



EARLY INTERVENTION PROJECTS

October – December 2008

Contents:

<i>Project reference numbers:</i>	<u>INTRODUCTION</u>	2
	PROJECT REPORTS:	
	<u>HEALTH & WELL-BEING</u>	4
<i>M24, H16</i>	- Family Support	
<i>H7, M5</i>	- Emotional Health	
<i>DV2, DV4 DV7, DV8</i>	- Domestic Violence: Children's Outreach	
<i>YISP</i>	<u>ANTI-SOCIAL BEHAVIOUR and CRIME PREVENTION</u>	7
<i>E14, P32 M19, YC3</i>	<u>SCHOOL ATTENDANCE, BEHAVIOUR and ENJOYMENT</u>	10
<i>P2, P5 P47, P48 P49, H8 E18</i>	<u>COMMUNITY COHESION and PARTICIPATION</u>	12
<i>DC27, DC26 DC25, DC17</i>	<u>CHILDREN WITH ADDITIONAL NEEDS AND THEIR FAMILIES</u>	16
	APPENDIX A:	
	- <u><i>Casestudies etc.</i></u>	18
	APPENDIX B:	
	- <u><i>How many boys, how many girls, ages, How many parents, how many children?</i></u>	31
	APPENDIX C:	
	- <u><i>Project Details</i></u>	34

INTRODUCTION

Each project makes its own contribution to the ECM Outcomes, and these also relate to National Indicators and LAA Targets identified in Nottinghamshire Children and Young People's Plan and the Local Area Agreement:

Be Healthy

- *Improve emotional well being (LAA Target, NI 50)*

Stay Safe

- *Reduce bullying (LAA Target, NI 50)*
- *Ensure children and young people are safe from abuse*
- *Reduce crime and the fear of crime (LAA Target, NI 111)*

Make a Positive Contribution

- *Tackle anti social behaviour*

Enjoy and Achieve

- *Work more effectively with schools to raise standards (LAA Target, NI 78)*
- *Improve attendance at schools (LAA Target, NI 114)*
- *Improve community cohesion and participation (LAA Priority)*

Make a Positive Contribution

- *Increase parent and carer participation*
- *Improve participation of young people*

Adults' problems impinge on children, they become children's problems, and no more so is this illustrated than in some of the case studies reported in this quarter's learning and monitoring returns, where issues include:

	<i>Project Reference Nos. ¹</i>
• A suicide in the wider family	M24
• Parental depression	
• Self-harming	H16
• Difficulties children face in transition to 'big school'	M24, E14, M19, YC3
• Difficult relationships with step parent	M5
• "Friendships not made through giving presents"	
• Affect of DV on children: "it's not just about physical violence"	DV2
• DV and children's anger	DV7 YISP
• Sibling rivalry	YISP
• Older sibling's offending behaviour	
• Parenting and a parent's own childhood experience	DC27, YISP
• Anxiety, shyness and low self esteem	
• Growing self confidence and positive self image	M19, YISP, M5
• Bullying	DC17, M19
• Creative activities, games etc: aids to communicating, building	DV7, DC17, M19, M24, YC3,

¹ **NB** for example only, and not intended to be exhaustive

relationships	
• Activities need to be supportive, challenging, and fun	M19, P2, H8, E18
• Personal growth: one to one work with young people and group work	M19, M5, DV2, DV4, YISP
• Communicating, setting boundaries, managing family life: informal group work with parents and more formal courses	P32, E14, YISP, H16
• Family learning: children and adults learning together	P47, P5, P48, P2
• Young people as role models; children train to be buddies	
• Caring for grandparents as an additional pressure on parents	P49
• Additional needs leads to isolation for the whole family	DC25, DC26, DC27, YC3

The need to build trust is central to success: trust enables children and young people, parents and carers, workers and families to communicate and support each and one another.

Two quotes help sum up much of the learning in this quarter's report, and have wider application than their immediate contexts. Both are about having the confidence and opportunity to talk and to listen:

“If you ever have to go through something like this, talk to someone about it, even though it is hard to do that.”

(Young Person writing in the Young People's Safety Handbook: Nottinghamshire Women's Aid (DV4))

“Young people's views matter and are the key to inclusion for all.”

(DC17: Cool Kids, 4 Kids by Kids)

Once again, I have tried to include as many case studies as possible (Appendix A); the hyperlinks in the document should make navigating through it relatively easy if reading it on screen. Speech bubbles link quotes from the reports (children, parents, workers, talking) with the text in the main body of the report. Previous reports may be found on the Nottinghamshire C&YP Partnership web pages:

<http://www.nottinghamshire.gov.uk/home/learningandwork/nottscyppartnership/earlyintervention.htm>

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[Back to Contents page](#)

Health & Well-being: Improve health and well being, reduce health inequalities

Family Support

- M24 Neighbourhood Family Worker (NFW) (NCC, Specialist Family Support Service)
- one to one work with families and their children: regular referrals from schools; interventions have included behaviour management, parenting issues and transition.
 - listening space youth group has continued to meet regularly, attended by young people aged 5 – 14
 - *What parents are telling us:* Parental feedback has indicated importance of supporting parents, as well as children, during transition to Secondary School.

“NFWs are increasingly being asked to intervene with young people aged 14-15 where there are family relationship issues, behaviour and anger management, which are impacting on school attendance and behaviour.”

“I found it very helpful with Corinne coming. She supported me with all of my worries; and I enjoyed it very much” (Young person)

“I think that a family worker should be offered to [all] parents to talk about children moving up to “big” school ... [without that] I would still be very worried about my daughter.....I am very grateful” (Young person’s parent)

- Children with mental health issues have also been referred and collaboration with CAMHS continues (see [Case Study](#))

- H16 Family Worker: (NCTPCT Emotional Health and Well-being Team Newark) Report details both some of the successes and difficulties of the work, including:
- individual work with 4 young people and/or their families; 2 of these cases now closed (see [Case 1](#) and [Case 2](#) for some details)
 - 10 consultations: 6 with School Nurses, 1 health visitor, 1 parent, 1 Children’s Centre worker & parent, 1 Education worker; 7 evaluations received, all scoring from 8 – 10 out of 10 for helpfulness

“Colleagues expressed the view that it was helpful to gain a different perspective and some felt that the ideas discussed could be used to benefit other children they knew”

- 4 parents completed 1-2-3 Magic Parenting Course; 7 parents from 5 families started the Living with Teenagers parenting course; 3 parents (3 families) attended the last session (1 parent could not make the session due to the poor weather). See [evaluation/ feedback](#)
- *What parents are telling us:*

“A parent who took part in the Living with Teenagers course suggested that the teenagers should attend some of the sessions and be involved in the discussions.”

“The co-facilitator and I plan to discuss possibly including group work for teenagers alongside the sessions for parents.”

- Person Centred Planning tools: “... I have used these tools more directly with children and young people rather than with families as a whole. I have

set up a Solution Circle in a secondary school for a pupil's perspective on bullying to be heard."

Emotional Health

- H7 Think Children (Newark) (VCS ²)
- M5 CASY: Counselling and Support for Young People (Bassetlaw): (VCS)
- Think Children: (*work in primary schools*)
 - Feedback from children has shown that they felt happy at end of sessions; "two children in particular were able to identify that they had moved from feeling either worried or angry to feeling happier"
 - counselling support for one parent in addition to work with children
 - making information display more parent and school friendly, to include feedback and art work from children;
 - Plans for closer working relations with health professionals in area
 - CASY: (*work in secondary schools and the community*)
 - Ongoing programme of training and professional development for volunteer counsellors (child protection, art therapy, Therapist in Court, etc)
 - Two short case studies give examples of type of work with young people in schools (negative self image, separated parents, etc.)

"I enjoyed talking to my counsellor... I felt I could tell her anything. The sessions changed me in a positive way and my friends and family even notice the change"

Domestic Violence: Children's Outreach

- DV2 Mansfield & Ashfield Women's Aid
- DV4 Nottinghamshire Women's Aid
- DV7 Newark Women's Aid
- DV8 Women's Aid Advice Centre Gedling
- DV2, DV4, DV8: reports relate to total funding for children's outreach work, not just Early Intervention monies.
 - All projects VCS
-
- DV2
- very good response to Christmas activities, and good attendance at the 'Healthy Relationships' activities for children (run in partnership with Sutton Nursery Centre/Children Centre and Mansfield & Ashfield Children & Young Peoples Department) (*see [feedback](#)*)
 - finished delivering the existing Kool Running (KR) Programme for teenagers (programme to be suspended next quarter, pending funding bids, but school sessions planned utilising KR material)
 - One to One support (5-12 yrs & 13-18 yrs): referrals through MARAC (Multi Agency Risk Assessment Conference), Kool Runnings, JAT (Joint Access Team)
 - completed a Risk Assessment Tool based upon the CAADA tool (Co-ordinated Action Against Domestic Abuse) - will pilot it's effectiveness during the next quarter
 - Delivered '[Positive Relationship](#)' sessions (x 2) in partnership with Mansfield & Ashfield Children & Young Peoples Department and Sutton Nursery Centre
-

² VCS = Voluntary Community Sector

DV4

- Working in partnership with the Parenting Officer in Bassetlaw to deliver Strengthening Families and the Webster Stratton parenting programmes. Plans to roll out the 'What About Me' programme as a joined up, multi agency approach have been delayed, but still working with the county DV Policy Officer to achieve this
- The Children and Young People's Safety Handbook was completed jointly by the staff and young people. The book was launched in November.

"The young people inputted into the design of the handbook [and wrote] their personal stories and created cartoon scenarios"

- Follow link for ['My Story' and a short case study](#) illustrating one to one work with one young person and her family.

"... made me realise how it affects the children and it's not just about physical violence..." (Mother: DV2 Positive Relationships)

"If you ever have to go through something like this, talk to someone about it, even though it is hard to do that." (Young Person: DV4 Safety Handbook)

DV7

- Strong emphasis on one to one support for young people.
- Value of arts and crafts work with young people

"Children really enjoy to be creative, its helps them to relax with no pressure of having to talk about problems. Helps to develop and build a trusting relationship."

"Finding an activity that the child is interested in helps them to enjoy their time with me while building an open and trusting relationship. This helps them to work through the trauma of their experiences of domestic abuse."

"...real anger management issues. He lashes out at mum and his siblings..."

- [Two short case studies](#) illustrate work around anger management, and helping a young person cope with their trauma and nightmares

DV8

- [Two case studies](#) illustrate one to one work with young boys, and the effects domestic violence has on their lives
- Project would like to start running some group work sessions with the Rushcliffe worker for children and young people.

"My dad has to behave himself now because if he doesn't my mum is going to ring the police and they will take him away".

"... one of the children I was working with drew a picture in the 'Who's important to me' section of their work book and then labelled it with my name 😊. I asked whether it was me and they said 'Course it's you, you're important to me and I think you're a angel, that's why you have really big wings!'"

[Back to contents page](#)

Anti-Social Behaviour & Crime Prevention - Reduce youth crime and anti-social behaviour

YISP (Youth Inclusion Support Programme): NCC, Youth Offending Service

County wide

Nottinghamshire YISP is piloting the **Youth Restorative Disposal**, which will ensure that first time offenders aged between 10 and 17 who have committed a low-level minor offence have to explain their actions and apologise to their victim. It is expected that this will generate some referrals for the YISP programme.

Integrated Services Test Beds : YISP involved in both test beds (Ashfield and Newark and Sherwood) and district YISP workers involved in JATs (Joint Access Teams)

Continued development of the **Pink (or Pearl) Project** (group work with young women)

“The Pink Project aims to reduce the risk of offending with girls.... topics include work on self esteem, body image, positive friendships, stereotypes, values, emotions and future goals. All these topics have been chosen due to research on what is effective practice for gender specific programmes, and all are interactive with the girls taking the lead and include a lot of peer learning.”

YISP involved in planning a **Knife Crime conference** for young people on March 20th: ‘No Knives Positive Lives’”

Recruitment to **School Project** post delayed; in the meantime the Education Liaison Worker has been leading on school group work supported by YISP worker; new Head2head Worker appointed: “[this] means that we will once again have access to consultation and tier 3 input for young people experiencing emotional & mental health difficulties.”

[Case study 1](#) gives an example of case work carried out by the YISP’s Education Liaison Officer

Participation and consultation

*“We will be working with some of our young people on a consultation exercise to prepare the next **Children and Young People’s Plan** in order to find out those things that are important for the young people we work with, and work with them to influence the services that are provided.”*

- Domestic violence and domestic abuse has been identified as a significant risk factor in the lives of some of the young people referred to YISP

“we are now made aware of families being discussed at a MARAC meeting and staff are receiving training to develop skills in working with young people who have been affected...” (see also Rushcliffe, below)

Ashfield

- Working closely with police colleagues to make referral to the YISP as simple and paper free as possible
- [Short case study](#) illustrates value of support for parent’s concerns within school context

"There have been a number of families that we have worked with recently where sibling rivalry has been a problem, we know that positive support from family is an important protective factor and want to enhance this wherever possible."

Bassetlaw

"mediation [between parents and schools] ... has proved to be a powerful tool in bringing about greater understanding and cooperation."

[Case study 3](#) illustrates on-going work with young person unable as yet to integrate into mainstream schooling

**Broxtowe
Feedback**

"I thought most of the lessons were ok. I have calmed down a lot ... I liked doing the things for family and playing games. I have learned to do things better".

"She has really changed her attitude towards people and I am very pleased with her" (Parent)

"The young person evaluated each of the sessions thoughtfully and her reflections will be used when developing future programmes for young people, particularly young women." (YISP Worker)

[Case study 4](#) illustrates positive outcomes with another young person

Gedling

[Case
study 5](#)

"[One mother's] experience at the Gedling Parents' network has displayed how empowering it is for parents to express their views about the services offered to parents and young people in Gedling...."

"I have been able to inform other parents about the Parents' network meetings and hope to take them to future events."

Mansfield

- Sue from Sue's Place has agreed to give presentation to YISP Team and share some tools around loss counselling, especially for boys who are without their fathers or male adult role model
- Greater effort has been made to include young people in the process of devising and reviewing their intervention plans
- The Parent Support Group has just completed Living with Teenagers programme "[and this] provoked a lot of productive discussion and positive outcomes"

**Newark
and
Sherwood**

- some difficulties on occasion gaining consent from families recommended to YISP from JAT meetings
- "We are now well-known in schools who continue to provide the majority of our referrals."
- Newark Parenting group: "Living with Teenagers has now concluded with very positive feedback from attendees, all indicating that they believed the course to be good or excellent"
- [Case Study 6](#) illustrates a parent's own growing self confidence and self understanding, coming to terms with own negative childhood experiences

- *Feedback: parents' groups and one to one family support:*

"[Parents have reported] much improved home environments and more compliant and active young people, [and] also more confident and proactive parents"

"[One family has reported that] one-to-one and family support, and family discussion opportunities ... has relieved some long-standing tensions and allowed a much closer relationship to develop between siblings and with parents."

Rushcliffe

- Positive feed back about the Pearl Project:

"The Pearl Project is becoming increasingly well known both within the YOS and beyond as a reputable programme of work for young women considered at risk of offending"

"I think it has let me express my feelings and emotions in front of friends and taught me to be myself..."

"...I like coming here. Rachel and Katherine are dead nice! Body image was a good subject"

- YISP is part of the management group overseeing setting up of the new Positive Futures project in Cotgrave by Sport England (awaiting appointment of Coordinator and Youth Worker)
 - Training session on working with young people and domestic violence to be delivered to county YISP team in February (to be delivered by Damian Carnell from NDVF)
 - [*Case Study 7*](#) illustrates work with one young woman where risk factors included older sister's offending and issues around neglect
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[Back to Contents](#) page

School Attendance, Behaviour and Enjoyment

E14

Eastwood Home School Liaison (NCC, School)

- new parent support groups in Geasley Beauvale and Priory Catholic schools ([follow link for details](#))
- 1:1 Referral support ([short case studies](#))
- Meetings with primary and secondary TAs to get feedback from Transition Project and start planning for next transition
- Autumn Pumpkin and Fun Xmas competitions

“The response was fab, the level of imagination in the designs of the decorations was wonderful...”

“Daughter is attending after school clubs and making more friends. Both [father and daughter] are gaining in confidence and seem much happier”

“without your continued support I think I would have ran away or done something stupid!... The food parcel was very helpful, but it was having someone to off load to and knowing that you listened & didn't judge...”

P32

Daneswood, Healdswood and Forest Glade Schools – Learning Mentor Parents Involvement Project (NCC, School)

- Parent/carer helpers' timetable set up at Forest Glade, coffee group parents helped run Christmas Fair and worked with school staff and school council members
- Healthy Eating and Exercise, Belly Dancing, and First Aid were voted as courses they would most like by a small group of parents
- H.A.P.P.Y group (Healdswood and Parents Providing for Youngsters fundraised for Children in Need and sold over 200 Pudsey biscuits and provided refreshments for the parents/carers of children you will be starting school in September 2009 and let new parents know about the group.
- Forest Glade learning mentor continued supporting Daneswood Juniors in absence of their own Mentor.
- [Case study](#) illustrates Learning Mentor's work with one child and mother.

“the H.A.P.P.Y group have enjoyed the activities with children and being made part of the whole school approach.”

“Parents at Forest Glade enjoyed doing the school Christmas Fair ...they enjoyed working along side the polite children on the school council”

“Parents are working along side the learning mentors. It has been a long process building trust and respect on both sides... we are now starting to see positive benefits from our work together.”

M19

Workshop Under 14 Youth Support (formerly Phoenix Project) (M19) (NCC, Youth Service, Under 14's)

- Working with 11 groups of young people in 2 secondary and 5 primary schools (now includes Haggonfields and Langold Dyscarr), linked to Transitional Support Programme
- [Case Study](#) illustrates progress one young person has been able to make

“We have been able to constructively challenge some of the young people's negative views, values and attitudes...”

enabling them to recognise and value their individuality and develop an appreciation of the many influences that combine to make them unique”

“I don't have the sick feeling in my stomach anymore”.

*Early Intervention Projects Oct-Dec 08:
School Attendance, Behaviour & Enjoyment*

- Developing a targeted after school group (meets at Manton Children’s Centre)
- Plans to raise the profile of the IMPs³ youth group and support them to find out what the various service providers do within their community
- *What young people are telling us*

“if our provisions are not supportive and challenging as well as fun then it is unlikely young people will meaningfully participate...”

...they want the opportunity to take part in a range of positive (after school) activities, such as singing and dance workshops & ten pin bowling [may need to travel]...

and to meet up with other young people at a safe place to talk about stuff which is important to them, and find out what people (service providers) are doing to support young people”

YC3 Young Carers Project (Action for Young Carers)

- Project extended to September 09, pending new commissioning for county service combining Carers’ Grant with Early Intervention monies
- Development Worker left at end of quarter; new worker to start in February
- New Carer Support Worker started at the beginning of November

Developments and activities have included

- Training session for Learning Mentors, and support and awareness raising in schools
- ‘Revamped’ [Educational Resource Pack](#) (to be launched in next quarter)
- One to one work with young carers and their families (A [Case Study](#) illustrates difficulties faced by young carers and their families, and the sort of support that can help)

Feed back included:
 - *[We will] talk to staff [and in] assembly, make everyone aware of young carers*
 - *“the school [needs to] work cohesively to identify and support young carers”*

“[The pack is] really good...I liked how the stories changed with the responsibilities increasing with older children... I think the pack could be used lots of times in school...” (Young Carer)

“...we played a game of snooker. This encouraged the Young person to relax and consequently was able to communicate with me more easily.” (Support Worker)

[Back to Contents](#) page

³ IMPs = Improving Manton for all People (Youth Group)

Community Cohesion and Participation

P2 Ryton Park Primary: Parent/Play Worker Project (NCC, School)

- Playground Peacemaker training at Manton site; still waiting for Buddy Training
- PTA Parents' Tea & Cakes session (Thursday afternoons): tailed off towards Christmas; restarting in new term
- One father came in to tea/coffee and has offered to help with the after school club and football team
- Session for parents to come and see children's steel drums workshop was really well attended

"We aim to get the new dad to pass his minibus test and FA Coaching level one"

"more and more parents are coming into school"

"There are more after school clubs than ever before and both children and parents are taking full advantage of them"

P5 Garibaldi College: Community Liaison Worker (NCC, School)

- 13 people attended business breakfast, aiming to link local business with parents through return to work/re-training initiatives
- 7 sixth form students did a pantomime for the Children's Centre Christmas party hosted by Garibaldi College
- Various courses either running or planned ('Keeping Up with the Children', Family First Aid, teaching methods in school today etc)
- Parents group working with secondary SEAL⁴ - designed a Parent Postcard (to be printed on postcard size fridge magnet). Group will continue with input from anti bullying and teenage pregnancy teams

"One parent said she had never been asked her opinion on anything like this before... She really enjoyed having input on something would benefit other parents"

"Parents want more opportunity to involve the whole family in the learning."

"Having older students do the pantomime gave a positive image of young people for the families"

"[We will] make sure there is whole family activity at the end of longer courses..."

Parents "Keep in Touch"

Tel: 01623 464220

My Child's Year Manager

Next Parent evening date

SWAT TEAM = (Social Welfare and Attainment Team)

If your child is off school please ring as soon as possible and ask for the Attendance Officer

Have you signed up for parent mail?

"no more letters in the bottom of school bags"

Parent drop-in and sign posting ring extended services co-ordinator for details

Website: www.garibaldi.org.uk
E Mail: gsadmin@garibaldi.notts.sch.uk

P47 Participation Worker: Manor Cluster (NCC, School)

- Various courses both planned or running in schools in the area (Belly Dancing, Basic IT, Salsa etc). Resource Directory circulated.
- Strengthening Families course ran at the Manor School, November – December, attended by 8 families who were supported by key agencies
- Transition work (KS1 and secondary) on-going
- 4 week pilot for Family Breakfast at Peafield Lane planned for January
- Friends of Robin Hood successful in bids for youth activities. Plans to extend club to 14/15 year olds proved too ambitious; the worker is presently looking at ways to

⁴ SEAL = Social and Emotional Aspects of Learning

Early Intervention Projects Oct-Dec 08:
Community Cohesion & Participation

- create a club that is voluntary run for older children within Mansfield Woodhouse.
- Working in partnership with Sutton Centre and Kirkby Trust projects to develop good practice framework

"it is hoped that schools will become recognised venues for community learning"

"A really good directory... very informative and gives superb contact details – all of which is local and useful to know" (comment from local family)

"Recent Robin Hood School Ofsted report came out as a good grade and the work developed through extended services and the Participation Worker were recognised as outstanding."

"The buddies system was praised during the Manor School's Ofsted inspection"

P48 Sutton Centre Cluster Participation Worker (NCC, School)

- In process of evaluating work done so far; includes:
 - Transition: further develop Peer Mentors, Summer School etc
 - Breakfast club progressing well at one school
 - Coffee mornings good vehicle for getting parental feedback
 - Parents' Week: 5 (out of 6) primary feeder schools took part. Breakfast enjoyed by, and a good opportunity for: parents, children, teachers, office staff, caretakers and head teachers all to come together
 - Parents' evenings: 98% satisfaction rate; 390 parents helped
- Planning to make Coffee Mornings sustainable (working with TAs) and develop After school and Saturdayclubs

"the children went to class and parents were given a short workshop on their important role in encouraging their children to learn at school, their role outside school, homework, boundaries and routines..."

Feed back

- from Parents: *more specific services e.g. ADHD, Dyslexia*
- from Children & Young people: *courses in ICT, sport, arts & crafts and First Aid ... Courses/activities involving the whole family*

P49 Parent Participation Project (Kirkby Trust; VCS)

- Contact with youngsters has included:
 - Storytelling day with Newstead Primary School
 - craft activities at Coxmoor Parents' evening
 - "Style Night": creche and activities at Annesley
- Marriott Mob [parents' group]: want to develop a Community Information folder and work around support for grandparents
- Follow up to Bracken Lane transition work (parents' and school lunch event: see previous report): Home visits carried out alongside the Community Liaison Officer; input into School Improvement Plan; interest from other schools
- On going work with Ashfield and County Parents' Networks

"... the home visit and the lunch has shown me that the whole school is forward thinking and really committed to the needs of the young people and their families"
[Parent]

The whole school walked down to the Community Centre to listen to stories and to visit the mobile library... eight parents came along... the mobile service [has been] relocated to be available to the school and the Children's Centre and an increasing numbers of children have library cards...

It was especially nice to give parents and children an activity to do together, even some of the boys enjoyed it...

"... one parent asked if anyone knew of any thing for older people – her mum was on her own and was becoming reliant on her and the children for company ... three others then said they were in a similar situation ... [our] discussion highlighted for me another angle of the stresses on parents – that of supporting their own parents"

H8 Play Opportunities (Eastwood and Hawtonville) (NCC, Play Service)

E18 Hawtonville:

- Evening sessions Tuesdays and Thursdays: additional sessions offered on Fridays to allow more children to attend
- Half term playscheme: sessions everyday, working in community buildings and schools
- 15 children with additional needs supported through Breaks in Partnership

Eastwood:

- Provided sessions on the parks and in the Bungalow (the children prefer the session on the parks)
- Distinctive jackets mean playworkers can be easily identified by children from a distance
- Project has provided work sheets for some schools to help Midday supervisors provide positive play in the playgrounds
- Archery and trampolining arranged at the Leisure Centre
- Playworkers helping with survey of Coronation Park being carried out by local police on behalf of the Local Area Group

"Children have made a wish list of activities and equipment they would like to play with – this has been ordered"

"Parents of disabled children have been offered extra support in the evenings. A family with three boys, two with autism, access places on a Friday."
(Hawtonville)

*Early Intervention Projects Oct-Dec 08:
Community Cohesion & Participation*

"A cooking session at Eastwood Comp has helped children that are moving up to meet and work with Staff from the school."

"2 children have now joined the local Archery club"

"Children want to do more sports..."

[we will go out on parks as much as possible, if raining heavily set up table tennis and pool [in the Bungalow]" (Eastwood)

[Back to Contents](#) page

Children with Additional Needs and their Families

DC27 The Maze (Voluntary parents' organisation)

- DLA support document has been developed and is currently being used by an initial 10 parents to help with their benefit applications. Also shared with other organisations and seeking their feedback.
- Planning to start a support session in Mansfield, in April
- [training for fathers](#): 12 dads completed a training session on behaviour
- Christmas party for over 50 children ([Link: parent feedback](#))

"...we explored the types of discipline that they were used to as a child and how it had made them feel"

"I am so happy because my kids don't get invited to parties..."
(parent)

Parents at The Maze have been talking a lot about stress and the impact that it has on them and their families

In response to this we have initiated some work with RELATE who will be coming in and offering group sessions

"[My son] normally feels uncomfortable in places and with people that he does not know but he had a lovely time dancing and joining in with the other children."

DC26 ADHD Family Support Project (Community Interest Company)

- intensive coaching with 8 families
- 2 x 123 Magic courses: West Bridgford (attended by 12 parents) and Arnold (6 parents)
- 1 Introduction to ADHD for families (attended by 14 parents and older siblings)
- 2 RUSH meetings [parents' support group] and supported parents to attend a meeting with Professor Chris Hollis.
- training for 9 schools /organisations, and multi agency ADHD training and 123 Magic training for professionals
- Family event (Twin Lakes Winter Wonderland visit)

"Both children and parents/carers said that they would like to have more of an opportunity to meet up and have days out..."

*"we have arranged the next trip to Twin Lakes
we are going to set up a children's forum
The RUSH groups are going well [and are supported by] Louise"*

"It was nice to go out and to know that there were other families who would not be phased by children finding it hard to wait their turn".

"This course has really made a huge difference in how I deal with my child"

DC17 Cool Kids - 4 Kids by Kids (Parent Partnership)

Activities have included:

- Christmas party - planned by the children and young people
- Planning for meeting with an MP to discuss issues identified by the young people (meeting to take place next quarter)
- Charity bowling night
- Anti bullying event: 14 Editorial Board members produced posters and showcased them with songs SHOUT SHOUT let it all OUT and ONE VOICE (sang by a

member) at Mansfield Civic Centre

“As a group they showed the effects of bullying on children with SEN and how to recognise the signs...”

... a trainee social worker was reduced to tears as she watched the showcase. She said it had made her more aware of the bullying issues, and gave her an understanding of some of the barriers they have to navigate”

“Thank you for the latest copies of Cool Kids - this is such a fabulous publication [and] is very popular with the kids I'm currently working with” (Comment received by Short Breaks)

“Our work is influenced by listening to the children and young people... we help them produce work by whatever means they feel is appropriate [and this has included photography, designing and making games, posters, singing, planning and organising events] ... young people’s views matter and are the key to inclusion for all”

DC25 Friends Together (Bassetlaw PCT)

Activities have included

- Quarterly newsletter for parents and agencies
- On-going parent/carer support groups, and new groups planned at St Giles and Langold Children’s Centre
- NAS *HELP!* 2 parent seminars
 - Managing anger in young people with Asperger Syndrome and
 - Supporting the siblings of your child with an ASD
[\(follow link for examples of outcomes\)](#)
- Half term Family Fun activities and end of Year Party
- Parent/Carer Craft Day Out, and a Ladies Night Out
- Project worker is part of Programme for Change Participation Group

“Increasingly we witness C&YP/Parents/Carers making new friendships/supporting each other as they meet yet again at these activities.”

Programme for Change:
“I am able to take forward views of Bassetlaw families... Participation Fun Days are being organised throughout Nottinghamshire”

“Friends Together has several parents on the project’s Steering Group ... their contribution is a major part of the meetings”

[Back to Contents](#) page

CASE STUDIES: Health & Well-Being

M24:
Manton
NFW,
Specialist
Family
Support
Service

Casestudy:

Background:

A complex family involvement referred by school. Child X aged 7, said to be having very frightening 'dreams' where he is threatened with death. CAMHS involved and at a multi-agency meeting it was agreed that NFW would support the mother and partner. Gradually the child settled but this was interrupted by the suicide of a young person in the extended family. This greatly affected the family resulting in child attempting to smother themselves and mother experiencing acute depression. Consultation with Social Services agreed that NFW would continue to support mother, who felt she was able to 'trust' NFW although she was aware of the concerns in relation to the family at this time.

Here and now:

Youngster is attending school regularly. School are very supportive and liaison continues with two other agencies. NFW is continuing to support mother and monitoring the situation. Young person is more settled but on occasions still has worrying 'dreams'. CM

[Return](#)

H16
Hawtonville
Family
Worker,
Emotional
Health and
Well-being
Team

Case 1: The HoNOSCA⁵ score reduced from 10 to 4 indicating an overall improvement in mental health. The parent and student S&DQs⁶ indicated reduction in overall stress (from high to average), emotional distress (very high to average), difficulties getting along with peers (very high to high), impact of difficulties on young person's life (very high to average) and no areas increased. However, the student went on to self-harm⁷ after 1:1 support ended.

Case 2: The HoNOSCA score reduced from 17 to 9 indicating an improvement in mental health.

The parent S&DQ indicated that emotional distress and behavioural difficulties remained unchanged (at very high and high respectively), but that the impact of these difficulties on the child's life had reduced (from very high to slightly raised) and no areas increased.

9 families have been supported in the Solution Focused Clinic.

[Return](#)

H16
Living with
Teenagers
evaluation/
feedback

Overall the frequency rating of behaviour difficulties by parents showed a marked reduction after the course and the total number of their teenagers' behaviours considered difficult fell from 28 to 12.

5 parents (4 families) reported that attending the course had helped them feel more confident as parents for most or all of the time. They also reported that attending had helped them

- improve their relationship with their teenager
- improve communication
- better understand their teenager's needs

⁵ Health of the Nation Outcome Scales for Children and Adolescents www.liv.ac.uk/honosca/

⁶ Strengths & Difficulties Questionnaires see www.sdqinfo.com/ for more information

⁷ This appears to have been a relatively minor case of self harming; the term 'self harm' can cover a wide range of behaviours. "What is most important is: Why is the person self-harming...?" - PN

-
- better understand their own behaviour for most or all of the time.

All parents reported feeling less stressed themselves and felt that there had been less conflict between them and their teenager at least some of the time. They all found sharing their concerns with other parents useful.

[Return](#)

M5 CASY
Case studies

Client A presented with low self esteem and a negative self image. During the work with her counsellor she discovered the cause of her problems. Working with worksheets, role play and increasing her understanding of the role that she, and others, played in her life, she was able to develop healthy relationships with peers and family.

Client B had issues with her social group taking advantage of her that she often felt unable to deal with. She felt lonely in her family life as parents are separated and client had little contact with her Father. Her relationship with Step Father was not strong. She was able to explore that friendships are not made through giving presents. By the end of her time with the counsellor she was more confident in herself, was establishing a better relationship with her Father and Step Father and more able to cope with the difficulties of friendships.

[Return](#)

DV2
children's
feedback
from Healthy
Relationships
sessions

Children were asked

- What did you like about the group?
- What were the best bits? and
- Would you like to talk to someone about anything we discussed in the group?

Best bits/ what did you like?

- making stuff, drawing, making dolls
- it was fun, having fun
- making friends with other children
- the people
- apple bobbing
- talking about bullying

Would you like to talk to someone?

- No: 5
- Yes: 2
- 'My Mum': 1
- No reply: 2

(Total: 10 responses)

[Return](#)

DV2
facilitator's
and
participants'
observations
from Positive
Relationships
sessions

-
- "[Participant A] has a reasonable understanding of the impact of DV upon her children and presents as wanting to protect her children" (*session facilitator*)
 - "[Participant B] appears to have good understanding [that] topics linked to domestic abuse include power issues and impact on children... has shown real understanding as to experiences of her children... [and] her need to protect and prioritise her children's needs" (*session facilitator*)
 - "... made me realise how it affects the children and it's not just about physical violence... I think once I'm stronger I will be more able to protect my children" (*participant*)
 - "I found the story of Sally very moving as I related it to my daughter...It is all very positive and a worthwhile and insightful course and I feel stronger

[Return](#)

for it" (participant)

DV4
"MY
STORY"

One Young Person's story (from Children and Young People's Safety Handbook):
*In 2004 my mum met Joe, at first he seemed ok and mum was happy, so he moved in with us a few months later
A year later things were not so bright and cheery. I noticed that mum had two big bruises on her arms and I could tell that something wasn't right.
I seemed to see less and less of mum, and I stayed at my Nan's house more often. I was upset because it felt like we were not mother and daughter.
In 2006 mum and Joe split up, my mum went through a lot and so did I.
I had support from Nottinghamshire Women's Aid which really helped me.
If you ever have to go through something like this, talk to someone about it, even though it is hard to do that.
Now me, my mum and my little sister are together and we are really happy.*

DV4
Casestudy

We have been working with a family since June 2006 with very complex issues of domestic violence and sexual abuse towards the daughter, which resulted in the break down of relationships between mum and daughter, daughter moved out to live with grandparents. We have supported the family with 1-1 support for mum and daughter, group work for the young girl and family work. The young girl was 7 years old when we began support, she had very low self esteem, was withdrawn, wet the bed regularly, had nightmares, had issues with managing her feelings and went on to develop an eating disorder. We worked very closely with the young girl alongside support from Child And Adolescent Mental Health Services for her depression, a social worker regarding the direct abuse and a Paediatrician regarding her weight issues. We closed file in December 2008. The young girl is now settled back at home with her mum and relationships are going well, her confidence and self esteem are improved, she is accessing schools and has a very positive outlook on her future, she is making progress with her weight and the family are out of the violent environment.

[Return](#)

DV7
Case study
(a)

One child I work with has real anger management issues. He lashes out at mum and his siblings. He finds it very hard to control his anger and doesn't know how to vent it in a positive way. We have spoken at length about his different options and choices and how to deal with his anger positively. He decided that he wanted to develop a contract between himself and his mum. This contract outlined ground rules, how he would inform mum when he felt he was unable to cope with situations and what action he would take and what he wanted mum to do with this information to support him. Since the contract has been in place both he and mum have a better relationship and are seeing the improvements in the family home.

DV7
Case study
(b)

I have been seeing a child for a while now who was referred by his mum. She was concerned that the perpetrator was due for release from prison and the child had started to suffer with nightmares. These nightmares were mainly related to past events or mum being hurt or taken away from the family home. We have spent a long time talking through his fears and feelings and helping him to look at his dreams objectively. This child loves to doodle which he finds very relaxing and this really helps him to talk freely. The perpetrator has now been released from prison and has posed no threat to the family so far. The child's nightmares are becoming less frequent and if they do occur he is able to talk to mum or myself and ease any fears they give him.

[Return](#)

DV8 Case
Study 1

[A family of] three children [living with their mum]: 2 boys and a little girl under the age of 2. Both of the boys were referred to me to receive support due to the DV they had witnessed from their dad... Mum told me that she was with the children's dad since she was very young and that he had abused her quite badly and that the children had witnessed a lot of it. She told me that she was still having contact with the children's dad and that he was still going round to her house... he would come to the house and just play with the youngest child and totally ignore the boys, which was having a really negative effect on them.

I started working with the boys on a weekly basis; I would do a session with one child and then straight into a session with the other. I found both boys to be very shy and timid and we did a lot of work in the beginning about ourselves and emotions to get them talking about how they were feeling and also for them to get more comfortable with me. Before long the sessions were going well and the boys were interacting well, in their individual sessions they were becoming more and more confident in their participation and expressing themselves freely. I was hearing from both boys that they didn't like the way dad would ignore them and that it made them feel sad. The younger of the two boys appears to be more affected by the violence and sometimes shies away from talking about things; he doesn't understand why dad doesn't like him but does his sister. We have done some work around healthy positive relationships and being safe which the boys responded well to.....

[Before Christmas] I reported to the school that they didn't seem themselves and I was told that mum had rang the social services because dad had hit the eldest son around the head.

When I saw the boys after Christmas I asked how everything was and they said that things had been great! I asked them individually in their sessions what they had most enjoyed about Christmas and they both mentioned that dad was being really nice and that he had been playing with them. The youngest boy said "My dad has to behave himself now because if he doesn't my mum is going to ring the police and they will take him away". Both boys are happier that dad has changed and is still about. I have made it clear to them that if they were ever to feel afraid or dad was to change back to being horrible and shouting and hitting them then they must tell someone, if not me then a teacher or someone they trust who will help them.

I am currently working with the boys on positive relationships as they are both struggling to understand why mum and dad can't be together if dad has changed his behaviour. I am trying to get the boys to understand that just because mum and dad are not together doesn't mean they are loved any less. I will continue to work with these boys separately as I feel they are moving forward with the support.

[Return](#)

DV8 Case
Study 2

I have just finished working with a young boy who was very controlling toward his mum. His parents had split up in the school holidays and he was taking it quiet badly. He was living the role of the perpetrator and continuing the abuse towards his mum. He was very verbally abusive and sometimes things between them got physical. I did a lot of work with him on anger management, emotions and healthy relationships; sessions in the beginning started fairly

slowly and there was little interaction.

After talking to his mum we decided that I should take a more direct approach with him which I did. It took him aback a little however before long he was engaging really well and things started moving forward. He began to have more of an understanding of himself and the things that triggered his anger and he worked towards eliminating it. I had regular contact with mum throughout the support to make sure that things were improving and I was not just being told that. Mum said that he had calmed down a great deal in regards to the physical and verbal abuse however he was still very controlling at times.

I felt that at the time of closing the case I was unable to move the child on any further; however ... the school had been in touch with a male counsellor who offered to do some sessions with him. This came at a really good time and I feel that he would benefit from having support from a male worker. [His mother] also thinks that a male worker might be just what he needs.

[Return](#)

CASE STUDIES: Anti-Social Behaviour & Crime Prevention - Reduce youth crime and anti-social behaviour

<p>Case study 1 (Ed. Liaison Worker)</p>	<p>D was permanently excluded from school and I worked with him on the transition to a new school, stressing the need for a new start and a change in behaviour. Mum was given help in purchasing the new school uniform through the fund available to YOT Education Liaison officers. I contacted his new school to ensure that D was going to receive the help he needs with his low literacy levels and to inform them of D's reluctance to eat his lunch in public. Since starting at his new school D has not been in any trouble and in fact has just received a £10 gift voucher from school for his good behaviour. When school phoned to tell Mum this she told me that at first she thought they had the wrong pupil.</p>
<p>Return</p>	
<p>Case study 2 (Ashfield)</p>	<p>T is on the autistic spectrum and his mum felt that he was not receiving adequate support in school to meet his needs. I attended a school meeting where I suggested several strategies which could easily be put in place. At the end of the meeting mum said that she felt there had been more progress in that meeting than she had seen in a year of trying to get school to act. The strategies suggested were put in place and in a later school meeting mum said she was now happy with the provision provided by school. (Ashfield)</p>
<p>Case study 3 (Bassetlaw)</p>	<p>The team received a referral for child X, 8yrs, from the Anti Social Behavioural Unit for stealing a rake out of a neighbour's garden. X had also spent 12 months out of mainstream schooling due to difficulties in settling down in the educational setting. It transpired that X has a trouble background including an incidence of sexual abuse - he also displays symptoms that are in line with the autistic spectrum ... X's mother informed me that when he took the rake he went and played 'horsey' with it in an adjacent field and that he finds it very difficult to generalise his thought processes in respect to the legitimacy of differing actions. He has had on going involvement from the educational psychology service and also an attempted engagement for assessment with the area paediatrician for an assessment of his needs though, due to his presenting nature, he failed to attend and has now been dismissed.</p>
	<p>Since September of last year X has failed to reintegrate back into his local school so in November mum decided that for the moment he will be educated at home. Involvement from the YISP so far has been to engage X on a regular basis in activities that are low key in terms of intensity but are regular ... This is due to the YISP being the only agency who are able to engage with X at this time. The service's remit is to also liaise closely with the Educational Welfare and Psychology Services to ensure that X does not slip through the net and is integrated back into mainstream education with a level of appropriate tailored support that meets his educational needs. At this point it is the intention of the YISP to take X's case to the locality JAT in order to find the speediest solution of getting back into mainstream education to avoid longer term isolation where he could potentially fall into offending / anti social behaviour.</p>
<p>Return</p>	
<p>Case study 4 (Broxtowe)</p>	<p>This quarter YISP worked with T, a young woman whose family were known to the Youth Offending Service and Borough Council. T's older brothers have both offended and one of her brothers was subject to an ASBO. T's parents were receiving parenting support. T has learning difficulties and her parents were concerned about her transition to secondary school in September. We</p>

put together a programme of support to look at the transition, about coping with the family situation and getting T engaged with an activity locally. The family have been very positive about the intervention and T has joined the Guides with YISP support which she is very much enjoying. Partnership working between agencies including Police, Borough Council and YOS was very positive in this case.

[Return](#)

Case study
5
(Gedling)

B was referred to YISP by his mother because he had been diagnosed with Aspergers and ADHD. She felt that this put him at increased risk of offending because he was vulnerable and easily led by other young people and also did not consider the consequences of his actions. He was approaching his 14th birthday so it was agreed that YISP intervention had to be time limited. His mother was concerned that her son's progress at school was deteriorating, he had been asked to leave cadets and he was becoming increasingly involved in a local gang.

I have been able to support B and his mother to advocate for him at school meetings to ensure that awareness was raised regarding the needs identified in his statement.

In my assessment it was recognised that B needed a positive male role model in his life to support him for a longer period of time to divert him away from crime. I made a referral to AC mentoring but due to the city/county boundaries it was very difficult for funding to be agreed for the mentor to work in Gedling. I was able to take B's mother along to a Gedling Parents' network event. At this event she was able to express her frustration about the fact that this service was not available due to her post code. She stated that she was considering moving into the city to enable her to gain access to this service. Other professionals were able to make the appropriate contacts to ensure that B was able to receive support from AC mentoring. B's mother has said that she feels that these meetings provide a positive forum to express her views about services in Gedling for children and young people and has agreed to attend future sessions with me.

Her son has begun to build a positive relationship with his mentor and he has agreed to continue to support B with issues surrounding his education and provide social and emotional support for him and also look for alternative activities to occupy him in the evening and weekends.

[Return](#)

Case study
6
(Newark and
Sherwood)

We are pleased to report a very positive outcome for a 13 year old male referred to our service by his mother. Through partnership working with NHS, school, school nurse, and voluntary agencies we were able to support mum as she came to terms with difficult issues relating to her personal life, her present partner, and difficulties that she was having with her children, particularly the son referred to YISP. She also attended our Parenting Group, finding the process very helpful and reporting significant success in establishing positive relationships with her children and establishing effective boundaries in the home. There were some traumatic aspects to this case, as she came to terms with extremely negative aspects in her own childhood and began to appreciate how these continue to have an impact in her present circumstances. Though she has found the process very difficult and emotionally traumatic, she has

become a stronger and more confident person [and] is now proactive in her local community and enjoys much happier relationships with all her children.... Her son's engagement with the YISP was positive and he enjoyed the positive attention and role modelling aspects of the process. However, it was not until she developed enhanced parenting skills that circumstances improved significantly for him. We are confident that he is no longer at risk of exclusion or criminal engagement, and he now presents as a more content and ambitious young man.

[Return](#)

Case study
7
(Rushcliffe)

A young woman recently referred to YISP had not attended school since October. She had experienced bullying at school due to being over-weight, she also has difficulties at home and the family are known to Social Care because of neglect. This young girl lacks self-confidence and has been increasingly isolated due to spending all her time in the house. Her family associate with another local family where there are child protection concerns relating to substance misuse and prostitution. The girl's older sister is an offender and has been involved in selling sex over the internet to older men. This YISP client is exposed to the same risk factors as her older sister and so there were serious concerns about her vulnerability. Within the first week of working with her she was back in school following a meeting initiated by me. A support package has been put in place with her to ensure she stays in school and achieves her full potential. Although it is early days significant progress has been made already and her risk of offending is reducing.

[Return](#)

Case Studies and additional information: School Attendance, Behaviour and Enjoyment

E14
Eastwood
Home
School
Liaison:
Parents
groups

- **Priory** have never been able to run events like this due to the lack of space in their school. But with the help of the new Head, we have come to an agreement with Father Berry at the Church... each week we are having at the least 20 attend. The school have put a TA in the group which is excellent & very valued.
- **Lynncroft:** We are going to ask the parents what they would like from H.S.L services after poor attendance at the parents' group and a meeting with the head teacher. Instead we are going to be available from 8.30am on a Wednesday morning in the reception area, on a weekly basis, to get parents more familiar with us & our services
- **Visitors and Topics:** visitors to the parents' groups this term have been wonderful. The biggest success was getting NEW LEAF counsellors in to the parents group at Eastwood school. Nine parents signed up for the weekly support sessions, and are trying to kick the habit.
- In addition we have had Belly Dancing, Pottery, Police, School Social Worker student support, a chill out session with a massage therapist, and a Librarian.
- We have organised a Music session at the Library, an Autumn Nature walk, Christmas parties, and visits to church for Xmas service.

[Return](#)

E14
Short
case
details

The family of 8.

Near eviction, no money, child not attending school, domestic violence, children with a variety of emotional issues and learning problems. Father ill.

Mother severely depressed.

We offered continued support and comfort to mum. Referred her to various agencies such as BWP, housing, school Nurse, her GP. Went with her into school to discuss issues with head. Delivered a food parcel from Scargill Walk & supported her through debt management crisis. She seems to be getting sorted out, children now attending school

30 year old mother, premature baby Mother has learning difficulties. Had previous children taken into care. Mother trusts me, she told me. She said she knows I will be honest with her but won't judge her or be nasty. Have regular visits from her, mostly when in a real mess and really depressed. Not a lot I can do, many professionals involved, but having me here for her to talk to & off load to seems to make a little difference.

Single father and daughter: Dad brought child up from a toddler, suffered from Domestic Violence from his wife. Needed reassurance and support & advice with parenting. We offered our support & referred him onto a College course to build up his confidence. He is also helping out in child's school, which is a big success all round. Daughter is attending after school clubs and making more friends. Both are gaining in confidence and seem much happier. School has been a great support.

[Return](#)

P32
Learning
Mentors
Case
study

(Note: Case study edited for reasons of space and confidentiality)

Background

Child new to area, living with mum and 2 older siblings, dad away in the forces overseas.

Referral to learning mentor came following discussion with head teacher and mum who had concerns because child was crying and didn't want to come to school, mum having to force her to go in to class... struggled to make friends with her peer group.

Intervention/strategies

One to one and some small group work – child to pick a friend to come to her sessions and play games and draw together. To give her opportunity to play with peers on a one to one basis. Learning mentor to meet child in the playground at the start of the day and also chat with mum and monitor at lunchtimes

Outcomes

Child making friends and smiles whenever I see her. She comes into school now without any issues and is attending the school breakfast club.

Comments (parents/carers/pupils/teachers, etc.)

She appears happy and mum said that she is a lot happier now and wants to come to school.

“I like it when my mum invites my friends for tea”.

Reflections/evaluations: not on the L.M programme any more and things have improved for her, still need to maintain relationship with mum in the playground.

Mum now chatting to other parents in the playground and thinking of coming to the school coffee afternoon.

[Return](#)

M19
Under 14
Youth
Support
(formerly
Phoenix
Project)
case
study

[L] lives at home with her mother. She experiences difficulties with learning in many areas of school and is a very quiet and anxious young person. When we first met [L] she was so anxious that she was almost too afraid to join the group. It took a lot of encouragement and allaying fears on our part for her to be able to participate in the session. This continued for the next few sessions and she complained that she ‘felt sick’ through her anxiety. During the written aspects of these first sessions [L] struggled, even unable to spell her surname.

• **Youth Work Interventions**

At the beginning of the programme we had introduced ‘mood bottles’, whereby [L] had the opportunity to work with her peers and take it in turns to express an emotion and their reasons for this emotion. We have also introduced relaxation techniques and breathing exercises which helped [L] to overcome her anxiety and be in ‘readiness’ for learning, which has enabled her to successfully participate in our *identity and confidence* building projects. To celebrate the groups’ achievements we used a ‘star of the day chart’, here [L] is able to place stars on a display board every time she overcomes a fear. To help [L] with her spellings we use a word diary. Any word [L] is unsure of how to spell we write in a book. Then when she wants to use the word again she can look at the book and ‘sound’ the word out until she finds the right one.

• **Here and Now**

[L] is gaining confidence, and is much less anxious. She now enjoys participating in all aspects of our sessions and in her words: “I don’t have the sick feeling in my stomach anymore”. [L] is becoming increasingly aware of how ‘past’ experiences affects her in the ‘here and now’ and can describe why it is important to be ‘herself’.

• **Future Growth/ Development**

We will continue to help [L] to build a positive self image and encourage her to embrace new opportunities. As [L] has been a victim of bullying, embarking on a bullying and diversity project, including a trip to the Holocaust Centre, will enable her to increase her understanding of discrimination and oppression. Moreover, this would provide [L] with the opportunity to use the techniques and skills we have supported her to develop in terms of lowering her anxiety levels whilst in unfamiliar environments, enabling her to enjoy new experiences.

[Return](#)

YC3
Young
Carers

Comments about the Educational Resource Pack:

- a) From two staff:
- "I did a home visit this week, and after reading the resource at the weekend, I picked up on things I wouldn't have before, so thank you."
 - "Although I know quite a bit about young carers the front section of the Educational Resource Pack was really useful and gave me more information. It would be especially useful to people who didn't know about young carers."
- b) From a young carer:
- "Really good. Liked how the activities were separated into key stages. I liked how the stories changed with the responsibilities increasing with older children. I thought the facts at the beginning about young carers were very shocking. I think the pack could be used lots of times in school so that each time the students do the activities they will get more familiar with the idea of young carers."

[Return](#)

YC3
case
study

EXAMPLES OF POSITIVE OUTCOMES

[Note: format has been changed and some details omitted]

Young Carer lives with Mum but sees his Dad every Saturday.

- Provides emotional support
- Responsible for mum's safety when she is unwell
- Cooks meals and snacks with mum
- Helps mum follow routines
- Reminds mum about appointments
- Shopping with mum
- Knows to ring 999 in an emergency

AYC Assessment:

- YC has recently been diagnosed with Aspergers Syndrome
- YC does not receive any additional support at school
- Mum doesn't want me to contact school because of possible repercussions
- Mum has been told on numerous occasions that she needs to ensure YC has opportunities to be a child. She feels under a lot of pressure to do this
- Problems with current housing, but have not got anywhere towards being relocated.
- Both Mum and YC have a lot of sensory problems within their house
- Mum sometimes feels so unwell that she cannot get to pick YC up from school or get to do the food shopping
- YC has had trouble engaging with support workers
- Mum has trouble remembering facts and communicating her needs
- Mum is due to have an operation in the new year. YC will be staying with his father, mum and YC are concerned about this.

Actions:

- Provided Mum with a written review of what we had spoken about in our meeting so it was clearer for her
 - Gave mum information about the transition to secondary school for pupils with Aspergers syndrome and their families.
 - Offered to contact the school on family's behalf.
 - Reassured Mum that activities she did with YC were appropriate
 - Look into referring to an O.T re: Silencer headphones
-

- Explained that there may be services that could help with picking YC up from school. The school should also have a transport provision in place.
- Took YC out to play snooker, chose an activity that he would enjoy and feel comfortable with, this encouraged engagement
- Gave mum a lift to and picked her up from the supermarket
- Provided support to mum around anxieties of shopping.
- Reassured YC about mum's operation and staying with dad over Christmas.
- Provide opportunities for YC to do activities with other young people.

Outcomes:

- Ongoing support provided to YC
 - Ongoing support provided to parent
 - Positive relationship formed between YC and support worker
 - YC's awareness of issues surrounding being a YC are increased
 - Parent has been increasingly empowered to do activities outside the home, ie. Food shopping
 - YC has had opportunities to do activities without parent
 - Relationship between support worker and parent is more accessible due to support worker acknowledging the different learning needs of the family.
 - Parent is more aware of the potential difficulties faced by young people with Aspergers syndrome in the transition to secondary school.
-

[Return](#)

CASE STUDY: Children with Additional Needs and their Families

DC27
The
Maze:
Dads'
group

As part of this quarter The Maze delivered training to dads for the first time and 12 dads completed a training session on behaviour where we explored the types of discipline that they were used to as a child, and how it made them feel. One dad in particular, who said that he would come to the training but wouldn't speak, actually shared with the group details of how he was physically abused as a child. This particular dad has a disability himself and so the effort involved just to participate was immense. The strategies that were discussed he is now using at home with his own challenging child and although this family still have a long way to go, they do view the effort he is making as a breakthrough.

[Return](#)

DC27
parents'
feedback

With this quarter being part of the Christmas season one of the activities The Maze completed was a Christmas party for over 50 children. One of our new parents wrote: "All events that get families and children together are important, but for us with children with disabilities it is even more so. It is important for us to see how other parents deal with their children and it is important that our children get together And enjoy themselves. J normally feels uncomfortable in places he does not know and with people that he does not know but he had a lovely time dancing and joining in with the other children. Many thanks for the support you have offered us." Another wrote:

[Return](#)

DC25
Friends
Together

The Project worker has been supporting a family consisting of a young person with high level functioning aspergers and his sibling. Mum has MS and dad struggles to come to terms with his son's diagnosis which in turn causes major communication difficulties within the family. Mum finds daily life a struggle coping with her own illness and managing the conflict within the family.

The parents attended both NAS HELP! Days which were facilitated by 'Friends Together' and the outcome has been very positive for the whole family. Whilst at the seminars dad was able to chat to other dads in the same situation and realised he wasn't on his own in the thoughts he was having and that other families were having similar experiences. It has helped him come to terms with the diagnosis and he has learnt new strategies on dealing with his son's behaviour and also how to help his daughter.

Although life is still difficult for this family they have said how grateful they are that they have found 'Friends Together' and look forward to attending future events so that they can meet up with other people in a similar situation. This is a quote from the Christmas card the Project received: 'Words don't cover the thanks for all your support and kindness, you have made such a huge difference to our family'.

Another attendee of the NAS HELP! Days were a young mum of three children 5yrs and under. Her eldest son has ASD and the family regularly attend Friends Together events and activities. She said at the beginning of the seminar that she wanted to know if it was "normal for her 5 year old son to be so aggressive." By the end of the session she said the most valuable part of the seminar was "Finding out that my son's anger isn't there because I'm a bad Mum".

[Return](#)

*Early Intervention Projects Oct-Dec 08:
Numbers*

How many boys, how many girls, and their ages

	Male	Female	All
Up to Reception (4-5 year olds) 1/9/03-31/8/04	151	105	256
Year 1 (5-6 year olds) 1/9/02-31/8/03	96	91	187
Year 2 (6-7 year olds) 1/9/01-31/8/02	103	84	187
Year 3 (7-8 year olds) 1/9/00-31/8/01	94	114	208
Year 4 (8-9 year olds) 1/9/99-31/8/00	138	113	251
Year 5 (9-10 year olds) 1/9/98-31/8/99	126	106	232
Year 6 (10-11 year olds) 1/9/97-31/8/98	182	132	314
Year 7 (11-12 year olds) 1/9/96-31/8/97	105	100	205
Year 8 (12-13 year olds) 1/9/95-31/8/96	78	56	134
Year 9 (13-14 year olds) 1/9/94-31/8/95	71	40	111
Year 10 and over (14s and over) 1/9/93-31/8/94	97	90	187
Total	1241	1031	2291

Early Intervention Projects Oct-Dec 08:
Numbers

PROJECT	Parents			C & YP			Families district by district						
	How many?	new	How much contact? [1]	How many?	new	How much contact?	Ashfield	Bassetlaw	Broxtowe	Gedling	Mansfield	Newark & Sherwood	Rushcliffe
M24 Neighbourhood Family Worker	22	13	86	48	7	100		29					
H16 Hawtonville Neighbourhood Family Support Worker	37	11	78	25	13	42						30	
H7 Think Children			11	18	11	106						18	
M5 CASY				69	9	125		69					
DV2 Mansfield & Ashfield Women's Aid	27	13	47	52	31	218	36				18		
DV4 Nottinghamshire Women's Aid	40	9	145	43	15	196		32					
DV7 Newark Women's Aid	6	2	16	7	2	44						7	
DV8 Women's Aid Advice Centre	6	1	11	6	1	40				5			1
CR2 YISP	170	43	511	153	23	958	39	61	24	39	58	55	27
E14 Eastwood Home School Liaison	62	42	560	33	24	294			62				
P32 Daneswood, Forest Glade, Healdswood	24	2	82	46	13	120	30						
M19 Phoenix Project	4	1	7	77	38	440		72					
YC3 Action for Young Carers **	18	3	129	34	0	59	4	1	1	11	3	4	2

Early Intervention Projects Oct-Dec 08:
Numbers

PROJECT	Parents			C & YP			Families district by district						
	How many?	new	How much contact? [1]	How many?	new	How much contact?	Ashfield	Bassetlaw	Broxtowe	Gedling	Mansfield	Newark & Sherwood	Rushcliffe
YC3 Dvpt Worker				6	3	8				6			
P2 Ryton Park: Parental Play Worker Project	8	1	35	300	16			all					
P5 Garibaldi College: Community Liaison Co-ordinator	20	15	38	12	5	12					16		
P47 Manor Cluster: Participation Worker	124	93	223	359	164	1549					165		
P48 Sutton Centre: Participation Worker	137	89	249	311	222	185	132				5		
P49 Kirkby Trust	89	47	193				89						
H8 Hawtonville Play Opportunities	67	22	260	89	28	410						67	
E 18 Eastwood Play Opportunities	9	2	21	59	7	293							
DC27 The Maze	102	27	459	57	12	107	6	2	5	49	3	9	11
DC26 ADHD	178	22	523	44	22	69	11	9	34	64	11	22	17
DC17 Cool Kids	27	3	60	42	11	84	6	1	0	2	2	4	0
DC25 Friends Together	246	12	537	401	19	580		187					
TOTALS	1423	473	4281	2291	696	6039	353	463	126	176	281	216	58

[Back to Contents page](#)

APPENDIX C: Project Details

HEALTH AND WELL- BEING

○ **Family Support:**

PROJECT: Manton Neighbourhood Family Worker (NFW) (M24)

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@nottscc.gov.uk

Or Jayne Lilliman Tel: 07740 845759

Email: jayne.lilliman@nottscc.gov.uk

PROJECT: Hawtonville Neighbourhood Family Worker (NFW) (H16)

PROVIDER: PCT

The project works with families on a voluntary basis to support the emotional health and well-being of children and young people. The NFW's input can consist of supporting children, young people and their carers on issues such as; parenting difficulties, poor family relationships and behaviour management strategies. The NFW also works with families and individuals where there are concerns because a child or young person is showing signs of low mood, anxiety, self harm or eating disorder and to help raise self esteem and build resilience.

Contact: Jane Haward Tel: 01636 594816

Email: jane.haward@nottspct.nhs.uk

○ **Emotional Support:**

PROJECT: Think Children: Emotional Well Being Facilitation (H7)

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

PROJECT: CASY (Counselling and Support for Young People)

PROVIDER: CASY (M5)

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

o **Domestic Violence: Children's Outreach**

PROJECT: Full Circle Project (DV2)

PROVIDER: North Nottinghamshire Independent Domestic Abuse Services NNIDAS

(Formerly Mansfield and Ashfield Women's Aid Children's Outreach Service)

The Full Circle Project provides a children & young peoples (C&YP) outreach & resettlement services Support includes 1-1 support sessions, group work, and family work. Youth work includes a 6 week 'Kool Running's', DV Programme (13-18yrs) & Monthly Drop & the Breaking the Cycle' Youth Arts project, a preventative 6 week Healthy/Unhealthy Relationships (5-11yrs) primary schools programme and 'Positive Relationship' themed play activity programme. 'Positive Relationship' Programme for parents. Drop In service available at APTCOO and Sutton Nursery Centre, DV Awareness training, workshops and presentations.

Contact Jacqui Moore Tel: 01623 683250

Email: fullcircle.coordinator@nnidas.org

PROJECT: Children's Outreach Service (DV4)

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

PROJECT: Children's Outreach Service (DV7)

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.freeseve.co.uk

PROJECT: Children's Outreach Service (DV8)

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 Chris Cutland Tel: 0115 9884229 Email: chris@waac.co.uk

ANTI-SOCIAL BEHAVIOUR and CRIME PREVENTION

PROJECT: Youth Inclusion Support Programme (YISP) (CR2)

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

SCHOOL ATTENDANCE, BEHAVIOUR and ENJOYMENT

PROJECT: Home/School Liaison Team (E14)

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, Vicky Syson

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

PROJECT: Learning Mentors (across 3 schools) (P32)

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

PROJECT: Workshop Under 14 Youth Support (formerly the Phoenix Project) (M19)

PROVIDER: Notts County Council (M19)

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

PROJECT: Action for Young Carers (YC3)

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

COMMUNITY COHESION and PARTICIPATION

PROJECT: Parent Play Worker Project (P2)

PROVIDER: Ryton Park Primary School (including Manton Site Expansion)

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 4-6 Parents/Carers annually.

Contact Richard Lilley (Head Teacher) Tel: 01909 534060

Email: head@rytonpark.notts.sch.uk

PROJECT: Community Liaison Worker (P5)

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

PROJECT: Participation Worker (P47)

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

PROJECT: Participation Worker (P48)

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

PROJECT: School Gate Project (P49)

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

PROJECT: Hawtonville Play Opportunities (H8)

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: 07958 599127

Email: andrea.ward@nottsc.gov.uk

PROJECT: Eastwood Play Opportunities (E18)

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 twice a week, daily holiday play activities, special events and workshops. The sessions run mainly on local parks and open spaces.

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

Email: andrea.ward@nottsc.gov.uk; cwoodason@yahoo.co.uk

CHILDREN WITH ADDITIONAL NEEDS AND THEIR FAMILIES
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PROJECT: The Maze (DC27)

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

PROJECT: ADHD Family Support Project (DC26)

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@adhdsolutions.org

PROJECT: Cool Kids (DC17)

PROVIDER: Parent 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 Service: Deb Jones or Amanda Fletcher

deborah.jones@ppsnotts.org.uk, amanda.fletcher@ppsnotts.org.uk

Tel: 0115 9482888 www.cool-kids.org.uk

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

PROVIDER: Bassetlaw PCT (DC25)

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

[Back to Contents page](#)