



Ministry
of Defence

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Early Help Framework

Information about this Toolkit

This toolkit shares arrangements for Early Help Strengthening Families, Safeguarding Children within British Forces overseas. The framework provides consistency across military communities and does not replace any strategies/meetings currently used but provides a universal framework to support practitioners, professionals and agencies who work with children, young people and their families.

This toolkit can be used by professionals who are new to the Early Help Process and are potential Lead Professionals. The toolkit can be used by experienced professionals as an aide -memoire, for reflective practice and a guide to support or work alongside colleagues.

This toolkit relates to key workers, practitioners, professionals, services and agencies and to anyone who works with children, young people and families, including unborn babies. This includes anyone who may work with adults who have children at home. This includes agencies such as Health, Education, Police, Welfare and voluntary services; the list shown here is by no means exhaustive.

This toolkit should be used with reference to the Early Help Strategy and the Early Help Implementation Plan.

The Early Help Strengthening Families 2020-2023 Workshop may be used to gain greater knowledge and understanding of using the toolkit in practice. Additional multi-agency workshops and training should be used to understand local need and develop lead professional's knowledge and skills and be aware of new and emerging issues.

This toolkit can be shared within British Forces Communities overseas and holds no personal information. It is recommended that the toolkit is saved within services for easy access. The templates within the document will be published separately and can be printed off as stand-alone forms / letters

Introduction to Early Help

Early Help, also known as early intervention, is support given to a family when a problem first emerges. It can be provided at any stage in a child or young person's life.

Statutory guidance in each nation of the UK highlights the importance of providing early intervention, rather than waiting until a child or family's situation escalates (Department for Education (DfE), 2018; Department of Health, Social Services and Public Safety, 2017; Scottish Government, 2014; Welsh Government, 2018).

The central importance of Early Help in enabling children, young people and families to reach their full potential have been a common theme in several reviews commissioned by the UK government.

Effective early help relies upon local organisations and agencies working together to:

- Identify children and families who would benefit from early help
- Undertake an assessment of the need for early help
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to improve the outcomes for the child.

Working Together to Safeguard Children Gov.uk: July 2018

- Give every child the best start in life
- Enable all children young people and adults to maximise their capabilities and have control over their lives

Fair Society Healthy Lives, The Marmot Review; 2010

Our vision is that all children and young people and families within military communities overseas have access wherever possible to well-coordinated good quality and timely Early Help when it is required so needs can be identified and addressed to promote fulfilling family lives.

Where there is an infrastructure to provide Early Help, for example in Brunei and Cyprus, the Early Help offer should be consistent so that children and families have an equitable service. Where there is no infrastructure to provide Early Help, the tools available could be used on an individual basis to work with children and families as an assessment guide / tool.

The Process Flowchart



Section 1 Initial conversation	<p>What is working well? What are the worries? What needs to happen? Discuss the Early Help Process and the benefits for the family?</p> <p style="text-align: right;"><i>'A guide for parents and carers'</i></p>
Parental consent	<p>Discuss sharing information and consent. Gather the initial details. If there is there more than one child in the family that requires support, complete the forms for all children.</p> <p style="text-align: right;"><i>'Consent Letter' 'Personal Information'</i></p>
Section 2 The Assessment	<p>Working jointly with parents/carers gather information to identify needs or worries and identify what is working well. Discuss agencies presently working with the child and family. Include the information from other agencies within the assessment. Discuss the next steps.</p> <p style="text-align: right;"><i>'Assessment Form'</i></p>
The Child's Voice	<p>Listening to children and ensuring their views, wishes and feelings are included in the assessment process. Identify who is the best person to gather the child's views and the child's perspective.</p> <p style="text-align: right;"><i>'Children's Resources'</i></p>
Who can support us?	<p>Identify other professionals who may be able to provide help and support to make the changes.</p>
Section 3 Initial Team Around the Family meeting TAF	<p>Arrange the TAF meeting to bring everyone together to share relevant information and to create an Action Plan. The Lead Professional will be identified.</p> <p style="text-align: right;"><i>'Initial TAF Meeting Minutes and TAF Action Plan'</i></p>
Section 4 The Action Plan	<p>This may be individual work, assessments, programmes for your child and your family. The Lead Professional will continue to work and support the family.</p>
Section 5 TAF Review meeting	<p>To review the Action Plan, to share information of work completed and to identify what other changes may need to happen.</p> <p style="text-align: right;"><i>'TAF Review Meeting Minutes and TAF Action Plan'</i></p>
Section 6 Closure or Transfer	<p>Early Help is no longer required or there is a transfer to another service. i.e. Step Up to Social Care.</p> <p style="text-align: right;"><i>'Closure / Transfer Form'</i></p>

This process flowchart is a guide, it maybe in some circumstances the practitioner starts with the initial team around the family meeting. In all circumstances parental consent and personal information should always be gained.

