

Early Help for Children & Families



Our aim is to provide early help for our children and families to enable them to provide the foundation for a successful future.

Some families experience difficulties and need help to identify the cause of these problems and how to move forward. We help families to recognise these issues and work directly with them and other supportive agencies to prevent their problems from escalating.

In school, we have a Pastoral Team who are able to offer direct support to families, whether this may be working with them or signposting other professionals who may be best suited to meet the family needs. Through working together with an holistic approach during the onset of these difficulties we expect to achieve the best outcomes for our children and families.

Our Pastoral Team includes:

Miss Kirsti Ashman – Head teacher and Designated Safeguarding Lead (DSL)
Mrs Mel Richards – Deputy Head teacher, Deputy DSL and SENDCO
Mrs Jackie Harris – Pastoral Support Lead
Miss Kaytee Parish – Family Support Worker

These staff meet regularly to share information about Child Protection Matters offering support and challenge to always aim to do our best to meet the needs of the child. Colleagues may ask for support or supervision to deal with cases.

Services the Pastoral Team can offer

We offer support to children and families who have difficulties with social, emotional and behavioural development. We do this by offering practical help such as:

- Supporting daily routines
- Coping strategies for children and families
- Keeping safe in school, at home and in the community
- Supporting self-care skills
- Bereavement support
- Improving self-esteem and confidence
- Behaviour support plans
- Family advice and signposting to other agencies
- Time to talk with children & families
- Bag of worries – to support anxious children
- Direct work of one-to-one and group sessions with children, parents and carers

In some cases, we refer children and families to other agencies for support. We always consider the family and decisions are made by who is best to give the support that is needed.

The five outcomes that we aim for in our families are:

- To be healthy
- To be safe
- To find enjoyment and achievement in life
- To make a positive contribution to the community
- To achieve economic well-being

We offer several out of school hours services:

Breakfast Club in partnership with Magic Breakfast

Our aims are:

- To improve children's timekeeping and attendance
- To encourage independence
- To develop children's social skills within a secure and friendly environment
- To improve the diet of our children, encouraging them to make the right dietary choices
- To advise children with healthy eating choices (low salt, low sugar and increased fibre)

Our charge is a voluntary contribution of 30p per day or £2.50 per family, per week. We subsidise Breakfast Club for Pupil Premium children who need to access this service.

Timings 8.20 start – 8.50 finish.

Extra-curricular Clubs

Each term there are a range of clubs led by teachers and sometimes external, qualified practitioners e.g. Zumba. The clubs vary as per the seasons. Clubs in the past have included: Gardening, cookery, football, Zumba, dance, library, choir, forest school etc. Also, additional curriculum clubs take place including: phonics and Year 6 "Booster" SATs club.

Safeguarding

In school we have a designated team for safeguarding - this team consists of:

- Designated Safeguarding Lead (DSL) – Kirsti Ashman – Head Teacher - Inter agency child protection certificate
- Deputy DSL and Teacher responsible for Children in Care – Mel Richards – Deputy Head – Inter agency child protection certificate
- Deputy DSL and Assistant Head Teacher – Sarah Royale – Inter agency child protection certificate
- Pastoral Lead Support Lead – Jackie Harris – Inter agency child protection certificate
- Family Support Worker – Kaytee Parish – Child protection safeguarding certificate

Ways in which we keep our children safe:

1) Staff training

- All staff are aware that they have a responsibility to keep children safe and know who they have to report to should any concerns be raised.
- All staff know precisely how to identify and report any safeguarding concerns in school.

- School policies – we have clear policies which state the correct procedures to follow to ensure our children are safe at all times (including if a child makes a disclosure)
- All staff are aware of the types of abuse and signs and symptoms of abuse.
- Staff have also received training on Child sexual exploitation, Female genital mutilation (FGM), Radicalisation and E-Safety

We record details of staff to say when they were last trained in all of these areas. This ensures that we regularly update our training and maintain our high level of safeguarding for our children.

We can evidence that staff have read these current Child Protection documents:

- Keeping Children Safe in Education
- Safer working practice
- SEND Policy
- Safeguarding Policy
- Completed Channel training for PREVENT

Children also receive E-Safety training, Stranger Danger training and within our sexual education classes receive 'The Pants Rule' which is a way in which children know what is acceptable in personal contact with others.

School procedures for Safeguarding concerns:

If staff have any concerns regarding a child in school these procedures take place:

- We clearly record on a Safeguarding Concern form information which goes directly to the DSL and procedures in line with our Safeguarding policy take effect which may well involve us calling our Gloucestershire Safeguarding Board for advice.
- Safeguarding concerns - A safeguarding report of our most vulnerable children is updated on a daily basis. If there are any significant changes made a copy given to the DSL (Kirsti Ashman).
- This information is then shared on a need to know basis with other professionals in school with the knowledge that the details are highly confidential.
- We use the GSCB procedures and tools to identify pupils who may need support, such as the Neglect and Child Sexual Exploitation Tools.

General concerns

- We clearly record issues on a Pupil Concern Form such as a child has not worn a warm coat on several cold days in school.
- Pastoral staff directly monitor children who have previously received blue concern forms.

Annually, we complete a Safeguarding Audit which is forwarded to the Gloucestershire Safeguarding Children's Board. In this document we have to provide evidence of our procedures and share data.

At Hester's Way School we meet the needs of our children and families through a variety of ways:

The voice of the child:

- Child questionnaires are completed as part of the GCC Online Pupil Survey. Pupils also complete "My Profiles". We collate pupil voice in small groups about different aspects of school. This ascertains if a child feels safe and happy. Children who raise a concern in any area are spoken to on a 1-1 basis with a member of our pastoral team.
- We promote and encourage pupils to talk to members of staff if they are worried about any issues, listening to the voice of the child to identify pupils who may need support with: Domestic Violence, Femal Genital Mutilation, Child Sexual Expolitation, Relationships, Radicalisation, Hate Crime, Suicide Prevention and other safeguarding matters.

- At Hester's Way we give children the opportunity to share their views and feelings with regular PSHE lessons to include circle time, in an anonymised way.
- Children are taught to openly talk about their emotions through the use of sessions of social and emotional aspects of learning (SEAL).
- Children nominate annually 2 spokespersons for each class to become their members of the School Council. This gives each class the opportunity to discuss issues which are important to them and share their views at regular meetings.
- We have strong links with our local PCSO who integrates with our children, sharing lunchtimes, talking to them and becoming involved in both everyday school life and out in the community.
- The Pastoral Team offer 'Time to Talk' sessions with individual children who are referred to them or if the child asks to speak to them.

The voice of the Parent:

- School regularly sends out questionnaires to get feedback about school life and particular focuses.
- Parents are encouraged to take part in the Ofsted on-line survey for their views about school.
- Parents are encouraged to meet with their school governor representatives to share their views and ideas with them.
- Staff listen and pass on suggestions to the Senior Leadership Team, school share any ideas taken on in "You said, we did" section of the school newsletter.
- Parents are encouraged to come in to the Pastoral Room, known as the 'POD' to share any ideas or concerns they may have.

The voice of the school:

- The school have two parent's evenings per year where we share the child's progress both academic and social and emotional and offer support to parents who may need advice on daily issues.
- There are parent governors on our board who relate the voice of the parent within our meetings.
- We have a designated member of staff who works with children with Special Educational Needs (SEND). In this school our **SEND is Mel Richards**.

Attendance

In school we have a team of staff responsible for attendance. Members of the team monitor children through the daily school registration. Lin Green in our Attendance Officer operates an early response system. If children are not in school we call parents on the telephone, if there is no response we follow through with a text. If there is still no response we monitor very closely and if concerns are raised for the child we home visit or contact our local safeguarding team.

If children fall into the category of below 90% we hold Attendance Improvement Meetings (AIM) to structure a plan of support for the family where we offer help and solutions to any problems that may be causing this absence.

Behaviour

In school our primary concern is that children are happy and are focused for learning. To enable us to make sure that every child gets the opportunity for this to happen we use our Behaviour Policy with Captain Positive values: Sensible, Trustworthy, Ambitious and Respectful. This is on our website and is updated annually. We use this policy to ensure that all children are kept safe and are treated consistently within the boundaries we have established.

Code of Conduct and Safer Working Practise

It is very important to all of us that everyone in school feels respected and that each person is treated fairly and well. Our policies are important to all of us as we hope to create a place where everyone feels happy, safe and able to do their best work. The Code of Conduct and Safer Working Practise policies set out the expectations for staff's conduct.

Curriculum

We use resources from the Gloucestershire Healthy Learning and Living Team (GHLL) PinK Safeguarding Curriculum. The PSCHE curriculum overview has been designed to incorporate the important and key teaching points. Staff have attended training sessions with the GHLL team and the Facts 4 Life team to improve their knowledge and understanding of teaching, learning and assessment in these areas.

Graduated Pathway

"Early help is about providing support to potentially vulnerable children, young people and their families as soon as problems begin to emerge or when there is a strong likelihood that problems will start in the future. It is also about providing support at any and every stage of a child's life; pre-birth, during pregnancy, childhood or adolescence.

Children and families are entitled to early help if and when they need it. It may also be provided through an increase in the levels of universal services, or services provided or commissioned in localities." – Glos Families Directory

SEND – Graduated Pathway

Children are identified by class teachers through indicator descriptors, assessing their Special Educational and Disabilities (SEND). The SENDCo oversees and monitors the SEND work in school. The child will have SMART targets for them to achieve against their specific needs. Please see the SEN policy for more information.

This is the process that we follow:

My Profile – *A My profile can be completed with any child even if there are no concerns about the child's wellbeing or development. The My Profile helps a child or young person to share personal information which can help professionals working with them to understand what motivates them, their preferences, their goals and their self-image. It can also help professionals to understand what form of communication is most meaningful to the child or young person.*

My Plan – *A My Plan is used when it is clear what the presenting needs are and who or what can help. It is a holistic child or family centred plan and can be used as a single or multi-agency plan. The My Plan should draw together existing information to identify the current needs and set out the outcomes to be achieved. The My Plan allows professionals working with children and families to quickly and simply draw together an action plan to co-ordinate the appropriate help and support for the child and/or family at the earliest opportunity.*

My Assessment and My Plan + - *this should be considered where needs are unclear and the impact is unknown; where there is already a significant impact which is likely to escalate; and where it is unclear what or who may help. The My Assessment focusses on listening to the*

child/young person and their family in order to understand what is happening for them and what they need to help them make positive changes. My Assessment draws together information from a range of professionals into one document so that a detailed analysis can be made and an action plan can be developed. The 'Analysis of Assessment' form can be used to gather information from other Professionals in a timely manner.

The My Plan + is the Plan developed from the My Assessment. The '+' indicates to other professionals that an assessment has been completed to ensure there is not duplication of work and that the family do not have to tell their story repeatedly. The My Assessment and My Plan + must be completed together with the family so that they can be empowered to make changes for themselves.

***Radar Chart** - The Radar Charts should be used in conjunction with the My Plan/My Assessment to help a family think about their current situation and identify the areas where they may need support. It can help a family to see what is going well and identify and prioritise areas of need. There are 2 separate Radar Charts: one for use with children/young people; and the other for parents/carers and professionals. The Radar Charts can be used to gather information to inform a My Plan or My Assessment and when gathering information at Review. It can be used to document distance travelled and can be accompanied by the Progress Charts to track the changes that have been made by the family over time. The Radar Charts should be used at every stage of the Graduated Pathway and during the Review process.*

***An Education, Health and Care Plan (EHC Plan)** – an EHC Plan is a statutory plan that has replaced a Statement of SEN. An EHC Plan may be needed when a child or young person's educational needs cannot be met within existing additional resource already delegated to the school. The Local Authority assesses this need based on the evidence provided. Evidence can be provided using the Graduated Pathway and principles of Assess, Plan, Do & Review. If you have completed a My Assessment for a whole family and an individual child requires an EHC Plan you do not need to complete a separate assessment as long as the My Assessment and My Plan + includes all the evidence required relating to the individual child's education and learning.*

***Single Assessment** – If a referral is made to Social Care, they may undertake an Assessment of Need to help them make a decision about what happens next. This looks at the developmental needs of a child/young person, the family's strengths in managing the difficulties they may be experiencing, and any support they may already have in place.*

Taken from Glos Families Directory - <http://www.glofamiliedirectory.org.uk/>

Early Help Partnerships link services that the child may need. Our SENDCo and Pastoral Support Team work closely together to ensure that the child and family have access to the resources and services that they need. Some examples of other external agencies that the school may contact for support are:

- Speech and Language specialist
- Gloucestershire Mentoring Service (GMAS)
- Castlegate Trust (Support for children with parents in prison)
- Behaviour specialists
- Play therapists
- Advisory Teaching Service
- Families First Plus
- Mash Team and Social Care

- MARAC and MAPPA

The school will also work with other professionals such as doctors, consultants, educational psychologists, health visitors, the school nurse etc.

TAC and TAF meetings are used to bring together the children, family and professionals working on a plan to look at the needs, think about who is best placed to carry out the actions identified and to review the progress at regular intervals. Each TAC/TAF will have a Chair who helps everyone to work together during the meeting and ensure the views of the child, young person and family are central to the discussion and decisions made, agree on the outcomes to be achieved and invite ideas from the team on how best to deliver them. At the first TAC/TAF a Lead Practitioner will be identified, if not already in place. Everyone involved in the TAC works together to make a positive difference to the child/young person and families outcomes.

My Journey is a document developed by the Young Ambassadors to help children/young people understand their plans and have them written in a way that will help them focus on the outcomes to be achieved. By working with a child/young person on their My Journey, you will be able to help them make sense of what is going on for them and find ways of working with them that will empower them to make positive changes for the future.

Taken from Glos Families Directory - <http://www.glosfamiliesdirectory.org.uk/>

It is intended that one plan will encompass all of the child's needs and the lead practitioner will ensure that the child achieves their desired outcomes.

Please see members of our Pastoral Support Team or SENDCo if you need any more information.

This policy will be used in conjunction with these policies:

Acceptable User
Allegations Management
Anti-Bullying and Hate Policy
Attendance
Complaints
Child Protection/Safeguarding Policy
E-Safety Policy
First Aid and Medication
Health and Safety
Keeping Children Safe in Education – Part 1 (most up to date version)
Lettings/Hirers agreement
Offsite Visits
SEND Local Offer
Safeguarding
Safer Recruitment and staff HR policies
Safer Working Practice
Special Educational Needs and Disabilities (SEND)
Staff Behaviour - Code of Conduct and Teaching Standards
Whistle Blowing
Working Together to Keep Children Safe

This policy was reviewed in January 2020.

It will be reviewed in January 2021.

Ratified by the Governors: _____ Date: _____