Manchester City Council
Report for Resolution

Report to: Children and Young People Overview and Scrutiny Committee – 1 September 2009

Subject: Emotional Health and Wellbeing

Report of: Director of Children’s Services

Summary

The report looks at how Manchester’s Children’s Trust and partners support children and young people to become emotionally resilient. Information on support to parents to enable them to better support their children’s emotional development is also included.

Recommendations

Members are asked to note the content of the report.

Wards Affected: All

<table>
<thead>
<tr>
<th>Community Strategy Spine</th>
<th>Summary of the contribution to the strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Performance of the economy of the region and sub region</td>
<td>Effective implementation of the Parenting and Emotional Well-being Strategies will contribute to increasing the employability of Manchester residents.</td>
</tr>
<tr>
<td>Reaching full potential in education and employment</td>
<td>Supporting children and young people to develop resilience within a context of high aspiration for long term outcomes.</td>
</tr>
<tr>
<td>Individual and collective self esteem – mutual respect</td>
<td>Increases potential for children and young people to make positive choices, raise attainment and improve attendance.</td>
</tr>
<tr>
<td>Neighbourhoods of Choice</td>
<td>Building resilience contributes to raising aspiration increases potential to make positive choices.</td>
</tr>
</tbody>
</table>

Contact Officers:

Name: Jenny Andrews
Position: Head of Education Services (Strategic Inclusion)
Telephone: 0161 234 7014
E-mail: j.andrews@manchester.gov.uk
Name: Juliet Eadie  
Position: CAMHS Commissioning Manager  
Telephone: 0161 765 4000  
E-mail: Juliet.Eadie@manchester.nhs.uk

Name: Shirley Woods-Gallagher  
Position: Parenting Commissioner  
Telephone: 0161 234 7018  
E-mail: shirley.woods-gallagher@manchester.gov.uk

**Background documents (available for public inspection):**

The following documents disclose important facts on which the report is based and have been relied upon in preparing the report. Copies of the background documents are available up to 4 years after the date of the meeting. If you would like a copy please contact one of the contact officers above.

- Emotional Well-Being and Behaviour (CYPOS: 9 December 2008)  
- Mental Health and Emotional Well-Being (CYPOS: 11 December 2007)  
- Bullying (CYPOS: 22 May 2007)
1.0 Introduction

1.1 Research increasingly demonstrates that positive emotional health and well-being are key factors in affecting social development and educational attainment. There is a growing body of evidence that positive emotional wellbeing and having positive aspirations affects life choices that individuals make and the quality of personal relationships as well as health and social outcomes in adult life\(^1\).

1.2 Developing positive emotional well-being is a complex matter and Manchester’s Emotional Well-Being Strategy was developed to provide a structure for Children’s Services, schools and other partners to guide this process. The Strategy (0 - 19 years) lays out a range of approaches, support and interventions that are available at each level; universal, targeted and specialist.

1.3 The vital importance of good parenting in developing emotionally resilient children and the impact of parents’ own well-being and aspiration is also recognised. Manchester’s well established Parenting Strategy provides a framework of support and intervention at each level; universal, targeted and specialist with access to a wide range of evidence based parenting courses, depending on both the age ranges of children and the complexity of the issues \((\text{Appendix 1})\). These courses are available to parents, free at the point of access, with free childcare if needed.

1.4 Work on developing emotional health and well-being in children and young people and work with parents to support and develop parenting capacity is increasingly being set within the context of the whole family. ‘Think Family’ for Manchester is about all agencies considering or having in mind the needs of the whole family and where appropriate considering the complexity of family circumstances.

1.5 This ‘Think Family’ approach underpinned by the Emotional Well-Being and Parenting Strategies contributes to the following Local Area Agreement (LAA) targets for Manchester:

- Improving educational attainment and attendance. NI 87 – reduction in persistent absence from secondary school.
- Improving aspirations, wellbeing and happiness. NI 119 – increase in health and wellbeing overall; self-reported measure of health and wellbeing.

1.6 There are a wide range of activities in place to support the development of positive emotional well-being and parenting. This report describes work undertaken by schools to develop positive emotional well-being with a particular focus on bullying. Support for the emotional health of looked after children and actions in place to reduce waiting lists for accessing Child Adolescent and Mental Health Services is

described. In the final section of the report there is a review of parenting support and interventions.

2.0 EMOTIONAL HEALTH & WELL-BEING

2.1 During the last eight months, since the last Emotional Well-Being and Behaviour Report to this Committee (December 2008), Children’s Services with partners including schools have continued to concentrate resources and effort into a smaller number of key areas listed below:

- Embedding Mental Health in Schools work in 6 High Schools;
- Identifying three additional High Schools and linked primary schools in which to begin Targeted Mental Health in Schools (TaMHS) work;
- Embedding the UK Resiliency Programme in the nine high schools involved since 2007, training staff from an additional four high schools where the programme will be implemented in September 2009;
- Maintaining a continued focus on embedding the social and emotional aspects of learning materials (SEAL) in primary, secondary and special schools;
- Ensuring that all schools achieve Healthy Schools Status and that the target for 2009/2010 is met;
- Maintaining a high profile on work related to anti-bullying including strengthening the links with safeguarding.

2.2 Mental Health in Schools

2.2.1 The level of mental health needs of under 16 year olds in the City is significant. Child Adolescent and Mental Health Services (CAMHS) provide additional support to high schools in order that they can identify vulnerable young people, are able to support young people with mild to moderate problems and ensure that pathways for referrals to specialist CAMHS are clear.

2.2.2 Work has been ongoing in a number of high schools; initially Newall Green (2007) as a pilot and then in 2008/09 in Abraham Moss High School, Chorlton High School, Levenshulme High School for Girls, North Manchester High School for Girls and St Peter’s Roman Catholic High School. Each participating school has an additional 0.5 wte (whole time equivalent) school health advisor to lead on emotional well-being, access to time from a clinical psychologist who provides 1:1 and family work with identified pupils, a monthly consultation, liaison and referral meeting with CAMHS and training programmes for identified staff. To date all schools have been very pleased with the service and have reported, for example, that young people who have previously been referred to CAMHS but did not attend are now accessing services. A full report based on the first 12 months activity is being prepared. Quantitative data for the first six months of activity across the six high schools shows:

- 76 young people & their families were seen by the clinical psychologists attached to their school and the following data about them shows:

  Average age is 14 years
  59% girls, 41% boys
70% White British, 9% South Asian, 5% South Asian/White British
11% in contact with Children's Services (need to note that other young people
who are in contact with Children's Services have other referral routes into
CAMHS)
22% previously known to CAMHS
18% previously known to Children’s Services

- Analysis of presenting problems is shown below. On average young people
  presented with 3 problems.

  62% emotional - depressive
  32% emotional - anxious
  37% self harm
  17% school refusal
  63% behavioural/conduct

- Analysis of contextual factors shown below. On average young people
  presented with 5 contextual factors.

  47% problems with friendships
  39% not engaged in school learning
  59% difficulties with behaviour in school
  30% school attendance problems
  33% significant life event
  51% relationship difficulty with parent/carer
  30% parental mental health problems

- A further 42 young people were also discussed in the consultation, liaison and
  referral meetings but not referred for therapeutic work

2.3 Targeted Mental Health in Schools

2.3.1 Manchester has been successful in securing funds through targeted mental health
in schools (TaMHS) which has enabled a further three high schools to become a
part of this work – Burnage High School for Boys, Our Lady’s Roman Catholic High
School and the Manchester Enterprise Academy from September 2009. There will
also be additional support for clusters of primary schools linked to these three high
schools with a particular focus on working with school based staff to better identify
ADHD (Attention Deficit Hyperactivity Disorder) in children and providing CAMHS
support staff to help work with families who need to access mental health services,
adult and child. The work is being evaluated nationally and this will inform how this
work is managed in the future. Impact will be measured through quantitative
indicators: number of referrals to CAMHS (specialist), number of referrals to mental
health services in school based setting (targeted) and numbers of CAFs completed
by school staff.

2.3.2 Both these areas of work include work with families as well as with children and
support a more holistic approach seeing the child in the context of the wider family
needs.
2.4 **Support for the Emotional Health of Looked After Children**

2.4.1 Since 2000 NHS Manchester and the City Council have commissioned targeted services for the city’s LAC population. The services are:

- **CT LAC**: a clinical psychology led service that offers 1:1 therapeutic interventions to individual young people and advice, consultation, support and training to residential staff and foster carers;
- **Link Team**: a multiagency team that manages a small number of children and young people who are close to placement breakdown. The team comprises of a clinical psychologist, social worker, teaching staff, support workers, sessions from an educational psychologist, psychotherapist and psychiatrist;
- **Dedicated psychiatry input**: four sessions per week from a consultant psychiatrist who acts as the lead for the co-ordination of psychiatric assessments;
- **After Adoption**: parenting classes, support and advice for families who are in the process of and have adopted;
- **Senior social work practitioners**: located in each of the three district CAMHS teams, act as a focal point for field social workers to discuss children and young people who may need an assessment by CAMHS, carry out 1:1 work and co-ordinate the LAC referral meetings.

2.4.2 All local district psychiatry services will have as part of their caseload LAC and psychiatry will also invariably be the initial contact point for emergencies.

2.4.3 Across the city CAMHS meets its waiting list targets of seeing all children and young people from referral to assessment within 18 weeks and the majority are seen within 13 weeks. All emergencies are seen within 24 hours and urgent cases within 5 working days. LAC cases are invariably seen more quickly than this but it is recognised that for some children and young people it would be beneficial that the process could be further accelerated. To achieve this existing services would need to be reviewed to ensure that they are effectively and efficiently managing capacity. The initial focus will be:

- The Link Team and the feasibility of the team increasing the number of children and young people they provide input for by providing shorter interventions;
- The future role of the dedicated psychiatry sessions;
- To consider how a comprehensive training programme can be rolled out to appropriate field social workers and residential workers to focus on the early identification of children and young people with mental health problems and management of mild to moderate mental health problems.

2.5 **The City Council Community Strategy**

2.5.1 The City Council’s Community Strategy aims to increase material prosperity and well-being enabling Manchester’s citizens to become wealthier and live longer, healthier and happier lives. The Local Well-Being Project supports the delivery of this aspiration through two main themes. The first is building resilience and
promoting optimistic thinking in children, 11-13 years. The second is through the
guaranteed apprenticeships strand which is working to develop as an entitlement
progression from school to apprenticeships.

2.6 The UK Resiliency Programme

2.6.1 Building resilience for 11-13 year olds is being delivered through the UK Resiliency
programme, an evidence based positive psychology programme developed by the
University of Pennsylvania. The programme is taught to young people in groups of
15 and includes eighteen hours of taught curriculum. It is designed to develop skills
in emotional awareness, problem solving, assertiveness, relationships, decision
making and to build and promote resilience. The programme started in nine schools
in September 2007, a second cohort followed the programme in 2008 and in
September 2009 the third group of Y7 children in the nine original schools plus Y7s
in four additional schools will receive the programme.

2.6.2 In April 2009 the London School of Economics (LSE) produced an Interim
Evaluation Report of the Programme. Their final report will be submitted to the
Department for Children Schools and Families (DCSF) in December 2010 taking
account of the further data collections from summer 2009 and summer 2010.

2.6.3 Alongside the national evaluation, Manchester has collected attainment, attendance
and exclusion data for the UK Resiliency cohort compared to the whole year cohort. Based
on data collected in 2007/08 and in Term 1 2008/09 the following points
have emerged:

- For attainment as measured by teacher assessment; the pupils on the UK
  Resiliency programme had made a greater improvement in attainment working
  levels over the academic year than the ‘all pupils’ cohort. The improvement
  varied from 0.07 (maths) to 0.29 (science);
- Attendance data shows clearly that absences are substantially reduced for the
  UK Resiliency pupils compared to ‘all pupils’ cohort. This was also the case for
  persistent absence. Improvements in attendance for UK Resiliency pupils
  occurred across all schools ranging from 1.63% to 7.37% with an average
  improvement of 3.8%;
- Fixed term exclusion data shows a lower percentage of UK Resiliency pupils
  receiving a fixed-term exclusion.

2.6.4 In July 2009 an additional twenty eight staff from the nine original high schools²
were trained along with ten staff from four additional high schools³, three staff from
The Healthy Schools Partnership, three additional staff from CAMHS and two more
staff from two Children’s Home’s. Three Manchester school based staff,
experienced in the delivery of the programme, received training from the
Pennsylvania University trainers and acted as facilitators during the eight days of
training.

² The original high schools are: Abraham Moss, Burnage, Brookway, Cedar Mount, Chorlton,
Levenshulme, Newall Green, St Peter’s and St Paul’s.
³ New schools becoming involved are: Wright Robinson Sports College, Enterprise Academy, Creative
and Media Academy (Girls) and Creative and Media Academy (Boys)
2.7 **The Guaranteed Apprenticeship Scheme**

2.7.1 This programme is aimed at accelerating the government’s aspirations for apprenticeships so that:

- Apprenticeships become a mainstream learning route for 14 – 19 year olds;
- Young people meeting the entry requirements will be entitled to an apprenticeship place by 2013;
- 20% of young people are engaged in apprenticeships within 10 years.

2.7.2 This programme is also subject to national evaluation and can be reported on as and when the data is available.

2.8 **Social and Emotional Aspects of Learning (SEAL)**

2.8.1 In 2005 the Department for Children, Schools and Families (DCSF) introduced the Social Emotional Aspects for Learning (SEAL) programme as a whole school approach to the development of social and emotional skills for all children in primary schools.

2.8.2 The programme is designed to develop self-awareness and empathy, increase motivation, and enhance social skills that help build resilience and promote optimistic thinking. SEAL supports and builds upon existing Personal Social Health Education (PSHE) and Citizenship curriculum. SEAL is an approach being recommended to schools by School Effectiveness Officers (SEOs) to support improved behaviour, attendance and attainment and thus overall school improvement.

2.8.3 Manchester primary schools continue to engage well with SEAL with the majority of them explicitly teaching all, or a selection, of the theme resources. Many make use of the SEAL school self-review tool to both monitor and evaluate the impact of the approach on pupil outcomes and to plan for improvements. Heald Place and Victoria Avenue Primary Schools are participating in National Research into the Impact of SEAL.

2.8.4 For younger children (0-5 years) training for staff in the full range of settings has been available through Traded Services to roll out the SEAD (Social and Emotional Aspects of Development) Programme. Linked to the Early Years Foundation Stage Framework this programme develops the skills of practitioners in providing opportunities to extend children’s social and emotional development. In 2008/09 16 one day courses were provided attended by 223 practitioners.

2.8.5 Secondary SEAL is a comprehensive approach to promoting the social and emotional skills that underpin effective learning, positive behaviour, regular attendance, staff effectiveness and the emotional health and well-being of all who learn and work in high schools.

2.8.6 20 high schools are engaged with SEAL at a variety of levels. Some are beginning to establish it as a whole school approach; others are using it in a more targeted
way with small groups of vulnerable pupils. Our lead schools have established a whole school approach through both focused sessions and cross curricular teaching. Newall Green and Abraham Moss High Schools are participating in National Research into the impact of Secondary SEAL. Newall Green has been used by National Strategies as an example of good progress.

2.8.7 Effective implementation of the SEAL materials as part of a whole school approach to the development of emotional health and well-being, along with other factors, contributes to how effective a school is judged to be in terms of the quality of its care, guidance and support for pupils. Between September 2008 and June 2009, 37 schools have been inspected by Ofsted. Judgements on Care Guidance and Support were positive with all but six schools receiving a judgement of good or better (table below).

<table>
<thead>
<tr>
<th>School Phase</th>
<th>1 (outstanding)</th>
<th>2 (good)</th>
<th>3 (adequate)</th>
<th>4 (inadequate)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary</td>
<td></td>
<td>4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>12</td>
<td>14</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>Special</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>13</td>
<td>18</td>
<td>5</td>
<td>1</td>
</tr>
</tbody>
</table>

2.9 Anti-bullying and Effectiveness in Promoting Safeguarding

2.9.1 Manchester children overall do feel safe, particularly in and on the way to school as shown in the TellUs3 Survey. There is a strong corporate and political focus on reducing bullying, discrimination and harassment. The Local Authority has raised awareness of cyber-bullying and prejudice driven bullying with schools and with parents. The Anti-Bullying Policy and Practice Network (ABPPN) has delivered well-received training on homophobic bullying and cyber bullying to all schools and anti-bullying polices have been improved. Feedback from children and young people has been that this has been empowering. Manchester Safeguarding Children Board is developing an e-Safety Action Plan to help ensure that young people are safe from e-crime, abuse and bullying.

2.9.2 Manchester self-evaluated at Level 3 (in need of some improvement) in the Local Authority Anti-Bullying Assessment April 2009, and as a result was offered, and has accepted targeted support from the North West Anti-Bullying Alliance (ABA) Adviser. To move to Level 2 (good) we will need to evidence, for example, that the majority of schools are using data effectively to focus their anti-bullying work.

2.9.3 Children’s Services and Health have jointly funded an anti-bullying coordinator post and the management, co-ordination and delivery of anti-bullying work across the city has been restructured as outlined below. The anti-bullying coordinator chairs the ABPPN, co-ordinates the Young Person’s Anti-Bulling Group and sits on the strategic group, ensuring good communication across all levels. The post-holder sits within the Healthy Schools Team and therefore has strong links with schools across Manchester.
• **Child Safety and Anti-Bullying Strategic Group**

A group has been established and includes key strategic partners from a range of sectors to build on current good practice to develop a city-wide anti-bullying strategy in a co-ordinated approach to achieve the best possible outcomes for our young people. The group will be jointly chaired by Healthy Schools and Children’s Services and the first meeting will take place in October 2009.

• **Anti Bullying Policy and Practice Network (ABPPN)**

This multi-agency group will continue to address the operational needs of the anti-bullying strategy. It has a wide-ranging membership base which includes the police, Connexions, independent consultants and anti-bullying practitioners, voluntary sector, LAC team and Healthy Schools, amongst others. The group will co-ordinate provision of training and support to schools across the city.

• **Young Person’s Anti-Bullying Group**

This group is being co-ordinated by Manchester Healthy Schools Partnership and will feed directly into a number of reporting streams. Sitting within the North West Anti Bullying Alliance (NWABA), young people will attend regular regional meetings as well as having a direct input to the strategic and operational groups as outlined above.

2.10 **The Anti-bullying Audit**

2.10.1 Since her appointment the anti-bullying co-ordinator has been carrying out an audit of current anti-bullying policy and practice across all Manchester schools (Anti Bullying Audit 2009). One third of schools have responded and further work is planned for September to increase the return to at least 50%. Early results show that nearly 75% of responding schools had renewed and updated their anti-bullying policy within the last two years, and that a wide range of stakeholders, including pupils had contributed to this process. Schools also indicated that they used a range of strategies to reduce bullying including behaviour management strategies, assemblies and other awareness raising activities, curriculum time, circle time and peer support. Schools also reported working with external agencies, including Safer Schools Partnerships, Healthy Schools, theatre companies and input from the voluntary/community sector. A full report will be available during the autumn term 2009 and this will aid the strategy and operational group in the development of future anti-bullying work.

2.10.2 The Anti Bullying Audit is also generating intelligence around the training needs of staff, pupils, parents and the wider school community. In response to this, the ABPPN (in consultation with Traded Services) will be building a ‘menu’ of training and support which will be available to schools. Manchester Healthy Schools is currently developing training packages to support peer mentoring/buddying, the development of the school anti bullying policy and cyberbullying; all of which have scored highly in terms of training needs identified by schools.
2.11 Exceeding Expectations

2.11.1 ‘Exceeding Expectations’ is a three-year initiative that aims to support schools in tackling homophobic bullying through the powerful use of drama, workshops and discussion. It is part of Manchester Children's Services Equality Strategy and has the backing of Manchester Safeguarding Children Board. It is a multi-agency partnership between Manchester City Council Children's Services, the Lesbian and Gay Foundation, Manchester Healthy Schools Partnership, Albert Kennedy Trust, Lesbian and Gay Youth Manchester, 42nd Street and Hope Theatre Company. Over the past 3 years, the group has successfully worked with high schools providing 80 performances reaching nearly 4,000 young people. In addition to this, training and resources have supplied teaching and support staff with a fuller understanding of some of the issues facing young Lesbian, Gay, and Bisexual (LGB) people within their care. Funding has been allocated to enable this work to continue and in anticipation of this, the programme for anti-bullying week (16-22nd November 2009) is already fully booked by schools. There has also been considerable interest from faith schools following a showcase performance and question and answer session to Catholic Head Teachers.

2.12 SHARP. (School Help Advice Reporting Page)

2.12.1 SHARP is an on-line reporting system which enables young people to anonymously report incidents of bullying. The webpage is customised for the school to use as part of their own website and can be accessed from school or home. Greater Manchester Police B division successfully supported central high schools to embed and use the SHARP system. The system proved to be very popular with staff and pupils and has successfully generated important intelligence for schools about the safety of their pupils both in and out of school. Healthy Schools are now working with high schools in the North and South of the city to implement and use the system.

2.12.2 From September 2009 the new Ofsted school inspection framework will be in operation. Judgements on the effectiveness of a school's safeguarding procedures have been significantly strengthened. If a school is judged to be inadequate in this strand, its overall effectiveness is likely to be judged inadequate. In making their judgement Inspectors will take into account pupils' views and how safe they feel and how those views inform practice and the effectiveness of the school's anti-bullying strategy.

2.12.3 Anti-bullying policies are given high priority in children’s homes. A safeguarding protocol has been implemented to reduce the number of children and young people becoming involved in criminal gang activity through peer pressure and bullying. The Byron Review and LSCB BECTA Toolkit on Internet Safety have been incorporated into the Safeguarding Internet Policy for looked after children to support residential workers and foster carers.

2.12.4 The North West City Learning Centre and Healthy Schools Partnership have developed an e-safety conference for schools, using Becta guidelines and the CEOP Thinkuknow training package. Guidance on developing an e-safety policy was provided to all the North schools that attended. As a result of the success of
this day, the City Learning Centre and Healthy Schools plan to open this up to other schools in Manchester and anticipates the delivery of a series of similar conferences throughout the next academic year.

2.12.5 Earlier this year, the DCSF provided a suite of guidance for professionals working with young people in a range of settings both in and out of school. These guidelines also included information about sexual bullying. Following a consultation with young people on the North West Bullying Alliance (NWABA), it became apparent that this was an area where additional support was needed. Manchester Healthy Schools is rolling out a pilot programme using training materials produced by Womankind, which will initially involve 3 secondary schools. The programme will be looking at building healthy relationships, respect and recognising bullying behaviour, including domestic abuse. It will be closely evaluated and it is anticipated that it will gain interest and support from a number of other schools, as well as other key partners working within the sexual health, teenage pregnancy and safeguarding agendas.

2.13 Extended Schools

2.13.1 Extended Services in and around schools is progressing well with over 77% schools and multi agency partner agencies delivering the ‘Full Core Offer’ of extended provision. As part of the Extended School cluster arrangements, 52 Parent Support Advisors (PSA’s) have been appointed to provide early intervention and support on behaviour and attendance. In addition in some cases groups of schools are funding and sharing the cost of parent support in one form or another, such as Family Learning sessions, etc. Extended school clusters provide the mechanism for delivery of Parenting Support Programmes (Webster Stratton), updating and helping to engage schools in CAF training and implementation. Extended Schools consultants are starting to work alongside the District Wider Leadership Teams to harness the well established cluster mechanisms in district delivery and to address district priorities. Work is ongoing between school effectiveness officers and the Extended Schools Team to challenge and support schools on the Extended Schools Provision and how it contributes to school improvement.

2.14 Common Assessment Framework (CAF)

2.14.1 CAF is underpinning integrated working across the city. Universal services, in particular schools, are central to CAF delivery and to the delivery of neighbourhood services based on community hubs. The CAF Team have worked collaboratively with the extended schools programme and District Wider Leadership teams to secure the engagement in, and commitment of schools to the CAF process. All 171 schools now have an identified CAF lead and all schools have engaged in CAF awareness training. Over 160 schools have had staff practitioner training and some schools are now looking to develop this across extended school clusters to build capacity. Where a school is concerned about a child or young person’s social and emotional development consideration is given to implementing a CAF.
3. EMOTIONAL HEALTH & WELL-BEING FOR 0-5 YEAR OLDS & PARENTING INTERVENTIONS FOR 0-12 YEAR OLDS

3.1 Emotional health and well-being and parenting interventions for 0-5 yrs and parenting interventions for 0-12 years are commissioned out to the Children and Parents Service (CAPS) to deliver training at schools or Sure Start Children’s Centres.

3.2 CAPS is a multi-agency partnership between Health (CAMHS), Children’s Services and Family Action (formerly Family Welfare Association). CAPS is jointly commissioned by CAMHS, Sure Start, Extended Schools, Pathfinder DCSF and Children’s Services Area Based Grant.

3.3 CAPS Pre-school is a multi-agency and multi-disciplinary service providing a comprehensive range of effective, evidence based, clinical interventions to pre-school children and their families. The service is well established and has provided many effective parent training courses, staff training sessions and consultations across the city over the last 10 years. Last year’s expansion of pre-school CAPS, through the joint commission between CAMHS and Sure Start, enabled an increase in existing services as well as the provision of entirely new services, particularly for parents of children under two years. Pre-school CAPS interventions deliver key aspects of the Sure Start Children’s Centres Core Offer, particularly those regarding Family Support/Parenting and Post-natal Support.

3.4 In 2008/09 financial year CAPS delivered 91 effective, evidence based parent courses to approximately 820 parents of 0-12 year olds showing significant improvements in both child behaviour and parental mood. According to the 2001 Census there are approximately 160,000 households with children in Manchester so these courses at present have the potential to reach 0.52% of the potential population in any one year.

3.5 The data shows that CAPS engages some of the most vulnerable families in the city with approximately 60% of families falling into clinical ranges for problem behaviour. Clinically significant improvements to child outcomes are reported, including increased school attendance and attainment. CAPS has successfully engaged a representative proportion of the Manchester population to all its services, including young parents, fathers and parents from ethnic minority backgrounds.

3.6 Within 3 months of completing a CAPS parent course 31% of parents reported seeking employment, 41% had attended a college course and 14% sought voluntary work and 50% had accessed a new service such as libraries and toddler groups. These courses can be viewed as a positive investment as there is clear evidence that they raise self-esteem and aspiration of parents.

3.7 A further 33 independent evidence based parent courses were delivered by schools and agencies to approximately 300 parents of 5-8 year olds. The course leaders of these courses, trained and supported by CAPS, have increasingly attended
videotape supervision and peer coaching sessions to ensure treatment fidelity so we can be sure of the outcomes.

3.8 In 2008/09 CAPS provide 30 pre-school psychology clinics city-wide in Sure Start Children’s Centres. 466 referrals were received with an approximate wait time of only 4 weeks. Attendance rates were very high with approx. 80% keeping appointments and 9% re-arranging.

3.9 CAPS also provide consultation to the Family Nurse Partnership Project and to Manchester’s Parenting Experts in the Complex Families Team. The service is developing innovative infant interventions, including work with perinatally depressed parents, in line with national guidance on the benefits of early intervention with under 2s. This work has targeted and successfully engaged first time parents and teenage parents.

An overview of CAPS Pre-school services

4. OTHER PARENTING & FAMILY SUPPORT DEVELOPMENTS

4.1 Manchester City Council Children’s Services commissions voluntary sector partners to deliver outcome focused, evidence based or evidence supported parenting and family support interventions. All organisations are compelled to evidence their outcomes using one or more of the following: Strengths and Difficulties Questionnaire; Beck’s Depression Index; Parent Stress Index; pre and post intervention questionnaires; case studies; case file analysis; focus groups; interviews; analysis of data on families accessing services; minutes from planning and management meetings; and, CAF action plan.

4.2 The organisations that have been commissioned in the current spending period are: Barnado’s; Black Health Agency; Catholic Children’s Society; Depaul Trust; Family Action; Home Start; Manchester Parents and Carers Consultative Group;
Manchester Young Lives; Music Stuff; NACRO; Pro-Contact; Wai Yin Chinese Women’s Society; and, Young People’s Support Foundation.

4.3 In 2009/10 Manchester City Council Children’s Services also commissioned statutory sector partners to deliver outcome focused, evidence based or evidence supported parenting and emotional health and well-being interventions. Eight projects have been commissioned. Some of these projects deliver parenting interventions, programmes and approaches and others are emotional health and well-being support services in some schools. The organisations that have entered in Service Level Agreements to mutually agreed outcomes (which had to include two Children’s Services priority areas) are: Calm Spaces; Community Support and Physical Activity; District Parent Involvement in Schools; International New Arrivals and Travellers; Kiwi Clubs; Parenting and Prevention Team, Youth Offending Service; Parenting Your Teens in Manchester Parenting Programme; and, Incredible Years/Webster Stratton pilot approach in Cheetham and Crumpsall.

4.4 Each commissioned organisation (whether statutory or voluntary sector) has a dedicated Council officer who reviews their output, outcome and financial data and immediately escalates any areas of concern to the Acting Strategic Lead for Commissioning, Children’s Services. Only one organisation is not on target and measures have already been put in place to address this issue.

4.5 In 2009 -10, Children’s Services Working Neighbourhoods Fund has allocated funding for parenting interventions for parents of young people at risk of offending who are siblings of older offenders known to the Youth Offending Service in Manchester.

4.6 Manchester is a recipient of a DCSF Think Family Grant. This includes funding for: Respect Parenting Practitioner, Parenting Expert and Parenting Early Intervention Pathfinder and evaluation of parenting interventions of parents with complex needs. Both the Respect Parenting Practitioner and Parenting Expert deliver interventions to parents who have complex needs such as engaging in anti-social behaviour, experiencing domestic abuse, engaging in substance misuse and have unmet mental health needs. These workers are based in the Complex Families Team in Crime and Disorder along with all of the Youth Offending Service Parenting workers cited in the funding above to create one specialist parenting and family service. The Acting Strategic Lead for Commissioning in Children’s Services works closely with the manager of the Complex Families Team to ensure outcomes of this team are evaluated. Some of the families currently using these services have children on the edge of care and have lived in homeless families shared accommodation. The average costs per annum of a Manchester LAC is £34,000 and of family in homeless shared accommodation is £48,000. The unit cost per family for the delivery of this intervention is £3,298.32. This team also works in partnership with MAES to help parents move into education and training as a route to employment.

4.7 The Parenting Early Intervention Pathfinder is an intervention for parents of young people 8-12 years who are at risk of disengaging with education and are at level two on the continuum of need. The intervention we have chosen to use in Manchester to work with this cohort is the Advanced Incredible Years Programme. We commission the CAPS Service to deliver this intervention.
5. CONCLUSION

5.1 Children and young people who are resilient and optimistic and have positive aspiration are more likely to deal effectively with difficulties they might encounter at home, school and within their community. Parents contribute enormously to the emotional development of their children. It is recognised however that for many reasons some parents may initially need support to deal with their own emotional needs, depression and low aspiration.

5.2 As the Think Family strategy develops, a strong focus on the value of early intervention will be developed particularly in respect of supporting parents of young children (0-5) to help those children get off to a good start.

5.3 On the continuum of need: universal (Level 1), targeted (Level 2) and specialist (Level 3) there is a recognition of the importance of strengthening the support that is provided by universal services at Level 1. Building on this there needs to be more work with children and families in a targeted way at Level 2 to prevent rapid escalation to specialist services and interventions at Level 3. This is part of an early intervention model. To achieve this there will need to be a re-focussing of support and services.

5.4 The work to develop emotional health and well-being and work with parents to support and develop parenting capacity will increasingly be set within the context of the whole family. Children’s Services and Partners will continue to work together to target resources effectively supported by evidence based outcomes.
APPENDIX 1

Evidence based or evidence supported parenting courses on offer to Manchester Parents

- **Baby Survival Course** - a 5-week course for parents with an infant under twelve months old and is delivered primarily within Sure Start Children’s Centres

- **Baby Blues Busters** - 10-week parenting group aimed at parents of babies up to a year old. It is a specialist parenting intervention designed for parents who are vulnerable because they experience mild to moderate mental health problems, such as anxiety or depression.

- **Cues and Clues** - Specialist infant service offered where either the parent themselves or a front-line worker feels there is a relationship or bonding problem between a parent and a baby

- **‘Incredible Years’, also known as ‘Webster Stratton’, also known as ‘Parent Survival Courses’** - The basic course is widely used across Manchester for parents of children aged between 2 and 8 years. It’s a preventative/early intervention model delivered to groups of up to 12 parents. Groups meet for two hours per week for 12 weeks and courses are delivered by trained facilitators. The programme focuses on the following key areas: how to play with your child; the art of effective praising and motivating children through rewards; effective Limit Setting; handling misbehaviour, including ignoring, distractions, warnings, time out for aggressive behaviour and natural and logical consequences; and, problem Solving.

- **‘Pathfinder’, also known as ‘Webster Stratton Advanced Programme’ or the ‘Parenting Early Intervention Programme’** – this is a 20 week programme uses the same methodology as The Incredible Years Basic Programme mentioned above. In addition to the key areas mentioned above, the programme also incorporates topics such as: giving and getting support; promoting child self confidence; fostering good learning habits; problem solving with children; problem solving for parents; and, adult communication skills.

- **Strengthening Families, Strengthening Communities** - A culturally sensitive programme delivered over 12 weeks in 3 hour slots. The programme presents information within a cultural framework to address the needs of a variety of a variety of different ethnic and cultural groups. The programme address violence against the self (drugs/alcohol), and violence against others (child abuse, domestic violence, crime, gangs) through five curriculum component areas: Cultural/Spiritual; Enhancing Relationships –
Violence Prevention; Positive Discipline; Rites of Passage and Community Involvement.

- **‘PYTIM’, also known as ‘Parenting Your Teens in Manchester’** - The course aims to: help you bring out the best behaviour in your teenager; help you identify and monitor difficult behaviour; provide support to you in your parenting role; and, increase your self-confidence. The course is for parents of teenagers who find it a tough, stressful job. This course is a place where parents of teenagers meet once a week for eight weeks to discuss their problems and listen to the course leader giving advice and support on dealing with their teenager.

- **‘Strengthening Families’** - is a seven session programme focusing on reducing family related risk factors for adolescent problem behaviours. The long-term aim of this intervention is reduced alcohol, drug, and behaviour problems during adolescence. This is achieved through improved skills in nurturing and child management by parents and improved interpersonal and personal competencies amongst young people.

- **Levels 4 and 5 Positive Parenting Programme also known as Triple P or PPP** - For parents who have complex needs and have an unmet and potentially identified mental health need that impacts on their ability to parent. The course covers many of the competencies that a standard parenting programme does but with a stronger emphasis on parental capacity and problem solving skills (NB this will be NEW programme available to targeted interventions only later in the year).

Information on parenting courses is available on the Children’s Services Directory see www.manchester.childrensservicedirectory.org.uk or you can contact the Family Information Service on free phone 0800 083 7921, email fisinfo@manchester.gov.uk