

# Pecyn Dogfen Gyhoeddus



Swyddog Cyswllt:  
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At: Cyng Carol Ellis (Cadeirydd)

Y Cynghorwyr: Mike Allport, Marion Bateman, Jean Davies, Andy Dunbobbin, Gladys Healey, Cindy Hinds, Kevin Hughes, Rita Johnson, Mike Lowe, Dave Mackie, Hilary McGuill, Ian Smith, Martin White and David Wisinger

Dydd Gwener, 25 Ionawr 2019

Annwyl Gynghorydd,

Fe'ch gwahoddir i fynychu cyfarfod Pwyllgor Trosolwg a Chraffu Gofal Cymdeithasol ac Iechyd a fydd yn cael ei gynnal am 10.00 am Dydd Iau, 31ain Ionawr, 2019 yn Ystafell Bwyllgor Delyn, Neuadd y Sir, Yr Wyddgrug CH7 6NA i ystyried yr eitemau canlynol

## R H A G L E N

### 1 YMDDIHEURIADAU

**Pwrpas:** I dderbyn unrhyw ymddiheuriadau.

### 2 DATGAN CYSYLLTIAD (GAN GYNNWYS DATGANIADAU CHWIPIO)

**Pwrpas:** I dderbyn unrhyw ddatganiad o gysylltiad a chynghori'r Aelodau yn unol a hynny.

### 3 COFNODION (Tudalennau 3 - 10)

**Pwrpas:** I gadarnhau, fel cofnod cywir gofnodion y cyfarfod ar 13 Rhagfyr 2018.

### 4 CYNGOR IECHYD CYMUNED GOGLEDD CYMRU: GWELLA GWASANAETHAU IECHYD I BOBL YNG NGOGLEDD CYMRU

**Pwrpas:** Derbyn cyflwyniad gan Carol Williams, y Dirprwy Brif Swyddog a Linda Harper, Chadeirydd Pwyllgor Lleol Sir y Fflint.

**5 STRATEGAETH RHIANTA SIR Y FFLINT (Tudalennau 11 - 64)**

Adroddiad Prif Swyddog (Gwasanaethau Cymdeithasol) - Aelod y Cabinet dros y Gwasanaethau Cymdeithasol

**Pwrpas:** I dderbyn y wybodaeth ddiweddaraf am Strategaeth Rhianta Sir y Fflint, Fframwaith a'r gwaith a wneir i ddarparu cefnogaeth rhianta o ansawdd, cyson ar draws Sir y Fflint gan gymryd i ystyriaeth y cynigion ariannu yn y dyfodol o ran hyblygrwydd cyllid a'r canlyniadau gofynnol.

**6 YMWELIADAU ROTA**

**Pwrpas:** I dderbyn adroddiad llafar gan Aelodau'r Pwyllgor

**7 RHAGLEN GWAITH I'R DYFODOL (Tudalennau 65 - 72)**

Adroddiad Hwylusydd Pwyllgor Trosolwg a Chraffu Iechyd a Gofal Cymdeithasol

**Pwrpas:** Ystyried Rhaglen Gwaith i'r Dyfodol y Pwyllgor Trosolwg a Chraffu Gofal Cymdeithasol ac Iechyd

Yn gywir



Robert Robins  
Rheolwr Gwasanaethau Democrataidd

# Eitem ar gyfer y Rhaglen 3

## **SOCIAL & HEALTH CARE OVERVIEW & SCRUTINY COMMITTEE** **13 DECEMBER 2018**

Minutes of the meeting of the Social & Health Care Overview & Scrutiny Committee of Flintshire County Council held in the Delyn Committee Room, County Hall, Mold, on Thursday, 13 December 2018

### **PRESENT: Councillor Carol Ellis (Chair)**

Councillors: Mike Allport, Andy Dunbobbin, Gladys Healey, Cindy Hinds, Kevin Hughes, Rita Johnson, Dave Mackie, Hilary McGuill, Ian Smith, Martin White, and David Wisinger

**SUBSTITUTIONS:** Councillor Paul Johnson (for Mike Lowe)

**APOLOGIES:** Councillors Marion Bateman and Jean Davies

**CONTRIBUTORS:** Councillor Christine Jones, Cabinet Member for Social Services, Chief Officer (Social Services), Senior Manager - Safeguarding and Commissioning, Senior Manager – Children and Workforce, Senior Manager Integrated Services, and Senior Cluster Coordinator and Partnership Lead

**IN ATTENDANCE:** Democratic Services Manager and Democratic Services Officer

### **39. DECLARATIONS OF INTEREST**

There were no declarations of interest.

### **40. MINUTES**

The minutes of the meetings held on 31 October 2018 and 15 November were received.

### **RESOLVED:**

That the minutes be approved as a correct record and signed by the Chair.

### **41. REGIONAL CARERS' STRATEGY**

The Senior Manager Safeguarding and Commissioning, introduced the report to provide an overview of the North Wales Carers' Strategy and to support Flintshire County Council signing up to the Strategy.

The Senior Manager provided background information and explained that the Strategy was made up of the following three parts:

- a North Wales vision for carers services
- Service standards
- an action plan

The Senior Manager reported on the key decisions and activities undertaken to develop a North Wales Carers' Strategy, as summarised in the report. She explained that the Strategy asked that local, sub-regional, and regional commissioning gave carers a voice in local decision-making and made sure that all services in the area become more carer aware and carer friendly. It was also incumbent on those in commissioning to ensure services were designed to find carers and help them to identify their needs and to commission support services for carers with particular support needs and/or entitlements. The Senior Manager referred to the North Wales Carer's Strategy – A Strategy for carers of all ages, which was appended to the report.

Councillor Kevin Hughes asked how young carers were identified and supported in Flintshire. The Senior Manager – Children and Workforce, explained that not all young carers were known to the Authority and said work was ongoing with agencies, schools, and young people to identify and contact young carers to offer support and information and signpost to other support services. He referred to the referral pathways that had been agreed with Barnardo's and said he would ask Barnardo's to provide data to show the Committee what their views were about young people.

The Chief Officer suggested that representatives of NEWCIS and Barnardo's be invited to attend a future meeting of the Committee. Councillor Hilary McGuill proposed that this be included as an item on the Forward Work Programme for the Committee.

Councillor McGuill commented on the needs of elderly carers and expressed concern that they were not being signposted to the appropriate information and services available to assist them.

The Senior Manager - Safeguarding and Commissioning commented on the importance of early identification and the assessment and understanding of the needs of carers of all ages. She referred to the impact of caring on individuals and the aims of the North Wales Carers' Strategy to give a voice to carers in decision-making and help them identify their needs and entitlements.

Councillor Andy Dunbobbin commented on the need for raising awareness and engagement with the general public. The Senior Manager Safeguarding and Commissioning drew attention to the action plans for key partners in the Strategy and reiterated the need for early identification and support. The Senior Manager – Children and Workforce, advised that National Carers Week would be held in June 2019 and suggested that the Committee might wish to consider promoting the information and services which were available to support carers.

Councillor Gladys Healey spoke of the needs of young carers and in particular young people who were still in full-time education. She also commented on the financial savings to social care services through the care provided by young carers.

The Chief Officer acknowledged the comments made by Councillor Healey and gave reassurance that the Authority worked diligently to identify and support young carers in Flintshire. However, the Authority was not complacent and detailed work was ongoing to improve the position further.

**RESOLVED**

- (a) That the Committee supports Flintshire County Council signing up to the North Wales Carers' Strategy; and
- (b) That representatives of NEWCIS and Barnardo's be invited to attend a future meeting of the Committee.

**42. INTEGRATED CARE FUND (ICF)**

The Chief Officer (Social Services) introduced a report to provide an update on the use of the Integrated Care Fund; how its use was governed at a local, regional and national level, and the difference that the funding was making to residents in Flintshire. He provided background information and context and referred to the key considerations relating to funding allocations, the revenue programme and capital programme. He then invited the Senior Cluster Coordinator and Partnership Lead to present the report.

The Chair commented on the impact of funding and the services provided through the ICF which were making a financial saving to the health service.

In response to Councillor Hilary McGuill's query on the repatriation and prevention service, the Senior Manager – Children and Workforce explained that this was a partnership arrangement between CAMHS service, Wrexham County Borough Council, Flintshire County Council, and Action for Children, which provided intensive therapeutic support services when there was a risk of placement breakdown. During discussion the Senior Manager – Children and Workforce, also responded to the further questions and comments raised by Councillor McGuill concerning Disabled Facility Grants and explained how the service facilitated the need to fund the adaptations required to private residential property and ensure protection of public money.

Councillor Andy Dunbobbinn suggested that consideration be given to applying for funding from the Armed Forces Covenant to support service veterans and their families.

**RESOLVED:**

- (a) That the Committee supports the Integrated Care Fund Programme; and
- (b) That the Committee supports the initiative of utilising short term funding streams to deliver against strategic and operational priorities for the Council and key partners

### 43. **FLINTSHIRE FOSTER CARE SERVICES**

The Senior Manager – Children and Workforce introduced a report setting out the proposals for developing and enhancing Flintshire’s approach to Fostering. He explained that the Council had a well-run and effective Fostering Service and said foster carers were an integral part of the workforce, providing high quality committed care. However, the Service faced significant challenges which included attracting and developing foster carers to support children with complex needs; older children and sibling groups; responding to court timelines to assess ‘Connected Persons’; and competing with independent fostering agencies which offered higher financial remuneration for foster care.

The Senior Manager – Children and Workforce referred to the main considerations, as summarised in the report, and the range of proactive and innovative approaches the Service was taking in response. He reported that the Service had recently been awarded a grant through the NESTA ‘Innovate to Save’ scheme which would provide the funding to research a new model of foster care called the Fostering Network’s Mockingbird Programme of family care.

In response to the suggestion from Councillor Kevin Hughes on instigating a recruitment campaign in the local press or via social media, the Senior Manager – Children and Workforce outlined the initiatives which were ongoing within the service to address the issue of recruitment and referred to the regional and national campaigns for one model for Wales by the Welsh Government which the Service had significantly invested in.

Councillor Dave Mackie commented on the assessment process for Connected Persons and emphasised the importance of the caring role provided by Connected Persons and the life-changing circumstances that can occur as a result.

Members expressed their support and appreciation for the work undertaken by Flintshire’s Fostering Service.

#### **RESOLVED:**

- (a) That the Committee supports the current work of the Flintshire Fostering Services to provide its statutory and legal obligations as we move to the new Regulation and Inspection of Social Care (Wales) Act (RISCA) framework;
- (b) That the Committee Supports the Service’s approach of continued innovation to identify and implement new models of Foster Care arrangements; and
- (c) That the Committee supports the realignment and investment of resources and staff in the development of the service which supports our approach to reducing residential ‘out of county’ placements.

#### **44. UPDATE ON FLINT AND HOLYWELL EXTRA CARE FACILITIES**

The Senior Manager Integrated Services introduced the report to provide an update on the development of the two new extra care schemes in Flintshire.

The Senior Manager reported that the extra care scheme in Flint (Llys Raddington) was complete and at full capacity. Feedback was positive from residents and families with regard to the move-in process and facilities available. The Senior Manager referred to the Committee's recent tour of the building and thanked Members for their positive comments and feedback. She advised that the construction of the Holywell extra care scheme was underway and would offer 55 apartments as well as specific apartments for individuals living with dementia. The scheme would be eligible to older adults (50+ years old) but allowing for some flexibility for younger individuals with similar care needs. Supporting individuals in extra care was more cost efficient than residential care for Social Services which was responsible for ensuring care needs were met. The Senior Manager reported that the expected completion date was Spring 2020 and the name of the scheme was out for consultation with Welsh groups, local members, and the Town Council.

During discussion Officers responded to the comments and questions raised on revenue costs, and the aspirations for future schemes to be built in Flintshire.

Councillor Paul Johnson asked how the Holywell Extra Care scheme was being promoted to local residents, particularly the elderly. The Senior Manager advised that a post selling event had been held and further information sessions and promotional events were being planned at local venues in early 2019. Councillor Gladys Healey spoke in support of the Llys Raddington scheme and asked if an information event could also be provided for residents in her Ward.

Councillor Hilary McGuill asked if provision was being made to address the costs of future repair and refurbishment of the earlier schemes. The Senior Manager explained that some maintenance costs were built into the charges

for the apartments and confirmed there was also a fund for repair and maintenance to ensure the building was maintained in good order.

**RESOLVED:**

- (a) That the Committee continues to support the development of these Extra Care housing schemes in Flintshire;
- (b) That the Committee supports and engages in the forthcoming publicity and consultation events which will promote the Holywell Extra Care development, commencing in early 2019; and
- (c) That the Committee welcomes the change of age range at Holywell Extra Care development.

**45. COUNCIL PLAN 2018/19 – MID YEAR MONITORING**

The Chief Officer introduced a report to present the monitoring of progress at the mid-year point 2018/19 for the Council Plan priority 'Supportive Council' relevant to the Committee.

The Chief Officer advised that the mid-year monitoring report showed that 88% of activities were making good progress with 81% likely to achieve their planned outcomes. 79% of the performance indicators had met or exceeded their targets. Risks were being managed with a minority of 18% being assessed as major. The report was an exception based report and therefore focussed on the areas of under-performance.

Councillor Dave Mackie referred to page 176 of the report and the performance indicator for the percentage of looked after children with a timely health assessment. The Senior Manager – Children and Workforce acknowledged the concerns expressed by Councillor Mackie and explained there had been some improvement but the matter remained an issue that the Service raised consistently with Betsi Cadwaladr University Health Board (BCUHB).

The Chair commented on the risk that demand outstripped supply for residential and nursing homes care bed availability. Councillor McGuill asked how many beds were currently available in residential care homes in comparison to 10 years ago. The Senior Manager explained that the number of beds were less now than previously. The Chair asked if the Committee could be informed of the number of people waiting for EMI beds. The Chief Officer commented on the limited number of care homes in Flintshire and said demand was greater than supply and the problem would increase due to demography.



**RESOLVED:**

That the Committee notes the mid-year Council Plan Monitoring Report 2018/19.

**46. ROTA VISITS**

There were no reports on rota visits.

**47. FORWARD WORK PROGRAMME**

The Democratic Services Manager presented the Forward Work Programme for consideration. He advised that the next meeting of the Committee would be held on 31 January 2019, to consider the following items:

- Community Health Council
- Parenting Programme

The Democratic Services Manager said the Programme would be updated to include the Committee's request that representatives of North East Wales Carers Information Service (NEWCIS) and Barnardo's be invited to attend a future meeting to discuss the identification of young carers.

Councillor Dave Mackie commented on the process for discharging cross border patients at the Countess of Chester Hospital and said he had been informed that delays in discharging patients who lived in Wales resulted in additional costs to the Hospital. The Senior Manager Integrated Services, explained that representatives from the Authority attended regular meetings with the Countess of Chester and patients admitted from Flintshire were reviewed on a case by case basis.

The Chair expressed concerns around an increase in waiting times at the Wrexham Maelor Hospital. She also commented on staffing levels at the Glan Clwyd Hospital. The Chair asked what financial contribution was made by BCUHB to the Countess of Chester Hospital.

During discussion it was agreed that an item on the delayed transfer of care be included on the Forward Work Programme.

**RESOLVED:**

- (a) That the Forward Work Programme be updated accordingly; and
- (b) That the Facilitator, in consultation with the Chair of the Committee, be authorised to vary the Forward Work Programme between meetings, as the need arises.

**48. MEMBERS OF THE PUBLIC AND PRESS IN ATTENDANCE**

There were no members of the press or public in attendance.

(The meeting started at 3.00 pm and ended at 4.20 pm)

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**Chair**

# Eitem ar gyfer y Rhaglen 5



## SOCIAL & HEALTH CARE OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	31 <sup>st</sup> January 2019
<b>Report Subject</b>	Parenting Strategy
<b>Cabinet Member</b>	Cabinet Member for Social Services
<b>Report Author</b>	Chief Officer, Social Services
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

This report provides an update on the Flintshire Parenting Strategy and Framework, the work of the multi-agency strategic group, the coordination role and the outcomes.

In 2007 Flintshire Children and Young People's Partnership recognised many services were delivering support to parents with little coordination, and recommended and funded the role of a Parenting Strategy Coordinator and the development of Flintshire's first parenting strategy. This was a first for North Wales, and the initial strategic work begun in 2007 has continued to build a strong offer of parenting support in Flintshire today.

Since 2007 two Parenting Strategies have been published in Flintshire with Flintshire's Parenting Framework launched in 2018 (Appendix 1). The Parenting Framework details the sustainability and further development of parenting programmes and forms part of the wider strategy for early intervention and prevention in Flintshire. The work is overseen by the Parenting in Flintshire multi-agency Strategic Group.

The work in Flintshire is aligned to the Welsh Government, Parenting in Wales: Guidance on engagement and support. The success of the Strategies and the Framework in enabling good quality parenting support is due to the alignment of policy with local implementation, dedicated funding, a dedicated parenting coordinator role, strategic oversight through the Parenting in Flintshire multi-agency group and the collaboration between many services delivering quality information, advice and parenting support.

### RECOMMENDATIONS

1	That the Committee reviews and comments on the parenting work to date.
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2	That the Committee notes the content of the report and the work being undertaken to provide quality, consistent parenting support across Flintshire, taking into consideration future funding proposals in relation to funding flexibilities and the required outcomes.
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## **REPORT DETAILS**

<b>1.00</b>	<b>PARENTING STRATEGY – POLICY CONTEXT</b>
1.01	<p>A raft of legislation and national policy documents has reinforced the crucial role of parents and the importance of supporting them to achieve better outcomes for children and young people. Flintshire was ahead of many of the current policy drivers through its development and implementation of each of the Parenting strategy documents and the current Parenting Framework (Appendix 1).</p> <p>The current policy agenda places significant emphasis on the value of parenting education and support for all families who require this kind of assistance across Wales. A range of government strategies, guidance and reports highlight the critical importance of prevention and early intervention approaches and the specific contribution which evidence-based and evidence-informed programmes and provision can make towards supporting families and improving outcomes for parents and children.</p> <p>The current provision and delivery of parenting programmes in Flintshire is diverse. A range of statutory, community, and third sector agencies and organisations are delivering programmes across a wide variety of settings, including Flying Start centres, family centres, schools, CAMHS, third sector organisations, family homes, faith groups and through the use of a variety of funding streams including Flying Start, Families First, Pupil Development Grant and other grants and base funding.</p>
1.02	<p><b>The UN Convention on the Rights of the Child (UNCRC)</b></p> <p>The UNCRC recognises the primary role of parents and family in the care and protection of children and acknowledges the importance of ensuring parents are provided with the appropriate skills and support to raise their children. Article 18 of the UNCRC states that:</p> <p><i>‘For the purpose of guaranteeing and promoting the rights set forth in the present Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children’.</i></p>
1.03	<p><b>The Background</b></p> <p>In 2007 the Flintshire Cymorth Board recognised the need for a Parenting Strategy, to map the work that was being provided by a variety of services, but with no cohesive strategy or plan. After a period of consultation with services, parents, children and the workforce, the Parenting Strategy and</p>

	<p>Action Plan 2008-11 was published:</p> <p><i>‘Parents are the single most important factor in a child’s well-being, achievement and future prospects. Parenting is an important role, it can be fun and it can be challenging, raising children can enrich lives and it can be hard work. Parents can question their abilities and then openly offer advice to others. It is an ongoing learning opportunity. Research tells us that the quality of parenting impacts on children, families, communities and society as a whole. Our aim is to improve support for all parents and carers, to improve life opportunities for all children.</i></p> <p><i>We recognise the great job that parents do. We also recognise that there are times in the life of all parents when they need some extra support, information and advice. We have listened to what parents, services, children and young people and the parenting workforce say is needed to help parents in Flintshire to bring up children at each of the various ages and stages. We have reviewed the local parenting provision and we have identified a number of actions to address current gaps and strengthen existing services.</i></p> <p><i>It is the aim of this action plan to raise the profile of parenting and to deliver services, information and support that actively encourages parents to use parenting services, information and advice. This includes signposting, awareness raising, provision of information, advice and support, improving networking and building of relationships with other parents, and linkages between parents, schools and the wider community. It includes learning opportunities to assist parents to develop self-awareness, self-confidence, communication skills, play skills, enthusiasm and motivation, as well as basic skills and helping children to learn. It also provided skills development for those working with parents in a paid or voluntary role.</i></p> <p><i>Research shows that parenting education should begin in the early years, continuing throughout life; recognising each of these stages and the importance of the people who play a role in them.</i></p> <p><i>“Parenting is both a continuous process starting before parenthood and continuing through birth and school to grandparenthood, and an interactive process concerned with the development of the whole person.”</i> Parentinguk.org</p> <p>Flintshire’s approach is highly regarded nationally, regionally and locally and has won several Awards including a Social Care Accolades Award (2015); several awards from the Centre for Evidence Based Early Intervention (2009; 2010; 2011; 2014) and the national CanParent Quality Mark.</p>
1.04	<p><b>Five key areas of priority</b></p> <ol style="list-style-type: none"> <li>1. Raising the profile of parenting and parent participation</li> <li>2. Information and advice services</li> <li>3. Parenting skills and family learning</li> <li>4. Parents, education and the school setting</li> <li>5. Workforce development</li> </ol> <p>The aims for achieving these key priorities are to:</p>

	<ul style="list-style-type: none"> <li>• Strengthen partnership working to maximise resources, avoid duplication, secure additional funding and draw on expertise to provide and sustain a range of high quality accessible parenting provision, minimising the potential for duplication and mixed messages, providing beneficial services to parents and practitioners which is locally responsive and readily available;</li> <li>• Raise the profile of parenting and to positively promote parenting, to dispel the myth that parenting support is only appropriate for those who have 'failed' as parents, but rather it is a sign of strength to ask for information or support, promoting 'just ask', and ask early;</li> <li>• Provide a plan focussing on the needs of parents and the parenting workforce; to involve 'parents', children and young people to monitor, evaluate, feedback on, raise awareness and develop services, infrastructure and frameworks to sustain the work, whilst also considering local and national linkages, guidance and best practice;</li> <li>• Help parents and carers to be better informed, from pre-conception onwards through a variety of opportunities, activities and support offered to parents both universally and targeted; and to deliver services, information and support that actively encourages parents to avail of parenting services, information and support whatever their circumstances;</li> <li>• Promote family learning, by offering a menu of family learning opportunities, aiming to provide education, skills development and training opportunities which enhance parent confidence and responsibility in their parenting role; for parents and children to learn together; enhancing the quality of life for parents and children;</li> <li>• Strengthen home-school collaboration recognising that parental involvement has a significant effect on pupil achievement throughout the years of schooling;</li> <li>• Provide training to staff for professional development and to afford time to appropriately deliver services.</li> </ul> <p>To achieve these aims requires all services and organisations that work with parents and families to contribute to the actions as no one organisation can achieve them on their own. This requires services and organisations to move towards a multi-agency approach, sometimes with the pooling and aligning of budgets and resources, resulting in more effective use of resources with improved outcomes. It requires services to collaborate so that services and organisations plan service delivery in a more complimentary way to ensure value for money and better outcomes for children, young people and families. It also requires proactively seeking and taking opportunities to secure funding to respond to identified gaps through external joint bids and / or establishing partnership working.</p>
1.05	<b>Raising the profile of parenting and parent participation</b>

	<p>Parents and services asked for an ongoing voice, for their needs to be considered and for services to work towards meeting these needs. Parents, carers, children and young people, and practitioners in Flintshire are encouraged to be positively involved in service development and delivery, to be at the heart of design, delivery and review of services, providing opportunities at a range of levels of involvement. The task of the multi-agency group is to promote participation, listening and responding to parents, carers and services to respond to need and provide improved services.</p> <p>Flintshire has held the Chair for the National Parenting Network (8 years), and for the regional Families First Parenting Learning Set (6 years). Both groups have been instrumental in influencing policy, the development of national guidance and sharing best practice, and has seen the transition from the Parenting Action Plan 2005 to the Parenting in Wales Guidance 2014, updated 2017 and parenting being included within policy documents.</p>
1.06	<p><b>Information and advice services</b></p> <p>During consultation, parents and services asked for good quality advice and support that is responsive to their needs, and readily available. Parents asked for a range of information and support, at different levels, as their children grow up, information around parenting skills, commitments and responsibilities, education and learning, health, play, leisure, communication, respect, race and cultural identity, safety in the home and the community, stability, promoting positive behaviour, physical, emotional and economic wellbeing and money management. They wanted information to be easily accessible, in a format that meets their needs, and that they are able to ‘just ask’ for information, advice or support.</p> <p>Parents and practitioners asked for improved awareness of and access to local and national services; and points of entry, so that parents and carers have access to a wide range of information and services to help them to nurture the physical, social and emotional growth of children and young people in their care</p> <p>The Children’s Information Service was rebranded to the Flintshire Family Information Service, promoting the service as a single-point of contact for families, carers and services to obtain information to support parents, families and services. This helped parents and carers to be better informed in their parenting role, from pre-conception onwards through a variety of opportunities, activities and support offered to parents both universally and targeted.</p> <p>An information resource toolkit was developed for services working with families, to support collaborative working and integrated services developments, with the aim to increase access to up to date information for parents and services and appropriate signposting, referrals and minimise duplication of services working with families. The success is the development and delivery of integrated services across agencies, with common referral and assessment pathways, and closer working of key partners</p> <p>Work began with schools in 2009 to support school staff to be informed about parenting, developing an integrated services model framework, and</p>

	<p>identifying and supporting children and their families with low school attendance or behaviour or emotional issues. This work continues through roles in some schools generally funded through Pupil Development Grant. Flintshire has formed part of the national DEWIS Cymru systems development; this has brought efficiencies, albeit further development is required. And there will be an app version later in the year. Since 2007 over 500 Toolkits have been provided to practitioners to support their knowledge, 78 issued in 2018.</p> <p>Flintshire Parenting Strategy has also worked with Welsh Government on campaigns such as the Parenting: Give it Time <a href="http://giveittime.gov.wales/">http://giveittime.gov.wales/</a>, perinatal mental health, supporting fathers, and supporting parents of adolescents and adolescents as parents, as well as consultations on mental health, substance misuse and relationships.</p>
1.07	<p><b>Parenting skills and family learning</b></p> <p>Parents said they would welcome information, guidance and support to equip them for their parenting role and the various changes as their children grow, and when families and circumstances change. They value support in developing parenting skills and having opportunities to attend family based learning – time for individual learning and opportunities to learn and develop with their children, to be creative, to have fun, to have time to talk to other parents and share experiences.</p> <p>The aims were to increase availability and accessibility to evidence based parenting programmes, informal parenting, and drop-ins, to meet need, at the right time. Alongside this would require the skilling up of practitioners and an increase in resourcing.</p> <p>The first steps was to develop a menu of programmes agreed by the multi-agency partners which would form the basis for the Offer in Flintshire and provide a cohesive, coordinated approach that meets a range of needs. It was also necessary to embed quality assurance techniques and evaluations that measure outcomes for families (changes) and outputs (qualifications; programme). The Guidance for programme delivery and the recommendations for evaluation was published on the Research in Practice website.</p> <p>In 2007 there were 15 practitioners trained in parenting programmes with limited delivery. Providers of evidence-based parenting programmes had quite different experiences in terms of programme implementation and different views regarding programme delivery and impact. In 2008 an audit of programme facilitators and their activity took place to identify the baseline. Each year, the number of active facilitators has increased, along with opportunities to strengthen the quality of delivery and fidelity of programmes through providing resources, a robust supervisory process, peer support and themed Master Classes.</p> <p>This has had a significant impact resulting in increased confidence in delivery, increased programme fidelity and increased positive results for family wellbeing, with positive increase in parenting capacity and positive</p>



parenting measured through evaluated measuring tools.  
Feedback has included:

- *“Following the Masterclass session I attended I felt more confident and motivated to deliver the course. The Vignettes were looked at in detail and we were encouraged to look at them in a different way and use them for our advantage. I really felt the Masterclass was a great idea and certainly encouraged me to deliver with fidelity.”*
- *That was the best consultation I’ve ever attended.*
- *Absolutely fantastic, I now know how to do Role Play confidently!*
- *I really enjoyed and learnt a lot about setting up a role play. Step-by-step instructions very useful and confidence building.*
- *Thank you for an amazing inspiring session.*
- *Fantastic strategies in positive coaching. Give me more!!*
- *The session was so helpful and well delivered. I have learnt so much more in a few hours.*
- *It was brilliant! So much information!*
- *So much learning! Principles have become easier for me today. Very informative and valuable. Would welcome more workshops.*
- *Give me more confidence in how to question and introduce vignettes.*
- *Excellent ways of discussing in large and small groups and examples of ways of working.*

During 2018 there were 53 evidence based parenting programmes delivered across Flintshire. Of the 204 participants who attended programmes 97% of participants reported improved emotional/mental wellbeing (individuals reporting improvement using Warwick-Edinburgh Mental-Wellbeing Scale and other evidence based measurement tools). The menu of programmes has been consistent over the past ten years as detailed in The Framework.

Any offer of a programme should form part of a package of support, as can be seen from the Flying Start outcomes below.

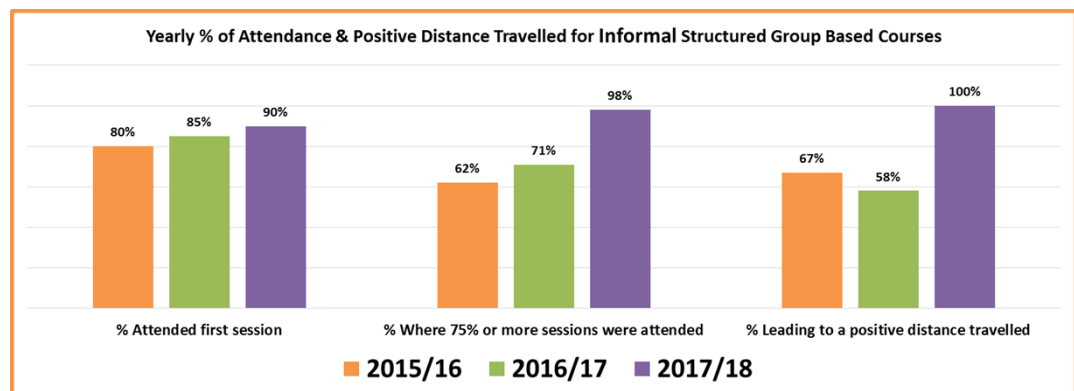
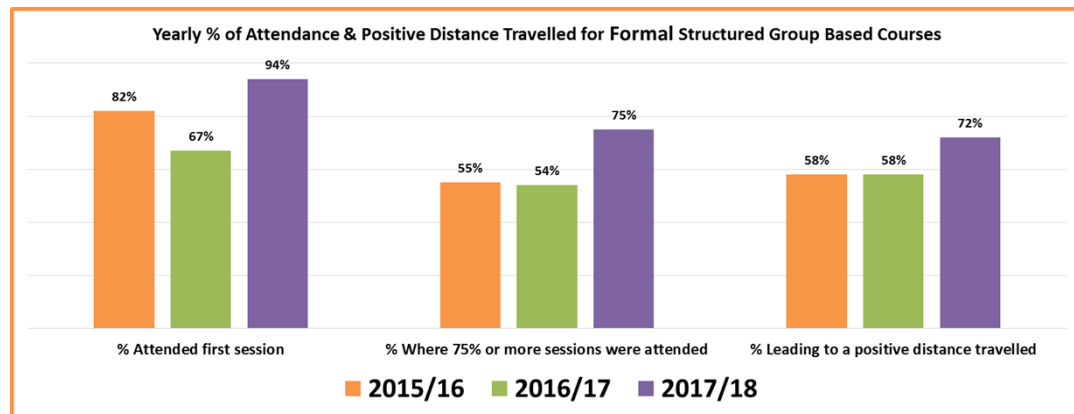
**Flying Start**, is the Welsh Government’s flagship Early Years programme for families with children who are under 4 years of age in key area of Wales. The programme aims to make a decisive difference to the life chances of children under 4 in the areas which it runs and includes four core elements – free quality childcare, parenting support, intensive health visitor support, and support for early literacy. Healthy and thriving; capable and coping; reaching potential. There is also a focus on midwifery services, improving access to services and promoting healthy lifestyles. Ensuring early intervention and a ‘normalising’ of using services and seeking help if required.

The Flying Start Programme funded by Welsh Government provides key mechanisms for delivering a comprehensive parenting programme and therefore is an ideal focal point for strategic developments and additionally, an arena for comprehensive evaluation, feedback and unrivalled potential for partnership work across the authority for Early Years and beyond.

The value of Formal Parenting (programmes with a strong evidence base) and Informal Parenting (programmes with an evidence base or evidence informed) in the delivery of parenting support, enhanced in Flintshire within

the context of the local Parenting Strategy, has enabled the work to be focussed, streamlined and honed to a point where targets relating to parental and child outcomes are being reached and exceeded annually. Combined with the intense development of the workforce, the work continues to raise standards that are attracting local and national recognition which will be further developed as part of the Flying Start Outreach programme. As part of this aspect of delivery, more parents will be able to access a comprehensive and coordinated programme beginning antenatally, through the early years and linked seamlessly with school and youth provision.

Extract from Welsh Government Monitoring Return:



The WEMWBS (Warwick and Edinburgh Mental Wellbeing Scale) measuring tool continues to be an effective tool and the results are beginning to show trends and patterns. If the figures do move negatively, it is important that this is captured, and that appropriate action is taken. This tool allows the ‘what matters to you’ discussion to occur. Valuable feedback was received from Dr Megan Marks, Children’s Learning Disability Service: *“I was at a North Wales wide BCU Psychology meeting yesterday discussing outcome measures and I presented the WEMWBS and talked about its use in IY evaluation, along with the fantastic database you are compiling here in Flintshire. People were very impressed by it and not only are we hoping to use it routinely for the IY-ASD programmes (across North Wales) as pre- and post-measures, but psychologists also would like to use it to evaluate other parenting based interventions.”*

Recently introduced alongside parenting programmes is the ‘Talk, Learn, Do’ programme that has recently been evaluated. This is a financial capability intervention for parents and the Parenting Programmes lead was involved in its co-design and integration into existing parenting programmes (Family

	<p>Links Nurturing programme and Incredible Years) with the objective of helping parents improve their child’s financial capability. It was piloted throughout Wales between January 2016 and May 2017, informed by evidence showing the importance of parents in children’s development of financial capability, and seeking to build an increased evidence based for funding to support parents in this role. The evaluation was co-funded by Big Lottery Wales. The evaluation of TLD comprised of a process and impact evaluation. Impacts were measured during the programme, 6 months after and 12 months after. Outcomes where an impact is shown 12 months after delivery are: parents’ knowledge on how to talk to their children about money; parents reporting their children’s ability to handle and manage money improved; parents believing they should have conversations about money and give children experiences of money at younger ages; parents discussion with their children regarding advertising; parents over-indebtedness decreasing.</p> <p>Both practitioners and parents highly recommend the 2 hour session, as it fits well with current parenting programmes. The plan is to continue to deliver the session in Flying Start, and to consider options e.g. work with schools, through the Anti-Poverty Group. The work continues with the Money Advice Service and the delivery of the future Children and Young People Financial Capability and Commissioning Plan and policy influencing activity.</p> <p>The Families First Parenting Consortium, as a group of agencies work together to provide families with support, tools, strategies and information. The consortia projects received 439 referrals between April 2018 and September 2018 and 352 families have received support in a variety of ways including bespoke packages, group work, parenting programmes, counselling, specialist therapeutic support, family group meetings. The age range of referrals during this period was 20% under 5 years; 47% for parents of 5-11 year old children and 33% for parents of 12-18 year olds. When these figures are broken down further the highest proportion of referrals are concerning children ages 6, 9 and 13, which corresponds with current research about the development of the adolescent brain.</p> <p>Both Flying Start and many staff within the Consortia use the Family Partnership Framework model of working, which ensures the needs of the family are explored prior to any work commencing, with the aim of the work to ensure positive change and outcomes for the family.</p> <p>All the programmes offered in Flintshire have evidence for improving parent and child outcomes when tested in small-scale, controlled trials. It is important that the outcomes are maintained and replicated locally, through a strategic approach. The positive effects that these programmes have on parents’ mental well-being and style of parenting, as well as on children’s behaviour, are all key factors known to contribute to positive long term child outcomes. Flintshire has a solid infrastructure, it is well resourced, with skilled practitioners requiring ongoing commitment.</p>
1.08	<p><b>Parents, education and the school setting</b></p> <p>Parents have told us they want to support their child’s learning and to be involved. When parents are closely involved – both in their child’s learning</p>

	<p>and in the life of the school – children do better, with improved attainment and attendance. The actions contained within the Strategies and Framework promote parents and schools working together to strengthen home-school collaboration with schools engaged with parents through a range of facilities to promote parent / school learning, with schools being the focal point for delivery of services to families. The strategies are highly supportive of the work of Parent Support Advisors or School Liaison Officers, who know and understand their local community.</p> <p>The Incredible Years School Readiness programme continues to be delivered successfully in 41 Flintshire Primary Schools. Schools with a significant intake of Flying Start children often deliver the programme in partnership with Flying Start to facilitate the child’s successful transition into school.</p> <p>The Incredible Years School Readiness programme lasts four weeks. Each week a 2 hour session is delivered for parents of children 2 – 5 years. A few schools are also using the Incredible Years Teacher Classroom Management programme and Small group Dina for children alongside, taking a whole school approach which is recommended, and is evidence based practice. The benefits of using the Incredible Years School Readiness Programme were evident in the Bryn Deva Inspection Report 2016 where the school was awarded an “Excellent” for Partnership Working: “Staff deliver high quality school readiness programmes that help parents realise the importance of play and reading to help prepare their children for school. This early intervention enhances pupils’ transfer to nursery considerably and helps secure positive outcomes in pupils’ attendance, achievement and behaviour.”</p>
1.09	<p><b>Workforce development</b></p> <p>A primary function of the multi-agency strategic group is to establish the learning and development needs of a rapidly changing workforce, where parenting support is: the main focus of the role; part of a role, constituting a significant element of the role, but not all; tangential, and can be included within the breadth of the role, but is not usually an explicit element of it.</p> <p>Training and ongoing professional development is essential to deliver services that meet and exceed agreed quality standards. Joint training drives greater multi-agency working and further develop the multi-agency approach to supporting families. Whilst we aim to receive funded training, low cost and no cost there does also require some investment by commissioners, services and workers. We work to ensure a co-ordinated approach and to assure quality, relevance and access. Our aim is to build on current good practice with the view that anyone working with parents should have specific training for that purpose, underpinned by child protection and safeguarding training.</p> <p>Since 2009 the Parenting Strategy Coordinator and Lead Parenting Practitioner have supported practitioners to gain the following qualifications: Work with Parents Level 3 – 30, Work with Parents Level 4 – 100, Children’s Care Learning and Development Level 3 – 20, Children’s Care Learning and Development (Senior Practitioner) Level 5 – 55, Children’s Care Learning</p>

	<p>and Development (Management) Level 5 – 5. Funding has been provided by Welsh Government, Social Services and through working with training partners. Many of the candidates have increased their employment opportunities, with the majority continuing their career in Flintshire in schools, health or social care. Occasionally additional funding is received from Welsh Government for specific workforce development training and qualifications. In 2017-18 the following was funded: mental health support (mothers and fathers); relationships and parental conflict; awareness raising – incarcerated parents; and working together for children and for 2018-19 there is a continuing focus on mental health.</p> <p>Dr. John Coleman delivered two days of training in 2018 on the development of the teenage brain, mental health, trauma and risk taking to facilitators of the Challenging Years programme and those that work with parents of adolescents. There was an overwhelming response to the invite and the training was oversubscribed as a result. 24 people attended the 2 days and the very positive feedback included the following:</p> <ul style="list-style-type: none"> <li>• <i>Excellent training. Very informative and enjoyable.</i></li> <li>• <i>I feel far more confident and will have a better approach and understanding when working with families.</i></li> <li>• <i>The information and knowledge imparted was very thorough and John answered all questions from a great knowledge base.</i></li> <li>• <i>This will improve my working in relation to families.</i></li> <li>• <i>The training was very helpful and will help me to support families.</i></li> <li>• <i>Brilliant! I found the activities very helpful and informative.</i></li> <li>• <i>This course was an inspiration.</i></li> <li>• <i>Thoroughly enjoyed the course, presented very well, very informative and relevant to my current role.</i></li> <li>• <i>The training as a whole was really helpful, each element was interesting and informative.</i></li> </ul> <p>We are working with a number of key stakeholders and Authorities to identify how we can strengthen understanding of adolescent development and support to parents.</p>
1.10	<p><b>Key Issues for Consideration</b></p> <p><b>Evidence shows that good parenting is really important in determining children’s life chances</b>, protecting against poverty, social exclusion, poor academic attainment, as well as preventing crime and anti-social behaviour. All individuals, services and organisations working with children, young people and families have a shared responsibility to improve outcomes and make a positive difference for all, and in particular, for our most disadvantaged and vulnerable groups. Effective partnership working is well established in Flintshire. The following underpinning principles inform the vision, the headline outcomes and key priorities:</p> <p><b>Working together to meet the needs of all children, young people and families</b> in Flintshire whilst ensuring that organisational boundaries do not become obstacles. To embed a workforce development strategy within the</p>

	<p>plan to grow, develop and retain a well-trained experienced and skilled workforce.</p> <p><b>Focusing efforts on prevention and early intervention</b> to improve outcomes for children and young people and families, reducing the need for intensive, higher cost interventions later on. Planning together, sharing priorities and delivering positive outcomes for families by promoting innovative and more efficient ways of working to make positive sustainable changes.</p> <p><b>Working with parents, children, young people and families</b>, supporting them to help themselves, in ways and at a pace to suit their needs. Providing access to the right services at the right time, integrating services and practices where and when appropriate. Using resources to ensure the best value for money, including joint strategic commissioning.</p> <p>There is an opportunity through funding flexibilities to build upon the work to date, without the grant constraints. This will further develop parenting support ensuring needs led access to support and as much as possible within local communities, as confirmed by the Wellbeing Plan priorities for Resilient Communities, Healthy and Independent Living and a Prosperous Wales.</p>
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<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	The current coordination work is funded jointly through Families First and Flying Start (20/80%). There are no immediate financial implications for Flintshire County Council.

<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
3.01	Programmes have a firm evidence base with systems in place to capture the outcomes delivered. During 2018 there were 53 evidence based parenting programmes delivered across Flintshire. Of the 204 participants who attended programmes 97% of participants reported improved emotional/mental wellbeing.

<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	Risks to the coordination and the benefits.

<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1: Parenting in Flintshire: Parenting Framework

<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
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6.01	None.
	<p>Contact Officer: Gail Bennett, Service Manager - Early Years and Family Support  Telephone: 01244 551052  E-mail: <a href="mailto:gail.bennett@flintshire.gov.uk">gail.bennett@flintshire.gov.uk</a></p>

7.00	<b>GLOSSARY OF TERMS</b>
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7.01	<p><b>Early Intervention:</b> universal preventative provision to families with children in the early stages of life; targeted provision early and as soon as possible when a child or young person and/or their family first begins to experience difficulties or display problematic behaviour; and targeted programmes or initiatives, which are provided to children/young people, families or specific groups or communities who have characteristics that evidence suggests makes them more likely to be at greater risk of poor outcomes.</p> <p><b>Evidence based practice:</b> a combination of practitioner expertise and using up to date knowledge of sound evidence from external research, and independent evaluation when making decisions about how to work with individual parents. Evidence based practice is “finding out what works, and ensuring that the interventions we and the others make in children’s lives are as good as they possibly can be” (Lloyd, 1999).</p> <p><b>Fidelity:</b> evidence based programmes have a set of key ingredients or principles, which need to be adhered to for the programmes to be effective. The programme should be delivered to the appropriate population it is designed for, with the right techniques, materials and appropriately skilled staff. Parents should also receive the optimum number of sessions and be supported to ensure they are actively engaged in learning the skills and techniques explored.</p> <p><b>Parenting in Wales: Guidance on engagement and support:</b> The Welsh Government recognises the importance of providing good quality parenting support because there is plenty of evidence that good parenting is the key to successful outcomes for children. The Guidance is focused primarily on mainstream parenting support services which address parenting issues experienced by a substantial proportion of parents in the universal early intervention segments of the Spectrum of Need.</p> <p><b>Parenting:</b> an activity undertaken by those bring up children and includes mothers, fathers, foster carers, adoptive parents, step-parents, ‘kinship’ carers and grandparents.</p> <p><b>Parenting Support:</b> The provision of services and support, which aim to increase parenting skills; improve parent-child relationships; improve parents’ understanding, attitudes and behaviour and increase parents’ confidence in order to promote social, physical and emotional wellbeing of children.</p> <p><b>Positive Parenting:</b> refers to parental behaviour based on the best</p>
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interests of the child that is nurturing, empowering, non-violent and provides recognition and guidance which involves setting boundaries to enable the full development of the child.

**UNCRC:** United Nations Convention on the Rights of the Child – positive outcomes for children are more likely when parents provide positive guidance and care for their children based on the principles set out in the UNCRC. The Guidance is based on the core principles which centres on respect for children’s best interests and rights, and support for parents in carrying out their role.



# Parenting in **Flintshire**

# PARENTING FRAMEWORK



## **Flintshire** Parenting Strategy

**A commitment to Flintshire parents:** The Framework is about the needs of parents and how services working and planning together respond to need so that 'parents' are confident in their role as parents; raising and nurturing children and young people, next generation adults, who achieve their potential in life; working in partnership with a confident skilled parenting workforce, and other professionals and services who have contact with parents and carers in their parenting role.

Prepared by:  
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Funded through Families First

# DELIVERING PARENTING PROGRAMMES IN FLINTSHIRE: What managers and facilitators need to know

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# 1. INTRODUCTION

**The Flintshire Parenting Framework (2018)** outlines a structure for the further development of parenting programmes and forms part of the wider strategy for Early Intervention and Prevention in Flintshire. This work is overseen by the Parenting in Flintshire multi-agency Strategy Group. The Framework continues to build upon the work of the previous Parenting Strategies.

## 1.1 GLOSSARY OF TERMS

### Definition of Parenting

The Welsh Government Parenting in Wales: Guidance on Engagement and Support (2017) defined parenting as *'an activity undertaken by those who bring up children, this includes mothers, fathers, foster carers, adoptive parents, step-parents, 'kinship' carers and grandparents.* (pg.88)

The definition of parenting above will be used throughout this document. For other definitions see Parenting in Wales: Guidance on Engagement and Support (2017) pg. 87-89.

### Definition of a Parenting Programme

Parenting programmes and parenting services serve a distinct function to support the acquisition of parenting techniques in parents/carers to strengthen family relationships and family resilience and to reduce family breakdown. To ensure that they are effective, parenting programmes should be delivered using validated programmes. This can be done in either a group or one to one setting.

### Definition of a Parenting Service

A service that delivers parenting skills groups or one to one parenting skills support for parents/carers.

- ★ It is recognised that information, advice, and support provided through the wider delivery of family support services contributes to the effectiveness of and referral into parenting programmes. However, parenting programmes provide a distinct service as outlined above.

### Parenting Programmes: What they do?

What research tells us:

- Validated parenting programmes have shown strong evidence of improvement to children's emotional and behavioural adjustment, parent/child relationships and maternal mental health.
- Some families will find it very difficult to join a group programme. Support over time (e.g. from Community Parents or Home Start volunteer) may help, but there will be some people who need a programme delivered one-to-one.

- For children under 12 years, with lower level behaviour difficulties, a group parenting programme for the parent/carer can be enough on its own to make a difference.
- The older the child/young person and the more serious the difficulties, the more likely it is that other interventions will be needed as well. This could include one-to-one work with the parent, and the young person.
- For families with complex needs, parenting programmes can be part of the answer but not the whole answer. Other interventions may be needed as well, and the timing of those interventions in relation to each other has an impact on the overall effect of the intervention. A Team Around the Family approach may be needed under these circumstances if the family need four or more services to support their needs. In addition where the family's needs put a child, young person or vulnerable adult at risk a referral to Children/Adult Social Services may be necessary.
- Recent developments in parenting in the UK have focused on enhancing the skills of the parenting workforce based on considerable evidence to suggest that a key factor in delivering a successful parenting programme is the skill of the facilitator. Based on this evidence, parenting practitioners receive training and support in the programmes they deliver in Flintshire.

When referring it might be useful to:

- Have a discussion with the provider before making a referral.

This guidance has been developed on a multi-agency basis in order to:

- Help ensure consistency of quality in delivery of parenting programmes across Flintshire
- Assist managers in making decisions about committing to this area of work.

There are a number of evidence-based parenting programmes being delivered by different organisations across Flintshire, either on a group basis or one-to-one, with one or two parents e.g. in a home setting, or agreed venue.

Evaluated programmes are outlined in the “Parenting in Wales: Guidance on engagement and support” (pg. 32) and the programmes for delivery and development within Flintshire are detailed in the Flintshire Parenting Programmes table - a diagram of what programmes are in use at different levels of need and age groups.

**Delivering programmes with fidelity:** Evidence-based parenting programmes have a set of key ingredients or principles, which need to be adhered to for programmes to be effective. The programme should be delivered to the appropriate population it is designed for, with the right techniques, materials and appropriately skilled staff. Parents should also receive the optimum number of sessions and be supported to ensure they are actively engaged in learning the skills and techniques explored.

**Evidence based practice:** Is a combination of practitioner expertise and using up-to-date knowledge of sound evidence from external research, and independent evaluation when making decisions about how to work with individual parents. Evidence based practice is “finding out what works, and ensuring that the interventions we and others make in children’s lives are as good as they possibly can be”. (Lloyd, 1999).

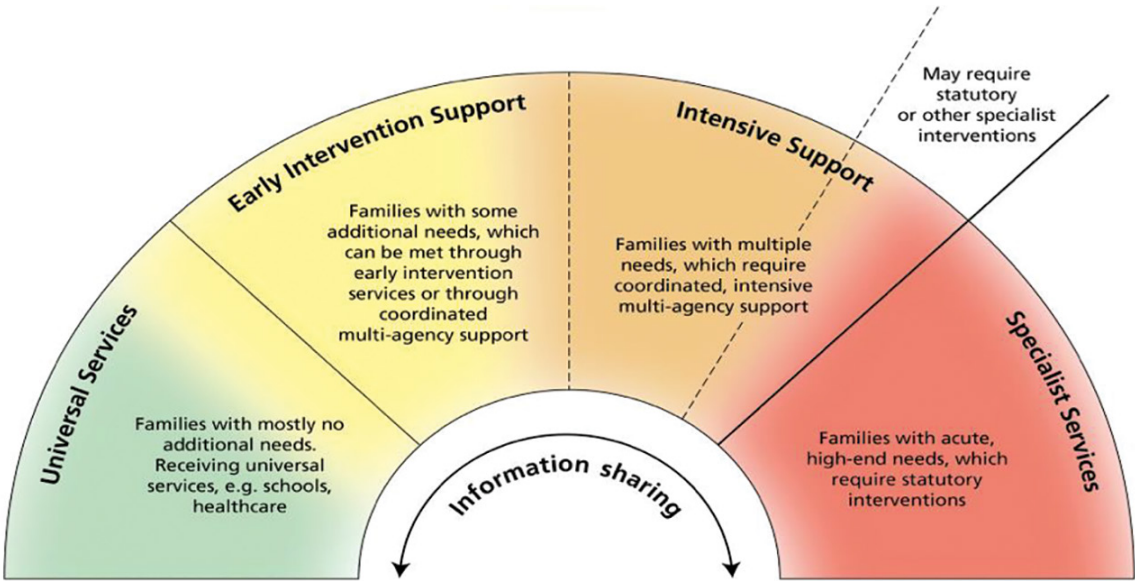
**Parenting Support:** The provision of services and support, which aim to: increase parenting skills; improve parent–child relationships; improve parents’ understanding, attitudes and behaviour and increase parents’ confidence in order to promote the social, physical and emotional wellbeing of children.

**Positive Parenting:** Refers to parental behaviour based on the best interests of the child that is nurturing, empowering, non-violent and provides recognition and guidance which involves setting of boundaries to enable the full development of the child.

**Strength-based approach:** A strength-based approach occurs when key workers place a positive emphasis on resilience, protective factors and strengths. This has the effect of: communicating a sense of hope; establishing expectations for success within an individual’s capacities; promoting empowerment and independence and setting in motion forces for improvement.

A loose classification of approaches to supporting families suggests four typical areas:

- **Universal** - families with mostly no additional needs who are in receipt of universal services such as education and healthcare.
- **Early intervention** - families with some additional needs which can be addressed through targeted early intervention support.
- **Intensive support** - families with multiple needs who require a coordinated multi-agency package of support to prevent needs from escalating into crisis.
- **Specialist services** - families with acute, high-end needs requiring statutory support.



Staff delivering programmes will have widely different professional backgrounds and levels of experience. Some programmes (e.g. Flying Start) have a coordinator who can undertake supervision and mentoring; other programmes have people trained to supervisor/mentor/peer coach status (e.g. Incredible Years) and other services may have only one or two staff involved in the delivery of programmes. Some services will have two or more staff members trained to deliver a specific programme (e.g. Incredible Years School Readiness in some primary schools) while other services will need to work in partnership with another service to deliver a specific programme (e.g. Flying Start works in partnership with some primary schools to deliver Incredible Years School Readiness).

This document outlines:

- The commitments (time, costs etc.) involved in training in, and delivering different programmes.
- A framework for meeting the training and support needs of those who are undertaking this very challenging work.

For the convenience of managers and facilitators, contact names, numbers and e-mails for key individuals are listed, but may change during the life of the document. Please be aware this information will date; an annual update will be made available and further information is also available on the website:

<http://www.fisflintshire.co.uk/>

**Please contact the Parenting Strategy Coordinator, Parenting Strategy at:**

The Westwood Centre  
Tabernacle Street  
Buckley  
Flintshire CH7 2JT

Tel: 01352 703952

Email: [parentingstrategy@flintshire.gov.uk](mailto:parentingstrategy@flintshire.gov.uk)

## 1.2 BACKGROUND

### Welsh Government Flying Start Parenting Guidance

In addition, the Welsh Government published the Flying Start Guidance in 2006, introducing strict criteria for the use of parenting programmes under Flying Start. Flying Start guidance stated that only programmes which had ***'evaluations whose design and methods support the conclusion that any positive outcomes were attributable to the programme, rather than other influences or factors [should be used]. In practice, this refers to evaluations conducted as randomised controlled trials (RCT's) or as quasi-experiments'***. (Flying Start Guidance 2006 Annex C)

The Flying Start guidance on parenting programmes was reviewed in 2017, please go to <http://gov.wales/docs/dsjlg/publications/cyp/170519-parenting-guidance-en.pdf>

### Parenting in Wales: Guidance on engagement and support - May 2017

This non-statutory guidance assists those who have a role in providing parenting support. It supports Local authorities, Local Health Boards, Third Sector and other relevant commissioners, managers and practitioners in making decisions about:

- ❖ The type(s) of parenting support to provide;
- ❖ How to provide it;
- ❖ Approaches to supporting and engaging parents;
- ❖ Workforce development;
- ❖ Assessment processes, signposting and referral; and
- ❖ Evaluation and monitoring.

For further information regarding the national guidance above please go to <http://gov.wales/docs/dsjlg/publications/cyp/170519-parenting-in-wales-guidance-en.pdf>

### National Occupational Standards for Work With Parents

Recent developments in parenting in the UK have also focused on enhancing the skills of the parenting workforce based on considerable evidence to suggest that a key factor in delivering a successful parenting programme is the skill of the facilitator.

The National Occupational Standards (NOS) for working with parents and carers were published in 2005. The Standards aim to bring facilitators into 'the "learning cycle" [by defining] the competence, skills, knowledge and understanding required by those who work with parents, and can be used to develop and monitor these requirements in individuals and services'. <http://dera.ioe.ac.uk/2024/1/work-with-parents-nos-jan-2011.pdf>

Qualifications have been developed against the NOS for work with parents and carers between 2010 and 2014. The City and Guilds 3599 Work With Parents Level 4 and the Children's Care Learning and Development Level 5 qualifications are supported by the Parenting Strategy.



## 1.3 PRINCIPLES OF THE FRAMEWORK

The Principles of the Framework were developed by the Parenting In Flintshire Strategy Group in order to reflect best practice in the parenting field as well as outline our aims and aspirations for parent support in Flintshire.

**The principles have been divided into three sections:**

- ❖ **Parenting**
- ❖ **Parenting Programmes**
- ❖ **Parenting Workforce**

### **Parenting Principles**

- The need for parenting support is universal, particularly at transitions in a child's life, (e.g. birth of a first baby or the transition to adolescence).
- Not all parents are able to get the kind of support and information they need from families and friends.
- All parents deserve to have their individuality and diverse cultures and circumstances recognised in the context of parenting support in Flintshire.
- Some parents will need preparatory support in order to access parenting services, and others will need additional ongoing support to implement the approach of the programme during or after provision. This is an essential part of the jigsaw which is often provided by Flying Start or universal services such as health visiting, schools, and organisations such as Community Parents or Home Start who use volunteers to provide informal mentoring.

**Therefore our approach will be based on:**

- Increasing the confidence of parents and carers and supporting them to enjoy their role as parents.
- Developing a comprehensive range of parenting programmes to meet the needs of parents and carers across geographical areas of Flintshire, all age ranges of children, and across a range of specific needs for children and parents.
- Supporting parenting which is:
  - ❖ Consistent, nurturing and appropriately assertive.
  - ❖ Based on principles of attachment and positive communication between parents and children.
  - ❖ Based on parents having positive and realistic expectations of their children.
  - ❖ Based on evidence based programmes.

## **Parenting Programme Principles**

- The parenting programmes chosen for development through the Flintshire Parenting Framework wherever possible have been selected according to a robust Randomised Control Trial evaluation showing positive outcomes for parents and children.
- Programmes identified for development are chosen to meet a variety of identified needs for families in Flintshire, e.g.
  - ❖ Parents with additional learning needs.
  - ❖ Parents of children with disabilities.
- Outcome evaluation tools have been identified and implemented to strengthen the quality of services and to provide essential feedback and opportunities for further development locally.
- Mechanisms will be implemented in partnership with other agencies to ensure that programmes used are delivered with fidelity across Flintshire.
- Universal and targeted provision will be addressed when responding to gaps in service, taking into consideration preventive and corrective provision.
- Programmes chosen wherever possible will be compatible with National Institute for Health and Care Excellence (NICE) guidelines ensuring a consistency of approach across Flintshire.

## **Parenting Workforce Principles**

- Parenting Facilitators' confidence and skill is a key indicator of a successful service to parents.
- Facilitators need planning, implementation, review and evaluation time in order to confidently and competently deliver services in one to one as well as group settings.
- Facilitators need appropriate training and ongoing support and supervision in order to remain effective and develop their skills.
- Multi-agency and multi-disciplinary delivery of group work programmes can provide many benefits for the parents, facilitators and services involved, including access to additional knowledge, experience and support.
- In order to gain an overview of the parenting approach in question staff that take on a supporting role for parents to access a parenting programme should access appropriate training.

## 2. COMMITTING STAFF TO DELIVERY OF PROGRAMMES – WHAT IS INVOLVED?

Details are given here of the programmes most commonly delivered by services in Flintshire, some on a multi-agency basis. Central resources have been invested in a limited number of programmes, so that the best support can be offered.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)  
Address: The Westwood Centre, Tabernacle Street, Buckley, CH7 2JT

### 2.1. SOLIHULL APPROACH ANTENATAL PROGRAMME

Website: <https://solihullapproachparenting.com/antenatal/>

#### What is it?

A 5 week universal course for groups of antenatal parents. Combines traditional antenatal advice together with preparing families to have a relationship with their baby. It aims to help parents understand information about pregnancy, labour and birth, understand information about feeding and the positive aspects of breastfeeding and understand the importance of their emotional relationship with their baby.

**Training:** Solihull Approach 2 day Antenatal foundation training plus Solihull Approach Antenatal Parenting Group Facilitator 1 day training Cost: £189 for 1 person attending training in Solihull plus £193 for 1 person attending training in Solihull.

#### Running the Programme

One of the 2 facilitators delivering the programme has to be a Midwife or Health Visitor with midwifery experience to ensure accurate and current advice is given to parents. The following time commitment and resources are needed to run the programme:

**Preparation time:** three planning meetings per course, plus a preparation session each week for 5 weeks.

**Delivery:** four hours per week for 5 weeks (one hour to set up, two to deliver the course, one to clear up, review and record).

Time to write up a before and after evaluation with parents.

**Supervision:** two per course, to be arranged by the facilitator's own service.

**Resources:** room hire, doll, pelvis, DVD player, CD player, handouts

**Light refreshments** for parents.

#### Evaluation – measuring your effectiveness

##### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, end and 6 weeks after completion. Data collected by Flying Start.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.

## 2.2. IAIM BABY MESSAGE

Website: <http://www.iaim.org.uk/>

### What is it?

A 5 week universal course for groups of parents. Parents will learn: Massage strokes for legs, feet, stomach, chest, arms, hands, face and back; A short colic routine; Gentle movements; Touch relaxation; The best time and for how long to massage; What massage oils to use; The importance of good positioning; How to adapt the strokes for your baby's individual needs and the growing child.

**Age range of children:** 0-1 year

**Training:** 4-day training course with the training provider. To complete within 4 months following the course: 14 Short Answer Questions; 39 Multiple Choice Questions; 6 Essay Questions and submit completed parent evaluation forms after teaching a 5-week course to a minimum of five families. **Cost:** £525 per person

### Running the Programme

**The following time commitment and resources are needed to run the programme:**

**Preparation time:** two planning meetings per course, plus a preparation session each week for 5 weeks.

**Delivery:** four hours per week for 5 weeks (one hour to set up, 60-90 minutes to deliver the course, one to clear up, review and record)

Time to write up a before and after evaluation with parents.

**Supervision:** two per course, to be arranged by the facilitator's own service.

**Resources:** dolls, natural vegetable oil in small bottles, paper towels, mats, relaxation music, flip chart, handouts, room hire

**Light refreshments** for parents.

### Evaluation – measuring your effectiveness

#### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, end and 6 weeks after completion. Data collected by Flying Start.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.

### 2.3. INCREDIBLE YEARS BABY PROGRAMME

Website: [www.incredibleyears.com](http://www.incredibleyears.com); [www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en](http://www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en)

#### What is it?

9-12 weekly group sessions. Video 'vignettes' of parent and baby interactions are used to generate discussion and aid learning. Helps parents learn to observe and read their baby's cues and provide nurturing and responsive care (including verbal communication). It also provides information to parents about child development and child safety.

**Underpinning theory:** cognitive theory, social learning theory, humanistic and relationship theory.

**Age range of children:** 0-12 months. Recommended that babies are no more than 3 months when starting programme.

**Training:** people delivering the Baby programme need to attend the 2 day standalone training for this programme.

**Training Costs:** baby programme training costs £350 plus VAT.

#### Running the Programme:

One of the 2 facilitators delivering the programme has to be a Health Visitor to ensure accurate and current health advice is given to parents. The following time commitment and resources are needed to run the programme.

**Preparation time:** three planning meetings plus a preparation session each week for the duration of the programme.

**Delivery:** four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

**Time to write up:** before and after evaluation with parents

**Supervision:** three per course, to be arranged by the facilitators own agency

**Resources:** room hire, materials; TV with DVD; flipchart, pens, stickers, baby toys, programme manual and DVDs, "Incredible Babies" book for each parent.

**Light refreshments** for parents.

**Transport for families** if needed, generally met by service.

#### Evaluation – measuring your effectiveness

##### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy and Flying Start. **For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.

**Desirable:** Karitane Parenting Confidence Scale

<http://www.performwell.org/index.php/find-surveyassessments/outcomes/social-development/parenting-skills/karitane-parenting-confidence-scale>

## 2.4. LET'S TALK WITH YOUR BABY

Website:

<https://elklantraining.worldsecuresystems.com/under-5s/lets-talk-with-your-baby>

### What is it?

7 weekly group sessions. **Aims:** promote positive adult-child interaction at the earliest possible stage; Promote early attachment and communication skills; Provide a stimulating/communication rich environment through interactive, fun activities

**Age range of children:** 3-12 months

**Training:** previous Elklan training and experience is highly recommended. (See “Let’s Talk with Under 5s”)

### Running the Programme:

The following time commitment and resources are needed to run the programme:

**Preparation time:** three planning meetings per course, plus a preparation session each week.

**Delivery:** three hours per week for 7 weeks (one hour to set up, one to deliver the course, one to clear up, review and record).

**Time to write up:** before and after evaluation with parents.

**Supervision:** two per course, to be arranged by the facilitator’s own service.

**Resources:** handouts, tutor folder, programme specific resources, room hire.

**Light refreshments** for parents.

**Transport for families** if needed, generally met by the service.

### Evaluation – measuring your effectiveness

#### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents’ subjective well-being and psychological functioning. Free to use. Administered at beginning, end and 6 weeks after completion. Data collected by Flying Start.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.

## 2.5. INCREDIBLE YEARS TODDLER PROGRAMME

Website: [www.incredibleyears.com](http://www.incredibleyears.com); [www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en](http://www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en)

### What is it?

12 weekly group sessions.

Video 'vignettes' of parent and toddler interactions are used to generate discussion and aid learning. Parents also practice skills learnt with their children at home. Helps parents to strengthen positive and nurturing parenting skills.

**Underpinning theory:** Cognitive theory, social learning theory, humanistic and relationship theory.

**Age range of children:** 1-3 years

**Training:** There is a 3 day Pre-school BASIC training. People delivering the Toddler programme require no further training.

**Training Costs:** Pre-school BASIC currently costs £450 plus VAT.

### Running the Programme:

Two facilitators are required to deliver the programme. The following time commitment and resources are needed to run the programme.

**Preparation time:** three planning meetings plus a preparation session each week for the duration of the programme.

**Delivery:** four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

**Time to write up:** before and after evaluation with parents

**Supervision:** three per course, to be arranged by the facilitators own agency

**Crèche provision:** for sessions, with staff who are trained to understand the approach

**Resources:** room hire, materials, TV with DVD player, flipchart, pens, stickers, toddler toys, programme manual and DVDs, "Incredible Toddlers" book for each parent.

**Light refreshments** for parents.

**Transport for families** if needed, generally met by the service.

### Evaluation – measuring your effectiveness

#### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Flying Start and Parenting Strategy. **For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348,

Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.

**Desirable:** Arnold-Oleary Parenting Scale

<http://www.copmi.net.au/images/pdf/Research/Parenting-Scale-Feb2015.pdf> or TOPSE

– Tool to measure Parenting Self-Efficacy. <http://www.topse.org.uk/>

## 2.6. LET'S TALK WITH UNDER 5S

Website: <https://elklantraining.worldsecurerestsystems.com/courses/parents-and-carers/Lets-talk-with-under-5s>

### What is it?

7 weekly group sessions. Aims: To share information about speech and language development; to know about the different communication difficulties children can experience; to discuss ideas to help children learn to listen, understand and talk.

**Age range of children:** 1-5 years

**Training:** Level 3 Elklan Speech and Language Support 0-3 years or 3-5 years plus Elklan hosted 1 day 'Talk Tutor Package' training day at a cost of £235 per head.

**Running the Programme:** The following time commitment and resources are needed to run the programme

**Preparation time:** three planning meetings per course, plus a preparation session each week.

**Delivery:** four hours per week for 7 weeks (one hour to set up, two to deliver the course, one to clear up, review and record).

Time to write up a before and after evaluation with parents.

**Supervision:** two per course, to be arranged by the facilitator's own service.

Crèche provision: for the sessions, with staff who are aware of the ethos of the programme.

**Resources:** books, folders, flip chart, pens, TV with DVD player, programme specific resources, room hire

**Light refreshments** for parents.

**Transport for families** if needed, generally met by the service.

### Evaluation – measuring your effectiveness

#### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, end and 6 weeks after completion. Data collected by Flying Start.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.



## 2.7. FAMILY LINKS PARENT NURTURING PROGRAMME

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

### What is it?

An eight to ten-week programme for groups of up to ten parents, run by two facilitators. The programme improves parent's confidence and skills, encouraging them to maintain effective positive discipline while understanding their own and their children's emotional needs. Adults are encouraged to take time out to look after themselves. The Nurturing Programme is widely used by parenting projects in Flintshire. It is also useful in schools, providing an emotional literacy and emotional health programme for children their parents and carers and whole school staff.

**Age range of children:** 0-12 years

**Training:** 2 x 2 days, either in Warrington, or locally (if 16 people are trained). **Cost:** £975 per head. Top-up day after a year costs £160. Limited central funding may be available for key post holders. Where training is centrally funded, there will be an expectation that a group is run within a year and facilitators receive mentoring and supervision.

**Running the Programme:** The following time commitment and resources are needed to run the programme:

**Preparation time:** Three planning meetings per course, plus a preparation session each week for 10 weeks.

**Delivery:** four hours per week for ten weeks (one hour to set up, two to deliver the course, one to clear up, review and record).

**Time to write up:** before and after evaluation with parents.

**Supervision:** three per course, to be arranged by the facilitator's own service.

**Crèche provision:** for the sessions, with staff who are aware of the ethos of the programme.

**Resources:** Room hire, Parenting Puzzle Books (one for each parent), programme manual, DVD, TV with DVD player, gifts, flip chart, black card, stars stickers, maths counters, attention grabbers, matching cards for pairing, "The Nurturing Game", Key Concept boards, "All about me" book, "Huge Bag of Worries" book and "Mummy Laid an Egg" book.

**Light refreshments** for parents.

**Transport for families** if needed, generally met by the service.

### Evaluation – measuring your effectiveness

#### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy and Flying Start. **For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348,

Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.

**Desirable:** Goodman Strengths and Difficulties Questionnaire - Measures the behaviour of children. <http://www.sdqinfo.org/> or TOPSE - Tool to measure Parenting Self-Efficacy.

<http://www.topse.org.uk/>

## 2.8. FAMILY LINKS PARENTING PUZZLE WORKSHOPS FOR PARENTS WITH CHILDREN UNDER 5

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

### What is it?

A four workshop programme for groups of up to ten parents, run by two facilitators. This offers a shorter intervention based on the Nurturing Programme.

Aims of the programme:

- Introduce the Four Constructs (Building Blocks) for positive, constructive relationships and calm, confident parenting;
- Develop parents' understanding of empathy;
- Develop parents' understanding of the importance of listening and communication;
- Explore the power of praise and positive interaction;
- Increase parents' understanding of the power of play;
- Promote positive approaches to discipline and boundary setting;
- Develop an understanding of the importance of nurture of self and others in family relationships

**Age range of children:** 0-5 years

**Training:** 2 x 2 days, either in Warrington, or locally (if 16 people are trained). Cost: £975 per head. Top-up day after a year costs £160. Then a further one day training is required to be able to deliver this programme. Limited central funding may be available for key post holders. Where training is centrally funded, there will be an expectation that a group is run within a year and facilitators receive mentoring and supervision.

**Running the Programme:** The following time commitment and resources are needed to run the programme:

**Preparation time:** three planning meetings per course, plus a preparation session each week for 4 weeks

**Delivery:** four hours per week for 4 weeks (one hour to set up, two to deliver the course, one to clear up, review and record).

**Time to write up:** before and after evaluation with parents.

Supervision: two per course, to be arranged by the facilitator's own service.

**Crèche provision:** for the sessions, with staff who are aware of the ethos of the programme.

**Resources:** Room hire, Parenting Puzzle Books to show (not given to parents), programme manual, gifts, flip chart, black card, stars stickers, maths counters, attention grabbers, matching cards for pairing, Key Concept boards.

**Light refreshments** for parents.

**Transport for families** if needed, generally met by the service.

### Evaluation – measuring your effectiveness

#### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, end and 6 weeks after completion. Data collected by Parenting Strategy and Flying Start.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.

**Desirable:** Goodman Strengths and Difficulties Questionnaire - Measures the behaviour of children. <http://www.sdqinfo.org/> or TOPSE - Tool to measure Parenting Self-Efficacy. <http://www.topse.org.uk/>

## 2.9. INCREDIBLE YEARS AUTISTIC SPECTRUM AND LANGUAGE DELAYS PROGRAMME

Website: [www.incredibleyears.com](http://www.incredibleyears.com); [www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en](http://www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en)

### What is it?

12-16 weekly group sessions.

Designed for parents of young children on the Autism spectrum or with language delays in order to promote children's emotional regulation, social competence, language skills, school readiness, and relationships with others.

**Underpinning theory:** Cognitive theory, social learning theory, humanistic and relationship theory.

**Age range of children:** 2-5 years

**Training:** The 3 day Pre-school BASIC training is a prerequisite followed by the 2-day supplemental "Autism Spectrum and Language Delays" training designed specifically for this programme.

**Training Costs:** Pre-school BASIC currently costs £450 plus VAT. The Autism Spectrum and language Delays programme training costs £400 plus VAT.

**Running the Programme:** Two facilitators are required to deliver the programme.

The following time commitment and resources are needed to run the programme.

**Preparation time:** three planning meetings plus a preparation session each week for the duration of the programme.

**Delivery:** four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

**Time to write up:** before and after evaluation with parents.

**Supervision:** three per course, to be arranged by the facilitators own agency.

**Crèche provision:** for sessions, with staff who are trained to understand the approach.

**Resources:** Room hire, materials, TV with DVD player, flipchart, pens, stickers, role play toys, programme manual and DVDs, "The Incredible Years" book for each parent.

**Light refreshments** for parents.

**Transport for families** if needed, generally met by the service.

### Evaluation – measuring your effectiveness

#### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.

**Desirable:** Goodman Strengths and Difficulties Questionnaire - Measures the behaviour of children. <http://www.sdqinfo.org/>

## 2.10. INCREDIBLE YEARS SCHOOL READINESS PROGRAMME

Website: [www.incredibleyears.com](http://www.incredibleyears.com); [www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en](http://www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en)

### What is it?

4 weekly group sessions.

Designed to promote children's school readiness by developing key social and emotional skills and developing language and reading skills.

2 sessions explore how parents can support children's play as a learning activity and 2 explore effective ways of introducing children to books. Parents learn through discussion, vignettes, role play and activities with their children at home

**Underpinning theory:** Cognitive theory, social learning theory, humanistic and relationship theory.

**Age range of children:** 3-5 years

**Training:** there is a 3 day Pre-school BASIC training. The School Readiness programme does not require further training if trained in BASIC, and people not trained in BASIC can attend the 2 day School Readiness standalone training.

**Training Costs:** Pre-school BASIC currently costs £450 plus VAT. The School Readiness programme training costs £350 plus VAT.

**Running the Programme:** Two facilitators are required to deliver the programme. This can be 2 facilitators from the school staff or the programme can be co delivered by one school staff member and a member of the Flying Start team if the school is situated in a Flying Start area. The following time commitment and resources are needed to run the programme.

**Preparation time:** three planning meetings plus a preparation session each week for the duration of the programme.

**Delivery:** Four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

**Time to write up:** Before and after evaluation with parents.

**Supervision:** Two per course, to be arranged by the facilitators own agency.

**Crèche provision:** for sessions, with staff who are trained to understand the approach.

**Resources:** room hire, materials, TV with DVD player, flipchart, pens, stickers, role play toys, programme manual and DVDs, "The Incredible Years" book for parents.

**Light refreshments** for parents.

**Transport for families** if needed, generally met by the service.

### Evaluation – measuring your effectiveness

#### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, end and 6 weeks after completion. Data collected by Parenting Strategy and Flying Start.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.

**Desirable:** Goodman Strengths and Difficulties Questionnaire - Measures the behaviour of children. <http://www.sdqinfo.org/>

## 2.11. INCREDIBLE YEARS PRE-SCHOOL BASIC PROGRAMME

Website: [www.incredibleyears.com](http://www.incredibleyears.com); [www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en](http://www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en)

### What is it?

12 weekly group sessions.

For parents with serious concerns about the behaviour of a child. Parents learn strategies for interacting positively with their child and discouraging unwanted behaviour through the use of video vignettes, group discussion and practicing skills learnt with their children at home.

**Underpinning theory:** Cognitive theory, social learning theory, humanistic and relationship theory.

**Age range of children:** 3-6 years.

**Training:** There is a 3 day Pre-school BASIC training.

**Training Costs:** Pre-school BASIC currently costs £450 plus VAT.

### Running the Programme:

Two facilitators are required to deliver the programme. The following time commitment and resources are needed to run the programme.

**Preparation time:** three planning meetings plus a preparation session each week for the duration of the programme.

**Delivery:** four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

**Time to write up:** before and after evaluation with parents

**Supervision:** three per course, to be arranged by the facilitators own agency.

**Crèche provision:** for sessions, with staff who are trained to understand the approach.

**Resources:** room hire, materials, TV with DVD player, flipchart, pens, stickers, role play toys, programme manual and DVDs, "The Incredible Years" book for parents.

**Light refreshments** for parents.

**Transport for families** if needed, generally met by the service.

### Evaluation – measuring your effectiveness

#### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.

**Desirable:** Goodman Strengths and Difficulties Questionnaire - Measures the behaviour of children. <http://www.sdqinfo.org/> or TOPSE - Tool to measure Parenting Self-Efficacy.

<http://www.topse.org.uk/>

## 2.12. INCREDIBLE YEARS SCHOOL AGE BASIC AND ADVANCE PROGRAMMES

Website: [www.incredibleyears.com](http://www.incredibleyears.com); [www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en](http://www.bangor.ac.uk/psychology/cebei/incredible-years-programmes.php.en)

### What is it?

12 weekly group sessions.

Parents learn strategies for discouraging unwanted behaviour and interacting positively with their child. IYSA BASIC can be combined with IY ADVANCE for families with more complex issues, including parent anger management and mental health issues. The ADVANCE programme requires that families attend up to 10 additional sessions.

**Age range of children:** 6-12 years.

**Training:** There is a 3 day Pre-school BASIC training. People delivering the School Age BASIC programme require an additional 1 day training after completing the 3 day BASIC training.

**Training Costs:** Pre-school BASIC currently costs £450 plus VAT. Additional training for the School Age BASIC £175.

**Running the Programme:** Two facilitators are required to deliver the programme. The following time commitment and resources are needed to run the programme.

**Preparation time:** three planning meetings plus a preparation session each week for the duration of the programme.

**Delivery:** four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

**Time to write up:** before and after evaluation with parents

**Supervision:** three per course, to be arranged by the facilitators own agency.

**Crèche provision:** for sessions, with staff who are trained to understand the approach.

**Resources:** Room hire, materials, TV with DVD player, flipchart, pens, stickers, role play toys, programme manual and DVDs, "The Incredible Years" book for parents.

**Light refreshments** for parents.

**Transport for families** if needed, generally met by the service.

### Evaluation – measuring your effectiveness

#### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.

**Desirable:** Goodman Strengths and Difficulties Questionnaire - Measures the behaviour of children. <http://www.sdqinfo.org/>

*There are also Incredible Years® programmes designed for use in classrooms: School Classroom Management; Child Dinosaur Programme Treatment and Child Dinosaur Programme Classroom. The use of these in conjunction with the parent programmes creates a "whole school approach".*

## 2.13. CHALLENGING YEARS: LIVING WITH TEENAGERS PROGRAMME

Website: [www.studyofadolescence.org.uk](http://www.studyofadolescence.org.uk) (Young People in Focus)

### What is it?

A four-session programme for parents and carers of young adolescents, which can be used with groups with individuals. It guides parents in how to develop their relationship with their child as they begin to face new changes and challenges (particularly as they experience the transition to secondary school). It focuses on helping parents understand what to expect in the teenage years and how to adopt a positive parenting style so they can talk effectively with their children and deal with potential conflict. Ideal for all parents not just those experiencing difficulties. The course has four 2-hour sessions: understanding the teenage years; talking to teenagers; parenting styles; and dealing with conflict. The programme comes with a course manual and a workbook for parents.

**Age range of children:** 10-16 years

**Training:** 2 x 2 days, locally managed by Supporting the Parents of Adolescents (SPA) Limited central funding may be available for key post holders. Where training is centrally funded, there will be an expectation that a group is run within a year and facilitators receive mentoring and supervision.

**Training Costs:** £tbc per head.

### Running the Programme

The following time commitment and resources are needed to run each of the parenting programmes:

**Preparation time:** two planning meetings plus a preparation session each week for the duration of the programme.

**Delivery:** four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

**Time to write up:** before and after evaluation with parents.

**Supervision:** three per course, to be arranged by the facilitators own agency

**Resources:** room hire, materials, TV with DVD player; flipchart, pens, gifts, etc.

**Light refreshments** for parents.

**Transport for families** if needed, generally met by the service.

### Evaluation – measuring your effectiveness

#### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, end and 6 weeks after completion. Data collected by Parenting Strategy.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.

**Desirable:** Family Grid Parent Self-Assessment PSA 36 (a tool built into the Take 3 programme)

## 2.14. TAKE 3 PROGRAMME

Website: [www.take3parenting.co.uk](http://www.take3parenting.co.uk)

### What is it?

10 weekly group sessions, with an option to choose an extra 2 booster sessions (out of a choice of 10). Can also be delivered 1:1.

**Underpinning theory:** Family systems theory and social learning theory.

**Age range of children:** 13-16 years with general concerns about behaviour.

**Training:** Locally managed by Supporting the Parents of Adolescents (SPA) Limited central funding may be available for key post holders. Where training is centrally funded, there will be an expectation that a group is run within a year and facilitators receive mentoring and supervision.

**Training Costs:** £tbc per head.

### Running the Programme

The following time commitment and resources are needed to run each of the parenting programmes:

**Preparation time:** three planning meetings plus a preparation session each week for the duration of the programme.

**Delivery:** four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

**Time to write up:** before and after evaluation with parents.

**Supervision:** – three per course, to be arranged by the facilitators own agency

**Resources:** room hire, materials, TV with DVD player flipchart, pens, gifts etc.

**Light refreshments** for parents.

**Transport for families** if needed, generally met by the service.

### Evaluation – measuring your effectiveness

#### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.

**Desirable:** Family Grid Parent Self-Assessment PSA 36 (a tool built into the Take 3 programme)



## 2.15. FAMILIES AND SCHOOLS TOGETHER PROGRAMME (FAST)

Website: [www.familiesandschoolstogether.com](http://www.familiesandschoolstogether.com)

### What is it?

8 weekly sessions

FAST is generally offered in communities and schools experiencing difficulties in engaging parents in socially disadvantaged areas. Sessions are delivered by the FAST team made up of representatives from the school and community, including other parents. Families learn about communication with their child and other parents and a meal is shared by the families and children together.

**Underpinning theory:** Ecological theory, cognitive development, social capital theory, family stress theory and family systems theory.

**Age range of children:** The FAST child must be between 3 and 5 years old.

**Training:** Locally managed by Parenting Strategy in conjunction with Save The Children. Two full days of training for the entire FAST team plus 3 half day feedback sessions.

**Training Costs:** £tbc per head.

### Running the Programme

The following time commitment and resources are needed to run each of the programmes:

**Preparation time:** three planning meetings plus a preparation session each week for the duration of the programme.

**Delivery:** four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

**Time to:** prepare hampers and various resources for use during the sessions.

**Supervision:** Three half day review sessions per course

**Resources:** room hire, materials; meals, hampers, TV with DVD player, flipchart, pens, gifts etc.

**Light refreshments** for parents.

**Transport for families** if needed, generally met by the service.

### Evaluation – measuring your effectiveness

#### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.

**Desirable:** Goodman Strengths and Difficulties Questionnaire - Measures the behaviour of children. <http://www.sdqinfo.org/>

## 2.16. COME AND COOK – PREPARING HEALTHY MEALS FOR THE FAMILY

### What is it?

A six week course for adults interested in learning to create healthier meals for themselves and their families, whilst also learning about the importance of healthy eating from a nutritional point of view. The course has been written by Community Dietitians in Wales and is accredited by Agored Cymru. The course is delivered by trained facilitators and aims to provide up-to-date and accurate information on food and nutrition to support healthy eating. It can be delivered accredited or unaccredited.

**Training:** Facilitators need to attend the Level 2 'Community Food and Nutrition Skills' course delivered by Public Health Dietitians. This involves 20 contact hours of learning which is usually delivered over 5 weeks. So 5 x 4 hour sessions plus 10 hours of self-directed learning (usually homework). They will also attend a Come and Cook Facilitator training ½ day which will involve practical cooking the recipes from the Come and Cook recipe books, learning about the resources and how to deliver the course. They will also need to gain a level 2 Food Safety certificate which can be accessed via local councils or on-line. To deliver accredited courses facilitators will need to have in addition to the above training some form of teaching qualification such as C&G Level 3 Teaching and Learning.

**Training Costs:** There is no cost for the training or the Come and Cook Toolkit, this is supplied via the Public Health Dietetic Department however there is an expectation that there will be commitment to course delivery shortly after attending the Facilitator training. Toolkits will only be released when dates of courses are provided by the trained Facilitator. There will be a cost for the Level 2 Food Safety Certificate. This varies dependent on the training provider.

**Running the Programme:** It is best practice that 2 trained facilitators deliver the Come and Cook course. If this is not possible 1 trained facilitator and 1 other member of staff to offer assistance. Only trained Come and Cook Facilitators can deliver the Come and Cook sessions. The following time commitment and resources are needed to run each of the parenting programmes:

**Preparation time:** It is always a good idea to have a session a couple of weeks before the course starts for 1 hour to meet with the participants and go over the course and any concerns/expectations they may have regarding the course. Facilitators should take time each week to familiarise themselves with the session plan/notes/activities etc. and plan time for shopping for the ingredients, setting up kitchen and room and cleaning up afterwards.

**Delivery:** Session delivery is 2.5 hours per week over 6 weeks (plus 1 hour set up and ½ hour clear up review and reflect = 4 hours in total). With Flying Start courses one area of difficulty has been childcare as can sometimes only have access to 1 hour 59 minutes of childcare. If this is the case it could be that the session run for 2 hours for 7 or 8 weeks, to make sure all aspects of the course are covered.

**Supervision:** For any newly trained facilitators for each course delivered in the first year, one of the sessions will be Quality Assured by Dietitian from the Public Health Dietitian's Department. Once the Public Health team have Quality Assured 3 consecutive courses and are happy with the delivery they will move to 1 Quality Assurance per year.

**Crèche provision:** for sessions, with staff who are trained to understand the approach.

**Resources:** Adequate venue with good kitchen facilities to deliver a group cooking programme, plus a break out room for delivery of table based activities. Come and Cook Toolkit which will provide all the activities/worksheets/answer-sheets etc. to deliver the course

(this will be provided free of charge via Public Health Dietitians) Adequate cooking equipment and utensils to deliver practical cooking, DVD player for 1st session only, ingredients for the recipes.

**Light refreshments** for parents.

**Transport for families** if needed, generally met by the service.

## Evaluation – measuring your effectiveness

### Essential:

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Flying Start.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Nutrition Skills for Life evaluation forms are used for all the Come and Cook courses delivered.

## 2.17. WHO'S IN CHARGE?

Website: [www.whosincharge.co.uk](http://www.whosincharge.co.uk) (website is currently under reconstruction)

### What is it?

8 weekly group sessions lasting 2.5 hours plus a two month follow-up session. Aims: For parents of children who are abusive or violent towards them or where the child appears completely out of parental control.

**Underpinning theory:** The programme has been influenced and developed through a number of theories over the 30+ years of progress however, It is impossible to put parents into a particular theory box so, no single theory is strictly applicable within the work, preferring to view parents and their situations as unique and individual, which enables parents to find their own solutions using the tools and knowledge shared. Keeping to the principle that parents are the solution.

**Age range of children:** For parents of children aged 8 -18

**Training:** Facilitators of the programme must have completed the 3-day facilitator training. Upon completion facilitators will be given all programme materials on a disk/usb and are free to run the programme in their local area. Cost: 3-day facilitator training £600 plus £50 per programme disk. In house training: cost on enquiry.

**Running the Programme:** 2 trained facilitators are required to deliver the programme. The following time commitment and resources are needed to run the programme:

**Preparation time:** Pre planning facilitator meeting ensures familiarity of material and programme fidelity. It is essential that all parents are spoken to prior to joining the programme to ensure that they fit the criteria for the Who's in Charge? programme. Post group meeting to review outcomes and evaluation.

**Delivery:** 4.5 hours per week for the duration of the programme (1 hour to set up, 2.5 to deliver the course, 1 to clear up, review and record).

Time to write up before and after evaluation with parents

**Supervision:** 3 per course, according to local arrangements

Resources: room hire, materials; laptop (or access to), TV with DVD; flipchart, pens, name badges etc.

**Resources:** room hire, materials; laptop (or access to), TV with DVD; flipchart, pens, name badges etc.

**Light refreshments** for parents

**Transport for families** if needed, generally met by service.

## **Evaluation – measuring your effectiveness**

### **Essential:**

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool.

## **2.18. STEPS / PX2**

Website: <http://pacificinstitute.co.uk/solutions/> there is a section for facilitators to log in to update resources etc and a login for participants where they can download audio programmes to reinforce and continue their learning.

### **What is it?**

STEPS/ PX2 is a DVD based programme in applied self-image psychology. Most of the subject matter focusses on human motivation and behaviour presented in easy to understand terms with principles illustrated via stories and examples that people can relate to in their own lives. Aims: For parents who would like to increase their confidence, recognise what is holding them back and help with setting goals to make the changes they want in their lives. It allows participants to develop their confidence, self-esteem and self-efficacy using tried and trusted techniques.

**Underpinning theory:** A programme that educates people on the fundamental psychology of how their minds work, how motivation works and how to develop leadership and personal qualities.

### **Age range of children:**

STEPS is suitable for parents of children of any age. PX2 is aimed at 14-19 year olds but has been used in Flintshire with young parents and parents with some learning difficulties.

**Training:** STEPS facilitators must complete the programme themselves before being allowed to attend a four day training programme. A one day conversion course can be taken by existing STEPS facilitators in order to qualify to deliver PX2.

**Cost:** £tbc

**Running the Programme:** 13 weekly group sessions lasting 2 hours. The following time commitment and resources are needed to run the programme: A minimum of 24 hours actual facilitation time over 13 units with additional time needing to be factored in for welcome / break times. Each unit requires a minimum of 1.5 hours with unit 12 needing a minimum of 2 hours. Suggested – up to 2 units per morning or afternoon or 4 units per day. A follow up session after 4 weeks is strongly recommended.

**Preparation time:** Up to 2 planning meetings depending on the experience of the facilitator to prepare and review timings and material. Each week some planning / preparation time will be required to discuss group progress and prepare resources for the session.

**Delivery:** four hours per week for the duration of the programme (one hour to set up, two to deliver the course, one to clear up, review and record).

**Supervision:** 3 per course, according to local arrangements.

**Crèche provision:** for sessions, with staff who are trained to understand the approach.

**Resources:** DVDs 1 and 2 plus Facilitator manual, TV and DVD player with speakers of a size and quality suitable for a large group. Participant manual for each person attending. Pens, pencils, notepads. Assorted resources depending on activity i.e. teambuilding, creative, random.

**Light refreshments** for parents

**Transport for families** if needed, generally met by service.

### **Evaluation – measuring your effectiveness**

#### **Essential:**

1. WEMWBS – Warwick and Edinburgh Mental Well-Being Scale measures parents' subjective well-being and psychological functioning. Free to use. Administered at beginning, mid-point, end and 6 weeks after completion. Data collected by Parenting Strategy.

**For more information locally contact:** Jenni Rochfort, Parenting Strategy Coordinator, Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

2. Programme specific built in evaluation tool. To retain accredited facilitator status, Pacific Institute evaluation forms must be submitted following each programme.

### **3. FRAMEWORK FOR THE TRAINING, SUPPORT AND SUPERVISION OF PARENTING PROGRAMME FACILITATORS**

#### **3.1. TRAINING AND DEVELOPMENT NEEDS**

Every facilitator will start with a different level of training in different aspects of work with children and families. Manager will need to undertake an individual training needs analysis with each facilitator in order to plan the best ways to meet those needs.

Flintshire Parenting Strategy recommends the following training and qualifications in addition to programme delivery training:

- **City & Guilds 3599 Working With Parents Level 4**
- **Children's Care Learning and Development Level 5**
- **Person Centred / Strength Based / Helper training e.g. Family Partnership Model**
- **Safeguarding training**
- **Data protection training**
- **Health and Safety training**
- **The Social Services and Well-being (Wales) Act 2014 training**
- **Communication and Questioning e.g. Skills Motivational Interviewing**
- **Mental Health First Aid**
- **Domestic Abuse**
- **POVA**

**For more information locally contact:**

Jenni Rochfort, Parenting Strategy Coordinator,  
Tel: 01352 703952 / 07557 031348,  
Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

### 3.2. RECOMMENDATIONS FOR SUPPORT AND SUPERVISION

Supervision, Consultation and Peer Support are vital to the confident delivery of programmes with fidelity. Each programme in section 2 outlines the supervision and support requirements.

In general, supervision needs to cover:

- Quality of service delivery
- Support of individual member of staff
- Reflection on content and process of the programme
- Problem-solving around particular families and group dynamics
- Development of skills
- Development of an understanding of the individual's role
- Personal issues that impact on the role
- The role from a different perspective

Different aspects of supervision can be delegated to more than one person, as long as arrangements and accountability are clear. For example, group process issues may be discussed in peer mentoring, while a line manager focuses more on performance, quality and staff development. It is important, however, that line managers understand the content and process of parenting programmes being delivered.

It is important that managers understand the need to run programmes with fidelity i.e. in a way which is true to the original method, in order to get best results. This means having adequate time to prepare and follow up properly and not having to cut corners due to time constraints.

### 3.3. PEER SUPPORT AND MENTORING OPPORTUNITIES

#### **Nurturing Programme Group Leaders:**

There is a peer support network facilitated by Family Links where group leaders can meet and network once a year. Locally a Peer Support Meeting is held each term.

#### **Incredible Years Group Leaders:**

Master Classes which focus on specific aspects of the Incredible Years Programme are held termly.

#### **Baby Massage Programme Group Leaders:**

Locally a Peer Support Meeting is held each term.

#### **STEPS Programme Group Leaders:**

Locally a Peer Support Meeting is held each term.

#### **For more information locally contact:**

Jenni Rochfort, Parenting Strategy Coordinator,  
Tel: 01352 703952 / 07557 031348, Email: [jennifer.rochfort@flintshire.gov.uk](mailto:jennifer.rochfort@flintshire.gov.uk)

## 4. PARENTING IN FLINTSHIRE: ENGAGEMENT AND SUPPORT

### The Background

This table of evidence based and evidence informed parenting programmes builds upon the good work of the Parenting Strategy which began in 2007. It details the continuum of service response from universal to early intervention and prevention to statutory, continuing to sustain and grow the offer of parenting support, through the 'approved' table of programmes and training and supporting practitioners in their delivery.

**The Social Services and Well-being (Wales) Act 2014** establishes a legislative framework for transforming the way people's needs for care and support are met and to make social services in Wales sustainable. Everyone must seek to promote the wellbeing of people who need care and support. The Act promotes people's independence by requiring practitioners to have regard to people's individual views and support them to participate in decisions that affect them. The Act promotes equality, quality of service and enhances access to the provision of information people receive. It encourages a renewed focus on prevention and early intervention.

**The Wellbeing of Futures Generations (Wales) Act 2015** is about improving the social, economic, environmental and cultural well-being of Wales. The Public Service Board, and the public bodies that form part of the service board is required to take all reasonable steps to meet their respective well-being objectives and in turn work towards achieving the well-being goals.

Both Acts work together to improve outcomes for people; recognising that the needs of individuals, families and communities are met by multiple organisations.

### Early Help

In Flintshire we use the term Early Help as the umbrella term that describes our continuum of service response from universal/preventative services.

Early help can prevent problems from getting worse by providing support to families when a need is identified or as soon as a problem emerges. This can be at any point in a child's life, from conception, through childhood and into adolescence. It can also prevent further problems arising by building resilience with families to find their own solutions in the future.

It should not be seen as a specific service, but any service, and crucially how services work collectively through tailored support packages for specific needs in individual families.

Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care.

Effective early help relies upon local agencies working together to:



- Identify children and families who would benefit from early help;
- Undertake an assessment of the need for early help; and
- Provide targeted early help services to address the assessed needs of a child and their family which focuses on activity to significantly improve the outcomes for the child.

**The Parenting Framework is a commitment to Flintshire parents; it is about the needs of parents and how services working and planning together will respond to those needs so that** all ‘parents’ are confident in their role as parents; raising confident children and young people, next generation adults, who are able to reach their potential in life; working in partnership with a confident, skilled parenting workforce, and other professionals and services who have contact with parents and carers in their parenting role.

Parents have told us that they would welcome information, guidance and support to equip them for their parenting role and the various changes as their children grow, and when families and circumstances change. They value support in developing parenting skills and having opportunities to attend family based learning. We need to build on what is working well and secure funding, to increase partnership working and capacity building, and to design provision with local providers.

It is our aim to provide parents with opportunities to access parenting programmes and to offer evidence based, needs driven programmes and workshops for parents with children aged 0 – 18. By providing targeted and universal learning that enables parents and carers to develop life skills, address behaviour and increase emotional resilience; to offer across a range of settings, schools, early years and community base; with potential for externally accredited national qualifications.

We have reviewed local delivery and have researched suitable parenting programmes to build the infrastructure to offer programmes and workshops through various mediums and service delivery . We have produced a ‘Parenting in Flintshire Parenting Framework’, to further develop and enhance service delivery and a proposal for the ongoing development and delivery of parenting programmes in Flintshire.

It is the responsibility of all services and organisations that work with parents and families to contribute to information, advice and assistance for families as no one organisation can achieve this on their own. This requires a change in which services and organisations work, moving towards a multi-agency approach, with opportunities for pooling and aligning budgets and resources where this will result in more effective use of those resources with improved outcomes. It means that services and organisations will plan service delivery in a more complimentary way to ensure value for money and better outcomes for children, young people and families. Collectively we will proactively seek and take opportunities to secure funding to respond to identified gaps through external joint bids and/or establishing partnership working. Any updates to the proposed supported programmes is agreed through the multi-agency Parenting in Flintshire Strategy Group. For a list of members please contact Parenting Strategy, The Westwood Centre, Buckley.

## **FOCUS FOR DEVELOPMENT OF PARENTING PROGRAMMES:**

- A compilation of recommended multi-media self-help interventions for parents in raising their children. As a minimum this will be published through the Family Information Services Flintshire website.
- The Webster Stratton Incredible Years (IY) Programmes are supported and extended in line with investment to date in training, supervision and accreditation (Baby; Toddler; School Readiness; BASIC 3-6 and 6-11; Advanced and Home Coaching).
- Family Links Nurturing Programme is supported and extended across communities in line with investment to date in training, supervision and accreditation.
- Embed 'parenting' within the school curriculum and community focus, identifying skills for children to be 'parent ready', such as SEAL for children and other wellbeing programmes, and the STEPS and Friends, confidence and relationships building programmes.
- Challenging Years and Take 3 is continued in settings where it is already delivered, in response to national guidance and local investment and experience. Continue to develop community facilitators, with in-county training.
- An audit of provision of programmes for parents of children and young people with severe ADHD or displaying early signs of Attention Deficit Hyperactivity Disorder, and Autistic Spectrum Disorder.
- Four areas of specialist development are proposed for future development for parents whose needs are not sufficiently met by universal and targeted programmes. Additional 'specialist' programmes may also be required over time. Parents requiring particular attention include:
  - ❖ Parents with high level needs whose own attachment relationships and/or mental health problems or learning disabilities are significantly impacting on their ability to parent their children.
  - ❖ Parents of children who are in need of protection.
  - ❖ Parents of children with a disability.
  - ❖ Parents of children with identified mental health disorders.
- Potential to work cross-county. This will require an input of funding and capacity to deliver and coordinate.
- Ongoing professional development for trained facilitators to ensure consistency of delivery and quality provision.

**The vision for Flintshire** is that the delivery of evidence-based parenting programmes becomes accepted standard practice, and that over time, parents have the opportunity to access a group programmes at early intervention and prevention in their local area. It is agreed that the availability of parent programmes is the responsibility of no one agency, but that each agency is crucial in contributing to the whole – the sustainable delivery of parent programmes is truly multi-agency. It is acknowledged that this will require a redefinition of role in some areas, and service modernisation in others (at practice and management levels) to lead to effective changes in practice over time.

**Note:** It is important that any programme offered meets the needs of the parent through appropriate assessment and understanding of the programme.

Therapeutic groups for parents identified as having specific needs that are not met by evidence-based standardised parent programmes are not the focus of the Parenting in Flintshire Strategy Group. These will continue within services as required.

**Note:** For further information on each parenting programme please refer to the Parenting in Flintshire Framework (March 2018), The Parenting in Wales: Guidance on Engagement and Support (May 2017) and the Flying Start - Annex Parenting Support Guidance (May 2017)

<http://gov.wales/docs/dsjlg/publications/cyp/170519-parenting-in-wales-guidance-en.pdf>  
<http://gov.wales/docs/dsjlg/publications/cyp/170519-parenting-guidance-en.pdf>

## Parenting in Flintshire

Jan 2018 v9	Focus for immediate support and development	Sessions (2 hrs approx)	Service/s
<b>Specialist Services</b> Families with acute, high-end needs, which require statutory interventions	Challenging Years (9-17 years)	4	Children's Services
	IY Advanced programme (4-12 years)	9-11	Children's Services
	IY School Age Basic (6-12 years)	12	Children's Services
	Family Links Nurturing Programme (3-11 years)	10 - 12	Children's Services
	IY Preschool Basic (3-6 years)	14-18	Children's Services
	IY Parents and Babies (0-12 months)	7	Children's Services and Health Visiting
<b>Intensive Support</b> Families with multiple needs, which require coordinated, intensive multi-agency support	Challenging Years (9-17 years)	4	Children's Services Care and Support
	IY School Age Basic (6-12 years)	12	Children's Services Care and Support; CAMHS
	Family Links Nurturing Programme (3-11 years)	10 - 12	Children's Services Care and Support
	IY Preschool Basic (3-6 years)	14-18	Children's Services Care and Support; CAMHS
	IY Autistic Spectrum and Language Delays (2-5 years)	12-14	Children's Learning Disability Services
	Parents of children and young people with severe ADHD	Multiple options	CAMHS
<b>Early Intervention Support</b> Families with some additional needs, which can be met through early intervention services or through coordinated multi-agency support	STEPS / PX2	11	Flying Start; Y Teulu Cyfan
	Parenting Active Children (workshop)	1	BCUHB; Y Teulu Cyfan
	Who's In Charge? (Child to parent abuse 8-18 years)	8	Y Teulu Cyfan, Action For Children, Neuro Team, DASU
	Take 3 (9-17 years)	10	Y Teulu Cyfan
	Challenging Years (9-17 years)	4	Y Teulu Cyfan; Schools
	IY School Age Basic (6-12 years)	12	CAMHS; Y Teulu Cyfan; Action for Children
	Family Links Nurturing Programme (3-11 years)	10 - 12	Flying Start; Y Teulu Cyfan
	IY Preschool Basic (3-6 years)	14-18	CAMHS; Y Teulu Cyfan Primary Schools
	Families And Schools Together (FAST child 3-5 years)	8	Primary Schools
	Come and Cook	7	Flying Start
	Let's Talk with Under 5s (1-5 years)	7	Flying Start
	IY Parents and Toddlers (12-36 months)	10	Flying Start; Y Teulu Cyfan
	Let's Talk with Your Baby (3-12 months)	7	Flying Start
	IY Parents and Babies (0-12 months)	7	Flying Start
	Baby massage (0-12 months)	5	Flying Start
Solihull Antenatal programme	5	Flying Start	
<b>Universal Services</b> Families with mostly no additional needs. Receiving universal services, e.g. schools, healthcare	Come and Cook	7	BCUHB
	Families And Schools Together (FAST child 3-5 years)	8	Primary Schools
	IY School Readiness (3-5 years)	4	Flying Start / Schools Parenting Strategy / Schools
	Web-based, CD, audio self-help e.g. Parenting Puzzle E-learning; Parentchannel.tv; Bibliotherapy; MindEd (Royal College of Psychiatrists); Give It Time - <a href="http://giveittime.gov.wales/?lang=en">http://giveittime.gov.wales/?lang=en</a>	Multiple options	











# Eitem ar gyfer y Rhaglen 7



## SOCIAL & HEALTH CARE OVERVIEW & SCRUTINY COMMITTEE

<b>Date of Meeting</b>	Thursday, 31 <sup>st</sup> January 2019
<b>Report Subject</b>	Forward Work Programme
<b>Cabinet Member</b>	Not applicable
<b>Report Author</b>	Social & Health Care Overview & Scrutiny Facilitator
<b>Type of Report</b>	Operational

### EXECUTIVE SUMMARY

Overview & Scrutiny presents a unique opportunity for Members to determine the Forward Work programme of the Committee of which they are Members. By reviewing and prioritising the Forward Work Programme Members are able to ensure it is Member-led and includes the right issues. A copy of the Forward Work Programme is attached at Appendix 1 for Members' consideration which has been updated following the last meeting.

The Committee is asked to consider, and amend where necessary, the Forward Work Programme for the Social & Health Care Overview & Scrutiny Committee.

### RECOMMENDATION

1	That the Committee considers the draft Forward Work Programme and approve/amend as necessary.
2	That the Facilitator, in consultation with the Chair of the Committee be authorised to vary the Forward Work Programme between meetings, as the need arises.

## REPORT DETAILS

<b>1.00</b>	<b>EXPLAINING THE FORWARD WORK PROGRAMME</b>
1.01	Items feed into a Committee's Forward Work Programme from a number of sources. Members can suggest topics for review by Overview & Scrutiny Committees, members of the public can suggest topics, items can be referred by the Cabinet for consultation purposes, or by County Council or Chief Officers. Other possible items are identified from the Cabinet Work Programme and the Improvement Plan.
1.02	<p>In identifying topics for future consideration, it is useful for a 'test of significance' to be applied. This can be achieved by asking a range of questions as follows:</p> <ol style="list-style-type: none"><li>1. Will the review contribute to the Council's priorities and/or objectives?</li><li>2. Is it an area of major change or risk?</li><li>3. Are there issues of concern in performance?</li><li>4. Is there new Government guidance of legislation?</li><li>5. Is it prompted by the work carried out by Regulators/Internal Audit?</li></ol>
<b>2.00</b>	<b>RESOURCE IMPLICATIONS</b>
2.01	None as a result of this report.
<b>3.00</b>	<b>CONSULTATIONS REQUIRED / CARRIED OUT</b>
3.01	Publication of this report constitutes consultation.
<b>4.00</b>	<b>RISK MANAGEMENT</b>
4.01	None as a result of this report.
<b>5.00</b>	<b>APPENDICES</b>
5.01	Appendix 1 – Draft Forward Work Programme
<b>6.00</b>	<b>LIST OF ACCESSIBLE BACKGROUND DOCUMENTS</b>
6.01	<p>None.</p> <p><b>Contact Officer:</b> Margaret Parry-Jones Overview &amp; Scrutiny Facilitator</p> <p><b>Telephone:</b> 01352 702427</p> <p><b>E-mail:</b> <a href="mailto:margaret.parry-jones@flintshire.gov.uk">margaret.parry-jones@flintshire.gov.uk</a></p>

7.00	<b>GLOSSARY OF TERMS</b>
7.01	<b>Improvement Plan:</b> the document which sets out the annual priorities of the Council. It is a requirement of the Local Government (Wales) Measure 2009 to set Improvement Objectives and publish an Improvement Plan.

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**CURRENT FWP**

Date of meeting	Subject	Purpose of Report	Scrutiny Focus	Responsible / Contact Officer	Submission Deadline
28 <sup>th</sup> March 2pm 2019	<b>Learning Disability Day Care and Work Opportunities Alternative Delivery Model</b>	To receive a progress report on the first year of operation as an alternative delivery model.	Assurance	Chief Officer Social Services	
	<b>Q3 Council Plan monitoring</b>	To enable members to fulfil their scrutiny role in relation to performance monitoring	Performance monitoring/assurance	Facilitator	
	<b>Marleyfield House Expansion progress update</b>	To receive an update	Assurance	Chief Officer Social Services	
	<b>Delayed Transfer of Care/Single Point of Access</b>	To receive a progress report	Performance monitoring/assurance	Chief Officer Social Services	
	<b>Social Services Director's Annual Report (mini workshop?)</b>	To consider the draft Director's Annual Report	Assurance	Chief Officer Social Services	
	<b>HFT Hwb Cyfle</b>	To receive an update on the day opportunities partnership with HFT.	Assurance	Chief Officer Social Services	

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23 May 2019 10.00 am	<b>Third Sector update</b>	Annual review of the social care activities undertaken by the third sector in Flintshire	Partnership working	Chief Officer Social Services	
	<b>Comments, Compliments and Complaints</b>	To consider the Annual Report	Assurance	Chief Officer Social Services	
	<b>Annual Directors Report</b>	To consider the draft report.	Assurance	Chief Officer Social Services	
	<b>Integrated Autism Service</b>	To receive an update on the service.	Assurance	Chief Officer Social Services	
18 July 2019	<b>2018/19 Year End Reporting Council Plan Monitoring</b>	To enable members to fulfil their scrutiny role in relation to performance monitoring	Performance monitoring/assurance	Facilitator	
	<b>BCUHB &amp; Welsh Ambulance Services NHS (Trust to be confirmed)</b>	To maintain regular meetings and promote partnership working.	Partnership working	Facilitator	

**Regular Items**

Month	Item	Purpose of Report	Responsible/Contact Officer
Nov/Dec	<b>Safeguarding</b>	To provide Members with statistical information in relation to Safeguarding - & Adults & Children	Chief Officer (Social Services)

<b>May</b>	<b>Educational Attainment of Looked After Children</b>	Education officers offered to share the annual educational attainment report with goes to Education & Youth OSC with this Committee.	Chief Officer (Social Services)
<b>May</b>	<b>Corporate Parenting</b>	Report to Social & Health Care and Education & Youth Overview & Scrutiny.	Chief Officer (Social Services)
<b>May</b>	<b>Presentation by Young People</b>	To inform Joint Social & Health Care and Education and Youth Overview & Scrutiny	Chief Officer (Social services)
<b>May</b>	<b>Comments, Compliments and Complaints</b>	To consider the Annual Report	Chief Officer (Social Services)
<b>June</b>	<b>Betsi Cadwaladr University Health Board Update</b>	BCUHB are invited to attend on an annual basis – partnership working.	Facilitator

October – Early Help Hub

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