

What is the early help offer?

"Providing early help is more effective in promoting the welfare of children than reacting later." Working together to safeguard children 2015 DfE

The term Early Help is used to describe universal help that is offered to the entire student body to prevent problems developing and targeted help that is offered to particular children, young people and families with existing risk factors, vulnerabilities or acknowledged additional needs in order to protect them from developing problems or to reduce the severity of problems that have started to emerge.

Universal Early help

Staff recruitment

- The school has a complete up to date single central record ensuring all appropriate and necessary safeguarding checks have been undertaken for all adults within the school
- Recruitment and selection processes are designed with Safer Recruitment in mind. There is at least one member of all interview panels trained appropriately.
- There is a full induction process for all staff covering safeguarding of young people

Staff training and awareness

- All staff have read Keeping Children Safe in education part 1
- All staff have undertaken safeguarding training (educare module "Child Protection Awareness in Education)
- All staff have access to SHS safeguarding FAQs and SHS Prevent FAQs
- DSL (designated safeguarding lead) and deputy DSL have undertaken full safeguarding training

Culture of vigilance

- All staff adopt the approach of "*It could happen here*" and understand the significance of the one chance rule
- All staff retain responsibility for making Stroud High School a safe environment
- All staff know the signs of abuse and what to look for
- All staff know how to make a referral to Children's Social Care
- All staff can identify children in need of extra help or at risk of significant harm
- All staff understand their responsibilities in terms of safeguarding and know to challenge the DSL if necessary
- Whistleblowing policy makes it clear that knowing and not reporting any safeguarding concerns is a disciplinary matter
- Allegations Management procedures are clear and known to all staff

Specific Areas of Concern:

Internet Safety

- E-Safety mark awarded 2011 and 2014
- SWGfL 360° review 2014 (see below)
- Individually passworded staff proxy to get through filtering service for teachers continually monitored by SWGfL for inappropriate use can identify machine, room, user, date and time
- Acceptable use agreements signed every year, staff, students, governors
- Securus continually monitoring all ICT usage looking for letter sequences that could indicate safeguarding issues and inappropriate content; takes screen shots with JH passes on

- Filtering on Internet access, requests for unflinching recorded and reported to Governors e-Safety Committee

Sexting

- Chelsea's Choice – a play for Y8 on sexting and sexual exploitation
- Parental Information Evenings used to raise awareness with parents to encourage parental involvement and controls on personal devices
- Parental Updates throughout year on e-safety issues
- Personal Development curriculum explores positive relationships and emotional well-being and importance of choice and consent
- Student can access counselling or have the support of a professional mentor for additional support within school

Mental Health

- Pink curriculum – Gloucestershire wellbeing curriculum delivered through personal development curriculum
- Staff well trained to assess vulnerabilities of young people and understand their profile to assist them in accessing early help
- Counsellors in school
- Student Services/Pastoral suite – dedicated support staff to support students emotional development
- Effective partnerships with outside agencies (CYPS, School Nurse, Ed Psych)
- Effective partnerships with parents leading to Pastoral Support Plans or My Plans which are regularly reviewed
- Participation in the 5 year Future in Minds Project NHS (Improving mental health of young people)
- Undertaking training in the Body Project aimed at supporting those at risk of developing eating disorders
- Developing links with BERS (building emotional resilience service)

Domestic Abuse

- Staff are aware of signs and indicators of domestic abuse
- Referral to GDASS (Gloucestershire Domestic Abuse support services) can be made on behalf of the family
- Student can access counselling or have the support of a professional mentor for additional support within school
- Referral to external agencies as appropriate (social services, families first team or CYPS)

Forced and Arranged Marriage

- DSL trained and has disseminated to all staff
- Indicators and signs are known and understood by all staff
- Staff fully aware of what to do if they have a concern
- Student can access counselling or have the support of a professional mentor for additional support within school
- Referral to external agencies as appropriate (social services, families first team or CYPS)

- Personal Development curriculum explores positive relationships and emotional well-being and importance of choice and consent.
- Attendance systems are robust to monitor requests for and periods of absence.

Female Genital Mutilation

- DSL trained and has disseminated training to all staff
- Indicators and signs are known and understood by all staff
- Staff fully aware of what to do if they have a concern
- Attendance systems are robust to monitor requests for and periods of absence.
- Personal development curriculum explores issues around FGM and is clear that celebrating cultural diversity is not the same as accepting “the unacceptable”.
- Students have access to school nurse for advice and support through weekly drop-ins

Honour based violence

- DSL trained and disseminated to all staff
- Indicators and signs are known and understood by staff
- Staff fully aware of what to do if they have a concern
- Personal Development curriculum explores positive relationships and emotional well-being and important of choice and consent
- Attendance systems are robust to monitor requests for and periods of absence
- School ethos promotes British Values

Radicalisation / Prevent

- DSL trained and has disseminated to all staff
- British Values Agenda well developed within SHS
- Indicators and signs are known and understood by staff
- Staff fully aware of what to do if they have a concern

Children Missing Education

- Attendance monitoring procedures in line with The Children Missing Education (CME) processes are well established.
- All relevant staff are fully aware of the processes and relevant timescales for reporting unexplained absences

Trafficking and Children at risk of sexual exploitation

- Chelsea’s Choice – a play for Y8 on sexting and sexual exploitation
- DSL is aware of CSE screening tool and makes effective use of it to establish risk levels
- Personal Development curriculum explores positive relationships and emotional well-being and important of choice and consent
- Student can access counselling or have the support of a professional mentor for additional support within school
- Referral to external agencies as appropriate (social services, families first team, Infobuzz, Sarc or CYPS)

Teenage Relationship abuse

- Pink curriculum – Gloucestershire wellbeing curriculum in personal development promotes safe and healthy relationships

- Student can access counselling or have the support of a professional mentor for additional support within school
- Referral to external agencies as appropriate (Sarc, Teens in Crisis or CYPS)

The school has policies and procedures on

- Safeguarding
- Anti-Bullying
- Whistleblowing
- e-Safety and Security
- Personal Data Handling
- Technical Security
- Internet Filtering
- Staff Code of Conduct