

THE EARLY HELP AND INTERVENTION IMPACT | 2015 REPORT | /16



a review of our
SUCCESSES
 AND FUTURE ASPIRATIONS



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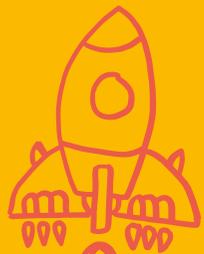
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DOMESTIC ABUSE

IN JUNE 2015...

I am delighted to introduce the Early Help and Intervention Service Impact Report. In just over a year of working, so much has been achieved. This will ensure more children, young people and their families are given the right support and the right action at the right time.

Henry Vann

Councillor Henry Vann,
Portfolio Holder for Education



6 NEW EARLY HELP
PROFESSIONALS
STARTED IN POST

JUNE 2015



NETWORK OF PAFT
PRACTITIONERS

JUNE 2015

EARLY HELP AND INTERVENTION SERVICE

Who we are

We use the term Early Help to describe the process of taking action at an early stage – as soon as possible – to tackle emerging problems amongst young people and their families.

Our Early Help strategy was launched in Bedford Borough in April 2015, with the aim of providing a range of activities, services and support for children aged 0 to 19, and their families.

Unlike other local authorities, Bedford's Early Help and Intervention Service sits under our Education directorate. Many families do not want to engage with services that sit within social care – especially at an early stage, when they would be engaging voluntarily. So we decided to put Early Help under Education to reduce or remove this barrier.

The Early Help and Intervention Service consists of six teams: **Inclusions Support, Family Focus, Education Welfare, Education Support Services 16+, Early Help Professionals** and **Early Years**.

Professionals from each team work directly with schools and alternative provisions, colleges, Children's Centres and voluntary organisations. They also work with young people and families directly, where there is a strong likelihood that problems will emerge, or there are already existing needs. Issues such as school attendance, behaviour (both in school and at home), mental health and emotional wellbeing can all be supported through an Early Help Assessment.

To promote effective safeguarding and protection of vulnerable adults, Early Help works in partnership with other agencies towards strengthening and implementing agreed multi-agency thresholds.

Our partnership with Public Health and a range of providers has enabled the Early Help and Intervention Service to create a comprehensive Early Help Workforce Development Offer.

Each EHP made contact with their schools/ children centres and post-16 providers to develop good working relationships and act as coordinators for EH within each locality.



JULY 2015
EHP'S CLUSTER
NETWORKING

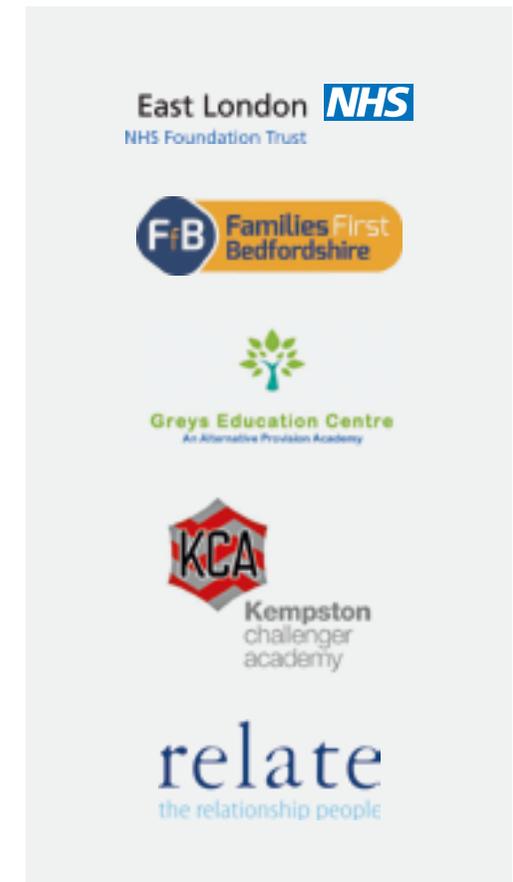


PARTNERSHIP WORKING

Our delivery partners

Over the past year, Bedford Borough Council has developed a range of partnerships to improve the Early Help offer for Bedford. Here are some examples of the partnership work that has been achieved with a range of statutory and voluntary sector partners.

- With **East London Foundation Trust**, we have worked to increase the capacity of mental health services for children, young people and their families by introducing a Mental Health Practitioner into Early Help and enabling three members of Early Help to access specialist training via the IAPT programme.
- With **Project 229** and **Families First Bedfordshire**, we delivered a specialist programme of activities for young people affected by domestic abuse.
- With **Greys PRU**, we improved our behaviour support offer to schools. We did this by supporting our alternative education provider to deliver a range of outreach services for schools.
- With **Kempston Challenger Academy**, we developed specialist Social Emotional and Mental Health provision for secondary age students in Bedford Borough.
- With **Relate**, we provided services to reduce waiting times for young people and their families in need of counselling.





- Liaising with **GP surgeries**, we developed a new one-page GP EHA referral form for use when signposting patients for support. Each GP surgery has now been allocated a named Early Help professional, who provides follow-up contact with families to discuss completing an EHA.
- With **SSG – PPAL (Primary Physical Activity Leadership)**, we are providing training for professionals to increase the amount of physical activity, sport and OAA that children do, in line with Department of Health guidelines. This also supports the drive to reduce the levels of disengagement and behavioural issues that are associated with non-participation in physical activity.
- Together with **FACES, Families First Bedfordshire, Peter Pan Teaching Alliance** and **One YMCA**, our **Early Childhood Partnership** is a consortium of organisations that focus on providing universal and targeted support in Children’s Centres.
- With the **Polish British Integration Centre**, we are providing support to Eastern European families in Bedford. This includes promoting the Early Help agenda and creating an awareness of cultural differences that can affect how families access services.



AUGUST 2015
TRIBAL - TRAINING AND IMPLEMENTATION OF NEW CLIENT MANAGEMENT SYSTEM

01 PARENTING

SIMPLE TIPS AND
PRACTICAL STRATEGIES
TO HELP MANAGE THE BIG
AND SMALL PROBLEMS
OF FAMILY LIFE.



PARENTING OFFER

The service

The programme delivers partnership working across a variety of services and backgrounds. Twenty professionals working in multiple locations, with a variety of languages and time preferences bring a varied skill-set.

Triple P

Many of us are parents, and when it comes to raising children and teenagers, everyone has an opinion.

Bedford Borough Council's Early Help team have joined forces with the Triple P – Positive Parenting Programme – to offer parents straightforward ways to work through the ups and downs of family life. We aim to increase the number of parents who complete an evidence-based parenting programme, help them feel more confident and

competent, and reduce social, emotional and behavioural problems in children.

Triple P sessions and workshops are delivered in schools and local community venues in Bedford, and are delivered by a partnership of local professionals all trained by Triple P UK.

After taking part in a Triple P course, 100% of parents felt more confident they can deal with their situation and 100% felt more able to communicate with their child.

Strengthening families

This programme is for young people aged 10-14 years and their parents/carers. It is effective because parents and young people work together to address issues around behaviour, self-esteem, relationships and making good choices.

It runs weekly for seven weeks and each session is two hours long, with parents and young people working separately for the first hour and then together in a family session for the second hour. Parent sessions are mainly DVD led with discussion, practical activities, and home tasks to practice. Young people's sessions are mainly practical activities. Family sessions are activity based and bring together the work done in the previous hour.

Who's in charge?

This group is for parents who have young people who are abusive or beyond control. It aims to reduce the parent's feeling of isolation, create the belief that change is possible and clarify boundaries of acceptable or unacceptable behaviour.



SEPTEMBER 2015

GREYS PANEL LAUNCHED EHA TO BE USED
FOR SUPPORT FROM GREYS HUB

CASE STUDY

Becoming a star pupil with a bright future

The situation

- A mother and her son came to our Strengthening Families Programme after being referred by CAMHS because of the boy's difficult behaviour. He was on the verge of being excluded from school.

Challenges

- To begin with, the mother was sceptical about the programme and did not think it could be effective in just six weeks. She was also concerned about being labelled as a 'bad parent'.

Actions

- It was important to help everyone relax and feel confident in the group, so everybody introduced themselves, sharing their stories recognising common themes, challenges and experiences.
- The adults took part in group work, then met back with their children to do fun activities together. When the boy's challenging behaviour occurred, we encouraged his mother to carry on with the activities, as her son would join back in, which he did.

OUTCOMES

- ✓ We helped the mother parent more effectively, giving her tips and ideas.
- ✓ We put solid foundations in place so that she had the tools to continue to transform her family life once the course was over.
- ✓ The boy now has a firm ambition to be a Police Officer.

Information sharing between Police, EHPs and Relay contacts in schools regarding Domestic Incidents in the family home.

AUGUST 2015
RELAY SCHEME
INTRODUCED



FEEDBACK

FROM A PARENT

Client on our Triple P Programme

"We have learnt that it's important to compromise, abide by the rules and listen to each other. I know I am not alone in finding things difficult and having that support has really helped me."

FEEDBACK

FROM A PROFESSIONAL

Portfolio Holder for Children's Social Care

"In teaming up with Triple P, the Early Help team aims to equip the parents of Bedford with key skills that will help them to deal with the challenges they may face in raising children and teenagers."

TRIPLE P OUTCOMES AND STATISTICS

We have helped to deliver positive outcomes for families whose children have a variety of challenging behaviours. Parent engagement continues to increase, a positive reflection on practitioners and the communities they work in.

feedback has shown:

AFTER THIS SERVICE PARENTS FEEL...

278 PARENTS **=** **181** YOUNG PEOPLE **HAVE COMPLETED OUR PROGRAMMES** ✓

100%

MORE CONFIDENT

that they can deal with their situation 

84%

MORE SUPPORTED

as a parent



100%

MORE ABLE TO

communicate with their child and deal with their feelings 

92%

FEEL THEY CAN HELP THEIR CHILD respect boundaries

92%

FEEL THEY ARE ABLE TO BUILD THEIR CHILD'S confidence



02 FAMILY FOCUS

EARLY SUPPORT AND TARGETED INTERVENTION TO HELP TROUBLED FAMILIES FIND A NEW FUTURE.

AGREEMENT FOR RECRUITMENT OF APPRENTICES FOR THE EH SERVICE



OCTOBER 2015

FAMILY FOCUS

The service

Early support and targeted intervention to help troubled families find a new future.



Our Early Help and Intervention Service began in 2015. Family Focus is part of this service, providing targeted and intensive support to families.



There are four parts to the Family Focus approach – **personalisation, participation, partnership and people**. Each family has a key worker who explores the family’s strengths, difficulties and experiences to identify the specific support they need. Consensual participation and engagement is at the heart of our way of working and every parent/carer and young person has a central voice in putting together the right support. Our skilled Family Intervention Workers are trained to help families achieve positive outcomes.

We support our families with many aspects of day-to-day life, such as parenting, budgeting, food and mealtimes, bedtime routines, employment support, education, debt management and housing advice, substance misuse, domestic abuse, mental health and many more.

We ‘think family’. We create support plans and carry out risk assessments, giving intensive support or interventions if necessary. We also provide out of hours support. We conduct regular six-weekly progress reviews and we constantly update our assessments so that all plans and interventions are based on up-to-date needs. We focus on sustainable change, and when families are getting ready to exit the programme, we help them in a planned and structured way.

Everything we do is based on honesty, straight talking, challenge, and consistency. The people we help are always aware of the consequences of not engaging fully or lacking commitment to sustained positive change.



NOVEMBER 2015

**FAMILY FOCUS SERVICE RELOCATED FROM
BOROUGH HALL TO KEMPSTON YOUTH CENTRE**



CASE STUDY

Improving emotional and wellbeing through collaborative working

The situation

- The family were referred due to poor school attendance, health issues with the mother, the mother struggling to cope with challenging behaviour and an eviction notice served by private landlord.

Challenges

- Poor morning routine was partly attributable to the mother not managing her own health effectively and therefore struggling with energy and motivation to encourage her daughter to arrive at school on time.

Actions

- Full family assessment.
- Liaison with school and EWO to monitor attendance.
- Practical work in the mornings with mother and daughter to establish a routine.
- Support mother to access housing options and secure discretionary housing payment for help towards the deposit on a new property as the landlord had served Section 21 eviction notice.
- Child was referred to Young Carers for support with managing her mother's health issue.

- Referral to Strengthening Families to embed positive parenting and improve the relationship between mother and daughter.
- Mother was supported to access appropriate health provision to manage her condition on a longer term basis.

OUTCOMES

- ✓ Improved school attendance.
- ✓ Parent is managing health issues effectively.
- ✓ Improved social and emotional wellbeing of child.



FEEDBACK

FROM YOUNG PEOPLE

Client on our 'family bus'

"It's fun... Mummy and Daddy have to clean our house – but I don't wee on my carpet as much now 'cause I'm older."

FEEDBACK

FROM A PROFESSIONAL

Education Welfare Officer at Wootton upper school

"Since (your Support Worker) has been involved she has managed to move L forward in terms of gaining the right support. This will impact L, hugely improving her life choices. (Your Support Worker) managed to get CAMHS and Ed Psych in the same room and insist that the Ed Psych report was needed. Thank you for all her hard work and belief in L. The difference she has made is invaluable."

FAMILY FOCUS OUTCOMES AND STATISTICS

Affecting positive change through engagement and commitment from families with our targeted and intensive support.

AS OF 8TH OCTOBER 2016
we currently have

49 FAMILIES
(122 CHILDREN)

OPEN TO THE SERVICE

**8 FAMILIES = JOINT WORKING
WITH SOCIAL CARE**

SINCE JUNE 2015
we have worked with

159 FAMILIES
(289 CHILDREN)

139 FAMILIES = TAF CASES

20 FAMILIES = JOINT WORKING

[1 CP AND 19 CIN]



76.3% OF FAMILIES
successfully

Engaged and complete an intervention

To improve emotional wellbeing and resilience for children.



AUGUST 2015

YOUNG MINDS COP -
COMMISSIONED WORK WITH SCHOOLS



03

POST-16

PROVIDING CAREERS,
EDUCATION, INFORMATION,
ADVICE AND GUIDANCE
TO YOUNG PEOPLE
AGED 16 TO 18.

EDUCATION AND POST-16 SUPPORT

The service

Providing careers, education, information, advice and guidance to young people aged 16 to 18.

Our main target group is young people who are not in education, employment or training (NEET) and who are disengaged from learning. The service is made up of two members of staff, the Principle Personal Adviser and Personal Adviser. On average, there were around 160 16 and 17-year-olds in our area who were NEET at any one time during 2015/16.

As a service, we have a statutory duty to track and monitor all young people up to the end of the academic year in which they turn 18 years old, and up to 25 for those with special educational needs. We have a duty to encourage, enable and assist young people to engage in some form of learning under Raising of the Participation Age (RPA) legislation. This means that all young people are expected to remain participating in learning until they turn 18.

We work closely with local post-16 education providers to refer young people onto appropriate programmes. We engage with young people at face-to-face interviews and through telephone and email conversations to make sure that they are aware of all the options available to them.

We track and monitor information to reduce the number of NEET young people in Bedford Borough. It is vital that we keep in touch with what all our young people are doing, so we can target the ones who need the most support to re-engage in learning. We aim to keep the number of young people who have an 'unknown' current situation down to a minimum.



Training provided to EH and Social Care professionals to encourage a shared approach to engaging with young people and families.



DECEMBER 2015
SOLUTION FOCUSED
BRIEF THERAPY

CASE STUDY

From disengagement to an apprentice with opportunities

The situation

- The young person was referred via an Early Help Assessment that came from CAMHS. They were concerned that she was not engaged in any form of education or training. This was having an impact on her emotional and mental health.

Challenges

- Despite ongoing emotional problems, the young person was refusing to engage with CAMHS or other professionals.
- She had not achieved GCSEs in maths, english or science.
- Her home life was chaotic with limiting motivational factors.

- She had disengaged from her college course and lacked motivation to look at other options.

Actions

- Together with a CAMHS worker, we carried out a joint home visit.
- We spoke to the young person via email and text to build trust and rapport.
- We telephoned her to go through options and set up provider visits.
- We carried out a visit to a specific provider to see if this was something the young person would like to engage with.
- We carried out another home visit and talked about apprenticeships.

- We supported her with interview technique advice.
- We ensured she was settled and comfortable in her new role.

OUTCOMES

- ✓ The young person was successful in gaining an apprenticeship and is doing well.
- ✓ Motivation and self-esteem improved as a result of this.
- ✓ The young person's opinion on professionals has improved.



FEEDBACK

FROM YOUNG PEOPLE

“Very helpful and I have a better view on my choice of career.”

“It was really helpful and has cleared up a lot of things for me.”

FEEDBACK

FROM A PROFESSIONAL

Local training provider

“Through their proactive approach to understanding our provision, the team accurately and professionally refer learners to us.

They are a constant support to our provision and provide high quality IAG at all stages.”

EDUCATION AND POST-16 SUPPORT OUTCOMES AND STATISTICS

In 2015/16, we provided just over 400 16-18-year-olds with some form of career, education, advice and guidance, the majority of which were NEET and disengaged from learning at the time of their interaction with us.

OUR PERSONAL ADVISER supported almost

15% of the NEET cohort to engage back into education, employment or training over the course of the year

this equates to

57



YOUNG PEOPLE

who moved back into

a positive activity

with support from the Personal Adviser

UNKNOWN FIGURES

Bedford Borough continues to report on exceptionally low number of unknowns:

IN 2015/16

only 4.8%

Of the 16-18-year-old cohort whose current situation was unknown to the service

ENGLAND AVERAGE: 8.4%



THE NEET FIGURE FOR 2015/16 was 5.4%

overall, there was a

1.8% REDUCTION

in the number of NEETs in Bedford Borough in 2015/16 compared to the previous year

PARTICIPATION FIGURES december 2015

92.9% OF 16 & 17 YEAR OLDS

were participating under the Raising of the Participation guidelines



NATIONAL AVERAGE: 91.2%

EAST OF ENGLAND AVERAGE: 92.1%

Early Help Professionals conducted interviews and small focus groups with 37 young people living in hostels/supported accommodation in Bedford Borough.



JANUARY 2016

HOSTELS /SUPPORTED ACCOMMODATION

04 INCLUSION SUPPORT

PREVENTING EXCLUSIONS
BY SUPPORTING SCHOOLS
AND PARENTS WHO CARE
FOR CHILDREN WITH
CHALLENGING BEHAVIOURS.



INCLUSION SUPPORT

The service

Preventing exclusions by supporting schools and parents who care for children with challenging behaviours.



Supporting inclusion is part of the Early Help and Intervention Service.

We guide and support parents so they can strengthen their child's engagement with education. We give advice on the exclusions process to various groups, including Headteachers, families and governing bodies. We also give advice and training to Teachers and Teaching Assistants, so that they can support students who have additional needs.

We carry out lesson observations to identify needs, give strategies and identify further support, as well as signposting alternative provision for individual timetables. When a pupil is

at risk of exclusion, to tackle some of the root causes, we conduct individual and group work at Primary and Secondary level in areas such as bullying, emotional literacy, self-esteem, managing anger, social skills and many more. Therapeutic story writing, drawing and talking therapies can also help. We organise group work for those at risk of exclusion and/or sexual exploitation.

We facilitate support packages in partnership with Greys Hub and work closely with Early Help Professionals and teams across Childrens' and Adults' Services and other agencies.



JANUARY 2016
1ST APPRENTICE STARTED
WITH THE EH TEAM



CASE STUDY

Finding a new motivation for school made the difference to a child's life

The situation

- Child A had stopped attending school due to bullying issues and a learning difficulty.

Challenges

- The child was living with grandparents who appeared to struggle with motivating him.
- The child and family lacked confidence in the school system and did not trust professionals involved with the school.
- Child A had an undiagnosed learning difficulty and had low self-esteem.

Actions

- We built a strong relationship with child A and the family.
- We encouraged the family to use strategies that would encourage him to engage with education.
- We arranged for child A to be assessed by an Educational Psychologist via the EHA.
- We worked with support provision and the family to agree a personalised integration plan.
- We supported child A at every step of the transition.

OUTCOMES

- ✓ Family and child A felt supported and part of the process, rather than not being involved in decisions.
- ✓ Child A felt confident about going to school, which supported her needs and learning ability.



FEEDBACK

FROM PARENTS

“The worker has helped me understand my daughter's feelings and helped get our relationship back on track.”

“The worker managed to bring the pupil and family into school to talk about a way forward when we had not been able to.”

FEEDBACK

FROM A PROFESSIONAL

“The team are highly regarded by the school. Their professional and specialist understanding of children with complex emotional and behavioural needs has assisted many of the families we work with.”

They have provided timely, insightful advice for our teaching teams, enabling the young people they are working with to access learning and work to overcome barriers.”

INCLUSION SUPPORT OUTCOMES AND STATISTICS



The Inclusion Support Team are proud of the positive results from their intervention, with 97% of referrals remaining in their home schools.

IN 2015/16
the team supported
106 PUPILS AND FAMILIES

as a result of needs for support identified via the completion of **Early Help Assessments** submitted by schools and other partner agencies

103 (97%) OF THESE PUPILS
successfully

remained in their home schools following the intervention



77 PUPILS WERE
supported
BY GREYS PANEL

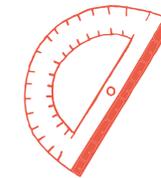
67 (87%)
OF THESE PUPILS WERE STILL
successful

in school, two terms after the intervention

44 PUPILS WERE OFFERED
NEW SCHOOL
PLACEMENTS

(either following permanent exclusion from another school, or as a 'managed move') via the **Fair Access Panel**

36 OF THESE PUPILS WERE STILL
(87%) successfully
attending their new settings two terms later



Courses for 16-18-year-olds who are unsure about careers choices. Offers support for vulnerable students.



JANUARY 2016

GATEWAY TO PROGRESSION

05

EARLY YEARS

INFORMATION, ADVICE AND
GUIDANCE TO ENSURE THAT
EARLY YEARS SETTINGS
OFFER HIGH QUALITY CARE
AND EDUCATION.



EARLY YEARS

The service

Information, advice and guidance to ensure that Early Years settings offer high quality care and education.

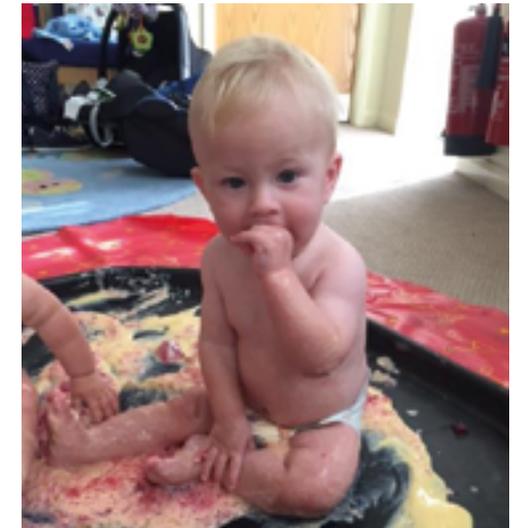
We support Children's Centres, pre-schools, nurseries, child minders, schools and wrap around care to ensure children can access good quality care and education. We ensure there are sufficient childcare options for families to access their 2, 3 and 4-year-old nursery education funding entitlement. 97% of 3 and 4-year-olds in Bedford are accessing their free nursery education entitlement.



Of those settings delivering the free nursery education entitlement, 93% have achieved either a Good or Outstanding Ofsted Judgement.

To support the 2-year-old entitlement, we have provided funding to 15 existing childcare providers to support quality, and built two new pre-school rooms to increase capacity for these eligible 2-year-olds.

Children's Centres form a key element in the Council's offer of Early Help and Preventative Services. They provide a focal point for the delivery of locally integrated services and enable access to a range of support from pre-birth to five years. A key part of our work is to deliver Parents As First Teachers (PAFT). This is a parent education/family support programme for all families with children – from prenatal to aged three. Its aim is to increase parent knowledge of early childhood and improve parenting practices. 29 families have taken part in PAFT so far.



69% of them have three or more high-needs characteristics and 79% are on a low income. 69% of the parents are parenting alone. Families who engage in PAFT build their resilience through increased social connections as well as through improved understanding of child development.



CASE STUDY

Helping a young mum find her confidence

The situation

- Mum was asking for help and had been referred to the Baby Massage and Parents As First Teachers (PAFT) programme.

Challenges

- The mum being a young, single parent.
- Dad's drug use.

A self-assessment tool that allows young people to highlight their concerns, strengths and support needs well in advance of starting their post-16 education.



FEBRUARY 2016
STUDENT TRANSITION
PASSPORTS

Actions

- Mum successfully took our Baby Massage course.
- The family undertook our PAFT course, finishing after 11 sessions, Dad attending four of the sessions.
- Mum agreed to attend a local voluntary group called Face to Faces (five-week cognitive behaviour therapy (CBT) course) and one-to-one Protective Behaviours.
- Mum will access Baby Faces to prepare her for the new baby as a lone parent.

OUTCOMES

- ✓ Due to rising confidence, mum felt connected to her community and began building a support network.
- ✓ Mum accessed a number of Children's Centre sessions.



FEEDBACK

FROM A PARENT

“By the end of the sessions, child A’s mum said that she felt that her OCD became a strength as she focused more keenly on using positive strategies to help develop child A’s language development on a daily basis.”

FEEDBACK

FROM A PROFESSIONAL

Our Children's Centre team

“Our shared vision is to give all children and young people firm foundations in life, through a strong network of family, friends and communities, with the earliest and best support that can be offered throughout their lifetime.

Children's Centres are for the community, by the community, with the community.”

EARLY YEARS OUTCOMES AND STATISTICS

On average, each term, according to the DWP list, 800 two-year-olds are eligible for the funding.

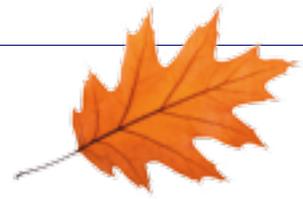
Bedford Borough has continually improved the number of families that are taking up the offer.

CHILDREN ACCESSING:

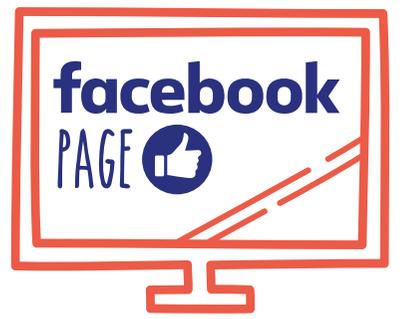
AUTUMN 2014
55%
429 CHILDREN

AUTUMN 2015
72% ↑
526 CHILDREN

AUTUMN 2016
73% ↑
562 CHILDREN



BEGINNING OF 2016
WE ALSO DEVELOPED A



this is used by other professionals to promote their own Early Years services and has a post reach of

468 INCREASING EVERY DAY



THE INCREASE
was due to a review of our processes which enabled us to improve our engagement with families

WE ALSO IMPROVED OUR MARKETING OFFER
with a revamp of our posters and leaflet



Supporting schools and EY's settings with smooth transitions into schools for children and families.



MARCH 2016

CHARACTERISTICS OF EFFECTIVE
TRANSITION CONFERENCE

06

EDUCATION WELFARE

IMPROVING SCHOOL
ATTENDANCE IN
PARTNERSHIP WITH
SCHOOLS AND CHILDREN.



START OF ALCOHOL/
DRUGS SURVEYS AND
FOCUS GROUPS IN
UPPER SCHOOLS

MARCH 2016

EDUCATION WELFARE

The service

Improving school attendance in partnership with schools and children.



The Education welfare service is part of Early Help and Intervention. Each school in the authority area has an allocated Education Welfare Officer (EWO).

They help schools improve overall attendance, and take referrals from schools where families need to improve attendance.

We are responsible for the statutory roles of supporting child employment and performance, and the monitoring and tracking of children missing in education.

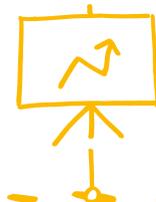
We support children and schools in many ways, preferring to support and encourage rather than making legal interventions. However, this can be used if necessary.

We can advise on child employment and work permits. We also work in partnership with Bedfordshire Police, Early Help Professionals, and other teams across Childrens' and Adults' Services, and outside agencies to support school attendance.



APRIL 2016

2ND APPRENTICE STARTED WITH THE EH TEAM



MAY 2016

WORKSHOP FOR HEADTEACHERS: LEADING FOR EXCELLENCE IN THE EARLY YEARS



CASE STUDY

Facing up to bullying made a big difference for everyone

The situation

- A student with 76% school attendance was having problems and being harassed by other students. This was having such an impact that he was sometimes leaving the school premises, and on some days refusing to attend at all. The school had taken action against the other students with detentions and fixed-term exclusions.

Challenges

- The student was predicted to achieve mostly As for his GCSEs but this dropped to Cs and Ds because of his lack of attendance.

- Engagement and motivation was reduced to the point where a reduction in the number of subjects were being considered.

Actions

- The EWO worked with the student to support him with returning to school.
- Restorative meetings were arranged at the student's request so he was able to confront the other students and tell them the impact of their behaviour. This was quite powerful for both parties, they agreed the harassing would stop.
- The EWO chaired meetings with lengthy preparation and shuttle mediation between those involved.

- A careers advisor supported the student with his Further Education choices, and a suitable college course was identified.
- The EWO went with the student to the college open evening. They also visited the college at lunchtimes to get a feel of the atmosphere and culture.

OUTCOMES

- ✓ Student regained focus on goals.
- ✓ He felt supported and able to cope at school.



FEEDBACK

FROM A PROFESSIONAL

Student J, who had been experiencing harassment at school

"I literally hated school for months, but the help I received in and out of school has been great and kept me focused on my goals."

FEEDBACK

FROM A PARENT

The mother of two children with poor attendance because of challenges in the home

"Due to my own poor experience of education, I was worried about going to school and asking for help. Now, I feel part of both schools and my children are getting the support they need."

EDUCATION WELFARE OUTCOMES AND STATISTICS

The overall picture for attendance within the authority is a positive one, with figures for absentee rates below the national average. We will continue to strive for further improvement.

PRIMARY

OVERALL ABSENCE

3.9% 0.1% BELOW
NATIONAL AVERAGE



AGAINST OUR SNS

Warwickshire a large shire county outranking us by 0.2% with 3.7% absence

PERSISTENT ABSENTEE

1.7% 0.4% BELOW
NATIONAL AVERAGE



AGAINST OUR SNS

0.6% BELOW
OUR SN AVERAGE

SECONDARY

OVERALL ABSENCE

4.9% 0.4% BELOW
NATIONAL AVERAGE



AGAINST OUR SNS



AUTHORISED ABSENCE

4.0% EQUAL
TO NATIONAL
AVERAGE



PERSISTENT ABSENTEE

4.5% 0.9% BELOW
NATIONAL AVERAGE



AGAINST OUR SNS

15% BELOW
OUR SNS AVERAGE

UNAUTHORISED ABSENCE

0.9% 0.4% BELOW
NATIONAL AVERAGE



AGAINST
OUR SNS



MAY 2016

REVIEW FAP WITH LA
COLLEAGUES AND SCHOOLS

07

EARLY HELP PROFESSIONALS

WORKING CLOSELY WITH
SCHOOLS, VOLUNTARY
ORGANISATIONS AND
OTHER EDUCATION
PROVIDERS TO SUPPORT
CHILDREN AND FAMILIES.



EARLY HELP PROFESSIONALS

The service

Improving school attendance in partnership with schools and children.

There are six Early Help Professionals (EHP) within the service. Each EHP is responsible for a school cluster that includes schools/Early Years setting, and GP surgeries. Their responsibility is to act as the main point of contact for all Early Help (EH) related issues. In addition, the role involves the facilitation of training, taking a strategic lead in developing strands of specialist areas within EH. This includes domestic abuse, behaviour,

substance misuse, mental health, post-16 and workforce development.

Access for the services from EH is obtained by the completion of an Early Help Assessment (EHA). EHPs are then part of an allocation panel each morning to discuss requests from other professionals for support from the EH service. EHPs have the ability to carry a small caseload for the purpose of identifying the most appropriate interventions for the family.

EHPs are responsible for the ongoing development and improvement of outcomes for children, young people and families in Bedford Borough drawing upon local and national best practice.

There have been several research projects undertaken to explore some of the current provisions that are in place for young people to identify any gaps or improvements within the services.

We conducted research into young people's accommodation. The purpose of this research is to map the needs

of young people living in hostels or supported accommodation. As a result of our research, hostel and supported accommodation staff have been offered places on the Early Help Workforce Development programme, which includes mental health workshops and solution-focused therapy training. A new accredited maths functional skills course has also been commissioned by Early Help in partnership with Pilgrim Learning Teaching school alliance.

The Early Help and Intervention Service organised an event to share some of their work and future plans with relevant professionals. There were a number of speakers and interactive workshops available, such as Solution Focused Questioning, parenting, a problem-solving 'behaviour wall' to identify key factors for troubling behaviour, and an Early Help and Social Care workshop focusing on the relationship between Early Help and Children's Social Care.



CASE STUDY

Functional skills classes

The situation

- As part of the hostels/supported accommodation research, focus groups were held at a number of locations with young residents. The focus groups were exploring the young people's views on the barriers to education and employment.

Challenges

- One constant message that came across from the young people was the desire for additional support around their functional skills.

Actions

- Business case and a specification were written to provide some targeted functional skills tuition to a vulnerable/hard to reach group.
- Multiple partners were found to provide assistance, venue and delivery.

OUTCOMES

- ✓ 20-week accredited programme is in place, initially for five hard to reach young people living in hostels/ supported accommodation. With the possibility of growing the programme should it be successful.



MAY 2016

TRIPLE P ROLL OUT
ACROSS BEDFORD



FEEDBACK

FROM YOUNG PEOPLE

“Personally I would have that yeah, ‘cause I would like to redo my GCSEs, ‘cause when I was in a children’s home it wasn’t the best start, you know I didn’t get the best grades.

I know I’m intelligent, I’m a smart person, you know, so I would like that personally you know, that would help me out... I think it would help a lot more people out as well.”

FEEDBACK

FROM A PROFESSIONAL

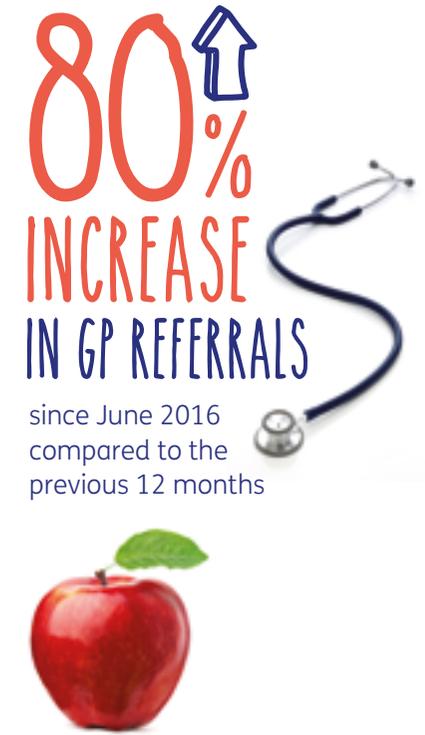
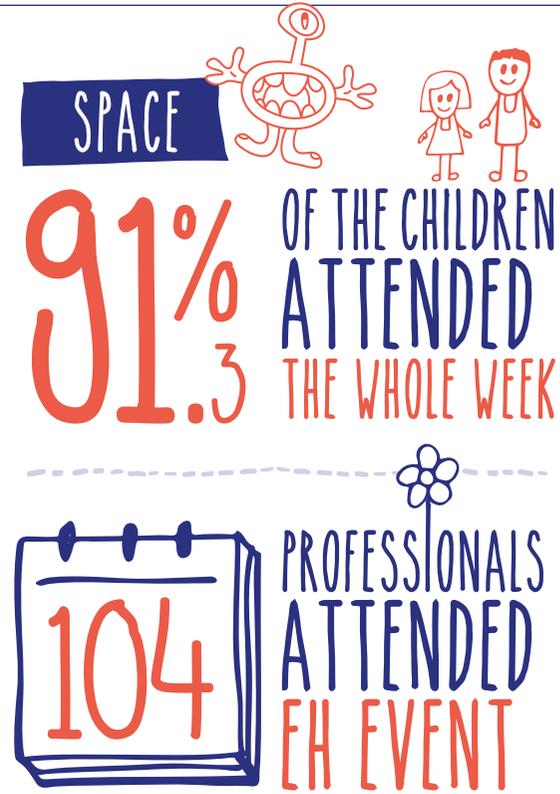
Attendee at the Early Help Event

“It was a great insight into the work that is going on and the Bedford Borough offer available to our service users.”

EARLY HELP PROFESSIONALS OUTCOMES AND STATISTICS OVERVIEW



The evidence that our approach is working and will continue to be effective, is clear to see with a selection of our amazing statistics.



JUNE 2016

DISCUSSIONS TO EXTEND THE RELAY SCHEME TO POST-16 PROVIDERS

DRUG AND ALCOHOL RESEARCH

THE RESEARCH FOCUSED SPECIFICALLY ON THE ATTITUDES AND PREVALENCE OF BOTH DRUG AND ALCOHOL USE AMONGST SECONDARY SCHOOL YOUNG PEOPLE.



DRUG AND ALCOHOL RESEARCH

Identifying future needs

The purpose of this research is to use the findings to influence the future development of education and prevention services available to young people.

Background

Following the introduction of the Early Help Professional role to Bedford Borough Council in June 2015, each member of the team was assigned a specialist area to investigate the current services and needs for young people. One area that was identified was the attitudes towards illegal drugs and alcohol amongst adolescence.

Research methods

A mix of research methods was used in this exploratory research project in order to better understand alcohol and illegal drug related issues amongst young people.

Surveys were completed voluntarily with young people during lunch times. The surveys were completely anonymous and only asked young people to specify if they were male or female, their year and the school that they attended.

Once the survey results were collated, a series of three focus groups were designed to explore the behaviours and attitudes of young people towards alcohol and drugs and their reported use. The aim of the focus groups was to explore in more depth the responses received through the surveys in order to contextualise the quantitative data.

These focus groups took place in three different schools taking into account a mixed demographic and ages.

All respondents in the research were told about the project aims and informed that the information would be anonymous with no names included in the final report. At the beginning of the group young people also agreed to respect each others privacy if any self-disclosure occurred.



JUNE 2016

OUTCOME STAR TOOL - IMPLEMENTED WITHIN THE FAMILY FOCUS SERVICE FAMILY ASSESSMENTS

THE RESULTS

The findings

Overall a total of 509 respondents completed both questionnaires, and 59 took part in the focus groups. Each school had the opportunity to see their own individual survey results and have follow up meetings to discuss in further detail and look at ways to engage young people more effectively regarding these issues.

A comprehensive report was compiled and shared with senior management, and public health. This was also presented at the Borough Alcohol Strategy meeting and Local Safeguarding Children Board meeting.

This ensured that the information was shared with key professional at all levels to explore future commissioning of services and highlight the concerns and recommendations revealed in the report.

OUTCOMES AND RECOMMENDATIONS

- ✓ Restructure drug and alcohol education in schools to meet the needs of young people. Young people requested non-judgemental non-teaching staff to deliver specific lessons on both drugs and alcohol separately.
- ✓ Further research into the impact of social media on young people.
- ✓ LSCB investigating training on sexting and the risks of social media.
- ✓ Public Health has used the findings to influence future tendering for Y/P drug and alcohol services.
- ✓ Innovative ways to ensure young people know where to access the right support as and when they need it to be explored.



FEEDBACK

FROM YOUNG PEOPLE

Comments from the research

- “To ease stress and chill.”
- “Curiosity.”
- “Exposed to it from family members.”
- “To have a good time.”
- “I can get it in 10-20 minutes if I wanted to they will deliver.”
- “When they are drunk they use drugs.”
- “Everyone else is doing it.”
- “Weed is healthier than fags.”

Encouraging schools to use the TA tool to address attendance and behaviour issues.



JULY 2016
TRANSACTIONAL
ANALYSIS

DRUGS AND ALCOHOL RESEARCH OUTCOMES AND STATISTICS



The facts and figures that will be used to influence the future development of education and preventative services for young people.

ALCOHOL STATS:
281 COMPLETED THE SURVEY

- 20% Reported not drinking alcohol at all
- 53% Reported they drink to make life more fun
- 65% Reported their drink of choice is spirits
- 49% Reported getting their alcohol from parents
- 77% Reported their parents knew how often they drank
- 75% Reported not being worried about their drinking

DRUGS STATS:
228 COMPLETED THE SURVEY

- 50% Reported not using drugs
- 65% Reported using drugs to make life more fun
- 47% Reported cannabis as their drug of choice
- 63% Reported getting their drugs from a friend
- 36% Reported wanting to stop or reduce their drug use

RESPONDENTS FROM SCHOOL YEAR 7-13 (11-18 YEARS):

9  SCHOOLS ATTENDED
Almost 50/50 male and female

281 ALCOHOL RESPONSES

228 DRUGS RESPONSES



AUGUST 2016

NEW SOCIAL EMOTIONAL AND MENTAL HEALTH PROVISION

08

DOMESTIC ABUSE

A THREE PRONGED
APPROACH TO HELPING
CHILDREN IN HOMES WHERE
DOMESTIC ABUSE HAPPENS.

SPACE -
DOMESTIC ABUSE
SUMMER SCHEME
ACTIVITIES AND
SUPPORT FOR
9-16-YEAR-OLDS



AUGUST 2016

DOMESTIC ABUSE

The service

A three-pronged approach to helping children in homes where domestic abuse happens.

Our work in domestic abuse takes several forms. Our Relay Scheme, Train the Trainer and SPACE are all important elements.

Our Relay Scheme is a partnership agreement between Bedford Borough Council and Bedfordshire Police. When incidents of domestic abuse are reported to Bedfordshire Police, they notify Early Help within 24 hours. Early Help then check which school the children attend

and pass on the incident information to the Relay Contact at that school before 9am. The Relay Contact at the school can then overtly or covertly support the child.

After the introduction of our Relay Scheme, schools began to call us about how best to support the families involved. So, we commissioned a training package that we include as part of our workforce development offer to schools and voluntary organisations.

The course gives professionals in schools and education settings an understanding of the various aspects of domestic abuse. It looks at the impact of domestic abuse on parenting and how it can affect the lives of children living in an abusive environment. On completion of the course, staff have more knowledge and understanding of the impact of domestic abuse on families and can identify the impact on children living in households where domestic abuse happens.

They also get a two hour training package for use in their own particular setting.

SPACE is another key part of our domestic abuse support service, in partnership with Families First Bedfordshire and Project 229. SPACE is for children aged between nine and 16 years, whose lives have been touched by domestic abuse. It is a place where children can meet other children impacted by domestic abuse, talk about their experiences or simply just have fun in a safe and enjoyable environment. It was a week-long 'course' and will now become a fortnightly evening youth provision. During this time the children take part in music and play, cooking, swimming, arts and crafts, archery and much more. Parents can also attend the parent 'coffee and chat' sessions each day, to meet fellow survivors of domestic abuse and find out about the support they and their children can access.



CASE STUDY

Helping a teenage boy break the cycle of domestic abuse

The situation

- A teenage boy was displaying abusive behaviour towards his mum. He had previously witnessed domestic abuse from his father against his mother, and had started to behave in a similar way.

Challenges

- The boy's mum had not only experienced domestic abuse, but was in very ill health. She was considering a foster placement for her son.

Actions

- The EHP (Early Help Professional) began mentoring the boy.
- FACES provided emotional support for the mother.

- Young Carers offered support to both the teenager and his mother.
- Project 229 offered wellbeing support to the mother.
- A DASH risk assessment was completed with the mum. It was submitted to MARAC and police put a SIG marker on their home as a result.
- SOVA (Safeguarding of Vulnerable Adults team) completed an assessment as advised by MARAC and a panic alarm was installed in the home.
- The CHUMS Therapeutic Football Programme was told about the situation and the boy began to take part.
- The EHP made several home visits, conducting Victim Empathy sessions with the boy and his mother after every substantial incident of aggression.
- Impact Mentoring gave the boy some one-to-one sessions.
- Parenting advice was given when necessary at TAF meetings.
- The teenager attended a week-long SPACE experience, along with other children who had lived with domestic abuse.



OUTCOMES

- ✓ Made new friends.
- ✓ More positive attitude to the future.
- ✓ Growing self-confidence.
- ✓ Learned new skills.



FEEDBACK

FROM A PROFESSIONAL

From a school about our Relay Scheme

“We were able to support the child after a Relay call and ensure that the child was monitored during the day and not showing signs of distress, and understanding when behaviour reflected the witnessed incident. I was also able to speak with the parent and offer support one-to-one, and ensure she was able to come to me if she needed to talk.”

FEEDBACK

FROM A YOUNG PERSON

From a child after a week on SPACE

“SPACE should run for two weeks and even Saturday and Sunday!”

DOMESTIC ABUSE OUTCOMES AND STATISTICS

The Early Help Team have made great progress supporting children from 0-19 years of age with early intervention, in what can be distressing and difficult situations.

LOCAL STATISTICS

BEDFORDSHIRE POLICE ATTENDED:

1,165
DOMESTIC CRIMES



1,868
NON-DOMESTIC CRIMES

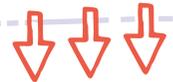
1,562
PRIMARY SCHOOL CHILDREN



2,042
SECONDARY SCHOOL CHILDREN
affected by domestic abuse

RELAY STATISTICS: SEPT 2015 - SEPT 2016

2,131 RELAY NOTIFICATIONS



1,338 SCHOOL AGED CHILDREN

641 PRESCHOOL AGED CHILDREN

152 POST-16 EDUCATION





**TROUBLED
FAMILIES AGENDA
INTEGRATED INTO
THE EH SERVICE**



SEPTEMBER 2016



THE EARLY HELP AND INTERVENTION IMPACT | **2015** REPORT | **/16**

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