

EXAMPLES OF IMPACT – PARENT SUPPORT ADVISERS (PSAs)

Finding temporary accommodation and providing support for a parent escaping domestic violence:

- **Who:** Mother and child seeking temporary accommodation after escaping domestic violence situation at home.
- **Situation:** Parent came into school in distress after fleeing from domestic violence, and school introduced her to the PSA. The PSA provided a safe environment in which the mother was able to share information about the crisis she was experiencing.
- **How the PSA helped:** PSA accompanied the mother on an appointment to Housing Services. Having the PSA present at the interview gave the mother confidence and helped keep her calm throughout the duration of the application process. The PSA was also able to advocate and support the parent's application by giving evidence from the school. As a result the application was successful and the parent and child are now living safely in temporary accommodation.
- **Impact on the parent/family:** To continue engagement with the parent, the PSA contacted a support worker already involved in the home situation to join up and provide holistic support for the family. The mother felt listened to and supported by the PSA, saying "if you hadn't have come, this wouldn't have happened."

Assessing and drawing up new strategies to deal with a child's behaviour at home:

- **Who:** A referral was made to the PSA by the school on behalf of the parent, who had asked for support in dealing with their child's behaviour at home.
- **Situation:** The parent wanted to talk to someone and share their worries about their child's behaviour, without being judged or feel like they were being looked down on.
- **How the PSA helped:** PSA liaised with the parent and the school regarding the parent's concerns about their child, and strategies were drawn up to deal with the child's behaviours displayed at home. The PSA encouraged the parent to see a GP, who made a referral to a paediatrician. The PSA also liaised with the school's SENCO (Special Educational Needs Coordinator), who suggested that the child see an Educational Psychologist.
- **Impact on the parent/family:** The parent felt that their concerns were being addressed and that progress was being made. The parent also now has someone they know they can offload their

anxieties to, in a confidential environment. Parents have new strategies to deal with their child's behaviour at home, and further referrals and assessments have been planned.

Completing a CAF for a child displaying challenging and abusive behaviour:

- **Who:** A mother called in to see the PSA after receiving a letter offering a drop-in session.
- **Situation:** The mother smelled of alcohol, and explained the family situation as having a history of domestic violence with a subsequent marriage split. She discussed concerns surrounding the challenging and abusive behaviour of her child at home.
- **How the PSA helped:** PSA challenged the alcohol consumption, provided behaviour management strategies to deal with the child, and signposted to a parenting programme. The PSA shared concerns with a Child Protection Officer, and information was shared around previous Social Services involvement. It was decided by the PSA and Head teacher to undertake a Common Assessment Framework (CAF).
- **Impact on the parent/family:** The mother is in contact with the PSA as the CAF is being completed, which shows progress as the parent was previously disengaged with school staff.

Implementing strategies and completing a CAF for a child displaying aggressive behaviour at home:

- **Who:** A Year 2 pupil, whose behaviour was deteriorating at home.
- **Situation:** The boy was hitting his younger siblings and mother, and became increasingly anxious and angry. He was also scared to go to bed so would try and stay awake, hitting his mother while she slept. As a result the boy was tired at school, lacked concentration, his schoolwork suffered, and he struggled to form and maintain friendships.
- **How the PSA helped:** PSA completed a Common Assessment Framework (CAF) and referred the pupil to other agencies for assessment. The mother had bought her son a punching bag 'to get rid of his aggression', taking her cue from parenting programmes such as 'Super Nanny'. The PSA explained to the mother that it may benefit her son if she used alternative, calming strategies such as praise, good behaviour reinforcement, and taking time out to calm down, instead of strategies that focused on his aggression. The mother agreed not to have lots of toys out at once, and to instigate 'special time' with her son just before

bedtime, where the boy could calm down and spend quality time with his mother.

- **Impact on the parent/family:** It is early days, but the mother says she already sees a slight improvement at night; her son looks forward to 'special time' and is not as tired at school. The PSA is looking into parenting programmes for the mother to attend once all assessments are completed, and the mother would like to access the local Children's Centre and support within the community. The mother was very grateful to get support for her and her son from the PSA, as she felt she '*had hit rock bottom*'.

Using different behaviour management techniques for a child displaying challenging and emotional behaviours at home:

- **Who:** A School Nurse made a referral to the PSA regarding a family with two children, aged 13 months and 5 years.
- **Situation:** The mother suffered from severe Post Natal Depression following the birth of her first child, which then improved and she went on to have her second child. She is currently taking anti-depressants and has a Community Psychiatric Nurse assigned to her. The mother has recently returned to work four full days a week, and the father works full-time during school terms only. Both parents are concerned about their 5 year-old daughter's challenging behaviour at home, but the mother and father use polarised behaviour management techniques.
- **How the PSA helped:** The mother identified the child's dislike of wearing socks as having a major negative impact on the family; the arguments and delay in the mornings caused the mother much stress and guilt as she did not like taking the child to school following a disagreement. Both parents felt that the child used inappropriate emotional responses to get her own way. The PSA provided details of a website selling seamless socks, in order to eradicate the issue and knock-on effects of guilt. Other websites and information were also signposted. Different behaviour management techniques were discussed with the parents, who agreed to try using 'language of choice' which empowered the child, using a 'Time Out' technique, and the possibility of using reward schemes.
- **Impact on the parent/family:** As a result of meeting with the PSA and the subsequent support that was provided, the mother felt sufficiently skilled and empowered to take this issue forward without any further intervention.