



Working with hard to reach parents

Supporting homeless parents in Bristol and outreach programmes with Gypsy, Roma and Traveller communities

In this issue

3–4 Focus:
Working with
hard to reach
parents

5–8 News

9 Resources
new books and
online resources

**10–11 Training
and funding**

12 Conferences

Reaching out

This month has seen the launch of the government's child poverty and social mobility strategies which both call for all parents to recognise that "they can benefit from advice and support on parenting skills". You can read our summary of what the strategies mean on page 6.

With this in mind, making sure all parents no matter where they are, are aware of and can access parenting support is key, especially when faced with the current economic burdens.

This issue focusses on services which have recognised that some families may be overlooked or are not approached through the usual means. In order to engage these families, it is key to work out how best to work with them and often calls for a very different approach. You can read more about how this is done in practice on pages 2,3 and 4 where we talk about working with homeless families, and Gypsy, Roma and Traveller communities.

As we begin the new financial year, we will soon be contacting our members to ask you to continue your membership so that we can continue to support you in your work with parents. As we know that many organisations are facing difficult times, we have significantly reduced our membership fees. We will be sending out details to renew your membership in the next few weeks.

Best wishes



Pamela Park, Chief Executive



Supporting homeless families in Bristol

Written by Annie Oliver, Parenting Support Manager, Single Parent Action Network

Single Parent Action Network (SPAN) empowers one parent families throughout the UK. In 2009, SPAN successfully applied for funding from Andrews Charitable Trust (ACT) as they were interested in supporting homeless families in Bristol as part of a pilot project looking at how better family and parenting support and more co-ordinated partnerships between services can help families with an experience of homelessness, and give better chances to their children. ACT were impressed with SPAN's application which was to support families by delivering the Strengthening Families Strengthening Communities (SFSC) Parenting Programme to families and promoting the programme through local authority housing officers, voluntary sector housing support agencies, social services, drug and alcohol organisations and housing associations. ACT also wanted to support some other applicants and suggested to us all that we could work in partnership and cross refer parents offering them access to more than one support service.

As a result, SPAN joined up with Shelter, Orbit (a mother and baby housing unit), Community Resolve (a mediation

organisation) and Survive (a domestic violence organisation) to set up a partnership. This meant that we could offer parents the SFSC parenting programme, intensive family support from Shelter, a young fathers' worker from Orbit, peer mediation to families where the relationship with teenagers is breaking down from Community Resolve and domestic violence support from Survive.

The local authority's housing and parenting departments agreed to support the partnership in terms of referrals and involvement in strategic developments to support families across the city. Annie Oliver, the Parenting Support Manager at SPAN is also Bristol's Parenting Expert and has been involved in the local Parenting Strategy and works closely with the Council and other family support organisations.

The ACT partnership took some time to set up and like many new projects, especially those that are partnerships, was slower than we had anticipated. The usual issues affected the pace of the work, setting up, recruitment, changing staff, working out

relationships between partners, promoting a new service and getting the local authority on board.

One of the difficulties of linking voluntary sector support services into council run services is that the ethos is very different. In the voluntary sector there is a culture of offering quality support services to enhance the quality of the client's life and most support workers are well versed in offering a signposting and information service. In local authority housing offices the front-line workers are trained to offer housing support. The families that come into the housing office often have many more issues than the ones they present to the housing workers; we are missing a trick if we let them walk away without making sure they have access to a range of services to support the family. Bristol City Council has acknowledged that this is an issue and SPAN's Parenting Support Manager has offered a training session for housing workers on good practice in signposting and information. Offering a signposting and information service isn't something that can just be tagged onto a job description, it is a skills set that requires training and support in supervision.

The council's Parenting Support Team has been very supportive and work in partnership to offer support to the ACT partnership. We work together to ensure that there isn't a duplication of services (particularly parenting programmes) in different areas of the city and the Parenting Support Team have a central number for parents looking for parenting support so they are able to signpost people to us.

Something that did surprise us when we took referrals from agencies to support parents through the partnership is that although the referring agency was confident that the parent met our criteria in terms of a housing issue – homelessness, being in a refuge or temporary accommodation, frequent moves, unsustainable tenancies, debts, rent arrears, anti-social behaviour (from the family or in the neighbourhood), lack of skills to run a home, overcrowding, sofa-surfing and parenting issues – often the parents didn't consider they had an issue if they have a roof over their families' head for the night.

So identifying a housing issue and then tracking the parents' progress is quite difficult when they consider homelessness or a housing issue as literally being on the street with the kids and the luggage! We do have to talk sensitively to parents about what the issue is. For many families this lack of stability is inter-generational and normal. We are working hard to promote sustainable tenancies and encouraging families to think about the effects of frequent moves on themselves and their children particularly in terms of community involvement.

One couple we are working with who are expecting a baby have nearly completed a parenting programme. They are ex drug and alcohol addicts and are under scrutiny from social workers who obviously need to ensure that they are stable and settled enough to bring a baby home and care for it. They have blossomed on the programme; they have sought housing advice, attended religiously and sought help from the group. The group have donated kitchen equipment, blinds, baby equipment and clothes. One of the SPAN admin workers is crocheting a blanket for the new baby. With support, the facilitators of SFSC are confident that the couple will make good parents and the parents are



equipped with a list of support services, particularly housing support so that as the baby grows into a toddler they can look into bidding for a house or a flat with a garden.

A wish list to enhance this work and make it easier for the partnership to succeed would include: a commitment from housing services to support parents with more than housing issues with directives from senior managers, a commitment to including the voluntary sector in strategic planning for family support across the city from all local authority departments in contact with families, training for frontline housing workers in signposting and information guidance, fewer changes in staffing and management in the local authority and of course bigger budgets.

We are doing rather well considering the economic climate, ACT have extended our funding by seven months to enable us to form a consortium that will be able to bid for local authority out-sourced services.

**Other work in this area:
The Parent-Infant Project (PIP):
Outreach Programmes**

England's Lane is a council owned and run hostel that provides temporary accommodation to otherwise homeless families. The hostel hosts families from diverse cultural backgrounds, many of whom are reluctant or unable to access conventional services. A PIP therapist holds a weekly parent-infant group in tandem with the Baby Clinic held in the hostel's basement communal space. The group, which has been running for 18 months, aims to support the developing parent-infant relationship and to help this very vulnerable group of (usually) mothers and infants to make contact with the other services they need.

During sessions, parents are encouraged to play with their children on the mats on the floor, usually while they wait their turn to see the health visitor at the Baby Clinic – although many parents now come down solely for the group and to see other parents and children.

The primary aim is to provide emotional support for parents of young children, through providing a space for parents and infants to meet others and to interact with the psychotherapist.
www.annafreud.org

Engaging parents from Gypsy, Roma and Traveller communities using outreach programmes

Often initiatives to engage minority communities overlook families from Gypsy, Roma and Traveller communities. Yet these communities are likely to be the most marginalised of all ethnic minority groups and often face severe prejudice.

A number of issues, ranging from parents' low literacy and numeracy levels to children's low attendance and attainment in schools, raises the question of how best to engage parents from these communities, where historically they have not been engaged by public services.

Gypsies and Travellers are more likely to have poorer health than the general population, with fewer mothers accessing support during and after pregnancy. There are many reasons why they can be overlooked by services; often not having a permanent address means medical records are scattered and incomplete.

For the children in these communities, often living in adverse environments means they face greater risks of illness, accidents, and even premature death. Due to problems accessing up-to-date health information and sustained healthcare, children can miss out on early interventions, and additional needs may not be identified until children reach school age. Add to this the additional strain on parents from trying to cope without access to support and information and it becomes clear that services need to be more proactive to support and engage these marginalised communities.

Children may also miss out on education because there aren't enough stopping places for all families – some families have bought land in an attempt to settle and been forced to move after being refused planning permission. This can make it very difficult to access consistent education and so schooling becomes intermittent.

Understanding the challenges of engaging families from Gypsy, Traveller or Roma communities is key to overcoming them and fostering trusting relationships.

One of the reasons Gypsy, Roma or Traveller communities are much less likely to use early years settings is because strong cultural identities are not always reflected and parents from these communities may also feel that early years provisions do not align with their way of life, preferring to keep children at home and away from play settings. Traveller parents can be reluctant to send their children to nurseries and children's centres, choosing especially to raise boys within their community.

For some families, parents' confidence can be very low, with some feeling vulnerable and unsupported. Raising confidence and aspirations is therefore an important part of engaging with minority communities.

As well as not knowing what local services are available, families are often geographically isolated – particularly in rural communities – with no official address and no sense of belonging within the wider community. If families have not accessed early years services before, the unfamiliarity of these services can be daunting. It can therefore be more preferable to meet families on a more informal basis, and this is where bringing services to families within the community via an outreach programme can be more useful than asking families to seek out services.

Outreach is a means of bringing services directly to those families who otherwise might not be able to access them. It also allows for services to be tailored directly towards a community or even a particular family.

Standardised home visits within a catchment area, for example within a specified length of time after birth, can help to engage Gypsy, Roma and Traveller families, with a coordinated programme of home visits to follow.

In order to engage parents from these communities, it is crucial to develop a trusting and ongoing relationship. This can take a long time and may require a degree of persistence. Arriving with a specific agenda to impose can be a hindrance to success if a relationship has not first been developed wherein families feel accepted as part of the community, and supported, rather than checked up on by services.

Successful outreach work generally occurs within the Traveller sites and homes. Practitioners should therefore consider that visiting in groups of three or more may be imposing and difficult to accommodate on site.

In order to create these types of relationships, it can be useful to develop a cultural awareness through staff training. Having a member of the community present at training sessions can be valuable for answering any questions and giving a real sense of lifestyle, needs, and challenges faced.

Through trust, genuine support can be offered, in an environment which allows parents to open up, feeling safe that what they say will be treated in confidence. If a parent has a complaint about their GP, for example, they would need to feel assured that they can speak about this without fear of retribution, or even of causing offence. It may take many meetings before this type of relationship is possible.

Outreach work can be particularly successful when tied in with other services, such as health and education services, mobile libraries, and even toy libraries.

In Leeds, the local Sure Start had had no sign-ups from the Traveller community in three years of service. Leeds City Council runs a number of services working with Gypsy, Roma and Traveller communities. A specialised initiative whereby outreach workers can visit the local communities and offer a mobile nursery service allows Gypsy, Roma and Traveller children to experience appropriate early years learning within the context of their own cultures.

When children are approaching school age, outreach programmes can work with schools to create mobile

classrooms that allow teachers to meet with families on site. This can be invaluable in terms of induction processes and in giving parents a chance to ask questions and raise any concerns they may have. It can also set a precedent which may be useful in re-engaging children who have disengaged from school.

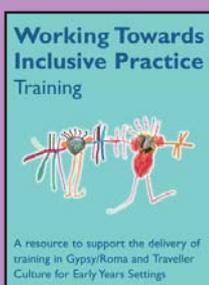
This approach has been successful in a number of initiatives and applies also to other marginalised minority communities. Perhaps the most important aspect is to remember to put the families' needs first, with a well-researched understanding of the culture and of the reasons for disengagement. A parent's priorities around their children's education and wellbeing may differ greatly from the priorities set out by practitioners and local authorities – a flexible approach can make for a fruitful relationship that allows trust to grow and parents to benefit from the support on offer to the rest of the community.

The information in this article was based on the following resources:

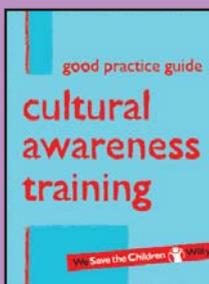
www.grtleeds.co.uk/ourService/whatWeDo.html

www.savethechildren.org.uk/en/docs/ey_outreach_practice.pdf

Further resources and research



Working Toward Inclusive Practice: Training
A resource to support the training in Gypsy/Roma and Traveller Culture for Early Years Settings
Published by Save the Children



Cultural Awareness Training Good Practice Guidance
A practical guide to help Local Authorities and other early years services successfully include awareness of Gypsy, Roma and Traveller culture in equality and diversity training.
Published by Save the Children



A Stronger Foundation Briefing
What early years settings should be doing to include Gypsy, Roma and Traveller culture in resources and curriculum.
Published by Save the Children

Scottish Traveller Education Programme
www.scottishtravellered.net/teachers.html

Friends, Families and Travellers
www.gypsy-traveller.org/your-family/health/contacts/

Parenting at the centre – new report from IPPR on early years access

IPPR's new research report *Parenting at the Centre* seeks to understand why some parents who are entitled to use early years services don't normally do so. It aims to understand how parents access information that shapes their decision-making about early years provision, and how service providers can better engage with and support parents to meet their families' needs. The aim was to engage with parents who don't normally access early years provision and who live in poverty or face a substantial risk of becoming poor.

Among the key findings in the report are that in general, parents did not use early years provision in order to be able to work, although some used it to attend courses. Many said the free nursery entitlement limited employment opportunities, that it is too short and inflexible to enable employment to be fitted around it.

Most parents felt strongly that there should be no formal role for childcare provision while their child was less than two years old, and that such children should be with their families. In the early years of their child's life, parents almost always preferred to leave their children with family members rather than with childminders or other professionals.

On communication, parents felt that family and friends were the most useful and most trusted sources of information. They wanted basic factual information from the state that would enable them to make informed choices about which local provision to take up, and welcomed communication direct from children's centres.

Parents mostly judged the quality of childcare on how happy the child is. Other criteria that parents used to judge quality were the standard of education; adequate preparation for school; the friendliness, safety and space of the childcare environment; the life experience and attitude of the staff, although not necessarily their qualifications; and the ratio of children to staff (the lower the better).

The report recommends that the government should reinstate the long-term commitment to having an early years professional in every children's centre. In the short term, the priority should be to ensure that every setting offering places to disadvantaged two-year-olds is led by graduate-level staff, "Without this guarantee of quality, resources spent on expanding free nursery places will largely be wasted."

It also suggests piloting a new 'Teach Early Years First' programme, building on the success of the Teach First scheme in schools. The scheme should include a rigorous selection process to increase the status of the profession, and work in partnership with local authorities and children's centres. This would also offer opportunities to graduates struggling to enter the labour market.

You can read the full report at www.ippr.org

“Putting parents and families centre stage” – what the child poverty and social mobility strategies mean for parenting support

This month the government has published both the child poverty strategy and the social mobility strategy and announced the creation of the Social Mobility and Child Poverty Commission. These two strategies are highly complementary in their visions and both set out clearly that the government recognises the importance of positive parenting and the early years in the development of children’s life chances and outcomes.

A New Approach to Child Poverty: Tackling the Causes of Disadvantage and Transforming Families’ Lives strongly sets out government support for many of the key principles which guide the work of both Parenting UK and our members. These include: the importance of supporting parents; the importance of the home learning environment in child development; the positive effect of parents being involved in their child’s learning and education; and the need for all parents to understand the importance of developing social and emotional capability in the first years of life.

The child poverty strategy states that, “what is needed is a much wider culture change towards recognising the importance of parenting, and how society can support mothers and fathers to give their children the best start in life” but stresses that this is not the role of the government to do this and that it will support an alliance of interested groups to do this.

A key recommendation which is something Parenting UK strongly promoted in our response to the child poverty strategy consultation is that, “just as many new parents choose to access ante-natal education, we want access to parenting advice and support once a child is born to be considered the norm.” However, while the strategy clearly sets out what it wants to be achieved, it is not very specific about how we are going to achieve this.

Parenting UK has been calling for parenting and life skills to be included in the curriculum. The child poverty strategy sets out that the government will carry out an internal review of the quality of PSHE to consider how schools can most effectively and appropriately promote the importance of positive parenting and the teaching of core life skills which we welcome.

Both strategies call for a culture change where the key aspects of good parenting are widely understood and where, “all parents recognise that they can benefit from advice and support on parenting skills”.

In both strategies, there is unequivocal support for Graham Allen’s recommendation that, “people, especially parents, health professionals and newly pregnant women should be aware of

the importance of developing social and emotional capability in the first years of life, and understand the best ways of encouraging good later outcomes for their children.”

The Child Poverty Strategy recognises the need to measure other determinants of child poverty alongside the measures in the Child Poverty Act 2010 such as low birth weight, teenage pregnancy rates and child development, taking into account the recommended indicators set out by Frank Field in his review, *The Foundation Years: preventing poor children becoming poor adults*, published last year.

The government will be developing an indicator for child development, looking at gaps in school readiness for children aged up to five from different social backgrounds and we would urge this to include measurements of both the child’s cognitive, emotional and behavioural development, and warmth of the parent–child relationship, as recommended by Field. We eagerly await the government’s fuller response to Frank Field’s life chances indicators recommendations later this year.

Opening Doors, Breaking Barriers: A Strategy for Social Mobility sets out the government’s plans for the foundations years, “Investing in the early years and putting parents and families centre stage is the key to children’s development”. It sets out that the government will produce a joint vision between the Department for Education and the Department for Health for the period from pregnancy to age five as well as setting out their approach which includes supporting maternal and child health and well-being, parenting support, enabling parents to balance work and home through generous and flexible parental leave and working arrangements; and supporting high quality early years services.

While the focus on the importance of parenting is overwhelmingly positive in both of these strategies, and welcomed by Parenting UK, they have also received some strong criticism. There have been complaints that the child poverty strategy does not set out specific details on how it is going to achieve the eradication of child poverty by 2020. The government has also been criticised for highlighting several policies in the strategy, such as getting parents back to work and the importance of children’s centres while cuts at local levels to children’s centres and changes in welfare and tax will mean that many families will face increased problems in the future.

4Children launch census to track Sure Start changes

In the weeks leading up to the removal of ring-fenced funding from Sure Start Children’s Centres, national children and families charity 4Children has created a census to track the change in services run by children’s centres across the country.

4Children, whose ‘Shout out for a Sure Start’ campaign is dedicated to promoting the work done by Children’s Centres in supporting young children, are one of the leading champions of Sure Start, and have been a key voice in the debate over the centres’ futures.

Anne Longfield, 4Children's chief executive has expressed her concerns, saying "In recent weeks we have all been anxious about the scale of potential closures of Children's Centres, with a growing number of Local Authorities committing to keeping Centres open our attention is now moving to ensuring we are able to monitor changes to service provision."

Data collected over the last two weeks of March 2011 will serve as a baseline to measure the state of services before the reduction of funding and removal of ring-fenced budgets.

Children's Centre managers will be asked to complete an online survey annually in March, with questions on the number and type of staff they employ, the number of childcare places on offer, the balance of universal and targeted services, and the extent of charges for services provided.

4Children will analyse the survey results and produce an annual report on the nature and extent of changes. Anne Longfield said, "This survey will be a vital tool in allowing us to track trends and report back a national view of how services are changing. The survey will take less than 10 minutes for Centre Managers to complete and we hope that as many as possible will do so."

Children's Centre managers who have not received a copy of the online survey should email shoutout@4children.org.uk or contact 4Children Public Affairs on 020 7522 6991.

CWDC's new remit includes £0.5m for families and parenting

Following last year's announcement that the Children's Workforce Development Council (CWDC) would cease to be funded by the government as a non-departmental public body, the Department for Education has set out a revised remit for the Council's work until April 2012.

The council will receive £113.4m funding, which will be divided up among social work (£79.9m), early years (£16.85m), educational psychology (£5.2m), and families and parenting (£0.5m). £11m will go toward supporting sector-led developments around areas such as poverty and disability, including organisational running costs.

From April 2012, most of the CWDC's work will be handed over to the Department for Education, but the Council has committed to continue its responsibilities as a sector skills council, encouraging the continuing development of the abovementioned workforces.

Chief executive Jane Haywood acknowledged that employers are making tough frontline decisions, and said that the Council wants to support them in this role, building on their experience in order to make a positive difference in the lives of children and young people.

She said, "We have made the most positive impact on the lives of children and young people when we have listened and responded to the people who work with them... Supporting a child in every aspect of their life is more effective than focusing on their education or care alone."

Over the next twelve months, the CWDC will also carry out discussions with employers and frontline workers to determine its future. The council aims to continue improving the lives of children, young people and families as its core work.

Tickell review of Early Years Foundation Stage

Dame Clare Tickell was commissioned by the Department for Education to review the Early Years Foundation Stage (EYFS) and has just published her report. Among Tickell's recommendations are that there should be greater emphasis in the EYFS on the role of parents and carers in their children's learning. Parents should be provided with a brief, simple, explanation of what the EYFS is and what they can expect when their child starts in an early years setting. Practitioners should continue to have access to the necessary resources needed to support the incorporation of effective parental engagement into their practice.

Tickell also proposes that practitioners should be required to provide parents and carers with a short summary of their child's communication and language, personal, social and emotional, and physical development between the age of 24-36 months. Ideally, this should be shared with health visitors, where the timing is right, to allow the professional knowledge of early years practitioners to inform the health visitor led health and development review at age 2.

Tickell recommends that personal, social and emotional development, communication and language and physical development are identified as prime areas of learning in the EYFS in an aim to focus on the essential foundations for children's life, learning and success and help all early years practitioners to understand better how to support children's development. The review recommends reducing the number of early learning goals from 69 to 17.

In relation to workforce qualifications, Tickell recommends that there should continue to be a level 3 and a graduate ambition and more work needs to be done to improve the quality and consistency of early years training courses to attract more people into the profession. She recommends that a new professional qualification is introduced that robustly combines practical experience with the development of expert knowledge.

You can read the full report at

www.education.gov.uk/tickellreview

Early intervention tool reduces costs and improves outcomes, study finds

A report by the Local Authority Research Consortium (LARC) has found that using an early intervention tool – the Common Assessment Framework – helped to save money and improve outcomes. LARC's third report has found that during 2010, analysis from 80 indicative case studies identifies potential savings of between £5,000 and more than £150,000 being reported. The CAF process gives a systematic framework for early intervention programmes and practice with clear evidence of payback.

The research shows that using CAF leads to better outcomes in response to a whole range of needs, ranging from circumstances where children and young people need early preventative support through to where substantial multi-agency interventions are required at a level falling just short of the threshold for specialist services.

The case study data shows that CAF process costs are mostly under £3,000, the exception being the most complex cases where multi-agency intervention is required. Even here case study data suggests an upper limit of £8,000 which is still relatively low when set against a potential saving of £100,000.

The LARC research has developed a costing model which bases potential savings on practitioners' and families' assessment of "futures avoided", with a systematic method for estimating the costs attributed to the negative outcomes avoided. This real time case study material can enhance service planning models which are based purely on estimates such as numbers of children with child protection plans or in care.

Improved integrated working through the CAF process is not an optional extra but a fundamental building block that enables local authorities and their partner agencies to work together effectively to support early intervention and prevention. Progress has been most apparent where the CAF process underpins specific evidence-based programmes that have been shown to be effective in working with vulnerable children and families. Many local authorities and their partners are taking the opportunity to reframe children's services in the light of the changing arrangements for schools, public health and the NHS, and the opportunities provided through localism. New models for service design and delivery have effective prevention and early intervention with vulnerable children and families as a clear focus, with ambitious savings targets from specialist services built into the financial models for the service operating model. As the implementation of these models moves forward, we need to maintain a strong focus on collaborative research to share learning and build capacity for further improvement.

The next LARC report is now underway and will examine the interaction between Team Around the Child groups and social care teams.

C4EO summary report on Family, Parents and Carers

The Centre for Excellence in Children and Young People's Services (C4EO) has just published its final summary of their work around Family, Parents and Carers which is an ideal resource for anyone working with families. The summary brings together the key messages from three C4EO knowledge reviews to help improve services and achieve better outcomes for children, parents and carers. The reviews include current evidence from research and local practice, as well as the views of service managers, children, young people, parents and carers gathered in consultations by C4EO. C4EO's Families, Parents and Carers work focuses on three specific topics:

- Improving children's outcomes by supporting parental physical and mental health
- Improving children's outcomes by supporting couple relationships, reducing family conflict and addressing domestic violence
- The impact of parenting and family support strategies on children and young people's outcomes.

Some themes emerged strongly across all three reviews:

- Multi-agency, flexible and coordinated services, with an underpinning 'think family' ethos, are most effective in improving outcomes. This includes staff in adults' services being able to identify children's needs, and staff in children's services being able to recognise adults' needs. Such services are viewed positively by families and professionals alike.
- Early intervention prevents problems becoming entrenched; the practical help, advice and emotional support which many parents value can often be given without referral to specialist services. Children and young people also prefer an informal approach.
- In order to access services, parents must feel reassured that they are not being judged or stigmatised, and be helped to overcome their fears of having their children removed.

You can find the full summary and further resources at www.c4eo.org.uk

Parenting UK News Bulletin

If you have any suggestions or would like to contribute an article to the bulletin please contact Rachel Tonkin by emailing rtonkin@parentinguk.org

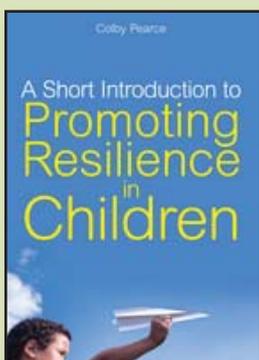
You can also advertise or insert flyers in the bulletin, please contact Rachel to discuss rates available to members and non-members, rtonkin@parentinguk.org



Intensive Family Support: the evidence

Action for Children's intensive family support services have been shown to raise the self-esteem of vulnerable parents and help overcome neglect by tackling issues in the early stages of a problem. There is positive evidence of change through the provision of intensive support via family intervention programmes to turn

around anti-social behaviour by young people and families, often where there is a risk of eviction and homelessness. This paper brings together the Action for Children evidence base on intensive family support services. It is made up of research commissioned by Action for Children, research Action for Children is featured in and internal evaluations. www.actionforchildren.org.uk



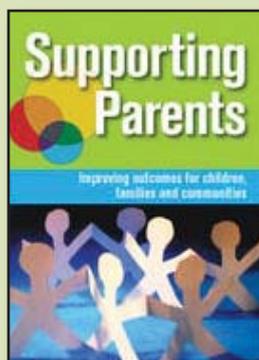
A Short Introduction to Promoting Resilience in Children

by Colby Pearce

This book provides a succinct, accessible and clear guide on how to promote resilience in children and achieve positive developmental outcomes for them. The author covers three key factors that affect resiliency: vulnerability to stress and anxiety, attachment relationships, and

access to basic needs. For each, the author presents practical advice and strategies, such as how to regulate children's stress and anxiety, how to encourage and maintain secure attachments, and how to assure children that their needs are understood and will be met. The model presented will help parents and carers ensure their children grow up happy, healthy and resilient.

Published: Jessica Kingsley, £12.99



Supporting parents: Improving outcomes for children, families and communities

by Sue Miller

The importance of supporting parents is increasingly being recognised in research and policy, and there are continuing concerns about the consequences of failing to provide adequate support for parents. This timely book provides practical advice on how to set up and deliver

parenting services that support parents and improve outcomes for children. It explores the latest research, policies and practices, includes reflective questions to encourage the reader

to develop their own perspectives and considers changes to how modern families function. It also looks at providing support for fathers and male carers. This book is valuable reading for students, lecturers, practitioners, service managers and policy-makers and anyone working with children and their parents.

Publisher: Open University Press 2010, £21.99



C4EO – Families, Parents and Carers Knowledge Reviews

C4EO have published three new Families, Parents and Carers Knowledge Reviews to help those working in this field. The first review focuses on what works in improving the safety, health and wellbeing of children through improving the physical and mental health of mothers, fathers and carers. The second

review looks at what works in improving children's outcomes by supporting parental and carer couple relationships and reducing conflict within families, and finally, they identify the impact of parenting and family support strategies on children and young people's outcomes.

www.c4eo.org.uk



The Home Front

A growing evidence base confirms our intuitions: parents play a key role in shaping children's life chances. But socioeconomic and environmental circumstances can shape and influence parents' approaches for better and worse. Understanding these circumstances is key to supporting parents better. *The Home Front* debunks popular perceptions

of a decline in parenting ability that attribute blame to certain types of families. It shows that what can be learned about family life externally – family structure, household income, educational qualifications and so on – does not always align with the reality of day-to-day family life. Policy-makers must use the evidence and resources available to identify the families most in need of support.

Publisher: Demos 2011

www.demos.co.uk/publications/thehomefront

Child Mental Health Centre

www.childmentalhealthcentre.org

Child Parent Relationship Therapy: Filial Therapy Model with Dr Garry L. Landreth

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, building children's self-esteem. Participants will also learn how to structure weekly play sessions with children using a special kit of selected toys.

17–18 June, London

Fatherhood Institute

www.fatherhoodinstitute.org

The Dad Factor one-day course: engaging fathers in schools and family learning

This course is for members of staff and volunteers in schools and family learning settings, including teachers, learning assistants, learning mentors, Family Learning teams, Community Education staff, school nurses, and counsellors.

The course will enable participants to:

- Explore the social, emotional and educational benefits of involving fathers in children's learning
- Evaluate how effectively they currently engage with fathers, using the Dads Included Test
- Mobilise fathers as a resource for their daughters' and sons' learning and development
- Devise practical, evidence-based strategies to create father inclusive learning environments

24 May, Manchester

Invisible Fathers: working with young fathers – one-day course

This course is designed for managers, front-line workers and volunteers in a variety of settings including Children's Centres and other early years services, maternity services, Connexions, teenage pregnancy and youth offending teams.

It will use large and small group exercises and presentations from our experienced training team, to support participants to develop father-inclusive services in partnership with young fathers themselves. The course will enable participants to:

- Understand the challenges and complexities of early fatherhood
- Build the confidence, knowledge and skills to work effectively with young dads
- Explore and plan practical multi-agency strategies to engage young fathers
- Understand the implications of emerging public policy frameworks (including the "big society") for working with young fathers.

30 June, Birmingham

Tavistock Centre for Couple Relationships

www.tccr.org.uk

Foundation courses in Parenting, Attachment and the Couple Relationship

This Foundation Course is designed for people interested in relationships and attachment and who come into contact with parents and couples through their work. Both National Occupational Standards and the qualifications in 'Work with Parents' require that new and experienced workers can demonstrate knowledge of relationships between parents and how these affect their children, as well as show skills in working with them. The course is suitable for anyone working with children, parents, couples or families as well as for people with an interest in the influence of attachment processes on the ways adults make and manage relationships (including with their children).

It will be of particular value to parenting workers, Children's Centre and family care workers, nurses, social workers, psychologists, family lawyers, group workers, the clergy, personnel officers, individual counsellors, and couple counsellors. It is also suitable for people taking a career break or returning to work in these settings. Please apply as soon as possible to avoid disappointment.

Next Intake: September 2011

Young People in Focus

www.youngpeopleinfocus.org.uk

Group Work Skills for Working with Parenting Groups

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. The course draws on theory but provides participants with opportunities to reflect on practice and to consider how to create a safe and supportive group work environment as well as consider how to handle difficulties in groups. We recommend doing this course alongside any of the accredited facilitator courses if you are new to running groups. There is a discount if both courses are booked together.

5 July, London

Separated Families

www.separatedfamilies.org.uk

Working with Family Separation – a one day course for professionals working in children's centres

This one day course will help you to understand the pressures that separated parents face and provides practical tools to help you to support both parents and their children. Professionals working in children's centres are uniquely placed to help ensure that children reach their full potential. Working with parents to support them through the changes that separation brings and helping them make the right choices for their children means that family separation doesn't have to reduce children's life chances.

development@separatedfamilies.org.uk

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

John Lewis Partnership

The John Lewis Partnership is interested in giving donations to small, local groups. Areas it particularly supports include care for the sick and the disabled; youth and children; care and housing for the elderly; medical research; and welfare and counselling services.

Waitrose runs the Waitrose Community Matters scheme whereby each branch has £1,000 each month to give to three local organisations. For more information and to be considered for this scheme, you can collect an application form from a Waitrose store, or contact the Community Matters Champion at your local Waitrose branch.
www.waitrose.com/branches/index.aspx

Worshipful Company of Weavers

The Fund's aim is helping young people at risk of criminal involvement to stay out of trouble and assist in the rehabilitation of offenders, particularly young offenders both in prison and after release. The Company prefers to help new projects in the early stages and, in particular, innovatory projects which could act as a model for similar work elsewhere; it sees its role as pump-priming and does not usually provide long-term funding, although it does sometimes provide more significant help to particular projects. Applications are considered by the Charitable Grants Committee at their meetings in February, June and October. In considering whether a project is worthy of support and provided it meets all the Fund's criteria, an assessment visit by a member of the Company is always made. For further advice and information about the Company's Benevolent Fund, please contact the clerk at The Weavers' Company Saddlers' House, Gutter Lane, London EC2V 6BR
 Tel: 020 7606 1155
 Email: charity@weavers.org.uk
www.weavers.org.uk/charitable-grants/grant-application-guidelines

National Institute for Health Research – Parenting Support programme

An exciting new funding opportunity: research is being commissioned into the effectiveness and cost-effectiveness of targeted parenting support programmes.

The NIHR Public Health Research programme evaluates public health interventions, providing new knowledge on the benefits, costs, acceptability and wider impacts of interventions intended to improve the health of the public and reduce inequalities in health.

The parenting support programme aims to ask the following research question: Which targeted parental support programmes are most effective and cost-effective in reducing the prevalence of maltreatment of pre-school children; and what are the effective components within targeted parental support programmes?

www.phr.nihr.ac.uk/fundingopportunities/commissioned.asp
 Submission Deadline: 3 May 2011

Lloyds TSB Foundation

Lloyds TSB Foundation for England & Wales - Community Programme Funds local, regional and national charities working to tackle disadvantage across England and Wales. Their focus is on supporting small and medium underfunded charities that can make a significant difference to the lives of disadvantaged people by helping them to play a fuller role in the community. They are particularly interested in work that achieves this through: improved social and community involvement; improved life choices and chances; helping people to be heard.

They fund running costs, including salaries to ensure that charities can maintain and develop their core work/services. They also provide funding for projects that build on charities' core work.

www.lloydstsbfoundations.org.uk/HowtoApply/Pages/HowToApply.aspx

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

June

The Concept of Wellbeing

Children in Wales

8 June, 6-8pm Cardiff

This seminar is part of a series of seminars on subject areas related to good practice in the early years, with focus clearly being on linking theory and practice and how this promotes young children's learning. This seminar will be bilingual.

www.childreninwales.org.uk

Timescapes Conference: Understanding and Supporting Families over Time

A collaboration between ESRC Timescapes, The Social Policy Association and the Family and Parenting Institute

13-14 June, London

This conference will bring together academics, policy makers and practitioners in the UK to explore how we may better understand and support families over time. It will draw on a growing body of evidence on the shaping of families through the life course, with a particular focus on the Life chances of Children and Young People, the Dynamics of Parenthood and Family Life, and Older Lives and Times

www.timescapes.leeds.ac.uk/events-dissemination/

Effective parenting and child well-being: Understanding the evidence base

Institute of Education

21 June, London

Parents have an enormous influence over the development, education, health and well-being of their children. Rapid social, demographic and economic changes over recent decades mean that the demands and pressures on parents are changing. This conference provides an opportunity for researchers, practitioners and those influencing policy to come together to share information about the latest research evidence and discuss implications for policy.

www.ioe.ac.uk

The Early Years: Foundations for Life – Will the New Framework Deliver for Children, Parents and Providers

Westminster Briefing

22 June, London

Delegates at this Policy and Practice Westminster conference will have the opportunity to consider in detail the proposals in the report and their impact on the sector. Key issues to be addressed will include: the implications of the Tickell Review; delivering an integrated offer in the early years; involving practitioners and parents together; keeping children safe in early years settings; the importance of the role of parents and carers in the early years.

www.westminster-briefing.com

Gang Culture and Young People

Children in Scotland

23 June, Edinburgh

“Gang culture” and the involvement of young people in gangs is a phenomenon that has attracted increasing interest as the numbers of young people involved in gangs has grown across the UK. Concern over the behaviour of young people in gangs and the increase in violence and the use of weapons has grown in schools, in neighbourhoods and communities and in towns.

www.childreninScotland.org.uk

No Bulls**t Conference: What Still Matters to Every Child

Kids Company

28 June, Church House Conference, Westminster, London

This conference will look to share our learning with colleagues and bring to you cutting edge understanding of the effects and implications of maltreatment during childhood. In true Kids Company style we're not just going to describe the problem, we're going to offer you solutions. The day will be a blend of contemporary theory and practice about emotional crisis in children and young people.

Email yvonne.siegel@kidsco.org.uk for more information

July

Annual Conference 2011: Inside Child Protection: New developments in research and practice

UEA Centre for Research on the Child and Family

5 July, London

This conference will focus on important messages from research on child protection. At a time when the Munro enquiry is preparing to deliver a new vision for the future of child protection, it is more than ever necessary to learn lessons from research. Insights from children, from families and from serious case reviews – from inside child protection – can be used to build models for practice.

www.uea.ac.uk

October

“Fathers are Important”

The International Federation for Parenting Education

in partnership with Working with Men

15 October, London

Awareness of the importance of fathers has increased dramatically in the UK in the past ten years thanks to clear research findings, sterling work by parenting and fatherhood organisations and a willingness to listen on the part of policymakers. This conference will explore effective ways of working with fathers in an ever changing climate and offer an opportunity to hear directly from young fathers.

conference@parent.freeserve.co.uk

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

Published by Parenting UK Unit 431 Highgate Studios, 53-79 Highgate Road, London NW5 1TL
phone 020 7284 8370 fax 020 7485 3587

Registered charity No 1076942. Registered in England and Wales No 3588930

Copyright © Parenting UK 2011