



Early Help Policy

Policy updated	September 2025
Policy written by	M.Anderson
Policy approved by	D.Bondt
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Statement of Intent

At Broughton Jewish Cassel Fox Primary School, we aim to foster the growth of every pupil by providing a caring environment which values the contribution of each individual. We encourage and develop the spiritual, social, personal and moral growth of every child, to make the children's time at school a meaningful and life changing experience.

This policy aims to outline when an Early Help referral may be appropriately made in order to improve outcomes for children. It will identify the kinds of support and improvements that can be achieved.

What is Early Help?

Early help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage in a child or young person's life.

Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2014; Welsh Government, 2018).

Early Help services can be delivered to parents, children or whole families, but their main focus is to improve outcomes for children. For example, services may help parents who are living in challenging circumstances to provide a safe and loving environment for their child. Or, if a child is displaying risk-taking behaviour, early help practitioners might work with the child and their parents to find out the reasons for the child's behaviour and put strategies in place to help keep them safe. As a school we can facilitate referrals to the Early Help team or where there is an education concern we can lead on a plan for support.

Identifying a child who may benefit from Early Help

Early help can offer children the support needed to reach their full potential (EIF, 2018). It can improve the quality of a child's home and family life, enable them to perform better at school and support their mental health (EIF, 2018).

It is more effective to provide early help when problems first arise than to intervene later. (DfE, 2018; EIF, 2018).

Signs that a child may benefit from early help include:

- displaying disruptive or anti-social behaviour
- being bullied or bullying others
- having poor attendance at school

- being involved in, or at risk of, offending
- having poor general health
- having anxiety, depression or other mental health issues
- misusing drugs or alcohol
- having a particularly challenging relationship with parents or appearing to be unusually independent from their parents
- experiencing difficulties at home, such as domestic abuse, parental substance abuse or parental mental health problems

(Department for Education (DfE), 2018).

Some groups of children may be more likely to need early help than their peers. These include children who:

- have been excluded from school
- have special educational needs
- are disabled
- are in care
- are leaving or preparing to leave care
- are young carers
- are young parents (or about to become young parents)
- are experiencing housing issues

(DfE, 2018).

Recording concerns

Staff have a duty of care to report any concerns regarding a child's welfare. Concerns will be logged in accordance with our GDPR policy. The DSL/ DDSLs will consider all the available information and decide whether a referral to the local child protection services is necessary.

If the DSL thinks a child may be in danger or at risk of abuse or neglect, they will follow the procedures detailed in our Safeguarding Policy immediately.

If it is deemed there is no risk of abuse or neglect then the Safeguarding leads may determine that an Early Help Assessment (EHA) is more appropriate. In this case, with the consent of parents/carers and child, (if appropriate) the Early Help Assessment will be initiated. An Early Help Assessment is completed to explore and gain an understanding of what is going on for a family. It highlights a family's strengths and needs and what support they want and they could benefit from. Those involved are free to withdraw their consent at any point as the Early Help process is consensual.

Areas which are assessed

- Health
- Education
- Family and community
- Behaviour and routines
- Housing
- Employment and finances
- Being Safe

The lead practitioners in school are Mrs Anderson (Pastoral and Deputy Safeguarding Lead), Miss Taylor (Deputy Head Teacher and Deputy Safeguarding Lead), Mrs Caplan and Mrs Jaysan (Safeguarding Leads). A GP, family support worker, school nurse or health visitor can also make an assessment of the child's needs and the school will work together with outside agencies and contribute to this assessment as appropriate.

In **England**, chapter 1 of [Working together to safeguard children \(PDF\)](#) highlights the importance of early help, including information on:

- identifying children and families who would benefit from early help
- accessing help and services
- information sharing with other organisations/agencies

The lead practitioners in school will liaise with outside agencies and the LA Early Help team to ensure children can access the appropriate help and support needed to reach their full potential. This will then form a Team Around the Family (TAF) and TAF meetings will be held.

Reviewing the Early Help plan

Once the Early Help Assessment has been completed, an Early Help plan will be drawn up to identify areas which could be improved. We will use the format provided by the LA. Strengths will also be identified as these are important in helping individuals meet desired outcomes. The targets must be specific and achievable and not overly descriptive. Children's views must always be sought and included in the most appropriate way. We will use the assessment tools provided by the LA e.g. the evaluation wheel. Timely review meetings must be held and all parties should contribute where possible. We will refer to LA services signposted by the Early Help team as appropriate. Where desired outcomes have been reached, a case can be reviewed and closed by the lead professional.

Possible desired outcomes that could be achieved through Early Help support: (NB not exhaustive)

- Improved school attendance
- Reduced short-term school exclusions
- Reduced inappropriate sexualised behaviour
- Reduced isolation
- Improved presentation
- Immunisations being up to date where they had been absent previously
- Improved progress in meeting developmental milestones
- Academic improvements
- Improved housing and home conditions
- Care arrangements stabilising
- Improved speech and language.

Salford:

For further information, enquiries, TAF chairing, training, Voice of the Child and Early Help Advice call 0161 603 4239 or email EHAT@salford.gov.uk.

Bury:

Whitefield Locality Team (including Prestwich) - Telephone: 0161 253 5077

<https://www.bury.gov.uk/index.aspx?articleid=10814>

Manchester

Early Help Hub – North

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