



Priory School Residential Department

Residential Statement of Purpose

This policy should be read alongside the school's Statement of Intent: [Statement Of Intent – Priory School](#)

General Aim: Early intervention to effectively support young people and their families

Within this structured environment we aim to improve the student's attitude 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. We operate on a 24-hour curriculum meaning we are an extension of the student's education but the approach we take to learning is through providing experiences for social interactions, gaining life skills, integrating into society and building independence. This provides essential tools that enhances their productivity in the formal learning environment of school.

Specific Aims: To enjoy success, to improve their life chances, to help students achieve to the best of their ability in the following areas:

- Independence skills including Advance Independence
- Communication and Social Interaction
- Healthy Lifestyle including Medication
- Positive Behaviour
- Organisation
- Personal Care and Hygiene including Menstruation
- Leadership skills
- Community Spirit

These areas are continually assessed for each student enabling their progress to be monitored and recorded. This informs the target setting process allowing SMART and individualised targets to be set for each student.

Residential Arrangements: Priory School provides residential placements for up to 23 students per night Monday to Thursday term time only. Therefore, over the course of the week, there is 92 spaces/beds available. The Residential Department is organised into 2 houses: Abbey House which can cater for 13 students, mainly KS3 and KS4 and Priory House which can cater for 10 students, mainly KS2 and KS3. Students must be between the ages of 9-16 in order to access the residential provision.

All placements are offered as an overnight placement however we do normally encourage all families to start with an initial 6 week 'link' induction program. This allows students and families to get an insight into residential life before commencing the overnight stays.

Staffing Structure: The residential department is run by the Residential Manager and her team. This is overseen by the Senior Assistant Head, Head of School and Executive members of the SEND cluster within EEG (Eastern Education Group).



Residential Manager
Mrs Bethany Parkington



Senior Residential and Activities
Child Care Officer (MAT Leave)
Miss Sasha Palmer

Senior Residential and Activities
Child Care Officer (MAT Cover)
Miss Pasha McDougall

Residential and Activities Child Care Officer's



Ms Karen
Allen

Mrs Genevieve
Klaczok

Mrs Tori
Hall

Miss Laura
Copping

Mrs Laura Bullen
(currently
completing
induction and
probation)

Staff Qualifications: It is mandatory for all staff to be trained in safeguarding procedures.

Safeguarding/Child Protection Trained: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall, Laura Copping, Laura Bullen

It is mandatory for all residential staff to hold a Level 3 Diploma in Residential Child Care or equivalent. Residential staff will commence this qualification when they have completed the induction and probation period.

Level 3 Diploma in Residential Child Care: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall, Laura Bullen
Laura Copping is working towards this qualification.

It is mandatory for all residential staff to complete the following online training and renew the certificates within the appropriate time frames:

An Introduction to Boarding: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall, Laura Copping, Laura Bullen



Safe Administration of Medication: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall, Laura Copping, Laura Bullen.

Food Hygiene and Safety: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall, Laura Copping, Laura Bullen.

Fire Safety in Education: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall, Laura Copping.

First Aid Essentials: *This qualification is completed while staff are waiting to complete Level 3 first aid training:* Laura Copping.

Health and Safety in Education: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall, Laura Copping, Laura Bullen.

Online Safety: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall, Laura Copping.

The Prevent Duty: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall, Laura Copping, Laura Bullen.

FGM Awareness: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall, Laura Copping, Laura Bullen.

Other relevant qualifications:

Level 5 Diploma in Leadership and Management for Residential Childcare: Bethany Parkington (Sasha Palmer is currently working towards this qualification)

Level 5 Practitioner in Trauma Informed Schools: Pasha McDougall is currently working towards this qualification.

Level 3 First Aid Trained: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall.

Physical Intervention Trained: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall.

Ligature removal Trained: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall.

The residential staff team have access to a multitude of online training courses. Specific online course will be set each academic year. To see a full list of the training courses available, please see appendix A.

Courses for 2024/2025:

The Importance of Filtering and Monitoring: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall, Laura Copping.

A Guide to UK Data Protection: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall, Laura Copping, Laura Bullen.

Adverse Childhood Experience: Bethany Parkington, Sasha Palmer, Pasha McDougall, Karen Allen, Genevieve Klaczok, Tori Hall, Laura Copping, Laura Bullen.

The school is committed to continuous professional development for all staff and will undertake any training required to meet the needs of individual students.

Relevant Safeguarding Information:

Designated Safeguarding Lead: Miss Tabatha Kinnair

Supported by: Mrs Sharron White

Additional DSL's: Mrs Bethany Parkington, Mrs Lisa Andrews, Mrs Anita Nichol

Cluster DSL's: Mr Lawrence Chapman, Safeguarding and Welfare lead for SEND in EEG.



Director Representative: Mr Neil Kellett

Children In Care: Senior Designated Person: Mr Lawrence Chapman

Supported by: Mrs Sarah Hopkins

Trustee Representative - Residential: Mr Neil Kellett

Safer Recruitment and Selection: Mrs Bethany Parkington, Mrs Sharron White, Miss Sasha Palmer, Miss Tabatha Kinnair

Warner training: Mrs Bethany Parkington, Miss Sasha Palmer, Mrs Sharron White, Miss Tabatha Kinnair

Standard 3 Visitors:

The Ashley School Academy Trust: Residential Care Leader

Bure Park Academy: Head of Care

West Suffolk College: SENDCo

If parents/carers would like the opportunity for their child to access the residential provision please fill in our referral form which can be found in the Welcome booklet, this can be requested by contacting the school. If it is felt that this would be an appropriate placement then further discussion will clarify the reasons, expectations and timescale.

All Priory School staff, including volunteers, have a Disclosure and Barring Service check.

Author:	Bethany Parkington
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Appendix A

Educare course available: 22.10.2024
A Guide to UK Data Protection: Education
ADHD Awareness
Administration of Medication in Schools
Adverse Childhood Experiences (ACEs)
An Induction to Boarding
An Induction to Speech, Language and communication needs
Anti-Fraud, Bribery and Corruption
Autism Awareness
Body Dysmorphic Disorder
Bullying and Harassment in the Workplace
Child Abuse linked to Faith or Belief
Child Exploitation
Child Neglect
Child Protection Advanced
Child Protection in Education
Child Protection in Education (Music)
Child protection Fundamentals
Child Protection in Sport and Active Leisure
Child Protection Refresher 2024
Child-on-Child Sexual Violence and Harassment
Concussion Awareness
Cyber Security
Dealing with a disclosure
Dealing with Bereavement and Loss
Domestic Abuse: Children and Young People
Dyscalculia Awareness
Dyslexia Awareness
Effective Health and Safety for Children with SEND and ASN
Equality and Diversity
Extremism and Radicalisation
Female Genital Mutilation Awareness
Fire Safety in Education
First Aid Essentials
Food Hygiene and Safety
Harmful Sexual Behaviours
Health and Safety in Education: Senior Leadership and Management



Health and Safety in Education: Staff Awareness
How to be an Effective Fire Warden or Fire Marshal
Induction to Pastoral Care
Infection Prevention and Control in Education
Keeping children safe in education 2024 Annex A questionnaire
Keeping children safe in education 2024 Annex B questionnaire
Keeping children safe in education 2024 Part 1 questionnaire
Looked After Children
Managing Allegations of Abuse Against Staff
Mental Wellbeing in Children and Young People
Mindfulness in the Classroom
Moving and Handling
Online Safety
Online Safety Act
Overcoming Loneliness
Parental Responsibility in School
Preventing Bullying
Raising Awareness of Asbestos
Raising Awareness of Child-on-Child Abuse
Raising Awareness of Honour-Based Abuse and Forced Marriage
Raising Awareness of Legionella
Raising Awareness of Trafficking and Modern Slavery
Reflective Safeguarding Practice for Schools
Risk Assessment for School Trips
Risk Assessments in Educational Settings
Safeguarding adults
Safeguarding Children with Special Education Needs and Disabilities
Safeguarding when Employing Tutors and Coaches
Safeguarding Young People
Safer Recruitment in Education
Search, Screen and Confiscate for Schools
Serious Youth Violence
Substance Misuse Risks
Suicide Awareness and Prevention
Supporting Staff Wellbeing in Schools
Tackling Obesity
The Governance of Safeguarding
The importance of filtering and monitoring in schools
The Prevent Duty
Trauma Informed Practice in Schools
Understanding Anaphylaxis



Understanding Anxiety
Understanding Asthma
Understanding Diabetes
Understanding Epilepsy
Understanding Low Mood and Depression
Understanding Self-harm
Understanding the Role of the Safeguarding Lead
Use of Reasonable Force in Schools
Wellbeing for Children with EAL
Working with Display Screen Equipment
Working with LGBTQ+ pupils in an educational environment
Young Carers