Ironville and Codnor Park Primary School Graduated Response to Early Help

	What we ask of children	How parents/carers can help	How school staff support children	How the DSLs and Take Care Team support children and families	How External Agencies/Trust/Governors support children and families
Tier Three *Intense and specialist support for families*	• Actively engage in intensive interventions • Share views and contribute to plans • Engage with external agencies • Attend meetings if required / appropriate	• Engage in Child Protection, Child in Need, PLO meetings and plans • Engage with any interventions • Be open and honest • Share views and contribute to plans	• Implement any targeted interventions • Share concerns where relevant • Give updates to Family Support Workers • Liaise with external agencies and professionals as directed. • Monitor the child's wellbeing, attendance, behaviour and engagement	• Work with outside agencies • Engage in Child Protection, Child in Need, PLO (Public Law Outline) meetings and plan • Where there are safeguarding concerns, intensify support through a referral to statutory children's social care • Work with cross border social care	• Local Authority Social Care leads • Trust and governors provide strategic oversight of the school's safeguarding arrangements, ensuring that appropriate support is available for children and families with significant needs
Tier Two *Targeted support for families*	• Share views and contribute to plans • Participate in any targeted interventions • Engage in interventions at home • Agree to and adhere to safety plans	• Proactivity engage with the support offered by school • Engage with early help plans • Engage with home behaviour support plans • Engage with external professional and early help agencies • Share views and contribute to plans • Support the implementation of safety plans	• Gain child's voice • Follow agreed actions and strategies to support the child • Share concerns where relevant • Work in partnership with parents/carers to address identified needs. • Liaise with external agencies and professionals as directed. • Monitor the child's wellbeing, attendance, behaviour and engagement	• Work with external agencies • Work with other schools in the local area, such as schools previously attended and the school of any siblings • Lead Early Help plans • Lead Behaviour support plans for home • Signpost or provide access to other services • Make relevant referrals • Offer emotional wellbeing support for parents/carers	• Governors – critical friend for safeguarding data • Regularly reviews safeguarding data and helps school leaders focus on support for the children who need it • PCSO to offer targeted intervention – individual or small group • Feedback from external agencies to the lead Family Support Worker • Social Workers to work with school around sharing information on the families

Tier One *All children*	• Child friendly safeguarding policy • Attend school regularly • Anti-bullying Crew • School Council • Share their voice with an adult • Peer support • Zones of Regulation • Sign charters • Follow the school rules • Know who to talk to in school • Pupil voice • Participate within the safeguarding curriculum	• Ensure children attend school regularly • Share any concerns with class team • Work in partnership with the school to understand any concerns/worries their child may have in or out of school • Talk to children about how they are feeling using the Zones of Regulation • Be open and honest	• Create positive classroom environments • Build positive relationships with all children and adults • Senior Mental Health Lead and Mental Health First Aiders for Youth • Anti-bullying coordinator • Share information and/or concerns in a timely manner • Review Zones of regulation • Attend courses • Wear colour coded Lanyards • Read and understand the role within DfE and school policies • Restorative Practice • Teach safeguarding within the curriculum • Named leads are responsible for key safeguarding areas • Organise external speakers and workshops • Run safeguarding assemblies • Refer children into Take Care where appropriate • Weekly targeted child	• Implementation of the child protection and safeguarding policy and other safeguarding documents • Safeguarding walkabouts – sense of belonging • Implementation of attendance tier system • Gather stakeholder voice • Attend safeguarding training • Develop and maintain a whole school culture that promotes the benefits of good safeguarding practices • Take Care meetings • ELSA sessions • Nurture sessions • Positive Play sessions • Drawing and Talking sessions • Young Carer – Helping Heroes group • Anti-bullying logs • Supporting transitions and the secure transfer of safeguarding information and records to new schools • Know the process for cross border children • Information sharing	• Governors review safeguarding action plans and audit • Monitor the effectiveness of safeguarding and Early Help provision through governance, challenge and accountability. • Governors to ensure all relevant safeguarding policies and guidance are being followed • Trust to support compliance with statutory safeguarding responsibilities and promote a strong culture of safeguarding across the school and Trust. • Trust peer safeguarding review • Trust - share trust-wide analysis of safeguarding data, alongside the key priorities • Support an inclusive approach to safeguarding and mental health • PCSO assemblies • Community group - ‘Connecting Voices and Sharing Knowledge’ • Time For You sessions for parent/carers and outside agencies

Please note: *The information contained within this document was accurate at the time of publication. The examples of support and services listed are intended as guidance and should not be considered an exhaustive list. Available provision may change to reflect the evolving needs of our children and families, local service availability and updated guidance.*