



Raise York
Your Family Hub Network



Children's Workforce Induction Pack



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How to use this learning resource

This pack has been created by partners within the Raise York Family Hub Network as a resource for professionals working with children and families in the city. The pack is designed to provide an initial overview of key useful information and comprises 13 “bitesize” modules which practitioners can access at any time. Each module provides information around the relevant subject area but also includes links to further sources of information and, where appropriate, training opportunities.

We ask that Service and Team Managers cascade this pack through team or service meetings and encourage its use as a tool for discussion and that staff are supported to access the training and work through the modules. Likewise, we would encourage the use of this pack at the point new staff are recruited into roles within CYC and our partner organisations.

This pack is being released as a pilot project initially and will help to underpin the rollout of York’s Family Hub Network in 2024 though the intended audience for the resource is much wider across the whole children and family workforce.



I. About Raise York

We believe that all children and young people in York deserve the best start and the chance to thrive. Every family, child and young person should be able to get help, information and support, at the right time and place. They should be able to reach their full potential and lead healthy, happy lives.

Families and communities help provide a foundation for children and young people to grow, develop and feel safe. Raise York brings together children, young people, families, communities and professionals so everyone can get the connections, help and support they want and need.

Raise York is a network of people, places and online support. It supports children, young people and families from pregnancy to adulthood. Families should expect a warm welcome in your local community and to be guided to the right support for you.



About this guide

Raise York is a network of services and needs everyone to play their part. **If you work with children and young people then you are a part of the network.** This guide has been pulled together to give people working in different agencies and services a common induction. The idea is if we all hold some common skills and knowledge it will help us to work together and help us deliver better outcomes for families.

Each section of the guide gives you an introduction to the core information you need to know as part of the Raise York network. There are links to further information and training in each section to help you develop your knowledge further.





Our Shared Priorities – York’s Children and Young People’s Plan

We want York to be the best place for children and young people to live and grow up.

Our Children and Young People’s Plan sets out our ambitions and provides the city-wide strategic framework for all partners. The Plan sets out our shared moral purpose, our values and how we work together with children, young people, families and communities.

Our vision is that: *“All children and young people get the best start in life, are happy and healthy, stay safe and develop the skills and relationships they need to thrive into adulthood.”*

The Plan draws focus to four high-level priorities. These are based on engagement with children, young people, families and partners, alongside a needs analysis to give a sense of where young people need more help and where they are thriving.

Best start in
life

Happy and
healthy

Stay safe

Ready for the
future



As part of the Raise York network you should be able to look at our Children and Young People's Plan and understand what part you play.

What is your individual role in ensuring children and young people have the best start in life, are happy and grow well, are safe and are ready for the future?

What are you going to actually do?

How are you going to hold yourself to those commitments?

How are you going to work with others?

How will you involve children and young people?

How will you develop and embody our shared values?

This guide should help you to answer some of those questions but to answer them fully it needs you to take time and think about how you work with families and others in the Raise York network.

Raise York priorities for workforce tool

We have worked with children, young people and families to understand what outcomes they want from the Raise York network.

Increased knowledge,
through knowing where to
access the right support,
and information

Increase in social networks
(sense of belonging)

Increased confidence,
through feeling accepted in a
non-judgemental way

Increased resilience
through access to the right
support and resources

Reduced isolation,
through access to child
and parent activities

Raise York has six initial priority areas. The build on the outcomes families tell us they want and the ambitions of the Children and Young People People's Plan.

Raise York - Six initial priority areas



Infant feeding



Perinatal mental health and parent/carer-infant relationships



Healthy weight in under 5



Communication and Language skills



Children and Young People's mental health



Financial inclusion

Our values and how we work

Why do we do what we do? To realise our ambition all of us have to work together. Together, we become a force for positive change, harnessing our collective expertise and boundless enthusiasm to create hope and opportunity.

Through co-production with children, young people and families we have developed the shared values below. These values should drive how we work together and with families.

Ask how yourself how you can live and embody these values?
How can you help others to develop these values?

Caring

Caring and Relational: We foster caring, relational connections to build trust and a sense of belonging.

Right Place, Right Time: We take responsibility to support families to access the early help in the right place, the right time and the right place.

Empowerment: We are committed to empowering families, carers, and young people by giving them a voice in decision-making processes and supporting their active participation in shaping how we work.



Together

Family-Centred: We prioritise the well-being and needs of families and young people, acknowledging them as experts in their own lives. We know children and young people get the best outcomes when they can live safely with their own families and networks.

Inclusivity: We believe in creating an inclusive and diverse city that respects and celebrates the uniqueness of each individual and family, irrespective of their background, culture, or identity.

Diversity and Inclusion: We embrace diversity, recognising unique experiences, needs, and the importance of using language that allows for open expression and understanding.

Equality of Importance: We recognise that no single service or agency is more important than another. All services are essential components of our city and we strive to create a seamless system where each service's value is acknowledged and respected.

Trusted

Collaboration: We value strong partnerships and actively seek collaboration among families, communities, professionals, and organisations to create a collective impact on the lives of children and young people.

Compassion: We approach every interaction with compassion and understanding, recognising that each person's journey is unique and may require different levels of support.

Communication: We believe in open and re-spectful communication. Through honest dialogue, we work together to find collaborative solutions that benefit everyone involved.



Where are Raise York Family Hubs?

We are currently piloting Raise York Family Hubs at six sites across the city.

- Hob Moor Children's Centre
- Clifton Children's Centre
- The Avenue's Children's Centre
- York Explore
- Acomb Explore
- Tang Hall Explore

At each of these sites families can access information and support. Raise York is as much about how we work and not just about where we work.

All of us need to work together throughout the city, in communities and with families.

For more information about Raise York and services and support that is available please visit raiseyork.co.uk.

For more information visit:
raiseyork.co.uk/FamilyHubNetwork

Family Hub Network locations



Acomb Explore, Front Street, Acomb
YO24 3BZ



York Explore, Library Square, Museum Street,
York, YO1 7DS



Tang Hall Explore, Mossdale Avenue, York
YO31 0HA



Hob Moor Children's Centre, Green Lane,
Acomb, York, YO24 4PS



Clifton Children's Centre, Kingsway North,
Clifton, York, YO30 6JA



The Avenues Children's Centre, Sixth
Avenue, Tang Hall, York, YO31 0UT

2. Information for families

“Every family, child and young person should be able to get help, information and support, at the right time and place”.

The Family Information Service which includes our Family Navigators and Parent Champions ensure that families can access the information they need in the way they would like it. children and young people to grow, develop and feel safe. Raise York brings together children, young people, families, communities and professionals so everyone can get the connections, help and support they want and need.

York Family Information Service is a free and impartial service aimed at families from pregnancy to age 19 years (or up to 25 years if the child or young person has special educational needs or disabilities).

The service provides information on a range of topics affecting family life including Ofsted registered childcare and a brokerage service; emotional health and wellbeing; parenting; clubs, groups and activities; support services; housing; financial support and more.





Key areas

The Family Information Service work takes an 'ask anything' approach. They hold a huge range of information and if they don't know the answer they will find it. Examples of what the service can help with are:

- Supporting families to reduce their childcare costs. This includes contacting families to apply for funded childcare for their 2 year old and supporting families who are eligible for the funding but not accessing the funding.
- Hold a wide range of free and low-cost activities, support groups and services to ensure families can access what they need and feel part of their community.
- Maintaining the local authority's disabled register and Max Card scheme, accessed via the FIS Newsletter.
- Providing a warm welcome in Children Centres, Explore Libraries and other community venues to ensure access to information is readily available.
- Build a network of peer engagements through introducing Parent Champions to York.
- Provide and co-ordinate content of the Raise York website.

Max Card Scheme

The Max Card Scheme gives children, their carers and other family members, free or discounted access to some of the most exciting attractions across the UK. The scheme is designed to help parents and carers of disabled children and looked after children save money on great days out at castles, zoos, museums and more. Contact Family Information Service or visit the Raise York website to find out how to join the scheme.

Raise York website

Families

The website is designed as family first ensuring information is in Plain English with a reading age of 12 or less and is accessible. The website is split by categories to make this easy to navigate and re-directs to specialist information rather than duplicate what's on other trusted websites. For example, information on childhood illnesses is navigated to the new NHS website Healthier Together.

Young People

Young People's information was historically transferred to our previous website Yor-Ok when it was no longer possible to provide the annual booklet called Young People's Survival Guide. Initially this information has been transferred to Raise York with a specific Young People tile. We are currently consulting with young people to understand if it is provided in the best way for them and how else they would like to receive information.

Finding Services

In addition to the information pages, we provide navigation to a directory of services, support and activities as well as social media, a dedicated telephone line, text and email.

Professionals

The information provided should be useful to residents and professionals alike. However, it is recognised that there may be more detailed information, strategies, policies, forms and procedures that practitioners need to access. We also recognise this information may need to be accessed by organisations, that support families, outside of the council. We therefore provide an additional section called Workforce that is public facing. In addition, this provides additional information about what various teams offer and what vacancies there are within services for families, children and young people.



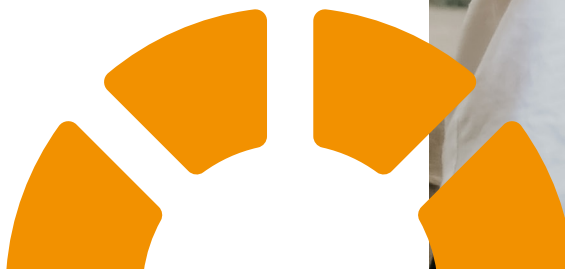
Our enquirers

Many different types of people contact the service, including parents, carers, wider family members and professionals who also work with and support families, children, and young people.

How to contact the Family Information Service

The Family Information Service recognises that people may need to feel comfortable with a member of staff first before they would be willing to ask questions. The FIS team offer a wide range of opportunities to access information:

- Telephone - a family (01904 554444) and young people telephone line (01904 555400)
- Text only number (07786202241)
- Email - for the Family Information Service (fis@york.gov.uk) and for young people (ypsg@york.gov.uk)
- Social Media private messaging
- In person at outreach events and via our Family Navigators



3. Overview of whole family early help

All children deserve the best possible start in life - right help at the right time. Everyone in the City of York who works with children, young people and families, has a responsibility to support the delivery of Early Help and support them in accessing appropriate services.

As outlined in Working Together to Safeguard Children 2018, *“Everyone who works with children has a responsibility for keeping them safe”*.

Early Help provides support at a time of need in a child or young person’s life and support can be given at any point including transition into becoming an adult.

An effective Early Help model is one of collaboration and brings together families, communities, professionals, and systems to work together in a joined up co-ordinated approach to “ensure that children, young people and their families receive the right help at the right time”.



Families have interactions with lots of different people and services and success lies with being supported by trusted professionals already involved with the family and, when necessary, bringing in other agencies in a **whole family approach** which encompasses:



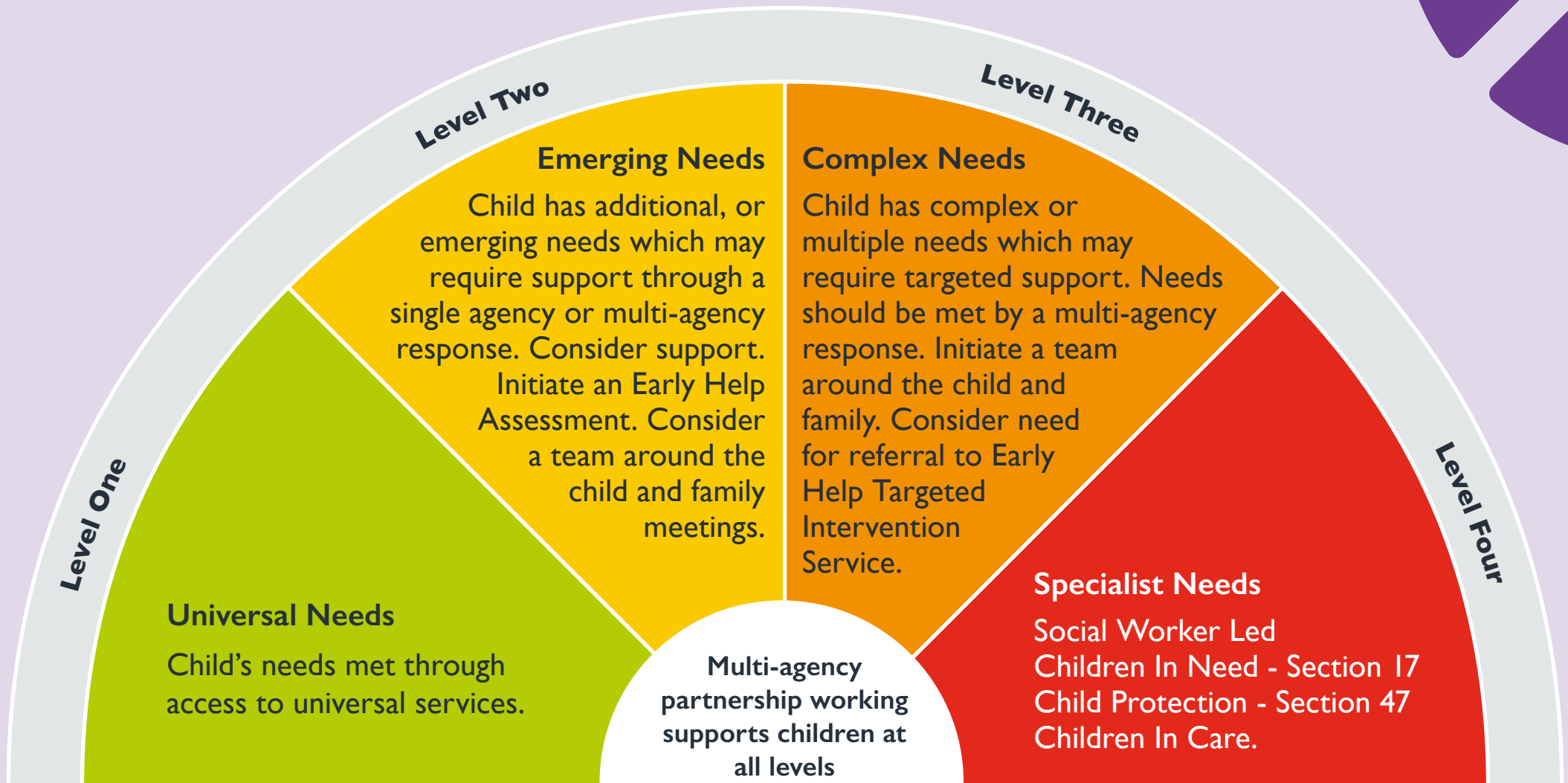
The City of York has adopted a collaborative approach in which families are supported by those who already know them and can assess and provide early intervention at a very early level.

Our Multi-Agency Safeguarding Hub (MASH) is a multi-agency team made up of representatives from a range of services, including Social Care, Early Help, Police and Health Professionals and is a single point of contact for all concerns about children. This partnership approach will make it easier to ensure children, young people and families get the right level of support as quickly as possible.

The CYSCP multi-agency Threshold Document: Level of Need Descriptors provides a more aligned multi-agency framework for assessing and responding to need and risks of children and young people.



Levels of need and response



Targeted Intervention Service – Early Help Support

For children and families who face more challenges and may have multiple needs, the Targeted Intervention Service will provide additional capacity and expertise to address their needs. This will include direct work and one to support with children and families from an early help family support practitioner.

This service will work alongside partners where there is a need for a team around the child and family to provide a more time critical targeted response to improving outcomes for children. All children will have a co-produced early help assessment within weeks of identifying a child has additional needs, and when there is a need for multiple agency involvement a team around the child meeting will be set up at the earliest opportunity to progress the early help plan and bring about change at an early help level.

Child and Family Support Practitioners work alongside partners as part of a team around the child and family to provide a targeted early help response.

The service provides:

- Targeted early help as part of a team around the child.
- Outreach, direct work with children and families
- Specific parenting support

Every conversation starts with a child and to ensure a better start for children we want to provide a positive impact in building resilience for children and families

Our approach is rooted in the belief that targeting the right support at an earlier stage is likely to be more effective, less resource intensive and help avoid circumstances escalating to a point of crisis.

The service promotes:

- Whole family working, and a systemic and strength-based approach based upon the Signs of Safety principles and in line with our Building Brighter Futures practice model.
- Ensuring children and families are at the centre of decision making
- Collaborative working practices to provide better outcomes for Children and Families'

Requests for Targeted Support identified through completion of an early help assessment can be made by submitting any early help assessment/team around the child and family meeting records and plans to MASH.

Supporting Families Advisors – New support for partners delivering early help

Supporting Families Advisors have been developed to support partners delivering early help. Supporting Families Advisors do not directly work with families but provide a named link for partners in the city who are working with children, young people and families at an early help level.

If you're completing an early help assessment for a family, or think one might be helpful, you can contact the Supporting Families Team for advice and guidance. The Supporting Families Team can:

- Provide practical advice and guidance to partners about the early help assessment and Team Around the Child & Family (TACF) process.
- Provide case specific advice and guidance to help you better support or access services for the families you are working with. This includes providing advice in cases where progress has become 'stuck'.
- Let you know if an early help assessment and TACF process is already in place for family and link you in with the lead practitioner.

Contact the Supporting Families Team

Contact the Supporting Families Team at supportingfamilies@york.gov.uk and a member of the team will respond to you; please provide your phone number if you would prefer a call back. We will be directly reaching out to key early help partners to set up a time to talk you through the new offer of support.

Supporting Families Advisors work closely with the Multi-Agency Safeguarding Hub (MASH). If you have immediate safeguarding concerns then please contact the MASH on 01904 551900 or mash@york.gov.uk.



Delivering early help?

Where you are taking on the lead practitioner role, please could you send early help assessments and Team Around the Child and Family documentation to supportingfamilies@york.gov.uk.

Why do we keep a record of early help assessments?

We maintain a central record of the support a family has received so that we can help understand a family's journey. This means we can link together agencies who might be working with the same family. It also means that if the family is referred to the Targeted Intervention Service or Children's Services, it is clear what support has already been in place and when.

To find out more visit:

- Working Together To Safeguard Children 2023:
gov.uk/government/publications/working-together-to-safeguard-children--2
- CYSCP Learning and Development:
saferchildrenyork.org.uk/LearningAndDevelopment
- Early Help and Safeguarding:
saferchildrenyork.org.uk/EarlyHelpAndSafeguarding
- CYSCP Levels of Need Threshold Guidance:
saferchildrenyork.org.uk/download/LevelsOfNeed

4. Safeguarding

City of York Safeguarding Children Partnership

The safeguarding of young people in York is overseen by the City of York's Safeguarding Children Partnership (CYSCP). The vision of the CYSCP is *for all the children of York to grow up in safety and to always feel safe*. The partnership is responsible for seeking assurance and ensuring that there are effective arrangements in place locally to support and enable local organisations and agencies to work together to safeguard children and young people.

Safeguarding is everyone's responsibility. Every single person who comes into contact with children and families has a role to play.

Working Together To Safeguard Children, usually referred to as just "Working Together", is statutory guidance produced by the government which outlines how practitioners working with children, young people and families should work together in order to ensure that children and young people remain safe from harm.

The aim of Working Together to Safeguard Children is to:

- protect children from maltreatment
- prevent impairment of children's health or development
- ensure that children grow up in circumstances consistent with the provision of safe and effective care
- take action to enable all children to have the best outcomes
- assessment can be used to assess the level of risk to a victim.

Early Help provides support at a time of need in a child or young person's life and support can be given at any point including transition into becoming an adult.

Our child protection procedures aim to support safeguarding practice and provide a consistent approach to safeguarding children and young people.

Legislation and Statutory Guidance

The Children Act 2004, as amended by the Children and Social Work Act 2017, and the associated statutory guidance Working together to safeguard children (2018) replaced Local Safeguarding Children Boards with new local multi-agency safeguarding partnership arrangements (MASA).

The new MASA arrangements placed new duties on the 3 Statutory Safeguarding Partners (namely: the Local Authority, the Police and the Integrated Care System) in local areas, to make arrangements to work together, and with other relevant agencies locally, to safeguard and promote the welfare of all children in their area.

Within the City of York, the 3 partners were identified as:

- City of York Council (york.gov.uk)
- North Yorkshire Police (northyorkshire.police.uk)
- North Yorkshire and York Integrated Care Board (humberandnorthyorkshire.icb.nhs.uk)

The Children's Act 1989 provides the legislative framework for child protection in England.

This is strengthened by the Children Act 2004, which encourages partnerships between agencies and creates more accountability.

Both of these acts are amended by the Children and Social Work Act 2017.

The CYSCP believes in the need for continual improvement and strives towards making a positive difference for children within the City of York.

For more information visit:

Children Act 2004

legislation.gov.uk/ukpga/2004/31/contents

Children and Social Work Act 2017

legislation.gov.uk/ukpga/2017/16/contents/enacted

Working together to safeguard children 2023

gov.uk/government/publications/working-together-to-safeguard-children--2

Children's Act 1989

legislation.gov.uk/ukpga/1989/41/contents

Report a concern about a child or young person

If you have a concern that a child is vulnerable or at risk of significant harm, please contact the Multi-Agency Safeguarding Hub (MASH) in York.

The MASH is a multi-agency team made up of representatives from a range of services, including Social Care, Early Help, Police and Health Professionals and is a single point of contact for all concerns about children. This partnership approach will make it easier to get children, young people and families to get the right level of support as quickly as possible.

Referrals on situations that are not immediately urgent should be made by completing the MASH referral form, which can be returned by email to: mash@york.gov.uk.

If you need advice on completing the MASH Referral Form, please speak with the Safeguarding Lead within your own organisation.

MASH Referral Form

If you are a professional working with a family and need to make a referral to the MASH, please complete the MASH referral form, which can be returned by email to: mash@york.gov.uk.

If the family have been supported by Early Help, please also provide a copy of this with the referral form including the reviews and action plans, evidencing that the support has affected no change. The Social Worker can then review this as part of their initial assessment process.

Our full range screening tools, including referral forms and threshold documents are available at CYSCP Screening Tools (saferchildrenyork.org.uk/resources/cyscp-documents-resources/6)

Contacting the MASH

Multi-Agency Safeguarding Hub contact information:

Phone: 01904 551900

Email: mash@york.gov.uk

Address: MASH, West Offices, Station Rise, York, YO1 6GA

Outside office hours, at weekends and on public holidays contact the Emergency Duty Team on telephone: 0300 131 2131

When contacting the MASH via telephone, you will be offered several options depending on your request:

- if you know the name of the person you would like to speak to, press 1
- if you are calling regarding a family you know, is open to a social worker or child and family support practitioner, press 2
- if you are calling regarding an early help referral, press 4
- if you are calling regarding urgent child safeguarding concerns, press 5

Support for professionals

- Safeguarding Partnership Training offer and City of York Safeguarding Children Awareness E-learning: saferchildrenyork.org.uk/elearning
- Safeguarding Children - Working Together A 2023/24: york.learningpool.com/course/view.php?id=3190
- Safeguarding Children - Shared Responsibilities and Procedures - Working Together B 2023/24: york.learningpool.com/course/view.php?id=3191

Further information regarding other courses can also be found via the training brochure:

saferchildrenyork.org.uk/download/TrainingBrochure

Further safeguarding information can be found on the CYSCP website if you are concerned about a child or young person:

saferchildrenyork.org.uk/ReportConcernAboutAChild



5. Recognising Domestic Abuse

What is Domestic Abuse?

Domestic abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality.

The Domestic Abuse Act recognises children as victims in their own right, extends the definition to post-separation and includes economic abuse.

Domestic abuse and parental conflict are often confused but are two very different things. Domestic abuse involves a power imbalance and is when one person is exerting power and control over another, making the other person fear them. Although parental conflict can be distressing, neither person is seeking to control the other and one person is not fearful of the other. It can be difficult to distinguish, but there are tools and indicators that can help to assess whether domestic abuse is a factor. If you are unsure, you can always contact Independent Domestic Abuse Services (IDAS) using the Live Chat facility.



Common forms of abuse include:

Physical abuse: Where a victim is physically harmed in some way such as being punched, kicked, slapped, burned, strangled.

Sexual abuse: Non-consensual sexual activity and rape, revenge porn, unwanted touching.

Financial abuse: Restricting a survivor's ability to work and earn money, restricting their access to household finances and benefits, putting them on an allowance.

Emotional abuse: Constant belittling, abusive language, putting someone down, gaslighting (causing the victim to feel their own experiences did not really happen)

Stalking: Any form of repeated, unwanted contact. Domestic stalking is an especially dangerous form of stalking.

Coercive and controlling behaviour: The Serious Crime Act 2015 defines controlling behaviour as:

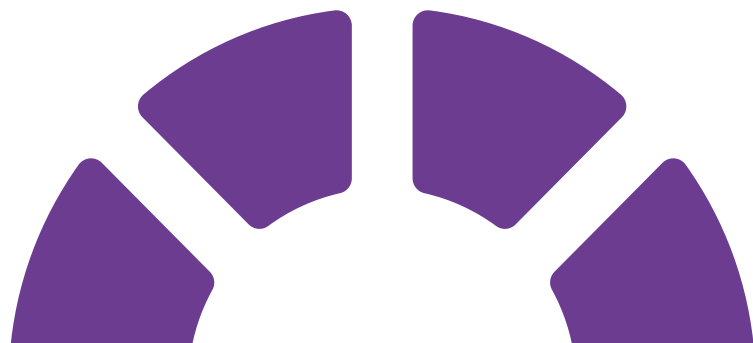
A range of acts designed to make a person subordinate and/or dependent by:

- Isolating them from sources of support
- Exploiting their resources and capacities for personal gain
- Depriving them of the means needed for independence, resistance and escape
- Regulating their everyday behaviour.

Coercive behaviour is:

An act or a pattern of acts of assault, threats, humiliation and intimidation or other abuse that is used to harm, punish, or frighten a victim.

Coercive control is a crime in its own right and should be taken seriously. It is a high-risk indicator in domestic abuse cases, and strongly associated with domestic homicide.



Signs and indicators of domestic abuse in adults:

Physical injuries including black eyes and bruising

Implausible or unlikely excuses for frequent injuries

Stress, anxiety or depression

Mentions of coercive or controlling behaviour: "I'm not allowed to..."

Absent from or changes to work and social patterns, or missing meetings/ appointments

Personality changes – being jumpy or nervous

Visible fear of another person/people

Low self-esteem, difficulty making decisions or communicating their needs

Lack of independent communication, or an intrusive other person in consultations

Self-blame

Increased alcohol or drug use

Lack of money, potentially a sign of financial abuse, an allowance etc.

Damage to property

Should a professional spot any of these signs or have cause to suspect that domestic abuse is taking place, it is time to start being professionally curious and asking questions. Don't assume that someone else has already asked. If you are going to ask someone about their relationship. It is important that you do so when they are not with their partner.



Impacts of Domestic Abuse on Children


All mentions of a victim of domestic abuse in the Domestic Abuse Act takes into account children who may see, hear or experience the effects of the abuse. Experiencing domestic abuse in the home is considered an Adverse Childhood Experience. Exposing a child to domestic abuse is considered child abuse by the NSPCC.

In children and young people:

- Aggression or bullying
- Attention seeking
- Anti-social behaviour
- Anxiety, depression or suicidal thoughts
- Nightmares
- Use of drugs and alcohol
- Eating disorders
- Problems in school and difficulties concentrating
- Tantrums and withdrawal
- Engaging in risky behaviour
- Low confidence.

Should a professional spot any signs, then they need to start being professionally curious and ask questions regarding the persons home life.

Children in violent homes face three major risks:

- **The risk of observing/hearing traumatic events:** Very often children will be in the same room, or next room to an incident. They can clearly hear or see what is happening.
 - **The risk of being abused themselves:** Very often child abuse and domestic abuse co-present. Where domestic abuse is identified, the children's wellbeing needs to be safeguarded too.
 - **The risk of being neglected:** Where abuse is taking place in the home, a child may be neglected by the abusive parent who is seeking to control and dominate others in the home. They may also be neglected by the non-abusive parent if their wellbeing is impacted by the abuse.
- 

Understanding Trauma

People who are being, or have been, subject to domestic abuse may experience trauma and find it difficult to talk about the abuse or trust anyone, so it is important that they feel physically and emotionally safe. It is important that you:

- Listen to them.
- Believe them.
- Do not judge them.

Victims and survivors of domestic abuse often minimise what has happened to them, and they may also be defensive or deny what has happened. It often takes a long time for people to disclose abuse, so it is okay to ask each time you see them. An assessment tool called the Domestic Abuse Stalking and Harassment (DASH) risk assessment can be used to assess the level of risk to a victim.

There are some things that indicate that the risk of significant harm is high, and these include:

The end of a relationship: Ending a relationship is one of the most dangerous times for victims of domestic abuse, as the perpetrator may feel like they are losing control. It is important that leaving is planned in a safe way. Specialist domestic abuse services like IDAS can help victims to plan their escape safely.

Pregnancy/new birth (under 18 months old): domestic abuse can start or get worse in pregnancy. Victims who are assaulted whilst pregnant, when they have recently given birth or who have young children should be considered as high risk. This is in terms of future harm to them and to the unborn/young child.

Escalation: Where the abuse is getting worse or more frequent, this indicates an escalation and increased risk to the victim.

Community issues/isolation: needs may differ amongst ethnic minority victims, newly arrived communities, asylum seekers, older people, people with disabilities, as well as travelling or gay, lesbian, bisexual or transgender people. This might be in terms of perceived racism, language, culture, insecure immigration status and/or accessing relevant support services. Be aware of forced marriage and honour-based violence whereby family/community try to restore their mistaken sense of honour and respect. Victims may be particularly isolated and/or vulnerable.

Stalking: persistent and consistent calling, texting, sending letters, following them. DA stalkers are the most dangerous. Stalking and physical assault are significantly associated with murder and attempted murder. This is not just about physical violence but coercive control and jealous surveillance.

Sexual assault: those who are sexually assaulted are subjected to more serious injury. Those who report a domestic sexual assault tend to have a history of domestic abuse whether or not it has been reported previously. Many domestic sexual offenders are high risk and potentially dangerous offenders.

Strangulation: (choking/suffocation/drowning) or any attempt to blocking someone's airway indicates very high risk and an indicator of potential homicide.

Credible threats to kill: a credible threat of violent death can very effectively control people, and some may carry out this threat.

Animal/pets abuse: there is a link between cruelty to animals, child abuse and DA. The use or threat of abuse against pets is often used to control others in the family. Abuse of animals may also indicate a risk of future harm.

IDAS supports children and young people who have been impacted by domestic abuse and further information can be found on the IDAS website: idas.org.uk/what-we-do/children-and-young-people

IDAS offers full training on how to use the DASH with survivors of domestic abuse: courses.idas.org.uk/north-yorkshire-and-city-of-york-training

IDAS (Independent Domestic Abuse Services):

- Helpline: 03000 110 110 in North Yorkshire
- Online Referral: idas.org.uk/contact/make-a-referral
- Live Web Chat: idas.org.uk
- Email us: info@idas.org.uk

Referrals can be made either directly (self-referral) or via partner agencies.

NOTE: Consent is required for all referrals that do not meet the high risk threshold.

York refuge - 01904 646 630

York Community Services - 01904 646 036

6. Overview of early years

Introduction

The first five years of a child's life are a crucial and formative period of development, laying the foundation for their lifelong physical, emotional, and cognitive well-being. Despite this being scientifically proven, only 1 in 4 people actually recognise this importance – so it's likely you will be working with colleagues and members of the public who don't fully understand just how important this stage of life is. By continually championing the importance of the early years, collectively we can change this societal misunderstanding.

In this section we will cover:

- The crucial importance of the first five years of children's lives
- Some of the basics of early childhood development
- The support that is available in York for families with young children
- Where to go for further information

Early brain development

Fig. 1 below shows the development of the human brain with the huge burst of growth during the first five years of life and the peaks of growth around 7 and then at adolescence. At birth, the brain is 25% of its final size and 90% of growth happens in the first five years.

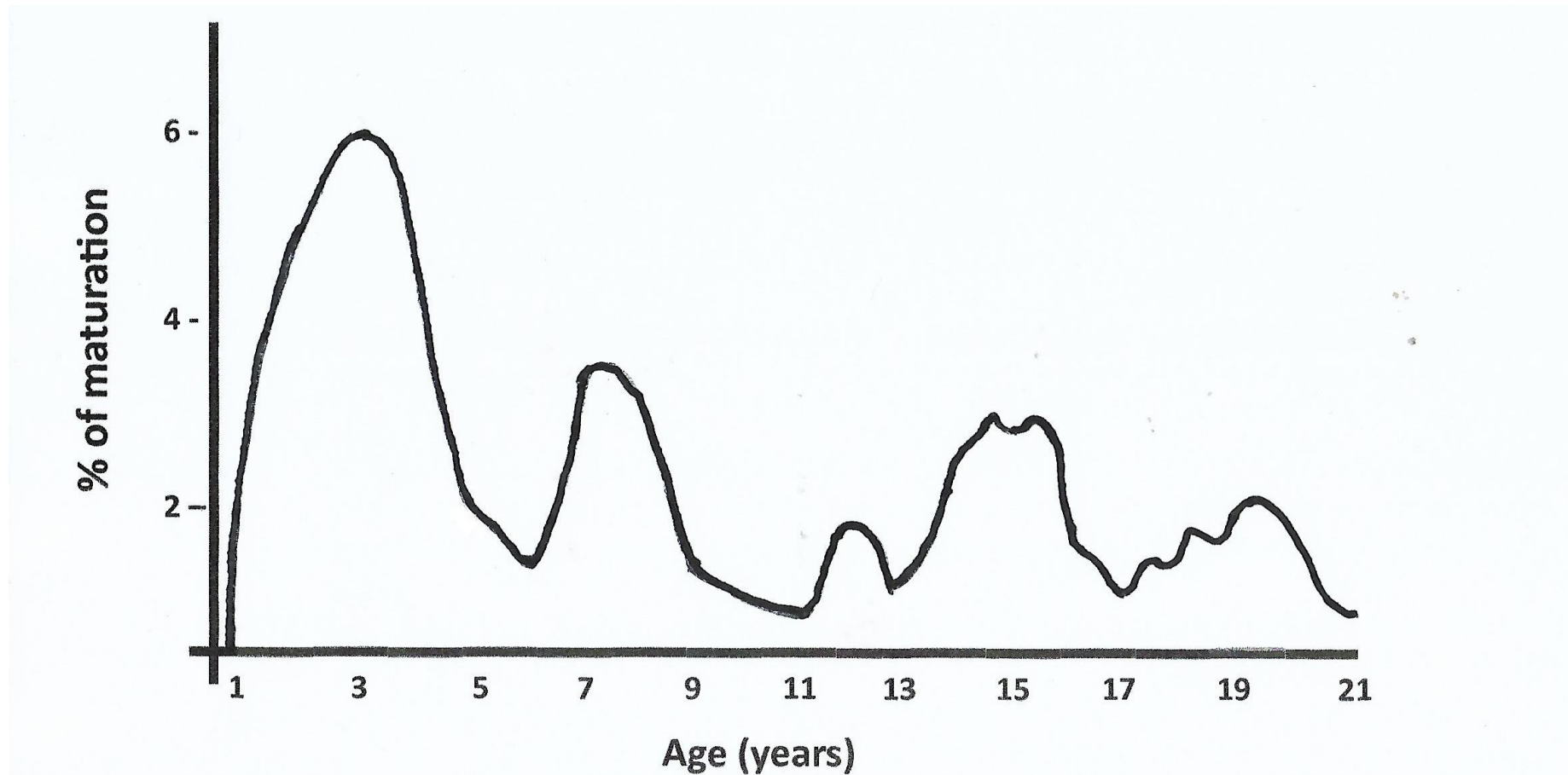



Fig 1. Growth of the brain after birth (from Savage 1999, adapted from the original by permission of the author and Lash Associates Publishing / Training Inc.)



BRAIN BUILDERS

Serve and return - this helps talk about the kind of interactions that can really help build brains. You will have a good understanding that parents have to bond with their child and spend time with them. But this metaphor explains really simply the need to be attuned to what the child is thinking and doing (in order to return their serve) and that quality interactions are meaningful and timely.

An example of the serve and return metaphor in action that you may have seen on social media is this short clip: [york.gov.uk/YouTube/ServeAndReturn](https://www.york.gov.uk/YouTube/ServeAndReturn), of a father and his toddler, having a conversation with each other even though the toddler cannot yet say any recognisable words!

Air Traffic Control – this metaphor describes the importance of developing executive functioning skills, including the ability to self-regulate, problem solve, having organisational skills, a developed working memory and emotional control. These are key skills throughout all phases of adult life as well as childhood.

These metaphors are useful ways in which we can talk about the importance of early brain development in a way that makes sense to non-specialists.

It is important to note the concept of Neuroplasticity when looking at brain development. The brain is an amazing organ and is able to continue to develop throughout life. Just because we have missed opportunities or experiences in the early years does not mean that the brain is unable to make new connections with positive experiences and relationships later on. It is just a bit more difficult and takes more energy.

This '**Brain Builders**' video ([york.gov.uk/YouTube/BrainBuilders](https://www.york.gov.uk/YouTube/BrainBuilders)) explains how experiences in the first years of our lives affect how our brains form.

Listen carefully for the key metaphors used within the video:

Brain architecture - this helps describe how early experiences shape our brains and influence how we develop and respond throughout our lives. It is a process which can protect against future life events caused by toxic stress or illness.

Early childhood development

We can't expect everyone to be experts in early childhood development but it is helpful to have a basic understanding of some key aspects of a young child's development:

Emotional Bonding: The emotional connection between caregivers (usually parents) and the child is vital. A secure attachment fosters emotional well-being and sets the stage for healthy relationships throughout life.

Language and Communication: Children learn to speak and understand language at an astonishing rate. Early exposure to language-rich environments is essential for their linguistic development.

Motor Skills: Fine and gross motor skills develop rapidly, allowing children to explore their environment and gain physical independence. This includes crawling, walking, and manipulating objects.

Social Skills: Interactions with peers and adults help children develop social skills, empathy, and the ability to navigate relationships. Play is a significant part of this process.

Early Learning: While formal education is not the primary focus in these years, children are naturally curious and learn through play and exploration. Early exposure to books and educational toys can foster a love for learning.

Nutrition and Health: Proper nutrition is essential for physical and cognitive development. Regular check-ups and vaccinations are crucial to ensure overall health.

Emotional Regulation: Children learn to manage their emotions and cope with frustration and disappointment, which is a vital skill for future mental health.

Independence and Self-help Skills: Encouraging children to do age-appropriate tasks like dressing, feeding, and toileting helps them gain a sense of independence and self-confidence.

Routines and Consistency: Consistent routines provide stability and a sense of security for children. Predictable schedules help them understand the world around them.

Safety and Childproofing: Creating a safe environment and childproofing the home is essential to prevent accidents and ensure a child's well-being.

The importance of the parent/carer and family environment

Parents, carers and the wider family environment play a central role in their child's early development. It's important to recognise that 'parental issues', whether related to mental health, relationships, financial stress, or other challenges, can have a far-reaching impact on young children. A child's main caregivers being present, attentive, and responsive to a young child's needs is crucial to their healthy development and therefore ensuring that families are well supported and as free from stress as possible is vital for the future outcomes of young children.

1 in 5 parents struggle with their mental health during pregnancy and after their child is born. This can affect their bond with baby. The Raise York website has more details for support available at: raiseyork.co.uk/services/perinatal-mental-health.

Addressing issues through appropriate support and seeking professional help when needed can help mitigate the effects of such issue and create a more stable and nurturing environment for the child's well-being and development. This means that even if your work with a family is not directly with the young child(ren) in the home, it is likely to be affecting them too.

The voice of the pre verbal child

One of the challenges for very young children being considered with equal importance is that they do not yet communicate in the same way that most adults do. This means it is easy to overlook their voice or rely on others to 'be their voice'. City of York's safeguarding partnership have developed this training (cyscp-training.york.gov.uk/course) and information on how to better hear the voice of the pre verbal child (saferchildrenyork.org.uk/download/PRESENTToolGuidance).

Support available in York for families with babies and young children

Midwives

Midwives are specially trained professionals who are experts in pregnancy and birth. Midwifery services in York are provided by York Teaching Hospital NHS Foundation Trust both at the hospital and in the community. Newly pregnant women can now self refer to the midwifery team and also use the 'Badger notes' system (yorkhospitals.nhs.uk/our-services/a-z-of-services/maternity-services/badger-notes) which is an electronic system aimed at giving mothers more access to and control of their pregnancy records and care notes. Midwives have frequent contacts (nhs.uk/pregnancy/your-pregnancy-care/your-antenatal-appointments) throughout pregnancy and you can find out more about York Hospital Maternity Services at yorkhospitals.nhs.uk or contact them on 01904 726720.



Healthy Child Service

The Health Visiting Team are specially trained nurses, midwives and other professionals who provide universal and targeted support for families with children aged 0 – 11.

They have regular contacts with families during the first three years of children's lives providing support for the health and wellbeing of whole families, from antenatal visits until children go to school.

This includes: support for parents or carers mental health; special knowledge of breastfeeding and healthy eating; children's behaviour, including sleeping, toilet training, eating, communication, emotional wellbeing and mental health; immunisations and childhood infections or illness and common skin problems and accident prevention.

You can find out more at:
raiseyork.co.uk/healthy-child-service and contact them on **01904 555475** or email HCS-Secure@york.gov.uk.

Early Childhood Education and Care

As children get older, families might want to think about regular childcare support. Regularly attending a childcare setting, like a nursery or childminder, can help children learn to play with others, develop new skills and get ready for school. It can also help parents and carers get time to work, study or do all those things that are tricky with a young child around! York Family Information Service (raiseyork.co.uk/childcare) helps families to find Ofsted-registered childcare in York and can suggest ways to reduce the cost of childcare.

Other support available

There are lots of other support options available for families with young children in York; from specialist services to universal groups and too many to list here. All new families in York are given a copy of the booklet raiseyork.co.uk/download/ParentingBooklet and you should check if the families you are working with have got their copy.

A much broader range of information, advice and guidance is available from raiseyork.co.uk If you're not sure where to find information or answers to your questions contact **York Family Information Service** on telephone: **01904 554444**; text telephone: **07786202241** or email: fis@york.gov.uk and an Information Officer will try and help you.

What happens in the first few years of a child's life can shape their whole life.

7. Overview of SEND services and provision

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or a young person has a learning difficulty or disability if he or she has:

- a significantly greater difficulty in learning than the majority of others of the same age, or
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

It is important to remember that all settings (nurseries, schools and academies and post 16 settings) must fulfil their statutory duties towards children and young people with SEN or disabilities. The 2015 Code of Practice provided statutory guidance on duties, policies and procedures. It relates to children and young people with special educational needs (SEN) and disabled children and young people up to the age of 25.

There are four broad areas of SEND

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time.

Children and young people with Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.



Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

All CYP with SEN should get SEN support from their early years setting, school or college. For a brief overview of what this could look like, please refer to the City's Ordinarily Available Provision document. This outlines the support which might be put in place as part of their graduated response to ensure the CYP makes progress. Any support will form part of the setting's Assess, Plan, Do and Review Cycle.

If a family has any concerns about their child's special educational needs, in the first instance they should talk to their teacher or the SEN co-ordinator (SENCO) and/or look at the SEND Local Offer.

All local authorities must publish and maintain a SEND local offer which has a wide range of information about all the support and facilities which families can expect to find in their area for children and young people who have special educational needs (SEN) and disabilities. The information covers education, health and social care support and services for children and young people aged between 0 and 25 and is a useful guide to what can be expected to be found in the local area, and how parents, Children, young people and professionals can access that service. The Local Offer contains lots more detail and information about all areas of SEND services and provision in York.

The City of York Council has a range of specialist services. Schools can access support from the following teams through either the Learning Support Hub and/or through the wide variety of training and support available through the Universal Offer:

- Deaf and Hearing Support Team
- Physical and Health Needs Team
- Specialist teachers of Autism
- Vision Impairment team
- Portage and Early Years Support
- Outreach support from our specialist settings in the City

In York we are ambitious for our children and young people with Special Educational Needs and Disabilities and want them to achieve strong outcomes. The York SEND strategy sets out our priorities:

- The voice of children and young people is paramount
- The right support is in the right place at the right time
- Children and young people's needs are identified at the earliest opportunity
- Effective transition is secured so that young people are able to live the best adult lives that they can

SEND Outcomes Framework

Young people, parents and carers have told us that the most important outcomes that all children and young people should achieve are:

- I am healthy
- I have a choice and am heard
- I am safe
- I achieve my goals
- I am included
- I can overcome challenges and difficulties on my own or with support
- I am becoming independent

These statements are the basis of our outcomes framework (yorksend.org/get-involved/outcomes-framework)



The majority of children and young people with SEN or disabilities will have their needs met within local mainstream early years settings, schools or colleges. Some children and young people may require an Education Health and Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an Education Health and Care Plan (EHCP).

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. A needs assessment may be considered when, despite the setting implementing a wide range of strategies and interventions, the CYP is not making progress. There is more detail about the EHC process on the Local Offer - EHC webpage (yorksend.org/sen-support/process-getting-education-health-care-plan).

Even with an Education Health and Care Plan (EHCP), most children will go to their local mainstream school. Some families may consider specialist settings such as Hob Moor Oaks, Danesgate or Applefields or Enhanced resources like those at Haxby Road, Fulford, Joseph Rowntree, Huntington or St Pauls Nursery. For more details on these settings, please look at the Local Offer (yorksend.org/education-childcare-0-25)

It is important to remember that settings must fulfil their statutory duties towards children and young people with SEN or disabilities. The 2015 Code of Practice provided statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people up to the age of 25.

This Code of Practice is statutory guidance for the following organisations:

Local authorities (education, social care and relevant housing and employment and other services)

The governing bodies of schools, including non-maintained special schools, academies and pupil referral units, independent schools, further education colleges and sixth form colleges

All early years providers

The National Health Service and Local Health Boards

Youth Offending Teams and relevant youth custodial establishments

The First-tier Tribunal (Special Educational Needs and Disability)

York SENDIASS (yorksendiass.org.uk) support children and young people with SEND, and their parents and carers, providing a free, impartial and confidential service to help with concerns or questions around education, health, social care, inclusion and preparing for adulthood.

To find out more visit:

York SEND Strategy
york.gov.uk/download/YorkSENDStrategy

SEND Code of Practice
gov.uk/government/publications/send-code-of-practice-0-to-25

York SENDIASS
yorksendiass.org.uk

NHS and SEND
england.nhs.uk/learning-disabilities/care/children-young-people/send



8. Overview of our local parenting offer

Parenting matters for children and young people's development and well-being, especially during pregnancy and early childhood. Parental sensitivity and responsiveness, appropriate boundaries, and a positive home environment are all associated with better outcomes for children in virtually every aspect of life. All parents and carers need help and support at times, particularly as they begin their journey into parenthood.

Parenting support can be defined as anything which supports parents to strengthen their relationships with their children, helping them to develop the knowledge, skills, and confidence to build a strong family life and keep children and young people safe, happy, healthy and successful.

Parents will have different needs at different times, often against a backdrop of very busy lives, so no one option will suit every parent.

Our approach to parenting support is to make it accessible and acceptable to all, delivering a holistic offer, and providing help early before problems escalate. Our package of support comprises of a wide range of parenting programmes and courses, professional support for individuals, and peer support.

Examples of parenting programmes and courses

Solihull online parenting programme (coming soon)

Offers introductory modules on various aspects of parenting including parenting basics, behaviour management and relationships, mental wellbeing and neurodiversity. These courses aim to improve parent/carer self-confidence and strengthen parent and child relationships and improve understanding of a child's emotional and developmental needs. Families can access courses most suitable to them at a time when they need it.

Healthy Child Service Parent Support Workshops

Available for subjects such as sleep, child development, HENRY healthy families programme, toilet training and behaviour support. These

workshops with other parents/carers facing similar stages and challenges; these workshops will give parents and carers the tools and information that can help with these stages in child development. The HENRY Healthy Families Programme is an 8 week parenting course with other parents to support giving the best start to your children.

Support for parents of children and young people with SEND

Including workshops and phone lines available through the City's Learning Support Hub Universal Offer

York Learning

Family Learning courses for parents and carers of pre-school and primary-aged children to support early English and Maths skills, cookery courses and lots more.

Bright Sparks Positive futures parenting courses

Aimed at parents of children aged 5-16 this course give parents the tools and confidence to build strong and positive relationships with their children. It will help parents gain practical techniques and skills to support their children, help them to understand a child's emotional and developmental needs. It also enables parents to meet other parents and carers, and share ideas and experiences in an inclusive and non-judgemental environment.

Home-start York

Offer a range of support to parents including a home visit for parents with children under five years.

Family Matters

Offer a range of courses including Time Out for Parents aimed at helping parents set boundaries and manage difficult behaviour and Handling Anger in the Family offering parents and children strategies to manage their anger in a healthy way.

For more information visit:

Healthy Child Service

raiseyork.co.uk/healthy-child-service

Parenting courses

raiseyork.co.uk/ParentingCourses#parenting

9. Children's Rights, Voice and Involvement

Every conversation starts with the child

All partners across the city are committed to supporting children and young people to understand their rights, to have a voice and to realise their rights.

When we say 'children's rights' we mean in relation to the United Nations Convention on Rights of the Child (UNCRC). This relates to all principles set out by the UNCRC, with a focus on the four 'general principles' of:

- Non-discrimination (article 2)
- Best interest of the child (article 3)
- Right to life survival and development (article 6)
- Right to be heard (article 12)

United Nations Convention on the Rights of the Child

The United Nations Convention on the Rights of the Child establishes a fundamental set of rights for children and young people. Article 12 sets out children and young people's right to express their views and opinions about decisions that affect them and for those views to be taken into account.

Everyone in York has a responsibility to support children and young people to realise their rights and to be heard. There is no single voice 'team' and every person, practitioner and agency is responsible for playing their part. Hearing children's voice doesn't just mean a survey. All of us can make sure we involve children and young people in different ways.

Individual involvement

- At an individual level children and young people should be involved in decisions that affect them.
- Through individual experiences their voice is heard and acted upon.
- For example through Education, Health and Care Plans, advocacy cases, support through individual casework.
- Where possible try to identify trends to inform wider service planning and evaluation.

Participation groups

- Through participation groups, children and young people are involved in service design, delivery and evaluation.
- There are a range of regular participation groups across city.
- These are often group around themes of interest. E.g. young carers, children in care, interests, age ranges, geography etc.
- There are also ad-hoc groups and events to consult on specific issues.

Whole Population involvement

- There are a number of "whole population" consultation and surveys that take place across the city.

Principles of joint partnership (co-production)

The model of joint partnership sets out some underpinning principals for effectively engaging children and young people. The basics of these include:

- We value the importance of children, young people and their parents/carers as fundamental and key stakeholders in all decisions and planning that affects their lives
- We value feedback and celebrate success
- We work in a reciprocal way and support one another
- We continue to grow our networks of people
- We are equal, diverse and accessible
- We blur the boundaries between receiving and delivering services



Ask yourself, how do you involve children and young people in the work you do?

How do they influence how you and your service works?

What would children say about how well they are involved?

When it comes to engaging and consulting children and young people there are lots of different options. To get the best results think about the young people you are wanting to engage and the best way of reaching them. The best results are often achieved by including children and young people in the planning of any engagement activity.

Some examples of different ways to engage with children and young people is shown below. These are a taster of some of the key methods available but many more can be found by visiting saferchildrenyork.org.uk/safeguarding-information/childs-lived-experience.

- Establishing a participation group
- Setting up a focus group for one off engagement
- Using evaluation / feedback tools
- Online surveys
- Social media
- Planning for real
- Mystery shopping / Young inspectors
- Post-it notes / Jam board
- Circle time
- Interviews
- Diary room
- Media production / campaigning
- Observation
- Observation
- Graffiti wall
- Active participation / Parachute games

We have also developed toolkits you can use to help you plan how to involve children and young people. Visit saferchildrenyork.org.uk/safeguarding-information/childs-lived-experience to find toolkits on:

Children's Rights toolkit - The toolkit uses an Appreciative Inquiry approach to help build understanding about rights and helps you build an action plan to help you develop further. The toolkit is supported by lots of practical ideas and examples of how to engage children and young people.

Capturing the lived experience of pre-verbal children - Children can tell you a lot even when they are pre-verbal. The PRESENT toolkit provides you with practical advice and guidance on how to capture the lived experience of pre-verbal children. Alongside the toolkit you will find supporting practice guidance and a narrated powerpoint to help you get started.

Impact - This guide has been adapted locally to help you agree a plan with young people to demonstrate the impact that participation and involvement has. It helps you work with children and young people to develop a simple 'Theory of Change' so you can clearly show what outcomes you are achieving.



10. Overview of money, debt and welfare advice services

York Talk Money - Get hints, tips, advice, support and much more

The cost-of-living crisis has made it more important than ever to start conversations about money. Talking about money helps us to be more financially confident, resilient and face whatever the future throws at us:

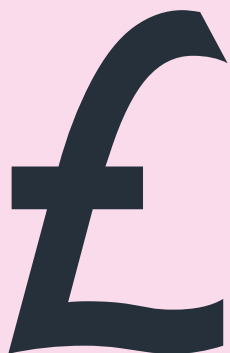
- Feel more confident about managing your money
- Know where to get good information and advice
- Know what financial support is available and how to get it
- Be confident about getting the best deal on your bills, such as gas, electricity and internet
- Know where to get debt advice to help deal with problem debts
- Know where you can go for support both online and across the city

The rise in cost of living is having an impact on everyone. If you are in financial difficulty, have an emergency or are struggling to pay your bills, there are three key steps:

Step one

Get the money that you are entitled to

Financial support and benefits for residents who are struggling or have an emergency.



Step two

Reduce your outgoings

You can make savings on your household bills and get help if you are struggling. Get hints, tips, advice on Live Well York.



Step three

Benefits and money advice

Don't struggle alone. If you need assistance with benefits or money, council services and other local organisations can help.





Money Guiders training programme

We want to raise the status, profile and quality of money guidance. Our vision is that people across the York will be consistently receiving good quality money guidance, leading to better financial wellbeing.

The Money Guiders Programme has been developed by Money and Pensions Service (MaPS).


Around three million practitioners give some form of money guidance in the UK, reaching millions of people in need. They're busy employees and volunteers with all types of job titles across sectors who help struggling and vulnerable customers daily. Employees and volunteers may work within a community organisation, housing association, mental health services or as a money mentor, to name just a few examples.

The people these organisations and practitioners support are likely to be seeking advice about a life event, may be vulnerable or have complex needs. It's important they receive good quality money guidance regardless of where they access it.


Practitioners are at the heart of many financial wellbeing interventions and have the power to make a real difference to the way people manage their money.

This e-learning programme is designed to provide Money Guiders with the skills, confidence and tools to provide good quality support to help to improve financial wellbeing of residents.


Its contents are structured around Foundation competencies and a set of tiered technical subject areas.



Find out more Money Guidance Competency Framework to see what's needed to give safe, effective money guidance to your customers.



Join Money Guiders community of practitioners for network events, learning opportunities, online groups and more.



Try Money Guiders free digital tool – the confidence checker- it will help identify your foundation strengths and areas to focus on when giving money guidance.

Money Guidance Foundation Course

1. Six Foundation modules

Total of approximately 2.5 hours of self-guided learning content. Supports the Foundation attributes of the Money Guidance Competency Framework

2. Tier 1 technical domain modules

There are 12 money guidance 'technical domains': broad money guidance areas.

You can choose to do any number of technical domain modules: whatever is appropriate for your own role/ service.

Each module takes 20 - 40 minutes to complete.

Log in to the learning hub to complete the modules.

Joining instructions for the Money Guides Programme



Email susan.wood@york.gov.uk for the Money Guiders Learning Hub Quick start guide



Log in to the learning hub to complete the modules at: moneyguiders.learningpool.com



When creating your account, you will be asked to choose organisation. Please choose **Advice York**

For more information visit:

Here to help (City of York Council)

livelyyork.co.uk/media/sy3jmqy4/here-to-help-leaflet-a4-2-oct-23-final.pdf

Making the most of your money (Money Helper)

moneyhelper.apsmos.com/ViewProduct.html?sp=Sengmakingthemostofyourmoney-400

Credit Unions and other alternatives to payday loans (Money Helper)

[moneyhelper.apsmos.com/ViewProduct.html?
sp=Sengcreditunionsandotheralternativestopaydayloans-384](https://moneyhelper.apsmos.com/ViewProduct.html?sp=Sengcreditunionsandotheralternativestopaydayloans-384)

Fee-free basic bank accounts (Money Helper)

<https://moneyhelper.apsmos.com/ViewProduct.html?sp=Sengfeefreebasicbankaccounts-392>

How to talk about money (Money Helper)

moneyhelper.org.uk/en/family-and-care/talk-money/talking-about-money?sp=Sguide&sp=Sreset

How to save money and use less energy (Ofgem)

ofgem.gov.uk/sites/default/files/docs/2020/07/ofgl102_how_to_save_money_easyread.pdf

How much do electric appliances cost to use (NEA)

nea.org.uk/wp-content/uploads/2022/04/How-much-do-my-appliances-cost-to-use-October-2022.pdf

Benefits: If you are disabled and working age (Welfare Benefits Unit)

welfare-benefits-unit.org.uk/wp-content/uploads/2023/05/Benefits-if-you-are-Disabled-and-Working-age-April-2023.pdf

Benefits: For people over State Pension age (Welfare Benefits Unit)

welfare-benefits-unit.org.uk/wp-content/uploads/2023/05/Benefits-for-people-over-State-Pension-age-April-2023.pdf

Benefits Checklist (Welfare Benefits Unit)

welfare-benefits-unit.org.uk/wp-content/uploads/2023/08/Benefits-checklist-August-2023-England-and-Wales-only-1.pdf

Additional information

Visit: livelywellyork.co.uk/more-resources/advice-york/advice-york

Local financial support schemes overview document and briefing sessions
Support worker checklist

Contact susan.wood@york.gov.uk for up-to-date info and to arrange a briefing session.

1. Welfare Benefits Unit do introduction to benefits training, visit:

welfare-benefits-unit.org.uk/training/current-training-programme

2. Stop Loan Sharks training session is available from Illegal Money Lending Team, online or in person

Contact Aidan Wheller
aidan.wheller@birmingham.gov.uk

3. York Energy Action to training sessions on energy advice for support workers.

Visit: yorkenergyadvice.org.uk/events



11. Asset Based Community Development

ABCD and asset based approaches begin by finding out what the people living in a community care enough about to work on together to change, develop and/or sustain. Key to the approach is recognising and finding the assets of an area and the gifts that people have; these can be anything to benefit the local community. Local assets could be a patch of unused land, a neighbour who knows the local baby groups, a local business who is happy to share their office space, a cafe where young adults meet. They will be different in every area, but whatever they are these community assets are the key building blocks of sustainable community building efforts.

The assumption is that given the tools and the opportunity, small groups of local residents can change the things that they believe need changing in their community better than anyone else.

ABCD and asset based approaches are about building sustainable communities, building connections between people that live in the area so that people can act on things that are important to them. The things people to act on are often very different to what statutory and public sector agencies would prioritise.

For a service driven organisation such as a local authority, ABCD includes a desire to move from 'do-ing to people' or 'for people' or even 'with people', to 'done by people'.

We know that taking an asset based approach in working with communities will prevent and delay people needing formal services and mean they lead more independent and healthier lives for longer and it will shift the emphasis on communities identifying the solutions and doing things for themselves.

The Council's approach is to place ward and neighbourhood level working at the heart of building resilient communities, recognising that local people are best placed to understand and find solutions to the particular needs of their communities. At a ward level the council has increasingly devolved resources for local decision-making, enabling ward members to lead ward teams in delivery of well-informed local priorities and neighbourhood action plans.


The council's approach to supporting resilient communities means:

- Working with partners to build community capacity, supporting the growth of social networks and social action, bringing all sectors together in projects that deliver on local priorities.
- Taking a “strengths based” approach, starting from the positive resources and skills found in individuals and communities rather than from problems.
- Ensuring that people have appropriate advice and information to keep them resilient, independent, happy and healthy.
- Supporting people and communities to find the help they need to maintain their resilience and independence and participate fully in community life.
- Working with partners to intervene early with those at risk of losing their independence or with escalating levels of need.
- Ensuring that, where people have longer-term support needs, they also benefit fully from the resources and skills found in their communities and we help them to develop networks and relationships. Where it is necessary to supplement these with services, these are aimed at supporting independence and delivered in a personalised way.

ABCD is complemented by relationship centred practice, where we recognise the value of putting relationships first. It unlocks potential and meets need by positioning meaningful and effective relationships as the first order goal, both an end in itself and the means by which other goals will be achieved, like better health, connected families and stronger communities.

A relationship centred approach is characterised by empathetic behaviours such as positive listening, active collaboration, a commitment to continuity, kindness and mutual trust.

What do we mean by Relationship-Centred Practice? (relationshipsproject.org/what-is-relationship-centred-practice) and further work by The Relationships Project (relationshipsproject.org).



Our **ambition** is to expand ABCD and relationship centred practice across York, shifting power to people to and supporting communities to thrive

Our key principles:

People driven – People are the instigators of change not passive recipients.

Relationship orientated – Relationships and friendships drive the approach, not systems and processes

Asset Based – We focus on people's gifts and talents – what's strong, not what's wrong

Place Based – The person defines their neighbourhood or community of interest, which will have the biggest impact for change

Inclusion focused – Everyone has gifts, and all will be welcome to contribute

Our values:

Being open, honest and trusted – People and communities generate change and are at the heart of every decision.

Treating people fairly – We recognise that every person has a voice and will seek or hear those voices to make change.

Working as a team for York – We will work together with organisations, groups and people on developing the asset based approach in York

Working with communities – We recognise that people and communities are the best placed to understand what works best for them and will be guided by them. We will pursue what we can do with and by communities rather than to and for.

Our Team York approach

The way of working is led by people. We will work with people and our partners, including the VCSE sector, as a team to develop ABCD and asset/strength based working in York:

- We will work across the city but prioritise areas with higher levels of poverty and inequality
- We will work in partnership to complement existing community building activity
- We will aim to work within neighbourhoods and communities

Outcomes

- People have good friends.
- Communities identify and work to bring about the changes they want to see.
- People and communities are better connected and more resilient.
- People live happier more independent lives for longer.

To find out more visit:

Nurture development

nurturedevelopment.org

Nesta

nesta.org.uk/report/asset-based-community-development-local-authorities

People helping people – Local Area
Coordination in York as an example of ABCD
york.gov.uk/youtube/LACsInYork

Relationships Project

relationshipsproject.org

The Relationships Project public lecture by
David Robinson on the power of relationships
and relational centred practice
relationshipsproject.org/#lecture

12. Building Brighter Futures

Building Brighter Futures – Children’s Services Practice Model

Building Brighter Futures is the name given to the practice model used by Children’s Services. The practice model provides a common language to talk about and explore issues and concerns, needs and risks, dangers and protective factors in a way that is easy to understand for parents, professionals, and partners. Strengths-based practice aims to work in partnership with families to build sustainable change based on their strengths.

We’ve included a summary of the Building Brighter Futures practice model below. It is important that partners working across the Raise York network understand the practice model to help us work together to keep children safe.

The Building Brighter Futures practice model was launched in 2023 with an initial focus on training social workers and targeted early help workers in new ways of working. In 2024 and beyond there will be more details shared with partners to help improve how we can work together to keep children safe and in family networks that can give them the best support throughout their life.

In 2024 more information will be shared with partners about the Building Brighter Futures practice model. This information will be shared by the City of York Safeguarding Children’s Partnership. For more information please visit saferchildrenyork.org.uk.



Every conversation and decision in York

Starts with

The child

Considers

What the long-term impact may be of every decision

Ensures

We develop resilient lifelong foundations for children through secure local family networks

Asks

Is it good enough for my child or family

Practice Framework

Systemic Practice

We will build **trusting relationships** with children and their families, focusing on the **whole family system** rather than an individual. Everyone is **unique** in their experiences and an **expert** in their own situation. We will work to understand a person in their context, their relationships and how they navigate within their own community. We will **challenge** ourselves to **understand** what makes someone who they are and how we can best **support** them.

Signs of Safety

We will work to build **relationships** with children, their families and everyone naturally connected to them to understand **well-being**, risk and promote **safety**, by building on **strengths** and **successes** and give the family and their network every opportunity to come up with and use their ideas to create lasting safety and wellbeing before we offer or impose ours. We will keep children and young people at the **centre** of our work through understanding their **views**, wishes and feelings. We will use a common language which is understood by all focusing on *'What are we worried about?'* *'What's working well?'* *'What needs to happen?'* to create **long-lasting change** over a child's lifetime.

Family Seeing

We believe that **every child has a family** and a community who they should be connected to. We will invest in them, knowing that families and **communities** often have the best **solutions** to their challenges. Relationships are the foundations of **resilience**. We will **see** the family in front of us, **engage** them and their **networks** at the earliest opportunity, identify those **important adults** in the child's life and work to build **lifelong family relationships**.

Safe and Together

We will work to promote the well-being of children through **understanding** the impact of **domestic abuse**, partnering with survivors to support them alongside intervening and **engaging** with those who cause harm to **reduce risk**.

I 3. Introduction to Trauma Informed Practice

There is increasing understanding that traumatic events can seriously impact individuals' psychological and physical health and wellbeing.

Being trauma-informed means understanding that those in most need of services may also be the hardest to reach and least likely to engage effectively with services.

A trauma-informed approach assumes that all of us have potentially experienced trauma and therefore key principles should be applied throughout our work with all children, young people and families.

Five principles of the trauma-informed approach

The following principles are central to trauma-informed work.

Safety

- Physical and emotional safety are key. Traumatized people may have developed an overactive stress-response system and often feel unsafe. To do meaningful work, it is essential to first make the child or adult feel safe.
- Be open and honest in explaining what is happening and why at every stage of engagement: for example, informing the family of the initial referral, making sure they understand what will happen next, the possible outcomes and practical information on when and how you will meet.
- Consider intersectionality and how to meet people's needs for cultural safety – minority groups are often disproportionately affected by trauma, and discrimination can compound its impact.

It is important to be aware that re-traumatization can occur when talking about specific events. In general, we should make clear to children and adults that they are not required and are in fact discouraged from talking about the specific details of trauma.

Trust

For individuals who have experienced trauma in the context of relationships, it can be difficult to establish trust.

- Practitioners can develop trust by implementing good personal and professional boundaries; be aware that you may need to re-establish trust each time you meet someone.
- Be reliable and honest about what you can and cannot do, while recognizing and addressing the power imbalances between client and professional.
- Use a non-judgmental, compassionate approach and be responsive to the experiences of those you work with, remembering that everyone experiences trauma differently.



Choice

- Offering real choice may be challenging for both practitioners and clients.
- It's useful to acknowledge the power differential at the initial stages of any interaction to support you in working relationally with people who may have experienced others misusing power.
- We may need to acknowledge the limits in choice around, for example, changes in staff or meeting set-up. But we should aim to constantly keep these issues in mind to establish trust.
- It is the practitioner's responsibility to engage the individual and give them choice in how work continues. The initial meeting should consist of obtaining informed consent, explaining how information will be shared and the limits to confidentiality; giving the person options and discussing with them what they would like to happen.

Collaboration

- Collaboration means working towards a common goal or purpose. Individuals who have experienced trauma may have very little trust in their needs mattering to others or very little experience of being involved in decisions, so may need support and encouragement to do this.
- Interactions that contain a psychoeducational element – where practitioners invite people to collaborate in their recovery by sharing information – are particularly useful.
- Collaboration could involve asking someone what they need for a certain part of the meeting or visit, or identifying coping strategies that may be helpful or problematic in the longer term and discussing options for support.



Empowerment

- The principles described above all contribute to empowering people we work with. Showing someone that they can be safe, demonstrating you can be trusted and so can they, offering choice and collaboration to someone who has never had these options, are all empowering.
- Empowerment means treating the person as an equal. This may include offering challenge (constructively, rather than judgmentally), which can enable reflection and be very useful.
- Supporting and empowering individuals to recognise unhealthy coping strategies can be a life-changing opportunity.

These five principles have been taken from an article produced by Community Care:

communitycare.co.uk/2023/09/12/a-trauma-informed-approach-to-social-work-practice-tips

For more information visit:

- New Research in Practice publications provide guidance for practitioners supporting trauma-experienced parents
researchinpractice.org.uk/children/news-views/2023/june/supporting-trauma-experienced-parents
- Building safety, connection and trust with trauma-experienced parents: Practice Guide (2023)
researchinpractice.org.uk/children/publications/2023/may/building-safety-connection-and-trust-with-trauma-experienced-parents-practice-guide-2023
- Children and Young People's Trauma Informed Care Programme E-learning
york.gov.uk/MyLo/TraumaInformedCare
- Research in Practice has a number of useful resources
researchinpractice.org.uk/all/topics/trauma

NOTE: Anyone with a City of York Council email address can register for Research in Practice. If you are not an employee of City of York Council, your designated Safeguarding Partnership Lead will be able to give you access

If you would like this document in an alternative format, please contact:



(01904) 551550



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@CityofYork



@cityofyork

It is available in the following languages:

我們也用您們的語言提供這個信息 (Cantonese)

এই তথ্য আপনার নিজের ভাষায় দেয়া যেতে পারে। (Bengali)

Ta informacja może być dostarczona w twoim
własnym języku. (Polish)

Bu bilgiyi kendi dilinizde almanız mümkündür. (Turkish)

یہ معلومات آپ کی اپنی زبان (بولی) میں بھی مہیا کی جاسکتی ہیں۔ (Urdu)

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For further information: West Offices, Station Rise, York YO1 6GA