



# Safeguarding at St. Augustine's RC High School

## SEND AND ATTENDANCE

**Paul Earnshaw – SENCO**  
**Cheryl Shackleton – Attendance Improvement Officer**

As part of the Education and Care Plan process, a pupil and their family will firstly need to open an Early Help Assessment - The assessment framework is a process used to identify children's needs and support them. Using the assessment, an assessor works with the child and their parents or carers to understand the issues at hand and then formulates an action plan to provide the best support possible, once this is in place, the plan will involve a group of professionals from the relevant agencies and services who are working with the family to provide help and support for their specific needs.

The government expects schools and local authorities to promote good attendance and reduce absence, including persistent absence (less than 90%) Also to ensure every pupil has access to full-time education to which they are entitled and to act early to address patterns of absence. "Good attendance" means 96% attendance (which is actually 8 days off across the school year). This is our whole school attendance target which is in line with the Government's national expectation of 96%.

## EARLY HELP / LEVEL 2

**School Counsellor – Claire Wilson**  
**Pupil Support – Kate O'Malley, Victoria Lewis, Andrea Gregory and Jason Crossley-Haworth**  
**Year 7 – Mrs Timmis**  
**Year 8 – Mr Simcoe**  
**Year 9 – Mr Kelly**  
**Year 10 – Mrs Hodgeon**  
**Year 11 – Mrs Lowe/Miss Billington**  
**Mental Health in Schools Team (MHST).**  
**CFWBS – Nigel Hopkinson**  
**School Nurse**  
**PCSO**

Our pastoral support system proactively enables pupils and staff to access advice, especially in times of need, crisis and other major life changes. We ensure that all pupils and staff understand the pastoral system and are easily able to access it when required. This includes the school's Counselling Service, run by our own qualified and accredited school counsellor, who specialises in working with young people. An additional layer of support is provided by our Pupil Support Room which caters for pupils who have been identified as struggling to fully access and take advantage of school life. We have clearly identified routes of referral to these services for children and staff to enable everyone to be aware of how to seek help and assistance if the need arises. Access to this strand of our pastoral system is through a referral from the Year Leader, after consultation with other school staff. A panel meeting is held every week where the appropriate support is put in place, this could be - nurture, academic assistance and/or behaviour mentoring and can be offered to support a holistic approach towards emotional health and well-being. If further support is required we work with the Mental Health in Schools Team (MHST). These Mental Health Practitioners work for a period of time either in school or online with pupils. Parents/carers will be asked for permission before a referral is completed.

## LEVEL 3

**Lindsay Bleazard – Designated Safeguarding Lead and Designated Teacher for Child Looked After**  
**Claire Juriansz – Deputy DSL**  
**Kelly Sharp – Deputy DSL**  
**Joanna Rutter – Deputy DSL**

A small number of children, young people and families will experience significant difficulties and will need coordinated support from experts working with them to find sustainable solutions that reduce the impact of challenge on the wellbeing and development of children and young people.

A multi-disciplinary team to support the family led by a Lead Professional, shares information and coordinates intensive services and support to meet the child and family needs. An Early Help Plan/ Family Assessment is necessary to set out how the family and involved services will work together to meet the child's needs.

The nature of the plan is to support concerns of vulnerability that could involve Adverse Childhood Experiences, that will cause levels of vulnerability. This level of intervention can be de-escalated if successful and escalated if not impactful.

## LEVEL 4

**Children's Social Care – 0300 123 6720 OR 0300 123 6722 (out of hours) or cypreferrals@lancashire.gov.uk**  
**LADO (for concerns about adults) – 01772 536 694**

Children's Social Care (CSC) has a responsibility to children in need under section 17 of the Children Act 1989(CIN). In these situations, Children's Social Care will work with families on a voluntary basis, often in partnership with other professionals, to improve the welfare of the children and to prevent problems escalating to a point that statutory child protection intervention is needed.

The second area of Children's Social Care responsibility is child protection; that is where Children's Social Care must make enquiries under section 47 of the Children Act 1989, to determine whether a child is suffering or is likely to suffer significant harm. This is compulsory intervention in family life in the best interests of children.

There is no absolute criteria on which to rely upon when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the degree and the extent of physical harm, the duration and frequency of abuse and neglect, and the severity of the emotional and physical impact on the child/young person

In exceptional cases families need specialist, statutory support that is designed to maintain or repair relationships and keep families together wherever possible. In some very specific circumstances, the needs are so great that children need to be away from their family to ensure that they are protected from harm and in these circumstances the local authority becomes their "corporate parent"

## The Lancashire Continuum of Need

Services for children and young people with universal plus and intensive needs are sometimes known as targeted services. Targeted services bring expertise to universal services and include services such as behaviour and/or learning support in schools, extra support to parents and carers in early years or focussed help to involve young people experiencing particular challenges through youth services. They are delivered by a range of people in different organisations across health, schools, local authority, police, voluntary agencies, community groups and many others



## SEND

- Implementing and monitoring Graduated Response
- Educational Psychology Referral and Liaison
- Monitoring of Strategies in place
- Education Health and Care Plan (EHCP) Applications
- Education Health and Care Plan Reviews In class support
- One to one Subject Specific Interventions One to One SEMH interventions
- Anger Management
- English as Additional Language Support Reading Interventions
- Numeracy Interventions Dyslexia Assessment

## EARLY HELP

- For Pupils**
- Art Therapy
  - Lego therapy
  - Boxall profile
  - Monitoring
  - MHST
  - Young Carers
  - Percussive Therapy
- For Parents**
- We are With You
  - Parental Guidance (developing knowledge on specific safeguarding areas)
  - Early Help Assessment
- For Families**
- Running TAF Meetings
  - Referring into Services (brighter Lives, Child Action North West, HARV etc.)
  - Exercises in Building Relationships

## LEVEL 3

- Practitioners are expected to have worked together with the family to meet the Level 2 Universal Plus needs of the child and their family using an Early Help Plan and multi-agency meetings.
- At Family Intensive Support (FIS)
- Agencies work together to:
- Share information
- Have open, honest and transparent approach to supporting children and their families
- Monitor interventions
- Raise concern when things seem to not be improving
- Challenging Decisions that appear to be detrimental rather than supportive for a child

## LEVEL 4

- For Looked After Children there are further responsibilities:
- Attending Child Reviews and Care Planning Meetings
  - Providing updates where there is concern
  - Reporting issues around conduct in school
  - Further to this is the responsibility of completing Peps: Providing appropriate SMART Targets for subject areas / Detailing achievements and areas of improvement / Judging where interventions may need to be put in place / Monitoring interventions
  - Applying for funding to support access

### Statutory Responsibilities

- The Designated Safeguarding Lead (Lindsay Bleazard) is expected to:
- Manage Referrals
- Liaise with the LADO where concerns involve Professionals (including members of staff) Develop and amend Policy
- Act as a point of support in all Safeguarding areas for all staff
- Oversee staff training Raise Awareness
- Arrange Transfers of Safeguarding Files
- Ensure availability of Safeguarding Support at all times during the school week and school terms

### Wider Responsibilities

- Manage use of CPOMS system
- Develop networks with partner agencies and charities
- Respond to emerging or engrained issues in the community
- Liaise with Education Partnership trust DSL's to develop a trust wide approach
- Promote efforts of the school to parents and wider community
- Arrange supervision for team members or staff in need

### Day to Day Responsibilities

- Ensure access to CPOMS Monitor logs made by staff
- Triage Cause for Concerns logged quality assure logs made
- Support pupils and staff with emerging concerns Provide staff with updates of concerns or information impacting on teaching and learning Where needed refer to Children's Social Care and/or the Police