

## **Newnham St Peter's C of E School's Co-ordinated Offer of Early Help**

We do our utmost to ensure that children are identified at the earliest possible stage and that we work with them, their families and outside agencies in a coordinated manner, to try to prevent the risk reaching a crisis point. Staff will listen to children and take account of what they say, their views and needs. They will ensure that they understand that they have the right to be heard and their views taken seriously.

Children have different levels of need at different times across a range of situations and it is important to take all needs into consideration when determining support required and professional to be involved. The aim of Early Help is to clearly identify when and how children can be supported and safeguarded to ensure their needs are met whatever the level of need.

The information below outlines how our school provides a service or works with other services and what community provision is available to ensure there is a coordinated, early, and effective response.

This is our coordinated offer of early help:

The school values safeguarding at all levels. The DSL and DDSL's have received multi-agency training and attend local safeguarding forums/ webinars. All staff and volunteers know who the safeguarding lead is.

The safeguarding policy is a 'live' policy with regular amendments and discussions being a regular feature of staff meetings and INSET as required to maintain an understanding of the signs and indicators of abuse.

All staff are aware of the importance of following procedures for reporting and discussing concerns about children. They are clear about their responsibilities and of the thinking that safeguarding is everybody's responsibility. They know the categories of abuse and how these leave children exposed at risk. All concerns discussed are followed up with the DSL.

Staff are encouraged to sign up for Gloucestershire Safeguarding Board's alerts; safeguarding is at the heart of all that we do.

With all staff and volunteers, where abuse is suspected or an allegation is made, members of staff should report the information to the DSL for child protection procedures.

Proper identification of vulnerable children enables us to target appropriate and relevant support for individuals as we recognise vulnerable children may need a personalised approach. We support all children through:

- Curriculum content – this develops the qualities and attributes pupil need to thrive as individuals and members of our society.
- Being supported within a nurturing environment with trained practitioners.
- Our behaviour policy which aims to support all pupils, including the most vulnerable in the school.

- Liaising closely with Children and Young People’s Directorate, Child and Adolescent Mental Health Services, Targeted Support Team, Educational Psychologist, Police, Housing, and Health Visitors as required.
- Pupils use the Gloucestershire Healthy Living and Learning online survey to voice their opinions. Results are monitored and interventions put in place where appropriate. We also conduct in-house surveys and follow up individual concerns voiced by children, especially with regards to self-esteem, happiness, resilience, and friendships. In some instances, support follows to help support these children (and families) as required.
- All children know they are listened to.
- Written records of concerns about children are kept using an online system called MyConcern. These will include the date, time, place, and people who were present, as well as what was said. A chronology of events is kept and used as required in core group meetings and child protection conferences.
- Effective links with relevant agencies are in place. Regular and timely communication takes place between the local team and designated social worker. This includes attendance at child protection conferences and core groups. All children with a Child Protection Plan/Children in Need Plan are carefully tracked and information is immediately passed on if they transfer settings. If there is an unexplained absence of more than two days, the relevant social worker is informed. Parents understand the responsibility placed in the school and staff for child protection.
- We work closely with CYPS, CAMHS, Forest of Dean Early Help Team, the Police, the local MASH hub, Social Workers, Educational Psychologists, InfoBuzz, Green Square, TIC+, Toucan Play therapy, Salvation Army, Forest Food Bank, Sedbury Trust, etc. to support families putting support measures in place to keep children safe and offer permanency in their lives.
- We have a Family Support Worker who works closely with families and children. Our family support worker has a level 3 qualification in counselling. We use [www.glosfamilies.org.uk](http://www.glosfamilies.org.uk) to access services available for our families without a referral or assessment.
- The School Business Manager monitors attendance/punctuality and refers poor/late attenders to the Headteacher – this is followed up with discussions with families to establish the reasons and to engage with the family to establish a parental support network to address these needs. The Family worker has time allocated to support and engage parents at the earliest sign of poor attendance or punctuality.
- Staff recognise the early indicators of Child Sexual Abuse and Exploitation The screening tool is used for early identification and referrals are made, as necessary.
- Staff are aware of the extent of Honour-Based Violence (HBV), Forced Marriage (FM) and child trafficking and understand how to fulfil their legal responsibilities. Any concerns would result in a referral being made to the children and families helpdesk. For any queries and questions in relation to Female Genital Mutilation (FGM) we could contact Faye Kamara, Strategic County Domestic Abuse and Sexual Violence Co-ordinator, [faye.kamara@gloucestershire.pnn.police.uk](mailto:faye.kamara@gloucestershire.pnn.police.uk) or 01242 247933.

- Staff understand the correlation between Domestic Abuse and Child protection – staff are vigilant, listening to the child and making referrals as required. Support for victims can be sought from GDASS <http://www.gdass.org.uk/index.html> and the DSL assists parents with this.
- If there are any concerns regarding parental substance misuse, we would contact the help desk and use the Guidance for Impact of Parental Substance Misuse on Children and Young People screening tool to assist us in making a referral.
- Where there are medical concerns, including the basic care of children (e.g. food, routines), we liaise closely with health professionals so that early support and help can be put in place unless it is deemed as neglect, in which case a referral would be made.
- We actively promote fundamental British Values in our SMSC curriculum. Where we suspect radicalisation, we would ring 101 and ask for the department for reporting suspicions of radicalisation.
- Where there are concerns about gangs and youth violence, we liaise closely Avenger Task Force part of Gloucestershire Police’s offer of early help.
- We take concerns about mental health issues seriously, children and families are directed to Young Minds – a charitable website offering support for children and young people’s mental health and well-being (and their families) <http://www.youngminds.org.uk/>
- In school we use the online pupil survey, pupil conferences and our values/PSHE/citizenship curriculum as well as teaching children protective behaviours in their curriculum to support children. We understand the importance of resilience and this is embedded in our ethos and strap line for children. We take bullying very seriously and have a robust anti-bullying policy in place, as well as having an anti-bullying week annually to raise awareness of bullying within the school community. This focuses on developing self-knowledge, self-esteem, and self-confidence through the theme of ‘equalities’. Part of this further promotes a regard and respect for all faiths, races and cultures with respect and tolerance, as well as how to say no to bullies. Children know they have a voice and will be listened to. Staff are aware of the effects of all bullying, including homophobic and cyberbullying.
- Children are introduced to the dangers of sexting using the e-safety element of the curriculum.
- Fabricated illness – if it is suspected that the explanation for a child’s illness is fabricated, or induced by a carer, and, consequently, the child’s health or development is, or is likely to, be impaired, a referral should be made to the Children’s Social Care. Parents will not initially be informed of the referral due to the increased risks that this may present to the child (i.e. an escalation in the behaviour putting the child at risk).
- Where we suspect trafficking of children, a referral would be made immediately.