

Working with parents in Lancashire



Building family resilience: A framework for success

Delivering on Lancashire's Children and Young People's Plan and Workforce Strategy, maximising resources, supporting and guiding individual practitioners and Children's Trust partners

Part of the Lancashire Improving Futures Programme - Lancashire Children and Young People's Trust and the Lancashire Safeguarding Children Board

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Vision: Resourceful and resilient families in Lancashire successfully meeting the needs of children and young people

Key Purpose: To work in partnership with parents to build family resilience, strengthen positive attachments and family relationships

Principles and values: Delivering this framework, Lancashire will adopt the principles and values to work with parents agreed nationally (see Appendix A) along with our children and young people's plan values; they include:

- Practitioners need to work in partnership with parents at all times, encouraging independence and self-reliance – doing with and not to
- Parenting information, education, support and interventions should utilise the best known evidence for good outcomes for children and parents

Why have we developed a framework?

To have more impact and work more effectively with families and improve outcomes for Children and Young People because:

- Parents have the biggest impact on the outcomes of Children and Young People and therefore we cannot work with Children, Young People or Adults in isolation but must operate a whole family approach
- A highly skilled workforce is essential to work in partnership with parents, helping them to cope with difficult situations (build resilience) and for the workforce to deliver excellent support when parents need it at an appropriate level as early as possible
- Support for parents across Lancashire is not consistent and equitable. Although we recognise a one-size doesn't fit all, parents deserve a menu of provision across the age ranges and which reflects the Continuum of Need
- We need to maximise the effectiveness of our multi agency resources in a climate of reduced funding through avoiding duplication and working differently

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This framework is helpful to:

<p>Children and Young People's Trusts in Lancashire</p> <ul style="list-style-type: none"> • It enables CYP Trust partners to work together to embed the “Improving Futures” agenda • It informs the commissioning process e.g. by maximising the use of resources through rationalisation of programmes 	<p>Children, Young People and Adults in Lancashire</p> <ul style="list-style-type: none"> • It informs workforce development plans across agencies and relevant organisations to enable staff to work more effectively with families • It supports the transformation of service delivery e.g. shared pathways, planning and delivery and a shared language • It supports service planning and prioritising to embed the working with families approach
<p>Individual practitioners</p> <ul style="list-style-type: none"> • Practitioners will access support from appropriate colleagues to deal with the emotional aspects of their work (e.g. containment within the Solihull Approach) • It informs and offers training for practitioners in nationally agreed best practice models when working with parents • It recommends skills and knowledge training e.g. asset based approach, family resilience, safeguarding and the role of lead professional 	<p>Families</p> <ul style="list-style-type: none"> • It ensures the views of parents are fed into the commissioning process through engagement, consultation and involvement • increases the equity, quality and accessibility of information and parenting programmes available to families • Ensures a 'whole family' approach, that remains Child / Young Person focused, is embedded across Lancashire

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Key Priority Areas:

1. Have an effective workforce, working with the whole family to “improve their resourcefulness and resilience” and embed “working with families” in Lancashire into their way of working
2. Offer a targeted menu of evidence based parenting programmes to parents across the Continuum of Need
3. Ensure effective support is in place for staff working with families in Lancashire
4. Empower and enable families through information, consultation and engagement
5. Lancashire parents / carers with a child or young person who has a special educational need or disability
6. Supporting Lancashire’s parents caring for looked after children in Lancashire including foster carers, adoptive parents, residential staff, social workers, IRO’s, etc. in caring for some of the county’s most vulnerable children and young people

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Lancashire
Children and Young People's
Trust

Key Priority: 1

Have an effective workforce, working with the whole family to "improve their resourcefulness and resilience" and embed "working with families" in Lancashire into their way of working.

Why: Lancashire families deserve a workforce with skills, knowledge and understanding that will enable the best outcomes possible. Research shows practitioners with the lowest levels of skills can actually make things worse. (Scott et al., 2008). And services working with the whole family achieves more positive outcomes for Children and Young People

Outcome: The workforce has the knowledge and skills to work effectively with families across the Continuum of Need so that children and young people are safer and effectively protected from physical and emotional harm and neglect

	Recommendations:	How we will achieve this:
1A	Services work more effectively together "Improving Futures" for families, adopting a whole family approach whilst putting Children and Young People first. Listening more effectively to parents and communicating with partner services to provide a more effective service.	Supporting the implementation of the "Improving Futures" change programme for Lancashire. Support and training for staff in high level communication skills e.g. listening effectively to families stories encouraging a "Tell us once" culture and targeting key workers / lead professional role
1B	Equip the workforce to ensure competent and safe practice, with the skills and knowledge to work effectively with parents across the Continuum of Need. Embedding a whole family, asset based approach in service delivery. Targeting the families with most need. Offering the highest quality support delivered at as early a stage as possible. It is critical that those who work with families have common	Build on the wealth and experience of the workforce by adopting and plotting the National Occupational Standards (Appendix A) "Working with Parents" across the continuum of need with core training, from basic information and skills sessions available to all sectors. Working with families performance indicators could be incorporated into contracts when this is relevant with reports on how they are achieved. Staff recruitment includes a working with the whole family element e.g. desirable / essential job description criteria. Ongoing CPD opportunities to embed whole family approaches.

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	training and understanding of the priorities and principles of working with parents	
1C	Embed early intervention/support as it is key to improving children's physical and emotional health and well-being, prioritise building and strengthening positive early attachments and increasing resilience, using consistent approaches and developing a common language	Implement effective ways of working with families right across the Children Young People and families' workforce in a strategic way. Share the best from research and evidence of what is effective and up skill practitioners
1D	Support the workforce with excellent learning and development opportunities around key areas e.g. the common assessment framework, team around the family and the lead professional role as well as hidden harm topics and sharing information. With the focus always remaining on the child or young person and on safeguarding	Design and deliver a training pathway across the Continuum of Need ensuring the workforce have the opportunities to access key skills and knowledge to work effectively with parents including areas such as domestic abuse, substance misuse and mental ill health. Work with colleges and universities to ensure initial qualifications have working with families built into initial programmes. Ensure working with parents is integral to service training plans, including induction

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Key Priority: 2		
Offer a targeted menu of evidence based parenting programmes to parents across the Continuum of Need		
<i>Why: Evidence shows parenting programmes can be effective but only if tried tested and well-implemented and to provide equity of provision across Lancashire and the Continuum of Need</i>		
Outcome: Quality, fidelity and consistency of parenting programme provision is improved enabling a potential reduction in conduct disorder saving £70,000 per child (Scott <i>et al.</i>, 2009; Scott <i>et al.</i>, 2010) additional lifetime costs of around £225,000 per child (Friedli& Parsonage, 2007)		
	Recommendations:	How we will achieve this:
2A	Rationalize parenting programmes in Lancashire with an agreed targeted menu to maximise resources and impact, catering for all levels of need, age ranges and parents including corporate parents.	Menu of programmes has been matched across the continuum of need see (Appendix B); this includes programme descriptions. We will take a multi-agency approach to facilitator training and delivery with train trainer where possible to build capacity and sustainability
2B	Transform service delivery through shared training, delivery and resources when delivering parenting programmes	Agree responsibility for the Coordination and over – arching support to ensure best use of available resources. Deliver programmes in accessible non – stigmatising venues.
2C	Adopt a quality standards framework and performance monitoring around parenting programmes to improve fidelity. Including robust ways of measuring evaluating and analysing the outcomes.	Training for staff in using agreed validated tools including analyzing outcomes and reporting on them. Compulsory supervision framework for delivery of programmes where required e.g. Incredible Years. Managers taking accountability to ensure staff attend continuous development on offer to support practitioners' delivery.
2D	Agreed pathways for severe behaviour problems nationally among children aged 5–10 is 4.9 per cent (Green <i>et al.</i> , 2005) is the number attributed to	Across all sectors agree on and work to deliver on shared pathways to avoid duplication and provide an improved service

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	children and young people having emotional or behavioural difficulties	
Key Priority: 3		
Ensure effective support is in place for workers working with families in Lancashire		
<i>Why: Lancashire's Children Young People and families workforce deserve support around the emotional aspects of their work to enable them to be effective and for their own health and wellbeing</i>		
Outcome: An emotionally contained workforce that can work more effectively with families to ensure children and young people's emotional health and wellbeing is improved		
	Recommendations:	How we will achieve this:
3A	Ensure containment and support is available for workers to address the emotional aspects of their work. Enabling staff to work more effectively with families	Regular reflection opportunities are available through appropriate worker support and supervision sessions, with training and support for leaders and managers.
3B	Working together to safeguard Children Young People and vulnerable adults through ensuring workers have excellent safeguarding support / supervision.	Workers attend relevant LSCB training and are able to access safeguarding support when needed e.g. clinical supervision, group supervision, safeguarding supervision

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Key Priority: 4		
Empower and enable families through information, consultation and engagement		
<p><i>Why: To work with the family, building strengths within the family and community. Families deserve quality information and services that help them meet their children's needs. In consultation with parents some commented they had experienced unhelpful staff, found it difficult to get information about services and some parents of children with additional needs reported a lack of understanding.</i></p> <p>Outcome: Children, young people and their families are enabled to achieve their potential and prosper, regardless of their background or circumstances</p>		
	Recommendations:	How we will achieve this:
4A	Parents have a greater role in the commissioning process	Developing a range of opportunities for parents' views and involvement to be integrated in service design and delivery
4B	Seek parents' views , listen to them, take them into account and act upon them.	Build upon existing consultation mechanisms to ensure the views of parents are captured and inform service development
4C	Making sure there is accessible appropriate information for parents so they know how and where to get help when they need it	Support parents to gain knowledge and access information about available services. Information will be swift and easy access for Children Families and practitioners e.g. through Help Direct, Family Information Service and links on Children Trust website
4D	Staff are skilled to build and maintain relationships with parents across the levels of need and at all age ranges using available channels including technology	Training is available on key skills e.g. highly – developed communication skills, working reflectively and responsibility using various mediums. The workforce also needs knowledge that supports them in recognising barriers and challenges for parental engagement and making services easier for parents to access successfully.

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Key Priority: 5		
Lancashire parents / carers with a child or young person who has a special educational need or disability (SEND)		
Why: To ensure parents and carers have the information and support they need and the workforce has the knowledge and skills to effectively support them and have a positive impact		
Outcome: Lancashire parents / carers who have a child or young person with an additional need or disability are supported and informed effectively so that the children and young peoples outcomes are maximised		
	Recommendations:	How we will achieve this:
5A	Understanding changes in SEND ensuring the workforce working with children young people and families have the information and understanding of changes and developments in the SEND arena	Provide opportunities to raise awareness within the workforce of key developments enabling the wider workforce to better support the agenda For Example: The local offer, single assessment, plan and pathways, Education, Health and care plans, Key working and early support, Personal budgets and the Transition into adulthood.
5B	Raise awareness within the wider CYP and adult workforce of the conditions and complex issues facing families who have a child or young person with special educational need or disability	Offer training / awareness to the wider workforce so they have the skills and knowledge to support to families including siblings and extended family on the children and young people's needs e.g. autistic spectrum conditions and the impact along with the skills needed to communicate with and support the families. Including e – learning, face to face and lead professional training
5C	A menu of generic and bespoke training is available to parents and the workforce across all ages and stages of development	Develop a menu of generic and specialist training / programmes matched across the continuum of need and at all ages and stages of development. An example of generic training areas around attachment, sleep and behaviour management. More bespoke training relating to specific educational needs and disabilities e.g. Autistic spectrum disorder, Speech and language problems and Visual and / or Auditory impairment.

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5D	Cross – Reference SEND services against the other priorities in this working with parents framework along with the wider SEND priorities	E.g. Priority: 4 Information to parents around FIND, Parent carers forums, Lancashire Carers forum, Short breaks for children with disabilities, Parent carers participation and representation, Safeguarding CYP with SEND and Childcare sufficiency
<p>Key Priority: 6</p> <p>Supporting Lancashire’s parents caring for looked after children in Lancashire including foster carers, adoptive parents, residential staff, social workers, IRO’s, etc. in caring for some of the county’s most vulnerable children and young people</p>		
<p><i>Why: To ensure parents and carers receive the highest possible knowledge , information, skills and support to ensure the quality of care for Lancashire’s children looked after (CLA) is outstanding</i></p>		
<p>Outcome: Lancashire has corporate parents who positively acknowledge and actively support the social and emotional development along with the education of our children and young people looked after. Ensuring that they reach their potential and are fully prepared for life’s opportunities</p>		
	Recommendations:	How we will achieve this:
6A	Ensure that all corporate parents, at all levels, have the knowledge, skills and understanding of the educational system and the services and support available to actively promote the education of CLA	Provide consistent high quality training for all corporate parents, wider workforce, designated teachers for CLA, SENCOS in school, virtual schools etc. in the promotion of educational attainment and achievement for CLA. Ensure CYP voice is listened to and Safeguarding CYP is everybody’s business within Lancashire
6B	Benchmark specialist Foster and Adoption / Looked after Children’s services against the other working with parents framework priorities identifying gaps / needs reduce duplication and action planning priorities promoting inclusion	Bring all partners together and facilitate workshops with partners across all organisations to action any identified priority areas and support integrated working. Ensure parents are informed throughout – priority 4. Ensure all levels of the continuum of need are addressed including early signs of neglect and early intervention and support when identified.
6C	Agree offer and deliver evidence based training, approaches / interventions that support corporate	Draft menu of specialist programmes has been matched across the continuum of need see (Appendix B); this includes programme

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<p>parents in Lancashire that embeds knowledge and skills in understanding and supporting Lancashire's looked after children</p>	<p>descriptions. We will take a multi-agency approach to facilitator training and delivery with train trainer where possible to build capacity and sustainability.</p>
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Appendix A

Work with Parents: National Occupational Standards

List of standards:

1. Engage with parents to build and maintain effective supportive and empowering relationships.
2. Agree with parents and agencies the aims and purpose of work with parents.
3. Make assessments of parents and their families to develop and coordinate the delivery of a shared support plan.
4. Work with parents to enable them to meet the needs of their family.
5. Enable parents' referral to specialist and other services, in accordance with required protocols.
6. Use persistent and proactive interventions when working with parents with high levels of need to enable positive changes in their lives.
7. Deliver parenting programmes and other structured support for parenting to groups of parents.
8. Enable parents to improve the effectiveness of the parent-child relationship.
9. Operate within policy, legal, ethical and professional boundaries when working with families.
10. Influence and contribute to policies and development opportunities for parenting services.
11. Develop and improve parenting services.
12. Establish and maintain supervision, training and continuous professional development for parenting practitioners.
13. Develop and maintain professional competence as a parenting practitioner.

Appendix B	Lancashire Continuum of Need – draft matrix of evidence-based parenting programmes			
	<i>Thriving</i>	<i>Coping</i>	<i>Struggling to Cope</i>	<i>Not Coping</i>
	Universal Services			
			Targeted	
		Specialist Services		
Pre-birth – 8 Years Approaches Priority 2	Solihull Ante-Natal – children’s centres, midwives			
	Early Years Solihull – nursery staff, reception and KS1, child minders, health visitors, children’s centres, CAPSS, social workers			
	Bump Birth Beyond - children’s centres, health centres	Family Links / Positive Parenting - children’s centres	Incredible Years (Baby and 2-8 year old programme) – level 6 practitioners with built-in supervision e.g. psychologists, health visitors, CAMHS, senior practitioners	
9 – 19 Years Approaches Priority 2	School Years Solihull – school nurses, voluntary organisations, school pastoral staff, CAPSS			
	Young People Solihull – young people’s service, school pastoral staff, youth offending, police			
	Surviving Teenagers – children’s centres, health, voluntary organisations		Incredible Years School Years – parenting teams in health and voluntary sectors, secondary school provision Strengthening Families 10-14 – parenting teams in health and voluntary sectors, secondary school provision	
Foster and Adoption Solihull Training – Workforce working with Foster and Adoptive families				
<p>Lancashire’s menu also includes the following specifically focused programmes:</p> <ul style="list-style-type: none"> • One plus One parent relationship course “My Mum & Dad Argue A Lot” – parent relationship conflict resolution focused • Speakeasy from family planning association focuses on relationships, puberty and sexual health • Empowering Parents focuses on getting parents into work; covers areas e.g. finance, C.V., voluntary work, safeguarding etc. • Freedom Programme for victims of domestic abuse & CEOP internet safety training led by police. • Challenging Years four workshops / sessions on parenting teenagers • Adult learning including IT, Language, Numeracy course all support parents learning and can empower parents to access other courses • Speech and Language and Play therapy all underpin the parenting programme e.g. Hanen / “I can “ programmes 				

Lancashire Generic Parenting Programme / Approach Descriptions

<p>Birth, Bumps and Beyond: Ante – Natal Course: Lancashire's ante-natal sessions for parents providing information on feeding, expectations, safety, practicalities of parenting, birth process, attachment etc. Delivered through children's centres across Lancashire underpinned by the Solihull ante-natal training and resources evaluated locally weekly and at end of BBB</p>	<p>Family Links: Parenting Programme: Nurturing programme based around emotional literacy and relationships. Ten weekly 2 hour sessions, this culturally sensitive programme is supported by the Parenting Puzzle, It is run in some children's centres in North Lancashire it includes play, praise, rewards, consequences, self – esteem etc. Strong UK evidence base with cultural sensitivity. On the UK parenting commissioners toolkit Or Positive Parenting: Developed by Tameside and Glossop NHS based in self-efficacy and humanistic theories. Includes realistic developmental expectations and communication skills. Seven weekly 2 hour sessions. Positive local qualitative evaluations</p>	<p>Incredible Years Webster Stratton: Parenting Intervention: Developed by Dr Carolyn Webster Stratton, Run over 12 weeks, this programme covers topics such as play, praise, consequences, limit setting, rewards, time out and problem solving, and uses DVDs, role play, discussions, handouts and practice at home. International research of reducing conduct disorder and ADHD symptoms, including randomised control trials on the UK parenting commissioners toolkit</p>
<p>Solihull Approach: Parenting Approach: Rooted in attachment theory, it gives those working with families the knowledge, skills and a shared language in reciprocity, containment, behaviour management and early brain development. Resources for ante-natal, early years, school years and foster and adoption are available across Lancashire in key locations. Positively changes practice in 88% of staff who attend and increases early appropriate referrals</p>	<p>Surviving Teenagers: Parenting Programme: Based in self-efficacy and humanistic theory, a programme delivered over 7 weeks through 2 hour sessions. Interactive exploring topics including realistic expectations, development, boundaries, anger management, active listening, respectful communication. Positive local and UK evaluations on the UK parenting commissioners toolkit</p>	<p>Strengthening Families 10-14: Parenting Programme: The programme uses social learning theory and attachment/ behaviour theory to reduce risk taking from drugs and alcohol. This programme last 8 weeks with 2 hour sessions, plus 4 optional booster sessions. It is culturally sensitive and involves parents and young people in separate sessions for the first hour then working in partnership together for the second hour. It does require four facilitators. Evidenced to reduce risk taking behaviour and resist peer pressure</p>

Examples of other programmes / projects that support / underpin the Lancashire parenting programme menu:

<p>Speakeasy: Support to increase a parent's confidence to talk about sexual health with children. Developed through the family planning association, this 8 week programme is accredited through the Open College Network.</p>	<p>My Mum and Dad Argue a Lot: A 4 week parent to parent relationship course that looks at conflict as "normal" and explores reasons, communication and resolving conflict. Developed by the One plus One organisation.</p>	<p>Freedom Programme: The Freedom Programme is provided by domestic violence services mainly in some areas of Lancashire. This programme runs for 10 weeks and aims to build the confidence of those experiencing domestic violence.</p>
<p>Adult learning including IT, Numeracy Support parents learning and can empower parents to access other courses such as more structured parenting programmes</p>	<p>Speech, Language and play courses / therapy All underpin the parenting programme menu examples are Hanen / "I can " programmes</p>	<p>Literacy courses and translation services Support with literacy and language to enable access for parenting support for parents where English is a second language</p>
<p>CEOP Internet Safety: Two hour workshops about internet safety being delivered to school children and parents through the police and partners.</p>	<p>Empowering Parents: Developed in North Lancashire, a 10 week course leads parents to NVQ L3. Includes safeguarding, safety, confidentiality, communication, work experience. Fits with Child Poverty and getting parents into employment agendas.</p>	<p>Challenging Years: A series of 4 x 2 hour workshops by Trust Study Adolescence on development, listening, parenting styles and resolving conflict. Pre-parenting programme workshops that fit into transition phase from primary to secondary school. Little local and national research more information sessions rather than parenting programme</p>

Useful Websites:

- www.dfe.gov.uk
- www.doh.gov.uk
- www.lancashirechildrenstrust.org.uk/workforce
- www.parentinguk.org

Reference Documents

- A chance to change – Mental Health Report 2012
- Graham Allen Early Intervention Report 2011
- Healthy Child Programme
- Healthy Lives Healthy People NHS 2012
- Lancashire Children and Young People's Plan
- Lancashire Children and Young People's Workforce Strategy
- Lancashire Hidden Harm Strategy
- Munroe Report 2010, 2011

Specific References:

Friedli, L. & Parsonage, M., 2007. *Mental Health Promotion: Building an economic case*, Belfast: Northern Ireland Association for Mental Health

Green, H., McGinnity, A., Meltzer, H., Ford, T. & Goodman, R., 2005. *The Mental Health of Children and Young People in Great Britain 2004*, Basingstoke, Hampshire: Palgrave

Scott, S., Carby, A. & Rendu, A., 2008. *Impact of Therapists' Skill on Effectiveness of Parenting Groups for Child Antisocial Behavior*. [Online] Available at: http://www.incredibleyears.com/library/items/therapists-skill_08.pdf [Accessed 4 01 2012].

Scott, S., Knapp, M., Henderson, J. & Maughan, B., 2001. Financial cost of social exclusion: follow up study of antisocial children into adulthood. *British Medical Journal*, 323(7306) pp. 191- 4.

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