

EARLY INTERVENTION PROJECTS
January – March 2008

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Introduction

This report outlines some of the outcomes and lessons learnt by Early Intervention projects working with children 5 – 13 in the county. These have been extracted from the 270 pages of data and information contained in learning and monitoring forms for January to March 2008.

My thanks to projects for returning this information, and apologies in advance for inevitable omissions in this report.

Links throughout the document should make it possible to navigate through it quite easily on screen; the contents page should make it possible to print and read if this is preferred. Please note that Appendix 7 (Project Details) has already been circulated, though there are some small amendments.

Case studies can be a very powerful illustration of a project's work and outcomes, and I have included these where appropriate in the appendices. Any names, and some details, have been omitted to ensure confidentiality.

I intend circulating quarterly digests for the next three quarters (Apr/Jun, July/Sept, Oct/Dec '08); if you have any feedback regarding format or contents, please let me know.

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DISABLED CHILDREN

[Four Projects](#)

All projects provide support for families: training courses, information days, activities for disabled children and their brothers and sisters, support groups for parents, support groups for siblings:

- Training volunteers as sibling mentors and sibling support groups (teenagers, and younger sibs) and
- Emotional banking and diaries for parents ([DC27](#))
- *Understanding ADHD* and how this can help: parents, school ([DC26](#))
- Feeling good about what you're doing, not being watched; and bullying as an issue for parents and children ([DC17](#))
- The (added) value of working in partnership, knowing your parents' needs, and participation of parents in planning, evolving, shaping the service ([DC25](#))

LOCALITY WORKING

[Eight Projects](#) in the three Neighbourhoods (Manton, Hawtonville and Eastwood) that the Children's Fund focussed on in its initial roll out in 2002. Key areas of work that have emerged across all the projects include

- Talking and listening
- Informal, low key support, easily accessible for families and children.
- Activities (open access play, junior youth work, informal drop-in)

Points from Learning and Monitoring include:

- Think Children are planning lunchtime drop in sessions, with additional funding from Awards for All, to enable on-going contact with youngsters, and support for the occasional child who does not want to leave class for a 1:1 session. ([Ref H7](#))
- Neighbourhood Family Worker (NFW): "Some of my friends think it's cool to have a family worker to talk to". ([Ref M24](#))
- Phoenix/Under 14's have spear-headed some very productive partnership working, with NFW, YISP, CASY: Portland Transition Project, IMPS Young Peoples' Group, Chat Time/Peer Mentoring. The project supports Young People representatives on Manton Community Alliance Board.
- Transition project: no year 7 student permanently excluded from Portland this year. "This is the best year 7 transition that we have ever had...." (Paul Buck - Head Teacher, Portland School) ([Ref M19](#))
- Counselling and Support for Young People (CASY): 1:1 counselling in Portland includes talking through fears, anxieties, anger. Counselling service being extended to Valley Comprehensive. Project continues to contribute expertise to group work projects (Think in Pictures, Chat Time, Transition Project) ([Ref M5](#))
- Eastwood Home/School Liaison Worker reports "a lot more self referrals from families who attend the parents' groups", and partnership working

(working alongside school nurse and therapist from Thorneywood). Parents' groups are proving popular, and help to break down parental isolation and depression: "School gives opportunity for parents to make friends, and start to make people feel special." There is a lot of parental depression about; and domestic bullying: not so much in terms of physical violence, but psychological, controlling, a 'do as you're told' culture.

- Play Opportunities (Hawtonville and Eastwood): looking at the possibility of linking groups together in Hawtonville to get a more varied voice from families, and Devon Action Group (parents' group) is seeking longer term funding to augment play work in the area.
- increasing emphasis on 'therapeutic playwork' approach (staff training in this method).
- Both projects are planning street play and/or 'play in the park' sessions, to provide open access play opportunities for children and young people to have fun outdoors, reflecting renewed interest nationally in the idea of 'play rangers' engaging children in play in places they already congregate.
- Hawtonville Neighbourhood Family Support Worker: new worker started in January attached to the MALT (Multi Agency Locality team). Newark MALT has now become the 'Newark & Sherwood Emotional Health and Well-being Team' following success of the early pilots in the county.

DOMESTIC VIOLENCE: Children's Outreach

Four Projects

Themes across the four projects include the important role group work can play with young people, and examining, talking about and expressing feelings and relationships, and coping with anger

- one project is planning to provide a monthly drop in because "Children ... are telling us that they want to stay in contact with us ..." (*Ref DV2*); group work helps to "provide the necessary skills and support to explore feelings and experiences as a family unit" (*Ref DV4*)
- getting ready for group work: one to one with a youngster to work through their anger and look at positive ways to express feelings, preparatory to joining a group (*Ref DV4*)
- Giving children ways of coping with adult anger: "Dad has started to take his anger out on the boys because they chose to live with mum... by not spending time with them on their weekend contact and refusing to take them on a family holiday... [I have given them] a thought book [to write] their thoughts and fears down instead of the negative feelings building up inside" (*Ref DV7*)
- Another project gives a detailed case study which illustrates the problems youngsters can face in their relationships with estranged parents, their bravery when making crucial decisions, and difficulties compounded by parental illness. ([Ref DV8](#))

SCHOOLS Parental Participation

[Six Projects](#)

The six projects have differing approaches to promoting and supporting parental participation in school life, but many of the points highlighted in the individual reports are applicable to them all.

These include:

Positive outcomes from parent and family training, for example

- bonding between children and parents,
- increased self confidence arising from skills learnt (literacy, first aid etc)
- the individual feeling more able to cope at home ([P5](#))
- groups feeling more confident in organising events ([P32](#), [P47](#))
- job opportunities, able to gain paid employment ([P2](#), [P5](#))

There can be immediate benefits to school from successfully and enthusiastically engaging parents in school life (eg better playtimes ([P2](#)), improved behaviour at school, improved reputation within the community) ([P47](#)).

Other issues raised include:

- the value of peer support, and home visits ([P32](#))
- possible exchange work with a neighbouring school (pending amalgamation) - learn from each other and involve more parents ([P2](#))
- Important role TA's play in parental contact, and how their skills and knowledge can be built on ([P48](#))
- The importance of involvement of governors in promoting parental participation and
- The value of arranging crèche facilities (training, parents' evening) and of partnership working (helping to organise events more successfully, and sort problems and obstructions as they arise). ([P49](#))

YOUNG CARERS

Action for Young Carers

[One Project](#)

New worker started on 11th March.

- Work has included support for individual young carers and families (issues have included parental separation, bereavement, debt and money management, parent's chronic illness, diagnosis of parent's possible life threatening illness, court case, paternal contact, etc.)
- Comments from clients reflect comments received by other workers (eg Family Workers, YISP, and Home School Liaison workers) who are able to focus on/ listen to/ help with individual problems and needs which so often seem overpowering to the individual. They illustrate how appreciative people are of the help and assistance:

- “You’ve been absolutely amazing; I really don’t know what we would have done without you. You’re the first person who’s actually listened to what we want and been able to do something about it.” (Parent)
- “I feel so much more confident now. It’s been great to talk with other young people who are experiencing what I’m going through.” (Young carer)

Future plans include:

- Update Educational Resource Pack to include legislation relevant to schools, highlighting their need to support young carers internally, and add resources developed through wider AYC service.
- Finish establishing Web based resource for young carers to access “... through constant consultation and involvement of young carers [themselves].”

CRIME PREVENTION

Youth Inclusion and Support Programme (YISP)

[One Project](#), with workers in each of the seven districts

Each district reports separately, plus county-wide report

Quarterly reports include examples and case studies of work with individual young people and their families:

- [Three short case studies](#) from YISP Education Liaison Officer illustrating the importance of motivation, home/school communication, and teaching young people to understand consequences of their behaviour/ways to change behaviour, and a case study from [Newark and Sherwood YISP](#)
- Work with whole families (using for example Strengthening Families Program) ([Ashfield](#))
- Several instances illustrating how significant the involvement of and contact with the young person’s father can be to that youngster’s engagement, well being and emotional learning ([Bassetlaw](#), and [Mansfield](#))
- The value of combining work with the child (eg anger management) with work with the parent on parenting skills, and the importance to young people of having a “non-judgemental relationship with an adult who listens, offers support, and values their achievements” (Bassetlaw)
- good contact and communication [with partners](#), and [sharing information](#), to directly benefit local families and young people and [listening to families](#) to make sure that their concerns are heeded. (Broxtowe, Gedling, Rushcliffe)

APPENDIX 1: DISABLED CHILDREN

The Maze (DC27)

Developments include:

- Siblings support group for teenagers
- Training two volunteers to become sibling mentors with younger children
- Implementing support group sessions for younger sibs
- "Parents told us they wanted activities for mums too to give them time to recharge batteries..." Mums' night arranged for end of May

Emotional banking and diary keeping for parents:

- "a way of showing parents that there are more good days than bad days and giving them a strategy to help them cope with the bad days and to reassure them and increase confidence in their own parenting skills."
- "... [we have designed the diaries ourselves] in consultation with parents and we are really excited about their imminent implementation..."
- "Parents have welcomed the concept and we will be launching them at an open day event to get parents and service providers in a celebration of parenting."

CASE STUDY:

[B] is a young girl with 3 siblings, two of whom are on the autistic spectrum. [B] is 8 years old and lives within the confines of the structures and routines that autism demands. [B] attended the siblings' swimming party and instantly struck up a friendship with another girl who also had an older brother with Asperger's Syndrome. At the swimming party they spent the afternoon together and a few days later [B's] mum arrived at The Maze with an email address that [B] had set up to talk to her new friend. [B's] mum said it was wonderful to see her making connections with other children and how it felt great for her to at last have somewhere that she could be herself, without her siblings demanding attention.

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ADHD Family Support Project (DC26)

Work Jan – Mar included:

Coach 5 Families; general telephone support;

2 x 123 Magic courses; Introduction to ADHD for parents meeting;

3 Support group meetings;

ADHD/123 Magic trainings for schools /organisations and other professionals

Feedback has included:

- "I don't know what we would have done without this service it has been a life line.
- "123 magic has completely changed our house it is much calmer and we can talk to each other again
- "thank you for your help at school, I think they now understand my son
- "at last I understand what is the matter with my son – I think I have had ADHD too so I can understand what is wrong with my life as well."

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Cool Kids (DC17)

Cool Kids comic: actively seeking new members for Editorial Board; editorial meeting planned for April, at least 9 children already planning to attend, comic will go to print in July

Some feedback:

- "One young person thought that the sports taster session was brilliant and wants to go again. When asked 'Why?' he said he didn't feel everybody was watching him.
- "One young person said it was good to jump a lot, it makes me feel better.
- "One parent commented that it was a good form of exercise without them actually realising they were doing it.
- "When looking at family trees/history we realised how complex some families are and how it raised awareness outside the immediate editorial board group e.g. one young girl has siblings much older than her which we hadn't known
- *Bullying*: "We have been surprised at how many parents/carers and young people have told us about bullying incidents they have experienced. We have had in-depth discussions and used role play around bullying. Development Worker is now a member of the Anti-Bullying Steering Group and feedback any developments to Cool Kids.
- Evening Session planned after request from one parent and further consultation with others.

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Friends Together DC25

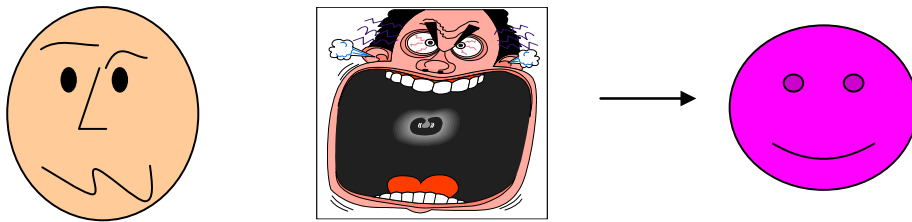
- "The [Friends Together] project has several parents on the steering group [who are] very much valued members of the group... [they have been] asked to take part in consultation work on [future development of] respite services"
- "Working in partnership [with Hallcroft Children's Centre] has helped to increase our knowledge and understanding of what the families need out of the sessions... we [also] aim to work with the parents in how they would like the [new] group to evolve and develop..."
- "Many parents complain that there [has been] lots of training/information days in the south of the county which they couldn't access because by the time they have sorted their children out for school it would be too late to attend"
- Parents' feedback from one day *HELP!* Seminar included, in response to "What has been most valuable?":
 - "Sharing information with other parents. Coming away feeling empowered and stronger. Knowing there is help out there.
 - "I have a better understanding of how my son thinks, and will be able to communicate better to improve life for my family
 - "... my main one was Education because of current issues with school..."
 - "To know you are not alone
 - "Reassuring me that it's not my parenting ability, and reiterates positive steps to put in place
 - "Being with other parents and honest factual information given"
- "The project worker was (very embarrassingly) awarded the local paper's '**Guardian Rose**' of the week!" [<http://www.worksopguardian.co.uk/news/Friends-Together-leader-is-our.3802157.jp> for details] [back](#)

APPENDIX 2: LOCALITY WORKING

THINK CHILDREN (Ref H7)

Children's 'Faces' evaluation of sessions

"Children who have been referred to us with difficulties such as low self esteem, relationship issues, being withdrawn and behaviour issues have identified, by the use of faces showing different emotions, that they have moved from feeling worried/nervous or unsure to the face showing a big happy smile. One child identified him/herself as both worried/anxious and angry also indicated that they felt happier at the end of their sessions.



Children have fed back that they have enjoyed the sessions, making things and having the opportunity to talk"

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PHOENIX PROJECT (Ref M19)

- "young people are telling us that they feel better about themselves and others when they are listened to and valued, and provided with interesting challenges/activities to engage with.
- "As the young peoples' confidence continues to grow, they have become more vocal and passionate about making Manton a better place to live.
- "... through working in collaboration with parents/carers of the young people, it has becoming increasingly apparent that they need support with their parenting skills, [help in] establishing clear and consistent boundaries / expectations with their children.... Working in partnership with the Neighbourhood Family Workers and YISP Workers, we intend to offer parents/carers support to enhance their parenting skills..."
- 2008 Transition Project will be extended to include all the feeder primaries, once again working with partner agencies to include sessions before schools break up, 'Three Nines' event and sessions during summer holiday, 'follow-up' sessions in the autumn term, home visits by the Neighbourhood Family Workers. A report on the 2007 project is available from the Phoenix Project.

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MANTON NEIGHBOURHOOD FAMILY WORK (Ref M24)

- “We know we can trust you and xxx and we know that you will help us...” was the comment from a complicated family previously known to NFW and Phoenix when they returned to Manton with a lot of issues in relation to learning disabilities and other problems. NFW visited as well at the request of Integrated Services [Children’s Social Care] to discuss concerns that had been raised... and also liaised with Health Visiting services and referred to other agencies. This ‘low key’ intervention can prevent problems from escalating.
- “Can you come and talk to XXX again – there are problems and I know he will talk to you...” A request for further intervention from a parent of a young person who had previously received support in relation to parents’ separation. Concerns over out of character behaviour at school and home will hopefully be resolved through this intervention
- “Can I talk to you...” A further request for a short involvement with a young person who is also a Young carer – her issues resolved through discussion with her mother and contact with Action for Young Carers.
- “His behaviour has changed out of all recognition....can you work your magic on XXX!” A comment from a Head Teacher in relation to a brief intervention with a young person and his mother alongside other agencies previously involved. The young person was on a last warning for permanent exclusion from Yr 6 Primary. He remains in school and will hopefully be involved in a transition programme.
- Family XXX a single mother has been really pleased that her son (working with YISP) is gradually settling at Portland School. NFW has been supporting her in relation to transition including communication with school, her anxieties and lack of confidence, and other parenting issues. She now feels she can cope and is significantly more confident than she was. CM
- One family said we can talk to NFW and know that we are not going to be judged and that the help and advice she gives us always works, and when she stopped working with my family she still gave us a quick call or popped in when passing to see if things are still ok, and we know that if we have problems in the future we can also ask for the service again. JL.
- One mum said to me that her young person’s temper has really calmed down and “he is no longer lashing out at me and others ie children at school.” He was on the verge of being permanently excluded. His temper was helped by giving him a stress ball in school for when he gets angry - he could give it a good squeeze. The teachers have also noticed an improvement. At home he also uses this method, as well as removing himself to his room and taking it out on his pillow. Mum is going to try and get him into a martial arts group to challenge his anger in a good way. JL

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CASY (COUNSELLING AND SUPPORT FOR YOUNG PEOPLE) (Ref M5)

“Female client aged 14, seen by counsellor in school setting. Client had a fear of drowning and agoraphobia. She was terrified of having to attend swimming lessons in the school. Through counselling and with the client’s permission the counsellor was able to help the client to see her teacher, she was able to discuss her fear with the PE teacher who was very supportive and now allows the client to help with the equipment and timing other students during swimming lessons.

The counsellor also worked with the client to explore her relationship with her mother, having been able to discuss her anxieties about having a stepfather. This client has worked hard on her agoraphobia and is now able to take walks alone or with a friend and is very proud of her achievements.

The counsellor and client have been able to work with the school and social services to assist this young person, and she is continuing in counselling.”

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APPENDIX 3: Domestic Violence: Children’s Outreach

CASESTUDY (Ref: DV8)

I have worked with [child A] since October 2007 She was living with her mum. However until about a year ago she had lived with her dad. When she and her sister were about 8 there had been domestic violence with their father and they had chosen to go and live with him. Their mother said she felt he had manipulated the children to say things to CAFCASS when they were interviewed... stories about her drug use which were not true and had resulted in CAFCASS advising that the children lived with him. However, when he broke his leg, the children stayed with mum and then [A] said she never wanted to go back and live with him. She said that his relationship with his new girlfriend was aggressive and she did not like living with her.... Since this time their father said that he wanted nothing to do with her... He also ordered a DNA test... This was why [A] was referred to me as her mother was worried about the effects this would have on her. Her sister was still seeing their father regularly although she was living with mum.

When I began seeing [A] she was quite quiet and said she was pleased to have someone to talk to. She said her dad had been violent with his partner and that she always wanted to live with her mum and never to go back to stay with him. She said she felt upset and rejected that her dad no longer wanted to see her as although she didn’t want to live with him, this was hurtful. She also knew about the DNA test and said this made her sad as she knew she was his daughter. We spoke a lot about her dad’s behaviour and the reasons why he may be acting like this. We did a lot of work around healthy relationships and how people make each other feel. We also did lots of work on self esteem and trying to help her see she is worthwhile despite her dad’s attitude towards her.

She told me about the times when her dad had hit her mum and how he had been so angry with her that he threw the pram with her sister in down the stairs and continued to beat it up. We wrote a list of things that she wanted to say to and ask her dad and I left it with her to discuss with her mum about whether to give it to him or not. In the end she gave it to her sister to pass on but she said her dad ripped it up. We discussed how it was not just up to her dad whether they saw each other, she also had choices.

Their father then said he wanted [A's] sister to go and live with him. I worked with [A] to talk about what she wanted, and what she wanted in the future. During this time I spoke with mum and she said she felt that [A's] sister could also use some support, that she was struggling as she was torn between her parents. I met with her and she said that she wanted to live with her dad. She said things would be different now and he had changed and she would be happier there.

I worked with both children on issues around feelings, self esteem, being honest with each other and not letting this difference of opinion ruin their relationship. We spoke about who they had in their lives to trust and talk to and things they had in common to focus on.

Unfortunately their mum phoned me sometime later to say she had been diagnosed with a serious, potentially life threatening, illness. We talked about how to tell the children and what the next steps were. Over the next few weeks I met with each child and we talked about this and how it had made them feel. [A] was particularly worried that if anything happened to her mum she would have to go back and live with her dad. Her sister was feeling guilty that she wanted to live with her dad when her mum was ill. I did a lot of work with both children around their feelings and the future, and strategies for coping.

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APPENDIX 4: SCHOOLS: Parental Participation

Garibaldi College (P5)

- “One parent now getting paid work from school. Five parents supported school with a Specialist Status conference and spoke to other schools about the learning journey and experience with us
- “Six more parents are more confident to support their children with literacy homework. They have conversations at home about books they have all read.
- “Six families learned first aid together. Families said: “You get to bond...”
- “Parents from the parent group have used the skills learnt in Indian Head Massage and used them on their children. *This helps to break down barriers and encourages positive communication and engagement between parents and children.*” (emphasis added)

- “One parent who joined the parents’ group is getting more self confident... she has said that she feels stronger at home to cope with issues that are going off.”

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Learning Mentors (Daneswood, Forest Glade and Healdswood) (P32)

- HAPPY parents’ group: Healdswood And Parents Providing for Youngsters: “organised their first event at Easter which was a great success and a fun time was had by all”
- Learning Mentors at Daneswood are “steadily increasing their home visits which break down the barriers for parents/carers who find it difficult to cross the school threshold.”
- They have also made several referrals to YISP
- “All Learning Mentors attend the termly Ashfield Excellence Cluster meetings where good practice is shared and solution circles are held.” (These have proved very beneficial in helping with any unusual or particular issues that arise)
- Helped organise the first of the district’s Parents’ Forum Network events

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Ryton Park (P2)

- “we are doing a good job with training our parents/carers and they are then wanting to go in and learn even more. Four have now moved on to full time employment working in schools, and one with a reputable company.
- “...[parents who engage in training] are far more interested in their own child’s learning...”
- “one mum in particular has now gained levels 1, 2, 3 in Playwork and nearly finished NVQ3 in Early Years. Her confidence has grown so much, she is now considering doing a teaching degree”
- “we have been very well supported by Notts Playwork Co-ordinators...”
- “The school is now being recognised for the turnaround in lunchtimes and the fact they are organised and with very few problems...”
- Exchange work with New Manton Primary planned, before the two schools amalgamate, “so we can learn from each other and try and involve more parents.”

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Manor Cluster (P47)

“Parents at Robin Hood school have taken advantage of all the training opportunities that have been made available to them.

- Three members of the group have trained to deliver ASDAN community volunteering programme with in the community.
- Four members of the group have started training with NCC youth service to do voluntary club youth work training. Their aim is to be able to run the youth work activities programme themselves [... to help make it sustainable].
- 2 male parents have passed sports coaching level 1 and booked to do level 2 in September.

- Two further male and three further female parents have joined the group after seeing how members of the group are working to develop new skills and gain qualifications.
- 2 young people aged 16 and 17 have started the senior member training with Notts County Youth Service and attended a weekend residential at Edale as a team building start to the programme.
- 10 members of the group have registered to undertake the level 2 ASDAN community volunteering course. The group has also trained in child protection, first aid, basic food hygiene, recruiting and supporting trustees and how to write funding bids.
- The group committee has applied to Tesco and the local Co-op for funding to run a summer play scheme this year and are working on a bid to Awards for All....
- *A knock on effect has been that children's behaviour at school has shown a marked improvement according to the teaching staff and the school reputation within the community has been raised.* (emphasis added)

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Sutton Centre (P48)

- Participation:
meeting with TA's in order to:
"Engage teaching assistant from each primary, meet and work as a team, to:
- identify a way forward and
- find positive ways to engage teaching staff to promote learning opportunities to families.
- promote Extended Services to teaching staff, administrative staff, school nurses etc.....
- pass the word on and promote activities from all angles....
- help identify services or activities families would like."

"Impact:

[5 TA's out of 7 took part].

"Meeting was held on Feb 4th with TA's and myself swapping ideas, setting targets and discussing the way forward.

Followed up with individual meetings with each TA to move ideas forward.

"Here are some of the items discussed at the meeting and there outcomes:

- parents open day format, bedtime reading club idea, future coffee mornings and existing Essential Skills.
- a coffee evening to see if the uptake would be larger after picking up their children and parents' open day.
- a letter to survey the parents' wishes for courses in school.
- a storyteller for after Easter and play workers for the summer break."

"TA's had positive workable ideas – they are key figures for parents to talk to [and] the meeting proved fruitful in engaging TA's, brainstorming ideas and working as a team.... TA input has proved a valuable and crucial link between the project, school and parents." *(Please note: this has been edited from original format for reasons of space.)* [back](#)

Kirkby Trust (P49)

- Project employs various strategies to encourage parents to participate in school life; some positive outcomes and ‘lessons learnt’ include:
- **BTB [Beyond the Bus Stop]:** “this group has continued to grow in strength, taking part in dance exercise sessions, running a quiz, running a competition in healthy eating, taking part in a parenting taster session, making counting beads strings for the school.... running a raffle each week to develop funds and would like to organise a seaside trip eventually.... keen to organise an event linked to Adult Learners week... One mum has gone to find out about the career of her dreams following a discussion at the group.
- “The group want to give something to the school and to gain respect of the school
- **Fun and Games** ...”partially successful, enjoyed by the children. [but] engaging with adults on the Coxmoor Estate is difficult... Annesley parents and children enjoyed the event, some parents joined in the activities and enjoyed it too.
- **Parents Evening at Jeffries** – “there was an air of excitement about the school during this event. The childcare offered parents the chance to bring their children along to the event (children only had the chance to win a Golden Ticket if their parents came to the evening) and to spend time alone with the teacher to discuss their progress. Many agencies came along to support the event and to give out information ... Activities were also organised where parents and children were encouraged to join in together – storytelling, craft and a K’nex workshop... Schools find it a useful time to ask parents their questions too, such as their opinions on school uniform. *Governors were also present at this event, which is crucial to developing increased commitment to moving parenting forward within schools.* [emphasis added]
- **Storytelling** “working with the Library Service certainly helped to make this a success. Many flyers were given out by the library as well as schools. Many parents were at the library before the event was even set up! Free interactive books were given out, donated by Local Learn Direct centre, which were a great success as was using books as prizes for the draws – linking to National Year of Reading, trying to promote all areas of literacy....
- **Family Spanish** “Coxmoor school has run family learning in the past and it has not been successful, however additional support showed that things can be improved through partnership working and how the course is sold and promoted. [We] went to the playground ... explained what was involved ... identified the problems immediately faced by parents such as ‘where do I put my name down’, ‘there is no childcare’. We were able to support the school in setting up useful processes and also to sort out a crèche place ... [even though there was] no funding [for a crèche] as the course was for school-aged children... a solution was found through partnership working ... Much was learnt to take back to the Family Learning Group.
- **Healthy eating craft** “There were low numbers who attended this session ... School gate work did encourage one mum to come along who has

since become part of he BTB group... children enjoyed it and joined in instead of going to their regular after school clubs.”

(Please note: these notes have been edited and shortened for reason of space)

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APPENDIX 5:

YISP (YOUTH INCLUSION AND SUPPORT PROGRAMME)

(Note: Case studies and notes have been edited for reasons of space)

3 case studies from YISP Education Liaison Officer:

Client A

A was not attending school regularly & when she did attend she internally truanted or her behaviour was disruptive, resulting in exclusions. We established that she was very unhappy at that school and wanted a transfer to another in the area. No school was going to accept her as a transfer unless she could show commitment and motivation to change her behaviour. After many contacts with Headteacher, Deputies and Head of Year at her school a promised transfer to a new school has now been agreed, as a direct result of dramatic improvements in A's attendance and behaviour. Mum has said A is a changed child who now says she is enjoying school.

Client D

Mum had voiced concerns over what she saw as school failing to provide for D's learning difficulties, D's attendance was also a significant problem. Sessions in school with SENCO provided information about the support offered by school which D's family had failed to access. A copy of D's IEP was supplied, which I passed on to Mum who didn't know that one existed. I negotiated extra support for D by inclusion in a Literacy group. I have also requested that D be tested for possible dyslexia. I fed back to mum and D who agreed to access the extra provision being offered, some of which she wasn't aware was being offered. D's attendance at school has now improved.

Client J

J's behaviour at school was getting him into trouble and so I began to work on consequences of behaviour. Unfortunately J was permanently excluded from school. Whilst attending alternative education provision J had no problems and during this time I completed work on the changes in behaviour that were necessary to be successful at new placement. J started at a new school on a 2 days a week transition package and has now moved successfully to full timetable.

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Case study (2a)

The application of the Strengthening Families program for an individual family has resulted in some positive changes even though we are only half way through. In one family, the father has become engaged in sessions for the first time. Father has withdrawn more and more from involvement in the family [due to ill health] and this dynamic is the major risk factor for the YISP client. Application of the program has seen the father participating and a noticeably

positive response from the YISP client who will participate when his father is present. The client's participation is greater because he feels the focus has switched to family relationships, not just on his behaviour.
(Ashfield)

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Casestudy (2b)

Ten year old [X] referred to the YISP by Social Care... The 'YISP' assessment highlighted that [X] was unhappy about the lack of contact he now had with his father; at times his mother struggled with his behaviour; that the family home was in an area known as an 'anti social' hotspot; that there were significant factors that indicated that [X] could be at risk of offending.

Regular sessions were conducted with [X] offering him strategies of how he could appropriately deal with his anger; some parenting work was conducted with mum along with multi-agency working to ensure safeguarding and resolution of the issue of contact with his father.

After four months of work [X] was back in regular contact with his father; his school attendance is in excess of 98%; his mother reported that his outbursts at home had ceased. For the purpose of transitional support he was referred to the Connexions scheme for Positive Activities for Young People and was subsequently drawn into the 'Sporting Chance' programme. ... '[X]'s behaviour has improved 100%, he is not as angry as he was and comes home happy at the end of school – thank you, I can now have conversations with my son' (mother).
(Bassetlaw)

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Casestudy (2c)

A child aged 7 has been supported by YISP whilst his dad was serving a prison sentence. Letters and photographs were sent and when he was released a home visit with a Parenting worker was arranged to introduce those involved ... Subsequently two joint trips have been arranged with the family, one to Mansfield Superbowl the other to Playmania with dad taking charge and setting boundaries and YISP providing transport and access to facilities. Within this setting some issue-based work around feelings and citizenship has started for the first time with the child concerned.
(Mansfield)

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Casestudy (3)

(Extract)

..... After 3 months of [the YISP worker's] work with [Y] a significant episode occurred where he sat and mapped out all his worries and concerns with his trusted school teacher – this was a considerable achievement of self acknowledgement especially as [Y] is still only 9 years old... the school directly credited the work done by the YISP towards this breakthrough, with recognition of it ... providing an important platform from which achievable targets for change could be met. Work is still on going with [Y] including a

referral to Child and Family Therapy where it is hoped that a specialist professional will further aid him in unravelling the complex issues underlying his behaviour, along with working in partnership with his parents to help them take a more responsive and considered role in his development. The overall aim is for him to reintegrate back with his school peer group, to be safe and to empower him to make better choices about his life style ...
(Bassetlaw)

Casestudy (4)

I saw [J] ...weekly at school [after he had transferred from another school] where we worked on temper control & consequences of behaviour as his behaviour was becoming more unmanageable ... However, he did show a great commitment to PE & sport, & as well as joining the school football team he joined a local team outside school

In September he truanted with a known offender who attends the same school This necessitated a school meeting with [J], his mum, myself, & Head of Year where, after much discussion, [J] narrowly escaped a temporary exclusion. In his defence, he stated that he had returned to school, leaving the other individual, because he wanted to avoid further trouble ...[thus] attempting to put into practice strategies he had learned and practised through YISP, and mum said she would help to reinforce this.

Progress continued with weekly meetings until December 07 when [J] was given a 2 day temporary exclusion for swearing in class & then storming out of the classroom when reprimanded. ... it was decided that [J] should return to school after the holidays on a reduced timetable of mornings only with a review after 6 – 8 weeks. I felt therefore that aspects of temper control and anger management should be revisited alongside our continuing theme of consequences of behaviour.

It was decided that I should continue to work with [J] until his successful reintegration to a full timetable ... this occurred at the beginning of the Easter term 08. I also made a [successful] referral to the Crime & Disorder Team's 'New Horizons' project so that he would have some continuity after the closure of the case.

(Newark and Sherwood)

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Examples of Interagency communication, and listening to families

1. Continued attendance at the Broxtowe Anti-Social Behaviour Meeting allows good contacts to be made between YISP and other agencies, which then benefits the families we work with....

[For example] This quarter YISP supported a parent who was at risk of losing her tenancy due to alleged anti-social behaviour by her eldest son YISP were able to liaise with the Housing Officer and Anti-Social Behaviour Officer on behalf of the parent. This resulted in a successful meeting with the

Housing Officer in which plans were made to mitigate the impact of the behaviours concerned [and] allowed a realistic compromise to be made and positive channels of communication to be opened with the Housing Officer.
(Broxtowe)

2. Though working with the JAT it has been possible to communicate more effectively with a variety of agencies. One family I work with has had problems with repairs to their house. By being able to discuss this at the JAT Gedling housing has taken action to remedy the situation. As a result it has been agreed that the family will move to more appropriate accommodation. This has helped the family to feel a little more empowered to that when they have a concern, if they approach agencies they will be listened to.
(Gedling)

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3. I attended a seminar on Speech, Language and Communication Impairments (SLCI) ...many of the symptoms which [my client] presented with (difficulty understanding instructions, misinterpreting body language, behaviour perceived as inappropriate or rude) fit with the SLCI model. ... I shared my concerns with the young man's paediatrician and ensured he had an appointment with a speech therapist who could assess his needs. ... The speech therapist thanked me for bringing to her attention my knowledge of this client's needs, she also confirmed that she would share her assessment with the young man's school in order for his assessment there to be well informed. ... whereas historically information sharing regarding this young man between health and education has been poor, now different services involved with him are better informed of his needs ...
(Rushcliffe)

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4. ... a parent of a newly referred child has told me she feels as though historically she and her family have not been listened to by professionals. This young person has a particularly complex background and numerous professionals have had involvement during her life ... [I collated] information [from the parent] along with information from Social Care, education, Child and Adolescent Mental Health Services and Behaviour Support. What came out of this process was that those involved are unclear about past events ... the family have not received a consistent level of support ... [she] feels as though her daughter's needs have been put to one side and that both she and her daughter have not been listened to.

... to ensure that all agencies are aware of the parent and child's wishes and feelings I have held a multi-agency meeting where the parent had the opportunity to speak.... She spoke about what had happened with her family in the past and what she would like to happen in the future. Her speaking out and being listened to has influenced the next actions which we as professionals will take to support her and her daughter.
(Rushcliffe)

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APPENDIX 6: How many parents and children?

PROJECT	Parents		C & YP		Families district by district						
	How many?	How much contact? *	How many?	How much contact? *	Ashfield	Bassetlaw	Broxtowe	Gedling	Mansfield	Newark & Sherwood	Rushcliffe
DISABLED CHILDREN											
DC17 Cool Kids	44	67	50	108	3	2		1	4	1	
DC25 Friends Together	213	645	341	646		160					
DC26 ADHD	99	379	33	45	5	3	17	34	5	3	7
DC27 The Maze	64	378	24	92			4	76	1	3	4
LOCALITY WORKING											
H7 Think Children			26	156						24	
M5 CASY	20	20	18	69		18					
H8 Hawtonville Play Opportunities	58	585	90	880						58	
E 18 Eastwood Play Opportunities	44	383	202	1234			82				
M24 Neighbourhood Family Worker	34	93	50	191		30					
M19 Phoenix Project	7	21	58	464							
E14 Eastwood Home School Liaison	50	233	34	192			46				
H16 Hawtonville Neighbourhood Family Support Worker †			8								
DOMESTIC VIOLENCE Children's Outreach											
DV2 Mansfield & Ashfield Women's Aid	26	46	34	71	12				14		
DV4 Nottinghamshire Women's Aid	10	30	11	66		10					

* e.g. 2 parents X 3 contacts each = 6 contacts. Similarly for children and young people

† incomplete data due to new project management , project re-launch and new project worker

PROJECT	Parents		C & YP		Families district by district						
	How many?	How much contact?*	How many?	How much contact?	Ashfield	Bassetlaw	Broxtowe	Gedling	Mansfield	Newark & Sherwood	Rushcliffe
DV7 Newark Women's Aid	4	12	7	53						7	
DV8 Women's Advice Centre	4	9	5	23				5			
SCHOOLS											
Parental Support											
P2 Ryton Park: Parental Play Worker Project	16	150	260	0		16					
P5 Garibaldi College: Community Liaison Co-ordinator †	31										
P32 Daneswood, Forest Glade, Healdswood	26										
P47 Manor Cluster: Participation Worker	86	222	160	776					70		
P48 Sutton Centre: Participation Worker	50	72	28	28							
P49 Kirkby Trust	150	260	245	145	150						
YOUNG CARERS											
YC3 Action for Young Carers	34	159	37	123	4	5		14	3	6	2
CRIME											
CR2 YISP	152	615	103	526	44	52	32	26	43	30	21
TOTALS	1222	4379	1824	5888	218	296	181	156	140	132	34

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† for historic reasons, monitoring and data collection are in different formats for P5 and P32

APPENDIX 7: Project Details

DISABLED CHILDREN

PROJECT: The Maze

PROVIDER: Voluntary Organisation

The Maze provides support for parents of children on the autistic spectrum. The aim is to help parents feel less isolated and better supported by giving them the opportunities to meet other parents with children on the spectrum, to share experiences and strategies that will help them manage the challenge of parenting a child on the autistic spectrum.

Contact Mandy Haxby Tel: 0115 9205800 www.themazegroup.org

Email: admin@themazegroup.org

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PROJECT: ADHD Family Support Project

PROVIDER: ADHD Solutions CIC

The project works directly with families of children diagnosed with ADHD to support them with day to day situations directly related to family circumstances. This can include: behaviour management programmes (123 Magic); coping strategies for the child, parents/carers, siblings and the extended family; help with school issues; attending meetings and attending GP's and Consultant appointments; writing reports in support of the child; help with disability living allowance forms. It also provides ADHD awareness training for professionals (schools and other voluntary and statutory organisations).

Contact Christine Jarvis Tel: 01509 413213 or 07947047573

Email: Christine.jarvis7@btinternet.com

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PROJECT: Cool Kids

PROVIDER: Partnership

Cool Kids is a partnership project between various organisations working with Disabled Children and their families across the county. Children and families identified that they wanted information about services and to get their voices heard. A regular comic and directory have been produced and a website developed "by kids for kids" and distributed to Disabled Children across the county and also to schools and other services.

Contact Parent Partnership Tel: 0115 9482888 www.cool-kids.org.uk

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PROJECT: Bassetlaw Project for Children with Additional Needs - "Friends Together"

PROVIDER: Bassetlaw PCT

This project supports children, young people and their families in Bassetlaw with additional needs. It aims to increase leisure opportunities reducing social isolation, provide more inclusive children's service enabling children with disabilities to reach their full potential and enjoy life, provide support and information to children, young people, carers and families enabling them to increase their knowledge and skills necessary to meet on-going and potential life challenges.

Contact Dianne Edwards Tel: 07974 673214

Email: dianne.edwards@bassetlaw-pct.nhs.uk

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LOCALITY WORKING

PROJECT: Think Children

PROVIDER: Think Children

Think Children works with vulnerable children aged 4-11 years displaying signs of emotional and behavioural difficulties. The project provides early intervention at the onset of a problem with low level, low key, and non-stigmatising community based help. The service targets children who fall below the threshold for statutory intervention for whom there is little or no other help available.

Contact Cathy Bow Tel: 01636 676887 Email: tc.cathy@tiscali.co.uk

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PROJECT: CASY (Counselling and Support for Young People)

PROVIDER: CASY

Counsellors are working in Portland School and Manton Junior School to help children and young people cope with emotional turmoil, confusion, fear, trauma, bullying and self abuse. Counsellors are also giving Year 6 pupils support during their transition period. CASY are jointly working on the 'Listening Bus' with Phoenix Project and the Manton Neighbourhood Family Worker offering activities such as art, dance, drama.

Contact Fay Bush Tel: 01636 626803 Email: fbcasy@aol.com

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PROJECT: Hawtonville Play Opportunities

PROVIDER: Notts County Council

This project provides term time play opportunities. Play sessions and full day play schemes are provided during holiday time (except Christmas) and outreach work at Cleveland Square is planned. There are also training opportunities for play workers and the local community. The project's work is supported by Devon Action Group (DAG), an independent voluntary group of local parents.

Contact Andrea Ward Tel: 07833 583827

Email: andrea.ward@nottsc.gov.uk

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PROJECT: Eastwood Play Opportunities

PROVIDER: Notts County Council

Eastwood Play Opportunities (formerly Sunnycroft) provides free play opportunities for children at risk of exclusion in Eastwood. The project provides term time play opportunities 3 times a week, daily holiday play activities, special events and workshops such as dj-ing, first aid and cycling proficiency and provides training opportunities for young people, their families and local people.

Contact Andrea Ward (see above) or Jacky Woodason Tel: 01773 769250

Email: jacky.woodason@nottsc.gov.uk

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Note: the two play opportunities projects will focus on outreach work, play in the parks and play in schools post March '08

PROJECT: Manton Neighbourhood Family Worker (NFW)

PROVIDER: Notts County Council

The project works with vulnerable families and children/young people who are experiencing difficulties, including issues around behaviour, domestic violence, bereavement/loss, parenting problems, mental health, and family breakdown. The NFW Provides early intervention before crisis point is reached, in order to prevent statutory intervention. Integrated work includes groups for parents, children and young people, and transition support from primary to secondary school working jointly with YISP, Phoenix, and CASY. Links are made with many other agencies and schools.

Contact Corinne Moore Tel: 07834 008092

Email: corinne.moore@nottsc.gov.uk

Or Jayne Lilliman Tel: 01909 475602

Email: jayne.lilliman@nottsc.gov.uk

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PROJECT: Phoenix Project

PROVIDER: Notts County Council

This project supports vulnerable children and young people who are experiencing a host of social and emotional issues. The project provides children and young people with an opportunity to identify these issues and creatively work through them; leading to greater confidence, self awareness & esteem and ability to manage their own feelings. The project is currently working in partnership with CASY Counselling, YISP, the Neighbourhood Family Workers, and Schools, to provide a transitional support package for young people who are moving up from primary to secondary school.

Contact Sean Ryan Tel: 01909 509418

Email: sean.ryan@nottsc.gov.uk

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PROJECT: Home/School Liaison Team

PROVIDER: Brookhill Leys Family of Schools

The Home/School Liaison team work with individual families to develop parental involvement in their child's education. The team provide a variety of sessions for parents around school/family issues to develop their parenting skills and build self esteem and confidence for both children and parents. They also provide ideas and strategies to improve children's behaviour at home and school and promote school attendance.

Contact Jo Bradley

Tel: 01773 769693 Email: joanneb15@brookhilleysprimary.notts.sch.uk

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PROJECT: Hawtonville Neighbourhood Family Worker (NFW)

PROVIDER: PCT

The project works with families on a voluntary basis around issues that they feel are affecting the stability of their family. The NFW's input can consist of supporting children, young people and their carers on issues such as; parenting difficulties, general support around drugs/alcohol, truancy/exclusion from school, poor family relationships, behaviour management strategies, conflict resolution/management and individual work with parents /carers to help them to raise self esteem and build resilience.

Contact: Jane Haward Tel: 01636 594816 Email:

Jane.Haward@nottspct.nhs.uk

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DOMESTIC VIOLENCE

PROJECT: Children's Outreach Service

PROVIDER: Mansfield & Ashfield Women's Aid (MAWA)

MAWA provides a children's outreach and resettlement service to support children leaving refuge and/or children for whom refuge is not accessible or appropriate. The workers also work in a preventative capacity offering a 6 week healthy/unhealthy schools programme to year 5s, effects of domestic violence on children/young people training and small talks and presentations.

Contact Jacqui Moore Tel: 01623 683250 Email:

coord.cyp@mawa.co.uk

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PROJECT: Children's Outreach Service

PROVIDER: Nottinghamshire Women's Aid (Notts WA)

Notts WA provides a children's outreach and resettlement service to support children and young people who are living with or who have witnessed domestic violence. Support is available in a number of ways, one to one, groups work, telephone support or family support. The workers also deliver SAFE a preventative program to secondary schools across the Bassetlaw district raising awareness of domestic abuse and healthy/positive relationships. Workers have attended a parenting program and are regularly delivering parenting sessions to women.

Contact Christie Thompson Tel: 01909 533610

Email: christie.thompson@nottswa.org

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PROJECT: Children's Outreach Service

PROVIDER: Newark Women's Aid

NWA is developing specialist provision for children who experience domestic violence in the Newark & Sherwood District. NWA are providing a children's outreach and resettlement service to support children leaving refuge and/or children for whom refuge is not accessible or appropriate.

Contact Marlene Ferris or Lisa Allam Tel: 01636 679687

Email: nwa@womens.freeserve.co.uk

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PROJECT: Children's Outreach Service

PROVIDER: Women's Aid Advice Centre (WAAC)

WAAC is developing specialist provision for children who experience domestic violence in the Gedling district. WAAC provides a children's outreach and resettlement service to support children leaving refuge and/or children for whom refuge is not accessible or appropriate.

Contact Kathryn York Tel: 0115 9884229 Email: kathyrn@waac.co.uk

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SCHOOLS

PROJECT: Parent Play Worker Project

PROVIDER: Ryton Park Primary School

This project aims to develop the physical and social skills of children through play as delivered by Parents/Carers themselves as supported by a process of training and potential employment for 2-3 Parents/Carers annually.

Contact Richard Lilley (Head Teacher) Tel: 01909 472442

Email: head@rytonpark.notts.sch.uk

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PROJECT: Community Liaison Worker

PROVIDER: Garibaldi College

This project aims to increase parental involvement at college and in student's education at home and to strengthen links with the local community to further develop opportunities for parental engagement.

Contact Linda Tasker Tel: 01623 464220 Email:

ltasker@garibaldi.notts.sch.uk

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PROJECT: Learning Mentors (across 3 schools)

PROVIDER: Daneswood Junior School, Healdswood, Forest Glade

This project aims to increase parental involvement in school, raise parental aspirations, better develop home/school communication, increase the role parents play in the education of their children and to provide opportunities for parents to develop their own skills.

Contact Steve Stafford (Deputy Head Teacher) Tel: 01623 460329

Email: office@danewood.notts.sch.uk

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PROJECT: Participation Worker

PROVIDER: Manor Family of Schools

The Participation Worker will develop the participation element of the extended services core offer of community access and parenting support across the Manor family of schools and community partners ensuring that parents, carers and young people have a significant voice to influence opportunities and activities.

Contact Karin St Michaels Tel: 01623 429334

Email: mwcdg_karin@hotmail.co.uk

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PROJECT: Participation Worker

PROVIDER: Sutton Centre Family of Schools

This project aims to provide a comprehensive guide detailing activities and services and to identify gaps in provision and progress towards filling these gaps. It is hoped that more innovative and creative ways are developed to reach hard to reach individuals and groups resulting in consequent improvement in confidence and raising of self esteem.

Contact Julie Bailey Tel: 01623 405503

Email: julie.bailey@sc-adulted.co.uk

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PROJECT: School Gate Project

PROVIDER: Kirkby College Family of Schools

This project started as a research project, engaging with parents, schools and other agencies to discover the best ways of working with parents in this area and how to engage them and help them participate, through informal contact at the school gate, through our community centre and other community focal points as necessary. Through this initial contact parents and ways to help them participate have been identified. The project has moved towards helping the schools work towards the parental support element of Extended Services in line with the outcomes of that work.

Contact Corinna Brown 01623 484864 or 07864 884957

Email: parentproject@thekirkbytrust.org.uk .

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YOUNG CARERS

PROJECT: Action for Young Carers (AYC)

PROVIDER: Action for Young Carers

AYC is working with schools across the County to raise awareness of young carers and the issues that they face. AYC has produced a lesson plan and a Teachers Resource Pack that schools are encouraged to use and to set up support networks within their schools including support groups, drop in sessions and mentoring. For those young carers that need further help beyond that which their school can offer, a support worker is able to offer one to one support.

Contact Tony Watton, 0115 9128044 Email: ayc@carersfederation.co.uk

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CRIME

PROJECT: Youth Inclusion Support Programme (YISP)

PROVIDER: Notts County Council

The aim is to work with other agencies to provide an appropriate form of support for children (and their families) in order to minimise the risk of their becoming involved in offending behaviour. It also tries to strengthen any protective factors in their lives. Referrals are welcomed from both statutory and voluntary agencies, parents and young people themselves and following a detailed assessment, a panel may meet to devise an integrated support plan which is agreed with the parent and child.

Contact Jenny Spencer Tel: 01623 827670 Email:

jenny.spencer@nottsc.gov.uk

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APPENDIX 1: Project Details (Financial)

THEME	PROJECTS	08/09 ANNUAL COST	CATEGORY OF PROVIDER
DISABLED CHILDREN	<i>The Maze</i>	£10,537.00	VCS
	<i>ADHD</i>	£38,954.00	VCS
	<i>Cool Kids</i>	£41,966.00	Partnership
	<i>Friends Together</i>	£52,901.00	PCT
	DISABLED CHILDREN TOTAL	£144,358.00	
LOCALITY WORKING	<i>Think Children</i>	£17,551.00	VCS
	<i>CASY</i>	£15,166.00	VCS
	<i>Hawtonville Play</i>	£30,000.00	NCC
	<i>Eastwood Play</i>	£30,000.00	NCC
	<i>Manton Neighbourhood Family Worker</i>	£42,770.00	NCC
	<i>Phoenix Project</i>	£50,647.00	NCC
	<i>Home/School Liaison</i>	£38,254.00	NCC
	<i>Hawtonville Neighbourhood Family Worker</i>	£41,524.00	NCC/PCT
	LOCALITY WORKING TOTAL	£265,912.00	
DOMESTIC VIOLENCE Children's Outreach	<i>Mansfield & Ashfield Women's Aid</i>	£18,738.00	VCS
	<i>Nottinghamshire Women's Aid</i>	£27,476.00	VCS
	<i>Newark Women's Aid</i>	£13,789.00	VCS
	<i>Women's Aid Advice Centre</i>	£13,803.00	VCS
	DOMESTIC VIOLENCE TOTAL	£73,806.00	
SCHOOLS Parental Participation	<i>Ryton Park</i>	£12,685.00	NCC School
	<i>Garibaldi College</i>	£12,731.00	NCC School
	<i>Daneswood Cluster</i>	£37,080.00	NCC School
	<i>Manor Cluster</i>	£37,901.00	NCC School
	<i>Sutton Centre Cluster</i>	£31,646.00	NCC School
	<i>Kirkby Trust</i>	£30,330.00	VCS
	SCHOOLS PARTICIPATION TOTAL	£162,374.00	
YOUNG CARERS	<i>Action for Young Carers</i>	£69,735.00	VCS
CRIME	<i>Youth Offending Service (YISP)</i>	£404,643.00	NCC
	TOTAL	£1,120,827.00	

VCS (Voluntary & Community Sector)
PCT (Primary Care Trust)
NCC (Nottinghamshire County Council)

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