

ISLE OF WIGHT

Parenting Strategy

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- 1) The Isle of Wight Parenting Strategy identifies the type and range of support currently available for parents and families. The Strategy informs the reader of the national and local context and gives details of the links with other significant documents.
- 2) Targeted Intervention establishes protection for vulnerable children and young people within a framework of safeguarding.
All practitioners associated with the Parenting Support Unit are compliant with Child Protection Training. Through the Parenting Commissioner strong links are maintained with the Local Safeguarding Children Board.
- 3) The Commissioner for Parenting & Family Support is the strategic lead for the development and delivery of services with direct links to parenting including the following:
Parenting Strategy Unit
Education Welfare Service
Family Information Zone
Family Intervention Support Team
Carisbrooke Contact Centre
Behavioural Therapist
- 4) An integral part of this role is to profile parenting provision within the multi agency context and to commission services as appropriate.
- 5) For full structure of Children & Young People's Directorate see appendix 2.
- 6) A definition of parenting and why effective parenting is important is described. The factors that influence parenting and what we hope to achieve by raising the profile of parenting in the future is outlined.
- 7) The Strategy provides details of parenting services from universal to specialised support, where it can be found, how it is delivered and details the Local Authority commitment to a streamlined and integrated working model.
- 8) The Parenting Workforce has been developed to deliver a high quality of evidenced based programmes with supervision as standard and is subject to regular monitoring and evaluation. Plans for further investment in the workforce are outlined in the implementation plan.
- 9) The responsibility for taking the Strategy forward lies with the Commissioner for Parenting & Family Support.

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*Throughout the Isle of Wight Parenting Strategy the term parent is used as a generic term but should be read to include fathers as well as mothers, expectant parents to be, step parents and all those who have regular caring responsibilities for children and young people.

*Similarly the word family is used to cover a range of varying situations where adults have caring responsibilities for children

1. INTRODUCTION AND OVERVIEW

THE CONTEXT

10) Parents today have, perhaps, the greatest opportunities of any generation to be successful in their role yet there has never been a more confusing and in many ways challenging time to be a parent.

11) For the first half of the twentieth century, before the Welfare State, parents' main worries were mainly involved with their children's health and survival. On the Isle of Wight today the basic needs of the vast majority of children are met, but parental responsibilities and children's rights have become the subject of much discussion. Being a parent today is much more to do with bringing children up to take their place in today's society.

12) Family life is changing and the world has become more complex. Parents often do not know who to turn to for help, since families are very often no longer the traditional nuclear family. Grandparents do not always understand the pressures on young parents and children, and often live far away, or are themselves still living full and active lives in the work place. Expectations are very high and parents are often the target of criticism within the media. Parents say they are finding it increasingly hard to know when they are doing a good job.

13) In response to this change of the traditional family model a whole new science is developing with its own theory base and language; even the word 'parenting' was not common a decade ago! Along with the new science and ideas comes new government legislation, funding initiatives, political debates and challenges to address multi cultural, multi faith perspectives and evolving moral codes.

1.2 NATIONAL AGENDA AND RESEARCH

14) The importance of the role of parents has been recognised through the national agenda on parenting and emphasised through a raft of legislation, policies and initiatives:

15) Every Child Matters – Change for Children programme sets out five nationally identified outcomes which should be achievable for every child:

16) Be Healthy – maintain healthy lifestyles that promote good physical, emotional and spiritual wellbeing.

Stay Safe – live in a safe, secure and tolerant community where they are protected from harm, abuse, harassment and neglect.

Enjoy and Achieve – achieve their full potential, with appropriate opportunities for learning and participation in a range of sporting and cultural activities.

Make a Positive Contribution – contribute to their local community, are enabled to have their voice heard and are valued as responsible citizens.

Achieve Economic Wellbeing – are able to grow up in a loving, stable environment.

17) The National Services Framework for Children, Young People and Maternity Services (NSF) has a detailed standard for supporting parents and carers. This requires services to provide consistent information, services and support to parents, in a way that is responsive to their needs.

18) The Childcare Act 2006 places a duty on local authorities to deliver accessible information to parents in order to fulfil their parenting role, and to encourage and facilitate access to early childhood services to parents who would otherwise be unlikely to take advantage of those services. Sharing information between services will be improved with the implementation of ContactPoint.

19) Sure Start Children's Centres are expected to offer or provide access to Family Support, including support and advice on parenting, information about services available in the area and access to specialist, targeted services; and Parental Outreach:

20) Child & Family Health Services, such as antenatal and postnatal support, information and guidance on breastfeeding, health and nutrition, smoking cessation support, and speech and language therapy & other specialist support.

Links with Jobcentre Plus to encourage and support parents and carers who wish to consider training and employment

Extended Schools - Mainstream and special schools are expected to provide access to parenting support, including information sessions for parents of pupils joining reception and on transfer to secondary school; signposting to national and local sources of information, advice and support; access to parenting groups using structured, evidence-based parenting programmes; and family learning sessions to allow children to learn with their parents, where consultation has shown there is a demand.

21) Anti-Social Behaviour Act 2003 makes provision in connection with anti-social behaviour and sets out parental responsibilities and consequences in the form of Parenting orders or contracts under the 1998 Act in cases of exclusion from schools or truancy; and in respect of criminal conduct and anti-social behaviour

21) The Respect Action Plan states

"Problem families can disrupt the quality of life of whole communities and make the lives of residents around them miserable. It is in the interest of all of us to ensure that the small minority of families, who are responsible for a high proportion of problems, radically change their behaviour. It is also in the interest of the households themselves to be helped or forced to take help so that they, and especially their children, can take up opportunities that others enjoy."

22) "Parents have a critical role in helping their children to develop the values and behaviour that underpin respect. Many say they would value help with parenting – and some parents do not yet take their responsibilities seriously."

23) "We will improve parenting provision nationally through Children's Centres, Extended Schools, and measures to improve workforce capacity, including a National Parenting Academy."

24) "We will focus help on parents who need it most by establishing pathfinders to Prevent anti-social behaviour among young people at risk."

25) "We will tackle irresponsible parents, legislating to widen the range of agencies which can apply for a parenting order where a child's behaviour requires it."

"26) We will develop a long-term cross-Government strategy on problem families to improve the way public services deal with them."

27) "We will make additional investment available for parenting programmes as part of a co-ordinated approach to the most challenging families across children's and adult services."

28) Every Parent Matters – "Parents are demonstrating a growing appetite for discussion, information and advice..... Government wants to support the development of a wide range of services for parents to access as and when they need to. At the same time, we want to empower parents to influence and shape public services such as schools, health and children's services, as part of our public service reforms."

29) This document sets out what Government are doing to promote both the development of services for parents as well as their involvement in shaping services for themselves and their children. It marks the beginning of a national debate with parents, children and young people, as well as service planners, commissioners and providers as to how parents can best be supported and engaged.

30) The Children's Plan – "aims to make England the best place in the world for children and young people to grow up."

31) Parents want more support in managing the new pressures they face such as balancing work and family life, dealing with the internet and the modern commercial world, and letting their children play and learn whilst staying safe. Also that too many children's education is still being held back by poverty and disadvantage. Responding directly to these concerns, the Children's Plan will strengthen support for all families throughout their children's development and education, with families at the centre of excellent, integrated services that put their needs first, regardless of traditional institutional and professional structures.

32) Think Family –

"Families are the bedrock of our society. They can provide the greatest support in difficult times. The majority of families in this country are doing well. Incomes are rising, education standards are higher, and there are greater opportunities and improved wellbeing. The Every Child Matters Agenda has provided a blueprint for

radical reform of children's services that is now the envy of the world. But a minority of families – around 2% of the population – have simply not been able to take advantage of these opportunities. Poverty and worklessness, lack of qualifications, poor health, insufficient housing and poor parenting can cast a shadow that spans whole lifetimes and indeed passes through generations. These problems can be multiple, entrenched, and mutually reinforcing "

33) This document is the first part of the Families at Risk Review, which analyses the problems faced by this minority of families and sets out our emerging policy themes. It looks at the systems and services that have contact with these families and argues that if we are to really reach out to these families and enable them to overcome their problems, we must develop the capacity of services to "think family".

34) Government has a responsibility to work with families to ensure every child gets the best start in life. This document sets out a vision for a more effective, personal, problem-solving approach to enable excluded families to transform their life chances and break the cycle of disadvantage for their children.

35) Government accepts there is a need for change in the way parenting provision & support is offered so that asking for help is viewed as natural and normal. To help achieve this, parenting support should be available within mainstream services, which mothers and fathers are already using, such as GPs, health clinics, leisure facilities, nurseries, schools and churches' (Hodder-Williams E. 2006 Co-ordinated Isle of Wight Parenting Strategy Engaging Vulnerable/Hard to Reach Parents)

1.3 BACKGROUND

36) The Isle of Wight's original Parenting Strategy, written in 2005, was amongst the first of its kind in the country. The Strategy acted as a catalyst to review and extend services to parents, and achieved a number of significant developments including:

37) The establishment of the Parenting Family and Behaviour Support Team, a service providing a universal frontline service delivery to parents through schools.

38) Increased co-ordination between the statutory and voluntary sectors.

39) Increased awareness and understanding of parenting issues across the community from universal to specialist need (see Chapter 4 for more details).

40) New resources and events, including the parenting handbook and website.

41) The continued development of quality assurance in the parenting workforce (recognised as a model of good practice nationally).

42) The continued development of the Family Learning and Support Hub (FLASH) in providing a forum for practitioners' continued professional development and networking.

1.4 UNDERPINNING PRINCIPLES AND VALUES

(From the National Occupational Standards for Work with Parents 2007)

43) All work with parents should be undertaken in accordance with these principles and values, as listed below:

44) Parenting Education & Support should reflect the rights of the child set out in the UN Convention on the Rights of the Child (1989) ratified by the UK in December 1991.

45) Practitioners work in partnership with parents at all times.

46) Mothers, fathers, and those in a parenting role are acknowledged as having unique knowledge and information about their children.

47) Children are the responsibility of the wider society as well as of their families.

48) Work with parents should be non-judgemental and anti-discriminatory and should seek to empower by building on and valuing parents' existing strengths, knowledge and experience.

49) Parenting education and support should be available to all those in a parenting role.

50) Cultural diversity and different needs must be respected; entitlement, equality and exclusiveness are of fundamental importance to those who work with parents.

51) Anyone who works with parents should have specific training for that purpose.

52) Good practice requires reflection and a continuing search for improvement.

KEY PURPOSE OF WORK WITH PARENTS

53) Parenting education and support provides and promotes diverse learning and development opportunities together with supportive activities. This will enable mothers and fathers, prospective parents and those in a parenting role to better understand their own needs and those of their children. The purpose of this is to enable parents to fulfil their responsibilities for the benefit of their children and the wider society.

KEY ROLES PERFORMED BY PRACTITIONERS WORKING WITH PARENTS

53) Build and maintain effective and positive relationships with parents and others with an interest in working with parents.

55) Create and provide safe, inclusive environments and services that empower parents and support the development of confidence and resilience.

56) Provide parenting programmes in accordance with the values and principles.

57) Update knowledge and reflect on own practice, and support the development of others' knowledge and practice.

58) Influence and contribute to policies, strategies and development opportunities for parenting services and projects.

59) Create and sustain a framework for ensuring and maintaining the quality of delivery of parenting.

DEVELOPING A LOCAL STRATEGY

60) The Local Authority has identified a number of Corporate Themes and priorities Which reflect the Island's collective vision - Eco Island:

- 61) A thriving Island;
'A healthy and supportive Island';
priority no. 6 – 'improve health, emotional wellbeing and life expectancy across the Island.
A safe and well-kept island;
Priorities 10 'reduce anti-social behaviour and disorder'
and 11 – 'reduce the fear of crime and increase public confidence'
- 62) 'An inspiring Island';
priority no. 15 – 'support families and carers to provide a safe and positive environment for our young people'.
Modernising the council;
Priority 16 'putting the customer first'
and 22 'establish, maintain and improve effective partnership engagement'

This Strategy links with the Targeted Intervention Service Plan

OUTCOMES FOCUSED

63) The Isle of Wight Children and Young People's Plan (2006-2009) (CYPP) is clear in its objectives to provide the best opportunities for successful outcomes for children and young people – 'to secure a future where all children and young people are safe, healthy, can enjoy and achieve, have opportunities to make a positive contribution and can achieve economic well being'. The Plan sets out what we will do to secure this future.

64) Priority 5. Develop more support for parents, carers and families; this in turn will influence all of the 5 outcomes for children.

65) Objective 5.1 ensure all parents' carers and families have access to information, advice, guidance and support to help them support children and young people achieve their potential across the five outcomes. This objective is met through the information and advice available from the Family Information Zone (FIZ) and Wightchyps and the various methods of parenting support (structured parenting programmes, workshops, surgeries, individual one-to-one work etc.) via the Parenting Strategy Unit.

CHILDREN AND YOUNG PEOPLE PLAN (CYPP) & PARENTING SUPPORT

66) The Children and Young People's Plan forms an important part of the Council's Corporate Plan.

67) "The evaluation of the information and data available to the Children and Young People's Strategic Partnership at the meeting in January 2006 confirmed the priorities for the Plan. There was a widespread view that the life chances of children and

young people would be immeasurably enhanced if everyone worked together to 'develop more support for parents, carers and families'. This would build on the work already undertaken by social care and health agencies, the Adult and Community and Family Learning Team and such initiatives as the Parent and Family Support Workforce Training Programme and the Family Learning Programme." (CYPP 2006-2009)

IOW CHILDREN & YOUNG PEOPLE'S TRUST

68) The Isle of Wight Children and Young People's Trust is the partnership that will deliver the commitments of the Children and Young People's Plan.

69) The structure of the Trust includes the following:

- children's Trust Governance Board
- Children's Trust Executive
- 5 Every Child Matters Thematic groups
- Integrated Working Board
- Corporate Parenting Board

70) The Children's Trust joins up all services (including how they are prioritised, planned, funded, commissioned, delivered, monitored and evaluated) across the Council, the NHS, the community & voluntary sectors and enterprise. This structure is also supported by the Island Strategic Partnership and is reflected in the Corporate Plan which identifies corporate priorities and outcomes.

The Trust places children and young people at the centre of all these services
The Local Area Agreement will help join these services together by pooling/aligning budgets around the shared priorities in the CYP Plan; this may then provide additional funding for the Trust provided we reach the stretched targets in our Local Public Service Agreements.

CONSULTATION AND PARTICIPATION

71) The Isle of Wight Parenting Strategy proposes ongoing consultation and participation about needs; existing provision & proposed priorities with:
Parents, Children & Young People, The Integrated Workforce, Community Leaders, Private, Voluntary, Community and Faith-Based sectors

LINKS TO OTHER LOCAL AUTHORITY STRATEGIES

72) The Isle of Wight Parenting Strategy will work in line with targets and principles identified by the Children and Young People's Plan.

73) The Childcare & Early Education Service Development & Implementation Plan 2006-07

The Children's Centres Strategy 2006

The Extended Schools raising the potential of community 2007

Family Learning Strategy 2008 - 2010

The Teenage Pregnancy Strategy

The Policy for Inclusion of Children & Young People within Isle of Wight Schools 2003

Isle of Wight Children's Services Behaviour Support Plan 2004-2007
Anti-Bullying Strategy 2008
The Domestic Violence Strategy
Preventative Strategic approach and Framework 2009-11

74) The Isle of Wight Parenting Strategy also works in collaboration with other local and national strategies – details of related policies and plans can be viewed on eduwight.iow.gov.uk

This strategy will be reviewed annually.

2. DEFINITION OF EFFECTIVE PARENTING

WHY DOES 'GOOD PARENTING' MATTER?

75) Children and young people are special in themselves. They are fascinating to be with as they develop, grow and explore. They are also the generation that will become the leaders, shapers, employers, consumers and parents of tomorrow. Good parenting is essential if they are to become mature, contributing members of society.

76) The most important people in the lives of the children and young people are their parents. The training and development agency has calculated that their care and influence has an impact on children and young people that equates to 80% as compared to schools, which is calculated as being between 8 and 20%

77) 'Parents and the home environment they create are the single most important factor in shaping their children's well-being, achievements and prospects.' (Every Parent Matters)

78) The first of the five underlying principles of the government's children's plan states 'Government does not bring up children – parents do – so government needs to do more to back parents and families'.

79) The 'Perfect Parent' is a myth: but in families where the parent(s) or main carer can provide sustained 'good enough' parenting, children and young people are likely to flourish.

80) Good parenting starts with meeting the child's physical and emotional needs including a secure home where children and young people know they are loved and belong. It enables children to develop the confidence and skills to take hold of the opportunities available to them and to fulfil their potential.

81) A Moris Poll identified the top qualities that young people look for in their parents.

They want their parents to:

"Listen to their point of view".

"Have firm ethical and moral values".

"Feel positive about themselves".

"Know how awkward, lacking in confidence and inarticulate many young people feel".

"Behave as if they like them".

WHAT FACTORS INFLUENCE PARENTING?

82) There are many factors that affect a family's ability to parent, some internal, some external. One of the most significant is the kind of parenting that parents themselves experienced.

83) Protective factors are often described as the internal assets and external strengths that promote resilience. The external strengths include the support and security that an individual receives from the family and wider community. The stronger the protective factors, the more likely that a child and their family will be resilient to risk. The greater the resilience the better they cope with adversity and uncertainty, and the more successfully they can recover from traumatic events or episodes within their lives. Some of the main factors that are seen as positively influencing parenting capacity and building resilient families are:

84) Stable relationships and agreement between parents/carers
Secure, well maintained housing
Income above the poverty level
Budgeting skills
Educational qualifications
Parents in employment
Social integration into the community
Support from extended family and of friends.
Good physical and mental health
Personal sense of moral values or faith
Confidence

85) Other factors cited in the government's "Think family" initiative can negatively affect a family's parenting capacity and can cause temporary or long term effects. These include:

86) Breakdown of parental relationships
Being a lone parent
Neither parent in the family in employment
Poor quality or over-crowded housing
No qualifications
Parents with mental health problems
Parents with longstanding illness, disability or infirmity.
Low income
Debt resulting in families not being able to afford a number of food and clothing items.
Families with multiple caring responsibilities such as for children and elderly relatives.
Children with longstanding illness, disability or infirmity
Children whose behaviour is giving cause for concern
Parents using drugs and alcohol problematically
Social isolation
Low levels of confidence and self esteem
Stress caused by overwork and other life events.

Times of major transition trauma and change within the family
An absent parent (working overseas, armed forces, imprisonment etc)
Families experiencing domestic violence.

87) Where only one factor that has a negative impact is present, most families cope well. As the number of factors increase, both the parents and the children are likely to need support from their extended family, friends or services around the Isle of Wight. How, when, and what type of support is offered will determine how well families cope with difficulties, and the extent to which capacity and appropriate resilience is developed.

2.3 RAISING THE PROFILE & INFLUENCING THE CULTURE ON THE IOW

88) We want the Isle of Wight to be a place where parents are valued, empowered and supported; a place where families, (including the young people within them), are seen as a vital, contributing and integral part of society. We aspire to an Isle of Wight wide culture that not only respects the contribution families make to the community but also creates the environment where local people can contribute to strengthen family life and offer support to parents in their complex role.

89) Celebrating parenthood and family life is key to fulfilling this ambition. Advertising and promoting opportunities for local people to get involved with the lives of children, young people and families through voluntary work as well as paid employment is another.

DEFINITION OF EFFECTIVE PARENTING:

90) In the 'Parenting Support' guidance (DFES October 2006) the key principles of the effective parenting are set out as:
Authoritative (warm and firm) not harsh parenting.
Attachment initiated pre birth, and especially important in the early months
Parental involvement in the form of interest in the child and parent-child discussions: how parents interact with their children is key.
Positive parental expectations, beliefs and attitude
Parental Supervision.

3. EQUALITY & DIVERSITY

91) Equality and diversity is a 'Golden thread' running through all the Isle of Wight Council's services with the aim of encouraging and developing opportunities leading to 'improving Isle of Wight life' for the whole community.

92) The Council recognises that there are groups of people in the Isle of Wight community who face discrimination (intentional or unintentional) because of their background or personal circumstances.

93) Where these groups interact with the Council, it is committed to ensuring it avoids discrimination. Each service area will undertake equality impact assessments to assess the needs of service users in relation to race, religious belief, gender, sexual orientation, disability, age and geographical location.

THE COUNCIL'S COMMITMENT

94) This commitment will equip the Council to:

Provide excellent services to the community

Act as community leaders

Develop effective consultation with, and employment opportunities for both staff and local people in a way that is consistent with the equality and diversity policy;

Accommodate future legislation as it develops;

Actively promote social inclusion in the provision of all Council services.

95) The Council Will:

Celebrate diversity to promote a positive image of people from all sectors of the community

Treat everyone fairly, challenge inequalities and promote opportunities for all;

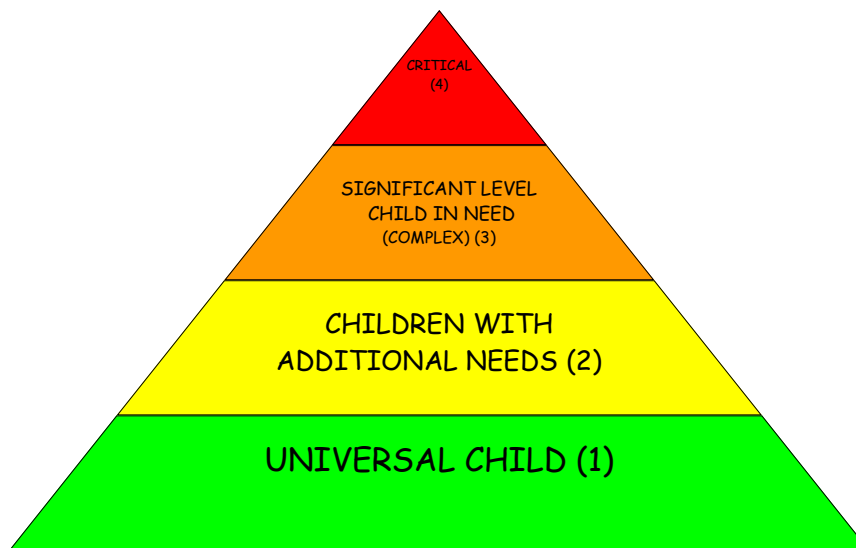
Work in partnership with other community organisations to provide services – which meet the requirements of the Island's community;

Consult and involve local people and service users when taking decisions that affect them;

Provide support for training for all staff and partner organisations including the not for profit sector to raise awareness of diversity issues in line with the corporate training policy and the achievement of the Councils priorities.

4. SUPPORTING PARENTS AT DIFFERENT LEVELS OF NEED

96) The following diagram summarises the four levels of need



- 1. UNIVERSAL (Single agency response if required)
- 2. ADDITIONAL NEEDS (Single or multi agency response)
- 3. COMPLEX (Significant level of multi agency response)
- 4. CRITICAL/ACUTE (Complex statutory assessment – Child Protection)

97) What is helpful for one parent is not necessarily helpful for another. All parents are individuals with a variety of needs and learning styles. Use of the Common Assessment Framework should offer more accurate assessments to determine what service best suits an individual parent. Whilst many parenting programmes show some success, it will be important to train professionals to deliver services tailored to meet individual needs.

98) Services that offer parenting support are generally good. However they tend to be disjointed and analysis showed the following:

99) Parenting support is often offered as an integral part of a specialised service, for example as part of the work of the Youth Offending Team of the Child and Adolescent Mental Health Team, and therefore not available to all.

100) Tracking and identifying what support is available can be confusing and eligibility criteria can prevent parents from accessing appropriate support when it is needed.

101) The Council's focus for the future will be not so much 'What is on offer?' but 'How it is delivered?'. These findings are supported by research carried out by David Quinton (Supporting Parents – Messages from Research 2004) which states 'it's not what is offered to parents but how it is offered that engages parents'

102) The Isle of Wight Parenting Strategy will focus on strengthening information and access to services through effective multi-agency working. Services at all levels of need play a significant role in supporting mothers, fathers and other carers and the successful implementation of The Strategy will underpin the key principles and vision set out in Every Child Matters and the National Services Framework for Children, Young people and Maternity Services.

103) The delivery of The Isle of Wight Parenting Strategy will be seen as a strand running through services and will focus on the following themes:

104) Universal Support is that which is available to everyone, met through services such as schools, GP, Health Visitor information services etc.

105) Targeted Support is available for those who may have additional support needs, met through services such as parenting support groups drop-ins etc.

106) Specialist support is where more extensive help may be needed, met through services such as the social care teams and structured parenting programmes.

107) Crisis support is where intensive support is needed or directed, met through statutory services such as the Youth Offending Team.

5. PARENTING SUPPORT WITHIN UNIVERSAL SERVICES

WHAT DOES THIS LOOK LIKE?

108) Tier 1 Universal services are those which are provided for all children and young people. They are often provided on a local basis by local settings, practitioners, services and organisations. They provide the services and support required by all children and young people to help them achieve the five Every Child Matters outcomes. The list below gives some examples of universal services.

- Children's Centres
- Early Years Provision
- Leisure Services
- Libraries
- School Nurses
- Family Information Service (FIZ)
- Doctors and General Practitioners (GPs)
- Health Visitors
- Community & Voluntary Organisations
- Maternity & Midwifery Services
- Schools & Extended Schools
- Comprehensive CAMHS

109) Universal services are supplemented by additional support services. Parenting support programmes available to support identified groups of vulnerable families.

Families who would benefit from additional support but are not choosing to access it are identified and encouraged to do so.

Support at this level is available to families where there are children with special needs.

Professionals are trained to deliver tailored programmes according to individual needs.

Parenting support is provided in conjunction with other services aimed at supporting the needs of vulnerable families, with professionals working together to ensure a 'joined up' package.

Interventions foster supportive relationships and effective communications between young people and their families.

WHAT IS ALREADY IN PLACE?

110) Some examples of service provision available to parents on the Isle of Wight are detailed below:

Parenting Strategy Unit (PSU)

111) The Parenting Strategy Unit is part of the Directorate for Children and Young People and sits within Targeted Intervention. It comprises three teams:

The Parenting Support Team

Education Welfare Service (see page 37)

Family Information Zone (see page 22

112) The Parenting Support Service provides parental support and guidance to the most vulnerable families already involved with social care as well as for all parents and families through universal services. The Team's key responsibilities are to implement this Parenting Strategy as well as the Anti-bullying strategy to develop effective family support.

113) It is a universal service open to all parents island wide. Referrals can be made by parents themselves, as well as through schools and other agencies working with children and families.

114) The Parenting and Family Support Team work with parents in a range of ways tailored to meet parents' needs including:

115) surveys in schools and at community events to identify areas of interest or concern for parents;

116) workshops to target specific areas (i.e. building self esteem, listening skills, stress management, parenting styles, managing behaviour, setting boundaries, play, praise & rewards);

117) parenting courses designed to meet identified areas of interest for groups of parents (4-6 weeks)

118) evidence based parenting programmes delivered in groups (i.e. Webster-Stratton's Incredible Years) (12 weeks)

119) All services are offered across the Island in a variety of settings and venues including Children's Centres, Schools and Community Centres

120) The PSU has parenting practitioners and senior parenting practitioners, links with third sector agencies, and works with the IW Parenting Commissioner to ensure a cohesive approach to parenting support

Children's Centres

122) The Isle of Wight currently has 7 children's centres located in Cowes, Newport, Ventnor, Ryde, Sandown and Shanklin (The Bays).

123) Each children's centre currently provides services that include early learning and childcare, parenting advice, health services and help for parents to find work or training. Some also provide maternity support and post-natal care, and provision for families whose first language is not English.

124) All the centres work collaboratively with other agencies (including midwives, health visitors and Home Start); services are provided both within the centres and other community venues, e.g. health clinics, schools and community halls. Groups and services provided within individual centres vary, but include activities for parents with their babies or young children - such as parent and toddler groups, baby massage, chatter matters and rhythm time. Educational groups for parents to access literacy, numeracy, healthy eating and first aid skills are also widely available with crèche facilities.

Extended Services (in and around schools)

125) An extended school is one that provides a range of activities and services, often beyond the school day, to help meet the needs of its pupils, their families and the wider community.

126) Across the Isle of Wight many schools are already providing some extended services including parenting support, adult education, study support, ICT facilities and community sports programmes.

127) Schools and parents can build on existing provision and consider what additional services or activities they might offer. There is no blueprint for the types of activities that schools might provide, or how they could be organised. Working with local partners schools can develop as little or as much provision as they think suitable for the community.

Children's Information Service.

128) The Family Information Zone (FIZ) located in Newport, provides independent information and guidance on services for children and young people on the Isle of Wight.

129) FIZ holds up to date information on all registered childcare provision on the Isle of Wight e.g. Child minders, day nurseries, playgroups and out of school clubs, as well as unregistered provision such as parent and toddler groups.

130) FIZ also provides information, booklets and leaflets on various related matters such as child tax credits and Child Trust Funds. FIZ can also 'signpost' enquires to other services such as dancing and leisure activities. As well as providing support and guidance to parents and carers, FIZ is on hand to offer guidance to people wishing to work in the childcare sector, childcare providers, employers and other professionals.

Family Learning & Parenting Support

131) Family Learning is taken to mean any planned activity in which adults and children come together to work and learn collaboratively.

132) In its broadest sense it refers to activities undertaken by parents/adults/carers, which are planned, purposeful and progressive. They are designed to enhance both adult and child learning in traditional educational settings and also other community venues. It may involve learning about roles, relationships and responsibilities including parenting education. In this sense Family Learning has a strong association with the concept of citizenship.

133) Central to Family Learning are the key agendas of raising achievement in the local community, improving attitudes to learning and offering accreditation to parents in their locale.

134) There are two distinct areas of work: Family Literacy, Language and Numeracy Programmes which aims to raise skills for life achievement within families and

Wider Family Learning which aims to bring families together in a learning experience for a wide range of outcomes both learner and provider driven.

The Voluntary & Community Sector

135) There is a great deal of support for parents available through the Voluntary, Community and Private Sector with a wide range of activities and provision across many areas including, Early Years Provision Settings; Faith groups; peer support networks and many others, details of which can be found through FIZ, libraries and Wighchyps.

6. PARENTING SUPPORT WITHIN TARGETED SERVICES

6.1 WHAT DOES THIS LOOK LIKE?

136) Tier 2 Targeted and/or vulnerable Children and young people sometimes have additional needs which require some targeted support. The targeted support may come from one or more of the specialist services described in the list below in addition to those provided by universal services.

Special Educational Needs Coordinators (SENCO)	Education Welfare Service
Children's Speech & Language Therapy Service	Counselling in some schools
Hospitals	Targeted Youth Support
Educational Psychology Service	Parent Partnership
Early Intervention Service	Young Carers Project
Teenage Pregnancy	Young Parents Support

137) both universal and targeted services work together with the child or young person, and their family, to help them achieve the outcomes from Every Child Matters.

138) Some services are delivered within different tiers to the information given here. It is also likely that a service can be placed in more than one tier. For example, a Child and Adolescent Mental Health Service (CAMHS) worker might be working in schools at tier 2 offering preventive work, whereas sessions within a clinic for a child and family with complex needs maybe within tier 3. A Connexions PA could be working at the universal level offering information, advice and guidance but also working with young people with complex needs within tier 3.

139) Universal and targeted services are supplemented by additional services geared towards families who are in need of more intensive support. There is a robust, multi-agency case planning process with a clear lead professional role.

140) The lead professional should assist the family to access appropriate services available at levels 1 and 2 which they may not be currently using. One of the key delivery elements of targeted youth support is to ensure vulnerable young people, their families or carers and their communities are fully engaged in the reforms and their own packages of support. Action 7.5 in the Targeted Youth Support Implementation Plan is to deliver a co-ordinated parenting support programme to enable parents and carers to manage transitions in the lives of young people.

141) Intensive parenting programmes available to support those families where the need is most acute.

142) Programmes delivered by appropriately trained and skilled facilitators who are able to engage in a productive alliance with parents.

As at level 2 parenting support provided in conjunction with other services aimed at supporting the needs of families with professionals working together to ensure a joined up package.

143) Parenting orders support interventions as appropriate.

Parenting contracts set up to ensure support is given to improve parenting skills in cases where parents consistently undermine children's life chances.

These enable compulsory support to be given in some circumstances without drawing families into the criminal justice system.

In many cases intensive support will only be needed for a time limited period after which families may be able to revert to level 2 targeted support.

6.2 WHAT IS ALREADY IN PLACE?

THE EDUCATION WELFARE SERVICE

145) The Education Welfare Service is responsible for fulfilling statutory responsibilities of the Local Authority in respect of school enrolment, attendance, exclusions and juvenile employment.

More information can be accessed regarding the following aspects of the EWS on eduwight:

- Absence from schools
- EWS Intervention
- Continued Medical Absences
- Fast Track Prosecution – where families fail to make use of services offered
- Pre-Court Panels
- Penalty Notice Referral Form
- Penalty Notices – IW Code of Conduct
- Exclusion Penalty Notice
- Parenting Order
- Parenting Contracts

146) At present one Education Welfare Officer and one Education Welfare Assistant are allocated to a school cluster. (A school cluster being defined as a high school and

its principle feeder middle and primary schools.) The Education Welfare Service is the link between home and school and works closely with parents, Head Teachers and staff on all matters that affect the welfare of children. This includes giving advice to schools, parents and pupils as well as undertaking individual casework.

147) The service also works closely with other professionals and agencies, both statutory and voluntary, which are concerned with child welfare. These include the Probation Service, Police, Housing Managers, Social Services Department, Department of Health and Social Security, NSPCC, etc.

Main Duties of Welfare Officer:

Child Protection issues

Visiting homes of reported absentees and taking such action as is required to secure the child's return to school.

Advising schools on Attendance and Welfare matters

Giving evidence in court on attendance related matters

Supervising pupils on Education Supervision Orders

Visiting places of employment under the provisions of the bye-laws relating to the employment of children and issuing employment licences.

Dealing with queries arising from the transport of children to school.

Escorting children to and from schools as appropriate

Liaison with other agencies as appropriate

Referring children who require home or hospital tuition.

Participating Attendance Sweeps, whether locally or nationally initiated

THE EARLY INTERVENTION SERVICE (EIS)

148) The Early Intervention Service is part of the Islands early intervention and prevention strategy and to support children with preventative interventions from an early age. The service engages with young people between the ages of 8 and 18, who are perceived to be at risk of entering the criminal justice system with offending and anti social behaviour. This includes young people who have not received a Police Final Warning or court conviction. A Support Worker is allocated to the child or young person and will work with the child and their family to identify any factors that may be contributing to offending or anti social behaviour.

149) The service is supported through a Panel process consisting of professionals from a range of agencies, who collectively agree to the provision of intervention for the young person and their carers. The panel convenes on a regular basis, which is approximately every six weeks, to not only determine services for new clients, but also to update and review current clients and agree to closing clients who have completed their interventions.

150) This method of multi-agency working has been recognised nationally as a model of best practice on the Every Child Matters website. It was, therefore, agreed that this panel process be used as a model for the Common Assessment Framework.

The Common Assessment Framework

151) A national, common process for initial assessment to identify more accurately and efficiently the additional needs of Children and Young People at risk of poor outcomes, which will reduce duplication of assessment, produce a shared language across agencies and improve referral between agencies.

TARGETED YOUTH SUPPORT

152) Targeted youth support aims to help vulnerable young people achieve the five Every Child Matters outcomes.

153) Effective targeted youth support on the Isle of Wight will address the risk factors that may result in poor outcomes and will help build vulnerable young people's resilience. These are described in the National Indicator set and in the Isle of Wight Local Area Agreement targets for 2008 to 2011. In particular, it will:

154) Develop young people's social and emotional skills, enabling them to make positive choices, manage change and navigate risk

156) Raise young people's aspirations and help them to achieve and feel positive towards learning

157) This includes helping them to be engaged, and stay engaged, in the wider range of learning opportunities becoming available for 14–19 year-olds

158) Help foster supportive and positive families, communities and peer groups

159) Targeted Youth Support is an integral component of locality working that is being implemented across the Isle of Wight.

PARENT PARTNERSHIP

160) Parent Partnership, based in Newport, is an 'arms length' statutory service that offers impartial information, advice and support to parents of children and young people with special educational needs/disabilities. Parent Partnership aims to ensure that parents/carers are able to play an informed part in any decisions about the educational provision made to meet their child's special educational needs and to build partnerships between parents/carers, the local authority and school. Parent Partnership also has a role in making sure that parent's views are heard and understood and that these views inform local policy and practice.

Parent Partnership Choice Advice

161) The Choice Advice Service provides advice and assistance to families making a school choice for their child. The Choice Advice Service is targeted at parents/carers unable or unwilling to engage with the systems; helping families with their choice of school and ensuring that no child is disadvantaged when choosing school provision. The Choice Adviser also provides independent and impartial advice on the admissions and transfer process.

TEENAGE PREGNANCY & TEENAGE PARENTS

Strategic vision - April 2001 – March 2011 (Updated June 2002)

170) A joint strategy to reduce teenage pregnancy and the social exclusion of teenage parents in the Isle of Wight.

In 10 years time, the Health and Local Authorities of the Isle of Wight will reduce teenage pregnancy by 45% by 2010. The reconfiguration of Health Authorities has resulted in the need to redefine and localise the strategy as from April 2002. The health and Local authority will be accountable for achieving the Government's goals. It is intended that comprehensive, accessible and integrated services will be available to meet the sexual health needs of young people, including offering support to those who have made a decision to have a baby. This will be achieved by working in partnership with relevant organisations to create a range of young people-centred services that address current inequalities in provision are sustainable and evidence based.

Teenage pregnancy is a multi-faceted issue for which there are no easy answers. However, multiple and complementary strategies are more likely to be effective than

180) single solutions. Different approaches are needed to reach different groups, in a variety of locations and including a focus on the needs of boys and young men.

It is essential that all potential service users are involved and consulted to ensure that services are relevant to their needs, in particular: young people, parents, young parents, black and ethnic minority groups and people with disabilities.

GFS PLATFORM

181) "TGirls Friendly Society in England and Wales (campaign name GFS Platform). Established in 1875, within the Anglican Church, GFS Platform has become a national and international movement, helping young women to help themselves by giving them opportunities to develop their potential, pursue aspirations, grow in confidence and to learn to value themselves and others equally. We work with girls and young women of all religious faiths and none. We pride ourselves on providing a nurturing ethos and a warm, caring and accepting atmosphere. We work holistically to meet the needs of girls and young women".

182) Despite being a popular holiday destination, the Isle of Wight has pockets of deprivation and a lack of amenities and services that results in hardship for many people who live there.

183) It was against this backdrop of social exclusion that GFS Platform set up the project in 2000 to work with young mothers aged between 14 and 25. The project works with upwards of 30 young women a week and their children.

184) i provides a unique and holistic service that provides a place for young mothers to share their problems, support each other, learn new skills and make decisions to overcome poverty, disadvantage and isolation.

Services include:

185) An On-site Ofsted Registered Crèche.

186) Formal Education including IT, CLAIT and Learn Direct English and Maths.

187) Informal Education including healthy eating on a budget, keep fit digital photography, graphic design and producing the newsletter.

188) Volunteering Opportunities including care workers, peer support and fundraising.

189) Advice and Support on issues such as debt, homelessness, domestic violence, substance misuse, relationships, parenting and healthy lifestyles.

190) Sexual Health Advice including condom distribution.

191) Specialist Services include millennium volunteers.

Age Limits

Lowest Age: 14, Highest Age: 25

7. PARENTING SUPPORT WITHIN COMPLEX AND/OR SPECIALIST SERVICES

7.1 WHAT DOES THIS LOOK LIKE?

192) Tier 3 Complex and/or specialist services

A smaller number of children or young peoples' additional needs are complex and therefore require support from more than one specialist service in addition to targeted support and universal services. Children and young people with complex additional needs may require support from one or more specialist service for a limited time to help address a priority need, whilst others may be involved over a longer period of time. Specialist services should support universal services and vice

versa to facilitate the child or young person continuing to access them so working together to support the achievement of the five Every Child Matters outcomes

Specialist services include:

Specialist Child & Adolescent Mental Health Services (CAMHS)	Children's Speech & Language Therapy Service
Young People's Drug and Alcohol Service	Family Intervention Support Team
Looked after Children 16+ Team	Children's Disability Team
Looked after Children 0-16 Team	Special Schools
Targeted Youth Support	Behavioural Therapy Service
Youth Offending Team	Special Educational Needs Services

7.2 WHAT IS ALREADY IN PLACE?

Specialist Child and Adolescent Mental Health Service (Sp.CAMHS)

193) All children referred to this service have been identified as needing assessment and or treatment for specific mental health problems.

Within the Specialist Child and Adolescent Mental health service the following are available:

Family Therapy

Parent Child Game (Under 8's)

Group for parents with anxious children

Managing Challenging Behaviour

Individual therapeutic – treatment interventions by a range of mental health professionals

Family Intervention Support Team

194) The Family Intervention Support Team provides a range of services for children identified as children in need by a social work assessment. Interventions are aimed at preventing family breakdown and supporting families to stay together. Some of the primary issues for referral include improving communication within the family home, improving confidence in parenting skills, support in setting boundaries and behaviour management. Early identification of risk factors enables interventions to reduce risk to children and young people.

195) Families who have children under five (subject to a Child Protection Plan) are able to access early years outreach work. This involves practical support in parenting, such as advice about appropriate play and stimulation, behaviour

management, diet and nutrition, managing household affairs and developing support networks.

Youth Offending Team

196) The Isle of Wight Youth Offending Team works with young offenders either after court order or at Final Warning Stage. The Youth Offending Team is part of a multi agency organisation which is run by the Hampshire County Council, and is known as The Wessex Youth Offending Team.

197) The team comprises workers from Probation, the Police. Health and Social Services and they focus on dealing with young people who are involved in criminal anti-social behaviour under the crime and disorder act.

198) For those parents subject to a court parenting order the Youth Offending Team parenting Worker provides parenting support in the form of groups and individual input.

Special Schools

199) Medina House School has a full time dedicated Parenting & Family Support Worker to offer a full range of parenting support to families from 1:1 home visits and support through to evidence based parenting programmes for groups of parents.

PARENTING SUPPORT WITHIN ACUTE SERVICES

Tier 4 Acute and/or intensive

8.1 WHAT DOES THIS LOOK LIKE?

200) A small number of children and young people will be at risk of or will suffer significant harm or neglect, and will require intensive intervention to ensure that they are safe. A small number may have severe and complicated physical, mental or behavioural disorders, and will require specialist support to enable them to be healthy. A small number of children will need services at Tier 4 when they are living away from their family, in care, in hospital, or in a criminal justice setting. These children must also be supported to achieve the other three Every Child Matters outcomes. In these circumstances it is imperative that children and young people are referred as soon as possible to the appropriate children's social care services, Child Protection or specialist health services.

201) Examples of acute intensive services might include:

Hospitals	Youth Justice Service
Specialist CAMHS	Child Protection (Placement)
Adolescent Drug & Alcohol Service	

202) As at level 3 there is a robust multi disciplinary case planning approach with an identified lead professional.

203) Although at this level there will often be some compulsion in measures used, the aim remains the same as with voluntary interventions. That is to offer support advice and guidance to mothers and fathers to enable their children to achieve better outcomes.

204) Where necessary, legal powers will be utilised to ensure that mothers, fathers and other carers act in the best interest of the children and young people.

205) At this level professionals may be working with families who cannot or will not co-operate.

WHAT IS ALREADY IN PLACE?

Level 4 (crisis) services already in place.

206) Residential and foster care arranged through social care teams in cases of family breakdown and sometimes following a court order.

207) The Safeguarding & Children in Care Teams support and help maintain rehabilitation of a young person back into the family home wherever possible. Referrals are made through the Assessment & Intervention Team.

208) Child protection investigations are carried out by the relevant social care teams.

209) Parenting orders compel parents to participate in parenting programmes offered through the Youth Offending Team and Education Welfare Service.

9. A STREAMLINED AND INTEGRATED APPROACH

What does this look like?

210) There is an Integrated Working Board already in place on the Isle of Wight. The purpose of the integrated working board is to provide a leadership and strategic role for the integrated working issues not covered by the Every Child Matters outcome working groups. The integrated working board meets bi-monthly.

211) Integrated working training will support a common approach to information sharing, common assessment framework and the lead professional role. The training will support the development of integrated teams.

9.2 Moving towards an improved model of support for all tiers of need

212) The purpose of the Outcome Working Groups is to provide direction and co-ordination for the delivery of the five outcomes in the context of the priorities identified on the Isle of Wight, as set out in the Isle of Wight Children & Young People's Plan

213) There will be 5 Outcome Working Groups.

Be Healthy

Stay Safe

Enjoy and Achieve

Make a positive Contribution

Achieve Economic Wellbeing

214) Every year Council services will be monitored on the progress in achieving the five outcomes by an examination called an Annual Performance Assessment. Every three years all services in the CYP Plan will be held to account for how much we have improved outcomes for children and young people. This Joint Area Review will ask children and young people themselves what difference the CYP Plan and our CYP Trust is making to their lives.

10.PARENTING WORKFORCE

10.1 Background

215) The parenting workforce on the Isle of Wight across Preventative, Targeted, Complex and Acute services will comply with the National Occupational Standards (NOS) for Work with Parents.

10.1.1 The National Occupational Standards (NOS) for Work with Parents

215) (WWP) are nationally agreed statements of competence* which describe what an effective and competent worker does and what they need to know to deliver quality. The standards were developed in consultation and approved by the UK regulatory bodies (QCA, SQA, ACCAC and QCANI) on April 26th 2005.

**Competence here is defined as 'the ability to perform to the standard required in employment across a range of circumstances and to meet changing needs' (QCA).*

10.1.2 The National Academy for Parenting Practitioners (NAPP)

216) developed in order to transform the quality, size and skill level of the parenting workforce across England. By doing so their vision is that parents can access the help they need to raise their children to be happy, healthy, safe, and ready to learn and to make a positive contribution, thus providing them with sufficient personal resources in order to achieve economic well being. NAPP promote continual professional development, status and training that is based on evidence of what works best. They have developed with City and Guilds Work with Parents Qualification that complies with National Occupational Standards. The Isle of Wight parenting workforce will continue to offer this generic training. Currently NAPP are offering additional training in evidenced based parenting programmes, practitioners are to begin the Triple P Programme in March 2009 (for parents of teenagers).

10.2 What is already in place?

217) The Isle of Wight has consistently led in this area of development on a national level, from participating in the pilot of Parent Educator Training (PET - Train the Trainer) to the current Training for Work With Parents (WWP). Practitioners working with parents have accessed the training from a range of agencies and services across the Isle of Wight to encourage and promote interagency networking and co-working.

218) Within the Parenting Strategy Unit practitioners are also trained to deliver Webster Stratton Incredible Years Programme for parents of children under twelve.

219) Future training for the Isle of Wight's parenting workforce will be advised by NAPP recommendations and research findings in best practice in working with parents which in turn will advise local policy and will be identified through the Implementation/Action Plan.

10.2.1 Who is the current workforce?

220) The current workforce consist of workers from the Parenting Strategy Unit, Family Intervention Support Team Workers and a range of practitioners based in

relevant parenting support venues, i.e. Children's Centres, Extended Schools, Family Learning, Schools, Voluntary, Community and Private Sector, Youth Offending Team and Island Drug and Alcohol Service.

10.2.2 Qualification and Continued Professional Development

221) It is anticipated that as and when additional training is accredited and higher levels of qualification are available Parenting Practitioners on the Isle of Wight will be encouraged to access and acquire training and expertise in this area of work. The National Academy for Parenting Practitioners will promote this vision and work with Higher Education Providers to support this in practice. Some universities are already offering modules at both BSc and MSc levels.

It is also expected that NAPP will develop a register of Parenting Practitioners who meet the National Occupational Standards and have received training and support at the appropriate level for their roles and responsibilities

10.2.3 Quality Assurance

222) The Isle of Wight is committed to best practice and has developed a system of probation for those practitioners trained in working with families.

Probation includes direct observation of group delivery by a trainer and peer observation from more experienced workers who deliver group work to parents as a regular part of their working practice. Competency recommendations from probation are provided to the individual workers and their managers. Practitioners (who have completed training) also receive group supervision at termly intervals. This provides an opportunity to network, to celebrate and share best practice and to problem solve. Reflective practice, self and peer evaluation and supervision are considered essential for good practice in this work.

10.2.4 IOW Parenting Practitioners' Forum – F.L.A.S.H.

223) Parenting & Family Support and Family Learning on the Isle of Wight have been identified as exemplars of best practice in partnership working in supporting parents over several years and have provided presentations on their work at National Conferences and Seminars, including a presentation to Government policy advisers, NAPP and the National Institute for Adult and Community Education in October 2008. A forum for practitioners working with parents was first established in 2001 – Family Learning and Support Hub – F.L.A.S.H.

FLASH provides 3 development days per year at no cost to practitioners. These provide a local, regional and national view and information, as well as providing the opportunity to hear speakers on relevant subjects identified by the forum participants.

Professional development is mapped to the NOS.

All practitioners working with parents on the Isle of Wight, across the statutory services as well as the Voluntary, Community and Private Sector are encouraged to attend these development days

11. OUTCOMES & ACTION PLAN

224) Outcomes and actions are detailed in the Implementation Plan, attached to this document.

11.1 OUTCOMES

225) The Isle of Wight Parenting Strategy will be implemented according to National Indicators, the Every Child Matters agenda and the Isle of Wight Children and Young People's Plan.

11.2 RECRUITMENT/WORKFORCE DEVELOPMENT

226) There are plans to improve the capacity of the workforce to deliver a quality service to all parents on the Isle of Wight. The current Parenting & Family Support Team will expand from one Parenting and Family Support Co-ordinator and three FTE Parenting Practitioners to include two Senior Parenting Practitioners (as per the Government funding for 'Parenting Experts') as well as an additional four FTE Parenting Practitioners (as per Extended Services Parenting Support Advisers - PSA's)

11.3 INFORMATION FOR PARENTS

227) Parents will continue to receive information through a variety of media, including: the Isle of Wight Parenting Handbook, Website (www.iwight.com/parents) FIZ, the Parenting and Family Support Leaflet as well as through the network of all those who work with parents and provide information, advice, guidance and signposting to appropriate support and services.

11.4 PARENT SURVEYS & CONSULTATION

228) Parents will be considered essential to be involved in the planning, commissioning, design, review and delivery of services on the Isle of Wight.

Some examples of opportunities to consult with parents are:

Through Children's Centres, Schools and Extended schools.

With service users 1:1 & groups

Workshops – questionnaires & focus groups

Parent Fourm (Parent Voice) – to be developed

On line forum for parents (linked to PFST) – to be developed

11.5 IDENTIFYING AREAS OF NEED

229) The Isle of Wight Parenting Strategy Implementation will continue to identify areas of need through Parents, Partners, Stakeholders, National & Local statistics (indicators) and the Isle of Wight Children's Trust

11.6 SIGNPOSTING

230) To best implement the appropriate levels of support at the earliest opportunity the Isle of Wight Strategy Implementation Plan will develop the Lead Professional Role across the sector, develop and implement CAF in conjunction with other appropriate agencies and services and attend and participate in any/all relevant and appropriate panels to support parents.

11.7 SUPPORT WORK THROUGH CHILDREN'S CENTRES AND EX SCHOOLS

231) The Commissioner for Parenting & Family Support will be the strategic link with Children's Centres, Extended Schools and partnership agencies.

The Parenting Strategy Implementation Plan will support Parents through Children's Centres and Extended Schools in the following ways:

All Practitioners whose primary role is Parenting Support will be invited to participate in CPD and networking opportunities.

The Parenting Strategy Unit Manager and Senior Parenting Practitioners will serve as representatives on Children's Centres/Extended Schools Partnership Boards

The Parenting Strategy Unit will develop and maintain close links with Extended Schools Development Officers

The Parenting Strategy Unit will develop protocols for referrals and joint working

The Parenting Strategy Unit will continue to provide consultations/surveys with parents → workshops/courses tailored to local need

11.8 TARGETED SUPPORT

232) The Parenting Strategy Unit will continue to liaise with agencies working with parents to identify specific identified needs - i.e. young parents; IDAS; EWS attendance/behaviour; EIS and to provide services or shared working to best meet this need for parents, this might include:

Individual support/home visits for parents as appropriate to meet their needs

Ongoing groups & surgeries on a regular basis

Evidence based programmes where appropriate (Incredible Years & Triple P)

The Parenting Strategy Unit will provide appropriate services to parents whether attendance/engagement is voluntary or as required by Parenting Orders.

11.9 QUALITY ASSURANCE

233) The Parenting Strategy Unit will provide a model of good practice in compliance with the National Occupational Standards for Work with Parents.

All activity with parents will be assessed, monitored and evaluated.

Practitioners will undertake regular individual and group supervision, professional development reviews and will employ a model of reflective practice, self and peer evaluation to ensure best practice.

APPENDIX 1

PARENTING & FAMILY SUPPORT (PFS) STRATEGY CONSULTATION GROUP

APPENDIX 1

PARENTING & FAMILY SUPPORT (PFS) STRATEGY CONSULTATION GROUP

Head of Targeted
Intervention

Commissioner for Parenting
and Family Support
Commissioner for Positive
Activities including Youth
Service
Acting head of Learning
and Achievement
Commissioner for Services
to Looked after Children
Isle of Wight Drug and
Alcohol Service

Isle of Wight Family
Information Service Team
Leader

Organisational
Development Manager

Teenage Pregnancy Co-
Ordinator
Police

Commissioner for services
to Looked After Children
Early Intervention Service

Housing Needs Manager

Specialist CAHMS

Service Users

Head of Preventative Services

Parenting Strategy Unit Team
Manager
Commissioner for Children's
Centres and Extended Schools
INC Healthy School
Manager of Family Intervention
Support Team
Principal Officer Referral and
Assessment Team
Community & Family Learning
Manager

Children's Trust Co-Ordinator

Commissioner for Children's
Workforce Development

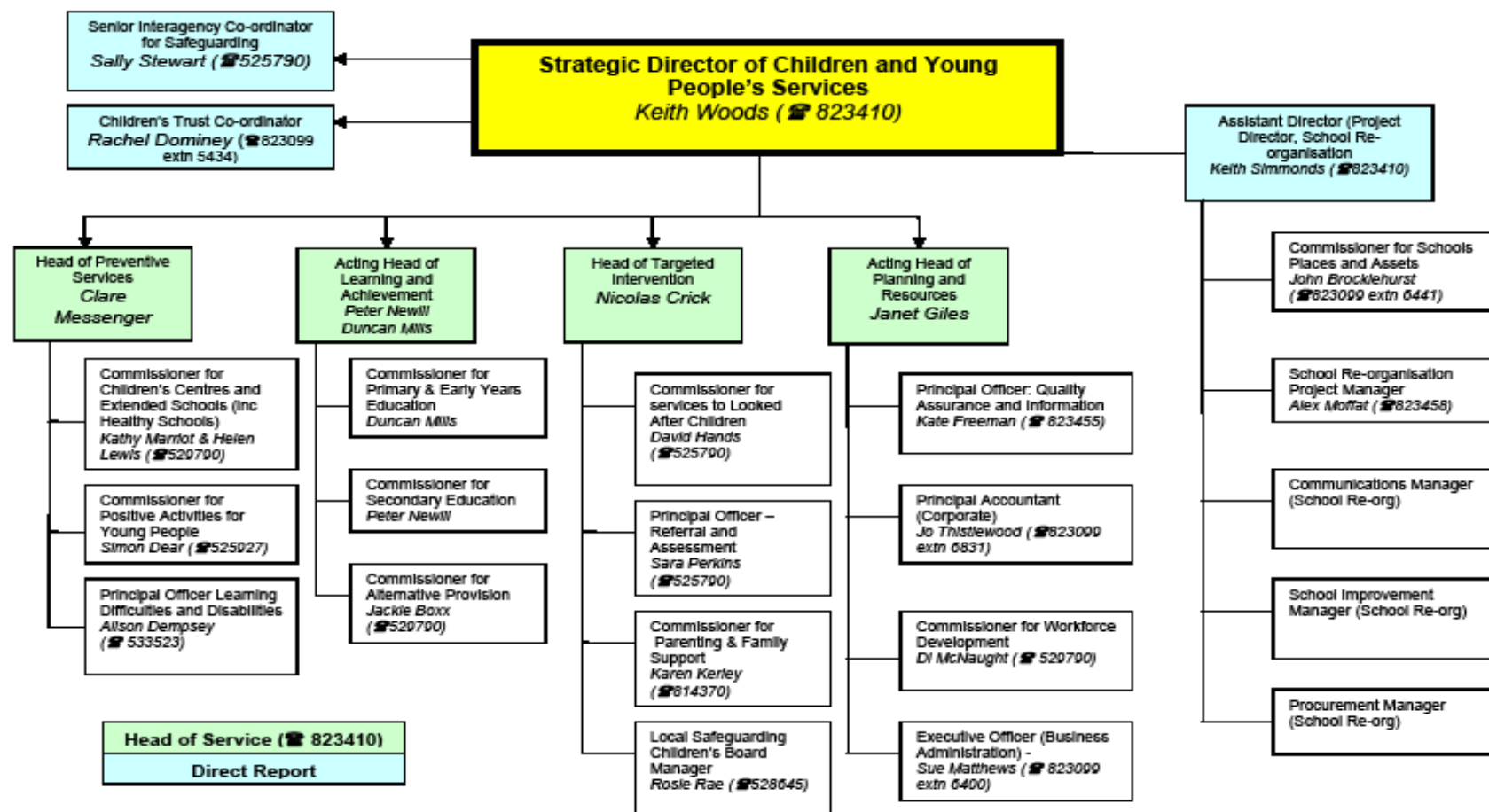
Education Welfare Service
Team Leader
Interim Principle Officer for
Learning Disabilities and Special
Educational Needs
Health Visitors/School Nurses

Local Authority Officer for
Safeguarding
Parent Partnership Officer

Cabinet Member for Children &
Young People

APPENDIX 2

STRUCTURE OF IW CHILDREN & YOUNG PEOPLE'S DIRECTORATE



APPENDIX 3

IMPLEMENTATION PLAN

CTION	TIMESCALE	RESPONSIBLE	HOW	BUDGET	SUCCESS CRITERIA/ MILESTONES
Establish a multi Agency group to monitor and evaluate the parenting strategy	April 2009	Parenting Commissioner Parenting Strategy Unit Manager	By bringing together a range of professionals & organisations currently working with parents to establish best practice. To explore gaps, overlaps and identify areas where more integrated working can benefit families		Group established Use GOSE progress report (PSSG) Parenting Strategy Focus group to review and revise monthly
Ensure parenting workforce have access to an appropriate level of training & CPD to enable them to work effectively with parents	December 2009	Parenting Commissioner Parenting Strategy Unit manager and Commissioner for Workforce Development.	Identify and commission training and CPD	Actual cost £ source funded from GOSE at Parenting Strategy Support Grant	Parenting Practitioners trained in Evidence based Parenting Programmes, as per Government/NAPP recommendations
Deliver parenting support across the whole Island (geographically) and across all tiers of need as per DCSF guidance (2007)	From April 2009	Parenting Strategy Unit Manager	Work in accordance with children's trust commissioner	Salaries cost & group work expenses (TBC)	A range of support services for parents available across the whole Island from universal access to targeted services to include delivery through Children's Centres, Schools & Extended Services

ACTION	TIMESCALE	RESPONSIBLE	HOW	BUDGET	SUCCESS CRITERIA/ MILESTONES
Ensure capacity to deliver a comprehensive range of support to parents/carers	From Jan 2009	Parenting Commissioner Parenting Strategy Unit manager and Commissioner for Workforce Development.	Secure funding; provide good standard working conditions to recruit and retain experienced practitioners	Advertising costs for recruitment (provided through PSSG) Salaries (through PSSG/ Ex Services)	Increased recruitment and appointment of parenting practitioners to 10 by Dec 09
Maintain quality standards of practice in line with the National Occupational Standards for Work with Parents	Nov 2008	Parenting Commissioner Parenting Strategy Unit manager	Raise awareness of and ensure practice is in line with NOS WWP		Feedback from service users Regular Supervision; Professional Development Reviews
Establish stronger links with education with particular regards to inclusion team, Education Welfare Service and Extended Schools practitioners (PSA's)	April 2009	Parenting Commissioner Parenting Strategy Unit Manager Head of Learning & Achievement Commissioner for Children's Centres and Extended Schools	Termly update meetings to monitor progress		Service Level Agreement with Commissioning Manager, Extended Schools

ACTION	TIMESCALE	RESPONSIBLE	HOW	BUDGET	SUCCESS CRITERIA/ MILESTONES
Establish/develop existing parenting practitioners network across the Island (Including 3 rd sector)	July 2009	Parenting Strategy Unit Manager and Adult and Community Learning Manager	Conference, development days, workshops	£2000	Development Days provided to Practitioner 3 x per annum
Improve information sharing process between professional groups (Family Intervention Support Team) Promote available universal information services (Family Information Zone, WIGHTCHYPS)	July 2009	Family Information Zone	Identify lead professional and newsletter through various media (e-mail leaflet, poster etc)	Administration costs	Newsletter established

ACTION	TIMESCALE	RESPONSIBLE	HOW	BUDGET	SUCCESS CRITERIA/ MILESTONES
Fathers increase intervention for fathers/male carers	April 2009	Parenting Commissioner Parenting Strategy Unit manager	Develop marketing resources/materials that are father friendly ensure male friendly practice	(some cost for production of materials)	Increased male participation in all parenting activities and consultations
Consultation with Parents	From January 2009	Parenting Strategy Unit manager (&team)	Invite parents to Parenting Strategy Focus Group questionnaires focus groups Parent surveys.	Parenting Strategy Grant	The Parenting Strategy and Implementation Plan Reflect parents' views.

References:

The Children's Plan (2007) – "aims to make England the best place in the world for children and young people to grow up."

"Governments don't bring up children – parents do".

The Children's Plan will strengthen support for all families throughout their children's development and education, with families at the centre of excellent, integrated services that put their needs first, regardless of traditional institutional and professional structures

"Parenting has a more significant impact on children's achievement than social class or level of education"

Cooper, K. (2006) Parenting Support Guidance

It has been found that the quality of parent/child relationships, involvement and practical care impacts on the outcomes for children and can protect a child against multiple disadvantages. In a society where there is a growing awareness of the long-term problems caused by poor parenting, the importance of support for parents has now moved high on the Government's agenda. Although parents do not want to be undermined by others, 75% say that there are times in their lives when they would like more support, ranging from advice to more structured and intensive interventions.

Cooper, K. (2006) Parenting Support for Local Authorities