



Educational Psychology
& Wellbeing Services



Discovery Schools
Academy Trust



Braunstone Community
Primary School

BRAUNSTONE COMMUNITY PRIMARY SCHOOL

EARLY HELP OFFER

2024-2025

INTRODUCTION

Early Help is a strategic priority of Braunstone Community Primary School, Discovery Schools Academy Trust and the Leicester Education Strategic Partnership. This document has been created as part of the work of the Leicester Education Strategic Partnership Operation Group (LESPOG) to:

'...manage a planned range of improvement and development activities in conjunction with education partners to ensure that significant progress is being achieved to meet the LESP's strategic priorities and objectives.'

LESPOG established an Early Help Task and Finish Group comprising partners from Primary Schools, Secondary Schools and the Local Authority to identify how to support schools to understand and engage with the Early Help agenda. It was agreed that a set of 'Early Help commitments' be created to set out the activities required by schools to ensure they are up-to-date and engaged with the early help agenda.

This document, will ensure that:

- Pupils, parent/carers and staff are clear on the Early Help support available through the school
- Partners, working to support families alongside the school have clarity regarding the early help offer of the school; supporting effective multi-agency working
- The school is up to date with and part of local and national approaches to the delivery of early help support for more vulnerable families
- The school has evidence of our commitment to the personal development and wellbeing strand of the Ofsted Framework

The ultimate goal is to ensure all children, young people and families receive the right support, at the right time reducing the need for referral to statutory services.



WHAT IS EARLY HELP?

Early Help' means providing help for children, young people and families as soon as concerns start to emerge or where it is likely that issues will impact negatively on children's outcomes.

Early help...

- Is for children of all ages and not just the very young, 0-19
- Can be very effective in supporting a child, young person and/or their family to step down from statutory services as well as preventing the escalation of issues.
- Is important because there is clear evidence that it results in better outcomes for children.

Leicester City Council recognise that Early help is a term that describes much of the everyday work of schools.

EARLY HELP IN LEICESTER

The vision of all partner organisations working with children and families in Leicester is to improve children's lives by working in partnership to raise aspirations, build achievement and protect the most vulnerable.

This is based on the belief that:

- Children, young people and families develop resilience if there are protective factors in place such as: a positive relationship with an adult; good literacy and communication skills; good school attendance; and, parents in or actively seeking/ready for work
- Children's needs are best met when help is offered in a universal setting within a socially mixed group and early on when problems start to emerge
- Children and young people's needs are best met when addressed in the context of the whole family, meaning that parents/carers/siblings' needs are addressed with consent as part of a holistic and integrated Early Help response

Early help services should support and strengthen families so that they can thrive.



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THE ROLE OF SCHOOLS

Day to Day Support

Most families, most of the time, can get on with their lives quite happily with little or no outside help. If they need help it is usually provided by universal services, such as schools.

Focused Pastoral Support

All families can have times, however, when difficulties arise and they either may not recognise it or may not know how to start putting things right. Schools play a role in supporting families to address these difficulties through more focused pastoral support, which might include bringing in support via an external agency.

Early Help Assessment

For those children and families whose needs and circumstances make them more vulnerable, or where schools need the support of other agencies to meet the needs of the family, a co-ordinated multi-agency approach is usually best. In Leicester this is achieved through undertaking an Early Help Assessment and assigning a Lead Practitioner to work closely with the family to ensure they receive the support they require. Schools should be a key partner in any multi-agency work to support families.

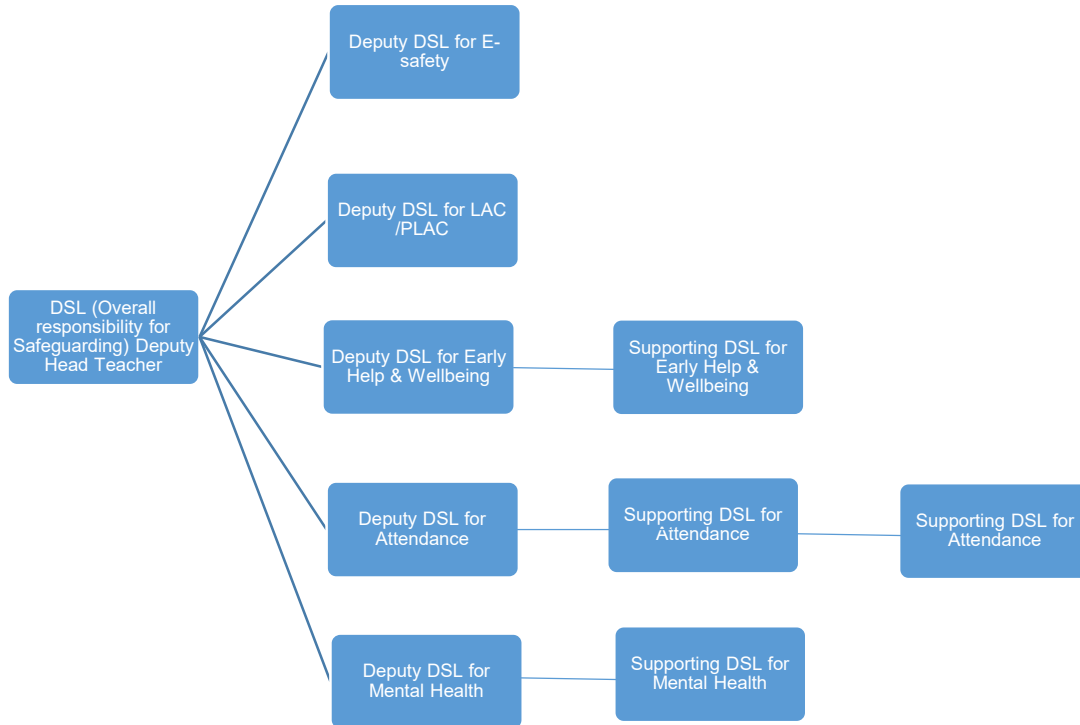
The following four commitments are the core elements of Braunstone Community Primary School's Early Help Offer. By implementing these commitments Braunstone Community Primary School can ensure:

- Pupils, parent/carers and staff are clear on the Early Help support available through the school
- Clarity for partners, supporting improved multi-agency working
- Deliver approaches of early help support for more vulnerable families which is up to date with local offers
- Helps evidence commitment to the personal development and wellbeing strand of the Ofsted Framework

The School has a Designated Safeguarding Lead who is the point of contact for pupils, parents and staff for early Help and Wellbeing. The Designated Safeguarding Lead (a key decision maker) is responsible for Early Help as part of their safeguarding role.



Roles and responsibilities



The Designated Safeguarding Lead (DSL) will have responsibility for Early Help & Wellbeing as part of their understanding regarding the appropriate response to concerns about a child. At Braunstone Community this person is the Family Wellbeing Support Officer (FWSP)

They are:

- familiar with Braunstone Community Primary School’s early help offer
- familiar with the Leicester, Leicestershire & Rutland Thresholds and Pathways Document.
- familiar with the referral SC Referral Process/EHA Referral Process and Early Help Hub arrangements.
- Able to access bespoke support to improve their understanding of the EHA aims and principles.
- Part of the team around the family.
- Lead practitioner in the school for early help and wellbeing.
- Trained for using Liquid Logic (see below).
- responsible for chairing fortnightly safeguarding meeting with the DSL team.



At Braunstone Community Primary School, the Family Wellbeing Support Practitioner (FWSP) is trained in the use of LiquidLogic. The LiquidLogic Early Help Module (LLEHM) is an electronic case recording system for Early Help Assessments, which will enable them to:

- See if pupils within the school have previously received or are currently receiving support via Leicester City Council’s Children Centres and Family Support Service
- Track EHA requests and outcomes of cases that have been to the Partnership Hub

At Braunstone Community Primary School Pupils, Parents/Carers and Staff know how to access Early Help support within school through contacting the Family Wellbeing Support Officer (FWSP). Additional awareness raising routes, and key staff who are likely to be involved are include below:

| Group | Awareness raising routes | Key staff that are aware in order to support this group |
|---------------------------|--|---|
| Children and Young People | <ul style="list-style-type: none"> • Assemblies • Theme weeks • Display information on school notice boards • Charity events • Drop-in sessions with FWSP | Any trusted adult within the school environment e.g. <ul style="list-style-type: none"> • Class teacher • Behaviour mentor • Lunchtime supervisor • Teaching assistant • Educational Psychologist • Other agency support worker • Office staff • School nurse • ELSA • Inclusion champion |
| Parents / Carers | <ul style="list-style-type: none"> • Information included in newsletters • Display information on school notice boards • Copies of service leaflets available for parents • LC services leaflet - this leaflet • Parents meetings • Fortnightly newsletter | Any trusted adult in school e.g. <ul style="list-style-type: none"> • Class teacher • Behaviour mentor • Lunch supervisor • Teaching assistant • Educational Psychologist • Other agency support worker • Office staff • School nurse • ELSA • Inclusion champion • School family support worker |
| Staff | <ul style="list-style-type: none"> • Staff meetings • Staff briefings • Information Leaflets shared with staff • Safeguarding annual training • Meetings with Family Wellbeing Support Officer (FWSP) | <ul style="list-style-type: none"> • Designated Safeguarding Lead • Family support / link worker • SENCo • ELSA • Inclusion champion |



BRAUNSTONE COMMUNITY PRIMARY SCHOOL'S EARLY HELP OFFER

| Attendance | |
|--|--|
| Main Offer | Additional Offer if applicable |
| <ul style="list-style-type: none"> • 100% attendance rewards weekly assemblies with parents • Attendance data monitored by Attendance Officer including weekly monitoring of groups in high mobility or absence requests. • Lates and letters home treated as a measure of disadvantage • Letter home at 96% attendance • EWO (Educational Welfare Officers) who attend relevant meetings • 1:1 support by Family Wellbeing Support Officer (FWSP) • First day calling by 10:30am • Unannounced home visits on same day as absence where parental contact cannot be sought. • FWSP and/or Attendance officer will bring the child to school if requested by parent (emergencies). • Informal meet and greets with all staff. • Reward charts for classes for good and improved attendance and on time pupils. • School nurse (where there's a medical condition) | <ul style="list-style-type: none"> • Attendance data reviewed and actioned more frequently for vulnerable families. • 1:1 support from Education Welfare Officer • Priority places for clubs and letters home as interventions • Wrap around care place given inclusive of breakfast and after school clubs, Holiday clubs. • Opportunities for 1:1 meet and greets of key pastoral staff (ELSA). • Personalised rewards linked to attendance. • Personal attendance plans written with parents. • 1:1 support from School nurse • Working with Pastoral team |
| Measurable outcomes across all year groups | |
| <ul style="list-style-type: none"> • Overall and individual pupil attendance improves • Improvement in PA (Persistent Absence) data • Reduction in number of leave of absence requests • Reduction in number of penalty notices issues • Lateness data shows reduction in number of interventions • Whole school attendance data shows a positive trend | |



Transition

| Main Offer | Additional Offer if applicable |
|---|--|
| <ul style="list-style-type: none"> • Stories of moving from School to School • Extra visits/induction for vulnerable students • Meet and greet in school with EYFS teacher for new pupils. • Mid-year transitions to school include meet and greet with class teacher and Pastoral team prior to starting. • Home visits for EYFS pupils by class teacher and FWSP • Professional handover by FWSP to feeder secondary schools • EYST (Early Years Support Team) • Induction Day to new class and/or new school • Focus of Open / Parents evening summer and autumn term. • Open mornings for prospective parents. • New intake of EYFS stay and play sessions. • Admission packs with all relevant information given out and support with completing forms available. • Parents meeting held for new intake pupils which outlines changes ahead. • Support for online application for parents • Transition programme with designated link teacher to feeder schools. • Y6 into Y7 transition meetings • Text messages, letters and/or email reminders of key dates and actions needed to be taken by parents. | <ul style="list-style-type: none"> • Deputy DSL for LAC /PLAC • SEMH team (Social Emotional and Mental Health) • Social stories in an engaging manner • Key worker link between educational phases • Supported visits to new school with a member of staff • 1:1 visits for prospective families • SALT (Speech and language therapists) • EPIC (Educational Psychology Wellbeing Service) • Work with key partners (Virtual School, Admissions, SENCo) • Health visitors / school nurse support • Identifying specific needs and creating a personalised action plan for transition. • Triple P parenting • Targeted 1:1 support with online applications and school systems e.g. Reading scheme, Tapestry, secondary school applications • Family learning – ‘Getting Ready for School’ programme. |
| Measurable outcomes across all year groups | |
| <ul style="list-style-type: none"> • Parents successful in applying for school place • Support families with appeals • Family needs are met whilst awaiting placements • Positive transition feedback from parents via survey (verbal or written) • Improved number of positive attitudes towards transition from pupils via Wellbeing Survey | |



| SEMH | |
|--|---|
| Main Offer | Additional Offer if applicable |
| <ul style="list-style-type: none"> Group or 1:1 work with ELSA and FWSP Charity links such as Barnados, Charity Link Leicester Resilience curriculum in place Inclusion champion/behaviour mentors Protective Behaviour Curriculum 2019 Bereavement counselling / groups Lunch clubs available Sports coach (inclusive sports leading to achievements for a wide range of students) <p>Interventions</p> <ul style="list-style-type: none"> Drawing and Talking Therapy Emotions in motions 'Talk' cards Lego therapy Nurture group Play Therapy Zones of Regulation Emotions support ELSA Outdoor learning focussing on self-esteem/confidence Anger management Social stories Targeted staff trained in dyslexia, ADHD, Autism Referral to Laura centre Virtual school team | <ul style="list-style-type: none"> CAMHS (Children, Adolescent Mental Health Service) Priority place at a lunch club. Nurture / Wellbeing rooms for children who need additional support with SEMH <p>Offer from DSAT (discovery School Academy Trust) EPIC (Educational Psychology Wellbeing Service)</p> <ul style="list-style-type: none"> Social Processing Attachment Awareness Anxiety Awareness Mental health Emotional Regulation Selective Mutism Consultation groups/problem solving Biofeedback <p>Training/Coaching</p> <ul style="list-style-type: none"> Sunshine Circles The use of sociograms Massage in Schools <p>Intervention</p> <ul style="list-style-type: none"> Targeted FRIENDS group work Creative Play Biofeedback 1:1 therapeutic work Social Processing group work intervention Therapeutic story writing <p>Staff support</p> <ul style="list-style-type: none"> Clinic/consultation drop ins Supporting TAs to work with highly complex children <p>Systemic</p> <ul style="list-style-type: none"> Emotional Wellbeing Survey package |
| <p>Measurable outcomes across all year groups</p> <ul style="list-style-type: none"> Pupil learning data shows improvement Reduction in number of safeguarding disclosures over time Reduction in number of high / low level behaviour incidents Increase in pupil's self-help skills Reduction in fixed term exclusions Assessments used to show that emotional needs of children e.g. Boxall Profile / EPIC wellbeing survey/Spence Anxiety scale | |



Staying Safe

| Main Offer | Additional Offer if applicable |
|--|---|
| <ul style="list-style-type: none"> • School newsletter with safety information • Fire safety talks (yr 1 & 5) • Relevant policies and procedures in place eg Data Protection • Advice point and Early help response through FWSP • Anti-bullying curriculum • Assemblies • Risk Assessments • DAS (Duty And advice Service) • Home visits • DSAT Literacy Lead Professional • DSAT EYFS Lead Professional • Parent workshops • PEP/LAC meetings • PHSE (Personal Health Social Education) • School council • Prevent curriculum e.g. FGM (Female Genital Mutilation) / Forced marriages • School nurse Health Shop • Tracking of incidents with CPOMS • Annual whole school safeguarding training | <ul style="list-style-type: none"> • Support from behaviour mentor and Inclusion Champion • E-safety – support with setting privacy notices and/or concerns via social media (IT technician) • Information via Twitter • Information via website • Link Police Community Support Officer • NHS healthy living • Wellbeing team meetings and training • Buddy/mentoring arrangements • Lead Professional support • Operation Encompass alerts and also ACE's (Adverse Childhood Experiences) |
| Measurable outcomes across all year groups | |
| <ul style="list-style-type: none"> • Greater awareness of bullying within the community and a zero-tolerance approach to bullying incidents • Increase in turn-over of families accessing Social Services/FWSP • Welfare and neglect issues on Social Services caseload is reduced • All parents have signed and are adhering to the AUP (Acceptable User Policy) • Quality displays evidence pupils new learning • An increasing percentage of parental engagement • An up-to-date rolling programme of CPD (Continued Professional Development) in relation to Safeguarding / Training for all staff (2 years – DSP and annual for all staff) | |



Supporting Families

| Main Offer | Additional Offer if applicable |
|--|---|
| <ul style="list-style-type: none"> • Noticeboards for awareness raising • Family Learning programme to support parents with their children’s learning. • Behaviour support groups. • One to one drop-in sessions to discuss family issues and offer support. • Coffee and information mornings. • Curriculum days / evenings • Wellbeing team (available at parents’ evenings or drop ins) • Support with form completion incl accessing financial support for utility debt. • Housing advice and links with charities such as P3 housing support and Bridge Housing. • Home visits- Including joint visits with other agencies such as health/early help/Social care. • Greggs foundation charity support families in financial difficulty for example with clothing and food voucher, white good such as cookers and fridges. • Supporting with referrals onto other agencies such as Early help. • Supporting families at meetings such as Team around the family core groups and case conferences. • School nurse referrals. • Parents evenings • Signposting to external agencies and training • Parental Workshops (ELSA) • Wrap around care inclusive of breakfast, after school and holiday clubs • Assess children’s requirements based upon Maslow’s hierarchy of need and put together a support plan. • Food Bank accessible via community ‘Be-inspired’ • Clothes bank accessible via community ‘Be-inspired’ • Early Literacy Support Assistant (ELSA) | <ul style="list-style-type: none"> • SENCo • Bereavement counselling • 1:1 Family link / support worker (available at parents’ evenings or drop ins) • DSAT (discovery School Academy Trust) EPIC (Educational Psychology Wellbeing Service) - Parent Workshops by arrangement • SENDIASS (Special Educational Needs and Disabilities Information Advice Support Service) • DSAT Wellbeing team support • Food parcels and clothes for target families over holiday periods. • Support with accessing adult mental Health services - Cafés run by the NHS. • Information on volunteering in the community through ‘be inspired and the great project’ • Holiday playschemes for vulnerable children. • Support through ‘United against abuse’ for families experiencing domestic violence. |
| <p>Measurable outcomes across all year groups</p> | |
| <ul style="list-style-type: none"> • Pupil learning data shows improvement • Uptake of support services increases • Reduction in number of DNAs (Did Not Attend) to parents evening • An increasing percentage of parental engagement | |



The Local Community

| Main Offer | Additional Offer if applicable |
|--|--|
| <ul style="list-style-type: none"> • DSAT Advisory Board (parents) • Community Links such as Fire, PCSO and businesses • Supporting charities and initiatives such as Mental Health Awareness week • Children’s centre • Oak centre – variety of activities / summer club / pre school • Bright Centre – access different services e.g. NHS, cook and eat sessions, adult skills and learning • Hockley Farm Medical Centre – GP and CAHMS / Paediatricians • Food and Clothing Banks – Braunstone Foodshare • Braunstone Leisure Centre • Braunstone Library • Be Inspired – community group • Food for Life • Eco Schools • The Grove community centre. after school activity / youth club | <ul style="list-style-type: none"> • Primary Stars • University links (square mile De Montfort University) • Leicester Tigers • Forest School • DSAT Cluster Board • DSAT Trust Board • Family Learning |
| Measurable outcomes across all year groups | |
| <ul style="list-style-type: none"> • Families have a better understanding of the wider community • Reduction in the percentage of Anti-Social Behaviour incidents • Reduction in PCSO call outs / ASBO’s | |



The Curriculum

| Main Offer | Additional Offer if applicable |
|---|---|
| <ul style="list-style-type: none"> • 1:1 / group work with ELSA or TA • Assemblies • Booster classes • Pastoral intervention groups • Online/virtual learning • Languages • Resilience curriculum • PHSE (Personal Health Social Education) curriculum • Inter-school events • Theme weeks e.g. Anti-bullying week • Trips and visits e.g. warning zone, residential trips, Beaumanor Team building. • Parent curriculum workshops e.g. coffee mornings with Health service • School council • Prevent curriculum e.g. FGM (Female Genital Mutilation) / Forced marriages • Protective Behaviour Curriculum • Healthy Schools | <ul style="list-style-type: none"> • Group or 1:1 interventions • Pupil premium funding to enable access to trips and visits. • NSPCC • Police • Fire • NHS / School nurse (find out more info) |
| Measurable outcomes across all year groups <ul style="list-style-type: none"> • Families have a better understanding of what their children are learning • % of children attending a school club will increase • Pupil learning data shows improvement | |

Signed and agreed by

| | |
|---|--|
| <p>Head Teacher <i>Halil Tamgumus</i></p> | <p>Chair of Advisory Board <i>Lauren Charlton</i></p> |
| <p>SENCOs <i>Louise Male/Suzanne Holden</i></p> | <p>Designated Safeguarding Leads for Early Help and Wellbeing <i>Jen Marks</i></p> |
| <p><i>October 2024</i></p> <p>Date Completed</p> | <p><i>October 2025</i></p> <p>Review Date</p> |