



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 and Nursery School, you “Learn. Grow. Succeed.”

This latest update of this policy was updated in July 2026. The Full Governing Body approved it remotely through the National College.

Nominated SLT member responsible for policy: Emily Clarke

Next review date: July 2028

Signed: _____ (Chair) Date: _____

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.

Current Nottinghamshire Early Help Structure (2026):

Nottinghamshire County Council Early Help Services operate through Family Hub Networks, Targeted Early Help Services within Family Support and Safeguarding Teams (FSST), and Early Help Advisors (EHAs).

Family Hub Networks provide universal and early help support for families from conception to age 19, whilst FSST teams provide more intensive support for children and families with entrenched or complex needs.

Early Help Advisors work across all Early Help Services and support practitioners to identify needs, access resources and secure the most appropriate support at the right time.

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) Behaviour team
Rachel Bailey	Deputy Head Teacher	Deputy Safeguarding Lead Behaviour team
Emily Clarke	Senior Leader SEND Co Mental Health and Wellbeing Lead	Strategic lead for school SEND Deputy Safeguarding Lead Early Help Lead Behaviour team Trained Mental Health First Aider
Pam Barrowcliffe	Senior Leader	Behaviour team Anti-bullying and child on child abuse lead
Kelly Neave	Rainbow Den Lead	Specialist SEND TA Lego Therapy

Mandy Blackburn, Carlie Hatton, Emma Pailing, Amy Hine, Aimee Henaghan	Specialist Teaching Assistants	ELSA and Drawing and Talking Meet and Greet Lead, Drawing and Talking and Lego Therapy team Lego Therapy team Lego Therapy team Lego Therapy team
Tracy Salisbury	Attendance Lead	School attendance lead ATTEND trained
Ali Budd	Governor	Designated link governor for safeguarding and mental health and wellbeing.
Penny Wright	Governor	Designated link governor for behaviour.
Louise Robinson	Governor	Designated link governor anti-bullying and child-on-child abuse.

Early Help Advisor (EHA) Support

Greasley Beauvale Primary and Nursery School recognises the valuable role of Nottinghamshire's Early Help Advisors (EHAs).

EHAs provide advice, guidance and professional consultation to practitioners and agencies supporting children and families.

They can:

- Provide advice regarding Early Help services and community resources.
- Support practitioners to understand the extent and impact of a family's needs.
- Assist with identifying the most appropriate service when support pathways are unclear.
- Support professionals leading Early Help processes, including Team Around the Family (TAF) meetings.
- Help create effective links between professionals and services.
- Offer consultation before the completion of a Request for Service or referral.
- Promote a holistic, family-centred approach to support planning.
- Support practitioners to ensure children and families receive the right help at the right time.

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:

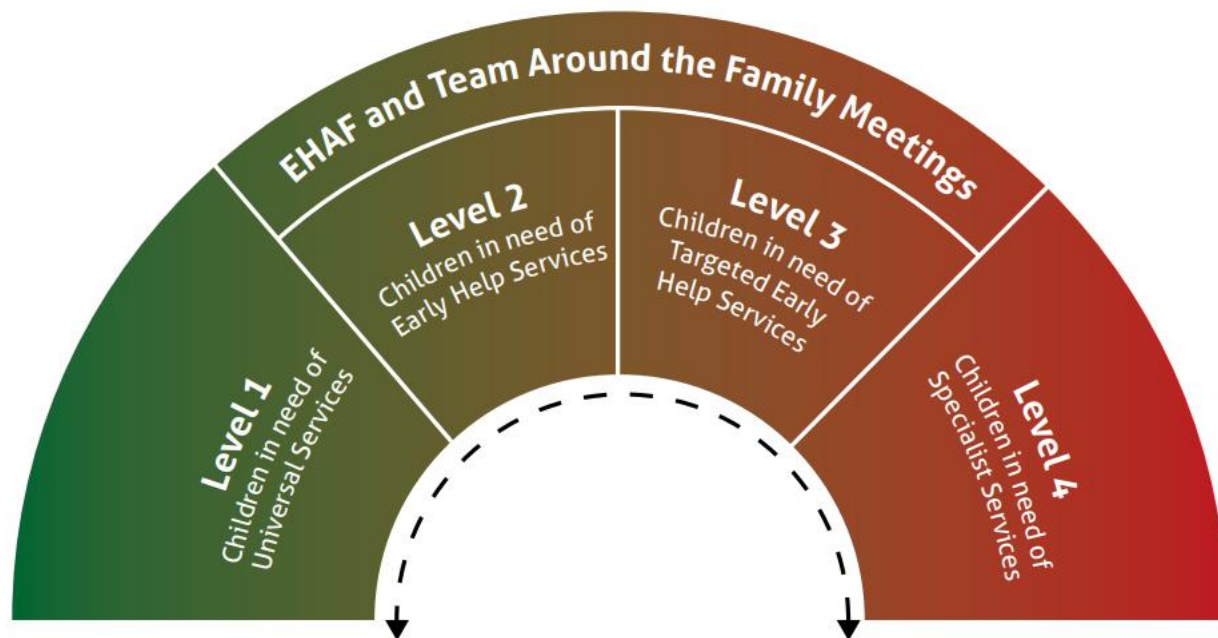
- The developmental needs of the child
- The parental capacity (or caregiver capacity) to meet the child's needs
- The impact of the wider family and environmental factors on both parenting capacity and the child's development.

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 where there are significant concerns 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:

Figure 1: The Nottinghamshire Continuum of Children and Young People’s Needs



NB. The Nottinghamshire Continuum illustrates the levels of need rather than numbers of children at each Level.

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 internal meetings
- Timely referral and ongoing liaison with external Early Help providers and wider services including the completion of Early Help Assessment Forms and NST referrals
- Mental health and wellbeing learning through reflective school curriculum
- Regular teacher and parent communication
- 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 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
- Interventions and workshops delivered by external professionals such as MHST (Mental Health Support Team)
- ELSA, Drawing and Talking and Lego Therapy sessions available through trained teaching assistants
- Provision in our Rainbow Den for children who meet the criteria (Rainbow Den Policy)

External Referrals and Collaborations

- Multi agency meetings to ensure joined up approach across services
- Referral to Family SENDCo
- Referral to Schools Inclusion Services (SIS)
- Referral to the Healthy Families Team
- Referral to NST for support with investigation of possible neurodiversity
- Referral to Mental Health Support Team (MHST) or 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)
 - Consultation with the Early Help Advisor prior to referral where additional guidance or pathway clarification is required.
 - Referral to Family Hub Network Services for universal and early intervention support.
 - Attendance and participation in Team Around the Family (TAF) meetings where appropriate.
 - Engagement in multi-agency planning and review processes to monitor outcomes for children and families.
- Further or initial referral to Early Help Targeted Support (Level 3)
- Referral to Specialist Services (Level 4)
- Referral to Multi Agency Safeguarding Hub (MASH)
- 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:
- MHST referral
 - SEMH referral (ELSA, Drawing and Talking, Lego Therapy, Meet and Greet)
 - 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, school may seek advice from the Early Help Advisor and, where appropriate, complete Nottinghamshire's online Early Help Request for Service form with parental consent. The referral will be informed by the Pathway to Provision guidance and any existing assessments, interventions and professional discussions.
- 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.

Team Around the Family (TAF):

Where multiple agencies are involved, or where coordinated support is required, a Team Around the Family meeting may be established. TAF meetings bring together family members and relevant professionals to agree shared outcomes, identify actions, review progress and ensure support remains coordinated and focused on the family's strengths and needs. Early Help Advisors may provide guidance to practitioners leading this process.

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 professionals 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
- Rainbow Den Policy
- SEND Policy and referral journey
- Curriculum Policy

Early Help Contact Information

Early Help Unit

Telephone: 0115 804 1248

Email: early.help@nottscc.gov.uk

School staff may seek advice from the Early Help Unit and local Early Help Advisors regarding Early Help thresholds, referral pathways and support available to children and families.

Links to external documents:

- Multi-Agency Thresholds Guidance for Nottinghamshire Children's Services, Pathway to Provision: <https://www.nottinghamshire.gov.uk/media/jcgpvuq2/pathway-to-provision.pdf>

Nottinghamshire County Council has advised that the Pathway to Provision is currently under review and an updated digital version is expected during 2026. The school will review procedures and referral practices in line with any future local authority updates.