

Family Early Help Update to Designated Safeguarding Leads 05/12/24

Early Help and Safeguarding: A Collaborative Approach

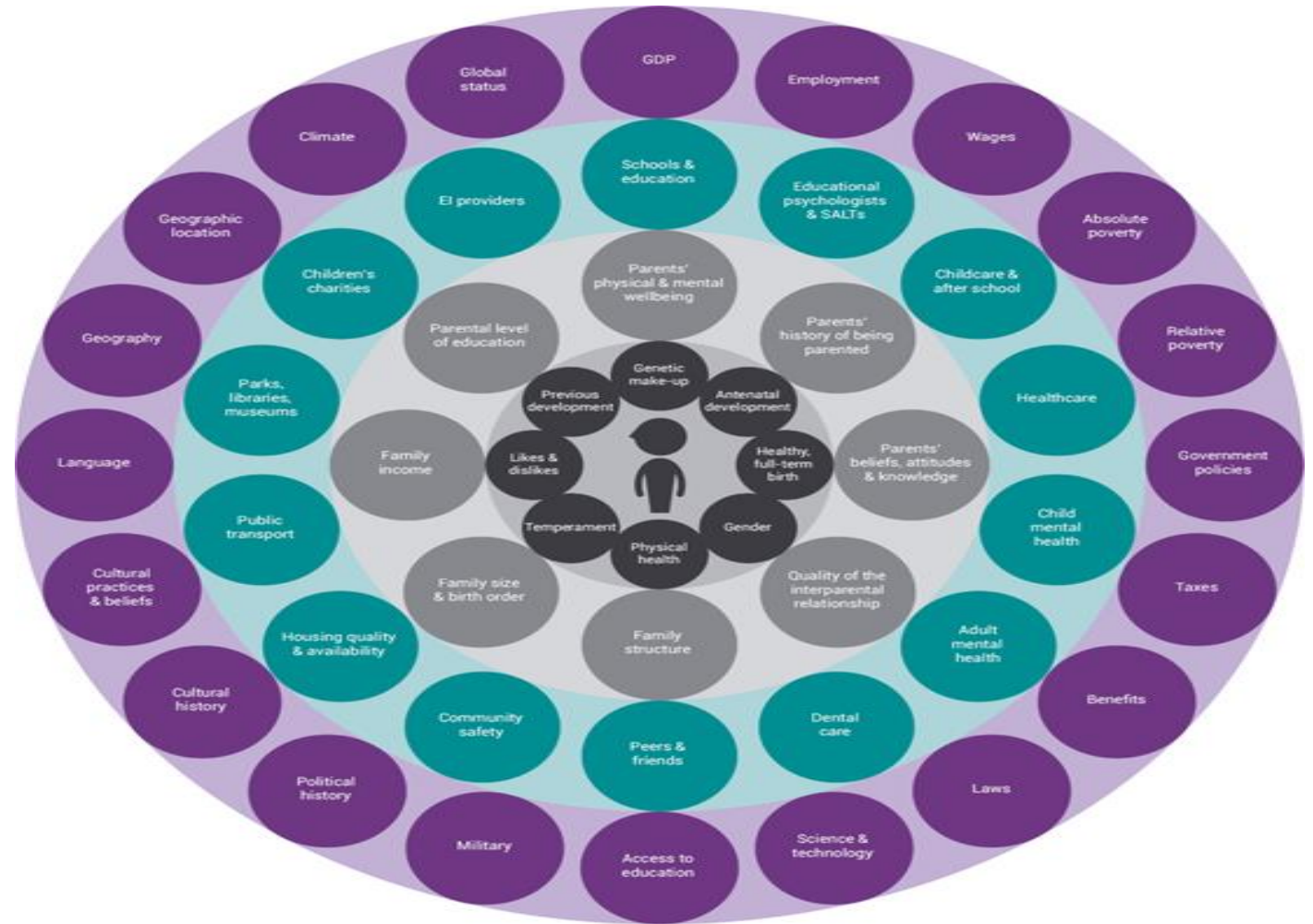


- **Early Help is a critical part of safeguarding all children it ensures timely support before issues escalate or become more difficult to resolve**



Early Intervention Works

- Early intervention does work. There is evidence supporting this, but it can be challenging to see immediate results



Uncovering Invisible Families

Our goal is to uncover why certain families remain 'invisible' or are over-represented in social care despite having access to early help."



Key Areas of Focus

We focus on individual challenges, family dynamics, school involvement, and community insight to understand and support families better.

Preventing Child Maltreatment and Abuse

Our goal is to prevent child maltreatment and abuse through a recursive approach of prevention and intervention.

Understanding Families



- Children live in families of all shapes and sizes
- Our work is to intervene when children express that things are not going well for them
- We know this might present in their words, thoughts and behaviour

Schools are central to Help, Support and Protection



- Schools play a central role in the system of help, support and protection.
- You are often the first to notice when something is wrong

An Overview of the ETAS

The Primary Early Intervention Team Around the School

- **Part of the system of Help and Support for families**
- Designed to place schools at the centre of effective early intervention
- The goal is to bring out the best in every child by addressing the root causes of low attendance early
- **Working together to Identify, Encourage and Respond**
- Identify early signs of difficulties, social/emotional, behavioral, academic , or family related.
- Encourage parents/carers to seek support in managing challenges impacting school attendance
- Respond with empathy and collaborate effectively to reach practical solutions
- **Respectful challenge and focus on improving outcomes**
- Children at risk of becoming persistently absent
- Children already persistently or severely absent

Annual and Termly Targeted Support Meetings

A statutory requirement for schools

- Persistent absence rates below 90%
- Severe absence rate below 50%
- Schools must take more concerted action when children's attendance falls below these levels.
- **Frequency of meetings**
- Schools with absence rates higher than the minimum threshold must hold termly meetings
- Schools meeting the minimum threshold must hold an annual meeting



How will Targeted Support Meetings work ?

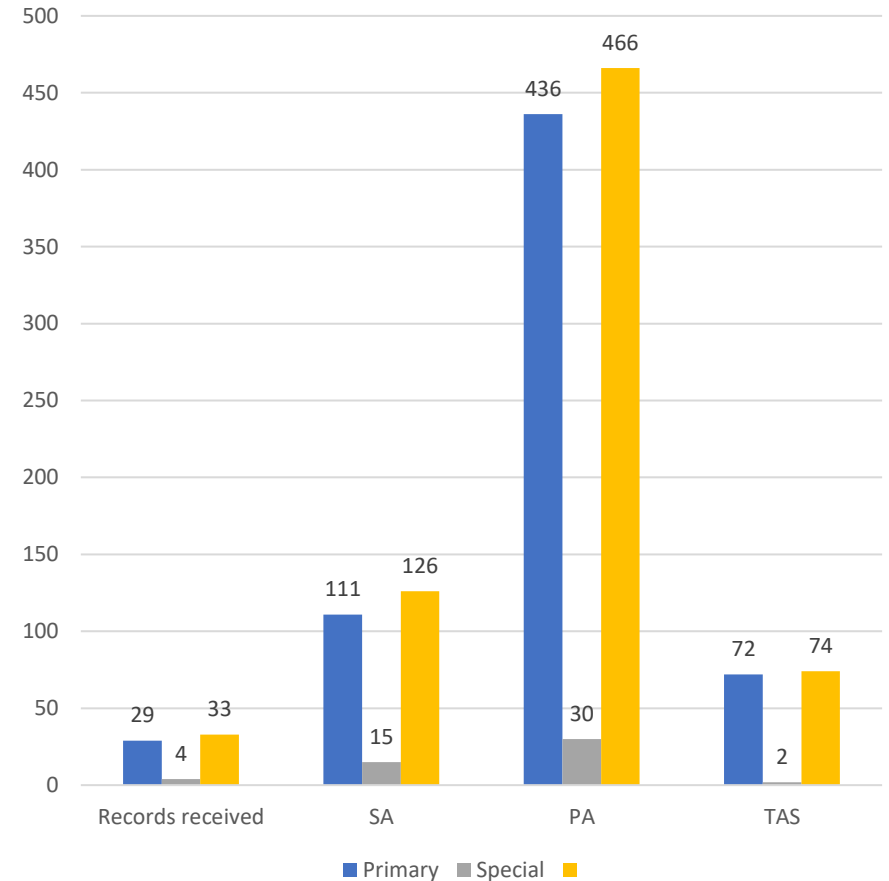
How will targeted support meetings work in primary schools?

- A Team around the school (TAS) approach
- The meeting will function as a team around school review of the most vulnerable children and families
- Schools should prepare a detailed review of children with persistent or severe absence focusing on the top 12 as well as those with vulnerability needs.
- **Key factors to consider**
- Understanding the underlying cause of low attendance both in school and at home
- Identifying assessment, help or resources that may be required for the child and their family's needs
- Exploring risk, and help and support options
- Agreeing actions and monitoring progress regularly



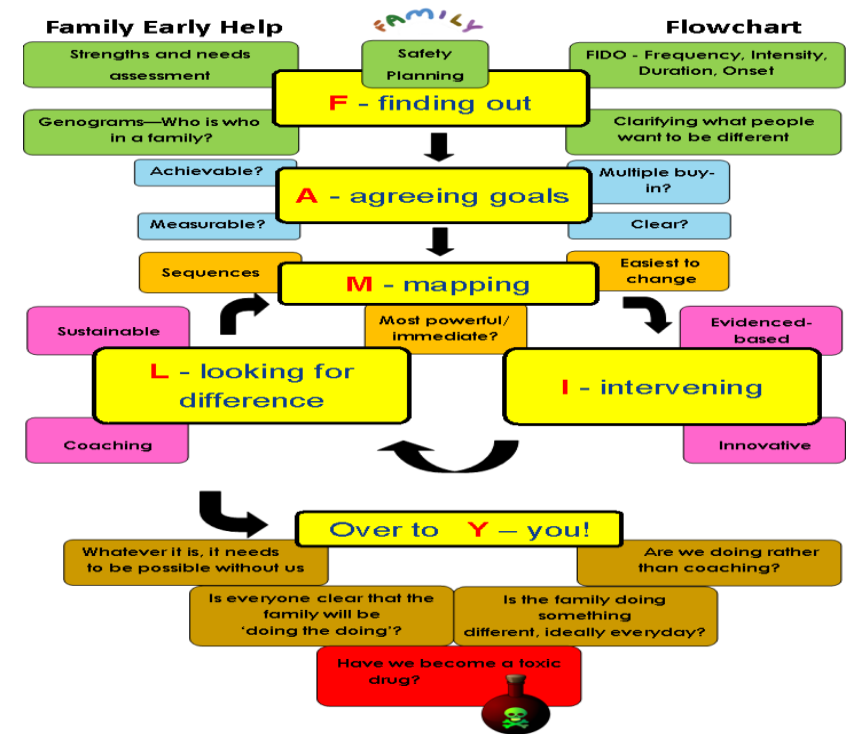
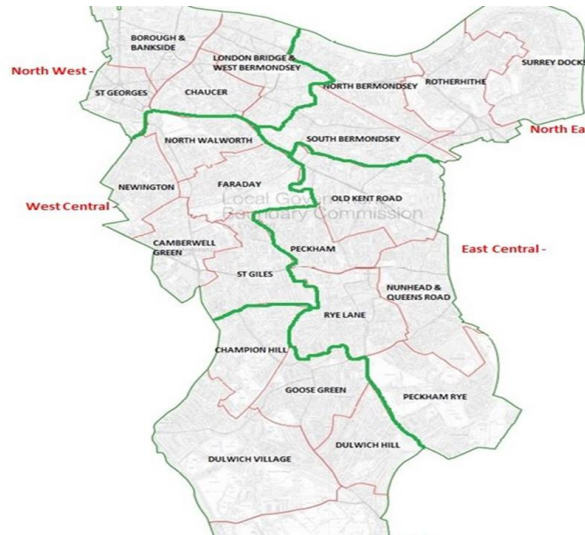
Early Intervention Primary Team around the School System

- **Highlights Autumn Term 2024**
- 31 with a termly requirement for targeting support meeting(TSM)
- 46 with an annual TSM requirement
- **Year to date 37 meetings**
- **We are on target !**



The Family Approach

- The FAMILY model helps us develop a comprehensive understanding of the localities we operate in, ensuring every family receives the support they need.....



Better Helping Conversations

- From the onset, our conversations are tailored and holistic, addressing interconnected factors that influence a family's situation.
- We try to anticipate needs **before** selecting services, identifying potential challenges that families might not initially communicate, ensuring effective help.



- **Better Informed Decisions and Outcomes**

Our collective challenge is how can we achieve:

- Comprehensive understanding from the start, to make informed decisions on support, moving away from a criteria-dominated approach.
- A clearer picture of each family's needs, to reach decisions that are more likely to lead to positive outcomes



Tailored Help and Support Options

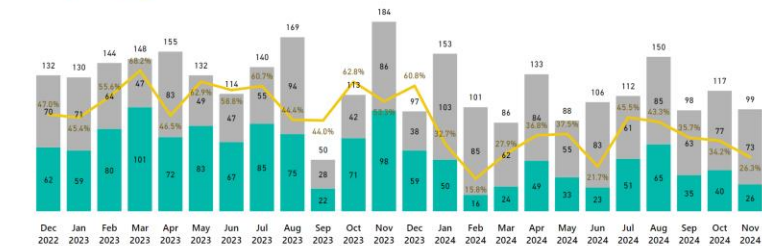
- We have introduced new brief interventions that are more aligned with the unique needs of each family, making them more effective
- By consistently applying the FAMILY principles, we can evaluate and refine our methods over time to be even more beneficial.

Family Early Help - Closure Feedback

2022/23 2023/24 2024/25

FEH Closures & Feedback

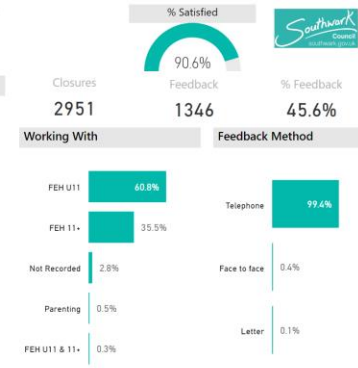
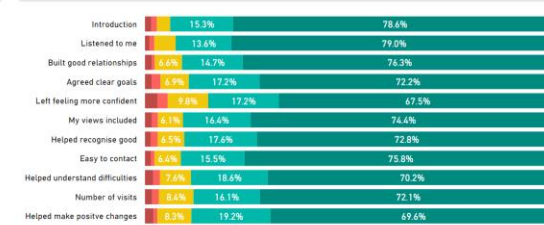
feedback ● yes @ no — % feedback



Satisfaction



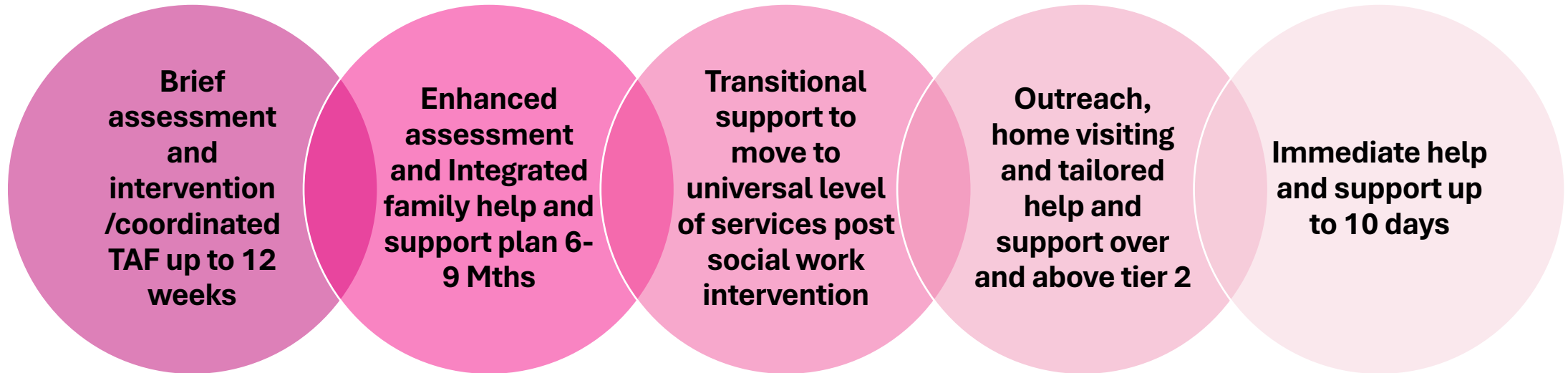
Question & Satisfaction



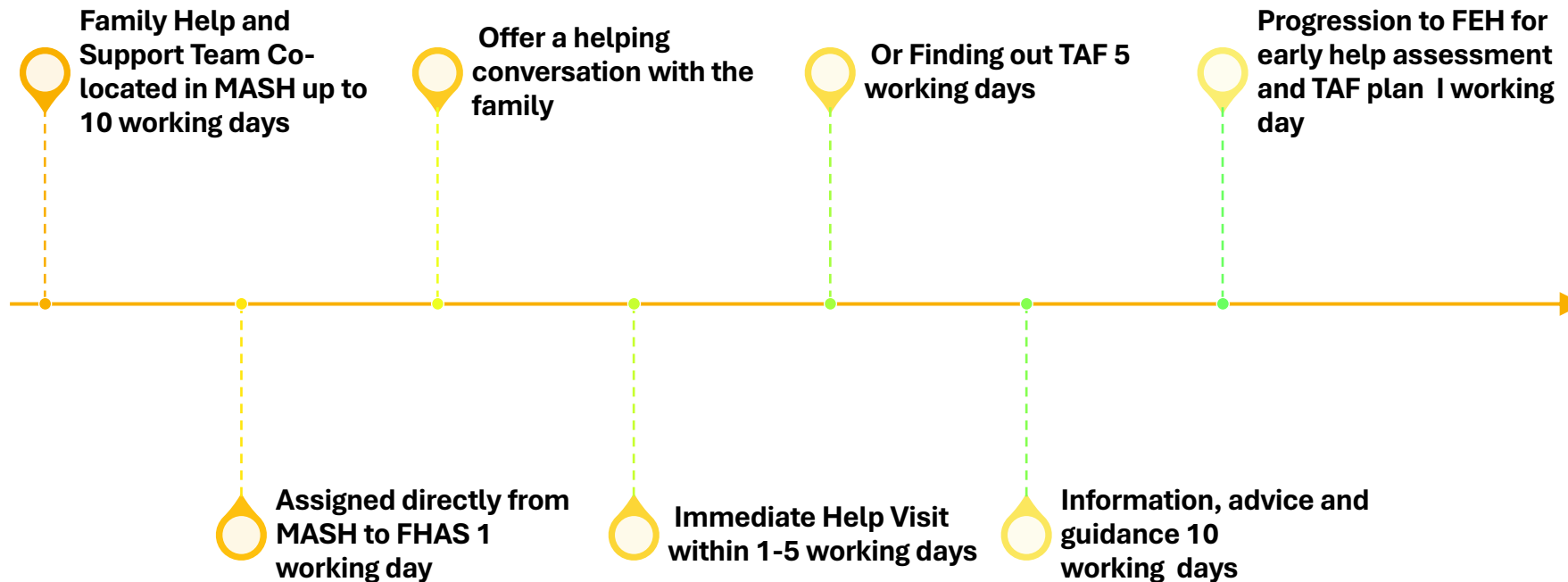
In Which Areas Have We Made A Difference?



Tailored help and support options

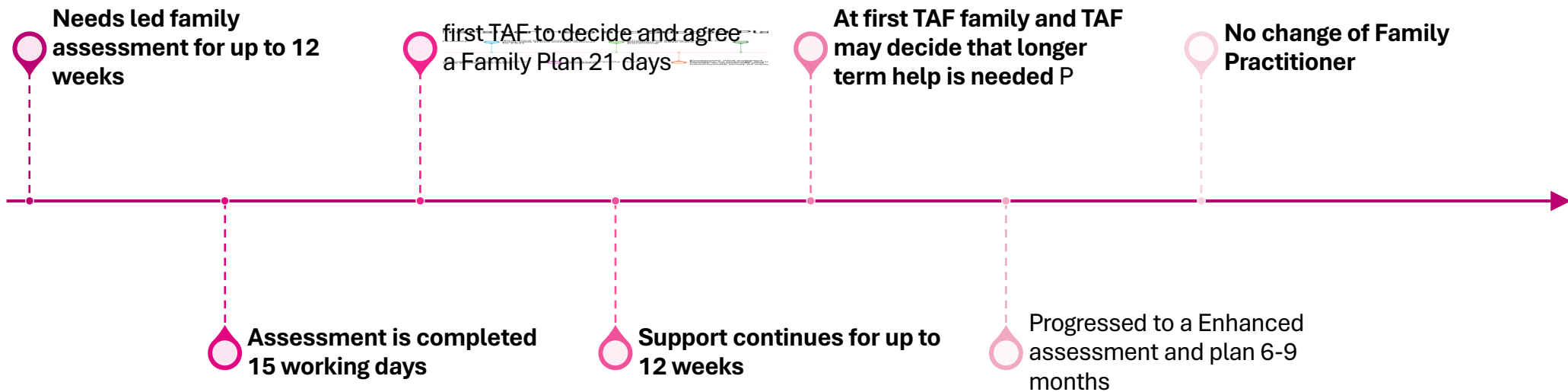


Family Help and Support Conversations

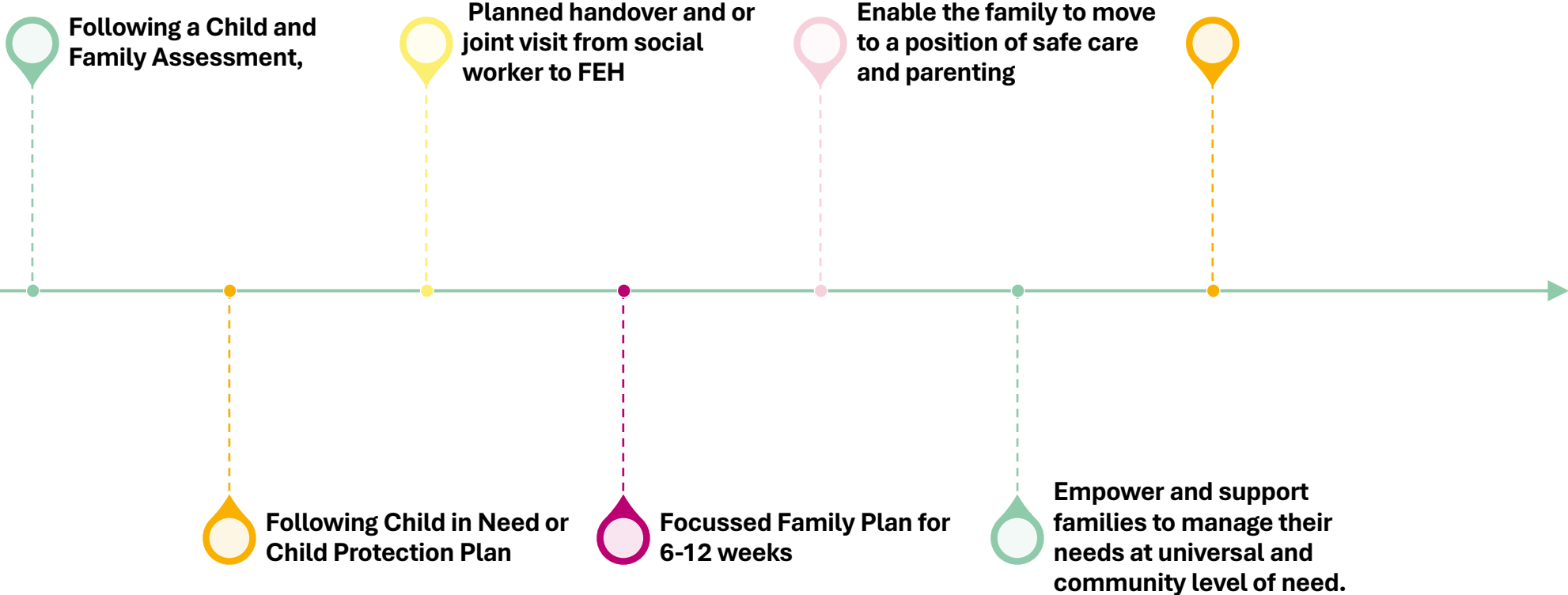


Brief Interventions

- Family Short Assessment and TAF Plan



Family Transition Help and Support Plan



Long-Term Impact of Shifting the System

- Empower families to address their own needs and challenges, fostering resilience and self-reliance.
- Enhance collaboration between services, ensuring a coordinated and comprehensive support system.
- Create sustainable change by addressing both immediate needs and long-term goals, leading to better outcomes for families.

Appreciation for Schools

Thank you for your dedication to safeguarding children.

Together, we can make a difference in their lives.

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