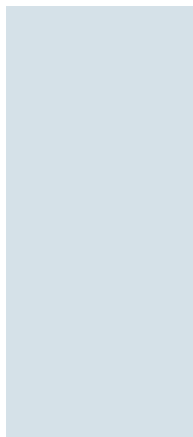


# Parenting Support



# Know How Booklet – Parenting Support

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# Parenting Support

## 1. Introduction

*Throughout this booklet, the term “parents” has been used as a shorthand to include mothers, fathers, carers and other adults with responsibility for caring for a child, including looked after children.*

Evidence shows that parents have a significant impact on outcomes for children and young people – right across the five outcomes identified in *Every Child Matters*. A positive parenting style has a strong and positive impact on children’s outcomes and can act as a protective factor against other risk factors such as multiple disadvantage.

Research shows that parenting in the home has a far more significant impact on children’s achievement than parents’ social class or level of education. For children of primary school age, parental involvement – particularly in the form of **good parenting in the home** – has the biggest impact on their achievement and adjustment. The effect is more significant than the school itself. Parents continue to have a significant impact through secondary school, shown in staying on rates and educational aspirations.<sup>1</sup>

Research evidence and inspection data, summarised in the DfES toolkit for schools, *Involving Parents: Raising Achievement*, suggest that schools which work well with parents see:

- improved levels of achievement – parents’ active encouragement and support for children’s learning produce tangible academic benefits that last throughout a child’s school career
- more positive pupil attitudes and behaviour
- increased parental participation in, and support for, the life and work of the school
- a greater willingness for parents and schools to share information and tackle misunderstandings and problems at an early stage.

It therefore makes sense to embed your parenting support offer within your School Improvement Plan, in recognition of the contribution it can make to raising achievement.

Many parents say there are times when they would welcome more support in their parenting role. Extended schools – together with Sure Start Children’s Centres – should provide a universal point of access to information, advice and support for parents. This means going a step beyond the good work many schools already do in involving parents in their children’s education and the life of the school – essential as that is. It means engaging with parents, and helping them to find out more about ways in which they can help their child to flourish – at home and at school. It means finding out what parents want and need, encouraging parents who might benefit from additional support to take this up, and helping them to do so.

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<sup>1</sup> *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review* Professor Charles Desforges with Alberto Abouchaar DfES 2003

*Extended schools: Access to opportunities and services for all*, outlined the core parenting support offer. This should be offered in at least half of primary schools and a third of secondary schools by 2008. It comprises:

- on-site transition information sessions for parents of children starting primary school, and moving on to secondary school
- on-site information about the advice and support available to parents through local services and national helplines and websites
- access to parenting groups
- access to more specialised support for parents who want and would benefit from it

This booklet, which is aimed at schools, provides more detailed information about each aspect of the core offer, important contextual information about local services for parents, and details of useful sources of information for schools and parents.



## 2. Context

Schools vary. Parents vary. Many parents have an excellent relationship with their child's school, and are closely involved in its work. Others, for many different reasons, do not. The aim of parenting support is to foster good relationships and try different approaches to bridge gaps where relationships are less good. No single approach will work in all circumstances and schools will need to be sensitive to local conditions. Where the relationship works well, a school can not only work much more constructively with parents to improve pupil outcomes, but also provide support to parents themselves and strengthen their links with the local community.

Schools will have an important role to play in identifying what is needed and wanted by their parents, in consultation with parents. Parents – both mothers and fathers – should be involved in decisions about the design and delivery of the parenting support offer in schools, so that activities and services

meet their needs and interests. Schools will also need to secure access to services for parents – but they won't be expected to do so alone. Instead, schools should work closely with local authorities and other local partners – such as partner and cluster schools, Sure Start Children's Centres, the voluntary and community sector, and health services – in the context of emerging children's trust arrangements. Following consultation with parents, schools are encouraged to work with cluster schools and children's trusts to influence priorities and commissioning arrangements.

Parenting support should be of high quality and provided by appropriately-trained people with skills in supporting parents. Children's trusts, and the voluntary and community sector organisations listed in Section 5 of this booklet, will be a source of such expertise. Sensitivity to parents' needs is vital. Privacy is also important: parents taking part in a structured parenting programme or specialised support may prefer to use services located elsewhere in the community, away from the school site.

Schools which are effective in working with parents recognise that different parents have different needs: fathers; mothers; carers; lone parents; non-resident parents; parents from minority ethnic communities; parents with disabled children or children with learning difficulties; or parents who have a disability themselves. Some parents can be harder to reach, such as parents who are workless or living in poverty; parents who are refugees or seeking asylum; parents who speak English as an additional language; and parents who are from Gypsy/Traveller communities. Many schools have found that home visiting and outreach can be highly effective in engaging with parents who are harder to reach. Offering activities at different times of day, including beyond the school day, can be effective in reaching working parents.

### ***dads&lads, Byron Primary School***

***dads&lads*** (& lasses) was developed by the YMCA to help fathers and children deepen their relationships through sharing an activity together, such as football, kite flying, fishing or cookery classes. Once the activity is over the participants are encouraged to chat about what being a dad, father figure, son or daughter means to them.

City of Bradford YMCA launched a ***dads&lads*** project at Byron Primary School in Bradford. A group of Asian fathers and their sons met together each Saturday morning to take part in a variety of activities, including basketball, art and parachute games. A staff member from Bradford YMCA ran the project with the help of a local police officer through the 'On Track' initiative. During each session they offered the opportunity for the dads and sons to split into two groups and helped them to use the time to discuss issues, such as, 'what do I know about my dad?', 'how are we communicating with each other?' and 'how do I look after myself?'. The project culminated in a day out to Scarborough.

*"We noticed a significant improvement in some of the children's confidence levels as a result of the time they spent with their dads, and this impacted positively on their behaviour in school."*  
A learning mentor at the primary school.

### 3. Parenting support – the core offer

#### (i) Transition information sessions

Many parents feel they have a greater need for information and advice at key childhood transitions – particularly when their child starts attending school full-time for the first time, and moves to secondary school. Transition information sessions offered to parents by their child's school are intended to:

- engage parents in discussion about parenting issues
- maximise parents' understanding of the stage their child is about to begin
- increase parents' confidence and willingness to engage with their child's school and learning
- broaden parents' knowledge of and readiness to access wider services for parents and families

It is envisaged that schools will offer a transition information session to all parents – mothers and fathers – of the new intake of pupils joining the school – usually in Reception or Year 7. In three-tier systems, three sessions will be offered to parents: when their children start school; move to middle school; and move on to senior school. We envisage that most schools will want to offer this in the autumn term after transition: others may prefer to offer the session in the previous summer term. We know that many schools already offer induction events for parents, and expect that many schools will want to combine these – or aspects of them – with the transition information session.

Demonstration projects will take place in primary and secondary schools in autumn 2006 and autumn 2007, accompanied by a national programme to build capacity. Schools are encouraged to work closely with local authorities in making arrangements for these sessions, which should be led by facilitators who are skilled in working with parents. We will provide more information about the sessions on Teachernet, later in the summer term.



## (ii) Information about national and local services for parents

The Childcare Bill proposes that by 2008, local authorities will offer a growing range of information about national and local services for parents and families. Every local authority currently has a Children's Information Service (CIS). This may be operated directly by the local authority, or by a voluntary or community organisation on its behalf. Some CISs already provide information about services for parents in addition to their current core business of providing information on childcare and early years services.

Schools are encouraged to work in partnership with their local information service in order to ensure that information for parents is available on the school site. Information could be made available in a number of ways – through kiosks, facilities for parents to use hotlines or access materials online, or the presence of staff from the local information service at transition information sessions.

As local authorities develop their services for parents, schools are encouraged to make parents aware of the free national helplines and websites that are available to them now. These include:

- the Parents Centre website – [www.parentscentre.gov.uk](http://www.parentscentre.gov.uk)
- the Direct Gov website – [www.direct.gov.uk](http://www.direct.gov.uk)
- the Parentline Plus helpline, which is available free of charge 24 hours a day, on 0808 800 2222.

For details of more sources of information for parents see Section 5 of this booklet.

### **Greenwich Children's Information Service**

*Greenwich Children's Information Service (CIS) has developed a broad resource of family support information of both local and national services, including details of parenting support services. In addition to information on site, the CIS provides information through outreach within the borough's extended schools and other settings including Sure Start Children's Centres and Jobcentre Plus offices.*

### **Wiltshire**

*In Wiltshire **ask** supports parents and carers through the provision of information, advice and support. The Children's Information Service offers information about family support services such as bereavement counselling, registered childcare, activities, benefits, advocacy and any other information which parents might need to support family life. Contact details for local and national services can be provided along with resources such as leaflets on bullying or choosing a school and other publications for parents. Parents can also access help through the Parenting Wiltshire service.*

## (iii) Access to parenting groups

Some parents will welcome the opportunity to take part in parenting groups, which offer opportunities for discussion with other parents, guided by skilled facilitators. Some parents may feel less confident about discussing parenting issues, particularly if they are less confident or comfortable about their relationship with the school. Many schools offer informal activities, which they have found to be effective in reaching parents, and helping them to feel more at ease. Some schools have found that social events such as coffee mornings and activities such as cooking, gardening or social evenings, have been very successful in helping to build good relationships between parents – mothers and fathers – and schools. Equally, these will not be suitable everywhere. Each school will want to devise its own approach. Some schools offer occasional discussion groups on particular topics, such as aspects of the curriculum or healthy eating, or family learning opportunities. The general point is that parents can benefit from getting to know other parents – who often provide a good source of informal support.

Such events are not a substitute for parenting groups, however: all parents should be able to take up opportunities to take part in facilitator-led discussions about parenting issues, should they wish to do so. Occasional opportunities for informal discussions led by a facilitator – perhaps at a drop-in group on the school site or in another venue in the community – will be enough for many parents. Others will find they need more support, and would benefit from taking part in a structured parenting programme, taking place over several sessions. All schools will be expected to offer access to such programmes. Parents with the greatest needs, however, should be able to access more specialised support, described in more detail in section 3 (iv).

Whether offered on an informal, occasional basis, or in the form of a structured parenting programme, parenting groups should always be led by skilled facilitators who have received training in working with parents, underpinned by the National Occupational Standards for Work with Parents. Parent Support Advisers, who will be in place in 600 schools from the end of 2006, may be well placed to lead informal parenting groups.

Structured parenting programmes follow an evidence-based programme. Many parents who take part in such programmes say they have found them helpful and that they would recommend them to other parents. The most effective parenting programmes have a clear theoretical underpinning, follow a programme manual, usually last 8-12 weeks and are delivered by highly-skilled practitioners. There are a number of different programme manuals available, with a proven track record of success.

Effective programmes create a safe environment in which to encourage the sharing of experiences; value the contributions made by all participants; use accessible learning models to teach new skills; and provide clear information that enables parents to make choices. Effective programmes are also enjoyable. The skills of the facilitator are as important as the particular programme selected. Staff should be appropriately trained and able to develop good relationships with parents on the course, backed up by good support and ongoing supervision.

Further information about a range of parenting programmes that evaluations have found to be effective may be found in Section 5 of this booklet. Programmes vary in content, intensity and duration, and should be matched to the needs of the parents attending.

### **Parentline Plus, Gloucestershire**

*Working closely with an extended school cluster in Gloucestershire, Parentline Plus offered courses and workshops for parents in nine primary and secondary schools as part of its **Parents Together** programme of parenting support and skills training. These were designed to foster children's education and learning by raising parents' awareness, skills and confidence in communicating with their children.*

*Daytime and evening groups were arranged and Parentline Plus undertook outreach work in the local community to engage parents and build trust. The **Parents Together** courses and workshops were planned and tailored in partnership with schools and parents to reflect identified needs. Topics included "Helping your child learn", "Tackling bullying", "Working with the school to help your child" and "Parenting teenagers". Groups were delivered by trained Parentline Plus facilitators, themselves parents, using discussion and role play.*

*One parent commented: "The course has helped me to realise there are different ways of dealing with feelings. It has helped me to see my children in a new light and to cope with tensions at home when there are arguments".*

### **Pegasus School, Oxford**

The Family Links **Nurturing Programme** provides structured ten week courses for both parents/carers and their children, embedding its parenting support in the broader context of home/school links. It builds positive relationships based on four key constructs: self-awareness and self-esteem, appropriate expectations, empathy, and positive discipline.

- The Parent Programme improves parents' confidence and skills, encouraging them to maintain effective discipline while understanding their children's emotional needs
- The Children's Programme offers personal social, health and citizenship education

The programme has contributed to the work of Pegasus School, a primary school in Blackbird Leys in Oxford, in involving parents in their children's education, and supporting pupils in developing self-esteem and self-confidence. Jill Hudson, the headteacher explains: "If you're looking at raising academic standards, it isn't good enough just to look at the curriculum...If you can't reach the child then you can't teach them. It's at the heart of our work in becoming a fully extended school."

### **Glebe First and Middle School, Harrow**

Glebe School runs a project with Harrow Council's Family Learning Service which is exploring ways to provide an inclusive parenting skills course. This came in response to comments and feedback from parents and carers, particularly from the Somali community. The project partners focused on the REU (formerly Race Equality Unit) **Strengthening Families Strengthening Communities** Parenting Programme: a pilot programme is currently being delivered at Glebe school. The programme's curriculum components were particularly suited to meet the needs they outlined, especially those of families from the Somali community group. In particular the Rites of Passages workshops contributed to discussion on individual families' cultural identity and their values.

The programme was publicised using local voluntary and community groups, health visitors and through flyers and posters in schools and libraries. REU gave a presentation for key professionals from other statutory and voluntary agencies to ensure families that would benefit were signposted for enrolment. The aim is ultimately to provide access to the programme to families from across the borough. Families from the Glebe school community have been targeted in the first instance particularly those from minority community groups, newly arrived communities and those speaking community languages. The REU programme coordinator identified two experienced co-facilitators, including a Somali speaking facilitator.

Parents participating develop mutual trust so they feel able to share their individual family circumstances and explore ways of managing their own situations. This is reflective of the programme component on developing circles of support. The component on conflict and anger management offers families the opportunity to reflect on and share their own life experiences about issues such as about domestic violence, intergenerational relationships and the challenges associated with immigration. Parents are helped to understand their children's needs by discussing child developmental stages. This helps them think about managing children's behaviour and make use of positive methods of discipline to build better parent/child relationships.

News about the project has reached other parents who have requested further such programmes. Subject to evaluation of the pilot, the project partners will adopt a strategic approach to funding and delivery to give wider access to the programme. This will include opportunities for parents to access training to become programme facilitators.

#### **(iv) Access to specialised support**

Where there is a concern that circumstances at home may be having a detrimental effect on a child's achievement, extra help for their parents – mothers and fathers – can make a real difference. Some parents may have particular concerns about their child – perhaps their child is having difficulty in settling in to a new school, or has a disability. Some parents may find themselves in difficult circumstances – perhaps they are having difficulties in their relationship with their partner, or lack support from family or friends. Enabling parents to support their children most effectively, or helping them through difficulties that are affecting their parenting, can make all the difference to their children's wellbeing and learning.

Where there are concerns about a child's progress or well-being, the Common Assessment Framework provides a valuable tool for assessing children's and parents' needs. Specialist staff, working through extended schools, can carry out the common assessment, in discussion with families. If there is a concern that a child may have been harmed, or at risk of harm, schools must follow the procedures established by the local safeguarding children board.

We expect all extended schools to offer access or referral to specialised support to parents on a targeted basis – so that it is available to parents who want, and would benefit from, additional help. Such specialised support might be structured parenting programmes designed to meet the needs of families in difficult circumstances, home visiting, or family therapy. Support for parents of children whose behaviour or attendance is a cause of concern will be a high priority for many schools – whether this is offered on an informal basis, or as part of a formal parenting contract. In the longer term, we envisage that, together with Sure Start Children's Centres, extended schools will serve as hubs for wider services for parents and families, such as support groups for parents of children with disabilities or adult couple relationship support.



### **Millfields Community School, Hackney**

Millfields Community School in Hackney, described by the Headteacher as “committed to the delivery of quality education with our pupils, parents and community groups, and staff”, offers a range of family learning and parent support courses. These include a course for families of children with autistic spectrum disorders (ASD). The course, now in its third year, is held one Saturday morning each month. There is a crèche for children with ASD and their siblings.

Main objectives of the group are: to inform and educate parents about different aspects of ASD; to provide practical information about available resources; to identify lifelong learning needs of both parents and children; to raise self-esteem within families of children with ASD; and to provide support for parents and families of children with ASD. Guest speakers and specific health professionals are invited to lead some sessions. Books, magazines, videos and use of the internet are available to parents. Some parents have benefited from advocacy and legal advice through the network of support made available. There is also time for parents to discuss concerns and share ideas and practical strategies. Following a discussion on methods used to help children to sleep each evening, one parent commented, “I just never realised that other parents had the same difficulties. It is great to be able to share strategies and I have got lots of new ideas to try out now.”

### **A Place for Parents, Croydon**

**A Place for Parents** developed from the work of **The Place2Be**, a national charity offering emotional and therapeutic support to primary school children. **The Place2Be** provides one-to-one and group interventions to children, many from hard to reach families, with a wide range of emotional and behavioural needs including those resulting from parental separation, violence in the home, bereavement, bullying, and low self esteem.

**A Place for Parents** offers direct support to the parents/carers of children referred to **The Place2Be**. It aims to maximise support of ‘the whole child’ by providing an integrated and parallel service for parents. Parents who access the service are offered regular, weekly counselling sessions with a designated Parent Worker, who is a highly qualified and experienced clinician. **A Place for Parents** provides sustained individual support for a period of 8 to 24 weeks with a focus on both personal issues and parenting skills according to the individual parent’s needs and concerns.

Participating parents have highlighted positive change in terms of self confidence, ability to manage their circumstances, awareness of their children’s emotional needs, and capacity to manage their children’s challenging behaviours: “I feel much less stressed now and I’m not always looking over my shoulder at the past. It has helped me understand what is really important and how I can help my daughter.”

Staff in schools have also seen the benefits: “We have seen changes in parents’ relationships with their children and a sense that parents are more willing and confident in working with the school for the benefit of their child.”



### **Parenting support, a strategic approach in Reading**

Reading's Children's Strategic Partnership has created the post of Parenting Co-ordinator using multi-agency funding. The Parenting Co-ordinator arranges regular meetings with lead professionals from each agency who form the "Parenting Champion Group" to make decisions about how to offer support to parents in the area.

Several structured parenting programmes are being offered including **Webster Stratton** and **Living with Teenagers**. Parents are referred using a new centralised referral system linked to the Common Assessment Framework. The programmes are delivered by trained multi-agency staff in community venues such as extended schools, Sure Start Children's Centres and community centres. They are delivered mainly in group sessions, but occasionally on a one-to-one basis for harder to reach parents.

Following attending sessions, parents reported that they felt improved levels of self-esteem and confidence, and had learnt strategies to help them with routines and boundary setting in the home. They had seen positive changes in their children's behaviour and an increase in their school attendance. During the sessions, the parents were signposted to other agencies that were able to support them. There were also cases where children who were on the Child Protection register were able to return to living with their parents. One parent said "I felt at the point of no return before doing this course" and another commented "It is not patronising. It's run by lovely people who really care and it works."

## **Exmouth Area Learning Community**

Exmouth Area Learning Community (EALC), including representatives from fourteen primary schools and one secondary school, is one of nine local groups piloting the development of extended services to families across Devon. As well as regular meetings for the head teachers, EALC has established a local interagency group, Exmouth Area Schools Extended (EASE) group. The group meets to develop, manage and evaluate its programmes and has representatives from areas including Schools, Health, Police, Family Learning, Devon Youth Service, Social Services, Governors, Parents, the LA and Voluntary Groups.

Swift referral to services where families require help is a strong feature of the parenting support work developed by EASE. The needs of pupils and their families are identified mainly through the schools by professionals working in Pupil Care Teams. The teams bring together members of staff from a cluster of schools with Education Welfare Officers, Police Youth Intervention Officers, Public Health Nurses and appropriate specialists working across the community through schools to assess the needs of pupils and their families. Recognised vulnerable indicators include: school attendance, housing, social and health issues, but informal contact can identify issues such as undeveloped literacy skills.

Building on the existing Pastoral Care Workers (PCWs) established by the Primary Care Trust, schools in the EALC are now training staff to build greater capacity to work with individual families. The PCWs are involved in the community in an alternative curriculum project for Year 5 pupils. An integral part of this is the extended support to families. Pupils are selected from across the community according to set criteria relating to social vulnerability and or underachievement in school. A comprehensive support service is tailored to meet the individual needs of families and integrated into the support offered to their children in school.

## **4. Questions and answers**

### **We know we need to put in place parenting support, but we don't have the expertise within the school and we cannot find a local provider.**

Your Extended Schools Remodelling Advisor, based in your local authority, should know what is available in your area in terms of parenting support and should be able to signpost you either to local, or to large national organisations which can help you establish and deliver provision.

### **The parents who would benefit most from this type of support are the ones that are hardest to engage. How do we reach them?**

Many schools are using innovative ways of reaching parents who are less confident or comfortable in school settings. Events such as coffee mornings and fun activities such as cooking, gardening or social evenings, such as bingo nights and international cuisine evenings, can be very successful in helping to build good relationships between parents and schools.

### **Can our support staff be involved in supporting parents?**

There may well be teaching assistants or others within your school staff who are interested in developing their skills in working with parents. Provided they receive appropriate training, which reflects the National Occupational Standards for Working with Parents, support staff may be well placed to provide some of the more informal aspects of the parenting support offer, such as facilitating occasional informal discussions about parenting. This can be a very helpful way of strengthening links between schools and parents. Other aspects of the parenting support offer, such as more intensive structured parenting support, and specialised support, should be provided by people with appropriate training and experience.

## What happens if issues come up that we cannot deal with as a school, such as more serious problems in the home or health issues?

The parenting support part of the offer links with the desire for more swift and easy referral mechanisms to other providers, not least social services and health specialists. If problems are raised which are best addressed by professionals then these links should support you in doing so.

## Why would we want to offer parenting support?

Research shows that the quality of parenting in the home is one of the key variables impacting on children's achievement. Accepting this, it is critical that schools work with parents to help create a total environment, both in school and at home, in which children are motivated and able to learn.

## 5. Useful sources of information

### Policy background

- *"Extended schools: Access to opportunities and services for all, a prospectus"*  
[www.teachernet.gov.uk/wholeschool/extendedschools](http://www.teachernet.gov.uk/wholeschool/extendedschools)
- *"Sure Start Children's Centre: Practice Guidance"*  
[www.surestart.gov.uk/improvingquality/guidance/practiceguidance/](http://www.surestart.gov.uk/improvingquality/guidance/practiceguidance/)
- *Every Child Matters* [www.everychildmatters.gov.uk/publications/](http://www.everychildmatters.gov.uk/publications/)

### Toolkits

- *Involving Parents, Raising Achievement* – toolkit (quote ref PICE/IPRA) and training pack (quote ref PICE/IPRA/TP), *Engaging fathers* (quote ref DfES/0314/2004) available from DfES Publications, tel: 0845 60 222 60, Fax: 0845 60 333 60, Text phone 0845 60 555 60, Email:dfes@prolog.uk.com  
<http://www.teachernet.gov.uk/wholeschool/familyandcommunity/workingwithparents>
- *Parent Participation: Improving services for children and families*. The toolkit has been developed by the Family Policy Alliance, which brings together three national charities: Family Rights Group, Family Welfare Association and Parentline Plus. The toolkit sets out a 12-step programme detailing the principles and practicalities of involving parents. It can be ordered from Parentline Plus publications [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk)

### Research

- *What Works in Parenting Support? A Review of the International Evidence* Patricia Moran, Deborah Ghate and Amelia van der Merwe, Policy Research Bureau, DfES Research Report 574  
[www.dfes.gov.uk/research/](http://www.dfes.gov.uk/research/)
- *The Impact of Parental Involvement, Parental Support and Family Education on Pupil Achievement and Adjustment: A Literature Review* Professor Charles Desforges with Alberto Abouchaar, DfES Research Report 433 [www.dfes.gov.uk/research/](http://www.dfes.gov.uk/research/)
- *Fathers' Involvement in their Children's Education*, Rebecca Goldman, NFPI 2005, ISBN 1 903615 38 0, available to order from the NFPI website [www.nfpi.org.uk/data/publications/](http://www.nfpi.org.uk/data/publications/)

### Engaging with fathers

- [www.workingwithmen.org](http://www.workingwithmen.org) - a national charity that supports the development and needs of boys and men through project work, research, training and consultancy
- [www.fathersdirect.com](http://www.fathersdirect.com) - Information, news and advice for fathers. Training, consultancy and resources, and information on the Fatherhood Quality Mark.
- [www.ymca.org.uk/parenting](http://www.ymca.org.uk/parenting) – gives details of engaging with fathers in extended services through the national YMCA dads&lads project

## National organisations with expertise in supporting parents

- [www.nfpi.org](http://www.nfpi.org) – the National Family and Parenting Institute is a charity working to support parents in bringing up their children, to promote the wellbeing of families and to make society more family friendly
- [www.parenting-forum.org.uk](http://www.parenting-forum.org.uk) – Parenting UK is the national umbrella body for people who work with parents. It developed the National Occupational Standards for Work with Parents.
- [www.continyou.org.uk](http://www.continyou.org.uk) – a charity which offers a wide range of education and support for schools, families and communities, including the Active Dads and It's a Man Thing programmes
- [www.parenting.org.uk](http://www.parenting.org.uk) – Positive Parenting is a charity which offers parenting training and support
- [www.relate.org.uk](http://www.relate.org.uk) – Relate is a charity which offers relationship support, including parent-child relationships.
- [www.barnardos.org.uk/](http://www.barnardos.org.uk/) – Barnardo's is a children's charity which offers relationship support, including parent-child relationships
- [www.coram.org.uk](http://www.coram.org.uk) – Coram Family is a children's charity that aims to develop and promote best practice in the care of vulnerable children and their families.
- [www.tsa.uk.com](http://www.tsa.uk.com) – The Trust for the Study of Adolescence is committed to improving the lives of young people and families.
- [www.parentalk.co.uk](http://www.parentalk.co.uk) – Parentalk is a national parenting charity
- [www.oneplusone.org.uk/](http://www.oneplusone.org.uk/) – One Plus One works to strengthen couple and family relationships.
- [www.nch.org.uk](http://www.nch.org.uk) – NCH works to help children achieve their full potential. Its services support some of the UK's most vulnerable and excluded children, young people and families.
- [www.schoolhomesupport.org.uk/](http://www.schoolhomesupport.org.uk/) – School-Home Support is a charity which provides practical and emotional help for disadvantaged children, young people and families through its field staff of School-Home Support workers.

## Information for parents

- [www.parentcentre.gov.uk](http://www.parentcentre.gov.uk) – the Parent Centre is a website for all parents and carers who want to help their child or children to learn, with information and advice about children's learning and the English education system
- [www.direct.gov.uk](http://www.direct.gov.uk) – a website giving a wide range of government information and services including regarding education, health and home and community
- [www.parentlineplus.org.uk](http://www.parentlineplus.org.uk) – a website offering support to anyone parenting a child. It includes an e mail support service, and downloadable information materials for parents. The Parentline Plus helpline is available free of charge 24 hours a day, on 0808 800 2222
- [www.homestart.org.uk](http://www.homestart.org.uk) – Home-Start UK – offers support, friendship and practical help to parents with children under 5 who are experiencing difficulties. A free helpline is available on 08000 68 63 68
- [www.talktofrank.com](http://www.talktofrank.com) – an interactive website giving confidential advice and support to drug users and their families – a free helpline is available on 0800 77 66 00
- [www.ace-ed.org.uk](http://www.ace-ed.org.uk) – the Advisory Centre for Education is a charity offering information about state education in England and Wales for parents of school age children, a free general advice line is available on 0808 800 5793 (Monday to Friday 2-5pm), a free exclusions information line is available on 020 7704 9822
- [www.parentpartnership.org.uk](http://www.parentpartnership.org.uk) – parent partnership services provide information, advice and support to parents of children and young people with special educational needs. They can also offer schools support and training in working with parents.

## Evidence based structured parenting programmes

- Family Caring Trust [www.familycaring.co.uk](http://www.familycaring.co.uk)  
Programmes for parents of children aged 0-6, which focuses on behaviour, discipline and stimulating children's development and learning.
- The Nurturing Programme (Family Links) [www.familylinks.org.uk](http://www.familylinks.org.uk)  
Aims to increase parents' confidence in their parenting by building empathy, developing realistic expectations and addressing behaviour management.
- Triple P [www.triplep.net](http://www.triplep.net)  
Focused on children's behaviour, with a strong emphasis on developing positive attitudes, skills and behaviour.
- Strengthening Families, Strengthening Communities (REU) [www.reu.org.uk](http://www.reu.org.uk)  
Aims to help families from minority ethnic communities develop strong ethnic and cultural roots; and promote positive parent-child relationships.

## Specialised support

### Specialised structured parenting programmes

- Webster Stratton Incredible Years [www.incredibleyears.com](http://www.incredibleyears.com)  
Aims to identify, intervene with and support families of young children with, or at risk of, conduct problems.
- Strengthening Families [www.parenting-forum.org.uk](http://www.parenting-forum.org.uk)  
Works with parents of children aged 6-12. Designed to reduce environmental risk and enhance protective factors by helping parents develop their parenting skills.

## Supporting behaviour and attendance

- [www.dfes.gov.uk/behaviourandattendance/](http://www.dfes.gov.uk/behaviourandattendance/) – provides information about the Government's behaviour and attendance programme. It includes guidance and materials to support practitioners in working with parents to improve pupil behaviour and attendance, through developing a consistent approach building on the best current practice.
- How to source parenting provision (quote ref P-DfES-0094-2005)  
A guide to sourcing suitable parenting provision aimed in particular at local authority and school staff wishing to support parents in order to improve their children's behaviour or attendance at school.
- Guidance on Education-Related Parenting Contracts, Parenting Orders and Penalty Notices (quote ref DFES-1790-2005)  
This document includes guidance relating to parenting contracts in cases of exclusion from school or truancy. Such contracts are intended to be a supportive intervention to engage with parents to help them improve their child's attendance and/or behaviour at school.

You can download both the publications above or order copies online at <http://www.teachernet.gov.uk/publications/> Copies of them can also be obtained from: DfES Publications: Tel: 0845 60 222 60 email: [dfes@prolog.uk.com](mailto:dfes@prolog.uk.com)

- Parenting Contracts: A Guide for Parents  
This guidance is available to download by clicking on the following link <http://www.dfes.gov.uk/behaviourandattendance/guidance/contracts/guide%20for%20parents.cfm>

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