



Oakfield School

Statement of Purpose 2016/2017



Introduction

Oakfield is a co-educational school for both day and residential pupils who have social, emotional, and mental health difficulties. The school is a mixed gender school for pupils between the ages of 11 and 16 years who have an Education Health Care Plan for special educational needs. The school can accommodate a maximum of 80 pupils and has residential facilities that can accommodate up to 34 pupils.

Ethos and Values

At Oakfield, we believe it is every pupil's right to expect excellent teaching of an enriched and engaging curriculum, in a safe learning environment, which will enable them to reach their full potential so that they become prepared for adult life. We believe that education is about acquiring good personal and thinking skills, developing communication and ICT skills; it is about becoming creative and reflective.

We believe that education is also about developing self-confidence, maturing socially and emotionally and becoming independent, able to make sound lifestyle choices based on enquiry and reasoning. All our pupils will be treated fairly and with respect. We believe we should set challenging targets for both staff and pupils, building on strengths and striving for improvements.

Our Aims

To promote high standards in lessons and behaviour, we will have effective systems for reviewing and developing our practice as part of our self-evaluation and quality assurance programme.

- To create a safe and secure learning environment in which high standards of behaviour and commitment are clearly expressed and realised;
- To create a culture of high expectations and success for pupils, providing a flexible curriculum that engages and motivates groups of pupils and individuals;
- To promote a sense of responsible citizenship in our pupils;
- To build a professional community of teaching and support staff within the school, developing leadership skills and teamwork;
- To build a capacity for future thinking, problem-solving and planning and distributive leadership;
- To establish collaborative working with other schools;
- To support and facilitate inter-agency work as part of a broader community approach to learning;
- To establish and/or maintain and develop positive working relationships with parents and carers for the benefit of the child.

In all these endeavours we will create a culture of pride in our school and raise its profile in the community and across the city. We will take opportunities to reward and celebrate our successes and will acknowledge and seek ways to improve.

Referral and Assessment

Referrals and admissions can occur throughout the year and at any age. Parents may request informal visits or the child/young persons' local authority may enquire or apply formally. Consideration will be given to applications made by Local Authorities on behalf of the child/young persons who, in the opinion of the Head Teacher, will be able to benefit from the provision available.

All pupils/students admitted to the school will have a Statement of Special Educational Needs or an Education Health and Care Plan. Admission to Oakfield is based on the school being able to meet the needs contained within the child/young person's Statement of Special Education Needs (SEN) or Education Health and Care Plan (EHCP) and by assessing any additional needs which may not be explicit in the SEN Statement to ensure that the child/young person's health and welfare needs can be appropriately met.

A vital element of the admission process is also to ensure that both the needs of the child/young person concerned and the likely effects of his/her admission on the safety and well-being of the existing groups of pupils and students are taken into account. Priority is given to those children/young people whose needs can be appropriately met through small class groups and a modified curriculum, possibly over a 24-hour period. They should also be able to benefit from the range of emotional well-being programs available within the school curriculum.

Facilities and Services

The School opened in January 2013 and has been purpose built to meet the needs of pupils, with an extensive range of facilities including gym, ICT rooms, fully equipped independent living skills areas, design and technology, medical room, recreational areas and 6 residential houses.

The School is situated to the East of Hull and is easily accessible by road and public transport.

Weekly clubs and activity programmes are on offer to all pupils and they are also helped to access appropriate community based leisure facilities such as shopping, cinema, bowling and swimming. Some young people may attend community based clubs and events.

Oakfield School prides itself on promoting a healthy lifestyle and continues to strive to maintain a healthy diet and lifestyle for pupils and staff by constant feedback, monitoring and input from pupils and student, parents and guardians and staff members.



Purpose

Oakfield School residential educational facility has been developed to meet the following:

- Short stay respite care and education for social and emotional reasons – short stay being one or two consecutive nights and respite being a short period of rest or relief in order to provide time in which to educate the young person and work with the family, parents and carers on the social and emotional issues.
- The intention is always to return a young person to the family home as quickly as possible – we recognise that the best place for every young person is within a loving and nurturing family setting. The purpose of the residential facility is to enable school staff to support the young person and their family so that the social and emotional difficulties which generated the residential placement are resolved enabling the young person to become a day pupil as quickly as possible. The family home includes a family setting provided by, a local authority foster placement, a member of the extended family or a residential home placement.
- To use the 24hr curriculum to work through issues with the young person and family – the 24hr curriculum builds upon the personal and social aspects of the day curriculum in a more personalised and focused way, often working in a transactional way with parents/carers, and other family members if appropriate

- To learn the skills to be a group/team member in a range of contexts. These can be practiced at home and brought back to review, ideally with their families – the skills and personal capacities learned during the 24hr curriculum will be continued to be worked on by the school staff with the young person and their family following the end of the period(s) of residential support in order to make them sustainable. Progress will be monitored and the programme modified as needs require.
- To develop independent learning / living skills – some young people are very dependent on others to support their learning and living. With carefully managed programmes, short-term residential education placements offer the opportunity to help young people to become more independent learners and also learn the skills of independent living, potentially as part of a transition programme.

Our Accommodation

Oakfield School has six residential houses which are all situated within the school grounds and are designed around a mews style with a central courtyard area. Five of the houses are designed in a similar way, accommodating 6 pupils all in single, en-suite bedrooms with the final house being designed to accommodate pupils with physical disabilities and can accommodate a maximum of 4.

Each house has the communal living areas on the ground floor with bedrooms located on the first and second floors. The adapted house has a lift installed to enable access to bedrooms for all pupils.

The children/young people are placed according to age, with the exception of the girls, who are all within one residential house. All houses have comfortable lounges, dining rooms and bedrooms. Breakfasts, lunches and evening meals are made by the residential teams and served in the dining areas to encourage a feeling of home for the pupils. House meetings are regularly held and are designed to bring the whole group together, in an enjoyable, fun atmosphere which contributes significantly to their self-esteem and confidence. For the older pupils, there is an emphasis on their interpersonal and independence skills.

All pupils are encouraged and supported to personalise their own rooms and are given an allowance to use in doing this. The fittings and furnishings in the shared areas of the house are of an extremely high quality and reflect the needs of the group as a whole.





Staffing Structure

Teaching Staff	Residential Staff
Head Teacher	Head of Residential Care
Deputy Head Teacher	Deputy Head of Care
Head of Curriculum	
1 x Safeguarding / MAST Co-ordinator	2x Residential Managers
2 x Middle Leader Core/Foundation	4x Senior Child Care Officers
2 x Behaviour Managers	16x Child Care Officers
1 x SENCO	7x Assistant Child Care Officers
10 x Teachers	
4 x Level 4 Teaching Assistants	
24 x Level 3 Teaching Assistants	
1 x Finance Manager	
1 x Administrative Manager	
4 x Administrative Assistants	
1x Quality Assurance Co –ordinator	
3x Emotional Wellbeing Team	

Childcare staff

Oakfield School residential facility is staffed by a team led by the Residential Head of Care who ensure that parents and guardians are kept fully informed about their young person's welfare and progress. Each residential house is led by a Residential Manager, whose role it is to coordinate and manage both pupils and staff. Direct support in each house is provided by a team of Senior Child Care Officers, Child Care Officers and Assistant Child Care Officers. The strong collegiate working relationships ensure that education and care staff provide a cohesive 24 hour curriculum for our pupils.

Every house has facilities for pupils to make and receive calls in private. There are a variety of evening activities run by Oakfield School as part of the extended services provided during evenings.

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

The emotional welfare of pupils at Oakfield School is fundamental to their well-being. We have supportive, caring and highly trained staff who can offer individual help to pupils. The atmosphere and stability of the residential houses contribute greatly to the pupils' sense of security, which is of vital importance to their emotional development.

All pupils are encouraged to take an active part in decision making and in the day to day running of their residential house. As breakfast, lunch, evening meal and suppers are provided in the residential houses, the pupils are encouraged to work with staff on their menu choice, with health guidelines being offered by the Childcare staff.

The residential team have an active role in the staff structure at Oakfield School, attending meetings, providing reports for annual review, planning individual programmes and working alongside teaching staff for the welfare and development of each child/young person. The Residential Childcare staff support pupils during the day within the school thus providing clear links between school and the residential houses.

The minimum staffing ratio is 1 staff to 3 pupils. There are 2 sleeping in members of staff available between 10.30pm and 7:30am. Deputy Head of Care

and Residential Managers are available on-site 24hrs a day and provide first line on-call. The Schools Senior Leadership Team provides a second line on-call for emergencies. There is a 'hand over' meeting for each shift to pass on information to the next shift.

All staff have an annual performance and development review meeting. This process includes setting targets and agreeing training priorities for the coming year. Each of the residential staff receives supervision time and there are also Residential House staff meetings. Residential House staff meetings take place at least once every 6 weeks. Discussion and decisions from all of these meetings are recorded. In addition to these meetings, the residential childcare staff also meet with the education staff to discuss in detail particular pupils and how they can be best helped.

We believe that staff have their own needs, which to varying extents affect their ability to work with the young people. We are explicitly committed to looking after staff's needs as well as the children's and look to establish a management style that is positive and supportive of everyone.

Pupil's voice

We are fully committed and actively encourage and support all our pupils to be involved in all aspects of their care and education they receive here at Oakfield School. Our ultimate goal is for all our pupils to reach their full potential and live a happy, independent and successful life.

By embracing the vision of our pupils we are giving them a voice to make decisions which directly impact on their lives. We organise regular meetings such as: Children's Meeting, School Representative Meetings, and Residential Representatives Meetings. As Oakfield is a residential special school so we have

advocates for our pupils such as our independent visit who visits at least fortnightly, but can be contacted by any pupil via mobile at any time.

Recruitment and training

Oakfield School operates an Equal Opportunities Policy of Recruitment. Applications for Oakfield staff are invited from both male and female as well as from all ethnic and cultural backgrounds. All applicants for employment are required to complete a full application form detailing their employment history, qualifications and experience and stating they are in good health. (Internal applicants for promotion are also required to complete a new application). Applicants must also disclose any criminal offences and consent to an enhanced Disclosure and Barring Service check. The interview process includes a formal interview and a visit to the site. Prior to any appointments being finalised, Oakfield must be in receipt of:

- Two satisfactory references. One must be from the most recent employer. Referees are specifically asked if they know of any reason why the applicant should not be employed to work with vulnerable children/young people
- A clear DBS check
- Original documentation supporting any qualifications listed in the application
- Proof of identity
- further checks on people who have lived or worked outside the UK; this would include recording checks for those European Economic Area (EEA) teacher sanctions and restrictions described in paragraph 114 of Keeping Children safe in Education September 2016

The interview and selection process includes the applicant visiting the school to meet the pupils and staff. This gives the opportunity for the applicant to see first-hand some aspects of the job and also allows for the staff team, and most importantly, the pupils to voice their opinion on the suitability of the applicant.

The interview panel normally consists of three people, depending on the position, however one is always a senior member of staff who has done the appropriate recruitment training.

Once appointed the new member of staff is on a six month probationary contract. During this period he/she must complete the school's induction programme. In addition, if an appointment was made on condition that they complete or commence a particular qualification route, this too is monitored.

Throughout the first six months new staff are supervised. Oakfield School places great importance on Continuing Professional Development for employees and we recognise the particular value of in-service training. Oakfield also recognises the particular needs of staff working with pupils with complex special needs: specific training courses at different levels in Team Teach, Behaviour Management (including positive handling) and Child Protection are compulsory training for all staff.

Behaviour Management

The processes used at Oakfield School are laid out in detail in the document "Discipline and Behaviour Management Policy (including Sanctions, Rewards and Restraints)". Pupils' behaviour is managed through the application of clear rules, processes and consequences agreed with young people as being in everyone's best interests.

Positive behaviour is highlighted and rewarded as a key management strategy and the response to misbehaviour emphasizes reparation, restitution and

education in pro-social behaviour rather than sanctions. As far as possible, pupils are given responsibility and assistance to develop and manage their own feelings and behaviour rather than relying on the imposition of an imposed management framework.

There are clear guidelines for all staff on the range of rewards. Sanctions are always kept to the minimum necessary.

Oakfield School runs a Friday Rewards policy which supports the vision statements to raise self-esteem, tackle behaviour problems and encourage a positive work ethic; all students will have their achievements and endeavours recognised. Verbal praise plays an extremely important part in these aims. How we speak to students effects how they perceive themselves.

This rewards policy operates across the whole school alongside all other systems designed to improve the learning environment for our pupils.

The rewards scheme is designed to provide opportunities for our pupils to experience success and to raise their self- esteem.

In addition to this a new initiative was introduced into the school , called VIVOS - this system is for extra recognition for achievement the pupils have made, again these are points achieved and are converted into prizes. The pupil can achieve by excelling in positive behaviour around the school.

Vivo Miles is the national school rewards platform. “Vivos” are awarded in line with a school’s rewards policy and redeemed against relevant rewards. A unique and innovative solution, designed to support student recognition, increase student engagement and drive positive learning outcomes.

We endeavour to engage pupils in friendly conversation about interests and hobbies before tackling academic or behavioural issues. We ask students to

describe their problems and give time for them to express themselves. This can then be the starting point for any self-improvement process.

Raising some pupils' self-esteem is often a pre requisite to raising their academic achievement or improving their behaviour.

Emotional Wellbeing Team

One of the key components to a pupil succeeding within Oakfield School is having our own on site Emotional Well-being Team. The team offers a proactive response by identifying pupils that are requiring additional social and emotional support and introducing an intervention programme which are especially designed to meet individual's needs.

These could be:

-  Keys to good communication
-  Recognising and managing feelings
-  Self esteem
-  Understanding and managing anger
-  Friendship skills
-  Social skills
-  Supporting children through loss and bereavement
-  Drawing and Talking Therapy



Our Emotional Wellbeing meeting regularly with Educational Psychologist to discuss assessments, planned programmes for individual pupils. Each morning the Emotional Wellbeing Manager meets up with the Child Protection/Multi Agency Coordinator.

The emotional wellbeing team offer parent support programmes to all parents whilst their child is engage in a planned programme. Home visits will take place to parents to offer and devise a planned support/ guidance programmes. These

sessions take place in our fully equipped sensory rooms with a trained member of the team.

- 📄 Key programmes:
- 📄 Anxiety/ worries
- 📄 Bereavement/ Grief Circles
- 📄 Anger Management (Crucial Skills)
- 📄 Empathy
- 📄 Therapeutic Story
- 📄 Autism Programme
- 📄 Problem Solving Programme
- 📄 Time to Talk Programme



Recreational, Sporting and Cultural Experiences

At Oakfield we offer a wide variety of activities and cultural experiences for all our pupils, whilst this enrichment is fun and exciting it also identifies needs for developmental growth and highlights deficit areas within each individual pupil. All aspects of Social, Emotional and Mental Health needs are covered within a range of lessons and planned activities, each activity provided aims to develop social interaction, self-confidence, self-esteem and independence. Each pupil has an individual Personal Social Profile which highlights areas of development and areas still to be attained.

Anti-Bullying

Oakfield School strives to create an environment where young people can be supported in addressing their educational, emotional and social needs and strive towards their full potential.

All forms of bullying interfere with achieving this aim. Therefore, such behaviour will not be ignored. The staff team will be proactive in their use of the strategies and systems in place to address bullying at all levels while providing opportunities for change for those who are bullying and those who are bullied.

Bullying happens when one person exerts some form of power, in a negative and /or oppressive way, over another person. Bullying is an abuse of power and Oakfield School has a robust and clear policy to deal with this.

Child Protection

Child Protection and the Safeguarding of pupils are given the highest priority at Oakfield School. The school has a designated Child Protection Co-ordinator who is responsible for addressing any issue which may in any way relate to Child Protection and Safeguarding.

Our Child Protection procedures are in line with Hull Safeguarding Boards Regulations and are also consistent with the local policies and procedures agreed by Hull City Council and Hull Safeguarding Children Board. We ensure the provision of mandatory training for all staff in the prevention of abuse,

recognition of abuse, dealing with disclosures or suspicions of abuse and our child protection procedures.

Procedural guidance for staff demonstrates the systems required in order to protect children and minimise the risk of abuse whilst the child is living at the school.

We have good links with other agencies concerned with Child Protection and the Child Protection Co-ordinator liaises with Hull City Council Social Services and the young person's placing authority (if different) if and when appropriate.

All procedures follow local authority guidelines on Child Protection in Residential Schools (Children Act 1989).

This Child Protection Policy and Procedure should be read in conjunction with the Local Safeguarding Children Board (LSCB) Guidelines and Procedures. In accordance with the Children Act 2004 it is a statutory responsibility for key agencies coming in to contact with children and young people, to make arrangements to ensure that in discharging their functions, they have regard to the need to safeguard and promote the welfare of children (Section 11, Children Act 2004).

Ofsted will also be notified of any child protection issue. The parents/carers of any child involved in a child protection issue will be notified of all developments by the school, if this is appropriate. The placing authority will also be informed.

Complaints and Concerns

Oakfield School has a detailed Complaints policy and procedure that is available to all pupils, families, staff and external agencies. Young people attending Oakfield School have the complaints procedure explained to them so they understand how to make a complaint. Complaints can arise in three ways, from a young person/parent/carer, from a member of staff or from an outside agency.

The emphasis at the first stage of a complaint is on problem solving by staff and their managers. The aim is to address concerns and solve problems at the earliest stage. It is however, important to respect the rights of pupils to have their complaint investigated further if they are not satisfied with initial attempts to resolve the problem. They may also make a complaint to the Local Authority or Ofsted Social Care.

Where a complaint is received from a member of staff this is referred to a senior manager and attempts are made to resolve this at a local level. If the member of staff is not satisfied with any resolution the complaint will be processed through the schools Grievance Procedure. If the complaint emanates from an outside agency it would be handled by one of the Senior Leadership Team in the hope that it would be resolved by discussion between the parties

Contact Details

If you wish to contact the school please use the details below:

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