KING'S STANLEY C OF E PRIMARY SCHOOL

Offer of Early Help and Family Support

Helping children and families get the right support at the right time

Our approach

At King's Stanley, our values of Respect, Resilience and Responsibility shape the way we care for children and work alongside families. We aim to notice difficulties early, listen carefully and help families access practical support before problems become more serious.

Document owner	Headteacher and Designated Safeguarding Lead team
Reviewed	November 2026
Next review	November 2028, or sooner if statutory/local guidance changes
School contact	School Office: 01453 822570
Related documents	Safeguarding and Child Protection Policy; SEND Information Report; Attendance Policy; Behaviour Policy

Website publication copy

1. What is Early Help?

Early Help means providing timely, proportionate support when a child or family first begins to experience difficulty. It can be helpful at any stage of a child's life. The aim is to build on a family's strengths, address needs early and prevent difficulties from becoming more serious.

National guidance now also uses the term Family Help. Family Help brings together targeted early help and support for children in need within a more joined-up system. At school level, we continue to use the familiar term Early Help for the support we can provide, coordinate or help families to access.

The principle is simple

Children and families should receive the right help, from the right people, at the right time. Early Help is not a single service and families do not need to wait for a crisis before asking for support.

2. Who might benefit from Early Help?

Any child or family may need additional help at some point. Early Help may be useful where there are concerns or changes relating to:

- emotional wellbeing, anxiety, friendships or behaviour;
- attendance, punctuality or difficulties engaging with school;
- learning, communication, SEND or additional developmental needs;
- family relationships, separation, bereavement or significant change;
- parenting pressures, routines, boundaries or family stress;
- housing, finances, food insecurity or other practical pressures;
- domestic abuse, substance misuse or parental mental health;
- online safety, exploitation, harmful behaviour or risks outside the home;
- young caring responsibilities or other circumstances affecting a child's wellbeing.

This list is not exhaustive. We consider the individual child, their lived experience, strengths, needs and the wider family context.

3. How to ask us for help

Parents can speak to their child's class teacher, contact the School Office, or ask to speak with the Headteacher, SENDCo, a Designated Safeguarding Lead or our Family Support Worker. Children can speak to any trusted adult in school.

Contact the school

School Office: 01453 822570
You do not need to know exactly what support is needed before contacting us. We can listen, help identify the next step and, where appropriate, connect you with other services.

4. Early Help at King's Stanley

Our first response is usually to understand what is happening for the child and family, what is already working well and what might make the greatest difference. Support is matched to need and may include one or more of the following:

Area	What this may look like
Pastoral and family support	A trusted adult in school, targeted pastoral work, support from our Family Support Worker, check-ins, advice and signposting for families.
Attendance support	Early identification of attendance concerns, regular monitoring, direct work with families and practical support. Our Tea and Toast provision can provide an informal point of contact and additional support for identified pupils.
SEND and learning	Discussion with the class teacher and SENDCo, reasonable adjustments, targeted support and use of Gloucestershire's graduated approach where additional planning is needed.
Emotional wellbeing	A supportive curriculum, opportunities to talk to trusted adults, tailored pastoral support and referrals or signposting to appropriate health or wellbeing services where needed.
Relationships and behaviour	Consistent school expectations, restorative and pastoral approaches, work around friendships and behaviour, and support linked to our school values of Respect, Resilience and Responsibility.
Practical family support	Signposting or referral to local services for parenting support, housing, finance, food, domestic abuse, health, bereavement or other family needs.
Multi-agency support	With the family, we may bring together school staff and other professionals so that support is coordinated and everyone is clear about the plan and intended outcomes.

5. A graduated and coordinated approach

Many needs can be met through high-quality universal provision and a conversation with school. Where more support is required, we may use Gloucestershire's graduated approach to help everyone understand the needs, desired outcomes and agreed actions.

Depending on the level of need and current local arrangements, this may include a My Plan, My Assessment, My Plan+ or successor Gloucestershire planning tools. Where several services are involved, a lead practitioner may

help coordinate the plan. Families and children should be involved in decisions about the help offered, and plans should be reviewed to check whether they are making a difference.

6. Working with families, consent and information sharing

Early Help works best when families and professionals work openly together. For community-based Early Help, we will normally discuss concerns with parents, explain what support is being considered and seek their agreement to involve other services.

There are, however, circumstances where information can be shared without consent. If we believe a child may be at risk of significant harm, safeguarding comes first and we will make the appropriate referral. Data protection law does not prevent information being shared when this is necessary to safeguard a child.

Important

If a family does not wish to take up Early Help, we will listen to their reasons and consider whether needs can be met in another way. A decision not to accept voluntary Early Help does not prevent the school from acting where there is a safeguarding concern.

7. When Early Help is not enough

Early Help is not a substitute for child protection. If a member of staff is concerned that a child has suffered harm, is at risk of significant harm, or needs statutory support, the school's safeguarding procedures will be followed immediately.

- If a child is in immediate danger, call 999.
- For a new safeguarding concern in Gloucestershire, the Children and Families Front Door Service is the central point for raising concerns.
- If a child already has an allocated social worker, the school will contact that worker or their team directly.

8. Gloucestershire contacts for families

Need	Contact	When to use it
Immediate danger	999	Where there is an immediate risk to life or safety.
Advice/support about a child's wellbeing	Children and Families Front Door 01452 426565 - Option 2 Mon-Fri, 9am-5pm	For members of the public, including families, seeking advice or support.
Concern that a child is at risk of immediate harm	Children and Families Front Door 01452 426565 - Option 3	For safeguarding concerns requiring an urgent response during office hours.
Out of hours safeguarding concern	Emergency Duty Team 01452 614758	For situations that cannot safely wait until the next working day.
A child wants confidential help	Childline 0800 1111	Free, confidential support for children and young people.

Gloucestershire advice and Early Help services: Gloucestershire County Council - Early Help and Targeted Support

Family information and local services: Glosfamilies Directory

9. How we identify need and review impact

School staff are well placed to notice changes in a child's presentation, learning, attendance, relationships or wellbeing. Identification is based on professional curiosity and a whole-child view rather than a single threshold or incident.

- listening to the child and taking their views seriously;
- regular communication with parents;
- teacher and pastoral observations;
- attendance and punctuality information;
- SEND assessment and classroom information;
- safeguarding records and patterns of concern;
- information shared appropriately by other professionals;
- reviewing whether agreed support is improving outcomes for the child.

Where a plan is in place, we will agree clear actions and intended outcomes, record decisions, and review progress. Support should be stepped up, changed or brought to an end according to the child's needs and the impact of the help provided.

10. Our commitment to children and families

At King's Stanley we will:

- make it easy for children and families to ask for help;
- listen without judgement and recognise family strengths as well as needs;
- keep the child's welfare, voice and lived experience at the centre of decisions;
- respond early rather than waiting for difficulties to escalate;
- work respectfully with parents and explain what we are doing and why;
- coordinate support where several professionals are involved;
- share information lawfully and proportionately;
- act immediately where there is a safeguarding concern;
- review support so that we know whether it is making a positive difference.

11. Key guidance and local framework

This offer should be read alongside the school's Safeguarding and Child Protection Policy and reflects the following national and local guidance current at the date of review:

- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children 2026
- Gloucestershire Safeguarding Children Partnership - Levels of Intervention 2026
- Gloucestershire Early Help and Targeted Support
- Gloucestershire Children and Families Front Door / MASH

Review arrangements

This document will be reviewed annually and sooner if there are significant changes to statutory guidance, Gloucestershire safeguarding arrangements or the school's Early Help provision.