

The top half of the image features a warm-toned wooden floor background. Overlaid on this are two sets of stylized, dark blue silhouettes of people. Each set consists of an adult and a child, with the adult holding the child's hand. The silhouettes are arranged in a way that suggests a line or a group of people walking or standing together. The text 'Grow with Me' is written in a large, bold, orange font across the middle of the image, partially overlapping the silhouettes.

Grow with Me

A partnership strategy to support positive parent and child relationships in Tameside.

In partnership with



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Foreword

Making sure that every child has the best start in life, no matter what their circumstances, is both an important and challenging responsibility for all local authorities.

The more we learn about the science of early development, the more we're realising that the first 1,001 days of a child's life are so important in determining the adult they will become. Parents – not just mothers and fathers but anybody with responsibility for raising or teaching children – are the single biggest factor in getting those vital early years right.

It's for this reason that we've launched the Tameside Parenting Strategy, known as "Grow with Me". Our vision is simple; to nurture the personal, social and emotional development of our children by making sure that parents and families have the skills, information and support they need. This isn't about telling families how to raise their children; it's about making them aware of the difference they can make, encouraging them to feel confident in their own abilities and providing help and guidance where necessary.

In creating "Grow with Me" we have adhered to a number of key principles. Early intervention and prevention ensures we can help families to build resilience and nip potential issues in the bud. A renewed commitment to workforce development will allow the right professionals to be in the right place with the right skills to deliver the support which children and parents need. A variety of different routes to accessing the service, including an online offer, will make sure that no parent or child will be left behind.

We're by no means starting from scratch. The "Grow with Me" strategy has been built on the foundations of listening to the voices of our children and taking heed of the lessons of skilled practitioners. It also draws on expertise from a wide range of other service areas, including Early Attachment, Family Intervention, Early Years, Youth Services, Community Development and Health.

As an adopted child myself, I know how from first-hand experience how important a loving and stable family was in helping me get a fantastic start in life. I look forward to working with parents, children, services and partners to make our "Grow with Me" Parenting Strategy a success, securing the future of not only the current generation of Tameside's young people but those who will come afterwards as well.

Thank you.



Cllr Bill Fairfoull

Executive Member, Children and Families

Introduction

Personal, social and emotional developments are three building blocks that contribute to success and happiness in life. They can be broken down to:

- Personal development (being me) – how we come to understand who we are and what we can do, how we look after ourselves.
- Social development (being social) – how we come to understand ourselves in relation to others, how we make friends, understand the rules of society and behave towards others.
- Emotional development (having feelings) – how we come to understand our own and others' feelings and develop our ability to 'stand in someone else's shoes' and see things from their point of view, referred to as empathy.

Starting the process of successful personal, social and emotional development is essential for children and young people in all aspects of their lives. It will help them to:

- relate well to other children and adults;
- make friends and get on with others;
- feel secure and valued;
- explore and learn confidently; and ultimately to feel good about themselves.

Child personal, social and emotional development is influenced by many factors. However, a child's relationship with their main care-givers, particularly early in life, is one of the most powerful relationships. We often refer to this influence generally as 'parenting'.

Most children are born into loving families who nurture and support their development. The loving things parents do every day such as cuddling, comforting, talking, playing, being proud of every achievement and celebrating it in the family, are the foundations of successful personal, social and emotional development.

We know that parents and care givers play a crucial role in a child's development. The parent-child relationship (attachment) is one that nurtures the physical, emotional and social development of the child. It is a unique bond that every child and parent will can enjoy and nurture. This relationship lays the foundation for the child's personality, life choices and overall behaviour. It can also affect the strength of their social, physical, mental and emotional health.

Some of the benefits from positive parent-child relationships include:

- Young children who grow with a secure and healthy attachment to their parents stand a better chance of developing happy and content relationships with others in their life;
- A child who has a secure relationship with parent learns to regulate emotions under stress and in difficult situations;
- Promotes the child's mental, linguistic and emotional development;
- Helps the child exhibit optimistic and confident social behaviours;
- Healthy parent involvement and intervention in the child's day-to-day life lay the foundation for better social and academic skills;
- A secure attachment leads to a healthy social, emotional, cognitive, and motivational development. Children also gain strong problem-solving skills when they have a positive relationship with their parents.

However, there are a range of factors that can adversely affect children's personal, social and emotional development. The following can all have an impact:

- premature / low birth weight
- poor health
- poverty
- lack of warmth and affection
- parental drug or substance abuse
- poor housing
- abuse
- parental mental health
- Parental relationships including conflict and domestic abuse
- social, racial or cultural discrimination
- poor relationships with practitioners



As such, poor social and emotional capabilities can increase the likelihood of antisocial behaviour and mental health problems, substance misuse, teenage pregnancy, poor educational attainment and involvement in criminal activity.

Parenting is everybody's business whether it's a grandparent; step-parent, relative or teacher and we should all be involved in supporting parents in doing the best that they can in raising their children.

Within Tameside, we are increasingly recognising the importance of supporting whole families in order to ensure that children have the best possible outcomes. This includes promoting a positive home environment for children and young people and increasing the skills and confidence of our parents and carers in relation to parenting.

The first 1001 days are critical - from conception to age two years. At least one loving, sensitive and responsive relationship with an adult caregiver teaches the baby to believe that the world is a good place and increases personal resilience in adulthood.

Every child deserves an equal opportunity to lead a healthy and fulfilling life, and with the right kind of early intervention, there is every opportunity for secure parent infant relationships to be developed.



Vision

The corporate plan within Tameside and Glossop sets out a vision for children, young people and families in the borough. The plan, entitled 'Our people, Our plan, Our place' aims for the children to have the very best start in life, to learn and grow as they move from childhood to adulthood and for our families to achieve the best possible outcomes.

Therefore, our vision for the 'Grow with Me' strategy is one where all parents, children and their families will receive the support that is right for them as early as possible, to enable them to deal with problems and prevent issues escalating.

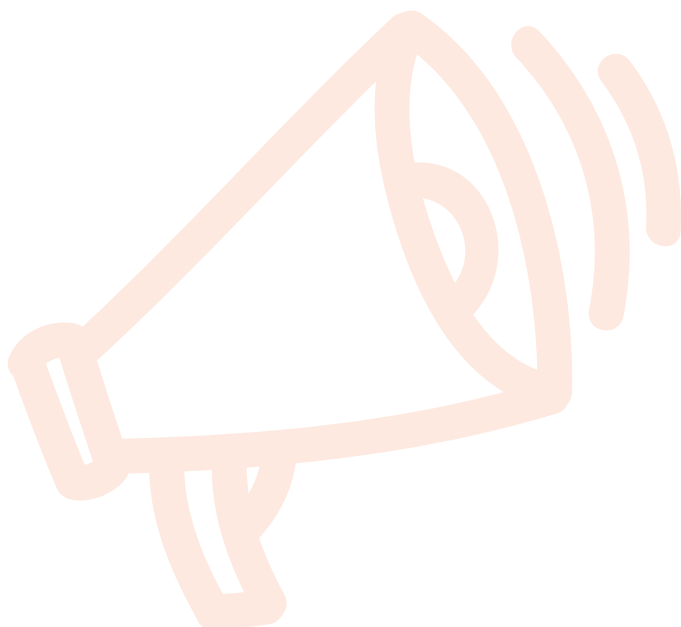
The parenting offer will be based on a whole-family relational approach and all interventions will be evidence based. Our aim is to ensure families in Tameside will have the skills, information and support to build confidence, be happy and support their children to achieve their potential. The parenting service and partners across Tameside are crucial to achieving this vision.

This vision complements the wider vision for the early help approach in Tameside which states:

“Our vision is that every child and young person in Tameside has the best start in life, to grow, thrive, and be prepared for a successful adult life; and when the need or emerging problems occurs, communities and organisations work together with children, young people and families to co-ordinate support thereby improving the overall wellbeing and quality of life of all Tameside’s children and young people.”

Underpinning the vision of the 'Grow with Me' strategy are a number of outcomes, including:

- Increase in parenting confidence
- Improved parent mental health
- Improved child mental health
- Improved child and parent relationship
- Increase in school readiness
- Improved child cognitive development
- Prevention of anti-social behaviours in the future
- Reduce parental conflict
- Reduce relational and developmental trauma including adverse childhood experiences



Principles

Key to the delivery of this strategy will be the co-operative principles which underpin much of the work that we will carry out to support children, young people and families. These principles are embedded within the Early Help Strategy.

- ‘Grow with Me’ will plan design and deliver programmes to suit the needs of the families we are working with, these will include:
 - Fathers
 - Mothers
 - Young Parents
 - Families that include disabled children and those with special needs
 - Families expecting a baby and those in the early stages of parenthood
 - Families where children are in a period of transition
 - Families with teenage children
 - Families where children are experiencing difficulties
 - Families experiencing disrupted relationships
 - Families where substance misuse, including alcohol, affects parenting capacity
 - Families from Black, Asian and minority ethnic background
 - Families where there are young offenders
 - Families with parents experiencing mental health problems
 - Lesbian, gay, bi-sexual, or transgender parents
 - Parents of lesbian, gay, bi-sexual, or transgender children
 - Families where there are concerns about safeguarding
- ‘Grow with Me’ believes prevention and early intervention is key – ensuring we support families at the earliest opportunity striving to improve life chances and building family resilience.
- ‘Grow with Me’ delivers with a co-ordinated multi agency approach, involving professionals from a wide range of backgrounds including Family Intervention, Early Years, Education, Youth Services, Community Development, Health Services and Early Attachment.
- ‘Grow with Me’ will aim to underpin delivery through the Solihull approach (more detail about the Solihull approach, can be found in section 6). Solihull is a ‘first response’ and universal programme that aims for parents to understand their child more effectively and looks to develop a lifelong skill for thinking about effective parent/child relationships and becoming a reflective and sensitive parent.
- ‘Grow with Me’ will support workforce development, ensuring the right people with the right skills and capabilities are in place when support is required by children and families.
- ‘Grow with Me’ will be accessible to all, taking into consideration delivering at the right time in the right place, including an online offer.
- ‘Grow with Me’ will focus on a strengths and asset based model, working hard to make effective change for families in Tameside.
- ‘Grow with Me’ is committed to supporting early attachment and positive relationships between the parent/care giver and the child. Equally ‘Grow with Me’ will promote well informed relationships between the professional and the family and child.

Fitting into wider context

The vision and delivery of the 'Grow with Me' strategy aligns and reflects the strategic vision of the Starting Well Partnership and the Tameside and Glossop Corporate Plan.

The strategy is intended to support and complement (rather than duplicate) local strategies and programmes, some of which are listed below:

- Tameside Early Help Strategy
- Tameside Early Years Programme and Early Years Strategy
- Tameside and Glossop Emotional Health and Wellbeing Transformation Plan
- Maternity Programme including the Maternity Voices Partnership
- Perinatal and Infant Parent Mental Health Programme
- Healthy Child Programme
- Children and Young People's Health and Wellbeing Programme
- Tameside Domestic Abuse Strategy
- Greater Manchester Population Health Plan
- Greater Manchester Children and Young People Plan
- Greater Manchester Public Sector Reform Programme
- Tameside Substance Misuse Strategy
- Education, Employment and Skills Programme
- Reducing Youth Offending Programme
- Tameside Neglect Strategy
- Tameside SEND Strategic Group

The 'Grow with Me' strategy sets out a local offer for parenting. As such it is widely informed by statutory guidance such as Working Together (2018)¹, alongside evidence from research conducted by Allen (2011)² and Munro review (2011)³, as well as fitting within the context of the Troubled Families Programme.

The strategy also recognises evidence which supports the claim that good quality parenting can help to address the structural causes of poverty, and is one of the key elements of sustaining families' social mobility (All Parliamentary Group Report, 2015)⁴.

Importantly, the 'Grow with Me' Strategy understands and supports the evidence associated with the early attachment theory and the early works of John Bowlby⁵. This theory supports local priorities such as the Tameside and Glossop's Corporate Plan - 'very best start in life'.

¹ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/779401/Working_Together_to_Safeguard-Children.pdf

² https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284086/early-intervention-next-steps2.pdf

³ https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/175391/Munro-Review.pdf

⁴ <https://www.familyandchildcaretrust.org/sites/default/files/Resource%20Library/Parliamentary%20Inquiry%20into%20Parenting%20and%20Social%20Mobility%20-%20Final%20Report.pdf>

⁵ Beckett, C. & Taylor, H. (2016). Human Growth and Development (3rd Ed.)

Why is support for parents important?

Pregnancy and having a baby is a special and memorable time in a parent's life, however, it can be a difficult time too. Becoming a parent involves many huge role changes and with any role change, we can sometimes struggle adjusting and perhaps feel deskilled and out of our depth. Moreover, as a child grows and gains new experiences our skills and emotions as parents change too.

Parenting as we know it involves a complicated set of emotions, tasks and skills and for many parents and carers, this is extremely rewarding, if demanding. The ability to provide children with love, security and boundaries should be celebrated and where support for parents and carers is needed, it should be available and without stigma.

Early attachment and parenting is one of the strongest predictors of good outcomes for children - evidence shows that positive, consistent and supportive relationships and parenting is linked to low levels of child problem behaviour and enhanced cognitive development⁶.

Conversely, poor attachment and harsh, inconsistent parenting is predictive of poor youth outcomes, including poor child development, problem behaviour, child abuse and neglect, criminal activity, substance misuse, poor health and mental health⁷.

Whilst most children and their families in Tameside are able to have a good quality of life with minimal additional support from public services, there are some who find life more difficult for a variety of reasons. At different times in their lives, children, young people and their families in these circumstances may need additional support and help from universal, targeted and specialist services. The level of need in Tameside is supported through statistics as illustrated overleaf and outlined in the Tameside Early Help Needs Assessment (2017).



⁶ Gray, G. R., Totsika, V., & Lindsay, G. (2018). Sustained Effectiveness of Evidence-Based Parenting Programs After the Research Trial Ends. *Frontiers in psychology*, 9, 2035. doi:10.3389/fpsyg.2018.02035

⁷ 2Hoeve, M., Stams, G. J., van der Put, C. E., Dubas, J. S., van der Laan, P. H., & Gerris, J. R. (2012). A meta-analysis of attachment to parents and delinquency. *Journal of abnormal child psychology*, 40(5), 771-85. doi: 10.1007/s10802-011-9608-1

Picture of Tameside for children, young people and families



65.7%

of Children achieving a good level of development at the end of reception, compared to 71.5% nationally



58.7%

mothers initiation breastfeeding, compared to 74.5% nationally



23.4%

of children in Tameside are in low income families, compared to 19.9% nationally



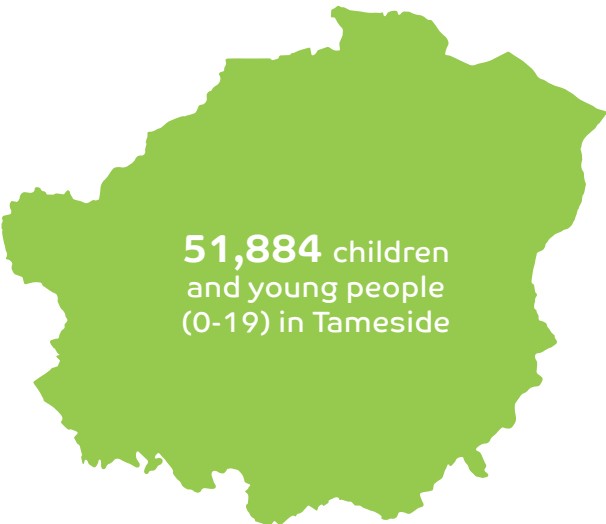
2,347

Incidents of domestic violence (2017)



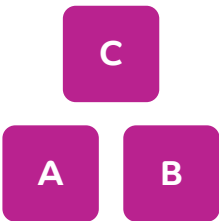
13.5%

of pregnant mothers smoke in Tameside, compared to 10.8% nationally



535

children are living with parents in treatment for drug or alcohol addiction (2017)



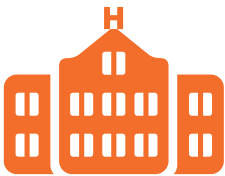
95%

of eligible two year olds access free nursery provision



94%

of children in Tameside go to a Good or Outstanding school



237

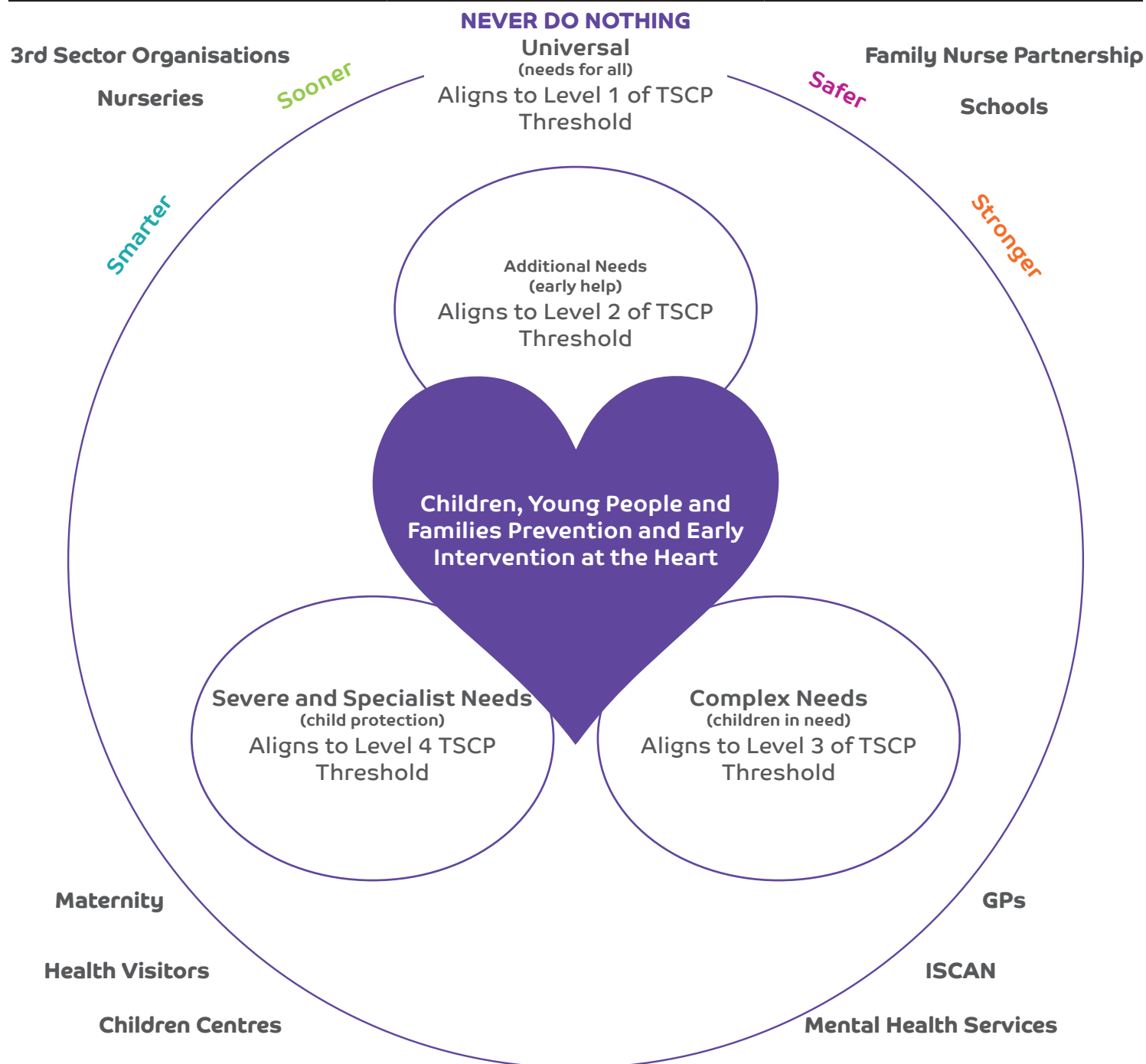
children and young people aged 10-24 were admitted to hospital because of self-harm

(2018 data sources)

What are we going to do? Our model

Using the model outlined within the Tameside Early Help Strategy, we have aligned the parenting offer to ensure parents and carers are supported at the right time.

Level 1 and 2		
Universal	Universal and targeted	Targeted
Solihull Online Parent Space (drop-in clinic)	Solihull Course (for all ages 0-19) (10 weeks) – Non referral and referrals	Incredible Years (14 weeks) – Referrals Freedom Programme (12 weeks)- Referrals



Level 3 and 4	
Universal	Targeted
Solihull Online Parent Space (drop-in clinic) Early Start	Incredible Years (14 weeks) – Referrals Mellow Parenting (14 weeks) – Referrals Mellow Bumps (14 weeks) - Referrals Freedom Programme (12 weeks) - Referrals Baby & Me

Levels of Need Explained

UNIVERSAL (NEEDS FOR ALL):

Aligns to Level 1 of TSCP Threshold

The majority of children and families in Tameside will never come into contact with statutory or specialist services. The basic needs of all children can usually be met by their family and community networks and universal services such as maternity care, GPs, health visiting, nurseries, playgroups, childcare, healthcare, schools and youth services. Universal services are provided as a right to all children including our most vulnerable children and those with additional, complex or specialist needs.

ADDITIONAL NEED (EARLY HELP):

Aligns to Level 2 of TSCP Threshold

There are some children and young people in Tameside that may need extra help to be healthy, safe and achieve their full potential due to their own needs or their family circumstance. They are usually best supported on a voluntary basis, by those who already work with them such as children centres, various health professionals or schools. These services are well placed to recognise, co-ordinate and respond when early help may be necessary so that support is coherent and addresses family vulnerabilities early. Many families at this level will benefit from a multi-agency approach delivered using the Early Help Assessment (EHA) to co-ordinate and pull together appropriate early help services.

COMPLEX NEEDS (CHILD IN NEED):

Aligns to Level 3 of TSCP Threshold

Some children, young people and families may require a very intensive or a substantial package of support where concerns will be managed at a 'Child In Need' level with social work oversight. These needs may be numerous or more serious in nature and require a coordinated, multi-disciplinary response from a number of agencies working with the family, to deliver targeted or intensive support.

SEVERE AND SPECIALIST NEEDS (CHILD PROTECTION):

Aligns to Level 4 of TSCP Threshold

Some children and young peoples' needs are so significant that immediate statutory social work or highly specialist intervention is required to prevent significant harm or serious risks to their health or welfare. These needs may emerge after a series of, or despite targeted interventions, or be sudden and/or so serious as to require an immediate request for services. There will be a concern that the child is likely to, or is suffering significant harm or developmental delay.



The development and implementation of our model is about making the offer smarter and stronger by strengthening the capacity to deliver universal support and delivering quality targeted support at the right time to make a difference in the lives of local families in Tameside.

Previously the offer was heavily focused on providing support for parents with children aged 0 to 5, whereas the implementation of this model will ensure support is provided for parents with children aged 0 to 25 and across the levels of needs. This will include support for parents during the antenatal and postnatal period as well as parents with children with special educational and additional needs.

All Tameside families currently have access to the Solihull online courses⁸ but it is our endeavour to provide Solihull courses without the need of referrals, as well as provide 'Parent Space' drop ins for advice and support either as a 'one off' or as an introduction before attending a course. This will form our Universal Offer and will follow the safeguarding governance of the Tameside Children's Safeguarding Partnership.

As families reach higher levels on the continuum of need, targeted parenting support will be available via a referral process. Referrals will be heard at the multi-agency parenting panel, looking at which courses and support will meet the individual needs of the family.

The delivery of these courses in the main will be completed by the Parenting Team, consisting of Parenting Co-ordinators. They will be supported by various professionals from Early Years, Family Intervention, Health Services (including Pennine Care and the Early Attachment Service), schools (both primary and secondary) and third sector organisations including HomeStart; giving a real multiagency and varied feel to the support being offered.

Wrapped around the interventions and courses, are a whole range of professionals who are in contact with families on a regular basis. These professionals are well placed to support parents and carers using universal relational and asset based approaches.

Furthermore, alongside the partnership approach to deliver this model a number of key enablers (but also challenges) will be the bedrock of its success. These include:

- Dedicated resources;
- Continuing workforce development and partnership supervision of staff;
- Communication and marketing;
- Central monitoring and evaluation;
- Crèche provision.



How do we know it's going to work?

The evidence for attachment and positive relationships between a parent/care giver and a child is strong. Those first 1001 days are critical not only because optimal brain development throughout, gives a child the best possible start in life but also because the child cannot have a good start in life without it.

When a baby is born their environment is still almost entirely their parents (or whoever stands in for their 'primary caregiver') and their relationship with their parents. A baby's brain is still an unfinished project and it is a project that can only be optimally completed by the social and emotional relationships within which attachment grows.

In addition to the evidence put forward regarding parent and child relationships, the offer outlined in the model above outlines 5 key parenting programmes including:

- The Solihull Approach
- Incredible Years
- Early Start
- Mellow Parenting and Bumps
- The Freedom Programme

All of which is support with an evidence based. Detailed as follows:

The Solihull Approach (Appropriate for ages 0 -19)

We know this is going to work as there is strong evidence based that demonstrates the effectiveness of this approach. The Solihull Approach has a rich mixture of both quantitative and qualitative studies carried out by independent teams across the UK and by the Solihull Approach. Some of which is outlined as following:

- A quantitative study⁹ of the effectiveness of the Solihull Approach in 2006 showed a significant decrease in distress, and parental perception of child difficulty and a reduction on overall stress levels.
- Research¹⁰ into the effectiveness of the Solihull Approach 'Understanding your child's behaviour' course showed improvement in child behaviour and a reduction in parental stress.
- An evaluation¹¹ of the views of over 200 parents who have taken part in the 'Understanding your child's behaviour' course showed that 95% of parents found the course highly satisfactory. Parents increased their knowledge of strategies and solutions for responding to children's behaviour, they improved their interactions with their children and were better able to recognise and respond to their own and their children's feelings.
- An evaluation¹² of the experience of 105 parents who completed the 'Understanding Your Child's Behaviour' course showed that over 90% of parents found the group helped them understand their child and identify changes. Recurring themes were that they had a better relationship with their child after taking part and they felt more confident.

⁹ <https://solihullapproachparenting.com/wp-content/uploads/delightful-downloads/2015/11/Milford-Kieve-and-Greenwood-A-Pilot-Evaluation-Study-of-the-Solihull-Approach.pdf>

¹⁰ <https://solihullapproachparenting.com/wp-content/uploads/delightful-downloads/2015/11/Bateson-Delaney-and-Pybus-Meeting-expectations-2008.pdf>

¹¹ <https://solihullapproachparenting.com/wp-content/uploads/delightful-downloads/2015/11/Johnson.-R-and-Wilson-H.-Parents-evaluation-of-UYCB-2012.pdf>

¹² <https://solihullapproachparenting.com/wp-content/uploads/delightful-downloads/2015/11/Johnson.-R-and-Wilson-H.-Parents-evaluation-of-UYCB-2012.pdf>

Incredible Years (Appropriate for ages 2 - 8)

Incredible Years is underpinned by social learning theory which is based on the assumption that children's behaviour will improve when appropriately reinforced. The programme strengthens the parent-child bond through positive interactions and positive modelling encouraging children to develop a positive sense of self through play, security, praise and motivation and of course appropriate boundary setting and use of behaviour management techniques to reduce negative behaviours to improve social and emotional competence. It also focusses on helping parents develop independence in their children encouraging them to make healthy choices and problem solve for themselves preparing them with essential life skills for their future.

Where the model requires input using the 'Incredible Years' Programme, again there is a strong evidence based highlighting the effectiveness. A number of evaluations¹³ have taken place by the developer and independent investigators in the United States and other countries. Evaluations have included numerous randomised control group research studies using independent observations with diverse groups of parents and teachers. The programme has been found to be effective in strengthening teacher and parent management skills, improving children's social and emotional competence and school readiness, and reducing behaviour problems.

Early Start

The Early Start Programme is a 6 week antenatal programme that has been developed in Tameside by the Early Attachment Service, to provide universal support to all parent-infant relationships at the beginning of their journey together.

The programme aims to enhance parental sensitivity and facilitate the growing relationship between parent and baby. The programme aims to encourage and facilitate parental reflective functioning¹⁴.

Rather than teaching parents how to relate to their baby, the programme aims to help and encourage parents to 'find their own way', and help them grow in confidence¹⁵. The parent infant relationship is at the core of the programme (e.g., when addressing weaning, the programme aims to encourage parents to think not just about the logistics of weaning, but the impact on the parent, infant, and on their relationship).

The Early Start programme is intended to be used universally for all parents of infants aged 0-12 months. It draws on both psychoanalytic and attachment theory and on the growing body of parent-infant mental health knowledge that has emerged over the past decade from neuroscience and child development research.

Mellow Parenting (Appropriate for ages 0 - 5)

The underpinning values of Mellow are based on the psychological theories of attachment, social learning and cognitive behavioural therapy and focus on improving parent-child relationships, for either male or female caregivers, from the antenatal period up to age five.

Mellow Parenting Programmes improve parents' mental health: they reduce anxiety and depression, increase well-being, self-esteem and self-confidence. They report to know that children's development accelerates; in one study of three year old children, their language had improved up to their age level from a previously low level, and parents reported a decrease of their child's behaviour problems. Evidence to this is widely available online.

¹³ <http://www.incredibleyears.com/for-researchers/>

¹⁴ Fonagy P, Steele H, Steele M. (1991). Maternal representations of attachment during pregnancy predict the organization of infant-mother attachment at one year of age. *Child Development*. Oct; 62(5), 891-905.

¹⁵ Daws, D. and de Rementeria, A. (2015). 'Finding your way with your baby', Routledge:London.

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The Freedom Programme

The Freedom Programme was created by Pat Craven, who holds full copyright. The Programme was primarily designed for women as victims of domestic violence, since research shows that in the vast majority of cases of serious abuse are male or female. A number of evaluations have taken place since its creation, which are available online¹⁷. Overall these state that women attending feel more confident, knowledgeable, are able to identify potentially abusive relationships and that they understand the effects an abusive relationship has on children.

Whilst these programmes form the base of the Tameside Parenting Offer, we know Tameside has a wide range of services that provide support for parents and carers – this includes Dads support via Dads Matter and peer support via Homestart. We envisage the offer will develop and will be flexible to new and emerging programmes that had an evidence base or a growing one.

“Would like to thank everyone for helping me to be more aware of my children's feelings and also to be more patient.”

“The course has made me think before shouting at my children. I have learned new strategies and how to cope in different situations. I will miss you all.”

“Was good to go over the strategies we've learnt and to remember that sometimes it's good to go back to the lower strategies before carrying on with upper tier ones”. (Related to session 14.)

“This session has given me ideas to use at home” (Related to session 14.)

“Thank you for helping me realise my confidence again. I do not need a social worker to tell me I'm a good mum, I always have been. Thanks so much xxx.”

“This course has helped to reduce my child's behaviour, he listens to me more now, he is also more loving towards me and our relationship is so much better”

“I have found this course really great and helpful to help me with my children, I am being more consistent now and sticking to things not giving in has improved things so much, they understand now no means no”

“I found this course very helpful. I learnt how to handle my child's behaviour better and also to look at myself and how to manage better”

¹⁶ <https://www.mellowparenting.org/our-evidence/>

¹⁷ <https://www.freedomprogramme.co.uk/evaluations.php>

Parent and Carer Engagement

To ensure our approach to parenting and parenting courses are delivered to meet the needs of parents and carers in Tameside, a survey was conducted in Spring 2019. Over 800 parents and carers responded. The below graphic, illustrates the overall result of the survey.



Action Plan

To deliver on the vision and approach outlined in this strategy effectively and successfully, the accountability of the work will be held and reported to the Early Years 'Grow' Steering Group and the Early Help Strategy Group which feeds in the Starting Well Partnership.

In order to make this strategy, its vision and model a reality the following priorities actions will need to be implemented within a short, medium and long term plan. These actions are briefly outlined as follows:

Length of time	Suggested Performance Indicator
Short Term 0-6 months	• Ensure all parenting courses on offer are brought into one process and go through the parenting panel. • Plan parenting delivery for 2020. • Employ 2 x Crèche Workers to support the parenting offer. • Continue promotion of Solihull Online. • Book refresher Solihull training courses where relevant for staff and partners. • Development of Frequently Asked Questions (FAQs) for parents and carers to easily access via the 'Go to Grow' Tameside website. • Update the current parenting pages on the Tameside MBC website, the Tameside Service Information Directory and the Local Offer. • Update the existing parenting referral form to reflect asset based approaches (Signs of Safety) and consider how we ascertain all the information needed.
Medium Term 6-12 months	• Clear parenting offer materials produced using the Grow branding. • Deep dive to be completed around what parenting support is being offered in schools/by health/other partners. • Ensure policies and procedures for parenting are appropriate. • Produce practice standards for parenting. • Introduce 'Parent Space' - drop in clinic supported by safeguarding governance. • Providing training opportunities for schools to deliver local and universal • Increase the number of Solihull courses delivered. • Develop a 'group supervision/network' opportunity for schools who are delivering Solihull courses. • Develop consistent ways of obtaining data from the delivery of courses to ensure outcomes are captured. • Produce pre and post course evaluations to cover all courses. • Develop a data scorecard for all parenting courses delivered. • Scope the development of a parenting support package for parents with children with special educational and additional needs. • Implement the Reducing Parental Conflict Programme. • Develop a set of core standards with regards to workforce development relating to parenting in partnership with the Parenting Strategy Group.
Long Term 12 months +	• Development of multi-lingual courses. • Scope and strengthen the offer for parents with children with special educational and additional needs. • Scope the delivery needs including weekend and evening group/course delivery. • Full implementation of parenting clinics within the borough. • Full implementation of the parenting offer within Tameside. • Training in place for all professionals in terms of the wider parenting offer. • Consider social media and how we can have further impact regarding the parenting offer. • Develop a 'threshold' based offer to be publicised.

