



## Early Help Policy & Procedures

We recognise that Brockwell Junior School plays a significant part in supporting families and preventing harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection. Identifying the need for early help and working with parents to act early will improve the lives of children, young people and families now and in the future.

The school community will therefore:

- Ensure and maintain an ethos where children feel secure and are encouraged to talk and are always listened to – 'Safe, Smile, Succeed'
- Ensure that all children know there are adults in the school whom they can approach if they are worried or in difficulty
- Include in the curriculum opportunities for Personal, Social, Health and Economic (PSHE) classes, which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.
- Work with parents and children to help improve lived experiences if/when required.



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## **Pastoral Support in School**

When needs are identified and centre on the individual child, school can support in a range of ways. These include:

- Meet & Greet
- Safe Spaces
- Time with pastoral staff
- Mentors
- Time Out or access to nurture such as The Sett at lunchtimes
- Emotional Literacy Support (ELSA)
- 'Confident Me'

## **Family Support Worker**

We have a designated Family Support Worker through P4YP (Positive for Young People) who – with consent from parents and carers - we may refer to for further support on a wide range of issues. P4YP's support covers a wide range of areas such as child anxiety, self-esteem, bereavement, relationships, parenting support and attendance – and many more. Our Family Support Worker will visit parents and carers at home and complete an Early Help Assessment.

## **Early Help Framework (EHF)**

The Early Help Framework (EHF) aims to help identify the need for other services, including health, social services, police, behavioural and Educational Psychologists. Our school recognises the importance of effectively using the Early Help Framework to access support for children and their families and we recognise that every person whose role involve working with children and young people needs to be prepared and able to recognise the need for support. Our school has an important role to play and are well placed to offer Early Help to support



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families. We aim to use the Early Help Framework to identify and provide the appropriate support for individual children/families to help early identification.

We use the Early Help Framework when:

- There is a concern about a child's health, welfare, progress in learning or other aspect of their wellbeing
- A child's needs are unclear, different from the norm and/or broader than the school can address

Using the EHF will help identify the child/family's needs and work with other agencies to help meet those needs. The elements that form the Early Help Framework will include collating and sharing information on the following areas:

- General health
- Physical development
- Speech, language and communication development
- Emotional and social development
- Behaviour development
- Self-esteem, self-image and social presentation
- Family and social relationships
- Self-care skills and independence
- Learning, including: understanding, reasoning and problem-solving, progress and achievement in learning, participation in learning, educational aspirations



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- Basic parental care, including safety and protection
- Emotional warmth and family stability
- Parental guidance, behaviour boundaries and stimulation at home
- Family history, including functioning and wellbeing
- Wider family
- Housing and financial considerations
- Social and community factors

### **Completing the Early Help Assessment**

It may be necessary to complete an Early Help Assessment on a child/family at any time. The decision to carry out the assessment should be taken jointly with the relevant staff and a member of the senior leadership team (SLT) or Safeguarding team, the pupil (where appropriate) and parent/carers.

Where the input of more than one agency is required (a multi-agency response) to support the family's circumstances, a lead early help practitioner within the school should be identified.

The lead Early Help Practitioner will develop an Early Help Record with the family, with consent, as a tool for understanding strengths and needs, establishing goals and record the work undertaken by all practitioners in partnership with the family.



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When appropriate, the lead Early Help Practitioner will also be responsible for drawing all agencies who are named in the Early Help Record into a Team around the Family (TAF). The TAF will work with the family in a coordinated way and will meet with the family to achieve the goals established in the plan.

If the family's needs are more complex, services such as Children's Services may be appropriate and can offer a more targeted and intensive intervention.

Following guidelines:

1. Any concerns will be discussed with the child, parents and other agencies already involved with the child/family.
2. Early Help Practitioner will be involved in the process of completing the assessment with the class teacher, pupil and family. At this stage, actions can be agreed that can be delivered by the teacher and the school. Following receipt of any information raising concern, the Early Help Practitioner/Designated Safeguarding Team will consider what action to take and can seek advice from a number of resources, as required:



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- Early Help Development Team
- Advice Line 01629 535 353
- Team Around Meeting

## Early Help Development Officer –

**Adam Cope**

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### Early Help Advisors - Chesterfield

❖ **Andy Vickers**

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❖ **Jo Ellis**

Mob: 07717 660605      Josephine.ellis@derbyshire.gov.uk

❖ **Lynne Frier**

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### Early Help Advisors – High Peak

❖ **Sara Atherton**

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3. This may mean discussions with all the other agencies involved who may want to use the school as the centre of the 'Team around the Family' (TAF) to deliver on their actions as well. To avoid confusion there will need to be a 'lead professional' who will check the child's progress. This may be a member of the Senior Leadership Team or the Safeguarding Team.

The most likely outcomes of the assessment are:-

- Concerns have been resolved and no further action(s) is required
- Some actions have been agreed and a date has been set for reviewing and monitoring progress
- Some actions have been agreed but further action is required from other agencies and these have been identified



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- If a parent refuses consent in completing an Early Help Assessment we will record the refusal. However, it is possible to override this lack of consent, and where we are concerned about a child's welfare or safety Designated Safeguarding Team will seek immediate advice from the Duty Social Worker from Social Services Triage Team.

## **Appendices**

- 1 [Early Help Record form](#)
- 2 'Team Around the Child' (TAF) consent form
- 3 [Link to Safeguarding Board for protocols and assessment tools including threshold documents](#)