



Early Help Policy

At Greasley Beauvale Primary and Nursery School, the Governors recognise the importance of ensuring equal opportunity for all children and adults. The Governors will continue to ensure that this is an essential element of all school policies and actions.

The right to develop, learn and work in an environment free from discrimination is implicit in our school's ethos and embodied in its Vision.

Our Vision:

At Greasley Beauvale Primary and Nursery School, our vision is for everyone to **reach their true potential, nurture their talents** and foster a personal **love of learning** through a **safe, engaging and challenging curriculum**. **We take notice of each other** and **strive to be healthy and happy in body and mind**. We **champion physical, emotional and mental wellbeing** to **promote the best outcomes for everyone** to **build a healthy future together**.

At Greasley Beauvale Primary School, you are "Learning for Life" to "Paint Your Own Rainbow"

This latest update of this policy was approved in May 2024 by the Full Governing Body.

Date of next review: May 2026

Signed: _____ (Chair) Date: _____

Nominated SLT member responsible for policy: Lisa Clarke
Nominated Governor responsible for monitoring this policy: Ali Budd

Early Help Policy

Introduction:

Greasley Beauvale Primary and Nursery School fully recognises the contribution it can make to safeguard children and support children and families in school. Children's welfare, wellbeing and mental health is of paramount importance. Through the school's vision, aims and values it supports children and their families, fostering professional, honest, open, caring and supportive relationships. It is important that all school staff provide the same protective and supportive role for the children and feedback any early concerns they may have. To support this, the school has adopted an 'Early Help' process, which all staff adhere to.

Nottinghamshire has adopted Professor Munro's definition of Early Help, meaning "help provided early in the life of a child and early in the emergence of a problem". As detailed in the Nottinghamshire Early Help strategy, Early Help services function as part of a complex system of universal, targeted and specialist services which works together with families and networks.

Policy Aims:

- To ensure all adults use the school systems to report any concerns in a timely manner
- To ensure children and families in need of Early Help are swiftly identified
- To ensure children and families in need of Early Help are supported at each stage of the process
- To ensure the emotional and social needs of children in need of Early Help are met
- To ensure that school systems are in place for the timely implementation and monitoring of interventions for children and families
- To ensure that all adults are aware of named children in their class that are in receipt or need of Early Help and consider this when planning for and teaching their class
- To ensure that key personnel in school are all part of a cohesive Early Help process.

Key Personnel in School:

Name	Role	Detail
Michelle Bates	Head Teacher	Designated Safeguarding Lead (DSL) Trained Mental Health First Aider.
Rachel Bailey	Deputy Head Teacher	Deputy Safeguarding Lead
Lisa Clarke	Assistant Head Teacher	Deputy Safeguarding Lead, Early Help and PP lead.
Taryn Manson	Assistant Head Teacher SENDCo	Deputy Safeguarding Lead and Early Help support. LAC named officer. Strategic lead for school SEND.
Pam Barrowcliffe	Senior Leader	Behaviour, anti-bullying and child on child abuse lead.
Sarah Parnell	Teacher	Behaviour and anti-bullying team member.
Emily Clarke	Mental Health & wellbeing Lead	Mental health and wellbeing lead. Nurture provision lead. Trained Mental Health First Aider.
Helen Timson, Mandy Blackbourn, Caroline Lowe.	Specialist Teaching Assistants	ELSA and nurture team. Delivering and monitoring ELSA and nurture interventions, supported by the mental health and wellbeing lead.
Tracy Salisbury	Attendance Lead	School attendance lead. ATTEND trained. Early Help support.
Ali Budd	Governor	Designated link governor for safeguarding and mental health and wellbeing.

Kev Ross	Governor	Designated link governor for behaviour, anti-bullying and child on child abuse.
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Process Overview:

'Early Help' fits within and should be read in conjunction with the Child Protection and Safeguarding Policy. The Nottinghamshire Early Help Strategy (2021- 2025) and Multi-Agency Thresholds Guidance for Nottinghamshire Children's Services, 'Pathway to Provision' provides the scaffolding for the 'Early Help' offer and process.

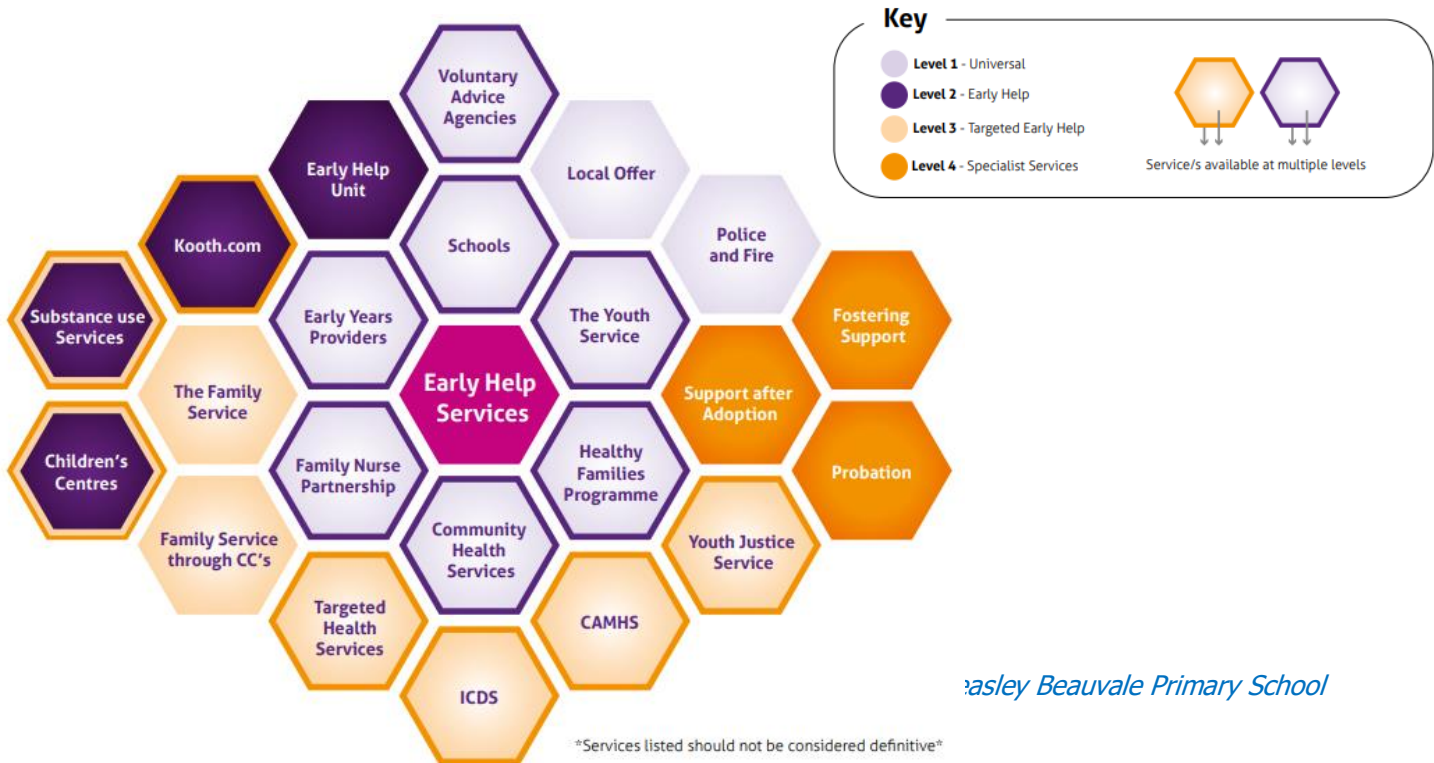
The 'Pathway to Provision' document supports practitioners to identify an individual child's and/or family's level of need and to enable the most appropriate referrals to access provision. Using the assessment framework provides a way to gather and analyse relevant information within three domains:

- The developmental needs of the child
- The parental capacity (or caregiver capacity) to meet the child's needs
- The impact of the wider family and environmental factors on both parenting capacity and the child's development.

The agreed multi-agency thresholds are set out in four levels of need that are:

- Universal (Level 1) – Children and young people who are achieving expected outcomes and have their needs met within universal service provision without any additional support.
- Early Help (Level 2) – Children and young people where some concerns are emerging and who will require additional support usually from professionals already involved with them.
- Targeted Early Help (Level 3) – Children and young people who are causing significant concern over an extended period or where concerns recur frequently.
- Specialist (Level 4) – Children and young people who are very vulnerable and where interventions from Children's Social Care are required.

A Visual Representation of Early Help Provision in Nottinghamshire:



School Provision for Early Help:

Assessment should be continuous and approaches adapted in response to individual and family needs. The following list details some of the approaches used in school, but they are not listed in progression of use and at times may not be limited to. The strategies selected are chosen as is felt best to meet the needs identified. However, most commonly in-school support and provision are offered prior to external referrals or requests, as a graduated response (see school process details).

- Close monitoring of behaviour & safeguarding concerns through CPOMS
- Completion of an initial concern form with 6-8 weekly review periods
- Targeted discussions around support for children & families through inclusion meetings
- Timely referral and ongoing liaison with external Early Help providers and wider services
- including the completion of Early Help Assessment Forms and Getting to Know Me forms
- Mental health and Wellbeing learning through reflective school curriculum
- Regular teacher and parent communication via the Weduc system
- School staff available before and after school for informal catch ups with parents
- Thorough transition for all children between year groups and to and from school (YN or YR, Y6 and newcomers) with additional support where needed
- Class sociograms to assess class dynamics and inform teacher planning as needed
- Parental Engagement – including ATTEND and structured conversations where appropriate
- 1:1 time with allocated teaching assistant for children and/or parents
- 1:1 time with allocated SLT member for children and/or parents
- 1:1 time with mental health first aider for children and/or parents
- 1:1 time allocated with a behaviour champion for children as needed
- Anxiety interventions from CAMHS run in school by teaching assistants
- ELSA sessions available through trained teaching assistant
- Nurture sessions – provision offered in small groups in our Rainbow Den
- Therapy dog sessions – offered weekly through an external provider.

External Referrals and Collaborations

- Multi agency meetings to ensure joined up approach across services
- Referral to family SENDCo
- Referral to Schools and Families Specialist Services (SFSS)
- Referral to the Healthy Families Team
- Referral to Small Steps for ASD support for children and families
- Referral to Child and Adolescent Mental Health Services (CAMHS)
- Referral to the School Behaviour Partnership Team (SBAP)
- Referral to One Plus One support for parental conflict
- Referral to the Children's Bereavement Centre
- Initial referral to Early Help through the Early Help Assessment Framework (EHAF) (Level 2)
- Further or initial referral to Early Help Targeted Support (Level 3)
- Referral to Specialist Services (Level 4)
- Referral to Multi Agency Safeguarding Hub (MASH)
- Referral to school allocated Speech Therapist
- Additional self-referral information available to parents and carers through the school website.

School Process:

Assessing the needs of a child and their family is a systematic and purposeful approach at Greasley Beauvale Primary and Nursery School:

Stage 1 Staff will log concerns or incidents on the school CPOMS system for any behaviour, which is recognised as 'out of character' or unacceptable. This will also include changes to patterns of behaviour. All logs will be read and acknowledged by the Senior Leadership Team and logged against the child's name for future reference. Support will be provided at class teacher and or teaching assistant level at this point. Depending on the nature of the behaviours logged, parents may be contacted at this stage. Key personnel in school will continue to monitor and review the needs that have been identified and whether they are being met through the additional provision offered, initially for 1-2 weeks.

Stage 2 After the initial period of logging and monitoring, if not previously contacted, parents/carers must be informed of any early help concerns or needs identified within school. Options for intervention or support in school should also be discussed. An initial concern form can be completed with parents/carers if deemed appropriate to pull together information from school and home and agree next steps. At this point, agreed support can include a referral for additional internal support.

Referrals could be made include, but are not limited to:

- An inclusion team referral
- MHST referral
- SEMH referral (Rainbow Den, therapy dog, meet and greet, ELSA)
- Sensory Checklist request
- SBAP

Key personnel in school will continue to monitor and review the needs that have been identified and whether they are being met through the additional provision offered. This period of monitoring should be around 6 – 8 weeks. At the end of the monitoring period initial concern forms can be reviewed, if previously completed.

Stage 3 If or when internal school support is not able to meet the needs of the child or family, a referral will be made for 'Early Help' from external providers, with parental consent. This referral may run in conjunction with the commencement of the external Early Help process, which begins with the completion of an online Early Help Assessment Form. If thresholds are deemed to be met using the guidance in 'Pathway to Provision'.

Stage 4 Depending on the Early Help referral outcomes, key personnel in school to monitor and support as appropriate whilst external support in place. Multi-agency conversations and meetings will be held to monitor the progress and impact of support and intervention in place from all providers and discuss next steps. Team Around the Family (TAF) meetings may take place at this stage. Upon completion of external support, school to reassess with parents/carer and child(ren) if early help needs have been met or if additional or alternative support is needed.

Stage 5 A referral to the Multi Agency Safeguarding Hub (MASH) will be made if the child is at risk of immediate or significant harm and reaches the threshold at any point.

School Records:

All records relating to Early Help are kept electronically on the school CPOMS system. Records include: logs of concerns or incidents; details of parental conversations and consents related to Early Help; referral details and forms for internal and external supports; conversations and meetings between professions in school and those with external agencies; updates and outcomes of referrals.

To continually improve and develop the school offer for 'Early Help', staff access compulsory and additional optional updates and continuing professional development through staff meetings, staff briefings, externally offered training courses and INSET days across the school year, as appropriate.

Links to School Policies:

- Child Protection and Safeguarding Policy
- Child on Child Abuse Policy
- Behaviour Policy
- Anti-Bullying Policy
- Prevent Policy
- Attendance Policy
- Nurture Group Policy
- SEND Policy and referral journey
- Curriculum Policy

Links to external documents:

- Nottinghamshire Early Help Strategy:
<https://nscp.nottinghamshire.gov.uk/media/cm2h2zdd/nottinghamshireearlyhelpstrategy.pdf>
- Multi-Agency Thresholds Guidance for Nottinghamshire Children's Services, 'Pathway to Provision':
<https://www.nottinghamshire.gov.uk/media/129861/pathwaytoprovisionhandbook.pdf>