

Project		Nacro Osmaston Family Project	
Lead delivery partner		Nacro	
Theme	Improving life skills	Priority	2
Activity	Families and children 0-10	Budget code	
Project outcomes (from SLA)			
<u>Qualitative</u>			
<ol style="list-style-type: none"> 1. Children have the best start in life by being supported and enabled to develop their individual personality, talents and aspire to a successful life. 2. Young people fulfil their aspirations and dreams through being provided relevant opportunities. 3. Families are better equipped with skills to support their children through being empowered and supported. 			
<u>Quantitative</u>			
One - one support in the home to be offered to 70 parents we will provide support and encouragement to increase self-esteem and confidence and to signpost to further learning and opportunities			
Reporting period dates	July – September 2018	No and age of people benefiting from the service during the reporting period	New Parents 15 children 0-10 = 24 children 10 + = 3
Introduction			
The service provides support to parents who live within the defined BLT area.			
Parents are also identified and referred through links with local agencies including other agencies working in the area, local schools, Health Teams, Social Care and individuals who may self refer.			
The aim is to support and enhance family's relationships, to encourage families to spend time together taking part in activities that will have a long term benefit for the area.			

The service will support families both within the home and through telephone contact to start to embed the behaviour management techniques outlined in the Handling Children's Behaviour Parenting Programme

Activities undertaken during reporting period

Support has taken place in the family home on a weekly basis with telephone contact or text messages of support offered in-between.

Referrals for support this quarter have come from School, Children's Centres under 11's MAT's, safeguarding officers. Referrals give details of the issues within the family as well as risk assessment completed by the referral agency.

Each parent has an experienced family support worker who makes the initial visit with the referring agency to be introduced to the family. On the second visit a support plan is drawn up with the parents and set outcomes are agreed.

We use a solution-focused approach to support parents, it is a strengths-based approach, emphasizing the resources that people possess and how these can be applied to a positive change process. SFA focuses on strengths and 'life without the problem' rather than a detailed analysis of problem dimensions.

The setting of specific, concrete, and realistic goals is an important component of SFA. Goals are formulated and amplified through conversations about what parents want to be different in the future.

Support to parents in this quarter have included:

- One to one support directly with parents and children in their own homes
- Case conferences for children subject to safeguarding plan.
- children in need reviews
- Attending Team around the family meetings
- Completion of an Early Help Assessments
- Attending professionals meetings
- Support with EHCP
- Support with DLA paperwork and appeal process if necessary

Parents receive weekly visit usually for up to 3 months occasionally in complex cases support is offered for a longer period of time particularly if support is part of a safeguarding plan after a child protection conference.

This is one of the subjects we go through with parents during the sessions. The importance of 'Play and Communication'.

Play is the highest form of research – *Albert Einstein*



Parents often ask me 'why do I need to play with my kids?' I explain so much language and communication is used when children play – talking with our children is so important. In session 6 we cover play and how to talk to your children. I give parents ideas of activities they can do with their children, to have fun and talk together.

By getting involved with children's games and conversations you are engaging with their world and showing them you value what they do and what they have to say. You are building a rapport with them, which means they are more likely to want to talk with you and trust you. This helps develop relationships and support social and emotional development.

Joining in with play also gives the parent a chance to model how we play and talk together, taking turns, sharing and listening.

When I go through the '**Key Points to Parenting**' parents begin to understand why talking with your child/teenager it is so important.

- Communication with each other – this is the key
- Non-judgemental approach
- Not giving into child's/teenager's demands
- Following through consequences....'no means no'
- Parent to be consistent with discipline
- Incentives for child/teenager to work towards
- Parent to stay calm, talk calmly, assess situation; think before reacting
- Teenager/child/parent - cool down time if feeling angry

Parent or child/teenager or **both** to take time out; not to engage in

argument

- Positive praise for progress and recognition for work

I have attached an article, by John Bercow on Speech, Language and communication for children and young people.

Outcomes the project has contributed to

Comments from Families

- Nice to have someone to understand what I'm going through and get advice and help with my daughter
- Learning new techniques, someone to talk to who is knowledgeable and helpful. Good listener and honest
- Being able to off load and talk through my problems, and realise my son is not the only child who can be difficult. I'm not alone.
- How to tell my kids of without shouting, putting boundaries in place and rules
- Helpful it made me look at how to make the boys behave a bit better
- Seeing my child improve in his behaviour and calming down
- The support and advice given, helped me so much and has given me reassurance as a parent I'm doing right things for my child

Comments from agencies

- Parenting support improves childrens' behaviour, ensuring that when the children come into school they are prepared – School Safeguarding officer
- Families who are struggling with their children's behaviour, 1:1 parenting support in the home is needed in this area – Health Visitor
- Giving parents help and support enables them to understand their children and any difficulties/issues their children may have, and seek help – School nurse

Timescales

Project on track and outcomes met

Plans for next reporting period

To continue to offer one to one support to families. To continue to routinely ask for feedback from the referring agency that can be included in the report. To include examples of the sessions we deliver.