

The Bridge Early Help Offer



What does early help for learners include?

1:1 or group support focusing on:

- Promoting self-esteem and confidence
- Promoting positive behaviour and attitudes to learning
- Support with developing and maintaining positive relationships
- Support with bereavement, family breakdown or other trauma
- Promoting positive attendance
- Support with emotional regulation
- Language, communication and interaction

What does early help for families include?

- Access to a variety of resources and support from the provision and available on the website
- Assistance in completing paperwork and forms eg. for housing, DLA, PIP, Rucksack, foodbanks
- Advice and support in promoting positive behaviour at home
- Providing information and signposting to other services in the local area
- Referrals to awareness courses, parenting courses, and additional support
- Liaising with a range of external services such as housing and family support workers
- Based on the needs of each family, staff will coordinate the support of the appropriate services. Where appropriate, ESA meetings are arranged to monitor the work of all the agencies involved. Where children are enlisted under a local authority other than Wiltshire Council, the relevant authorities processes will be followed.

How will we know when Early Help is needed?

- Staff have daily contact with learners and their families throughout term time, so are well-placed to notice changes or problems as they emerge.
- All staff are trained to recognise signs that something may be wrong, and they know how to monitor, explore and record issues or concerns.
- The D/DSL monitors attendance in school and are active in their roles to ensure that families recognise the importance of their learners attending The Bridge regularly.
- Families may approach The Bridge for help themselves.
- Members of our community may report their concerns to the provision. All staff will advise concerned others to report their safeguarding concerns to the IFD team, however, all reports received are logged on the in-house safeguarding system – MyConcern.
- The D/DSL monitor the entries on MyConcern. Where appropriate, staff will work together to assess the needs of a family, and we may identify that an Early Help Assessment is required. If there are immediate safeguarding concerns, it will be taken to the Integrated Front Door, or relevant multi-agency safeguarding hub for the county in which the child resides.

Who provides early help support in school?

Early help support is provided by a variety of staff across our provision; however, it is usually overseen by the D/DSL. If a parent/carer approaches a staff member about early help support, they will discuss this with the D/DSL to decide on next steps

Where a referral to another professional is seen as a beneficial, such as to educational wellbeing practitioner, family support or consultation, we will either make the referral ourselves or will work with the family to support a referral and next steps.

All staff are trained to use the PACE approach and provide pastoral support, ensuring that they are all available on a pastoral capacity.

The SENCO will be able to identify needs and provide appropriate signposting and guidance for families that may need additional support.

What would happen if the help school offers is not enough?

The D/DSL will make contact a range of outside professionals, such as CAMHS, IFD, ESA, SEND, Police, Prevent, Counselling services and more. As well as Signposting to parenting courses and additional opportunities.

Assessing, Reporting and Referrals

The (Deputy) Designated Safeguarding Leads (D/DSLs) have 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).

- Low-level needs can usually be managed with some intervention and without an Early Support Assessment.
- Where emerging needs are identified, the school will make an assessment through an Early Support Assessment (ESA)
- If the concern is assessed as complex/serious in the first instance, it will by-pass Early Support Assessment and will be referred to the integrated Front Door.

Monitoring/Escalation Beyond Early Help

Leaders meet regularly to discuss the learners and families on ESA support, and the progress that is being made. Where there has been no improvement to the welfare of the child receiving ESA Support, and there are escalating concerns around their safety and well-being, we will step up the ESA/TAF to Integrated Front Door, or relevant authorities process for the county in which the child resides.

Record-Keeping/Monitoring

Our current safeguarding recording system – MyConcern, is available online for staff to record information and concerns, and chronologies are closely monitored by the D/DSLs who identify patterns/frequency of concerns and the actions that have been taken.

If a vulnerable child transitions from The Bridge, we will ensure that information is shared with the receiving provision. Depending on the level of safeguarding need, it may also be appropriate to hold a meeting or have a telephone conversation.

Contacts if You Are Concerned

If you are concerned about a child or young person, please call the telephone numbers below.

- Integrated Front Door (IFD) on 0300 456 0108 - 8.45am - 5pm, Monday - Thursday and 8.45am - 4pm Friday.
- Out of Hours 0300 456 0100.
- In an emergency call **999**

Alternatively, contact the [NSPCC](#) on 0800 800 5000

If you are a child or young person and are worried and you feel you need to speak to someone, call **ChildLine on 0800 1111** or visit www.childline.org.uk.

Designated Safeguarding Leads:

Ms Jo Woolley (Head of Upper School)

Ms Michaela Smith (Head of Lower School)

Mr Ethan White (Deputy Headteacher)

Ms Juliet Maggs (Head of Education)

Ms Liz Duffield (Teacher)

Ms Nikita Boydell (Executive Headteacher)

Mr Marcus Griggs (Executive Lead for Data, Security and Compliance)