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BROOKFIELD COMMUNITY SCHOOL

COMMITTED TO EXCELLENCE

EARLY HELP SERVICE

INFORMATION REPORT

MEMBER OF STAFF RESPONSIBLE:
DATE POLICY PREVIOUSLY APPROVED:

RICHARD CRONIN, DEPUTY HEADTEACHER
JANUARY 2021

AGREED BY:

**SAFEGUARDING LEAD FOR EARLY HELP
HEADTEACHER**

RICHARD CRONIN
KEITH HIRST

Part Of The
REDHILL ACADEMY TRUST
Exsisto Optimus



STATEMENT OF INTENT

1. About Redhill Trust
2. Early Help Team
3. Identification and assessment of the needs of children and families
4. Summary of Early Help Services
5. Redhill Trust Early Help Service
6. Tracking and monitoring of allocated Early Help Service
7. Sharing of Information
8. Accessing Early Help and contact information

Appendix 1: Derby City and Derbyshire Threshold Document – Threshold table

Appendix 2: Legislation & Practice – Early Help Resource Pack

1. ABOUT THE TRUST

Brookfield Community School, as part of the Redhill Trust offers quality educational support as part of our 'commitment to excellence' ethos.

OUR ETHOS

At Brookfield we recognise the vital role that education can play in the lives of young people. Education should be a rich experience - an experience in itself and not just a preparation for the next stage of life but about personal development. Our mission is to develop respectful, resilient, aspirational and well-qualified young people who are empowered to change the world. The school, in terms of its academic outcomes, performs well, but it is our aim that the school is in the top 10% of schools nationally, and one with a regional and national reputation for the quality of the high-quality, rounded education it provides. This includes providing the best quality support for the young people in our care.

OUR GOALS

To provide targeted support for our most vulnerable and in need families through thoughtful and appropriate interventions, thus enabling children to excel and reach their full potential in school.

School improvement that is sustainable and creates a bright future for its students and families, working collaboratively with Derbyshire services and local support networks as well as across the other Derbyshire Schools in the Trust.

We are a school where students value and support each other, and regularly join together to help others where students are encouraged to make a positive contribution to their community. A school that is alive with creativity - sport, art, drama, music, language, understanding and achieving personal and academic goals. A school that promotes the health and well-being of all and the development of the whole person.

STATEMENT OF INTENT

Brookfield Community School is committed to supporting all children, young people and families to be safe and healthy. To do this, we introduced an Early Help Service that has

1. ABOUT THE TRUST

a defined intent, implementation strategy and review of impact that informs continual adjustments to meet the needs of all children and young people who attend our school and their families. Through targeted support, we will ensure children, young people and their families make considered decisions in line with the school's values.

Through inter-agency working we aim to ensure all children, young people and families are able to, regardless of any disadvantages they may face, build the knowledge, skills, resilience and independence to lead safe and healthy lives.

To deliver an effective Early Help Service, we operate in accordance with the Children and Families Act (2014) and Working Together to Safeguard Children (2018) statutory guidance.

BROOKFIELD COMMUNITY SCHOOL EARLY HELP SERVICE AIMS TO:

- Identify children and their families who would benefit from Early Help Services by using Derby and Derbyshire thresholds.
- Undertake an assessment of need for Early Help using the Derby and Derbyshire approved Early Help Assessment guidance.
- Provide targeted Early Help Services to address the assessed needs of a child and their family which focuses on activity to improve the outcomes for the child.
- Share Early Help Service information pro-actively and effectively meeting the need to promote the welfare and protect the safety of children in line with General Data Protection Regulation (GDPR) and Data Protection Act (2018) principles.

Our Early Help Service is underpinned by statutory information and guidance issued by Derby and Derbyshire Safeguarding Children Partnership.

All teaching and non-teaching staff are expected to deliver a solid foundation of support on which our Early Help Service is delivered and by effective use of Early Help we can achieve the following objectives:

- Children start school healthy and ready to learn;

- Children are kept safe from abuse, neglect and exploitation;
- Children are supported in their emotional wellbeing;
- Engage in collaborative ways of working with children, young people and families.

The identification of the need for delivery of Early Help is the responsibility of all agencies who work with children.

The impact of our Early Help Service is reviewed and reported on a weekly basis to the pastoral support leadership team and the DSL's and termly to the Governing Body. Our Early Help Service is an extension to the safeguarding training and should feature as an annual staff INSET item to ensure all staff understand the intent, implementation and impact of the service and contribution they make to its delivery.

2. EARLY HELP TEAM

The Early Help Team is part of Brookfield Community School and consists of:

ROLE	MEMBER	SUMMARY OF RESPONSIBILITIES
Governor	John Barker	Accountability and Impact
Strategic Lead	Richard Cronin	Deputy Headteacher, Designated Safeguarding Lead (DSL)
Early Help / Inclusion Officer	Hayley Grundy	Early Help Assessment and Early Help Support. Lead Contact for Starting Point alongside DSLs.
		School Telephone: 01246 568115

3. IDENTIFICATION AND ASSESSMENT OF THE NEEDS OF CHILDREN AND FAMILIES

Our Early Help Service uses the Derby and Derbyshire Safeguarding Children Partnership approved Early Help Assessment Tool to assess the needs of all children, young people and families. Through inter-agency working, that pro-actively builds relationships and communications protocols with schools and external agencies, we aim to ensure all children, young people and families are able to, regardless of any disadvantages they may face, build the knowledge, skills, resilience and independence to lead safe and healthy lives as follows:

- Work with family’s strengths especially those of parents and carer’s and take time to understand their needs fully including people, children and communities supporting each other
- Focus on preventing problems before they occur and offer flexibility, responsive support when and where it’s required
- Base all we do on evidence of both what is needed and of what works – to be brave enough to stop things that are wrong.

The **Early Help Lead and DSL** meets weekly to triage new cases and review current ones. (An example of the tracking system can be found in Section 6.)

The Early Help Operational Team comprises of:

ROLE	MEMBER	SUMMARY OF RESPONSIBILITIES
Strategic Lead	Richard Cronin	Deputy Headteacher, Designated Safeguarding Lead (DSL)
Early Help Officer	Hayley Grundy	Lead on Early Help Assessment and Early Help Support, Safeguarding

The identification of need may be categorised as one of the following four thresholds:

CATEGORY OF NEED	LEAD PERSON(S)	ACTIONS
UNIVERSAL	Operational Early Help Officer	Low Level (Wave 1)
↓	↓	↓
EMERGING NEED	Operational Early Help Officer	Emerging Support – Early Help Assessment (Wave 2)
↓	↓	↓
INTENSIVE	Operational Early Help Officer Starting Point/VCM	Early Help Team Around Family (TAF) Graded Care Profile DCC Early Help Team deployed
↓	↓	↓
SPECIALIST	Social Services	Single Assessment Child in Need Child Protection Looked After Child

Further information about each threshold can be found in Appendix 1: Derby City and Derbyshire Threshold Document – Threshold table.

4. SUMMARY OF EARLY HELP SERVICES

Following the identification of children, young people and their families who would benefit from Early Help Services, targeted support is then allocated to meet the needs identified. Our Early Help Service is structured to offer three categories of support:

- Routines for Learning
- Health and Wellbeing
- Support Services

Each of the above categories contains a number of support services that can be accessed by the child, young person and family. Safeguarding support is in place for all three categories.

5. BROOKFIELD EARLY HELP SERVICE

SUMMARY OF EARLY HELP SERVICES:

ROUTINES FOR LEARNING	HEALTH AND WELLBEING	SUPPORT SERVICES
1. Attendance	8. Social	14. Parenting
2. Self-discipline	9. Emotional	15. Financial
3. Cognition	10. Mental	16. Homelessness
4. Communication	11. Sexual	17. Separation
5. Curriculum Provision	12. Physical	18. Domestic Violence
6. SEND	13. Substance Abuse	19. Bereavement
7. Transition		20. Relationships
		21. Looked After Children
		22. Radicalisation and Extremism

← SAFEGUARDING →

SERVICES THAT A CHILD, YOUNG PERSON AND/OR FAMILY MAY ACCESS

ROUTINES FOR LEARNING INTERVENTION SUMMARY

1. ATTENDANCE

- 1.1 Daily text reminder
- 1.2 Attendance Panel
- 1.3 Prosecution
- 1.4 Attendance Support graduated response
- 1.5 School Nurse
- 1.6 Attendance Officer Intervention

2. SELF-DISCIPLINE

- 2.1 Routines for Learning Form Tutor
- 2.2 Parental meeting
- 2.3 Behaviour contracts/Reports
- 2.4 Homework support
- 2.5 DCC Behaviour Support
- 2.6 TAPS
- 2.7 Police Community Support Officer
- 2.8 Youth Offending Team

3. COGNITION

- 3.1 Educational Psychologist (Alison Evans)
- 3.2 Catch-up Literacy
- 3.3 Catch-up Numeracy
- 3.4 Reading Age Testing
- 3.5 Dyslexia Testing

4. COMMUNICATION

- 4.1 Art Therapy
- 4.2 ELSA/SEMH TA
- 4.3 School Pastoral support assistants

5. CURRICULUM PROVISION

- 5.1 Literacy support
- 5.2 Numeracy support
- 5.3 Extra-Curricular Provision
- 5.4 Modified Timetable
- 5.5 Part-time Timetable
- 5.6 OOST/Academy 21

6. S.E.N.D.

- 6.1 GRIP
- 6.2 Education Health Care Needs Assessment/EHCP
- 6.3 Teaching Assistant Support
- 6.4 Assistant SENCO intervention
- 6.5 Autism Outreach

7. TRANSITION

- 7.1 LAIYT
- 7.2 Managed Move
- 7.4 Employability

HEALTH AND WELLBEING INTERVENTION SUMMARY

8. SOCIAL

- 8.1 Early Help offer
- 8.2 School Pastoral support assistants
- 8.3 Extra-Curricular Provision
- 8.4 Community House activities

9. EMOTIONAL

- 9.1 Early Help offer
- 9.2 School Pastoral Support Assistants
- 9.3 School Nurse
- 9.4 Build Sound Minds
- 9.5 Digital Signposting Apps (WhatsUp, Healthy Young Minds, Kooth)
- 9.6 Art Therapy
- 9.7 Music Therapy
- 9.8 Anger Management
- 9.9 Space4U
- 9.10 Anna Freud
- 9.11 Support from CAMHS Community Advisor
- 9.12 Safespeak Counselling

10. MENTAL

- 10.1 School Pastoral support assistants
- 10.2 School Nurse
- 10.3 Educational Psychologist
- 10.4 Core CAMHS
- 10.5 CAMHS Specialist Community Advisor
- 10.6 CAMHS Urgent Care Team
- 10.7 Tavistock (Gender identity clinic)
- 10.8 Build Sound Minds
- 10.9 Digital Signposting Apps (WhatsUp, Healthy Young Minds, Kooth)

11. SEXUAL

- 11.1 School Nurse
- 11.2 Sexual Health Clinic
- 11.3 Sexual Violence (SV2)
- 11.4 Derbyshire LGBT Plus
- 11.5 Digital Signposting Apps (WhatsUp, Healthy Young Minds, Kooth)
- 11.6 Call Derbyshire
- 11.7 SAIL
- 11.8 Mermaids group - gender identity

12. PHYSICAL

- 12.1 School Nurse
- 12.2 First Steps - eating support
- 12.3 Accessibility Plan
- 12.4 Fitness support
- 12.5 Healthy eating
- 12.6 Extra-curricular sports

13. SUBSTANCE ABUSE

- 13.1 Change, Grow, Live / Early Help offer
- 13.2 School Nurse
- 13.3 Starting Point

EXTERNAL ENVIRONMENT INTERVENTION SUMMARY

14. PARENTING

- 14.1 Early Help offer
- 14.2 DIASS
- 14.3 Local Offer signposting
- 14.4 Positive Parenting
- 14.5 Parents' Evening
- 14.6 Police Community Support Officer
- 14.7 Team Around the Family (TAF)

15. FINANCIAL

- 15.1 Citizens Advice Bureaux
- 15.2 Food Bank
- 15.3 Disadvantaged funding
- 15.4 Uniform support

16. HOMELESSNESS

- 16.1 Citizens Advice Bureaux
- 16.2 Chesterfield Housing
- 16.3 Starting Point referral

17. SEPARATION

- 17.1 Early Help offer
- 17.2 Safespeak Counselling

18. DOMESTIC VIOLENCE

- 18.1 Early Help offer
- 18.2 Elm Foundation
- 18.3 Women's Refuge
- 18.4 Starting Point referral

19. BEREAVEMENT

- 19.1 Art Therapist
- 19.2 Winston's Wish
- 19.3 CRUSE self-referral
- 19.4 Early Help offer
- 19.5 Bluebell Wood / Ashgate Hospice

20. RELATIONSHIPS

- 20.1 School Pastoral Support Assistants
- 20.2 Early Help offer
- 20.3 Extra-Curricular Provision
- 20.4 Police Community Support Officer
- 20.5 Online Safety support - CEOP, Internet Safety Centre, Digital Leaders, Young Minds.

21. LOOKED AFTER CHILDREN

- 21.1 Virtual School
- 21.2 Social Care
- 21.3 Disadvantaged funding
- 21.4 Action for children (Horizons)

22. RADICALISATION AND EXTREMISM

- 22.1 PREVENT referral
- 22.2 Extra-Curricular Provision
- 22.3 Police Community Support Officer

6. TRACKING AND MONITORING OF ALLOCATED EARLY HELP SERVICE

DCC LEVEL 1 – UNIVERSAL – OPEN TO ACCESS PROVISION		DCC - LEVEL 2 EMERGING NEEDS		DCC - LEVEL 3 - INTENSIVE			
EARLY HELP WAVE 1 LOW LEVEL		EARLY HELP WAVE 2 EMERGING SUPPORT		EARLY HELP WAVE 3 EARLY HELP ASSESSMENT, TEAM AROUND FAMILY (TAF) STARTING POINT CALL DERBYSHIRE VULNERABLE CHILD MEETING (VCM)			
Pupil	Provision	Pupil	Provision	EARLY HELP ASSESSMENTS			
				Pupil	Completed	Outcome	Other Provision
Pupil name and Year	10.1	Pupil name and Year	5.5, 6.3	Pupil name and Year	Pending		10.4, 10.1, 10.4
Pupil name and Year	9.8	Pupil name and Year	5.5, 10.4	Pupil name and Year	Pending		2.8
Pupil name and Year	10.1	Pupil name and Year	5.1, 5.2, 5.5, 6.2, 14.2, 18.2	Pupil name and Year	Pending		10.1
Pupil name and Year	10.1	Pupil name and Year	5.6, 5.5, 6.5 10.4, 14.2	Pupil name and Year	Pending		6.3, 6.4
Pupil name and Year	10.1, 9.7	Pupil name and Year	5.1, 5.2, 5.5, 10.4	Pupil name and Year	Pending		
Pupil name and Year	10.1	Pupil name and Year	5.1, 5.2, 5.5, 10.4	Pupil name and Year	Pending		
Pupil name and Year	10.1	Pupil name and Year	5.6, 5.5, 10.4	Pupil name and Year	Pending		
Pupil name and Year	10.1	Pupil name and Year	5.1, 5.2, 5.5	Pupil name and Year	Pending		
Pupil name and Year	10.1	Pupil name and Year	5.1, 5.2, 5.5, 10.4	Pupil name and Year	Pending		
Pupil name and Year	10.1	Pupil name and Year	10.2	Pupil name and Year	Pending		
Pupil name and Year	10.1	Pupil name and Year	10.2	Pupil name and Year	Pending		
Pupil name and Year	10.1	Pupil name and Year	10.2	Pupil name and Year	Pending		
Pupil name and Year	10.1	Pupil name and Year	10.2	Pupil name and Year	Pending		
Pupil name and Year	4.2	Pupil name and Year	10.1, 10.2	Pupil name and Year	Pending		
Pupil name and Year	1.4	Pupil name and Year	10.2	Pupil name and Year	Pending		
Pupil name and Year	1.4	Pupil name and Year	10.2	Pupil name and Year	Pending		
Pupil name and Year	1.4	Pupil name and Year	10.2	Pupil name and Year	Pending		
Pupil name and Year	1.4	Pupil name and Year	10.2	Pupil name and Year	Pending		
Pupil name and Year	1.4	Pupil name and Year	10.2	Pupil name and Year	Pending		
		Pupil name and Year	11.3	TEAM AROUND THE FAMILY (TAF)			
		Pupil name and Year	18.2	Pupil	Actioned	Outcome	Other Provision
		Pupil name and Year	9.8, 10.4	Pupil name and Year	Pending		10.1, 14.7
		Pupil name and Year	10.4	Pupil name and Year	Pending		
		Pupil name and Year	10.4	CALL DERBYSHIRE			
		Pupil name and Year	10.4	Pupil	Actioned	Outcome	Other Provision
		Pupil name and Year	10.4	Pupil name and Year	3-10-19	No action	10.4, 20.4
		Pupil name and Year	10.4	Pupil name and Year	Pending		
		Pupil name and Year	10.4	STARTING POINT			
		Pupil name and Year	10.4	Pupil	Actioned	Outcome	Other Provision
		Pupil name and Year	10.4	Pupil name and Year	30-1-20	Social Worker	
		Pupil name and Year	10.4	Pupil name and Year	Pending		
		Pupil name and Year	10.7	Pupil name and Year	Pending		

DDC - LEVEL 4 - SPECIALIST

CHILD IN NEED (CIN)

CHILD PROTECTION

LOOKED AFTER CHILD

CHILD IN NEED (CIN)		CHILD PROTECTION		LOOKED AFTER CHILD	
Pupil	Other Provision	Pupil	Other Provision	Pupil	Provision
Pupil name and Year	10.1, 1.4	Pupil name and Year	10.1, 9.9	Pupil name and Year	
Pupil name and Year		Pupil name and Year		Pupil name and Year	
Pupil name and Year	1.4, 5.5	Pupil name and Year	10.1	Pupil name and Year	6.2, 6.3
Pupil name and Year		Pupil name and Year		Pupil name and Year	5.1, 5.2, 5.5, 10.4
Pupil name and Year		Pupil name and Year		Pupil name and Year	10.7
Pupil name and Year		Pupil name and Year	10.1		
Pupil name and Year		Pupil name and Year	10.2		
Pupil name and Year		Pupil name and Year			
Pupil name and Year		Pupil name and Year	10.2		
Pupil name and Year					
Pupil name and Year	5.1, 5.2, 5.5				

7. SHARING OF INFORMATION

In order to meet the need to promote the welfare and protect the safety of children in line with General Data Protection Regulation (GDPR) and Data Protection Act (2018) principles, Brookfield Community School is committed to sharing Early Help Service information proactively and effectively. We are committed to implementing rigorous recording, storage and information sharing protocols and accept that failure to do so can contribute to ineffective safeguarding of children and young people.

8. ACCESSING EARLY HELP

Should children, young people and/or families need to access our Early Help Service or have any questions they should contact:

ROLE	MEMBER	SUMMARY OF RESPONSIBILITIES
		Lead on Early Help Assessment and Early Help Support.
Early Help Officer	Hayley Grundy	Lead Contact for Starting Point School Telephone: 01246 568115

APPENDICES FOLLOW ON THE NEXT PAGE

APPENDIX 1: DERBY CITY AND DERBYSHIRE THRESHOLD DOCUMENT - THRESHOLD TABLE.

This table is intended to give an indication of thresholds through examples. It is NOT a definitive list and a professional judgement informed by relevant assessment must be applied when deciding the level of intervention when and where to refer.

LEVELS AND REFERRAL ROUTES	NEEDS	SUGGESTED SERVICES	OUTCOME
LEVEL 1 UNIVERSAL OPEN ACCESS TO PROVISION	<p>Unborn babies / children / young people and families who live in the area have core needs such as parenting, health and education and may need help to access services.</p> <p>Low level concerns regarding radicalisation / extremism and channel processes identify support via universal services.</p>	<ul style="list-style-type: none"> • Early years • Education providers • Primary health care, GPs, health visitors, school nurses, maternity services • Housing • Community health care • Community and children's centres • Leisure services. <p>Children are supported by their family and in universal services to meet all of their needs.</p>	<p>Unborn babies, children and young people make good progress in most areas of development.</p>

LEVELS AND REFERRAL ROUTES	NEEDS	SUGGESTED SERVICES	OUTCOME
<p>LEVEL 2</p> <p>EMERGING NEEDS</p> <p>Co-ordinated support from more than one agency needed to meet unborn baby / child and family needs.</p> <p>The assessment and support is co-ordinated by a service and / or people who know the child / family best.</p> <p>The Early Help process is used with an assessment, and a clear plan for review to ensure that the help on offer is making a difference.</p> <p>This would be co-ordinated and managed by a Lead Practitioner from one of the agencies providing support i.e. early years, schools, health or community / voluntary sector.</p>	<p>Unborn babies / children / young people and families with additional needs who would benefit from or who require extra co-ordinated help to improve education (including home education or any other specialist education provision), parenting and / or behaviour, or to meet specific health, development or emotional needs or to improve their material situation.</p> <p>This will identify children at low risk of exploitation e.g. sexual, financial, emotional and criminal.</p> <p>Concerns about extremism / radicalisation where Channel processes identify there are additional support needs.</p>	<ul style="list-style-type: none"> • Parenting support • Support for families with disabled children, with consideration of siblings needs • Family Nurse Partnership • Extra health support for family members via GP, voluntary sector • Behavioural support • Early Help offer to schools for targeted group work and educational programmes • Housing/ tenancy support • Additional learning support • CAMHS tier 2 support to schools • Derbyshire Fire and rescue service input i.e. safe and well check • SEN support and help to find education and employment • Speech and language therapy • Children's centres and targeted youth work • Services provided on a voluntary basis to families (these may be offered by volunteers and/or commissioned through a voluntary organisation • Adult and young peoples' substance misuse services • Young carers. 	<p>The life chances of unborn babies, children, young people and families will be improved by offering additional co-ordinated support preventing an escalation to statutory services.</p>

APPENDIX 1: DERBY CITY AND DERBYSHIRE THRESHOLD DOCUMENT - THRESHOLD TABLE.

LEVELS AND REFERRAL ROUTES	NEEDS	SUGGESTED SERVICES	OUTCOME
<p>LEVEL 3</p> <p>INTENSIVE</p> <p>Access requires the completion of an online referral form and / or the completion of an early help assessment to local authority children's services.</p> <p>An Early Help or Social Care Single Assessment would be completed with the family and a child's plan would be developed if required following the assessment.</p> <p>The Lead Practitioner will usually be from Local Authority Children's Services via Early Help Teams, Multi Agency Teams or Social Care.</p>	<p>Unborn babies, children, young people and their families with multiple needs or whose needs are more complex, such as children and families who:</p> <ul style="list-style-type: none"> • Have a disability resulting in complex needs • Exhibit anti-social or challenging behaviour, including the expression of radicalised thoughts or intentions. • Where there are concerns about radicalisation or extremism with concerning additional features and risk is increased due to additional vulnerability (alongside Channel processes) • Have experienced neglect or poor family relationships • Have poor engagement with key services such as school and health • Are not in education or work long term • This will include children at medium risk of exploitation e.g., sexual, financial, emotional and criminal. 	<p>Due to the complexity of needs, especially around behaviour and parenting, a shared multi-agency assessment and co-ordinated plan is developed with the family.</p> <p>The assessment and plan is usually led by the lead practitioner from Children's Services. The service is provided ONLY with the consent of the parents / carers.</p> <p>A wide range of services might be involved in meeting the child and family's needs, e.g. CAMHS, adult mental health, adult or young peoples' drug / alcohol team, domestic abuse services or local authority disabled children's service.</p>	<p>The life chances of unborn babies, children, young people will be significantly impaired without co-ordinated multi-agency support.</p>

LEVELS AND REFERRAL ROUTES	NEEDS	SUGGESTED SERVICES	OUTCOME
<p>LEVEL 4</p> <p>SPECIALIST</p> <p>Access is mainly via completion of an online referral form, unless immediate Child Protection concerns when a telephone referral should be made.</p>	<p>Unborn babies, children and young people who have suffered or are likely to suffer significant harm as a result of abuse or neglect.</p> <p>This will include children at medium to high risk of exploitation e.g. sexual, financial, emotional and criminal.</p> <p>Also, those at risk of:</p> <ul style="list-style-type: none"> • Female genital mutilation (FGM), honour based violence and forced marriage • Impairment of function / learning and / or life limiting illness • Children whose parents and wider family are unable to care for them • Families involved in crime / misuse of drugs and / or alcohol / domestic abuse at a significant level • Families with significant mental or physical health needs • Children whose care is significantly affected by parental involvement in terrorist ideology or activities where the child is likely to suffer harm by their own involvement in extremism 	<p>Children's social care</p> <ul style="list-style-type: none"> • Youth offending service • Criminal justice system • CAMHS tier 3 and 4 • In-patient and continuing health care for a child or parent • Drug and alcohol services for adults and young people • Fostering and residential care • Health care for children with life limiting illness • Services for children with profound and enduring disability <p>Referrals have to be made to services with the power to undertake statutory voluntary or non-voluntary intervention and services with specialist skills.</p>	<p>Unborn babies / children / young people whose development would be significantly impaired if services are not provided.</p> <p>Unborn babies / children / young people are likely to suffer significant harm / removal from home / serious and lasting impairment without the intervention of specialist services, very often using their statutory powers</p>

APPENDIX 2: LEGISLATION & PRACTICE - LOCAL GOVERNMENT ASSOCIATION; EARLY INTERVENTION FOUNDATION GUIDANCE

Early help is largely discretionary; however, the following pieces of legislation contain relevant elements.

CHILDREN ACT 1989

Section 17 of the Children Act 1989 places a duty on councils to safeguard and promote the welfare of 'children in need' within their area – this refers to those children who are unlikely to achieve or maintain a reasonable standard of health or development without support from the council.

Some early help may be delivered under this section, however many children can and do benefit from early help before reaching 'child in need' status and being assigned a child in need plan.

EDUCATION ACT 1996

Section 507B of the Education Act 1996 requires councils in England to, as far as possible, ensure that young people aged 13 to 19 have access to educational and recreational leisure-time activities to improve their wellbeing.

This can include both open access and targeted youth work, which can be valuable elements of early help.

CHILDREN ACT 2004

The Children Act 2004 requires children's services councils to promote cooperation between local partners, including district councils, the police and health services to improve the wellbeing of children in relation to:

- a. Physical and mental health and emotional wellbeing
- b. Protection from harm and neglect

- c. Education, training and recreation
- d. The contribution made by them to society
- e. Social and economic wellbeing.

CHILDCARE ACT 2006

Section One of this Act requires councils to improve the wellbeing of young children in their area, and reduce inequalities in relation to issues, including physical and mental health, education and social and economic wellbeing.

Approaches to this will vary according to need and will likely include high level policies to support all families, however there may also be a need for early help in particular localities or with individual children and families to support this.

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REDHILL ACADEMY TRUST
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