



Crossflatts Primary School

Family Support and Nurture

Family Support and Nurture Team

Mrs Cattell

Learning Mentor
DSL
Early Help Lead Practitioner



Joanna.Cattell@crossflatts.bradford.sch.uk

Miss Lee

Family and Attendance Champion
DSL



Rebecca.lee@crossflatts.bradford.sch.uk

Pupil Wellbeing, Behaviour and School Attendance



Family Support and Nurture Offer Contents

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Our Vision

We aim to provide a high quality family support and nurture service that helps to promote and support the wellbeing, behaviour and school attendance of our children.

We endeavour to create and inspire positive and sustainable change in our children and families

Our Values

Inclusive:

We are welcoming, respectful and curious

Nurturing:

We will validate feelings, be kind and empathetic



Understanding:

We recognise the impact of SEND, vulnerabilities and adverse experiences

Integrity:

We will have a shared purpose and use honest and open communication

Our Practice Approach

We give families the opportunity to make their voice, wishes and feelings heard. We recognise what is working well and what support is needed to make positive change.

We ensure support is –

Specific
Measurable
Achievable
Relevant
Time bound

We will provide interventions that include talking, listening, challenging views and approaches, advocacy and support work

We will provide support that enables children and families to learn strategies and skills to reach their full potential themselves rather than being told what to do

Our Graduated Support Plan

Signpost and Offer Advice:

We will provide information about partner agencies, services and resources.

Referrals:

We can advise and support in making referrals to relevant services.

Family Support and Nurture Referral:

We have a targeted internal family support and Nurture referral for when children and families are experiencing emerging wellbeing, behaviour and school attendance challenges.

Early Help Support:

We can provide support through developing and contributing to Early Help Assessments and plans to get the right support at the right time.



School Attendance Support:
We will support children and families to reduce barriers to school attendance.

Our Intervention Process

Referral form to Learning Mentor and Family and Attendance Champion



Information gathering from staff, children and parents/carers



Intervention options,
allocation of time and resources



Input 1:1 sessions or group work
Family support



Outcome, impact and review



Signpost and Offer Advice

External Agencies, Services and Resources

[Home | Bradford Families and Young Persons](#)

Relationships Matter

Who are your closest relationships with? Would you like any relationships to be more positive?

[Relationships Matter | Bradford Families and Young Persons](#)

[Home - Relationship Matters](#)

[Homepage - National Domestic Abuse Helpline](#)

[I need help and advice - Bradford DASV](#)

[UK Bright Sky](#)

[Home | Relate](#)

[Parenting and Family Support | Family Lives](#)

[Separating better | OnePlusOne](#)

[How to help your child to make friends and keep friendships](#)

[Making new friends | Family Lives](#)

Parenting

How do you manage on a day to day basis with your children? What behaviour would you like support to manage better? Is there anything happening now or in the past that may impact on how you manage the children?



Online courses for emotional health and wellbeing

<https://www.togethertrust.org.uk/sleep-tight-bradford-and-craven>

Home-Start Bradford District

Support & advice for parents | NSPCC

[Home | Better Start Bradford](#)

[Home - AWARE](#)

[Parent Groups And Classes - Togetherness](#)

Health and Wellbeing

Are you/your children registered with a GP and a dentist? How is your own emotional, mental, and physical wellbeing? How is your child's emotional, mental, and physical wellbeing? Are there any disabilities in the family such as mental health, physical, sensory or neurological disabilities?

[Register with a GP surgery - NHS](#)

[How to register with an NHS dentist « Dental Choices](#)

[Community Dental - Bradford District Care NHS Foundation Trust](#)

[Invictus Wellbeing | Young People's Mental Health | West Yorkshire](#)

[Children's Trauma Therapy Service - Family Action](#)

[Children's mental health - Every Mind Matters - NHS](#)

[Step 2 Supports Young People's Health in Bradford and surrounding areas](#)

[Child and Adolescent Mental Health service \(CAMHS\) - Bradford District Care NHS Foundation Trust](#)

[Little Minds Matter - infant mental health service - Bradford District Care NHS Foundation Trust](#)

[YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)

[Bradford District and Craven Mind | Mental Health Services](#)

[Find NHS talking therapies for anxiety and depression - NHS](#)

[Home - Keighley Healthy Living](#)

[HALE – Health Action Local Engagement in Bradford](#)

[NHS website for England - NHS](#)

[The Eatwell Guide - NHS](#)



[Emotional Health - The Centre for Emotional Health](#)

[10 Keys to Happier Living | Action for Happiness](#)

[Bradford Local Offer](#)

Housing, Employment and Income

How satisfied are you with your living arrangements, community involvement, finances and employment/training status?

Free and impartial help with money, backed by the government | [MoneyHelper](#)

[StepChange Debt Charity. Free Expert Debt Help & Advice](#)

[Action Point Community Support Services - Home](#)

[Home | CAP UK](#)

[Benefits - GOV.UK](#)

[Tackling Financial Insecurity Together | Turn2us](#)

[theclothingbank.org.uk](#)

[Donations – POPI Baby Bank](#)

[Medical guidance for DLA and AA decision makers \(child cases\):](#)

[DLA-Helpful-Phrases-0824.pdf](#)

Education and Learning

How is your child/ren doing at School? Do they participate? have aspirations? make progress and have the correct uniform and equipment? How is their school attendance?

[Attendance | Bradford Council](#)

[Responding to emotionally-based school avoidance \(EBSA\) | Bradford Schools Online](#)

[Fun things to do for under 5s | Bradford Families and Young Persons](#)

[Fun things to do for 5-11s | Bradford Families and Young Persons](#)

[Home - BBC Bitesize](#)





Early Intervention

Early Help Assessment & TAF
Lead Practitioner
Family support

Attendance and Lateness

Support First Approach
Inclusive approach
Staged Intervention to Attendance

Family Routines

Establishing routines
Charts and visuals
Family pack for home

Home Visits

Support getting into school

Emotional Wellbeing

Counselling (CBT) & MHFA
MHC Project
Assemblies
EBSA & EEWP

Family Support and Nurture Sessions Referral Rationale

Learning Mentor and Family and Attendance Champion

Resilience

Developing resilience
Coping strategies
Positive self talk
Being a Brilliant Kid Resources

Being Safe

Helping Hands
Safety Islands
My body belongs to me

Attachment (Boxall)

Boxill Assessment

Relationships

Modelling Positive Friendships
Lunchtimes & Groups
ASC Clubs e.g. Lego Club
Homework Club

Confidence and Self Esteem

Eco Team
Art of Being Brilliant
Journaling
Positive affirmations

Feelings and Behaviour

Zones of Regulation
Self-Regulation Tools
Colour Monster
Feelings Check in
Managing Anger-Seeing Red
Anxiety/Worry Toolkit

Education and Learning

Team building
Growth mindset



Our 3 Nurture Strategies



Feelings and Behaviour

I know that my thoughts create my feelings
I can recognise and communicate how I am feeling
I can make the right choices



Resilience

I can make mistakes and try again
I can solve problems
I can I will



Confidence and Self Esteem

I value my strengths and my weaknesses
I believe in my abilities
I can try new things



Thankyou for being awesome



Nurture Tool Bag

Pupils who take part in nurture sessions will receive a Nurture Tool Bag funded by the Friends of Crossflatts

Example of bag contents:

- My emotion volcano
- Positive affirmation pencil
- Journal





Scale Descriptors for Family Support Nurture Sessions

Scale	Descriptors (Always give a reason for your number)
0 DSL SLT	DSL/SLT The child is not attending school. The child is at risk of falling behind. Safeguarding - Social care / Home visit / Child in Need
1-2 DSL LM/FAC	The child presents disruptive behaviour and cannot be in the classroom. Safeguarding – Social care / Home visit / Child in Need Attendance is falling below 80% (Over a 10 Week Period). Early Help or CAMHS referral
3-4 LM/FAC	The child has experienced changes in their life that are affecting their ability to learn. Learning behaviour is off (2). Young Carer Status. Attendance is falling below 90% (85%-90%-Over a 10 Week Period). Parent/Carer contact required. Referral to school Counsellor (Parent/Carer's consent needed)
5-6 LM/FAC	Emotional Difficulties require Nurture/Resilience Intervention. Lateness before the register closes
7-8	Friendship Issues. Lack of engagement with learning.
9	Low level disruption at Lunchtime/classroom. LSA Support and Nurture in the Classroom. Require a role/responsibility at Lunchtime with Learning Mentor or LSAs
10	The child is able to access the learning in their classroom Learning behaviour is on (1)



Early Help Offer.

‘Come as you are and leave at your best’

‘We are a family who learn how to flourish and then fly

Crossflatts Primary School promotes an Early Help Offer.

We recognise that Early intervention can have a positive impact for families and is central to our school vision and values.

What is Early Help?

Early Help is support for children, young people and their families.

Early Help is about making sure families receive help as early as possible when needs are identified by families themselves or professionals having worries or seeing needs before they escalate.

Early Help is a multiagency response.

Why would I want Early Help?

Early Help is for families whose needs are not met by universal services.

Families where children’s health and development may be adversely affected and would benefit from extra help to make the best of their life chances.

You may be worried about:

- yours, your child or family member’s health, development, behaviour or how things are going at school
 - money or housing and how it is affecting your family
- how you or your family are affected by domestic abuse, drugs, alcohol or crime
 - a bereavement in the family that has made life challenging
- caring for a disabled child or you are a young person caring for other people

Where can I get Early Help?

You can speak to any agency or practitioner you trust.

You can also contact the Integrated Front Door [0800 953 0966](tel:08009530966) – Monday to Thursday, 8.30am to 5pm or Friday, 8.30am to 4.30pm.

How can I get Early Help at Crossflatts Primary school?

A member of staff you trust will talk with you about the problems you’re experiencing and any help you think you may need.

They will identify the right person to do an Early Help Assessment with you.

If you are looking for more direct/intensive support then it would be best to contact one of the Designated Safeguarding Leads (DSL’s)

What happens next?

1. Early Help Assessment (EHA).

The EHA can start with a conversation about things that are going well and things that you and your child are finding difficult.

The next step, with your consent, is to speak to people from different agencies who know you and your family.

2. Team around the Family (TAF) meeting.

It is helpful for everyone to meet together to agree a support plan and how each member of the meeting will contribute towards the plan. During the initial meeting we will agree the most appropriate person to lead the support plan

3. Lead Practitioner (LP).

The Lead Practitioner will co-ordinate the TAF meetings, ensure the support plan is followed and that you receive the right advice and support. If the Lead Practitioner requires additional advice

and support they can contact the Early Help Coordinator at Bradford Children and Families Trust.



Attendance Support Offer

All Day Every day the Crossflatts Way

Crossflatts Primary School promotes an Attendance Support Offer.

We recognise that Early intervention can have a positive impact for families and is central to our school vision and values.

School will:

- Clearly communicate our expectations for attendance and our monitoring process.
 - Involve you in our attendance monitoring at every step of the process
 - Create a warm and welcoming environment
 - Deliver a motivating and stimulating curriculum
 - Continue to offer support to families to overcome barriers to promote better attendance for all children.
- Create bespoke attendance programs and offers for those children unable to attend all sessions due to SEND or medical needs.



- Remove barriers for pupils and support to resolve.
- Implement an effective attendance incentive and reward system
 - Celebrate successes when attendance has improved.
 - Promote effective multiagency work including Early Help.
- Not authorise any holidays, trips abroad and other leave of absences unless in exceptional circumstances.
 - Adhere to the schools Family Support Offer
 - Adhere to the Bradford Attendance Charter

We ask parents to:

- Ensure their child attends school every day, on time when they are fit and well.
- Inform us by 8.30am via the school office if your child is ill and unable to attend and keep us updated daily.
- Where possible make appointments out of school hours and if this is proving difficult an afternoon appointment after registration would be preferable
 - Do not book holidays or trips in term time.
- Apply for permission for term time leave in exceptional circumstances.
- If needed engage in the attendance support and monitoring process.

We ask our children to:

- Arrive every day on time ready to learn – ‘Every minute counts’

Incentives and rewards

- School will hold weekly attendance assemblies, share attendance information on the blog and weave in opportunities to celebrate attendance throughout the school year.
 - Each class will have an attendance chart to record whole class attendance each week.
- Crossflatts attendance kiosk will be open every fortnight for those pupils who are good attenders to receive a prize or a treat.
- The big 100! Pupils who have attended school for 100% of the year will have their names put into a hat and the winner wins a National Trust Pass
 - Parents/carers can message teachers to reward their children dojos for good and improved attendance routines.

Early Years - Compulsory school age

Children are compulsory school age the term after their 5th birthday. To support all children in having good school attendance we will support and monitor attendance for the youngest children in the same way as all children. However, parents/carers will not receive Penalty Notices or be party to the Staged Intervention to Attendance.

We believe that the early years is a fundamental time to establish good routines and will support families to achieve this.

Getting to school on time

Any pupil arriving late before 9.15am will be marked as late (L code). If you are late 5 times in a 10 week period you will receive a letter and lateness will be monitored. If being late continues you may be invited into a meeting.

Any pupil arriving late to school after 9.15am will be recorded as an unauthorised late (U code). This is the same as an unauthorised absence and is monitored according to the Staged Intervention to Attendance

Term Time Leave and Penalty Notices (PN)

PN's are issued by Bradford Council for unauthorised term time leave
They are used as an alternative to prosecution



They are issued for unauthorised absences of 10 sessions (5days) in a rolling 10 week period. This spans across school years and school terms.

Absences include unauthorised term time leave (G codes), other/unknown circumstances (O codes) and arriving late to school after 09.15am (U codes)

First offence - £160 per parent per child paid within 28 days of the PN. Reduced to £80 if paid within 21 days.

Second offence (within 3 years) - £160 per parent per child paid within 28 days

Third or any further offences (within 3 years) - straight to magistrate's court with fines of up to £2500 per parent per child. If found guilty 'failure to safeguard a child's attendance' will be placed on parents DBS certificate.

Illness

Where the school has genuine and reasonable doubt about the authenticity of an illness we will ask for medical evidence to support the absence.

If a pupil over compulsory school age has missed 15 days or is expected to miss 15 days of school in a school year, through illness, consecutively or cumulatively, a 'sickness return' is received by the Local Authority.

This is to ensure the continuity of education for children with health needs and for multi-agency partners to agree on any provision for children who cannot attend school.

Medical Appointments

School will ask for evidence of appointments taken in school time

Information Sharing

School will collect attendance data from SIMS and this is shared automatically with the Local Authority and DfE



Improving School Attendance

School attendance is monitored using a Staged Intervention model implemented by Bradford Council.



Staged Intervention to Attendance	
100%-96% Fantastic attendance	Our attendance target this year is 97% with an aim for most children's attendance to be 100%. To ensure we keep on track if your child's attendance is dropping towards 95% we will send you a dojo message to inform you.
90 – 95% Up to 19 days of school missed and approximately 100 lessons	<u>Stage One Intervention – Advisory model for school</u> If attendance falls below 95% over a 10 week period school will: -Make parents aware of this and work with parents to address any missing marks and monitor and support for 2 weeks. -Send 'school letter 1' if no improvements are seen and there are outstanding missing marks or unauthorised absences and monitor for 2 weeks -Send 'school letter 2' if there are further unauthorised absences and invite parents/carers to an 'Attendance Support Meeting'. -Send school letter 'Med' - if patterns of illness and medical absence exist and no explanation why. -Escalate to Stage 2 Intervention or consider Penalty Notice if there is no improvement or no medical evidence received
80% - 90%. 85% = 29 days and 150 lessons 80% = 38 days and 200 lessons	<u>Stage Two Intervention – mandatory model for school</u> If attendance falls below 90% over a 10 week period, school will -Issue Warning 'Letter 1' and monitor for 3 weeks. If Attendance is below 50% and/or the pupil has a Child in Need/Child Protection Plan a 'Warning Letter 1' and an announced home visit with the lead professional will take place -Invite parents to an 'Attendance Panel Meeting' and complete a 'Parenting Contract' and monitor attendance for 3 weeks. -An announced/unannounced home visit will take place to complete the 'Parenting Contract' if a parent/carer does not attend the meeting - School will complete the 'Parenting Contract' in the event of being unable to meet with the parents -School will consider whether a Penalty Notice should be requested -School will Issue 'Final Warning Letter' and complete the 'Statutory Intervention Request' for Stage Three Intervention
Below 80% 75% = 38 days and 250 lessons	<u>Stage Three Intervention – implemented by Bradford Council</u> Stage 3 Intervention initiates a criminal investigation in line with the Criminal Investigation Process. It is a minimum of 2 step process which involves the examination of evidence and questioning of the parent/carers. The aim of the investigation is to establish whether or not an offence has been committed. If the Local Authority establishes that an offence has been committed the parents/carers will then be formally made aware of this and requested to attend an interview under caution as a last opportunity to disclose any further information before legal action is instigated. School will continue to support pupils

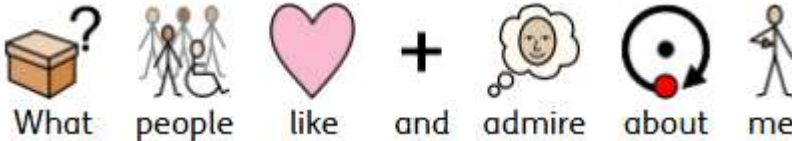


Mrs Cattell's one-page profile.



My favourite things:

I love staying active and spending time with the ones I care about. I like going to **yoga** with my friend, this helps to stay grounded and mindful. Going on long walks with **Finn**, my lively Springer Spaniel. Enjoying quality time with my **family and friends and travelling to new places and exploring the countryside**. These moments help me stay balanced, present, and ready to bring my best self to work each day. I love watching live sport and have been to an Olympics Games, Commonwealth games and Open Golf Champions.



What people like and admire about me:

People often say that I am kind, caring, considerate and a good listener. I give sound advice to pupils, families and colleagues and that I go the extra mile to ensure that our school community feels supported. My friends and family say that they admire my passion and dedication to my Learning Mentor role and that I thrive on helping others reach their full potential. My close friends know that I positively enjoy providing emotional, social, and academic support to students, helping them navigate challenges and build confidence. Supporting young people in their learning journey is not just a job for me—it's something I deeply care about. I believe that every student deserves to be seen, heard, and encouraged, and I take pride in building positive, trusting relationships that make a difference.



How I want to be treated at work:

I personally value; kindness, compassion and a warm, welcoming smile which hopefully makes people I work with feel seen, respected, and safe. I like people being treated equally and with dignity. I like honesty and openness and being given the time and space to explain my point of view. I would like to feel that these values are mirrored by the children I work with.



Why I am looking forward to working with you:

I'm really looking forward to working with you. I thrive on new challenges and love sharing meaningful experiences. What excites me most is getting to know you as a unique individual—understanding your interests, your strengths, and how I can best support your learning.

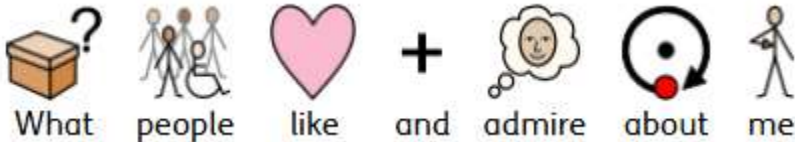


Miss Lee's one-page profile.



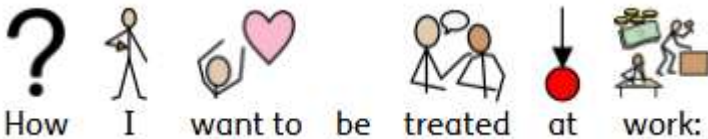
My favourite things:

I love spending time with my family. I have three children and spend time with them doing fun activities such as visiting the cinema, weekend walks and trying out new play centres and parks. We also love to bake together. When I get some alone time, one of my favourite things to do is listen to an audio book. I enjoy eating out and holidaying both local and abroad.



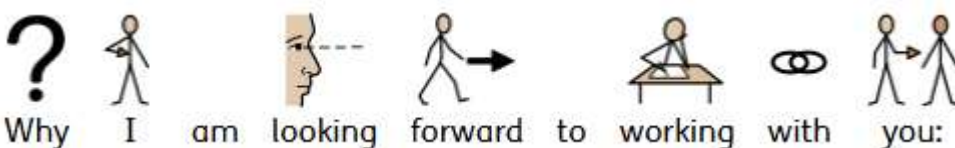
What people like and admire about me:

People often say that I am kind, thoughtful and helpful. I try my best to be supportive and motivational and keep smiling as there is always something to be positive about. I make time to be a good listener whether it's in the classroom or at home. My friends admire how hard I work and stay focused to achieve my goals. I am a good friend and a supportive teammate.



How I want to be treated at work:

At work, I really value teamwork. I like the team I work in to be friendly and positive. I aim to be kind and empathetic and work in an environment that's consistently nurturing and fair. I appreciate it when communication is supportive and motivational. A bright smile really makes the day.



Why I am looking forward to working with you:

I am really looking forward to working with you because I love to meet new children. I like to build strong relationships to support with challenges and celebrate successes. As part of a great team, I love to contribute to make a difference. I am looking forward to working together to create a happy school for all.

