Abbey View School Early Help Offer

This offer should be read in conjunction with other policies including the Safeguarding policy

What is Early Help?

'Early Help' is an umbrella term that describes the work of many agencies engaged with children and families (NHS, schools, learning providers, voluntary sector, police, housing providers).

Early Help is defined as providing support for 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.

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

The offer of Early Help at Abbey View School summarises our preventative measures to support the well-being and safeguarding of our students and staff. To support the positive and timely responses to arising need, we work closely with a variety of agencies including social services and social care, the police, health professionals and youth support services within Gloucestershire.

Glosfamilies directory provides a range of information and advice about the new Graduated Pathway of Early Help and support, launched in November 2016.

www.glosfamiliesdirectory.org.uk

Abbey View whole School commitment

- Students at Abbey View School complete an annual student voice questionnaire anonymously. The results highlight "well-being" student risk factors and inform curriculum development and intervention.
- All students are taught in small groups of no more than 7 students per group
- The pastoral team deliver emotional and social interventions including confidential counselling, anger management, bereavement counselling, substance misuse and self-esteem programs
- The pastoral support workers and the Principal will often provide support and advice for families
- The school operates an outreach program which supports students during school holidays
- The school curriculum may be altered to meet individual students needs
- The Student council plays an active role in shaping their school
- Staff will ensure that all students are not only heard but listened too

Support for Staff

- All staff are able to complete an annual and anonymous stress survey which helps to identify areas for support .
- All staff are encouraged to develop themselves professionally
- Whole school County-led safeguarding training every three years; statutory requirement
- Annual safeguarding update and in-year updates led by the Designated Safeguarding Lead (DSL), to raise staff awareness of statutory changes and social safeguarding threats such as gender based violence/female genital mutilation, the Prevent strategy (see below), child sexual exploitation, faith abuse, Teenage Relationship Abuse
- Whole school "Prevent" training (raising awareness of and responding to the risks of radicalisation and extremism).
- Key staff are made aware of all potentially vulnerable children, including those who are privately fostered
- Staff with specific responsibilities for any aspect of safeguarding (e.g. DSL, recruitment, mental health, counselling, life coaching, relevant aspects of the curriculum, autistic spectrum SEN, bereavement) receive training to ensure quality provision and understanding of the national agenda
- All staff have access to support, should the need arise
- Regular staff briefings are used to discuss ways to support all our students

Curriculum and responding to safeguarding threats

- We realise that supporting good mental health is essential to the well-being of staff and students. Coping with stress and understanding the outcomes of anxiety is supported by the Life Skills curriculum, and reinforced across the school
- We use the GHLL 'Pink safeguarding curriculum'
- We work closely with other agencies including MASH and Social Care as well as staff from the Teachers Advisory Service and the Educational Psychologist service
- Staying safe when using technology is supported by CEOPs learning opportunities led by the ICT and Life Skills curriculum
- A themed approach to celebration days raise student awareness of the risks of radicalisation: impact of extreme views in the context of British values
- The importance of healthy relationships is specifically supported by the Life Skills curriculum and specifically by "Give and Get" a county resource addressing the themes of respect and consent
- We host "Chelsea's Choice", a county funded drama focusing on teenage relationship abuse and child sexual exploitation
- Several external visitors visit Abbey View School throughout the year to talk about a wide range of issues related to mental health, crime, relationships, health, and keeping safe

Support for students

- All students have the opportunity to speak individually to the pastoral support workers
- All students have the opportunities to earn rewards as part of the rewards and sanctions system
- The school nurse visits fortnightly to meet with students on an individual basis
- Support for improving attendance
- Support for attending meetings with social workers etc.
- Support for attending certain medical appointments
- Access to bereavement support
- Access to emotional support
- Support when self-referring to support agencies
- Support when putting across students views to a variety of panels and core groups
- Staff are trained and will use a variety of screening tools to help support students
- We support students when they wish to refer/meet with external services. These services include: Teens in Crisis, STREET, Winston's wish, Prospects, CYPS as well as individual mentors and support workers and psychologists

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Support for Parents/Carers

- We aim to work closely with parents and carers
- The school welcomes on-going and open communication. It seeks the opinions of parents throughout the year.
- Pastoral staff are dedicated to home-school communication
- The Graduated Pathway/CAF will include liaison with parents.
- Weekly emails/text messages with students RAG scores