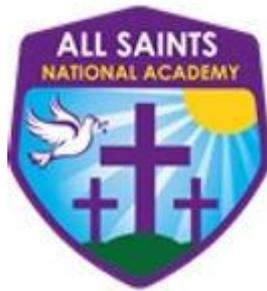


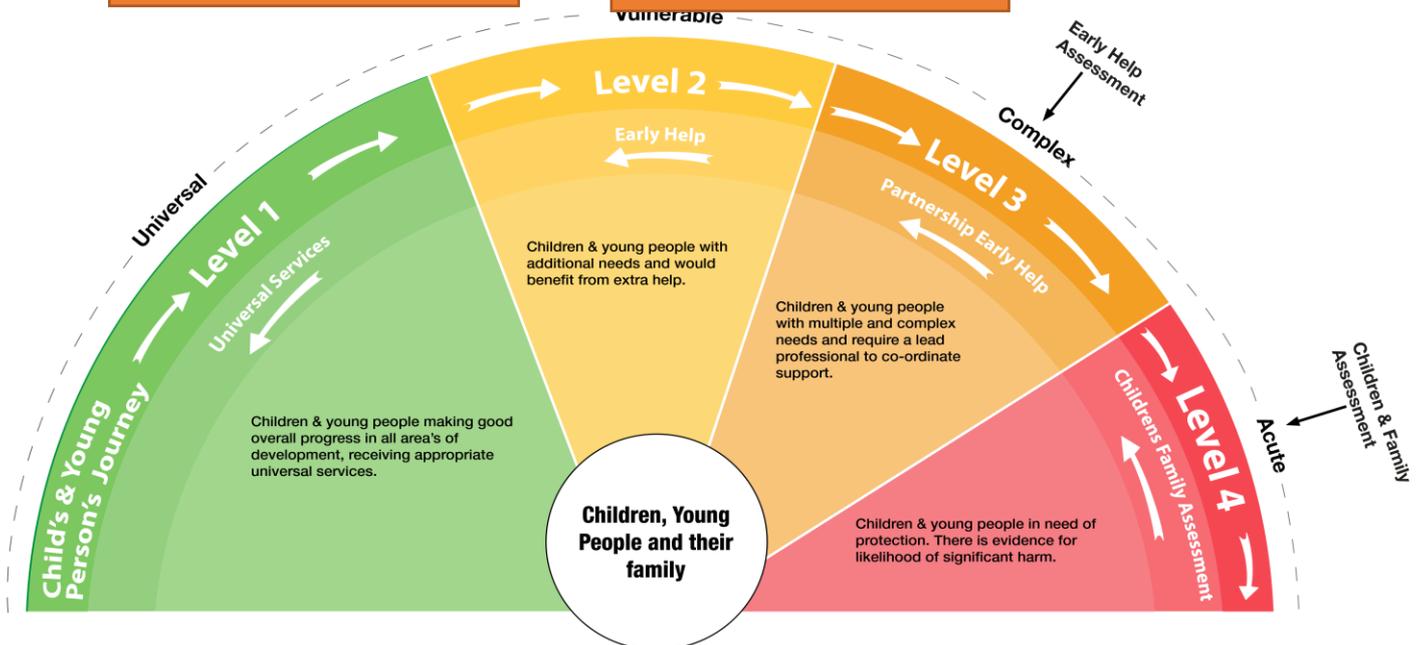
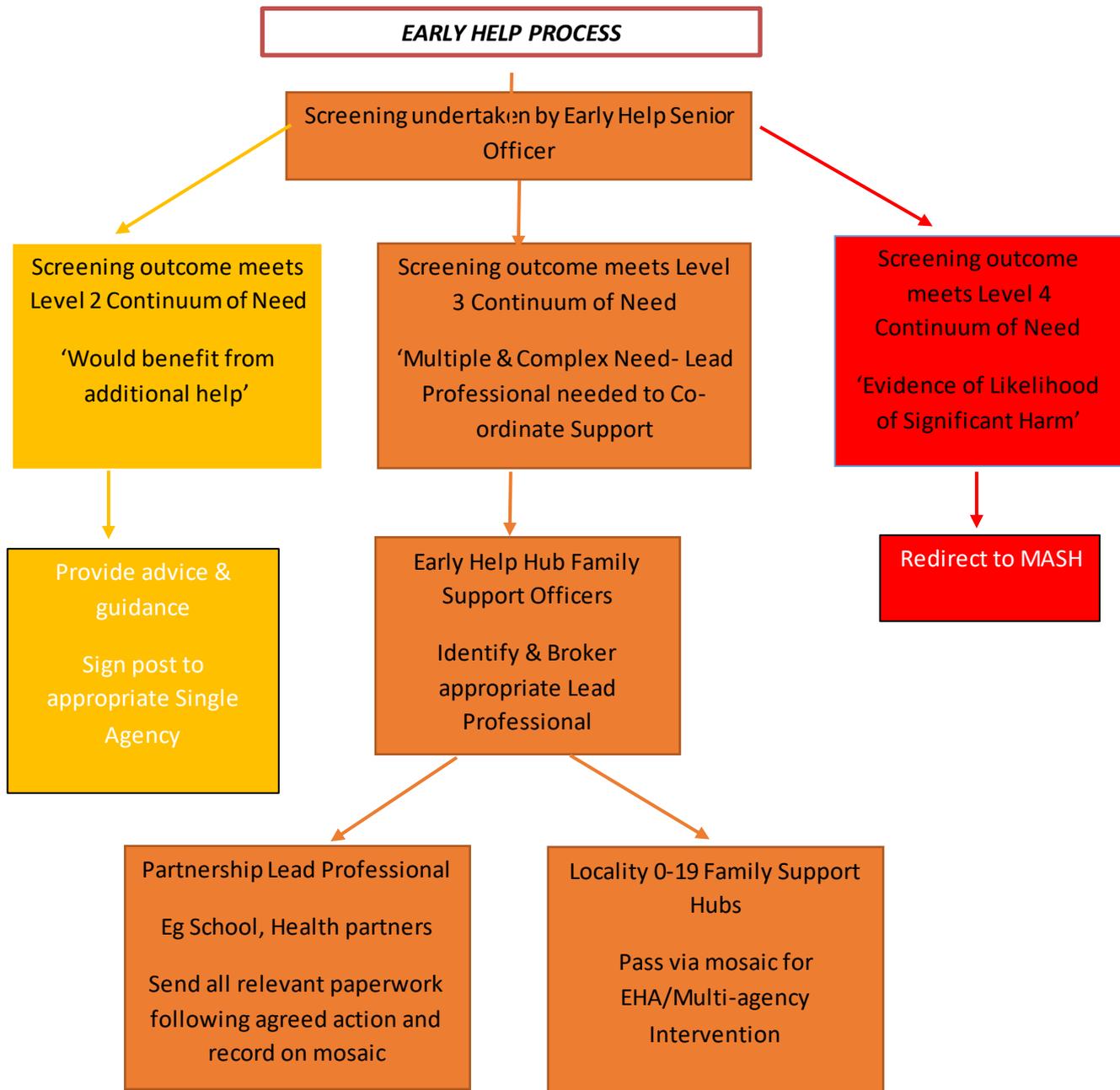
# ALL SAINTS NATIONAL Academy

## Early Help Process - Policy

This policy has been impact assessed by in order to ensure that it does not have an adverse effect on race, gender or disability equality.



<b>Written by</b>	Mr. J. Dean
<b>Ratified by Governors</b>	FEBRUARY 2023
<b>Date for Review</b>	FEBRUARY 2024
<b>Chair of LAC</b>	H. HASTINGS
<b>Principal</b>	J. DEAN



## Early Help

At All Saints National Academy staff are trained in recognising the signs of Child Abuse and Extremism and are committed to and know the benefit of Early Help as a way of supporting families and young people before their needs become acute and Social Care intervention may be necessary.

The school has a range of robust safeguarding procedures in place which puts the safety and protection of children at the heart of any decisions. The school's safeguarding team is made up of the following school personnel:

Designated Safeguarding Lead (DSL) – **Mr J Dean**

Deputy Designated Safeguarding Leads (DDSL) – **Miss. Adamson, Mr. Norton and Mrs. Bagley**

The DSL and all DDSLs complete inter-agency safeguarding training on a two yearly programme. All other school staff complete safeguarding training on a three yearly basis.

## **Reporting Concerns**

If any member of school suspects that a child may be at risk of harm or who has been harmed they will report the incident through the schools email reporting system. The email is received by all members of the safeguarding team. Staff are expected to report a concern as soon as possible through the reporting system. If a member of staff believes that a child is at risk of or has been subjected to significant harm then this must be reported immediately via email and then in person to either the school's DSL or one of the DDSLs.

It is school policy that at least two members of the safeguarding team will be on site at any one time and that one of these must be the DSL or a DDSL. This enables all concerns to be reviewed by at least two members of the team at any one time and an appropriate course of action decided upon.

The primary aim of the school's Early Help systems is to try to intervene early with families before it gets to the stage when a child may be at risk of harm.

## **Involvement of Families**

The school will always involve the family in all Early Help strategies and most will only be put in place with their permission. The school will aim to work with families in a supportive, non-judgemental way so that trust is built up and the best possible outcomes achieved.

There are occasions, however, when the school's safeguarding team or member of school staff may believe that a child may be at immediate risk of significant harm and that by informing the parents/carers of the concern may put the child at further risk. In these cases the school will implement section 47 procedures. This will involve an immediate referral to social care without the parents/carers knowledge.

## Example Points of Contact

<p style="text-align: center;"><b>Universal – All children</b></p> <p>Family Friends School Staff Governors Parent Teacher Association (PTA) Breakfast Club After School Clubs Community Clubs (i.e. sports, arts etc.)</p>	<p style="text-align: center;"><b>Community – child or family need extra support</b></p> <p>Family Support Worker    School Staff Inclusion Manager        LA SEN Team School Safeguarding    LA Transport Team Team                          Churches and Religious School E-Safety Team    Leaders Police Community        Housing Association Support Officers         Landlords (PCSOs)                    Young Carers Police                        Citizens Advice Bureau GP                            Job Centre Health Visitor             Traveller Support Midwife                     Services School Nurse              Interpreter Street Warden             Education Entitlement District Council            and Inclusion Team Change4Life School      Children’s Centre Clubs                        Communication with Forest school              Previous Settings Food Bank</p>
<p style="text-align: center;"><b>Specific – child or family need specialist support</b></p> <p>Targeted Support Team    Keep Safe Work (TST)                        Occupational Therapist School Safeguarding      Winston’s Wish Team                         (SWITCH Programme) Social Care (Initial/Core    Education Psychologist Assessment)                Cruse Bereavement Care Parenting Courses –      The Samaritans Triple P, Families and    Compassionate Friends Schools Together         Domestic Abuse Paediatrician                Support Service Counselling                 Freedom Programme Play Therapy                Drugs and Alcohol Art Therapy                  Support 1:1 Therapy from         NSPCC specialist therapists      Child Online Protection Children and Young      and Exploitation Centre People’s Services         (CEOP) Education Entitlement      Channel Programme and Inclusion Team Physiotherapist Family trust Fund</p>	<p style="text-align: center;"><b>Acute – child or family need high level support to prevent harm</b></p> <p>Social Care – Child Protection (CP), Child in Need (CIN) School Safeguarding Team Social Worker Police – Police Protection Order (PPO) Courts – Care Proceedings Counselling Therapy Channel Programme</p>

### School Indicators for Children or Families That May Require Early Help

The school will always aim to involve children and their families at all stages of Early Help. The only exception to this is when the school believes that by informing the parents/carers of a concern the child would be at risk of significant harm (section 47).

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. 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:

- Low parenting skills;
- Poor diet – obesity, malnourished;
- Low income or poverty;
- Transport;
- Limited community integration;
- Young carer;
- Substance/alcohol abuse;
- Breakdown in family relationships;
- Domestic abuse;
- Breakdown in community relationships;
- Special Educational Needs (refer to local and school offer);
- Child mental health;
- Isolation
- Adult mental health;
- Disability of a child;
- Disability of an adult;
- Bereavement;
- Poor attendance and punctuality;
- Changes in behaviour;
- Poor behaviour and risk of exclusion;
- Child unaware of how to keep themselves safe online;
- Child unaware of danger and how to keep themselves safe;
- Child demonstrates sexualised behaviours;
- Frequent house or school moves;
- Extremist views;
- Involved in anti-social or criminal activity;
- Is associated with gangs;
- Frequently goes missing from care or from home;
- At risk of modern slavery, trafficking or exploitation;
- Has returned home to their family from care;
- Is privately fostered.

### Remember Early Help:

1. Is everyone's business - at first point of contact, all agencies are committed to responding to the needs of families whether that need falls within their immediate area of expertise or not;
2. Is about empowerment - families are central to defining and addressing the problems they face and are equal partners in the process. The voice of the child will be sought at all stages with appropriate respect for age, development stage and levels of understanding;
3. Is about intervention at the earliest stage of identification and is inclusive for children and families of all ages from birth onwards.

All referrals to be on school's form and passed on to the DSL team. Family Support Worker will process them and make a decision as to the appropriate route to take.