

**REPORT TO:** EDUCATION COMMITTEE – 22 APRIL 2013  
POLICY AND RESOURCES COMMITTEE – 22 APRIL 2013

**REPORT ON:** INTRODUCTION OF SCHOOL AND FAMILY DEVELOPMENT WORKERS

**REPORT BY:** DIRECTOR OF EDUCATION

**REPORT NO:** 179-2013

## **1.0 PURPOSE OF REPORT**

1.1 This report proposes the introduction of Family Development Worker posts in the Primary and Early Years sector to further promote the work of early intervention preventative support and support parents and families deal with educational issues and problems as they emerge.

## **2.0 RECOMMENDATIONS**

2.1 The Committees are recommended to:

- approve the introduction of posts of Early Intervention School and Family Development Worker;
- remit the Director of Education and Head of Human Resources to progress the necessary establishment changes and;
- note that an updated report from the Director of Education will be included as part of the annual Education Service Plan update.

## **3.0 FINANCIAL IMPLICATIONS**

3.1 It is proposed that 17 posts are established at an annual cost of approximately £500,000. In the first year, with a proposed starting date of 1 August 2013, the estimated cost for financial year 2013-14 will be approximately £333,000. The cost of these posts will be funded equally between the Education Department's Support for Learning revenue budget and the Early Years Change Fund, the costs to each being £250,000 in a full financial year and £166,500 in 2013/14.

## **4.0 MAIN TEXT**

4.1 There is a drive and increased emphasis within Dundee, based on sound evidence, that early intervention and partnership working benefits young people and families. The work of the Early Intervention School and Family Development Worker (EIFDW) is designed to offer early intervention, preventative support and guidance and advice to parents and families to help deal with issues and problems as soon as they emerge. This is fully articulated in all current plans from the Single Outcome Agreement to individual school improvement plans and in line with the recent Christie Report that indicated clearly the benefits of preventative spend through early intervention. These posts will also form an important part of the schools and education operation in supporting the Lochee Pathfinder project.

4.2 The introduction of these posts will provide additional capacity and more dedicated specialist skills to assist families support children particularly during the early years of their education. There has been a steady increase of children entering education with educational and social needs that require far greater levels of ongoing interaction with parents and families. These new posts will provide appropriate dedicated support that will link to the wider services provided by associated council agencies. The data indicates that the need for this support will accelerate over the next 5 years. In addition to this, due to the effects of welfare reform, and the high level of engagement of parents with education in the early years and primary stages, these posts will provide additional support opportunities for families who may be adversely affected by these significant changes.

- 4.3 There is a clear link between the level of support in this area and deprivation levels across the city. It is therefore proposed that these posts be deployed across the city on identified need. The postholders will be employed on a permanent basis and will work during the school holiday periods. This will enable them to provide a range of activities and ongoing support for children and families throughout the course of the year.
- 4.4 The introduction of these posts will support the Council's aim to reduce the attainment gap that currently exists across the city by providing this important additional support for families and allowing school management to have a greater proportion of time to promote the quality of learning and teaching in particular.
- 4.5 Early Intervention School and Family Development Workers will have a good understanding of child development, family life and parenting and can assist families to develop new skills in lots of ways:
- give children, young people and families a chance to be listened to
  - help with difficult behaviour and feelings
  - discuss different ways of parenting and introduce some new ideas
  - help to find a way forward that's right for the family.
- 4.6 The support the Early Intervention School and Family Development Worker provides will be individual to each family's needs but may include:
- working with the family together or individually with parents or the children
  - learning together as a family
  - pointing the family in the right direction, for example the Citizens Advice Bureau or health services
  - supporting the family and the school to work together.

#### 4.7 **What are the benefits of Early Intervention Family Support/Engagement?**

The benefits of effective intervention at an early stage for schools/partners are:

- increased chance of a child or young person achieving positive outcomes
- improves long term educational/social/emotional outcomes for children and young people
- prevents problems escalating
- reduces the need for specialist interventions/service provision
- strengthens home - school relationships and improved communication with parents/families
- support/guidance for dealing with families
- supports and co-ordinates multi-agency partnership working to meet the holistic needs of a family
- increases the understanding of others, where required, of issues affecting families, children and young people
- transferral of strategies from school into the home and vice versa
- provides a neutral go-between linking families, professionals and education.

#### 4.8 **Engagement and Support**

The type of engagement packages available can be broadly categorised under the following headings:

- One to one work - tailored, personal support for young people and their families, either working with individual members or the whole family together.
- Group work - this could take the form of a recognised parenting programme or a more informal group set up by the family development worker to address issues such as anger, social skills, protective behaviours or transition with children. Groups and workshops are established through consultation with schools with identified areas of need. They are extremely useful in bringing together a number of parents or children who are all experiencing similar issues or concerns allowing Early Intervention School and Family Development Workers to address a number of individuals' needs more time effectively.
- Signposting to another service - this could involve some debt management advice, counselling or support from any one of a number of other agencies. Early Intervention School and Family Development Worker will have a sound knowledge of the services and

agencies available to support families.

- Drop-in sessions - these could be on a wide variety of topics designed to give families more informal assistance if they do not want or need on-going support. Families waiting for a service are also invited to attend drop-ins to provide interim support until the Early Intervention School and Family Development Worker has capacity to work with them in a one to one capacity.

## **5.0 POLICY IMPLICATIONS**

**5.1** This Report has been screened for any policy implications in respect of Sustainability, Strategic Environmental Assessment, Anti-Poverty, Equality Impact Assessment and Risk Management. An Equality Impact Assessment has been carried out and is attached to this report.

**5.2** There are no major issues. The Equality Outcomes will have a positive impact on the lives of some of the most vulnerable children and young people in Dundee and will support staff and families to promote inclusive communities.

## **6.0 CONSULTATION**

**6.1** The Chief Executive, Director of Corporate Services, Head of Democratic and Legal Services and Head of Human Resources have been consulted in the preparation of this report.

## **7.0 BACKGROUND PAPERS**

**7.1** None.

Michael Wood  
Director of Education  
11 April 2013

**DUNDEE CITY COUNCIL**

Equality and Diversity Rapid Impact Assessment Tool

Part 1

<b>Date of assessment</b> March 2013	<b>Title of document being assessed</b> : Introduction of Family Development Workers
1) This is a new policy, procedure, strategy or practice being assessed (If yes please tick box) <input checked="" type="checkbox"/>	This is an existing policy, procedure, strategy or practice being assessed? (If yes please tick box) <input type="checkbox"/>
2) Please give a brief description of the policy, procedure, strategy or practice being assessed.	This report sets out the introduction of new posts in early years/primary.
3) What is the intended outcome of this policy, procedure, strategy or practice?	This report seeks approval to establish Family Development Worker posts in the Primary and Early Years sector to further promote the work of early intervention preventative support and support parents and families deal with educational issues and problems as they emerge.
4) Please list any existing documents which have been used to inform this Equality and Diversity Impact Assessment.	<ul style="list-style-type: none"> <li>• Service Plan 2012-2017</li> <li>• HMle Reports</li> <li>• Single Outcome Agreement</li> <li>• Council Service Plan</li> <li>• Integrated Children's Service Plan</li> <li>• Data sets e.g. SIMD, exam results, attendance, exclusion, LAC</li> <li>• Curriculum for Excellence associated documents, e.g. Building the Curriculum 5, Assessment and Reporting etc.</li> </ul>
5) Has any consultation, involvement or research with protected communities informed this assessment? If yes please give details.	<ul style="list-style-type: none"> <li>• Head Teachers in primary and Early Years</li> <li>• Secondary HTs</li> <li>• SfL Strategy Group</li> <li>• Social Work</li> <li>• Educational Psychology Department</li> <li>• Marie Daily- Communities</li> <li>• ICS</li> </ul>
6) Please give details of council officer involvement in this assessment. (E.g. names of officers consulted, dates of meetings etc)	Michael Wood, Director of Education Paul Clancy, Head of Education Lina Waghorn, Head of Education
7) Is there a need to collect further evidence or to involve or consult protected communities?  (Example: if the impact on a community is not known what will you do to gather the information needed and when will you do this?)	No

Part 2

Which groups of the population will be positively or negatively affected by this policy, procedure or strategy?

NB Please place an X in the box which best describes the "overall" impact. It is possible for an assessment to identify that a positive policy can have some negative impacts and visa versa. When this is the case please identify both positive and negative impacts in Part 3 of this form

	Positively	Negatively	No Impact	Not Known
<b>Ethnic Minority Communities including Gypsies and Travellers</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Gender</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Gender Reassignment</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Religion or Belief</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>People with a disability</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Age</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Lesbian, Gay and Bisexual</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Socio-economic</b>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Pregnancy &amp; Maternity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Other (please state)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Part 3**

<p>1) Have any positive impacts been identified? (We must ensure at this stage that we are not achieving equality for one strand of equality at the expense of another)</p>	<p>If yes please give further details The posts will be deployed across the city based on a range of criteria including socio economic factors.</p>
<p>2) Have any negative impacts been identified? (Based on direct knowledge, published research, community involvement, customer feedback etc. If unsure seek advice from your departmental Equality Champion.)</p>	<p>If yes please give further details None</p>
<p>3) What action is proposed to overcome any negative impacts? (Without changing the aims of the policy or practice (For example: talking directly to community groups about the policy or practice, providing information in community languages, appropriate staff training, ensuring venues are accessible etc. Seek advice from your departmental Equality Champion.)</p>	<p>Please give further details N/A</p>
<p>4) Is there a justification for continuing with this policy even if it cannot be amended or changed to end or reduce inequality without compromising its intended outcome? (If the policy that shows actual or potential unlawful discrimination you must seek legal advice)</p>	<p>If yes please give further details N/A</p>
<p>5) Has a 'Full' Equality Impact Assessment been recommended? (If the policy is a major one or is likely to have a major impact on protected communities a Full Equality Impact Assessment may be required) Seek advice from your departmental Equality Champion.</p>	<p>If yes please give further details N/A</p>

Part 4



Name of Department or Partnership - Education Department

**Type of Document**

<b>Human Resource Policy</b>	<input type="checkbox"/>
<b>General Policy</b>	<input type="checkbox"/>
<b>Strategy/Service</b>	<input checked="" type="checkbox"/>
<b>Change Papers/Local Procedure</b>	<input type="checkbox"/>
<b>Guidelines and Protocols</b>	<input type="checkbox"/>
<b>Other</b>	<input type="checkbox"/>

**Contact Information**

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<b>Signature of author of the policy:</b>		<b>Date 3/4/2013</b>
<b>Signature of Director / Head of Service area:</b>		<b>Date 3/4/2013</b>
<b>Name of Director / Head of Service:</b>	<b>Michael Wood</b>	
<b>Date of next policy review:</b>		