

SERVICE GUIDE

and performance
review 2020/21

"The total support that improves a family's resilience and outcomes, or reduces the chance of a problem getting worse"



INTRODUCTION

Early Help and Prevention Services across our city provide a great range of quality support for children, young people and families who often just need a bit of extra help to get them back on track. Families can face a range of challenges, not least living through a pandemic and I hope that this report which gives details of Hull City Council's early help services and the range of support provided helps to paint a picture of how our services really go the extra mile to help families build resilience, reach their potential and keep safe and healthy.

Our council services work collaboratively alongside many other partners such as health visitors and school nurses, the local police, our vibrant voluntary and community sector organisations, schools, nurseries, colleges, children's social care, housing, and many more partners to create a 'team around the family' approach, coordinating support with a clear plan based on a quality assessment – we want all families in Hull to thrive and lead happy, healthy and safe lives.

Rachel Roberts
 Head of Early Help and Prevention
 Hull City Council – Children, Young People and Family Services.

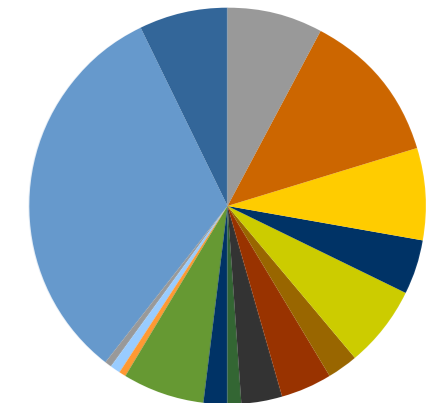
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Number of referrals received in the year into Early Help
6252

Reason for Referral - Early Help 2020 -2021 Presenting Issues

- 2014 Transitions from CSC
- 794 Parenting Issues
- 489 Family Dysfunction
- 461 Child with disability/complex needs
- 407 Universal Children's Centres Services
- 403 Domestic Abuse
- 285 Young Person Mental/Emotional Health
- 265 Housing/Homelessness (Lone YP)
- 216 Family in Acute Stress
- 159 Parental Mental/Emotional Health Issue
- 122 Housing/Homelessness (Family)
- 69 Special Educational Needs
- 60 Vulnerable Pregnancy
- 36 Parental/Adults Conflict
- 34 Young Persons Substance Misuse
- 438 Other



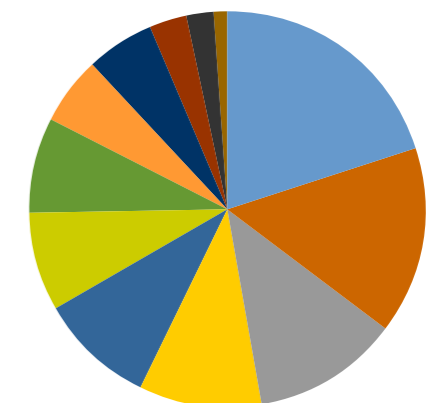
Family star assessments undertaken on
3568
 people
 (1348 adults / 2220 children)

1747
 Transitions from Children's Social Care plus an additional 267 sent on EH Service Request (equates to total of 2014)

The number of children registered across Early Help
35,926

Referral Source Early Help 2020 - 2021

- 1307 Schools
- 987 Individual - Self
- 778 Health Service - Other Primary Health Service
- 653 LA Services - Social Care (eg Adults Social Care)
- 616 Police
- 521 Other Contact Source
- 501 Health Services - Health Visitor
- 364 LA Services - Other Internal (department other than Social Care, not Housing)
- 360 Other (Child Centre, Individual Agency, Voluntary Organisation)
- 193 Health Services - Midwife
- 147 Education Services
- 62 Housing (Landlord LA, Private, Housing Association)



OUR VISION AND PARTNERSHIP PRINCIPLES FOR EARLY HELP AND PREVENTION IN HULL

Early Help and Prevention is one of the key strategies which forms part of our Children and Young People's Plan 2019-23 and the work of the Better Together Partnership in Hull. The plan sets out an ambitious vision for children, young people and their families:

"Our vision is to make Hull an inspiring City – safe and healthy to learn, play, work and live in. We want all children, young people and their families to be healthy, be safe from harm and have the confidence to be ambitious and to achieve their aspirations".

The Early Help and Prevention Strategy sets out how our collective works as a partnership and commitment to an Early Help and Prevention approach will contribute to this overall vision.

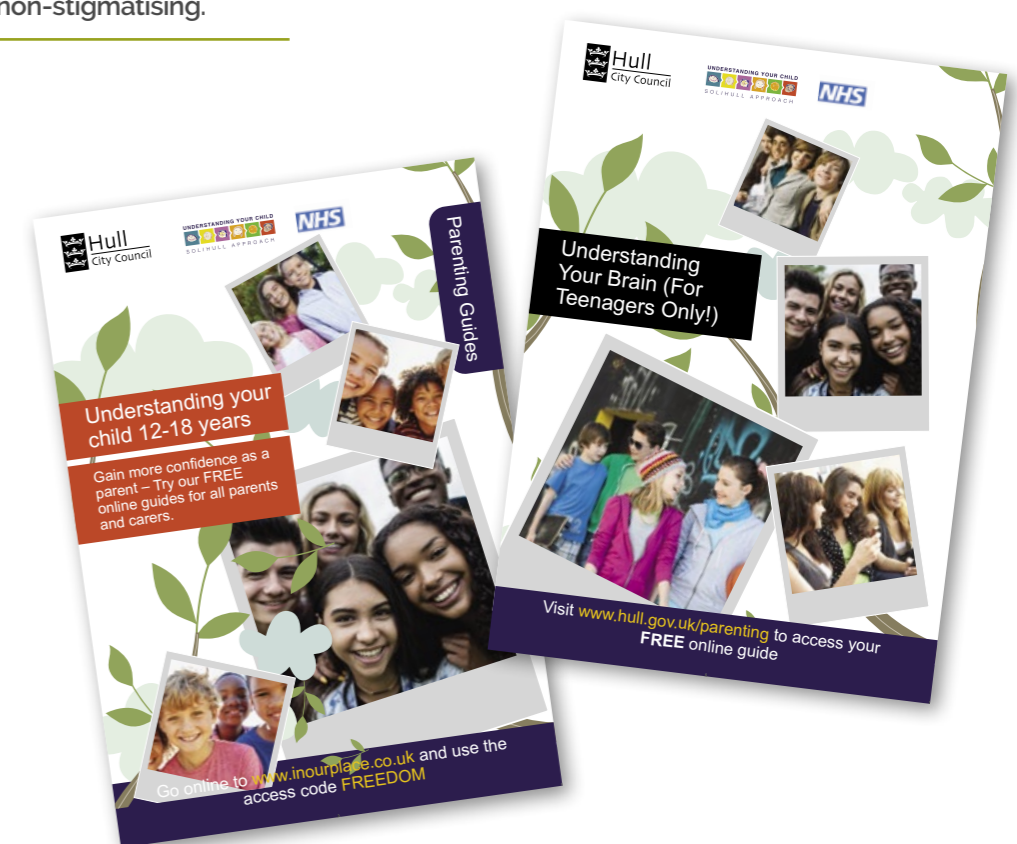
Our Partnership Vision:

Early Help and Prevention is a whole system approach, a way of working and everybody's business. It is about working in a collaborative way to support children, young people and families to build on their strengths, overcome challenges and make positive changes for themselves. By acting early, we can prevent problems from getting worse and help children, young people and families to find the solutions that will make their lives better.

Our Partnership Principles:

- 1. Achieving positive outcomes for children and young people is at the heart of everything we do.** We will put their needs first and work to ensure they are getting the opportunities they deserve.
- 2. We focus on prevention to stop problems before they happen or from getting worse.** We identify needs early but also recognise that it's never too late for early help to make a difference.
- 3. We work with children, young people and families to recognise and build on their strengths.** We will help them develop the skills to solve problems and overcome challenges for themselves.
- 4. We take a trauma informed approach.** We look beyond the immediate issues that emerge to understand the underlying causes and ensure any support is targeted at those as well.
- 5. We ensure children, young people and families receive the right help, at the right time in the right place.** Our support should be easy to access, tailored to meet needs and non-stigmatising.
- 6. We take a whole family approach** and work across services to build a team around the family, sharing information openly in a timely way so that families only have to tell their stories once.
- 7. We listen to children, young people and families** and act on their views and feedback. We will act as their advocates to ensure their voices and interests are being heard and understood.
- 8. We build the capacity of local communities and local partnerships** to help identify the needs of different local areas in Hull and ensure solutions are developed in partnership with them.

As a partnership we will challenge each other and other services to make sure we are living up to these principles and values.



EARLY HELP SYSTEM

The national definition of Early Help is:

“The total support that improves a family's resilience and outcomes, or reduces the chance of a problem getting worse”

As the national definition says, effective Early Help services can prevent problems from occurring and can tackle them head on when they do, before problems get worse. It also helps to build resilience in families, developing strength and skills that prepare children for adult life and help families to cope better with the challenges life throws at them.

Early Help takes many forms including community support from family and friends, local businesses and community organisations; universal services such as nurseries; Schools; GPs; Midwives and Health Visitors, through to more targeted services. Some services will play a role in the provision of both a universal and targeted offer such as our Children's Centres who provide a universal offer open to all but have a targeted approach through a referral based family support offer. The Police, Health Visitors and Youth Service also offer both universal and targeted support, using their universal offer to identify risk early and follow up with more targeted support where necessary.

Some services will be specifically targeted to certain vulnerable groups such as young people and adults dealing with substance misuse, housing issues, mental health support. There are also targeted programmes in schools to improve children's social and emotional skills and other issues. Evidence clearly shows that early intervention has the strongest impact during the first few years of life, it is also true that effective interventions can improve children's life chances at any point during childhood and into adolescence.

Collaborative working between Early Help services and children's social care is crucial to support seamless transitions for families into and out of statutory child protection services, ensuring families receive the right support, in the right place and at the right time. In Hull these relationships continue to develop and systems mature which ensure we prevent as many families as possible from entering or re-entering the safeguarding system.

The Early Help System is only effective if there is a truly integrated offer and partners work together to support children and families. Strong partnerships are a key feature of how we work in Hull and we will continue to build and develop these partnership arrangements for Early Help and work to improve our support for the communities of Hull.

The Early Help System:



FAMILY STAR

The Early Help assessment model is a hybrid of the Family Star Plus and Signs of Wellbeing and is designed to support effective parenting.

As from June 2021, the Family Star Plus is embedded into the Signs of Wellbeing Early Help Module in liquid logic, and gives great focus on the parent themselves as well as their parenting abilities, whilst ensuring we are listening to the voice of the child and maintaining a focus on what life is like for the child.

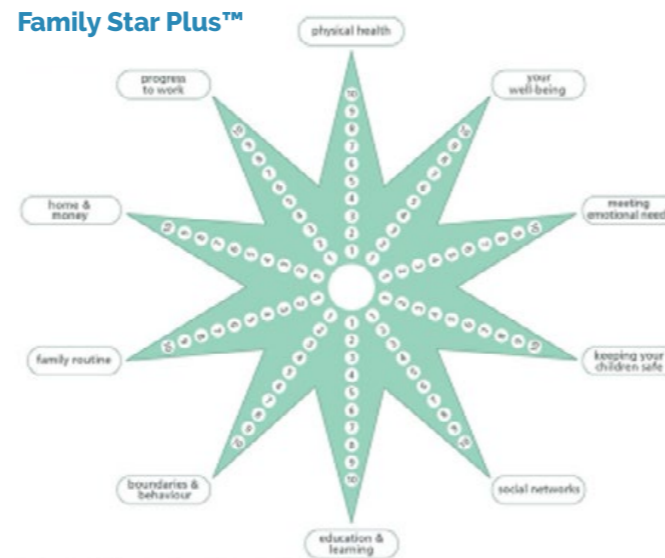
The Family Star Plus covers ten areas of parenting essential to enabling children to thrive, in line with the UK Government's Supporting Families initiative:

1. Physical health
2. Your well-being
3. Meeting emotional needs
4. Keeping your children safe
5. Social networks
6. Education and learning
7. Boundaries and behaviour
8. Family routine
9. Home and money
10. Progress to work

Other stars we can now use which are embedded in Liquid Logic are the My Star, Relationship Star, Attention Star, Parent and Baby Star and Homelessness Star.

However during 2020-21 when we were only using the Family Star, there were 543 child level assessments completed for both initial and final outcome stars.

- 147 (27%) by Children's Centres in the North Locality
- 124 (23%) by Children's Centre in the West
- 100 (18%) by Children's Centre East
- 82 (15%) by Early Help Parenting
- 53 (10%) by Early Help Family Support.
- The remaining 37 (7%) were completed by other Early Help departments including TPS, SEND, LAFSS and Early Help social workers.



Alongside the Family Star, Signs of Wellbeing is a way of working with Children, Young People and Families and enables us to transition families smoothly as part of the step down from children's social care.

Three of the key principles of the model are:

- No professional jargon. We speak and write in a way that is plain and easy to understand. If a family reads an assessment written by our practitioners, they will be able to clearly understand what we are worried about, why we are worried and what we want to do about it.
- Making sure the child or young person's voice is heard. We work closely with them to understand what they are worried about, what they think is going well and what they want to change. We record their thoughts in their own words and not translate it in to professional-speak. We do this regularly and work it in to our assessments and plans.
- Involving the family and the wider network. We work with the family to understand what they think is going well and to work with them to find solutions to problems. We will develop plans together with the family to achieve change. We involve the other people who support the family such as friends, neighbours and extended family to help make plans that they can sustain and work on even after we are no longer in their lives.

There have been 674 child level assessments completed for both initial and final outcome stars over the last 12 months.

Of these 674 assessments, the majority were started and completed by practitioners as follows:

147
(27%) by Children's Centres in the North Locality

124
(23%) by Children's Centres in the West

82
(15%) by Early Help Parenting

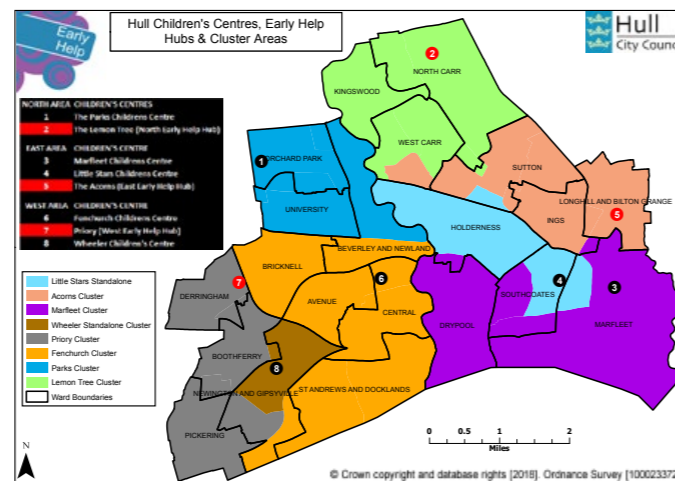
100
(18%) by Children's Centres East

53
(10%) by Senior Early Help Family Support

The remaining 37 (7%) were completed by other Early Help departments including TPS, SEND, LAFSS and Early Help social workers.

Early Help CHILDREN'S CENTRES

Early Help Children's Centres are a core part of the Early Help Delivery Model across Hull. There are 8 Children's Centres across the city, 3 of which are the Early Help Locality Hubs:



The eight centres provide a base for bringing together a range of practitioners supporting close collaboration and alignment of services to form an Early Help Team. All staff work with partners across the locality to deliver an integrated approach to Early Help services, these include:

- Early Help Family Support Workers and Senior Family support workers
- Early Help SEND Family Support Workers
- Early Help Social Workers
- Parenting Practitioners
- Targeted Pregnancy Support Workers
- Early Help Coordinators
- Family Group Conferencing workers
- Healthy Lifestyle Practitioners
- Youth Workers
- Refresh Drug and Alcohol workers

Partners and commissioned services also working out of the Early Help Children's Centres include

- Young Carers Workers
- Drug and Alcohol Workers (Renew)
- Job Centre Plus Troubled Families Employment Advisers
- Health Visitors and Health and Development Practitioners
- KIDS staff
- HomeStart
- Midwifery

WHAT WE DO

We offer a wide range of support for children, young people and families in Hull, with children aged 0 to 11 years old. At any point and after this age, we work closely with other Early Help teams to ensure that the family receive support, if needed, at any point in the child's life.

As from June 2021, the Family Star Plus is embedded into the Signs of Wellbeing Early Help Module in liquid logic, and gives great focus on the parent themselves as well as their parenting abilities, whilst ensuring we are listening to the voice of the child and maintaining a focus on what life is like for the child.

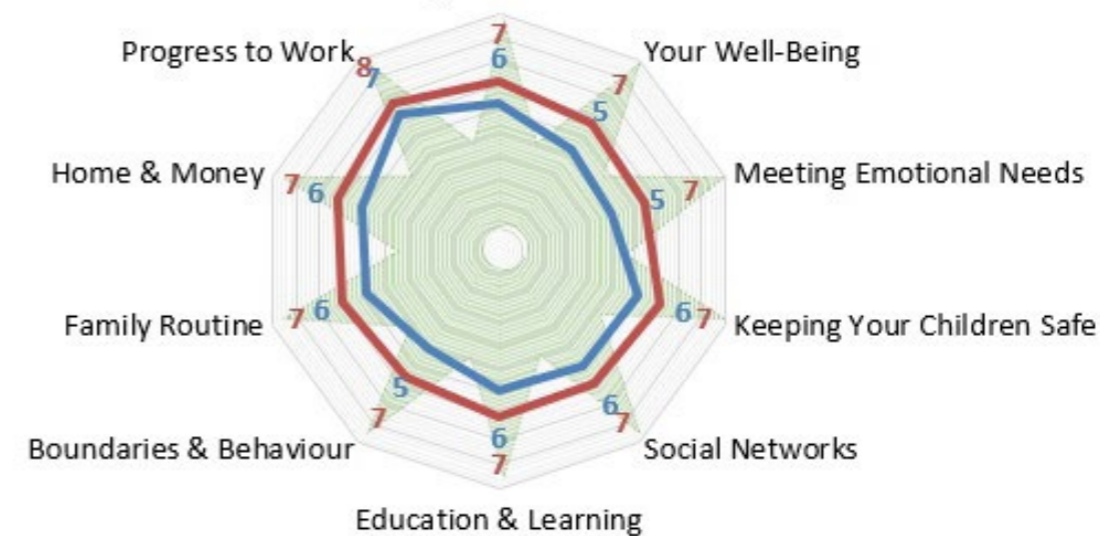
This support ranges from Universal to Targeted support including:

- Parenting courses – Incredible Years, Family Links Nurturing, Triple P, HENRY
- Play and learning sessions which are linked in the Early Years Foundation Stage Framework and are planned around measured outcomes for children
- Infant massage classes which promote bonding and attachment, infant feeding, speech and language development and is also a great introduction into the services for families

- Health Lifestyles support, sessions and advice including Us Mums exercise classes; Cooking on a Budget Courses; help to stop smoking; breastfeeding support and advice
- SEND family support, co-ordinating services for families, offering parenting advice
- Child health clinics in conjunction with health visitors
- Midwifery clinics are delivered from all of our centres
- Home safety checks, advice and equipment
- Help to find work or training through Youth Employment Initiative and Job Centre Plus
- Volunteering, Education and Training
- A place to meet other parents and carers, build up friendships and support networks.

This model of support reduces demand for specialist and acute services by using a joined up and evidence based approach to Early Help, resulting in improved outcomes and life chances for families through their needs being met earlier.

This star represents the outcomes of children who had a family star undertaken with them in 2020-21



Case Study

PARKS CHILDREN'S CENTRE

Early Help provisions provided to family during COVID-19 restrictions.

Family's reason for Early Help Family Support

The family (A=mum, F= child) were referred into Early Help Family Support by F's primary school, as part of a step-down request from Social Care. Family were being supported by Social Care with concerns over domestic abuse in mum's relationship at the time. When Social Care closed, mum had ended the relationship and she wanted supporting with some of the challenging behaviours F (9 years of age) showed at home, to himself and at school.

Brief summary of support from Early Help services in national restrictions/ COVID

- Regular Multiagency team around the family meetings took place between mum, women's aid children services worker, fire service, police, CAMHS, schools, health visitor and alternative school provision.
- Welfare calls provided by Early Help during national lockdowns.

A attended parenting supporting – Strengthening Families Strengthening Communities.

- Healthy Cooking packs were provided by the Parks Children's Centre.
- Craft packs (Halloween, Christmas and Spring) were given to the family from the Parks Children's Centre.

Family are now closed to Early Help family support. A worked very proactively with all services to help improve outcomes for F.



Feedback given by parent: (A consented to this information being shared).

Craft packs provided by Parks Children's Centre feedback:

F was really excited and overwhelmed by such a personal gift. This is one moment that really stands out for me when I came to collect the pack from the Children's Centre with F. F was having a bad day. Getting his Halloween pack just made his day and he loved looking through the arts and crafts, puzzles and sweets. There was so much in the Easter packs as well that we still have some left.

Healthy Cooking packs feedback:

This was a huge turn around for me. Not so much in the cooking part, but it was the first time that I took a step back and let F take the lead. This was massive for F and it was that understanding for me that it's not the end of the world if it goes wrong. I think this really helped us.



Professional Help Altogether

- A thinks that the support she received from all services has been really positive and helpful to F and her.
- She built a close relationship with F's alternative education provision who have identified F has SEN needs. She now has built up a good relationship with F's new mainstream school.
- She has liked having a lead worker (Early Help) and this helped to set actions, share information and review what has been done. She described the support she received in Early Help as fantastic.
- She understood the different roles of professionals – schools knowing F's behaviour more, Early Help facilitating and seeking services, etc.
- Professionals working together in COVID restrictions helped.

Recommendations for the future:

- Only disappointment mum had with Early Help was she wished we had continued to work with her and F a bit longer until he went back to school after Year 6. Mum explained that having a lead worker helped and not all actions have been followed since Early Help withdrew.
- Mum would work with Early Help again, and if her worries still persist with F she will look at coming back into the service in the next school year.

Solihull Service Report

Parenting Course
 Solihull Online
 Understanding your Child
 1st April 2020 to 31st March 2021

What the course covers and its impact:

The course covers the following:

Your child's development, Understanding your child's feelings, parenting styles, having fun together and Rhythm of interaction. Why sleep is important, Self-regulation and Anger, Different and types of communication



The data below shows the number of learners registered online:

Understanding your child	808 Actual Learners Learner who have started this course
96% of course completers found the course helpful	94% of course completers recommended the course to others

In March 2020 due to the COVID Pandemic, face to face delivery of evidence based parenting courses was suspended alongside face to face contact to deliver parenting. Hull City Council have been providing free access to the Solihull Online Parenting Guides to all Hull postcode residents since October 2018. These accessible guides are split between, a pre-birth guide, 0-2 years guide and the 2-18 years guide called Understanding your Child and have been available for parents for self help and advice though out the pandemic. As above, there has been 808 registrations for the understanding your child modules

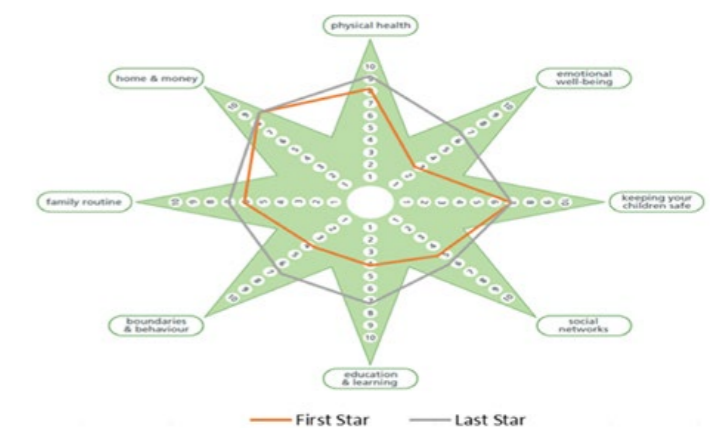
In July 2020 the Parenting Team began to develop online groups which could bring parents together between the 11 modules (2 modules at a time) over 6 online Teams Sessions, supporting parents to become familiar with Teams. Some parents who were familiar and confident with 'face-timing' accessed the groups easily however many parents struggled with confidence and knowledge to access the online face to face groups. Strategies were developed to support parents through these challenges and practitioners became more confident in supporting parents online using the Understanding your Child Modules.

At the 31st March 2021 75 parents/carers have attended the online groups with parenting practitioners. Feedback from parents/carers completing the groups has been excellent. Parents/carer feedback has demonstrated online groups have provided support for parents who would normally not access a parenting group. This may be due to lack of child care working hours, or in some cases parents' anxiety. Parents have indicated they have a much better understanding of their child point of view and needs, and in all cases parents have indicated they have got something out of the groups that meets their family's needs. All 75 parents attending the Solihull online supported groups would recommend it to others and 95% of them said they felt comfortable undertaking the Modules with online group discussion between the modules. Below is a Family Star which demonstrates the average pre and post scores in each area of family life and where there has been improvements :

FEEDBACK

"I have completed the parenting course! I'm ever so grateful as I'm now having a better understanding of my children's feelings. I have learned to use containment as well so I can help them understand why there are angry and a way to help them calm down a lot quicker! Please may you print my certificate!"

"I've learnt so much and react to the children differently now. When J was shouting and swearing on his game the other day instead of shouting up at him to ask him what he was swearing at I went up to his room and sat down beside him. I told him he sounded very angry and he calmed down and told me how someone had killed him on the game. Before this would have ended in a big argument."



Notable achievements, events or activities

The success of the Understand Your Child course led to practitioners also developing the **Additional Needs & Understanding Teenagers modules.**

16 parents / carers have attended the Additional needs course delivered with practitioners online we plan to develop these and co deliver with KIDS.

16 parents / carers have attended the Additional needs course delivered with practitioners online we plan to develop these and co deliver with KIDS.

Understanding your child with additional needs

70 Actual Learners

Learner who have started this course

In August 2020 the Solihull piloted an online Understanding your child with Additional Needs course which could be accessed with the same free codes as the other courses. Hull City Council parenting team agreed to be part of that trial and decided to deliver online discussion groups in between the modules with parents/carers using the model created for the other online groups .The course proved successful according to feedback form parents and practitioners, with guidance and support for parents awaiting assessments or other specialist support for children with additional needs. The Group evaluation Stars evidenced the Additional Needs Solihull course improved parent's ability to manage emotional wellbeing, keeping their children safe, and has had a positive influence of boundaries and behaviour.

Since July 2021 when online parenting groups commenced, practitioners have supported parents/carers to complete the Understanding your teenagers brain guide, discussing how this impacts on parent/child relationships. Parents have been encouraged to complete this prior to attending the Understand your Child modules if they have a child or children 11 and over. The guide has been well received by parents/carers.

Progress of the Service

The Solihull guides have been integral to our virtual offer as we continue to develop new ways of working, enabling parents/carers to access a service they otherwise may have not engaged in.

The Early Help Parenting Team have developed an online Solihull Teen group, which consists of a mix of evidence-based tools from a variety of programmes including the Understand the Teenage Brain. Parents of teenagers attend the sessions have also encouraged their children to undertake the Understanding your Brain guide for teenagers. The Parenting Team have commenced delivery of two of these groups with the aim of improving parent/child relationships and communication and give parents the same information to enable them to work together and reduce parental conflict. 18 teenagers have currently registered to complete this. Advertising material has been developed to send to schools and agencies working with teenagers to advocate registration and completion of the courses as a form of self-help for teenagers.

Understanding your teenager's brain

135 Actual Learners

Learner who have started this course

98%

of course completers found the course helpful

98%

of course completers recommended the course to others

Understanding your brain (for teenagers only!)

18 Actual Learners

Learner who have started this course

HEALTHY LIFESTYLES TEAM

The Healthy Lifestyles Team is made up of Healthy Lifestyles Practitioners and Activators in each locality of the city, based within The Acorns, Lemon Tree and Priory Children's Centres.



Current situation in the city:

28.4%
of Year Reception pupils in Hull are overweight or obese (29.2% last year)

37.5%
of Year 6 pupils in Hull are overweight or obese (36% last year)

Above national average for England which are YR 23% and Y6 35.2%

WHAT WE DO

The purpose of the team is to ensure a healthy lifestyle for children and families in Hull. Focus is given to increasing opportunities for physical activity. Also a priority within the teams aims is to improve the cooking skills of parents and carers whilst increasing their confidence. Key health messages include raising knowledge and awareness of making healthy food choices from the earliest opportunity so that families can make informed choices and ensure the best start in life for the city's youngest children.



Us Mums programme



The Healthy Lifestyles Team deliver a programme of pre and post-natal physical activity with elements of emotional well-being, providing opportunities for new and expectant mums to engage in physical and social activities. The initiative aims to take advantage of this unique life stage when health may be a priority, aiming to remove barriers such as cost, childcare and travel for females across Hull.

The Us Mums programme is usually delivered at Children's Centres, leisure and sports centres, local parks and **community venues across the city at low cost**, ranging from £1 - £2 per session with some activities being free of charge. Some of the activities: Pregnancy Yoga, Buggy Walks, Mum and Baby fitness, Aqua Natal, Relaxation, 'Feelin' Good' emotional well-being session, Parent and Tots dance.

Covid-19 response: The team ensured the programme of activity was maintained throughout the pandemic, offering virtual delivery of physical activities as well as introducing online meet-up groups and emotional well-being elements such as relaxation and mediation.

FEEDBACK

"I have been taking part in Us Mums online sessions since the lockdown began. I absolutely adore these type of sessions. Firstly, Us Mums coaches are simply amazing, they are always happy to chat and offer advice on your physical concerns. Secondly, because of the location, I don't have to go anywhere to attend the sessions. And thirdly, now I am very happy with achieved fitness levels and I do more exercise than ever before. (...) I am thankful to Us Mums for providing me with this opportunity and motivation to become and stay physically active." Kristina, Us Mums participant

"Just did the mum and baby fit session, which I would recommend to everyone! I was really apprehensive at first having not exercised for over a year but I didn't have my camera on or feel silly at all! Instructions were great with low impact options. Feel so much better for doing something especially in this awful weather and not being able to go and see friends! My little one laid on his mat and was gurgling away at me throughout so I think he enjoyed it too! Thanks again!"

Reach: 323; Volume: 710



Healthy Cooking on a Budget initiative

To encourage healthy choices in relation to food and nutrition, the team deliver a series of opportunities for parents to get involved in cooking from scratch. Aiming to increase knowledge and understanding around basic recipes and food preparation techniques, the team work closely with Children's Centres to implement a year round cooking programme.

Covid-19 response: To comply with Government guidance, the team moved away from their usual classroom based approach. To do this they created a series of take home packs which contained all ingredients required to prepare a simple, nutritious and cost effective meal for four, complimented by recipes and short video guidance.



FEEDBACK

"Attended the session then took the cooking bag home and prepared for the children's tea. The children loved it, thank you!" The Octagon Family Centre, Parent

"This was lovely, will definitely be making it again!" Wheeler CC, Parent

"It worked really well! They wouldn't normally have had something like this, especially spinach. They were surprised at how tasty and different it was that they even had it again the next day. They bought olive oil for it and have used olive oil again in their cooking. They will definitely make them again and are looking forward to the next pack." Early Help Practitioner

"The boys loved making the pizza pittas, thank you" Wheeler CC, Parent

"It is a brilliant idea and I want to do this every week! Thank you." Fenchurch CC, Parent

"I did the pitta pizzas with a child and mum to model language and strategies used in the Incredible Years parenting. The cooking pack was brilliant especially the child friendly knife. The child is waiting for an ADHD assessment, but we were able to let her chop everything without worrying (and she chopped everything!)." Early Help Practitioner

Reach: 725 Volume: 2246

Supporting Healthy Holidays

The team supported Healthy Holidays programme in Summer 2020 by :

- delivered healthy cooking on a budget virtual courses over the Summer
- provided healthy and delicious recipes and created various online health challenges for young families
- designed and put together 600 growing and nature packs to be distributed across the city (200 per locality)
- over five hundred physical activity packs were distributed and aligned with a series of virtual and online activities that families could take part in within the family home due to social distancing regulations
- assisted the Youth Service in overseeing food distribution from the Early Year hubs.



Sam from Hull FC Community Foundation with the first skills video

How to access us:

e-mail healthylifestylesteam@hullcc.gov.uk

In person at The Lemon Tree, Acorns and Priory Children's Centre.

Find us on social media:

@Healthy Lifestyles Team ; @Us Mums Hull

How many people the Healthy Lifestyles Team has engaged with during 2019/2020:

Reach: 1166 Volume: 3472



Case Study

COOKING ON A BUDGET

Summer 2020

- 900 cooking packs were distributed to families living in Hull.
- 416 parents and 581 children engaged with cooking packs
- 100% of participants sample who returned evaluation forms said they would definitely take part again
- 200 views / 349 engagements of social media recipe video.

Objective

For Steph and her four children, aged 5 months, 2, 6 and 7 years to take part in the Healthy Lifestyles virtual cooking course over Summer Holidays. To provide them with a weekly cooking recipe they can all do together as a family and to help encourage healthy eating habits which they have learnt through attending the HENRY 1 2-1 course during the course of Summer 2020.

Partnerships

- Hull City Council Healthy Lifestyles Team
- Hull City Council Early Help and Childrens Centres.

Delivery

Steph received a weekly pack that was delivered by her family support practitioner. Each recipe was created so the whole family could get involved, Steph found this great to finally be able to encourage her young boys who were normally fussy to get involved with the cooking. "The boys were keen to help in the kitchen states Steph, "The boys called the pack the Magic Pack every week and were always so excited to see what they were learning to cook this week".

Outcomes

- 150 families took part weekly.
- Children tried food they may never have tried
- One nutritious meal per week throughout the holidays, helping to ease the financial impact on children being off school
- Knowledge increased throughout the course with feedback indicating that they will continue to provide cooked meals at home.

FEEDBACK

Steph found packs were well packed and the recipes easy to follow and engage the kids with.

They were enjoyed by the whole family including all children and dad who can be picky eaters.

Steph states she has learnt so much and paired with the HENRY learning she has now gone and bought a cooking book to continue cooking and learning and is now cooking three home cooked meals a week for her family.

The Future – What happens next for the course and for the family?

- Develop further and embed in to Early Help parenting offer
- Link in with local food providers and producers to help local businesses.
- Another cooking course and some of our physical activity sessions lead by the team.

US MUMS, FEELIN' GOOD SESSION

This monthly online mental well-being themed session has been set up to promote positive mental and physical health and connect new and expectant mums whilst reducing social isolation during the uncertain times of the Covid-19 pandemic.

The session includes relaxation (guided mediation and gentle stretching) and a friendly chat with Hull and East Yorkshire Hospital's Healthy Lifestyles Midwife and any guests / Q & A time.

Partnerships:

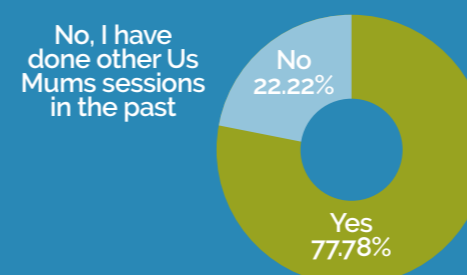
The session is delivered in a partnership with midwifery - Caroline Clark, Healthy Lifestyles Midwife.

We have been working with Targeted Pregnancy Support (TPS), Maternity Voices Partnership (MVP) and other services and professionals to promote the activity.

Special Guests:

- Melissa Dalby, Home Birth Group
- Sandra Stones, Hypnobirthing specialist
- Clare Stokes, House of Light

Was this your first Mums session?



FEEDBACK



"I found it very reassuring that I can ask questions directly to the midwife, thank you! And it has been nice to have a chat with everyone else too.

"I work full time and wouldn't have been inclined to join any sessions if these wouldn't be online. I wouldn't have time to travel and it just takes less effort from me to join an online one. Really enjoyed the session and meeting everyone. I will be back next time!"

"I used to do Us Mums Pregnancy Yoga session, however, I haven't been doing anything since my baby arrived 6 months ago. I decided to re-join Us Mums sessions and this seemed to be a good start as I have to look after my own mental health to be a good mum for my baby.

"Having 2 small children, I do not get enough time to myself. It was so nice to take 1 hour for me!"

Audience:

80% pregnant women / 20% new mums.

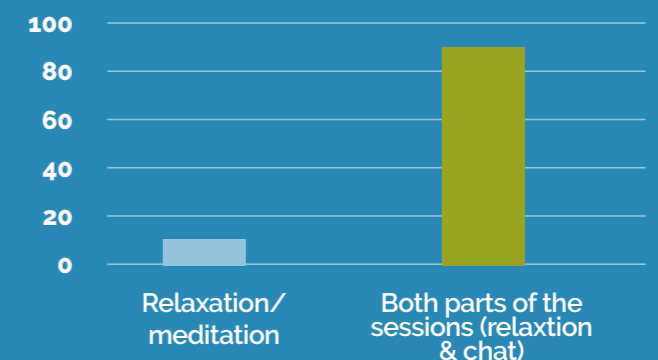
What happens next?

With the Covid-19 restrictions being gradually eased, the team is now looking into continuing the session in-person. Further conversations with other services and professionals are ongoing. More partners will be invited to join as special guests.

Other notable achievements, events or activities

- Healthy Lifestyles Early Help briefing to 60 staff
- Perinatal briefing to Early Help staff with 55 attendees.

What did you enjoy the most?



Source: online survey of the session held on 14th January, 2021

Case Study

HENRY (Health Exercise and Nutrition for the Really Young)

HENRY is an evidence based approach to tackling childhood obesity through early intervention, ensuring children receive the best start in life possible. The programme explores topics ranging from nutrition and physical activity to parenting skills and emotional wellbeing, and is co-ordinated by the Hull City Council Healthy Lifestyles Team.

The team established a network of practitioners across the Early Help network to embed the intervention, most notably within Children's Centres and Targeted Pregnancy Support, delivering a termly programme of courses within some of Hull's hardest to reach communities. The team deliver an annual training package to upskill practitioners and wider partners including primary schools, mobilising a network of facilitators to deliver and refer priority families in to the programme.

Quote from parent; "The 8 week online Henry programme covered a much broader range of topics than I initially realised. Delivered in an apposite personal, down to earth and fun way. Our family are healthier and happier because of the support, knowledge and confidence I have gained through participating in the course."

The following outcomes have been achieved through the HENRY programme in 2021:

40
parents supported via group programme or 1 2-1 intervention – 19 of these completed a programme

Families with 43 children reached through the above interventions including Venn Academy partnership

83%
of parents who attended a group programme reported a reduction in sugary drink consumption

(88% reduction in children's daily consumption)

56%
of parents who attended a group programme reported a reduction in sugary snack consumption

(31% reduction in children's daily consumption)

83%
of parents who attended a group programme reported an increase in water consumption

(75% of associated children consuming more water)

38%
of parents who attended a group programme reported consuming fruit/veg times 5 a day

(57% of associated children consuming higher levels of fruit and veg)

86%
of parents who attended a group programme reported increased physical activity levels

(57% of associated children achieving recommended physical activity levels)

Covid-19 response: Adaptation of the HENRY Right from the Start programme to enable the programme to be delivered virtually throughout the pandemic. Also, the team launched a new pilot HENRY programme called Healthy Families Growing Up, aimed at parents/carers of primary school aged children.

SENIOR EARLY HELP FAMILY SUPPORT WORKERS (PARENTING)

Senior Early Help Family Support Workers (Parenting). The Parenting team consists of 1 manager & 10 practitioners, based in each locality hub.

WHAT WE DO

The parenting team mainly work with parent/carers to support them in managing children's behaviour using positive parenting strategies which can help to improve family relationships, and family routines, children's physical safety and emotional wellbeing, co-parenting and parenting conflict. The team deliver face to face evidence based group courses, on line group sessions and 1-1 support pre and post course if appropriate. Parents also report their own emotional wellbeing and self-confidence improve after completing courses.

Staff across the Children's Centres also delivery a range of parenting courses – see Children's Centre information. We deliver the following parenting courses:

Strengthening Families, Strengthening Communities (SFSC)

4 hours a week, for 13 weeks

A cultural evidence based parenting programme endorsed by The Race Equality Foundation. This includes strategies to manage children's behaviour, positive family relationships and other life skills such as anger management and relaxation to support parents bring up their children to become responsible young adults.

Strengthening Families 10-14 (SF 10-14)

2 hours per week for 7 weeks

For families with young people aged 10-14 years, which both the young person and parent/carer attend. The programme works well in strengthening relationships, communicating more effectively and agreeing family rules. Families are reminded of their strengths and encouraged to have fun together. Delivery uses multi-agency practitioners trained in the programme delivery.

Supporting Separated Families (SSF)

2 hours per week for 4 weeks

For parents and carers who do not live with their children but do have contact with them. It includes a taster of strategies from the evidence based programmes and positive communication with agencies for the benefit of their children. These sessions can be used to promote and evidence engagement with services whilst Courts, Social Workers and families are determining levels of contact with children.

Triple P Teen

2 hours per week for 8 weeks

An evidence based course to promote Positive Parenting for parent/carers with Children over the age of 12. It is particular effective with Conduct Disorder, or dealing with a particular issue.

1-1 Parenting

In certain circumstances we will deliver tailored 1-1 parenting support. This may be because the parent/carer has no childcare to attend a group or because the parent has a disability or additional need, which prevents them from attending. In some cases, if the parent is struggling with anxiety or other mental health needs, we work alongside other agencies to address the underlying issues, building up relationships.

Practitioners also deliver with other agencies such as Stepping Stones Triple P for children with additional needs with KIDS, Brave with the Domestic Abuse Partnership, and Triple P (2-12 years) with the Children Centres.

How to access us:

Requests should be made using the online form on the HCC website

<http://www.hull.gov.uk/early-help-information-for-professionals>

<https://childrensportallive.hullcc.gov.uk/web/portal/pages/help>

COVID:

In March 2020 due to the COVID Pandemic face to face delivery of evidence based parenting courses was suspended alongside face to face contact to deliver parenting.

Solihull Guides

Hull City Council have been providing Free access to the Solihull Online Parenting Guides to all Hull postcode residents since October 2018. These accessible guides are split between, a pre-birth guide, 0-2 years guide and the 2-18 years guide called Understanding your Child and have been available for parents for self help and advice though out the pandemic.

Family Support Practitioners undertaking Parenting, began to use these Evidenced Based Guides to direct their parenting work over the phone and online. Practitioners discuss in online 1-1 sessions how they could use what they had learned within their own families to deal with challenges they were facing, using positive parenting strategies and styles to implement change.

In July 2020 the Parenting Team began to develop online groups which could bring parents together between the 11 modules (2 modules at a time) over 6 online Teams Sessions, supporting parents to become familiar with Teams. Some parents who were familiar and confident with 'face-timing' accessed the groups easily

however many parents struggled with confidence and knowledge to access the online face to face groups. Strategies were developed to support parents through these challenges and practitioners became more confident in supporting parents online using the Understanding your Child Modules and other guides.

Abridged SFSC

Early Help Parenting Practitioners and others in the city from other agencies who co-deliver, such as Renew and attended 2 days online training to deliver an abridged version of Strengthening Families Strengthening Communities online. This was not aimed at replacing the 13 week face to face program but to enable 4 weeks x2 hour delivery online during lockdown to support families struggling at home.

Feedback from parents/carers completing the Groups has been excellent. Parents/carer feedback has demonstrated online groups have provided support for parents who would normally not access a parenting group. This may be due to lack of child care working hours, or in some cases parents' anxiety. Parents have indicated they have a much better understanding of their child point of view and needs, and in all cases parents have indicated they have got something out of the groups that meets their family's needs.

HOW MANY HAS IT SUPPORTED

1st April 2020 to 31st March 2021

315
Parents / Carers have been triaged to identify the right support.

Parent / Carers assigned for 1-1 or pre course work:

There has been **808** registrations for Solihull "Understanding your child" modules

174 involvements for families where the children referred in were 0-11

207 involvements where the child referred in was 12-18



Online Group delivery:

75 parents/carers have attended 6 x weekly online group discussion sessions with practitioners covering the Understanding the Child Modules

The groups varied in size from on average 2-6 parents per group. Smaller group sizes address challenges practitioners face with the group dynamics of online groups. The groups encouraged parents to talk about their parenting experiences and support each other week by week during lockdown. Parents told practitioners it was a real support network for them, knowing they were not facing Challenges on their own and other parents understood what they were going through.

Additional Needs Solihull: 70 parents completed:

16 parents / carers have attended 6 x weekly online group sessions with practitioners covering the Additional Needs Understanding the child

54 parents/carers have completed online sessions Understanding the Child with Additional Needs with support from 1-1 parenting

In August 2020 Hull CC parenting team piloted the Additional needs Solihull Course with a group of parents, delivered with weekly online groups in between the online modules the parents completed as homework. A second group was then developed with additional materials filling the gaps identified for local families completing the course, with advice and support from KIDS.

Understanding your teenagers brain: 135 learners

Understanding my Brain 18 Learners (Teenagers only)

Since July 2021 when online parenting groups commenced, practitioners have supported parents/carers to complete the Understanding your teenagers brain guide, discussing how this impacts on parent/child relationships. Parents have been encouraged to complete this prior to attending the Understanding your Child modules if they have a child or children 11 and over. The guide has been well received by parents/carers.

The Early Help Parenting Team who work with parents of teenagers, have developed an online Solihull Teen group, which consists of a mix of evidence based tools from a variety of programmes including the Understand the Teenage Brain. Parents of teenagers attend the sessions have also encouraged their children to undertake the Understanding your Brain guide for teenagers. The Parenting Team have commenced delivery of two of these groups with the aim of improving parent/child relationships and communication and give parents the same information to enable them to work together and reduce parental conflict. 18 teenagers have currently registered to complete this. Advertising material has been developed to send to schools and agencies working with teenagers to advocate registration and completion of the courses as a form of self-help for teenagers.

Abridged online version of SFSC:

The Parenting team reviewed amended the Supported Separated Families 4 week 2 hour taster course to benefit parents online.

95 Parents /carers were booked onto the Abridged 2 x4 week groups in addition to an introductory greeting session. 56 parents fully completed the group

Supported Separated Families (SSF)

2 Groups have been delivered

14 parents completed the groups.

Case Study

Parent 1

The referral for parenting support came from the young person's secondary school (college) requesting support for Mum and the young person due to mum struggling with 'Behaviour Management' at home and the young person refusing to go into school.

The young person was presenting as very withdrawn at school and had unexpectedly lost her father of an epileptic seizure. Whilst she seemed to be coping quite well with this at school, the school were concerned she has not really processed this properly. The young person started refusing lessons and sometimes school altogether and mum was struggling with very challenging behaviour at home.

Mum had been in a previous abusive relationship with the children's father but had received full support from services locally. Also, the young person had not been diagnosed with A.S.D. but had been referred for an Educational Psychologist Assessment as she had 'anxiety' issues and showed additional needs which had not been addressed. The young person was starting to work with S.M.A.S.H. service too.

Mum agreed to join the Solihull Additional Needs course. Initially, in the first couple of sessions mum was unsure if the group work would be useful, however, it slowly became clear that mum's relationship with daughter was improving as she gained an understanding of her daughter's emotions and anxieties.

Mum stated the following: "I've enjoyed the course and learned a lot from it. I will put what I learnt in place for my daughter".

"The main thing on the course was listening to other parents which made me realise that I was not on my own. It was good to hear the things they put in place for their children which was really helpful for me too .

On completing the course, it is very evident that mum was more confident with her 'parenting' and her relationship and understanding with her daughter had greatly improve.

Parent 2

The referral for parenting support came from the young person's secondary school requesting support for Mum and the young person due to mum struggling with 'Behaviour Management' at home and the young person was having 'anger management problems and refusing daily hygiene routines therefore was at risk of being bullied at school. The young person had Asperger's and Emotional development issues.

Mum felt her daughter's behaviour was becoming unmanageable. Also, mum had severe health issues and was a single parent. She found it hard to parent her daughter which was damaging their relationship.

Mum agreed to join the Solihull Additional Needs course. Mum was not looking forward to online group however she started to enjoy the group; attending sessions regularly and received a lot of support and information from the other parents too. This helped mum to improve her confidence with parenting and using new techniques and strategies; she found that things at home were improving.

Mum's main worry was that her daughter's S.E.N.D 'transport' to school was due to be stopped and she knew that this would have an effect on her daughter as she was unable to access public transport due to her additional needs and mum could not take her to/ from school as she had no personal transport and her low mobility stopped her from walking a distance. With support from the Parent Practitioner, who liaised with the young person's school and the S.E.N.D Transport Co-ordinator; new application forms were completed and 'transport' funding for the young person was approved again.

On completing the course, it is very evident that mum was more confident with her 'parenting' and was putting in place new techniques and strategies which was positively helping improve things at home. The young person and mum was happy with 'transport' to school continuing and now the young person happily goes to school and enjoys it too.

PRE AND POST EVALUATION STARS GROUP AVERAGE FOR PARENTING COURSES

Supported Separated Families (SSF)



This is a holistic course covering most aspects of family life and therefore there has been a positive impact upon most areas of the Post Star assessments. Family Routines, Boundaries, and Behaviour strategies are delivered most weeks to promote positive parenting. It is positive to see these areas have significantly improved. Parents' report how much group attendance in particular helps to improve their own self confidence and emotional wellbeing, improving family relationships, and quality time together, which also mirrors improvement indicated in young people's emotional wellbeing.

This is a taster course for Parents who cannot try or implement parenting strategies due to their current situation. In most cases if parents do have contact it is supervised, however they do indicate it has helped them to navigate the process better, improving relationships with other professionals, enabling them to manage stressful situations better, such as contact sessions, improving their own emotional wellbeing and that of their children. It is also interesting that Parents have reported they also feel they are better at keeping their children Safe because of the sessions.

Strengthening Families 10-14 (SF 10-14)



This course, led by HeadStart Hull, has weekly family sessions which families and practitioners, identify as really helping families communicate better and improve their family networks and relationships. This course includes a greater element of pre and post group support as well as being the only group where young people attend and do work alongside their carers. The Post Group outcomes evidence the improvement for Young People attending this course. In some cases where parents are struggling to get children into school this improvement in communication, boundaries and behaviour has enabled them to improve the young person's school attendance or attitude towards education.

SENIOR EARLY HELP FAMILY SUPPORT WORKERS (SEHFW) 11-19 YEARS

Senior Early Help Family Support Workers (SEHFW) 11-19 years. The SEHFW team consists of 6 full time equivalent posts that are shared between 7 (6 FTE) staff members based in each locality (North, East, West)

The role of the SEHFW is to assess, identify and coordinate family support and intervention, predominantly within Targeted Early Help Support. A whole family approach is taken with each case with particular attention focused on the 6 streams of the Priority Family Programme.

The majority of the referrals involving young people relate to risk of family breakdown involving substance misuse, risk taking behaviour, education and mental health. Parental issues often involve mental health issues, substance misuse, domestic abuse, debts and financial management.

The aim of the SEHFW is to provide a time limited targeted intervention in order to equip families with the necessary advice, skills and support to make positive decisions regarding their family.

How to access us:

Requests should be made using the online form on the HCC website <http://www.hull.gov.uk/early-help-information-for-professionals>

<https://childrensportallive.hullcc.gov.uk/web/portal/pages/help>

The SEHFW do not work with families that are currently open to Social Care.

424
(ADULTS & CHILDREN)
Early Help Assessments started

398
(ADULTS & CHILDREN)
Early Help Assessments completed

428
(ADULTS & CHILDREN)
Domestic Abuse Routine Enquiries completed

WHAT WE DO

We offer support by:

- Meeting all relevant family members and undertaking a Family Star assessment and where applicable, MyStar with the young person.
- Creating a Plan of Action with the family to identify and action the areas of need.
- If applicable, to organise a TAF with the relevant agencies and family to ensure all agencies/ services and family are coordinated and aware of the issues and Plan.
- To undertake specific pieces of identified targeted work with either the parent/carer of young person, e.g. Anger Management, Parenting strategies, Safety Planning, support for families at risk of eviction.
- Recognise that families are usually better able to make decisions about their children than professionals, providing the family members have all the necessary information.
- Support parents to make the relevant choices and referrals to agencies for support.
- Acting as lead worker for the family as and when necessary, liaising with other Early Help staff and the wider partnership as appropriate.
- Support in delivery of evidence based Parenting Programmes, e.g. SF10-14, SFSC, RESPECT.

- Regular contact with schools in order to identify young people not meeting the 90% attendance criteria and identify the barriers to this.
- Regular contact with Neighbourhood Nuisance Officers and Policing Teams to identify problematic families in the community and devise support options.

Impact

All families experienced an improvement in all areas of the Family Star Plus assessment. Where appropriate all young people completed a My Star Assessment with their key worker and their wishes and feeling were fed into assessments and family meeting.

Senior Early Help Family Support Workers 11+ supported delivery of 8 evidence based parenting programmes Strengthening Families, Strengthening Communities and Strengthening Families 10 -14.

Average of All Star Scores



Figure 1 - SEHFW Outcome Stars Apr 20 - Mar 21

Case Study

Names changed for case study

Angelika was referred to Early help due to one of her two daughters Maja 14 self harming. Angelika has been diagnosed with terminal brain cancer. Despite a number of agencies being involved and due to Angelika not being able to speak English there was a need for further involvement through Early Help. TAF (team around the family) meetings were held to coordinate services and explore what had been done and what still needed to happen. Angelika admitted that she "felt stuck" and had "been asking for help for a long time but nothing was being done". Through collaborative working with a number of other agencies both internal and external a number of actions were completed.

- Both children were given emotional wellbeing support and counselling
- Both children were referred and attended Young carers groups where they were able to speak more openly with others about their worries and also take a break
- A medical priority was granted for Angelika to be closer to support from family members
- Angelika was supplied with food parcels
- Angelika is still being supported by early help but now also has Dove House and through partnership working alongside the translation service we are sorting Angelika's end of life benefits out for her as these were stripped once her life exceeded that of her prognosis leaving her much worse off. Angelika has expressed her gratitude many times and feels that she "would not know who to turn to if not for having support from early help and that she "finally feels more reassured about the future".

FEEDBACK

"Before I got the support I didn't have a positive relationship with my eldest daughter. Now we have a great relationship, we talk to each other and now her anger is controlled from the work she did." **Mum of 3 aged 14, 11 and 10**

"I think you seeing him (Dan) yesterday really did help him a lot He's been much nicer to me. It's better to see someone in person than over the phone. I just wanted to say thank you for the help you're giving me and Dan it seems you're the only person that cares at the moment. Thank you so much". **Mum of a 16 year old boy**

"If it wasn't for you I don't think my daughter and I would have had a change of having a relationship, now we have a new house in York, thanks to you and we can talk and laugh. I am not expecting miracles for it to always be like this, but we can now have conversations." **Mum of daughter aged 16 and son aged 13.**

"My Family Support Worker has changed my relationship for the better with my daughter and we can now talk and get along, even if we disagree about things." **Mum of son and daughter aged 13 and 16.**

"the impact and support given has been extremely helpful and I wouldn't be where I am now without that help". **Mum of 5, 4 children still living at home, aged 19, 18, 11, 9, 5 years old**

"all brilliant, changed my life, thank you". **Mum of a 11 & 14 year old boy, 14 year old not attending school**

"Having you in the room was great as you were really supportive to the young person throughout the assessment which made a difficult situation much easier for the young person" **Sexual Health Nurse**





HEADSTART HULL

The citywide HeadStart Hull programme was launched in 2017 following a successful two year test and learn pilot. The current delivery model was developed in partnership with schools, community organisations, young people and parents to provide effective prevention and Early Help to improve emotional health and well-being.

The programme's vision for the city is to:

"Enable children and young people to have positive mental health and well-being, thrive in 'their communities' and to 'bounce back' from life's challenges."

To achieve this HeadStart Hull has put in place universal and targeted initiatives which enable:

- Children and young people to be confident to discuss feelings/worries with a trusted adult and support their peers
- Children and young people to find and access support when and where they need it
- Parents to confidently and appropriately support their children and young people with emotional health and well-being
- Everyone working with children and young people to be able to identify emotional health issues early and provide effective support to young people and their families
- Quick access to effective targeted Early Help interventions which reduce the need for specialist/clinical services in the long-term

The support offered at a universal and targeted (Early Help) level is available to all young people (and where appropriate their parents) including those with additional needs (SEND).

The programme is working with all schools across the city (primary, secondary, special schools and pupil referral units) as well as a range of community providers e.g. youth services, Voluntary & Community Sector (VCS), social care, health etc. to provide a city wide approach to improving emotional well-being outcomes.

The HeadStart Hull programme is an integral part of the Early Help Delivery Model. Through the work of the programme we aim to ensure emotional and mental health has parity of esteem in our city with physical health by reducing stigma and ensuring it is seen as "everyone's business".

FEEDBACK FROM YOUNG PEOPLE

"**Turn 2 Us** gives young people who are too scared to talk a chance to, and that's appreciated"

"I look forward to the **Play Ranger** events so that I can spend some quality time with my Mum"

"I really like meeting with my **Peer Mentor**, she is really kind and it helps to talk to her"

"I've changed at school thanks to **WRAP**. It helped me talk to a group of us who were bullying another girl and now the bullying has stopped."

"Before I thought talking was hard, but being on **SMASH** I was able to see other people just like me so that made it easy"

"**SMILE** has made me feel more confident and feel I'm ready try school "

"Everything was really good and it was just nice to talk about stuff. Learning to talk about things helped me with my problems and **Counselling** helped me to accept what had happened and made sense of it."

"The **Emotional Resilience Coach** has helped a lot. It helped me to understand how to be good. I have been able to talk about what's going on at home and at school "

WHAT DOES HULL HEADSTART OFFER?

Universal/Thriving (aged 5-16)

- Jigsaw PSHE
- Workforce development and training (including schools and VCS resilience network meetings)
- Whole organisation approach (HeadStart Hull Mark of excellence)
- Young people led campaigns

Universal/Getting advice (aged 5-19)

- Howareyoufeeling website
- Turn 2 Us drop ins (delivered by HCC youth services)
- Play Rangers (delivered by Hessle Road Network and partners)

Targeted Early Help/Getting Help (aged 10-16)

If the young person needs additional support there is a menu of options which can be accessed using the HeadStart Hull Checklist (assessment and referral tool). These include:

- Young People's Peer Mentoring (Cornerhouse)
- School Based Group Work (West and North – WRAP, Barnardo's. East – SMASH, Humber NHS)
- Community Based Group Work (Smile – HCC Youth Service)
- Counselling (Mind)
- Emotional Resilience Coaches (HCC Youth Service)

There is also support for parents and carers including:

- Parent Peer Mentoring (Child Dynamix)
- Parenting Group Work (HCC Early Help Parenting team)
- Parenting Group Work for parents of young people with additional needs (KIDS)

FEEDBACK FROM PARENTS AND CARERS

"My daughter has got better at talking to me and her temper is better. She loved the well-being pack and the support from her **Emotional Resilience Coach** has really helped."

"The **Parent Peer Mentor** has help me find myself and with my confidence, if it wasn't for her help and support I don't think I would be where I am today. She's made me believe in myself."

"I look at situations differently and this has a positive impact. The **Talking Teens** course covers everything. I think Parent Peer Mentoring is fantastic."

"The **Stepping Stones Group Work** course helped me understand why my child reacts the way they do in certain situations and how best to help him"

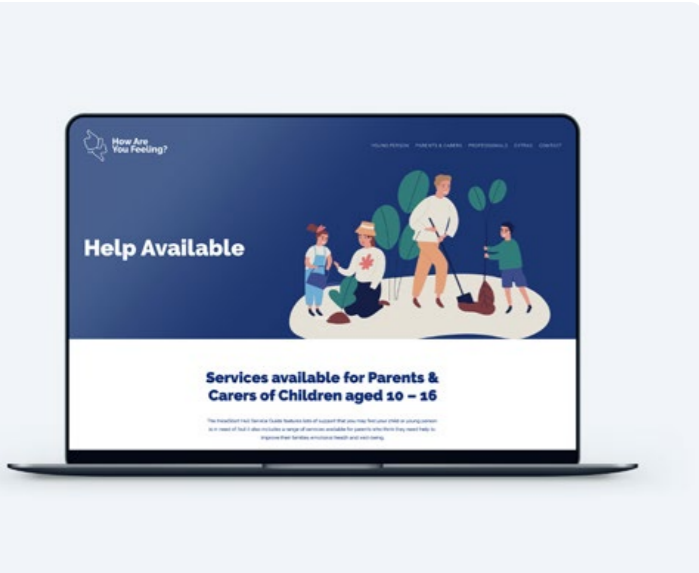
FEEDBACK FROM PROFESSIONALS

"**The Mark of Excellence** audit gave our Primary School peace of mind that we were pro-active in addressing the emotional health and mental wellbeing of our children and families, and staff are more aware regarding the work of HeadStart Hull and the value of support that they can and do give"

"Attending the School Resilience Networks are a priority for our school. It has given me the opportunity to link with other schools and share good practice."

"The VCS Resilience Network is an opportunity for partners to come together in friendly and informal settings to share experiences and develop best practice."

"Our student has grown in confidence during her time as a Peer Mentor. It has had a positive impact on her personal and home life."



How are you feeling? WEBSITE

The website howareyoufeeling.org.uk was co-produced with young volunteers aged 11-23

The new website aims to be the trusted source for Young People, Parents and Carers and professionals who support them to find advice and support. Each section contains advice and information on the services relevant to each audience. Each section also contains viewable and downloadable versions of self-care guides, HeadStart Hull service guides as well as how to access a range of other services available. You can also follow HSH on social media by searching for @Headstarhull on Facebook and Twitter.

Young people led campaigns

What do we do?

The HeadStarters are a group of 42 young people aged 11-23 in Hull who volunteer to create and drive our campaigns, identify and evaluate funding opportunities and be the voice of Young People in the city.

Our volunteers say one of the biggest benefits of being a HeadStarter is being able to make change happen. When young people across the city identify an issue such as bullying, the volunteers are given the chance to try and help fix the problem with awareness campaigns.

They have created and delivered a number of awareness campaigns that cover many issues ranging from exam stress, bullying, and school transition to suicide awareness.

The group's "You Are Not Alone" campaign was extremely powerful and raised awareness of suicide by installing a soundscape of inspirational messages at locations across the city identified by the young people, as well as promotional materials to help people at risk access support.

The volunteers also take on a number of roles such as:

- **Campaigner.** Helping to campaign on issues that impact young people
- **Consultant.** Visits youth centres and events to see what issues affect young people
- **Funding panel member.** The funding panel decides which youth projects get funding to improve emotional health.
- **Planning rep.** An elected representative who helps to plan strategy for the campaigns and the next steps for HeadStart Hull
- **Young evaluator/mystery shopper.** Someone who visits HeadStart funded projects to review its success and its effect on young people's emotional well-being. They also play a key role in the Mark of Excellence evaluation process.

Visit www.howareyoufeeling.org.uk to see more examples of the impressive campaigns or to find out more

Numbers supported - Universal

1,748

members of staff trained across a range of organisations including Schools, Youth Service, Social Care, Health, Early Help, Voluntary and Community Sector, Girl Guides etc since the start of the programme

Turn 2 Us drop-ins in secondary schools have provided brief interventions to

14,725

young people aged 11-16.

Play Rangers have supported

5,798

young people aged 10-16 during the school holidays.

Numbers supported - Targeted Early Help

720

young people aged 10-16 have been supported by a Peer Mentor

2,450

young people aged 11-16 have been supported through Young People's Group Work in schools

465

young people aged 10-16 have been supported through Young People's Group Work in the community

88

young people aged 10-16 have been supported through Young People's Group Work in the community.

1,503

young people aged 10-16 have been supported through Young People's Counselling

596

young people aged 10-16 have been supported through Young People's Emotional Resilience Coaches

527

parents have received one to one support from a Parent Peer Mentor

706

parents have received one to one or Group Work

1,069

parents of young people with additional needs have received one to one or Group Work Support

Taken from the HeadStart Hull Progress Report. To read the full report and find out more, visit www.howareyoufeeling.org.uk

Performance Indicators

YP **97%**

Parent **96%**



Service user showing an improvement in presenting issue

YP **93%**

Parent **100%**



Service user showing improved resilience

YP **99%**

Parent **97%**



Service user would recommend to friends & family

YOUTH SERVICE INTERVENTION

WHAT WE DO

The Service works with young people aged 10-19 and up to 24yrs for those with disabilities and or learning needs and is part of the Early Help Offer which aims to prevent the need for support from specialist services

- The Service engages with young people through their voluntary participation in open access and targeted youth work
- enables their personal and social development and their ability to make positive relationships with others
- responds to their identified issues and interests and involves them directly in decision making through Voice and Influence
- enables them to make informed lifestyle and health choices
- provides a flexible approach and response to meet needs and issues as they arise
- supports them to make a positive contribution to the wider community

SERVICE AIMS

- Safeguard and promote the welfare of young people
- Support young people to make informed life choices
- Listen and involve young people in decision making
- Keep young people safe and supported
- Improve the health and emotional well-being of young people
- Help young people learn new skills
- Works in partnership with the wider youth sector.

ONE TO ONE WORK

Additional tailored support or intervention to meet a young persons identified needs and issues. Access is through referral. However One to One work can also be offered as additional support given by a youth worker to help a young person as a brief intervention to break down barriers to accessing group work.

SMALL GROUP WORK

This approach is used to support young people to discuss issues and build a stronger peer support network in a safe and often closed group environment. It can also be a stepping stone to building the confidence to accessing other larger groups. Access to small group work interventions by referral or a booking system.

- Carry out an assessment to identify need and to agree a suitable support plan
- Provide tailored One-to-One support
- Provide Information, advice and guidance
- Weekly fun Young Carers peer support groups and holiday activities
- A trusted adult/youth worker to advocate on a young carer's behalf
- Opportunity to become involved and shape the future of services and support for young carers in the City
- Support with applications to the Young Carers Wellbeing Grant.

LARGE GROUP WORK

Offers a consistent community based opportunity for young people to participate by their own choice in interest groups or social groups. These sessions provide an opportunity for youth workers to build relationships with young people to support their emotional well-being and identify issues before they develop further.

OUTREACH WORK

Going out to meet young people where they are. This is often in schools but can be at the home or where they are meeting up with others in the community. This can be through an informal or pre-planned approach.

THE HULL YOUNG CARERS PROJECT.

Young carers offer summary:

- Help the young carers find the support they need from local services, so that their caring responsibilities do not have a negative impact on their lives
- Provide opportunities for young carers to take a break from their caring responsibilities, spend time with other young carers, share experiences, have fun and build positive peer networks



Supporting young people's emotional wellbeing:

Turn 2 Us is a universal offer for young people who would benefit from low-level emotional support from a youth worker. Turn 2 Us is available to young people in every secondary school in Hull and each of the Hull City Council Youth Centres. Turn 2 Us is available in a variety of approaches; short term bookable appointments, phone support or school / community based outreach support. This service can be accessed by young people directly with no referral needed.

Smile is a targeted 12 week group work intervention for young people delivered in local youth centres. The group work offers a mix of activities to help young people understand their feelings, increase their confidence and self-esteem, build positive relationships with family and friends and a stronger peer network. This group work is accessed by referral.

Emotional Resilience Coaches (ERC) provide between 10-12 sessions of one to one targeted support tailored to meet the individual needs of a young person. Young people can choose how they receive this support whether it is by phone, virtual link, or a face to face appointment at school or local youth centre or open space. The emotional resilience coach will meet with a young person and they will work with the young person to identify their issues, and agree a plan to help them get back on track. Using coaching techniques to enable both challenge and support they help a young person to work through and overcome their issues and develop coping skills and resilience for the future. Accessed by referral.

100% of young people asked said they valued the service / would recommend to a friend

Number of young people receiving support through Smile group work interventions.
51

Emotional Resilience Coaching
143

Youth Development Service 2020/21 Data

No of individual young people registered and receiving a service 430	No of attendances 5,699
Number of young carers supported to access the Young Carers Well-Being Grant 43	Young people engaged targeted one-one and small group interventions 252
Missing return interviews offered 363	Missing return interviews completed 211
Missing return interview follow-ups 56	My Star assessments completed 132
Number of individual young carers accessing weekly support sessions 53	Turn 2 Us attendances 4,189

Youth Development Service 2020/21 Demographics

Age		Gender	
13 and under	139	Female	158
14 - 16	101	Male	126
16+	47	Non-Binary	3

NOTABLE ACHIEVEMENTS, EVENTS OR ACTIVITIES OF THE YOUTH DEVELOPMENT SERVICE 20/ 21

- Adapted youth work delivery to include phone, on-line, walk and talk, face to face outdoors/ indoors and outreach work during the Pandemic. This team effort was recognised at the CYPs Team of the Month Awards.
- All Youth and Community workers were equipped with a Smart phone and some with laptops from early June 2020 to ensure communication could be maintained during the Pandemic.
- Contributed to the Early Help Webinars and Communication by presenting the 'Youth Offer' and 'Young Carers Offer' Webinars.
- Turn2Us (Universal Emotional Well-being support) achieved 4,189 attendances for the year through using a flexible mix of outreach, 121 bookable appointments and phone contact to support young people.
- The Hull Young Carers Project and the offer for Young Carers in Hull was highlighted in the Public Health England 'Health Needs Assessment of Young Carers in the Yorkshire and Humber Region'.
- 'You're only a Teenager Once' and 'You were a Teenager Once' media campaign, started during National Youth Work Week, aimed to achieve a broader understanding of what life is like for teenagers and to break down barriers between different generations received positive feedback from Community Leaders and Area Teams.
- Distributed food parcels and activity packs to support young people and families in need throughout the Pandemic.
- Coordinated the Summer Activity Programme 'Healthy Holidays 2020' which provided additional activities, events, and prevented holiday hunger in the most deprived areas of Hull
- Achieved the Headstart Hull Mark of Excellence Award (Young Peoples Emotional Well- Being Quality Assurance Award) for Kingston Youth Centre and the Emotional Resilience Coaching Service This added to the achievement of Route One and Astra Youth Centres the previous year.

Case Study

THE YOUNG CARER'S PROJECT

Pathway of support during lockdown for a young carer from initial referral to attendance at The Young Carer's Support Group Work session at Andrew Marvell Youth Centre – East Locality.

Background information

B is an 11 year old female who lives at home with Dad, Brother and Mum, who she cares for.

Presenting Issues

After completing wishes and feelings work which evidenced that B placed her own needs and wants after that of her Mum s, B was referred to The Young Carers Project by an Early Help Family Support Worker from Marfleet Children s Centre. Mum suffers with Arthritis, type 2 Diabetes and Fibromyalgia.

Following the referral, a call was made to the family and an initial home visit was arranged. During the visit, Mum and Dad explained the home situation and Bs involvement and care provided to Mum. Mum had support with her condition from adult social care during the day but Dad worked nights. Mum could fall over as she found it difficult to walk and would tire quickly during the day which limited her ability to care and play with B and her brother. B helped mum during the evening and night, providing emotional support to her mum as well as making cups of teas and snacks. Mum worried about her daughter and the emotional impact it was having on her seeing her mum struggle with her medical conditions. The family had also noticed that B's behaviour at home was starting to deteriorate, although she loved her mum, she often became frustrated, sometimes angry with her caring role.

Support Provided

The support which the Young Carers Project could offer was explained and consent was given for a Young Carer's assessment to be undertaken. This was carried out with B in school and she met the threshold for support. A My Star assessment was undertaken and B was made aware of her support options. B was happy to begin 121 support work with a youth worker from the Young Carer's Project which was also consented to by Mum and Dad.

Bs primary school was identified as the suitable venue for this work to take place every week for an hour. The aim of this work focused on addressing the anger issues B had been demonstrating towards Mum, Dad and brother, often due to not wanting to do something she had been asked or because her brother did not want to join in with games or Mum was too poorly to play. Games such as Connect 4 and Battleships were used during the 121 sessions in order to create that sense of play B felt she was not always getting at home, this helped B settle very quickly and she began to talk about her feelings, worries and concerns she had about being a young carer.

Impact

During this quality 121 time, B became more confident and things began to settle at home. Conversations were had with the family and B around these sessions coming to an end and what the next steps would be. B, her parents and the school were happy with this outcome as the next step would be for B to begin attending the Young Carer's group support session at Andrew Marvell Youth Centre. This would enable her to meet up with other young people who shared similar caring roles to her own and widen her peer network for support as well as giving her a break from her caring role.

However on the week of what would have been Bs final 121 session the Country went into another lockdown due to the Covid-19 pandemic. To ensure support was maintained for B during this time, 121 sessions continued with her youth worker via phone calls. Initially this work was undertaken on a less frequent basis than her school sessions as feedback was that B was doing very well at home. However as lockdown continued, B became more frustrated and some of her previous anger issues returned.

In response 121 sessions were increased and carried out 2 / 3 times a week to support B with her anger and look at what techniques could be put in place to help her manage her emotions. It was discovered that B had a passion for Karate and this had provided a good outlet for her feelings but due to lockdown, her class had stopped which had added to her frustrations. A Young Carers Wellbeing Grant Application was completed with support from her youth worker in which B applied for some new Karate equipment so she had something to look forward to and lift her spirits. This grant was successful and as well as using the equipment at home B was also able to use it at school once the restrictions on the Karate sessions were lifted. This helped her to have a physical release and enabled to feel calmer generally.

This interim work was undertaken while B waited for the young carer's group support sessions to reopen which reflected the level of support B needed at a very challenging time for her and her family. As restrictions began to ease, the weekly support group for young carers could re-open and B was invited to attend Andrew Marvell Youth Centre to meet the wider youth work team. Supported by her young carers project –youth worker, B first began attending the sessions by sharing a taxi with her brother who would wait for her in a separate room at the centre, but as the

weeks past and her confidence began to grow, B now regularly attends the group session on her own and has not missed one to date.

FEEDBACK

B said "It's been fun coming to the Young Carers, you get to pick what you like to do and you don't have to talk about your problems, you just have fun. They are really nice people there and you really enjoy yourself".

"It has been a positive experience for us using your service, B has got lots out of it giving her a chance to air her feelings and not bottle up what is bothering her. Also helping her to discover other ways to dispel her anger and not at us". **Mum of B.**

Case Study

SMILE – COMMUNITY BASED GROUP WORK INTERVENTION – NORTH LOCALITY

Background information

KR is male, age 15 and is white British. KR was introduced to the Youth Development Service after being referred from Barnardo's in May 2020 for Smile support.

KR's presenting issues were around his self confidence and self-esteem and managing difficult feelings such as anxiety. This young person had experienced bullying at school and was initially very reluctant to leave his house and be away from Mum. Mum although very supportive of her son's needs was also very anxious about him leaving the family home which had been heightened by Covid-19 and the first period of National Lockdown. Mum and KR's relationship was good but Mum also struggled with KR's behaviour at times.

KR had also experienced the bereavement of his father when he was younger and recently a bereavement of his much loved pet cat.

Support Provided

To ease both KR's and Mum's anxiety about accessing support, telephone contact was initially made to introduce the youth work team and a door step visit arranged so KR could meet a youth worker. Following on from this initial contact, weekly walk and talk sessions were suggested which KR felt comfortable with and gave him the opportunity to talk about any anxieties and be supported by a youth worker 1:1.

After undertaking a number of walk and talk sessions over the summer months and through building up a positive relationship with KR, the supporting youth worker suggested KR

could benefit from the real Smile group work. KR said the walk and talk sessions had made him feel comfortable and he now felt ready to attend group work. KR stated he wanted to attend Smile to help him talk about his feelings and to support his needs. Mum also felt Smile would be a good opportunity for her son to meet other young people who were experiencing similar issues and make some new friends.

Due to Covid 19 restrictions KR had to wait for the September start date for group work. However a visit to Route One Youth Centre was arranged for KR and Mum to further ease any anxieties KR had about moving onto group work and also gave both of them the opportunity to meet the wider youth work team.

Mum was also supported by the Youth Work Team at Route One Youth Centre during this meeting who talked about her own difficulties of being a parent to a teenage son. As a result Mum was made aware of the HeadStart Parent Peer Mentoring Programme and Talking Teens and agreed for a referral to be made so she could gain some support for herself.

Impact

KR began attending the group in September 2020 and completed 12 full Smile sessions by December 2020. Overall he engaged really well in all of the sessions despite being initially reluctant to contribute to group discussions with other young people. However as sessions developed, KR grew more and more confident each week and by the end of the sessions, KR had made new friends. KR fed back to

the youth work team that he was really pleased because some other members of the group also went to his school. KR said the session he found the most helpful was the session on bullying, he said it made him realise he wasn't alone and gave him tips to support him moving forward from issues in his past.

KR said that he feels more confident now meeting new people in a group work setting, this was also identified by workers in the group who noticed his confidence grow each week. KR also appeared to be more open about his feelings and opened up in the group on several occasions.

This improvement was clearly reflected in KR's My Star assessments from initial to final. KR reported feeling more confident and more able to manage difficult feelings and new situations. As Covid restrictions remained in place KR felt safe and comfortable accessing the youth centre on a weekly basis which helped him manage his anxieties about leaving the family home.

Mum also gave feedback about the positive changes she had noticed in her son since he began engaging with the youth work team and attending Smile. Mum stated how pleased she was that KR had attended the group work sessions as it had helped him reduce his anxieties and she was hopeful KR would now feel more confident to attend future youth sessions at Route One in the future when restrictions ease. KR stated in his final feedback sheet at the end of the Smile sessions that he would like to return to more universal youth work sessions when future group work is able to reopen.

Next Steps

KR has been stepped down to universal services at Route One Youth Centre from Jan 2021 and offered universal group work opportunities based on his

interests. However due to a 3rd period of National Lockdown announced in Jan 2021, Route One has been unable to offer anything else but targeted group work. In response, contact has remained with KR through telephone support until wider universal services can reopen. When they do KR is planning on joining groups at the youth centre.

FEEDBACK

Quotes from young person:

'I have enjoyed going out for walks and doing the smile group, it's helped me by getting me out the house and I've been able to talk about my feelings'.

Quotes from parent:

"We feel that the walks during lockdown and also the smile group were helpful during these hard times. It seemed to help my son with his anxieties knowing that there was support for him. We would all like to say a massive thank you to all the staff for all you do, not just for my son but for all young people". Also the support from parent peer mentoring helped and N strongly agreed that the parenting peer mentoring support had complimented the support given to her son. The parent commented that she felt less stressed, closer to her child, happier and more confident.

Case Study

EMOTIONAL RESILIENCE COACHING INTERVENTION - WEST LOCALITY

Background information

The initial referral came from Contact Point and a youth worker from the West Locality Team then contacted the Family / Young Person to complete a full Headstart Checklist. This young person was in year 10 when support started with Head Start's Emotional Resilience Coaching Service. This young person is female and describes herself as White Asian. She lives at home with her twin sister and an older sister age 16. However her twin sister was residing in an eating disorder clinic. There are also 2 older sisters that have moved out of the family home.

Parents are together and live at the same address, both parents have physical and mental health issues to consider. This young person had a number of physical disabilities and additional needs. She has right sided hemi hypertrophy. She has metal plates in her knees and right ankle. Her right thumb was amputated at 2 years old; she has loss of hearing in her right ear (waiting to hear from audiology about a hearing aid) and she has problems with her bowels. She also has scoliosis causing a curvature of her spine. This has displaced her hips and she walks with her right foot twisted outwards. Additional support had been requested as she was struggling with her physical and mental health. She was told in April 2019 that she would need further operations on her spine. She was very anxious and depressed which resulted in her taking an overdose of painkillers and becoming hospitalised. She wants to be a normal teenager but knows she is different. She cannot always join in with her friend's activities and this makes her angry, frustrated and depressed. She cannot partake in PE

lessons at school which depresses her further. Her friends are supportive even though she often lashes out at them in anger due to the frustration with her disabilities. She has been self-harming regularly since April 2019 and cuts herself with scissors. However, Mum has not noticed her do this for a few months now. Due to her hearing loss, she gets frustrated at school and often walks out of lessons. However, her Pastoral Manager in school is very supportive.

This young person expressed that she was not feeling good when the referral was made to the Emotional Resilience Coaching Team. She feels down all the time and has lost her appetite. She does not go out with friends; Mum is wary of who she sees and she sometimes thinks Mum is overprotective. She said Mum doesn't make it very easy for her to meet new people. She said she often thinks there is no point on carrying on with life, but she has made no plans to actually end her life. She is fed up with feeling angry. She knows she has a "short fuse" and wants to learn how to control her anger as it upset her when she lashes out at people. She says she just wants to be a normal teenager. She is very frustrated with her disabilities.

Support Provided

Due to the Covid-19 pandemic restrictions at the time and the young person's physical limitations to meet for a walk and talk this case was a unique case as all the support was delivered by telephone. This was the only case where the young person was not met in person, and was the preferred choice of this young person. The initial calls were made directly into school but as a result of

poor attendance this was swapped to telephone support at home. This proved to be helpful as the schools were soon closed again due to the second lock down.

Support was offered on a weekly basis with a chosen time slot each week. This was also given flexibility so that it supported the both the needs of the young person and her wider family. In total 13 telephone sessions were delivered over a period of 4 months. The My Star assessment was undertaken and an action plan was discussed and areas of support were identified by the young person. This support was delivered by the emotional resilience coach and did not have input or support from any other agencies.

Anger management was the main area of support identified by this young person and we discussed triggers and areas of stress that could be factors for this behaviour. We examined different areas of life and looked at ways each of these could be improved. This included sleep routines and diet, encouraging positive relationships at home and good communication with regards to thoughts and feelings. We talked about ways to defuse anger and ways to communicate feelings before they became uncontrollable. We identified a list of ways to relax individually and social ways to channel energy.

Impact

The changes identified due to this being all telephone support mainly showed up in the final My Star assessment and the feedback from the young person. What was noticeably as we worked through the session over time was this young person's enthusiasm on the phone. What started as quite a difficult task to engage the conversation and often initially with the coach doing a lot of the talking became a 2 way conversation and one that this young person evolved in and grew to appreciate. As a resilience

coach it was also a learning curve while still getting used adapting to delivering telephone support. When the final star was completed I was pleased with the progress recorded as it is difficult to assess when you cannot pick up any visual signs. The young person also identified being able to talk more openly about her feelings and being more positive about her current situation. She also felt that she understood herself better and could manage better.

Next Steps

Next steps were discussed with this young person with regards to further support. Due to Covid-19 restrictions at the time identified social group were on hold, including an art group and a girls group. Details and contacts for these groups were shared with this young person and parents so contact could be made directly when restrictions were lifted.

There was also NHS support waiting to start to support with issues directly linked to her health and future operations.

FEEDBACK

Feedback from this young person was that she rated the service as excellent and said she would recommend it to a friend. The young person also fed back that it had been good to have someone to speak to about her worries and had found work on dealing with anger the most helpful.

Parents fed back that things at home had settled and they had noticed positive changes but recognised that there was still a long journey ahead with regards to their daughter's health issues. The parents felt that their daughter had found the support useful and had engaged well with the support.

Case Study

YOUTH DEVELOPMENT SERVICE IN PARTNERSHIP WITH THE VULNERABLE, EXPLOITED, MISSING AND TRAFFICKED TEAM (VEMT) FOLLOW UP INTERVENTION FROM MISSING RETURN HOME INTERVIEW

Background information

TP is 17 years old and moved from London where she resided with mum approx. a year ago to complete her education in Hull whilst living with Dad. TP is a Black British Female

TP came into VEMT on a Return Home Interview. This was her first time missing. Concerns were raised that TP, at 17 years of age, had sourced private accommodation without parent's knowledge and was anxious when police located her that her address was kept confidential and not shared with parents. As TP had recently moved to Hull she was not previously known to the VEMT team or other professionals.

Support Provided

When I initially made contact with TP to conduct her Return Home Interview she was extremely reluctant to engage. It was through careful conversation that I ensured a successful outcome and TP agreed to meet. Given the limited and concerning information we had on TP I felt it was essential for her to be seen by professionals.

When I met with TP it quickly became apparent how anxious she was, especially around professionals and the sharing of personal details. This triggered concerns. TP repeatedly needed reassuring about what information would be shared even though

the boundaries to confidentiality/ Sharing of information had been carefully and repeatedly explained.

In the time frame between my first and second visit TP had returned home with dad from one unsafe property and then sourced an alternative accommodation via a private tenancy. This all happened within a week. TP had made these arrangements again without parent's knowledge and was adamant that her resident details were not shared nor that I contact parents and discuss further.

I discussed TP's wishes with my Line Manager who confirmed that if no safeguarding threshold had been met then TP's wishes would need to be respected. As no one (parents/school) knew the whereabouts of TP I ensured I continued to build trust with her so that she was still being seen by services.

My concerns:

- TP's need to not have parents know her location
- Living independently at 17 years with no direct support
- Risks associated with Private tenancy
- TP was working two jobs in takeaway establishments (one of concern to VEMT) in the evening with no one checking in to see if she returned home safely each night.

Over the subsequent visits I built a rapport with TP, I gained her trust to allow me to visit her property (check visual safety) source support from Emmaus for equipment, Engage with Targeted Youth Support and most importantly gain TP's trust for me to contact her mum and discuss living arrangements and support. This was a massive step with TP as she had previously prevented any contact being made.

Impact

TP continues to engage well and with constant reassurance is beginning to accept support.

Although TP was reluctant to engage at first, a joint effort from myself and a worker from Targeted Youth Support (TYS) has meant that TP is now actively engaging with YYS to look at accessing Universal credits which will reduce her need to work in the Take away and she can focus on her studies. TP is also signed up to the passport to housing with the outcome of sourcing a more suitable and safe accommodation within the council.

TYS will also offer support with education and employment avoiding any potential risk of TP becoming Not in Employment, Education or Training (NEET).

I continue to work with TP, she often texts me in-between visits for advice and guidance and is continuing to develop her trust within our relationship to listen and actively engage with others. The aim is to have TP settled and be happy for services to work alongside herself and mum and build avenues of support for the future.

In addition to this as I step down from working with TP, I will support her to access more ongoing universal services.

Case Study

COMMUNITY BASED YOUTH WORK – ADDITIONAL ONE TO ONE SUPPORT

Background information

A request was made to Youth Development Service (YDS) during one of the Early Help Action Meetings to support a family who were experiencing difficulties. The parent was having multiple issues going on in her life and not coping and her son was becoming increasingly isolated. Both the Early Help Practitioner and Youth Worker organised with the family for a joint visit but thought it would be more suitable for the young person concerned to be offered a walk and talk session with the Youth Worker which would give him the space to discuss any issues privately. During the same time the Early Help Practitioner spoke to mum about what they could offer with regards to parenting support.

Support provided

JH agreed to the offer of more walk and talk sessions which took place weekly over the summer for six weeks. Over this period a trusted relationship was developed between the young person and Youth Worker. JH shared concerns around home life stress and the fact he was only at school part time which made the whole situation in the family much worse. Discussion was shared on what Astra Youth Centre had to offer to see if he was interested in joining some of the small group work sessions to ease him in slowly. He initially showed interest in the community sports session engaging with other young people and having fun with letting off some steam with the partnership between YDS and Soccer Kings.

Impact

the next steps and participate in two additional sessions to help build his confidence further by joining the Smile group work intervention to build a positive peer network and the Young Carers Support Session for his caring role at home. JH has now become more engaged with others and is also really pleased that he will be returning to school full time after the Christmas holidays which we will continue to encourage and support him with.



QUOTES OR FEEDBACK FROM SERVICE USERS:

"It's been good I've had people to talk to. It's made me feel more confident and I think I will be able to cope better" - J, female 11yrs who participated in Smile group work.

"I think you are amazing and have been a good support to me at this difficult time in my life. I have learnt different ways to help me with my feelings and understand them more" - M, female 10yrs who received support from an Emotional Resilience Coach.

"I feel so much better for talking" - T, male 15yrs who received support from a Turn 2 Us youth worker.

"It's nice to have someone to talk to and who will listen. I always felt I caused arguments at home" - V, female 14yrs who received support from Turn 2 Us.

"I have seen a definite improvement in V. She seems to talk to me more about how she feels and is now excited about starting Hull College. Thank you for all you have done" - Mum of V.

EARLY HELP SEND FAMILY SUPPORT

The Early Help (SEND) is a team of Early Help Family Support Workers (EHFSW SEND).

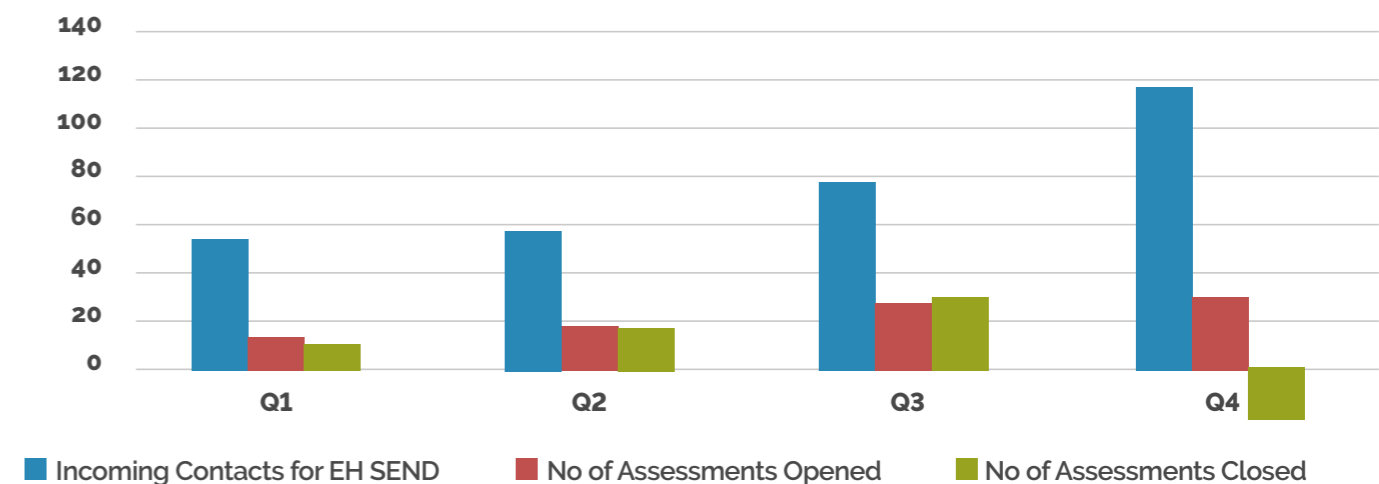
WHAT WE DO

The role of Early Help (SEND) is to provide a holistic family focused service for children and young people with disabilities and their families, and is achieved by:

- Supporting the early identification of children with SEND in Hull
- The coordination of TAF meetings for families
- Working with other agencies including KIDS, health, education, social care and the voluntary sector, to provide advice, information, emotional and practical support to families.
- EHFSW (SEND) service offers support to families accessing specialist services or with multiple medical appointments.
- The service offers support for the co-ordination of hospital/medical appointments, help prepare families for meetings/appointments
- Explain reports and recommendations to families
- Assist families with referrals to appropriate agencies.
- Alleviate stress from families by liaising with agencies on their behalf
- Assist families in applying for benefits and allowances
- Provide information on entitlements, funding and grants.
- Maintain regular contact with families via home visits and telephone to suit individual family's needs.
- Offer advice and information allowing families to make informed decisions.
- Provide opportunities to meet other families.

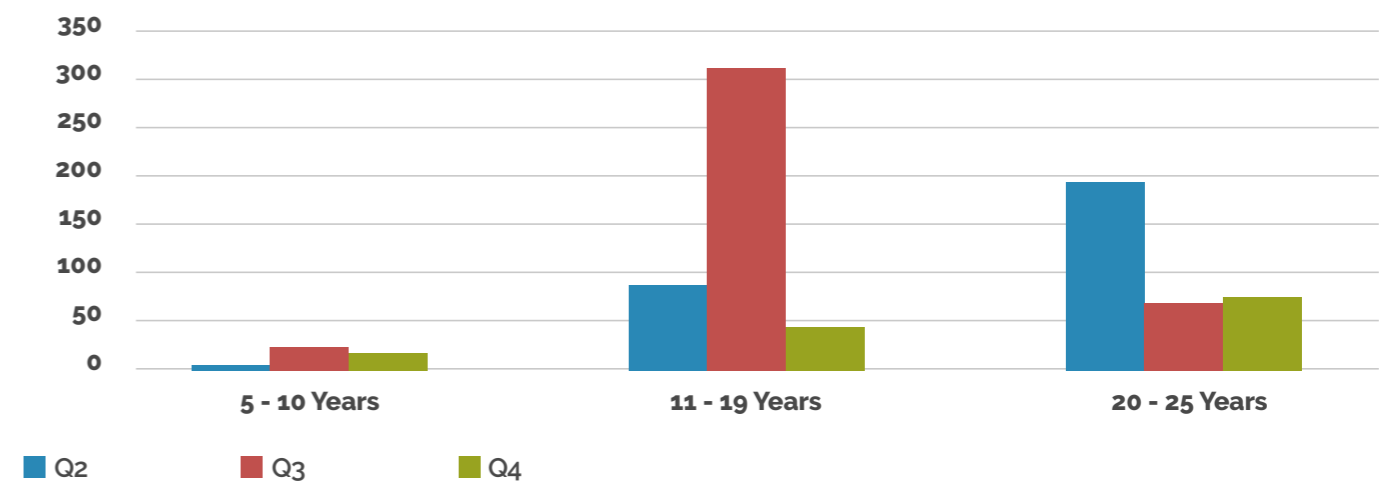
HOW MANY HAS IT SUPPORTED:

EH SEND Contacts & Assessments 2020 - 2021



The remaining contacts were triaged via the weekly Early Help SEND allocation meeting and referred to partners such as KIDS, health visiting, HeadStart Hull or Early Years

LAFSS Session Attendance 2020 - 2021



The Leisure and Family Support Services were delivered by the Early Help service during 2020-21. The service is now managed by Children's Social Care (2021-2022).

Case Study

What needs were identified from the initial referral?

The child with additional needs was already receiving support from continuing health care who assessed the child to receive a personal health budget. The health budget was reviewed by continuing care nurse who deemed that the child's needs didn't continue to meet the threshold to receive a health budget. The health budget supported Grandma who cared for her two grandchildren on a 'special guardianship order' to have a break from her caring role as well as be available to spend time with the child's older sibling who required quality time with her grandma. The assessment identified that support already in place from Health was working well for the family as a whole. We therefore recommended direct payments and to transfer from a personal health budget to allow the family to continue with the support already in place.

We discussed befriending support for grandma to give her some emotional support and a referral was made to befriending service. A referral was completed to Hessle Road Network for the older sibling to allow her time to undertake activities and meet new friends.

What support was given by the SEND Early Help support worker?

Home visit to undertake family star assessment to identify the needs of the family. A Family Fund application was completed to support with a short break. We provided sensory bags for both children during lockdown. Support has been offered to grandma also around budgeting and financial issues. I have liaised with child's class teacher at the child's school to discuss child's behaviours in school. This information was required to allow me to understand if the child was presenting behaviours in school as at home. Grandma agreed to a referral to post adoption team in respect of child's behaviours with a view that child and grandma may require specialist therapy which has been completed and actioned.

What were the outcomes for the child?

Continuing health care package was transferred to direct payment package to allow continued support already in place. Child receives support from maternal auntie who is his PA, she takes him swimming along with her own child who is a similar age. He occasionally stays over night with his PA.

What were the outcomes for the carer?

The support in place works well for grandma and the older sibling who can now spend quality time together. This being a family member providing PA support, allows grandma peace of mind that the child is well cared for in a safe environment as well as PA having a good knowledge of the child's additional needs and behaviours.

What's working well?

Direct payments is supporting grandma to have a break from her caring role. This support allows grandma to spend quality time with child's older sibling. Welfare checks to family work well and Ganton school are offering weekly telephone contact as well as weekly food parcel. Wheeler Street school offering support to the sibling and food parcels for the family. I am also looking at completing a further family fund application with grandma.

FEEDBACK

"I am just sending this email to say how grateful I am of D, she shows great passion, support and care for the families she works with. Diane goes above and beyond her role and I am lucky to have her as the support worker for our family. Her support has ment the world to me and I don't know what I would of done without D by my side. We need more D's in the world and I'm truly grateful"

"I just wanted to say thank you for all your support this year. Its been a very difficult year for everyone. Your service was as the only service that worked with us during the pandemic and still continued to offer the support our families desperately needed. I'm not the only person who for that reason is so desperately grateful to yourself and the team. It has been mentioned by other parents at the recent coproduction steering group's. Thank you for keeping your service running so you all could support our truly amazing kiddies and keep them safe."



During COVID the Early Help SEND Team quickly adapted its way of working to continue to offer support to families of children and young people with SEND and also the way we completed direct work with children and young people with SEND.

The team of family support workers continued to support families during lockdown by the use of virtual visits using Microsoft teams, whatsapp and telephone calls. Some social distanced visits were completed in families gardens. Assessments, plans and team around the family meetings were completed virtually as the team and families adapted to this new way of working.

Early Help SEND has strengthened its links and partnership working by playing a key role in the SEND Partnership forum created alongside key partners within the city to provide a quick response to families with SEND children during the COVID pandemic.

Early Help SEND has created an allocations panel for all new Early Help referrals to ensure that support is reaching families and children and young people in a more timely manner and services provided are appropriate to need. The panel is attended by partners from health, education, social care, early years, HeadStart Hull, CAMHS and KIDS.

TARGETED YOUTH SUPPORT

WHAT WE DO

The Targeted Youth Support Service (TYS)

provides early help and support to young people and their families to help them achieve their potential and make a positive transition to independent living. Working as part of Hull City Councils young person's accommodation hub, services are delivered in partnership between Children and Young Peoples Services and the Neighbourhoods and Housing Service.

Young people working with the service can also access wider co-located young people's services and wider community and voluntary partners to make sure any support needs can be provided with a multi-agency response where required.

How to access us:

Daily walk in service at Kenworthy House 98 -102 George Street from 09.30 – 16.30 Mon – Fri for young people aged between 16 and 21 years of age can access advice and support.

Tel: 01482 615602

Email: targetedyouthsupport@hullcc.gov.uk

Access and Support

The Access and Support Team offers same day advice and support for young people (16-21) and families contacting the service often in a crisis and requiring immediate help, in person or by phone.

Young people can choose how they access the service for information and support through either the duty service, or an allocated worker.

Initial requests for support from the young people and families accessing the service are often linked to housing needs and the threat of homelessness. Where an immediate response is required, a same day Housing Options interview and support will be available.

The service offer support, advice and guidance on a range of issues including

- Housing and Homelessness
- Independent Living Skills
- Staying Safe
- Relationships
- Family mediation
- Finances
- Emotional Well being
- Education training and Employment
- Substance Misuse

Housing Options

Young people wanting housing advice or support to find or maintain suitable accommodation will work with the Housing Options team and develop their own Personalised Housing Plan. The team works with young people and their families to prevent homelessness. Family mediation is offered to avoid unplanned crisis moves out of the family home wherever possible. The team helps young people to prepare and make planned moves where required to avoid homelessness by working with a number of different organisations in partnership to provide coordinated access to a number of different accommodation options.

Shared Accommodation Team

The Shared Accommodation Team is a partnership between the Neighbourhood and Housing Service and Children and Young Peoples Services which provides affordable and furnished supported accommodation to young people aged 16-25 across the city who are not able to stay at home or are leaving care.

The scheme forms part of an integrated pathway for young people to make more planned moves from home or care, preventing the impact of homelessness and crisis. Providing safe, affordable and furnished accommodation in the city's social housing stock, the scheme offers city-wide locations to maximise the potential networks of support for young people in areas of their choice. Each young person has a support worker and an agreed young person's plan.

Housing First 4 Youth

Housing First has developed a new approach within the Hull area to support people with the most complex and multiple needs. The project offers permanent accommodation to young people in chronic need without requiring them to go through the formal homelessness system of waiting lists, hostels and temporary accommodation. By supporting young people with maintaining their accommodation, Housing First has contributed to the reduction of rough sleeping and repeat homelessness in the city. As well as reducing the numbers of long stayers in temporary and supported accommodation. The scheme has enabled individuals to maximise their potential for independence and to sustain accommodation.

Passport to Property

The Passport to Property programme is used as both a training and homeless prevention tool that is used where appropriate to assist young people to make planned moves out of the family home, rather than leave at a point of crisis. It can delay a move and incentivises young people and their families to work towards a move when the young person is ready.

Offering both group and individual sessions the scheme aims to help young people further develop their skills and confidence to make positive and successful transitions to independent living. The programme is also offered to other young people who need skills and confidence to make positive and successful transitions to independent living or maintain an existing tenancy.

Upon completion, the participants receive an improved banding on the local authority Choice Based Lettings Scheme, which enables young people to access social housing and a small furniture package to help them get started when they move into their new tenancy.

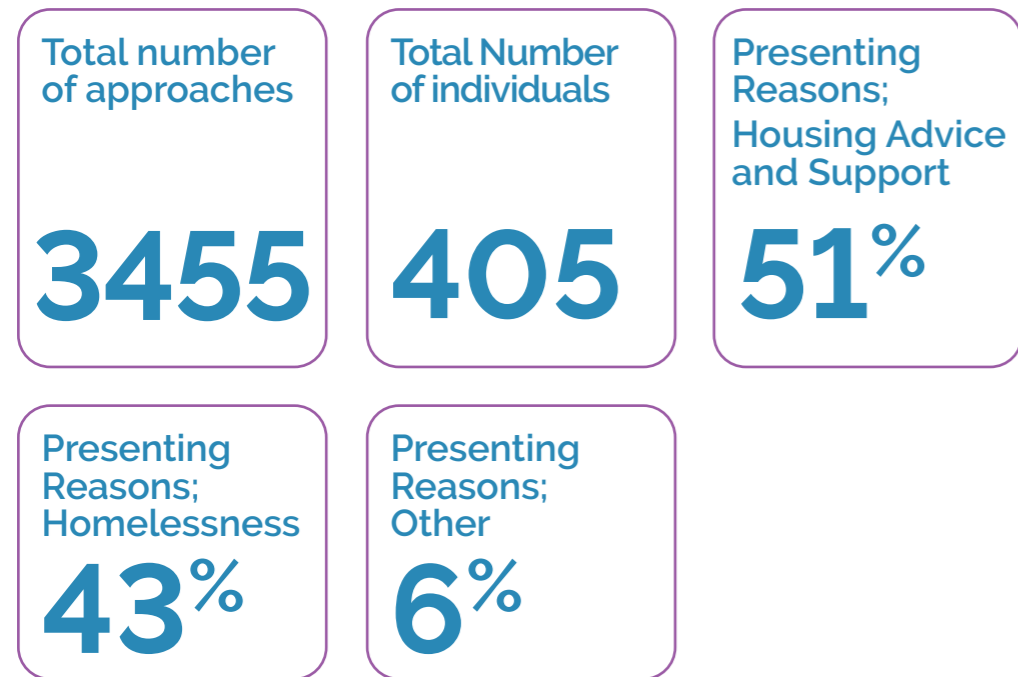
Sessions are available to be delivered in local community settings, including across the City's colleges of Further Education and can be delivered within family settings.

On completion, additional wrap around resettlement support and/or accommodation options can also be accessed through links within the accommodation hub where required.



April 1st 2020 – March 31st 2021

Access and Support



Housing Options



Passport to a Property



The following table provides findings from exit interviews completed by participants of Passport to a Property

Scale	Decrease	No change	Increase
Better understanding of managing my utilities	0%	22%	78%
Managing your tenancy	0%	29%	71%
Managing Money	0%	29%	71%
Shopping and cooking on a budget	11%	46%	54%
Housekeeping and DIY	4%	29%	71%
Health and Wellbeing	4%	22%	78%
Community Awareness and Isolation	4%	32%	64%
Setting up your place	0%	25%	75%
Avoiding Debt	4%	7%	89%
ASB	12%	70%	18%

Shared Tenancies and Housing

The table below provides findings from reviewed Homelessness Outcome Stars completed between April 1st 2020 - April 1st 2021

Scale	Decrease	No change	Increase
Motivation and Taking Responsibility	2%	22%	76%
Self-care and Living Skills	2%	25%	73%
Managing Money	7%	17%	76%
Social Networks and Relationships	17%	32%	51%
Drug and Alcohol Misuse	5%	85%	10%
Health and Wellbeing	2%	30%	68%
Emotional and Mental Health	7%	37%	56%
Managing Money	5%	27%	68%
Meaningful use of Time	10%	17%	73%
Managing Tenancy	3%	85%	12%
ASB	4%	21%	75%

Case Study

16-YEAR-OLD MALE

16-year-old X presented to the duty service after he had been asked to leave home by his Dad and had gone to his brother's family home. X was not able to return home due to his Dad not wanting to have him back and he was not able to stop any longer with his brother.

Following initial conversations with X, a My Star plan was completed to help better understand his needs, and what he felt was important to work on. Working together it became evident X had wider support needs that included his emotional well-being, independent living skills and understanding the world he was now living in away from the family home.

Other agencies involved

Shared Accommodation Officers

Passport to A Property

Hull College

Astra Youth Centre/ youth Development Staff

Housing Related Support Accommodation Officer

Work Carried Out and Outcomes

Homelessness was prevented and he was assisted into supported accommodation with one of the TYS partners where he settled immediately. X advised that he actually preferred to live in the accommodation as he felt he was treated with respect, which something that had not happened at home.

X engaged with his worker well and as part of his plan completed the Passport to Property course resulting in him feeling ready to move to a more semi-independent accommodation option and the Shared Accommodation project which was something he wanted to do.

X was supported to claim Universal Credit. As this was his first ever income, support was given to help him manage his money and X and his worker devised a budget for him to follow.

As X has no contact with his parents his only contact has been with his brother and his family and this has been limited. His only other relationship is with his girlfriend, however she lives outside of Hull. The lack of emotional and practical support was filled when X was in the hostel as he had the staff to talk to and to offload about his day and his time spent talking to his girlfriend was also healthy. When X moved into Shared Accommodation, this lack of interaction with others lead to an unhealthy amount of time spent talking with his girlfriend who is living abroad, creating communication challenges. This affected how much sleep X was getting. He began to become sad, depressed and alone and it became apparent he was isolating himself and began not looking after himself and his home.

Following intervention work, a chart for his daily activities, and what X needed to do for himself and around the home was made with the help of the staff at Astra Youth Centre. X agreed that he would go to the activities on a Friday and Monday night. He agreed to not talk to his girlfriend when he should be sleeping and became more aware of the impact this had been having. His mood and behaviour improved, and he began again to manage life in a more healthy way.

X refers to himself as not being street wise and has a very trusting and helping nature which does leave X vulnerable to being exploited by his peers including lending money and staying at his property. X is however willing to learn from all experiences and takes on board advice given by the staff from his accommodation, those at Astra Youth Centre and his TYS officer who has developed very positive relationships to help him understand risk and make plans to stay safe. X has followed all safety plans that have been worked out to keep him safe from those that will potentially exploit his trusting and helpful nature. He has developed and is more able to see and understand the world around him and has been able to protect himself from situations.

X has developed his self-confidence and is now maintaining both his tenancy and college placement very well and a regular attendee at a local youth centre. Using his experiences X now regularly assists the Targeted youth Support Teams on their panel of young people who interview perspective new employees to the service.

QUOTES OR FEEDBACK FROM SERVICE USERS:

" I know there are people there when I need them, they're really good and sort things out as quickly as possible"

"At first I didn't feel prepared for living on my own and my carers used to do everything for me, but now I feel I have more independence and shared tenancies has helped me with that."



REFRESH

ReFresh provide voluntary and confidential support to Young People aged 11 to 18 regarding drugs and alcohol.

WHAT WE DO

We provide targeted resilience building and structured treatment in a setting that suits the young person using a range of psychosocial interventions.

Young People's Specialist Treatment Outcomes:

- Reducing or stopping drug and alcohol use.
- Improving social and emotional health.
- Improving family relationships.
- Improving health (including sexual health).
- Increasing time spent in meaningful activities (including education, training and leisure).

Targeted Outcomes:

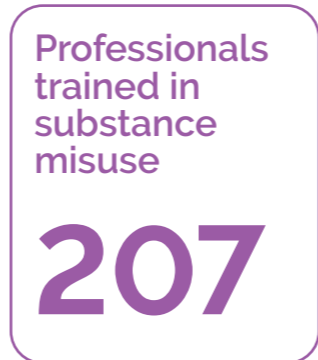
- Increase resilience for young people vulnerable to substance misuse.
- Reduce or stop smoking tobacco.
- Raise awareness of substance misuse (alcohol/drugs/tobacco).
- Improving family relationships.
- Improve knowledge and skills around substance misuse for children, young people and families' workforce.
- Enhance outcomes across the service with volunteer mentors who provide practical and emotional support for young people.

HOW TO ACCESS US:

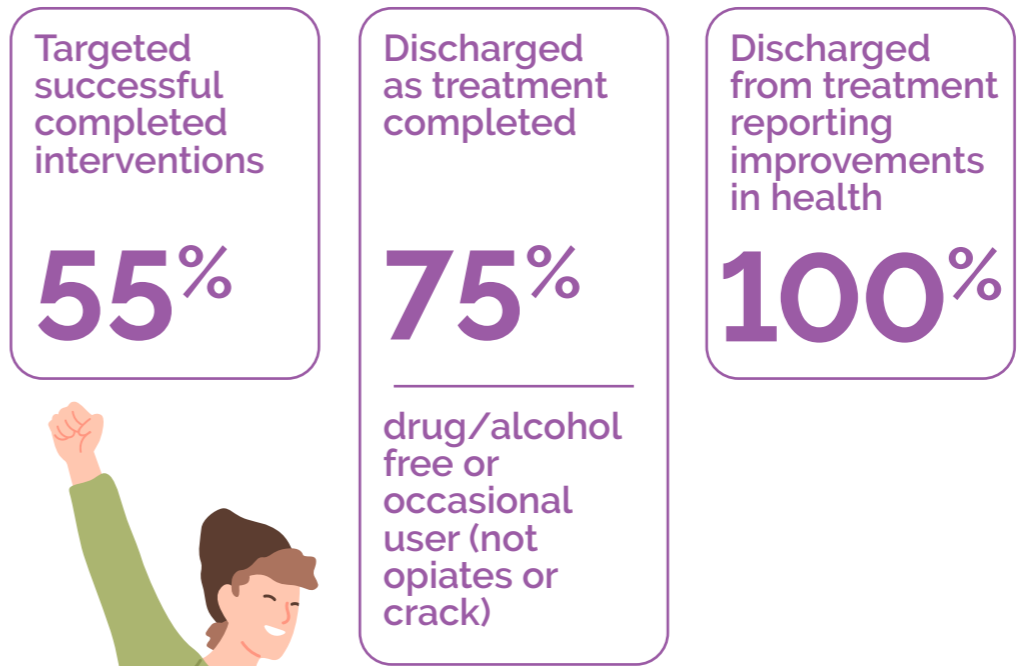
- ReFresh is based in Kenworthy House, George Street, Hull City Centre, HU1 3DT
- We take referrals from young people (self-referral), family/carers and professionals.
- We take referrals over the phone 01482 331059 or via email Refresh@hullcc.gov.uk in which we will send a short referral form to complete.
- We have a website for information for young people and professionals www.refreshhull.org.uk
- We ask that young people consent to referrals being made however we can support professionals/family in gaining this consent.

ReFresh 2020/21 Headline Data

No of young people receiving:



ReFresh 2020/21 Outcomes Data



Case Study

REFRESH TREATMENT CASE STUDY JUNE 2021

Background information

YP has worked with refresh on two occasions; initially just after giving birth to her son and living with her partner's family. This was a period of substance misuse, coercive control and domestic abuse from partner which eventually led to YP leaving the relationship and closing to refresh when she moved to an out-of-county mother and baby unit. CSC involved historically with YP, with most of her formative years and teenage years on a Children's Plan due to parents substance misuse and DV. YP later accessed Refresh support when living in supported accommodation with her son as part of CSCs safety plan and also YP wanted to stop using cannabis completely.

Presenting issues

Single parent with CSC involvement, no external family support, substance misuse, DV victim, mental wellbeing concerns including self-harm and historical suicide attempts. Very limited positive role models. Young person overwhelmed and confused by processes around her and son.

Agencies supporting and involved:

CSC (for son), LAC Team, Adoption, Edge of care, Housing provider, Probation, Purple House, YEI/Connexions, Refresh.

REFRESH input and strengths:

- One of the most important interventions centred around YP's perception of Refresh being 'there for her'. This relationship meant that whilst she disengaged from other support services she did continue to work alongside

Refresh within her chaotic lifestyle.

This ensured effective monitoring and information/risk sharing on a multi-agency perspective especially in relation to risk with CSC.

- Psychosocial Interventions included Drug education, Harm Minimisation, Motivational Interviewing, CBT, Drug testing. This was done (during Covid) by 1:1 SD visits, Secure Social Media, Telephone Calls.
- Main focus (and additional benefit to YP from her perspective) is directly arranging GP Mental Health Clinician support and medication review (as since son adopted she is very low in mood and expressed suicidal ideation). Practical support including arranging transport to court and reminding her of court date and wake up calls – (there was a high chance of a custodial sentence if YP had not complied with Probation and court appearances). Communication with wider professionals and shared Refresh insight from experience of main presenting problems, this was particularly important as YP moved on to working with new agencies and staff as she transitions into services for older YP's/ adults.
- End result for closure is court order transferring her to Renew as part of an enforceable drug treatment requirement. However, since working with Refresh she has stopped crack cocaine and benzodiazepine use;

has increased awareness of sexual exploitation and risks with her short period of crack use;

is more mentally stable and on medication for depression;

has future aspirations – agreement to follow up on YEI offer of support

exploring supported housing provision after feeling unsafe in recent provider due to DV victim

QUOTES OR FEEDBACK FROM SERVICE USERS:

Young person who had completed treatment support with ReFresh:

"I feel the main difference is that you're real and I can trust you with everything. I know I'm still not sorted but I know you've definitely stopped me getting worse. You've also sorted more stuff out for me than others who just talk but nothing seemed to change for me. I like the fact you've always been genuine, stuck with me even when I wasn't speaking to anyone, and fought my corner when you thought I was right which I really appreciated....you also explained stuff to me which helped me understand."

Feedback from parent whose child has accessed treatment support with ReFresh:

"I just wanted to say thank you for your work with K, he is a closed book and shuts himself off from most people so the fact he has let you in and spoken to you is a big deal! I would also like to say a big thank you for the help/advice you have offered me too! You have helped me through a lot, especially understanding my son, so again thank you so much - Appreciative mum E"

Feedback from children's residential home who we work alongside:

"Refresh has been a longstanding part of Park Avenue and has delivered an varied service to current young people and past to a high standard. The young people get to know workers and that is valuable for direct working to be attempted around the misuse of alcohol and drugs. A fantastic service"



EARLY HELP SOCIAL WORKERS

The Early Help Social Workers (EHSW) form partnerships with internal and external agencies. Taking a lead role with universal, community and targeted services/agencies/resources, they ensure families have the right services to meet their needs, preventing escalation of concerns and needs that may result in statutory interventions. The Early Help Social Workers work alongside side practitioners providing support and advice to ensure the right service is given at the right time.

Early Help Social Workers are based within a locality to promote the development of relationships, build consistency and knowledge and ensures practitioners have a full understanding of Thresholds.

EHSW support with visits to families and attend the Early Help Action Meetings (EHAM) and Child In Need (CIN) Panels in their locality. They offer support and/or chair Team around Family meetings (TAF's) to gather information for decision making regarding thresholds and/or assist in the assessment and formulation of a plan to support the family.

EHSW attend Step Down meetings to provide consultation with case holding Social Workers and liaise closely with Early Help practitioners to discuss concerns and support with Step Up's into social care.

During the covid pandemic the Early Help Social Workers supported other social care teams for approximately 6 months, ensuring that the families most in need had appropriate support. They were brought back into Early Help in April 2021.

How to access

Requests should be made using the online form on the HCC Website Page:

<http://www.hull.gov.uk/early-help-information-for-professionals>

<https://childrensportallive.hullcc.gov.uk/web/portal/pages/help>

The Early Help Social Workers have undertaken case discussions with internal and external practitioners regarding

389

Children

The Early Help Social Workers have undertaken home visits/ welfare checks on

49

children and chaired TAF's or professionals meetings to support

3 Children

The Early Help Social Workers undertook targeted interventions to prevent

10

children escalating into social care.

44

children have been triage by the Early Help Social Workers and appropriate interventions/ support put in place.

FEEDBACK

"It's been lovely to meet you and thank you for all your help" – 17 year old when counselling support had been put in place.

Family/ parent feedback
'thank you for your help, I feel like I have been able to talk to you and you have really listened'

From schools; regular
'thanks for your support'

Early Help Family Support Worker
"I am so grateful for your support, you have been so helpful"

Professional at a case discussion
"that's helpful, there are some things we have talked about that I hadn't thought about. This has been a learning point for me"



Case Study

The family consists of mum and 4 children ages 15, 11, 2 year old twins and a 1 year old (19 year old sibling lives outside of the family home).

The family are Polish, and Mum does not speak English. Her only other support is maternal grandparents who live locally. The children became open to CSC following a referral from school after the 11 year old said she had been hit by her older adult sister and concerns were raised around the caring responsibilities of the older children and the use of physical chastisement in the home. Concerns were addressed by CSC and it was acknowledged that the 15 year old in particular had quite extensive caring responsibilities for her younger siblings. The children and mum were happy for a referral to EH to help and support the family. The family were stepped down to EH in May 2021 with a step down meeting and are supported by a Children's Centre FSW.

EH SW has liaised with the EH FSW for case discussions after further concerns were raised recently. Concerns included; mum getting angry with the children, continuing to use physical chastisement, expectations on the 15 year old to help with the younger children, both girls being upset and delaying their return home from school, observations of mum's lack of supervision of the younger children during a meeting held at the family home, mum's wellbeing due to rarely venturing out of the house and being socially isolated, mum appearing to dismiss concerns raised by professionals and walking out of the room to close down the conversations.

The school felt that EH should refer the case to back through to EHASH immediately. However, at this point, the case had been with EH for a really short period of time and no additional support had been provided to the family to help make a difference.

FSW and EH SW discussed the case to assess if we could continue with the plan to provide a comprehensive support package via EH. FSW carried out direct work with the 11 and 15 year old to gather further information. Following this, a joint home visit took place with the FSW and EH SW where the younger children and the 15 year old were present. We were able to see for ourselves how challenging it was for mum to respond to the needs of all 3 younger children all at once and observed the care, warmth and concern she showed towards the younger children. Each worry was addressed with mum in turn. It became clear to us that mum was overwhelmed by her situation, and although she was not willing to acknowledge all of the concerns raised she was willing to access support and wanted support for the older girls too. Mum expressed how she had felt let down by professionals in the past who had promised support such as Homestart but not provided this. She told us that maternal grandmother helped out as and when needed also.

A comprehensive support plan was devised which would include weekly visits by the FSW, linking the older girls into Young Carer services and putting 6 weeks of Homestart support in place to help the family get through the Summer Holidays and to try and get the family out and about accessing local CC activities.

EHSW and FSW have agreed to continue to work closely with the family to monitor progress with the plan. Multi-agency TAF meetings will continue to be held

TARGETED PREGNANCY SUPPORT



Targeted Pregnancy Support (TPS) is an Early Help service aimed at supporting vulnerable people/families during pregnancy. TPS undertake a holistic assessment with families, providing and coordinating appropriate support/ services to meet identified needs. It works were possible to prevent families entering the social care system.

How to access us:

Via the Early Help Portal on the Hull website.

WHAT WE DO

Our main aim is to offer practical support to vulnerable families during pregnancy.

This may include:

- birth preparation
- parenting
- housing
- helping with homelessness
- finance/budgeting/benefits
- mental health
- physical health
- sexual health, contraception
- smoking cessation
- substance and alcohol misuse
- education and employment
- fathers support
- relationships
- parenting groups

WHY ARE WE DOING THIS?

- To give every child a great start in life
- To build a strong family where parents are positive role models for their children
- So families can live free of domestic abuse and violence
- To support families to take responsibility for their health needs
- So families in financial need are supported to make the necessary changes
- To improve the situation in your family to the point where you no longer need our help.

HOW DOES THE SERVICE WORK?

Your family will be working with one Early Help worker who will support the whole family through one to one sessions. They will provide you with practical hands on support on a range of issues this can include birth preparation, parenting, housing, access to health benefit and welfare services. This is a partnership approach working with a range of other agencies such as Social Care, Midwifery, Health Visiting, Housing, the Voluntary Sector and Children's Centres. Your Early Help worker will be open, honest and respectful towards you and your family and will provide support and challenge when required. They will be available for you to contact directly. They are there to support you to improve your skills to cope with life challenges.

221

unborn's have been supported 2020/21

336

mum's and dad's engaged in an Early Help Assessment and an Family Star Plus.

Case Study

Both mum and dad's mothers are alcohol dependent. Dad has disclosed he smokes cannabis, which is longstanding but has declined support for his drug use.

Mum has had two children previously removed from her care when she was 16 years old, and did not access any mental health support for the loss of her children. She has been brought up in a culture in which serious and hurtful issues are not discussed. The midwife was worried how this may have affected her, and therefore her ability to meet the emotional needs of another person.

Mum suspects she may have experienced post natal depression in the months following her first child, but accessed no support for this.

Mum's father passed away when she was 6 years old who she was understandably close too. As far as she can recall she did not receive any support for this loss either.

The TPS family support worker assessed mum and dad's parenting capacity and if they were able to meet a baby's needs.

The TPS worker need to be confident that both parents are aware of what is expected during pregnancy, birth and supporting a newborn.

A package of support was put in place for mum to access emotional support with an aim to have stable mental health and feel able to meet her baby's emotional and physical needs.

Mum and dad needed a furnished home that is safe and suitable for a baby, so a grant application was submitted.

The TPS worker visited mum and dad to show practical parenting skills on a one to one basis. Mum and dad became aware of how to care for a baby practically, bathing, feeding, holding, changing nappies and safe sleeping.

A Team Around the Family TAF/Pre-birth meeting was held with Parents, Health Visitor, Midwife and Early Help TPS in attendance. This identified that all support was in place and that other professionals were aware of the plan and their roles.

A consented referral to Children's social care was made to ensure that a social care pre-birth assessment was undertaken.

An Assessment undertaken by Children's Social Care due to concerns that mum is expecting a child and has previously had two children removed from her care. Throughout the assessment mum appears to have demonstrated a good insight and understanding into the reasons\concerns why the family potentially might not be able to care for a newborn safely or appropriately after the experiences of her first two children.

Mum has demonstrated, and this assessment highlights, that she is in a much different situation both practically and emotionally compared to her lifestyle when she had her first two children. Despite mum not appearing to receive an adequate level of parenting herself she has been able to articulate well during sessions with TPS and the Social worker. Her knowledge and understanding of how to care for a child has not been an area of concern during this assessment. Whilst it is felt that dad is not as confident in this area, professionals involved feel that mum will be able to support him with regards to child care and dad has agreed to undertake further work with TPS.

Mum and dad have prepared well for the arrival of their child and there do not appear to be any concerns or reports relating to any Domestic Abuse within their relationship which has been a concern in mum's previous relationship.

There are concerns regarding mum's emotional wellbeing especially concerns that she has not been supported to deal with the trauma of losing her first two children, it is positive that mum has sought support from a number of places during the assessment process.

Throughout the assessment the 'Assessing risk of further Child Maltreatment Model has been used in order to identify and predict the likelihood of harm to baby when born. It is evident that this tool has highlighted lot of factors reducing risk, and the concerns are almost all related to historical concerns.

It appears that significant changes have occurred since mum was considered unable to care adequately for her first two children, additional to this her relationship with dad appears to be supportive and there are no safeguarding concerns identified which would suggest baby should return home after birth into the care of parents.

QUOTES OR FEEDBACK FROM SERVICE USERS:

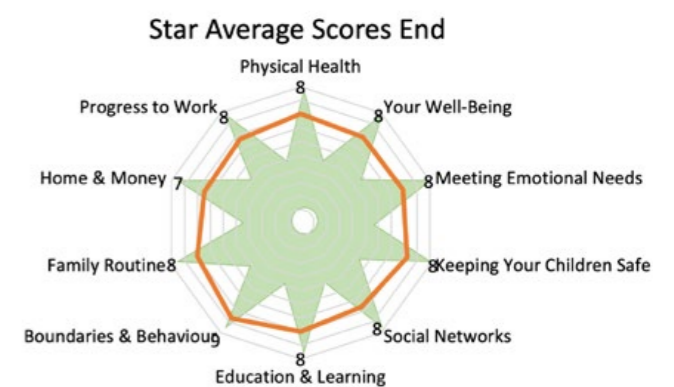
"Without the help and support of my TPS worker I feared my daughter may have been fostered like her step sister"

"I enjoyed the parenting sessions, it helped me understand what I needed to do to look after my son"

"I now have my own house with I all I need for my baby, we are really happy!"

"I didn't really want any help at the start, but I'm so glad my worker stuck with me"

Average Star scores of all Targeted Pregnancy Support Family Star assessment 2021- 21



FAMILY GROUP CONFERENCING

Family Group Conferencing. Support for young people and their families to make decisions and plans that affect them, this could be around contact or keeping a child safe.

WHAT WE DO

A Family Group Conferencing (FGC) Convener will meet the family members at home, school, or any suitable place to discuss and identify their and professionals issues or concerns. The FGC Convener will meet with young people to establish their wishes and feelings to ensure the young person has a voice within the decisions and plans made. The meetings with family members may identify other friends and relatives that are able to support the young person. Several meetings and wishes and feeling sessions may take place before the FGC Convener pulls together a Family Group Conference.

An FGC is a family led planning meeting in which the whole family comes together to make a plan to address identified concerns whether from a family member or professional i.e. teacher or social worker. The young person attends the FGC and is supported to voice their concerns, wishes and feelings. The aim of the FGC is for the family to draw up and agree their family plan which must address concerns. A further meeting will be held to review the plan, this is a chance for the family and professionals to meet again look at the plan and make sure it's working. The review also gives families the chance to make changes to any part of the plan that aren't working well or need adjusting to reflect change in circumstances.

HOW TO ACCESS US:

Requests should be made using the online form found on the HCC website.

<http://www.hull.gov.uk/early-help-information-for-professionals>

<https://childrensportallive.hullcc.gov.uk/web/portal/pages/help>

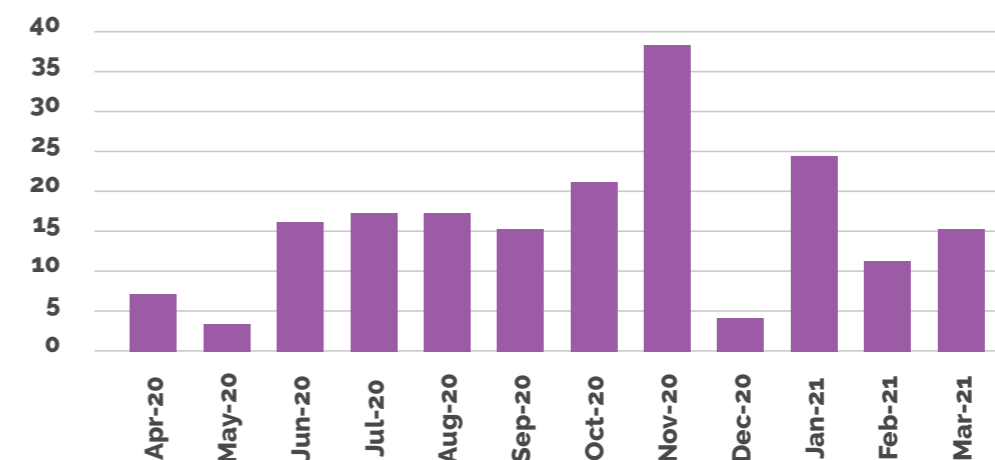


1st April 2020 to 31st March 2021

Approximately **195** children referred into the service.

7 of these referrals were via internal service requests.

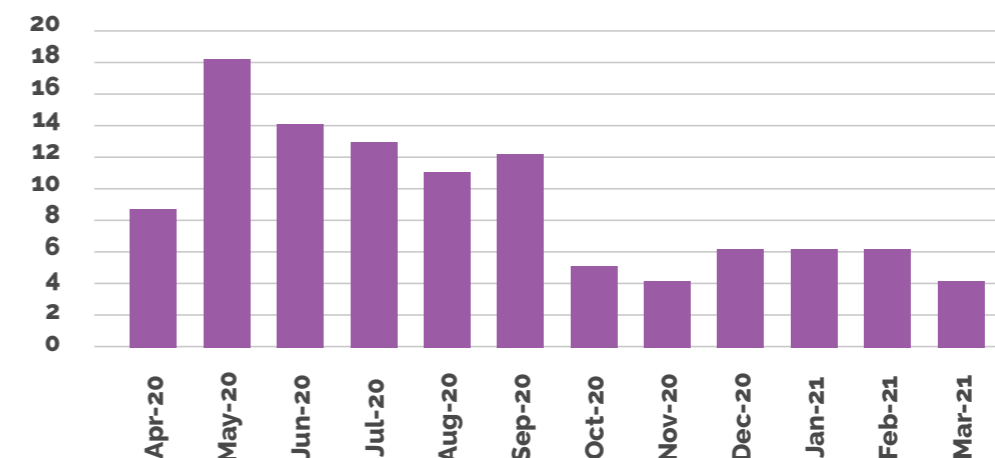
Referrals received per month



Many of the referral range from the following:

- Joint working requests
- Court orders
- Contact arrangements
- Wishing and Feelings

Number of Children open to Social Care and FGC



In total **108** children were open to social care

Case Study

A referral was received from mum who was requesting support in respect of contact with her two children. The family have previously attended the family court due to the children moving in with dad of their own accord. Mum was hoping to be granted 50/50 custody however the Judge did not deem this appropriate and granted the court order in dad's favour, with mum having limited contact with a view to this increasing over time.

Dad and mums new partner have a fraught relationship that has resulted in aggressive behaviour and verbal insults. Both had alleged that the other had used explicit language around the children and both young people evidenced via direct work that they were impacted significantly by this animosity and that this in turn had a detrimental effect on their relationship with mum.

Having refused FGC in previous years, the family consented on this occasion despite feeling sceptical. Regular contact was made with both parents over several weeks which allowed them to build trust, open up and feel listened to. During this time, direct work was completed with the children to gain a clear understanding of their lived experiences including the use of Signs of Wellbeing Scaling Questions which were helpful to measure past and present relationships with parents and others.

Support was provided to mum s partner to help him to understand the harmful effects on the children s emotional development as a result of the ongoing conflict between himself and dad. Both were offered advice and guidance on how to move forward, resulting in them agreeing to have no contact with each other as the best outcome.

An family group conference meeting between mum and dad was recommended in the first instance as it was deemed safe to do so. This was beneficial as they had the opportunity to address and resolve the issues that were causing barriers. Following this, a further family group conference was offered and accepted which included the children. The family evidenced they could work well together to find their solutions and resulted in the family creating their own Family Plan which has positively included the children and kept them central throughout.

Feedback from mum: 'Can I just say thank you so much, one week of your input has changed things so much and I am so grateful for that, I have hit so many brick walls in the last year and lost faith in all the systems, you have changed that for me. Thank you

Feedback from dad: 'All is good thanks. I'm happy with the plan. Thanks for your patience and work on it'

FEEDBACK FROM CAFCASS FAMILY COURT ADVISORS

'I am acutely aware of the timescales you have completed work and wanted to thank you for being really proactive in getting the information you have so far. I am pleased that you note that both parents are working well with you. I will share the information you have gathered so far with the Court. Once again thanks'

'Thank you for your work, it's been very useful'

'Thank you so much for all your hard work it was greatly appreciated'

Adapting in COVID

Family Group Conference works have adapted how they work with families through the Covid 19 Pandemic. They have been using schools, outdoor areas and children s centres and ensuring they are focusing on capturing the voice of the child in such difficult times.



To find out more about Early Help, please visit:

hull.gov.uk/early-help-information-for-professionals



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City Council