



RUSHEY MEAD ACADEMY

## **Early Help Policy**

## Policy Monitoring, Evaluation and Review

The policy will be promoted and implemented throughout the academy. The Academy Council will review the policy annually, unless there are significant legislative changes in the interim period.

<b>Version:</b>	1.0
<b>Date created:</b>	27/09/22
<b>Author:</b>	Head of Safeguarding and Pastoral Care
<b>Ratified by:</b>	Vicky Barwell
<b>Date ratified:</b>	05/10/2022
<b>Review date:</b>	27/09/24

### Revision History:

<b>Version:</b>	<b>Date:</b>	<b>Author:</b>	<b>Reason for Change:</b>

At Rushey Mead Academy staff are trained in recognising the signs of Child Abuse and Extremism and are committed to and know the benefits of Early Help as a way of supporting families and young people before their needs become acute and Social Care or other specialist intervention may be necessary.

The Academy has a range of robust safeguarding procedures in place which puts the safety and protection of children at the heart of any decisions. The Academy's safeguarding team is made up of the following Academy personnel:

- Designated Safeguarding Lead (DSL): Faisal Lohar
- Deputy Designated Safeguarding Leads (DDSL): Alex Furniss, Pamela Raj, David Harilal, Charanjit Kaur, Maria Jones, Marion Bullivant, Nicole Thanki, Sarah Harriman, Faisal Lohar, Meera Pithwa, Sohail Siddiq, Kasim Tariq, Fatima Jamal and Josh Price.

The DSL and all DDSLs complete inter-agency safeguarding training on a two-yearly programme. All other Academy staff complete safeguarding training on a yearly basis and are updated regularly to any changes in legislation.

### **Reporting Concerns**

If any member of the Academy suspects that a child may be at risk of harm has been harmed they will report the incident to a DSL using the Academy's safeguarding concern form. The electronic form will then be sent to the Academy safeguarding team. Staff are expected to report a concern as soon as possible through the reporting system. If a member of staff believes that a child is at risk of or has been subjected to significant harm, this must be reported immediately in person to either the Academy's DSL or one of the DDSLs, then followed up with the form.

It is Academy policy that at least one member of the safeguarding team will be on site at any one time. All concerns will be reviewed by at least two members of the team at any one time (via telephone if needed) to ensure an appropriate course of action is decided upon.

The primary aim of the Academy's Early Help system is to try to enable timely interventions with families before it gets to the stage when a child may be at risk of harm.

### **Involvement of Families**

The Academy will always involve the family in all Early Help interventions, and most will only go ahead with their permission. The Academy will aim to work with families in a supportive, non-judgemental way so that trust is built up and the best possible outcomes achieved for all involved.

There are occasions, however, when the Academy's safeguarding team or member of Academy staff believe that a child may be at immediate risk of significant harm and that informing the parents/carers of the concern may put the child at further risk. In these cases, the Academy will raise concerns with Social Care who may initiate Section 47 procedures. This will involve an immediate referral to Social Care without the parents/carer's knowledge.

### **Academy Indicators for Children or Families That May Require Early Help**

The following list provides examples of areas where, without intervention, familial relationships may break down or may lead to a child being at risk of neglect, emotional, physical or sexual harm. This also includes the risk of extremism. The Academy has no pre-prescribed criteria for supporting children and families. Each case is assessed according to needs and a bespoke programme put in place for that child and/or family. Indicators for Early Help may include:

- Poor parenting skills
- Substance/alcohol abuse
- Domestic abuse
- Child mental health
- Bereavement
- Child unaware of danger and unable to keep themselves safe both on-line and off line
- Extremist views
- Poor diet - obesity, malnutrition
- Eating disorders
- Young carer
- Breakdown in community relationships
- Adult mental health
- Changes in behaviour
- Risk of exclusion
- Sexualised behaviours
- Low income or poverty
- Breakdown in family relationships
- Isolation from family/social isolation
- Disability of a child
- Poor attendance and punctuality
- Frequent house or school moves
- Limited community integration
- Special Educational Needs and Disabilities (refer to Local and Academy offer)
- Disability of an adult
- Poor physical health
- Poor cleanliness and hygiene

For more information about Early Help please contact the school. To speak to someone outside of the Academy, contact 0116 454 5899 or email [early-help@leicester.gov.uk](mailto:early-help@leicester.gov.uk).

### Early Help at Rushey Mead Academy

Below is a non-exhaustive list of some of the ways in which we initially aim to support our families with issues that may arise. Each case is judged separately and on its own merit and responses and interventions will vary according to the family and the context. Where issues continue to be a concern, the Academy will discuss an Early Help referral with families.

<b>Attendance</b>	
What we offer	Measurable Outcomes
<ul style="list-style-type: none"> <li>• 100% attendance rewards</li> <li>• Tutor group attendance rewards</li> <li>• Attendance data monitored</li> <li>• Attendance officers' support</li> <li>• EWO (Educational Welfare Officer) statutory intervention</li> <li>• First day phone calls made to find out the reason for absence and encourage parental engagement</li> <li>• Home visits from Family Support Worker</li> <li>• Contact home when attendance falls, or a pattern is spotted</li> <li>• Meet and greets to settle students into school</li> <li>• Regular monitoring of groups</li> <li>• Attendance data shared weekly with tutors to enable student/teacher conversations</li> <li>• Monitoring of leave of absence requests which initiate a meeting to prevent future term time holidays</li> <li>• Panel meetings as part of EWO statutory intervention</li> <li>• School nurse support (where there's a medical condition)</li> <li>• Breakfast club to support punctuality</li> <li>• School therapist sessions</li> </ul>	<ul style="list-style-type: none"> <li>• Overall and individual student attendance improves.</li> <li>• Whole Academy attendance targets are met.</li> </ul>

<b>Transition</b>	
What we offer	Measurable Outcomes
<ul style="list-style-type: none"> <li>• Extra visits/induction for vulnerable students</li> <li>• Handover over of all safeguarding information</li> <li>• School nurse / Academy counsellor</li> <li>• Induction Day</li> <li>• Link between educational phases</li> <li>• Students are adequately supported upon entry</li> <li>• Advice cards</li> <li>• Specialist referrals if required e.g., SALT (Speech and Language Therapists)</li> <li>• Team around the year group</li> </ul>	<ul style="list-style-type: none"> <li>• Students needs are met during transition.</li> </ul>

<ul style="list-style-type: none"> <li>• Staff meetings between educational phases</li> <li>• Transition days</li> <li>• Visits for prospective families</li> <li>• Transitional communication with feeder schools regarding upcoming scholars</li> <li>• SEND support.</li> </ul>	
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<b>SEMH</b>	
<b>What we offer</b>	<b>Measurable Outcomes</b>
<ul style="list-style-type: none"> <li>• School therapist sessions</li> <li>• Educational Psychologist support</li> <li>• CAMHS (Children, Adolescent Mental Health Service)</li> <li>• Mindfulness tutor and character time sessions</li> <li>• PSHE mental health and wellbeing sessions</li> <li>• Inclusion key worker support</li> <li>• Advice cards to share teaching strategies that best support</li> <li>• Visual timetables</li> <li>• Time out cards to allow for reflection/reregulation</li> <li>• Daily meet and greet</li> <li>• Lego Therapy</li> <li>• Positive behaviour plans</li> <li>• School nurse referrals</li> <li>• SEMH TA support (Social Emotional and Mental Health)</li> <li>• Staff training in SEMH &amp; SEND as appropriate</li> <li>• Team teach/positive handling training</li> <li>• Specialist team support</li> <li>• Social care support</li> <li>• Parental support.</li> </ul>	<ul style="list-style-type: none"> <li>• Student progress data shows improvement</li> <li>• Reduction in number of behaviour incidents</li> <li>• Increase in students self-help skills</li> </ul>

<b>Staying safe</b>	
<b>What we offer</b>	<b>Measurable Outcomes</b>
<ul style="list-style-type: none"> <li>• Advice point via Children’s Centre</li> <li>• Anti-bullying Week</li> <li>• Assemblies</li> <li>• Trained DSLs</li> <li>• Data protection procedures</li> <li>• Early Help response</li> <li>• E-safety</li> <li>• External advice</li> <li>• Link Police Community Support Officer</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ achievement data shows improvement</li> <li>• Increase in turn-over of families accessing support</li> <li>• Welfare and neglect issues on Social Services caseload reduced</li> <li>• An increasing percentage of parental engagement.</li> </ul>

<ul style="list-style-type: none"> <li>• Monitoring of leave of absence requests</li> <li>• PEP/LAC meetings</li> <li>• PSHE curriculum (Personal Social Health Education)</li> <li>• Library Mentors</li> <li>• New starter buddies</li> <li>• Internet safety week</li> <li>• Prevent issues awareness and training on concerns around radicalisation</li> <li>• FGM (Female Genital Mutilation), CSE (Child Sexual exploitation),</li> <li>• Forced marriages awareness and training</li> <li>• Road safety</li> <li>• Safer recruitment procedures</li> <li>• Referrals to School nurse</li> <li>• Early Help referrals</li> <li>• Sex and Relationship Education</li> <li>• Support group for anxious students</li> <li>• Tracking of incidents e.g., CPOMS</li> <li>• Whole school safeguarding training.</li> </ul>	
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Supporting Families	
What we offer	Measurable Outcomes
<ul style="list-style-type: none"> <li>• Referrals to Advice Point via Children’s Centre</li> <li>• Parents’ evenings</li> <li>• Pastoral support</li> <li>• Referrals to Positive Parenting programme</li> <li>• Referrals to Living with Teenagers programme</li> <li>• SENDCo</li> <li>• SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service)</li> <li>• Signposting to charitable organisations</li> <li>• Signposting to external agencies</li> <li>• Signposting to training</li> <li>• Signposting to food banks</li> <li>• Early Help.</li> </ul>	<ul style="list-style-type: none"> <li>• Students’ achievement data shows improvement</li> <li>• Uptake of support services increases</li> <li>• An increasing percentage of parental engagement</li> </ul>

The local community	
What we offer	Measurable Outcomes

- Governors
- Link PCSO
- Links between schools – school to school support / collaboration
- Religious Visits
- Supporting charities.
- Strong working relationships with Leicestershire Police

- Families have a better understanding of the wider community