

# Early Help

## Approaches and Interventions



This document is available in Welsh / Mae'r ddogfen hon ar gael yn Gymraeg

## Introduction

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This document is a consultation document to outline the proposed approaches and interventions that practitioners will apply in the delivery of Cardiff Family Advice & Support for families, young people and children across Cardiff. It outlines the **approaches** that will underpin practice at every level, details the **advice, support & interventions** to be provided and the supplementary knowledge that all practitioners will require.

The Institute Of Public Care (IPC) Review for Cardiff (2018) indicated that there is a widespread understanding across the UK that effective early help and family support can help to reduce the number of children who experience poor outcomes through their childhood because they have experienced abuse, trauma, neglect or exploitation for longer than they needed to.

In this document, the areas of advice, support & intervention are organised under **six themes of delivery**, based on the evidence surrounding the impact of Adverse Childhood Experiences (ACEs). A Public Health Wales ACE study in 2015 indicated that 1 in 7 adults living in Wales have experienced four or more ACEs and just under half have experienced at least one. Preventing ACEs in a single generation or reducing their impacts can benefit not only those children but also future generations in Wales.

The six themes for advice, support & intervention in this document are:

1. **Safeguarding** – e.g., domestic violence, being the victim of abuse or exploitation (physical, sexual and/or emotional), being the victim of neglect (physical and emotional)
2. **Attachment, Parenting & Family Relationships** – e.g., parental abandonment through separation or divorce, a member of the household being in prison, relational trauma due to a parent not being able to meet the developing child's needs
3. **Child Development**
4. **Finance, Benefits & Housing**
5. **Mental Health & Wellbeing** – e.g., a parent with a mental health condition, growing up in a household in which there are adults experiencing alcohol and drug use problems
6. **Education & Child-Care**

Within each of the six themes, information is provided on the underpinning knowledge required to inform delivery, advice, support and interventions to be delivered and the tools that can measure the impact of intervention and monitor the change process for individuals and families. While the themes are listed individually, there is overlap between them.

A practitioners' underpinning knowledge, training in, and understanding of, approaches is central to best practice. The way practitioners frame or understand a situation will influence the planned response. The IPC Review also outlines that early help is most effective when it includes attention to **effective engagement of families in the change process** and the proactive breaking down of barriers to participation, including being non-judgmental, active listening, and working on practical 'quick wins'. Practitioners also need to be trained to deliver interventions which are relevant to their role and which are linked to family need. Cardiff's IPC Review outlines that early help is most effective when it includes services and interventions that draw on tested methodologies and are delivered with fidelity to specified methodologies.

A knowledge of local services and the processes within and across Cardiff are central to a practitioner's ability to provide families, young people and children with the **right level of support at the right time**.

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## 1.0. Approaches

### 1.1. Signs of Safety

Signs of Safety is an integrated framework for how to carry out child intervention work. It consists of the principles for practice; the disciplines for practitioners' application of the approach; a range of tools for assessment and planning, decision making and engaging families, young people and children; and processes through which the work is undertaken with families, including partner agencies.

Assessment and planning tools are used for "mapping" the complicating factors, with the past harm and future danger summarised succinctly (worries). The existing strengths and safety are also summarised, resulting in a plan for the family with the required safety measures that need to be put in place.

Signs of Safety provides professionals and practitioners in Cardiff with a **shared language** with which to discuss the strengths and needs of families, young people and children across Cardiff.

**A Signs of Safety approach will be used when assessing the level of support required by a family:**

Worries	Strengths	Plans
<p><b>Past Harm:</b> What has happened to this family in the past?</p> <p><b>Future Danger:</b> What are we worried might happen to this family if they do not change their behaviours?</p> <p><b>Complicating Factors:</b> What makes building resilience and working with this family more complicated?</p>	<p>What's working well in this family?</p> <p><b>Strengths:</b> Positive aspects of the family meeting basic needs</p> <p><b>Safety:</b> Behaviours that demonstrate the capacity to protect vulnerable family members</p> <p>What support and resources can the family access?</p>	<p><b>Agency Goals:</b> What does the agency need to see the family doing (and over what period of time) to be confident that there is enough safety and resilience to close the case?</p> <p><b>Family Goals:</b> What does the family think they need to be doing in order for the agency to close the case?</p> <p><b>Next Steps:</b> What are the agency's and family's ideas about what needs to happen next in working towards these goals?</p>

### 1.2. Adverse Childhood Experiences (ACEs) and Trauma Informed Service

ACEs are stressful events occurring in childhood and an individual's experience of trauma can affect every impact of an individual's functioning, including physical, mental, behavioural and social.

The impact of ACEs is intergenerational, and practitioners in Cardiff will require training to understand the impact that experiencing an increasing number of ACEs may have on a parent and their child/ren.

### 1.3. Child's Rights Approach

A Child's Rights Approach needs to underpin and inform the decisions made by all practitioners working as part of Cardiff Family Advice & Support. A child rights approach is a principled and practical framework for working with children, grounded in the [UNCRC](#), to help **public bodies to integrate children's rights** into every aspect of decision-making, policy and practice.

A Children's Rights Approach means that:

- Organisations will prioritise children's rights in their work with children and families to improve children's lives.
- All children are given opportunities to make the most of their talents and potential.
- All children are given access to information and resources to enable them to take full advantage of their rights.
- Children are provided meaningful opportunities to influence decisions about their lives
- Authorities and individuals are accountable to children for decisions, and for outcomes that affect children's lives.

### 1.4. Person Centred Approach

Cardiff's IPC Review notes the growing evidence base that in an effective service, the **quality of the key worker relationship with families** is the factor most commonly cited as the difference between success and failure.

Being person-centred is about focusing care on the **needs of the person rather than the needs of the service**. By working in this way, it ensures that people are truly listened to and are kept at the heart of all decision-making, affecting how a services are commissioned, provided and organised. It involves building quality relationships with service users and gaining an understanding of an individual's strengths, what is important to and for individuals, in the planning of services and in decision making.

In addition to the theoretical framework of a Person Centred Approach which is embedded into practice, there are practical tools which practitioners will need to understand and apply when working in a person-centred way.

## 3.0. Advice, Support and Interventions

### 3.1. Safeguarding

**Safeguarding is everyone's business.** All professionals/practitioners will be making decisions about identifying safeguarding concerns from the initial contact with a family to the end of any intervention. This will also include planning for the end of involvement with a family which may have an impact on the safety and wellbeing of children or vulnerable adult.

<p><b>Underpinning knowledge required</b></p>	<p>All professionals/practitioners will require an understanding of how to safeguard the children and adults that they work with, and to safeguard themselves as practitioners. They will need to feel confident in identifying signs of harm or abuse, be aware of their responsibilities if they have concerns about a child/adults welfare, understand the legal framework in which we are operating and the and multi-agency response to concerns about the safety of children. An ability to identify children at risk of sexual or other forms of exploitation (e.g. criminal exploitation and county lines) and Young Carers and offer an assessment would form part of this knowledge.</p> <p>All professionals/practitioners will be trained at a minimum Level 2/Advanced level with an option to be trained to Level 3.</p> <p>Practitioners will need to be aware of the step up/step down process as well as referral routes into MASH (Multi Agency Safeguarding Hub) and FPOC (First Point of Contact) There will be a social work decision making function at each tier of Cardiff Family Advice &amp; Support to ensure that decision making is robust and consistent.</p> <p>All professionals/practitioners in Cardiff Family Advice &amp; Support will need to access a level of training in relation to Violence against Women, Domestic Abuse and Sexual Violence Act (Wales) Act.</p>
<p><b>Advice, Support and Interventions to be delivered</b></p>	<p>Gateway Team to triage referrals to a Gateway Social Worker where there is a clear safeguarding concern. Gateway Social Worker will make a decision regarding the service best placed to support the family.</p> <p>Family Help Advisors will follow the Signs of Safety approach to identify strengths, worries and develop an action plan. Any safeguarding concerns will be recorded and reported in line with the Council's policy.</p> <p>Family Support Team will be a Social Work led multidisciplinary team of professionals working together to find the right solution for the family, with a focus on families where there is imminent risk that, without support, they are likely to require safeguarding / care intervention</p>
<p><b>Tools available for assessment and monitoring</b></p>	<p>Signs of Safety tools. Proportionate or Well-being Assessment.</p>

### 3.2. Attachment, Parenting and Family Relationships: Ensuring a Trauma Informed Service

A strong emotional and physical attachment to at least one primary caregiver is critical to personal development. Prolonged periods of stress that occur when a responsive and sensitive caregiver is absent (otherwise known as relational trauma) can significantly impact on a child’s ability to learn and develop. These children are likely to achieve less in school and in the workplace, are more likely to engage in anti-social behaviour and are less healthy (both physically and mentally) than those who have had a better start in life. This is likely to continue in an intergenerational cycle, if this cycle is not broken.

These difficulties can arise for many reasons e.g. difficulties during pregnancy and birth, childhood or parental illness, family stress, separation and loss. Research has shown that having at least one secure attachment to an adult is **the** most significant protective factor to ameliorate the impact of ACES and build resilience in children and young people. The Early Intervention Foundation (EIF) has recently identified the importance of programmes which can improve attachment security.

In addition to the child-parent relationship, there are multiple family relationships and dynamics to consider e.g., siblings, partners and co-parents, blended families.

<p><b>Underpinning knowledge required</b></p>	<p>Practitioners will require training in how early attachment experiences influence brain development and behaviour, how to promote positive attachment between child and caregiver, how to talk to parents about attachment and its impact. Practitioner will also be trained in the delivery of evidence based attachment and relational interventions to apply directly with families.</p> <p>An understanding of family systems, and how individuals cannot be understood in isolation but rather as part of their family unit.</p> <p>Training will be at varying levels, dependent on the different role held.</p> <p>In understanding ACEs, the work practitioners complete can focus on helping a parent to acknowledge and address their own experiences, in order to increase their parenting capacity and reduce the negative impact on their child. In addition, it is possible to work pro-actively to reduce the frequency of the occurrence of ACEs in the current population e.g. reduction in parental substance misuse, domestic violence, and work can be done to develop resilience and increase protective factors for children and young people growing up in Cardiff</p>
<p><b>Advice, Support and Interventions to be delivered</b></p>	<p><b>Family Mediation</b> - Family Mediation is a key tool for practitioners in working in the Cardiff Family Advice &amp; Support. Family Mediation is an intervention that helps parents and adolescents where there has been a breakdown of communication within the home. It offers a safe space for families to talk openly and honestly to one another. Mediation workers work with both the parents and the young person, to guide the family through the presenting issues and get to the root problem.</p> <p>Family Mediation is primarily used with adolescents (13 and upwards) and their families, however the intervention may incorporate all members of the household and wider family. It is a tool that can help families find the existing strengths they have, it builds resilience and seeks solutions to help deal with conflict. This in turn can reduce the overall stress within the home and help aid in a family’s functioning and ability to communicate. Family Mediation can prevent family breakdown and is a key intervention in preventing youth homelessness. It is also used in cases of parental separation and divorce, where plans around contact and finances need to be discussed and agreed upon.</p>



**Restorative approaches** – is a communication approach for strengthening relationships, through repairing relationships and preventing and resolving conflict through addressing the needs of all involved. It gives all parties a voice and a way to move forward.

**Solution Focused Brief Therapy (SFBT)** - concentrates on finding solutions in the present time and exploring one's hope for the future to find resolution. This method takes the approach that, you know what you need to do to improve your own life and, with the appropriate coaching and questioning, are capable of finding the best solutions. SFBT can stand alone as a therapeutic intervention, or it can be used along with other therapy styles and treatments. It is used to treat people of all ages and a variety of issues, including child behavioural problems, family dysfunction, domestic or child abuse, addiction, and relationship problems.

**Watch, Wait & Wonder (WWW)** - is a child led psychotherapeutic approach that specifically and directly uses the infant's spontaneous activity in a free play format to enhance maternal sensitivity and responsiveness, the child's sense of self and self-efficacy, emotion regulation, and the child-parent attachment relationship. The approach provides space for the infant/child and parent to work through developmental and relational struggles through play. Also central to the process is engaging the parent to be reflective about the child's inner world of feelings, thoughts and desires, through which the parent recognises the separate self of the infant and gains an understanding of her own emotional responses to her child. WWW is primarily suitable for young children (0-4 years) and their families, although it has been used with latency aged children and their parents quite effectively.

**Motivational Interviewing** - a counselling method that helps people resolve ambivalent feelings and insecurities to find the internal motivation they need to change their behaviour. A practical, empathetic and short-term process takes into consideration how difficult it is to make life changes. This intervention helps people become motivated to change the behaviours that are preventing them from making healthier choices. It can also prepare individuals for further, more specific types of therapies. Research has shown that this intervention works well with individuals who start unmotivated or unprepared for change. Motivational interviewing is also appropriate for people who are angry or hostile. They may not be ready to commit to change, but motivational interviewing can help them move through the emotional stages of change necessary to find their motivation. The application of motivational interviewing techniques is considered a successful technique in Cardiff's IPC Review.

**Primary Care Triple P** – for 0-12 or 12-16 years. A series of 4 brief (15-30 minutes) 1:1 meetings to discuss any problems a parent is experiencing with their child or teenager's behaviour. The trained practitioner can provide suggestions using DVD clips and Tip Sheets.

**Parenting. Give it Time.** - The Welsh Government have produced a number of information and advice sheets on tricky moments and behaviours, which practitioners can use to advise parents.

**Cardiff Parenting Service** - For circumstances where parenting is the primary need and requires specialist parenting input, a referral can be made to the Cardiff Parenting Service for group or individual support. Cardiff Family Advice & Support can support parents prior to, or following, engagement with Cardiff Parenting Services, e.g., home visits prior to parenting group engagement, to build confidence, establish engagement or support parent with barriers to attendance. Group implementation at home i.e., follow up home visits after



	<p>group attendance, in order to assist parent in implementing what they have learnt in the group, if they feel it is a challenge to establish and maintain the changes.</p>
<p><b>Tools available for assessment and monitoring</b></p>	<p>Parent Problem Checklist (Dadds &amp; Powell, 1991) – 16-item scale to assess inter-parental conflict over child-rearing.</p> <p>Pianta’s Child-Parent relationship scale (Pianta, 1992) – 30 item scale designed to assess parents’ perceptions of their relationship with their child.</p> <p>Karitane parenting Confidence Scale (Črnčec, Bryanne Barnett &amp; Matthey, 2008) – 15 item questionnaire developed to assist in the support and development of parenting skills for parents of children 0-12 months of age.</p> <p>The Parenting Scale (Arnold, O’Leary, Wolff, &amp; Acker, 1993) - 30-item measure of dysfunctional discipline practices in parents.</p> <p>Parenting Daily Hassles Scale (Crnic &amp; Booth, 1991) - aims to assess the frequency and intensity/impact of 20 experiences that can be a ‘hassle’ to parents.</p> <p>Parenting Sense of Competence Scale (Gibaud-Wallston &amp; Wandersman, 1978) – 17-item self-report scale to examine parents’ anxiety, motivation, competence &amp; problem solving.</p> <p>Parenting Tasks Checklist (Sanders &amp; Woolley, 2001) - 28 items are rated from 0 to 100, with high scores indicating greater confidence. There are two factors: Setting Self-efficacy and behavioural Self-efficacy.</p> <p>Kansas Parenting satisfaction Scale (James et al, 1985).</p> <p>Mothers Object Relations Scale &amp; Baby MORS (Simkiss et al, 2013) - measures the quality of the parent-child relationship and has two dimensions of warmth and invasion.</p>

### 3.3. Child Development

Child development refers to the changes that occur as a child grows and develops in relation to being physically healthy, mentally alert, emotionally sound, socially competent and ready to learn.

When a baby is born, the brain is very much unfinished. A robust body of evidence highlights the vital role that sensitive and responsive parenting plays in ensuring optimal brain development and attachment security during this critical period. We also know that the opposite is true. Although every child is unique, there are typical developmental patterns which can be expected in child and adolescent development. The home environment plays a key role in supporting a child's development.

<p><b>Underpinning knowledge required</b></p>	<p>An understanding of typical child development will provide all professionals/practitioners with an understanding of typical physical, emotional, social and psychological changes that occur from birth through to adolescence. By understanding the typical sequences, it is possible to normalise behaviours that may be concurrent with certain stages of child development, to adapt interventions to the developmental stage of the child and to begin to understand what may be atypical development.</p> <p>To complement this, an understanding of the specifics of Cardiff's Children's Disability Services and pathways for children with development that is atypical would be beneficial.</p>
<p><b>Advice, Support and Interventions to be delivered</b></p>	<p><b>Parents as First Teachers</b> - is for parents with a child aged three or under, typically living in a disadvantaged community. During weekly/fortnightly home visits, practitioners guide parents in being their child's 'first teacher' by demonstrating strategies that promote children's development (including language development, social-emotional development, sensory-motor development and intellectual development). These strategies include shared reading activities and play sessions that encourage children's intellectual development. Practitioners first model the activity and then provide feedback to parents as they practise it with their child. Parents also learn strategies for discouraging unwanted child behaviour and promoting their children's self-regulation.</p> <p><b>Primary Care Triple P</b> – for 0-12 or 12-16 years. A series of 4 brief (15-30 minutes) 1:1 meetings over a 4-6 week period to discuss ways to manage common developmental issues or behaviours. The trained practitioner can provide suggestions using DVD clips and Tip Sheets.</p>
<p><b>Tools available for assessment and monitoring</b></p>	<p>Eyberg Child Behaviour Inventory - designed for completion by parents and assesses the child's or adolescent's behaviour at home.</p> <p>Goodman Strengths &amp; Difficulties Questionnaire – a brief behavioural screening questionnaire about 3-16 year olds.</p>

### 3.4. Finance, Benefits and Housing

The stress of living in poverty or worrying about financial health, impacts families across Cardiff. Cardiff's IPC Review notes the growing evidence base that rapid response for young people at risk of homelessness or entry into care includes an element of family mediation, practical support and access to appropriate accommodation or supported housing and other services.

<b>Underpinning knowledge required</b>	<p>Professionals/practitioners need to be informed in order to help families navigate the benefits &amp; finance systems within Cardiff. This can help alleviate stress and increase a family's capacity to engage in a future intervention.</p> <p>Practitioners need to be trained at a Generalist Level (Advice with Guidance) in relation to the Welsh Government Information of Advice Quality Framework (IAQF).</p>
<b>Advice, Support and Interventions to be delivered</b>	<p>Possessing knowledge of national and local financial and housing systems and processes will enable practitioners to support parents with worries about feeding their family, paying bills and preventing homelessness. This will need to include (but is not exhaustive of):</p> <ul style="list-style-type: none"> <li>• <b>Grant and Discounts</b> – assisting service users in understanding eligibility criteria, completing online applications e.g., Welsh Water Assist.</li> <li>• <b>Universal Credit/ Legacy Benefit</b> – assisting service users in understanding the difference between the benefits, how to apply for UC, how to pay rent using benefits.</li> <li>• <b>What to do with a negative benefit decision or sanction</b> – assisting a service user to ask a decision maker to review a decision (mandatory re-consideration), signpost to Advice Line for specialist advice when formal appeals are required.</li> <li>• <b>Food Benefits</b> - signposting service users on the telephone to Hubs for Foodbank Vouchers or providing the Vouchers on home visits, advice on Free School Meals, SHEP, and Healthy Start Vouchers.</li> <li>• <b>Disability Benefits</b> – providing advice on Personal Independence Payment, Disability Living Allowance, Attendance Allowance, and Carers Allowance. Assisting service users making the call to request an application form and providing guidance on completing applications, or signposting to Hubs for assistance with the completion of longer forms.</li> <li>• <b>Overview of Housing Solutions</b> (social housing and private rented sector) – and signposting to Housing Solutions Team when an appointment is required.</li> <li>• <b>Overview of homelessness support</b> – providing initial advice and signposting to Housing Options Centre.</li> <li>• <b>Budget management &amp; debt</b> (include an overview of rent / mortgage arrears) – signposting to Money Advice Officers based in Hubs, providing assistance with simple budgeting based on Money Advice Service good practice.</li> <li>• <b>Overview of the benefit cap and schemes to help</b> – providing advice about schemes to assist with shortfall e.g., Discretionary Housing Payments and how being in work or in receipt of Disability benefits removes the cap. Referrals to Into Work Service (referred via Gateway) to help with job seeking/ work readiness with a view to escaping the cap</li> <li>• <b>Overview of Into Work Services</b> – refer in via Gateway for assessment for a variety of projects.</li> <li>• <b>Offering Advice line</b> as a single point of contact for support for staff and service users.</li> </ul>
<b>Tools available for assessment and monitoring</b>	<p>The amount of benefits claimed (captured via Council's Money Advice Database).</p> <p>Amount of savings made by a family for one-off payments.</p> <p>Number of people saved from homelessness &amp; eviction.</p>

### 3.5. Mental Health and Well-being

<p><b>Underpinning knowledge required</b></p>	<p><b>Mental Health First Aid</b> – teaches how to spot the signs and symptoms of mental health conditions and provide help on a first aid basis. It provides a deeper understanding of the issues that impact on and relate to people’s mental health, teaches practical skills that can be used every day, including being able to spot the signs and symptoms of mental health issues and encourages confidence in participants when guiding people towards appropriate support.</p> <p>During 2019/20 the Primary Mental Health element of Families First, delivered by Cardiff and Vale UHB will be further developed in partnership with senior management within the Health Board. The UHB are working towards a single Emotional Wellbeing gateway for young people. During 2019/20 there are plans to embed support from this within the Family Gateway to ensure a link between the Emotional Mental Health gateway and the family gateway.</p>
<p><b>Advice, Support and Interventions to be delivered</b></p>	<p><b>ASSIST</b> - Applied Suicide Intervention Skills Training teaches participants to recognise warning signs of suicide, and how to then create plans to support immediate safety. It is widely used by healthcare providers, but participants do not require any formal training to attend the workshop. It helps individuals understand the ways personal and societal attitudes affect views on suicide and interventions, it provides guidance and first aid to a person at risk, it helps participants identify key elements of a suicide safety plans and it orchestrate the actions to implement it.</p> <p><b>SafeTALK</b> - training prepares anyone 15 or older, regardless of prior experience or training, to become a suicide-alert helper. Training as a SafeTALK-trained suicide alert helper aims to equip individuals to:</p> <ul style="list-style-type: none"> <li>• Move beyond common tendencies to miss, dismiss or avoid suicide.</li> <li>• Identify people who have thoughts of suicide.</li> <li>• Apply the TALK steps (Tell, Ask, Listen and Keep-safe) to connect a person thinking about suicide to a suicide intervention resource.</li> </ul> <p>SafeTALK-trained helpers can recognise signals and take action by connecting those struggling with life-saving intervention resources, such as caregivers trained in ASSIST. Trained helpers work to provide suicide-safer communities, alongside intervention resources, to identify and avert suicide risks. Those trained will learn to notice and respond to scenarios whereby they suspect suicidal thoughts are present, recognize invitations for help and move beyond common tendency to miss, dismiss or avoid.</p> <p><b>Cognitive Behavioural Therapy (CBT)</b> - is a talking therapy that can help manage problems by changing the way we think and behave. Its most commonly used to treat anxiety and depression, but can be useful for other mental and physical health problems. CBT is based on the concept that thoughts, feelings, physical sensations and actions are interconnected, and that negative thoughts and feelings can trap individuals in a vicious cycle. CBT aims to help individuals to deal with overwhelming problems in a more positive way by breaking them down into smaller parts. Individuals are shown how to change these negative patterns to improve the way they feel. It deals with current problems, rather than focusing on issues from the past. It looks for practical ways to improve state of mind on a daily basis. The eventual aim of therapy is to teach individuals to apply the skills in daily life, helping them to manage problems and to stop them having a negative impact even after a course of treatment finishes.</p>

	Cardiff Family Advice & Support has 2 Family Emotional Wellbeing Advisors and 2 Family Substance Misuse Advisors to provide specialist advice and support.
<b>Tools available for assessment and monitoring</b>	

### 3.6. Education and Childcare

Education is one of the surest routes out of poverty. Cardiff's Capital Ambition states that we are committed to making sure that every child has the best start in life and that we will double our efforts to make sure that no child is left behind. A key factor in developing Cardiff Family Advice & Support will be supporting families to:

- Understand the importance of education.
- How they can support their and their children's learning and foster a sense of ambition.
- Encourage good attendance and engagement/participation in school.

<b>Underpinning knowledge required</b>	<p>Possessing a sound knowledge of Cardiff's Education system and processes would enable practitioners to support parents with concerns about their child's access to or involvement in education and school life. This would need to include (but is not exhaustive of):</p> <ul style="list-style-type: none"> <li>• An understanding of the responsibilities of local authorities, the health board, schools and other educational settings, in relation to children and young people with additional learning needs (ALN).</li> <li>• An understanding of the school admission processes.</li> <li>• An understanding of the policies and legislation regarding school attendance and how to support children and parents in meeting these requirements.</li> <li>• Knowledge of the range of support services working with schools, including: <ul style="list-style-type: none"> <li>❖ Youth Services</li> <li>❖ Education Other Than at School (EOTAS)</li> <li>❖ Education Welfare Service</li> <li>❖ Children who are Looked After in Education</li> <li>❖ Special Education Needs Casework Team</li> <li>❖ Educational Psychology Service</li> <li>❖ Tutoring Services</li> <li>❖ Educational Psychology Service</li> <li>❖ Elective Home Education</li> <li>❖ Early Years Inclusion Services</li> <li>❖ Disability Inclusion Team</li> <li>❖ Visual Impairment, Hearing Impairment and Multi-Sensory Impairment Teams</li> <li>❖ Speech and Language Communication Needs</li> <li>❖ Emotional Health and Well-being Team</li> <li>❖ Autism Support Team</li> <li>❖ Literacy and Numeracy Support Team</li> </ul> </li> </ul> <p>Practitioners can advise on the Childcare Offer for early years children and signpost to the Childcare Offer Team. The Childcare Offer for Wales provides eligible working parents of 3 to 4 year olds with a combined total of 30 hours per week of Foundation Phase Nursery (FPN) education and funded childcare during term time, and 30 hours of funded childcare for 9 weeks outside of term time. Eligible children will be able to access the childcare element of the Offer from the date their Foundation Phase Nursery education starts, up until the September following their fourth birthday, when they begin full-time education.</p>
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<p><b>Advice, Support and Interventions to be delivered</b></p>	<p><b>The Thrive Approach</b> - has been adopted by many Cardiff schools, often in combination with nurture provision. Any family-trained practitioners would complement this approach. The approach provides a way of working with children and young people that supports optimal social and emotional development. In addition, the approach can work in a targeted way with children and young people who may have struggled with difficult life events to help them re-engage with life and learning.</p> <p><b>Theraplay</b> - has been adopted by many Cardiff schools, often in combination with nurture provision. Any trained practitioners would complement this approach. Theraplay is a child and family therapy for building and enhancing attachment, self-esteem, trust in others, and joyful engagement. It is based on the natural patterns of playful, healthy interaction between parent and child and is personal, physical, and fun. Theraplay interactions focus on four essential qualities found in parent-child relationships: Structure, Engagement, Nurture, and Challenge. Theraplay sessions create an active, emotional connection between the child and parent or caregiver, resulting in a changed view of the self as worthy and lovable and of relationships as positive and rewarding. In treatment the Theraplay practitioner guides the parent and child through playful, fun games, developmentally challenging activities, and tender, nurturing activities. The very act of engaging each other in this way helps the parent regulate the child's behaviour and communicate love, joy, and safety to the child. It helps the child feel secure, cared for, connected and worthy.</p>
<p><b>Tools available for assessment and monitoring</b></p>	

## 4.0. Supplementary Knowledge

All teams with Cardiff Family Advice & Support will require a working knowledge of relevant legislation and pathways into a wide variety of key local services.

### 4.1. Legislation

Practitioners will need to feel confident in understanding the legal framework in which they operate and the implications of current and future changes in legislation, on practice. This can be linked to Cardiff's IPC Review which notes the growing evidence base that an effective service may include reminding legal guardians of their legal duties to young people.

#### 4.1.1. Well-being of Future Generations (Wales) Act 2015

The Well-being of Future Generations (Wales) Act 2015 looks to improve the social, economic, environmental and cultural well-being of Wales. This will ensure public bodies listed think about long term actions, working better with people and communities to prevent problems and work sustainably. A statutory Future Generations Commissioner for Wales is established to act in the interest of future generations, supporting public bodies and working to achieve well-being goals. The Act also establishes Public Services Boards (PSBs) for each local authority area in Wales. Each PSB must improve the economic, social, environmental and cultural well-being of its area by working to achieve the well-being goals.

#### 4.1.2. Social Services & Well-being (Wales) Act 2014

The Social Services and Well-being (Wales) Act came into force on 6 April 2016. The Act provides the legal framework for improving the well-being of people who need care and support and carers who need support and for transforming social services in Wales.

#### 4.1.3. UNCRC & Child's Rights Approach

The United Nations Convention on the Rights of the Child is a human rights treaty with 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

#### 4.1.4. Rights of Children & Young Persons (Wales) Measure 2011

The Rights of Children and Young Persons (Wales) Measure 2011 places a duty on Welsh Government Ministers to have due regard to the UNCRC and its Optional Protocols when making decisions about proposed legislation and policies and any review to existing legislation and policies.

The Welsh Government states that, by placing children's rights at the heart of policy and legislation, it will influence the delivery of services and improve the outcomes for Children and Young People, with success in Wales measured by the impact it has on the lives of children, young people and families.

#### 4.1.5. GDPR

The General Data Protection Regulation came into force on 25 May 2018, directed at small to medium organisations, and individuals' protection under the Data Protection Act. It aims to enhance regulations around



privacy and individual rights; ensuring organisations comply, or else face penalties of up to 4% of annual turnover or 20 million euros – whichever is the greater. All individuals in the EU will gain more control of their personal data, requiring organisations to gain explicit consent to individual's data, strengthening individual rights towards profiling and automated decision-making.

All staff will need to have an understanding of confidentiality & information sharing and apply the principles in practice when working with families, young people and children.

#### 4.1.6. Violence against Women, Domestic Abuse and Sexual Violence Act (Wales) 2015

The legislation addresses all forms of gender based violence and sexual abuse including domestic abuse, rape, sexual abuse, sexual exploitation, Female Genital Mutilation, and so called 'honour based' violence and forced marriage. The main aim of the legislation is to improve the public sector response in Wales to these issues and the role of Education features heavily within the new Act. Welsh Government Ministers are now able to make regulations requiring Local Authorities to report on how they are addressing Violence against Women, Domestic Abuse and Sexual Violence within schools and also to report any action taken within schools. One of the key mechanisms for delivery of the Act is the National Training Framework. The level of training required is dependent on a person's role. This has implications for all staff working in schools and the public and voluntary sector in Cardiff.

#### 4.1.7. Children Act 1989 & 2004

The Children Act allocates duties to local authorities, courts, parents, and other agencies in the United Kingdom, to ensure children are safeguarded and their welfare is promoted. It centres on the idea that children are best cared for within their own families; however, it also makes provisions for instances when parents and families do not co-operate with statutory bodies. The Act is now the basis for most official administration considered helpful to children, notably bringing all local government functions of children's welfare and education under the statutory authority of local Directors of Children's Services. Sections 17 and 47 in particular form the basis on which we protect children, and also outlines our duties to young carers and looked after children.

Section 17 of the Children Act 1989 states that it is the general duty of every local authority to safeguard and promote the welfare of children within their area who are in need; and so far as it is consistent with that duty, to promote the upbringing of such children by their families.

#### 4.1.8. Additional Learning Needs Act

The Additional Learning Needs Act aims to replace the Special Educational Needs Framework with a reformed system based on Additional Learning Needs (ALN). This Act makes provision for universal, statutory Individual Development Plans (IDPs) for all young people with ALN, bringing an end to the current distinction between school led interventions and local authority issued statements. This in turn will integrate the separate legislative arrangements that exist for pupils in schools and colleges. This seeks to improve collaboration between local authorities and health boards, establishing a fairer system with an emphasis on disagreement avoidance and dispute resolution.

Professionals/Practitioners in Cardiff Family Advice & Support would benefit from an understanding of the Act, how it is working in Cardiff and the functions of the Inclusion and Disability Services available.

## 4.2. Cardiff Family Advice and Support Delivery Partners

In addition to the services delivered by Cardiff Family Advice & Support, there are specialist teams within Cardiff providing services which will complement the work of Cardiff Family Advice & Support teams.

Practitioners underpinning knowledge will need to include the pathways into a wide variety of key local services, including (but not limited to) domestic abuse, mental health, substance misuse and parenting.

### 4.2.1. Dewis Cymru

Dewis Cymru is the place for online information about well-being in Wales. The website provides a range of information relating to services for children, young people and adults. In addition, Dewis Cymru contains a resource directory where details of local and national organisations and services are available. Within Dewis there is information regarding local registered childcare providers.

### 4.2.2. Cardiff and Vale Integrated Family Support Team

**Community Reinforcement and Family Training (CRAFT)** - is a skills-based program for people who live with or support a loved one with a drug or alcohol problem. The primary goals of CRAFT are:

- To improve the quality of life of the concerned significant others (CSO);
- To reduce substance use in the loved one, and
- To engage the loved one in treatment.

At the same time, CRAFT addresses their loved one's resistance to change. CRAFT teaches families behavioural and motivational strategies for interacting with their loved one. Participants learn, for example, the power of positive reinforcement for positive behaviour (and of withdrawing it for unwanted behaviour), and how to use positive communication skills to improve interactions and maximise their influence. Specifically, CRAFT teaches several skills, including:

- Understanding a loved one's triggers to use substances
- Positive communication strategies
- Positive reinforcement strategies – rewarding non-using behaviour
- Problem-solving
- Self-care
- Domestic violence precautions
- Getting a loved one to accept help

A systematic review and meta-analysis of four small, randomised controlled trials in the USA and Canada compared the efficacy of CRAFT to more traditional approaches. The CRAFT approach in working with CSOs significantly increased their loved one's engagement into treatment (67%) as compared to Alcoholics Anonymous or Narcotics Anonymous approaches (18%) (Four studies) and the Johnson Institute intervention (30%) (One study). All three approaches also resulted in some degree of improved functioning of the CSO within a six-month follow-up. The outcomes measured were depression, anger, family cohesion, relation happiness and family conflicts. CRAFT was effective independent of the substance involved and is also effective working with a range of CSOs including adults and adolescents, and spouses, partners, parents, siblings and family members.

#### 4.2.4. Cardiff Parenting Services

The aim of Cardiff Parenting Service is to enable parents to build on their parenting capacity, by providing the resources for parents to develop their parenting skills, parenting capacity confidence, understanding of the child/young person's behaviour and development, and their relationship with their child/ren. Parenting programmes are delivered by the Cardiff Parenting Services, and awareness training can be provided for other professional/practitioners so that there is consistency in the messages being given to parents, should questions regarding parenting arise during the delivery of other interventions. This knowledge could also support the appropriate referral of families to Parenting.

The Cardiff Parenting Service is newly established within the Council, and some of the interventions described below are active, while others are in development.

Programme	Description
<p><b>Gro Brain (active)</b></p>	<p>The Early Intervention Foundation has recently identified the importance of programmes which can address improved attachment security and improved child behavioural regulation.</p> <p>Gro Brain is run as a 5 week programme for expectant and new parents (with babies aged zero – 12 months), that explores the importance of the period from conception to the age of two when the vital foundations for lifelong health and wellbeing are laid. Parents are encouraged to continue with the good things they are already doing while being given insight into the role they have to play in a babies' brain development, enabling a strong motivation to make small significant changes to their parenting.</p> <p>The programme explores:</p> <ul style="list-style-type: none"> <li>• How the brain works</li> <li>• Brain development in the womb— including the effects of substance use and diet, health problems and domestic violence and practical strategies to help with managing stress</li> <li>• How parent's 'wire up' their baby's brain - helping the brain grow. Attachment and the 'thinking' and 'emotional' brain.</li> <li>• Emotional regulation—the stress hormone cortisol and the part parents play in helping babies to calm and de stress</li> </ul> <p>GroBrain is designed as 4-session programme; the 5<sup>th</sup> week provides opportunity for introduction to the course and includes baby massage.</p>
<p><b>The Family Links Parent Nurturing Programme (active)</b></p>	<p>The Parent Nurturing Programme is a 10-week programme that aims to help adults understand and manage feelings and behaviour and become more positive and nurturing in their relationships with children and each other. It encourages an approach to relationships that gives children and adults an emotionally healthy start for their lives and learning.</p> <p>American child psychologist Dr Stephen J Bavolek developed the Nurturing Programme in the 1970s. Bavolek researched dysfunctional and abusive family interactions; he identified four destructive parental behaviour patterns and developed the Nurturing Programme to counter these.</p>

	<p>The Nurturing Programme has been awarded the CANparent Quality Mark, which ensures that organisations running universal parenting classes are evidence based, monitored and evaluated to improve parent / child relationships and to make a positive difference.</p>
<p><b>Strengthening Families (active)</b></p>	<p>The Strengthening Families programme is designed for parents and their children aged between 10-14 years to attend together and is aimed at both universal and targeted levels of need. The programme goals are to:</p> <ul style="list-style-type: none"> <li>• Enhance protective factors and reduce risk factors through delivery of core themes specifically related to issues experienced by all families with 10 to 14 year olds;</li> <li>• Help families communicate and increase confidence in parenting skills;</li> <li>• Help youth in the transition period and provide them with skills to prevent peer pressure;</li> <li>• Help parents set boundaries.</li> </ul> <p>The success of the programme has been measured in a number of independent USA based RCTs, which indicated positive long-term outcomes including reduced substance use, aggression and hostility and improved school attendance and academics.</p>
<p><b>Psychology-led 1:1 Parenting (active)</b></p>	<p>The psychology-led 1:1 based parenting service is for parents who would benefit from a bespoke, enhanced level of support in the three key areas of:</p> <ul style="list-style-type: none"> <li>• building secure attachments</li> <li>• enhancing positive behaviours</li> <li>• promoting children’s development.</li> </ul> <p>Interventions are informed by psychology and are time limited to 6-10 weeks. The service makes use of counselling skills, solution focused approaches and motivational interviewing approaches to engage with families and apply psychological theory during our interventions to help parents make changes in the three key areas above. An intervention is formulated and supervised under the guidance of an Educational Psychologist and is carried out by highly skilled parenting practitioners.</p> <p>Attachment/Relational parenting interventions focus on:</p> <ul style="list-style-type: none"> <li>• Helping parents to understanding early brain development, the effects of toxic stress and the importance of a secure attachment to build wellbeing and resilience in children.</li> <li>• Building secure attachments through attuned, sensitive and mind-minded parenting.</li> <li>• Helping parents to regulate their children’s behaviour.</li> <li>• Helping children to recover from relational trauma or ACEs</li> </ul> <p>Behavioural parenting interventions focus on:</p> <ul style="list-style-type: none"> <li>• Understanding behaviour as communication.</li> <li>• Understanding the emotional source of problematic behaviours.</li> </ul>

	<ul style="list-style-type: none"> <li>• High levels of warmth and nurture alongside age appropriate behavioural management strategies.</li> <li>• Setting limits and problem solving.</li> <li>• Clear and consistent boundaries.</li> <li>• Promoting discipline alongside relational repair.</li> </ul> <p>Developmental parenting interventions focus on:</p> <ul style="list-style-type: none"> <li>• Helping parents to play, interact and support their child in line with the child's developmental stage (i.e., emotional, developmental and social age).</li> </ul>
<p><b>Triple P (in development)</b></p>	<p>The Cardiff IPC review lists Triple P (0-16) as an example of an evidence-based early help programme addressing these needs relating to families with younger children.</p> <p>Triple P Positive Parenting Programme is an evidence-based parenting programme which aims to give parents practical strategies to help them build healthy, strong relationships, confidently develop their child's behaviour and emotional regulation, and prevent problems developing. Interventions can be delivered in a group or on a 1:1 basis for parents of children up to 12 years or 12 to 16 years of age. The intervention delivered will depend on family need:</p> <ul style="list-style-type: none"> <li>• Group – five group sessions and home practice with support from a practitioner.</li> <li>• Standard Triple P – 10 individual sessions with a practitioner where parents set their own goals and work out the changes they would like to see in their child's behaviour.</li> </ul>
<p><b>Parents as Partners (in development)</b></p>	<p>Parents as Partners is a course to support couples or co-parents in strengthening their relationship with each other, so they more able to face life's ups and downs. Parents as Partners has proven results in helping:</p> <ul style="list-style-type: none"> <li>• Improve relationship and communication with co-parents</li> <li>• Strengthen family relationships and improve child's wellbeing and success</li> <li>• Manage the challenges and stress of family life</li> <li>• Reduce conflict in parental relationship</li> </ul> <p>Groups of couples attend 16 weekly two-hour sessions delivered by male and female co-practitioners. Each group meeting begins with an open-ended check-in, followed by an agenda that focuses on one of the five aspects of life in the risk-protective model of family functioning.</p> <ul style="list-style-type: none"> <li>• Parents' individual adaptation</li> <li>• Couple relationship quality</li> <li>• Relationship quality in parents' families of origin</li> <li>• Quality of parents' relationship with the child</li> <li>• Balance between life stressors and social supports</li> </ul> <p>A component of the programme is that it seeks to improve children's outcomes by improving the quality of inter-parental relationships. It has evidence of a short-term positive impact on child outcomes from at least one rigorous evaluation.</p>

<p><b>The Incredible Years (in development)</b></p>	<p>The Incredible Years is a series of interlocking, evidence-based programmes for parents, children, and teachers, supported by over 30 years of research. The goal is to prevent and treat young children's behaviour problems and promote their social, emotional, and academic competence.</p> <p>Parenting Programmes are delivered according to age: 0-12 months; 1-3 years; 3-6 years; and 6-12 years. Group sessions focus on strengthening parent-child interactions, nurturing relationships, reducing harsh discipline, and fostering parents' ability to promote children's social, emotional and language development.</p>
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#### 4.2.5. Families First Commissioned Services

<p><b>Programme and Provider</b></p>	<p><b>Description</b></p>
<p><b>Volunteer Based Family Support (Cardiff Home Start)</b></p>	<p>Home Start provide support via volunteer mentors to those in need. This lower level support is for families with new babies finding it difficult to cope, working closely with Health Visitors to agree referral arrangements.</p> <p>The service focuses on early intervention and working holistically with the whole family, supporting them to make choices and improve their ability to meet the needs of their children.</p> <p>During 2019/20 the links between this programme and our pan Cardiff Parenting programme will need to be strengthened to ensure that messages provided to service users are consistent, in line with Parenting Give It Time.</p>
<p><b>Family Well-being Service (Barnardos)</b></p>	<p>The Family Wellbeing Service delivers targeted evidence-based interventions for families and individuals within families, who need significant support in relation to their emotional and mental health and wellbeing. But are below the level of requiring the intervention of statutory services. Using systemic approaches the service supports children, young people and families to develop coping skills for tough emotional and stress related problems helping to build resilience and strengthen relationships improving family functioning.</p> <p>Delivered through one-to-one therapeutic interventions such as counselling, play therapy, family therapy and themed workshops addressing topics such as bereavement, trauma and loss, providing a robust 'core' offer and the flexibility to deliver truly bespoke intervention packages.</p> <p>The service provides intensive support for asylum seeker and refugee families and is accessible to families with disabled family members.</p> <p>Interventions are person centred and are subject to regular reviews and evaluations, measuring impact and effectiveness for service users. The service supports individuals into direct family work or workshop provision. Blending one-to-one and group work interventions to meet the specific needs of individuals and the family.</p>

	<p>The service is led by a systemic clinical lead and a team manager and offers triage and assessment and an initial 6 session programme is delivered and then reviewed for effectiveness, at the end of the sixth session an exit plan is developed ensuring a more holistic package of support with longer term improved, sustainable outcomes for families.</p>
<b>Youth Support Service (Cardiff Council)</b>	<p>The Youth Support service provides a coordinated process to deliver and broker interventions and support based on needs arising. The service is delivered by youth service within Cardiff Council. The approach is aligned to strategic pathways developed as part of the Youth Progression Framework. This service is underpinned by the use of the Vulnerability Assessment Profile (VAP) in schools for work with those under the age of 16 and with Careers Wales for those over 16. The project contains a number of elements</p>
<b>Curriculum For Life</b>	<p>When engaging with service users through the Make Your Mark Survey a curriculum for life has been identified as a key need by young people in Cardiff. Key areas identified have been emotional health and wellbeing, positive relationships, reducing risk taking behaviour and skills for living.</p> <p>The intention is to add value and enhance connectivity of services already delivered both by the council and the third sector. This is a rights based approach, which forms a significant part of the Cardiff's commitment to becoming a Child Friendly City.</p>
<b>Youth Mentoring (Pre 16)</b>	<p>Cardiff Youth Service team deliver this targeted work with young people aged 11-16 in Cardiff. Youth Mentors support those young people most at risk of becoming disengaged from education, identified through the VAP</p>
<b>Post 16 Youth Support )</b>	<p>This service includes both locality based support across the city, and the development of a city centre youth provision which will provide a one stop shop that will enable young people that present with a variety of needs identified by front line practitioners through the use of a Management Information Service.</p> <p>Issues identified by youth practitioners include Homelessness, substance misuse, sexual health, mental health and access to education, training and employment amongst others.</p>
<b>Healthy Relationships Project (YMCA Cardiff)</b>	<p>The Healthy Relationships project delivers, evidence-based interventions that enable young people to establish positive relationships and maintain good sexual health.</p> <p>The service;</p> <ul style="list-style-type: none"> <li>• Provides targeted 1-1 support and group sessions for young people at risk in relation to healthy relationships and rights and responsibilities regarding sexual behaviour including advice on sexual health, that follows best practice;</li> <li>• Provide training and advice to other professionals who work with young people, in schools and in the community, so that they are able to provide appropriate, quality support for young people, and to ensure that young people have access to best practice advice and information in relation to sexual health and behaviour;</li> </ul>



	<ul style="list-style-type: none"> <li>Collaborate with other professionals to ensure that young people have access to services that are appropriate to the nature and level of their needs.</li> </ul> <p>The service works closely with the Cardiff and Vale Public Health team delivering joint sessions in schools and youth settings where appropriate. There has been significant work done linking existing health projects such as Switched On to deliver joint Substance Misuse and Sexual Health sessions.</p>
<b>Youth Information Service (PromoCymru)</b>	The Youth Information Service provides electronic based information on service provision for young people in Cardiff via the young people's website, theSprout.co.uk. The Sprout provides information on services available through Families First provision and engages with young people in the co-production of accessible information.
<b>Family Mediation Service for Young People (Llamau)</b>	Supporting young people at risk of becoming homeless and those with issues with family relationships. The service supports those that are looking to be alternatively accommodated as well as supporting young people to return or remain at the family home if appropriate.
<b>Disability Team Around the Family</b>	<p>An information, advice and assessment service that identifies needs and provides families with a key worker to co-ordinate packages of care and identify services which may benefit families where disability is the main presenting issue. This team works in partnership with a range of services across the city. The service provides drop in support and coffee mornings for families looking for additional information whilst awaiting allocation to a key worker.</p> <p>Through the Disability Team Around the Family families can access a range of provision including specialist parenting programmes. This includes the Cygnet programme, a specialist parenting programme for parents of young people with ASD, and Parent Nurture Programme. These are offered on both a group and 1-1 basis.</p>
<b>Cathays Integrated Youth Service</b>	<b>Cathays Integrated Youth Service</b> offers a range of provision for young people with additional needs. This includes school holiday activities and support for young people to access training and volunteering opportunities. Provides thematic workshops along with daytime and weekend service placements and activities for learning disabled young people.
<b>Better than a Booklet</b>	A first point of contact service that supports families as they make contact with the Community Child Health services, to provide information and signposting, and a route into assessment if needs require further conversations.