

# **Strong** **Foundations**



## **A Multi – Agency** **Parenting Support Strategy** **for Jersey.**

November 2008

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The development of a Parenting Strategy for Jersey is an important piece of the puzzle in providing efficient and effective services to meet parents' needs across the Island. It came into being as a result of the Review of Parenting Services 2007.

Being a parent is one of the most difficult roles any individual will face, and is an intensely personal experience. Parents can be effective in very different ways. There is a growing appetite from parents for discussion, information and advice. There is also a growing understanding, evidenced from research, about the characteristics of effective parenting.

Parents and the home environment they create, are the single most important fact in shaping their children's well-being, achievements and prospects. Parenting has a more significant impact on children's achievement than social class or level of education (Cooper K.(2006). All parents want the very best for their children but for some this is a hugely challenging experience.

We know that the majority say that they expect to need advice or help at some time. Social Policy Framework May 2007 stated that it would be counter productive to exhort people to be better parents if access to basic family support is fragmented and inequitable.

As a Government it is important that we ensure that a wide range of services for parents to access as and when they need to is supported. At the same time, parents need to be empowered to influence and shape these services.

The strength of this Strategy is the range of agencies and individuals from both the statutory and voluntary sector, who have been involved in the development of this document. The holistic approach of building upon success and good practice already in place is a real strength and creates a synergy of services. A successful multi-agency approach to any issue is the ingredient which creates real change and will help to meet the needs of the Island.

This Strategy supports other strategic developments occurring in Jersey, especially in the development of services for children, families and young people. I am confident that the implementation of this strategy, by working with Parents will make a real difference to the lives of children as well as being able to inform future policies.

I am pleased to be able to support the implementation of such a well researched and in-depth approach to family life in Jersey.



**Senator Mike Vibert  
Minister for Education, Sport and Culture.**

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## Parenting Strategy for the Island of Jersey

It's not what is offered to parents but how it is offered that engages parents."<sup>4</sup>  
David Quinton -2004

Each person has unique personality and traits. How individuals live, think and behave is influenced by the way they are brought up. Most scientists now take the view that, while genes are indeed significant, upbringing and outside influences make a great deal of difference.

The Parenting Strategy needs to provide a coordinated quality provision through accessible and evidence based activities in partnership with parents throughout a child and young person's early years and key transitional periods.<sup>5</sup>

Much 'wisdom' has been published about parenting and its impact on children, but only recently has this taken much account of children's own views. In Brannen et al's (2000) study most children said that  
parental love, emotional security and affective support were the most important things about being a family."<sup>6</sup>

### **1. Introduction**

- 1.1** There is strong evidence that parenting has a major impact on a child's life and chances. Good parenting is linked with better outcomes for children. The majority of parents in Jersey provide a positive environment for their children. All parents are entitled to good information and flexible support.
- 1.2** The key to a successful strategy is to build on the early intervention and prevention principles with parents and identify their particular needs.
- 1.3** Services need to be shaped by and responsive to children, families and young people, not be designed around professionals and their boundaries.
- 1.4** The strategy is a direct outcome of the Review of Parenting Services in Jersey which took place throughout 2007.
- 1.5** This strategy has been formulated by a multi-agency partnership steering group, involving both statutory and voluntary agencies. Evidence shows that working together provides services that are more cost effective, benefit a wider audience and prevent repetition and delivery of ad hoc services.
- 1.6** Much good work was identified during the research undertaken throughout the Review process. Jersey sees this strategy as an opportunity to bring together this good practice to promote effective, positive parenting across the Island with an equality of access for all.
- 1.7** This Strategy is a result of wide consultation, including parents. It is intended that this is a live document to include consultation with children and young people to ensure the continual development of a living strategy.

If we give messages of resilience and empowerment we potentiate the orientations we need in families, while encouraging agencies to work with them collaboratively.  
(Prof P.Stratton Leeds University Nov. 2008)



## 2. Background

There are very strong arguments, both nationally and locally, for a strong, multi-agency approach to supporting families and good parenting. Parenting services were introduced in Great Britain within the last twenty years following the Utting et al Report in the 1980s and again in 1993 that found compelling evidence linking harsh and erratic parenting with crime and delinquency. Parenting Support Services in Jersey were introduced in 1996.

The multi agency approach to the provision of services is essential to ensure families receive focused provision and services are not duplicated and thus becoming more effective and efficient. This also enables the support offered to families to be tracked to ensure needs are met and families do not fall through the net.

### 2.1 International Context

The role of families and the need for their support has been emphasized in many articles and papers over the last several years to include:

- **Family Minded Report** –“Barnardo’s” June 2008
- **Keeping it in the family.** Growing up with parents who misuse alcohol. Shenker 2008
- **Starting Strong** –“OECD report –“comparison of investment and provision of Early Years of 20 countries
- **NICE Guidelines** –“Well-being of Children in School March 2008
- **The Children s Plan;** Building Brighter Futures 2007
- **Every Parent Matters** –“dfes Summer 2007
- **Parenting UK Toolkit** April 2007
- **National Assembly Election 2007** –“Parenting Support Briefing Paper
- **BMJ. March 07** - Parenting programme for parent of children at risk of developing conduct disorder: cost effective analysis. The Webster –Stratton Incredible Years ;
- **British Psychological Society Research Digest.** Teenage delinquency and absent fathers. Corley R. 2007;
- **Guidance for Parenting Support 2006** –dfes
- **Effective Provision in Pre-school and Primary Education** –London University- longitudinal project
- **Walker BMJ 2006** Parenting style matters more than family structure Stephen Scott; Positive parenting prevents psychosocial problems in adolescence.
- **Maudsley hospital London 2003;** Parenting style more than income makes a difference
- Consistent evidence that working with parents and children when young results in improved social outcomes, crime and teen pregnancy.
- **5 year longitudinal Canadian household survey 1997;**

## 2.2 Local Context:

Jersey being divided into twelve parishes with each parish having a Connetable as father of the parish, promotes by it's very nature, the idea of family. n Family tradition has always been a strong feature of Island life.

Each year approximately 1000 babies are born, they will have different life opportunities depending on their social network, and this in turn is reflected by their different life chances.

The role of families and their need for joined up multi-agency support has also become an important part of the local debate on meeting societies needs as evidenced in:

- Williamson Report 2008
- Howard League Report - 2008
- The Social Policy Framework- May 2007
- The States of Jersey Strategic Plan 2006 -2011
- Report on Social, Emotional and Behavioural Difficulties of young people in Jersey - Bull (2002)
- A Vision for the Future of Early Education and Childcare in Jersey. (Spratt, 2005) identified as a key factor the importance of work with parents and young children:
- Building a Safer Society - March 2004
- Review of Parenting Support |Services in Jersey 2007. Due to concerns about early intervention and prevention work the Corporate Parent commissioned a review of Parenting Support Services across Jersey in 2007. The recommendations from that review have formed the basis of the Parenting Strategy.



### 3. Defining Good Parenting Support Services for Jersey

Support parents to become calm, confident, reflective and emotionally literate to effectively enhance the relationship between parent and child in order to love, nurture and guide them to becoming a responsible individual.

### 4. Principles

- 4.1. Families are the basis of society and parents have the strongest influence on children. The family is the place for nurturing happy, capable and resilient children who are entitled to support at universal, targeted and specialist levels.
- 4.2. Children and young people are entitled to secure, positive, good parenting.
- 4.3. Evidence shows that parenting services and support contributes to the development of a positive, healthy society with good levels of physical and mental well-being which supports a thriving economy.
- 4.4. To deliver good support for parents it is necessary to have a shared vision that secures joint ownership and shared resources.
- 4.5. Some families need more support than others, so support at all levels must be flexible and responsive to need.
- 4.6. Partnership with parents is a key factor to the delivery of a successful service that meets need.
- 4.7. Parents and carers looking for and accepting support in their parenting role are seen as promoting their child's well-being.
- 4.8. Acknowledgement that professionals working with parents require skills, competencies, attitudes and dispositions that demand training.
- 4.9. **There is clear evidence that the level of skill of the individual delivering parenting support programmes has a demonstrable and direct relationship with the outcomes achieved" (Parenting Education and Support Forum 2006)**
- 4.10. Where programmes are effective, the good practice is driven by the skills identified through evidenced based research.
- 4.11 All training must have good, consistent, on-going supervision which is monitored and updated regularly.
- 4.12. All training provided should allow for building capacity to sustain and develop further.
- 4.13. All services should be inclusive, accessible, family friendly and needs led.



## Recommendations:

In order to meet the Principles of the Parenting Strategy, five areas have been identified, through which the principles can be delivered.

They are;

- **Education** - the raising of awareness with the public concerning the provision of support for parents
- **Services** - the services that are offered at present and those which require further development
- **Training** - to ensure all professionals working with parents are appropriately trained
- **Monitoring and Evaluation** - ensuring consistency across agencies delivering parenting support
- **Co-ordination** - the implementation of the Strategy



## 6. Education

**6.1** In order to ensure that parents and carers access the services provided and to meet the principles identified, parenting services must be seen as an entitlement for all. In addition the general public should see parents who seek support in developing their skills as a normal developmental process to qualify for possibly the most difficult role ever undertaken and certainly one for which they have not been trained in advance. In order to achieve this there needs to be a clear strategy to extend the knowledge and understanding of services and their availability.

### 6.2 Expected Outcomes

**6.2.1.** Develop an effective communication strategy to promote parenting services across the Island.

**6.2.2** Investigate all services delivered to families across the Island to identify where parenting provision could be promoted and incorporated.



## 7. Services:

Adult mental health services should support parents in their parenting role by providing them with specialist services and/or helping them make contact with their local parenting projects.”(Barnardo’s report 2008 Keeping the Family in Mind)

**7.1** Services must be accessible to all parents across the Island through convenient location and timing appropriate to need.

All programmes provided must be researched, evidenced based with clear measurable outcomes.

A holistic approach to the assessment of need must be in place to ensure equality of access and movement between levels

Services will be available at four levels in order to meet specific needs.

Evidence shows that group work is an effective way to engage parents and support sustainable change.



## 7.2 Levels of Need

Level 1	Universal Parenting –“Primary Care for Parents	Provided through universal parenting provision and information at twelve centres across the Island
Level 2	Universal support at transitional points	Provide through targeted programme provision- universally available- to meet the needs of all groups. Provided at six centres across the Island
Level 3	Targeted Group Support –“structured support –“specialist intervention	Provided to vulnerable families and “Looked After Children”“ Provided at four specialist centres across the Island
Level 4	Intensive support –“high risk	Providing intensive support –“ specialist parenting services.

## 7.3 Expected Outcomes

**7.3.1.** Establish appropriate centres for service delivery across the Island.

**7.3.2.** Provide a comprehensive matrix of services at each level.

**7.3.3.** Develop a consistent approach to assessment of need to ensure equality of access.

**7.3.4.** Work cross agency to extend new services.

The Importance of identifying parental need and then providing appropriate support has also been found to be of key significance in safeguarding children. In a study carried out by the Commissions for Social Care Inspection (csci), it was found that ;

*“Unless effectively addressed, adults problems can undermine the well-being of children, directly or indirectly, and in the short-and long-term .*

## **8. Training**

**8.1.** Evidence now shows that the outcomes for Every Child Matters and the performance indicators for family centres can not be reached without engaging parents. As stated in 4.1 and 4.2 the importance of parental influences is unequivocal. To ensure quality and consistency of programmes for all parents, professionals need to be appropriately trained and qualified as stated in 4.8. To ensure that this occurs, each programme delivered should identify the appropriate training and /or qualifications required for delivery. This should then be included as part of the monitoring / evaluation process. In addition all professionals working with parents should be appropriately trained.

### **8.2 Qualifications**

#### **8.2.1. Working with Parents**

This is a vocational qualification provided at Level 2 and Level 3. It is a baseline qualification for everyone working with parents.

#### **8.2.2. Other training/qualifications**

Accredited courses such as Incredible Years have identified training for deliverers.

**8.2.2.1** Non accredited evidence based programmes must have a pathway of training identified for those delivering the programme, and overseen through the supervision process by an appropriately qualified professional. This to be included in the evaluation process.

**8.2.2.2.** Volunteers –“Assistant facilitators paid and unpaid who act as mentors/support for users in their own community must be supervised by an appropriate trained person. This to be included in the evaluation process. They must be supported in the delivery of any work with parents.

### **8.3. Expected Outcomes**

**8.3.1.** Worki g with Parents” qualification establishedrat levels 2 and 3.

**8.3.2.** Qualification / training identified against each service delivered.

**8.3.3.**Pathway of training identified and put in place to support volunteers who may wish to become fully qualified in the field.

## 9. Monitoring and Evaluation of Services

**9.1.** Programmes offered under the auspices of the Strategy are researched evidenced based. An appropriate process of monitoring and evaluation needs to be in place to ensure that programmes meet current need and are of good quality.

This to be achieved through a rigorous and standardized procedure whereby

- evidence will be identified against the programmes outcomes
- evidence will be collected twice annually
- a moderation group will review this evidence in order to retain quality and a provision of programmes which are needs led. In addition gaps in service will be identified and so planned for.
- The analysis of outcomes made available to all agencies annually.

This will ensure that programmes

- offered at each level address the same level of need
- provide consistence of quality
- give value for money
- are matched to need
- are sustainable and resources used appropriately.

With services and levels of support standardised it will ensure equal access to all users.

While good parenting improves children and young people's life chances across all social classes and ethnic groups, there are important differences amongst ethnic groups in how parents model values and support their children" (Desforges, C. and n Abouchaar R. 2003)

## 9.2. Expected outcomes

**9.2.1.** All programmes to have clear stated outcomes with identified evidence to support monitoring and evaluation.

**9.2.2.** Standardised criteria for each level of service be established to ensure consistency.

**9.2.3.** The monitoring process to take into account training required and the voice of parents through consultation.



## 10. Coordination of Services

**10.1.** Having regard for the range of universal, targeted and specialist services that need to be provided from a number of separate locations, a well developed system of coordination within both the framework of related services and strategically across all agencies working with children and their families needs to be in place.

### 10.2 Expected Outcomes

**10.2.1.** Develop a steering group to oversee and develop the Strategy and deliver review.

**10.2.2.** Establish a Parenting Coordinator for Jersey to;

- Action the Strategy
- Be responsible for good practice outcomes
- Liaise and coordinate multi-agency practice
- Establish information sharing protocols interagency to enable service users to be assisted to obtain the support most appropriate to their needs.



## 11. Conclusion.

**“Parenting has a more significant impact on children s achievement than social class or level of education.”(Cooper K -2006).**

It has been widely recognised that good parenting gives a wonderful opportunity to provide positive outcomes for children. However, it is also acknowledged that to be a parent is not always easy and that there are times when we need assistance, help and advice.

The analysis concluded that the focus of work for the future should be not so much **what n 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 **Its not what is offered to parents but how it is offered that engages parents.”**“

The government is clearly committed to assisting parents to achieve positive outcomes for their children and has demonstrated this by commissioning this strategy.

It is important to acknowledge the amount of cross agency working that has taken place to achieve the agreed outcomes.

However, the development of the parenting review and subsequent strategy over the last two years is just the first stage of a journey that seeks to improve parenting provision in Jersey; there is still some distance to travel.

The strategy needs to be a living document driven forward by the named coordinator and strategic management group, without these the journey will end.

The strategy is about promoting a cultural change and de-stigmatisation, to change parent’s perceptions about accessi g parenti g support and to build on co-working between agencies. It is about a shared vision, joint ownership and a real commitment to work together at all levels, to enable change.

**Vision without action is an illusion  
Vision with action can perform miracles.” “  
Ros Bayley**



























**Appendix 1: B**

**Parenting Programmes Provided Across Island  
Universal Targeted Services – provided in 6 venues across Island  
Level 2**

<b>Programme</b>	<b>Where held</b>	<b>Provided by and for</b>	<b>Age</b>	<b>Aim of Programme</b>	<b>Expected Outcomes</b>	<b>Evidenced by</b>
Family Work	Island wide	Health visitors for identified families.	0 to 3 years	To provide support within the home for families experiencing some challenges	<ul style="list-style-type: none"> <li>Improved parenting skills.</li> <li>Improved well-being of parent and child.</li> </ul>	<ul style="list-style-type: none"> <li>Numbers with clear referral pathway established</li> </ul>
Physi-bods	The Bridge	Brighter Futures at The Bridge For referred clients	2 to 3 years	Extend bonding/relationships between parent and child half way house from Growing Together to Targeted Groups	<ul style="list-style-type: none"> <li>Increased confidence of parent</li> </ul>	<ul style="list-style-type: none"> <li>More secure attachment between parent and child shown through records</li> </ul>
It takes Two to Talk	Island wide	Speech and Language across Island	0 to 4	To support parents with children of specific delays /disorders		
Footsteps to Nursery - Home Visiting Programme	Home visits to families in east of Island	NSPCC Pathways. Parents on east of Island	3 years	To better prepare children for Nursery To help develop skills for learning To engage parents in child's learning	<ul style="list-style-type: none"> <li>Child to experienced a variety of new play and learning opportunities</li> <li>Skills developed in preparation for Nursery.</li> <li>Parent and child enjoy new experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Identified in record of programme</li> <li>Matched against 0 to 3 Matters</li> <li>Feedback forms</li> </ul>
Pop in and Play	St Pauls Centre (Tuesday)	Health Visitors for town parents	Under 5	A play setting for parents who are referred by Health Visitors.	<ul style="list-style-type: none"> <li>Increased parental confidence in social setting.</li> <li>Improved interaction / engagement of parent/child.</li> <li>Increased parental understanding of their child's development and needs.</li> </ul>	<ul style="list-style-type: none"> <li>Observation records</li> <li>Recorded feedback from parents</li> <li>Pathway plan in place</li> </ul>
Play and Stay	NSPCC	NSPCC Pathways east of Island referrals		To give parent and child opportunities to engage together in play experiences. To access parenting support and advice.		
Programmes for Fathers;	NSPCC Pathways.		Under 5	For fathers to access support & time with their children and to	<ul style="list-style-type: none"> <li>Increased engagement with child</li> <li>Increased confidence to enjoy playful</li> </ul>	<ul style="list-style-type: none"> <li>Feedback forms</li> <li>Observation records fr</li> </ul>

<ul style="list-style-type: none"> <li>Dad's and Little-uns</li> <li>Fathers, fun and food</li> </ul>	Brighter Futures at The Bridge			develop skills and relationships	time with their child <ul style="list-style-type: none"> <li>Increase "good enough" parenting skills.</li> <li>Increased knowledge of child development and ability to meet needs.</li> <li>Strengthen social interaction, reduce isolation</li> </ul>	group
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**Level 2**

<b>Programme</b>		<b>Provided by and for</b>	<b>Age</b>	<b>Aim of Programme</b>	<b>Expected Outcomes</b>	<b>Evidenced by</b>
Incredible Years		Parenting Referral to Bridge	1 to 10 years	Develop more strategies managing children extend Understanding Children Level 1	<ul style="list-style-type: none"> <li>Parent more confident in dealing with child's behaviour.</li> </ul>	<ul style="list-style-type: none"> <li>Parental feedback</li> </ul>
Help I'm 11		Parenting Referral to Bridge	10/11 year olds		<ul style="list-style-type: none"> <li>Parent more confident in dealing with key transition stages for child.</li> </ul>	<ul style="list-style-type: none"> <li>Parental feedback</li> </ul>
Troubled Teenagers		Parenting - Referral to Bridge	10 plus	To develop more strategies for managing children Early intervention and prevention of difficulties escalating	<ul style="list-style-type: none"> <li>Parent more confident in dealing with challenges of teenage child, and escalation of difficulties stopped or reduced.</li> </ul>	<ul style="list-style-type: none"> <li>Parental feedback</li> </ul>
Tiddlers	Oakwell	Health Visiting service	Under 3's	To support parents of a child with special needs through swimming.	<ul style="list-style-type: none"> <li>Parents will be supported through advice; Builds child's confidence socially and physically.</li> </ul>	<ul style="list-style-type: none"> <li>Feedback and observat</li> </ul>

**Appendix 1: C**

**Parenting Programmes Provided Across Island**

**Level 3**

<b>Programme</b>	<b>Provided by whom for</b>	<b>Age</b>	<b>Aim of Programme</b>	<b>Expected Outcomes</b>	<b>Outcomes Evidenced by</b>	<b>Development</b>
Quiet Place Sanctuary	Brighter Futures at The Bridge Referral process	From 15+years	To support self worth and self management	<ul style="list-style-type: none"> <li>Greater understanding of self</li> <li>Increased ability to manage stress and anxiety</li> </ul>	<ul style="list-style-type: none"> <li>Targets identified at beginning of process and measured at end.</li> <li>Stress levels reduced</li> </ul>	Extend existing programme
Home support	Health Visitors. Families identified by assessment	0 to 5	As a result of assessment work with family with another agency to address needs	<ul style="list-style-type: none"> <li>An improvement in parenting against identified targets.</li> </ul>	<ul style="list-style-type: none"> <li>Targets set were achieved</li> <li>Numbers accessing services at Level 2</li> </ul>	Existing
Growing Together	Brighter Futures at The Bridge Through Bridge referral process	0 to 4 years	To develop bonding and attachment and understanding child development	<ul style="list-style-type: none"> <li>More secure attachment between parent and child</li> </ul>	<ul style="list-style-type: none"> <li>Record of achievement from programme</li> <li>Portfolio evidence</li> <li>Parental feedback</li> </ul>	Extend existing programme
Inbetweenies	Brighter Futures at The Bridge Through Bridge referral process	4 to 8 years	To develop bonding and attachment and understanding child development	<ul style="list-style-type: none"> <li>More secure attachment between parent and child</li> <li>Decrease in problem behaviour in children</li> </ul>	<ul style="list-style-type: none"> <li>Feedback from parents and school</li> <li>Portfolio from group</li> </ul>	Extend existing programme
Art of Parenting	Brighter Futures at The Bridge Through Bridge referral process	Parents of children 0 to 16. Any specific group	30 week Parenting Programme to cover <ul style="list-style-type: none"> <li>Reflective Parenting</li> <li>Emotional Parenting</li> <li>Relaxation</li> <li>Creative Parenting</li> </ul>	<ul style="list-style-type: none"> <li>The extension and development of Parenting skills</li> <li>Issues of the group are addressed</li> <li>.Needs of any culturally specific group e.g. teenage parents; foster parents; parents of teenagers; etc are met</li> </ul>	<ul style="list-style-type: none"> <li>Parental feedback</li> <li>Pathway plan for users in place</li> <li>Users are trained as mentors</li> </ul>	Extend existing programme
Family Problem Solving	Probation /YAT In the home or at Probation Referrals by parish hall enquiry system or YAT.	Families with young people in difficulties	To work with family and two trained professionals, to address issues in the families which are the cause of difficulties, especially for young people in the youth justice system. 6x 1hour sessions	<ul style="list-style-type: none"> <li>Family finds viable solutions to domestic problems</li> </ul>	<ul style="list-style-type: none"> <li>Family feedback</li> <li>Reduction in offending behaviour</li> </ul>	
Looked After children's Families	Children's Service, CAMHS Referral from Children's Service; Parenting Services, Fostering and Adoption. CAMHS	0 to 18	Therapeutic attachment work with families with "Looked After /Foster Children"-	<ul style="list-style-type: none"> <li>Families, foster families or care homes create environments where attachment issues are addressed and children are able to develop within relationships that are characterized by attuned, sensitive and child centre parenting.</li> </ul>	<ul style="list-style-type: none"> <li>Improvement in child's behaviour</li> <li>Feedback from adults</li> </ul>	To be developed
Family Support Workers	Children's Service Families identified by Social Services as in need of support.	0 to 18 years	To work with families to enable them to progress with their lives and appropriate care and protection for their children without Social Services intervention	<ul style="list-style-type: none"> <li>Individual outcomes identified by Social Worker assessment.</li> <li>Measured against families' ability to progress with their lives.</li> </ul>	<ul style="list-style-type: none"> <li>Stats held by Children's Service on nature and outcomes of work undertaken.</li> <li>Measured outcomes used.</li> </ul>	Existing

**Appendix 1: D**

**Parenting Programmes Provided Across Island**

**Level 4**

<b>Programme</b>	<b>Provided by for whom</b>	<b>Age</b>	<b>Aim of Programme</b>	<b>Expected Outcomes</b>	<b>Evidenced by</b>	<b>Development</b>
Family Therapy based on positive parenting	Family Therapy/Clinical Psychology	All ages	To work with families with the highest level of need to employ evidence based systemic therapeutic approaches to address individual emotional and behavioural issues as well as foster good enough parenting.	<ul style="list-style-type: none"> <li>Family environment meets the needs of all individuals, child and adult in the family.</li> </ul>	<ul style="list-style-type: none"> <li>Pathway plan</li> </ul>	To be developed
Attachment Service	Clinical Psychology	0 to 5 years	To deliver the Video-Feedback Intervention programme to promote positive parenting	<ul style="list-style-type: none"> <li>Parent and child attachment difficulties are reduced</li> <li>Relationships characterized by attuned, sensitive and child centered parenting.</li> <li>Improvement in psychological well being.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Pathway plan</li> </ul>	To be developed
1:1 consultation	Clinical Psychology	All ages	Based on family systems theory of working with families and professionals to cascade evidence-based assessment, treatment, management and education.	<ul style="list-style-type: none"> <li>Both parents skills are improved</li> </ul>	<ul style="list-style-type: none"> <li>Pathway plan</li> </ul>	To be developed
1:1 consultation	NSPCC Pathways	0-7	To support parent to develop strategies for managing their children.	<ul style="list-style-type: none"> <li></li> </ul>	<ul style="list-style-type: none"> <li>Pathway plan</li> </ul>	
1:1 consultations	Parenting Support Services		Based on family systems theory of working with families.	<ul style="list-style-type: none"> <li>Parenting skills are improved</li> <li>Increase well-being of parent and child</li> </ul>	<ul style="list-style-type: none"> <li>Pathway plan</li> </ul>	

## Appendix 2: FEEDBACK FORM

This strategy is a working document and will be updated and amended from time to time. Whilst we have endeavoured to include all available parenting support services and interested parties, there may be some which have been unintentionally excluded. Therefore, we welcome your input and comments on any part of the strategy.

Please complete the form below and return to;

Patricia Tumelty, The Bridge, Le Geyt Road, St Saviour, JE2 7NT.

Name;	
Contact;	
Name of Organisation or please indicate if you are a Parent.	
Please give details of any amendments needed or omissions you think need to be included.	
Any other comments you would like to make about the strategy or implementation plans –“all feedback welcome.	

### Appendix 3

#### **Contributions to the Strategy were made by;**

Ann Kelly –“Health & Social Services  
Claire Farley - Health Promotion  
Claire Stanley –“Communications Unit  
Dr. Bryn Williams –“CAMHs  
Elaine Torrence –“Health & Social Services  
Fiona Vacher - Jersey Child Care Trust  
Gillian Hutchinson –“Home Affairs  
Gill Oakes –“Highlands  
Grant Blackwell –“Youth Action Team  
Isobel Wood - Headteacher - Samares School  
Jeannie Moiani –“Grainville School  
Joe Kennedy –“Children’s Servicen  
Jo Forrest –“Education, Sport & Culture  
Julie Gafoor - Family Nursing & Home Care  
Karen Huchet - Family Nursing & Home Care  
Karen Mundy - Children’s Servicen  
Kate Sugden - Headteacher - St Saviour’s Schooln  
Kathy Palmer –“Health & Social Services  
Lorna Kearney –“Women’s Refugen  
Margaret Brown- Education, Sport & Culture  
Mark Jones –“Health & Social Services  
Martin Knight –“Health Promotion  
Mary Finn –“Children’s Servicen  
Mike Cutland- Probation  
Mike Porter –“Housing  
Nola Hopkins - NSPCCC  
Pamela Massey –“Family Nursing & Home Care  
Patricia Tumelty- Parenting Support Services  
Phil Dennett- Children’s Executiven  
Philip Durban - NSPCCC  
Sandra Mountford –“Education, Sport & Culture  
Shirley Costigan –“Youth Service  
Tom Gales –“Chief Minister’s Dept. n  
Tony Le Sueur –“Children’s Servicen  
Wendy Hurford –“Head of Bridge  
Yasmine Thebault –“Education, Sport & Culture