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| Project | | Nacro Osmaston Family Project | |
| Lead delivery partner | | Nacro | |
| Theme | Improving life skills | Priority | 2 |
| Activity | Families and children 0-10 | Budget code | |
| <p>Project outcomes (from SLA)</p> <p><u>Qualitative</u></p> <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. <p><u>Quantitative</u></p> <p>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</p> | | | |
| Reporting period dates | April – June 2018 | Nr and age of people benefiting from the project during the reporting period | New Parents 11 Parents from previous quarter 2 children 0-10 = 21 children 10 + = 3 |
| <p>Introduction</p> <p>The service provides support to parents who live within the defined BLT area.</p> <p>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.</p> | | | |

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

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 case studies we go through with parents on week 8

CASE STUDY 1

BEHAVIOURAL PROGRAMME EXAMPLE DIFFICULTIES AT BED TIME

This three year old will not go to bed. Every evening is a struggle. The child either ends up distraught, making himself sick, falling asleep downstairs, etc. his mother is a wreck.

There are constant arguments between parents and grand parents; everybody has an opinion. Mum is so exhausted she doesn't know which way to turn and is giving in for a peaceful life. She is asking you for help. How do you deal with this?

The first question we ask mum is "are you really ready to tackle this – it will be hard work – do you really need to do it?" (if she is unsure, don't get into it at this time as it will only knock her confidence even more). If the answer is yes we take her back to the umbrella.

1. SET THE RULE

Clarify it, and make it simple and easy to understand. Tell mum to tell you what she is going to say, for example, "you will go to bed calmly at seven o'clock and we will then have five minutes story time". This can be pointed out on the clock.

2. CONSEQUENCE

You need to decide what the consequence will be. For example, by saying, "if this doesn't happen there will be no story and I will leave the room and you will stay in bed".

3. CONSISTENCY

You will need to encourage mum to think of a routine. This includes words used, actions taken, and the people who are going to be involved. (Can she trust the other members of her family to do it in the same way or gain agreement that they leave it to her?). You could help parents practice this routine before putting the plan into action.

4. BEING ONE STEP AHEAD

Decide what you want to do if the child gets out of bed – this might involve being one step ahead – listening out for this to happen, and putting him back to bed with no comment. This must continue until the child stays in bed.

5. SHOW CORRECT BEHAVIOUR

Think about other sections of the umbrella. We have shown correct behaviour by sticking to the plan, not raising our voice, and staying calm and consistent.

6. PRAISE FOR GOOD BEHAVIOUR

Praise for good behaviour when ever you can; do not let this challenging behaviour take over.

7. REINFORCE ALL GOOD BEHAVIOUR

Tell other family members in front of the child, let him know you approve, and tell him when he is good. You may want to practice this by making a rule for yourself to praise him at least every ten minutes when he is in your company. Later in the week, give a random treat with an explanation. If he did not do very well but he is trying acknowledge this!

8. DO NOT FORGET!

Do not expect the worst. Once you have completed the sequence be positive! Immediately it's a clean sheet.



Outcomes the project has contributed to

Comments from Families

- I have really benefitted from the support I received, it has given me some useful advice
- Have someone to offer advice and show me new things to try with the kids behavior has been fab thank you.
- I have learnt so much the handout book was really good and I will definitely use it to remind me of what I should be doing.

- I am now able to put boundaries into place and stick with them! Thank you.
- Having this support has been really good it has showed me that I am a good mum but just needed so guidance which I got.

Comments from agencies

- The family I referred have really benefited , I have seen a difference in the child at school – School Safeguarding officer
- This is a great local service that really supports parents that just need one to one support. – Health Visitor
- The difference in the children’s behaviour at home is just great they really listen to and respond to what mum and dad are saying now. Brilliant service. – 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.