

Early Help Offer – supplementary guidance From September 2020

“Providing early help is more effective in promoting the welfare of children than reacting later. Early help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years. Early help can also prevent further problems arising; for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging parental mental health issues or drug and alcohol misuse.

- *Effective early help relies upon local organisations and agencies working together to:*
- *identify children and families who would benefit from early help*
- *undertake an assessment of the need for early help*
- *provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve the outcomes for the child (Working Together 2018)*

Healthy School Status:

Chosen Hill School is a designated Healthy School and as such works closely in the implementation of the early help priorities set out in the programme for Healthy lifestyles. Progress against the criteria are reviewed annually using the online recording tool.

Pastoral Support Roles, Structures and Systems

The school employs a strong and well-coordinated pastoral team that identifies, supports and responds to the needs of each individual child in the school. Overall pastoral provision is directed through the Pastoral Leadership Team, including the Senior Progress Coordinators and Year Lead Progress Coordinator and overseen by the Deputy Headteacher – Pastoral.

The school’s pastoral organisation is based upon year groups 7-13. Within each year there are 8 Learning Mentor groups in Year 7 and 10 in Year 8-11. The Year Lead Progress Coordinator oversees the welfare and behaviour of all students within the year supported by each Learning mentor.

Year Lead Progress Coordinator tasks include:

- Liaising and communicating with parents/carers and outside agencies regarding student needs;
- Referral to external agencies and multi-agency cooperation and working to support students with needs that cannot be met solely from within the school;
- Managing closely vulnerable and challenging students with support from SLT, Senior Progress Coordinators and the Inclusion Manager;
- Supporting individual students by:
 - tracking the student’s behaviour / achievement;
 - meeting with parents and students to solve problems which interfere with their learning;
 - monitoring student attendance and punctuality;
 - consistently implementing, upholding and supporting the school’s positive behaviour and Inclusion policy.

Learning Mentor role

The Learning Mentor is the first point of contact for each student in their Learning Mentor Group and the first point of contact for a parent to raise any concerns they may have about any aspect of their child’s education and wellbeing. The Learning Mentor Group should be a secure happy place with a different teacher-student dynamic compared to lessons, and actively contributes towards student’s learning, personal development and wellbeing.

The Learning Mentor's key tasks include:

- Registering students promptly to support attendance monitoring;
- Attending pastoral briefings each Monday morning between 8.15 and 8.25am to ensure they are fully informed about all matters impacting their mentees;
- Informing students of any messages on VLE/SIMS relevant to the day and/or individual students in the Learning Mentor group;
- Regular communication with parents/carers of their mentees for both important information regarding a student's circumstances and negative events to ensure Learning Mentors are in possession of current knowledge about mentees in their care;
- Checking and signing planners weekly and follow up on any issues that arise with parents and/or teaching or support staff;
- Engaging with Behaviour for Learning conversations with mentees weekly using the SIMS behaviour data sheets provided to support conversations and to make an early diagnosis of emerging issues;
- Working knowledge of the named target group students in their Learning Mentor Group, including SEN, EAL, FSM/pupil premium, CIC, AIC, Hub students at first line review of the school's provision to meet these students' needs;
- Supporting the pastoral development of each mentee and refer any concerns appropriately and when appropriate to more senior pastoral staff;
- Ensuring that all mentees in their care conform to whole school expectations regarding punctuality, uniform and readiness to learn (Magnificent 7);
- Undertaking pastoral reviews with their mentees and Learning Conversations with identified "Disadvantaged" students and parents/carers in line with the whole school protocols.

Nurture Group and Boxhall Profile

A small number of students attend a Nurture group as part of their Learning Mentor time. The Nurture group assesses learning, social and emotional needs and give the necessary help to remove the barriers to learning. There is a greater emphasis on language development and communication. The Boxhall profile is a diagnostic tool for students with additional needs. Staff support a student by completing a detailed questionnaire. This produces data for a student and the additional support required through exemplar targets. The Boxhall profile will help measure improvements around SEMH to help students be safer and more confident.

Sixth Form Learning Mentor Arrangements

The Sixth Form is organised into 10 vertical Learning Mentor groups containing both Year 12 and Year 13 students. This arrangement facilitates supportive peer mentoring between students in the lower and upper sixth. The Sixth Form Learning Mentor structure aims to:

- To support the holistic development and academic progress of the students in the Learning Mentor group by utilising and monitoring strategies which encourage students to achieve their individual potential;
- To facilitate and support peer mentoring processes within a vertical Sixth Form Learning Mentor group;
- To contribute to Transition support with involvement in Induction of new students in Year 12, information evenings for parents and preparation for H.E.
- To contribute to raising standards of student attainment, tracking student progress and using information to inform progress review meetings;

- To use A Level Mindset materials effectively (Vision, Effort, Systems, Practise, Attitude) to support all students, specifically those identified as cause for concern on Level 1/2 Not yet On Track;
- To register students and encourage their full attendance at all lessons and their participation in other aspects of school life. the Learning Mentor group;
- To foster high expectations, routines and community spirit supporting Sixth Form student leaders in whole school engagement;
- To emphasise the distinctive qualities of Post 16 expectations of motivation, conduct and work ethic balanced with responsibility.

The Sixth Form Learning Mentor is a key person in the pastoral and academic life of the student. They provide a supportive, nurturing environment where students can question and develop their ideas in a comfortable forum. They are the students' advocate and academic conscience. They monitor and practice early intervention on attendance concerns, poor uniform or other indication of low standards of preparation.

Key Stage 5 Futures Lead

The KS5 Futures Lead is a non-teaching staff member who provides further early support to students through:

- Coordination of the UCAS process including mapping relevant CPSHE programme, Introduction, skills development, IAG, application and reference processes;
- Supporting subject staff in the writing of appropriate subject references and Learning Mentors in support for students' personal statements and pastoral references;
- Lead parents information on HE/UCAS;
- Liaise with outside providers regarding raising aspirations at (KS3/4) and 5;
- Support Year 11 into 12 recruitment and induction arrangements;
- Conduct focus and support meetings for students struggling with progression.

Directed Study Supervisor

- To ensure a constructive and purposeful use of the Sixth Form students' non-contact Directed Study time, encouraging and supporting independent learning;
- Monitoring use of Quiet room, USR/LSR and using impero to monitor remote computer use.
- Building a positive relationship with groups and individuals to better facilitate consistently high standards in use of study facilities and time;
- To support the monitoring of the Year 12 and 13 watch list of NyOT Level 1-3 and vulnerable students making sure these students are in additional study periods as required by their context;
- To liaise with Sixth Form LMs and Assistant Director of Sixth Form regarding student referrals for additional or specialist support;
- To assist KS5 Administrator in attendance monitoring, completing study registers, monitoring Live Register and identifying absentees who are not using the biometric system accurately;
- To liaise with subject staff and using tools such as Show My Homework, VLE and specialist folders to support subject specific tasks including running and administrative organisation of work and logistics for Exam Hours;
- To contribute to the culture of independent learning through small interventions, positive relationships and leading on aspects of induction and on-going study skills support including use of display space to encourage engagement and aspiration;

- To oversee daily room changes and staff absence information for students, updating the information board and Live Register accordingly.

The Inclusion Team (SEND)

At Chosen Hill the Inclusion Team have an important role in providing early help. All of the Inclusion Team including the Inclusion Manager, and Learning Assistants have a shared responsibility in supporting students both inside and outside the classroom and concerns are communicated to the designated safeguarding lead when appropriate. Working alongside the Inclusion Team within the Hub are the school nurse, the Student and Families Welfare Officer and Education Welfare Officer and other students support services.

Provision in The Hub includes:

- Staff available for students to talk to;
- A safe space for vulnerable students or students who are experiencing social or emotional difficulty;
- A Chill room for students who need time out;
- Conversations to promote behaviour modification;
- 1:1 Mentoring;
- Group work on social skills;
- Mindfulness Tutorials;
- Team Around the Child (TAC) meetings;
- Attendance at LAC meetings;
- CYPS referrals;
- Referrals to outside agencies such as Teens in Crisis and Winston's Wish;
- Contact with professionals helpline for advice;
- Liaison with families.

Inclusion Support Room and Behaviour Lead Officer (BLO) Role and Provision

The school has developed a specialist inclusion support room at the school to support students with social, emotional, mental health and behavioural issues. This provision is staffed by an experienced Behaviour Lead Officer and Teaching Assistant who support both behaviour modification and SEMH and to enable students to access their curriculum and enter and maintain their education within mainstream classrooms at the school.

Careers Lead

The school provides a dedicated Careers lead. The Careers Lead provides access to external independent careers guidance, careers education as part of the CPSHE programme and close monitoring of student destinations as well as co-ordinating work experience for Year 10.

The key tasks of the Careers Lead are:

- To prepare and develop schemes of learning for delivery of 'careers' education for KS3 and KS4 and work with the Head of CPSHE to facilitate delivery;
- To provide a coherent and cohesive 14-19 Careers education, guidance and information service which is up to date, timely and is fit for purpose;
- To review careers interview processes and ensure staff are up to date;
- To support the KS5 Futures Lead, supporting the UCAS and destinations decisions of young people in the Sixth Form.

CPSHE

The CPSHE curriculum has been mapped to the Gloucestershire Healthy Living and Learning Pink Curriculum. Every two years, students in years 8,10, and 12 undertake the Gloucestershire Online Pupil survey (OPS). Changes may be made to curriculum provision or additional off-timetable events may be put in place to address issues raised or help foreground learning for students in a high impact way.

Examples of such provision have included:

- Chelsea's Choice Theatre visit;
- Internet safety concert;
- Drugs Awareness concert;
- Honda School of Dreams workshop to raise aspiration;
- Participation in the GCHQ Enterprise Competition;
- Cross curricular Ice Cream project;
- Gay Glos visits to Y9 – Tackling Homophobia lessons;
- Use of the GHLL 'Give and Get' resource;
- Use of the GHLL resource 'Beyond Fed Up'.

In Year 10 there are targeted programmes on:

- Consent;
- Teenage relationship abuse;
- Financial awareness;
- Global politics (tackling extremism);
- Employability.

The school has registered as an 'early adopter' of the Department of Education new PSHE education requirements relating to Health Education, Relationships Education and Relationships and Sex Education (RSE).

Prevent Strategy and responses to the threat of radicalisation:

All staff are trained in identifying the signs of radicalisation and the school has clear protocols for staff roles and responsibilities in this duty. Staff receive annual update training in the school's continuous professional development programme.

CSE Screening Tool

Appropriate staff are trained in the use of the CSE Screening Tool to identify and respond appropriately to students at risk of Child Sexual Exploitation.

Mental Health Triage

Students with identified Mental Health or Wellbeing concerns are triaged through an assessment tool. This identifies a level of need and the school can respond with appropriate support and interventions.

Counselling and Mental Health First Aid

The school employs a Counsellor to work with young people and liaise with parents as appropriate. The counsellor works with a range of acute concerns (Level of Need – 4). In addition, there are trained staff in school to provide Mental Health First Aid (Level of Need 2/3).

External Agency Support

The school access a range of external agency support that offer anger management group and individual sessions; self-harm group and individual sessions; cognitive behavioural therapy and art therapy as examples.

Mental Health “Young Minds Matters – Gloucestershire”

Supported by NHS England, Gloucestershire is taking part in the “Young Minds Matters – Gloucestershire” (previously “Trailblazer”) pilot and Chosen Hill is one of the early adopter participating schools. The Educational Mental Health Practitioners (EMHPs) for this pilot are based at Chosen Hill School.

The pilot aims to establish new Mental Health Support Teams (MHSTs) – to develop models of early intervention on mild to moderate mental health issues, such as depression, anxiety, phobias, exam stress, behavioural difficulties or friendship issues, as well as providing support and training for staff within the school. The team will act as a link with local children and young people’s mental health services.

Mental Health Champion Award

The school has gained recognition for the Mental Health support and provision in school through the accredited GHLL Mental Health Champion Award. The majority of staff in school have received Mental Health First Aid (Light) training in September 2018. Key Pastoral staff have completed the Level 2 Mental First Aid training.

Mental Wellbeing School Web Pages

There is comprehensive material about Mental Wellbeing on the school website with information and support in areas such as the Mental Health Continuum – Recognising The Signs, 5 Steps To Mental Wellbeing, Looking After Your Mental Health and COVID-19: Information And Support.

Staff Training:

Staff in appropriate roles within the school undertake training and maintain their expertise through regular professional development alongside the compulsory safeguarding Children Level 2 and Level 3 courses and training and set up of My Plan, My Plan Plus and EHCP. These include:

- Mental Health First Aid;
- Neglect;
- CSE;
- Prevent.

Supervision of Staff Working with Vulnerable Students

A trained counsellor provides clinical supervision for all members of staff with specific safeguarding responsibilities as well as support and supervision as required when staff beyond this team require it. Support staff also participated in peer supervision sessions through GSCB Early Help Team.

First Aid

We employ a full time First-Aider for both staff and students. A team of first-aiders oversee the vaccination programmes.

A School Nurse comes in each Thursday for a lunch-time drop-in.

Information and Guidance Provided to Staff:

Within the school continuous professional development programme and available on the school VLE are information and guidance protocols for staff on awareness and responding to any issues arising around Female Genital Mutilation.

Information and Guidance to Parents:

A comprehensive bank of information and guidance documents are available to parents via the parent portal on the school's VLE, on topics including:

- Advice to Parents and Carers - Prevent Duty;
- Prevent Strategy - What it is;
- Safer working practice;
- Safeguarding policy ;
- SRE Policy;
- Copy with Self-Harm.

JB September 2020