



Dear Members,

It is the middle of party conference season, and politicians are wrestling with the reality of moving towards a general election in a time when very tough decisions will need to be made in relation to public spending. Spending cuts are accepted as a necessity, and there is a growing sense of vulnerability across the whole spectrum of service providers.

Within this context, it is reassuring to see increasing evidence of the effectiveness of interventions with parents. We must all be able to demonstrate that the investment in our work does produce results, and work together to communicate this effectively as we move towards a general election. Please see page 7 for ways in which you can get involved in our working groups.

Best wishes

Pamela Park, Chief Executive

## Early intervention could save £486 billion over 20 years, new research reveals

The UK could save £486 billion over 20 years and dramatically improve social well-being by changing investment in children and young people to a more preventative model according to a new report, *Backing the Future*, by Action for Children and nef (the new economics foundation).

The report provides evidence of how investing early in the well-being of children and young people can help achieve a range of policy objectives and shows that redesigning policy and practice towards a more preventative system is both desirable and possible. The report has calculated the cost of failing to invest in services that prevent problems such as crime and obesity and recommends the government issues bonds to raise the money needed for investment into preventative work, which would provide investors with stable and secure investments while backing the long-term interests of society.

The report also reveals that for every £1 invested annually in Action for Children's targeted services which are designed to catch problems early and prevent them reoccurring, society benefits by between £7.60 and £9.20. This can be in terms of improved family relationships. The financial returns to the state were mainly generated through reduction in costs associated with crime and antisocial behaviour, decreased benefit payments and lower health costs for children. Further information is available at: [www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)

## Parent support advisers help to reduce truancy rates

Secondary schools with dedicated parent support advisers have cut persistent absenteeism by almost a quarter, according to the latest research. The findings come from an evaluation of a government pilot, which consisted of parent support advisers which were placed in schools across 20 local authority areas from September 2006 to July 2008. The £40m programme was developed and delivered on behalf of the government, by the Training and Development Agency for Schools, to provide more advice to parents who need help supporting their own children. As well as improving pupil attendance, outcomes from the pilot included parental engagement with their child's learning and improved relationships between parent and child.

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## Parenting contracts and orders

Anti-social behaviour by a child or young person should not be viewed in isolation. Practitioners should look at wider factors influencing a child's behaviour to understand the context, including family influences. Parenting contracts and orders are a formalised method to support parents, offering a structured and balanced way for agencies to work with parents on a voluntary basis to improve the behaviour of a child or young person up to the age of 17.

Parenting contracts are a two-sided arrangement where both the parent(s) or carer(s) and the agency will play a part in improving the child or young person's behaviour. The contract can consist of several elements, including:

- A parenting programme designed to meet parents' individual needs to help them address their child's behaviour.
- Ways in which parents are required to exercise control over their children's behaviour to address particular factors associated with their offending.

Examples might be escorting their children to and from school every day to ensure attendance, or ensuring that a child is at home during certain hours.

Only certain agencies can make a parenting contract with a statutory basis:

- schools and local education authorities
- youth offending teams
- registered social landlords
- local authorities.

It is not an offence for a parent or carer to refuse to enter into a parenting contract or fail to comply with its terms but both of these actions may be used by agencies to support an application for a parenting order which will make the requirements of the parenting contract compulsory.

The recent Schools White Paper introduced strengthened measures around home-school agreements, with schools now being able to enforce the new agreement if parents are not fulfilling their responsibilities. Here we look at examples of where parenting contracts and orders have had positive outcomes for the child, the parent and the community.

## Education-related Parenting Contracts in Camden – lessons to date

Written by Veronica Watt, Families in Focus and Family Intervention Project Manager, and Elaine Dunning, Senior Worker

Since December 2006, Schools in Camden have been encouraged to use parenting contracts to assess attendance or behaviour concerns in cases where family and environmental factors are thought to have a bearing on the presenting problems. The use of contracts and the 'Heads Up' package offered alongside these form part of a range of initiatives the Local Authority has implemented to address behaviour and attendance issues.

Camden has adopted a proactive approach to its use of parenting contracts, ensuring these are offered at an early stage as attendance and behaviour concerns emerge. Contracts are a method of voluntary engagement and often an alternative to court processes which can be perceived by both schools and families as punitive, especially where families have complex needs. The 'Heads Up' menu of services (a time-limited whole family intervention package) is offered alongside the contract to ensure families' needs are met. If the local authority subsequently applies for a parenting order, refusal or breaches must be taken into account by the court.

During reviews of the use of Parenting Contracts in schools and the Heads Up Programme, schools reported on what worked well and what needed to be improved. One school staff member reported that she would not use Parenting Contracts for behaviour without the support element of the Heads Up Project. Other

feedback included, "Parenting Contracts and the Heads Up programme offer parents the opportunity to access services at an early stage".

One school reported that they found that Local Authority support has made the process more manageable, especially in the engagement of very hard to reach parents, helping the school keep their relationship with the family. They also communicated their satisfaction with the prompt responses of the agencies involved. A secondary school that has embedded the use of Parenting Contracts into their infrastructure, highlighted the following points:

"Some families improved their children's attendance once they had been offered a parenting contract, even if they declined. The offer of a Parenting Contract forces parents to think about their role. The resources on offer give the family an opportunity to come together to make changes for the future."

It is important to comment on the stigma experienced by some parents about the use of parenting contracts. However, parents were more likely to subsequently be positive about these post-intervention. It also seems to be important for positive parents' perceptions if schools carefully consider how they explain these to parents and a focus on both the voluntary nature of the agreement and the resulting lever into services that will support

children, young people and their families seems to be the most effective way to ensure positive perceptions and engagement. It has also proved extremely valuable for schools to have a Senior Practitioner as a resource for writing and organising contracts. This also improved quality assurance processes as a consistent approach was taken across schools.

#### Summary of practice lessons

- The first stage of offering a parenting contract to families where there are attendance or behaviour concerns about a child can itself act as a lever for change and ensures more effective engagement with services when these are subsequently offered.
- Creative approaches need to be developed to encourage parents to self refer in future for parenting contracts and resulting services.
- Although the initial offer was sometimes perceived as punitive, parents were mostly very positive post-contract about both the contract and the intervention services they received.
- The offer of the parenting contract and the Heads Up package (even if not accepted by families) provides schools with a chronology of reasonable attempts at voluntary engagement should they need to pursue enforcement options.

For more information, see [www.camden.gov.uk](http://www.camden.gov.uk)

## Case study

Mrs A is a lone parent of African heritage. Her 7 year old son's primary school reported a significant deterioration in his behaviour at school, including self harm and harming others. Mrs A was also reporting difficulties managing his behaviour in the home and saying that she needed additional support. She agreed to a parenting contract and a referral to the Heads Up Project.

The mother engaged in a comprehensive parenting assessment and supplementary assessment tools were used (to measure effectiveness and change). She co-operated with the interventions offered. These included a Strengthening Families, Strengthening Communities parenting programme, an education family group conference, 12 weeks karate for her son and an invitation to a special children's intervention for one week.

At a three month review Mrs A reported that her son was more confident and happy. She is getting regular feedback from the school and the relationship between her and the school is more relaxed. The school reported that his behaviour was excellent; he is making good progress, is much easier to get along with and has been nominated for a good behaviour award. Both mother and school reported that the plan was working well owing to the change in behaviour and recent school achievements.

## Case study: impact of parenting order

On the 21 March 2008 Mrs Smith was issued with a parenting order as her daughter, Cassie, a year 10 student at Tintown Community College, had an attendance level of 59.6% with unauthorised absences at 34.6%.

Prior to this order both Mrs Smith and Cassie had been spoken to on several occasions, by the Education Welfare Officer for the school, regarding the low level of attendance but it continued to decrease. Cassie had a very negative attitude towards her education, she did not enjoy school and had little interest in attending. Mrs Smith was also honest about her role in this and would report that she would frequently keep Cassie at home in order to help her deal with bouts of loneliness as well as to help around the house.

Within the parenting order Mrs Smith was required to complete the Triple P parenting programme on a one-to-one basis with a family support worker. She was reluctant to complete the programme at first but attended every session and completed the course stating that many of the strategies discussed were useful.

The programme also encouraged her to become more confident in herself and understand the importance of Cassie fulfilling her potential which she cannot do if she

does not attend school. She reported that she has valued the programme and the opportunity to talk to the family support worker had helped her understand the impact she was having on her daughter.

Once the order had been put into place Cassie's attitude changed towards her schooling. She expressed deep concern about the impact it would have on her mum and anxious about the possibility of her mum going to prison. Cassie was also concerned that her mum could not afford the additional fine imposed. Mrs Smith took the order very seriously and began to encourage Cassie's attendance at school.

As a result by the beginning of year 11 her attendance level had increased to 89% and at the end of the final year she left school with 5 GCSE's ranging from Grade E-G as well as an Adult Literacy level 2 qualification. It is my belief that without the intervention of a parenting order Cassie would not have attained these qualifications and would have finished her school year as a NEET student (Not in Education, Employment or Training), therefore this was a necessary and successful intervention.

Becky Coldwell, Family Support Worker  
Fareham Locality Team

## New research challenges parental blame for badly behaved teenagers

Most parents of teenagers are doing a good job, and poor parenting is not the reason for the increase in problem behaviour among teenagers according to a briefing paper by the Nuffield Foundation.

Research found no evidence of a general decline in parenting, and showed that differences in parenting according to family structure and income have narrowed over the last 25 years. However, the task of parenting is changing and could be getting increasingly stressful, particularly for some groups.

The trends in parenting over the last 25 years, showing increases in time spent together, supervision and monitoring, led the research team to conclude there was no link between overall standards of parenting and the increase in youth problem behaviour.

*'no evidence of a general decline in parenting'*

However, today's parents face different challenges, such as young people being more reliant on parents for longer, and monitoring use of new technology such as mobile phones and the internet.

Parents of teenagers are increasingly likely to report symptoms of depression and anxiety themselves, particularly one-parent families and those on low incomes. For example, the report finds that the proportion of parents from the most economically disadvantaged group who reported symptoms of depression and anxiety had increased by more than 50% between 1986 and 2006.

"It seems that many aspects of parenting may have improved but parents can't do it all on their own," says Professor Gardner

who led the research, "We now have to consider whether external influences, such as peer pressure or wider cultural influences are playing a part, given the rising number of young people with problem behaviour in the UK today."

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

## Welsh government to pilot integrated approach to families where parents have complex needs

Three councils in Wales have been selected to pilot a new scheme which will provide integrated support to families where parents have complex needs and children are deemed as being at potential risk.

The new integrated model will be trialled in Merthyr Tydfil and Rhondda Cynon Taff, and Newport and Wrexham, partnering with health boards in the areas. The teams are unique to Wales and will bring together social workers from children's and adults' services, and health professionals to safeguard the children of parents with complex needs, aiming to keep families together before they reach crisis.

The pilot's initial focus will be on parents with substance misuse problems, and go on to tackle mental health needs, learning disabilities and domestic violence, with the aim of keeping families together before they reach a crisis point.

The teams are being developed through the Children and Families Measure (Wales) and the teams will come into operation in 2010 with the aim of rolling the approach out across Wales over the next five years.

The three areas will receive up to £600,000 each financial year over the next three years to support the establishment of the new teams.

The model will test new social care workforce roles, such as that of consultant social worker, as well as the development of an integrated family support career route, which will provide an alternative to specialising in

children's or adults' services.

Deputy minister for social services Gwenda Thomas said: "The development of integrated family support teams will require services to be re-modelled, and we will be learning from the pioneering areas to make real and lasting improvements."

The new approach will help teams to identify families with problems earlier and work intensively with families to make the necessary lifestyle changes to keep children at home. They would also seek to identify earlier those parents who cannot manage and where alternative arrangements need to be made.

*"The new teams will also be able to work with children and families where children have already been taken into care and with support, look to enabling the child to move back home where it is safe to do so and will better connect children and adult services with a focus on the family."*

## New vetting and barring scheme will start on time despite review

The new vetting and barring scheme which will have a major impact on the recruitment and monitoring practices of people working or volunteering with children will start on time despite being under review.

Ed Balls announced a review into the degree of contact with children that triggers the requirement to register. The Department for Children, Schools and Families said the review would not affect the 12 October date for the extension of the range of activities and workplaces from which individuals may be barred. He added that any response to the review would likely be implemented before July 2010 when those working with children or young people will be able to apply for registration with the new scheme.

In a letter to Barry Sheerman, chair of the children, schools and families select committee, Balls wrote that the decision to hold a review came after concerns being raised on the what constitutes 'intensive contact'. Last month Sir Michael Bichard, whose inquiry into the Soham murders resulted in new child protection procedures, spoke of his concerns over the new scheme.

## Better support and training needed in diversity issues for professionals working with parents

New research by the Joseph Rowntree Foundation into assessing parenting support has highlighted the need to promote and support better ongoing training for practitioners in diversity issues around parenting.

Practitioners taking part in the research felt it was important to identify diversity issues, such as cultural differences in discipline, but identified greater need for formal structures to help them make sense of the impact of diversity on parenting and the family, and to incorporate this into their assessments.

Supporting parents as a means of improving outcomes for children is central to current Government policy. But despite advances in policy and legislation, little is known about what affects a key part of delivering services, namely the 'consultation' between parents and practitioners.

The research explored how practitioners assess parenting skills and parenting support need and how this may be affected by factors such as practitioner and family diversity. Training and information gaps were identified mainly around culture and ethnicity, disability and special needs and also in the provision of a high enough quality and 'level' of training for professionals working with parents. The report also concludes that paediatricians and teachers had received the least formal teaching on parenting styles and training in assessing parenting

skills, highlighting the need for continued support and development of the teaching workforce as their role in family support expands through the growth of extended schools.

To read the full report visit [www.jrf.org.uk/publications/parenting-support-need](http://www.jrf.org.uk/publications/parenting-support-need)

## Government survey shows majority of families with disabled children do not access care and family support services

A series of reports published recently by the Department for Children, Schools and Families show that over 70 per cent of families with disabled children are not currently accessing any care and family support services.

The reports provide an in-depth analysis of the survey findings for 30 local areas in England and are based on feedback from parents of disabled children on their experience of services. The survey is being carried out as part of the Aiming High for Disabled Children programme's commitment to introduce a national indicator on disabled children which measures local performance.

The survey asked parents about the three key service areas: health, education and care and family support services. Parents rated family support services as the most poor. When asked what care and family support services parents had received over the last 12 months, over 70 per cent responded 'none'. When asked if they had received all the care and family support services they required in relation to their child in the last 12 months, one third said they had received 'little' or 'none' of what they require.

## Incredible Years parenting programme has positive effects up to 18 months

Research from Bangor University, Wales has found that the Incredible Years parenting programme has significant gains in the longer term. Longer-term follow up studies of the effectiveness of parenting programmes are rare. This research carried out a randomized controlled trial of the programme at 12 and 18 months to see how far evidence of improved parenting and child behaviour was sustained. The study found that the significant gains identified at six months after the programme started were still evident at 18 months - gains covered child behaviour, parent behaviour, and parental stress and depression.

Bywater T, Hutchings J, Daley D, Whitaker C, Yeo S T, Jones K, Eames C and Tudor Edwards R. (2009) "Long-term effectiveness of a parenting intervention for children at risk of developing conduct disorder," British Journal of Psychiatry 195, 1-7. doi: 10.1192/bjp.bp.108.05631.

## Working in partnership with parents

Written by Leora Cruddas, Head of Education for Communities, Waltham Forest Council

As the Government rolls out its parent support policy, it is important for local authority leaders and practitioners to consider carefully the conditions for respectful practice when working with parents. In Waltham Forest, we wanted to avoid seeing parents as the ‘problem’. We also wanted to avoid setting up practitioners as ‘experts’; who could solve parents’ problems. We wanted a values-based model of practice that would help us work respectfully with parents – the Family Partnership Model.

The Family Partnership Model is not a ‘parenting programme’. It is a way of working with parents that is perhaps best described as a journey of personal, social, emotional and intellectual growth, facilitated in and through a ‘partnership’ in which practitioners aim to co-construct models of respectful practice with parents.

We commissioned the Centre for Parent and Child Support (South London and Maudsley NHS Trust) to support us in developing our model and train our practitioners. We started by training our children centre practitioners, and are now in the process of training a wider section of our workforce.

### The Family Partnership Model

The Family Partnership Model was developed by Davis, Day and Bidmead (2002). To achieve simplicity, Davis and Meltzer (2007) represent the model as a diagram (below). Davis and Meltzer (2007) define the characteristics of effective partnership:

- working together with parents as active participants
- sharing decision making
- recognising complementary expertise
- sharing and agreeing aims and the process of helping
- negotiating disagreements
- displaying mutual trust and respect, openness and honesty
- communicating clearly.

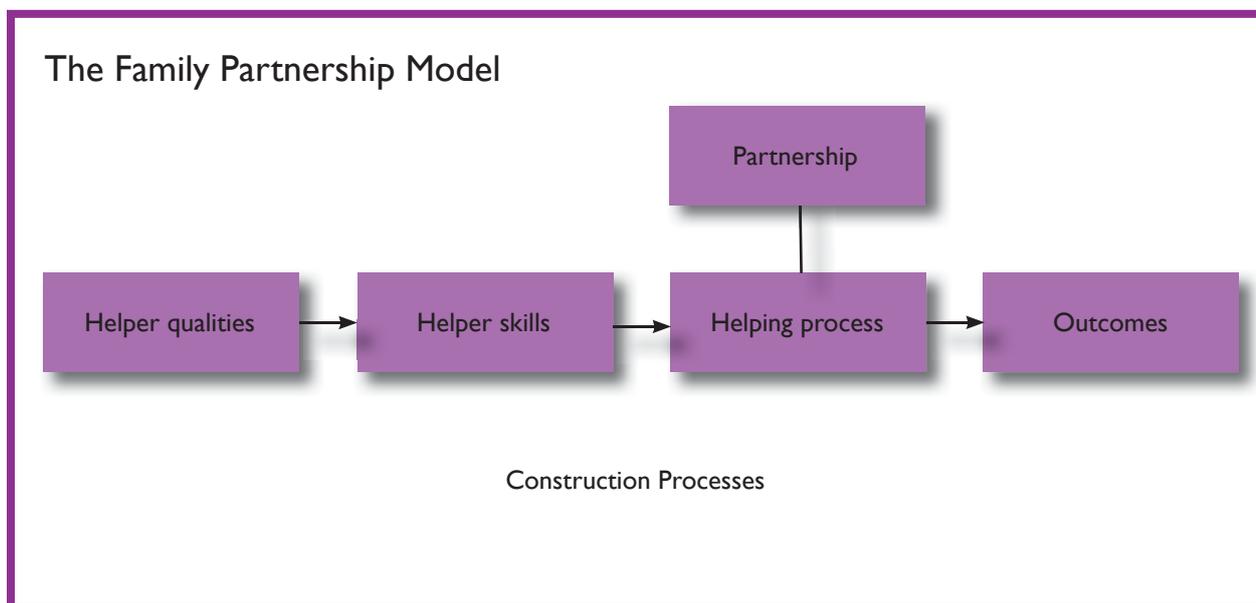
The model is fully explained in Davis and Meltzer’s excellent 2007 paper, published by the then Department for Education and Skills, ‘Working with parents in partnership,’ which can be downloaded from [www.cpcs.org.uk/research.php](http://www.cpcs.org.uk/research.php)

As our practice in Waltham Forest develops, we want to emphasise how practitioners and the parents with whom they work can together contribute to making homes, schools and communities better places for children.

The most important thing in the world The Family Partnership Model helps us to learn that supporting parents is primarily about being in relationship. There is a lot of research literature on the helping relationship (for example, Egan, 2002 and Young, 2001). I would like to introduce two non-Western concepts that serve to remind us of our common humanity and our social responsibility.

Firstly, I would like to draw on my own history, as a South African, and an old Zulu maxim: *umuntu ngumuntu ngabantu* (‘a person is a person through other persons’). In Southern Africa, this is known as ‘Ubuntu’. Archbishop Desmond Tutu’s explains the concept of ‘Ubuntu’:

“One of the sayings in our country is Ubuntu - the essence of being human. Ubuntu speaks particularly about the fact that you can’t exist as a human being in isolation. It speaks about our interconnectedness. You can’t be human all by yourself, and when you have this quality – Ubuntu –



you are known for your generosity. We think of ourselves far too frequently as just individuals, separated from one another, whereas you are connected and what you do affects the whole world. When you do well, it spreads out; it is for the whole of humanity.”

Respectful parenting practice is about being in relationship with parents as people, and focusing on what connects us. Parenting isn't done in isolation. The work parenting practitioners do, when they do it well, spreads out and changes lives.

Megan Ellis from the Centre for Parent and Child Support draws on Maori philosophy from her native New Zealand:

He aha te mea nui o te ao?

He tangata. He tangata. He tangata.

(What is the most important thing in the world?)

It is people. It is people. It is people.)

Let's focus on parents as people, before programmes.

### References

**Davis, H., Day, C. and Bidmead, C. (2002)**

*Working in Partnership with Parents: the Parent Adviser Model*, London: Harcourt Assessment.

**Davis, H., and Meltzer, L. (2007).**

'Working with Parents in Partnership' in K. Bevan (ed.). *Working in Partnership through Early Support: Distance Learning Material*.

London: DfES

**Egan, G. (2002)**

*The Skilled Helper: a problem management and opportunity-development approach to helping* California: Brooks/Cole

**Tutu, D. (1999)**

*No Future Without Forgiveness*. Image.

**Young, M. (2001)**

*Learning the Art of Helping: Building Blocks and Techniques*, New Jersey, Merrill Prentice Hall.

## Further resources for working in partnership with parents

### Parents as Partners in the Early Learning Foundation Stage – Principles into Practice,

Helen Wheeler and Joyce O'Connor, National Children's Bureau,

A practical resource for early years settings based on the work of PEAL.

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

Book sales 0845 458 9910

### How Helping Works

Short and accessible guide for practitioners that provides a practical framework for working in partnership with parents.

[www.parentlineplusforprofessionals.org.uk/cmsFiles/policy\\_briefings/How-helping-works021106.pdf](http://www.parentlineplusforprofessionals.org.uk/cmsFiles/policy_briefings/How-helping-works021106.pdf)

**Campaign for Learning** - Resources for family learning developed in partnership with parents, including fathers

[www.campaign-for-learning.org.uk](http://www.campaign-for-learning.org.uk)

### Pen Green Centre for Children and Families

Parents Involved in their Children's Learning (PICL) training and framework for early years practitioners

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

01536 443435

## Get involved in Parenting UK's working groups

### Government Green Papers

This autumn, both the Labour and Conservative parties are releasing green papers on families and relationships. We would like our members to get involved and contribute to Parenting UK's response to these papers. We will be running virtual working groups to gather views and feedback. If you would like to be involved please email [workinggroups@parentinguk.org](mailto:workinggroups@parentinguk.org) putting 'Green Paper' in the subject box.

### Review of National Occupational Standards

A number of members have put themselves forward for the Working with Parents NOS review group. Unfortunately, due to an IT crash, details for the first few members who responded have been lost. If you have volunteered for this group previously, or would like to get involved now, please send your details to [workinggroups@parentinguk.org](mailto:workinggroups@parentinguk.org) putting 'NOS' in the subject box. We will be in touch shortly.

## Single parent families in today's society: scapegoat or symptom?

**Single parent families make up 26% of all families in Britain – is the UK's current approach to helping single parent families working?**

Join us for a discussion on the issues facing lone parents in the current climate. Speakers include CEO's from Gingerbread and the Single Parent Action Network, Anastasia de Waal, Director of Family and Education at Civitas and Philippa Stroud, Executive Director of the Centre for Social Justice.

Monday 19 October, 6–8pm (followed by drinks reception)  
City University, A130 (lecture theatre)  
Northampton Square  
London EC1V 0HB

To register for this event, please email  
[events@parentinguk.org](mailto:events@parentinguk.org)  
Places are limited

In association with

**Gingerbread**  
Single parents, equal families



### Parenting UK News Bulletin

The next issue of the news bulletin will focus on the benefits of early intervention, both in terms of social and financial benefits and outcomes. If you would like to contribute something on this topic, or if you have suggestions for future issues please contact Rachel Tonkin, [rtonkin@parentinguk.org](mailto:rtonkin@parentinguk.org)

You can also advertise in the bulletin, please contact Rachel to discuss rates available to members and non-members, [rtonkin@parentinguk.org](mailto:rtonkin@parentinguk.org)

# Resources

## Online

### DCSF launches guide to internet safety

The Department for Children, Schools and Families has launched a new tool to help parents and carers manage the risk of the internet whilst also allowing children and young people to enjoy the benefits. Myguide is free and can be used independently, with the support of a friend or family member, or with help from experts in the UK online centres based in libraries and community organisations.

To access the tool go to [www.myguide.gov.uk](http://www.myguide.gov.uk)

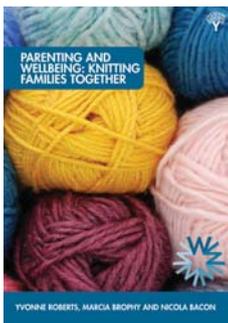
## Books and research



### Think Family Toolkit

There is a strong body of evidence showing that the extent to which family problems are passed on to future generations. Think Family means securing better outcomes for children, young people and families with additional needs by co-ordinating the support they receive from children's, young people's, adults' and family

services. The Toolkit sets out some of the ways in which these practices can be developed 'on the ground' and represents an important step towards setting out how Think Family can be made a reality in day-to-day practice.



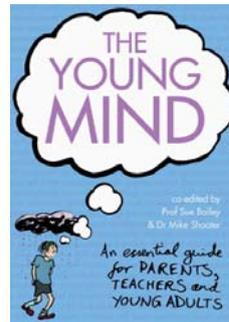
### Parenting and Wellbeing: knitting families together

A new report launched by the Local Wellbeing Project, *Parenting and wellbeing: knitting families together* argues that parenting support often fails because it ignores the wellbeing of parents themselves.

The report draws on extensive national and international research, and a detailed investigation of parenting support in three very different parts of England: Hertfordshire, South Tyneside and Manchester.

*Parenting and Wellbeing* recommends a range of approaches including involving parents, carers and children and young people in the design of family support. The government should establish a fund to encourage innovation in parenting support for projects aimed at all parents, not just those facing acute problems.

Read the full report <http://www.youngfoundation.org/publications/reports/parenting-and-wellbeing-knitting-families-together-september-2009>



### The Young Mind

Sadly, millions of children today are affected by mental health problems, almost a doubling of the number of sufferers in just one generation. Now, in this timely new book, mental health experts provide invaluable information and guidance for concerned parents, teachers and young adults. With chapters covering subjects such as child and adolescent development, parenting

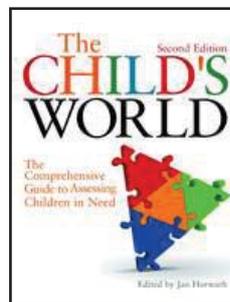
skills, problems at school, emotional health and wellbeing, this book also looks specifically at some of the most distressing problems facing young people today, including anxiety and stress disorders, drugs, alcohol, self-harm and psychosexual development.

Published by Transworld, in collaboration with the Royal College of Psychiatrists, *The Young Mind* is illustrated and written in a completely accessible style by some of the most distinguished and respected professionals in the field of child and adolescent psychiatry.

Price: £11.99

Published: Sep 2009

ISBN-13: 9780593061381



### The Child's World.

### The Comprehensive Guide to Assessing Children in Need.

This new and updated edition of the best-selling book on assessing children in need and their families integrates practice, policy and theory to produce a comprehensive and multidisciplinary guide to all aspects of assessment.

The *Child's World* not only provides an explanation of the Framework for the Assessment of Children in Need and their Families, but also offers a wealth of information on how to use it sensitively and effectively. The *Child's World* explores the implications of recent legislation, including the Children Act 2004, and national guidance for assessment practice. The contributors have drawn on the latest research, best practice and lessons learnt over the past decade of Framework implementation to equip practitioners, from different disciplines, to identify the developmental needs of children, assess parental capacity and evaluate the impact of family, economic and environmental factors on the carer's ability to meet the needs of the child.

2nd edition

Edited by Jan Horwath

Paperback: £22.99

ISBN: 978-1-84310-568-8

## Busymummy

[www.busymummy.co.uk](http://www.busymummy.co.uk)  
[alexia@busymummy.co.uk](mailto:alexia@busymummy.co.uk)

### Using the Life Wheel

This is for anyone who is working with young parents and needs an effective tool to encourage engagement with education, employment and training (EET). Includes introduction to the life wheel, ideas for implementation, how to use the resource flexibly, using in 1:1 and group activities.

30 November 2009, Nottingham

### Parent Coach Training

A one-day course for anyone who is supporting parents through coaching or would like to add coaching techniques to their portfolio of support. The pack covers: coaching methodologies and evidence based research; supporting vulnerable families; building trust with families; options for families including emotional well-being and education.

12 November 2009, Bournemouth

9 February 2010, Leicester

12 May 2010, Lincoln

### Promoting Parenting Techniques

Parenting advice can be contradictory and it can be difficult as a professional to know what advice to give in each case. This workshop will advise on which techniques are actively supported by Government and which are to be avoided.

18 November 2009, Bath

### Supporting Young Fathers

This is for anyone who is supporting young fathers. By the end of the programme participants will have discussed engaging young fathers, issues of identity, supporting young fathers, ideas for young fathers groups, listening to young fathers.

24 November 2009, Birmingham

25 February 2010, Cleveland

## Young People in Focus

(Formerly known as The Trust for the Study of Adolescence)  
[www.youngpeopleinfocus.org.uk](http://www.youngpeopleinfocus.org.uk)  
[slee@youngpeopleinfocus.org.uk](mailto:slee@youngpeopleinfocus.org.uk)

### ESCAPE & Parallel Lines

#### Accredited Facilitators Course

The ESCAPE parenting programme

offers a flexible framework for working with parents and young people, and has been widely used with parents in the youth justice system and elsewhere.  
 20, 21 and 22 October 2009, Manchester

### Accreditation top-up training for existing ESCAPE facilitators

9 December 2009, London

### Take 3 Accredited Facilitators' Course London

Take 3 is a comprehensive programme for practitioners working with parents who have challenging teenagers or teenagers that are at risk.

2 & 3 November 2009 and 11 & 12

November 2009, London

### Accreditation Top-Up Training for Existing Take 3 Facilitators

19 November 2009, London

### Group Work Skills with Parents

This course is ideal for those new to working with groups and/or parents, but will also be useful to those with some facilitation experience who want to brush up their skills.

4 November 2009, Manchester

## Parent Coaching Works

[www.parentcoachingworks.com](http://www.parentcoachingworks.com)  
[enquiries@parentcoachingworks.com](mailto:enquiries@parentcoachingworks.com)

### Introduction to Parent Coaching

One-day training to complement and develop the skills of parenting facilitators and professionals. An interactive day using parent coaching toolkit exercises to support parents both individually and in groups.

5 November 2009, London

14 January 2010, London

### Further Parent Coaching Techniques

Builds upon the work covered in the Introduction to Parent Coaching, and introduces further inspiring and effective techniques. The training focuses on resources for positive, effective and creative solutions to the challenges parents face. Materials can be used with individuals and groups and can be adapted to use with teenagers.

6 November 2009, London

**\*2 DAY TRAINING SPECIAL OFFER\***

Book both training days, Introduction to Parent Coaching on 5 November 2009 and Further Parent Coaching Techniques on 6 November 2009 and receive 10% discount (offer applies to individuals only).

## National Children's Bureau

[www.ncb.org.uk/training](http://www.ncb.org.uk/training)

### Parents, Early Years and Learning (PEAL) Training

PEAL training supports the Early Years Foundation Stage (EYFS) commitment for all early years settings and services to work together with parents as partners in their children's early learning and development. This training course combines practical experience with the latest research on how to involve all parents.

16 Oct 2009, London

## Family Links

[www.familylinks.org.uk/training/parentgroup.htm](http://www.familylinks.org.uk/training/parentgroup.htm)

### Parent Group Leader Training

The Family Links training for parent group leaders offers a thorough introduction to the principles and practice of the Nurturing Programme for anyone working with parents and carers. If you are interested in offering the Parent Nurturing Programme to groups of parents, our four day Parent Group Leader Training is for you. The 4-day training is designed for community professionals. People we have trained include health visitors, social workers, school nurses, youth offending teams, Sure Start teams, Children's Centre staff.

19/20 and 26/27 November 2009,

Oxford

4/5 and 11/12 November, Hull

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

## Grant Programme: The Austin and Hope Pilkington Trust

Supports various community projects and is open to all charities in the UK and overseas. Grants from £1,000 up to £20,000 are available. The Trust will support projects in three categories, including Community and Disability, the deadline for which is 1 November 2009.

If your charity's work falls within this category and would like to be considered for a grant, please submit an application by 1 November only in the appropriate year. Please see How to Apply on the website for further details. Trustees' meetings are usually held between 4 and 6 weeks of the submission deadlines. A list of successful charities will be posted on the website as soon as possible after these meetings.

Please note grants are usually awarded for one year only.

[www.austin-hope-pilkington.org.uk/](http://www.austin-hope-pilkington.org.uk/)

## Kelly Family Charitable Trust

The Trust is interested in funding charities whose activities involve the whole family in initiatives that seek to tackle problematical issues that face one or more of its members, and whose aims include the strengthening of family bonds by helping all elements of the family unit to grow together and support each other.

By nurturing the empathy and understanding within the family unit the Trust seeks to encourage an environment in which family members can support each other in their efforts to deal with problems.

Trustees take a personal interest in the progress of the charities they support, and projects shortlisted for grants will usually be visited or contacted by the Trust's Grants Administrator or other representatives of the Trust. The Trustees have a wide range of skills, and may offer personal support to funded charities if relevant.

If a charity is successful in its application for funding a progress report will be requested on the charity and the effective use of its grant during the funding year. The Trust may consider repeat funding requests on receipt of satisfactory progress reports.

[www.kfct.org.uk/index.html](http://www.kfct.org.uk/index.html)

## Porticus UK

This trust supports various social welfare activities and is open to registered charities working in the UK. Grants awarded by the Trust fall into four main areas: social welfare; the arts; heritage and conservation; and the natural environment.

The majority of funding is targeted at social welfare projects. Priority is given to long-term projects that can meet more than one area of interest. The Trust is also prioritising applications from outside London and the South East of England in order to ensure that our funds are distributed to all parts.

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

## The J Paul Getty Jr Charitable Trust

Open to applications which fall into the following category: Strengthening Family Relationships. Encouraging and cherishing the family relationship that is so often central to people's lives, is at the centre of what we do. The support they offer aims to strengthen those family relationships that are most vulnerable and strained. Most grants are between £10,000 and £25,000.

They welcome applications for developing policy, advocacy and research and put particular emphasis on organisations which have a proven model and wish to expand.

They will only accept applications from organisations which are a registered charity in England, Wales or Scotland.

[www.porticusuk.com](http://www.porticusuk.com)

## Where to find funding

The following provide general guidance and information on funding:

Association of Charitable Foundations - [www.acf.org.uk](http://www.acf.org.uk)  
 Charities Aid Foundation - [www.cafonline.org](http://www.cafonline.org)  
 Charities Information Bureau - [www.fit4funding.org.uk](http://www.fit4funding.org.uk)  
 Directory of Social Change - [www.dsc.org.uk](http://www.dsc.org.uk)  
 Funderfinder - [www.funderfinder.org.uk](http://www.funderfinder.org.uk)  
 Grants 4 Funding Portals - <http://www.grants4.info/portal/index.asp>  
 GrantsNet - [www.grantsnet.co.uk](http://www.grantsnet.co.uk)

## October

### Supporting Young Parents Information Day

Children in Wales  
7 October 2009, Cardiff  
[www.childreninwales.org.uk](http://www.childreninwales.org.uk)

### Transforming Services for Disabled Children and their Families

Capita Conferences  
15 October 2009, London  
[www.capitaconferences.co.uk](http://www.capitaconferences.co.uk)

### The Nuts and Bolts of Commissioning in Partnership for Better Outcomes

Children & Young People Now  
14–15 October 2009, London  
020 8267 4587

### Single parent families in today's society – scapegoat or symptom?

Parenting UK  
19 October, London  
[www.parentinguk.org/3/our-events](http://www.parentinguk.org/3/our-events)

### Mental Health First Aid

Care Matters  
20–21 October 2009, Manchester  
[www.carematterspartnership.co.uk](http://www.carematterspartnership.co.uk)

### Reaching Out

Action for Prisoners Families  
21 October 2009, Birmingham  
020 8812 3600

### National Children and Adult Services Conference 2009

Local Government Association  
21–23 October 2009, Harrogate  
[www.ncasc.co.uk](http://www.ncasc.co.uk)

### Communicating with Families when Children have a Life-limiting Condition and Complex Needs

Child Bereavement Charity  
23 October 2009, Buckinghamshire  
[www.childbereavement.org.uk](http://www.childbereavement.org.uk)

### Time and decision making: right for children – fair to parents?

Browning House  
27 October 2009, Leeds  
[www.browninghouse.org.uk/events](http://www.browninghouse.org.uk/events)

## November

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

Mentoring and Befriending Foundation  
4 November, London  
[nationalconference@mandbf.org.uk](mailto:nationalconference@mandbf.org.uk)

### Looked-after children, their carers and their families

Child Poverty Action Group  
4 November 2009, London  
[www.cpag.org.uk/training/](http://www.cpag.org.uk/training/)

### Suicide – the impact on families

Child Bereavement Charity  
4 November 2009 Buckinghamshire  
[www.childbereavement.org.uk](http://www.childbereavement.org.uk)

### Life in the fast lane: the road to better outcomes for children and young people

5–6 November 2009, East Kilbride  
Children in Scotland  
[www.childreninscotland.org.uk](http://www.childreninscotland.org.uk)

### Working with parents: a 'way of working' or a 'delivered formula'?

Early Childhood Unit, NCB and Pen Green Research Centre  
9 November 2009, Penn Green Research Base, Corby  
[www.pengreen.org](http://www.pengreen.org)

### Community Care Live 09: Children and Families

Community Care, London  
18 November 2009  
[www.communitycare.co.uk/StaticPages/live.htm](http://www.communitycare.co.uk/StaticPages/live.htm)

### Health of the Nation: Children's Health 09: Ensuring Health from 0-19 years

26 Nov 2009, London  
[www.govnet.co.uk/children/](http://www.govnet.co.uk/children/)

### Policies for Families, Challenges and Choices

Family and Parenting Institute's annual conference  
30 Nov 2009, London  
[www.familyandparenting.org/events](http://www.familyandparenting.org/events)

## December

### New Challenges in Protecting Children and Women

British Association for the Study and Prevention of Child Abuse and Neglect  
11 December, London  
<http://baspcan.org.uk/>

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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