

Prevention

Early intervention

Targeted support

Whole School Approach

- Health & Wellbeing review has been completed with Public Health 5-19 service to identify any needs and support.
- Spiralling curriculum across all year groups is clearly planned and includes IT knowledge & skills, staying safe online, confidence building & self-esteem, decision making, peer pressure, realistic expectations, screen time, down time, boundaries, sexting, exploitation, trends & threats, new technologies, positive & creative use
- [Policies](#) in places for digital wellbeing and linked to anti-bullying and safeguarding policy with clear expectations and responses to incidents explained for pupils, staff and parents which considers confidentiality, radicalisation, e-safety, exploitation and cyber bullying.
- Policies and teaching is monitored and evaluated then reviewed in partnership with staff, pupils, parents and relevant agencies
- All staff and parents/carers receive appropriate training that is relevant and regularly updated – Police, Libraries, Healthy and Safety, CEOP. Online learning – Mind Ed
- Home school agreement includes digital wellbeing
- Local needs understood and addressed within delivery and wider community involvement such as FE Colleges, PCSO, Youth Offending, Targeted Youth support etc
- Use of digital badges with pupils to increase digital literacy and wellbeing

Indicators for concern

- Not wanting to give up their gadgets (gaming, laptops, phones, i-pads etc) getting angry
- Being secretive with use – not wanting people to know what they are doing
- Dependence and reliance on social media to build self esteem - Need to post things to get 'likes', socialize, have friends
- Chat rooms – digital friends
- Age inappropriate gaming, social media or videos
- Spending lots more time online, texting, gaming, on-line gambling or social media.
- Withdrawn, upset or outraged after using internet or texting.
- Tired, not sleeping well, increasingly late or absent from school >80%
- Struggling academically, falling behind.
- Falling out with friends, change in friendship groups
- Friends concerned or may report substance misuse or sexual relationships
- Lots of new phone numbers, texts or e-mail addresses
- Rumors about sexting, accessing inappropriate sites or videos i.e. you tube
- Self-harm – superficial or scratching
- Rumors about cyber bullying
- Inappropriate vlogging, blogging and live streaming

Escalation of concern

- Looks tired, pale and dark-eyed, not sleeping, having nightmares
- Obsessive/addictive behaviour
- Irritable, angry, anxious, no patience, snapping at people
- Tired, not sleeping well, increasingly late or absent from school > 60%
- Concerns/worries raised through other connections or related issues (same keeps popping up)
- Parent/carer reports that frequently out late or overnight
- Virtual 'friends' or groups that they are constantly messaging
- Change of appearance
- Online gambling escalating i.e. stealing, debt etc
- Erratic mood changes or very sad or angry
- Self-harm and/or thoughts of or attempts at suicide
- Missing from home or care
- Accessing inappropriate adult material and or is making, sending or receiving indecent images which breaches the Obscene Publications Act
- Child has knowledge of the dark web, which may indicate criminal activity, access to or promotion of extremist material

- All concerns, incidents and actions recorded on school database
- Get a supportive or trusted teacher to talk to the child about the concerns and how often and who they are talking to inline..
- Provide time and space for them to speak and ask them what you can do and how you can help?
- Speak to parents to assess their level of knowledge and concern and if advice or action has been taken
- Agree a support plan which clearly outlines what is going to happen and who will be doing what i.e. school and home ([SOS Assess & Plan](#))
- School to consider specific session regarding digital wellbeing i.e. group work, year group, assemblies
- School to review school policies and procedures and Esafety
- Consider peer mentoring.
- Refer to school counsellor or mentor
- Review academic development and provide extra support with school work, IT education and safety.
- Discuss with [Early Help Officer](#)– consider referral for targeted group work.
- Refer to MHWB, Behaviour and CSE pathways.
- Refer to [Emotional & mental wellbeing support guide for professionals](#)

Review support plan with parent and child

If concerned about mental health advise parent to take child to GP within 1 week.

Contact & discuss with the [HUB](#)

Early Help Assessment

With consent from parent/child where appropriate complete an [EHA](#)

Invite parent/child and relevant agency or health professional to the initial TAC meeting

Early Help Panel

With consent to discuss if progress is slow or stuck

External support & Links

[CCC - Early Help](#)

[Cumbria Local Safeguarding Children Board \(LSCB\)](#)

[Kooth online counselling](#)

[Sexting in schools & colleges](#)

[Online safety - Guidance for School Governors](#)

[CEOP](#)

[Internet Watch Foundation](#)

[NSPCC - Online safety](#)

[NSPCC - Bullying and cyberbullying - Prevent Duty - Advice for schools](#)

[Cyber bullying | Bullying UK](#)

[Health for Teens](#)

[Thinkuknow](#)

Police - PCSO

Education Psychology

NHS Go App

Provide advice and support

Information and website addresses to be given to parent and/or child

Public Health 5-19 Service - Contact to arrange a Health & Wellbeing Review and plan

Public health Nurses are able to provide support to address the health needs of children aged 5-19 years and signpost to appropriate service or resources.

<http://www.cumbria.gov.uk/ph5to19/>

IF CHILD IS ASSESSED TO BE AT IMMEDIATE OR SIGNIFICANT RISK OF HARM REFER TO SAFEGUARDING POLICY OR CONTACT SAFEGUARDING HUB TELEPHONE: 0333 240 1727

This pathway is to guide your response to a child aged 5–19 years who is presenting with health or wellbeing concerns. Please note this is NOT a diagnostic tool and age appropriate behaviour and safeguarding should always be considered