**Case Study – BG**

X is an 8-year-old male residing in Blaenau-Gwent.

X resides with his Mother, Father, his older sibling and younger sibling, he also has regular contact with another sibling who resides with their partner in the area.

Prior to the REACH referral being made X was not known to the Youth Offending Service. Concerns were raised in relation to aggressive/violent behaviour, controlling/coercive behaviour and the use of aggressive and sexualised language towards others. X would also describe dark thoughts and shows sad feelings and doesn’t feel like anything makes him happy, he speaks about death and being killed.

The referral was made by his Social Worker after concerns were raised in relation to the behaviours already mentioned. X is known to Police because incidents at home when X was violent towards his Father and Police involvement was required.

An initial assessment appointment was completed with X in the company of his parents, during which it was agreed that he would benefit from support in relation to the following topics:

* Managing emotions effectively.
* Gaining a greater understanding of consequences of his actions.
* To have a greater understanding of positive relationships
* To stay safe in the community.

X engaged positively from the start of the intervention and identified that he needed to improve behaviours or be at risk of becoming involved in further incidents of ASB which could then impact on his future goals and ambitions.

During the initial few sessions with X a positive rapport was developed which allowed for an open and honest working relationship, this was encouraged through addressing the topics and through play.

In terms of work completed regarding managing emotions, we discussed the importance of being able to manage emotions when he was in the company of his peers, which he was able to do in school with support from staff. However, behaviours at home remained a concern as it appeared that X was displaying attachment issues with his Father and a jealousy of Father spending time with his sibling. This was backed up through using the ‘Anger Iceberg’ exercise, identifying triggers and work from the ‘Will Power’ workbook that could help X manage emotions and deal with situations that could trigger anger.

To enhance X’s understanding of the consequences of his actions and how that would impact on himself and others, ET engaged in work that included the use short films from YouTube highlighting different types of ASB, the ‘ripple effect’ exercise and discussions to gain a greater understanding of the law and the impact his actions have on others.

X engaged in work to promote positive relationships and to back up work that was being completed by staff at school. This included work from the ‘Will Power’ workbook promoting positive relationships and other people’s expectations of himself.

In relation to staying safe in the community, X engaged in work with his class Teacher at school and there were parts of this covered in the ASB work and positive relationships.

During the initial assessment it was identified that X was displaying attachment issues, as already mentioned. This could have been escalated during his father’s periods when he was struggling with his mental health and would distance himself from X. As part of the support provided during the intervention, father was being supported by MIND and there was also support for parenting and NVR provided by Families First, as well as Children’s Services involvement with X accessing work in relation to social and emotional support.

A SALT consultation was held within YOS, and it was felt that Mental health and attachment were a priority, and that school had the necessary resources in place so there be a need for further SALT involvement.

Due to the concerns raised in relation to dark thoughts, CAMHS consultation was completed, along with a Psychology Informed Case Discussion, which recommended the following:

1. Working with X so that he develops trust in relationships
2. Securing clear boundaries and structures for X
3. Encouraging 1:1 time with adults
4. Concentrating and working on X’s emotional and social needs
5. Continuing to work through the REACH Support Plan for X
6. Encouraging X to express his feelings and emotions without using emotive language like he is going to kill himself. Instead use language like I can see you are upset/sad/angry about ….”
7. Encourage and coach parents to use the strategies they have been taught on the NVR course and other parenting courses they have attended
8. Encouraging and supporting parents to contact the police if X continues to be physically aggressive towards X’s father

As the intervention was drawing to an end it was noticeable that X was thinking more about how his own actions could not only impact on him but also other people such as family, friends and other members of the community. X was able to reflect and make comparisons of how his own family could become victims and how that may impact on them. X displayed remorse for his actions and empathy for the other person involved.

X’s exit strategy was for him to continue to access support through the ACES Group, Children’s Services and to continue to attend mainstream education. X had very little interest in terms of joining a sports club, but a goal for X was to attend a youth club, which Children’s Services were looking to do to improve X’s social skills.