



CHARTWELL HOUSE RESIDENTIAL SCHOOL

Part of

CHARTWELL GROUP

**CHARTWELL HOUSE SCHOOL
GOODENS LANE
NEWTON
NR WISBECH
PE13 5HQ**

This statement of Purpose has been prepared to meet the requirements of the new Quality Standards for Children's Homes & Children's Homes Regulations 2015.

The Chartwell Group homes & schools are regulated by Ofsted (Office for Standards in Education). If you wish to contact them their details are:

Ofsted
Piccadilly Gate
Store Street
Manchester, M1 2WD.
Telephone: 0300 123 1231
E mail: enquires@ofsted.gov.uk

Owners: Mrs J Dillnutt, Mr C Wright, Mrs D Wright & Mr J Wright
Telephone: 01945 870793.

Service Directors: Mr J Wright (Accountants) – Telephone: 01945 870793.
Mr R Ogle-Welbourn (Social Care Practice): 01956 861114.

Chartwell House School provides specialist residential care & special needs education for young males between the ages of 7-18 years. These are described in the following:

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QUALITY & PURPOSE OF CARE

- We believe that all individuals have the ability to change, given the right environment and opportunities to do so.
- We believe that all individuals have the right to life chances that will enable them contribute to their community and be good citizens.
- The purpose of Chartwell House is to provide a small group setting for young people in a safe, structured and stable environment which enables young people to take advantage of their life

chances. (Health, educational, social)

- Young people will work towards achieving their own individual potential and learn to maintain control over their own lives. We recognise and accept that it is our duty to the young person to safeguard and promote their welfare whilst they are accommodated in the home. This responsibility will be taken on in agreement with the young person and those with parental responsibility.

In residential care life is spent in group settings, there is a danger that the potential of group experiences can be taken for granted and as a result valuable opportunities for achieving goals important to young people may be lost. The principles and methods of working with the group in the home are closely related as outlined by Glasser (1975) with particular emphasis on taking of personal responsibility, the challenging of unrealistic / unreasonable. Analysis of current behaviour is made and with encouragement for young people to take responsibility for their own actions and consequences promoted. Using negotiation and compromise skills, effective communication and encouragement to the young person, to work towards their individual goals by using socially acceptable behaviour whilst managing their personal conflicts.

Desired Outcomes:

- All staff employed will provide safe and effective care while the young person's attends school and is accommodated. Young people are protected from emotional, physical and sexual abuse and neglect.
- Young people gain maximum life chance benefits from educational, health care and social care opportunities.
- Young people entering adulthood are not isolated and participate socially and economically as good citizens.
- All of the Chartwell Group outcomes are linked directly to the Every Child Matters outcomes.

Objectives:

1. To ensure social and life skills development commensurate with age and ability.
2. To ensure educational (Academic & Vocational) attainment to a standard that reflects individual ability.
3. To ensure emotional stability and strength.
4. To ensure individuals good physical health through regular health checks, appropriate diet and education.
5. To ensure successful transition from dependence to independence.
6. To ensure food, warmth and shelter.

Direct Work / Linkwork - Linkworkers provide individual time to young people, focusing on: daily / weekly targets, life story and keep safe, work addressing issues such as attachment and identity difficulties, relationship and behaviour problems. Our aim is to enable session of approximately 1 - 1.5 hours formal session time minimum of every two weeks. Our work with young people is enabling young people to be responsible for their own behaviour management and accepting consequences for their actions.

Facilities & Services: Chartwell House offers a total environment, although the opportunity exists for the individual to follow their own interests either singularly or as a member of a group.

On site facilities include: A comfortably furnished front lounge / meeting room with colour television. There is a further television lounge with Sky and DVD capabilities. To entertain, there is a games room with arts and crafts equipment, lego, board games, pool table. This is also an area where the young people can paint and draw onto the walls in the forms of murals. There is a large dining area, where all

meals are had, a well equipped kitchen, utility room, reception area. There are various offices and meeting rooms. Along with these is a WC and staff toilet, with a shower. There is also a bath available and staff sleeping in room. All young people have their own bedrooms. A large garden surrounds the property. There is also a flat play area in the rear of the property for scooters or roller skating.

Evening / weekend Activities - Off-site activities offered on a regular basis are: Swimming, Pool, Cinema, and Bowling, Lazerquest, Roller Skating and visits to local parks. The coast is also very close and is regularly visited in the summer months. Weekend clubs are also available allowing individuals to enhance peer groups outside of the home and school.

Intended Client Group:

- [a] To accommodate young people (Male) between 7 years - 18 years. Maximum of SIX residential placements. We accept emergency placements for young people between the ages of 7 years to 10 years old.
- [b] In addition to the above criteria the young person may have encountered difficulties of a behavioural, emotional and educational nature. (Approved under Section 347 (1) 6 Boys, 7 - 16 years on admission, EBD). The home cannot offer placements for young people with severe physical disability, but will consider placements when appropriate depending on the level of mobility.

Chartwell House is a registered provider with several local authorities and the CCRAAG Placements Database that covers the Eastern Region. It is part of the Chartwell Group which consists of two specialist children's homes that have independent special needs schools on site.

Location: Chartwell House was chosen for its site suitability in relation to safety and location. The site is situated in a rural setting in a small village called Newton in Cambridgeshire. The grounds have been purposefully moulded to protect young people but still provide a homely environment. There are large substantial hedges that divide the garden and boundaries from neighbours keeping the garden enclosed. The young people have a safe area for them to play as well as a hard area at the back of the school for other activities. The road outside the school is very quiet and traffic is limited. There is a standard sized fence to the rear of the property to define the natural boundary at the back of the site. To the rear are arable fields and to the left side of the school, is where the proprietors live. The whole site is well lit and the property is fully alarmed during night time hours.

We have used the internet to source crime statistics via the Cambridgeshire website and have found that there are minor crimes that have been recorded but quite normal for a rural area. We do have a community support worker for the area but rarely see the patrol car in the village. This shows that there is not a great deal of police presence required in the village. There are two rows of social housing in the immediate vicinity but this does not concern the goings on with the school, during the day, or in the evening. The young people do, and have done, in the past, associate with the local young people but this is carefully monitored. (This helps the young people in relation to social issues).

The roads are safe and this allows young people to ride their bikes and go for walks. All lads complete the Bike Ability course yearly on the local roads in the village. The school has very close ties with the local community and is well known by the general population.

We have also sourced information regarding road accidents and only managed to find statistics for 2018 but it still highlighted a very small amount (one accident within 4 miles of the school and these was on the main road Wisbech Road since the last review). In reflection to this information, Chartwell House School is located in a safe area with low crime and safe roads. This information was researched on the following website: www.cambridgeshire.gov.uk/residents/travel-roads-and-parking/roads-and-

[pathways/road-traffic-data/](#)

Feb 2019 Review. Since the last review Dec 2018, there have been minor changes to the safety of the property. Chartwell underwent a full Health & Safety inspection in October 2018. All issues raised have been resolved.

In response to crime statistics, there has been some crime in the village since the last review. This was Criminal Damage & Arson, the crime was committed about 1 mile from the school. This is not deemed to be severe or a risk to Chartwell House, so the young people are not at risk. Any concerns that may occur in the village will be recorded in the communication book, but history serves that the village is very safe and the home has a very positive relationship with the village.

The boundaries of the site are still protective and are regularly maintained by the grounds man.

There is a small development of social housing directly behind the school site. These have been added as there is a general need for such housing. There is a generous distance between the school site and the houses and have not had any problems in this area.

The house next door has been demolished and a new build residential house has been built. This will not affect the safety of the young people in the house or school.

We continue to try and organise a meeting with the Cambridgeshire Police (Wisbech Station) and a letter was sent on 05/02/2019 requesting a meeting with the Police to discuss the local area (Letter on file) as of yet we have not had a reply. Following the lack of response about this we have been in contact via telephone on several occasions. This is deemed by the Police as a low priority. Last contact made was on 10/02/2019; the Duty Police Officer spoken to informed us that he would also contact the local PCSO to ask them to visit Chartwell House when in the area. I informed him that they do visit regularly and their last visit was on 01/02/2019. It was also advised to collect data from the local crime map website. The above information gained from this site was for the period of December 2018.

The local PCSO visits Chartwell House when in the local area to both update us with what is happening locally and to build a positive relation between the lads and the Police. The last visit was in February 2019 and she and her fellow PCSO spent time with the lads showing them the Police Van and equipment they have as well as talking about unacceptable behaviour and what the consequences could be.

Religious Observance / Cultural Needs: Enquires will be made into the religious and cultural background of each young person prior to their admission. Each young person will have “as far as is practicable”, the opportunity to attend religious services and receive religious education. Every effort will be made to provide facilities to allow each young person to practice their religion in a manner appropriate to their age and understanding.

Where appropriate, help will be provided to each young person to make contact with a local place of worship. At all times every possible consideration will be given to meeting a young person’s cultural and religious needs, which may include diet, dress, health care, religious observance etc.

Complaints & Representations: This guidance explains how you can tell us what you think about the service we provide. It can be used to let us know when we have done things well and also when we have done things not so well. We aim to provide the best service we can and it is important that we know how you feel we are doing. Please tell us and help us to help you. [Further details can be found in Contact Details 1.](#)

Information regarding the home's child protection policies or behavior management can be accessed by contacting the home or school on 01945 870793 or emailing:

Rick.ogle-welbourn@chartwellgroup.org.uk

VEIWS, WISHES & FEELINGS.

Consultation With Young People: Young people living at Chartwell House are actively involved in appropriate discussion and decisions in the home. Daily weekday evening meetings (Around the dining table) are held to discuss the day's events. After this young people agree an activity from a range of choices for that evening. There are monthly children's meetings to discuss issues about how the home is run. These meetings are facilitated by staff or older boys, after which the agenda items raised, are discussed in the staff meetings and decisions are then filtered back to young people. Weekly meetings are held with the Cook to discuss menus.

ADP & Rights: We respect the rights and worth of each individual we work with. We consider each individual's physical and emotional needs and aim to meet these; Regardless of race, religion, culture, sexual orientation, disabilities and gender. Young people are consulted about their care whilst accommodated in the home. *Further details can be found in ADP1*

EDUCATION

School: The school is registered and fully approved under Section 347(1) of the Education Act with the Department of Education and inspected & regulated by Ofsted. The school is on site but separate from the main house comprising of one large classroom with IT / wet area, and workshop. The school term dates reflect Cambridgeshire's school term dates. Pupil / Teacher ratio functions at an average of 1:2. We follow National Curriculum guidelines as far as is practicable and external examinations can be taken through the OCR / AQA organisation. It is also possible for students to take G.C.S.E's subjects.

Subjects offered are Numeracy, literacy, Science, Geography, History, PSE, Design Technology - Woodwork, Metalwork, ICT, Art / Craft, Topic Work encompassing languages, Child Development, PE which includes outdoor pursuits, Life Skills, cultural days, cultural cooking, visits with cultural interest and ASDAN.

Work experience programmes suitable for each individual begins at 14+ years and can offer a wide range of work experiences. Educational visits are regularly arranged. Student can attend local further learning colleges where appropriate.

Chartwell House School is fully approved special needs school who aim to:

1. To prepare an individual education plan (IEP) for each young person and complete education plan with social workers including termly targets in negotiation with students and families.
2. To re-motivate the young person into a pattern of purposeful learning.
3. To develop the self-esteem of the young person within a learning context.
4. To help young people to achieve academic and / or vocational qualifications commensurate with abilities.

Education facilities, teachers and learning support will be provided on site for all young people. Educational approaches will be based on the premise that behavioural difficulties and / or social and emotional immaturity has meant failure to benefit from previous educational opportunities. Individuals are likely to have large gaps in their learning. The aim will be to rehabilitate and motivate young people

into wanting to participate in educational opportunities and by designing programmes to meet individual needs, extend their abilities in preparation for the future. Residential workers can support young people in the classroom setting; this is not as a substitute teacher. *Further details are in Education 1.*

Recreation: We consider recreational education in its widest sense and therefore offer a range of recreational activities encompassing a wide spectrum of physical, sporting, cultural and creative opportunities. These will include field trips and hill walking, drama and creative arts. During the week boys will be encouraged to participate in various evening activities, which include local clubs, ACF, ATC, St Johns, swimming, badminton, pool and model making. Venues close to us also offer canoeing, climbing, windsurfing, fishing, bowling and skating. We encourage individuality and should any boy wish to follow a hobby or sport not usually offered, we will endeavour to help him pursue it.

HEALTH

Arrangements made to protect and promote the health of young people accommodated at Chartwell House; Each young person will receive medical, dental and optical examinations within one month of admission, and thereafter at the appropriate intervals as defined by health professionals, or when ill. All young people are registered with the local Surgery. On admission Chartwell House will ensure that a "permissions" form is obtained from the parents / those with parental responsibility, which will delegate authority to the home so that routine treatment and minor operations can be carried out without undue delay. Those with parental responsibilities are kept informed. First aid will be administered by the staff on duty if required, or referring to the doctor and / or hospital when necessary. All medication, including those, which can be obtained without prescription, are stored in a secure place. The administration of medicinal products are recorded; logging date, time, dosage, reason for dispensing the medication, the medication and the full signatures of the member of staff administering the medication. Each young person will have involvement in selecting menus and have a balanced diet.

Therapeutic Input: We have a Clinical Psychologist available for initial assessment and individual session work if required. She participates in staff meetings, staff training and co-works with link workers when required. All the Clinical Psychologists working in the service have:-

- a good degree in Psychology
- a Clinical Psychology training (3 Years) to doctoral level or equivalent
- are Chartered as Clinical Psychologists by the British Psychological Society, registered by the Health Professions Council (ensures knowledge, skills and training are kept up to date), work in accordance with relevant mental health and children's legislation, local safeguarding procedures and have updated Enhanced Criminal Records Bureau Certification.
- work according to National Institute for Clinical Evidence guidance and current evidence (research and literature) to provide the most effective psychological interventions
- have training in four or more psychological therapies
- have work reviewed by clinical supervision according to British Psychological Society standards
- have reached Principal, Consultant or Senior Consultant grade in the NHS
- are registered with major health insurers.

For detailed information (about process, qualifications, fees, therapies, location etc), please visit website at: www.cambridgeclinicalpsychologyservices.co.uk or call the confidential number above to speak to the head of service (Dr Catherine Taylor).

Information for Children & Young People - Why am I seeing a clinical psychologist? Usually children meet with the clinical psychologist because someone who knows them well (their keyworker, a teacher

or a doctor) is worried that you have problems that need different kinds of approaches to understand and work out. A psychologist is a person who gets to talk, play and help lots of children with the same or similar worries or problems and knows about how different things in your life might affect you.

What will happen? A psychologist will come and meet with you where you live in a private room and sometimes your keyworker or social worker might come along too for a bit to start with. They will ask some questions about when you were a baby, who is in your family, your school, people who have looked after you and your life at different ages and what things are like for you now and understand the problems or difficulties from different points of view. After you have met for the first time, you will usually have meetings between you and your psychologist without anyone else there. (You can see our photos on our website!).

Who will know that I have come? The talks that we have are private but sometimes we might ask you if it is OK to talk to, or work together with, people who know you – such as your teacher or your doctor – if we think this will help you. You and your carers have to agree that this will be OK before we would do this.

Where do I go? We work from lots of different places – there is a little office with toys and games in Cambridge, sometimes we come to somewhere close to you (like where you go to the doctor) but usually we will come to where you live if there is a good place there to meet.

What happens after my first meeting? There is no set number of times that children come but, during your first meeting, your psychologist will give you a good idea of how many times you might need to come and what kind of playing, drawing, activities and talking you might do in those meetings to help with the problem. They will also suggest if it will help more if someone (a person who looks after you) comes too.

Can I ask questions? Yes! If you have any questions or worries your psychologist will be really pleased to hear them and do their best to answer. You can even get whoever is bringing to ask questions for you - before, during or after your meeting.

Positive Relationships

Chartwell House encourages appropriate contact with a young person's parents, any guardian, relatives, or friends, unless it is not in the young person's best interests, and consistent with the young person's welfare to do so. Care plan arrangements for contact will be followed. Chartwell House advocates fortnightly or less contact (depending on the care plan) for young people, to help ensure stability in the residential placement. The home aims to ensure that a welcoming and congenial setting with privacy is available for all visits. The home has a public pay-phone for the young people and visitors to use, in addition to the office telephone. Arrangements for contact are made at the earliest possible stage following admission and are sufficiently flexible to accommodate those travelling some distance, or who may have irregular working hours.

Protection of Children

Control & Discipline: Chartwell House encourages appropriate behaviour through good adult role models, consistent boundaries and approaches, encouraging young people to take responsibility for their own behaviour. We recognise that at times additional methods of control and discipline may have to be used. It is the role of The Chartwell Group to promote the spirit and practices of current legislation, national policy, guidance and evidence based practice; to implement them accordingly and to account to regulatory and other governing bodies for their use or non-use in day-to-day practice.

Further details are in CB1.

Child Safeguarding & Counter Bullying: All staff working in the home must be aware that they are in a key position / role in identifying abuse. All staff employed and trained and part of a refresher programme to ensure young people are safe. All staff undertake yearly Safeguarding and MAPA training for physical intervention. *Further details can be found in CB2.*

Unauthorised Absence: The procedure for dealing with any unauthorised absence will be handled taking into consideration all the needs of the young person and identified risks. *Further details can be found in CB3.*

Electronic Alarms: An electronic alarm is fitted on the top landing and only activated after 10:30pm if there is a high risk factor that would require staff to monitor young people throughout the night. It is de-activated at 7am.

Reviews: A review is held in order to review plans in the interests of safeguarding and promoting the individual young person's welfare. Following admission to the home the first review planning meeting will take place as soon as possible. (Within 30 days of arrival) The next review will take place three months after the first review. Thereafter, subsequent reviews will take place at intervals of not more than six months after the date of the previous review.

Fire Precautions: Chartwell House has a recognised and approved firefighting equipment and detection system. Fire equipment (system) tests will be undertaken weekly, fire drills will be undertaken three monthly or after a new admission. Emergency lights will be tested monthly. *Further details can be found in FP1.*

Leadership & Management

Registered Provider / Manager:

Owners: Mr & Mrs C Wright, Mrs A Dillnutt & Mr J Wright
The Chartwell Group, Chartwell House
Goodens Lane, Newton, Nr. Wisbech, Cambridgeshire, PE13 5HQ.
Tel: 01945 870793. E Mail: enquires@chartwellgroup.org.uk

Qualifications of the registered provider are available on request from Mr C Wright at the above address.

The home's manager is: Mr Rick Ogle-Welbourn, Chartwell House School, Goodens Lane,
Newton, Wisbech, Cambridgeshire, PE13 5HQ.
Tel: 01945 870793.
E Mail: Rick.ogle-welbourn@chartwellgroup.org.uk

Organisational Structure

PROPRIETORS – Mr & Mrs Wright, Mrs Dillnutt & Mr J Wright

Service Directors & Managers

Jason Wright-(Co-owner &Accounts), Rick Ogle-Welbourn – Director for Social Care Practice. (Responsible for all Teachers)
Executive Head Teacher Sharon Ramp

Chartwell House School

Manager – Rick Ogle-Welbourn

Trainee Manager – Sam Wilson

Training Manager (Independent) – Jayne Fowkes (Responsible for training @ Chartwell & TOSH)

SRW – Vacant

SRW – Vacant

Teaching Staff

S Ramp (Teacher)
D Palmer (Deputy)
S Cunnington (TA).
H Jackson (TA)
C Welbourn (Inst)

Residential Workers

S Buller, C Norman (M/L), T Parish,
F Pevreall, S Hawksley, J Hawkes
E Rodgers.

Ancillary Staff

J Cullen (Cook & Cleaner)
T Nixon (Cleaner)
C Welbourn (Maintenance)

The Chartwell Group have employed 121 Direct Social Care to act as their recruitment agency; staff are employed initially as temp workers via the agency. If the new staff meet the requirements of the home permanent contracts are offered.

Admission Criteria: All referrals will be assessed on the basis of whether the home can effect change and meet the needs of the individual young person. All admissions are planned and a Dynamic risk assessment is completed on all new placements.

- The initial referral should be made to the Service Director for Social Care; telephone 01945 870793 or e Mail; Rick.ogle-welbourn@chartwellgroup.org.uk He will then identify the best placement for the young person within the Chartwell Group.
- Mr Ogle-Welbourn will then arrange to meet with the referrer, Social Worker and representative from the young person's ongoing placement. Funding for the placement must be agreed at this point after which a dynamic risk assessment is completed to assess the young people core group dynamics and how the will impact the home.
- The young person and someone he trusts will be encouraged to visit the identified home / school to meet staff and the other young people accommodated in the home.
- All relevant paperwork including the care plan, ECH, PEP, IEP, core assessment, contact arrangements, CCAF must be given to staff so that individual plans & targets for the young person can be agreed. It is a legal requirement to have all the paperwork in place in the placement at the time the young person is accommodated.
- A link worker will be allocated and make contact with all local resources; doctors, dentist etc.
- Placement begins.

ADP1. ADP & Rights

We respect the rights and worth of each individual we work with (Children's Rights and Human Rights). We consider each individual's physical and emotional needs and aim to meet these; Regardless of race, religion, culture, sexual orientation, disabilities and gender. We ensure we are informed of specific needs in relation to the above through training and supervisory systems. One of our key objectives is to address unequal life chances for all who live or work within the Chartwell Group, demonstrating our commitment to improve the outcomes and life chances for those most disadvantaged, providing

services and encouragement to all. We also aim to provide a service that is free from all form of discrimination, this means; Developing a supportive and respectful environment, that will allow us to question and challenge discrimination and inequalities.

We will seek to ensure that differences do not become barriers to participation, access and learning. We seek to create inclusive processes and practices, where varying needs of individuals and groups are identified and met. We will start this by discussing, assessing young people's needs and redressing inequalities in their lives and insuring that our staff are trained in all aspects of young people's care. Discriminatory and oppressive behaviours are addressed with staff and young people in a variety of ways:-

- Education.
- Group Discussion.
- One to one discussion.
- Role modelling.

Discrimination and oppression is often out of ignorance and therefore education is of paramount importance. Children, young people, parents & carers are consulted about the way we look after and care for people accommodated in the home. Monthly young person's meetings, weekly meeting with the Cook and day to day meetings are part of the routine in the home to ensure that opinions are taken into consideration where practically possible.

CHILDREN'S BEHAVIOUR 1. Control & Discipline

Chartwell House encourages appropriate behaviour through good adult role models, consistent boundaries and approaches, encouraging young people to take responsibility for their own behaviour. We recognise that at times additional methods of control and discipline may have to be used. It is the role of The Chartwell Group to promote the spirit and practices of current legislation, national policy, guidance and evidence based practice; to implement them accordingly and to account to regulatory and other governing bodies for their use or non-use in day-to-day practice.

The following are the methods of control, discipline, and disciplinary measures used at Chartwell House, and the circumstances in which any such measures may be used:

- The use of a mild or more severe verbal reprimand. This will be used on occasions when a young person's behaviour is unacceptable and would be regarded as unacceptable in any family or group environment. At no time will intimidating, threatening or abusive language be used towards the young person.
- The curtailment of leisure activities / time. This will be used as a sanction only when the repeated use of verbal reprimands prove ineffective. Curtailment will be time limited. Physical intervention will only be used when all other courses of action have failed, to avert an immediate danger of personal injury to the person, or another person, or to avoid immediate danger of serious damage to property. Physical intervention will involve using MAPA (Management of Actual or Potential Aggression, all staff are trained in this intervention method) as approved by BILD (British Institute of Learning Disabilities) and using the minimum and reasonable force, in order to restrain the young person. The young person will be held in a way that avoids any interference with breathing, primary blood-flow or contact with genitals. Extensive one to one time will be spent with the young person following physical intervention, to ensure the young person understands why the intervention has taken place. A record will be made of date, time, duration, those present (with signatures) and outcomes, copies of the report will then be sent to all relevant parties.

- Young people will occasionally be asked to remain on the premises only leaving when accompanied by an adult. This will be used where the refusal of permission to go out may be considered in the best interest of the young person who may be at immediate risk if they leave the premises unsupervised. This form of control WILL NOT infringe the young person's liberty. This sanction will only be enforced for a maximum period of 24 hours. This sanction will not affect the young person's contact with his family.
- All measures of control administered, with the exception of verbal reprimands, will be recorded in a Sanctions Book, Log Book and the young person's personal file. Each entry will include the name of the boy, details of why the control has been used, the names of the adults present, the date, and time and the measure of control used. Each entry will be completed as soon as possible after the incident. The entry will be signed by the adult concerned and countersigned by the senior member of staff on duty.
- The reparation for the willful damage of property, or the misappropriation of monies and goods.

Unauthorised Measures of Control

- Corporal punishment - This is illegal and covers an intentional application of force as a punishment including slapping, throwing missiles, pinching, squeezing, shaking and rough handling, this also includes punching or pushing in the heat of the moment in response to violence.
- Deprivation of food - The denial of access to food and drinks normally available to young people in the home. Young people will not be forced to eat foods which they dislike.
- The restriction or refusal of contact - This will not be used as a measure of control.
- The requirement to wear distinctive or inappropriate clothing - This will not be used as a measure of control.
- The use, or withholding of medication, medical or dental treatment - Should a young person choose not to take a medicine, then this will be recorded on his file and his Social Worker informed.
- The use of accommodation to physically restrict the liberty of any young person and includes locking a young person in a room or part of a building to prevent leaving voluntarily. This also includes creating a human barrier, to prevent them from leaving voluntarily. The building will be locked as a normal security measure. In the event of a young person leaving the premises and they are considered "at risk", they will be considered "absent without authority". If this happens staff will follow the home's procedures for dealing with this eventuality.
- Intentional deprivation of sleep.
- Imposition of fines - With the exception of fines imposed by the courts, fines will not be used as a measure of control.
- Intimate physical searches - A search of a young person's clothing may be necessary if staff believes the young person has in his possession a dangerous weapon or illegal substances. Any action of this nature must be recorded in the daily log book and the young person's person file.

If the Police are involved for any reason the placing authority and Ofsted need to be informed. The Manager, MAPA Trainer & Regulation 44 visitor monitors all physical interventions with the home to assess staff competence and issues for refresher training.

CHILDREN'S BEHAVIOUR 2. Child Safeguarding & Counter Bullying

Chartwell Group fully recognises the responsibility it has under Section 175(Section 157 for Independent Schools, Academies and City Technology Colleges) of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children.

Through their day to day contact with the young people and direct work with families, staff working within the Chartwell Group have a crucial role to play and are in a key position in identifying the indicators of possible abuse or neglect and referring them on.

There are four main elements to our policy:

Prevention: Through the teaching and care offered to children and young people and the creation and maintenance of a whole protective ethos.

Procedures: For identifying and reporting cases, or suspected cases, of abuse.

Support: Children and young people who may have been abused.

Preventing unsuitable people working with children: Our policy applies to all staff working within the school, including housekeeping, catering staff, maintenance and gardener, as well as Directors, Managers, Teachers and care staff, who can all be the first point of disclosure for a child. Concerned parents may also contact the school.

Prevention: We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult, help to protect children and young people.

- All staff in the group will therefore establish and maintain an environment where children and young people are encouraged to talk, and are listened to.
- Ensure that children and young people know that there are staff within their environment that they can approach if they are worried or in difficulty
- Educational activities and opportunities in PHSE which will equip children and young people with the skills they need to stay safe from abuse and information about who to turn to for help.

Procedures: We will follow the procedures set out in the Cambridgeshire Local Safeguarding Children Board (LSCB) Safeguarding Inter Agency Procedures. A copy of these procedures can be found in our office. The designated members of staff for Child Safeguarding are Samantha Wilson & Sharon Ramp for Chartwell House & Carly Adams (Manager), Rebecca Fulcher for The Old School House (Tosh).

Chartwell Group will:

- Ensure that it has a designated member of staff, who has undertaken a minimum two day child protection training course run by the Local Safeguarding Children Board.
- Ensure this training is updated every two years in accordance with government guidance.
- Recognise the importance of the role of the designated person and ensure they have the time and training to undertake their duties.
- Ensure there are contingency arrangements should the designated member of staff not be available.

The role of the staff: The group will ensure that every member of staff knows:

- The name of the designated person
- How to pass on and record concerns about a pupil.
- That they have an individual responsibility for referring child protection concerns using the proper channels and within the timescales set out in the interagency procedures.
- Where the interagency procedures and education child protection procedures are located.

Provide training for all staff from the point of their induction and updated every three years so that they know:

- Their responsibilities
- The local procedures
- The need to be vigilant in identifying cases of abuse
- How to report and respond to a child who tells of abuse

- Ensure that all staff recognises their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policies.

Liaison with Other agencies: Chartwell Group will;

- Work to develop effective links with relevant agencies and cooperate as required with their enquiries regarding child protection matters including attendance and written reports at Child Protection conferences and core groups.

Record keeping: Chartwell Group will;

- Keep clear detailed written records of concerns about children and young people (Noting date, time, event and action taken) even when there is no need to refer the matter to social care immediately.
- Ensure all records are kept secure and in locked location and all logging concern forms are kept in a separate file from child or young person file.

Confidentiality and Information Sharing: Staff will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubt surrounding confidentiality, staff will seek advice from a Senior Manager.

- The Manager will disclose information regarding a child or young person to other members of staff on a need to know basis.
- All staff are aware that they have a professional duty to share information with other agencies in order to safeguard the child or young person.
- All staff must be clear with the child or young person that they cannot promise to keep secrets.

Communication with Parents: Chartwell Group will:

- Appropriate discussion with parents will be undertaken prior to involvement of another agency unless the circumstances preclude this action.(Further guidance on this can be found in the Education Child Protection Procedures section, and in the Safeguarding Inter-Agency Procedures of the Local Safeguarding Children Board)
- Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure.

Supporting the Pupil or Young Person at Risk:

- We recognise that the children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self blame.
- This may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.
- We recognise that some children actually adopt abusive behaviours and that these children will be referred on for appropriate support and intervention.
- We will endeavour to support the young person through cross curricular opportunities to encourage self-esteem and self-motivation.
- Our ethos actively promotes a positive, supportive and secure environment and values people.
- Our behaviour policy is aimed at supporting vulnerable children in the group. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but is valued and not to be blamed for any abuse which has occurred.

- Liaison with other agencies which support the pupil such as Social Care, Child and Mental Health Services and the Locality Teams.
- A commitment to develop productive and supportive relationships with parents/carers.
- Recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need have support and protection.
- Monitoring and supporting the student's welfare, keeping records and notifying social care in accordance with the Cambridgeshire Local Safeguarding Children Board "Safeguarding Inter-agency Procedures".
- Immediately transferring all relevant information to a new establishment when a student who is subject to a child protection plan, leaves a college, whilst also informing the Child Protection review manager and the key worker from Social Care in accordance with the procedures for "Children Missing from Education".

Drug Use/Alcohol Abuse and Child Protection: The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings. However, the school will consider such action in the following situations:

- To believe the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse.
- To believe the student's drug related behaviour is a result of abusing or endangering pressure or incentives from others, particularly adults.
- Where the misuse is suspected of being prompted by serious parent/carer drug misuse.

Children of Drug Using/Alcohol abusing Parents/Carers: Further enquiries and further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- The parental misuse is regarded as problematic (i.e. multiple drug use including injection)
- A chaotic and unpredictable home environment exists which can be attributed to drug or alcohol misuse.
- Children are not being provided with acceptable or consistent levels of social and health care.
- Children are exposed to criminal behaviour.

Children involved in Prostitution, Child Trafficking and Exploitation: Children and young people involved in prostitution or trafficking should be viewed as victims of abuse. Looked after children and young people may be particularly vulnerable to these forms of abuse and exploitation.

Exploitation includes the prostitution of others or other forms of sexual exploitation and forced labour forces. Staff need to be aware of the signs and indicators that this form of abuse is likely or is occurring. Staff should be vigilant in case an unknown adult attempts to make contact:

- Any adult seeking contact with the child should be first investigated and their identity validated.
- Extra care and vigilance should be taken when young people have absconded, taking into consideration age, ability and local knowledge and follow absent without authority procedures.

When there is evidence of a suspicion that a child or young person is at risk or is already involved in prostitution or trafficking, a referral needs to be made to Social Care. If a young person is reported as absent without authority staff are to inform the designated person or Manager. They will then advise staff members of what procedures to follow.

Safer Recruitment: Chartwell Group will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to DoE documentation "Safeguarding Children and Safer Recruitment in Education". All appointments made by the group are made under the direction of the Owners & Service Director – Jason Wright (Co-Owner) and Rick Ogle-Welbourn who have been trained in Safe Recruitment Procedures. Managers and Senior Residential Workers can

undertake interviews as long as they have completed the relevant training / or are supervised during the interviews.

Any allegation of abuse made against a member of staff will be reported straight away to a manager. In cases where the Manager is the subject of an allegation, it will be reported to the owners.

Chartwell Group will consult with the Manager in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in Safeguarding Children and Safer Recruitment in Education.

The Manager will advise on all further action to be taken. Please note that the Manager should not seek to interview the child/ren involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.

We will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

We will ensure that all staff is aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the local authorities Code of Conduct. As part of the induction process, all staff will receive guidance about how to create appropriate professional boundaries with all children, especially those with a disability or who are deemed vulnerable.

We will ensure that staff are aware that sexual relationships with young people aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust). Staff will also be made aware as part of their induction about how to report inappropriate sexualised behaviours to the Managing Director or Designated Person, to follow up with Social Care teams. Staff who work within a school have a duty of care to model appropriate social behaviours and to ensure that the professional role of trust is not abused.

Other related policies

- **Physical Intervention:** Our policy on physical intervention by staff is reviewed annually by the Manager. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the MINIMUM force necessary to prevent injury to themselves, another person or property.
- **Anti-Bullying:** Our policy on anti-bullying is reviewed annually by the school and the young people. We expect staff to acknowledge that to allow or condone bullying constitutes a lack of duty of care and could lead to consideration under child protection procedures.
- **Racist Incidents:** Our policy on racist incidents is reviewed annually by the school. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.
- **Health & Safety:** Our policy on Health & Safety is reviewed annually by the school. It reflects the consideration we give to the protection of the children and staff, both within the school environment and when away from the school when undertaking trips and visits.
- **E-Safety and Acceptable Use:** Our policies on E-safety and acceptable use are reviewed annually by the manager. They reflect the balance needed between the exciting opportunities offered by the internet and other technologies and the need for students and staff to keep them safe and deal sensibly with risk. Staff will follow the age guidance on games and DVDs and ensure that Young people are aware of the limitations.
- **Children with a Statement of Special Educational Needs:** Some pupils at Chartwell Group have statements of SEN and multi-agency planning and involvement to support integrated care. We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to signs

of abuse. The school has students with emotional and behavioural difficulties or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

The school may have young people who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and symptoms of abuse recognised by staff with a good knowledge of the child.

Chartwell Group Child Protection Responsibilities: Chartwell Group recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children. We will:

- Designate a staff member for child protection who will monitor the schools compliance with child protection policy and practice.
- Ensure that this policy is annually reviewed and updated.
- Ensure an annual report is made and copied to the Education Child Protection Service, on child protection matters to include changed affecting CP policy and procedures, child protection training received, the number of incidents/cases (no names) and child protection in the curriculum.

Extended Facilities or Before/After college Activities: If the school provides extended facilities or before/after school activities directly under the supervision or management of staff, the school's arrangements for child protection as written in this policy shall apply. Where services or activities are provided separately by another body, the school will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

This policy was ratified on: 5th February 2019

And will be reviewed on: 6th February 2020

Signed by Manager: *Rick Ogle-Welbourn.* Rick Ogle-Welbourn

Signed by Service Director Social Care: *Rick Ogle-Welbourn*

Signed by Manager, Designated person: *Rick Ogle-Welbourn.*

This document on file in the homes and each is ratified and agreed by the Manager and staff on site.

STAFFING MATTERS 1. Registered Manager Experience & Qualifications

Name: Rick Ogle-Welbourn

Position: Manager - Registered with HCPC: Number SW37258

Employment History: On Request.

Professional Training:

Man Management Certificate HM Forces.

Feb 1975 - Feb - 1976.

Mature Entrant Certificate (MEC Diploma).

April 1982 - May 1983.

Certificate in Social Services (C.S.S. No. SS/87/58).

Jan 1984 – Dec 1986.

Diploma in Social Work Management
Basic & Advanced Inspection Manager Cert.
Social Work Practice Teaching.
NVQ Assessor

Jan1993 – Sept 1993.
1993-1996.
August 1994.
November 2001.

Other Training:

Name of Body

Course

H.M. Forces	Man Management.
C.C.C.S.S.D.	Child Care.
C.C.C.S.S.D.	Child Protection.
C.C.C.S.S.D.	Hurt to Healing - Child Sexual Abuse.
Health Service.	Behaviour Management.
C.C.C.S.S.D.	Working with Families.
Health Service.	Drug / Solvent / Alcohol Abuse.
C.C.C.S.S.D.	Direct Work with Children.
C.C.C.S.S.D./Health/Ed.	Physical / Sexual / Emotional Abuse.
C.C.C.S.S.D.	Home-finding Panel.
C.C.C.S.S.D.	Children Act.
C.C.C.S.S.D.	Advanced Children Act.
C.C.C.S.S.D.	Recruitment & Selection.
C.C.C.S.S.D.	Disciplinary & Grievance.
Private.	Project Management.
Private.	Team Building.
C.C.C.S.S.D.	Access to Information.
C.C.C.S.S.D.	Supervision.
C.C.C.S.S.D.	Supervision & Management of Staff.
C.C.C.S.S.D.	Assessment & Control of Risk.
C.C.C.S.S.D.	I.C.S.C Supervision.
C.C.C.S.S.D.	Practice Teacher.
C.C.E.T.S.W.	N.V.C.Q. Workshop.
B.A.A.F.	Life Story Book Work.
C.C.C.S.S.D.	Practitioners Becoming Managers.
C.C.C.S.S.D.	Staff Supervision & Motivation.
C.C.C.S.S.D.	Good Supervision & Team Work.
Private.	Understanding & Enforcing the Law.
Private.	Foundation for Registration & Inspection.
Private.	Face to Face with Violence.
Private.	Advanced Level for Registration & Inspection.
Private.	Lay Assessors.
Private.	Quality Control.
Private.	Belbin Self Perception & Awareness.
C.C.C.F.D.	Fire Prevention.
Health.	Control & Restraint.
C.C.C.E.H.	Food Hygiene.
Private.	Handling Difficult Behaviour.
Private.	Physical Restraint Training.
Private.	Fire Training.
Private.	First Aid & AED.
Private.	Advanced First Aid & O2 Provider.
GSCC	Residential Social Work & Changes.
GSCC	Social Worker Values.

OU	Practice Assessing.
OU	Work Based Supervisor.
CRF	Working with Ofsted& Inspection.
CRF	Young People in Care.
CRF	The Rights of Young People.
CRF	Life After Care.
CRF	Managing Staff & Conflict.
LSB	Safeguarding, Assessing Risk & Management with Young People.
LSB	Designated Person – Safeguarding and Child Protection,
C.C.C.E.D.	Warner Interview Training.
Private & C.C.S.S.D.	Safer Recruitment Training.
All Educare programme in relation to Child Care.	

Key:

(C.C.C.S.S.D. = Cambridgeshire County Council Social Services Department)

(C.C.C.F.D.=Cambridgeshire County Council Fire Department)

(C.C.C.E.H.=Cambridgeshire County Council Environmental Health)

(C.C.C.=Cambridgeshire Care Consortium)

(C.R.F = Private Training Company)

Practice Teacher for Diploma students within Cambridgeshire.

All staff details are available on request to Rick Ogle-Welbourn.

It is our aim of the Chartwell Group to ensure that the staff teams working the homes are diverse and reflect the needs of the young people they look after in relation to: gender, age, race, and to promote appropriate role models children living in the home.

STAFFING MATTERS 3: Supervision, Training & Development

Supervision - There is a performance management system in the home, all managers and residential workers are supervised between 1 & 1.5 hours on a monthly basis, this is uninterrupted 1:1 time. Individual staff members have a supervision file containing all supervision records and information in relation to their employment. Annual appraisals ensure performance over the previous year is appraised and goals set for the following year. This is a two way process. Staff meetings are held on average monthly. The Manager & Senior Residential Workers have daily planning and informal supervision sessions as part of the day. All staff involved with teaching meet a minimum of once per term to discuss issues relating to the development of individual teaching practice and school policy. There is also a staff working alone / night supervision policy. All staff working in the home are qualified to the appropriate levels for their individual positions. All staff have an ongoing training programme which includes; CWCD, Residential Diploma levels 3 & 5. Educare training programmes and individual specific training.

Domestic staff are supervised pro-rata by the Senior Residential Workers. There is also a staff working alone / night supervision policy.

Staff Qualification & Continual Professional Development

The Chartwell Group recognises that staff development and learning is an integral part to the group's planning, so all members of staff can perform their individual jobs effectively and in doing so ensures that the group meets planned objectives in line with regulations.

Introduction: The Chartwell Group recognises that staff development and learning is an integral part to the group's planning, so all members of staff can perform their individual jobs effectively and in doing so ensures that the group meets planned objectives in line with regulations.

Aims: The main aims of this policy are to

- Provide a working environment where continuous learning and development take place.
- To ensure that the employees are supported and enabled to meet the changing demands of the group's services and Ofsted.
- To ensure the group meets the planned objectives in line with requirements and regulations.
- To facilitate employee development at work and/or personal development through assisting employees to broaden, deepen and thereby further enhance their existing skill base.

Equal opportunities: The Chartwell Group is committed to ensuring equality of learning opportunities, hence no employee will be excluded from learning on the grounds of gender (including gender reassignment), age, marital status, disability, racial ground)race, colour, nationality – including citizen ship, ethnic or national origin) sexual orientation, Religion or belief, responsibility for dependants, trade union membership or employment status. Part time and fixed term employees will have equal access to learning and development opportunities.

Responsibilities Employees: We expect all employees to take a proactive approach in furthering learning and development. Employees, who wish to undertake any form of training relevant to their role, should raise the matter formally with their manager in the first instance through their induction, supervisions or appraisals. All employees must undertake the qualifications and continual professional development appropriate to their current role(s) within the Chartwell Group, subject to the needs of the group.

The Chartwell Group will provide and pay for all relevant training (In some cases this could be joint funded with the employee), however it is our expectation that employees will be expected to use personal time as well as quite times in the work place to undertake the study required.

Managers: Managers / SRW are responsible for supporting staff through inductions, qualifications and will identify continual professional development opportunities and needs on an ongoing basis through supervisions and appraisals. Managers have a responsibility to monitor and evaluate the effectiveness of learning for employees who have undergone training and development. Managers should seek feedback on internal and external training programmes, including their quality and cost effectiveness. Managers should ensure that employees implement the skills that they have gained through training.

Induction: An employee's induction is the starting journey with the Chartwell Group. On the first day of employment the induction process commences under the terms and conditions in which they have been employed. An employee will undergo a probation period of six months from the first working day. Within seven working days the employee will start the formal induction process relevant to their role, which will consist of the Chartwell's Induction Booklet and practice assessment Standards. **The induction needs to be completed by the end of the six month probation period; failure to complete may hinder the employee's employment status with the group and could result in the employee's contract being terminated.** The employee will be supported throughout their probation period with regular supervisions and any concerns the employee has in regards to their Induction must be raised. The Senior Residential Workers will oversee the completion of the induction and will provide feedback on progress to managers during the process of induction.

Qualifications: On an annual basis the Chartwell Group will review the qualifications that the group requires staff to undertake.

Residential Support Workers and Teaching Assistants are required to hold the minimum of a Diploma Level 3 or equivalent qualification for the position in which they are employed, employees which have joint roles for both residential work and school will be required to hold both diplomas relevant to job roles. If the employee does not currently hold the minimum requirement then the Chartwell Group will fund and support the employee to complete the qualification within two years of employment.

Managers and Senior Residential Workers are required to hold the minimum of a Diploma Level 5 or equivalent qualification for the position in which they are employed. If the employee does not currently hold the minimum requirement then the Chartwell Group will fund and support the employee to complete the qualification within two years of appointment with the expectation that all assignment based work is completed within two and half years of appointment.

Residential Workers with extra responsibilities will be required to undertake Level 5 on a unit based approach (5 units agreed with the Manager & Training Provider)

Failure to comply and successfully complete the required qualification, within the required timescale may result in employees continued employment being at risk and may result in disciplinary action being taken against the employee up to and including dismissal.

Any other qualifications, other than the mandatory, that an employee wishes to undertake will have to be requested in writing, with full details of the course and the relevance of the course to the employee's job role. The manager will take the request in consideration and discuss with the employee individually. The group is not under any obligation to accept or fund the request. Any terms and conditions of request will be agreed upon on an individual basis and put into a written agreement.

Continual Professional Development (CPD): Continual professional development is the opportunities in which the employee undergoes further training activities which enhance their learning and practice. All members of staff have the responsibility to keep their own personal record of all CPD activities that they have undertaken, including reflections on the CPD activities.

CPD can take many forms including;

- Attendance at a course or conference
- Training using in-house expertise
- Training using an external consultant, adviser, teacher adviser or other relevant expert.
- Training using external expertise for demonstration lessons, or master classes
- Visits to other colleges to observe or participate in good practice
- Secondments, sabbaticals, study leave, exchanges or other placements
- Opportunities to participate in qualification based and validated work
- Research opportunities
- Distance learning
- Practical experiences such as presenting an educational paper, contributing to training programme both in college or other, being involved in a local, national or international network, working party or partnership.
- Job enrichment activities such as taking a temporary post of higher responsibility, job sharing rotation of shadowing.
- Producing documentation or resources for the use by other staff, for example teaching materials, ICT packages or training videos
- Coaching, mentoring or acting as a critical friend.

- Being part of an interview or accreditation panel either in college or for another body or organisation
- Facilitating training by acting as the leader between presentations.

Reimbursement of Fees: Where the group has agreed to contribute towards qualification or training course fees the employee will be required to reimburse the full amount should the employee leave the group during the course or if they do not complete the qualification or training course (inclusive of cancellation charges). Any monies that are owed will be deducted from employee’s final salary. Reimbursement costs with effect from 1st June 2018 are as follows; the amounts will be reviewed yearly based on the training costs of The Chartwell Group.

Registration (Once accepted on the Diploma):

[1]	Level 3 qualifications:	£300.00
[2]	Level 5 qualifictaions:	£350.00

After Registration with support / supervision £100 per month from the date registered. (For example a staff member leaves 3 months after registration and has completed Educare, Fire Training, Manual Lifting, Boots, Mapa & Safeguarding. Reimbursement fees would be:

Registration Level 3	=	£300.00
Level 3 Support	=	£300.00
Educare	=	£150.00
Manual Lifting	=	£ 50.00
Fire Training	=	£ 50.00
First Aid	=	£ 50.00
Boots	=	No Cost
Mapa	=	No Cost
Safeguarding	=	No Cost
Total to be paid	=	£900.00

This would be deducted from the final salary paid the employee; if required the group would take legal action to ensure reimbursed fees are recovered.

A percentage of the course fees would be reimbursed to the group if the employee leaves within a specified period of completion of the qualification or training course as follows:

Percentage to be paid	Employee leaves within
100 %	<1.5 years
60%	1.5 years – 2 years
0%	2 years

Issued by (for Employer)

Signed

Date

Received by (Employee)

Signed

Date

April2019/ROW