



Oxenhope Church of England Primary School

Families Facing Adversity

Policy



If you are concerned about the safety of a child, act!

Our Named Persons for Child Protection are (Headteacher), Alice Jones and Gillian Dyson (Pastoral Manager), Caroline Auty (Class Teacher) and Hannah Inman (Explorers Club Leader)

Useful phone numbers:

School – 01535 642271

Social Services Initial Contact Point 01274 437500

NSPCC – 0808 800 5000

West Yorkshire Police – 101 or 999

This policy must be read alongside the school's child protection and safeguarding policy.

It is advised that this policy is read alongside the school's early help offer

Created By:	Last reviewed:	Next Review Date:
A Jones	May 2020	May 2022

We are a community where each person is valued by God. We nurture confidence, delight and discipline in seeking the skills needed to shape life well.

Life in all its fullness; John Chapter 10 v 10.

At Oxenhope CE Primary School, we believe in a broad, balanced and creative curriculum, which provides *each child* with a chance to flourish and achieve their potential by becoming successful, life-long learners who are able to enjoy life in all its fullness. Our Christian ethos, character and values pervade Oxenhope CE Primary ensuring the exceptional personal development and academic achievement of the whole child, as well as the overall 'well-being' of the school community. The school is wholehearted in its commitment, putting faith and spiritual development at the heart of the curriculum.

Christian beliefs and practices that underpin this policy

Love / Compassion 	'Love your neighbour as yourself' Luke 10 v 27 Just like Jesus was 'moved with compassion' we want to instil the children of Oxenhope with selfless kindness towards others. The ultimate aim is to do good to other people, whoever they may be.
Service / Community 	'Serve one another in love' Galatians 5 v14 At Oxenhope we actively seek opportunities to work together to help others. As even Jesus washed the disciple's feet we can learn from his example and seek to do good where we can, both locally and globally.
Wisdom 	'Blessed are those who find wisdom, those who gain understanding.' Proverbs 3 v 13 As the children at Oxenhope are faced with situations and dilemmas, we endeavour to teach and direct them to make wise choices which will develop their characters and shape their lives. Wisdom is rooted in a proper reverence for God, the source of all life and values.
Forgiveness 	'Forgive us our sins as we forgive those who have sinned against us.' Luke 11 v 4 These are the words we quote in our school prayer. As we appreciate how much we have been forgiven, we can forgive others.
Courage 	"Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go." Joshua 1 v 9 It is important that the children go from Oxenhope with a determined strength that they can bravely overcome whatever challenges they are faced with.
Endurance / Hope 	'Be joyful in hope, patient in affliction, faithful in prayer.' Romans 12 v 12 Jesus' followers are challenged to think of life like a race. However - NOT a short sprint but a marathon! The bible says that we are made stronger for the future every time we endure and refuse to give up. We teach our children to persevere and not give up hope.

Truth

'Instead, we will speak the truth in love, growing in every way more and more like Christ' Ephesians 4 v 15

We teach the children to be full of integrity and honesty, knowing the difference between right and wrong. If they have strong moral principles they will be the much needed light in this world. As Jesus said 'the truth will set you free.'

The role of schools, academies and colleges in England in responding to concerns relating to families with multiple needs (domestic violence, drugs and alcohol, mental health)

Children who live in families with multiple needs are at an increased risk of negative outcomes.

Difficulties within families may be commonly known by the school or by the local community, but it can be difficult to know when problems within families have reached the threshold for taking action. Schools have daily contact with children and young people, and are in a good position to be able to identify when these problems are impacting upon a child's safety and welfare.

A brief outline of the subject

The term 'families with multiple needs' covers a wide range of experiences and circumstances each of which may be experienced by families from time to time and pose difficulties for them, but may not represent long-term damaging effects for their children.

For children, the most high-risk of these problems are:

- living with domestic violence
- parental drug or alcohol misuse
- parental mental health problems.

Living with domestic violence is included in the definition of "significant harm" and so any concerns about domestic violence must follow child protection procedures. Parents with substance misuse problems or mental health problems may struggle at times to provide their children with the care and protection they need. Concerns about these issues should also follow child protection procedures, to ensure that the family gets the support they need to keep the children safe from harm.

School ethos, policy and training

At Oxenhope C of E Primary we have an ethos that encourages all staff to feel confident in expressing concerns about a child who they believe may be living in circumstances where these parental risk factors apply, no matter how difficult this may be, or where there may be perceived to be a strong relationship between the school and the family. The well-being of the child must come first.

It is made clear to staff that concerns of this nature are regarded as potential child abuse and the school child protection procedures should be followed. Information should be included (or signposted) in school child protection policies, procedures and relevant training.

School also displays posters for Child Line and other sources of support for children who are worried about what is happening at home.

Recognition of possible signs and indicators

- Poor attendance at school
- Not reaching developmental milestones
- Poor educational attainment
- Poor attachment to parents due to emotional unavailability
- Behavioural problems such as anxiety, stress and anger

Other indications that a family is experiencing a multiplicity of problems is when they are known to be regular users of a wide range of services such as welfare and benefit services, social housing, health, social care, youth offending or probation as well as community services for identified problem areas.

Response and action to be taken.

If you are concerned that a child may be experiencing problems at home, then report your concerns to your designated safeguarding lead as soon as possible, in line with your child protection policy and procedures. It is important to record your concerns especially if they occur incrementally over time. Sometimes the evidence builds up with each incident appearing mild but the frequency and impact on the child being highly significant.

Working with parents

The principle of working with parents must of course be upheld, but suspicions relating to a perception of their multiple needs and the impact on their child/ren must be handled very carefully. Neither schools nor members of staff should carry out their own enquiries and any decision about informing parents should be made by Children's Social Care. There should be a presumption of openness, joint decision making, and a willingness to listen to families and capitalise on their strengths and resilience, but the guiding principle should always be what is in the best interests of the child.

Where it is suspected that the level of parental impact on a child, of their behaviour or circumstances, is at an unacceptable level, all decisions about what and when (and by whom), to tell parents and children should be taken by senior staff within the multiagency team. While professionals should seek, in general, to discuss any concerns with the family and, where possible, seek their agreement to action, this should only be done where such discussion and agreement-seeking will not place a child at increased risk of significant harm.