

# Dudley **Early Help** Strategy 2025-27

HELPING CHILDREN, YOUNG PEOPLE AND FAMILIES THRIVE



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RIGHT APPROACH,  
RIGHT PLACE AND  
RIGHT TIME



# Foreword



We are thrilled to present the refreshed Early Help Strategy 2025 -2027. This is the third iteration of our strategy and as with the previous strategies there is a strong focus on prevention and supporting children, young people and families at the very earliest possible moment of them needing support.

The early help partnership has grown over the past three years, and we have made excellent progress in delivering a robust Early Help Offer which is built around a solid foundation of our five local family hubs, community partners and other statutory agencies.

The success of our family hub network has brought the borough national recognition with a visit from Lord Michael Farmer co-founder of the national Family hub Network.

Therefore, as we move forward with the refreshed Early Help Strategy there will be an even stronger emphasis on providing an Early Help Offer that meets the needs of our most vulnerable children and families as well as a universal offer open to all.

We aim to use our resources collectively to help families overcome their challenges and be the best they can be. We want families to be able to build their own resilience through working with us and our principles of taking the right approach, in the right place and at the right time. We want to work with families in a relational way as equal partners and as experts in their own experiences.

Families within the borough have lots of strengths. We have recognised that families are really resilient and offer each other and themselves a lot of support. By accepting this, we continue to build a system of support and help to work with families rather than trying to see what's wrong and trying to fix things outside of families.

In the next phase of the strategy, we will build on our offer to families by providing better and easier ways to access services including improving the digital offer to families. We will have a clear and strong focus on making Dudley a child friendly borough and put children and young people at the heart of everything we do.

School readiness will continue to be a priority for the partnership as we look to build on our successes in this area. Our strategy will align to Dudley council's vision to make Dudley borough, amongst the best places in the country to live and work and one that we can all be proud of.

The Early Help Strategy describes how we collectively deliver this for our children, young people, and their families. There is still a lot of work to do to achieve our goals, this strategy sets out our ambitious plan to build and develop our Early Help services.

**Karen Graham – Acting Director of Children's Services**

**Councillor David Stanley - Lead Member for Children's Services**

# Our commitment to making Dudley a child friendly borough



## Child Friendly Dudley is an essential part of our Early Help Strategy

The aim of Child Friendly Dudley (CFD) is to ensure that children, young people and their families feel heard, are at the centre of decision making, have their rights respected and their experiences are listened to by services and professionals.

Dudley Council is fully committed to becoming 'Child Friendly Dudley', which is a key, and collective, priority for the borough.

Child Friendly Dudley aims to foster community connections and create opportunities for all children and young people living within the borough. For us to achieve our aim, it is essential that all partners and stakeholders across the system commit to working together as it takes everyone to raise a child, everyone has a part to play to help children and young people overcome life's challenges and realise their hopes and dreams.

"We are committed to Child Friendly Dudley, where the rights of children and young people are recognised and promoted. We are committed to ensuring that our children and young people are part and parcel of the decision-making process, have their voices heard, and have the autonomy to shape services for the future."

Love?



# Our achievements from the last early help strategy



ALL LOCAL FAMILIES HAVE ACCESS TO TIMELY HOME LEARNING ENVIRONMENT SUPPORT PROVIDED BY STAFF IN THE HUB NETWORK AND THE INTEGRATED EARLY YEARS SERVICE

DUDLEY FAMILY VOICES ESTABLISHED AND LINKS WITH CHILD FRIENDLY DUDLEY APPROACH

BIRTH REGISTRATION AVAILABLE AT FAMILY HUBS

ESTABLISHING A TARGETED EARLY HELP OFFER

PEER TO PEER SUPPORT NETWORK ESTABLISHED TO SUPPORT COMMUNITY/VOLUNTARY AND FAITH SECTOR GROUPS

INTEGRATED SERVICE DELIVERY – SPECIALIST MIDWIVES, SPECIALIST HEALTH VISITORS, FAMILY HUB PRACTITIONERS AND TARGETED EARLY HELP WORKERS

NEURODIVERSE CLINIC AT FAMILY HUBS (CONSULTANT/SPECIALIST NURSE LED)

ESTABLISHING THE FIVE LOCAL FAMILY HUBS – PROVIDING UNIVERSAL OFFER OF SUPPORT TO TARGETED EARLY HELP

WIDE RANGE OF HOLIDAY ACTIVITIES THROUGH THE HAF PROGRAMME

LOCAL DATA IS SHOWING IMPROVEMENT IN BREASTFEEDING RATES FOR FIRST FEED



# Our vision means



## PARENTING MATTERS

We want babies and young children to have secure attachments to capable, confident parents, to be warm, well fed and be supported in their development, ready to start school.

## HEALTH AND WELLBEING MATTERS

We want all our children and young people to be healthy and safe from all forms of harm including exploitation and bullying, to have secure warm attachments to people who care for them and look out for them, and are enabled to make good choices in their lives.

## GROWING UP MATTERS



We want our early years children to enjoy and fulfil their potential and be ready for school and ready to learn when they enter the reception year.

We want primary school children to develop friendships and enjoy learning and play, to reach their full potential, and be ready for secondary school.

In secondary school we want engaged, emotionally resilient adolescents, achieving their ambitions and setting goals for the future, and understanding how to get there.

We want engaged young people aged 16+ who are in education, employment or training that matches their ambition and ability, who have respectful relationships and good friends, have skills for independence, and are able to see the future positively.



# Dudley vision, our pledge

'WORKING  
TOGETHER TO HELP  
CHILDREN, YOUNG  
PEOPLE AND THEIR  
FAMILIES THRIVE'

To make the vision a reality we  
will ensure we all provide:

THE RIGHT APPROACH  
IN THE RIGHT PLACE  
AT THE RIGHT TIME

So that children, young people  
and families thrive

This is why parenting matters...

Prior to attending these sessions, I felt very isolated and lost, I didn't think I would be able to support my son because I didn't know what I was doing, everything I tried never seemed to work.

Attending my Triple P sessions, gave me confidence and speaking to other people in the session made me realise I'm not on my own. I have done a bit of both attending at the family hub and on Microsoft Teams, I feel I gained so much more attending at the family hub it builds my confidence and I got a lot of ideas from other families going through similar experiences to mine.

Most importantly those two hours in the class I felt that was my time it helped me mentally to put any doubts, fears and anxiety to bed and come out refreshed ready to support my son with this extra energy and new ideas.

**Feedback from parent – Triple P (Parenting), local family hub, Dudley**

# Why we need Early Help

We know that Dudley like many other areas is experiencing growing challenges. Need and demand are rising rapidly due to: rising child poverty; lower than national average of children being school ready; challenges with public sector finances; unemployment and family welfare.



We know through the Growing up in Dudley report that:

- new parents and parents with children with special educational needs and disabilities (SEND) often struggle to access services and support and feel 'passed from pillar to post'
- dads' support needs are often overlooked and there are limited options for them to meet and interact with other dads
- children and young people, and their families do not want to keep repeating their stories
- children and young people would like to feel safer in public spaces and have more places to go
- children and young people and their families do not know where to go to find information on services
- children and young people talked about the benefits of having trusted adults in their lives, particularly those who reflected their gender, faith and ethnicity
- children and young people want more opportunities to gain work experience/preparation for adulthood



# Why we need Early Help



## Children in numbers

Population Aged 0-18 72,830 (2022)



## Education



**78** Primary schools (of which 38 are Primary Academies)  
 23 Nursery classes in Primary school (of which 21 are Primary Academies)  
 1 Nursery school, 1 specialist pre-school, 5 Early Years Specialist Inclusion hubs



**19** Secondary schools (of which 15 are Secondary Academies)  
 7 Special schools 2 Pupil Referral Units (PRU's)  
**3** colleges; 2 further education, 1 sixth form (May 2024)



**55%** of Dudley pupils are meeting the expected standard at Key Stage 2 England 60% (2023)  
 Attainment 8 score **42.5** at Key Stage 4 England 46.3 (2023)

172 providers delivering early years education (May 2024)  
 81.3% of school children attend a Good or Outstanding school (Mar 2024)  
 Absence rate of **6.4%** in Primary schools and **9.3%** in Secondary schools  
England 5.9% Primary and 9% Secondary (includes authorised and unauthorised absence) (2023)  
**91.4%** of those aged 16-18 are participating in education, employment or training  
England 91.2% (Feb 2024)

## Social Care


**83.4** children looked after by the local authority per 10,000 under 18 (Mar 2024)  
England 70.5 per 10,000 under 18 (Mar 2023)

## Ethnicity


of Dudley school pupils (Jan 2024)



## Income Deprivation

 **28.7%** of children in low income families (Under 16)  
England 19.8% (Mar 2023)

## Health

 **4.2** infant deaths per 1,000 under 1 year of age  
England 3.9 per 1,000 (2020-22)

**11.1%** of reception year school children are obese England 9.2% (2022/23)

**26.3%** of year 6 school children are obese England 22.7% (2022/23)

**6.6%** of those aged 16 and under are disabled as defined by the Equality Act (2010), with day to day activities limited a little or a lot  
England 6.3% (2021)



# What do we mean by Early Help?



Early Help is not a provision or an individual service, but a collaborative approach by all the relevant partners, and relies on local agencies working together effectively with families to identify who needs help and then, to work with families, to help them to help themselves.

Providing Early Help is more effective in promoting the welfare of children than reacting later and can also prevent further problems arising in the child, young person, and family's life.

Early Help should be needs led with support and empowerment from universal through to targeted services. We know families in Dudley have great resilience, and we want to help them to build on this – but also to reach out to families when their resilience is low. We know everyone needs a hand sometimes.

Our Early Help Offer is designed to ensure families get help at the stage that problems are more readily solved, to prevent things getting worse.

The work we have done already in Dudley shows this works. Families are telling us so.



**Our principles of working here in Dudley and as stated in Working Together to Safeguard Children 2023, our effective Early Help relies upon local agencies working together to:**

- provide universal offer of help and support
- identify children and families who would benefit from early help
- undertake an assessment of need for early help
- provide a targeted early help service to address the needs of children, young people and their families



# Why early identification is important

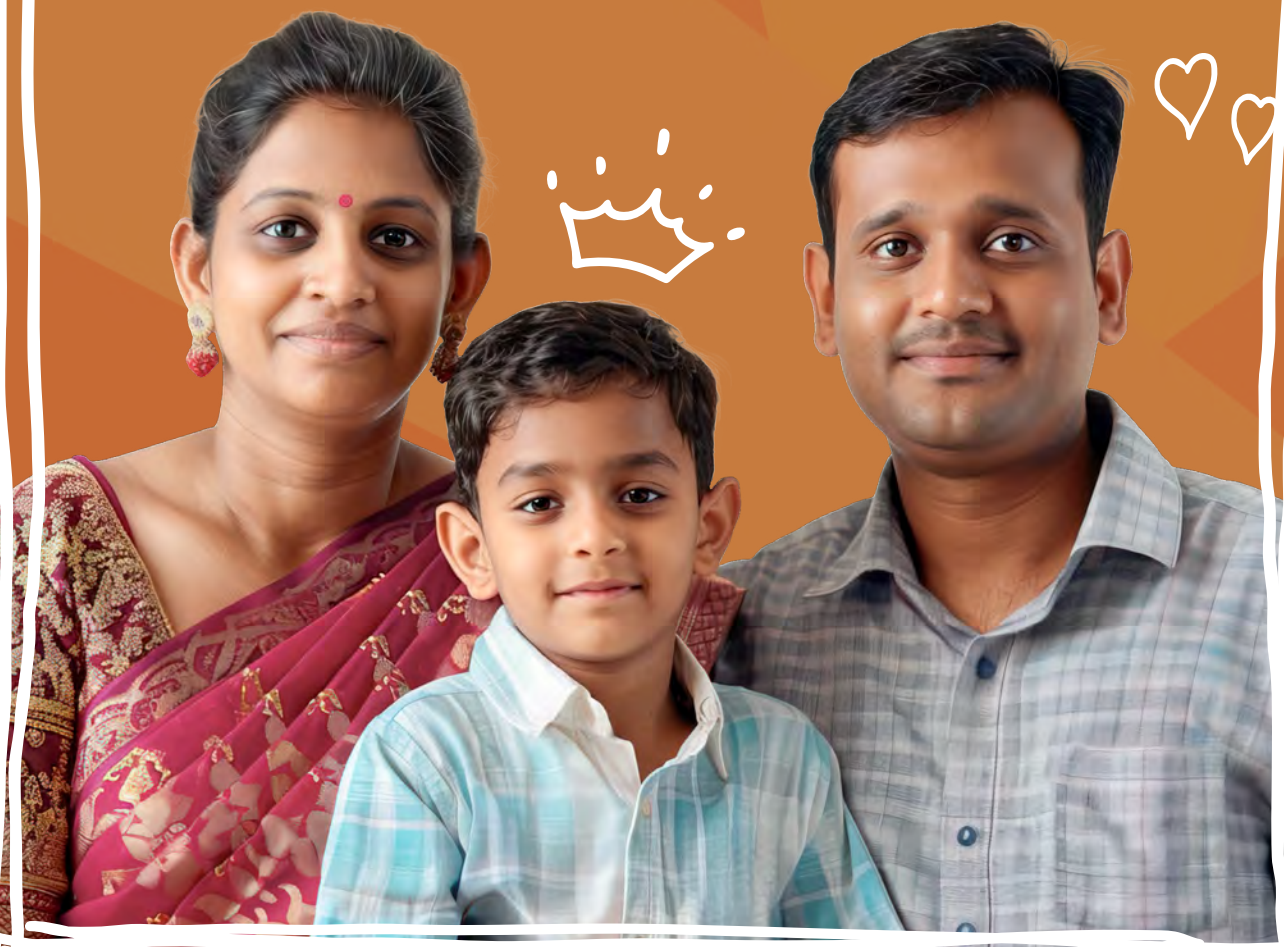


The family came to the UK three years ago from India on a work visa, parents work full time and John was enrolled to nursery. In India John's crucial stage of development coincided with the Covid 19 lockdown, parents shared this impacted them as a family, and John as he was deprived from contact with other children.

When John started nursery his social and emotional interaction/ development was a concern for staff, and he was displaying unsafe behaviour by climbing on tables and cupboards, jumping off tables and had an unwillingness to share toys.

A 6-week plan was co-produced by John's parents and a family hub support worker, around different parenting styles, routines and boundaries.

John's behaviour was slowly improving in nursery. The family's home life was calmer as John's parents changed their parental approach.



# Putting Early Help into practice

In Dudley, we believe in taking the right approach when families need some help. We have asked families what this means for them, and they have told us they want a friendly, reassuring, down to earth conversation about what is happening for them.

We know families want to help themselves where they can and so we are working to ensure, as far as possible, we develop our self-serve ethos, to enable families to find the help they need.

We know families also want the least intrusive but most effective help, offered in a way that is enabling and positive. We recognise some families will need reassurance about having Early Help and we know some families worry about accepting help for all sorts of reasons.

We therefore recognise that it is everybody's responsibility to deliver Early Help. Families should in most cases choose who they want to help them and how that help is delivered.

This approach to working with families is both strengths based and relational in the way it is practiced.

Our Early Help Pathway and our Continuum of Need Framework, supports our approach to working with families, by identifying the appropriate level of need of the family and therefore the level of intervention required.

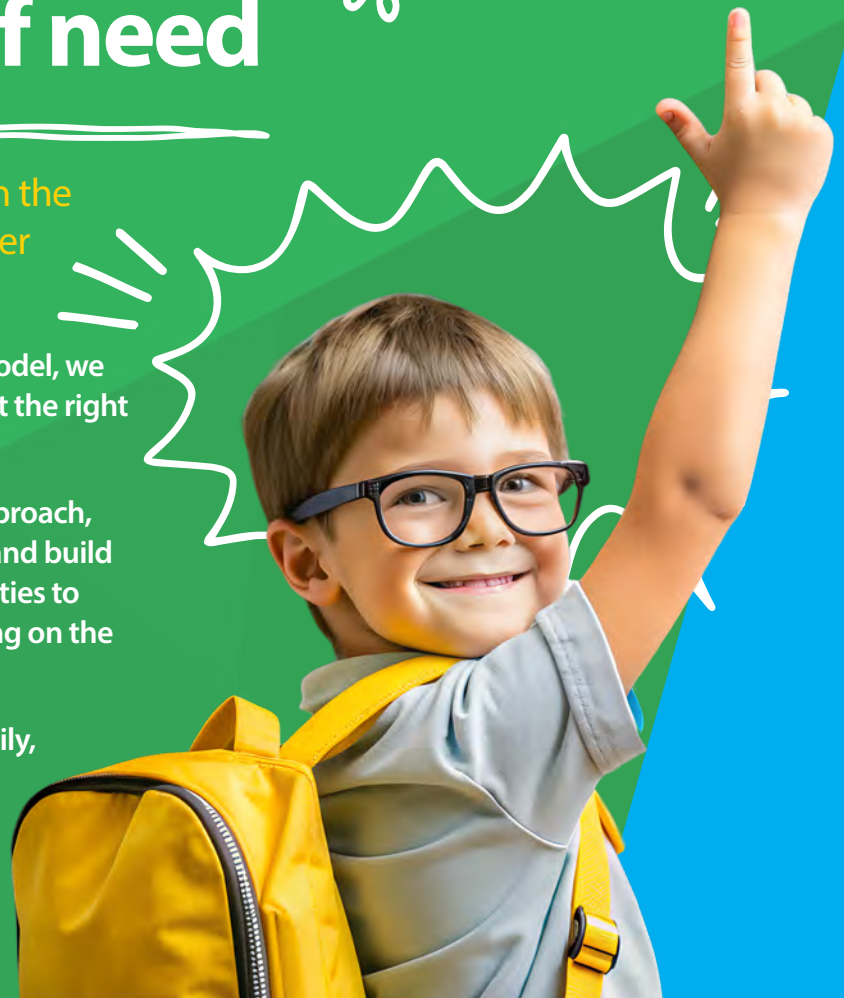
## Continuum of need

The 'continuum of need' is based on the needs of children and families, rather than what a service has to offer.

Through this person centred, needs led model, we will be able to identify the right support, at the right time for families.

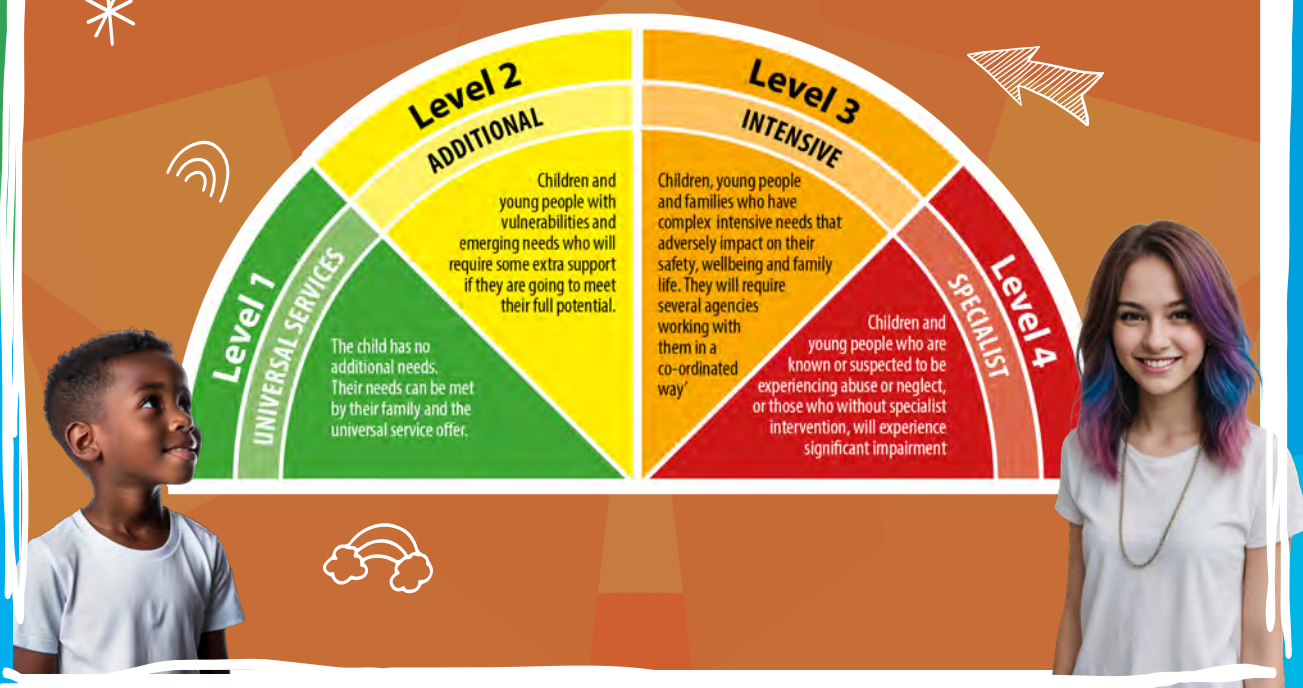
The model is built on a strength-based approach, which looks for opportunities to support and build on a family's existing strengths and capacities to address their needs, as opposed to focusing on the worry or concern.

By identifying what works well for the family, strategies can be developed to help build their resilience which helps them to move towards thriving.



## Continuum and help and support pathway

FOR CHILDREN, YOUNG PEOPLE AND FAMILIES



## Meaningful conversations



To ensure there is a good quality assessment, there needs to be the gathering and analysis of information which will identify what is working well/strengths and worries of the children, young people and family.

In gathering the information for the Early Help Assessment it is important to have a meaningful conversation with the child, young person and family. This will enable both the child, young person and family's voice and wishes, to be heard to inform the assessment and plan.

The conversation with the child, young person and family needs to be based on trust and practitioners need to develop a relationship with the child, young person and family.

The conversation needs a listening and enquiring approach to enable practitioners to understand the family's needs.

Practitioners need to gather information from the conversation that is accurate, clear, evidence based, inclusive, professional and a conversation that will develop a solution that is practicable for the child, young person and family.



# Early Help pathway



## OUR EARLY HELP PATHWAY

We work with our partners, using a strong multi-agency and community-based approach, with the child at the centre.



### 1 TOGETHER, WE HAVE THE RIGHT CONVERSATION:

A professional identifies that a child, young person or family may need help. The professional speaks with the child and family to understand their needs and asks for their consent to help.

### 2 WE LISTEN UNDERSTAND AND RESPOND

A professional seeks to understand the problem by listening, understanding and responding – we explore with the family how we can help to meet their need.

### 4 WE OFFER EARLY HELP THROUGH MULTI-AGENCY SUPPORT – LEVEL 2

A professional discusses their concerns with the child/young person and family and gains consent to have conversations with other agencies. A professional arranges a multiagency team meeting and agrees who will be the "Lead Practitioner (LP)". Lead Practitioner completes the Early Help Assessment and plan on the Early Help Portal. Early Help Enabler support can be requested, if the family's needs require additional support from the family hubs. The assessment will be screened by the family hub to consider the request and identifies a suitable support package. The family hub may take the Lead Practitioner role.

### 3 WE OFFER EARLY HELP THROUGH SINGLE AGENCY – LEVEL 2

If the family is assessed as needing Level 2 support and the needs can be met by the agencies own Early Help Offer, speak with the family and agree the support plan. Professionals may use their agency's own assessment and planning tools or complete an Early Help Assessment and refer on to other agencies for support.



### 5 EARLY HELP ASSESSMENT IDENTIFIES THAT FAMILY REQUIRES SUPPORT FROM TARGETED EARLY HELP – LEVEL 3

Lead Practitioner completes a Request for Help and Support and makes a specific request for targeted early help. Completed Early Help Assessment must be attached.



### 7 THE CHILD AND FAMILY CIRCUMSTANCES IMPROVE

When Targeted Early Help end their involvement with a family they will identify the most appropriate professional or agency to continue to support the family, this can be either at level 2 or universal services. Step the family down to level 2.

### 6 TARGETED EARLY HELP SUPPORT –LEVEL 3

A Family Support Worker in Targeted Early Help will assume the Lead Practitioner role, review the current EHA and plan and coordinate the Team Around the Family meeting, focusing on the primary concerns and any barriers to change.



# Our Early Help Offer



The Early Help Offer recognises that families can move up and down the continuum of need or receive help and support across the continuum of need. A family may need targeted support with a lead professional and plan and attend a universal activity. The offer is broad and wide ranging.

## CENTRAL TO OUR EARLY HELP OFFER IS:

- the early identification of children and families who would benefit from Early Help
- a co-ordinated Early Help Assessment
- support and interventions leading to improved outcomes for children and families



Our Early Help Offer therefore puts the responsibility on all professionals to identify emerging problems and potential unmet needs for individual children and their families, irrespective of whether they are providing services to children or adults.

## PRINCIPLES:

- We always work WITH and NOT to families
- Relationship based
- Children at the heart of all we do
- One assessment, one plan and one lead worker
- Transparency – children, young people and families are as fully informed as possible
- Strength-based focussed
- Early Help is everyone's responsibility



## WHAT FAMILIES TELL US ABOUT OUR EARLY HELP OFFER:

After completing the Triple P programme, I feel that myself and my family have really benefited from the techniques I have learnt and put in place at home.

Myself and my husband have seen a huge improvement in our daughter's behaviour which has resulted in a much happier, more peaceful home life! I can't thank Nicola enough for adding me onto the group, I felt comfortable as soon as I walked into the first session able to speak openly about the problems we were having at home. Nicola was very understanding about our situation, which reassured me massively that I wasn't failing as a Mum. Not only during the session did I feel able to speak to Nicola but also out of sessions if I needed any kind of reassurance or support, Nicola was there. I really do appreciate all the help I have been given throughout Triple P, it really has changed our lives for the better.



# The Dudley Approach to Early Help



In Dudley, our five cluster areas are now well established. They bring together a range of universal and targeted Early Help services in each local area, including schools, health services and services provided by the voluntary and community sector.

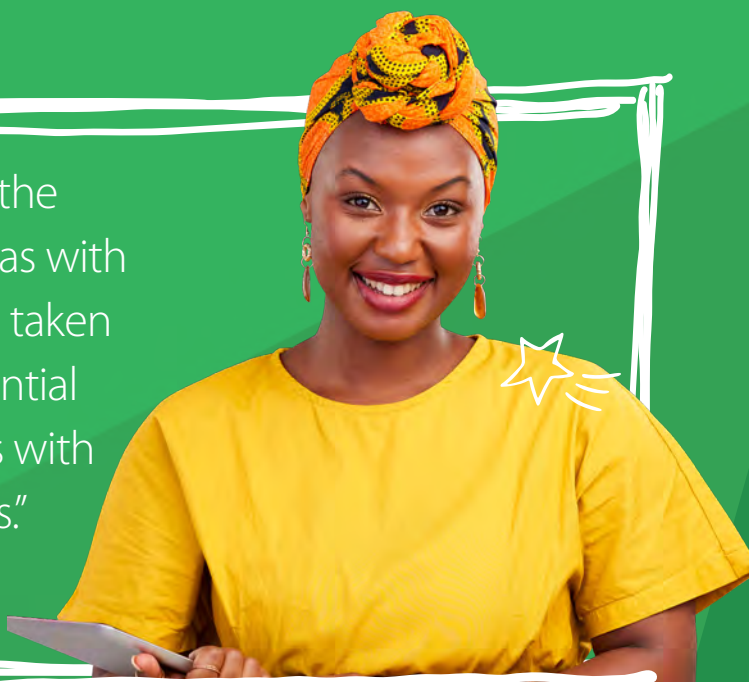
The five local family hubs sit within the heart of each of the clusters. The hubs are partnership buildings that provide co-location of services and professionals giving families a local access point for Early Help and Support.

There are a further two-family hub 'spokes' which are satellite centres that provide families with support but do not have the full range of services the family hub offer.

The Early Help partnership delivery approach is restorative practice, based on positive and healthy relations, identifying the strengths within the family and creating positive change. This approach is not only applied to working with families, restorative practice, is the way the partnership works together, by creating a healthy working environment where all parts of the partnership are valued.

"It is good to see strength in the partnership working, as well as with families. The approach being taken builds trust and has the potential to improve working relations with families and better outcomes."

**Health visiting team – Dudley**





# Self-esteem work with a young person

Charlie had a life changing accident, which led to, Charlie's self-esteem and self-worth being very low. Charlie's school recognised the change in Charlie and made a referral for some support from a youth worker.

The youth worker worked in a strength based way with Charlie and developed a plan of support that helped Charlie's mental wellbeing. The work undertaken to support Charlie included:

- **Strategies to regain his confidence and a 'can do' instead of a 'can't do' attitude was explored. This included discussing his career and future plans**
- **Support work to explain and reinforce the importance of attendance and achieving good results as it will allow more opportunities in his future**
- **Completing a referral to Cadets so he can participate in an activity and meet new people**
- **The youth worker advocated for Charlie and explained Charlie's concerns to the school and discussed any additional support they can offer**

The outcome of the work was that Charlie felt more confident and flourished. As his confidence has improved his school attendance has too. The school felt that the fast response to the referral ensured that Charlie's mental health did not deteriorate and result in requiring a formal NHS referral.



# What we mean by right approach, right time and right place?



## RIGHT APPROACH

Early Help can take many forms, such as community advice programmes, school-based programmes, mentoring and peer support schemes, support in the home, home visiting programmes and more. It's about the right level of support for the challenges the family is facing at that time.

Children and parents/ carers should be central to each stage of the process and be supported to drive their own plans and make their own decisions.

Decisions are transparent and based on achieving the best outcomes for the child or young person. This will normally include the child being visited or spoken to by the people making decisions unless it is felt not to be in their best interests. Everybody is encouraged to be an advocate for SEND so that there is greater awareness of SEND in the community.

Strengthening and building relationships is at the core of what we do.



## RIGHT TIME

Early Help is about providing support to children and their families as soon as possible. This means both at the earliest time in a child's life, as well as, before higher level or specialist services are needed. Focusing on giving children the 'best start in life' and ensuring that children are ready for starting school.

We listen to the voice of the child(ren) and family, alongside evidence-based partnership information so the family only have to tell their story once and are helped to seamlessly access all the advice and guidance they need at the earliest opportunity.

Strong multiagency assessments help to identify support needs early on by considering the family as a whole and doing what works best for the child(ren).

We maximise the engagement of communities, the voluntary sector, partners, and universal services to address all needs at the earliest point.

## RIGHT PLACE

Places are friendly, welcoming, and inclusive for children with additional needs and their families.

Working with families in their community or neighbourhood or their home, or where they feel most comfortable.

Families and children are aware of the support available and know how to access the right support if they need it, whether this is from their family, friends, community, or statutory support.

Children and families can access effective support within their own community.

Through our cluster placed-based approach, local solutions are designed to meet local needs.



# Restorative practice

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## OUR PARTNERSHIP WORK USING RESTORATIVE PRACTICE PRINCIPLES — SO WHAT IS RESTORATIVE PRACTICE?

Restorative Practice is a strength-based approach that embodies a set of values, principles, and a way of thinking and being with people. The focus is upon building relationships, maintaining relationships, and repairing relationships when something has gone wrong. Restorative practices enable those who work with children and families to focus upon building relationships that create and inspire positive change. A high support, high challenge model is used to create a shared language and a common approach to working with families. It's about doing things with people, rather than to or for them.

Restorative practices range from formal to informal processes that enable workers, managers, children, young people and their families to communicate effectively. The essence of restorative practices is that human beings are happier, more productive and more likely to make positive changes in their behaviour when those in positions of authority do things with them, rather than to them or for them. In Dudley this is the way we practice with families, so they make their own decisions that supports sustainable changes.



# Our partnership pledge to children, young people and families



## WE WILL MAKE EVERY CONTACT COUNT

The first conversation is often really important and we understand the importance of handling this well. Whoever is chosen to be the person the child, young person or carer talks to, is the one who has the responsibility to make sure the response is a helpful one.



## WE WILL LISTEN TO YOU AND NOT JUDGE YOU

We will show you we are listening and not judging you. We will care about the issues you share and will do our best to help.



## WE WILL 'WORK WITH' YOU... AND NOT 'DO TO YOU'

We will not tell you what to do. We understand you know yourself and your family best. We will enable you to help yourself and won't make you feel 'done to'.



## WE WILL GIVE YOU ONE POINT OF CONTACT

We will work with you to identify a lead professional. That may be the person who first understands you need help, or it may be someone better placed to help you, but there will be one point of contact. This person will be your first point of contact who will help make sure the right support is in place.



## OUR ASSESSMENTS WILL BE UNCOMPLICATED AND ROBUST

We will show you we are listening and not judging you. We will care about the issues you share and will do our best to help.



## WE WILL TAKE CARE OF YOUR INFORMATION

We will look after your personal information and make sure you give us consent before we share it or store it. We will only share it without your agreement if we feel a child or young person is at risk and the law says we must share it for safeguarding reasons.



## WE WON'T 'PASS THE BUCK'

We will help you at the point of enquiry and won't pass you to someone else until we know they will help you. We will do our best to draw in the support needed rather than just refer you on, not knowing whether help will follow.

# Our five strategic priorities



Here is our strategy for the next three years – we take a programme approach to the strategy with working groups established for each of the pillars to ensure that we achieve what we set out to do.

We will use data and feedback from families and professionals to help the partnership to understand our progress. Progress will be reported to the Early Help strategic group.



## BETTER EXPERIENCES FOR FAMILIES

### Why we are working to these strategic priorities

Families tell us through our surveys and group feedback that their experiences are good but we want to do even better.

### How do we aim to achieve this?

We will continue to improve our partnership working so families only need to tell their story once.

Child Friendly Dudley will be our core principle – we will treat children and young people with respect and dignity.

We will improve the digital offer to families. This will enable families to help themselves and lead to sustainable changes.

The partnership will work in a strength based way with families, we will use a restorative approach building positive and healthy relationships with families.

We will always try to manage the expectation of families – we will work in a relational way – treating families as experts of their lived experiences.



## BETTER ACCESS TO SERVICES

### Why we are working to these strategic priorities

Families tell us that our service delivery is good, but we want to do better.

### How do we aim to achieve this?

Our building and access points will continue to be family friendly and families feel at ease to accept the support.

Families with children who have special educational needs will feel supported and have access to appropriate services.

Proactively make our services accessible, by promoting our universal activities and targeting families who may not ask for help.

Families who are receiving support through an Early Help Plan will have a Lead Professional who will ensure the family are part of the decision making process and will hold other professionals accountable for their actions.

The family hubs will provide a universal offer to all children, young people and families which will include individual support and group work activities.





## IMPROVED COMMUNICATION

### Why we are working to these strategic priorities

Families have told us that communication is important to them, so we aim to improve this both with families and across the partnership.

### How do we aim to achieve this?

Improve our websites – ensure that families know what is on offer and how they can access the offer.

Families know how to access information advice and guidance and receive seamless support from integrated services.

We will use restorative language with families so they feel valued and listened to.

Develop family e-information pack, that details what support is available.



## IMPROVE CULTURE AND PRACTICE

### Why we are working to these strategic priorities

We want to work with families in a restorative way this means we want to continue to improve our culture and practice to ensure that we are working with families and not doing to families.

### How do we aim to achieve this?

The partnership will take a restorative practice approach to working with families. We will work with families and not do to families.

Early Help Assessment - commitment from the partnership to use the EHA as the tool to assess the needs of a family.

We will wherever possible work in a whole family way, recognising that each family member has a part to play in helping the family to succeed.

Consistent use of the Early Help Pathway and level of needs document, so that families understand what is available to them and how it will be delivered.

Children and young people are ready and able to learn and parents/carers are able to support their child.



## IMPROVE OUR CO-PRODUCTION WITH FAMILIES

### Why we are working to these strategic priorities

Co-production is important to us, we want children, young people and families to have a key role in service design and decisions.

### How do we aim to achieve this?

Children and young people's voices to co-produce services, and feature in their assessment and plans.

Gather feedback and analyse how we can improve services to support families.

We will take every opportunity to involve children, young people and families in the interview process.

We will work with Dudley Youth Council and voices of care.

The partnership will further develop Dudley Family Voices and Dudley parent carer groups.



# Governance of the partnership

The governance of the strategy is provided by the Early Help and Prevention Strategic Group, and the Children and Young People Partnership Board. Membership of each of these boards is broad and involves statutory, voluntary and community sector partners.

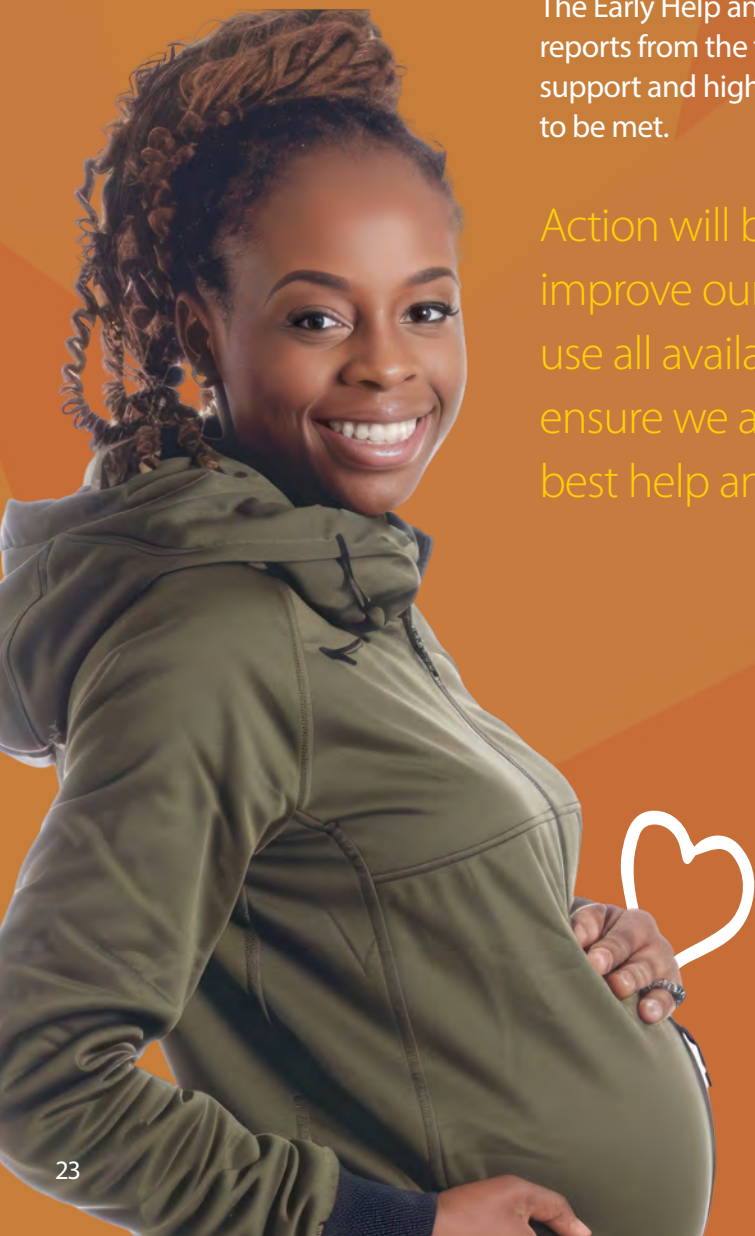
The governance and oversight bodies of Dudley Early Help Strategy recognise that the delivery of our offer is not the responsibility of a single agency but is owned by all partners that work with children, young people and families.

The Early Help and Prevention Strategic Group will be the forum, where we continue to develop our approach and monitor progress of our Early Help Strategy.

The strategy will be implemented by five newly formed early help implementation groups that link to the five strategic priorities.

The Early Help and Prevention Strategic Group will receive highlight reports from the five implementation groups and will provide high support and high challenge in order for the goals set out in the strategy to be met.

Action will be taken in areas we recognise will improve our approach and effectiveness. We will use all available data to assess our progress and ensure we are on the right track to deliver the best help and support to the families who need it.





# Early Help Partnership members

- Dudley Council Children's Services
- Dudley Council Public Health
- Dudley Integrated Health and Care NHS
- Dudley Safeguarding People Partnership
- Dudley School Nursing Service
- Shropshire Community Health NHS Trust
- West Midlands Police
- West Midlands Fire Service
- Dudley Council Education Service
- Citizens Advice Dudley and Wolverhampton
- Dudley Council Housing Team
- Dudley Council Community Safety
- Headteacher, Primary School (rep)
- Headteacher, Secondary School (rep)
- Headteacher, Special School (rep)
- Dudley Central Cluster Connect
- Pre-school & Specialist Nursing Service
- Dudley Group NHS Foundation Trust – Maternity
- Black Country Integrated Care Board
- Dudley Council for Voluntary Service
- Black Country Healthcare Foundation Trust
- Dudley Group NHS Foundation Trust – Paediatrics and Neonatology
- Dudley Council SEND
- Department for Work and Pensions
- Dudley Parent Carer Forum



# Local family hubs



There are five local family hubs around the borough that can offer early support to families, and to professionals delivering Early Help.

Family hubs are part of the core early help system arrangement alongside schools, health and the community/voluntary sector.



Information and support is available by calling the hubs between 9am-5pm, Monday to Friday:

**Stourbridge**, Forge Rd, Stourbridge, DY8 1XF, 01384 818780

**Lye**, Lye By-Pass, Stourbridge, DY9 8HT, 01384 813954

**Brierley Hill**, 18 Parkes Street, Brierley Hill, DY5 3DY, 01384 813322

**Coseley**, Bayer Street, Bilston, WV14 9DS, 01384 813096

**Dudley**, Selbourne Road, Dudley DY2 8LJ, 01384 812440



# Useful links and contacts

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## Further information and links to services are below:

Child Friendly Dudley - [www.dudley.gov.uk/childfriendlydudley](http://www.dudley.gov.uk/childfriendlydudley)

Dudley's local family hubs - [www.dudley.gov.uk/familyhubs](http://www.dudley.gov.uk/familyhubs)

Start for life - [www.dudley.gov.uk/start-for-life](http://www.dudley.gov.uk/start-for-life)

Early help for children and families - [www.dudley.gov.uk/earlyhelp](http://www.dudley.gov.uk/earlyhelp)

Dudley Safeguarding People Partnership - <https://dudleysafeguarding.org.uk/>

Local safeguarding criteria for working together to support families. (This document should be read alongside the Dudley Early Help Strategy)

<https://safeguarding.dudley.gov.uk/media/17566/threshold-guidance-and-framework-march-2021-final.pdf>

Dudley's Family Information Service - [www.dudley.gov.uk/FIS](http://www.dudley.gov.uk/FIS)

The Dudley Community Information Directory - <https://dudleyci.co.uk/>

The local offer (for young people and families with SEND) - [www.dudley.gov.uk/localoffer](http://www.dudley.gov.uk/localoffer)

Dudley's Health & Wellbeing Board - [www.dudleyhealthandwellbeing.org.uk/](http://www.dudleyhealthandwellbeing.org.uk/)

iZone (information and resources for teenagers and young people) - <https://izone.org.uk/>

Dudley holiday activities programme - [www.dudleyholidayactivities.org.uk](http://www.dudleyholidayactivities.org.uk)

Healthy Dudley - <https://healthydudley.co.uk/>

Safe & sound, Dudley's community safety partnership - [www.dudleysafeandsound.org](http://www.dudleysafeandsound.org)



This publication is available in alternative formats on request, please email [121@dudley.gov.uk](mailto:121@dudley.gov.uk)

