

# Early Help Strategy



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## Foreword

We are delighted to introduce the new Early Help strategy for North Yorkshire. It is the embodiment of our joint will as Partners to ensure that we work in the most effective, co-ordinated way as early as possible when children and families need our joint support and help.

This strategy ensures the effective delivery of the key principles defined in Working Together to Safeguard Children 2018 which we all, as partners have a statutory responsibility to co-operate with and contribute to.

The strategy is just the beginning. We will need to work with partners to introduce and embed the framework, develop skills and knowledge in our workforce, and ensure practitioners are confident with the approach. I have no doubt that we will grow this slowly and considerably over time.

At the heart of the strategy is a well-known practice model used throughout North Yorkshire already, so it will feel familiar to many partners. It builds on families' strengths, keeps language simple, and is clear about goals and progress. This means we do things with children and families, not to them, whilst using the family and wider network of friends and others to develop and support plans.

The right support at the right time and place is our joint ambition. We want partners and practitioners to feel well supported, knowledgeable and able to meet the needs of children and families as early as possible.

We know this will take time, but it is the right thing to do.



County Councillor Janet Sanderson  
Executive Member for Children  
and Young People's Service



Stuart Carlton  
Corporate Director of Children  
and Young People's Service

## 2. What is Early Help?

**‘Working Together to Safeguard Children 2018’ statutory guidance re-emphasises the crucial role of effective Early Help and focusses on the collective responsibility of all agencies to identify, assess and provide effective Early Help services and states:**

**‘Providing Early Help is more effective in promoting the welfare of children than reacting later. Early Help means providing support as soon as a problem emerges, at any point in a child’s life, from the foundation years through to the teenage years. Early Help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.’**

Working Together to Safeguard Children, HM Government, 2018

Early Help provides support when need is identified at any point in a child’s life. It is not a specific service but a collaborative approach across all agencies and partners to work with children, young people and families to prevent the need for statutory intervention. The purpose of Early Help is to enable families to build on strengths, promote resilience to sustain positive changes and enable them to find their own solutions in future. Understanding their own support networks of family and friends who can assist in promoting positive outcomes long term. It includes universal and targeted services that are designed to prevent and reduce problems from escalating and can also help families move from statutory services back to targeted support.



### 3. Why is Early Help Important?

In addition to the statutory guidance, a number of national reviews have identified a growing body of evidence on the effectiveness of Early Help for children and their families. These include Graham Allen on the benefit of early intervention programmes, Dame Clare Tickell on the Early Years Foundation Stage and Frank Field's review on poverty.

In the Review of Child Protection Report, 2011, Munro highlighted that **'preventative services can do more to reduce abuse and neglect than reactive services'**.

*The Cost of Late Intervention: Early Intervention Foundation analysis 2016* – estimated the cost of late intervention to be £17 billion or £287 per head of the population across England and Wales. This relates to the cost of the acute, statutory and essential benefits and services required when children and young people experience significant difficulties in life, many of which might have been prevented. The largest individual costs are:

- £5.3 billion spent on Looked After Children
- £5.2 billion associated with cases of domestic violence
- £2.7 billion spent on benefits for young people who are not in education, employment or training (NEET)

The cost is spread across different areas of the public sector, with the largest shares borne by:

- Local authorities (£6.4 billion)
- NHS (£3.7 billion)
- DWP (£2.7 billion)

The figure estimated to be spent by national and local agencies in North Yorkshire was £125 million (£207 per head).

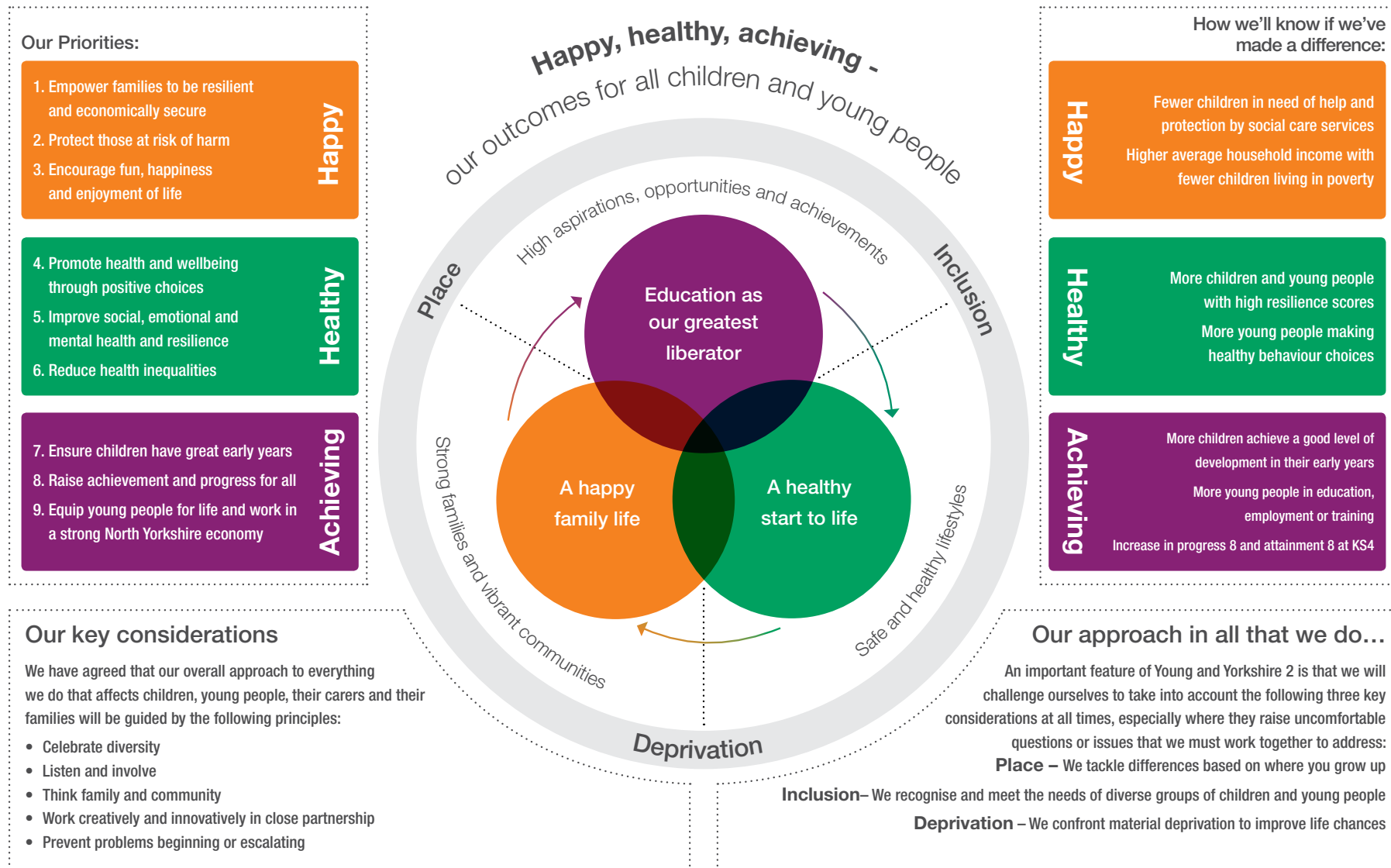
Our ambition is to improve outcomes for all children and young people. For some children this will only be achieved with support from professionals and services. Where this is the case, children will be placed at the centre of decisions with co-ordinated local arrangements in place to ensure that services are based on a clear understanding of the needs and views of children and their families.



# 4. Vision

Our Children & Young Peoples Plan, 'Young & Yorkshire 2', sets out our Vision for Children (See Fig.1): -

## A place of opportunity where all children and young people are happy, healthy and achieving



## 5. About the Strategy

North Yorkshire is a great place to live and grow up, where the majority of children and young people live with families who are happy, healthy, safe and have loving relationships. However, there are children who will experience challenges in their day to day lives which will make growing up and reaching their full potential more difficult. Effective Early Help ensures children, young people and their families receive the right help, at the right time from the right service and most importantly, where possible, from the person they have an existing, positive relationship with.

This strategy aims to create a shared approach to meeting enhanced need across the wider children's workforce and we recognise the need to support agencies to develop the skills and expertise in this shared approach. Just as this strategy creates and endorses a principle of working with families, not doing to, it establishes the foundation of the local authority working together with partners to facilitate a move to a shared approach.

There is overwhelming evidence that children's life chances can be predicted by their development in the first five years of life. The quality of the caring and learning opportunities experienced during this time has a significant impact on how well the brain and emotional resilience develops.

During this critical development period we want all children to have the opportunities they need to develop their health, skills and knowledge to enable them to have the best possible start in life and through their journey to adulthood.

It is the responsibility of all agencies working with children and young people to ensure a joined up approach to support (Working Together 2018). This strategy sets out our ambition for Early Help services across North Yorkshire, describing how partners will work together to strategically plan and deliver services, outlining:

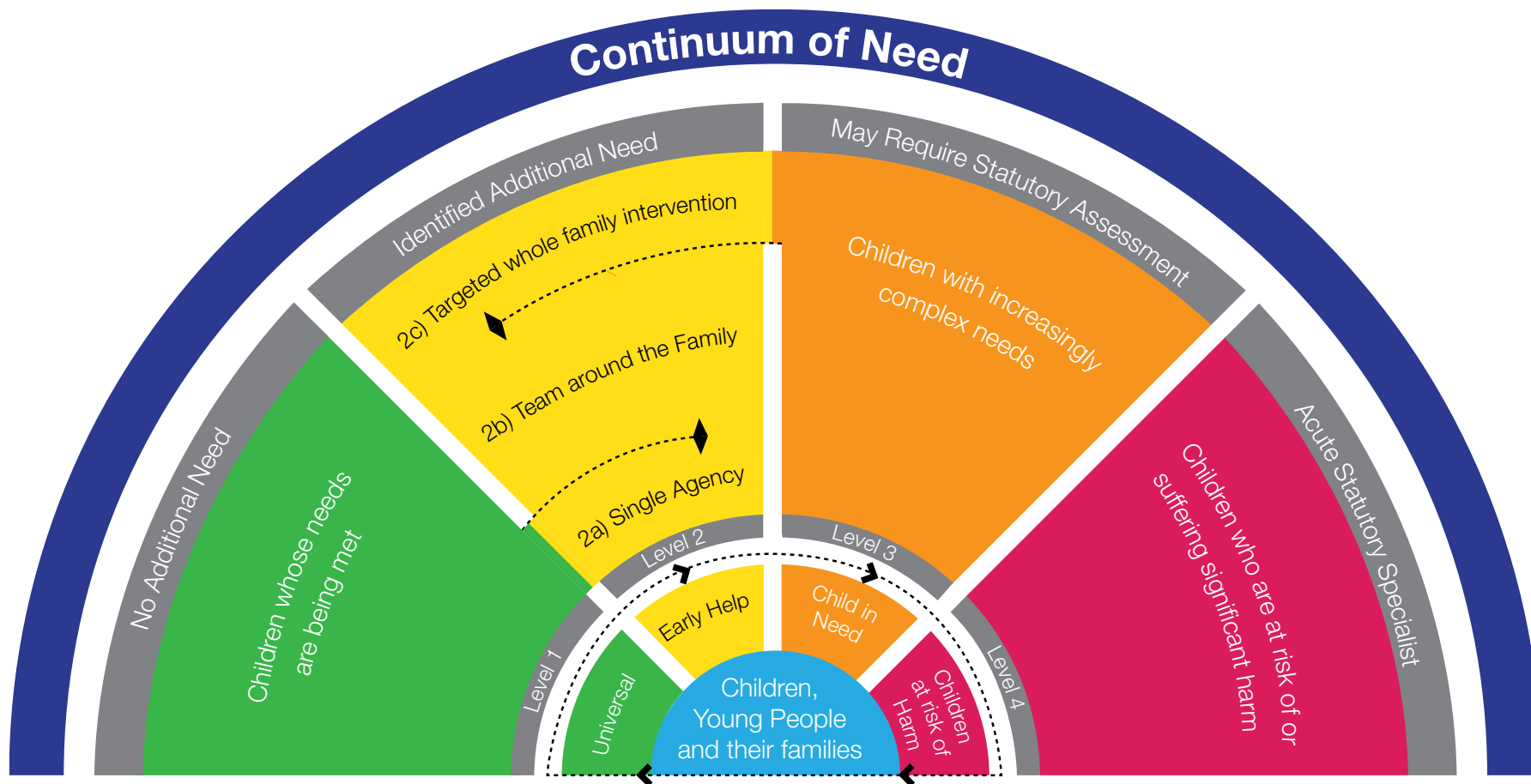
- The steps that we will take to streamline the Early Help processes;
- The support to be provided to ensure that services are effectively working together;
- How we will keep children & families at the centre of our services;
- How we will deliver Early Help and support at the earliest opportunity;
- How we will know that the Early Help is working.

The content, principles and moral purpose of this strategy have been ratified and fully supported by North Yorkshire's Children's Trust Board and North Yorkshire Safeguarding Children's Board.



## 6. Continuum of Need

Children & families can access support and Early Help through universal services for example a midwife, General Practitioner, schools, 0-19 Healthy Child Practitioners, early years providers or Children and Family Hubs. All agencies and services have a duty to work together to identify, assess and respond to Early Help needs. This strategy will move us to a position of having one agreed assessment tool and shared plan across the partnership that we all subscribe to.



If in doubt please discuss with the Early Help Consultant



The Continuum of Need outlines the 4 levels of support available to a child, young person and their family. If there is any doubt of the level of support needed please discuss with the early help consultant:

### **Level 1 (universal)**

Most children reach their full potential through the care of their families, communities and the support of a range of services provided universally e.g. schools, primary health care and leisure services, and voluntary universal groups. (For schools please also refer to North Yorkshire County Council's Ladder of intervention).

### **Level 2 (vulnerable)**

From time to time some children will become vulnerable and will require additional support because of their own development, family circumstances or environmental factors. These children and young people are at risk of not reaching their full potential and life chances may be impaired without the provision of additional interventions. Early Help can be delivered by an individual from single universal agencies who is known to the child and has developed a unique relationship based on trust and respect. The worker, identified as an Early Help Champion, will provide the help and support required either as a single agency or through a coordinated response (Level 2a).

Early Help Champions can complete Early Help Assessments (EHA) and deliver enhanced support to address assessed needs. Where necessary the Early Help Champions will coordinate Team around the Family (TAF) meetings, which ensure an appropriate multi-agency response to escalating needs. Early Help Champions can be supported in their role by dedicated Early Help Consultants (Level 2b).

Where cases become more complex with escalating concerns a discussion can be held with the Early Help Consultant to agree if a request needs to be made to Children and Families Service for a Children and Families Worker who would provide interventions in the home and pick up the role as Early Help Champion to continue to coordinate a multi-agency response (Level 2c).

### **Level 3 (complex)**

Children and young people whose needs are more complex, based on the range of needs and depth or significance of the needs. They are at risk of social or educational exclusion. Their health, welfare, social or educational development is being impaired and life chances will be impaired without the provision of additional services.

### **Level 4 (critical)**

Children and young people whose needs are complex and enduring. They are at risk of significant harm or removal from home. Children can move across and between these levels of vulnerability according to their particular circumstances. The divisions between the levels should not be conceived of as 'hard and fast'. The presence of single or multiple combinations of factors, the age of the child and protective factors will all need to be taken into account.

## 7. Who is responsible for delivering Early Help?

Working Together 2018, clearly sets out that effective Early Help relies upon local agencies:

- Working together to identify children and families who need Early Help.
- Assessing the need
- Providing relevant services to address the need

In North Yorkshire every person working with or engaging with children and families, regardless of organisation, status or position, has a responsibility to support the delivery of Early Help and support the family to access appropriate services to enable positive parenting. Without cross sector shared responsibility whether public, private, voluntary or community, there is a risk of missing an opportunity to get help to children and families quickly and not addressing need at the earliest point. The voice of the family and crucially of the child whose development, wellbeing and welfare will be affected by unmet needs, will be sought at all stages of the Early Help offer.

When we identify need, we must support children and families back on to a safe, supportive and resilient path as soon as possible. At all times, we will aim to get children, young people and families in a position where they can be supported effectively by universal services and help families to help themselves. For this reason we are making Family Network Meetings (see Section 10.3) a significant feature of the new approach.

### 7.1. Early Help Champions

Early Help Champions are professionals from across the children's workforce (for example schools, health, police, early years providers, voluntary and community sector, housing, etc.) who through strong and resilient relationships with children and their families, identify and respond to need at the earliest opportunity. They complete Early Help Assessments and deliver enhanced support to address assessed needs. Where necessary the Early Help Champions will coordinate Team around the Family (TAF) meetings, which ensure an appropriate multi-agency response to escalating needs. Early Help Champions can be supported in their role by dedicated Early Help Consultants.



## 7.2. Early Help Consultants

Early Help Consultants have a critical role in supporting the delivery of our priorities by providing advice, guidance, a point of entry to the system and workforce development across the partnership. They will:-

Level 1	Level 2
<ul style="list-style-type: none"> <li>• Be the first point of contact for advice and guidance, when an agency is unclear if a contact needs to be made to the Local Authority;</li> <li>• Advise if the child or family is already open to a children and families service;</li> <li>• Support others to complete an Early Help Assessment;</li> <li>• Support Early Help Champions across the partnership, to understand and co-ordinate the Team around the Family process;</li> <li>• Develop skills and knowledge across the partnership around our strengths based approach to the effective delivery of Early Help through briefings, workforce development, advice and guidance;</li> <li>• Work closely with our Stronger Communities Team to build community capacity around these lower levels of need;</li> <li>• Provide support and challenge to agencies completing Early Help Assessments, to ensure that the work they are completing, alongside children and families, has significant and sustained impact.</li> </ul>	<ul style="list-style-type: none"> <li>• Support schools and other agencies to identify and respond to need and know when the level of need requires escalation to targeted or statutory services;</li> <li>• Identify if something more than a universal response is needed but needs can still be met by an enhanced level of support and connecting people back to their family and community networks. The Early Help Consultants will be able to offer professional guidance and support on how this can be achieved;</li> <li>• Hold a discussion with the Early Help Champion when the support has not resolved the problems the family are facing, to agree if a request needs to be made to the Children and Families Service for a Children and Families Worker;</li> <li>• Identify where cases get 'stuck' or are escalating towards targeted needs. Early Help Consultants will discuss the needs of the child and family and agree the appropriate response;</li> <li>• Support understanding and delivery of effective Family Network Meetings;</li> <li>• Advise on requesting an Early Help worker if there needs to be coordination of complex services or intensive home based support is required.</li> </ul>

It is important that we capture the Team around the Family (TAF) activity being delivered so that we have an understanding of need and can continue to develop effective responses to these needs. This strategy will explore pathways and systems to ensure that information is recorded and shared appropriately and in-line with General Data protection regulations (GDPR).

### 7.3. Children and Families Early Help Workers

Children and Families Workers will be allocated to provide direct work to children and families where it has been identified that needs cannot be met by a single agency or universal agencies working together and that additional support is required. In these cases the Children and Families workers may:

Level 3	Level 4
<ul style="list-style-type: none"> <li>• Become the Early Help Champion leading non-complex family network meetings, team around the family meetings and family plans alongside delivering direct evidence based interventions;</li> <li>• Work with children and young people on social interaction skills, risky and emotional behaviour and to support and promote engagement;</li> <li>• Promote emotional wellbeing via planned interventions with children, young people and their parents/carers;</li> <li>• Undertake both group work and regular one to one sessions with young people and families to develop and enhance parenting skills and build relationships using evidence based models of intervention;</li> <li>• Provide support/pro-social modelling around skills development, problem solving and encouragement, in order to achieve positive and sustainable outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to complete direct work with children and families if due to escalating concerns they become Child in Need (CiN) or Child Protection (CP);</li> <li>• For cases where support from Early Help does not achieve the improvement needed the case will be discussed with Children’s Social Care Team to determine if the child and their family need support from statutory services and escalated through a ‘Step Up’. On cases which have been ‘stepped up’ the Children and Families Worker will, where appropriate, follow the journey of the child and continue to support them to ensure relationships are maintained.</li> </ul>

## 8. Early Help Strategic Priorities

This strategy sets out a new direction of travel for the provision of Early Help services across North Yorkshire. In order to successfully deliver this we have set seven objectives (outlined below) along with potential outputs attached as Appendix A: -

Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6	Objective 7
Improve early identification and response to children in need of enhanced support, across the partnership	To increase community capacity to support effective early help delivery in localities	Implement 'Signs of Safety' methods across the partnership using strength based support	Foster a strong culture of collaboration, integration and ownership for solution focussed interventions	Build on the No Wrong Door methodology and contextual safeguarding – to implement a partnership approach to the management of risky adolescent behaviour	Improve attendance and inclusion and reduce the number of exclusions	Explore the use of shared I.T. systems to capture early help activity and outcomes

## 9. Early Help Key Outcomes

Our Early Help Strategy will help us to deliver against our Young and Yorkshire priorities. Within these priorities are some key indicators that will help us to measure the overall success of this strategy which are outlined in Appendix B.

Priority 1 – Happy	Priority 2 – Healthy	Priority 3 – Achieving
<ul style="list-style-type: none"><li>• Empower families to be resilient and economically secure</li><li>• Protect those at risk of harm</li><li>• Encourage fun, happiness and enjoyment of life</li></ul>	<ul style="list-style-type: none"><li>• Promote health and wellbeing through positive choices</li><li>• Improve social, emotional, mental health and resilience</li><li>• Reduce health inequalities</li></ul>	<ul style="list-style-type: none"><li>• Ensure children have great early years</li><li>• Raise achievement and progress for all</li><li>• Equip young people for life and work in a strong North Yorkshire economy</li></ul>

Across the Children and Families Service, our Practice Framework is underpinned by a belief in keeping families together by delivering the right intervention at the right time and in the right place. We recognise the impact that positive relationships have in supporting change. At the heart of this strategy is an ambition that children and families should have some choice as to who can support them to achieve positive and sustainable outcomes.

## 10. Working with children - Our Shared Approach to Delivering Early Help Support

Effective relationships between workers, children and their family members are at the heart of what we want to achieve. We believe that strong relationships are key to helping children and families address additional needs and are committed to building on strengths we identify in a child and their family as a foundation for change. Our restorative practice model helps to repair and improve relationships across the child's network which is critical for sustaining positive changes. We will work to 'Signs of Safety' methodology as our overarching approach to ensure consistency and shared language when working with children and families. This enables the voice of the child to be consistently captured and considered and central to decision making.

### 10.1. Early Help Guides

We will develop a series of standalone guides for partners and services that will describe how to deliver Early Help, taking account of individual agency and service considerations. We want to work with all agencies to develop these guides but some examples of these are:-

- Early Help Guide for Schools
- Early Help Guide for 0-19 Healthy Child Practitioners
- Early Help Guide for GPs

- Early Help Guide for Early Years Providers
- Early Help Guide to SEND Services
- Early Help Guide to Youth Justice Services

### 10.2. Signs of Safety

Signs of Safety is a way of working with children and their families which uses strengths based techniques to focus on building safety and support with families and their networks to embed positive change. Signs of Safety has three key principles:

- Establishing constructive working relationships/partnerships between professionals and family members and between professionals themselves.
- Engaging in critical thinking and maintaining a position of enquiry
- Staying grounded in everyday work of supporting children and families and creating safety

The Signs of Safety approach is designed to create a shared focus and understanding among all stakeholders but particularly the child and family, in understanding and responding to needs. It enables everyone to think their way into and through the case by using a shared approach and language. Crucially, it provides tools that enable us to capture and take account of the child's voice.

### 10.3. Family Network Meetings

Using 'Signs of Safety' methodology we will develop and embed Family Network Meetings across the Early Help partnership when it is determined that a 'Team around the Family' is the most appropriate solution for the child and their family.

A Family Network Meeting puts the family at the heart of decision making and solutions to improve children's lives. The family network isn't just the grandparents, aunts and uncles but the whole network around the family – everyone who can potentially offer support to the family. It could be neighbours or friends of the family or people who don't live close to the family who might be able to offer support by a telephone call or a check-in text. The goal of the meeting is for the family and the network to come up with the solutions and to work out how workers and other professionals can support them to deliver that change.

Early Help Consultants will work with the Early Help Champion to determine when it is appropriate for Family Network Meeting to be arranged. It is important at this stage that consistency in support is achieved; therefore the Early Help Champion will continue to work with the child and their family and achieve improvement long term.

## 11. Early Help Assessment

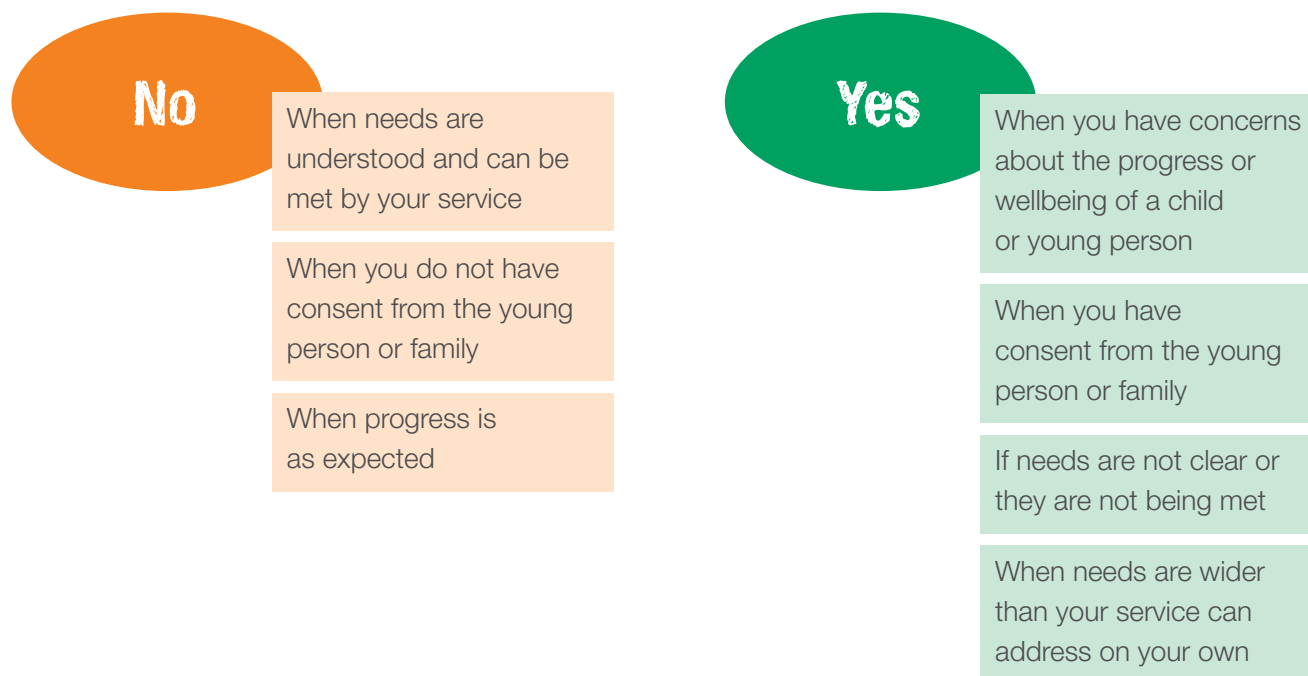
This strategy introduces a new streamlined assessment using Signs of Safety, strength based approach to work with children and families.

Working Together 2018 states that for an assessment to be effective:-

- It should be undertaken with the agreement of the child and their parents or carers, involving the child and family as well as all the practitioners who are working with them. It should take account of the child's wishes and feelings wherever possible, their age, family circumstances and the wider community context in which they are living

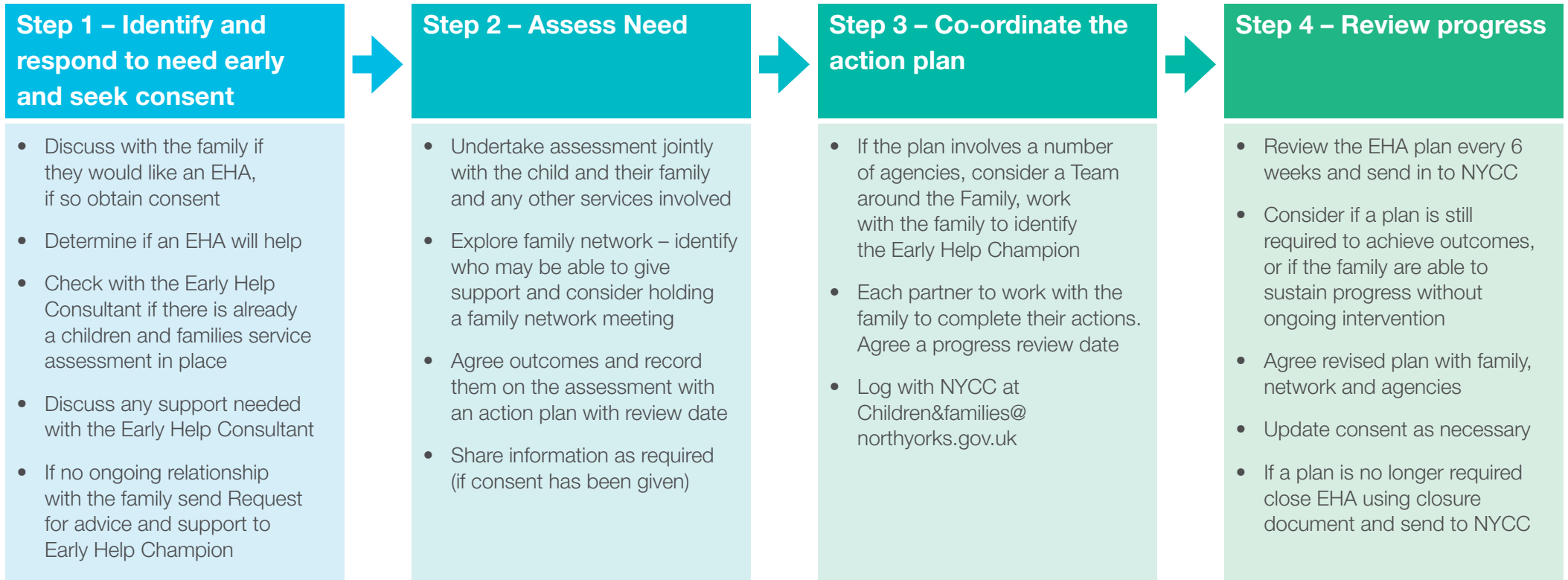
Targeted Early Help (continuum of need level 2c) can still be accessed through the North Yorkshire Multi-Agency Screening Team (MAST) by submitting an up to date Early Help Assessment. We will work with the NYSCB and partners to agree the use of the new Early Help Assessment as an accepted referral form when needs are escalating to Children's Social Care, (continuum of need level 3 & 4). The Early Help Assessment must be updated to reflect why a referral to the Children and Families Service is being made. (level 2c, 3 & 4). Clearly where issues of potential significant harm to a child or children are identified, this should immediately be referred to MAST.

Any practitioner can complete an assessment with the child, young person and family when consent is given, the diagram below summarises when an Early Help Assessment can be done and when it can't.





The Early Help Assessment process can be defined in four steps:



## 12. Effective Engagement

It is important when carrying out an Early Help Assessment to have a meaningful conversation with the child and their family to ensure action plans and decisions are fully informed. Ensure the family know they can contact you if they have any concerns or need advice. Top tips for an effective conversation:

**Enabling** – supporting children and families to identify their own solutions and make appropriate choices

**Inclusive** – ensuring the child and family are fully involved and their voice is evident in the action plan

**Strength based** – focussing on what is going well

**Solution oriented** – problem solving together with the child, young person, the family and their wider network. Use open ended questions to encourage discussion and understand the family 'story' to fully understand the challenges the EHA can support with

**Outcome focussed** – identify goals with the family. Discuss what the child and their family want

**Sustainable** – developing plans that will support the family to feel confident to sustain improvements as services withdraw

# Appendix A

## North Yorkshire Early Help Assessment

Section A: The child			
Surname:		Forename(s):	
Date of Birth / Estimated Date of Delivery:		Gender:	<input type="checkbox"/> Male <input type="checkbox"/> Unknown <input type="checkbox"/> Female <input type="checkbox"/> Unborn
Address			
Telephone Numbers:	NHS Number UPN Number GP Surgery		
Child/young person's ethnicity:	<input type="checkbox"/> White and Black African <input type="checkbox"/> Any other mixed background <input type="checkbox"/> White British <input type="checkbox"/> White Irish <input type="checkbox"/> White any other background <input type="checkbox"/> Caribbean <input type="checkbox"/> African <input type="checkbox"/> Any other Black background <input type="checkbox"/> White and Black Caribbean		
Child's first language or preferred means of communication:	Is an interpreter or signer required?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details:	
Child's Religion	Nationality:		
Immigration status:			
Is the child disabled?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details:		
Is there an EHCP in place?	<input type="checkbox"/> No <input type="checkbox"/> Yes Details:		
Is the child adopted?	<input type="checkbox"/> No <input type="checkbox"/> Yes		

**Section B – People in the family/household and other people who are important to the family:**

Explore who is important to the family; who cares about them and helps them in their day to day life. Completing a genogram, family tree or circles of support together is a good way to capture this information. Please send copies of any pieces of work completed along with this form.

Name	Relationship to child/ young person	DOB/EDD	Parental Responsibility Y/N	Ethnicity	Religion

**Section C – Services working with the family:**

Role	Full Name	Telephone	Email Address	Address and Postcode
Dentist				
Health Visitor				
Midwife				
5-19 Health Child Nurse				
Education Provider				
Youth Justice Service				
Paediatrician				
Other, please specify:				

## Section D: Reason for Early Help Assessment

Please give as much and concise evidence-based information as possible to help us in our assessment

<p><b>What are you worried about?</b> <i>(Reason for Assessment)</i></p> <p>Please separate the information into Worries and Complicating Factors.</p> <p>In the worries – say what has happened in the past that worries us about the child or young person and their family. Be specific and factual – give examples. Say what impact this is having or could have on the child/ young person and their family.</p> <p>Complicating Factors are anything that makes the problem harder to deal with.</p>	
<p><b>What is going well for the child and their family?</b> <i>(What support is currently in place?)</i></p> <p>Please separate the information into Existing Strengths and Existing Wellbeing.</p> <p>Strengths are good things that are happening in the family for the child/ young person.</p> <p>Existing Wellbeing is times when the family has shown they can meet the child's needs when the problem is happening. This can also include other people who are helping.</p>	
<p><b>What needs to change or would help this child and their family?</b></p> <p>Say what the next steps are to start to build the plan and make sure the child is safe and well. This might include getting some people together who can support the family and be part of their network.</p>	
<p><b>Scaling - Having discussed what life is like for this child right now, how worried are we?</b></p> <p>0 ← 1 2 3 4 5 6 7 8 9 10 →</p> <p><b>Extremely worried</b> <span style="float: right;"><b>No worries</b></span></p>	

**What are the child/young person's views?**

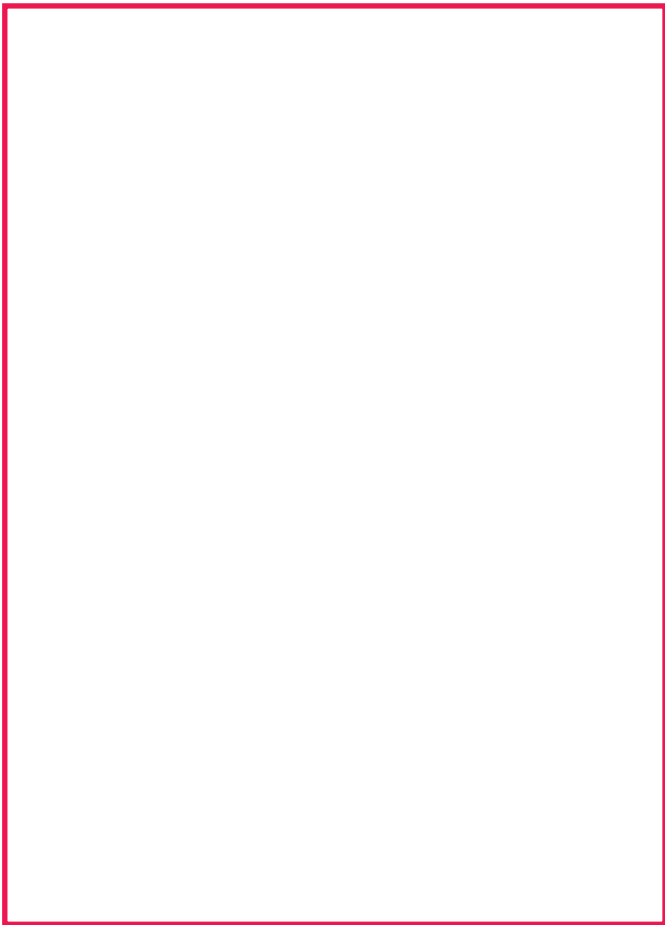
What does the child/young person feel is good about their life, what are they worried about and what do they want to happen? You may want to summarise what the child has put in their three houses. Please send any copies or photos of the work completed with the child/young person together with this form

**What are the parent/carer's views?**

What does the parent/carer feel is good about their child's life, what are they worried about and what do they want to happen?

Child's Voice – The Three Houses

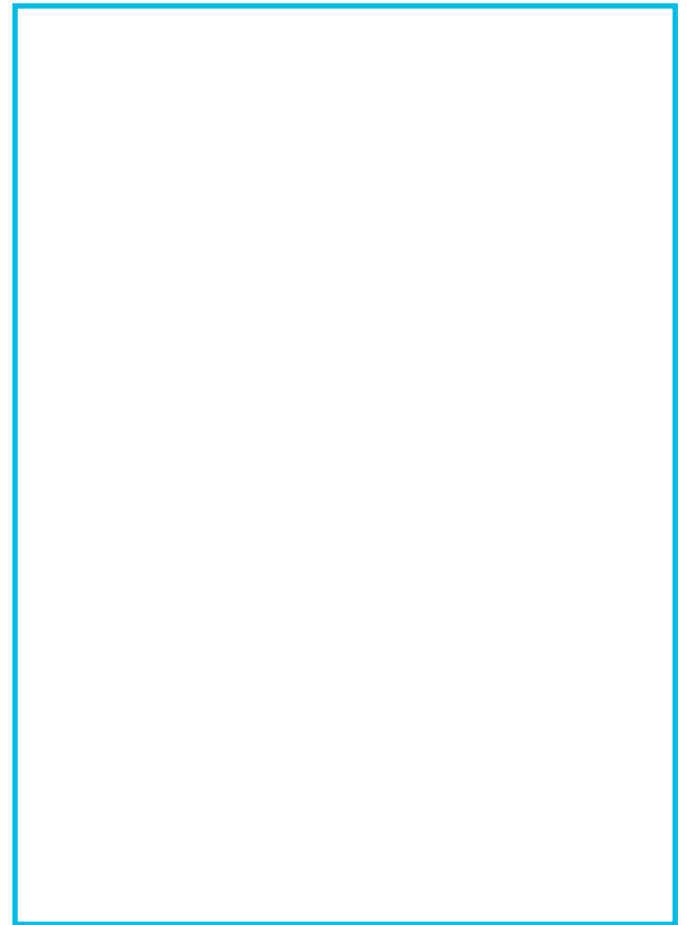
House  
of Worries

A large, empty rectangular box with a red border, intended for writing or drawing related to the 'House of Worries'.

House of  
Good Things

A large, empty rectangular box with a green border, intended for writing or drawing related to the 'House of Good Things'.

House  
of Dreams

A large, empty rectangular box with a blue border, intended for writing or drawing related to the 'House of Dreams'.

## Section 4: Next Steps

What are the first steps to making things better and moving from the worries towards the goals?

What Needs to Happen? What do the child and family think should happen first?	Action	Who will do this?	By when?	How will we know it has made a difference?

When and how are we going to review this assessment (please remember to note down the date/time of the TAF meeting if applicable)?

--

Does the child or family have any further comments on the assessment and plan?

--



Author's details	
Date of completion:	
Name of Author:	Role:
Agency Address:	
Contact Number:	
E-mail:	
Other:	Any other relevant information to note

**Author Please Complete**

- To log Team around the Family (TAF) in place (Continuum of Need - Level 2B)
- Referral for Targeted Early Help (Continuum of Need - Children and Families Service - Level 2C)\*
- Referral to Children's Social Care (Continuum of Need Level 3 & 4)\*

*\*Please complete Family Consent Form*

If you are sending this form from a NYCC email you can send it to [Children&families@northyorks.gov.uk](mailto:Children&families@northyorks.gov.uk)

If you have access to an egress account, please send to [Children&families@northyorks.gov.uk](mailto:Children&families@northyorks.gov.uk) via egress. Do not send from egress to gcsx.

# Family Consent Form July 2018

The Children and Families Service work closely with different professionals, such as teachers, health visitors and GPs. This helps us to understand and meet the needs of your family and members within it.

**Before we are able to do this we need to ask you for consent to collect and share this information about your family and, before you sign to indicate you agree to this, we want to ensure you understand what we are collecting and sharing, and why.**

## **What we want your information for and how we will use it**

It is important you know that any information we collect and share about you will be stored and used in strict accordance with the General Data Protection Regulation (GDPR) and the Data Protection Act 2018.

We need to look up and share your information such as names, dates of birth, addresses for 3 main purposes:

1) to understand what help you or your family might need.

By sharing information we can build up a better picture of your family and this will help us and our partners

- plan the services we offer you,
- check our records to see if and how we have worked with your family previously.
- see if you are currently working with any of our partner services or support organisations and, where appropriate, ask such organisations to provide you with any additional services which we feel could assist you.

2) to improve the way we support you and other people in the future.

By listening to and sharing your feedback we can make changes to the way we work and constantly improve how we offer support to you and others in similar situations.

3) to show those who are funding us (e.g. central Government) if the services we are spending it on are really helping families, both now and in years to come. Also

- Any information will be provided as part of a large group of families from across North Yorkshire.
- Any report made will be on the findings for the group as a whole and it will not be possible to identify you or anyone individually.
- Your information will only be used for research and statistical purposes to measure the performance of the service we give you.
- The overall findings will help both Government and ourselves develop new policy and approaches, and to see if what is being provided meets the needs of those who receive the help.

### What do you need to do?

We are asking for your agreement, known as “consent” to share your information for the reasons above. It is an easy process where all we need is for you to tick whether you agree or disagree to the consent and sign the declaration below.

You do not have to agree to this and you can withdraw your “consent” at any time if you change your mind. You can do this by emailing the Data Protection Officer at [info.gov@northyorks.gov.uk](mailto:info.gov@northyorks.gov.uk) or write to Information Governance Office, Veritau Ltd, County Hall, Northallerton, North Yorkshire, DL7 8AL. You can also request a copy of any information we hold on you by submitting a Subject Access Request to this address.

It is important to tell you that we have a legal duty to share your information with other agencies, even without your consent if we believe it will, protect you, prevent harm to someone else or prevent/detect a crime.

### Your agreement

I understand why information about the family is being recorded and how it will be used and shared.

I give consent for information about our family to be used for the above purposes

I do not give consent for information about our family to be used for the above purposes

Signed: \_\_\_\_\_  
Print Name: \_\_\_\_\_  
Date: \_\_\_\_\_

### Role in family - Individual Carer, Parent or Representative (delete as appropriate)

This consent needs to be given for all members of the family as appropriate. It must also be signed by the professional working with you.

Signed: _____	Signed: _____
Print Name: _____	Print Name: _____
Date: _____	Date: _____
Signed: _____	Signed: _____
Print Name: _____	Print Name: _____
Date: _____	Date: _____

### Member of Staff

Signed: \_\_\_\_\_  
Print Name: \_\_\_\_\_  
Date: \_\_\_\_\_

For more information about how NYCC collects and processes your personal data please refer to <https://www.northyorks.gov.uk/privacy-notice>

**Initial Team Around the Family (TAF) meeting for *(insert name of child or young person)***

Chairperson \_\_\_\_\_ This does not have to be the Early Help Champion

Date \_\_\_\_\_

Name of the child	Date of birth	Does the child have a disability?	Did child attend the meeting?	Name of the parent with Parental Responsibility (PR)
			<i>If the child does not want to attend, or is too young to participate in a formal meeting then other arrangements should be made. For example the child can nominate an advocate, can submit a written comment, or can participate via the Signs of Safety Children's Tools or similar (see Information Sheet 10).</i>	

<b>Name of the Early Help Champion</b>	At this stage this is usually the person who has filled in the EHA
<b>Contact &amp; telephone number</b>	

**Meeting attendance and apologies sent**  
 It is good practice to enter everyone who has been invited to be part of the TAF. Don't forget child/young person and family are a key part of TAF. It won't work without them!

Name	Agency	Contact details	Signature confirming attendance	If a professional did not attend, but details provided a report, please tick here
			<i>Action should be taken if agencies have not sent a representative, submitted a report, or given a reason for non-attendance. For escalation guidance see Information Sheet 7.</i>	
				Report provided <input type="checkbox"/>
				Report provided <input type="checkbox"/>
				Report provided <input type="checkbox"/>
				Report provided <input type="checkbox"/>

Please also enter a comment here if professional has responded to indicate it is not appropriate/possible for them to be part of the TAF.

**Agenda** Use this template to record main points of the meeting. There is no need for formal minutes, or to record everything verbatim. The main business of the meeting should be the TAF Plan. These notes can be handwritten and photocopied at the end of the meeting for people to take away. If not, they should be typed up and distributed within a week of the meeting. A copy of the Plan should be sent to [Children&families@northyorks.gov.uk](mailto:Children&families@northyorks.gov.uk)

**Always ensure the voices of the young person and family are heard, recorded and responded to.**

<b>Welcome and Introductions</b>	Please ensure the family know everyone present and what their role is. This should be explained in simple language, not complicated job titles.
<b>Purpose of the TAF</b>	To be clear and succinct, in clear language. Please see introduction to this section.
<b>Ground rules</b>	Always discuss confidentiality and information sharing. Be clear that everyone should be allowed to participate, and clear language should be used. Discuss timing and agree things like mobile phones off, and to break if needed. Encourage respect and sensitivity, and how people will challenge appropriately.
<b>What's going well?</b>	Use the EHA as a starting point, and then ask people to add contributions as appropriate. Ensure you discuss how this is helping, or could help with the things we are worried about.
<b>What are we worried about?</b>	Use the EHA as a starting point, and then ask people to add contributions as appropriate. Be clear, factual, and use danger statements from the EHA.
<b>What needs to happen?</b>	Use the EHA as a starting point, and then ask people to add contributions as appropriate. <b>For more information on Signs of Safety see information sheet 6</b>
<b>Completion of plan Use template and attach copy</b>	See guidance notes on Plan Template.
<b>Identification of the Early Help Champion</b>	Child/young person and family should express a preference, and if it is not possible for this person to assume the role of Early Help Champion, a reason should be made clear to them and recorded here. It is often useful to have had discussions about this with the family prior to the meeting.
<b>Child's Comments about the meeting</b>	This should be filled in in the child/young person's words, or other form of communication (i.e. smiley face) wherever possible. See TAF Handbook for further guidance on children's participation. Where the child is not present, they should always get feedback at a level that is appropriate to them.

<b>Parent(s) / Carer(s)' comments about the meeting</b>	This should always be asked and filled in, in the parents/carers words.
<b>Date, time and venue for next meeting. NB The plan needs to be reviewed at least once every 8 weeks</b>	Please ensure this is set at this point, and ensure everyone who is unable to attend is clear they need to send a representative or a written update. Meetings should always be arranged at a time and place convenient for the child and family.
<b>Thanks and meeting end</b>	It is important to thank everyone for their time, including the family, and formally draw the meeting to a close.

## Completing the Multi Agency Action Plan

The Multi Agency Action Plan is for those cases requiring a multi-agency response following the completion of the EHA. It should be completed during or following a Team Around the Family (TAF) meeting. All participants of the TAF, including parents and the young person should be given a copy of the EHA and Multi-Agency Action Plan.

The Multi Agency Action Plan is a key document for the people involved; it will state what action is to take place and who will carry out that action. Young people and parents can have actions to carry out as well as other service providers. It is important that these are realistic targets and support the needs that have been identified. Young people and parents need to be involved and to understand the Multi Agency Action Plan.

**Team Around the Family Plan for *(insert name of child or young person)***

Date of this plan \_\_\_\_\_

Date TAF started \_\_\_\_\_

Date plan was last reviewed \_\_\_\_\_

Name of the child	Date of birth	Does the child have a disability?	Name of the parent/carer with Parental Responsibility
			Please ensure you insert all people with Parental Responsibility

<b>Name of the Early Help Champion</b>	
<b>Contact email &amp; telephone number</b>	

What Needs to Happen? (copy and paste from EHA)	Actions	Who will do it?	By when?	How will we know if it has made a difference?
<p><i>Copy and paste everything from the "What needs to happen?" column. Include items from the Practitioner's Family and Child/Young Person. Where there are many issues, the Team Around the family, including the child/young person themselves, can prioritise and agree for this plan to address the issues that are most important and add more later.</i></p>	<ul style="list-style-type: none"> <li><i>Make sure these are clear and achievable.</i></li> <li><i>Ensure that the actions are related to the issue described in the left hand column.</i></li> <li><i>Do not include actions that do not contribute to the priorities of the plan.</i></li> <li><i>Do not use acronyms or jargon without explanation.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Assign clear responsibility and ensure this person agrees and is clear about what the action is.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Set an agreed, realistic timescale.</i></li> <li><i>Do not use 'ongoing'.</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Ensure that this is clear, measurable and described in words the child and family understand.</i></li> <li><i>Do not use acronyms or jargon without explanation.</i></li> <li><i>Check again that this is related to the priorities of the plan.</i></li> </ul>

**Early Help Strategy**

The scaling question below should be used to establish how concerned each person is about the issues identified in the assessment above.

The Professional, the parents/carers, and the child or young person should all score separately. There is no need to come to a consensus. The scaling is very powerful in understanding where families are at in their thinking about change; and for opening up a discussion about why scores are similar or different for each person involved.

**On a scale of 0-10 where 10 means you haven't got any worries, and 0 means that things are so bad you don't know what to do; where do you rate this situation today? Please circle a number for each person (Child/Young Person, Early Help Champion, Parent/Carer(s))**

**0**      **1**      **2**      **3**      **4**      **5**      **6**      **7**      **8**      **9**      **10**

← **Extremely worried** **No worries** →

Write the person's name underneath their score

**I have contributed to, and agreed the content of this plan:**

Child/young person's signature

\_\_\_\_\_

Date: \_\_\_\_\_

Parent's/Carer's Signature

\_\_\_\_\_

Date: \_\_\_\_\_

Early Help Champion's signature

\_\_\_\_\_

Date: \_\_\_\_\_

Review Date \_\_\_\_\_

NB The plan needs to be reviewed at least once every 6 weeks



**Review of Team Around the Family Plan for *(insert name of child or young person)***

Date of this review \_\_\_\_\_

Date TAF started \_\_\_\_\_

Name of the child	Date of birth	Does the child have a disability?	Name of the parent/carer with Parental Responsibility

<b>Name of the Early Help Champion</b>	
<b>Contact email &amp; telephone number</b>	
<b>EHM Number</b>	<i>This will be given to you by Customer Service Centre when you phone them to inform them you are starting a TAF.</i>

Actions (copy and paste from plan)	Completed?	How has it has made a difference?	What else needs to happen now?	Who will do it?	By when?
	<p><i>If not, detail why not? Actions should not be allowed to drift from one meeting to the next. Challenge agencies to meet their commitments. If the family has not carried out their actions, ask and record why not. Be supportive but challenging. This is about improving the life of the child.</i></p>	<p><i>Remain child focussed. This should describe the impact on the child or young person. It should also be focussed on the impact with regard to what we are worried about. Do not go off track. Include the exact words from the child and the family wherever possible. If we have not asked the child the difference it has made to them – <b>why not??</b></i></p>	<p><i>Where there is not enough impact, agree a 'Plan B'. Do not try the same things over again if they are not making a difference to what we are worried about.</i></p>		<p><i>Be realistic, but challenging with regard to timescales. There is a need to remain focussed and not to allow drift.</i></p>

The scaling question below should be used to establish how concerned each person is about the issues identified in the assessment above.

The Professional, the parents/carers, and the child or young person should all score separately. There is no need to come to a consensus. The scaling is very powerful in understanding where families are at in their thinking about change; and for opening up a discussion about why scores are similar or different for each person involved.

**On a scale of 0-10 where 10 means you haven't got any worries, and 0 means that things are so bad you don't know what to do; where do you rate this situation today? Please circle a number for each person (Child/Young Person, Early Help Champion, Parent/Carer(s))**

0      1      2      3      4      5      6      7      8      9      10

← Extremely worried No worries →

Write the person's name underneath their score

**I have contributed to, and agreed the review of this plan:**

Child/young person's signature

\_\_\_\_\_

Date: \_\_\_\_\_

Parent's/Carer's Signature

\_\_\_\_\_

Date: \_\_\_\_\_

Early Help Champion's signature

\_\_\_\_\_

Date: \_\_\_\_\_

Next Review Date \_\_\_\_\_

NB The plan needs to be reviewed at least once every 6 weeks

**Team Around the Family Closure (TAF) meeting for *(insert name of child or young person)***

Date of closure \_\_\_\_\_

Date TAF started \_\_\_\_\_

Date of last review \_\_\_\_\_

Name of the child	Date of birth	Does the child have a disability?	Did child attend the meeting?	Name of the parent with Parental Responsibility (PR)
			<i>If the child does not want to attend, or is too young to participate in a formal meeting then other arrangements should be made. For example the child can nominate an advocate, can submit a written comment, or can participate via the Signs of Safety Children's Tools or similar (see Information Sheet 10).</i>	

<b>Name of the Early Help Champion</b>	
<b>Contact email &amp; telephone number</b>	

Name	Agency	Contact details	Meeting attendance Invited	Attended?
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>
				Yes <input type="checkbox"/> No <input type="checkbox"/>

Closure Summary		Comments
<i>Please select the overall reason for Team Around the Family closure</i>		
<b>Team Around the Family closed due to all needs being met</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Include evidence that this is so, and comments from the child, young person and family. Pictures or recording of direct work in a visual form can be attached. Please see Signs of Safety Children's Tools (Information Sheet 10).</i>
<b>Team Around the Family closed due to most needs being met and a single agency will continue support</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Detail what still needs to happen</i>
<b>Team Around the Family closed due to 'step up' to Social Care</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please keep TAF in place, and have a safety plan until Social Care Assessment has been completed.</i>
<b>Team Around the Family closed due to family moving out of the area</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please agree with the family how information will be shared in their new area, and how they are going to access the support they need.</i>
<b>Team Around the Family closed due to Family or family withdrawing consent</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Detail action taken to encourage further participation, and assess the risk of this withdrawal of consent.</i>
<b>Team Around the Family closed for another reason (please specify)</b>	Yes <input type="checkbox"/> No <input type="checkbox"/>	<i>Please give clear reasoning in this box.</i>

**How effective has the Team Around the Family been in improving life for this child/young person?**

Professionals' Views
<p>Relate the comments to the things we were worried about.</p> <p>Be child focussed, and detail the impact on the child/young person.</p> <p>Give evidence of why you believe the goals of the TAF have been achieved.</p> <p>Use this opportunity for professional reflection: what made the greatest difference?</p> <p>On reflection, what could have gone better?</p>

**How effective has the Team Around the Family been in improving life for this child/young person?**

**Parent(s) / Carer(s) Views**

Use their own words, pictures and stories.

What things made the biggest difference?

What could have gone better?

Relate the comments to the things we were worried about.

**How effective has the Team Around the Family been in improving life for you?**

**Child/Young Person's Views**

Use their own words, pictures and stories.

What things made the biggest difference?

What could have gone better?

Relate the comments to the things we were worried about.

Child/young person's signature

\_\_\_\_\_

Date: \_\_\_\_\_

Parent's/Carer's Signature

\_\_\_\_\_

Date: \_\_\_\_\_

## Appendix B

### Young and Yorkshire 2 Priorities

Priorities	Indicators	How we will know we've made a difference
<b>Happy</b>		
<ol style="list-style-type: none"> <li>1. Empower families to be resilient and economically secure</li> <li>2. Protect those at risk of harm</li> <li>3. Encourage fun, happiness and enjoyment of life</li> </ol>	<ul style="list-style-type: none"> <li>• Reduction in referrals to Children's Social Care</li> <li>• Progress the percentage of families 'turned around' as a result of a Developing Stronger Families intervention</li> <li>• Increase the percentage of Early Help Service cases closed because the situation had improved sufficiently to allow safe de-escalation to universal services.</li> <li>• Maintain current performance in First Time Entrants to the Youth Justice System</li> <li>• Reduction in the percentage of offenders who re-offend</li> <li>• Increase registration at Children and Family Hubs</li> <li>• Increase attendance at Children and Family Hubs (% of those registered)</li> <li>• Increase the number of young people engaged in Targeted Youth Provision</li> </ul>	<ol style="list-style-type: none"> <li>1. Fewer children in need of help and protection by Children's Social Care</li> <li>2. Higher average household income with fewer children living in poverty</li> </ol>

Priorities	Indicators	How we will know we've made a difference
<b>Healthy</b>		
<ol style="list-style-type: none"> <li>1. Promote health &amp; wellbeing through positive choices</li> <li>2. Improve social, emotional mental health and resilience</li> <li>3. Reduce health inequalities</li> </ol>	<ul style="list-style-type: none"> <li>• Reduce the percentage of children aged 4 to 5 (reception) who have excess weight</li> <li>• Reduce the percentage of children aged 10 or 11 (Year 6) who have excess weight</li> <li>• Increase the breastfeeding initiation rate</li> <li>• Increase the breastfeeding prevalence at 6-8 weeks after birth</li> <li>• Reduce smoking at the time of delivery</li> <li>• Reduce the rate of hospital admission due to substance misuse (15-24 year olds per 100,000)</li> <li>• Reduce the rate of hospital admissions due to alcohol specific conditions (for under 18 year olds per 10,000)</li> <li>• Increase the number of schools undertaking whole school approach to emotional health</li> <li>• Increase the number of maternal mood assessments that have been completed</li> <li>• Reduce the rate of under 18 conceptions per 1,000 15-17 females</li> </ul>	<ol style="list-style-type: none"> <li>1. More children and young people with high resilience scores</li> <li>2. More young people making healthy behaviour choices</li> </ol>
<b>Achieving</b>		
<ol style="list-style-type: none"> <li>1. Ensure children have great early years</li> <li>2. Raise achievement and progress for all</li> <li>3. Equip young people for life and work in a strong North Yorkshire economy</li> </ol>	<ul style="list-style-type: none"> <li>• Increase the percentage of children reaching a good level of development in the Early Years Foundation Stage</li> <li>• Increase the percentage of children achieving at least the expected level in all early learning goals (ELGs)</li> <li>• Improve overall attendance in Primary School</li> <li>• Improve overall attendance in Secondary School</li> <li>• Reduce the percentage of young people who are not in education, employment or training (NEET) in academic year 12 and year 13.</li> <li>• Increase the percentage of eligible 2 year olds taking up funded places.</li> <li>• Increase the percentage of 3 and 4 year olds accessing early education.</li> <li>• Reduce the percentage of secondary school pupils with one or more fixed period of exclusion from school</li> <li>• Reduce the percentage of secondary school pupils excluded from school</li> </ul>	<ol style="list-style-type: none"> <li>1. More children achieve a good level of development in their early years</li> <li>2. More young people in education, employment or training.</li> <li>3. Increase in progress 8 and attainment 8 at Key Stage 4.</li> </ol>



# Appendix C

## Objectives

Objective	Actions	Potential Outputs	Lead Officer	Timescales	Monitoring
<b>1. Improve early identification and response to children in need of enhanced support, across the partnership</b>	<ul style="list-style-type: none"> <li>Review of the North Yorkshire LSCB Vulnerability Checklist</li> <li>Develop and embed a new Early Help Assessment</li> <li>Develop the role of the Early Help Consultant</li> <li>Develop Team around the Family arrangements and associated pathways</li> <li>Review Core Offer for targeted Early Help Services</li> <li>Development of Family Network Meetings</li> <li>Development of Standalone Service Guides</li> </ul>	<ul style="list-style-type: none"> <li>New North Yorkshire LSCB threshold document</li> <li>New Early Help Assessment</li> <li>Team around the Family process maps</li> <li>Team around the Family Handbook</li> <li>New Core Offer for Targeted Early Help Services</li> <li>Number of TAF coordinated by Early Help Champions</li> <li>Family Network Meeting practice guidance / handbook</li> <li>Early Help Guides</li> </ul>	LSCB  Head of Early Help	July 2019	Children's Trust Board & LSCB
<b>2. To increase community capacity to support effective Early Help delivery in localities</b>	<ul style="list-style-type: none"> <li>Explore feasibility of community led Children &amp; Family Hubs</li> <li>Agree key areas of work with the Stronger Communities Team and develop an action plan to address them</li> </ul>	<ul style="list-style-type: none"> <li>Agreed model of delivery for community led Children &amp; Family Hubs</li> <li>Early Help – building Community Capacity Action Plan</li> </ul>	Barbara Merrygold	March 2020	Children's Trust Board
<b>3. Implement 'Signs of Safety' methods across the partnership using strength based support</b>	<ul style="list-style-type: none"> <li>Develop a Children's Workforce Development Plan for Signs of Safety</li> <li>Enable effective use of Signs of Safety across all Early Help partners</li> </ul>	<ul style="list-style-type: none"> <li>Number of schools briefed on Signs of Safety</li> <li>Number of partner agencies briefed on Signs of Safety</li> <li>Number of Early Help Assessments completed by Early Help Champions</li> <li>Handbook around the use of Signs of Safety tools</li> </ul>	Head of Early Help	July 2019	Children's Trust Board & Signs of Safety Strategic Steering Group

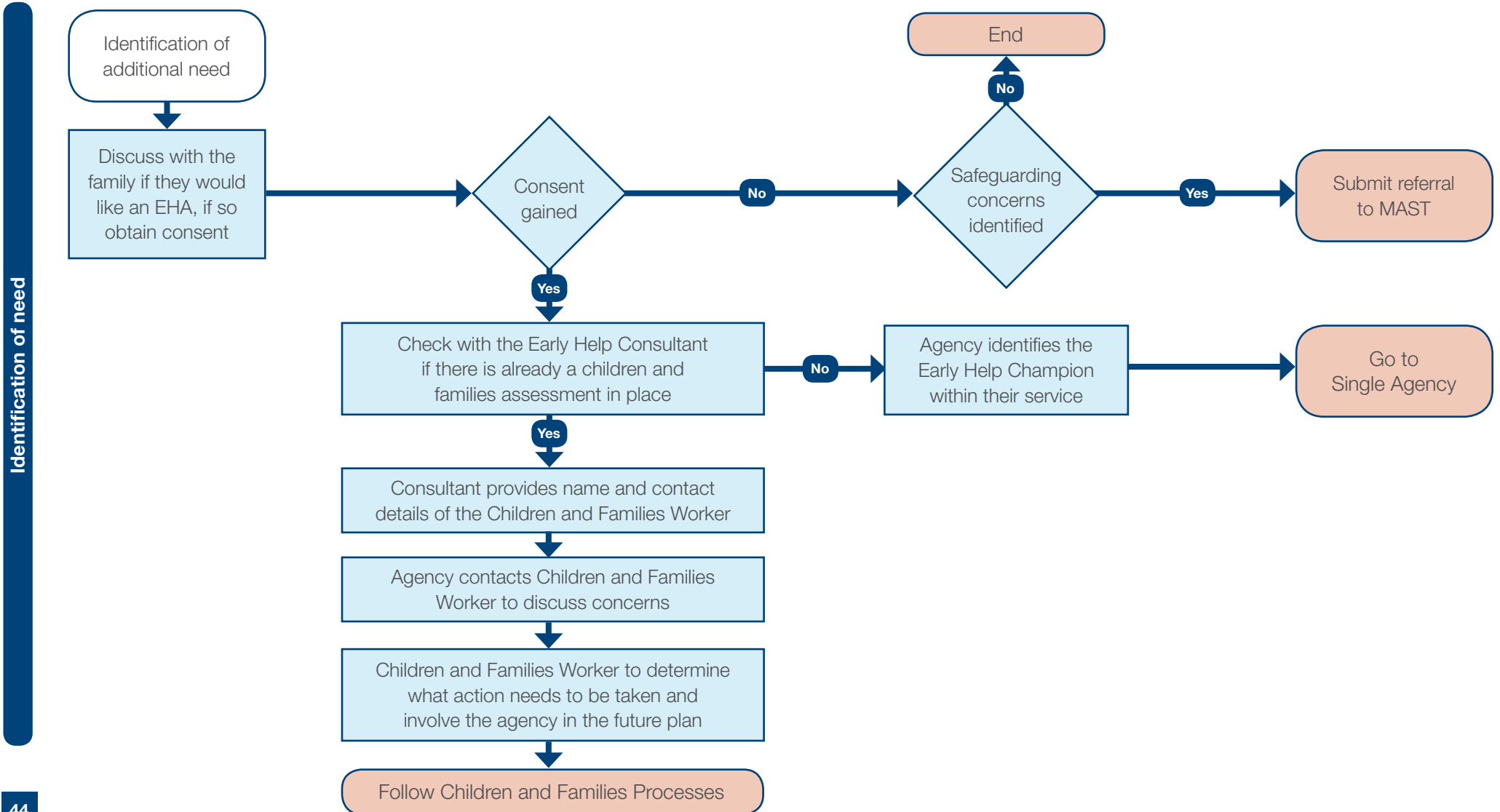
Objective	Actions	Potential Outputs	Lead Officer	Timescales	Monitoring
<b>4. Foster a strong culture of collaboration, Integration and ownership for solution focussed interventions</b>	<ul style="list-style-type: none"> <li>To support stronger integration we will deliver locality integration plans for Early Help and YJS</li> <li>We will implement a new YJS Assessment model, which better aligns with assessment practice across the Children &amp; Families Service</li> <li>We will further develop joint pathways for service delivery around preventing offending, Anti-Social Behaviour and reducing First Time Entrants to the criminal Justice system</li> <li>To continue on our integration and collaboration journey we will deliver on our strategic and locality plans for Early Help and the 0-19 Healthy Child Programme</li> <li>We will embed Early Help Assessments and Team around the Family processes across 0-19 Healthy Child programme practitioners</li> <li>We will develop the role of Early Help Consultants (subject to consultation), to enhance collaboration across the Early Help partnership.</li> <li>In line with the SEND Strategy, we will review and reshape provision from the central SEND support services to create multi-agency teams of specialist staff for each locality area. We will strengthen joint working between services in each area.</li> </ul>	<ul style="list-style-type: none"> <li>New YJS Assessment tool</li> <li>Increased integration of practice and pathways between YJS and Early Help Teams</li> <li>Maintain reduction in First Time Entrants</li> <li>Reduce Reoffending</li> <li>Single assessment and TAF processes across Early Help and 0-19 Healthy Child Teams</li> <li>Locality SEND multi-agency teams</li> </ul>	<p>Head of Youth Justice Head of Early Help</p> <p>Katie Needham &amp; Emma Lonsdale</p> <p>Emma Lonsdale &amp; Head of Early Help</p> <p>Head of Early Help Carol-Ann Howe</p>	April 2021	Children's Trust Board
<b>5. Build on the No Wrong Door methodology and contextual safeguarding – to implement a partnership approach to the management of risky adolescent behaviour</b>	<ul style="list-style-type: none"> <li>Explore the feasibility of integrated governance around adolescent risk taking behaviour</li> <li>Develop a model of effective partnership working that is responsive and effective in reducing adolescent risk taking behaviour</li> <li>See NWD principles within the North Yorkshire County Council Ladder of Intervention document</li> </ul>	<ul style="list-style-type: none"> <li>Multi-agency governance group feasibility report and recommendations implemented</li> <li>Report to explore the feasibility of extending the RAISE process across Early Help and YJS to reduce adolescent risk taking behaviour and prevent escalation to statutory services.</li> </ul>	Head of Early Help	December 2019	Children's Trust Board & YJS Management Board

Objective	Actions	Potential Outputs	Lead Officer	Timescales	Monitoring
<b>6. Improve attendance and inclusion and reduce the number of exclusions</b>	<ul style="list-style-type: none"> <li>• Work with the Inclusion Service (principles underpinning the ladder of intervention), Education and Skills to review positive behaviour management policy and procedure</li> <li>• Work with the Inclusion Service, Education and Skills to develop attendance &amp; exclusion guidance, policy and procedure</li> <li>• Improve the governance and monitoring of pupils not in full time education</li> <li>• Develop robust EHE procedures</li> <li>• Develop robust CME procedures</li> <li>• Co-ordinate the SEMH traded agenda</li> </ul>	<ul style="list-style-type: none"> <li>• CYPS will take a whole system approach to improving attendance and reducing exclusions</li> <li>• Robust understanding of Children Missing from Education (CMF) and Elective Home Education (EHE) informed by data</li> </ul>	Head of Early Help  Inclusion and Education and Skills	Ongoing as part of CYPS priorities	Children's Trust Board
<b>7. Explore the use of shared IT Systems to capture Early Help activity and outcomes</b>	<ul style="list-style-type: none"> <li>• Ensure effective information sharing protocols and consent is in place</li> <li>• Develop pathways for capturing levels of need and ensuring appropriate responses</li> <li>• Explore the wider use of the Early Help Module (EHM) across the partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Information Sharing Agreement</li> <li>• Universal Consent forms</li> <li>• Ability to capture needs and effectiveness of responses across the partnership</li> <li>• Business case for extending the use of EHM across the partnership</li> </ul>	Head of Early Help	March 2020	Children's Trust Board

# Appendix D – Flowcharts

## Universal moving into single agency delivery

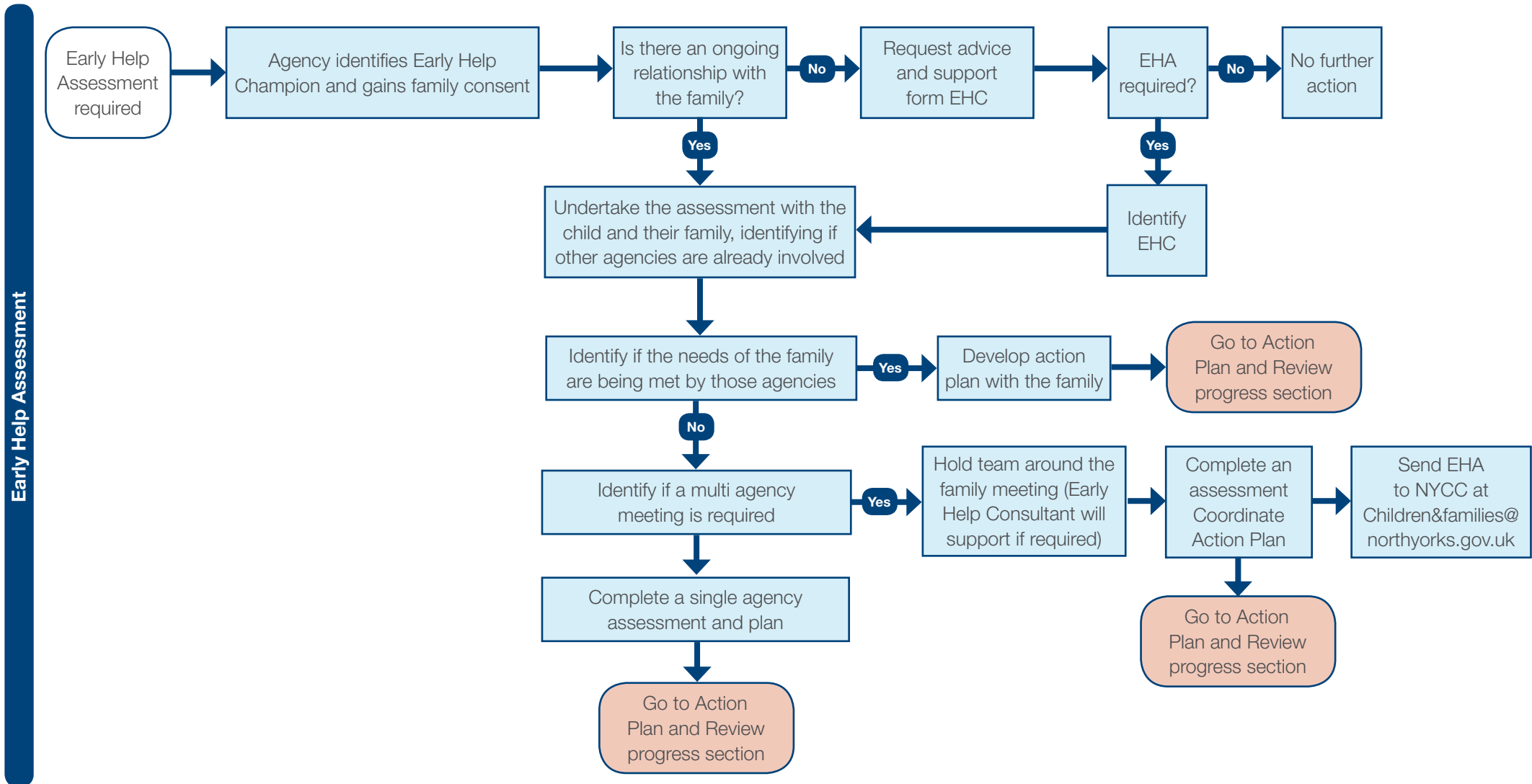
**If at any point in the process safeguarding issues are identified a referral to the Multi Agency Screening Team (MAST) should be made**



Identification of need

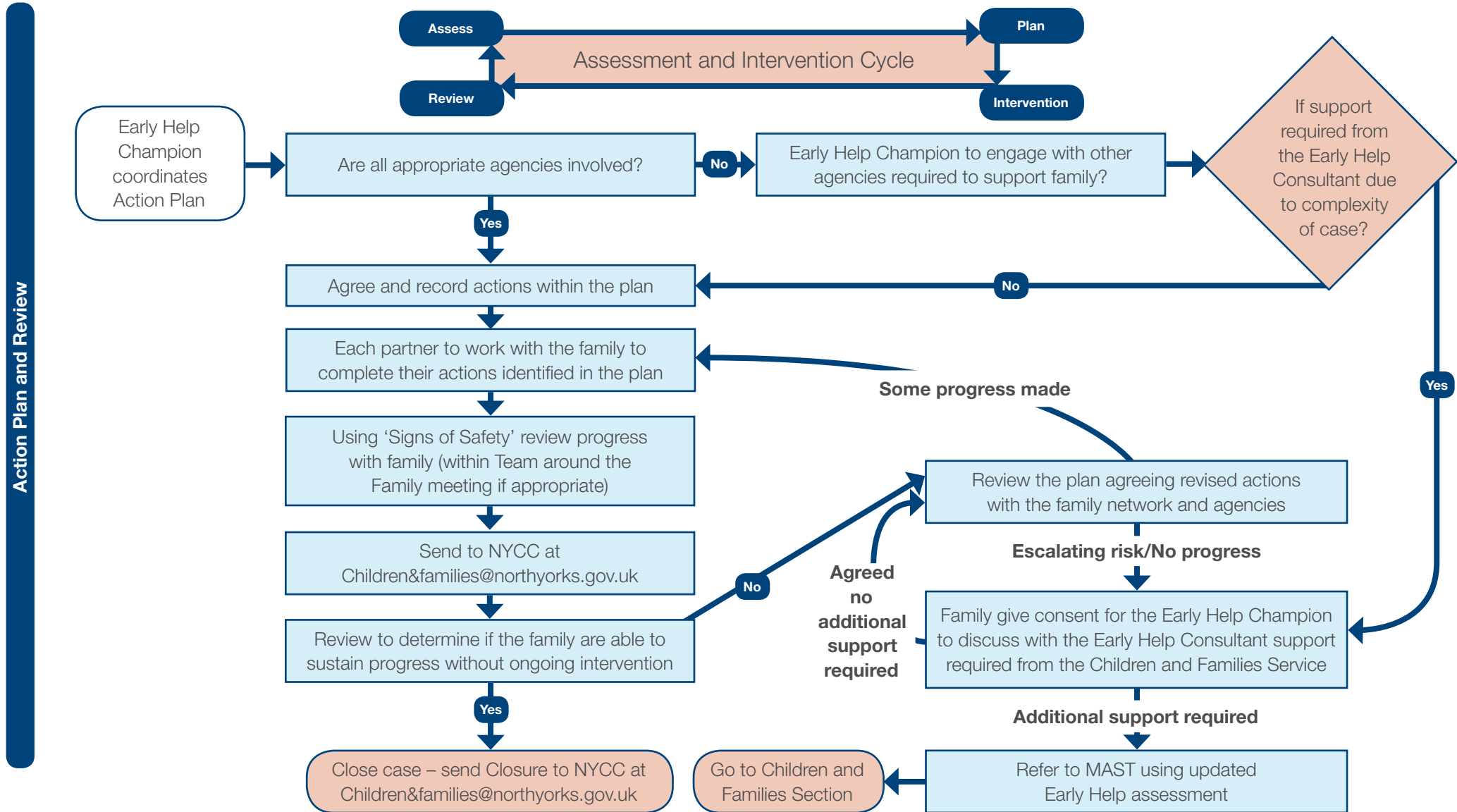
Single agency

**If at any point in the process safeguarding issues are identified a referral to the Multi Agency Screening Team (MAST) should be made**



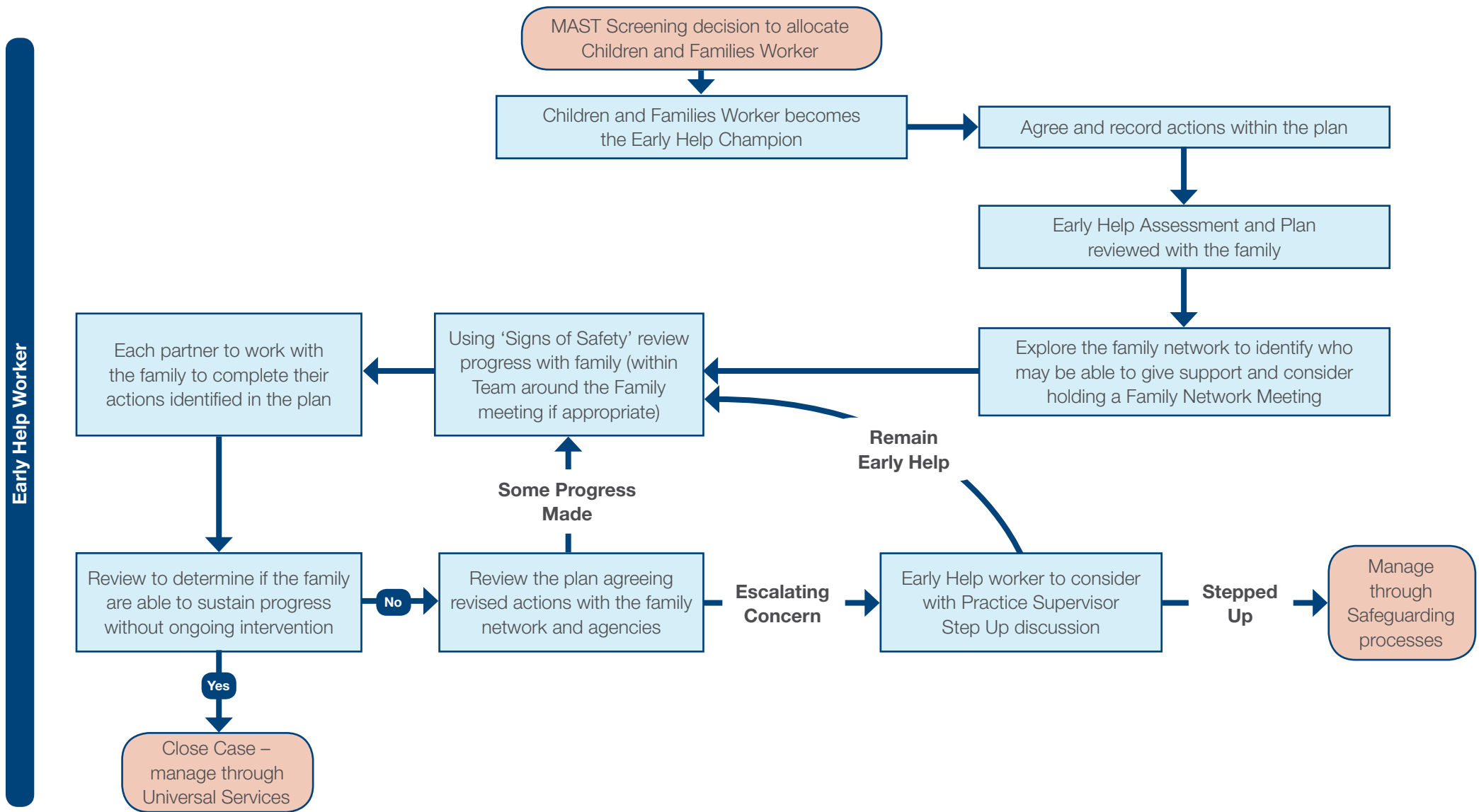
## Multi agency – Team around the child

**If at any point in the process safeguarding issues are identified a referral to the Multi Agency Screening Team (MAST) should be made**



Action Plan and Review

## Children and Families – Targeted Whole Family Intervention



## Contact us

W: [www.northyorks.gov.uk](http://www.northyorks.gov.uk) E: [customer.services@northyorks.gov.uk](mailto:customer.services@northyorks.gov.uk)

T: **01609 780 780** (Monday to Friday 8.00am - 5.30pm closed weekends and bank holidays)

**North Yorkshire County Council, County Hall, Northallerton, North Yorkshire, DL7 8AD**

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