

Co-ordinated Offer of Early Help

At the Catholic School of St Gregory The Great, we aim to improve the outcomes of all children. Provision to address any social and emotional needs is essential to enable them to reach their full potential. In order to do this we provide Co-ordinated Early Help to support children and families, working in partnership with them to increase independence and build resilience in order to have a positive impact on their wellbeing. We identify needs and increase awareness in the school community by:

- Using Gloucestershire's Healthy Living and Learning on-line pupil survey
- Completing Parent and Child View questionnaires annually
- Engaging fully with the MARAC process (Multi-Agency Risk Assessment Conference)
- Working with the local MASH (multi-agency safeguarding hub) to support families and understand the FDAC system
- Attending attendance and behaviour cluster groups
- Running an E-safety steering group who meet every 6 weeks and run regular awareness events and surveys of pupils, staff and parents
- Having regular Pupil Council meetings
- Teaching specific lessons on mental wellbeing to all KS2 children and being a school who has been awarded the Mental Health Champions Award
- Using referral process for multi-agency support
- Following graduated pathway of support
- Providing Safeguarding training for all staff and sharing a clear flow diagram of reporting with all
- Ensuring the DSL, deputy DSL have all received multi-agency training and attend local safeguarding forums
- Ensuring DSLs co-work so that two professionals are aware of each step within identification and referral processes in case of absence – there are four staff who have received multiagency training so that this can happen
- Receiving alerts from the Gloucestershire Safeguarding Children's Boards
- All staff have received awareness training and understand what Child Sexual Exploitation is. If any member of staff feels that a child is putting themselves or is being put at risk of CSE they will follow child protection procedures by completing the CSE screening tool which will be forwarded to Police and Social Care
- Having a member of staff trained to understand the correlation between Domestic Abuse and Child Protection
- Having a member of staff trained by the Home Office in awareness of Female Genital Mutualisation (FGM), Forced Marriage, Spirit Possession and Honour Based Violence
- Having a member of staff trained in recognising the signs of radicalisation and reporting these to the police and duty social worker
- Contacting the CYPS professional helpline, Nobody understands Labels (from GSCB), Liaising with Educational Psychology Service where it is thought a member of the school community (pupil or family member) may be at risk of Suicide.
- Providing regular awareness training in Special Educational Needs and Disability (SEND)
- Providing training for all staff in Attachment Disorder, Trauma, Foetal Alcohol Spectrum Disorder, Specific Learning Disabilities, Autism Spectrum Disorder, Speech and Language Needs and Physical Neurological Disorders

- Having a dedicated Attendance Officer who identifies children at risk of Persistent Absenteeism and chases up all absences, following procedures for Children Missing in Education where needed
- Participating annually with Life caravan where children have specialist teaching in Personal, Social and Health education
- Giving options to disadvantaged and vulnerable pupils to self-refer in times of need
- Giving parents the option to self-refer for additional family support by contacting the Child & Family Action Worker (CAFAW)
- Having in place a programme of family learning

We provide specific support for children and families including:

- Use of Graduated Pathway
- Use of Personal Educational Plans (PEP) for Children In Care
- Use of Pastoral Support Plans for those at risk of exclusion
- Working closely with the Education Entitlement Team
- Signposting to outside agencies
- Supporting children and families facing serious illness
- Providing Bereavement and Loss Therapy
- Providing Family Support around issues of Trauma and Attachment
- Using Solution Focused Outcomes
- Family Support for family breakdown and changes in the family unit
- Supporting Young Carers
- Supporting victims /witnesses of Domestic Violence
- Supporting children and families to adapt to a new culture and school experience
- Providing Parent classes and workshops
- Building emotional resilience and well being including supporting pupils with anxiety, self-esteem, anger and mental health issues
- Provision of Social Emotional Aspects of Learning (SEAL) including developing emotional intelligence, social skills, empathy and friendship skills through classrooms, small groups and families
- Supporting parents to establish routines, self-care and independent skills in their children
- Talk Therapy, Art Therapy and Sandplay Therapy as well as Play Therapy
- Providing support to families of prisoners

It is always our wish to prevent additional therapy through preventative measures but where specific support is needed, we are lucky to be able to call upon a wide range of skills and resources to support both the children and families within our school community.