Oakfield School

47. Emotional Wellbeing Policy

To be reviewed	February 2019

Ethos

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. This, we believe, enables students to achieve their full academic potential.
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.
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.

We aim

- 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 and their families.

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.

The DfE document 'Mental health and behaviour in schools' (March 2016), recognises that *'in order to help their pupils succeed, schools have a role to play in supporting them to be resilient and mentally healthy'.*

This policy also supports and works in conjunction with the Anti-Bullying policy,
Discipline and Behaviour policy, Pupil Voice, Curriculum, SEN policy, PSE, Drugs Policy, Equality and Diversity, Child Protection and Safeguarding policies - E- Safety.

Oakfield School is a special educational and residential provision for students with Social, Emotional and Mental Health Needs.
The Emotional Wellbeing of all our student is paramount ensuring all needs are identified within their Education Health Care Plan, so strategies/interventions that are highlighted can be developed and set as targets/objectives to be met.

A key factor and a fundamental component to being successful is to be at one with yourself. Many barriers to learning is due to the complexed/compounded difficulties our students face.

Oakfield has a whole school approach in promoting social and emotional wellbeing of our students, by offering a variety of proactive interactions to prevent or to identify potential issues arising.

Roles and responsibilities

It is the responsibility of the whole school staff team and the governing body to ensure that the level of support and achievements are accomplished by all our students

The Headteacher and the Senior Leadership Team will demonstrate through their personal leadership the importance of promoting emotional wellbeing and mental health for the whole school community

The Governors have responsibility in monitoring and implementing this policy.

The staff team are fully aware and know their responsibilities in promoting and implementing the Emotional Wellbeing policy and adhere to all corresponding policies. The management of activities, rewards, teaching and learning intervention/strategies which all incorporate in meeting the social and emotional needs of the students.

All Students will be at the centre of all practices and procedures of the school, teaching them the importance of a positive social experience, emotional enlightenment and understanding and respecting and following the school values

Continuous professional development for all staff ensuring that they are aware and have knowledge of the early signs of mental health problems and what to do if they have spotted a developing problem.

Methods of Assessment and Evaluating/ Identifying students' needs:

- Personal Social Profile
- Education Health Care Plan
- Individual Behavioural and Education Care Plan
- Assessing Pupils Progress / Levels of attainments
- Attendance (persistent absences or increase attendance)
- Social Interactions
- Physical Interventions (increase of Physical Interventions)
- Sanctions
- Rewards/Achievements (Lack of attainments)
- Damage log (increase of damage)
- Level of engagement in class (behaviour displayed)
- Exhibiting behaviours that are not the norm for that student
- Parents/Carers expressing their concerns/views
- Keyworker one to one sessions and daily contact
- GL Assessments
- Tutor Time/Group discussions

- Bullying referral forms
- Cause of Concerns referral forms
- E – Safety Referrals forms
- Pupil questionnaires
- Substance Referrals

We also evidence/track students' performance in relation to their social and emotional needs, we do this by creating a Personal Social Profile of each student. This identifies areas that need to be explored, developed and nurtured for them to achieve their objective.
By creating a strong school ethos which empowers respect, and that each one of us are different in our own right.

Methods of promoting Emotional Wellbeing/Mental Health through:

- SMCS
- PSE Lesson /Health and Social Care
- Tutor Time
- One to one keyworker sessions
- Pupil's voice/council
- Rewards
- Activities
- Theme Days
- Residential Provision
- Pupil questionnaire – Feedback - Identified areas that are introduced into a planned intervention plan (IBEC)
- Emotional Wellbeing identified planned programmes

Actions if cause for concern arise:

- Staff will follow safeguarding procedures
- Speak with a member of the senior management team for advice and guidance on action to be taken.
- Cause for Concern – following the Safeguarding procedures for the school
- E – Safety Form
- Bullying Forms
- Accidents Forms

In addition to promoting Emotional Wellbeing Oakfield have introduced the Virtual Baby Programme.

Virtual baby Programme

The aim of this program is to highlight the changes a baby can make to the young women's quality of life. The Virtual Baby Programme educates the reality of becoming a 'young' parent. It lends itself to provide a true experience of what teenage pregnancy can entail. Problems such as; sleep deprivation, missing out on social activities, being unsure why the baby is crying, learning how to cope financially as well not having personal time to carry out daily tasks.
Another aim is helping our pupils understand and recognise the complexity facing parenthood and how the emotional state can be effected from becoming a young parent. To ensure our pupils can truly appreciate the emotional pressures from parenting our 'Emotional Wellbeing Team' has agreed to support and work alongside the virtual baby project.

Once the pupils have successfully completed The Virtual Baby Program, they will be awarded 1,000 School Vivos and a certificate acknowledging their hard work and determination. This project can also be listed to your child's future Curriculum Vitae (CV) to highlight personal accomplishments.

PSE / Health and Social Care

Personal Social Education and Health and Social Care studies:

PSE education helps pupils to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. By teaching pupils to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged pupils.
The skills and attributes developed through PSE education are also shown to increase academic attainment and attendance rates, particularly among pupils eligible for free school meals, as well as improve employability and boost social mobility.

(PSE Association)

ACCESS TO CURRICULUM

All Students in school are given access to a broad and balanced curriculum. Each student has a different combination of needs inherent in the specific SEND, but all pupils are fully integrated into the school as a whole. The school has adopted a number of strategies in order to support fully, identify potential difficulties, assessment and monitoring:

- individual approaches
- in class support*
- withdrawal/support*
- a tailored curriculum with matched/differentiated activities
- specific equipment to allow access
- specialist teaching or support, i.e. support outside agencies

*In-class support and withdrawal is wholly dependent upon the child's individual needs, taking into account classroom routines, key stage structure, availability of resources and support. Consideration of these factors ensures that each child has full access to the whole curriculum.

Identified areas: PSE/Health and Social Care – is a fundamental area that identified areas can be explored

- Learning Manage emotions and relationships
- Developing confidence and responsibility
- Building self-esteem and confidence
- Self-reliance
- Making the most of your abilities
- Learning to make choices and understanding the consequences
- Managing conflict
- Recognising and avoiding exploitation and abuse

Oakfield School works with a proactive attitude towards working in partnership with parents/carers. We promote involvement with parents/carers:

- Each Student have a named keyworker who will regularly contact parents/carers.
- Home visits that occur 3 times per academic year to discuss students' progress.
- Annual Education, Health, Care Plan reviewing Meeting
- Parent Groups
- Emotional Wellbeing Team involvement

In addition to the school specialist intervention/ support which enables our students to manage within a classroom with also have an Emotional Wellbeing Unit within the school.

Emotional Wellbeing Team:

Jo Jordan – Emotional Wellbeing Manager/Deputy Child Protection Co-ordinator
Andrew Downsworth – Emotional Wellbeing/Intervention
Lisa Grantham - Emotional Wellbeing/Intervention

Sam Hodgson - Special Educational Needs Co –ordinator the SENCO will ensure colleagues understand how the school identifies and meets pupils' needs, provide advice and support to colleagues as needed and liaise with external SEND professionals and in house professions

Jayne Oakley - Safeguarding Lead / Multi agency Co ordinator

Emotional Well-being Team offer proactive intervention to pupils, helping pupils with social and emotional difficulties to recognise, understand and manage their emotions and to increase their Well-being/Mental Health and success in school.

- 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 Intervention

Our Emotional Wellbeing Team meet 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 proactive interventions to pupils:

- Helping pupils with social and emotional difficulties to recognise, understand and manage their emotions
- To increase their wellbeing and success in school
- Feel very supported by having allocated time and
- Being listened to
- Learn to talk about difficulties
- Develop coping strategies and interact more successfully with others

When pupils are referred to our team, an assessment will take place and a programme agreed. Session frequency and duration of involvement would normally be expected for a programme to last at least a term and often longer. The length of the sessions will depend on the concentration levels of the pupil.
Most pupils will receive weekly interventions. Each session will be monitored to assess individual progress and needs.
The programmes are especially designed to meet each individual needs. These sessions take place in our department which consists of three rooms a creative room, sensory environment and a chill out room.

Key programmes:

- Anxiety/ worries
- Bereavement/ Grief Circles
- Anger Management (Crucial Skills)
- Empathy
- Therapeutic Story
- Autism Programme
- Problem Solving Programme
- Time to Talk Programme
- Lego Intervention
- Responsibility and Choices
- Relationships

THE PROCESS OF REFERRAL TO THE EMOTIONAL WELLBEING TEAM;

If staff member has identified a concern relating to a student Emotional Wellbeing which is effecting his social, emotional and educational progress:

- Liaise with the Emotional Wellbeing Team
- Request an Emotional Wellbeing Referral Form

The Emotional Wellbeing Manager will work closely with the Senior Leadership Team to develop academic resilience throughout the school in accordance with the DfE mental health and behaviour in schools.

If further assessment is required as concerns are still growing in relation the student's mental health and the student needs specialist involvement the Emotional Wellbeing Manager will liaise with the Safeguarding lead and appropriate referrals will be made which may involve external agencies.

It's essential that parents/carers and the student are fully informed and involved in any process within school and involvement of external agencies such as CAMHS, Clinical Psychologist, Local Authority or Head Start.

Appendix A – Referral form to Emotional Wellbeing Team

EMOTIONAL WELLBEING TRAINING

The Emotional wellbeing team have received training from the educational psychologist. There by enabling schools to support the emotional needs of their pupils. The school has continued support from the HeadStart this includes:

- Workforce development / Training to improve the wellbeing and resilience of pupils.
- Headstart Hull school forums to share good practice and improve joint working.
- Quick access to effective targeted interventions which reduce the need for specialist/ clinical services
- Ongoing support to address emotional health issues with the pupils
- Access to targeted/early help emotional health support for young people through HeadStart Hull projects

PSYCHOLOGIST SERVICE

The City Psychologist Services makes a unique contribution to the work of the Local Authority by providing a psychological perspective on the education and welfare of children and young people who reside in Kingston upon Hull. Psychology is the study of thinking, feeling and behaviour and the interaction of all these three, in individuals, groups, organisation and generally speaking, society.
It aims to promote the objectives of the Local Authority by providing a responsive and quality conscious service to all its client groups.

Those who cope well and achieve in their learning are more likely to be able to:

- Handle relationships with skill and harmony.
- Know and articulate their own feelings.
- Be persistent in the face of difficulties.
- Manage their emotional life without being overwhelmed by it.
- Show empathy and reading others emotions

Children, Young People and Families Board

HEADSTART

HEADSTART VISION

‘‘Enabling children and young people to have positive mental health and wellbeing, thrive in their communities’ and to ‘bounce back’ from life’s challenges”.

When children and young people have these five assets then they come together to form the scaffold of support (protective factors) they need to thrive and bounce back from life’s challenges. This scaffold also supports improved academic, attendance and achievement and improved engagement while reducing the need for specialist/clinical interventions. This will enable young people to have the skills and resilience to cope with life’s challenges and to know where to access support if they (or a friend) need it at the earliest opportunity without fear of stigma.

PARENTING SUPPORT

The Emotional Wellbeing Team offers parents interventions; a member of the team would arrange a Home Visit to allow the parent to discuss interventions and agree on an appropriate programme or support if needed. Home Visits/Telephone Contact will take place usually on a weekly basis unless agreed otherwise.

Oakfield School are fully committed to ensuring that all parents feel supported and listened too. This year we introduced a new initiative with the school parenting group.

When a parent has a child with additional needs their world can be filled with many unanswered questions, sometimes they feel isolated and worried about their child. By introducing our parent group is a great way of preventing anxieties. They are able to work not only with the staff group but other parents. They find answers and a source of reassurance and understanding and realise they are not alone and other parents are feeling and experiencing the same difficulties.

The parent groups can share information about the needs of their children, school services, local policies, funding sources and emotional support and much more.

A group of identified parents/carers meet in one of our residential houses - 1 morning per half term.

Following on from this we will be looking at introducing other agencies, local charities, staff within school to discuss areas that may be beneficial to the parents and child.

- Aim Higher
- Food for life
- Women's Aid
- Homeless Charity

WORK WITH PARTNERS

Multi-Agency work is an essential part of our school community, working together to achieve outcomes for the pupils we work with;

- Early Help Assessment Team
- Emotional Well-Being Team
- Children's Social Care
- Youth Justice when students have committed anti-social behaviour and have been given an order from the Magistrates Court
- Police
- Humberside fire Resue Services
- School Nursing Team
- Psychologists
- HeadStart

PARENTS/CARERS:
Oakfield School works with a proactive attitude towards working in partnership with parents/carers. We promote involvement with parents/carers:

- Each Student have a named keyworker who will regularly contact parents/carers.
- Home visits that occur 3 times per academic year to discuss students' progress.
- Annual Education, Health, Care Plan reviewing Meeting
- Parent Groups
- Emotional Wellbeing Team involvement
- Termly parent/carers/stakeholder questionnaires
- Termly Reports

Work with parents/carers, as well as the pupils themselves to ensure that their opinions and wishes are taken into account and that they are kept fully informed and involved in decisions taken about them. This might lead to the involvement of external agencies; CAMHS, clinical psychologist or Local Authority.

STUDENT VOICE/COUNCIL

THE POSITIVE IMPACT FOR THE STUDENTS

We want to develop an ethos and cohesive environment where the children within the school talk positively about their individual experiences about their residential stay or school life. This is an opportunity for children to gain confidence about speaking up, listening to other people's views as well as their own, promote children to become advocates for others, empower children to have a say and to buy into the feel good factor the residential provides and positive engagement in lessons.

RESIDENTIAL PROVISION

Oakfield School provides a safe and consistent framework for all of our young people. We are committed to creating and maintaining an educational and caring environment which nurtures and stimulates personal development and well-being. A consistent approach to the management of the pupils is paramount, expectations do not change because the pupils reside. The pupils are clearly made aware of boundaries and acceptable levels of behaviour.
Positive reinforcement is essential to maintain high standards of behaviour; each house has behavioural targets and rewards these are placed in the houses as visual reminders.
We work to provide the highest quality of residential care within a relaxed environment, integrating care and education staff for a supportive yet structured setting.
Staff expect and will support/encourage the children/young people to have a good attitude to their education and develop confidence and the ability to reflect and take responsibility for their behaviour.
Residential and day pupils will be expected follow the timetable and curriculum appropriate to their age.
Across the day we use a restorative approach to problem solving and resolving disagreements.
All boarders have access to a comprehensive list of activities which provide an enjoyable and stimulating environment and experience.
Many day children participate in an extended day, until 6pm or 8pm. This supports positive group dynamics and enhances good relationships.

Its purpose is as follows: -

- To support identified students within the Oakfield cohort that require additional support of a 24-hour curriculum to enable them to engage in learning, achieve and attain.
- To use the 24-hour curriculum to work through issues with the young person and family.
- To learn the skills to be a group/team member in a range of contexts.
- To develop independent learning skills.
- To develop and understand positive behaviour.

The staff who work in the residential provision provide personalised learning support to identified students by providing a more social skills curriculum through the planning and delivering of experiences that develop their social skills.

The residential Childcare Staff also work within the main school setting to support the teaching and learning environment during the school day.

They address the targets identified in Personal and Social Profiles (PSP) Individual Behavioural, Education Care Plan (IBEC) and work with the Teaching staff in supporting the personalised learning programmes for some students, through planned programmes which are monitored and reviewed regularly by the student, the families/carers and the staff involved.

The staff who work in the residential provision provide personalised learning support to identified students by providing a more social skills curriculum through the planning and delivering of experiences.

The residential childcare staff also work within the main school setting to support the teaching and learning environment during the school day.

The provision consists of 6 houses. This offers flexibility to meet the needs of different cohorts of students.
We work to provide the highest quality of residential care within a relaxed, caring and supportive environment staff encourages the children/young people to have a good attitude to their education and develop confidence and the ability to reflect and 'own' their behaviour.

In addition, the residential provision offers NOCN Entry Level Certificate in Independent Living - Living in the Community and NOCN Entry Level Certificate in Independent Living - Looking After Yourself and Your Home have been chosen/ identified by the staff, which offers pupils a foundation for lifelong learning focusing on transferable social and life skills which are essential for living and working in the community. Pupils that are attached to Pine House are expected each Monday evening to work towards both of the qualifications in independent living; staff deliver each session during first activity on a variety of units and pupils also complete a short workbook. The qualification covers topics such as Drug and Alcohol Awareness, Kitchen Hygiene and Eating a Balanced Diet, the units are all used to raise awareness and develop skills that pupils are likely to face once they leave Oakfield School.

INDIVIDUAL SUPPORT

Oakfield offers each student with a Keyworker ensuring that students individual needs are accommodated.

The Role and Responsiblities

A Keyworker provides the child/young person with:

- A voice
- An organiser
- An administrator
- A listener
- A mediator
- A planner
- An advisor
- An advocate
- A role model
- A co-ordinator

- The Keyworker provide support whilst the pupil is at Oakfield, and during times of transition.

It may be that the child/young person will themselves identify those staff, with whom they feel most comfortable to fit these roles.

In no way does this compromise the role of the Keyworker, as it is the responsibility of all staff to communicate and record appropriately on each young person with whom they have contact, using the assigned Keyworker as the focal point.

Assessment

The Keyworker will complete a report within the first six weeks of admission for the six-week review meeting to be held with parents.

On Admission

Where possible, the Keyworker is required to guide the child/young person through the expectations of Oakfield.

On admission or first rota duty, Keyworker should ensure that:

- All admission procedures have been completed and that the Pupil Record, the front page of the child's file (stored in the main admin office) is complete and correct.
- The young person has no immediate religious or cultural needs. It is essential that information on religious persuasion is recorded.
- The child/young person has no immediate clothing needs.
- Time is spent with the child/young person to ensure they have a full understanding of their situation and the role of the Keyworker.

Administrative Responsibilities

Each Keyworker is required to carry out a number of tasks which are essential to the administrative functioning of the child/young person within Oakfield.

- Ensure that the young person's care status is clear and known by all staff members. The implications of this status should be clearly defined.

It is also the responsibility of the Keyworker to ensure that the following records are kept in good order and up to date:

- Main File - This is a key role.
- Medical records.
- Online Diary entry, including a chronology of issues/incidents where appropriate.
- Prepare and produce written reports as and when required.
- Maintain and review the IBEC, Positive Handling Plan half termly paying particular attention to their Risk Assessments which will be altered in the light of any specific concerns.
- Make arrangements, attend and plan for annual reviews and other meetings as applicable i.e. House meetings

MEDICAL CARE

Oakfield School takes an active approach to health care, providing for each child/young person a full health assessment. This will include treatment for any health need and identified areas for future health education.

Health/ Medical information is collated through the assessment and admissions process. This will provide basic information and identify any health needs, for example problems with sight or hearing, which will then be followed up. Oakfield has access to the school nurse service and it is vital that advice is sought from them where necessary.

It is essential that the school is aware of any Health/ Medical conditions, such as asthma, epilepsy and diabetes. This must be clearly recorded as must any information about allergies/allergic reactions in the front of the child/young person's main file. Also this information will be documented and shared in the child's online diary, IBEC and across the staff team via the communication book and staff meetings.

If a student becomes ill at school, they should be taken to the medical/first aid room to be assessed. If necessary, the parents may need to be contacted for them to go home and the necessary transport arrangements made. If the parents cannot be contacted the child should remain within the medical / first aid room, made comfortable and appropriately supervised until parents/carers are informed.

When a young person who is boarding is taken ill they will initially be cared for in the residential house whilst a decision is made as to whether they can remain at school or whether they need to return to the care of their parents/carers. Where this is necessary arrangements need to be made and transport arranged.

If a child who boards becomes unwell during the night, they will be supported by staff and if necessary a doctor will be called. If considered appropriate the parents/carers will be contacted in the morning and arrangements made to transport the child home. If the condition is serious the parent/career may need to be contacted during the night.

A pupil with a prior condition which deteriorates, e.g. epilepsy or diabetes, will be assessed and the necessary medication/action taken. Parents will always be contacted in these situations.

GOOD MENTAL HEALTH

Children who are mentally healthy have the ability to:

- develop psychologically, emotionally, intellectually and spiritually;
- initiate, develop and sustain mutually satisfying personal relationships;
- use and enjoy solitude;
- become aware of others and empathise with them;
- play and learn;
- develop a sense of right and wrong; and
- resolve (face) problems and setbacks and learn from them.

MENTAL HEALTH PROBLEMS IN CHILDREN AND YOUNG PEOPLE

Some children experience a range of emotional and behavioural problems that are outside the normal range for their age or gender. These children and young people could be described as experiencing mental health problems or disorders.

Mental health professionals have defined these as:

- emotional disorders, e.g. phobias, anxiety states and depression;
- conduct disorders, e.g. stealing, defiance, fire-setting, aggression and anti-social behaviour;
- hyperkinetic disorders, e.g. disturbance of activity and attention;
- developmental disorders, e.g. delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- attachment disorders, e.g. children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers; and other mental health problems include eating disorders, habit disorders, post-traumatic stress syndromes; somatic disorders; and psychotic disorders e.g. schizophrenia and manic depressive disorder.

Many of these problems will be experienced as mild and transitory challenges for the child and their family, whereas others will have serious and longer lasting effects. When a problem is particularly

Strengths and Difficulties Questionnaire (SDQ)

If schools suspect that a pupil is having mental health difficulties, then they should not delay putting support in place. This can happen whilst the school is gathering the evidence, and the pupil's response to that support can help further identify their needs. Schools looking for a simple, evidence-based tool to help them consider the full range of a child's behaviour, and balance protective factors and strengths with weaknesses and risks, can use the Strengths and Difficulties Questionnaire (SDQ). This can assist them in taking an overview and making a judgement about whether the pupil is likely to be suffering from a mental health problem. The questionnaire, scoring sheet and accompanying notes are available, for free, from www.sdqinfo.com or an online version with automatic scoring is available here.[11]

Schools offer important opportunities to prevent mental health problems by promoting resilience. Providing pupils with inner resources that they can draw on as a buffer when negative or stressful things happen helps them to thrive even in the face of significant challenges. This is especially true for children who come from home backgrounds and neighbourhoods that offer little support. In these cases, the intervention of the school can be the turning point. Having a 'sense of connectedness' or belonging to a school is a recognised protective factor for mental health.18 Activities that bolster mental health operate under a variety of headings, including 'emotional literacy', 'emotional intelligence', 'resilience', 'character and grit', 'life skills', 'violence prevention', 'anti-bullying', and 'coping skills'. Systematic reviews of this work show that the best of interventions, when well implemented, are effective in both promoting positive mental health for all, and targeting those with problems.

Monitoring and Review

This policy will be monitored and reviewed annually.

This Policy was agreed by Governors February 2018

Signed: …….

Mr Lee Morfitt (Chair of Governors)

Link to: SEN Code of Practice
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Mental Health and behaviour in schools – March 2016
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

Keeping Children Safe in Education – September 2016
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf

Working together to safeguard children – March 2015
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf

Childline – A confidential service, provided by the NSPCC, offering free support for children and young people up to the age of nineteen on a wide variety of problems.

Head Start - focuses on improving the emotional wellbeing and resilience of young people
http://www.hullccg.nhs.uk/uploads/chronicler/document/document/293/9125_HeadStart_Hull_28pp.pdf

Oakfield Emotional Well-being Referral – Appendix A

Personal Information			
Name:		Tutor	
Address:		Key worker	
		Parental responsibility	
Date of Birth		Boarding status	

Attainment information			
Attendance		No. of Incidents	
English level	Maths level	Science level	ICT level

Reason for intervention

Other relevant information

Referred by:		Dated	
Signed by:		Dated	
Head teacher:		Dated	