Date that the assessment started: 22/02/2021

Date that the family agreed with the completed plan: 08/03/2021

# 1. Family Details

Details of all subject children - please include all of the children in the family:

| **Name** | **Address** | **DOB/EDD** | **Gender (leave blank if prefer not to say)** | **Ethnicity** | **Religion** |
| --- | --- | --- | --- | --- | --- |
| Bart Simpson (10) | 742 Evergreen Terrace, Springfield | 23/02/2011 | Male | Mixed/Multiple Ethnic Groups | Christian |
| Lisa Simpson (7) | 742 Evergreen Terrace, Springfield | 15/05/2013 | Female | Mixed/Multiple Ethnic Groups | Christian |
| Maggie Simpson  (6 months) | 742 Evergreen Terrace, Springfield | 04/09/2020 | Female | Mixed/Multiple Ethnic Groups | Christian |

Details of all parents/carers/guardians in the family - please include all of the adults/carers/guardians:

| **Name** | **Relationship to the child/ren** | **PR**  **(parental responsibility)?** | **Address** | **Gender (leave blank if prefer not to say)** | **Ethnicity** | **Religion** | **Contact Details**  **(email/contact number)** |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Mr Homer Simpson | Father |  | 742 Evergreen Terrace, Springfield | Male | Mixed/Multiple Ethnic Groups | Christian | [H.Simpson@gmail.com](mailto:H.Simpson@gmail.com)  12345 678912 |
| Mrs Marg Simpson | Mother |  | 742 Evergreen Terrace, Springfield | Female | Mixed/Multiple Ethnic Groups | Christian | [M.Simpson@gmail.com](mailto:M.Simpson@gmail.com)  45678 912345 |

Communication needs (including language) regarding any of the people (including adults and pre/non-verbal children) to be included in this assessment:

|  |
| --- |
| No communication needs identified, however, Mrs Simpson does suffer with social anxiety and can become overwhelmed in meetings where there are lots of professionals. Mr Simpson will try to attend all meetings with Mrs Simpson (work permitting). In his absence, Mrs Simpson’s friend will accompany her to meetings. |

Details of the people who are supporting the family:

*(Record all agencies involved e.g. GP, HV, pre-school, school, etc.**Contact details are important and should include a phone contact number and email where the**professional is happy for this to be shared with the family)*

| **Name of the people who are supporting the family** | **Role/Relationship** | **Organisation** | **Contact Details**  **(email/contact number)** | **Lead Professional** |
| --- | --- | --- | --- | --- |
| Mrs Smith | Family Link worker | Springfield school | [MrsSmith@Springfieldschool.org.uk](mailto:MrsSmith@Springfieldschool.org.uk)  01454 123456 |  |
| Mrs Jones | Head Teacher | Springfield school | [MrsJones@Springfieldschool.org.uk](mailto:MrsJones@Springfieldschool.org.uk)  01454 123456 |  |
|  |  |  |  |  |
|  |  |  |  |  |

# 2. Assessment – this should be clear enough for children to understand

|  |
| --- |
| **What had led to this assessment?**   * Using bullet points, please give a brief summary of the reason you think completing this assessment now would be useful. * What significant events have happened in the child or family’s life up until now that are important to consider?   *E.g. family break ups, reconstituted families, bereavements, transitions, house moves, school changes, etc.*   * What previous help has been offered to the family? What was the outcome of this? |
| * Mrs Simpson has spoken to school about Bart’s behaviour at home. Mrs Simpson is struggling to manage Bart’s behaviour and would like some help and support. Mrs Simpson is most concerned about Bart’s anger and aggression within the home. * School have noticed a change in Bart’s behaviour recently and there have been some reported incidents, particularly during unstructured times like playtimes and lunchtimes. * Mr and Mrs Simpson have met with Mrs Smith and appropriate behaviour management strategies have been discussed. Mrs Simpson has tried to implement these but in isolation they are having limited impact. * An EHAP will help both school and parents to work together to support Bart. |

|  |
| --- |
| **What is going well? (In relation to the worries above)**  *Eg.* *things the child is good at/do well, things the parents are good at/do well, positive and protective factors (extended family or friends support, close community/group support, access to independent transport, financial security, good financial management, social and community resources)*   * Please include all the family’s views and those of the practitioner, in their own words where possible/appropriate. * When are things not as bad? * What has helped in the past or worked before? * Who are the people who help things be better and what do they do that helps? |
| Bart comes from a loving and stable home. His parents are married and he has two younger female siblings. There have been no significant family events to note. The family have no financial concerns and are well integrated into the community through their local church.  School   * Bart has a great sense of humour and is popular with his peers. He is able to make friends easily. * Bart is making good academic progress. * School have put in place additional adults to monitor Bart’s behaviour during playtimes and lunchtimes. * Bart’s class teacher is monitoring his behaviour in the classroom and no concerns have been reported so far.   Mr & Mrs Simpson   * There are times when Bart is able to do what he is asked to do. * Bart is very affectionate and will still ask for cuddles. * Bart behaves better when Homer is around to support parenting. * Bart behaves better when he has had a good night’s sleep. * When things have become difficult with Bart’s behaviour in the past, he has stayed over at his Grandmother’s house (Mona Simpson). Bart generally returns in a calmer and amenable mood. |

|  |
| --- |
| **What are we worried about? (Please give specific examples)**  *You may want to consider some of the following:*  ***Child’s Development****; health, physical development, speech, language and communications development, emotional and social development, behavioural/physical/cognitive/educational development, identity, self-esteem, self-image, social presentation, relationships with family, self-care skills and independence*  ***Parental challenges****; basic care, ensuring safety and protection, emotional warmth, stimulation, guidance and boundaries, stability, health, learning disability, substance misuse, communication difficulties*  ***Family and Community;*** *family history, functioning and wellbeing, wider family, housing situation (overcrowding, state, safe), employment and financial considerations, social and community elements, lack of social and community resources, family’s social integration*   * Please include all the family’s views and those of the practitioner, in their own words where possible/appropriate. * What has happened or is happening now that makes people worried? * How serious is it and how does it affect everybody’s wellbeing? * Are there any things in the family's life that make these worries harder to sort out? |
| School   * School have noticed that Bart can become angry with his peers if things are not going his way. This often occurs during unstructured times when the children are enjoying free play i.e. Playtimes and Lunchtimes. At times, Bart can struggle to articulate his feelings and emotions and will resort to pushing or lashing out at the other children. This appears to be increasing in frequency and Bart is coming to the attention of playground staff more often than normal. * Bart can sometimes recognise that his behaviour has not been appropriate and will apologise to his peers. However, this is not always consistent and playground staff have noted more angry confrontations and a refusal to back down in certain situations. * Other children are also noticing a change in Bart’s behaviour and some are choosing not to play games that he is involved in or are not inviting him to play their games.   Mr and Mrs Simpson   * Bart is becoming increasingly angry and aggressive within the home. This is largely taken out on inanimate objects i.e. slamming doors, kicking the skirting boards, throwing items in his room. * Mr & Mrs Simpson are worried that Bart could start to become aggressive with his younger siblings if his anger issues are not addressed. Bart will shout at Lisa if she happens to be in his way but he has not been physical with any family members. * The trigger for Bart’s behaviour can be around not getting his own way or being asked to stop playing on the computer. * Mr & Mrs Simpson are concerned about how much Bart uses his devices and worry that playing computer games could be making his aggression worse. * Bart can also be attention seeking, which can lead to poor behaviour choices. Sometimes Bart will deliberately misbehave in order to gain our attention. * Bart’s behaviour is also much worse when he is tired/overtired. He is more easily agitated and annoyed by little things that his siblings do. This can then lead to angry and aggressive outbursts. * Mrs Simpson sometimes struggles to get Bart to go to bed at a reasonable time. Bart is very good at doing things to avoid going to sleep. * Bart responds better when both Mr and Mrs Simpson are at home. However, as Mr Simpson works long hours, it is often Mrs Simpson who is left to parent alone. Mrs Simpson can struggle to manage Bart’s behaviour when she is parenting alone. When Mr Simpson returns from work he is often tired and Mrs Simpson does not want to burden him with parenting issues. * Mr Simpson has noticed a change/decline in Mrs Simpson’s mental health recently. He is concerned about the impact of Bart’s behaviour on her but also wonders whether this may be Post-Natal depression as Maggie is only 6 months old. |

|  |
| --- |
| **What would we like to change or strengthen?** (These changes can then be converted into actions in the plan below)   * Please include the views of the individual family members and professionals separately, in their own words where possible/appropriate. * What would you be doing more or less of to see these changes? |
| * For Bart to be able to manage his anger and aggression in a more appropriate manner. * For Bart to understand the rules/routines around his computer use and gaming. * For Bart to have a set bedtime routine in order to improve his sleep and reduce tiredness. * For parents to work together as a parenting team and be consistent and supportive of each other’s parenting. * For Bart to have 1:1 time with each parent to ensure he is getting the attention he craves. * For Mrs Simpson’s mental health needs to be explored further. |

# 3. Early Help Plan

* What needs to be done to make the changes and by when?
* Who can help the family achieve these changes, what specifically can they do? Who do we need to tell about the plan?

| **What needs to be done?** | **By whom?** | **By when?** |
| --- | --- | --- |
| Mrs Smith to work with Bart around managing his feelings and emotions. Mrs Smith to work through the ‘Volcano in my Tummy’ book and the feelings/emotions resources. Mrs Smith to provide weekly 1:1 sessions with Bart for 30 minutes over 6 weeks. | Mrs Smith (school) & Bart | End of Term 4 |
| Mrs Smith to work with Mr & Mrs Simpson and Bart around introducing a ‘computer/gaming timetable’ to help remove this as a trigger for poor behaviour. Mr & Mrs Simpson will also introduce 20 minute, 10 minute and 5 minute warnings so Bart knows how long he has left on his devices. | Mrs Smith (school) and Mr & Mrs Simpson | End of Term 4 |
| Mrs Smith to work with Mr & Mrs Simpson around behaviour management strategies/techniques and bedtime routines. | Mrs Smith (school) and Mr & Mrs Simpson | End of Term 4 |
| Adults in school will continue to monitor Bart’s behaviour at break times and lunch times and will feedback to Mrs Smith if there are any issues. | Mrs Smith (school) & lunch break supervisors. | End of Term 4 |
| Mr & Mrs Simpson to read the ‘Sleep Toolkit’ to help get Bart into a good sleep routine. | Mr and Mrs Simpson | End of Term 4 |
| Mr & Mrs Simpson to ensure that they communicate about the children’s behaviour on a daily basis so that Mr Simpson can follow up on any issues when he returns from work. | Mr and Mrs Simpson | End of Term 4 |
| Mr & Mrs Simpson to arrange protected 1:1 time for all of the children on a weekly/fortnightly basis. This will enable Bart to have the attention he craves from both of his parents. | Mr and Mrs Simpson | End of Term 4 |
| Mrs Simpson to contact her Health Visitor/GP around her mental health. The Health Visitor can be invited to the next meeting if appropriate. | Mrs Simpson | This week |

| **Child/Young Person’s comments on this assessment and plan:**   * What do you think about what is written in the assessment? Is it right? Have we missed anything? Does the assessment reflect how you feel? * How is this plan going to help you and your family? * Do you think everybody can and will what they have been asked to do? | |
| --- | --- |
| **Child/Young Person’s Name** | **Comments** |
| Bart Simpson | “I know I shouldn’t get angry but I can’t help it. I know that I need to come off of the computer when my Mum asks me to and I think being told how long I have left to play will help me. I want to work with Mrs Smith to help me to manage my feelings and emotions”. |
| Lisa Simpson | “I am pleased that Bart is getting some help to manage his anger. I don’t like it when Bart shouts at me. I hope Mrs Smith can help him to be less angry. I am ok, I don’t need any help at the moment”. |
| Maggie Simpson | “As Maggie’s parents, we feel that she is happy and content as she ‘smiles and gurgles’ when we speak and play with her”. |

| **Parents/Carers’/Guardians’ comments on this assessment and plan:**   * Does the assessment include everything or is something missing? Does it reflect how you feel? * Given what is written in the assessment, does the plan address the worries? How is it going to help? * Does the plan seem possible and realistic to you? | |
| --- | --- |
| **Parents/Carers’/Guardians’ Name** | **Comments** |
| Mrs Simpson | I am really pleased with the plan and the help that school are offering Bart and us as parents. The actions are realistic and address the concerns that we have raised. |
| Mr Simpson | I am happy with the plan and the support being offered. |

**4. Consent & Signatures**

Does the family consent to share this document with everybody involved and keep a copy on a secure database with the local authority? Yes

\*Please ensure parents/carers are aware that this early help assessment will be shared with the Local Authority/Compass and stored on their secure database.

Has a consent form been signed and attached? Yes

Are there any exceptions as to who the parent(s) do not consent to share this document with? Choose an item.

If so, who? (Please state in box below)

|  |
| --- |
|  |

**Assessor** (person completing this assessment)

|  |  |
| --- | --- |
| **Name:** Mrs Smith | **Role:** Family Link worker |
| **Organisation/Team/Service:** Springfield School | **Office Address and Postcode:** Springfield School, Springfield Road, Springfield. |
| **Contact Telephone No:** 01454 123456 | **Email Address:** [Mrs.Smith@Springfieldschool.org.uk](mailto:Mrs.Smith@Springfieldschool.org.uk) |

**Signatures**

|  |  |
| --- | --- |
| **Parent/ carer/ guardian signature:** Parents signed the information sharing and consent form, which is stored in school. | **Date:** 08.03.21 |
| **Young Person’s signature:** Bart did not sign but is aware of the plan. | **Date:** 08.03.21 |
| **Assessor’s signature:**  Mrs Smith | **Date:** 08.03.21 |

**Please send this early help assessment to** [**compass@southglos.gov.uk**](mailto:compass@southglos.gov.uk)