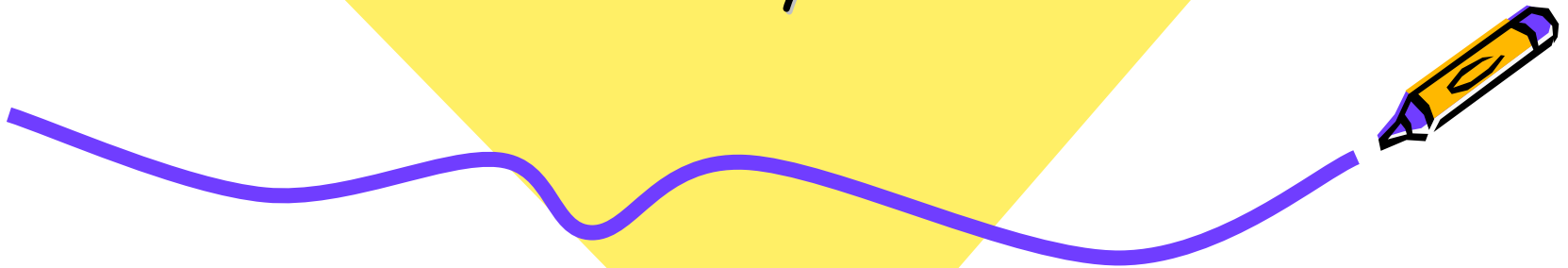


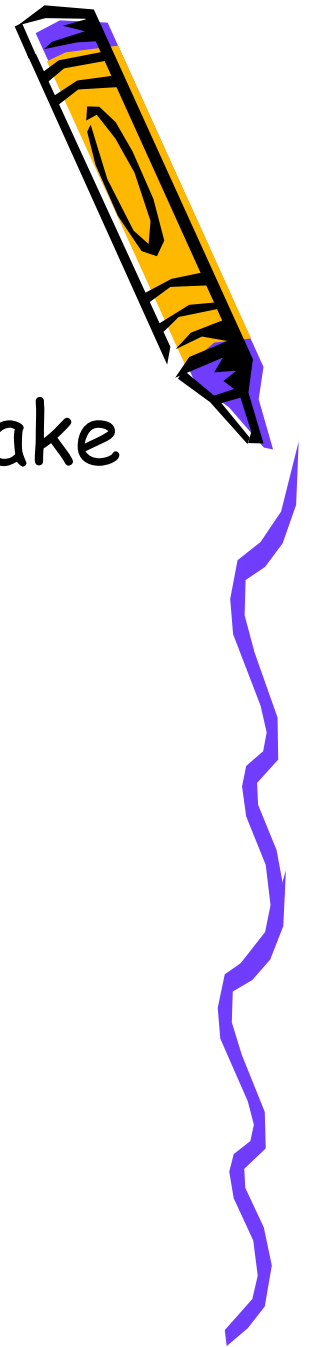
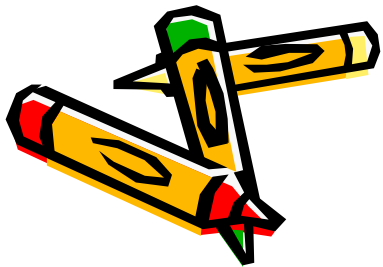
# Developing Relationships in school

ensures that 'every child matters'



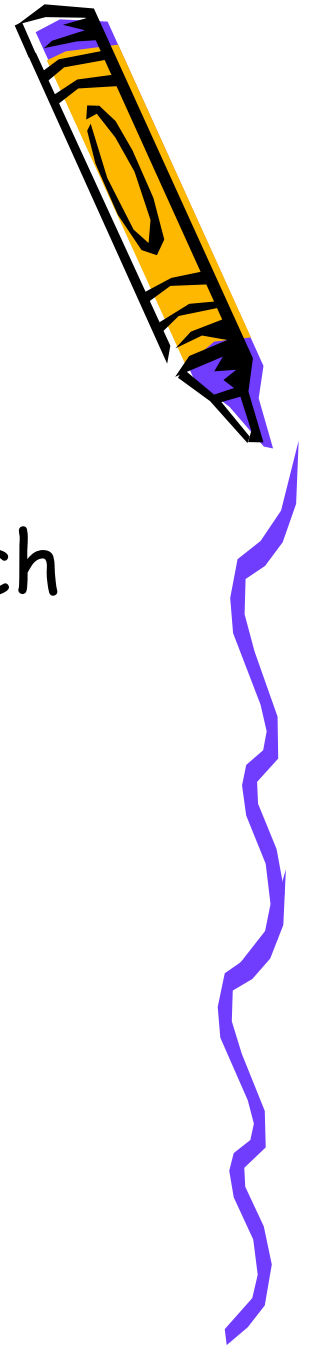
# The Starting Point

- Group of schools who wanted to make things better for children in their community
- North Romford Consortium - 14 Primary 2 Secondary
- 2 Projects - supporting vulnerable children and families



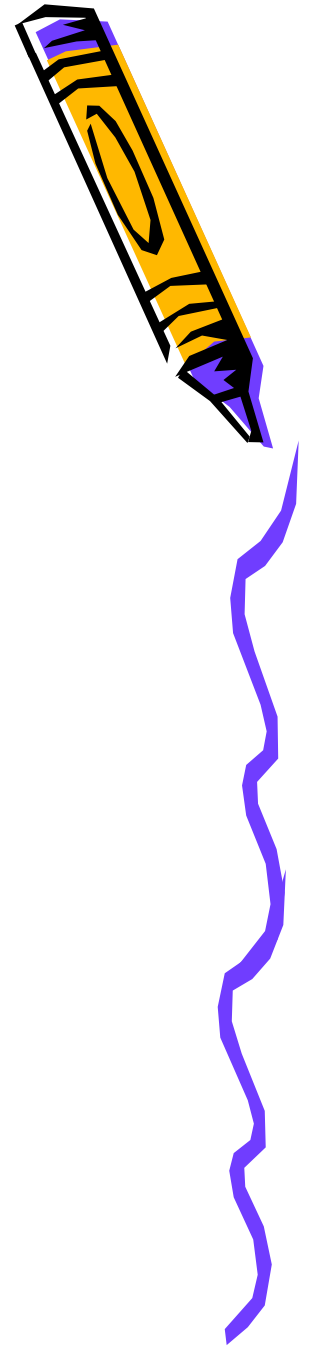
# NCH Project - funded by The Children's Fund

- Working with a Social Worker
- Solution Focused Therapy Approach
- Referral process
- School responses .....
- Parental Responses.....
- Children's responses.....



# Developing the Role

- Importance of early intervention
- Arrival of 'Every Child Matters'
- Parenting classes for vulnerable parents
- Working with children in schools
- Benefits of School based workers



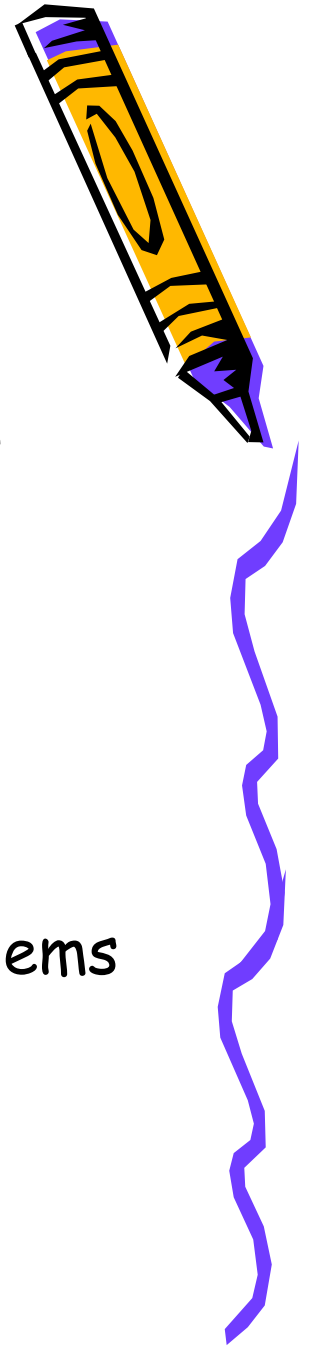
# Success Factors

- It filled a gap in service provision
- It was seen as non-statutory, therefore less threatening for families
- Interventions were often home based
- It responded quickly with an intervention focus
- Project aims and objectives were reviewed regularly with key stakeholders
- Ability to be flexible - meeting the needs of stakeholders
- Development of focussed work with children



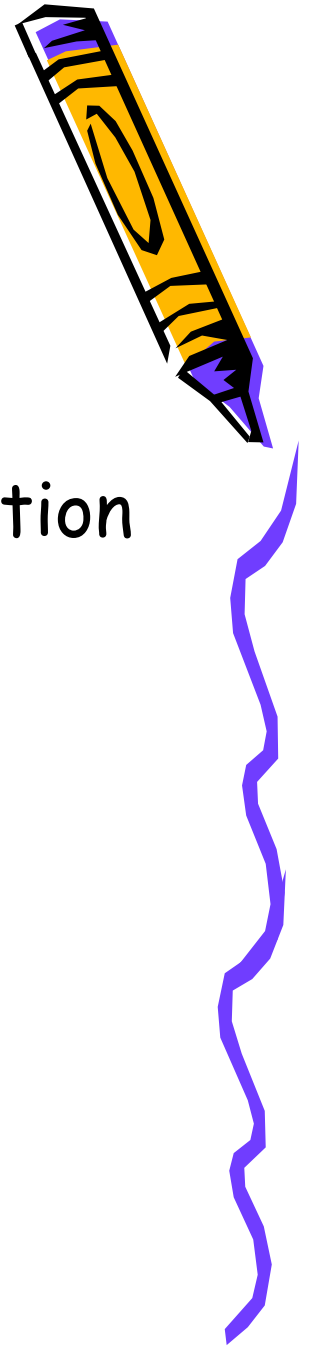
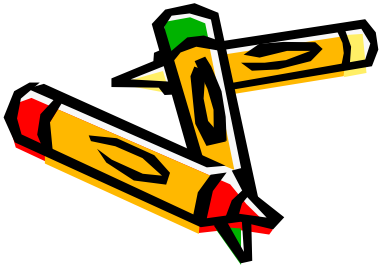
# When things really work...

- Co-located workers who have a regular time in school
- When parents support the programme wholeheartedly
- Trust/Honesty when children, families and schools really trust their worker and work together
- When children have social and emotional problems
- When there is a quiet place to work



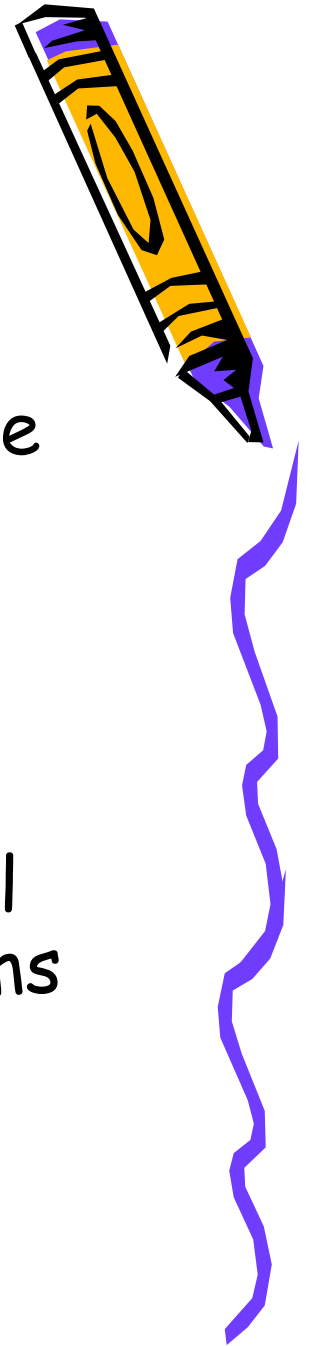
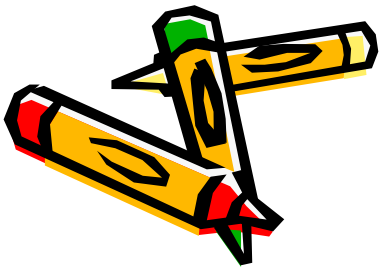
# Nurture Teacher Project

- Local Authority funded
- Focus on children in Nursery and Reception classes
- Development of the teacher
- Development of the role
- Benefit to children
- Benefit to school
- Benefit to parents



# Success Factors

- Intervention is very early and therefore seems 'normal' to the child
- Children very receptive to help
- Immediate support for the teacher
- Nurture Teacher able to detect bigger problems very early in the child's school career e.g. speech and language problems
- Support for child on transition to KS1





# When things really work..

- When the Nurture Teacher is welcome at the school/nursery
- When teachers/staff/children get to know her
- When the Nurture teacher has a regular time to visit a school/nursery
- When the child gets to know the teacher and feels they can rely on her
- When the school starts to seek advice from the nurture teacher on other matters

