### Public Health 5-19 Service. 03/2023

## **Prevention**

### **Whole School Approach**

Health & Wellbeing Review has been completed with the Public Health 5-19 Service and a Health & Wellbeing Plan has been developed

- School ethos and environment promotes respect and values diversity.
- Policy in place which includes clear expectations and consistent responses to inappropriate behaviour and incident management whilst considering safeguarding, confidentiality and the opportunity for positive development.
- Strong leaderships with a designated staff member and governor to lead behaviour policy
- Policy and teaching is monitored and evaluated then reviewed in partnership with staff, pupils, parents and relevant agencies
- Pupil voice is heard to influence decisions
- Curriculum, teaching and learning promotes resilience, positive wellbeing and supports social and emotional learning.
- Teaching is provided in a safe and nurturing environment which takes into account differing learning abilities and styles.
- Positive peer influences
- Clear rewards and sanctions
- Referral for pupil support is clear to children, parents & staff and an 'Open door' policy is in place to raise concerns
- Parents/carers and pupils are aware of the schools policy and rules relating to behaviour & discipline
- Staff have access to training & support
- Effective working relationships with health, police and other relevant agencies
- Process in place to address early concerns in relation to individuals and cohorts of pupils

### Indicators for concern

**Early Intervention** 

- Easily distracted by other children or classroom activity/disturbance
- Cheeky/classroom clown going too far, avoidance strategies
- Answers back, shows defiance
- Temper tantrums, storms out of class
- Unable to concentrate or focus on school work, falling behind
- Annoys peers, picks fights, hits, kicks, pokes, bites other children
- Violent or aggressive outbursts
- Verbally abusive swearing at peers or teacher
- Socially withdrawn or isolated
- Increasingly absent or late for school. Attendance <80%
- Expressing feelings of being hard done to, picked on or persecuted.
- Bullying peers/others
- Family breakdown, bereavement or traumatic event
- All concerns, incidents and actions recorded on school database
- A supportive or trusted teacher to talk to the child about the concerns and whether there are issues at home or school
- 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 concern and if advice or action has been taken.
- Consider the following; sleep pattern, diet, fluid intake, screen time, bullying, friendships, support at home, substance misuse.
- Advise parent/carer to speak to their GP.
- Agree a support plan which clearly outlines what is going to happen and who will be doing what i.e. school and home.
- Consider peer mentoring.
- Refer to school counsellor or mentor
- Review academic development and provide extra support with school work
- Refer to SAFA | Self Harm Awareness
- Refer to Sexual Health Clinic
- Discuss with Early Help Officer consider referral for targeted group work.
- Refer to Substance Misuse, MHWB and CSE pathways.
- Refer to Emotional & mental wellbeing support guide for professionals

### **Escalation of concern**

- No interest in school, walking out of classes and school grounds
- Rejecting support from family, friends and school

**Targeted Support** 

- Increasingly late or absent from school <60%
- Developing new friendships with similar or older children/adults
- Erratic mood changes angry, volatile, verbally and physically abusive to others
- Aggressive and fighting with other children
- Angry and abusive to teachers and other authority figure
- Engaging in substance abuse and/or risky sexual behaviours
- Getting onto trouble with the police
- Parents/carer reports that frequently out late or overnight
- Missing from home or care
- Family breakdown, bereavement or traumatic event

#### **Early Help Assessment** Review the With consent support plan from parent/child with parent & where

Discuss concerns with **CAMHS** 

child

Discuss concerns with the **HUB** 

appropriate complete an EHA

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

## **Early Help Panel**

With consent to discuss if progress is slow or stuck

# **External support & links**

CCC - Early Help **CAMHS & My Time Cumbris** Kooth online counselling Cumbria Sexual Health **Brook** 

FPA - sexual health **NHS - Livewell** 

**Health for Teens** 

Cumbria Local Safeguarding Children Board (LSCB)

SAFA | Self Harm Awarenes

Cadas.co.uk YoungMinds

Childline **NSPCC** 

**Childs GP Education Psychology** Police - PCSO

**NHS GO APP CALM** 

## **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