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| **Theme number 1: E.g. Mum's Depression** | | |
| **Date** | **The First Time the family said that this happened. What happened and how bad was it?** | **How did if affect the children?** |
| December 2012 | Lina first began to feel overwhelming sadness after Emily's Grandad died in 2012. Lina said she cried most days, couldn't get dressed, struggled to sleep and found it really hard to get out of bed in the mornings. | Emily was 5 when this happened. Lina said that Emily was sad about her granddad dying too and that sometimes Emily would stay at home with her instead of going to school. |
| **Date** | **Of all the times that it has happened what was the worst time? What happened and how bad was it?** | **How did if affect the children?** |
| January 2016 | Lina said there was no particular event that caused it but her depression was so bad that she struggled to talk to people (like answer the phone, leave the house) and remember to do things like how to cook tea or wash the clothes. | Emily was 9 when this happened. Emily and her mum call this the dark cloud time. Emily said she was really worried about her mum and wanted to help her get better. |
| **Date** | **When was the last time this happened and how bad was it?** | **How did if affect the children?** |
| July 2020 | Lina was made redundant during the Covid 19 crisis. Since then she has struggled with low mood, getting dressed and finding it hard to get out of bed again. | Emily has been attending school regularly and has said everything is fine at home. |

**Early Help Assessment – Timeline tool**

There can be a number of themes, please delete the examples below (highlighted in **blue**) before using this tool and add the ones relevant to your Worry Statements and Goals. Please speak to your Early Help Consultant for support if you are struggling.

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| **Theme number 2: E.g. Jamie's behaviour (child)** | | |
| **Date** | **The First Time the family said that this happened. What happened and how bad was it?** | **How did if affect the children?** |
| 06/12/2015 | E.g. Jamie was so frustrated in his lesson that he threw his book on the floor. | We're not sure if it's directly linked but Jamie didn't come into school for 3 days after this. |
| **Date** | **Of all the times that it has happened what was the worst time? What happened and how bad was it?** | **How did if affect the children?** |
| 28/02/2016 | Jamie threw a table across the classroom and spat at his teacher after being asked to stop singing in the middle of a lesson. | On his return to school after being excluded he said he wasn't bothered. However Jamie's mum said he had been quiet and upset at home that night. |
| **Date** | **When was the last time this happened and how bad was it?** | **How did if affect the children?** |
| 10/05/2016 | Jamie had a fight with another student. He and the other student punched each other, both students had some bruises on their arms and Jamie had one on his face. | Jamie seems angry, he said he hates the other student and will hit him again if he sees him. |

***Guidance for completing this tool:***

This is tool is helpful for looking at the behaviours we are worried about, examining how bad they are and how they have impacted the children (both physically and emotionally). In purple are examples of how you can apply this to both adult behaviours (theme 1) and children's behaviours (theme 2). You can have several themes and they should match up with a worry statement and goal on your assessment ie if you have a theme around Mum's depression you should have a worry statement and goal to match.

If the family see things differently that's ok. Just note 'Mum said she thinks the worst time was …...' 'But Dad said he thinks the worst time was…..'. This is useful to encourage the family to have a brave and honest conversation about what could help or make things worse in the future.