



Parental engagement in secondary schools

Plus all the latest news,
training, resources and events



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Half Full or Half Empty?

Dear Members,

I am about to head out of the office for a summer holiday, and never before have I tidied my office desk away with such a sense of anticipation and uncertainty. All of us in the parenting sector are awaiting what lies ahead in the autumn.

The Prime Minister will be chairing a Childhood and Families task force, which includes key players from across government: including the Deputy Prime Minister, Nick Clegg and the Minister of State for Children and Families, Sarah Teather.

The task force will be reporting in the autumn, but its aim is to identify a handful of policies which can make the biggest difference to children and families, demonstrating that a commitment to families lies at the heart of the coalition government.

The Cabinet Office social justice committee has announced an independent review into how early intervention projects can improve the lives of the UK's most vulnerable children. Sarah Teather commented, "Intervening earlier with troubled

families can not only prevent children and their parents falling into a cycle of deprivation, anti-social behaviour and poverty but can save thousands if not millions of pounds in the longer term."

And the Big Society programme promises to reshape how society operates and allow greater freedom for local areas to respond to local need. Yet almost daily we hear of programme cuts, job losses, and we know that the autumn spending review will bring challenges for services across all sectors on a scale not faced for generations.

Is our cup half full, or half empty? I am choosing to head out of the office, seeing the cup as half full. With challenges, come opportunities. We strive to promote resilience in the parents with whom we work, and as a sector I am confident that we will show that same resilience throughout the challenging times ahead. Best wishes,

Pamela Park, Chief Executive

Parental engagement – taking a closer look by SHS (School-Home Support)



Effective parental engagement not only underpins the work of SHS but is the foundation to building supportive and trusting relationships with parents in order for them to engage positively with their children's learning. Desforges and Abouchaar (2003), concluded that engaging parents in learning can significantly affect and alter the life chances of young people, particularly those located in the most deprived localities.

As an early intervention charity, SHS are able to engage with parents by being the bridge between school and home and by placing highly trained practitioners in schools. Children and families can thereby be supported with any issues they may be going through. SHS's vision is to help children and young people be ready and able to learn, giving them the support they need to thrive and achieve. Effective partnerships with parents and school truly allow for this.

What is parental engagement?

Parental engagement can be defined in a variety of ways. It can include the idea of parental involvement which means working with parents to encourage them to come into the school. This can be either informally by bringing their child to school or formally via parents evening or adult learning classes – however, parents can be involved in school activities without being engaged in their child's learning.

It is parental engagement, parents actively supporting learning in the home through being directly involved with extension or support activities, that brings about significant gains in achievement.

Why it's important to engage with parents

The effects of parental engagement are two fold in that not only can it contribute to raising a child's attainment but it can also break down barriers with parents, build relationships and raise self-esteem of parents and children alike. It can also provide a wealth of benefits not only for the child but for the parent and especially the school.

Benefits for the children:

- Easier for children to learn when they receive encouragement at home
- Improved performance and achievement when parents are involved
- Enhanced attainment and self-confidence in children and young people

Benefits for the parents:

- Parents are more informed about their children's education
- Parents can build their own confidence and skills on how to support their child

Benefits for schools:

- Encourages development of a support network to promote the school ethos and policies
- Improves communication channels between the home and the school

The difficulties of engaging with parents

More than 90% of children say that parents are interested in their education, however struggle to get involved in their child's learning (Becta 2009). Many parents can fall into the hard to reach box through no fault of their own. This first step can be the most difficult part of the engagement process; SHS Practitioners have to allow themselves to be flexible in their approach depending on the needs of each individual family and issue.

Each SHS Practitioner will be aware of the differing needs of parents and how best to support them. Every parent will at some stage display certain characteristics that will support the needs evaluation process:

- "Struggling Through" Parents – these are often parents with more complex needs and who require help to identify their issues. These parents need reassurance that they are supporting their children effectively.
- "Stepping Back" Parents – as children get older parents feel unable to help their children. This can be linked to the later part of a child's education where emphasis has shifted more to the school. These parents need support in recognising their importance in motivating their children to aspire to greater things.
- "Time Poor" Parents – in the current economic climate many parents work more and have less time to spend with their children. Parents then feel pressurised to put their children's happiness above performance and behaviour at school and may shower their children with material goods. These parents admit that they are not engaged with their children's learning and need to be informed about their children's care and education. These parents also need flexible solutions in order for them to effectively engage with the school and their child's learning.
- "Non-Resident" Parents – in this current climate there are many families that do not fit the traditional family set up. Parents living separately from their children's main home can often feel 'cut out' from the children's learning. These parents need to feel supported and be provided with information.

Strategies used by SHS Practitioners

The success of SHS relies on parents working as partners and the Practitioners setting realistic goals especially with hard to reach parents. SHS Practitioners use a number of different tactics to engage with parents all with differing needs and support them with a view to improving their existing parental engagement and involvement in their children's learning.

Playground attendance – the first step is to identify and gain trust with the parents by being in the playground at both ends of the day. This will help to engage with parents and encourage them to attend a course, class or outing.

Outings – outings enable parents to gain more confidence in their abilities and acquire ideas to implement with their

children. Outings are always geared towards a family setting so parents can go with their children.

Parents with younger children – toy libraries and toddler groups are aimed at parents with younger children who may be feeling isolated. It is a great way to engage with parents and often external speakers will be invited to lead on topics to support the parents.

One to one support – through this practitioners are able to support parents with any personal issues that may be affecting their abilities to engage effectively with their children.

Transition support – practitioners will support parents at key transition stages in their children's educational development. By establishing a relationship they are also able to encourage parents to get involved in other parts of their children's school life.

Delivering courses – delivering courses such as Strengthening Families, Strengthening Communities or workshops can help practitioners to raise a parent's self-esteem. Courses can encourage a parent to become more involved in school life either as a volunteer, reading to children or supervising on outings. Through these courses parents are able to find the confidence to go back into education and or employment.

Why school is a good place to work with parents

Parents bring skills which can complement teachers' skills and expertise; that can help to reinforce the work that is done in the classroom. Professor Charles Desforges (2003) highlighted that parental involvement in the form of 'at home good parenting' has a significant positive effect on children's achievement and adjustment even after all the factors shaping attainment have been taken out of the equation.

It is clear that parental support is essential to the continual engagement of children within the education system. Throughout a parent's life the impact of parental involvement changes as the child ages. This begins with parenting that provides a child with essential skills such as reading and developing qualities of motivation and self-worth, and moves to emphasis being placed on the school, with the parents providing a framework of expectation and encouragement. It is this combined effort that enables each party to understand one another and define clear expectations for improved parental engagement. For more information about SHS visit us at www.shs.org.uk or call us on 0845 337 0850.

Case Study I – Engaging with hard to reach parents

The SHS Practitioner Louise works in a school where there are many hard to reach families who are not engaging with the school environment or their child's learning. Louise has introduced and facilitates different workshops that cater to parents' individual needs.

One such workshop is the Foundation Stage Parents' Weekly Workshop and is aimed at parents of children in nursery and reception classes to help them to understand the structure of the foundation stage curriculum. The workshop also aims to raise standards of parents' involvement in their children's learning and to provide help and support according to their needs.



These aims are achieved through doing different activities, and making resources for nursery and reception classes. These include story props, story bags, number books in different languages, dolls' clothing which are all based on the needs of the nursery and reception classes.

The project has been simultaneously serving parents and the school, as well as meeting the children's needs successfully. Alongside these workshops, different agencies and services are invited to talk to parents, to raise their awareness of other sources of information and facilities in the local area.

The project especially plans to target parents with language difficulties, in order to raise their self-esteem and confidence in getting involved in different activities, and making different resources for their children's classes. This is a good way to introduce the school system to parents, and facilitate their involvement in the school life of their children. Louise has now become the first point of contact for parents and has become a solid bridge between the school and hard to reach parents.

Case Study 2 – Engaging with a hard to reach parent

Anna was a hard to engage parent and mother of three children, her chaotic family life abusive and domineering husband made it difficult for her to engage with her children's school life. The SHS Practitioner, Louise, noticed that Anna would not engage with other parents or any of the school staff. Louise also noticed that the children were quiet in school and often played amongst themselves. Louise decided to try and engage with Anna through one-to-one conversations in the playground and after gaining her trust convinced her to attend one of the weekly workshops she was holding.

When Anna felt she could trust Louise she started to talk about her family life, her husband was violent towards her and didn't want her to get involved with school or community activities. Through the workshop and advice and support from Louise, Anna was able to convince her husband to allow her to be more involved in the children's school life.

As a result Anna became more engaged with her children's learning and the children's school life, becoming involved with their education and supporting them with maths and English studies. As a result the children became more outgoing and happy and started to integrate with other children in the playground.

Louise continued to support Anna with regards to the domestic violence, working with external agencies to provide additional support. Anna found the confidence to leave the marital home and to relocate herself and her children to another borough. Anna's children are now in a new school and thriving, Anna with her new found confidence has enrolled onto a teaching assistant course, hoping that one day she can be a motivational person in a child's learning.

Parenting support for parents of teenagers

by Tina Frost, Parent Support Adviser Team Manager, Bexhill

'Welcome to the teenage years!' is the headline on an invitation sent to all parents/carers of year 6 children starting at Bexhill High in September. The invitation invites parents to attend a one off parenting support evening based on the 'Positive Parenting' Programme. The evening is very relaxed and parents join tables of between 8 to 10 other parents. Each table is assisted by a member of the Bexhill Consortium Parent Support Adviser team. The programme covers topics such as handling attitude, communication, boundaries, peer pressure and keeping them safe. The small groups help parents to feel more confident about sharing their experiences. The PSA then feeds back ideas and discussion points to the main meeting. This gives the opportunity for parents to see that most people have the same experiences with their children and strategies for coping are shared.

During the evening we advertise a longer parenting support group that uses the STOP Parent Programme. This course lasts for 10 weeks and requires the parents to attend for two hours a week in addition to completing home tasks. The Bexhill PSA team facilitate one of these groups three times a year. They are often held in a community venue and the time is varied to allow parents to come in the evening if they work. The programme focuses on building a positive relationship with your teenager and supporting them to make choices and take responsibility for their behaviour. The home task requires parents to spend an hour a week with their teenager on an activity of their choice. This gives the opportunity for a positive relationship to develop and helps to break the cycle of constant arguments. As the weeks go on parents are given particular strategies for managing their teenager's behaviour, however we find that often the behaviour improves just by the parent giving focussed attention and time to their child. One session asks parents to consider how they were parented and to examine whether they feel they are reproducing that behaviour or actively choosing to parent differently. This is often a painful process and advice and support is offered during the evening and parents are also signposted to other agencies should the need arise.

The PSA team in Bexhill work with individual families with teenagers using CAF as a tool for assessment with the family. An action plan is agreed with the teenager and their parent and other services are involved as needed. Home visits are made to support the parent. This can involve signposting the parent to adult services or reinforcing parenting strategies. The teenager is seen each week in school. This work covers a wide range of topics including anger management, substance misuse, low self-esteem and family breakdown. Families in need of support are identified through the weekly referral meeting held at Bexhill High School. The PSA manager and school PSA attend this meeting along with a range of other agencies. The referral meeting ensures swift and easy access to the appropriate service and avoids a family being referred to services offering similar support. The referral meeting is outcome focussed and regularly monitored and commented on by school staff, agencies and families.

The support for families with teenagers in Bexhill is both comprehensive and well integrated with services working well together for the best possible outcomes.

CWDC's role supporting work with parents and families

On 1 April 2010 the Children's Workforce Development Council was remitted by the then Department for Children Schools and Families (DCSF) to take on the responsibility to support those who work with parents and families in England. A transition project had overseen the move of work and staff from the National Academy for Parenting Practitioners (NAPP) to CWDC. A new team was set up in April, comprising some CWDC and previous NAPP staff, to deliver a new programme.

The aim of our Support to Parents and Families programme is: 'Everyone who works with parents and families sees themselves as part of the children and families workforce. They have a unity of purpose, represent the communities they serve, make diverse contributions and are prepared, confident and skilled.' The main products of this programme are:

► 1,000 funded training places for practitioners on evidence based parenting programmes

- This offer was launched to local authorities on 22 July. Expressions of interest from parenting and family support commissioners have been submitted and we are working with DfE colleagues over the next few weeks to allocate training places across England.
- Reduced timescales and funding available for this offer has meant a change to the original allocation process, however we will be working to ensure a fair spread across the regions and see that capacity of training providers is utilised to their optimum level.
- The priority groups for this offer are family intervention key workers (intensive family support workers) and practitioners working in Sure Start children's centres plus practitioners working in extended services in schools.
- For further information on the offer and the parenting programmes featured, go to our website www.cwdcouncil.org.uk/working-with-parents-and-families/

► Web-based resources for the parenting and family support workforce

- We will be pulling together and publishing an increased amount of resources for the workforce online. The primary location for many of the materials will be the Share Street library where they will sit alongside many other valuable resources for those in the children and families workforce.
- Share Street is an online community developed by CWDC in response to demand from the children and families workforce. It's a community for sharing resources and discussing best practice in the workplace, for building networks and communicating with colleagues. Users can read and download useful documents in the library, engage in discussions in the cafe, watch videos in the cinema and catch up with the latest news in the newsagent. To have a browse and get involved in the online community go to: <https://sharestreet.cwdcouncil.org.uk/>

► Up to 600 places available for Level 3 Work with Parents

qualification

- 400 of these places are being set aside for key workers providing intensive support to families with multiple problems and the remaining 200 for other priority groups.
- This offer is in its early stages of planning and we look forward to sharing details of how it will be accessed.

► A menu (framework) of qualifications available for the parenting and family support workforce, with progression routes up to graduate level, developed in partnership with LLUK and other partners.

► The Commissioning Toolkit hosted on the CWDC website and work with NAPR to scope future developments of the toolkit, including how to include voluntary sector programmes.

We are still awaiting further ministerial clarification around funding for the project for 5000 training places for outreach practitioners. Meanwhile training delivery on the Families Going Forward offer is proceeding as planned. Delivery on the specialist training is currently on hold.

To access the Commissioning Toolkit and for our latest information visit the CWDC website: www.cwdcouncil.org.uk/working-with-parents-and-families

General enquiries for the team can be sent through to parentsandfamilies@cwdcouncil.org.uk

Update: revision of the Work with Parents NOS

The Work with Parents (WWP) National Occupational Standards (NOS) were first approved in April 2005, and were recently incrementally changed (Version 2, approved 2010) to unlevel the content. The WWP sector developed a new functional map in March 2010 to reflect the changes in the workforce since 2005. The expert working group that was involved with the functional mapping work was enthused to be involved with this development; the functional map was shared across the sector including at the Parenting UK Conference and other events, and there is a strong appetite to take the next step in the process - to revise the NOS with reference to the new functional map.

Lifelong Learning UK is now taking forward the revision of the Work with Parents NOS, and will also validate and extend a UK wide Occupational Map. A draft of the revised NOS will be made publically available for a four week period of consultation (from late August to late September). We would encourage you to keep an eye out for consultation opportunities, which will be published on the Lifelong Learning UK website and circulated through key interest groups (such as Parenting UK). There will also be opportunities to feed in at a consultation event held in each nation - do look out for news of event dates on the Lifelong Learning UK website and as circulated through relevant groups. If you have any queries on the revision of the Work with Parents NOS you can contact the project delivery team via nosproject@lluk.org

Parenting style influences teen drinking patterns, researchers say

Some parents assume that teenagers will drink alcohol and there is little they can do to prevent it. Research does indicate that parenting has little effect on whether kids decide to try alcohol, but parenting attitudes and actions can make a big difference in how much and how often a teenager drinks.

Researchers at Brigham Young University surveyed 5,000 adolescents about their drinking habits and their relationship with their parents. They found the kids least prone to heavy drinking had parents who scored high on accountability (knowing where their kids were and with whom) and warmth. Having so-called “indulgent” parents, who were low on accountability and high on warmth, nearly tripled the risk of the teen participating in heavy drinking. The study also found that “strict” parents, those who were high on accountability and low on warmth, more than doubled their teen’s risk of heavy drinking. These results were apparent even when researchers controlled for other influences, such as peer pressure, religious and economic background.

“Authoritative parents tend to be highly demanding and highly responsive,” the authors wrote. “They monitor their children closely and provide high levels of support and warmth. Our data suggest that peer encouragement to drink might have less impact when parents are both highly supportive and highly attentive.” The study is published in the July issue of the *Journal of Studies on Alcohol and Drugs*.

Volume 71, 2010 > Issue 4: July 2010
(*J. Stud. Alcohol Drugs*, 71, 539-543, 2010)

Councils lack support for parents of pre-schoolers

A survey carried out by the National Quality Improvement Network has revealed that over a third of councils lack clear support plans for parents of pre-school children.

Despite statutory guidance from the 2006 Childcare Act calling for councils to have a strong parent support strategy, only 11% of councils said that such a strategy existed. 35% said there was no strategy, and the remaining 54% did not know, though some added that a strategy was currently being written. A representative from the NCB expressed concern at the apparent lack of support in place, suggesting that local councils would benefit from having a consistent approach to managing early years engagement and parental home learning.

Early Years Foundation Stage consultation now open

Early years professionals and parents are being urged to respond to the Early Years Foundation Stage consultation, which covers issues of regulation, curriculum, children’s welfare and whether early-years-age children should be formally assessed. The Early Years Foundation Stage has been in place for two years now, and one of the aims for this review is to consolidate the learning from these first two years. The review is looking into four areas in particular: the scope of regulation; the learning and development requirements; the assessment arrangements; and the welfare requirements. To comment on the consultation, visit:

www.education.gov.uk/consultations/

Government taskforce set up to support children and families

A new Childhood and Families Task Force was announced recently to develop policies to improve childhood and family life, chaired by the Prime Minister, and made up of senior Ministers from across government departments, including the Deputy Prime Minister, Nick Clegg, and the Minister of State for Children and Families, Sarah Teather.

Unveiling the plan at a Barnardo’s event in London, Mr Clegg said that ministers would look at tackling “a hardcore of everyday bottlenecks that frustrate family life,” identifying and prioritising a small number of specific policy proposals that will make the biggest difference to children and families.

The new body will look at areas such as extending the right to flexible working for all employees to help eradicate the ‘stigma’ that discourages men from asking for parental leave. Mr Clegg said, “Many couples find it enormously difficult to strike the right balance between work and home. And traditional arrangements that see mothers take the lion’s share of leave simply don’t suit everyone’s needs.”

The task force will also look at giving greater support

to disabled children, and providing more safe play areas. It will also consider how to prevent family breakdown by improving access to help and advice for parents, and funding organisations that provide counselling and support for families and couples.

The taskforce will also examine how to protect children from advertising targeted at them, building on Dr Tanya Byron’s review on internet safety and Professor Buckingham’s review on the commercialisation of childhood, which were carried out under the previous Government.

Speaking on the role of men in society generally, Mr Clegg said that the fact that men make up just 2 per cent of the childcare workforce was ‘not good enough’. “We need a diverse range of providers, with greater gender balance, surrounding children with a range of role models – different people to learn from and relate to,” he said.

The taskforce will be chaired by the Prime Minister and will be attended by Mr Clegg, children’s minister Sarah Teather, work and pensions secretary Iain Duncan Smith, science and universities minister David Willetts, health minister Anne Milton and economic secretary to the Treasury Justine Greening.

It will report by the end of the year and proposals will be developed in the context of the Comprehensive Spending Review.

A new type of health visitor

The coalition government's commitment to roll out 4,200 new health visitors has been reaffirmed by the Minister of State for Children and Families Sarah Teather, who has announced that new health visitors, who are to be instated across children's centres, would be trained with new skills.

Teather gave a speech at the Association of Directors of Children's Services annual conference, in which she stated that the focus of these new children's centre visitors will be on supporting and advising families, rather than on the clinical role traditionally associated with health visitors.

Teather described the role of the new children's centre visitors as "an access point to signpost people to all the other services that good children's centres should have on offer". She talked about children's centres in relation to a new child poverty strategy that her policy team is working on, as the Department for Education considers the best ways to target early years provision and expand the links between health centres and children's centres.

Early intervention review

The Department for Education has announced an independent review into early intervention schemes, aiming to support the children most risk of social and emotional disadvantage, breaking that cycle and giving them the best possible start in life. Launching the review, Secretary of State for Work and Pensions Iain Duncan Smith said: "If we are serious about unlocking children from generations of poverty and giving them a real chance to make something of their lives then we have to make sure the support is there from the start."

Green paper on SEN and disabled children announced

The coalition government has announced a green paper for the autumn, looking at the wide range of issues faced by families with children who are disabled or have special educational needs. The Minister of State for Children and Families Sarah Teather stated that she intends to work with parents, teachers and representatives from the voluntary sector, as well as examining recent Ofsted reviews of SEN policy.

The green paper follows requests from campaigners for the government to give clear guidance on how it plans to include disabled children and families in national policy and long-term strategic planning. Teather expressed a need for more transparency in the educational system, saying, "Children with special educational needs and disabilities should have the same opportunities as their peers. The system needs to be more family friendly so that parents don't feel they have to battle to get the support their child needs". The paper will also look at some of the issues around the transition from school into adulthood so that disabled young people can continue to get the support they need beyond 16.

One third of adults think smacking is an acceptable punishment

Research carried out by the Children's Society, the NSPCC and the University of York, shows 32% of adults believe smacking carries a relatively low safety risk to children, with only 14% saying it was an unacceptable form of punishment. More than 2,000 adults were surveyed on safety concerns around parenting. However, despite its potentially damaging effects, smacking was seen to be one of the lowest areas of concern.

While nearly a third thought smacking caused little or no risk to children, another third were divided on the issue. Perhaps most surprisingly, teenagers were thought to be at greater risk from physical punishment than primary school children.

Not knowing where children are playing after 9pm ranked highest in the list of concerns, with 77% of respondents expressing a high concern. Other scenarios ranked as having a higher risk than smacking included: failing to arrange for medical support; calling children 'stupid'; ignoring emotional needs; and isolating children from their friends. Smacking was considered the least concerning of the behaviours listed, despite statistical evidence showing that children are more likely to be hurt in family settings than outside the home.

The Children's Society is now appealing to the Government to introduce an all-out ban on striking children with an open hand. The UK is one of only five EU countries that do not currently have this ban.

Social Research Unit annual lecture

At the Social Research Institute's annual lecture, held in London on 17 June, Steve Aos from the Washington State Institute for Public Policy outlined their model for improving outcomes and saving money using evidence-based programmes and policies – a model which aims to be non-partisan, appealing to legislators on either side of the political spectrum. Using crime reduction as an example, Aos explained how his organisation had presented Washington State legislators with a portfolio of options for retaining reduced crime figures in the State while scaling back costs to the taxpayer.

The model begins with a three stage testing process in which the Institute first gathers a range of research from various evaluations of policy options that are deemed to have been rigorously tested. Secondly, the benefits and costs of these evaluations are calculated from an economic and social perspective. This includes preventative and early intervention options. The most effective of the collected results are presented to the State legislators as a portfolio of policy options that are shown to be effective at cutting costs and improving public outcome. Implementing these programmes involves a continuing assessment process, whereby resources are focused on the highest risks, and participants are aligned with appropriate programmes. The programmes are monitored for effectiveness to ensure that they continue to benefit local government and improve public outcomes.

The results in Washington State seem to show that it is possible to find non-partisan 'investment' decisions that save money for local governments and keep effective programmes in use, to the benefit of public outcome. Whether this, or similar models, could prove useful in making effective choices for family services in the UK is unknown, but service leaders will need to start making decisions shortly. To learn more about the Institute's model, visit www.wsipp.wa.gov/ and to learn more about the Social Research Unit, visit www.dartington.org.uk/

Working with Hard to Reach & Resistant Clients – A Solution Focused Approach



One Day Training Course

London 19 October 2010, Facilitated by Eileen Murphy

Eileen Murphy Consultants & Associates

www.brief-therapy-uk.com

£130 + VAT (Parenting UK members: reduced rate £100 + VAT)

The course is especially useful for:

- Family / School Support Workers
- Children Centre Staff
- Family Intervention Officers
- Home Start Volunteers

Historically, the term “Hard to Reach” and “Resistant Client” has had different meanings for different agencies. This course is about revisiting and revamping our thinking and our approach when we wish to reach “Hard to Reach and Resistant groups” in order that they are able to achieve better outcomes for themselves and their families.

Participants will be able to take real tools and strategies from this course. To book: Call 0208 542 9310 or email info@brief-therapy-uk.com or visit the website www.brief-therapy-uk.com

Forthcoming Conference

Attachment Getting it Right for Every Baby

Friday 5th November 2010 - Glasgow



This interdisciplinary conference will be of value to all those involved in antenatal, perinatal and early years areas, from universal to intensive levels of need.

The programme will include:

- * The significance of the antenatal and perinatal period for child wellbeing and later development, including the role of fathers
- * Learning about antenatal programmes to support good outcomes
- * Family based interventions for families who are struggling, including neonatal health difficulties and premature babies
- * Addressing the parental needs of abused and neglected children

The focus will be on the evidence of why these times are of key importance in family and child well being and what means have been found to support families and intervene effectively to improve the outcome for infants. Delegate fee: £120

Mellow Parenting

Unit 4, Six Harmony Row, Glasgow G51 3BA
0141 445 6066 info@mellowparenting.org
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The Future of Services for Young Mums and Dads: Best Practice and Support

Care Matters, in partnership with Parenting UK
23 September, London – £149 (student rate £99)

This unique one day conference offers delegates the opportunity to explore the future role all associated professionals will play in ensuring that all young parents are provided with the relevant information to give them the best opportunities for themselves and their children. It will facilitate professionals to develop the expertise they need, ranging from good parenting strategies to effective implementation.

We will hear from trailblazing local authorities, policy makers, frontline practitioners and academic experts who will inform on best practice, development and future strategy. The programme is designed to be interactive, encouraging good debate and exchange of ideas.

Speakers include:

Fiona Weir, Chief Executive, Gingerbread
Dr Jane Evans, Research & Policy Officer, Barnardos
Kate Billingham, Project Director, Department of Health
Gailyn Groves, Development Officer, ContinYou

Key learning points:

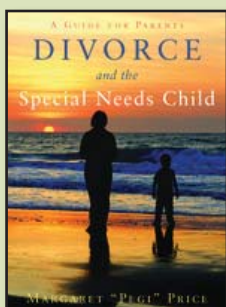
- Identify the barriers that young parents face due to the stigma attached to being a young parent
- Discuss the new coalition Government strategies to help deal with teenage pregnancy and young parents
- Explore the options for young people who wish to continue their education as well as ways to encourage parents to stay in education
- Investigate changing attitudes; how to raise young parents' aspirations
- Analyse current initiatives in place which support young parents by using best practice examples from high performing boroughs

www.carematterspartnership.co.uk

Do you want to advertise your course or event in the bulletin?

If you want to attract more people to your course or event, why not advertise in the bulletin?

For more information contact
rtonkin@parentinguk.org or call 020 72848379



Divorce and the Special Needs Child – A Guide for Parents

Going through a divorce is always tough, but when a child with special needs is involved it can be especially challenging. This book takes a clear and comprehensive look at every aspect of the legal divorce process, and addresses all of the legal issues that divorcing parents of children with special needs face. Written by an experienced family

lawyer who went through her own divorce when her son, who has autism, was six, this book offers much-needed guidance to divorcing parents of children with a variety of special needs.

Price: £19.99

ISBN: 978-1-84905-825-4



Child protection training cards: parents training for change

22 picture cards depicting good and bad situations around child protection and covering topics that affect the lives of parents with learning disabilities. The

cards can be used to empower parents to speak up and to challenge professionals to work in a way that respects the experiences and skills of a parent with learning difficulties or to help others understand the experiences of parents with learning difficulties. Includes a guide with different ways to use the cards.

Price: £304

Publisher: Change, www.changepeople.co.uk

An A-Z of Genetic Factors in Autism A Handbook for Parents and Carers Kenneth J. Aitken

The concept of a single condition known as 'autism' is quickly becoming outdated, and is now understood to be an umbrella term for a variety of predominantly genetic conditions. This can be confusing for parents of children who have been diagnosed as having an 'autism spectrum disorder'.

Price: £19.99

Publisher: Jessica Kingsley Publishers

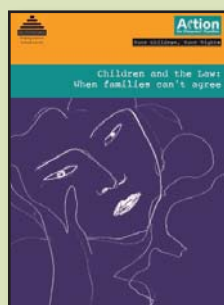
The Concerned Other – How to change problematic drug and alcohol users through their family members: a complete manual

In this book, Phil Harris sees the concerned other as the person most able to effect change in the user's life. He presents a thoroughly researched and carefully argued theoretical underpinning of his work, and offers practitioners a clear and comprehensive, intervention-based programme to help the concerned other bring about the change that he or she most wants to see.

For drug and alcohol workers, youth workers, criminal justice workers, social workers, housing officers, family workers, counsellors, families, The Concerned Other provides a complete treatment manual for working with those affected by a family member's drug and alcohol use.

Publisher: Russell House Publishing, 2010

ISBN: 978-1-905541-48-5



Your Children, Your Rights - Children and the Law: When families can't agree

Your Children, Your Rights. Children and the Law: When Social Services are Involved

Your Children, Your rights - A Guide to Parental Responsibility

APF has collaborated with Rights of Women to publish a series of guides. The series is designed to answer the questions often asked by women offenders and will help women and practitioners understand the options available. This series of publications is being distributed to women prisoners and staff at all women's prisons in England and Wales. These briefings are free and can be downloaded from Action for Prisoners Families website, www.prisonersfamilies.org.uk

Publication date: June 2010

Publisher: Action for Prisoners' Families

Know your rights

A new website from the Children's Legal Centre gives young people a range of information on their legal rights and laws affecting them. Presented in an accessible, interactive way, the website includes questions and answers, a 'mythbusters' tool and case studies. The website – www.lawstuff.org.uk – was developed to fill the gap in legal information for young people and includes the laws and rights that affect all aspects of life, including education, discrimination and age-based laws. www.lawstuff.org.uk



Family Life: A grandparents' guide to supporting families through difficult times

The new guide has been produced by Grandparents Plus and features advice and guidance for the millions of grandparents who are providing emotional, practical and financial support to families across the country. Although not written specifically for kinship carers, the guide includes advice

on many issues relevant to all grandparents. The guide includes a list of useful organisations and websites, as well as advice on supporting teenagers, children with special needs and bereavement.

A copy of the guide is available free to grandparents – call 020 8981 8001 or visit www.grandparentsplus.org.uk for more details.

Brief Therapy

www.brief-therapy-uk.com
info@brief-therapy-uk.com

A Solution Focused Approach – Working with Hard to Reach & Resistant Clients, One day Training Course - Facilitated by Eileen Murphy

Historically, the term “Hard to Reach” and “Resistant Client” has had different meanings for different agencies. This course is about revisiting and revamping our thinking and our approach when we wish to reach “Hard to Reach and Resistant groups” in order that they are able to achieve better outcomes for themselves and their families. The Solution Focused Brief intervention model is not confined to being used in “therapy” but is a practical, empowering, strengths based approach that can be harnessed by workers across all fields for “conversations” around coping skills and achieving change to provide best outcomes for clients.

19 October, London
 0208 542 9310

Care for the Family

www.careforthefamily.org.uk

Positive Parenting Course Facilitator Training

This 4-day course is based on the National Occupational Standards for Work with Parents and is accredited with the Open College Network (nine credits at Level 3) – it’s essential training for anyone wanting to work with mums and dads in small groups or on a one-to-one basis.

20 Sept, 21 Sept, 4 Oct, 5 Oct, Cardiff
 Contact: 0845 643 1939

How to Drug Proof Your Kids® Facilitator Training

You don’t need to be a drugs or parenting ‘expert’, as we will equip you with all the materials and knowledge you need to deliver the programme in your community. All you need is a concern for families, an ability to communicate well, experience of working with small groups, and character references.

11 & 12 September, Glasgow
 8 & 9 October, Cardiff
 Contact: 02920 810 800

Quizd In facilitator training

Quizd In is a new community programme for parents. Its unique blend of skills, information, and practical,

fun things to do at home with children, helps parents teach them sound money management principles. The two-day training (mapped to National Occupational Standards for Work with Parents) equips you to deliver this programme in your own community.

6 & 7 November, Cardiff
 23 & 24 October, Glasgow
 Contact: 02920 810 800

Family Links

www.familylinks.org.uk

Four day training course offering: a thorough introduction to the principles and practice of the Nurturing Programme for anyone working with parents and carers; sessions about the importance of facilitative approaches, both in group work and one-to-one support; the option of OCN accreditation for parents. It is designed for community professionals such as health visitors, social workers, school nurses, youth offending teams, Sure Start teams, Children’s Centre staff. The course emphasises the importance of facilitative approaches, both in group work and one-to-one support.

29 & 30 September and 6 & 7 October 2010, Oxford
 17 & 18, 24 & 25 November 2010, Oxford
 3 & 4 and 10 & 11 November 2010, Hull

Step up! International

<http://stepupint-familydynamics1.eventbrite.com/>

Train the Trainers – Understanding the Dynamics Within the Family Setting

With the wealth of challenges facing families in the 21st century, dynamics within the family household are changing. Mental health issues are on the increase. This one day course will provide an awareness of the range of dynamics between the parents and the children and within the family as a whole.

1 October, Birmingham
 14 October, Leicester

Team around the Child

TAC System Training – to make the

best use of limited resources and to take the strain off infants, families and practitioners. This two-day training is suitable for directors, managers and practitioners who provide early childhood intervention / early support for children with complex needs – and who are struggling with limited resources.

12 & 13 October, London
 For more information or a booking form email p.limbrick@virgin.net or phone 01497 831550

Children in Wales

www.childreninwales.org.uk
bookings@childreninwales.org.uk

Working with potentially dangerous parents

A one-day course facilitated by Children in Wales

This one-day course is aimed at practitioners and managers who are involved in safeguarding children, supporting people in their homes, work regularly ‘out of hours’ and want to feel more confident about working safely with parents/carers who present possible dangers. The course will provide the opportunity to understand the risks and explore ways of safer working

Children in Scotland

www.childreninScotland.org.uk

The Impact of Family Lifestyle on Child Behaviour

This one-day workshop is presented in a participative format with exercises and opportunities for discussion in both large and small groups. By drawing on your own and others’ shared experiences, participants will develop a broader understanding of the issues and indicators of the impact of different family lifestyles on children and as they grow and develop.

15 September, Glasgow

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

Allen Lane Foundation

The Foundation is interested in funding work which benefits people in the following groups, or generalist work which includes significant numbers from more than one such group:

- Asylum-seekers and refugees (but not groups working with a single nationality)
- Gay, lesbian, bi-sexual or transgender people
- Gypsies and Travellers
- Migrant workers
- Offenders and ex-offenders
- Older people
- People experiencing mental health problems
- People experiencing violence or abuse

It will not fund beneficiaries in London. If the beneficiaries do not include a significant proportion of people from one or more of these groups it is unlikely an application will be successful. There is a two stage application process. Applications take between 2 and 6 months to process fully. The grants are relatively modest. Single, one-off grants range from as little as £500 up to £15,000. Grants repeated for more than one year vary from about £500 per annum up to £5,000 per annum, for a maximum of three years.

Allen Lane Foundation, 90 The Mount, York YO24 1AR Tel: 01904 613223 Fax: 01904 613133 Email: info@allenlane.org.uk

www.allenlane.org.uk

Equitable Charitable Trust

The Trust is an education charity. It makes grants of around £1 million each year towards projects for children and young people under the age of 25 who are from disadvantaged backgrounds or disabled. Grants can be made for projects throughout the UK. Overseas projects are also funded, but only through UK registered charities. Organisations based outside of the UK are not eligible to apply. Promotion and support of education for children and young people under the age of 25, and more specifically for children and young people with disabilities and/or from disadvantaged backgrounds.

Applications can be submitted at any time and are considered monthly by the Trustees.

The Equitable Charitable Trust, Sixth Floor, 65 Leadenhall Street, London EC3A 2AD Tel: 020 7264 4995/4993 Fax: 020 7488 9097 Email: jlong@equitablecharitabletrust.org.uk

The Trust does not have an application form, but recommends that organisations follow the guidelines on the website: www.equitablecharitabletrust.org.uk

Garfield Weston Foundation

The Garfield Weston Foundation helps small local community organisations and is prepared to consider applications covering a wide range of charitable activity. Areas funded include: education, arts, health, general, environment, community, youth, religion and welfare up to £50k
Garfield Weston Foundation, Weston Centre, 10 Grosvenor Street, London W1K 4QY Tel: 020 7399 6565

Full details and application procedure are on the website: www.garfieldweston.org

Henry Smith's Charity

The Henry Smith Charity is a large grant making charity. They make grants totalling approximately £25 million each year to up to 1,000 organisations and charities for initiatives and projects that address social inequality and economic disadvantage.

Their Main Grants Programme is for grants of £10,000 or over and the Small Grants Programme is for grants of under £10,000 per year. There are different types of grant for each programme, see website for further details.

The Henry Smith Charity, 6th Floor, 65 Leadenhall Street, London EC3A 2AD Tel: 020 7264 4970

Full details including any deadlines are on the website: www.henrysmithcharity.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
Charities Aid Foundation – www.cafonline.org
Charities Information Bureau – www.fit4funding.org.uk
Directory of Social Change – www.dsc.org.uk
Funderfinder – www.funderfinder.org.uk
Grants 4 Funding Portals – www.grants4.info/portal/index.asp
GrantsNet – www.grantsnet.co.uk

September

Knowledge and Voice in Early Childhood: who knows, who speaks, who listens

European Early Childhood Education Research Association
6–8 September, Birmingham
www.eecera2010.org/theme-and-strands

Children in Wales: Introduction to Soft Outcomes and Distance Travelled

Children in Wales
14 September, Rhyl
bookings@childreninwales.org.uk

The Future of Corporate Parenting in Wales

Children in Wales and Care Matters Partnership
16 September, Cardiff
www.carematterspartnership.co.uk

'Think Family' for young carers – Developing the Vision: Next Steps for Adult Services, Children's Services and their Partners

Children's Society
17 September, Birmingham
21 September, London
www.childrensociety.org.uk/thinkfamilyconference

Supporting families where parents have learning disabilities and difficulties

Central Conferences
21 September, Nottingham
www.ccclimited.org.uk

Develop and Implement a Clearly-Defined Child Poverty Strategy

Haymarket Events
22 September, London
<http://ecm.hbpl.co.uk/re?!=ew4ljul45c42rll>

Parental Engagement in Schools

Capita Conferences
22 September, London
www.capitaconferences.co.uk



The Future of Services for Young Mums and Dads: Best Practice and Support

Care Matters Partnership, in partnership with Parenting UK
23 September, London
www.carematterspartnership.co.uk

Regional Child Health Conference

Profile Productions
28 September, Manchester
www.profileproductions.co.uk

October

National Child Health Conference & Exhibition

Profile Productions
12 October, Telford International Centre
www.profileproductions.co.uk

The Big Society – What does it mean for children and families?

4Children
13 October, London
www.4children.org.uk

Teenage mothers and young fathers: challenges and opportunities

Centre for Emotional Development
15 October, Brighton
www.emotionaldevelopment.co.uk

Supporting teenage parents

Capita Conferences
20 October, London
www.capitaconferences.co.uk

Unite/CPHYA Annual Conference

20–22 October, Harrogate
www.neilstewartassociates.com/sh269/

November

Attachment: Getting it Right for Every Baby

Mellow Parenting
5 November, Glasgow
www.mellowparenting.org

Engaging Fathers as Partners – Delivering for families in the 'Big Society'

Fatherhood Institute
11 November, London
www.fatherhoodinstitute.org

Empowering physically disabled parents during pregnancy and birth

Disability, Pregnancy and Parenthood International
14 October, London
www.dppi.org.uk

We welcome your comments on and contributions to our News Bulletin. Please address any correspondence to rtonkin@parentinguk.org

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