



**Children in Wales**  
**Plant yng Nghymru**

# **RAISING OUR CHILDREN WITH CONFIDENCE**

**A policy proposal for the strategic development of support for  
mothers, fathers and carers in Wales**

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## A policy proposal for the strategic development of support for mothers, fathers and carers in Wales

The Welsh Assembly Government's Parenting Action Plan<sup>i</sup> covers the three years 2005-06 to 2007-08. Children in Wales' networks Fforwm Magu Plant and Fatherhood Wales have consulted with its members and the parents they work with to put together a 'Manifesto for parenting' that may be used as a tool for campaigning and lobbying and to influence development of a Parenting Action Plan or preferably a strategy for parenting for the next three years.

### Definition

Parenting is an activity undertaken by those who bring up children. This includes mothers and fathers, foster carers and adoptive parents, step-parents, and grandparents. Local authorities also act as corporate parents for children and young people in their care<sup>i</sup>. The experiences and approaches of mothers and fathers are often different – the generic term 'parent' is used as shorthand as a consideration for space and linguistic flow.

### Framework

The Welsh Assembly Government has adopted the United Nations Convention on the Rights of the Child (UNCRC) as a basis for all its work with children and has translated the Convention into seven core aims that provides the policy framework for its work with children in Wales. For a majority of children the family home is where they will realise many of the rights laid out in the UNCRC. Parents clearly have a pivotal role as guardians and advocates of children's rights with a responsibility on the state to act as final guarantor. The UNCRC itself recognises parents' key role - Article 18 enshrines the rights of parents to receive support and identifies them as the people with primary responsibility for decisions relating to their children. Parenting is an activity that needs support - parents need the resources and support to fulfil their obligations to enhance the quality of their children's lives. **All** parents experience times and situations of high need either related to the stage of development of their child or due to other circumstances such as bereavement or family conflict. The Welsh Assembly Government, along with its partners in local government and other statutory agencies has a responsibility to support and develop the right conditions for positive parenting including access to appropriate information, support and raising awareness of the value of positive parenting, to parents, children and policy makers. Parenting should be framed in terms of a "community" of stakeholders: parents, children, local and national service providers and government. Each must be resourced to fulfil their obligations and realise the rights and responsibilities associated with parenting. The fundamental objective is to positively enhance the quality of children's lives now and in the future.

Research commissioned by the Department of Health shows that most UK children are hit by parents and around a third are hit severely.<sup>ii</sup> The Welsh Assembly Government and the National Assembly as a whole has made a principled stand against the physical punishment of children and has supported the Children are Unbeatable (CAU) Campaign. The CAU Campaign is encouraging the Welsh Assembly Government to explore the opportunities for equal protection provided by the new powers under the Government of Wales Act 2006. Whilst doing this the CAU Campaign also recognises the work the Assembly has already done to support parents to find non-violent ways of managing their children's behaviour effectively and believe this should be continued and extended.

The preamble to the UNCRC states that growing up in a family environment and in an atmosphere of love, happiness and understanding is an important prerequisite for a realisation of the rights of the child. Family environments characterised by warmth, responsiveness and stimulation and other factors associated with good parenting have shown to be a protective factor for children growing up in disadvantaged neighbourhoods.<sup>iii</sup> Sensitive, available and consistent childcare practices have been shown to promote adaptive coping in children living in poverty by establishing positive expectations about future relationships and a positive self-image.<sup>iv</sup> Many parents need appropriate support services and parenting education to equip them to nurture, protect and support their children effectively, especially if they have had poor experiences of being parented themselves. Parenting today can be extremely challenging and even more so when parents are raising children in difficult circumstances. Children need their parents' affection and emotional security but the parents themselves may be struggling to deal with their own emotional and practical issues. Parenting support can provide parents with essential knowledge, skills and resources to help them manage their child's behaviour; improve their emotional well-being; develop emotional resilience and improve the parent-child relationship.

Within each of the Welsh Assembly Government's seven core aims parents have a key role:

- **Have a flying start in life**

The UNCRC gives parents the primary responsibility for the upbringing of their children. Parents are key in giving their children a flying start in life – in language and cognitive development; in health and in social and emotional well-being. Comprehensive support and adequate welfare provision are absolutely vital to support parents in their role.

- **Have a comprehensive range of education, training and learning opportunities**

It is parents and carers that get children to school in the early years and it is parents' encouragement and aspirations that can promote children's success in education and develop early literacy and numeracy. Learning at home through play is key to children's cognitive and social and emotional development. Some parents lack the skills or confidence to promote their children's learning especially if they have had difficult childhoods or a poor experience of the education system. Some parents do not understand the importance of play and stimulation in their children's development. Parenting support and education are thus vital in giving parents' skills and confidence in this respect.

- **Enjoy the best possible health, and are free from abuse, victimisation and exploitation**

Even before birth the choices parents make about nutrition and lifestyle can affect their children's health and development. Poorer families often struggle to give their children a healthy diet due to low income, lack of access to reasonably priced food, or inadequate knowledge and information about healthy eating.<sup>v</sup> Living in poverty or in a household where relationships between parents and between parents and their children have broken down can increase stress levels, which can result in emotional and behavioural problems. Research and support programmes have often highlighted the factors, which will put children at **risk** of poor outcomes or **protect** them.<sup>viii</sup> Risk factors relating to parenting include parents' family upbringing, low parental supervision, harsh and inconsistent parental discipline; chronic family discord/conflict violence; divorce/separation of parents; father absence; re-marriage and entry of step-parent. Protective factors include a good relationship with one parent; a lot of attention paid to the infant in the first year; positive parent-child relationship in early childhood; wider network of social support, structure and

rules in the household. Some of these protective factors can be developed and the risk factors lessened with comprehensive parenting support and education.

For some children and young people family life can be an unhappy experience – their parents are unable to respond to their emotional and physical needs and may be hostile and negative. Sadly in extreme cases parents abuse and exploit their children. In these cases children's best interests must be primary and children may have to be removed to a safe environment. Preventative and intensive therapeutic work with parents however can prevent some families getting to such crisis levels.

- **Have access to play, leisure, sporting and cultural activities**

Parents are key in providing play opportunities inside and outside of the home. Some parents misunderstand and underestimate the value of play in the lives of their children and may have had poor experiences of play from their own parents. Work with parents can help them see that play fosters physical, mental, and social development and give them more confidence in playing with their children and providing them with opportunities to do so.

- **Are listened to and treated with respect, and have their race and cultural identity recognised**

Families provide a first stage democratic experience for children and in strengthening their capacity for informed participation in decision-making within the family. Some parents need guidance on the importance of facilitating their child's participation in decisions affecting them according to their age and maturity. Some parents also need guidance on what it is appropriate to expect from their child given their developmental stage so that they do not demand or expect from a child anything that is inappropriate. Smacking is obviously inconsistent with respectful treatment but parents need support and guidance on alternative methods of discipline.

Parents are primary advocates for their children in promoting their child's cultural and ethnic identity and in raising their children with respect for others' identities. Again this can be fostered and explored through work with parents where needed.

- **Have a safe home and a community which supports physical and emotional well-being**

Statistics show that accidents in the home are extremely common and can be very serious. Most accidents are preventable if parents are made aware of safety precautions and supported financially if they are unable to purchase safety equipment such as stair gates and fireguards. Parents are also advocates for their children within the community. Research by Ghate and Hazel<sup>vi</sup> has shown that parents in disadvantaged neighbourhoods are instrumental in advising their children on keeping safe in the community. Parents are also key stakeholders in building safer communities for their children.

- **Are not disadvantaged by poverty**

Article 27 gives parents the primary responsibility to ensure their child has a right to a standard of living adequate for the child's development. It also places a responsibility on government to support parents who are unable to do this.

## What are our current concerns?

- The government at Westminster have established a number of initiatives with specific resources attached to them. Currently the Assembly does not publish a list of resources that it makes available to 'parenting' projects on an all-Wales basis. Information is also not available from each Local Authority on the use of Cymorth and other grants for parenting work.
- The training of parenting practitioners is crucial in the delivery of services. Most of the research including the NICE guidelines point to the necessity for high quality facilitators to deliver programmes. The Westminster Government has made this a high priority with the setting up of a Parenting Academy to ensure that parenting practitioners are trained to a high standard and that research on good practice is shared and promoted. It is a concern that a similar focus and emphasis on training of parenting practitioners is not happening in Wales.
- There is a lack of focus on who co-ordinates policy development for Wales in the Assembly and any independent body such as exists in England with the Family and Parenting Institute and Parenting UK. The Parenting posts that are based in Children in Wales amount to 1.2 fulltime posts, which is inadequate.
- A significant amount of funding for parenting support comes out of Cymorth. The grants from this funding stream are for targeted services. Reliance on such grants limits the amount of universal parenting support that can be provided. The plan to include the Cymorth fund in the Revenue Support Grant raises concern that funds for parenting support could be at risk.
- Currently there is no review of the amount invested in parenting support
- Whilst we recognise that many schools do a lot of good work to involve parents in the life of their schools there is a lack of emphasis from the Welsh Assembly Government on who co-ordinates and promotes development in this area. Some in the Education sector sees the role of parents as peripheral and the parents' role is often underplayed when it comes to the management of pupils' behaviour, except where challenging behaviour becomes acute.
- One in every four children will now experience parental separation in their lifetime but there is no coherent approach to reduce, help and assist parents undergoing separation
- Services for parents undergoing separation is very patchy across Wales and there is a distinct lack of research on effective preventative and support programmes for parental separation
- There is evidence that some parents are offered no appropriate parenting help before they became subject to a Parenting Order.
- Parenting education and support is patchy across Wales and targeted programmes, whilst very valuable, miss large numbers of parents who are struggling with parenting issues. Many parents of disadvantaged children e.g. disabled children and some ethnic minorities do not receive support suitable for their needs. Support for parents who have suffered abuse themselves is also often lacking.
- The quality of parenting services is variable and needs to be assured
- Information to offenders and their families is not routinely given and visiting arrangements in prisons are not always supportive of offenders and their families. The quality and quantity of education for offenders, especially in relation to parent craft and family relationships is still patchy.
- Latest Care Council for Wales<sup>vii</sup> figures show that the early years and childcare workforce is 99% female which means that the sector is lacking in male role models in caring roles and may also result in fathers not engaging in services which they

perceive to be female dominated and therefore not for them. Although no similar mapping exists for the parenting support workforce it is likely to be a similar picture, especially in programmes directed at parents of younger children.

## **Recommendations**

### **1. A National Parenting Strategy for Wales**

If the Welsh Assembly Government wishes to make its seven core aims a reality in Wales it must ensure that families are at the centre of policy development and made a priority. We would like to see the Parenting Action Plan extended and developed with dedicated resources attached to it. Guidance to Partnerships for Cymorth should be more prescriptive about what parenting support is provided. A balanced menu of services should be given (such as is the case with Flying Start) to ensure that support for parents is provided at every stage of their child's development (i.e. antenatal, 0-5, 5-7, 7-11 & 11-18). Partnerships should be given flexibility about how this is provided in their area to ensure it meets the needs of parents in their area.

It is still not clear who is providing what support to mothers and fathers in each Local Authority area although some authorities are collecting and collating this information for needs assessment exercises in relation to development of their Single Plan. It would be extremely useful if the Assembly would draw this information together on a Wales-wide basis so that gaps in provision can be addressed.

In parallel with the strategy the Welsh Assembly Government must raise the profile of parenting both within the Welsh Assembly Government and to the rest of the population of Wales. There should be a member of the Welsh Assembly Government cabinet who is identified as taking a lead on parenting and this should be overtly stated in the portfolio of the relevant Minister (e.g. by strengthening the role of Minister for Children). This Minister should look at the impact of other areas of policy that impact on families such as poverty and childcare and ensure that the strategies relating to these are properly developed in line with each other and progress reported to the Assembly. An area of the Assembly's website should be devoted to parenting and developed as a vehicle to promoting good practice and sharing of information to Assembly Members, professionals and the public. The Welsh Assembly should ensure that Parentsnet is up and running and increase its scope to include information to mothers and fathers on child development, child safety, childcare, dealing with concerns such as bullying, positive parenting and places to get support (e.g. <http://www.direct.gov.uk/en/Parents/index.htm>).

National common and practical methods of evaluating the effectiveness of parenting support programmes should be developed. In particular, Welsh Assembly Government should do more to assist in the evaluation of current locally developed parenting programmes, so those that are effective can be supported through funding. Ideally the Assembly should support an organisation or post to be a champion of parenting in Wales, drive up standards and coordinate evaluation and mapping of programmes used in Wales. The champion would be a hub for the exchange of ideas and learning; help practitioners access appropriate training and research what methods work to support parents. This post could also be instrumental in driving forward the occupational standards for work with parents. They would develop links with the National Academy for Parenting Practitioners in England.

### **2. A universal co-ordinated network of family support services**

The Welsh Assembly Government has a key role to play in ensuring that services are available to mothers and fathers when they require it in the antenatal period and at key periods in their child's life. Such preventative support can prevent difficulties in later life,

which are costly to the child, the child's family and the state. Early support also has the greatest potential to deliver positive outcomes.<sup>viii</sup> Evaluation from a programme of events in Briton Ferry West to promote alternatives to smacking children<sup>xi</sup> found that parents viewed parenting programmes as stigmatising. Such stigma would be reduced if support were more freely available as a part of mainstream services. These parents also felt that access to advice and support was dependent on being in contact with the "right" individual practitioner or on situations reaching crisis point. As a universal service, health visitors have been shown to be key in sign posting parents to services and identifying situations where further support is required.<sup>xii</sup> Childcare workers such as childminders, playgroup workers and after school club staff often provide support to parents and signpost them on to other services. They need training and support to enable them to do this confidently and to engage with fathers as well as mothers. Genesis Wales has also been very successful in most local authorities in helping some parents engage with services through parent advisors.

All authorities should have a balanced menu of universal and targeted services provided through groups and one-to-one support as appropriate. Services should be available at a range of times and locations appropriate to the needs and situation of mothers and fathers. Flying Start should be extended to all parents in need not just those who happen to reside in a particular geographical area, if evaluation of the initiative shows promise. Consideration should be given to the needs of disabled parents and parents in isolated rural communities, to fathers as well as mothers, when designing and delivering services. These services should include:

- Comprehensive pre and post-natal services which address child rearing issues as well as the actual birth and emphasise the crucial role that fathers have in their children's wellbeing. These services should be sensitive to the specific needs of disabled parents, fathers, young parents, parents of teenagers and BME parents. There must be sufficient health visitors and midwives to provide such a service, which is particularly important in ensuring that "hard to reach" parents are made aware of services. There should be a significant input into support offered to parents of older children.
- Investigate the possibility of providing information and family support in GP surgeries (possibly using the CAB Better Advice Better Health initiative as a model) and through community schools and family centres.
- Informal and peer support networks of mothers and fathers which are encouraged and supported
- Parenting support for families with more complex needs to include intensive family intervention; Family Group Conferencing and therapeutic help involving the extended family
- Good examples of practice in Wales in delivering tailored parenting support to meet the specific needs of fathers, young parents and BME parents should be made more widely available. Those models that show promise should be shared with all local authorities. Guidance for engaging fathers should be developed in Wales.
- Particular support to parents who have been in Local Authority care as they often lack the support of extended family and the development of positive role models for these young people (for example through mentoring programmes)
- Support for teenage mothers and fathers to help them maintain education and/or training and balance this with their parenting role
- Evidence based support programmes for parents going through separation (with sensitivity towards domestic violence situations) and a coherent strategy

for developing accessible services throughout Wales. Research should focus on what works best for children when experiencing parental separation

- Specific support and parenting programmes designed for both victims and perpetrators of domestic abuse
- Provision for parents who have themselves experienced abuse
- Universal parenting education and information materials for parents in prisons and their families

There should be guidance to practitioners who provide support to adults on recognising and supporting the adults' parenting role. Adults may be being supported due to disability, mental health issues or substance misuse. For example services provided for a disabled adult should take account of their needs as parents and assessments should include what is needed for them to continue to parent. Their parenting role should be viewed as a legitimate support need.

Grandparents (and often the wider extended family) play a significant role in the lives of their grandchildren. The Beth Johnson Foundation estimated that 86% of grandparents provide childcare provision. According to the Grandparents Association one in every hundred children is living with a grandparent yet this group are often overlooked in policies and support services. The Welsh Assembly Government should act on the recommendations made by the Grandparents Working Group.

### **3. Guidance on involving parents in their children's education and grants to support projects in disadvantaged areas**

The Welsh Assembly Government is promoting a vision of public services that are more citizen focused; responsive to community need and every person having an opportunity to contribute. Involvement of mothers and fathers in schools is a core strand of this principle.

Parents' involvement at school is also shown to improve attainment and attendance. A 2003 study by Professor Charles Desforges of Exeter University shows that good 'at home' parenting can make a significant positive difference to children's outcomes in school. This significant positive effect of good parenting on children's achievement was evident even after all other factors affecting attainment (such as social class, ethnicity, material deprivation etc) had been taken into account. The involvement of mothers and fathers has been shown to be significant – the involvement of both is better than just one. Good parenting in the home includes the provision of a secure and stable environment, intellectual stimulation, emotional support, parent-child discussion, constructive social and educational values and high aspirations. Equally NSPCC's report<sup>x</sup> demonstrates that if there are problems or abusive behaviour in the home, this has a significant impact on both behaviour and academic achievement.

Some mothers and fathers may associate schools with their own unhappy experiences as children, so need support and encouragement to get involved with their child's education. Guidance should be developed for schools to give them a range of ideas for ways of involving parents, supporting parenting and breaking down barriers. This would include guidance to schools giving equal consideration to the needs of all families represented in the class including fathers, disabled parents, BME communities and families with a parent in prison. It should also include information for schools about developing partnerships with

a range of professionals and organisations, able to assist in this process. Activities could include:

- Information sessions, targeting both mothers and fathers at key transition points
- Parenting programmes run with the support of other children's services, and
- Family learning sessions ***in schools and in the home*** to allow children to learn with their parents, possibly in partnership with Adult Education and Lifelong Learning

**The RAISE grant should be extended to include specific funding to support projects which help parents get involved in their children's learning**

These could include established programmes such as Parents as Partners in Early Learning; Peers Early Education Partnership (PEEP); Webster-Stratton Incredible Years Therapeutic Dinosaur School Programme and other shared literacy activities. This might include the use of an individual employed to provide this specific support such as a social worker or youth worker - a model that proved successful in projects to prevent school exclusion.

Recent research by Professor Ken Reid at Swansea Institute of Higher Education found that most teachers did not believe that jailing parents, handing out on-the-spot fines or anti-social behaviour orders would reduce high absenteeism rates. Most felt that inclusion was more effective in tackling truancy. Parenting courses should be made available throughout schools in Wales when there is attendance and behaviour problems as there is ample evidence that behaviourally based courses can change parents' attitudes and children's behaviour. The role of Education Welfare Officers in this arena should be explored and possibly expanded. There should be an evaluation of the efficacy of exclusions and Pupil Referral Units in helping parents with their children's education and behaviour problems.

#### **4. Appropriate and effective workforce training accreditation**

There is evidence that the way parenting programmes are delivered is as important as the content of the programme.<sup>viii</sup> The Welsh Assembly Government should promote and put measures in place to ensure an appropriately skilled workforce. They should drive implementation of the new National Occupational Standards for Work with Parents.

The Standards define the competence, skills, knowledge and understanding required by those who work with mothers and fathers and can be used to develop and monitor these requirements in individuals and services. They can help to develop and retain a skilled, motivated and flexible work force; identify knowledge and skills gaps; encourage staff to acquire skills and knowledge for enhanced job prospects and identify priorities for development and improve organisational planning.

Men should be targeted (in line with the Duty to Gender Equality) in recruitment for parenting support and childcare services to act as positive role models, encourage more fathers to engage in services and to provide a positive male figure in a child's life when there is none at home

#### **5. Participation of mothers and fathers in service design and delivery**

Involving mothers and fathers in services can improve the quality of life of children and their families. Services developed in partnership with parents have the potential to be more relevant, better used and responsive to changing needs<sup>x</sup>. Barrett<sup>viii</sup> has shown that a key factor in the effectiveness of parenting support programmes is the relationship between facilitator and users which can be enhanced by services taking a truly partnership approach. Parents who are well engaged with a service may offer help to others, acting as volunteers, peer educators or peer mentors creating benefits in the community. The Welsh Assembly Government should ensure that professionals in health, education, social services and the voluntary sector recognise that involving parents in the decision making process benefits everyone and can lead to a more cost effective service. Children and Young People's Partnerships should involve the widest possible range of mothers and fathers in decisions about service development, to ensure that services are appropriate for diverse groups. The advice and recommendations made in "Parent Participation: Practice Guide for Children and Young People's Partnerships"<sup>xx</sup> should be promoted widely.

## **6. Promotion of Positive Parenting**

Evaluation from a programme of events in Briton Ferry West to promote alternatives to smacking children<sup>xi</sup> found that the majority of people in the community did not think that smacking children was an effective means of managing children's behaviour. The evaluation recommended that the promotion of alternatives to smacking needed to be an integral part of everyday practice for all professionals that come into contact with parents. Health Visitors were identified as a key source of advice and support in young children and this is backed up by research commissioned by the Family and Parenting Institute.<sup>xii</sup> The Welsh Assembly should develop its work on promoting positive parenting and the UNCRC to parents so that their responsibilities in relation to their children's rights in the UNRC are fully understood. For example parents' understanding of how to encourage their child's capacity for informed participation in the family's decision-making process. A Welsh Assembly Government dissemination and communications strategy should be developed to support this. In order to assess the effectiveness of the strategy, research should be carried out by the Welsh Assembly Government on attitudes towards, and prevalence of, physical punishment in Wales. This should use existing surveys/poll. A public education campaign on alternatives to physical punishment should be funded. A booklet for parents of older children should be produced to complement the booklets already produced<sup>xiii</sup> and additional copies (with updates if required) of the existing booklets should be produced to be distributed post 2008 (when initial copies run out).

## **7. Information and Advice Services**

Mothers and fathers want and need information on a range of topics such as the availability of services, what their rights and entitlements are, on their child's education, on child rearing and any other topic relating to their child rearing role. Good quality information, widely available is key in helping some parents find solutions to their own problems or to manage their parenting responsibilities more effectively. They need information that can help them identify and understand their problems so that they can work out ways of solving them either on their own or with outside support. Systems need to be put in place so that information reaches as many parents as possible. Issues of language, literacy, gender and impairment need to be considered and information should go out in as wide a number of different formats and venues as possible to reach a variety of parents. Parents can also help design information in a user friendly way. The Welsh Assembly should continue to promote the development of the Children's Information Service (CIS) to provide

comprehensive information to parents and this should be adequately resourced and publicised. Information should be provided regularly and particularly at transition points like going to school; starting secondary school and teenage years. The Family and Parenting Institute's Parent Information Point could be explored as a model, with added emphasis on engaging with both mothers and fathers. Guidance to schools could include advice to schools on how they might provide some of this information. The national bilingual telephone line for parents promised in the last PAP should be delivered.

Mothers and fathers also need information and advice on the importance of play for their children's social, emotional and cognitive development and how they can facilitate it. The Assembly Government should produce a handbook for parents on what constitutes quality play and how they can help facilitate it, as promised in the Play Implementation Plan. The emphasis should be equally on children's freely chosen self-directed play as well as that which supports their educational development.

### **8. Make long-term funding available to projects providing parenting support including for targeted initiatives such as Flying Start**

Short-term funding puts intense pressure on staff and volunteers providing a service and can lead to recruitment difficulties and lowered staff morale. A lack of core funding can hamper development and innovation. A 2002 Treasury Review<sup>xiv</sup> found that projects reliant on annual funding found it difficult to provide continuity of service, and that it affected the quality of work because staff were being diverted away from core front line duties. Parents perceived to be "hard to reach" often need extended periods of support with extensive outreach work to build trust. Short term funding can lead to high staff turnover, which consequently makes it more difficult for staff to build relationships with parents and their children. Funding should be at least 3-yearly and include money for recruitment, training and development of staff. Some funding for parenting support projects should be ring-fenced. The Welsh Assembly Government should regularly review the amount of investment made in children and young people and support for their parents. The Welsh Assembly should also review the relationship between demand and the resources available to provide services. Where resources are limited the focus tends to be on reactive crisis management. There needs to be a realistic expectation on how much can be achieved through the pooling of budgets and efficiency savings.

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<sup>i</sup> WELSH ASSEMBLY GOVERNMENT (2005) "Parenting Action Plan – Supporting mothers, fathers and carers with raising children in Wales, November 2005

<sup>ii</sup> NOBES, G., & SMITH, M. (1997) "Physical punishment of children in one- and two-parent families". Proceedings of the British Psychological Society. 5. ISSN: 1350-472X.

<sup>iii</sup> SEAMAN, P. ET AL (2005) "Parenting and Children's Resilience in Disadvantaged Communities" Joseph Rowntree Foundation

<sup>iv</sup> SROUFE, L. A., EGELAND, B., CARLSON, E., & COLLINS, W. A. (1990) The fate of early experience following developmental change: longitudinal approaches to individual adaptation in childhood Child Development 1990 Oct; 61(5): 1363-73.

<sup>v</sup> NCH, "Going hungry: the struggle to eat healthily on a low income", London: NCH, 2004

<sup>vi</sup> Ghate, D. and Hazel, N. (2002) "Parenting in Poor Environments. Stress, Support and Coping, London: Jessica Kingsley

<sup>vii</sup> CARE COUNCIL FOR WALES (2007) "Early Years and Childcare Workforce Scoping and Mapping - Final Report", Care Council For Wales

<sup>viii</sup> BARRET, H. (2003) "Parenting Programmes for Families at risk" London: National and Family and Parenting Institute

<sup>ix</sup> MILLS, C. (2004) "Problems at home, problems at school: The effects of maltreatment in the home on children's functioning at school: an overview of recent research", London, NSPCC

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<sup>x</sup> WELSH ASSEMBLY GOVERNMENT (2006) "Parent participation: Practice Guide for Children and Young People's Partnerships", DELLS Information Document No 019-06, September 2006

<sup>xi</sup> BUTLER, V. & CLUTTON, C. (2007) "Help at Hand: An evaluation report of a programme of activities promoting alternatives to smacking children" Commissioned by Children are Unbeatable

<sup>xii</sup> FAMILY AND PARENTING INSTITUTE (2007) Health Visitors – an endangered species, Family and Parenting Institute, April 2007 (A YouGov poll of 4775 parents of children under the age of five who were visited by a health visitor showed that parents give health visitors a clear mandate with overwhelming support for their role).

<sup>xiii</sup> "Over the Top Behaviour in the Under Tens – Normal Childhood Behaviour or Problem Behaviour" which was distributed to parents of children in Year 1 and "From Breakfast to Bedtime – Helping your toddler through the day" distributed via health visitors. Two years worth have/will be distributed with additional copies distributed by CIS and ad hoc by schools, family centres and other family support projects.

<sup>xiv</sup> HM TREASURY (2002) "The Role of the Voluntary and Community Sector in Service Delivery: A Cross Cutting Review" Part of the Treasury's 2002 Spending Review