

Melksham Targeted Intervention Service Update



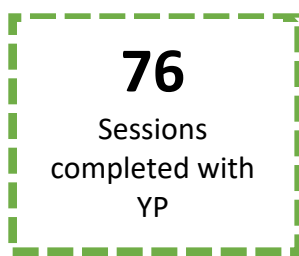
The targeted intervention service has been running for 10 months and is nearly through the 1 year funded project. The project is targeted at young people who are not currently accessing support from other services and are below the threshold for statutory interventions/not eligible to access support from other intervention services.

The pastoral support team at Melksham Oak have been very supportive of the project and we have received a steady flow of referrals in to the service for young people who are in need of support but have nowhere else to be referred. We are now at capacity for the funded year and are unable to take any new referrals in to the service but will continue work with those young people who have already been referred in until the end of the contract period at the end of February.

There is demand within Melksham Oak to be able to offer this service to further young people and they are keen for the support to continue.

Please find a break down of the numbers of referrals, interventions, and young people supported below.

Our work in numbers



REFERRALS

Referrals received:

16 referrals received in to the service from Melksham Oak School

- **15 referrals accepted**, 1 rejected due to being out of area (Chippenham).
- 11 boys and 4 girls referred in for support ranging from 13 – 15 years old.

Referrals broken down by age/gender:

	Age 13	Age 14	Age 15
Male	2	6	3
Female	2	1	1

Reasons for referral:

- Anger management and support to manage emotions
- Risky behaviour in community
- Anti social behaviour
- Low self esteem and poor body image
- At risk of criminal behaviour through drug use
- Anxiety
- School refusal
- Parental separation

SESSIONS

Young people sign up to the sessions and agree when and where they would like them to be held. At the initial session goals are agreed with young people on what the support will focus on. Young people complete a questionnaire measuring emotional wellbeing and an outcomes star which looks at scoring different aspects of their life such as home, school, health, and friendships. Support sessions have taken place both at school and within the community depending on the preference of the young person.

Delivery:

The number of sessions received for each young person has ranged from 5 – 14 to date. 5 young people have received additional sessions and have needed longer term support due to their higher level of need at referral.

- 6 young people have closed.
- 7 young people are receiving ongoing support. 4 of these young people have had 10 or more sessions of support due to their need.
- 2 young people have had initial sessions and have planned their targeted support sessions to start in January.

OUTCOMES

6 young people are now closed to the service, they showed outcomes across the following:

- All reported improved emotional wellbeing at the end of the sessions.
- 4 Young people had improved behaviour at school. 2 young people went from daily incidents of poor behaviour to no incidents of poor behaviour in the last 3 months.
- 1 Young person is now engaging in substance misuse support that they previously refused.
- 2 Young people are no longer engaging in risky behaviour in the community.
- 1 Young person reported their own behaviour as a 1 (significant risk of harm and difficult to address) at the start of the sessions and after 6 sessions reported their behaviour as a 4 (seeing improvements from changes).

Outcome/progress scale linked to evidence based tools YP complete.

Achieving Child or young person is achieving their potential and able to access support when needed.	5
Progression Beginning to see benefits of change; sustained progress with support.	4
Working together A plan is in place that will contribute to progress. No urgent concerns, but progress needed.	3
Shared Concerns There may still be significant concerns, but the need for change is acknowledged and shared.	2
In Peril or High concern Significant risk of harm and its feels very difficult to address this concern.	1

Please see the feedback and case studies below to bring to life the impact the project has had to date.

FEEDBACK

Feedback from Melksham Oak:

"Sometimes we struggle to get students to engage with support. Often the support that we offer in school has a slight stigma attached to it, and our students don't want to engage. They need something that is slightly "removed" from school. They need to feel confident in knowing that who they are talking to is not a member of staff at this school, and so not feel judged by their past behaviour/difficulties. I think this service perfectly provides that opportunity for some of our students. So far, the students that I have referred to both Cally and Alan have always been averse to any support offered by the school, but have engaged well with this service and we have seen some great progress."

Kinna Dann – Year 9 Pastoral Manager

"Can I just say how amazing Alan has been with our students, he is a huge asset to your team and we really value his input with our students."

Fliss Cooper – Year 10 Pastoral Manager

"The targeted intervention service have given the school access to support for students in need who are not at threshold level for other external agency support. Being able to refer a young person for support before a concern becomes an unmanageable issue has been a really important resource to have access to. Our young people could be referred quickly via a simple referral form and staff at TIS made contact with young people faster than other agencies have been able. Sasha & her team have welcomed an opportunity for close working relationship with the school and were happy to come in and discuss any questions we had."

Heather Mitchell – Safeguarding Officer

"Child X is a very shy young lady who struggles with her anxiety. The discussion and craft work she does with Cally are a perfect way to help Child X talk through her anxiety, but also be distracted from it at the same time. Child X was in need of extra intervention and nurturing support, that as a school we could not provide. Child X has been struggling to manage her feelings of anxiety independently, however, with Cally's support she has been able to improve this."

Kinna Dann – Year 9 Pastoral Manager

"He has showed significant improvements in many aspects of school life. I believe that the work that you have been doing with J has had some significant impact. I know we can never state we make 'direct' improvements with the young people but I do believe that your work has been a very positive element with him."

Fliss Cooper – Year 10 Pastoral Manager

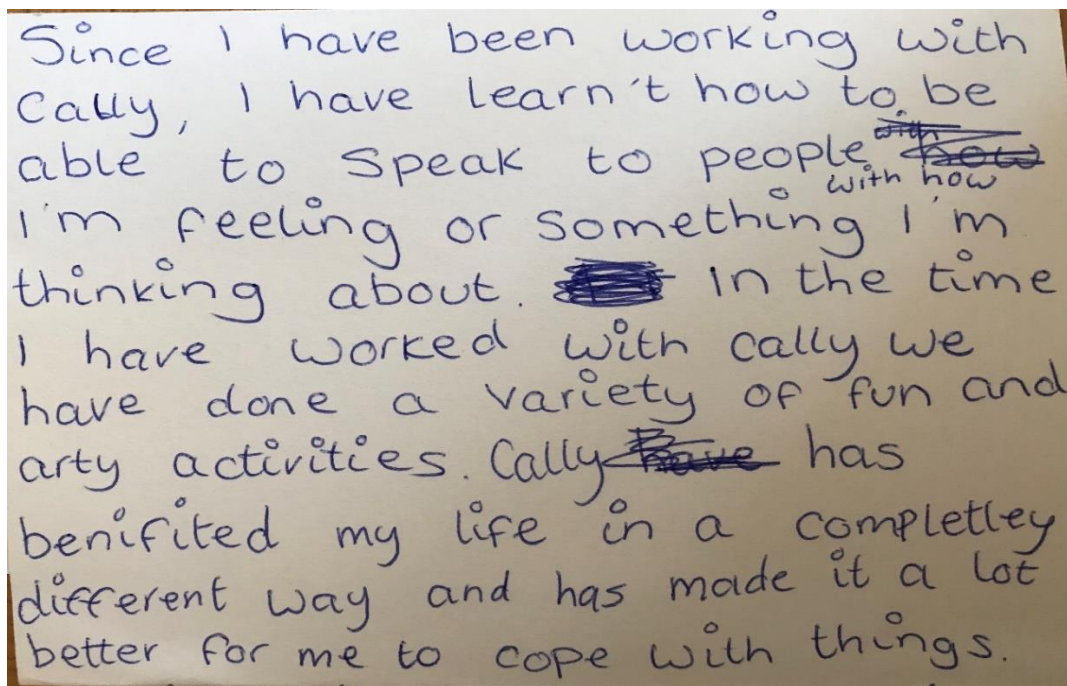
"Child A loves her intervention sessions with Cally. Together they have worked closely on improving Child A's self-esteem. They have done some beautiful craft projects together, that Child A has always been really proud to show me after. I know that from what Child A says to me, she really values the support she receives from Cally and looks forward to seeing her the next session. Cally has been able to open up discussions with Child A about her personal struggles and make her feel good about herself. I would definitely say that since seeing Cally and getting this extra support, Child A's behaviour both at home and in school has been much more positive. The way that Child A feels about herself is also much more positive."

Kinna Dann – Year 9 Pastoral Manager

Feedback from young people:

"I enjoy my time with my worker as it's my time and all about me. I feel happier and look forward to seeing Cally each week."

"I enjoyed seeing Alan as he understood and didn't tell me off. He listened and helped a lot."



Since I have been working with Cally, I have learnt how to be able to speak to people ~~with~~ ^{with how} I'm feeling or something I'm thinking about. ~~It~~ In the time I have worked with Cally we have done a variety of fun and arty activities. Cally ~~has~~ has benefited my life in a completely different way and has made it a lot better for me to cope with things.

Feedback from parents:

"He doesn't tell me much about your conversations, but I know he definitely benefits from them as we no longer receive lots of phone calls from school around his behaviour. Thank you so much."

"We didn't talk much before but now she will come to us if there's an issue and we can work it out. Her relationship with her dad is so much better as she's not disappearing out at night anymore, we actually enjoy spending time together as a family, thank you!"

CASE STUDY 1**J – male, 14 years old**

11 support sessions

What was the issue?

J's behaviour both in and out of school was causing concern with senior school staff. He was in trouble weekly and sometimes daily particularly for being defiant. He was reluctant to meet with me in the beginning according to his referral form.

What did you do?

Part of the issue with J was that he didn't engage with most adults at school, seeing them as just there to tell him what to do and when. He struggled with listening and following instructions from the staff at times and was openly defiant with quite a few. So, I sat with him, non-judgmentally and slowly introduced myself to him, safely, while gently asking about his own life. Over the weeks he began to open up. We talked about all sorts of things to develop a positive relationship. We then spent time going over his mistakes and challenges in school and how both he and the staff might have viewed them from different standpoints.

We talked about feelings a lot, using the Blob Tree model and a feelings word list as a starting point. I supported J to unpick and identify different emotions and the impact on his behaviour. I helped him to write

letters to his girlfriend when they were both grounded and had no other way of communicating with each other, by suggesting other ways to include his feelings. I met J's parents at their house which and was in contact with them via text when they needed support around J's behaviour at home.

What was the impact?

Over the weeks he really began to open up, about his life, his family and school. He took on board many of my suggestions and began to improve his general behaviour. For the first time since starting at Melksham Oak he has maintained 6 weeks of not getting in to trouble. He has now learned to identify some of his barriers to both learning and communicating how he is feeling. J now knows how to ask for help in a more productive way, and for him it's good progress.

His mum said in a text: *"He doesn't tell me much about your conversations, but I know he definitely benefits from them as we no longer receive lots of phone calls from school around his behaviour. Thank you so much."*

Feedback from school:

"He has showed significant improvements in many aspects of school life. I believe that the work that you have been doing with J has had some significant impact. I know we can never state we make 'direct' improvements with the young people but I do believe that your work has been very positive element with him."

On the progress scale:

Started on 2 and now reports 4 for emotional wellbeing and some aspects of 5.

Achieving Child or young person is achieving their potential and able to access support when needed.	5
Progression Beginning to see benefits of change; sustained progress with support.	4
Working together A plan is in place that will contribute to progress. No urgent concerns, but progress needed.	3
Shared Concerns There may still be significant concerns, but the need for change is acknowledged and shared.	2
In Peril or High concern Significant risk of harm and its feels very difficult to address this concern.	1

CASE STUDY 2

W – male, 15 years old

5 support sessions

What was the issue?

Initially referred for low self-esteem and confidence. Poor decision making and self-harm in the form of punching walls, doors, and other students. He was also doing anything to gain peer acceptance which occasionally lead to police intervention.

What did you do?

I sat with him and introduced myself and my world. I listened to him and we talked about school, homelife, and his love of football (which he plays and is good at). We talked about the latest issue that had repercussions and looked at it from the angle of feelings and what was going on to make him react in this way. I really just got to know the boy rather than the image.

Anger is enormous in W. He's been in hospital 17 times over the last 18 months for damage to his hands and wrists. I was non-judgmental, honest and truthful and he responded in kind, telling me things he'd only shared with his mum or sometimes no one else.

What was the impact?

We've had two weeks of reasonable behaviour in school currently and no punching of anything in that time. His hands have healed quite a lot and he is really happy to be without pain for the first time in months. Next session we are going to try to plan out his next 8 months with a view to him building up to attending a football academy as a way of engaging with positive activities. I will continue to see him for the next month to support him in managing his anger. I am the only adult whom he talks to about feelings and it's really helpful for him knowing that I will be there again, without judgement, and to celebrate his progress.

On the progress scale:

Started on 2 and at half way through reports 3 with some aspects of 4.

<p style="text-align: center;">Achieving</p> <p>Child or young person is achieving their potential and able to access support when needed.</p>	5
<p style="text-align: center;">Progression</p> <p>Beginning to see benefits of change; sustained progress with support.</p>	4
<p style="text-align: center;">Working together</p> <p>A plan is in place that will contribute to progress. No urgent concerns, but progress needed.</p>	3
<p style="text-align: center;">Shared Concerns</p> <p>There may still be significant concerns, but the need for change is acknowledged and shared.</p>	2
<p style="text-align: center;">In Peril or High concern</p> <p>Significant risk of harm and its feels very difficult to address this concern</p>	1

CASE STUDY 3

M – Female, 14 years old

5 support sessions

Reason for referral

M is a delightful young lady who is really struggling with her confidence, self-esteem and body image. She has self-harmed in the past and struggles with sleep. She is a worrier and will often not say how she is feeling as she doesn't want others to worry about her when she is in a low mood.

My work initially started with a home visit. I spoke to her Mum, Dad and M. From this I felt that M had a very secure and normal homelife. Her parents felt that M is very capable academically and has a talent for media make-up. With M it was more about her low self-esteem and feeling a lot of pressure on herself.

During our sessions we have worked on getting to know each other and covered the subjects below:

- Relationships.
- Inspirations and aspirations
- Trusting friendships.
- Activities to build on her self-esteem
- Personal qualities.

Support to date

As well as the above, M has chosen inspirational quotes, which she has decorated and placed in a frame to put up at home to support her wellbeing. Moving forward we have a plan to undertake some crafts together, with the view that by doing something relaxed together then she will feel more confident to talk and open up about her worries.

M has participated well in our sessions and over time has become confident enough to open up a little more and fully involve herself in therapeutic exercises and really enjoyed making Christmas decorations. We will now start looking at coping strategies for managing her anxieties and continuing to build her confidence.



CASE STUDY 4

L – Female, 13 years old

14 support sessions

Reason for referral

L struggled with her emotions and could become very angry very quickly which led to issues in school and altercations with peers in the community. L was putting her self at risk in the community and would often be out late at night without her parents knowing where she was.

Initially I did a home visit and Mum was very open and shared the difficulties that they have faced as a family over the years. This gave me an insight into some of the reasons why L may struggle in school and her approach to relationships. She has participated really well. We seem to have built a nice relationship where she is able to offload and talk through her issues. In the last session there were tears regarding a fall-out with her closest friend over a boy, but I was able to break everything down with her and help her to put a more positive approach going forward. She said, "I come in crying and am leaving happy".

We started off working on getting to know each other but have also covered the subjects below:

- Positive relationships

- People we trust and why
- Future aspirations
- School and goals
- Positive behaviours.
- Responses to diffuse negative situations.
- Building self-esteem activities.

Evaluation

I feel that L is really making the most of our sessions together. She has participated well from the off and makes the most of having someone to talk through and work through relationship issues with. L has said that she comes in to see me worried and angry and leaves feeling calmer and things are straighter in her head. L has a good understanding of her reactions being explosive and is working hard to be calmer and focus on how important this last year is to be getting on the college course she wants. She has made fab progress and her wellbeing has improved significantly, things at home are calmer and they are doing more as a family.

