

# Helping Children Thrive 2020



Working with children and  
their families in Knowsley



LET'S TALK  
2030





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# Who is this document for?

(This document replaces Knowsley's Threshold of Need Guidance 2018)

The guidance in this document is for:

- Practitioners who are in contact with children and families who have a concern about a child and want to know how they should help them.
- All children's service providers to provide clarity on areas of need to enable them to be consistent in how they support children who are referred to them.
- Anyone who has concerns about a child.

It is intended to help practitioners embed the Signs of Safety framework into their practice, looking at how practitioners in the first instance can offer help and encouragement to families to find their own solutions and to offer help and support when needed.

It is designed to ensure that practitioners consider that the right help is given to the children at the right time and for the right duration.

Safeguarding is action taken to promote the welfare of children and protect them from harm. The Knowsley Safeguarding Children Partnership is a multi-agency group who work together to secure positive outcomes for all children and provide support to families when they need it. The partnership is committed to ensuring that everyone who works with children and their families are supported to make good decisions, focus on positive outcomes, and above all else, put the child's voice at the centre of everything they do.

Universal Services are offered to all children in Knowsley but there may be times when children and their families need more help from targeted services.

This document has been compiled by the Knowsley Safeguarding Children's Partnership to meet the requirements of the Government's statutory guidance "Working together to safeguard children 2018".

It sets out our approach to keeping children in Knowsley safe and protected from harm. Our commitment to Early Help and ensuring Safeguarding is everyone's responsibility is key to supporting children and families in Knowsley.

The levels of support are based on the principle that services should be provided as soon as possible, at the lowest level to the assessed needs of the child. The aim is to support families and prevent things becoming more difficult, so that families can continue to get support in Universal Services. This document identifies four areas of need and how they can be met. These are; Universal Services, Early Help, Targeted Early Help and Safeguarding.

**If you have concerns about a child who may be in need of immediate protection please contact MASH on 0151 443 2600 and the Police on 999**

**Our vision in Knowsley is for children and families to be:**

- helped to make changes for themselves
- able to build on strengths
- able to get the right support at the right time
- supported as a whole family

**Supported by an integrated children's workforce that:**

- uses evidence informed practice
- understand and apply relationship best practice
- is restorative in approach
- is well trained and supported

**Enabled and equipped by:**

- clear governance that put children and families at the heart of how support is planned and delivered
- using Signs of Safety that builds on the family's strengths



**There are 36,834 children and young people age 0-19 in Knowsley**



LET'S TALK  
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## Working better together in Knowsley

Knowsley 2030 is the new ten year partnership strategy which will set out a vision and priorities for the Borough. The strategy is being co-produced with residents, businesses and other stakeholders including children and young people to understand how people living, working and studying in Knowsley today feel about the place, what matters to them and to determine what their hopes for the future are.

In Knowsley, we know that support for children cannot be delivered by individual organisations alone and that we work better when we work together. The Knowsley Better Together approach brings people and organisations together for the benefit of Knowsley and it's residents, achieving more for children and their families in Knowsley.

Our "Better Together" commitment to children and their families is:

- You will be able to influence how we support you
- We will work with each other co-operatively to improve children's outcomes
- We will engage with your support networks and build on your skills
- We will prevent problems occurring or stop them getting worse

For more information about Knowsley Better Together visit [www.knowsleynews.co.uk](http://www.knowsleynews.co.uk) (and search 'better together').

## What young people told us ...



**Young people need somewhere to go and things to do.**

**Need to listen and involve us, whilst making sure it's genuine.**



**Being aspirational means having lots of different life time goals.**

# Working with children and their families

It is important that all those working with children and their families work within a common set of principles which underpin good practice. These principles are drawn from our approaches to Early Help and targeted services, and are also informed by Signs of Safety.

The principles are:

- Listening to children and families giving importance to what they say
- Building on strengths as well as identifying the difficulties, focussing on building networks that families have in place to support them to identify solutions
- Family and child centred and understood by the family as a whole
- Rooted in child development
- Understanding the family's individuality, values, beliefs, spirituality and recognises difference
- Open and honest communication about why we are involved, what we are worried about and what needs to happen
- The importance of Early Help – doing all we can to support families at the earliest point, to help keep children safe, happy and well
- Identifying the right support and agencies for families and working in a multi-agency forum

**There are  
1,212 children  
in need in  
Knowsley**



# Our approach to safety and support

The Knowsley 'Helping Children Thrive' document encourages an approach that supports early discussion when we have emerging worries about children.

The document looks to promote safety and strengths within the family and their existing network, to properly address worries on a long-term basis.

It also sets out how to recognise signs of harm and what to do when we have immediate concerns for children's safety to prevent any delay in protecting them and/or gathering evidence where a crime has been committed.

The approach recognises that all practitioners, no matter what agency they are from, have a role to play in safeguarding children from harm and promoting their welfare.

It also recognises that in many cases, no one worker will be able to provide all the support the child or family requires.

Therefore a consistent multi-agency approach should be adopted through a Team Around the Family (TAF) or Child in Need (CIN) Plan, Child Protection (CP) Plan or Care Plan, depending on the identified needs of the individual child.

Providing Early Help is more effective in promoting the welfare of children than reacting later.

Knowsley's Early Help offer puts the responsibility on all professionals to identify emerging problems and potential unmet needs for individual children and families, irrespective of whether they are providing services to children or adults.

The professionals working mainly in Universal Services are best placed to identify children or their families who are at risk of poor outcomes.

Support for children must promote welfare, safeguard the child and, where possible, prevent harm before the child's needs become more complex.

Knowsley's overriding philosophy states that if a child is in need, support should be provided using a range of interventions within a child centred approach as early as possible.

Plans should take into account the feelings of the child and should be developed by working in partnership with the family.

It is important that all practitioners working with children, families and adults are able to make an assessment of needs and provide support as soon as a problem emerges. This may be at any point in a child's life, from foundation through to teenage years.

## Contextualised Safeguarding

Knowsley are working alongside a team from the University of Bedfordshire to implement a Contextual Safeguarding System into our Children and Families services to sit alongside our current safeguarding model. Contextual safeguarding differs to our current traditional model of safeguarding which focuses largely on the risks to the child within the family. Instead, a contextual approach focuses on those external 'contextual risks' that our children also face within the community, schools, public spaces, transport, peer group and online and considers interventions to change the systems and conditions in which this type of abuse occurs.



# Our practice model: Signs of Safety framework

Signs of Safety is a strength based, solution focused model looks to assess risk and concerns, identifying solutions.

It asks the following simple questions when working with a family:

1. What's working well - we think about strengths, safety and when it works
2. What are we worried about - we talk about harm and complicating factors
3. What needs to happen - we think about next steps and everyone's goal
4. How worried are we on a scale of 0-10

This model is designed to help children and their families participate, helping us to identify where there are strengths we can build on. Where there are worries we look specifically at whether the child has experienced harm, the impact on them and the evidence for this, as well as what complicates the situation.

We then, importantly, look at what the family, children service's and practitioners can do to support the family to keep the children safe, happy and well.

Following this, a plan is put together with the family network, this is referred to as a 'safety plan'.

Signs of Safety underpins all the work we do, including conversations, assessments, meetings and plans. It aims to support families to come to their own solutions, whilst being clear about the harm – or potential harm - a child has, or may suffer, as well as what needs to happen for practitioners to no longer be worried.

There are some questions that you might want to think about when you have any type of worry or concern about a child or family. This is based on the Signs of Safety model and will also help when attending Early Help, Child In Need meetings, Child Protection conferences and Core Group meetings. As the model is strengths based and solution focussed, we always start with our 'working well questions'.

### **What's working well?**

- What have been the things that have minimised the harm or made things better?
- Who else helps to keep the child and family safe, happy and well?
- In relation to the worry, what do the family and child do already that makes things even a little better?
- What has worked in the past to help?
- What do the family love about their family?
- What are the family currently doing to try and make this problem better?
- Who else can support the family?
- Do they have a network around them?

### **What are we worried about?**

- What have you seen or heard that worries you? Who saw this and what did they see?
- What are you worried will happen if nothing changes?
- Have things become worse recently?
- What has the impact been on the child? What does their day to day look like?
- Have you spoken to the child? What are they worried about? What did they tell you?
- What is making this situation even more difficult and complicated?
- Is the child currently safe? If so, how do you know? Does this happen daily, weekly?

### **What needs to happen?**

- What do you think needs to happen to make the situation better?
- Are there any questions that need to be asked to clarify the situation?
- What do the family and child want to happen? How do they think they could make things better?
- What would make you less worried?

# Scaling Questions

Scaling questions are used in all of our work and can be used in a variety of ways. Scaling helps to give clarity on why a person feels a certain way. They can help us to bench mark progress or worries and are a powerful way of obtaining further views and information.

When the worry is so significant that we have looked at Child Protection meetings, we will always ask the family and practitioners to scale how safe a child is. In other meetings we may scale different things which are in relation to the worry. It is always on a scale of 0 - 10, with 0 being the worst it can be and 10 being the best it can be.

The next part of the scaling question is thinking about what a scale point higher would look like and how the family might achieve this. This is an important part of the process. We don't ask that you agree with others as to what your scale point is; we do however ask that the answer is fully explored and based on evidence and that there is a clear rationale of the risks and what needs to happen.



**In Knowsley using  
signs of safety will  
support us to deliver  
high quality services to  
children and families**

# What do we mean by support?

In Knowsley there are four types of support:



It is important to recognise that understanding what is happening to a vulnerable child is a process; even where it is initiated by a single event.

Safeguarding involves all those who may be working with a child or family, as well as all the people involved in that child's life.

Effective safeguarding requires trust and communication and we must ensure that any changing circumstances are understood and put into context in terms of impact on the child.

Making a judgement on need is very much about the individual child, family and their needs.

The key to getting it right for children in terms of identifying a child and a family's area of need will always be an evidence-based professional judgement.

Before serious or complex needs are identified most children will have an Early Help Assessment, plan and review to address issues at an earlier stage.

If positive change has not been achieved or sustained by this support a referral into Children's Social Care would be appropriate.

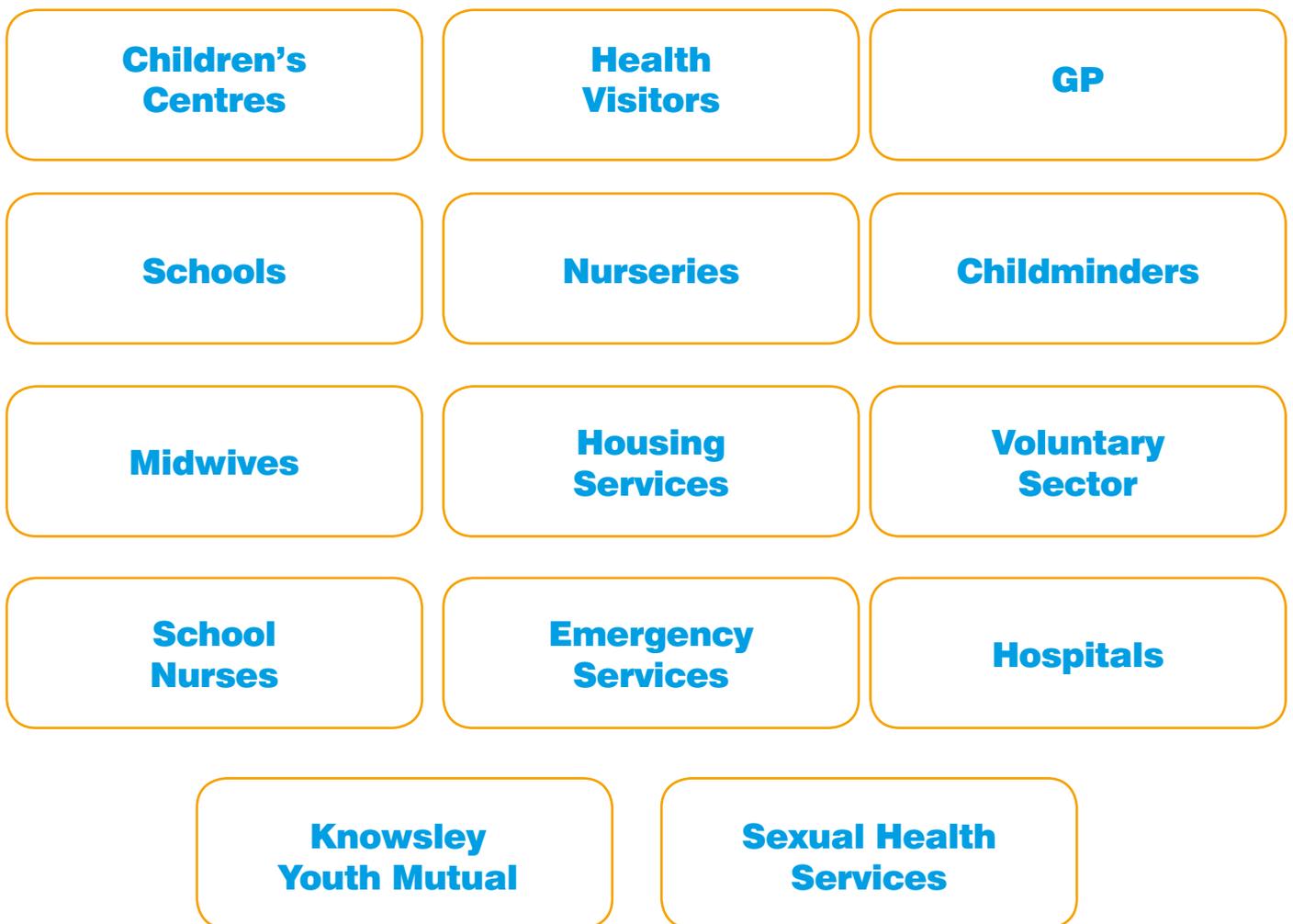
In cases such as this, the Early Help Assessment and subsequent action plan, and the review documents will contribute to the Single Assessment and analysis of the current individual or family situation.

# Universal Services

## What does this look like in Knowsley?

Universal Services are accessible to all children and families in Knowsley to help them reach their full potential. This will often be one single agency working with a family or child.

### Examples of Universal Services:



With Universal Services, families know how, and are able to, seek out information from the internet or library, can ask for support from services such as the GP and schools. Universal Services have longer involvement with children and families to play a key role in helping them throughout stages of life.

# Early Help

## What does this look like in Knowsley?

Some children and families will need additional help for a little while, with support from practitioners to prevent needs escalating. We refer to this as Early Help.

Early Help supports families to come to their own solutions to the problems they are facing as early as possible, so we can hopefully work together to stop these getting worse.

All Early Help Practitioners will intervene at the earliest opportunity to provide relevant support to children with special education needs and/or disabilities.

### The Early Help Offer can include:

**Early Help Assessment and Plan**

**Whole family approach**

**Empowering families to come to their own solutions with a little extra help**

**Services supporting a specific needs**

**Signs of Wellbeing approach**

**Additional support in schools and nurseries**

**Team Around the Family (TAF) meeting will take place**

**Supporting parents to resolve their worries to improve outcomes for their children**

**Support from Knowsley Youth Mutual (KYM) for 5-19 year olds in group work sessions**

**Support co-ordinated by a lead practitioner from the service most appropriate for the family**

The role of Knowsley's Early Help Co-ordinators is to work with parents and practitioners to get the most appropriate support in place.

If you need any help or support in carrying out an Early Help Assessment ring 0151 443 2670 and ask to speak to your area co-ordinator.

# Targeted Early Help

## What does this look like in Knowsley?

Targeted Early Help is to support families to achieve outcomes when needs are more complex.

### Targeted Early Help can include:

**Early Help Assessment and Plan**

**Whole family approach**

**Empowering families to come to their own solutions with a little extra help**

**Services supporting a specific need or needs**

**Sign of Wellbeing approach**

**Additional support in school and nurseries**

**Empowering families to come to their own solutions with a little extra help**

**Team Around the Family (TAF) meetings will take place**

**Lead Practitioner is a Youth Offending Service (YOS) Prevention Worker**

**Lead Practitioner is a Case Manager from Family First Service**

If you need any further information about Targeted Early Help please speak to a duty worker on 0151 443 2600, then chose option 1 and then option 2.

# Safeguarding

## Children in Need of Support and Protection

### What does this look like in Knowsley?

The Children Act (1989) Section 17, states that a child shall be considered in need if:

- They are unlikely to achieve, maintain or have the opportunity of achieving or maintaining a reasonable standard of health or development without the provision of services by a local authority.
- Their health and development is likely to be significantly impaired, without the provision of such services.

The Children Act (1989) Section 47, states that where a local authority has reasonable cause to suspect that a child who lives or is found in their area is suffering or likely to suffer significant harm:

- The authority shall make, or cause to be made, such enquiries as they consider necessary to enable them to decide whether they should take action to safeguard or promote the child's welfare.

## Multi-Agency Safeguarding Hub (MASH)

MASH is a partnership organisation made up of over 40 staff from the council and partner agencies. They provide a 'first point of contact' for new enquires enabling the public and professionals to raise concerns about a child or adult at risk to the following agencies:

- Children's Social Care (CSC)
- Family First Service (FF)
- Adult Social Care (ASC)

Reasons for referrals into MASH can vary, for example neglect, sexual abuse, domestic abuse, child exploitation, missing from home or care. MASH also receive and manage requests for information in relation to Education, Health and Care Plans (EHCP) and placements of children from other areas.

**If you have concerns about a child who may be in immediate need of protection please contact the police on 999 and MASH on 0151 443 2600. Then choose option 1 and then option 1 again.**

**The outcome of a referral into the MASH can include (but it is not limited to) any of the following:**

**Multi agency safeguarding meeting (known as a strategy meeting)**

**Advice and information provided**

**Children and Family assessment undertaken or completed by a Social Worker**

**Referral to services in line with the Helping Children Thrive document**

**Case allocation to SHIELD (Child Exploitation and Missing Service)**

**Referral to MACE (Multi-Agency Child Exploitation panel)**

**Notifications or requests for information from another local authority or agencies (eg Cafcass, Probation, Police) on behalf of Children's Social Care**

**In Knowsley there are currently 307 looked after children. For every 10,000 children in Knowsley 91 are looked after compared to 64 per 10,000 nationally.**



# Assessment Principles

The needs of the child and family should be assessed and completed with the family. The assessment will provide a holistic, evidence based view of the child and their family proportionate to need and a true reflection of their day to day lives.

Assessments are based on Signs of Safety, Knowsley's practice model. Signs of Safety assists practitioners to make informed judgements on the safety and strengths, harm and impact to a child and, importantly, what needs to happen. The risks posed and any additional needs which require a level of support must be gathered in order to reach a judgement on how to proceed with a case.

Some of the key principles involved in completing assessments are:

- Assessments are child centred and involve the child, the family and their networks.
- Gives families the opportunities to come to their own solutions.
- Factual and evidence based.
- Builds on previous assessments.
- Are holistic in approach.
- Ensure equality of opportunity and a respect for diversity including family structures, culture, religion and ethnic origin.
- Gives as much focus to the strengths as to identifying difficulties.
- Is outcome focused and leads to action being taken.
- Is transparent and open to challenge.

# What is an Early Help Assessment?

**‘Preventative services will do more to reduce abuse and neglect than reactive services, and the co-ordination of services is important to maximise efficiency’ Eileen Munro, 2011**

The Early Help Assessment has been developed in line with Signs of Wellbeing methodology, which is an evidence based approach to safeguarding children. The assessment provides a clear template to facilitate a meaningful assessment with the participation of the child and their whole family. It centres on the key principles of building relationships, honesty, transparency and Appreciative Inquiry to focus on the key issues and what needs to happen to improve them.

There will be a clear multi-agency Family Plan to address emerging worries and build on existing strengths.

Getting these decisions right can only be achieved by practitioners and families working together, with honest communication, challenge and through evidence and evaluation.

# What is a Social Care Assessment?

A social care assessment is a statutory Children and Family assessment. It covers the same areas as an Early Help Assessment, but is completed by a qualified social worker with a focus on assessing whether a child is in need of support and protection. Once completed, a decision is made based on evidence and analysis which may lead to the family being held as ‘Child in Need’, escalated to ‘Child Protection’ or it may be felt that the family could be held within the Early Help Team, with the Early Help worker or another practitioner becoming the Lead Practitioner.

It is acknowledged that in addition to the Early Help Assessment (which all practitioners in Knowsley use to make an initial assessment of a child’s needs) and the Social Care Assessment, universal and specialist services will all have their own assessment tools.

These tools help agencies determine which services in their agency can best support the child and/or family and how they can best work with them.

# Family Network

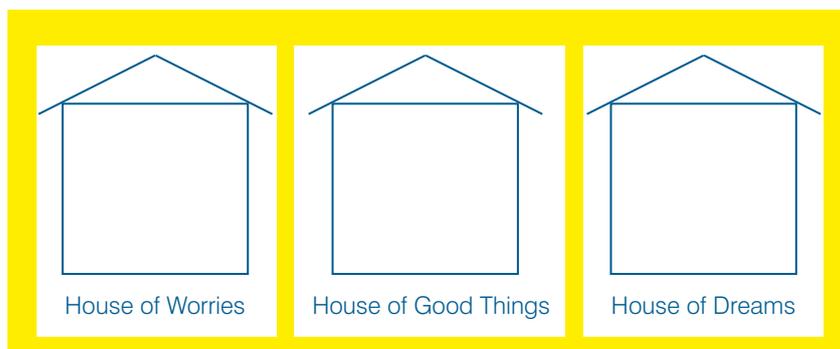
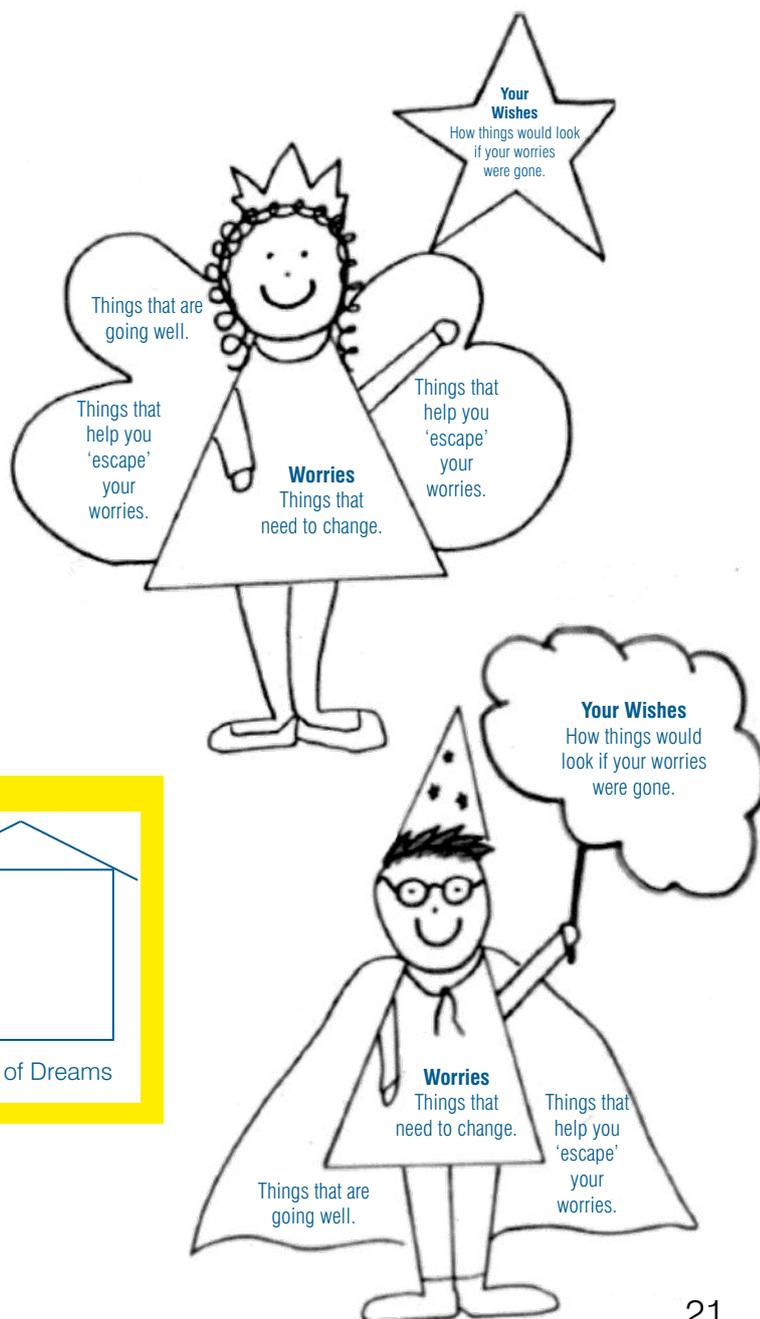
We see our families in Knowsley as having the solutions to their own problems. We recognise the importance of families having people around them to support them, to make sure the plan in place is achievable and, importantly, to keep the child safe, happy and well.

Questions you might ask the family to bring their networks together.

- Is there anyone else supporting you at the moment?
- Can I talk to them as part of your support network?
- Have you told anyone about this before? If so has this helped? Could they help again now?
- Is there anyone in your network who could or already does help to look after the children? (this can be a few hours, weekend, babysitting etc.)
- Who would you go to if you were poorly and needed someone to help with the children?
- Do you have people you can talk to about your worries? If so, who are these people?
- Who cares about these children? (even if you don't get on with them!)
- Who would the children want involved?

## Tools to support work with children

The Signs of Safety model has a number of tools which can support practitioners to really gain the child's voice to inform assessment and planning, including the 3 houses, wizard, fairy and word and pictures documents. These explain to children why practitioners are involved, what the worries are and are, in effect, the child's own safety plan.



# Information Sharing

Effective sharing of information between practitioners and local agencies is essential for effective identification, assessment and services.

Early sharing of information is the key to providing effective Early Help where there are emerging problems. Sharing information can also be essential to put effective child protection services in place. Serious Case Reviews (SCRs) have shown how poor information sharing has contributed to the deaths or serious injuries of children. Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

To ensure effective safeguarding arrangements:

- All organisations should have arrangements in place which clearly set out the processes and principles for sharing information between each other; with practitioners and with the LSCB. No practitioner should assume that someone else will pass on information which they think may be critical to keeping a child safe.
- If a practitioner has concerns about a child's welfare and believes they are suffering or likely to suffer harm, they should share the information with the local authority children's social care.
- Information sharing advice for practitioners providing safeguarding services to children, parents and carers (2015) supports frontline practitioners, working in child or adult services, who have to make decisions about sharing personal information on a case by case basis.

The advice includes the seven golden rules for sharing information effectively and can be used to supplement local guidance and encourage good practice in information sharing.

Information sharing guidance is available on [Gov.uk](https://www.gov.uk)

## The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and Human Rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it - whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

# How to make a referral for support

## Targeted Early Help

Before referring to Family First partner agencies should have held a Team Around the Family (TAF) meeting and initiated an Early Help Assessment. This will assist in identifying the needs of the child and family and in engaging those services which are best placed to meet them in a co-ordinated, collaborative, whole family way.

If the TAF process indicates that the needs of the child and family are becoming increasingly complex (but the child is not at risk of significant harm) partners can invite the Family First 0-18 Service to a TAF meeting to discuss 'step-up' or other forms of continued support and intervention.

## Child in Need of Support and Protection

To make a referral you must complete a Multi-Agency Referral Form (MARF).

It is important that parents are informed when making a referral unless to do so would put a child at risk of harm.

Information will be gathered and shared in order to inform a decision about what the next steps should be.

If you have concerns about a child who may be in immediate need of protection please contact MASH on 0151 443 2600 and the Police on 999. This must be followed up with a Multi-Agency Referral Form (MARF) within 48 hours.

**In an emergency  
always dial**

**999**

# Still Worried?

## **What can I do if I am still worried about a child and I don't think the right decision has been made?**

During the management of a case, practitioner differences of opinion and judgment will sometimes occur. There are a range of situations in which practitioner disagreements arise. However they are most likely to arise as a result of differing views on need, a lack of understanding of roles and responsibilities and the need for action and communication.

Good practice includes the expectation that there is practitioner and constructive challenge amongst colleagues within agencies and between agencies.

Where a member of staff from any agency is concerned that worries or agreed actions regarding a child are not being addressed or acted upon in a timely manner, it is expected that the KSCP practitioner resolution and escalation protocol should be used to reach a satisfactory outcome that is in the best interests of the child.

<https://www.knowsleyscp.org.uk>

# Recording what we do and the decision we take

All involvement with children and families should be recorded appropriately and in accordance with each agency's procedures, in order to show that a conversation took place, what was discussed and what was agreed.

Recording needs to be clear, concise, distinguish fact from opinion, respectful to those involved and explain the evidence and analysis made. The decisions made should be clearly recorded, including the people responsible and timescales. Crucially, records should be understandable to others and, where possible, always capture the views or behaviour of the child. This should be reflected in the recording.

The use of the Signs of Safety practice model is a great tool to support recording and making decisions, which are evidence based and focused on specific observable behaviours rather than judgement or interpretations. Signs of Safety can be used for all areas of need, including universal. All meetings within Children's Services in Knowsley follow a Signs of Safety methodology.

## Top tips!

### Language

- ensure this is plain and simple so the family and other professionals really understand what the worry is.

### Evidence based

- where possible focus on the specifics and observable behaviours which have been witnessed.

### Children and family voice

- what do they want to happen? What do they think of the worries?

### Strengths are as important as the worries

- remember to include strengths as part of your recording and decision making even when things appear really bad. Consider what is currently working or has worked in the past.

### Outcome focussed

- be clear what the family and you want to achieve. What would this look like?

### Reflect

- take time to look over what you've recorded and reflect over what this means, what support is in place, where there are strengths and what are the worries for each child.

# Some good practice examples

Every case is different and should be treated as such. Here are some case examples which help to illustrate how we can all support families to help their children thrive.

## Example of a family using Universal Services in Knowsley

What are we worried about?	Sean is 14 and he has moved to Knowsley with his parents Terry and Sue. They have moved from Ireland because mum has a new job in Knowsley. Sean is worried because he doesn't know anyone in Knowsley.
What is going well?	Sean gets on well with his parents and has a good relationship with them. Sean is normally quite a confident and outgoing child. He had lots of friends in Ireland.
What needs to happen?	Sean would like to be able to go to school to meet other young people and to know where to go to have his health needs met.
Next steps	Mum and dad sit down with Sean to look at what schools he would like to attend. The family register with a doctor and a dentist. Sean used the Knowsley Information Service website to find a local youth club to see if he can meet some other young people of his age.
3 months later....	Sean is now registered with a doctor and a dentist and he has started school. Sean also went to some drop in sessions at "Our Place" in Huyton; he found that this really helped him to meet other young people.

## Example of a family receiving Early Help support in Knowsley

<p>What are we worried about?</p>	<p>Kyle is 6 and he has 2 brothers; Zak who is 4 and Kieran who is 3. They live with their mum (Amy). Zak and Kieran go to nursery for a few hours a week and Kyle goes to school. The head teacher at the school asked to speak to mum as they were worried about Kyle's behaviour; Kyle has been calling some of the other children names and hitting them. When the teacher told mum what was happening she shared her worries. Mum feels that she can't cope with the boy's behaviour at home; she cannot get them to go to bed, is struggling to get them to eat properly and worries that when it gets on top of her she shouts at the children. She is also worried about Kieran as his speech doesn't seem to have developed as much as other children in his nursery and he finds it difficult to communicate.</p>
<p>What is going well?</p>	<p>Amy loves her children and tells them so regularly. She tries to give the boys a good diet, she includes lots of fruit and vegetables in their diet; however they are reluctant to eat them. She wants to have help with her parenting of the children. Kyle, Zak and Kieran have a good relationship with their grandparents.</p>
<p>What needs to happen?</p>	<p>Kyle, Zak and Kieran need to have good relationships in school and nursery and to be able to make friends. Kyle, Zak and Kieran need to have consistent parenting from mum as when she is shouting at them it can feel very scary.</p>
<p>Next steps</p>	<p>The head teacher sat down with Kyle and talked to him about his worries, the good things in his life and his dreams. The health visitor completed an Early Help Assessment with mum and made a referral to a speech and language therapist. The health visitor; head teacher, mum and the children's grandparents met together at a Team Around the Family (TAF) meeting and made a Family Support Plan. They agreed that the grandparents would come in twice a week to help mum with the children. The health visitor also found a parenting course that would give mum some more skills and techniques to help her with the boys.</p>
<p>3 months later....</p>	<p>Mum and the practitioners are still working together with the Family Support Plan in place. Mum has set goals that she wanted to achieve which included having a bedtime routine for the children and this is going well. The head teacher has seen some improvement in Kyle's behaviour at school and Kieran is attending his speech and language therapy.</p>

## Example of a family receiving Targeted Early Help in Knowsley

<p>What are we worried about?</p>	<p>Luke is 10 and his school attendance is at 58%, he says he is frightened to go to school as he has to look after his mum. Erin is 7 and is quiet and withdrawn, school report that her attendance is 80% and she is not meeting her age related expectations. Callum is 2, he has missed some of his health appointments and spends all day at home with Mum. Daisy is 6 months old and her health visitor reports that she has not attended clinic or had any developmental checks or immunisations.</p> <p>Mum (Kerry) is 28 and has an off / on relation child with the children's father (Luke Snr). Neither mum nor dad is in employment. Dad has a history of drug and alcohol misuse and has served a prison sentence for the in the past. Mum reports that she is low in mood and doesn't get out of the house very often. There have been a number of Police call outs to the family home for domestic abuse incidents; these have all been rated as Bronze or Silver. Mum has never followed through with a prosecution against dad. Mum is willing to accept support.</p>
<p>What is going well?</p>	<p>Kerry is willing and eager to engage with support services. She has extended family who live close by and often support her with the children. She has acted appropriately in the past and called the Police following a domestic abuse incident.</p>
<p>What needs to happen?</p>	<p>Luke and Erin's attendance needs to improve.          Luke and Erin need to explore their feelings in a safe environment.          Callum needs to access nursery provision.          Callum and Daisy need to access outstanding health appointments.          Mum requires support in relation to her mental health and domestic abuse.          Dad needs support in relation to substance misuse.</p>
<p>Next steps</p>	<p>A case manager has spent time with the family to build up a positive relationship, to understand their needs and strengths. She has completed an Early Help Assessment in partnership with School Health, CRI, parents and maternal grandparents. The family have developed their plan and the individuals who will help them to achieve their goals.</p> <p>Callum gained a place at nursery on the 2 year early education offer.          Luke and Erin's school have put additional support in to do some 1-1 work with the around their wishes and feelings.          Mum has been referred to the Freedom Programme and has accessed her GP for support with her mental health.</p>
<p>3 months later....</p>	<p>The plan is still in place although some tasks have been achieved. Mum is now on anti-depressants and is finding it easier to cope. Maternal grandparents are providing more support to mum. Luke's attendance has improved to 80%.</p> <p>However there has been a further domestic abuse incident, mum did act appropriately to safeguard the children and has ended the relationship with dad. Mum attends Freedom weekly. Work will continue to address outstanding tasks. Mum is beginning to attend the local Children's Centre with her youngest daughter Daisy.</p>

## Example of a family receiving safeguarding services in Knowsley

<p>What are we worried about?</p>	<p>Leah is 8 years old and lives with her brothers, Ben who is 13 and Bobby who is 3 months old. They live with their mum (Hannah) and their dad (Tony). Today in school Leah told her teacher that she is worried about her brother Ben.</p> <p>Ben and mum have been arguing lots and Ben has been going to stay with his boyfriend Stephen. Leah does not like Stephen as he is a lot older than Ben. The school contacted mum who said that she is worried about Ben's relationship with Stephen, who is 18. Ben has been seeing Stephen for about 3 months but when she tries to talk to Ben about Stephen he just gets really angry and storms off. He has also been absent from school on a number of occasions.</p>
<p>What is going well?</p>	<p>Hannah loves and cares about all her children and wants to work with services to keep them safe.</p> <p>Leah is doing well in her studies at school and has good school attendance. Mum has a good relationship with her health visitor and there are no worries about Bobby's physical development.</p> <p>Mum has said that she would like to have some help with Ben as she is worried about him.</p>
<p>What needs to happen?</p>	<p>We need to know that Ben is safe.</p> <p>We need to speak with Ben and let him know that his mum and the practitioners are worried about him spending time with his boyfriend who is an adult.</p> <p>Leah would like to live in a house with no arguments and where she does not have to worry about her brother.</p>
<p>Next steps</p>	<p>Ben is at risk of significant harm. A child of 13 in a possible sexual relationship with an adult requires a Section 47 enquiry. The decision is made to hold a strategy meeting with the Policy to agree a plan of assessment and investigation.</p>
<p>3 months later....</p>	<p>The Police and Social Services investigated and Stephen was arrested. Ben was very angry with this family and the practitioners as he did not feel that he was at risk. A Child Protection Conference was held and Ben was made subject to a Child Protection Plan.</p> <p>Mum and dad were very worried about Ben but were also worried about the Child Protection Conference as they thought that Social Services would want to take Ben away.</p> <p>It was agreed at the conference that Ben would be referred to a key worker who is trained to work with young people who are victims of Child Sexual Exploitation (CSE).</p> <p>With the support of his family, his key worker and the other practitioners Ben was able to stop contact with the people who he used to hang around with then he was with Stephen.</p> <p>Ben has started to go to school more often and there are less arguments at home. The whole family are having support from their Social Worker and other practitioners in their network.</p>



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