



EARLY
INTERVENTION
FOUNDATION

NATIONAL
CONFERENCE
2020

8 December 2020

PUTTING

EARLY INTERVENTION

AT THE HEART OF A CHILDREN'S AGENDA

OUR ONLINE CONFERENCE: HELP & TIPS

Please try to avoid using Internet Explorer to access the conference website.

When you're in the opening screen or welcome area, you can access:

- **On now** to enter live sessions
- **Agenda** to see all the sessions of the day
- **Event info** to access the conference programme, delegate list, speaker profiles and tech help.



When you're in a live session, you can access:

- **Slides** to see any of the slides used during the session, including poll results
- **Q&A** to post a question for the speakers or vote for other people's questions
- **Social** to see tweets using the hashtag #EIFNatConf2020
- **Related** to see related sessions and access links to handpicked resources relating to the current session.



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**I HOPE YOU ALL HAVE A
STIMULATING AND ENJOYABLE
DAY, AND I THANK YOU FOR
YOUR SUPPORT FOR EIF AND
EARLY INTERVENTION IN THE
MONTHS AND YEARS AHEAD.**

A very warm welcome to this 2020 EIF national conference.

We are reaching the end of what has been an extraordinary and challenging year. The Covid-19 pandemic, and the lockdowns and restrictions that have been necessary for preventing the spread of the virus, have changed every part of our lives.

So rather than all being together in a room as we had originally planned, we find ourselves meeting virtually – connected not just by the tech platforms we have all got so familiar with, but by our commitment to early intervention and its capacity to improve the lives of children, young people and their families.

It speaks to the critical importance of early intervention that all of the issues we planned to discuss and debate had the conference gone ahead in April still feel relevant and essential today. The need to recognise the potential power of early intervention in people's lives, and the importance of using evidence in decisions about early intervention services and support. The crucial role of additional support for children, young people and families facing new and intensified challenges, from the harms of adverse experiences such as neglect and trauma, through the increased focus on young children's early education and emotional wellbeing, to the risks of youth violence, to victims, witnesses and perpetrators alike. The need for constant policy evolution and ever-greater political support for the role that early intervention has to play in our communities. Precisely because of all the changes that Covid-19 has brought, these issues remain as important as ever.

Thank you to Jo and all her team for delivering a conference, under difficult and vastly altered conditions, well over a year since planning first began.

I hope you all have a stimulating and enjoyable day, and I thank you for your support for EIF and early intervention in the months and years ahead.

**Prof Nick Pearce,
Chair, EIF**



**IT IS INSPIRING TO SEE SO
MANY OF YOU GATHERED
ONLINE TO SHARE IN THIS
DAY AND CONTRIBUTE TO THE
DEBATES AND DISCUSSIONS
WE WILL HAVE.**

Hello, and welcome.

As Nick says, this national conference is taking place nearly eight months later than first planned, and more than a year since planning began. While we cannot be physically together today, it is inspiring to see so many of you gathered online to share in this day and contribute to the debates and discussions we will have.

This 'remote' community may well feel familiar to many of you, who we know work day to day in services, organisations and roles that have often been widely, thinly spread, even before the days of Covid restrictions and home working. I know many of you are champions for early intervention within your workplace or your particular corner of our world, and I hope today brings some sense of the connection and community that we all need.

While the notion of a national conference might feel old-fashioned in the Covid era, I believe it's vital that we can come together, debate, discuss and celebrate the work we all do to support the children, young people and families whose lives can benefit from extra support. Of course, today is somewhat experimental for us, and some glitch or mishap is bound to happen at some point during the course of proceedings – but whatever the challenges, it remains a crucial part of EIF's work to provide a space for early intervention specialists, practitioners and champions to share their experiences and expertise.

Thank you for your time today, and your questions and comments for our fabulous speakers and panellists. I hope you have an excellent day, and take away insights, experiences and nuggets of evidence to share with your colleagues and fellow early interveners.

Dr Jo Casebourne
Chief executive, EIF

PROGRAMME

AM

10:00	Opening Prof Nick Pearce, EIF chair of trustees
10:05	Welcome from EIF Dr Jo Casebourne, chief executive, EIF
10:20	The power of early intervention Jade Batten, Jezima Zahir, Sharon Kemp Hear from those who have first-hand experience of early intervention and its impact
10:50	Evidence, decision-making and effective early intervention Prof Paul Ramchandani, Sally Burlington Expert perspectives on the value of an evidence-led approach
11:20	Break
11:30	Shadow minister keynote Tulip Siddiq MP, shadow minister for children and early years
11:45	Breakout sessions Breakout 1: Adverse childhood experiences (ACEs): What we do and don't know, and what next Kelly Beaver (chair), Dr Kirsten Asmussen, Dan Johnson, Laurelle Brown, Dr Vashti Berry Breakout 2: Disadvantage in the early years: The role of speech and language in closing the disadvantage gap Prof Paul Ramchandani (chair), Tom McBride, Prof Courtenay Norbury, Sheena Carr, Debbie Chase
12:45	Lunch

PM

14:00	Breakout sessions Breakout 3: Grit, character and resilience: How social and emotional skills support children's attainment, mental health and wellbeing, and behaviour Jean Gross (chair), Dr Aleisha Clarke, Bethia McNeil, Emma Lewis, Prof Robin Banerjee Breakout 4: Youth crime and violence: What do we know about what works? Reshard Auladin (chair), Peter Babudu, Christine Geeson, Prof Manuel Eisner, Rachel Coffey
15:00	Coffee break
15:10	Ministerial keynote Vicky Ford MP, minister for children and families
15:25	Plenary panel discussion: Putting early intervention at the heart of a children's agenda What action is needed to progress the early intervention agenda particularly in light of current challenges? What wider system and policy changes are needed to realise its potential? Prof Nick Pearce (chair), Donna Molloy, Jenny Coles, David Simmonds MP, Kaya Comer-Schwartz, Michelle Lee-Izu
16:40	Closing remarks Prof Nick Pearce, EIF chair of trustees
16:45	End

SPEAKERS

CONFERENCE CHAIR



PROF NICK PEARCE

CHAIR, EIF

Nick is professor of public policy and director of the Institute for Policy Research at the University of Bath. In his career, he has been head of the No 10 Downing Street Policy Unit, director of the IPPR think-tank, and a special adviser in the Home Office and Department for Education and Employment.

WELCOME FROM EIF



JO CASEBOURNE

CHIEF EXECUTIVE, EIF

Jo has spent the last 20 years conducting research on public services, social innovation, disadvantaged groups in the labour market, welfare-to-work, employment and skills, work/life balance and childcare. Her PhD examined the impact of welfare reform in the US and the UK on work and poverty for lone-parent families.

THE POWER OF EARLY INTERVENTION



JADE BATTEN

HEALTH VISITOR AND FNP GRADUATE

Jade was referred to the Family Nurse Partnership programme when she became pregnant with her first son at the age of 18. She says that the experiences she had as a FNP client have built the foundations for her own practice as a midwife and a health visitor.



JEZIMA ZAHIR

EMPOWERING PARENTS
EMPOWERING COMMUNITIES
(EPEC) PARENT

Jezima has been a facilitator of parenting programmes for Empowering Parents Empowering Communities (EPEC) since 2014, and has also been involved in the training of facilitators. She is a mother to three sons, aged 16, 15 and 12.



SHARON KEMP

CHIEF EXECUTIVE, ROTHERHAM
METROPOLITAN BOROUGH
COUNCIL

Sharon has worked within the public sector for over 20 years across community safety, neighbourhood management, community cohesion, performance and partnerships. In Rotherham, she was appointed to lead improvements that have seen powers return and a 'good' Ofsted rating for their children and young people's services.

SPEAKERS

EVIDENCE, DECISION-MAKING AND EFFECTIVE EARLY INTERVENTION SHADOW MINISTER KEYNOTE



PROF PAUL RAMCHANDANI

LEGO PROFESSOR OF PLAY
IN EDUCATION, DEVELOPMENT
AND LEARNING, UNIVERSITY
OF CAMBRIDGE

In addition to his role at Cambridge University, Paul works as a consultant child and adolescent psychiatrist in the NHS, and he is a trustee of EIF. Paul has a particular interest in the development of play and the prevention of emotional and behavioural problems in the early years of life.



SALLY BURLINGTON

HEAD OF POLICY, LOCAL
GOVERNMENT ASSOCIATION

In her LGA role, Sally leads the LGA's work on social policy issues, bringing a deep understanding of the national perspective and the evidence about policy and practice and what works to improve outcomes in local communities. She is an EIF trustee, and in her spare time she jointly runs a Sunday drop-in for the homeless in Croydon.



TULIP SIDDIQ MP

SHADOW MINISTER FOR CHILDREN
AND EARLY YEARS

Tulip Siddiq MP is the member of parliament for Hampstead and Kilburn, since May 2015. She was appointed as a shadow minister in education in April 2020, and was previously the shadow minister for the early years in 2016–17. Tulip Siddiq has previously sat on the House of Commons public administration committee and the women and equalities committee.

SPEAKERS

BREAKOUT 1: ADVERSE CHILDHOOD EXPERIENCES (ACEs)



KELLY BEAVER
(CHAIR)

MANAGING DIRECTOR OF PUBLIC AFFAIRS, IPSOS MORI

Kelly leads Ipsos MORI Public Affairs, a team of over 250 social research and evaluation professionals based in London, Manchester, Edinburgh and Brussels. She is also a senior research fellow at the Kings Policy Institute, a trustee of EIF, and a board member of the Campaign for Social Sciences.



DR KIRSTEN ASMUSSEN

HEAD OF WHAT WORKS, CHILD DEVELOPMENT, EIF

Kirsten is a developmental psychologist with expertise in the parent-child relationship and author of the Evidence-Based Parenting Practitioner's Handbook (Routledge, 2011). Kirsten previously worked at the National Academy for Parenting Research at King's College London, where she managed the DfE-funded Commissioning Toolkit.



DAN JOHNSON

SCOTTISH CHAIR, ASSOCIATION FOR CHILD AND ADOLESCENT MENTAL HEALTH

Dan is a forensic psychologist and the clinical director at Kibble Education and Care Centre. He worked as a residential care worker prior to training in forensic psychology in the Scottish prison service, where he was awarded a Butler Trust certificate award for violence prevention.



LAURELLE BROWN

PRINCIPAL CONSULTANT, LAURELLE BROWN CONSULTANCY SERVICES

Laurelle's career has centred on tackling inequalities and embracing diversity in the interest of young people. In addition to her consultancy role, she is a programme manager in the London Violence Reduction Unit and has worked in local authority children's services, children's charities including The Children's Society and Coram Voice, and further education.



DR VASHTI BERRY

DIRECTOR OF THE CHILDREN AND YOUNG PEOPLE'S MENTAL HEALTH RESEARCH COLLABORATION (CHYME), UNIVERSITY OF EXETER

Vashti is a senior research fellow at the University of Exeter Medical School, leading the child mental health research group as well as child health research for the NIHR Applied Research Collaboration in the South West Peninsula (PenARC). She is focused on intervention development and evaluation research.

SPEAKERS

BREAKOUT 2: DISADVANTAGE IN THE EARLY YEARS



**PROF PAUL
RAMCHANDANI
(CHAIR)**

**LEGO PROFESSOR OF PLAY
IN EDUCATION, DEVELOPMENT
AND LEARNING, UNIVERSITY
OF CAMBRIDGE**

In addition to his role at Cambridge University, Paul works as a consultant child and adolescent psychiatrist in the NHS, and he is a trustee of EIF. Paul has a particular interest in the development of play and the prevention of emotional and behavioural problems in the early years of life.



TOM MCBRIDE
DIRECTOR OF EVIDENCE, EIF

Tom has 15 years of experience of public sector research and analysis roles. He joined EIF from the Department for Education, where he led the Strategic Analysis function providing analytical support across all areas of DfE policy. Much of his work focused on the performance of disadvantaged children, and the role of education in improving social mobility.



**PROF COURTENAY
NORBURY**
PROFESSOR OF DEVELOPMENTAL
LANGUAGE AND COMMUNICATION
DISORDERS, UCL

Courtenay is the director of the Literacy, Language and Communication (LiLaC) lab and a fellow of the Royal College of Speech and Language Therapists. Her current research focuses on language disorders and how language interacts with other aspects of social and cognitive development.



SHEENA CARR
DEPUTY HEAD OF CHILDREN,
YOUNG PEOPLE & FAMILIES,
PUBLIC HEALTH ENGLAND

Sheena leads on early years health improvement at PHE. Previously, she was the public health specialist for Lambeth Early Action Partnership, one of the Better Start areas. Sheena has spent over 20 years working in the NHS and as a public health local authority commissioner of 0–19 services in a north London authority.



DEBBIE CHASE
DIRECTOR OF PUBLIC HEALTH,
SOUTHAMPTON CITY COUNCIL

Debbie has worked at Southampton council for almost seven years. Her background is in academic public health, having attained a PhD in public health research, written several NICE appraisals, and worked for the national research and development programme.

SPEAKERS

BREAKOUT 3: GRIT, CHARACTER AND RESILIENCE



JEAN GROSS CBE (CHAIR)

INDEPENDENT CONSULTANT
AND WRITER

Jean is a best-selling writer on children's issues, and she has been a teacher, an educational psychologist, head of children's services in a local authority, and a visiting and associate fellow at three universities. She was formerly the government's communication champion for children, and a founding trustee of EIF.



DR ALEISHA CLARKE

HEAD OF WHAT WORKS, CHILD
MENTAL HEALTH & WELLBEING, EIF

At EIF, Aleisha is currently leading a major review of evidence on adolescent mental health interventions. Before joining EIF, she was a Marie Curie research fellow at the University of Twente in the Netherlands, where her research focused on the use of online technologies to support parental engagement in children's social and emotional learning.



BETHIA MCNEIL

CHIEF EXECUTIVE,
CENTRE FOR YOUTH IMPACT

Bethia has been with the Centre for Youth Impact since its launch in September 2014. Prior to joining the team to set up the centre, Bethia worked at the Dartington Social Research Unit, the Young Foundation, the National Youth Agency and NIACE (now the Learning and Work Institute) in a variety of policy and research roles.



EMMA LEWIS

HEAD, HEATHMERE
PRIMARY SCHOOL

Emma has led the journey of Heathmere Primary School, on the Alton Estate in Roehampton, Wandsworth, from Requiring Improvement to Good. She advocates for the role that primary schools should play in delivering strong social and emotional learning practices.



PROF ROBIN BANERJEE

PROFESSOR OF DEVELOPMENTAL
PSYCHOLOGY, UNIVERSITY
OF SUSSEX

As a professor of developmental psychology, Robin leads the CRESS (Children's Relationships, Emotions, and Social Skills) research lab, which conducts investigations of children's social and emotional functioning, and works closely with practitioners and policymakers in the areas of education and mental health.

SPEAKERS

BREAKOUT 4: YOUTH CRIME AND VIOLENCE: WHAT DO WE KNOW ABOUT WHAT WORKS?

KEYNOTE



RESHARD AULADIN

NON-EXECUTIVE DIRECTOR,
NATIONAL CRIME AGENCY

A magistrate for over 30 years, Reshard sits in family courts in north London, and he is also a member of the joint audit panel of the Mayor's Office for Policing and Crime and the Metropolitan Police. He is a trustee of EIF and of the Bell Foundation, an education charity, and runs a business in the mental health care sector.



PETER BABUDU

HEAD OF RESEARCH AND YOUTH
UNDERSTANDING, YOUTH
ENDOWMENT FUND

Peter leads evidence work for the Youth Endowment Fund, the 10-year, £200m initiative to prevent children and young people becoming involved in violence. He was previously a director at the Social Innovation Partnership, where he led dozens of evaluations and supported the strategic development and delivery of Project Oracle.



CHRISTINE GEESON

HEAD OF LOCALITIES AND
PARTNERSHIPS, SUFFOLK
COUNTY COUNCIL

Chrissie joined Suffolk County Council in 2016, and is now responsible for a team of officers who work across the system tackling the wider determinates of public health. Her remit covers community and voluntary sector infrastructure, domestic and sexual violence, slavery, hate crime, Prevent, and criminal exploitation including urban street gangs and county lines.



PROF MANUEL EISNER

PROFESSOR OF CRIMINOLOGY,
UNIVERSITY OF CAMBRIDGE

Manuel is also director of the Violence Research Centre at the Institute of Criminology, University of Cambridge. He is principal investigator of the Zurich Project on the Social Development from Childhood to Adulthood, and of the international Evidence for Better Lives project, a research initiative to address violence against children.



RACHEL COFFEY

HEAD OF SERIOUS VIOLENCE
PREVENTION PROJECTS,
HOME OFFICE

Rachel leads the Home Office's local delivery programmes to tackle serious violence – violence reduction units (VRUs) and police surge activity – and she also heads up the team that oversees government engagement with the Youth Endowment Fund.



VICKY FORD MP

MINISTER FOR CHILDREN
AND FAMILIES

Vicky Ford MP is the member of parliament for Chelmsford, since June 2017. She was appointed parliamentary under-secretary in the Department for Education in February 2020. Vicky Ford has previously sat on the House of Commons science and technology committee and the women and equalities committee.

SPEAKERS

PLENARY PANEL DISCUSSION: PUTTING EARLY INTERVENTION AT THE HEART OF A CHILDREN'S AGENDA



PROF NICK PEARCE

CHAIR, EIF

Nick is professor of public policy and director of the Institute for Policy Research at the University of Bath. In his career, he has been head of the No 10 Downing Street Policy Unit, director of the IPPR think-tank, and a special adviser in the Home Office and Department for Education and Employment.



DONNA MOLLOY

DIRECTOR OF POLICY AND PRACTICE, EIF

Donna has led work to drive the use of EIF evidence since 2013. She works extensively with policymakers in Whitehall departments, national sector organisations and local areas. Before joining EIF she spent over 10 years in central government in various roles developing policy and programmes to provide targeted support to children and families.



JENNY COLES

PRESIDENT, ASSOCIATION OF DIRECTORS OF CHILDREN'S SERVICES

Prior to becoming ADCS President in April 2020, Jenny was chair of the ADCS national Families, Communities & Young People policy group. She has been a senior manager in local authority children's services since 1997, and moved to the post of director of children's services in Hertfordshire County Council in 2010.



DAVID SIMMONDS MP

EDUCATION SELECT COMMITTEE

David Simmonds MP is the member of parliament for Ruislip, Northwood and Pinner, since December 2019. He is currently a member of the education select committee and the House of Commons finance committee.



KAYA COMER-SCHWARTZ

DEPUTY LEADER AND EXECUTIVE MEMBER FOR CHILDREN & FAMILIES, ISLINGTON LONDON BOROUGH COUNCIL

Kaya was born and raised in Islington and has represented Junction ward since 2013. She was appointed executive member for children, young people and families in March 2019, and deputy leader in 2020. She previously served as chair of Islington's children services scrutiny committee.

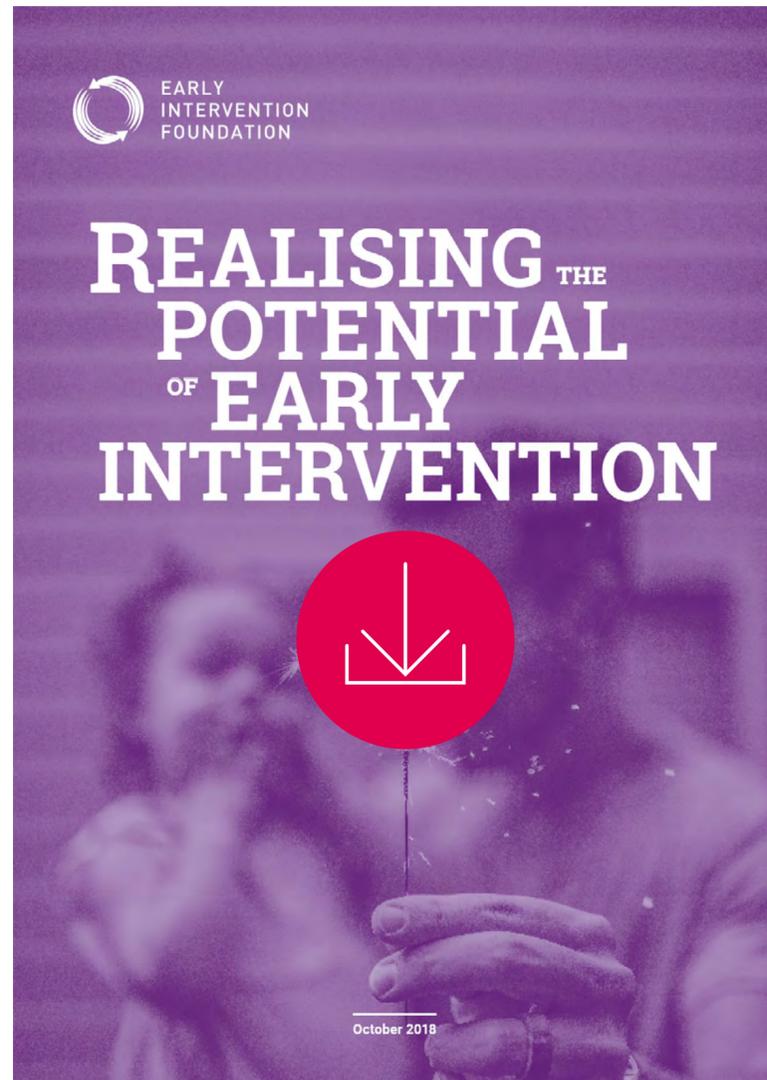


MICHELLE LEE-IZU

CORPORATE DIRECTOR OF DEVELOPMENT & INNOVATION, BARNARDO'S

Michelle was appointed to her current role in April 2019, following 18 months as the interim corporate director of children's services. She has over 27 years of experience of strategic and operational leadership, in both the third sector and statutory agencies, and is currently a trustee for an international children's charity.

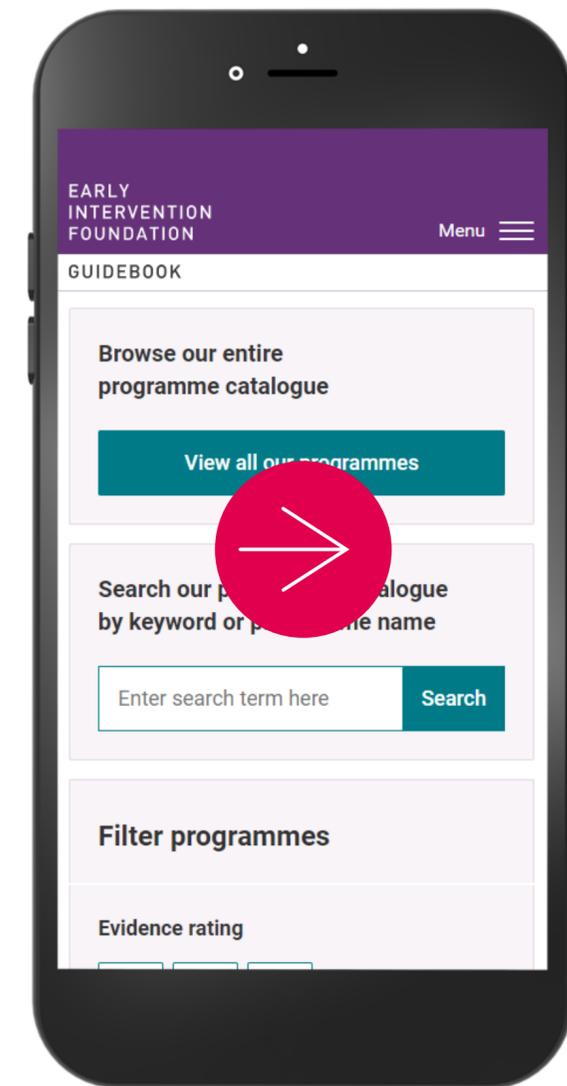
KEY EIF RESOURCES



Realising the potential of early intervention sets out the evidence on impact of effective support, and the case for prioritising and investing in early intervention over the long term.



Watch and share our introductory videos.



Discover the EIF Guidebook, a free online database of evidence-based information on effective early intervention programmes.

BREAKOUTS

[Breakout 1 – 11:45, Main room](#)

Adverse childhood experiences (ACEs): What we do and don't know, and what next

What does the ACEs literature actually tell us about their impact on childhood and later life outcomes? How should we consider racism as part of the debate on ACEs, particularly focusing on children who are Black and from ethnic minority groups? Are we searching for overly-simplistic solutions to complex problems? What are the myths that have emerged around ACEs? Does the evidence support current practice? How should policy and practice respond, particularly considering the impact of Covid-19 on vulnerable children and families?

Reading & resources:



[Adverse childhood experiences: What we know, what we don't know and what should happen next](#)



[Request a printed copy of our major ACEs report](#)



[We need to do something to stop ACEs but universal ACE screening is probably not the best place to start](#)

[Breakout 2 – 11:45, Breakout room](#)

Disadvantage in the early years: The role of speech and language in closing the disadvantage gap

What works to improve outcomes for disadvantaged children in the early years? What is the role of speech and language support in closing the disadvantage gap, and how do we ensure practice recognises diverse needs of different communities? What does current policy and practice look like? What action is needed to close the disadvantage gap? Given the impact of Covid-19 on widening the gap between disadvantaged children and their peers, how should speech and language practice respond?

Reading & resources:



[Planning early childhood services in 2020: Learning from practice and research on children's centres and family hubs](#)



[EIF maturity matrix: Maternity and early years](#)



[Closing the word gap: learning from five areas who have gained ground](#)

BREAKOUTS

[Breakout 3 – 14:00, Main room](#)

Grit, character and resilience: How social and emotional skills support children's attainment, mental health and wellbeing, and behaviour

What is 'social and emotional learning', and what does the evidence tell us about its benefits? How do schools support children's social and emotional development, and how might this change in response to the impact of Covid-19 on children's wellbeing? How are youth services and other out-of-school settings using the evidence on social and emotional learning to inform how they support children's wellbeing, and how can we encourage a wider use of this evidence?

Reading & resources:



[Improving social and emotional learning in primary schools: Guidance report \(with EEF\)](#)



[Parents are concerned about the mental wellbeing of children returning to school, and they want schools to help](#)



[Supporting children's social and emotional wellbeing as they return to school](#)

[Breakout 4 – 14:00, Breakout room](#)

Youth crime and violence: What do we know about what works?

How can agencies work together to use the evidence on youth crime and violence? Why is there a gap between what we know works to prevent youth crime and violence, and what is currently being delivered? What action is needed to address that gap? How does evidence generation need to adapt and improve to address racial disproportionality across youth crime and violence outcomes?

Reading & resources:



[What works to prevent gang involvement, youth violence and crime: A rapid review of interventions delivered in the UK and abroad](#)



[Engaging young people during the Covid-19 pandemic \(Youth Endowment Fund\)](#)



[The role of primary schools in early intervention to prevent youth violence: Insights from work in two London boroughs](#)

THANK YOU

**to the following organisations for supporting
EIF national conference 2020**

High-quality **training courses** in parenting programmes to **enable professionals** to understand behaviour and improve family relationships and emotional health.

Welcome to the World

- Deliver the 8-week antenatal programme for parents
- Focus on the relationship and emotional health of the parents and the baby



Parenting Puzzle Workshops

- Deliver the 4-week programme for parents of children under 5
- Learn about the power of play and positive approaches to discipline and boundary setting



Talking Teens

- Deliver the 4-week programme for parents of teenagers
- Focus on relationships, communication, negotiation, decision-making and strategies to reduce conflict.



Parent Group Leader training

- Deliver the 10-week Nurturing Programme for parents
- Focus on facilitation skills, empathy and developing trust to enhance relationship with families
- Learn about positive behaviour management strategies and the link between feelings, thoughts and behaviour



Working 1:1 with Parents

- Work effectively with parents
- Promotes a consistent approach to developing family relationships and positive management strategies



The Institute of Health Visiting is focused:

- ✓ on improving health outcomes for children and families, starting in the earliest years of life
- ✓ through enhanced and strengthened health visiting prevention and early intervention services
- ✓ via education, research, professional leadership, service quality improvement and partnership working.



RESOURCES

Written by topic experts, iHV resources accurately reflect both the latest evidence and practice experience. Our vast suite of resources provide excellent evidence-based information for all professionals who work with children 0-5 years and families.

All iHV resources are available online for our members – so, if you're not a member, [discover the professional benefits of becoming a member today](#).

MEMBERSHIP



Our [Friends membership](#) is available to other public health professionals, such as directors of public health, midwives, school and nursery nurses, who would like to stay close to our work and access our products.

Member benefits include access to our well-resourced website, monthly newsletter, regular webinars (iHVInsights) on key topics, and special rates for our conferences and training.

We have a credible record in upskilling the workforce through our [accredited and award-winning training programmes](#) including:

- Leadership Development Programme
- Emotional Wellbeing at Work
- Domestic Violence & Abuse Champions Programme
- Multi-Agency Perinatal & Infant Mental Health Champions Programme
- Healthy Weight, Healthy Nutrition Champions Programme



TRAINING

With an emphasis on education, leadership, quality, research and partnership working, the iHV develops high quality educational opportunities for health visitors and other professionals working in the early years to benefit all children, families and communities.

EDUCATION





A 2020 vision: taking Mellow online

2020 has thrown us all a new set of challenges, and with unexpected challenges there is a need for creative solutions. For us at **Mellow**, where we design and train a range of attachment-based programmes that traditionally take the form of physical support groups, lockdown and social-distancing was clearly going to be an obstacle at a time when everybody's relationships and support networks were more important than ever!

Everybody's wellbeing has been tested at points during this year, and it was absolutely crucial that we continued to reach and support the most vulnerable in society. It was for this reason that we began to adapt our programmes for online delivery.

Careful consideration took place to ensure that we preserved the core ingredients of what make Mellow Groups so powerful; from the evidence-based session content to the thorough practitioner training and support. We also had the opportunity to incorporate the new possibilities that technologies can offer us, while appreciating their limitations. Listening to the contemporary advice and research around online delivery, we began to transform our programmes from something that previously could only be delivered physically in person to something that was tailor made for a shared video-call.

At this stage we have already designed and piloted our **Mellow Babies Online** (for mums and dads) and our prenatal **Mellow Bumps and Dads-to-be Online** programmes, which have seen positive feedback from both the parents and practitioners involved. Spurred on by these successes, we intend to continue adapting some of our further range of programmes for online delivery and perform subsequent evaluation.

This all also has significance for beyond COVID; despite all of this being born out of an unexpected necessity, these online programmes now have the potential to reach new individuals and families that perhaps would have struggled to engage with physical groups in the past. Whether this was due to remote locations, time or financial restrictions (both for parents and services), or simply a person feeling more comfortable in their own home environment, we envisage these new **Mellow Online** programmes making a meaningful difference to a new scope of people. That's really exciting.

Mellow Bumps & Dads-to-be Online:

In our 7-session adaptation of our well established antenatal programme, parents-to-be have the opportunity to discuss topics such as 'Connecting', 'Keeping Well' and 'The Future' with others in a similar situation, while also learning helpful information and self-care skills.

Mellow Babies Online:

*Parenting a baby is a testing time for everyone, our 8-session **Babies Online** (suitable for both mums and dads), provides parents with a safe space to share their experiences and learn from others, all the while learning that they are not alone.*



Mellow Ready Online:

Our newly revised 12-session programme for Young People is not solely centred on parenting, but also spans other important topics such as 'Feelings & Emotions', 'Pre-Conception', 'Change' and more.

To learn more about what we do at **Mellow**, including our traditional 'Offline' programmes, please do get in touch:

website: mellowparenting.org
email: enquiries@mellowparenting.org
facebook/twitter: [@mellowparenting](https://www.facebook.com/mellowparenting)
phone: 0141 445 6066

"Excellent support from Rosemary, Raq, and Marie (at Mellow). Available for Zoom support and consultation, very prompt reply to email queries and follow up."

- Online Mellow Mum-to-be

-Online Mellow Facilitator



Parents1st
UK

www.parents1st.org.uk

Early prevention during the 1001 critical days is vital. Evidence is clear that establishing trusting relationships in pregnancy leads to stronger outcomes post birth. Quality peer support during this critical time has a unique and valuable contribution to make.

We know that when peer support initiatives are managed, resourced, and delivered well, there are huge benefits not only to parents and babies but also for relieving pressure on public services:

- ✓ Fills a gap in personalised care
- ✓ Helps prevent escalation of need
- ✓ Empowers parents to seek early help and make informed choices
- ✓ Builds community strengths and coproduction
- ✓ Reduces social isolation
- ✓ Improves emotional wellbeing
- ✓ Nurtures continuity of care

Launched early 2020, Parents 1st UK's website offers a free "community of practice" where practitioners, funders, volunteers and parents can connect and collaborate. Share good practice, access step-by-step guides, free resources and much more.

Anyone can find out how to plan, develop, implement, and improve a quality volunteering initiative to give the babies of vulnerable parents the best start in life.

So, come join the peer support community today and help enable effective perinatal volunteering to flourish in disadvantaged communities across the UK!

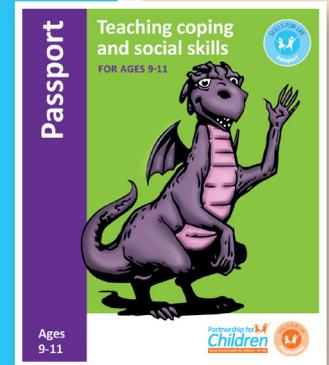
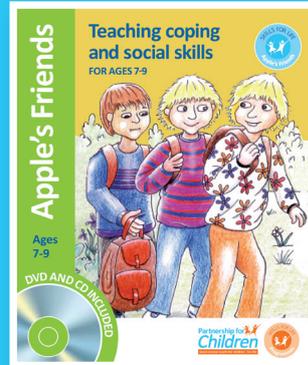
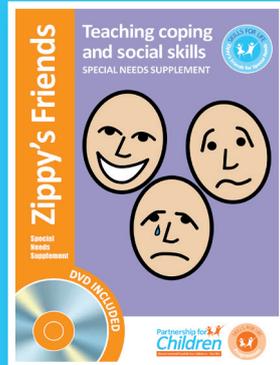
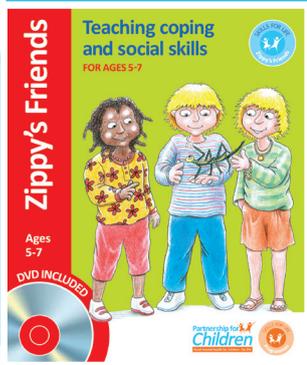


Follow @Parents1st on   

Skills for Life programmes

Primary school programmes proven to help children to develop coping and social skills as part of your PSHE curriculum

Thoroughly
Evaluated
& Evidence
Based



The programmes:

- ✓ Meet all of the mental wellbeing requirements of the statutory guidance for RSE
- ✓ Support the mental health and wellbeing of pupils in Years 1 – 6
- ✓ Include ready to teach resources
- ✓ Work for the whole class or targeted intervention for vulnerable children
- ✓ Run in over 30 countries around the world and over 200 UK schools

Local Authorities and Commissioners

- We work in partnership with public, private and voluntary organisations to make our programmes available to all primary schools in local areas.

Primary Schools

- Interested in running the programmes in your school? Online teacher training now available - £40 per person or whole school bespoke package.

“Every child should have access to the Skills for Life programmes – they are making a real difference to the children of Oldham”
Mental Wellbeing Advisor, Oldham Council



Visit our website to:

- Download free wellbeing resources
- Sign up for online teacher training
- Discuss partnership working

www.partnershipforchildren.org.uk

Partnership for
Children
Good mental health for children - for life



Registered Charity number: 1089810

Hannah.craig@partnershipforchildren.org.uk

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Solihull Approach

for Parents • for Practitioners

Who are we?

Working to improve emotional health and well-being for over 20 years

Working nationally and internationally

Evidence based:

- Over 35 research studies
- One RCT
- Another RCT in the planning stage

Seamless across the age range

- Antenatal: Understanding pregnancy, labour, birth and your baby
- Postnatal: Understanding your baby
- 1-19yrs: Understanding your child
- Understanding your teenagers' brain
- Understanding your brain (for teenagers only!)

Face-to-face groups, virtual groups, online versions

- Online courses have same content as face-to-face group
- Online courses available in 108 languages
- Built-in evaluations

Training for practitioners

- 3 days of training
- Free webinars on adapting during COVID

Support for parents



Time Out For Parents - Handling Anger in the Family

Our revised four session course uses accessible, practical strategies and ideas to help parents have a better understanding of anger and ways that they and their children can handle arguments in safer and healthier ways.

cff.org.uk/time-out-courses

To become a course facilitator: cff.org.uk/time-out-facilitator



Time Out For Parents - Children with Special Needs

Parents of children with special educational needs often feel isolated and frustrated that 'standard parenting advice' doesn't fit their family. This course provides a chance to support each other, share experiences and discuss with solutions to problems on the basis of what works – not what's 'meant to work'!

cff.org.uk/time-out-courses

To become a course facilitator: cff.org.uk/time-out-facilitator



Raising Teens Podcast

The podcast especially for parents of teenagers, covering topics such as sex and relationships, the digital age, self-esteem and much more. More episodes to be released this Spring!

cff.org.uk/raisingteens

cff.org.uk



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