



Policy on the Education and Support of Pregnant Students and School Age Parents

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CHILDREN AT RISK

The Inclusion of Pregnant Schoolgirls (PSGs), School Age Mothers (SAMs) and School Age Fathers (SAFs), School Age Parents (SAPs)

Policy affirmation

The Local Governing Body is responsible for ensuring all students of compulsory school age are receiving appropriate education and that it is meeting the needs of the individual student. NB: Appropriate education should equate to the minimum requirement.

- Derbyshire Children and Younger Adults Service (CAYA) has a named professional in the Local Authority.

In the immediate pre and post natal period Derbyshire CAYA Service, in partnership with The Pingle Academy, family/carers, local Multi Agency Team (MAT) should provide continuity of education for PSGs and SAPs. An Early Help Assessment Action Plan to be completed involving PSG, Parents, the academy, Starting Point, MAT, School Nurse, Midwifery/Family Nurse Partnership.

Particular attention should be given to academy/college transition and that the September guarantee ensures special support for the transition of PSGs/SAPs.

- To ensure a continuity of education, a meeting will be called by the academy to initiate an Individual Learning Plan (PEP) for the student. This should be identified within the Early Help Assessment Action Plan.
- Where appropriate an PEP should be initiated on behalf/with school age fathers (SAFs). Where SAF wishes to participate/be involved in caring and supporting PSG/SAP, an PEP should be in place to ensure that he is able to do this.
- The 'Care to Learn' scheme (for childcare and extra travelling) also may be accessed via Starting Point and seeking advice from www.direct.gov.uk An assessment will be made that both practical and emotional needs are being met on the return to learning.
- The support from the academy and their identified specialist impartial careers advisor, to look at progression at the end of compulsory education on Further Education and/or training is important.
- Under normal circumstances SAM should attend the academy and consideration should be given to offering support to their emotional well-being and practical arrangements in place for childcare.
- If identified by Early Help Assessment Action Plan and in exceptional circumstances, 9 weeks before/9 weeks after pregnancy support for PSGs may include part-time education or Home Tuition.

The role of other specialist agencies

- Multi-Agency Team will continue to work with the academy health, Family Nurse Partnership and midwifery to maintain the continuity for PSGs/SAPs. They will help these students to access support to reach their full potential in the same way as operates currently for all other students in the academy e.g. specialist careers advice.

- Advice, guidance and counselling services via outside agencies may be identified within the Early Help Assessment Action Plan. Referral to these may be offered to help and support teenage parents.
- A pregnant schoolgirl or mother under 16 does not automatically mean that she or her baby is a 'Child in Need'. There are other services that can provide support e.g. 'Children's Centres', the various agencies may consider carrying out an Early Help Assessment Action Plan. This will help to holistically assess the needs of the young person and identify the appropriate support.
- In the case of young women under 16, if a teacher believes there is a child Protection issue to be addressed then the guidance of Derbyshire County Council (DCC) Safeguarding and The Pingle Academy's Child Protection Policy must be followed.
- Academies with associated partners will provide support to school age fathers and fathers-to-be.
- Where the school age parents are both attending the same school/academy they will also be given support together, where appropriate.

THE ROLE OF THE PINGLE ACADEMY

The commitment of The Pingle Academy

- The Pingle Academy supports the promotion of inclusion for all students.
- This policy for The Education of School Age Parents 2013 affirms the inclusion of pregnant schoolgirls and school age mothers at The Pingle Academy, taking into account individual circumstances.
- This policy affirms the inclusion of school age fathers and fathers-to-be at The Pingle Academy taking into account individual circumstances.
- The Pingle Academy recognises and is supportive of both parents in their responsibilities for caring for their child.
- The Pingle Academy recognises its responsibility for the education of students on the academy's roll and will make efforts to support PSGs and School Aged Mothers (SAMs) to continue to attend the academy or other educational provision.
- The Pingle Academy acknowledges the needs of school age fathers and fathers-to-be.
- The Pingle Academy will work with PSGs and SAMs, school age fathers and fathers-to-be to achieve a balance between learning and their role as a parent.

Absence

The Pingle Academy will encourage students to return to education with minimum interruption.

- Absence for antenatal classes and if the baby or child is ill, will be classified as an authorised absence.
- Absence to cover maternity leave will be classed as authorised absence.
- Post-natal absence is expected to be approximately nine weeks, but subject to individual needs. The SAMs return to the academy will be discussed prior to the date within the Early Help Assessment Action Plan process seeking advice from School Nursing, Family Nurse Partnership, her parents and The Pingle Academy.

The following points need to be considered in negotiation with the academy recognising the additional needs that school age fathers and fathers-to-be may have:

1. Absence for antenatal classes, or if the baby or child is ill, should be considered and classified as an authorised absence for the father or father-to-be.

2. The period surrounding the birth of the baby for the very young father is very important for bonding with his child and the adjustment to the parental role. Any short period of absence at this time may be classified as authorised.
3. SAFs will also have paternity leave as authorised absence.

The Pingle Academy recognises that there may be significant barriers to maintaining the continuity of education for pregnant schoolgirls and school age mothers:

1. It may be difficult for a pregnant schoolgirl to attend and The Pingle Academy immediately before the due birth date.
2. There may be periods of time when the student is not medically fit to attend academy.
3. The post-natal period for the young mother is very important for bonding with her baby and adjustment to the parental role. An immediate return to the academy is therefore unlikely. In order to support the emotional needs and attachment of mother and baby, the return to the academy should be a shared discussion with mother, her parents/carers, the academy and health professionals. Using the services of OOST, reduced timetable/hours as appropriate, will support this.
4. If identified within the Early Help Assessment Action Plan, alternative education is necessary, then provision needs to be identified. An adapted timetable to be agreed by all parties

The Pingle Academy recognises that the continuity of education for pregnant schoolgirls and school age mothers can be difficult if:

1. The period of absence coincides with the start of a new academic year, subject, module or course of study.
2. Maternity leave of absence causes particular difficulties with the preparation of National Curriculum Tests, GCSE, AS and A2 exams or in the actual examination period itself.
3. Schools/Academies should consider appropriate accommodation re PSGs/SAMs undertaking exams.

The academy will be mindful of these difficulties and work in partnership with agencies in its attempt to maintain the continuity of education for this group of students.

- Home Tuition should be a serious consideration if proven medical / emotional grounds prevent attendance at the academy.
- If a PSG or SAM refuses to attend the academy because of her pregnancy, disaffection or social problems, The Pingle Academy will, in partnership with agencies consider alternative provision for continuing her education, including the possibility of part-time education or Home Tuition. The Out of School Tuition Service may be contacted for support.

Safeguarding and Child Protection

- In the case of young women under 16, if a teacher believes there is a Child Protection issue to be addressed, the guidelines of the DCC Safeguarding and The Pingle Academy's Child Protection Policy must be followed.
- The Designated Safeguarding Lead(s) must be informed to assess the situation and to action set procedure. The Designated Safeguarding Leads are Mr S Waller and Mr M Hurst. If the Designated Safeguarding Leads are unavailable then a member of the Leadership Team, Guidance Manager or SENCo will contact DCC CAYA directly.
- The Designated Link Governor for Safeguarding is Mrs J Astley.
- Any problems of bullying will be addressed in accordance with The Pingle Academy's Anti-Bullying Policy and Code of Conduct. The academy's Anti-Bullying Co-ordinator will be available for consultation, monitoring and review.

- The nominated teachers should liaise with the SAP around HOW to let other staff and students know, and support them with this if required. E.g. perhaps a sensitively delivered form/tutor session with or without them present. This should include guidance to other students on how to respond sensitively and positively and the information about the consequences of any inappropriate verbal interaction or behaviour towards the SAP.

Curriculum

The Pingle Academy, in partnership with the specialist agencies will encourage these young men and women to plan for the future, in line with Raising Participation Age (RPA), by looking at further education, apprenticeships or employment. Utilising the academy's PSHE IAG Careers guidance programme and the specialist impartial careers advisor. Appropriate agencies will secure the September Guarantee.

- The Pingle Academy will meet with the pregnant young person, her parents or carers, School Health, MAT, Family Nurse Partnership the school age father (if applicable) in order to:
 - Discuss how her, or their, educational needs are to be met.
 - Produce an Personal Education Plan (PEP) and;
 - Prepare a Risk Assessment of the PSGs/SAMs health and safety whilst at The Pingle Academy.
- The Pingle Academy in conjunction with parents, student and agencies will produce an PEP to reflect current learning needs and how these will be achieved. Support Needs should also be identified in the PEP. The academy will call the initial meeting and then termly thereafter.
- The Pingle Academy will designate a member of staff as School Age Pregnancy/Parent (SAPP) supporter – someone that the young person feels comfortable with and can access easily.
- The PEP should be reviewed regularly (every 6 weeks) to ensure that it is appropriate and meeting the changing needs of the PSG and/or SAM.
- The Pingle Academy will continue to follow the academy's PSHE Programme and alert teenagers to the risks and realities of teenage parenthood via its PSHE programme, whilst avoiding negative stereotyping.
- Curriculum Directors for PSHE, Humanities, Science and Child Development must alert the PSGs and SAPs to the content of specific subjects e.g. abortion and under age sex, if they are likely to be considered in future lessons. The PSG and SAPs should be able to 'opt out' of particularly sensitive lessons if they so wish. It maybe that the SAP, is also working with other agencies on PSHE/RSE elements and it may be appropriate to adjust the timetable of the SAP to reflect this. Schools/Academies should be sensitive when delivering relevant aspects of the curriculum
- If a PSG or SAM is unable to attend academy for health reasons, The Pingle Academy will make every effort to set and mark work for the young woman to complete at home.
- Following consultation and at its own discretion, it may be appropriate for The Pingle Academy to dis-apply the National Curriculum. This may help the young woman to maintain progress in her core subjects or a reduced number of subjects. (See QCA document '[Flexibility in the National Curriculum](#)' for further details).

- The Pingle Academy will also look for flexibility in the timing of coursework and module or Practical examinations if necessary.
- The Pingle Academy will support the PSG with breast feeding and childcare needs as appropriate to the individual PSG's needs.

Action Plan and Good Practice

If The Pingle Academy becomes aware that a student is or may be pregnant the following aspects should be considered;

- *Reference and consideration should be made to the 'Student Support and Access' document DfES/0629/2001 'Guidance on the Education of School Age Parents', Sections 14.1-14.2 and issued 12/10/2001.*
- The Pingle Academy takes into consideration its own 'Sex and Relationship Education Policy and particularly its policy on 'Confidentiality', where The Pingle School is not legally bound to inform Parents/Carers or the Principal of any disclosure by its students. Consent for any disclosure will be sought from the student but 'unconditional confidentiality' can neither be offered nor guaranteed.
- The Pingle Academy takes into consideration its own The Pingle Academy's 'Child Protection Policy' and particularly its policy on 'Confidentiality'.

On finding out that a student is pregnant; a teacher should follow the good practice outlined below:

1. A teacher should seek consent for any disclosure but will make it clear that they cannot offer, or guarantee, the student unconditional confidentiality.
2. A teacher should ensure that the student receives full information about and access to:
 - Specialist Counselling services in her local area.
 - The available Health services, including the school nurse.
 - Opportunities for talking through the options available to her.
 - The support services available should the PSG be considering adoption or termination.
3. The Principal, the school nurse and MAT should be informed that a student has decided to continue with her pregnancy. Arrangements for her continuing education can now be made.
4. The Principal should respect the young woman's wishes on confidentiality in so far as it is not detrimental to the health, safety and welfare of mother, father or child.
5. Go through a health and safety risk assessment with the student so that she feels safe and secure whilst in academy.
6. The Principal should nominate a member of staff to assist the PSG as appropriate, usually the Guidance Manager or the Parent Supporter for PSGs and SAPs. The nominated member of staff is not obliged to tell the pregnant student's parents or carers of the pregnancy. Follow Safeguarding procedures.
7. The nominated member of staff should encourage the young woman to inform her parents or carers of the pregnancy.
8. The nominated member of staff should inform the staff as outlined in the PEP, this could include:
 - SAP/Parental Supporter
 - Anti-bullying Co-ordinator
 - Guidance Manager
 - Form Tutor(s)
 - PE (Health and Safety)
 - First Aiders/Medical Supervisor

- Curriculum Directors for PSHE, Humanities, Science and Child Development regarding the specific content of the Curriculum which may be sensitive to the young people at this time
 - School Nurse and/or other health professional
 - Midday Supervisor
9. The Head of Year and Designated Teacher for PSG and SAP should assist the young woman to take responsibility for her continuing education. A risk assessment will be completed.
 10. The Principal should make sure that teachers, students and non-teaching staff deal with the pregnancy and resultant parenting sensitively and positively.

Documents for reference:

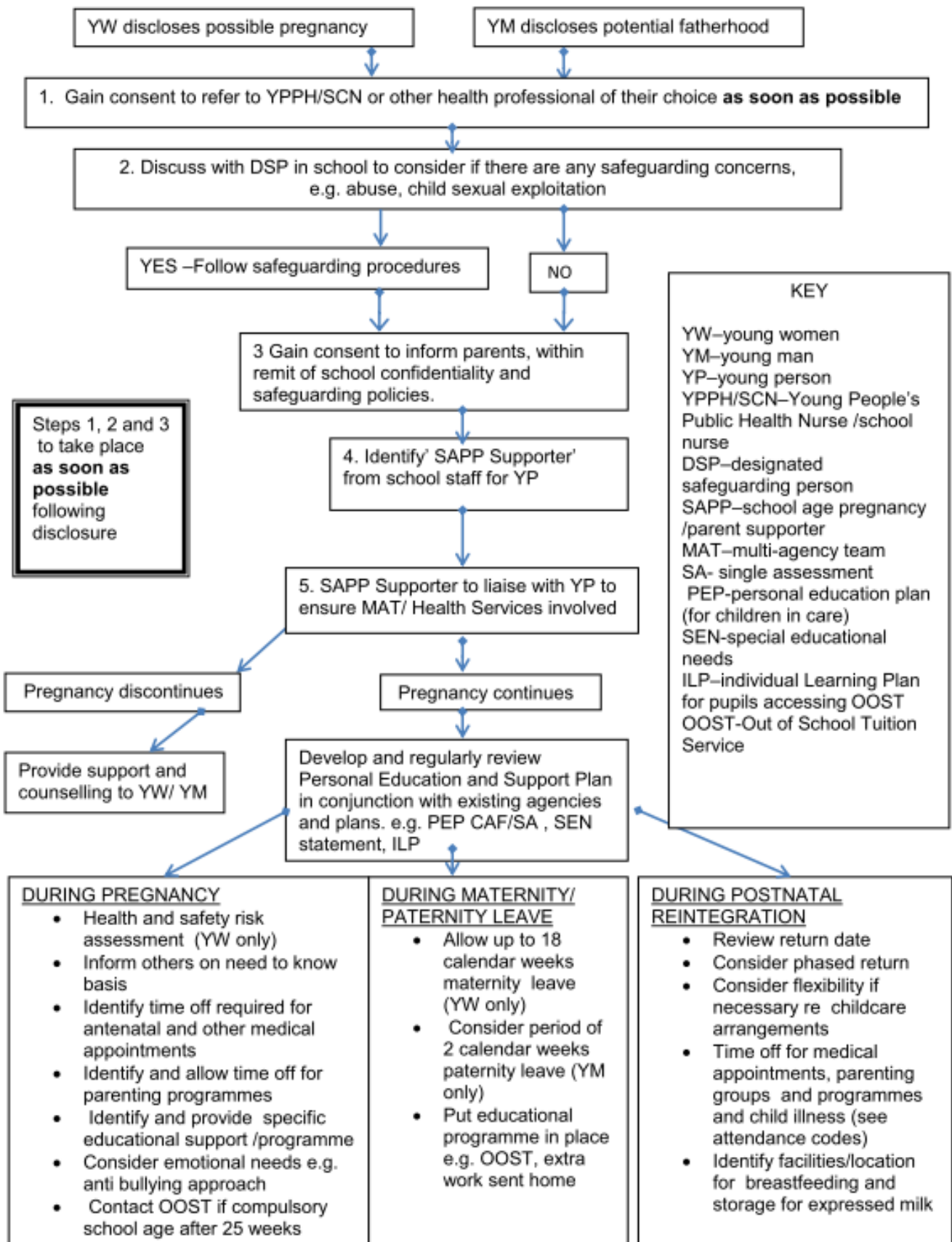
- National Framework for Sexual Health Improvement 2013
- A Young Persons' Right to Education (2002)
- Teenage Parents Next Steps: Guidance for Local Authorities and Primary Care Trusts (2015)
- Multi-Agency Working to support pregnant teenagers: Department of Health/DFES (2007)
- Public Health Outcomes Framework (2018)
- Sex and Relationships Education (SRE) for the 21st century 2019

NB: Ripplez, Family Nurse Partnership is not available in all areas of the county.

Links to other policies:

Attendance policy
 Equality policy
 Anti-bullying policy
 PSHE (relationships and sex education policy)
 Child protection/Safeguarding policy
 Behaviour and Pastoral Care policy
 Equalities Act 2010

Appendix 1 School Age Pregnancy /Parent Pathway- school staff response



THE PINGLE ACADEMY
Risk Assessment for Pregnant School Girls (PSGs) and School Age Mothers (SAMs)

HAZARD	RISK	RISK LEVEL	ACTION
Travelling to and from the academy	Contact injury, falls	Low	<ul style="list-style-type: none"> • Allow student to arrive 10 minutes later to avoid the early morning rush • Allow student to leave the academy 10 minutes early to avoid the end of day rush
Bus queue and travel	Injury, falls, tripping	Medium	<ul style="list-style-type: none"> • Allow student to leave 10 minutes earlier from lessons to avoid possible collision and to get on the academy bus first • Allow student to sit near the driver on the lower deck of the bus • Student should not travel on the upper deck of the bus
Dinner queue	Injury, falls, slipping	Medium	<ul style="list-style-type: none"> • Provide early lunch pass to get dinner early and avoid queuing
In the playground areas	Physical injury, miscarriage, contact	Medium	<ul style="list-style-type: none"> • Personal positioning to avoid contact • Availability of alternative indoor areas • Adequate staff supervision for ready availability of assistance if required • Avoid climbing and sitting on walls, fences and hand rails
Movement along corridors	Contact injury, falls	High	<ul style="list-style-type: none"> • Allow student to arrive 5 minutes later to lessons to avoid possible collision, tripping and falling • Allow student to leave 5 minutes earlier from lessons to avoid possible collision, tripping and falling/crushing
Stairs	Contact injury, falls	High	<ul style="list-style-type: none"> • Student to wear flat shoes to avoid the possibility of tripping, falling • Use disabled access ramps to avoid steps and stairs
Assembly	Contact injury, falls, slipping	Low	<ul style="list-style-type: none"> • Student to sit near a door at the end of the row in order to exit quickly • Arrive last as Assembly to avoid collision with other students
PE Changing Facilities and showers	Physical injury, Falls, emotional injury	High	<ul style="list-style-type: none"> • Allow student privacy by using the Staff Changing Room if requested • Allow student extra time to get changed into and out of PE kit
Off-site academy visits	Injury, miscarriage	High	<ul style="list-style-type: none"> • Staff should be mindful of the student's particular needs and condition when writing a Risk Assessment to include the student on the trip • Access to toilets, water, mobile phone, First Aid equipment • Provision to take regular rests

Carrying heavy bags, moving PE equipment	Back strain, Physical injury, miscarriage	High	<ul style="list-style-type: none"> • Allow a friend to accompany the PSG around academy to assist in carrying her bags • The expectant /nursing mother should not lift or carry any 'heavy' loads
Poor lighting	Falling, physical injury, miscarriage, headaches	High	<ul style="list-style-type: none"> • Ensure lighting levels are adequate for the task
Prolonged exposure to loud noise	Damage to foetus, increased blood pressure, fatigue	Low	<ul style="list-style-type: none"> • Ensure that noise levels are regulated
Extreme temperatures	Damage to foetus, increased blood pressure, fatigue	Medium	<ul style="list-style-type: none"> • Ensure that temperature levels are regulated and adequate for the task
Over-exertion	Fatigue	High	<ul style="list-style-type: none"> • Allow to take rest periods as and when required
Prolonged standing	Dizziness, fainting, back strain	High	<ul style="list-style-type: none"> • Allow the PSG to sit on stairs to avoid becoming overtired, dizzy or faint • Allow the expectant/nursing mother to use the Medical Room for resting
Prolonged periods of inactivity	Back strain, poor posture	Low	<ul style="list-style-type: none"> • Allow to move around the classroom to avoid back ache • Allow the use of pillows to aid posture • Avoid stooping over low tables
Use of electrical equipment	Electrocution, physical injury, miscarriage	High	<ul style="list-style-type: none"> • Equipment should be maintained in accordance with Health and Safety Directives • Safety check and testing by appropriately qualified Staff once a year and logged • Visual inspection of equipment by expectant/nursing mother before use
Access to toilet facilities	Pregnancy sickness and need to use the toilet more frequently	High	<ul style="list-style-type: none"> • Allow student to go to the toilet as frequently as necessary • Provide toilet pass • Ensure unlocked toilet available or access to key • Use the nearest female Staff or student toilet
Access to water	Greater risk of dehydration, fainting and dizzy spells	Medium	<ul style="list-style-type: none"> • Allow student to have bottle of water with her at all times • Allow student to go to the Medical Room to have water refills
Use of seating and workstations	Back strain	Medium	<ul style="list-style-type: none"> • Allow to take rest periods as and when required • Use appropriate chairs and tables at the approximate height • Avoid sitting on the floor
Violence and aggression	Physical and emotional injury, miscarriage, injury to the foetus and affect the ability to breastfeed	High	<ul style="list-style-type: none"> • Staff and student to be alert to others who exhibit violent tendencies • Avoid contact where possible
Verbal and emotional	Emotional injury, anxiety,	Medium	<ul style="list-style-type: none"> • Follow School Anti-Bullying Policy Procedures

bullying	depression, miscarriage		<ul style="list-style-type: none"> • Provide the student with necessary understanding and support • Seek assistance from the Anti-Bullying Mediator
Stress	Anxiety, depression	High	<ul style="list-style-type: none"> • Provide appropriate understanding and support • Allow rest periods as and when required
Infectious diseases	Risk to foetus' and infant's health	High	<ul style="list-style-type: none"> • The expectant/nursing mother should not be in contact with students or staff who may be carrying an infectious disease such as rubella, chicken pox, shingles, scabies etc until at least 7 days after the infection has cleared
Illness during academy time	Illness	Low	<ul style="list-style-type: none"> • Access to the Medical Room should be allowed immediately • Medical Supervisor/First Aider should be contacted immediately • All emergency contact information to be checked and updated regularly • Contact family/carer and arrange for student to go home/hospital as appropriate • Allow to rest or lie down as appropriate in the Medical Room
'Morning' Sickness	Pregnancy/Morning Sickness	High	<ul style="list-style-type: none"> • Allow a late arrival to the academy. Count as Authorised Absence • Allow to eat and drink as appropriate during the day
Poor communication	academy unaware of changes in the expectant/nursing mother or unborn child	Medium	<ul style="list-style-type: none"> • The expectant/nursing mother should inform the Academy of any changes to her condition or that of her unborn child. A reassessment and if necessary, appropriate adjustments should be made to the academy practice
Curriculum: Creative Arts Art Drama Music Dance	Miscarriage, damage to foetus	High	<ul style="list-style-type: none"> • Creative Arts teachers should be mindful of the PSGs physical condition and limitations when working • Ensure that appropriate personal protective equipment is available and used if appropriate • COSHH Assessments should take into account the condition of the expectant/nursing mother to exclude herself from potentially hazardous activities • Avoid trailing cables, materials which may create the risk of physical injury through slips, tripping, falling and entanglement
Curriculum: Science	Physical injury, electrocution, fire, burns, skin irritation, respiratory problems, miscarriage	High	<ul style="list-style-type: none"> • Science teachers should be mindful of the PSGs physical condition and limitations when working • Ensure that appropriate personal protective equipment is available and used if appropriate • COSHH Assessments should take into account the condition of the expectant/nursing mother when using or near flammable, chemical, electrical or combustible materials • Avoid sitting on high stools, use a chair instead

			<ul style="list-style-type: none"> • Allow the expectant/nursing mother to exclude herself from potentially hazardous activities
Curriculum: PSHE	Emotional injury, stress	Medium	<ul style="list-style-type: none"> • Allow PSG or SAP to withdraw from lessons considering specifically sensitive issues surrounding pregnancy, birth, abortion and under-age sex
Curriculum: PE	Physical injury, miscarriage, damage to foetus	High	<ul style="list-style-type: none"> • Student should be encouraged to do light exercise • Offsite swimming should be encouraged • Activities involving climbing, balancing, pulling and running must be avoided • All contact sport/activity must be avoided • Alternative activities should be provided • Follow doctor's/Midwife/parent/carer instructions
Curriculum: Technology	Physical injury, electrocution, fire, burns, respiratory problems, miscarriage	High	<ul style="list-style-type: none"> • Technology teachers should be mindful of the PSGs physical condition and limitations when using mechanical equipment, carrying heavy materials and sawing or hammering • Ensure that appropriate personal protective equipment is available and used if appropriate • COSHH Assessments should take into account the condition of the expectant/nursing mother when using or near flammable, chemical, electrical or combustible materials • Avoid sitting on high stools, use a chair instead • Allow the expectant/nursing mother to exclude herself from potentially hazardous activities