



## **Working with culturally diverse communities**

**Inside:  
CWDC refreshes common  
core of skills and knowledge**

**New parental engagement  
resources**

Dear Members

We have had a very busy start to the year with two very successful events in March. It was great to meet our members at these and catch up with what you are all doing.



You will have recently received information about renewing your membership to Parenting UK, so if you haven't already renewed, make sure you do soon to continue receiving all the membership benefits.

Best wishes

Pamela Park, Chief Executive

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## Working with culturally diverse communities

Parenting UK's project to identify the support needs of black and minority ethnic (BME) parents and of practitioners in meeting those needs gathered information about what does and does not work in providing appropriate services not only in traditionally high BME areas but also in areas with low BME populations. There is evidence that BME parents find it harder than other parents to access parenting support and that the support that is available may not always be appropriate to their needs.

Providers of parenting services should always take into account the diverse circumstances, needs and wishes of parents when planning, developing and delivering services. Experiences of and approaches to parenting differ not only between different ethnic groups but also within each ethnic group. Class, family history, religion, geography, education, work and housing all have an impact on the ways that we parent.

Culture plays an important part in identity, but the culture of a group is not static. It is a set of traditions and norms that is lived and practised and so is dynamic and changing. Factors linked to cultural identity include country of origin, physical appearance, language, family structures, religious belief, politics, food, art, music, education, festivals, attitudes towards body and mind, gender roles, clothing and expectations from individuals and groups. Parental expectations vary from culture to culture, and from family to family within cultural groups.

Cultural identity applies to all parents but BME parents also encounter other influences on parenting including the process of migration, language differences, community history and

intergenerational discontinuity. Above all, BME parents face the specific task of raising their children to negotiate life in a society where they may encounter discrimination and racism. Religion, as a set of moral and spiritual values, may play an important part in a person's identity. Some BME groups such as British Muslim, British Hindu and Sikh may identify themselves more with their religion than their geographic ethnicity.

Policy makers and practitioners need to find out about the families in their own particular area and to keep listening to what their needs are as these may well change over time. A sophisticated and dynamic understanding of local communities allows the development of needs-based services rather than inappropriate services based on stereotypes.

Knowledge of both culture and religion is crucial in understanding family structure, the roles of parents and young people, and the wider family and community network. This ethnic/religious understanding helps in offering services that will appeal to minority ethnic parents.

Not all BME parents want to use services designed specifically for their ethnic group. Many would rather use services alongside parents of different ethnicities but sometimes these non-targeted services are offered in such a way that only certain parents feel comfortable accessing them. Even when services are accessible they may not take into account the range of parenting styles that are found in the community and often assume that those of the majority culture are the only parenting styles that are valid.

Support for BME parents should form part of mainstream services so that it is not just an add on provision with time limited funding. In areas with relatively low BME populations it is far too easy for small communities and their needs to be completely unrecognised.

Much of the best practice is found in local voluntary and community groups. By tapping into this expertise through partnerships, local authorities can make the most of available resources, sensitive community-based work will receive financial support and BME parents can access the parenting support they want and need. Here are some practical aspects of providing successful parenting services:

- Engaging with the community from the beginning is important
- It may be desirable to cover parents' travel expenses. This may reduce the number of courses that can be offered but the improved reach may well make this a worthwhile trade off
- If parenting sessions are held in areas with high BME populations there will be culturally sensitive community venues that are easily accessible
- A choice of culturally appropriate foods should be offered and high quality food will help parents to feel valued
- A choice of day or evening sessions will give better access for working parents
- There needs to be sensitivity to religious festivals as holding sessions during these may exclude some parents.

For further information, see the In Practice Paper on working with BME parents on our website.

## Further resources and training

### Cultural Competence in Family Support

A Toolkit for working with Black, Minority Ethnic and Faith Families; Fatima Husain  
Family and Parenting Institute (2005), £29.00

### Parenting Programmes and Minority Ethnic Families: Experience and Outcomes

Jane Barlow, Richard Shaw and Sarah Stewart-Brown in conjunction with REU  
Joseph Rowntree Foundation

### African Caribbean Fatherhood Training Programme

With a special emphasis on increasing the understanding and confidence of professionals who work with African–Caribbean and BME fathers, children, young people and families, this course provides practical skills and awareness around the theory of fatherhood.

For current training go to: [www.barnardos.org.uk/babyfather](http://www.barnardos.org.uk/babyfather)

### Strengthening Families, Strengthening Communities

The Strengthening Families, Strengthening Communities (SFSC) parenting programme aims to raise the consciousness of parents and help families develop or promote strong ethnic and cultural roots, including: positive parent–child relationships; a range of life skills; self-esteem; self-discipline and social competence, and an ability to access community resources.  
[www.raceequalityfoundation.org.uk/sfsc/index.asp](http://www.raceequalityfoundation.org.uk/sfsc/index.asp)

## Working with parents and practitioners from different cultural backgrounds

Written by Haki Kapasi, Director of Inspire Consultancy Limited

Inspire is a research, consultancy and training organisation that delivers training to parents and staff from diverse religious, cultural and racial backgrounds which takes individuals through a process of reflection on self, others and society, in order to create environments based on a vision for children in their care. Inspire also delivers race, culture and diversity programmes to Early Years' practitioners primarily in England but also within the UK.

These two different strands have given us a valuable perspective on working with parents from minority ethnic communities – we have both the practitioners' and the parents' and carers' perspectives.

Most Early Years practitioners and family support or outreach workers believe themselves to be inclusive and welcoming to all parents and families, irrespective of their religion, culture and lifestyle. There is little overt evidence of any deliberate discrimination. Yet, it is clear that there are still issues around working with families from minority ethnic communities.

The absence of debates and discussions around racism leaves a cavernous gulf between staff, parents and carers from different communities. No matter how welcoming a centre for parents and families is, if the staff are not prepared or brave enough to openly talk about racism and have their views challenged, the service will, inevitably, fall short of delivering excellence to all families.

The issue does not just rest with outreach staff, it is the responsibility of managers and all the staff at settings to openly talk about the impact of racism and the damage it does to children, families, communities and our society.

Parents/carers from minority ethnic communities, like all those who are marginalised and attacked by society, have a very good, if unexpressed, understanding of what is going on. They do not feel safe to be open with practitioners who they intuit as frightened, defensive or ignorant. Their strategy is very pragmatic – they keep their views to themselves, access the services they can, are grateful for these services and move on with their lives.

Rather than working in an environment of secrecy (which is the outcome if open, respectful and trusting discussions about racism do not take place) would it not be much better to work in an environment where everyone is at ease with themselves and others?

# CWDC refreshes common core of skills and knowledge



The Children's Workforce Development Council (CWDC) has launched a refresh of the common core of skills and knowledge that everyone working with children, young people and families should have.

The refresh of the guidance has been informed through consultation with professionals and volunteers in the workforce, children, young people, parents and carers and sees a strengthening of the core skills and knowledge required in a number of areas, including online safeguarding and early intervention and prevention. Feedback from the consultation also provided an insight into how widely supported and valued the common core of skills and knowledge is for anyone who works with children, young people and their families.

The common core, first launched in 2005, enables professionals and volunteers in the children and young people's workforce to work together more effectively in the interests of the child and underpins successful multi-agency and integrated working.

The consultation to refresh the common core was led by CWDC in collaboration with the Department for Children, Schools and Families and other key partners. Supporting the 2020 Children and Young People's Workforce Strategy, the review considered whether the six areas of skills and knowledge in the common core continue to be the right ones, whether they reflect current policy and front line practice, and how widely the common core is being used by the workforce.

The refreshed common core of six core areas of skills and knowledge for 2010 remains broadly the same, but with a renewed text and updates to strengthen the following areas:

- Online safeguarding
- Integrated working, as well as joint working
- Early intervention and prevention
- Supporting the needs of teenagers and adolescents
- Disability and disadvantage
- Involving service users, including parents as partners
- Clarifying different types of transitions
- Ensuring the common core matches the needs of the whole workforce

Deirdre Quill, Director of Integrated Workforce at CWDC, said: "Support for the common core across the children and young people's workforce has been overwhelming in this consultation. We know that it is used widely, that it is valued, and that there is a need to keep it tightly focused.

"This refreshed common core includes a strengthening of areas where workforce needs and policy is changing: it now highlights the need for an awareness of the risks to children and young people from online activities and the importance of online safeguarding. It has also been updated to reflect emerging thinking and practice around the skills and knowledge required to support early intervention and prevention, and the skills and knowledge required to address issues of disability and disadvantage.

"The consultation has also highlighted that while many local areas use the common core effectively in induction, training, job descriptions and workforce development strategies, use is not always consistent across local areas or sectors of the workforce. To ensure the common core is used by everyone who works with children, young people and families – and in all sectors – CWDC is currently developing plans to move towards universal usage."

The consultation was held between July and December 2009, with nearly 1,000 people completing an online questionnaire. Views were additionally canvassed through 40 discussion groups with members of the workforce from different sectors; focus groups with children and young people with disabilities and with parents; and more than 20 one-to-one interviews with government officials and other key stakeholders.

The refreshed common core is available at [www.cwdcouncil.org.uk/common-core](http://www.cwdcouncil.org.uk/common-core), detailing the six areas of expertise required by everyone working in the children and young people's workforce: effective communication and engagement with children, young people and families; child and young person development; safeguarding and promoting the welfare of the child or young person; supporting transitions; multi-agency and integrated working and information sharing.

## Welcome to Share Street

CWDC have developed a new online community of learning. Share Street is the place for everyone who works with children, young people and their families to connect with each other, be inspired, discuss ideas and challenges and share resources.

If you work with children or young people and their families, Share Street is for you. It's a community for sharing resources and discussing best practice in the workplace, for building networks and communicating with colleagues.

[www.cwdcouncil.org.uk/sharestreet](http://www.cwdcouncil.org.uk/sharestreet)

## Supporting parental engagement in learning

Parents, carers and families have a vital role to play in helping their children and young people to achieve their full potential – at school, college or university, in work and in life. Parents' aspirations, what they do with their children at home, and how they support their child's learning and development before and during school or college have a real impact on how well their children succeed.

The Children's Plan: Progress Report (published in December 2008 by DCSF) outlines a strategy for improving parents' engagement in children's learning and development through mainstreaming parental engagement as a priority through the education system. As part of this work the DCSF have developed a series of resources to help parents support their children's learning.

### Working Together Pack for parents of children aged 5+

This pack contains fun and familiar games which encourage reading, talking, active play and listening. These include question cards, a wall chart, a chatterbox and a bookmark.



### Getting into Homework – folder pack for parents of children aged 8 to 13

The pack contains tips on how to keep talking to your child as they progress from Primary to Secondary school, as well as information around how schools work, and how you can support your child with their homework.



### Taking Learning Forward – coaching manual for parents of teenagers aged 14 to 19

This manual offers confidence-raising tips to help you stay involved in the later stages of your child's learning journey. The booklet includes

advice on lack of time, not knowing how to help, and useful sources of parental support and information.

The new resources are intended to help you when working with local parents, particularly where they need support – for example in helping their child with their homework, talking with their child about school or finding ways to build a good partnership with their children's school. The accompanying booklet provides more information about improving parental engagement including ideas on how to use the resources and where to get more information.

Download the free pack at [www.dcsf.gov.uk/everychildmatters/parentalengagement](http://www.dcsf.gov.uk/everychildmatters/parentalengagement)

## ESCAPE course accredited

The ESCAPE parenting programme is now recognised as an evidence-based programme and is recommended by the DCSF for the Parenting Early Intervention Programmes (PEIPs) for use with parents of children aged 8 to 13.

ESCAPE was developed in Kirklees in 2000 to provide support to parents on parenting orders in the youth justice sector. Since 2004, practitioners throughout the UK, both in and outside the youth justice sector, have been trained and have delivered ESCAPE in a variety of settings.

The main aim and focus of the programme is to improve relationships between young people and their families and in doing so improve attendance at school, behaviour in both school and home and to reduce offending behaviour. ESCAPE has undergone a number of positive evaluations in a variety of contexts.

A recent evaluation shows that it had an impact on reducing behavioural difficulties in children and on the confidence and self-esteem of the parents. For more information see: [www.youngpeopleinfocus.org.uk/\\_assets/pdf/ESCAPE\\_exec\\_summary.pdf](http://www.youngpeopleinfocus.org.uk/_assets/pdf/ESCAPE_exec_summary.pdf)

## 4Children manifesto calls for more support for families

4Children have called for more support for families in their latest manifesto, 'A Vote for Families and Children 2010' and wants to see more Sure Start centres linking up with schools to offer broader youth and social care support.

Expanding children's centres to cater for children of all ages and giving families a right to support from a family group conference and expand the use of this are among the policies being called for by 4Children. The charity says that families are already benefiting from the conferencing approach.

One plus One, Relate and The Tavistock Centre for Couple Relationships, have also released a manifesto which calls for services around the birth of a child and subsequent parenting support; more training to be given to frontline professionals on how to support couple relationships and who to refer couples to; and courses available to separating parents to help them parent with their ex and put their children first.

To read the manifestos go to:

[www.4children.org.uk/information/show/ref/1951](http://www.4children.org.uk/information/show/ref/1951)

[www.relate.org.uk/assets/ced2f91009/Relate-Manifesto.pdf](http://www.relate.org.uk/assets/ced2f91009/Relate-Manifesto.pdf)

## Government publishes early intervention report

Plans announced in the Budget for a new Children and Young People's grant will be trialled from April 2011. This will be a step towards further integration in services for children and young people and should support a shift to more early intervention and prevention. The Department for Children, Schools and Families said that it will work to identify a significant number of pathfinders to try out the Grant and will look for a mix of different areas. The new Grant will be protected so that money intended for children and young people's services can only be used for this purpose.

The creation of the Grant will be accompanied by opportunities for pooling and aligning funding for children and young people from partners such as PCTs and the Police. The Government will take action to make sure that all the key services are working towards common goals.

Setting out the case for early intervention, Children's Secretary Ed Balls also published 'Early Intervention: Securing good outcomes for all children and young people.' The report highlights potential savings by using this approach and draws upon research and examples of good practice, both here and abroad.

Secretary of State for Children, Schools and Families, Ed Balls, said: "The new Children and Young People's Grant is an important step forward in the development of Children's Trusts and should help local agencies to work together creatively to improve children and young people's lives. Every person who works with children, young people and families has a responsibility and part to play in making Early Intervention work in their area. This is especially important for schools, colleges, children's centres and GPs."

'Early Intervention: Securing good outcomes for all children and young people' contains two main commitments:

- a commitment to establish a new Early Intervention Implementation Group led jointly by DCSF and the Association of Directors of Children's Services (ADCS). A key task for the Group will be to look at how parents can automatically receive an assessment for a parenting intervention in certain situations, such as following their child's exclusion from school. The Group will report to Ministers in autumn 2010.

- a commitment that DCSF will commission work from experts on the potential for leveraging in more private sector investment for early intervention through Social Impact Bonds. These would provide payments linked to improved outcomes for children and young people.

## Singleton report calls for extension of smacking ban

The Government has announced its intention to ban physical punishment of children in any form of tuition or care outside of the family following recommendations from Sir Roger Singleton, the Chief Adviser on Child Safety.

Current legislation means that teachers in schools are banned from using any form of physical punishment, but those who tutor outside of school, including in part-time educational and learning settings and evening and weekend faith schools, are not covered by the ban. But following Sir Roger's report *Physical punishment: improving consistency and protection*, the Government announced that physical punishment of children will be banned in all forms of tuition, care and supervision outside of the family.

Sir Roger Singleton collected the views of parents, children, religious leaders and children's charities over two months. In his report, he makes three recommendations to the Government:

1. The current ban on physical punishment in schools and other children's settings should be extended to include any form of advice, guidance, teaching, training, instruction, worship, treatment or therapy and to any form of care or supervision which is carried out other than by a parent or member of the child's own family or household.
2. The Government should continue to promote positive parenting strategies and effective behaviour management techniques directed towards eliminating the use of smacking.

Parents who disapprove of smacking should make this clear to others who care for their children.

3. The development of appropriate safeguarding policies in informal education and learning organisations should continue to be promoted. Legal changes which flow from adoption of these recommendations will need to be communicated effectively.

In response to the report, Children's Secretary Ed Balls said: "Sir Roger's report makes it absolutely clear that a child should not be smacked by anyone outside their family. I believe this is a sensible and proportionate approach.

"I am glad that Sir Roger's recommendations back the Government's drive to promote positive parenting techniques, giving mums and dads better alternatives to smacking. I am thankful to Sir Roger for his extensive work with charities and parenting groups and his careful consideration of this sensitive and complex issue."

The Government's Chief Adviser on Child Safety, Sir Roger Singleton said: "There is some excellent ongoing work promoting positive parenting techniques. It is imperative that this work continues to give all parents the ability to support a child's development without the recourse to physical punishment." In 2009, the Government worked with a range of charities and voluntary organisations to produce a guide entitled 'Being a Parent in the Real World' which aims to help parents avoid smacking as a form of discipline.

## Parenting support for black and minority ethnic families of deaf children

Written by Zobia Kalim, BME Development Officer, NDCS

There are over 45,000 deaf children in the UK, and approximately 1,600 babies are born deaf every year. However, there is a considerably higher prevalence of hearing loss among some black and minority ethnic (BME) groups. Prevalence rates vary between over two times higher incidence among Asian children in Manchester<sup>1</sup> to over six times higher incidence among Bangladeshi children living in the London Borough of Tower Hamlets.<sup>2</sup>

Communication difficulties are more profound for deaf children in families where English is not the first language. The absence of a shared language in the family can have major implications on the relationship of a deaf child with other family members and on the child's understanding of their own culture and religion. This can result in exclusion from family and community life, leading to isolation, relationship troubles, identity issues and mental health problems.

Communication difficulties, coupled with limited access to information and services for those for whom English is not their first language and the risk of increased poverty<sup>3</sup>, can bring additional pressures on parenting skills and family life. These factors, compounded by negative attitudes towards disability in many communities, can lead to fewer opportunities for BME deaf children in the areas of education, health services and financial support.

In view of these challenges for BME families, the National Deaf Children's Society (NDCS) embarked on a three year project, supported by the Department for Children, Schools and Families, to improve achievement levels and outcomes for BME deaf children.

A key component of the project was to deliver the NDCS 'parenting a deaf child' curriculum to BME families across three regions; London, West Midlands, Yorkshire and Humberside. This 10-week parenting programme was developed to meet the unique needs of parents of deaf children aged 0-11, by bringing together expert advice from mainstream parenting organisations and parents themselves. The course was designed to enhance parent competence in dealing with everyday situations involving their deaf child, improve parent-child communication and relationships, and develop positive awareness of different parenting styles and strategies.

The courses were delivered to 60 BME families in 2009 via trained facilitators who were from a BME background themselves. The course will be delivered to a further 60 families before the end of the project in March 2011. Evaluation of the first set of courses has shown very positive results, with data showing that the parent course led families to:

- Try new strategies with their deaf child
- Share the skills they have learnt with their family and friends



- Improve their relationship with their deaf child
- Communicate better with their deaf child(ren)

The overall retention rate over the duration of the course was 93%. Feedback from schools and service providers indicated that parents who attended the course appeared more confident when communicating with their deaf child and were more involved with their child's schooling.

Feedback from parents who attended the course has been very positive:

**“The content of the programme was really good. I found it very informative”.**

**“I really enjoyed the course. It was very helpful to realise the importance of playing with our child – for him to lead and for us to follow.”**

NDCS is keen to ensure continuation of the courses after the project ends and is seeking partners in services and organisations for this delivery. NDCS will provide training and support as necessary and invites interested practitioners to get in touch. To find out more, please contact Zobia Kalim, NDCS BME Development Officer: [zobia@ndcs.org.uk](mailto:zobia@ndcs.org.uk)

References:

1. Naeem and Newton, 1996
2. Vanniasegaram 1993
3. Smyth and Robus, 1989; Beresford, 1995

Photograph credit: NDCS

## National Baby Massage Week: 17-22 May 2010

Baby Massage is a wonderful way for parents to use positive touch. This gives the opportunity for special time together; incorporating not only the massage but also therapeutic hugs and holds, fun with nursery rhymes and music. Baby massage is also a fantastic way for parents to learn how their baby communicates with them, enabling parents to understand what their baby wants and comfort them with loving touch.

Baby Massage has become increasingly popular in Britain over the past ten years and most parents will have heard of baby massage even if they haven't been to a class or own a book. Many parents like to find activities that give them quality time with their children and baby massage is perfect as it is simple, effective and can be done virtually anywhere. The techniques can be adapted for almost any child and parent, making it a truly inclusive activity.

The UK's Guild of Infant and Child Massage is leading the 2010 National Baby Massage Week, as they know how important it is to support positive and lasting relationship between babies and parents. This is the first National



Baby Massage Week and the Guild is hoping that it will be an annual celebration of this fantastic art form and is encouraging all parents and baby massage teachers to get involved. There will be some national events, baby massage courses running during the week and the Guild is also running a competition to find the best story of how baby massage has helped a family.

For more information visit [www.gicm.org.uk](http://www.gicm.org.uk). Free poster available for baby massage teachers to promote their events. Support National Baby Massage Week and make a real difference!

## Fathers' Story Week launched 14–20 June 2010

The first ever Fathers' Story Week will be happening this year and is a vital opportunity for Britain's schools, nurseries and pre-schools to get dads involved with their children's learning and development.

Fathers' Story Week will take place from 14 to 20 June 2010. Timed to coincide with Fathers' Day on 20 June, the week is a fantastic opportunity for primary schools, nurseries, pre-schools and Children's Centres to get fathers and children working and spending time together.

Many fathers, including those who work full-time and may not often do 'the school run', want to be more involved in their children's education. But primary schools, nurseries and pre-schools can find it a challenge to engage with them.

A wealth of research shows that supportive home environments are key to children's learning and development – and that children with positively involved fathers and father-figures (whether or not they live with them full-time) do better in all sorts of ways.

Positive engagement between father and child is linked to higher IQ at age 7 and 11, and better exam results at 16. The more a father reads to his 1 to 2 year old, the greater the child's interest in books later on. Fathers exert greater influence than mothers on boys' educational choices.

Access FREE resources, designed to help you develop and deliver lessons, sessions and projects focused on finding out about dads on [www.fathersstoryweek.org](http://www.fathersstoryweek.org)

Schools can also take part in Bring Your Dad To School Day on 18 June – a chance to welcome fathers and father-figures and start to establish a sustainable, ongoing rapport with them – in support of Barnardo's and the Fatherhood Institute.



### Parenting UK News Bulletin

The next issue of the news bulletin will focus on working with fathers. If you would like to contribute something on this topic, or if you have suggestions for future issues please contact Rachel Tonkin by emailing [rtonkin@parentinguk.org](mailto:rtonkin@parentinguk.org)

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

# Resources

## Online and resources

### Supporting parental engagement in learning

Parents, carers and families have a vital role to play in helping their children and young people to achieve their full potential – at school, college or university, in work and in life. Parents' aspirations, what they do with their children at home, and how they support their child's learning and development before and during school or college have a real impact on how well their children succeed. As part of this work the DCSF have developed a series of resources to help parents support their children's learning. (See page 5 for more information)

### NSPCC's positive parenting leaflet revised and updated

*Encouraging better behaviour: A practical guide to positive parenting*, looks at ways of encouraging better behaviour through positive discipline. It includes sections on babies; toddlers; school-age children and teenagers, with positive discipline tips for each section as well as links to other sources of information and support. It also includes a section on why smacking is never a good idea; top 10 ways to be a great parent without smacking and cutting stress and managing anger.

To download the new leaflet go to:

[www.nspcc.org.uk/Inform/publications/Downloads/encouragingbetterbehaviour\\_wdf48121.pdf](http://www.nspcc.org.uk/Inform/publications/Downloads/encouragingbetterbehaviour_wdf48121.pdf)

### Welcome to Share Street

CWDC have developed a new online community of learning for the children and young people's workforce. Share Street is the place for everyone who works with children, young people and their families to connect with each other, be inspired, discuss ideas and challenges and share resources.

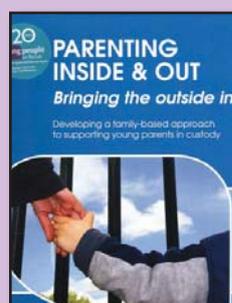
If you work with children or young people and their families, Share Street is for you. It's a community for sharing resources and discussing best practice in the workplace, for building networks and communicating with colleagues. Why not take the tour, [www.cwdcouncil.org.uk/sharestreet](http://www.cwdcouncil.org.uk/sharestreet)

### My Money

On this site you'll find everything you need to know about My Money to help teach personal finance education in primary or secondary schools. The My Money project aims to provide a completely joined-up approach to financial education throughout England and includes information and resources for parents.

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

## Books



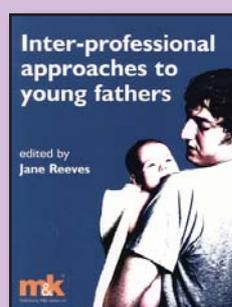
### Parenting Inside and Out Bringing the outside in -Developing a family-based approach to supporting young parents in custody By Sarah Lindfield

The Parenting Inside and Out (PIO) project has focused on the development of family-based parenting support for under 18 year-old young fathers and mothers in custody. There

have been some very positive findings about what young parents want from parenting support and how this can be offered. This toolkit describes what we have found out during the project and we suggest ways of building on the positives we have found, as well as addressing some of the barriers.

Publisher: Young People in Focus

Price: £45.00



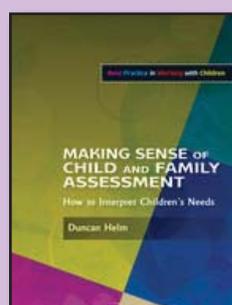
### Inter-professional approaches to young fathers Ed. Jane Reeves

This book draws together contemporary research evidence, social theory and policy which can affect the way practitioners, students and academics conceptualise and work with young fathers. Each chapter illustrates its subjects with discrete evidence from that particular field. A summary of this

literature and evidence, provided in each chapter, makes this book very 'user friendly'.

Price: £29.99

Publisher: M&K Update Ltd



### Making Sense of Child and Family Assessment; How to Interpret Children's Needs By Duncan Helm

Part of the Best Practice in Working with Children Series series, this book offers best practice guidance on how to analyse information gathered during the assessment of children and young people and their families. Good assessments take time and need to be

appropriately resourced. A range of analytical tools are also needed if practitioners are to present assessments of children's needs which lead to meaningful care plans and improved outcomes. Helm introduces the key messages emerging from policy and research, and provides insights into today's multi-disciplinary practice.

Paperback: £19.99, April 2010

ISBN: 978-1-84310-923-5

## Children in Scotland

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

### Harnessing Emotional Intelligence

This one-day workshop will look at how the theory of emotional intelligence deepens our understanding of the roots, development and storage of the emotions. We will draw upon new developments in neuroscience to expand our awareness of and how early experiences affect brain development and the impact of trauma on emotional and cognitive development.

29 April, Edinburgh

### Gang Culture and Young People

This one-day workshop will consider an issue that is well enough researched but widely misrepresented in the media. It is designed for those working with young people in schools, in community settings and projects who have an interest in this area.

27 May, Edinburgh

## Young People in Focus

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

### Challenging Years!

This one-day facilitators' training course will prepare practitioners for running the Challenging Years! programme. Challenging Years! is a short and accessible parenting programme for parents of young people in early adolescence. Challenging Years! examines the changing relationships between parents and their children as they make the transition to secondary school.

25 May, London

### Group Work Skills for Working 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. It aims to prepare practitioners to work effectively with parents in a group setting.

15 June, London

### Young People and Mental Health – Supporting the Parents

This course is aimed at practitioners who work with the parents of young

people with mental health difficulties. These parents often have to deal with very distressing issues and will have specific support needs. The course will examine your role when working with these parents and consider how to respond effectively to their needs.

20 July, London

## Centre for Child Mental Health

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

### Child Parent Relationship Therapy

This two-day workshop will focus on the dynamic relationship facets of training parents to be therapeutic agents in their children's lives. Using a format of lectures, demonstration play sessions and supervision, practitioners are taught how to support parents with basic child-centred play therapy principles and skills. These include tracking, responsive listening, reflecting feelings, returning responsibility to children, the ACT model of limit setting, and building children's self-esteem.

20 and 21 May, London

## Children in Wales

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

### Introduction to Groupwork

This one day course considers the fundamental issues which need to be addressed when offering group work to clients. It is suitable for people who are running groups now, or expect to do so in future. It will also help participants to identify strengths and weaknesses in their current practice and to consider future avenues for training.

22 April, Cardiff

### Supporting Fathers' Groups in Early Years (A two-day course facilitated by Fatherskills)

Building on the theory developed in 'An Introduction to Working with Fathers', the course is aimed at organisations and practitioners working in Early Years settings. It provides a toolkit to help create and sustain a 12-week programme for a father's group.

13 & 14 May, Merthyr

### Introduction to Working with Fathers (A two-day course facilitated by Fatherskills)

The course is aimed at all professionals

looking to engage meaningfully with families. The training focuses on the theoretical principles for increasing participation by fathers, and provides practitioners with the confidence to address this challenging area of work.

10 & 11 June, Rhyl

## Busymummy

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

### Running A Young Parent Group SPECIAL OFFER – BUY 1 PLACE, GET 1 PLACE FREE

This one day course will provide information for any young parent professional who has been asked to deliver to groups but has no prior experience. The day includes information on group facilitation, group coaching, maintaining pace, building group rapport, and ideas for activities.

21 April, Coventry

### 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 May, Sheffield

### Parent Coach Training

This one-day training course is for anyone who is supporting parents through coaching or would like to add coaching techniques to their portfolio of support.

12 May, Lincoln

### Engaging Young Parents

This one-day training course is for anyone who is working with young parents and is expected to engage their clients to participate in education or parenting programmes.

10 June, Manchester

Entries are provided by individuals/ organisations offering the training. Inclusion here does not imply endorsement by Parenting UK. For more training courses visit [www.parentinguk.org/2/training](http://www.parentinguk.org/2/training)

## Lankelly Chase Foundation

The Local People Local Places programme from the Lankelly Chase Foundation is open to registered charities (or organisations applying for registered status) and aims to help local organisations find long term solutions to local issues and engage the skills and talents of individuals to transform communities for the benefit of all. The Foundation wants to engage with organisations by providing strategic support, which may involve the funding of key posts or underpinning core costs, and invite applications from organisations that are:

- Community controlled and managed
- Responsive to the needs of all sections of their community
- Developing funding strategies which move towards greater sustainability

Exclusions: fundraising posts; organisations or work based in the greater London area.

[www.lankellychase.org.uk/programmes/5](http://www.lankellychase.org.uk/programmes/5)

## The Lotus Foundation

The Lotus Foundation's primary objectives are to offer financial aid and assistance to facilitate family and child welfare, women's issues, animal protection, addiction recovery and education.

Contact:

The Lotus Foundation, 90 Jermyn Street, 1st Floor,  
London SW1Y 4JD

[www.lotusfoundation.com/The\\_Lotus\\_Foundation.html](http://www.lotusfoundation.com/The_Lotus_Foundation.html)

## North British Hotel Trust

The North British Hotel Trust offers grants to organisations for a broad range of activities. These include, the relief of people disadvantaged through poverty, ill health and disability, advancement of education and community development.

The Trust is supported by the Crerar Hotel Group and support is focused on activities taking place in areas where hotels are located - i.e. Scotland and Yorkshire.

[www.crerarhotels.com/charity/](http://www.crerarhotels.com/charity/)

## The C Charitable Trust

The Trust is open to applications from organisations across the spectrum of the Third Sector. It does not make grants or donations to individuals.

Electronic applications are preferred, and should contain as much project information relating to the application as possible, including full accounts for the most recent completed financial year. Such applications, or any other enquiries, can be emailed to CCT at [admin@ccharitabletrust.org](mailto:admin@ccharitabletrust.org)

The Trust's correspondence address is :  
66 Lincoln's Inn Fields, London, WC2A 3LH

## Communitybuilders Fund

The Communitybuilders Fund provides loans, grants and business support to multi-purpose, inclusive, community-led organisations. There are three elements to the Communitybuilders programme:

- Development - business support and leadership grants of £2000 for staff development and training
- Feasibility - business support and grants of up to £20,000 for project development
- Investment - loans of between £50,000 and £2,000,000 with favourable terms for organisations who are ready to develop, grow and expand their role within the community

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

## Where to find funding

You can find further information about funding on the Parenting UK website. 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)

## April

### Let's Talk Adoption

After Adoption  
20 April 2010, Cardiff  
[www.afteradoption.org.uk](http://www.afteradoption.org.uk)

### Anti Bullying Pilot 2008/2010 Conference --Tackling Bullying Together

Department for Children, Schools and Families  
Assembly Hall, Church Conference Centre, London  
21 April 2010, London  
To support the DCSF's commitment to tackling bullying, the Mentoring and Befriending Foundation, Beatbullying and NSPCC CHIPS ChildLine, have been successfully managing pilots over the past two years addressing the issue of bullying and the different and effective ways of engaging young people to tackle bullying.  
[kirsty.shaw@mandbf.org.uk](mailto:kirsty.shaw@mandbf.org.uk)

### Hit The Ground Crawling Conference

Fatherhood Institute  
27 April, The Marriott Hotel, Leicester  
At the event you will hear from experts in Early Years and Maternity Services, you will be able to listen to first-hand accounts of HTGC from practitioners running the programme, as well as from dads who have taken part as expectant mentors.  
[www.fatherhoodinstitute.org](http://www.fatherhoodinstitute.org)

### Effectively Engage Parents

Nursery World  
27 April, Earl's Court, London  
Nursery World brings you a new half-day conference on 'Effectively Engaging Parents' which addresses ways in which to get parents more involved in their children's learning and provides practical examples and solutions of how practitioners can successfully build partnerships with parents and how this can facilitate children's learning journey.  
[www.engagingparentsconference.com](http://www.engagingparentsconference.com)

### Parental Mental Health and Child Welfare Network Study Day no. 6

30 April 2010, Birmingham CVS  
This event will present findings from the latest DH evaluation of Family Nurse Partnerships; create a safe space for critical debate and reflection on family-focussed working; give examples of where local services are piloting different ways of working systemically with the diverse formations of adults and children that constitute families; and hear how recognising the resources of parents with mental health problems and their children can really make a difference.  
[www.pmhcnw.org.uk/](http://www.pmhcnw.org.uk/)

## May

### How do we protect children in families subject to asylum?

Children in Wales  
5 May 2010, Cardiff  
The conference seeks to highlight the work that has been carried out by Children in Wales and The Welsh Refugee Council in seeking to raise awareness of Child Protection amongst Refugee Community Groups.  
[bookings@childreninwales.org.uk](mailto:bookings@childreninwales.org.uk)

### Advocating Intelligent Commissioning Seminars - Information

NAVCA  
11 May, 2010 Exeter  
[www.navca.org.uk/events](http://www.navca.org.uk/events)  
or contact 0114 278 6636 or [events@navca.org.uk](mailto:events@navca.org.uk)

### Working in Partnership to Safeguard Young People: Preventing Forced Marriage

Public Policy Exchange  
25 May 2010, Westminster, London.  
[www.publicpolicyexchange.co.uk](http://www.publicpolicyexchange.co.uk)

## June

### CRFR International Conference 2010

Centre for Research on Families and Relationships  
Changing Families in a Changing World  
June 16-18 2010, Edinburgh  
[www.crfr.ac.uk/](http://www.crfr.ac.uk/)

### Pregnancy and Pregnancy Planning in the New Parenting Culture

Parenting Culture Studies  
22-23 June 2010, University of Kent  
[www.parentingculturestudies.org/seminar-series/seminar5/index.html](http://www.parentingculturestudies.org/seminar-series/seminar5/index.html)

### Disabled Children Matter Wales

Children in Wales  
23 Jun 2010, Cardiff Bay  
[www.childreninwales.org.uk/12845.html](http://www.childreninwales.org.uk/12845.html)

### Putting Families First: Delivering Effective Services Locally

Westminster Briefing  
15th June 2010, Westminster, London  
[www.westminster-briefing.com/?p=11525](http://www.westminster-briefing.com/?p=11525)

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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