Managing the support and reintegration of pregnant pupils and school age parents

GUIDANCE FOR SCHOOLS FROM HAMPSHIRE COUNTY COUNCIL

November 2015
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Feedback on the guidance is welcome and should be sent to:

Hampshire Teenage Pregnancy Partnership  
Children’s Services Department, Hampshire County Council, Elizabeth II Court, North (4th Floor), The Castle, Winchester, SO23 8UG  
Tel: 01962 845877  
Email: teenagepregnancy@hants.gov.uk
Foreword

This document has been developed and revised to provide guidance for schools on good practice related to the management of pupils who find themselves needing to prepare for teenage parenthood. It is not a guide to Sex and Relationship Education for which other policies and guidance exist.

Whilst, inevitably, some young people of school age are sexually active, very few intend to become pregnant and all those who do, face significant challenges. A key component of the Children and Young People’s Plan for Hampshire is that all partners to the Children’s Trust work together to prevent teenage pregnancy because of the implication for the outcomes for the young parents and their children. There is a need for collective ownership of this issue by all partners in Children’s Trust in order to establish a better understanding of what works to prevent teenage pregnancy and especially why trends vary so much across the county.

It is imperative that those who become parents are able to continue their education. Research shows that where young parents who do not complete their education. Their children are at increased risk of poverty, low educational attainment, poor housing and poor health and have lower rates of economic activity in adult life. Pregnancy and parenthood can be a difficult enough experience for adults, the issues are usually much more complex and daunting for young people and require a flexible, supportive approach, based around the needs of the individual. Parenthood often engenders great motivation by the parents to do their best for their child and this may provide an opportunity to encourage greater participation in education by some pupils.

Most issues around teenage parents inevitably focus on young mothers but this document also gives guidance on the issues faced by young fathers, some of whom will be of school age.

The document has been produced with the support of a multi-agency team working through the Hampshire Teenage Pregnancy Partnership under the auspices of the Hampshire Children’s Trust, drawing on national guidance and local experience. Hampshire County Council welcomes its publication and believes that schools and all those involved in supporting pregnant pupils or school age parents will find it to be a useful and practical source of information and guidance.

Steve Crocker, Interim Director of Children’s Services

Feedback on the guidance is welcome and should be sent to:
Hampshire Teenage Pregnancy Partnership
Children’s Services Department, Hampshire County Council, Elizabeth II Court
North (4th Floor), The Castle, Winchester, SO23 8UG
01962 845877 email: teenagepregnancy@hants.gov.uk
Background

1. The UK has one of the highest rates for teenage pregnancy in Western Europe. Research indicates that most of these pregnancies were unintended.

2. The previous government developed a ten-year national teenage pregnancy strategy which had three key targets to be achieved by 2010 including reducing the under 18 teenage conception rate by 50%.

Hampshire has seen a reduction of over 45% in the teenage conception rate since the strategy began and Hampshire County Council has an ongoing commitment to continue to work to reduce the rate further and support young parents.

3. Teenage parenthood can be a life-enhancing and motivating experience, particularly when it is planned and happens within a supportive relationship. Unfortunately, research indicates that the lives of many young parents and their children are often characterised by lack of opportunity, poor housing, poor nutrition, poor health and poverty.

4. Research indicates that young mothers who complete their education prematurely are more likely to become single parents, have poorer employment prospects in the future and become dependent on welfare benefits. Their children are also more likely to be disadvantaged and become teenage parents themselves.

5. Research shows that many of the young women who become pregnant whilst of school age have additional needs. It is therefore imperative that a holistic approach is used to identify and address these needs. Hampshire promotes the use of pupil premium (if applicable) to support interventions. Hampshire is committed to supporting young parents and their children to ensure positive outcomes are achieved and to reduce the likelihood of interventions by statutory services.

6. Each local authority is measured on its teenage pregnancy data and is provided with teenage pregnancy conception rates (per 1000 young women) and conception numbers. Whilst Hampshire has rates lower than the national average, the provisional 2013 data shows there were approximately 103 young women under 16 who became pregnant, (calculation a 3 year rolling average 2011-13, girls aged 13-15, as produced by ONS). The provisional Hampshire rate for 2011-13 was 4.4 with 4 districts being above this and Gosport, Havant and Rushmoor having rates above the national average (national rate 5.5).

7. The District variations are mirrored in the under 18 conception data. The provisional Hampshire rate for 2011-13 was 21.3 with 5 districts being above this. In 2013 there were approximately 465 young women aged 15-17 who became pregnant in Hampshire.

Whilst some districts have lower conception rates, all of the districts have wards with rates higher than the Hampshire rate and all except Fareham have wards with rates higher than the national rate (Based on provisional 2011-13 ONS ward data).

1Teenage Parents Next Steps: Guidance for Local Authorities and Primary Care Trusts, 2007, DoH, Dcsf
### Checklist for schools on pregnancy & parenthood issues

#### Now
- Confidentiality policy agreed and clear to staff, parents and pupils
- Ensure link to Safeguarding policy and procedures
- Pastoral care staff discussed procedures around pregnancy
- Teenage Pregnancy referral flowchart seen by pastoral care staff
- Robust PSHE programme including teenage pregnancy/SRE

#### Disclosure of Pregnancy
- Maintain confidentiality within school policies
- Discuss with designated safeguarding lead (DSL)
- Headteacher informed
- School nominates member of staff to support pupil
- Pupil supported to disclose pregnancy to parents/carers if needed
- Pupil supported to access health services
- Appropriate support arranged for father if pupil at school
- Review teaching arrangements if mother & father are both pupils

#### Continuing the Pregnancy
- School to complete achieve form ‘Notification of continuing pregnancy’. Link to form – [http://hampshire.firmstep.com](http://hampshire.firmstep.com) and search ‘Notification of a continuing pregnancy’
- Nominated member of staff continues to act as focus for support
- Staff, parents/carers & pupil aware nominated staff member is focus
- Nominated staff member completes early help checklist. If early help assessment required the reintegration plan will be an integral part of the assessment. If early help assessment not required, a Team around the family (TAF) reintegration meeting to be arranged and reintegration plan agreed
- Both an early help assessment and a reintegration plan will enable on-going risk assessments, altering teaching/movement arrangements as necessary
- Independent advocate agreed with pupil
- ‘Request for support form’ sent to Children’s centre
- Discussions over best way of continuing education
- Amended timetable if appropriate
- Childcare arrangements to be planned
- Care Plan revised if pupil is in the care of Children’s Services
- Social Care
- Applications made to Care to Learn
- Pupil supported as pregnancy becomes visible including work with staff & other pupils prepared
- Absence authorised for health & appropriate appointments
- Work provided for pupil at home
- Regular review of reintegration plan
- Alternative transport arrangements made if appropriate

#### Maternity Leave
- Anticipated length to be agreed with pupil & parents/carers
- Work provided for pupil as agreed in reintegration plan
- Nominated staff member maintains regular contact with pupil

#### Returning to school
- Nominated staff member continues to provide focus of support
- Childcare arrangements confirmed in place
- Phased reintroduction to education as agreed in reintegration plan
- Reintegration plan revised
- Arrangements made for pupil to continue breast-feeding if desired
- Pupil(s) supported to attend health & appropriate appointments
- Pupil(s) supported to access career guidance for future career
Disclosure of pregnancy

8. A member of staff who finds out that a pupil is pregnant should ensure that the pupil receives full information about services in her local area, knows how to access them and has the opportunity to talk through the options available to her.

9. Following disclosure, the school should nominate a member of staff to be responsible for over-seeing all issues related to the disclosure, co-ordinating support and providing mentoring for the pupil.

10. The nominated member of staff is not obliged to tell the pregnant pupil's parents or carers unless required to do so by the school's confidentiality policy, but should take steps to encourage the pupil to talk to her parents or carers and offer appropriate support. They should make sure the pregnant pupil has access to the appropriate local services – this may require authorised absence.

11. Some pupils will need support in disclosing news of their pregnancy to their parents/carers. School age parents suggested the following could be helpful advice:

- Pick an appropriate time and place to tell your parents when they are not stressed about other things
- Tell the parent that you are closest to first - they can then help you break the news
- If you are concerned about how they will react, have someone else with you. Having someone present who is not emotionally involved can be helpful – the school may be able to assist with this.
- Practise telling someone else first - the school may be able to assist with this.
12. If a pupil is considering an abortion, it is essential that she is speedily supported to access professional services for appropriate counselling, advice and support. It is important that confidentiality is strictly maintained within the framework of the school confidentiality policy. It may be helpful (if the pupil agrees) for key staff in the school to be informed in order that some allowances may be made if she suffers emotional distress. Policies, practices and staff attitudes should be non-judgmental and supportive of the pupil’s choice. Details of support services are on the teenage pregnancy flowchart (page 25).

13. In cases where a pupil has decided to continue with her pregnancy, the pupil should be advised that the Headteacher will need to be informed so that arrangements can be made for continuing her education. A member of school staff should assist the pupil and take responsibility for her continuing education.
Continuing the pregnancy

14. The nominated member of staff overseeing the support for the pregnant pupil should undertake an early help pre assessment checklist which will include a risk assessment for the young woman and the unborn child. Any safeguarding concerns in relation to the pregnant pupil or to the unborn child should be reported following child protection procedures.

For further information about Hampshire's Early Help services and assessment checklist visit www3.hants.gov.uk/earlyhelp

15. It is envisaged that an early help assessment will follow unless the pregnancy is the only additional need identified. If an early help assessment is not undertaken, the reintegration meeting and consequent plan should be completed and a team around the family (TAF) meeting held.

16. If the early help assessment is undertaken, the reintegration plan will form an integral part of the early help assessment.

17. A ‘request for support form’ should be completed and sent to the local Children’s Centre. Teenage parents are a target group for Children’s Centres to work with and can offer support during the pregnancy and post birth.

18. DCSF guidance 2001 makes it clear that pregnancy is not a reason for exclusion from school. Health and safety should not be used as a reason to prevent a pregnant pupil attending school. This may result in the pupil changing classes at a slightly different time if the corridors are narrow, having an indoor area at break times, permission to leave classes without explanation to visit the toilets, some restrictions in lessons involving practical activities, etc.

19. The school should ensure that the pupil continues learning as long as possible until the birth by exploring all opportunities for curriculum support available within the LA’s arrangements for education out of school.

20. The pupil, her parents/carers, partner and other staff should be aware of the nominated member of staff in the school providing support to the pupil so that they may discuss any issues which may arise. This person will need to convene a multi-agency meeting with the key staff outside the school e.g. midwife,
Children’s Centre outreach worker, Early Help Hub representative, school nurse, along with the pupil and her partner/parent/carer, in order to obtain the full picture of the needs of the pupil concerned and to begin planning for her support and reintegration. (See Appendix B)

21. If the school finds out that a pupil who is not attending school is pregnant, the school should arrange a meeting with the pupil, her parents or carers and appropriate agencies to discuss how her educational needs are to be met. It is often very difficult to reintegrate a young mother back into the school that she has not regularly attended before becoming pregnant. In these cases, a more flexible and creative reintegration plan (see Appendix B) will be needed, possibly including alternative education provision in college and making use of informal opportunities e.g. groups for young mums to be alongside formal provision.

22. If a child in care becomes pregnant/or is identified as a young parent, the designated teacher for pupils in public care should be involved in the discussions and review of the pupil’s care plan and personal education plan (PEP) to ensure that all her educational needs are considered.

23. It is often the case that a pregnant pupil will be the only person in her position within the school. This may be very isolating and may also lead to serious bullying issues if not handled carefully. Peer support education may be offered to a group of pupils.

24. Some pregnant young women are very anxious about weight gain and may diet or eat less healthily than is appropriate. Staff should try to ensure that during the school day, the pupil is encouraged to eat a well-balanced lunch.

25. Girls may also pride themselves on not showing visible signs of pregnancy and may need support and encouragement to feel more positive and accepting of their changing body-shape. Schools may need to provide some flexibility in school uniform rules as the pregnancy progresses.

26. The Headteacher should make sure that the pregnancy is dealt with sensitively by teachers and pupils within the school. There could be an opportunity in tutor-time or PSHE to discuss issues openly to avoid any instances of bullying and misunderstanding.

27. The school should try to maintain continuity of learning when the pupil is on maternity leave – this might be with the help of home tuition from Education Inclusion Service (EIS) or making use of internet learning.

28. Where the pupil has become pregnant in Year 11, consideration should be given to her examination entries and requirements. Time may not allow for reintegration into mainstream education in which case the aim should be to encourage the pupil to consider further education or other suitable post-16 provision.

29. The Headteacher may adjust the curriculum to meet the needs of the student.
There will need to be some discussion with tutors as to how best this can be managed and it might involve a reintegration plan that phases in attendance on a reduced timetable following the birth.

30. If a pregnant pupil is medically advised to take some days off to rest during her pregnancy, she should be supported and given work to take home as far as is possible – it might be necessary to arrange home tuition if there are difficulties during the pregnancy. In order to negotiate home tuition, schools should contact their Education Inclusion Manager once a decision to continue the pregnancy has been made in order to make contingency plans.

31. The pupil will need to attend several antenatal and hospital appointments which may have to take place during the school day. Young mothers often delay seeking advice if they think they may be pregnant as they fear the consequences and should be supported to access antenatal services. The DCSF states that absence for antenatal classes or illness of the baby should be classified as “authorised.” In some areas of the county there are specialised young mum to be groups which offer much valued peer support during this time. Children Centre’s will offer support outside of these groups also. It is helpful if attendance at these groups is built into the pupil’s educational programme / reintegration plan / early help assessment.

32. A pupil who becomes pregnant is entitled to up to 18 calendar weeks’ authorised absence to cover the time immediately before and after the birth of the child. If the pupil fails to return within this period, she should continue to have access to support from the school and supporting agencies to help and encourage her return to education when she is ready. After the maximum length of authorised absence, the school should follow the guidance on absence set out in DfES (now DCSF) Circulars 10/99 and 11/99. Experience indicates that a negotiated period of six weeks maternity leave maximises the likelihood of a pupil returning successfully to their education. This should be agreed following discussion with the pupil and her parents/carers/partner.

34. The type and amount of work to be given to the pupil during maternity leave will partly depend on the age of the pupil and the timing within the academic year.

35. Whilst the pupil is absent, the nominated member of staff at the school should keep in contact with the pupil and/or their independent advocate, once a week or fortnight, to provide support and so that all parties concerned are prepared for the date of the pupil’s return to school.
36. For pregnant pupils or those who are mothers, the pupil’s school would be expected to oversee her education, including setting and marking work and examination requirements while she is away.

Experience indicates greater success when the pupil initially returns to education for five half-days to get back into the routine, before building up to a fuller timetable. It is important to ensure that the pupil is fit and well before returning.

37. As with any other pupil who has spent time out of school, a school age mother returning to school after the birth of her baby should have an individual reintegration plan and panel. The panel should comprise a multi-agency group and the plan should be discussed well in advance of the expected date of delivery as it is not possible to predict how much time a pregnant pupil will need to have off in the last month of pregnancy. Inevitably there are unpredictable events which will mean a regular review of the plan.

40. There may be complications with the birth or the baby that require the pupil to have a longer time off school than envisaged and contingency plans agreed with Education Inclusion Service should cover this eventuality.

Supporting young mothers

41. The nominated member of staff in the school should also prepare the tutor/teaching groups for the pupil’s return to minimise the risk of bullying and to allay possible anxiety on both sides. It is important for all staff and pupils to recognise that a new parent may be missing her baby during the day.

42. Some pupils will have had challenging behaviour before their pregnancy. If so, it may be important to prepare for any known “trigger points”. However, because parenthood often motivates a young person to achieve more educationally for the sake of the future of their child, previous problems may well be reduced.

38. It is important that someone acts as an independent advocate for the pupil during the discussions and revisions of the reintegration plan. She will often be facing stressful emotional and health challenges, perhaps involving difficult relationships, both inside and outside the school.

39. Some pupils will feel ready to return to school after two weeks of the birth whilst others may not return for four to six weeks.
43. Following extensive research, the government is very keen to encourage breast-feeding by mothers. Teenage parents often need a lot of support and encouragement to undertake this method of feeding their babies. Whilst midwives and health visitors will advise the pupil, schools should be supportive of arrangements that facilitate breast-feeding. This may include helping to arrange nearby childcare, adjusting the pupil’s timetable or making facilities available on-site.

44. It is important to allow the pupil time off school to attend baby clinics, immunisation appointments, six week check ups, etc, as these are important in developing good parenting skills and ensuring the good health of the baby. In all areas of the county, there are family support outreach workers working for Children Centre’s that can provide support and may provide specialised young parent support and groups that provide peer support alongside input on parenting and health issues. Attendance at these groups should be considered as part of the reintegration plan. Information on this support can be accessed via Children’s Centres.

45. The nominated member of staff should continue to be responsible for the pupil throughout her remaining time on roll at the school.
46. If a member of staff finds out that a pupil is a father or father-to-be they should follow the same procedure as when they find out a pupil is pregnant. This includes completion of an early help pre-assessment checklist and consideration of an early help assessment. (Refer to all previous sections)

47. Young fathers may be facing threats of violence within the community, emotional distress about the relationships with their girlfriend or within their own family, anxiety about their future, feelings of loss if an abortion has gone ahead or they have been denied access to their child. Schools may consider it necessary to help a pupil to have access to a counsellor in some circumstances or obtain help from other agencies.

48. Schools should acknowledge the additional needs that school age fathers and fathers-to-be may have. In some cases either partners may be attending the same school which may cause difficulties if the relationship has ended or the pupil has rejected his responsibility or been excluded from his parenting role. Whilst the school has the duty to continue to educate both parents, a degree of creativity may be needed regarding timetabling. The peer group may need to explore through PSHE or tutor groups some strong feelings around relationships, gender issues and responsibilities. This can be a challenge for schools but can have positive educational outcomes if approached sensitively.

49. Schools should be supportive of both parents in their caring responsibilities for their child. Bonding with the baby is vital in the early stages of parenthood and the school’s attitude may be a significant factor in the future viability of the relationship. Even if the relationship breaks down in the future, the pupil will remain the child’s father and may have Parental Responsibility as defined in the Children Act 1989. Fathers should be supported to participate in antenatal and postnatal appointments, the birth of their child and parenting support through young parent groups. Schools should consider offering paternity leave if this is appropriate.

50. Children’s centres are available to support fathers as well as mothers in their caring responsibilities and, where appropriate, the request for support form should include the father’s information so that relevant services can be offered.
51. Before the pupil takes maternity leave there should be a full discussion to ensure that future adequate childcare support will be in place to prevent problems on her return to education.

Childcare

52. Schools do not have a responsibility to provide or fund childcare but can play an important role in supporting the pupil to access appropriate childcare. Young mothers are often very reluctant to leave their baby for any length of time, particularly in the care of strangers or in unfamiliar venues. Evidence suggests that reintegration into education is more successful if the return is phased and the childcare is as close as possible to where the education is provided or with trusted relatives. Childcare arrangements should form part of the reintegration plan.

53. Funding is available through the Care to Learn scheme but applications will need the support of the school. The scheme requires the childcare to be provided by registered child carer’s for reasons of safety and quality. Services for Young Children (SfYC) provide an up-to-date list of registered childcare providers, together with their current availability. Their website is www3.hants.gov.uk/childcare and can be searched against a number of criteria. For other details, see Contacts section.

54. Care to Learn provides up to £160.00 per week (2015/16 figures) to cover childcare and additional travel costs to and from the childcare provider. Full details can be obtained from www.gov.uk/care-to-learn

56. Pupils’ parents, particularly those of the young mother, often provide a great deal of support, including childcare. Whilst this is usually a great help, on occasion it can lead to a negative impact on the parenting skills of the young parents who feel overpowered and may become strongly influenced by poor parenting practices. If the school becomes aware or concerned about this issue, the nominated member of staff may raise their concerns with the health visitor or whoever is acting as the independent advocate for the young parent.

57. The fact that a pupil under 16 is pregnant or has a baby does not automatically mean that she or her baby will be defined by Children’s Services as a child in need. Services can be provided if they are essential to safeguard and promote the welfare of mother or baby or if one of them has disabilities. Any concerns about a young person or their baby should be directed to Children’s Services on 0300 555 1384. Out of hours 0300 555 1373

58. If the pupil and her child continue to live with her parent(s) and the pupil’s parent(s) is/are working, they may be eligible for benefits. The overall benefits situation for a young parent is very complex but useful support may be obtained from the local Benefits Agency office or the Maternity Alliance. Information can be obtained via your local Early Help Hub.
It should encourage pupils to talk to their parents or carers about the issues worrying them and offer support from the school if needed.

Reference to establishing ground rules in Sex and Relationship Education (SRE) lessons might be included.

Pupils should be informed of sources of confidential help e.g. school nurse, school counsellor, youth counselling agency, however all these agencies will have some restrictions on the level of confidentiality that can be offered.

Visiting staff involved in lessons (e.g. health professionals, personal advisers, youth workers and staff from voluntary organisations) are usually bound by their professional codes of conduct in a one-to-one situation with individual pupils, but in a classroom situation they should follow the school's confidentiality policy. Pupils should be made aware of this distinction as it may be confusing.

Some schools may have projects that engage small groups of pupils for a specific issue during lesson-time away from the usual classroom setting e.g. anger management, self-esteem building or anti-bullying. All involved need clarity whether the level of confidentiality that can be offered in these groups may be different to that in other lessons.

Health and some other agencies have a requirement to adhere to their own codes of practice which may prevent them from working on the school site if they cannot offer confidentiality to pupils in a 1:1 conversation. If a school confidentiality policy does not permit this, pupils need to be clearly informed and should be guided as to where they may obtain confidential advice and information away from the school.

Everyone (staff, visiting staff, pupils and parents) should be made aware of how the policy works in practice. See ‘Guidance to Hampshire Schools in writing confidentiality policy’, produced June 2006. Available here www3.hants.gov.uk/hants-guide-to-writing-school-confidentiality-policies.doc

Schools should consider setting their confidentiality policy within their Sex and Relationship Education (SRE) policy.

Appendix A: Guidance on core principles around school confidentiality policies

- A clear, explicit and well publicised confidentiality policy ensures good practice throughout the school which staff, (including staff from external agencies), parents and pupils can easily understand.

- Teachers cannot offer or guarantee pupils unconditional confidentiality but they are not legally bound to inform parents or the headteacher of any disclosure by a pupil, unless the school's procedures or confidentiality policy requires this.

- Schools must be clear about the boundaries of their legal and professional roles and responsibilities e.g. Child Protection procedures. Reference to the procedures should be made in the policy explaining when and why a staff member may use them.

- Pupils need to be made aware that teachers cannot offer or guarantee absolute confidentiality but that if confidentiality has to be broken, pupils will normally be informed first and then supported as appropriate.

- The policy should reassure pupils that their best interests will be maintained.
The guidance below assumes that, ideally, reintegration and the plans for it are the conclusion of a wider, overarching support plan that should be put in place for a pupil as soon as the pregnancy is disclosed. An early help assessment checklist should be completed when the pregnancy is disclosed. If an early help assessment is not applicable a separate reintegration plan should be completed, with the reasons for not undertaking an early help assessment noted on the plan.

Appendix B: Guidance on reintegration plans

If an early help assessment is undertaken, the elements of the reintegration plan will be part of the process.

Where a pupil has to be integrated into a school she is unfamiliar with, it is recognised that some elements of these guidance notes relating to early planning will not apply.

1. An early meeting is needed between the nominated member of staff within the school and the pupil, her parents/carers, her partner and other relevant agencies as appropriate. Depending on the pupil’s current and future needs and educational stage, other relevant agencies may include, but should not be limited to the following:

   - Midwife - immediate and long-term health support & advice related to the pregnancy
   - Health Visitor – long-term health support and parenting skills.
   - Children’s centre staff – offer of individual and group support during pregnancy and post birth
   - Careers advice, information & support especially if the pupil is in Year 11
   - Education Inclusion Service (EIS) contingency plans for learning outside of school if necessary
   - School nurse – support on health
   - Early help representative if level 3 early help assessment has been completed.
   - Designated teacher for Children In Care (CIC)
   - If the pupil is not a child in care, one of the above to be designated as advocate for her.
2. The reintegration plan might include some or all of the following components:

- Awareness by all parties of key dates in order to plan around these, e.g. expected date of the baby’s birth, date of maternity leave commencing, date when the pupil is due back at school

- Reduced timetable – disapplication of parts of the National Curriculum in order to maximise progress in key/core areas of the curriculum

- Possible part-time timetable on return to school with a phased build-up to full-time

- Description of level and type of support required to help the pupil catch up with work missed during maternity leave

- Arrangements for external examinations if appropriate

- Recognition that the young mother/father and baby may need to take time out of school to attend clinics, etc., if appropriate opportunities for after-school appointments or clinics cannot be arranged

- Consideration of childcare arrangements to ensure that it is available and close by

- Schedule review dates: frequency of these will vary with each individual case depending on needs and concerns.

A suggested model of a reintegration plan for pregnant pupils and school age mothers follows.
Reintegration Plan for pregnant pupils and 
school age mothers

This forms a framework for discussion for team around the family meeting

Date early help assessment checklist completed:  
(If Child in Care this should support/compliment PEP)
Reasons why early help assessment not applicable:

Pupil’s details:

Name: ___________________________ Date of planning meeting: ________________
Age: ___________________________ Expected date of delivery: __________________
Date of birth: ___________________ NI Number (if known): ______________________
Year Group: _____________________ Tel no: ________________________________
Post code: ______________________ Mobile number: ________________________
Name of parents/carers: ______________ Email: ____________________________
Address: (if different) ____________________________ Post code: __________________

Work: ___________________________ Mobile: ________________________________
Name & address of GP: ____________________________ Post code: __________________

Nominated member of staff: ____________________________
Independent advocate: ____________________________
**People involved in this plan**

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**Other agency involvement**

<table>
<thead>
<tr>
<th>Contact name</th>
<th>Tel number/Base</th>
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</thead>
<tbody>
<tr>
<td>HEPS:</td>
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<tr>
<td>School Nurse:</td>
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<tr>
<td>Health:</td>
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<tr>
<td>Child &amp; Adolescent Mental Health Service:</td>
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<tr>
<td>Voluntary sector:</td>
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<td>YOT:</td>
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<td>Other:</td>
<td></td>
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</tbody>
</table>
Discussion prompts and actions required

<table>
<thead>
<tr>
<th>1 Pupil's views:</th>
<th>By whom</th>
<th>By (date)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Educational strengths and aspirations</strong>&lt;br&gt;Which are her strong subjects?</td>
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<tr>
<td>Which school qualifications does she want to achieve?</td>
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<tr>
<td>What are her post-16 aspirations: work, further study etc?</td>
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<tr>
<td><strong>Plans for her baby</strong>&lt;br&gt;Does she plan to breast-feed her baby?</td>
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<tr>
<td>What childcare arrangements are available or needed and are they compatible with the planned feeding choice?</td>
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<tr>
<td><strong>2 Housing/accommodation needs</strong>&lt;br&gt;Is there likely to be a need for support in accessing housing? Might it necessitate a move outside the catchment area?</td>
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<tr>
<td><strong>3 Benefits advice</strong>&lt;br&gt;Does she need support in obtaining clarity over entitlements or accessing benefits?</td>
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</tbody>
</table>
Discussion prompts and actions required

<table>
<thead>
<tr>
<th>4 Educational needs (pre-delivery, i.e. during pregnancy and while on maternity leave) – timetable to be attached. Health and safety: timing of arrival at and departure from lessons; movement around the school, access to toilets, etc.</th>
<th>By whom</th>
<th>By (date)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Support: Learning support: type, level and by whom</td>
<td></td>
<td></td>
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<tr>
<td>Awareness of and access to Care to Learn</td>
<td></td>
<td></td>
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<tr>
<td>Antenatal appointments and pregnancy support groups</td>
<td></td>
<td></td>
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<tr>
<td>Arrangements for accessing education during maternity leave</td>
<td></td>
<td></td>
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<tr>
<td>Contingency plans in the event of medical complications which necessitate a longer time off school</td>
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<tr>
<td>5 Educational needs (following delivery) External examination entries if appropriate</td>
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<tr>
<td>Post-16 options/alternative provision if school is not appropriate</td>
<td></td>
<td></td>
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<tr>
<td>Preparation of peer group before return of young mother</td>
<td></td>
<td></td>
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<tr>
<td>6 Provisional plan review meeting dates:</td>
<td></td>
<td></td>
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<tr>
<td>Signature of person responsible for co-ordinating this plan:</td>
<td></td>
<td></td>
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<tr>
<td>Signature of pupil:</td>
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</table>
Plan following the delivery of the baby
*(see Guidance Notes, attached)*

Date of delivery: __________________________________________

Date of planning meeting: __________________________________

**Planned date of return to school:** ___________________________

**Discussion prompts and actions required**

<table>
<thead>
<tr>
<th>1 Curriculum:</th>
<th>By whom</th>
<th>By (date)</th>
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<tbody>
<tr>
<td>(full or reduced curriculum; curriculum subjects; links with college, if applicable)</td>
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</table>

<table>
<thead>
<tr>
<th>2 Timetable (attach):</th>
<th>By whom</th>
<th>By (date)</th>
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</thead>
<tbody>
<tr>
<td>(full-time attendance/part-time attendance/phased integration)</td>
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</table>

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<thead>
<tr>
<th>3 In-school support:</th>
<th>By whom</th>
<th>By (date)</th>
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<tbody>
<tr>
<td>(type and level of learning support; peer group preparation, etc)</td>
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</table>

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<thead>
<tr>
<th>4 Out of school support:</th>
<th>By whom</th>
<th>By (date)</th>
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<tbody>
<tr>
<td>(parenting groups etc)</td>
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</table>
## Discussion prompts and actions required

### 5 Childcare arrangements:

<table>
<thead>
<tr>
<th>By whom</th>
<th>By (date)</th>
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### 6 Medical appointments:

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### 7 Other needs/concerns:

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Date of next review:

Signature of person responsible for co-ordinating this plan:

Signature of pupil:
Background:
The Partnership has recognised that there can be a number of issues preventing pregnant pupils and young parents of school age from continuing their education. Whilst many can be resolved by negotiation and a creative approach, some may involve additional funding. The Government’s Care to Learn scheme provides childcare and some additional transport costs for young parents under 19.

Further information:
Hampshire Teenage Pregnancy Partnership, Children & Families Branch, Children’s Services Department, Hampshire County Council, Elizabeth II Court North (4th Floor), The Castle, Winchester, SO23 8UG
Tel: 01962 845223
Email: teenagepregnancy@hants.gov.uk
Termination of pregnancy

Continue with pregnancy & keep the baby (if school age, notification form, Reintegration plan & application)

Referral to midwife
(Named TP Midwife)
- Discuss Chlamydia Screening
- Discuss home and family situation
- Involve partner
- Provide Children Centre information
- Healthy Start vouchers
- Refer to Sexual Health Outreach

Referral to Children’s Centre
Support and advice on:
- Benefits
- Housing
- Education
- Care 2 Learn
- Young parents to be groups
- Child care provision

Birth of baby
- Postnatal care
- Contraception

‘I think I might be pregnant’

SAFEGUARDING – refer to your organisation’s safeguarding & confidentiality policy

Chlamydia screening
www.letstalkaboutit.nhs.uk
0300 300 2016

Emergency contraception
www.hants.gov.uk/getiton
www.letstalkaboutit.nhs.uk

Pregnancy Test
Home test, GP, Youth drop-in, school drop-in
Sexual Health service (www.letstalkaboutit.nhs.uk)

Negative

Positive

STI & Contraception advice – Sexual health services (www.letstalkaboutit.nhs.uk)

Discuss of choices, counselling & support GP/Midwife/School nurse/Sexual health service/Outreach nurse

Termination of pregnancy

Solent Sexual Health Service
0300 300 2016

Adoption & Fostering

Children’s reception team. See professional helpline

Managing the support and reintegration of pregnant pupils and school age parents

Page 25
District Information

www.hants.gov.uk/getitton – for up to date information on services by District

Hampshire Teenage Pregnancy Partnership (HTPP) can be contacted on 01962 845877 or email: teenagepregnancy@hants.gov.uk for any assistance or further information

Counselling and Support
Supporting Families & Early Help Service Directory
http://www3.hants.gov.uk/supportingfamilies.htm

Continuing with pregnancy
Teenage Pregnancy Midwife
Completion of forms by schools:
Notification of a continuing school age pregnancy

Children’s Centre:
www3.hants.gov.uk/childrens-centres

Adoption/Fostering
Children’s Reception Team:
01329 225378/79

Termination of pregnancy
Solent sexual health service
0300 300 2016

Advice & Information
Benefits & Housing – Local District Council

Quit 4 Life: 0845 602 4663

NHS Pregnancy Smoking Helpline:
0800 123 1044

Young People’s Drug & Alcohol Service:
0845 459 9405 (office hours)
Out of hours emergency referral and crisis line:
0800 599 9591 or text 07797 805 821

Domestic Violence Helpline: 0808 2000 247

Citizens Advice Bureau:
www.adviceguide.org.uk

Care 2 Learn: 0800 121 8989

Hampshire Teenage Pregnancy Partnership
Children’s Services Department, Hampshire County Council, Elizabeth II Court North (4th Floor), The Castle, Winchester, SO23 8UG

Email: teenagepregnancy@hants.gov.uk

Useful Contacts

Hampshire Teenage Pregnancy Partnership
Children’s Services Department, Hampshire County Council, Elizabeth II Court North (4th Floor), The Castle, Winchester, SO23 8UG

Email: teenagepregnancy@hants.gov.uk
Original guidance produced 2004
Revised 2015

Documents sourced:

Guidance on the education of school aged parents – Department for Education & Skills (Ref DfES/0629/2001)

Guidance to schools on Sex and Relationship Education – Dept for Education & Skills (Ref DfES 0116/2000)

What to do if you’re worried a child is being abused – Dept of Health (Ref 31553/What to do if you’re worried a child is being abused’)

Developing sex and relationships education in schools – guidance and training activities for school governors. Sex Education Forum (National Children’s Bureau, 2003)

The Management and support of pregnant teenagers and teenage parents – Wokingham Unitary Authority

Briefing Paper: re-engagement and reintegration of pregnant women and young mothers of school age – Dr Alison Hosier, 2003

Guidance to Hampshire Schools in writing a confidentiality policy, HCC, June 2006

Education Act 2002

Acknowledgements