

## Offer of Early Help

Sheepscombe Primary School fully recognises its responsibility for safeguarding children and the importance of raising awareness of child protection issues. We discharge our responsibility with the attitude that ‘it could happen here’ where safeguarding is concerned. Any actions we take will be in the best interests of the child and compliant with the relevant statutory guidance.

Our aim is to help pupils and families as early as possible when issues arise: ‘the right help at the right time to stop any issues getting worse’. Early help is an approach not necessarily an action. It includes prevention education as well as intervention where necessary or appropriate. In some cases immediate urgent action might be necessary if a child or young person is at risk of immediate harm.

Safeguarding issue/risk	Early Help available
Domestic Abuse	Enlist support and advice of Community Family worker, Family practitioner with extended referral to GDASS, Access to learning mentor for pastoral and emotional support, access to social worker and partnership with Local PCSO, CYPS, and NSPCC if needed. Signpost to Gloucestershire Domestic Abuse Support Services.
Bereavement	Access to adults in school, facilitation of Winston’s wish and community family worker. School nurse and GHLL. Partnership with Care first EAP to advise on support. Links to local places of worship, if requested for support.
Eating disorders	PSHCE Curriculum and school ethos focus on healthy balanced diet. Fruit, milk and lunch consumption open to observation and discrete or specific monitoring if agreed. Vigilance by MDS, Teachers of the eating patterns of all children. Access to adults in school for pastoral support. Access to advice and guidance from School nurse, Gloucestershire healthy living GHLL. Access to advice from CYPS helpdesk if required.
Medical disorder/young carer	Support and advice from school nurse, occupational therapy team and learning mentor. Extensive number of staff paediatric first aid trained as well as specifically trained for care of diabetes, cerebral palsy, epilepsy and allergies. Pastoral Support from learning mentor. Multi-agency support – My Plan +/- EHC Plan
Disabled or have Special Educational Needs (SEND)	Specialist SENDCo responsible for the provision and inclusion of pupils. Needs led provision so that this is bespoke to each pupil. Provision to ensure access and inclusion such as visual timetables, differentiated resources and support resources. High provision of Teaching assistants in each class. Access to Advisory Teaching Services for Communication, Interaction, Hearing and Vision. Access to School nurse team, Educational Psychologist and Occupational Therapy. Graduated approach: One page profile, My Plan, My Plan +, EHC Plan.
Separation of parents	Access to adults in school for emotional support via drawing talking/SEAL social emotional aspects of learning Refer to Family Support Practitioner – possible CAF. Signpost to support agencies e.g. Family Lives, Families First. Refer to school nurse if appropriate e.g. changes in eating/sleeping patterns. Refer to CYPS if well-being/ mental health concerns.

Female Genital Mutilation	PSHEC curriculum informing children of body parts, 'safe and unsafe' areas to touch, Access to learning mentor or trusted 'confidante' in school. Access to school nurse for guidance and advice. Vigilance of attendance/medical appointment patterns. Referral to Gloucestershire Domestic Abuse Support Service – 0845 603 9035 FGM Unit :fgmenquiries@homeoffice.gsi.gov.uk
Child Sexual Exploitation and Trafficking	<p>PSHCE curriculum informing children of body parts, 'safe and unsafe' areas to touch, Access to learning mentor or trusted 'confidante' in school. Access to school nurse for guidance and advice. Vigilance of attendance/medical appointment/illness patterns. Attendance systems robust for monitoring school movers. Staff to be aware of key indicators of exploitation:</p> <ul style="list-style-type: none"> <li>• appearing with unexplained gifts or new possessions;</li> <li>• associating with other young people involved in exploitation</li> <li>• having older boyfriends or girlfriends</li> <li>• suffering from sexually transmitted infections</li> <li>• mood swings or changes in emotional wellbeing;</li> <li>• drug and alcohol misuse; and</li> <li>• displaying inappropriate sexualised behaviour</li> <li>• child going missing from school</li> </ul>
Forced marriage	<p>PSHCE curriculum explores positive relationships and emotional well-being and power of choice. Attendance systems robust to monitor requests for and actual absence. Access to learning mentor, GHLL lead teacher, School nurse for pastoral support. It is important to bear in mind:</p> <ul style="list-style-type: none"> <li>• a child under the age of 13 is not legally capable of consenting to sex (it is statutory rape) or any other type of sexual touching;</li> <li>• sexual activity with a child under 16 is also an offence;</li> <li>• it is an offence for a person to have a sexual relationship with a 16 or 17 year old if they hold a position of trust or authority in relation to them;</li> <li>• where sexual activity with a 16 or 17 year old does not result in an offence being committed, it may still result in harm, or the likelihood of harm being suffered;</li> <li>• non consensual sex is rape whatever the age of the victim; and if the victim is incapacitated through drink or drugs, or the victim or his or her family has been subject to violence or the threat of it, they cannot be considered to have given true consent and therefore offences may have been committed</li> <li>• Child sexual exploitation is therefore potentially a child protection issue for all children under the age of 18 years and not just those in a specific age group.</li> </ul>
Pupils with English as an Additional Language (EAL)	Provision to ensure access and inclusion such as visual timetables, differentiated resources and support resources. Staff trained in the provision and development of early language skills. Translation function included within website. Access to guidance and resources from WEMAS (Widden Ethnic Minority Achievement Service). Access to translators for additional languages. Access to Advisory Teaching Services.
Looked After Children Privately fostered	Adults available in school to manage pastoral support. Access to Virtual school and support from Gloucestershire Healthy Learning and Living team.

<p>Vulnerable to being bullied, or engaging in bullying <i>Peer on Peer abuse</i></p>	<p>Personal, Social, Health, Emotional and Citizenship curriculum implemented for every child. Values awards and systems to ensure that children know how to safeguard themselves. Accessible staff available for children to talk through their worries or issues. Provision through various emotional support programmes such as access to SEAL social emotional aspects of learning throughout the curriculum</p>
<p>Suffering with, or living with another with, mental health difficulties</p>	<p>Support and advice from school nurse, occupational therapy team and learning mentor. <i>Three</i> staff paediatric first aid trained as well as specifically trained for care of diabetes, cerebral palsy, epilepsy and allergies. Pastoral Support from adults in school. Refer to Family Support Practitioner.</p>
<p>Affected by parental substance misuse</p>	<p>Adults in school available to provide emotional support: 1:1 sessions, Personal Social Health Education Citizenship. Access to family worker and outreach services through Family Information Service, children’s centre and Gloucester <i>health living</i> and learning team. Referral to MASH. Screening Tool available at: <a href="http://www.gscb.org.uk">http://www.gscb.org.uk</a> Signpost to adult services - Single Point of Contact Tel- 0300 123 1512 <a href="http://www.infobuzz.co.uk/">www.infobuzz.co.uk/</a>: Info Buzz provides individual targeted support around drugs &amp; emotional health issues, development of personal &amp; social skills, and information &amp; support around substance misuse. Drugs education is covered in the school curriculum.  <a href="http://www.onyourmind.nhs.uk">www.onyourmind.nhs.uk</a> – advice on drug/alcohol misuse.</p>
<p>Vulnerable to discrimination and maltreatment on the grounds of : race, ethnicity, religion, faith, sexuality or gender identity including lesbian, gay, bisexual or transgender</p>	<p>School Equality Policy. We will not tolerate acts of discrimination. Pupils will be given opportunities to share their own particular interests, knowledge and experience with others, and these will be universally valued. E.g. circle time, speaking and listening sessions, achievement assembly, and class discussion time. Any incident of harassment or discrimination is treated seriously and follows protocol outlined within the Behaviour, <i>Anti-Bullying and Safeguarding</i> Policies.  <a href="http://www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief">www.gov.uk/government/publications/national-action-plan-to-tackle-child-abuse-linked-to-faith-or-belief</a></p>
<p>Exposed to radicalisation</p>	<p>Any concerns about a person or group should be raised with your organisation’s Prevent / Safeguarding officer, reported to the Local Police Prevent team using 101 or via the Anti- terrorist Hotline (0800 789 321)</p>
<p>Potentially at risk of honour-based violence, forced marriage, female genital mutilation</p>	<p>PSHCE (PinK) curriculum informing children of body parts, ‘safe and unsafe’ areas to touch. Access to trusted ‘confidante’ in school. Access to school nurse for guidance and advice. Vigilance of attendance/medical appointment patterns, attendance. Referral to Gloucestershire Domestic Abuse Support Service – 0845 603 9035</p>

Potentially at risk of gender-based violence	PSHCE (PinK) curriculum informing children of bullying, keeping safe. Access to a trusted 'confidante' in school. Referral to Gloucestershire Domestic Abuse Support Service – 0845 603 9035
Involved directly or indirectly in prostitution or child trafficking	PSHCE (PinK) curriculum informing children of body parts, 'safe and unsafe' areas to touch. Access to trusted 'confidante' in school. Access to school nurse for guidance and advice. Vigilance of attendance/medical appointment/illness patterns. Attendance systems robust for monitoring school movers. Staff to be aware of key indicators of exploitation: <ul style="list-style-type: none"> <li>• appearing with unexplained gifts or new possessions;</li> <li>• associating with other young people involved in exploitation</li> <li>• having older boyfriends or girlfriends</li> <li>• suffering from sexually transmitted infections</li> <li>• mood swings or changes in emotional wellbeing;</li> <li>• drug and alcohol misuse; and</li> <li>• displaying inappropriate sexualised behaviour</li> <li>• child going missing from school</li> </ul>
Asylum seekers	Support to integrate into the preferred community. Support to access translators via WEMAS (widen ethnic minority achievement service). Refer to Family Support Practitioner – <i>MyPlan</i> .
Living away from home	Adults available in school to manage pastoral support. Access to Virtual school and support from Gloucestershire Healthy Learning and Living team.
Living in temporary accommodation	Refer to Family Support Practitioner – <i>consider CAF. Support for housing, benefits, debt management.</i>
Living transient lifestyles	Adults available in school to manage pastoral support. Monitor attendance.
Living in chaotic and unsupportive home situations	Adults available in school to manage pastoral support. <i>Consider MyPlan to access parenting courses and other support agencies. Possible referral to Families First Plus/Early Help team. Team around the family meeting to assess needs.</i>
Exposed to social media and mobile abuse	Pastoral support with <i>school adult</i> . Intervention programmes Refer to Child Online and Exploitation Centre.

Subject to or exposed to Teenage Relationship Abuse	Adults in school available in school to manage pastoral support. Intervention programmes
Fabricated and induced illness (FII)	<a href="http://www.nhs.uk/Conditions/Fabricated-or-induced-illness">http://www.nhs.uk/Conditions/Fabricated-or-induced-illness</a> for information on behaviours and motivation behind FII. Any professionals suspecting FII must involve the Police, Social Services and follow the child protection procedures outlined in this policy.

Guidance on a range of issues can be found at:

<http://www.gscb.org.uk/article/111301/Home-Page>

[www.glosfamiliesdirectory.org.uk](http://www.glosfamiliesdirectory.org.uk)