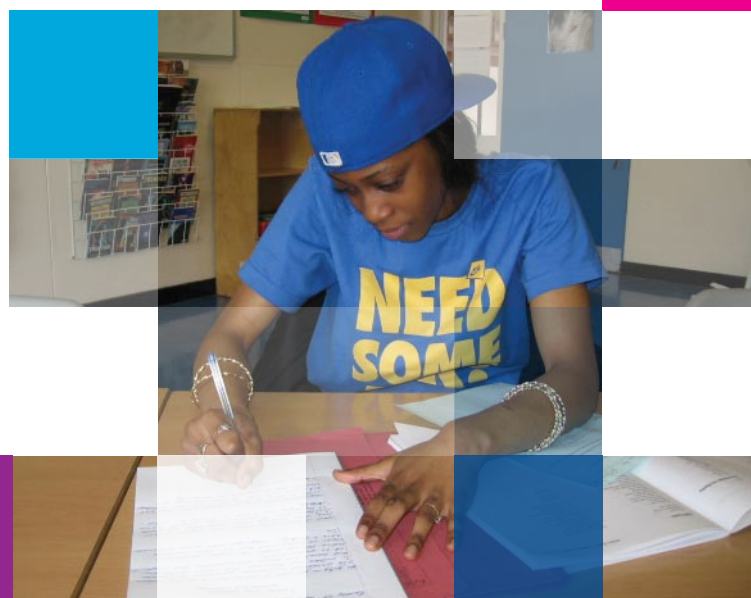
[www.publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=LEA%2f0024%2f2005&](http://www.publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=LEA%2f0024%2f2005&)

The guidance referred to above provides a practical resource to support local authorities in providing education for children and young people educated in PRUs. We have identified a few suggestions from the guidance booklet that contribute to the NHSP.

The guidance reflects the Government's commitment to help all schools become healthy schools and recognises the importance of a sound education in promoting better health and emotional wellbeing for all children and young people, particularly those who are socially or economically disadvantaged.

The guidance highlights that a PRU must have in place a broad and balanced curriculum, which should include PSHE, and that the progress and attainment of children and young people must be monitored. These aspects can provide evidence for many of the NHSS criteria. The guidance emphasises that the management group and/or local authority should provide all PRU staff with an entitlement to access CPD, as in mainstream settings, which is an expectation reflected throughout the NHSS criteria.

The guidance recognises that the support of parents/carers can be a key determinant in the success of a child or young person's educational placement. It therefore recommends that to support the PRU, the local authority should involve parents/carers at an early stage in discussions about their child's placement. It is good practice for PRUs to establish these links, develop strong relationships and involve parents/carers in consultation. Again, these aspects can help a PRU to achieve many of the NHSS criteria, particularly those which relate to consultation with parents/carers.



# Good practice seen that promotes the NHSP principles

Pupil Referral Units. Establishing successful practice in Pupil Referral Units and local authorities. Ofsted. September 2007

## This can be found at:

[www.ofsted.gov.uk/assets/3994.pdf](http://www.ofsted.gov.uk/assets/3994.pdf)

The above document includes some suggestions of good practice that relate to the NHSP principles and NHSS criteria. It can be used along with the good practice case studies, which support this document, to help you become a healthy PRU. HMI and additional inspectors visited 28 PRUs in 22 local authorities between October 2006 and March 2007. During the survey, Ofsted inspected good and outstanding PRUs at KS3 and KS4, as well as holding discussions with local authorities to identify factors which contributed to the success. We have included some of their findings below.

'One PRU leader described a safe, happy and emotionally healthy environment as 'the foundation stone for learning'. The PRU believed strongly in holistic improvement and a 'journey of the individual'. The staff worked very effectively to build positive relationships and believed strongly in pupils' potential.'

'Over half the PRUs visited had insufficient space to teach PE. However, eight PRUs made particularly effective arrangements with other providers to compensate and to give pupils a good quality PE experience. At one PRU, pupils took athletics, basketball, hockey and football lessons during the year and attended weekly swimming lessons

where they could gain awards. Another offered badminton, squash, tennis, swimming, table tennis, basketball and trampolining. Another example was an annual 20-day outdoor education course included archery, abseiling, coracle building and wood turning. These opportunities increased pupils' confidence and their physical competence, as well as helping them to face unfamiliar situations, work as a team and become more tenacious.'

'All the PRUs visited placed a strong emphasis on PSHE and on personal development throughout the curriculum. Typically, they focused on preparing pupils for reintegration into school or college; the development of good social skills, resilience and self-control was continuous.'

'All the PRUs visited knew pupils' social and behavioural needs well and regularly monitored their progress. Those with pupils who had been excluded set targets for their behaviour and monitored them through methods such as log books, daily feedback sheets, report cards and wall charts. These were used effectively to inform the regular discussions between the pupil and an identified member of staff. Rewards and certificates were used well to motivate pupils.'

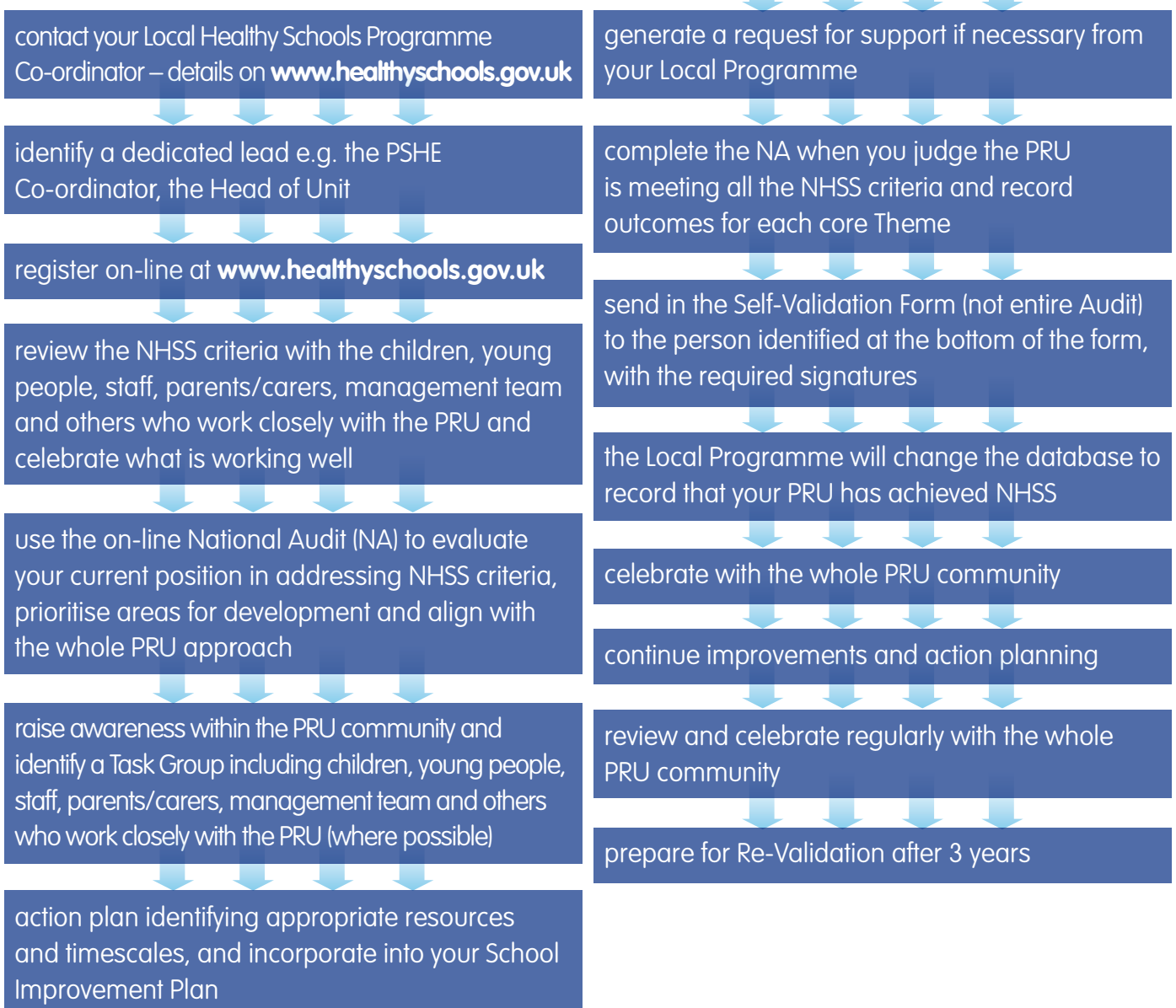
'All the PRUs visited engaged a wide range of agencies to help pupils to be healthy and safe. Partnerships with the Connexions service were particularly strong. Partners such as the school nurse, local emergency services, drugs counsellors and charities were used effectively to support PSHE and the teaching of citizenship. In one LA, a multi-agency team approach helped to ensure that the support was well coordinated. PRUs for young mothers had good involvement from health visitors and midwives.'

'Sixteen of the LAs thought it was important to establish positive relationships with parents at an early stage and had effective and appropriate procedures for this. One LA asked parents to sign an agreement to support their child in improving attendance and behaviour. Staff from the PRU regularly visited homes, developed good relationships and offered support. The PRU kept parents informed about their child's progress, enabling them to feel involved as well as supported. As a result, the parents felt more confident in helping with school work, supporting their child to meet targets for behaviour, and in knowing what was going on.'



# Below are the steps we recommend your PRU takes to gain National Healthy School Status

## Process of Self-Validation:



Annex A and this guidance provide tips and hints on how PRUs can work towards NHSS, and case studies to show you how others have achieved it.

## Final thoughts from children and young people that are educated in a PRU that has achieved NHSS

“I am able to stay calm in lots of situations now and it’s helped me think about why I do different things and how that makes me feel.”

“I learned a lot besides the curriculum. It helped to talk to people who listen and understand.”

“You have the chance to make your own choices – very important for teenagers.”

“I didn’t know if I could get through a week without drugs, but I managed it.”

These quotes express the difference and contribution that the NHSP has made to children and young people’s lives.

**There is a lot of very good work happening already in PRUs which is making a difference for many children and young people. Every PRU should seek to achieve National Healthy School Status as it’s the time to create happy and healthy lives for all children and young people.**

# References

Legal requirements for Pupil Referral Units

[www.dfes.gov.uk/publications/guidanceonthelaw/11-99/referral.htm](http://www.dfes.gov.uk/publications/guidanceonthelaw/11-99/referral.htm)

Guidance for local authorities and schools – Pupil Referral Units and alternative provision

[www.publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=LEA%2f0024%2f2005&](http://www.publications.teachernet.gov.uk/default.aspx?PageFunction=productdetails&PageMode=publications&ProductId=LEA%2f0024%2f2005&)

Pupil Referral Units. Establishing successful practice in Pupil Referral Units and local authorities. Ofsted. September 2007

[www.ofsted.gov.uk/assets/3994.pdf](http://www.ofsted.gov.uk/assets/3994.pdf)

# Additional Guidance for PRUs

PRU accommodation guidance

[www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings/schooldesign/Pupil\\_Referral\\_Units/](http://www.teachernet.gov.uk/management/resourcesfinanceandbuilding/schoolbuildings/schooldesign/Pupil_Referral_Units/)

Guidance on management committees

[www.governornet.co.uk/publishArticle.cfm?contentid=1386&topicAreald=7&pageStart=1&sortOrder=title&searchWhere=all&searchString=management%20committees](http://www.governornet.co.uk/publishArticle.cfm?contentid=1386&topicAreald=7&pageStart=1&sortOrder=title&searchWhere=all&searchString=management%20committees)

National Association of PRUs

[www.prus.org.uk/ajax/index.html](http://www.prus.org.uk/ajax/index.html)

# Criteria & minimum evidence for PRUs

On the following pages is the amended minimum evidence for a PRU.

**Please note that the criteria has not changed.**

A PRU is 'any school established and maintained by a local education authority which is specially organised to provide suitable education for pupils of compulsory school age who are otherwise out of school and/or not gaining qualifications, and which is not a mainstream or special school.' (Guidance for local authorities and schools – Pupil Referral Units and alternative provision)



## PSHE

Criteria A Healthy School:	Minimum evidence	What this could look like
<p><b>1.1</b></p> <p>Uses the PSHE framework to deliver a planned programme of PSHE, in line with relevant DCSF/QCA guidance</p> <p><b>Ofsted self evaluation</b> 4a, 4b, 4c, 4e, 5a, 5b, 5c</p>	<ul style="list-style-type: none"> <li>• The Programme of Study (PoS), and supporting Schemes of Work (SoW) within the PRU clearly reflect the DCSF/ QCA guidance in particular personal, social and emotional aspects of learning</li> <li>• Schemes of Work <b>are planned and appropriate for the children and young people and</b> also include the involvement of external agencies (see 1.7 below)</li> </ul>	<p><b>Tips and Hints</b></p>
<p><b>1.2</b></p> <p>Monitors and evaluates PSHE provision to ensure the quality of teaching and learning</p> <p><b>Ofsted self evaluation</b> 2a, 2b, 2c, 4a, 4b, 4c, 4d, 4e, 4f, 5a, 5b, 7b</p>	<ul style="list-style-type: none"> <li>• The PRU can evidence how the views of children, young people and teaching staff are used to monitor and evaluate PSHE</li> <li>• Methods of involving children and young people in monitoring are clear from the Schemes of Work</li> <li>• The Programme of Study and Schemes of Work are regularly reviewed for appropriateness and relevance to children and young people</li> <li>• Learning and teaching in PSHE is in line with the PRU's Learning and Teaching Policy</li> </ul>	
<p><b>1.3</b></p> <p>Assesses children and young people's progress and achievement in line with QCA guidance</p> <p><b>Ofsted self evaluation</b> 3a, 4a, 4b, 4c, 4d, 4e, 4f, 5a</p>	<ul style="list-style-type: none"> <li>• The PRU must have considered the QCA end of key stage statements in assessing progress and achievement, and this must help to inform PRU practice</li> <li>• The PSHE Co-ordinator has a clear plan on how progress and achievement in PSHE is assessed, recorded and reported on</li> <li>• Children, young people and staff can clearly identify progress</li> <li>• Children and young people are aware of how their progress and achievement in PSHE is assessed</li> <li>• PSHE is referred to in the PRU's Assessment Policy or the assessment system within the PRU</li> </ul>	
<p><b>1.4</b></p> <p>Has a named member of staff responsible for PSHE provision with status, training and appropriate Senior Leadership support within the school</p> <p><b>Ofsted self evaluation</b> 6a</p>	<ul style="list-style-type: none"> <li>• The named member of staff reports that s/he has appropriate Senior Leadership Team (SLT) support within the PRU</li> <li>• The named member of staff can clarify that s/he receives time to complete the role in line with other subject Co-ordinators</li> <li>• The named member of staff has had recent training on aspects of PSHE (within the last two years)</li> </ul>	



<p><b>1.5</b></p> <p>Has up-to-date policies in place – developed through wide consultation, implemented, monitored and evaluated for impact covering Sex and Relationship Education, Drug Education and Incidents, Safeguarding, and Confidentiality</p> <p><b>Ofsted self-evaluation</b> 2a, 2b, 2c, 4a, 4b, 4d, 4e, 4f, 6a, 7c</p>	<ul style="list-style-type: none"> <li>• Children, young people, staff, parents/ carers and the management group have <b>been given the opportunity to be involved in the consultation</b> about these policies</li> <li>• Children, young people, staff and other relevant stakeholders can outline their role in the review of these policies</li> <li>• The <b>PRU</b> has a Confidentiality Policy or it is referred to in a range of other policies</li> <li>• The <b>PRU</b> has a SRE Policy <b>overseen by the management group</b></li> <li>• The <b>PRU</b> has a Drug Education Policy in line with DCSF guidance <b>and has been approved by the management group</b></li> <li>• The <b>PRU</b> has a Managing Drug Related Incident Policy (can be part of a Behaviour Policy or Drug Education Policy)</li> <li>• The <b>PRU</b> has a Safeguarding Policy</li> </ul>	
<p><b>1.6</b></p> <p>Has an implemented Non-Smoking Policy</p> <p><b>Ofsted self evaluation</b> 2a, 2b, 2c, 4a, 4d, 4e, 4f, 6a, 7c</p>	<ul style="list-style-type: none"> <li>• The <b>PRU</b> is a smoke-free site <b>according to legal requirement</b> (please note the exception of the caretaker’s house)</li> <li>• Children, young people, staff, parents/ carers and <b>the management group</b> have been involved in the development of a smoke-free site</li> <li>• The <b>PRU</b> is proactive in providing information and support for smokers to quit e.g. promoting access to smoking cessation classes</li> </ul>	<p><b>Case Study</b> Key Stage 4 PRU, Weston super Mare</p> <p><b>Tips and Hints</b></p>
<p><b>1.7</b></p> <p>Involves professionals from appropriate external agencies to create specialist teams to support PSHE delivery and to improve skills and knowledge, such as a school nurse, sexual health outreach workers and drug education advisers</p> <p><b>Ofsted self evaluation</b> 2a, 2b, 2c, 4b, 4f, 5a, 5b, 5c, 6a, 7c</p>	<ul style="list-style-type: none"> <li>• Schemes of Work reflect appropriate involvement of outside agencies</li> <li>• The roles of such professionals are planned into the Schemes of Work and their contribution evaluated</li> <li>• There is a policy or guidelines about the role of external visitors to support the Schemes of Work including monitoring and evaluation of their input/contribution</li> </ul>	<p><b>Case Study</b> Key Stage 4 PRU, Weston super Mare</p> <p><b>Case Study</b> The Park campus, Lambeth</p> <p><b>Case Study</b> Holyoakes Field PRU, Worcestershire</p>

<p><b>1.8</b></p> <p>Has arrangements in place to refer children and young people to specialist services who can give professional advice on matters such as contraception, sexual health and drugs</p> <p><b>Ofsted self evaluation</b> 2a, 2b, 2c, 4b, 4f, 5b, 5c, 6a, 7c</p>	<ul style="list-style-type: none"> <li>• The PRU has clear protocols that are understood by staff</li> <li>• In PRUs children, young people and staff are aware of how to access specialist services</li> <li>• Information for children, young people and staff from appropriate support agencies is promoted</li> <li>• Children and young people know how to access specialist services when required</li> </ul>	<p><b>Case Study</b> The Park Campus, Lambeth</p> <p><b>Case Study</b> Holyoakes Field PRU, Worcestershire</p>
<p><b>1.9</b></p> <p>Uses local data and information to inform activities and support important national priorities such as reducing teenage pregnancies, sexually transmitted infections and drug/alcohol misuse</p> <p><b>Ofsted self evaluation</b> 4a, 4b, 4c, 4f, 5b, 6a, 7b, 7c</p>	<ul style="list-style-type: none"> <li>• The PRU uses local data to inform curriculum provision, where appropriate, and takes advice from health professionals such as a member of the community nurse services or local PCT about how the activities of the National Healthy Schools Programme supports national priorities</li> </ul>	<p><b>Case Study</b> The Park Campus, Lambeth</p>
<p><b>1.10</b></p> <p>Ensures provision of appropriate PSHE professional development opportunities for staff – such as the National PSHE CPD Programme for teachers and nurses offered by the DH/DCSF</p> <p><b>Ofsted self evaluation</b> 6a</p>	<ul style="list-style-type: none"> <li>• There is a planned programme for CPD linked to PSHE</li> <li>• This programme is accessible to all teachers of PSHE and staff who support it</li> <li>• Staff report effective impact on their professional development by the PRU's CPD programme</li> </ul>	<p><b>Tips and Hints</b></p>
<p><b>1.11</b></p> <p>Has mechanisms in place to ensure all children and young people's views are reflected in curriculum planning, learning and teaching and the whole school environment, including those with special educational needs and specific health conditions, as well as disaffected children and young people, young carers and teenage parents</p> <p><b>Ofsted self evaluation</b> 2a, 2b, 2c, 4c, 4d, 4e, 4f, 5a, 5b, 7c</p>	<ul style="list-style-type: none"> <li>• The PRU has well-embedded mechanisms, such as a PRU council, year or class councils, circle time or structured and collated consultation sessions that allow both consultation and feedback</li> <li>• The PRU can demonstrate what has changed in aspects of curriculum planning, learning and teaching and the PRU environment as a result of children and young people's views</li> </ul>	<p><b>Case Study</b> St John's PRU, Worcester, Worcestershire</p> <p><b>Case study</b> Eastbourne PRU, East Sussex</p> <p><b>Tips and Hints</b></p>

## Healthy Eating

<p><b>2.1</b></p> <p>Has an identified member of the Senior Leadership Team to oversee all aspects of food in schools</p> <p><b>Ofsted self evaluation 6a</b></p>	<ul style="list-style-type: none"> <li>• There is a named member of the Senior Leadership Team (SLT) to oversee all aspects of food in the <a href="#">PRU</a></li> <li>• The person's role in relation to healthy eating is known by staff</li> </ul>	
<p><b>2.2</b></p> <p>Ensures provision of training in practical food education for staff, including diet, nutrition, food safety and hygiene</p> <p><b>Ofsted self evaluation 6a</b></p>	<ul style="list-style-type: none"> <li>• This criterion should directly support 2.9</li> <li>• The <a href="#">PRU's</a> CPD file evidences how staff needs regarding practical food education are identified</li> <li>• Staff (such as Food Technology and PSHE teachers) can discuss their experience of appropriate CPD – examples might include the local training by community dietitians, DCSF Food Partnerships Programme, food safety and hygiene courses etc.</li> </ul>	<p><b>Tips and Hints</b></p>
<p><b>2.3</b></p> <p>Has a whole school Food Policy – developed through wide consultation, implemented, monitored and evaluated for impact</p> <p><b>Ofsted self evaluation 2a, 2b, 2c, 4d, 4e, 6a, 7c</b></p>	<ul style="list-style-type: none"> <li>• Children, young people, staff, parents/carers, <a href="#">the management group</a>, caterers <a href="#">and other appropriate adults/agencies are given the opportunity</a> to be involved in policy development and can describe their involvement</li> <li>• A policy is available covering all aspects of food and drink at <a href="#">the PRU</a>, including appropriate curriculum links, reference to policy regarding packed lunches/food brought into <a href="#">the PRU</a> and children or young people going off-site to purchase food</li> <li>• The policy is referred to in the <a href="#">PRU's documents</a></li> <li>• The policy is regularly communicated to the entire <a href="#">PRU</a> community</li> <li>• The policy and its impact is reviewed on an ongoing basis to reflect current DCSF standards</li> </ul>	<p><b>Tips and Hints</b></p>
<p><b>2.4</b></p> <p>Involves children and young people and parents/carers in guiding food policy and practice within the school, enables them to contribute to healthy eating and acts on their feedback</p> <p><b>Ofsted self evaluation 2a, 2b, 2c, 4a, 4d, 4e, 6a</b></p>	<ul style="list-style-type: none"> <li>• Children, young people and parents/carers have been given the opportunity to be involved in guiding the PRUs Food Policy and their involvement is recorded</li> <li>• Children/young people and parents/carers agree that their feedback relating to policy has been appropriately considered</li> </ul>	

<p><b>2.5</b></p> <p>Has a welcoming eating environment that encourages the positive social interaction of children and young people (see Food in Schools guidance)</p> <p><b>Ofsted self evaluation</b> 4a, 4d, 6a</p>	<ul style="list-style-type: none"> <li>• The PRU has developed healthy/ welcoming aspects of the eating environment - including display and labelling of food, promoting healthy eating, ready availability of water, queuing arrangements (if applicable), adequate time available to purchase and eat meal, non-stigmatisation of FSME children and young people, social dining and cleanliness</li> <li>• Children, young people and staff feel that the eating area makes a positive contribution to the dining experience – including adequate time available to eat their meal and avoiding stigmatisation of FSME children and young people</li> </ul>	<p><b>Case Study</b> Kidderminster PRU, Worcestershire</p> <p><b>Case Study</b> The Larch Centre, Weston-super-Mare, North Somerset</p> <p><b>Tips and Hints</b></p>
<p><b>2.6</b></p> <p>Ensures that breakfast club, tuck shop, vending machine and after- school food service (where available in school) meets or exceeds current DCSF school food standards</p> <p><b>Ofsted self evaluation</b> 4a, 6a, 7c</p>	<p>Where service is provided:</p> <ul style="list-style-type: none"> <li>• The breakfast club meets or exceeds the current DCSF standards</li> <li>• The tuck shop meets or exceeds the DCSF standards</li> <li>• The vending machine meets or exceeds the DCSF standards</li> <li>• The named member of the SLT and the management group (and Head Caterer where involved in service provision) agree that the non-lunch standards are being met and reviewed regularly</li> </ul>	<p><b>Case Study</b> The Larch Centre, Weston-super-Mare, North Somerset</p>
<p><b>2.7</b></p> <p>Has a school lunch service that meets or exceeds current DCSF standards for school lunches</p> <p><b>Ofsted self evaluation</b> 4a, 6a, 7c</p>	<ul style="list-style-type: none"> <li>• The PRU lunch service meets or exceeds the current DCSF standards for lunches</li> <li>• The named member of the SLT, the management group and Head Caterer, where involved agree that the DCSF standards for lunch are being met and review this regularly (at least termly)</li> <li>• Healthy options are promoted</li> <li>• The caterer can say how minority ethnic and medical/allergy needs have been considered/incorporated in menu planning</li> <li>• There is appropriate guidance (promoting healthier options) given to children and young people who have packed lunches and their parents/carers</li> </ul>	<p><b>Case Study</b> Burton House, Cheltenham</p>
<p><b>2.8</b></p> <p>Monitors children and young people’s menus and food choices to inform policy development and provision</p> <p><b>Ofsted self evaluation</b> 2a, 2b, 2c, 4a, 6a, 7b, 7c</p>	<ul style="list-style-type: none"> <li>• The PRU has developed a system for monitoring menus and choices</li> <li>• The named member of the SLT, the management group and the Head Caterer where applicable can demonstrate that they use data and how it influences developments</li> </ul>	

<p><b>2.9</b></p> <p>Ensures that children and young people have opportunities to learn about different types of food in the context of a balanced diet (using 'The eatwell plate'), and how to plan, budget, prepare and cook meals, understanding the need to avoid the consumption of foods high in salt, sugar and fat and increase the consumption of fruit and vegetables</p> <p><b>Ofsted self evaluation</b> 4a, 4f, 5a, 5b</p>	<ul style="list-style-type: none"> <li>• There are Schemes of Work for Healthy Eating found in Food Technology, PSHE and other subject areas</li> <li>• The Schemes of Work and/or out-of-hours activity incorporates age and ability appropriate lessons on a balanced diet, planning, budgeting, preparing, and cooking skills, for ideas and support</li> <li>• The curriculum considers the emotional aspects of food, the nature of eating disorders, the role of the media and is appropriately connected to aspects of emotional health and wellbeing</li> <li>• A curriculum map is being developed or is in place</li> </ul>	<p><b>Case Study</b> The Whitminster Centre, Stroud</p> <p><b>Case Study</b> Kidderminster PRU, Worcestershire</p> <p><b>Case Study</b> Burton House, Cheltenham</p> <p><b>Case Study</b> Clatterford PRU, Isle of Wight</p> <p><b>Case Study</b> Swindon Hospital and Home Education service, Swindon</p> <p><b>Case Study</b> The Larch Centre, Weston-super-Mare, North Somerset</p> <p><b>Tips and Hints</b></p>
<p><b>2.10</b></p> <p>Has easy access to free, clean and palatable drinking water, using the Food in Schools guidance</p> <p><b>Ofsted self evaluation</b> 4a, 6a</p>	<ul style="list-style-type: none"> <li>• Children, young people and staff say they have access to free, clean and palatable drinking water at lunch-time and throughout the day, and have been consulted about where it is located</li> <li>• The PRU is monitoring the availability of water and ensures it is being used by children and young people</li> <li>• Water consumption is encouraged and promoted</li> </ul>	
<p><b>2.11</b></p> <p>Consults children and young people about food choices throughout the school day using school councils, Healthy School Task Groups or other representative pupil bodies</p> <p><b>Ofsted self evaluation</b> 2a, 2b, 2c, 4a, 4e, 4f, 7c</p>	<ul style="list-style-type: none"> <li>• Children and young people say that they are regularly (at least termly) and appropriately consulted about food choices – including PRU meals and food and drink other than lunch</li> </ul>	<p><b>Case Study</b> St John's PRU, Worcester, Worcestershire</p> <p><b>Case study</b> Eastbourne PRU, East Sussex</p> <p><b>Case Study</b> The Larch Centre, Weston-super-Mare, North Somerset</p>

## Physical Activity

<p><b>3.1</b></p> <p>Provides clear leadership and management to develop and monitor its Physical Activity Policy</p> <p><b>Ofsted self evaluation</b></p>	<ul style="list-style-type: none"> <li>• There is a named person in the PRU who leads policy and practice in the development of Physical Activity and is known to all staff in that role</li> </ul>	
<p><b>3.2</b></p> <p>Has a whole school Physical Activity Policy – developed through wide consultation, implemented, monitored and evaluated for impact</p> <p><b>Ofsted self evaluation</b> 2a, 2b, 2c, 4d, 4e, 6a, 7c</p>	<ul style="list-style-type: none"> <li>• A Physical Activity Policy is in place</li> <li>• Clear monitoring procedures are in place to review and amend the policy</li> <li>• Children, young people, staff, parents/ carers and the management group were/are actively involved in the development and review of the policy and can describe their involvement</li> <li>• The policy supports the curriculum for PE and the wider programme for Physical Activity and sport</li> </ul>	
<p><b>3.3</b></p> <p>Ensures a minimum of two hours of structured Physical Activity each week to all of its children and young people in or outside the school curriculum</p> <p><b>Ofsted self evaluation</b> 4a, 5b</p>	<ul style="list-style-type: none"> <li>• The curriculum for PE includes health-related fitness</li> <li>• Children and young people can access a range of activities that add up to a minimum of two hours structured Physical Activity each week - this can include both inside and outside of PRU time</li> <li>• The PRU encourages Physical Activity outside of PRU time</li> <li>• The PRU's Inclusion Policy refers to how it is addressing the needs of all its children and young people with reference to Physical Activity</li> </ul>	<p><b>Case Study</b> Burton House, Cheltenham</p> <p><b>Case Study</b> Key Stage 4 PRU, Weston super Mare</p> <p><b>Case Study</b> The Whitminster Centre, Stroud</p> <p><b>Tips and Hints</b></p>
<p><b>3.4</b></p> <p>Provides opportunities for all children and young people to participate in a broad range of extra-curricular activities that promote Physical Activity</p> <p><b>Ofsted self evaluation</b> 4a, 5b</p>	<ul style="list-style-type: none"> <li>• Children, young people and staff are aware of the extra-curricular Physical Activity opportunities that are available to them</li> <li>• The PRU has a range of activities for individuals and groups</li> </ul>	<p><b>Case Study</b> The Whitminster Centre, Stroud</p>
<p><b>3.5</b></p> <p>Consults with children and young people about the Physical Activity opportunities offered by the school, identifies barriers to participation and seeks to remove them</p> <p><b>Ofsted self evaluation</b> 2a, 2b, 2c, 4a, 4c, 4d, 4e, 5b, 7b, 7c</p>	<ul style="list-style-type: none"> <li>• Children and young people have the opportunity to be consulted about what types of physical activities they would like to be offered to them</li> <li>• The PRU can specify the activities that have been introduced, influenced and adapted as a result of consultation</li> <li>• The PRU has a system in place to monitor the participation of children and young people in Physical Activity</li> </ul>	<p><b>Case Study</b> The Whitminster Centre, Stroud</p>

<p><b>3.6</b></p> <p>Involves School Sport Co-ordinators (where available) and other community resources in provision of activities</p> <p><b>Ofsted self evaluation</b> 5b, 6a, 7c</p>	<ul style="list-style-type: none"> <li>• The PRU can evidence that they are working with their local School Sport Co-ordinator</li> <li>• The PRU is aware of the Physical Education, School Sport and Club Link (PESSCL) materials and uses them where appropriate</li> </ul>	<p><b>Case Study</b> The Whitminster Centre, Stroud</p>
<p><b>3.7</b></p> <p>Encourages children, young people, staff and parents/ carers to walk or cycle to school under safer conditions, utilising the School Travel Plan</p> <p><b>Ofsted self evaluation</b> 2a, 2b, 2c, 4a, 4b, 4e, 5b, 6a, 7c</p>	<ul style="list-style-type: none"> <li>• The PRU is engaged with representatives from the Safer Routes to School programme and School Travel Plan (STP) Scheme</li> <li>• The PRU has a Travel Plan in place or is working towards one being in place</li> <li>• Parents/carers have received information regarding the Travel Plan via newsletter articles/letters and so on</li> <li>• The PRU has used STP surveys to develop the broader Physical Activity agenda</li> <li>• Where appropriate throughout the academic year there is a planned promotion of walking and cycling to the PRU</li> <li>• Pedestrian and cycle skills training is available for children, young people and staff</li> </ul>	<p><b>Case Study</b> Ipsley PRU, Worcestershire</p> <p><b>Tips and Hints</b></p>
<p><b>3.8</b></p> <p>Gives parents/carers the opportunity to be involved in the planning and delivery of Physical Activity opportunities and helps them to understand the benefits of Physical Activity for themselves and their children</p> <p><b>Ofsted self evaluation</b> 2a, 2b, 2c, 5a</p>	<ul style="list-style-type: none"> <li>• Parents/carers say they are consulted about the delivery and development of Physical Activity and can contribute where appropriate</li> <li>• Parents/carers are aware of the benefits of Physical Activity and understand why this is good for them and their children. This can be through making them aware of local clubs</li> </ul>	<p><b>Tips and Hints</b></p>
<p><b>3.9</b></p> <p>Ensures that there is appropriate training provided for those involved in providing physical activities</p> <p><b>Ofsted self evaluation</b> 6a, 7c</p>	<ul style="list-style-type: none"> <li>• Staff access and use the planned programme of CPD for Physical Activity where appropriate</li> <li>• Staff involved in providing Physical Activity for children and young people can evidence that they have received appropriate training/CPD (these may be teachers, lunchtime, breakfast or after-PRU time supervisors and coaches and others from the community)</li> <li>• The PRU operates an appropriate Visitor Policy, which addresses risk management and relevant training/qualification</li> </ul>	

<p><b>3.10</b></p> <p>Encourages all staff to undertake Physical Activity</p> <p><b>Ofsted self evaluation</b> 6a</p>	<ul style="list-style-type: none"> <li>• Staff are aware of the opportunities they have to increase their levels of Physical Activity</li> <li>• Staff have been involved in informing and developing opportunities for them to increase their levels of Physical Activity</li> </ul>	
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## Emotional Health and Wellbeing

<p><b>4.1</b></p> <p>Identifies vulnerable individuals and groups and establishes appropriate strategies to support them and their families</p> <p><b>Ofsted self evaluation</b> 2a, 2b, 2c, 4b, 4c, 4f, 5b, 5c, 7c</p>	<ul style="list-style-type: none"> <li>• Drawing on relevant DCSF guidance, PRUs are able to identify children and young people experiencing or at risk of experiencing behavioural, emotional or social difficulties</li> <li>• Vulnerable children and young people have individual support plans</li> <li>• The PRU has examples of planned and structured intervention work to address the issues of identified children and young people</li> <li>• The PRU has plans and protocols in place for working with other agencies to support individuals and their families</li> <li>• Vulnerable children and young people report feeling supported</li> <li>• Children and young people with specific behavioural, emotional or social difficulties have planned and structured interventions matched to their needs</li> </ul>	<p><b>Case Study</b> Clatterford PRU, Isle of Wight</p> <p><b>Case Study</b> First Base PRU, Lowestoft, Suffolk</p> <p><b>Case Study</b> Parkside PRU, Ipswich, Suffolk</p> <p><b>Case Study</b> The Avenue Centre for Education, Luton</p>
<p><b>4.2</b></p> <p>Provides clear leadership to create and manage a positive environment which enhances emotional health and wellbeing in school – including the management of the Behaviour and Rewards Policies</p> <p><b>Ofsted self evaluation</b> 6a</p>	<ul style="list-style-type: none"> <li>• The PRU has a Behaviour Policy that strikes a healthy balance between rewards and sanctions and clearly explains how positive behaviour is rewarded and promoted</li> <li>• The Vision/Mission Statement, Aims and Prospectus refer to the emotional health and wellbeing of the children and young people</li> <li>• The Senior Leadership Team demonstrates an effective leadership role in emotional health and wellbeing</li> </ul>	<p><b>Case Study</b> The Avenue Centre for Education, Luton</p>



<p><b>4.3</b></p> <p>Has clear, planned curriculum opportunities for children and young people to understand and explore feelings using appropriate learning and teaching styles</p> <p><b>Ofsted self evaluation</b> 2a, 2b, 2c, 4a, 4b, 4c, 4f, 5a, 5b</p>	<ul style="list-style-type: none"> <li>• The PRU can demonstrate that teaching social and emotional skills is an integral part of its curriculum for PSHE</li> <li>• The PRU ensures that there is a planned and comprehensive programme for teaching social and emotional skills and either uses, is planning to use or has considered using the DCSF recommended SEAL programme</li> <li>• The PRU has a Learning and Teaching Policy which considers the effect of teaching on emotional wellbeing and the promotion of social and emotional skills</li> <li>• Children and young people can describe how they learn to explore, express and manage their feelings and are able to empathise with others</li> </ul>	<p><b>Case Study</b> First Base PRU, Lowestoft, Suffolk</p> <p><b>Case Study</b> Parkside PRU, Ipswich, Suffolk</p> <p><b>Case Study</b> The Avenue Centre for Education, Luton</p>
<p><b>4.4</b></p> <p>Has a confidential pastoral support system in place for children, young people and staff to access advice – especially at times of bereavement and other major life changes – and this system actively works to combat stigma and discrimination</p> <p><b>Ofsted self evaluation</b> 2a, 2b, 2c, 4b, 4f, 5b, 5c, 7c</p>	<ul style="list-style-type: none"> <li>• Children and young people say they understand the pastoral system and are able to easily access it</li> <li>• The PRU has identified routes of referral for children, young people and staff</li> <li>• Children, young people and staff report they know how to seek help if they are upset or troubled</li> <li>• Children, young people and staff are aware of and can identify how the PRU is actively combating stigma and discrimination</li> </ul>	
<p><b>4.5</b></p> <p>Has explicit values underpinning positive emotional health which are reflected in practice and work to combat stigma and discrimination</p> <p><b>Ofsted self evaluation</b> 5b, 6a</p>	<ul style="list-style-type: none"> <li>• The PRU has clear values in its documentation or in another appropriate public place that can clearly be linked to the promotion of positive emotional health and the development of social and emotional skills</li> <li>• Children, young people and staff can identify practice and activities, which actively combat stigma and discrimination</li> <li>• The PRU has clear policies setting out its position on stigma and discrimination</li> </ul>	

<p><b>4.6</b></p> <p>Has a clear policy on bullying, which is owned, understood and implemented by the whole school community</p> <p><b>Ofsted self evaluation</b> 2a, 2b, 2c, 4b, 4e, 6a, 7c</p>	<ul style="list-style-type: none"> <li>• The PRU signs the Anti-Bullying Charter and uses it to draw up an effective Anti-Bullying Policy</li> <li>• Staff know and understand the policy on bullying including their role within it</li> <li>• Staff feel supported and are able to identify and manage bullying</li> <li>• Children, young people and parents/ carers know and understand the policy on bullying and feel that they have the opportunity to regularly discuss its implementation</li> <li>• The PRU has a system that ensures prompt reporting back to parents/carers on any concerns raised</li> <li>• The PRU has a system for recording bullying incidents and a follow up process to monitor children and young people involved in bullying incidents</li> <li>• Children and young people report that they feel safe in the PRU</li> </ul>	
<p><b>4.7</b></p> <p>Provides appropriate professional training for those in a pastoral role</p> <p><b>Ofsted self evaluation</b> 6a</p>	<ul style="list-style-type: none"> <li>• The PRU has a planned CPD programme for all staff linked to personal and social development and to support the teaching of social and emotional skills</li> <li>• Staff are aware of their role in responding to emotional issues e.g. children and young people and bereavement</li> </ul>	<p><b>Case Study</b> The Park Campus, Lambeth</p>
<p><b>4.8</b></p> <p>Provides opportunities for children and young people to participate in school activities and responsibilities to build their confidence and self-esteem</p> <p><b>Ofsted self evaluation</b> 4d, 4e, 5b</p>	<ul style="list-style-type: none"> <li>• Children and young people can specify the opportunities they have to participate in e.g. year, class and PRU councils; PSHE lessons/SEAL lessons; circle time; focus groups and questionnaires</li> <li>• The PRU has regular celebration activities and displays reflecting achievement</li> </ul>	<p><b>Case Study</b> Clatterford PRU, Isle of Wight</p> <p><b>Case Study</b> St John's PRU, Worcester, Worcestershire</p> <p><b>Case Study</b> Eastbourne PRU, East Sussex</p> <p><b>Case Study</b> Parkside PRU, Ipswich, Suffolk</p> <p><b>Case Study</b> The Avenue Centre for Education, Luton</p>

#### 4.9

Has a clear Confidentiality Policy

**Ofsted self evaluation** 2a, 2b, 2c, 4b, 4d, 4e, 6a, 7c

- The PRU has a Confidentiality Policy which may be discrete or included in other policies
- The policy specifies who is bound by it, e.g. PRU staff, and who is not
- All staff are aware of the policy and understand their role within it
- Children, young people and staff are consulted on the development and the renewal of the Confidentiality Policy
- Children, young people and parents/carers are aware of the Confidentiality Policy and understand what it means for them



# Hints and Tips

## 1. Why should a PRU do a School Travel Plan (STP) when the children and young people are bused/taxied in?

Link STP to other PA opportunities such as Youth service activities and cycling.

The STP is not just concerned with children and young people's travel to school. There are many areas that you could focus on such as the whole school community, safety issues and the funding available. It's not about changing the impossible.

The development of the STP can be linked to curriculum subjects e.g. access to digital maps in geography to map the distance children and young people travel each day.

See STP as a wider opportunity to examine and challenge children and young people aspirations.

The STP can be developed in a consultative manner to empower pupil voice.

The STP team can bring awareness to new health possibilities and help develop aspirations for children and young people and staff (teaching and non-teaching).

## 2. All the students who aren't eligible for Free School Meals (FSM) go to the chip shop. How can PRUs stop this?

Make 'eating in' more inclusive and attractive by involving children and young people in the whole process from shopping (functional matters), choosing menus and cooking, to creating a nice dining room atmosphere, eating and socialising.

Consider involving students in the production of lunch

Teach in the context of a balanced diet, so that certain foods don't become demanded.

Use food as a vehicle for group discussion e.g. food choices in the supermarket i.e. breads, fruit and veg etc, tasting different foods, likes and dislikes and what food is important to health and the body.

Run a project where all children and young people and staff contribute money to a fund. Use the money to budget and plan themed menus e.g. healthy menus, ethnic menus etc.

Encourage healthy options - once staff and students have a positive experience of food, they are more likely to choose healthier options.

Investigate the reasons why children and young people go off site. Is it the food, social opportunities or both? Can you improve the food and help develop social opportunities to encourage children and young people to stay on site?

Improve the dining room atmosphere.

Don't let students off site, regardless of FSM entitlement.

### 3. How can PRUs work with parents?

Invite parents in for update discussions and presentation events.

Contact doesn't have to be formal. Maintain regular contact through telephone conversations and fun informative sessions that parents can attend at the centre to experience the learning and activities their young people do.

Conduct admission interviews, run relevant training programmes, offer focus groups and activities with time for discussions

Consult with parents during existing review sessions to develop a close understanding between the centre and the family.

Encourage students to write weekly/monthly newsletters and communications to take home to keep parents informed.

**4. Some PRU students are only in attendance for part of a day. How can we reach the 2 hours of physical activity a week?**

Encourage and promote the use of local sports facilities.

Be imaginative - Link physical activity to the home environment, provide structured lunch time activities and provide in school PE with the assistance and guidance of local clubs.

Work with your SSCO to increase all areas of physical activity.

**5. How do PRUs stop students smoking on site?**

Confiscate cigarettes, matches and lighters and have policies to ensure that there is no smoking on site by staff or children and young people – there shouldn't be any smoking in public buildings.

Provide diversionary activities e.g. Wii, dance mats etc.

Offer support through smoking cessation sessions.

Shorten or stop providing an afternoon break.

Make children and young people aware of the financial and health benefits of giving up smoking.

## 6. What can student councils look like in a PRU?

Because members on roll at a PRU are normally very small, the school council or class council can involve all children and young people.

If appropriate have a council for each year group or Key Stage.

Using curriculum time ensures attendance and contribution. Agendas can be generated by question box or notice board.

Introduce young people forums for all children and young people where everyone is encouraged to contribute. Discussion can centre around things that have gone well and not so well, issues can be raised, topics can be discussed and solutions put forward.

## 7. What does a planned PSHE programme look like for a PRU?

If you are a static PRU it will be different from a fixed term unit. There has to be a 6 week plan, but it must be flexible and address the needs of the children and young people.

A PSHE programme should be based on meeting individual needs e.g. prepare for support if substance misuse is an issue.

Have some schemes of work that can be used as and when. Taken from government guidelines.

Work with the children and young people to determine what they need.

Use other resources to help enhance PSHE, such as SEAL and Emotional literacy.



## 8. What would CPD programmes look like in a PRU?

Sign up to the National PSHE CPD Programme.

Needs identified and training provided 'in house' – short seminars / sessions over a period of time, access to support networks.

Contribute to the planning of your local Learning Support CPD programme and ensure relevance, discuss with Local Authority exclusion team, use external trainers to deliver a tailored programme in association with other neighbouring authorities.

## 9. Without a dedicated lunch room, how does a PRU provide a welcoming eating environment?

Joint meal time with staff and students.

Change the environment in simple ways – play music, get rid of 'work stuff' from tables, use laminated self made place mats, table of the day for those who have done well, take it in turns to serve food, table cloths, decorate with posters, art work food.

Make sure everyone sits down at a table to eat.

## 10. None of the PRU staff have coffee or lunch breaks and want to eat biscuits in front of students.

Talk to staff and student groups to discuss the issue. Use School Food Trust 'acceptable' food for breaks as alternatives to biscuits and offer opportunities for breakfast/lunch to ensure people are less hungry.

Look at ways of providing short breaks for staff.

Educate staff about healthy eating, refer to this as a problem to be dealt with.

Work with staff on their health and the value of healthy food. Remember that everything is about balance, so biscuits could be available once a week.

Use PSHE to look at role models, how does that relate to everyday people we meet?

Discuss at a staff meeting the reasons behind wanting staff to support the strategy. Take on board staff views and perhaps agree compromises.

Provide healthy alternatives for all, free of charge.

# Case Studies

## Whitminster Centre in Stroud (Case Study 1 of 2)

Whitminster Centre in Stroud, Gloucestershire is a PRU for children and young people in Key Stage 4. There are 25 young people on roll.

The PRU are keen to encourage their young people to experiment and try a wider range of fruit and vegetables. They have tackled this in a number of practical ways. The young people and staff work together on a programme of growing fruit and vegetables throughout the year. The area around the building has been prepared for raised beds and pots. They now grow a range of fruit and vegetables which include apples, courgettes, pears, onions, garlic, herbs, marrows, tomatoes and lavender. These activities are incorporated into the curriculum and range from discussion in food science and living science lessons to making lavender bags in art and craft sessions. The food is eaten as part of a healthy diet within the centre and the selling of the lavender bags funds compost, seeds etc.

The profile of healthy eating was extended through a visit from a local chef who talked about the benefits of healthy eating and exploring the opportunities within the PRU.

A few additional resources were required which included funding for the seeds, plants and a few

gardening implements. However, basic food hygiene training for staff and specific kitchen equipment, including a steamer, were provided.

### For Further Information

**Contact:** Paul Barns, PE Specialist

**See Criteria and Minimum Evidence for PRUs, Healthy Eating 2.9**



## The Whitminster Centre, Stroud (Case Study 2 of 2)

### Using Wii's to improve Physical Activity, by Paul Barns

At The Whitminster Centre which is part of Cotswold and Stroud Pupil Referral Service, we work with a number of children and young people who have little or no interest in taking part in Physical Activity, and we needed to address this issue.

Last year, as part of our work with the National Healthy Schools Programme, we began introducing Nintendo Wii's and PSX Dance Mats for use during break times and lunch hours. We wanted to provide opportunities that would encourage their participation and get them active, but at the same time offer something that they would enjoy.

Many of the young people we deal with are 'school phobic' while others have been excluded from mainstream schools for behavioural issues. Our aim was to get every child and young person doing at least two hours of physical activity a week during school hours, but because they attend our centre on a part-time basis and at different points throughout the week, timetabling issues meant that it was difficult for us to organise conventional group sports activities. We also wanted to keep them engaged during lunch breaks so that they wouldn't hang around in the nearby town centre.

We conducted research by asking our children and young people what they liked to do in their spare time. We found that on average they spent 13.5 hours a week on computer games, which is a fairly sedentary activity. When we asked them what activities we could introduce there was massive enthusiasm for the introduction of Nintendo Wii's and PSX dance mats. We decided to look at sports related games such as Tiger

Woods Golf, Winter Olympic Games, Tennis, Football and Boxing, and each one proved a massive hit.

Now every break time, the Nintendo Wii and dance mat games are projected against a whiteboard allowing for a 60 inch screen, much bigger than a standard television. We allow our children and young people to decide for themselves if and when they choose to use these facilities, and find that on average, 3 to 4 people are actively playing at any given time.

Feedback we have received tells us that they find these activities highly motivating and enjoyable because they don't 'feel' like they are exercising and are easy to participate in for 15 minute slots during break time, as well as for longer organised sessions. From a professional point of view, I also think that although the young people aren't running around, in some ways the games are more intense because they require concentrated muscle exercise.

A 'Winners Scoreboard' is used to encourage good behaviour and create a competitive edge and greater social interaction. Because a lot of pupils have been excluded for behavioural problems, we can't really enforce discipline through punishment. Instead we operate a system of withdrawing game privileges which has been very effective.

The games we have chosen to use require a considerable amount of physical exertion, are easy to continue to pursue beyond school hours and also seem to inspire success. I am particularly proud of one young man who continually refused to do any PE lessons. He was quite large for his age and suffers with very low stamina, but he decided to try out a boxing game on the Wii. Very soon he was playing on a regular basis for up to 20 minutes a day. His personal fitness levels and stamina have vastly improved, as well as his personal confidence, which are all important as he is looking to join the Fire Service next year. This kind of achievement is fantastic and confirms the benefits of this approach to physical activity for those who would not traditionally participate.

The other great aspect is that the scheme is very cost effective. Often in Pupil Referral Units we find that because it is difficult to engage the young people in sporting activities, we have to organise motivational trips such as watersports or trips to dry slopes. However, this can require a great deal of fundraising effort in order to be sustainable, as they can't keep asking parents to fund sports trips. However this initiative is sustainable, whilst at the same time producing visible and encouraging results.

We've also had a significant amount of interest from other schools and sports associations since we began trialling this last year. The Stroud School Sports Partnership for example, has been looking at the idea and is now considering how they can introduce this concept into a much wider range of schools.

The PRU has developed a close relationship with the Stroud Schools Partnership Coordinator and, through this relationship, are providing opportunities for training their young people for the Junior Sports Leadership Qualification.

The young people can access a range of activities from Tae-Kwan-Do to circus skills. The young people receive tuition from the Stroud Schools Partnership Coordinator on health and safety issues related to sport and participate in physical activities which, it is hoped, will improve their own fitness levels. There is also the opportunity to assess each others performance and draw on the expertise of specialist coaches, for example, a Tae-Kwan-Do black belt coach comes in to work with the pupils in groups.

There is also an opportunity to qualify as Junior Sports Leaders and go into local primary schools with the coordinators and work with other children and young people. This programme also includes the PRU staff who participate in the activities.

The PRU have found that this programme is most successful if dedicated time is spent with the young people to plan and prepare the sessions prior to delivery in the schools and provide feedback to the young person after the activities.

Overall, I think these approaches to increasing participation in physical activity are really effective. It's not only hugely popular and improving fitness levels with our young people, but it's also proving a big hit with our staff too who often have to be kicked off the computer game by our pupils! Ultimately, the measure of success for me, is that this is genuinely helping these young people to be more aware of and more motivated about their own health and fitness.

#### **For Further Information**

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**See Criteria and Minimum Evidence for PRUs, Physical Activity 3.3, 3.4, 3.5, 3.6**

## The Park Campus, Lambeth London (Case Study 1 of 3)

The PRU has 80 places and caters for 11-16 year olds who are at risk or have been excluded from across the local authority.

Lambeth has a high teenage pregnancy rate and high levels of sexually transmitted infections. It was felt helpful to provide a non clinic based drop in service for young people. The clinic set up at the PRU offers emergency hormonal contraception, pregnancy testing, self testing and sign posting to advice and help available in the area.

The weekly clinic is run by a specialist outreach nurse and links have been made with the school nursing service. The PRU was selected because of its strong background in delivering a high quality SRE curriculum.

The setting up of the clinic was planned carefully with the PRU senior leadership team and the management group at the PRU. An open evening was held for parents, organised by the Teenage Pregnancy and Parenthood Team in Lambeth. Information was sent home to all families from the head teacher. There were no objections to the service.

The following points were felt to be helpful in setting up the clinic:

- involve young people in the setting up and running of the clinic – talk to them and listen to what they feel they need
- target groups who don't appear to access the service

- select the time of the clinic in discussion with the young people. The original time of a Monday after school proved less popular because students did not want to stay at the end of the day. The clinic was subsequently moved to a lunch time session
- highlight the value of the clinic in the SRE curriculum
- ensure there is a private room which offers full confidentiality
- work in partnership with the School Nursing Service
- be able to provide information and leaflets.

The PRU are currently in the process of working towards National Healthy Schools Status.

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**See Criteria and Minimum Evidence for PRUs, PSHE 1.7, 1.8, 1.9, EHWB 4.7**

## The Park Campus, Lambeth London (Case Study 2 of 3)

The PRU worked in partnership with the Lambeth Drug Education team to improve the drug policy and curriculum offered at the PRU. The curriculum that was offered to the young people tended to be a little sporadic and the staff lacked confidence in the subject matter.

The Lambeth Drug Education Team ran student consultations to evaluate the current curriculum delivery and to seek the young peoples views about how they felt drug related issues should be addressed.

The PRU staff attended three training sessions covering drug awareness, delivering drug education and access to resources. They also attended the launch of Key Stage 3 “Risky Business” pack and training session. “Risky business” was a teaching resource put together locally to address issues associated with risk taking behaviour. The Lambeth Drug Education team jointly produced a model scheme of work with the PRU leadership team.

The training was completed by the Lambeth Drug Education team observing the teaching staff delivering the sessions and providing feedback.

The PRU has signed a Joint Working Agreement with the specialist arm of the Drug Education team that provided one to one confidential support for pupils around their drug use. In order to ensure success:

- seek the views of the young people
- give time and space for the PRU staff to develop their skills
- seek the views of your local drug education team or provider

- commit enough time within the curriculum
- ensure your PRU leadership team are fully committed
- identify appropriate resources, e.g. Risky Business, leaflets, local group information.

The PRU are currently in the process of working towards the National Healthy Schools Status.

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## The Park Campus, Lambeth London (Case Study 3 of 3)

The Park Campus is keen to develop non violent, non exclusionary methods of resolving conflict for the young people placed at the PRU.

The staff had been working closely with the Restorative Approaches Coordinator who worked across the borough and was based in the Inclusion and Standards Division. The Head teacher has now negotiated the transfer of the RJ Coordinator into the multidisciplinary team of The Park Campus Outreach Service. This work has been underway since 2005.

There are lots of definitions of restorative approaches but in Lambeth it is defined as:

**“An ethos that places the value of relationships at the heart of resolving conflict. This is a process that involves acknowledging thoughts and feelings and understanding and learning to create harmony, in a fair and empathetic way”**

A six week programme has been developed in conjunction with the National Healthy Schools Programme Coordinator, which focuses on staff emotional health and well being and building common shared values within the PRU. The staff have received training on bullying and resolving conflict using the restorative approach. This included two days specialist training on the restorative conference model and 3 days training on peer mediation training for trainers. The restorative conference model is based on a community based approach to resolving conflict which allows all those affected to have their say and create solutions to prevent reoccurrence. The key factor is finding ways to repair relationships and this is placed above the need to punish when conflict occurs.

From this work, two specialist restorative approaches manager roles have been developed at the Park Campus.

The role of the restorative approaches managers is to support the PRU community members including young people, staff and parents in finding resolutions to conflict using restorative approaches. The managers also develop young people as mediators to mediate in conflict situations, mentor young people and act as role models for positive behaviour.

The Park Campus has also written a restorative anti bullying policy which is now embedded in PRU practice. The implementation of this policy has led to and included focussed work, involving the Restorative Approaches Coordinator facilitating young person to young person restorative conferences as well as young person to staff conferences which have prevented permanent exclusion and repaired relationships in a positive manner.

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## The Avenue Centre for Education (ACE), Luton

This is a Key Stage 3 PRU in Luton that has 20 full time places but also supports up to 50 more young people on a part time and outreach basis. The PRU operates a “revolving door” policy with a reintegration level of over 80%.

The PRU has developed a clear process for assessment which has the emotional health and wellbeing of the young person at its heart. The curriculum is designed on a modular basis, offering 25 subjects, based on Every Child Matters and delivered by a staff team who are flexible in their approach. The assessment and support programme shapes the curriculum for the young person and ensures both effective inclusion of the young person at the PRU and successful reintegration back into a mainstream school when the time is right.

The assessment process is based on the following aspects:

- a referral is received from the school and/or local authority which includes a request for a specific programme at the PRU. This could be a full time placement, dual placement or outreach support
- the initial interview is a key aspect of the process. The young person, parents/carers and representative from the school and/or local authority are invited by the Specialist Pupil Progress Manager to an initial meeting to share information about the young person’s previous educational placements. This can be a cathartic meeting with all parties letting off steam and sharing a range of information. It is not uncommon for the young person not to want to come to the PRU, but the process of placing the young person at the centre and giving time and attention to their difficulties, results in a change of attitude

- there are then a number of assessment appointments (2 to 3 sessions) between the young person and the Specialist Pupil Progress Manager. Literacy, numeracy, the young person’s attitude to themselves and school, self-esteem, locus of control and other assessment techniques are used to draw up a detailed individualised profile. Any unidentified special educational needs are addressed at this point.



- this profile is used to agree targets with the young person and their family at the start of the placement but is also used to set the agenda for reintegration at a later point. Emphasis is placed on the positives and, wherever possible, graphical and visual representations are used to demonstrate positive skills. A strong early relationship is established between the young person, family and staff at the PRU. Educational profile guidelines are drawn up for all staff, including a summary of the key information and the most effective strategies for learning identified for all staff
- induction is over a 2 to 3 week period where the young person is inducted into group work, shown how to manage anxiety, supported to find learning opportunities and shown how to more effectively engage in learning. A specific emphasis is placed on developing key skills for learning. The PRU staff have identified 14 key skills that they believe are particularly important for effective learning. Progress is reinforced through the reward and recognition programme
- the young person's progress is monitored on a daily key skills indicator. A bespoke data base has been developed by the PRU to provide both daily and weekly profiles against set targets. This gives the young person, staff and family immediate and regular feedback on progress against carefully selected targets
- rewards are part of the curriculum policy and can be earned as part of a merit based system, e.g. exchanged for trips
- community is a key aspect of the PRU ethos. Community eating and the daily "morning

meeting" for all staff and young people are examples of this. The aim is to provide structure and regularity, as well as to introduce a safe and controlled way of talking through issues and recognising the successes from the previous day. The morning meeting provide an opportunity to cascade light-touch messages to the young people in a way that they feel able to listen to them and express their views

- the young person's journey through the PRU is captured in a folder that includes images and pictures of their time at the PRU. This is valued by the young person. Several young adults have returned to get another copy of their folder having lost the original
- reintegration is achieved through a wrap-around approach. This includes detailed information being provided to the mainstream school on what has worked. The PRU staff encourage the professionals to embrace what has worked and to adopt aspects of the personalised programme in the mainstream school. Most importantly, links stay in place for as long as they are needed and a step-by-step approach is adopted in order to ensure success.

#### For Further Information

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**See Criteria and Minimum Evidence for PRUs, EHWB 4.1, 4.2, 4.3, 4.8**

## Kidderminster PRU, Worcestershire (Case Study 1 of 2)

Kidderminster PRU is a Key Stage 4 centre catering for 24 young people. Some PRUs have looked at the National Healthy Schools Programme and felt that it would be difficult for their PRU to achieve the criteria required. Kidderminster PRU gained National Healthy School Status after 18 months of carefully considered development.

This showed dedication in the face of circumstances which could present difficulties at this Key Stage 4 centre, such as a restricted site with few facilities and staffing changes at a senior level.

The initial stage was to take the National Audit and re-group the criteria into linked areas, in order to assess the feasibility of meeting the requirements as a PRU. This was followed by a baseline audit, which revealed a great deal of strengths around practical support for the young people, as well as some gaps, many of which were to do with lacking or out-of-date documentary evidence.

Early new initiatives prompted by the process included the launch of the Friday Food Club and also the need for better Physical Activity provision, especially for girls. It was apparent at this stage that there were some areas which, for the particular circumstances at this PRU, would be a challenge – including the provision of Out-of-School-Hours Learning activities and the adoption of a mainstream-style School Travel Plan.

The whole staff team worked together to update the National Audit, colour coding achievements and challenges. This marked a step-change in the stance of the PRU in their attitude towards health provision, with questions being posed both within

the centre and with partners. This also influenced decisions about acceptable boundaries with the young people, for example, agreeing what was acceptable as a daily dress code.

The colour-coded National Audit showed at a glance how the “red” criteria were gradually turning to “green”. The result was an impressive achievement for a centre faced with appreciable challenges, where efforts were concentrated on the possible, not the impossible and the staff allowed themselves time to achieve National Healthy School Status.

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**See Criteria and Minimum Evidence for PRUs, Healthy Eating 2.5, 2.9**

## Kidderminster PRU, Worcestershire (Case Study 2 of 2)

Kidderminster PRU is a Key Stage 4 centre catering for 24 young people. The PRU intended from the start of the National Healthy School Status process to promote social and emotional health equally with physical health. This was for a number of reasons, not least the background of the young people placed at the PRU.

An early decision by the staff at the PRU was to launch the Friday Food Club, where not only would healthy food be offered, but this would also be presented in a social setting. The whole school approach is exemplified by the fact that all centre staff opted into this initiative. This means that every member of staff contributes to the cost of the meals, and takes part in it if on site, thereby presenting an undeniable role model for the young people. Staff share the job of shopping for the meal each week.

Fridays were chosen for the initiative because it was easier to introduce it on a day when some of the young people are on alternative activities. Whichever young people are in the centre on the day are invited to prepare and share the meal. There is no compulsion, but as it is free, owing to the subsidising by all the staff, there is a strong disincentive to going off-site to the fast food outlets half a mile away in Kidderminster town centre.

Menus are published weekly, based on the young people's preferences, and the take up of meals is monitored to ensure that a range of food is provided in future.

Whoever attends the meal sits down to a well-decorated table, with a table cloth, and at Easter and Christmas extra attention is paid to the

decoration. The staff persisted in the early days with the Friday Food Club despite some dismissive or puzzled remarks by the young people. It has now become a firm feature of life at the PRU with all the added social and behavioural benefits that it has provided.

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**See Criteria and Minimum Evidence for PRUs,  
Healthy Eating 2.5, 2.9**

## Clatterford PRU, Isle of Wight (Case Study 1 of 2)

Clatterford PRU is a Key Stage 3 & 4 PRU on the Isle of Wight catering for 54 young people. Emotional health and wellbeing is a key aspect of the curriculum at the PRU. Many young people who enter Clatterford PRU have poor emotional and behavioural skills and find interacting effectively with others a real challenge.

Many have poor regard for themselves as learners and most experience difficulties in expressing their feelings in a positive manner.

The PRU has developed a number of intervention programmes which are based on detailed assessments completed on arrival at the PRU and prior to re-inclusion into mainstream schools. The assessments draw on information from the young people, their parents/carers and the teachers from their school. Programmes are offered on an individual and group basis and are targeted to support the development of self-esteem, empathy, social skills, anger management and self regulation. The PRUs atmosphere of nurturing and support is actively promoted and the PRU has developed as an emotionally literate setting.

This is achieved in the following ways:

- a once a week informal (how has this week been?) meeting which enables the young people to reflect on situations and their behaviour. This supports them in starting to problem solve and develop awareness about themselves in a supportive non-judgemental way
- group work including anger management and emotional literacy sessions are timetabled once a week for both key stages (groups are designed on the needs of the individual young people)

- the young people are encouraged to seek out individual support as and when they feel a specific need for additional assistance and help
- several different tools are used and these include:
  - Pupil Attitude to Self and School (PASS)  
[www.pass-survey.co.uk](http://www.pass-survey.co.uk)
  - Visual, Aural, read Kinaesthetic Questionnaire (VARK) Vark website & photocopiable resources
  - NFER Nelson Emotional Literacy: assessment and intervention, Southampton Psychology Service 2003.

Outcomes are positive with the young people reporting that they feel more supported through accessing the emotional literacy sessions and 75% of the young people have scored higher than their post intervention scores after attending the sessions.

A quote from a young person:

**"I am able to stay calm in lots of situations now and it's helped me think about why I do different things and how that makes me feel."**

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## Clatterford PRU, Isle of Wight (Case Study 2 of 2)

Clatterford PRU is a Key Stage 3 & 4 PRU on the Isle of Wight catering for 54 young people. The PRU has adopted a healthy eating approach and has measured both qualitative and quantitative outcomes having introduced a number of changes.

### The changes have included:

- a free fruit bowl is available to all young people
- food produced in Food Technology lessons is shared with the young people, parents/carers and staff members
- young people have produced recipe books which are sold at open days to raise funds for charitable organisations
- Food Technology sessions when all the young people learn to cook healthy food. The lessons are based on the AQA Schemes of Work and are prioritised within the curriculum
- opportunity to share a communal meal time.

### The qualitative outcomes are:

- the young people report that Food Technology has supported them in making healthier food and lifestyle choices
- staff report a relaxed atmosphere through communal dining with the young people.

### The quantitative outcomes are:

- 80% of the young people stated that they had tried new foods within Food Technology
- 100% of the young people said that they now felt they will be more likely to try new foods

- 90% of the all the staff have Food Hygiene and Safety certificates and 100% of staff who support Food Technology have Food Hygiene certificates
- 100% of the young people achieved AQA awards whilst participating in Food Technology.

### Helpful resources include:

- Active Kids: Get Cooking. These often provide free resources, including challenges with certificates that follow if it is completed
- AQA is the basis for the curriculum, and assessment is linked to the Scheme of Work.

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**See Criteria and Minimum Evidence for PRUs, Healthy Eating 2.9**

## St John's PRU Worcester, Worcestershire

St John's PRU caters for Key Stage 1 and 2 children from a wide area of Worcester. It usually has approximately ten children on roll, in two classes. Children are placed at the PRU from their mainstream schools for a period of up to six weeks during which the focus is on developing positive behaviour and behaviour management.

In the work towards gaining National Healthy School Status, the PRU was able to show that pupil voice and true two-way consultation is central to the National Healthy Schools Programme ethos. The unit has become an example of good practice by holding class council meetings weekly, alternating between the two classes. These are held each Friday in curriculum time, with an agenda based on issues generated by the children on the Class Council boards and from centre staff.

The children can demonstrate obvious benefits from these meetings, including the addition to the unit of two pet gerbils and a Play Station, the management of which both contribute to a range of skills being developed by the children. They see that this reinforces the school council work from their own schools and it promotes genuine involvement in all decisions which affect them in the unit.

The children recognise that class council time is used differently from curriculum time, and the atmosphere is open, with them speaking openly and freely. It promotes a variety of necessary skills, such as listening to each other and turn taking. Each meeting begins with a circle activity and finishes with a round positive theme.

In order to preserve the children's confidence in the meetings, they are not asked to chair or take

minutes, because of insecurities they would feel over their own skills in these areas. Because of this, and to ensure that they feel safe to contribute openly, the Head of Centre chairs and formally minutes every meeting, with the minutes shared at the next meeting. The class TAs also attend. With such small numbers, and to ensure that all voices are heard, the class councils include every class member, not elected representatives.

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See Criteria and Minimum Evidence for PRUs, PSHE 1.11, Healthy Eating 2.11, EHWB 4.8



## Swindon PRU, Great Western Hospital Swindon

### Hospital and Home Education Service

The Hospital and Home Education Service caters for all children of all ages and in 2006/07 they offered education to over 400 children and young people. They may stay for 1 to 2 days or longer dependent on their needs. This means that the staff are always dealing with a different group of children and young people of varied ages, ability and level of health.

This topic was covered over a rolling 6 week cycle of 5 lessons. Specific activities were planned for each day of the week. Every day there were a range of activities to choose from which included – name that healthy food; planning a plate; exploring lunch boxes; design a plate of food incorporating all the 5 main food groups, then plan a healthy meal; sort the teachers' lunch boxes into healthy and unhealthy foods; what country do specific foods come from; identifying edible/non-edible parts of foods; Arcimboldo (16th century artist) – children and young people create their own collage using fresh fruit and vegetables, then draw or paint their design; investigating food labelling on packages; designing food labels; understanding the information on food labels; and designing a menu or recipe.

The lessons were adapted on a daily basis to suit the needs of the individual children or young people on the wards. Children and young people on the ward are very rarely long term admissions and so the majority of them only attended a small number of sessions or even just a single one in some cases.

The children and young people completed a self assessment form or questionnaire at the end of each session. One young person commented the activities “were fun and cool” and another said “I really enjoyed it”. Photographic evidence was collected and there is a montage of photos on the wall of the schoolroom and PowerPoint presentations on the computers available to other children attending future lessons.

During the six weeks:

- children and young people from different key stages worked and talked together
- two young people took work home to complete
- one young person, on a return visit actively came seeking the work he had done to take into his school to show his teacher
- one young person took work home to complete which was returned by his mother so that it could be displayed
- one young person insisted on taking pictures of his work to show his peers when he got back home
- some children and young people emailed their work to their home and school.



Many of the children and young people extended their knowledge and understanding of how to make healthy food choices through these activities. Parents/carers who were in the room took part in the discussion and in some cases the parents/carers themselves were not always correct and welcomed the information and advice on healthy eating.

Our setting provides a number of specific areas that need careful management. These included allowing children and young people to participate who were unable to eat (e.g. nil by mouth) as part of their treatment and those that were restricted by having to stay in bed or on the ward. Staff looked for creative problem solving solutions. This included bringing children and young people in their beds to the school room or tasks taken to their ward where appropriate.

This module of work has received very positive feedback from all of those involved, including parents/carers, staff, the local Healthy Schools Team and most importantly the children and young people. Positive feedback has also been received from the nurses and hospital dieticians.

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## Parkside PRU Ipswich, Suffolk

Parkside Key Stage 4 PRU serves the needs of 32 Year 10 and 11 young people from the Southern area of Suffolk. The young people placed at the PRU have experienced significant difficulties in their mainstream schools and many have specific psychological, emotional and mental health difficulties.

The PRU has adopted a range of strategies to ensure that emotional health and wellbeing remains central to the culture of the PRU. This includes offering the young people access to high quality pastoral care including a staff counsellor who provides in-depth support for young people and also access to a network of external counselling services and support agencies.

The staff believe that the design of the curriculum and the specific emphasis on the arts further supports their focus on emotional health and wellbeing. The curriculum is described by Ofsted as "outstanding" and the arts is singled out for praise in the 2007 inspection report.

The PRU has achieved the Artsmark Gold Award based on the range and quality of art activities on offer. This includes photography, music, video production, drama and singing amongst others. The atmosphere in the PRU is described as calm although there are times during each week when it is vibrant with music and dance. The young people are encouraged to achieve GCSEs and accredited awards in the arts. This even includes a popular award in Rock School (QCA).

The staff work in partnership with the young people to practise their skills and there is encouragement and an expectation to perform to a range of

audiences. Performance skills are seen as a key skill for the young people to develop. High levels of support and a problem solving approach are adopted to ensure that all young people are engaged in the Jigsaw (arts) programme. Performances range from shows to parents/carers to performing at Ipswich Town Football Club. Both young people and staff benefit from working together, managing the anxiety and the positive feedback they receive from the performance.

The art and performance focus provides a therapeutic medium that also improves co-ordination, concentration, confidence, self-esteem and skills of relaxation.

Libby Page, (Deputy Head) believes that the focus on the arts has " a profound effect on promoting self-esteem, self-confidence and the wellbeing of our young people."

**See Criteria and Minimum Evidence for PRUs, EHWB 4.1, 4.3, 4.8**

## Key Stage 4 PRU, Weston-super-Mare

This is a Key Stage 4 PRU in Weston-super-Mare, North Somerset, and has twenty young people on roll in Years 10 and 11.

The PRU staff are keen to promote healthy lifestyles for both young people and staff. They decided that a multi-faceted approach was required if they were going to achieve their desired outcome to improve the health and fitness of their young people. They designed the curriculum to ensure that all 'being healthy' options were carefully mapped across the entire curriculum.

In line with the legislation, the PRU decided that the building and the surrounding area would be smoke free. An expectation was set that no one would be able to smoke from the time they came into the PRU until the end of the day. This required a change in culture which took several months to have in place. In the initial weeks the staff saw a significant increase in poor behaviour and the symptoms of nicotine addiction. Parents/carers were fully involved. The staff remained robust in their expectation, the behaviour improved and by November there was a complete change in culture with the young people accepting the no smoking ruling without discussion.

A nurse regularly visits the PRU and offers voluntary sessions for those wanting to give up smoking. These sessions have been well received with up to five young people attending the programme at any one time. A number of outside speakers have helped reinforce the healthy choices message. These have included a men's health speaker and a healthy lifestyle adviser who facilitates healthy cooking at a local Youth Centre.

Physical activities are a key aspect of the Key Stage 4 PRU curriculum. One session is held at a local gym where the young people are challenged to improve their fitness level. Their fitness level is measured by the multi-fitness test level (bleep test) and in the case of young people attempting to stop smoking, by measuring reductions in expelled carbon monoxide level in their breath. The carbon monoxide test proves an effective motivator and a very tangible measure of improvement for the young people involved. An opportunity is also provided to achieve a North Somerset Award, organised by the Youth Service, if the young person plans a personal fitness programme, completes it and can demonstrate improvement over a six week period.

According to Nick Donnelly, Headteacher the benefits have been:

- an increase in student self-esteem and self-image
- reduced levels of tension, anxiety and conflict
- a more supportive teamwork environment fostered through participation in sport.

### For Further Information

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**See Criteria and Minimum Evidence for PRUs, PSHE 1.6, 1.7, Physical Activity 3.3**

## First Base PRU, Lowestoft, Suffolk

First Base PRU offers a range of services which include: placement for up to 20 children on dual placement for up to two days a week, outreach support to prevent exclusion and future PRU placement and outreach support for children reintegrated into their mainstream school.

The PRU team support children from the age of three to eight in nursery and school settings. At any one point this can include supporting approximately 42 children through First Base with a further 80 being supported by the Behaviour Support Service from the Unit.

First base PRU has a comprehensive range of policies and activities in place to develop the emotional health and wellbeing of their children.

The PRU uses a range of assessment tools but one that has proved effective is the Every Child Matters Profile which is completed on entry to the PRU. The profile has been adapted by the staff to focus on their younger age range of children. This gives staff a complete picture of both the child's strengths and areas of particular need. The profile is used as guidance and from it a plan is drawn up for each child. Programmes are selected and the staff consider how the curriculum can be adapted to best meet the child's needs. The profile is used again when the child is returning to their mainstream school in order to measure progress across the five outcome areas in the time spent at the PRU.

The PRU uses Kids Skills which is a Solution Focussed Brief Therapy based programme. The children are encouraged to actively participate

and contribute to all decisions that involve them. The child chooses a circle of supporters to help and encourage them achieve their new skill. The child is encouraged to think positively and to visualise success, e.g. by imagining life as a super hero. The programme ensures that everyone is pulling in the same direction and supporting the child by providing a positive nurturing environment. The circle of supporters is crucial in supporting progress. They might include staff, family, friends etc. Once the skill is achieved there is a range of celebration events involving the child and their supporters.



The PRU has developed an effective partnership with the local CAMHS team and a primary mental health worker is based with the PRU service for one day a week shared with the Key Stage 2/3 PRU. This has ensured a more effective joint approach to supporting families with open communication and sharing of expertise between the PRU and CAMHS. Joint work also now includes the development of support packages, e.g. on divorce and separation.

Dee Moxon, Headteacher believes that success comes by working in partnership with the school, parents/carers and other agencies involved.

Parents/carers have commented “the help myself and my son have received from First Base was a godsend and I have no doubt that we would not be where we are today without your help. Thank you.”

#### **For Further Information**

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**See Criteria and Minimum Evidence for PRUs, EHWB 4.1, 4.3**



## Eastbourne PRU, East Sussex

Eastbourne PRU caters for 24 young people from the ages of 11-16. It is housed in an Edwardian building in a residential area situated near to a secondary school site. The site has been utilised to make it attractive and welcoming to the young people despite some of the limitations involved in using a building not designed for this purpose.

Eastbourne PRU was keen to establish a system whereby school council meetings allowed all the young people to feel able to express ideas and opinions in a safe, supportive, environment. This also ensured that relationships of trust were built up between the adults and young people. It was felt that this would be achieved by establishing a rigorous but shared process in the organisation of the meetings.

The school council meetings have proved successful because of the following actions:

- all staff and young people are involved in the meetings
- issues are selected by the young people as requiring discussion. Time is put aside for this to happen. Everybody is empowered to take part
- time is taken by the staff to prepare the young people for the meetings. This includes:
  - dates, minutes and information about the school council meetings are always displayed on the school council board in the foyer
  - the young people are able to put forward their ideas and views in a 'Suggestion' box to be discussed at subsequent meetings
- meetings are scheduled regularly but the young people and staff know that meetings can be called in response to particular issues or ideas
- young people are encouraged to give feedback, air their grievances and as a result they are now more actively involved in designing the curriculum and taking an active involvement in the running of the PRU
- staff and young people agree that everybody's view is equal and has a right to be expressed and heard at the meetings
- views have to be expressed in a responsible manner. Any discriminatory language or behaviour is addressed. It is felt that discrimination has reduced as a result of the school council meetings and the new ethos and culture set by the PRU
- as at all other times, during school council meetings discriminatory behaviour such as, racism, homophobia, bullying and intimidation is challenged immediately. This can provide opportunities for more general discussion about stigma and discrimination at council meetings. Incidents that occur outside council meetings are also brought to the meeting for discussion and resolution

- PRU surveys are used to canvass views e.g. collecting views on school meals
- minutes are made of all meetings
- minutes are shared and put up on the notice board. Interestingly parents/carers have also shown an interest in the information on the board
- future planning involves the establishment of a newsletter and development of a website that will be accessible to young people and staff in the PRU, parents/carers and the wider community. Both these will provide opportunities for the young people to take a more active role in unit issues.

### For Further Information

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**See Criteria and Minimum Evidence for PRUs,  
PSHE 1.11, Healthy Eating 2.11, EHWB 4.8**



## Holyoakes PRU, Redditch, Worcestershire

### Providing quality Drug Education with a partner agency.

Holyoakes Field PRU caters for Key Stage 3. The PRU serves a large area of Worcestershire, with its KS3 young people joining the unit typically for a period of about six weeks.

It is seen as very important that during their time at the PRU, young people should benefit from relevant and lasting Drug Education. PSHE is therefore key to the curriculum with extra input on drug issues from the Worcestershire young people's substance misuse service, Space, who have developed a three-session programme specifically for PRUs. The programme is engaging and well resourced, backed by the expertise of the educators.

The programme runs over three consecutive Thursdays, so that the young people become used to the educators from Space, and to ensure there is the maximum chance of the young people accessing all sessions before they reintegrate into mainstream schooling. Normality is a key principle, in order not to sensationalise the subject, and also to maintain calm. Normal lesson times are used and the sessions are delivered in the young people's own classrooms. Class groups are never put together for the sake of convenience and it happens that, on some occasions, sessions are provided for only one person.

Although the sessions are designed in detail, with general drug issues in Session one, alcohol the focus of Session two, and Session three covering remaining issues and questions, each session in practise becomes tailored to the needs of the group, with flexibility the key.

Clear ground rules are negotiated with the young people, and it is made clear that the Space workers separate their educator role from their counselling role, which can still be accessed on different occasions. Likewise, PRU teachers and Space workers negotiate their working agreement before the sessions. All PRU teachers already deliver lessons around risk, to include drugs as appropriate, in the curriculum offered, and the format of the extra sessions is an extension of this.

There is no charge for the service from Space as this is seen as a priority provision within the county, and repeat visits are arranged as frequently as can be managed.

#### For Further Information

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**See Criteria and Minimum Evidence for PRUs, PSHE 1.7, 1.8**





## Ipsley Pupil Referral Unit for Key Stages 1 and 2, Redditch, Worcestershire

Working towards the School Travel Plan. Ipsley Pupil Referral Unit is a friendly, safe and caring environment for up to around 10 children, in key stages 1 and 2, but sometimes has fewer.

All members of the unit and the wider community are delighted to have gained National Healthy Schools Status, but there were questions about meeting some of the criteria, which at first glance seemed more in tune with mainstream schools. The requirement to complete the School Travel Plan process provided one of those areas.

However, after meeting with their School Travel Adviser, it was clear that all parties wanted a broad and flexible approach, in order to meet the specific needs of the unit and its children. Because the majority of children are transported to the unit by minibus or taxi, the focus for the travel plan process was on other key areas, in particular:

- road safety education and independent travel training
- public transport information
- improvement of site safety.

A working group was set up, which included the Teacher in Charge, site manager, a child and a parent, to meet and consider these issues. As a result, the County Road Safety Officer was engaged to work with the team on strategies which included off-site and in-class pedestrian training. This generated a new look at their environment by the children, who are less aware of the risks around them than adults and potentially more likely to come to harm.

It was also found that the families of the children are less aware of public transport and access to it, and so travel information is now included with induction information for the PRU. A map is displayed in the entrance hall.

The site is shared with a First School and site safety is an ongoing issue, with poor access, visibility, car park layout and signage (both internally and externally). As a result of the process, these issues are now being addressed.

The staff at the PRU are pleased with developments, because the process has provided new curriculum areas which look at risks facing their children which had not hitherto been fully addressed. Also, it has given impetus to tackling problems with the site, as well as sharing messages with the children and their families on more sustainable methods of travel both for now and in the future. The grant, which was received following their successful completion of the process, will be put to use on areas arising from their work.

### For Further Information

**Contact:** Mrs Julie Wynne Acting Head of Centre

**Tel:** 01527 514068

**Healthy Schools Coordinator:** Lucy Watton

See Criteria and Minimum Evidence for PRUs, Physical Activity 3.7

## The Larch Centre, Weston-super-Mare, North Somerset

The PRU caters for children and young people from Year 5 to 9. They can cater for up to 20 full time placements but offer a number of part time placements. They work to re-include the young people back into their mainstream wherever possible.

Food and particularly healthy eating play an important part in the life of The Larch Centre. There are a number of different strands to this work. These include:

- the PRU introduced a Breakfast Club which ensures that every child or young person starts the day with a breakfast and fruit juice. Lunches have evolved over a period of time from the 'healthy sandwiches' made by staff, children and young people to commissioning hot meals from a local provider
- the Food Studies lessons have developed as part of the National Healthy Schools Programme of activities and also as the result of the kitchen building project which involved the children and young people in the planning and building stages. Access to a kitchen was identified as a priority by the children and young people during their daily whole school community meetings. They helped design and put together the new kitchen which was ready in time for the first Christmas dinner which was attended by parents/carers and friends of the school. This has now become a Christmas tradition
- during the Local Authority annual National Healthy Schools Status presentation ceremony, four of the students gave a presentation entitled 'Food,

Glorious Food' which involved making 'healthy fruit kebabs' which they handed to the children, young people and invited guests at the event

- in Food Studies there is an opportunity to discuss diversity and religious beliefs through the discussion of different foods, as well as teaching specific cookery skills related to healthy balanced meals



- an AQA Unit Award Certificate in Food handling, prep and storage is embedded in the curriculum and has specific learning objectives which are tackled each week of the term. The self-esteem of the children and young people who complete the work successfully, is further enhanced when their parents/carers (100% attendance) watch their children being formally handed their AQA Certificates at the end of year presentation day. This provides the children and young people with another opportunity to share their culinary skills with their parents/carers when they design and provide the buffet
- the after school 'Cookery Club' encourages children and young people to stay after school to design and make healthy meals. The cookery club also extends a welcome to parents/carers.
- the Larch Centre also acknowledges the importance of Physical Education as part

of a well balanced curriculum and in the promotion of a healthy lifestyle. Every child or young person can participate in at least three hours of PE a week. A wide variety of physical activities are offered, including football, tennis, badminton and swimming as well as outdoor pursuits such as wind surfing. There is something for everyone to ensure that all the children and young people are motivated to engage in PE activities.

#### For Further Information

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See Criteria and Minimum Evidence for PRUs,  
Healthy Eating 2.5, 2.6, 2.9, 2.11



## Burton House, Cheltenham

Burton House in Cheltenham, Gloucestershire, is a PRU for young people in Key Stage 3 & 4. It specifically caters for those who have been fixed term excluded from four local secondary schools.

Burton House has specifically targeted both the Healthy Eating and Physical Activity themes.

The PRU provides some lunches at the Centre which are prepared by staff and the young people. The young people have an opportunity to shop for the ingredients then to cook the food themselves. Considerable attention has been paid to lunch-times with an emphasis not only on the cooking of the meal but on the entire lunch-time experience. The PRU focuses on social skills at the meal time. In line with the National Healthy Schools Programme Status, fresh fruit, bread, drinking water and fresh food is offered at every meal. This activity is linked to the Global Citizenship course with discussion on topics like local sourcing of food, fair trade and food miles.

Burton House has no outdoor facilities or space and so the staff were successful in accessing additional funding to source a rolling programme of a range of outdoor activities. These include riding at Cheltenham racecourse and mountain biking.

The young people were able to take the riding for the disabled course with skilled instructors whereas the mountain biking course was designed and carried out by the staff. Training was provided for the staff to become mountain

bike leaders and funding used to source bikes and a trailer. Some funding was retained for bike maintenance and replacement.

Careful and detailed risk assessments are completed prior to the initiation of the programme.

**See Criteria and Minimum Evidence for PRUs, Healthy Eating 2.7, 2.9, Physical Activity 3.3**



**Healthy Schools**

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## For further information...

please contact your Local Programme Co-ordinator. Their contact details and more information about the National Healthy Schools Programme can be found on our website [www.healthyschools.gov.uk](http://www.healthyschools.gov.uk)

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