

**Mental Health:** *A complete state of physical, mental and social well-being, not merely an absence of disease or infirmity.* (WHO 1946, cited in Weare, 2000)

## Doncaster Emotional and Mental Health and Wellbeing Audit

<b>Child/Young person's voice</b>				
<b>Pupils are involved in school decisions</b>	<ul style="list-style-type: none"> <li>• There is a school council</li> <li>• Council members are elected by peers</li> <li>• Time is given in class to discuss the outcomes of council meetings</li> <li>• Council meetings are chaired by a pupil</li> <li>• School council are involved in school appointments</li> <li>• School council are involved in policy making decisions that directly affect them</li> <li>• Pupils are invited to take part in activities that are already established that affect school decisions. such as a special task force, school site council, or instructional leadership team</li> <li>• The school council has been awarded a charter mark</li> </ul>			
	<b>Developing</b>	<b>Embedding</b>	<b>Secure</b>	<b>Exemplary</b>
	Not all elements in place	Most elements in place or leaders have plans to create	Elements are not yet all consistently applied	All actions are met and well established
<b>Pupils are consulted regularly</b>	<ul style="list-style-type: none"> <li>• Pupils are consulted about proposed changes</li> <li>• Pupil voice is listened to and acted upon</li> <li>• Time is given for school council to gather views of their peers</li> <li>• The school make appropriate use of questionnaires or suggestion boxes</li> <li>• The school listens to a diverse range of pupil voices such as EAL, high achievers, and pupils who demonstrate challenging behaviours</li> <li>• Pupil voice is sought for all aspects of the child's time in school</li> <li>• Pupils are invited to part or all of meetings that are about their school life</li> <li>• The school operates an open door policy where pupils know that they can discuss their concerns with a member of staff</li> </ul>			
	<b>Developing</b>	<b>Embedding</b>	<b>Secure</b>	<b>Exemplary</b>
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<b>Pupils have the opportunity to take responsibility for some aspects of school life</b>	<ul style="list-style-type: none"> <li>• There are monitors/prefects in place</li> <li>• Student receptions are used when appropriate</li> <li>• Pupils are present at all school events e.g. parents evenings, school events</li> <li>• The school values reflect that pupils are asked to take responsibility for their learning as a member of the school community</li> <li>• Choices are given to pupils when possible</li> <li>• Pupils are encouraged to set their own goals both academic and personal</li> </ul>			
	<b>Developing</b>	<b>Embedding</b>	<b>Secure</b>	<b>Exemplary</b>
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<b>Vulnerable children are able to engage in pupil voice activities, differentiated to their needs</b>	<ul style="list-style-type: none"> <li>• Use of 3 houses assessments</li> <li>• My Star Assessments</li> <li>• My perfect school</li> <li>• Pictorial representations used to gather pupil voice</li> <li>• Planning is in place to encourage pupil voice e.g. use of higher order questions, circle time,</li> </ul>			
	<b>Developing</b>	<b>Embedding</b>	<b>Secure</b>	<b>Exemplary</b>
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<b>Pupils are regularly asked about the impact of curriculum, school practices and interventions that aim to address their emotional health and well being</b>	<ul style="list-style-type: none"> <li>• School council is used as a forum to discuss and gain pupil voice</li> <li>• Student views are gained through questionnaires, suggestions, boxes</li> <li>• Every pupil feels safe, wanted, respected and feels that they can achieve</li> <li>• Pupils know how to access additional support when they need it</li> <li>• Pupils are asked to reflect on their learning. What went well and what were the barriers. Learning is adjusted to accommodate the findings.</li> <li>• There is less emphasis on testing to gain a pupil's views/learning after intervention.</li> </ul>			
	<b>Developing</b>	<b>Embedding</b>	<b>Secure</b>	<b>Exemplary</b>
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Evidence to support judgements:

<b>Whole school culture and ethos</b>				
<b>School leaders recognise the contribution that positive emotional health and well-being makes to school improvement</b>	<ul style="list-style-type: none"> <li>• There are visible senior leaders who focus on emotional health and wellbeing</li> <li>• School leaders model a work life balance</li> <li>• School leaders ask that work life balance is kept by their teams</li> <li>• Time is mindfully allocated for additional responsibilities given to others</li> <li>• There is an open 'no blame' culture within the school</li> <li>• There is a strong belief that pupils respond best to positive approaches</li> <li>• The school acknowledges that emotional wellbeing is a key indicator of academic achievement, and subsequently improved outcomes in later life</li> </ul>			
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<b>A commitment to emotional health and well-being is referenced in school development plans, mission statements and other key documents</b>	<ul style="list-style-type: none"> <li>• There is a wellbeing policy or similar</li> <li>• Work life balance is referenced in wellbeing policies</li> <li>• Policies are clear and consistently applied</li> <li>• Staff are aware of the importance of looking after their own mental health and wellbeing</li> <li>• A growth mind-set is encouraged</li> <li>• Time is given in the curriculum to teach pupils how to look after their own emotional wellbeing and build resilience</li> <li>• Staff shout outs and well done emails are common place</li> </ul>			
	<b>Developing</b>	<b>Embedding</b>	<b>Secure</b>	<b>Exemplary</b>
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<b>Funding is allocated to resource the development of pupils and staff emotional health and well being</b>	<ul style="list-style-type: none"> <li>• CPD plans identify planned training to cover health and wellbeing training</li> <li>• Supporting emotional health and well-being is part of staff induction and the annual cycle of training</li> <li>• Outside training providers are utilised to provide relevant training e.g. BOSS, CAMHS, EP's etc.</li> <li>• The school has a package of support around supporting pupils' emotional development e.g. Thrive, Boxall, Nurture, PASS</li> <li>• The school utilises assessments in place to identify work need to support a young person's SEMH needs</li> </ul>			
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<b>Relevant policies are owned and implemented by the whole school and regularly reviewed</b>	<ul style="list-style-type: none"> <li>• There is an annual cycle evident of policy review</li> <li>• There is evidence kept that staff and governors have read and agreed to the policies</li> <li>• The policies are publicised and included on the school website</li> <li>• All policies where there are legislative requirements to publish are on the school website e.g. behaviour, anti-bullying, SEN, equality, school values etc.</li> </ul>			
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<b>Displays in school promote emotional health and well being</b>	<ul style="list-style-type: none"> <li>• Anti-bullying displays</li> <li>• Qualities posters</li> <li>• Anti-stigma messages</li> <li>• Information as to where help can be sort by pupils</li> <li>• Assemblies are held to support SEMH in schools and signpost pupils and parents to relevant support</li> </ul>			
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<b>Systems are in place to make all who access school feel welcome.</b>	<ul style="list-style-type: none"> <li>• All staff are helpful and friendly and visitors are greeted with a smile</li> <li>• Relevant information in the school reception area e.g. staff information</li> <li>• The school is tidy, engaging and communal areas for visitors are comfortable and appropriately equipped</li> <li>• When appropriate pupils act as tour guides or student reception</li> </ul>			

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	Developing	Embedding	Secure	Exemplary
	Not all elements in place	Most elements in place or leaders have plans to create	Elements are not yet all consistently applied	All actions are met and well established
<b>The school environment is safe and inclusive</b>	<ul style="list-style-type: none"> <li>• Stigma and bullying issues are addressed</li> <li>• Information provided in different languages</li> <li>• Good access for differently abled visitors</li> <li>• A range of different opportunities are provided for break time and after school</li> <li>• Diversity is actively celebrated</li> <li>• Different learning styles are accommodated</li> <li>• All stakeholders are aware of safeguarding measures in place to make the school a safe space both physically and mentally.</li> </ul>			
	Developing	Embedding	Secure	Exemplary
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<b>An emotionally health lifestyle is promoted throughout the school ethos and environment.</b>	School provides: <ul style="list-style-type: none"> <li>• Healthy options at lunchtimes and in vending machines</li> <li>• Water is readily available</li> <li>• Friendship benches</li> <li>• Quieter areas in playgrounds are identified</li> <li>• After school and lunchtime clubs available</li> <li>• Comfortable staff room provided</li> <li>• Safe spaces for meetings and time out are provided</li> <li>• Staff retention is high</li> <li>• Staff sickness due to stress is monitored and addressed</li> </ul>			
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<b>Staff receive training in PSHE, Citizenship and areas of emotional health and well-being.</b>	<ul style="list-style-type: none"> <li>• Staff CPD is planned for and recorded</li> <li>• Staff training keeps up to date with newest research</li> <li>• Staff training is sourced from the relevant providers dependent on topic</li> <li>• Staff training around PSHE, citizenship and wellbeing is part of induction and the annual cycle</li> <li>• All staff are aware of the graduated approach</li> <li>• All staff are offered mental health awareness training</li> <li>• A member of the school team is allocated this subject area to lead on</li> <li>• Staff skills are regularly audited to inform training needs</li> <li>• Staff give feedback on training and this is used to review and develop training effectively over time</li> <li>• Staff are aware of the impact of ACES, Attachment issues and have a Trauma informed approach when working with young people</li> </ul>			
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<b>Staff can recognise the signs of pupils at risk of poor mental health and well being</b>	<ul style="list-style-type: none"> <li>• The school has a DSL and all staff and visitors are aware of who this is</li> <li>• The school has a mental health first aider</li> <li>• Staff training enables staff to recognise pupils at risk of poor mental health and wellbeing</li> <li>• All staff are knowledgeable in utilising therapeutic skills and approaches</li> <li>• Pastoral meetings are held regularly to share concerns</li> <li>• Screening tools are used appropriately to identify and provide for identified needs</li> <li>• Staff safeguarding training is up to date and they are aware of how to deal with a disclosure in line with latest KCSIE</li> <li>• Staff recognise prevention is better than cure but that early intervention is key when supporting children with mental health issues</li> <li>• Outside agencies are consulted with when appropriate e.g. CAMHS locality workers</li> </ul>			
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<b>Staff well-being policies are updated and reviewed regularly to address staff needs.</b>	<ul style="list-style-type: none"> <li>• Staff are consulted with regularly around the policy</li> <li>• Staff have well at work statements completed as part of their induction and reviewed if necessary</li> <li>• Staff have access to supervision or counselling if needed</li> <li>• Staff gatherings are not always work related</li> </ul>			
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Evidence to support judgments:				

<b>School and curriculum provision</b>				
<b>PSHE is delivered as part of the curriculum</b>	<ul style="list-style-type: none"> <li>• There is a whole school approach in place to delivering PSHE</li> <li>• There is a designated member of staff who leads on PSHE</li> <li>• There is a school governor who has a good understanding of wellbeing and is able to champion organisation wide practices</li> <li>• There are standalone PSHE lessons in place that cover:                             <ul style="list-style-type: none"> <li>• Emotional literacy</li> <li>• Social skills</li> <li>• Communication skills</li> <li>• Resilience</li> <li>• Coping strategies</li> </ul> </li> </ul>			
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<b>Links are made between emotional health and well-being in other parts of the curriculum</b>	<ul style="list-style-type: none"> <li>• PSHE is not a standalone subject and can be modelled and covered in all aspects of the curriculum and school life</li> <li>• Curriculum design is flexible to meet the needs of all pupils</li> <li>• There is a PSHE programme of study in place</li> <li>• There are mental health weeks held in school</li> <li>• Themed assemblies form part of the PSHE curriculum</li> <li>• Pupils are made aware of the risks to mental health of some online activities</li> <li>• Overall schools' anti-bullying approaches support a respectful school and promote mental health and well-being</li> </ul>			
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<b>The classroom environment is respectful and day to day practice promotes emotional health and well-being.</b>	<ul style="list-style-type: none"> <li>• School values</li> <li>• School ethos</li> <li>• Staff modelling</li> <li>• Class rules</li> <li>• Manners</li> <li>• Kindness</li> <li>• Relationships</li> <li>• Greeting rituals are in place for children entering the classroom</li> <li>• A restorative approach is taken to resolving conflict</li> </ul>			
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<b>The PSHE and wider curriculum is well matched to pupils' learning styles, age and stage and includes differentiation</b>	<ul style="list-style-type: none"> <li>• VAK or other differentiated learning styles are accommodated by different methods of delivery</li> <li>• Assessment is used to identify stage and not age of emotional development so that lessons are differentiated appropriately</li> <li>• Staff are aware that adapting their approach may be necessary to support a child's mental health and wellbeing</li> <li>• Staff make reasonable adjustments for all learners when needed</li> </ul>			
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<b>Resources used to teach about emotional health and well-being are age appropriate, relevant, inclusive and up to date</b>	<ul style="list-style-type: none"> <li>• Schemes of work are in place and can be differentiated</li> <li>• Schemes of work are research led</li> <li>• Resources/schemes of work are engaging and accommodate different learning styles</li> </ul>			
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<b>Exclusion is always a last resort</b>	<ul style="list-style-type: none"> <li>• On return a re-integration meeting is held</li> <li>• The meeting identifies suggestions and support is identified</li> <li>• Solution based approaches are always sought</li> <li>• Reasonable adjustments are agreed</li> </ul>			
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Evidence to support judgement:				

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<b>Families</b>				
<b>The school communicates to parents and carers how to support their child's mental health and well-being</b>	<ul style="list-style-type: none"> <li>• Displays in parent areas of school</li> <li>• Via the school website</li> <li>• Home school booklets</li> <li>• Families have a point of contact in school</li> <li>• Parents get involved in parent workshops</li> <li>• Families are made aware of the graduated approach</li> </ul>			
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<b>Parents and carers know who to contact in school if they have concerns related to their child's emotional health and well-being</b>	<ul style="list-style-type: none"> <li>• The school has an established pastoral team</li> <li>• The parents know via the school website or home school books who best to contact if they have concerns</li> <li>• The school works in partnership with parents, carers and other family members to promote young people's social and emotional wellbeing</li> </ul>			
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<b>The school provides/signposts parents to relevant support when it is needed</b>	Parents are supported by: <ul style="list-style-type: none"> <li>• Providing a listening ear</li> <li>• Providing relevant information e.g. books/leaflets</li> <li>• Parents are signposted to outside agencies as is relevant</li> <li>• School agrees with parents outside agencies who may be able to offer support for the child in school if needed.</li> </ul>			
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<p><b>Parents and carers report that they feel welcome and included in the school community</b></p>	<ul style="list-style-type: none"> <li>• Parent questionnaires are in the main positive, 75% +</li> <li>• Parent questionnaires capture that there are positive interactions when speaking with staff</li> <li>• Results of questionnaires are addressed and used as a means to improve</li> <li>• The school shares with parents a ‘you said, we did’ response to questionnaire</li> <li>• Ofsted parental questionnaires are in the main positive 75% + where they are not positive they are acted upon straight away</li> <li>• School events are well attended by parents and carers</li> <li>• Social media is used to gauge parental engagement and as a means to address concerns</li> <li>• Parents feel able to express their concerns and know who best to approach dependent on the nature of the concern</li> <li>• The school receives positive comments from parents and carers</li> </ul>			
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<b>Communities</b>				
<b>Systems are in place to make all stakeholders feel welcome in school</b>	<ul style="list-style-type: none"> <li>The school environment is clean tidy and in good repair</li> <li>All stakeholders are treated with respect and kindness</li> <li>All stakeholders are treated equally</li> <li>Stakeholders are invited to school events, e.g. coffee mornings, charity events, performances etc.</li> <li>Meeting areas are welcoming and have relevant facilities</li> </ul>			
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<b>Information to the school is made available to the community via appropriate platforms</b>	<p>The school ethos is promoted via appropriate means:</p> <ul style="list-style-type: none"> <li>The school website</li> <li>Notice boards on the school site</li> <li>Local press</li> <li>Twitter</li> <li>Facebook</li> </ul>			
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<b>School governance should be community based whenever possible</b>	<p>School governance consists of:</p> <ul style="list-style-type: none"> <li>Parents of the school</li> <li>Local business</li> <li>Community leaders e.g. the church</li> </ul>			
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<b>Policies, procedures and development plans (where possible) are developed in partnership with governors, families and communities</b>	<ul style="list-style-type: none"> <li>• Policies are approved by the governing body</li> <li>• Signed by the chair and vice chair of governors</li> <li>• Developed with governors and other stakeholders when appropriate</li> <li>• Available on the schools website or paper based if requested</li> <li>• Available in different languages</li> </ul>			
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<b>Families report that they feel involved with school community</b>	<ul style="list-style-type: none"> <li>• Family opinion is sought through a range of means e.g. questionnaire, suggestion boxes, social media</li> </ul>			
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<b>Schools work in partnership with the local community</b>	<ul style="list-style-type: none"> <li>• Enterprise projects are part of the school offer</li> <li>• Local resources and business are utilised to add value to the school and develop pupil and family awareness of the local community offer</li> </ul>			
	<b>Developing</b>	<b>Embedding</b>	<b>Secure</b>	<b>Exemplary</b>
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<b>There is a strong focus on transition between Key Stages</b>	<ul style="list-style-type: none"> <li>• Schools engage with the borough wide model for transitions</li> <li>• Links are made with all feeder schools early to aid transition</li> <li>• Joint working of staff across different key stages is in place to aid transition</li> <li>• Joint working and pre-planning is in place for all children but, particularly for those children with SEN</li> <li>• At the point of transition all settings staff attend relevant meetings e.g. TAC meetings, SEN meetings</li> </ul>			

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	Developing	Embedding	Secure	Exemplary
	Not all elements in place	Most elements in place or leaders have plans to create	Elements are not yet all consistently applied	All actions are met and well established
Evidence to support judgement				

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<b>Resources</b>				
<b>All staff are aware of processes and procedures for support and referral when they have concerns about a child's emotional health and well-being</b>	Staff are aware of the criteria and process needed to refer to other agencies e.g.:			
	<ul style="list-style-type: none"> <li>• ASCETS</li> <li>• BOSS</li> <li>• CAMHS</li> <li>• Early Help</li> <li>• EP's</li> <li>• OT</li> <li>• SALT</li> <li>• SEN</li> <li>• SENDIAS</li> <li>• Social Care</li> </ul>			
	<b>Developing</b>	<b>Embedding</b>	<b>Secure</b>	<b>Exemplary</b>
	Not all elements in place	Most elements in place or leaders have plans to create	Elements are not yet all consistently applied	All actions are met and well established
<b>Targeted support is matched to a pupil's specific needs through quality assessment practices</b>	School have access to a range of assessment tools to identify emotional developmental needs e.g.			
	<ul style="list-style-type: none"> <li>• Boxall</li> <li>• Emotional literacy</li> <li>• Thrive</li> <li>• PASS</li> <li>• SDQ's</li> </ul>			
	<b>Developing</b>	<b>Embedding</b>	<b>Secure</b>	<b>Exemplary</b>
	Not all elements in place	Most elements in place or leaders have plans to create	Elements are not yet all consistently applied	All actions are met and well established
<b>The school uses a range of evidence based interventions to meet the</b>	<ul style="list-style-type: none"> <li>• School use assessments (see above) to identify next steps</li> <li>• Learning plans are put in place as a result of the assessment</li> <li>• Plans are shared with parents/carers and the child</li> <li>• Resource and time is given in order to implement the plans</li> <li>• Emotional health and wellbeing is prioritised before academic learning</li> </ul>			

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<b>emotional and mental health needs of targeted pupils</b>	<ul style="list-style-type: none"> <li>• Interventions support the acquisition of new skills and these are allowed time to embed</li> <li>• Assessment is used again to quantify the impact of intervention</li> </ul>			
	<b>Developing</b>	<b>Embedding</b>	<b>Secure</b>	<b>Exemplary</b>
	Not all elements in place	Most elements in place or leaders have plans to create	Elements are not yet all consistently applied	All actions are met and well established
<b>Pupils and staff have access to counselling services if needed</b>	<ul style="list-style-type: none"> <li>• Peer mentors are available to staff and pupils</li> <li>• School buys into trained counselling services for staff when needed</li> <li>• School makes good use of outside agencies to support mental health as and when needed</li> <li>• The availability of counselling services is promoted and referenced in the school well being policy</li> </ul>			
	<b>Developing</b>	<b>Embedding</b>	<b>Secure</b>	<b>Exemplary</b>
	Not all elements in place	Most elements in place or leaders have plans to create	Elements are not yet all consistently applied	All actions are met and well established
<b>The school works collaboratively with other professionals to support the emotional health and well-being of their pupils</b>	<ul style="list-style-type: none"> <li>• School takes on board the suggestions of outside agencies</li> <li>• School engages in a cycle of assess, plan, do review so as to move forward in supporting pupils' emotional health and well being</li> </ul>			
	<b>Developing</b>	<b>Embedding</b>	<b>Secure</b>	<b>Exemplary</b>
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<b>There is a whole school approach to identifying needs of pupils</b>	<ul style="list-style-type: none"> <li>• Staff training is prioritised to support them with being able to identify pupils' needs</li> <li>• Regular pastoral meetings are held to identify concerns</li> <li>• Identified needs documented forming part of support plan and regularly reviewed</li> <li>• Actions are agreed to support pupils</li> <li>• Staff are aware of ACES and the impact that this can have on wellbeing</li> <li>• Whole school approach and behaviour/well-being policies are consistently applied by all</li> <li>• Parents are consulted with and a way forward agreed</li> </ul>			
	<b>Developing</b>	<b>Embedding</b>	<b>Secure</b>	<b>Exemplary</b>
	Not all elements in place	Most elements in place or leaders have plans to create	Elements are not yet all consistently applied	All actions are met and well established
Evidence of judgements made:				

### Summary of RAG rating

<b>Child and young person's voice</b> (out of 5)			
<b>Whole school culture and ethos</b> (out of 11)			
<b>School and curriculum provision</b> (out of 7)			
<b>Families</b> (out of 4)			
<b>Community</b> (out of 7)			
<b>Resources</b> (out of 6)			

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