

## ST MICHAEL'S R.C. PRIMARY, Whitefield, Bury

# Child Protection and Safeguarding Policy

### Key Contacts

The Designated Child Protection Lead in School is: Mrs S Bowes, Headteacher 0161 766 6628  
The Deputy Designated Lead in School is: Mrs C. Howe, Assistant Headteacher 0161 766 6628  
The Designated Safeguarding Governor is: Canon Steven Parkinson

Safeguarding Referrals to be made to the MASH team (Multi Agency Safeguarding Hub) - 0161 253 5678

Early Help - Kirsty Walton – 0161 253 6691

NSPCC Helpline – 0808 800 5000

Further policies can be obtained from [www.safeguardingburychildren.org](http://www.safeguardingburychildren.org)

#### **Referrals**

Advice and Assessment Team 0161 253 5572  
Out of Hours / Emergency Duty Team (EDT) 0161 253 6606

#### **Schools Safeguarding**

Lesley Davidson 0161 253 5884  
(Schools Safeguarding officer)

#### **Allegations**

Gareth Millar or Mark Gay  
(Local Authority Designated Officers) 0161 253 5582/  
0161 253 5342

(Please read with the following policies and documents; Single Equality, Anti Bullying, E-Safety, Keeping Children Safe in Education DfE September 2018, Working Together to Safeguard Children HM Gov 2018, What to do if you're worried a child is being abused 2015)

# Mission Statement:

## As a School we aim to:

***Grow closer to Jesus by loving, valuing and respecting each other.***

***Celebrate and develop our God given talents.***

***Welcome support from friends in our wider community and reach out to those we can help.***

***Be a happy school, creating friendships and wonderful memories.***

## 1. Introduction

The health, safety, well being and safeguarding of all our children are of paramount importance to all the adults who work in our school. We aim to create a culture of vigilance. Our children have the right to protection, regardless of age, gender, race, culture or disability. In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. We work to create a culture of security to enable them to feel valued, listened to and to know that their wishes and feelings are respected.

We recognise that abuse and neglect can result in underachievement. We strive to ensure that all our children make good educational progress.

Teaching personal, social and health education and citizenship, as part of the National Curriculum helps to develop appropriate attitudes in our children, and makes them aware of the impact of their decisions on others. We also teach them how to recognise different risks in different situations, and how to behave in response to them.

This policy has been developed to ensure the school fulfils the principles, requirements and any statutory duties established by:

- ● Education Act 2002
- ● Children Act 2004
- ● Safeguarding Children and Safer Recruitment in Education 2007
- ● Safer Working Guidance DfE 2014
- ● Working together to Safeguard Children 2018
- ● What to do if you are worried a child is being abused – Advice for practitioners 2015

- ● The Prevent Duty Advice June 2015
- ● Keeping Children Safe in Education 2018
- ● The school will also follow the procedures set out by Safeguarding Partnerships [www.safeguardingburychildren.org](http://www.safeguardingburychildren.org).

This policy applies to all staff, governors and volunteers working in the school. All policies are subject to ongoing evaluation and full annual reviews.

All policies are made available and explained to parents as part of the enrolment procedure and are available for inspection and reference at all times. A copy of this Child Protection and Safeguarding Policy is on the school's website.

## **Role of the Governing Body**

### **Training**

- All staff, governors and regular volunteers are given a copy of this Child Protection and Safeguard Policy and the implications on their role are fully explained. This policy is updated every year. They have all received, read and understood the 'Keeping Children Safe in Education' document – Sept 2018.
  - All members of staff are made aware of the main forms of abuse and their symptoms in KCSIE 2018
- All members of staff are made aware of their responsibilities in relation to the disclosure or discovery of child abuse and the school's procedures for dealing with such incidents.
- All staff members of staff are made aware of Bury procedures and where to locate them.
- The Head Teacher is responsible for ensuring that appropriate ongoing training is provided to ensure that staff maintain knowledge of child protection issues and are aware of any new developments.
- The Head Teacher is responsible for the provision of appropriate levels of management and supervision to ensure all staff can fulfil their responsibilities with regard to child protection and are supported in doing so.

### **Staff Roles and Responsibilities**

We understand that the school should provide a stable and secure element in the lives of all children and that all staff have a role to fulfil in relation to safeguarding children. We recognise that, because of the day to day contact with children, staff are well placed to observe children and spot potential indicators of abuse.

- The designated officer for Child Protection for St. Michael's is Mrs S Bowes
- The deputy designated person is the Assistant head teacher Mrs C Howe

- The nominated governor responsible for Child Protection is Canon Steven Parkinson

### **The Role of the Designated Safeguarding Lead**

- • Refer cases of suspected abuse to the Local Authority
- • Support staff who make referrals
- • Refer cases to the Channel programme where there are radicalisation concerns
- • Support staff who make referrals to the Channel programme
- • Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- • Refer cases where a crime may have been committed to the Police as required.
- • Liaise with own staff and outside agencies
- • Keep up to date with training - at least every two years, updates and developments must be refreshed annually and disseminate relevant information to staff (especially new staff and P/T staff).
- • Undertake Prevent training and two additional training courses
- • Keep detailed accurate records of training and All Safeguarding Records are securely locked away in the Head teachers office.
- To have a holistic view, considering families, communities and geographical location – gaining a ‘contextual’ understanding of cases.

### **Other Staff Responsibilities**

- • All members of staff understand their responsibility to be alert to the signs and symptoms of abuse and their responsibility for the immediate referral of any concerns to the designated senior person responsible for child protection. All complete the Concern form located in each classroom, office, staffroom. Class files are located in the Heads Office.
- • All members of staff will establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- • All members of staff will implement the school’s Health and Safety policies in order to maintain a safe and secure setting.

- ● All members of staff will ensure that children know that there are adults in the school whom they can approach if they are distressed or worried.
- ● All members of staff will promote anti-discriminatory and anti-oppressive practice in line with school policy by providing positive role models, promoting diversity and by acknowledging and respecting the individual needs of the child.
- ● All members of staff will be made aware of the school's whistle blowing policy and are encouraged to raise any concerns relating to practice in school in line with the policy.
- The Office manager updates the SCR with updated DBS checks made every 3 years for All staff and all Governors/Visitors/Contractors.
- All staff are aware of the Early Help Process and the referral pathway.
- All staff to have read the following documents:

*-Keeping Children Safe in Education (2018) [Part One]; and school leaders and staff that work directly with children should also read Annex A*

- *Staff Code of Conduct*
- *Safeguarding and Child Protection Policy*
- *School's Behaviour Policy*
- *School Policy for Children Missing Education*

## **Raising Awareness of Child Protection Issues**

The school is committed to raising awareness of child protection and to equipping children with the skills needed to keep them safe. It aims to do this by:

- ● Ensuring staff have access to appropriate training and resources.
- ● Including opportunities in the PSHE curriculum that will help children to develop skills they need to recognise and stay safe from abuse.
- ● Teaching children about E Safety and Cyber-bullying
- ● Utilising the Social and Emotional Aspects of Learning (SEAL) curriculum resources to develop pupils' ability to understand, express and cope with emotions.

## **Safe Caring**

All members of staff are made aware of the school's safeguarding procedures and are committed to working in accordance to the principles of safe caring. Further guidance is set out in *Keeping Children Safe Document September 2018* (Part 1 shared with all Staff) and the updated 3.09.18 shared with all staff on training day 31.08.2018.

- ● Every effort will be made to avoid or minimise the time when members of staff are left alone with a child. If it is necessary for a member of staff to be alone with a child then the door of the room should be kept open and another member of staff should be informed.
- ● If a child makes inappropriate physical or verbal contact with a member of staff or another child the incident must be reported to the senior designated person and must be recorded in the Incident Record Book in line with Incident Reporting Policy.
- ● Members of staff will never carry out a personal task for a child that they can do for themselves. If such contact is essential, a member of staff will assist the child as required but will always be accompanied by another member of staff whilst doing so.
- ● Unless a child has a specific need staff should not accompany children into the toilet.
- ● All members of staff will be mindful of how they approach children both physically and verbally. All contact should be appropriate to the child's age and emotional understanding and unnecessary or potentially inappropriate contact will be avoided.
- ● Members of staff are aware that their actions, however well intentioned, may be misconstrued and therefore they must ensure that they consider, and are aware of, the implications of their actions at all times.

### **Recognising Child Abuse**

Child abuse manifests itself in a variety of ways, some overt and some less obvious. All members of staff are committed to maintaining a vigilant approach to identify potential cases. Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety. For the purpose of this policy abuse is defined under 4 categories:

- **Physical Abuse** – this can involve hitting, shaking, throwing, poisoning, kicking, scalding, burning, drowning and suffocating. It can also occur when a parent or carer deliberately causes the ill health of a child to see attention through fabricated or induced illness.
- **Emotional Abuse** – this is where a child's need for love, security, recognition and praise is not met. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting or undermining towards a child or other family members.

- **Sexual Abuse** – this involves forcing a child or young person to take part in sexual activities whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative or viewing pornographic material including the use of the internet.
  - **Neglect** – this is the persistent failure to meet a child’s basic physical and/or psychological needs which can significantly harm their health and development.
- • All members of staff are aware of the signs and symptoms of abuse.
  - • All members of staff are aware that a child may display a range of symptoms and that these may have other causes.
  - • All members of staff will maintain an objective and non-judgemental approach when considering symptoms but will remember that their first priority is the protection of the child.
  - • Unless the initial concerns are related to sexual abuse or fabricated illness they will always be discussed with parents / carers and their explanations / comments will be noted. Information stored in locked cupboard/drawer in Heads Office.

Further information can be found in the DfE document What to do if you’re worried a child is being abused – Advice for practitioners 2015.

### **Dealing with Suspected Abuse / Allegations of Abuse**

The school is committed to fulfilling its responsibilities by treating any suspected or alleged abuse seriously, objectively and sensitively. Any suspicion or disclosure of abuse must be reported to the designated senior person immediately to ensure that initial inquiries and records comply with procedures.

- • All members of staff must report any concerns to their line manager or designated senior person.
- • Initial concerns should be discussed with parents / carers by the designated person or member of the SLT, unless they are related to sexual abuse or fabricated illness.
- • Full written records of all reported incidents will be produced and maintained, even where there is no need to refer the matter immediately.
- • Written information is kept by the Head Teacher who is the designated officer and kept in her office.
- • All members of staff will demonstrate great care in distinguishing between fact and opinion when recording suspected incidents.

- ● The senior designated person will ensure that all records are kept securely, separate from the main children's records.
- ● All members of staff will ensure that all suspicions and allegations are treated sensitively and confidentially.
- ● Any child involved in alleged incidents will be comforted and reassured. In incidents where a child makes an allegation or a disclosure the member of staff concerned will:
  - ▪ Remain calm.
  - ▪ Listen carefully to all the child has to say.
  - ▪ Ensure the child is safe, comfortable and not left alone.
  - ▪ Reassure the child that they are not to blame.
  - ▪ Ask open questions that will encourage the child to speak in their own words.
  - ▪ Make any observable judgement
  - ▪ Not ask leading questions that put words into the child's mouth.
  - ▪ Not make promises that cannot be kept e.g. promising not to tell anybody else
  - ▪ Contact/referrals will be made to the Multi Agency Safeguarding Hub (MASH) [0161 253 5678](tel:01612535678)

### **Dealing With Allegations Against Staff**

Any allegation made against any member of school staff will be fully investigated.

- ● If an allegation is made against a member of staff the Head Teacher / Assistant Head Teacher will immediately follow Safeguarding Partnership guidelines and those set out in the Whistle Blowing policy.
- ● If the allegation is against the Head Teacher the Chair of Governors will be notified and they will follow the above procedures. Chair of Governors – Mr M. McManus – 0161 766 6628
- ● The local Authority Designated Officer will be contacted for further advice as required (LADO [0161 253 5342](tel:01612535342)) [Mark Gay - Local Authority Designated Officer](#).

## **Referring Allegations to Child Protection Agencies**

- If the senior designated person has reasonable grounds to believe that a child has been, or is in grave danger of being, subject to abuse, the following procedure will be implemented, in line with (Safeguarding Partnership) procedures.
  - ▪ Contact will be made, at the earliest opportunity, with the local social services department (MASH team – 0161 253 5678 - BURY).
  - ▪ The senior designated person will communicate as much information about the allegation and related incidents as is consistent with advice from the social services and the police.
  - ▪ At all times the safety, protection and interests of the children concerned will take precedence. The school will work with and support parents / carers as far as they are legally able.
  - ▪ All members of staff will assist the social services and the police, as far as they are able, during any investigation of abuse. This will include disclosing written and verbal information and evidence and may require attendance at case conferences.

## **Supporting Victims / Witnesses of Abuse**

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helpless, humiliated and guilty. At school their behaviour may be challenging and defiant or they may be withdrawn. We understand that school may be the only predictable element in the lives of children at risk and as such, the school will endeavour to support the pupil, in accordance with any agreed child protection plan, through:

- • The content of the curriculum
- • The school mission statement which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- • The school Behaviour Policy which is aimed at supporting vulnerable pupils. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not blamed for any abuse which has occurred.
- • Establishing effective relationships, and liaison with other agencies that support the pupil such as social services, child and adult mental health service, education welfare service and educational psychology service.
- • Notifying social services if there is an unexplained absence of more than two days for any pupil who is on the child protection register.

- ● Ensuring that, where a pupil on the child protection register leaves, their information is transferred to their new school immediately and that the child's social worker is informed.
- ● Recognising that children come from multi-cultural backgrounds and developing policies that ensure we embrace:
  - Diversity in religion and faith
  - Diversity of race
  - Diversity of ethnicity
  - Diversity of gender and sexual orientation
  
  - The disability equality duty

This policy is to be used in conjunction with the Bury Safeguarding Procedures for Schools (2016) which outlines procedures and meetings for EHFSP, TAC, CIN (Children in Need) and Child Protection.

### **Additional Information and Guidance**

The following Safeguarding issues are all considered to be Child Protection issues and should be referred immediately to the most relevant agency.

Some members of our communities hold beliefs that may be common within particular cultures but which are against the laws of England. St. Michael's does not condone practices that are illegal and which are harmful to children. Examples of particular practices are:

### **Safer Recruitment & Induction of Staff, Governors and Volunteers**

#### **Forced Marriage**

St. Michael's does not support the idea of forcing someone to marry without their consent. The Force Marriage Unit has published Multi-Agency guidelines. If advice or information is required contact [020 7008 0151](tel:02070080151) or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

### **Underage marriage**

In England, a young person cannot legally marry until they are 16 years old (without the consent of their parents or carers) nor have sexual relationships.

### **Female Genital Mutilation (FGM)**

It is the statutory duty upon teaching staff to report to the police if the disclosure that FGM appears to have been carried out on a girl under 18 years.

This is against the law yet for some communities it is considered a religious act and cultural requirement. It is illegal for someone to arrange for a child to go abroad with the intention of having her circumcised.

### **Ritualistic Abuse**

Some faiths believe that spirits and demons can possess people (including children). What should never be considered is the use of any physical or psychological violence to get rid of the possessing spirit. This is abusive and will result in the criminal conviction of those using this form of abuse even if the intention is to help the child.

### **Children Missing Education**

Children are best protected by regularly attending school where they will be safe from harm and where there are professionals to monitor their well-being. At St. Michael's we encourage the full attendance of all of our children at school. We monitor attendance on a weekly basis and work with our School Attendance Officer who attends on a fortnightly basis to review, monitor and assess the attendance and punctuality of all our children. Where we have concerns that a child is missing education because of suspected abuse, we will liaise with the appropriate agency including our Attendance Office to effectively manage the risks and to prevent abuse from taking place. The school follows the Bury Local Authority guidance on Children Missing in Education. We ensure we hold at least two up to date emergency contacts and their details for each of our children in school.

### **Sexually Active under Eighteen years old**

It is acknowledged by those working with young people that most young people under the age of 18 will have an interest in sex and sexual relationships. The protocol for Sexually Active Young People under 18 years old has been designed to assist those working with children and young people to identify where these relationships may be abusive, and the children and young people may need the

provision of protection or additional services. At St. Michael's we will ensure our policy for managing this issue links to the available protocol.

### **Safeguarding Disabled Children**

Disabled children have exactly the same human rights to be safe from abuse and neglect, to be protected from harm and achieve the Every Child Matters outcomes as non-disabled children.

Disabled children do however, require additional action. This is because they experience greater risks and 'created vulnerability' as a result of negative attitudes about disabled children and unequal access to services and resources, and because they may have additional needs relating to physical, sensory, cognitive and/or communication impairment.

St. Michael's will ensure that our disabled children are listened to and responded to appropriately where they have concerns regarding abuse. In order to do this we will ensure that our staff and volunteers receive the relevant training to raise awareness and have access to specialist staff in the event they have concerns regarding abuse of a child.

### **Honour Based Violence**

Honour based violence 'is a crime or incident, which has or may have been committed to protect or defend the honour of the family and/or community'. It is important to be alert for signs of distress and indications such as self-harm, absence from school and truancy, infections resulting from female genital mutilation, isolation from peers, being monitored by family, not participating in school activities, unreasonable restrictions at home. Where it is suspected that a child/young person is at risk from Honour based violence St. Michael's will report these concerns to the appropriate agency in order to prevent this form of abuse taking place.

### **Trafficked Children**

Child trafficking involves moving children across or within national or international borders for the purposes of exploitation. Exploitation includes children being used for sex work, domestic work, restaurant/sweatshop, drug dealing, shoplifting and benefit fraud. Where St. Michael's is made aware of a child is suspected of or

actually being trafficked/exploited we will report our concerns to the appropriate agency.

### **Domestic Abuse**

The Government defines domestic abuse as “Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members regardless of gender or sexuality.”

Staff need to understand what is required to them if children are members of the household where domestic abuse is known or suspected to be taking place. Our policy includes action to be taken regarding referrals to the Police and Children and Young People’s Services and any action to be taken where a member of staff is the alleged perpetrator or victim of domestic abuse. At St. Michael’s we will follow our safeguarding policy and report any suspected concerns regarding Domestic Abuse to the relevant agency.

### **Private Fostering**

Private fostering is an arrangement made between the parent and the private foster carer, who then becomes responsible for caring for the child in such a way as to safeguard and promote his/her welfare.

A privately fostered child means a child under the age of 16 (18 if a disabled child) who is cared for and provided with accommodation by someone other than:

- ● A parent
- ● A person who is not a parent but has parental responsibility
- ● A close relative
- ● A Local Authority

For more than 28 days and where the care is intended to continue. It is a statutory duty for us at St. Michael’s to inform the Local Authority where we are made aware of a child or young person who may be subject to private fostering arrangements.

### **Child Exploitation and E-Safety (see E-Safety Policy also) Peer to Peer Abuse**

Children and young people can be exploited and suffer bullying through their use of modern technology such as the internet, mobile phones and social networking sites. In order to minimise the risks to our children and young people St. Michael’s will ensure

we have in place appropriate measures such as security filtering, and an acceptable use policy linked to our E Safety Policy.

We will ensure that all members of staff are aware of how not to compromise their position of trust in or outside of the school and are aware of the dangers associated with social networking sites.

Our E Safety Policy will clearly state that mobile phone or electronic communications with a student at our school is not acceptable other than for approved school business e.g. coursework, mentoring. Where it is suspected that a child is at risk from internet abuse or cyber bullying we will report our concerns to the appropriate agency.

### **Anti-Radicalisation and Extremism (Prevent Duty)**

At St. Michael's we recognise our duty to have "due regard to the need to prevent people from being drawn into terrorism". This is our duty under Section 26 of the Counter- Terrorism and Security Act 2015 and the statutory guidance in The Prevent Duty DfE document June 2015.

**Radicalisation** – refers to process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

**Extremism** – is defined by HM Government as 'vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs; and/or calls for the death of members of our armed forces, whether in this country or overseas'.

In this school we recognise that safeguarding against radicalisation and extremism is no different from safeguarding against any other vulnerability.

Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and to understand that they are entitled to have their own different beliefs which should not be used to influence others.

Citizenship helps to provide pupils with the knowledge, skills and understanding to prepare them to play a full and active part in society. Pupils learn about democracy, government and how laws are made and upheld. Pupils are also taught about the diverse national, regional, religious and ethnic identities in the United Kingdom and the need for mutual respect and understanding.

We recognise that children with low aspirations are more vulnerable to radicalisation and therefore we strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves.

Children are taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet.

If staff have any concerns that a child or young person is at risk of radicalisation contact MASH for discussion – 0161 253 5678. If you believe a child or young person is at risk ring 999.

### **Staff Training**

The designated Safeguarding lead will undertake **Prevent Awareness** training and will be able to provide advice and support to members of staff on protecting children from the risk of radicalisation.

The above list is not exhaustive and as new policy guidance and legislation develops within the remit of Safeguarding we will review and update our policies and procedures as appropriate and in line with the Department for Education Bury Safeguarding Children Board and Local Authority.

### **Encompass Commitment**

As part of St. Michael's RC Primary School commitment to keeping children safe we have signed up to implement the principles and aims of the Encompass Model.

In signing up to Encompass the Governing Body and Senior Leadership Team:

- Endorse the Encompass Model and support the Key Adults in our school to fulfil the requirements of the Bury Encompass Protocol.
- Promote and implement Bury Encompass processes and use these in accordance with internal safeguarding children processes.
- Recognise the sensitive nature of the information provided and ensure that this is retained in accordance with the principles of data protection.

## **Key Contacts**

**The Designated Child Protection Lead in School is: Mrs S Bowes, Headteacher  
0161 766 6628**

**The Deputy Designated Lead in School is: Mrs C. Howe, Assistant Headteacher  
0161 766 6628**

**The Designated Safeguarding Governor is: Canon Steven Parkinson**

Safeguarding Referrals to be made to the MASH team (Multi Agency  
Safeguarding Hub) - 0161 253 5678

Early Help - Kirsty Walton – 0161 253 6691

NSPCC Helpline – 0808 800 5000

Further policies can be obtained from [www.safeguardingburychildren.org](http://www.safeguardingburychildren.org)

### **Referrals**

Advice and Assessment Team 0161 253 5572

Out of Hours / Emergency Duty Team (EDT) 0161 253 6606

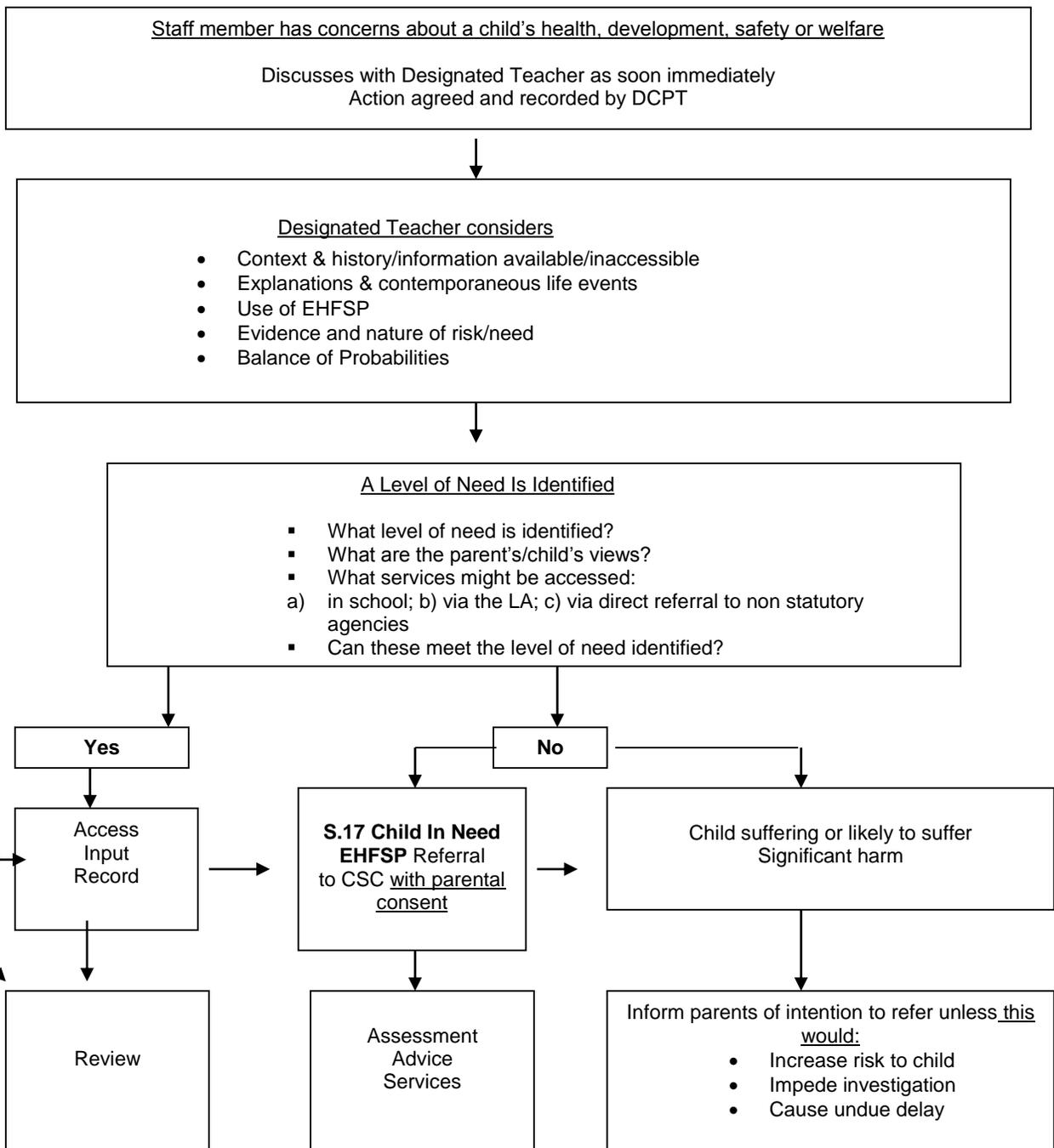
### **Schools Safeguarding**

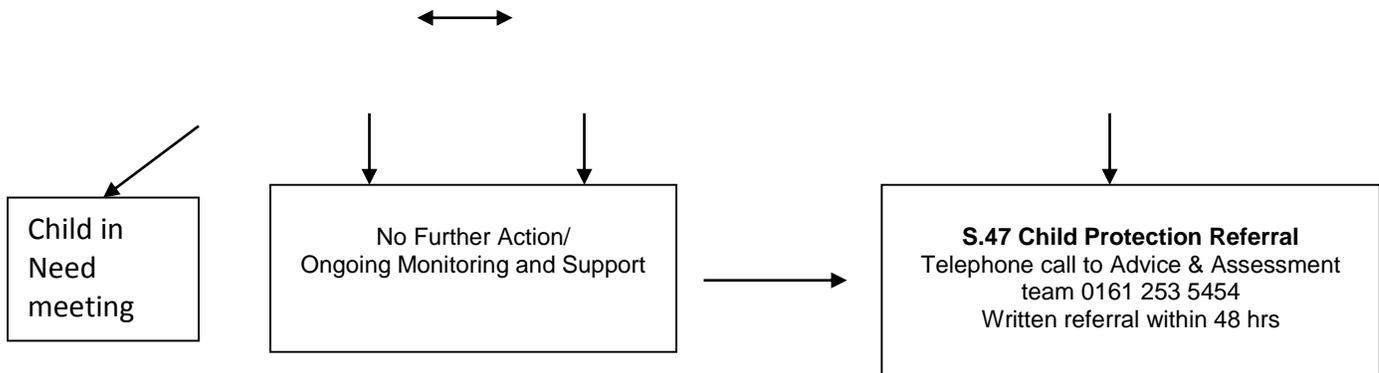
Lesley Davidson 0161 253 5884  
(Schools Safeguarding officer)

### **Allegations**

Gareth Millar or Mark Gay  
(Local Authority Designated Officers) 0161 253 5582/  
0161 253 5342

**Appendix 1: Taking Action Flowchart**





## Early Help Family Support Plan

### Guidance

As an authority Bury provides a range of universal services for all our children, young people and their families to access.

Bury's "Continuum of Need and Thresholds" helps to give practitioners a visual guide of where Bury children are supported through universal services at a voluntary level with either a single agency or multi agency approach, through to the statutory levels and services:

- **Level 1** - represents children with no identified additional needs. Their needs are met through universal services.  
Universal services are where we would like all children to be: accessing universal services such as school, GP and dentist.
- **Level 2** - represents children with additional needs that can be met by targeted support by a single agency or practitioner e.g. SALT, school or Children Centre Outreach. A parent or age appropriate child can ask for an EHFSP to be completed or can be suggested to the family/age appropriate child by a professional involved with them.
- **Level 3** - represents children with additional needs that can be met by targeted support by a Multi-agency Support Package (Team around the Family).
- Multi-agency responses - Early Help Family Support Plan, following an agreed identified plan of action TAF Meetings take place. Not statutory but is a voluntary process where consent is required from a person with parental responsibility. (Failing TAF plans can be sent, attached to an Inter Agency Form, for consideration at the Early Help Panel for a more targeted response).

- **Level 4** - represents children with significant needs that persist and have not been met by targeted support, such as the Early Help Family Support Plan CIN. This is now Statutory Intervention and an assessment would be completed and led by a social worker.
- **Level 5** - represents children with complex and enduring needs at the highest level of vulnerability that will be met by multi-agency support from specialist services led by Social Care (Safeguarding / Looked after Children).

The pathway to access Team Oasis considers the Early Help Family Support Plan, which replaces the CAF as a pre-requisite.

The completion of the EHFSP requires an integrated approach with the child/young person and their family alongside all of the universal services that are currently involved with the child / young person and their family and with the focus being around the child / young person needs in order to explore if there is any prominent family or environmental risk factors.

The benefit of this integrated approach helps to avoid duplication, ensures full disclosure of all concerns and to maximize outcomes for children/young person and their families. It should help guide and support all involved to determine and signpost to the best provision and use of the services available to support the child/young person and family.

The EHFSP **is a choice** available to the family to help them, with universal support, to feel empowered and to be more self reliant in finding their own solutions to the problems and support needs they have identified within their families.

It should be completed with the family with the assistance of an identified professional from universal services in order to help identify community services, including local private or voluntary sectors, as well as any specialist universal services, that can support the family and professionals involved to focus on prevention and early intervention to help prevent referrals to statutory services from Children's Social Care.

By families asking and choosing to work together with universal and voluntary services outcomes should improve, as the support requested is what families have identified as being most relevant and needed for their individual situation, each families plan is bespoke, so maximizing the outcomes for every family.

The achievements for each plan won't always be easy and positive outcomes may take some time to achieve, this is why regular reviews for multi-agency support is required to ensure the support being provided is always the best for the family and that the family are being promoted to develop and become more self reliant and empowered in identifying and implementing their own solutions.

Multi agency support can be in place for as long as the family requires it, as long as achievements and improvements are being evidenced in the reviews, until the point of closure, all needs met and signpost to universal services, Level 1 Support.

Where single agency support is identified and offered, a review would be required to establish if the family's needs have been met or not and if not met return to the EHFSP to look if a multi agency approach is now required.