

# Tom's story .....

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At 2 years old Tom watched as his Dad **hit** his Mum  
Tom's school teacher noticed some **bruises** when Tom was 5  
Tom struggled at school and his teacher thought he may have some learning difficulties  
By 8 years old, Tom regularly missed school, he was making poor progress and his attainment levels were below expectations  
Tom committed his first offence at 12 years old, **vandalising** cars  
By 14 Tom was **self-harming**, taking drugs and involved in **anti-social behaviour**.  
At 15 Tom was excluded from school

At 17 years old Tom was sent to prison for perpetrating significant **domestic abuse** against his pregnant girlfriend

Tom is currently serving time

Tom's story .....



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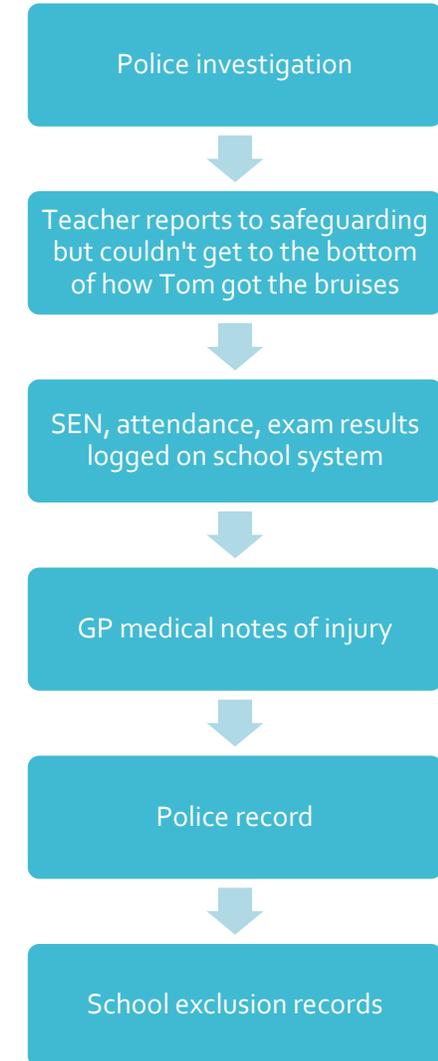
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# Tom's story .....





## Defining our problem

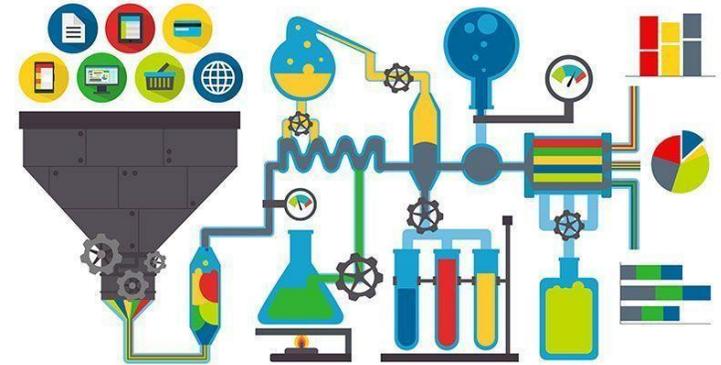
How can we identify children like Tom earlier?

How can we support these children and improve their journey through childhood?

How can we work more effectively with our partners to improve and sustain long term outcomes for children and their families?

# What do we need to know?

- Using Harlem research to identify flags of vulnerability
- Start with what we know
  - Troubled Families
  - Attainment
  - Attendance
  - Special educational needs
  - Free school meals
  - Contacts to social services with no action taken
- Work towards what we'd like to know
  - Parental mental health
  - Prematurity
  - Health Visitor checks
  - Substance misuse



# Defining our actions

If we had all the information we needed we would ...

Identify children that may have had adverse childhood experiences

Start a conversation

Play a supporting role within schools

Build more effective working relationships with our other partners

Make effective strategic decisions on staffing / ways of working

Manage performance, address issues and highlight best practice

Reduce the number of children involved with later intervention

Improve outcomes at a much earlier stage



# Our conversation starter

## STRATEGIC

Shows the current state

Highlights good performance, areas for improvement / concern

Aids strategic decision making and planning

Fully interactive

View the information in a way that fits particular need

## Family Partnership Zones Dashboard

Children by zone (select a zone to filter)



54072

Total Children

6226

Children Monitored

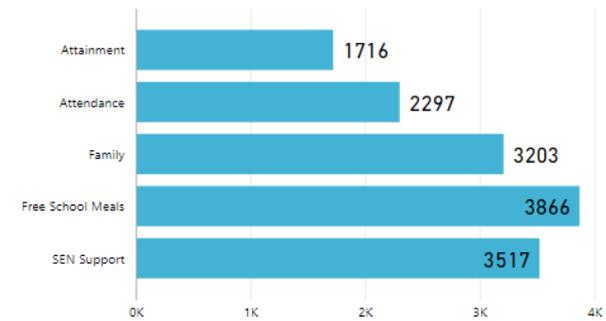
11.51

Monitored %

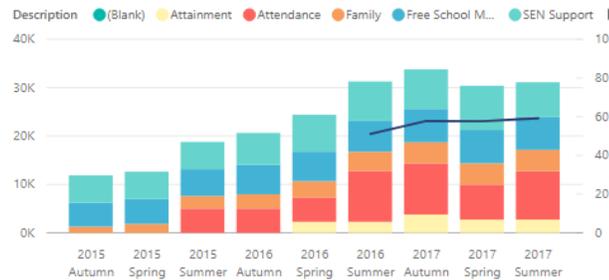
585

Total children with monitored outcomes

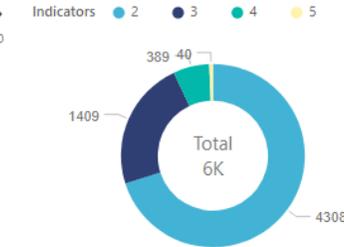
Children by indicator type



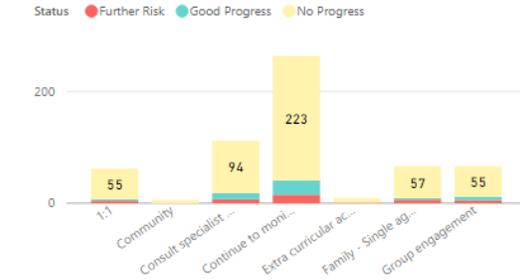
Indicators by school term



No. of indicators per child



Response type by status



## Family Partnership Zones - Child Detail

Select zone

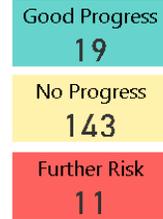
[Clear All](#)

- Chesil
- Christchurch
- Dorchester
- East
- North
- Purbeck

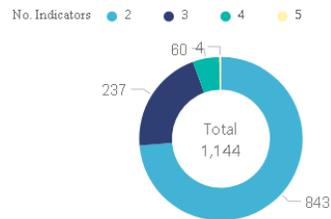
Select school

- Sherborne Primary School
- Shillingstone CE VA Primary School
- Spetisbury Hall & Sloper's CE VA Primary School
- St Andrew's CE VC Primary School, Yetminster
- St Georges CE VA School, Bourton
- St Gregory's CE Primary School, Marnhull
- St Mary the Virgin CE VA School, Gillingham

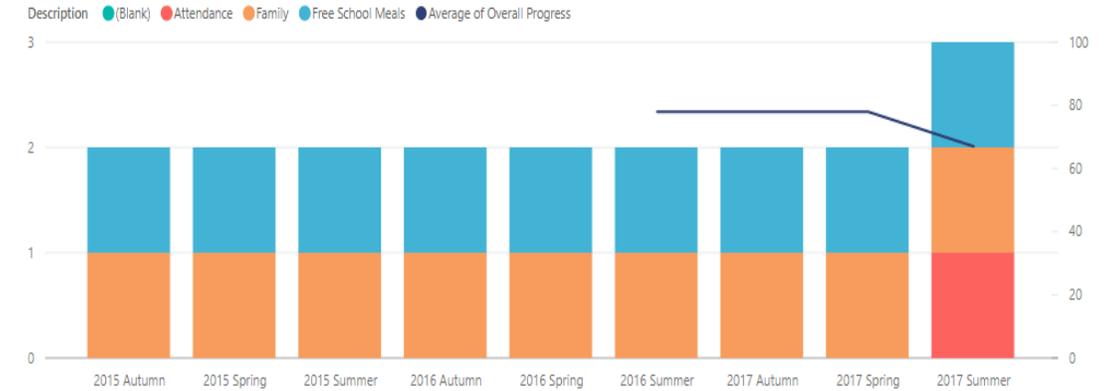
Progress



No. of indicators per child



### Indicators and progress by school term



Year Group	Last Assessment	Gender	Indicators	Attain	Attend	Family	FSM	SEN	Response	Status	Current Progress	Overall Progress
NC Year 7	4/25/2018 11:27:19 AM	M	2		●	●			New			
NC Year 9	4/25/2018 11:27:19 AM	M	2		●		●		New			
NC Year 10	10/18/2017 11:39:17 AM	M	1			●			Consult specialist service	No Progress	↔	🔄
NC Year 9	1/15/2018 10:32:57 AM	M	1				●		1:1	No Progress	↔	🔄
NC Year 7	3/29/2017 12:00:00 AM	F	2				●	●	New			
NC Year 11	6/20/2017 1:36:28 PM	F	1					●	Continue to monitor	No Progress	↔	🔄
NC Year 7	12/31/2015 12:00:00 AM	F	2				●	●	New			
NC Year 9	4/25/2018 11:27:19 AM	M	4		●	●	●	●	New			

# Our conversation starter

## OPERATIONAL

Secure

Interactive

Supports partnership discussion

A visual representation of a child's journey over time

Why there is concern?

What is our response?

How are they progressing?

# Outcomes

Children's outcomes are identified

Responses agreed

Data feed back into dashboard so progress can be monitored.



## Monitor child's outcomes

Please select all areas where you feel this child would benefit from additional support

- Physical Health
- Emotional well-being
- Behaviour and boundaries
- Engagement in learning
- Effective relationships
- School readiness
- Home life

What response type is needed?

- Continue to monitor
- 1:1
- Group engagement
- Extra curricular activities
- Community
- Family - Single agency
- Consult specialist service

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## Early Identification

Tom's teacher pulled together a team around the family  
Extra support was given to Tom at school  
His mum was given the support she needed to leave her abusive relationship and was helped back into work, so was able to support herself and Tom  
Tom struggled at school, but he worked hard and left school with his GCSE's and an apprenticeship.  
He is now married, with children and a steady job.

Tom's story .....



# Our journey

- Recognise we are at the start of our journey

***“Dream big, start small, but most of all start”***

*Simon Sinek*

- Understand more about what we need to know and why
- How can we use technology to support us?
- How should we work with our partners to share information / knowledge / intelligence / resource / skills?

# Our feedback so far ....

**"The new BI tool, along with [workers] invaluable support and advice, has opened up new avenues for us to identify and target support for vulnerable young people. We have had superb outcomes as a result of the relationship with the FPZ and I look forward to this continuing in the future."**

*Mrs Laura Lombard, Deputy Headteacher*

**"I would like to say how well I think this model of working actually works! We tend to know our pupils well and we generally know what they need. We just struggle to provide it as we do not have the resources. I truly hope that the work being done by yourself and others continues and we can build on it as time goes by. Thank you for all that you have done this year!"**

*Kirsty Dring, Well-being Team Leader, All Saints C of E School*

**"Schools have fed back that they like the 'conversation' model. Knowing who their link worker is and being able to talk through any concerns rather than wait for an allocations meeting, happier with less paperwork. Getting to see families sooner after issues arise. More invitation to meet with parent in school (TAF) being arranged by school rather than waiting for a decision [by DCC staff]."**

*Family Worker, Dorchester FPZ*