



# **Emotional Wellbeing Policy**

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### **1 Introduction**

- 1.1 Oakfield School is a special educational and residential provision for pupils with Social, Emotional and Mental Health needs.
- 1.2 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.
- 1.3 A key factor and a fundamental component to being successful is to be at one with yourself. Many barriers to learning are due to the complexed/compounded difficulties our pupils face.
- 1.4 This policy should read in conjunction with the following policies:
  - Anti-Bullying Policy
  - Behaviour & Discipline Policy
  - Curriculum Policy
  - Child Protection Policy
  - SEN Policy
  - PSE & Relationships Policy
  - E-Safety Policy

### **2 Roles & Responsibilities**

- 2.1 The Headteacher and the Senior Leadership Team (SLT) will demonstrate through their personal leadership the importance of promoting emotional wellbeing and mental health for the whole school community.
- 2.2 The Governing Body have responsibility in monitoring and implementing this policy.
- 2.3 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 all incorporate in meeting the social and emotional needs of the pupils.
- 2.4 Pupils 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.

- 2.5 Continuous professional development for all staff ensures 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.
- 2.6 Methods of promoting Emotional Wellbeing/Mental Health through:
- SMSC
  - PSE Lessons
  - 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
- 2.7 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

### **3 Virtual Baby Programme**

- 3.1 The aim of this programme 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.
- 3.2 Another aim is helping our pupils understand and recognise the complexity facing parenthood and how the emotional state can be affected 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.

- 3.3 Once the pupils have successfully completed The Virtual Baby Program, they will be awarded 1,000 School E-Praise points 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.

#### **4 PSE/Health & Social Care**

- 4.1 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.
- 4.2 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.

#### **5 Access to Curriculum**

- 5.1 All pupils in school are given access to a broad and balanced curriculum. Each pupil 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.

- 5.2 Oakfield School works with a proactive attitude towards working in partnership with parents/carers. We promote involvement with parents/carers:
- Each pupil has a named keyworker who will regularly contact parents/carers.
  - Annual Education, Health, Care Plan reviewing Meeting
  - Parent Groups

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

## **6 Emotional Wellbeing Team**

- 6.1 The emotional wellbeing team consists of:
- Emotional Wellbeing Manager/Deputy Child Protection Coordinator
  - Emotional Wellbeing/Intervention Assistants
  - Parent and Young Person Liaison Officer
- 6.2 The SENDCo 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.
- 6.3 Safeguarding & Multi-Agency Coordinators.
- 6.4 The Emotional Wellbeing Team offers proactive intervention to pupils, helping pupils with social and emotional difficulties to recognise, understand and manage their emotions and to increase their Wellbeing/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
- 6.5 Our Emotional Wellbeing Team meets regularly with Educational Psychologist to discuss assessments and planned programmes for individual pupils.
- 6.6 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
  - Being listened to
  - Learn to talk about difficulties

- Develop coping strategies and interact more successfully with others
- 6.7 When pupils are referred to our team, an assessment will take place and a programme is 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.
- 6.8 Most pupils will receive weekly interventions. Each session will be monitored to assess individual progress and needs.
- 6.9 We also offer drop-in sessions at unstructured times of the day and operate an open door policy
- 6.10 The programmes are especially designed to meet each individual's needs. These sessions take place in our department, which consists of three rooms: a creative room, sensory environment and a chill out room, also the CLC building and a specified room within the residential provision.
- 6.11 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

## **7 The process of referral to the Emotional Wellbeing Team**

- 7.1 If a staff member has identified a concern relating to a pupil Emotional Wellbeing which is effecting his/her social, emotional and educational progress:
  - Liaise with the Emotional Wellbeing Team
  - Request an Emotional Wellbeing Referral Form
  - Pupil complete a self-referral
- 7.2 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.

- 7.3 It is 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 HeadStart.

## **8 Emotional Wellbeing Training**

- 8.1 The Emotional Wellbeing Team have received training from the educational psychologist, thereby enabling the school to support the emotional needs of their pupils. The school has continued support from Head Start, this includes:

- Workforce development / training to improve the wellbeing and resilience of pupils.
- Headstart Hull school forums 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 pupils
- Access to targeted/early help emotional health support for young people through HeadStart Hull projects

## **9 Psychologist Service**

- 9.1 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, organisations and generally speaking, society.
- 9.2 It aims to promote the objectives of the Local Authority by providing a responsive and quality conscious service to all its client groups.
- 9.3 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

## **10 HeadStart**

- 10.1 'Enabling children and young people to have positive mental health and wellbeing, thrive in their communities and to 'bounce back' from life's challenges".
- 10.2 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.

## **11 Parenting Support**

- 11.1 The Emotional Wellbeing Team offers parents interventions; a member of the team will 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.
- 11.2 Oakfield School is fully committed to ensuring that all parents feel supported and listened to.
- 11.3 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 them to our parent group is a great way of preventing anxieties. They are able to work not only with the staff but other parents. They find answers and a source of reassurance and understanding and realise they are not alone and other parents are feeling the same and experiencing the same difficulties.
- 11.4 At the parent group, parents can share information about the needs of their children, school services, local policies, funding sources and emotional support and much more.

## **12 Work with Parents/Carers**

- 12.1 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 and Rescue Services
- School Nursing Team
- Psychologists
- HeadStart

### **13 Parents/Carers**

- 13.1 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, the clinical psychologist or Local Authority.

### **14 The Positive Impact for the Pupils**

- 14.1 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, promoting children to become advocates for others, empowering children to have a say and to buy into the feel good factor the residential provision provides and positive engagement in lessons.

### **15 Residential Provision**

- 15.1 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 wellbeing. A consistent approach to the management of pupils is paramount; expectations do not change because the pupils reside. The pupils are clearly made aware of boundaries and acceptable levels of behaviour.
- 15.2 Positive reinforcement is essential to maintain high standards of behaviour; each house has behavioural targets and rewards that are placed in the houses as visual reminders.
- 15.3 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.

- 15.4 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.
- 15.5 Residential and day pupils will be expected follow the timetable and curriculum appropriate to their age.
- 15.6 Across the day we use a restorative approach to problem solving and resolving disagreements.
- 15.7 All boarders have access to a comprehensive list of activities which provide an enjoyable and stimulating environment and experience.
- 15.8 Many day children participate in an extended day, until 6pm or 8pm. This supports positive group dynamics and enhances good relationships.

## **16 Individual Support**

- 16.1 Oakfield School offers each student a Keyworker, ensuring that students individual needs are accommodated. Please refer to the school's Key Worker Policy for details.

## **17 Medical Care**

- 17.1 Oakfield School takes an active approach to health care, providing each child/young person with an opportunity to receive a full health assessment. This will include treatment for any health need and identifying areas for future health education.
- 17.2 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.

## **18 Good Mental Health**

- 18.1 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.

## **19 Mental Health Problems in Children and Young People**

- 19.1 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.
- 19.2 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 patterns 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.
- 19.3 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.
- 19.4 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.
- 19.5 Having a 'sense of connectedness' or belonging to a school is a recognised protective factor for mental health.<sup>18</sup> 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.

## 20 Monitoring & Review

20.1 This policy will be monitored and reviewed annually.

Link to:

SEN Code of Practice – Published January 2015 - 30th April 2020 Added link to guidance on 'Changes to the law on education, health and care needs assessments and plans due to coronavirus'.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf)

Keeping Children Safe in Education – September 2021

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/912592/Keeping\\_children\\_safe\\_in\\_education\\_Sep\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2021.pdf)

Mental Health and behaviour in schools – November 2018 12 November 2018 - Updated with information about school responsibilities, and how to identify behaviour's that may be related to a mental health problem. Also working with other professionals and external agencies, and where to find extra support.

Mental Health and Behaviour in school

Mental health and behaviour in schools - GOV.UK ([www.gov.uk](http://www.gov.uk))

9 December 2020 - Updated 'Working Together to Safeguard Children 2018' with factual changes in relation to information sharing, homelessness duty and references to domestic abuse. Removed 'Working Together to Safeguard Children 2015' and 'Working Together: transitional guidance'.

Working together to safeguard children - GOV.UK ([www.gov.uk](http://www.gov.uk))

Supporting pupils with medical conditions at school – December 2015

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.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](http://www.hullccg.nhs.uk/uploads/chronicler/document/document/293/9125_HeadStart_Hull_28pp.pdf)

## Appendix A – Emotional Wellbeing Referral Form

Personal Information			
Name:		Tutor	
Address:		Key Worker	
		Parental responsibility	
Date of Birth		Boarding status	
Reason for intervention			
Other relevant information			
Referred by:		Dated	
Signed by EWB manager :		Dated	