

SCARCLIFFE PRIMARY SCHOOL

Early Help Offer

September 2025



Contact Details:

Hannah Brocklesby (Co-headteacher)

Jack Horton (Co-headteacher)

headteacher@scarcliffe.org.uk

Telephone: 01246 823324

We have approximately 90 pupils on roll in our primary school. All members of staff recognise their role in safeguarding. We work together to provide Early Help and services to support families.

Approved: _____

Signed: _____

Next Review Point (3 Years): _____

Contents:

1. Introduction.
2. Early Help.
3. Recording, Reporting and Referral.
4. Early Help Interventions.
5. Beyond Early Help.
6. Quality Assurance.

1. Introduction

Scarcliffe Primary School works to provide Early Help to families in the school community. In April 2019 we employed a Pastoral Officer from P4YP to support us to deliver Early Help to our families in both the home and the school setting. We use trained staff within our setting to run programmes to support children as part of our Early Help offer. We have staff in school who have received training for Anxiety Gremlins, Anger Gremlins, Positive Play and Mental Health.

As part of our Early Help offer, the school uses a range of external services who provide specialist support for children suffering from a range of issues affecting their well-being. These external providers include: Educational psychologists, The Changing Lives Team, social care workers, the school nurse team, inclusion officers and CAMHS community officer.

Early help services aim to both provide advice and/or intervene where there is evidence of emerging needs with the objective of preventing escalation to higher level services.

This handbook is our school offer outlining the services available under the early help umbrella and also the key processes associated with this.

We have a range of mechanisms in school to help identify concerns early. These include: Bubble Time in all classes (a system in which children can request 1:1 discussions with a member of staff), a Worry Box in upper and lower school which is monitored weekly by trained Y6 pupils who are anti-bullying ambassadors and by having a culture of vigilance and care.

2. Early Help.

Our primary aim is to identify needs early and to make sure that appropriate support is put into place. ALL staff recognise their role in ensuring safeguarding practices to ALL children at ALL times.

We believe that information sharing and timely effective support can ensure that ALL children and families get a good start in life.

Families need support from a wide range of agencies. We recognise that other agencies will be able to support families based on their specialised work. Therefore, our role is often to signpost families to the resources that will best support their needs. We often use the directory of local services and The Hub of Hope as key resources to signpost people to.

How will we know when Early Help is needed?

Staff have daily contact with children and their families throughout term time. All staff recognise their role in identifying needs of vulnerable children and their families need for early help.

Staff are clear that acting on hearsay is not appropriate. All staff will advise 'concerned others' to report their safeguarding concerns to Starting Point. However, all reports of concern are logged on the school reporting system (CPOMS). Access to this information is available to all staff as is needed. The Designated Safeguarding Lead (headteacher), supported by the Deputy DSL, monitor the entries logged.

Where appropriate the Pastoral Officer or HeadTeacher will assess the needs of a family and this may identify that an early help assessment is required. This may also include visiting families in their homes.

The Head Teacher monitors attendance in school. We are active in our role to ensure that families recognise the importance of their children attending school regularly. Key pupils receive a

first-day phone call when their child is off school to check on the child's well-being. Where attendance continues to be a problem, meetings are scheduled and held and needs are discussed. At this stage, we might decide the most appropriate pathway is to arrange for our pastoral officer to work with the child/family.

3. Recording, Reporting and Referrals

The Head teacher (DSL) has case management responsibility. They identify needs based on the safeguarding thresholds e.g. low level, emerging, complex/serious (Section 17) or Child Protection concerns (Section 47). The Derby and Derbyshire Threshold document is used to support their judgement about the current level of need.

Where low/emerging needs are identified, the appropriate actions will be put in to place – whether this involves signposting parents/carers to support, providing support within school or by referring to external partners – such as Changing Lives or P4YP. Where a referral to an external agency is needed to support low-level concerns, permission will be sought from parents / carers. If appropriate, a Starting Point Request for Support Form will be completed online.

Concerns and chronologies are closely monitored – identifying patterns/ frequency of concerns and the actions that have been taken - by DSL.

If a vulnerable child moves school, we will ensure that information is shared with the receiving school. Depending on the level of safeguarding need it may be appropriate to hold a meeting, have a telephone conversation or as a minimum send the child's file.

When a child moves in to our school, the DSL will contact the head teacher from the previous setting to obtain any safeguarding history or concerns. Arrangements will be made for the collection of paperwork where necessary.

Where there has been no improvement to the welfare of the child, and there are escalating concerns around the safety and wellbeing of a child, the DSL will consider completing an Early Help Assessment to submit to Starting Point through a referral. The Pastoral Officer and the DSL meet regularly to discuss the children and families and the progress that is being made with them.

Where there are immediate Safeguarding concerns it will be taken to Starting Point, the county's single point access for safeguarding referrals, following consultation with the Designated Safeguarding Leads in School. Following an initial telephone conversation, a Starting Point Request for Support Form will be completed online when required.

4. Early Help Interventions.

At Scarcliffe Primary School we have a Pastoral Officer who works in school every week, who provides support for children and families. Parents can meet by appointment, though for brief queries the Pastoral Officer can be contacted by key families via telephone each day. During term time the Pastoral Officer may work directly with children on an individual basis, or may request that our trained Teaching Assistants offer specific support.

Based on the needs of each family, the Pastoral Officer coordinates the support of the appropriate services. An initial support plan is devised, alongside school staff and the family to agree what intervention is most appropriate. Where appropriate TAF (team around the family) meetings are arranged to monitor the work of all the agencies involved. The Early Help Assessment Tools,

including the safety and wellbeing grid are used to assess progress and achievements made by the families and professionals supporting them.

Joint working arrangements with partner agencies, such as school health, the local MAT team and CAMHS, are already in place and information is shared through meetings, email and telephone communications. As a family's needs arise further links to agencies will be established and maintained. Clear lines of communication are essential to support long term improvements for families. The Derbyshire Children's Services - Early Help Offer Guide to Children & Family Services – provides a directory of support that families will either be signposted to, referred to, or engaged with on behalf of the families we support.

Three of our Teaching Assistants are trained to offer Positive Play in school and support children through this intervention. Two teaching assistants are also trained in Anxiety Gremlins (a cognitive behaviour therapy programmes). The children's needs for these programmes are assessed by staff using our vulnerable pupil tracker. Boxhall profile scores are taken at regular points to monitor the impact of our interventions.

We work very closely with the Compass Changing Lives Team who can support by working with children, families and classes to provide bespoke. Access to this support relies on a referral, which can be made by parents/carers or by school. The Changing Lives Team also offer advice and a signposting service and work with school leaders to help develop our whole school approach to mental health and well-being.

5. Beyond Early Help

Following a review of a family's needs, or at a time of crisis, it will be appropriate to escalate the support a family requires. At the stage where early intervention attempts have not been successful and a social worker becomes involved we will continue to support children and families. Ongoing communication with all services involved continue to be essential.

The Head Teacher and/or the Pastoral Officer and / or the Deputy Safeguarding Lead will be available to represent the school at Case Conference or Child in Need Reviews, and will provide reports when required.

6. Quality Assurance

The school community is committed to the welfare and safety of children and as such are relentless in questioning the support families are receiving.

Scarcliffe Primary School Governing Body actively challenge the Senior Leadership Team at governor meetings – where they are provided with a safeguarding report from the DSL – and via safeguarding link governor visits. An annual safeguarding audit is also conducted by the director of safeguarding within the trust and the audit results and actions are shared with the governing body.

Resources used are recommended by the Derbyshire Safeguarding Children Board.

We work closely with other local schools to ensure that the families within our community receive consistent, high-quality support.