



Welcome to  
our  
Information  
Evening



**CHELLASTON  
ACADEMY**

PROSPECTUS

Integrity • C



# Purpose of the Evening

- Introduce myself as Chellaston Academy's new Headteacher
- Get to know some of the Senior Leaders at Chellaston Academy and their roles
- Give an update on progress since the last Ofsted inspection
- Update the community with the changes we have put in place
- Give an opportunity for a face to face meeting





# Pleased to meet you

- Phil Smith
- Proud Headteacher at Chellaston Academy
- Executive Headteacher of Chellaston and CODA
- A senior leader for 12 years with 5 years being proud Headteacher at CODA
- Chair of the Derby City Inclusion Strategy Group



**Chellaston  
Academy**



# What are my beliefs?

- We do the best job in the world!
- Schools are amazing places
- Schools should be 'vibrant' places where 'unconditional positive regard' is at its heart
- Schools should provide a variety of development both academically and personally
- School should provide positive memorable experiences for everyone
- Students who deserve rewards should receive them – I will not allow for students to be 'forgotten'



**Chellaston  
Academy**



# Our Culture and Values?

## Culture

*We put **INTEGRITY** at the heart of everything we do.*

*We believe **CARE** helps build supportive and purposeful relationships*

*We strive for **EXCELLENCE** in the way that we perform and conduct ourselves*

*We value all our people and work in partnerships; **TOGETHER.***



**Chellaston  
Academy**



# Expectations at Chellaston

- Integrity – Care – Excellence
- Uniform
- Effort and work rate – Children should be tired at the end of the day!
- Getting stuck into the wider curriculum
- Chase your dream!



**Chellaston  
Academy**



Are you  
achieving your

95%?



IMPROVING THE  
LIFE CHANCES OF  
ALL STUDENTS



Chellaston  
Academy



All students are given the opportunity to question who they are and who they want to be; to question their understanding and their actions. They learn how to question in a considered way, and then to listen to the response.

“Lessons are calm, and we get straight to work with a ‘Do Now’, and the teachers helps anyone who isn’t sure.”  
- Year 8 Student



**Chellaston  
Academy**





**Chellaston  
Academy**



# Ofsted - My Thoughts

- A lot of the report was very harsh, but there are a number of areas that need improving!
- Amazing young people here
- So many positive staff who are committed to improving life chances AND show unconditional positive regard
- So many improvements already and we have huge potential
- Good Post 16 provision
- Great results at GCSE and A Level



**Chellaston  
Academy**



# Needed Improvement Areas

- SEND Provision
- Safeguarding culture
- Expectations
- Reading
- Relationships
- Extra investment in 'pastoral' care and Personal Development
- Absence
- Leadership



**Chellaston  
Academy**



# Progress so far, including...

- SEND Provision
  - DSENCO, ASENCO and new AHT SENCO appointed
  - Extended Learning established including flows and provisions
  - All EHCP plans reviewed
  - External support sought in challenging where appropriate
  - Nurture curriculum established



**Chellaston  
Academy**



# Progress so far, including ...

- Safeguarding culture
  - 2 positive external reviews since September
  - SCR reviewed and the flow of concerns reviewed
  - Additional safeguarding training put in place for ALL
  - Safeguarding responsibilities established
  - Some 'trauma' surrounded the school has not been properly supported

Worried, Anxious, Concerned, Need Help?  
**STUDENT SERVICES TEAM**

**SAFEGUARDING TEAM**

 Mr P Smith Executive Headteacher	 Ms Dyer Deputy Headteacher SENCO Lead & DSL Lead	 Mrs Horroth Deputy Designated Safeguarding Lead	 Mrs Burdick Wellbeing Lead	 Mrs Amos Wellbeing Lead
 Mr Burton Head of Year	 Mrs Dow Head of Year	 Mr Shield Head of Year	 Mr Moran Head of Year	 Mr Wagg Head of Year
 Mrs Elvey Head of Year	 Mrs Warren Head of Year	 Mrs Haywood Head of Year	 Mr Overden Deputy Head of Year	 Mr Coulson Deputy Head of Year
 Mr Roome Deputy Head of Year	 Ms Bennett Deputy Head of Year	 Mrs Buttrick Deputy Head of Year	<p><b>Derby Social Care</b> 01332 641 172 (Out of hours 01332 786 060)</p> <p><b>keoth</b> Free, safe and anonymous online support for young people. Search now.</p> <p><b>childline</b> Search for the best people. Search now.</p>	

**Derby Social Care**  
01332 641 172  
(Out of hours 01332 786 060)

**keoth**  
Free, safe and anonymous online support for young people. Search now.

**childline**  
Search for the best people. Search now.

**POLICE 101**

Or you can speak to any member of staff

**Chellaston Academy**  
Integrity • Care • Excellence

June 2023 v1

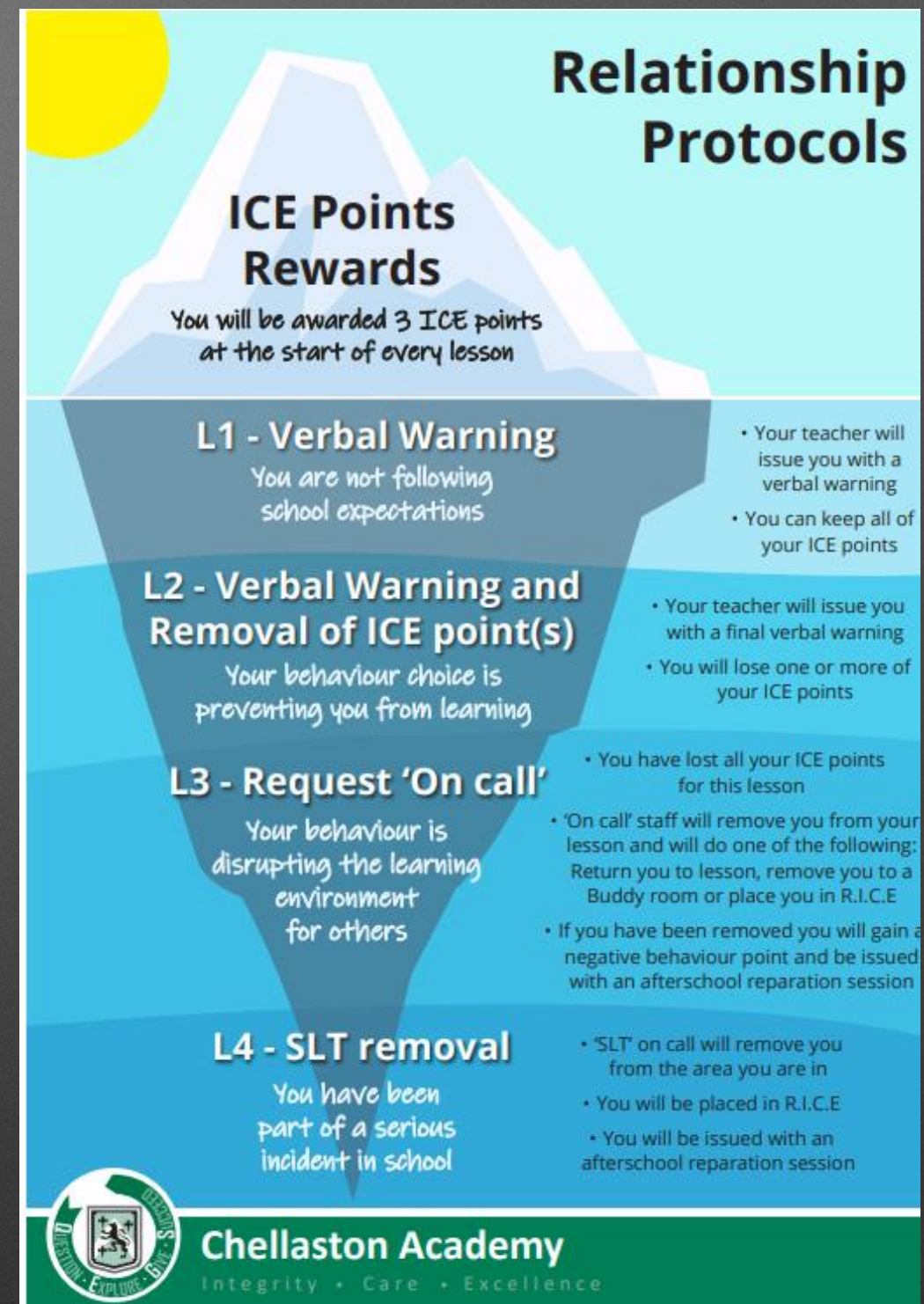


# Progress so far, including ...

- Expectations and Relationships
  - New simpler relationships protocols embedded
  - Reflection and reparation is part of our culture
- ICE rewards in place
- Connect provision established
- RICE and reset room established
- Assessments of additional need is in place – Inclusion Graduated Response



**Chellaston  
Academy**





# Progress so far, including ...

- Reading

- Librarian to be appointed and library to become part of the school
- Reciprocal Reader activity in every lesson
- Reading Champion appointed
- Reading is linked to our Pupil Premium strategy
- Reading with form tutor every week



**Chellaston  
Academy**



# Progress so far, including ...

- Pastoral Support and Absence
  - 5 additional DHOYs appointed
  - Student Services established including 2 additional pastoral administrators
  - Student support is the place where students can go with any concern
  - New absence flows written and embedded



**Chellaston  
Academy**



# Progress so far, including ...

- Leadership
  - Changes in the senior team and other areas across the school
  - Support for leaders to grow
  - 2 Directors of Education appointed
  - Infrastructural leadership embedded
  - Quality Assurance is embedded and regular
  - A strong new governing body (15)



**Chellaston  
Academy**



# And today?

- My opinion has continued to get better!
- Lovely atmosphere around school and in lessons
- 2 external reviews and 2 Trust reviews agree with this
- Universities have visited this term and asked us to support with ITT
- Summer results were something for everyone to be proud of
- Ofsted should be visiting before Christmas for their first monitoring visit – I know they will see improvements – report will be published

Chellaston Academy

QEGSMAT

## Chellaston Academy Improvement Plan Summary 2022-23

### KPI Targets for 2023

Key Stage 4 Outcomes	2018 Actual	2019 Actual (Stable)	2020 CAG (Stable)	2021 TAG (Stable)	2022 Actual	2023 Target (FFT 20)
Attainment 8	5.3	5.4	5.6	5.6	5.4	5.8
Progress 8	0.1	0.2				
% 4+ English & Maths	80	80	83	84.2	78	92
% 5+ English & Maths	65	63	65	65.0	58	70.4
% Ebacc Entry	73	71	77	63.5	71	19.5
Ebacc APS				5.19	5.1	4.89
Key Stage 5 Outcomes						
A Level APS per entry	34.78	31.95	36.23	40.67	41.2	42.58
A Level Average Grade	C+	C+	B-	B	B	B+
Applied APS Per Entry	50	50		46.5	TBC	28.06
Average Grade	Dist*	Dist*	Dist-	Dist*-	Dist*-	Merit+
Absence						
Whole School Absence	4.1	3.9	4.9		9.6% (nat 12%)	5%
Whole School PA	8.2	7.5			27% (nat 29%)	25%
Pupil Premium Abs	6.7	6.1	6.7		16%	10%
Pupil Premium PA	19.7	18.6			47.5%	30%

### Safeguarding

#### To ensure safeguarding is effective at all levels;

1. Maintain accurate records on the Single Central Record.
2. Ensure safeguarding is effective within the school - Ensure that there is an active and evident 'culture of safeguarding'.
3. Continue to utilise a standardised cycle of safeguarding audit/action planning.



**Chellaston Academy**



EXPLORE



We give students opportunities and experiences, both in and beyond the classroom, educating the whole child and offering them the chance for individual development. We have high expectations and ask students to explore every opportunity afforded them, looking for new ways to accomplish their goals, examining others' values and beliefs, and exploring the world around them.

**“We feel safe in school,  
and we’re taught how  
to keep ourselves safe  
outside school too.”**

- Year 8 Student



**Chellaston  
Academy**



# Student Success at Chellaston

- 53 different students achieved a grade 9 – top 3% nationally
- 80% got a 4+ in BOTH maths and English
- Nearly 60% achieved at least one grade 7
- Attainment score of 5.4
- GCSE Value Added of +0.2
- ALL prior attainment bands made positive progress at GCSE.
- At A Level the average grade was a B or a Distinction
- All students achieved the pathway they wanted

How the new grades compare with the old ones

Old grades	New grades
A*	9
	8
A	7
B	6
C	5 STRONG PASS
	4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

Source: Ofqual

BBC

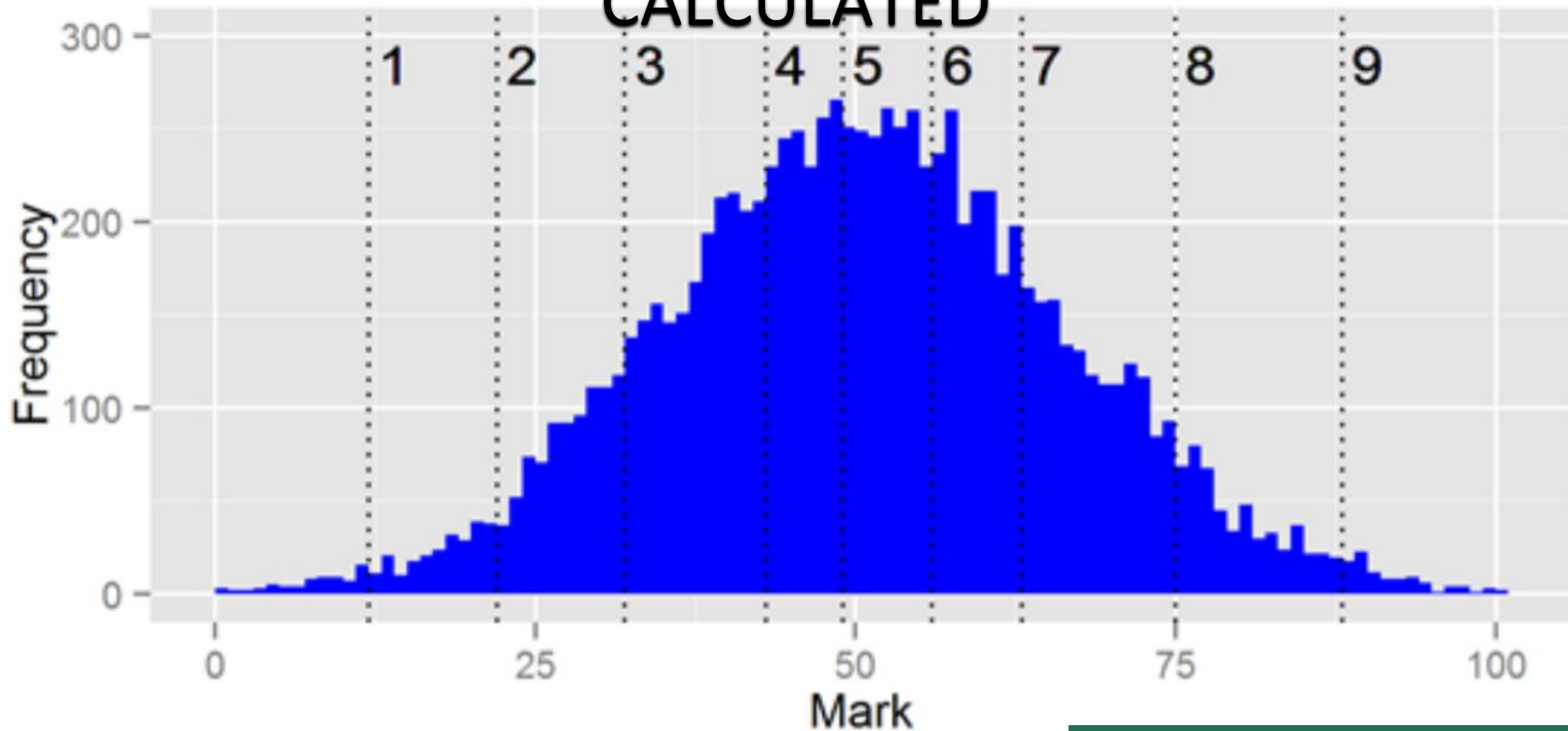


**Chellaston  
Academy**



Target grades CLR

# HOW GCSE/A LEVEL RESULTS ARE CALCULATED



**Chellaston  
Academy**



# Subjects

ALERTS

PP

EAL

SEN

HML Verbal Non-verbal Quant

M

95

105

96

27  
subjects

27  
targets set

0  
targets  
reviewed

0  
below  
benchmark

Subject

FFT Benchmark

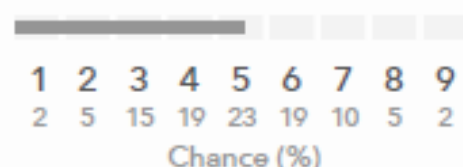
Based on subjects challenge setting

Pupil target data

Combine data, knowledge & experience

Chance of each grade or higher Risk of lower grade **Benchmark grade** Chance of higher grade **Target grade** How likely? T

Art and Design



41%

5

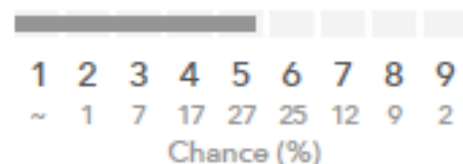
FFT20  
High

36%

5

59%

Biology



25%

5+

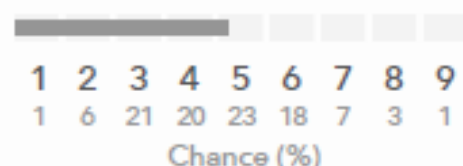
FFT20  
High

48%

5

75%

Business Studies



48%

5-

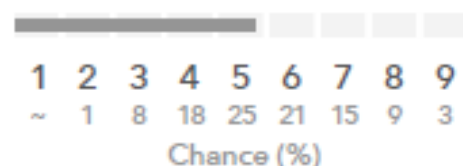
FFT20  
High

29%

5

52%

Chemistry



27%

5+

FFT20  
...

48%

5

73%



Chellaston  
Academy





# Marking and Feedback



## 1. Each lesson – Self or Peer assessed work Effective **Assessment for Learning (AFL)** strategies or **learning checks** must happen every lesson

The most commonly used practice to achieve this is by simply incorporating peer and self assessed within your lesson.  
Please ensure students use a **red pen to complete this**



## 2. Assessed work

**Provide at least a WWW and EBI for an assessed piece of work each half term.**

**Teachers must provide their WWW and EBI in green pen**  
**Students must respond in red pen (DIRT)**



## 3. Presentation

**Using the universal PowerPoint slide provide students with an WWW and EBI for their presentation/engagement each half term.**

**Teachers must provide WWW and EBI in green pen**  
**Ensure Students must respond in red pen.**

Students grade for presentation is inputted on GO4schools.



	Care	Excellence	Integrity	L3 ON CALL	L4 -SLT Removal
Student					
Ali, Aaron					
Austin, Oliver					
Austin, William					
Aydinmakina, Kivanc					
Barron, Daniel					
Carver, Ashton					
Christian, Colby					
Earp, Jayden					
Fang, Jolly					
Foster, Alfie					



**Chellaston  
Academy**





# Marking and Feedback – DIRT Lesson Presentation



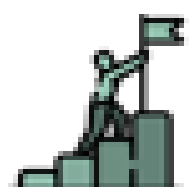
## Responding to presentation Feedback

Remember the presentation of your book reflects your own work ethic and represents our three core values of **Integrity Care** and **Excellence**. Use the grid below to help you write your own WWW and EBI for your presentation, complete in **Red pen**.

BLUE		GREEN		AMBER		RED	
Book cover pristine, labelled, no graffiti	1	Book cover presentable, labelled, no graffiti	1	Book cover not presentable, no label, some graffiti	1	Book cover not presentable, no label, graffiti	1
Title and date always underlined	2	Title and date mostly underlined	2	Title and date rarely underlined	2	Title and date not underlined	2
Consistent use of correct equipment (ruler, pencil)	3	Intermittent use of correct equipment (ruler, pencil)	3	Inconsistent use of correct equipment (ruler, pencil)	3	No evidence of correct equipment (ruler, pencil use)	3
All worksheets stuck in and in chronological order	4	Most worksheets stuck in and in chronological order	4	Some worksheets stuck, not in and in chronological order	4	Worksheets not stuck in	4
All worksheets completed	5	Worksheets mostly completed	5	Worksheets minimally completed	5	Worksheets not attempted	5
Peer/ self-assessment evident in each lesson	6	Peer/ self-assessment evident in most lesson	6	Peer/ self-assessment evident in some lesson	6	Peer/ self-assessment not evident in lesson	6
Evidence of tests and completed DIRT	7	Evidence of most tests and mostly completed DIRT	7	Evidence of some tests and partially completed DIRT	7	No evidence of tests and Dirt incomplete	7



**All students must have the following sticker stuck on the inside of their front cover of their book**



**Target  
grade:**

7

**Marking and feedback**



Half term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
End of half term grade	7	7	7	7	7	8
<b>Presentation grade</b> Red – 0 ICE points Amber – 10 ICE Points Green – 15 ICE Points Blue – 20 ICE Points	A	G	G	B	B	B



**Chellaston  
Academy**



# Reports

- Three in every year and they are electronic
- Will show your child's estimated (predicted) GCSE grade compared to flight path (External estimate). Will also contain attendance and attitudes to learning
- Parents and students have access to G4S



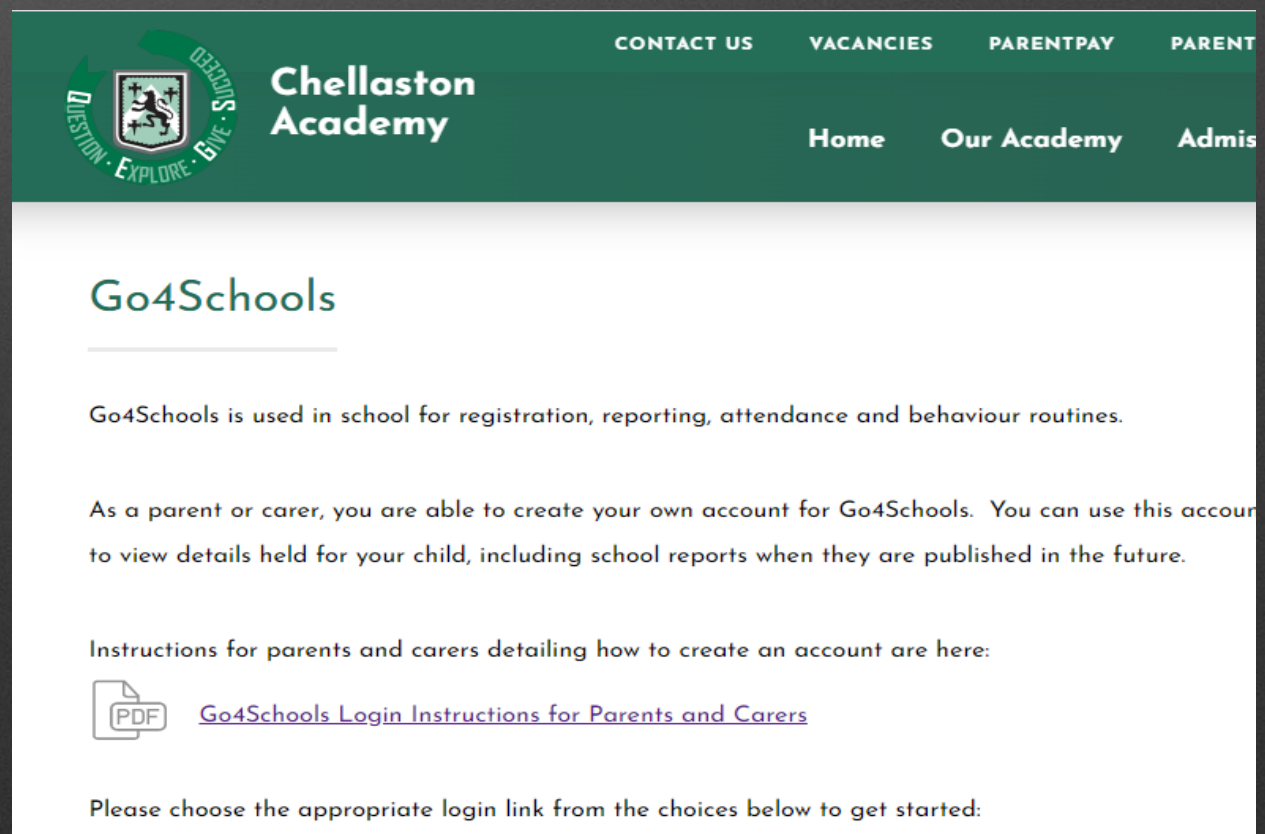
**Chellaston  
Academy**



# How do I access GO4Schools?

Please simply click GO4schools on the front page of the website in the top right hand corner

You will be directed to a support page which will provide you with guidance regarding how to login to the platform.





# Example Report

Example report home for Data Collection 22-23 Academic year

Pupil Name

Subject	FFT Estimate	Estimate	On track	Class Work	Respectful	Ready To Achieve	Responsible	Group teacher(s)
Art	3	3	Yes	Amber	2	3	3	Miss Teacher
Drama	4	U	No	Red	4	4	4	Mr Teacher
English	3	3	Yes	Amber	3	2	3	Ms Teacher
Geography	3	2	No	Amber	1	3	4	Miss Teacher
German	4	3	No	Amber	2	3	3	Mr Teacher
History	3	2	No	Amber	2	2	2	Ms Teacher
Mathematics	5	3	No	Amber	3	3	3	Miss Teacher
Music	3	2	No	Amber	2	2	2	Mr Teacher
PE	4	4	Yes	Green	2	1	2	Ms Teacher
Religious Ed	3	1	No	Red	2	2	2	Miss Teacher
Science	4/4	2/2	No	Amber	2	2	2	Mr Teacher
Technology	4	3	No	Amber	3	2	3	Ms Teacher

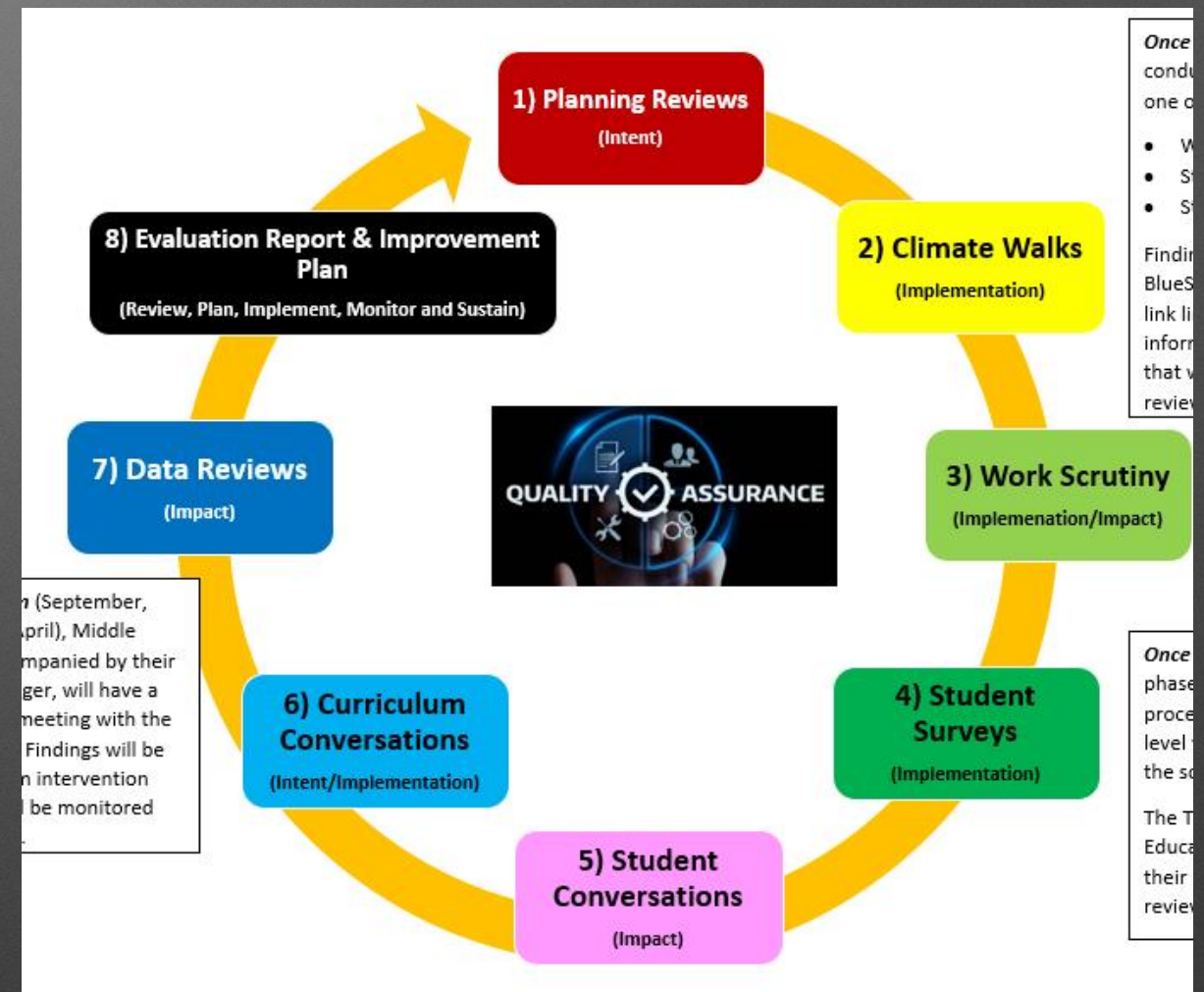


**Chellaston  
Academy**



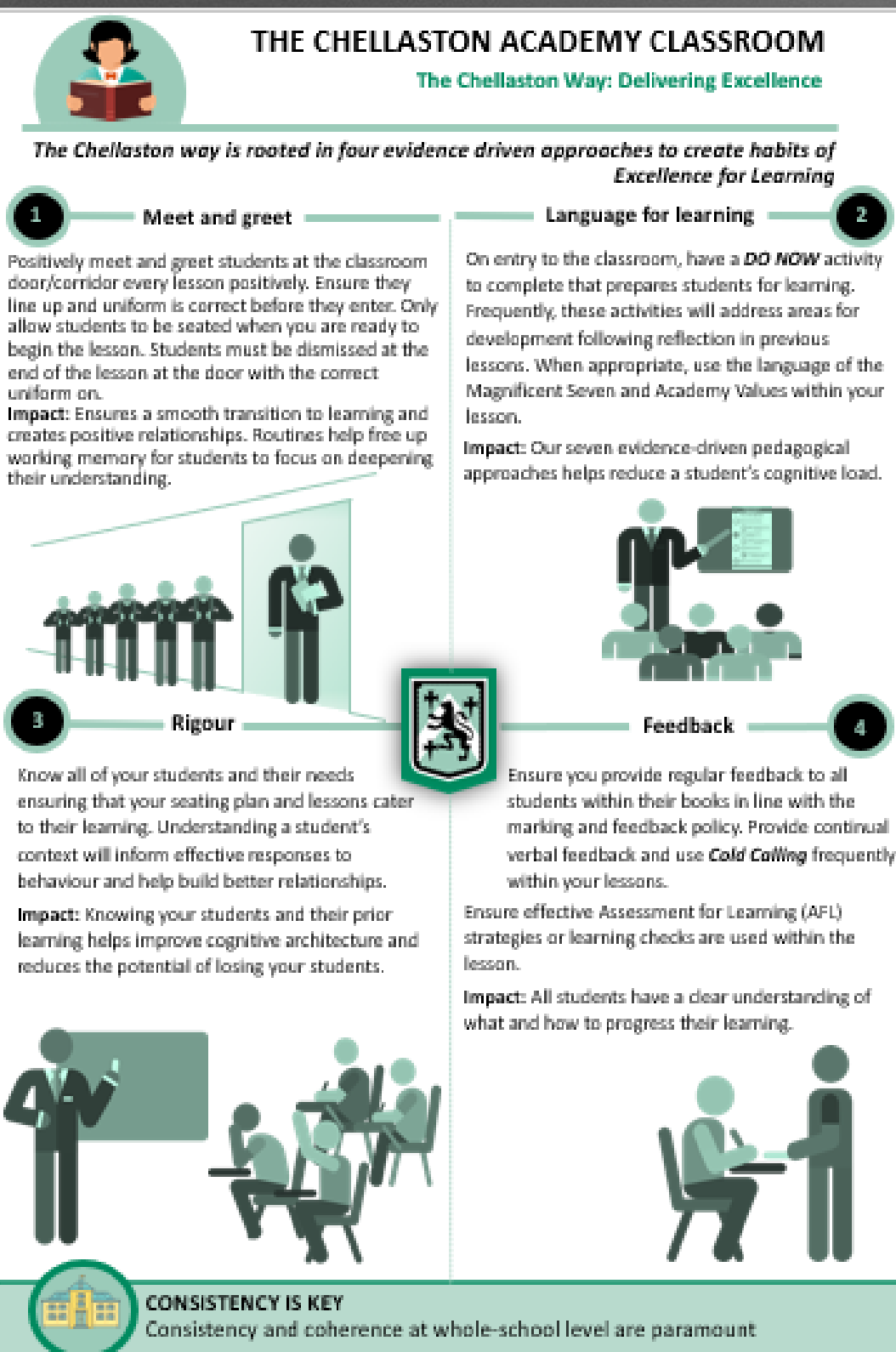
# Quality Assurance

- Senior Leaders and Middle Leaders once per term
- Trust 'Deep Dive' of every department annual
- Additional QA of areas such as SEND, Careers, PD
- 2 x SLT every lesson 'On Call'
- Lots of positives and areas for development





# The Chellaston Academy Classroom



- Meet and greet, Language for learning, Rigour and feedback are our four pillars for teaching and learning which will drive all our CPD.

Rooted in four evidence driven approaches to create habits of Excellence for Learning (EEF Education Endowment Foundation).

**Consistency** helps improve standards and reduces anxiety for all our students.

To help and support all staff with the delivery of the Chellaston Classroom we have created a Classroom Code





# The Classroom Code



## Engaging '**DO NOW**' activity

Please ensure you use the language of 'Do Now' at the beginning of the lesson so students have a consistent approach. We will share a variety of creative and engaging do now activities throughout the year. The most common do now activity used across the Academy is a Retrieval starter.



## Use our '**Language for Learning**' throughout the lesson, Magnificent Seven and our Academy values (Integrity, Care, Excellence) when appropriate

Throughout your lesson when appropriate use the language of the Magnificent Seven when moving from different tasks and activities. For example ...*'We are now moving onto **Demonstrate** where I would like you to apply your knowledge and skills by completing the following questions'*...

Where and when appropriate, place the icons on your PowerPoint.

In regards to developing our cultural of; Integrity, Care and Excellence please use these words consistently and when appropriate throughout your lesson.

For example... *'Tom the presentation of your work clearly demonstrates Excellence and Care well done'*.





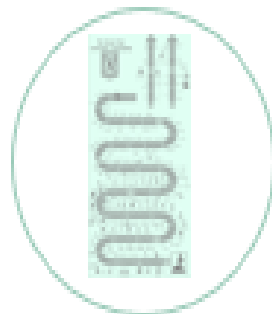


# The Classroom Code



## Effective data driven seating plans in place

We would like all staff to create a seating plan on G04schools for each one of their lessons. This helps ensure you apply **RIGOUR** - one of the elements of the Chellaston Classroom to your practice. This will help ensure you know all of your students and their needs.



## Share how the lesson fits into the sequence of learning – Where does it fit on your curriculum learning journey?

This might not be appropriate every lesson dependant on your curriculum design and assessment schedule however please ensure students are aware of where they are at on your curriculum journey with their learning.



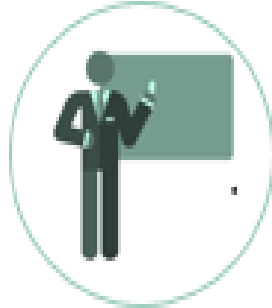
## Apply the seven elements of the **Magnificent Seven** to support the planning of your Lesson when appropriate

Please use the elements of the Magnificent Seven frequently within your lesson delivery. We understand that trying to use all of the elements every lesson may not be appropriate.





# The Classroom Code



## Explicitly teach **KEY TERMS** and provide opportunities for **RECIPROCAL READER** strategies

Where and when possible within your lesson/curriculum, create reciprocal reader strategies which allows students to summarise, question, predict and clarify text.



## Provide appropriate time for guided/independent practice

During every lesson create opportunities and tasks for students to **Demonstrate** and apply their knowledge and skills.



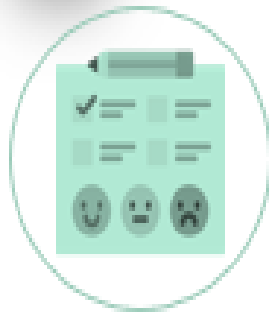
## Ensure tasks provide appropriate challenge for all learners and their individual needs

Once you have created your seating plans this will provide you with the necessary data and insight into the ability of all students within your groups thus allowing you to provide the appropriate level of differentiation within your lesson.



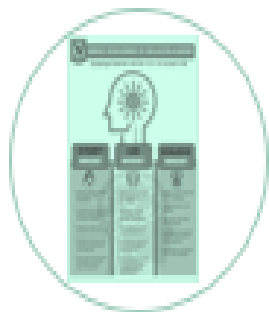


# The Classroom Code



Effective **Assessment for Learning (AFL)** strategies or **learning checks** must happen every lesson

The most commonly used practice to achieve this is by simply incorporating peer and self assessed within your lesson.



Give out reward points fairly and consistently and use the relationship protocols – **Praise in Public, Reprimand in Private – be Curious not Furious**

At the beginning of your lesson, hand out the necessary reward points. You may wish to select a reward leader for each one of your lessons who reminds you to put the rewards points on.

Don't forget about ...

**Fun**

**Fearning**

**Learning**



# Pastoral Structures

Mrs Eyre  
Deputy Headteacher

Mrs Horvath  
Assistant Headteacher  
Student Welfare

Miss Jones  
Assistant Headteacher  
Personal Development

SENCo  
Assistant  
Headteacher

Mrs Shillingford  
Associate Leader  
Careers

Miss Starbuck  
Deputy  
SENCo



**Chellaston  
Academy**



Mrs Burdis  
CP Officer

Mrs Amps  
LAC Coordinator

Miss Christie  
Assistant SENCo

Mrs Bola  
Attendance Officer

Mrs Philebrown  
Student Services

Mrs Weaver  
Student Services

Mr Burton  
HOY 7

Mrs Dow/ Mr  
Wagg  
HOY 8

Mr Shields  
HOY 9

Mr Moran  
HOY 10

Mrs  
Haywood  
HOY 11

Miss Dennet  
DHOY 7

Miss  
Ovenden  
DHOY 8

Mrs Battrick  
DHOY 9

Mrs Coulson  
DHOY 10

Mr Roome  
DHOY 11

Mrs Stratton  
SEND  
administrator



**Chellaston  
Academy**



Mr Moore  
Assistant Headteacher  
Head of Sixth Form

Mrs Warren  
Head of Y12

Miss Tivey  
Head of Y13

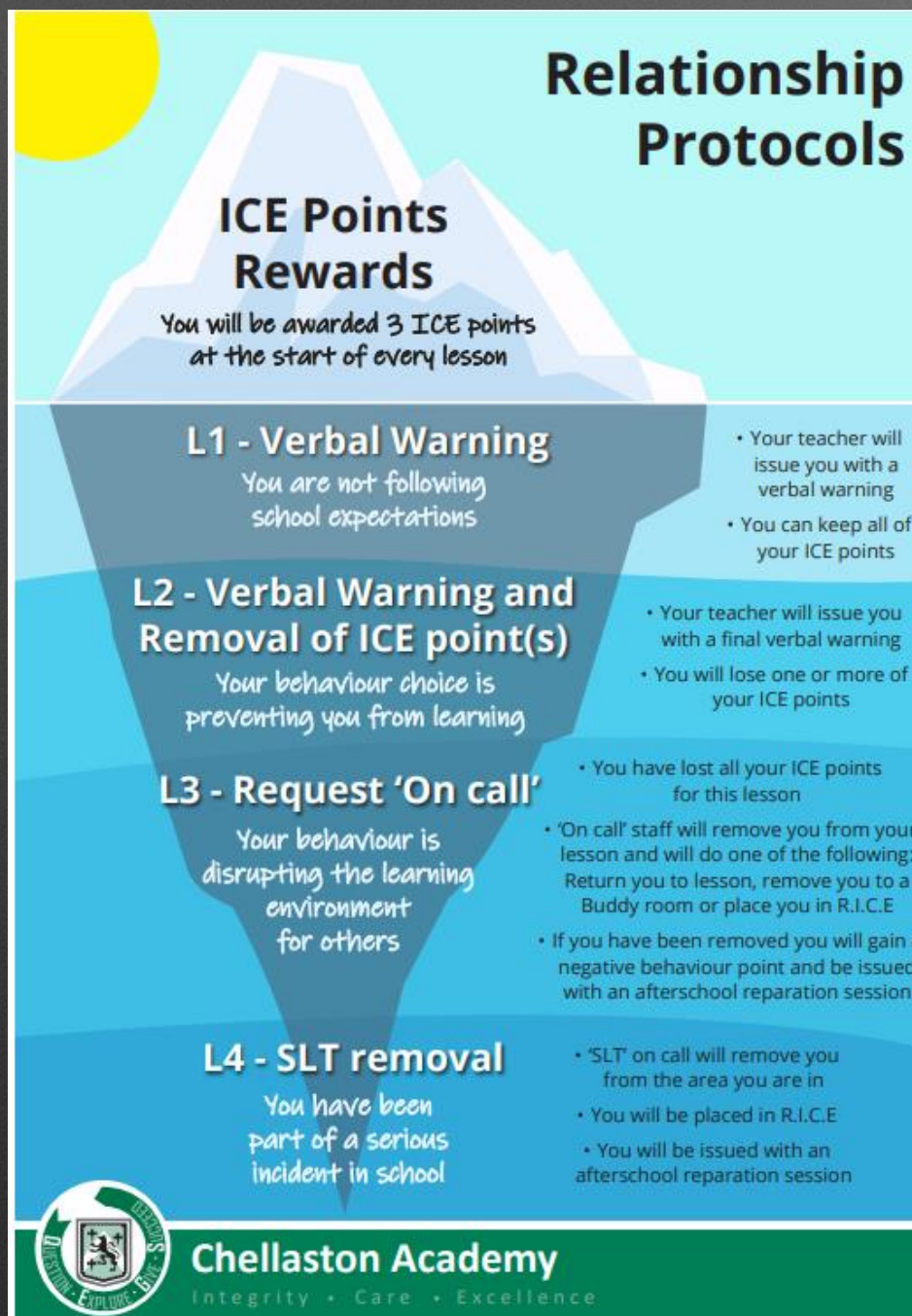
Miss Darlison  
KS5 administrator



**Chellaston  
Academy**



# Relationship Protocols and Rewards



Successes so far...

- Teacher – student relationships
- Reduction in fixed term suspensions
- Improvement in engagement in lessons
- Increased personalised plans
- Decrease in low level disruption



**Chellaston Academy**



# Behaviour Expectations in Lessons

- Students can learn and teachers can teach
- Integrity
- Care
- Excellence
- Complete all of the work set
- Protocols on website
- Reflections, Reparation and Restoration



**Chellaston  
Academy**



# Rewards at Chellaston Academy

- Rewards for academic achievement, effort achievement, attendance and punctuality, meeting school expectations, cocurricular / student leadership / demonstrating our values
- 3 points every lesson – Integrity, Care and Excellence - Getting it right
- Additional Positives
- Achieve your 95% for Activity Days and other rewards
- Rewards shop 'ICE CUBE' – including lunch passes, ice cream vans etc





# Personal Development

- We really care about developing character and personality
- Form times are full of opportunities to learn and grow
- Assemblies and PSHCE lessons provide pupils with the knowledge they need to approach a variety of challenges
- Careers input and support is a high priority
- Charity and community engagement opportunities
- Co-curricular opportunities – clubs, trips and visits
- School councils and surveys – student voice really matters
- Chellaston Charter – opportunity to reflect on how we are demonstrating our values




**Chellaston  
Academy**



# Priority areas moving forward

- Punctuality – Lates
- Uniform
- Digital footprint
- Further decrease low level disruption
- I.C.E



Chellaston Academy

QEGSMAT

Chellaston Academy Improvement Plan Summary 2022-23

KPI Targets for 2023

Key Stage 4 Outcomes	2018 Actual	2019 Actual (Stable)	2020 CAG (Stable)	2021 TAG (Stable)	2022 Actual	2023 Target (FFT 20)
Attainment 8	5.3	5.4	5.6	5.6	5.4	5.8
Progress 8	0.1	0.2				
% 4+ English & Maths	80	80	83	84.2	78	92
% 5+ English & Maths	65	63	65	65.0	58	70.4
% Ebacc Entry	73	71	77	63.5	71	19.5
Ebacc APS				5.19	5.1	4.89
Key Stage 5 Outcomes						
A Level APS per entry	34.78	31.95	36.23	40.67	41.2	42.58
A Level Average Grade	C+	C+	B-	B	B	B+
Applied APS Per Entry	50	50		46.5	TBC	28.06
Average Grade	Dist*	Dist*	Dist-	Dist*-	Dist*-	Merit+
Absence						
Whole School Absence	4.1	3.9	4.9		9.6% (nat 12%)	5%
Whole School PA	8.2	7.5			27% (nat 29%)	25%
Pupil Premium Abs	6.7	6.1	6.7		16%	10%
Pupil Premium PA	19.7	18.6			47.5%	30%

Safeguarding

To ensure safeguarding is effective at all levels;

1. Maintain accurate records on the Single Central Record.

2. Ensure safeguarding is effective within the school - Ensure that there is an active and evident 'culture of safeguarding'.

3. Continue to utilise a standardised cycle of safeguarding audit/action planning.



**Chellaston Academy**



# Wellbeing Support and Safeguarding

Worried, Anxious, Concerned, Need Help?  
**STUDENT SERVICES TEAM**

**SAFEGUARDING TEAM**



Mr P Smith  
Executive  
Headteacher



Mrs Dyer  
Deputy Headteacher  
SENCO Lead & DSL Lead



Mrs Horrocks  
Deputy Designated  
Safeguarding Lead



Mrs Burdis  
Wellbeing Lead



Mrs Amps  
Wellbeing Lead



Mr Burton  
Head of Year



Mrs Dow  
Head of Year



Mr Shield  
Head of Year



Mr Moran  
Head of Year



Mr Wigg  
Head of Year



Mrs Tiley  
Head of Year



Mrs Warren  
Head of Year



Mrs Haywood  
Head of Year



Mr Overden  
Deputy Head of  
Year



Mr Coulson  
Deputy Head of  
Year



Mr Roome  
Deputy Head of Year



Ms Bennett  
Deputy Head of Year



Mrs Batrick  
Deputy Head of Year

Derby Social Care  
01332 641 172  
(Out of hours 01332 796  
0680)

**POLICE**  
101

**keoth**  
Free, safe and  
anonymous online  
support for young people  
across the UK

**childline**  
Specialist helpline for young people  
0800 11 11 11

Or you can speak to any member of staff



**Chellaston Academy**  
Integrity • Care • Excellence

June 2023 v1

The Hub - Pastoral team (Mrs Burdis and Mrs Amps) there to guide and support you

Regular Wellbeing Check-ins

Wellbeing Ambassador - 'Peer mentor'

School Support Plan - teachers aware

Extended Learning or adjustment to your classes

Intervention within school - DCCT mentoring, Baby People, ZOR, school dog

PSHCE - SG and Wellbeing topics

Workshops and Visitors - CSE, Online Safety, Consent

Talking therapy and counsellor-led sessions

Referral to another service



**Chellaston Academy**

[CONTACT US](#)
[VACANCIES](#)
[PARENTPAY](#)
[PARENTPAY SHOP](#)
[EMAIL](#)
[FIREFLY](#)
[GO4SCHOOLS](#)

[Home](#)
[Our Academy](#)
[Admissions](#)
[Sixth Form](#)
[Curriculum](#)

# Safeguarding

HOME > OUR ACADEMY > SAFEGUARDING

## SAFE & SOUND

Transforming young lives

CME
 Child Exploitation
 Early Help
 FGM
 Mental Health
 Online Safety

Radicalisation
 Relationships
 School Health
 SDAT
 Self Harm
 Sexual Health



**Safeguarding and Wellbeing Support**

Concerned about a friend, or worried about something yourself?

**TELL SOMEONE**

**Who?** Your form tutor, DHOY, HOY, member of the Hub or SLT – anyone!

**How?** You can:

- Email the teacher or [group-wellbeingteam@chellaston.derby.sch.uk](mailto:group-wellbeingteam@chellaston.derby.sch.uk)
- Put a request in at Student Services
- Go and talk to someone directly

**What?** We can take immediate actions to keep you safe, give you access to wellbeing support in school and make referrals to specialist outside services if you need something more:

It could be to do with anything, including:

- Bullying including cyber bullying, or online safety
- Racist homophobic or gender related abuse
- Worries about your home life
- Friendship or relationship issues
- Struggling in lessons, with your work or with exams
- Personal problems or confusion over your identity
- Mental health or your wellbeing
- A friend of yours who is struggling with any of the above

**If there are times when you feel you cannot talk to a member of staff, consider:**

- Childline – 0800 1111 – [www.childline.org.uk/get-support/1-2-1-counsellor-chat/](http://www.childline.org.uk/get-support/1-2-1-counsellor-chat/)
- Chathealth – advice and support for anything – 07507327104
- Kooth – online counselling [www.kooth.com](http://www.kooth.com)
- Youngminds – [www.youngminds.org.uk/young-person/](http://www.youngminds.org.uk/young-person/)
- Frank – National Drugs helpline – 0300 123 6600 or text 82111 – [www.talktofrank.com](http://www.talktofrank.com)
- Victim support line – support after a crime – 0845 3030900
- Samaritans – 24 hour emotional support – 116 123 [www.Samaritans.org.uk](http://www.Samaritans.org.uk)
- Brook services – relationships and sexual health advice [www.brook.org.uk](http://www.brook.org.uk)
- Runaways – if you are thinking or leaving home – 116 000 – [www.runawayhelpline.org.uk](http://www.runawayhelpline.org.uk)

Remember: everyone mentioned on this page is here to help you  
Don't suffer in silence.

For more details and more can be found on the Safeguarding section of the school website

**kooth**

Free, safe and anonymous online support for young people

Monday – Friday 12pm – 10pm  
Saturday – Sunday 6pm – 10pm

[online](#)

**Want someone to understand or advice to help a friend?**

**We're here for you.**

Specialist Child and Adolescent Mental Health Services

# COMHS

If you are a parent or carer for a child aged between 0-19 and want advice or have any worries **text the Parents and Carers ChatHealth Service on:**

**07507 327754**

**Derbyshire Healthcare**  
NHS Foundation Trust

You can now get confidential advice and support with any concerns such as hearing or vision, feeding problems, weaning, emotional wellbeing, and behaviour or general health queries.

**ChatHealth**

Text us for confidential advice and support.

**childline**

ONLINE, ON THE PHONE, ANYTIME

Call 0800 1111

[Info and advice](#) [Get support](#) [Toolbox](#) [Get involved](#)

**DERBY COUNTY COMMUNITY TRUST**



# Progress so far, including...

- Clearer signposting to services of support
- Recruitment of DHOYs
- Robust structures for referrals that are both reactive and **proactive** I.e. All students completing WEMWBS survey each term
- Training of Wellbeing Peer Ambassadors
- Student Wellbeing Room and lunch drop ins
- Improvement in Attendance protocols and vision



**Chellaston  
Academy**



# Priority areas moving forward

Student Mental Health - Developing links to the MHST (Mental Health Support Team) as part of the Centre of Excellence

Safeguarding Curriculum – all teachers knowing how they address issues within their subject

- If you have any concerns about your child please contact our Designated Safeguarding Lead, Mrs Eyre (Deputy Headteacher) or Mrs Horvath – Assistant Headteacher (DDSL)



**Chellaston  
Academy**



# Communication

- Communication is crucial
- Communications protocols written
- Staff emails are on the website
- We are continuing to update the website
- Any concerns contact us – phone, email, appointment
- We use also text, Social Media and FireFly
- G4S has all your child's learning, behaviour and attendance data
- Weekly updates from the senior team



**Chellaston  
Academy**




# Personal Details Forms

- Please look out for them emailed to you and update where appropriate.



**Chellaston  
Academy**



**CHELLASTON ACADEMY**  
**STUDENT INFORMATION SHEET**  
(to be completed by parents/carers in black ink and capitals)

Appendix 5

---

Name(s) of Parent(s)/Carer(s) living at the address below only:

---

**STUDENT DETAILS**

Legal Surname: \_\_\_\_\_ Forename: \_\_\_\_\_ Chosen Name: \_\_\_\_\_

Address: \_\_\_\_\_

Postcode: \_\_\_\_\_ Home Tel No: \_\_\_\_\_ Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

Gender: **Male/Female** In your child's gender identity the same as the gender they were originally assigned at birth? Yes/No/Prefer Not to Say

---

**EDUCATION HISTORY** LAST School attended before entry to Chellaston Academy either Primary or Secondary

Primary/Secondary: \_\_\_\_\_

Tel No: \_\_\_\_\_ Date of Admittance: \_\_\_\_\_ Date of Leaving: \_\_\_\_\_

---

For ALL contacts (parents/carers and others) please list in order of preferred contact.  
In order to Safeguard all of our students we require a minimum of two contacts.

---

**PRIORITY 1 - Parental/Carer Contact Details** Relationship to student: \_\_\_\_\_

Mr/Mrs/Ms: \_\_\_\_\_ Surname: \_\_\_\_\_ Forename: \_\_\_\_\_

Address and home telephone (if different from above): \_\_\_\_\_

Home Tel: \_\_\_\_\_ Mobile Tel: \_\_\_\_\_

Place of work: \_\_\_\_\_ Work Tel Number: \_\_\_\_\_

Email: \_\_\_\_\_

---

**PRIORITY 2 - Parental/Carer Contact Details** Relationship to student: \_\_\_\_\_

Mr/Mrs/Ms: \_\_\_\_\_ Surname: \_\_\_\_\_ Forename: \_\_\_\_\_

Address and home telephone (if different from above): \_\_\_\_\_

Home Tel: \_\_\_\_\_ Mobile Tel: \_\_\_\_\_

Place of work: \_\_\_\_\_ Work Tel Number: \_\_\_\_\_

Email: \_\_\_\_\_

---

**PRIORITY 3 - Parental/Carer Contact Details** Relationship to student: \_\_\_\_\_

Mr/Mrs/Ms: \_\_\_\_\_ Surname: \_\_\_\_\_ Forename: \_\_\_\_\_

Address and home telephone (if different from above): \_\_\_\_\_

Home Tel: \_\_\_\_\_ Mobile Tel: \_\_\_\_\_

Place of work: \_\_\_\_\_ Work Tel Number: \_\_\_\_\_

Email: \_\_\_\_\_

---

**FOR SEPARATED FAMILIES ONLY:** We are required by The Children's Act 1989 to have a contact address for separated parents. If a parent does not live at the same address as the student would you complete the section below for the separated parent only.

Mr/Mrs/Ms: \_\_\_\_\_ Surname: \_\_\_\_\_ Forename: \_\_\_\_\_

Relationship to Student: \_\_\_\_\_

Address: \_\_\_\_\_

Home Tel: \_\_\_\_\_ Mobile Tel: \_\_\_\_\_

Place of work: \_\_\_\_\_ Work Tel Number: \_\_\_\_\_

Email address: \_\_\_\_\_





Thank you



**CHELLASTON  
ACADEMY**

PROSPECTUS

Integrity • C