

EAST AYRSHIRE COUNCIL

SOCIAL WORK COMMITTEE : 8 SEPTEMBER 2005

EAST AYRSHIRE COUNCIL – ANTI-SOCIAL BEHAVIOUR (SCOTLAND) ACT 2004

Report by the Executive Director of Educational and Social Services

1. PURPOSE OF REPORT

- 1.1 To inform Social Work Committee of the introduction of legislation regarding Parenting Orders.
- 1.2 To agree East Ayrshire Council's response to Scottish Executive Guidance on Parenting Orders, Anti Social Behaviour (Scotland) Act 2004

2. BACKGROUND

- 2.1 The Scottish Executive have requested that Local Authorities submit a statement to them by 30th September 2005 on their state of readiness to respond to Parenting Orders made under the Anti Social Behaviour (Scotland) Act 2004.
- 2.2 The Scottish Executive have asked local authorities to set the implementation of Parenting Orders within the broader context of comprehensive parenting support services offered to parents with children of all ages.
- 2.3 The Scottish Executive have specifically requested that parents are encouraged to access services on a voluntary basis wherever possible and that parenting support will be made available to meet the diverse needs and circumstances of all parents.

3. PROGRESS IN EAST AYRSHIRE

- 3.1 East Ayrshire Department of Educational and Social Services have established an inter-agency working group to develop a Parenting Strategy for the Council.
- 3.2 The working group has established a Draft Position Statement on parenting support. This has been informed by National and International research findings and reference to Scottish Executive Guidance.
- 3.3 The Draft Position Statement offers a 3 tier approach to parenting; namely:
 - Primary – providing early intervention;
 - Secondary – when parenting issues require a more intensive support package;
 - Tertiary level – when problems require a multi-disciplinary support package

The full Draft Position Statement is attached as Appendix 1.

3.5 The final detail of the Draft Position Statement is currently being considered by partner agencies and some minor revision of the statement may take place as a consequence of this.

3.6 East Ayrshire Council's response to the Scottish Executive will be based on the Parenting Position statement devised by the working group and agreed by members.

4. FINANCIAL IMPLICATIONS

4.1 The introduction of this parenting approach will result in costs associated with staff training and programme delivery. The Scottish Executive have awarded funding to support the implementation and delivery of parenting programmes.

5. LEGAL AUTHORITY/IMPLICATIONS

5.1 The Parenting Framework is in keeping with the Anti Social Behaviour (Scotland) Act 2004

6. COMMUNITY PLANNING IMPLICATIONS

6.1 The development of an agreed Council wide approach to supporting parenting is consistent with the themes of the Community Plan.

7. RECOMMENDATIONS

7.1 Members of the Committee are invited to:-

- (i) consider the content of this report;
- (ii) consider and approve the principles of the East Ayrshire Council Draft Position Statement which will support the Framework for Implementation of Parenting Orders – Best Practice Guidance within East Ayrshire Council; and the final response to the Scottish Executive.
- (iii) otherwise note the contents of the report.

John Mulgrew
Executive Director Educational and Social Services
23rd August 2005
Enc (1)

LIST OF BACKGROUND PAPERS

1. Framework for Implementation of Parenting Orders – Best Practice Guidance

For further information please contact: Sally Ann Kelly, Senior Manager Children and Families and Criminal Justice, telephone: 01563 576907

IMPLEMENTATION OFFICER: JACKIE DONNELLY

PARENTING SUPPORT WITHIN EAST AYRSHIRE

FRAMEWORK

INTRODUCTION

This document presents a Framework and Action Plan on Parenting Support in East Ayrshire. The goal of the document is to outline where services are now and where they could be. It will cover universal supports as well as targeted and more structured parenting support programmes.

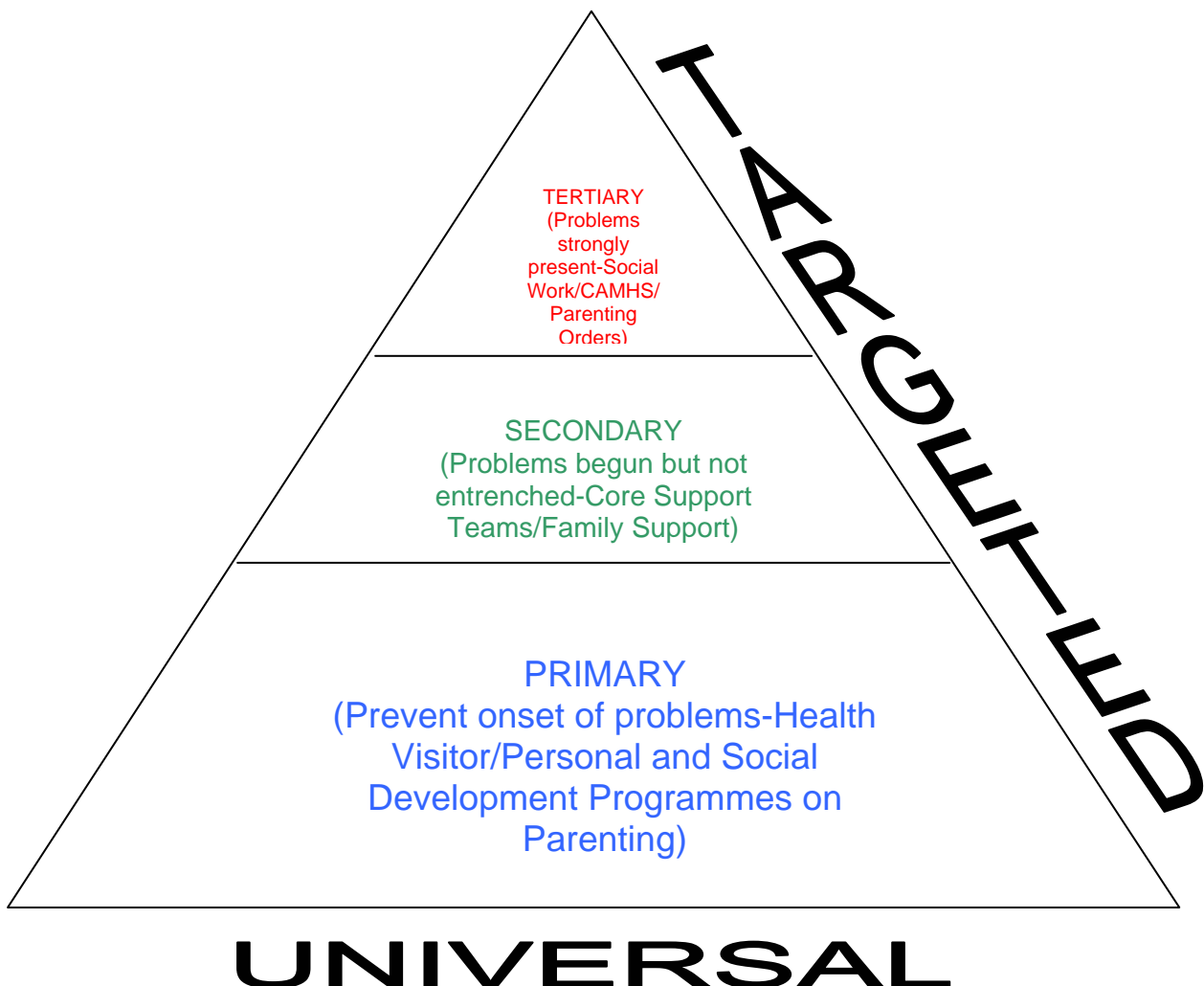
It has been informed by research of national and international documentation on Parenting Support, reference to Scottish Executive Guidance on Parenting Orders, along with knowledge and discussion on a multi-agency basis in East Ayrshire.

PARENTING SUPPORT – A DEFINITION

Any activity which offers information, advice, counselling or support in respect of parenting and associated family relationships (National Family and Parenting Initiative). Parenting Support should always be based on a quality assessment of protective and risk factors for the child and the resulting input will be focused on reducing/eliminating the risks.

LEVELS OF PARENT SUPPORT

The triangle below gives examples of the different levels of need for Parenting Support and the different services which could meet such need.



PARENTING

Parenting provides for the development, care and protection of children and young people in ways that aim to maximise their opportunities to grow up in a safe and stable environment and reach their full potential. The basis of this is the United Nations Convention on the Rights of the Child, the aims of which are encompassed in the 7 outcomes the Scottish Executive want delivered for children:

- Safe
- Nurtured
- Active
- Achieving
- Included
- Healthy
- Respected and Responsible

Parenting is a demanding and at times difficult task which requires resilience, confidence, appropriate skills and knowledge and when necessary information, support and guidance from others.

GUIDING PRINCIPLES

- The best interests of the child and young person are paramount
- Effective parenting is fundamental to the emotional, physical, cognitive, social and spiritual development of children and young people
- Parents have the primary responsibility for bringing up their children and only where this is not possible should an alternative family placement be secured
- The ability to parent is based on each individual's levels of knowledge, confidence, self-worth and own experiences of being parented
- Diverse family patterns are to be respected within the framework of children's rights, with recognition that there is no one right way of parenting children
- Parenting is enhanced with adequate social and community support
- Parents should have access to the best evidence based information and advice from well trained staff to support their parenting role
- There will be an emphasis on promoting positive parenting – empowering mothers, fathers and carers in supporting their children's growth and development and in safeguarding them from harm
- Promoting participation, listening and responding to mothers, fathers, carers, children and young people will be the key to successful progression of a Parenting Support approach
- All programmes should be evaluated by organisations and participants against whether they are meeting need, improving outcomes, reducing risk for young people and improving confidence/esteem for parents/carers
- In order to respond sensitively and appropriately to parents needs, those who work with parents need to understand their own attitudes, feelings and values in relation to parenting

These principles can be translated into practice by ensuring that:

- Parenting Support must be based on joint policy making and planning at a local level
- Support for mothers, fathers and carers needs to be co-ordinated
- Formal parental support should be given to a degree and length of time, appropriate to individual circumstances and be based on a quality assessment of protective and risk factors

WHERE ARE WE NOW?

Parental support is offered across East Ayrshire. It involves universal provisions through to targeted individual support. Provision to date has not had a focus or co-ordinated approach. There is not a comprehensive picture of who is trained in what methods of support. An audit of parenting support carried out in 2004 identified a number of key issues:

1) Health

- 5 Programmes led in past 12 months
 - Public Health Nurses, School Nurses and Health Visitors involved
 - Five to Fifteen, Health Promotion materials used
 - Behaviour, language, communication, nutrition and basic care covered

2) Social Services

- 3 Programmes led in past 12 months
 - Parent Support Assistant and Youth Strategy Social Worker involved
 - Triple P and Mellow Parenting materials used
 - General parenting and behaviour management covered

3) Education (Schools, Early Years and Community Learning and Development)

- 19 Programmes led in past 12 months
 - Forge Ahead, Community Link Workers, Community Workers, Senior Practitioners, Heads and Psychologists involved
 - Triple P Parenting, Pram to Primary/Nought to Six, Help Your Child to Succeed, Computing Material for Family Learning, Community Learning Courses, Learning File and self generated materials used
 - Numeracy, literacy, esteem, confidence, parenting and behaviour management covered

Some of these programmes were evaluated but many were not. It is also clear that whilst some were set up to meet identified need or trial a new approach, others were not as robust.

WHAT WORKS?

'What Works in Parenting Support? A Review of International Evidence, Department of Education and Skills – September 2004' This study mainly focused on primary and secondary intervention. It's conclusion on *What Worked* included:

1) Universal

- Universal services (open to all)
- Multiple access routes to parent support
- Short, low level interventions for factual information e.g. drugs

2) Targeted

- Targeted services (offered to specific groups in response to a specific assessed need)
- Behaviour management 'take home tips'
- Organising parallel parent, family and child support
- Organised implementation – 'engaging', 'getting' and 'keeping' parents/carers
- Manualised programmes e.g. Triple P/Mellow Parenting

3) Crosscutting

- Intervention aimed at reducing risk and/or promoting protective factors
- Early intervention and specific later intervention methods although early intervention gave better/more durable outcomes for young people
- Programmes which had clear aims and measurable outcomes
- Well trained staff and management support
- Offering group and individual support
- Parenting Support services which knew where they wanted to go and how to get there

Training, support and the joined up approach to childcare in East Ayrshire is becoming more efficient and effective. This is evidenced by good practice in Learning Partnerships. To produce the best outcomes for children, Parent Support should be given a similar focus.

LEGAL/POLICY CONTEXT

Please refer to Appendix 1.

CONCLUSION

At present there is good work in relation to Parenting Support in East Ayrshire. In order to improve the overall approach there requires to be a robust foundation, a co-ordinated approach and a quality assurance mechanism which ensures outcomes are met and continuous improvement is delivered. This Position Statement summarises this, based on an audit of parenting support, multi-agency discussion and review of national/international documentation on Parenting Support.

It is recommended that the Action Plan – ‘What is Needed’ section be considered by Senior Managers. Should all or part of these recommendations be agreed, East Ayrshire can progress towards a more effective and efficient Parenting Support service which is better placed to meet the needs of young people and parents/carers, whilst meeting our statutory responsibilities.

ACTION PLAN

WHAT IS NEEDED TO ACHIEVE 'WHAT WORKS' IN EAST AYRSHIRE

1) Primary

- AGREE AND ADOPT PRINCIPLES OF A PARENT SUPPORT APPROACH IN EAST AYRSHIRE

Principles should be agreed by Community Planning partners. They would act as the foundation from which all Parent Support programmes are developed and delivered.
Timescale – October 2005 Lead – Jackie Donnelly

- FORMAL EVALUATION

A number of programmes operate at a primary, secondary and tertiary level in East Ayrshire. However, there is no recognised/shared self-evaluation mechanism for these. Also there has been no comprehensive internal or external evaluation of what is currently offered. Both these matters should be addressed and linked to best practice from elsewhere.

Once the self-evaluation / ongoing evaluation model is in place, Learning Partnerships will submit an annual return.

Timescale – December 2005 Lead – Graham Short/Cathy Roarty

- AUDIT TRAINING

An audit of who is trained in what Parenting Support programmes is essential to form a baseline for future training input.

Timescale – October 2005 Lead – Sally Ann Kelly

- MULTI-AGENCY RESPONSE TO PREVENTION

Ensure consistency of primary support – information sessions on pre-birth, birth, pre-school, primary, secondary, substance misuse, health, care and protection to continue. Any access point for a parent/carer should hold approved leaflets on:

- How to prepare for a new baby
- What is available for a pre-school child
- Ages and stages for children
- Understanding and managing children and young peoples behaviour as they grow up
- Discussion with children and young people on topics such as smoking, drugs, relationships, sex and careers

All such information should be reviewed with parents/carers and adhere to the principles within this document.

Timescale - ongoing Lead – Mary-Grace Burinski

- COMPREHENSIVE PARENTING PROGRAMME TO BE ESTABLISHED FOR PERSONAL AND SOCIAL EDUCATION IN SECONDARY ESTABLISHMENTS

Programme to cover issues in information leaflets for parents/carers.

Timescale – 2006/07 session Lead – Jim Stafford

2) Secondary/Tertiary

- **CONCENTRATION ON SECONDARY LEVEL INTERVENTION**

It is felt that this is the crucial level to ensure as few parents and children as possible require tertiary service provision e.g. Child and Adolescent Mental Health Services and Social Services. Learning Partnerships should ensure children's needs and parents/carers needs are met in parallel.

Timescale – October 2005 Lead – Kay Gilmour

- **ACCESS**

Access to secondary and tertiary Parent Support should be linked to the single assessment/resource allocation system for children and Child Protection processes. These systems would be used when a Parenting Order was considered or issued.

Timescales – October 2005 Lead – Sally Ann Kelly

- **RESOURCING**

A pooled budget for Parent Support training and delivery should be established for secondary and tertiary levels. Most training should be multi-disciplinary in nature although some would be professionally specific. This could be established by Community Planning partners or the Children's Service Plan Steering Group. Access to this budget would be determined by need, adherence to the principles and could be available to all providers (statutory/voluntary). The budget would be managed by a named officer who would also ensure a rolling programme of formal support was in place to provide a quick response to need. The person would also act as the co-ordinator for ongoing evaluation and training.

Timescale – November 2005 Lead – Kay Gilmour

- **ESTABLISH PARENT SUPPORT NEED AT LOCAL/EAST AYRSHIRE LEVEL**

Secondary/tertiary support would be determined by examination of children's outcomes (individual/group) at a local level. How this need should be addressed must involve dialogue with children, young people, parents and carers before an approach is agreed.

Timescale – ongoing Lead – Learning Partnerships/Children's Services
Plan Steering Group

- **NAMED KEY WORKER**

Whether parents/carers are receiving individual or group support at secondary or tertiary intervention levels there should be a named worker who they can have contact with to gain information, support, advice and guidance. This person would also act as a referring agent should their needs require specialist input. The decision on named worker (agency) will be made by the chair of the assessment and resource allocation forum.

Timescale – October 2005 Lead – all managers

- **EXAMINE NEED FOR INTENSIVE SUPPORT RESIDENTIAL PROVISION**

In other areas, families move away from their immediate environment to alternative accommodation which has input/support from a variety of professionals. Once the family is stabilised, they are more able to return to their own or another house having had time, space to reflect and improved skills as a result of intensive support.

Timescale – January 2006 Lead – Nicola Thom

- **EXAMINE NEED FOR MULTI-DISCIPLINARY FAMILY SUPPORT TEAMS**

As 'what works' suggests parallel parent, family and child support has the greatest impact, Core Support Teams in Learning Partnerships could be built on to deliver this co-ordinated approach to Family Support. Training, development and linking other professionals to this group could deliver this approach.

Timescale – October 2005 Lead – Tom Williams/Janie Allen

- **OPPORTUNITIES FOR PARENTS/CARERS AFTER SECONDARY/TERTIARY SUPPORT**

Examples of what could be established include:


- Community Learning and Development programmes
- Further Education modules – alternative therapies, access courses
- Volunteering opportunities

All opportunities should allow parents/carers to continue to gain confidence and facilitate a more positive future.

Timescale – January 2006 Lead – Dot Grieve

3) Crosscutting

- **MAP WHAT SERVICES FIT WHERE (PRIMARY, SECONDARY OR TERTIARY SERVICE) TO FORM RESOURCE DIRECTORY**

A mapping exercise of what Parent Support services exist and where they fit in the  should be undertaken. This should then be made available to staff and parents/carers.

Timescale – October 2005 Lead – Hugh Carswell

- **IMPROVED CO-ORDINATION AND TRAINING SCHEDULE**

To make more efficient and effective use of resources, better co-ordination is required. The vehicles to overview all levels of parent support should be:

- Local – Learning Partnerships - Operational
- East Ayrshire – Children’s Service Plan Steering Group – Strategic.

An annual Parent Support training schedule should be compiled and delivered based on the evaluation and audit of training processes. This will include multi-agency training (health, local authority, police, Children’s Reporter, panel members and voluntary agencies) and specific training on Parent Support programmes which are evidence based. The ongoing training on child protection and integrated assessment will link on relevant issues such as quality of assessment and action planning, information sharing, service delivery and review/formal evaluation.

Timescale – January 2006 Lead – Sally Ann Kelly

- **CONTINUOUS IMPROVEMENT- PARENT SUPPORT**

As mentioned Learning Partnerships will compile annual returns on Parent Support in their area, based on an agreed self-evaluation framework and an audit of referrals to assessment and resource allocation systems for Parent Support. There will also be the pro-forma evaluations of formal Parent Support programmes and case sampling of outcomes resulting from Parenting Orders. This information will be reviewed on an annual basis by the Children’s Service Plan Steering Group.

Timescale – August 2006 Lead – Graham Short

APPENDIX 1

LEGAL/POLICY CONTEXT

The following gives a brief overview of legislation, policy and guidance which supports and leads to the development of an effective and efficient approach to Parenting Support.

Legislation

- Local Government in Scotland Act 2003
- Children (Scotland) Act 1995
- Education (Additional Support for Learning) (Scotland) Act 2004
- Standards in Scotland's Schools etc Act 2000
- Housing (Scotland) Act 2001
- The National Health Services Reform (Scotland) Act 2004
- Regulation of Care (Scotland) Act 2001
- Anti-Social Behaviour etc (Scotland) Act 2004

Policy Guidance

- Child Protection Reform
- Social Justice a Scotland where everyone matters
- Working Together for a Healthier Scotland
- Towards a Healthier Scotland
- Improving Health in Scotland The Challenge
- Sure Start
- Integrated Community Schools
- Joint Health Improvement Plan
- National Care Standards
- Health for all Children 4 (Hall 4)
- Getting it Right for Every Child
- Hidden Harm
- Getting Our Priorities Right
- Growing Support : A Review of Services for Vulnerable Families with Young Children
- For Scotland's Children