

PEARS

FAMILY SCHOOL

FOUNDED BY THE ANNA FREUD CENTRE

A therapeutic Alternative Provision school's response to the Coronavirus Crisis

Pears Family School is an Alternative Provision specialist school. In line with DfE guidance the school will remain open during this crisis.

But what does this look like on the ground? How does the school assess which students 'can be safely cared for at home'. How is the school continuing to support vulnerable children and their families? How can a balanced curriculum which provides structure and routine be delivered to children being kept at home? How is provision monitored and how does the school remain flexible and responsive as actual risk and perception of risk changes daily? How are vulnerable young people with challenging behaviours kept safe in school as staffing fluctuates and social distancing is paramount? Finally, how does the school maintain its multifamily approach which successfully strengthens the community around the child.

What is the DfE Guidance

The DfE states that if it's at all possible, children who can be safely cared for at home should stay at home. DfE guidance also states that Social workers will work with parents to decide whether their child should go to school. Parents won't be required to take up a school place.

Vulnerable pupils refer to children who are supported by social care and those with safeguarding and welfare needs, including:

- Pupils with child in need plans
- Pupils on child protection plans
- Looked after children
- Young carers
- Disabled children
- Pupils with education, health and care (EHC) plans
- Support other children facing "social difficulties"

What THE KEY advises school leaders

- Ensure all our pupils and parents have contact from staff, at least once per week
- When parents request, or inform they are isolating at home, learning can continue at home through work provided.
- Staff continue to have an oversight of academic progress through monitoring.
- All vulnerable families have additional contact and support with any concerns reported and recorded.
- Onsite education for all children available

Maintaining standards and Pears Family School principles

Our priority has been to reassure our pupils and families that we have them in mind and we will continue to be a trusted support during this crisis.

- Personalisation - keeping every child's mind in mind
- A balanced curriculum
- Maintaining connections - support and transitions between home and school
- Safeguarding
- Engaging parents - sustainability and wellbeing protection from social isolation

Personalisation
Care and Learning curriculum tailored to pupils needs and parents supported to deliver
Capacity to support transition between our school hub and home learning, tracking the physical and mental health needs of the child
Weekly LAMBS assessment of each pupils wellbeing and learning needs from multiple perspectives- teacher, parent, pupil, other professional

Maintaining contact
Regular phone calls to parents from teachers and mental health lead using the protocol/script devised and shared with all staff
Regular contact with pupils using phone, postcards and zoom
Use of an app for rapid daily contact with the community such as MyEd

Balanced curriculum
Providing a timetable that creates opportunities for a routine to add daily structure and purpose
Curriculum driven by NC content but in tune with reality of remote delivery. Prioritising physical activity and engagement
Hub and spoke delivery between home and school to maintain connection and ambition

Safeguarding
Recording and sharing information using CPOMS
Links to LA social care teams and CAMHS services maintained
Staff observing govt guidelines on safety during the crisis
Staff teams rotating to maintain health and reliability of delivery

Parental Engagement
Critical to maintain social connection to continue the schools drive to combat **social thinning** of excluded pupils
Parent learning online hubs and support maintained using google hangout or zoom
Class reflection time – weekly via zoom or google hangouts creating a virtual multi family circle time

Working with parents and staff to constantly assess need and best context for education and wellbeing delivery

The staff at Pears Family School have worked with teachers, CAMHS and social care to identify the pupils who most need support at this time. Children referred to The Pears Family School are considered vulnerable and so all pupils will be catered for in school or as part of an outreach service depending on parent wishes, local authority requests and level of risk. As needs change location and best context for education and wellbeing delivery can change.

Staffing capacity is also a consideration.

Pears Family School checklist?

- Checked that we have recorded all up-to-date contact details and addresses for all pupils and carers.
- We have been in touch with local authority (LA) social care teams to find out what their recorded recommendations are for the different children, having worked with their parents. Risk assessments completed. This is not a one off exercise but to be revisited to assess if the correct plan is in place.
- We have discussed, and will continue to discuss, any increased concerns about pupil safety during closure or potential self-isolation with the various commissioning LA social care teams and organisations such as Post permanency teams and adoption links.
- We have double checked that staff know to follow our child protection procedures as usual if they have any concerns about a child, whether they're in school or not.
- We have given all teachers a crib sheet with suggested questions and guidance on possible issues arising from talking to parents on the weekly phone check-in and chat calls- **see below.**
- We have a weekly plan to check in with all our children if they're not at school
- We have provided every child and parents with an appropriate education work pack, including materials, and a school timetable- **see details on additional AFC materials at end of this document.**
- We have provided food vouchers for all pupils on free school meals.
- We have made phone contact with every parent to plan for a personalised pupil care and learning school timetable delivered in school and by outreach.
- Chrome books have been sent to pupils and parents where resources at home are limited.
- We have worked with parents to set up google hangout log ins or zoom accounts so that our work to combat social isolation can continue. This will be in the form of parent learning sessions, parent support groups and phase reflection time for each class- a virtual circle time for pupils at home. Materials are shared before the Link ups to provide education and support for families- please see example from link up lesson on 27th March with phase 2 children.
- Example template sent to all staff so that after Easter a Lesson Sheet can be sent to parents 3 times a week.
- All staff to be emailed/shared about the parent record sheet and reminded to update the Lambs document (both need to be done every time contact made) Team around the pupil in each class records updates on each child on **Learning Attendance Mental health Behaviour Safeguarding.**
- Pupils who are in school have been repeatedly reminded about the importance of social distancing and handwashing coming into school. Parents have been asked to re-enforce this message.
- School lunch is now covered sandwiches to limit risk of contamination.
- Staff wellbeing monitored by regular check-ins, especially staff with children and elderly relatives.

Monitoring contact with staff, children and young people and their families

We have produced a spread sheet (example attached) that contains key data for each child and a recording section for teacher contact and well-being/therapist contact. This is linked to our vulnerable children register. We have developed a system for identifying those most at need at any one time.

3: pupils who have been named as most risk of harm or neglect and have the fewest protective factors

2: pupils who are thought to be vulnerable but with some protective factors

1: you have some concerns but still needs to be monitored

Example from SENCO March 27th

Contact with Parent G and social worker today. On evidence from her and social care have moved level of concern from 3 to 2 today- recorded on spread sheet and in LAMBS. Monitoring in place

We have developed a clear working system, linked to some advice from the KEY and our regular good practice, which covers:

Contact

- We will be in touch with each family at least once a week, and twice a week for higher-risk pupils by both teacher and therapist
- We have agreed who will be in touch and how- In person, by phone, or both?
- We will use phone contact and possibly online learning platforms to check in with pupils – includes weekly check-in and chat calls with teachers or SLT or therapists
- We will record updates on pupils and their needs, and decisions on what in the usual LAMBS folders
- We will continue to share information with other agencies and record actions as usual
- We will continue to use CPOMS to record and report all child protection concerns

Teachers

- Advice on contacting parents and pupils is provided by a document for all staff.
- No personal information to be shared on open emails. Only through a private, password-protected document
- No personal information of pupils to be taken from the premises (paper copies etc)
- Any cause for concerns to be recorded and reported through CPOMS unless there is an immediate danger/ safety risk call Matthew Hillman Head teacher

Home visits

- Try to link up with your pupils so they know they are kept in mind
- Avoid close contact with them ([closer than 2 metres for more than 15 minutes](#)), in line with [government advice on social distancing](#)
- Avoid staff going to pupils' homes alone or without informing SLT

Guidance for phoning pupils

- Use work phones if possible
- If you need to use personal phones, see how to hide your number using 141 before the number dialled
- Try to speak to the child too as well as parents where possible
- Use the PFS crib sheet of questions to ask and guidance provided- see attached
- Record the contact on the vulnerable excel sheet and any information usually discussed in LAMBS to be recorded in the pupil folder
- Log any concerns and speak to our SLT as soon as possible

Practice examples

The following pages show examples of record keeping and a check-in script for use by teachers and parents.

Example of record keeping:

	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	
1	EHCP / Statement	Local Authority link	Social care involvement	Social worker involved	CAHMS worker involved	Attendance S - school, M - Mainstream					H- home, Teacher contact					Family therapist contact					Hor (da
2						M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
3	Y	Hackney	Post-LAC	YES												X					

Parent contact record .XLSX

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3/5/2010

	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	AD	AE
1	EHCP / Statement	Local Authority link	Social care involvement	Social worker involved	CAHMS worker involved	Attendance S - school, M - Mainstream		H- home,		Teacher contact		Family therapist contact				Home visit (date and who)		Level of concern				
2						M	T	W	T	F	M	T	W	T	F	M	T	W	T	F		1 (managabl
3	Y	Hackney	Post-LAC	YES		H	H	H	H	H												

Ph2 LAMBS/TAS/Updates

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	B	C	D	E	F	G	H	I	J	K	L	M
1	TAS/LAMBS or General?	Who?	Update	Action	Staff responsible	RAIG/Completion date						
2	TAS	FHWR	no current concerns- longer term trying to set up reintegration	Mum is very helpful with others. But considering how to look after self								
3												
4	Phone call to mother	RB	Waiting for update on Monday afternoon with decision about schc	Contact on Monday	RB							
5		RB	Enjoying the work. Fewer outburst. Enjoyed the writing and Begu.	Getting out on the trampoline. Exercise with Jo Wicks helps with the rest of the day. Regaining focus much quicker. Less violent. Sleeping a bit longer, eating well more regularly. Seems very well in him								
6												
7												
8												
9												

Pears Family School Guidance for phone contact

Pears Family School - Teacher => Parent / Carer Telephone Script and Checklist

[The following script and checklist is to be used by teachers calling home as part of our Coronavirus response provision. Obviously you will personalise the delivery to make it more informal, but it is designed to ensure you cover the essential questions and glean the most information. Before calling make sure you know if and when the young person is coming into school or when a home visit is scheduled. Remember that in response to any questions you can not answer, you can always say that you will find out and get back to them. Scroll to the bottom to see the recording expectations]

[Where possible, make these phone calls on your work phone. If this is not possible, please make sure you use 141 at the start of the number so families do not have access to your personal number, you can also turn off caller ID in your phone settings. This may mean you have to try ringing a couple of times before parents pick up as they will no longer be able to see who it is so may be more cautious when answering. **NOTE: 141 does not work for texts, WhatsApp or WhatsApp calls.]**

Hello,

Is this a good time for a quick catch up on how you and [students name) are coping in this strange time? You are very much in our minds and we are interested to know how you are coping either at home or when you come into school.

We are interested in your ideas on how [students name) learning is progressing and, of course, his/her well-being.

Is it ok if I ask a few questions about [students name] work and wellbeing?

As you know, as a school we are also interested in your well-being and we will be asking you how things are going generally at the end of the call - but first I want to check a few things - sorry if it sounds like you're having an interview.

Academic Progress

How often and for how long is your child working?

How are they managing following the timetable?

Are there any activities they are enjoying in particular?

Is there anything they have been asked to do that you are struggling with?

If a parent identifies the child is struggling to be motivated to follow the timetable and complete work:

- Advise on alternative approaches to completing tasks to make them more motivating e.g have you tried putting the work into a game.
- Advise on small chunks of work and building them up over time and praising children for even very small amounts of work.
- If there are particular activities they are enjoying we may be able to get more of those things to them.

Wellbeing

How does your child seem in themselves? Is it similar to when they are at school?

Are they sleeping less or more and how is their eating?

Any other signs that your child might be stressed?

How often is your child getting outside?

Have you got any concerns?

Please note

Questions to do with wellbeing are important for our risk management and mental health assessments. Parents may talk to you about worrying changes in their child's behavior. For example you may hear a child has stress indicators such as tics, obsessional behaviour or night terrors. It is recommended that you do not give advice until you've had a chance to check in with Brenda and the SLT. Please be empathic and collect as much detail as feels appropriate. Reassure we will be back in touch.

To know what to listen out for here are some symptom markers.
Physical symptoms of stress may include:

- Appetite decrease
- Headaches
- New or recurrent bedwetting
- Nightmares and sleep disturbance
- Stomach pains

Emotional symptoms

- Fears such as fear of the dark
- Unwilling to let parents out of sight
- Returning to behaviours of a much younger age
- More aggressive than usual.

Also if you hear of any old behaviours re-emerging such as bedwetting or language problems again please call Brenda

Parent/adult check in and chat

Now, how are you doing?

Do you have any particular concerns at this time?

How is your family coping?

Would you like a time to talk about worries you may have?

Who is supporting you right now?

If a parent identifies they are struggling:

Acknowledge this is a very difficult and uncertain time and many people will be struggling with the impact of social-distancing.

You are welcome to say to parents "Of course our therapeutic lead BM is still available, is this something you could bring up with her? She is available everyday from 10am - 4pm.

Have you got her contact number?

Contact number:"

If parents identify questions about government guidance:

- Answer if you feel happy to, if you do not know the answer of don't feel comfortable giving advice:
- I have noted that query down and will message a link through with more information linking to your query if possible.

Thank you very much for answering those questions. We understand this is a very difficult time for you. Stay safe and keep well. We will keep in touch. Brenda will be inviting you to online catch ups every week or in person when we can

When you have completed this phone call update the Parent Contact Record Spreadsheet (this document will be shared with you) under teacher contact on the correct day **mark with your initials**.

	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z	AA	AB	AC	
1	EHCP / Statement	Local Authority link	Social care involvement	Social worker involved	CAHMS worker involved	Attendance S - school, M - Mainstream		H- home,		Teacher contact			Family therapist contact			Hor (da					
2						M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
3	Y	Hackney	Post-LAC	YES																	

Then update a short comment about the phone call on the Phase 1/2/3/4/5 spreadsheet (this document will be shared with you).

	B	C	D	E	F	G	H	I	J	K	L	M
1	TAS LAMBS or General?	Who?	Update	Action	Staff responsible	RAG/Completion date						
2	TAS	FHWR	no current concerns- longer term trying to set up reintegration									
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If you have any particular concerns from the phone call log these on the Phase 1/2/3/4/5 spreadsheet and if this changes the rating of concern please update this on the Parent Contact Record Spreadsheet (1 is manageable concern - keep planned contact, 2 is monitoring, 3 is action needed - **this should be reported to** _____).

Feel free to call Brenda on [telephone number] anytime or text on the Familyschool App requesting a call being careful not to put information about students on the App. Brenda will be in school between 10am and 4pm every day during the current crisis.

Key platforms for delivery of PFS principles

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Example of Pears Family School zoom daily reflections with classes

Dear parent

I am going to try and set up a reflection time with you and your child for our class via zoom today at 2pm.

I will also be sending an email with some good resources for you about explaining the situation in a child friendly manner with a story. I will include teachers in this too and will put them in the covid-19 folder.

Hope you are all safe and well.
See you all at 2pm.

Becca

[Covid anxiety info sheet - supporting young people pdf](#)
[Child Friendly Explanation of Coronavirus pdf](#)
[Dave the dog coronavirus pdf](#)

Additional highly recommended [Anna Freud Centre resources](#)

[Advice for schools and colleges video](#)
[Advice for children and young people video](#)
[Advice for parents and carers video](#)
[Looking after each other and ourselves booklet](#)
[Self-care activities for children, young people and their families](#)

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