St.George's C of E School

NURTURE, LEARN, SUCCEED

Family Help 2026-27

At St George's C of E School, we recognise the challenges families face in raising children and provide support as soon as a problem emerges, at any point in a child's life. In line with Keeping Children Safe in Education 2026, we have transitioned to a Family Help model, which encompasses both universal community-based Family Help and targeted Family Help for those with more complex needs.

Safeguarding is Everyone's Responsibility. Safeguarding is a child-centred, co-ordinated approach. All staff are prepared to identify children who may benefit from Family Help.

The diagram below shows the range of needs at different levels. We use this graduated approach to make sure we provide the best support for different families' individual situations:



Providing Family Help to our pupils and families at St George's C of E School means we are more effective in promoting support as soon as we can. Family Help means providing support as soon as a problem emerges, at any point in a child's life, beginning with the foundation stage. We have a safeguarding culture that promotes trust between all adults and children so that all children have a trusted adult that they can speak to about any of their worries or concerns.

At St George's C of E School, we believe that safeguarding is everyone's responsibility and promote this accountability with all staff. In school we have a safeguarding team that staff can liaise with and take overall responsibility and they are:

Matthew Harrold DSL, Deputy Headteacher & Inclusion Lead	Clare Snape DDSL & Headteacher	Leo Atkinson DDSL & SLT	Louise Williams DSL Early Years
			
mharrold@stgprimary.org	csnape@stgprimary.org	leoatkinson@stgprimary.org	lwilliams@stgprimary.org

The nominated safeguarding governor is: Lauren Tallis Email: ltallis@stgprimary.org

The Chair of Governors: Mrs Pam Leek-Wright Email: pleekwright@blackpeartrust.org



Family Help is a pathway to supporting you and your child as they grow up when you or they may need further support or guidance. Providing Family Help to our pupils and families at St George's C of E School means we can improve outcomes for children, families, and communities, providing support as soon as a problem emerges, at any point in a child's life, from the early years through to teenage years.

Family Help relies upon local groups and people in the community, who work together to help children, young people, and their families. Everyone needs help at some time in their lives and therefore an ethos of Family Help is important for any school.

Family Help can support children and their families who may be struggling with:



- Routines and family rules
- Families who may be not be eating healthy food or who are trying to keep to a healthy lifestyle
- Children who are caring for a family member
- Children who may not want to go to school for different reasons
- Disability within the family, including children being a young carer
- Children in the family have special educational needs (SEND)
- Children who may becoming involved in anti-social or criminal behaviour
- Children who go missing from home
- Children or parents / carers misusing drugs or alcohol
- Children at risk of being tricked, forced, or made to work in the criminal world
- Children who may need support because they may live in a home and see drug or alcohol abuse or adult mental health problems.
- Children who have parents who argue a lot (and sometimes might hurt each other) whether the parents live together or apart.
- Children at risk of being groomed to join groups which support illegal views
- A privately fostered child (a child from another family living within your family home)

What is an Family Help Assessment?

It is a tool we use to support our work with families and helps us to identify what families need help with and inform how we can work with families to make the changes they need.

We work with families using the 'Circle of Support'. It helps to guide our conversations and find out what is working well, and what additional support may benefit your family.

We focus on all those living in your family home and wider family connections to develop a clear picture of what day to day life is like. The Circle of Support has a set of question prompts for parents and carers, and another set of questions that are specifically for children and young people. These tools help us to get the views of everyone in your family.



Within the Circle of Support is the Readiness to Change model, and the family will be asked to score themselves on each area of the assessment criteria.

The Family Help assessment isn't a referral form for other professionals to complete in order to receive another service to support the family. The purpose of the assessment is to identify the help that's needed, and to inform a family plan of support which will identify who may be able to best support you.

The assessment can be shared with other services, who can offer additional support. It helps everyone to work together, to make sure you get the right help at the right time, and to strengthen community connections. It's a shared document so that you only tell your story once. This document is stored safely in our case management system.

We use a restorative approach to understand strengths, needs and barriers. The Circle of Support assessment tool and Readiness to Change model help us identify support needs. Assessments inform a Family Plan that strengthens community connections and ensures families only tell their story once. The goal is to work together to find solutions.

The Family Help assessment process - step by step



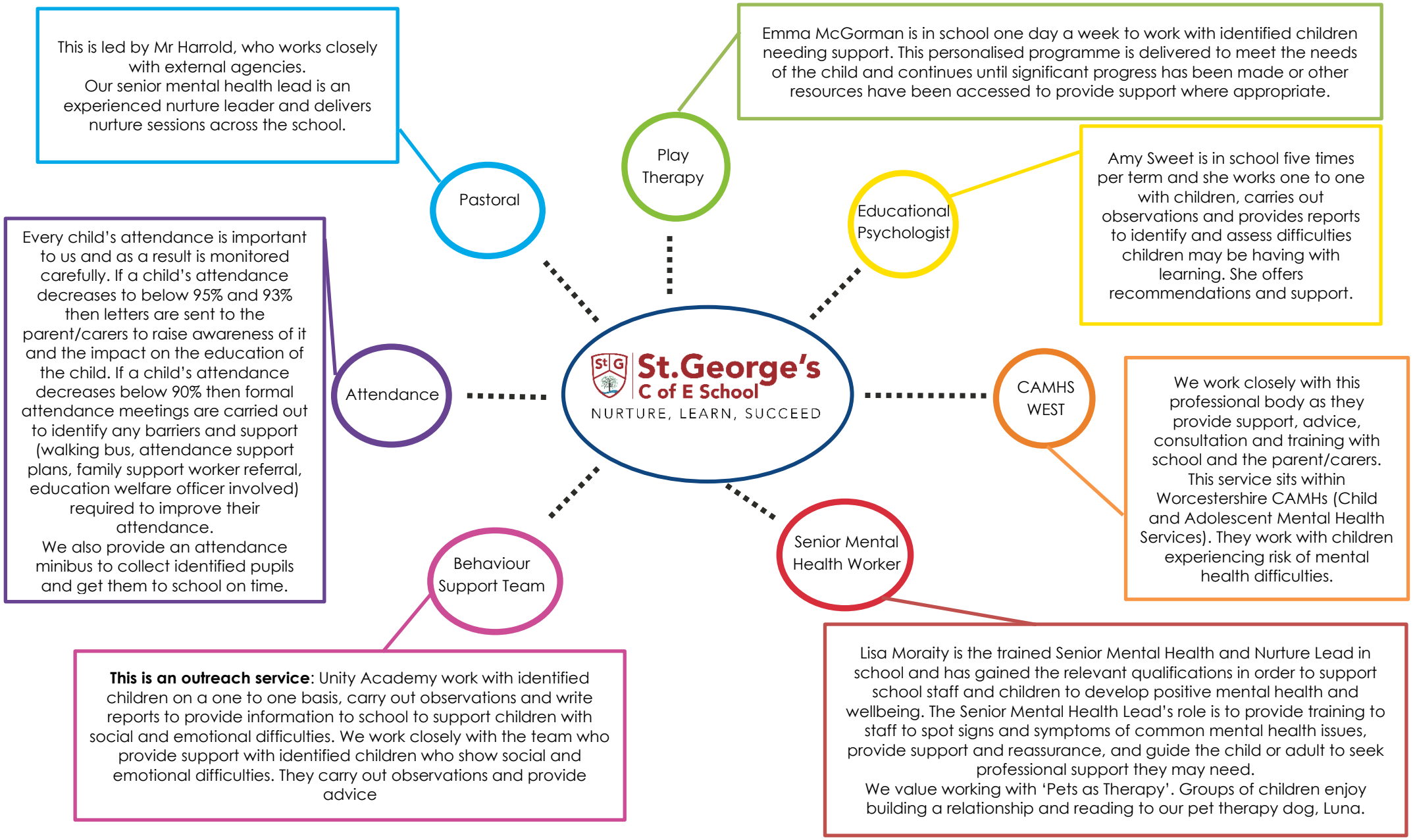
1. When completing an assessment, we'll work with family members to build relationships and involve them in every part of the process.
2. We'll work with each child to understand what's important to them and place them at the centre of the assessment.
3. We'll use different activities to help gather information, and with families' agreement we'll speak with other professionals who have more information that's important to include. This could include school, nursery, or health visitors.
4. We'll talk about family history as this informs us of each child's life experience, and include strengths and achievements.
5. We'll focus on all members of the family and how their lives are, or have the possibility of, impacting on other household members.
6. We may use other types of assessment tools, such as an exploitation risk assessment, if we're worried about the safety of a family member.
7. We'll include any other assessment that has already been completed, such as the information contained in an education, health and care plan, or information collected in reports from an education, health and care needs assessment, to avoid duplication.
8. We'll always include factual information in the assessment, and where professional judgement or opinion is included this will be clearly noted.
9. Assessments will be clear, informative, and not overly descriptive to ensure that we can identify what each part means for the child/ren.
10. We'll use the assessment to inform a family plan which everyone will work towards, and where continued or more help is needed we may need to revisit the assessment.

Family Help relies upon local groups and people in the community, sometimes we work together to help children, young people, and their families. Everyone needs help at some time in their lives and therefore an ethos of Family Help is important for any school.



In **Keeping Children Safe in Education 2026** it makes it clear that ALL staff should be aware of their local Family Help process and understand their role in it. In addition, this statutory document makes it clear that any child may benefit from Family Help, but all school and college staff should be particularly alert to the potential need for Family Help for a child who:

- Disabled children and those with health conditions
- Children with SEND, with or without an EHCP
- Young carers
- Children who are pregnant or parents
- Children showing early signs of harmful behaviours
- Children at risk of serious violence
- Children affected by gangs, county lines, criminal or financial exploitation
- Children missing education, home or care
- Children experiencing disrupted education, repeat suspensions or part-time timetables
- Children at risk of radicalisation, trafficking or modern slavery
- Children affected by parental offending or imprisonment
- Children affected by substance misuse, mental health difficulties or domestic abuse within the family
- Children at risk of honour-based abuse, including FGM and forced marriage. All St George's C of E School, staff are aware of the offer of Family Help and at all times staff consider if there is any offer of Family Help that we can make in order to help a child thrive. We believe that early interventions for children or families, in many cases, will prevent children from experiencing harm. Within school we provide the following Family Help support for all children, striving to ensure concerns, no matter how small they may seem, are listened to and supported quickly and effectively therefore maximising the chance of safeguarding all of our children.


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C of E School
NURTURE, LEARN, SUCCEED
Pastoral
This is led by Mr Harrold, who works closely with external agencies.
Our senior mental health lead is an experienced nurture leader and delivers nurture sessions across the school.
Play Therapy
Emma McGorman is in school one day a week to work with identified children needing support. This personalised programme is delivered to meet the needs of the child and continues until significant progress has been made or other resources have been accessed to provide support where appropriate.
Educational Psychologist
Amy Sweet is in school five times per term and she works one to one with children, carries out observations and provides reports to identify and assess difficulties children may be having with learning. She offers recommendations and support.
Attendance
Every child's attendance is important to us and as a result is monitored carefully. If a child's attendance decreases to below 95% and 93% then letters are sent to the parent/carers to raise awareness of it and the impact on the education of the child. If a child's attendance decreases below 90% then formal attendance meetings are carried out to identify any barriers and support (walking bus, attendance support plans, family support worker referral, education welfare officer involved) required to improve their attendance.
We also provide an attendance minibus to collect identified pupils and get them to school on time.
CAMHS WEST
We work closely with this professional body as they provide support, advice, consultation and training with school and the parent/carers. This service sits within Worcestershire CAMHs (Child and Adolescent Mental Health Services). They work with children experiencing risk of mental health difficulties.
Behaviour Support Team
This is an outreach service: Unity Academy work with identified children on a one to one basis, carry out observations and write reports to provide information to school to support children with social and emotional difficulties. We work closely with the team who provide support with identified children who show social and emotional difficulties. They carry out observations and provide advice
Senior Mental Health Worker
Lisa Moraity is the trained Senior Mental Health and Nurture Lead in school and has gained the relevant qualifications in order to support school staff and children to develop positive mental health and wellbeing. The Senior Mental Health Lead's role is to provide training to staff to spot signs and symptoms of common mental health issues, provide support and reassurance, and guide the child or adult to seek professional support they may need.
We value working with 'Pets as Therapy'. Groups of children enjoy building a relationship and reading to our pet therapy dog, Luna.

Within school we provide the following training to staff and Family Help support for all children, striving to ensure concerns, no matter how small they may seem, are listened to and supported quickly and effectively therefore maximising the chance of safeguarding all of our children

