**Case Study - Keighley and Shipley Family Hub**

Jim,\* a grandfather in his early sixties, has been looking after his two grandchildren Noah\*, 15 years old, and Nathan\*, 10 years old, on a Special Guardianship Order with his wife Joan\* for the past five years. The children were placed with Jim and Joan because of the children’s parent’s drug use and the impact this had on the boys, resulting in neglect. Joan passed away last year during the COVID-19 pandemic and Isabelle\*, the boys’ mother, passed away four years prior due to drug use. The boys’ father, Tyler\*, was arrested due to a violent crime he allegedly committed and the children’s contact with him stopped as he was remanded in custody.

A MARF referral was sent into Children’s Social Care by the police when they arrested Tyler as they were unaware of the circumstances of his children. The referral was assessed by the Integrated Front Door as a No Further Action (NFA) because the children were not at risk of significant harm and had a safe place to live with their grandfather.

The Early Help Coordinator (EHC) was alerted to the NFA and contacted school staff to help them to initiate an Early Help Assessment (EHA). The purpose of the EHA was to try and understand the family’s situation at home a bit more and to coordinate professional support services around the family at this sad time if they needed it. The main issues to consider were Attachment, Separation and Loss and Adverse Childhood Experiences due to the previous neglect issues.

Children in Noah’s school found out about his father’s crime as it became public knowledge and his mood began to change as he struggled to understand how to handle his peers and how he ‘should’ be feeling about it all. Noah also felt shocked about the crime and embarrassed about his father being in prison. Nathan felt worried for his father being in prison and hoped he would be okay. The children’s emotional wellbeing was understandably identified as an emerging issue across both primary and secondary schools as the effects of the separation and loss of three significant family members unfolded. Their grandfather, Jim, consented to the EHA and was grateful for the support. He felt relieved that there was a joined up approach and that he attended only one meeting with both schools.

The EHA was carried out which established the family’s needs and a plan was put in place for the family. The actions were:

* Regular Team Around the Family Meetings;
* One-to-one with Noah and Nathan to establish their views, wishes and feelings to capture their lived experiences;
* The two schools sharing information in one meeting with Jim;
* Contact with the counsellor in school for Nathan along with morning check-ins;
* Contact with Youth in Mind Worker for Noah;
* Cruse Bereavement support information for Jim if he ever felt he needed to talk to someone about the deaths of his wife and daughter;
* Planning out of school activities for the summer holidays;
* A plan of action for contact between the boys and their father;
* A plan of action if Jim ever becomes ill so the boys are not left wondering and feeling insecure;
* Education and Training support from school plan to help Noah look into his possible future career aspirations so has a goal to aim for;
* Both children are registered with a dentist and have appointments for a check-up next month;
* Boundaries, safety and supervision measures are put in place as Nathan plays out in the local area so he is not at risk of exploitation;
* Internet safety issues discussed;
* Film nights for Jim, Noah and Nathan to spend some quality time together regardless of their different ages and spare time preferences.

In the first TAF review, Jim commented how much he noticed Noah’s confidence coming back now that he has someone to help him figure out his emotions. Noah learned that it is okay to feel angry and has continued to attend school every day. He is also given time out during the school day if he needs it.

\*Names have been changed