



Title:	Trusted Adult Engagement Strategy
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**Learning4Life-GY**

**Trusted Adult Engagement Strategy**

## **Introduction:**

Trusted adult engagement refers to the activities and communication methods undertaken within Learning4life-GY with parents, carers, social workers, social care workers and external stakeholders with an invested interest in the wellbeing of the learner. As a learning provider who supports the most vulnerable and marginalised of groups within North East Lincolnshire, we are aware that there are a multitude of 'trusted adults' who we need to collaborate with in order to provide high quality education and support to our learners.

Trusted adult engagement refers to the ways in which teachers, learning support assistants, the pastoral team and the school as a whole involve others who are considered as 'trusted' people by both learners and professionals. This engagement can include a wide range of activities, however will have the ultimate aim of supporting learners academic, social and emotional learning.

Evidence has shown that parental engagement in education is positively correlated with learner attainment. Additionally however, parental engagement strategies have been proven to be more effective with parents of very young children. It is important to note that the learners at Learning4life-GY are from 14 years onwards and many have not had the traditional family experience during those early years. As such, the traditional methods of engagement and a focus on parents, are not sufficient in supporting learner development.

## **Our mission statement:**

To provide high quality, individualised and culturally inclusive 'Stepping-Stone' education to the most deprived, disadvantaged, and marginalised groups in North-East Lincolnshire.

## **The aim of the Trusted Adult Strategy:**

In the first instance, the aim of this strategy is to clarify the ways in which the school engage with trusted adults and make clear how we work collaboratively with trusted adults as co-producers of education, wellbeing and support.

Secondly, the trusted adults strategy is a means of operationalising and achieving the actions inherent within the schools quality improvement plan, whole school mental health strategy and school of sanctuary action plan.

Finally, the aim is for school staff to build relationships with trusted adults to establish trust and foster those relationships throughout the year. Learning4life-GY will ensure that trusted adults have opportunities to build connections with learner school support networks including outside agency support (for example social care, counselling, early help, police)

## **Communication:**

Learning4life-GY are committed to ensuring good communication between school and home/ placement. We are mindful that living arrangements are very different for all of our learners and that our methods of communication need to be varied in order to reach everyone.

- **Class Dojo:** Class Dojo is used by the school for learners aged 14-19 to communicate personalized information to trusted adults. This method is integral in providing information such as learner progress, achievements, direct communication from tutors.
- **Emails:** Are used to forward information from other external organisations i.e. The Local Authority; in organisation of meetings and whole school events or visits and trips.
- **School newsletter:** Is produced termly to provide information on learner events and achievements throughout the term, key forthcoming dates, trusted adult information on mental health support, online safety, support for SEN events, School of Sanctuary updates.

- **Phone calls:** Support positive attendance, communicate progress, ensure effective timely information is provided to trusted adults as needed, support positive behaviour, organise meetings etc.
- **Website:** Communicate openly the schools policies, governance structure, whole school curriculum intent; contact details ; the school team.
- **Social Media:** To celebrate events and achievements, to inform of key important information such as term dates/ closures
- **Learners and families with English as a second language:** Because of the multi-cultural nature of our learners and the vast number of first languages, it is difficult to translate all communication methods. As such our newsletter is produced electronically so that trusted adults are able to use translation tools on their electronic devices (such as Google translate). Invitations to meetings or other important communications are translated prior to dissemination by school staff. Face to face communication is generally supported through the use of translation services such as HE Word.

### **Supporting Positive Attendance:**

In alignment with the Learning4life-GY Supporting Attendance Policy we are committed to promoting and achieving good levels of attendance across all groups, of all ages. Effective communication of the school's expectations around positive attendance is integral in promoting an environment where learners feel safe, valued and want to attend.

Learning4life-GY are an EBBSA aware school and utilise the ATTEND framework to support emotionally-based school avoidance. EBBSA is a broad umbrella term used to describe a group of children and young people who have severe difficulty in attending school due to emotional factors, often resulting in prolonged absences from school.

Learning4life-GY use the 4 functions of EBBSA (Kearney, 2008) to fully investigate the push and pull factors that impact on school attendance for those who are experiencing EBBSA. In doing so, Learning4life-GY will engage with the ATTEND framework to respond to EBBSA by being aware, curious and responsive and do the following:

- Identify the early signs of EBBSA (changes in behaviour, attitude towards school, signs of anxiety, lateness, missing days)
- Identify EBBSA (significant difficulty attending school, staying at home, usual absence of antisocial behaviours, limited engagement with community, emotional distress)
- Implement the ATTEND framework to identify the reasons for absence/ low attendance; take a multi-agency and evidence informed approach to supporting individuals to improve attendance

Having a pattern of regular attendance is the responsibility of trusted adults, learners and all members of school staff. To help ensure that this is a focus, Learning4life-GY will:

- Provide trusted adults with details of attendance in our newsletters
- Report to trusted adults three times annually on each learner's (aged 14-19) attendance through Teacher Reviews (and corresponding published reports)
- Contact trusted adults should attendance fall below the school's target; meet to discuss attendance, agree support and target set for improvement.
- Celebrate excellence in attendance by displaying and reporting individual achievements
- Reward good or improving attendance

Attendance will be supported and monitored thoroughly. More detailed information on how the school will communicate regarding planned and unplanned absences is included within our Supporting Attendance Policy.

## **Supporting Positive Behaviour:**

### **Progress and Development :**

Trusted adult engagement is an integral element of the learner journey. School staff work collaboratively at the onset of the learner journey (with trusted adults) so as to have a thorough understanding of the support needs, baseline academic skills and interests of the learner. Doing so enables an approach to planning that supports positive progress in all elements of a learners development.

**Admissions:** Trusted adults are those communicated with first for any referrals of admission and invited with potential learners to meet with the ESOL admission teams or Pastoral Team. Trusted adults are integral in the due diligence process in terms of the school understanding the needs of the potential applicant and in decision making in terms of the schools ability to meet those needs.

**Induction:** During the induction process learner My Plans are produced. My Plan's are informed initially by learner 1 Page profiles and are a collaborative document that informs school staff of what works well, what doesn't work well and what need to happen to meet that learners needs. These plans form the basis of strategies used by staff at school and need to be produced collaboratively with trusted adults in order to be successful.

**On programme:** Trusted adults are invited in each term to discuss progress and development during our trusted adult evenings. Here the learners academic reports are discussed alongside progress against any EHCP outcomes (for those learners with SEND). A collaborative approach is always taken in any progress related meetings such as Personal Education Planning meetings (PEP's) Child in Care reviews (CIC's); Education and Health Care Plan reviews (EHCP reviews). Collaboration is also key in any Safeguarding related meetings including Early Help: Team Around the Family (TAF meetings); Child in Need (CIN) or Child Protection (CP) meetings; and also in any risk management meetings or behaviour and attendance meetings.

**Preparing for transitions:** Preparation for Adulthood is a priority throughout the learner journey, more so however within the final year with Learning4life-GY. At this point, trusted adults engage in all discussions in terms of action planning for supporting transitions to the next steps and support in engaging with activities such as travel training, attendance at progression events and in the development of skills for independence.

### **Mental Health:**

The mental health and wellbeing of our learners is paramount to the work that we undertake at school. As an EBBSA aware school, we recognise that mental health and wellbeing are integral in achieving positive attendance and engagement. For Learnign4life-GY, recognition of the impact that trusted adult mental wellbeing can have upon learner engagement at school. Our Whole School Mental Health strategy focuses upon implementing strategies that support trusted adult mental health as well as learners. To this effect the following are an example of some of the ways in which the school will support the mental health and wellbeing of trusted adults:

- Dissemination of information, advice and guidance related to mental health and wellbeing through our termly newsletter, emails.
- Dissemination of information regarding support of external agencies for parents/ carers of young people with SEND through the creation of a Trusted adult noticeboard in our reception areas.
- Support for trusted adult referrals through pastoral meetings for example: Team around the Family, EHCP reviews, Safeguarding meetings.
- By having an approach throughout school whereby mental health and wellbeing is openly discussed.
- Creation and implementation of family learning and family based events for example Teen Parent groups, Family Learning evenings and in seeking to develop our respite based holiday club activities further.

### **School of Sanctuary/ Engaging communities:**

As part of our dedication towards becoming a school of sanctuary, Learning4life-GY are working towards embedding of the values of sanctuary throughout the school. For Learning4life-GY in becoming a School of Sanctuary we are dedicated to the following:

- Providing opportunities to learn about what it means to seek sanctuary and the issues surrounding forced migration
- To embed concepts of welcome, safety and inclusion by taking action to create a safe and inclusive culture of welcome that benefits everybody, including anyone in our community seeking sanctuary.
- To share our vision and achievements in doing so.

At Learning4life-GY we are actively engaged in the creation of opportunities for whole community engagement. This includes undertaking of a variety of events that engage trusted adults, families and communities in a wider sense. Examples of one off events include refugee week events, local area representatives engaging with our weekly family learning evenings, collaborative events held externally at our local market to support referrals for external support, and adult learners delivering guest speaker presentations to younger learners.

In addition, we are supportive of our adult learners who have a wealth of experience and academic knowledge to become volunteers within the school whilst they are developing their skills on the English language. Further, we are invested in supporting our adult learners to become an integral part of our local community in sharing their skills.

### **Trusted adults as partners:**

Learning4life-GY appreciate the value of trusted adult engagement with both the governance and quality assurance and enhancement processes inherent within the school. As such, the Principal will invite trusted adults to be partners in a variety of forums and activities as detailed below:

- To ensure that the Trusted Adult body is represented in governance of the school, a role as Trusted Adult Governor will be available each year.
- Trusted adults will be included in whole school curriculum planning through teachers actively seeking trusted adult feedback and suggestions on curriculum development.
- Trusted adults will be provided with satisfaction surveys to obtain valuable feedback each year, this will be analysed and create a You Said, We Did process akin to that undertaken through the Learner Survey.
- Feedback through our complaints, concerns and compliments process will be discussed by Governors at the Scrutiny Panel and will act as a catalyst for any changes required.