

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	September-December 2018	No and age of people benefiting from the service during the reporting period	New Parents 18 children 0-10 = 23 children 10 + = 8
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.

As parents we all need to be reassured, it is important as a Parenting Support worker that this is implemented at the beginning so a mutual trust is formed straight away.

- Being a parent is one of the most difficult jobs in the world; no one teaches us how to do it.
- There is no such thing as the perfect parent.
- There is no such thing as a perfect child/teenager
- All children present problems of one sort or another throughout childhood
- All parents make mistakes in bringing up their children.
- Do not compare your children with other children. This will only lead to unnecessary anxiety.
- Most problems that children present are normal although not always acceptable.

In session 3 we look at different ways we react to our children's behaviour and turn some negative responses into positive ones.

How we reinforce Behaviour we do not want

Behaviour is a pattern – children learn their behaviour by listening, watching and imitating the adults around them, mainly their parents. Most of their behaviour, however, is developed from the way in which we respond to what they are doing. Our response can determine whether or not the behaviour continues. Sometimes we get so overwrought that we lose sight of the important issues and react totally inappropriately.

A typical list of things parents do might include:

- Threats, e.g. "you'll never go there again". "I'll kill you if you do it again". "Don't think you're going out again, because you won't".
- Letting things go for an easy life, e.g. "I don't know why I bother!" or "just get out of my sight!"
- Poor role modelling, e.g. shouting, swearing, drinking, violence, withdrawal of love, sarcasm.
- Put-downs, e.g. Humiliation, ridicule ('no one will want you, smelling like that')

- Deferring to someone else, e.g. “Wait till your dad gets home!”
- Several punishments for the same thing, e.g. shouting at the child as well as taking away a privilege, then telling dad who also tells the child off!
- Disciplining for childish irresponsibility and behaviour linked to the child’s stage of development.
- Not dealing with the challenging behaviour at all, e.g. “I just give up!”

We discuss how we would feel if we were spoken to like these examples? We share ideas and coping strategies to ease parental stress.

“ Children may close their ears to advice, but their eyes are always open to example”

Outcomes the project has contributed to

Comments from Families

- Without the parenting support I wouldn’t be where I am today it has given me more confidence as a parent and being able to help my children with their behaviour
- Knowing that someone is there to support me at home or at the end of the phone
- I wouldn’t like to think what would have happened if I had not got the support, but thanks to the service I am moving forward, I’m learning to drive!!
- 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, not to over- react to the little things, but putting boundaries in place and rules
- Valuable support thank you, more like this is needed

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.