



## **Early Help Policy 1.14**

### **Policy statement**

The primary aim of the Great Holm Pre-School's Early Help system is to know the benefit of Early Help as a way of supporting families and young children before their needs become acute and Social Care or other interventions may be necessary.

*Great Holm Pre-School has robust safeguarding procedures in place which puts the safety of and protection of our children and families at the heart of any decisions. The Pre-school's safeguarding team consists of the Designated Lead **Victoria Farrell** Deputy Manager and Deputy Designated Lead **Jessica Fuller**.*

*All staff at Great Holm Pre-School complete safeguarding training every three years and refresh their safeguarding knowledge annually.*

### **What do we mean by Early Help?**

Early Help means taking action to support a child, young person or their family early in the life of a problem, as soon as it emerges. It can be required at any stage in a child's life from pre-birth to adulthood and applies to any problem or need that the family cannot deal with or meet on their own. It also applies to all children and young people, with any form of need, disability or concern.

Early Help requires that agencies should work together as soon as a problem emerges or a need is identified to ensure the child gets the right response, and the right services, from the right people at the right time. Our aim is to identify need early and avoid a problem escalating or the need increasing.

Early Help is provided to prevent or reduce the need for specialist interventions unless they are absolutely the correct response to meet the need and resolve the problem.

Early Help can be provided in the most complex of circumstances as well as the simplest. Early help means responding promptly if a child is at immediate risk of harm (or has other significant or complex needs) as much as it means responding to a need which only requires advice or guidance.

### **Procedures**

#### **Involvement of Families and Reporting concerns**

If any member of staff suspects that a child may be at risk of harm, they will report the incident following the

procedures of Safeguarding Children Policy 1.2.

If a member of staff believes that a child is at risk or has been subjected to significant harm, then this must be reported straight away to the DSL or the DDSL.

Our primary aim of Great Holm Pre-school's Early Help Policy is to try and intervene early with families before it gets to the stage when a child may be at risk of harm.

The Pre-school will always involve the family in all Early Help strategies and most will only be put in place with their permission. The Pre-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 Pre-school's safeguarding team or member of 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 Pre-School will implement section 47 procedures. This will involve an immediate referral to social care without the parents/carers knowledge.

Pre-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. Great Holm Pre-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	Poor Diet - Obesity, Malnourished	Low Income or Poverty	Limited Community Integration
Substance/Alcohol Abuse	Young Carer	Breakdown in family relationships	Transport
Domestic Abuse	Breakdown in community relationships	Isolation	Special Educational Needs (refer to Local and School offer)
Child Mental Health	Adult Mental Health	Disability of a Child	Disability of an Adult
Bereavement	Changes in Behaviour and Risk of Exclusion	Poor Attendance and Punctuality	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	Cleanliness and Hygiene
Extremist views			

### Example Early Help Points of Contact

The Pre-school has divided its Early Help strategies into 4 areas:

1. Universal Support is for all and is what all children and families would normally receive,
2. Community Support is for a child or family who may need some extra support,
3. Specific Support is for children and families who need specialist support
4. Acute is where a child or their family need a high level of support to prevent harm.

Universal Support	Community Support	Specific Support	Acute
Family	Family Support Worker	Social Care (Initial/Core Assessment)	
Friends	Inclusion Manager	Parenting Courses (Webster Stratton, Triple P, Families and Schools Together (FAST))	
School Staff	Pre-School Safeguarding Team	Paediatrician	
Governors	Police Community Support Officers (PCSOs)	Counselling	
Parent Teacher Association	Police	1:1 Therapy from Specialist Therapists	
Breakfast Club	GP	Children and Young People's Services (CYPS)	
After School Clubs	Health Visitor	Education, Entitlement and Inclusion Team (EEI)	Social Care - Child Protection (CP), Child in Need (CIN)
Community Clubs (i.e. sports, arts etc.)	Midwife	Physiotherapist	
	School Nurse	Occupational Therapist	Pre-School Safeguarding Team
	Street Warden	Winston's Wish (SWITCH Programme)	Social Worker
	District/County Council	Educational Psychologist	Police - Police Protection Order (PPO)
	Change4Life School Clubs	Bereavement Care	Courts - Care Proceedings
	Food Bank	The Samaritans	Counselling
	Churches and Religious Leaders	Compassionate Friends	
	Housing Association -	Independence Trust	
	Landlords	NSPCC	
	Young Carers	Child Online Protections and Exploitation Centre (CEOP)	
	Citizens Advice Bureau	Channel Programme	
	Job Centre		
	Traveller Support Services		
	Army Support Services		
	Interpreter		
	Education Entitlement and Inclusion Team (EEI)		
	Children's Centre		
	Communication with		

## Legal framework

### *Primary legislation*

- Children Act 1989
- Protection of Children Act (1999)
- The Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- Childcare Act 2006

### *Secondary legislation*

- Sexual Offences Act (2003)
- Criminal Justice and Court Services Act (2000)
- Equality Act (2010)
- Data Protection Act (1998)
- Childcare (Disqualification) Regulations (2009)
- Children and Families Act (2014)
- Serious Crime Act (2015)

## Further guidance

- Working Together to Safeguard Children 2018
- What to do if you're Worried a Child is Being Abused
- Framework for the Assessment of Children in Need and their Families
- The Common Assessment Framework for Children and Young People: A Guide for Practitioners
- Statutory guidance on making arrangements to safeguard and promote the welfare of children under section 11 of the Children Act 2004
- Hidden Harm – Responding to the Needs of Children of Problem Drug Users
- Information Sharing: Guidance for Practitioners providing Safeguarding Services
- Disclosure and Barring Service: [www.gov.uk/disclosure-barring-service-check](http://www.gov.uk/disclosure-barring-service-check)
- Revised Prevent Duty Guidance for England and Wales  
Inspecting Safeguarding in Early Years, Education and Skills Settings.