

KMC

Stronger Families – Toolkit for Practitioners

Consent to share personal information with the Stronger Families Programme

What is the Stronger Families Programme?

When families face a number of difficult issues at one time, it can be hard to stay on top of things like getting children to school on time and keeping track of older teenagers. The Stronger Families Programme links families to the support they need, when they need it.

By agreeing to participate, you will be linked with a professional who will work with your whole family to address individual and shared difficulties, building on what is working well and tackling what needs to change. When the time is right they will talk to you about finding a job or training.

Why are we asking for your consent to share personal family information?

It will help prevent you from having to repeat information to lots of different professionals.

It will help us to identify the right person to work with you and your family.

The help we can offer is provided as part of a government funded programme so we have to keep records of who has accessed support.

What information will be kept on my record?

Surname (s) of family:			
House (Flat) number:		Post Code:	
List below all children in the household			
Child's Name	Date of Birth	School	School Attendance Figures
ASB and crime data:			
DWP claimants details:			
Families subject to benefit cap and council tax sanctions:			
Information about family members' recent need for support in connection with:			
Domestic Abuse:			
Mental health issues:			
Parents' offending or in prison:			

Substance Misuse:
Learning Disabilities/difficulties:
Long term health conditions:

I have read and understand the reasons why personal information is needed. We/I agree to personal information collected by **name of agency** to be shared with Kirklees Stronger Families' programme.

Signature..... Print Name

Date

Why are we asking you about case studies?

Case studies are used to tell a story about how (name of service) have worked with your families/helped you to make important changes in your life.

We always change names and details so that you/your family cannot be recognised from the description.

Case studies will only be used to inform and educate professionals and decision makers (Councillors and senior managers) about our work. They will not be shared with the press or published unless you give permission for this to happen so they will not be shared with the general public.

I/we agree to case studies about my/our family to be used to help others learn about (name of service's) work.....

I/we agree to case studies about my/our family to be used to inform the general public about this area of work and how families like mine can be helped to overcome problems.....

STRONGER FAMILIES SUPERVISION CHECKLIST

Family Needs

- Does the practitioner know why the family is eligible for Stronger Families Programme?
- What is the practitioner's role within the family? (E.g. Lead Professional?)
- Is there a current Family Early Help Assessment in place which sets out the needs of each member of the family? If not is this in hand?
- Has the family been challenged about any difficult issues within the family, for example, domestic violence, substance misuse issues, mental health issues, hygiene issues, safeguarding issues?
- Is the home environment clean and safe? How does the practitioner know this?
- Has the family been offered a Home Safety Check from the Fire Service?
- Are the children/young people in the household all attending school or an education provider?
- Are there adults in the family who are not working and might be encouraged to take steps to go into education, training or work?

Ensuring compliance

- Does the family accept the practitioners view about what needs to change and why? Are they in full agreement with the proposed course of action? If not how, will compliance be monitored?
- Is there a contract or statement of expectations underpinning the practitioners work? Does this include signed consent to share information and sign up to Stronger Families Programme?
- Have you discussed what sanctions can be applied if the circumstances do not improve to ensure the best chance of improving outcomes?

Planning and prioritising tasks

- What are the priorities for the practitioner to address with this family?
- If there are issues outside your service remit, how are you going to resolve them?
- Who else could help or what other services are needed?
- Have you spoken to the family about how they feel they will cope when your support ends?
- Is there an exit plan?

Are you aware of the following services for the family that might help?

- If the home environment is a cause for concern, have you considered referring the parent for the Safer, Healthier Homes programme to compliment the intervention provided by the practitioner?
- If there is a young person in the household who is aged between 18-24 years on out of work benefits; have you spoken to them about the Kirklees Jobs Fund?
- Would any of the children/young people in the household benefit from accessing a mentor, either through IYSS or Northorpe Hall?
- Are there extended family members who might be able to support the family, perhaps by being involved in a Family Group Conference?
- If there is evidence of Domestic Violence in the household, has a referral to IDAT/MARAC been considered /completed?
- Are there any mental health problems in the household? Has a referral to IAPT been considered /completed?
- Would a professionals meeting or a consultation with the Stronger Families team help to address issues which are proving hard to impact on?
- Have you or the practitioner accessed www.kirklees.gov.uk/strongerfamilies for up to date information about more resources available to support your work?

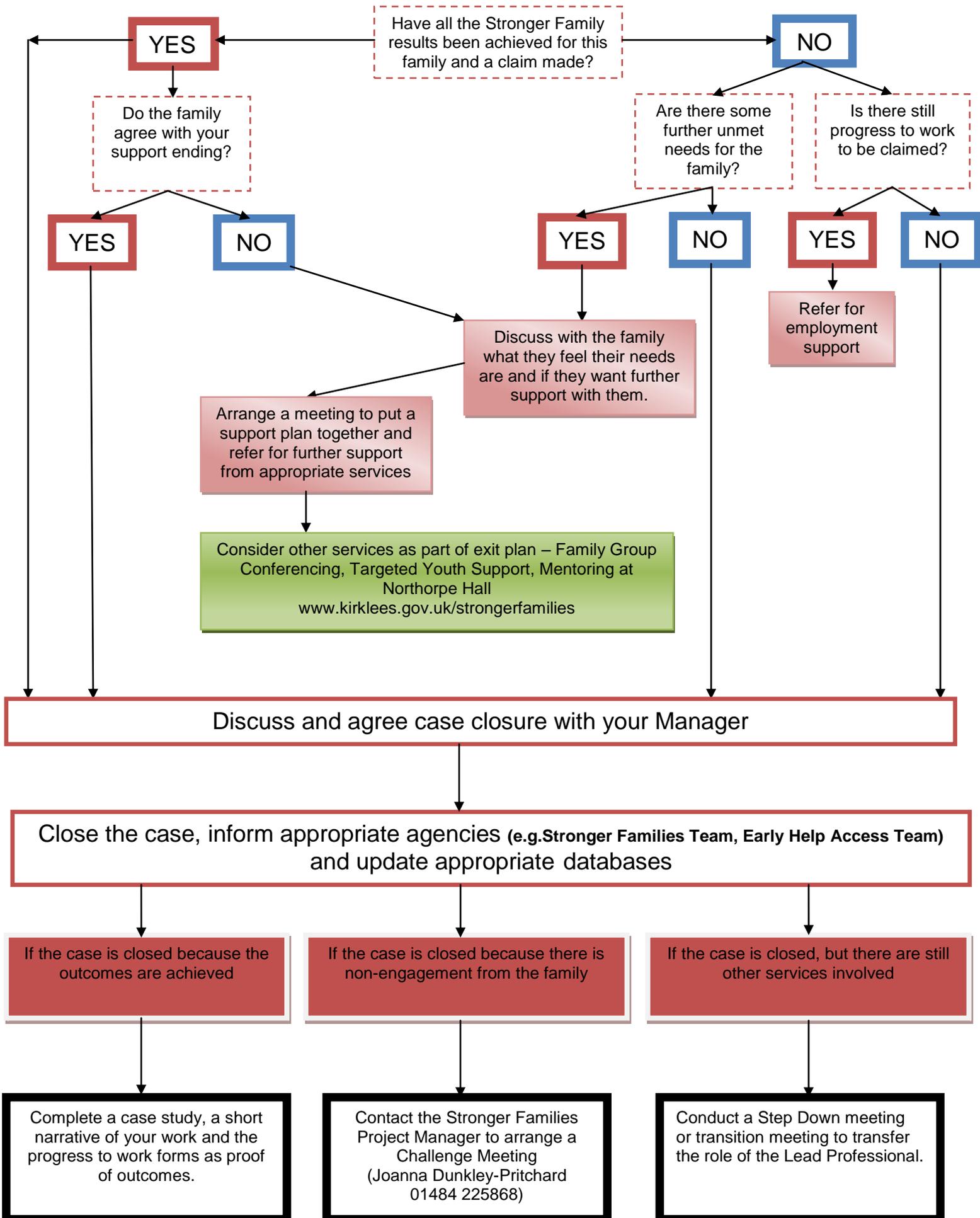
Practitioner reflection

- Have you discussed how working with this family makes the practitioner feel?
- Have you discussed the impact of the workers beliefs and values in working with this family?

Practitioner learning and development needs

- Stronger Families programme is funding an extensive programme of workforce development for key workers. For more details see LMS
- Stronger Families consultants may be able to offer specific advice to your staff/team/service.
- Please see the Stronger Families Toolkit (from October 2013) for further resources.

Stronger Families Exit Flowchart



Leading a challenge meeting for Stronger Families

1. Introductions

2. Apologies

3. Purpose of meeting

Outline why meeting been convened and intended outcome.

4. Details of family

4a Family structure

4b Why are they part of the Stronger Families cohort and how long for?

4c What changes are needed? Can we be specific about the changes we want?

4d How might the family view the changes? Might their views differ from ours?

5. Input from agencies working with family

5a What work has taken place so far to address the issues?

5b Why do we think the issues are still apparent? (Reasons for behaviour/resistance to change)

6. Action

6a What actions have previously produced some positive outcomes?

6b What positives can we build on to make the small changes first?

6c How can we work differently? Who can help?

6d Do we need to re-assess the family?

6e How can we involve the family in the work/decision making?

6f Do we need to apply any sanctions?

6g Who is going to do what?

7. Review date

Template for case study report for all Stronger Families delivery teams

1 case study per quarter required as a condition of funding (maximum 4000 characters or 600 words)

Family details (anonymised details of family members: Initials, role, age, gender, ethnicity)
<i>50 words approx</i>
Background and reason for referral to your service (include level of risks, areas of concern, any previous involvement of statutory agencies, what might have happened if intervention had not happened?)
<i>100 words approx</i>
Your analysis (what was your analysis of the work you needed to do and how did you plan to take this forward?)
<i>100 words approx</i>
Your actions/ interventions to address the underlying problems (include direct work with family members as well as multi agency working and how this improved the family circumstances)
<i>200 words approx</i>
What changed as a result? (evidence of improved outcomes or positive changes in the family)
<i>100 words approx</i>
What the family or others said about the difference this intervention has made
<i>25 words approx</i>
What have you learned that you would like to share with others?
<i>25 words approx</i>

**A framework for successful
engagement and escalation
for the
Stronger Families
Programme in Kirklees**

2015-2020

Strong and resilient communities, where families are encouraged and supported in bringing up their children responsibly, so that all members of the family realise their full capabilities and strengths to contribute positively to society and the economy

A multi- agency approach to Early Help for families with complex needs.

1. Introduction

This document has been produced to support practitioners and managers in their work with vulnerable families with complex needs. It sets out the context, evidence base and practical solutions to working assertively and effectively with some of the most complex and vulnerable families in Kirklees.

The Government's Troubled Families Programme was established in 2012 to *turn around* the lives of vulnerable families. Over the next 5 years we will be working with 3,810 families. These will be the ones with the most complex problems, who will benefit the most from intensive interventions and an integrated, whole family approach. Families may be included if they meet at least two of these broad identification criteria:

- Parents and children involved in offending
- Children not attending school regularly
- Children who need help (CIN, CPP and LAC)
- Adults out of work or at risk of financial exclusion and Young People who are NEET
- Families affected by domestic violence and abuse
- Parents and children affected by poor mental health or substance misuse.

Nearly half have a social worker and 75% are out of work. Nearly 40% have significant health problems and many have a history of domestic abuse.

Many of these families have had very difficult life experiences and previous poor experiences such as childhood loss; serious neglect or abuse and are or have experienced conflict in relationships; all of which can make it very difficult for them to trust those who are trying to help. This can result in those in most need being viewed as resistant; hard to engage and mistrustful of the agency or practitioner working with them.

Experiences like that effect the way people look at the world. And it results in a situation where the families with the greatest need for support are, in many cases, the ones least likely to accept that help. Their life experiences have taught them that people in general, and people in authority in particular, cannot be relied on to listen to them or offer the sort of help they need.¹

"It's like they never listen to anything anyone says. I think they have a list of questions they ask and if you don't have the answer that is written down, you're knackered."²

Helping to achieve a positive outcome, in these circumstances, can be one of the most rewarding aspects of our work .This document sets out some

¹ Listening to Families Third Sector Leader's interim report June 2013

² Parent from Kirklees speaking in the Third Sector Leaders Listening to Families project interim report June 2013

strategies which others have found effective, and which should be part of everyone's toolkit.

2. Who is this guide for?

Practitioners, key workers, personal advisors, social workers working with families with complex needs and their supervisors or line managers, will find this guide helpful. It has been drafted in consultation with agencies who work in partnership with others in addressing the complex needs of families eligible for the Stronger Families Programme.

You should always be aware if one or more families on your caseload are part of the Stronger Families cohort. Stronger Families consultants can advise if a family is already on the database. Families who meet a minimum of 2 SF criteria are included and they are identified in these client databases:

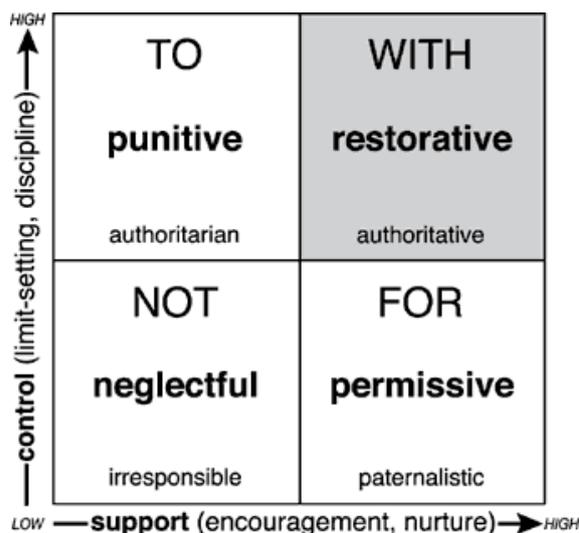
Care First – key classification
West Yorkshire Probation Trust
West Yorkshire Police – NICHE
Kirklees Neighbourhood Housing
Connexions Calderdale and Kirklees Careers
Attendance and Pupil Support service database
Child View

If in doubt or if you think a family you know meets the criteria and is not flagged as such, please contact the Stronger Families team to notify them of the family: stronger.families@kirklees.gov.uk; or paul.webb@kirklees.gov.uk or julie.drury@kirklees.gov.uk

3. Terminology

Each service and discipline has its own unique terms and words to describe what are often similar approaches. Here are some definitions which may help you:

Restorative approaches refers to approaches which include the use of informal and formal processes, and which proactively build relationships and a sense of community to prevent conflict and wrongdoing. The underlying premise of this approach is that people will make positive changes when those in positions of authority do things *with* them rather than *to* them or *for* them. According to the Social Discipline Window, a restorative approach requires a balance of high levels of limit setting, boundaries and challenge with high levels of support, encouragement, and nurture.



Desistence; refers to the factors which contribute to the person no longer offending such as stable relationships, work and maturation.

Relationship based therapy; increasingly there is recognition of the importance of the quality of the relationship between the key workers and person who is in receipt of the intervention. People change and accept support when they feel that their key worker understands them and is genuine in their motivation to help.

“She has always been in touch with me. She has always rung me. Even now... I’ve spoken to her yesterday; she called me and said if I need anything, or if you want a chat or anything. She has always been there.”³

Compliance; means complying with a wish, request, or demand; *acquiescence*; a willingness to follow a prescribed course of treatment. In other words, a person may comply or do as they have been told, without accepting the reasons behind the request or the need for change.

“All they want to do is come and tell me what I’m doing wrong, offer no support, then leave. I hate it.”⁴

Engagement; working in a collaborative way with service users so that they understand and accept the concerns and agree to work towards overcoming difficulties. Service users are empowered because they can voice their opinion and take some control of the intervention themselves. This can lead to tremendous breakthroughs.

³ Parent from Kirklees speaking in the Third Sector Leaders Listening to Families project interim report June 2013

⁴ Parent from Kirklees speaking in the Third Sector Leaders Listening to Families project interim report June 2013

Out of nowhere, the girl came into the Head Teachers office and told her...
“You’re alright you are. I’m so sorry for my behaviour. I will try harder and I will come to school more and I will get my English and my Maths.”

Contracts; are written documents signed by parent, professionals and (if appropriate young person) and is a formal record of an agreement to cooperate. It is not legally binding and only applies when all parties agree and sign up to the actions recorded.

Lifeline gave Sally a keyworker to help with her substance misuse. He was also able to help Sally gain extra support and voice her opinions clearly regarding her daughter, Chloe. They put together a plan of action so she could keep her daughter safe, reduce her medication, and gain some normality, which was snatched away from her at such a young age.

Disguised compliance; happens when parents or carers don’t admit their lack of commitment to the process and work subversively to undermine it. It can appear to the professionals that the parents are cooperative, when in fact they are not.

Examples of disguised compliance would be a sudden increase in school attendance, attending a run of appointments, engaging with professionals such as health workers for a limited period of time, or cleaning the house before a visit from a professional.

4. Why is it important to ensure active engagement of families?

For most families who are part of the Stronger Families Programme the risks of not engaging with help on offer are very high. At a minimum there are risks of children not achieving their full potential in school and in life; not gaining skills and qualifications needed to get work later on; young adults risk missing out on the chance to find employment or training and may live their whole lives on benefits and in poverty; young people who don’t engage in support to help them make better choices risk a criminal record; imprisonment and the effects of drug and alcohol abuse; families who continue to neglect their children and cause nuisance in their neighbourhood risk having children removed from their care and eviction and homelessness; victims of domestic abuse who do not take steps to ensure their own and their children’s safety risk injury and death potentially as well as damage to their mental and emotional wellbeing.

For agencies and the public sector more generally there are risks of wasting resources on activity that does not result in improved outcomes for families. As resources reduce there will be less chance of a family receiving repeated offers of support, so it will be important to engage families actively in this work. Timely and appropriate interventions aimed at preventing formal action from being taken are known to be very effective. Since 2012 the Stronger Families programme has turned around 93% of families with complex needs resulting in sustained improvements for 90% of these families up to two years’ later.

5. What works in overcoming resistance?

The Stronger Families approach is based on a whole family support intervention. This is in line with the evidence base relating to families with complex needs and in successfully preventing children from entering the care system.

The DCLG⁵ report highlights the 5 family intervention factors which lead to positive outcomes

1. Dedicated workers, dedicated to families
2. Practical 'hands on' support
3. A persistent, assertive & challenging approach
4. Considering the family as a whole
5. A common purpose and agreed action

This echoes the messages from the earlier Ofsted report⁶, which highlights the importance of a strong and persistent key worker and describes how successful services are supported by:

- strong multi-agency working
- clear and consistent referral pathways to services
- consistent decision-making processes based on thorough assessment of risks and strengths within the family network
- a prompt, persistent, and flexible approach, based on listening to families and building on their strengths
- regular review of progress and risk factors;
- robust risk management;
- clear planning for case closure and for sustainability of good outcomes.

These principles come from desistance research⁷ and inform current thinking about the most effective approaches to helping people to give up a criminal lifestyle:

- *be realistic* - it takes time to change entrenched behaviours and the problems that underlie them, so lapses and relapses should be expected and effectively managed.
- *favour informal approaches* - labelling and stigmatising children and young people as 'offenders' runs the risk of establishing criminal

⁵ *Working with Troubled families*

⁶ Ofsted report *Edging away from care*

⁷ Giving Up Crime: Directions For Policy Beth Weaver and Fergus McNeill (Glasgow School of Social Work and Scottish Centre for Crime and Justice Research) 2007

identities rather than diminishing them, so it should be avoided by favouring informal measures.

- *Use prison sparingly* - stopping offending is aided by strong and positive social ties, by seeing beyond the label 'offender' and by reducing or avoiding contacts with other 'offenders'. Prison makes all of these things more difficult.
- *Build positive relationships* - like everyone else, 'offenders' are most influenced to change by those whose advice they respect and whose support they value. Personal and professional relationships are keys to change.
- *Respect individuality* - since the process of giving up crime is different for each person, criminal justice responses need to be properly individualised. One-size-fits-all approaches run the risk of fitting no-one.
- *Recognise the significance of social contexts* - trying only to 'fix' service users can't and won't fix reoffending. Giving up crime requires new networks of support and opportunity in local communities and a new attitude towards the reintegration of ex-service users.
- *Mind our language* - if the language that we use in policy and practice causes both individuals and communities to give up on offenders, if it confirms and cements the negative perceptions of people who have offended as risky, dangerous, feckless, hopeless or helpless, then it will be harder for those people to give up crime.
- *Promote 'redemption'* - criminal justice policy and practice has to recognise and reward efforts to give up crime, so as to encourage and confirm positive change. For ex-service users, there has to be an ending to their punishment and some means of signalling their redemption and re-inclusion within their communities.

And conversely what is known not to work ...

Highly controlling practitioners - rigid adherence to rules: trust and engagement are hard to win and easy to lose.

Disregarding individual circumstances: failing to locate the person on his or her "desistance journey" and its social and cultural context.

Trying to fix "people" can't and won't fix behaviours such as crime or engagement.

Labelling people.

Failing to use judgement as to the reasonableness of pursuing sanctions and the nature of failures, e.g. wilful non-compliance or the person's level of maturity inhibits their understanding of requirements. "*It's like they never listen to anything anyone says. I think they have a list of questions they ask and if you don't have the answer that is written down, you're knackered.*"⁸

⁸ Parent from Kirklees speaking in the Third Sector Leaders Listening to Families project interim report June 2013

6. What tools and techniques are available to practitioners?

Individual agencies remain responsible and accountable for the use of assertive engagement methods according to the powers available to them and the legal and procedural frameworks within which they operate.

The model of delivery for the Stronger Families Programme is based on the principle of building a co-ordinated support plan for the whole family, which pulls agencies together and meets all needs. This should include the family's objectives, individual family members' contributions (where appropriate) and the contribution of services, with timescales and reviews built in to ensure accountability. Plans should be explicit about the consequences of non-cooperation and should set out clearly each person's responsibilities.

Therefore, as far as is possible, the use of any assertive engagement methods should not be undertaken by agencies in isolation and should form part of the overall plan for the family. This includes being clear between agencies and with families within the planning process regarding the potential assertive engagement methods available.

Some examples of formal engagement and escalation processes are summarised in the annexes to this document. In addition best practice approaches used by a number of partner agencies in Kirklees include the following:

- ✓ All material provided for service users at the start of interventions should set out clearly the rights and responsibilities of service user and the agency, and explain what is at stake and what will happen if agreements are not kept to.
- ✓ Care should be taken in the use of language in all documents and communication with families: positive terminology should be used e.g. conditions for success; areas for improvement; strengths; service user or family or simply the name of the person concerned; consequences etc.
- ✓ Written agreements and contracts which require a signature from adults in the family and key workers and their managers set the tone for the work to come and let the family know what is expected of them and what they can expect from the agency.
- ✓ A letter from a senior manager, setting out the consequences of continued non-engagement can be used to underline the messages given during support meetings. This can be done at almost no cost and will help to emphasise the warnings give face to face.

- ✓ Last chance meetings: are a positive and effective means of stressing to a parent/ family the consequences of continued non- engagement and the use of a senior operational manager from the relevant service can be very effective in bringing home the message that behaviour needs to change quickly.
- ✓ Stronger Families team organise *Challenge* meetings for professionals to consider families where there is poor engagement with agencies or where there is no active agency involved with a family who still requires an intervention. This is effective in moving on *stuck* cases / deteriorating situations/ poor engagement or disguised compliance

Consider if the family should have a right to appeal against any sanctions you choose to impose. It is possible that a mistake has been made or that something can be put right very easily. This applies where there is a legal basis but not in all cases e.g. in case of a penalty notice (fine) applied in cases of non- school attendance.

7. For managers/supervisors:

Think about the skills and confidence of practitioners you manage, in working assertively with families who may be actively resisting their offers of help. If working with *Stronger Families* is part of their regular work, encourage them to apply for the Working with Parents Level 4 programme. (to be booked through LMS, (*for council employees*) or by telephoning 01484 416290

Use the **supervision checklist** (see pg 4) to ensure that:

- Your staff are addressing all areas which need improvement and have offered appropriate support and challenge to the family;
- You have provided appropriate opportunities for reflection;
- You understand the impact this work is having on your staff;
- You have put in place appropriate support for your team.

Have you observed your staff in their practice with families either in meetings with families or on joint home visits?

Do you regularly read through files to check that work with the family is progressing as intended and that appropriately assertive approaches are being used?

For further consideration:

Families may be subject to a number of voluntary contracts and multiple plans- so how can agencies work together so they can be sure they are neither unwittingly undermining the work of another agency or making matters worse / at risk of colluding with the family due to ignorance of the sanctions being applied and the reasons for the sanction?

Is information sharing working effectively in your area of work? Is it helping to manage families who may not be cooperating fully with support on offer? Before closing a case to your service, check the **exit flowchart** to see if there is anything else that can be or should be done with the family. (See pg 6)

Annexe (s)

The following tools and powers are available to stakeholders delivering the programme, depending upon the presenting risks/needs of the household.

Job Centre /Department of Work and Pensions

JSA claimants must be actively seeking work. This can last for up to 3 years at the highest level of sanction. Changes came into effect in October 2012. There are several stages and a clear escalation process with warnings to encourage claimants to start actively seeking work or gain more hours of paid work and signing on. The “contract” for the claimant and the DWP is when they *sign on*.

A Claimant Commitment - *When someone claims Universal Credit, they will need to accept a Claimant Commitment. A Claimant Commitment is a record of the responsibilities that they have accepted in return for receiving Universal Credit and the consequences of not meeting them. Their Universal Credit payments may be cut if they don't meet their responsibilities.*

Tailored to their situation - *Universal Credit changes as things change in their life. Their responsibilities will vary depending on such things as their family, their health and their potential for future earnings. If someone is able and available for work, they will need to do everything they reasonably can to give themselves the best chance of finding work. Preparing for and getting a job must be their full time focus. If they do not do this without a good reason, they will have a cut to their Universal Credit, known as a sanction.*

Support from your work coach

Work coaches support the claimant to meet the requirements recorded in their Claimant Commitment. They will support and challenge them to fulfil their potential and help them to raise their expectations of what they can achieve. In most cases, the Claimant Commitment will be drawn up during an interview with the work coach. If the claimant is able to look or prepare for work, their Claimant Commitment will include things like their job goals, regular work search activity, or any work preparation actions that they must complete to receive Universal Credit. Work search activity could involve registering with Universal Jobmatch or a recruitment agency, or applying for suggested vacancies. Work preparation activity could include preparing a CV or attending and completing a training course. They could also be expected to attend regular interviews to discuss progress.

Not meeting your responsibilities - *A Claimant Commitment will clearly state what will happen if someone fails to meet each of their responsibilities. They will have a cut in their benefit, known as a sanction, if they fail to meet one of their responsibilities and can't give a good reason to explain why. Depending on what they failed to do and how many times they have failed to meet their responsibilities, a sanction can last for up to three years.*

Attendance and Pupil Support service

Use contracts (voluntary) to encourage co-operation. Parents are aware that if they do not co-operate then formal sanctions and court appearances/fines/prison sentences and parenting orders could be imposed. When working with a contract each party has clear areas of responsibility such as school/ parents/ worker. Very few parenting orders are made and in general they are not considered to be particularly effective in tackling the issues. Examples are as follows:

- **School attendance panels** – *Are an opportunity to resolve attendance problems and avoid legal proceedings, explain the consequences of poor attendance, enables the pupil and parent to contribute to a plan to improve the pupils' attendance. The meeting is set up to move the situation forward not to cover old ground and can be used as evidence in the court process. The intended outcome is for a plan to be agreed that will improve the pupils' attendance at school and a review date to be set. If there is no change in the pupils school attendance the Local Authority will issue legal notices before proceeding to court*
- **Penalty notice** - *Education-related penalty notices were introduced by the Anti-social Behaviour Act 2003 which amended section 444 of the Education Act 1996 to allow parents to be issued with a penalty where they failed to ensure their child of compulsory school age (5-16) and school registered, regular attendance. Section 103 of the Education and Inspections Act 2006 also requires parents of excluded pupils to ensure that their child is not found present in a public place during school hours in the first five days of their exclusion from school without a justifiable reason. If parents fail in their duties they commit an offence either under section 444A of the Education Act 1996 or section 103 of the Education and Inspections Act 2006 and can be served with a penalty notice by an authorised officer. Full payment of the penalty discharges the parent from liability for conviction following a prosecution.*
- **Education Supervision Order** - *An Education Supervision Order is imposed when it is proved to the Court that a child is not being educated according to his age, ability and aptitude, taking into account any educational needs he/she may have. During the period of the Order, a review will be held at which the child, parent, supervisor, and member of the Education Welfare Service discusses whether the Order is working and what future plans need to be made. If the Order is successful, and no extension is applied for, it will lapse after the 12 month period. If a parent does not co-operate with the Supervisor in working within the requirements of the Order, the parent could be referred back to the Court. A fine of up to £2,500 could be imposed on the parent. If a child does not co-operate with the Supervisor he/she can*

be referred back to the Court who could direct the Social Care and Health Department to become involved and consider applying for a higher order.

- **Parenting Contract** - *A parenting contract is an agreement between a parent or carer and either the LEA or the governing body of a school. The child's school or LEA may offer a parenting contract if a child is truanting or if they have been excluded from school. Parenting contracts are a way for families and the school or LEA to work together to help improve a child's behaviour or attendance and for families to get practical support from the school or LEA. This may be provided directly by someone from the school or LEA or by another organisation such as the voluntary sector. Under the contract, families agree to do certain things e.g. ensuring that their child arrives at school punctually every day for a fortnight by accompanying them to school/making arrangements for them to be accompanied or signing a weekly behaviour report and discussing any problems that arise with the child for example.*

- **Education Parenting Order** - *Parenting Orders are made by Magistrates under the Crime and Disorder Act 1998(as amended), following the conviction of parents/carers for failing to send their child(ren) to school regularly. Any parent/carers that a young child lives with can be given an order. A parent/carers who is not living with the child but has regular contact may also be issued with a Parenting Order. Before Magistrates decide to issue a Parenting Order they will consider information contained in a Parenting Assessment. This assessment will usually be undertaken at a meeting with an Attendance and Pupil Support Officer who will write a report that will be shared with both the family and the Magistrates. If the Magistrates feel that the parents may benefit from a Parenting Order they can impose one upon them. The Parenting Order is not a voluntary Order and will require parents to attend Parenting Classes for a period of usually 12 weeks. The Parenting Order may be given for a period of up to 12 months and could require parents to have regular contact with a Supervising Officer during the length of the Order. If a parent fails to comply with a Parenting Order, they will be given a written warning. Further failure to comply will result in them being taken back to court. If convicted they could be liable for a fine of up to £1000.*

Safer Kirklees

The Anti-Social Behaviour partnership uses a variety of methods that aim to prevent ASB. Some examples are as follows, however, the full document outlining their work in support of Kirklees neighbourhood Housing can be found on www.knh.org.uk - **Statement of Anti-Social Behaviour Policy and Procedures**

Actions & preventions

- **Verbal/written warnings**
- **Acceptable behaviour agreements-** *These are usually used to stop anti-social behaviour by young people aged 10 – 18 but can be used against adults too. They are a written agreement between the person involved (together with their parent/guardian if under 18) and ourselves. They specify a list of antisocial acts which the person has been involved in and which they agree not to continue. If they do not stop then we may refer them to Kirklees Anti-Social Behaviour Unit and/or continue by taking legal action against them and/or their tenancy.*
- **Anti-Social Behaviour Order (ASBO).** - *An ASBO is a court order. It forbids a person, aged 10 years or over, from committing specific anti-social acts. Breaching an ASBO is a criminal offence and may result in a fine, imprisonment of up to five years or a combination of both.*
- **Night time noise service** - *Kirklees Environmental Services operate a 'Night Time Noise Team' which deals with complaints from Kirklees residents in relation to noise and other nuisance (complaints of smells, burning etc). When excessive noise is being caused, officers issue a warning. In severe cases, officers' issue fixed penalty notices or instigate prosecution. The service has powers to confiscate noise-making equipment.*

Youth Offending Team

The Youth Offending Team (YOT) works in a multi-disciplinary way to address the needs of the young offender and aim to prevent further criminal offences. Examples of some of their assertive engagement processes are:

- **Parenting Order** - *Aims to prevent the young person from committing further offences. Can make **any** natural Parent or Guardian accountable for the behaviour of their child. Aims to take into account all the background information about the young person's family, and then provide the appropriate packages of support to help them to become better parents. If the Parent or Guardian fails to comply with any of the requirements outlined by the Magistrates, a worker will attempt to find out the reasons why these requirements have not been met. It is the duty of the YOT worker to inform the Police of any 'non-compliance' with the Parenting Order. The Police can choose to prosecute the Parent or Guardian and a hearing will take place in the **Adult** Magistrates Court. The Magistrates are able to impose a Fine of up to £1000 for non-compliance with a Parenting Order alongside other Orders or a Community Sentence, e.g. Community Rehabilitation Order (formally a Probation Order).*
- **Breach of a statutory order** - *If an offender seems not to be complying with a contract, for example by failing to, attend a panel or satisfactorily complete elements in the contract, the YOT caseworker must follow up by visiting, sending a letter or telephoning the young offender within one working day to determine whether the reason is acceptable or unacceptable in line with local definition. Where the explanation is unacceptable, a formal written warning **should** be given within 24 hours. Where two formal warnings are given and there is a further unacceptable failure to comply, with the agreement of the line manager, breach action should be initiated and a youth offender panel meeting should be arranged within ten working days (or immediately in the case of a child or young person assessed as vulnerable or a high Risk of Serious Harm to others to determine whether to refer the young person back to Court or put in place additional support that will enable the young person to successfully complete the contract. Where there is a single serious unacceptable failure to comply, a panel meeting should be convened within 10 days to determine whether the young person will be referred back to Court or immediately in the case of a child or young person assessed as vulnerable or a high Risk of Serious Harm to others. This panel can reconvene more than once.*

- **Restrictions on Licence** - *Some prisoners are released from prison 'on licence'. This means that although they are not serving their sentence in prison they are still required to adhere to certain conditions whilst serving the remaining part of their sentence in the community. Time spent 'on licence' in the community is supervised by the YOT (if the offender is under 18). There are six standard conditions for prisoners serving determinate sentences i.e. a custodial sentence with a fixed length. The prisoner should: Behave appropriately and not commit further offences or undertake any activity that may undermine their attempts to resettle in the community, maintain contact with their supervising officer and do what is asked of them, allow their supervising officer to visit them at home if they need to, live at an address approved by their probation officer and keep them informed of any changes of address (even if only for one night), only do work, paid or unpaid, that has been approved by their supervising officer and keep them notified of any changes in employment and not travel outside of the United Kingdom. (Travel outside of the United Kingdom will only be granted in certain circumstances and then only very rarely). The prisoner will get a copy of their licence before they leave the prison. The licence will tell them of all the conditions they must meet and will inform them of when they should report to the youth offending officer managing their licence. If an offender breaks the terms and conditions of their licence then they may be recalled to prison immediately, or depending on the circumstances, the offender might get a warning the first or second time they break the conditions of their licence. If the offender breaches their licence for a third time they will be recalled to prison.*

KNH approaches to sanctions and securing engagement

All new tenants start on an introductory tenancy for first 12 months. This is a probationary tenancy and enables the landlord to gain possession if the tenant breaches terms of the tenancy. At sign up point, responsible behaviour is encouraged through use of the “*Good neighbour, good landlord*” leaflet. This can be signed, but its main use is to prompt discussion with the housing worker about responsible behaviour rights and responsibilities of tenants etc. It explains how vulnerable tenants are supported and balances the process of enforcement and support. KNH work closely with the Anti-Social Behaviour partnership (see link above) but also have some sanctions for people breaching their tenancy in respect to ASB such as:

- **Reducing or removing priority on the housing list**
- **Demotion of tenancy** - *A demoted tenancy is a one year probationary tenancy, which can be extended if unacceptable behaviour continues. For as long as a tenancy is demoted, a person can be evicted very easily.*
- **A referral to FIP**
- **Eviction**

FIP

Family intervention projects work to turn around the behaviour of families and reduce their impact on their community. In so doing, they also bring stability to families' lives, prevent homelessness and improve opportunities for children. They combine intensive support with focused challenge – a twin track approach. For these projects, it is not a question of either/or - support and enforcement are systematically linked to provide families with the incentive to change. The **key worker** is central to the projects. Their role is to manage or 'grip' the family's problems, co-ordinate the delivery of services and using a combination of support and sanction to motivate the family to change their behaviour. Persistence and assertiveness with families is critical to keeping them engaged and following agreed steps. If families start to disengage, services are stepped up and the key worker redoubles his/her efforts where mainstream services often withdraw. This comes as a shock to families who are often used to services pulling away and sends out a powerful signal to families that the service is not an optional extra. A **contract** (also known as a **behaviour support agreement** which can involve the parents having to attend a parenting programme for example) is drawn up between the family and key worker which sets out the changes that are expected, the support that will be provided in order to facilitate that change and the consequences if changes are not made, or tasks are not undertaken. The **use of sanctions** is an important lever for motivating families to change. Examples are as follows:

- **Demoting tenancies**
- **Gaining possession orders suspended on the basis of compliance with the projects**
- **In some families - children being taken into care**

West Yorkshire Police

Much of the work of neighbourhood policing is about tackling problem behaviour. Police are frequently called to deal with neighbour disputes. They make extensive use of informal warnings and refer family members to ASB partnership team and YOT for further intervention

- **Restrictions on bail (ROB)** - *This was introduced under section 19 of the Criminal Justice Act 2003. It targets individuals whose offending is related to their use of specified Class A drugs (heroin, crack/cocaine) which are shown to be those most closely linked to acquisitive crime – with the aim of reducing offending whilst on bail and engaging the individual in treatment service. It is for adult defendants. This law effectively places an obligation on courts to implement a bail condition compelling such defendants to attend their local Drug Intervention Programme (DIP) and engage in treatment for the duration of their Court bail. The main purpose of the restriction is to reduce drug related offending whilst on bail. The ROB officer is based in the court and carries out assessment and drugs intervention for people charged to court for drugs related offences having tested positive for class A drugs.*
- **Community Resolution** - *A 'Community resolution' resolves a minor offence or anti-social behaviour incident through informal agreement between the parties involved, as opposed to progression through the traditional criminal justice process. It is primarily aimed at first-time offenders, where there has been an admission of guilt and the victim's views have been taken into account. Community resolution allows police officers to make decisions about how to deal more proportionately with low-level crime. Officers use their professional judgment to assess an offence, taking into account the wishes of the victim and the offender's history, in order to reach an outcome which best meets the needs of the victim and of the public.*
- **A neighbourhood resolution panel** - *A meeting facilitated by a trained volunteer mediator who brings together all affected parties to allow them to reach a mutually agreeable outcome to repair the harm that has been caused. It benefits **Victims** - have much more of a say in the process and the opportunity to tell the perpetrator how the incident has impacted on them, **Offenders** - have to face up to the consequences of their actions and the resolution could involve them issuing an apology or agreeing to make amends for their behaviour and **the local community** - as it can be agreed that the perpetrator takes part in reparative tasks that will benefit the wider community. Eligibility is as follows: Thefts (under £100), criminal damage (under £300), some public order offences, anti-social behaviour and neighbour disputes.*

- **Fixed Penalty notices** - *Fixed penalties can provide enforcement agencies with an effective and visible way of responding to low-level environmental crimes. Fixed penalty notices may be issued when an enforcing officer believes that an offence has been committed, and give the putative offender an opportunity to avoid prosecution by payment of the penalty.*

West Yorkshire Probation

Work with offenders in the community and in custody to tackle their offending behaviour and help them address issues that led them to commit crime. They work in partnership with a range of local organisations and have a range of sanctions for offenders if they breach their orders. An example is:

- **Recall to prison** - *When someone is released from prison 'on licence' or on parole, they are supervised by an Offender Manager. On release, they will be given a copy of their licence with all the conditions they need to adhere to. If they do not keep to the conditions of their license then they could be recalled and brought back to prison. A person can be recalled if they commit another crime or are charged with another crime or, they are behaving in a way that leads their Offender Manager to think they might be about to commit another crime. For example, if they start drinking heavily and often get violent when they are drunk or, they break the conditions of their licence. If someone is to be recalled to prison for breaching their licence then the police will arrest them and take them back to prison. Their licence will be revoked meaning that their licence to live in the community has been taken from them and they must be returned to prison. The length of time a prisoner who has been recalled will have to serve in prison depends on the type of recall they are subject to.*

Referral and Response and Care Management

- Please see www.kirkleessafeguardingchildren.co.uk for further information on assessments and outcomes.

NB: The list above is not exhaustive and there may be other examples of assertive engagement approaches.