



Statement of Purpose

Engage, Enlighten, Inspire

Chart Wood School is a 38-week Residential and Day academy; it is registered and approved by the DfE (No. 936/7012) for 105 day pupils and 24 boarders aged 9 to 16 years who have social, emotional and mental health needs. Some pupils also have moderate learning and attachment difficulties. This means that pupils struggle to form strong, healthy and sustainable relationships with others and can present with challenging behaviour. All pupils have an *Education, Health and Care Plan* (EHCP). Places at the school are Local Authority funded.

Chart Wood School was established in 2017 and is one of a group of schools, within the Surrey and Sussex (SAS) Hub, under the Trusteeship of Orchard Hill College Academy Trust, since 1 January 2019. Pupils at Chart Wood School come from a variety of religious and cultural backgrounds. We celebrate in school assemblies, and work with the pupil, families and placing authorities, to ensure we are meeting the cultural, religious and spiritual needs of each pupil.

The curriculum is led by learned and caring professionals who are passionate about their area/s of expertise, and who believe all children (regardless of age, social circumstance, heritage, gender, sexuality or religion) can experience success, lead empathetic lives and fill productive roles as members of society.

At Chart Wood School class sizes are small with no more than seven pupils in each teaching group. Lessons are carefully planned and take into account the needs, interests and abilities of all pupils so that learning is purposeful and engaging. Classroom assistants who work with pupils to build their confidence and self-esteem whilst also supporting their academic, social and developmental needs provide additional support in the classroom.

Vision

To provide purposeful educational experiences which are underpinned by sound academic, vocational, social and recreational opportunities appropriate to the needs, interests and abilities of all pupils in preparation for healthy lives and the world of work.

Aims

- To provide a stimulating safe, supportive and ordered environment in which the whole community is encouraged to ask questions, share ideas, take risks and learn through experience.
- Appreciate the unique cultural and social diversity of our school community and seek to encourage co-operation and participation in all aspects of school life so that everyone is heard and valued.

Ethos

Pupils, staff, parents and visitors will show respect for acceptance of and responsibility to ourselves, each other and the wider community.

REFERRAL, ADMISSION & REVIEW PROCESS

Referrals and admissions can occur throughout the year and at any age. Families may request informal visits or the pupil's Local Authority may enquire or apply formally. Consideration will be given to applications made by families and Local Authorities on behalf of the pupil/student who, in the opinion of the multi-disciplinary assessment team and the Principal, will be able to benefit from the provision available. This provision includes small class groups, a modified 24 hour curriculum, and therapy.

All pupils and students admitted to the school will have an Education Health & Care Plan (EHCP). Admission to Chart Wood School is based on the school being able to meet the needs contained within the pupil's Education Health & Care Plan (EHCP) and by assessing any additional needs which may not be explicit in the EHCP.



Chart Wood will consider both the needs of the pupil concerned and the likely effects of his admission on the safety and well-being of the existing groups of pupils. During this time, they are able to contribute their views and wishes while being assessed by the school's Multi-disciplinary Assessment Team.

FACILITIES AND SERVICES

The school is situated in the foothills of the North Downs Way, in the South East Surrey borough of Reigate and Banstead. Chart Wood stands in 19 acres of grounds with ample space for recreational activities. The school is easily accessible by road and is less than a mile from the main line station at Merstham with its frequent links to Reigate and London Victoria.

Chart Wood offers a range of other facilities on site including an outdoor swimming pool, football pitches and a Multi-Use Games Area (MUGA). Weekly clubs and activity programmes are on offer to all pupils and there is a range of outside learning opportunities, which includes a conservation area and Forest Schools. Pupils are also helped to access appropriate community based leisure facilities such as shopping, cinema, bowling and swimming. Some pupils may attend community based clubs and events.

ACCOMMODATION

There are 3 residential areas: purple corridor, blue corridor and green corridor, which houses the staff sleeping in room and laundry. There is a central residential area with Medical Room, craft, ICT, cinema, play and chill-out rooms. This area has comfortable lounges, dining areas and kitchens. Breakfast and evening meals are served in the residential areas to encourage a homely feeling for the pupils. Meetings bring everyone together in an enjoyable, fun atmosphere which contributes significantly to their self-esteem and confidence. For the older pupils, there is an emphasis on their interpersonal and independence skills.

All pupils are encouraged and supported to personalise their own rooms. The fittings and furnishings in the shared areas of the house reflect the needs of the group as a whole.

CARE STAFF

The residential areas are staffed by a team led by the Head of Care who ensures that families and guardians are kept fully informed about their child's welfare and progress. Residential Child Care Officers (RCCO), work across the 24 hour curriculum to support pupils. Strong, professional and collegiate working relationships ensure that education, care and safeguarding staff provide a cohesive and varied curriculum for our pupils.

Many areas have a telephone where pupils can make and receive calls in private. There are a variety of evening activities run by the staff, including a football club, golf, basketball, climbing and offsite activities such as youth clubs, independent living skills, mountain biking and swimming. For the creative, there are craft activities, cooking, candle making and computer games.

The Care Team help and support the pupils to take personal responsibility for their clothing and personal hygiene thus encouraging and teaching social awareness and instilling independence to the individuals.

The emotional welfare of the pupils at Chart Wood School is fundamental to their wellbeing. We have supportive, caring and highly trained staff who can offer individual help to them. The atmosphere and stability of the residential areas contribute greatly to the pupils' sense of security, which is of vital importance to their emotional development.

All pupils are encouraged to take an active part in decision-making and in the day-to-day running of their residential area. As breakfast and evening meals are provided in the residential areas, the pupils are encouraged to work with staff on their menu choice, with health guidelines being offered by the care staff.



The Care Team have an active role in the staff structure at Chart Wood School, attending hand-over meetings, attending morning briefings and other collegiate meetings, providing reports for annual reviews, planning individual programmes and working alongside education and safeguarding teams for the welfare and development of each pupil.

Aims and Objectives

Residential Provision

1. For each pupil to reach their individual potential by:

- Setting appropriate and achievable targets;
- Giving support with homework;
- Developing their social and life skills;
- Developing a sense of personal responsibility for clothing and hygiene;
- Being offered the opportunity to attend after school activities and learn new skills.

2. For each pupil to feel happy and have a sense of wellbeing by:

- Encouraging and developing friendships;
- Celebrating birthdays and other significant festivals;
- Creating an atmosphere of belonging, staff interest and empathy. Staff listening and responding appropriately;
- Creating a relaxed homely atmosphere where play and entertainment are encouraged;
- Encouraging each pupil to personalise his own room;
- Adjusting a menu to meet their needs {within reason}.

3. For each pupil to develop socially acceptable behaviour by:

- Learning appropriate greetings and discouraging inappropriate sexualised behaviour;
- Develop a sense of personal hygiene – toileting, hand washing, etc.;
- Learning table manners and understanding turn-taking;
- Gaining an understanding of what is and is not appropriate clothing for certain circumstances.

4. For each pupil to feel secure in a safe environment by:

- Ensuring each pupil/student knows the routine and should this change for any reason, explanations are given beforehand;
- Ensuring all staff have training in Health and Safety, Fire Evacuation Procedures, First Aid and Child Protection;
- Ensuring that external doors to residential areas are locked and alarmed in the evenings to prevent unauthorised access. However, pupils can exit in an emergency.
- Providing an adequate level of staff to ensure that pupils and students are supervised at all times;
- Developing in each pupil a sense of “stranger danger”.

5. For each pupil to develop a sense of self-confidence by:

- Offering routines within which the pupil feels comfortable;
- Setting achievable targets and so developing new skills;
- Offering encouragement and praise;
- Making learning a new skill fun.

RESIDENTIAL CARE AIMS

We aim to create a safe, caring and learning environment, which is conducive to the fulfilment of the needs of our pupils; allowing for developmental progress towards independence through the empowerment of the individual, the acceptance of responsibility, and development of full potential.

Environmental

- Provide small residential areas which are cheerful, homely, inviting, comfortable, appropriately resourced and relaxing to live in;
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- Foster respect in pupils for their living environment, encouraging them to take some responsibility for the upkeep and decor of their area, and personalise their own space;
- Use the local environment as a learning resource and to be involved in the local community.

Within 24 hour Curriculum

- Provide a programme of self-help, life and social skills which encourages maximum independence potential;
- Offer a wide range of stimulating activities;
- Allow free time in which pupils are encouraged to develop their own interests, use the time constructively, and become self-motivated;
- Liaise with education, therapists, medical and support staff on a regular basis.
- Ensure the social, emotional, mental health needs of students are met to allow them to flourish socially

Personal

- By positive reinforcement, encourage pupils to develop a real self-concept through building of self-esteem and confidence;
- Provide limitations in the form of expectations of reasonable and appropriate behaviours;
- Encourage pupils to take responsibility for themselves and their behaviour;
- Encourage good communication both within the community and with outside agencies;
- Provide appropriate role models in the form of staff who are well-adjusted, caring, calm, understanding and tolerant, and who actively listen to the pupils;
- Promote trust, compassion, respect and honesty in relationships.

General

- Plan, assess and monitor progress of pupils, providing reports and setting targets;
- Offer whole community celebrations which encourage the individual to feel part of the greater whole;
- Within resources, allow for the training and development of care staff;
- Allow pupils to take calculated risks and allow for the possibility of failure within the learning process.
- Ensure that the areas of therapy, care and education work seamlessly to the benefit of the students.
- Maintain an atmosphere within which pupils feel confident and able to express their views and take a full and active part in the processes of decision making around them

Spiritual

- Promote spiritual development through positive role modelling and discussion in a secure and supportive environment;
- Develop within them their own spirituality.

Cultural

- Help pupils to develop an understanding of cultural diversity through celebration of difference and the encouragement of friendship throughout the school.
- Pupils learn to develop self-control, confidence and a sense of responsibility for their own lives and behaviour

The minimum staffing ratio is 1:3. A member of the residential team sleeps in overnight. There is a Waking Night and a member of the Senior Leadership on-call each night and they will respond to any emergencies to assist the sleep-in staff. There is a hand-over meeting at the beginning and end of each shift. All staff have an annual performance and development review meeting. This process includes setting targets and agreeing training priorities for the coming year.

Each of the care staff receives supervision time and there are weekly care team meetings. Discussion and decisions from all of these meetings are recorded. In addition to these meetings, the care staff regularly meets with the whole staff team.



RECRUITMENT AND TRAINING

Chart Wood operates an Equal Opportunities Policy of Recruitment. Applications for care staff are invited from both male and female as well as from all ethnic and cultural backgrounds. All applicants for employment are required to complete a full application form detailing their employment history, qualifications and experience and stating they are in good health. (Internal applicants for promotion are also required to complete a new application). Applicants must also disclose any criminal offences and consent to an enhanced DBS Certificate.

The interview process includes a formal interview and may, depending on the position include an informal interview with a pupil panel, which allows the pupils to voice their opinion on the suitability of the applicant.

The formal interview panel normally consists of three people, depending on the position; however, one is always a senior member of staff who has completed Safer Recruitment training.

Prior to any appointments being finalised, Chart Wood must be in receipt of:

- Two satisfactory references, one of which must be from the most recent employer. Referees are specifically asked if they know of any reason why the applicant should not be employed to work with vulnerable children/young people. References are followed up by a phone call to the referee;
- A clear, enhanced DBS check;
- Medical clearance;
- Confirmation of qualifications listed in the application;
- Proof of Eligibility to Work in the UK;
- Proof of identity.

Once appointed, the new member of staff is on either a six-month or twelve-month probationary contract, dependent on the post appointed to. During this period, he/she must complete the school's induction programme. In addition, if an appointment was made on condition that they complete or commence a particular qualification route, this too is monitored. Throughout the probationary period, new staff are supervised when in direct contact with pupils.

Chart Wood places great importance on Continuing Professional Development for employees. We recognise the particular value of in-service training. Chart Wood School also recognises the particular needs of staff working with pupils with complex special needs. The Crisis Prevention Institute's MAPA (Management of Actual and Potential Aggression) training and Child Protection training are compulsory for all staff in direct contact with pupils.

HEALTH CARE

Chart Wood is supported by a range of health professionals – speech and language, CAMHS worker, local GP and school nurse to name but a few. To meet their specific health needs, some of our young people see off-site consultants and access specialist services within hospitals and clinics. These include conditions such as epilepsy, asthma, diabetes, syndromes etc. We support young people in attending these appointments, and also train staff to manage specific clinical tasks here, where appropriate.

Chart Wood School provide a range of nutritious meals which cater for a variety of dietary needs. These meals are well prepared, wholesome and fundamental to a person's health and well-being. Wherever possible we encourage children to eat more whole foods and support an extensive range of diets based on medical, religious and cultural needs. We source food locally, including organic products where feasible. Most of our meat is Red Tractor, outdoor reared or free range. We are committed to providing a healthy diet and living environment.

Pupils are encouraged to take part in a variety of activities which boosts their physical and mental well-being whether this be doing art and craft, sporty activities or accessing the natural world.



EDUCATION

Class groups are small, with a maximum of six pupils in lower school and seven in upper school. Staffing levels are high and each teacher has at least one learning assistant working within the class.

Learning is promoted through full time attendance at the school and through an Individual Education Plan. There is a meeting of care and teaching staff where learning objectives are set and reviewed on a termly basis and all staff working with the pupils to ensure their individual targets are achieved. Reports are sent to all families once a year as well as a review of a pupil's EHCP.

THERAPY

Therapy is an integral part of the programme offered at Chart Wood School and there are a wealth of resources aimed at supporting pupils through a wide range of therapeutic interventions and those aimed at meeting their SEMH needs. The school has both small and large work areas, which can be utilised for individual or small group work. The part-time therapists work collaboratively with staff across the 24 hour curriculum to meet the learning needs of pupils.

CONTACT WITH FAMILIES/FAMILY SERVICES

Contact with families is positively promoted. Keyworkers contact families at least once a week. Residential areas each have a telephone available for families to call during the evenings. A phone is available for the pupils to develop the skills of using the telephone.

Chart Wood has a family focussed model of delivery that aims to meet the needs of the whole family and maintain positive relationships with all family members.

Contact arrangements of family members are reviewed regularly as part of the placement and review. Families are consulted through the review process and by questionnaire.

COMPLAINTS

The School's Complaints Policy is set out in separate documents. This details how to ensure worries or concerns are brought to our attention. It also sets out the procedures for making a formal complaint.

CHILD PROTECTION / SAFEGUARDING

Chart Wood has a commitment to promote and safeguard the welfare of each pupil and student. In particular, our aim is to provide a safe environment, which enables pupils' individual needs to be met and developed, and to protect them from exposure to harm.

We believe it is vital that everyone involved in the care of our pupils is alert to the possibility of abuse. Our policy and procedures recognise this possibility and aim to promote an environment in which abuse is unlikely to occur. Chart Wood has a Safeguarding Policy, which sets out the course of action for members of staff, pupils and families, volunteers and friends if abuse is alleged, suspected or observed. Chart Wood also actively encourages staff members to read the guidance on Safer Working Practice, published by the Department of Education. At induction, all staff receive a copy of Keeping Children Safe in Education, which they sign in confirmation that they have read and understood. The school has five staff trained in safeguarding who work together as a team and deliver safeguarding training to new staff and refreshers to all staff.



The Designated Safeguarding Lead is: Kate Penfold

The Safeguarding Team is: Kerry Smith, Steve Gale, Beverley Still, and Jo Gale

BEHAVIOUR MANAGEMENT

Chart Wood comprehensively sets out the policy and procedures for behaviour management, including control and discipline and the use of sanctions and physical interventions in our Positive Behaviour Management Policy. (This and all other policies are available on request.)

Chart Wood's policy is consistent with Department of Education and Department of Health legislation and guidance. Proactive / positive strategies used on a day to day basis are designed to ensure that early and preventative measures are in place to reduce the likelihood of any incident of challenging behaviour escalating. An emphasis on positive attention from adults, demonstrating a caring interest and positive reinforcement, is used to influence behaviour.

When necessary, Individual Behaviour Support Plans (IBPs) take into account and aim to address environmental factors and communicative functions, which may be possible triggers for challenging behaviour. Physical intervention is used as a last resort and only in response to prevent injury to the pupil and other people or severe damage to property. Any physical intervention used, including restraint, is discussed and recorded. Any ongoing strategies are agreed with families and placing authorities and reviewed at regular intervals.

Any sanction or physical intervention used is recorded as part of the incident reporting process. The records are monitored by senior managers and they are also available to families and placing authorities.

In order to support the positive behaviour management policy all members of staff have received training in MAPA (Managing Actual and Potential Aggression). Disengagement and holding skills lay the foundation for intervention. The training received is listed below, and all staff are expected to adhere to these principles.

MAPA (Management of Actual and Potential Aggression) is a safe, non-harmful behaviour management system designed to help professionals provide for the best possible Care, Welfare and Security of disruptive and possibly violent pupils. This training teaches how to:

- Identify the behaviour levels that contribute to the development of a crisis and choose an appropriate staff intervention for each level;
- Identify useful non-verbal techniques which can help to prevent acting-out behaviour;
- Use verbal techniques to de-escalate behaviour;
- Adopt principles of personal safety to avoid injury if behaviour escalates to a physical level;
- Provide for the Care, Welfare, Safety and Security of all those who are involved in a crisis situation.

CHARTER OF CHILDREN/YOUNG PEOPLE'S RIGHTS

These are discussed at tutor time, in assemblies, in PSHE and in Pupil Voice or Key Stage forum meetings.

- All pupils with a learning disability have the same human rights and values as any other person;
- All pupils with a learning disability are individuals with their own individual needs – physical, emotional, social, spiritual, cultural and sexual;
- Each pupil is to be protected from abuse in all forms – physical, sexual, neglect or emotional;
- Each pupil and/or their representative has the right to complain. Furthermore, these complaints should be treated with respect, listened to and resolved;
- Each pupil will be encouraged to be as independent as possible and to exercise choice;
- A pupil's choices, views and wishes should be respected;
- Each pupil is to be treated with dignity and respect and addressed by their own name;
- Pupils should never be talked about as if they were not there;

- Each pupil's privacy should be respected at all times and in all places. The only exception would be when a pupil is placed in danger by this principle;
- All information about a pupil should be treated confidentially, kept secure and only shared with people who need to know
- Every pupil is entitled to the best care at all times;
- Every pupil should, as far as possible, be involved in decisions that affect them;
- Families and those with parental responsibility will be consulted in all aspects of care planning for a pupil;
- Each pupil should have access to a telephone and be aware of other sources of help and advice e.g. Child Line.

This document is reviewed annually by the Senior Leadership Team and reported to the school's Governing Body.