

## 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.” Parentinguk.org</i></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>

- 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;
- 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;
- 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;
- 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;
- 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;
- Strengthen home-school collaboration recognising that parental involvement has a significant effect on pupil achievement throughout the years of schooling;
- Provide training to staff for professional development and to afford time to appropriately deliver services.

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>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.

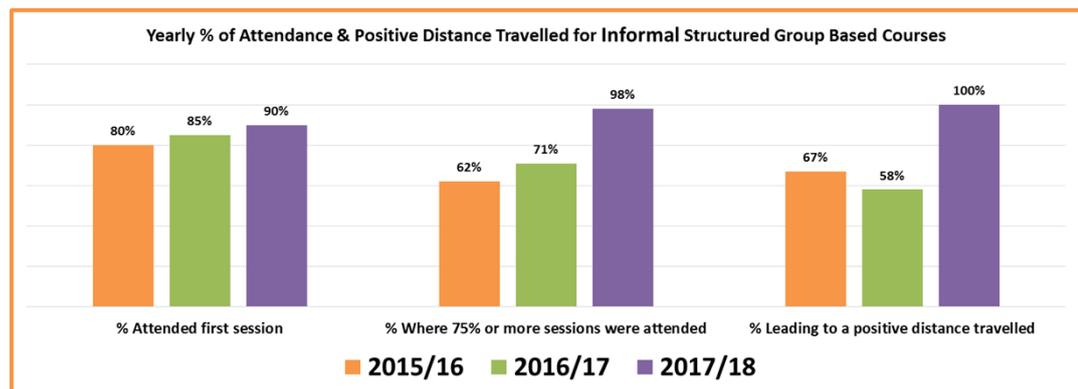
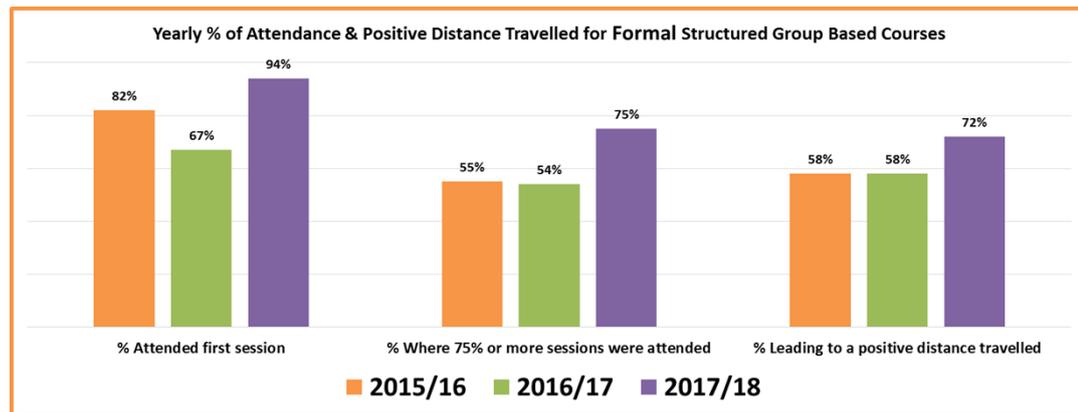
**Flying Start**, is the Welsh Government’s flagship Early Years programme for families with children who are under 4 years of age in key area of Wales. The programme aims to make a decisive difference to the life chances of children under 4 in the areas which it runs and includes four core elements – 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.