

# Developing Case Studies

This pack contains information on how you can develop Case Studies to evidence the impact your project has had.

Case Studies provide descriptive information that allows for an in-depth look at projects and the impact they have had on children. Case Studies provide a detailed picture of what has happened and illustrate the effectiveness of projects.

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### Example Case Studies:

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## CCF CASE STUDY WORKSHOP: WRITING CASE STUDIES



### What is a case study?

A case study is the collection and presentation of detailed information about a particular child/young person or small group (children, young people or families). Case studies frequently include accounts by the subjects themselves. A case study looks intensely at an individual or small participant pool, drawing conclusions only about that participant or group and only in that specific context.

### What are the benefits of case studies?

- ▶ they tell a story that the reader can easily understand
- ▶ they liven up dry quantitative results
- ▶ people can relate to child case studies better than they can to numbers
- ▶ they can improve the impact of results even if they are statistically insignificant
- ▶ they help people to understand your Project and its context.

### What are the limitations of case studies?

Case studies are illustrative rather than generalisable.

### What are the ethical considerations in making case studies?

In any kind of research/evaluation you need to follow the guidelines set out by the Market Research Society in their 'Guidelines for research among children and young people'.

If the case study is to form part of a report/document/seminar for people outside of your Project, you need to obtain informed consent from the C/YP and families concerned. This requires informing participants about the overall purpose of the case studies, the main features of the report/document/  
seminar that they will be part of, as well as of the risks and benefits of participation. Consent may be given in written format, verbally and audio-taped, or videotaped.

When you present your case studies, you need to ensure that the children/young people/families are not recognised. Not using the child's/young person's/family's real name is a start but you will probably need to do more than this.

### How can case studies be kept anonymous?

There are various ways of anonymising case studies:

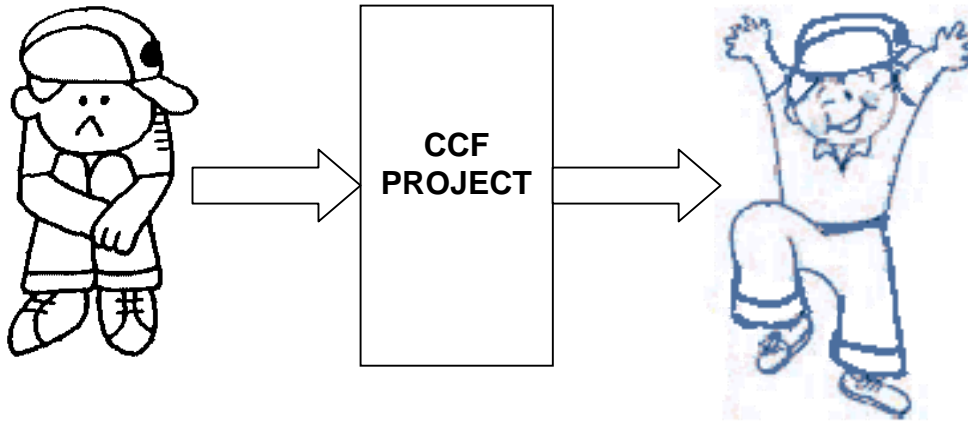
- ▶ avoid using real names – either omit names altogether (for example, 'the young person' or 'Child X') or use a fictitious name
- ▶ change identifying features (for example, the sex of the C/YP, the area they live in). If you do this you need to make a statement telling the reader what you have done and why (for example, to ensure anonymity, fictitious names have been used and the children's sex and other identifying details may have been changed).
- ▶ include only relevant facts about the C/YP
- ▶ omit any material that makes the C/YP easily recognisable – even if it is relevant
- ▶ consider who the different audiences will be and make sure that the C/YP will be not be recognised by any of them.



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### Using case studies

You will probably want to use case studies to illustrate the successful outcomes of your interventions.



Therefore in your case studies you need to describe:

- ▶ a child/young person as they were before beginning your Project
- ▶ the interventions made by your Project
- ▶ the outcomes for the child/young person.

If you include several case studies in your report, consider including one that is less successful because:

- ▶ the reader will be impressed by your veracity
- ▶ you can show what you have learned from this particular case.

### What methods can be used to collect information for case studies?

Methods for collecting information for case studies include:

- ▶ Looking at documents – birth certificate, letters concerning C/YP, material written by the C/YP
- ▶ Accessing archival records – school records, Project records
- ▶ Interviewing – transcript/notes on formal or informal interviews
- ▶ Making direct observations – of C/YP in a particular situation
- ▶ Making participant observations - transcript/notes from observer engaged in activity with C/YP
- ▶ Researching artefacts – photos, videos, examples of C's/YP's work, feedback forms.

### So is there any other general advice about writing case studies:

There is no one way to write a case study but, in general, remember to:

- ▶ keep your case studies short and to the point
- ▶ include only *relevant* information about the setting/context (family, history, neighbourhood, and so on)
- ▶ write a commentary at the end of the case study – use bullet points for this
- ▶ put your case study in a box with a title (for example, Case Study 1)



**CCF CASE STUDY WORKSHOP:  
CATEGORIES OF INFORMATION**



The categories of information you *could* collect about a CCF child/young person/family for a case study.

<b>Background data</b> (relevant things that are independent of the intervention) e.g.	<b>Pre-intervention data</b> (how were things with the C/YP/family before the intervention)	<b>Post-intervention data</b> (how are things after the intervention?)
Age	<b>1: BE HEALTHY</b>	<b>Same areas as in previous column.</b>
Country of origin	Physical health	
Family data	Mental and emotional health	
Ethnicity	Sexually health	
Number of siblings	Lifestyle (how healthy)	
Sex	Any drug use	
Special needs	Parents promotion of healthy choices	
Status	<b>2: STAY SAFE</b>	
	Safety: from maltreatment, neglect, violence and sexual exploitation	
	Safety: from accidental injury and death	
	Safety: from bullying and discrimination	
	Safety: from crime and anti-social behaviour in and out of school	
	Security, stability and are cared for	
	Parents, carers and families – provision of safe homes and stability	
	<b>3: ENJOY &amp; ACHIEVE</b>	
	Readiness for school	
	Attendance and enjoyment of school	
	Achievements stretching national educational standards at primary school	
	Achievements in personal and social development and enjoyment of recreation	
	Achievements stretching national educational standards at secondary school	
	Parents, carers and families support of learning	
	<b>4: MAKE A POSITIVE CONTRIBUTION</b>	
	Engagement in decision making and support of the community and environment	
	Engagement in law-abiding and positive behaviour in and out of school	
	Development of positive relationships and choosing not to bully or discriminate	
	Development of self-confidence and ability to deal successfully with significant life changes and challenges	
	Development of enterprising behaviour	
	Parents, carers and families promotion of positive behaviour	
	<b>5: ACHIEVE ECONOMIC WELL-BEING</b>	
	Engagement in further education, employment or training on leaving school	
	Readiness for employment	
	Living conditions - decent homes and sustainable communities	
	Access to transport and material goods	
	Living conditions - households free from low income	
	Parents, carers and families – supported to be economically active	



## Case Study Proforma

**Family composition:**

**Background:** (what led to this person being assessed)

**Summary of needs /presenting concerns:**

**Agencies involved/Work undertaken:**

**Any other relevant info:**



## H's Story

***H is 11 years old. She and her mother have lived in hostel accommodation for three years. The family came to the UK from the Netherlands. Initially H wasn't doing too well at school. She was withdrawn, had no friends and lacked self-confidence. She spoke very little English when she first arrived in the UK. Dutch was her first language and it took her some months to communicate with other children in school and get to grips with her schoolwork.***

### ***H describes her life and feelings before Our House***

"I went to school in the Netherlands and when we came here I spoke a little English although I mostly spoke Dutch. Life was very boring. I stayed at home after school. I used to sit on the bed and watch TV with my mum. We didn't really communicate much. I didn't like that because before we moved to the hostel we used to talk about different things and laugh together."

Sometimes I would play on the computer but we don't have Internet so that was boring as well. I used to ask my mum to take me to places and she would always say we couldn't afford it. There was always a cloud above me. I felt sad sometimes and lonely. I felt left out at school"



"I felt sad and lonely. There was a dark cloud above me." H

### ***Being Healthy***

"Then I met Our House. The first time I went on an Our House activity, I recognised two children from school and that was good because I could talk to them. Everything was free. We had karaoke, a car race and bubble blowing machines. It was kind of like a chocolate factory, you know like the film. I had so much fun."

"Every half term and in the school holidays, they invite us out to do lots of fun stuff. They help make children's lives better than it was before. We do projects like learning about healthy eating. Since doing stuff with Our House I'm more active. I wasn't really getting out or having any exercise before. Now I'm happy. I go on trips like ice-skating, cinema and theatre. We went to Butlins once. It's good. I have more friends now since doing things with Our House."



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### **Staying Safe**

H has experienced mild bullying at school, particularly when she first started and more recently from children who tease her about playing football and being a tomboy.

"Mostly, I just ignore the people who bully me because I know how silly they are. Sometimes though, it gets to me. I talk to my mum and my friends about it. Other times I just stand up to them and defend myself. We used to have a neighbour who scared me. He would shout abuse at my mum and me and call us bad names. We shared the bathroom and kitchen with him and his family and I got scared to go on my own. Our House helped my mum and the neighbour has left now."

### **Enjoy and Achieve**

H describes herself as a sporty Arsenal supporter. She plays striker in a local club. She attends karate classes and enjoys playing basketball. Her school reports show that she is improving in all areas. H has grown in confidence and has made a wide variety of friends both in school and in her many out of school activities.

"I speak really good English now and so I can join in with things more and it's easier at school. It was annoying before when people couldn't understand me. Now, sometimes I win quizzes, but I don't really care if I win or lose. I just want to be good at all my subjects."

"I have more friends and everyone is jealous that I can play football so well. My friends call me Sportex. When the boy captains have to pick a girl for their teams, they always pick me first. It's the same with basketball. I won a medal for the basketball team. I want to become a footballer or play basketball. I would also like to be an actor and live in Hollywood."

<p><b>Greatest achievement this year</b> has settled into the new school really well and her English reading, writing and speaking has consistently improved. Well done.</p>
<p><b>Things to work on at home</b> needs to continue reading frequently at home in order to help her reading and her writing. Maths: Telling the time, money, problem solving</p>
<p><b>Child's comments</b> I am good at playing games in the play grounds, I am also good at maths and the times tables.</p>

<p><b>Greatest achievement this year</b> Developing her self-confidence. The hard work she has put in to improve her English reading, writing and speaking. Well done!</p>
<p><b>Things to work on at home</b> should read more fiction and non-fiction texts. She should continue to practice her number bonds, converting units of measurement and work on learning how to tell the time properly.</p>
<p><b>Child's comments</b> I feel proud of being a good friend. I have enjoyed doing tapestry. I want to improve my handwriting.</p>

### **Copies of H's school reports for year 4 and 5**

**Teacher's comments:** "[H's] greatest achievement this year has been developing her self-confidence."

**H's comments:** "I feel proud of being a good friend. I have enjoyed doing tapestry. I want to improve my handwriting."



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### ***Making a Positive Contribution***

H was surprised when Our House staff first asked children to help plan some of the activities. She feels they really listen to what children want.

"It's good because you can say when you enjoyed something and if you would like to do it again or have an idea about another activity. We have meetings and we all put down what we want to do in the holidays. We discuss and pick the best two or three and that's what we usually end up doing.

It's like they [Our House] are the bread and the children are the filling. They are keeping it all together. They are keeping us all together"

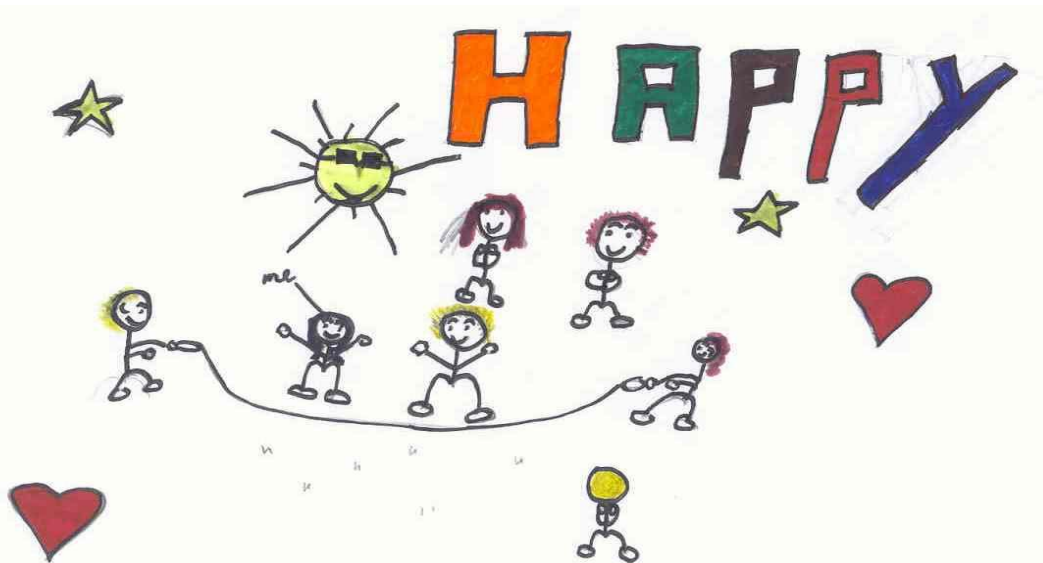
"Going out with Our House makes me happy. I like getting to know new children and helping them to feel the way I am now - happy. I would like to tell all new children what it's like because the first time I went to Our House, I didn't know anything about it. It would help them not be scared or shy."

*H was asked to describe the difference Our House has made to her life using a scale of 1-10 with 1 representing very little difference at all and ten representing the biggest difference. She said:*

"Ten. Maybe even eleven. It really makes me more happy being with them. I learn new stuff and have fun. I trust the people at Our House. I really trust them about everything. They are good with children. They really want us to have fun and to do more in life than just sitting in front of the TV with square eyes."

"My Mum and I have more fun together now as well. When I get back from school we always chat about what has happened at school and have a gossip. She's happier because she plays around more and jokes and plays tricks on me. We laugh more as well, not like before when we didn't even talk or smile at each other."

"I'm happy, the dark cloud has gone away and the sun shines above my head."



"I'm happy, the dark cloud has gone away and the sun shines above my head." H



## Camden Children's Fund Case Study Pack

### **CAMDEN CHILDREN'S FUND MULTI-DISCIPLINARY TEAM**

#### **Introduction**

As part of the Camden Children's Fund primary school project, a multi-disciplinary team (MDT) has been set up in each of two primary schools in the borough. The purpose of the teams is to enable agencies to work together more effectively to improve outcomes for children, by providing best practice approaches to identifying, assessing and designing interventions for target children. It means that schools get access to additional services which go beyond the usual statutory remit and which offer preventive and early intervention approaches to children and families.

#### **Staffing**

Each MDT is a 'network' of school staff and other professionals from outside the school who already provide a service to the school. The MDT structure enables them to work more closely together to identify early signs of difficulty in children and provide a comprehensive support package. The core staff reflect the individual needs of each school and might include:

- Headteacher
- Child protection designated teacher
- Special educational needs coordinator (SENCO)
- Learning mentor
- Educational psychologist
- Education welfare officer
- Paediatric occupational therapist
- Child and adolescent psychotherapist
- School nurse
- Social worker
- Specialist teachers from the learning support service
- Speech and language therapist
- Education support officer from a community scheme for African/ Caribbean children
- Home school liaison worker
- Administrator
- Manager, Camden primary schools project.

These professionals meet once a term to discuss children who are causing concern because of a number of factors.

#### **How the service works**

The SENCO identifies children who are in possible need of additional support because of concerns expressed by parents, school staff or by the children themselves. They work with parents to complete a Parent Guide which offers the parent and child the opportunity to express their views on the child's needs and enables the school to obtain written parental consent to discuss these in MDT.

Then, approximately a week before the meeting, there is a pre-agenda meeting between the chair, the administrator and the SEN coordinator to discuss the referrals. Children are accepted for discussion at the MDT meeting based on the following criteria:

- if there are **concerns about a range of factors**
- or if they have shown a **significant and worrying decline in one area**, for example educational performance or behaviour in class.

Before the meeting the SENCO gathers information about the child's strengths and needs, using the IMPROVE Matrix, which was developed by the Children's Fund primary schools project to ensure that review and follow up addresses priority needs for the vulnerable child and their family.



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The IMPROVE Matrix\* looks at needs in the following areas:

<b>I</b>	<b>IMPROVEMENTS IN HEALTH AND SOCIAL CARE</b>
<b>M</b>	<b>MONITORING ACCESS TO SERVICES</b>
<b>P</b>	<b>PUNCTUALITY AND ATTENDANCE</b>
<b>R</b>	<b>RISK FACTORS ASSOCIATED WITH CRIME AND VICTIMISATION</b>
<b>O</b>	<b>OUTREACH TO FAMILIES AT RISK OF SOCIAL EXCLUSION</b>
<b>V</b>	<b>VALUED AND SUSTAINED INVOLVEMENT OF ALL GROUPS</b>
<b>E</b>	<b>EDUCATIONAL PERFORMANCE AND ATTAINMENT</b>

*\* The matrix is currently being update to reflect the priorities of Every Child Matters and will be re-named the SHAPE Matrix (SHAPE stands for **S**tay safe, be **H**ealthy, enjoy and **A**chieve, make a **P**ositive contribution and achieve **E**conomic well-being).*

Following discussion at the pre-agenda meeting, a proposed agenda is circulated by email to all members of the MDT. Members also receive minutes from the previous meeting and the summary sheets from the IMPROVE/SHAPE matrix.

Each MDT meeting is led by a chair who may be a member of school staff (usually the headteacher or SENCO) or an external professional. The role of the chair is to oversee the meeting by referring closely to the agenda while supporting the discussion and actions agreed in order to ensure the smooth running of the meeting. This involves keeping a close eye on the timing of items for discussion and being aware of time constraints, supporting attendees in keeping to the agenda, facilitating discussion between attendees about concerns and outlining agreed actions and ensuring that each team member has the opportunity to contribute to discussions.

As each child is discussed, actions to take place before the next meeting are agreed by relevant and appropriate members. The SENCO acts as 'key worker' in terms of overseeing the input or support delivered to a child and their family. They may delegate this responsibility to another MDT member, for example if this person is already known to the family and has a positive relationship with them, and if this is preferable to a new professional becoming involved. The discussion at these meetings also provides an opportunity for professionals to share information that may have a bearing on interventions by other professionals. In general meetings are termly and last approximately two hours.

Shortly after each meeting, the minutes are typed and circulated to each team member. Minutes contain the agreed actions and provide a useful record of the discussions at the meeting. Professionals ensure that they follow up actions before the next meeting, when they will need to feed back information about their intervention to the other members of the MDT. Between meetings, the SENCO continues to liaise with professionals identified with follow-up actions agreed at that meeting.

The CAF being developed in Camden will ensure that all children's needs are considered in a holistic way.

### **Support delivered to children and family**

The support provided to individual children and families is geared specifically around their needs. If more than one practitioner is involved, they will agree who will do what and how they will keep in contact to make sure things are progressing as planned.

Examples of the kind of support provided to children and families include:

- One to one support, including therapeutic work and counselling
- Small group work, for example Circle Time or problem-solving skills work
- Mediation
- Family support
- Group support for parents, such as literacy and numeracy programmes
- Whole staff training and support to assist them in working with these children and young people.



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The team has an 'exit list' for children who have made the kind of progress envisaged and no longer require support, for children have been referred to more specialist services and for children who are receiving appropriate support and no longer need to be discussed at MDT meetings.

### **Multi-agency working**

Each member of the MDT remains employed by their home agency. They take part in the termly MDT meetings (each around 2 hours long) and carry out the agreed casework with individual children and families, as well as some training and support work with schools. They maintain their professional roles but take on some new tasks to ensure their work is more coherent, for example common assessment and information sharing.

Each school has an MDT handbook outlining what the service provides and who is in it. All team members wrote their own role descriptions, as part of the process of representing themselves and taking ownership of their contribution to the service. The handbook is designed to be a 'living document' that is regularly updated by schools and new professionals.

The aim is to intervene early enough to prevent the child having to enter statutory proceedings, for example around SEN or social care assessments. This gives practitioners the opportunity to work more flexibly than previously, though they can take on statutory functions when required.

The MDT did not experience any difficulties setting up the service, because most local practitioners had identified that multi-agency working is now an important aspect of practice and many were keen to work in this way. The skills and functions involved in multi-agency working are now being built into job descriptions.

Managing change has been a key focus for the MDT's management team. To help professionals work effectively together and understand the different perspectives and cultures, they have:

- shown that all MDT members have influence by listening and taking on board suggestions
- invested time in team-building
- clearly communicated the MDT process so that everyone has some common ground and a common understanding of what happens.

### **Governance and accountability**

Because the MDT is not a single team reporting in to a team leader and a single agency, there is no single line of accountability within the service. Each practitioner still reports into and is supervised by their home agencies.

As an initiative, the MDT is managed and developed by a three-strong team consisting of:

- The Children's Fund programme manager, who is responsible for strategic direction
- A senior manager from Coram Family, who administers the service
- An educational psychologist seconded to the Children's Fund, who manages the service.

Camden Children's Fund has a service level agreement with Coram Family and with the Education Psychology Service for managers' time. The project is steered by a project steering group, which in turn is a sub-group of the Camden Children's Fund Partnership Steering Group.

### **Key challenges and solutions**

Arising from an evaluation conducted in December 2004, the following were identified.

**1. Allocating time for this way of working:** Members of the MDT are concerned about the inconsistency between agencies in the amount of time allocated to individuals to prepare for and attend MDT meetings. This means that, while a professional may in principle commit to the ethos of MDT working, their ability to fully engage may be adversely affected by lack of time. The Children's Fund project manager is helping to resolve this by raising the issue through Camden Children and Young People's Strategy Group to secure a joint solution from all agencies.



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**2. Expanding the scope for referrals to the service.** Managers of MDT are aware of the need to build capacity for a range of professionals to be able to make referrals to the service, rather than just the SENCO. This would help to ensure that all children with additional needs were identified, including those whose problems may not be having an impact in the school setting. Systems are now being agreed with both schools to enable other professionals to be able to make referrals.

**3. Mainstreaming the work.** The MDT wants to build capacity with school leaders so that when funding comes to an end the process can be managed by schools themselves. Part of this involves encouraging all practitioners working in and with schools to develop a common and holistic understanding of child development, rather than one which focuses on their own particular agency perspective.

### Outcomes

In the evaluation of the service, all practitioners involved in the service identified that:

- The MDT impacts positively upon and safeguards children and families at risk of social exclusion, leading to better outcomes and improved life chances for individual children.
- MDT working is an improvement on previous ways of working
- Practical aspects of working in the MDT were rated as 'excellent' or 'good'.

The evaluation also looked at five case studies of individual children, which indicated that the MDT is effective in meeting the needs of the targeted children and their families. For example, prior to intervention by the MDT, one child was at risk of permanent exclusion for behaviour and placement in specialist provision was being investigated at the point of referral. The school had already arranged for the child to attend an inclusion project for children on the verge of permanent exclusion, which focused on communication, social skills and developing confidence in their ability to acquire core skills. The MDT arranged support for the family from social services, therapeutic input for the child, and support from the educational psychologist to support reintegration back into school. The staff in his school also put support structures in place focusing on anger management, positive behaviour and increasing self-esteem. Seven months later, that child was effectively participating and being included in mainstream school life as well as engaging with community support services and out-of-hours activities. His carer reports that this, and his overall progress, have had positive implications for the whole family.

### Background information

The primary school project is delivered through a partnership between Coram Family, local statutory agencies and the schools themselves. It is developing methods for identifying early signs of difficulty in children and providing comprehensive support packages which can be delivered through close collaboration between agencies and sectors and function as a virtual organisation. The MDT is one part of the wider primary school project.

For further information see [www.camdenet.org.uk/groups/primarysch](http://www.camdenet.org.uk/groups/primarysch) or email project administrator Richard Tolland at [richard@coram-cpsp.org.uk](mailto:richard@coram-cpsp.org.uk)



## Case Studies from Camden Children's Fund Projects

### How Camden Children's Fund projects contribute to the five Every Child Matters outcomes

Every Child Matters/ C&YPS priorities for Action	Children's Fund Projects
Enjoying and achieving	Primary School Project Somali Supplementary Schools <i>'Peace of Mind'</i> Somali Mental Health Project <i>'Fusion'</i> Inclusive Play Project
Staying safe	Restorative Justice Project Junior Youth Inclusion Project <i>'Peace of Mind'</i> Somali Mental Health Project
Being healthy	<i>'Fusion - Inclusive Play Project'</i> <i>Peace of Mind - Somali Mental Health Project</i> Primary School Project
Well being and quality of life	<i>Our House</i> – Homeless Families Project
Making a positive contribution	Junior Youth Inclusion Project Restorative Justice Project <i>Our House - Homeless Families Project</i> All projects & Consultation and Participation Officer



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### Consultation and Participation

Camden Children's Fund employs a part-time Consultation & Participation Officer to lead on and co-ordinate consultation with children and young people and their parents to ensure that they are actively involved in the design and delivery of services which impact on their lives.

#### Consultation and Participation Case Study 1

#### Developing a Logo for Camden Children's Fund

Nine children aged from 5 to 13 years old were involved in the design sessions for the Camden Children's Fund logo. The group looked at the role of the Children's Fund before exploring the design.

Visual boards of logos were presented to participants to gain their reactions. Participants were asked to look at the designs and think about which ones they liked and disliked. As children looked at the different boards they were asked what they thought and their comments were explored. At the end of the session participants were given the opportunity to vote for their favourite and least favourite designs.

Looking at the boards overall, logos with text and pictures were found to be the most popular (6 "like" votes) with text based logos being least popular (5 "dislike" votes). However the most popular logo was the Nike logo – a visual symbol. In addition to the Visual Logo boards, participants were shown a variety of materials the designers had worked on for other clients.

A Word Association activity was conducted with the group for the words: Camden, Children's and Fund. Children were then asked to draw their ideas for a logo for Camden's Children's Fund. It was stressed that they didn't have to be good at design or writing and that they could just try and draw a shape, do lettering or show the colours they liked. A wide range of different drawings were produced.

Overall, participants were in favour of bright, warm, primary colours – particularly red. The colours orange and black were not popular amongst the group. The group liked logos that were simple, Co-ordinating, merging and that had clear style writing with different shaped letters.

When asked what children thought of the session they said they had enjoyed it and there was nothing they didn't like about the session.

Based on the consultation session designers developed four logos. Children across the borough voted on their favourite logo.



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### Consultation and Participation Case Study 2

#### **Involving Children in Recruitment**

Children were first involved in the appointment of the Consultation and Participation Officer. There were three volunteers from Somali Supplementary School project (aged 13 and 14). Training was delivered to the volunteers in their project. The training covered:

**The recruitment process** (The advertisement, Job Description, Person Specification, application form, short listing and interviewing, equal opportunities)

#### **The role of Consultation and Participation Officer**

#### **The process they would be involved in:**

- What they thought was important to look for
- How they would like to mark the presentation
- Interview questions and selection/writing questions
- Establishing scoring system
- A practice interview

For both the presentation and the questions children decided to use a 5 point scoring system with 5 being the highest score and 1 the lowest.

The panel thought the presentations should be understandable, organised, show good ideas, appeal to children and young people and Involve children and young people.

The panel decided that they wanted to find out about the candidates direct experience. They also decided to ask why the candidate wanted the job and thought this should be because they liked working with children and young people and they wanted to help give them a voice.

#### Questions asked were:

- Please describe what you do in your current or most recent job.
- Please can you tell us what you have learnt from your previous experience of working with children and young people
- Please can you tell us why you want this job

After each presentation and interview the panel had time to score the candidates presentations and answers. Following the interviews there was a secret ballot where the panel wrote down who, regardless of scores, they thought should get the job. Following this the panel had pizza and discussed why they had given certain scores and their overall impressions of the candidates.

The result of the secret ballot was unanimously in favour of one candidate and reflected the result of the overall scoring. Candidates scored the same on the presentations and the successful candidate scored higher their responses to the questions. The young peoples and adult panels were in agreement about the successful candidate.

The children were enthusiastic and were able to weigh up the different skills and abilities of each of the candidates. Camden Children's Fund has developed training materials and guidance. CCF were also involved in training children and young people involved in the recruitment of an Assistant Director post.



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### Consultation and Participation Case Study 2

#### Young Evaluators

The Young Evaluators project started in the summer holidays 2004. Nine young people from four of the Camden Children's Fund projects attended a four-day workshop run by the Consultation and Participation Officer and the local evaluator to become Young Evaluators. They learnt about evaluation and designed a questionnaire that they used when they interviewed 26 young people from two other CCF projects.

The Young Evaluators analysed the responses to the questionnaires to find out about the sustainability of their project activities and about the staff. They also evaluated the impact that the projects and being involved in them had on their lives. The evaluation identified other areas that the young people felt could develop within their projects to improve their wider outcomes.

The Young Evaluators have since used their skills in evaluating the omali Supplementary School Project.

Peer researchers or evaluators need full training and support through the process. The training was interspersed with plenty of breaks and games – musical chairs and wink murder were the most popular. The children and young people learnt new skills and enjoyed working together to make sure projects were meeting other children and young people's needs.

*"We really will tell projects what we found out, putting this in to the CFF newsletter in September"*

*"I think it helped us because we socialised with different people. I don't think children communicate as much as they did to us."*

The children and young people who were interviewed also enjoyed the experienced and gave very honest and open views of the projects.

Camden Children's Fund is currently developing a resource pack of the materials used. A Parent Researcher Project has also been developed. Camden Children's Fund resources are available from [www.casweb.org/ccf](http://www.casweb.org/ccf)



Camden Children's Fund Case Study Pack

<p><b>Junior Youth Inclusion Project (JYIP)– The Haven</b>          The Junior YIP provides both after school and holiday club activities for a core group of 50 referred young people and their peers and siblings. Activities are designed to combat exclusion and address issues of offending behaviour in a safe and structured environment. The service also provides support for parents and teachers with the aim of maximising school attendance.</p>	
<p><b>Junior Youth Inclusion Project Case Study 1</b></p>	<p><b>Family Background:</b> Serious level of alcohol abuse, criminal activity, difficult living conditions</p> <p><b>School History:</b> Good</p> <p><b>Involvement in crime and anti social behaviour:</b> None but is victim of bullying and unkind allegations. Peer pressure to embark on unsafe activities led to referral.</p> <p><b>Impact of Junior YIP:</b> Child chooses to attend daily. JYIP provides a very welcome important place of safety and trusting relationships with adults</p> <p><i>Source: Junior Youth Inclusion Project. Annual Report 2004/2005</i></p>
<p><b>Junior Youth Inclusion Project Case Study 2</b></p>	<p><b>Family Background:</b> History of crime, complex needs, history of drug abuse.</p> <p><b>School History:</b> Multiple exclusions. Now under threat of permanent exclusion</p> <p><b>Involvement in crime and anti social behaviour:</b> Considerable. Frequent complaints of vandalism and abusive behaviour. Regular police involvement</p> <p><b>Impact of Junior YIP:</b> Child attends daily. Marked behavioural improvement during sessions. Good relationship developing with family. JYIP has been asked by family to act as advocate in certain circumstances</p> <p><i>Source: Junior Youth Inclusion Project. Annual Report 2004/2005</i></p>
<p><b>Junior Youth Inclusion Project Case Study 3</b></p>	<p><b>Family Background:</b> No known problems</p> <p><b>School History:</b> Child had been excluded from school many times and was at risk of permanent exclusion</p> <p><b>Involvement in crime and anti social behaviour:</b> No known problems with police but was excluded from school for aggressive and violent behaviour.</p> <p><b>Impact of Junior YIP:</b> Child has acquired methods of anger management. Risk of permanent exclusion from primary school removed. Acquisition of new skills has increased self-esteem and self-expression. Child about to make the transition to secondary school and is to be placed on the 'gifted and talented' Summer School programme for children moving into year 7</p> <p><i>Source: Junior Youth Inclusion Project. Annual Report 2004/2005</i></p>



## Camden Children's Fund Case Study Pack

### 'Our House'

'Our House' delivers an outreach service to Camden children and their families living in temporary accommodation. The project is delivered by NCH. The service is delivered to 36 Camden hostels and schemes, reaching 310 children (63% of whom are aged 5-13) and 200 families (64% of which are single parents). The primary aim of Our House is to ensure that the time children and their families spend in temporary accommodation is used to help them gain strength, build confidence, enable them to access mainstream support services and that children are safeguarded. The project helps families access education, health and leisure facilities. It also provides advice on benefits, housing and immigration. This project has two well established advisory groups for children and parents. This level of user involvement influences the programme of activities and well as the development of future service.

### Our House Case Study 1

F is a 5 year old girl living with her mum Mrs X at a Camden hostel. Her father, Mr Y lives away following his separation from her mother, but she sees him regularly. F was known to CSS. Mrs X has various health issues: she is asthmatic, diabetic, partially sighted and is awaiting kidney transplant. She is on medication and attends hospital very regularly, sometimes as an emergency. Mrs X wanted to be moved back to Camden where she had some kind of support network. She also requires a ground floor type of accommodation since she wasn't able to manage the stairs. Mrs X isn't physically able to care neither for her nor for F so Mr Y helps by escorting F to and from the school. F was wetting the bed, though mum puts it down to current circumstances.

Our House made various contacts with Camden Social Services (adults and Children & families teams) and Camden housing in order to get Mrs some kind of respite care and to speed up the transfer. Mrs X was eventually moved to a nearby borough. All HSS could offer was help to find school for F in the area, which she turned down.

Our House made contact with a local Homeless Families Project, and went on a joint visit to assess the family's needs and drew an action plan; their focus is on Mrs X health and immediate needs, whilst Our House follow up with Camden Social Services and provide ongoing support. The project assisted F with fees to attend ballet dance, the family was introduced to their local homeless families project and is attending Our House activities. In the process, Mrs X was admitted to hospital following an infection on her spine. She underwent four operations.

F was no longer on the Child Protection Register. However, Camden Social Services -children & families team - are still involved because of Mrs X health condition and her inability to care for F. Since Mrs X admission to hospital, F remained at the temporary flat provided by Camden HPU and has been looked after by her father. Since Mr Y was not on the housing application, he was evicted from the property and moved back to his own flat that's in urgent need of repairs.

### Outcomes

- Social Services assisted Mr Y to get his flat sorted
- F referred to Child therapist
- Social Services referred Mrs X back to Adult Team
- Our House assisted F to resume her ballet dance classes
- Our House escorted F once a week to visit Mrs X while in hospital
- F and carer went on Our House holiday camp trip during Easter holidays, whilst mum was still in hospital)

Source: Our House Annual Report 2005



## Camden Children's Fund Case Study Pack

### **Our House Case Study 2**

M is a 12 year old girl. She is the eldest of 3 (brother & sister aged 8 and 6)  
M had very little school experience before she came to the UK and had only attended one year of primary school before moving to a secondary school.

M and family came to the UK two years ago. Our House has known them only for the last year. Since this time they have been to all Our House activities. In addition, M and brother are attending the climbing sessions.

Our House experienced M as very committed, very polite –though shy- she responds well to instructions and looks after her siblings.

Three months ago M's parents raised concerns about M's progress at school.

Our House contacted the school and were linked to the SENCO worker. The school was about to meet with M's mother to discuss those concerns. Our House attended as well to support her and provided her with an interpreter, as her English was very limited.

#### Issues discussed:

- M had made insufficient literacy progress
- M didn't make much improvement although she was provided with extra support during lessons and was following the Ruth Miskin programme
- M was behind with her reading and spelling (performance of 6-7 year old)
- M was often forgetful and lacks concentration
- Mum didn't know how the school system worked
- M showed good skills in design and technology
- M responds well to support but is a quiet pupil and may not ask for help when needed

#### Outcome of meeting

- School aware of M's school history and family experience
- School to offer more assistance to M where necessary
- Mum to remind M of the right books to take to school
- Our House to provide –if possible- someone to assist M with reading/visit library

#### Update

Through a local learning trust, Our House managed to locate a volunteer. The school agreed he meet M in their premises. They met a couple of times before the school holiday and will resume when she goes back in September.

Family is living on Job Seekers Allowance. Mum and Dad are attending ESOL classes and Dad is actively looking for work.

Our House has seen M at least once a fortnight, we have observed her skills develop and confidence grow. The climbing instructor reported that M has a very natural ability and talent and M said she was enjoying it very much.

*Source: Our House Annual Report 2005*



## Camden Children's Fund Case Study Pack

<p><b>Our House</b> Case Study 3</p>	<p>Mrs W and her daughter J (10) were placed by Social Services in a Camden hostel.</p> <p>W is a British citizen who was living in her native country. Last year, W and J fled as a result of Domestic Violence.</p> <p>Settling back in the UK was not without difficulties; W and J had to face various barriers i.e. habitual residential test (HRT), housing, and benefits. They are also adjusting to a new way of life in a new environment.</p> <p>Mother and daughter were both traumatised and had been seeing by a psychologist. W was also seeking treatment for heart and mobility problems.</p> <p>J was having significant problems settling in school; she spoke very little English, had no friends and was not getting on with one of her classmates, which resulted in conflict between both their parents especially when J was attacked outside the school.</p> <p><u>Our House action &amp; outcomes:</u></p> <ul style="list-style-type: none"><li>• Worked closely with the school and acted as the family advocate at the school conference meeting in an attempt to resolve the problem.</li><li>• Negotiated with the hostel manager to move the family to a room on the ground floor as W couldn't manage the stairs</li><li>• J &amp; W have attended all the activities organised by Our House so far</li><li>• J is a member of the Children's Advisory Group and has made few friends</li><li>• J's school is aware of J's issues and is working towards finding ways of providing her with the support she needs.</li></ul> <p><i>Source: Our House Annual Report 2005</i></p>
<p><b>Our House</b> Case Study 4</p>	<p>See Our House Case Study Document: A Child's Own Words: An Our House Case Study</p>



Camden Children's Fund Case Study Pack

**Primary Schools Project (PSP)**

The project is co-ordinated by Coram Family with the aim of developing a holistic approach to supporting primary children at risk of social exclusion in six primary schools. In Quarter 3 of 2004 over 750 primary school aged children received services from Children's Fund activities. All activities are designed to promote inclusion, attendance, educational achievement and well being of vulnerable children and their families. Each school involved in the project receives a budget to commission services directly, which includes services such as Learning Mentors, Home-School Liaison Workers, and both group and individual Psychotherapy. Additionally, two schools have been supported by a Multi Disciplinary Team (MDT) initiative, which investigates best practice approaches to identifying, assessing and designing interventions for target children.

**Primary Schools Project Case Study 1**

<http://www.everychildmatters.gov.uk/resources-and-practice/ep00047/>

**Primary Schools Project Case Study 2**

Child A was first discussed at the MDT in October 2003. Concerns focused on behaviour difficulties in response to a very difficult home situation. Child A was on the point of permanent exclusion and alternative educational provision was at that time being sought. School had already arranged referral of Child A to SIPP by the time he was discussed at the MDT.

MDT interventions included support for the family from social services, referral of Child A to therapeutic services as a priority and the involvement of the Educational Psychologist to support Child A on his return from SIPP. Professionals involved with Child A indicate that in school, support was put in place focusing on anger management, positive behaviour and increasing self-esteem.

According to minutes from the MDT meeting in April 2004, there were "no pressing issues" and therefore Child A was placed on the exit list at that time.

Professionals working with Child A over the academic year 2003/4 indicate that overall, the MDT had a positive impact on him, particularly an improvement in his behaviour. Child A is no longer at risk of permanent exclusion and it is now felt that a mainstream setting is fully appropriate. Child A's parent/carer reports that he is now more sociable, better behaved and "can now be corrected and reasoned with." She reports that the MDT enabled Child A to engage with community support and out-of-hours activities with positive implications for the whole family. Child A reports that school "is better than it was." He comments that he is now getting in less trouble and is now not annoyed by others. He is now able to sit well on the carpet and concentrate.

According to school records, Child A's attendance improved from academic year 2002/3 to 2003/4. Professionals who worked with Child A in the academic year 2003/4 felt that he made *good* progress in his educational attainment, behaviour, health and social relationships, involvement of his family in his education, access to community extra curricular activities and ability to make choices for himself. They felt that he made *some* progress in his attendance and punctuality.

*Source: MDT Evaluation*



## Camden Children's Fund Case Study Pack

### Primary Schools Project Case Study 3

Child C was first discussed at the MDT in October 2003. Concerns focused on his emotional and psychological needs following a difficult home situation and recent removal from the Child Protection Register. Child C was being temporarily fostered at the point of referral to the MDT. School had already arranged learning mentor support for Child C in school and discussed referral of him for psychotherapeutic support.

MDT interventions included increased liaison between social services and school on Child C's needs, access to a 'boys' group' in school and focused support for Child C's transition into secondary school from the learning mentor and Education Welfare Officer as it was felt that this would be a particularly difficult time for him. Support for the family from the School Home Liaison Officer was discussed but not arranged as it was not felt to be appropriate. Minutes from the MDT in April 2004 indicate that there was no longer concern about Child C and therefore he was placed on the 'exit list' at this time.

Professionals working with Child C over the academic year 2003/4 indicated that the MDT had a positive impact on his progress as it enabled concerns about him to be highlighted and acted upon quickly. Child C is now settled at secondary school and reported to be making very good progress. His mother felt that support offered to Child C in his last year of primary school was appropriate and supported his progress, particularly the intervention of the Learning Mentor in school. Child C reports that his Learning Mentor helped him most and commented, "it is good to know that you can improve." He feels that he made most progress in behaviour, happiness and friendships. He would like access to a Learning Mentor at secondary school.

**Table X: Data Provided by School**

	Academic Year 2002/3	Academic Year 2003/4
Attendance Record (no. of sessions missed)	None	None
Punctuality Record (no. of sessions late)	None	2
Fixed Term Exclusions (sessions)	None	None

According to school records, Child C's attendance improved significantly from academic year 2002/3 to 2003/4. Professionals who worked with Child C in the academic year 2003/4 felt that there was *excellent* progress in his access to community extra curricular activities and the involvement of his family in his education. They felt that there was *good* progress in relation to Child C's educational attainment, health and social relationships and ability to make choices for himself. It was felt that there was *some* improvement in Child C's behaviour in school. It was felt that there was no progress in Child C's attendance and punctuality but that this was because there was no previous concern in these areas.

Source: MDT Evaluation



## Camden Children's Fund Case Study Pack

### Fusion

'Fusion' delivered by Camden Play Service is an inclusive holiday play project for up to forty-five, 11 – 15 year olds that have physical disabilities, learning difficulties or health problems. The project meets the needs of children with disabilities and with learning difficulties who mostly do not access any other leisure provision through:

- Provision of social opportunities
- Increasing self-confidence and self-esteem
- Promoting independence, emotional well-being
- Easing the transition to youth provision and access community services
- Working with other to promote inclusion

Fusion young people's advisory group are experienced in letting others know their views. As well as directly contributing to improvements in the way the project is delivered, Fusion has been participated in wider Camden, London wide and national consultations. Fusion are also developing a Parents Advisory Group

### Fusion Case Study 1

A was 13 years old when he was referred by the school to the Fusion project. He was not using other out of school services. The project Leader made a home visit to find out what A might like to do and what level of support he may need. The project leader and Consultation officer then meet with A and some of his peer group in school. We used Makaton symbols to support the CYP in identifying activities which they liked. A attended a play centre with support and later moved onto the transitions project. He is now ready to be linked into the mentoring service which will support him accessing other community services.

*A parent said: "A has gained confidence, it has helped him mature. A sees Fusion as a big boy thing that Mum is not involved in. I am interested in the mentoring project as I am worried what will happen after Fusion".*

*Source: Fusion annual report. 2004-2005*



## Camden Children's Fund Case Study Pack

### **'Peace of Mind'**

The Tavistock delivers this mental health outreach provision for Somali children and families offering a range of services such as parent-school consultation service facilitating communication between parents and teachers, provided the opportunity to assess the mental health needs of children and parents, provide culturally sensitive support to families in community settings and offer ongoing consultations to teachers. Awareness days have been set up in partnership with Somali community groups. They have focussed on how the school system works and on how children learn. Parenting training for fathers using the "Strengthening Families, Strengthening Communities", a thirteen-week programme. Parenting support for mothers exploring parental experience and understanding of the education system and its delivery.

### **Peace of Mind Case Study 1**

Mohamed, 13, was referred by his school to the Parent School Consultation Service. He had arrived in the UK 18 months ago, unaccompanied, and had never before attended school. He was said to have little ability to make friends, was lonely and isolated and his main method of communication with peers was cussing. When reprimanded he constantly abdicates responsibility, seeking to shift the blame onto someone else and this was a major cause for concern. He lives with his aunt who is very supportive, but she was at a loss as to how to help him.

Two workers from the Project, one a Somali counsellor and the other a CAMHS specialist, met with aunt and Mohamed at school, where 25% of the pupils are refugees. Aunt believed that Mohamed got into fights because he thought other boys were insulting him. She thought he was particularly vulnerable, as he did not understand English very well. As aunt put it 'he feels insulted and he uses his body rather than words to defend himself'. Mohamed had been brought to the UK by an agent and the first aunt knew of his arrival was a phone call announcing that he was in London. As is traditional, within the clan and extended family system, she readily assumed responsibility for this new arrival and became his carer. She informed us that his mother was dead and that he had been brought up by his grandmother and was suffering from the loss of his family. During the war Mohamed had been hit by shrapnel and his leg damaged. He now walks with a limp. Nothing was known about how or when this incident had occurred. Throughout the meeting Mohamed gave the impression of a thoughtful, sensitive boy who seemed quite overwhelmed and he avoided all attempts to engage him.

However, when he was seen individually he found his voice and described how children try to bully him and make him angry, calling him a coward. He insisted that he didn't want to fight and only wanted to concentrate on his work. With encouragement he acknowledged missing the friends he used to play with back home. But when his feelings of loss were explored, his face became sad and he withdrew into silence.

It was our view that Mohamed was a deeply sad boy who had experienced cumulative losses and traumas. We surmised that many of these events predated his departure from Somalia and related to the violence of the war, the injury he had sustained that he was unable to talk about and the loss of his father, mother and siblings. We did not know what had led to the decision to send him to the UK or, indeed, who had made this decision. It was difficult to put ourselves in Mohamed's shoes and imagine what it was like to be him. We could only guess at the terror he



## Camden Children's Fund Case Study Pack

**Peace of Mind**  
**Case Study 1**  
*(Continued)*

experienced at having his leg damaged in an explosion. We wondered whether his mother had been with him at this time. Is this where he had lost her? Having little knowledge of a child's history and finding that the information and facts that do exist are confused and inconsistent, are familiar experiences in this work. Both factual and emotional truth become casualties in the face of pain that is overwhelming and needs to be defended against.

Further meetings took place and, on occasion, his teacher was invited to attend. We learned from aunt about the dreadful overcrowding at home and about how this exacerbated the tension between Mohamed and her two older children who were of a similar age. She herself was feeling overwhelmed at caring for the needs of her own five children and Mohamed, as a single parent. The Project contacted the housing department and made representation on behalf of the family, supporting of their request for more suitable accommodation.

It was agreed that Mohamed would be referred to the Tavistock for individual therapy. An experienced trainee arranged to see him weekly at school. During these sessions he found his voice and described how children try to bully him and make him angry, calling him a coward. He insisted that he didn't want to fight and only wanted to concentrate on his work. With encouragement, he acknowledged missing the friends he used to play with back home. But, initially, when his feelings of loss were explored, his face would become sad and he would withdraw into silence. Later, in the course of the work, Mohamed revealed that he had, in fact, been living with his mother right up to his departure from Somalia. She had persuaded him to go saying that she would follow him to the UK in two weeks time. Mohamed continues to await her arrival.

The aim of the work with Mohamed was to help him find a way of bear the reality of his loss and disappointment.

In addition, support and review meetings were set up on a twice-termly basis, between Mohamed, his aunt, his teacher and the Project Workers.

*Source: Peace of Mind Annual Report 2005*



## Camden Children's Fund Case Study Pack

### Peace of Mind Case Study 2

Munira, an 8-year-old girl, was referred to the Project by Social Services. Her father had been charged and found guilty of having physically abused her. He was shortly to return to court for sentencing. Social Services were seeking an assessment of the girl's emotional state and they wanted to find out how she was managing the complexities of the family situation. As the family spoke little English they were keen to have the involvement of Somali workers, not only in assessing the child, but in assisting them in their ongoing work with the extended family.

Our involvement in the case was wide-ranging and multifaceted. One Somali worker met the child on three occasions for an assessment and found her to be intelligent, sensitive and keen to please authority figures, whilst struggling to keep her anger and frustration under control. She was wary and vigilant but demonstrated considerable emotional resourcefulness. In the meantime, another Somali worker joined a professionals meeting with father. At this meeting father was able to speak about his feelings and fears for the first time. Several meetings were then held with the extended family who had rallied to support mother in looking after the 5 children. Some individual sessions took place with mother and this enabled social services to gain a better understanding of her parenting capacities and the nature of her relationship with her husband. The attendance of Somali workers at the Child Protection meetings and Planning meetings was essential, as they were the only professionals in a position to understand the complex dynamics and communications that were taking place between the members of the extended family who attended.

Father was sentenced to a custodial sentence and, after some weeks, the social worker invited a Somali worker to accompany her on a prison visit. The aim of this visit was to assess how he was coping and to plan for the forthcoming visit by the children, which the family were insisting take place at the earliest possible opportunity. Social Services were particularly keen for the Somali worker to attend this first visit with the children in order to assess how they managed this encounter and to be available to offer support, should that be necessary. In anticipating father's release, the local authority are aware that a full assessment of his parenting capacity and the quality of the parents' marital relationship will need to take place before any family reunion could be contemplated.

This case, which has needed considerable staff time and resources, has required us to work with the children (individually and together), the parents, separately, the extended family and with the wider network including Social Services, teachers, Sure Start, Probation Officer, Guardian ad Litem and prison staff.

*Source: Peace of Mind Annual Report 2005*



## Camden Children's Fund Case Study Pack

### The Restorative Justice Project (RJ Project)

The Restorative Justice Project was only approved in July 2003 and implementation is in its early stages. It aims to 'develop effective practice in restorative justice processes for children and young people between 8-13 years old.'<sup>1</sup> There are four project strands:

- **Young Victims of Crime:** Helping young people who have been victims of abuse and victims of crime with a focus on bullying. It will also support the RJ Family Group Conferencing (FGC) strand of the work by providing training in victim perspectives for FGC facilitators. It also provides advocates to stand in for victims at RJ FGCs where appropriate.
- **Conflict Resolution:** The CCF is developing a model for particularly challenging community based settings (JYIP and Families in Focus) as well as building on peer mediation work within schools.
- **Restorative Justice FGCs:** Building on the existing network and experience of the existing Social Services Family Group Conferences. It is acknowledged that with the right support and resources Family Group Conferences can take responsibility for effective decision-making. The Young Victims of Crime project will also assist.
- **Bullying Prevention:** Through a programme of music, arts and drama, over 200 young people in Camden aged 5-13 years were consulted about out of school bullying. We developed a public campaign and materials such as posters, postcards, CD of raps and a report generated from the programme. Further element in the campaign included multi agency bullying prevention awareness training programme. The project is working with the LEA and Community Safety to develop council wide policy and strategy on bullying prevention.

### Restorative Justice Case Study 1

#### Restorative Family Group Conference Case Study

Mrs Cooper\* lived with her four sons, Michael, Stephen, Danny & Lee. The boys had been involved in anti-social behaviour in the local area for a number of years. They were on the verge of receiving Anti-social Behaviour Orders, and the family was also at risk of eviction. The boys had been accused of causing nuisance, vandalism and harassment. Their mother suffered from depression and had difficulty controlling her sons.

The family was referred for a Restorative FGC. The independent FGC co-ordinator met all the conference participants individually prior to the conference (including the housing manager and complainants) to help them to think through what they wanted to say at the meeting. The conference focused on both the boys' behaviour and their welfare needs, and the family devised plans to address both issues. Professionals undertook to provide support to Mrs Cooper's in abiding by her promise that the boys would be adequately supervised and cared for. The boys agreed to stop causing trouble and using abusive language and chose to assist with a range of tasks on their estate, as reparation for their previous behaviour.

Feedback from all participants was very positive. The social worker stated that "Restorative Justice FGCs should be the focus of future work in Camden." A review meeting monitored the progress of the plans. The family was still extremely happy with the results of the conference and, significantly, the boys have not been involved in any further anti-social behaviour on the estate.

*\*names have been changed*

*Source: Restorative Justice Annual Report 2005*

<sup>1</sup> From quarterly monitoring



## Camden Children's Fund Case Study Pack

### **Restorative Justice** Case Study 2

In the spring term of 2005, Camden Children's Fund Restorative Justice Project established a Peer Mediation Project in partnership with Gospel Oak Primary School.

A series of meetings took place to discuss the needs and expectations of the school and the practicalities entailed in setting up the service. A learning mentor was chosen to lead the project and three other members of staff were identified to support the service.

An organisation called Leap Confronting Conflict was commissioned to provide advice, training and support whilst the project was developed. The initial one day training session involved the four members of staff and focussed on their understanding of conflicts within the school and the processes and procedures necessary for introducing the Peer Mediation project and ensuring its continued success.

A half day conflict resolution "taster" session was delivered for the whole of year 5 in order to give them some understanding of mediation and the purpose behind it.

Subsequently, 20 children volunteered to take part in a full 5 day training programme to equip them with the necessary skills and understanding to be a peer mediator and help others to calmly resolve their disputes. 18 of these children, aged 9 and 10, completed the five day training programme. This involved a range of games, activities, exercises and role plays to help them to understand how conflicts occur and to develop the skills they need to help themselves and others resolve them. These included activities to help them to recognise and understand other peoples' feeling and points of view, skills such as listening, questioning and summarising peoples' responses. Teamwork and problem-solving skills were encouraged and they had plenty of practise role-playing different mediation scenarios. The children learned a huge amount, and also had a great deal of fun.

Clear guidelines were established as to what sort of disputes are suitable for mediation. Some disputes are referred by lunchtime supervisors, and some by children themselves. The school ensured that the children had a quiet room to mediate and that a learning mentor was nearby to deal with any cases which proved too difficult for the mediators. They were put into pairs and a rota was arranged for each playtime; the mediators chose to wear armbands so that they were easily identifiable. The service was then promoted in assemblies. The learning mentor provides regular debriefing sessions for the mediators.

The project has been running for two terms and is now well-established in the school. The existing peer mediators are currently helping to train a new group of mediators from this year's Year 5 classes. The service will be extended to operate in both the junior and infant playgrounds.

The Restorative Justice Project is currently evaluating the project. Evaluation has shown that it has had an impact both on playground disputes and on the individual mediators. Both children and staff have reported a reduction in



## Camden Children's Fund Case Study Pack

**Restorative  
Justice**  
Case Study 2  
*(Continued)*

playground disputes. The mediators' class teachers particularly have noticed that far fewer arguments spill over into teaching time after lunch. Individual mediators have reported growing self-confidence as well as a greater ability to solve conflicts peacefully. This has had an effect upon their learning and general happiness at school. This has also been noted by some parents.

**Some Quotes from the Gospel Oak Peer Mediators:**

- I have helped people with more things and solved a lot more problems
- I have more confidence
- It's changed my behaviour
- I listen more and I'm more independent
- I'm more understanding
- People listen to me more & include me in games
- My attitudes changed. I'm better at listening in class
- I walk away from fights now
- It's really changed the playground
- When people say sorry to each other I feel my work is done



## Camden Children's Fund Case Study Pack

### Somali Supplementary Schools Project (SSSP)

The Somali Supplementary Schools Project acknowledges the strong tradition of Somali supplementary schools and homework clubs in the borough. The aims of the project are to raise the educational achievement of Somali pupils, to improve the standard of community provision, provide additional resources and facilitate partnership with Camden Council and other stakeholders. Somali students comprise the second largest ethnic group in Camden schools, in the last academic year there were 810 pupils. Around 240 Somali pupils attend the seven supplementary schools supported by the Camden Children's Fund. That is nearly 30% of Somali pupils. In 2003 we consulted with students from seven Somali Supplementary Schools in Camden. One hundred and thirty eight students aged 5 to 17 years old completed a survey telling us what they thought about their supplementary school.

#### Somali Supplementary Schools Case Study 1

S is an 11-year-old girl currently in year 6. She came to Britain 3 years ago as an accompanied minor and is being looked after by a relative. Although she had no schooling experience prior to her arrival she was placed in year 3 because of her age.

S had difficulties in getting on with the school programme. She developed behaviour problems due to frustration as she could not follow most of what was going on in the classroom and was also unable to complete the tasks given. She joined the SS and found the additional support very helpful. But more importantly she made new friends in the supplementary school, which raised her self-confidence.

Her behaviour has shown marked improvement and she gradually improved her ability to learn. Today all her teachers admit that she has made significant progress and is within the mainstream of her school year. In this academic year she will sit for her SATs test and her SS teachers believe she is on course to achieve level 3 in all the SATs subjects. This level is of course below average but given her background and where she started it is regarded as a remarkable achievement

*Source: Somali Supplementary Schools Annual Report 2005*

#### Somali Supplementary Schools Case Study 2

A is a 15-year-old young man attending one of the Somali supplementary schools in Camden. He came to Britain 7 years ago without any formal education and is now in high school year 11.

His educational performance has been a matter of concern for his teachers ever since he started school in Camden. He started attending the SS three years ago. He is now doing Maths at the intermediate level and says he will be disappointed if he gained anything below C in Maths.

His self-confidence has improved enormously. He believes that attending the SS has helped him to be where he is now. He puts his improvement down to the opportunity offered by the SS where things were explained in both the Somali and English languages. He is hoping for good grades in at least 5 other subjects including English and IT.

*Source: Somali Supplementary Schools Annual Report 2005*



# Best practice Case Studies from Camden Children's Fund



Case Studies from Camden Children's Fund projects have been used in a number of publications and websites to illustrate best practice. Below are some examples:

**Primary Schools Project:** <http://www.everychildmatters.gov.uk/resources-and-practice/ep00047/>

**Fusion:** Building a Culture of Participation. Involving children and young people in policy, service planning, delivery and evaluation. DfES. 2003

Camden Play Service (including Rollercoasters and Fusion Projects); London.
<p><b>Type of organisation and level of operation</b> Statutory; Local.</p>
<p><b>Characteristics of children/young people involved</b></p> <p><i>Rollercoasters:</i> Disabled children aged between 5 and 12 years who live in Camden.</p> <p><i>Fusion:</i> Children aged 11-14 with mild-to-moderate learning difficulties or physical disabilities.</p> <ul style="list-style-type: none"> <li>• Black and ethnic minorities are well represented.</li> </ul>
<p><b>Purpose of participation</b></p> <ul style="list-style-type: none"> <li>• To create a service that meets the needs of and provides enjoyment for the children;</li> <li>• To teach children to make decisions that affect them;</li> <li>• To foster trust between Play Worker and child.</li> </ul>
<p><b>Ways young people involved</b></p> <p><i>Camden Play Service:</i></p> <ul style="list-style-type: none"> <li>• Children and young people are involved in surveys/children's forums;</li> <li>• Children are involved in making financial decisions.</li> </ul> <p><i>Rollercoasters:</i></p> <ul style="list-style-type: none"> <li>• Meetings/observation records/communication systems to decide on activities;</li> <li>• Children go shopping for equipment such as books and dressing-up clothes for the centres;</li> <li>• Children choose which staff members give them personal support.</li> </ul> <p><i>Fusion:</i></p> <ul style="list-style-type: none"> <li>• Meetings/surveys/communication systems to decide on activities;</li> <li>• Children participate in formulating their personal plans;</li> <li>• Children from the Fusion project advised a designer in creating the Camden Children's Fund logo;</li> <li>• The children/young people at Fusion took the initial idea of making a video of their likes and dislikes from the Play Workers and designed the whole format of the video and filmed it themselves. They also made a video about the ways they have been involved;</li> <li>• The children/young people at Fusion nominated themselves as and voted for members of a Fusion advisory group, which guides the activities of the group;</li> <li>• The Fusion advisory group meets with staff to discuss the service and give suggestions.</li> </ul>
<p><b>Example of outputs</b></p> <ul style="list-style-type: none"> <li>• The surveys have effected consistent opening hours across the service;</li> <li>• The content of the survey has changed in consultation with the children;</li> <li>• The children's meetings are being changed because the children found them boring.</li> </ul>
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