

Steam Mills Primary School



Offer of Early Help

Steam Mills Primary understands that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;

Our offer of **Early Help** is designed to support all of our children and families.

The school recognises that early identification of risk is key to safeguarding all children/young people and adults. Through the Graduated Pathway of Early Help and Support, we utilise a range of approaches and services, including our PSHE curriculum and outside agencies to provide bespoke support.

Early Help strategies in school include:

- ❑ The provision of funded Breakfast Club places if required
- ❑ The school is a distribution hub for Food Bank vouchers
- ❑ Trauma informed approach, PACE (Playfulness, Acceptance, Curiosity and Empathy), understanding of ACES (Adverse Childhood Experiences), understanding of attachment and ELSA (Emotional Literacy Support Assistant) programme alongside the Graduated Pathway, which allows us to identify and support children with gaps in their emotional development
- ❑ The bi annual online pupil survey
- ❑ Children attend 'In the Net' to explore ways of keeping themselves safe A rigorous e-safety curriculum
- ❑ Annual visit to Skillszone
- ❑ Strong links with the Family Information Service
- ❑ Strong links with the Early Help Co-ordinator for advice, guidance and support

- ❑ A homework club
- ❑ Registered counsellor with Level 5 specialism in Children and Young People on site

All staff are aware of their responsibilities for Early Help. Once a referral has been made, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

Useful advice and information can be found online, including:

www.gov.uk

www.glosfamiliesdirectory.org.uk

www.nspcc.org.uk

www.tes.com

www.gloucestershire.gov.uk/gscp

Personal, Social and Health Education (PSHE) Curriculum (including Sex and Relationships (SRE))

Our curriculum covers many aspects of keeping young people safe, healthy, resilient and aware of the world around them so that they can make informed decisions. We tailor our curriculum around the needs of the children, using sources of information such as the Online Pupil Survey, questionnaires and individual children's feedback. We cover aspects such as age appropriate Sex Education, Gender Equality and equity, Drugs, Keeping Safe (e-safety, personal safety etc.), Emotional Wellbeing (using the PACE approach and Pink Curriculum), Relationships and Healthy Living.

Staff receive ongoing updates on potential risks such as Domestic Abuse, Honour Based Violence, Forced Marriage, Female Genital Mutilation, Child Sexual Exploitation etc. and know what to do should they identify a person at risk. The DSL/DDSL are responsible for coordinating the offer of Early Help.

Neglect

Types of Neglect

There are three overarching types of neglect that may be experienced by children and young people (Jones, R, 2016). These are:

Passive neglect – where parents/carers are often exhausted and may be suffering from poor mental health

Signs/Indicators of passive neglect

- Chronic poverty
- Poor housing/financial difficulties
- Alcohol use
- No boundaries and no care for the children/school attendance issues/young carers
- No extended family support

Working with Families

- Creates a healthy space for structure and nurture to be established, understanding that relationships are fundamental for child development
- Identify the most pressing issues and offer support over time
- Enable the parent whilst keeping a clear focus of the impact on the children
- Early help is crucial

Chaotic neglect – where parents/carers may have neglectful and dysfunctional parenting skills

Signs/Indicators of chaotic neglect

- Parenting which is focused on the needs of the adult rather than the child in a disproportionate way and/or require the child to take on adult responsibilities
- Parenting models which perpetuate generational dysfunction and neglect
- Parents who present as being emotionally chaotic and unpredictable
 - Inadequate and/ or inappropriate support for children offered by parents regarding safety and emotional warmth

Working with Families

- High support to change intergenerational parental dysfunction
- Focus on the children and their lived experience!
- Seek to build up competency and confidence of parents but be very mindful of disguised compliance
- Appropriate parenting programmes/coaching and mentoring/intensive family support
- A well-coordinated and thorough early help response is crucial. SMART targets and a contingency plan must be included in the plan of support.
- Involvement of Early Help Coordinators, Family Support Workers and Community Social Workers
- Escalation to social care where necessary

Active neglect – deliberate and intentional Signs/Indicators of active neglect

- Emotional/mental and /or exertion of power and control
- Associated with domestic violence
- May be linked to parental jealousy of child
- Danger of escalating to abuse and violence

Working With Families

- Confront and protect – raise immediate safeguarding concerns
- May involve criminal as well as care concerns and investigations
- Focus on risk and minimisation of the risks
- Urgency and action

Child Sexual Exploitation (CSE)

The revised definition of CSE states that: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them, and/ or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the internet/ mobile phones without immediate payment or gain. In all cases, those exploiting the child/ young person have power over them by virtue of their age, gender, intellect, physical strength and/ or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/ economic and/ or emotional vulnerability.

Children in Y3 and 4 attend a showing of 'In the Net' which explores how to keep safe in an age appropriate way.

A screening toolkit will be completed if there are concerns. On completion, this will be sent the Gloucestershire MASH unit.

The Hollie Gazzard trust are working alongside GDASS to support teenagers who may have been subject to relationship abuse.

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited> www.paceuk.info Parents Against Child Exploitation.

Bullying including Cyberbullying/E-Safety

We are committed to tackling bullying. Children are taught how to deal with any issues in school. The Pupil Parliament have written and reviewed the Anti Bullying Policy and all children know how to action it. Stop Boxes are in every room for the children to report any concerns.

Through our e-safety curriculum, children are taught how to behave responsibly on line and how to seek advice if they have any concerns.

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Domestic Abuse

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate

partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, economical and/or emotional.

DSL has received training on ways in which to support those involved through agencies such as Gloucestershire Domestic Abuse Service (GDASS) and Gloucestershire's ENCOMPASS model.

www.gdass.org.uk

www.gov.uk/guidance/domestic-violence-and-abuse

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Dangerous Drug Network (County Lines)

We are aware of the risks of the so called Dangerous Drugs Network (DDN) to our children and families, particularly those seen as vulnerable due to individual circumstances e.g single parents, people who are drug or alcohol dependent. We will therefore be looking for changes such as:

- New friends that have the potential to be a bad influence
- Behaving differently or out of character
- Developed a new attitude?
- Unexplained injuries?
- Continually late to school or forgetting to do homework?
- Continually tired
- New expensive possessions such as trainers, jewellery, mobile phone or designer clothes
- Become withdrawn
- Changes at home that might make them more vulnerable

Concerns will be forward to DS Sarah Hume or the DDN helpline on the Gloucestershire Constabulary website.

Drugs

www.infobuzz.co.uk Service to support families where substance misuse has been identified.

<https://www.gov.uk/government/publications/drugs-advice-for-schools>

Nelson Trust for family support: <https://nelsontrust.com/>

Alcohol misuse <https://www.alcoholics-anonymous.org.uk/>

Narcotic anonymous <https://ukna.org/>

Fabricated or Induced Illness

For information on behaviours and motivation visit

www.nhs.uk/Conditions/fabricated-or-induced-illness

<https://www.gov.uk/government/publications/safeguarding-children-in-whomillness-is-fabricated-or-induced>

Faith Abuse

<https://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief>

Judith Knight: Diocese of Gloucester Head of Safeguarding/faith abuse.
jknight@glosdioc.org.uk

Female Genital Mutilation (FGM)

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police either through **Acting DI Jo Mecurio** or **999** if it is appropriate to do so.

<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Forced Marriage

A marriage in which one or both spouses do not (or in the case of some adults with support needs, cannot) consent to the marriage and duress involved. Duress can include physical, psychological, financial, sexual, emotional pressure.

Single point of contact for Forced Marriage in Gloucestershire: **Acting DI Jo Mecurio**

<https://www.gov.uk/guidance/forced-marriage>

Gangs and Youth Violence

Contact the Avenger Task Force at Gloucestershire Constabulary.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf

Gender-based Violence/Violence against Women and Girls (VAWG)

<https://www.gov.uk/government/policies/violence-against-women-and-girls>

Support for Trans Gender and Non Binary community <https://www.tht.org.uk/hiv-and-sexual-health/sexual-health/trans-people/resources>
Gender support lines <https://www.supportline.org.uk/problems/gender-identity/>
Sexual Health and Well Being including assault and rape support
<https://www.hopehouse.nhs.uk/>
Honour Based Violence

The police have made a high priority to help communities tackle this and hate crime.

Honour Network Helpline 0800 5999247

Mental Health

We take the mental health of our children and families seriously. We are a trauma informed school and use PACE throughout as part of our ethos. We believed that relationships are fundamental to wellbeing.

We have a dedicated ELSA room and staff member. The SENCo is a registered BACP counsellor for children and young people.

We access a variety of outside agencies to support children and their families, including: TIC+, Family Lives and CAMHS, Toucan Play Therapy, DDP and Art Therapy, Winston's Wish.

<https://www.gov.uk/government/publications/the-mental-health-strategy-forengland>

CAMHS <https://www.ghc.nhs.uk/our-teams-and-services/cyp-glos/>

Tic+ 01594 372777

Family Lives <https://www.familylives.org.uk/>

Mind <https://www.mind.org.uk/>

Young Minds Matter <https://www.ghc.nhs.uk/our-teams-and-services/cyp-glos/young-minds-matter/>

Private Fostering

A private arrangement between a child's parent and the foster parents. Children are privately fostered if they live with someone for 28 days or more, or are placed with the intention that they will stay for 28 days or more.

Private fostering applies to children under 16 years of age (or 18 if they are disabled) and doesn't include arrangements made between close relatives. A close relative is an aunt, uncle, step-parent, grandparent or sibling, but not a cousin, great aunt/uncle or a family friend.

The law requires the private foster carer to notify the Local Authority of the agreement at least 6 weeks before the arrangement or within 48 hours of the child's arrival if it is an emergency placement.

If our school becomes aware of a private fostering arrangement, we will contact the **Children and Families Helpdesk (01452 426565)** to ensure that the LA have been notified.

<http://www.gloucestershire.gov.uk/privatefostering>
<https://www.gov.uk/government/publications/children-act-1989-private-fostering>

Preventing Radicalisation (see sub-section below)

<https://www.gov.uk/government/publications/channel-guidance>

Sexting

www.ceop.police.uk

Teenage Relationship Abuse

<https://www.gov.uk/government/collections/this-is-abuse-campaign>
Hope House <https://www.hopehouse.nhs.uk/>

Trafficking

<https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance>

Local Authority Offer of Early Help

Gloucestershire has an Early Help Partnership within each locality. These are made up of representatives of services who decide the help that's needed and offer advice, guidance and support to Practitioners. These groups are supported by Families First Plus teams. To access support, a Request for Support form needs to be completed along with a Consent form from the family.

Additional services involved include the Family Information Service (access to online directory of services www.glofamiliesdirectory.org.uk).