



**EASTERN
EDUCATION
GROUP**



Chalk Hill Residential Statement of Purpose

SENDAT and Chalk Hill are part of Eastern Education Group Trust, a charitable company limited by guarantee and registered in England and Wales with company number 09702333.

**TRAUMATM
INFORMED UK
SCHOOLS**
TISUK Award winning school

Chalk Hill Academy provides a residential provision which is split into two services known as boarding and Link. Firstly, our boarding service, which is the main service we offer, provides after school and overnight care, learning and activities for up to 12 pupils, aged 8 to 14, per night. The second provision we offer is our Link provision which runs alongside boarding until 7pm each evening when our Link pupils are collected by parents and return home rather than staying overnight in boarding.

On average 6 pupils per week have an opportunity to participate in this provision. Link is used to support pupils' transition into an overnight stay and for those who are unable to access our boarding provision due to complexities linked to health needs. Boarding and Link are available from Monday to Thursday. We have a staff ratio of 1 senior member and 1 staff member to 6 pupils overnight. Throughout the afternoon/evening session until boarding pupils have gone to bed there will always be 2 members of staff supervising pupils.

If a parent/carer would like to pursue the opportunity for their child to access Link or boarding, then they should complete a referral form which can be found at the back of our 'Welcome to Residence handbook. This handbook can be found on our website, or a hardcopy can be requested through our main office. Acting Head of Care, Byron Higgins, will discuss the needs with the residential team, the class teacher, pupil, family support team and with the parent/carer. If the referral is deemed appropriate, then further discussions will identify the type of provision most suitable for the pupil and a timescale for implementation.

Chalk Hill Academy Eastern Education Group Trust, including Residence:

- Promotes explicit social communication skills.
- Promotes collaborative problem-solving approaches to teach the skills pupils need to manage to self-regulate.
- Promotes trauma informed approaches.
- Promotes the culture of Supervision, giving all staff the opportunity for reflective conversations. All staff understand this approach, some staff are trained to facilitate peer supervision. Staff's access to Supervision is at their own discretion.

As a result, all pupils achieve excellent outcomes, improve their ability to self-regulate, to talk through and find solutions and achieve social, vocational and technical outcomes. All pupils have social, emotional and behavioural needs. As part of both boarding and link all pupils will participate in a program of informal education, this is designed to support our overarching aim of enhancing pupil's educational attainment, attendance and engagement. Upon admission to boarding or link every pupil will undergo a 6-week assessment period, this will be where our highly skilled Care Officers assess what each pupil can and can't do. We use a range of assessment tools to measure our pupil's outcomes and the progress they are making. All pupils will have several targets which they will be working towards. Targets are set and reviewed by key workers. Progress is captured through our bespoke Targets Care Plan, at the end of each half term staff will undertake a full review of targets and either carry over the current target into the following half term or set new targets, if the current ones have been achieved or are no longer appropriate.

Vision Statement

Chalk Hill provides residential placements for up to 12 students per night Monday to Thursday inclusive.

One full time Deputy Head of Care, and two Residential and Activities Childcare Officers to assist the Head of Care in the day to day running of the department.

To build resilience and improve life chances for all our pupils.

We look to achieve this by addressing pupils' social and emotional wellbeing within this structured nurturing environment. We aim to improve the student's enthusiasm to learning through experiencing success. This is achieved by providing a warm, caring, and friendly environment where each student is encouraged to develop their confidence and self-esteem. We will encourage and support students to make appropriate and informed choices about their lives and their future.

All elements of teaching and learning at Chalk Hill have these needs at their heart.

We aim to restore equilibrium to the child and family, return the child to the home setting and, where appropriate, to mainstream education.

“Where Chalk Hill differs from other schools is that we provide access to a 24-hour curriculum, being as it is a residential establishment. Individually based, objectively structured programmes aimed at encouraging growth and addressing needs are features of all aspects of the waking day”

Chalk Hill will be aware of the family, social, emotional and medical issues which affect the pupil's development and functioning.

An admissions procedure is established which collates useful information from various sources including the Education, Health and Care Plan, documentation from previous schools, reports from other agencies and interviews with those with parental responsibility.

Regular contact and liaison is established by the Childcare Officer with the child's family, ensuring that the partnership between the school and home is maintained and that all are kept informed of current development.

If outside agencies are involved the Childcare Officer and SLT will keep in regular contact with them, ensuring that they are kept informed of any developments.

Chalk Hill will facilitate monitoring of and involvement by members of a multi-disciplinary team in decision making about child welfare matters.

- A member of the Governing Body is nominated to monitor the operation of the 24-hour curriculum in the school.
- Children will be aware of how to have access to the Independent Person.
- The Therapeutic Team will offer all pupils a chance for Therapeutic Interventions which includes art and play therapy.

The involvement of outside agencies will be considered and sought in assisting in the welfare of a child, depending on their individual needs. Parental approval will be sought.

Pupil's new to the school will be fully supported in settling into their new environment

At admissions meetings prospective pupils are provided with a personalised copy of Chalk Hill Academy's Statement of Purpose for Pupils. This helps to explain:

- what residence is, what the routines are, the staff who work in residence, what the accommodation looks like and what activities are on offer.
- On first arriving at the school the pupil meets a Residential Childcare Officer and is taken to his own bedroom.
- The child will be allocated a Keyworker who will help the pupil unpack and make sure that his clothing is marked.
- Where possible the pupil is introduced to the other member(s) of care staff that will work in residence.
- The Keyworker outlines for the pupil the daily routines of the school.
- The Keyworker explains the fire evacuation procedure and demonstrates to the pupil how this is carried through.
- The pupil will then be taken to his class where he will be re-introduced to his Teacher/Tutor.
- A member of the care team will phone home at the end of the first evening to report to parents and carers as to how they have settled in.

Chalk Hill will provide good quality domestic style facilities.

- The living environment is maintained in good order physically and is comfortable and favourably comparable with the home environment.
- The children's views on decoration of the environment are sought and they participate in the personalisation of their individual space.
- There is space for reasonable recreational pursuits.

Chalk Hill will provide good quality catering and utility services.

- The children will be provided with regular nutritious meals. Children will have a say in the menus which will be displayed on a residence wall for all to see which meals are served each day.
- The children always have clean clothes available, and facilities exist for the regular laundering of their clothing.
- The residential accommodation is maintained to a good standard of cleanliness and hygiene. The whole of residence is cleaned each morning.

- Special arrangements (such as laundry services for enuresis) are accommodated easily, always maintaining the child's dignity.
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Chalk Hill will ensure the physical well-being of each child and will ensure medical services are available as required.

- staff monitor the general state of health of the children in their care.
- Prescribed medication is held in a locked cupboard in the first aid room which is in the residence area. Medication is administered according to the physician's instructions. The Medication lead who has the specific responsibility for medical matters will administer medication whilst on duty. In their absence or during residential time this duty is carried out by the Duty Senior.
- Should any health emergency arise the parent is notified, and the child is referred for appropriate treatment.

Statement relating to equality of opportunity and regard

Chalk Hill is committed to a policy of equality of opportunity and equality of regard for every learner. The school endeavours to be aware of and sensitive to ethnic, cultural, linguistic, religious, gender and disability matters that affect its pupils. We believe that all pupils should be encouraged to understand the implications of equal opportunity and regard and should be challenged to dispel the ignorance and distrust which breeds prejudice and discrimination.

To remove all impediments to equality of opportunity and regard for all pupils.

All members of the staff team:

- maximise the potential of each individual pupil.
- treat as of equal value the different needs, interests and abilities of individual pupils.
- foster positive attitudes towards ethnic, cultural, religious and linguistic groups within and outside the school and towards those with disabilities.
- are alert to and challenge any discrimination or stereotyping of gender and to depart where necessary from traditional gender roles in the running of activities and residential unit.

“At Chalk Hill we pride ourselves on inclusion no matter on the persons race, religion, culture, sex, gender or academic need. Every child deserves the chance to thrive and feel safe in an environment that they are accepted”

Statement relating to health education and promotion of a healthy lifestyle

This statement relates to a whole school issue and is not necessarily confined to residential time and should not be viewed as such.

A Keyworkers responsibility in working with children in residential are to perform a basic caring role and the very essence of their responsibility in this area is the provision of sound practical advice for the children in all aspects of health and hygiene. At times their contribution will be pro-active because of the circumstances and needs of the individual child. At other times they will react to inquiring minds and fortuitous situations. They must always be prepared to share their own experience and if necessary to go and find out more about topics of interest.

We provide children in our care with appropriate and beneficial guidance on matters relating to a healthy lifestyle.

- Children will be encouraged to keep themselves clean and to wear clean clothes.
- Children will be encouraged to follow a sensible and nourishing diet.
- Children will be encouraged to initiate conversations concerning health matters including drug and alcohol related issues.
- Children will be encouraged to appear well groomed.
- Children will be encouraged to recognise the importance of good health.
- Staff will refer children with medical problems to the appropriate person.

At Chalk Hill we encourage staff members to increase their knowledge of health matters.

Health matters and specific disorders are discussed by staff groups.

Staff introduce relevant health and care topics into development sessions.

EduCare courses available.

Statement relating to safeguarding

If abuse is suspected or if allegations of abuse are made, it is the policy of Chalk Hill Academy to ensure the health, welfare and safety of all pupils, resident and non-resident. Chalk Hill Academy will implement its duty under the Children Act 1989 and other relevant legislation and guidance by working closely with all appropriate agencies as an integral part of its child protection programme.

1. To respond to all allegations of abuse and to ensure the safety and security of children who are the subject of abuse.

- Chalk Hill will respond appropriately in accordance with Keeping children safe in education and Safeguarding Children Partnership procedures to all suspicions and allegations of abuse.
- Children disclosing abuse towards themselves or others will be listened to and their allegations investigated thoroughly in accordance with EEGT procedures.

- When an allegation of abuse is made, the information given will be recorded accurately and fully.
- Chalk Hill Academy will always make the safety of the child their priority and will make no decisions nor take any actions which will put the child at risk.

2. To manage all allegations of abuse in a structured and professional manner.

- The Senior Designated Safeguarding Lead holds the position of Designated Safeguarding Lead (DSL) for Child Protection to oversee and monitor child protection matters within Chalk Hill Academy.
- All staff are trained in the principles and procedures of child protection.
- All senior leaders and senior childcare leaders are trained as Designated Safeguarding Leads.

Statement relating to complaints procedures for pupils

Chalk Hill Academy is aware of the rights of children and in practice supports the principle that all grievances, complaints and allegations should be heard and addressed through a procedure, which is known by staff and children.

1. To establish procedures for dealing with children's complaints

- A document in school in dealing with complaints procedures for children is in existence.
- Pupils and staff are aware of the procedures.

2. To ensure that any child who makes a complaint is not made to feel guilty but is supported by staff who will attempt to resolve the problem by appropriate means.

- From admission, pupils are made aware that they can approach staff, who will deal with their complaints seriously.
- Pupils are aware that they may choose any member of staff 'trusted adult' with whom to discuss concerns or seek advice.
- Pupils are aware that they can be befriended and accompanied by any person of their choosing when the complaints are being discussed.
- Pupils are aware that they can have a facility for others to make the complaint on their behalf.
- Pupils are aware that serious complaints against staff are dealt with according to set procedures.
- Pupils and families are aware that all complaints are resolved, even without agreement.
- Pupils are aware that there is an Independent Person attached to Chalk Hill Academy who visits us each half term and that they have the use of a telephone should they wish to contact them. They are also aware that this person can be contacted via email.

Statement relating to the disciplinary measures

Chalk Hill Academy believe the appropriate use of consequences can have an inhibiting effect on disruptive behaviour, provide children with clear parameters regarding that

which is acceptable behaviour, enable children to acquire their own value boundaries and form a basis for relationships based upon the reciprocity of responsibility rather than power.

To provide appropriate consequences, from the list of permitted sanctions, which are considered, and which encourage positive and constructive outcomes for the child.

In general, consequences may include, though this list is not exhaustive:

- Bans from the use of equipment or parts of the building/grounds
- Bans from trips out
- Sports bans

The child makes a clear connection between the sanction and his inappropriate behaviour and the child can learn new and more positive behaviours from a sanction situation

Children are never:

- physically punished or threatened with physical punishment
- deprived of food
- deprived of normal physical, postal or telephone contact with parents/carers, siblings or any other adult with whom they have a significant relationship
- denied the normal patterns of return home
- deprived of meetings with other professionals
- intentionally deprived of sleep
- required to wear distinctive clothing
- denied medication or access to treatment
- secured within any part of the accommodation with the intention to restrict liberty
- isolated from positive engagement or communication

STATEMENT RELATING TO BULLYING

Bullying is one of the most malicious forms of unacceptable behaviour within schools/Academies, unfortunately few young people leave the school without being exposed to it, either as the victim or an observer. Bullying usually takes place away from the supervision of adults, and the misery and distress that it causes should not be underestimated. Children have a basic right to receive their education free from humiliation, oppression and abuse. The pupils at Chalk Hill should feel confident in the knowledge they will be protected from bullying.

1. Children will be advised on strategies to adopt themselves to prevent bullying.

➤ Children will be counselled to:

- consider whether their behaviour provokes other children
- avoid being alone in unsupervised areas
- try not to show any reaction which may entertain the bully
- always tell an adult

2. Staff will be encouraged to adopt strategies which may help reduce the possibility of bullying.

➤ Staff should:

- ensure that they arrive to pick up groups punctually.
- ensure that groups are supervised adequately during class and activity time.
- escort groups of children to the next lesson after break/lunch activity sessions as necessary. be aware of children who are likely to be/are bullied/bullies.
- record any incidents of bullying in logs/diaries/handovers and in the anti-bullying log as well.
- confront pupils they believe may be guilty of bullying, make the unacceptable nature of this behaviour, and the consequences of any repetition clear to them
- use tutorials/liason/individual times to discuss bullying
- intervene immediately at the first sign of intimidation
- listen to children requesting changes of groups
- challenge pupils who are in the wrong place
- and never use intervention techniques which may themselves be interpreted as bullying.

Chalk Hill Academy will confront the issue of bullying through individual staff members who will deal firmly and positively with actual and potential intimidation.

- Any incident of bullying will be recorded in diaries, Arbor logs and C-POMS. A senior member of staff will always be informed of the circumstances and may become involved. As will a member of staff of the therapeutic team who will work with both bully and victim to train and support them.
- A minor incident, a 'one-off' occurrence of bullying, which does not result in actual physical harm will normally be dealt with by a reprimand followed by an explanation to the pupil of the reasons why they should not do this.
- Serious incidents such as continuous bullying, damage to a person or property will be followed by a consequence. A bully will be made aware that their behaviour is inappropriate and unacceptable. The Headteacher may be involved at this stage, and parents will be made aware of their child's behaviour.
- Staff should ensure that bullying is discussed openly and often, to give children the confidence to deal with and confront this issue. A pupil safety survey is held annually, and pupils know how to report incidents.

Statement relating to procedures, routines and organisation

Chalk Hill Academy believes that pupils thrive emotionally on the security which results from the consistency of well-established routines. Valid routines contribute greatly to the smooth operation of the school in general and specific activities in particular.

1. To provide structure to the school day by keeping setting routines which are departed from only in exceptional circumstances.

- Pupils know what will happen at a given time on any day
- Pupils feel secure and comfortable and are aware of what is expected of them
- Reminders from staff can be low-key and less frequent
- A more relaxed atmosphere is achieved

2. To ensure the evenings in residence are subject to forward planning all staff will have advance knowledge of activities and occasions involving the children.

- Pro-active preparation by all staff on duty
- Whereabouts of children known at all times
- Visits by parents and others are comfortably accommodated
- In the event of an emergency there is less room for errors and omissions

Residential staff structure and their relevant qualifications.

Start date: March 2022



Byron Higgins: Qualifications and Training: Level 5 Diploma in Leadership and Management in Residential Child Care. Level 3 in Residential Child Care, Level 3 Diploma in Sports Coaching and Facility Operation, Level 3 First Aid Trained NFPS Positive Handling Level 2, Certificate in Understanding Adverse Childhood Experiences.

Additional relevant training: Safeguarding and Child Protection - Child Protection in Education – Introduction to Boarding – Safeguarding children with special educational needs-Trauma informed practice-understanding self harm- looked after children-Adverse childhood experiences-ADHD Awareness-Autism Awareness-Online safety- Serious Youth Violence – The Prevent Duty – Extremism and Radicalisation - Administration of Medication - Fire Safety in Education - Food Hygiene and safety – Health & Safety in Education – HSB – Online Safety – KCSIE. MIDAS Minibus training.



Start Date: May 2024 **Kat Clifford:** Qualifications and Training: Level 5 Diploma in Leadership and Management in Residential Child Care. Level 3 NVQ health and social care-Adults, OCR Level 2 Key skills, OCR Level 2 Key skills communication, Physical Intervention Training.

Additional relevant training: Safeguarding and Child Protection - Child Protection in Education – Introduction to Boarding – child protection in education-ADHA Awareness- Autism awareness-Understanding self-harm- Safeguarding children with special educational needs- Trauma informed practice-Serious Youth Violence – The Prevent Duty – Extremism and Radicalisation - Administration of Medication – Fire Safety in Education - Food Hygiene and safety – Health & Safety in Education – HSB – Online Safety – KCSIE 2023

We currently have vacancies for two part time and one full time employment

Head Teacher: Nicki Jennings

Safeguarding: Designated Safeguarding Lead: Sarah Chesterton

Additional DSLs: Helen English, Nicki Jennings and Byron Higgins

SENDAT DSLs: Lawrence Chapman

Director Safeguarding Representative: Mr Kevin O'Connell

Children In Care: Senior Designated Person: Mr Lawrence Chapman

Supported by: Nicki Jennings

Director Residential Representative: Mr Neil Kellett

Safer Recruitment and Selection: Byron Higgins, Nicki Jennings

Standard 3 Visitors:

The Ashley School Academy Trust: Gareth Bowker, Residential Care Leader

Priory School SENDAT: Beth Parkington, Residential Manager

Bure Park Specialist Academy: Carl McLaren, Residential Manager

Independent Listener: David Drain

Review Date: 30/01/2025 Next Review: 05/09/2025