



## **New quality mark for parenting classes**

Early Intervention Foundation Update

Fair4Families campaign

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We welcome your comments on and contributions to our News Bulletin. Please address any correspondence to the editor, Rachel Tonkin:  
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# family lives

## Family Lives wins bid to develop parenting classes market

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We're pleased to announce that Family Lives has been awarded the Department for Education's contract to develop the parenting classes market, leading a consortium of Ecorys, the Tavistock Centre for Couple Relationships, and Daycare Trust/Family and Parenting Institute. This contract builds greatly on our work and experience as Parenting UK, representing and supporting parenting practitioners across the country.

This is an exciting time for everyone providing parenting support as it gains greater recognition of the importance of support and the quality of that support.

As part of this contract we will be designing and delivering a quality mark process and programme of support for developing a universal parenting classes market and advice to parents. We hope that many of you as our members will be pleased to see the introduction of greater quality control across the sector so that both we as professionals and parents can know where they can get the best support for their needs.

The quality mark process will include an online provider self-assessment, together with external validation undertaken by an experienced assessment team from the three partners. We will work with providers, funders and parents to promote the standard (and promote the value of universal parenting classes in general), to ensure the quality mark becomes sustainable.

Based upon emerging learning from the CANparent trial, and a business support needs survey of providers, we will provide a comprehensive package of business support delivered via training seminars, mentoring, masterclasses (topical workshops with individualised support follow-up) and webinars.

We will provide online and helpline advice to parents to enable them to find a suitable class with an online assessment tool to support parents' best choices, which will link to the CANparent database of available classes (a resource that will grow throughout the life of the project). We will introduce a new number to the Family Lives helpline to provide parents with assistance in finding a suitable parenting class from approved providers. A fully searchable database of classes will be driven by an online parent assessment tool, developed by qualified experts, and user tested before launch to ensure parents are supported to find a suitable class in a user friendly way.

Pamela Park, Director of Business Development for Family Lives (previously Chief Executive of Parenting UK) says, "We are really pleased to be leading the parenting classes market contract. Developing a quality mark for parenting support is at the heart of the principles of Parenting UK, now part of Family Lives. We look forward to working with the parenting sector to ensure parents know what support is available to them and that they know it is of a high quality."

## Early Intervention Foundation launched

In response to Graham Allen's Early Intervention report, The Department for Education have signed a contract with The Early Intervention Foundation Consortium to set up an independent Early Intervention Foundation.

The Early Intervention Foundation will advocate for early, rather than remedial, intervention, rigorously assess what works on the ground and advise those planning and delivering services to ensure children, young people and families get the best support possible. It will:

- convene and speak on behalf of all who wish to promote evidence-based early intervention with the aim of helping to take it from niche to critical mass
- grow and improve the UK evidence base for early intervention
- provide a single source of independent, comprehensive and authoritative advice on early intervention – to government, local commissioners, investors and others
- aim to be a thought leader for early intervention, to which others will turn for inspiration and advice.

It will not replicate the work of others or directly fund, manage or deliver projects.

The Early Intervention Foundation will act as a bridge between research and practice to support the delivery of evidence-based programmes that correspond with the needs of their local communities, the key being accessibility.

In its first two years, the Foundation will work with two nominated early intervention leads in each local authority area, to inform and support the delivery of new approaches to evidence-based early intervention. We will make a call for and designate 20 local places to pioneer early intervention systems and evidence, developing and sharing their learning.

As seen in Graham Allen's report, early

intervention aims to identify and address the root causes and early signs of social problems, by equipping babies, children and young people with the means to live to their full potential. Early intervention can be applied to issues such as parenting, educational attainment, teen pregnancy and addiction - addressing symptoms and causes early on can break down intergenerational cycles of dysfunction, reducing both financial and social costs to society later on.

The key roles of the Early Intervention Foundation will be to:

- assess what programmes work - to determine both the best Early Interventions available and their relative value for money.
- translate this into practical, evidence-based advice to local commissioners, service providers and potential investors to enable them to make the best choices for supporting children and families.
- advocate for Early Intervention as a serious alternative to expensive and ineffective late intervention.

Graham Allen MP, Chair of the Early Intervention Foundation said: "After much anticipation it is fantastic news that today the contracts have been signed and the work of creating an independent, Early Intervention Foundation can begin. The Foundation will have a vital role to play in ensuring that every baby, child and young person has the social and emotional capabilities, to fulfill their potential.

"During the next few weeks the Consortium will be working tirelessly to get the Foundation up and running and we look forward to getting started on this vital work".

Visit [www.eif.org.uk](http://www.eif.org.uk)

## Children at risk due to lack of data about parents and carers with serious mental health problems

Ofsted and the Care Quality Commission (CQC) have recently called on the government to make it a mandatory requirement for mental health services to collect data on children whose parents or carers have mental health difficulties and report on such data nationally.

A new joint report by Ofsted and the CQC states that not enough information about parental mental health problems is collected despite mental health problems being a common trait of families in serious case reviews. The report *What about the children?* highlights how the lack of identification of children living with parents with mental ill health has led to them not receiving the help they need, with some being left at risk of harm.

It is currently mandatory for adult services to gather information about children and report to the National Treatment Agency for Substance Abuse where their parents have drugs/and or alcohol problems. However, this is not the case for children whose parents have serious mental health difficulties.

Analyses of serious case reviews carried out by Ofsted between 2007 and 2011 where children had either died or been seriously harmed, showed that mental health difficulties, drug and alcohol problems and domestic abuse were the most common characteristics of the families involved.

It is estimated that at any one time as many as 9 million adults – 1 in 6 of the population – experience mental ill health. Data are not collected nationally about how many of the adults receiving specialised mental health services are parents or carers, but it is estimated that 30% of adults with mental ill health have dependent children.

Read the full report at [www.ofsted.gov.uk/news](http://www.ofsted.gov.uk/news)



## CANparent trial interim report shows positive attitudes towards parenting classes

The Department for Education has released an interim research report which presents the findings from the first seven months of CANparent, the Government trial of the market potential for high-quality universal parenting classes to support the parenting skills of mothers and fathers. CANparent seeks to trial a universal offer of high-quality, stigma-free parenting classes to support the enhancement of parenting skills and confidence, stimulate a commercial market, and reduce the need for further costly intervention.

Across the CANparent offer as a whole, there are four modes of delivery: face-to-face group; face-to-face 1:1; blended face-to-face with online or self-directed learning (book or CD/DVD); and pure online. All CANparent providers had to show how the classes they would offer met core evidence-based principles derived from research into what works to improve parenting skills.

### Key findings

The interim report, carried out by CEDAR, is based on early interviews with parents in the trial areas. They found that 1 in 5 parents interviewed had already heard about CANparent classes.

### Who is attending CANparent classes

Although take up for classes was slow initially, numbers are now picking up. Information about who is attending classes during the first seven months of the trial showed that the level of take up is highest in Middlesbrough, accounting for 45% of parents registering for CANparent classes. Most parents registering are female (94%) which is not dissimilar to results from the Parenting Early Intervention Programme (PEIP) (Lindsay et al. 2011) where 85% of the 6,000 parents were female.

Parents attending classes come from a wide range of ethnic groups, reflecting the ethnic diversity in Camden and Middlesbrough. Most of the parenting classes on offer were face to face groups (90% of parents registering), typically lasting 3-4 weeks. Over half (51%) of parents attending CANparent classes were aged 26-35.



### Positive attitudes towards parenting classes

The report found that in general parents attitudes towards parenting classes were already positive. There was already a widespread acceptance that parenting classes are suitable for parents of all ages (71% agreed with this) and views in the trial areas that all parents can benefit from going on a parenting course (66% agreed, while only 12% disagreed).

### Paying for parenting classes

When parents were asked if they would be willing to pay for parenting classes, 49% of high income households said they would definitely/probably be willing to pay, compared to 26% of low income households.

Very few parents who had recently taken part in classes had paid for them, but there were indications that parents who had already attended a class would be more likely to be willing to pay. Within the wider population of parents in the trial areas, potential willingness to pay was strongly linked to household income (49% of households with high incomes said they may be willing to pay, compared to 26% of low income households). Education and ethnicity were also significant factors – 47% of parents with degrees versus 19% of those with fewer than 5 GCSEs (A\*-C) said they may be willing to pay; 49% of parents from Black or minority ethnic backgrounds were strongly resistant to paying versus 35% from a white background.

You can read the full report on the Department for Education's website:

<https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR280.pdf>

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## Children and Families Bill

The Children and Families Bill which is currently making its passage through Parliament sets out the Government's plans to reform legislation in the following areas: adoption and children in care; aspects of the family justice system; children and young people with special educational needs; the Office of the Children's Commissioner for England; statutory rights to leave and pay for parents and adopters; time off work for ante-natal care; and the right to request flexible working.

### Family justice system

The Bill sets out to reform the family justice system so that it can deliver better for children and families who go to court after family separation or where children may be taken into care. Delays in process will be tackled and children's best interests will be placed at the centre of decision making. The Bill will implement commitments the Government made in response to the Family Justice Review by introducing a time limit of 26 weeks when courts are considering whether a child should be taken into care and making sure more families have the opportunity to try mediation before applying to court.

Ministers intend to strengthen the law to ensure children can have a relationship with both parents after a family has separated, where that is safe and in the child's best interests. The Government believes that this will encourage more separated parents to resolve their disputes out of court and agree care arrangements that fully involve both parents. The Government will hold a consultation soon on how legislation can be framed to ensure that a meaningful relationship is not about an equal division of time but the quality of time that a child spends with each parent.

### Special educational needs

The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them.

The Bill will extend the SEN system from birth to 25, giving children, young people and their parents greater control and choice in decisions and ensuring needs are properly met. The Bill takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* including by:

- replacing old statements with a new birth- to-25 education, health and care plan
- offering families personal budgets
- improving cooperation between all the services that support children and their families, particularly requiring local authorities and health authorities to work together.

### Adoption and virtual school head

The Bill sets out the Government's wish to see more children being adopted with fewer delays by ensuring that the search for ethnic match is not a barrier. The Bill supports the reforms set out in *An Action Plan for Adoption: Tackling Delay* including

by promoting fostering for adoption and improving support for adoptive families. It also sets out the requirement for every local authority to have someone responsible for the educational progress of looked after children (called a 'virtual school head') to help to improve their life chances.

### Childcare

The Bill sets out the intent to reform childcare provision to ensure there is a bigger focus on providing safe, high-quality care and early education for children. Enabling measures in the Bill support wider reforms to substantially increase the availability of high quality, affordable and available childcare as well as introducing childminder agencies to help more childminders enter the market and offer greater support and quality assurance and removing bureaucracy so that it is easier for schools to offer wrap-around care.

### Office of the Children's Commissioner

The Bill sets out measures to improve the effectiveness of the Office of the Children's Commissioner so that it can act as a strong advocate for children and help to embed a culture of putting children's interests first. The key measures included in the Bill are:

- strengthening the Commissioner's remit, with new overall function to "promote and protect children's rights" as set out in the United Nations Convention of the Rights of the Child widening the Commissioner's remit to include the functions of the Children's Rights Director in Ofsted
- granting new powers to carry out assessments of the impact of new policies and legislation on children's rights and underline existing duties on government and public services to publish formal responses to Commissioner's reports
- giving more independence from ministers and report directly to Parliament – with Parliament playing a stronger role in scrutinising the Commissioner's performance
- granting future Commissioners a single six-year term of office.

### Shared parental leave and flexible working

The Government is committed to encouraging the full involvement of both parents from the earliest stages of pregnancy, including by promoting a system of shared parental leave, and to extending the right to request flexible working to all employees. The Bill will implement the commitments in the Government's response (November 2012) to the modern workplaces consultation by: enabling working parents to share parental leave; allowing more time off for antenatal appointments and aligning leave and pay entitlements for adoptive parents more closely with that available to birth parents.

The Bill is currently going through Parliament. The next stage will be the Committee Stage in the House of Commons where the bill will be discussed line by line. You can follow the passage of this Bill through Parliament on the Parliament website.



## All about Families and Children

written by 4Children

We all know families in Britain today are struggling to make ends meet as they face a huge squeeze on their finances due to job insecurity, salary reductions, welfare reforms and the rising cost of everyday necessities like food, petrol and childcare. You've heard it before, but that doesn't make it less true. At present families with children are carrying too large a proportion of the burden of austerity. This must change. According to new research published a couple of weeks ago by Asda (in their so-called 'Mumdex'), mums reported that the rising cost of living is now three times as pressing an issue as youth unemployment and four times as pressing as violent crime. The Mumdex reveals shocking figures that 6 in 10 mums say they can no longer afford to turn the heating on for as long as they need. This is simply an unsustainable status quo and it is now clear that the government must intervene to rescue families from the brink. The Government's Budget, announced in March, was a key opportunity for the Chancellor to demonstrate that supporting families with children is a priority, and to lay the groundwork that will enable families to take charge of their own budgets again. Unfortunately, despite some welcome announcements on childcare and housing, there is still a mountain to climb.

That is why we recently launched a campaign backed by leading children and families charities – including Family Lives – to call on the Government to invest in the country's greatest asset. Fair4Families argues that families are a major untapped resource and that the Chancellor needs to put them at the top of his agenda in economic decisions this year, the most important of which is the Comprehensive Spending Review (CSR), now set for the end of June. With different Government Ministers openly making the case for protecting their budgets from further cuts, it is critical that the needs of families with children don't get drowned out.

Since taking office, the Government has made pensioners a special case; taking steps to protect pensioners by introducing a 'triple lock' to ensure that the state pension will rise by inflation, average earnings or 2.5 per cent – whichever is

higher - and by protecting key universal benefits. That is admirable, but in contrast, families with children are struggling on multiple fronts, with real terms cuts in tax credits, child benefit, and maternity and paternity pay all adding up. To ensure that families are made a priority in the Budget and the CSR, Fair4Families is calling on the Government to introduce a 'triple lock' for families. This includes an ambitious vision for support for families, including childcare, so that more parents can contribute to economic growth and a greater investment in housing to give more people

the chance to realise their dream of a home fit for a family - and a real shift in spending, from ineffective late intervention to early intervention, as well as a credible strategy to begin to eradicate child poverty. Secondly it calls for protecting crucial services for families with children from further spending reductions for the spending review period. Finally the campaign asks that there are no further spending reductions sought through real terms cuts to benefits paid to families with children.

Campaign supporters recognise that there are many competing demands on Government and that tough decisions must be made. However, we know that happy, stable, well-supported families are a real asset for our country and with the right support can make a major contribution to our economic and social recovery.

### Other available support

The good news is there is an explosion of support for families in tough times with people doing their best to assist struggling families. The rapid expansion of the food bank movement has seen hundreds of volunteers, up and down the country, giving up their time to help ensure that thousands of families are helped to avert crisis. Charities like Home-Start are helping families struggling with bills and living costs, and helping manage the family budget. Save the Children have even launched their first ever UK charity appeal – aiming to raise £500,000 to help 3.5 million children living in poverty within Britain.

Meanwhile Citizens Advice Bureau, continue to provide valuable advice on a range of financial and legal issues. Whilst this valuable work is of no surprise to those of us who have always known the value of charitable and social endeavour, particularly in tough times, it doesn't and shouldn't mean that Government has no role. By taking the right action this year, Government can help families with children to play a key role in the economic and social future of our country. With your support, we can help to ensure the Government listens to our arguments, and makes families with children a top priority. To show your support for the Fair4Families campaign sign our petition at <http://epetitions.direct.gov.uk/petitions/45054>

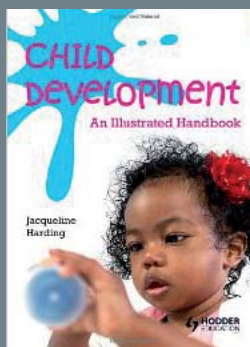
## Early years education does not improve outcomes, says DfE report

A study from the Department for Education has concluded that its pilot scheme providing early years education to two-year-olds did not lead to improved outcomes at age five. The conclusions were measured against the Early Years Foundation Stage profile, and raise questions as to the value of the government's plans to introduce free childcare to disadvantaged two-year-olds later this year.

Despite showing a lack of evidence that five-year-olds who had attended early years education were achieving better outcomes than their peers who did not, the report did conclude a difference in the quality of settings. Those who attended early years education in "high quality settings" were seen to perform "somewhat better" than those who attended lower quality settings. The researchers point out that the pilot offered 7.5 hours of childcare weekly while the new entitlement will offer 15 hours. They also note that the Early Years Foundation Stage was not introduced until after the pilot.

The research found that there is also no evidence that attending early years education as part of the pilot at age two increased the likelihood of those children attending early years education when they are three or four. The exception is for children from black and minority ethnic backgrounds who were more likely to attend early years education when they were aged three or four, if they attended as part of the pilot at age two.

You can read the full report on the Department for Education's website: <https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR225.pdf>



### Child Development

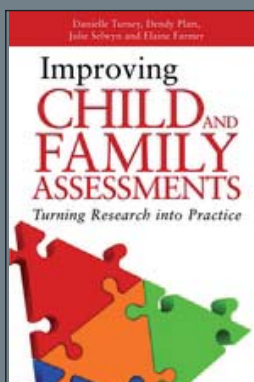
By Jacqueline Harding

Published: Hodder Education, £17.99

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### Improving Child and Family Assessments Turning Research into Practice

Danielle Turney, Dendy Platt, Julie Selwyn and Elaine Farmer

Published: Jessica Kingsley, £25.99

The quality of the assessment of children in need has a significant impact on outcomes for the children concerned. Good assessment contributes to better outcomes, but poor assessment can have tragic consequences. Understanding what makes a good assessment is vital.

This book brings together findings from 10 years of UK research that shed light on different aspects of child and family assessment, and examines the evidence for what works in promoting the best outcomes for children. It covers thresholds for assessment and intervention, what information should be collected in assessments, and assessments in different contexts. It also examines key aspects of practice and the factors that can help or hinder good quality assessment. These areas include analysis, critical thinking and reflection; engaging with children and families; and inter-professional working. Structural, procedural and organisational factors are also considered.

In summarising the research, this important book provides key messages on the links between assessment and outcomes for children, and offers implications for policy and practice. It will be essential reading for social work practitioners, academics, students and researchers, and all those in the child protection field.

## Family Foundations

Family Foundations is an early years intervention programme specifically targeted at cohabiting or married couples expecting their first child. It has been trialled in the UK by twelve local authorities, including Barking and Dagenham, Birmingham, and Reading.<sup>1</sup> The programme is predicated upon research linking improvements in couple relationships to parental wellbeing and its subsequent effect on children's behaviour. The programme was first developed in the US by clinical psychologist Mark Feinberg in 2005.<sup>2</sup> Feinberg believes the Family Foundations programme targets parents at the most opportune time. He contends that "because they quickly become experts on their child after he or she is born, the time before and just after birth is crucial."<sup>3</sup> The programme's emphasis on improving the relationship between parents is considered especially important as it usually serves as the first relationship model for children's own social development. Research indicates that the co-parenting relationship is a risk mechanism, whereas the quality of a couple's intimate relationship is a risk indicator.<sup>4</sup> The programme's primary aim is therefore to address the former as it is more effective to target a risk mechanism, and this can in turn effect change in the latter.

### Primary intervention

Family Foundations is designed as a primary intervention programme which aims to encourage universal participation, particularly by couples who may otherwise be reluctant to attend a parenting class. It is estimated that approximately 20% of US children aged between 9 and 17 have a diagnosable mental health disorder, such as attention deficit hyperactivity disorder (ADHD), anxiety, a conduct disorder, depression, or a substance use disorder.<sup>5</sup> Although the rate of disorder is highest among the section of the population which has similarly higher causal risk factors, the majority of cases occur in the remainder of the population.<sup>6</sup> Family Foundations aims to circumvent this paradox in two ways. As approximately two-thirds of mothers already attend antenatal education classes, the programme is delivered in the same non-stigmatising environment, such as a local hospital. The programme's timing is also significant as couples are considered to be especially open to learning during the transition from the antenatal to postnatal stages of parenthood.

### Programme goals

The short-term goals of the programme are to reduce parental anxiety, improve the relationship between couples, and foster parental self-efficacy. Its long-term goals are an increased level of parental empathy towards their child and an improvement in the child's own self-regulatory behaviour.<sup>7</sup> The programme assumes that the development of parental self-efficacy will allow them to develop better coping mechanisms and reduce their stress levels, thereby improving relationships between couples. The effects of this will be observed within the family unit through secure attachment relationships for the child, and the child's intellectual development. Parents join the programme during the last three months of the mother's pregnancy. They can join the programme at their own request or alternatively be referred onto it by a healthcare provider such as a general practitioner, midwife, or nurse. The practitioner will initially screen the parents for domestic violence and/or mental health issues. Although they will still be

eligible for participation on the programme if either or both of these issues are present, they will also be referred to other appropriate services for the treatment of these conditions.

### Programme structure

The initial phase of the programme is delivered over the course of five weeks with each session lasting three hours. Sessions are delivered jointly by a male and female practitioner, either within an antenatal training class or running alongside it. This provides both sexes with a suitable parental role model. Parents are informed about the most effective ways of making the transition to parenthood and how best to work together as co-parents. This includes the dissemination of methods to improve communication and cope with conflict, particularly concerning the sharing of childcare and household duties in the future. They also receive instruction on how to respond sensitively to their child and manage sleep routines. Couples subsequently attend a total of four further weekly sessions when their child is between the ages of four and six months. These sessions involve discussion regarding their experience of parenthood to date and an exploration of ways in which they can better work together within their relationship. They also receive further information regarding child development and how they can best respond to their own child. This includes the provision of parenting strategies designed to foster a child's self-regulatory mechanisms, develop secure attachment relationships between parent and child, and help parents to understand the nature of a child's temperament during infancy.

### Methodology

The practitioners use a variety of methods during the weekly sessions. These include group exercises, role-play situations, and group discussions engendered by a series of DVDs. The programme can be delivered in a variety of appropriate locations, including children's centres, community centres, and health centres. Couples are also provided with programme packs and assigned weekly homework tasks which are designed to help them implement the strategies imparted at the weekly sessions.

### Practitioner training

The programme's lead practitioners are required to meet the required minimum standard of Qualification Credit Framework (QCF) Level 5, whilst co-practitioners must have attained at least QCF Level 3. They must attend a total of three full days of training prior to the course commencing, two of which are devoted to the antenatal sessions and a third to the postnatal one. They are required to create a videotape presentation of themselves delivering the programme. This is subsequently assessed by the programme developer's team which is also responsible for their subsequent certification as practitioners. Practitioners are supervised by their in-house manager on an on-going basis and are required to complete fidelity self-report forms at the conclusion of each session that they deliver. Each new location at which programmes are to be delivered is also rigorously assessed in order to ascertain its suitability for the task with especial regard to the programme's successful initial implementation, recruitment procedures, and long-term sustainability.



## US randomised controlled trial

The programme has been the subject of a single randomised controlled trial in the US to date. A total of 169 mostly well-educated, middle class couples were randomly assigned to either a Family Foundations programme or a childbirth training-only control group. To be eligible for the trial, couples were required to be at least eighteen years of age, cohabiting, and expecting their first child. At the commencement of the trial, 82% of the couples were married. An initial assessment at six months indicated a decrease in maternal depression and anxiety, as well as increased co-parenting support and infant soothability. The magnitude of the programme impact was classified as being moderate, with significant effects ranging from 0.34 to 0.70. The greater impact was reported within couples with a lower level of education and for fathers who demonstrated higher levels of insecure attachment within their close relationships.<sup>8</sup> In the follow-up evaluation after one year in which 93% of the mothers and 88% of the fathers once again participated, families reported reduced parental competition whilst mothers also indicated a decline in negative communication. There was also an increase in the level of both parental warmth and child self-soothing. The significant effects of the programme impact ranged from 0.28 to 1.01.

Further follow-up home visits were then made to the families after a period of three years. Participants reported an improvement in both co-parenting and child social competence, as well as a reduction in the levels of maternal depression and parental stress. There was also a significant reduction in aggression, externalising, hyperactivity, and internalising in male children.<sup>9</sup> The effects after a three-year period were considered particularly salutary as rates of children's physical aggression have been shown to peak between the ages of two and four.<sup>10</sup> This is a challenging stage of parenthood as although children still require a high level of parental involvement in order to address their basic needs such as bathing, dressing, and eating, they are also exerting an increased degree of self-management in undertaking these daily tasks.

The trial concluded that at each point of evaluation between the ages of six months and three years, the programme impacted positively upon couples who reported less maternal depression, less parental stress, more parental efficacy, and an improvement in their quality of co-parenting skills when compared with the control group. This suggested that the initial benefits of the programme reported six months after its implementation remained consistently perceptible for a period of at least three years.

## Adaptions

The original model of the Family Foundations programme has also been specifically adapted for use with both teenage parents and those experiencing barriers to their participation; for instance, through lack of transportation or work scheduling issues. The latter model includes a DVD and workbook package which can be utilised at a remote location.

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## New NICE guidelines for antisocial behaviour and conduct disorders in children and young people

The National Institute for Health and Clinical Excellence (NICE) and the Social Care Institute for Excellence (SCIE) have issued new guidelines on conduct disorders, and associated antisocial behaviour which are the most common mental and behavioural problems in children and young people. According to the guidelines, conduct disorders are characterised by repetitive and persistent patterns of antisocial, aggressive or defiant behaviour that amounts to significant and persistent violations of age-appropriate social expectations. They nearly always have a significant impact on functioning and a child's quality of life and affect siblings

About one in every twenty children age 5-16 has a conduct disorder and the guidance suggests that parents need to know how to deal with this behaviour as it is not just a case of a child being naughty and different approaches are needed to manage it. The guidance states that about half of children with antisocial behaviour or conduct disorders miss out on parts of their childhood and also often go on to develop serious mental health problems in later life. Some go on to be repeated offenders. According to NICE's new guidelines, the prevalence of conduct disorders increases as children get older and are more common in boys than girls. For example, 7% of boys and 3% of girls aged 5 to 10 years have conduct disorders; in children aged 11 to 16 years the proportion rises to 8% of boys and 5% of girls. Conduct disorders commonly coexist with other mental health problems: 46% of boys and 36% of girls have at least 1 coexisting mental health problem.

You can read the full guidance on NICE's website: <http://www.nice.org.uk/nicemedia/live/14116/63310/63310.pdf>

## Family Therapy and Systemic Supervision

### Family Therapy and Systemic Supervision

Date: September 2013

Provider: Tavistock and Portman

Booking: [www.tavistockandportman.ac.uk/cpd57](http://www.tavistockandportman.ac.uk/cpd57)

This is a very well regarded one-year part-time course for qualified family/systemic psychotherapists who want to become qualified systemic and family therapy supervisors. It is accredited by the Association for Family Therapy (AFT) and graduates are eligible to register as qualified supervisors with AFT. (Costs £3,200)

## Working with parents

### Working with Parents: Advanced Level Workshop - Glasgow

Date: 30 May 2013

Provider: Children in Scotland

Booking: [www.childreninScotland.org.uk](http://www.childreninScotland.org.uk)

This intermediate workshop is intended for those who have already attended working with parents training or who have significant experience in working with parents in their day-to-day work. Following the different parenting styles explored in the first session, this workshop will explore the neglectful parenting style with which the most consistently negative outcomes for children are associated. It will also explore the concept of adult attachment, with particular regard to the development of negative parenting styles.

## Post-natal depression

### Addressing post-natal depression a significant cause of unstable families and developmental risk to children

Date: 4 June 2013

Provider: CCCLimited

Booking: [www.ccclimited.org.uk](http://www.ccclimited.org.uk)

This learning day will include:

- Personal testimony on the effects of PND
- Preventing disaster – identifying and treating high risk mothers
- How PND can cause long term problems for families and children
- Community based maternal mental health resources

- The value of befriending and therapies
- Tackling PND through tackling social isolation
- Working with fathers and whole families

## Group training

### Parent Group Leader Training

Date: see dates below

Provider: Family Links

Booking: [www.familylinks.org.uk](http://www.familylinks.org.uk)

Family Links' Parent Group Leader Training is for those working formally or informally with parents, carers and families. The training offers a thorough introduction to the principles and practice of the Nurturing Programme facilitation skills training for group work resources including The Parenting Puzzle book, Parent Group Leader handbook, DVD and the Nurturing Game for families. The course takes place over 5 days: 4 days initial training and a refresher day 1 year later.

Oxford – 24 & 25 April and 1 & 2 May

Cardiff – 15, 16, 22 & 23 May

Leeds – 19, 20, 26 & 27 June

London – 26 & 27 June and 3 & 4 July

## Children and young people

### Start

Date: 10-12 April 2013

Provider: Race Equality Foundation

Booking:

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

Start is a training programme for children and young people aged between 10-16. Based on the success of the Strengthening Families, Strengthening Communities parenting programme, this three day course prepares facilitators for the Start programme. Our advanced training workshops give trained facilitators the opportunity to enhance their delivery skills. Each workshop session is grounded in the context and ethos of SFSC and offers trained facilitators continued personal and professional development.

All workshops are delivered by two experienced trainers, using a variety of experiential and participative learning methods. NB: This course is only available to trained SFSC facilitators.

## Fathers

### Including Fathers in Services: a masterclass for practitioners

Date: 26 April 2013

Provider: Children in Scotland

Booking: [www.childreninScotland.org.uk](http://www.childreninScotland.org.uk)

Fathers have a vital influence on families and their children and as such should be included in service delivery. Many workers struggle to effectively include fathers in the services they offer and lack the basic knowledge and skills required to do so. This 3 hour interactive training will be led by Roger Olley MBE, who has extensive experience of 'hands on' father inclusion work in a wide variety of agencies and organisations both nationally and internationally. The training is outcome driven and will support participants to develop practical ways of delivering father inclusive services.

### Therapeutic Storytelling: working with fathers and families

Date: 29 April 2013

Provider: Children in Scotland

Booking: [www.childreninScotland.org.uk](http://www.childreninScotland.org.uk)

Narrative is how we make sense of the world: we transform our experiences into stories which we can tell ourselves and others about who we are and why things happen as they do. Yet, many of our clients, whether parents or children, young people or adults, don't feel they have a story to tell or that anyone wants to hear. Or they can get stuck in a story that no longer serves them or their well-being. We can encourage our clients to create and share their stories, listen with compassion, and support them in finding meaning. We can empower them as 'storytellers' and strengthen their relationships as family members and with the world around them.

If you run training courses make sure you add them to our website. Just go to [www.parentinguk.org](http://www.parentinguk.org) and click on 'Your work - training directory' and you can add the courses yourself.

To see more courses available, just visit Parenting UK's website: [www.parentinguk.org](http://www.parentinguk.org)

Please note that inclusion of courses here does not imply endorsement.

## BBC Children in Need

### Main Grants Programme

Website: [www.bbc.co.uk/programmes/b008dk4b/features/cin-grants-main-index](http://www.bbc.co.uk/programmes/b008dk4b/features/cin-grants-main-index)  
BBC Children in Need distributes the funds raised each year as grants to organisations that work with disadvantaged children and young people in the UK.

BBC Children in Need's focus is firmly on children and young people experiencing disadvantage. They fund organisations working to combat this disadvantage and to make a real difference to children and young people's lives.

Minimum value £10,000.  
Closing date: 15 May 2013

## Kelly Family Charitable Trust

### Supporting families

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

The Kelly Family Charitable Trust is open to applications from registered charities whose activities involve all or most family members in initiatives that support and encourage the family to work as a cohesive unit in tackling problems that face one or more of its members. The fund also welcomes applications from sports and health-related charities whose activities comply with the above criteria. The Fund offers revenue and capital grants. Grants are of between £1,000 and £5,000, but higher grants may be considered.

The next closing date for applications is the 1st September 2013.

## Nuffield Foundation

### Nuffield Foundation - Research and Innovation Grants (UK)

Website: [www.nuffieldfoundation.org/children-and-families-law-society-education-and-open-door](http://www.nuffieldfoundation.org/children-and-families-law-society-education-and-open-door)

The Nuffield Foundation is inviting applications through its Research and Innovation Grants programme. The Foundation supports charitable and non-profit organisations with creative ideas to identify change or interventions which will have a practical impact for researchers, policy makers,

and practitioners. Grants are mainly for research (usually carried out in universities or independent research institutes) but are also made for practical developments or innovation (often in voluntary sector organisations).

There are currently four grant programmes that support research and innovation for beneficial social change.

These are:

- Law in Social Society
  - Education
  - Children and Families
  - Open Door which is for projects that advance social well being, but lie outside the Foundation's main programme areas.
- Grants normally range between £5,000 and £150,000. The next deadline for submitting outline applications is the 5th July 2013.

## Tesco Charity Trust Community Awards

### Local community projects

Website: [www.tescopl.com/index.asp?pageid=121](http://www.tescopl.com/index.asp?pageid=121)

Support is available to local community projects which supports the welfare of children and children's education projects, including special needs schools or for projects related to elderly people and adults and children with disabilities. Support is available in the UK in areas where Tesco has stores.

Fund Value: £ 600,000  
Maximum Value: £ 4,000  
Minimum Value: £ 500

Applications are considered in two rounds:

- Grants to support children's welfare and children's educational projects, including special needs schools.
- Grants to support elderly people and/or adults and children with disabilities.

For grants to support children's welfare and children's education projects, applications can be made between 1 May and 30 June. For grants to support elderly people and adults and children with disabilities, applications should be made between 1 August and 30 September.

Registered charities and not for profit organisations are eligible to apply. Projects must be based in areas in the UK where Tesco has stores.

## People's Postcode Trust

### Small Grants Programme

Website: [www.postcodetrust.org.uk/](http://www.postcodetrust.org.uk/)

The People's Postcode Trust has announced its Small Grants Programme will re-open for applications on the 7 April 2013.

Through its small grants programme, the People's Postcode Trust offers grants of between £500 and £10,000 to small organisations and community groups for projects lasting up to 6 months in the areas of:

- Poverty Prevention;
- Advancement of Health;
- Community Development;
- Public Sports;
- Human Rights;
- and Environmental Protection.

## Where to find funding

You can find further information about funding on Parenting UK's website.

The following provide general guidance and information on funding:

Association of Charitable Foundations – [www.acf.org.uk](http://www.acf.org.uk)

Charities Aid Foundation – [www.cafonline.org](http://www.cafonline.org)

Charities Information Bureau – [www.fit4funding.org.uk](http://www.fit4funding.org.uk)

Directory of Social Change – [www.dsc.org.uk](http://www.dsc.org.uk)

Grants 4 Funding Portals – [www.grants4.info/portal/index.asp](http://www.grants4.info/portal/index.asp)

GrantsNet – [www.grantsnet.co.uk](http://www.grantsnet.co.uk)

## April

### **A safer childhood, a brighter future conference**

Date: 24-25 April 2013

Venue: NSPCC, Glasgow

Booking: [www.nspcc.org.uk](http://www.nspcc.org.uk)

Child abuse has a far reaching effect on individuals, communities and society. What we do to protect children now is pivotal to all our futures. This two day conference will look at what can be done to give children a safer childhood. Through a host of sessions, we will showcase leading national and international expertise and knowledge about how best to protect children from abuse in the fields of universal and specialist services, infant mental health and early intervention. Together the conference will examine how best we can give vulnerable children, their families and our communities a safer, brighter future.

### **Fathers Figure: including the men in children's lives**

Date: 25 April 2013

Venue: Edinburgh

Booking: [www.childreninScotland.org.uk](http://www.childreninScotland.org.uk)

Children in Scotland's 'Making Gender Equality Real for Children, Young People & their Fathers' project has promoted the value and importance of involving fathers positively in their children's lives and challenged the idea that children and families is exclusively 'women's work'. Through highlighting key successes and lessons of this and other initiatives, this seminar provides a key opportunity to help change assumptions and ways of working which may inadvertently exclude fathers, resulting in inequalities for both men and women as well as to promote models which actively engage with men as parents and carers and support positive engagement by both fathers and mothers in their children's lives.

### **Children's Centres, a one day conference**

Date: 29 April 2013

Venue: Central London

Booking: [www.capitaconferences.co.uk](http://www.capitaconferences.co.uk)

With Ofsted's Early Years Inspection Framework due to be overhauled in April 2013, and free nursery education for two-year-olds expected to be

expanded, Children's Centre leaders and their associated stakeholders must be prepared to maintain high quality services in order to narrow the gap for the most disadvantaged families. You will take away a wealth of guidance from field specialists and policy experts including:

- Preparing for the forthcoming changes to inspection policy and the two-year-old entitlement policy
- Enhancing sustainable practice and advancing leadership of Children's Centres
- Broadening your understanding of early intervention programmes, evidence-based practice and hear an update from a Payments by Results (PbR) pilot area
- Engaging with parents successfully and developing targeted services to support the most in need
- Improving integrated partnerships between Children's Centres and health services

### **Domestic Violence and Young People: Tackling Teenage Relationship Abuse**

Date: 30 April 2013

Venue: Central London

Booking: [www.publicpolicyexchange.co.uk/events](http://www.publicpolicyexchange.co.uk/events)

This special symposium offers an invaluable opportunity for practitioners across the child welfare, education, youth work and domestic violence services and key stakeholders to consider how to identify and tackle physical, sexual and emotional abuse within teenage relationships.

## May

### **Aimh (UK) Symposium 'Infant Research and Adult Treatment'**

Date: 25-26 May 2013

Venue: Central London

Booking: [www.aimh.org.uk/](http://www.aimh.org.uk/)

Beatrice Beebe is one of the foremost researchers and clinicians currently working in the field of psychoanalysis. Her work spans the fields of infant mental health and adult psychotherapy, and this two-day symposium will provide practitioners with the opportunity to hear her recent findings about patterns of parent-infant interaction and their implications for disorganized attachment, alongside the implications of this new research in terms of adult treatment,

using case material. This work builds on some of her earlier publications (e.g. Rhythms of Dialogue in Infancy 2002; and Forms of Intersubjectivity in Infant Research and Adult Treatment 2005) to include more recent work (e.g. The origins of 12-month attachment: A microanalysis of 4-month mother-infant interaction 2010; and Mothers, infants and young children of September 11 2001: A primary prevention project 2012). This is a unique opportunity to meet Beatrice Beebe, to hear about her latest work, and to join with colleagues for a pre-dinner poetry reading by Professor Edward McCrorie (poet and classicist translator of Homer and Virgil and Beatrice's husband) and the Symposium dinner on the Saturday evening.

## June

### **Researching Families and Relationships**

Date: 10-12 June 2013

Venue: Edinburgh

Booking: <http://crfrinternationalconference.wordpress.com/>

The 4th international conference, hosted by CRFR, will explore ways in which research on and with children, families and relationships have been developed in new and innovate ways in recent years.

Please let us know about any events you are running about parenting and families by emailing us at [info@parentinguk.org](mailto:info@parentinguk.org)

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

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