

SERVICE GUIDE

and performance
review 2019/20

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



INTRODUCTION

The majority of children in Hull lead happy and healthy lives, are part of loving families who take good care of them and support them to reach their potential. All children in Hull deserve the best possible start in life but unfortunately there are some who face disadvantages that affect their development, which impacts on their future potential, health and happiness. Providing 'Early Help' plays a vital part in offering these children and their families the support they need to reach their potential and keep them safe.

In Hull we have a rich city wide partnership of Early Help services who work to support families every day. These range from; our education settings who are so vital in providing learning and support for children, young people and families and which provide a safe place for children to thrive and learn; universal health services such as midwives, GPs and health visitors; the police teams across the city; and our vibrant voluntary and community sector partners.

This report provides a summary of the work carried out by Hull City Council's Early Help Services as part of a much wider Early Help partnership across the city.

These services work alongside partner agencies supporting children, young people and their families as part of a 'Team around the Family', helping them to reach their potential, prevent issues from escalating and enabling them to lead happier and healthier lives.

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

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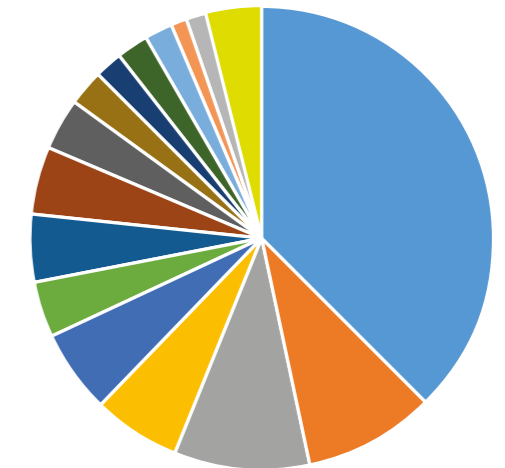


Number of referrals received in the year in EH help

8000

Reason for Referral - Early Help 2019 -2020 Presenting Issues

- 3019 Drop down from Children's Social Care
- 729 Family Dysfunction
- 751 Parenting Issues
- 498 Child with disability/complex needs
- 449 Young Person Mental/Emotional Health
- 329 Domestic Abuse
- 368 Parental Mental/Emotional Health Issue
- 378 Housing/Homelessness (Lone YP)
- 295 Family in Acute Stress
- 197 Special Educational Needs
- 155 Housing/Homelessness (Family)
- 183 Universal Children's Centres Services
- 140 Young Persons Substance Misuse
- 100 Vulnerable Pregnancy
- 101 Parental/Adults Conflict
- 308 Other



Family star assessments undertaken on

3182

people
 (1264 adults / 1918 children)

2554 universal episodes undertaken in the last year, i.e. home safety, introduction to services

The number of children registered across Early Help

35,884

The number of attendees at sessions in Children's Centres

5365

The number of parenting courses delivered

51

502 people accessed parenting courses

2600

times

1538 young people and 685 parents provided with mental health support through HeadStart Hull

2377 Transitions from Children's Social Care



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.

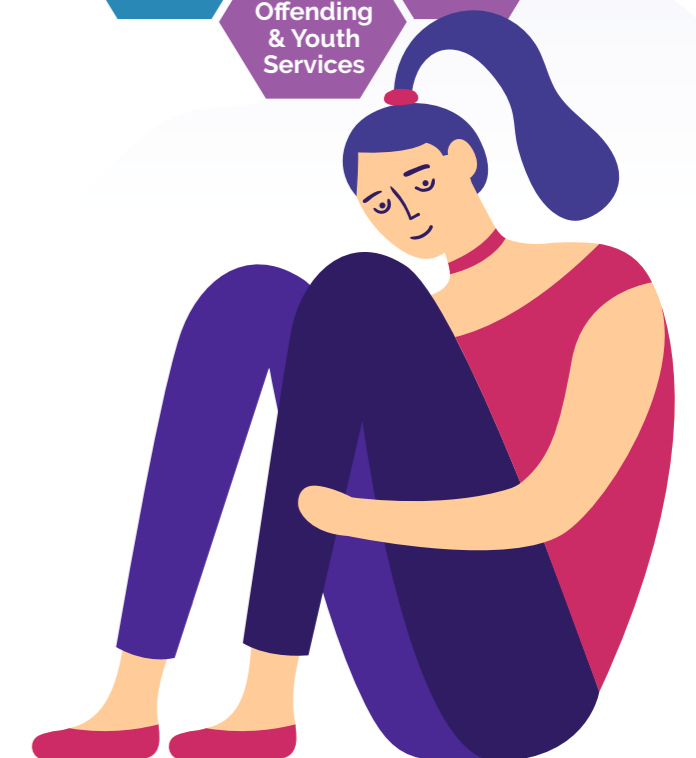
Early Help takes many forms from community support from family and friends, local businesses and community organisations; universal services such as nurseries; Schools; GPs; Midwives and Health Visitors, through to more targeted services. Some services will play a role in the provision of both a universal 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 Family Star Plus is the main assessment tool used by Early Help Family Support across Hull and is designed to support effective parenting.

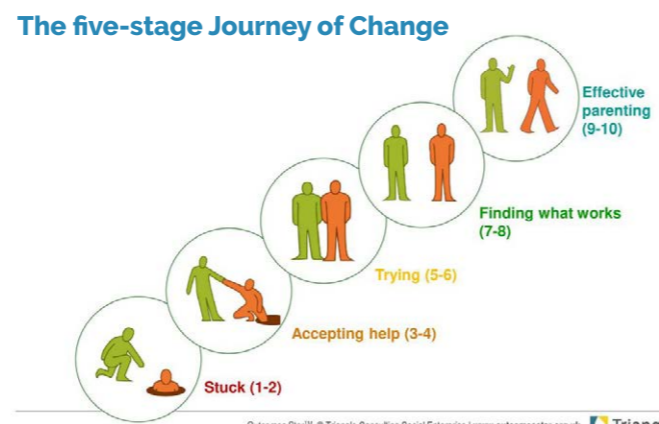
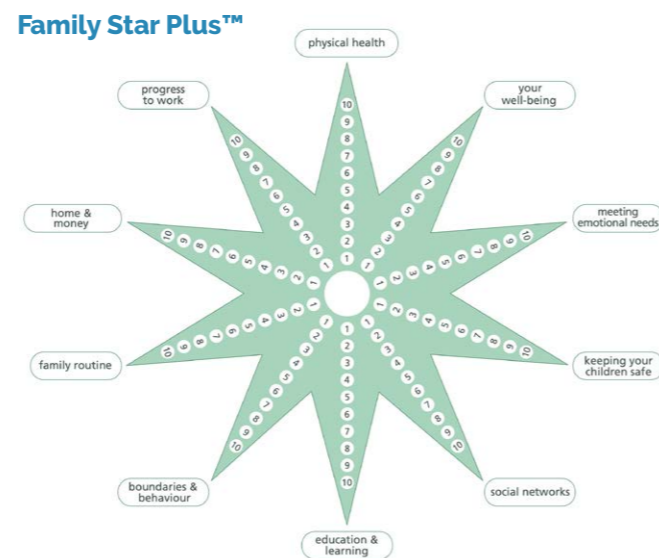
The Family Star Plus is embedded in the Early Help Module in liquid logic, and gives great focus on the parent themselves as well as their parenting abilities, whilst ensuring we are listening to the voice of the child and maintaining a focus on what life is like for the child.

The Family Star Plus covers ten areas of parenting essential to enabling children to thrive and in line with the UK Government's Troubled 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

The work undertaken with the family will progress through them through the Journey of Change. The family support worker uses action planning, giving the parents SMART targets. These will be updated every 6 weeks, so that families can focus on small steps if necessary building up to focusing on end outcomes, such as getting a job or home.

Long-term, sustainable change is built by taking steps towards fundamental changes in attitudes, skills, motivation and behaviours. The Star helps us to evidence these changes.



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:

184
(27%) by Children's Centres in the North Locality

96
(14%) by Children's Centres in the West

81
(12%) by Early Help Parenting

167
(25%) by Children's Centres East

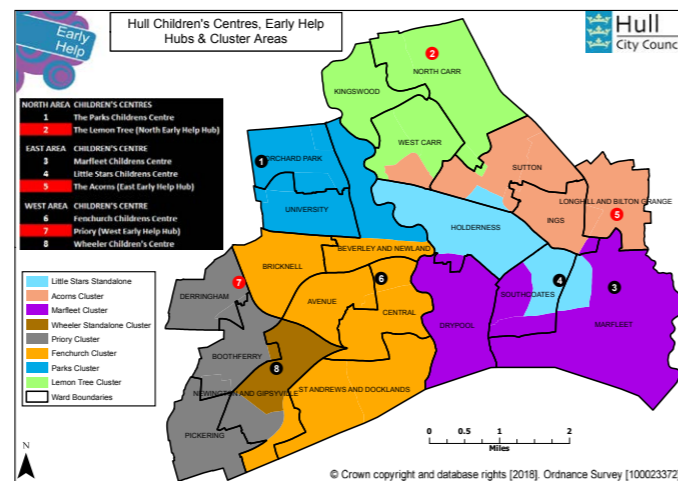
67
(10%) by Senior Early Help Family Support

The remaining 79 (12%) were completed by other Early Help departments including TPS, SEND, LAFSS and Early Help social workers.

We also use the My Star, Relationship Star, Attention Star and the Parent and Baby Star.

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.

The Early Help Delivery model focuses on a programme of change of co-ordinated, cost-effective, timely and tailored support for children, young people and families.

This support ranges from Universal to Targeted support including:

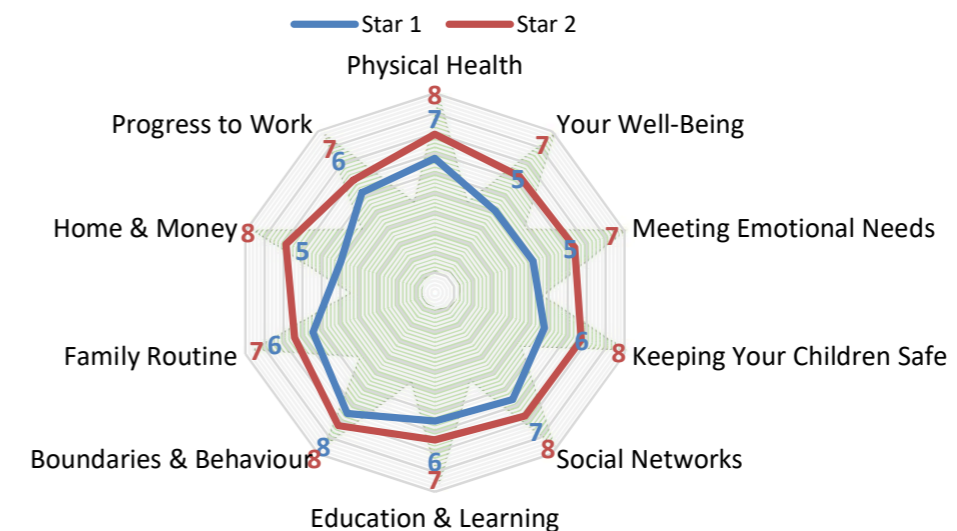
- Family and parenting support utilising the Family Stars assessment and a range of evidence based tools
- Parenting courses – Incredible Years, Family Links Nurturing, Triple P, HENRY
- Play and learning sessions which are linked in the Early Years Foundation Stage Framework and are planned around measured 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 2019-2020

Average of All Star Scores



Case Study

PRIORY CHILDREN'S CENTRE

Baby D living with mum and grandmother. Child O (D's half-brother) lives with his paternal great-aunt and stays with mum and Baby D on weekends and in school holidays.

There were concerns around mum's mental health further to the birth of her older son, as she had experienced significant post-natal depression. This however was seven years before her little girl was born, and mum was in a more positive place in terms of support and mental health and wellbeing, her family support networks and professional support. Mum and the baby are residing with maternal grandmother and they have the support of wider family.



Priory Children's Centre:

- Supported mum to register her daughter at the GP.
- Provided mum with Children's Centre registration forms and activity programs for both Hull and the East Riding as dad lives in the East Riding.
- Provided parents with car seat safety guidance and website links.
- Explained the value of responsive parenting, explained the latest safe sleep and bottle feeding guidance and gave resources from Lullaby Trust, Change for Life and UNICEF. This will hopefully ensure that her daughter is more likely to be having her needs met when she displays cues, as responsive parenting has been explained to mum. Mum did appear to gain confidence with regards to safe sleep, feeding and responsive parenting.
- Signposted mum to speak to Job Centre Plus to apply for the benefits she is entitled to following her daughter's birth, and supported mum to complete the forms.
- Provided mum with a supporting letter to housing.
- Mum expressed managing her older son's behaviour challenging when he visits. She was provided with Solihull online parenting course information and mum and her aunty signed up to the Family Links Nurturing course.
- Mum has contact details of mental health services and the children's centre so she can contact them if she begins to take to decline in her wellbeing.

Stay and Play

The Children's Centres run a wide range of 'Stay and Play Sessions' in all the Centres and remote venues such as libraries and community centres. The Dinosaur Club at Greenwood Library (see case study) is a great example, and we have approximately **40** different sessions a week running across all the centres. Last year **5369** different people attended the sessions, and they attended in total **22236** times.

Additionally to the above sessions we ran a wide range of community events, such as Family Fun Days and **2504** people attended such events.

Family Support

Over the past year we have had 2026 families with an open episode in Early Help. These are across the full range of teams including the children's centres, Senior Early Help Workers, Targeted Pregnancy support, the Early Help SEND team, Family Group Conferencing and the Parenting Team. These families will have been offered an Early Help Assessment which is primarily the Family Outcomes Star, which supports the family to make change in identified areas. Last year across our teams we undertook family stars on 3182 people, including adults and children.

Universal Support

Over the past year we have had 2554 'universal episodes open with families. This is a lower level of support which does not require a full family outcomes star assessment undertaking. This may be a one off piece of work such as a home safety visit, an introduction to the centre, or a one off parenting intervention.



Case Study

THE DINOSAUR CLUB

Dinosaur Club is a weekly play session facilitated by a Family Support Worker from The Parks Children's Centre, which creates opportunities for 0 to 5 year olds, for development and growth and links closely to the Early Years Foundation Stage Framework. Communication and Language is supported through songs and rhymes that are shared, Physical Development is aided by the wide range of resources available that require the use of fine and gross motor skills and Personal, Social and Emotional Development is encouraged through the mixing with peers and the chance to play alongside other children.

The adults who attend benefit from socialising with other parents from their local community as well as the opportunity to introduce their child/ren to a wide range of toys, resources and learning activities. Family Support Staff are on hand to offer any support, advice and guidance to families to meet their needs this could be help around toilet training, parenting strategies or signposting to other specialist services.

Over the last year 54 Children and 49 adults attended Dinosaur Club.

Many parents who come to the session tell us they enjoy the relaxed and welcoming setting of the library and many children take the opportunity to join the library and regularly borrow books.

Dinosaur Club has been running from Greenwood Avenue Library for almost 20 years and has been a consistent source of support for families with young children based within the heart of the Community.

The sessions are held at Greenwood Avenue Library every Wednesday during term-time from 10-11.30am, and are available for any parent/ carers to attend with children aged 0-5 years.



Parenting support through Children's Centre courses

Four specific parenting courses are delivered through children's centres through Family support workers:

Incredible Years

Incredible Years is a 16-20 week course for families with children aged 2 to 8 years old who are living with them or involved in regular contact and parenting. It is aimed at improving relationships, controlling emotions, modelling social skills and child directed play and enables parents to understand and effectively manage challenging behaviour. The Course covers the following areas:

- Understanding children and their developmental abilities alongside their social and emotional development.
- Learn to model social skills and persistence coaching methods through child directed play while having fun.
- Understanding developmentally appropriate expectations for your child - depending on the child's age, temperament and developmental abilities.
- Developing a Positive parenting approach, to improve relationships, effective communication and controlling emotions.
- Learn skills for family problem solving and managing conflict to enhance children's learning.
- Establishing rules, routines and children's responsibilities as well as ongoing monitoring and supporting children's achievement.

Seven Incredible Years courses were delivered across the city over the year, with 49 people completing the course. As an example of the direct impact of the work, we have focused on one course:

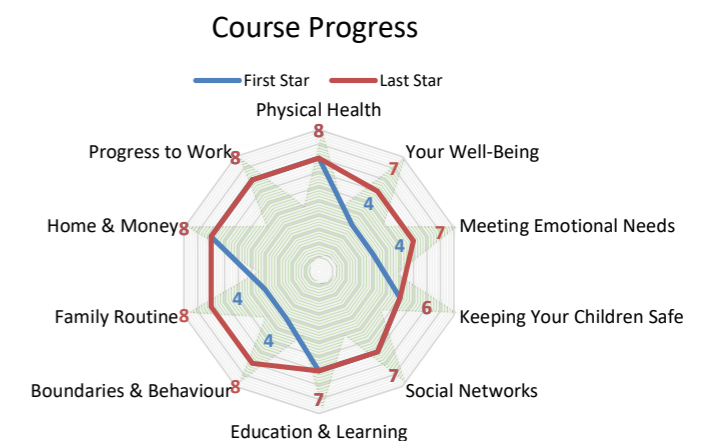
22 Parents Attended The Course In The West With An 81% Retention Rate

INCREDIBLE YEARS – WEST

Each parent completed a family star at the beginning and end of the course. Although parents score themselves on all 10 areas of the star, for the purpose of this parenting programme, the main areas of focus to demonstrate impact and positive outcomes are:

- Family Routine
- Boundaries and behaviour
- Meeting emotional Needs
- Your Well-being

The data highlights an improvement in the focus areas, showing a difference between the initial and final scores.



Improvements in Star Scores

3.6

Family Routines

3.9

Boundaries and Behaviour

3.2

Meeting Emotional Needs

3.7

Your Wellbeing

Family Star Plus	Physical Health	Your Well Being	Meeting Emotional Needs	Keeping your child safe	Social Networks	Education & Learning	Boundries & Behaviour	Family Routine	Home & Money	Progress to Work
First Star	7.7	3.5	4.1	6.3	6.6	6.9	3.6	4.0	7.5	7.5
Last Star	7.7	7.2	7.3	6.3	6.8	6.9	7.5	7.6	7.6	8.1
Difference	0.0	3.7	3.2	0.0	0.2	0.0	3.9	3.6	0.1	0.6

The parents also completed the Warwick-Edinburgh Mental well-being scale (WEMWBS) and Strengths and difficulties questionnaire, which showed all the parents expressed very low self-esteem to begin, with 100% showing this had raised considerably due to them engaging with other parents and working together. The course has built up their confidence to try new strategies and get support from the group. Parents described uncontrollable behaviours to begin, with more than 50% of the children at the end of the course gaining more strengths. Parents acknowledged this was a result of them using the strategies learned in the course to remain calm in a challenging situation.

Quote from parents:

“My confidence, my approach, my attitude and the tools to deal with T have improved, I feel we are all calmer and settled.”

“More confident in my ability to parent. I am more able to trust in my decisions and I have more ways to deal with challenging behaviour.”

“Emotional Coaching and teaching problem solving are a priority in my parenting approach – Time out helps us a lot, it allows my child to calm down and recognise the consequences of his actions.

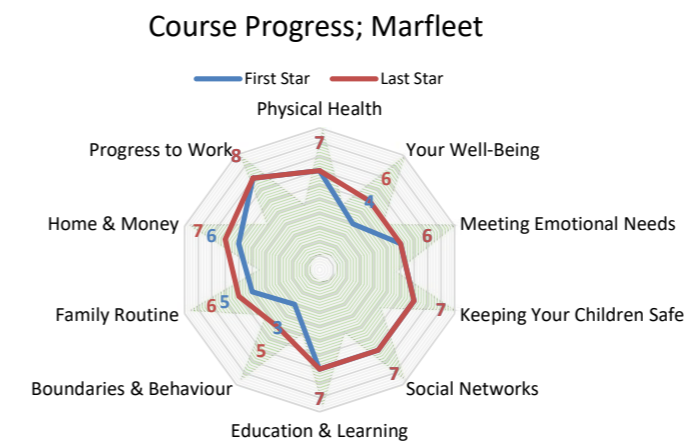
“Better relationships – Hubby, myself and kids plus sibling relationships, kids feel safer, happier more loved and secure. They are more open to show their emotions. They are more helpful with the house chores and with each other.”

Family Links Nurturing

Family Links Nurturing is a 10 week programme which aims to help adults understand and manage feelings, behaviour and become more positive and nurturing in their relationships with their children and each other. 25 people completed family links nurturing courses across the city last year and feedback from parents includes:

“My confidence was at an all-time low due to other things going on in my personal life. While there are still things that I need to continue doing with my children’s behaviour, things are gradually getting better and I feel like I am now the parent in what was a child-led home!”

The outcomes for families on the course at Marfleet Children’s Centre in October are demonstrated through the improved scores on the Outcomes Stars which the parents are asked to complete at the beginning and end of the course:



Positive Parenting Programme (Triple P)

Triple P is an approach that aims to help children develop to grow up to be healthy responsible teenagers and adults who feel good about themselves. It is a parenting and family support system designed to prevent, as well as treat, behavioural and emotional problems in children. One course was run in 2019 – 20. 7 parents completed this work, and there were 19 children between these parenting. 11 of those children were involved in social care at the beginning of the course but only 4 had a social worker by May 2020. Feedback was also very positive:

FEEDBACK

What has changed on your approach to your children?

“I now explain things better to them I ask them to do something rather than tell them.”

“I was very closed minded and thought my parenting worked but realised while attending the course I was more open minded to different parenting strategies which I have used and are working well.”

“I would encourage more parents to attend the course, glad I did it because it has helped me and my children. Staff were really good they helped me to understand everything.”

What impact has the Triple P course had on your family?

“It has made a difference on how we work and talk together as a family.”

“I am more consistent and confident to set boundaries and the children understand what is expected of them.”

HEALTHY LIFESTYLES TEAM

The Healthy Lifestyles Team is made up of Healthy Lifestyles Practitioners and Activators in each area of the city, based within Acorns, Lemon Tree and Priory Children's Centres, but working across all the teams.

The aim of the team is to support and promote healthy lifestyles for children and families in Hull. Focus is given to increasing opportunities for physical activity, improving cooking skills and confidence, knowledge and awareness of making healthy food choices and many more ways that families can have a healthy lifestyle.

In 2019 29% of Year Reception pupils in Hull were overweight or obese and 36% of Year 6 pupils in Hull were overweight or obese.



WHAT WE DO

Us Mums

Us Mums is a programme of physical activity sessions designed for pregnant women and new mums, particularly targeting those who lead a sedentary lifestyle.

The project aims to work with key health professionals such as midwifery, health visitors, and Early Help Children Centre staff, alongside physical activity professionals.

The support is designed to capitalise on a 'window of opportunity' at this unique life stage to support behaviour change in new and expectant mums. This consists of a weekly timetable of physical activity sessions delivered at varied venues across Hull, by qualified and experienced pre and post-natal trainers.

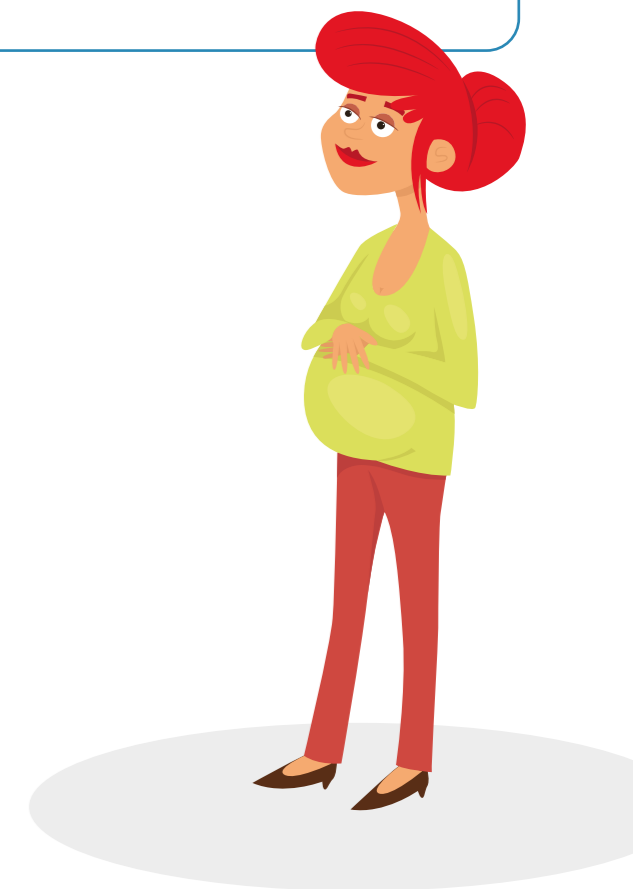
There is a timetable of physical activity sessions aimed at parent/carers of children 0-5 years, with multiple sessions running everyday throughout the week. These include parents and tots dance, rugby, football and gymnastics.

The team are key facilitators of the HENRY (Health Exercise and Nutrition for the Really Young) parenting Programme, co-ordinating the delivery of the sessions and the collating of all monitoring and evaluating. A new Pilot Henry Programme called Healthy Families Growing Up, aimed at parents/carers of primary school aged children has now been adopted by the team.

The team also supports a variety of family activities and sessions delivered from Children Centres throughout the year including Summer Holiday Sessions and undertakes a range of promotional activities to raise awareness of maintaining healthy lifestyles for families, working in partnership with settings and agencies including Day Care Settings, Primary Schools, Home Start, the LA Neighbourhood Teams and Youth Services.

The Healthy Lifestyles Team ran 20 different types of group activities last year and there were 67 different activities carried out in total.

1652 people attended those sessions, and we saw them 7186 times.



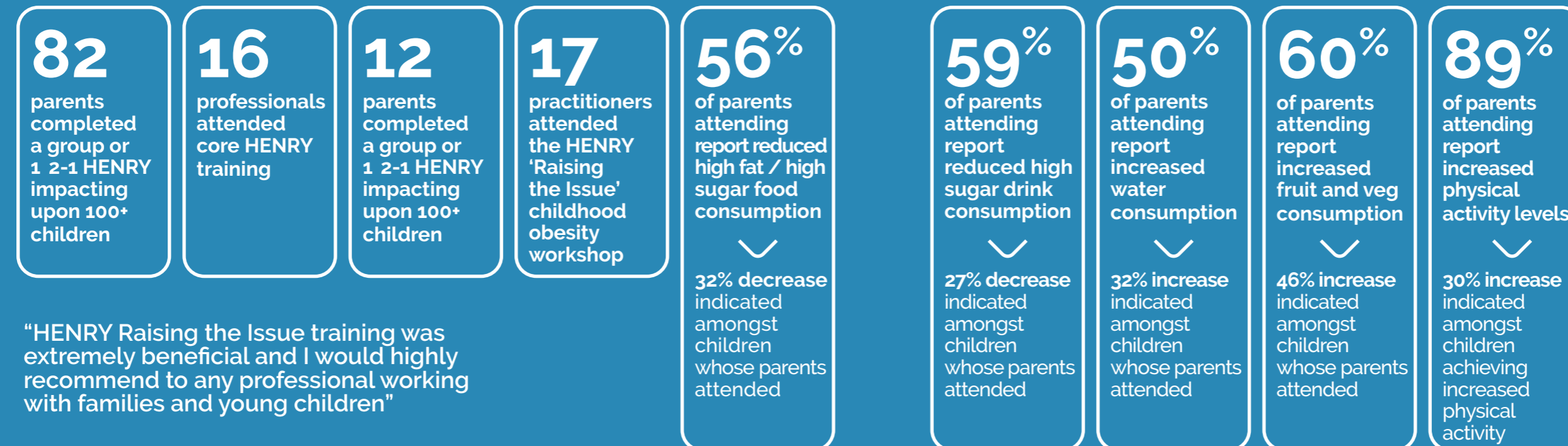
Case Study

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.

The following outcomes have been achieved through the HENRY programme in 2018-19:



"HENRY Raising the Issue training was extremely beneficial and I would highly recommend to any professional working with families and young children"

Caroline Clarke,
HEY Hospitals Trust -
Healthy Lifestyles Midwife.

Natalie is a parent with a one year old daughter who attended the HENRY course at Marfleet Children's Centre before going on to a Healthy Cooking on a Budget course:

Natalie says: "I'd recommend the courses. The fact they're free is amazing. They also provided a free creche, otherwise I wouldn't have been able to go. I moved to Hull with no friends here when I was six months pregnant and these courses at Marfleet Children's Centre have been great for getting support. It's nice to have people I can say hello to. I had postnatal depression and, although I didn't feel confident

in any area of parenting - I was winging it - I didn't necessarily think I needed to learn anything new. On the HENRY course, we did sessions on nutrition, behavioural, exercise and emotional wellbeing. It's been useful for all of us at home, including my husband and seven-year-old stepdaughter. We have a laugh with it. On the cooking courses, you get to take home what you've made. Next week, it's sausage and bean casserole, then oat and raisin biscuits. There are so many more courses I want to do now."

SENIOR EARLY HELP FAMILY SUPPORT WORKERS (PARENTING)

WHAT WE DO

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.

1st April 2019 to 31st March 2020

416
 families have been triaged to identify the right support.

60
 families already receiving other Early Help support received additional support from our practitioners.

Families assigned for 1-1 or pre course work:

228
 involvements for families where the children referred in were 0-11.

842
 involvements where the child referred in was 12-18.

45
 families were visited at the point of triage to establish more information by the team. The majority of these cases needed 1-1 support and co-ordination of other services in place to address barriers to parenting such as financial difficulties, mental health and additional needs.

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.

SINGLE PARENT MUM OF 13 YR OLD DAUGHTER

Mum was referred into Early Help from her daughter's school as 13-year-old L's attendance was 45% and declining. School were concerned about her education and emotional well-being. The school discussed with mum how best to support her and they agreed she needed Parenting Support due to her relationship breaking down with her daughter.

Initial Assessment

I spoke to the school and mum to gain more information. The school informed me mum may have additional needs, as she struggled to read or write, so phone contact would be better than sending a letter. L's teacher said mum did work alongside school when she struggled to get L to attend school. When I rang mum she told me she found it extremely difficult emotionally and the relationship between them was becoming volatile and at risk of becoming physically aggressive. Mum agreed to support a home visit.

Family Star Assessment and Plan

The Family Star Plus was completed with the Parent looking at all areas of their lives, which affected relationships and behaviour. The Assessment indicated the areas of Education, Parents Own Well Being, Boundaries and Behaviour and L's emotional Wellbeing, all scored 3 out of 10. This showed they were both struggling but were willing to accept help in improving all these areas to improve their relationship and also school attendance.

Plan

Mum agreed to weekly support, as well as attending Strengthening Families Strengthening Communities (SFSC) Parenting group to support her emotionally, and increase her self-confidence. L was asked about her own wishes and feelings. She said she wasn't happy at school, she was also having anxiety attacks and was feeling depressed. She said she loved her mum but wished she would 'get off her case' so they could get on better. Both mum and L agreed to a referral to CAMHS and HeadStart Hull for L.

Mum attended the children's centre weekly, and was supported to help her rebuild her relationship with L. She was encouraged to arrange special time together once a week where they could do something they both liked to do together. Mum then started the SFSC course and met other parents who shared their own experiences. Mum said she it was good to be with other parents who understood how she felt without judging her.

Over time, L's attendance had dropped to 0%. Mum said she was feeling really stressed and low herself, things were difficult as home as L was at home every day now and mum was worried about being fined. Mum continued to attend the course and had a pamper night once a week with L which also involved ordering a Take-away.

Over the weeks mum attended the course, L had a youth worker via HeadStart Hull who met up with her weekly. She disclosed she had been bullied in school and had been self-harming. CAMHS picked up the case and started working with L. A Team around the Family (TAF) meeting was held and a decision was made to support L to move schools. The parenting worker supported the family to attend meetings until L and mum felt they could attend themselves. They continued to work on their relationship together as mum put new strategies in place for them both.

Outcome

L completed some work with CAMHS and mum had ongoing parenting support once the SFSC group finished.

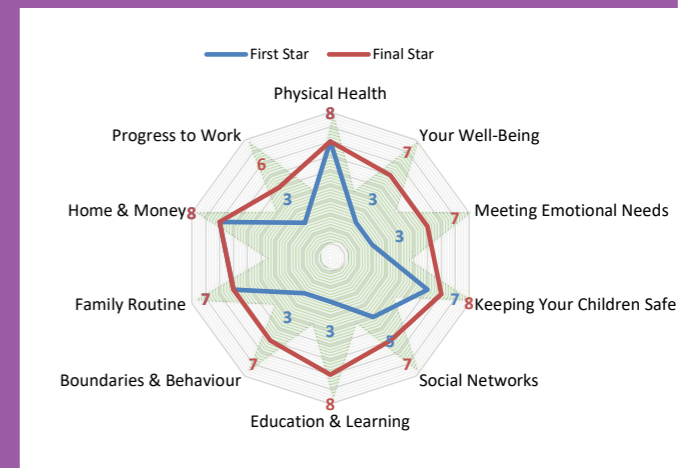
Mum said "I have become more confident and stronger emotionally and have gone back to volunteering in the community".

L started a new school on a reduced timetable at first. She said "things are much better at home, we are getting along better, I am much happier in my new school"

Closing Star Assessment showed Education score had gone from 3 to 8 out of 10

Parents Well - Being, Boundaries and Behaviour and meeting L's emotional Wellbeing had all moved from 3 to 7 out of 10.

The case was closed to Early Help with the parent's mental health in a better place and the Youth in full time education with no concerns. The parents own progress towards work improved as she started volunteering which would give her more self-confidence, experience and a reference towards work.



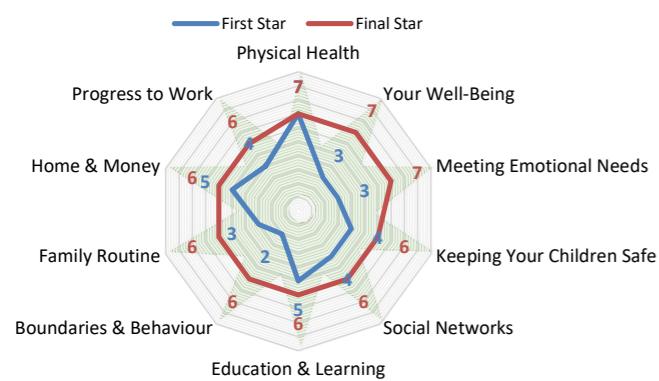
Feedback from a parent who attended SSF:

"I went to court to have contact with my son; I was really struggling to get contact. The course really made me think about putting my kid first, the teachers were understanding and really listened to me. I am now signing up to do another longer course to help me with contact with my son. It is still supervised at the moment but I have some great new ideas of how to make the most of our time together."



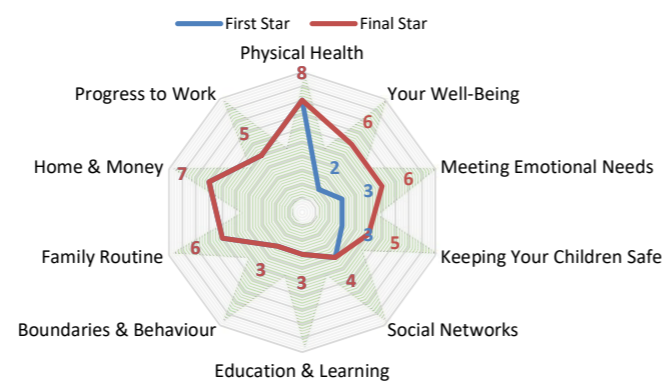
PRE AND POST EVALUATION STARS GROUP AVERAGE FOR PARENTING COURSES

SFSC Overall Progress



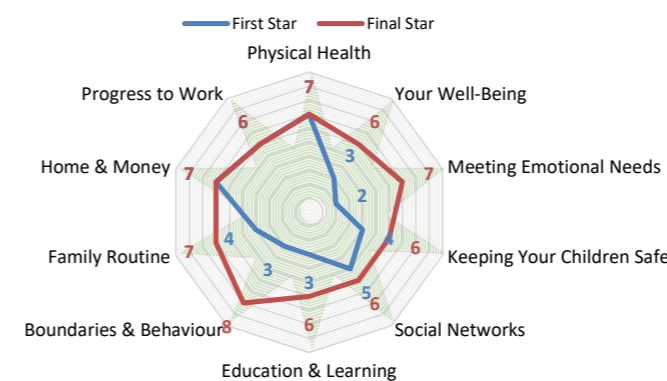
This is a holistic course covering most aspects of family life and therefore there has been a positive impact upon most areas of the Post Star assessments. Family Routines, Boundaries, and Behaviour strategies are delivered most weeks to promote positive parenting. It is positive to see these areas have 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.

SSF Overall Progress



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.

SF 10-14 Overall Progress



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

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.

370
(ADULTS & CHILDREN)
Early Help Assessments started

370
(ADULTS & CHILDREN)
Early Help Assessments completed

408
(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.

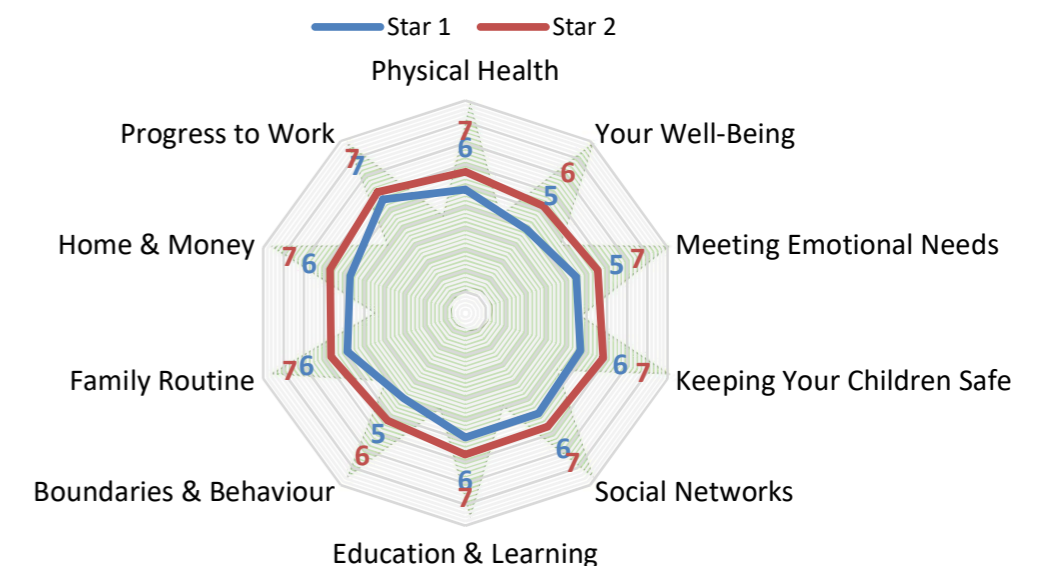
- Support in delivery of evidence based Parenting Programmes, e.g. SF10-14, SFSC, RESPECT.
- Working in partnership with schools in order to identify young people not meeting the 90% attendance criteria and identify the barriers to this.
- Working in partnership with Neighbourhood Nuisance Officers and 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 where 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



Case Study

12 YR OLD GIRL REFERRED BY CAMHS

R is a 12 old girl, who lives with her mum and 2 sisters, aged 14 and 5 years.

Mum contacted CAMHS Crisis Team as she was worried about her daughter's behaviour and mental health. R was displaying aggressive behaviours towards her sisters and mum and would threaten suicide when challenged about this. Mum was at a loss of what to do and frightened of what R could and would do. R did not meet the threshold for CAMHS intervention and she was informed that a referral to the Early Help Team, 11-19 years would be most appropriate. Mum was initially concerned that the service would not meet R's needs and felt that only the support service of CAMHS could help.

Following a Family Star Assessment and also a My Star Assessment with R, one to one work was undertaken on a weekly basis with mum and R, leading to work with mum and R together then including the full family.

Mum undertook some on line parenting work, which was further supported in her one to one sessions with parenting strategies and safety plan work completed. Let's Talk information was given to mum who contacted and engaged with them for emotional support for herself.

R engaged in 10 sessions with the SEHFW and felt the one to one sessions gave her time to speak to someone independent and talk through issues. Work covered anger management and de-escalation techniques, making positive choices, understanding the changes to her body and development and

how this impacts on her emotions. Also work around the impact of her behaviour on her siblings, especially the 5 year old who was starting to mirror her and how this affects the family dynamics. R acknowledged and was able to reflect on her behaviour and has made positive steps to change, these also include joining a local football and rugby team to gain new friends and find a safe, positive activity to release her energy.

When the work ended with the SEHFW, a referral was made to the HeadStart Hull Emotional Resilience Coach to build on the work. Without the support from the SEHFW initially and the time given to develop a working relationship, R would not have consented to engage or seen the positives of engaging with services.

R's sisters were offered support in school.

Work with the family started in October 2019 and concluded in January 2020. Both mum and R felt the time with the SEHFW has been successful and beneficial, seeing a marked improvement in their relationship and felt they had the tools and knowledge to resolve their issues in future. R's siblings feel home is a more relaxed place to be and have enjoyed been able to do things as a family again.

FEEDBACK

"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

"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 yrs

"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





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"

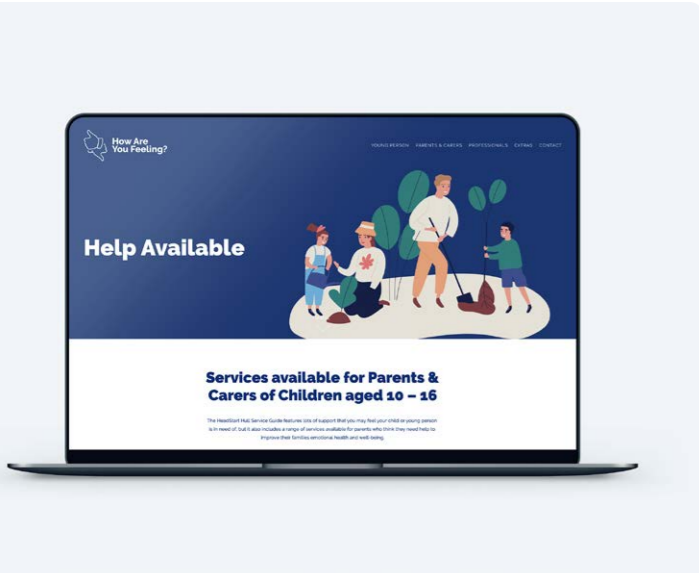
FEEDBACK FROM PROFESSIONALS

"**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:

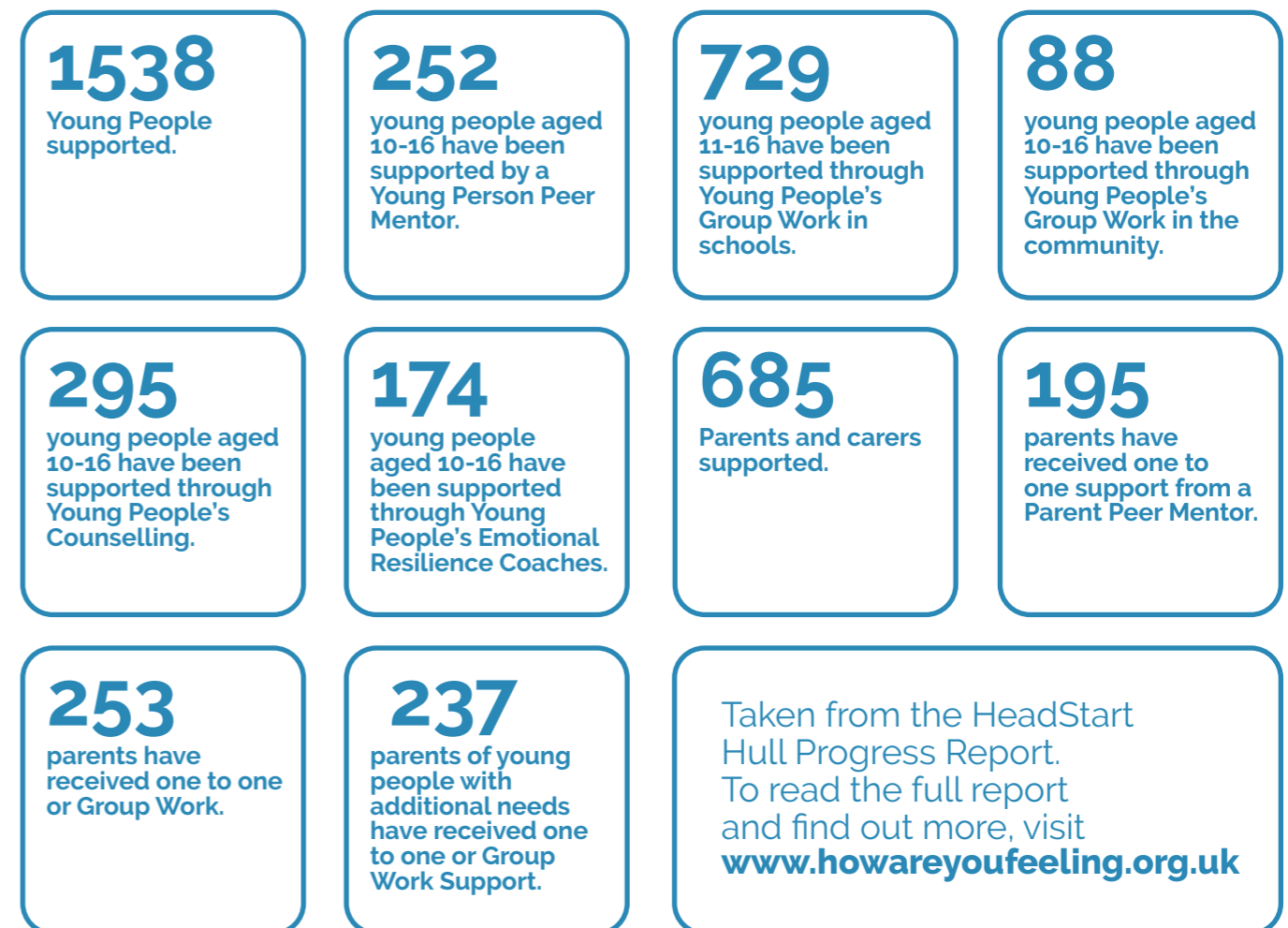
- **Campaigner.** Helping to campaign on issues that impact young people
- **Consultant.** Visits youth centres and events to see what issues affect young people
- **Funding panel member.** The funding panel decides which youth projects get funding to improve emotional health.
- **Planning rep.** An 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



Numbers supported – Targeted Early Help



Performance Indicators



YOUTH DEVELOPMENT SERVICE

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

One to One work

Additional tailored support or intervention to meet a young persons identified needs and issues. Access is often through referral. One to One work can also be 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 is sometimes by referral.

Large group work

Universal/Open Access Offers a consistent community based opportunity for young people to participate by their own choice in interest groups or social groups on an open door basis. 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 in local parks, cafes and shops, or where they are meeting up with others. This can be through an informal or pre-planned approach.

Voice and Influence

Young people having a say in their service is the thread that runs through youth work. This includes having a say in how their club runs, what's on, recruitment of staff as well as campaigning on their issues.

The Hull Young Carers Project

is embedded within the CYPFS Youth Development Service and is part of the broader integrated Early Help offer. The Young Carers Project is an assessment and support service for young people impacted by caring responsibilities, and works in close partnership with a range of universal and targeted services across the City including internal Early Help services, schools, health services, and in particular community-based youth services.

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.
- 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 social 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



Supporting young people's emotional wellbeing:

Turn 2 Us is a universal offer for young people who would benefit from low-level emotional support. Turn 2 Us is available to all young people in every secondary school in Hull and gives young people the opportunity to talk to a youth worker during the lunchbreak. This is an open access service with no referral needed and is available within youth centres during the holiday periods.

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 one to one targeted support tailored to meet the individual needs of a young person. The emotional resilience coach will meet with a young person at home, in school or a venue of their choice. 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.

Young carers with formal assessments and one-one support
58

Individual young carers supported through social sessions
98

Young people supported through Emotional Resilience Coaches
174

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

Youth Development Service 2019/20 Data

Young people reached 2,881	Young people attendances 20,617
Young people outcomes 29,474	Young people engaged targeted one-one and small group interventions 563
Missing return interviews offered 313	Missing return interviews completed 210
Missing return interview follow-ups 76	My Star assessments completed 150
New young people with disabilities referred to social sessions 19	Turn 2 Us attendances 4,202

Youth Development Service 2019/20 Demographics

Age		Gender	
13 and under	1,563	Female	1,431 1,509 inc ERC
14 - 16	881	Male	1,450 1,516 inc ERC
16+	437		

Did you Know?

- Delivered weekly Turn 2 Us (Emotional Well-being drop in sessions) in every Secondary School in Hull.
- Contributed to the return interviews process for 210 missing young people and follow up work.
- Developed the offer for Young Carers in Hull and delivered the Young Carers Project.
- Recognised in the Local Government Association publication 'Developing an effective local youth offer' for good practice in partnership working and commissioning.
- Distributed food parcels to young people in need and developing their food skills as a FareShare partner.
- Coordinated the Summer Activity Programme 'Healthy Holidays 2019' which provided additional activities, events, and prevented holiday hunger in the most deprived areas of Hull.
- Coordinated and delivered the annual 'COOLture' event and 'Hull Youth Arts Festival' attracting over 1,500 participants.
- Astra and Route One Youth Centres (others pending) achieved the HeadStart Hull Mark of Excellence Award, which quality assures the standard of youth work support for young people's emotional wellbeing.
- Part of the team which led on the development and decision making on the Hull City Council 5 year Youth Commissioning Programme.
- Part of the co-ordination and delivery of 3 Hull Young Peoples Parliaments and supported the elected youth reps to have a voice locally, regionally and nationally.

Case Study

SMALL GROUP WORK –SMILE

K is 12 years old and lives at home with his polish mother, step dad and younger sister.

K recently moved from East Hull to West Hull following anti-social behaviour in the neighbourhood. K was involved with a disruptive group of friends who were thought to be pressuring K into criminal activity. K was of an understanding of this, which made him feel angry, and causing issues at home and at school. K was referred from an Emotional Resilience Coach, following the need for support on understanding his emotions, and building positive relationships. K was a well-liked new group member and had no problems settling in amongst the young people.

K started SMILE along with 3 other new young people, whilst he attended the group there were a few other young people that started along his journey. K was always very welcoming and friendly towards new young people and was always willing to build positive relationships with everyone.

K's presenting issues were his emotional outbursts and his difficulty in making new friends and sustaining them. During SMILE sessions we completed various activities that focused on these presenting issues. Whilst completing feeling exercises, K was able to identify why he found himself feeling angry. K began to unpick this anger and share with the group his reasons behind it. K was then able to share with the group how he felt about his current friendship group and the impact it was having on him and his family. We challenged K at times, to help him understand these feelings, and why his friendship group was having a negative impact. We completed a friendship exercise where he identified what a good friendship

was and made comparisons with his current friendship group. K identified 5 important people in his life and included his mum and sister within this. It was clear during this exercise, he began to realise how important his mum was to him and that he hated what his participation in anti-social behaviour would be doing to his family.

The team could see that as the SMILE sessions progressed, K continued to participate actively and would help others alongside him. K built a good rapport with some of the young people in the group, which meant that during sessions he engaged more and really appreciated some free time after the sessions with them.

K made sound progress during his time at SMILE and this was very much recognised by himself, his mum and the youth workers. K told the youth workers that he was appreciative of the support that had been given to him and he began to notice the change. K seemed a lot happier and said he really enjoyed attending the group. The team felt he had come a long way and developed a better understanding of his behaviour and the impact it was having on others and his positive interaction showed him what appropriate friendships were like. His mum was thankful of the work we had done with K and this was acknowledged after the SMILE group ended. K stopped hanging around with his previous friendship group, and was more confident when making friends with others.

FEEDBACK

"You can talk about how you feel and let out your feelings to improve your behaviour. You don't have to keep it to yourself."

Young man aged 14yrs who received Emotional Resilience Coaching

"SMILE helps me to be myself I really love the sessions and I have made new friends."

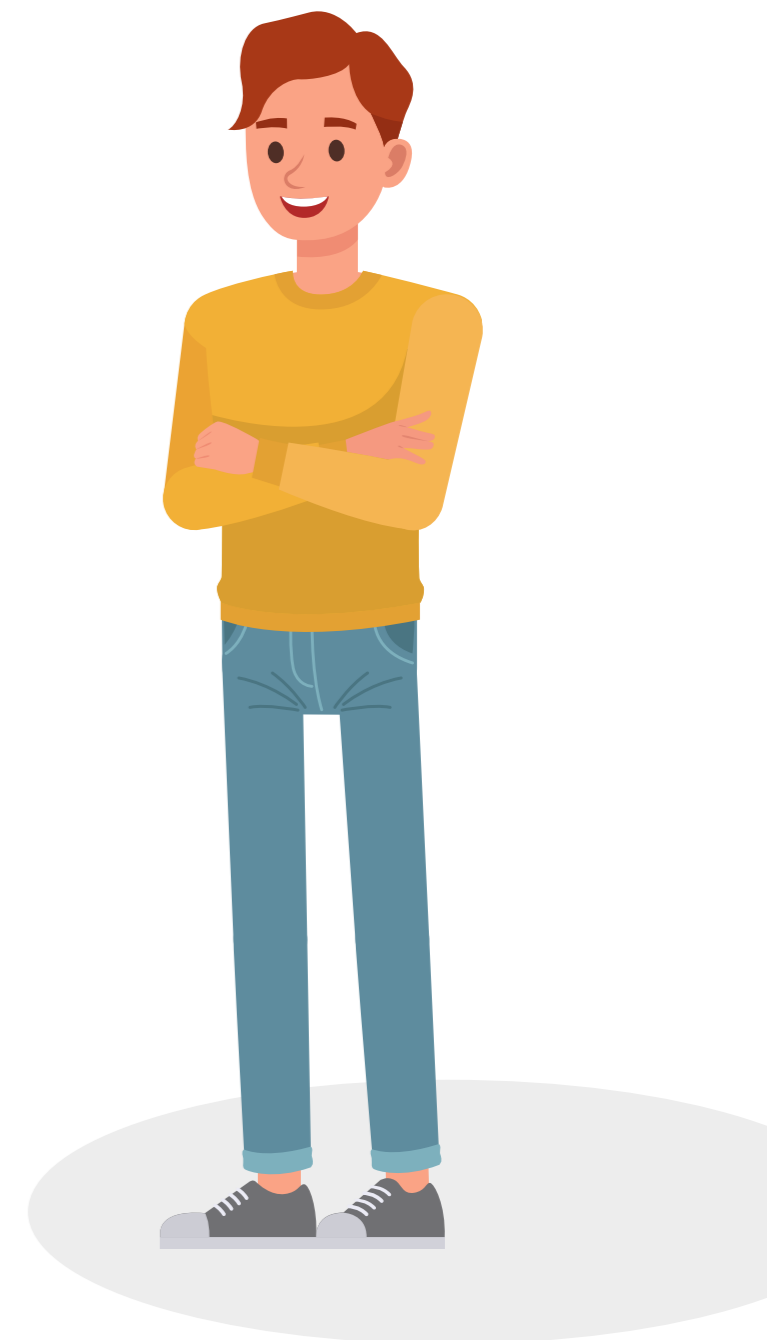
Young man aged 12yrs who attended the SMILE group work intervention

"I love going to club to be able to relax, de-stress, make new friends, and escape for a while, I don't do a lot without my mum but this has been great!"

Sarah aged 14

"Thank you so much, the young carer's club is a great thing for her because it is a well – deserved treat for everything she puts up with as a young carer. Thank for your support."

Feedback from parent.



EARLY HELP SEND FAMILY SUPPORT

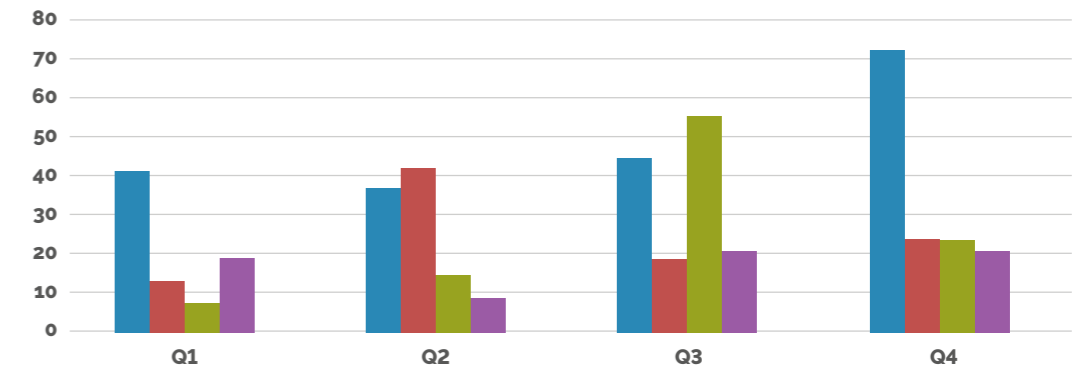
The Early Help (SEND) team consists of Early Help Family Support Workers, Early Help Family Practitioners and Early Help Care Officers, Leisure & Family Support Service (LAFSS)

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 by:

- Supporting the early identification of children with SEND in Hull.
- The coordination of Team Around the Family meetings, liaising with agencies on families' behalf, processing appropriate referrals, and signposting.
- Explaining reports and recommendations to families.
- Liaising with other agencies including KIDS, health, education, social care and the voluntary sector, to provide advice, information, emotional and practical support to families.
- Supporting families accessing specialist services or with multiple medical appointments, helping them prepare and co-ordinate the appointments.
- Supporting families to access direct payments via the short breaks disability panel.
- Assisting families in applying for benefits and allowances and provide information on entitlements, funding and grants.
- Maintain regular contact with families via home visits and telephone to suit individual family's needs.
- Provide opportunities to meet other families.
- Provide social events via LAFSS such as: Youth clubs & after school groups for children & young people with disabilities, SEND Swimming, SEND Disco's, SEND Movie nights and family days.
- Holiday activity programmes for children & young people with disabilities.

Early Help SEND Service 2019-2020



	Q1	Q2	Q3	Q4
Number of EHFSW SEND referrals	41	38	45	73
Number of assessments opened	13	42	19	24
Number of assessments completed	7	15	56	24
Number of families seen at drop-in	19	8	21	21

Case Study

Mum with a son aged 9, and daughters aged 15 and 7 years old. The son has shown difficulties with Social communication and Social interaction since the age of 18 months and mum believes he has Autism Spectrum Condition (ASC) and a sensory processing disorder, he is now awaiting an assessment for ASC.

He presents with aggressive and destructive behaviour and Mum struggles to cope with his behaviours in the home. Dad passed away several years ago and this has had a profound impact on the child. He has received support from Cruise Bereavement Counselling Service.

The Early Help Family Support Worker (SEND) undertook an Early Help Assessment using the Family Outcomes Star, supported the family through Team Around the Family meetings and an Action Plan.

The staff member worked closely with CAMHS to ensure the child received the correct level of support and the child currently attends weekly play therapy sessions facilitated by CAMHS.

Mum was supported with referrals for parenting courses that will support her to manage the behaviour of child, his poor sleep, improve family routine, implement boundaries and enhance family relationships. Courses identified were ASC and sensory, KIDS Sleep Service, stepping stones and incredible years.

The worker supported with funding requests to create a Dark Den for child with bean bags and Sensory equipment, this was to provide him with a place to escape when child is sensory overloaded or becomes angry.

The worker referred the family to agencies who provide summer activities, these included Special stars, Hull City Football club, Aim Higher and Maxifun club, and also for the KIDS Befriender Service.

What were the outcomes?

The child attended the CAMHS sessions with his mum, and the joint sessions focused on the importance of attending school and working on routines to enable this. He also completed one to one sessions around self-harm and harming others. He was booked onto numerous specialist activities during the summer to mix with other children and let out his energy. This helped him expand his social networks and create opportunities to learn and grow.

Regular TAF meetings were held to co-ordinate the needs of the child to ensure that support was centred on his needs. Mum is waiting for specialist parenting courses, Stepping stones, ASC awareness and incredible years.

He is due to start a Sensory processing assessment/therapy. This is an area of difficulty for child and the assessment/therapy will support mum and school to meet the needs of child.

School agreed an EHCP assessment is needed; EHFSW (SEND) will support mum with the parental views. This will lead to child receiving more support in school and obtaining better attendance.

Mum enrolled on parenting courses to improve her ability to work with child on his behaviour, improve family relationships and issues with sle



FEEDBACK

"I think my worker was amazing, she went out of her way to get me and my family the help we need."

"The Sensory Bag was fantastic, we couldn't believe it was a little bag but it just kept giving, it was like a Mary Poppins bag. Our son especially loved the squishy balls and string balls. Our son likes to be doing something with his hands all the time and these really helped to keep him calm and happy. We are very grateful for the sensory bag."

"Love what the support has done for my children and me. All the help we have received from you has got us where we need to be and opened us up to so much more support."

"The support I received was really good. I was helped straight away with no hesitation and nothing was too much trouble. The support given helped me so much."

"We have been on some fantastic trips over the years with LAFSS! Not only have you looked after our child for us who is severely Autistic with complex needs, but you have provided vital support for us all as a family. Things such as taking our child off for walks meant we could spend time with our daughter, who struggles with her brother's behaviours at times. The trips in the holidays make all the difference to our son who always has a smile on his face when he knows he is going out with you guys and that tells me everything! So I just want to say a massive thank you to everyone at LAFSS for all your help and support over the years, the list is too long to mention but I would be lost without you all."

Early Help (SEND) has played an active role in the delivery of the Speech & Language Therapy sessions running in children's centres over summer 2019.

Early Help (SEND) played a leading role in contacting families on the ASC waiting list and coordinating and offering advice and information drop ins to families awaiting assessment.

We run an all year round group and activity programme for children and young people with disabilities through the Leisure and Family Support Service (LAFSS).

Regular SEND Disco's are held at Bellfield House through LAFSS.

SEND Swimming @ Woodford Leisure centre and other groups/activities/sessions for children & Young people with disabilities year round.

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 People's 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.

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 Tenancy Team

The **Shared Tenancy 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 citywide 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 plan.

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.

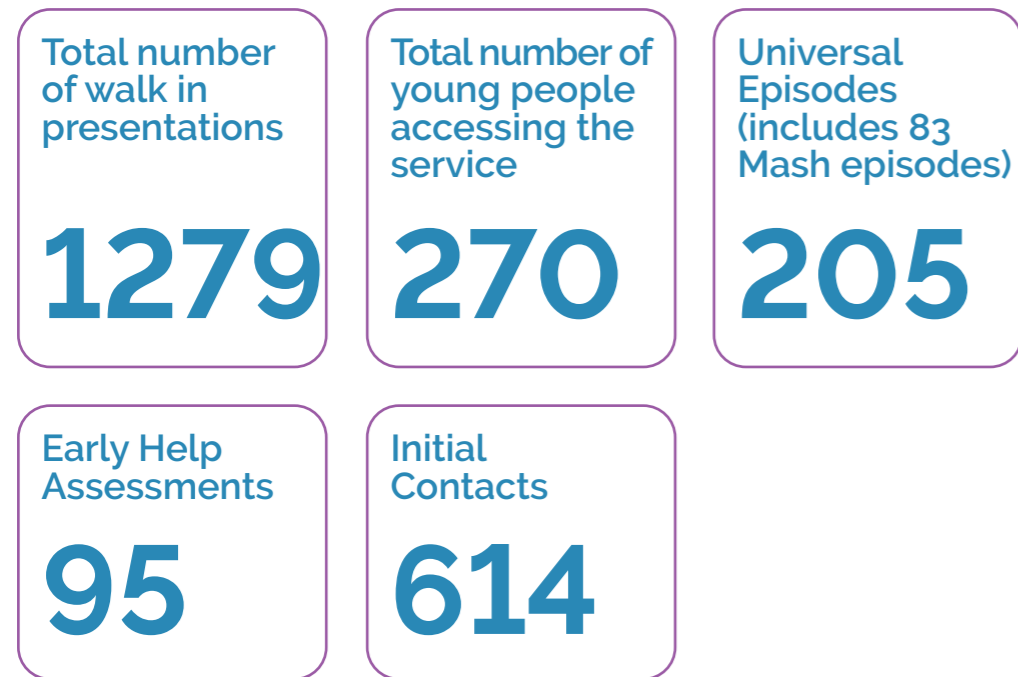
Upon completion, the participants receive an improved banding on the local authority Choice Based Lettings Scheme, which enables young people to access social housing and a small furniture package to help them get started when they move into their new tenancy.

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 2019 – March 31st 2020

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%	35%	71%
Managing your tenancy	0%	29%	71%
Managing Money	0%	29%	71%
Shopping and cooking on a budget	11%	46%	43%
Housekeeping and DIY	4%	29%	60%
Health and Wellbeing	4%	21%	75%
Community Awareness and Isolation	4%	50%	46%
Setting up your place	4%	21%	75%
Avoiding Debt	0%	11%	89%
ASB	4%	78%	18%

Shared Tenancies

The table below provides findings from reviewed Homelessness Outcome Stars completed between April 1st 2019 - April 1st 2020

Scale	Decrease	No change	Increase
Motivation and Taking Responsibility	0%	35%	71%
Self-care and Living Skills	0%	29%	71%
Managing Money	0%	29%	71%
Social Networks and Relationships	11%	46%	43%
Drug and Alcohol Misuse	4%	29%	60%
Health and Wellbeing	0%	29%	71%
Emotional and Mental Health	4%	50%	46%
Managing Money	4%	21%	75%
Meaningful use of Time	0%	29%	71%
Managing Tenancy	4%	78%	18%
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 was 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 led 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.



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.

ReFresh 2019/20 Demographics

Treatment (Specialist)

Age	
13 and under	4
14 - 16	46
16+	61

Gender	
Female	43
Male	68

Ethnicity	
Physical Health	3.81
Where you live	4.07
Being safe	4.05
White British	97
African	1
Other Asian	0
Other Black	0
Other Mixed	0
Other White	8
Other	1
Not Stated	2

Targeted

Age	
13 and under	4
14 - 16	46
16+	61

Gender	
Female	43
Male	68

Ethnicity	
Physical Health	3.81
Where you live	4.07
Being safe	4.05
White British	97
African	1
Other Asian	0
Other Black	0
Other Mixed	0
Other White	8
Other	1
Not Stated	2

Universal (Brief interventions)

Age	
13 and under	45
14 - 16	205
16+	521

Gender	
Female	297
Male	464

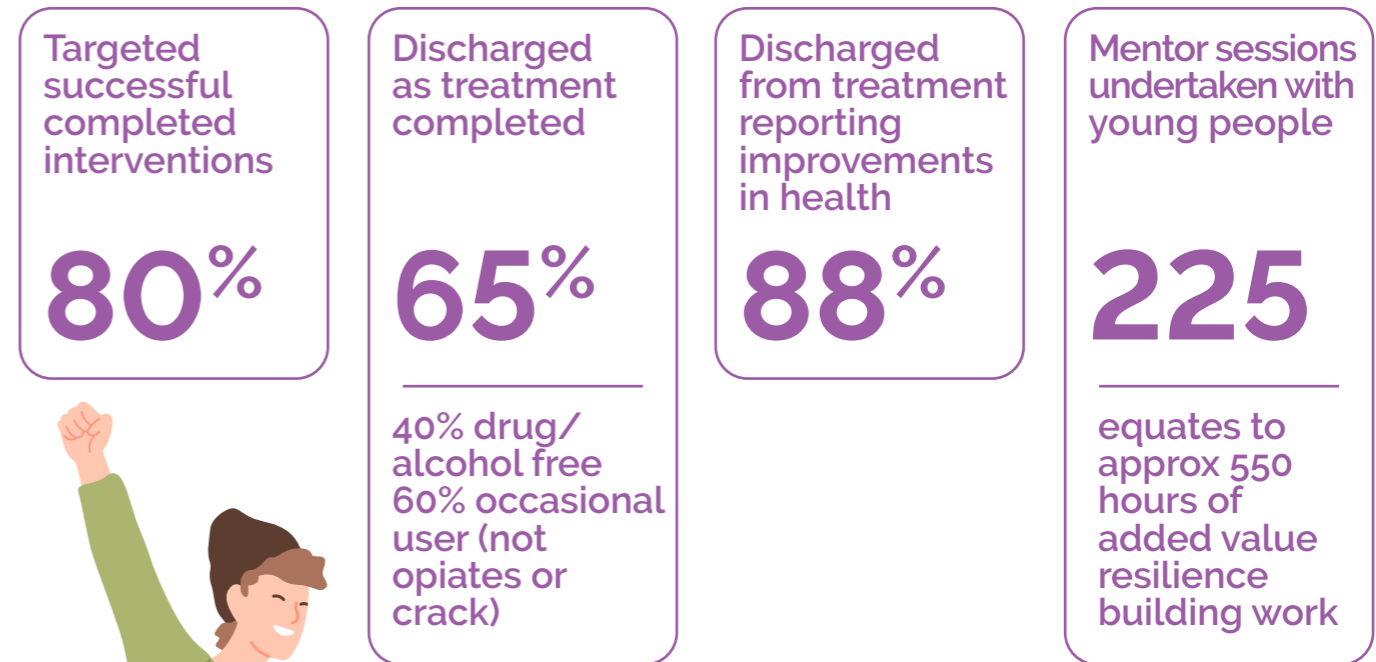
Ethnicity data not available for universal work.

ReFresh 2019/20 Headline Data

No of young people receiving:



ReRefresh 2019/20 Outcomes Data



EXAMPLE CASES

Example 1

A young person with very complex needs including a history of multi-agency involvement including CP Plan. Previously secured for mental health and from a family with complex needs, including mental health and substance misuse. Refresh was able to feedback to Core Group including CAMHS that she was not taking prescribed anti-psychotics or anti-depressants due to paranoia about their effects. She admitted that she self-medicated with cannabis. This concern regarding not taking prescribed drugs and her history of mental health and intrusive / violent thoughts was then fed to CAMHS psychiatrist and her lead worker was able to address this in future sessions and work collaboratively with Refresh.

Example 3

Young Person with ADHD / ODD / ADD. Attends alternative education. Problems at home due to demands and cost of him choosing to self-medicate with cannabis. Advice and support given to parent. Also utilised psycho-social range of interventions (MI, CBT) and YP has significantly reduced use from 3.5g, down to 1g a day. Also prevented him trying edibles (oral cannabis) due to education re psychedelic effects and potential impact on underlying mental / behavioural conditions. Improved school attendance and engagement fed back from school. Much more positive relationship with parents and reduced demands at home.

Example 2

A young person who chaotically and problematically uses cannabis. Involvement with HYJS due to offending. Untenable situation at home with Mum due to DV (him being the perpetrator) and criminal damage to property. The home was targeted by vandalism in the community due to drug debts and other problems. Young person expressed suicide ideation on a regular basis. Refresh work identified he had run out of anti-depressants and his behaviour had dramatically escalated regarding relationship problems with Mum and assaults, criminal damage in home and urges to use cannabis. Emergency appointment organised at GP and supported to appointment to get re-prescribed. TYS appointment made to explore alternative housing options and currently on waiting list for young people's supported housing provision – which both him and Mum want. Also supported to have benefits explained once independent living. Currently working to stabilise his lifestyle, sort out medications and address substance misuse alongside TYS and HYJS.

FEEDBACK

Young person who had completed treatment support with ReFresh
 "I appreciate everything you have done and helped me sort my life out, wouldn't have done it without your help. Thanks for everything."

"I really enjoyed these sessions. I couldn't speak in confidence to my parents or to a teacher about the things we discuss. I always remember what we've covered in our sessions and you've made a big impact on me." **Young person who had completed targeted support.**

Young person undertaking treatment support with ReFresh:
 "Refresh has been a great help as a few weeks ago I was homeless and getting out of my head to cope with rough sleeping and also self-harming... but Refresh got others involved and now I'm in a nice hostel and more settled. I want to reduce and stop drugs altogether and don't think I could do this without support."

Feedback from a secondary school where ReFresh were supporting one of their young people in a targeted piece of work due to parental substance misuse:

"I just wanted to express my sincere gratitude at the work being done with Jack in school. Jack has gone through a life time of issues, and many outside agencies have been involved with the family. Jack has never engaged with any of these agencies and has never trusted any of them, however the ReFresh worker has changed that and Jack is really happy to open up and be supported, I do hope this work can carry on as Jack will soon be leaving school and I won't be able to support him."



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 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 the 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.

The Early Help Social Workers have undertaken case discussions with internal & external practitioners regarding
420 children.

The Early Help Social Workers have undertaken home visits/welfare checks on
373 children and chaired TAF's or professionals meetings to support
169 children.

The Early Help Social Workers undertook targeted interventions to prevent
227 children escalating into social care.

467 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

Family open to Early Help supported by Children's Centre practitioner. Plan of support around mum accessing Mental Health support and providing advice and guidance around positive parenting.

Early Help practitioner has been working closely with school, housing, mental health and Early Help social worker, Kerry. EHSW worked with CC practitioner to create a safety plan, making all services and family members aware of their role in ensuring the children are kept safe, and minimising the impact of mum's mental health as much as possible.

Mum has previously expressed suicidal ideation, but has never acted on these thoughts and also self-harmed by cutting.

There are 4 children in the family home aged, 10, 7, 4 and 3

There had been concerns around a deterioration in mum's mental health and although she had support from her partner and extended family and support services, the current COVID-19 situation meant that the support was not available in the same way. Partner was working more hours and maternal grandmother was self-isolating.

Mum reported that she was struggling to cope with the children. She was feeling very stressed and recognised that she was shouting more at them, even though she was trying not to.

Following liaison with the mental health allocated worker it was agreed that a joint visit would be made to discuss with mum what support could be offered. Joint visit undertaken, children were seen and the level of risk assessed.

EHSW contacted the children's school to discuss the possibility of a place for the eldest 2 children as it was felt that this may alleviate some of the stress for mum and enable her to cope better.

Sadly, the school was only open for Key workers children as it was the Easter holiday and as the school did not have any children that fit the criteria, the school was closed. Further advice was sought and Philip Painter kindly offered to follow this up to try to find out how support from education could be provided.

The school then contacted EHSW to confirm that they were able to offer a school place to 2 of the children. Arrangements were made and these were discussed with mum, who was grateful for the support and felt that it would be very positive for the children, her eldest daughter in particular had expressed a wish to attend school.

School have raised concerns regarding the children's well-being resulting from mother's poor mental health, and requested the children to be stepped up to Children's Social Care for further assessment. EHSW discussed the case with supervising SW and it was agreed that the current plan was comprehensive and addressed the areas of concern. Stepping Up at this time was likely to increase mother's anxiety and could result in her dis-engaging with support.

EHSW is conducting weekly visits maintaining social distancing guidance. The 2 youngest children are seen at the visits, the older children are seen in school. Direct wishes and feelings work will be completed in school with the eldest children.

TARGETED PREGNANCY SUPPORT



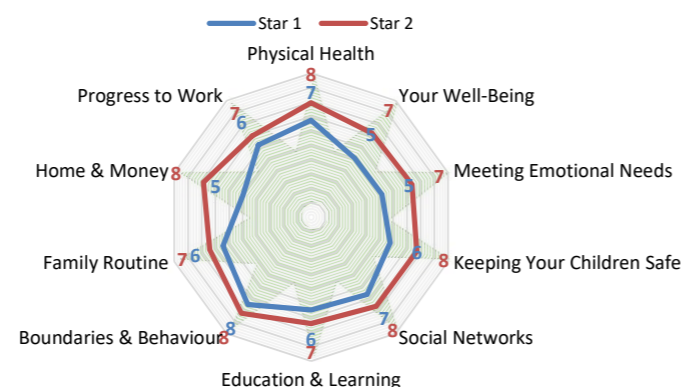
Targeted Pregnancy Support (TPS) is an Early Help service aimed at supporting vulnerable families during pregnancy. It works were possible to prevent families entering the social care system. TPS undertake a holistic assessment with families, providing and coordinating appropriate support and services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

WHAT WE DO

Early Help Senior Family Workers provide advice and support on a range of issues via one to one sessions and group work, this can include birth preparation, parenting, housing, 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. 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.

Targeted Pregnancy Support workers also undertake a supporting role within the Vulnerable Pregnancy Pathway. Any clients identified via the pathway who have met the threshold for a Pre-Birth Assessment are referred to TPS. A Social Care Plan and package of support is co-ordinated by the allocated Social worker which in turn underpins the Early Help Plan.

Average of All Star Scores



163 pregnant mums supported via vulnerable pregnancy pathway in 19/20 and 160 assessments undertaken.

FEEDBACK

“Without the support of my worker my child wouldn't be living with me today.”

“I was sofa surfing, pregnant and skint, without help things would have been very different for me and baby S.”

Case Study

The referral was made into the team by the midwife, identifying that mum was potentially vulnerable due to having had two children removed from her care previously.

Mum was 8 weeks pregnant and consented to support from Targeted Pregnancy Support Service. Mum was made aware of the potential need for a 'pre- birth assessment. At the time of contact, she was in a new relationship and so potentially in different position to previously.

Both mum and dad's mothers are alcohol dependent. Dad smokes cannabis, but 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 this loss. 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 her ability to meet the emotional needs of another person.

Mum suspects she may have experienced post natal depression previously, but accessed no support.

The TPS family support worker assessed mum and dads parenting capacity to meet a baby's needs. A package of support was put in place for mum to access emotional support with an aim to have stable mental health and to meet her baby's emotional and physical needs. Mum and dad needed a furnished home that was 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. The parents became aware of how to care for a baby practically.

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

An assessment was undertaken by Children Social Care due to concerns that mum had two children removed from her care. Throughout the assessment mum demonstrated a good insight and understanding into the reasons\concerns why the family may not be able to care for a newborn safely after the experiences of her first two children.

Mum, and the assessment, demonstrated she is now in a much different situation both practically and emotionally. Despite mum not receiving an adequate level of parenting herself she has been able to articulate well during sessions with TPS family support worker and the social worker.

Mum and dad prepared well for the arrival of their child and there were no concerns or reports relating to any Domestic Abuse within their relationship, which has been a concern in mum s previous relationship.

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

It was recommended that a Child in Need support plan was put in place to provide ongoing support for the family. Because of the support offered by the TPS worker and the team around the family, the child has remained in the family home and both parents are enjoying life as parents.

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 professional 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 & 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.

FEEDBACK

35 year old male (after hearing his children's wishes and feelings during a family meeting)

"I didn't realise how my children felt about me and how I behaved towards them."

28 year female

"Since agreeing a contact plan with my ex-partner things have been much more settled for the children."

10 year old girl (during wishes and feelings work)

"If my mum and dad make a plan then they need to stick to it."

43 year old female (during review process)

"We have never had the opportunity before to sit down as a family and discuss what's going on for us."

14 year old girl (after FGC meeting)

"It was good to be supported to get my points across."

Case Study

8 year old boy caught up in parental conflict due to contact arrangements between separated parents.

Mum self-referred to the FGC service due to the parental conflict and issues over contact arrangements regarding their son. If mum and dad couldn't sort out the contact and conflict they would be going back to court.

The boy lived with his mum, but had regular contact with his dad. Dad wanted 50/50 contact with his son, but mum would not agree to this. Also parents both had differing parenting styles that led to parental conflict that their son was in the middle of. Mum was seeking legal advice to resolve their issues.

The FGC Convener discussed the aims of FGC, which in this case was to formulate a plan with both parents around how to improve parental conflict so their son was not party to this and come up with an agreed contact plan in which they both agreed to.

The FGC Convener made several visits with both parents to gather information, address the parental conflict and gain the parents

wishes and feelings. Neither parent could come up with contact that they felt was fair at this stage.

The first FGC meeting was held between both parents to address the parental conflict in the relationship and share their son's wishes and feeling that he had consented to. Both parents agreed to a plan on what their son wanted and not what they wanted. It was agreed that there would be a review FGC meeting that their son would be invited to and he would be supported to report how he felt the plan was working around his wishes and feelings and consider if he wanted to make any changes or leave the plan as it was.

Both parents completed a parenting plan to resolve conflict around parenting issues and came up with a plan that met their son's wishes and feelings. Both parents agreed that when their son is older they will revisit his wishes around contact but at present they will listen to his wishes and that he is happy with how the contact is at present.

As the FGC meeting had been successful it wasn't necessary to take legal action.

1st April 2019 to 31st March 2020

Approximately

253

children referred into the service.

101

Family Group Conferences were held.

To find out more about Early Help, please visit:

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

