

	<b>What are the key features of the practice you have just heard about and discussed that might start to make a difference for families like Gem's?</b>	<b>What lessons and Ideas are you taking away from this breakout?</b>
	Social place for parents to meet, less fear and confrontation, being targeted early as a family who need support	
Bruns	Variety of relevant learning. - not stuck in an academic build, i.e. can't do - won't do. Maybe brother's football would have been developed.	Can we involve learning providers in the workforce development agenda? Can we develop capacity? P.S invest in Home Education properly!
	Respecting children as individuals. Change can be good and necessary. Understanding childrens needs and learning styles. Children are children.	Handouts to share. Change needs to be influenced. Teaching and non teaching staff need to remember the reason why they came into the profession.
Catherine School	Schools are crucial. Gem could have been helped with teachers and professionals who are committed and determined to make a difference. The teacher knows which children need support and has a direct relationship with the parent. CAF - the team around the child/family/all good.	Good family support workers are it!! Professionals need to learn how to deal with change quickly so that they can implement strategies that are designed to support children and families
Breakout A. Session 2.	Establishing very early connection to support families. Integrated approach. Commitment and passion of people involved to make sure they make a difference, to feel it, see it etc.	Opportunities to develop activities around early transition, home to school and infant school upwards.
	Practical and direct approach to kids and parents. School gets involved in community - isn't seen in isolation. Joined up with other SVC's. School augments other services 52 wpa.	Individuals make a difference - service you get depends on who you talk to. Recruit good people and then develop them. Strong leadership needed.
	Working with Gem to encourage her to empower herself for her self esteem to be raised - through the Delay work. Having better access to understanding of health services available, being able to access condoms, STD testing etc.	Benefits of joint/integrated working again!!
	Giving practical help and support to parents and families as well as supporting children, develops new skills for parents and improves self esteem for all involved.	Finding areas of funding which have not been used and creating a service to meet the needs and criteria of funding.
Food for life partnership	A community project involving parents and children with a common aim. Raising level of health and wellbeing of Gem	How an energised supported project can make such a difference
	Available counselling could Gem help solve some of her issues and prevent from negative consequences of her and her family's behaviour	Counselling should be higher priority for schools than it is at the moment.
	Non-threatening universal/confidential pregnancy/contraception advisory services - Gem doesn't have to discuss it with mum	How does relevant training (e.g. Delay) get into other speciality areas. E.g. youth, CYP Res, SW etc. Too many euphemisms!
Catherine School	really interesting - some great work being done by family support worker. Good to know they link with HOME START who have expertise in Home visiting family support. I could really help a family like Gem's important to remember the voluntary sector services	
	Raising aspirations. Including whole family	Parent power leads to self referral.
	Place2be - counselling 1:1 sessions for Gem and her children at different points in their education. This will help any mental health/well being issues for family	Working as a 'Family of Schools' invite Place2Be staff to do a presentation at our JAT and raise awareness of this service and possibly employ a Place2Be project team to work in Family of Schools.

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	Having the determination to break down own defensiveness and work in a multi agency way with minimal professional jealousy. If professionals can't challenge their own defensiveness to develop new habits how can they expect families to break out of their habits?	
	All services are communicating - joined up thinking. Commitment to child or young person	How to integrate as part of CAF. Prevention intervention meetings how develop in Northants/find out if happening. Identify Beat Managers
	Think family. Understand children and young people lives holistically. Peer mentoring and buddying - support from other children and young people is often a sustainable solution. Continuity in the conversations between practioners is vital if children, YP and families are not going to "fall through the gap" in services. Workers need a good knowledge of what services are out there.	Shared values across the whole childrens workforce around improving the lives of all children, young people and their families. Children and young people are at the heart of the solutions.
	The extended clubs etc might have helped to channel Gem and her siblings. Chance for 'mum' to chat in less formal position.	Signposting. Publicising what we do.
	Massage to relaxation & positive attitudes, helps relationships and feeling part of a group. Aids learning	Investigate pilots for primary schools.
Mellors, Place2Be	Counselling on a one to one may have supported Gem and identified her issues of isolation and poor health, substance misuse, improved communication with mum and siblings.	Drop in service to encourage positive communication. Volunteer Counsellors/instructors benefit. Invested integrated service within schools.
	Knowing how to grow and cook food can make you healthier and mean that children are more open to learning	Development form out of curriculum hours cooking and gardening into a whole school development.
	Opportunities for signposting families towards a variety of help.	Chill and Chat Sessions. Offering treats & incentives to parents to get them into school first. File of leaflets from all agencies by the entrance.
Place2Be	Counselling services available to Gem and her family would help as an ongoing support system and help activate emotional difficulties.	Sounds like a very progressive service which integrates with school links and really supports loads of families at all levels. Barrier - budget.
	The crucial need to engage with vulnerable children and families as early as possible. Partnerships - shared vision - people and family focus - children first. Break down the specialist disciplinary culture and boundaries in health, social care and education.	Seeing "integrated services" as an opportunity, a set of challenges - not obstacles. The importance of "skilled teams", respect for contributors from everyone involved. The enthusiasm and high levels of motivation that are key features in success.
	Integrated services on site. Good communication	Working together.
Food for life partnership	Better understanding of a healthy diet, support for Gem's mum on how to prepare proper food might provide some stability for the family. Opportunities to grow food and link to agriculture and food industry could give the children a better understanding of professional careers that might interest them. More positive & social school environment will encourage the children to stay in school.	The benefits of genuine partnership working with community - allotments, farms, catering companies etc...
Place2Be	Excellent organisation - work with child/parent/staff. All schools should have access to this service.	I missed a lot of the session as it was very difficult to hear due to being so close to other groups

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Wadsworth Fields	Chill and Chat' session for Tracey - treats & 'me time' - then she may stay for the more educational input. Notice board in playground signposting & organisation for the family (so that Tracey can get information without having to talk to staff)	
Mock JAT	Key agencies coming together to share information as well as taking responsibility for provide way in which they could support Stacey and her family looking at the situation as a 'whole'.	*The importance of working together, identifying key workers and agencies and getting them to such a meeting. *Sharing information. * Taking responsibility to see what each agency can do & will do. * Look at a holistic solution
	Individual counselling available for both children and parents to work through issues from home and school.	Outside agencies working in close partnership with schools and communication to ensure feedback whilst keeping confidentiality
	* Makes sure that single agencies aren't "guessing" about her life outside school/youth/police experience etc. * Whole - Family approach - sees the child in context. * Deals (or hopes to deal) with causes rather than symptoms. * Define who's best to be personal (rather than professional) contact for family.	* Do all the people around the table know what the others actually do? (joint development needed) * Scenario may be appropriate for OCW Tool focus group. * Everyone needs a copy of the resulting plan. Not just those around the table. * Can we be sure that any one JAT will be attended by people who really <u>know</u> the subject child? = danger of assumptions driving decisions. Danger of one-size fits all decisions.
	The pooling of information regarding Gem and the other members of the family. Professionals sharing their expertise and knowledge & resources. People knowing and being confident in their own skills and ability to make a difference for Gem	The mock JAT is something I have used with H.E early childhood studies students. I will extend this type of learning/teaching session by briefing students on each role so that they can make more informed contributions to the case under discussion. Good stuff well done JATS. The body language around the table was interesting & changed as the session progressed - lesson. Chair's role and character/personality crucially affects the ethos & possibly the outcome of meeting.
	Early support for Gem, her siblings & her mum - someone to talk to who has time to listen.	Emotional health and well being service needs to be part of core school provision - not an 'add on' , so workers have an equal investment in the school and its community. Needs to work at all levels - pupil, parents & staff support.
JAT	Early intervention - parents forum, Childrens centre, monthly JAT (2hrs). Threshold - 0 - 19 chaired within localities. Parental presence allowed. CAF is assessment tool for JAT.	Swift access to services, sharing of information re provision
	adjust the school to children, not the children to the school. Sit down and think what you can do for Gem and children and Young like her.	the children are the important people
	informal welcoming sessions for parents	
	A meeting of ALL agencies involved on a monthly basis: a fantastic positive move that must start making a difference - BUT why do they all find time to meet? And does everyone get them?	Meeting time extremely valuable NEED to make sure no apologies!! And All attend. N'ham seem to have lots of services opportunity available and also no waiting time! Seems exc.
	more informal opportunities to be part of school. More sign posting of community links/services	

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	Being listened to (A Place2Be) - on-going support - involve parents too. Linking with school is positive. Parents feed they can access support.	Knowledge of further available services.
	Whole family approach with range of needs being considered. Clear expectation led by local authority that agencies will attend the JAT & make a contribution.	Importance of recognised structure being established across whole county.
	A shared vision. Working together - challenging professional stereotyping. Enthusiasm. <u>Joined up inter agency working.</u>	How are we able to ensure childrens centre are accessible within communities.
	multi-agency teams based in school. Early identification. Variety of support mechanisms. Supported and agreed MA referral process	
	Services to support parents from birth. Early intervention. Targeted support.	Successful journey of development. Catering a vision and having the passion to see it through.
	The life event could have been attended by Gem & her family & signposted her to relevant organisations (without being bombarded) & got help/support	Ideas to attract hard to reach parents and get them to attend life events e.g. free raffle, photos etc.
Wood-newton	A social worker in school who is accepted by the parents!!! Community room used by parents - "ownership of initiatives" fostered/developed.	Consider how our school could access/develop a relationship with a named social worker.
	Spreading of the notion of "choice" for young people re sexual activity. Raising aspirations - early pregnancy not irretrievable. Importance of self esteem work	Broadcasting "norms" e.g. that average age of 1st sex is actually 16/17 not younger. Need for "joined" up approach - e.g. widespread distribution of "c card" & wide ranging training for young peoples workers so that "delivery" and "accessibility" are easy for young people and help prevent teenage pregnancy. - Importance of targeted work
Brunts	Relationships are the glue that bind. Need to strengthen the relationships that do last between e.g. coach & River, Mum & Star (?) Gem and ? (there must be a teacher/member of staff at school who she has the beginnings of a relationship with) <u>Providing a sports mentor for River - school</u>	
	Chill and Chat - informed access. Have freebies to get them in. Going 'me time' to parents. Availability of refreshments. Flexible time to meet parents/carers needs	Everyone comes across the same obstacles trying to engage with the 'hard to reach' families.
Droningly	The intervention services officer is an invaluable: Co-ordinating internal processes/support. Co-ordinating with external services. Trusted person in school for families. Internal processes brought together to discuss students causing concern & decide on action plan including then to involve outside agencies. Victoria (150) is the <u>right person in the right school at the right time</u>	
Food for life partnership	Changing attitude towards healthy eating, so potential of changing attitude to health and living healthy. Getting engaged in the curriculum. Engaging whole family & community might help improve relationships within Gem's family. Saving money - ideas, <u>resources regarding food.</u>	Engaging school kitchen in the curriculum. Engaging whole family and community in what is happening in the school
Wadsworth Fields	Engaging Gems mother within extended schools. Offering support courses, access information relating to schools and local communities. Signposting to organisation "chill & chat"	

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	There's constant assessment. It helps the parents to get educated as well to further help children. "listen, engage in what they ask for" Joint working all in one place to access!	That it is not solely the person. It comes from all places. Also a broader education on things like racism. Loads!
	Focus of support/provision being school with workers on site	Very mixed views on the usefulness of CAFS & the role school staff should take via CAFS
Spring Lane	Enthusiasm wins the day when it is backed up by commitment & willingness to learn new things. Governors, Trustees, Head Teacher working on a common vision.	
Mock JAT	Could identify other services to help and support mum	Need to find about about local practioner days
		Seems that family support workers can be very powerful agents for change. How can these be funded under?
	Early family interventions is crucial & successful	
St Clements	Perseverance see barriers as challenges. Recruitment of key people - see potential & train them up. Good leadership & management. Listen to the students. Taking responsibility. Its the people rather than the agencies that make the difference.	
Spring Lane	A support service for children which involves parents and the wider community to support children before and after school at an early age	Setting up a company and giving it charitable status to access funding
	That school has a lot more access to agencies that can help these families and how easy the school can make that 'referral'	That I can help those hard to reach families by 'directing' them to the correct agencies
	Counselling that can be accessed by children, parents school etc. Really impacting on pupils, learning, family life	Going to find out whether our family of schools can access Place2Be through extended services co-ordinator
	Communication between professionals & knowledge of what's available. Info available to parents directly in an informal easy to access way	Sustainability
	Remove institutionalised fear of schools for parents. Provide focal point for parents children providers (schools, VCS, etc)	Need to work with all parts of the community to support/help children & young people. Sum of the parts > sum of the whole
Wadsworth Fields	Parental support offering skills and access to local facilities. Mum will have opportunity to meet others in similar situations during times when Gem is at school.	Chill and Chat