

**NEAT** | Academy  
Trust

## NEAT Welfare Offer

**NEAT** | Academy  
Trust

**NEAT** | Newcastle  
Research School  
at Walkergate



Nurture | Educate | Achieve | Transform

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### Our Shared Purpose

We exist to nurture, educate, achieve, transform together.

**Nurture**  
growth

We support and challenge to enable

**Educate**

We prepare successful lifelong learners

**Achieve**

We strive to be the best we can be

**Transform**

We provide experience and opportunities that enrich and empower

### Our Vision

One trust, working with partners to grow potential.

### Our Values

Aspirational - We aim high for ourselves and others.

Collaborative - We are best when we work together as one trust.

Inclusive - We welcome and value every individual and foster a sense of belonging.

Innovative - We are creative and forward thinking in our work.

Responsible - We act professionally and ethically in the best interests of the trust community.

Driven through School Improvement, Finance, HR, Digital, Governance and operational delivery plans

### Our 2022-23 Priorities

The trust operates more effectively through improved systems, processes and communications.

Stakeholder engagement and involvement is strong and shaping strategy.

Key internal and external partnerships have been strengthened.

School performance is improving and capacity to continue to improve is growing.

A positive trust culture and climate supports ongoing improvement

Key stakeholder representation better reflects the pupils and communities we serve.

Effective relationships develop our students readiness for life.

Effective opportunities develop our students readiness for work.

Effective relationships lead to improved reputation and growth opportunities.

### One trust

Highly effective internal and external communication

Highly effective and valued systems, processes and services.

Secure resource to enable continuous improvement and innovative, outstanding practice.

Service review shows high level of satisfaction. Reserves sufficient to deliver priorities

### Working with partners

Reputation for valuing key partners and stakeholders.

Diverse voices are representative, valued and shape the vision and strategy of the trust.

Strong internal and external partnerships that add value.

National influence and international reach.

Stakeholder feedback very positive. Metrics around engagement very strong. Full schools.

### To grow potential

Recognised as an employer of choice.

Recognised as a great place to be a governance volunteer

Reputation for delivering excellent academic outcomes.

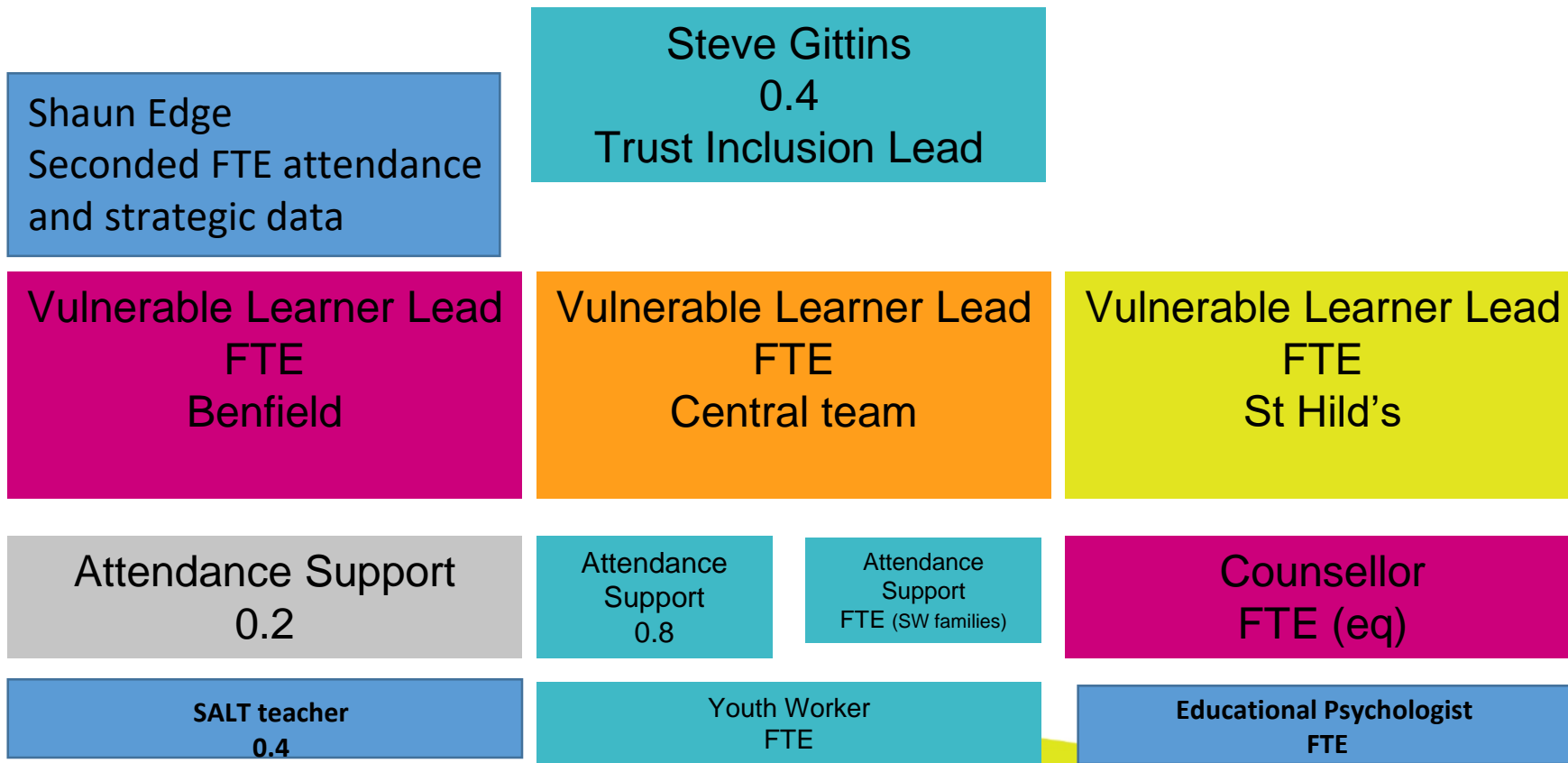
Reputation for developing young people who have the skills, knowledge and experiences for life and skills for employment

% NEET below NA. All school data sets above national. All schools Good or better. Staff survey positive

		<b>Our Vision: One trust, working with partners to grow potential.</b>			
<b>KNOW OUR FAMILIES AND COMMUNITY WELL</b>  <b>STP1 Use key information well leading to improved outcomes in attendance and behaviour for learning.</b>		What will it look like? <ul style="list-style-type: none"> <li>• Reduction in suspensions across all schools but particularly secondary schools - current suspension rate is 51.4% with 1584 instances of suspension secondary and 1.7% with 26 instances primary.</li> <li>• Reduction in PA by 10% trust average- current PA rate is 36.23% average with 25.2% primary and 45% secondary.</li> <li>• Whole trust attendance up by 3% (average primary and secondary) current trust attendance is 89.3%</li> <li>• The school Personal Development offer will be proactive as well as reactive and provide quality experiences that pupils can talk about and will be evident in pupil voice.</li> <li>• We will see that attendance is a high priority in all of our schools.</li> <li>• We will see relational practices across all parts of the organisation and staff and pupils will talk about improved/positive relationships.</li> <li>• SEND pupils will feel safe and supported and will be making good progress relative to their starting point</li> </ul>			
Focus area & strategic priority (SP) link	Strategic lead	Milestone 1	Milestone 2	Milestone 3	End Point July 24
Embed attendance policy across all schools with practice aligned to policy. 1.1  SP1,4  <b>Strategic sub group:</b> Attendance, behaviour and safeguarding.  <b>Governance oversight:</b> ACL	Shaun E Debi B	All staff who lead on attendance strategically and operationally will have had training in implementing policy. Develop key reporting formats to share relevant information to all leads in a timely manner to enable targeted work around attendance.  Attendance profile raised across whole organisation. New Trust policy & procedure rolled out and reviewed monthly to support improvements to procedures.			Reduction in PA by 10% trust average. Whole Trust attendance up by 3%. Attendance has the highest priority as evidenced in voice, comms and actions.  1 The Trust operates more effectively through improved systems, processes and communications. 4. School performance is improving and capacity to continue to improve is growing.

Focus area & strategic priority (SP) link	Strategic lead	Milestone 1	Milestone 2	Milestone 3	End Point July 24
<p>Develop relational approaches whole trust, leading to improved relationships and more proactive work with pupils, staff and wider community.</p> <p>1.2</p> <p>SP 2,3,5,7</p> <p><b>Strategic sub group:</b> Relational leads and attendance, behaviour and safeguarding.</p> <p><b>Governance oversight:</b> ACL</p>	Debi B	<p>Develop trust implementation plan around roll out of relational work.</p> <p>Embed check in, up &amp; out across all parts of organisation.</p> <p>Trial relational behaviours in appraisal conversations in some schools. <b>3.1 link</b></p> <p><b>Review use of PASS and ensure all identified pupils are receiving support.</b></p> <p><b>Review impact of youth worker into secondary supporting pupils from previous years.</b></p>			<p>Reduction in suspensions across all schools but particularly secondary schools. Relational Practices are seen and voice highlights the impact and improvement.</p> <p>2 Stakeholder engagement and involvement is strong and shaping strategy.</p> <p>3 Key internal and external partnerships have been strengthened.</p> <p>5 A positive trust culture and climate supports ongoing improvement.</p> <p>7 Effective relationships develop our students' readiness for life.</p>
<p>Embed trust systems for tracking, analysing and support vulnerable pupils.</p> <p>1.3</p> <p>SP 1,4</p> <p><b>Strategic sub group:</b> Attendance, behaviour and safeguarding. SENCOs</p> <p><b>Governance oversight:</b> ACL</p>	Steve G	<p>Review effectiveness of tracker and appropriateness of windscreen levels - create synergy between tracker and CPOMS to enable better analysis of themes and barriers.</p> <p><b>1.5 link</b></p>			<p>Reduction in suspensions across all schools but particularly secondary schools. Reduction in PA by 10% trust average.</p> <p>Whole trust attendance up by 3% (ave primary and secondary)</p> <p>1 The trust operates more effectively through improved systems, processes and communications.</p> <p>4 School performance is improving and capacity to continue to improve is growing.</p>
Focus area & strategic priority (SP) link	Strategic lead	Milestone 1	Milestone 2	Milestone 3	End Point July 24

<p>Develop Personal Development offer that supports quality teaching and responds to the need/ theme issue. 1.4</p> <p>SP 2,3,7,8</p> <p><b>Strategic sub group:</b> PD/ PHSE leads Careers leads</p> <p><b>Governance oversight:</b> ACL POD</p>	<p>Debi Helen T</p>	<p>PD leads to map planned PD/PHSE offer and ensure all pupils are accessing quality experiences. Careers offer/opportunities mapped into all curriculum overviews across whole trust. Action plan for careers strand of PD to inform ongoing works is reviewed and further developed. Embed the Neat Experience. <b>2.5 link</b></p>			<p>The school Personal Development offer will be proactive as well as reactive and provide quality experiences that pupils can talk about and can be evidenced in voice. 2 Stakeholder engagement and involvement is strong and shaping strategy. 3 Key internal and external partnerships have been strengthened. 7 Effective relationships develop our students' readiness for work.</p>
<p>Through ongoing review of provision, develop systems and approaches to ensuring Quality First Teaching and provision meet needs of all learners – focus on SEND. 1.5</p> <p><b>Strategic sub group:</b> Quality of Education SENCOs</p> <p><b>Governance oversight:</b> ACL</p>	<p>Debi Steve G</p>	<p>Review of current provision through use of IQF to support key lines of enquiry which will establish key areas of shared action to work on across the year. <b>Priority 2 link</b></p>			<p>SEND pupils will tell us they feel safe and supported and will be making good progress relative to their starting point. 4 School performance is improving and capacity to continue to improve is growing. 8 Effective opportunities develop our students' readiness for work</p>



## What is the offer for schools?

### Strategic Welfare Offer – Lead: Steve Gittins

Aspect	Purpose and focus	Intended outcome
Supporting self evaluation	Support school leaders in establishing strengths and areas for development within current welfare support. IQF used to frame key questions and support school in self evaluating against the framework. What is the impact of school approaches currently? How well are leaders at all levels making use of pupil information? How embedded are trust systems and processes and what is the impact?	Clarity of current school strengths and identification areas for development. Action plan to support implementation. Timeline of how trust support will be deployed and agreed ways of working. Identified key priority or priority group to focus on across academic year (lense through).
Quality assurance	Work alongside school leaders and provide additional capacity to review aspects of welfare support. Supported deep dives into identified aspects of welfare support. IQF Framework to provide focus on self evaluation.	Ongoing review of school level strategy to date and next steps. Clarity of where a school is and what next step priorities are. Review against IQF Framework.
Intensive support	Where schools and school leaders identify areas requiring intensive support (either part of the trust welfare support or own school evaluations), capacity can be provided to work alongside key leaders, provide models of good practice to observe.	Specific school priorities will be supported as a result, school leaders will see impact from the support.
Bespoke support	A programme of CPD can be offered to support individual schools in moving forward individual or whole school practice – this can take the form of coaching and mentoring as well as more traditional PD sessions.	In school practice is more effective.
Strategic oversight	Attendance, behaviour and inclusion strategic meetings DATES IN TRUST CALENDAR	Capture of progress to date in delivering vision for inclusive practice and clear next steps.



## Strategic Attendance & Data – Lead: Shaun Edge

Aspect	Purpose and focus	Intended outcome
Supporting self evaluation	I will leverage robust systems and research from the Education Endowment Foundation (EEF) and successful schools and trusts to support schools in improving attendance. Through rigorous monitoring of attendance systems, I will conduct weekly meetings in the first term at each school. Taking the lead in these meetings, I will ensure the effective implementation of the attendance policy and adherence to best practices. Additionally, my deep understanding of the Ofsted Education Inspection Framework (EIF) allows me to guide schools in implementing effective data and assessment systems. These systems will not only track attendance but also support school improvement efforts by identifying areas for growth and providing targeted support.	To ensure continuous improvement in attendance, trust schools will experience an initial improvement within the first term, progressing and sustaining it throughout Terms 2 and 3. Schools will establish a robust assessment system with standardization points for accurate reporting and checks. This system will provide a comprehensive overview of strengths and areas for development, enabling targeted interventions and informed decision-making.
Quality assurance	To align with the trust's strategic priority of raising attendance, I will take the lead in conducting weekly meetings in each trust school, enabling me to quality assure the attendance procedures. By doing so, I will ensure that the schools' attendance practices meet the expected standards. Additionally, we will implement a robust assessment system that ensures the accuracy and reliability of reported data. This system will include thorough quality assurance processes at the school level before data is submitted to the trust, providing checks and balances to maintain data integrity. These measures will support the trust in fulfilling its Ofsted-oriented goals and ensure a strong focus on improving attendance.	Increased attendance in each school with a trust-level perspective in each school reviewing the implementation of the attendance strategy. As well as this, again, a trust-level oversight of standardisation of assessment to ensure that data the trust receives is reliable and robust.
Intensive support	I can support senior leaders and attendance leads in addressing attendance challenges by providing additional capacity and leadership to improve attendance rates. This includes raising the profile of attendance and implementing strategies to overcome barriers. I can also offer training for Quality of Education (QofE) leads to ensure a standardized and rigorous approach to assessment. This involves reviewing assessment practices and ensuring the accuracy of collected data. The support I provide is tailored to the specific needs and context of each school, aiming to address their challenges and promote improvement in attendance and assessment practices.	The support aims to improve attendance rates by implementing strategies to increase regular attendance, leading to improved academic achievement and engagement. It also focuses on ensuring a standardized and rigorous approach to assessment, resulting in reliable data to inform teaching and learning strategies. The support is tailored to each school's specific needs and context, with the goal of addressing challenges and promoting improvement in attendance and assessment practices.

## Strategic Attendance & Data – Lead: Shaun Edge

Aspect	Purpose and focus	Intended outcome
Bespoke support	<p>I can provide bespoke support to schools to improve attendance rates by working collaboratively with senior leaders and attendance leads. This includes raising the profile of attendance, providing additional capacity and leadership, and implementing strategies to overcome barriers. By prioritizing attendance and implementing effective strategies, schools can enhance their overall attendance rates. I can also offer tailored support to Quality of Education (QofE) leads in implementing standardized and rigorous assessment practices. This includes providing training and reviewing assessment practices to ensure the accuracy of collected data. By ensuring the standardization of assessment, schools can generate reliable data that informs teaching and learning strategies and supports school improvement. The support provided is specific to the individual needs and context of each school, aligning with the Ofsted framework's expectation of a tailored approach to school improvement. By addressing attendance challenges and improving assessment and data systems, schools can demonstrate their commitment to providing a high-quality education and meeting the expectations set by the Ofsted framework.</p>	<p>The intended outcome of providing support for attendance is to improve overall attendance rates by addressing specific challenges and implementing strategies to overcome barriers. The intended outcome of providing support for assessment and data systems is to implement standardized and rigorous assessment practices to ensure the accuracy and reliability of collected data. The support provided is tailored to the specific needs and context of each school, aligning with the expectation of a tailored approach to school improvement in the Ofsted framework. The intended outcomes include improved attendance rates and the implementation of effective assessment practices that positively impact teaching and learning.</p>
Strategic oversight	<p>Delivering on the trust's strategic priority of increasing attendance aligns with the Ofsted framework's emphasis on the quality of education and the importance of regular attendance for positive outcomes. The Education Endowment Foundation (EEF) highlights the impact of attendance on academic achievement. By prioritizing attendance, the trust can create a positive school culture that promotes engagement and maximizes learning opportunities for all students. Having robust data and assessment systems is crucial for evidence-based decision making and school improvement. The Ofsted framework emphasizes the use of assessment to evaluate the impact of teaching and learning. By implementing standardized and rigorous assessment practices, the trust can generate reliable data that informs teaching strategies and supports targeted interventions. Integrating welfare collection information enhances safeguarding and promotes student well-being. The Ofsted framework emphasizes the importance of creating a safe and supportive learning environment. By having a comprehensive view of students' well-being, the trust can identify concerns or barriers to attendance early on. This aligns with the EEF's recommendation of providing additional support to students facing socio-economic disadvantages to improve attendance and engagement. Focusing on increasing attendance, implementing robust data and assessment systems, and tying together welfare collection information demonstrates the trust's commitment to providing a high-quality education and meeting the expectations set by the Ofsted framework. This approach is also aligned with evidence-based recommendations from the EEF, ensuring that school improvement efforts are grounded in research and best practices.</p>	<p>To improve attendance across our trust, have robust data and assessment systems which allow us to identify strengths and weaknesses with ease.</p>

## Operational Welfare Offer – Lead: Silvia Blenkley

Aspect	Purpose and focus	Intended outcome
Supporting self-evaluation	Regular (minimum of fortnightly) meetings within school welfare lead to review impact of interventions on vulnerable pupils (level 2+), triage individual cases and identify clear next steps for in school welfare leads.	In school welfare lead has overview of all VL (level 2+). Barriers are being identified. School has a successful system for the identification and support of VL. Welfare lead has a strategic plan to support VL. Trust strategies are embedding and evolving. Focus is on impact.
Quality assurance	Regular review of individual cases to capture examples of good practice (to be shared in operational meetings) Support to identify next steps as appropriate.	Best practice is being identified and shared. Trust practice is developing.
Intensive support	Specific support to resolve issues with individual cases- this may include taking a lead in managing the case, facilitating professionals meetings or mediating with professionals on behalf of school.	Individual cases that are 'stuck' will be progressed.
Bespoke support	Individual support and advice provided to in school staff as appropriate. This may be in advice around a family, mentoring of staff, modelling of operational strategies.	Staff skills and confidence is growing.
Operational oversight	Operational welfare meetings chaired by strategic lead and operational lead. DATES IN TRUST CALENDAR	Sharing the best practice. Development of networks and approaches to supporting VL.

What else can school's expect?

Access to central strategic attendance support for ALL pupils alongside specific support aligned to windscreen level 3 and level 4

Access to central counselling support (aligned to windscreen level 3)

Access to youth worker support (aligned to PASS data)

Access to Educational Psychologist (needs led)

Access to Speech and Language specialist (needs led)

## Appendices

1. Trust windscreen pages 12 to 14.
2. Resource windscreen pages 15 to 19.

2022-23 NEAT Graduated Response to Wellbeing

	Level 0	Level 1	Level 2	Level 3	Level 4
<b>Team</b>	<p>Universal Services</p> <p>School Team</p>	<p>School Team</p> <p>School team/support during lockdown procedure</p>	<p>School Team</p> <p>Specialist Staff- Central Team Advice</p>	<p>Intensive Support/ Early Help</p> <p>Central Team Roles</p> <p>Attendance Officer</p> <p>School Counsellor</p> <p>Vulnerable Learner Lead</p>	<p>All Social Care Referrals</p> <p>External Referrals</p> <p>Specialist and high-level interventions often involving statutory process.</p>
<b>Intervention</b>	<p>School based as required</p> <p>School Mentoring</p> <p>SENCo</p> <p>Year Leader</p> <p>Welfare Support</p>	<p>School based as required</p> <p>School Mentoring</p> <p>SENCo</p> <p>Year Leader</p> <p>Welfare Support</p>	<p>Target group, EHP/ TAF</p> <p>Pastoral Support Plan/SWAS Support</p> <p>Ongoing monitoring</p> <p>Half termly review, smart targets</p> <p>Local Family Partners Early Help Team</p> <p>Families for intervention to be discussed at overcoming barriers meeting.</p>	<p>Referral [N7/EHA/ Chair]</p> <p>Target case work</p> <p>School Panel, EHP / TAF</p> <p>Half termly review, smart targets</p> <p>Statutory &amp; target case work.</p> <p>Citywide Family Support</p> <p>Early Help Advisors</p> <p>Family Support Volunteers</p> <p>Parenting Programmes &amp; Reviews</p> <p>Referral for counselling</p> <p>Vulnerable Learners monitoring/tracker</p>	<p>Casework referrals</p> <p>Liaison with professionals</p> <p>On-going monitoring Reviews</p> <p>Multi Systemic Team</p> <p>NEAT Strategic Attendance Lead/Legal Monitoring</p>
<b>SEND</b>	<p>No additional needs/ initial concerns</p>	<p>SEN Sup</p> <p>Learning Passport/Pupil Profile</p> <p>Plan Do Review cycle</p> <p>Termly reviews</p> <p>Language and communication difficulties</p> <p>Slow to meet development milestones</p> <p>Informal NEAT SALT/ EP advice</p> <p>Graduated Response</p> <p>Newcastle Local Offer</p> <p>School health triage service advice 0191 282 3319</p>	<p>SEN Sup</p> <p>Learning Passport/Pupil Profile</p> <p>Plan Do Review cycle</p> <p>Termly reviews</p> <p>Involvement from outside agencies:</p> <p>EPS, CYPs, SALT, OT, SENTASS,</p> <p>ASAP referral to SEND SAR team</p> <p>NEAT SALT/ EP advice</p> <p>Graduated Response</p> <p>Newcastle Local Offer</p> <p>School health triage service referral 0191 282 3319</p> <p>Local Community Offer</p>	<p>SEN Sup/ EHCP/statement</p> <p>Learning Passport/Pupil Profile</p> <p>Plan Do Review cycle</p> <p>Termly reviews</p> <p>Ongoing involvement from outside agencies: EPS, CYPs, SALT, OT, SENTASS,</p> <p>ASAP/ IPS funding</p> <p>Bespoke curriculum</p> <p>Annual reviews</p> <p>Single Point of Access (SPA) 0303 123 1147 <a href="mailto:ntawnt_NGSPA@mhs.nhs.net">ntawnt_NGSPA@mhs.nhs.net</a></p> <p>In year admits – no information (Vulnerable learner</p> <p>Advice / guidance (ASD – <del>to review</del> Benfield, SEMH – West Walker)</p> <p>Local Community Offer</p>	<p>SEN Sup/ EHCP</p> <p>Learning Passport/Pupil Profile</p> <p>Plan Do Review cycle</p> <p>Termly reviews</p> <p>Ongoing involvement from outside agencies: EPS, CYPs, SALT, OT, SENTASS</p> <p>Bespoke curriculum</p> <p>Annual reviews</p> <p>Consider change of provision/request higher level of funding</p> <p>Review of provision with LA</p> <p>Advice / guidance (ASD – <del>to review</del> Benfield, SEMH – West Walker)</p> <p>ASAP/ IPS funding</p>
<b>Attendance</b>	<p>Expected Attendance 96% +</p>	<p>Below 95%</p> <p>Occasional non-attendance</p>	<p>90% to 94%</p> <p>Emerging pattern of non-attendance</p> <p>Families for intervention to be discussed at overcoming barriers meeting.</p>	<p>90% <del>and</del> below</p> <p>Established pattern of non-attendance</p> <p>Critical/significant absence</p> <p>PA</p>	<p>PA</p> <p>Missing</p> <p>Below 80%</p> <p>Legal monitoring</p>
<b>Learning</b>	<p>Expected or <u>exceeding learning</u> progress</p>	<p>Low level concerns</p> <p>Lack of progress (1 term)</p> <p>Lack of engagement (homework)</p> <p>Language Barrier?</p>	<p>Sustained lack of progress</p> <p>Disengagement with learning</p>	<p>Regression of progress</p> <p>No engagement</p> <p>Learning significantly impacted upon</p>	<p>Complete disengagement with learning</p>
<b>EAL</b>					
<b>Behaviour for Learning</b>	<p>Appropriate BFL</p>	<p>Low level concerns</p> <p>Lack of engagement</p> <p>Managed Move</p> <p>In year admit</p> <p>Consider SEND strategies</p> <p>In-school support</p>	<p>Emerging patterns of concern</p> <p>Initial FT Exclusions</p> <p>Consider SEND strategies</p> <p>Advice from specialist provisions</p> <p>SEND ASAP referral (Trinity Outreach service)</p> <p><a href="mailto:senasap@newcastle.gov.uk">senasap@newcastle.gov.uk</a></p> <p>School support with wider agency involvement</p> <p>Consider SPA/ CYPs referral</p> <p>EP advice from NEAT EP</p>	<p>Consider SEND strategies</p> <p>At Risk of exclusion (PEX)</p> <p><u>Repeated Exclusions</u> (FT) (repeated)</p> <p>Advice from specialist provisions</p> <p>SEND ASAP referral (Trinity Outreach service) <a href="mailto:senasap@newcastle.gov.uk">senasap@newcastle.gov.uk</a></p> <p>Inclusion Support Plan (<del>to review</del>)</p> <p>SPA/ CYPs referral</p> <p>EP advice from NEAT EP</p>	<p>Exclusions (Perm)</p> <p>SEND strategies</p> <p>CYPs referral</p> <p>EHC application</p> <p>ARC/ ARP placement application</p> <p>EP advice from NEAT EP</p>
<b>Physical Health</b>	<p>Good physical health.</p>	<p>Minor health issues</p> <p>Fabricated or induced illness</p> <p>Disengagement with physical activity</p> <p>Some signs of weight concern</p>	<p>Emerging pattern of health issues.</p> <p>Fabricated or induced illness.</p> <p>Regular disengagement with physical activity</p> <p>Early signs of obesity</p>	<p>Health CFC, significant health concerns</p> <p>Specialist support / intervention</p> <p>Suspicion of abuse</p> <p>Regular hospital admission</p> <p>No physical activity</p> <p>Obese</p> <p>Health <u>At</u> Risk</p> <p>Specialist support / intervention</p> <p>High level of disability required special support to be maintained in mainstream setting</p> <p>Missed appointments – routine &amp; <u>non routine</u></p>	<p>Health <u>At</u> Risk (chronic)</p>
<b>Mental health</b>	<p>Good mental health and wellbeing</p>	<p>Minor mental health emerging</p> <p>Self-referral for support</p> <p>Emotional outbursts</p> <p>Withdrawal (change in behaviour)</p> <p>Diagnosis</p> <p>Poor self esteem</p> <p>In school support</p>	<p>Emerging pattern of mental health issues.</p> <p>Minor incidents of self-harm.</p> <p>More regular outbursts or incidents.</p> <p>Families for intervention to be discussed at overcoming barriers meeting.</p>	<p>Mental health CFC</p> <p>Specialist support / intervention</p> <p>Suspicion of abuse</p> <p>Sustained self harm</p> <p>Regular incidents</p> <p>Regular hospital admission</p> <p>Health <u>At</u> Risk</p>	<p>Health <u>At</u> Risk (chronic)</p> <p>Intensive specialist support</p> <p>Known abuse (historic/current)</p> <p>Fabricated or induced illness</p>

2022 23 NEAT Graduated Response to Wellbeing

Team	Level 0 Universal Services	Level 1 School Team	Level 2 School Team	Level 3 Intensive Support / Early Help	Level 4 All Social Care Referrals
	School team	School team/support during lockdown procedure	Specialist Staff- Central Team advice	Central Team Roles Attendance Officer School Counsellor Vulnerable Learner Lead	External Referrals Specialist and high-level interventions often involving statutory process.
				Known abuse/self-harm	
<b>Family</b>	Family support Secure income Extended family network	Occasional concerns Community issues Relationships (impact) (family/other families/parents)	Low income / debt Unemployment Relationship breakdown	Low income. Unemployment Relationship breakdown Social exclusion Financial difficulties CFC Dysfunctional relationships Social exclusion	Financial difficulties At Risk Social exclusion Child or family need immediate protection and support due to harassment and discrimination Missing children and runaways
<b>Parenting</b>	Secure parenting Consistent engagement Appropriate use of sanctions/rewards	Occasional concerns neglect, safety & protection (early signs) Require help to manage behaviour Inexperienced Intermittent engagement Limited attendance at parent evening/engagement Lack of equipment Uncompleted homework Child with attachment issues	Mental Health issues Young carers, CFC Neglect, safety and protection <u>Inconsistencies</u> , <u>Support</u> to engage, Learning disability requires occasional support Regular lack of engagement Partners starting to emerge in consistent boundaries or response Lack of response to concerns raised by professional about child	Mental Health issues Neglect CFC Refusal to engage Learning disability requires support Relative Experience Programme Mental health causing limited effectiveness D & A misuse/DV Neglect At Risk Prison, Refusal to engage Learning disability requires specialist support	Mental health means unable to parent D & A misuse/DV Abuse Neglect At Risk Prison, Refusal to engage LAC
<b>Independence &amp; Employability</b>	Appropriate living skills	Most independent skills (age appropriate) secure	Most independent skills (age appropriate) secure	Limited skills evident – limited progress Limited skills – no progress Intervention required	Limited skills – no progress Intervention required
<b>Social Behaviour</b>	Appropriate social behaviour	Bullying (victim) Occasional display of offending behaviour Some inappropriate use of social media	Bullying (victim) Emerging pattern of offending behaviour Regular inappropriate use of social media	Anti-social behaviour Impacting on school or day to day life YOT / YIS Known to police	YOT / YIS Significant issues Gang activity
<b>Housing and accommodation</b>	Secure housing	Occasional issue with debt/housing	Emerging concerns Threat of eviction or forced relocation	Temporary <u>living arrangements</u> No <u>long term</u> placement  Temporary arrangements At Risk homeless	Homeless
<b>Family mobility</b>		Roma travelling community?	Difficulty contacting family	Unable to locate family Family moved to unknown area/address	Children subject to child protection plan movement
<b>Sexual behaviour</b>	Appropriate sexual behaviour	Occasional inappropriate behaviour Some complaint shared	Known sexual activity causing concern Ongoing complaints or shared concerns/info CFC	Sustained known sexual activity causing concern/or harm Impact/victim report Serious CFC Specialist Intervention Impact on day to day	Serious risk of harm Involved in or at risk of child sexual exploitation
<b>Alcohol and drugs</b>	Age appropriate behaviour	Occasional inappropriate behaviour Or witness to inappropriate behaviour info received	Known alcohol / drug activity causing concern	Known alcohol / drug activity causing concern  Regular use Serious CFC/Specialist Intervention	Regular use At Risk
<b>Domestic Violence</b>	Appropriate behaviour	Occasional inappropriate behaviour Info shared relating to concern (DV)	Known DV (infrequent) Operation Encompass notifications	Known DV cause for concern – specialist referral (C&YPS) Operation Encompass notifications Serious CFC Specialist Intervention	At Risk of harm

2022 23 NEAT Graduated Response to Wellbeing

	Level 0	Level 1	Level 2	Level 3	Level 4
<b>Team</b>	Universal Services  School team	School Team  School team/support during lockdown procedure	School Team  Specialist Staff- Central Team advice	Intensive Support / Early Help  Central Team Roles  Attendance Officer  School Counsellor  Vulnerable Learner Lead	All Social Care Referrals  External Referrals  Specialist and high-level interventions often involving statutory process.

<b>Vulnerable Learners</b>	Attending school Appropriate behaviour/engagement Feel safe/happy/secure Learning.	Occasional lack of engagement from child/family.  Occasional prompts needed for work being completed online/workbooks etc.  Starting to look unkempt?  Low level behaviour patterns starting to emerge.  Family with low level welfare concerns. Housing, financial, medical etc.	Patterns emerging of inconsistent <u>engagement with</u> child/parent/school attendance.  School work not completed on time.  Operation Encompass notifications-	Infrequent/no contact with child/family 1-2 weeks.  Phone calls not returned on time/ignoring school-  Displays signs of mental health concerns for the child/family?  Contact from other concerned professionals?  Concerns or intelligence of neglect/risk/harm/mental health.  Child/family in need of financial/emotional support. Support re food parcels/ IT (barriers to learning) and finance	No contact from family NEET Child not seen
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2022-23 NEAT Framework for Wellbeing, Care and Learning - Level of Need /Interventions					
	Level 0	Level 1	Level 2	Level 3	Level 4
<b>Team</b>	Universal Services School Team	School Team <b>Family Partner</b> - Early Help Team Current Community Support	School Team Specialist Staff - Central Team Advice. <b>Family Partner</b> - Early Help Team Current Community Support	<b>Intensive Support/multi-agency approach.</b> Early Help Team. Community Support Central Team roles Attendance Officer School Counsellor (time limited) Vulnerable Learner Lead	<b>All Social Care Referrals</b> External Referrals Specialist and high-level interventions involving statutory process. Central Team roles /NEAT Attendance Strategic Lead
<b>Intervention</b>	School based as required	School based as required School Mentoring <b>SENCo</b> External Partners	Target group, EHP/ TAF Lead professional- in school Ongoing monitoring Half termly review, smart targets	<u>Referral</u> /N7/EHA/ Chair) Target case work School Panel, Early Help / TAF Half termly review, smart targets Statutory & target case work. Citywide Family Support Early Help Advisors Family Support Volunteers Parenting Programmes & Reviews	Casework referrals Liaison with professionals On-going monitoring Reviews Multi Systemic Team
<b>SEND</b>	Quality First Teaching Interventions Initial Teacher Concern Checklist Discussion with parents SENDIASS	SEND Mainstream Guidance Initial meeting with parents Learning Passport/Pupil Profile Ongoing involvement from outside agencies: EPS, CYPs, SALT, OT, SENTASS Range of assessments School health Newcastle Local Offer SENDIASS Use of staff specialisms in schools (from across trust) Inclusion Quality Framework Advice and support from traded and core SENTASS core offer (now including dyslexia, mental health and anxiety) Advice from NEAT SALT (Laura Dixon <a href="mailto:lauradixonst@gmail.com">lauradixonst@gmail.com</a> )	SEND Mainstream Guidance Initial meeting with parents Learning Passport/Pupil Profile Interventions Ongoing involvement from outside agencies: EPS, CYPs, SALT, OT, SENTASS Range of assessments School health Local Offer SENDIASS SEND ASAP <a href="mailto:angela.gemmell@newcastle.gov.uk">angela.gemmell@newcastle.gov.uk</a> , <a href="mailto:SENASAP@newcastle.gov.uk">SENASAP@newcastle.gov.uk</a> , 0191 2774611 (SEMH, Cognition and Learning, Communication and Interaction, Early Years, Mental health and anxiety) Educational Psychology advice from NEAT EP (Kate Hodgson <a href="mailto:katehodgsonEP@outlook.com">katehodgsonEP@outlook.com</a> ) Graduated Response Newcastle Local offer <a href="https://www.newcastlesupportdirectory.org.uk/search?keys=">https://www.newcastlesupportdirectory.org.uk/search?keys=</a> School health triage service advice 0191 282 3319 Joanna Isaacs ( <a href="mailto:Joanna.Isaac@walkergate.newcastle.gov.uk">Joanna.Isaac@walkergate.newcastle.gov.uk</a> ) SLE for SEN	SEND Mainstream Guidance Initial meeting with parents Learning Passport/Pupil Profile Interventions Ongoing involvement from outside agencies: EPS, CYPs, SALT, OT, SENTASS Range of assessments School health Local Offer SENDIASS SEND ASAP with IPS funding <a href="mailto:angela.gemmell@newcastle.gov.uk">angela.gemmell@newcastle.gov.uk</a> , 0191 2774611 SENASAP@newcastle.gov.uk 0191 2774611 Joanna Isaacs ( <a href="mailto:Joanna.Isaac@walkergate.newcastle.gov.uk">Joanna.Isaac@walkergate.newcastle.gov.uk</a> ) SLE for SEN <a href="mailto:Joanna.Isaac@walkergate.newcastle.gov.uk">Joanna.Isaac@walkergate.newcastle.gov.uk</a>	SEND Mainstream Guidance Initial meeting with parents Learning Passport/Pupil Profile Interventions Ongoing involvement from outside agencies: EPS, CYPs, SALT, OT, SENTASS Range of assessments School health Local Offer SENDIASS EHPC guidelines Referral to school counsellor Children with disabilities team referral email: <a href="mailto:susan.franks@newcastle.gov.uk">susan.franks@newcastle.gov.uk</a> 0191 2774700 SEND ASAP with IPS funding <a href="mailto:angela.gemmell@newcastle.gov.uk">angela.gemmell@newcastle.gov.uk</a> , <a href="mailto:SENASAP@newcastle.gov.uk">SENASAP@newcastle.gov.uk</a> 0191 2774611 (SEMH, Cognition and Learning, Communication and Interaction, Early Years, Mental health and anxiety) ARC and ARP assessment/ application Joanna Isaacs ( <a href="mailto:Joanna.Isaac@walkergate.newcastle.gov.uk">Joanna.Isaac@walkergate.newcastle.gov.uk</a> ) SLE for SEN <a href="mailto:Joanna.Isaac@walkergate.newcastle.gov.uk">Joanna.Isaac@walkergate.newcastle.gov.uk</a>
<b>Attendance</b>	Greggs breakfast club. VISION (rewards) First Day Response Attendance Bus Assemblies Initiatives – rewards NEAT Protocol	Usual protocols ( <a href="https://www.pc.gov.uk">www.pc.gov.uk</a> ) VISION (rewards) Prearranged pick-ups Early morning pick ups Weekly check in	Internal <u>monitoring below</u> 94.9% SSIF intervention Pupil pickups –bus Parent contract	Internal monitoring Legal involvement, PA <u>below</u> 90% Central Team Referral LA involvement NEAT Reintegration Plan	<b>NEAT Attendance</b> Strategic Lead NEAT Central Team – Dan Morrison <a href="mailto:d.morrison@neat.org.uk">d.morrison@neat.org.uk</a> LA involvement  Berry Education Ltd – <a href="mailto:contact@berryeducation.com">contact@berryeducation.com</a> Tel 07947326624  Newcastle LA Attendance Lead Alyson Barrett <a href="mailto:alyson.barrett@newcastle.gov.uk">alyson.barrett@newcastle.gov.uk</a>
<b>Learning</b>		VISION (reading incentives)	VISION (reading incentives)		
<b>EAL</b>		<u>Bell Foundation</u> supporting children in schools with language barriers. <a href="http://www.bellfoundation.org.uk">www.bellfoundation.org.uk</a>  Free EAL Assessment for Schools <a href="http://www.flashacademy.com">www.flashacademy.com</a>			
<b>Behaviour for Learning</b>	Assembly Programme MINE (Walker Church) -After School Club- Youth Club	Consider SEND strategies in-school support	Consider SEND strategies Advice from specialist provisions SEND ASAP referral (Trinity Outreach service) <a href="mailto:senasap@newcastle.gov.uk">senasap@newcastle.gov.uk</a> School support with wider agency involvement Consider SPA/ CYPs referral	Consider SEND strategies Prince's Trust Achievement Programme 14-16 Prince's Trust Mosaic Programme 11-16 Advice from specialist provisions SEND ASAP referral (Trinity Outreach service) <a href="mailto:senasap@newcastle.gov.uk">senasap@newcastle.gov.uk</a>	Consider SEND strategies CYPs referral EHPC application ARC/ ARP placement application

				Inclusion Support Plan ( <del>2006/06</del> ) SPA/ CYPs referral	
<b>Physical Health</b>	<p>Assembly Programme PHSE Curriculum School Sports Team Helen Taylor@ Greggs breakfast club. <a href="mailto:Lynne.Hindmarsh@Greggs.co.uk">Lynne.Hindmarsh@Greggs.co.uk</a> Breakfast Club - School Newcastle United Foundation <a href="mailto:Andrina.Foster@nufc.co.uk">Andrina.Foster@nufc.co.uk</a> Change4Life <a href="mailto:Nicola@foodnation.org">Nicola@foodnation.org</a> Nicola Cowell Food Nation Cookery School Martin <del>0909/10</del></p> <p>Walker &amp; District Foodbank Victoria <del>0909/10</del> Pastor Victor Main contact: - 07914474849, 07709518523</p> <p><a href="mailto:Martin@foodnation.org">Martin@foodnation.org</a> School Health Team Health Visitor Active Newcastle Cards – Noel Hanlon –</p>	<p>Public Health School Nurse – Safeguarding Team 0-19 service. Geoffrey Rhodes Centre, Algemon Road, Byker NE5 2UZ <a href="tel:01912823423">0191 2823423</a> (<a href="#">safeguarding admin team</a>) <a href="mailto:Joanne.McKenzie">Joanne McKenzie</a> <a href="tel:07736481413">Tel: 07736481413</a></p> <p>Food Nation CFH Barnard's Volunteers Healthworks Newcastle Change 4 Life – Early intervention health trainers Change 4 Life Champions – Volunteers – <a href="mailto:Kath.english@hwn.org.uk">Kath.english@hwn.org.uk</a> Pottery Bank Community Centre – Kids cooking club, fun days, outdoor play, allotments</p>	<p>School Nurse. Active Health Newcastle – <a href="#">referral</a> (self or via school) (10wks) free swimming lessons/access to gym/circuits – <a href="mailto:Duncan.affarrell@sou.uk">Duncan.affarrell@sou.uk</a></p> <p><b>On The Go.</b> Tackling childhood obesity by offering physical activities and a lifestyle programme for children and families. Referral required by GP/school nurse <a href="https://www.newcastlesupportdirectory.org.uk/bs5/newcastle/fsd/service.page?id=f2MZFvC-jtc">https://www.newcastlesupportdirectory.org.uk/bs5/newcastle/fsd/service.page?id=f2MZFvC-jtc</a> Can also refer to a Tier 2 School health service 0191 2788558</p>	<p>Food Nation Active Newcastle in-house (staff/parents/children) Weight Movement Programme Active Newcastle Intensive Swimming – Tamala Davison</p>	
<b>Mental health</b>	<p>NEAT Mental Health Policy Assembly Programme PHSE Curriculum Mental Health Champions Wellbeing Screening Boxall Proling Outdoor Curriculum opportunities Recovery College- School Health Team</p> <p>Early Help Team (consultation)</p> <p>If you Care Share Girls Contemporary Dance Club (Yrs. 5 &amp; 6) – contact Nadia <del>0909/10</del> – <a href="mailto:nadia@companyofothers.org.uk">nadia@companyofothers.org.uk</a></p> <p>Walker Women – courses in understanding mental health, child adolescent mental health</p>	<p>Key workers Form Tutors Year Leaders Class teachers Therapeutic Lead Overcoming Barriers Framework Nurture Groups School Counsellor</p> <p>GP Navigators</p> <p>Public Health School Nurse – <a href="tel:01912823423">0191 2823423</a> (<a href="#">safeguarding admin team</a>) <a href="mailto:Joanne.McKenzie">Joanne McKenzie</a> <a href="tel:07736481413">Tel: 07736481413</a></p> <p>School Health Visitor/support to families on the <b>phone and face to face, virtual clinics, PHSE sessions, 6-week interventions</b> with young people to offer strategies for a range of mental and physical health problems and friendship groups. <a href="tel:03031231147">Referral process is single point of access. Tel. 0303 123 1147</a> <a href="mailto:nlawnt.NG.SPA@nhs.net">email: nlawnt.NG.SPA@nhs.net</a></p>	<p><a href="#">Knott-Online mental wellbeing community</a>. Free, safe and anonymous counselling support online</p> <p><b>Every Mind Matters Campaign</b> The Campaign provides NHS endorsed tips and advice to support children and young people's mental health and wellbeing and equip parents/carers with the knowledge to support them. Lots of free resources, links and personalised mindfulness plans available <a href="https://www.nhs.uk/oneyou/every-mind-matters/">https://www.nhs.uk/oneyou/every-mind-matters/</a></p> <p><b>NEPACS 1:1 Support for Young People</b> NEPACs youth project provide a dedicated 1:1 support and therapeutic listening service for young people aged 8-17 years-old who are affected by the imprisonment of a parent, sibling or grandparent. Email: <a href="mailto:youth@nepacs.co.uk">youth@nepacs.co.uk</a> ; <a href="mailto:arobinson@nepacs.co.uk">arobinson@nepacs.co.uk</a> Mobile: 07964 959959 <a href="http://www.nepacs.co.uk">www.nepacs.co.uk</a></p> <p><b>Children NE</b> <b>The BU Programme</b> is a group intervention which aims to build young people's resilience to cope with the emotional challenges of everyday life, learning and school and develops their foundations for positive mental health. The programme is designed to support children and young people who may be: <b>struggling</b> to manage their emotions <b>becoming</b> withdrawn <b>having</b> difficulties with confidence, self-esteem or friendships <b>at risk</b> of developing more severe mental health difficulties. The programme is delivered in two hour sessions over six weeks and covers five units: <b>Communication Friendships</b> <b>Self-image</b> <b>Coping with feelings</b> <b>Basic mental health</b> Refer via website <a href="https://children-ne.org.uk/how-we-can-help/schools/mental-health/">https://children-ne.org.uk/how-we-can-help/schools/mental-health/</a> or email <a href="mailto:cneschools@children-ne.org.uk">cneschools@children-ne.org.uk</a></p> <p>or phone 0191 256 2448 or email <a href="mailto:cneschools@children-ne.org.uk">cneschools@children-ne.org.uk</a> or phone 0191 256 2448</p> <p>Free</p>	<p><b>Mindful Therapies</b> – Mark Sidney – <a href="mailto:Mark@mindfultherapies.org.uk">Mark@mindfultherapies.org.uk</a> age 18+ low cost therapy</p> <p><b>WEYES</b> - <a href="https://children-ne.org.uk/">https://children-ne.org.uk/</a> counselling service for those age 9-25</p> <p><b>Anxious Minds counselling service</b>- Age 14+ Low-cost counselling service <a href="https://www.anxiousminds.co.uk/">https://www.anxiousminds.co.uk/</a></p> <p><b>Kalmer Counselling</b>- 1:1 and group Bespoke counselling service to schools for children and parents. Low-cost options available</p> <p><b>Barnardos Orchard Mosaic</b> – Free Counselling service for children who have been victims of sexual abuse and/or emotional abuse or who have suffered from a bereavement. <a href="https://www.barnardos.org.uk/what-we-do/services/orchard-mosaic-trauma-informed-therapeutic-services">https://www.barnardos.org.uk/what-we-do/services/orchard-mosaic-trauma-informed-therapeutic-services</a></p>	<p>CYPS: ICTS (post hospital admission) CRISIS Team</p> <p>CYPS: Treatment intervention</p>
<b>Family</b>	<p>Young Carers (<del>0909/10</del>) NEAT Summer Offer</p>	<p>Orchard/Mosaic Project – Bereavement support – 0191 2120237 PROPS (D&amp;A) Level 2. Byker Community Trust -</p> <p><b>Community Health and Social Care</b> 0191 2788377 <a href="http://www.newcastle.gov.uk">www.newcastle.gov.uk</a></p>	<p>Thriving Families <del>0909/10</del> Young Carers 0191 2404800 Vineyard – Youth Group – Meal and food offer</p> <p>WRAP Intervention-(school)</p>	<p>Community Family Hub Early Help Team Central Team referral</p> <p><b>Children North East</b> Online support 'Children North East Young People Services' Facebook closed book 'Drop in's for both under and over 16's boys and girls groups' <a href="https://www.facebook.com/2neyouyoungpeopleservice">https://www.facebook.com/2neyouyoungpeopleservice</a></p>	<p>MASH –Multi Agency Safeguarding Hub – Civic Centre.</p>
<b>Parenting</b>	<p>Food Nation cooking courses- Anna <del>0909/10</del> <a href="mailto:Anna.gillings@foodnation.org">Anna.gillings@foodnation.org</a> Food Adventures – Anna Corbett</p>	<p>Food Adventures – Anna Corbett <a href="mailto:Anna@foodnation.org">Anna@foodnation.org</a> Relate</p>	<p>Food Adventures – Anna Corbett <a href="mailto:Anna@foodnation.org">Anna@foodnation.org</a> Relative Experience Programme</p>	<p>Relative Experience Programme (Grandparents Plus) <a href="mailto:rav.blythe@grandparentsplus.org.uk">rav.blythe@grandparentsplus.org.uk</a></p>	

	<p><a href="mailto:Anna@foodnation.org">Anna@foodnation.org</a></p> <p>Safety at Home – T&amp;W Fire Service 0191 4441760</p>	<p>Byker Community Trust -</p> <p><b>Newcastle Community Family Hub</b></p> <p>Central- Family lives matter 0191 214 2460 East- Bykerand-01912759636 Community Hub that includes Sure Start and Early Help family support for families with children of all ages identified as needing additional support. This includes play and early learning sessions, parental support as well as health and wellbeing.</p> <p>-</p> <p><b>Early Help website:</b> <a href="https://www.newcastle.gov.uk/services/care-and-support/children/getting-help-children-and-families/early-help-practitioners">https://www.newcastle.gov.uk/services/care-and-support/children/getting-help-children-and-families/early-help-practitioners</a></p> <p><b>Early Help Access Point:</b> 0191 211 5805</p> <p><b>Early Help Email:</b> <a href="mailto:earlyhelpplan@newcastle.gov.uk">earlyhelpplan@newcastle.gov.uk</a></p>	<p>(Grandparents Plus)</p> <p><a href="mailto:ray.blythe@grandparentsplus.org.uk">ray.blythe@grandparentsplus.org.uk</a></p> <p>Feeding Futures – Kirsty Whittle <a href="mailto:kirsty@foodnation.org">kirsty@foodnation.org</a></p> <p>Sure Start Newcastle <a href="mailto:East_01912759636">East_01912759636</a> Reducing Parental Conflict (RPC) Programme, Diana Robertson, North East. <a href="mailto:diana.robertson@dwp.gov.uk">diana.robertson@dwp.gov.uk</a>, Tel: 07741 688 356</p> <p><b>IKWRO (Iranian and Kurdish Women's Rights Organisation)</b> Advice and support for Middle Eastern Women and girls living in the UK available in Farsi, Kurdish, Arabic, Dari, Pashto, Turkish and English Telephone: 0207 9206460</p> <p>Find information about services that can help through Children and Families Newcastle, the <a href="#">Children and Families Locality Hub</a> or your linked Family Partner. Lead: Annmarie Cook, Barnardo's Byker Sands Centre, 19 Raby Cross, Byker, Newcastle upon Tyne NE6 2FF Telephone: 0161 275 9636 (Monday to Friday 8.30am to 4.30pm) <a href="mailto:annmarie.cook@barnardos.org.uk">annmarie.cook@barnardos.org.uk</a></p> <p><a href="https://www.facebook.com/Community-Family-Hub-East-1742672322696105/">https://www.facebook.com/Community-Family-Hub-East-1742672322696105/</a></p> <p><b>Talking Therapies-</b> age 18+ GP referral or self refer via <a href="https://www.nhs.uk/mental-health/talking-therapies-medicine-treatments/talking-therapies-and-counseling/nhs-talking-therapies/">https://www.nhs.uk/mental-health/talking-therapies-medicine-treatments/talking-therapies-and-counseling/nhs-talking-therapies/</a></p> <p><b>Orchard Mosaic: Parent Factor Project</b> Supports parents whose children have had a recent diagnosis of ADHD</p> <p>Find information about services that can help through Children and Families Newcastle, the <a href="#">Children and Families Locality Hub</a> or your linked Family Partner.</p> <p><b>Respect Young People's Programme</b> RYPP is designed for families where there is child/adolescent aggression/violence towards adults. It is delivered to the family as a whole as well as 1-1 work with the parent/carer and child/young person Professionals can contact the Early Help Access Point and ask for a Request for Support to be sent to the allocated Locality then a worker will contact the professional to explore taking this <b>Further Early Help Access Point:</b> 0191 2115805.</p>	<p><b>Bykersands Tel:</b> 0191 275 9636</p> <p>Incredible Years Programme Family Learning Freedom Programme <b>Strengthening Families Programme</b> <b>Domestic Violence &amp; Abuse Recovery Programme</b> Thriving Families – NSPCC 2275300 Volunteer for <b>Family Support</b> Early Help Support Teen Mum's Support Social Prescribing Team <b>273889/07857033048</b> <a href="mailto:healthtrainers@hwn.org.uk">healthtrainers@hwn.org.uk</a> Young Carers 2734615 (NLT) PA Parent Programme Central Team referral</p>	
<p><b>Independence &amp; Employability</b></p>	<p><a href="mailto:NE1_Louise.Liddle@ne1can.co.uk">NE1_Louise.Liddle@ne1can.co.uk</a> Walker Women project – education, social, training</p>	<p>Feeding Futures – Kirsty Whittle <a href="mailto:kirsty@foodnation.org">kirsty@foodnation.org</a></p> <p><b>Food banks and free food services</b> For up-to-date information on food banks and other free food services in Newcastle, please check the Information NOW website at the following links: <a href="http://www.informationnow.org.uk/article/food-banks-in-newcastle/">www.informationnow.org.uk/article/food-banks-in-newcastle/</a> <a href="http://www.informationnow.org.uk/article/free-meals-cheap-food/">www.informationnow.org.uk/article/free-meals-cheap-food/</a></p>	<p><a href="mailto:NE1_Louise.Liddle@ne1can.co.uk">NE1_Louise.Liddle@ne1can.co.uk</a> Feeding Futures – Kirsty Whittle <a href="mailto:kirsty@foodnation.org">kirsty@foodnation.org</a> Benefit advice – Jason Brown2@newcastle.gov.uk NUFC <a href="mailto:Steve.mack@NUFC.co.uk">Steve.mack@NUFC.co.uk</a></p>		
<p><b>Social Behaviour</b></p>	<p>Assembly Programme PHSE Curriculum</p> <p>Pottery Bank Community Centre (Community Centre with a variety training sessions and range of activities for all ages) Jacquie Higgins Tel 0191 2242349</p> <p>Neighbourhood Inspector for the east of Newcastle. Dan Whyte. Tel 01661872555</p> <p>Ray <b>Grow Centre</b> after school club, Tuesdays 6-7.30pm members 7yrs upwards <a href="mailto:Colin.Ridley.Collmidley00@gmail.com">Colin.Ridley.Collmidley00@gmail.com</a></p>	<p>Byker Community Trust – <b>Emma Leggott, Community Engagement Officer at Byker Community Trust on 07701 047666. <a href="mailto:Emma.Leggott@bykerct.co.uk">Emma.Leggott@bykerct.co.uk</a></b></p> <p>Early Help Team – Teenage Kicks 2759636</p> <p>YMCA Newcastle – Walker Youth Project-13 -25 years Mary Ashley David Edgar 0191 2624945 <a href="mailto:mary.ashley@ymcaneewcastle.com">mary.ashley@ymcaneewcastle.com</a> <a href="mailto:dave.edgar@ymcaneewcastle.com">dave.edgar@ymcaneewcastle.com</a></p> <p><b>Kids Cabin</b> - 7-13 years Will Benson <a href="mailto:admin@kidskabin.org.uk">admin@kidskabin.org.uk</a> Tel 01912953655</p>	<p><b>SCARBA</b> – Risk of running away, sexual exploitation trafficking – 0191 2210836. PROPS for associated family member.</p> <p>Mission Initiative Newcastle East (MINE) Activities range from toddler and <b>families</b> groups to a trainee scheme for those aged 16-23. <a href="mailto:Dave.Johnson_mine@byker.co.uk">Dave.Johnson_mine@byker.co.uk</a></p> <p>Hot-Trick- deliver various multi-sport programmes to children 8-18 years old <a href="mailto:Emma.Brown_Keith.Parsons_Dwayne.Bluray_Taj.0191.406.0291">Emma.Brown_Keith.Parsons_Dwayne.Bluray_Taj.0191.406.0291</a></p> <p><b>Odysseus</b> Mentoring for children and young people (6 - 25 years) at risk of offending or reoffending behaviour. Mentors are adult volunteers, engagement by YP 1 voluntary and last up to 12 months. The service is free (up to a max 4 unpaid referrals per year). <b>Jaymee Snowdon – Project Worker</b> 07599296331 / <a href="mailto:jaymee@thecoalition.org.uk">jaymee@thecoalition.org.uk</a></p>	<p>Fire setting behaviours – Tyne and Wear Fire Service 4441500</p> <p>Northumbria Police &amp; Crime Commissioner, Violence Reduction Unit. Tel 0191 2219800 <a href="mailto:VRU@northumbria-pcc.gov.uk">VRU@northumbria-pcc.gov.uk</a></p> <p>The Odysseus Mentor <b>Project</b>: They work with c young people 6-25 at risk of offending or reoffending behaviour. It is a mentoring programme to enable long term, sustainable change in attitudes, behaviours, aspiration and motivation. There are 4 free referrals per agency per year before there is a cost incurred. <b>Coast to Coast</b> Amber Dowson – Project Worker Whickham Police Station, Front Street, Whickham, NE16 4HE 07599296331 / <a href="mailto:heatheramber@thecoalition.org.uk">heatheramber@thecoalition.org.uk</a></p>	

Housing and accommodation	School welfare support	<p>Byker Community Trust - Citizens Advice Centre – 2755740 Benefits Advice/Grants/Support -www.Tum2us.org.uk</p>	<p>Social Prescribing Team 2738889/07587033048 <a href="mailto:healthtrainers@hwn.org.uk">healthtrainers@hwn.org.uk</a> Welfare Rights Newcastle 2772627</p> <p>Money Matters – 2771050 <a href="mailto:moneymatters@newcastle.gov.uk">moneymatters@newcastle.gov.uk</a></p>	<p><a href="http://www.newcastle.gov.uk/housing/housing-advice-and-homelessness/what-to-do-if-you-need-housing-advice-or-are-homeless">www.newcastle.gov.uk/housing/housing-advice-and-homelessness/what-to-do-if-you-need-housing-advice-or-are-homeless</a> 0191 277 1711</p> <p>Benefit Support Advice <a href="http://www.newcastle.gov.uk/benefits-and-council-tax/welfare-rights-and-money-advice">www.newcastle.gov.uk/benefits-and-council-tax/welfare-rights-and-money-advice</a></p> <p>Social Prescribing Team 2738889/07857033048 <a href="mailto:Healthtrainers@hwn.org.uk">Healthtrainers@hwn.org.uk</a> Shelter – 0344 515 1601</p>	Housing Advice Centre – Pilgrim Street - 08435157390
Sexual behaviour	Assembly Programme PHSE Curriculum	<p><b>THINK U KNOW- Age 4+ and parents</b> Online resources and information for children, young people and parents for staying safe online and the dangers of Child Sexual Exploitation <a href="https://www.thinkuknow.co.uk/professionals/resources/?subject=52&amp;agegroup=0">https://www.thinkuknow.co.uk/professionals/resources/?subject=52&amp;agegroup=0</a></p> <p><b>Mermaids UK</b> Support to young people (up to aged 20), parents and professionals around transgender, nonbinary and gender-diverse issues <a href="https://mermaidsuk.org.uk/about-us/">https://mermaidsuk.org.uk/about-us/</a></p> <p><b>Newcastle City Council</b> Training offer: Working with trans and gender questioning young people. <a href="#">Top Trans Tips: Working with trans and gender-questioning young people   Newcastle City Council - Applications</a></p>	<p><b>Streetwise-</b> online or drop-in services available for relationship support and sexual health for those age 11-25. Referral made via SPA 03031231147</p> <p><b>Newcastle Young Peoples Support team – LGBTQ+ Family Pilot.</b> Run by Barnardo's Tet: 0191 2714615</p>	<p>Rape Crisis Tyneside and Northumberland for women 16+ - 0191 2220272, <a href="#">helpline</a> 0800 0352794 <b>Barnardo's</b> Orchard Mosaic – The wellness recovery project. Women and children affected by domestic abuse and sexual violence 01912120237. <a href="mailto:Katy.shibley@barnardos.org.uk">Katy.shibley@barnardos.org.uk</a> <a href="mailto:alina.vasecka@barnardos.org.uk">alina.vasecka@barnardos.org.uk</a></p>	
LGBTQ-					
Alcohol and drugs	Assembly Programme PHSE Curriculum		<p>The Recovery College <a href="#">@recoverycollege</a>, Cameron Launchpad Team Leader, <a href="#">@recoverycollege</a> co-creator Anderson House Market Street Newcastle upon Tyne NE1 6XA Tel 0191 2330382 (mobile 07736074213) E-mail <a href="mailto:launchpadncl@aol.com">launchpadncl@aol.com</a> or <a href="mailto:alisdaircameron@gmail.com">alisdaircameron@gmail.com</a> <a href="http://www.recoverycollege.com">www.recoverycollege.com</a></p> <p><b>Al-Anon Family Groups</b> Offers support and understanding to the families and friends of problem drinkers, whether they're still drinking or not. 0800 0086 811 (helpline). <a href="http://www.al-anonuk.org.uk">www.al-anonuk.org.uk</a> to find a group near you.</p> <p><b>The National Association for Children of Alcoholics (Nacoa)</b> A free, confidential telephone and email helpline for children of alcohol-dependent parents and others concerned about their welfare. 0800 358 3456 <a href="mailto:helpline@Nacoa.org.uk">helpline@Nacoa.org.uk</a></p>	<p><a href="http://www.newcastle.gov.uk/health-and-social-care/alcohol-drugs-and-substance-abuse/drugs-and-alcohol-service-for-adults">www.newcastle.gov.uk/health-and-social-care/alcohol-drugs-and-substance-abuse/drugs-and-alcohol-service-for-adults</a></p> <p>Parents Under Pressure – NSPCC Lifeline – 2614719</p> <p><b>PROPS- Family recovery service</b> <a href="https://props.org.uk/">https://props.org.uk/</a> Offers counselling and support for families effected by drugs and alcohol use 0191 226 3440 0779 124 6049</p>	
Domestic Violence	Harbour 0300 202525	<p>Recovery Programme Breaking the Cycle Action for Children – 4-16 counselling – Jo Montgomery 0191 2724990, 0725731384 <a href="mailto:Joanne.montgomery@actionforchildren.org.uk">Joanne.montgomery@actionforchildren.org.uk</a> Harbour 0300 202525 Victims First 0800 011 3116</p>	<p>Domestic Violence Protection Project (males) 0191 2657344, 2847198 – Byker Sands.</p> <p>Safe Project 1:1 support for victims 11+</p> <p>Safe <a href="#">Eze</a> Life Course (teenagers)</p>	<p>Provide practical and emotional support and advice to victims and survivors of domestic violence. <a href="http://westendwomenandgirls.co.uk/safe-project">http://westendwomenandgirls.co.uk/safe-project</a></p> <p>Ending Domestic Abuse in Newcastle (EDAN) <a href="mailto:edan@placesforpeople.co.uk">edan@placesforpeople.co.uk</a> Action for Children – counselling service. Dare Programme – Louise Bowe – 2727824</p>	<p>Harbour 0300 202525 Victims First 0800 011 3116</p>

			<p>Recovery Course (adult victims)</p> <p>Harbour 0300 202525 Victims First 0800 011 3116</p> <p>Circles 2 – Deborah Marshall (co-ordinator) 0791 7093226 <a href="mailto:deborah.marshall@barnardos.org.uk">deborah.marshall@barnardos.org.uk</a> Jill Marriot (project worker) 07203381367 <a href="mailto:jill.marriot@barnardos.org.uk">jill.marriot@barnardos.org.uk</a> Orchard/Mosaic 0191 2120237</p> <p><b>Action For Children - Breaking the Cycle Counselling service</b> 1:1 Counselling service for children and young people aged 4-16 years who have been affected by domestic abuse Telephone: 0191 2724990</p>	<p>MARAC – 2788377 Tyneside <del>0900</del> Health – 4777898 IDVA – 2125853</p> <p>Harbour 0300 202525 Victims First 0800 011 3116 NIDAS <a href="mailto:Nidas.team@thirteengroup.co.uk">Nidas.team@thirteengroup.co.uk</a> 0191 2146501 Accommodation and support to women and men. Domestic Abuse Services Barnardo's Orchard/Mosaic 0191 2120237 <a href="mailto:DAS@barnardos.org.uk">DAS@barnardos.org.uk</a> for men 18+</p> <p><b>The Angelou Centre MA-Simba Project</b> Telephone: 0191 2260394 Email: <a href="mailto:admin@angelou-centre.org.uk">admin@angelou-centre.org.uk</a> Supports children and young survivors who have experienced, witnessed or are living with domestic abuse</p> <p><del>Barnardos</del> Orchard Mosaic – The wellness recovery project. Women and children affected by domestic abuse and sexual violence 01912120237. <a href="mailto:Katy.shipley@barnardos.org.uk">Katy.shipley@barnardos.org.uk</a> <a href="mailto:anna.vasecka@barnardos.org.uk">anna.vasecka@barnardos.org.uk</a></p>	
Honour Based Violence Forced Marriage				<p><b>The Angelou Centre</b> Telephone: 0191 2260394 Email: <a href="mailto:admin@angelou-centre.org.uk">admin@angelou-centre.org.uk</a> Supports children and young survivors who have experienced, witnessed or are living with domestic abuse/forced marriage/<u>honour-based</u> marriage</p> <p><b>NSPCC FGM helpline</b> Free, anonymous dedicated FGM helpline for anyone worried a child is at risk or has already experienced FGM Telephone: 0808 0283550 <a href="mailto:fgmhelp@nspcc.org.uk">fgmhelp@nspcc.org.uk</a></p> <p><b>Karma Nirvana</b> National helpline offering support to victims of <del>honor</del> based violence and forced marriage Telephone <del>0800009247_email</del>: <a href="mailto:info@karnanirvana.org.uk">info@karnanirvana.org.uk</a></p> <p><b>National FGM Centre</b> Partnership between <del>Barnardos</del> and the Local Government Association. The site includes a knowledge hub of information, guidance and resources around FGM, Breast Ironing, child abuse linked to faith and belief. <a href="http://nationalfgmcentre.org.uk/">http://nationalfgmcentre.org.uk/</a></p>	
Lock down actions	<p>For updated support for families during <del>COVID</del> Covid/lockdown contact; <a href="https://www.newcastle.gov.uk/services/public-health-wellbeing-and-leisure/public-health-services/coronavirus-covid-19">https://www.newcastle.gov.uk/services/public-health-wellbeing-and-leisure/public-health-services/coronavirus-covid-19</a></p>	<p>Name lead support person in school For school monitoring /follow agreed school strategies/next steps.</p> <p>Provide <u>regular support</u>/contact with family once every 2 weeks – record on CPOM'S</p> <p>Provide advice/guidance/sign posting if required.</p>	<p>Name lead support person in school For school monitoring</p> <p>Low level welfare support required/sign posting /<u>referrals</u>_- (record on CPOMS)</p>	<p>Name lead support person in school Weekly support contact/record on CPOM'S</p> <p>Identify targeted support</p> <p>Central Team intervention</p> <p>Vulnerable <u>Learner_tracker</u></p> <p>Referrals for further support</p> <p>Concerns highlighted to head of school</p> <p>Welfare check from police</p>	<p>Welfare check from police</p> <p>Referral to CSC</p>