

Early Help Offer 2023

Roles and Responsibilities

Ben Burpitt
Principal
Designated Safeguarding Lead
Safeguarding
Recruitment
Harmful Sexual Behaviour
Harassment & Discrimination
Allegations Against Staff
Staff Conduct
Prevent
Racist Incidents
FGM
Curriculum

James Wharin
Vice Principal
Deputy DSL
Attendance
Behaviour
Work Placements
E-Safety

Kirsten Holland
Assistant Principal
SENDCO
Deputy DSL
Transition
SEND
Medical
Positive Handling

Jill Hurst
Family Support
Worker
Deputy DSL
Pastoral
Liquid Logic
LAC

Maryam Danesh
ELSA
Deputy DSL
Mental
Health/Wellbeing

Zainab Meman
Deputy DSL
Attendance
Educational Visits

Roshni Pattni
Phase 1 Leader
Deputy DSL
Pastoral
EYFS

Emma Matthews
Academy Manager
Single Central Record
DBS

Cathy Brown
Academy Councillor
Safeguarding

Karla Hussey
Academy Councillor
SEND

Emily Harris- Wakelam
Academy Councillor
Mental Health

Verity Reid
Phase 2 Leader
Deputy DSL
Pastoral
Drugs & Substance
Misuse

Tasleem Sattar
Phase 3 Leader
Deputy DSL
Pastoral
Drugs & Substance
Misuse

Kris Robinson
Site Manager
Deputy DSL
Health and Safety

Sheena Adatia
Phase 4 Leader
Deputy DSL
Pastoral
Health

Removing Barriers Team



We have a Removing Barriers Team that meets regularly. The people in the team are:

- Ben Burpitt – Principal (safeguarding)
- James Wharin – Vice Principal (attendance) (behaviour)
- Kirsten Holland – Assistant Principal SENDCo (SEND)
- Jill Hurst – Family Support Worker (pastoral)
- Maryam Danesh – Emotional Literacy Support Assistant (Mental Health & Wellbeing)
- Zainab Meman – Attendance Officer (attendance)

North Mead's Removing Barriers team, have the responsibility for our Early Help Offer and coordinating it. They are all trained in safeguarding and have a good understanding regarding the appropriate response to concerns about a child. They are:

- familiar with North Mead Primary Academy's Early Help Offer
- familiar with the Leicester, Leicestershire & Rutland Thresholds and Pathways Document.
- familiar with the SC Referral Process/EHA Referral Process and Early Help Hub arrangements.
- able to access bespoke support to improve their understanding of the EHA aims and principles.
- part of the team around the family.
- Jill Hurst is trained for using Liquid Logic.

The Liquid Logic Early Help Module (LLEHM) is an electronic case recording system for Early Help Assessments, which will enable them to:

- See if pupils within the school have previously received or are currently receiving support via Leicester City Council's Children Centres and Family Support Service
- Track EHA requests and outcomes of cases that have been to the Partnership Hub

At North Mead Primary Academy, pupils, parents/carers and staff know how to access Early Help support within school through contacting one of the Removing Barriers Team members.

Our Removing Barriers Team, can support our families with:

- behaviour support with boundaries and routines
- debts, benefits, and housing
- help with completing forms
- relationships and family conflicts
- attendance
- transition and school places
- keeping children safe outside of school
- medical needs
- making and attending appointments
- home visits or drop-in sessions at school
- housing applications – letter of support
- Signposting to external agencies
- charity funding subsidised with food banks

At North Mead, staff are trained in recognising the signs of Child Abuse and Extremism and are committed to and know the benefit 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.

All school staff complete safeguarding training on a yearly basis and are updated regularly to any changes in legislation.

Reporting Concerns

If any member of school suspects that a child may be at risk of harm or who has been harmed, they will report the incident through contacting the DSL or a DDSL and recording the incident on CPOMs (see CPOMs protocol). Staff are expected to report a concern as soon as possible. If a member of staff believes that a child is at risk of or has been subjected to significant harm then this must be reported immediately in person to either the school's DSL or one of the DDSLs.

It is school policy that at least two members of the safeguarding team will be on site at any one time. This enables all concerns to be reviewed by at least two members of the team at any one time and an appropriate course of action decided upon.

The primary aim of the school's Early Help systems is to try to intervene early with families before it gets to the stage when a child may be at risk of harm.

Involvement of Families

The school will always involve the family in Early Help strategies, and most will only be put in place with their permission. The school will aim to work with families in a supportive, non-judgemental way so that trust is built up and the best possible outcomes achieved.

There are occasions, however, when the school's safeguarding team or member of school staff may believe that a child may be at immediate risk of significant harm and that by informing the parents/carers of the concern may put the child at further risk. In these cases, the school will implement section 47 procedures. This will involve an immediate referral to social care without the parents/carers knowledge.

School Indicators for Children or Families That May Require Early Help

The following list provides examples of areas where, without intervention a family may break down or a child may be put a risk of neglect, emotional, physical, or sexual harm. This also includes the risk of extremism. The school 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:

Low parenting skills	Domestic abuse	Bereavement
Poor diet – obesity, malnourished	Breakdown in community relationships	Poor attendance and punctuality
Low income or poverty	Special Educational Needs	Changes in behaviour
Transport	Child mental health	Poor behaviour and risk of exclusion
Limited community integration	Isolation	Child unaware of how to keep themselves safe online
Young carer	Adult mental health	Child unaware of danger and how to keep themselves safe
Substance/alcohol abuse	Disability of a child	Child demonstrates sexualised behaviours
Breakdown in family relationships	Disability of an adult	Frequent house or school moves
Extremist views	Involved in anti-social or criminal activity	At risk of modern slavery, trafficking, or exploitation
Frequently goes missing from care of from home	Is associated with gangs	Has returned home to their family from care
Is privately fostered		

Following the identification of a family who may require Early Help the school will seek to gain consent from the family to engage with the services who may be best placed to support them. This will most likely involve support from the Local Early Help support team who will work with the school to assess the needs of the family and to complete an assessment this may also include a Team Around the Family (TAF) meeting and the creation of a family plan.

The levels of needs for each family are assessed on an individual basis and different levels of services can be accessed as a result.

Attendance

Our measure outcome target:

- We aim for pupil attendance to be in line with 96% or above
- Reduction in number of PA (Persistent Absence)
- Reduction in number of leave of absence requests
- Reduction in number of penalty notices issues
- Lateness data is improving
- Whole school attendance data shows a positive trend

Our Universal Offer:

- Full time Attendance Officer
- Weekly class attendance awards
- Attendance data monitored by Attendance Officer including weekly monitoring individuals
- Targeted letters home for children close to being classed as a persistent absentee as well as termly letters being sent to parents whose children's attendance has dipped below 95%.
- Fortnightly meetings and weekly contact with the EWO (Educational Welfare Officer)
- 1:1 support by Family Support Worker/Attendance Officer
- First day calling by 10am
- Unannounced home visits where parental contact cannot be sought.
- If a child is absent for 3 days in a row, then a home visit will take place
- Free breakfast club available to all from 8am
- Support with transport to and from school in emergency circumstances
- Meet and greet for all children on the playground
- Term time holidays unauthorised
- Attendance Officer part of removing barriers team
- Parents are challenged about lateness if their child gets to school after 9am.

Our Targeted Support (if needed):

- 1:1 support from Educational Welfare Officer and the Attendance Officer.
- Wrap around care place given inclusive of breakfast and after school clubs
- Opportunities for 1:1 meet and greets
- Personalised rewards linked to attendance.
- 1:1 support for school and housing applications where this is affecting attendance
- Support with providing uniform
- Support families with accessing wider services such as food banks.
- Support families with medical appointments and needs.
- Provide transport when there is a high need for it.
- Refer and support families with accessing Early Help from social services.
- Support families with creating healthy routines at home.

Transition

Our measure outcome target:

- Parents successful in applying for school places
- Families are supported with appeals
- Family needs are met whilst awaiting placements

<ul style="list-style-type: none"> • School numbers on roll are consistently high
<p>Our Universal Offer:</p> <ul style="list-style-type: none"> • In school transition arrangements for children moving to the next year include opportunities to meet their new teacher and for parents to ask any questions • Meet and greet in school with EYFS teacher for new pupils. • Visits from EYFS staff to early years settings prior to starting in Reception • Mid-year transitions to school include meet and greet with class teacher • Year 6 transition visits • Professional handover by Year 6 teachers and family support worker to feeder secondary schools • Visits for prospective parents welcomed video of school life available on website • Admission packs with all relevant information given out and support with completing forms available (translation available) • Support for online application for parents • Text messages, letters and/or email reminders of key dates and actions needed to be taken by parents.
<p>Our Targeted Support (if needed):</p> <ul style="list-style-type: none"> • Transition books made for children with SEND and/or other vulnerabilities • Induction meetings are translated where needed • Additional transition visits where needed, including observations in the primary setting • EYST involvement (Early Years Support Team) • Children with EHCPs to have early review meetings to facilitate smooth transition • Key worker link between educational phases • Supported visits to new school with a member of staff • Identifying specific needs and creating a personalised action plan for transition. • Primary and secondary SENDCo meetings regarding year 6 transition • Quick and efficient transfer of safeguarding records via CPOMS where possible

Social, Emotional and Mental Health

<p>Our measure outcome target:</p> <ul style="list-style-type: none"> • Pupil learning data shows improvement • Reduction in number of safeguarding disclosures over time • Reduction in number of high / low level behaviour incidents • Reduction in fixed term exclusions
<ul style="list-style-type: none"> • Our Universal Offer: • Bespoke curriculum and PSHCE scheme responds to local need • Consistent behaviour approach in place, including personalised plans for 'Plan B children' • Behaviour policy based on forming good relationships • Communication with parents well established and positive • 'Team Tactics' learning behaviour approach • All teaching team have Team Teach training, which includes de-escalation • Lunch clubs support available • Sports coach (inclusive sports leading to achievements for a wide range of students) • Whole staff training in Adverse Childhood Experiences, attachment and early trauma • Staff trained in Children's Mental Health First Aid • Regular use of Impact Ed emotional health and wellbeing data
<p>Our Targeted Support (if needed):</p> <ul style="list-style-type: none"> • Signposting and referral to CAMHS • (Children, Adolescent Mental Health Service) Personalised plans for children in place where needed • Access to the TMET Interventions Team • Supporting TAs to work with highly complex children • Referral to Laura centre

Staying Safe

Our measure outcome target:

- Reduction in reportable accidents
- Reduction in notable behaviour incidents
- Increase in turn-over of families accessing Social Services/Family Support
- All pupils and parents have signed acceptable user policy
- Increasing number of parents signed up to and using Class Dojo
- An up-to-date rolling programme of CPD (Continued Professional Development) in relation to Safeguarding / Training for all staff (2 years – DSP and annual for all staff)

Our Universal Offer:

- School newsletter, website, Class Dojo & social media used to communicate messages and updates
- DSLs clearly displayed around the school, information about reporting concerns is on staff and visitor lanyards
- Staff monitor gates and parking, crossing patrol in place at the front of school
- DSL of the day – identified DSL in charge of lunchtime behaviour duty and any end of the day worries or difficulties
- Fire safety talks
- Relevant policies and procedures in place
- Anti-bullying curriculum
- Assemblies
- Risk Assessments, EVC (Educational Visits Coordinator)
- Access to DAS (Duty and advice Service)
- Online safety curriculum
- Bespoke PHSCE curriculum adapted to Local Risk (Personal Health Social and Citizenship Economic Education), focused on developing children's understanding of risks
- Primary Leadership Team
- Prevent curriculum in year 5&6
- Tracking of incidents with CPOMS
- Annual whole school safeguarding training, weekly briefings and regular quizzes
- Health and Safety walks, Trust support and audit
- Identified Adult Mental Health First Aider within School
- Recruitment follows Safer Recruitment Protocols

Our Targeted Support (if needed):

- E-safety – support with setting privacy notices and/or concerns via social media.
- Personalised contact with the Police Community Support Officer and fire brigade
- NHS healthy living
- Buddy/mentoring arrangements
- School nurse referrals
- LAC meetings

Supporting Families

Our measure outcome target:

- Pupil learning data shows improvement
- Uptake of support services increases
- Attendance is in line with national targets
- Parents' meeting attendance is at least 98%
- Class Dojo engagement is high

Our Universal Offer:

- Class Dojo for tips, advice, guidance and memos – translatable in one click
- School Comms for communication and meal payments
- Open door policy
- Senior leaders accessible on the playground every morning and after school

- Curriculum days / evenings
- Support for form completion including financial support and housing
- Translation support available
- Home visits where needed
- Parents evenings and meetings
- Signposting to external agencies and training
- Free wrap around care inclusive of breakfast and after school clubs
- Support with accessing Food Bank and uniform support
- Working in Partnership with “Leicester Children’s Holidays”

Our Targeted Support (if needed):

- SENDCo advice
- Bereavement counselling
- Family link / support worker (available at parents’ evenings or drop ins)
- SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service)
- Local NHS text messaging service (9am – 5pm, Monday to Friday, response within 24 hours) providing confidential advice.
- Signposting to charities

The Local Community

Our measure outcome target:

- Families have a better understanding of the wider community
- Reduction in the percentage of Anti-Social Behaviour incidents
- Reduction in Police call outs / ASBOs
- Racist incidents rare
- Pupils show respect for and understanding of people from different backgrounds and faiths

Our Universal Offer:

- Liaison with Community Support Police Officers
- Visits to and liaison with local religious leaders and places of worship
- Collaboration with The Mead Education Trust family of schools
- Supporting charities and initiatives such as Cancer Research Race for Life, Children in Need, Save the Children, Help the Homeless, Open Hands
- Class link with local care home
- Visits planned from local inspirational community members
- Visits to and visitors from Leicester University
- Curriculum based on trips and visits, many of which are in the locality (e.g., Bosworth Battlefield, Richard III centre, Y theatre, Curve Theatre, Warning Zone, etc.)

Our Targeted Support (if needed):

- Personalised work with community support police officers
- TMET Intervention team visits to local areas to develop confidence, character, and wellbeing (reducing risk of exclusion)

The Curriculum

Our measure outcome target:

- Continue reduction in notable behaviour incidents
- Pupils are increasing their awareness of risk management
- Pupil learning data across the curriculum shows improvement, gaps in the attainment and achievement of vulnerable groups are narrowed.

Our Universal Offer:

- Bespoke PHSCE curriculum adapted to Local Risk (Personal Health Social and Citizenship Economic Education), focused on developing children’s understanding of risks

- #NorthMeadFantasticFifty enables free access to trips and enrichment for all families, and underpins the immersive curriculum
- Assemblies
- 6Rs Learning Behaviours Approach (underpinned by character muscles)
- Theme weeks e.g., Anti-bullying week
- Focus on healthy lifestyles through Daily Boost, PE and Inter Trust sporting competitions and opportunities

Our Targeted Support (if needed):

- a Group or 1:1 interventions
- School nurse
- Signposting to external agencies and community support services
- Bespoke curriculum
- opportunities, e.g., knife crime awareness for y5&6

SEND and Medical

Our measure outcome target:

a

Our Universal Offer:

a

Our Targeted Support (if needed):

a

Community - Child or family need extra support

Police	Midwife	LA SEND Teams
Police Community Support Officers (PCSOs)	School Nurse	Churches and Religious Leaders
GP	District Council	Housing Association
Health Visitor	Food Bank	Landlords
Young Carers	Citizens Advice Bureau	Job Centre
Interpreter	Communication with Previous Settings	

Specific - Child or family need specialist support

Social Care	Parenting Courses	Paediatrician
Counselling	Play Therapy	Art Therapy
1:1 Therapy from specialist therapists	Children and Young People's Services (CYPS)	Physiotherapist
Occupational Therapist	Education Psychologist	Bereavement Care
The Samaritans	NSPCC	Channel Programme

Acute - Child or family need a high level of support to prevent harm

Child Protection	Child in Need	Courts – Care Proceedings
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