

The Richard Pate School



Early Help, Family Support and Early Intervention Policy

Reviewed JMH September 2026

1. Policy Statement and RPS Ethos

At Richard Pate School (RPS), we believe that every child should feel safe, valued, respected and supported to achieve their full potential. Our values of Respect, Prepared and Safe underpin every aspect of school life and shape our commitment to safeguarding, inclusion and the wellbeing of every pupil.

We recognise that children's needs may change over time and that many families experience challenges which, with timely support, can be addressed before they become more complex. Early Help is therefore a fundamental part of our safeguarding culture. By identifying emerging needs at the earliest opportunity and working collaboratively with families and partner agencies, we aim to improve outcomes for children and enable them to thrive both in school and beyond.

In accordance with Keeping Children Safe in Education (KCSIE 2026), Working Together to Safeguard Children, the Education (Independent School Standards) Regulations, and guidance from the Gloucestershire Safeguarding Children Partnership (GSCP) and Gloucestershire Early Help Partnership, Richard Pate School is committed to providing timely, coordinated and child-centred support that promotes children's safety, wellbeing, attendance, learning and personal development.

We recognise that safeguarding is everyone's responsibility. Every member of staff has a duty to remain professionally curious, build positive relationships with children and families, identify emerging concerns and take appropriate action to ensure that children receive the right support at the right time.

Our approach is rooted in partnership. We value the knowledge, experience and strengths of families and believe that the best outcomes are achieved when schools, parents, carers and partner agencies work together with the child at the centre of all decision-making.

Where concerns indicate that a child may be suffering, or is likely to suffer, significant harm, safeguarding procedures will always take precedence over Early Help, and referrals will be made promptly in accordance with the School's Safeguarding and Child Protection Policy.

2. Purpose

The purpose of this policy is to establish a clear framework for identifying, assessing and responding to children and families who may benefit from Early Help.

The School aims to:

- identify emerging needs as early as possible to prevent concerns from escalating;

- ensure that every child receives timely, appropriate and proportionate support;
- place the child's voice, lived experience and best interests at the centre of all decision-making;
- promote children's safety, wellbeing, attendance, learning and personal development;
- support families through respectful partnership working;
- ensure staff understand their responsibilities in recognising and responding to emerging concerns;
- strengthen collaborative working with Gloucestershire Early Help, Children's Social Care and other partner agencies;
- ensure that Early Help contributes to improved outcomes for children while recognising when statutory safeguarding intervention is required.

Early Help is not a separate process from safeguarding. It is a proactive safeguarding approach that enables schools and partner agencies to provide support before problems become more serious, reducing risk and improving outcomes for children and families.

3. Legal and Regulatory Framework

This policy has regard to:

- Keeping Children Safe in Education (KCSIE 2026);
- Working Together to Safeguard Children;
- Children Act 1989 and 2004;
- Children and Families Act 2014;
- Education (Independent School Standards) Regulations 2014 (as amended);
- Department for Education guidance relating to safeguarding, attendance and children's wellbeing;
- Gloucestershire Safeguarding Children Partnership (GSCP) procedures;
- Gloucestershire Early Help Partnership guidance;
- SEND Code of Practice (0–25 years);
- Equality Act 2010;
- Human Rights Act 1998;
- United Nations Convention on the Rights of the Child;
- Data Protection Act 2018 and UK GDPR.

This policy should be read alongside the School's:

- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Attendance Policy;
- SEND Policy;
- Mental Health and Wellbeing Policy;
- Equality, Diversity and Inclusion Policy;
- Online Safety Policy;
- Staff Code of Conduct;
- Whistleblowing Policy.

4. Scope

This policy applies to all pupils attending Richard Pate School and to every member of the school community, including:

- teaching staff;
- support staff;
- the Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs);
- Trustees;
- volunteers;
- contractors and regular visitors working with children.

The policy applies whenever concerns arise that a child or family may benefit from additional support to improve their wellbeing, development or educational outcomes.

This may include concerns relating to:

- emotional wellbeing or mental health;
- attendance or punctuality;
- behaviour or relationships;
- Special Educational Needs and Disabilities (SEND);
- neurodiversity, including autism, ADHD, dyslexia and dyspraxia;
- disability or medical needs;
- bereavement or significant loss;
- family relationships or parenting support;
- domestic abuse;
- financial hardship;
- caring responsibilities;
- housing or environmental difficulties;
- online safety;
- contextual safeguarding concerns;
- social, emotional or developmental needs.

The School recognises that no single indicator will necessarily require Early Help. Staff will use professional judgement, informed by the child's lived experience, in consultation with the Designated Safeguarding Lead.

5. Principles of Early Help

Richard Pate School believes that effective Early Help is built upon trusting relationships, professional curiosity, timely intervention and collaborative working.

Our approach is underpinned by the following principles.

Child-centred practice

The welfare of the child is paramount. Every decision will place the child's safety, wellbeing, wishes and lived experience at its centre. Children will be listened to, respected and encouraged to participate in decisions affecting them in ways appropriate to their age and understanding.

Early identification and intervention

Staff recognise that small changes in behaviour, attendance, presentation, emotional wellbeing or learning may indicate that additional support is required. Identifying concerns early enables the School and partner agencies to respond before difficulties become more serious.

Professional curiosity

All staff are expected to remain professionally curious. This means looking beyond presenting behaviours, asking respectful questions, exploring concerns sensitively and seeking to understand what life may be like for the child both within and beyond school.

Positive relationships

Strong relationships between pupils, families and staff are central to effective Early Help. We strive to create an environment where children feel safe to ask for help and families feel respected, supported and included.

Partnership with families

Parents and carers know their children best and are valued partners in the Early Help process. Wherever appropriate, support will be developed collaboratively with families, recognising both their strengths and the challenges they may be experiencing.

Strengths-based practice

Early Help focuses on identifying and building upon the strengths, resilience and protective factors within children, families and communities, empowering them to develop sustainable solutions and improve long-term outcomes.

Multi-agency working

The School works collaboratively with Gloucestershire Early Help, Children's Social Care, Health Services, Educational Psychology, SEND Services and other partner agencies to ensure coordinated support for children and families.

Where appropriate, the School will contribute to an Early Help Assessment and participate in Team Around the Family (TAF) meetings to plan, coordinate and review support.

Inclusion

We recognise that children may require additional support for many different reasons. Our response will always be proportionate, inclusive and tailored to the individual needs of the child, taking account of their age, developmental stage, culture, identity, SEND, neurodiversity and family circumstances.

Safeguarding

Early Help is an important part of safeguarding but does not replace statutory child protection procedures. Where there is reason to believe that a child is suffering, or is likely to suffer, significant harm, the School will act immediately in accordance with its Safeguarding and Child Protection Policy and Gloucestershire safeguarding procedures.

Continuous reflection

Richard Pate School is committed to continually reviewing its Early Help practice, learning from experience and working proactively with families and partner agencies to improve outcomes for every child. Through reflective practice and a culture of openness, we seek to ensure that every child receives the support they need to flourish.

6. Professional Curiosity and Early Identification

At Richard Pate School, we recognise that safeguarding is built upon strong relationships, careful observation and professional curiosity. Every member of staff has a responsibility to notice when something may be changing for a child and to respond appropriately.

Professional curiosity means being prepared to look beyond presenting behaviours, to ask respectful questions, to consider the child's lived experience and to seek a fuller understanding of what may be affecting their wellbeing, development or learning.

Staff should remain alert to changes in a child's:

- behaviour or emotional presentation;
- attendance or punctuality;
- engagement with learning;
- friendships or social interactions;
- physical appearance or personal care;
- communication or confidence;
- family circumstances;
- mental health or emotional wellbeing.

Whilst any one of these changes may not in itself indicate that Early Help is required, staff should remain professionally curious and discuss emerging concerns promptly with the Designated Safeguarding Lead (DSL) or Deputy DSL.

Early identification is fundamental to effective safeguarding. Addressing concerns at the earliest opportunity can prevent difficulties from escalating, improve outcomes for children and reduce the need for statutory intervention.

Where staff are uncertain whether a child requires Early Help or safeguarding intervention, advice should always be sought from the DSL.

7. The Child's Voice

At Richard Pate School, we believe that every child has the right to be heard, respected and involved in decisions that affect them.

In line with Keeping Children Safe in Education (KCSIE 2026) and Working Together to Safeguard Children, the child's wishes, views and lived experiences are central to all Early Help planning and decision-making.

Staff will:

- build positive, trusting relationships with pupils;
- provide opportunities for children to express their thoughts, wishes and feelings in ways appropriate to their age, stage of development and individual needs;
- listen carefully to children without making assumptions;
- recognise that behaviour is a form of communication and seek to understand what a child may be experiencing;
- consider the child's lived experience alongside the views of parents, carers and professionals;

- ensure that the child's voice informs assessments, planning, interventions and reviews wherever appropriate.

The School recognises that some children may require additional support to express themselves, including those with SEND, neurodiverse profiles, speech and language needs, communication differences or those who have experienced trauma.

Where appropriate, staff will adapt communication methods and seek specialist advice to ensure every child has the opportunity to participate meaningfully.

Whilst parents and carers remain valued partners throughout the Early Help process, the welfare and best interests of the child will always remain paramount.

8. Recognising the Need for Early Help

Children and families may benefit from Early Help at any stage of a child's life. Staff should remain alert to emerging concerns, recognising that children rarely experience difficulties in isolation and that several smaller concerns may collectively indicate a greater level of need.

Indicators that a child or family may benefit from Early Help include, but are not limited to:

- changes in behaviour, mood or emotional wellbeing;
- persistent absence, declining attendance or punctuality concerns;
- friendship difficulties or social isolation;
- anxiety, low mood or emerging mental health concerns;
- changes in engagement with learning or academic progress;
- unmet Special Educational Needs and Disabilities (SEND);
- neurodiversity requiring additional support;
- bereavement or significant loss;
- parental illness or disability;
- caring responsibilities;
- domestic abuse within the family;
- parental conflict;
- financial hardship or housing difficulties;
- concerns relating to neglect;
- online safety concerns;
- contextual safeguarding risks;
- significant changes within the family or home environment.

The School recognises that these indicators do not automatically require an Early Help Assessment or referral. Staff should use their professional judgement, seek advice from the DSL and consider the child's individual circumstances before determining the most appropriate course of action.

Where concerns suggest that a child may be suffering, or is likely to suffer, significant harm, statutory safeguarding procedures will always take precedence over Early Help.

9. Identifying and Responding to Need

Early Help concerns may be identified through:

- daily contact with pupils;
- pastoral observations;
- attendance monitoring;
- academic progress and engagement;
- discussions with pupils;
- conversations with parents or carers;
- safeguarding concerns;
- information shared by external professionals;
- health or wellbeing concerns;
- observations by other members of staff.

Any member of staff who has concerns that a child or family may benefit from additional support must share these concerns promptly with the DSL or Deputy DSL.

The DSL will consider:

- the child's wishes and lived experience;
- the views of parents or carers;
- the child's strengths and protective factors;
- the level of need and any associated safeguarding risks;
- whether support can be provided through school-based pastoral interventions;
- whether an Early Help Assessment should be initiated;
- whether support from Gloucestershire Early Help or another agency is appropriate;
- whether the threshold for referral to Children's Social Care has been met.

Support provided within school may include:

- pastoral mentoring;
- emotional wellbeing support;
- School Counsellor involvement;
- SEND interventions;
- attendance support;
- behaviour support;
- family meetings;
- adjustments to learning or pastoral provision.

Where concerns persist or become more complex, the School will work collaboratively with Gloucestershire Early Help and other partner agencies to coordinate support.

Support plans will be reviewed regularly to ensure they remain responsive to the changing needs of the child and family.

10. Early Help Assessment

Where it is identified that a child or family would benefit from coordinated support from more than one service, the School may initiate or contribute to an Early Help Assessment in partnership with the child, parents or carers and relevant professionals.

The purpose of an Early Help Assessment is to:

- gain a holistic understanding of the child's strengths, needs and circumstances;
- identify what is working well alongside areas where additional support is required;
- ensure that the child's voice is central to planning;

- coordinate support across agencies;
- improve outcomes for the child and family.

Where appropriate, a Team Around the Family (TAF) meeting will be established in line with Gloucestershire Early Help procedures.

The Team Around the Family will:

- agree shared outcomes;
- identify clear actions and responsibilities;
- nominate a Lead Practitioner where appropriate;
- review progress at agreed intervals;
- adapt support in response to changing needs.

Richard Pate School will actively contribute to Early Help Assessments and Team Around the Family meetings, ensuring that educational progress, attendance, wellbeing and safeguarding remain central to discussions.

Parents and carers will normally be involved throughout the Early Help process and their consent sought before information is shared with partner agencies, unless doing so would place a child at increased risk of harm or prevent the detection of a crime.

The School recognises that circumstances may change over time. Where concerns increase and statutory safeguarding thresholds are met, the DSL will make a referral to Gloucestershire Children's Social Care without delay, in accordance with the School's Safeguarding and Child Protection Policy.

11. Team Around the Family (TAF)

Where a child or family would benefit from coordinated support from more than one agency, Richard Pate School will work collaboratively with the Gloucestershire Early Help Partnership through the Team Around the Family (TAF) process.

The purpose of a Team Around the Family meeting is to bring together the child, parents or carers and relevant professionals to develop a coordinated plan of support that builds on family strengths, addresses identified needs and improves outcomes for the child.

The School recognises that families are central to achieving positive change. Wherever appropriate, parents and carers will be fully involved in planning, decision-making and reviewing support, with the child's wishes and feelings remaining at the heart of the process.

A Team Around the Family meeting may be appropriate where:

- a child has multiple or emerging needs that cannot be met by one service alone;
- coordinated support from several professionals is required;
- an Early Help Assessment has identified the need for ongoing multi-agency involvement;
- additional support is required to prevent concerns from escalating.

Richard Pate School will actively contribute to Team Around the Family meetings by:

- sharing relevant information appropriately and proportionately;
- contributing to assessments and support planning;

- providing updates on the child's educational progress, wellbeing and attendance;
- implementing agreed actions within school;
- monitoring progress and reviewing outcomes with partner agencies.

Where appropriate, a member of staff may act as the Lead Practitioner if this is considered to be in the child's best interests and is agreed through the Early Help process.

12. Working with Gloucestershire Early Help

Richard Pate School is committed to working in partnership with the Gloucestershire Early Help Partnership to ensure that children and families receive timely, coordinated and effective support.

The School recognises that Early Help is most effective when concerns are identified early and support is provided before difficulties become more complex or require statutory intervention.

The Designated Safeguarding Lead (DSL) will work with Gloucestershire Early Help to:

- discuss emerging concerns and identify the most appropriate support;
- contribute to Early Help Assessments where appropriate;
- participate in Team Around the Family meetings;
- share relevant information in accordance with information-sharing guidance and data protection legislation;
- review progress and adapt support plans where required;
- promote positive outcomes through collaborative working.

The School values the expertise of partner agencies and recognises that effective safeguarding relies upon open communication, mutual respect and shared professional responsibility.

13. Working with Gloucestershire Children's Social Care

Richard Pate School recognises that Early Help does not replace statutory safeguarding responsibilities.

Where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm, the Designated Safeguarding Lead will make a referral to Gloucestershire Children's Social Care immediately, in accordance with the School's Safeguarding and Child Protection Policy and local safeguarding procedures.

Examples may include concerns relating to:

- physical abuse;
- emotional abuse;
- sexual abuse;
- neglect;
- domestic abuse;
- exploitation;
- contextual safeguarding risks;
- serious mental health concerns;
- any situation where the child's safety is compromised.

The School will work constructively with Children's Social Care and other statutory agencies by:

- providing accurate, timely and relevant information;
- attending strategy meetings, child protection conferences, child in need meetings and core group meetings where appropriate;
- implementing agreed safeguarding actions;
- maintaining clear safeguarding records;
- continuing to provide pastoral, educational and emotional support for the child throughout statutory involvement.

The welfare of the child will always be the School's paramount consideration.

14. Roles and Responsibilities

Safeguarding and Early Help are everyone's responsibility.

Every member of the Richard Pate School community has a role to play in creating a culture where children feel safe, respected, listened to and supported.

Through positive relationships, professional curiosity and partnership working, all staff contribute to the early identification of need and the provision of timely support.

The School recognises that effective Early Help depends upon:

- strong pastoral relationships;
- effective communication;
- child-centred practice;
- professional curiosity;
- collaborative working with families;
- effective multi-agency partnerships.

Whilst the Designated Safeguarding Lead has strategic responsibility for coordinating Early Help, all staff share responsibility for recognising emerging concerns and acting promptly.

15. The Role of the Designated Safeguarding Lead (DSL)

The Designated Safeguarding Lead has strategic oversight of Early Help within Richard Pate School and is responsible for ensuring that children and families receive appropriate support at the earliest opportunity.

The DSL will:

- promote a culture of early intervention across the School;
- advise and support staff in identifying children who may benefit from Early Help;
- assess concerns and determine the most appropriate level of intervention;
- decide whether concerns can be addressed through school-based support, Early Help or statutory safeguarding procedures;
- initiate or contribute to Early Help Assessments where appropriate;
- coordinate the School's involvement in Team Around the Family meetings;
- maintain effective working relationships with Gloucestershire Early Help, Children's Social Care and partner agencies;
- ensure that the child's voice remains central to all planning and decision-making;

- maintain accurate and confidential safeguarding records;
- monitor the effectiveness of Early Help interventions;
- ensure that support plans are reviewed regularly and adapted as children's needs change;
- promote reflective safeguarding practice and professional curiosity across the School.

The DSL will also ensure that all staff understand local safeguarding procedures and know how to access advice whenever concerns arise.

16. The Role of All Staff

Every member of staff has a responsibility to contribute to the School's safeguarding culture and to promote the wellbeing of every pupil.

All staff will:

- build positive, trusting relationships with children;
- create an environment where children feel safe to seek help;
- remain professionally curious and alert to changes in children's presentation or circumstances;
- listen carefully to children and take their concerns seriously;
- recognise that behaviour may be a form of communication;
- identify children and families who may benefit from Early Help;
- report concerns promptly to the DSL or Deputy DSL;
- contribute to Early Help planning where appropriate;
- implement agreed support strategies within school;
- maintain appropriate confidentiality;
- work collaboratively with parents, carers and partner agencies;
- undertake safeguarding and Early Help training as required.

Staff are not expected to make safeguarding decisions independently but are expected to recognise concerns, share information promptly and contribute positively to the support provided.

At Richard Pate School, every interaction with a child is an opportunity to promote safety, wellbeing and belonging. Through our shared commitment to Respect, Perseverance and Success, we seek to ensure that every child is known, understood and supported to flourish.

17. Partnership with Parents and Carers

At Richard Pate School, we believe that positive partnerships with parents and carers are fundamental to achieving the best possible outcomes for children. Families know their children best and play a central role in supporting their wellbeing, development and education.

Where a child may benefit from Early Help, the School will work openly, respectfully and collaboratively with parents and carers to identify strengths, understand concerns and agree appropriate support. We recognise that seeking support can be challenging for families and aim to ensure that conversations are sensitive, non-judgemental and solution-focused.

The School will:

- communicate concerns promptly, honestly and sensitively;
- involve parents and carers in discussions, assessments and planning wherever appropriate;
- recognise and build upon family strengths and protective factors;
- explain the purpose and benefits of Early Help and multi-agency working;
- encourage parents and carers to participate actively in support planning and review meetings;
- provide information about appropriate local services and sources of support;
- maintain regular communication throughout the Early Help process.

Parental consent will normally be sought before making an Early Help referral or sharing information with partner agencies.

However, in accordance with Keeping Children Safe in Education (KCSIE 2026) and Working Together to Safeguard Children, consent will not be sought where doing so would:

- place a child or another person at increased risk of harm;
- prejudice the prevention or detection of a crime;
- compromise a safeguarding investigation;
- delay necessary safeguarding action.

Where consent is not obtained or is refused, the School will continue to consider whether the child's needs require statutory safeguarding intervention and will act in the child's best interests at all times.

18. Attendance as an Early Help Indicator

Richard Pate School recognises that regular school attendance is fundamental to children's educational achievement, wellbeing and safeguarding.

In line with Keeping Children Safe in Education (KCSIE 2026) and the Department for Education's attendance guidance, staff understand that poor attendance, persistent absence or changes in attendance patterns may be indicators of unmet need or wider safeguarding concerns.

Attendance concerns will never be considered in isolation. Staff will consider attendance alongside other indicators, including:

- changes in behaviour or emotional wellbeing;
- friendship difficulties;
- family circumstances;
- emerging mental health concerns;
- SEND or neurodiversity;
- medical needs;
- experiences of bullying or discrimination;
- contextual safeguarding risks.

Where attendance concerns emerge, the School will work proactively with pupils and families to understand the reasons for absence and identify appropriate support.

Support may include:

- pastoral meetings;

- attendance support plans;
- SEND review;
- Early Help Assessment;
- Team Around the Family (TAF);
- referral to Gloucestershire Early Help;
- referral to Children's Social Care where safeguarding concerns are identified.

The School's aim is always to identify barriers to attendance early and provide supportive interventions that enable pupils to attend school regularly and successfully.

19. Mental Health and Emotional Wellbeing

Richard Pate School is committed to promoting positive mental health and emotional wellbeing for every pupil.

We recognise that children's emotional wellbeing is closely linked to their safety, relationships, attendance, learning and overall development. Early Help provides an opportunity to identify emerging concerns and offer support before difficulties become more significant.

Staff understand that emotional wellbeing may be affected by a wide range of factors, including:

- bereavement or loss;
- friendship difficulties;
- anxiety or low mood;
- family change or conflict;
- trauma or adverse childhood experiences;
- bullying or discrimination;
- online experiences;
- academic pressures;
- physical health needs.

The School will foster a culture in which pupils feel safe to talk about their feelings and know that trusted adults will listen and provide support.

Where concerns are identified, support may include:

- pastoral support;
- mentoring;
- School Counsellor involvement;
- adjustments within school;
- partnership with parents;
- referral to Gloucestershire Early Help or appropriate health services;
- referral to specialist mental health services where appropriate.

Staff recognise that persistent changes in a child's emotional wellbeing may also indicate wider safeguarding concerns and will consult the DSL whenever concerns arise.

20. SEND and Neurodiversity

Richard Pate School recognises that children with Special Educational Needs and Disabilities (SEND) and those who are neurodivergent may experience additional barriers that increase their vulnerability or make it more difficult for safeguarding concerns to be recognised.

In accordance with Keeping Children Safe in Education (KCSIE 2026), staff understand that children with SEND are statistically more likely to experience abuse, neglect and exploitation and may face additional communication barriers when expressing concerns.

The School is committed to ensuring that Early Help is inclusive and responsive to the individual needs of every child.

When considering Early Help, staff will take account of:

- the child's strengths and individual profile;
- communication needs;
- sensory differences;
- emotional regulation;
- learning differences;
- developmental stage;
- existing support plans;
- the child's preferred methods of communication.

The School recognises that neurodiversity is part of the natural diversity of human development. Conditions including autism, ADHD, dyslexia, dyspraxia, dyscalculia and Developmental Language Disorder are not viewed solely through a deficit model but as differences that may require adjustments, understanding and tailored support.

Where appropriate, Early Help planning will be coordinated alongside SEND support to ensure that families experience a joined-up approach rather than separate or duplicated processes.

21. Record Keeping

Accurate, timely and secure record keeping is an essential part of effective Early Help and safeguarding practice.

The School will maintain clear records of:

- concerns raised;
- discussions with pupils and families;
- decisions made;
- actions agreed;
- referrals;
- Early Help Assessments;
- Team Around the Family (TAF) meetings;
- reviews of support;
- outcomes.

Records will:

- be factual, accurate and contemporaneous;
- distinguish clearly between fact, observation and professional opinion;
- include the child's voice wherever appropriate;
- record the rationale for professional decisions;
- be stored securely in accordance with the School's Safeguarding and Child Protection Policy and Data Protection Policy.

The DSL is responsible for ensuring that Early Help records are maintained appropriately and reviewed regularly.

22. Confidentiality and Information Sharing

Richard Pate School recognises that effective safeguarding depends upon appropriate, timely and lawful information sharing.

Information will be shared in accordance with:

- Keeping Children Safe in Education (KCSIE 2026);
- Working Together to Safeguard Children;
- Data Protection Act 2018;
- UK General Data Protection Regulation (UK GDPR);
- Information Sharing Advice for Safeguarding Practitioners.

The School will ensure that information is:

- necessary;
- proportionate;
- relevant;
- accurate;
- timely;
- secure.

Where appropriate, consent will be sought before sharing information with partner agencies as part of the Early Help process.

However, staff should never allow concerns about confidentiality or data protection to prevent information being shared where this is necessary to safeguard or promote the welfare of a child.

The DSL will determine what information should be shared, with whom and when, taking account of statutory guidance and the best interests of the child.

All staff have a responsibility to maintain appropriate confidentiality while recognising that safeguarding concerns must always be shared with the DSL or Deputy DSL.

Confidentiality should never prevent staff from taking action where they believe a child may be at risk of harm.

23. Training and Professional Development

Richard Pate School is committed to ensuring that all staff have the knowledge, confidence and skills to recognise emerging concerns, respond appropriately and contribute effectively to Early Help and safeguarding.

In accordance with Keeping Children Safe in Education (KCSIE 2026), safeguarding training forms part of every member of staff's induction and ongoing professional development. Staff are expected to understand how Early Help contributes to safeguarding and to recognise their role in identifying and responding to children who may benefit from additional support.

All staff will receive regular safeguarding and child protection training, including updates on:

- the principles of Early Help and early intervention;
- recognising indicators of emerging need and vulnerability;
- professional curiosity and understanding the child's lived experience;
- the importance of the child's voice in assessment and planning;
- local safeguarding arrangements and Gloucestershire Early Help pathways;
- attendance as a safeguarding concern;
- mental health and emotional wellbeing;
- SEND and neurodiversity in safeguarding;
- contextual safeguarding and online safety;
- information sharing and record keeping.

The Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSLs) will undertake additional safeguarding and Early Help training in line with statutory guidance and Gloucestershire Safeguarding Children Partnership (GSCP) expectations. This will include opportunities to engage with local safeguarding updates, multi-agency learning and professional networks to ensure that practice reflects current legislation and emerging safeguarding themes.

The School recognises that safeguarding is continually evolving. Staff are encouraged to engage in reflective practice, share learning and contribute to a culture of continuous professional development and improvement.

24. Monitoring and Quality Assurance

Richard Pate School is committed to ensuring that Early Help is effective, responsive and continuously improving.

The effectiveness of Early Help practice will be monitored through:

- regular safeguarding reviews and audits;
- monitoring of Early Help Assessments and Team Around the Family (TAF) involvement;
- review of attendance, behaviour and pastoral trends;
- evaluation of safeguarding records and referrals;
- monitoring outcomes for pupils receiving Early Help;
- feedback from pupils, parents, carers and partner agencies where appropriate;
- safeguarding supervision and professional reflection;
- reports to the Headmaster and Trustees.

The DSL will review Early Help provision regularly to ensure that:

- concerns are identified promptly;
- interventions are timely and proportionate;
- the child's voice is evident within planning and review;
- support remains responsive to changing needs;
- safeguarding thresholds are recognised and acted upon appropriately;
- partnership working with Gloucestershire Early Help and Children's Social Care remains effective.

The Headmaster and Trustees will receive anonymised information, where appropriate, regarding safeguarding and Early Help trends, enabling them to provide effective oversight and ensure that safeguarding remains a strategic priority across the School.

Learning from safeguarding practice, audits, reviews and feedback will inform:

- policy development;
- staff training;
- pastoral provision;
- curriculum planning;
- school improvement priorities.

Through continuous reflection and evaluation, Richard Pate School seeks to ensure that every child receives the right support at the right time and that our safeguarding practice continues to develop in response to the changing needs of children and families.

25. Related Policies

This policy should be read alongside the following School policies and procedures:

- Safeguarding and Child Protection Policy;
- Behaviour Policy;
- Attendance Policy;
- Equality, Diversity and Inclusion Policy;
- Anti-Bullying Policy;
- SEND Policy;
- Mental Health and Wellbeing Policy;
- Online Safety Policy;
- Staff Code of Conduct;
- Low-Level Concerns Policy;
- Whistleblowing Policy;
- DSL Supervision and Professional Support Policy;
- Data Protection Policy;
- Recruitment and Selection Policy;
- **Critical Incident Management Plan;**
- Bereavement Policy.

Together, these policies support Richard Pate School's commitment to safeguarding, promoting wellbeing and ensuring that every child is known, valued and supported to flourish.

26. Policy Review

The Headmaster has overall responsibility for ensuring that this policy is implemented effectively and remains consistent with the School's safeguarding responsibilities, values and ethos.

The Designated Safeguarding Lead will monitor the day-to-day implementation of this policy and ensure that Early Help practice reflects current statutory guidance, local procedures and best practice.

This policy will be reviewed annually by the Headmaster, the Designated Safeguarding Lead and the Trustees, or sooner if required following:

- updates to Keeping Children Safe in Education (KCSIE);
- revisions to Working Together to Safeguard Children;
- changes to Gloucestershire Safeguarding Children Partnership (GSCP) or Gloucestershire Early Help procedures;
- changes to the Independent School Standards or Independent Schools Inspectorate (ISI) Framework;
- significant safeguarding incidents or local safeguarding practice reviews;
- findings from safeguarding audits or external inspection;
- changes to legislation or Department for Education guidance.

The review will consider:

- the effectiveness of Early Help interventions;
- outcomes for children and families;
- safeguarding and attendance trends;
- the views of pupils, parents, carers and staff where appropriate;
- staff training needs;
- opportunities to strengthen partnership working and safeguarding practice.

Richard Pate School is committed to fostering a culture of continual reflection, learning and improvement. Through effective Early Help, strong relationships and collaborative working, we seek to ensure that every child feels safe, respected and supported to achieve their full potential.

Guided by our values of Respect, Perseverance and Success, we will continue to work in partnership with families and external agencies to provide timely, compassionate and effective support, ensuring that every child has the opportunity to flourish both within school and beyond.