

## Schools Forum

October 2017

**Early Help in Walsall - developing a collaborative and more effective response to supporting vulnerable pupils****1. Purpose of report**

To provide a progress and impact report to Schools Forum on the Early Help Model with schools

To consult with Schools Forum on next steps in the development of the model to ensure schools are able to provide and pull on effective Early Help support for their most vulnerable pupils.

**2. Recommendations**

2.1 That Schools Forum note the progress to date with delivering the Early Help Model with schools in Walsall.

2.2 That Schools Forum note the authority's proposal to sustain the Early Help Model for a further two academic years following July 2018, and that it is seeking the views of Schools Forum on this proposal.

**3. Context**

3.1 Schools Forum agreed in February 2015 the allocation of £1m DSG under spend from 2013/14 " a one off amount of money 'to be used to commission early years improvement services across early help geographical areas with the intention of improving early years foundation stage profile outcomes and increasing the percentage of children achieving a good level of development (GLD).

2.2 School Forum agreed on the 22<sup>nd</sup> September 2015 £750,000 of that one off money be invested in the development of a more effective locality based Early Help approach aligned to school cluster arrangements. As part of the investment clear priorities for development were agreed and this reports seeks to provide Schools forum with an overview of the impact achieved. A detailed report on how the funding was spent can be found in Appendix 1.

2.3 Following the successful implementation of supervision support in schools, partnership locality panels and the Early Help training programme we are planning the next steps in sustaining the model beyond July 2018 and further enhancing the support to schools in the delivery of early help support to vulnerable pupils. We are seeking to consult with School Forum on these proposals.

**4. Impact report of developments to date**

The investment of £750,000 agreed in September 2015 has enabled

- The creation of 6 Early Help School Support Advisors roles to develop a robust support framework for schools in the delivery of Early Help, including case supervision
- The delivery of an Early Help training offer to schools.
- The development and coordination of locality panels

This budget will be fully spent by July 2018 – a breakdown of the spending can be found in Appendix 1

The innovative approach and significant impact of this investment was recognised by Ofsted in the recent inspection of LA children's services and review of the Local safeguarding Children's Board (LSCB).

Below is an outline of key achievements to date against the investment priorities agreed in September 2015.

#### **4.1 Support schools in the development and implementation of robust arrangements for supervision and case management oversight of Lead professionals in schools.**

112 schools have taken up the offer of Early Help supervision of which 84 schools take up the offer of regular 6/8 week supervisions. A mix of staff including family support workers, SEN leads, Designated Safeguarding Officers, pastoral workers, mentors and a minority of schools also includes Heads and Deputy Head Teachers engage with supervision, depending on the model of supporting vulnerable pupils operated by the school

In addition to the regular supervision offer Early Help School Support Advisors also act as a single point of contact for informal advice, guidance and support.

Early Help School Support Advisors requested feedback from schools on whether the support provided to school based staff was meeting. 58 schools returned the questionnaires. 57 (98%) felt supervision makes a positive impact on the delivery of Early Help within their school.

Feedback identified the following benefits/impact of supervision support:

- Improved information sharing on pupils enabling school based staff to support pupils more effectively
- Support with securing services and solutions to meet identified needs for pupils.
- Increased confidence of Early Help workers in schools to take on the lead professional role as there is a better understanding of the cases and where they can pull support from.
- The quality of Early Help Assessment completed by school based staff has significantly improved

Quotes from school based staff members:

*"Discussions and conversations prior to starting an Early Help Assessment are very useful and allows for minimum changes. Supervision allows an opportunity to discuss areas where outside agency work is needed and explore the options and what is available to families. The meetings are useful in allowing time to talk through any concerns or worries with pupils and how best to handle them."* **(Barr Beacon Secondary school)**

*"As I was new to Walsall I needed support in understanding Walsall's processes and the services that are available to families. Gemma came out and supported me through the whole process. She guided me through my first Early Help assessment, this helped me understand what the authority expected and since then my assessments have been good. If I didn't have this support, I may not have understood as fully and my assessments may have been weaker. Gemma helps highlight things I may not have thought about or may have missed. It is always good to get another perspective on a case especially ones that are complex. Gemma is very knowledgeable and is fully able to give me the support I need or if she doesn't know she will find out for me. This means our families in school receive the support they need. There is a clear process in our school now for Early Help because I have had invaluable support from Gemma."* **(Aldridge School)**

*“Safeguarding staff at Reedswood believe that the supervisions help as we can discuss updates to each individual case and request specific support if required. In some cases we have been advised by Glen to close families to early help due to being single agency and family making progress. Glen has also assisted where we have been met with barriers in the family support or housing areas. Glen is also easily contactable between supervisions and responds promptly to any queries school have in relation to the families we are supporting or training opportunities.”*  
**(Reedswood EACT Primary Academy)**

*“Kellyanne gives me up to date information on cases I work on and guidance on how to move forward, she is always supportive.”* **(Pinfold Street Primary)**

*“Since being part of the locality, Kerry has supported in developing our Early Help within the school and we have accessed some training, this has supported us in helping families.”* **(Pool Hayes Academy)**

*“Peer support has been a brilliant introduction and has helped improve the monitoring and effectiveness of working with families. Ann Page has been extremely supportive and has sourced agencies and professionals to further support in learning and development. We are keen for the support to continue.”* **(Phoenix Academy)**

*“I have taken on the role of liaising with you on many occasions. You have allowed me to skip the red tape and find efficient ways in communicating with you in a way that works for us both. This has resulted in streamline working. I have also found you extremely efficient which has been beneficial in many areas. Your feedback re pupils is always quick and informative. If there is something which I require that your service has not been able to offer, you have made suggestions. The keep in touch scheme and feedback has been excellent. The Christmas presents were also wonderful for many of our parents. Training has always been carried out in a way to match cohort and time frame. A huge thank you and long may it continue.”*  
**(Elmwood School)**

Feedback also highlighted a number of areas schools would like further support with:

- Not receiving information on Domestic Abuse (DA) prevents schools from putting in the right support where a child may be vulnerable.
- School based staff would like Support Advisors supporting staff to support them with presenting cases at panel (this is not possible at the moment as the school support advisors are chairing the meetings and therefore need to take an objective approach)
- More support around difficult or dangerous behaviour by pupils putting staff or other pupils at risk and therefore leading to exclusions.

**3. Deliver an Early Help evidence based training programme to the Early Help workforce in schools to equip these professionals with the necessary skills, knowledge and tools to address our top Early Help demands through a single agency response where appropriate.**

Feedback from school based staff through supervision and discussions with the Early Help School Support Advisors has informed further development of the Early Help Website (<http://www.mywalsall.org/walsallearlyhelp/> ) to become a hub of information and resources to help schools in the delivery and support of key issues related to Early Help. This includes information on Early Help processes and guidelines, service guide and thematic resources on working with children and young people, Child Sexual exploitation (CSE), Self Harm, DA, online safety, parental separation and divorce, young carers, neglect, sexual abuse prevention, etc.

A comprehensive training programme is offered, informed by school based staff needs related to Early Help. The programme include Early Help Assessment training, Outcome Star training, evidence based Parenting training, Prevent training, sexual harmful behaviour training, drugs awareness training, CAHMS training, agency awareness , Online safety training (with focus on sexting), FRIENDS. The individual locality reports provide a detailed overview of training provided within each locality area.

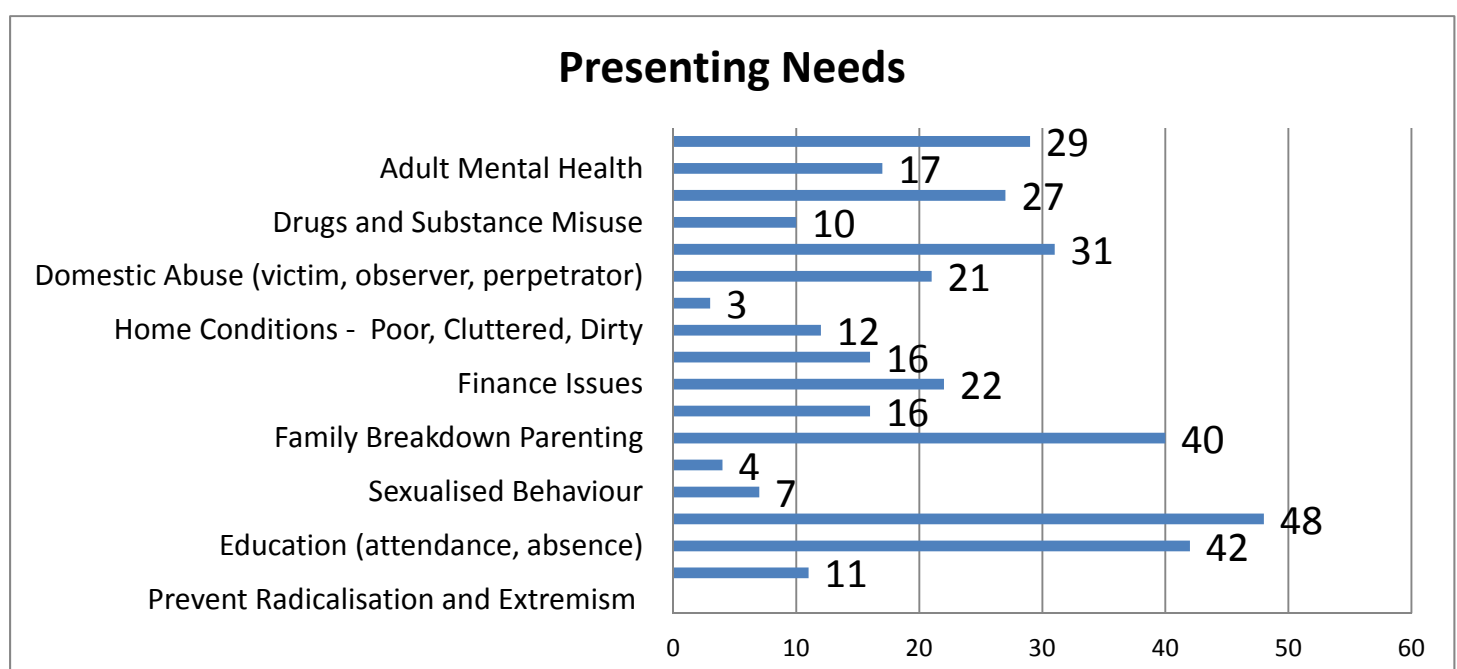
Some schools have received bespoke training due to a particular theme highlighted for that school or if school based staff did not have capacity to attend external training.

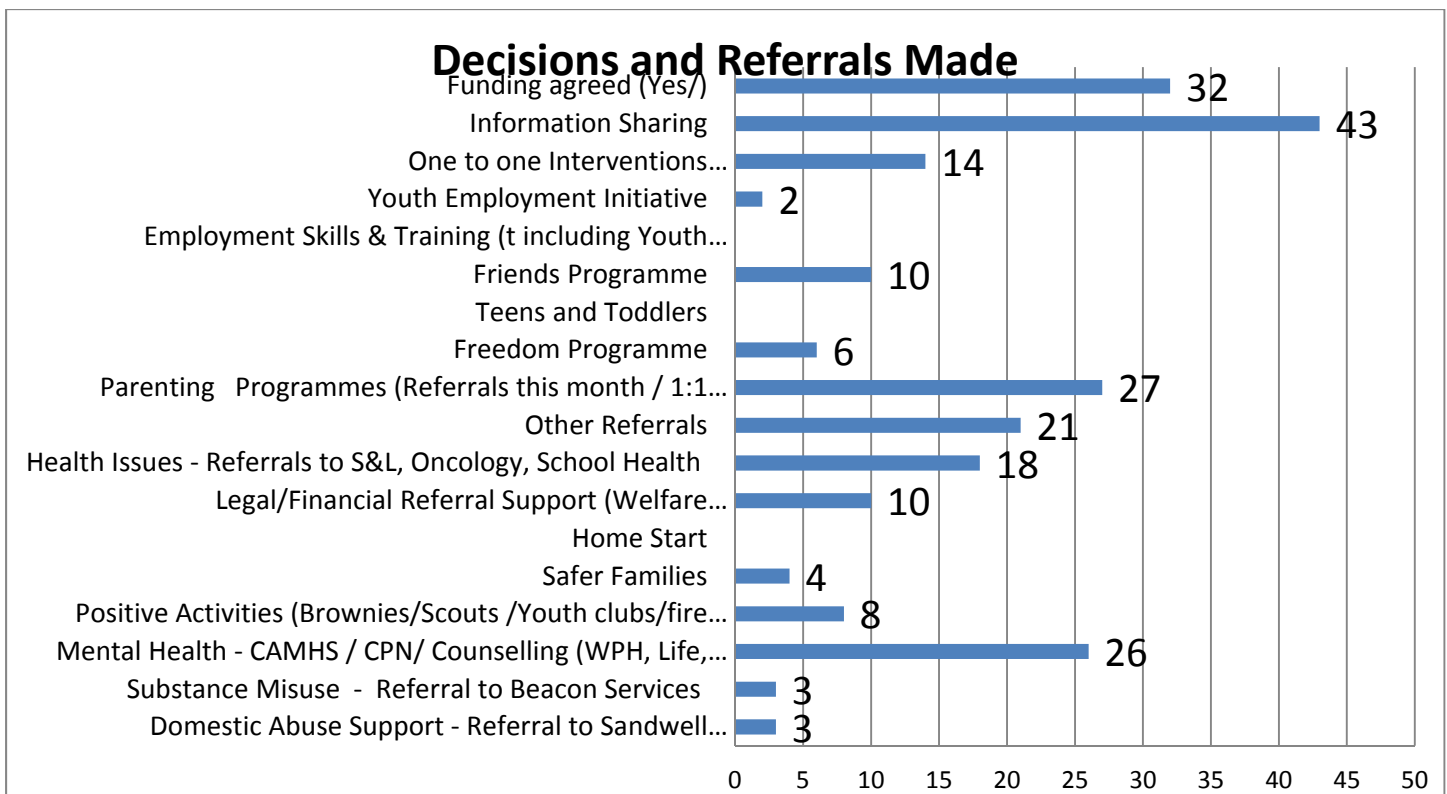
Cluster peer support have been initiated and developed in 3 out of the 4 localities (the south locality is in process of developing this) to help establish a long term support network for school practitioners. Peer support workshops give workers in schools time to get together with other workers doing a similar role to share good practice, network and explore key issues together.

**4. Enable schools to pull on partners to improve information sharing, improve integrated working to secure better outcomes for children.**

Monthly multi agency locality panels are now well established across the 4 localities and well attended by a range of agencies including police, School Health, Health Visiting, CAMHS, housing providers, Welfare advice, Children Social care, and Voluntary Sector providers. The panels focus on effective sharing of information and coordinating solutions / actions to secure better outcomes for children, families and community members.

48 panel meetings have taken place between 1<sup>st</sup> September 2016 and 31<sup>st</sup> August 2017 with a total of 207 children being discussed to broker the right support. The main presenting needs for discussing children at panel were behaviour issues (23%); support around attendance, absence and missing from school (20.2%); family breakdown/parenting (19.3%)





See appendix2 – case studies of children supported through a locality panel discussion and partnership support.

In addition to brokering packages of support for individual children, panels also identified partnership projects in response to specific issues and themes in localities, examples of these included:

**Keep in Touch Team**

The ‘Keep in Touch’ partnership project across all 4 localities aimed to identify and support children and families that would be vulnerable throughout the summer holiday period. The project focussed on building positive relationships with the children/families, ensuring engagement in positive activities and providing help and support to reduce risk so that children could positively transition back into school in September. 98 children were referred to the programme by schools of which 90 children engaged in the support. For 4 children risks and vulnerabilities escalated, resulting in a referral to MASH. All are now subject to a social work assessment and plan. The Keep in Touch team kept an activity log and this was discussed with school support people to ensure school was kept up to date and robust transition support could be put in place.

When a mother was asked whether she felt the support offered over the summer holidays had been beneficial she said;

*'Definitely, I used to be open to Early Help and keep asking for support and even though I didn't have an allocated worker I still felt like I had support in place, it was brilliant and I was really happy with the support. David has also gone back to school with no problem and has even had a head teachers award on the first day'*

### **Child Poverty**

The West Locality have partnered with the 'Midland Langer Seva Community', a Sikh Charitable organisation based in Walsall. Langer Society provide the locality with regular donations of food, equipment and gifts for vulnerable families in times of crisis. The support from the Midland Langer Seva Society has supported some of the most needy and vulnerable families.

*"The Langer community helped me to feed me and my family whilst my benefits were being sorted, I have no one else to ask for help" (Young Parent 17 Years).*

### **Parenting Offer**

East locality panel identified that in order to encourage parents to engage in parenting work the sessions needed to be within the community not delivered from the local Children's Centre which is town centre based and some distance from locality residents. In response the school ready engagement officers have developed their delivery of 'Understanding your Child' workshops and having contacted all 35 area schools. 6 schools took up the offer of parenting workshops being delivered from their schools. At Brownhills West primary engagement was good and a further 10 week parenting course has been offered. The locality team is also working with The Radleys primary school where a further 10 week parenting course has been arranged for the New Year. School practitioners are also working more closely with one another as demonstrated by New Leaf Primary and Rushall Primary who supported each other to offer parents a Strengthening Families parenting course. Schools are also knowledgeable of the online parenting course offer and the online self harm awareness course for parents which have been promoted through 1:1, school newsletters and on school websites.

### **ASB Project with Police:**

The North locality highlighted 11 children who were subject to Acceptable Behaviour Contracts who it was felt would benefit from a more co-ordinated approach to support. Appropriate services were identified for each child to address issues of presentation, behaviour, parenting, emotional health and education.

The impact of this has been more stability for the children involved with improvements observed within the environment for the majority of the children and a supported to return to education for others.

## **5. Next steps**

The initial investment of £750K by Schools Forum secured the Early Help Model for schools until July 2018. In response to feedback from schools we have developed the below proposals to ensure continuation of the support already in place that is working and enhancing the model by responding to key needs already identified. These proposals would require a further investment during academic year 2018/19 and 2019/20, and the authority is proposing to fund this investment from within Dedicated School Grant High Need Block reserve balances.

Feedback from Schools	Proposal	Cost
<p>The Early Help School Support Advisors provide effective supervision support, but we would also like them to support us in presenting cases at locality panel.</p>	<p><b>Continuation</b> of 6 Early Help School Support Advisors and part time admin support beyond July 2018</p> <p>There is commitment from partners to support the sustainability of locality panels and therefore we will be moving to a model where the partners take on chairing and coordination responsibility of the panels as of 1<sup>st</sup> January 2018.</p> <p>This will free up capacity for the Early Help School Support advisors to support school based staff in the preparation and, presentation of cases to panel</p>	<p>£170K/year</p>
<p>We value the Early Help training programme and bespoke packages that enhances staff knowledge and skills in supporting vulnerable pupils.</p>	<p><b>To continue</b> a yearly training programme (including access to evidence based programme e.g. FRIENDS/Outcome star /parenting) coordinated by the Early Help School Support advisors and responding to school needs in enabling schools to deliver effective support to vulnerable pupils.</p> <p>Most training will be sourced from partners and be free of charge – however there have been requests by schools for training where there is a cost involved - a example of this is training around providing bereavement support by schools in the Brownhills and Williams cluster.</p>	<p>£5k/Year</p>
<p>We would welcome better information sharing around domestic abuse incidents so we can provide better support to children impacted by this.</p>	<p><b>New development</b></p> <p>Police have agreed to share information direct to schools where there have been incidents at a household where children are present/living, including Domestic Abuse incidents.</p> <p>40% of the DA is classed as low level and by sharing information with schools we project the need for schools to have direct access to bespoke support for children who have been impacted by DA.</p> <p>The case review undertaken in June 2016 and the referrals to locality panel demonstrate that a large proportion of behaviour issues with young people is linked back to witnessing or living in a household where there is DA.</p> <p>As a result we are proposing that schools have</p> <ul style="list-style-type: none"> <li>- <u>direct access to a Young People Domestic Abuse worker</u> (1 per locality with capacity to work with 150 pupils/year) who will provide interventions (one to one) with young people and</li> <li>- ability to directly refer parents to a healthy relationship workshop as part of the locality working – there will be a delivery of 16 parenting programmes with a capacity of 240 parents. – school will be able to directly refer to these programmes.</li> </ul>	<p>£76,800/Year</p>

<p>We would welcome increased support with behaviour issues in school – at times linked to criminal behaviour.</p>	<p><b>New Development</b></p> <p>Police have committed to hold regular interface meetings with Heads in each cluster to discuss any concerns within school and explore better info sharing and partnership working to address the concerns. Each school will have access to a direct police contact.</p> <p>We are also proposing to develop and implement <u><b>an evidence based Mentors in Violence Prevention programme</b></u> across all secondary schools and a transition programme for year 6 primary schools. This programme is endorsed through the West Midland Prevention Against Violence Programme (a partnership between Public Health England, West Midlands Police , West Midlands Police and Crime Commissioner and West Midlands Violence Prevention Alliance)</p> <p>The proposal would be to implement this through a task and finish group with schools.</p> <p>This programme is already up and running in 2 schools in Birmingham (Washwood Heath) and evidence from first year implementation shows:</p> <ul style="list-style-type: none"> <li>- 27% less exclusions</li> <li>- 28% reduction in detention</li> <li>- 10% reduction in repeat offender</li> </ul> <p>A meeting is being arranged with the Chief Executive of Washwood Heath Multi Academy Trust for after October half term</p>	<p>£20K/Year</p>
		<p>£271,800/year</p>
<p><b>Costs over two academic years 18/19 and 19/20</b></p>		<p>£543,600</p>



**6. Financial Implications**

The initial investment of £750,000 by School Forum has enabled the development and implementation of the model till July 2018. Details of how this funding has been / will be utilised are shown at Appendix 1.

With regards to the continued investment post July 2018, the proposed total annual cost of this amounts to £271,800 and is summarised as follows:

- Continue the offer of supervision support to school based staff, the training offer to school based staff and support to schools in taking cases to locality panels for partnership solutions and support. The annual cost of this is £175,000
- Enhance the model by responding to the need identified by schools re Domestic Abuse and Violent Behaviour in schools – the annual costs for this additional package is £96,800

These proposals would require a further investment during academic year 2018/19 and 2019/20, and the authority is proposing to fund this investment from within Dedicated School Grant High Need Block reserve balances (as such there will be no impact on current places / support already funded from within the High Needs block).

**7. Legal Implications**

The local authority is accountable for the high needs block of DSG and has responsibility to ensure that sufficient places and support are in place to meet local demand for high needs services. The LA has the responsibility for this funding, and for determining its use to meet these statutory requirements to this group.

Through this report the LA is seeking views of the School's Forum to its proposal.

**8. School Improvement**

The developments are supporting schools to meet DfE's increased focus on children's wellbeing, which has become a key part of school's inspections from September 2015 as well as meeting the requirements as set out by "Working Together" 2015.

Finance Overview - £750K investment

Service	Schools Forum report - Description	Projected spent by July 2018
Support Schools Development	<p>Support schools in the development and implementation of robust arrangements for supervision and case management oversight of Lead professionals in schools. Total investment proposed £161,000                      Money re-profiled to maximise resources and extend posts until July 2018</p> <p>This includes funding for the 6 Early Help Family Support advisors and 2 Part time admin</p>	£ 500,117
Workforce development	<p><b>Develop better links with CAMHS:</b>                      Provides opportunity for 10 schools to become part of a pilot around developing name lead approach and training programme. The Pilot will train one lead worker (who becomes the named lead) and two support workers per school. The named lead of these schools has direct link to two CAMHS workers for advice &amp; guidance and referral.</p>	£ 20,000
	<p><b>Parenting Programme training</b>                      The offer to all schools to have staff trained in the "understanding your child" parenting programme which enables staff to give effective advice and guidance to parents at a universal level.</p>	£ 51,000
	<p>Evidence based Programme training this has included Outcome Star, FRIENDS, motivational interviewing</p>	£ 9,000
Integrated locality working	<p>Contribute to the development of integrated locality working within each locality school cluster.                      Budget for locality to identify support for individual children and project funding. This has included buddy support to integrate young people back into school, Truancy Parole, Keep in Touch project, ASB project.                      Budget monitored by locality panels and regular detailed reports presented.</p>	£ 169,883
Total spend		£ 750,000

**Appendix 2 - Case studies of individual children supported through locality panel****West Locality Case study****Context**

Father and his 3 children who were 5, 8 and 11 Yrs were referred to the Early help hub following a discussion through School support supervision. School had raised concerns about the children's attendance deteriorating and there were concerns about change in their behaviour.

When school addressed the concerns with Father, he disclosed that that Mom had left the family home and they have separated. Father disclosed that he was struggling managing the children and he was struggling financially as mom always managed the finances.

Due to school having a positive relationship with father and the children they agreed to take the Lead professional role within the Early help process.

School started by completing the Early help assessment to gather the Holistic needs for the family, they also completed My Star with the children to seek their wishes and feelings. It became evident through the process that the children were experiencing lots of change and were struggling to adapt to mom leaving the family home and the separation from their 3 older siblings.

School made several home visits to father and raised concerns about home conditions, there was lots of clutter and the children had lack of Routine and the youngest sibling was sleeping in a cot.

Through discussion in School supervision we agreed that there was a risk of the case escalating due to increased late's at school, lack of Routine and Escalation in the children's behaviour within school, we were also concerned that Father had some physical health needs and his mental health was deteriorating and with very little family support there was risk of a family breakdown.

We therefore agreed for the case to be brought to Locality panel. Following that decision, locality panel agreed for a male family support worker to complete some 1.1 work in the home around Boundaries and Routines and offer activities across the Summer.

**How Locality Panel has supported the school**

Speaking with the Lead professional from Fibbersley Park Primary, they feel that both the supervision process and bringing the case to panel has supported a family that was at crisis point and the case would have escalated which would have taken a lot of school resource and time to support. Panel has been invaluable and has provided the family with quicker and timely interventions, overcome barriers and looked for solutions. As a school it has given them a greater understanding of professionals and agencies that are available in Walsall which we will now continue to use for other families.

***Quote from Lead Professional***

*"We have developed relationships with professionals from the panel that we can contact for advice, guidance and support, prior to this we would not have known where to go. Having all of the agencies around the table together to give us advice and guidance was invaluable to me, the family and the school".*

***Statement From father***

*"I have appreciated the Support, I was in Debt and didn't know where to start with my finances, I never dealt with finances. I didn't know where to turn, we had no food and no Money.*

*I now have a Male family support worker this has made me feel really comfortable, I can talk to him. Me and my children are happier now, Thank You"*

### **Interventions Completed following attendance at Panel**

- Early help assessment completed to identify Needs of the family
- My Star's completed with all of the children to gain their wishes and feelings
- Support provided around improving Attendance
- 1.1 work around Internet safety
- Behaviour Management in the Home environment
- Referral to Welfare Rights to support with Debt Management and Benefit Entitlements
- Camhs Support for the children
- Interventions in the home around Routines, Home conditions and Behaviour strategies
- Father supported in visiting GP for a routine Health Check
- Multi Agency Review Meetings taken place
- Father and the children has attended the Summer parenting at Darlaston cc

### **Where are the family Now**

Early help support is continuing for the family but the results have been positive. Attendance has now improved for the children and father is making sure the children are at school on time.

Children now present happier and more settled and now have regular contact with their Mom and older siblings. The children have a good routine and father is continuing to implement strategies in the home with Praise, Reward and Consequences.

The family are now receiving eligible benefits and welfare rights are continuing their work around budgeting and managing finances.

*"I am happy because I see my mom and sister, dad is happy too, we do more fun things together now".*

**Child A Aged 7 Years**

**East Locality Case study**

David was referred to the keep in touch team by school. He suffers from ADHD, conduct disorder and high anxiety and there was a concern that during the holidays his behaviours may decline as he will be out of a routine. David's anxieties meant that he is reluctant to go out of the home and mother also has mental health needs. David is 1 of 5 siblings in a single parent home.

The keep in touch team made contact a total of 6 times throughout the holidays. During the first home visit mother shared that David had been refusing to leave the house and she was feeling very tired and drained. The areas fishing project was discussed with David and knowing some of his friends were also attending he showed interest but was not able to make it to the pickup point due to lack of transport and his anxieties. Therefore a consent form was completed and the activity co-ordinator contacted to arrange pick up from his home.

David attended and really enjoyed the fishing day and was therefore offered a place on the following week which he also participated in. This time then allowed mother to spend time with the other siblings and take them out. Further visits also saw a bike light referral being completed for another sibling as well as general support being offered.

When mother was asked whether she felt the support offered over the summer holidays had been beneficial she said;

*'Definitely, I used to be open to early help and keep asking for support and even though I didn't have an allocated worker I still felt like I had support in place, it was brilliant and I was really happy with the support. David has also gone back to school with no problem and has even had a head teachers award on the first day'*

Without the keep in touch support then David may not have left the house over summer, not engaged in any activities and become distant from peers. This would have led to increased stress within the home that mother was already experiencing after the first week and he may not have been as confident returning to school.

**South locality panel case study**

Case was brought to panel as family support worker was struggling to move forward with the family. The case was open on a CIN level.

The child had not attended education for 3 years as a result of living in a unstable environment - the family have moved house several times which has caused lots of inconsistency and lack of structure for the child. This had a negative impact on his education and they have been unable settle in education properly.

The case was taken to fair access panel and as a result of this it was suggested that they attend The New Leaf Centre but after visiting it was agreed that it was not the correct setting for them. It went back to The Fair Access Panel and they were allocated to a secondary school. The school however were concerned that they were unable to Safeguard the family appropriately and the support required is out of there remit.

It was identified that the child has issues around his identification, he is extremely anxious and really struggles to be in an environment alone. He very rarely goes out the house. Child B can be very tearful and is very clingy with his Mother

The Child itself wrote to the Director of Children's Services expressing his concerns about him missing his education and how he feels about this.

***What did panel support with?***

Family support worker came to panel requesting support for the child in relation to transition back into education. Panel was concern that if the right support was not put in place the education gap for this child would increase and this will have longer term implication to their social, personal and educational development.

As a result of discussion panel Agreed:

- A package of support to develop the child's confidence and self esteem as well as routines during the summer holiday (this included getting the child used to transport to and from school)
- A robust transition support package for September to ensure the child would integrate successfully into school
- CAMHS support to address anxieties
- Clear review timescales – so everyone would keep informed on progress.

**Impact:**

- Child and his family were engaged in a number of positive activities during summer which has build his confidence and provided structure to enable him to be ready to return to school.
- The child worked on routines and confidence in using transport ready for September
- Child is engaging with CAMHS to address the anxieties
- School felt informed and better place to support child needs when returning to education in September.
- Child has made a successful transition back into education and in his own words '*I'm loving school*'

**North Locality Case study**

During supervision the EH lead professional raised concerns regarding siblings on her case load. For the purposes of this study we will refer to them as Adam and David. School were raising concerns regarding the mental health of Adam and the rest of his family. Dad had died in July of that year and this was impacting on everyone's mental health with Adam being the only family member not medicated for depression. He had been absent from school for the majority of the Autumn term and prosecution for non-attendance was becoming a possibility. Whenever school staff attended the family home, Adam would hide under the table, rock back and forth and openly sob. Adam's lack of attendance had impacted upon his application for a Secondary School place and the deadline had now passed.

David was also a non-attende at his school provision.

The case was heard at the Locality panel held on 7<sup>th</sup> December, 2016. Panel members were all highly concerned about the young person's emotional wellbeing, particularly in light of Christmas fast approaching and the lack of engagement with any family members. The School nurse, in attendance at panel, undertook to contact Community Paediatrician and CAMHs to ensure an urgent visit was undertaken to ascertain the current circumstances for Adam and David. A referral was also made for a Youth Worker to engage and support the family with a view to re-engaging with education provision.

The youth workers ability to quickly build a substantial relationship within the family led to the knowledge of additional concerns for both boys. These included the possible grooming for criminal activity of David but also provided evidence that Adam was no longer leaving the property at all. These concerns led to the case being reviewed at Locality Panel in March resulting in panel submitting a MARF and as a result both children subsequently became subject to a Child In Need Plan.

The youth worker continued to work with Adam on taking small trips out of the family home to local shop etc., and encouraged school friends to visit, then encouraged Adam to reciprocate by visiting their homes or attending short activities.

Adam was reintegrated into his Primary School life for the last few weeks of the Summer term. A Secondary school place was identified and secured for him with a support plan put into place. David was supported to access training and this is reported to be going quite well. There have been no reports of criminal activity.