



# Oakfield School

## STATEMENT OF PURPOSE 2021 / 2022



# 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 110 pupils and has residential provision 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 and 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.

## 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

Admission to Oakfield school follows the guidelines laid out by the DFE (School Admissions Code, Dec 2014).

In order to make admission into Oakfield School as smooth as possible, the Governors have an agreed procedure to complete before a new student would be admitted into school. These procedures are to allay any fears of transition; to familiarise students, parents and staff with each other; to collect and collate prior attainment information; to obtain basic family information; to discuss the home school agreement and to make sure that everything is done in such a way that changing schools is a positive experience and sensitively executed.

Students enter Oakfield from establishments in Hull, North Lincolnshire, North East Lincolnshire, East Riding, North Yorkshire and other out of county authorities, and at all times of the school year.

## Criteria

Oakfield is a secondary, special school for pupils with Social, Emotional and Mental Health needs (S.E.M.H). In order to attend Oakfield School pupils will have a special educational need that primarily relates to S.E.M.H difficulties.

All pupils who attend Oakfield have an Education, Health and Care Plan (EHCP) and they could also have other medical or additional learning difficulties.

A young person could present with the following behaviours:

- Distractibility that inhibits the progress of the young person even with significant adult support and increasingly individualised curriculum.
- Unpredictability and intensity of the pattern of behaviours, which significantly disrupt the learning of peers.
- Behaviours, which lead to a significant level of rejection by peers increasing the social isolation of the young person.
- Significant unhappiness, stress and/or disaffection over a sustained period, often accompanied by prolonged periods of absence associated with an increasing awareness by the young person of their situation, which has led to a negative attitude towards education.

The young person will benefit from:

- A school committed to reversing patterns of failure associated with school and learning.
- A curriculum underpinned by a pastoral system that places the emphasis on care, personal growth and the raising of self-esteem.
- A curriculum maintained and supported by a personal tutor system and genuine home/school co-operation.
- A curriculum and a school that invests significantly in 'social and life skills'.
- A curriculum and a school that gives space to grow and develop.
- A school where the child is more important than the statistic.
- A curriculum, which invests heavily in 16+ transitional matters, with individually tailored action plans, and an exceptionally high level of support.
- A high teacher/pupil ratio.
- A curriculum tailored to their individual needs, delivered at the right pace by sympathetic, qualified and experienced teachers.

- A school that has access to, and working relations with, the myriad of professional groups, organisations and individuals that may be transient, long lasting, fundamental or simply incidental to the emotional treatment or well-being of the student.

The student requires either:

- Full entitlement to the National Curriculum
- A differentiated curriculum
- A full time modified curriculum
- A full time Personalised Learning Programme (P.L.P)

The student will:

- Be in year 6 as a minimum age of entry
- In exceptional circumstances, have commenced year 10

The student will not:

- Be criminally active, or have recent background in street crime, but may
- have minor criminal cautions/convictions or circumstantially related
- offences
- Be involved in crime where it impinges on school life
- Be able to cope and thrive in a mainstream school
- Set out or plot disruption

\* Overtly/covertly be violently abusive

Procedure

See also Chronology of Admissions (appendix 1)

Referrals are sent to Oakfield School via the SEN department of Hull City Council for consultation. Once a referral has been made, it will be considered by the Senior Leadership Team. This may involve a visit to the pupil at their current placement or at home. A consultation letter will then be sent to the SEN department.

The school acknowledges that parents have often been through a lengthy process in the past and, in recognition of this, the school will aim to advise parents of the outcome as quickly as possible. However, in a small number of cases, if the decision is uncertain, rather than make the wrong decision it may be more appropriate to delay a decision until more information can be obtained and school/home visits are carried out.

Prior to the commencement of the placement, initial paperwork will be completed at home with parents/carers. The admissions officer, parents/carers and the pupil will visit the school, information will be gathered from the pupil's previous placement, and SEN will be informed of the placement and start date.

On their first day of admission, the pupil will have an induction programme to give them further information about the school and its expectations and they will have the opportunity to spend time with some of the staff. The induction package may extend beyond the first day.

Within eight weeks of being on roll, a review meeting will take place. At this meeting the finding of the school's initial assessment is shared and discussed with the pupil and their family. The first Individual Behaviour and Care Plan is written, along with the individual Risk Assessment and Positive Handling Plan.

## Facilities and Services

Oakfield School was opened in January 2013 as a purpose built Residential Special School which caters for the needs of its 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, parents and carers and staff members.





## Residential Purpose

Oakfield School is a specialist residential educational provision that caters for children with Social Emotional and Mental Health Needs. Many of our pupils also have additional needs such as Dyslexia, ADHD, Tourette's Syndrome, Dyspraxia, Autistic Spectrum Disorder, Asperger's Syndrome and Foetal Alcohol Syndrome.

The pupils that attend our school have a wide range of complexed to moderate difficulties that have impacted significantly on their behaviour and their ability to engage and learn in a mainstream environment. By providing a residential provision it allows the children to access a consistent, secure and safe environment in which they can develop and thrive.

- 🌳 Oakfield's residential provision aims to provide each individual pupil with specific care tailored to their needs
- 🌳 We treat all our pupils as individuals and ensure that a tailored plan is established to meet the needs of our pupils.
- 🌳 The residential team focuses on developing independence, self-reliance, confidence, self-esteem, social and independent living.
- 🌳 Pupils are helped to develop their social skills/awareness.
- 🌳 Our pupils are all encouraged to take a positive attitude in all aspects of their care.

- 🌱 Each Individual pupil has a Personal Social Profile; this helps us to develop / track their developmental progress. It provides a framework for specific assessment and identification of a pupil's strengths and weaknesses. It also provides staff with the knowledge of the pupil's abilities, skills and behaviour displayed, this enables them to plan for lessons, activities or outside of school programmes more effectively. The Personal Social Profile feeds the Individual Behaviour and Education Care Plan; this is a specific programme focused on targets/objectives for each pupil and these are updated each term.
- 🌱 Each House has a specific role and pupils are allocated a place dependant on their age and level of ability.
- 🌱 By providing a 24-hour wrap-around curriculum (Monday to Friday) our pupils make significant progress, as they feel settled and calm.

## LEAP – Extended Day Provision

The Oakfield School Extended Day focuses on offering complex young people with an EHCP valuable, life enriching experiences. Improving pupils' levels of Educational Achievement through the extracurricular, diverse activities. It's through the detailed planning and delivery of these activities that pupils are able to identify, understand and accept their emotional and social needs. Pupils will be able to develop strategies to manage their behaviour with the support of an empathetic, experienced extended provision team who constantly monitor the pupil's progress and adapt the learning experience to suit the pupil's individual needs. Therefore enabling pupils to accomplish their full potential by providing a platform to succeed.

## Residential – Key Stage 4 Students

In order to enhance our pupils' skills, knowledge and independence in daily living, we have recently introduced an Asdan programme for our Key Stage 4 pupils.

The Certificate of Personal Effectiveness (CoPE) enables students to:

- 🌱 develop and demonstrate a range of personal, key and employability skills
- 🌱 broaden their experience

 manage their learning in a variety of real-life contexts

## What is CoPE?

The Certificate of Personal Effectiveness (CoPE) is ASDAN's flagship qualification and offers an imaginative way of accrediting young people's curriculum enrichment and extra-curricular activities, allowing centre's to certificate a wide range of personal qualities, skills and achievements, as well as introducing new activities and challenges.

Detailed information about the qualification is available on the [CoPE qualification page](#).

The module titles are: Communication; Citizenship and Community; Sport and Leisure; Independent Living; The Environment; Vocational Preparation; Health and Fitness; Work-Related Learning and Enterprise; Science and Technology; International Links; Expressive Arts; Beliefs and Values; Combined Studies (this module allows you to mix and match a combination of challenges from other modules).

Students will produce a **portfolio of evidence** to demonstrate their achievements. Students must also demonstrate competence at Level 1 or 2 in the six CoPE skills units:

- Introduction to Working with Others
- Introduction to Improving own Learning and Performance
- Introduction to Problem Solving
- Planning and Carrying out a Piece of Research
- Communication through Discussion
- Planning and Giving an Oral Presentation

## Our Accommodation

Oakfield School has six residential houses, which are all situated within the school grounds and are designed around a mews style development 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.

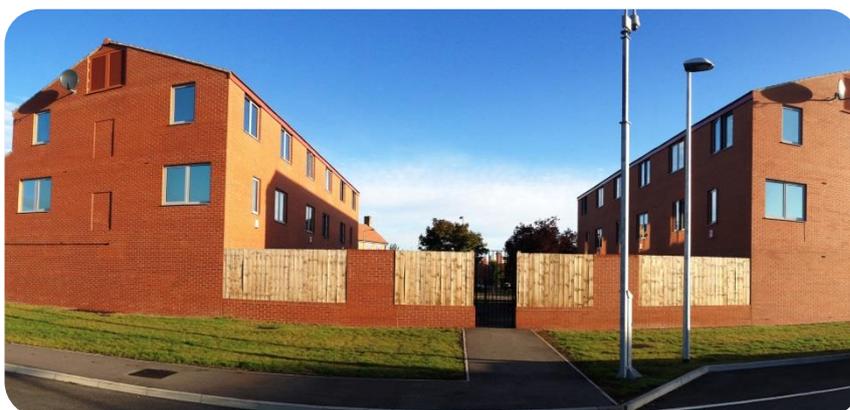
The children/young people are placed according to age, with the exception of the girls who are all within one residential house. All houses have comfortable lounges, dining rooms and bedrooms. Breakfasts, lunches and evening meals are made by the residential teams and served in the dining areas to encourage 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. Residential children eat within their houses each day; lunch and teatime meals are prepared by the Residential Cook. All meals provided are according to the Food Standard Guidelines so that healthy and nutritious meals are provided to the pupils. Before any food preparation/handling, members of the residential childcare team will complete a Food Hygiene Course.

Menus are planned on a termly basis and are designed to provide a varied and nutritionally balanced diet. Menus are provided in a format appropriate to individual need. Pupils' personal and cultural preferences are catered for by direct consultation and/or naturalistic observation on a daily basis by the staff. Pupils are provided with an options form to choose their preferences from the following weeks menu.

A record of diet and variations is maintained on the menu records.

Special diets and/or weight reduction/gain diets, food intolerance/ allergies are only introduced after consultation and agreement with the pupil's medical representative and parents/carers. Appropriate recording systems are put in place, and monitored by the Residential Manager.





# Staffing Structure

Teaching Staff	Residential Staff
Head Teacher	Residential Head of Care
Deputy Head Teacher	Residential Deputy Head of Care
Assistant Head Teacher	Residential Manager
Key Stage Leaders	Senior Child Care Officers
Safeguarding / MAST Co-ordinators	Child Care Officers
Middle Leaders for Curriculum	Assistant Child Care Officers
SENDCO	Residential Cook
Teachers	
Level 4 Teaching Assistants	
Learning Behaviour Support Mentors	
School Business Manager	
Admin Manager	
Administrative Assistants	
Quality Assurance Co-ordinator	
Offsite Provision Co-ordinator	
Offsite Provision Assistant	
Emotional Wellbeing Manager	
Emotional Wellbeing Assistants	
Parent & Pupil Support Liaison Officer	

# Childcare staff

The Residential Team is led by the Residential Head of Care and the Residential Deputy Head of Care. Each residential house is overseen by a Residential Manager and Senior Child Care Officers 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.

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 wellbeing. 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.

The residential team attend meetings, provide reports for annual reviews, plan individual programmes and work alongside teaching staff for the welfare and development of each young person. The residential child care 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 members of staff that sleep in each house and are they are available between 22.30pm and 08:00am. The Deputy Head of Care or a Residential Manager are available on-site 24hrs a day (Monday to Friday). The Schools Senior Leadership Team provides a second line on-call for emergencies. There is a de-briefing meeting for each shift to pass on information to the next shift.

All staff have continued professional development through their supervision meetings. This process includes setting targets and agreeing training priorities for the coming year. The residential provision holds House staff meetings; these take place at least once every 6 weeks. Discussion and decisions from these meetings are recorded. In addition to these

meetings, the residential child care staff also meet with the education staff to discuss, in detail, particular pupils and how they can be best helped.

## 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 the 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 meetings, school representative meetings, and residential representative's meetings. As a residential special school we have advocates for our pupils, such as our independent visitor who visits at least every half term, but can be contacted by any pupil via a mobile telephone number 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 and all ethnic and cultural backgrounds. All applicants for employment are required to complete a full application form detailing their employment history, qualifications and experience. Successful candidates must also complete a confidential medical questionnaire, which is submitted to the Hull CC Occupational Health Team. (Internal applicants for promotion are also required to complete a new application). Shortlisted 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

- 🌳 Enhanced DBS Clearance
- 🌳 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 133 page 35 of Keeping Children safe in Education September 2019
- 🌳 a check to establish the person's right to work in the United Kingdom.

For maintained schools - Regulations 12(7) and 24(7) and Schedule 2 to the School Staffing (England) Regulations 2009 and the School Staffing (England) (Amendment) Regulations 2013 (applied to pupil referral units through the Education (Pupil Referral Units) (Application of Enactments) (England) Regulations 2007);

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 the staff team, and most importantly, the pupils to consider 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 safer recruitment training.

Once appointed the new member of staff begins a six-month probationary contract (this only involves new member of staff that has not worked in a maintained school for Hull City Council). 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. New staff are supervised throughout the first six months. 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:

Initial Training Programmes for New staff will include the following as compulsory elements

- 🌳 Safeguarding Level 1
- 🌳 Team Teach
- 🌳 First Aid
- 🌳 Food Hygiene (Residential)

# 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 emphasises 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.

Sanctions are always kept to the minimum necessary, and recorded and evaluated when a planned sanction is appropriate.

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

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

The rewards are 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 Epraise Rewards; this system is 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. 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 Wellbeing Team. The team offers a proactive response by identifying pupils that require additional social and emotional support and the will introduce intervention programmes which are especially designed to meet individual's needs.

These could be:

- 🌱 Keys to good communication
- 🌱 Recognising and managing feelings
- 🌱 Raising self esteem
- 🌱 Understanding and managing anger
- 🌱 Friendship skills
- 🌱 Social skills
- 🌱 Supporting children through loss and bereavement
- 🌱 Drawing and Talking Intervention



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

The Emotional Wellbeing Team offer parent support programmes to all parents whilst their child is engaged in a planned programme. Home visits with parents will take place to offer and devise planned support/guidance programmes. The planned 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
  - 🌳 Lego Intervention
  - 🌳 Responsibility and Choices
  - 🌳 Relationships

## Oakfield School was awarded the Headstart Hull Mark of Excellence in December 2019

The HeadStart Hull Mark of Excellence demonstrates to children, young people, parents, carers and professionals that an organisation recognises the importance of supporting children/young people's emotional health and wellbeing and has taken the practical steps required to provide this support in their school.



## Parent Support

Oakfield School is fully committed to ensuring that all parents feel supported and listened to. We have an established parent group within the school.

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. Introducing a parent group is a way of alleviating anxieties. Parents are able to work, not

only with the staff group, but other parents. They can 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. A group of identified parents/carers meet in one of our residential houses - one morning per half term.

Following on from this we will be looking at introducing other agencies, local charities and 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 Wellbeing 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 have a proactive attitude towards working in partnership with parents/carers.

We promote involvement with parents/carers:

- 🌳 Each Student has a named keyworker who will regularly contact parents/carers.
- 🌳 Home visits occur 3 times per academic year to discuss students' progress.
- 🌳 Annual Education, Health, Care Plan reviewing meetings
- 🌳 Parent Groups

- 🌳 Emotional Wellbeing Team involvement
- 🌳 Termly parent/carers/stakeholder questionnaires
- 🌳 Termly Reports

Work is carried out 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 the Local Authority.

### Communication Systems - Parents/Carers

- 🌳 It is essential that we build positive working relationships with parents/carers and stakeholders.
- 🌳 Oakfield School has strong communication systems in place, as this is imperative to ensure all channels of communications are open.
- 🌳 It is paramount that staff ensure that feedback is given to parents/carers.
- 🌳 Staff are to ensure that parents/carers are kept informed of their child's progress and wellbeing.
- 🌳 Weekly parental contact is made by staff, or more if there has been a significant development/situation regarding the child
- 🌳 It is paramount that parents/carers are kept informed; if we are unable to contact parents/carers the admin team will send a text to them.
- 🌳 All communications with parents/carers will be documented within the pupil's online diary (staff must tick the parent's/carer's contact).
- 🌳 Our safeguarding lead will be responsible for all communications with outside agencies.

# Recreational, Sporting and Cultural Experiences

The staff at Oakfield work extremely hard to provide exciting, motivating and challenging activities for the children throughout the week.

All activities provided are organised with one clear focus, meeting the needs of the children.

To ensure that the needs of the children are being met the activities are based around the child's PSP and IBEC targets/objectives. The activities the children participate in during an evening will be documented and placed on the activities database, so staff can assess, monitor and track the progress of the child.

Whilst this enrichment is fun and exciting, it also is extremely important to identify needs for developmental growth and highlight deficit areas for each 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.

## Residential Rewards

Rewarding positive behaviour is an essential part of improving behaviour, and developing self-esteem, and internal motivation. Rewards help to reinforce positive behaviour, and encourage young people to display it more frequently, and they send clear messages about which behaviours are desirable.

Staff are always seeking opportunities to reward good behaviour, both formally and informally. In the residential provision, care staff support the school in all its reward schemes and initiatives.

They will make reference to and praise 'points' awarded during the school day, use them to determine privileges in the evenings, and provide reward activities on a Friday afternoon, as well as at the end of each half-term.

In addition to supporting the reward systems employed during the school day, residential houses create individualised rewards schemes. These can cover a range of objective types e.g. individualised targets, IBEC targets, independence targets, house and routine targets, specific behaviours or challenge, for example, homework or attendance.

They are created within houses to take account of individual needs, house dynamics and interests. The terms of reward systems are clearly laid out, and care is taken to ensure that they are understood by the young people involved.

The rewards given are selected in conjunction with young people's ideas, to encourage engagement with the reward systems. The creative use of reward systems as a behavioural management strategy is treated with positivity and enthusiasm, and is valued by staff and young people alike.

## 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, whilst 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

The Safeguarding of pupils is given the highest priority at Oakfield School. Safeguarding and promoting the welfare of children is **everyone's** responsibility.

The school has two Designated Child Protection/Safeguarding Leads, Jayne Oakley and Leanne Middleton, with a Deputy Child Protection/Safeguarding Lead, Joanne Jordan. They are responsible for addressing any issue which may in any way relate to Child Protection/Safeguarding.

Jayne Oakley, Leanne Middleton and Jo Jordan are part of the the Multi Agency Team within Oakfield School.

Our Child Protection procedures are in line with Hull Safeguarding Partnership Regulations and are also consistent with the local policies and procedures agreed by Hull City Council and Hull Safeguarding Children's Partnership. 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 the school 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 at the school.

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

The Child Protection Policy and Procedures should be read in conjunction with the Local Safeguarding Children Partnership 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 for the need to safeguard and promote the welfare of children (Section 11, Children Act 2004).

## 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 a member 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:

**Address:** Oakfield School, Hopewell Road, Hull, HU9 4HD

**Telephone:** 01482 854588

**E-mail:** admin@oakfieldhull.co.uk

**Website:** [www.oakfieldhull.co.uk](http://www.oakfieldhull.co.uk)

