

Clarendon Junior School Early Help Offer

Clarendon Junior School recognises its legal and moral duty to promote the well-being of children and keep them safe. We have robust safeguarding policies in place which are adhered to by the whole school community. Our trauma informed approach supports in our mission to ensure that all children feel safe, happy and valued, thus providing them with the best opportunities to learn.

As a school, we recognise the unique dynamic that serving the families of our Armed Forces creates. We acknowledge the extra stress and strain that Forces families may face. A large part of the safeguarding work we do at Clarendon is through Early Help. We create a team around the family to provide support as soon as a problem emerges. It is a supportive and non-judgemental process designed to provide appropriate early intervention as soon as a child and their family need it.

Statutory guidance in the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates. Early help services can be delivered to parents, children or whole families, but our focus is always to improve outcomes for the child. Early help can be offered:

- So that problems don't arise in the first place (prevention)
- So that problems are dealt with early (early intervention)
- So that we support children, young people and their families when they are more vulnerable and have more complex or longer lasting needs

Providing timely support is vital because addressing a child or family's needs early on can reduce risk factors and increase protective factors in a child's life. At Clarendon we offer a wide range of Early Help, much of which is carefully tailored to support the specific challenges faced by Forces families. During a child's time at our school, many of the children and their families will access and benefit from some form of early help.

Recognising

At Clarendon Junior School we know our children and families well and are vigilant to any small changes in children's mood, demeanour or behaviour. We monitor our children's wellbeing closely and are aware of those who may be more likely to need early help. We are also alert to the following signs which may suggest that early help is required such as:

- displaying disruptive or anti-social behaviour
- being bullied or bullying others
- having poor attendance at school
- a change or regression in their academic attainment
- having poor general health
- having anxiety, depression or other mental health issues
- verbalising that they are experiencing difficulties at home

We also have a number of ways that our children can share their worries and concerns with us to help us identify those who need early help. These include:

- safeguarding welfare concerns reported promptly and reviewed the same day by a DSL
- worry boxes etc in classrooms
- pupil voice and pupil surveys
- teacher and teacher assistant observations
- An experienced pastoral team who provide a safe space
- A dedicated SEMH Lead and SENCO experienced in identifying SEN and emotional needs
- An open-door policy for staff and parents to discuss concerns with a Senior member of staff
- Attendance monitoring and procedures

Responding

We have a range of early interventions that can be swiftly put in place. For example:

- Emotional support sessions from one of our Pastoral Team
- Time to Talk counselling therapy
- Play therapy
- Use of our emotional wellbeing rooms
- Calming and reflection areas in classrooms
- Alternative and structured break or lunchtimes, including access to our lunch-bunch club
- Access to planned interventions such as Little Troopers or Lego therapy
- Extra adult and 1:1 support with a focus on building positive safe relationships
- Learning support – phonics, reading or maths interventions for example
- In house parent Support Advice from our Pastoral Team Lead

If we feel that a child or family would benefit from more structured early help, we will always get in touch with parents and discuss next steps. Working together with parents is the most important part of ensuring that early help is successful. If we feel that early help might be useful, parents will be invited to a meeting with one or more members of our Senior Team. This could include the Executive Head, Head of School, SENCO, Pastoral Team Lead or the Mental Health Lead. At that initial meeting, we may discuss starting an Early Support Assessment (ESA).

An ESA is a supportive process which involves:

- Gathering information from the child, family and anyone working with them
- Completing the ESA form to identify the child's needs and what is working well
- Working together with professionals to agree an action plan
- Meeting regularly to review the process and record any progress made
- Referring to other professionals and services to support where necessary

The ESA process may also be used as a way to refer parents to or signpost them towards other forms of support through external agencies such as:

- Triple P and Time Out parenting courses
- Trussell Trust Foodbanks
- Five to Thrive and additional services through Spurgeons
- Barnados
- Young Carers
- Educational Psychologist
- Educational Welfare Officer
- Child and Adolescent Mental Health Services (CAMHS)

The ESA process also enables families to be supported by a number of different professionals which can include midwifery, health visitors, school nurses, army welfare, housing and so on. This means professionals can work together to support families and meet the needs of all family members within one process.