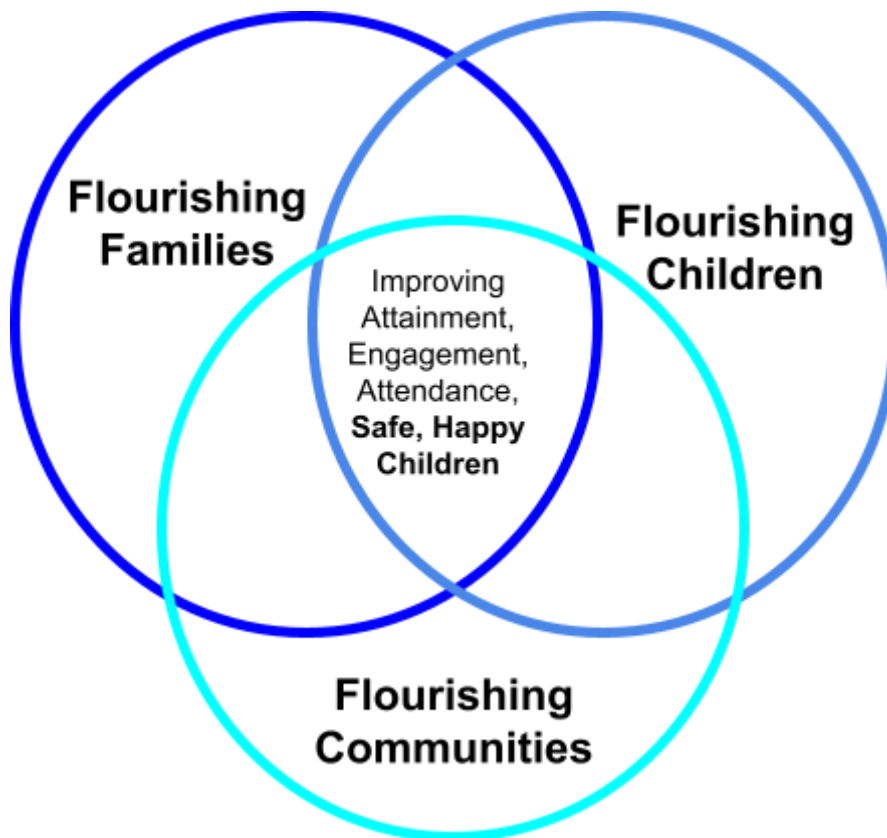


Alumnis Social, Inclusion & Safeguarding Prospectus



Social, Inclusion & Safeguarding:

Every child is entitled to feel safe, happy and to achieve their full potential and all staff across Alumnis Multi Academy Trust play a key role in helping children and their families achieve this.



The social, inclusion and safeguarding teams work across all settings to support children achieve their full potential, by working with children, families and staff. The social, inclusion and safeguarding team provide different support depending on the level of need for the child



and wider family, this support can be by providing guidance and support at universal level or school level and by acting as lead professional and providing targeted support at targeted or specialist level.

The primary objective of the social, inclusion and safeguarding team is to respond to risk and provide appropriate support to reduce risk and de-escalate children and families down the intervention scale.

All intervention provided should be timely with clear aims and objectives and can clearly evidence impact and outcomes.

When considering risk for children and their families we must consider the following:

- Safeguarding risk - risk of harm
- Attainment
- Educational outcomes
- Attendance concerns
- Fixed term suspensions and permanent exclusions.

Our main objective within Alumnis Multi Academy Trust is to have children who are free from abuse and neglect, who learn well, achieve their full potential and attend school regularly.

Intervention scale:

As a team we have introduced an intervention scale to help children, families and staff across the trust understand that social, inclusion and safeguarding support must be what is right for the child at that time. Some children and families will need a period of targeted or specialist support due to a number of different factors, however the ultimate goal is to put support in place and see the impact of this support by the level of risk reducing over time. We are mindful that this may not always be linear and level of risk may fluctuate over time.

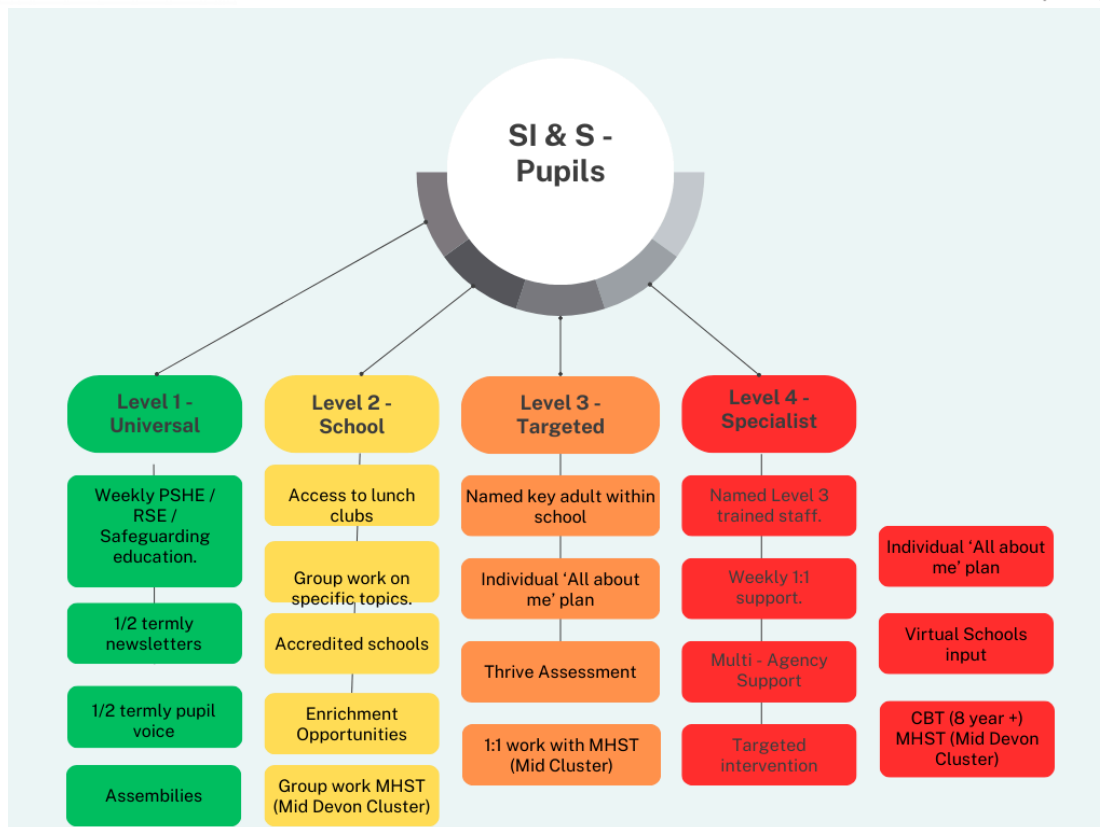


Level 1	Level 2	Level 3	Level 4
All staff	All staff Social, Inclusion Team	Key staff - Social, Inclusion Team Class teachers SENDCo Headteachers	Level 3 trained staff.

Depending on where the child and family sits on the intervention scale will inform the social, inclusion and safeguarding support they are offered.

The 3 main areas of support will be:

- Directly for the child
- Wider support for the family
- Support for staff working with the child and family



Level 1 (Universal)

All children across the setting receive universal support.

Level 2 (School)

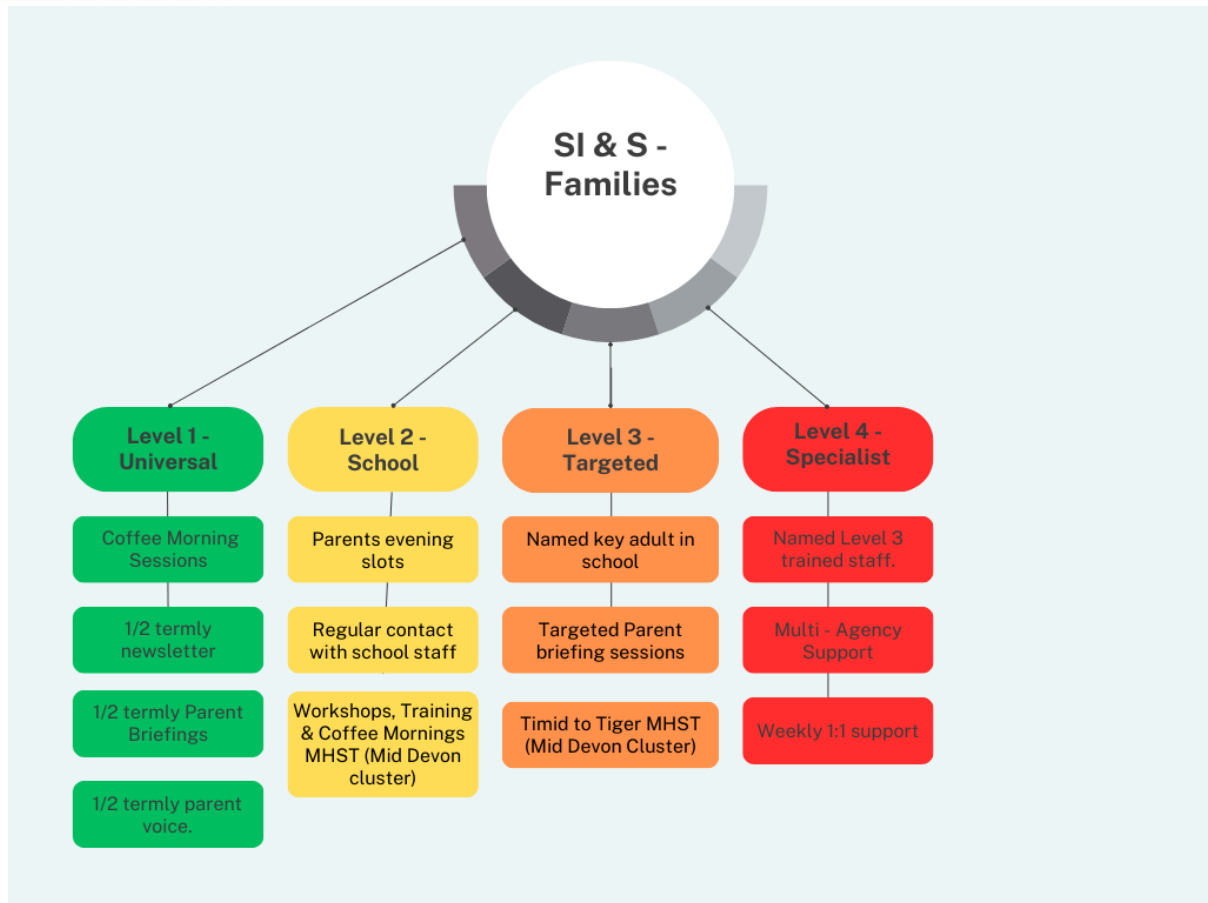
All children who have been identified as being vulnerable. This includes all children identified as PP and all children on the vulnerable children list who do not come under Level 3 or 4. Schools to refer individual children who are not already identified (PP) to the team using the SIO Referral form to include children with attendance of 90-70%.

Level 3 (Targeted)

All children who have been identified as being at risk. This includes children with an open Early Help plan (on R4C), children at risk of suspension / exclusion and children with attendance of 70-50%

Level 4 (Specialist)

All children who have been identified as being at significant risk of harm This includes children with an open Child in Need Plan (CiN), open Child Protection Plan, Public Law Outline proceedings (PLO) or have attendance of 50% or lower.



Level 1 (Universal)

All children across the setting receive universal support.

Level 2 (School)

All families who have been identified as being vulnerable. This includes all families identified as PP and all families of children on the vulnerable children list who do not come under Level 3 or 4.

Schools to refer individual families who are not already identified (PP) to the team using the SIO Referral form.

Level 3 (Targeted)

All families who have been identified as being at risk. This includes families with an open Early Help plan (on R4C).

Level 4 (Specialist)

All families who have been identified as being at significant risk of harm This includes families with an open Child in Need Plan (CiN), open Child Protection Plan or Public Law Outline proceedings (PLO).



Level 1 (Universal)

All staff across the trust receive universal support to enable them to fulfil their social, inclusion and safeguarding responsibilities, in line with current government legislation.

Level 2 (School)

All staff who support children and families who have been identified as being vulnerable.

Level 3 (Targeted) and Level 4 (Specialist)

All staff who play a role in supporting children and families receiving Level 3 or 4 support from the Social, Inclusion or Safeguarding teams.

Collectively transformative:

All adults across the trust have a role to play in keeping our children safe and happy, however our approach identifies key adults who play a leading role.

Our trust Safeguarding Lead works with our school Designated Safeguarding Leads and our Social Inclusion Officers across the trust alongside other agencies within our communities and families to ensure that all children are safe and happy.



Measuring impact.

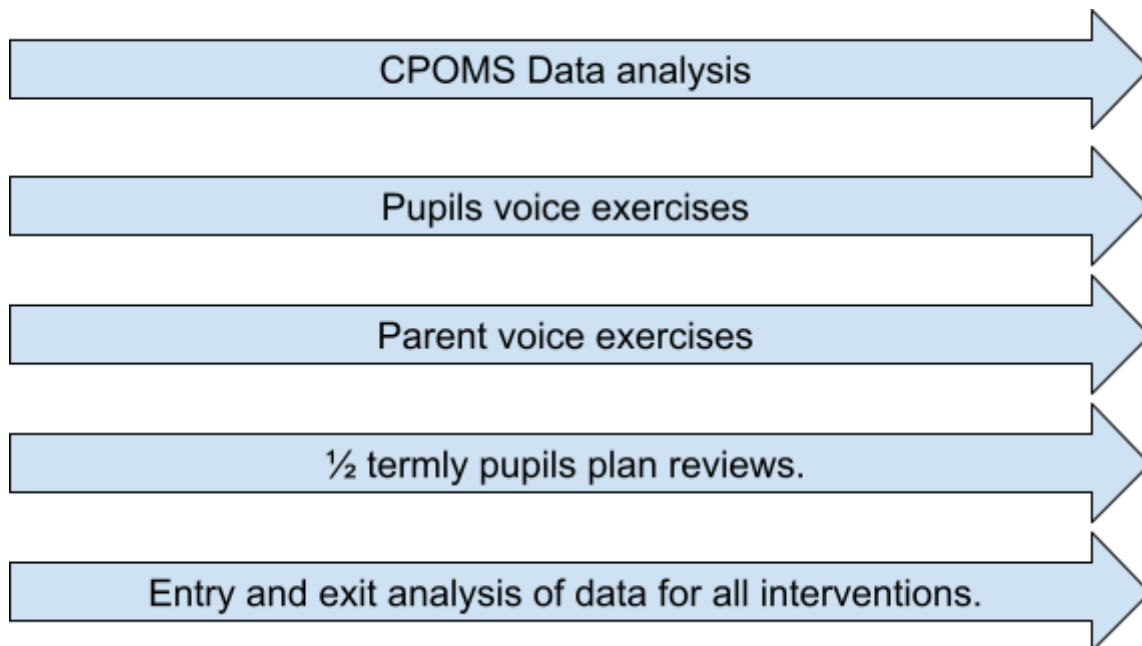
How do we know we are being successful?

Measuring impact for vulnerable pupils requires a multifaceted approach that encompasses both academic performance and holistic development.

Across Alumnis progress is tracked through regular half termly assessments, ensuring that each student's growth is monitored and celebrated. Holistic evaluations consider social, emotional, and behavioural development alongside traditional academic metrics.

Our targeted and specialist interventions provide entry and exit data to help us address specific needs, ensuring that support is personalised and effective. By continuously adjusting strategies based on comprehensive data, we can better support vulnerable pupils in achieving their full potential.

Across our schools in Alumnis we monitor impact through:





Appendix 1: Referral form

All referrals to the Social Inclusion team must go through the referral process and not directly to the Social Inclusion Officer.

The referral form can be found:

[Link here.](#)

Appendix 2 - Small group intervention (pupil offer)

[Link to intervention - resources](#)



Intervention name & overview	Year Group	Length of intervention
<i>Online Safety Workshops</i>	Year 6	6 Weeks
<i>Anti Bullying Intervention</i>	KS 2	6 Weeks
<i>Being Mankind</i>	KS2	9 weeks



Appendix 3: Referral pathways

Service name	EH (y or n)	Offer	Website link
The Wave Project	Yes	The wave project offer support through surf therapy for emotional and mental wellbeing and the cost is £150 as we are small organisation however I am unclear as to the amount of sessions able to be accessed for that amount again through Triage and an Early Help plan,	Link to website
Nurture in Nature	Yes	Nurture in Nature with Ann Garside providing 10 hours of support for £350 - this can be accessed through Triage and an EH plan. Nurture in Nature provides small group support kids clubs, family support, and school support I believe through mindfulness sessions for the differing age groups	Link to website
Fearfree	No	Fear Free is free to refer to , you need a DASH assessment completed with the parent and depending on the score may need to complete a MASH/MARAC. They offer support around all aspects of domestic abuse, safety advice , one to one support , group work, support accessing restraining orders etc etc	Link to website
Y- Smart & Y - Project	No	Support for children who are using substances and for children who have parents who use drugs and / or alcohol.	Link to website



Family Compass		Family Compass are based in Barnstaple and offers a variety of therapy along the lines of counselling for children and young people.	Link to website
Virtual Schools - Kate HINGSTON	No	Advice and Guidance for CiN & CP families.	
School Nurse Referral	No		Link to website
Together - Drug & Alcohol	No	Support for Parents	Link to website
Young Carers	No	Support for children who have a caring role.	Link to Website
South West Autism	No	Mentoring services are delivered on a 1-1 basis. We are able to support children and young people who struggle with the social and sensory demands of education. Some are in special schools, others are in mainstream education, are on part time timetables or are home educated. Our support services include advisory and training for parents and professionals, developing coping strategies, and offer off-site education, overseen by our qualified teacher. We aim to develop a young person's self-esteem, social understanding and confidence along with academic success. Our qualified teacher specialises in building the confidence of children in maths and literacy. Mentoring Fees - from £50.00 per hour + VAT.	Link to website
Balloons - Bereavement Counselling (Mid Devon ONLY)	No	We are a small, local charity offering a range of support to children and young people aged 5 – 25 when someone significant in their life dies or is about to die. Find out how you can access this support or how you can help us in raising funds to keep our vital work going.	Link to Website



Family Group Conference	No	We offer family-led meetings, called Family Group Conferences, which are aimed at achieving positive change to improve the lives of children and young people. Families come together to discuss and agree on what they feel needs to happen to support the changes that are needed in a child life. The Family Group Conference provides the structure for this to happen.	Link to Website
Circles - South West	No	Our Young People’s Service accepts referrals for young people aged between 10 and 20 who have displayed harmful sexual behaviour.	Link to Website
Families in Grief (FIG) Bereavement Counselling (North Devon)	No	<p>Families in Grief (FiG) understands this. We support children, young people and their families who have experienced the death of someone close to them. And, together, we’ll come up with the most appropriate support for you and your family.</p> <p>The support we provide is free of charge, non-judgmental and inclusive. We support children and young people up to the age of 25. Our direct support can include:</p> <p>1:1 visits at school, FiG Office or other community settings to build a relationship with the young person and their adult carer(s) Group programmes (lasting 4-6 weeks) which bring groups of bereaved young people together to explore their grief through carefully designed activities (separate groups are delivered for children and teenagers and we always deliver a parallel group for the parents/carers in their lives) Activity days (such as surfing, climbing, bush-craft,</p>	Link to Website



		<p>walking and talking sessions) and art/writing workshops to enable the exploration of grief through participation in a creative or physical activity</p> <p>1:1 sessions for bereaved older teenagers or for those families needing more bespoke support</p> <p>Small group drop-ins for bereaved families to facilitate longer term connections</p> <p>Specific groups and tailored support (e.g for families who have experienced a baby death, death through suicide/trauma, road traffic accident)</p>	
North Devon Against Domestic Abuse -NDADA	No	IDVA support for historic domestic abuse. Refuge services.	Link to Website



Appendix 4 - All About Me - Template

Name:

Date:

Calm	Mild Stress/ Dysregulated	Crisis
<i>How this presents</i>	<i>How this presents</i>	<i>How this presents</i>
<i>Specific support</i>	<i>Specific support</i>	<i>Specific support</i>



Appendix 5 - Individual Character Development Plan - Template

I like...

My name is

I am good at...

I find it hard to...

I don't like...

You can help my by...



ALUMNIS CHARACTER DEVELOPMENT PLAN

PUPIL NAME:

CLASS:

YEAR GROUP:

Date plan agreed:

Date of next review:

**Please note CDP should be reviewed each time physical handling has been necessary*

Medical conditions/needs:

Staff working with the pupil:

Conduct that challenges

- What does it look like?
- Getting into an argument?
- Aggressive?

Early warning signs

- How do we prevent an incident?
- What to look out for?
- Dangers

Character Virtues we want to develop

- Regulate emotions?
- Happy / safe?
- Engaged?
- Ability to share?
- Able to follow simple instructions?

Positive strategies to use

- How do we maintain positive conduct?
- Phrases to use, language?
- Rewards, motivators?
- What works for me?
- Escalations strategy?

Strategies to support staff

- How do we diffuse the situation?
- What to do and what not to do?
- Phrases to use
- Calming techniques
- At what stage should another member of staff be informed? Who should this be?
- Emergency procedures

Support for child after an incident

- How do we help the pupil reflect and learn from the incident?
- Who will reflect with the child and how?
- Is there anything that staff can learn about working with the child?
- How are parents being involved / informed?
- CPOMS updates?

What can parents do to help?

Parent name
Parent signature
Date

Staff name
Staff signature
Date