



CHALK HILL

**Statement of
Boarding Principles and Practice**

- 1. To ensure that the school team responds appropriately to the material, physical and emotional needs of the students, in line with the school Child Protection and Safeguarding Policy, PREVENT Duty, Keeping Children Safe in Education and National Minimum Standards for Residential Special Schools.**

We aim to ensure that the building is comfortably heated and furnished. The boarding accommodation is divided into individual bedrooms for single boarders. Each student is encouraged to personalise their own bed spaces with their key worker, and individual lockers are provided for security.

All meals are taken together in the school dining room. Dietary requirements are catered for, whether vegetarian, medical, cultural, or religious, by our experienced and able catering team. We recognise the importance of meal times as a shared, bonding experience and so the children and staff eat together, share the serving and clearing up duties. This also helps the children to improve their social skills, recognise and eat a balanced diet, whilst individual preferences are still respected.

The site is situated in a residential area, set back at the top of a drive. It consists of a main block containing boarding accommodation, dining room, lounge, reception, domestic facilities, offices, the nurture classroom and staff sleep-in rooms; a school block containing four classrooms and quiet room; an all-weather play area, a substantial school field and outdoor classroom; and the Dell, a woodland area used under supervision.

Students with Social, Emotional and Mental Health needs need to feel safe. At Chalk Hill the boundaries are set, with expectations laid down of acceptable behaviour. Positive behaviour and success are rewarded to enhance self-esteem and belief.

Under the Children Act 1989 and 2004, Section 175 of the Education Act 2002, Keeping Children Safe in Education 2021, and National Minimum Standards for Residential Special Schools, staff have a duty of care to follow procedures on any information either observed or passed on verbally that is given to a Designated Safeguarding Lead (Jane Hartley) and/or one of the Alternate Safeguarding Leads (currently Graham Alcock and Sarah Chesterton). Information is collated and a decision taken whether or not to refer to the Multi-Agency

Safeguarding Hub. The welfare of the child is paramount, and Social Services may be informed before parental contact is established.

Similarly bullying is taken and dealt with seriously. Staff will work with both the victim(s) and perpetrator(s) to address the issues, facilitate learning and help modify behaviour. Parents/carers will be involved as and when appropriate.

In certain circumstances it is necessary for Staff to use Physical Intervention to ensure the safety of a student. These incidents are recorded within 24 hours and monitored by the Headteacher, and in turn by the Standard 20 Inspector, the local academy board and OFSTED.

The parents/carers will be informed if their child is restrained and the circumstances explained. The Child's thoughts and feelings about the event are also sought and recorded and ready for inspection should it be required.

If a child makes an allegation about a member of staff the Headteacher will refer to the Local Authority Designated Officer according to the school's Child Protection and Safeguarding Policy and the Complaints Policy and Procedure.

All boarders have access to a cordless phone to make calls to parents/carers at any time. Students also have access to free phone numbers such as Childline, the independent visitor or the Drugs Help line. Notices in the school offer further advice that students can contact OFSTED if they have a complaint that they feel has not been satisfactorily dealt with.

- 2. To ensure that students are properly supervised at all times and that they adhere to acceptable standards of behaviour, personal hygiene, tidiness and dress.**

Supervision

The boarders are closely supervised in the boarding areas, meal-times and evenings. Boarders are encouraged to present themselves tidily for school. The school requires that parents/carers make a financial contribution towards the school uniform and it is worn by students during the school day. Students may have a choice of using a bath or a shower and soap and hot water is always available in the washrooms.

Students are also given 'free time' at break times during the school day, and for limited periods of time during the evening. At these times supervision can take place at a 'distance'. This is very much based upon trust between staff and individual students.

Behaviour

The school has few rules, but expectations of behaviour are clearly laid down. Staff act as role models and strive to deal with difficult behaviours with firmness and consistency to encourage socially acceptable behaviour. This is achieved by developing relationships, and the use of positive reinforcements as rewards. The school uses a system of targets which are reviewed by the student every lesson, and similarly for behaviour during the evenings. These add up to credits being accrued. These credits may be used for awards or rewards of the student's choice.

- 3. To devise, assess and implement, education, leisure, recreational, behavioural and social skills programmes for students. To ensure that adequate records are kept about individual students in accordance with the directions of the Headteacher.**

Chalk Hill and Sendat are a Trauma Informed Academy, and all staff receive training from TISUK. They will offer children the chance to use a range of strategies and activities, both in group and on a one to one basis, to develop an understanding of their emotional world and learn to self-regulate their behaviours. We believe that all students should have the opportunity to take part in a wide range of activities and have the opportunity to improve their life chances through learning, both formally and informally. Children who are offered a boarding placement have access to a 24 hour curriculum offering a wide range of activities and facilities. All students have the opportunity to take part outdoor learning, through Forest Schools, off site trips and extra-curricular activities. Boarders can also take part in activities in house, such as arts and crafts; cookery; den building; water play; hide and seek; basketball; football; board games; computer gaming; camping. They are offered activities in the locality such as swimming, dodgeball, boxing and cadets, as well as trips further afield such as crabbing, camping, walking, bowling, Go Ape, cinema trips. To develop empathy, all children are encouraged to take part in a wide range of fundraising activities.

Most students have received an Education Health Care Plan, or have one in application. This means that students have already undergone an assessment and areas of need have

been identified. Each year a Statutory Annual Review is held to monitor the students' progress, reassess need and make recommendations for future need.

In conjunction with this, a key-worker is allocated to each student. In line with the Annual Review, the outcomes for each individual student are further clarified and methods of working identified. These areas are defined in individual placement plans that are drawn up and agreed with the child and parent.

Boarding students also have a key worker who meets with the child to discuss their progress, set targets and help them to understand themselves. They discuss alternative strategies and recognise when things have gone well, both in class and socially.

Staff are required to keep accurate records on all the children on an electronic recording system called SLEUTH, including positive and negative event reports, and physical intervention reports.

4. To maintain effective channels of communication between teachers, residential child care officers, parents/carers and relevant external agencies regarding matters which effect the education, health and welfare of the students.

Chalk Hill employs a Health and Social Inclusion Manager, who acts as a liaison between the school, parents and external agencies on all matters concerning the students. She arranges events during the year so that the parents can feel included in the progress of the children and meet other parents or carers. She aims to build a positive and supportive relationship with them. She is usually the first person the parents meet on referral and remains a friendly and supportive face to communicate with and help get extra services if required.

The school builds upon good working relationships with representatives from other agencies, leading to a higher standard of care and service provision to meet the identified needs of students. This includes such agencies as Social Care, Health Authority, Education Welfare and the Education Psychology Service.

The staff at Chalk Hill are keen to work in partnership with the parents and carers, and keep in weekly contact with them. In working together with parents/carers, areas of

specific need are agreed and supported throughout the year by regular telephone contact, weekly letters from the Headteacher and occasional visits to school about progress. The school has open events during the academic year where parents can meet Governors and Staff as well as look at students' work.

5. To oversee the arrangements for the Health and Welfare of students in consultation with parents/carers.

Students should retain their own family GP, returning home if they are unwell or require medical treatment. In emergencies students will be taken either to the Health Centre local to the school or the Accident and Emergency Department closest to the school. Parents/Carers are advised immediately and are requested to meet staff at the hospital. Following any accidents students are taken straight to Accident and Emergency Departments and parents/carers informed immediately.

Medication is only given to students in accordance with the school's First Aid and Medication Policy by trained staff. All medication is recorded when dispensed.

6. To care of all students in an anti-discriminatory way by avoiding value judgements, stereotyping and respecting and accepting differences in race, culture, gender, class, sexual orientation and disability.

In caring for our students, we aim to ensure anti-discriminatory practice. Individual needs are to be discussed in the admission procedure, which may highlight dietary needs, religious or cultural needs, or special aids for the educational and caring process. Establishing links with the local community may also provide part of a student's support system.

The school will also seek through education and counselling to challenge discriminatory views that children might hold.

- 7. It is important that staff recognise the importance of their own role in the development of relationships with all the students, and especially with those that may have significant emotional and/or mental health needs.**

Through its continuing training programme, the school will promote the development of the necessary skills required of staff to deal appropriately and sensitively with the challenging behaviours of the students in their care. Staff are closely monitored and receive regular supervision so that any issues that may arise are dealt with in a prompt manner.

Chalk Hill employs a counsellor to help the students understand their complex emotions and help advise the staff on how best to support the students.

Adopted by the Local Academy Board meeting on:

Signed:

Date:

Chair of LAB

Review date: June 2023

Member of staff responsible for review: Head of Care