

# Hill View Voice

Summer Term 1

2025/26



HILL VIEW



# Welcome



It has been a wonderfully busy start to the summer term, and I am thrilled to share this latest edition of the Hill View Voice with you.

First, I would like to extend a very special welcome to Tor Hill, our newest class, who are featured in this term's newsletter. It is fantastic to see what a brilliant start they have made, from exploring The Snail and the Whale to learning how to safely handle and give commands to Gus the dog. Across the rest of the school, it is a joy to read about the incredible progress all our learners are making, whether that is building physical resilience in Outdoor Education, testing atomic structures in Science, or developing vital life skills out in the community.

Looking ahead to Summer Term 2, our whole-school focus will be on making a positive difference. We are incredibly excited to launch the Local Heroes Challenge. We want every class to look outside our school gates and find a meaningful way to help our local community.

The only rule is that each class project must be deeply rooted in our core values:

- Championing how We Stay Safe.
- Learning about a local issue to show how We Learn More.
- Simply demonstrating how We Are Respectful to others.
- 

Our learners have complete freedom to make this as big or as simple as suits their class. To celebrate everyone's hard work, this will all culminate in a community event at the end of the term, where we can showcase the incredible impact our learners have made. Let's show the community what our school is really about!

You will find a dedicated page outlining our Hill View School Behaviour Principles. This document clearly sets out our therapeutic, trauma-informed approach to supporting our learners. It highlights the key philosophies that drive our daily practice, such as the "Kinder Egg" balance of structure and nurture, and our non-negotiable commitment to "Connect Before Correct". I highly encourage all parent carers to read through these principles to understand how we actively partner with you to support our young people.

Finally, I want to update you on some essential site improvements. A 25-week project led by the DfE has just begun to replace our perimeter fencing, repairing defective sections that were deemed no longer fit for purpose. Please be assured that we will be working extremely closely with the delivery team throughout this period to ensure the highest standards of site safety at all times.

Thank you for your ongoing support.

Stu Lambert  
Headteacher

**Be the best you.  
Build the best us.**



## Sunshine, Sand, and Smiles in The Knoll!

It has been a wonderfully busy and bright few weeks in The Knoll! As we welcome the nicer weather, we have been taking full advantage of our outdoor spaces. We know how regulating and therapeutic sensory play can be for our young people, so our learners have been diving into lots of water and sand play, which ties in perfectly with our current topic: the beach.

Alongside our beach explorations, we've been sharing wonderful stories and building up our new beach vocabulary, a brilliant example of how 'We Learn More' every day. Creativity has also been shining brightly in the classroom through role-play. Our learners have particularly loved putting on puppet shows! Not only is this fantastic fun, but puppet play is a wonderful, safe way for our children to express their feelings, communicate their experiences, and practice relationship-building with their peers.

Our Outdoor Education visits to the local park have been another massive highlight. Our learners have been bravely trying out riding bikes. Learning a new physical skill takes courage and patience, and we have seen some fantastic resilience from the class.

Finally, we are incredibly proud to celebrate the fantastic progress our learners have made with their Makaton signing this term. We absolutely love practicing our favourite songs together, ensuring everyone has a voice and feels completely included.

It is a joy to watch the learners in The Knoll grow in confidence each day.





## Active Bodies, Resilient Minds

Since returning from the Easter break, our KS2 and Secondary learners have been stepping up to the crease in our cricket module. They have been working diligently on their hand-eye coordination, practicing their accuracy in throwing, catching, hitting, and even bravely stepping up to bowl!

What has been most impressive is the way our learners have supported one another on the field. They have brilliantly demonstrated our 'We Are Respectful' value through excellent turn-taking and fair scoring. Perfecting the mechanics of a new sport can be challenging, but our learners have shown fantastic resilience, into practice when refining their techniques. By learning key cricket vocabulary and thoughtfully identifying their own strengths and areas for growth within the game, they are showing us exactly how 'We Learn More'.

Meanwhile, our younger learners have been channeling their boundless energy into indoor athletics, developing their physical confidence and coordination through exciting events like the javelin and long jump.

Outside of our regular PE lessons, we were incredibly proud to take our learners to the second football tournament of the season.

Our U12s played brilliantly! We were especially thrilled to see our new learner, Ollie, join the squad for the first time. He is a fantastic addition to the team, and it was wonderful to see his peers welcome him so warmly and inclusively.

Our U16s also put in a phenomenal performance. They worked beautifully as a unit, scoring some fantastic goals and earning a very well-deserved draw against a team they had previously lost to. This kind of progress is a true testament to their perseverance, effort, and belief in themselves. We are exceptionally proud of how all our players conducted themselves and represented the school community.





## Life Skills, Seaside Smiles, and Baking Dreams!

This term, our learners have been out and about in the local community, putting the funds raised from our December cake sale to fantastic use! These valuable real-world experiences have allowed our learners to confidently practice their money-handling skills and interact wonderfully with members of the public. Whether visiting a garden centre to carefully select seeds for our flower and vegetable beds, enjoying a well-deserved ice cream at Ham Hill, or mastering the self-service checkouts at a local shop, they have done a brilliant job ensuring 'We Stay Safe' and 'We Are Respectful' while out and about.

Back in the classroom, we have been fully immersed in our 'Beach' theme. Our role-play area has been continuously evolving, transforming into a holiday shop, a beach activity centre, and, most recently, a bustling fish and chip shop! These engaging activities are not just fantastic fun; they seamlessly weave in reading, writing, and maths, proving that 'We Learn More' when we are actively engaged and collaborating. It has been a joy to watch our learners develop their communication and serving skills together.



We have also spent time perfecting our baking skills this term. It has been incredibly rewarding to see the passion and focus in the kitchen, especially as some of our learners are already exploring baking as a potential future career! Alongside our culinary efforts, we have embraced the therapeutic and regulatory benefits of modelling and creating with playdough. This sensory play is a brilliant tool for helping to process emotions while simultaneously developing essential fine motor skills, creativity, and imagination.

Looking ahead, our entrepreneurial learners are already planning their next exciting ventures: a brand-new cake sale and a plant sale! This will help us raise even more funds to continue funding these vital, life-enriching experiences.

**Be the best you.  
Build the best us.**



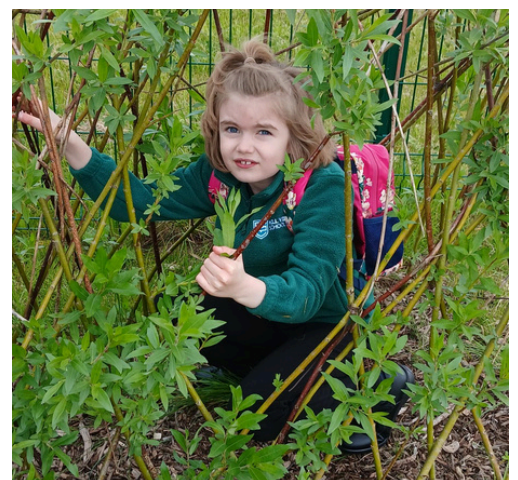
What a brilliant start to our new class! We have been getting to know each other and finding out what we all enjoy. The animal room is a favourite place to be with lots of guinea pig cuddles. Exploring soft play, the hall and outside has been so much fun.

We have enjoyed exploring 'The Snail and the Whale' in CLL and especially enjoyed changing the characters and events to create new stories. We have enjoyed listening to many stories this half term and love making up our own.

A highlight of our week is when Gus arrives – we have learnt how to handle a dog safely and can get him to follow many commands. He is great at chasing us! We have also enjoyed learning to ride bikes. In math's we have focused on number and place value – we can securely compare and order numbers. We are now exploring halves and quarters of objects and shapes.

We have been thinking about what it is to be a tourist and have shared our experiences of holidays. We have thought about the features of a coastal environment and can name things which are natural or man-made.

We can't wait to see what is next in our journey.







## Hill View School: Our Behaviour Principles

At Hill View School, our mission is to **"Bethebestyou.Buildthebest us."** To achieve this, our approach to behaviour is guided by the following core principles, which are rooted directly in our Relational Behaviour Policy and apply to our entire school community.

### 1. Every Moment Matters

In our specialist SEMH environment, there is no such thing as 'neutral' time. Every single interaction, transition, greeting, and unstructured minute is a deliberate opportunity for therapeutic intervention, relational connection, or academic growth. We do not write off a "bad day"; instead, we continuously look for the very next moment to reset, reconnect, and rebuild.

### 2. The "Kinder Egg" Philosophy (Structure and Nurture)

We do not replace academic learning with therapy; we integrate the two seamlessly.

- **TheChocolate(Structure &Boundaries):** Firm expectations, predictable routines, and a robust curriculum.
- **TheToy (Therapy& Nurture):** Deep relational care, empathy, and trauma-informed support.

### 3. Intelligent Consistency

We operate an authoritative model: we are "hard on the boundaries" but "empathetic towards the learner." Our expectations for safety and respect are relentless and non-negotiable. However, when a boundary is crossed, our adult response is consistently calm and regulated. We do not use rigid, blanket punishments; instead, we intelligently adapt our restorative outcomes to the specific needs and trauma profile of the individual.

### 4. Behaviour is a Curriculum

We view behaviour as something to be taught, not just managed. We explicitly recognise dysregulated behaviours as a response to a perceived threat, often linked to a traumatic lived experience. Because learner behaviour is a response to the environment, when a learner struggles, we fix the environment before we try to fix the learner.

### 5. Connect Before Correct

Relational practice does not mean a lack of consequences, because predictability equals safety. However, no outcome is attempted until the learner is fully regulated. Once calm, a Restorative Repair takes place. Any logical outcome we apply will always be Related, Respectful, and Reasonable.

### 6. Driven by Three Core Values

Everything we do is underpinned by three non-negotiable core values:

- **We Learn More (Welfare):** Fostering independence, informed choice, and holistic well-being.
- **We Are Respectful (Care):** Upholding a culture of dignity, empathy, and person-centred interactions.
- **We Stay Safe (Safety & Security):** Protecting rights, minimising harm, and maintaining safe, collaborative relationships.

## **7. The CPI Framework for Safe Responses**

All staff are trained in the Crisis Prevention Institute (CPI) framework to ensure our responses are predictable and clinically sound. We use the CPI Crisis Development Model to match our adult response to the learner's level of distress—offering empathetic support during anxiety, clear direction during defensive behaviour, and therapeutic rapport during recovery. Any physical interventions are guided by objective CPI risk assessments, ensuring we always act to maximise safety and minimise harm.

## **8. Active Partnership with Parent Carers**

We actively communicate positive moments and successes so that contact from the school is not solely associated with behavioural incidents. When an incident does occur, we commit to communicating not just the event, but the successful Restorative Repair that follows.

## **9. Maintaining a Safe, Therapeutic Environment**

The safety of our school community requires clear boundaries. To protect this environment, we maintain a mobile-phone-free ("Off and Safe") school to eliminate digital noise, we hold a robust stance against child-on-child abuse, and we strictly prohibit dangerous items, tobacco, and vapes. Physical intervention and suspensions are absolute last resorts, legally justified only to prevent injury to self/others or serious damage to property.

## **10. Fairness Through Equity**

We define fairness through equity. In accordance with the Equality Act 2010, we do not apply a blanket response to every learner. We make reasonable adjustments to our expectations and consequences to ensure no learner is unfairly disadvantaged by their specific disabilities or SEMH needs.



# Outdoor Education

Teacher: Hannah



This half term has been an active and rewarding one across both Primary and Secondary groups, with a strong focus on developing cycling skills. Across the school, learners have shown determination and resilience, with several experiencing the achievement of learning to ride a bike for the very first time. All learners have successfully completed cycling routes, demonstrating growing confidence and independence.

In Primary, learners took part in supported cycling sessions with staff alongside them throughout. The key focus areas were safety, both individually and as part of a group, balance, and effective communication while riding, including the use of hand signals. These sessions provided valuable opportunities to build coordination and confidence, while encouraging learners to be aware of their surroundings and each other.

In Secondary, learners developed their independence further by completing cycling routes with increasing autonomy, supported by staff positioned as bookends along the route. They have been encouraged to make independent choices about safe riding lines and route awareness, strengthening their decision-making and responsibility while cycling.



# Science

Teacher: Philippa

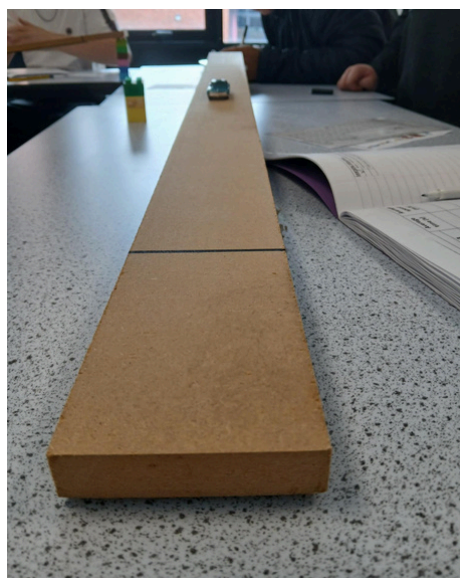
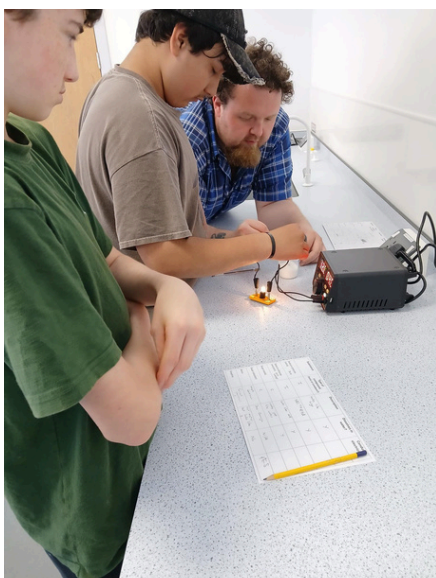
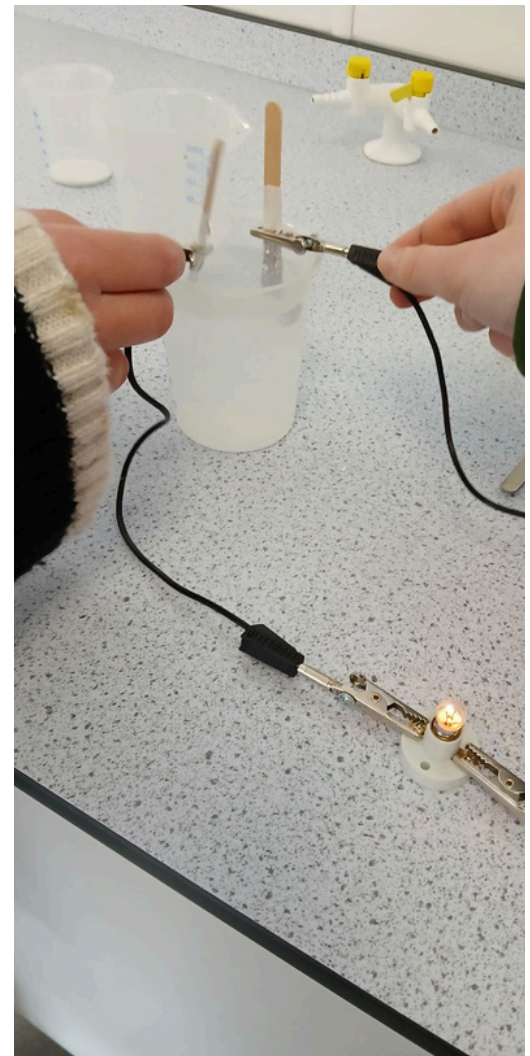


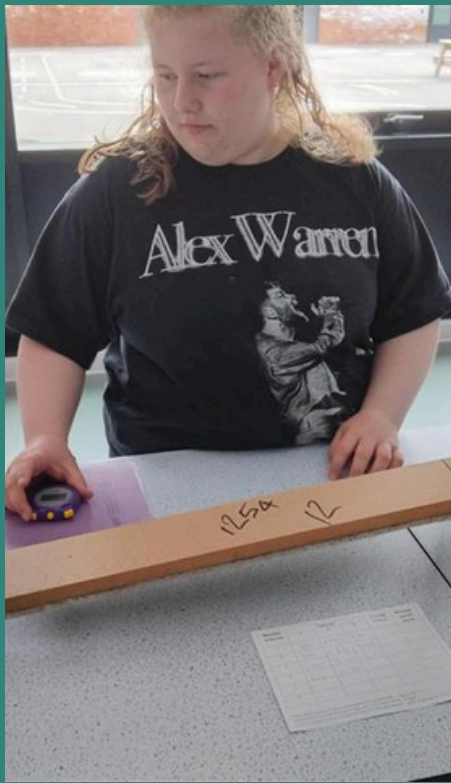
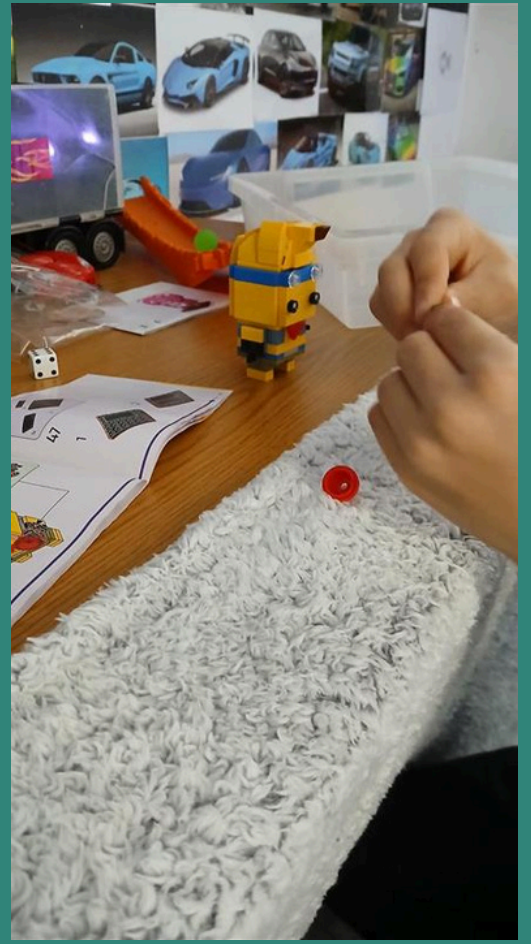
This half term, KS4 learners have been focussing on Chemistry and some have just started a new Physics topic.

In Chemistry, learners have been finding out about the structure of atoms and bonding, including exploring how carbon forms covalent bonds (where atoms share electrons). Learners found out that the bonding affects the properties of substances. For example, diamond has four strong covalent bonds, which makes it very hard with a high melting point, whilst graphite has layers that can slide over each other, which is why it is used in pencils. Learners also tested different substances including salt, sugar, sand and graphite to see if they dissolve in water and if they can conduct electricity (sadly we did not have any diamonds to test!).

Learners in Burrow Hill have now moved on to Physics. They have been learning about forces and how to calculate speed using the formula  $\text{speed} = \text{distance} \div \text{time}$ . As shown in the photos, learners carried out a practical experiment using a toy car and a ramp to see how gravity and friction affect speed. They tested different heights of a ramp as well as different surfaces, measuring how fast the car travelled. Learners have also started learning about acceleration and how to interpret graphs showing motion.

It has been great to see learners enjoying both practical experiments and classroom learning. All learners are making very good progress in their science skills and knowledge.





# Join Our Team

HILL VIEW  
SCHOOL



**Be the best you.  
Build the best us.**

## We Are Recruiting Learning Mentors

Not your traditional classroom support role. Bring your outside passions and real-world skills into the school. Whether your background is in hands-on trades, sports, digital gaming, or the great outdoors, use your unique craft to engage hard-to-reach learners. Move beyond traditional academic support. Use trauma-informed approaches to build trusting relationships and act as an anchor for our young people.



**Whilst previous school experience is useful, it is not essential.  
We value your resilience, life experience, and ability to connect.**

Email [office@hv.oak.education](mailto:office@hv.oak.education) for more information and be a part of a great team supporting our learners.

Hill View School, Main Street, Ash, Martock TA12 6GD - 01935 733033

# Lydeard Class

Teacher: Tom



It has been wonderful to see the growing confidence and social development of our learners over recent weeks. One of the most positive changes has been how well learners are now playing together. Many are beginning to engage with a wider range of peers, choosing to work and play with new people and in larger groups. This has been particularly noticeable during breaktimes and structured activities, where learners are demonstrating improved cooperation, communication, and teamwork.

Alongside this, learners have made great progress in sharing classroom spaces more effectively. Whether working at tables, using shared resources, or transitioning between activities, there is a noticeable increase in respect for one another's space and an understanding of how to collaborate calmly and positively. These are significant steps forward in building a supportive and inclusive classroom environment, and we are incredibly proud of their efforts.

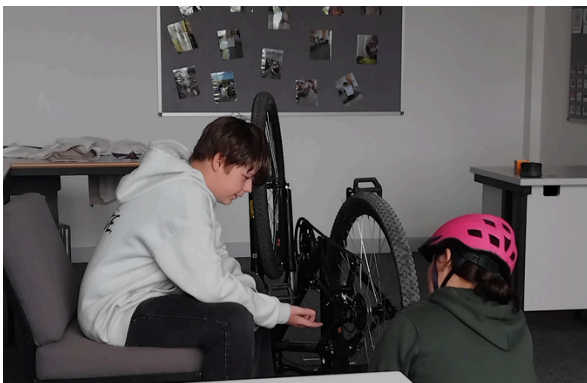
We are also excited to celebrate a group of learners who recently represented the school at a football tournament. They showed excellent sportsmanship, resilience, and team spirit throughout the event. It was a fantastic opportunity for them to showcase their skills, and they represented the school with pride. Well done to everyone who took part!

Looking ahead, some learners will soon begin their work experience placement at Hobbycraft. This is an exciting opportunity that will help them develop independence, responsibility, and confidence in a real-world setting. We know they will make the most of this experience and gain valuable skills along the way.

Outdoor Education has also been a highlight this term. Learners thoroughly enjoyed their cycling sessions, building both physical skills and confidence. It was fantastic to see so many learners challenge themselves and support one another. Next term, the adventure continues with paddleboarding - something we are sure they will be very excited to try!

Finally, we are pleased to see a growing number of learners participating in Dungeons & Dragons club. This has become much more than just a popular lunchtime activity; it is also supporting the development of key social skills. Through collaborative storytelling, turn-taking, and problem-solving, learners are building communication skills, creativity, and friendships in a structured and engaging way.

Overall, it has been a very positive and rewarding period, with learners making great strides both socially and personally. We look forward to seeing this progress continue into next term.



# Sunny Class

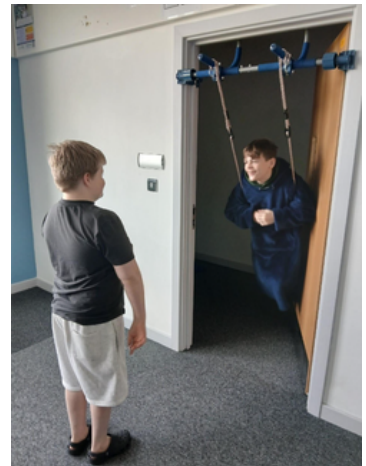
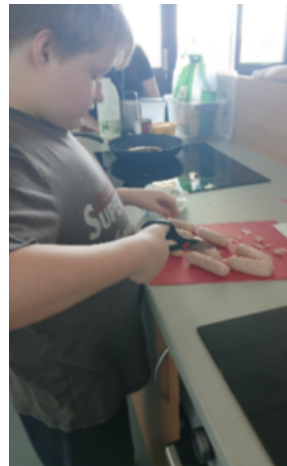
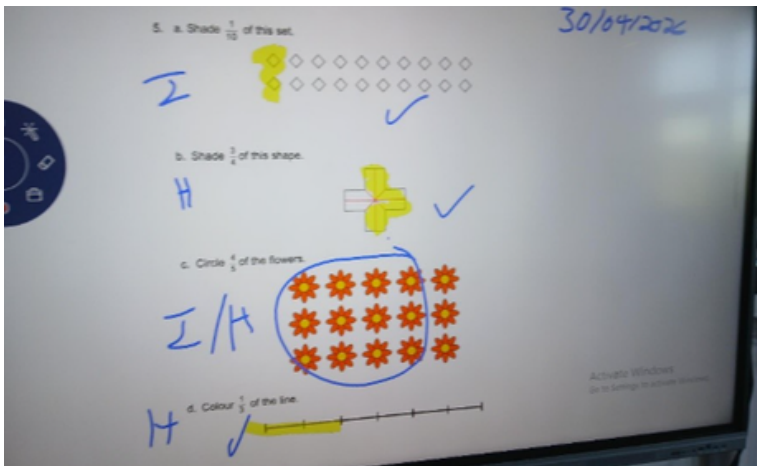
Teacher: Nathan



Over this half term, learners have shown progress across a wide range of subjects. In maths, learners developed a stronger understanding of fractions, building confidence in key concepts such as equivalence, simplifying, and applying fractions to problem-solving. Learners demonstrated resilience and focus, using practical resources and discussions to deepen their understanding and explain their thinking clearly. In CLL, pupils explored the imaginative world of Roald Dahl, with a particular focus on *The BFG*. They enjoyed learning about Dahl's unique writing style, rich vocabulary, and creative characterisation. Learners took part in a range of activities inspired by the text, showing growing confidence in sharing ideas and responding to stories.

Science lessons continued learning about space. Learners learned about the planets, the solar system, and recent space exploration, including the Artemis 2 mission. They asked insightful questions, compared planets, and developed their scientific vocabulary while exploring how humans continue to explore beyond Earth.

Beyond the classroom, learners have continued to build valuable practical and personal skills. In cooking, they improved their independence and teamwork while preparing pasta dishes and desserts, including cookie dough. In PE, learners enjoyed developing their skills through cricket, and some proudly represented the class in a football tournament. In PSHE, learners focused on building positive relationships, respect, and communication. There has also been a strong emphasis on regulation and wellbeing, with many learners benefiting from physical regulation activities such as using the multi-gym pull-up bar and swing to support focus and readiness to learn.



# Coker Class

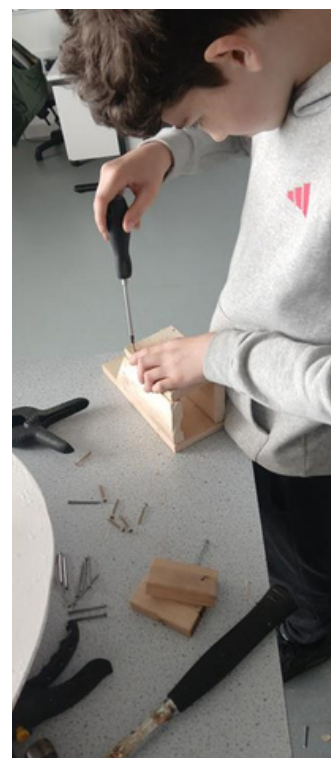
Teacher: Mark



In Communication, Language, and Literacy and Our World, our learners continue to think through environmental issues. We wrapped up our focus on caring for the planet by developing persuasive letter-writing skills and designing awareness posters. This work connected perfectly with our English lessons, where learners engaged in discussions about the global issues surrounding plastic use and pollution.

In the classroom, our learners have been challenged with a mix of practical and thinking skills across Math's and Food Technology. After finishing a review of symmetry and reflection, we moved on to focus on the concepts of probability. Meanwhile, the kitchen has been full of incredible aromas as Food Technology learners continue to practice essential life skills. They have worked with pastry, cooked simple "go-to" meals, and baking classic treats for pudding, including a delicious pineapple upside-down cake.

Our practical hands-on sessions have truly showcased the resourcefulness of our learners in Creative Arts, LTNA, and Outdoor Education. We completed our pallet upcycling projects, turning reclaimed wood into beautiful bird boxes for local wildlife. Learners then moved on to the intricate textile art of Macramé, knotting their own custom plant holders. We have enjoyed some of our warmer weather in Outdoor Education, where learners hit the trails to develop their cycling skills, teamwork, and physical fitness.



# Burrow Class

Teacher: Coral



It's been a really lovely and busy time in Year 10, and it's been great to see learners getting stuck into their learning and showing lots of creativity along the way!

In CLL, we've been focusing on storytelling and bringing ideas to life. Learners have been exploring how to create interesting characters and how things like tone of voice and word choice can really change how a story feels to the reader. We've been using movie trailers and images as inspiration, which has sparked some fantastic ideas already! The next step is for everyone to write their own creative story, using their own characters and putting all of these skills into practice. Alongside this, reading skills have been developing really well too. Learners have been practising how to find key information, compare different texts, and read between the lines to understand deeper meanings. They've also been looking at how texts are organised and how language can show things like bias and formality.

In Maths, we've been working on algebra, which learners have approached really positively. They've been learning how to rearrange formulae and understand things like binomials and the difference of two squares. There's also been lots of practice with collecting like terms, expanding and factorising, and substituting values into formulae. It's great to see confidence building, especially as these are skills that can feel tricky at first!

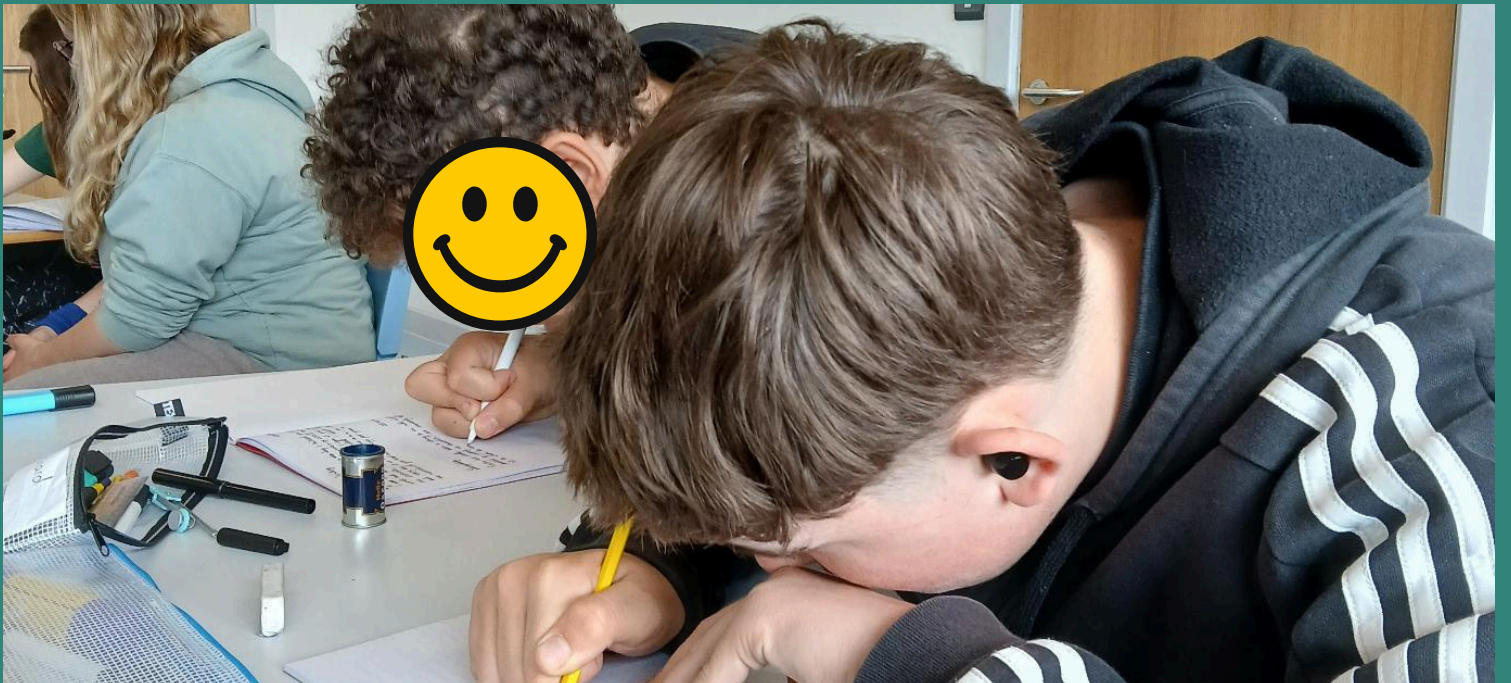
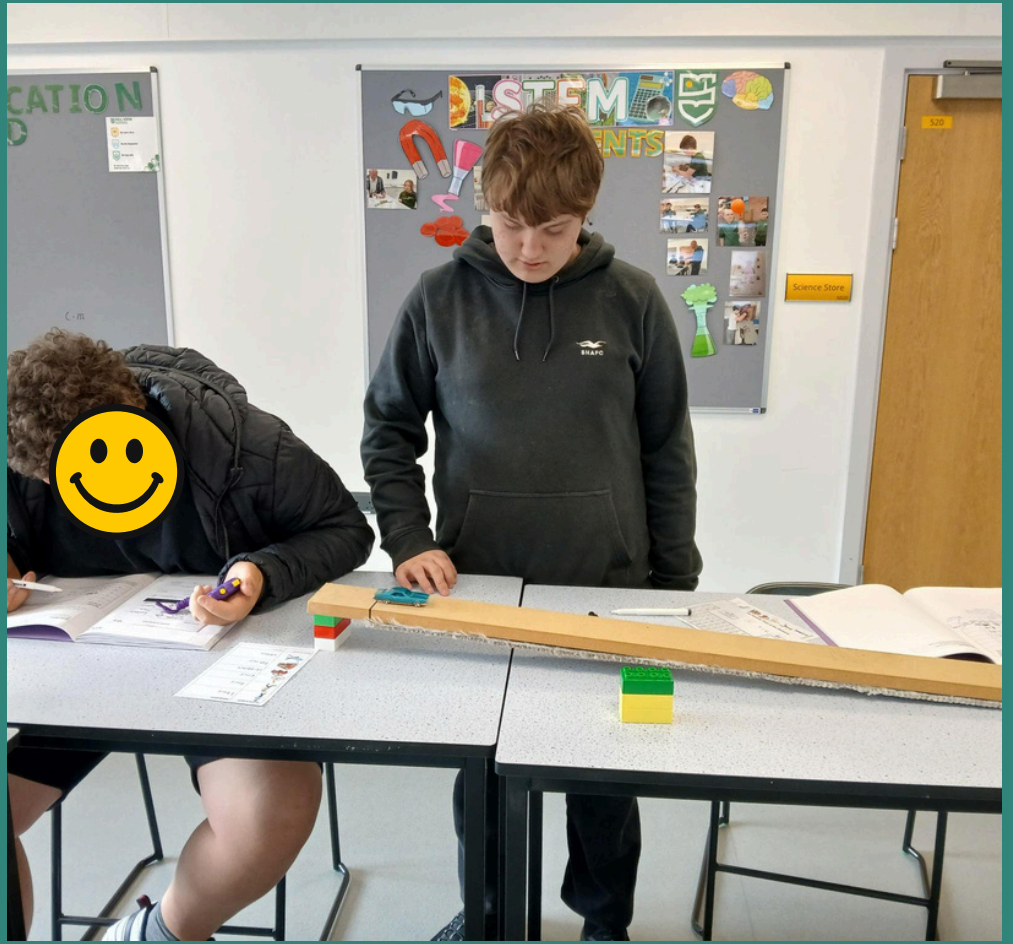
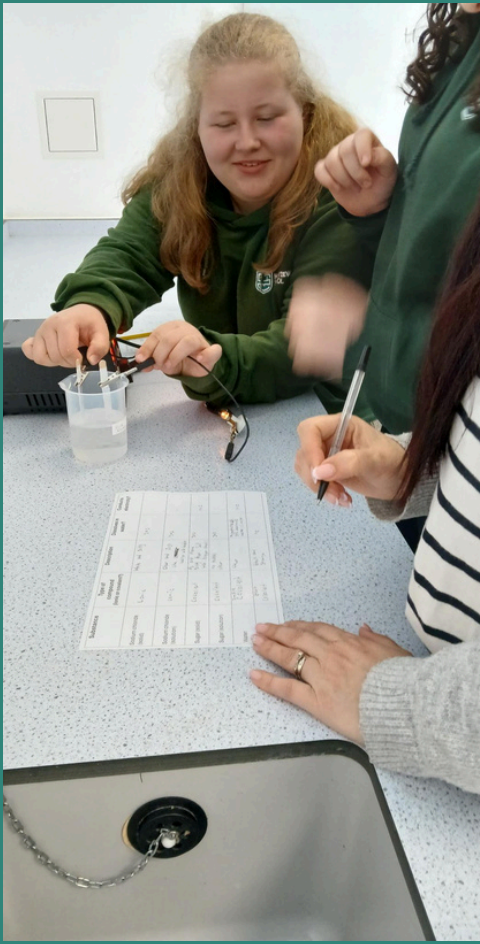
Occupational Skills has been full of hands-on learning. In the kitchen, learners have been using a range of appliances and working with seasonal ingredients to create healthy meals, and doing a great job of staying safe while they do it! In animal care, they've been learning how to look after different animals and understand what they need to stay healthy and happy. We've also been exploring farm conservation, where learners have been learning about the importance of clean water and how it impacts farming and the environment.

In Employability Skills, we're starting to look ahead to the future. Learners have begun applying for work experience placements, which is really exciting, and thinking about what they might like to do next. They've been working on their CVs and learning more about different types of jobs through visits to local businesses and guest speakers coming into school.

Creative Crafts has been a real highlight this term, with so many different ideas coming to life. Learners have been working on their own projects based on their interests, and the variety has been fantastic to see. We've had detailed fine line drawings, creative collages inspired by favourite shows and games, and some brilliant 3D papier-mâché sculptures. One learner has even been working on a kinetic model, definitely one to watch for the future!

We also had a fantastic visit to Yeovil College, which was a great opportunity to start thinking about what comes next after Year 10. It was brilliant hearing learners talk about their future plans, and the engineering department was a real favourite, especially with its links to local industries.

Overall, we're really proud of how Year 10 are getting on. It's been great to see their confidence growing and their willingness to have a go at new things. We're looking forward to another positive half term ahead!



### Terms and Holidays: 2026/2027 Academic Year

September 2026					October 2026					November 2026							
M		7	14	21	28	Mo		5	12	19	26	M	2	9	16	23	30
Tu	1	8	15	22	29	Tu		6	13	20	27	Tu	3	10	17	24	
W	2	9	16	23	30	W		7	14	21	28	W	4	11	18	25	
Th	3	10	17	24		Th	1	8	15	22	29	Th	5	12	19	26	
F	4	11	18	25		Fr	2	9	16	23	30	F	6	13	20	27	
Sa	5	12	19	26		Sa	3	10	17	24	31	Sa	7	14	21	28	
Su	6	13	20	27		Su	4	11	18	25		Su	1	8	15	22	29
December 2026					January 2027					February 2027							
M		7	14	21	28	M		4	11	18	25	M		1	8	15	22
Tu	1	8	15	22	29	Tu		5	12	19	26	Tu		2	9	16	23
W	2	9	16	23	30	W		6	13	20	27	W		3	10	17	24
Th	3	10	17	24	31	Th		7	14	21	28	Th		4	11	18	25
F	4	11	18	25		F	1	8	15	22	29	F		5	12	19	26
Sa	5	12	19	26		Sa	2	9	16	23	30	Sa		6	13	20	27
Su	6	13	20	27		Su	3	10	17	24	31	Su		7	14	21	28
March 2027					April 2027					May 2027							
M	1	8	15	22	29	M		5	12	19	26	M	3	10	17	24	31
Tu	2	9	16	23	30	Tu		6	13	20	27	Tu	4	11	18	25	
W	3	10	17	24	31	W		7	14	21	28	W	5	12	19	26	
Th	4	11	18	25		Th	1	8	15	22	29	Th	6	13	20	27	
F	5	12	19	26		F	2	9	16	23	30	F	7	14	21	28	
Sa	6	13	20	27		Sa	3	10	17	24		Sa	1	8	15	22	29
Su	7	14	21	28		Su	4	11	18	25		Su	2	9	16	23	30
June 2027					July 2027					August 2027							
M		7	14	21	28	M		5	12	19	26	M	2	9		23	30
Tu	1	8	15	22	29	Tu		6	13	20	27	Tu	3	10		24	31
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Sa	5	12	19	26		Sa	3	10	17	24	31	Sa	7	14		28	
Su	6	13	20	27		Su	4	11	18	25		Su	1	8	15	22	29

**Key:**

- School Holiday
- Bank Holiday
- Term Time
- INSET Dates

**Term dates summary:**

- Term 1:** 03 September – 23 October 2026 (37 days)
- Term 2:** 02 November – 18 December 2026 (35 days)
- Term 3:** 04 January – 12 February 2027 (30 days)
- Term 4:** 22 February – 25 March 2027 (24 days) 12 April
- Term 5:** – 28 May 2027 (34 days)
- Term 6:** 07 June – 23 July 2027 (35 days) **TOTAL = 195**

**Bank and public holidays 2026/27**

Christmas Day	Bank Holiday - 25 December 2026	Easter Monday – 29 March 2027
Boxing Day	Bank Holiday - 26 December 2026	May Day Bank Holiday – 03 May 2027
New Year's Day	Holiday - 01 January 2027	Spring Bank Holiday – 31 May 2027
Good Friday	26 March 2027	Summer Bank Holiday – 30 August 2027

Academy, Free Schools, Foundation & Voluntary Aided schools can set their own term dates and may differ. Please check with the individual schools for their term dates.

# School Governor Recruitment



We are currently seeking nominations and applications for Parent Governors and Co-opted Governors to join our Local School Committee.

As an LSC member, you will work collaboratively with the Headteacher and other representatives:

- Protecting our specific therapeutic vision and ensuring our core values are embedded across the school.
- Scrutinising Safeguarding procedures and ensuring key funding (like SEND and Pupil Premium) is used effectively for our learners.
- Serving on review committees for sensitive matters such as exclusions and complaints.
- Ensuring parental and staff voices are heard and strengthening our relationships with the local community.



A **Co-opted Governor** is an individual appointed by the existing members of the Local School Committee because they possess specific skills, experience, or expertise that is needed to help the committee operate effectively. They are not necessarily parents of learners at the school. At Hill View, we seek Co-opted Governors who bring valuable perspectives—such as finance, health & safety, or specialist SEMH knowledge, to ensure robust strategic oversight and support for our school.

**Be the best you.  
Build the best us.**

**Contact the School Office for  
further Information**

# Safeguarding Team



Safeguarding is a shared responsibility, and we encourage all parent carers to know how to seek support if they are worried about a child or young person during the break. Our 'We Stay Safe' value extends beyond the school gates, and help is always available.

## Key Contacts for Concerns

If you are worried that a learner or young person could be in danger or is at risk of harm, please use the contacts below. These services operate 24 hours a day, 7 days a week:

- Children's Social Care (Somerset):
- Phone: 0300 123 2224
- Email: [childrens@somerset.gov.uk](mailto:childrens@somerset.gov.uk)

## Emergency Duty Team (EDT)

To speak to a social worker outside of office hours (evenings, weekends, and bank holidays), please phone: 0300 123 23 27

## Mental Health Crisis and Wellbeing Support

If a child or young person is experiencing a mental health crisis, support is available 24/7:

- NHS Mental Health Support Line (24/7): You can call NHS 111 and select the Mental Health Option. This will direct you to the local crisis support team for immediate help.
- Childline: Free, confidential help and advice for children and young people. Phone: 0800 1111 (available 24/7).
- The Samaritans: For confidential emotional support for anyone struggling. Phone: 116 123 (free from any phone, available 24/7).

[https://www.cypsomersethealth.org/new\\_home](https://www.cypsomersethealth.org/new_home)

## Police and Emergency Contact

- Non-Emergency Police Concerns: You can contact the police directly by dialling 101. The police will discuss with Children's Social Care what action should be taken.
- In an emergency where a child is in immediate danger, always contact the police immediately by dialling 999.

## Online Safety

We know that the holidays often mean more time spent online. If you have concerns about online sexual content or a child has been approached inappropriately online, you can report this directly and confidentially through CEOP (Child Exploitation and Online Protection Command):

- CEOP Safety Centre: <https://www.ceop.police.uk/safety-centre/>

Hill View School Safeguarding Team



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# #Help4All



These partners are working together so Somerset families and residents get the help they need and get it early. We've listed some of the services and support that may be useful for you to know about.

For links, simply visit: [www.connectsomerset.org.uk/help4all](http://www.connectsomerset.org.uk/help4all)



**Money** - Contact **Citizens Advice** via **email** or use the Adviceline on **0808 278 7842** for advice on debt, energy costs, benefits. **Age UK Somerset** also provides help with benefits and scams advice for older people. If you need immediate money for food or heating, you can access the **Household Support Fund**. You can find a nearby **warm welcome** space, or **Happy Healthy Holidays** for eligible children at weekends. You can also seek help with **Housing Benefit**, **Council Tax Reduction**, **claiming a discretionary award** and **Public and Community Transport**. As well as support with **lifelong learning** and **employment**.



**Food** - Find your local **foodbank** or **pantry**. Eligible children and young people can take part in **Happy Healthy Holidays** using a code from their school.



**Home** - If you are worried about losing your home then please contact **Somerset Council** for **homelessness advice and assistance**. In an emergency you can phone **0300 123 2224** or **0300 123 2327** out of hours. Information on **equipment that can help you stay independent**.



**Health and Wellbeing** - **Mindline** (open to all ages) can be reached on **0800 138 1692** or **online chat** (8pm to 11pm). **Samaritans**, **national listening service** on **116 123**. For **free mental health support** text **'SHOUT'** to **85258**. **ChatHealth** connects you with qualified health professionals in your area, phone **07480 635 514**. Mental health support for children and young people can be accessed via **the health and wellbeing toolkit**. For those aged 11-19 there are free online forums, guides and counselling at **Kooth**. **SASP** have activities for body and mind. **Young Somerset** has wellbeing practitioners that could support you. If you're 16-17, you can self-refer via CAMHS single point of access. NHS Somerset offers **Talking Therapies** for over 16s with anxiety, depression, coping with traumatic events or long-term health conditions. **Open Mental Health** supports adults mental health and wellbeing. If you're over 65 and are feeling lonely and/or isolated **Age UK Somerset** are here to help. For health-related support at home, or in the community you may wish to contact your local **Village Agent** for help. **Somerset Sight** and **deafPLUS** support with sight and hearing loss needs. **Health Visiting Service** can help and support you to make healthy choices for yourself and your family.



**Domestic abuse** - If you or your family are affected by domestic abuse, you can get help from **Somerset Domestic Abuse Service** or phone **0800 69 49 999** and choose option 2.



**Problems with drugs or alcohol** - There is advice and support for young people, adults, and their family members if substance misuse is a problem. Contact **Somerset Drug and Alcohol Service** or phone **0300 303 8788** any time.



**Parenting** - Parents and carers can get free access to **#LearnForLove** (access code: dragon) to support children from bump to teenager. If you're over 18 and you look after someone in an 'unpaid' caring capacity (not employed or self employed as a Carer) access support from the **Somerset Carers Service**. Qualified School nurses are also available to support via **ChatHealth** - text: **07480 635 515** to confidentially ask about a range of issues.

We are working with partners across Somerset to develop a network of community hubs. These spaces provide a friendly environment where you can get help and support, socialise, enjoy refreshments, and take part in activities. For further support, you can also visit **your local Community Hub**.