

### Number 20



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Dear Members

The autumn is set to be an important time for the parenting and family sector. All three main political parties have recognised the importance of families, and signs are good that family policy will remain high on the political agenda. Ed Balls has committed to delivering a Families and Relationships Green Paper in the autumn; while David Willats has announced that the Conservatives will produce a Family Policy Green Paper by the end of the year.

With such important policy documents due to be developed, Parenting UK's next event on 15 September in Birmingham will gather the views of the parenting sector and feed these into the policy debate. Please see page 11 for further details. A flyer and booking form are enclosed with this Bulletin for your convenience; please also note our upcoming events.

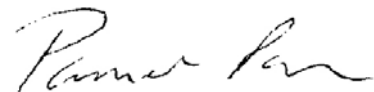
The focus for this edition of the Bulletin is 'Outcomes for Parents', as we believe this is an area which has been slightly undervalued over the last few years. There are a range of articles on pages 2–5, highlighting the outcomes which are frequently achieved for the parents and the wider community. We hope that these articles will stimulate thought and debate – please watch for

questions and topics on the Knowledge Exchange area of the PUK website following up the ideas introduced here.

The next edition of the Bulletin will look at parenting contracts and parenting orders – a timely subject given the introduction within the Schools White Paper of strengthened measures around Home–School Agreements. The Agreements will enable parents to know their rights and responsibilities about their child's schooling, especially about their child's behaviour, and schools will now be able to enforce the new agreement if parents are not fulfilling their responsibilities, including court-imposed parenting orders. If you would like to contribute a case study highlighting the positive use of parenting orders, a discussion piece or research findings, please email [rtonkin@parentinguk.org](mailto:rtonkin@parentinguk.org)

All the staff at Parenting UK hope that you enjoy the remainder of the summer.

With best wishes



Pamela Park CEO

#### Membership Renewals

Please remember to return your completed renewal forms to us by 30 September 2009 in order to continue receiving the benefits of being a Parenting UK member, such as the News Bulletin, discounts on events and other publications. Members also get access to our new online Knowledge Exchange and Policy Debate where you can ask questions of fellow members and share your views.

If you have any membership queries, please call 020 7284 8370 or email [membership@parentinguk.org](mailto:membership@parentinguk.org)

# Focus on...

## Outcomes for parents

The desirable outcomes for the children of parents and carers receiving parenting support are currently well studied and publicised: better behaviour, resumed school attendance, rejection of substance abuse and many more.

In the face of this it is all too easy to lose sight of some of the outcomes for parents themselves. These can vary from something as simple as getting more sleep to more fundamental changes such as gaining enough confidence to move on to a basic literacy group at the local college. Such outcomes can have far-reaching and long-lasting effects for the whole family: clearly the parent now getting enough sleep will cope better with all aspects of her/his daily challenges and the parent who learns to read can help the family with reading and homework as well as moving on in his/her own career and life.

The importance of outcomes for parents should not be overlooked; there is nothing like a good parenting programme for getting people to look at themselves, their family and their future in a new, more positive light. Much can be gained from a holistic view which considers not only outcomes for children but also outcomes for parents and the wider community.

### Promoting well-being in parenting support

By Yvonne Roberts, The Young Foundation

The promotion of well-being is an implicit theme in Every Child Matters but it is strangely absent from current parenting support strategies. This is a gap that the Local Well-being Project at the Young Foundation is attempting to address, working with three local authorities – South Tyneside, Manchester and Hertfordshire.

The parenting strategy in South Tyneside is part of an entire local authority approach to well-being, set out in the *Spirit of South Tyneside* report. Among the strategy's objectives is 'promoting culture and well-being so that everyone in our communities can be the best that they can be' and this obviously includes parents.

At its most simple, well-being is defined by nef (the new economics foundation) as, 'good feelings and positive outcomes'. This translates into the ability to make strong relationships, to engage with the community, to put a value on yourself and those you love and to feel reasonably secure in health and income.

Common sense tells us that parents who feel better about themselves have a higher chance of engaging positively with their children – and this is the key. Parenting support that focusses simply on managing the behaviour of a child at a particular time in his or her life may fail to plant the seeds that can help an entire family to flourish. In South Tyneside, for example, parenting support – whether it's just a chat and

a coffee or a compulsory 13 week course – is treated as the door to other opportunities that are as much focussed on the parent as on the child. At one children's centre, parenting support has encouraged parents – many classed as hard to reach, or, more accurately, easy to ignore – to graduate to other courses, job skills and more involvement with the local community. This all helps to enhance well-being.

The approach to improving well-being in South Tyneside is that what you do for an individual parent and child, you do for the benefit of the whole local area. This also helps to destigmatise parenting support: it becomes everyone's investment, not a sign of 'bad' parenting. 'We aim for more than just making things a little better,' says Margaret Welch, the Parenting Commissioner for South Tyneside, 'This is about the well-being of the whole family.'

While well-being is not yet a widely used measure in the outcomes for parenting support, many of the changes parenting support may trigger resonate with key indicators of well-being. These include improved social networks and relationships – so it is essential that funding should be available to help parents to continue to meet up, if they wish, after a parenting course has ended.

Another indicator is an increase in a parent's trust in her or himself and trust in others. Parents report that the opportunity to hear the views and experiences of other parents normalises parenting problems. This is especially evident if the practitioner treats parents as equals.

The quality of the parents' relationship with each other or a partner is also vital to well-being and often overlooked in parenting support. Charities such as One Plus One and Relate point out that this is not given much direct and sustained attention in parenting support and argue that this area of need should be mainstreamed.

A sense of belonging and connectedness also helps to boost well-being. When parenting support is linked to opportunities in education, employment and engagement in the local community this can help build social networks, for parents and children, and give access to families who may model different, more positive styles of parenting.

Parenting support can also help to improve well-being by providing opportunities for having fun. A successful parenting workshop, for instance, a group picnic, can remind a parent that children are a source of huge emotional rewards, and that awareness also enhances well-being – especially as an improvement in behaviour and interactions begin to be seen.

An experienced and intuitive parenting support worker can also help a parent to change the story they tell themselves. Their perception can be changed from having things 'done' to them, rather to being active agents in their own lives – a vital element in resilience and well-being, and changing behaviour.

Another issue to consider in measuring both parenting skills and well-being is the matter of class and the impact of deprivation. What is seen as 'poor' parenting is sometimes an incorrect diagnosis. Some academics argue that the main issue is poverty and inadequate support, and that many parents, against the odds, have very strong relationships with their children in ways that are not recognised when viewed through a middle class lens. A greater recognition of these sometimes Herculean efforts could itself have an impact on well-being. At present, the association of parenting support with negative

behaviour reinforces the stigma of asking for help, and means that support is viewed as a deficit model of intervention. 'What's going wrong?' is the question that pervades even very positive interventions. A focus on well-being – what it means, why it matters and how it can be encouraged plus using well-being as a measure in outcomes – could shift the emphasis from a deficit to a 'plus' model. Parenting support could then be viewed as a way of maximising the benefits of having a family and embracing the challenge of becoming and being a good enough parent.

The Young Foundation suggests that the Government establish a parenting support innovation fund. The fund could provide financial and practical support to encourage a range of new approaches, some developed by parents, which widen the horizons of support. This approach has proved highly effective in New Zealand with projects such as Strategies with Kids, Information for Parents (SKIP) reaping rich rewards in child and parental well-being and community.

Ultimately, as Mary MacLeod, chief executive of the Family and Parenting Institute has pointed out many times, parenting support is about well-being, love and relationships: 'Building, sustaining, repairing frail and fractured relationships is what this work is all about... Relationships that are not only "social contracts" but about that most contradictory thing: the completely prosaic everyday business of living together and about our deepest feelings of love and commitment.'

Yvonne Roberts, The Young Foundation  
 ☎ 020 8980 6263

The Young Foundation is a centre for social innovation developing practical initiatives to address unmet social needs.  
 🌐 [www.youngfoundation.org](http://www.youngfoundation.org)

The full report *A Door to a Better Future – Well-being and Parenting Support* written by Yvonne Young and Dr Marcia Brophy of the Young Foundation will be published in the autumn.

## Case study: Paradise Park Children's Centre

By Patricia Alert

Parenting courses have an essential place in children's centres – according to the parents who have attended courses at Paradise Park Children's Centre they have felt able to become further involved in the development of the children's centre activities.

Over the past nine months we have run two 'Strengthening Families, Strengthening Communities' courses which have proved beneficial not only to the parents attending, but also to the centre and the wider community. Over 30 people enrolled in the two 13-week courses.

We spoke to some of the parents who completed the course to see how it benefited them. Hayley, who has a toddler, joined the course after attending a number of training and information sessions at the children's centre. At first she felt that the course would not be for her as, in her words, 'I did not have a problem, so why am I going?' However, she saw this as opportunity to perhaps learn something new. Hayley was sceptical about what the course could 'teach' her about her parenting, but was open to the fact that it, 'could teach me something about myself and about me in this community'.

Through the course, Hayley was able to meet up with old friends and form new friendships. This has involved her looking after other participants' children while they attended appointments or went shopping, supporting the more isolated parents in her community.

The course introduced Hayley to people from different age ranges and backgrounds, 'There was people on the course who were grandparents caring for their grandchildren,' says Hayley, 'who I learnt a lot from'. It helped Hayley to develop a sense of who she is within her community. 'When I started the course I did not feel that I was spiritual and did not think much about my ethnicity,' Hayley remarks, 'but since doing the course I have gone with my son and his father to celebrate St Patrick's Day because his father is Irish, we have never done that before!'

The parenting course at Paradise Park actually built on Hayley's abilities as a parent, 'I believe more in my abilities as a parent,' she says, 'I thought I was doing okay, and the course showed me that I was. I still feel that I am lacking in confidence when speaking publicly, but it has helped me to build up my self-esteem, it made me feel listened to and I had a real connection with the others.'

The course hasn't just boosted her confidence in her parenting skills but has also given Hayley the encouragement to attend local talks about her area and its history. She now works in the Paradise Park café as a volunteer and is in the process of setting up a Parents' Forum for the children's centre. 'I feel that I can help people with certain issues,' says Hayley, 'and give them information, I am a good listener.'



Hayley has become an invaluable member of the café staff and she uses every opportunity in her contact with parents to inform and point them in the right direction to our services and to wider community

activities, using her knowledge of services and the area.

Since first attending the 'Strengthening Families, Strengthening Communities' course, Hayley has completed a number of other courses including, Special Needs, Childcare, Getting Started in a Pre-school Setting, Helping in School (Level 2), and she has decided that she wants to work with children with special needs in a school setting.

By providing this course, we as a children's centre have been lucky in that we can now develop an area of our service which is not as strong as it could be, the 'parent's voice', and have a positive effect on the local community. And with Hayley working with us to set up the Parent's Forum, we also have an ambassador in the forum who can inform and encourage parents to use our services.

## Case studies

### Engaging a harder to reach parent with some unexpected outcomes

By Laura Domleo, Parenting Practitioner

The parenting team at West Berkshire Child Adolescent Mental Health Service ran for three years, gaining huge recognition and acknowledgement from parents and practitioners on various levels. The team prided itself on its fantastic evaluation work and best outcomes for both children and parents. One such example was a mother whose eight year old son had been diagnosed with attention deficit hyperactivity disorder (ADHD). A clinician had written to her several times inviting her to attend the parenting groups, but she never attended.

As a parenting practitioner with the team, I subsequently found out that the mother was illiterate. There was a small note on the file that said there may be literacy issues. With this in mind I used a series of pictures, numbers and symbols to write a letter, showing in a pictorial format that I was coming to visit her. The parent was then able to understand that I was going to make a home visit and on what date. The parent expressed that she found the letter very helpful, she was able to decipher the message I had sent and worked out that I was coming to visit her because of a picture of a house. She recognised numerals so was able to tell what time and date the visit was.

Our parenting team subsequently bought Widget, a pictorial writing programme for our PCs, which has proved fantastic for rewriting our handouts. I visited this parent every week over the summer holidays, building up a friendly rapport and gaining her trust and confidence. It was through open conversations that she was able to tell me about the difficulties she had parenting her son, but also the complications she experienced as a result of not being able to read.

It was through collaborative working and brilliant communication with another agency, 'family support' through the local Children's Action Team, that this parent was able to attend our 'Incredible Years' parenting group. The family support worker was able to accompany her on the first two weeks of the course giving her just enough confidence to attend the following nine weeks on her own.

As the course progressed, she found the confidence to enrol at college on a basic adult literacy course. She was also able to challenge her son's school on how they managed his behaviour; this was a direct result of the strategies she had learnt on the parenting course and saw them working at home.

As a result of the course, not only has this mother regained control over her son and re-established a warm, loving relationship, but she is now able to read to her son and has found the self-belief to continue her own learning and is enjoying it, a big change as this was not a pleasurable experience in her own childhood.

I believe this short case study goes a little way towards showing the unmeasured side of parenting work in terms of the wider outcomes. Often improved child behaviour is the marker we use to measure success, in this case it was really the mother's self-esteem, confidence and the gaining of literacy skills that made the big differences to this child's life.

### Family Links Parenting Programme A parent's voice

*'My name is Iffat and I was born and brought up in Pakistan. I moved to UK after I got married and I have three boys aged 22, 17 and 10.'*

*The Family Links Parenting Programme incorporating Islamic values helped me understand my, and other people's, feelings. It helped me to develop empathy towards my children and other people.*

*I wanted to develop my parenting skills and I was introduced to the Family Links Parenting Programme incorporating Islamic values. The most important thing I learnt from this course is how to create opportunities to have time for ourselves as this helps us as parents: it took the nurturing programme to show me how to look after myself. In the session we were given fragranced candles. Just light them up, have a good time and relax.*

*I was brought up in Pakistan. I have got different values to my children and when I am teaching these values it is difficult for them to understand. Most of the time discussion can end up in an argument. On the course, Arifa and Zahida taught us with references from Hadith and Quran. We then linked these things together and whenever I speak with my husband or my children or anybody else, it gives me confidence. I can now talk with confidence whether from a western angle or Islamic one – it is the same thing. Through this course it is proof that we are not alienated from other societies. We are the same. We are just wearing Hijab and scarf, but we are the same mums as English mums.*

*Through this course I have learnt as a Muslim the difference between culture and Islamic values. Most of the time we practise cultural values in the name of religion, but it's my culture that puts the woman down; Islam values the woman.*

*We never had sex education in our society or our culture or at home. Sex education is quite a new thing for me and it appeals to me and it grabs me because when I was growing up discussing about growing up issues with my mother was impossible.*

*I have three boys and of course they have got different issues and it felt to me as though there was a closed door for me on how to discuss these issues with them. But through this course I have learnt how to discuss issues with my children and also learnt about how Islam talks openly about these issues. It is just our cultural hang-ups that do not allow us to discuss things openly.'*



# Funding

## Noel Buxton Trust

The Noel Buxton Trust makes grants to charities active in the areas of:

- welfare of children in disadvantaged families and of children in care. This will normally cover families with children of primary school age and younger, although work with children in care will be considered up to the age at which they leave care
- penal reform, the welfare of prisoners and their families, rehabilitation of prisoners and work with young people at risk of offending

The Trust welcomes applications from registered charities. Exceptionally the Trust will consider appeals from charitable organisations that are not or not yet registered (see exclusions list on website below). The average grant in 2008 was approximately £1,670.

Apply by letter, setting out the reasons why a grant is being requested. Applications should include the applicant's charity registration number and the name of the organisation to which cheques should be made payable if different from that at the head of the appeal letter. Please include with your application: budget for current and following year; details of funding already received, promised or applied for from other sources; latest annual report/accounts in the shortest available form.

**The Secretary, The Noel Buxton Trust, PO Box 393, Farnham Surrey GU9 8WZ**

[www.noelbuxtontrust.org.uk](http://www.noelbuxtontrust.org.uk)

## The Yapp Charitable Trust

The Yapp Charitable Trust make grants to small registered charities to sustain their existing work with:

- children and young people aged 5–25
- people with disabilities or mental health problems
- people trying to overcome life-limiting problems of a social, rather than medical, origin, such as addiction, relationship difficulties, abuse, a history of offending

They also make grants to sustain small registered charities' existing work in the fields of:

- education and learning (with a particular interest in people who are educationally disadvantaged, whether adults or children)

They are not able to fund work which does not come into one of the above categories. They give grants for running costs and salaries for up to three years. Grants are normally for a maximum of £3,000 per year. Most grants are for more than one year because priority is given to ongoing needs. The Trust are only able to give a grant to about 1 in 8 of the applications they receive.

Please use the Trust's online eligibility checker before applying. Further help and the application form are on their website.

☎ 01484 683403  
✉ [info@yappcharitabletrust.org.uk](mailto:info@yappcharitabletrust.org.uk)  
🌐 [www.yappcharitabletrust.org.uk](http://www.yappcharitabletrust.org.uk)

## Futurebuilders Full Investment Fund

The Full Investment Fund is Futurebuilders main product. Full Investments are made up of loans, grants and professional support. They will work closely with you to create a package that best meets your organisation's needs and circumstances. There is no upper limit to their Full Investments but they are always above £50,000.

The largest part of any investment will always be a loan, repaid at a fixed interest rate of 6 per cent. They will never lend you more than you can realistically afford to repay and they will work with you to design a repayment plan that suits your organisation. This may include interest-free periods or repayment holidays. Loans will cover either capital asset costs or development capital.

Grants are always the smaller part of a Full Investment. Grants can be used for time-limited revenue funding while your new project is being set up. This could include start-up costs, staff costs or other transitional costs incurred before you start earning from a contract. Grants can also be used for capital funding to help you meet all or part of the costs of buildings, vehicles or equipment. This would often be in cases where a loan would be premature as you have not yet earned any income to pay it back.

Every Full Investment includes professional support. This will come from a Futurebuilders investment officer who will often work with a business consultant to provide specific advice depending on the project.

- you must be a third sector organisation committed to winning public sector contracts
- you must need the Futurebuilders investment to help you win new, or secure ongoing income from public sector bodies
- at least 51 per cent of your project's (as opposed to your organisation's) long term income must come, directly or indirectly, from public funds
- you must be willing and able to take on a loan
- part or all of your project must be unbankable (in other words, you would be unable to secure a loan for this project from a commercial bank)
- You must need at least £50,000
- Your service must mainly benefit people living in England

There is no application form for this fund. If you want to find out more or apply for an investment:

☎ 0191 261 5200  
✉ [info@futurebuilders-england.org.uk](mailto:info@futurebuilders-england.org.uk)  
🌐 [www.futurebuilders-england.org.uk/what-we-offer/products/full-investment-fund/](http://www.futurebuilders-england.org.uk/what-we-offer/products/full-investment-fund/)

# Newsround

## New survey on challenges facing parenting sector in commissioning

Children England are asking for views from parenting practitioners on the needs and challenges facing the voluntary and community sector (VCS), focussing specifically on issues relating to commissioning and workforce development. The voluntary and community sector have historically provided a wide range of essential parenting support services, often reaching the parts of the community that statutory services traditionally found hard to reach.

Since 2006 the parenting sector has undergone radical reform and received some substantial investment. This project aims to develop an overview of some of the needs and challenges facing the sustainability of the VCS parenting sector and within this to focus specifically on the issues relating to commissioning and workforce development. In particular they aim to:

- review the regional and national challenges and support needs of the VCS parenting sector in engaging with the workforce and commissioning agenda
- support the engagement of the voice of the VCS parenting sector in the planning of emerging parenting qualifications
- use the findings to inform other stakeholders in their future planning of provision, support and capacity building.

The survey will take approximately 10 minutes to complete and each organisation participating will receive a copy of the final report and be entered into a prize draw – 1<sup>st</sup> £200, 2<sup>nd</sup> £100 and 3<sup>rd</sup> £50. Fill out the survey online by visiting:  
<http://www.smart-survey.co.uk/v.asp?i=13028ufmyj>

## New adolescent and parenting experience DVD prototype

The APE (adolescent and parenting experience) DVD is one element of a larger framework of materials and resources being developed to help parents and adolescents. It aims to strengthen family relationships by helping parents and adolescents think about how they communicate with each other. The project was originally funded by Crime Solutions who wanted to develop a product aimed specifically at adolescents facing challenges. It was later felt that a product suitable for use by any family would be preferable. Since, work has been carried out on the APE project by computing and family specialists at the University of Central Lancashire and other Lancashire organisations to develop a prototype.

The developed prototype DVD, which requires parent and adolescent to work through the scenario together, features an animated scenario based on parent and adolescent responses when a teenager 'stays out late'. The users pick options in order to play out the scenario with consequences that reflect the different ways in which teen and adult might respond to each other. The APE project would welcome feedback from practitioners or parents.

For further information please contact Karen Whittaker on 01772893786 or by email: [kwhittaker1@uclan.ac.uk](mailto:kwhittaker1@uclan.ac.uk)

## Family charities attend party conferences

Parenting UK is part of a coalition of 12 leading family charities attending the party conferences this autumn. Informed directly by our work with parents, children and practitioners in communities across the country, the group will be hosting a series of seven fringe events discussing issues of great importance to families. Between us we provide helplines, face to face services, information, and research; reaching hundreds of thousands of families each year and we will use this knowledge to inform policy makers of the real issues families face today.

## The Family Room

A coalition of twelve leading family charities



## The Trust for the Study of Adolescence becomes Young People in Focus

The Trust for the Study of Adolescence has a new name – Young People in Focus. They have modernised their name to celebrate their 20th anniversary this year.

Young People in Focus are a UK charity that helps individuals and organisations working with young people and families (aged 10–25) through research, training and publications.

[www.studyofadolescence.org.uk](http://www.studyofadolescence.org.uk)

## Children's Centres doing a good job

Children's centres are doing a good job integrating services to support children and parents, according to an Ofsted report. The report evaluates the impact of integrated services on children, parents and families in 20 children's centres.

The effective integration of services is having a positive impact in terms of support for children and parents in over half of the centres visited. Challenges remain with onward links with primary schools, in reaching the most vulnerable families and in developing data on outcomes for parents and children.

To read the full report visit:  
[www.ofsted.gov.uk](http://www.ofsted.gov.uk)

## Share your knowledge and join in the debate on [www.parentinguk.org](http://www.parentinguk.org)

Did you know you can now ask fellow parenting practitioners questions through Parenting UK's new Knowledge Exchange on our website. It's a great way to exchange knowledge and ideas between PUK members about topics ranging from working with ex-prisoners to parenting programmes on television. You can easily submit questions online and answer other people's questions too. New questions are emailed to members every two weeks so you can keep track of the latest topics.

We also have the new Policy Debate area where you can share your views on the latest policy documents. Current policies up for debate are the DCSF's consultation on the future of the Children and Young People's Fund grant programme and suggestions to Government on how to include the wider family.

Just log onto the members area of [www.parentinguk.org](http://www.parentinguk.org) and click on 'Knowledge Exchange' or 'Policy Debate'. Don't forget to renew your membership to get full access to our online facilities.

## New DCSF paper on 21st century schools system

The Government has set out a radical new school reform system to build on the significant improvements made over the last decade. The *Your Child, Your Schools, Our Future* White Paper sets out statutory Pupil and Parent Guarantees which are underpinned by legislation, a clear devolution of power matched by stronger accountability and an uncompromising approach to school improvement so that every child can succeed.

The new Parent Guarantee includes tougher Home-School Agreements, so that every family understands their responsibilities and headteachers can take action against parents with the worst behaved children if they do not comply.

Other initiatives introduced include the new Pupil Guarantee which offers one to one and small group work for children falling behind and a progress check at Year 7; School Report Cards to give parents all the information they need, including other parents' views; a new 'licence to teach' offering teachers continuous professional development; and personal tutors where parents will now have direct contact with a named Personal Tutor in secondary school, a member of staff who knows their child well and who they can meet; in primary school this will be their child's teacher.

The White Paper proposes system reforms including Accredited School Groups – chains of schools, directly run by the best education providers and giving schools new freedoms to drive up teaching standards and introduce innovative approaches.

To read the White Paper in full visit:  
[www.dcsf.gov.uk/21stcenturyschoolsystem/](http://www.dcsf.gov.uk/21stcenturyschoolsystem/)

## Both parents matter, new Parentline Plus report shows

Fathers don't like asking for help when facing parenting difficulties and wouldn't consult the current range of parenting services available, according to a new report from Parentline Plus. A survey of fathers across the country revealed that most of them would prefer to talk to others in the same situation, rather than consult professional services or charities.

The majority of the fathers questioned felt that existing services are not for them and that there is little help out there specifically for dads. One father summed up the attitude of many when he said: 'I've always dealt with any situation that arose regarding me or my children without ever contemplating involving anyone other than immediate family or friends.'

The Parentline Plus report includes recommendations: the development of more dad-specific support services; making fathers more aware of services available to them, improvement of services for fathers at time of divorce or separation; doing more to remove the stigma among men around asking for help; and more support by dads for dads.

Parentline Plus Chief Executive Jeremy Todd said: 'Our research clearly shows that fathers desperately need to have one place to turn that is obviously there for them. Existing research also shows that the support services have got to go to where men are found, rather than expecting men to find the service.'

To read the full report visit:  
[www.parentlineplusforprofessionals.org.uk/index.php?id=333](http://www.parentlineplusforprofessionals.org.uk/index.php?id=333)

## New online guide to help services improve engagement with fathers

Think Fathers has produced an online guide to help services identify how they can engage more effectively with fathers. Research shows that children whose fathers are highly involved in their lives develop better friendships and more empathy, have higher levels of educational achievement and self-esteem, and are less likely to become involved with crime or substance abuse. Greater involvement from fathers also means that mothers also benefit greatly from the support that fathers can provide, particularly in helping to balance work-life commitments.

Fatherhood in Britain has changed over recent decades; fathers' care of infants and young children has increased eightfold since 1975 and the average dad now spends two hours each weekday with his children while undertaking a quarter of child-related tasks.

However, perception is not keeping up with reality. The crucial and increasingly active role fathers are playing in the lives of their children and their families is all too often underestimated by public services.

To read the full guide visit:  
[www.think-fathers.org/wp-content/uploads/2009/06/dad-test-guide-final.pdf](http://www.think-fathers.org/wp-content/uploads/2009/06/dad-test-guide-final.pdf)

## Project profile

### Working towards getting equal access to parenting services for Deaf parents

by Asif Iqbal, Deaf Parenting UK

Deaf Parenting UK is the first ever charity run by Deaf parents for Deaf parents. It represents the needs of Deaf parents in the UK, of whom the majority are sign language users and are 90 per cent likely to have hearing children. Deaf Parenting UK was set up as a project in 2001 by Sabina Iqbal and the project became an independent organisation in 2004.

The aims of Deaf Parenting UK are to enable confidence, empower and support Deaf parents and those soon to be parents; to highlight the gaps in services in the UK and address those gaps, and to work with various organisations, including health and social services, Deaf and mainstream parenting organisations to improve access to information and services for Deaf parents.

Deaf Parenting UK was established after research showed a lack of awareness and consideration for the needs of Deaf parents in the UK. Because of communication issues within the home and at school, Deaf children often lack access to basic information in the area of personal, social and health education, such as growing up, sex education, pregnancy and parenting.

Yet the background statistics are that 90 per cent of Deaf children are born to hearing parents. As well as mainstream support and information, which is available to parents in general, parents of Deaf children have access to information, resources and support via social services and Deaf children's organisations. Such information on parenting is also readily available in print, video/DVD material and through parenting classes.

Deaf children grow up to become parents themselves and yet few resources and support are available to them in accessible formats. Services offered to Deaf parents are sometimes very limited or patchy compared to those available for hearing parents. Mainstream sources of information, such as parenting skills classes, midwives or health visitors are inaccessible to Deaf parents. They also find it difficult to access or participate adequately in school life due to staff being unable to communicate in sign language or because of lack of Deaf Awareness.

#### Typical barriers that Deaf parents face

The Deaf Parenting UK enquiries line finds that typically Deaf parents face attitudinal barriers among staff ranging from maternity care/health services, social services, education, parenting/family services, together with lack of Deaf Awareness and understanding of their needs.

Deaf parents often believe children start learning at school. This means that for the first few years, their children do not develop their language skills and fall behind their peers when they start to access education.

Parents' evenings can also be difficult for Deaf parents – teachers often use children to interpret and many schools refuse to provide interpreters even though in many authorities there is a central budget for meeting the needs of Deaf parents. But many Deaf parents are unaware of this. There is often no

information or transparency about local authority's policies.

Supporting all Deaf parents is vital for Deaf Parenting UK so that all Deaf parents and parents to be know that they are not alone in their experiences/difficulty in accessing information about their rights and parenting services.

Although 90 per cent of Deaf parents are likely to have hearing children, accessing their child's education (especially in the mainstream) is proving to be one of the biggest battles for many parents. How to know which school is the right one for your child? Many hearing parents can get word of mouth from other parents in the school playground or local community but for Deaf parents, lack of information becomes the barrier to making informed choices.

Every Parent Matters and Parents, Early Years and Learning confirmed that every parent has the right to be involved in making decisions about their children's educational future, but how can they if they are unable to access information and choices? Attitudinal barriers and lack of Deaf Awareness among schools and health services are very much widespread. Most Deaf parents express that they would like an easy and straightforward way to communicate with the childcare, nurseries and schools with no barriers at all and that all Deaf parents should be accepted for who they are, not excluded because they are Deaf.

## Useful Deaf Awareness Tips

- clear communication with Deaf person (eye contact, speak clearly, don't shout it as lip-pattern can get distorted)
- use body language/gesture and simple notes to supplement your message (write things down only as a last resort)
- it can be fun to learn British Sign Language and introduce it to the Early Years curriculum, for example use the Sign for Success programme
- use interpreters for meetings and enable Deaf parents to get involved, for example as governors, at parenting evenings and children's play
- agree with Deaf parents on the best way to contact them in an emergency, for example by email, text or fax
- think about accessibility of buildings, information display, signage, contact details, door entry systems, and adverts to include text/email information

The capital 'D' in Deaf is used to signify the culturally Deaf, all of whom are British Sign Language users and members of the Deaf community. This group faces the biggest barriers in accessing mainstream services. Lower 'd' deaf signifies all people with varying degrees of deafness.



# Resources

## Books

### Talking to children about growing up



*Speakeasy: talking with your children about growing up* aims to help anyone with children to build and develop their skills to talk with their child about sex and relationships.

Throughout the chapters there is clear information about growing up, sexuality, puberty and sex, pregnancy and pregnancy choices, as well as contraception, sexually transmitted infections and how to keep children safe.

The book includes stories from other parents, typical questions children may ask on a range of topics and suggestions of appropriate answers for different age groups.

*Speakeasy: talking with your children about growing up*  
 Susie Wood, foreword by Dr Miriam Stoppard  
 The Family Planning Association, 2009  
 ISBN: 978-1-905506-63-7  
[www.fpa.org.uk](http://www.fpa.org.uk)

### How to Calm a Challenging Child



Miriam Chachamu from The New Learning Centre has written an entertaining and insightful new book for parents, *How to Calm a Challenging Child*. Aimed at busy, exhausted parents who need concise and easily accessible information, this book helps them deal with everyday challenges. Containing numerous cartoons demonstrating the concepts and skills, the approach is positive, gentle and consistent, as well as being respectful of parents' experience and culture.

Having already received praise from leading parenting experts, this is a useful resource for mums and dads, regardless of their background or how badly their children behave. For professionals this is a useful addition to your resource library.

*How to Calm a Challenging Child*  
 Miriam Chachamu, The New Learning Centre  
 Foulsham, 2008.  
 RRP: £9.99  
 ISBN: 978-0-572-03495-5  
[www.tncl.info/bookscds.html](http://www.tncl.info/bookscds.html)

## Online

### Early Home Learning

It is well known that Early Years settings can play an active role in helping families lay the right foundations for their child's academic success. A new website for parents, practitioners and commissioners has been developed by the Family and Parenting Institute. The website looks at the policy, good practice and management of early home learning services, with different sections for users.

As well as the website, a handbook for practitioners, *Early Home Learning Matters: A Good Practice Guide*, will be published in September but can be preordered now from the Early Home Learning website.

[www.earlyhomelearning.org](http://www.earlyhomelearning.org)

### Seminar notes: Is Parenting a Class Issue?

Government policy aims to eliminate child poverty by 2020. Much effort is directed towards improving children's life chances with a new focus on how parents raise their children as well as on family income. Consequently, social policies have become more prescriptive in detailing what it means to be a 'good' parent – and 'good' is identified with arguably middle-class values and behaviours. This can be seen as a shift from the welfare state towards the therapeutic state, using a battery of childrearing advice and parenting programmes, which are sometimes compulsory.

This research seminar discussed whether we can afford to ignore the voices and choices of the parents that parenting policies are seeking to help or overlook the local socio-cultural environments in which those policies are being implemented.

[www.familyandparenting.org/isParentingAClassIssue](http://www.familyandparenting.org/isParentingAClassIssue)

### Revised Family Man Project

Safe Ground has just launched a revised version of the Family Man project. Family Man teaches prisoners how to work within a family, how to reflect and act on their responsibilities as a family member and how to articulate their ambitions. The revised Family Man programme is part of a wider series of cross-Government initiatives aimed at supporting families at risk.

The revised course features two new principal developments: it now enables a prison to involve a 'family supporter' in the sentence planning process and there is now more integrated follow-through when the course is complete, because the prisoner and his supporter are exposed to a range of other interventions associated with the prison.

[www.safeground.org.uk/courses\\_familyman.php](http://www.safeground.org.uk/courses_familyman.php)

# Training

Entries on these training pages are provided by individuals/organisations offering the training. Inclusion here does not imply endorsement by Parenting UK.

## Working with men

### Practitioner Training for the Boys Development Programme

The 'Boys Development Programme' aims to give mothers more understanding of their son's development and behaviour; a series of techniques to provide their sons with boundaries and discipline and more confidence in supporting their sons through difficulties they might encounter.

Training for practitioners runs over four days and is aimed at those who already have some knowledge of boys' development and some experience of working with boys and mothers. You must also be willing and able to teach parents about boys and not about parenting. Participants will need to carry out practice-based learning and deliver a course, so will need to be working in, or have access to, a suitable venue and project.

The course is accredited by Working With Men and those who complete the course and receive a pass will be able to deliver the Boys Development Programme using the course materials.

10–11 September and 8–9 October: Manchester  
16–17 September and 14–15 October: Birmingham  
23–24 September and 21–22 October: Bristol  
30 September – 1 October and 28–29 October: London

[www.workingwithmen.org](http://www.workingwithmen.org)

## Strengthening Families

Supporting parents of disabled children

### Strengthening Families Training Courses

The Strengthening Families Training Course offers professionals and supporters key training in the additional skills needed to work with parents and families who have a disabled child, or a child with additional support needs. The aim is to help support parents and families through what can be emotional times and to help build stronger relationships within the family. This course is independent of courses developed by the Race Equality Foundation and Oxford Brookes University.

For more information, or to find a course near you:

[01432 355308](tel:01432355308)

[www.face2facenetwork.org.uk/StrengtheningFamilies.htm](http://www.face2facenetwork.org.uk/StrengtheningFamilies.htm)

Cost: £85 per person

## Children North East Fathers Plus

### Dads Matter

An introduction to working with fathers and male carers and recruiting men into your service.

6 October, Nottingham, 10am–3pm

14 October, Derby, 10am–3pm  
22 October, Leicester, 10am–3pm  
£139.95 pp

### Learning through play with dad

19 November, Teesside, 10am–12.30pm  
£69 pp

### Recruiting fathers and men into services

This fun practical session covers how to get fathers and family men into services and how to keep them. With practical tips and harvesting methods this training is a great start for services who wish to actively engage with more men.

20 November, Northumberland, 10am–12.30pm  
£69 pp

### Developing services for the pregnant man

Yes, a man is pregnant too, not physically but emotionally, financially, and in every other way. This training will focus on how to support the needs of the pregnant man and how to develop and deliver services to meet these needs.

24 November, Durham, 10am–12.30pm  
£69 pp

### Women working with men

You don't have to be a man to work with dads – this training aims to increase the confidence and skills of female workers engaging with men.

26 November, Newcastle, 10am–12.30pm  
£69 pp

To book a place contact Charlotte Dack, Workforce development Coordinator on

[charlotte@fathersplus.org](mailto:charlotte@fathersplus.org)

[0845 130 7225](tel:08451307225)

[www.includingmen.com/shorttraining](http://www.includingmen.com/shorttraining)

## School of Infant Mental Health

### Part-Time Diploma Courses from the School of Infant Mental Health

Options include:

- Infant Mental Health (2 year course)
- Parent Infant Psychotherapy (4 year course)
- A conversion option for qualified psychotherapists and counsellors (2 year course)
- Infant Family Programme for infants showing autistic behaviours (1–2 year course)

Training in Infant Mental Health includes: infant and young child observation; diagnostic classification for 0–3 years; work discussion; infant development theory and research; parent infant psychotherapy.

Flexible options are available through intensive weekend sessions with monthly supervision and private tutorials. You need to be working in a professional context with infants or pre-school age children and their families, for example, family centre worker, midwife, health visitor, GP, paediatrician, clinical psychologist, social worker, specialist nurse, nursery teacher or nursery nurse.

[enquiries@infantmentalhealth.com](mailto:enquiries@infantmentalhealth.com)

## Events

### Every Parent Matters: A Reality Check

Tuesday 15 September  
Birmingham and Midland Institute, Birmingham  
A joint Parenting UK/UKCCIS event



With the announcement of the intended publication of a Green Paper on 'Families and Relationships' in the autumn, the views of parenting practitioners on what has worked well so far and what priorities should be for the future will be vital. Please join us at this event – to learn, exchange ideas, reflect, and feed your ideas into this important policy discussion.

#### Morning: Interactive Session – Strategy versus Reality

The morning session will provide an opportunity for members to network, reflect, exchange ideas, and review the impact of the Every Parent Matters strategy, with views feeding directly into the development of the Green Paper. There will be opportunities to discuss:

- What effect has the development of local parenting strategies had on the ground?
- What has worked well, what were the challenges, and what key issues still need addressing?
- What are the key challenges which lie ahead for the parenting sector?
- What would make the greatest difference to family life in Britain going forward?

parenting UK

#### Afternoon: Topical Discussion – Virtual Reality

The afternoon session will present an overview of the Byron Report 'Safer Children in a Digital World' and UKCCIS, before providing time to explore the following questions:

- What are parents struggling with in relation to safeguarding children on the internet? What issues are arising?
- What are the best ways to raise parental awareness of internet safeguarding issues?
- What can we do as professionals to support parents?
- What do we need as professionals to be more effective in supporting parents?

*'Every parent will know that video games and the internet are a part of childhood like never before. This is extremely positive; giving kids the opportunities to learn to have fun and communicate in ways that previous generations could only dream of. But it can also present a huge challenge to parents and other adults involved in the welfare of children.'*  
Dr Tanya Byron

**Cost: £70 for non-members; £49 for PUK members.**

To register for this event please visit [www.parentinguk.org/3/events/our-events](http://www.parentinguk.org/3/events/our-events)  
For further information or programme and speaker details please email [events@parentinguk.org](mailto:events@parentinguk.org) or call 020 7284 8370

## Upcoming Events

Parenting UK will be holding a number of informative events over the next few months. If you would like to register your interest for any of these, please let us know by emailing [events@parentinguk.org](mailto:events@parentinguk.org):

**Working with Single Parents**  
October (date and venue tbc)

**Coming up in 2010**  
Professional development within the parenting world

**Parenting UK Annual Conference**

For further information on any of our events visit [www.parentinguk.org](http://www.parentinguk.org)  
For queries, please contact [events@parentinguk.org](mailto:events@parentinguk.org) or call 020 7284 8370

# Conferences

## September

### Psychology and Anti-Social Behaviour in Schools

University of Greenwich

☎ 020 8331 7560

1–2 September

London

### Growing up with Dad

The National Conference for Fatherhood Wales

☎ 029 2034 2434

✉ bookings@childreninwales.org.uk

9 September

Nantgarw, near Cardiff

### Post-adoption Contact: The Way Forward

British Association for Adoption and Fostering

☎ 020 7421 2637

14 September

Manchester

### Parents as Partners in Learning

Campaign for Learning

☎ 01675 443270

16 September

Coventry

### Child-rearing in a Risk Society

ESCRC Seminar Series Changing Parenting Culture

☎ 0116 204 2833

16–17 September

Birmingham

### Better Safeguard Children

Children and Young People Now

☎ 020 8267 4486

17 September

London

### Children's Social Services in the Spotlight – Where to Next?

Local Government Association

☎ 020 7664 3131

24 September

London

### A Good Childhood Matters – Messages from Research

Community Practitioners' and Health Visitors' Association

☎ 020 7664 3131

25 September

London

### Children's Trusts

Capita

☎ 0870 400 1020

28 September

London

### Early Years Foundation Stage – One Year On

Nursery World

☎ 020 8267 4486

30 September

Birmingham

## October

### Talk to Your Baby

National Literacy Trust

☎ 020 7820 6265

6 October

London

### Commissioning in Partnership for Better Outcomes

Children and Young People Now

☎ 020 8267 4486

14 October

London

### Pregnancy Loss and the Death of a Baby: Do Men and Women Grieve Differently?

Child Bereavement Charity

☎ 01494 479750

20 October

Manchester

## November

### Highlighting the strategic contribution of one-to-one relationships

Mentoring and Befriending Foundation

✉ nationalconference@mandbf.org.uk

4 November

London

### From Child Abuse to Safeguarding – The Changing Face of Child Protection

The Together Trust, Cheshire Family Justice Council, Cheshire East Council, Cheshire West and Chester Council

☎ 020 3393 7307

20 November

Cheadle, Cheshire

### National Domestic Violence Conference: Safeguarding Partners and Children

Care Matters Partnership

☎ 020 3393 7307

26 November

London

For a more comprehensive list of conferences and events, please visit [www.parentinguk.org/3/conferences](http://www.parentinguk.org/3/conferences)

The next issue of the bulletin will focus on parent contracts. If you would like to contribute something on this topic, or if you have suggestions for future issues please email [rtonkin@parentinguk.org](mailto:rtonkin@parentinguk.org)

## Advertising

The News Bulletin is produced for members every two months. The deadline for copy for the next issue is 7 September.

Advertising rates are currently:

Inserts £175 (members)    £225 (non-members)

We welcome your comments on and contributions to our News Bulletin. Please address any correspondence to [rtonkin@parentinguk.org](mailto:rtonkin@parentinguk.org)

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