

Early
Help

HULL EARLY HELP

and Prevention Strategy

2021-25

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Hull
City Council

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Introduction

This strategy sets out Hull's priorities across the partnership in respect of our approach and priority areas of work relating to early help and prevention. It has been developed by partners and stakeholders across Hull whose close collaboration and alignment is necessary to ensure an effective early help and prevention delivery model is embedded across the city.

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".

In the rest of this strategy, we set out in more detail how our collective work 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.



What is Early Help and Prevention and who is it for?

The national definition of Early Help is:

"An approach for total support that improves a family's resilience and outcomes or reduces the chances of a problem getting worse, offering community support, universal services and acute and targeted services which are combined in different ways depending on the local area". (MHCLG 2020)

In Hull we very much see Early Help and Prevention as an approach to how all of our partners should be working with children, young people and families in Hull.

We believe that all children, young people and families may face challenges at different points during their lives. We want to make sure all children, young people and families have access to additional support when they need it and to make sure they can access that support in a friendly, helpful and non-judgemental way. We want to work positively in partnership with children, young people and families to help them to manage any challenges they face for themselves.

In short, Early Help and Prevention in Hull is for everyone. But we also recognise that some children, young people and families face greater risks and challenges than others and we want to make sure more of our support is being targeted at preventing those problems from occurring or from getting worse. So Early Help and Prevention in Hull is both a universal and targeted approach.

As Public Health England have shown some children and families face greater vulnerabilities than others¹. There is now a strong evidence base about the factors (including Adverse Childhood Experiences (ACEs)) which mean some children, young people and families are at greater risk of experiencing physical or emotional harm and/or experiencing poor outcomes. As a partnership we aim to ensure our support is being targeted in a way that helps to prevent these vulnerabilities from occurring or to reduce the harm experienced when they do occur by taking a public health approach to prevention and early intervention.

We also know from research evidence that what happens during pregnancy and in the early years of a child's life has the biggest impact on their subsequent physical, cognitive and emotional development². That is why the first 1001 days of a child's life are so critical and why much of our early help and prevention offer is targeted on support during pregnancy and early in a child's life. We set out later in this strategy how our approach to Early Help and Prevention evolves and changes as children and young people grow older – what we might call a life-course approach - as we recognise that vulnerabilities can develop or emerge at any stage in life.

¹No child left behind: A public health informed approach to improving outcomes for vulnerable children' Public Health England September 2020
²<http://www.frankfield.co.uk/upload/docs/1001%20Critical%20Days%20Manifesto.pdf>

The context for Early Help and Prevention in Hull

Hull is ranked as the fourth most deprived local authority in England out of 317 (after Blackpool, Knowsley and Liverpool). The city is more deprived than 99% of other local authorities and 54% of Hull's population live within the 20% most deprived areas of England.

Children in Hull are more likely than average to: Live in low income areas of high deprivation (58%); Live in lone parent households (37%); Live in households where no adults work (24%); Live in poverty (32%). Children and Young People also have high (and increasing) levels of contact with children's social services; Lower education achievement; Higher unemployment; Emotional and behavioural problems; Drug or alcohol misuse risk; More likely to commit crime; and Lower independence.

Many of these challenges have been exacerbated by the COVID-19 pandemic and we know the longer-term impact of the pandemic will continue. However, the pandemic has also illustrated many of the strengths of Hull's partnership based Early Help and Prevention offer and what we can achieve when we work together. For example, community groups and Children's Centres coming together to organise the distribution of food packages to families in need or our joint work with schools to identify vulnerable young people during the pandemic and ensure they are getting the support they need with dedicated Social Workers and Early Help Workers allocated to support each school. In the next section, we look in more detail at the strengths of our current offer and areas for development.



Strengths and areas for development in our partnership offer

As part of the process of developing this strategy Isos Partnership undertook conversations with all of the partners involved in the current Early Help and Prevention offer and used the Ministry of Housing, Communities and Local Government (MHCLG) Early Help System Guide⁵ to review the current Early Help and Prevention offer with partners. This exercise identified the following strengths and areas for improvement:

Strengths:

- **Breadth of current offer:** Hull has managed to retain a broad Early Help offer which includes both elements of universal and targeted support across all age ranges. The involvement of partners in the offer helps to broaden the range and type of support available.
- **Leadership:** There is seen to be strong leadership of Early Help which has continued to prioritise this area of work in the face of significant budgetary pressures. This leadership was recognised and welcomed by both staff working within the service and amongst partners.
- **Referral process:** There is a clear referral process to access Early Help support which is understood and used by many of the key partners including schools and the voluntary and community sector. The use of Outcomes Star as the key tool to support referrals was welcomed by many partners.
- **Locality model:** The locality-based model was seen as a real strength both in maintaining a physical presence in local communities and being able to respond more quickly to local needs. Locality events and webinars to promote awareness and discuss issues were seen as very helpful.
- **School and VCS engagement** is particularly strong. They have a clear understanding of the referral mechanisms, understand when they should be looking to Early Help but also see themselves as adding capacity to support young people and families. There is potential for them to play an even greater role in future.
- **Innovation and new offers:** HeadStart Hull is seen as a strong example of the way a new offer has been developed to meet identified needs and fill the gap which schools saw existing before. It is also seen as building schools' capacity to meet these challenges moving forward.

Areas for improvement:

- **Outcomes from Early Help.** The breadth of the offer was seen by many as both a strength and a challenge because it was difficult to keep track of everything Early Help is trying to do. Some felt that a clearer articulation of the outcomes Early Help contributes to would help.
- **Increasing awareness and understanding of Early Help:** This was seen as an issue both internally and externally. There was concern there hadn't been enough visibility or promotion of the offer and it had gone under the radar. The absence of partnership governance structures had made this more difficult to manage with partners at times.
- **Joined up working with Children's Social Care.** This was seen as a priority for improvement from both sides and there is already lots of work happening to strengthen joint working especially around step-up and step-down processes. The introduction of 'signs of safety' as the core practice model for Social Care was seen as an opportunity to align language and discussions around risk and develop a more common understanding of thresholds.
- **Engagement of partners.** Specifically strengthening the engagement of Police, Health and Housing partners in the development and delivery of the offer.
- **Information sharing.** A concern raised by internal and external partners who don't have access to the liquid logic system as it meant there were times when Council Early Help services might be working with families and young people and they wouldn't know about it.
- **Earlier intervention.** There was concern about support becoming too focused on a targeted offer and missing opportunities to intervene earlier to prevent problems in the first place.

³No child left behind: A public health informed approach to improving outcomes for vulnerable children' Public Health England September 2020
⁴<http://www.frankfield.co.uk/upload/docs/1001%20Critical%20Days%20Manifesto.pdf>

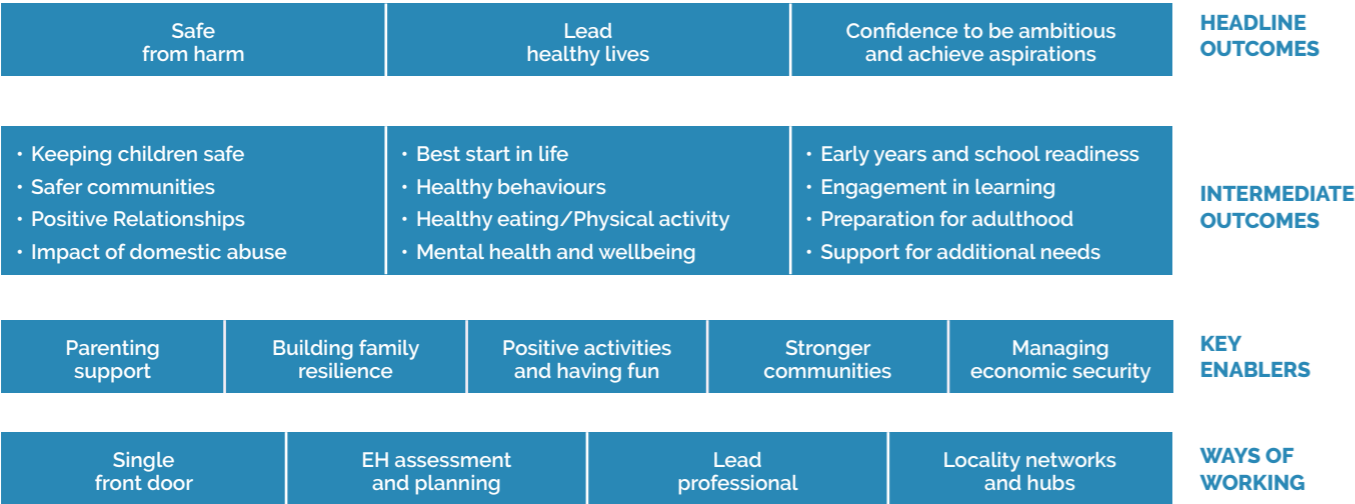
⁵https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/878994/TF_Early_Help_System_April_2020.pdf

How will Early Help and Prevention help to achieve the priority outcomes for children, young people and families?

This strategy sets out a new logic model and outcomes framework⁶ which outlines both the overall and intermediate level outcomes our Early Help and Prevention offer is aimed at achieving, the key enablers we are focused on to achieve these outcomes and the underpinning ways of working, key systems and processes the partnership will use.

The logic model is a graphic depiction (road map) that presents the shared relationships among the resources, activities, outputs, outcomes and impact for an area of work. It depicts the relationship between the activities and the intended effects.

Early Help and Prevention Logic Model



Sitting underneath the overall logic model the partnership developed an “Early Help and Prevention Outcomes Framework” which will be used to underpin all the work across the partnership.

Outcomes Framework for Early Help and Prevention

Overall Outcomes	Intermediate Outcomes			
Safe from harm	Keeping children safe and preventing neglect	Safer communities	Positive relationships	Reduce the impact of domestic abuse on children and young people
Lead healthy lives	Best start in life	Healthy behaviours	Healthy eating and participation in physical activities	Positive mental health and wellbeing
Have confidence to be ambitious and achieve aspirations	Early years development and school readiness	Participation, achievement and enjoyment of learning	Successful transitions and preparation for adulthood	Support for children and young people with additional needs or barriers for learning

For each of the intermediate outcomes the partnership can look in more detail at specific indicators and measures of progress that show how the early help and prevention offer is contributing to the achievement of this outcome and how that supports the overall ambition for that line within the framework.

For example, under Safe from Harm the partnership might choose to look more closely at the detailed work taking place around safer communities for instance and look in detail at progress against indicators such as incidences of anti-social behaviour, gang-related activity or numbers of young people being identified at risk of CCE or CSE and numbers of first-time referrals to the criminal justice system.

The outcomes framework might also provide a way for all partners to think about their own offers of support and to test how effectively what they are doing is contributing to the specific intermediate outcomes and measures that have been identified.



⁶We have been helped in this work by the thinking which colleagues in other local authorities have undertaken and in particular the logic model developed by Cambridgeshire and Peterborough local authorities.

Early Help and Prevention to keep children, young people and families safe from harm?

As a partnership we help to keep children, young people and families safe from harm by:

- Using early help assessments to **make sure we are identifying and intervening early where there are signs of neglect** and ensuring all partners are confident in escalating concerns when necessary
- **Providing early help for more vulnerable families** e.g. vulnerable pregnancy support and universal advice and support to all new parents e.g. through midwifery clinics working jointly with our Children's Centres and health visitors home visiting
- Providing specific support to families to **help keep children safe in their homes** e.g. home safety visits, accident prevention, e-safety training
- **Supporting Early Years providers and schools** to identify any signs of concern through links to Children Centre's and allocated Health Visitors, Social Workers and Early Help Family Workers
- **Working closely with Children's Social Care** to manage step up and step-down processes and ensure we are using early help and prevention to avoid the need for more acute services
- **Ensuring all young people have trusted adults** who they can talk to about any concerns
- **Providing opportunities for peer mentoring relationships** so young people and parents/carers have opportunities to discuss and share issues with their peers
- **Listening to what children and young people are saying** and helping them to manage risks by building open and honest relationships and being there at times of crisis if needed
- **Identifying young people at risk of becoming involved in anti-social behaviour and crime** by providing early intervention, prevention and diversionary activities to find solutions and stop their behaviour from escalating into more serious criminal activity
- **Providing support to help parents manage their own relationships** and impact on their children and using Family Group Conferencing to help during any family breakdowns
- **Having a strong focus on early identification of domestic abuse**, with clear linkage to Hull's Domestic Abuse Strategy; working with EHASH to triage domestic abuse referrals daily and ensuring referral to the right service



Early Help and Prevention to help children, young people and families lead healthy lives?

As a partnership we help children, young people and families to lead healthy lives by:

- **Ensuring children, young people and families have the best start in life** during the first 1001 days by providing access to support through Children's Centres, Nurseries, Midwives and Health Visitors e.g. breastfeeding support, pre-birth pathway, what to expect and when
- **Providing all parents with regular contact and check-ins during pregnancy and the child's first two years** from Midwives, Health Visitors, Children's Centres and Family Support identifying any families or parents that might need additional support to help build and develop strong attachment with children and parenting support
- **Ensuring that health and wellbeing needs are identified early** through GPs, Midwives Health Visitors and School Nurses which may lead to additional support being provided and the need for an early help assessment
- **Encouraging healthy eating, exercise and good oral health** through consistent messages from GPs, Midwives, Health Visitors and Schools Nurses, Children's Centres, Schools, Nurseries, youth workers, family support, dentists, voluntary and community groups, leisure settings and many more. Continued support for PSHE in schools
- Providing information, advice and guidance to young people and parents/carers **to help them make safer choices** about drugs, solvents or alcohol and sexual health and wellbeing through the work of specialist, universal and targeted services
- **Providing parenting support to encourage healthy lifestyles** – e.g. HENRY courses and practical support like cooking classes, access to food parcels and linked menus
- **Supporting Early Years settings to encourage physical activity** and run sessions through Children's Centres encouraging outdoor play and physical activity for children and as a family
- Co-ordinating a wide range of **activities and support through holiday provision** to encourage positive activities and healthy eating outside of school time
- **Supporting parent's mental health and wellbeing** throughout pregnancy and during child's early lives through the perinatal mental health pathway. Working with adult mental health services to ensure support for parents/carers where needed
- Continue to support schools and community organisations to develop **positive approaches to emotional health and wellbeing**, provide early support and prevent issues escalating
- To ensure the city has a robust **emotional and mental health** plan lead through the Thrive partnership



Early Help and Prevention to help children, young people and families have the confidence to be ambitious and to achieve their aspirations?

As a partnership we help children, young people and families have the confidence to be ambitious and to achieve their aspirations by:

- Focusing on **speech and language development during the early years** to ensure children are ready for school by providing support for all Early Years practitioners and parents/carers
- Offering a range of **stay and play activities** and nurturing activities through Children's Centres and other childcare provision and through outreach support to parents in the home
- Continuing to focus on **reading, oracy and speech and language development** throughout children's lives pre-school and at school
- **Identifying issues with education and learning through** early help assessments, ofsted inspections and putting in place any additional support needed early, working jointly with schools to support improvements – taking a 'team around the school' approach
- **Early identification of children with developmental delays or behavioural needs and** ensuring they have access to early help and supporting their transition into schooling
- **Supporting families with children with attendance issues emerging** – by ensuring children and young people with poor attendance issues are being identified early and supported through a whole family approach
- **Supporting young people at key transitions points in their education** to ensure that any barriers to successful participation, engagement and achievement are removed
- **Identifying young people at risk of becoming NEET and who are NEET**, providing additional targeted support to them to help make the transition to post-16 education or training
- **Supporting young people to form healthy relationships** and develop strong peer to peer networks so they are supported by friends in their personal and social development
- **Preparing young people for transition to adulthood** and providing additional support for those without access to family support such as care leavers or those at risk of homelessness
- **Continue to provide a quality city-wide youth offer** that casts a wide net, giving access to a wide range of support and targeted activities to promote learning and empower young people to identify and achieve their ambitions

How does the Early Help and Prevention offer vary by age?

Our approach to early help and prevention evolves and changes as children and young people grow older, develop their own needs and ability to manage change, and as the nature of the relationships between professionals supporting them and their families changes with this. Set out in the diagram below is how the support across the partnership works at different stages of children and young people's lives.

How does the Early Help and Prevention offer vary by age?

Pre-birth to 2 years	<ul style="list-style-type: none">• Focus is on the critical first 1001 days and ensuring all children get the best start in life• Universal offer to new parents through Midwives/Health Visitors with regular touch points during the first 2 years• Children's Centres and Early Years providers likely to provide primary point of contact with Early Help support• Targeted Early Help offer to new parents who are identified as needing additional support• Early identification of any educational or health development needs may also lead to additional support at this age
2 to 5 years	<ul style="list-style-type: none">• Engagement with Early Help offer for most families will be through Children's Centres or Childcare providers• Universal offer continues to all families through ongoing contact with health services e.g. GPs/Health Visitors• Focus of much support to Children's Centres and Early Years providers is on Early Years development and speech and language development with aim of increasing readiness for primary schools and closing the gap at age 5
5 to 11 years	<ul style="list-style-type: none">• Primary schools become the primary point of contact for most children and families and the first point of support• Focus of much support likely to remain on reading and literacy and good attendance and engagement in education• Targeted additional support provided by Early Help Family Workers and/or School Nurses around health issues• Social, Emotional and Mental Health and behaviour support issues may start to emerge as move through primary• Focus of support likely to shift to readiness for Secondary school. May start to identify other risks at older ages• Universal support through health services such as GPs and School Nurses continues for all children
11 years+	<ul style="list-style-type: none">• Early Help support starts to shift more towards the young person as they take greater responsibility for their own lives• Still more likely to have a family focus as parents/families critical and may be dealing with younger siblings as well• Focus of support likely to be on identifying and supporting issues around adolescents at risk, healthy behaviours• Mental health and wellbeing, risk of young people becoming NEET and transition to post-16 education
16 years+	<ul style="list-style-type: none">• Young person now likely to be the primary recipient of support themselves and parent/family may not be involved• Focus of any support will be dependent on issues facing young person - may be more to do with issues facing in own lives e.g. around healthy behaviours, emotional health and wellbeing, family and peer relationships, housing issues• Post-16 destinations and preparations for adulthood and independent living

Key enablers that support our Early Help and Prevention offer?

As part of developing the logic model we also identified some key enablers that support our work on Early Help and Prevention we undertake as a partnership. These are the core elements of our work which if we get them right will give us the best chance of achieving our desired outcomes:

- **Parenting and family support** – the impact of parental support is one of the most important factors in helping children to lead successful and fulfilling lives. At times parenting can be hard for all parents, especially so when parents are facing challenges such as economic insecurity, health issues or family conflict. The partnership will continue to develop a range of advice and support that help new parents form strong attachments with their children, help all parents to manage their relationships with their children and give them tools and approaches they can use to deal with any problems that arise.

- **Building Family Resilience** – underpins all the work across the partnership, giving families the tools to manage problems for themselves and knowing how to seek support when they need it. Whole family working, recognising the valuable network across a family is key using early help assessments to help them to identify their own strengths, build confidence and resilience to manage any issues they may face.

- **Positive activities and having fun** – the partnership recognise the importance of access to a range of positive activities and opportunities for children and families to enjoy themselves and have fun. The city has a wide range of leisure and activity provision, with high quality parks and open spaces, leisure centres, voluntary sector activities. Investment into

Children's Centres and Youth Services continues to be a priority and schools also play a key role in this provision with many after school clubs.

- **Stronger communities** – the work through early help locality hubs and networks brings together local services and partners to discuss the issues and needs facing local communities and encouraging them to develop solutions for themselves at a local level. Locality based partnership arrangements are a powerful way of delivery localised solutions and supporting children, young people and families.

- **Managing economic insecurity** – one of the biggest issues impacting on family life in Hull relates to economic insecurity and child poverty. Supporting families to become more economically secure through the work of the DWP and Citizens Advice Bureau, ensuring families can get advice and guidance around finding employment, and also offer access to dedicated Job Centre Plus advice and guidance for parents through our Children's Centres. The partnership will also continue to develop support for young people as they grow into adults to make successful transitions into working lives through our Connexions service, Youth Employment Initiative, development of independent living skills, access to housing and much more.



Who is involved in Early Help and Prevention in Hull?

Our Early Help and Prevention system in Hull involves a wide range of partners all playing key roles in providing support and helping build the resilience of children, young people and families.

In the national vision of Early Help published by MHCLG, the early help system is described at three levels - community support, universal and acute and targeted support as in the diagram below – with a wide range of partners involved.

Our own local early system in Hull is depicted below, with many agencies and services working across the various levels of support. For example schools and colleges provide a universal offer for all children and young people but also provide early help and additional support for those children who need it, similarly with health visitors whose offer ranges from universal through to partnership plus as part of a multi-agency approach to whole family support.

The Early Help System



Hull's Early Help Delivery Model

Early Help City Wide Partnership and Locality Networks	
Evidence Based Programmes	- Parenting - Emotional Health - Speech and language
Early Help Locality Hubs & Partnerships	East, West and North Hubs
Early Help Action Meetings (EHAMs)	Multi agency case review and support
Early Help Assessment	- Team Around the Family - Whole Family Working - EH Plan - Signs of Well-being - Lead Practitioner
EHASH	- Integrated front door - EH contacts and referrals



There is a clear and well understood delivery model for Early Help and Prevention in Hull:

1.Early Help and Safeguarding Hub (EHASH):

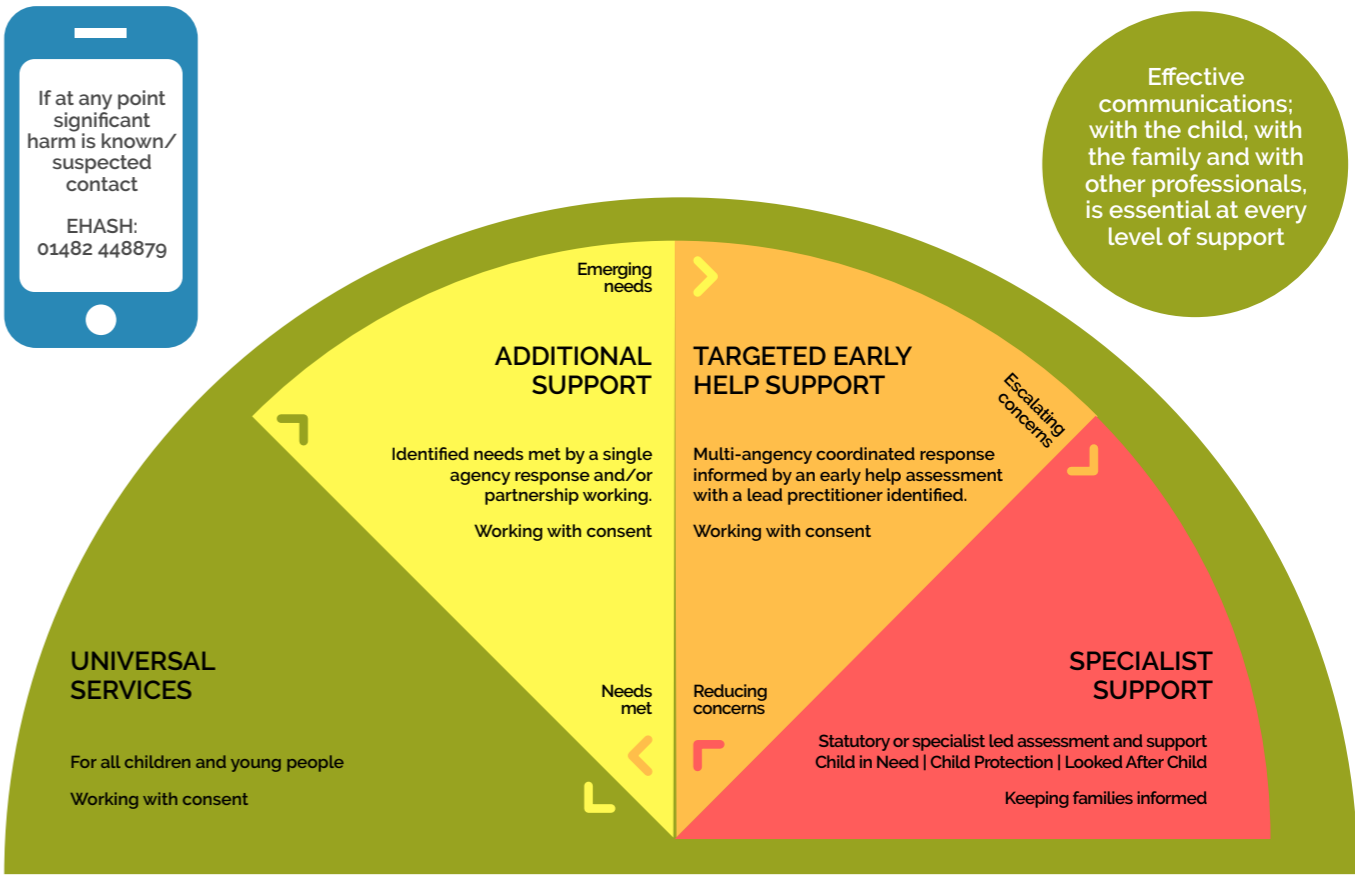
EHASH is Hull's single front door for all referrals into children's social care and Early Help. The EHASH is designed to ensure more consistent assessment of the level of needs of different children, young people and families and ensure they are being directed to the right services or partners to provide support. EHASH has a multi-agency team led by children's social care working alongside partners from health services, Humberside Police and Early Help staff. The EHASH is continually developing and refining approaches through the EHASH Board and its Operational Management Group (OMG). These groups form part of the Hull Children's Safeguarding Partnership arrangements.

To ensure an effective Early Help delivery model in Hull commitment across a wide range of local partners is required. It is important that there is a clear understanding of where Early Help fits into the 'threshold of need' and that it is used appropriately by all partners. The threshold model illustrated draws on a conceptual model known as the 'windscreen' to illustrate the relationship between universal services, single agency intervention, Early Help assessment, Team Around the Family (TAF) and specialist services. It provides a continuum of needs of all children and their families in Hull

Joint working between Early Help and Prevention services and children's social care is vital to support seamless transitions for families into and out of statutory services. Development work continues to ensure robust 'step up and step downs' between children's social care and Early Help and prevention services at all levels, ensuring strong plans, identified lead practitioners and consistent approaches across the city with partners. This is a key element of the ILACS Inspection process and improvement work being undertaken led by Children, Young People and Family Services.

At a locality level, social workers work closely with a range of Early Help and Prevention services and agencies as part of social care plans. The role of the Early Help Social Workers (EHSW) is key to providing advice and guidance to practitioners across the partnership to support threshold discussions and step ups from early help partners into social care. Child in Need Panels are also held in each locality to support the strengthening of step downs. The EHSWs are based within locality teams to promote the development of strong local relationships, build consistency and knowledge amongst locality teams, and ensure a consistent understanding of needs and appropriate application of thresholds.

Threshold of Needs



2. Early Help Assessment and Planning

An Early Help Assessment is used by professionals across the city who are supporting families to identify both strengths to build on and any issues or concerns where more support might be needed. As a partnership we don't prescribe that a particular assessment tool or approach has to be used by partners. The Outcomes Stars is most widely used, and My Star and Family Star have been the main assessment tool used by the Council's Early Help services and many partners across the city. A number of specialist outcomes stars are also used to support specific areas of work such as the 'Parent and Baby Star' to support pregnant women who may need additional support. Early Help assessment training is provided for partners which has been positively welcomed by many partners and continues to have good levels of engagement.

Hull City Council is currently in the process of leading the introduction of a new assessment methodology and practice model 'Signs of Safety' to support the work in children's social care and across the wider partnership. Work is underway in 2021 to integrate elements of the 'signs of wellbeing' model into the early assessment tools and processes used as a partnership so that we have a common practice model and shared language about risk across both early help and children's social care. This work will progress throughout 2021 and involve the wider Early Help Partnership.



3. Threshold of Needs, Team Around the Family and Lead Professional role

Hull's "Threshold of Need" is agreed and understood across the Hull Safeguarding Children's Partnership (HSCP) network. The HSCP leads the training and development which sits around the threshold application across the partnership.

No additional needs – Universal response: families with no additional needs. These families have their needs met by universal provision/services and are thriving.

Additional needs – Early Help response: children, young people and families may have some additional needs but are just coping. Additional needs can be responded to by a single partner where it is often possible to identify a lead practitioner to lead and co-ordinate any support. This might include support from voluntary and community sector providers, children's or youth centres, early years and childcare providers, schools or post-16 providers, universal health services or the police.

Complex needs – Targeted Early Help response: families may have a number of additional needs and are struggling to cope. These families may benefit from a more coordinated response and this is when a Team Around the Family will be convened to support that family. It is likely that some of the additional support will come from targeted early help services from the Team Around the Family. These families will also be allocated a Lead Practitioner who can help co-ordinate the support and help families to navigate the system. The Lead Practitioner may come from any one of the partners involved in providing support and who has the best relationship with the family.

Risk of significant harm – statutory / specialist response: families with complex needs who are not coping. These are the families who present with high levels of risk and their circumstances mean

that they have reached the threshold for significant harm, are in receipt of statutory, enforcement and/or acute services rather than Early Help Services.

It is worth noting that the Public Health approach to prevention identifies similar distinctions in levels of need and the relevant support required as follows:

- 1. Primary prevention:** identify the mitigating conditions that contribute to the development of certain issues and prevent these conditions from occurring
- 2. Secondary prevention:** early identification of an issue to prevent it from getting worse
- 3. Tertiary prevention:** trying to improve the quality of life and reduce the impact of an issue that has already occurred

One could equate universal support with primary prevention, early help responses with secondary prevention and targeted early help and specialist support with tertiary prevention here.



4. Early Help Hubs, Localities and EHAMs

Hull's Early Help and Prevention offer will continue to be coordinated through well-established early help locality hubs and locality networks, with support and advice available to all partners through regular early help action meetings (EHAMs, locality learning networking events and webinars.)

The three locality hubs in the east, west and north of the city have been in place for a number of years now and are well understood by both partners and young people and families. They provide a base for bringing together a range of early help practitioners in a single setting and for helping to co-ordinate and support the development of a locality based early help and prevention offer.

Our locality networks events and webinars have provided a valuable way of sharing information and resources across all partners and focusing in detail on particular issues and problems. This has continued in a virtual way during the pandemic and will be re-established face to face when the environment allows.

The EHAM meetings provide help for all partners and any practitioner providing early help and prevention support to children, young people and families. They are designed to enable practitioners to bring individual cases for discussion and get advice and support from other practitioners about how to move forward with them. They also provide another forum for discussing thresholds of need and ensuring all partners and practitioners have a common expectation about the levels of needs.

Governance

The Better Together Partnership (BTP) has oversight and responsibility for the overall Children and Young People’s plan and this Early Help and Prevention Strategy. The development of this strategy was led by an Early Help and Prevention steering group with representatives from all of key partner agencies. The priorities identified in this strategy will all have a leadership and coordination mechanism and these groups will report into the Better Together Partnership on progress at regular

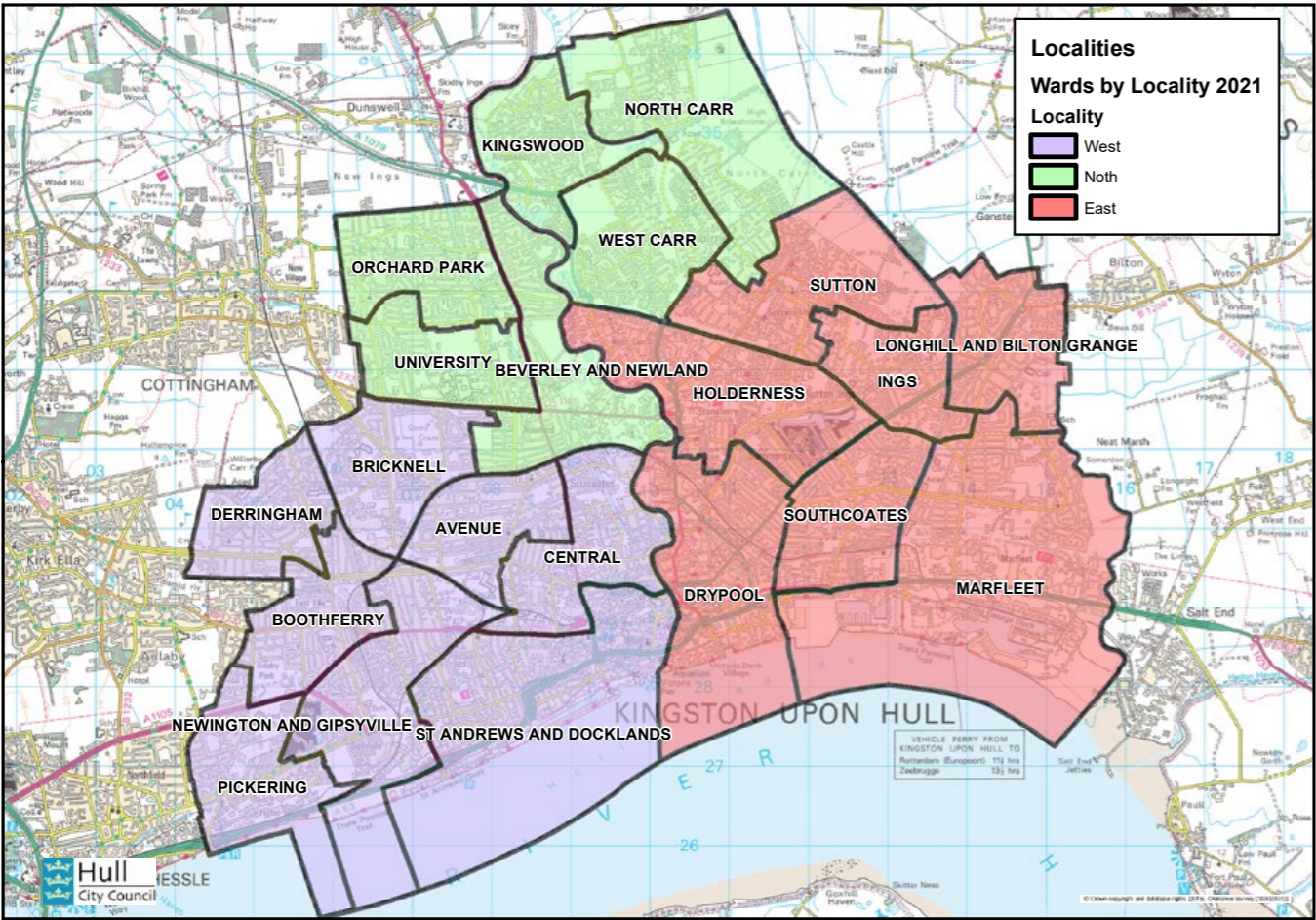
intervals and an annual work plan for the BTP is in place with reporting schedules. In addition to the Better Together Partnership Board there are also important links between this strategy and the Health and Wellbeing Board, the Community Safety Partnership, the Hull Youth Justice Management Board and Hull Safeguarding Children’s Board and regular updates on implementation will be provided to all of these forums as well as the Better Together Partnership.

Performance Measurement, Recording and Information Sharing

Each service and agency within the Early Help and Prevention partnership will have its own systems for monitoring performance and the outcomes delivered. Hull City Council monitors the impact of its Early Help and Prevention work through a monthly performance report covering the number of early help episodes and assessments and progress being made as measured through ongoing outcomes star assessments completed by the Council staffing resource. The ambition is to have the ability for all partners across the partnership to be able to record their Early Help assessments on one single system and improve information sharing. The ambition for a shared partnership wide Early Help Case Management System is a real challenge, having one data system and shared

data governance across the partnership would be the aim. Learning from the majority of local Serious Case Reviews and Lessons Learnt Reviews tells us that poor access to information and information sharing is one of the biggest risk factors to practitioners keeping children safe and improving outcomes for all children.

At a regional level the Yorkshire and Humber Early Help Leadership group is developing a regional performance framework for Early Help to support comparisons and benchmarking across the region, sharing practice and approaches. However, all local authorities have such differences in the recording levels across the wider partnership the challenge is how these would be truly comparable.



Family Journey



Quality Assurance

A quality assurance process for reviewing both the quality and impact of Early Help assessments is in place in the Council, with a robust audit programme across council Early Help services. Again, the ambition to enable partner agencies to access one central recording system would then enable a partnership wide quality assurance approach to be developed. Partners are encouraged to use the outcomes stars as the Early Help assessment tool. Training and development is provided for partners but currently partnership wide assessments are not captured within the monthly performance reporting system. The HSCP Quality Assurance Sub Group will

be a good vehicle through which the partnership can drive this work forward when the time is right.

Systems are in place across most partners to collect feedback from parents receiving support from Early Help and Prevention services. The importance of engaging, listening to and acting on the views of children and young people is critically important and there are several forums in place to ensure young people’s views are being fed into the development and evaluation of early help and prevention.

Supporting Families Programme (DLUHC)

Hull's Supporting Families Programme is an integral part of the Early Help and Prevention delivery model as the focus of the programme is on 'Early Help Transformation'. DLUHC are currently working with Local Authorities to develop a revised Supporting Families (SF) Outcomes Framework Model. It is expected that the new framework will have a soft launch in November 2021 and will be in place from 1 April 2022.

The Family Outcomes Framework will move from having 6 to 10 headline outcomes

There will also be a 'subset' of indicators under each outline and the whole family support principles remain central to the programme. At the time of publication, the SF policy and framework for 2022 onwards were yet to be finalised.



Our priorities for 2021-25

We have identified the following seven priorities as a focus for the next one to two years. We will review progress regularly against these priorities through the Better Together partnership and update these priorities as needed on a regular basis.

An additional longer term priority for the partnership is to address the key issues around a single case management system and overall data governance to improve information and data sharing across all partners. This is an area of work the Council will be exploring and will bring partners together once there is greater clarity around potential and requirements.

- 1. A stronger focus on the first 1001 days and school readiness**
- 2. Supporting children and young people to make successful transitions**
- 3. Keeping children safe and intervening earlier to prevent and reduce neglect**
- 4. Reducing Parental Conflict and Preventing domestic abuse through early identification and intervention**
- 5. Supporting vulnerable adolescents to reduce risk taking behaviours and those at risk of anti-social behaviour or criminal activity**
- 6. Improving emotional and mental health and wellbeing**
- 7. Supporting post-pandemic participation and engagement in positive and enriching activities**

1.

A stronger focus on the first 1001 days and school-readiness

What is the issue we are trying to address?

It is well evidenced that the first 1001 days of children's lives are critical to future wellbeing and success. Children that suffer adverse childhood experiences during the early period of their life are more likely to become vulnerable and achieve less educationally, earn less and live less healthy lives. Babies are also disproportionately vulnerable to abuse and neglect. Conversely this period also provides a positive opportunity to engage new parents who may be more receptive to advice and guidance at this stage of children's lives and can help to build a positive attachment between parents and their children. Successful progression beyond the first 1001 days is also critical in terms of determining school-readiness and this is an area where we know we need to continue to see improvement in terms of the number of children achieving a good level of development. That means a continued focus on high quality early years education and a focus on literacy and speech and language development in particular.

What are we going to do as a partnership?

- Establish a robust steering group to lead this work, as this is also a priority of Hull's Health and Well-Being Board and will report into both the Better Together Partnership and the Health and Well-Being Board
- Review Hull's offer of support during the first 1001 days of children's lives as part of re-commissioning 0-19 services from health partners and identify ways in which support can be strengthened from Health Visitors during this critical period of children's lives
- Use the opportunity of coming out of the pandemic and emergence from lockdown for a new campaign to promote the support available to new parents during the first 1001 days
- Consider improved alignment between the 2-year-old check being undertaken by Health Visitors and assessment undertaken by childcare providers in order to effectively ensure robust early identification of need

- Continue to develop and promote support available around speech and language development through initiatives e.g. Talking Twos and Dolly Parton Imagination Library
- Continue to support Children's Centres to focus on improving the quality of their early years education and focus on early years foundation stage to support good levels of development
- Ensure that early years development and education is a strong focus within any Early Help assessment and that all partners recognise this theme as a priority – this will be further strengthened by a bespoke early years headline indicator within the Supporting Families Programme
- Continue to engage all childcare providers including PVI's and Childminders in work to strengthen the quality of early years education

Who needs to be involved?

- First 1001 Days Steering Group – leaders of key agencies and services
- Children's Centres, Health Visitors, Midwives, GPs and other health professionals
- All early years and childcare providers – School Nurseries, PVI's, Childminders
- Voluntary and Community Sector providers and Housing partners

What would success look like?

- Improvement in key indicators for first 1001 days and Best Start in Life
- Improvement in numbers achieving Good Level of Development
- Positive feedback from new parents about the range of support available

2.

Supporting children and young people to make positive transitions

What is the issue we are trying to address?

- The Hull Transitions Guide and protocol aims to bring together the most successful ways of enabling a smooth transition to the next stage and has been produced in light of direct comments from pupils, parents, organisations and agencies that work in a supportive capacity with children and their families as well as from staff involved in the transition process.
- All children and young people moving from one stage of school to another will need support at this crucial time - those pupils who are likely to be more vulnerable at this time should be supported as appropriate to their needs, essentially there needs to be a different level of support for different children.
- In general, most transitions work smoothly, but there are times when things go wrong, leaving the child and parents/carers with a poor experience and can further enhance existing vulnerabilities already present in the family. Sharing information and intelligence about the needs and support for these children between different providers is also more likely to result in successful transitions.

What are we going to do as a partnership?

- The Early Help and Prevention partnership support the implementation of the Hull Learning Partnership's Transition Good Practice Guide to promote effective transitions at all phases of children and young people's education journey by proving additional Early Help support at the following stages:
- To support transition to Primary School (Nursery or Reception) - Children's Centre's will offer support to parents to apply for the 2-year-old offer, provide access to additional Early Help support through Early Help assessments and to a range of parenting support and play sessions that link to the Early Years Foundation Stage that children will access at school.
- To support transition to Secondary School – the

Early Help offer provides targeted support for young people from year 6 to year 11 around emotional wellbeing issues. This includes support specifically for managing transitions through targeted programmes including via School Nurses, Emotional Resilience Coaches, school-based programmes and the developing Mental Health Support Teams in Schools (MHSTs)

- To support transition to post-16 education and training and into adulthood - the Early Help offer will work with schools to identify year 11 pupils who are vulnerable and at risk of becoming NEET and provide them with additional support to overcome barriers to transition post-16. This includes additional visits to new provision, support around travel and early intervention in Year 12/13 for any students who disengage from learning. Our targeted youth support will continue to offer support to young people aged 16-21 who are homeless or threatened with homelessness, care leavers and others with vulnerabilities.

Who needs to be involved?

- The Transitions Group Working Party led by the Hull Learning Partnership via the Chair of Hull Association of Primary Heads (HAPH). Ensuring engagement from all relevant partners across the Early Help Partnership.
- Education providers at all stages of education – childcare and early years providers, primary and secondary schools, special schools and alternative provision, post-16 providers
- Council early help services, school nursing, Youth Services, Targeted Youth Support, Connexions, SEND services,

What would success look like?

- Lower levels of early help referrals post transition points e.g. September/October
- Improved pupil and parental feedback about the support available during transition
- Improved rates of post-16 participation and lower rates of NEET

3. Keeping children safe and intervening earlier to prevent and reduce neglect

What is the issue we are trying to address?

- Hull continues to see a high number of referrals into children's social care because of neglect and concerns about children's safety. Evidence from local and national serious case reviews continues to demonstrate the importance of spotting the signs of neglect and intervening earlier to try and prevent problems from escalating. Research shows that neglect impacts on children throughout childhood. Early identification of neglect and provision of support leads to better outcomes for children.
- The previous Hull Safeguarding Children's Board (HSCB) developed the Neglect Strategy and Neglect Observation Tool and Guidance in 2017. The development of the guidance was because of learning from the death of baby A who sadly died in Hull in November 2015 aged 5 months. He was the youngest of six siblings and was subject of a Child Protection (CP) Plan at birth under the category of neglect. CP plans for A and his siblings were stepped down to CIN several months prior to A's death.
- A multi-agency programme of work took place aimed at raising awareness and understanding about neglect, and the impact on children, developing a strategy and tools for practitioners to use to support identification and successful intervention. The purpose was to develop tools to recognise signs of neglect which could be used across all agencies within the partnership. The Neglect Assessment Framework and Practice Guidance was launched in 2017 and now under the new Hull Safeguarding Children's Partnership (HSCP) arrangements these are under review with the aim of relaunching in 2021. The revisions are being led by a multi-agency steering group and will be designed to provide a structure and focus where there are concerns of neglect for all practitioners across the partnership.

What are we going to do as a partnership?

- The Hull Safeguarding Children's Partnership (HSCP) review with partners their use of the neglect toolkit and assessment framework and ensure it is owned by partner agencies and being used effectively
- Through the Early Help Hubs and Locality networks to ensure all partners are aware of and are using the neglect toolkit and assessment framework
- Run a series of briefing and training events through locality networks for partners in how to use the toolkit and assessment framework
- Ensure that neglect focuses strongly in the roll out of the new 'signs of safety' approach to assessment within children's social care and on Early Help assessments
- Review our support to Lead Professionals through EHAMs and other support mechanisms to ensure there is sufficient focus on early identification of neglect
- Ask Early Help Social Workers to ensure they are focusing on the use of the Neglect Toolkit and Assessment framework in all of their interventions and work

Who needs to be involved?

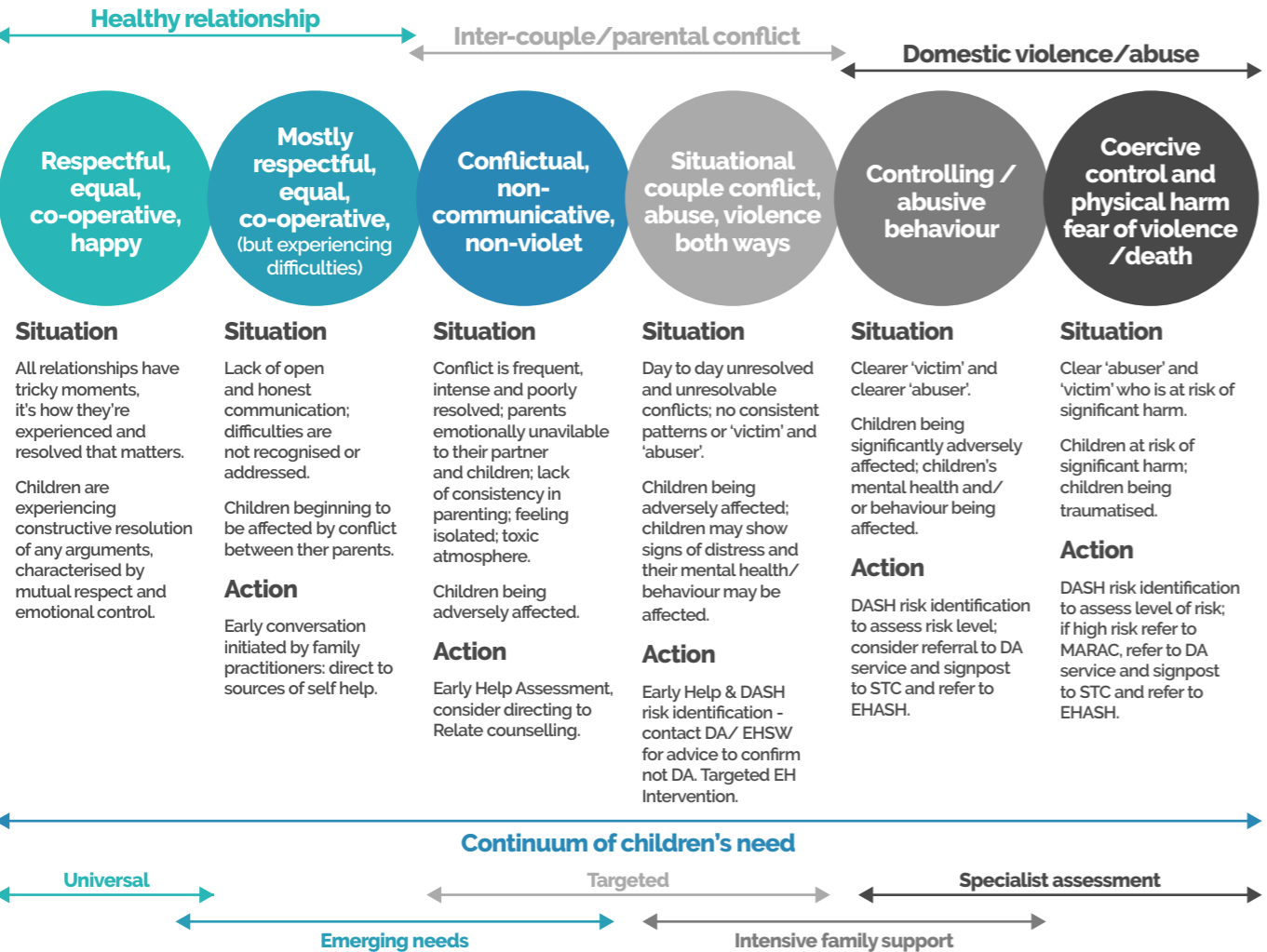
- The HSCP Neglect Task and Finish Group, led by the HSCP Partnership Manager
- Children's social care, Humberside Police, Health Services, Council Early Help services
- All Early Help partners involved in the delivery of early help and prevention work

What would success look like?

- More widespread use of the neglect toolkit and assessment framework within our work on early help and prevention
- Increased identification of the early signs of neglect and evidence of more action being taken within early help plans to tackle the early signs of neglect



4. Reducing Parental Conflict and Preventing domestic abuse and its impact on children and young people through early identification and intervention



What is the issue we are trying to address?

Being exposed to domestic abuse and parental conflict can have a devastating and life-long impact on our children and young people. In Hull we have a high prevalence of domestic abuse and parental conflict as demonstrated by the high levels of contacts and referrals into our Early Help and Safeguarding Hub (EHASH). Throughout a recent 12-month period there were: **3782** contacts with DA presenting as an issue; **1251** referrals with DA as a presenting concern; and **1173** Assessments completed when domestic abuse is present. Operation Encompass is led by Humberside Police and provides notifications to schools when the Police are called to an incident of domestic abuse. The system ensures that when Police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the school, usually the Designated Safeguarding Lead. For the academic year 2020-21 there were **2203** notifications to schools involving **4125** children.

The effect and impact on children and young people is wide ranging and children can experience both short and long term cognitive, behavioural and emotional effects as a result of witnessing domestic abuse. Each child will respond differently to trauma and some may be resilient and not exhibit any negative effects:

Younger children may become anxious. They may complain of tummy-aches or start to wet their bed. They may find it difficult to sleep, have temper tantrums and start to behave as if they are much younger than they are. They may also find it difficult to separate from their abused parent when they start nursery or school.

Older children react differently. Boys seem to express their distress much more outwardly, for example by becoming aggressive and disobedient. Sometimes, they start to use violence to try and solve problems and may copy the behaviour they see within the family. Older boys may play truant and start to use alcohol or drugs (both of which are a common way of trying to block out disturbing experiences and memories). Girls are more likely to keep their distress inside. They may become withdrawn from other people, and become anxious or depressed. They may think badly of themselves and complain of vague physical symptoms. They are more likely to have an eating disorder, or to harm themselves by taking overdoses or cutting themselves. They are also more likely to choose an abusive partner themselves.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right if they see, hear or experience the effects of abuse. The change of children now being identified as victims rather than witnesses is a significant change which place paramount importance upon children in such circumstances, for their needs to be greatly considered and the highest quality of support to be provided.

What are we going to do as a partnership?

The Early Help Partnership Network will work to:

- Place the impact of Domestic abuse on children and victims as a central issue at the heart of Early Help work with a focus on understanding and taking into account Adverse Childhood Experiences (ACEs) within the context of a partnership wide approach to trauma informed practice.
- Increase uptake and provision of standalone Domestic Abuse and Parental Conflict training and development for professionals across all organisations including the use of Routine Enquiry and understanding of cultural differences across the partnership. We will further develop our skilled workforce across the early help partnership network

- Ensure that an effective Early Help and Prevention whole family delivery model for domestic abuse and parental conflict is in place that considers risk reduction through effective safety planning and ensures victims, children and young people are able to access support interventions
- Increase the number of organisations identifying Reducing Parental Conflict and Domestic Abuse Champions and being part of the network to promote culture change and improve agencies identification and responses to parental conflict domestic abuse
- Ensure a robust and consistent approach to parental conflict, domestic abuse, challenging gender inequality, sexual stereotyping, anti-bullying and healthy relationships is an integral part of mandatory PSHE curriculums across schools, colleges and Hull University enabling more children and young people to grow up understanding what makes a healthy relationship.
- Develop a comprehensive communication and marketing strategy to raise the profile and awareness of domestic abuse and parental conflict through campaigns, toolkits, social media, access to information etc, for example the 'Relationships Matter' website and Cut-it-out campaign.

Who needs to be involved?

- The Community Safety Partnership (CSP) Strategic Domestic Abuse Partnership and the Children and Young People's Sub Group via a comprehensive Action Plan
- The above groups involved a wide range of key partners from across the public and voluntary sector. For CYP this will include Children's social care, Humberside Police, Health Visiting and School Nursing services, midwifery, early years and education representatives, Council Early Help services, the HSCP, Women's Aid, VCS Youth organisations, and others
- All Early Help partners involved in the delivery of early help and prevention work

What would success look like?

- More widespread use of the domestic abuse minimum standards and the application of resulting learning
- Increased uptake of the partnership wide training offer across all partner agencies
- Increased identification of the early signs of parental conflict and domestic abuse and evidence of more action being taken within Early Help plans to tackle the early signs
- Reduction in contacts and referrals relating to domestic abuse coming into EHASH

5. Supporting vulnerable adolescents at risk of anti-social behaviour or criminal activity

What is the issue we are trying to address?

- Adolescence is a time of change. A powerful combination of biological, psychological and social changes make adolescents more likely to engage in risk-taking behaviours than children or adults, and these changes contribute both to opportunities for healthy growth and the risk of negative outcomes including anti-social behaviour and criminal activity. Experimentation and impulsive behaviour are part of normal teenage experience. With support, most young people navigate these challenges and emerge as healthily functioning adults. However, for some it is more challenging and the interaction of individual, family and environmental factors can greatly increase a young person's vulnerability to risk and the potentially adverse consequences of risk-taking, such as being at risk of Child Sexual Exploitation or Criminal Exploitation.
- Partners in Hull, working with the Police regularly identify a number of locations where there have been crime and antisocial behaviour associated with groups of young people. In addition to low level criminality, locations across the city have been identified as hotspots for Child Criminal Exploitation (CCE) with known Organised crime groups (OCG) operating in the area, Child Sexual Exploitation (CSE) and areas which are associated with arson and anti-social behaviour.

What are we going to do as a partnership?

We have developed a new three step process for identifying and supporting at risk adolescents:

- **Step 1 of the process will be identification** of at risk young people and information gathering from partners.
- **Step 2 of the process will be a partnership intelligence sharing** meeting and discussion of the the young people identified at risk
- **Step 3 of the process will identify the appropriate level of support** and diversion required for each young person.
- The following tiered approach is our suggested framework for all partners to use:
 - **Tier 1 (additional support)** – letter hand delivered home and ideally conversation with parents to highlight local issues, where and when the ASB is occurring and the risk this is posing to the YP. Details of YP passed to Safer Schools Partnership officer and YP will continue to be tracked.
 - **Tier 2 (targeted support)** - Team around the family (TAF) meeting will be arranged, at the school. School, Police and ASB should always be key agencies at the meeting. Outcomes Star and Early Help Plan will be completed. Cases can be taken to Locality EHAM's for further support.
 - **Tier 3 (specialist support)** – already working with statutory services. Information shared with Social Worker or Youth Justice officer.

Which partners and services will be involved?

- This work will be led through a range of partnership work including via the Contextualised Safeguarding Strategic Group, The Hull Youth Justice Management Board and specific working groups focused on reducing First Time Entrants to the Youth Justice System
- Key partners include – Humberside Police, Hull Youth Justice, Neighbourhood Nuisance, Integrated Youth Services both Council and VCS, CYP Substance Misuse Team, School Nursing, Schools, Housing, Parks and Open Spaces, Children's Social Care, the Vulnerable, Exploited Missing and Trafficked Team (VEMT), Adult Social Care, Emotional and Mental Health Services

What will success look like?

- Fewer incidences of anti-social behaviour, gang-related activity, CCE or CSE in identified hot spot local areas.
- Fewer first time entrants to the youth justice system.
- Earlier identification of at-risk adolescents reduces numbers at higher tiers.
- Lower levels of NEETs, risk of NEETs and youth unemployment



6. Children and Young People's Emotional Health and Well-being

What is the issue we are trying to address?

- Children and Young People have experienced deteriorating mental health over the past two decades and the significant disruption and uncertainty caused by the Covid-19 pandemic has put more CYP at risk of experiencing mental health and behavioural difficulties (Mansfield et al., 2021). Now more than ever there is an urgent need to ensure we have in place long term support for CYP in Hull both in school, home and community-based settings.
- The long-term impact on the city if not addressed could be significant. Recent research from the Nat Centre for Social Research evidence that CYP experiencing poor mental health are 3 x more likely not to pass five GCSEs compared to their peers. Pupils are facing a 'double hit' to their educational prospects as the Covid-19 pandemic has disrupted their learning and affected their mental health and the impact on CYP living in areas of deprivation will be higher due to other contributory factors such as child poverty levels.
- Emotional and behavioural problems, if left unaddressed, often persist into adulthood. Longitudinal research has shown that young people who experience persistent emotional and behavioural problems during adolescence are at greater risk of negative outcomes throughout their adult life, including increased risk of depression and anxiety during adulthood, poorer employment outcomes, and not in education, employment or training (NEET) status (Clarke & Lovewell, 2021).
- Implications for Hull, if not addressed will result in our attainment and poverty gaps widening and a detrimental impact on the future labour market, with young people experiencing mental health issues facing a huge barrier to employment opportunities in Hull. We already know through our work in the Youth Hub with DWP that mental health issues in young people 18-24 are the main barrier to accessing and sustaining employment.

What are we going to do as a partnership?

- Review and evaluate the lessons learned from Headstart Hull Programme with all partners and agree the future plans and funding arrangements from Summer 2022 as a partnership between Hull City Council, NHS Hull CCG and Humber Coast and Vale ICS
- Continue to work with all schools to support and develop their own whole-school approaches to supporting Mental Health and Wellbeing. This will be supported by the Mental Health Support Teams in Schools programme (MHSTs) and national Mental Health leads in schools training and development programme
- Ensure strong linkage to the focused work around 'First 1001 days' to ensure 'the best start in life' for all children has a positive impact on their later emotional and mental health
- Continue to ensure the Hull Thrive Partnership Group proactively coordinates, plans and implements an integrated approach to supporting the emotional and mental health and wellbeing of children and young people, working collaboratively with the Humber Coast and Vale ICS
- Ensure we have targeted support available and readily accessible for identified groups of children and young people e.g. those at risk of NEET, engaging in risky behaviours etc, strongly linked to the priority focused on Vulnerable Adolescents

- We will continue to embed the Headstart Hull Vision - "Enabling children and young people to have positive mental health and wellbeing, thrive in 'their communities' and to 'bounce back' from life's challenges" through ensuring that children and young people in our city have the following:

- A "Trio of Trusted Adults" – in the school, community and at home
- Aspirations for the future – Children and young people and family
- Confidence and self esteem
- Positive Peer Networks – friends they can rely on and support each other
- Stronger Family Networks

Who needs to be involved?

- All members of Hull's Thrive Partnership Group, led by NHS Hull CCG and Hull City Council CYPFS, with particularly strong roles for:
 - Children and Adolescents Mental Health Service (CAMHS), delivered by Humber Foundation Trust
 - Primary and Secondary Schools and the MHSTs
 - Other education providers – Special Schools, Alternative Provision, Post-16, Early years settings
 - Health partners including school nurses and health visitors
 - Voluntary and Community Sector organisations e.g. youth organisations, MIND,
 - The whole Early Help Partnership Network have a role to play – Family Support Workers, Refresh, Emotional Resilience Coaches, Hull Youth Justice Service, the Youth Hub, Connexions PAs, Social Workers, and many more

What would success look like?

- Socially significant improvements in the mental wellbeing of at-risk children
- Reduction in the onset of diagnosable mental health disorders
- Improved engagement in school and improved academic attainment
- Reduced engagement in risky behaviour e.g. substance misuse, child exploitation, Teenage pregnancy, bullying,
- Improved employability



7. Positive activities to support post-pandemic participation and wellbeing

What is the issue we are trying to address?

- Many children, young people and families will need ongoing support as we emerge from the latest lockdowns to re-engage in their communities and participate in positive activities. Community and voluntary organisations have already played a vital role during the pandemic in providing support in their local communities. We now have an opportunity to build on that support through the national expansion of the Holiday Activities and Food Programme (HAF) so that children in receipt of school meals can access free healthy meals and enriching activities during their holidays.
- We know that school holidays can be pressure points for some families because of increased costs and reduced incomes and some children are more likely to experience 'unhealthy holidays' in terms of nutrition and physical health and are less likely to access fun activities. A well organised and co-ordinated city-wide programme of easily accessible free activities and clubs can help address this.

What are we going to do as a partnership?

- The partnership will build on the successful summer holiday provision in Hull by delivering the new national Holiday Activities and Food programme over the Easter, Summer and Christmas holidays in 2021.
- The Early Help and Prevention partnership already has a strong track record in delivering successful holiday activity provision and there are a number of lessons we will draw on to inform planning for 2021 and beyond. We expect much of the initial provision will have to be delivered in a COVID secure way with a strong virtual presence with virtual content supporting in person delivery when this is possible. Our experience last year shows that outreach activities including some small open-access and group sessions, in line

with safety regulations, were well supported by the development of activity packs (physical activity, cooking, arts and crafts, nature) that also encouraged families to participate in healthy activities at home. We expect to take a similar approach to delivery this year.

- We plan to offer support to help map and co-ordinate activity across the city to work with voluntary and community sector partners to identify any gaps and ensure all of the provision we are delivering meets the required standards and offers young people the support we want to see. We will appoint a city-wide co-ordinator and central co-ordination team as well as three locality co-ordinators to lead the work.

Which partners and services will be involved?

- The programme will be led by the HAF Steering Group, a multi-agency partnership including the Council (CYPFS and Public Health, Neighbourhoods and Housing), Hull Culture and Leisure, the VCS, Schools, Early Years partners, Street Games UK, Active Humber, Fareshare Hull, Hull Food Partnership, Back to Ours, Hull Catering, Office of the Police and Crime Commissioner
- Central co-ordination team based in the Council's Early Help Service

What will success look like?

- A comprehensive activities and food programme available across all identified holiday periods
- High rates of engagement from all children and young people and especially those eligible for Free School Meals
- Positive engagement and co-production of activities with young people
- Evaluation shows that engagement in holiday activities supports increased levels of physical activity, healthier eating and improved emotional health and emotional wellbeing

Healthy Holidays Programme

Beach Days



Play Days



Sports and Activities



**To find out more
about Early Help,
please visit:**

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



Hull
City Council