

# Family and Parenting Strategy

2008 – 2012



# Contents

	Page
Foreword	3
Introduction	5
Our Vision	9
Our Principles	13
Context	15
<ul style="list-style-type: none"><li>• Nationally</li><li>• Locally</li><li>• Acknowledging the importance of parents</li><li>• Outcomes for children and young people</li></ul>	
Sunderland's Parenting Offer	25
<ul style="list-style-type: none"><li>• The universal offer</li><li>• The targeted and specialist offer</li></ul>	
Monitoring and Evaluation	33
Action Plan	35
Appendices	37
<ol style="list-style-type: none"><li>1. Parenting Board Membership</li><li>2. Summary of Audit Findings</li><li>3. Governance Arrangements</li><li>4. Needs Assessment</li><li>5. Parenting Programmes</li></ol>	



### Foreword

This strategy outlines the universal, targeted and specialist support, which Sunderland Children's Trust will secure to help improve outcomes for children and young people in Sunderland. The strategy also fits with the ten priorities for children and young people agreed by the Children's Trust during 2007-09.

Being a parent is one of the most important and rewarding roles many of us will undertake and all parents and carers ultimately want the best for their children. As with all roles, there are times when parents need additional training, skills and support to fulfil their challenging task. Some families may need specialist services because they have disabled children or suffer parental illness. Modern social influences and changing family structures can also bring additional problems and challenges for parents.

In its policy document '**Every Parent Matters**' (published in 2007), the Government is clear that parents are a crucial influence on the experiences and achievements of children and young people. Parents, and the home environment they create, are the single most important factor in shaping their children's well-being and future.

This is a strategy for **all** parents in Sunderland. We will seek to ensure that information and support is available where and when parents need it in order to support them in guiding their children through what is an exciting, sometimes challenging, but ultimately extraordinary path from birth to adulthood.



Councillor Pat Smith  
Portfolio Holder for Children's Services



# Introduction

The Purpose of the Family and Parenting Strategy is

- To improve outcomes for children and young people by enabling parents to access effective support for their parenting role
- To bring together partners to share a vision around the needs of parents and the services which need to be planned for them – the 'Parenting Offer'
- To seek the involvement of a wider audience on that shared vision and those planned services
- To provide a consistent approach in promoting and supporting responsible parenting at a universal level right through to a specialist level

The strategy is a living document, which will evolve in line with parents' needs and service development according to the changing needs within the city and will be driven by the Children's Trust and the Local Strategic Partnership.

The Children's Trust is committed to:

- The provision of quality services throughout the parenting process from conception through to adulthood
- Providing services that are well publicised and readily accessible within local communities throughout Sunderland
- Delivering services within Sunderland for parents that are needs led
- Delivering services that address these needs provided by a range of agencies
- Supporting its ambition to ensure that these services are integrated at the point of delivery

The scope of the Family and Parenting Strategy is to include all parenting programmes and services that provide support to parents, particularly at a universal level.

When we refer to parents within this Strategy, this includes mothers, fathers, carers and any other adults who have responsibility for caring for a child, including those children who are looked after.

### How we have developed the strategy

We have used **Government policy and guidance** to help us plan and develop our Family and Parenting Strategy for April 2008. The guidance tells us to:

- Develop a clear evidence based strategy to enable better joined up working and help prevent families falling through gaps in provision
- Develop a series of measures to track the successful delivery of parenting provision

The strategy:

- Considers the varying needs and circumstance of parents
- Sets out the different levels of local support available to parents from preventative services through to compulsory engagement
- Derives from a process of engagement with stakeholders
- Informs and is informed by the Sunderland Children and Young People's Plan
- Reflects and informs the development of other relevant documents including the SEN Strategy, Youth Justice Plan, Youth Offer, Joint Commissioning Strategy, Local area Agreement and the Risk and Resilience Strategy

As part of the Children's Trust arrangements, a **multi-agency Parenting Board** was established in March 2007. The Board has been responsible for developing the Strategy and includes representatives from a wide range of statutory, voluntary and private agencies and services providers [See Appendix 1 for Board Membership].

The Children's Trust has established the role of **'Parenting Champion'**. The role is undertaken by Keith Moore, Deputy Director of Children's Services.

Judith Hay, Head of Positive Contribution and Economic Well-being, Children's Services, has taken the role of **Parenting Commissioner**. She is responsible for securing services to deliver the city's Parenting Offer.

The Children's Trust carried out a **needs assessment** for the Children and Young People's Plan. The Parenting Board has applied an analysis of the information to parenting and parent support.

The needs assessment sources were:

- Demographic data
- Performance data
- Consultation with children and young people
- Consultation with parents and carers
- Self assessment and inspection

We carried out an **audit of current provision** to inform our understanding of existing parent support services and parenting programmes delivered in the city. The audit highlighted what parenting interventions were being delivered; by which organisation, and to which age groups. The audit has helped to engage a number of service providers in the 'strategy building' process. [See Appendix 2 for a summary of findings from the audit].

During November, December 2007 and January 2008 we **consulted** widely on a draft strategy, seeking the views of partners, parents and children in order to prepare this strategy for the city. Responses from the consultation, which included a conference in January and numerous presentations to council and partnership groups, have informed the redrafting of the final strategy which will begin to be implemented in April 2008.

The strategy commenced in April 2008. The strategy is a four year strategy. Its first year 2008/09 will test and evaluate the model and processes outlined in the strategy. Years' two to four (2009-2012) will correspond with the three year cycle of the Children and Young People's Plan and the process of commissioning services will follow this three year cycle.

This strategy is available to everyone and can be accessed from the Sunderland Children's Trust website [www.sunderlandchildrenstrust.org.uk](http://www.sunderlandchildrenstrust.org.uk)



### Our vision

Sunderland Children's Trust has a vision to improve the lives of all children and young people in Sunderland to prepare them well for adulthood:

'Working together to improve life chances and aspirations for each child and young person in Sunderland'.

The Parenting Board has proposed a shared vision for parenting in the city:

'To improve outcomes for children and young people in Sunderland by providing parenting support to all parents and carers according to their needs'

To deliver the vision of the Parenting Board, a framework for improving outcomes for children and young people has been developed around a parenting support model that provides a continuum of support across 3 levels, **universal, targeted and specialist** services. This model is reflected in our 'Parenting Offer'.

#### **Parenting support is offered in three ways or 'levels', depending on the needs of parents.**

However, in identifying a menu of support, the boundaries of support are not exclusive with each level and the Strategy acknowledges that parents and families may use a range of services both within and across the 3 levels at different stages of their child's life.

### Levels of Parenting Support

Those services already in place across the city, which are providing services or specific programmes within each level, can be found in Appendix 5. Within our Parenting Offer, set out in the latter part of this strategy, we have identified some of the specific elements of support that parents can expect and how they can be accessed.

#### **Universal Support – For all parents**

This means that all parents can have early access to information, advice and signposting to other services by self referral, in places and at times that parents can access. For example, early years settings, schools, primary healthcare services, through childcare information services, telephone helplines and the internet.

Key features of universal support are:

- Parenting information, advice and guidance available to ALL parents and carers in Sunderland
- Information, advice and guidance that can be accessed in local communities – for example, via early years settings, schools and primary health care

## Family and Parenting Strategy

---

- Advice can be provided on a one-to-one basis via staff working in communities or via the Sunderland Children's Information Service line or through leaflets, videos or the internet
- All parents should have access to both structured parenting programmes and informal opportunities delivered in their local area through extended schools and children's centres
- Disseminating NICE (National Institute for Clinical Excellence)/SCIE (Social Care Institute for Excellence) cross-cutting practice guidelines on parenting

### Targeted Support - for some parents with identified needs

This means more specific services available at a local level to meet the needs of children, families and communities where a child or family may have some additional needs.

Key features of targeted support are where:

- Parents and carers need extra help and support beyond that provided by universal services
- Targeted services will be accessed following the completion of an assessment
- A multi-agency Parenting Panel could facilitate access to an agreed parenting programme
- Parents' forums in all areas shaping local services for disabled children

### Specialist Support – for a relatively small number of parents

Specialist support for parents who are experiencing significant challenges or problems in their parenting role. This will include parents of children with additional needs having access to specialist services such as child and adolescent mental health services, services for children with disabilities and more intensive children's social care interventions.

Key features of specialist support are:

- Parents and carers need relatively high levels of support via more intensive parenting programmes
- Specialist services will be accessed via the Sunderland Multi-Agency Parenting Panel
- Specialist parenting programmes will only be delivered by those accredited by their agencies to do so

### **Statutory Intervention – for a small number of parents who can't or won't cooperate**

Whenever possible, we work with parents with their agreement. However we know a small group is reluctant to work with us. Where necessary, we will use our statutory powers to engage parents.

Key features of statutory intervention are:

- Compulsory parenting programmes defined through the courts, eg Parenting Orders



### Our principles

The following set of core principles underpins all work with parents:

- Parents have the key role in nurturing, encouraging and developing their children
- Every parent has ambition and aspiration for their children's future
- Families and communities are the front line support for parents
- Parents are entitled to access appropriate levels of support and services, although access to some will be following a formal assessment
- Parents should be empowered, through participation, to enable them to have a key role in developing and improving services
- Strong and effective partnerships with all key partners, will deliver high quality, integrated and cost effective services
- The 'Parenting Offer' will promote and respect diversity and challenge prejudice and discrimination
- For children who are looked after, the Council will fulfil effectively its role as Corporate Parent

Sunderland's Family and Parenting Strategy recognises Articles 5, 18 and 26 of the UN Convention of the Rights of the Child:

"It is the responsibility of all services working with children, young people and families to respect parent and carer rights, and to support them in their child-rearing as they need it".



# Context

### Nationally

In 2007 the Government published 'Every Parent Matters', a policy document that quickly followed some guidance published in October 2006 called 'Parenting Support'. Both of these documents support and strengthen the Government's policy statement in 'Every Child Matters: Change for Children'. This was launched in 2003, for **Local Authorities and their Children's Trust partners to have a clearer strategic role in the development of support to parents** in their area and for parenting support to be embedded at each life stage of a child and young person.

The Every Child Matters agenda has set out the **five outcomes** that should be achievable for every child:

- Be healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic well-being

The role of **parents** in achieving these outcomes has been promoted through government legislation, policies and guidance including: the National Service Framework for Children; Young People and Maternity Services [Standard: Supporting Parents and Carers]; Aiming High for Children Supporting Families; and the cross-government RESPECT Action Plan.

Government policy, as set out in Every Parent Matters, is based on the principles:

- The family is the bedrock of society
- Nothing should be done to remove from parents their responsibilities to their children
- It is in the national interest to help parents meet these responsibilities

It requires authorities to appoint a **single commissioner to champion services for parents**.

By April 2008, Local Authorities are required to provide a **full range of information about local and national services to parents** of children and young people from birth to age 19.

The steps being taken help to ensure:

- Good quality **universal support**, in the form of information, advice and signposting to other services, is available to all parents
- More specialised **targeted support** is available at a local level to meet the needs of families and communities facing additional difficulties, for example structured parenting groups, home visiting and employment or training advice
- All schools actively seek to **engage parents in children and young people's education**, helping parents to understand what they can do at home to work with the school
- Children's Centres and Extended Services in and around schools develop integrated and accessible services to support parents and carers with the challenges of raising children at key stages of their learning and development

The Government is promoting and supporting the local delivery of a cohort of programmes that have been nationally and internationally researched.

These are:

**Triple P** - A Positive Parenting Programme, that offers a unique, multi-level family intervention for the prevention and treatment of behavioural and emotional problems.

**Strengthening families** - The Strengthening Families, Strengthening Communities parent education programme is a community based programme specifically designed to promote some of the protective factors associated with 'good parenting'.

**Webster Stratton** - Webster Stratton comprises three linked programmes for children, teachers and parents designed to prevent and treat conduct problems amongst children aged 2-8 years and increasing their social competence.

The Department of Children Schools and Families (DCSF) have commissioned the National Family and Parenting Institute to **develop resources and a training programme to support the parenting element of extended services in and around schools**. The programme delivers information sessions to parents at key transitions in a child's education. The DCSF suggest staff attending the training should come from a range of backgrounds including health, social care, education and the voluntary and community sector. These trained facilitators plan, deliver and follow up information sessions with school staff and devise parent friendly resources to support schools to deliver the information sessions. **It is mandatory for all local authorities to deliver this programme [from April 2008].**

The **Children's Plan** sets out the Government's vision for supporting families to get the basics right for all children and young people so that their lives are free from poverty and they enjoy good physical health and mental wellbeing.

In June 2007, the Cabinet Office Social Exclusion Taskforce launched its **Families at Risk Review**, entitled 'Reaching Out: Think Family', making a particular emphasis on mental health. It explores how children's and adult services can join up to support the needs of the whole family. It identifies four key constructs:

- No wrong door
- Whole family
- Build on strengths of family
- Tailored to need

The **Staying Safe Action Plan** is a cross-government strategy for improving children and young people's safety, and covers the full span of the 'Every Child Matters' Staying Safe" outcome. It sets out Government commitments from 2008-11.

# Locally

### About Sunderland

- Sunderland is the **largest city in England's North East region**, with a population of 283,700, of which 63,800 are children and young people. The **minority ethnic population** is small but growing, with the largest sub-group being Bangladeshi. The number of **asylum seeking families** is rising
- **Unemployment has dropped significantly** over the last ten years but claimant unemployment remains well above the national average and approximately one third of adults have **low literacy and numeracy levels**, above national averages
- Sunderland has nearly twice as many people **permanently sick or disabled** compared with the national average
- Although crime in the city has been falling significantly and **Sunderland is now the safest large city in the North**, with a crime rate below the national average, fear of crime remains an issue
- The **quality of housing** continues to improve and almost 98% of the social housing stock now meets the decent home standards

# Acknowledging the importance of parents in existing strategies and policies

Our **Family Support Strategy for 2006 – 2009** identifies parenting as a priority. This Strategy sets out a vision, a set of principles and an outcomes framework that is shared across all family support services.

Parenting is an essential element of Sunderland's **Change for Children Strategy** (part of the Children and Young Peoples' Plan – April 2007-9). This strand of work is firmly embedded within the **Children's Trust governance arrangements** with strong links to the Council's and to partner's own corporate policies and plans, as well as to the Local Strategic Partnership. [See Appendix 3]

A **joint strategy for children's centres, early childhood services and extended services** in and around schools is in place (from Spring 2008) to replace previous local plans and strategies, and includes parent support.

Agencies from across the city contribute to the local **Teenage Pregnancy Strategy** and Implementation Plan, which includes a section on parenting.

A **Risk and Resilience Strategy**, which aligns the Teenage Pregnancy Partnership and Substance Misuse Partnership, is in place (from April 2008) and aims to maintain a strong focus on supporting parents to improve outcomes for children and young people.

Linked to the Sunderland Corporate Strategic Plan, **Family, Adult and Community Learning** has agreed within local service plans a commitment for 2008 - 2009 to increase participation in positive activities and target provision at groups who do not traditionally participate in learning, males, BME groups and people with learning difficulties and/or disabilities (LLDD).

The **Respect Action Plan 2007-09** identifies a number of priorities to increase support to parents.

Sunderland has established a multi-agency Integrated **Youth Board** in order to develop a youth strategy and work towards creating a published youth offer. The Youth Offer has been developed in alignment with the Parenting Offer set out within this Strategy.

Sunderland has successfully bid for Family Pathfinder status, securing £1.8 million over three years (2008-11) to establish family and parenting services through interagency partnership and collaboration. Sunderland is one of only six Local Authorities who have secured additional funding for developing services for young carers.

## Outcomes for Children and Young People

### How parents could help overcome key risks to achieving improved outcomes for their children

Needs assessment information can be found in Appendix 4.

Our needs assessment has led to the identification of key issues amongst parents which will impact on children and young people’s development pre-birth through to adulthood.

Key risks to children and young people	All	Pre-born	0-7	8-12	13-19
<b>Being healthy:</b> Parents who do <ul style="list-style-type: none"> <li>Smoke</li> <li>Take drugs</li> <li>Drink alcohol excessively</li> </ul> Parents who do not <ul style="list-style-type: none"> <li>get the right vaccinations</li> <li>eat healthily</li> <li>form strong attachments</li> <li>have good emotional and mental health</li> <li>give advice on sexual health</li> <li>discourage the use of drugs and alcohol</li> </ul>	✓ ✓ ✓ ✓ ✓ ✓		✓ ✓	✓ ✓ ✓	✓ ✓ ✓
<b>Staying safe:</b> Parents who do not <ul style="list-style-type: none"> <li>make their children aware of dangers on the road</li> <li>protect their children from harm and domestic violence</li> </ul>	✓		✓	✓	
<b>Enjoying and achieving:</b> Parents who do not <ul style="list-style-type: none"> <li>encourage children’s play</li> <li>make sure their children attend school</li> <li>encourage them to study and learn</li> </ul>			✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓
<b>Making a positive contribution:</b> Parents who do not <ul style="list-style-type: none"> <li>guard against anti-social behaviour</li> <li>deter offending</li> <li>condemn racism and bullying</li> </ul>				✓ ✓ ✓	✓ ✓ ✓
<b>Achieving economic well-being:</b> Parents who <ul style="list-style-type: none"> <li>are homeless</li> </ul>	✓				

# What's Important to Parents and Children

We've asked parents and children what's important to them. The following views come from a number of consultation exercises we have undertaken.

### This is what parents have said.....

#### About services .....

"It is helpful having a resource available where there are lots of professionals with different backgrounds so they can help you on a range of issues"

"Services need to work together on the family"

"In my experience, services don't always work together"

"Parents should be offered a choice of local services"

"I work and there are not many places that are open in the evenings or at weekends"

"Services should be de-professionalised ". When problems start you want support but not the kind that makes you feel you've got a problem"

"I'm more likely to go to a place that's easy to get to and friendly"

"Limited services for teenage parents"

#### About information .....

"There should be a central point that can direct you"

"How do you know who to go to when you need help?"

"Advice should be more readily available through services you already use, eg. GP, rather than having to go to a specialist"

"Information should be available on the internet"

"There is limited information available and sometimes this is very gender-based"

"I just need a "manual of instructions" for what to do when my young son comes home drunk!"

"I don't know what services are around to help me"

### Parents' want .....

"As a single mum, I need financial help to access services and I want child care provision so I can get to appointments"

"I want to get services where I feel it is a safe environment that is child friendly"

"As a father, I want services to recognise that it's not just mum who does the parenting"

"I need help when my child is worried about changing schools"

"I need advice because I think my teenage son is experimenting with drugs"

"More courses for young parents"

### What people who work with parents say

From our audit exercise, we asked people who work with parents what was needed. They said:

### People who work with parents said we needed.....

"A joined up and shared referral system to ensure families are signposted to the appropriate level of parenting support that they need"

"Citywide provision"

"Developing understanding for parenting support for those with older children (age 16-18)"

"Having follow up work within the home to identify and further support parents"

"More men's groups and fathers and child groups and more support for teenage parents"

"More funding to support childcare"

"More support for asylum seekers, English as a second language, traveller families, including translation services"

"More out of hours activities"

"Not just offering intervention, but encouraging parents to access what is available"

"Incentives for parents to access support; transport, making a crèche available, meals"

"Further support for parents with specific vulnerabilities: learning disabilities, mental health problems, ASD, ADHD"

"More support for parents whose children are displaying risk taking behaviour"

"To work with the whole family, not just the parents"

# What parents and workers say about services:

Nine common themes arise from what parents and practitioners tell us:

### Theme 1

Services need to work together and with the **whole family**, not just parents.

### Theme 2

Services need to be **non-stigmatising** and **welcoming** to parents.

### Theme 3

**Services should be available** at times and on days that are outside traditional 'office hours'.

### Theme 4

Parents should be offered a **choice** of local and citywide services.

### Theme 5

Services should signpost and make **information** about all parenting support **services readily accessible** to all parents.

### Theme 6

Services should be more **inclusive of fathers**.

### Theme 7

Services need to provide more support for **parents of older children**.

### Theme 8

Services need to provide support specific to the needs of **disabled children, faith groups and traveller families**.

### Theme 9

Specific services/courses for **young parents**.

# What We Currently Provide in Sunderland

To develop our understanding of parenting support provision across the city, an **audit exercise** has been undertaken. This highlights the parenting interventions currently being delivered, by which organisation and to which age groups. From the information, it is clear that there is a significant amount of support already available and being provided across a range of agencies and providers.

From the audit we have drawn up:

- a **summary of parenting programmes**
- **summarised information about parental support** which complements the more formal programmes
- details of **recent developments in parenting work** and **innovative practice** already taking place in the city

Information on current provision can be found in Appendix 5.

# Sunderlands parenting offer

The key features of the Sunderland Children's Trust Parenting Offer are:

- A three level approach:
  - Universal
  - Targeted
  - Specialist
- A commitment to providing preventative and early intervention services through parenting support and programmes
- All parenting information, advice and guidance or parent programmes covers the following age groups:
  - Pre-birth
  - 0-5
  - 6-11
  - 12-18
  - 19-25
- Universal parenting support is available in local communities and accessible at times when parents want and need it
- Different agencies are able to deliver parenting support from the statutory, voluntary and community and private sectors linked to a commissioning strategy
- A Sunderland Parenting Panel audits, assesses and monitors the work at the targeted/specialist levels

Sunderland's 'Parenting Offer' meets the following checklist:

National requirements

- To have in place Triple P, Strengthening Families and Webster Stratton
- By 2010, all schools will provide access to Parenting Support through the Extended Services In and Around Schools Core Offer. This will include:
  - Structured parenting programmes as well as informal opportunities
  - Access to local and national sources of information
  - Family learning
  - Information sessions at key points of transition in a child's education which build on

parents' meetings delivered by schools, by giving information about a range of services appropriate to the child's stage of development, including how to access specialist and targeted services

### Local expectations

- Be designed to secure the improved outcomes for children and young people which have been set as priorities by the Children's Trust's Children and Young People's Plan
- Specifically tackle the key risks to children and young people achieving improved outcomes
- Meet the expectations of parents in how it is delivered in order to enable access
- Be clearly understood by parents
- Meet the expectations of practitioners in how it is delivered
- Be clearly understood by practitioners

### Being clear about the effectiveness of interventions

- Make full use of existing interventions which demonstrate positive outcomes for parents and children
- Commission new interventions which will plug the identified gaps in existing provision
- De-commission interventions which do not demonstrate positive outcomes

## Parenting Offer of Programmes in Sunderland

Level 3 – Specialist			
0 – 5 years	Mellow Parenting	Early Bird	
6 – 11 years	The Parent Factor (ADHD)		
11 – 18 years		Strengthening Families	
Level 2 – Targeted			
0 – 5 years	Webster Stratton		Triple P Enhanced
6 – 11 years		Family Nurturing	
11 – 18 years	Let's Talk		
Level 1 – Universal			
Pre-birth	Parentcraft		
0 – 5 years	Family Nurturing	Triple P	
6 – 11 years		Small Talk	
11 – 18 years	Teen Triple P		

(Statutory intervention may include parenting programmes from universal, targeted and specialist levels)

## Parenting programmes

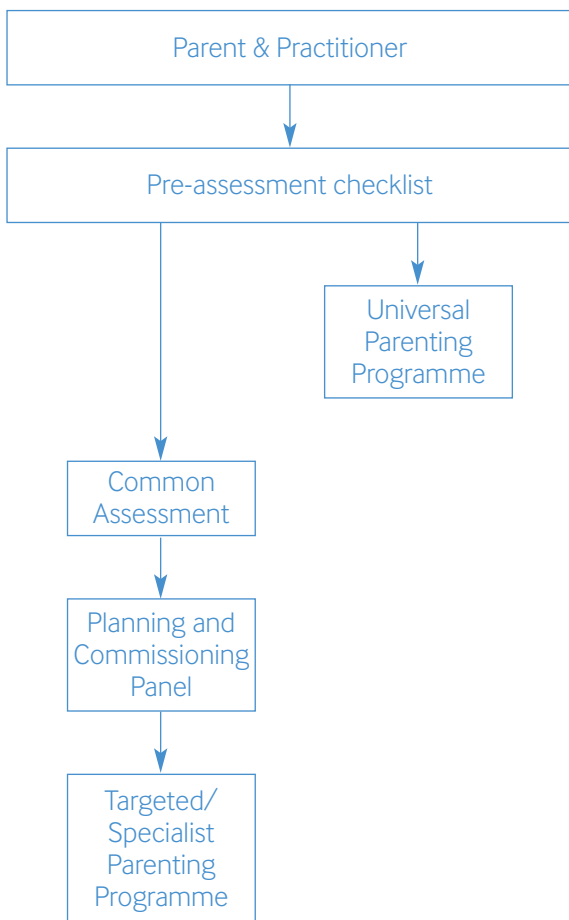
Information on each of the parenting programmes can be found in Appendix 5. Programme specifications will be written that set out Sunderland's requirements for each programme.

## How to access parenting programmes

All practitioners should have an understanding of the Integrated Working Practice Toolkit, published in January 2008, which provides:

- A framework that helps practitioners to assess any additional needs children may have – commonly known as the Windscreen Model
- A process that enables practitioners to work together to meet these needs – known as the Common Assessment Framework (CAF)

All practitioners should use this process to ensure parents receive early access to the parenting programme most relevant to them. The diagram below provides a straightforward view of how a parent would gain access to a parenting programme.



When needs of a parent/family are identified then a...

Pre-assessment checklist can be used to determine what level of support is needed.

If a parent needs low level support, and would like to attend a programme that helps teach general parenting skills then a Universal Parenting Programme will be offered. A parent can choose the programme that they feel will best meet their needs.

If a parent has additional needs that cannot be met through a Universal Parenting Programme then a Common Assessment will be completed.

The Planning and Commissioning Panel will consider the parenting needs of the family and determine which programme will best suit these needs. The panel will refer the family to the most appropriate programme.

The family will receive support through a specific programme.

### The Universal Offer

Universal parenting programmes and support are available to ALL parents in Sunderland. They aim to support parents who want to learn positive parenting skills to manage typical behaviour of children and young people.

Universal parenting programmes and support are delivered locally, inside and outside normal office hours, making it easier for ALL parents to gain access.

Universal parenting programmes are normally delivered with groups of parents.

**Parents and professionals have been asked to identify what makes a good parent, and what makes it difficult to be a good parent. The Universal Offer will encourage positive parenting and help alleviate these difficulties.**

#### What makes a good parent?

- Being firm but kind
- Boundaries
- Care
- Challenge
- Communication
- Community support
- Consistency
- Encouragement
- Family support
- Having a forgiving nature
- Honest
- Knowledge
- Leadership
- Listen
- Love
- Patience
- Prepared to give up time
- Quality time
- Resolute
- Resources
- Responsibility
- Rewards
- Role model
- Selfless
- Sense of humour
- Showing affection
- Support
- Telling children you love them
- Time
- Tolerance
- Understanding

### What makes it hard to be a good parent?

- Ambition – having a lack of/having too much
- Being absent/little involvement
- Being defensive
- Competing demands
- Impatience
- Inability to ask for help
- Few resources available
- Lack of empathy
- Little parental encouragement
- No access to extended family and support mechanisms
- Not knowing where to turn
- Outside commitments/work
- Planning
- Poor health
- Poor role models/lack of role models
- Poor skills – self-confidence
- Special needs
- Thinking problems are impossible to solve
- Time
- Too much criticism
- Unreliable childcare, particularly in holidays
- Work
- Worries about finance
- Worries about own relationship(s)/stable relationships
- Your own experience of growing up

# The Targeted and Specialist Offer

### The Parenting and Commissioning Panel

The panel consists of named individuals who have thorough knowledge of the Parenting Offer and each parenting programme, and is managed by a Parenting Coordinator.

The panel will use a Common Assessment to determine which targeted or specialist parenting programme will best meet the needs of a family, and will allocate families to programmes accordingly.



# Monitoring and Evaluation

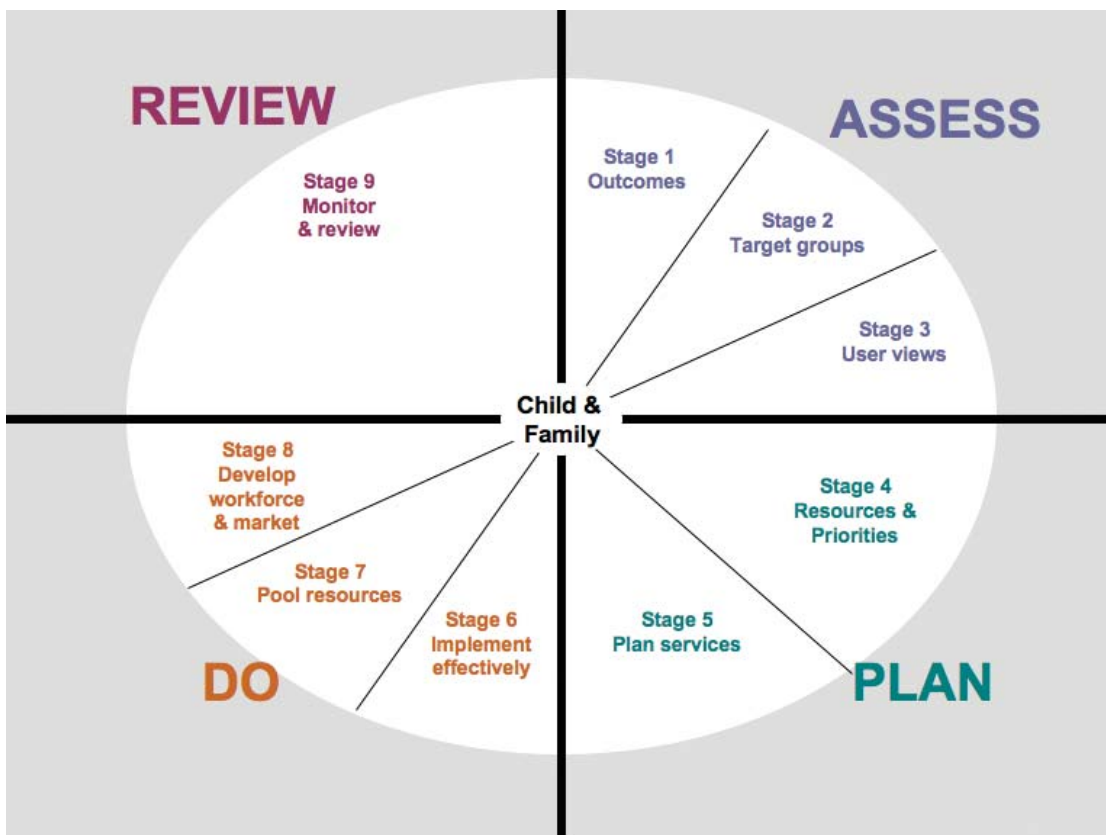
The Family and Parenting Strategy is one element of the Children’s Trust’s ‘Change for Children Strategy’ that underpins the 10 priorities in the Children and Young People’s Plan 2007/9. Appendix 3 sets out the governance arrangements for this strategy in the context of both Children’s Trust governance arrangements and the key plans and strategies for which accountable groups are responsible.

The Parenting and Commissioning Panel will be established to support the monitoring and evaluation of the effectiveness of interventions and will support the signposting of parents and carers to appropriate services at a targeted and specialist level where needed.

A Performance Framework has been developed and implemented as part of the planning and commissioning arrangements of the Parenting Board.

The Children’s Trust has adopted the DCSF Planning and Commissioning Framework as the process for assessing need, identifying resources, setting priorities, and planning and commissioning services. It is through this process that the Parenting Board will routinely monitor and evaluate services to ensure that services are delivering improved outcomes for children and young people.

### Sunderland’s model: Outcomes based planning and commissioning



## Family and Parenting Strategy

---

The Parenting Board will assess, plan and implement parenting programmes through the planning and commissioning process. The Parenting and Commissioning Panel will review contracted services and monitor compliance with service agreements. Contracted services will be issued with an outcomes based agreement that requires them to demonstrate improved outcomes and to provide information that informs the planning and commissioning process.

## Parenting strategy action plan

Key action	Achievement date	Milestone	Impact of action	How we will measure impact
1. Establish parenting panel	May 2008	<ul style="list-style-type: none"> <li>Commissioning arrangements in place</li> <li>Panel budget established</li> <li>Programme delivered</li> <li>Gaps in provision delivered</li> </ul>	<ul style="list-style-type: none"> <li>Parents timely access to targeted service</li> <li>Services meet family needs</li> <li>Gaps in services identified and commissioned</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents via service contract monitoring</li> <li>PI requirements in contracts</li> </ul>
2. Produce Communications Plan <ul style="list-style-type: none"> <li>Parenting offer</li> <li>Parenting services</li> </ul>	July 2008 March 2009	<ul style="list-style-type: none"> <li>Parenting offer published to parents</li> </ul>	<ul style="list-style-type: none"> <li>Parents understand how to access all parenting services at a universal, targeted and specialist level</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents via service contract monitoring</li> </ul>
3. Develop and implement Workforce Development Strategy linked to National Occupational Standards	2008-09	<ul style="list-style-type: none"> <li>Maintain core programmes already offered</li> <li>Train staff in new programmes</li> <li>Test/develop recently implemented programmes</li> <li>Identify gaps in provision</li> <li>Roll out Family Nurturing Partnership</li> <li>Appoint Parenting Coordinator/Expert</li> <li>Develop coaching and support for practitioners</li> </ul>	<ul style="list-style-type: none"> <li>Trained workforce in place to deliver parenting</li> <li>Practitioners and managers in service for children and families assess and respond appropriately to family needs</li> </ul>	<ul style="list-style-type: none"> <li>Monitor training programme and levels of engagement / accreditation</li> <li>Feedback from families</li> <li>Set local PIs around training programme</li> </ul>

Key action	Achievement date	Milestone	Impact of action	How we will measure impact
4. Extend current consultation and develop participation with parents	March 2009	<ul style="list-style-type: none"> <li>Reference Group established</li> <li>Parent Forum established</li> </ul>	<ul style="list-style-type: none"> <li>Meaningful engagement of parents in planning and delivery of programmes and support</li> </ul>	<ul style="list-style-type: none"> <li>Measure quantitative data on parent consultation set against baseline data</li> <li>Feedback from families</li> </ul>
5. Establish robust outcome driving commissioning arrangements	March 2009	<ul style="list-style-type: none"> <li>All parenting provision evidence outcomes and outputs via Service Level Agreements (SLAs)</li> <li>Best Value indicated</li> <li>Resources meet need</li> <li>Pooled budget established</li> </ul>	<ul style="list-style-type: none"> <li>Outcomes based services to children and families</li> <li>Improved outcomes for children and young people</li> <li>Aligned or pooled budgets in place for more efficient use of resources</li> </ul>	<ul style="list-style-type: none"> <li>Monitor PI dataset for parenting</li> </ul>
6. Establish resources from aligned and pooled budgets to implement the strategy	March 2009	<ul style="list-style-type: none"> <li>Identified aligned budgets</li> <li>Established pooled budget</li> </ul>	<ul style="list-style-type: none"> <li>Effective commissioning and use of resources</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents via service contract monitoring</li> </ul>
7. Establish needs of parents <ul style="list-style-type: none"> <li>With LDD</li> <li>Travellers</li> <li>Faith groups</li> <li>BME</li> </ul>	March 2009	<ul style="list-style-type: none"> <li>Needs assessment complete</li> </ul>	<ul style="list-style-type: none"> <li>Inform review of the Strategy</li> </ul>	

# Appendices

## Board membership

<b>Name</b>	<b>Post</b>	<b>Agency</b>
Peter Andrews	Interim Assistant Head of Safeguarding, CS	Sunderland City Council
Lucy Apiafi	Support Manager (Young People)	Gentoo Living
Carol Belk	Children's Service Manager	Barnardo's
Louise Butler	Acting Neighbourhood Relations Team Leader	Sunderland City Council
Sharon Clutton-Dowell	Service Development Manager, Youth Offending Service	Sunderland City Council
Simone Common	Young People's Services Manager	Sunderland City Council
Kathleen Dilley Care Trust (TPCT)	Business Manager	Sunderland Teaching Primary
Lynne Goldsmith	Access to Services Manager, Children's Services (CS)	Sunderland City Council
Judith Hay	Parenting Commissioner Head of Positive Contribution & Economic Well-Being, CS	Sunderland City Council
Phil Hayden	Integrated Services Manager,CS	Sunderland City Council
John Markall	Planning and Commissioning Manager, CS	Sunderland City Council
Julia Moller	Assistant Director for Partnerships	Barnardo's
Keith Moore [Chair]	Parenting Champion Deputy Director CS	Sunderland City Council
Sue Palmer	Headteacher	George Washington Primary School

## Family and Parenting Strategy

---

Gillian Patterson	Extended Services Area Coordinator	Sunderland City Council
Ray Reay	Operations Manager	Connexions
Virginia Robinson	Programme Manager for School and Family Nurturing Programme	Training Ladder
Janette Sherratt	Health Improvement Lead	Sunderland TPCT
Carl Sketchley	Operations Manager, Community CAMHS	Sunderland Child & Adolescent Mental Health Service
Maggie Smith	Family Programmes Project Officer	Sunderland City Council

## Parenting Panel membership

<b>Name</b>	<b>Post</b>	<b>Agency</b>
Carol Belk	Children's Service Manager	Barnardo's
Louise Butler	Acting Neighbourhood Relations Team Leader	Sunderland City Council
Lesley Curren	Respect Senior Parenting Practitioner Admin support	Barnardo's
Judith Hay [Chair]	Parenting Commissioner Head of Positive Contribution & Economic Well-Being, CS	Sunderland City Council
John Markall	Planning and Commissioning Manager, CS	Sunderland City Council
Gillian Patterson	Extended Services Area Coordinator	Sunderland City Council
Clare Singlewood	Project Manager	Independent Living
Carl Sketchley	Operations Manager, Community CAMHS	Sunderland Child & Adolescent Mental Health Service

# Summary of parenting audit

## 1. Programmes and Support

1.1 The **parenting programmes** that are in use include:

- Sungate
- Webster Stratton
- Family Nurturing
- Triple P
- Mellow Parenting
- Early Bird/Early bird plus
- Barnardo's Sungate
- Barnardo's Sungate (Intervention as a result of statutory parenting orders)

1.2 Additional **parenting 'approaches'** include:

- Talk Talk
- Busybodies
- Storytime
- Time for rhyme
- Messy play
- Social baby
- Birth to 3 matters

- Foundation stage curriculum 3/5 years
- SPICES (wider family learning) course
- Attendance development
- Cognitive behaviour
- Solution focused
- Small Talk
- Early years support: Baby Massage, Messy Play, Busy Bodies, Early Start, Language and Play, Time for Rhyme, Story Time, Baby days & Baby Days Plus, Bosom Buddies, FAB

1.3 **Some services support parents** but do not necessarily use a formally recognised parenting programme. These include:

- Family learning, family literacy, language, numeracy, wider family learning programmes (FACL)
- Parenting element of the core offer of Extended Services
- Common Assessment Framework

1.4 Similarly, **some services have adapted formal programmes** like those above, and used the most appropriate elements with the families they are working with:

- SPICES (Home School Partnership)
- Request for Services (Children's Centres)
- Connect (B2B+)
- Back to Basics (B2B+)
- Parenting Confidently (B" B+)
- Practical parenting programme (On Track)

1.5 More **specialist parenting support** is available, ie, for those whose children have visual or hearing impairments

1.6 **Support is offered** through a variety of methods, in a number of settings, using a range of 'tools', such as:

Methods:

- 1:1
- Group work
- Family, play, behaviour and cognitive therapy
- Informal parenting, where children are receiving an intervention and parents have regular contact with the worker to update them about this work, discuss any general parenting issues but do not need to receive the more structured parenting programme

Settings:

- In homes
- In schools
- In clinics
- In Children's Centres

Tools:

- The Parenting Puzzle (Family Links parenting puzzle)
- Noughts to Sixes and Five to Fifteen (Family Caring Trust)
- Elements of NCH managing children's behaviour.
- Resources library
- Listening
- Family learning activities, eg literacy and numeracy, ICT
- Information sessions
- Paediatric assessments

### 2. People working with Parents

Professionals have received a variety of training and support parents to varying degrees. Professionals have different levels of qualifications. Some teams have members that have received different training, and support parents in different ways. Most people have received top up training.

Some professionals provide training as well as supporting parents. Some training is available to ALL staff who work with a particular group, eg Birth to Three training has been made available for all practitioners working with children from birth to three.

### 3. Outcomes from Parenting Programmes and Support

3.1 Most services use some form of **evaluation**. While some feedback received is verbal, most services tend to use a questionnaire. Questionnaires tend to be either (a) asked of everyone involved with a service; or (b) as part of an annual survey.

Some services ask parents at the beginning and the end of an intervention what improvements have been made in their family life as a result of that intervention, and what elements of a programme they have found most useful. Some services use a scoring system to quantify improvements made as a result of intervention.

Feedback is also received through comments books, suggestion boxes and surveys. Feedback is used to influence how sessions are delivered. Some information, particularly specific comments made, is used to assist in the seeking of funds.

3.2 Progress made and improvement in **outcomes** is assessed through:

- Strengths and Difficulties Questionnaires (SDQs)
- Team meetings
- Home visits
- Discussions as part of service
- Development wheels
- Structured questions
- Reviews
- Logs that detail and assess progress

- Assessment at beginning and end
- The Edinburgh – Warwick Mental Well being scale to be implemented by Family Links in Jan 2008
- National offender and prevention assessment tools (ASSET and ONSET)

## Parenting programmes in Sunderland 2006-07

Service – name and what it offers	Parents – numbers and gender	Children – numbers and ages	Course completion	Staffing – numbers and training
<p><b>Training Ladder [Family Nurturing]</b> The service offers the Family Links UK Nurturing Programme</p>	270 parent/carers 95% of which women	0-5 219 6-11 245 12-18 76	98% completed the course. Drop out rate due to imminent birth and getting employment On average 8 people per course	4 Core Staff; 300 Parent Groups leaders; Trainers were accredited 2003; annual updated training from Family Links UK; updates for all Parent Group Leaders 3 x per year.
<p><b>YOS and Barnardo's</b> Sunderland Youth Offending Service works on a voluntary basis with parents who require support or relationship work Referral is made to the Barnardo's SunGate scheme for specialist assessment and provision based on accredited programmes.</p>	202 parents/carers offered intervention 182 offered to females 20 offered to males.	6-11 8 12-18 194	115 partially or successfully completed 56 do not have a final outcome as yet 42 were not completed as the programme was no longer appropriate or the intervention was refused by the parent/carer	10 trained in Family Nurturing. 1 trained in Strengthening families. 1 identified to undertake the 'Triple P' Parenting training. Training seminars for YOS practitioners are conducted on an annual basis by specialist parenting provider Barnardo's.
<p><b>Barnardo's</b> Offer includes Let's Talk (evaluated by YJB), Strengthening Families, Family Nurturing, Triple P, ADHD (on National Parent Commissionaire's Toolkit and currently being nationally evaluated). All parents on parenting orders have the opportunity to access one of these parenting programmes.</p>	57 parents/carers were offered interventions 49 female 7 male	12-18 57	34 were partially or successfully completed 22 do not have a final outcome as yet 1 was not completed as the programme was no longer appropriate	All project worker staff support parents. All are trained in Let's Talk, four trained in Family Nurturing, one trained in Triple P, two trained in Strengthening Families and all trained in ADHD.

Service – name and what it offers	Parents – numbers and gender	Children – numbers and ages	Course completion	Staffing – numbers and training
<p><b>Small talk</b> Offers a child-focused basic English course aimed at parents from black &amp; minority ethnic communities.</p>	102 parents (all female)	0-5 102		All tutors used to deliver the course in Sunderland have been trained by staff from Birmingham Early Years
<p><b>Home School Partnership (Children's Fund)</b> Offers/provides Family Nurturing accredited programme. <b>SPICES</b> (Social Physical Intellectual Creativity Emotional Sensory) is the wider family parenting course the project runs, and involves children / parents and other family members.</p>	53 families	5-13 All		2 staff + 2 agency staff support parents. Training re running parent groups was undertaken with Training Ladder
<p><b>Children's Centres</b> <b>Family Nurturing</b> is offered to support parent/carers The <b>Birth to Three Framework (DCSF)</b> is used to support the development of good practice in the early years sector</p>	Support offered to 98 male 2373 female	3247 (the majority of which were 3 and 4)	436 courses completed	<ul style="list-style-type: none"> <li>● Child and Family Worker</li> <li>● Family Support Worker</li> <li>● Play and Family Learning Workers</li> <li>● Community Volunteer Worker</li> <li>● Community Involvement Worker</li> <li>● Health Care Assistant</li> <li>● <b>Portage</b> - 2 staff trained.</li> <li>● 4 Health Staff, 1 Child and Family Worker and 1 Family Support Worker trained to deliver Family Nurturing</li> </ul>

Service – name and what it offers	Parents – numbers and gender	Children – numbers and ages	Course completion	Staffing – numbers and training
<p><b>B2B+ (Bump to Baby Plus)</b> Family Nurturing programmes as part of “Connect” course for young mums; In house parenting programmes that have been developed to meet individual needs.</p>	<p>19 male 69 female</p>	<p>0-5 all (the majority of which are under 2)</p>	<p>49 took part in more than one course</p>	<p>3 staff have received training as <b>Family Nurturing Practitioners</b>.</p>
<p><b>On Track</b> In house practical parenting programme, which incorporates elements from several parenting programmes.</p>	<p>Male 73 Female 134 Total 207</p>	<p>0-5 73 6-11 147 12-18 97 Total 317</p>	<p>Parents offered and accepted 245 types of intervention</p>	<p>From September 2007 the full time parenting worker will be trained in delivering <b>Triple P</b>. 2 parenting workers 1 family worker 4 staff members are trained in <b>family nurturing</b>. All staff have training in systemic /solution focused/cognitive therapy.</p>
<p><b>Inclusion and Achievement.</b></p>	<p>Most supported are mothers</p>	<p>7-11 All</p>		<p>3 (out of 5) have received training through <b>Webster Stratton</b> programme. 1 has accessed <b>Family Nurturing Training</b>.</p>
<p><b>Services for disabled children</b></p>	<p>250 families at any one time</p>	<p>0-18 All</p>		<p>Two workers are trained to support parents who are undertaking the <b>Webster Stratton</b> programme.</p>

Service – name and what it offers	Parents – numbers and gender	Children – numbers and ages	Course completion	Staffing – numbers and training
<p>Behaviour and Education Support Team (BEST) Offers School and Family Nurturing Programme, Webster – Stratton Incredible Years Parenting Programme and Strengthening Families Programme.</p>	<p>36 parents Each group has 5 parents on average</p>	<p>5-14 Mostly boys All</p>		<p>8 (out of 19) staff: Webster – Stratton; Strengthening Families; Family Nurturing; Cognitive Behaviour Therapy; Systemic Therapy; Solution Focused/ Brief Therapy; Circle Time; Narrative Therapy; Play Therapy; Counselling; Anger Management; Bereavement Grief and Loss Counselling.</p>
<p>Extended Services through schools Family Nurturing is offered on a universal basis. Schools also offer family learning activities some of which are accredited eg family literacy and numeracy, ICT</p>	<p>This information is held by individual schools and cannot be accessed at this time.</p>	<p>This information is held by individual schools and cannot be accessed at this time.</p>		<p>This information is held by individual schools and cannot be accessed at this time.</p>

Service – name and what it offers	Parents – numbers and gender	Children – numbers and ages	Course completion	Staffing – numbers and training
<p><b>Education Psychology</b> Offer support through a number of recognised parenting programmes including: <b>Early Bird</b> <b>Early Bird Plus</b> <b>Webster Stratton</b></p>	<p>Figures unavailable</p>	<p>Figures unavailable</p>		<p>2 staff - <b>Early Bird</b> for parents of children aged 3-5 with autism 1 staff - <b>early Bird Plus</b>, for children 5 + years 4 staff - <b>Webster Stratton</b> parent and children's intervention around behaviour, the Dinosaur School. Staff are trained for parent courses and work with children. 1 staff - Family therapy 1 staff - Nurture 1 staff - POs attachment 1 staff - Crisis intervention</p>
<b>Totals</b>	<b>3736 Parents</b>	<b>4465 Children</b>		

# Audit questionnaire

What else can you tell us about:

### Parenting programmes

- What accredited parenting programmes do you offer?
- Which, if any, are provided as a statutory requirement?
- Have you developed a parenting programme in-house? Please tell us about this
- How often do courses run? How long do courses last?

### Parenting support

- Do you offer parenting support using elements from a number of parenting programmes?
- Do you support parents 1:1? Do you support parents through group work?
- How else do you support parents?

### Activity data

- How many parents did you support during 2006/07? Can you provide a gender breakdown? How many parents complete a course or complete the majority of a course?
- Can you provide a breakdown of the ages of children indirectly supported through your work with parents? (ie.. 0-5, 6-11, 12-18)
- How many parents attend each support type that you offer?

## Family and Parenting Strategy

---

### Staffing

- How many/what proportion of your staff support parents?
- How many/what proportion have received training? What training? When did they receive this training? Have they received refresher training?

### Service user evaluations

- Do you ask for feedback from parents about the support you offer?
- What do they say about the programmes they receive and the support they get?
- How do you ask for feedback?
- How do you use this to further develop your service?

## Family and Parenting Strategy

---

### Outcomes

- How do you assess how effective the support is that you offer? eg Goodmans, Strengths & difficulties questionnaire
- Have you developed your own assessment tool?
- Do you ask parents themselves to self-assess their progress?

### Cost

- What is the cost of delivering (a) parenting programmes and (b) parenting support?

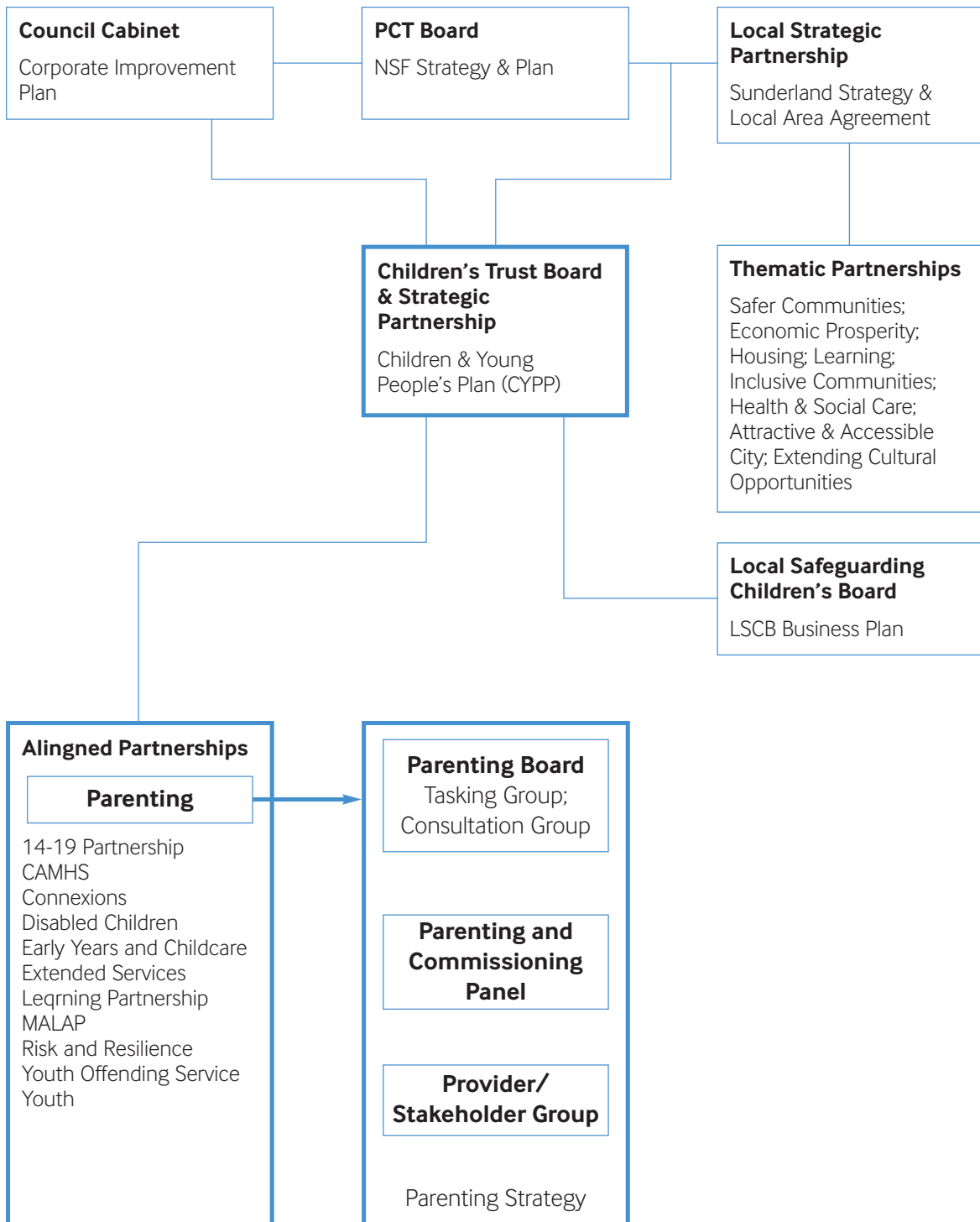
### Gaps

- Can you think of any gaps in the city that we need to fill to better support parents?

### Your say

- Is there anything else you want to say about this?
- Would you like to be further involved in the development of the Strategy? Do you want more information about how the Strategy is being developed? Do you want to be informed of developments in the future?

## Governance arrangements



# Needs assessment

### ...about being healthy

#### What children and young people tell us

- **Smoking, drinking and taking drugs** is a concern to them, and they want members of their family to stop
- In a recent Health Survey of around 1000 young people aged 16 and over attending Sunderland College, almost half reported that they had experienced some **emotional or psychological problems** either at the time of the survey or in the past

#### Our needs assessment tells us

- **Infant mortality rates** have improved but the proportion of babies born with **low birth weight** is high. The proportion of mothers initiating **breastfeeding** remains constant but low. More **children with severe and complex disabilities** are surviving into adolescence and adulthood, and are living at home
- **Smoking** in households with young children is very high, although decreasing. The number of women continuing to **smoke during pregnancy** has dropped. **Immunisation** rates have increased
- While **dental health** has been improving, the missing, decayed and/or filled teeth rate is well above the national average
- Sunderland is on track to meet the 2010 **teenage conception** rate target set by the Department of Health. There has been an increase in **Sexually Transmitted Infections**, although age related incidences are unknown
- Evidence suggests the **mental health** needs of young people are increasing, and that the risk to a young person is significantly higher in areas of multiple deprivation

### ...about staying safe

#### What children and young people tell us

- Children want their families to be **safe from crime**, and feel more police officers may help, and they want their **mams and dads to stop fighting** and to stay together. Children want to feel safe when they go out, which includes living in a **non-racist community**, having **good neighbours** and for the **roads to be safer** to cross
- **Racism** is a factor that leads to feeling unsafe and **bullying** can make some of them feel afraid to attend school. Young people want to be able to **get help and talk about problems**, leaving them with fewer worries. They identify friends and family support as critical

#### Our needs assessment tells us

- **Sunderland is now the safest large city in the North** but the fear of crime remains an issue
- The numbers of children seriously injured in **road traffic accidents** continue to give cause for concern
- The number of **children on the child protection register** (CPR) has reduced. A fluctuating but significant majority of children on the CPR are impacted on by one or more of the following factors relating to adult/parent activity: **domestic violence, misuse of drugs and alcohol; and mental ill-health**. Figures show 57% of children on the CPR have been affected by domestic violence
- There has been a reduction in **children looked after** (CLA) over the year. The number of CLA placed for **adoption** has remained stable
- **Children with Learning Difficulties and Disabilities** live in safe environments and are consistently protected from abuse and exploitation

### ...about enjoying and achieving

#### What children and young people tell us

They want to feel that there is **less pressure**, but hope to do well in school and pass exams, and then to do well enough at the comprehensive to be able to go to university

### Our needs assessment tells us

- Based on the 2005 MORI poll within Sunderland satisfaction with **facilities for young people** has decreased. **School meals** satisfaction rates have decreased
- Existing **Children's Centres** reach over half of the children aged under 5 in their catchment areas. The number of **childcare places** has increased
- At **Key Stage 1** attainment has decreased in 2006. At **Key Stage 2** Sunderland is below the national average but there has been an improvement in Mathematics. At **Key Stage 3** the results, and the rate of improvement, has improved in English, maths and science
- **At GCSE/GNVQ** or equivalent attainment continues to improve
- **Attendance** rates have decreased. The rate of **exclusions** has decreased
- At all Key Stages **girls outperform boys**. **GCSE results for CLA** have improved. **Ethnic minority pupils'** attainment, particularly Bangladeshi pupils at Key Stage 1, 2 and GCSE has decreased in 2006

### ...about making a Positive contribution

#### What children and young people tell us

Young people want to **voice their opinions but want evidence it is acted upon**. They are concerned about **vandalism and graffiti**, as well as **litter** and the state of the environment. **Crime and anti-social behaviour** are concerns, but equally they feel they get unwarranted **attention from the police** and frequently get moved on.

### Our needs assessment tells us

- The number of **young people involved** in the Youth Participation Network has increased. The number of young people aged 13–19 years participating in a **Racism Awareness Raising Course** is increasing steadily
- The proportion of **Children Looked After who offend/re-offend** in the City is a cause for concern
- The 2006 **UK Youth Parliament elections** recorded a 300% increase in voters compared to 2004 in Sunderland

### ...about economic well-being

#### What children and young people tell us

Most children recognised that **getting a good job** was the means to having a better future. The importance of a good education in getting a job was recognised and children thought that **students should get paid to study**, and that **bus fares should be reduced** for them. Children wanted **more pocket money**, but also to **learn how to save** money. Many mentioned getting married as an aspiration for the future, and felt that **more houses** needed to be built.

#### Our needs assessment tells us

- Within local neighbourhoods, **some significant areas of deprivation persist**
- **Unemployment has dropped significantly** over the last ten years but claimant unemployment remains well above the national average as is the proportion of pupils eligible for **free school meals**
- The percentage of schools leavers participating in **education, employment and/or training (EET)** has been increasing
- **The quality of housing continues to improve and almost 98% of the social housing stock now meets decent housing standards**

## Current parenting programmes and support Programmes already being offered at a Universal level

Family Nurturing	
<b>The Programme:</b>	The Family Nurturing programme is a unique 10 week whole-school/community programme relevant to all children and to the adults responsible for their upbringing. It explores the needs behind children's behaviour and offers a consistent approach to positive behaviour. The Programme encourages positive relationships between children and adults at home and at school from early years through to secondary school.
<b>Aims and Objectives:</b>	<p>The Family Nurturing programme consists of two distinct but related strands:</p> <ul style="list-style-type: none"> <li>• The parenting programme improves parents' confidence and skills, encouraging them to maintain effective positive discipline while understanding their own and their children's emotional needs and also become familiar with what the children are learning through the Programme</li> <li>• The children's programme is a curriculum based course run by teachers in the classroom, offering personal, social, health and citizenship education</li> </ul> <p>The overall objective is to support positive behaviour in children and to explore the emotional needs behind their behaviour. The experience of empathy in childhood is an important contributor to lifelong health and well-being that will, over time, reduce the risk factors affecting them, ie fewer mental health problems, a reduced need for counselling, reducing the risk of offending and removing barriers to learning - creating a combined impact on children's learning and achievement.</p>
<b>Who offers it:</b>	<p>This programme is currently being offered within the Home School Partnership, Children's Centres, Extended Services, a range of schools, BEST and B2B+ (Bump to Baby).</p> <p>Within Sunderland, it sits alongside other parenting initiatives offered through the local authority including family literacy and numeracy courses and a family learning through football programme. These programmes are targeted initiatives which complement the universal provision of the Family Nurturing programme.</p>

Small Talk – The Language of Children	
<b>The Programme:</b>	The Small Talk programme is a child-focused basic English course aimed at parents from black & minority ethnic communities. The course was developed by Birmingham Early Years in response to the lack of childcare workers from black and minority ethnic groups and the below average attainment of children from these communities on entering school.
<b>Aims and Objectives:</b>	The course provides an insight into the childcare profession and builds awareness of the benefits of pre-school experiences for very young children. Parents are supported by tutors during the course & then Inclusion and Equality Development Officers supports them in accessing further training and completing the CRB process with a view to taking up a volunteer placement within a childcare setting. All children indirectly supported are in early years.
<b>Who offers it:</b>	Courses (each 8-10 weeks) have been delivered each term throughout 2006/7 in a range of venues including schools, nurseries, Sunderland Women's Centre and the Washington Community College (formerly the asylum-seeker project). Support is offered throughout the course and afterwards to access further training in English for speakers of other languages and childcare.

### Parenting Support being offered at a Universal Level

In relation to other parenting support provided across Sunderland, the additional universal **parenting 'approaches'** identified from the audit exercise include:

Talk Talk; Busybodies; Storytime; Time for rhyme; Social baby; Birth to 3 matters; Foundation stage curriculum 3/5 years; SPICES (wider family learning) course; Attendance development; Cognitive behaviour; Solution focused; Early years support [Baby Massage, Messy Play, Busy Bodies, Early Start, Language and Play, Time for Rhyme, Baby days & Baby Days Plus, Bosom Buddies, FAB].

## Targeted Programmes already being offered at a Targeted level

### Family Nurturing

See Universal provision above.

### Webster Stratton (Incredible Years)

#### The Programme:

This programme comprises of three linked programmes for children, teachers and parents, which seeks to both prevent and treat conduct problems among children and increasing their social competence. It is designed to strengthen parenting skills; to prevent and treat behaviour problems: i.e. decrease negative behaviours and non-compliance with parents at home.

The Incredible Years programme can be used as a universal, or a targeted programme, especially for those parents of children whose children are at risk of a behavioural disorder [ODD (oppositional defiant disorder), CD (conduct disorder) or ADHD (attention-deficit hyperactivity disorder)].

#### Aims and Objectives:

The outcomes of this programme are:

- Increases in positive parenting
- Decreases in harsh discipline
- Reduction in conduct problems
- Increases in child social competence

The aspects of the programme the Child and Adolescent Mental Health (CAMH) Services currently delivered are:

- BASIC Parenting Programme (for ages 2-7)
- BASIC Parenting Programme (school-age version, for ages 6-10)
- Supporting your Child's Education Programme (for ages 5-10)

These run for 12 weeks, with two facilitators, for two hourly sessions, which includes vignettes, discussions, role-play and home activities. Telephone support is also provided between sessions.

Other programmes are: Advanced Parenting Programme (for ages 4-10) after parents have completed the basic programme. This offers a broader-based family intervention, to improve self-control, communication and problem-solving skills. Baby and Toddler programme (from birth to 3 years)

### Webster Stratton (Incredible Years) - continued

#### Aims and Objectives:

#### Child Training Programme (Dinosaur School)

This is a targeted intervention in Sunderland, aimed at children between the ages 4-8 years, promoting social, emotional and academic competencies in children, such as increasing children's understanding of feelings and increasing children's conflict management skills.

This programme is most effective when the parents are also accessing the parenting programme alongside the child intervention.

The outcomes of this programme are:

- Decreases in harsh discipline
- Decreases in conduct problems
- Increases in social skills
- Increases in problem-solving with peers

This programme runs over 17 weeks, of two hourly sessions. The group size is approximately 6-8 members, with two to three facilitators. It incorporates a positive reward system, vignettes, discussions, role-plays, games and activities; life-size puppets and home activities. There is emphasis on communication between dinosaur school and the child's class teacher.

#### Teacher Training Programme

The teacher training programme in Sunderland is aimed at teachers and teaching assistants/nursery nurses in primary schools and early years settings. It aims to give professionals, working with children, a wider range of behaviour strategies to use. The programme aims to build positive relationships with pupils, parents and teachers (school staff). It prevents problems by proactive teaching; it promotes social skills, emotional literacy and problem-solving in the classroom.

The outcomes of this programme are:

- Increases in teachers classroom management skills
- Increases in social competence
- Decreases in children's aggressive behaviour

The programme is delivered by two mental health teachers, to groups of approximately 20 school staff members. There are five sessions of one whole day per month. The sessions include vignettes, discussion, role-play and classroom activities.

### Webster Stratton (Incredible Years) - continued

<b>Who offers it:</b>	<p>The child and adolescent mental health service (CAMHS) use the elements of the programme within the locality teams as a targeted intervention. The programmes are delivered by multi-agency personnel and the organisation of them is co-ordinated by Sunderland Community CAMHS and delivered by multi-agency personnel with facilitators from health and education.</p> <p>The Behaviour and Education Support Team (BEST) also offer this programme as do the Community Support Team.</p>
-----------------------	---

### Let's Talk

<b>The Programme:</b>	<p>The Lets Talk programme is designed to help parents understand the many roles and responsibilities in parenting and the changing needs of children as they grow and develop.</p>
<b>Aims and Objectives:</b>	<p>The programme specifically deals with issues of adolescence, challenging behaviour, negotiation and communication. The Lets Talk programme was created locally and has been evaluated by Northumbria University and the Youth Justice Board. Elements of the programme include ground rule setting, exploring the parenting role and styles, communication, understanding adolescence, negotiation and compromise and supporting parents in recognising when they need help.</p>
<b>Who offers it:</b>	<p>The programme is accessed via the Sungate Parenting Service (Barnardo's) referred through the Youth Offending Service.</p>

### Parenting Support being offered at a Targeted Level

In relation to other parenting support provided across Sunderland on a targeted basis, the additional **parenting 'approaches'** identified from the audit exercise include:

The Community Support Team bases its working practice on the Youth Advocate Programme (YAP) wraparound model as the theoretical basis for their work with young people and their family and friends. The wraparound model helps the young person and their family to identify resources and strengths within the family and local community to help manage the problems that they may face. Involvement can last up to nine months. Although work with the young person is a major part of the CST's intervention, parenting work with parents and other family members is also undertaken.

This Team has the following objectives:

- To provide help and specialist support to families and young people who are identified as being at risk of being looked after
- To provide support to foster carers and children in foster care
- To work outside of normal office hours and respond to emergency situations and prevent young people becoming looked after
- Where residential care is unavoidable, work to return young people to their immediate or extended families as soon as possible
- Work with young people who may have been looked after for some time but with additional support may be able to return to their home or extended families

Other services support parents but do not necessarily use a formally recognised parenting programme. These include:

- Family learning, Family literacy, language, numeracy, wider family learning programmes (FACL); Parenting element of the core offer of Extended Services; Common Assessment Framework (CAF)

Similarly, some services have adapted formal programmes like those above, and used the most appropriate elements with the families they are working with.

- SPICES (Home School Partnership); Request for Services (Children's Centres); Connect (B2B+); Back to Basics (B2B+); Parenting Confidently (B'B+); Practical parenting programme (On Track)

## Specialist Programmes already being offered at a Specialist level

Early Bird and Early Bird Plus	
<b>The Programme:</b>	Early Bird is a practical programme that focuses on early intervention for those diagnosed with autism and helps parents to come to terms with the diagnosis, as well as looking at ways to improve communication and develop structure and managing strategies for their child. The NAS Early Bird project was originally set up by the National Autistic Society (NAS) in 1997 to develop and evaluate an autism specific model of early intervention using a parent programme.
<b>Aims and Objectives:</b>	<p>Early Bird is a three-month programme, which combines group training with individual sessions for parents and their child using video feedback to help parents apply what they learn whilst working with their child. Parents have a weekly commitment to a three-hour training session or a home visit and to on-going work with their child at home during the three month programme.</p> <p>The NAS EarlyBird Scheme aims to:</p> <ul style="list-style-type: none"> <li>• Support parents in the period between diagnosis and transition to nursery or school</li> <li>• Empower parents and help them facilitate their child’s social communication and appropriate behaviour within the child’s natural environment</li> <li>• Help parents establish good practice in handling their child at an early age so as to pre-empt the development of inappropriate behaviours</li> </ul>
<b>Who offers it:</b>	This programme is currently offered by the Educational Psychology service within Sunderland.

Webster Stratton
See Targeted programmes.

<b>The Parent Factor (ADHD Attention Deficit Hyperactive Disorder)</b>	
<b>The Programme:</b>	The Parenting Factor programme is a course appropriate for parents/carers whose child/young person has been diagnosed with ADHD, looking at the parenting skills and knowledge needed in these circumstances.
<b>Aims and Objectives:</b>	<p>The aims of the programme are for parents/carers to:</p> <ul style="list-style-type: none"> <li>• Acquire knowledge and understanding about ADHD and how it can be treated</li> <li>• Explore different parenting styles and to be able to make decisions about what works for them</li> <li>• Practice skills important in the parenting role, eg communication, negotiation</li> <li>• Gain an understanding of their and their child's' rights in relation to education</li> <li>• Allow confidence and self esteem to grow and therefore become more confident in their parenting</li> </ul> <p>The specific elements of the sessions programme are to:</p> <ul style="list-style-type: none"> <li>• Give parents relevant and understandable information about ADHD and how it can be treated</li> <li>• To get parents to think about the tasks involved in being a parent and then about the extra tasks there are if children are diagnosed as having ADHD</li> <li>• To look at different parenting styles</li> <li>• To demonstrate to parents the importance of good communication and rewarding/reinforcing positive behaviour</li> <li>• To show how important feelings are and to show how they nearly always impact on behaviour</li> <li>• To give parents relevant and understandable information about the education system and their rights within it</li> <li>• To help parents think about the different ways people get attention and how the response they get can influence the way they get attention in future</li> </ul>
<b>Who offers it:</b>	Barnardo's (Sungate) and the Child and Adolescent Mental Health Service in Sunderland

## Proposed Parenting Programmes

### Additional programmes within the offer of services at a Universal/Targeted level

Triple P	
<b>The Programme:</b>	<p>Triple P, the Positive Parenting Programme, is a widely used Australian system that aims to provide guidance for parents on parenting skills in order to promote good behavioural and emotional adjustment. The programme draws on social learning, cognitive-behavioural and developmental theory, as well as research into risk and protective factors associated with the development of social and behavioural problems in children.</p> <p>The program’s multi-level framework aims to tailor information, advice and professional support to the needs of individual families. It recognises that parents have differing needs and desires regarding the type, intensity and mode of assistance they may require. Triple P interventions range from the provision of media message on positive parenting, through to brief information resources such as tip sheets and videos. It also provides brief targeted interventions (for specific behaviour problems) offered by primary care practitioners at Levels 2 and 3, to more intensive parent training programs at Level 4 and Level 5 programs targeting broader family issues such as relationship conflict and parental depression, anger and stress.</p>
<b>Aims and Objectives:</b>	<p>The Positive Parenting Program (referred to as ‘Triple P’) is a unique parenting and family support system developed at the University of Queensland, and initially created to assist parents of children who fit the early-starter model. Triple P uses a tiered system of intervention. On a scale of increasing intervention strength, programs include:</p> <ul style="list-style-type: none"> <li>• media - and information-based strategies</li> <li>• brief consultation primary care interventions</li> <li>• more intensive parent training</li> <li>• enhanced behavioural family interventions</li> </ul> <p>The multiple tiers of intervention in the program allow it to provide different levels of support depending on parental need. Additionally, there is a range of delivery options, including individual and group sessions, self-directed and telephone-assisted components. Triple P is designed as an intervention for all parents and its use of different media promotes easy access to the program.</p>

<b>Teen Triple P</b>	
<b>The Programme:</b>	<p>Teen Triple P was developed for parents of older children who fit the late-starter model. It addresses issues that might lead to severe adolescent antisocial and delinquent behaviour. Teen Triple P targets parenting risk factors, such as:</p> <ul style="list-style-type: none"><li>• harsh, coercive discipline styles</li><li>• parent-teenager conflict and communication difficulties</li><li>• parental monitoring of teenagers' activities</li><li>• parental depression</li><li>• marital conflict</li></ul> <p>Teen Triple P provides parents with assertive discipline skills to preserve parental authority in a consistent and nurturing manner and to help teens maintain regard for family norms of appropriate behaviour as well as respect for school and wider community expectations.</p>
<b>Aims and Objectives:</b>	<p>The primary aim of Teen Triple P is to assist parents to promote positive skills and abilities in their teenage children, which contributes to the prevention of more serious adolescent health-risk behaviour, and delinquent or antisocial behaviour. The programme helps to:</p> <ul style="list-style-type: none"><li>• promote the independence and health of families through enhancing parents' knowledge, skills and confidence</li><li>• promote the development of non-violent, protective and nurturing environments for teenagers</li><li>• promote the development, growth, health and social competence of teenagers</li><li>• reduce the incidence of adolescent delinquency, substance abuse, conduct disorder and behavioural problems by diverting teenagers away from risky developmental pathways</li><li>• enhance long-term resourcefulness and self-sufficiency of parents in guiding their children through the teenage years; and promote existing school-based support systems and enhance them with additional resources</li></ul>

### Additional programmes included within the offer of services at a Specialist level

<b>Mellow Parenting</b>	
<b>The Programme:</b>	<p>Mellow Parenting is a 14 week one day a week group designed to support families with relationship problems with their children under 5. The programme combines personal support for parents with a video and direct work with parents and children on their own parenting problems. It has proved effective in recruiting and engaging families with severe problems.</p> <p>As Mellow Parenting is partly a way of working rather than a tightly prescribed curriculum, variants of Mellow Parenting have been devised to meet varying needs. These include “Mellow Fathers”, Parenting in Prison, Mellow Babies for Post Natal Depression, Mellow Babies for Infants at Risk, and “Mellow Grannies” for grandmothers rearing their grandchildren often due to the death or unavailability of the mothers of the children due to substance abuse.</p>
<b>Aims and Objectives:</b>	<p>Mellow Parenting is an evaluated programme which has been shown to be effective in engaging hard-to-reach families with children under five, and in helping them make changes in their relationships with their children. One year follow-up has shown lasting gains in maternal well being, parent-child interaction, child behaviour and child development.</p>

<b>Strengthening Families</b>	
<b>The Programme:</b>	<p>The Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14) is a parent, youth, and family skills-building curriculum designed to:</p> <ul style="list-style-type: none"> <li>• prevent teen substance abuse and other behavior problems</li> <li>• strengthen parenting skills</li> <li>• build family strengths</li> </ul>
<b>Aims and Objectives:</b>	<p>The program is delivered with seven sessions for parents, youth, and families using realistic videos, role-playing, discussions, learning games, and family projects. The programme has been proven effective in</p> <ul style="list-style-type: none"> <li>• delaying the onset of adolescent substance use, lowering levels of aggression</li> <li>• increasing the resistance to peer pressure in youth</li> <li>• increasing the ability of parents/caregivers to set</li> <li>• appropriate limits and show affection to and support of their children</li> </ul> <p>This programme particular uses a process of learning together between parents and their teenage children</p>

<b>Strengthening Families</b>	
<b>The Programme:</b>	<p>The Strengthening Families Program: For Parents and Youth 10-14 (SFP 10-14) is a parent, youth, and family skills-building curriculum designed to:</p> <ul style="list-style-type: none"><li>• prevent teen substance abuse and other behavior problems</li><li>• strengthen parenting skills</li><li>• build family strengths</li></ul>
<b>Aims and Objectives:</b>	<p>The program is delivered with seven sessions for parents, youth, and families using realistic videos, role-playing, discussions, learning games, and family projects. The programme has been proven effective in:</p> <ul style="list-style-type: none"><li>• delaying the onset of adolescent substance use, lowering levels of aggression</li><li>• increasing the resistance to peer pressure in youth</li><li>• increasing the ability of parents/caregivers to set</li><li>• appropriate limits and show affection to and support of their children</li></ul> <p>This programme particular uses a process of learning together between parents and their teenage children</p>

All information correct at time of going to press. Published June 2008.

As part of Sunderland's commitment to a balanced and sustainable future this leaflet is printed on paper made from 80% recycled post consumer waste. Please recycle it again after use by putting it in your Kerb-it box or your paper bank.