

# Early Help Policy



Date: July 2024  
Review Frequency: Annually  
Next Review: July 2025

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 ○ Deputy Designated Safeguarding Lead (DDSL) – Mrs Lowe.

The DSL and DDSL 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 school's 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 member 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/carer's 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:

Low parenting skills

Substance/alcohol abuse

Domestic abuse

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

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

Date of Next Review: July 2025



Rachel Crow, Chair of Governor.

Date September 2024



Sarah Bracken, Headteacher. Date September 2024