**REQUEST FOR SUPPORT**

If there is no immediate danger use this form to request support from partners regarding your work with a family or to tell us if a child is at risk of harm, mistreatment or abuse. **If your referral is deemed urgent due to a child(ren) being at risk of immediate and significant harm please call 999**

**How to submit this form:**

* Discuss your concerns with the child and family if appropriate and where you can, gain their consent
* Reflect on Right Help, Right Time with your agency’s safeguarding lead to determine that a request for support is the appropriate response and what your ongoing involvement and contribution to outcomes will be
* Tell us if you have sought advice from CASS **(0121 303 1888)** or Family Support Duty colleagues in your locality

**Please complete all sections and return this form to:** **CASS@birminghamchildrenstrust.co.uk**

* Requests made over the phone must be followed by a request on this form as soon as possible.
* Please read the document ‘Guidance Completing a Request for Support Form’ here
* Birmingham Children's Trust is accredited to send and receive sensitive and confidential information from other secure organisations, without the need for using GCSX email addresses. This change is described further[**here**](https://www.birminghamchildrenstrust.co.uk/info/6/contact_us/119/changes_to_gcsx_secure_emails)Emails are no longer accepted in Egress format.

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| **SECTION 1. About This Request** |
| Date of this request | **15/11/2021** | Have you previously phoned us about this family? | no |
| What is the main reason for making this request? | To provide support for the family within the home – Patrick’s behaviour can be difficult to manage and is impacting upon home/family life. Parents and younger sibling are at risk of harm. |
| Describe when the child / children were last seen, by who and where. **Please ensure voice of the child is in Section 7**  | Patrick today at school 15/11/2021 |
| Refer to the [Right Help Right Time (RHRT) framework](http://www.lscpbirmingham.org.uk/delivering-effective-support) – What layer of need do you think your concerns meet | Additional Needs |
| List the prominent indicators from RHRT used to determine the above i.e. Additional Needs includes:  | Consistently poor school attendance and punctuality. Has identified Special Educational Needs and Disability (SEND) requiring both additional support and the involvement of outside agencies, and the barriers to the child/young person engaging fully in the education setting require a family approach. Difficulty in coping with anger/frustration and upset Without treatment or intervention the child/young person would require a more intensive level of care.  |
| What support is your agency providing the family and in addition to your continued support, who else is supporting the family? | Education Autism Team. Autism WM ,PAUSE  |
| Have you undertaken an Early Help Assessment (EHA), considered completing an EHA or connecting the family to Early Help Locality Teams? (please attach the EHA) | yes |
| Has the child got an Education/Health/Care Plan (EHC plan) if so when is it due to expire and or be reviewed. (please attach the EHCP) | NO  |

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| **SECTION 2. Consent Guidance** |
| To properly achieve partnership with parents it is essential to keep them involved and informed throughout our work with their family. Parents and individuals with Parental Responsibility for the child must be asked to give consent for all the work we undertake throughout the child’s journey unless this would put the child at risk of significant harm and/or jeopardise child protection enquiries. In these circumstances the reason for not seeking consent must be given.Consent from absent/non- resident parents must be sought where safe to do so. Consent obtained from one parent only counts as partial consent. Partial consent is accepted by CASS as consent. Consent should not be assumed to have been given or understood.The personal data collected on this form will be stored and used by us to provide support to the family. We will share relevant data with partner organisations where they can also provide support. We will collect and store and use your personal data in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018. For further information on how your information is used, how we maintain the security of your information and your rights in relation to the information we hold about you please see our [**full privacy notice**](https://www.birminghamchildrenstrust.co.uk/privacy) |
| Has appropriate consent been obtained (yes/no)? If yes, to what extent (full/partial) | Yes - Full Consent |
| Give Details (e.g. mother has given consent) |
| Mother and Father have given consent to support  |

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| **SECTION 3. Children or young people you are concerned about** |
| Full Name | DOB / Age | Address | Phone | Email | Gender | Ethnicity | Religion | Nationality (Country of Birth) | Education Setting | Interpreter / Signing | Disability / Diagnosis | Nat Ins / NHS no. | Relationship to family |
| Patrick Murphy  | 06/05/2008 | 23 Church Road Sutton Coldfield B76 2ST | 07677345627 |  | Male | White /Irish  | Catholic  | UK | Thomas Scott Secondary School B76 7DD |   | Autism  |   | Son  |
| Neil Murphy  | 15/05/2011 | 23 Church Road Sutton Coldfield B76 2ST |   |   | Male | White /Irish | Catholic | UK | Meadows Primary School B76 2GF |   |   |   | Son  |
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| Any other significant children or young people who live elsewhere |
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| **SECTION 4. Adults you are aware of in the household** |
| Where a parent or adult is at risk of Domestic or Emotional Abuse, in addition to the details below, please clearly state here which parent / adult and provide (if known) a ‘safe’ phone number CASS can call. | Name |   | Safe Contact Number  |   |
| Please describe days and or times when it is safe to contact this parent / adult and include anything CASS need to know regarding contact, to ensure their safety is not compromised |   |
| Full Name | DOB / Age | Address | Phone | Email | Gender | Ethnicity | Religion | Nationality (Country of Birth) | Parental Responsibility | Interpreter / Signing | Disability / Diagnosis | Nat Ins / NHS no. | Relationship to family |
| Sonia Murphy  |   | 23 Church Road Sutton Coldfield B76 2ST  | 07883452757 | Sonia.murphy@talk.co.uk | Female | White /Irish | Catholic | IRELAND  | yes |   |   |   |  Mother  |
| Callum Murphy  |   | As above  | 07894378694 |   | Male | White /Irish | Catholic  | IRELAND  | yes |   |   |   | Father  |
|   |   |   |   |   |   |   |   |   |   |   |   |   |   |
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| Any other significant adults who live elsewhere |
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| **SECTION 5. Details about you**  |
| Organisation | Service | Full name | Phone | Email | Address | Nature of support | Currently Involved? |
| Thomas Scott Secondary School  | Education  | Mrs Barbara Devon  | 0734267894 | B.Devon@Thomasscott .net  | Thomas Scott Secondary School Keswick Drive B76 7DD | On going support Managing Minds Programme  | Yes |
| Other agencies involved with the child(ren), young people or Family |
| Communication and Autism Team | Education – Communication and Autism Team | Jenny Crowe  |   | Jenny.Crowe @birmingham.gov.uk |   | CAT worker | Communication and Autism Team |
| Thomas Scott – learning mentor | Education | James Reid  | 0121 350 4343 | j.reid@thomasscott.net | Thomas Scott Secondary School Keswick Drive B76 7DD | Learning mentor/DSL | YES |
| Autism West Midlands | Support for young people with autism | Jane Smith  |   | J.smith @autismwestmidlands.org.uk |   | Specialist Autism Advisor | Autism West Midlands |
| GP | Doctor | James Brown | 0121 633 4578 | j.brown@nhs.net | Sutton Medical Centre, Fake Brown Road, B56 2PP | Support with all health needs | Yes |

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| **SECTION 6. Current & Previous Assessments / Screening Tools or Plans available**  |
| Title | Type | Date | Completed by (Name) | Organisation | Purpose | Attached or available? |
| Early Help Assessment  | EHA | 15/07/2021 | Mrs Devon  | Thomas Scott School  | Identified needs/implement support  | Yes |
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| **SECTION 7. How are things going** |
| **What is going well? What is going well for this family and what resources/services are already in place?** |
| What existing support is in place for this child(ren)/family that has been tested and proven to alleviate the concern; * What is going well? What is making things go well?
* Are there resources (e.g. family/friends/community) being accessed or services that are being provided to address the concern?
* What are the views of the family? **- include the voice of the child (regardless of age) i.e. who helps me, what do they do to help me and keep me safe**
 |
|  Patrick’s friendships in general appear to make him happy. At home, Mrs Murphy reports Patrick has started to engage with her more, particularly regarding his developing interest in music. Patrick had a poor start to this new academic year (in terms of poor effort/attitude, poor punctuality to school, poor behaviour). However, in recent weeks, we have tried to work with Patrick to break this “negative cycle” – he now attends homework club instead of detentions for not completing homework and he has begun to have mentoring with our KS3 learning mentor and is engaging well with this. He has also agreed to have some support for his low mood/possible mental health issues (concerns raised by his mother and peers) and has started counselling with Managing Minds in school. Patrick has also responded positively to some rewards/motivators put in place in school to encourage better punctuality.  |

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| **What are your concerns for this child(ren) or Family** |
| Is there actual harm? – what action is causing the harm; * What is the extent of the harm currently being experienced by the child(ren)/young person
* How does this harm manifest itself and impact on the child(ren)s/young person’s health, welfare and development
* What is the factual information and evidence base specific to your concern;
* What are the future dangers for this child(ren)/family should this concern not be addressed?
* What are the complicating factors that makes the concern more difficult to deal with?
* What are the views of the children/young people **– include the voice of the child such as, what worries me and why. How does this make me feel**
 |
| Patricks behaviour in the home has been a cause for concern for a number of months At times, Patrick can become overwhelmed at home. He can become out of control, leading him to damage/break things in the home, shouting very loudly, and directing swearing/abusive language towards his parents. He can also become violent towards his parents (hitting/pushing)– this is causing concerns regarding the general safety in the house, particularly for Patrick’s younger brother, Neil (age 9). We (school and parents) are concerned that these behaviours may escalate further, causing a situation that could permanently affect the family and leading them to no longer feeling safe living with Patrick. There have been times when parents have tried to implement sanctions/boundaries, and Patrick has not engaged with these/fought against them. There have been a number of occasions when Patrick has left the home against parents’ wishes/without permission and stayed out for a number of hours/not returned until late in the evening. There have also been times when Patrick has been found with alcohol when out with his friends. There are concerns that Patrick is vulnerable and could be easily influenced/get into trouble in the community. More recently, Mrs Murphy has raised concerns with regards Patrick’s mental health. He seems to be finding it more difficult to engage with day-to-day life, needing to spend more time alone/listening to music. She feels he is showing signs of mental health issues and low mood and she has contacted her GP, PAUSE and Autism West Midlands Society for further advice. Patrick has autism but does not really acknowledge his autism and feels he has been mis-diagnosed.When school have tried to talk to Patrick about his behaviour at home, he has denied there are any issues and has not been keen to discuss this. He is also very reluctant to open up to his parents. We therefore believe Patrick needs external support, from someone outside of the family/school.In school, Patrick has become quite disengaged with the education system and has a “what’s the point?” attitude to many elements of school life. Patrick has also had some friendship issues this term as his friends were unhappy with his use of racist and homophobic language  |

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| **What needs to happen next?** |
| What changes do the family need to make for your concern to be addressed? Please list the changes and outcomes you think are needed. * What changes do the family think they need to make? What do they think would help them?
* What do you think would help to decrease the concern and risk to this family/child/ren?
* What support would help the family to make the changes you have identified?
* What are the views of the children? **– include the voice of the child such as what would it be like if or how would things look if my worries were gone**

Before submitting this request have you considered the Waiting room website [www.the-waitingroom.org](http://www.the-waitingroom.org) to identify services that can support the family as an alternative to Birmingham Children’s Trust? |
| Mr and Mrs Murphy need some support in re-establishing boundaries in the home which Patrick will respond to and engage with. They feel more systematic organisation in the household will help and feel the family need external support to help the family as a whole, and to encourage more family time. It would help for someone to work with the family to discuss family dynamics, boundaries, behaviour and appropriate reactions from Patrick . They feel Patrick needs support in acknowledging that he can/has become violent so that they can move forward as a family.As Patrick generally refuses to discuss issues at home with his parents and/or school, we believe he needs external support, from someone outside of the family/school such as a family support worker. The school has tried to support Patrick via an EHA but a lack of engagement from Patrick t has resulted in many of the actions not being completed and support not being put in place.Mrs Murphy also feels Patrick needs access to a counsellor. Patrick now has regular mentoring in school with the KS3 learning mentor and has started a 6 week intervention programme with a counsellor in school, through “Managing Minds”. There are concerns that if Patricks ’s behaviour in the home is not addressed/supported, Patrick ’s family are at risk of harm. |

**This Request for Support Form is only an example. It is based on an actual referral received by CASS but the details and circumstances have been changed. Names, addresses and personal details have been changed to anonymise the families concerned.**