



Title:	Trusted Adult Engagement Strategy
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Learning4Life-GY

Trusted Adult Engagement Strategy

1. Introduction

1.1 Purpose

Learning4life-GY firmly believes that positive educational outcomes are achieved through strong, trusting and respectful relationships between learners, school staff, families and the wider professional network. Every learner benefits from having adults who understand their strengths, recognise their needs and work collaboratively to help them achieve their full potential.

Within Learning4life-GY, the term **Trusted Adult** extends beyond parents and carers. Many of our learners have experienced disrupted education, adverse childhood experiences, trauma, family breakdown, displacement, social care involvement, or complex SEND needs. Consequently, those who know and support our learners may include foster carers, residential care staff, social workers, Virtual School colleagues, advocates, health professionals and other significant adults.

This strategy establishes a whole-school approach to engaging trusted adults as genuine partners in education. It provides the framework through which Learning4life-GY promotes meaningful collaboration, shared decision-making and co-production to improve educational achievement, emotional wellbeing, attendance, behaviour, independence and Preparation for Adulthood outcomes.

Trusted adult engagement is not viewed as an additional activity but as a fundamental component of high-quality education, safeguarding and inclusive practice.

1.2 Scope

This strategy applies to all Learning4life-GY provision including:

- Learners aged 14–19 attending the Independent School.
 - Learners aged 19–25 where appropriate.
 - Learners with Education, Health and Care Plans (EHCPs).
 - Learners with Special Educational Needs and Disabilities (SEND).
 - Learners experiencing Emotionally Based School Avoidance (EBSA/EBBSA).
 - Children in Care.
 - Previously Looked After Children.
 - Care Leavers.
 - Learners seeking sanctuary.
 - Learners with English as an Additional Language (EAL).
 - Adult learners where trusted adults continue to play a significant support role.
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1.3 Vision

Learning4life-GY aims to develop an inclusive culture where trusted adults feel welcomed, respected and valued as equal partners in supporting every learner's educational journey.

We recognise that successful outcomes are achieved when learners experience consistency between home, school and external agencies, and where trusted adults are empowered to contribute actively to planning, reviewing and celebrating progress.

2. Legislative and Policy Framework

This strategy has been developed in accordance with current legislation and national guidance, including (where applicable):

- Children Act 1989
 - Children Act 2004
 - Equality Act 2010
 - Children and Families Act 2014
 - SEND Code of Practice: 0–25 years
 - Keeping Children Safe in Education (latest edition)
 - Working Together to Safeguard Children (latest edition)
 - Working Together to Improve School Attendance
 - Promoting the Education of Children in Care and Previously Looked After Children
 - The Care Planning, Placement and Case Review Regulations
 - Mental Capacity Act 2005 (where applicable)
 - Human Rights Act 1998
 - UK GDPR and Data Protection Act 2018
 - National Standards for Alternative Provision
 - Ofsted Education Inspection Framework
 - Independent School Standards
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2.1 Links to Learning4life-GY Policies

This strategy should be read alongside:

- Safeguarding and Child Protection Policy
- Attendance Policy
- Positive Behaviour Policy
- SEND Policy
- Curriculum Policy
- Assessment and Progress Monitoring Policy

- Transition Policy
- Whole School Mental Health Strategy
- Equality, Diversity and Inclusion Policy
- Complaints Policy
- Data Protection Policy
- Preparation for Adulthood Framework
- School of Sanctuary Strategy

Together these documents ensure that trusted adult engagement forms an integral part of every aspect of school improvement and learner support.

3. Learning4life-GY Vision, Ethos and Values

Learning4life-GY provides highly personalised education for young people whose needs cannot be fully met within mainstream provision.

Many of our learners have experienced disrupted educational journeys, barriers to engagement, adverse childhood experiences or unmet SEND needs. Others are developing English language skills whilst adapting to a new country, culture or education system.

Our vision is to ensure that every learner:

- feels safe;
- experiences belonging;
- develops confidence;
- achieves academically;
- develops emotional resilience;
- prepares successfully for adulthood;
- becomes an active member of their community.

Achieving these outcomes requires strong relationships not only between staff and learners but also with those adults who know learners best.

Trusted adults provide invaluable knowledge about learners' experiences, interests, communication preferences, sensory needs, emotional regulation strategies, aspirations and strengths.

Learning4life-GY therefore adopts a culture of **co-production**, recognising trusted adults as equal partners in planning, implementing and reviewing educational provision.

Our Commitment

Learning4life-GY commits to:

- treating all trusted adults with dignity and respect;
 - recognising parents and carers as experts in their children;
 - valuing lived experience;
 - listening without judgement;
 - communicating honestly and transparently;
 - promoting shared responsibility;
 - maintaining high aspirations for every learner;
 - ensuring all engagement is culturally responsive and inclusive;
 - removing barriers preventing participation.
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4. Principles of Trusted Adult Engagement

Learning4life-GY's approach is founded upon eight key principles.

4.1 Co-production

Educational decisions are made collaboratively wherever possible.

Trusted adults are involved in:

- planning;
 - reviewing;
 - evaluating;
 - problem solving;
 - celebrating success.
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4.2 Person-Centred Practice

Every learner is unique.

Planning focuses upon:

- strengths;
- aspirations;
- interests;
- communication needs;
- individual barriers;

- long-term outcomes.
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4.3 Trauma-Informed Practice

Many learners have experienced trauma, neglect, adversity or disrupted education.

School staff therefore:

- seek to understand behaviour;
 - avoid blame;
 - develop trusting relationships;
 - provide consistency;
 - work closely with trusted adults to understand learners' experiences.
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4.4 High Aspirations

Learning4life-GY believes every learner can achieve ambitious outcomes.

Trusted adults are encouraged to support:

- attendance;
 - independence;
 - resilience;
 - employability;
 - lifelong learning;
 - Preparation for Adulthood.
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4.5 Inclusive Communication

Communication should be:

- accessible;
- respectful;
- timely;
- culturally appropriate;
- jargon-free;
- strengths-based.

Where necessary the school will provide:

- interpreters;
- translated documentation;

- accessible formats;
 - flexible meeting arrangements.
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4.6 Partnership

School staff and trusted adults share responsibility for supporting:

- safeguarding;
 - attendance;
 - wellbeing;
 - behaviour;
 - progress;
 - transitions.
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4.7 Early Intervention

Concerns should be identified and addressed before they escalate.

Learning4life-GY will work proactively with trusted adults to identify emerging concerns relating to:

- attendance;
 - wellbeing;
 - behaviour;
 - safeguarding;
 - emotional regulation;
 - mental health.
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4.8 Continuous Improvement

Trusted adult feedback is essential.

The school continually evaluates engagement through:

- surveys;
 - meetings;
 - complaints;
 - compliments;
 - governor scrutiny;
 - quality assurance activities.
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5. Definition of Trusted Adults

For the purposes of this strategy, a **Trusted Adult** is any adult who has an important role in supporting a learner's wellbeing, education, safeguarding or development and who works collaboratively with Learning4life-GY.

Trusted adults may include:

Parents

Including those with parental responsibility.

Carers

Including:

- foster carers;
- kinship carers;
- special guardians;
- residential care staff.

Social Care Professionals

Including:

- Social Workers;
- Family Support Workers;
- Personal Advisers;
- Independent Reviewing Officers (IROs);
- Leaving Care Teams.

Education Professionals

Including:

- Virtual School Heads;
- Virtual School Officers;
- Local Authority SEND Officers;
- Educational Psychologists;
- Alternative Provision staff.

Health Professionals

Including:

- CAMHS practitioners;
- therapists;
- speech and language therapists;

- occupational therapists;
- school nurses;
- GPs.

Community Professionals

Including:

- youth workers;
- mentors;
- advocates;
- voluntary organisations;
- faith leaders where appropriate.

Significant Adults

Where identified by the learner, this may include:

- extended family members;
- adult siblings;
- trusted family friends;
- mentors;
- employers.

The school recognises that trusted adults may change throughout a learner's educational journey and will ensure records remain accurate and reflect current arrangements.

6. Aims and Objectives of the Strategy

The aims of this strategy are to:

- establish trusted adults as equal partners in education;
- promote collaborative decision-making;
- strengthen relationships between school, families and professionals;
- improve attendance, engagement and participation;
- improve educational outcomes;
- enhance emotional wellbeing;
- strengthen safeguarding practice;
- support positive behaviour through consistent approaches;
- promote effective multi-agency working;
- ensure learners experience consistent support across home, school and community settings;
- prepare learners successfully for adulthood, employment, further education and independent living.

Specifically, Learning4life-GY seeks to ensure that every trusted adult:

- feels welcomed into the school community;
- understands the learner's educational programme;
- has opportunities to contribute to planning and review;
- receives timely and meaningful communication;
- understands how to access support;
- knows how concerns can be raised and resolved;
- is empowered to contribute towards continuous school improvement.

By embedding these principles across all aspects of school life, Learning4life-GY aims to create a culture in which learners, families and professionals work together with mutual trust, shared responsibility and high aspirations, ensuring every learner is supported to achieve positive outcomes and realise their full potential.

Section 7: Roles and Responsibilities

7.1 Overview

Trusted Adult Engagement is the responsibility of every member of staff within Learning4life-GY. Positive relationships with parents, carers and professionals are fundamental to delivering outstanding education, safeguarding, attendance, wellbeing and Preparation for Adulthood outcomes.

Whilst specific members of staff hold designated responsibilities, all staff are expected to contribute towards a welcoming, respectful and collaborative culture where trusted adults feel valued as equal partners in supporting learners.

Learning4life-GY promotes a culture of **collective responsibility**, recognising that consistent communication between school, home and professionals significantly improves learner outcomes.

7.2 Governing Body

The Governing Body is responsible for ensuring that Learning4life-GY has robust systems in place to engage parents, carers and trusted adults effectively.

Governors will:

- Ensure this strategy is reviewed annually.
- Monitor the effectiveness of trusted adult engagement through quality assurance activities.
- Receive reports relating to attendance, safeguarding, parental feedback and learner outcomes.
- Promote a culture of transparency and accountability.
- Ensure sufficient resources are available to facilitate meaningful engagement.

- Monitor complaints, compliments and survey responses.
 - Challenge senior leaders where engagement does not lead to improved learner outcomes.
 - Champion inclusive engagement for parents of learners with SEND and Children in Care.
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7.3 Headteacher / Principal

The Headteacher has overall responsibility for implementing this strategy.

The Headteacher will:

- Promote an open, welcoming culture across the organisation.
 - Ensure trusted adult engagement is embedded within school improvement priorities.
 - Ensure staff receive training relating to partnership working.
 - Monitor quality of communication with trusted adults.
 - Promote co-production throughout school improvement.
 - Ensure all school policies reflect meaningful family engagement.
 - Review quality assurance findings and implement improvements.
 - Ensure Learning4life-GY remains compliant with statutory guidance.
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7.4 Designated Safeguarding Lead (DSL)

The DSL has responsibility for ensuring trusted adult engagement supports safeguarding practice.

The DSL will:

- Work collaboratively with parents, carers and professionals.
 - Ensure safeguarding concerns are communicated appropriately.
 - Coordinate multi-agency meetings.
 - Promote information sharing in accordance with GDPR.
 - Engage families during Early Help, CIN and Child Protection processes.
 - Ensure safeguarding communication remains strengths-based and trauma-informed.
 - Support families to access external support where appropriate.
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7.5 Designated Teacher for Children in Care

The Designated Teacher will:

- Maintain oversight of educational progress.
 - Coordinate Personal Education Plans (PEPs).
 - Liaise with the Virtual School.
 - Support foster carers and residential settings.
 - Promote educational stability.
 - Ensure high aspirations remain central to planning.
 - Monitor attendance and progress.
 - Coordinate transition arrangements.
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7.6 SENCO

The SENCO will:

- Ensure parents remain central to SEND decision making.
 - Coordinate Annual Reviews.
 - Promote person-centred planning.
 - Work collaboratively with therapists and external agencies.
 - Ensure EHCP outcomes remain meaningful.
 - Support staff to implement agreed strategies consistently.
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7.7 Curriculum Leaders and Teachers

Teachers will:

- Develop positive relationships with trusted adults.
 - Share learner achievements regularly.
 - Seek parental contributions to curriculum planning.
 - Respond promptly to concerns.
 - Share assessment information.
 - Review progress collaboratively.
 - Celebrate success.
 - Encourage trusted adults to reinforce learning outside school.
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7.8 Pastoral Team

The Pastoral Team plays a central role in trusted adult engagement.

They will:

- Maintain regular communication.
- Coordinate attendance support.
- Lead wellbeing interventions.

- Signpost external services.
 - Facilitate Team Around the Family meetings.
 - Support transition planning.
 - Promote learner voice.
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7.9 Parents, Carers and Trusted Adults

Learning4life-GY recognises trusted adults as equal partners.

Trusted adults are encouraged to:

- Attend meetings.
 - Share relevant information.
 - Promote attendance.
 - Reinforce school expectations.
 - Celebrate achievements.
 - Engage positively with school staff.
 - Inform school promptly of emerging concerns.
 - Participate in surveys and consultation.
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Section 8: Communication Standards

8.1 Our Commitment

Learning4life-GY believes communication should build relationships rather than simply exchange information.

Communication should always be:

- respectful;
- timely;
- honest;
- solution-focused;
- inclusive;
- accessible;
- strengths-based.

Every interaction should reinforce trust between school and home.

8.2 Communication Principles

School staff will:

- communicate promptly;
- use clear language;
- avoid unnecessary educational jargon;
- maintain confidentiality;
- respond professionally;
- recognise cultural differences;
- remain trauma-informed.

Communication will always seek first to identify strengths before discussing concerns.

8.3 Accessible Communication

Learning4life-GY recognises that communication barriers may exist.

Reasonable adjustments include:

- translated documentation;
 - interpreters;
 - simplified written communication;
 - visual communication;
 - larger print;
 - flexible meeting arrangements;
 - online meetings;
 - telephone consultations.
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8.4 Communication Methods

Trusted adults may receive information through:

- Telephone
- Email
- Face-to-face meetings
- Home visits (where appropriate)
- Parent evenings
- EHCP Reviews
- PEP Meetings
- Annual Reviews
- Team Around the Family meetings
- School newsletters

- Website
 - Social media (celebration only)
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8.5 Responding to Concerns

Learning4life-GY encourages early discussion of concerns.

Where concerns arise staff will:

1. Listen.
 2. Clarify.
 3. Agree actions.
 4. Record outcomes.
 5. Review progress.
 6. Escalate where required.
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Section 9: Working in Partnership with Parents of Learners with SEND

Learning4life-GY firmly believes that parents and carers are experts in their children.

Their knowledge is essential in developing personalised education.

Parents contribute to:

- admissions;
 - baseline assessment;
 - My Plans;
 - One Page Profiles;
 - EHCP outcomes;
 - Annual Reviews;
 - curriculum planning;
 - therapeutic interventions;
 - behaviour support;
 - attendance planning;
 - transition planning.
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9.1 Co-production

Co-production means decisions are made together rather than for families.

Parents will be involved in:

- identifying strengths;
 - setting outcomes;
 - reviewing interventions;
 - evaluating progress;
 - planning next steps.
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9.2 Person-Centred Reviews

Meetings will focus upon:

- aspirations;
 - strengths;
 - learner voice;
 - family voice;
 - Preparation for Adulthood;
 - independence;
 - wellbeing.
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9.3 Preparing for Adulthood

Parents will contribute towards planning relating to:

- independent living;
 - employment;
 - further education;
 - travel training;
 - community participation;
 - friendships;
 - healthy lifestyles.
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Section 10: Children in Care and Previously Looked After Children

Learning4life-GY recognises that Children in Care often face significant educational barriers.

The school is committed to removing those barriers through ambitious, coordinated planning.

10.1 Partnership Working

School will work collaboratively with:

- foster carers;
 - residential care staff;
 - social workers;
 - Independent Reviewing Officers;
 - Virtual School;
 - health professionals;
 - local authority officers.
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10.2 Personal Education Plans

PEPs will:

- identify educational strengths;
 - review progress;
 - monitor attendance;
 - identify barriers;
 - allocate support;
 - promote aspirations.
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10.3 Educational Stability

Learning4life-GY seeks to minimise disruption by:

- supporting successful transitions;
 - maintaining communication;
 - responding quickly to concerns;
 - providing consistent pastoral support.
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10.4 High Aspirations

Children in Care should experience ambitious expectations equal to all learners.

Planning will promote:

- qualifications;
- careers;

- independence;
 - leadership;
 - enrichment;
 - Preparation for Adulthood.
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Section 11: Attendance Partnership

Learning4life-GY recognises attendance as a shared responsibility.

Attendance improves when school and trusted adults work collaboratively.

11.1 Early Identification

The school monitors:

- attendance patterns;
- punctuality;
- emotional wellbeing;
- behaviour;
- engagement.

Early intervention begins before persistent absence develops.

11.2 Emotionally Based School Avoidance

Learning4life-GY adopts the ATTEND Framework.

Trusted adults are involved in:

- identifying triggers;
- planning adjustments;
- reviewing support;
- monitoring progress.

Support may include:

- phased reintegration;
- safe spaces;
- personalised timetables;
- sensory adjustments;
- mentoring;
- therapeutic support.

11.3 Attendance Meetings

Meetings remain supportive rather than punitive.

Discussion focuses upon:

- barriers;
- solutions;
- wellbeing;
- achievable targets.

Section 12: Behaviour, Emotional Regulation and Wellbeing

Learning4life-GY recognises behaviour as communication.

Positive behaviour develops through trusting relationships rather than punishment.

12.1 Partnership Approach

Trusted adults contribute towards:

- Positive Behaviour Support Plans;
- Risk Assessments;
- Regulation Plans;
- My Plans;
- Reintegration Plans.

Consistency between home and school is actively promoted.

12.2 Trauma-Informed Practice

Staff seek to understand:

- unmet need;
- anxiety;
- communication difficulties;
- sensory differences;

- attachment needs;
- adverse childhood experiences.

Responses focus upon regulation before consequence.

12.3 Celebrating Success

Communication should celebrate achievements far more frequently than concerns.

Examples include:

- attendance improvements;
- acts of kindness;
- resilience;
- independence;
- qualifications;
- enrichment;
- Preparation for Adulthood milestones;
- community contribution.

Positive communication strengthens relationships and reinforces learner confidence.

12.4 Mental Health and Wellbeing

Trusted adults are essential partners in supporting emotional wellbeing.

Learning4life-GY will:

- share strategies for supporting emotional regulation;
- signpost families to external agencies;
- facilitate family learning opportunities;
- encourage participation in wellbeing events;
- ensure pastoral support is accessible;
- work collaboratively with mental health professionals where appropriate.

The school recognises that the wellbeing of parents, carers and trusted adults has a direct impact on learners' wellbeing and educational engagement. Wherever possible, Learning4life-GY will adopt a compassionate, strengths-based approach that empowers families and professionals to work together to achieve the very best outcomes for every learner.

Section 13: Curriculum, Assessment and Progress Reviews

13.1 Curriculum Partnership

Learning4life-GY believes that the curriculum is most effective when learners, families and trusted adults work collaboratively to support learning both within school and beyond. Trusted adults provide invaluable insight into learners' interests, aspirations, cultural experiences, previous educational history and personal strengths. This knowledge enables staff to design highly personalised learning programmes that promote engagement, achievement and successful preparation for adulthood.

Curriculum planning therefore extends beyond the classroom and actively incorporates the views of parents, carers and trusted adults. Their contribution supports Learning4life-GY in ensuring that learning remains relevant, meaningful and ambitious for every learner.

Curriculum planning is underpinned by the principles of:

- High aspirations for all learners.
- Individualisation and adaptive teaching.
- Preparation for Adulthood.
- Cultural inclusion.
- Learner voice.
- Parent and trusted adult co-production.
- Community engagement.
- Employer-informed curriculum planning.

Trusted adults are encouraged to contribute to curriculum discussions by sharing:

- Learner interests and hobbies.
- Career aspirations.
- Strengths and talents.
- Sensory preferences.
- Cultural experiences.
- Independence goals.
- Communication preferences.
- Employment ambitions.

This information is used to shape curriculum pathways, enrichment opportunities and personalised interventions.

13.2 Assessment and Progress Monitoring

Assessment at Learning4life-GY is viewed as a collaborative process rather than simply a measure of attainment. Progress is monitored across academic achievement, personal development, attendance, behaviour, emotional wellbeing, communication, independence and Preparation for Adulthood outcomes.

Trusted adults play an important role in helping school understand progress outside of school and are encouraged to contribute evidence of learner development across home and community settings.

Progress is reviewed through:

- Initial assessments.
- Diagnostic assessments.
- Baseline assessments.
- My Plans.
- One Page Profiles.
- Curriculum assessment points.
- EHCP Annual Reviews.
- Personal Education Plans.
- Behaviour reviews.
- Attendance reviews.
- Risk management meetings.
- Transition reviews.

Where learners are working towards EHCP outcomes, trusted adults are actively involved in reviewing progress against agreed long-term aspirations.

13.3 Reporting Progress

Learning4life-GY is committed to providing meaningful progress information rather than simply reporting grades.

Progress reports will provide information relating to:

- Academic achievement.
- Attendance.
- Behaviour.
- Emotional wellbeing.
- Personal development.
- Communication.
- Independence.
- Preparation for Adulthood.
- EHCP outcomes (where applicable).
- Employability skills.
- Wider achievements.

Reports should celebrate strengths whilst identifying agreed next steps.

Teachers will ensure discussions remain solution-focused and encourage trusted adults to contribute their observations regarding progress outside school.

13.4 Curriculum Reviews

Curriculum review meetings provide opportunities for collaborative evaluation of learner progress.

These meetings may include discussion around:

- Curriculum suitability.
- Personal interests.
- Vocational aspirations.
- Progression opportunities.
- Additional interventions.
- Reasonable adjustments.
- Work experience.
- Enrichment opportunities.
- Transition planning.

Curriculum adjustments should be evidence-informed and reflect changing learner needs.

Section 14: Preparation for Adulthood and Transition Planning

14.1 Commitment to Preparation for Adulthood

Preparation for Adulthood (PfA) is central to the Learning4life-GY curriculum and underpins planning from the point of admission.

The school recognises that successful adulthood extends beyond qualifications and includes developing confidence, resilience, independence, communication, employability and meaningful participation within society.

Trusted adults play an essential role in supporting learners to develop these skills across home, school and community settings.

14.2 The Four Preparation for Adulthood Outcomes

Planning is aligned with the four nationally recognised Preparation for Adulthood outcomes:

Employment

Learners will be supported to develop:

- employability skills;
- work readiness;
- enterprise;
- work experience;
- career planning;
- interview skills;
- employer engagement.

Trusted adults are encouraged to reinforce employability skills outside school and support attendance at careers events, employer visits and work placements.

Independent Living

Planning promotes:

- travel training;
- money management;
- healthy lifestyles;
- cooking;
- personal care;
- housing awareness;
- digital independence.

Families are encouraged to identify opportunities for learners to practise these skills at home.

Community Inclusion

Learning4life-GY promotes:

- volunteering;
- community participation;
- friendships;
- social communication;
- leisure opportunities;
- citizenship.

Trusted adults are encouraged to participate in community learning activities and family events.

Health

Planning supports learners to:

- understand physical wellbeing;
 - maintain emotional wellbeing;
 - access healthcare;
 - understand healthy relationships;
 - develop emotional regulation;
 - build resilience.
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14.3 Transition Planning

Transitions are carefully planned and begin well before learners leave Learning4life-GY.

Trusted adults are central to discussions relating to:

- Further education.
- Apprenticeships.
- Supported internships.
- Employment.
- Adult social care.
- Supported living.
- Independent living.
- Adult health services.

Transition planning will be coordinated through multi-agency reviews to ensure continuity of support.

Section 15: Mental Health and Emotional Wellbeing

15.1 Whole School Commitment

Learning4life-GY recognises that positive mental health underpins educational success.

Many learners accessing Learning4life-GY have experienced anxiety, trauma, adverse childhood experiences, disrupted education or significant social and emotional challenges.

Trusted adults therefore play an essential role in promoting emotional wellbeing.

15.2 Partnership Working

Parents, carers and professionals are encouraged to share information regarding:

- emotional wellbeing;
- anxiety;
- triggers;
- protective factors;
- successful regulation strategies;
- therapeutic interventions.

This information supports consistent approaches between home and school.

15.3 Supporting Trusted Adults

Learning4life-GY recognises that supporting young people with complex needs can significantly impact family wellbeing.

The school is committed to supporting trusted adults through:

- signposting;
- family learning opportunities;
- wellbeing events;
- pastoral advice;
- external referrals;
- information sharing;
- community partnerships.

Where appropriate, trusted adults will be supported to access local services relating to mental health, SEND, parenting and wellbeing.

15.4 Emotional Regulation

Learning4life-GY promotes proactive approaches to emotional regulation.

Trusted adults are encouraged to contribute towards:

- regulation plans;
- sensory profiles;
- behaviour support plans;
- anxiety management strategies;
- transition planning.

Consistency across home and school is fundamental to successful emotional regulation.

Section 16: Multi-Agency Working

16.1 Commitment

Learning4life-GY recognises that no single agency can meet all learner needs.

Effective multi-agency collaboration improves safeguarding, attendance, educational outcomes and wellbeing.

Trusted adults remain central to all partnership working.

16.2 Partnership Agencies

The school works collaboratively with:

- Children's Social Care.
 - Adult Social Care.
 - Early Help.
 - CAMHS.
 - Educational Psychology.
 - Speech and Language Therapy.
 - Occupational Therapy.
 - School Nursing.
 - Virtual School.
 - Local Authorities.
 - Police.
 - Youth Justice.
 - Careers Services.
 - Voluntary organisations.
 - Community groups.
 - Employers.
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16.3 Information Sharing

Information sharing will be:

- lawful;
- proportionate;
- necessary;
- timely;
- confidential.

Information will be shared in accordance with GDPR, safeguarding legislation and statutory guidance.

16.4 Collaborative Planning

Multi-agency meetings may include:

- EHCP Reviews.
- Personal Education Plans.
- Team Around the Family.
- Child in Need.
- Child Protection Conferences.
- Professional Meetings.
- Risk Management Meetings.
- Transition Planning Meetings.

Trusted adults will be actively encouraged to contribute throughout these processes.

Section 17: Community Engagement and School of Sanctuary

Learning4life-GY recognises that education extends beyond the classroom.

The school actively promotes opportunities for trusted adults to engage in wider community life.

This includes:

- Family learning.
- Community events.
- Employer engagement.
- Refugee Week.
- School of Sanctuary activities.

- Volunteering.
- Cultural celebrations.
- Enterprise events.
- Parent workshops.

Community engagement promotes belonging, inclusion and social capital.

17.1 School of Sanctuary

Learning4life-GY is committed to creating a culture where everyone feels welcomed, valued and respected.

Trusted adults contribute to this culture by:

- sharing lived experiences;
 - participating in cultural celebrations;
 - supporting community integration;
 - promoting mutual understanding.
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Section 18: Governance, Quality Assurance and Continuous Improvement

18.1 Monitoring Effectiveness

The effectiveness of this strategy will be monitored through:

- Attendance data.
 - Behaviour data.
 - Learner outcomes.
 - Parent surveys.
 - Trusted adult surveys.
 - Complaints.
 - Compliments.
 - Governor scrutiny.
 - Ofsted findings.
 - Quality assurance visits.
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18.2 Quality Assurance Activities

Senior leaders will routinely evaluate:

- communication quality;
- meeting effectiveness;
- parental participation;
- multi-agency collaboration;
- learner voice;
- trusted adult satisfaction.

Findings will inform ongoing school improvement.

18.3 “You Said – We Did”

Learning4life-GY values feedback.

Annual surveys will be analysed and published through a “You Said – We Did” report demonstrating how trusted adult feedback has influenced school development.

18.4 Governor Oversight

Governors will receive regular reports relating to:

- Attendance.
- Behaviour.
- Safeguarding.
- Complaints.
- Parent engagement.
- Survey outcomes.
- School improvement priorities.

Governors will provide challenge and support to ensure trusted adult engagement continues to improve learner outcomes.

Section 19: Monitoring, Review and Evaluation

This strategy will be reviewed annually or sooner where legislative changes or organisational priorities require amendment.

The review will consider:

- National policy updates.
- Changes to statutory guidance.
- Learning4life-GY strategic priorities.
- Quality assurance findings.
- Survey outcomes.
- Ofsted recommendations.
- Local Authority feedback.
- Learner voice.
- Parent and trusted adult voice.
- Staff feedback.

Success will be measured through improvements in:

- learner attendance;
- educational progress;
- emotional wellbeing;
- Preparation for Adulthood outcomes;
- parental confidence;
- trusted adult satisfaction;
- safeguarding effectiveness;
- successful transitions;
- learner destinations;
- quality of multi-agency working.

Learning4life-GY is committed to embedding a culture in which trusted adults are recognised not simply as recipients of information but as valued partners, whose knowledge, experience and commitment significantly enrich the educational experience of every learner. Through meaningful collaboration, mutual respect and shared ambition, the school will continue to create an inclusive learning community where every learner is supported to thrive academically, socially and emotionally, and is equipped with the knowledge, skills and confidence to achieve positive outcomes in adulthood.