

# FAMILY SUPPORT INFORMATION

## STAR 3 GUIDELINES



Child Health  
and Wellbeing  
Network



**NHS North East and North Cumbria's Child Health and Wellbeing Network, TIN Arts and family practitioners from key partners including Children North East, are working together to deliver an innovative locality-based project. The aim of STAR is to define and demonstrate a way to increase access to the arts for those living in deprived areas and improve their health and wellbeing.**

## **PROGRAMME DELIVERY**

STAR delivery is made up of three key elements: dance, education and family support.

The dance element of STAR is delivered in discrete 8-week blocks (or cohorts). In whole classes, pupils work with a dance artist in an appropriate space once a week for eight weeks. Alongside the dance sessions, further enrichment activities are provided that can be done in the classroom as well as information/worksheets to take home and share with families.

For those pupils identified by school staff who are taking part in the dance programme, there will be an opportunity to access additional one to one support in school. A family practitioner working with the children can also offer support to an identified number of families.

Towards the end of STAR, there will be an opportunity to recognise all pupils' achievements by either inviting families and friends into school to see the work pupils have been exploring, or by capturing work digitally and sharing it via existing school platforms.

# PROGRAMME THEMES

Dance works created and performed by Northern Ballet are made digitally available for teachers/artists to share with pupils after the first session to frame the project.

For KS1 pupils, the children's ballet 'Ugly Duckling' provides a platform to explore ideas of being included or excluded and being a good friend.

For KS2 pupils, the ballet 'Merlin' provides a platform to explore ideas related to being true to yourself and proud of your talents (an excerpt of Merlin is used).

# FAMILY SUPPORT

A quiet space with access to the internet should be made available to the family practitioner in order for them to complete case recordings. A space suitable for one to one work with identified children is also required.

# ESTABLISH COMMUNICATION CHANNELS

An appropriate way of sharing information about individual children should be agreed at the start of the cohort, this can be via teams or through in person regular contact between key partners.

# EXAMPLE OF FAMILY SUPPORT TIMETABLE

<p><b>Pre programme delivery meeting</b></p>	<p>Representatives from school, dance and family support should meet together to agree the delivery timetable and to discuss communication channels. School to invite parents of all children taking part in the dance programme to a launch meeting.</p>
<p><b>Opportunity to view the chosen ballets</b></p>	<p>Family Practitioner to view ballets with the children or at a separate viewing prior to the start of the cohort</p>
<p><b>Week 1</b></p>	<ul style="list-style-type: none"> <li>• Launch meeting with parents to explain the STAR programme, Share opportunity to attend small group workshops</li> <li>• School to identify children for one to one work and agree a timetable for work in school.</li> </ul>
<p><b>Week 2</b></p>	<ul style="list-style-type: none"> <li>• One to one work begins in school</li> <li>• Contact details for 2 families to be shared with Family Practitioner</li> <li>• Contact to be made with families and home visits arranged</li> <li>• Information to be shared with dancers regarding which children/families are receiving additional support</li> </ul>
<p><b>Week 3</b></p>	<ul style="list-style-type: none"> <li>• Continue one to one work in school dependant on available time/Home visits to take place</li> </ul>
<p><b>Week 4</b></p>	<ul style="list-style-type: none"> <li>• Continue one to one work/Home Visits</li> </ul>
<p><b>Week 5</b></p>	<ul style="list-style-type: none"> <li>• Small group workshop offer</li> <li>• Continue one to one work with children/Home Visits</li> </ul>
<p><b>Week 6</b></p>	<ul style="list-style-type: none"> <li>• Continue one to one work/Home Visits</li> </ul>
<p><b>Week 7</b></p>	<ul style="list-style-type: none"> <li>• Continue one to one work/Home Visits</li> </ul>
<p><b>Week 8</b></p>	<ul style="list-style-type: none"> <li>• Performance by the children for invited parents/ digital option.</li> <li>• Family Practitioner to attend</li> </ul>

# FAMILY SUPPORT OPTIONS

**Each school can access up to four hours of family support time each week. This will be allocated dependent on the needs of identified children and families. The four hours can be split:**

One to one work with a child/children in school – up to 5 children in one school visit to allow time for case notes

2 home visits in one session, case notes to be completed. Follow up intervention in the family home as required.

Combination of one to one work with children plus a home visit

Small group workshop in school for up to 8 parents



# ROLE OF THE FAMILY PRACTITIONER

**The Family Practitioner (FP) will identify the needs of the family in an initial assessment usually carried out in the family home. A planned programme of visits will be agreed. The FP will use appropriate intervention techniques as outlined in the Family Support Framework.**

One to one work with the parent will be agreed and further work with the whole family may be identified. A holistic whole family approach using child centred and family centred methodology will be used as outlined in the framework.

The FP will ensure that the parent/parents consent to case notes being recorded and shared with school and the artists if appropriate.

Support can include advice and guidance on routines and boundaries, managing anxiety, anger management, dealing with housing issues, financial hardship and domestic abuse and can therefore also include signposting and support with referrals to other key organisations. The FP may also identify the need for an Early Help Plan and can follow the guidance for referral pathways for Early Help.

When complex interventions are required it may be necessary to extend the family work beyond the 8-week cohort.

# OUTCOMES

**The outcomes will relate to the programme themes and be set at the outset of the cohort and will include:**



Improved mental health and wellbeing



Improved self-esteem



Improved confidence

Other outcomes can be set dependant on the types of intervention required but must always reflect the overall outcomes of the programme.

# EVALUATION

An appropriate evidence-based assessment tool such as Outcome Star will be used to measure impact and pre and post intervention evaluation questionnaires can be used to provide additional information.