

**GOLDEN HILL (short stay) SCHOOL**

**SCHOOL PROSPECTUS FOR  
STATUTORY PUPILS  
2022 - 2023**



**Golden Hill (short stay) School  
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## **INTRODUCTION**

This Prospectus for Golden Hill's Statutory Provision has been prepared in order to give parents, guardians, mainstream school staff, and other interested parties some basic background information about Golden Hill (short stay) School and the support it offers pupils who have been permanently excluded from mainstream primary school.

In addition to this information, prospective parents /guardians and their child, and mainstream school staff are invited to visit Golden Hill (short stay) School to meet with the Head Teacher to discuss the provision offered to pupils attending Golden Hill.

Golden Hill School emphasises the importance of a partnership between Golden Hill, and parent/guardians. Without mutual support for each other, our impact on your child's progress will be minimised. When a parent/ carer accepts a school placement for their child at Golden Hill they attend an Admissions Meeting at which a tour of the school is given and parents/ carers are invited to enter into agreements with Golden Hill, which support the concept of partnership. Family support is offered by Golden Hill and is supplemented by support from Educational Psychology Service, Social Services, Child and Adolescent Mental Health etc, if required.

**Allison Collinge**

Head Teacher  
Golden Hill (short stay) School.

## **GOLDEN HILL'S MISSION STATEMENT**

Our mission at Golden Hill is to provide a safe, secure and attractive environment enabling children to enjoy learning and reach their full potential. We endeavour to deliver an inclusive curriculum, which prepares pupils for reintegration into an appropriate school. Through a positive team approach we facilitate change, work towards desirable outcomes of behaviour and develop self-esteem. This should enable pupils to develop into responsible and caring members of the community.

### **We aim to:**

- Provide learning through positive role models
- Give pupils the opportunity to take responsibility for their own learning, behaviour and actions towards others through clear target setting and self evaluation
- Work with other agencies to develop pupils understanding of the moral, social and cultural differences in the wider community and their place in it
- Support pupils within group situations to develop their social and co-operative skills
- Provide a differentiated and creative curriculum to match individual needs, giving children wider opportunities for success and which emulates that which is taught in mainstream schools
- Work with pupils, parents, schools and other agencies to aid successful intervention and inclusion of pupils into a school appropriate to their needs
- Assess pupil progress to identify individual needs and inform future planning
- Work in partnership with the whole school community including the management committee and parents through an open and honest approach
- Embrace and celebrate individuals and the school's successes
- Work within the Behaviour and Care and Control Policies which provide clear routines and consistent expectations
- Have high expectations of all staff and pupils

## **GOLDEN HILL (SHORT STAY) SCHOOL: GENERAL INTRODUCTION**

Golden Hill (short stay) School is situated in a residential area within 10 minutes walk of Leyland town centre. The school is commissioned by Lancashire Education Authority to provide 50 short term statutory educational places for pupils aged 4 to 11 years (Reception to Year 6) who have been permanently excluded from primary mainstream schools in School Districts: Preston, Chorley, South Ribble and Skelmersdale. Wherever possible Golden Hill offers referral pupil placements for a period of 12 weeks.

The pupils admitted to Golden Hill often demonstrate significant emotional, social and behavioural difficulties sometimes with attendant learning difficulties and/ or significant academic under achievement. Golden Hill focusses on developing positive pupil behaviour, emotional resilience and wellbeing and social skills in order to effectively support these pupils. We provide a structured behavioural system and a stimulating, creative curriculum. Our staff are highly experienced in managing pupils with challenging behaviour and we maintain an adult/ pupil ratio of 2:10 pupils.

Golden Hill actively works with the Pupil Access team to help parents/carers identify a new mainstream school and to support pupils to reintegrate to a new mainstream school whenever possible.

Some pupils admitted to Golden Hill will require further in-depth assessment of their additional learning needs and when this is the case Golden Hill will commission an Educational psychologist and work to implement specific graduated cycles of support. For some pupils this support will deliver significant improvements and support the pupil's return to mainstream school. Some pupils however will continue to present significant additional needs and in these cases Golden Hill will request a Statutory Integrated Assessment (SIA) by Lancashire's Special Educational Needs team (SEND).

### **School Building**

Golden Hill School's current building comprises of 5 classrooms, Eagles, Kestrels, Falcons, Hawks and Owls. A Reception area which provides a small waiting space and the School Office. There is a large hall, which is used for lunchtime and PE activities.

There is a staff room, Deputy Head Teacher's room, Head Teacher's room and a variety of resource and storage rooms. There is a large playground to the rear of the school.

Golden Hill's Inclusion Support Team (GHIST) have a base within the school building.

### **PROVISION OFFERED BY GOLDEN HILL (short stay) SCHOOL**

1. Golden Hill provides 50 short -term educational places for pupils aged 4-11 years (Reception to Year 6).
2. Golden Hill provides specialised teaching for pupils who are experiencing significant emotional, social and behavioural difficulties, and/ or under achievement.
3. Golden Hill provides an academic curriculum which focuses primarily on English, Maths, Science and PSHE. PE is taught weekly. The other Foundation Subjects Art, Computing Design Technology, Music, History and Geography are taught separately each half term. RE is taught as a whole day, one each term.
4. Golden Hill provides Personal, Social and Emotional Health Education Programmes to facilitate pupils in the learning of self-respect, mutual tolerance, self-discipline, and social skills.
5. Golden Hill provides advice and support for parents/ carers in managing their child's behaviour at home.
6. Golden Hill provides termly SEN Support plans for each pupil which are shared with parents/carers and on-going detailed reports, assessments and consultations with professional services to the benefit of individual children.

**THE STAFF AT GOLDEN HILL (short stay) SCHOOL**

<b>Role</b>	<b>Staff Name</b>
Head Teacher	Allison Collinge
<b>In House Staff</b>	
Deputy Head Teacher	Sarah Barrett
Eagles Class Teacher/ TLR: Curriculum	Linda El Kout
Kestrels Class Teacher	Cheryl Jenkinson
Owls Class Teacher	Fran Summers
Falcons Class Teacher	Zaina Towers/Amy McNeill
Hawks Class Teacher	David Hoyle
HLTA	Wendy Slater
Teaching Assistant	Gill Rigby
Teaching Assistant	Julie McLoughlin
Teaching Assistant	Shirley Gowan
Teaching Assistant	Sue Newsham
Admin Support	Kelly Middleton
Officer Manager	Janet Crane
Site Supervisor	Ann Bell
<b>Golden Hill Inclusion Support Team (GHIST)</b>	
HLTA	Jill Duffield
Teaching Assistant	Lisa Cook

## THE MANAGEMENT COMMITTEE

Golden Hill (short stay) School

Name	Role
<b><u>Mrs Joanne Bowker</u></b>	Chair
Mrs Allison Collinge	Head Teacher: Golden Hill (short stay) School
Mr Malcolm Clarke	Community Representative Chair of Finance and Resources Committee
Mrs Lyndsey Timms	Community Representative Chair of Standards and Effectiveness Committee
Mrs Vicky Conway	Head Teacher: District 6
Mrs Alison Moxam	Head Teacher: District 9 Vice Chair
Miss Suzanne Christy	Community Representative
Ms Michelle Taylor	Community Representative
Mrs Susan Ling	Local Authority Representative
Mrs Sarah Barrett	Teacher representative
Vacancy	Parent representative

## SAFEGUARDING

At Golden Hill (short stay) School, we regard the safeguarding of pupils as our main priority. We believe that all children have the right to be happy, to be safe and to learn. All the adults at Golden Hill have a responsibility to make this happen.

### We insure that:-

- The welfare of the child remains paramount.
- All children whatever their age, culture, disability, gender, language, racial origin, religious beliefs and/ or sexual identity have the right to be protected from harm.
- All suspicions and allegations of abuse will be taken seriously and responded to swiftly and appropriately.
- All staff and volunteers working at our school have a responsibility to report any and all safeguarding concerns to one of our DSL (Designated Safeguarding Leads):-

Allison Collinge: Head Teacher  
Sarah Barrett: Deputy Head Teacher  
Linda El Kout: Class Teacher/TLR  
Jill Duffield: GHIST

***A copy of the School's SEN Policy, SEN Information Report and Local Offer are available on the School website or by request from the School office***

## **POSITIVE BEHAVIOUR MANAGEMENT**

A key aim at Golden Hill is to educate pupils to manage their emotions, feelings and behaviour in more socially acceptable ways. It is through the development of trusting adult/child relationships that many of these social skills are learned. A Positive Behaviour Management System is reliant upon the formation of good pupil/teacher relationships. Adults (teachers, parents and guardians) must be excellent role models, and all pupils must be shown respect and dignity by all adults.

The effective education of the pupils attending Golden Hill is dependent upon the establishment and maintenance of discipline throughout the school. Golden Hill seeks to maintain discipline through a positive approach to behaviour management.

There are three essential components in the structure: -

- The development of good teacher/pupil relationships through which empathy, understanding, fairness and trust may be established.
- Regular positive reinforcement of acceptable behaviour and effort through the points system.
- Parental support - without which little progress will be effected.

Golden Hill has its system of rules and sanctions, many of which were formulated by the children themselves. The system is regularly reviewed.

It is our intention to effect a change in a child that he/she may successfully return to their mainstream school.

Therefore, we expect our pupils: -

- \* To have thought for others
- \* To co-operate with others
- \* To respect the opinions of others
- \* To respect all forms of life
- \* To accept differences in others
- \* To be receptive to change
- \* To have a positive attitude to learning, and school

However, in order to help the pupils achieve these expectations we offer an environment, which is positive, encouraging, caring, and flexible; creating an ethos and atmosphere, which promotes self-confidence and self-esteem.

*The Policy for Positive Behaviour Management is available on the School website and by request at the School office.*



## **THE POINTS SYSTEM**

**Every pupil is rewarded for appropriate behaviour, attainment of behavioural objectives and work output each day: -**

Throughout the day, each child is given points for working and behaving in a co-operative and acceptable way. The Points System is quite simply an incentive system in which points are used to regularly reward and encourage good behaviour and work habits throughout the curriculum.

The school day consists of 4 curriculum lessons, which focus on the core National Curriculum of English, Maths, Science, and PSHE.

Pupils earn points during the 4 lessons (for exhibiting acceptable behaviour and completing work) and throughout all less structured times of the day i.e. playtimes when pupils are 'directly taught' the social skills needed for acceptable interactions with others. Pupils who earn sufficient points (at least 60 out of 65 points) may use these points to 'buy' an Option at 2.30pm each day. Options may be chosen from subjects such as; Art, Design Technology, Food technology, PE and Computers etc.

Pupils who have earned insufficient points (less than 60 points) must attend "Comp"- a Compulsory Academic Session instead to "Pay back" the time they have lost during the day due to their non-compliance. In "Comp" pupils either complete the work they have not completed during lesson time or complete work in their individual "Comp" work pack. Pupils pay back this time in ticks. The numbers of "ticks" to be earned back relates directly to the number of points they have lost. (E.g. 1 lost point = 1 tick, 5 lost point = 5 ticks etc.) The maximum number of ticks given to a pupil to "earn back" is 5.

In addition to the Daily Points of each day pupils may earn Bonus points at any time for exceptional behaviour or work. These bonuses are placed in the pupil's 'Bank'. Pupils may exchange these bonus points for small toys, treats and activities at Bonus Bank meeting held each Friday.

As pupils work towards reintegration to mainstream school daily point scores are withdrawn. These daily points are replaced with ticks and crosses for each session throughout the day. Where pupils are working and behaving well ticks are given for the session and if there has been an issue the pupil receives a cross. Two crosses equals a full comp of 5 ticks. This system encourages the pupil to be less dependent on points to navigate through the school day and indicates they are able to modify their behaviour which is much more in line with mainstream school. Pupils continue however to be awarded bonus points.

## **HOME /SCHOOL COMMUNICATION**

Home/School Communication is ESSENTIAL in maintaining a positive and rewarding experience for the child at home. We elicit the help and support of parents/guardians and encourage them to celebrate their child's achievements.

We use the Seesaw App to communicate with home. Each Class teacher will write information in the Seesaw App explaining the behaviour of the pupil in school and whether or not the pupil achieved their "option". On the Seesaw App, parents/carers are able to reply and add comments. This way we ensure that everyone involved with the child is informed of progress/any potential issues.

## **SANCTIONS**

Whilst the points system is based upon positive reinforcement and reward, pupils also need to learn that inappropriate behaviour has its consequences. Pupils who break Golden Hill Rules are fined. There is a sliding scale of fines commensurate with the severity of the rule broken. Fines are either deducted from the points earned during the 4 lessons, or from the pupils Bank points; again depending on the rule broken.

If it is felt that a pupil's behaviour is causing growing concern Golden Hill will contact parents/carers to discuss these issues. In extreme cases the Head Teacher has the authority to temporarily exclude a pupil for up to 5 days at any one time. Should this fixed term exclusion be unsuccessful the Head Teacher has the right to fix term exclude a pupil for even longer or indeed to exclude a pupil permanently. In all of these circumstances the parents have rights of appeal to the Management Committee

Pupil exclusion from Golden Hill, fixed term or permanent, is very unusual.

## **SAFE SPACES**

Each classroom at Golden Hill has designated safe spaces. These spaces are slightly removed from the main teaching areas of the classroom and are designed to give pupils a "time out" area within the classroom. Safe Spaces enable pupils to continue to listen to the lesson/ activities in the classroom while providing time out from their direct participation in the lesson/ activities.

## **PEACE PLACES**

Golden Hill has 3 Peace Places in school. These small rooms are a way of allowing pupils time out of classrooms safely and effectively. We also have a Zone, which is an open area that pupils can access out of the classroom.

Time out of the classroom, is a system which is used as a positive means by which a pupil can withdraw from a classroom or other area at either his /her own or the teachers wish, when his/her behaviour is regarded as unacceptable. The pupil withdraws to the Peace Place room, or Zone, which is specifically designed for that purpose. He/she is supervised by a Teaching Assistant, who will 'directly teach' the pupil a more acceptable way of dealing with his/her difficulty. The pupil is then encouraged to 'try' the new approach, returning to the classroom when he/she feels able to continue to work without disrupting the group.

Time out is NOT a punishment. It is purely a means by which the teacher can continue to teach and the pupil can reflect upon his /her own behaviour away from the situation, then, return to the classroom with dignity.

## **DAILY MEETING**

On Monday and Friday Daily Meetings are held at 1.00- 1.30pm after lunch play, staff and all pupils attend the meeting. On Tuesday, Wednesday and Thursday Daily meetings are held in each class separately.

### **Restorative Approaches**

The meeting operates a Restorative Approach providing pupils and staff with the opportunity to bring to the meeting any complaints they may have, involving other pupils or staff or an unresolved dispute.

The pupil bringing the complaint to the meeting outlines the complaint and the other pupil has the opportunity to respond. In most situations disputes are resolved quickly and appropriate action is taken, for example: pupils apologising; for other more serious incidents a fining system is levied with the “harmed” being given an opportunity to decide the level and place (card/ bonus points) the fine is taken from the “harmer”.

Within this meeting the Pupils are directly taught to discuss, negotiate and reason. They are rewarded for bringing their grievances to this meeting, rather than retaliating. Sometimes issues cannot be resolved by the “harmer” and the “harmed” and the adult must make the final decision.

### **Values: Theme of the Week**

A Theme of the Week linked to the Values Based Education curriculum is introduced on a Monday and Pupils are praised and rewarded with 20 bonus points if they demonstrate using this skill within school or at home during the week.

## **ASSESSMENT AND REPORTING TO PARENTS**

When a pupil is admitted to Golden Hill, the pupil's academic assessments from their mainstream school are initially used to set work, and behavioural targets.

Assessment of pupils' progress is then carried out as an ongoing process with them involved in self-evaluation.

A SEN Review is held each term for every pupil on roll at Golden Hill.

The parents, mainstream school, and all other Services involved with the pupil are invited to the Termly Review. At this meeting, an SEN Support Plan (written by Golden Hill class teacher)

A Summary of the review, including recommendations, is then sent to parents and carers.

For those pupils who demonstrate significant additional needs the School's SENCOs will work in collaboration with class teachers and parents/ carers to assess these needs, involve the support of outside agencies such as Educational Psychologists and complete graduated cycles of support. For some pupils it will be necessary to request a Statutory Integrated Assessment (SIA) by the Local Authority's Special Educational Needs team. As a consequence of a SIA the LA may decide to issue an Education Health and Care Plan (EHC Plan).

## **ACCIDENTS**

Children occasionally have accidents in school and we administer first aid to them according to the recommendations of the St. John's Ambulance Brigade. A number of staff are qualified First Aiders.

If your child has received a bump on the head, they will be given a note by their teacher informing you, and asking you to look out for any delayed reactions to the bump.

The general advice, which St. John's gives us, is to treat injuries (the vast majority which are cuts and grazes) by cleaning them and protecting them from dirt and infection. This advice omits the use of ointments as they risk allergies and damage to skin tissue. In general we use clean water and a dry dressing.

Should your child be more badly injured and need hospital treatment we contact casualty and yourselves and arrange to meet you at the hospital for more expert attention. For this reason it is vital that we have a correct contact number.

## **ADMINISTRATION OF MEDICINES**

Any medicine administered by members of Golden Hill staff in the course of their employment follows LCC guidelines and the policy of Golden Hill. Procedures for this are given to parents at the admission meeting. (See also Medicine in School Policy)

## **SCHOOL MEALS**

Pupils at Golden Hill either have a dinner provided by the school's "Hot Pot" service or bring their own packed lunch into school.

Some pupils attending Golden Hill will be entitled to Free School meals either because their parents have applied to the Local Authority for free school meals or because their child is in Reception or Y1 or Y2.

Pupils having a school meal choose from a daily menu and their meals are prepared in a local School kitchen and transported to Golden Hill just prior to service.

All pupils are supervised by either Teachers or Teaching Assistants during the lunch service.

## **DINNER MONEY**

Parents/ carers who wish to purchase school dinners should do so by sending the appropriate dinner money (£2.50 per day) to school on each Friday a week ahead. Please ensure the correct amount of money is sent in a sealed envelope/ plastic bag on which is written the child's name and amount contained. Money can be paid in cash or by cheque.

Cheques should be made payable to 'Lancashire County Council'.

All dinner money sent in to school should be handed in by the parent/ carer to the PA on the taxi/ minibus to ensure safe keeping.

## **SCHOOL UNIFORM**

The uniform for pupils attending Golden Hill is:-

- Black or grey school trousers, skirt or pinafore dress.
  - Light blue polo shirt (GH embroidered polo shirt available)
  - Golden Hill's Navy blue sweatshirt.
  - Black school shoes- trainers and boots are NOT acceptable.
- \*\*\* Pupils who do attend school in unsuitable shoes or trainers will change into PE pumps.

For PE:-

- Black shorts
- Plain white T-shirt
- Black pumps.

For KS2 Swimmers:-

- Swimming costume- girls a one-piece costume/ boys speedos or close fitting swimming shorts.
- Swimming hat
- Towel
- Googles are optional.

## **JEWELLERY**

Pupils are not permitted to wear any jewellery in school for safety and security reasons, this includes rings, bracelets, necklaces and earrings. Pupils may wear a simple watch but must take full responsibility for looking after it. SMART watches are not permissible.

## **HAIRSTYLES**

Pupil should keep their hair neat and tidy. Girls with longer hair should have their hair tied in a pony-tail, hair bun or plait. Hair styles should be reasonable- dramatic tramlines, wedges or shaved hair are not acceptable.

## **PERSONAL BELONGINGS**

Pupils are not permitted to bring any personal belongings, including toys into school unless it is the pupil's showing day in the Daily Meeting. Class Teachers will keep parents/ carers informed each half term of when showing days are for each class. No electrical items are permitted on either the LCC taxi transport or in school, this includes iPads, iPods, tablets and mobile phones.

## **PUPIL TRANSPORT**

Pupils who live in excess of 3 miles from Golden Hill are entitled to receive transport support to and from Golden Hill on a daily basis. Most pupils at Golden Hill are transported via taxis or minibuses to school each day. When a pupil is due to be admitted to Golden Hill a Transport request is completed and sent to the Local Education

authority's Transport team. It may be a Travel Risk Assessment is required based on the reasons for the pupil's permanent exclusion or other contextual information provided by the excluding mainstream school.

A Passenger Assistant accompanies each taxi/ minibus in order to supervise the pupils and ensure the journey is safe and calm. The PA's (Passenger Assistants) are employed by the Local Education Authority. It is important to be aware of the rules in regard to pupil transport.

- It is the parent's/ carer's responsibility to ensure that their child is taken to and collected from the taxi/minibus
- On returning to their homes the PAs will not leave the child unless they are sure there is a suitable adult/ carer there to care for them.
- If for some reason a parent/ carer or other known adult is not there to receive a child, the PA/ taxi driver will contact the LA in order to take advice on next steps which may involve a referral to the Police/ Children's' Social care. To avoid this situation, most parents identify a neighbour or relative living in the area, where a child can be left in the event of an emergency.
- Taxi drivers will not transport children who refuse to wear a seat belt or sit on a booster seat (height dependant)
- Should a pupil refuse to follow the taxi rules and place themselves in danger the PA and/or taxi driver may refuse to accept the pupil. It will then revert to the parents/ carer's responsibility to ensure their child attends Golden Hill.

### **PUPIL REINTEGRATION INTO MAINSTREAM SCHOOL**

- In liaison with parents/ carers, Golden Hill staff will assess when a pupil is ready to return to mainstream school. Pupil Access will have already secured a pupil placement at the new mainstream school and a Reintegration Planning meeting will be scheduled to discuss and plan for the pupil's reintegration.
- The Reintegration plan will be bespoke for each pupil and will reflect the best transition possible for the child. Details will include visits, half days, full days, a reintegration review meeting and final end of placement at Golden Hill.
- Golden Hill will ensure all pupil records, information and assessment information is shared in advance with the new mainstream school and that paper and/or electronic copies are sent to the new school. Similarly any welfare concerns/ Child Protection documents will be confidentially shares/ sent to the new school's DSL.

### **INFORMATION SHARING: GDPR**

Golden Hill has an obligation to obtain necessary information from parents/carers in advance of a child being admitted to school, including:

- Emergency contact numbers;
- Any special dietary requirements, preferences or food allergies the child may have
- Any health issues relating to the child.
- Permission from the parent/ carer regarding in regard to seeking any necessary emergency medical advice or treatment whilst the child attends Golden Hill.

\*Information about who holds PR or parental responsibility for the child and if there is anyone not allowed to have contact with the child.

***PARENTS/ CARERS MUST TELL US OF ANY CHANGES TO THESE DETAILS.***

We take confidentiality very seriously. Any information which we hold is treated as confidential and shared on a 'need-to-know' basis.

## **LINKS WITH EXTERNAL AGENCIES**

We are fortunate to be supported by a range of external agencies which can be called upon to support the work we do in school. These include School Nurse, Health Practitioners, Educational Psychology, Child and Adolescent Mental Health Services, Behaviour Support, Social Services and Specialists in supporting Special Educational Needs.

## **REPORTING CONCERNS OR COMPLAINTS**

Further to the above procedures, we have in place a concerns and complaints policy. This enables children, staff and carers to report anything they feel is of concern. A copy of the Complaints Procedures is on the school website. A hard copy of the policy is also available on request from the school office.