



Chalk Hill Residential Statement of Purpose

This policy should be read alongside the school's Statement of Intent/Mission Statement.

**With Courage and Commitment,
YOU can transform YOUR future**

Chalk Hill AP Academy is for boys aged between 8 and 14 who have been permanently excluded or are at risk of permanent exclusion from mainstream schools and those with SEN/SEMH needs. The Residential Department offers boarding for up to 12 boys Monday to Thursday. We believe that with the right support for their Social, Emotional and/or Mental Health needs, these children and young people can learn to change their behaviour, re-engage positively with learning and prepare for life as a successful learner, employee and citizen.

Most of our students have experienced difficulty, disturbance or trauma in their childhood. We believe that no young person should be defined by their past, but that with courage and commitment they can transform their future. We aim to provide a caring, supportive and challenging learning environment in which students will overcome their barriers to learning, reintegrate successfully into their local mainstream schools or another appropriate education provider, and into the community. This is brought about by:

1. A trauma-informed ethos and approach
2. An accelerated, targeted Individual Learning Plan
3. Targeted intervention and support to address each child's specific Social, Emotional and Mental Health Needs
4. Access to a broad and balanced school curriculum
5. 24-hour support Monday morning to Friday afternoon in the case of boarders
6. Close liaison and positive support work with parents and carers
7. Close working with external agencies such as Social Services, Educational Psychologists, Child and Adolescent Mental Health Services, Youth Offending and Suffolk County Council Children and Young People's Services
8. Supported transition to the next school or learning provider

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
- Communication and Social Interaction
- Learning to regulate their emotions
- Healthy Lifestyle including Medication
- Positive Behaviour
- Healthy Relationships
- Organisation
- Personal Care and Hygiene
- Leadership Skills

The length of time students spend at Chalk Hill depends on their needs and circumstances. Some spend two to three terms with us, with the aim of making a successful and supported return to mainstream school. However, boys often spend longer at Chalk Hill, preparing to move on to the education provider that is right for them.

Boarding places will be offered to children designated as having Social, Emotional and Mental Health Needs whose life at home and/or in the community impact adversely upon their engagement with education

Staff Structure and Relevant Qualifications

All residential staff receive regular supervisions and appraisals with either the Head of Care or Deputy Head of Care. New staff follow a comprehensive induction and training programme with increased supervision and will be asked to complete the L3 in Residential Child Care. Chalk Hill is a Trauma Informed School and staff used TISUK strategies in their work and to inform their practice.

All Chalk Hill staff, including volunteers, have a Disclosure and Barring Service check and Warner Interview.

Head of Care: Sarah Chesterton, Alternate DSL Safeguarding/Child Protection (Full time)



Start date: February 2015
Qualifications and Training: Level 5 Diploma in Leadership and Management in Residential Child Care.
 Diploma in Social Work
 L4 in Leadership and Management/Registered Managers Award
 BA Psychology
 Level 3 First Aid Trained
 Designated Safeguarding Lead Training
 NFPS Positive Handling Trained
 Online Safeguarding, The Prevent Duty and Safeguarding Lead Trainer
 Ligature Escape Trainer
 Safer Recruitment and Warner Trained
 Level 2 Certificate in Understanding Autism
 Level 2 Certificate in Understanding Adverse Childhood Experiences
Additional relevant training: Child Protection in Education – Serious Youth Violence – The Prevent Duty – Extremism and Radicalisation - Administration of Medication - Asthma, Epilepsy, Diabetes and Anaphylaxis Training – Fire Safety in Education - Food Hygiene and safety – Health & Safety in Education –Manual Handling – COSHH awareness – Dealing with bereavement and loss - Therapeutic Conversations – Harmful Sexual Behaviour – Online Safety – KCSIE 2022 -

Deputy Head of Care: Byron Higgins (Full time)



Start date: March 2022

Qualifications and Training:

Studying for the Level 5 Diploma in Leadership and Management in Residential Child Care.

Level 3 in Residential Child Care

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 - Serious Youth Violence – The Prevent Duty – Extremism and Radicalisation - Administration of Medication - Fire Safety in Education - Food Hygiene and safety – Health & Safety in Education – Harmful Sexual Behaviour – Online Safety – KCSIE 2022

Residential Activities and Child Care Co-ordinator: Amy Leeks (Part time)



Start date: September 2021

Qualifications and Training:

Safeguarding/Child Protection

Level 3 Diploma in Residential Child Care

Level 3 First Aid Trained

NFPS Positive Handling

Additional relevant training: Administration of Medication — Use of Reasonable Force in Schools - Food Hygiene – Fire Safety - Mindfulness in the Classroom - Child Exploitation –Serious Youth Violence – Sexual Violence and Harassment between Children and Young People - Preventing Bullying – Adverse Childhood Experiences – Health and Safety in Education – Supporting Staff Wellbeing in Schools – The Prevent Duty – Introduction to Boarding – Extremism and Radicalisation – Harmful Sexual Behaviour – Online Safety – Mental Wellbeing in Children and Young People

Residential Activities and Child Care Co-ordinator: Emily Salt (Maternity Leave)



Start date: October 2018

Qualifications and Training:

Safeguarding/Child Protection


Level 3 Diploma in Residential Child Care

Level 3 First Aid Trained

NFPS Positive Handling

Additional relevant training: Administration of Medication — Food Hygiene – Fire Safety - Child Exploitation –Serious Youth Violence – Sexual Violence and Harassment between Children and Young People - Preventing Bullying – Adverse Childhood Experiences – Health and Safety in Education – Supporting Staff Wellbeing in Schools – The Prevent Duty – Introduction to Boarding – Extremism and Radicalisation – Harmful Sexual Behaviour – Online Safety – Mental Wellbeing in Children and Young People

Residential Activities and Child Care Co-ordinator: Vicky Smith (Part time)

	<p>Start date: September 2014</p> <p>Qualifications and Training:</p> <ul style="list-style-type: none">Safeguarding/Child ProtectionLevel 3 Diploma in Residential Child CareLevel 3 First Aid TrainedNFPS Positive Handling <p>Additional relevant training: Administration of Medication — Use of Reasonable Force in Schools - Food Hygiene – Fire Safety - Mindfulness in the Classroom - Child Exploitation –Serious Youth Violence – Sexual Violence and Harassment between Children and Young People - Preventing Bullying – Adverse Childhood Experiences – Health and Safety in Education – Supporting Staff Wellbeing in Schools – The Prevent Duty – Introduction to Boarding – Extremism and Radicalisation – Harmful Sexual Behaviour – Online Safety – Mental Wellbeing in Children and Young People</p>
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Safeguarding:

Sendat Safeguarding Lead: Georgina Lewis

Chalk Hill Designated Safeguarding Lead: Jane Hartley

Additional DSL's: Sarah Chesterton, Nicki Jennings

LAB Representative: Mr Kevin O'Connell


Children In Care:

Senior Designated Person: Nicki Jennings

Director Representative - Residential: Mr Kevin O'Connell

Safer Recruitment and Selection/Warner training: Sarah Chesterton, Jane Hartley, Georgina Lewis

Standard 3 Visitors: The Ashley School Academy Trust: The Priory School

	<p>Independent Listener (Residential): Dave Drain</p> <p>David will visit on a monthly basis to talk to the boarders and take any praise or concerns back to the staff.</p>
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