

# Student and Family Support (SAFS) Policy

Date Approved: Spring 2024

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Approved By: Senior Leadership Team



Our Student & Family Support Service (SAFS) is our schools' graduated response to meeting the pastoral needs that ensure the all-round physical and emotional welfare of our children and their families. It is an essential element of our daily practise, as we believe pastoral care is the foundation upon which learning takes place.

### **SAFS Process**

SAFS Meetings are held at least every half term and bring together key members of staff from across school, as well as representatives from each phase of school on a rotation basis. An agenda (Appendix 1) guides the group through; reviewing provision and actions completed in the previous cycle, to monitoring the current welfare of children identified as presently having a higher level of need and discussing children whose concerning behaviours are new.

Emergency SAFS Meetings can be called following a serious concerning incident, or if a child makes an in-year school transfer and immediately presents with concerning behaviours.

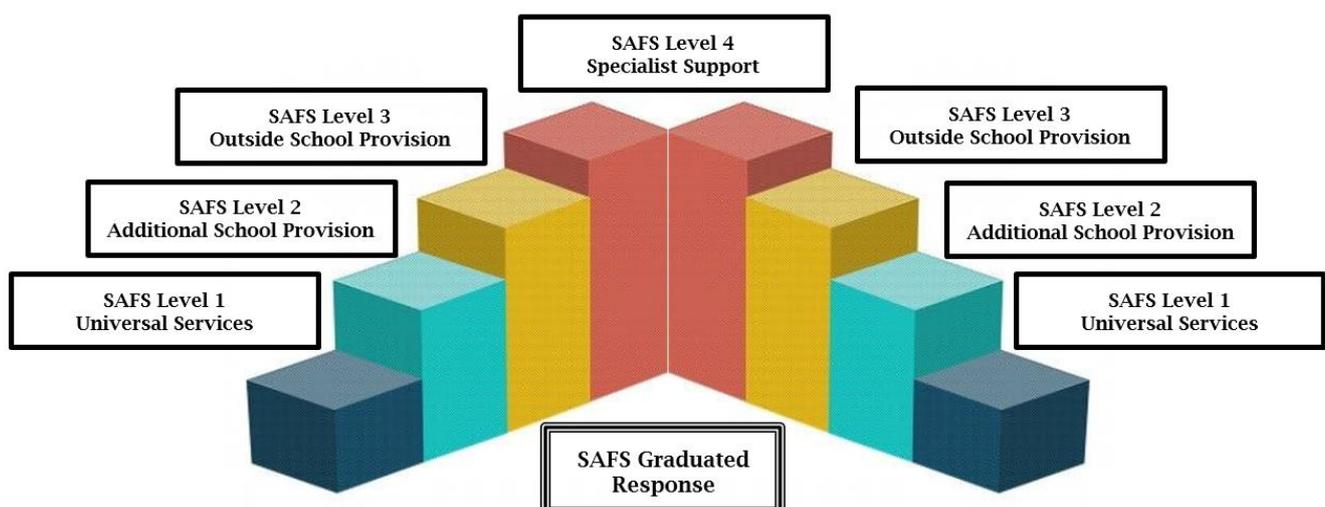
### **SAFS Categories**

Concerns for children are raised at SAFS Meetings under the following categories:

- Disruptive Home Life (DHL)
- Special Educational Needs & Disabilities (SEND)
- Physical Health (PH)
- Mental Health and Wellbeing (MHWB)
- Behaviour (B)
- Attendance (Att.)
- Physical Handling (HD)

### **SAFS Level of Need**

There are four levels of need that are used to inform the graduated response to each individual child and their presenting concerns in each above category. It is intended that, for most children, if effective provision is utilised they will be supported to move fluidly up and down through the different levels of need and then return to our Universal Services (Appendix 2).



**Level 1 – Universal Services.**

All categories are being met daily through the high priority given to building strong relationships between children, families and staff across school, as well as our high quality curriculum and wider curriculum underpinned closely by our school Values.

**Level 2 – Additional School Provision.**

In one or more category, a child requires access to trained staff employed by the school or the implementation of scheduled monitoring processes.

**Level 3 – Outside School Provision.**

In one or more category, a child requires access to provision through outside services using specifically trained people or more formally recorded monitoring processes.

**Level 4 – Specialist Support.**

In one or more category, a child requires provision supported closely by the highest level of specialist outside services, usually through the Social Care or Health Care system.

When children first present as a concern at SAFS, Class Teachers are encouraged to consider elements of their day-to-day practise that they could adjust in order to support feelings and behaviours (Appendix 3). As children move to require additional school provision, a Mental Health Traffic Light Assessment (Appendix 4) or Boxall Profile may be used to give a more detailed picture of children’s specific needs.

Where a child may require support in more than one SAFS category, but the graduated responses are at different levels of need, the highest level of need is always the one recorded.

**SAFS Team Members**

- |                    |   |
|--------------------|---|
| Core Members       | - Head of School<br>- Leader for Disadvantaged Pupils<br>- Leader for SEND<br>- Leader for Physical Health<br>- Leader for Mental Health & Well Being |
| Additional Members | - Phase Representatives   |

**SAFS & SEND**

Our SAFS provision is a key factor in helping to regulate and signpost children with developing or existing SEND to more enhanced provision in school, or the correct outside agencies when necessary. When Class Teachers identify concerning behaviours that they feel are linked to a SEND, their first action is to highlight the child to the SAFS Team. The SAFS Team then consider the child’s needs historically within the school, and whether they have required any additional provision previously, before deciding on the most appropriate course of action to carefully scaffold families to access the correct support.

## **TLR SAFS Teams**

The TLR SAFS Team meet weekly and consists of members of the Senior Leadership Team, each responsible for the most vulnerable children within our schools:

- Designated Safeguarding Lead / Head of School
- Leader for Disadvantaged Pupils
- Leader for SEND
- Leader for EYFS

The TLR SAFS Team's remit, using a weekly agenda (Appendix 5), is to ensure focus remains on current pastoral priorities for both individual children and the school as a whole, but particularly for children who are at SAFS Level 4 or whose concerning behaviours or needs are deemed to be escalating.

## **SAFS Recording**

My Concern, an online safeguarding monitoring system, is used to closely keep track of the SAFS Level of Need of all children within school, as well as what provision and services have been accessed previously and currently. Information is recorded clearly and in chronological order, logging when children begin access to a provision and providing an overview of the work completed at the end of a cycle, where necessary. This information can then be easily retrieved when asked by outside agencies to evidence graduated provision already implemented, or when children transfer to other settings to ensure their personalised needs can be identified and met as soon as possible.

**Appendix 1 – SAFS Agenda/Minutes Template**

**Student and Family Support (SAFS) Team Meeting**

**Present:**

**Date:**

Agenda	Actions	
<p><b>Review of Previous Action Points</b></p>		
<p><b>Level 3:</b></p> <ul style="list-style-type: none"> <li>• Review Support</li> <li>• Escalation/ De-escalation</li> <li>• Attendance Concerns</li> </ul>		<p><b>Change to SAFS Level:</b></p>
<p><b>Level 2:</b></p> <ul style="list-style-type: none"> <li>• Review Support</li> <li>• Escalation/ De-escalation</li> <li>• Attendance Concerns</li> </ul>		<p><b>Change to SAFS Level:</b></p>
<p><b>New Referrals:</b></p> <ul style="list-style-type: none"> <li>• Discuss Support Plan</li> <li>• Agree Level</li> <li>• CHILDREN NEW TO SCHOOL</li> </ul>		<p><b>SAFS Level:</b></p>

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Agenda	Actions			
Attendance Concerns:				
SALT:				
ATTEND	Lunch Club	Parent Workshop	Think Children	
Lawrence	ELSA	Drawing & Talking	EMET Counsellor	
AOB				

**Appendix 2 - Student and Family Support Team (SAFS Team) Graduated Response**

SAFS Categories	Key Person	SAFS1	SAFS2	SAFS3	SAFS4
		Universal Services	Additional School Provision	Outside School Provision	Specialist Support
Disruptive Home Life (DHL)	Head of School		EHAF - School Led	Family Service EHAF - Service Led Children's Centre Child in Need Plan	Child Protection Plan Looked After Child
Special Educational Needs & Disabilities (SEND)	Leader for SEND		SEND Register Bought In SALT	AFN Funded SFSS SEND Reviews Community SALT Neurodevelopmental Behaviour Support	HLN Funded EHC Plan Ed. Psychology
Physical Health (PH)	Leader for Physical Health		Healthcare Plan Dietary Requirement	Healthy Families Team	Occ. Therapist Physiotherapist
Emotional Health and Wellbeing (MHWB)	Leader for MHWB		Mentoring Drawing and Talking ELSA	Healthy Families EMET Counsellor Think Children	CAMHS
Behaviour (B)	Phase Leaders		C2 Pupils	C3 Pupils SAP Involvement	C4 Pupils Youth Offending
Attendance (Att.)	Head of School		School Attendance Procedures	ATTEND Process	Edu. Enforcement Health Related Edu. Fixed Penalty Fines Child Missing Edu.
Physical Handling (HD)	Head of School		Irregular Handling Logged on Incident Form and attached to SIMS	Regular Handling Detailed on IBP and Logged on SIMS	Frequent Handling Specialist Handling Plans / Training

**The SAFS Team will consist of core members and sub members:**

Core Members	Additional Members
Head of School Leader for Disadvantaged Pupils Leader for SEND Leader for Physical Health Leader for Mental Health & Well Being	Phase Representatives All Staff

## Appendix 3 – Quality First Teaching Approaches (Universal Services)

### Quality First Teaching Approaches

- Take time to find pupil's strengths and praise these – ensure that the pupil has opportunities to demonstrate their skills to maintain self-confidence.
- 'Catch' the pupil being good and emphasise positives in front of other pupils and staff (where appropriate).
- Give the pupil a classroom responsibility to raise self-esteem
- Refer pupils regularly to the school values and use consistently – ensuring that supply staff apply some consistency.
- Play calming music where appropriate.
- Give breaks between tasks and give legitimate 'moving around' activities e.g. Brain Gym, wake up and shake up.
- Provide lots of opportunities for kinaesthetic learning e.g. practical activities, experiential learning, multi-sensory resources.
- Use interactive strategies e.g. pupils have cards/whiteboards to hold up answers, come to the front to take a role.
- Make expectations for behaviour explicit by giving clear targets, explanations and modelling.
- Where possible, create a quiet area both for working and as a 'quiet time' zone.
- Use a visual timer to measure and extend time on task – start small and praise, praise, praise.
- Teach pupils how to use post-it notes for questions and ideas rather than interruptions (when appropriate).
- Provide alternative seating if this is an issue.
- Legitimise movement by getting pupil to take a message, collect an item, use a 'fidget toy' if necessary.
- Ensure that tools/equipment are easily accessible and available for use.
- Give a set time for written work and do not extend into playtime to 'catch up' – the pupil will need these breaks.
- Use pupil's name and ensure you have their attention before giving instructions.
- Chunk instructions and support with visual cues.
- Make use of different seating and grouping arrangements for different activities.
- Personalise teaching where possible to reflect pupils' interests.
- Communicate in a calm, clear manner.
- Keep instructions, routines and rules short, precise and positive.
- Listen to the pupil, giving them an opportunity to explain their behaviours.
- Provide visual timetables and task lists.
- Have a range of simple, accessible activities that the pupil enjoys to use as 'calming' exercises.
- Communicate positive achievements – no matter how small – with home and encourage home to do the same.
- Allow pupil to have a safe place to store belongings and fidget toys.
- Ensure groupings provide positive role model.
- Transition from whole class work to independent or group work is taught clearly signalled and actively managed.
- Support available if pupil has to leave the classroom to go to a pre-agreed place.
- Support at times of particular stress, e.g. coming into school, home time, PE etc.
- Use Social Stories written for specific areas of difficulty.
- Use Comic Strip Conversations to work on developing understanding of situations.

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### Appendix 4 - Mental Health Needs Traffic Light Assessment

<ul style="list-style-type: none"><li><input type="checkbox"/> Calm, mindful, controlled - at peace</li><li><input type="checkbox"/> Able to focus</li><li><input type="checkbox"/> Able to multitask without feeling pressured or frantic</li><li><input type="checkbox"/> Happy, good amount of energy</li><li><input type="checkbox"/> Generally clear head</li><li><input type="checkbox"/> Sleeping well</li><li><input type="checkbox"/> Feeling optimistic about the future, trusting self to make decisions</li><li><input type="checkbox"/> Motivated, both at school and at home</li><li><input type="checkbox"/> Want to look after self - eat well, exercise, good hygiene</li><li><input type="checkbox"/> Open with teachers and friends</li><li><input type="checkbox"/> Kind to others</li><li><input type="checkbox"/> Want to see/spend time with friends</li><li><input type="checkbox"/> Can ask for help when needed</li></ul>
<ul style="list-style-type: none"><li><input type="checkbox"/> Less energy</li><li><input type="checkbox"/> Mind can race</li><li><input type="checkbox"/> Decisions need to be made immediately</li><li><input type="checkbox"/> More easily frustrated if things are not as liked</li><li><input type="checkbox"/> Easily distracted</li><li><input type="checkbox"/> Anxious</li><li><input type="checkbox"/> Waspy, irritable</li><li><input type="checkbox"/> Want more time alone</li><li><input type="checkbox"/> Start to withdraw from friends</li><li><input type="checkbox"/> Sleep is less restful</li><li><input type="checkbox"/> Less inclined to eat well, groom or exercise</li><li><input type="checkbox"/> Start to feel under pressure for some time</li><li><input type="checkbox"/> Inner critic begins to show</li><li><input type="checkbox"/> Feel guilty for all or most of the above</li></ul>
<ul style="list-style-type: none"><li><input type="checkbox"/> Feel things are starting to get out of control</li><li><input type="checkbox"/> Feel there's not enough time for everything so get stuck and can't do anything</li><li><input type="checkbox"/> Overwhelmed easily</li><li><input type="checkbox"/> Visibly anxious</li><li><input type="checkbox"/> Refusal to ask for help or discuss worries</li><li><input type="checkbox"/> Find it hard to sit still</li><li><input type="checkbox"/> Concentration very poor</li><li><input type="checkbox"/> Need to have order around self</li><li><input type="checkbox"/> Irritated by noise</li><li><input type="checkbox"/> Very busy head, hard to control where thoughts go and cannot communicate them</li><li><input type="checkbox"/> Very forgetful</li><li><input type="checkbox"/> Tired, finding it hard to sleep</li><li><input type="checkbox"/> Very irritable and snappy, on a short fuse</li><li><input type="checkbox"/> Aware of need to slow down but finding it increasingly hard to do</li><li><input type="checkbox"/> Motivation for anything is very low</li><li><input type="checkbox"/> Low level self-harm (superficial, not breaking the skin)</li><li><input type="checkbox"/> Losing perspective</li><li><input type="checkbox"/> Work is a struggle</li><li><input type="checkbox"/> Inner critic is dominant</li></ul>
<ul style="list-style-type: none"><li><input type="checkbox"/> Inner critic is the only thing heard</li><li><input type="checkbox"/> Overwhelmed by everyday tasks</li><li><input type="checkbox"/> Want to run away, feeling trapped</li><li><input type="checkbox"/> Impatient - everything needs to happen immediately</li><li><input type="checkbox"/> Mood changes from numb, to blind rage, to extremely low</li><li><input type="checkbox"/> Crying, shouting, angry, picking fights</li><li><input type="checkbox"/> Perspective is gone</li><li><input type="checkbox"/> Motivation is gone</li><li><input type="checkbox"/> Not sleeping</li><li><input type="checkbox"/> Blame others for perceived problems</li><li><input type="checkbox"/> Black and white thinking</li><li><input type="checkbox"/> More severe self-harm (including head banging and breaking of the skin)</li><li><input type="checkbox"/> Suicidal thoughts</li><li><input type="checkbox"/> Completely withdrawn</li><li><input type="checkbox"/> Want to be left alone.</li><li><input type="checkbox"/> Sitting and staring at nothing for hours</li></ul>

**Appendix 5 – TLR SAFS Agenda/Minutes Template**

**SLT LEVEL 4+: WEEKLY SAFS REVIEW**

**BOPS / HPS / LVP**

<b>Agenda</b>		<b>Date:</b>		<b>Present:</b>	
		<b>Discussion Notes</b>			
<b>1</b>	<b>Recap Previous Action Points</b>				
<b>2</b>	<b>Child Protection and Safeguarding:</b> <ul style="list-style-type: none"> <li>• Review weekly chronology</li> <li>• Review open concerns</li> <li>• Review information Sharing</li> <li>• Agree action and closures</li> </ul>				
		<b>Filtering &amp; Monitoring Concerns:</b>	<b>Yes / No</b>		
		<b>Agreed Case Closures:</b>			

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3	<p><b>Behaviour</b></p> <ul style="list-style-type: none"> <li>• Review weekly incident log</li> <li>• Review IBPs</li> </ul>	
4	<p><b>SEND/Medical</b></p> <ul style="list-style-type: none"> <li>• Review incidents/concerns</li> <li>• Review new cases</li> </ul>	
5	<p><b>AOB</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> <li>• MHWB</li> <li>• New Pupils</li> <li>• Parents/Families</li> <li>• Complaints</li> </ul>	

\*=Action & Initial Who Responsible / B=Briefing / N=Newsletter Item / G=Governors / 4=Share SLT 4