

HULL EARLY HELP SERVICE GUIDE

and performance review 2021/22

"The total support that improves a family's resilience and outcomes, or reduces the chance of a problem getting worse"



Hull
City Council

INTRODUCTION

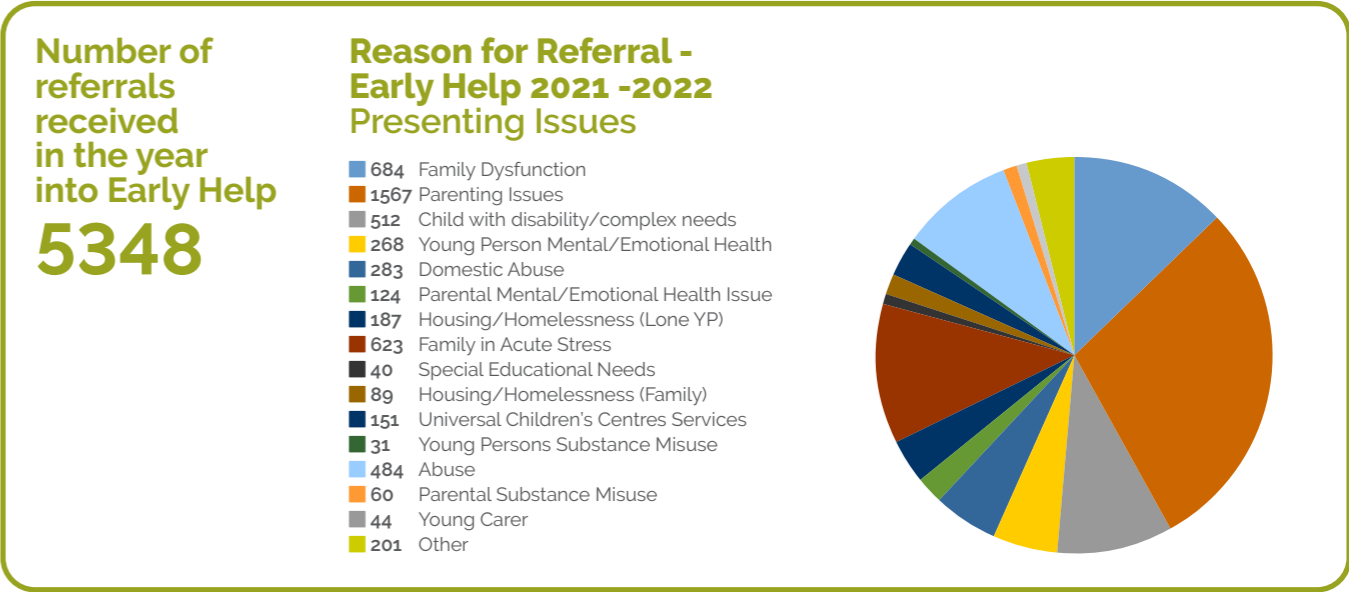
Hull's Early Help and Prevention Partnership is a wide-ranging network of services and agencies who provide great support for children, young people and families in Hull. Most families in Hull are thriving and enjoying life, however some will need to access additional support and extra help for a whole variety of reasons. In Hull there is a fantastic range of support available for families from our schools, GPs, Health Visitors, our voluntary sector partners, the police, housing providers, nurseries, colleges and many, many more.

This report outlines some of the support which is available from Hull City Council's Children, Young People and Family Services – including our Children's Centres and the whole range of family support, Youth Services and our targeted youth support, Refresh our CYP substance misuse service, Emotional Resilience Coaches and our YP housing team which works hard to prevent young people becoming homeless. Also included is information about our Youth Justice Service and how they work to prevent young people entering the youth justice system and our Young People Skills and Employability Team who work hard to support access to education, training and employment opportunities, specifically for more vulnerable young people. Whilst it tells the story of specific services it is all delivered in the context of really strong collaborative work and 'team around the family' approach.

In 2022/23 we have some exciting opportunities to invest new funding from government into local early help services through new programmes such as the Youth Investment Fund (YIF) and the Family Hubs and Start for Life Programme. All of this will be supported through the early help partnership and will provide improved access to services for children, young people and families – improving outcomes for our families in Hull.

Rachel Roberts
 Head of Early Help and Prevention
 Hull City Council – Children, Young People and Family Services.

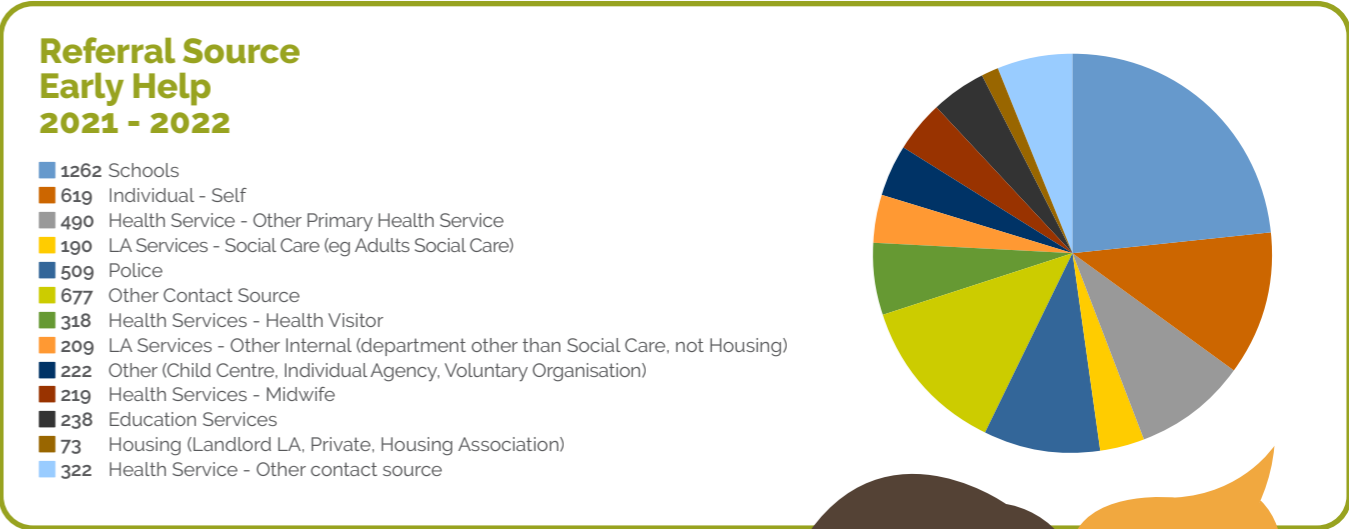
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Early Help assessments completed on **1865 people (702 adults/ 1163 children)**

The number of children and young people (to age 25) registered across Early Help **72,397**

1041 Transitions from Children's Social Care



OUR VISION AND PRIORITIES ACROSS THE EARLY HELP PARTNERSHIP IN HULL

Early Help and Prevention is one of the key strategies which forms part of our Children and Young People's Plan 2019-23 and the work of the Better Together Partnership in Hull. The plan sets out an ambitious vision for children, young people and their families:

“Our vision is to make Hull an inspiring City – safe and healthy to learn, play, work and live in. We want all children, young people and their families to be healthy, be safe from harm and have the confidence to be ambitious and to achieve their aspirations”.

The Early Help and Prevention Strategy sets out how our collective work as a partnership and commitment to an Early Help and Prevention approach will contribute to this overall vision.

Our Partnership Vision:

Early Help and Prevention is a whole system approach, a way of working and everybody's business. It is about working in a collaborative way to support children, young people and families to build on their strengths, overcome challenges and make positive changes for themselves. By acting early, we can prevent problems from getting worse and help children, young people and families to find the solutions that will make their lives better.

Our Priorities for 2021-2025:

1. A stronger focus on the first 1001 days and school readiness
2. Supporting children and young people to make successful transitions
3. Keeping children safe and intervening earlier to prevent and reduce neglect
4. Reducing Parental Conflict and Preventing domestic abuse through early identification and intervention
5. Supporting vulnerable adolescents to reduce risk taking behaviours and those at risk of antisocial behaviour or criminal activity
6. Improving emotional and mental health and wellbeing
7. Supporting post-pandemic participation and engagement in positive and enriching activities



EARLY HELP SYSTEM

The national definition of Early Help is:

“The total support that improves a family's resilience and outcomes, or reduces the chance of a problem getting worse”

Effective Early Help services can prevent problems from occurring and can tackle them head on when they do, before they get worse. It also helps to build resilience in families, developing strength and skills that prepare children for adult life and help families to cope better with the challenges life throws at them.

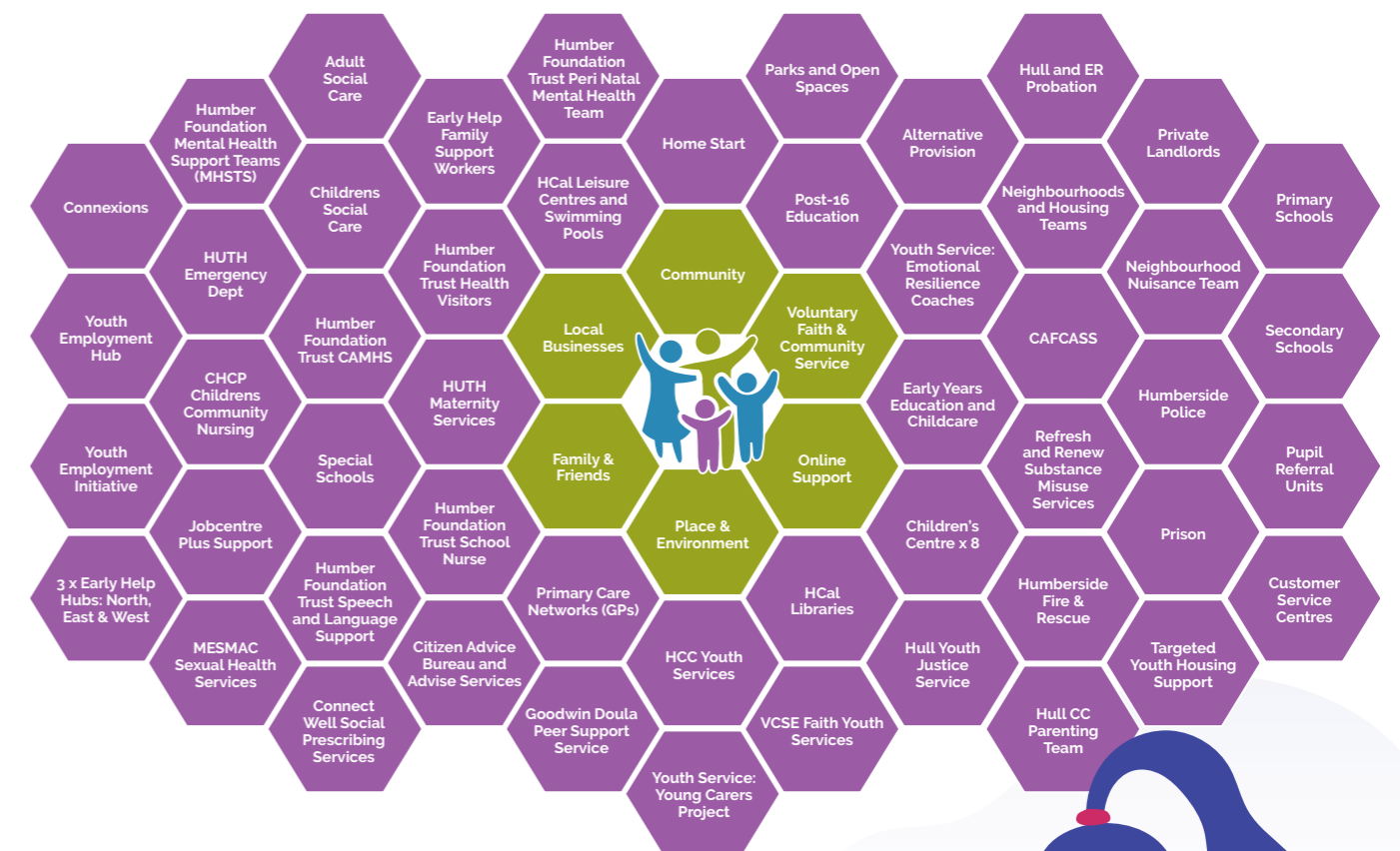
Early Help takes many forms including community support from family and friends, local businesses and community organisations; universal services such as nurseries; Schools; GPs; Midwives and Health Visitors, through to more targeted services. Some services will play a role in the provision of both a universal and targeted offer such as our Children's Centres who provide a universal offer open to all but have a targeted approach through a referral based family support offer. The Police, Health Visitors and Youth Service also offer both universal and targeted support, using their universal offer to identify risk early and follow up with more targeted support where necessary.

Some services will be specifically targeted to certain vulnerable groups such as young people and adults dealing with substance misuse, housing issues, mental health support. There are also targeted programmes in schools to improve children's social and emotional skills and other issues. Evidence clearly shows that early intervention has the strongest impact during the first 1001 days of life, it is also true that effective interventions can improve children's life chances at any point during childhood and into adolescence.

Collaborative working between Early Help services and children's social care is crucial to support seamless transitions for families into and out of statutory child protection services, ensuring families receive the right support, in the right place and at the right time. In Hull these relationships continue to develop and systems mature which ensure we prevent as many families as possible from entering or re-entering the safeguarding system.

The Early Help System is only effective if there is a truly integrated offer and partners work together to support children and families. Strong partnerships are a key feature of how we work in Hull and we will continue to build and develop these partnership arrangements for Early Help and work to improve our support for the communities of Hull.

The Early Help System:



HULL EARLY HELP AND PREVENTION PARTNERSHIP WORKFORCE DEVELOPMENT

In Early Help we support our partners through offering a range of training and development opportunities.

Early Help Assessment Training

All staff across the partnership are able to access the Outcomes Star training, which is offered to support assessment of families' needs. The Family Star Plus covers ten areas of parenting essential to enabling children to thrive, in line with the UK Government's Supporting Families Program. Other stars which are also covered in the training are the My Star, Relationship Star, Attention Star, Parent and Baby Star and Homelessness Star.

Over the last year we trained 62 number of people, both internally and across the partnership using the Outcomes Star with families.

Reducing Parental Conflict

The government's Improving Lives strategy introduced a new focus on tackling the impact of parental conflict on children, with the aim this will become mainstream, alongside support for parenting. As part of this work, the Department for Work and Pensions (DWP) is leading a national Reducing Parental Conflict (RPC) Programme to embed evidence-based support to tackle parental conflict in local areas.

There is strong evidence that conflict between parents whether together or separated can have a significant negative impact on children's mental health and long-term life-chances. Not all conflict is damaging, but where this is frequent, intense and poorly resolved it can harm children's outcomes.

Progress so far:



Launch of the regional Relationship Matters Website <https://relationshipmatters.org.uk/>

Next steps:

Produce a Reducing Parental Conflict Toolkit for all practitioners who have attended the Reducing Parental Conflict training.

Refresh the Relationship Matters Website with more self-help resources for families.

Child to Parent Violence and Abuse Awareness

Through monies received via the Police & Crime Commissioner (PCC) we aim to upskill as many practitioners working with families across the partnership to understand, identify and address child violence and abuse against parents.

47 practitioners attended Amity Relationship Solutions briefings to understand what child to parent violence and abuse is, how to address with the family and some interventions that can be used with the parents/ child.

1349 people logged on to the Domestic Abuse learning webinar of Ryan & Luke's story and the Mockingbird play. The aim of the event was to increase practitioner's knowledge of domestic abuse and the impact on individuals, children, and families.

Improving emotional and mental health and wellbeing: Hull Thrive

A range of training and support is available through our www.howareyoufeeling.org.uk website which supports children and young people's emotional and mental health.

Our training programme is available to all professionals who work with Young People and Families. It is designed to embed emotional well-being as 'everyone's business' with individuals taking on varied roles to build an overall framework of support.

On the web page you will find every course available and details of how to book your place can be found in each course description.

Training includes:

- Self-Harm Awareness & Response
- CBT skills for staff for supporting young people with anxiety
- Youth Mental Health First Aid 2 day course

Supporting post-pandemic participation and engagement in positive and enriching activities

In 2021/22, StreetGames and partners delivered 42 workshops with 549 attendances!

There were 22 StreetGames physical activity, behaviour and mental health workshops with 232 attendances and 18 food, SEND and wider support workshops with 317 attendees.

Of the attendees - 57% men and 43% women with 34% of learners aged between 16 and 21.

This training is an integral part of Hull's Healthy Holiday programme as we continue to grow and develop the fantastic holiday provision across the City! As part of this growth we need to continue to support and up-skill the growing Healthy Holidays workforce to ensure staff, volunteers and young leaders are confident and competent to deliver high quality provision across all of our delivery partners. This training programme has been put together based on feedback from delivery partners this summer as well as access to minimum operating standards courses. All training is FREE for delivery partners and there is an expectation that funded partners utilise this training opportunity wherever possible.



FAMILY STAR

The Early Help assessment model is a hybrid of the Family Star Plus and Signs of Wellbeing and is designed to support effective parenting.

The Family Star Plus is embedded in the Early Help Module in liquid logic, and gives great focus on the parent themselves as well as their parenting abilities, whilst ensuring we are listening to the voice of the child and maintaining a focus on what life is like for the child.

The Family Star Plus covers ten areas of parenting essential to enabling children to thrive, in line with the UK Government's Troubled Families initiative:

1. Physical health
2. Your well-being
3. Meeting emotional needs
4. Keeping your children safe
5. Social networks
6. Education and learning
7. Boundaries and behaviour
8. Family routine
9. Home and money
10. Progress to work

The work undertaken with the family progresses with them through the Journey of Change, using action planning and giving the parents SMART targets. These are updated every 6 weeks, so that the family can focus on small steps if necessary, building up to focusing on end outcomes, such as getting a job or home.

Long-term, sustainable change is built by taking steps towards fundamental changes in attitudes, skills, motivation and behaviours. The Star helps us to evidence these changes. Other variations used include Relationships, Attention, Parent and Baby Stars.

There have been 327 child level assessments completed for both initial and final outcome stars over the last 12 months.

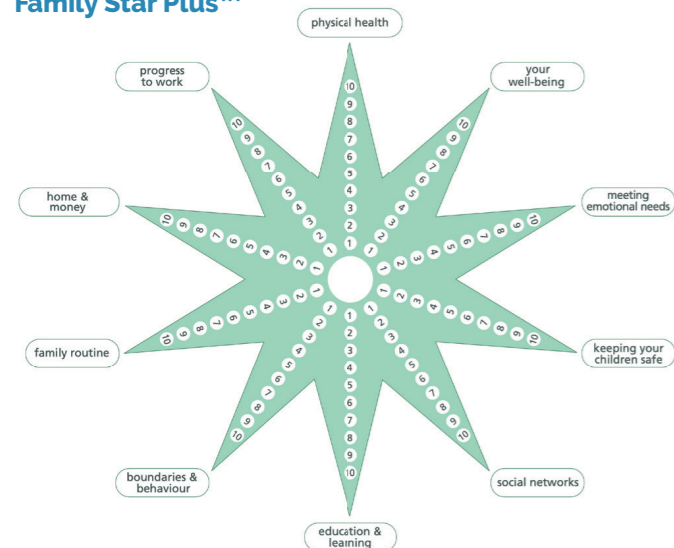
- 66 (20%) by Children's Centres in the North Locality
- 94 (29%) by Children's Centre in the West
- 93 (28%) by Children's Centre East
- 12 (4%) by Early Help Parenting
- 49 (15%) by Early Help Family Support.
- The remaining 13 (4%) were completed by other Early Help departments including TPS, SEND, LAFSS and Early Help social workers.

Alongside the Family Star, Signs of Wellbeing is a way of working with Children, Young People and Families and enables us to transition families smoothly as part of the step down from children's social care.

Three of the key principles of the model are:

- No professional jargon. We speak and write in a way that is plain and easy to understand. If a family reads an assessment written by our practitioners, they will be able to clearly understand what we are worried about, why we are worried and what we want to do about it.
- Making sure the child or young person's voice is heard. We work closely with them to understand what they are worried about, what they think is going well and what they want to change. We record their thoughts in their own words and not translate it in to professional-speak. We do this regularly and work it in to our assessments and plans.
- Involving the family and the wider network. We work with the family to understand what they think is going well and to work with them to find solutions to problems. We will develop plans together with the family to achieve change. We involve the other people who support the family such as friends, neighbours and extended family to help make plans that they can sustain and work on even after we are no longer in their lives.

Family Star Plus™



The five-stage Journey of Change



EARLY HELP CHILDREN'S CENTRES

Early Help Children's Centres are a core part of the Early Help Delivery Model across Hull. There are 8 Children's Centres across the city, 3 of which are the Early Help Locality Hubs:

North

- The Lemon Tree Children's Centre (North Early Help Hub)
- The Parks Children's Centre

East

- The Acorns Children's Centre (East Early Help Hub)
- Marfleet Children's Centre
- Little Stars Children's Centre

West/Central

- Priory Children's Centre (West Early Help Hub)
- Rainbow Children's Centre
- Fenchurch Children's Centre

The eight centres provide a base for bringing together a range of practitioners supporting close collaboration and alignment of services to form an Early Help Team. All staff work with partners across the locality to deliver an integrated approach to Early Help services, these include:

- Early Help Family Support Workers and Senior Family support workers
- Early Help SEND Family Support Workers
- Early Help Social Workers
- Parenting Practitioners
- Targeted Pregnancy Support Workers
- Early Help Coordinators
- Family Group Conferencing workers
- Healthy Lifestyle Practitioners
- Youth Workers
- Refresh Drug and Alcohol workers

Partners and commissioned services also working out of the Early Help Children's Centres include

- Young Carers Workers
- Drug and Alcohol Workers (Renew)
- Job Centre Plus Troubled Families Employment Advisers
- Health Visitors and Health and Development Practitioners
- KIDS staff
- HomeStart
- Midwifery

WHAT WE DO

We offer a wide range of support for children, young people and families in Hull, with children aged 0 to 11 years old. At any point and after this age, we work closely with other Early Help teams to ensure that the family receive support, if needed, at any point in the child's life.

As noted above, we use the Family Star Plus and Signs of Wellbeing Early Help Assessment to identify the needs of the family and develop a plan to support them. This gives great focus on the parent themselves as well as their parenting abilities, whilst ensuring we are listening to the voice of the child and maintaining a focus on what life is like for the child.

This support ranges from Universal to Targeted support including:

- Parenting courses – Incredible Years, Family Links Nurturing, Triple P, HENRY
- Play and learning sessions which are linked in the Early Years Foundation Stage Framework and are planned around measured outcomes for children
- Infant massage classes which promote bonding and attachment, infant feeding, speech and language development and is also a great introduction into the services for families

- Health Lifestyles support, sessions and advice including Us Mums exercise classes; Cooking on a Budget Courses; help to stop smoking; breastfeeding support and advice
- SEND family support, co-ordinating services for families, offering parenting advice
- Child health clinics in conjunction with health visitors
- Midwifery clinics are delivered from all of our centres
- Home safety checks, advice and equipment
- Help to find work or training through Youth Employment Initiative and Job Centre Plus
- Volunteering, Education and Training
- A place to meet other parents and carers, build up friendships and support networks.

This model of support reduces demand for specialist and acute services by using a joined up and evidence based approach to Early Help, resulting in improved outcomes and life chances for families through their needs being met earlier.

This star represents the outcomes of children who had a family star undertaken with them in 2021-22



Case Studies

PARKS CHILDREN'S CENTRE

Early Help provisions provided to a family during COVID-19 restrictions.

Background and reason for Early Help Family Support

The family were referred into Early Help Family Support by a social worker as part of a co working request to support the family with housing needs, positive parenting and mum's mental health. The family were being supported by Children's Social Care due to concerns over domestic abuse and physical chastisement by dad, R. A Social Care assessment was completed and then closed due to no further safeguarding concerns and the case remained open to Early Help.

Brief summary of support from Early Help services in national restrictions/COVID

- Regular Multi-agency team around the family meetings with mum, dad, schools, health visitor
- Supported the family with debt management
- A housing application and support with home conditions was offered to be able for this to happen.
- Support with clearing the garden of rubbish
- Direct work was undertaken with all three children
- Mum, S, continuing to access mental health support.
- They have all attended the Parks Childrens Centres family fun day and a range of activities

The family is still open to Early Help family support and they have worked very proactively with all services to help improve outcomes for the children. The family now have a new home, which has impacted greatly on their wellbeing. Mum and Dad are more positive about family life and through direct work the children voiced they were happier in their new home and no longer witnessing arguments with parents. A safety plan is still in place which was set by Social Care and is being adhered to.

FEEDBACK

During the last team around the family meeting held in June 2022, both parents report they are much happier in the new house, Mum reports to be sleeping better upstairs, which she has not done for a long time, due to her mental health. Dad said they have made friends in the area and they feel more settled. The behaviour of the children has also improved. S and R say the support that they received from all services has been really positive and helpful. The parents said the children really enjoyed all the activities at the fun day but Mum reported it was not a good day for her as she was struggling with getting out of the family home. The children were excited about coming to the event so with support from Dad, they came. The children loved having their faces painted, seeing all the animals from Purple Pig Farm and Sam's Safari and having lots of fun on the bouncy castle. Mum said she was glad they came and she managed to get out of the house and seeing other people out enjoying themselves was good for her mental wellbeing.

PROFESSIONAL FEEDBACK

- The family have engaged well with early help support; this has in the past not been the case with disengagement an issue
- S and R understood the different roles of professionals and now have good relationships with the children's primary school
- Professionals working together in COVID restrictions helped support the family

FENCHURCH CHILDREN CENTRE

'Stories for Talking' Evaluation February 2022

This session was aimed at children aged 2-4 within the area with a speech and language delay and currently awaiting allocation of a Speech and Language therapist. The aim was to try to encourage speech through a story and fun activities, especially whilst they were waiting for further support from a Speech and Language therapist.

DELIVERY

The sessions consisted of a story called 'The Washing Line' which is read each week, so the children became familiar with the story, the words and the activities based around the book and then singing at the end of the sessions. The story uses minimal language and used props are whilst reading the story. Some examples of activities were animal footprints in paint or playdough, potato printing on printed clothes items and the children washing clothes in the water tray and hanging them on a pretend line.

A visual timetable is used each week.

A speech, Language and Communication Practitioner would support with the session each week and was available for the parents and carers to talk to about any concerns they had regarding their child's speech and language. Michelle was also able to advise and support the families.

Most of the families attended each week, and all fully participated in the session, encouraging their children too. The feedback I received at the end of the session was very positive. The children all received certificates at the end.

OUTCOMES

2 children continued to receive support through speech and language therapy

Families continued to access Children Centres Early Years sessions to support children's language development

FEEDBACK

"Enjoyable and fun."

"OA learnt some words from the book and is saying more animal names."

"There were always activities available if it got too overwhelming for AK."

"Relaxed and friendly. I felt very welcome."

"Good to have advice from Michelle also, as I have been worried."

WHAT HAPPENS NEXT

A few families were keen for a further session which is similar and were asking when this may happen and if they would be able to attend again. A consistent programme of delivery for "Stories for Talking" sessions has been arranged and is available Citywide.



TARGETED PREGNANCY SUPPORT

Targeted Pregnancy Support (TPS) is an Early Help service aimed at supporting vulnerable people/families during pregnancy. It works were possible to prevent families entering the social care system. TPS undertake a holistic assessment with families, providing and coordinating appropriate support/services to meet identified needs in partnership with a range of other services such as social care, midwifery, health visiting, housing, children's centres and the voluntary sector.

WHAT WE DO

Early Help Targeted Pregnancy Support

Our main aim is to offer practical support to vulnerable families during pregnancy.

This may include:

- birth preparation
- parenting
- housing
- helping with homelessness
- finance/budgeting/benefits
- mental health
- physical health
- sexual health, contraception
- smoking cessation
- substance and alcohol misuse
- education and employment
- fathers support
- relationships
- parenting groups



Why are we doing this?

- To give every child the best start in life
- To build a strong family where parents are positive role models for their children
- So families can live free of domestic abuse and violence
- To support families to take responsibility for their health needs
- So families in financial need are supported to make the necessary changes
- To improve the situation in your family to the point where you no longer need our help.

243
unborn
have been
supported

312
parents
have been
supported

Case Study

S and D were both teenage parents. This was their first child, they were both 17 years old. S had a history of self-harm and suicide attempts. She has previously been under Child Adolescent Mental Health Service (CAMHS) for support and had been discharged from their service. There had reports of domestic abuse between S and D and had been asked to leave their homes by their families when finding out they were expecting a baby. They approached the housing team in Hull City Council and were placed in emergency accommodation. Their Housing Support Worker was worried that S and D were homeless with a new-born due in the coming months. Professionals' were worried how this would affect the unborn child's development, both emotionally and physically.

The Targeted Pregnancy Support (TPS) family support worker assessed S and D's parenting capacity and if they were able to meet a baby's needs by using the Signs of Safety/ wellbeing format including the completion of Parent and Baby star with S and D.

A package of support was put in place to ensure S and D had a safe, warm, liveable home as well as relationship work to reduce the impact of domestic abuse on the unborn.

The TPS worker needed to be confident both parents were aware of what is expected during pregnancy, birth and postnatally. S and D were shown practical parenting skills during one to one sessions. S and D became aware of how to care for a baby practically understanding bathing, feeding, holding, changing nappies and safe sleeping.

A Team Around the Family (TAF) was held with S and D, Health Visitor, Midwife, Housing Support Officer, Early Help Social Worker and Early Help TPS in attendance. This identified that all support was in place and that other professionals were aware of the plan and their roles.

Review TAF Meetings were held with parents and professionals every four weeks with an ongoing plan in place with all professionals closely monitoring the family, there were no further domestic abuse reports.

S and D prepared well for the arrival of their baby and were able to meet all of her needs with support from the TPS Family support worker.



FEEDBACK

"My worker was really supportive, at first I thought that I might be judged by my situation, but they didn't.

The practical support I received about caring for a baby really helped, as I was unsure of what to do!

I was homeless, pregnant, and worried about my future, my TPS worker helped me plan for the future, without them I might still be sofa surfing!

I really didn't want to work with my social worker and TPS, I now understand why people were worried about my mental health and how I would cope being a new mum."

CHILDREN CENTRES EARLY YEARS LEADS

WHAT WE DO

We work in the Children's Centres delivering sessions that support children's learning and development. This means planning to meet the educational programmes from the Early Years Foundation Stage (EYFS) which outlines what children ages 0 – 5 years should be learning. A focus for us is helping children get 'ready for school' so that they have a strong foundation in Personal, Social & Emotional Development, Communication & Language and Physical Development before they start school. This means that they have a good starting point for when they transition into school and are ready for the next part of their educational journey.

There are a wide variety of sessions across the City including Dinky Diggers, Stories for Talking, Babbling Babies and Explore & More (see full list below). All of the Children's Centres promote their sessions on Facebook too.

Case Study

Mum J and her four-month-old son have been attended Babbling Babies since he was 8 weeks old. J is a first time mum who was drawn to attend Babbling Babies at The Parks Children's Centre as she wanted to meet new people and wanted her son S to experience new activities to support areas of his learning and development. J said that her favourite part of the session is when everyone joins in with the singing and the activities. J feels

that her son has picked things up quicker since attending the session and that he enjoys music and dancing which they also do in the family home. J said that she would recommend this session to a friend and family member and explained that her aunty will be attending with her baby when sessions commence again in September 2022.

FEEDBACK

"I brought my son to Babbling babies as I also previously attended with my other children. The session is good as it has provided me and my son with time to bond together, I feel that the sessions are run well and that they are inclusive to everyone including dads which is really good".

RESOURCES

We have some online materials for parents which can be accessed at <https://www.howareyoufeeling.org.uk/childrens-centre-films> There is a film for each area of learning and development from the Early Years Foundation Stage with activity ideas and stories. There are also films available in Arabic and Polish.



HEALTHY LIFESTYLES TEAM



The Healthy Lifestyles Team is made up of 1 x Early Help Health Co-ordinator, 3 x Healthy Lifestyles Practitioners and 3 x Healthy Lifestyles Activators within each locality of the City. Staff are based across Early Help & Intervention Hubs at The Acorns, Lemon Tree and Priory Children's Centres.

Current situation in the city:

28.7%
of Year Reception pupils in Hull are overweight or obese (28.4% last year)

37.5%
of Year 6 pupils in Hull are overweight or obese (36% last year)

Above national average for England which are YR 22.6% and Y6 34.5%

WHAT WE DO

The team aims to encourage positive lifestyle behaviours amongst Hull's youngest families at the earliest opportunity. Focus is given to five key areas of work:

- Early Years Physical Activity
- Food/Nutrition/Cooking skills
- Pre and Post-Natal physical activity and emotional wellbeing (Us Mums Hull)
- Holiday Food and Activity (HAF) programme (Healthy Holidays Hull)
- Training and Professional Development

Key messages include promoting healthy food behaviours, increasing physical activity levels from the earliest opportunity and providing opportunities to encourage positive wellbeing so that families can make informed choices and ensure the best start in life for the city's youngest children.

Healthy Holidays Hull Annual Report 2021-2022

The Healthy Holidays Hull Annual Report 2021-2022 celebrates a year of delivery and provides an excellent picture of what we have achieved. It demonstrates how the programme offers a broad range of activities across the City for all children, young people and parents and carers to enjoy in safe environments led by trusted professionals. It also highlights the breadth of partners who are part of the Healthy Holiday delivery team to enable such a wide ranging and broad offer.

Healthy Holidays Hull Annual Report 2021-2022
www.healthyholidayshull.org/2021-2-review-page

For more information, please contact the team at healthyholidayshull@hullcc.gov.uk



Us Mums programme



The Healthy Lifestyles Team deliver a programme of pre and post-natal physical activity with elements of emotional well-being.

Embedded within Hull's maternal services pathway, the Us Mums programme is designed to take advantage of this unique lifestage when health may be a priority for female residents, ensuring early intervention to develop positive physical and mental health and aiming to remove barriers such as cost, childcare and travel for pregnant women and new mums across Hull.

The Us Mums programme is delivered at Children's Centres, leisure and sports centres, local parks and **community venues**. Activities include: Pregnancy Yoga, Buggy Walks, Aqua Natal, Pilates and Relaxation, Mum and Baby swim courses.

From online to in-person delivery:

In April and May 2021 Us Mums continued with a blended offer of online and in-person sessions. Where it was safe to do so and compliant with Covid regulations the sessions were delivered in-person, which included all outdoors activities.

Starting from June 2021, all apart from one session were delivered back in-person and from July 2021 all the Us Mums sessions had been delivered face-to-face, both outdoors and indoors. To deliver indoors sessions the team had to keep complying with various restrictions for most of the year by introducing booking systems based on the reduced room capacity and adapting Risk Assessments.

Social media:

Social media (Facebook specifically) achieved 6252 followers (as per March 2022). Overall increase by approx 70 followers each month in 2021/22 which is more than double in a comparison with the previous year (2020/2021) where the overall monthly increase was 30 followers per month.

Returning to the in-person delivery increased the reach and volume by more than three times in a comparison with the previous year with Reach: 323 and Volume: 710.

Reach: 966; Volume: 2696

HENRY PROGRAMME

Evidence based HENRY programme is delivered in partnership with Hull City Council Early Help and Childrens Centres, designed to address childhood obesity through positive behaviour change. With a network of practitioners delivering across the city referrals are received from internal and external partners, alongside self-referrals from the community.



WHAT WE DO

HENRY explores:

- family routine
- behaviour
- parenting styles
- physical activity

The programme was predominantly delivered online until safe to return to in person delivery, partners Fenchurch and The Acorns Children's Centre delivered in person for the first time in nearly two years. Over 70 hours of HENRY delivery took place across 2021-22 and for the first time the programme was used as part of the Active Start childhood weight management pilot, supporting families through the National Childhood Measurement Programme (NCMP).

During 2021-22 the Healthy Lifestyles Team launched the HENRY Eat Well for Less parenting workshop to support families with children predominantly aged 5-11 identified as overweight / at risk of obesity through the Active Start (NCMP) programme. Workshop delivery consisted of 2 x 1 hour workshops for the first time, building on existing HENRY programme delivery.

FEEDBACK

"I enjoyed everything about the programme. We have better routines now, and my parenting has improved."

"It was really helpful learning to control my children's tantrums and set boundaries."

"Really good information to take from the group. My family is more active now. We eat less food. We have a healthy lifestyle."

Total reach: 58 parents



Early Years Physical Activity

The Healthy Lifestyles Team provide a programme of early years physical activity opportunities to across local communities to promote:

- Physical literacy
- Social interaction
- School readiness
- Meeting physical activity recommended levels
- Parent / child interaction

Activities are designed to be accessible, affordable and informal to encourage as many local families to take part as possible, working in partnership with Children's Centre to provide:

- Tots Rugby
- Parent and Tots Dance
- Learn to Cycle
- Mini Athletics

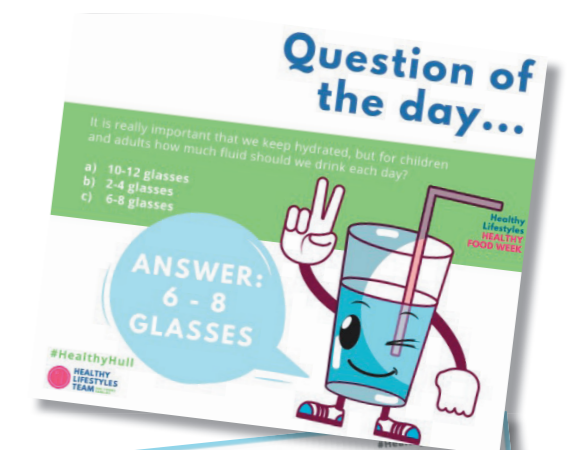
The team contribute towards Children's Centre 'Healthy Holidays Hull' programmes by providing the above opportunities and more at events, family days and Play Days.

To compliment provision within the local community, the Healthy Lifestyles Team also provide opportunities to upskill the local workforce, delivering Healthy Movers training to local nurseries and primary school foundation stages with Hull City Council Early Years Improvement Team, as well as Healthy Holidays development opportunities with StreetGames.

Reach: 1168 Volume: 3419



Sam from Hull FC Community Foundation with the first skills video



Case Studies

US MUMS, EAST PARK BUGGY WALK SESSION

Us Mums Buggy Walk session on Monday afternoons at East Park. The session is open to mums and mums to be as well as dads are welcome to join in. The Us Mums instructor leads the walk, following a route around the park. A route that is familiar to those that attend regularly so that if anyone is running late, they know where to find the group.



December 2021 - mums having a hot drink after the walk in the rain

Reach

The average attendances being 8/9 mums and higher attendances of 20+ mums since return from pandemic restrictions.

Impact

The sessions have connected a group of mums that come to the sessions from all over the city for exercise and physical benefits, but also social benefits too; regular attendees at the group are also very welcoming and new mums often join the group and pick up information and friendships from the experiences of mums that have been attending for a longer period of time.

One example of these social benefits is a WhatsApp group that has been made by one of the mums for the participants in the session. Some of the women have recently attended the Us Mums swimming at Woodford Leisure Centre before then meeting up and coming to the Buggy Push in East Park.

The session is also beginning to create a pathway from Us Mums into the Early Years sessions as we deliver as a team, having seen participants recently joining Parent & Tots Dance, Mini Athletics, Tots Rugby and Mini Cheer sessions.

FEEDBACK

'I really enjoyed it! Looking forward to seeing you all again xx' - Helen

'Great session! Enjoyed myself and meeting other mums.' - Sarah

THE FUTURE

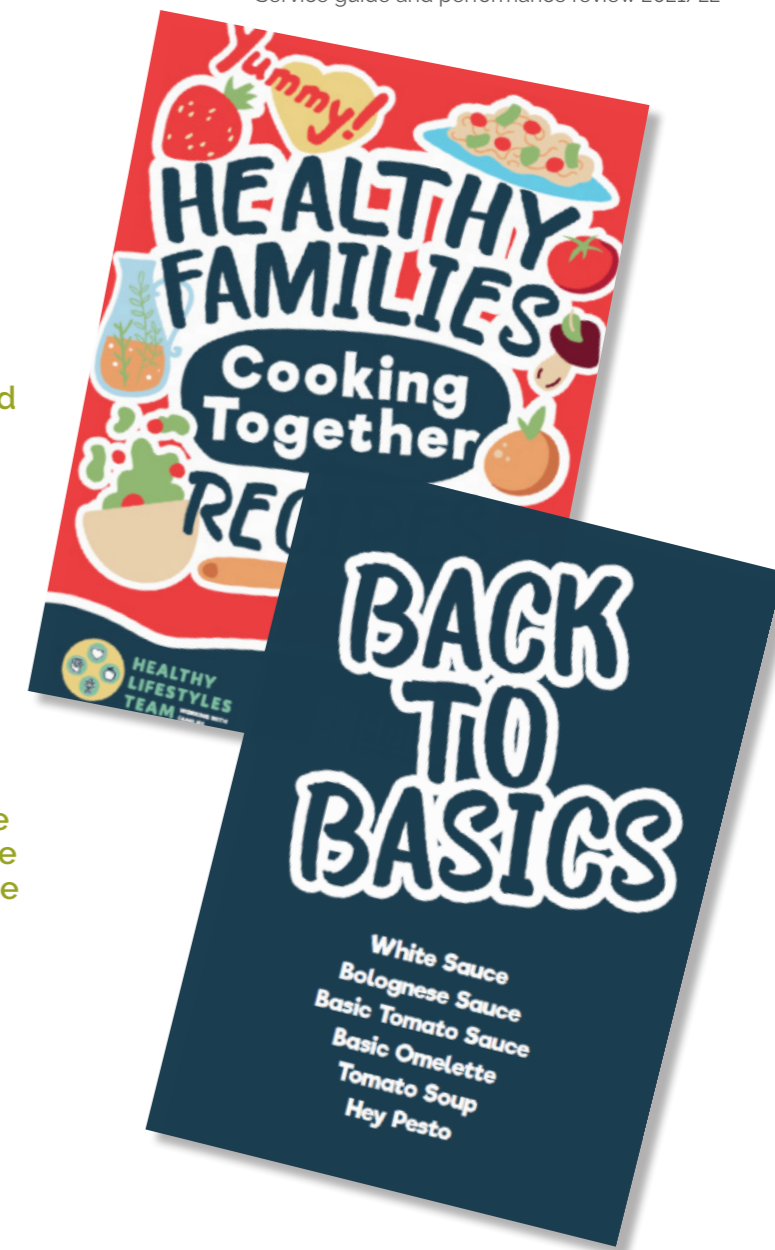
The team will keep promoting the existing session and moving forward will ensure that there is at least one buggy walk per each locality. Also, the team is looking to organise Culture Buggy Walk in the city centre in Autumn. This was a really successful one-off activity before the Covid attracting over 40 new mums.

RESOURCES

The team developed a recipe book with plenty of simple, nutritious yet affordable recipes to encourage families to cook together. These have been distributed across the Children's Centres to be handed out free of charge as well as to assist at the 'healthy cooking on a budget' session at the centres. The book provides not only delicious recipes but also useful information such as 'a guide to age-appropriate kitchen activities for children'.

The team developed case study videos to showcase the Us Mums, HENRY and Early Years physical activity programmes. These films are created from parents' perspective and demonstrate the positive impact these activities can have on families in Hull. The case study participants encourage other parents to join them in activities.

The team hopes that these films will help to engage with more people as well as will assist early help family practitioners to recruit families who would benefit the most.



Early Years Physical Activity case study video
<https://www.youtube.com/watch?v=uwYO9IGcpFs>



Us Mums case study video
https://www.youtube.com/watch?v=vDqg_P9qFE4



HENRY case study video
<https://www.youtube.com/watch?v=c1x9Dc4gfAc>

EARLY HELP SEND FAMILY SUPPORT

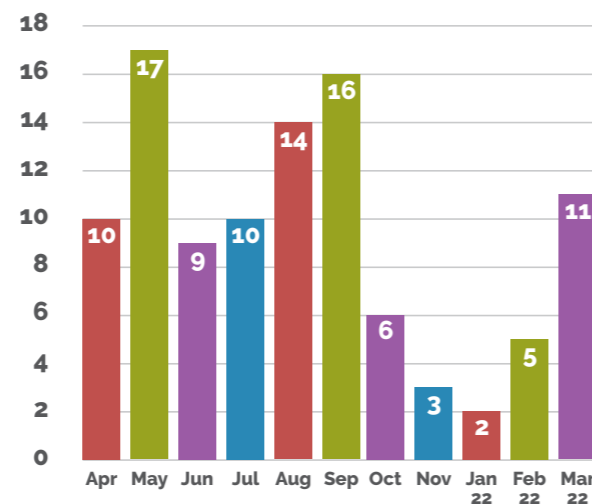
The role of Early Help (SEND) family support team is to provide a holistic family focused service for children, young people and their families with special educational needs and disabilities. We achieve this through:

WHAT WE DO

- Supporting the early identification of children with SEND in Hull
- The coordination of TAF meetings for families, undertaking an Early Help assessment and family plan.
- Working with other agencies and teams including KIDS, LAFSS, health, education, social care and the voluntary sector, to provide advice, information, emotional and practical support to families.
- Offering support for the co-ordination of hospital/ medical appointments, helping prepare the families for the meetings and appointments.
- Explain to family's reports and recommendations.
- Assist families with referrals to appropriate agencies.
- Alleviate stress from families by liaising with agencies on their behalf.
- Assist families in applying for benefits and allowances.
- Provide information on entitlements, funding and grants.
- Maintain regular contact with families via home visits and telephone to suit individual family's needs.
- Offer advice and information allowing families to make informed decisions.
- Provide opportunities to meet other families through parent peer support groups.
- Support with SEND training delivery.

HOW MANY HAS IT SUPPORTED:

From April 2021 to April 2022, 170 children received support through the service.



Case Study

Mum and child had fled an abusive relationship and therefore they had an allocated Women's aid worker to provide emotional support and housing support. The child's previous school had identified the child had a special education need or disability, and was behind with speech and language and therefore had an education health care plan.

The assessment identified Mum had little knowledge of SEND services but she said she was not confident in accessing support on her own. Mum suffered with anxiety and said she felt isolated which impacted on her mental health. A Let's Talk referral was made and Mum was encouraged to access this support.

Information given on SEND activities, Childrens Centre activities and parent peer support groups around Hull. Referrals were also completed to KIDS Training for parents to help Mum understand her child's needs and behaviours and to the neurodiversity team to request and autism assessment.

Mum now attends the parent peer support group weekly where she can gain support from other parents with children with SEND, gain support from an Early Help SEND Worker and other SEND agencies. Mum attended the Childrens Centre Easter trip, some of the Easter events and the Childrens Centre Summer trip.

Mum also had a lot of debt so a referral was made to Citizens Advice Bureau and a debt management plan was put in place. A Family Fund grant was applied for help furnish and purchase household goods. Mum was also supported to access funding for sensory items to meet the child's needs. Mum was supported to complete the Disability Living Allowance paperwork. This was granted and Mum said this has made a big difference to her financial situation.

The school supported Mum to make a referral to private funded play therapy for the child for his emotional wellbeing and communication needs. The child continues accessing support in school through his EHCP.

FEEDBACK

"The SEND Family support worker has helped me more than she will even know, I have told her things I have not told anyone else and her support has made me want to do more and help myself more"

"For the first time I feel listened to and not rushed or passed over to anyone else, I feel like my feelings have been understood. I struggled reaching out for help because nothing had ever come from doing so, I had a lot of self-doubt but now I feel a lot more supported and confident".



SENIOR EARLY HELP FAMILY SUPPORT WORKERS (PARENTING)

Senior Early Help Family Support Workers (Parenting). The Parenting Team consists of 1 manager & 6 practitioners. 2 based in each locality hub. The team also has a full time Parenting Administrator

WHAT WE DO

The Parenting Team mainly work with parent/carers to support them in managing children's behaviour using positive parenting strategies which can help to improve family relationships, family routines, children's physical safety, children's emotional wellbeing, co-parenting and parenting conflict.

The Team deliver face to face evidence based group courses, online group sessions and 1-1 support pre and post course if appropriate. Parents also report their own emotional wellbeing and self-confidence improves further to completing a course.

The Team also co-delivers with staff across the Children's Centres and other stakeholders - Childrens Centres also deliver a range of parenting courses – see Children's Centres information.

Strengthening Families, Strengthening Communities (SFSC)

4 hours a week, for 13 weeks

A cultural evidence based parenting programme endorsed by the Race Equality foundation. This includes strategies to manage children's behaviour, positive family relationships and other life skills such as anger management and relaxation to support parents bring up their children to become responsible young adults.

Supporting Separated Families (SSF)

2 hours per week for 4 weeks

For parents/carers who do not live with their children but do have Family Time contact with them. It includes a taster of strategies from the evidence based programmes and positive communication with agencies for the benefit of their children. These sessions can be used to promote and evidence engagement with services whilst Courts, Social Workers and families are determining levels of contact with children.

Who's In Charge?

2.5 hours a week for 8 weeks

This is a face to face course for parents/carers who are struggling with aggression and abuse from children living with them aged 8-18 years. There is a pre course assessment to ensure the course suits the family's needs. The aim is to support parents to address learnt behaviours, views or parenting approaches that have led to the child's entitled view of the world and behaviour that is abusive and contributing to family breakdown in relationships.

(Online) Abridged Strengthening Families Strengthening Communities (SFSC)

2 hours a week for 4 weeks

Where parents meet online and join in these facilitated sessions. Parents cover parenting strategies and relationship building ideas such as various rites of passage and how we can teach children about their culture, history and emotions. The course is a short version of the full 13 week SFSC and may benefit parents working or with childcare issues or lack of confidence to attend a face to face course. Parents attending this online course often go on to attend face to face groups or access other online learning.

1-1 Parenting

In certain circumstances we will deliver tailored 1-1 parenting support. This may be because the parent/carer has no childcare to attend a group or because the parent has a disability or additional need, which prevents them from attending. In some cases, if the parent is struggling with anxiety or other mental health needs, we work alongside other agencies to address the underlying issues, building up relationships. Partnership, and Triple P (2-12 years) with the Children Centres.

Online Groups

Since COVID, the Parenting Team and other stakeholders who co-deliver parenting have developed a blended approach to parenting support delivery using evidence based material available to them. Parenting groups have been delivered for parents who complete various Solihull Online Guides (further info below). Parents can complete the work in their own time and join supported groups to discuss implementing learning into the family home and challenges they face doing so. Practitioners also provide other localised information and support for the parents/carers accessing these groups. These include 6 group sessions around: Solihull Additional Needs, Solihull Understanding Your Child 2-18 and a Solihull Group for parents with Teenagers .

Solihull Guides

Hull City Council have been providing free access to the Solihull Online Parenting Guides to all Hull postcode residents since October 2018. These accessible guides are split between, a pre-birth guide, 0-2 years guide and the 2-18 years guide called Understanding Your Child. There are also guides around parent relationships, understanding feelings and a module around understanding how a teenagers brain works

and develops. Parents whose children may be awaiting assessments for additional needs can access the Understanding Your Child with Additional Needs modules to support them with parenting whilst awaiting other support. These have been available for parents for self help and advice though out the pandemic. The guides can be accessed through the Hull City Council portal Webpage below.

How to access us:

Requests should be made using the online form on the Hull City Council website:

www.hull.gov.uk/early-help-information-for-professionals
www.childrensportallive.hullcc.gov.uk/web/portal/pages/help

HOW MANY HAS IT SUPPORTED

1st April 2021 to 31st March 2022

1567

children in contact with an outcome for Early Help support where the presenting issue has been Parenting

451

families received a Triage to determine the most appropriate intervention.

226

parent / carers assigned for 1-1 or pre course work

185

involvements for families where the children referred in were 0-11

231

involvements where the child referred in was 12-18

ONLINE GROUP DELIVERY:

39

parents/carers have attended 6 x weekly online group discussion sessions.

Practitioners covering queries from parents over the modules and how to put them into practice. It is particularly good for working parents or parents with child care issues who cannot attend a face to face group. The groups varied in size from on average of 3-6 parents per group. The groups encourage parents to talk about their parenting experiences with each other and parents have reported that speaking to other parents on the group makes them feel less alone in the challenges they face with mutual understanding from other parents.

23

parents/carers have completed Understanding Your Child with Additional Needs with group support delivered alongside KIDS, ensuring families also receive localised information and support for their needs.



Solihull Service Report

Parenting Course
Solihull Online
Understanding your Child
1st April 2021 to 31st March 2022

What the course covers and its impact:

The course covers the following:

Your child's development, Understanding your child's feelings, parenting styles, having fun together and Rhythm of interaction. Why sleep is important, Self-regulation and Anger, Different and types of communication, Looking back and forward.

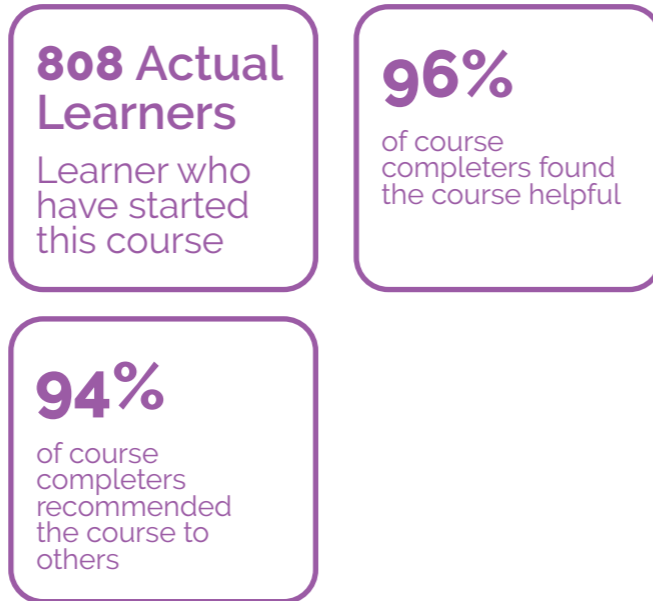
Actual Learners upto March 2022 for a range of Solihull Online Guides

- 808** Understanding Your Child
- 149** Understanding Your Child with additional needs
- 177** Understanding Your teenagers brain
- 29** Understanding Your Brain (teenagers Only)

There are also other additional modules parents can access including Understanding Parent Relationships and Understanding Feelings.



Data below for the Understanding Your Child Online Guide as of March 2022:



Case Studies

Teen Solihull

The Parenting Team delivered Understanding Your Child supported sessions for parents with Teenagers. 6 parents attended this supported online provision.

One family consisted of Mum KJ aged 32, her 3 children AJ aged 14, DJ aged 12, and RC aged 3. TC is Dad to the youngest child RC aged 3 and step dad to the 2 older children, he also has 2 other children who live away but visit some weekends. The main difficulties for KJ and TC were with the behaviour of DJ who has some additional needs. KJ has previously completed a course with our team 'Understanding your child with Additional Needs'. DJ still struggles with his emotions and with peers and friendships. He can have melt downs in the home and damage property.

At times there can be clashes and differences of parenting styles between KJ and TC. KJ also feels there are different parenting styles between herself and TC when it comes to the older children who they see at weekends and school holidays. Mum wanted to have support around age appropriate boundaries and behaviour and how to support her 12 year old in managing his feelings and emotions.

Although the course was targeted at Teen behaviours, the course content also includes strategies for enhancing all parent child relationships, such as praise and special time, along with strategies such as I statements and clear instructions to help with communication and boundaries.

On completing the course, KJ reported improvements in the behaviour of her son. She reported improvement in her own wellbeing and commented: 'It's been good for me to realise I cannot control everything and to work with what I have', She reported to gain confidence and was appreciative of the peer support she gained from the small group setting. For this parent, anxiety was an issue and she commented that she prefers an online course as it allows her to be in the comfort of her own home while accessing the course.

FEEDBACK

What has changed on your approach to your children?

I found the 'Understanding Your Teenager's Brain' guide helpful and how their sleep patterns change. It helped me see their sleep isn't a choice. It makes you look at things differently.

Comments:

'I really enjoyed the course and found it reassuring that my approach with my daughter is sound and is has been good to be around other parents so I don't feel alone and that I'm not the only one coping with a difficult teenager. My daughter has made a 180 degree turn and her behaviour is almost unrecognisably improved. I'm really proud that my daughter is doing so well'.

'It's been good for me to realise I cannot control everything and to work with what I have'

'I found it good and easy to access. I could always contribute, and I prefer online courses. You get the social interaction with other parents, but in the comfort of your own home'

SENIOR EARLY HELP FAMILY SUPPORT WORKERS 11-19 YEARS

Senior Early Help Family Support Workers (SEHFW) 11-19 years team consists of 6 full time equivalent posts that are shared between 8 (6 FTE) staff members based in each locality (North, East, West)

The role of the SEHFW is to assess, identify and coordinate family support and intervention, predominantly within Targeted Early Help Support.

The majority of the referrals involving young people relate to risk of family breakdown involving education issues including non-attendance, substance misuse, risk taking behaviour and mental health. Parental issues often involve mental health issues, substance misuse, domestic abuse, debts and financial management.

The aim of the SEHFW is to provide a time limited targeted intervention in order to equip families with the necessary advice, skills and support to make positive decisions regarding their family.

241

(ADULTS & CHILDREN) Early Help Assessments completed

244

(ADULTS & CHILDREN) Domestic Abuse Routine Enquiries completed

FEEDBACK

Received by email from a Parent to a Senior Early Help Family Worker:

I would like to thank Mike for his efforts and professionalism when dealing with A. A tried different counsellors and she always gave up and was not happy to attend sessions, Mike's approach really helped her to open up and deal with the issues she has been struggling with. Mike was talking with A whilst walking or going to café for a hot chocolate - I am confident that this casual atmosphere helped A to open up.

After every meeting she came back home more positive and often shared what she has been discussing and how she is going to deal with the problem from now. Mike had numerous meetings with A, including at school, and, at some point A felt that she is confident enough to continue this self healing journey herself. As A's mam, I can say that I noticed difference and improvement after just a few sessions - A became more open and started sharing her concerns, I am really thankful Mike for how much he helped A and I wish him all the best!

FEEDBACK

Received via text from a parent to a Senior Early Help Family Worker:

Hi this is K, my son is M. I am not sure if you remember us. I just wanted to let you know that things are going great with us we are on Greatfield. M is about to start his second year

in college and he has just gotten his first job working 20 hours a week in a doctor's office. I just wanted to send a message to say thank you for the help you have given us, it was great and at a hard time just wanted to let you know we are still very grateful for the help at that time and to let you know M is doing great.

WHAT WE DO

They offer support by:

- Meeting all relevant family members and undertaking a Signs of Well-being Assessment and where applicable, MyStar with the young person
- Creating a Plan of Action with the family to identify and action the areas of need
- If applicable, to organise a Team Around the Family meeting with the relevant agencies and family to ensure all agencies/services and family are coordinated and aware of the issues and Plan.
- To undertake specific pieces of identified targeted work with either the parent/carer of young person, e.g., Anger Management, Parenting strategies, Safety Planning, support for families at risk of eviction.
- Recognise that families are usually better able to make decisions about their children than professionals, providing the family members have all the necessary information.
- Support parents to make the relevant choices and referrals to agencies for support
- Acting as lead worker for the family as and when necessary, liaising with other Early Help staff and the wider partnership as appropriate
- Support in delivery of evidence-based Parenting Programmes, e.g., SF10-14, SFSC, RESPECT
- Regular contact with schools in order to identify young people not meeting the 90% attendance criteria and identify the barriers to this.
- Regular contact with Neighbourhood Nuisance Officers and Policing Teams to identify problematic families in the community and devise support options.

Impact

All families experienced an improvement in all areas of the Family Star Plus assessment. Where appropriate all young people completed a My Star Assessment with their key worker and their wishes and feeling were fed into assessments and family meetings.

Average of All Star Scores



YOUTH DEVELOPMENT SERVICE

WHAT WE DO

The Service works with young people aged 10-19 and up to 24 years for those with disabilities and or learning needs and is part of the Early Help Offer which aims to prevent the need for support from specialist services

- the Service engages with young people through their voluntary participation in Universal and Targeted youth work
- enables their personal and social development and their ability to make healthy and safe relationships
- responds to their identified issues and interests and involves them directly in decision making through Voice and Influence
- enables them to make informed lifestyle and health choices
- provides a flexible approach and response to meet needs and issues as they arise
- supports them to understand their identity and to find a sense of belonging within the wider community
- offers young people the opportunity to have fun, develop their creativity and improve their physical and emotional wellbeing

SERVICE AIMS

- Safeguard and promote the welfare of young people
- Support young people to make informed life choices
- Listen and involve young people in decision making
- Keep young people safe and supported
- Improve the health and emotional well-being of young people
- Help young people learn new skills
- Works in partnership with the wider youth sector.
- Use the National Youth Work curriculum as a basis for youth work delivery
- Embed the Hear by Right framework evidencing young people's participation

ONE TO ONE WORK

Additional tailored support or intervention to meet a young persons identified needs and issues. Access is through referral. However, One to One work can also be offered as additional support given by a youth worker to help a young person as a brief intervention to break down barriers to accessing group work.

SMALL GROUP WORK

This approach is used to support young people to discuss issues and build a stronger peer support network in a safe and often closed group environment. It can also be a stepping stone to building the confidence to accessing other larger groups. Access to small group work interventions by referral or self-referral.

LARGE GROUP WORK

Offers a consistent community-based opportunity for young people to participate by their own choice in interest groups or social groups. These sessions provide an opportunity for youth workers to build relationships with young people to support their emotional well-being and identify issues before they develop further.

OUTREACH WORK

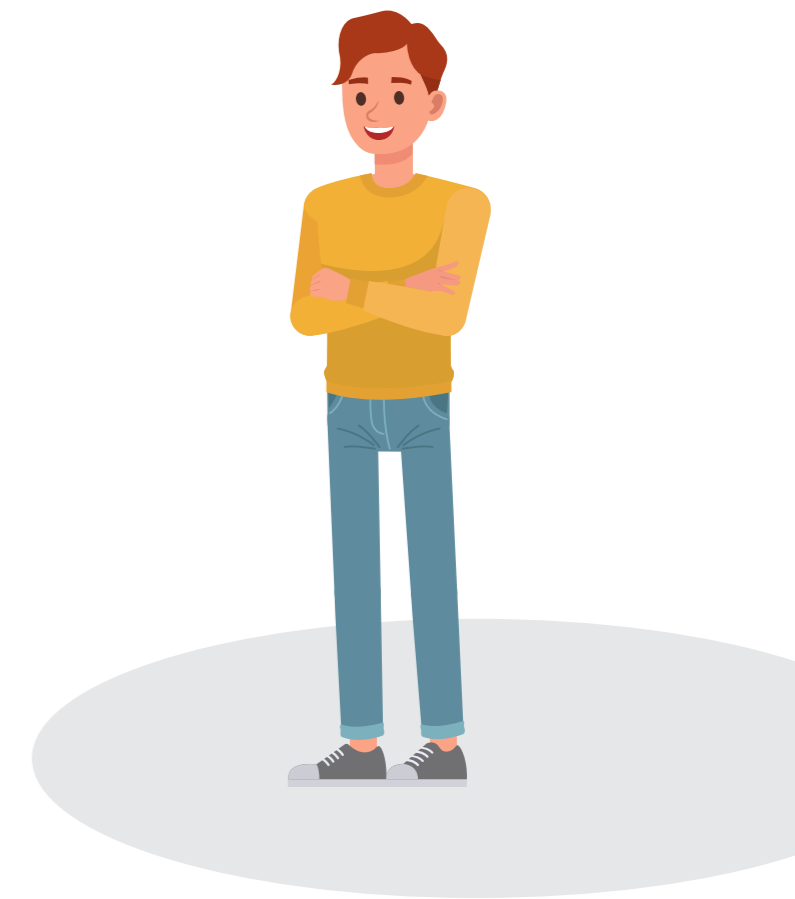
Going out to meet young people where they are. This is often in schools but can be at the home or where they are meeting up with others in the community. This can be through an informal or pre-planned approach.

THE HULL YOUNG CARERS PROJECT

The Young Carers Project is an assessment and support service for young people impacted by caring responsibilities and works in close partnership with a range of universal and targeted services, and in particular community-based youth services.

Hull Young Carers offer summary:

- Help the young carers find the support they need from local services, so that their caring responsibilities do not have a negative impact on their lives
- Provide opportunities for young carers to take a break from their caring responsibilities, spend time with other young carers, share experiences, have fun, and build positive peer networks.
- Carry out an assessment to identify need and to agree a suitable support plan
- Provide tailored One-to-One support
- Provide Information, advice, and guidance
- Weekly fun Young Carers peer support groups and holiday activities
- A trusted adult/youth worker to advocate on a young carer's behalf
- Opportunity to become involved and shape the future of services and support for young carers in the city.
- Support with applications to the Young Carers Wellbeing Grant



Supporting young people's emotional wellbeing:

Turn 2 Us is a universal offer for young people who would benefit from low-level emotional support from a youth worker. Turn 2 Us is available to young people in every secondary school in Hull and each of the Hull City Council Youth Centres. Turn 2 Us is available in a variety of approaches; short term bookable appointments, phone support or school / community-based outreach support. This service can be accessed by young people directly with no referral needed.

Smile is a targeted 12-week group work intervention for young people delivered in local youth centres. The group work offers a mix of activities to help young people understand their feelings, increase their confidence and self-esteem, build positive relationships with family and friends and a stronger peer network. This group work is accessed by referral.

Emotional Resilience Coaches (ERC) provide between 8 -12 sessions of one-to-one targeted support tailored to meet the individual needs of a young person. Young people can choose how they receive this support whether it is by phone, virtual link, or a face-to-face appointment at school or local youth centre or open space. The emotional resilience coach will meet with a young person, and they will work with the young person to identify their issues and agree a plan to help them get back on track. Using coaching techniques to enable both challenge and support they help a young person to work through and overcome their issues and develop coping skills and resilience for the future. Accessed by referral.

100% of young people asked said they valued the service / would recommend to a friend

Number of young people receiving support through Smile group work interventions.
83

Emotional Resilience Coaching
196

Youth Development Service 2021/2022 Data

Number of individual young people receiving a service
3073

No of attendances
14,078

Number of referred young people engaged through targeted one-one and small group interventions
432

Number of young carers supported to access the Young Carers Well-Being Grant
47

Missing return interviews offered
809

Missing return interviews completed
395

Missing return interview follow-ups
71

My Star assessments completed
208

Number of attendances at the Young Carers support sessions in youth centres
1273

Turn 2 Us attendances
4,679

How to access youth work:

The Youth Development Service delivers a variety of youth work opportunities (daytime and evening) from 5 Youth Centres within the 3 Localities across Hull, and outreach work in schools and other venues including outdoor spaces within local communities. Contact the Youth Centres for more details on their youth work offer:

- Ainthorpe Youth Centre - 306741
- Andrew Marvell Youth Centre - 791226
- Astra Youth Centre - 310925
- Kingston Youth Centre - 331238
- Route One Youth Centre - 491960

To access targeted interventions – The Early Help Portal enables a range of services and professionals to access support. Referrals for emotional wellbeing help requires the Thrive Hull request for support form.

Following a referral for targeted support an assessment will be used to measure the level of issues or need and a personal plan will be agreed using a My Star assessment.



QUOTES OR FEEDBACK FROM SERVICE USERS:

"It's been good I've had people to talk to. It's made me feel more confident and I think I will be able to cope better" - **J, female 11yrs who participated in Smile group work.**

"I think you are amazing and have been a good support to me at this difficult time in my life. I have learnt different ways to help me with my feelings and understand them more" - **M, female 10yrs who received support from an Emotional Resilience Coach.**

"I feel so much better for talking" - **T, male 15yrs who received support from a Turn 2 Us youth worker.**

"It's nice to have someone to talk to and who will listen. I always felt I caused arguments at home" - **V, female 14yrs who received support from Turn 2 Us.**

"I have seen a definite improvement in V. She seems to talk to me more about how she feels and is now excited about starting Hull College. Thank you for all you have done" - **Mum of V.**



NOTABLE ACHIEVEMENTS, EVENTS, OR ACTIVITIES OF THE YOUTH DEVELOPMENT SERVICE 21/ 22

- Adapted youth work delivery to include phone, on-line, walk and talk, face to face outdoors/indoors and outreach work during the Pandemic
- Young people took part in a series of interviews on Radio Humberside and described the impact and opportunities youth work and the Service offered them.
- Young people have been involved in social action helping to change local spaces, volunteering their time and fundraising for charity.
- Turn2Us (Universal Emotional Wellbeing support) achieved 4,679 attendances for the year through using a flexible mix of outreach, one to one, bookable appointments and phone contact to support young people.
- The Hull Young Carers Project offered support to 83 young people with caring responsibilities. A panel of young carers and NHS colleagues distributed 47 grants to other young carers.
- All our Youth Centres have developed social media sites to include Facebook, Instagram, and Twitter to increase engagement and communication with young people. All sites had wi-fi which improved access to information and option to homework.
- Distributed food parcels and activity packs to support young people and families in need throughout the Pandemic.
- Coordinated the Healthy Holidays Programme, which provided additional activities, events, and food across the city. The Service also helped develop a young leaders programme with over 50 young people achieving 10hrs or more volunteering or training.
- Each locality provides a Duke of Edinburgh Award offer which has supported young people from a broad range of backgrounds and abilities. They have achieved hundreds of hours volunteering time.

Case Study

THE YOUNG CARER'S PROJECT

Background information

Female known as J aged 16 was referred into the young carers project during lockdown following a short intervention through Youth Development Service – West locality Emotional Resilience Coach (ERC). The ERC felt J was presenting with a caring role at home and thought it would be good for her to have an assessment with a view to support her caring role if needed and wanted.

Presenting Issues

J lives with 2 younger siblings aged 4 and 12 who are adopted. Both have a range of disabilities and learning needs including neurological delays and both are awaiting autism screenings. J has always had a practical caring role for her 2 siblings which she enjoys but this was heightened during the pandemic and everyone being at home due to the COVID 19 restrictions. J disclosed she had been caring for her siblings most of the day whilst mum was at home working and dad worked shifts and this had impacted on her own mental health and wellbeing as she also shares a bedroom with her younger sister.

Mum was worried about the negative impact of being isolated at home on J and wanted to ensure she had some support and some time for herself to be a teenager. Both J and her parents were happy for a young carers assessment to be undertaken and support to be put in place.

Support Provided

J had initial informal meetings with the young carers project youth worker who found she began to open up about her struggles during lockdown. J agreed to undertake an assessment which confirmed J had a high practical caring role for her younger siblings which was also impacting on her emotionally. J was found to be cooking lunches and evening meals, looking after her siblings during the day and also helping to get them ready for bed. Her 4-year-old sister with whom she shared a room had very poor sleep habits. Therefore, J had limited personal space within the house and very little time to rest.

A My Star assessment was then undertaken to look at what support could be put in place to ease her caring role and lower the emotional impact it was having. The assessment revealed school had been the place where J could take a break from her caring role and where she did most of her schoolwork due to having to share a room with her younger sibling. Due to school being closed J had found it socially isolating and hard to find a calm space to study and relax at home. However, J was a very driven young person and had a real passion for art and design which had been her hobby and escapism before lockdown.

J is a very motivated young person and excels at school despite the difficulties of having to learn at home in her final year at school during the pandemic. She had big ambitions and dreams for a career as an architect and both mum and the youth worker wanted to make sure that she continued to achieve the things that were important to her despite her caring role.

It was agreed the focus of support for J was to encourage more quality time for herself away from the family home and also explore different ways she could switch off from caring for her siblings. The youth worker supported J to apply for £300 Young Carers Emotional Wellbeing grant for some art materials and an architect design computer software programme. The grant was successful, and J was thrilled with her new pieces of equipment which helped her to continue her passion and interests in the arts.

The Youth Worker also talked through with J the possibility of attending the weekly Young Carers support session at Ainthorpe Youth Centre. This weekly session for 10-16's young carers, remained open throughout the pandemic and was identified as a safe space where J could take a break from her caring role, meet new friends, and reduce her social isolation. The Youth Centre was also identified as a possible space for J to study. Although nervous at first and shy, J soon settled into the young carers support group and started attending on a regular basis. J began to build positive relationships with the youth work team and other young carers who attended the session. J fed back that she enjoyed coming to have some time away from home and it had made a big difference to her emotional wellbeing. J also used the space at the Youth Centre to do her schoolwork and artwork and was able to chat about her feelings and how things were at home.

Impact

The overall emotional health and wellbeing of J has greatly improved through the additional support the young carers project team put in place to ease her caring role. The opportunity to attend a community based weekly support group encouraged J to take time for herself, away from her siblings and meet others in a similar situation to her own. As restrictions eased and schools reopened, J and her siblings found a more regular pattern at home as family life and routines returned back to pre-pandemic ways.

J still has big dreams of getting into college and aims to achieve good grades ready to attend a university to study Art and Design and eventually move away from home. Hopefully, the grant and support she had from the Young Carers Project Team really helped to reassure her that her caring role does not impact on her education and future life choices.



Case Study

VULNERABLE EXPLOITED MISSING AND TRAFFICKED (VEMT) TEAM PARTNERSHIP – YOUTH WORKERS SUPPORTING YOUNG PEOPLE

Background information

EH is a 17-year-old White British Female who lives in Hull. EH attends Ganton school and “functions emotionally at primary school age” EH lives with her mum and older sister.

Support Provided

VEMT received a referral from an Early Help Social Worker who had concerns EH was sending and receiving explicit messages with her boyfriend. There was also an incident in school where EH disclosed a female pupil had tried to kiss her and touch her inappropriately and EH had shared explicit images online. EH has previously had lots of interventions around protective behaviours but EH does not seem to be able to retain information and apply it due to her additional learning needs.

Support was required due to the potential risk of EH being exploited.

EH has had lots of previous work around protective/healthy relationships but needed more support at a specialist level. Initial contact with mum for consent to visit EH in school. I arranged with the Designated Safeguarding Officer at Ganton to visit for an introductory session with herself and EH to talk about what work needs completing and what the sessions will look like. EH accepted she needed some support around how to keep herself safe and what 'Grooming' is and how to recognise the signs. EH consented to the work in school and we arranged to meet at the same time on a Tuesday morning. Over a series of six sessions, we covered: What

grooming is, consent, Healthy Relationship, PANTS and how to stay safe online. EH engaged really well in all sessions and at the beginning of each new session we recapped what we had discussed the previous week.

EH has only ever attended Ganton school but is hoping to attend Hull College in September 2022 to study catering as she has aspirations to open a café for disabled people. Staff and EH's mum have concerns about EH leaving school this year as her social skills still need developing. I asked EH if she would like to attend a local youth centre as I knew they offered a session called Ready Steady Cook. EH said she would like to but is nervous around new people and big crowds. I offered to take EH to Route One Youth Centre and made enquiries about EH attending as she is out of the age bracket the service offer. I spoke to a youth centre worker who said they would be happy for EH to attend on her own and give a 'bespoke' service to her. We arranged for this to take place on a Tuesday evening at 6pm.

Mum "Hi, E seems to be enjoying the sessions and I do think you are helping her a lot; she looks forward to Tuesday now and always says she had her meeting with you".

KM, DSL at Ganton School "I feel EH enjoys the sessions with you and we have had no further incidents to report, though the proof of the pudding will be the eating. EH likes your visits and talks positively about you. Thank you for your help".

TURN 2 US – UNIVERSAL

Background information

14yr old white British female – DB was signposted to Turn 2 Us by a teacher in the school. DB suffered with an eating disorder, was very shy and struggled to form friendships and was confused about her sexuality.

Support Provided

Turn 2 Us one-to-one short-term support was offered in school. The first few weeks were spent gaining her trust as she was very shy. Over the next few sessions, she was given information about the LGBTQIA+ session at Route 1 Youth Centre and advice on eating disorders and where to go to seek help if needed. By the 4-5th session of Turn 2 Us the youth worker connected her with a local youth centre. DB started to attend the Route 1 Youth Centre LGBTQIA+ session and make new friends with young people with similar issues and an understanding of how she might be feeling.

She received extra support from peers and youth workers when she attended the Youth Centre as she had more time out of school to talk to staff, and also spend time developing new friends. She found this helpful as she didn't feel rushed and felt supported.

Impact

Over the next few months, DB started to gain confidence which led to her attending other sessions such as the Young Women's group, sport and attending trips over the school holidays.

Her confidence has increased, and she now brings her friends along to the sessions and supports her friends who also have some issues around their confidence and sexuality.

She has started to eat more and is more aware how important it is to her health to eat a balanced diet. She has not needed to seek further help with this due to the support she has received from youth workers around her general well-being.

Her father has noticed a difference and feels that she has grown in confidence, and that she is eating better at home. Both parents noticed that they have a better relationship with their daughter now.

VOICE AND INFLUENCE

Voice & Influence



Young Leaders New for summer 22 - 11 members signed up

Young people leading change and making key decisions. Young people will be trained to engage with other young people to enable them to influence the programmes and activities they access. The young leaders will work with programme organisers to ensure young people participate in all aspects of programme development and delivery. The young leaders will also gather feedback and share views with those with power and influence.

Hear by Right

The Voice and Influence team are sharing the Hear by Right framework across Children and YP services, and across the VCS. The framework process sets out how we in Hull will enable CYP&F to lead change and make key decisions that impact the activities, services and the organisation. Hear by Right is underpinned by Article 12, and we are working with Laura Lundy's (2007) model of voice and influence.

Voice and Influence Opportunities and Updates

We share a monthly newsletter that includes opportunities for young people to get involved in voice and influence opportunities, the newsletter welcomes opportunities and updates from across the City.

Space

Provide as safe and inclusive space for children and young people to express their views.

Voice

Provide appropriate information and facilitate the expression of children and young peoples views.

Article 12

Audience

Ensure the children and young people's view are communicated to someone with the responsibility to listen.

Influence

Ensure that children and young people's views are taken seriously and acted upon, where appropriate.

Young Voices Influencing Care



Young Voices Influencing Care - 10 members

YVIC are a group of Care Experienced young people who act as experts by experience working on topics and themes that are important to them. Young people led on Brightspots which was undertaken locally in 2021 and have facilitated learning events around the identified areas for development. Being able to do things the same as their friends, having a good friend, bullying and Family time were the areas for improvement identified by young people and expanded upon before presenting members of staff with the challenge to make improvements and suggest alternative ways of working to improve these priority areas for young people.

Developed by Coram Voice the findings of this subjective happiness survey has provided a young person led framework for the group to work on.

A thematic Podcast about the impact of changes of Social Workers has been disseminated as a training tool for the workforce to directly hear from young people how they experience care. The medium has been a really valuable tool for all staff to hear directly from children and young people about their experiences and challenge them to think differently. Practice Standards have also been updated to reflect the work done

YVIC took part in the independent review of social care with children from other authorities and those recommendations have been published. Two YVIC members attended Parliament to promote young people's views and have a round table discussion with the Minister for Children and Families and other politicians who were asked to pledge their support to the recommendations made by young people. It was at this event that YVIC members gave Josh Macallister, who was leading the care review, a key ring with a QR Code for Dream on, their animation and this led to the film gaining national success and also being featured alongside a blog on the Children's Commissioners Website.

Before these dissemination events young people had not waited to look at the issue of the impact of changes in Social Workers on young people and had made a podcast discussing these issues which are not being resolved and using the young people's solutions are changing the practice standards. The pod-cast has been shared at multiple stop the clock days and used as an improvement resource.



Dream on' is a new animation created with teenagers from Young Voices Influencing Care. It is about waking up but being too scared to open your eyes, because when you open your eyes, you will find out that what happened yesterday wasn't a dream.

Young Mayor




Young Mayor - 10 members

This year's Young Mayor, Amelia Franczak applied for the role giving a powerful presentation on ending racism with positivity and kindness. Amelia took on the role in July 2021 and will stay in the role until October 22. During that time, she has enjoyed opening events, attending meetings and opening Hull Young Peoples Parliament

Young Mayors' Campaign – End Racism in Schools

Since October 2021, the Young Mayor Amelia Franczak and the Antiracism campaigners have been working on a campaign to raise awareness, inform teachers and give them the skills to challenge the issues of racism in schools. They began with completing training to help keep them safe whilst the planned campaign, which included reflecting on and reliving difficult and challenging situations they had experienced and witnessed in schools. The training enabled them to be prepared to share their experiences and identify ways that things could be different in schools.

On Thursday 30th June, four members of the Campaign group opened the Trauma Informed Schools Conference with an in-depth presentation on the local and national impact of racism and microaggressions on pupils, offering teacher training to the delegates and a policy that will support schools to positively challenge the issues. 'We had a great time...check out our favourite speaker [jazampawfarr.com/vip31](https://www.jazampawfarr.com/vip31)' (campaigners) A Racism Forum was held on Saturday 28th May with 24 young people from schools across the city sharing their views on the issues of racism in schools. We give a big thank you to Bora Shabba's amazing young people who talked openly to the Young Mayor's campaign team, and Cllrs Tock and Cllr Payne.



Summer holds a packed programme delivering training to Children Centres, the Peel Project and Church's across the city supporting more young people and staff to reflect and challenge the issues.

Hull Young People's Parliament



Hull Young Peoples Parliament - 7 members

This year's youth Reps, Toby, Logan, Elizabeth, and Vic have had a busy year, taking part in lots of face to face events with other young people in Hull, from across the region and the country. Each rep has an area of interest that they are speaking to people about to raise awareness, including meeting MP's, Councillors, Heads of Service and service providers to make sure young people's needs and views are on everyone's agendas.

Hull Young People's parliament has met three times face to face in the past 12 months

16th October 2021 – theme Hull Young people say No!

As part of the Domestic Abuse Theme vote as the top issue in Make Your Mark 2021.

16th February Living with Water event - 52 young people attended.

Living with water is a strategic partnership which aim is to increase Hull's resilience to the impact of climate change, particularly flooding. The partnership delivered an exciting event where young people helped to write a flood manifesto.

7th July 2022 - Health and Wellbeing and Democracy – 41 Young people attended.

Following a successful Make Your Mark, health and wellbeing was voted in as Hull's top issue to work on over the next 12 months.



Young Scrutineers - 6 members – 32 attendances

Each month a group of young people attend Early Help and Lifelong Learning Overview of Scrutiny Commission. Young people enjoy attending and feel valued and listened too when they ask questions. Attending the meeting enables young people to understand the services they or they peers may access.

How to access us:

Voiceandinfluence@hullcc.gov.uk
01482 331238



TARGETED YOUTH SUPPORT

The Targeted Youth Support Service (TYS)

provides early help and support to young people and their families to help them achieve their potential and make a positive transition to independent living. Working as part of Hull City Councils young person's accommodation hub, services are delivered in partnership between Children and Young Peoples Services and the Neighbourhoods and Housing Service.

Young people working with the service can also access wider co-located young people's services and wider community and voluntary partners to make sure any support needs can be provided with a multi-agency response where required.

How to access us:

Daily walk in service at Kenworthy House, 98 -102 George Street from 09.30 – 16.30 Mon – Fri for young people aged between 16 and 21 years of age can access advice and support.

Tel: 01482 615602

Email: targetedyouthsupport@hullcc.gov.uk

WHAT WE DO

Access and Support

The Access and Support Team offers same day advice and support for young people (16-21) and families contacting the service often in a crisis and requiring immediate help, in person or by phone.

Initial requests for support from the young people and families accessing the service are often linked to housing needs and the threat of homelessness. Where an immediate response is required, a same day Housing Options interview and support will be available.

The service offer support, advice and guidance on a range of issues including

- Housing and Homelessness
- Independent Living Skills
- Staying Safe
- Relationships
- Family mediation
- Finances
- Emotional Well being
- Education training and Employment
- Substance Misuse

Housing Options

Young people wanting housing advice or support to find or maintain suitable accommodation will work with the Housing Options team and develop their own Personalised Housing Plan. The team works with young people and their families to prevent homelessness. Family mediation is offered to avoid unplanned crisis moves out of the family home wherever possible. The team helps young people to prepare and make planned moves where required to avoid homelessness by working with a number of different organisations in partnership to provide coordinated access to a number of different accommodation options.

Shared Accommodation Team

The Shared Accommodation Team is a partnership between the Neighbourhood and Housing Service and Children and Young Peoples Services which provides affordable and furnished supported accommodation to young people aged 16-25 across the city who are not able to stay at home or are leaving care.

The scheme forms part of an integrated pathway for young people to make more planned moves from home or care, preventing the impact of homelessness and crisis. Providing safe, affordable and furnished accommodation in the city's social housing stock, the scheme offers city-wide locations to maximise the potential networks of support for young people in areas of their choice. Each young person has a support worker and an agreed young person's plan.

Housing First 4 Youth

Housing First has developed a new approach within the Hull area to support people with the most complex and multiple needs. The project offers permanent accommodation to young people in chronic need without requiring them to go through the formal homelessness system of waiting lists, hostels and temporary accommodation. By supporting young people with maintaining their accommodation, Housing First has contributed to the reduction of rough sleeping and repeat homelessness in the city. As well as reducing the numbers of long stayers in temporary and supported accommodation. The scheme has enabled individuals to maximise their potential for independence and to sustain accommodation.

Passport to Property

The Passport to Property programme is used as both a training and homeless prevention tool that is used where appropriate to assist young people to make planned moves out of the family home, rather than leave at a point of crisis. It can delay a move and incentivises young people and their families to work towards a move when the young person is ready.

Offering both group and individual sessions the scheme aims to help young people further develop their skills and confidence to make positive and successful transitions to independent living. The programme is also offered to other young people who need skills and confidence to make positive and successful transitions to independent living or maintain an existing tenancy.

Upon completion, the participants receive an improved banding on the local authority Choice Based Lettings Scheme, which enables young people to access social housing and a small furniture package to help them get started when they move into their new tenancy.

On completion, additional wrap around resettlement support and/or accommodation options can also be accessed through links within the accommodation hub where required.

TYS Specialist Accommodation Service

TYS Specialist Accommodation Service has been recently developed in partnership with the Leaving Care service and is delivering intensive support to Care Leavers who are threatened with homelessness and or rough sleeping. The service is delivered citywide through an allocation of a lead advisor who provides specialist advice and support to both professionals and young people to prevent future homelessness and ensure positive transition to independence.

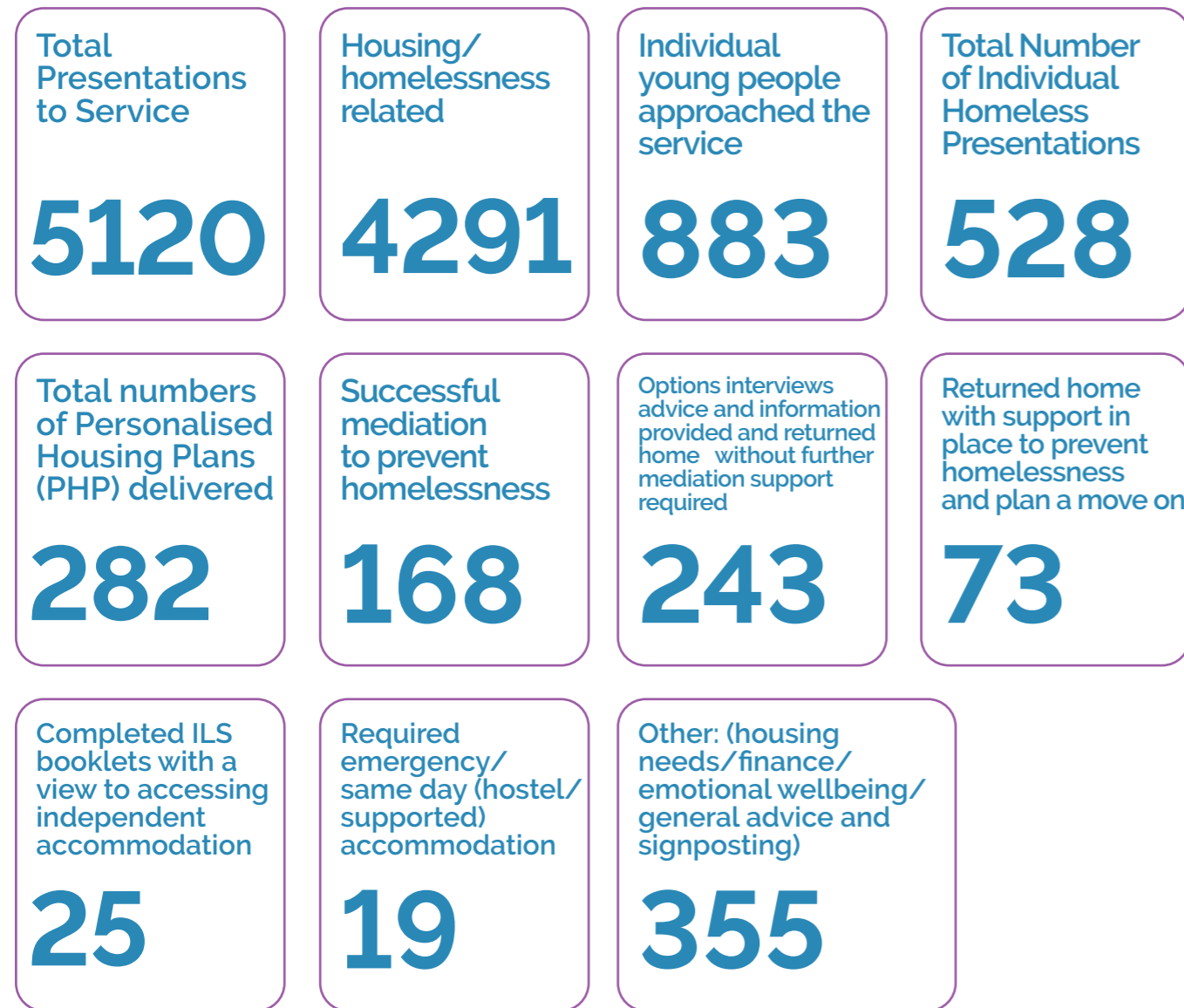
Parental quote regarding Specialist Accommodation Support provided to SS was featured in a shout out

"I wanted to drop you an email to let you know that Gemma and your team have been working with my lad who is a care leaver – and helping to sort out his housing which he has finally found, and how they have been amazing and not only gone the extra mile but much further, and as a result he has found someone who he can trust and work with.

"The great news is that he is now working (this has been off his own back and with the encouragement of Gemma and the team has his own place. A dream he has had for some time. I just wanted to a big thank you to you as this is the first time that he is really making forward steps and naturally this brings joy to his mum's and my heart."

April 1st 2021 – March 31st 2022

Access and Support



Passport to a Property



Shared Tenancies Annual performance April 21 – April 22

Current Tenants	57
No of YP on ST waiting list	19
UASC / Care Leaver tenants	32
Total tenants since the start of the project - July 2018	148
Positive move on since the start of the project (moved to own tenancy, parent/partner, purchased property and etc)	53

Case Study

HOUSING FIRST

K was a rough sleeper and had spent time in and out of hostels for around 4 years before moving into a Housing 1St tenancy. K was known to the Leaving Care service and engaged sporadically with the service, often presenting in crisis refusing hostel beds due to not being able to be with his now ex-partner and high levels of self-neglect.

At the beginning of his tenancy K's engagement improved immediately with services and he would outwardly appear to be much happier and settled. After a while K's mental health began to decline and the lifestyle, he was living became very intense. He was frequently struggling to manage his emotions and when angry would damage his property, furniture and appliances.

After a period in custody, K returned to his flat which historically he would have left prison as homeless with not having somewhere to return to. This seemed to be a turning point for K and an improvement in his wellbeing began to show. K had his longest period of reduced drug use from being a daily spice user, to abstaining from drugs entirely and having only the occasional social drink.

K has had periods of regularly doing his laundry, changing his bed sheets, regular bathing, washing the dishes and taking the rubbish out on bin days. He gets his hair cut regularly by a local barber who has provided him with free haircuts, which gives K a sense of pride in his appearance. He is pleased when he has new clothing and accessories and likes to show them off.

K finds therapeutic comfort through writing lyric and raps and will often recited these to staff to explain how he is feeling. He wishes to pursue this further by attending college to study music and has applied to Hull College and plans to attend in September 2022.

K remained within the H1 scheme for 23 months and moved within the scheme when he felt there was time for a change. He is now moved into his new flat with his partner and has been advised he can return to the service if he needs any help and support.



REFRESH

ReFRESH provide voluntary and confidential support to Young People aged 11 to 18 regarding drugs and alcohol.

WHAT WE DO

We provide targeted resilience building and structured treatment in a setting that suits the young person using a range of psychosocial interventions.

Young People's Specialist Treatment Outcomes:

- Reducing or stopping drug and alcohol use.
- Improving social and emotional health.
- Improving family relationships.
- Improving health (including sexual health).
- Increasing time spent in meaningful activities (including education, training and leisure).
- Transition pathway to ReNEW
- Needs led Clinical Assessment

Targeted Outcomes:

- Increase resilience for young people vulnerable to substance misuse.
- Reduce risk taking behaviours
- Address emotional well-being concerns
- Reduce or stop smoking tobacco
- Raise awareness of substance misuse (alcohol/drugs/tobacco)
- Improving family relationships
- Improve knowledge and skills around substance misuse for children, young people and families' workforce.
- Enhance outcomes across the service with volunteer mentors who provide practical and emotional support for young people.

HOW TO ACCESS US:

- ReFresh is based in Kenworthy House, George Street, Hull City Centre, HU1 3DT
- We take referrals from young people (self-referral), family/carers and professionals.
- Via our referral form - email ReFRESH@hullcc.gov.uk
- We take referrals over the phone 01482 331059
- We have a website for information for young people and professionals www.ReFRESHhull.org.uk
- We ask that young people consent to referrals being made however we can support professionals/family in gaining this consent.

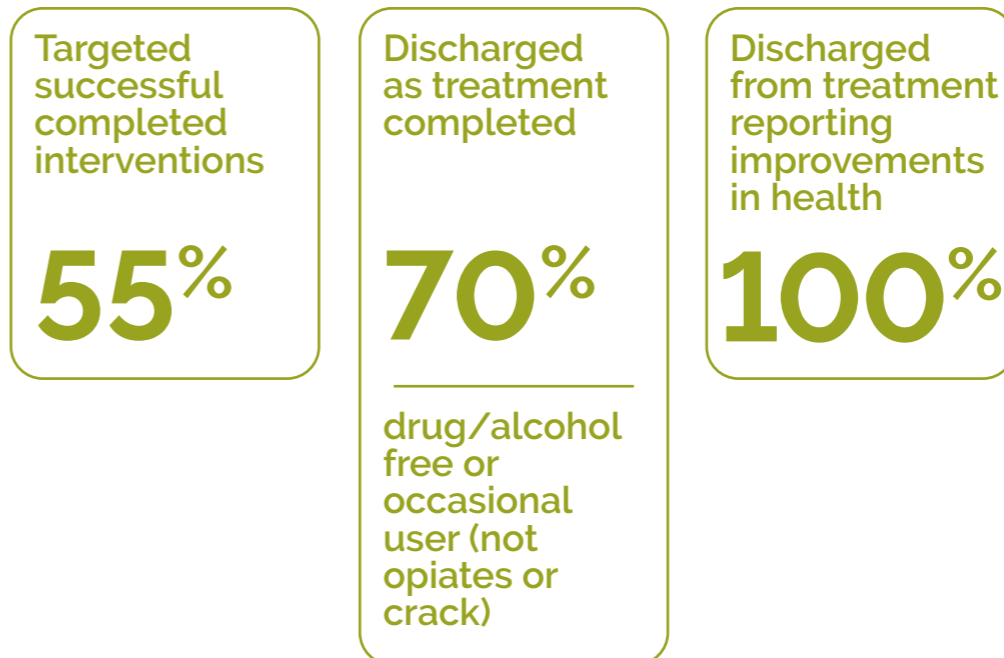


ReFresh 2021/22 Headline Data

No of young people receiving:



ReFresh 2021/22 Outcomes Data



Case Study

REFRESH EARLY INTERVENTION

YP was referred to me via Connexions, who had identified whilst working with him that he was experiencing debilitating anxiety, and hoped that ReFRESH could offer some support with this.

When YP presented, we were able to quickly establish a strong level of trust and rapport, which I did via some gentle, enquiring conversation which allowed YP to relax and to learn about how ReFRESH support young people.

From here we were able to identify the triggers to YP's anxiety, which was taking the form of health-related anxiety which seemed to begin in the last lockdown period. It had left him feeling unable to socialise with groups of people and having to stop attending Hull City matches, one of his favourite pastimes. YP felt powerless to be able to control this at the time and wanted things to improve. He had recently visited his GP who had informed him that he was in good health, although this did not seem to be enough to reassure him.

We identified that some of YP's current behaviour in seeking reassurance with his anxiety, was actually resulting in the reverse. To be specific, YP was compulsively researching certain physical symptoms relating to the heart. We discussed the many symptoms of anxiety which included the raising of heart rate. In addition, we examined the likelihood that YP's 'worse case scenario' could occur which seemed to help YP to rationalise his fears and put them into perspective. By doing this, YP came to realise how his behaviour was 'feeding' his anxiety and making it worse.

To counteract this, we practised the power of positive self-talk which could serve to eliminate negative thinking patterns before they manifested into anxiety attacks. To his credit, YP continued to practice this and began to be able to convince himself that his thoughts, based on no physical evidence, could not hold such power over him if he acted on them.

From then on, I watched YP grow in confidence again and saw his ability to acknowledge that although unhelpful thoughts would emerge, he did not have to give them the attention they needed in order for them to become harmful.

With these skills, YP was gradually able to socialise again and was even able to attend a Hull City match without any subsequent problems. He stated that the skills he had acquired would continue to serve him very well in the future and added that he was very impressed with the way ReFRESH give support, highlighting how this very importantly started with a non-judgemental and gentle introduction, allowing him to relax and feel like he could be honest.

When our work had been completed YP was engaging in voluntary work with a local charity, which illustrates how far he had come and how effective Early Intervention support can be.



QUOTES OR FEEDBACK FROM SERVICE USERS:

Professional feedback from Emily Bridges, Hull Youth Justice Officer:

"I have just had my last session with YP prior to the end of his order next week. We were reflecting on his time with us, and I asked him what he had found most useful. He responded by saying that he felt that his engagement with ReFRESH was one of the most helpful parts of working with YOT. He has offences relating to knife crime however he has also been identified as a victim of modern day slavery through the NRM process so has a history of dealing drugs as well as taking them. YP is a man of very very few words, and he was introduced to ReFRESH at the Kastor Centre via the set programme sessions. He was then chatting to me during a session about his cannabis use and said that he felt ready to address this. As ReFRESH were sat in the Kastor Centre at the time we went over and had a discussion with Gary and Kerri which led to a referral being made and Helen being allocated. YP is now meeting regularly with Helen, and it is forming a vital part of the exit strategy moving forward.

Thank you so much for your support and the way that you have encouraged YP to work with ReFRESH when this seemed like something that he would never have consented to at the beginning of his order."

Feedback given to Bethany Carey, Assessment Team Social Worker regarding her ReFRESH Worker:

"Just wanted to give you some feedback too, YP had advised that you are one of the most important professionals that she works with. YP advised that you have a way of making her feel really comfortable and that she can talk to you freely and openly. YP also said that she sometimes finds it hard to speak and to trust adults because of the past but that she finds she does not feel this way with you, and you make her feel at ease. "

Feedback from a parent (via text message) to a ReFRESH Worker:

"I really can't thank you enough I really appreciate everything you are doing for us.

Corys is well away to, he's eating a lot of the fridge stuff you have bought which is brilliant as he's not really been eating .. you have really touched me honest thank you."

Feedback from a parent (via email) to a ReFRESH Worker:

"Hi Chris, I just wanted to say thank you for your work with YP, he is a closed book and shuts himself off from most people so the fact he has let you in and spoken to you is a big deal! I would also like to say a big thank you for the help/advice you have offered me too! You have helped me through a lot, especially understanding my son, so again thank you so much. Appreciative mum E."

Feedback from Symone, Children's Home Manager of 96 Park Avenue.

"ReFRESH has been a longstanding part of Park Avenue and has delivered a varied service to current young people and past to a high standard. The young people get to know workers and that is valuable for direct working to be attempted around the misuse of alcohol and drugs. A fantastic service."

Feedback from a Secondary School following a Teams session with pupils during the COVID pandemic:

"I thought it was really informative and helpful especially to those who do want help but won't admit it to staff for fear of exclusion or us calling parents. Showing them the website and facebook page where they can seek help for themselves is really great."

THRIVE HULL



Headstart Hull transitions to THRIVE Hull: Emotional Wellbeing and Mental Health Support for Children and Young People 2021-22

HeadStart Hull came to its natural end during 21/22 period following an extension of funding for a year from the Big Lottery Community Fund due to the coronavirus pandemic. Much of the HSH programme is continuing to be offered and delivered in the City, with the learning and best practice going on to influence the national policies and priorities for children and young people emotional wellbeing and mental health.

The Early Help and Prevention delivery model contributes to the Thrive Hull offer, and works closely with specialist mental health services, education, health, care and the voluntary and community sector.

Thrive Hull is underpinned by the i-Thrive framework for system change which has been developed by a collaboration between the Anna Freud National Centre for Children and Families and the Tavistock and Portman NHS Foundation Trust.

It conceptualises need in five categories: Thriving, Getting Advice and Signposting, Getting Help, Getting More Help and Getting Risk Support. Emphasis is placed on prevention and also the promotion of mental health and emotional wellbeing across the whole population. Children, young people and their families are empowered through active involvement in decisions about their care through shared decision making, which is fundamental to the approach

The programme is working with all schools across the city (primary, secondary, special schools and pupil referral units) as well as a range of community providers e.g. youth services, Voluntary & Community Sector (VCS), social care, health etc. to provide a city wide approach to improving emotional well-being outcomes.



WHAT DOES THRIVE LOOK LIKE?

In Quarter 4 of 2021-22, a large scale mapping exercise was undertaken of all the provision in Hull that supports Children and Young People and their families around promoting good emotional wellbeing and mental health and where to get support. It focuses on support for Primary, Secondary and 16+ as well support for parents/ carers who also maybe struggling with their emotional wellbeing and mental health.

A Directory of Support has been developed which will be updated twice a year and is available on the How Are You Feeling website. The information contained in the directory is aimed at professionals, services and the public on where to get support. The provision within the directory includes services that are not necessarily commissioned or provided by the NHS or Hull City Council but are part of Hulls provision to support its population.

Examples of this support are split into each area under the i-Thrive framework

Examples of the Thrive offer in Hull:

Thriving:

- School Nurses/Health Visitors
- Healthy Holidays Hull

Getting Advice:

- Hull and East Yorkshire Mind helpline
- How are you feeling website
- Turn 2 Us School Drop Ins

Getting Help:

- Smile Group Work
- Emotional Resilience Coaches
- Early Intervention - Childrens Wellbeing

Getting More Help:

- Mind Counselling & Family Therapy
- Specialist NHS Children's and Young People

Getting Risk Support:

- Crisis Service
- Home Intensive Support
- Inspire



Case Study

EMOTIONAL RESILIENCE COACHES

Background information

Female LG, Age 11, White-British

LG lives with both parents. She hasn't got any siblings, but is very close to grandparents, aunts, uncles and cousins.

Presenting issues

Anxiety leading to panic when leaving the house. During lockdown and due to Covid 19 her anxiety got worse, as she started worrying about bad things happening to her family. When she returned to school, she felt anxious about being away from her mum, which would impact on her school day.

She was excited about starting high school, but anxious about the walk to school.

Risk factors in the young person:

Poor deteriorating behaviour at home due to anxiety

Risk factors in school:

Poor/worsening behaviour due to anxiety
Identified concern at transition

The referral was made by the Family safeguarding officer from a local primary school.

Support provided

Our sessions were a mixture of walk and talks and 121 meetings in school.

We worked together for 12 sessions.

LG had just finished working with a peer mentor when I started working with her.

As LGs anxiety was fuelled by her worries/ overthinking we started by identifying what the types of overthinking she does and when and where. This gave her an understanding of how her thoughts were setting off the physical symptoms of anxiety.

We worked on LGs triggers and recognising when she was overthinking, and I gave her questions she could ask herself to challenge

her thoughts. Once LG understood how her body reacted to anxiety, we experimented with various strategies to control her anxiety until she found one that she found helpful.

LG worked on making changes in between sessions. She pushed herself to do things, even when she felt anxious. Mum was involved too and she would help her daughter implement strategies when they were out and at home.

Impact

LG was a confident girl in some ways, apart from when it came to her anxiety, as then she needed a lot of reassurance. During the sessions LGs confidence started increasing when she realised that she could control her thoughts and anxiety herself. She was worrying a lot less about bad things happening to family members and not anxious to be away from mum. She felt better being in school. Mum and school confirmed this as well.

FEEDBACK

"It was very helpful and it stopped me from worrying and I really enjoyed it" – **LG Female, age 10, Year 6**

"The whole family has seen a big change. It's the best thing she could have done" – **Parent of LG female aged 10**

"She's doing great. We really appreciate all your help" – **Safeguarding officer, from primary school**

HeadStart Hull, funded since 2016, by 'The Big Lottery Community Fund' reached in numbers:

Young people directly involved in universal support

48095

Number of young people taking up the additional support

26658

Number of young people recruited to the additional support

6521

Number of young people actually taking up the additional support

6786

Number of young people having completed targeted intervention

3522

Number of parents / carers completing the programme element in a planned way

1149

Number of professionals supported

1952



FAMILY GROUP CONFERENCING

Family Group Conferencing offers support for young people and their families to make decisions and plans that affect them, this could be around contact or keeping a child safe.

WHAT WE DO

A Family Group Conferencing (FGC) Convener will meet the family members at home, school, or any suitable place to discuss and identify issues or concerns. They will meet with young people to establish their wishes and feelings to ensure the young person has a voice within the decisions and plans made. The meetings with family members may identify other friends and relatives that are able to support the young person. Several meetings and wishes and feeling sessions may take place before the FGC Convener pulls together a Family Group Conference.

A Family Group Conference is a family led planning meeting in which the whole family comes together to make a plan to address identified concerns whether from a family member or professional i.e. teacher or social worker. The young person attends the conference and is supported to voice their concerns, wishes and feelings. The aim of the conference is for the family to draw up and agree their family plan which must address the concerns raised and see solutions. A further meeting will be held to review the plan, this is a chance for the family and professionals to meet again look at the plan and make sure it's working.

Between 1st April 2021 to 31st March 2022

42 referrals received into the service for **105** children



Case Study

Family Group Conferencing Case Study

A referral was received from mum who was requesting support in respect of contact with her two children. The family have previously attended the family court due to the children moving in with dad of their own accord. Mum was hoping to be granted 50/50 custody however the judge did not deem this appropriate and granted the court order in dad's favour, with mum having limited contact with a view to this increasing over time. Mum's partner, has a young son who lives them and dad of the children reported that he felt that she was prioritising her partner and his son over her own children which she refuted.

Risks identified: Dad and mum's partner have a fraught relationship which has resulted in aggressive behaviour and verbal insults. Both dad and mum's partner had alleged that the other had used explicit language around the children and both young people evidenced via doing wishes and feelings with them, that they were impacted significantly by the animosity between them and that this in turn had a detrimental effect on their relationship with mum.

FGC overview: Having refused FGC in previous years, dad consented on this occasion despite feeling sceptical. Regular contact was made with both parents over several weeks which allowed them to build trust, open up and feel listened to. During this time, direct work was completed with the children to gain a clear understanding of their lived experiences including the use of Signs of Wellbeing Scaling Questions which were helpful to measure past and present relationships with parents, and others.

Support was provided to dad to help him to understand the harmful effects on the children's emotional development as a result of the ongoing conflict. Both men were offered advice and guidance on how to move forward, resulting in them agreeing to have no contact with each other as the best outcome.

An FGC meeting between H and her partner was recommended in the first instance as it was deemed safe to do so. This was beneficial as they had the opportunity to address and resolve the issues that were causing barriers. Following this, a further FGC was offered and accepted that included the children. The family evidenced they could work well together to find their solutions and resulted in the family creating their own Family Plan which has positively included the children's involvement and kept them central throughout.

FEEDBACK

Dad has shared that he felt the process has been beneficial, despite feeling it should never have had to come to Early Help. Mum forwarded the following:

Hi
Can I just say thank you so much, one week of your input has changed things so much and I am so grateful for that, I have hit so many brick walls the last year and lost faith in all the systems, you have changed that for me.
Thank you, H

BUILDING BETTER OPPORTUNITIES (BBO)

WHO WE ARE

What we do: BBO is funded by the Big Lottery Community Fund and the European Social Fund (ESF). The programme aims to help those who are unemployed and economically inactive people 25+, tackle poverty and social exclusion. The programme aims to improve the lives of local participants by increasing their employability skills, self-confidence, local knowledge, community engagement and access to learning.

Delivery partners:

There are 14 BBO local delivery partners across the Humber. Partners were chosen by having a track record of engaging and supporting socially excluded people into employment, enterprise, and further learning. In the Hull area the delivery partners are Hull City Council, Goodwin, Probe and Hull Business Training. All partners have access to dedicated support from the Citizens Advice Bureau and MIND.

Other support:

- Arranging specific vocational training and accessing financial support
- Accessing food parcels and other resources to alleviate need such as clothing, beds and furniture
- Organising special programmes to encourage take up of higher education
- Helping with benefit applications including PIP and accompanying claimants to panel and court appearances
- Making grant applications to charitable trusts
- Accessing help with transportation including mobility scooters
- Accompanying participants to medical appointments
- Liaising on behalf of participants with other professionals in the NHS, social services and housing
- Arranging social events to allow participants to meet each other
- Giving direct support to help participants complete online courses

How to access us:

Telephone: 01482 612736
Email: BBO@hullcc.gov.uk
Walk in at Kenworthy House

1850

people supported since the project started in November 2016

Case Study

Case study A by Mick, Key Worker:

A was a male participant in his late twenties. He had been unemployed for a considerable time. He had had practical jobs in the past and IAG confirmed that he was still interested in this area of work.

He was schizophrenic, which was self-controlled, but suffered from other mental health problems, anxiety, and depression, that stopped him looking for work. He also had debt problems which all added to his poor mental health. He disliked his accommodation and was looking to move in the near future.

IAG confirmed that he was interested in practical work but he did not have a clear idea of which jobs or sectors he would be interested in. He also lacked confidence in his ability to find work due to his perceived poor job search skills. We talked about a range of different jobs in various sectors. We discussed training programmes that would enhance his employability and possible job opportunities. One opportunity that interested him was BBO's link with Bauer Engineering that had been developed by Mick's colleague, Anna Lloyd. And he was referred by Mick to Bauer.

He met a director of Bauer, Jamie Lewis, who talked to him about their new contract in Hull, installing underground trunking and cabling. This really interested him, and he asked to be considered for any vacancies. However, recruits to this work are expected to have a particular certificate, the 'Street Scene' qualification. BBO applied for funding to do this. This was successful and he completed the Street Scene qualification with Wise Training.

He has now successfully completed the Street Scene qualification and has been employed by Bauer Engineering. He could have gone directly

into their direct labour force but was interested in a more structured training route and asked if he could be taken on as an apprentice and they have agreed to this. He will be working while studying for level 2 and level 3 vocational qualifications.

At the same time that he was doing the above we worked on some other issues affecting him.

He was referred to MIND, but they couldn't work with him as his schizophrenia was self-controlled rather than medicated. We talked about this, and he agreed to consult his GP about whether medication would be appropriate at this stage.

He was also referred to CAB to look at a large debt to HMRC. This has now been resolved and he does not have this worry 'hanging over him' anymore.

We have agreed to work together on resolving the housing issue.

A's confidence has improved greatly over the time we have worked together. He was unsure about what he wanted to do or how he would go about identifying opportunities. The training with Wise Training made him realise that he was capable of a lot more than he originally thought. The opportunity with Bauer means that he can now look to the future with a lot of optimism, and he is ambitious about how far he can move with them in his career. Dealing with his debt problem through CAB means that his worries about moving house have been put to rest and he can look at moving to a nicer flat soon.

FEEDBACK

'Your help allowed me to achieve my driver CPC, and now I am employed as a full time HGV driver earning a very good wage. This will improve myself and my families quality of life.' – **Phil, Participant**

CAREERS AND ENTERPRISE COMPANY – CAREERS HUB ENTERPRISE CO-ORDINATOR

WHAT WE DO

This service facilitates and promotes the benefits of linking education and business together to improve local careers education for our young people. Working with the Careers and Enterprise Company the service delivers an Enterprise Co-ordination function across the Hull and East Riding area. The Enterprise Co-ordinator is responsible for recruiting volunteer Enterprise Advisors from the local business community.

This service now established, has formally become part of a Careers Hub. The Careers Hub offers more intensive support and sharing of good practice working towards achieving the Gatsby Benchmarks, which is a standard of good careers programme across schools and colleges. Please see the 8 Gatsby benchmarks below.

1. A stable careers programme
2. Learning from career and labour market information (LMI)
3. Addressing the needs of each pupil
4. Linking curriculum learning to careers
5. Encounters with employers and employees
6. Experiences of workplaces
7. Encounters with further and higher education
8. Personal guidance

The Enterprise Co-ordinator works with over 16 secondary schools / colleges and with over 16 senior business representatives, promoting and supporting improved careers education programmes across the local area.

How to access us:

For further information on the Careers Hub please contact kerrie.jaquest@hullcc.gov.uk

The number of Schools and Colleges who are part of the Careers Hub and linked to an Enterprise Advisor in Hull is 17 (however this number increases to 36 if we include the East Riding Schools / Colleges)



FEEDBACK ON HUB INVOLVEMENT AND SUPPORT

Respondents were asked what elements of the Hub's activities and support have been useful to them:

- 93% feel that support and advice from their Enterprise Coordinator was useful.
- 93% feel that Hub network meetings and contact with other Careers Leaders was useful.
- 86% feel that the use of the Gatsby Benchmarks framework was useful.
- 86% feel that support and advice from the Hub team within the LEP was useful.
- 79% feel that support and advice from their EA was useful.

All respondents were very satisfied or satisfied with the support they received from the Hub team:

"My Enterprise Co-ordinator is great; really supportive and always gets back [to me] quickly."

"The Careers Hub Team have been a huge help, I started out new to this role in January 2021 and I didn't know too much, but they guided and supported me with regards to achieving the benchmarks and developing our careers programme. Networking has been great as part of the regular meetings. They pointed me in the right direction to completing my L6 Careers Leader training which was fantastic and I feel like I have come a long way in the last year."

The added value of Hub support:

Careers Leaders cited a range of proudest achievements, including:

- Achieving Careers Leader qualifications and general improvement in how they perform in their role.
- Increased and improved engagement with employers.
- Working with other Careers Leaders and schools across the Hub.
- Working towards/achieving school CEIAG accreditation/awards.



CONNEXIONS SERVICE

WHAT WE DO

Pre 16:

The Connexions service helps the Local Authority to meet its statutory responsibility regarding the September Guarantee and Raising the Participation Age, ensuring every young person in year 11 and 12 has an offer of a place in education and training.

We do this by working with young people to help them make a successful post 16 transition from year 11 into education and training. Connexions prioritises those in year 11 at risk of NEET, including those with EHCPs and CLA. We work face to face with young people in schools, academies, special schools, pupil referral units and with those who are home educated. Connexions advisers provide impartial one to one careers guidance and support to help young people make informed post 16 choices and prevent them from becoming NEET. Connexions advisers also help young people to make applications for education and training opportunities and provide follow up support to those young people needing further interventions to enable them to meet the duty to participate. We work in partnership with schools and appropriate agencies to help address barriers to young people making a successful and sustainable transition post 16.

In addition to working with young people who are at risk of NEET, the Connexions service offers a traded service to Hull schools who wish to buy in additional careers guidance time for their cohort of students.

Supporting transition for young people with EHCPs:

Connexions advisers work with young people with an EHCP and their families from year 9 and up to the age of 25 to support them at key transition points about education and training options and preparation for adulthood. Connexions advisers attend annual reviews from year 9 and work individually with young people and their families to provide impartial information about post 16 education and training options and help them to make informed choices to ensure that learners with SEND fulfil their potential.

Connexions helps to promote work experience opportunities for young people with SEND and develops initiatives such as supported internships to improve the employment outcomes for young people with EHCPs and SEND.

The Young People Skills and Employability team has responsibility for commissioning post 16 places in education and training for learners with EHCPs, funded through the high needs block of the Dedicated Schools Grant (DSG)

Post 16

Connexions works with post 16 providers to identify any learners at risk of dropping out of education or training to prevent them from becoming NEET by addressing any barriers they are experiencing or finding an alternative provider where appropriate.

Connexions advisers also work with young people who are identified as NEET through our robust tracking processes and through referrals from other agencies and professionals. Connexions advisers will work with the young people individually to guide them back into appropriate education and training opportunities including providing careers advice and guidance, help with applications, advice on CV writing, interview preparation and encouragement and support. Advisers also work in partnership with young people and other agencies and professionals to address any barriers to entering education or training.

Connexions advisers regularly update and maintain their continuous professional development around Local Labour Market information and employment, education and training opportunities to ensure they are able to provide accurate and up to date advice.

Reporting data about participation to the Department for Education:

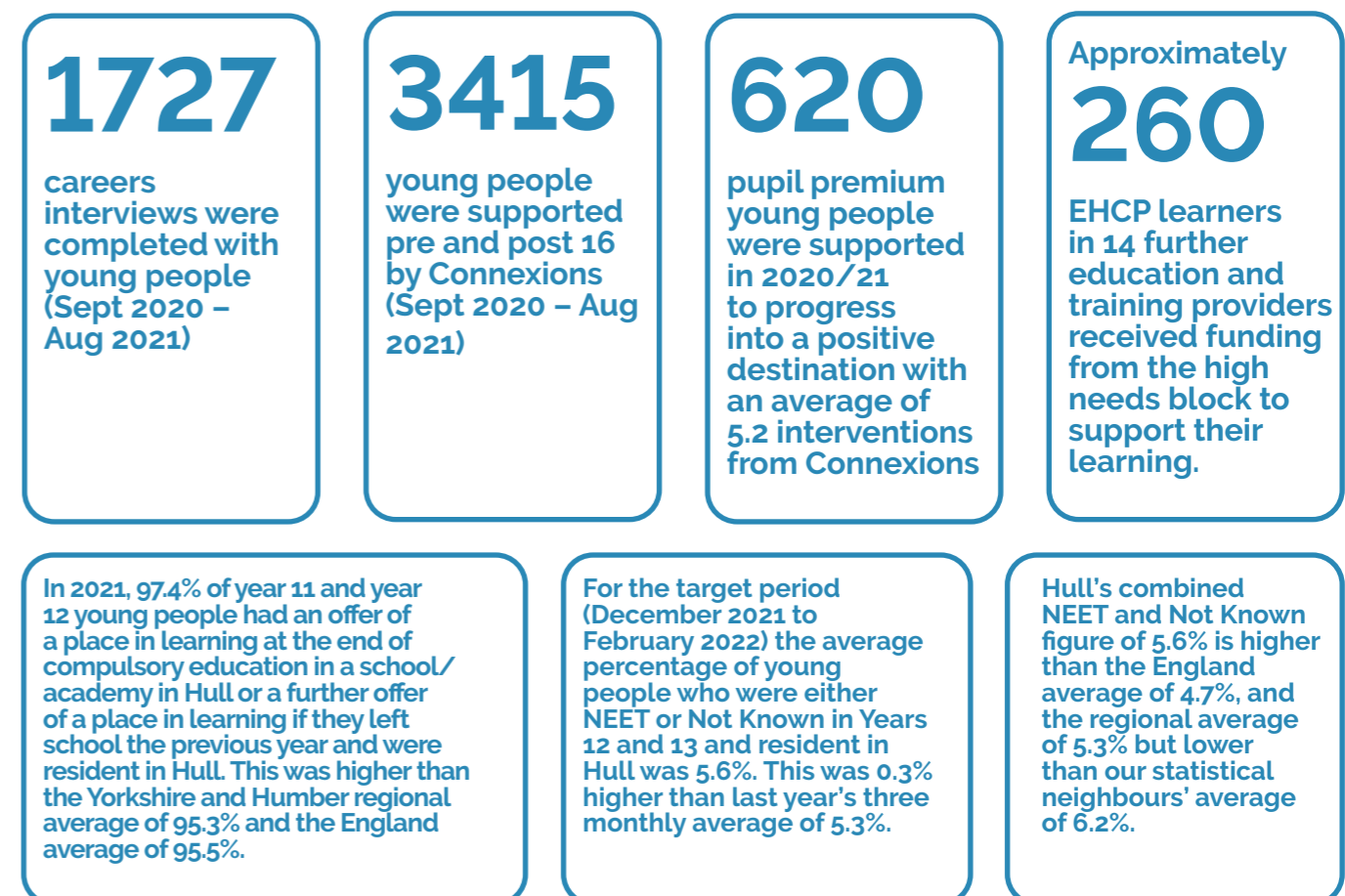
The Young People, Skills and Employability Team is responsible for ensuring that accurate data is submitted each month to the Department for Education via a local National Client Caseload Information System (NCCIS) in order to report on participation and the numbers of young people who are NEET and Not Known. The team also ensures that the Department for Education receives timely and accurate data during the formal reporting period of December- February, providing them with performance data on Hull's statutory duties regarding the participation of young people.

How to access us:

Connexions is based on Floor 1, Kenworthy House, George Street, Hull HU1 3DT

We can be contacted on 01482-615201 or via email ypse@hullcc.gov.uk.

Our advisers also work from other locations including secondary schools, PRUs, special schools, post 16 providers and the Youth Hub.



Case Study

When I first met XX she was 16 years old, NEET and was sofa surfing.

We completed an assessment and the areas of concern were accommodation, finances and training and education. XX also needed support to heal and rebuild her relationship with her Mum who she loved dearly.

XX left school without gaining any qualifications, this was due to personal reasons rather than her academic ability. XX lived at home in a chaotic environment. This impacted on XX's confidence and well-being.

XX was looking at joining the Army in the future and had been looking at studying Public Services at Hull College as she felt this would help her in the future with her Army application.

Referrals were made to Targeted Youth for support in finding accommodation, Hull College to re-engage in Education & Training and support to apply for benefits.

With regular reviews and meetings, XX was able to fully engage in training which she would have been unable to do without the additional support to ensure she was able to receive everything she was entitled to regarding accommodation and finances.

After a brief time in hostel accommodation she was able to secure her own place which gave her the stability she needed to be able to concentrate on her studies. I often acted as a broker to ensure XX received all her bursary payments and additional housing benefits.

XX successfully completed her studies and gained a level 2 qualification in Public Services including Maths and English. She has continued her education and training and is studying towards a level 3 in Sport.

XX has also secured part-time employment as a Steward at sporting, music and cultural events.

XX said:

"My experience with Connexions has been great, I have had so much support and help with my needs and I am very grateful for everything"

FEEDBACK

96.5% of young people completing the Connexions on line customer satisfaction survey said they had found their meeting with their Connexions adviser very helpful. Below is a selection of comments:

Is there anything else that you would like to say about your meeting? (Open text)

- I was given help with what to write in my personal statement for the online applications.
- nothing i could think of that could be improved
- The meeting was xtremely helpful in helping me to make a decision of what I want to do at the colleges.
- There is nothing negative to say, it was a welcoming meeting and I am happy with the stuff that has been provided to me.
- very helpful and lots of information on back up plans and main plans to help me.

Comments from young people in a local secondary school made to the Matrix assessor about their one to one Connexions meeting:

"They calmed me down when I was really unsure and they pointed me in the right direction."

"We have lots of help to make the most of our applications."

"It helped to clear my mind and think of all the possibilities."

"Their listening is great. I was given lots of choice."

"Sometimes I need to be pushed and they do that."

"We can just ask and see the Adviser again if we're stuck or want to have a chat."

Comments received from YP:

"I just wanted to say thank you for all your help before. I'm really enjoying the traineeship its helped me a lot. I'm a lot more confident with people and places and I'm discovering and taking a lot more opportunities for myself so again thank you".

NOTABLE ACHIEVEMENTS, EVENTS OR ACTIVITIES

- Connexions achieved the Matrix Award which is a nationally recognised kitemark for quality in delivering careers information, advice and guidance services.
- Organising a post 16 education transition event for Hull young people with EHCPs and their families to find out more about the options available to them and the agencies that support transition.
- Working with East Riding Council, City Health Care Partnership and Wilberforce College to introduce the Project Search supported internship programme into the local area. This has strengthened the local supported internship offer will have a positive impact on young people with SEND entering employment.

THE YOUTH HUB - HULL

WHAT WE DO

The Youth Hub Hull is part of the government's response to covid – 19, in particular, the impact the virus has had on unemployment and isolation on young people. The hub has been operating since December 2020. The Youth Hub aims to support those age 16 – 29 years old back in to employment. The aims of the Youth Hub are to reduce unemployment rates in the local area and increase social inclusion. Those that access the hub must live in Hull or east riding and be unemployed.

Every young person that comes through the Youth Hub are assessed by a Hull City Council Key Worker and from this a tailored support plan is created with the young person to help them move closer to employment and to support them to reduce down their barriers to work.

Delivery partners:

The Youth Hub is delivered in partnership with the Job Centre Plus Hull, Goodwin Development Trust, Hull City Council including Connexions and City Health Care Partnership (CHCP)

Other support:

- Careers Guidance
- Job Clubs
- Employment related support including support with CV's and interview techniques
- Mental health support from Lets Talk
- Support to find work experience
- Support to find volunteer placements
- Confidence building
- Benefits support
- Financial advice

How to access us:

Referrals must be made through JCP work coach.

The Youth Hub is located at the Goodwin building on Anlaby Road, opposite Tigers Lair.

590+
people supported since the Youth Hub project started in December 2020

FEEDBACK

"I would not be working now without the support of the Youth Hub." Jason participant

"I just would like to thanks Kayleigh, Dan and everyone else at the youth hub you have help me a lot' Aaron, supported in to work by Youth Hub Hull. Now working as a sign fitter".

>LOG ON | MOVE ON> CAREERS PORTAL

WHAT WE DO

The >log on | move on> careers portal is primarily 'an Area Prospectus and Common Application Process (CAP)' system which is offered in partnership with East Riding of Yorkshire Council. The system incorporates a number of different prospectuses (Higher Education, support for the unemployed, supported work-based opportunities, adult, employer and the Energy Skills Campus) and enables young people to explore all of the post 16 provision available to them. The provision detailed on the website covers the whole of the North Bank and beyond.

Young people also use >log on | move on> to submit applications to learning providers, with the aim of securing an offer of post 16 learning. As the system is web based, young people can access the site during years 10 and 11 as part of their careers / PHSE lessons in school. There is the added bonus of being able to make applications with support from parents and carers at home. The YPSE service offers support to YP who need help making applications via the system.

>Log on | Move on> includes additional functionality which supports transition such as an employability skills passport, a CV writer, access to live Apprenticeship vacancies and an information and inspiration section which provides information to support young people in making decisions on their next steps. The system supports the Raising of the Participation Age agenda, and the September Guarantee process, as it allows post 16 providers to inform the YPSE service of any learners dropping out

of provision using the Managed Learner Intervention Transfer (MLIT) system. Applications can be tracked by colleges / providers to the point of enrolment, with this information directly transferred into the Councils NCCIS system.

Within >Log on | Move on> there is also a Teacher Tool area, which stores resources and lessons plans for teachers to use when introducing careers into subject lessons. This system is now offered as a traded service with all local Secondary and Special Schools, and all post 16 colleges / training providers making a financial contribution to the maintenance of this system. Hull University based Humber Outreach Programme (HOP) use the systems functionality to support transition to Higher Education and to provide online learning resources to local young people.

How to access us:

The >log on | move on> website can be accessed at www.logonmoveon.co.uk
Tel: 01482 615 223 or 07925 371 905 or 07925 371 906
Email: YPSE@hullcc.gov.uk

SPRINGBOARD

(formerly Springboard Youth Employment Initiative - YEI)

WHAT WE DO

Springboard is a partnership project, funded through the European Social Fund (ESF), which aims to help those aged 16 – 29 years old, who are NEET (not in employment, education or training) who live in Hull or the East Riding of Yorkshire. We support this client group to access learning or work through specialised support and training. The support includes providing progression pathways to apprenticeships, study programmes and traineeship programmes as well as employment, including self-employment.

Delivery partners:

There are currently 5 delivery partners that make up the Springboard project. These are; Lets Talk, Goodwin Development Trust, Making Changes For Careers, Hull City Council Key Workers and The Warren. Together, these partners provide one to one mentoring and dedicated Key Worker support.

Other support:

Other support available includes but is not limited to:

- Mental health and anxiety support
- Employability skills
- CV writing and job search
- Personal and social development
- Academic, vocational qualifications and short courses
- Enterprise skills and self employment support
- Work experience, including paid work experience placements including tasters in media, digital, creative and hospitality sector.
- Financial assistance for travel, right to work documents and interview clothes etc.

How to access us:

Telephone: 01482 612736
 Email: yei@hullcc.gov.uk
 Walk in at Kenworthy House

Around
3,500
 young people since the project began in 2016.
 Not all of these people have moved into employment, education or training but they have all moved closer to the labour market as a result of support.

Overall progression rate of
49%
 - around half of all young people supported move to a positive Employment Education and Training destination.

Case Studies

K case study by Alex, Key Worker

K left school with good GCSE'S and went on to college, during this time the pandemic hit. His mum and sibling sadly passed away during the first wave of Covid 19 after contracting the virus. K struggled to come to terms with this and dropped out of college.

K had previously been supported by Let's Talk through his GP during this difficult time. However, he was still struggling and did not know where to turn for information, advice and guidance. He was unsure what he wanted to do and how to move on.

K was on Universal credit but since losing his mum and sister he has felt lost, he decided when coming to us, that he wants to find employment and move forward.

I met K for the first time at a joint appointment with another professional.

K was quite shy at first but once we built a relationship and got to know each other he came out of his shell.

During our enrolment appointment we set an action plan and agreed on the support K needed, and we discussed the pastoral side of things such as his wellbeing and mental health.

I explained that if he needs further support with this then I can speak to Let's Talk and discussed the support they can offer within Springboard and how it can be different from the main service.

K explained to me that keeping busy and doing something meaningful was what he wanted.

We would meet either once or twice a week and we would spend some time talking about what he has been up to in the week and set small goals giving him things to do in the week, giving him a routine and keeping him busy.

I went through some resources in terms of how to effectively job search, how to fill out good application forms out and looking at good and bad CV'S.

Together we created a new CV and cover letter, creating an account on indeed, as well completing regular intensive job search. Within 2 weeks of starting intensive job search K was invited to a job interview at a local factory. We completed some mock interviews that were based around this employer. We conducted research into the company by using their website. K took notes and continued this research at home.

K attended the interview and was offered the job later in the afternoon, the feedback received from the factory was very positive, and they said he presented well in the interview, confident and they could tell he had prepared, which they were impressed with.

FEEDBACK

'They gave me so much support to get me where I wanted to be, I was given encouragement and made to feel welcome. Now I have finally found the job I was looking for.' – **Leanne, Learner.**

'Thank you all for a great experience and I recommend to all who need help with socialising, education or employment.' – **Emalie, Learner.**

'The staff have all been encouraging, respectful and helpful in any situation. – **Kieren, Learner**

WORK EXPERIENCE AND VOLUNTEERING

WHAT WE DO

This service oversees and co-ordinates the Local Authorities Work Experience and Volunteering offer for our residents. The service provides a central point of contact for all Secondary Schools and Colleges within the City, ensuring effective safeguarding and tracking of students is maintained. High quality experiences of work are received by matching students' needs and abilities to the department's placement opportunity. This service also co-ordinates all work experience placements for the following stakeholders alongside Hull City Council; Hull Culture & Leisure Ltd, Hull University Teaching Hospitals NHS Trust (Clinical and non-Clinical placements), Humber Teaching Foundation NHS Trust ensuring all schools, colleges, young people, parents/carers, and departments have one point of contact. A co-ordinated approach is always followed ensuring all placements offered are of a high standard with appropriate training, support, and paperwork in place before, during and after the placement.

This service is also responsible for the co-ordination of the Local Authorities annual (twice a year) German student exchange programme. This programme sees students from Hamm in Germany visit the city for 3 weeks.

This service has a key focus on supporting Care Leavers access work experience placements across the Local Authority.

In addition to Work Experience placements, this service also co-ordinates and maintains the Council's database for volunteering opportunities. This allows the City Council to track volunteering opportunities within our services and ensure the Council's Policies and Procedures are followed at all times. Operationally, this service works alongside managers, supervisors, and volunteers to provide support during the recruitment and matching stages. This ensures the Council are offering high quality volunteering opportunities which bring significant benefit to all parties concerned.

How to access us:

All placements are offered directly to the schools and Colleges to allow the schools and colleges to choose suitable students for our offered placements.

Volunteers can complete a volunteer application form from Hull City Council's website or call for one to be posted to their home address.

FEEDBACK

This approach has had some fantastic success stories with many students going onto college or university as a direct result of their placement; some have even been successful in securing apprenticeship/employment opportunities within the council and partner organisations.

Please see below some feedback regarding our centralised approach, working with the partner organisations and generally around the placements we offer:

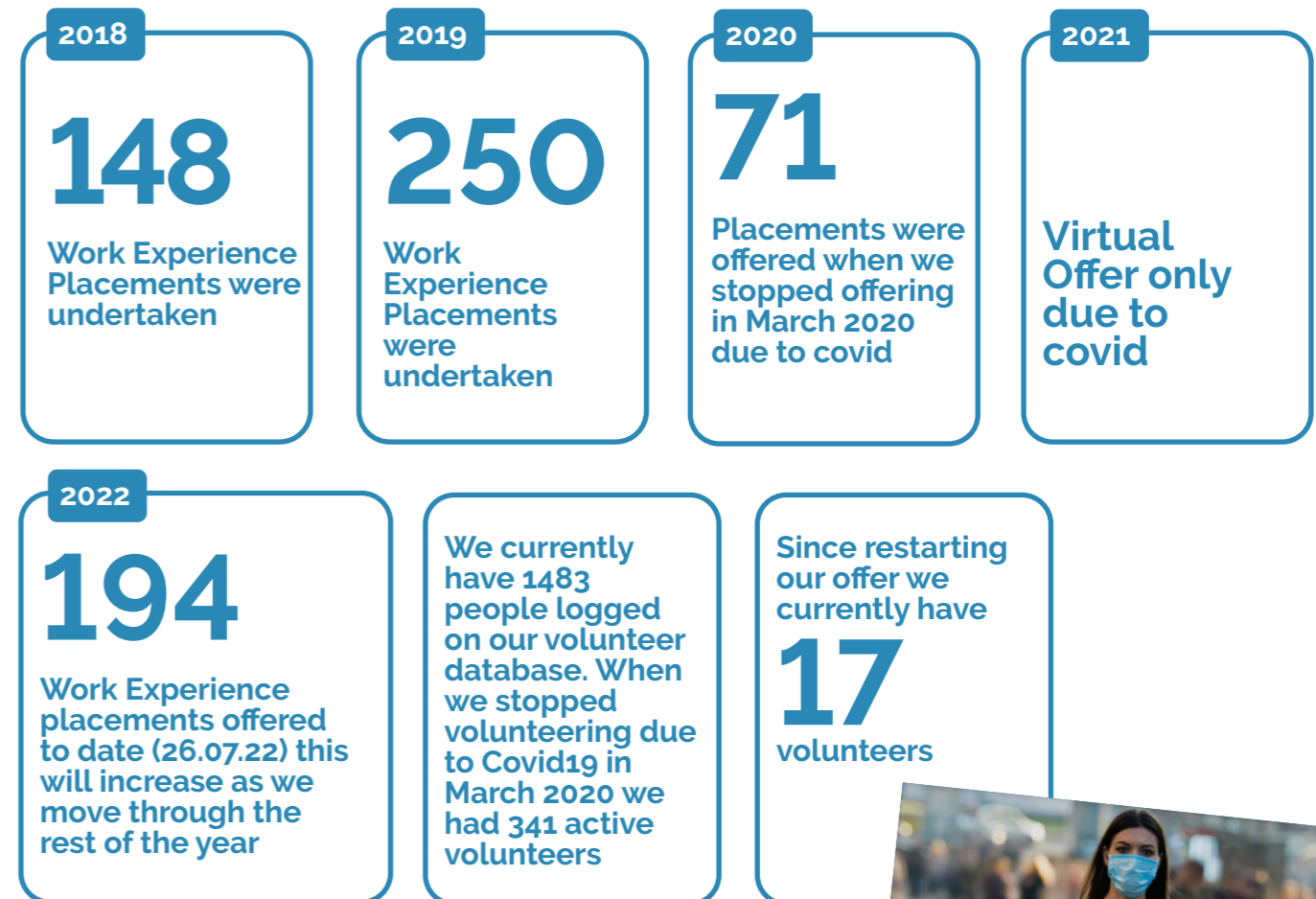
"I think it's great that you now work with the NHS. Each year we have lots of students wanting a medical setting but are not accepted due to their age. This partnership gives them a chance. Long may it continue." Careers Coordinator – St Marys College

"I found this experience to be interactive and the staff were lovely. I didn't want to leave, and I am seriously thinking about training in this area in the future." Megan Hull College – Acorn Ward – HRI

"We really value the placements that are issued to us from HCC & NHS. The service we receive is first class and I hope to continue our good working relationship. The coordinated approach makes my life so much easier as I don't have to contact each individual organisation/department." Careers Lead – Wolfreton School & 6th Form

"Very Efficient service, well supported to ensure the student got the most out of the experience." IT Manager – HCC

Below are the actual placements undertaken by students in a variety of departments/areas:



NOTABLE ACHIEVEMENTS, EVENTS OR ACTIVITIES

The impact of the pandemic had a significant effect on our ability to offer work experience placements and volunteering opportunities.

We are pleased to be back up and offering opportunities – this year we have seen a large increase in the number of opportunities requested.

Feedback suggests the need for work experience and volunteering has become ever more important as part of the young person's journey – By offering good quality work experience placements and volunteering opportunities, we can help young people make informed decisions around their next career steps.



HULL YOUTH JUSTICE SERVICE

WHAT WE DO

Hull Youth Justice sits within the Early Help Provision in Hull and manages all children between the ages of 10 – 17 who have become involved in the Youth Criminal Justice System. The work of Hull Youth Justice brings together a multi-agency team which includes:

- Police Officers
- A Probation Officer
- Speech and Language therapy services
- A specialist public health nurse
- Substance misuse workers
- Education, training and employment specialists
- Artists
- Chefs
- and skilled victim workers supporting those victims of crime

Youth Justice staff will engage and listen to children and their families and carers to assess the risks, needs and strengths of the child to create a plan that will work to prevent or reduce youth crime and antisocial behaviour and keep children and the community safe. With a clear focus reducing offending/re-offending and on preventing criminalisation of children, Youth justice Staff will complete recommended interventions with children looking at the consequences of their behaviour, emotional management and problem-solving skills taking a child first approach to engagement. We will also promote and encourage the positive attributes of the child and develop basic life skills such as budgeting and healthy cooking.

An important part of working with children who are involved in the Youth Criminal Justice system is victim and community reparation. The images below show wood crafted art in support of the Ukraine. This provided the opportunity to discuss current affairs for example with children in might have difficulties engaging with education in a formal setting.



The Kastor Centre is one of the bases for HYJS where targeted joined up work can take place in a young people friendly environment. This provision brings together a range of services for use by the children and offers safe spaces for children to come and engage with a number of services.



Case Studies

Quotes from Children Young People and their families/carers about their experiences with HYJS:

A child paid tribute to his case manager at a referral order panel revocation by saying "I would like to thank my worker for helping me, for being there for me and not making me feel like the odd one out".

From a parent – "I would just like to take this opportunity to thank you for being so understanding with our situation. You have bent over backwards to try and engage our child and I feel that you have been very supportive to our family. It has been lovely getting to know you and in the nicest possible way, I hope our paths do not cross again!"

From foster carers – "Thanks for your patience, understanding and willingness to explore the bigger picture. This has caused much anxiety and stress for us as a family and we wish more professionals were more competent and understanding around FASD - training of which should be fully embedded within Youth Justice, Social Care CPD. Again we thank you for your non-judgemental and professional approach to working with D and ourselves. Kind Regards"

Mum has just called absolutely thrilled that A is back working with the family and she described A as "amazing" and "great during COVID".

To find out more
about Early Help,
please visit:

hull.gov.uk/early-help-information-for-professionals



Hull
City Council