



**EASTERN
EDUCATION
GROUP**



Chalk Hill Residential Statement of Purpose

Chalk Hill Academy is part of the Eastern Education Group Trust, a charitable company limited by guarantee and registered in England and Wales company number 09702333.



Chalk Hill Academy provides a residential provision which is split into two services known as: Residential and Link

Our Residential provision provides after school and overnight, learning and activities for up to 12 students aged 8 to 14 per night.

Our Link provision runs alongside Residence up to 7pm each evening, after which Link students are collected by their parents/carers and return home rather than staying overnight.

On average 6 students per week have an opportunity to participate in this provision.

Link is used to support students' transition into an overnight stay and for those who are unable to access our Residential provision due to complexities linked to their needs.

Residential and Link are available from Monday to Thursday during term time. We have a staff ratio of 1:3 overnight. Throughout the afternoon/evening session there is always a minimum of 2 members of staff supervising students.

If a parent/carer would like their child to access Link or Residential, please complete a referral form 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.

The Head of Care, will discuss the students' needs with the Residential team, the class teacher, student, 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's • Promotes explicit social communication skills.

- Promotes collaborative problem-solving approaches to teach the skills students 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. Staff access to Supervision is at their own discretion.

As a result, students achieve excellent outcomes, improve their ability to self-regulate, to talk through and find solutions and achieve social, vocational and technical outcomes.

We recognise that our students have social, emotional and mental health needs; so both our Residential and Link provisions support students to participate in informal education purposefully designed to support their educational attainment, attendance and engagement.

Vision Statement

Chalk Hill Academy seeks to build resilience and improve life chances for our students.

Our aim is to improve students' enthusiasm for learning through experiencing success and to provide a warm, caring, and friendly environment where students are encouraged to develop their confidence and self-esteem.

We encourage and support students to make appropriate and informed choices about their lives and their future.

We look to addressing students' social and emotional wellbeing within our structured nurturing environment, to restore equilibrium to the student and their family and return the students where appropriate to mainstream education.

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

Chalk Hill Academy are aware of the family, social, emotional and medical issues affecting our students and their development.

Our admissions procedure 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.

The Residential Childcare Officer has regular contact and liaison with the student's family to nurture a strong partnership between the school and home and ensure that all are kept informed of current developments.

If outside agencies are involved, the Residential Childcare Officer and Senior Leadership team has regular contact with them, keep informed of any developments.

Chalk Hill Academy facilitates monitoring by and involves members of a multi-disciplinary team in decision making about child welfare matters.

- Children's Services will be involved with the school if Link 24-hour member of the Trust Board is nominated to monitor the operation of the 24-hour curriculum in the school.
- Students are aware of how to access the Independent Person.
- The Therapeutic Team offer all students 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.

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

During the admission meetings, prospective students are provided with a personalised copy of this Statement of Purpose. This helps to explain

Chalk Hill Academy provides 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 student'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 Academy provides good quality catering and utility services.

- Students are provided with regular nutritious meals and can have a say on the menus which are displayed on a residence wall showing which meals are served each day.
- Students 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.

Chalk Hill Academy safeguard the physical wellbeing of students and ensures that medical services are available as required.

- Staff monitor the general state of health of the students in their care.
- Prescribed medications are held in a locked cupboard in the first aid room in the residence area. Medication is administered according to the physician's instructions by the Medication lead, who has the specific responsibility for medical matters 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 Academy is committed to a policy of equality of opportunity and equality of regard for every student and endeavours to be aware of and sensitive to ethnic, cultural, linguistic, religious, gender and disability matters that affect its students.

We believe that all students 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.

We aim to remove all impediments to equality of opportunity and regard for all students.

All members of staff:

- Nurture students' potential.
- Treat as of equal value the different needs, interests and abilities of individual students.
- 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.

When working with students in our residential provisions Keyworkers are responsible for performing a basic caring role; offering sound practical advice for students in all aspects of health and hygiene.

Their contribution is both responding to the unique circumstances and needs of individual students and reactive (responding to inquiring minds and fortuitous situations), and they are encouraged. To share their own experience and, if necessary, to find out more about topics of interest to connect to the student.

As a minimum, we provide students with appropriate and beneficial guidance on matters relating to a healthy lifestyle. Students are encouraged to:

- follow a sensible and nourishing diet.
- initiate conversations concerning health matters including drug and alcohol related issues.
- appear well groomed.
- recognise the importance of good health (staff refer students with medical problems to the appropriate person),

We encourage staff members to increase their knowledge of health matters and regularly discuss, health matters and specific disorders with staff groups. Moreover, staff introduce relevant health and care topics into sessions

Statement relating to safeguarding

If abuse is suspected or if allegations of abuse are made, we will implement our duty under the Children Act 1989 and other relevant legislation and guidance by working closely with all appropriate agencies to safeguard the welfare of our students. We will.

- respond in accordance with Keeping Children Safe in Education and relevant Safeguarding Partnership procedures to all suspicions and allegations of abuse.

- listened to students and, record and investigate their allegations thoroughly in accordance with our safeguarding procedures.
- prioritise the safety of the students and will not make decisions nor take actions which will put the student at risk.
- Ensure all staff are trained in the principles and procedures of child protection, and, senior leaders and senior childcare leaders are trained as Designated Safeguarding Leads.

Statement relating to complaints procedures for students

Chalk Hill Academy supports and champions the rights of children to raise grievances, complaints and allegations. The school has a clear procedure outlining how students can raise these and how they will be dealt with by staff. This procedure; is known by students and staff.

We aim to ensure that students are not made to feel guilty by raising grievances, complaints or allegations: and feel supported by staff to resolve problems appropriately. Students are made aware that:

- they can approach staff and, who will deal with their complaints and reassured that the school will take their complaints seriously.
- they may choose any member of staff to act as their ‘trusted adult’ to discuss concerns or seek advice.
- they can be accompanied by any person of their choosing when the complaints are being discussed.
- they can authorise others to make the complaint on their behalf.
- serious complaints against staff are dealt with according to set procedures.
- they may speak to/contact the Independent Person to raise concerns (via phone, email or during their visit to the school, each half term).

Statement relating to the disciplinary measures

Chalk Hill Academy believes that the appropriate use of consequences can have an inhibiting effect on disruptive behaviour and establishes, clear parameters about what is acceptable behaviour. We believe this, models to students’ healthy boundaries and will help them develop relationships based upon reciprocity of responsibility rather than power. 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
- Bans from sporting activities

We use consequences to help the student makes a clear connection between the sanction and their inappropriate behaviour, can learn new and more positive behaviours from a sanction situation.

Students are never:

- physically punished or threatened with physical punishment

- deprived of food
- deprived of normal physical, written phone 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, unfortunately few young people leave 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. Students at Chalk Hill Academy should feel confident in the knowledge they will be protected from bullying as we work with both students and staff to prevent and tackle bullying.

Students are advised on strategies to adopt themselves to prevent bullying and are, guided to:

- consider whether their behaviour provokes other students
- avoid being alone in unsupervised areas
- try not to show any reaction which may entertain the bully
- always tell an adult
- Staff are encouraged to adopt strategies to help reduce the possibility of bullying, such as; arriving to pick up groups punctually.
- Supervising groups adequately during class and activity times.
- Escorting groups to their next lesson after break/lunch activity sessions as necessary. Considering which students are likely to be/are bullied/bullies.
- recording any incidents of bullying appropriately.
- speaking to students they believe may be perpetrators of bullying to explain; that the behaviour is unacceptable behaviour, and the consequences of continued bullying behaviours.
- using tutorials/liaison/individual times to discuss bullying.
- intervening immediately and appropriately at the first sign of intimidation, in a nonthreatening manner.
- listening to students which request to change group due to bullying.
- challenging students which are in the wrong place.

Chalk Hill Academy deals firmly and positively with actual and potential instances of intimidation and bullying in accordance with our policies.

Statement relating to procedures, routines and organisation

Chalk Hill Academy believes that students thrive emotionally on the security of well-established and consistent routines.

We provide structure during the school day by keeping setting routines which are departed from only in exceptional circumstances so that.

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

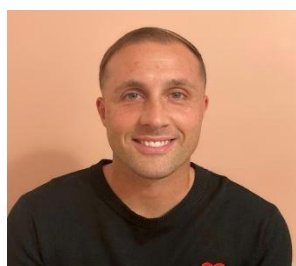
Similarly we provide structure during the evenings in residence, by forward planning activities and occasions involving students.

- Staff on duty are prepared
- Whereabouts of students are known at all times
- Visits by parents and others can be comfortably accommodated
- In the event of an emergency there is less room for errors and omissions

Residential staff structure and their relevant qualifications.

Byron Higgins:

Start date: March 2022



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

Safeguarding and Child Protection

Child Protection in Education

Introduction to Boarding
Safeguarding children with special educational needs
Trauma informed practice
Understanding
Adverse childhood experiences
ADHD Awareness
Autism Awareness
Serious Youth Violence
The Prevent Duty – Extremism and Radicalisation
Administration of Medication
Fire Safety in Education
Food Hygiene and safety
Health & Safety in Education
Online Safety

Henry Page-Molloy

Start Date: July 2025



NVQ Health and Social Care
NVQ Level 2 Painting and decorating Safeguarding and Child Protection
Child Protection in Education
Introduction to Boarding
ADHD 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

Joe Tucker

Start Date: Sept 2025



Level 3 Football Coaching
Safeguarding and Child Protection Child
Protection in Education
Introduction to Boarding
ADHD 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

We currently have vacancies for a full time employment

Head of School:	Nicki Jennings
Designated Safeguarding Lead:	Emma O'Hara
Additional Designated Safeguarding Leads:	Leanne Bailey Helen English Emma Clark Nicki Jennings Byron Higgins
Trustee Lead for Safeguarding	Neil Kellett
Senior Designated Person for Children in Care:	Nicki Jennings
Standard 3 Visitors:	Emma Paramor Beth Parkington
Independent Listeners	Demi Irvine-Bird Tom Garrard Mick Truman

Review Date: 25/11/2025**Next Review: 01/09/2026**