



“CREATIVITY, RESPONSIBILITY, RESPECT, AND HAPPINESS”

BLUE COAT CE VA PRIMARY SCHOOL

The School’s Offer of Early Help

Policy 2020

Committee responsible for this policy	Full Governing Body
Policy initially approved by FGB	28 th June 2016
Policy reviewed/amended	23 rd May 2017: 15 th May 2018: 21 st May 2019, 19 th May 2020
Policy review term	Annual
Policy due for review	May 2021



Statement of Intent

Early Help is defined as ('Working Together to Safeguard Children', Dfe ~ Mar 2015):

“Providing Early Help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years”

Our Offer of Early Help

At Blue Coat we recognise that Early Help should be offered to support children and their families at the first possible opportunity so as to minimise the chances of problems developing in the future. This support can take many different forms in catering to the diverse needs of pupils and their families. As a result, we do not have any set ‘one way’ of supporting families and will always endeavour to work with families to bring about the best possible outcomes.

In striving to fulfill our offer of Early Help, we **routinely** carry out the following duties as a school:

- Promote staff competence in matters of Child Protection by training all school staff and governors to a Level 3 of ‘Basic Awareness’. In addition, senior leaders are trained to a Multi-agency level needed to become a Designated Safeguarding Leader
- Make referrals to the Children’s Helpdesk where matters of Child Protection present concerns
- Following Data Protection protocols, share information between agencies and settings related to the safety and wellbeing of pupils
- Ongoing staff training and professional development aimed at recognising and supporting pupils requiring early help, e.g. who may have experienced trauma, have special educational needs etc
- Work with Early Help Coordinators (Families First) where an inter-agency approach is required for a pupil/family
- Taking time to listen to children, e.g. through use of ‘time to talk’ box, pupil questionnaires, adults available to talk to children if they have a concern
- Taking time to listen to families when they have concerns or are experiencing difficulties
- Work in conjunction with external agencies (i.e. Advisory Teaching Service) and specialists (i.e. Educational Psychologists, Speech Therapists) to help identify and support the needs of pupils
- Signpost families to external agencies that may offer more specialist support in a given area
- Access to a community social worker
- Promote and implement an effective e-Safety curriculum for all pupils
- Deliver a highly effective Personal Social Health Education (PSHE) curriculum (including Sex & Relationships Education) through weekly lessons aimed at equipping children with key knowledge, skills and understanding needed to lead safe, healthy and happy lives

- Hold regular 'Pupil Progress Meetings' where all issues pertaining to individuals are discussed in a confidential forum of teaching staff and leaders for their attention
- Hold regular 'My Plan Meetings' where all issues pertaining to individuals with Special Education Needs and Disabilities (SEND) are discussed in a confidential forum of teaching staff and parents, led by the school's SENDCo
- Encourage and promote a proactive approach whereby staff raise any concerns with parents/carers at the earliest opportunity (and likewise for parents when addressing concerns with the school)
- Devise and deliver bespoke intervention programmes aimed at supporting individuals' academic, social and emotional development (such as 'calm clubs', social skill development, Cognitive Behaviour Therapy etc)
- Prioritise in-school counselling (with professional counsellors) for those individuals requiring emotional support
- Invite visitors to speak to children about issues related to their personal safety and wellbeing i.e. Police, NSPCC
- Work in conjunction with the school's Education Welfare Officer to monitor attendance and punctuality, working with families to support where required
- Sensitively manage transition arrangements for individuals with particular needs, from pre-school to primary and primary on to secondary
- We identify and maintain a live list of vulnerable pupils. Pupils can be added or removed at any point during their school journey and known vulnerable groups such as FSM, LAC, SEND are added automatically. These pupils are monitored closely, to ensure they are making good progress.

In addition to these, the school has the ability to access a plethora of local and national agencies that can provide specialist support for families. A more definitive list can be found at Glosfamilies Directory (<http://www.glosfamiliesdirectory.org.uk>), but some potential areas that school can work with agencies to offer early help are, for example:

- Bereavement
- Food Bank
- Behaviour and Parenting Support
- Mediation and Marital issues
- Domestic Abuse

Access to Early Help

Families can access early help by contacting a member of the school's Senior Leadership Team. Conversations will be held in confidence and no commitment to agency support will be made without express consent of the person/family making the request.

Cross Referenced:

Cc: Safeguarding Policy; SEND Policy; e-Safety Policy; SRE Policy Attendance Policy; SEND Report