

Holy Trinity C of E Primary School

A church school community aspiring for all to live life to the full.

Offer of Early Help Policy

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Next Review September 2025

Committee Full Governors

Key Contacts

Early Help Coordinator	Mrs Becky Hall
SENDCo	Mrs Becky Hall
Designated Safeguarding Lead (DSL)	David Le Templier
Family Support Worker	Jodie Childs
Deputy Designated Safeguarding Lead (DDSL)	Lynda Britton, Becky Hall, Charlie Horsey

Early Help

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. Early help can also prevent further problems arising; for example, if it is provided as part of a support plan where a child has returned home to their family from care, or in families where there are emerging parental mental health issues or drug and alcohol misuse.

Effective Early help relies upon local organisations and agencies working together to:

- identify children and families who would benefit from early help.
- undertake an assessment of the need for early help.
- provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve the outcomes for the child.

'Early Help' is an umbrella term that describes the work of many agencies engaged with children and families including health services, schools, learning providers, local authorities, voluntary sector, children and family centres, police, housing providers and many others. We are all engaged to a greater or lesser extent in work that seeks to avert a problem developing and preventing difficulties from escalating or the deterioration of circumstances which could adversely affect children, young people and families.

There is a large body of evidence on the impact of adverse childhood experiences (ACEs) on the health and well-being of children and young people that can persist into adulthood. The more adversity a child experiences the more likely it is to impact upon their mental and physical health. This underlines the importance of early help, particularly through developing positive relationships with trusted adults, which has been shown to build resilience and mitigate the impact of ACE's on child and adolescent development. It also stresses the importance of whole-family working in early help in order to understand and address ACEs in adults that may impact on their capacity to care for their children.

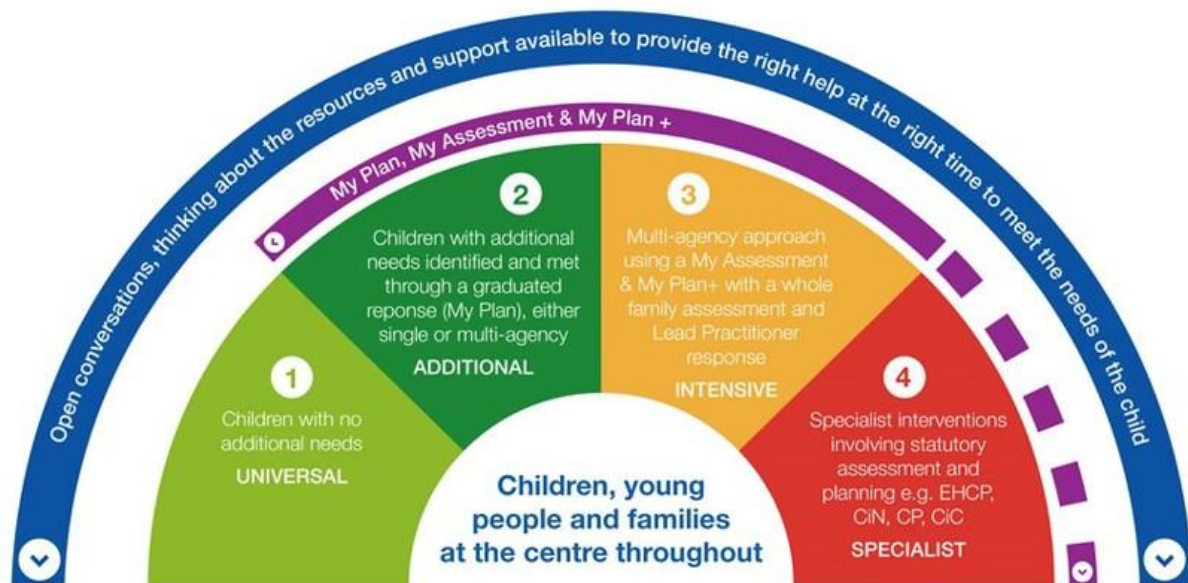
Early help is about focussing on how we can help people to do things for themselves and build on strengths within families. If we can get this right early on, at the right time, we get the opportunity to help people with areas of their life they may be struggling with, which sets people up for a better long-term future. It is also about providing support at any and every stage of a child's life: pre-birth, during pregnancy, childhood and/or early adulthood.

As a school we will follow the Gloucestershire Practice Guidance:

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=328>

And use the Gloucestershire levels of intervention guidance:

<https://www.gloucestershire.gov.uk/education-and-learning/graduated-pathway-practice-guidance/practitioners/graduated-pathway-flowcharts-and-levels-of-intervention/gscp-levels-of-intervention/>



Any child may benefit from early help, however; we are particularly vigilant to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need
- is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from care or from home
- is at risk of modern slavery, trafficking, sexual or criminal exploitation
- is at risk of being radicalised or exploited
- has a family member in prison, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- has returned home to their family from care
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage
- is a privately fostered child, or
- is persistently absent from education, including persistent absences for part of the school day.

All staff will identify the need for prevention and early intervention and offer the 'Right help at the right time' by using some of the following examples of early help:

- Having an approachable open-door policy for all parents/carers and children
- Pupil Progress meetings

- Available supervision/consultation with Designated Safeguarding Lead/Deputy Designated Safeguarding Lead
- Family support work
- SENDCo support; My Plan reviews, My Plan + reviews, Annual reviews
- Support for pupils who are Pupil Premium
- Meeting with Family Welfare Officer/Designated Safeguarding Lead
- My Plan + assessments
- Team Around the Child/family meetings
- Signpost families to services e.g. Family Lives
- Referrals made to relevant agencies e.g. Paediatrician, CYPS, School Nurse, Young Carers, Winston's Wish, Youth Support, Greensquare
- Referral to Families First plus team if relevant in order to support the family through Triple P Parenting group or Family Support Work
- Referral/advice from Community Social Worker (involve CSW in any relevant meetings)
- Support/ give information on Gloucestershire Family Information Service
- Strong links and liaison with other agencies e.g. Children Centres, preschools, Police, housing, health visitors
- Good liaison with previous setting when a child transfers to Willow Primary Academy and The Piper Centre
- Behaviour support Plan in place

Early Help Overview of Services

Early Help is about providing support to potentially vulnerable children, young people and their families as soon as problems begin to emerge, or when there is a strong likelihood that problems will start in the future. It is also about providing support at any and every stage of a child's life: pre-birth, during pregnancy, childhood or adolescence.



Further information can be found at: <https://www.gloucestershire.gov.uk/health-and-social-care/children-young-people-and-families/early-help-and-targeted-support/early-help-advice-guidance-and-support/early-help-advice-guidance-and-support/>

Record-keeping

Early Help is flagged and recorded on a secure communications system called CPOMS.

CPOMS is the market leading software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Working alongside a school's existing safeguarding processes, **CPOMS** is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs, domestic issues and much more. Using **CPOMS**, schools can ensure that students are safe and fully supported, whilst school staff can focus on teaching and providing support, instead of administration.

Every member of staff across school has an obligation to report any concerns which they may have. **CPOMS** allows them to record information in a central repository and have relevant people alerted immediately. Senior leaders are able to build a chronology around a student and can produce reports on vulnerable pupil groups for **Case Conference Meetings, Governors** and **Ofsted**

CPOMS Systems Limited (CPOMS) is committed to maintaining compliance with all relevant EU and Member State laws in respect of personal data, and the protection of the rights and freedoms of individuals whose information we collect and process in accordance with the General Data Protection Regulation (GDPR).

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:

Indicator	Indicator	Indicator	Indicator
Low Parenting Skills Substance/Alcohol Abuse Domestic Abuse Child Mental Health Bereavement Child Unaware of Danger and How to Keep Themselves Safe 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	Transport Special Educational Needs (refer to Local and School offer) Disability of an Adult Child Unaware of How to Keep Themselves Safe Online 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	Acute 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 District/County Council Food Bank School Staff LA SEN Team Landlords Young Carers Citizens Advice Bureau Job Centre Traveller Support Services Interpreter Education Performance and Inclusion Team (EPIT) Children's Centre Communication with Previous Settings	Families First + Team School Safeguarding Team Social Care (Initial/Core Assessment) Parenting Courses (Webster Stratton, Triple P, Paediatrician Counselling Play Therapy Art Therapy 1:1 Therapy from Specialist Therapists Children and Young People's Services (CYPS) Education Performance and Inclusion Team (EPIT) Physiotherapist Green Square Keep Safe Work Occupational Therapist	Social Care - Child Protection (CP), Child in Need (CIN) School Safeguarding Team Social Worker Police - Police Protection Order (PPO) Courts - Care Proceedings Counselling

Examples of sources of support and links that Holy Trinity staff and families may use are (please note this is not extensive):

Provision	Details
<u>Advisory Teaching Service</u>	<p>help children and young people participate and achieve in all aspects of life:</p> <ul style="list-style-type: none"> • by developing the skills of the individual and those of their families, schools and settings • through collaborative working in which the voice of the child is paramount <p>https://www.gloucestershire.gov.uk/schoolsnet/your-pupils/special-educational-needs-and-disabilities-send/send-support-services/advisory-teaching-service/</p>
<u>Bereavement</u>	Winstons Wish, Cruise
<u>Children in Care</u>	<p>Virtual School</p> <p>Designated Teacher: Mrs Becky Hall</p>
<u>Children Missing Education</u>	Education Performance and Inclusion Team. All unauthorized absence over 10 days is reported to the Local Authority unless the child is in care or on a child protection plan then the absence is reported after 2 days. All staff are aware of the Child Missing Education protocol.
<u>Children of Offenders</u>	NICCO: https://www.nicco.org.uk/
<u>Child Sexual Exploitation</u>	<p>Gloucestershire Healthy Living and Learning (GHLL), Nigel Hatton, NSPCC – Pants Rule</p> <p>By using GHLL and NSPCC resources we provide children with information on healthy relationships.</p> <p>Screening tool available on the GSCP website https://www.gloucestershire.gov.uk/gscp/professional-resources/child-criminal-and-sexual-exploitation/</p>
<u>Domestic Abuse</u>	<p>Gloucestershire, Domestic Abuse Support Service (GDASS), Your Future, Crush, ISIS Women's Centre https://www.gov.uk/domestic-violence-and-abuse</p> <p>Children and young people are often the forgotten victims of domestic violence/abuse. They may suffer direct physical, sexual or emotional abuse, or the abusive impact of witnessing or being aware of abuse to their mother or father.</p>
<u>Educational Psychologist</u>	Holy Trinity CofE Primary School can access support from an Educational Psychologist where appropriate.

<p><u>Female Genital Mutilation (FGM)</u></p>	<p>https://www.gov.uk/government/publications/female-genital-mutilation-multi-agency-practiceguidelines</p> <p>Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. DSL has completed the Home Office Training</p>
<p><u>Financial Hardship</u></p>	<p>Gloucestershire Welfare Support Scheme: https://www.gloucestershire.gov.uk/health-and-social-care/gloucestershire-welfare-support-scheme/</p> <p>Trinity Cheltenham Money Matters: https://trinitycheltenham.com/money-matters</p>
<p><u>Forced Marriage (FM)</u></p>	<p>https://www.gov.uk/guidance/forced-marriage</p>
<p><u>Gender-based violence/ violence against women and girls [VAWG]</u></p>	<p>https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk</p>
<p><u>Glos Families Directory</u></p>	<p>Families and professionals can be signposted to lots of support services through the Gloucestershire County</p> <p>http://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/family.page?familychannel=2</p>
<p><u>Honour Based Violence (HBV):</u></p>	<p>Honour based violence is a crime or incident, which has or may have been committed to protect or defend the honour of the family and /or community.</p>
<p><u>Housing Issues</u></p>	<p>Cheltenham Borough Homes: https://www.cbh.org/services/help-support/housing-homelessness-advice/</p>
<p><u>The Key</u></p>	<p>The Gloucestershire Disabled and young peoples register and information service</p> <p>https://www.glofamiliedirectory.org.uk/kb5/gloucs/glofamilies/dcrform.page</p>
<p><u>Mental health</u></p>	<p>Children and Young People's Service (CYPS), Adult Mental Health Services, Teens in Crisis Counselling</p> <p>https://www.gov.uk/government/publications/the-mental-health-strategy-for-england</p>

	A member of staff has attended Mental Health First Aid Training
<u>Private fostering</u>	https://www.gov.uk/government/publications/children-act-1989-private-fostering
<u>Radicalization</u>	https://www.gov.uk/government/publications/channel-guidance Staff have undertaken an e-learning prevent training package. Senior staff are confident how to refer to the Channel Panel.
<u>Relative in Prison</u>	Infobuzz https://www.glofamiliesdirectory.org.uk/kb5/gloucs/glofamilies/service.page?id=ego1bDfz4XM
<u>Sexting</u>	Gloucestershire Healthy Living and Learning (GHLL) https://www.ghll.org.uk/
<u>Substance Misuse</u>	Turning Point, Gloucestershire Healthy Living and Learning (GHLL), Facts 4 Life https://www.turning-point.co.uk/
<u>Suicide Prevention/Se If Harming</u>	Children and Young People's Service (CYPS), Adult Mental Health Services, Teens in Crisis Counselling Schools can access advice through the CYPS Professional Helpline number and is aware of who the schools Primary Mental Health Care worker is. The school is also aware that labels with helplines can be obtained from the GSCB as and when required.
<u>Teenage relationship abuse</u>	Gloucestershire Healthy Living and Learning (GHLL) https://www.ghll.org.uk/
<u>Wraparound Care</u>	Holy Trinity has a Breakfast Club that is offered daily from 8:00am till 8:40am and an After-School Club which is available from 3:20pm till 5:15pm.
<u>Young Carers</u>	Gloucestershire Young Carers.

