



The Pupil's Charter

September 2016

Ethos, Expectations and Rights

The pupils we work with are dependent on us for their every need. They are easily ignored and can be treated and spoken to with disrespect without any fear of comeback. Our responsibility towards them is enormous. The following is written as a charter for our pupils, thinking of how they are feeling, what they would want from us and what they might say.....

We must add that we strive to follow the Charter but acknowledge that sometimes we may fall short due to time and the range of needs at The Brook.



"When I am at The Brook on Broadwaters whoever I am with, whatever I am doing, I have these fundamental rights and opportunities:"



To be taught well in a positive, stimulating learning environment where I have:

- ❑ opportunities to play/have leisure time independently – let me have my own time and space like any other young person
- ❑ the opportunity to go anywhere other young people can go
- ❑ the opportunity to work and play alongside young people of a similar age no matter what my learning difficulties – my peers as advocates for me are very important
- ❑ fun
- ❑ excitement, stimulation and enjoy learning – but also at times – a quiet, structured and calm atmosphere
- ❑ time to enjoy an activity and to learn from the lesson without being rushed
- ❑ not to be regarded as a problem
- ❑ uninterrupted lessons unless it's absolutely urgent – every lesson is important and when you do have to interrupt please acknowledge my presence.
- ❑ no noise outside the dark room/psychotherapy room when I am working
- ❑ your full attention during lessons so that you pick up any ways of communicating that come from me
- ❑ a level of routine in timetabling, lessons and consistency of staff to give me an ordered environment to relate to
- ❑ the opportunity to be listened to
- ❑ patience from others
- ❑ respect from others
- ❑ a firm voice talking to me when necessary but not an angry one
- ❑ access to the appropriate communication equipment I need at all times, and am listened to and heard when I need to communicate, even if it takes a long time, and even if I am not easy to understand. I might gesture, use eye pointing and facial expression, use objects of reference, switches, signs, symbols, or intensive interaction but I can communicate.
- ❑ access to the appropriate physiotherapy or OT equipment so that I can be positioned to access the curriculum or can access through different ways
- ❑ the opportunity to be occupied



To be valued as an individual:

- ❖ to be treated as a unique person, not just a disability
- ❖ to be talked to and about by my own name
- ❖ to be encouraged to be me
- ❖ to be given choices whenever possible
- ❖ to be given enough time to take part, to do things for myself, to understand and be understood.
- ❖ to have the same rights and opportunities as my mainstream peers
- ❖ to have access to communication systems which work for me
- ❖ to be given information about what is happening before it happens
- ❖ to have my parents/carers involved in all aspects of my school life. They have the most knowledge about me and are ultimately responsible for me. I would like to overhear only positive comments about them.



To be treated with dignity and respect:

- being addressed with respect; never referred to or about as if I am a disability; nor as if I am one of my needs; nor as if I am a piece of equipment; nor finally, as if I am hardly a person at all
- being involved in conversations; never being talked about as if I am not there
- having my privacy respected at all times and in all places – please close the toilet or changing room door when I am in there.
- having all information about me treated carefully, kept safe and shared only with those people who need to know; never discussing me in the presence of another pupil
- being involved in decisions that affect me: being actively encouraged to express my views in my own way, and where these cannot be taken into account, told why.
- To be encouraged to show others the same consideration that I would expect for myself or you would expect for yourself



To be cared for as a child/young person first:

- ◆ having the same rights and choices and the same kind of life as other children of my age and culture
- ◆ being given the best possible care that can be provided
- ◆ being consistently cared for in different settings by staff who really know me well. If someone different comes in, please make sure they get the right information about me.
- ◆ being given explanations of procedures before they occur, events before they happen - please don't suddenly yank me into a wheelchair or stick a spoon in my mouth!
- ◆ To have my food presented in an appetising way, even though it may need mashing to enable me to eat it
- ◆ To take my time when having a drink or a meal so that I can enjoy the social part of it



To be safe:

- not being exposed to unnecessary risk.
- being protected from abuse
- physical abuse includes any physical punishment or unnecessary physical intervention including restraint
- emotional abuse includes malicious teasing and taunting, unjustifiably ignoring me, controlling me through fear, shaming or humiliating me or deliberately misinterpreting my communication
- sexual abuse includes any sexual act or contact with me
- being part of an inclusive community; not having to hear things that may undermine my trust in the community as a whole although I know we can't change the world immediately!
- knowing that I have all these rights, all of the time I am at school, and these rights can only be denied with good cause

