

## Helping Families Early Webinar (full transcript)

### Lisa Bursill Introduction

Welcome to our helping family's early webinar, today we've taking steps together to join up the dots. This means that we will be launching the helping family's early strategy and the family resilience networks. We will be introducing the revised early help assessment, guidance and training to help practitioners empower families to make the changes they want to make.

And we will be celebrating what we already do, hearing from a range of partners as how helping families early how we are making a difference to the lives of children, young people and their families. Together in Surrey we helping families early and this is a partnership approach that will help children and young people grow and achieve within their own families, it's what we do. I'll pass you over to Jacquie Burke, director of family resilience and safeguarding to start the webinar.

### Jacquie Burke Introduction

Every conversation, every phone call, every meeting or offer of support that builds families resilience is helping families early. Helping families early isn't a separate service, it's an activity undertaken by almost everyone who works with children, people and their families in whatever capacity. Voluntary, Statutory And any of our universal services. So if you work in a school in an early years, settings in GP in the police, but there are also services who entire function is to provide bespoke support to families and young people such as our family support programs are family centres. Our targeted youth support and children in people with special education needs and disabilities have equal access to help alongside the more specialist services they may require. So the concept of supporting families early is a real partnership approach with everyone playing their role at the right time in the right way and at its core is a network of practitioners that you and your colleagues who are confident and supported to help families early.

Creating a common language and messaging with the culture of we are early help you early help. I am early help so that helping families early is something we all do rather than thinking it's a service we would refer to. So when we developed our helping families early strategy, we worked with partners not only to set the vision for Surrey, but to understand what has been achieved so far and what still needs to happen. And what you said what you told us? During our workshops was We're all doing it. We're all helping families early. That sometimes as practitioners. All we need is advice and guidance to know that we're doing the right thing and to know we're doing it safely. You told us you don't need panels, but we do need to know what help is available for families. And you told us that assessments and plans should be built on strengths and be owned by the family. It should be less doing to families and instead doing with our families.

And also you said we need consistent branding as early help means different things to so many different people. So today you will hear how listening to these key statements has shaped our approach in Surrey. So in terms of our statutory guidance working together, 2018 is for multi-agency working and it highlights the expectation of working with agencies to keep children safe and deliver help our helping families. Early strategy is how we will bring to life. This is a real partnership endeavour in Surrey. How together we will really invoke our strategy responsibilities. So what we've done is you can see we changed the way we describe it. So how can we help families early? How can the family be helped to connect with the right support. How else can who else can help too? And who can we allocate to specifically to help?

So In this, we recognize that early help is not a single service. That's why we're calling it helping families early. It refers both to help in the critical years including prebirth and pregnancy and also to responding as soon as possible at any age through childhood and adolescent when difficulties emerge. Helping families early is an approach. It's not a single service or even a group of service. It's what we

do. Surrey County Council helps families early by delivering Commission some level 2 and Level 3 services by providing information on services through the Family Information Service. And offering you supporting guidance through the C-SPA and the team around the quadrant. But early help is so much more provided by schools, early years settings, police, health services and the voluntary faith in Community sectors. Helping families early is about matching the needs of the family to the right support at the right time in the right way.

So, our strategy brings together the key components of how, as a partnership we help families early in Surrey now and our strategy for future. We believe that we can help families by building on their strengths by forming relationships and connecting families to their communities. We know that getting help at the right time in the right way and prevent poor outcomes for children. The strategy is a call to action as a partnership. We are all helping families early and we can help each other to do this by having an effective partnership strategy that brings together the key actions that will make the most difference to children. Together we have put the foundations in place to now build on the next phase that helps families early over the next three years.

So our ambitions and they are our ambitions. Are what can children do people expect from the partnership helping families early strategy. Do you want them to say I feel safe, valued and respected and recognized as an individual? I'm free from any discrimination. I will be at the centre of any decisions that will will only and I will only tell my story once. My voice will be heard, and I will influence the planning of helping services. And it will be understood that things have happened to me. That might affect me at different times in my life when I might need some extra support. And we say that parents and carers can expect that they recognized individuals that their families have diverse needs that their views and opinions are listened to. So today we're taking steps towards joining up the dots while launching are helping family's early strategy, promoting our campaign and our family resilience networks. We're introducing the revised early help assessment that will help you understand the help you're giving families and that will really guide families to understand the help that you're providing for them so that they can see the difference. We are all making together. Most of all, we're celebrating what we already do. We're hearing from

partners. How helping families early while making a difference in the lives of children, young people and their families. So it's about you. It's about us and it's about children in our community. So thank you again for joining us today. You're going to now watch this short video of me in conversation with Simon Heart, who is our independent scrutineer of Safeguarding Children partnership. As like you said at the outset, these are kind of home videos, so it might be a bit Blair witch because it was. It was done late on a Friday evening, so I hope you enjoyed the conference today and look forward to catching up with you at the end.

[Jacquie Burke and Simon Hart](#)

Hello I'm Jacquie Burke and the director for safeguarding and family resilience and I'm really happy to be talking to you today about our helping families early strategy.

Hi, I'm Simon Hart and I'm the independent chair and scrutineer of the Safeguarding Children partnership in Surrey and very pleased to be joining you. If just for a short while.

So Simon, we're really happy that your spending time with us to think about our helping families, early strategy and the big launch we're doing today. So just wanted to start with asking you what your thoughts are on the name of our of our strategy. The helping families early bit.

Well, I like it. I think that it has an emphasis on what we are trying to do by way of supporting families who might be facing different challenges. I think it personalizes it more towards the approach that we're trying to develop in Surrey, and I hope that it's something that can be as a concept very easily understood across all of the partners because I do really believe that the support that some families need will be delivered by many of the different partners, including you know those who are working in schools and supporting families in that way too.

Yes, I mean we were quite deliberate in some ways about choosing this as a title because you know, we recognize that so many of our partners are doing amazing support with children and their families, but often don't recognize it as helping that they're doing their helping families early that they are the early help. So I really like the link to our partners. And how they how they're going to be helping us. And I just wondered in terms of your role, is the scrutineer of the Safeguarding Children partnership within Surrey, what ideas you have about the growth maturity of the partnership in its ability to support.

Well, what I do think is that if you go into statutory guidance and look at early help. One of my concerns over a number of years has been that. When people talk about early help, often they will think about children's social care. And you know, my sense is that when you look carefully at the guidelines, it's about. All kinds of other contributions beyond children's social care. But I do think that by trying to develop an approach that is more personal to the work that you're trying to do in Surrey, then it enables us, I think to begin to recognize a lot of existing work that is already being delivered by different partners. But sometimes, and I don't think that this is unique to Surrey, some partners don't realize that are actually providing what otherwise might have been regarded as early help. You know, so things like you know some of the pastoral care that takes place in schools.

Some of the work that the local police force will do with youth groups for example, all very very important supportive, were gets more closely into mentoring, and I think also just engages people more fully themselves in the support that they may need. I do think you know I do like the approach around family resilience because it just seems to me that that. I choose to believe that most families have got a degree of resilience. That does not stop them from, you know, running into difficulty from time to time and then needing some additional support. But I think that if as a group of partners with the different skills and the different experience that partners bring to the table. Helping to draw out the resilience that exists in all families is key, and I think that if that builds confidence into those families in the way in which they move forward, then that to me would be a job well done.

I completely agree and we know that for the majority of families they can be held at an earlier stage and that for most families they don't need statutory involvement in their lives through children's social care, nor did they want it. We know that in Surrey we got a wealth of voluntary faith community sectors as well as a really strong universal services that are really close to families and close to communities and offer more attuned that local needs and families, often much more receptive to being helped by those organizations and we know that if you. In terms of your at your willingness, your ability to change if you feel you're engaged in that with people who are close to, who know you and you haven't got the fear of statutory power that often, that's can be more enabling. Clearly, there are families for whom absolutely they need this statutory support to in order to enable them to change. But for the majority of families it's fantastic. If they can be helped by more local community based in non-statutory services.

Well, I agree Jackie that no one likes to be done to, and I think that more often than not. You come across practitioners who have experienced tremendous experiences because of the nature of the work that they do, and I'm talking here about practitioners across all types of different disciplines. But it seems to me that one of the things that we invest in is their judgment. And I think that where you're able to match practitioners carefully alongside the needs of families where there can be some kind of understanding and relationship built up, that when practitioners are then able to use their kind of their initiative not to be kind of over constrained by. Criteria for services, thresholds, and levels of need. But there is a degree of flexibility. They can then use their judgment. I do think that when you have practitioners across different agencies that are working well together and that their pooling their knowledge and judgment and their applying it, then to the way in which family would choose to function, then we become so much stronger. And I do think that we see evidence of good work that is done jointly between schools and children's social care. You see, good combinations of work around Youth Services and the police and social care. It seems to me that that where we can enable that to

work well, and I think where they can be a degree of flexibility about the options that become available, then I do think that there is an opportunity for families to thrive with that kind of support.

The words that you use that so important, this conversation or about need. And as a partnership, I think we've made a real effort to move away from a constant, constant focus on risk. Because that's often frightens our practitioners and our partners from really meeting the needs of children and if we can focus on talking about me and looking at looking at it in relationship to the risk. We can be more enabling of other partners to really help families to move and really help families make difference. I and I again I agree because what I what I do see is that from time to time some of the tensions that do exist between different partner organisations can really arise because there is uncertainty about the way in which risk is being managed, how it's managed differently. I think that sometimes we're not always clear about where the risk actually rightly lies within the family, because that's where it should be. But I do think that. I I see in Surrey that there is a growing understanding and support for the family resilience approach.

I think it is understandable that where you draw around the family a number of agencies that there needs to be a period over which the family resilience approach is able to develop and to mature and where practitioners of different organisations understand the contributions that they can make. They do actually understand how risk can be managed and that they are more relaxed in the way in which they may hold risk for a period as need is being met with in different families. I don't think that's easy. I think it is quite complex. I think that. The introduction of model does take some time to mature, and I think that one of the things that we need to work on hard as a partnership is trying to make sure that we can take some of the tension out of that and do it in such a way that the the families themselves and young people themselves feel as though here you've got people of experience who are working hard and challenging themselves. In such a way that those families and young people can be the beneficiaries.

Absolutely, so I think in terms of us is it a partnership? It sounds like we've got your entire backing for all our strategy or helping families. Early strategy. We're really looking forward to feeding back to you as the scrutineer about the success, but also enjoying families early. So thank you Simon.

Thank you, thank you and I hope everyone has a good morning or afternoon in the webinar. Take care.

[Lisa and Lesley Slides](#)

So for those of you that don't know me, I'm Lisa Bursill I'm the assistant director for the children.

Single point of access and early help. So I have the privilege of supporting and delivering on this strategy with you as partners. So where did it all begin? Well, it all began with a little session in County Hall working with Lego trying to visualize with partners. What does the vision for Surrey look like when we talk about helping families early? So we talked a lot about what we've achieved so far. Because we have achieved a lot as a partnership and we looked at what still needs to happen. So what still needed to happen was that we had a multi-agency workshop to look at the strategy and we also had a multi-agency task and finish group that looked at the early help assessment on the plan. So what did our partners say? So during our workshops, our partners told us that they recognize that we all help families early that sometimes as practitioners, we just need advice and guidance. That we don't necessarily need panels, but that we do really need to know what's available for families. And we talked about assessments and plans and how they should really build on families strengths very much owned by the family and there should be less of doing too and more of doing with. And we talked about the need for consistent branding as early help means different things to different people, and so you'll hear today through the strategy and through all of the wonderful videos that we've got how that shaped our approach in Surrey. So there is some statutory guidance around this working together to safeguard children. 2018 is the statutory guidance for how as a multi-agency we work together and this highlights our expectations of working with agencies not only to keep children safe but how we help

children early. The helping families early strategy is how we in Surrey are going to bring early help to life.

So hopefully after today we will all start talking a new language. It won't be as difficult as learning French or German was for me in school, but we will be talking about how can we help families early. How can we be a family be helped to connect with the right support and who else can help too? Because that might be their neighbour, their family, community support, or it might mean us allocating to targeted youth support, family support program, family centres to help things that are more targeted at Level 3. So we'll hopefully after. Today will no longer here refer to early help. I'm allocating to early help. All that there's this thing over here called early help that has a magic wand. It's something that we're all doing, and it's something that families might find within their own resources. Say what we describe it. What does it actually mean?

So in Surrey, how can families early is an approach. Helping families early refers to both helping the critical years of a Child's life and that includes pre birth and pregnancy as much as it means responding as soon as possible at any age through the Child's through childhood or adolescence. When any difficulties emerge. Helping families early in Surrey is an approach. It's not a single service or even a group of services. It's just what we do and you'll hear a lot of that about that today. So there are some things that we offer through Surrey County Council and Surrey County Council helps families early by delivering commissioning some Level 2 services and some Level 3 services. And we also provide information on what services are out there through the Family Information Service. We can also provide advice and guidance via the C-SPA and the team around the quadrant, which again you'll hear a little bit more about later in the presentation.

But early help is also provided by each of you in schools. In your early years settings, it's provided by the police, health services and it's very much provided by the voluntary and Community sector. So, it's about all of us understanding what the needs of a family are. How we can provide the right support for that at the right time and in the right way. So, Helping families early Strategy 2020 to 2023. What are we going to do in the next three years? So, the strategy brings together key components of how, as a partnership we help families early in Surrey now and our strategy for the future. We believe that we can help families by building on their strengths, forming relationships and connecting families to their communities. We know that getting help in the right way at the right time can prevent poor outcomes for children and their families. The strategy is a call to action. As a partnership. We are all helping

families early and we can help each other to do this by having an effective partnership strategy that brings together the key action that will make a real difference to our children. In Surrey together we have put the foundations in place and now we want to build on this strategy over the next three years together. So if I'm a child living in Surrey, if I'm a parent living in Surrey with this feel like. As a child, I will feel safe, valued and respected and I'll be recognized as an individual free from any discrimination. I will be at the centre of all the decision making and I will only need to tell my story once my voice will be heard and will influence the planning and help of services. It will be understood that things that happened to me might affect me in terms of my life differently and I might need some extra support.

As a parent, I'm recognized as an individual who has unique characteristics and needs and I'm free from discrimination. The diverse needs of all my family will be recognized. My views and my opinions. I listen to, and I'm encouraged to inspire, encourage to support. My family is recognized that some of my past and current experiences may impact me as a parent. And it will be understood that I may need support in other areas of my life to be a great parent. When things get tough, I know the relation of my friends and my community will help me. So, that's what it will feel like as a child's apparent as a practitioner in Surrey, what we're going to move on to is Lesley is going to walk you through the framework of how we're going to take this call to action today and make it happen as a reality in Surrey to pass over to Lesley.

Thank you Lisa. So I'm going to talk to you about family resilience networks and these networks aim to be a vehicle for us promoting and taking those next step forward for helping families early. They are a

network of our services that support families with representatives from our schools early settings as special schools. From our family resilience and safeguarding teams from the police, health and voluntary and Community sector in the quadrants.

These family resilience networks are not to replace the local networks that have been happening successfully where people are working together in their localities and making a difference to families, children and young people. What we are aiming to do is to bring together people from those representative organisations in each quadrant to take a bigger overview and collectively understand the needs of and a lived experience of children in each quadrant. And what's that telling us about what we've got on offer? Have we got the right offer in place if we have? That's wonderful if we need more of something or less of something. What can we do collectively to be able to create an offer that is right for that community? We're looking in those networks about how we join up. The services are available with the children and families that need that help, and we will hear about a little bit later on about about a project that Jackie has actually been working on an I forgot the name of it. Jackie, it's just gone out of my head. What is the name of it? Little Help Shop! Thank you.

You're going to hear about the Little Help Shop later, which there's been talking to children and families about how they can best find and use the information that's available for them. So that's just a working title for now. Then it'll help shop. We will come up with, you know, we may come up with something else, but certainly be looking forward to hearing from that. Thank you. So the group can look at best practice, the skills of practitioners in the quadrant. Are there more things that people need? Have we got a parenting offer in the community that is meeting the needs of families? And how do we know whether it is or not? And we want to look at opportunities to collaborate and do things differently and go back to our commissioning colleagues or look at different ways that our services can be commissioned so that we're actually meeting the needs of families in a really comprehensive way together. So, family resilience networks and colleagues sitting around the table and their organizations behind them are the vehicle to make that happen. And this is what we've come up with in terms of the priority actions from the strategy.

The family of resilience networks will be looking at these priorities and thinking about the way we can all play a part to deliver them. The team around the quadrant, which I'll be introducing to you in the next slide, will be helping the family resilience, networks and other colleagues that are out in our communities to deliver on this strategy. They'll be helping along with partners to understand what the needs are in a community, bringing information from our family centres, from our district and boroughs from the community itself from our Level 2 Commission services so that we understand the stories and the themes that are coming up from our families in the work we're doing. Also from the C-spa, from the demands that we're finding coming through when people make a request for support. Also, from the consultation I when people are contacting but professionals contacting us, safeguarding consultation line to talk through the issues that are facing families.

So, we have a wealth of information that we can use and bring together to help us to understand what's happening. The little help shop, Family information service. The Directory of Services we have, as well as the range of other things that are out there to support families and also to support professionals to find the right service. Those are the pieces of work that we need to be doing. We are reviewing the Family Information Service so that we can do that signposting. How we respond as a partnership, and we've heard a lot today about our our equal responsibilities. Our contribution that we're making to helping families early are accountabilities for becoming involved with families for being professionally curious.

As soon as we find that there is something that is not going as it should for a family. How our colleagues, how our workforce is trained? What have we got an offer that we can support them so that they are quick to be able to deliver the services that families need? And how do we know we're actually making any difference at all? So those priority actions will form the basis for our family resilience networks. And Surrey County Council is provide that additional support through our team

around the quadrant to actually be feet on the ground. If you like to make some of that happen. So these are the roles that are in the early help partnerships team or in the single point of access team. These work together and will come together to support the family resilience networks. The community connectors there is one in each quadrant, and they're looking around in the in the community to make sure that we've understood and have on the Family Information Service directory. The services that are out there for families. They also have a role in connecting families to their community. Our parenting coordinators are experts in understanding the needs and the parenting offer that would meet those needs and are able to support our providers in family centres.

Family support program our targeted youth service colleagues and also the Community sector, schools and others about a good parenting offer that can meet the needs of the community. There are also leading in each quadrant. The team around the quadrant, so we have a coordination role that they play. The Family Centre advisors support our family centres across Surrey and are supporting our Family Support program as well. So that the themes that we're finding through their support at Level 3 is fed into that understanding the need of families in the quadrant. They will also feed that information back to those Level 3 services to see what needs to be added to their offer. Our Locality early help Advisors support schools. They're able to guide schools and support schools to complete only help assessments and to lead a team around the family. They also offer training and have been attending the dedicated safeguarding leads training. Family Information Service Advisors are able to be contacted if you can't find a service or if you're offering a service you want to advertise through the directory. They will help us to do that. And a family group conferencing colleagues are a team that help us understand the wider available support through families and the networks that can be developed that can support families from their own, from their own extended family of friends and their community.

Jacquie said at the beginning and Lisa also mentioned earlier about the early health assessment and the work our workshops put together to support the creation of a new early health assessment. So as part of the development of the helping families early strategy, this multi-agency workshop came up, had a had a requirement to look at certain things and their aim is to come together to ensure that the early help assessment didn't act as a barrier to engagement for families or for practitioners. They looked at what was some good practice from local, other local authorities, but they also looked again at what was on offer and had worked well. They agreed to set to set up agree a set of principles which you can see on the slide. A family friendly form. And guidance that will support practitioners that builds on this family resilient model of practice. The approach is to ensure that the early help assessment is part of an assessment process, which can and should be informed by other assessments used by different professionals. The aim is to empower both families and practitioners to look at the child's Developmental needs, the family and environmental factors, as well as the parenting capacity for families who want to make changes and how they want to do it. With the right help at the right time, supported and coordinated and championed by the most appropriate practitioner, we can collectively help families early and support the lives of our children and young people in Surrey. The new form has been created and new guidance document and that is now available on the Surrey County Council website and we have now created some new early help assessment training which will be on the Surrey Safeguarding Children Partnership website and that will be starting in November.

We've heard a lot this morning about our strategy and it's been great to hear from Jacquie and from Lisa about our ambitions our priorities and what we can do collectively to bring this strategy to life. We've also heard a lot about our partners and Surrey County Council are already doing and this part of our Webinar is a celebration of all of the things that we're already doing. Stories from some of our service providers and also from our schools and some community projects that really do bring the strategy to life and give us ideas about what it is all about. What does helping families early mean it looks like what you're about to see. So there are three sections. The first section is about being child centred, the 2nd about being family focused, and the third section about how we connect children and families. To their community. Thank you and fingers crossed for the IT.

## Being Child Centred Introduction

We know that each child young person family is unique and has their own life story. We're going to hear now from Surrey Youth focus and Surrey police, our young carers service. From Woking high school and Saxon Primary School. About how they can and do change the outcomes for children and young people when we keep them at the centre of all we do.

### Time For Kids

My name is Cate Newnes-Smith and I am the chief executive of Surrey Youth Focus. I'm delighted to be telling you about a movement that we are creating in Surrey called time for kids. We very much hope that you will join this movement. Back in 2018, I had a conversation with Chris Hickford, the founder and chief executive of the Icon Charity. We were wondering why, despite all of our wealth and scientific knowledge, some children in Surrey don't thrive and fulfil their potential. With complex and interlinked problems such as domestic abuse, poverty, violence, mental health issues blighting their lives during childhood and lifelong. We wanted to try a new approach. So, we sought out a small group of strategic thinkers to reflect on these issues. And we handpicked a few more people to join the group. Have these conversations. We met every couple of months to reflect on children's needs and experiences. The group felt that the system in Surrey had not always served children as well it might. Overtime circumstances have led us to manage risk in relation to our organizations involvement rather than being confident in making the best decision for the child. In one particular memorable session, we heard the highly articulate voices of More House Boys school in Farnham describing some of the challenges they have faced and how they overcame them.

Our group came up with five principles. One, being crazy about the kid. Focusing on human connection with a child with patience and passion to achieve the very best for all children and young people. Two, every child or young person needs a consistent relationship with at least one adult that they trust. Three, every child needs to be able to tell their story and learn to hope. 4. Every child needs a sense of belonging and encouragement to shine. Five we all need to believe in the child or young person and what they can achieve. We decided we needed a name for these principles and thus time for kids was born. We hope to encourage every organization and professional that is working with kids in Surrey to be inspired by the principles. We want to reignite and strengthen the passion and vocation in all of us. Working with children and young people. Putting children at the centre of all that we do so that they can fulfil their potential. So what does time for kids look like in reality? We want time for kids to encourage you to have transformative conversations with your colleagues and partners. So the all frontline practitioners are able to do the very best that they can to serve children and young people. There was no blueprint for time for kids. Everyone and every organization has a different role within the system.

Therefore, it would not look the same everywhere. You do not need to ask us permission to use time for kids. Please feel free to just start using the principles in your daily work. As you know, Dave Hill very sadly passed away suddenly earlier this year. He passionately believed in the time for kids principles. We want time for kids to be part of his legacy. I ask that you consider what time for kids means for the young people you know what are their expectations of us? Consider what it means for your role, your organization, and the system. When talking with other organizations, you might like to use time for kids principles as a starting point for your conversation. I hope you inspired by what you have heard so far and are asking yourself a question. How can I use time for kids to inspire new ways of work? Thank you very much for listening.

### Saliesh Limbachia

Hello everybody, I'm Superintendent Saliesh Limbachia from Surrey police the strategic lead for child safeguarding across the County for Surrey. So I am so pleased that. To present to you today. I'm even more proud of the work that we're doing within Surrey Police to change our culture. A culture from criminalizing children to putting the voice of the child 1st, and it's about making a

difference to families. It's about our new and an innovative work with our partners and children Services within our police single point of access and working closely with our children Single point of access teams so that we have the correct pathways available for making sure that families and children are given the best opportunity to improve their lives. So what does it mean for surrey, police? Well, it's about us trying to think differently. It's about us not. Criminalizing children trying to understand what the pinch points for families are and to try and reduce the the issues that are impacting children and try and prevent them from turning to crime. So it's about helping those families. It's about investing in multi-agency work so that we work hand in hand with our partners in children services, mental health, Surrey County Council and other other partners at strategic level so that we have the processes there. And the way that we're doing that is through a number things.

First of all, it's through an approach called time for kids where we are now asking officers and our staff. Should they attend an incident then to give that time for kids and that's basically what it says on the tin. So when we go to a domestic abuse incident for example where you have two adults that have been involved in an incident and there are children that house setting for us is making sure that officers are actually listening to those children looking at their lived experiences. Is there anything that could be impacting on their safety on their on their health and wellbeing and making sure that we don't forget that making sure that they have a voice too? Yes, they are victims in their own right, and we know that domestic abuse bill is coming out hopefully imminently. In the next year, next year, which will put that on a statutory footing. But it's about allowing that the voice of the child to come through, and the early help. Model that we're rolling out across. Surrey police, which is so so innovative for us and we've tried it across 2 boroughs already across the County where we totally transform our approach. So we work with partners as I spoke about earlier on to try and see what opportunities there are for those that family to try and get that early intervention. That early help and that we work with them. We have a single point of contact for that family with the police, and other partner, agencies and then we share information so that we can sign post those families and those children to get that right help, it's also about our approach and our commitments that we've made and that our chief constable has made to the communitive Surrey, which is a problem-solving force. So we want to be in the cutting edge of solving problems. So rather than waiting it to be too late and families and children are criminalised, we want to try and get in early and help those children and their families, so you'll start to see a new approach from. Surrey, police to try and get into that space by using an OSARA model, which is an approach that we use to problem solve and part of that means redesigning and refocusing our child and missing exploited teams throughout the County to focus on being proactive and really focus on safeguarding through partnerships and that relies on on multi agency approach. So, it's it's really working closely.

As I said earlier on with our partners share that information and actually trying to make the families and the children reach their full potential. And we know that various factors impact on that. So as a police service we want to play our part with our partners to try and really impact and release that full potential that families and children have. So I'm really proud that surrey, police are really open and willing to change and actually change our culture to being a a law enforcement, which is what primary are all actually to turn it around the other way and try and be a force that wants to help give that early help to families. And only consider criminalizing children if we absolutely need to do it. And there are no alternative options. So for us it's a fantastic moment for us to share the fantastic work that we're doing. Thank you.

[Dave Bentley](#)

Hello, my name is Dave Bentley. I am the borough commander here in Woking. I wanted to spend a couple of minutes just telling you what we're doing here to help young people in our community. Now we've been running an early help pilot now for a few months where we are specifically focusing on children who suffered trauma or adverse childhood experiences. As well as those that may be at emerging risk of exploitation here in the community. So basically, the the core principle

of of what we're trying to do with early help is expand how many children we can support in our community and take a real problem solving approach to what they might have suffered in the past and what help and support we can give, not only from a policing perspective but also from a partnership. So we look at three main entry routes into how we can help children. So the first one is those are emerging risk of exploitation. The children that causes the most demand as a policing service, but that could be across victim's witnesses, suspects missing, and then the third one is through identification from frontline officers or reviewing officers where we've seen adverse childhood experiences and we can sign post as early as possible to provide some help. So what we do is we expand our problem solving across the whole of my neighbourhood team so that PCSOs, PCs, those sergeants, youth engagement officers will have at least one young person to problem, solve, interact with partners about. So we can look at addressing and helping with any problems long term our youth engagement officer remained the specialist. They look at five or six children that need those complex help or support, and the aim of our work and activity is to problem solve for the long term, provide that partnership, help and support and that interaction with the child or young person to try and make their life better and reduce demands not only on us as a policing service but our partners as well. One of the key benefits I've seen already in the trial here in Woking has been the closer working relationship between neighbourhood policing and public protection. The introduction of the early help coordinator into the P-SPA has made a real difference, and the contact that we have with each other has provided a lot of information from a partnership perspective about how we can help these young people, which has been fantastic. We've already seen this work make a difference for young people in our community, and one thing I've learned actually already is that this is a long-term process. Problem solving of this nature with children with complex needs needs to think long term. Think long term prevention and how we can all work together to support. These young people in our community it is not about the criminalization of young people or children, it's about that supportive partnership working that can prevent them receiving negative outcomes, whatever that be in a partnership, areas such as policing, health, social care, education, it's about giving them the best opportunities possible for those young people. Our work in turn will help those young people reach their full potential.

### Amanda Yorker

Hello, I'm Amanda Yorker, assistant manager for the young carers service, Surrey Young Carers, action for Carers Surrey. Action for Carers is a carer led charity that helps unpaid carers of all ages right across Surrey with information support and advice. So, who are carers? A carer is anyone who cares unpaid for friend or family member who cannot cope without their support. They may look after someone with a physical or long-term illness. This may be a physical disability, frailty due to old age or a learning disability like autism a mental health concern like depression or drug or alcohol misuse. A young carer is someone under the age of 18 who provides this type of care. There are over 14,000 young carers in Surrey under the age of 18 so that is 2 to three in every classroom. Early identification and help is so important to young carers as the sooner children and young people can identify as a young carer, the sooner they get the help they need and the better their life chances are likely to be. Surrey young carers helps by offering a range of early intervention and prevention support. We take a whole family approach by including families in a young carer needs assessment and we make sure they can access the right advice signposting and support. Our dedicated teams work in partnership with schools and colleges, social care and health services GP's and voluntary sector organisations to make sure they help to identify an support young carers early and offer appropriate interventions at the right time. Our Events outings meetups provide valuable restbite from caring responsibilities and gives young carers the chance to meet others and enjoy being a child or young adult for a few hours. We provide 1-to-1 practical and emotional support aimed at reducing barriers to ensure young carers can enjoy and achieve just like their peers. We listen and advocate on behalf of young carers and their families to ensure their voice is heard and they're getting the right support. Because the right help at the right time reduces appropriate or excessive caring roles and in turn the impact and pressure on

young carers and their family. This early identification means they know someone is looking out for them and they do not have to cope alone. Finally, since COVID-19 Action for Carers Trust survey tells us that young carers mental health is worse, and their feeling more stressed, most young carers are more worried about the future and are feeling less connected to others. Some young carers report an increase of 30 hours or more in the amount of time they spend caring each week. During this time, it is more vital than ever that young carers do not fall under the radar and that we acknowledge the risk factors. Like other children and young people, they have goals and aspirations and it is our responsibility to act early and work together to improve their life chances and outcomes.

## Saxon Primary School

At Saxon Primary School we recognize the importance of ensuring our children and families receive the right support at the right time. This short video will give a brief overview of some of the early help work we do throughout the school. In order to support our families. This slide highlights some of the early help support that we offer our children and families. We have a full time home school link worker who supports families in many different ways including through one to one meetings, coffee mornings, regular calls to parents, directing parents to resources and relevant parenting courses, and referring to outside agencies for further support when required. Her support to families often means that early intervention can take place before a situation could potentially escalate. Our home school link worker alongside her colleagues from across the trust also offer parenting courses such as parenting puzzle. Again, this ensures the parents can be directed to the course when they require such help without having to be referred to an external agency and without having to join a potentially lengthy waiting list. On some occasions and wanting to be appropriate, our home school link worker has also offered similar but more tailored support to parents on a one to one basis. One of our teaching assistants is also trained as an ELSA an emotional literacy support assistant. She attended the full training course delivered by Surrey EP's and also accesses regular EP supervision.

Our Elsa is able to support a range of individuals as soon as they show signs requiring additional support. She supports children on a one to one basis with managing anxiety, dealing with parental separation, coping with bereavement, living with trauma, and building relationships. She has also successfully lead nurture groups and anxiety groups. The children are often given a range of strategies to help them manage better in the classroom and at home. For several years now we have arranged for individual children to access art therapy sessions and counselling sessions by external professionals. Whilst this support requires a significant financial commitment. The support has been invaluable and many individuals have made significant progress across the years on some occasions, reducing child's risk of exclusion and preventing the need for further outside agency involvement. The following case study illustrates the support which was put in place for an individual pupil including art therapy support and the positive impact that such support had on the child and family.

In 2016 to 17, the child's parents separated this change in the child's family dynamics led to a significant change in his behavior. Emotional state, and ability to regulate his emotions throughout the next academic year. The child received several fixed term exclusions and was very much at risk of permanent exclusion. Over the course of the following year, intensive early help support from school for both the child and his parents resulted in a significantly positive change. The child began weekly art therapy sessions which equipped him with strategies to help him manage his anger and frustration and to explore his feelings with about his family situation. The senior leadership team and home school link worker heavily supported parents and PSP meetings took place. The inclusion manager began the EHCP process. School also liaised with the steps team in Surrey and made many changes to the child's provision, including attending a calm club at lunchtime a time which the child found particularly difficult. By the spring term of 2019, the child's attendance had increased from 75% to 98%. As a result of no further exclusions that academic year and the child was able to attend school on a full-time basis with success. Whilst the child was previously at risk of permanent exclusion The early help you

received at school and the intensive art therapy work enabled him to go on to attend a mainstream secondary school and for him to become more confident in managing challenging situations.

## Woking High School

Hello, welcome I'm Matt Crowley deputy head teacher Woking high school. I wanted to share a case study of a student and family that we work with where we feel like how early help approach. Working with both in-house provision and also external agencies has made a difference both in the family life and also in students life and progress at school. This student first came to attention from primary school in transition where we found out that the family has suffered quite severely from a range of cases in in their past, particularly for this student it's between the age of 0-5 where Dad had become an alcoholic and had been manifested in quite severe domestic violence in the home. This student remembers at the age of five almost six, crawling in between mum and dad, and so the at the time where mum had been knocked unconscious and after that time eventually mum and dad split and support was put in place for them. He still remember that time, he also remembers sadly him actually being in the supermarket and pointing out where the alcohol was to his dad. And his dad obviously then buying the alcohol and such, and it that still is in the students mind and the guilt and the blame that this student has at Junior School was well supported through the ELSA program and mum was accessing help and support through your sanctuary and when they arrived with us in year 7, it was felt that we would monitor and support in the usual way. But it appeared things have been dealt with. Contact was still not be inhabit Dad now and there was a stable support network at home. That was the case in year 7 and through year 8 things were OK.

And then there was an instance in year 9 where the student sadly out of the blue jumped over a fence and went missing and when we caught up with him and started to talk through and pick the reasons why he had just started to reconnect with dad at that time. Got to the age where he wanted to, felt the need to, sadly dad was rushed to hospital and suffered and still does suffer quite badly from the effects of the alcoholism. That sense of guilt and the other things came back to the fore again. At the time we began a TAF approach with mum and once again make sure that she had a support through your sanctuary at the way they were providing for her. We suggested because this this lad was very tall, tall for his age. We suggested looking at Marfan syndrome and potentially any side effects that may have both for mental health and physical health so mum and explored that through the GP and we offered support in school and we set up in school counselling at the time. We we bought the counselling in this particular student, but it was to explore the kind of relationship between him and Dad and what that meant for him, and having a chance to talk and address that. And that did have, you know, a positive impact. He was a lot more open about it and felt the other way to try and get through it. There was another trigger instant in year 10. We'd been looking at the impact of domestic violence in PSHE, and even though he knew about it, it triggered some thoughts again. So, we increased the frequency of counselling and it almost coincided with lockdown coming in. So, we ensure that that counselling remained during lot now and that he had his counsellor but also myself as someone that knew him quite well as assistant tutor so I used to check in on him with every week and just have a fun chat about things. You know what's going on? What's positive in his life and everything else to try and see him through that. And again that seems to be a support which got him through. We actually haven't come in during lockdown set for one to one counselling face to face and it seems to make an impact. We then sadly had a third trigger an, which was really because of support in the early help was there in that he then started opening up about some intrusive thoughts he was having. Because of the feeling of guilt and resentment toward dad and the anger that had built up in him because of those situations, he was starting to have intrusive thoughts about hurting people. So, we had to refer to CAHMS and to CAHMS crisis. And following the work with CAHMS and through CAHMS crisis. We agreed together to come up with a safety plan and then a result risk assessment in school because in school, was absolutely the right place for him to come and to have that kind of protective factor around him. The risk assessment was designed so that there was a very easy to understand RAG system where he would be checked in each morning and would be able to RAG himself and then they'll be various things

happening pending on the level of concern there was. Um, the counselling support continued and was continuing even during half term, with the counsellor being able to use the RAG system as well as us do it in school. We also reached out to his or they also reached out to us his cadet force because he's actually training to be a, well he is a cadet and wants to go into the police force and they were able to give us a very positive picture of him during that time and actually said that he's one of the best and they. Um, offered some some talk about how they deal with mental health issues within the police force. And actually, you know, it's. Quite normal for them to have police officers sometimes they have negative thoughts and intrusive thoughts because of the amount of things they have to deal with and the support they put in place and how they help them through it. And we're also working with that cadet force to make sure that he goes and takes part in a leadership qualification. They feel that he's right for that. All of that together and then making sure mum had the right support through your sanctuary making sure that we provided counselling for him in school. We've actually employed the Council. Now. They're part of our staff team and a more accessible. That Work with him and then except for so that he knows that he can trust us all. They're working with him as really helps. He still has his up and down days, he reports Green's most of the time, which is great and he feels like he can cope, but he knows were also there to help him on that daily basis. And the most wonderful thing during half term was he sent us a picture of him mum and sister and they bought a dog. It just the smiles on their faces knowing that they've got that to look forward to. And that's with them at home as well. Was brilliant, so the early help approach right from the work with primary school through to the wor with the cadets, with the counsellor with CAHMS really has provided are supportive bubble, which is meant that family can overcome those issues and you know that he can go on and be successful both in his life and with his academic studies. So without it would have been very different picture but with the support of everyone working together we're able to kind of wrap around that family. And they're being very successful and happy in their lives at the moment. Thank you.

### Family Focused Introduction

We can never underestimate the importance of family and the difference a loving, consistent and stable home life can make to children and young people. But sometimes families need that extra bit of help. And today we're going to hear from the Red Oak Family Centre and Furzfield primary school about their work with a family and from the Family Support program run by Guildford Borough Council. And a bit about reducing parental conflict training that we have available so that families can understand the importance of a good strong relationships in their home.

### Reducing Parental Conflict

We Made it.

Hi Mum,

Hi Darling

Sorry, we're late.

You are late

What happened to your hair? Didn't tell me you were getting her hair done David?

What? She looks great

That's not the point you should have told me

About what?

(distant mumbling)

We took her for a haircut.

We?

Oh here we go

Is this Lisa's doing?

Why do you always have to bring Lisa into this?

Because you never used to do things like this before you met her.

It's a haircut.

She stayed at her mate's last week, you didn't tell me about that.

I did talk to you, David

Oh here we go again. It's the same old story.

Right that's it she's not going away with you for half term.

Don't be ridiculous. Of course she's coming away with us.

(spotlight snaps)

Can't believe I lost it so easily. It's like you do it on purpose.

I don't mean to. You're just So easy to wind up.

I'm just trying to keep on top of things.

If we want this to work we're going to have to talk to each other.

Sometimes things just come up.

Look at Chloe. Caught in the middle of all this, no wonder she struggling at school. We're always gonna disagree aren't we.

Probably. But it doesn't have to involve her.

What could we've done differently.

(spotlight snaps)

We Made it.

Hi Mum,

Hi Darling

Sorry, we're late.

You are late

What happened to your hair? Didn't tell me you were getting her hair done David?

What? She looks great

That's not the point you should have told me

About what, we took her for a haircut

We?

Oh here we go

Is this Lisa's doing?

Stop. Stay Calm.

You look great sweetheart; do you like it?

Yeah

Did you have a nice weekend?

Yeah

OK, why don't you go upstairs and unpack and then I'll come up and you can tell me all about it.

OK, bye dad.

Bye, love. Best be off then.

Wait, I want to talk to you.

Ok.

I know you want to make the most of your time with Chloe, and that's great. But you can't be making big decisions without talking to me.

A haircut? It's hardly a big decision.

It would have taken you give seconds to send a text, that's all I'm asking.

Hang on, She stayed at her mates last week, you didn't text me about that.

Yeah, well that's exactly the kind of thing we should tell each other about.

That went better. I couldn't see what was happening.

We can't keep talking about this stuff in front of Chloe.

It's not fair on her.

I find it hard when Lisa gets involved. I'm happy for you that you've moved on, but it's hard knowing

that there's someone else in Chloe's life.

She cares about Chloe a lot, you know. But I guess it is a bit weird. I'll always put Chloe first.

We've just seen an amazing video. Actually, showing how much that conflict can have on a child and how they can be caught up in the middle of all of this anxiety and how the impact affects them. So what are we doing to support our parents? And what are we doing to support practitioners in helping parents identify this. So we have a program called reducing parental conflict and this has come been led by the Department for Work and Pensions. And it's across local authorities in England to integrate services approaches which addresses parental conflict. In local services. Parents play a critical role in giving their children experiences and skill they need to succeed. However, children who are exposed to poorly resolved parental conflict can suffer long-term harm. And the key here is poorly resolved conflict. All parents argue at times it's about how they deal with that, but it's important. And how they understand the impact that it might have on children. The evidence is clear that exposure to frequent, intense and poorly resolved parental conflict can affect children's emotional and social development educational attainment. Later, employ ability and physical and mental health. Conflict can affect children in all types of parental relationships, which includes parents or carers who in relationships with each other, whether married or not. Parents who have separated or divorced and this is often a big problem when parents are separated and use the children almost as weapons against each other in court cases. Biological or stepparents and Foster and adoptive parents. Same sex parents. Is continuous and it is the children that we have to focus on throughout all of this. So we're using some methods as tools for discussion. Explains the parents might not thought about. And how it might help them to start thinking differently. So we're supporting parents to use their own skills. So agreeing to negotiate. Is one of the things that might not even thought about. So usually our first angry impulses to push the point whereby to win the argument to any cost. Finding a peaceful resolution can be difficult if not impossible, and both parties stubbornly stick to their guns. If it helps, everyone decided as a family to try listening to each other and negotiating instead. Some suggestions could include workout. The issues were fighting over. Try to separate the problem from the person try to cool off first. If you filter angry to talk calmly. Keep in mind that the idea is to resolve the conflict and not win the argument. Remember that the other party is obliged towards agree with you on everything. Define the problem and stick to the topic. Respect the other person's point of view by paying attention and listening and talk clearly and responsively to find points of common ground and agree to disagree. These are some of the issues that we think from the solutions and some of the tools that you can work with parents to help them. To look at things in a different way so we know that the prevalence of parental conflict is really high in children living in workless couple parent families. That's 5% of all children, 28% live with parents who report having a distressed relationship. That's almost three times as prevalent compared where both parents are working. And this is really quite a, you know, quite a visual slide actually, which really says it all. And what we want to do is help parents resolve this before it has a really big impact on their children. No parent would willingly want that for heir child, so the important is to highlight the impact it has on their children before they don't. Actually before they realize it. So accessing the training for this is really easy. You just got to contact myself, Karen Yeeles parenting coordinator my telephone number is: 07968833381 and I can put you on the training. As soon as. Thank you for listening.

## Red Oak Family Centre

Good morning, my name is Jane Chapel and I'm the manager here at the Red Oak Family Centre. Attached to Furzfield primary school. We've been invited here today to talk to you about how we help families early by recognizing need earlier in helping families to manage the challenges that they are facing. To that point I have two colleagues here with me today to share an overview of the case of a family that they have supported. Karen family support worker attached to the Red Oak family Centre, and Linda the home school link worker attached to Furzfield primary school. Karen will now give a Brief summary of a family who referred into the Red Oak Family Centre and how the family was

supported in recognizing and also accepting help early and the positive outcomes of the family within their local community.

The family were referred due to Mum suffering from emotional abuse from her ex-partner this severely impacted on her mental health and ability to safeguard her children from witnessing the abuse as well as not being able to meet their emotional needs effectively. We completed an outcome star which enabled us to discuss the challenges that Mum had been facing and how this has been affecting her wellbeing. It's enabled mum to reflect on her situation and identify the support she required through discussion and completing the outcome star, we worked in partnership to create an action plan, and set achievable goals. It identified that she required support with her current financial situation to wellbeing keeping herself and the children safe and meeting their emotional needs affectively. Mum and I make weekly to discuss the actions from the previous week and began to implement changes to safeguard the children and strategies to managing challenging behaviour, enabling her to meet the children's needs effectively. With encouragement and supporting with parenting strategies, Mum began to build a positive relationship with her daughter. Mum found this very beneficial and continue this weekly as she began to recognize the benefit. I Provided Mum with information on additional agencies such as ESDAS, Citizens Advice Bureau and explaining how they would be able to support her. Though encouragement Mum began to engage with the community debt advisor this enabled her to build her confidence and where she became stronger she felt more resilient, and began to understand that her ex partner's behaviour is unacceptable and that the impact this has had on her. Therefore, she became confident in implementing firmer boundaries. It's had a positive outcome from and the children as their wellbeing and emotional needs will be met effectively as they were not being exposed to emotional abuse. And mum began to build positive relationships with the children, becoming confident with her parenting. Throughout her relationship, Mum had become very isolated as we're gaining confidence, it's enabled her to take the initiative to meet new friends and build up in network for friends. Mum had been promoted at work. Which had a positive impact and she is now able to make plans to inspire the future for herself and children.

Linda will now discuss how the school recognizes the need for help early and share an overview of a child is who is supported and the challenges faced by the child, the family, and the school.

Good morning, we were first made aware of the families concerns when Mom had contacted myself. The first instance was to arrange a meeting with myself and mum. Mum had revealed the child during Lockdown had considerable anxieties, and these had grown worse and the fear of coming back to school was getting worse and out of control. I advised mum to see her GP for a CAHMS referral as schools close at this time. I also advised mum to book onto managing children with anxieties course at the red-light family centre. Mum was also advised of some strategies that she can put into place that can help her and the child at home. The class teacher wasn't made aware of what the child family altogether. We asked the parent if there's anything that's cool could do, in particular to help the child managed coming back to school. We also ask the parents to complete a strength and difficulties questionnaire. This would reveal if the NURTURE staff which we have the trains Elsa working there could do an intervention with the child. On completion of the strengths and difficulties questionnaire, it was apparent that child needed draw and talk. This is a 12 week program that the nurture team and the child will do together once a week. It was also apparent that the child needed reassurance when returning back to school. So the nurture staff team would meet the child in the morning with a happy smiling face and make sure that the child was OK in getting into class We will continue to monitor the situation with myself. Having regular meetings with their parents and for school to monitor the child during in the school time. This way we hope that the child will overcome her anxieties and and get the advice and support that she's needed.

Thank you for your time this morning as we shared how we along with our partners, help children, young people and their families build on their capacity through empowering them to achieve positive outcomes and move forward. Thank you very much.

## Guildford FSP

Hello Everybody, my name is Becky Grinter. I am the one of the senior family support Coordinators for the Southwest Surrey Family Support Program and we've got my colleague Jess. I'll let Jess introduce herself.

Yeah hi everyone, my name is Jess Sheppard. I'm one of the family Support Coordinators with Vicki. So today we're just gonna share a little bit about the Southwest Surrey Family support program. A little bit about how it was set up. What we currently do, and then I'll hand over to Jess, who will do some information on case study. A recent family that we've supported, and some feedback that families have provided us with. So Family Support program was initially set up in 2012 as part of the Troubled Families agenda, which some of you might remember and this aimed to turn around families in England and the general premise was to try and save taxpayers money. Things have evolved quite significantly since then and we now sit within the wider really early offer to families within Surrey. So in terms of what the support that we offer. We generally offer intensive support, which is a whole family approach. We do like to work whole family 'cause you know we look at the relationships within the family and how certain issues are impacting when everybody in that household. But the priority really is focusing on positive outcomes for the children in terms of referrals to the Family Support program all referrals come into the C-Spa and if the C-Spa and if the early help Hub believes that families support program are the most appropriate source of support and they will pass that on to us. So I'm going to hand over to Jess to talk about a recent family that Jess had supported and give us just to show you a picture of how that works in reality.

So yes, we thought it would be good to give you guys a case study to kind of really understand and the sorts of families that we support and types of complex needs that we're dealing with. What our support looks like and the positive outcomes that we have with our families. So the case study that I'm going to talk about is one that I worked with recently over the summer. So over lockdown, which made things a bit more complex as I'm sure everyone is experiencing at the moment with family needs so this family was made up of a mom, dad and two children. Aged 13 and one age 14. So over lockdown. Sadly the mom and Dad had separated. Acrimoniously With both of them in different households and Mom had also reported that there was abuse from Dad as well. The reasons for the referral was the dad had rung in to to mash with concerns of not having regular contact with his children on which he was not happy about and also alleged emotional neglect and abuse to the children from mum and there was parental disputes. Those reports from police having been called with parental disputes and obviously the impact that was having on the children as the children were often present for these. So, what were we able to do so? The first port of Call really was to meet with Mum, meet with the children, get a better picture of what was going on. The majority of the support was given to Mum. She was the one that I wanted to engage with. Support and had different areas that do that she wanted was able to meet once along with the children with one of the children to kind of gather the views the other child didn't want to. And of course, we have to respect their wishes with that. And there was contact made with Dad. To see what support he wanted, if any, and if he wanted, you know to be Linked in with everything as well. We also did a referral to the local citizens Advice Bureau for support with managing the debt. So that was really helpful. They kind of had decided that due to the debt, that debt relief order would be appropriate for this mum to kind of give her a clean slate to move forward. Or they also supported with making sure she was on the correct benefits. And you know also having the correct support for Council tax as well. So the important bits, what were the outcomes? So we managed to reduce the conflict between parents. So as soon as that non-molestation order was put in place, conflict really reduced with this family. The couple were able to communicate only for the sake of arranging contact with the children, which was really positive, and I think the children were obviously you know a lot happier with that, so that was I think you know a positive example of how well our service can work and support with families with complex needs through doing our own feedback. Over the years, we've had some really positive comments that we thought we'd like to share to just give you an idea of, you know how important our support can be to families when it's at the right time and when they need it. The support was like a lighthouse that brought our family together

again. It saved us as a family. I can't thank your team enough. Without your help. We would still be stuck in a rut. See, there's some you know lovely feedback that we've had from our families that we support and this is what our aim is. And This is why we love our jobs and This is why we do it. Thank you for listening guys. We hope you found it helpful.

## Connecting to communities introduction

When families connect to the community around them, they begin to find their own way to help their children grow and achieve. Today we're going to hear about the local conversation in Stanwell. We're going to hear about Surrey's little help shop and how we can help families to navigate their way to find the support that they need. And from child and family health Surrey about some of the projects that they're doing to support families.

## Surrey's Little Help Shop

Hello everyone, I'm Lisa Guy Product owner for the digital project with working title of Surrey's little Help Shop. We have a commitment in Surrey to helping families early and Surrey's little help shop is part of this commitment. The council has identified the need to make it easier for parents, carers and everyone working with children to find helpful information, advice and support for a child. The digital design team aims to create a digital solution that helps navigate the complexity and scale of information we are faced with when looking for help and increasing ability to access the right support at the right time. We've been trialling a new user centred design process is meaning that we're focusing on what our users tell us they need, and using this information to develop in bite sized chunks that we can take back to them for validation. But also collaborating with our multi agency and 3rd Sector Partners feeding their insights in at the right times as the project progress. So far a research team, have engaged with 18 members of the Council, 12 third party partners and 20 parents and their analysis sites identified a series of user needs, including as a user. I'd like to be able to easily navigate, explore, and search for information. And as a user I want information to be presented as tips, advice and recommendations. And it's these requirements that we are testing in our prototype, which I'll now share with you. So this first prototype is for research purposes only. It's not a fully operational product, it's simply a tool for helping us learn about what our users need to get them to the right information quickly. We're testing the idea that users search in different ways depending on whether they know exactly what they're looking for. So we're testing to search options. The first for those who know what they're searching for. Offers a search box. Standard stuff typing what you're looking for and our results page will popup. We would like to be able to test if being able to filter results by media helps our users consume this information. I'm Going to click through to an article. On article pages we're going to be testing different functionality, including how best to present related information. How to present its locality specific courses and services. Whether the videos are useful. Feedback. And if other articles found are helpful. For those who don't really know how to begin their journey to information, we're testing a guided search. As they click on each section. They guided to another question. Narrowing the search down until the system Surfaces relevant content. The idea is to design A product that's accessible easy to navigate and quickly surfaces up-to-date relevant information, advice, and support that connects families to the light services, whether offered by a voluntary faith and community sector, health, education, or social care. If families get help early, it means that fewer children will need statutory or specialist services. Better for families, better for communities and better for us. This is our aspiration, but as we've described, the user driven nature of the project means we don't yet know what our final solution will be. As each step is tested, the solution will change in response to feedback, but I look forward to keeping you updated as the project progresses. If you have any questions or would like to get involved, please email [surreyslitlehelpshop@surreycc.gov.uk](mailto:surreyslitlehelpshop@surreycc.gov.uk) We'd love to hear from you.

## Sally Rogers

Hello, I'm Sally Rogers and I'm leading on setting up a new NHS team called Community Health, early Support or we calling it CHES for short. So we set this up based on feedback from our families and we decided to think outside the box of traditional health professional roles and we decided to create new roles called. Early years health practitioners. This pulls together the practical skills and knowledge from across our health, visiting our nursing, and our therapy teams so that we can support families in a range of areas. So behaviour management feeding, sleeping, language play, or just some of them. And we're going to be working with families and their children after their 12 months developmental check. We chose this time as families have told us that this is when they might begin to notice that their child is different. Or that things might not be right or not developing along expected lines and that waiting until the next health visitor check in about two and a half is just too late for them and families have said that this is the time parents they have said they would like more emotional and more physical support for them as a family as well. So as well as supporting with the areas I've mentioned before, we're also going to be available to work in families homes alongside parents and within their communities. So places like libraries, family centres, toddler, groups anywhere that children go, we will help with referring children with more specialist needs to other teams so that they can also provide support early as well. So we're going to have really strong links with lots of different teams working in early years, we will be creating new opportunities for families to link up with each other. Like doing drop Inns or virtual play days, or maybe some coffee mornings. But of course this is all dependent on Covid guidance an but we're gonna have a go and as well as having regular contact with our early years colleagues we're going to be working closely with the early Help Hub at the C-Spa. To ensure that Families are accessing the health support that they need so to make sure that we're making the most difference, we're going to be using evidence based factors. Risk factors. For example, we're going to be asking about family history of any learning difficulties or any speech and language difficulties, and we're going to be seeing how the child is progressing and keeping a note of certain areas. So, for example, their attention and their behaviour. We're going to be closely monitoring outcomes. We're going to be gaining feedback from our families as well as getting developmental data. When the child reaches 27 months to see whether or not we are making a difference. But something else I'm wanting to speak to you about it. Something else I've been involved with because we've also been designing some training for the voluntary sector as part of closing the word gap, which is a national campaign we have been working closely with our colleagues from Surrey Youth Focus to design some bespoke speech, language, and communication training, but volunteers working with early years children in Surrey and we hope to start to live in this virtually at the end of November, so we're making the most of all this new virtual way of working our key message when we do this training is that everyone has an important role to play to support children with the lifelong skill of communication. And this of course impacts hugely on children's ability to make friends and succeed at school. And all of that is very close to my heart because I'm a speech and language therapist's as well. Thank you for listening.

## Jo Neville

Hello, I'm Jo Neville practice teacher for health visiting, working in children and family health Surrey I've been asked to talk briefly about the offer and the impact of the Solihull online parenting guides.

Children, family health. Surrey, have worked in partnership with Surrey County Council since September 2018 offering free lifelong access to all Surrey residents to online courses for parents, parents to be, and carers. This first slide shows the information that we give to parents and carers. Parents register online by the Surrey County Council or Children Families health websites. The rationale is that it offers early support to all parents and and enhances the face to face Contacts that we have with children and families. It applies key messages of research for parenting and adds to parents understanding of their child and the importance of their emotional relationships. There are four courses that parents and carers can complete either understanding your pregnancy, labour, birth and your baby. Understanding your baby. Understanding your child between Nought to 19 years. And

understanding your teenagers brain. There's also a course available for teenagers for teenagers only, which talks about understanding their own brains. It's easy to use parents work through the modules within each course which are interactive. They're interactive activities, video clips, and an optional voice over the registrants can start and stop at any time. The outcome is that there have been 1850 registrations to the training as at the end of September 2020, and there has been positive feedback from parents. 100% of those who completed understanding your baby and understanding your child. Would recommend the guide to others. And 100% of registrants of understanding your guide and understanding your teenagers brain found the guides helpful. We've also had one teenager in Surrey who completed the understanding your brain for teenagers course and she wanted to use it to understand herself why she felt like she did and why she was always getting into trouble. She found the online course easy to understand and felt it really helped her to understand her feelings. This is some of the feedback that we've received from parents in Surrey. The first is a mother who fed back to her health visitor. She felt it reduced her sense of isolation, helped her to understand why the changes she was advised to make to her. Parenting had made a difference to her child. The guides had empowered her to continue with making positive changes to her parenting to such a degree. That the decision for her child to be removed have been reviewed again. Another parent booked to see the school nurse solely to say thank you for sharing the link to the online guides. This parent had concerns around settling their child at bedtime due to anxiety about recurring bad dreams. Using the advice and listening activities from the online guides, this resulted in their child being more settled. Sleeping through the night, and improved behaviour at school. As a result, the child had improved outcomes for achieving their potential at school, and Lastly, comments to health visitor from a mother. This was a mother with low confidence having completed the online course, the mother stated she felt much more positive in her ability to be apparent to her son, and liked the practical suggestions and that the advice is based on real life families. Thank you for listening.

## Stanwell Allotment

Hi, my name is Jeanette Breeze and I manage the Stanwell Family Centre which is managed by Surrey Care Trust.

My name is Claire. I'm a registered childminder and I live in Stanwell.

Hi my name is Caroline and I'm the chair of the local conversation in Stanwell.

We want to talk about one of the partnerships and we have many partnerships in the Community which are partnerships that are there to support the families. And residents of Stanwell and it's just really important to us that we partnership with people like the Council and the family centre and many other different networks to get the best for our Stanwell residents.

You know, Stanwell family centre works with lots of people. We have lots of partnerships with lots of agencies, organisations, voluntary organisations. And the reason why we do that is that by working together by collaborating, then you're not relying on one service or another. Having the resources is to provide all of that support. You're actually working together to create holistic resource is for a large number of people in a community. It's the Stanwell conversation group and its's residents of that group, people that volunteer their time. And their efforts to create what we. See here today, but also have created lots of lots of opportunities to attend activities in the community.

And we are funded project with funds from Peoples Health Trust and run by the Surrey Care Trust and the local conversation in Stanwell is made up of a steering group of residents, counsellors and just really passionate driven people and we deliver events and activities. For local people, so they have the opportunity to experience different things.

But we wanted to bring you to one of the allotments in Stanwell today. Because it's such a fantastic resource for the local community.

So this plot over behind us is Sue and John Doran's plots and they are local councillors in Stanwell and they were founding members of the steering group and one day they were at their allotment plot and saw these two plots with head high weeds and thought that would be amazing. If the local

conversation had an allotment plot, so that's how the idea was formed. From from them really and it came kind of organic and it's grown from there.

We've lived and are still living through very difficult times because of the Covid virus. And that has meant lock down that has meant social distancing is meant all that we understand it to be. Because of our partnership with the local Conversation group, it enables us to have space where families can come. And enjoy activities around this allotment.

Through lockdown. We did many different activities and we delivered packs to residents, including VE day we did a baking competition. We've done some flower growing. We've really done so many different projects. Even with the pandemic and COVID-19 and all the challenges that we were faced with an one of our activities that we did after the lockdown, Our first socially distance activity. Was rock painting in the park and everybody came down and painted a rock and they now live here at our Stanwell Community allotments.

We run play sessions over here for families to come over with toddlers through the week. We've been very, very lucky to be able to provide the outdoor space, while so many playgroups and other places of social learning are currently closed. With the children's play area has been fully prepared and built by local youths from Stanwell that are taking part in the Duke of Edinburgh scheme. This enabled them to complete their volunteering hours again. Whilst all the other opportunities had currently closed down due to the current crisis.

Some of the families that we support in our community don't have gardens. They don't have spaces for their children to play. They don't have spaces to grow things, and our Association with the local conversation steering group which is funded by the Peoples Health Trust, is a fantastic resource for the community.

So we organize Saturday plays on a monthly basis and we use the Stanwell Children Centre and the Family Centre is just such a special place for all ages to come to and we also use the youth club next door which is a fantastic resource. And we feel with both buildings being next to each other, we run over sevens and under 7 activities and within the family centre. We don't move anything. We use exactly as it is and the outside space as it is so people can see the resource that they have available to them.

So when the local conversation projects acquired the two allotment spaces that we have here, it was great inspiration to make sure that. Within the plans of the allotment, children's area was incorporated. This has enabled. Lots of families to come over to get involved in working here and relaxing here with the children enjoying a safe outdoor environment.

One of our main priorities that we focus on is pride in Stanwell in our environment and we organize litter picks in the area and we get a group of residents together and we manage different roads in different areas. So we cover the whole area.

We have recently been awarded three awards. In the Spelthorne in Bloom competition, which takes part every year and we actually have won, three first place prizes. So, we have won first place for best Community Garden/allotment. We have also won best environmental planting. So 'cause the allotment is only one year old, all the plants in we have in place is all relatively new and we concentrated on building the allotment and the majority of the stuff we have. Is donated, so lots of recycling here and I think that's what actually enabled us to actually move forward for that prize. We got the ponds. The planting is all to attract wildlife, butterflies, bees. We were very proud to receive best in show. So overall winners. And it was a unanimous vote and the decision was made because of the amount of children, families and youths that we've actually managed to reach out to and get over here in such a bad time for everybody.

Something that's really important to us is the feedback of residents and what they want to see happen in Stanwell, and we produce events and activities with what they've asked of us. So a lot of people came to our open day that we ran back in January 2020 and people came to tell us what they want to see happen in Stanwell, and we took all of that information and we spend our time delivering what they ask of us an it's really important that not only do we listen to them. And deliver it, but they can come to us and say I would really love to see dance happening. Stanwell or I would really love to have a

craft pack for Halloween. Whatever it may be an we make it happen for them with the funding that we have.

And that's the strength of partnership for me. That's what partnership is about. It's about the connections that you make in the community. It's about the relationships that you form with

different partners, different agencies in the community to come together. And just create fantastic resources like this.

### [Close to Webinar from Lisa](#)

So there we go. Thank you so much for bearing with us and I know we've run over slightly, but what a fantastic, rich set of services that we've got supporting us as professionals and also supporting our children and families in Surrey. So we hope that today is giving you a bit of a understanding of your role in relation to the. Helping families early strategy. We hope that you learn a bit more about what your employer, what your colleagues, what our partner agencies are doing as a commitment to the principles that helping families early strategy. And we really hope, as Cate Newnes-Smith kicked off with that, we you feel empowered to take responsibility for children, young people and families to ensure they receive the support they need an that we all leave here today. Being crazy about kids being focused on families and connecting those families with their communities. So I don't want to run us over for too long. I could say I just want to say huge thanks to everybody that's helped us pull this together today and my ask of you guys now is to say we'd like you to make some pledges as part of the end of this summit today. I'm bearing in mind everything that you've heard. What we'd like to know is how you bring this to life in your practice tomorrow. So what will you pledge to do from tomorrow Having heard all of this wonderful stuff today, so Callum if you go on to the next slide the practical way that we're going to do this is on slideo and you'll see just in the top right hand corner. QR code Unfortunately, we're all a bit ofay with this nowadays because of track and trace, but if you open the camera on your phone and hold it over the QR code, it will take you to a slido page. Where you are able to make your pledge. We will leave the QR code there for just a moment, and then we'll move over to the page where we can start seeing your pledges. Hopefully you are all accessing that now. OK, so hopefully that QR codes working for you all. I'll just do my pledge. Ok, so working together togetherness or supporting families. Being crazy about kids, partnership. So all of the words are getting bigger, other ones where you're all kind of pledging or thinking of, thought the same things today. So I think we should wrap up today thinking about how we work together. All of the wonderful partnerships that were forming out there to be crazy about kids and their families. And these are all the things that help us to support our families and Surrey early thank you so much for joining the webinar today. Thank you very much for bearing with us as we've had a few technical hitches and run over and we really hope that you'll take the principles today forward. In everything that you do later today and tomorrow and the next day and thereafter. Thank you very much. Take care goodbye.