
How you can support at home:



Talk to your child about trusted adults they can talk to at school and home. Encourage them to draw around their hand and identify 5 trusted adults they can turn to when they feel scared, upset, angry, uncomfortable or worried.



Think about strategies you use at home to help your child and how you can help support school.



Write any ideas, comments or questions you have for school on the notes section.



Check online safety measures are being followed on all home devices and that your child is aware of them.



Positive phrases and limited choices should be used to help consistency and reinforce pro-social behaviours. For example, "Switch the console off now please" instead of "Don't turn the console on" and "Put your toys away on the table or in the tub."



Share resources from the NSPCC site to share information about sexual abuse in a child friendly format.
<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

Notes:



Use this section to write any questions, ideas, comments you may wish to share with school.

Safety and Support Plan (SSP)

A guide for parents/carers



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Glossary of acronyms and words in this leaflet:

EHCP: Education, Health and Care Plan

SEN: Special Educational Needs

PLP: Personalised Learning Plan

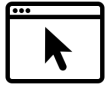
SENDCo: Special Educational Needs and/or Disabilities co-ordinator

DHT: Deputy Head Teacher

SSP: Safety and Support Plan

DSL: Designated Safeguarding Lead

DDSL: Deputy Designated Safeguarding Lead



Special Educational Needs:

If your child has special educational needs, they may also have an EHCP or PLP. For further information, visit the school website for how Fairlands supports pupils and families:

<https://www.fairlands.herts.sch.uk/info/160-send-at-fairlands>

You can also find out more about the county's local offer by visiting:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

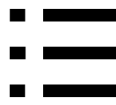
Alternatively, please feel free to contact the school SENDCo for further help.

What is a Safety and Support Plan?



A safety and support plan is not a legal document. It is a **VOLUNTARY** tool that schools use to engage a child and their parents to identify concerns and agree on support strategies that can be put in place to minimise any potential risk to the child.

It is used to try to reduce risk to a manageable level to support the child, peers and school staff. Risk is defined as 'uncertain prediction about future behaviour with a chance that the future outcome of the behaviour will be harmful or negative.'



Reasons for having a Safety and Support Plan.

An SSP can be created for a number of reasons including:

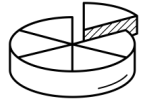
- Peer on peer abuse
- Self-harm (including eating disorders)
- Low level sexualised behaviours, self-exploratory behaviours and infatuations (non child protection)
- Physical and verbal aggression towards others in school
- Bullying incidents (including cyber bullying)
- Non school attendance
- Children displaying extreme ideology (at risk of radicalisation)
- When a child is living with a home adult who has health needs which may impact on the child's wellbeing

How is an SSP created?

The DSL/DDSL will meet with the child and home adults to talk about the reasons why a plan could be implemented. If any external agencies are involved, their advice and observations will be referred to and included in the creation of the plan.

School will prepare a draft plan to share in the meeting. Home adults will add their comments and any amendments will be made. When the final plan is written, it will be signed, a copy will be given to share at home and a review date will be set.

School will continue to monitor and record any concerns and this will be shared with home adults.



Sections of a Safety and Support Plan:

1. Context – reason for creating the SSP
2. Details of the risks, when/where they could occur, any harm which could be caused and actions which could increase or decrease the risk
3. Views of home adults, the child, school staff and any external professionals involved in supporting the child
4. An overview of the steps of the plan
5. Response to an incident
6. Signatures to show consent
7. Review notes