



THE ROYAL BOROUGH OF
KENSINGTON
AND CHELSEA

Early Help Family Support in RBKC

Supporting Families, Raising Attendance & Reducing School Exclusion



What is The Early Help

“Our aim is to work together and build relationships with families in order to support children and young people to achieve good outcomes”.

Early Help is a way of getting extra support when your family needs it. We aim to help families when difficulties first begin so that we can support you with finding solutions quickly and preventing things getting worse. We provide one practitioner that can meet with you on a regular basis and work directly with you and your family.



EARLY HELP MODEL OF SUPPORT

The Early Help Model of Support

> Looks at the whole family

> Builds on the strengths of a family

> Works in a systemic way looking at relationships



> Follows a team around the family (TAF) approach so that support is coordinated across a number of agencies

> Includes the voice of the child and engages them in the process



The aims and objectives of the service:

- Support and develop provision
- Reducing number of children requiring statutory services
- Ensure practice outcome driven using strength based model
- Systemic Support for families
- Motivational Interviewing approach for families
- Effect change in short timescales
- Build resilience, self reliance and sustain change within families
- Deliver evidence based parenting interventions
- Earlier identification indicators of harm
- Encourage Healthy Lifestyles
- Improve life chances through attainment
- Prevention of young people engaging in SYV



What is a Family Hub?

- *The Family Hub model should not simply be seen as an effort to locate as many different services in a single building as possible, but rather as **a means to better co-ordinate different types of support and deliver these in the most effective way for families***
- *“**Effective outreach is also key** to ensure that support is not restricted for those who cannot easily access a single site. This represents an important consideration in ensuring that Family Hubs can effectively serve their whole community, and a strong outreach service should therefore be recognised as an essential element of their provision.”*
- *“**Within an extended Family Hub model, supporting the health and development of young children aged 0-5 would remain a vital part of the work that Hubs do**, reflecting the enormous importance of the early years to later life outcomes”*



Early Help Approaches

- **Strength based**

A number of assessment tools used with children and families the main one being the Outcome Star which focuses on identifying strengths in the family as well as understanding what the family wish to change

- **'Team Around' Model**

An approach used to bring key professionals and the family together to discuss difficulties and agree a way forward

- **Evidence Based Practice**

Practitioners are trained in motivational interviewing and systemic practice which forms the foundations of their work with families



Raising Attendance



Local & National Picture - Attendance

School Type	2017/2018	2017/2016	2015/2016	Change
RBKC Primary	95.6%	95.8%	95.9%	-0.2%
Inner London Primary	96.3%	96.0%	95.9%	0.3%
England Primary	96.1%	96.0%	96.0%	0.1%
RBKC Secondary	94.8%	94.7%	95.2%	0.1%
Inner London Secondary	95.6%	95.1%	95.2%	0.5%
England Secondary	95.0%	94.6%	94.8%	0.4%



Supporting Attendance

- Statutory School Attendance Manager
 - Support Practitioners with complex cases
 - Support schools below national average
- Traded and Core Offers to schools
- Family Support
- Systemic Support
- Legal Action
 - FPN
 - ESO
 - Prosecution



Escalating Attendance Concerns

Vulnerable Children's Collaborative: Chaired by Richard Stanley (Deputy Director of Education)

CINROSE: Child not in receipt of suitable education

- Under 80% attendance / under 25 hours / NEET
- Autumn Term 2017/2018: 81 Cases identified
- Information obtained from SW / EH / YOT / SEND
- Termly school census returns for pupil attendance

VCC: Operational Management Subgroup

- Chaired by Hilary Shaw (School Safeguarding Lead)
- Service representatives from RBKC
- Social Work / Early Help / YOT / SEND / TBAP
- Admissions / School standards / Business Intelligence



Reducing School Exclusion



Local & National Picture - Exclusions

School Type	Permanent Exclusions (2016/2017)	Fixed Term Exclusions (2016/2017)	One or more Fixed Term (2016/2017)
RBKC Primary School	4 (0.05%)	63 (0.86%)	32 (0.44%)
Inner London Primary School	40 (0.02%)	2,370 (0.92%)	1,330 (0.52%)
England Primary School	1,255 (0.03%)	64,340 (1.37%)	28,940 (0.62%)
RBKC Secondary School	17 (0.34%)	597 (11.83%)	369 (7.31%)
Inner London Secondary School	360 (0.21%)	13,855 (8.27%)	8,835 (5.27%)
England Secondary School	6,385 (0.20%)	302,890 (9.40%)	148,820 (4.62%)
RBKC Special School	0 (0.00%)	10 (10.42%)	5 (5.21%)
Inner London Special School	X (X)	920 (17.31%)	330 (6.22%)
England Special School	80 (0.07%)	14,635 (13.03%)	5,715 (5.09%)



Inclusion Programme

- The Inclusion programme has been developed to address the increasing rise in fixed term and permanent exclusions.
- The aim of the Inclusion Programme is to offer a team around the family approach with a collective plan structured by the family, Early Help and the schools in order to maintain a strong and communicative relationship and to promote change.
- Families on the programme will have increased and rapid access to:
 - Systemic Therapy
 - Non-violence resistance therapy
 - Parenting programmes/ techniques
- Work will be undertaken for at least 6 months, with a 3-6-month post closure review to ensure change in behaviour has been embedded.
- Training for Teachers / Schools from the Local Authority.



For Children and families *not* open to Family Services

2 types of referral

Those who have already had a previous fixed term exclusion and /or may be at Golborne TBAP.

Those at risk of fixed term exclusion or causing significant concern at school.

Schools (either the Head or Behaviour Lead) flag a child and their family for urgent intervention by emailing earlyhelp@rbkc.gov.uk or bringing to a [Team around the School meeting](#). In this email, the school highlights how they will contact the family and obtain consent. Consent may be obtained by school or jointly with a member of the Early Help Team. If already allocated in YOS or locality social work, their practitioner takes the lead and follow process below.

Allocation

For new cases: The EH managers decide who case to be allocated to: EH practitioner, the EH family therapist, Families Forward or to a Non-Violent Resistance clinician. The decision will be based on family needs and success of previous interventions.. The case will be allocated to an EH Practitioner (unless they already have a YOS or Locality social worker allocated)

Information gathering

- School to agree information sharing protocol with LA and to share interventions the school have implemented including behaviour support strategies.
- All come to a shared agreement about concerns, creating a family plan (includes goal-based outcomes and classroom observations)
 - Arrange frequency of meetings with family, school and Practitioners (at home and/or school)
- Ask about any difficulties with learning and agree if further investigation/ referral for assessment is required.

Family plan

- Smart targets agreed around behaviour in school, with rewards put in place at home. Home targets can also be used if required.
 - Agree what success looks like
- Arrange when to complete evaluation forms, where appropriate

Regular school meetings

- The TAF meeting(s) is followed by a regular three-way meeting, in school, between the family, the Practitioner and any allocated therapist, with intervals to be decided at the TAF.

The interventions

- The range of interventions: support and training for teaching staff in trauma informed and restorative.
- Offer to the family: Systemic family work, couples work, Cognitive Behaviour therapy, trauma informed, restorative, parenting techniques and Non-violent resistance.

Review and Maintenance

- Progress will regularly be reviewed throughout duration of intervention.
- Further review for family and school at 3 months after end of engagement or at the half term stage of new school term

Case Study

P1	<p>Reason for Referral:</p> <p>Concerns with Behaviour – Behaviour point 108</p>
	<p>Work Undertaken:</p> <p>TAF Meetings Working with the parents around implementation of rules and boundaries at home, positive parenting strategies and special time. Direct work with pupil regarding making positive decisions</p>
	<p>Current Progress / Next Steps:</p> <p>No current behaviour concerns reported by school or parents</p> <ol style="list-style-type: none"> 1. Arrange review TAF 2. Continue direct work with pupil 3. Continue systemic family work <p>Attendance currently stands at 90%</p>
Behaviour Points	<p>At Referral - 108</p> <p>At last TAF - 42</p>



Key contacts

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Area Hub Manager: South Hub – Andrea Jones

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Statutory School Attendance Manager – Sherifa Prince

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Referrals to the Early Help Service should be emailed to: earlyhelp@rbkc.gov.uk

To speak to a member of the Early Help Team, please contact: 020 7598 4601

