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This handbook explains how the Primary Consortia/Team Around the School(s) model forms part of Liverpool’s Early Help Offer. Our ambition in Liverpool is for children, young people and their families to have their needs met as soon as difficulties are identified. We want to ensure that Early Help happens as part of a continuum,\(^1\) from universal preventive approaches through to more targeted help, when families are experiencing more complex and multiple difficulties.

Early Help refers both to help in the critical early years of a child’s life and also help throughout a child, young person’s and families life. An Early Help offer ensures that services respond, as soon as possible, when difficulties emerge in order to prevent problems from becoming entrenched or escalating.

The delivery of an effective Early Help offer is not the responsibility of a single agency; it requires a co-ordinated approach supported by Health, Social Care, Police, Youth Offending Services, Schools and Specialist Services, Adult Services, Housing and Voluntary and Community Organisations.

The introduction of the Primary Consortia/Team Around the Schools model was based on the universal provision of the school, where each of the mainstream secondary schools and special schools operates a stand-alone ‘Team Around the School’ (TAS) and the same approach was adopted via consortia of primary schools. Both models provide a strong foundation for the development of Liverpool’s Integrated Early Help strategy \(^2\) and support children, young people and their families by refocusing resources on prevention rather than crisis intervention. The continuing development of the primary consortia/TAS model is integral to the success of Liverpool’s Early Help offer, as it provides the context for agencies to continue to work together to improve outcomes for children, young people and their families.

Colette O’Brien, Director
Children and Young People’s Services

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Children’s Trusts bring together all services for children and young people in an area under a wide agreement about the outcomes we want for every child. Improved outcomes can only be achieved and sustained when agencies work together to design and deliver integrated services around the needs of children and young people. Local Authorities take a lead in making arrangements to promote cooperation between local agencies whose work impacts on children within the authority’s area. This includes the concept of the totality of change needed to deliver better and more responsive integrated services. Each member of the Trust contributes to the improvement of the well being of children and young people in Liverpool by working collaboratively to deliver the objectives of the city’s Children and Young People’s plan. They also build and sustain an effective partnership with and between local agencies who provide services to children and young people in order to focus financial, human and physical resources jointly on improving outcomes. The Board will report activities and submit minutes to the local Health and Well Being Board.
2. Vision

Our ambition is that families, particularly those with multiple and complex needs will have access to co-ordinated Early Help in accordance with need as soon as difficulties are identified. The offer is personalised, multi-agency, evidenced based and embedded within a Whole Family approach. Children and young people in those families will live safe, healthy and fulfilling lives and develop into responsible adult citizens, thereby breaking the intergenerational cycles of risk and vulnerability. Families will become more resilient and develop capabilities to prevent and resolve problems. The aim is to reduce demand for higher cost specialist services and achieve greater use of community based universal preventive services. Social capital and resilience within local communities will be identified and enhanced.
3. Model for Integrated Working

Team Around the School

Primary Purpose:

- To support a multi-agency approach to early help through universal services i.e. the school; and to co-ordinate support for individual children via the early help assessment tool from within ‘existing resources’ the team have at their disposal
- To provide a multi-agency/multi-disciplinary child centred approach to service delivery that supports the ‘Team Around the Child’
- To develop a proactive multi-agency approach to preventive and early help services that reflect and are responsive to local issues
- To narrow the ‘gap’ or difference in outcomes between the children and young people living in a particular area with the best outcomes in the City and the nationally expected outcomes for all other children and young people.

This model will include Team Within the School, Team Around the School, and access to specialist services. In addition there will be support arrangements linked to structures for young people not in school.

As the needs of the child/young person are the starting point for any intervention, the Terms of Reference for Groups supporting the model will start from this perspective.

The Team Around the School(s) model complements the Children Centre model of integrated multi-agency support for children and their parents/carers. A range of services are provided through Children Centres which can be accessed directly or through primary consortia/ TAS.
4. Terms of Reference

4.1 Team Within the School

The Team Within the School will:

- plan for the needs of their school as a ‘community’ engaging parents, and children and young people in decision making e.g. through School Councils
- plan preventive and early intervention activities e.g. extended/out of school activities that promote pupils’ health, safety and well being
- identify changes and be alert to signs that a young person is experiencing difficulty
- work with parents/carers and the child/young person to identify and meet needs. Where appropriate, a school staff member may conduct an Early Help Assessment.
- identify and prioritise children/young people to be discussed at TAS

Meetings:

The ‘Team Within the School’ will meet on a regular basis in accordance with the practices of the school.

4.2 Team Around the School (TAS)

There are two models for the delivery of the Team Around the School reflecting the numbers of pupils and the capacity of organisations to participate in TAS activity. The Secondary and Special School Model supports a targeted intervention agenda and is based on identifying relevant external support for children and young people and inviting different agencies to attend meetings. The Primary Model is based on a consortium of Primary Schools working with support services. While the models differ in structure they have the same aims/purpose.

*Currently all schools including academies have access to officers for TAS meetings. However any subsequent support as a result of TAS is charged for Academies.*

The Team Around the School will:

- provide the initial response for individual children where the ‘Team Within the School’ is not able to meet needs.
4. Terms of Reference

- identify needs using the Early Help Assessment Tool if appropriate.
- consider potential risk factors and support identification of children and young people who without intervention will be vulnerable/at risk in the future
- provide preventive and early intervention actions for identified groups
- be aware of referral pathways for specialist services

NB: The Team Around the School meetings will not replace the statutory safeguarding/children in care review meetings. Individual professionals must attend statutory safeguarding/children in care meetings as requested by Children’s Social Care

4.3 Secondary, and Special School Model:

Each school will invite appropriate agencies to support its own ‘Team Around the School.’

Meetings:
- The school will nominate a senior staff member to act as Chair of the Team Around the School and to organise meetings.

- The frequency of meetings will depend on the needs of the school and will usually be determined by them.

Role/responsibilities of Chair:

Meetings will be chaired by the School. The Chair will:
- organise TAS meetings, set agenda and Chair meetings
- provide reports to the School as appropriate
- be the key school contact for the other agencies invited to the TAS
- Make the final decision regarding invitation of a voluntary sector organisation to a meeting and ensure parental/pupil permissions are obtained where appropriate, and that matters regarding information and confidentiality are clarified

Role/responsibilities of members:

Invited agencies who attend the Team Around the School will:
- commit to development and implementations of joint/multi-agency plans to support children and young people as part of an integrated team.
• share information to support effective planning and multi-agency work (see Section 9 Information Sharing)
• contribute to the implementation of support plans following an Early Help Assessments
• contribute to the identification of children and young people who may be vulnerable or ‘at risk’
• contribute to prevention and early intervention work/programmes for groups of children and young people identified as being ‘at risk’
• Commit to carry out actions agreed at TAS

4.4 Primary Model

The Team Around the School(s) will support a consortium of Primary Schools (6 - 12 schools.)

Meetings:
• The Primary School Consortium will nominate a Headteacher Chair and agree the arrangements for organising meetings
• It is expected that there will be a full ‘Team Around the School’ planning meeting to identify priorities at least once a term

• Following this, relevant members of the ‘Team Around the School’ will meet to address the agreed priorities, and to support individual pupils as required.
• Schools in the consortia will share outcomes, priorities and strategies through the Team Around the School meeting, drawing upon expertise from other Primary Schools in addition to the wider multi-agency support.
• The frequency of meetings will depend on the needs of the schools and will usually be determined by them

Membership:
• The Primary Team Around the School(s) comprises a core group, including for example, School Health, Pupil Attendance and Educational Welfare Service, Educational Psychology Service, SENISS, Children Centres, School Family Support Service and Outreach Services from special schools.

Role/responsibilities of Chair:

The Chair will:
• organise TAS meetings, set agenda and Chair meetings
4. Terms of Reference

- be the key contact for schools and the other members of the TAS
- Make the final decision regarding invitation of a voluntary sector organisation to a meeting; and ensure parental/pupil permissions are obtained where appropriate, and that matters regarding information and confidentiality are clarified

Role/responsibilities of members:

Members of the Primary ‘Team Around the School(s)’ will:

- commit to regular attendance of TAS meetings as required
- commit to the development and implementation of joint/multi-agency plans to support children and young people as part of an integrated team
- share information to support effective planning and multi-agency work (see Section 9 Information Sharing)
- contribute to the implementation of support plans following Early Help Assessments
- contribute to the identification of children and young people who may have SEN/Disabilities and be vulnerable or ‘at risk’

- contribute to prevention and early intervention work/programmes for groups of children and young people identified as being ‘at risk’
- share best practice across the consortia
- commit to agree to carry out actions agreed at TAS
Membership of Primary Consortia/Team Around the School will vary depending on the needs of the consortium. Each service will bring different expertise to the school(s) and will also provide a link to other support agencies for young people in the local area and across the city.

The Team Around the School(s) can also draw on information from the Family Services Directory for further information with regard to specialist support for children and young people. (see Section 11.)

5.1 Children’s Centres

Sure Start Children’s Centres are a statutory service. Children Centres play a central role in improving outcomes for young children (0-5 years) and their families; reducing inequalities in outcomes between the most disadvantaged children and the rest.

Children’s Centres provide a range of integrated multi-agency services, both universal and targeted.

There are high quality Sure Start Children’s Centres across the city – providing a wide range of community based Early Help services, for children, families and carers. (fsd.liverpool.gov.uk).

Targeted Support available

Children’s Centres have core staff and also provide access to a range of professional workers from other agencies.

Children’s Centres offer:

- Information and advice to fathers and mothers/carers on a range of subjects including child care, looking after babies and young children and local education services for three and four year olds.
- Early year’s provision: (Integrated child care and early learning.)
- Access to community health services including antenatal services and the Healthy Child Programme, led and delivered by midwifery and health visiting teams, tailored to meet different levels of need.
- Support for mothers experiencing post natal depression.
- Health promotion including healthy eating activities, physical activities, stopping smoking support and breastfeeding support.
- Family support and outreach services including access to parenting support programmes.
5. Specialist Services

- Activities for fathers and their children.
- Support for grandparents who are caring for their grandchildren.
- Employment support and access to Job Centre Plus for parents who wish to consider training and employment.
- Access to services for families who are require additional support because of stresses due to drug or alcohol problems.
- Access to a range of services to support children’s learning and development such as speech and language and play activities.
- Support for children with special educational needs or disabilities.
- Support and group activities for the siblings of children with special educational needs or disabilities.
- Services and support for teenage parents including young fathers.

5.2 Connexions Service
(part of a service level agreement with individual schools)

Overview of service
Connexions is an Information Advice and Guidance (IAG) service for young people 13 – 19 years (up to 25 years for young people with learning difficulties or disabilities.) Support is provided to ensure young people fulfil their potential, progress to post 16 learning and achieve economic wellbeing.

Targeted Support available
(to vulnerable groups and schools with service level agreements)

Connexions Professional Advisers will:-

- provide information and advice on careers and learning opportunities to young people involved in TAS to challenge low aspirations and provide motivation and support
- help young people to identify and access opportunities for self-development, such as volunteering, community activities or sport
- help young people to access specialist services, such as drug and alcohol organisations and housing
- track and record destination of young people
- support the school with Careers Education/Information, Advice and Guidance (CE/IAG) programmes to achieve national standards
- support the school with regard to a strategy for young people Not in Education, Employment or Training (NEET) and vulnerable groups
Working arrangements

- A Partnership Agreement, including TAS is negotiated with individual schools to agree the focus and work of the Professional Adviser attached to the school.

- Professional Advisers attend TAS and support intervention as laid out in the agreement

- Contact can be arranged outside of school hours and in other appropriate venues as laid out in the agreement

5.3 Educational Psychology Service

Overview of Service

An Educational Psychologist is concerned with helping young people who are experiencing problems within an educational setting with the aim of enhancing their learning. These may include learning difficulties and social or emotional problems.

Targeted Support available

Educational Psychologists will:

- assess young people’s learning and emotional needs
- advise on the best approach and provision to support the learning, emotional, social and behavioural needs of a young person
- make recommendations on action to be taken, including advising, negotiating with, and supporting teachers, parents and other education professionals
- Educational Psychologists also provide in-service training for teachers and other professionals on issues such as behaviour and stress management.

Working Arrangements

- Each school has a named Educational Psychologist. Time is allocated according to an agreed formula of special educational needs and in the primary phase through SEN consortia
- Parents can approach schools to request a referral to the Educational Psychology Service but the SENCO or Head Teacher decides this on the basis of need or time available
- Usually a referred child or young person will be at SEN Support on the SEN Code of Practice 2014. Before referral to an Educational Psychologist, those involved with the child will have shown that they have tried a number of approaches which have not been successful.
5. Specialist Services

- In every case, a child cannot be referred to an Educational Psychologist without parental permission, usually written permission.
- Educational Psychologists work directly with young people individually or in groups and also advise consortia, teachers, parents, social workers and other professionals who are involved.

5.4 Pupil Attendance and Education Welfare (PAEWS)

Overview of service
PAEWS staff work with schools, pupils and families to resolve issues of poor school attendance on a traded services basis.

Targeted Support provided
PAEWS officers will:-
- identify problems and possible solutions to ensure regular attendance
- advise parents about their legal responsibility to make sure their children participate in education up to the age of 16
- take action through the Magistrates Court if necessary or through the use of Priority Notices
- make referrals to other agencies, such as Social Care, Educational Psychologists or the Connexions Service
- make home visits or meet pupils and parents in school to provide ongoing support
- encourage parents to make good relationships with the school

Working arrangements
- A PAEWS Officer is attached to schools who buy a traded service and a range of other educational establishments under a formal Service Level Agreement.
- PAEWS staff work to a referral system with schools and consortia.
- A significant proportion of service delivery is conducted in pupils’ homes, though other activities are school based.
- PAEWS also carry out a range of statutory interventions.

5.5 School Health Service

Overview of service
School Nurses work with pupils, teachers and parents to promote good health and wellbeing in school age children.
Targeted Support provided

A School Nurse will:-

- Support TAS by advising on individuals or groups of children with health issues
- raise awareness of issues that can have a negative effect on student health (such as smoking and drug abuse)
- provide information to support TAS where appropriate (section 9-Information sharing)
- promote healthy living, including safe-sex education
- support children with medical needs such as asthma, diabetes, epilepsy or mental health problems
- contribute to social education and citizenship classes
- support training for Teachers on the health care needs of individual children.

Working Arrangements

- All schools are made aware of their linked nurse. A memorandum of engagement is agreed between the contact in the school and the School Nurse.

5.6 Youth Worker

Overview of service

Youth Workers support young people to fulfil their potential in society. They provide enjoyable, educational and challenging activities to help them improve their confidence, develop new skills and cope with issues that affect their lives. Youth Workers mainly work with young people aged 13 – 19.

Targeted Support provided

A Youth Worker will:-

- mentor and support young people on a 1:1 basis
- offer and/or signpost to counselling to support TAS for individual young people on issues that affect their lives
- work with specific groups, such as young carers or those at risk of offending
- subject to resources develop and run projects that tackle issues like health, bullying, crime or drugs
- signpost young people to sports, arts, drama and other activities and promote volunteering activities to help young people develop new skills and improve their confidence.
5. Specialist Services

Working arrangements

- Youth Workers will work with secondary schools on specific projects or groups of young people
- Youth Workers will also meet with young people in settings of their choice
- Youth workers will attend TAS upon request to deal with specific issues subject to resources and availability.

5.7 School Family Support Service

The Schools Family Support Service is based on the key worker model and is aimed at providing an Outreach Family Support Service to families with children of school age 5 – 19yrs. This is a preventative service and is focused on families where there is no current social work involvement. The service promotes a whole-family approach. A Schools Family Support Worker may therefore work with a sibling group who attend primary, secondary and special educational needs schools. The service works on the principles of early help and support, building on the evidence base of the Allen review that intervening early is less costly and more effective in preventing generational transmission and breaking the cycle of deprivation. Staff will use the ‘Early Help Assessment Tool’ to assess the individual needs of all family members. Service delivery is aligned to the Signs of Safety Model (SOS) which is underpinned by solution focused methods that promote a whole family approach.

The SOS model focuses on 4 elements:

- What’s working well
- What are the concerns
- What needs to be done to address the concerns
- The timescale in which the concerns should be addressed and by whom.

Criteria for the service - Families will be required to meet at least two or more of the criteria, there will also be a scoring chart to enable Schools/ School Family Support Service to establish which families have a greater need for the service.

<table>
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<th>Poor educational attendance/attainment</th>
<th>Domestic abuse</th>
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<tr>
<td>Behavioural difficulties</td>
<td>Alcohol/substance misuse</td>
</tr>
<tr>
<td>Crime/anti social behaviour</td>
<td>Neglect</td>
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<tr>
<td>Worklessness</td>
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</tbody>
</table>
Referrals to the service will be made as follows:

- Primary – Via Primary Consortia
- Secondary – Via SEN & Early Intervention Panel
- Special - Via ALSSH

Areas of work undertaken by the Schools Family Support Service:

- Parenting advice and support in respect of:
  - Behaviour management / modification.
  - Routines and boundaries
  - Listening to children / young people
  - How to offer help and when to back off
  - Praise and how it can break the cycle of negativity
- Practical support advice / guidance establishing morning / evening routines within the home.
- Support to develop problem solving skills
- Support to improve attendance and attainment.
- Support, promote and facilitate home / school relationships and communication
- Support the engagement of parents / carers to attend relevant evidence based parenting programmes.
- Direct work to support confidence and self esteem building.
- Promote engagement with community based resources to promote social Inclusion / independence.
- Support engagement with agencies that specialise in providing services for children and adults who have experienced the impact of Domestic Abuse.
- Identify, support and facilitate engagement in school based activities / support services.
- Undertake direct work sessions by developing targeted programmes of work using Teen Talk, Kids Talk and Parents Talk materials and resources.
- Support engagement with drug and alcohol services

The team will offer a ‘Family Group Conferencing Service’ within the next 6 months. This model provides an excellent opportunity for families to come together to find their own solutions to problems within the family ensuring the focus on the child/ren is maintained at all times.
6. More Specialist Services

For information on specialist services that may be able to support the primary consortia/team around the schools model please use the Family Services/Early Help Directory fsd.liverpool.gov.uk (see Section 11)
The following table provides information on how young people who are at risk of exclusion or not in school can access targeted support and services.

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<th>Cohort</th>
<th>Access to Targeted Support</th>
<th>Team Around the School (TAS) Responsibilities</th>
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<tr>
<td>Young people attending alternative education provision but on school role</td>
<td>Team Around the School</td>
<td>Provide Targeted Youth Support as appropriate</td>
</tr>
<tr>
<td>Young people attending alternative education provision (AEP)</td>
<td>The Alternative Provision Team (APT) is supported by a ‘Team Around AEP’</td>
<td>Ensure systems in place for transfer of information to the APT Team and alternative provision.</td>
</tr>
<tr>
<td>Young people on allocated places</td>
<td>Social Inclusion Team will support TAS from referring school/ Secondary Education Centre (SEC)Team Around the School in ‘receiving school’</td>
<td>Home school/ SEC –TAS to ensure systems in place for transfer of information</td>
</tr>
<tr>
<td>Children Missing From Education (CME)</td>
<td>CME Team to liaise with Admissions and/ or Fair Access Team</td>
<td>Provide Targeted Youth Support as appropriate</td>
</tr>
<tr>
<td>Children and Young People Educated at Home</td>
<td>Education Welfare has responsibility for electively - home educated pupils</td>
<td>Ensure systems in place for transfer of information to Children’s Services</td>
</tr>
<tr>
<td>Children attending Primary Education Centre</td>
<td>Team Around the Education Centre</td>
<td>Member of a Primary TAS Consortia</td>
</tr>
<tr>
<td>Children and Young People in the Secondary Education Centre</td>
<td>Team Around the Education Centre</td>
<td>Ensure systems in place for transfer of information</td>
</tr>
<tr>
<td>NEET Young People</td>
<td>The Connexions Service is responsible for tracking and support of this cohort</td>
<td>Ensure systems in place to identify young people at risk of becoming NEET</td>
</tr>
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8. Early Help Assessment Tool (EHAT)

The ‘windscreen’ model illustrated below is recommended to assist practitioners and managers in assessing and identifying a child’s level of need; what type of services/resources may meet those needs, and the process to follow in moving from identification of need to provision of services.

The Early Help Assessment Tool and the Team Around the School

The Early Help Assessment Tool can support the Team Around the School to identify risks or additional needs with a view to early intervention that will provide appropriate support and prevent needs escalating.

The Early Help Assessment Tool should be considered when working with children and young people whose needs are to the RIGHT of the green segment using the above diagram. The Team Around the School may agree a member to approach the child and family about undertaking an EHA; or may consider an EHA already completed with a view to agreeing a Lead Professional with the child and parent/carer. The Lead Professional acts as the key contact for children, young people and their families helping to co-ordinate the services and practitioners involved. It is expected that in most instances the Team Around the School(s) will include the practitioners required to support the child and family.

The key purpose of the EHAT is to identify strengths and needs as quickly as possible. This then helps to inform agreed actions, and which services/agencies can provide the necessary support.

Where a specialist intervention is needed, undertaking an EHAT can help, as it will provide all the evidence required to understand need
in the broader context of the child or family life. It will also identify which services are involved and which services are required through the TAS.

An EHAT is not a referral form, and should not be seen as one. Services should have their own referral arrangements (although Children’s Services is trying to encourage streamlining these where possible). However, the EHAT will identify where a specialist support service is needed, and a copy of the EHAT, along with the specific service referral form will help those services to see how their support will assist within the broad context of the child’s overall needs.

Such services might include:

- Child and Adolescent Mental Health Services (CAMHS)
- Continued Participation Plan
- New Protocol and Exclusions referred to the Fair Access Panel
- SEN/BESD Outreach
- Educational Psychology Service
- YOS Prevention Service
- Section 17 Vulnerable children referrals to Careline

The EHA Section 2.3 ‘Family and Environment’ and the Threshold Document is particularly helpful when deciding whether or not to refer to Careline, in addition to supporting a ‘Whole Family’ approach to meeting the child’s needs.

It is important to note that when concerns relate to child protection an EHA is not required and a referral should immediately be made directly to Careline.

EHA Co-ordination at Local Authority Level

A completed EHA should be kept by the author and sent to the agreed Lead Professional (where this is different to the author) and a copy must be forwarded to the Liverpool EHA Co-ordinators: EHAT.team@liverpool.GCSX.gov.uk

EHAs are registered on a central database identifying the named Lead Professional. The EHA Co-ordinator is able to check with colleagues in other Local Authorities should there be a concern about a child who has recently moved into the area. It is important that the EHA Co-ordinator is advised when an EHA is closed and if a child is moving to another Local Authority in order that an accurate database recording children and young people receiving additional support is maintained.

Copies of the forms are available online at:

9. Information Sharing

Liverpool Children’s Trust is committed to the effective delivery of services for children, young people and their families. It should be noted that where there is a significant concern about a child’s safety this over-rides confidentiality protocols (See Section 10 Safeguarding).

Primary Consortia and TAS should refer to the seven ‘Golden Rules’ for information sharing promoted by HM Government:

1. Remember that the Data Protection Act is not a barrier to sharing information but provides a framework to ensure that personal information about living persons is shared appropriately.

2. Be open and honest with the person (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.

3. Seek advice if you are in any doubt, without disclosing the identity of the person where possible.

4. Share with consent where appropriate and, where possible, respect the wishes of those who do not consent to share confidential information. You may still share information without consent if, in your judgement, that lack of consent can be over-ridden in the public interest. You will need to base your judgement on the facts of the case.

5. Consider safety and well-being: Base your information sharing decisions on considerations of the safety and well-being of the person and others who may be affected by their actions.

6. Necessary, proportionate, relevant, accurate, timely and secure: Ensure that the information you share is necessary for the purpose for which you are hearing it, is shared only with those people who need to have it, is accurate and up to date, is shared in a timely fashion, and is shared securely.

7. Keep a record of your decision and the reasons for it – whether it is to share information or note. If you decide to share, then record what you have shared, with whom and for what purpose.
10. Safeguarding

Support for children is a role for everyone who works with children and under the duty to co-operate. It is our job to work with other professionals to ensure that support, using the EHA and Team Around the Child/School. Safeguarding responses are prioritised over other concerns about children in need so we must make sure that we distinguish the two and use the right pathway. This will ensure that safeguarding services are reserved for the most risky situations.

- The protection of the child should always have first priority: If you are worried that a child or vulnerable adult is being abused, immediately share your concerns with your Designated Person and/or call the 24 hour Careline service on 0151 233 3700.
- The safety of a child overrides the normal confidentiality protocols.
- Safeguarding children is everyone’s responsibility and safeguarding arrangements are overseen by the LSCB, a multi-agency partnership.
- Decisions about Safeguarding should never be taken in isolation. All agencies and teams should have a Designated Person for Child Protection.
- Multi-agency working, and sharing of information as appropriate, is vital. You have a duty to collaborate in joint working.
- Social workers usually work together with the Police when investigating concerns about abuse of a child.
- You should be able to recognise and know how to act upon the indicators of abuse, neglect, physical and sexual abuse and emotional harm. If not ask for training.
- Few people who have been harmed tell anyone about their abuse, so it is up to responsible adults to be alert for possible signs.
- It is inappropriate to question a child or vulnerable person closely about the details of an abuse: this should be left to a professional skilled in asking such questions.
- All staff who work with children and vulnerable adults, or who work in associated services, are entitled to regular training on Safeguarding.
- You must adopt safer recruitment and selection practices and safe conduct guidance.
- Parents, children and families should be informed about your organisation’s Safeguarding arrangements.
- Reporting concerns does not mean that a child will be removed from his/her parents’ care – the vast majority remain at home following investigation of concerns.
- Records of concerns must be clear, detailed, comprehensive and accurate.

Useful Links - Safeguarding Pages on EDNet:
https://ednet.liverpool.gov.uk/Safeguarding/index.asp
Liverpool Children’s Safeguarding Board: http://www.liverpoolscb.org/
11. Family Services/Early Help Directory

Liverpool Family Services /Early Help Directory is an online directory that allows searches for services available in Liverpool to be carried out quickly and simply.

The directory was initially developed through consultation with parents and service providers (including the voluntary sector and schools) to ensure the contents is as comprehensive as possible in meeting information needs of parents, services and organisations. It is an electronic database of information with easy search criteria, and is the ‘tool’ that brings together the broad arrangements of services that can enable timely access to relevant services and effective signposting.

More recently, the service entries have been ‘tagged’ to correspond with the levels of need as set out within Liverpool’s Children’s Safeguarding Board, so that services able to support families can be easily identified corresponding to those levels, and thus ensuring appropriate support and timely interventions.

The Family Services /Early Help Directory is a key ‘tool’ that supports Early Help for families in the City. Users can browse through the Directory by searching for the subject area that can support identified needs.

Facilities are also available to identify services within geographical areas in the City. The directory is kept up to date by the individual services/agencies, and any information not kept up to date is removed to avoid out of date information being made available.

There are facilities to promote activities and host documentation for ease of access. Regular monitoring is in place to assess the use of the directory, enabling identification of un-met needs, which is reported into service planning.

If a service is not available in the directory, or you would like to have a service included, please contact Judith.moizer@liverpool.gov.uk

Liverpool Family Services /Early Help Directory can be found at: fsd.liverpool.gov.uk
# 12. Glossary of Terms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEP</td>
<td>Alternative Education Provision</td>
</tr>
<tr>
<td>ALSSH</td>
<td>Association of Liverpool Special Schools Headteachers</td>
</tr>
<tr>
<td>APT</td>
<td>Alternative Provision Team</td>
</tr>
<tr>
<td>BESD</td>
<td>Behavioural, Emotional and Social Difficulties</td>
</tr>
<tr>
<td>CAMHS</td>
<td>Child &amp; Adolescent Mental Health Service</td>
</tr>
<tr>
<td>CE</td>
<td>Careers Education</td>
</tr>
<tr>
<td>CME</td>
<td>Children Missing from Education</td>
</tr>
<tr>
<td>CYPP</td>
<td>Children and Young People's Plan</td>
</tr>
<tr>
<td>DfE</td>
<td>Department for Education</td>
</tr>
<tr>
<td>EHAT</td>
<td>Early Help Assessment Tool</td>
</tr>
<tr>
<td>FSD</td>
<td>Family Services Directory</td>
</tr>
<tr>
<td>IAG</td>
<td>Information, Advice and Guidance</td>
</tr>
<tr>
<td>LCTB</td>
<td>Liverpool Children's Trust Board</td>
</tr>
<tr>
<td>NEET</td>
<td>Not in Education, Employment or Training</td>
</tr>
<tr>
<td>PA</td>
<td>Professional Adviser (Connexions)</td>
</tr>
<tr>
<td>PAEWS</td>
<td>Pupil Attendance and Education Welfare Service</td>
</tr>
<tr>
<td>PEC</td>
<td>Primary Education Centre</td>
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<tr>
<td>PVI</td>
<td>Private, Voluntary, Independent</td>
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<tr>
<td>SEC</td>
<td>Secondary Education Centre</td>
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<tr>
<td>SEN</td>
<td>Special Educational Needs</td>
</tr>
<tr>
<td>SENCO</td>
<td>Special Educational Needs Co-ordinator</td>
</tr>
<tr>
<td>SENISS</td>
<td>Special Educational Needs Integrated Support Service</td>
</tr>
<tr>
<td>SOS</td>
<td>Signs of Safety model</td>
</tr>
<tr>
<td>TAS</td>
<td>Team Around the School</td>
</tr>
<tr>
<td>YOS</td>
<td>Youth Offending Service</td>
</tr>
</tbody>
</table>
12. Glossary of Terms