



Early Help Policy

October 2021

At Finham Primary School staff are trained in recognising the signs of Child Abuse and Extremism and are committed to and know the benefit of Early Help as a way of supporting families and young people before their needs become acute and Social Care or other specialist intervention may be necessary.

The school has a range of robust safeguarding procedures in place which puts the safety and protection of children at the heart of any decisions. The school's safeguarding team is made up of the following school personnel:

- Designated Safeguarding Leads (DSL) – Mrs S Bracken and Mrs L Francioso, Emma Whittle

The DSL and all DDSLs complete inter-agency safeguarding training on a two yearly programme. All other school staff complete safeguarding training updates on a yearly basis and are updated regularly to any changes in legislation.

Reporting Concerns

If any member of school suspects that a child may be at risk of harm or who has been harmed they will report the incident through the schools reporting system. Staff are expected to report a concern as soon as possible through the reporting system. If a member of staff believes that a child is at risk of or has been subjected to significant harm then this must be reported immediately, in person to either the school's DSL or one of the DDSLs.

It is school policy that at least one members of the safeguarding team will be on site at any one time and that one of these must be the DSL or a DDSL. This enables all concerns to be reviewed immediately and an appropriate course of action decided upon.

The primary aim of the school's Early Help systems is to try to intervene early with families before it gets to the stage when a child may be at risk of harm.

Involvement of Families

The school will always involve the family in all Early Help strategies and most will only be put in place with their permission. The school will aim to work with families in a supportive, non-judgemental way so that trust is built up and the best possible outcomes achieved.

There are occasions, however, when the school’s safeguarding team or member of school staff may believe that a child may be at immediate risk of significant harm and that by informing the parents/carers of the concern may put the child at further risk. In these cases the school will implement section 47 procedures. This will involve an immediate referral to social care without the parents/carers knowledge.

School Indicators for Children or Families That May Require Early Help

The following list provides examples of areas where, without intervention a family may break down or a child may be put a risk of neglect, emotional, physical or sexual harm. This also includes the risk of extremism. The school has no pre-prescribed criteria for supporting children and families. Each case is assessed according to needs and a bespoke programme put in place for that child and/or family:

Indicator	Indicator	Indicator	Indicator
Low Parenting Skills Substance/Alcohol Abuse Domestic Abuse Child Mental Health Bereavement Child Unaware of Danger and How to Keep Themselves Safe Extremist views	Poor Diet - Obesity, Malnourished Young Carer Breakdown in community relationships Adult Mental Health Changes in Behaviour and Risk of Exclusion Child Demonstrates Sexualised Behaviours	Low Income or Poverty Breakdown in family relationships Isolation Disability of a Child Poor Attendance and Punctuality Frequent House or School Moves	Limited Community Integration Transport Special Educational Needs (refer to Local and School offer) Disability of an Adult Child Unaware of How to Keep Themselves Safe Online Cleanliness and Hygiene

Example Early Help Points of Contact

The school has divided its Early Help strategies into 4 areas: Universal Support is for all and is what all children and families would normally receive, Community Support is for a child or family who may need some extra support, Specific Support is for children and families who need specialist support and Acute is where a child or their family need a high level of support to prevent harm.

Universal Support	Community Support	Specialist Support	Specific Support
Family	Family Support Worker	Targeted Support Team (TST)	Social Care - Child Protection (CP), Child in Need (CIN)
Friends	Inclusion Manager	School Safeguarding Team	School Safeguarding Team
School Staff	School Safeguarding Team	Social Care (Initial/Core Assessment)	Social Worker
Governors	School E-Safety Team	Parenting Courses (Triple P, Families and Schools Together (FAST)	Police - Police Protection Order (PPO)
Parent Teacher Association	Police Community Support Officers (PCSOs)	Paediatrician	Courts - Care Proceedings
Breakfast Club	Police	Counselling	Counselling
After School Clubs	GP	Play Therapy	
Community Clubs (i.e. sports, arts etc.)	Health Visitor	Art Therapy	
	Midwife	1:1 Therapy from Specialist Therapists	
	School Nurse	Children and Young People's Services	
	Street Warden	Education, Entitlement and Inclusion Team	
	District/County Council	Physiotherapist	
	Change4Life School Clubs	Family Endowment Fund	

Universal Support	Community Support	Specialist Support	Specific Support
	Food Bank School Staff LA SEN Team LA Transport Team Churches and Religious Leaders Housing Association Landlords Young Carers Citizens Advice Bureau Job Centre Traveller Support Services Army Support Services Interpreter Education Entitlement and Inclusion Team (EEI) Children's Centre Communication with Previous Settings	Keep Safe Work Occupational Therapist Educational Psychologist Bereavement Care The Samaritans NSPCC Child Online Protections and Exploitation Centre (CEOP)	



This policy will be reviewed annually

Reviewed October 2021

Signed by:
Terry Arnett, Chair of Governor. Date October 2021

A handwritten signature in blue ink, appearing to read "Terry Arnett".

Sarah Bracken, Headteacher. Date October 2021

A handwritten signature in black ink, appearing to read "S. Bracken".