
TURNING WALLS INTO WINDOWS

PRU Parent Advocacy Handbook

MAYOR OF LONDON

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**Greater London Authority
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CHANGING WALLS INTO WINDOWS

Introduction

Parent advocacy is an approach for Pupil Referral Units to use to provide a framework of support for parents, which in turn enables better outcomes for young people.

The handbook sets out the key lessons from the five Pathfinder projects, giving practical advice to assist other PRUs to set up parent advocacy work.

The Pathfinder projects took place in Barking and Dagenham, Ealing, Hillingdon, Lewisham and Sutton. The Pathfinders supported 68 parents. The work took place from January 2011 to March 2012 and the GLA provided each PRU with a grant of £22,000 to support the work.

The Pathfinders embraced the opportunity for action learning with the support of the project consultant Graham Robb and the additional input from the evaluators WCL¹, their joint learning and sharing forms the basis for the handbook.

The early development of this project arose from the London Councils Back on Track programme, which led and supported a wide range of improvement projects for PRUs in 2010 - 2011 and resulted in the establishing of the London PRU Network.

Years of criminological research, summarised in the Mayor's Time for Action policy, recognises the importance of engagement with education as a means to preventing youth crime, anti-social behaviour and violence. Improving school attendance, behaviour and attainment are important indicators when seeking to divert young people from a life of disadvantage or criminality.

The PRU Advocacy Pathfinder set out to develop knowledge and good practice:

- To empower and engage parents more effectively to be authoritative in supporting and challenging their children into, through and out of PRUs
- To empower and engage parents to be effective partners with staff in PRUs, schools and other agencies in addressing the needs of their children

Whilst the project was underway, the After the Riots² report highlighted the importance of improving outcomes for young people who are excluded from school, and the government's Taylor review of alternative provision³ emphasised the vulnerability of the families that PRUs are working with.

PRU parenting advocacy work can play a part in local service provision. It has the potential to be flexible and tailored to specific PRU needs as well as complementary to wider strategic plans.

¹ An Evaluation of the Greater London Authority's Parent Advocacy Project in Pupil Referral Units, White Consulting Limited and London Metropolitan University, March 2012 <http://www.tsip.co.uk>

² After the Riots, The final report of the Riots Communities and Victims Panel, March 2012 <http://riotspanel.independent.gov.uk/wp-content/uploads/2012/03/Riots-Panel-Final-Report1.pdf>

³ Taylor review of alternative provision, March 2012 <http://www.education.gov.uk/schools/pupilsupport/behaviour/a00204776/taylor-review-of-alternative-provision>

- Reducing the demand on services by ‘high cost’ families
- Catching the people in the middle who have had limited professional input but need a little bit of hand-holding
- Coordination by lead professional of multiple services working with families to engage with the wider service provision outside the PRU

The parent advocacy pilot has shown some positive results demonstrating effective engagement with parents and case studies where parents have found the parent advocacy has made a difference. The Handbook sets out the good practice lessons and provides practical assistance for replication of parent advocacy projects whilst recognising that further evaluation is required to evidence the impact, cost effectiveness and optimum delivery methods.

Case Study

Mother of a Year 10 boy ‘L’ joined a Triple P group and quickly began to make changes at home. She said she was becoming more consistent and resisting the unreasonable demands of her son who was often violent. L’s behaviour outside PRU has escalated and he is now supervised by the YOT. The Educational Psychologist is also involved in assessment of need. Mother continues to ask for the group support which the project offers as this helps her while her son goes through this very challenging time.

Summary

Education is of vital importance to enable young people reap the longer-term benefits of successful transition to the adult world moving into training and employment, positive relationships, parenthood and wider community responsibility.

However, if school and education are negative experiences the parent of a child entering a Pupil Referral Unit may feel that they have hit a wall. Exclusion can feel like rejection of the parent as much as of the pupil. While fear for the child's future can mix with anxiety engendered by perceptions of a PRU; the multiple overlapping issues can overwhelm some families.

But a parent's experience of a PRU can be very positive indeed – a child rediscovers success in learning, the parent is helped to help them achieve – and along the way finds help and support with some of the issues they face as parents.

The Pathfinder has demonstrated that the advocacy work with parents of children in PRUs has shown promise – walls can become windows.

Parent Advocacy in a PRU means that parents are able to:

- Know what to do to support their child's learning
- Work with the staff in the PRU and other agencies to resolve problems
- Know that staff and other parents provide a support network

So the child can refocus on learning to:

- Achieve better outcomes in attainment
- Attendance and behaviour measures improve
- Help successful reintegration or transition to further education/training

Parent advocacy delivery

Each of the PRUs adopted a range of strategies and tactics to engage parents and a variety of support techniques. To engage parents hands-on practical support was essential, as well as referral to other specialist agencies. On-going engagement is the essential core requirement of the parent advocacy activity.

The parent advocacy services were provided in different ways across the five Pathfinders using three methods; in house staff, external local authority staff, third sector, the advantages and disadvantages are considered in the WCL evaluation⁴. The Pathfinders supported 68 parents.

The Pathfinders utilised different approaches to parenting support within the context of wider underpinning theoretical approaches. The key issue is to develop reflective practice and understand what approach works best in each situation. The Pathfinders found that a mix of theories was used, for example motivational interviewing on 1:1 basis along with group sessions which modelled social

⁴ An Evaluation of the Greater London Authority's Parent Advocacy Project in Pupil Referral Units, White Consulting Limited and London Metropolitan University, March 2012 <http://www.tsip.co.uk>

learning. This multiple and flexible approach fitted well with the changing needs and demands of parents.

The qualitative data collected by the evaluation showed positive changes in self-reflection by parents and children plus positive aspects identified by PRU staff and greater inclusion of families through access to services and support networks.

Key lessons learnt from the PRU Parent Advocacy Pathfinder

The Parent Advocacy Pathfinder has enabled five PRUs to undertake a small scale programme working with parents to achieve better outcomes for their children.

The handbook brings together the learning from the project. It includes a working definition of parenting advocacy, commissioning options, culture and organisational considerations ([see the risk assessment](#)). In addition the varied approaches and activity undertaken has enabled the development of a robust template based on the theory of change to assist PRUs in developing future activity.

A full evaluation was undertaken which looked closely at process, delivery, data collection. The evaluation, based on the Project Oracle template, is Level 2: Promising. The Pathfinders have identified the practical requirements that need to be considered for the development of future projects.

Data collected during interviews and seminars showed some improvement in terms of self-reflection by the parents and children and positive changes observed by PRU staff and service deliverers. However, all five PRUs involved in this project found it difficult to engage parents.

From the experience of the Pathfinders there are a number of pre-conditions for the successful implementation of Parent Advocacy work within the PRU; leadership, objectives and ethos and a clear understanding of theoretical approaches to parenting support. See the checklist the “do’s and don’ts” of parent advocacy.

Case Study

Ms X, as a lone parent, provides a safe and stable home for her two sons but needed extra support for her son in Year 9 in the PRU. The first 1:1 interview was a chance to reflect on her experience of parenting, what works and what she might change. Weekly support meetings continued over some months. Her feedback now is that changes she has made as a parent at home had an impact in helping her son be successfully reintegrated back into mainstream school. She says it has also helped her eldest son get a college place.

The Do and Don't for developing Parent Advocacy in a Pupil Referral Unit

Do

1. Describe the 'universal' offer of support to parents in the PRU.
2. Set out clearly – and then test the logic of why the advocacy service you plan to provide will achieve the outcomes you want for pupils, parents, PRU and others (see template).
3. Define the specialist input for targeted parents needed – and set out for all staff how they can use language and take actions which supports the principles of the advocacy programme.
4. Use parent engagement approaches which are both sensitive to need and tenacious.
5. Get the balance right between 1:1 support and group support – in this way both confidentiality and group support is provided.
6. See this provision as a key intervention opportunity – almost an 'adapter' which helps other agencies be plugged in to supporting and challenging the family.

Don't

1. Make this an inflexible bolt-on service – but make sure it integrates with the induction processes, PRU routines and reintegration processes – and responds to the unique circumstances of each family.
2. Set up the service without a clear, straightforward monitoring and evaluation strategy.
3. Work in isolation from other locality parenting work (include statutory and voluntary)
4. Ignore the need for clarity about information sharing, programmes and thresholds for referral
5. Miss the chance for tackling issues such as sex education - empowering parents to support their children along with skills in managing family dynamics
6. Stereotype parents of pupils in PRUs – some are doing their very best and using the right sort of approaches – and some are not.

Defining Parent Advocacy

The five Pathfinders developed different approaches to parent advocacy including a range of styles for commissioning and delivery. These decisions were based on specific parameters unique to each of the PRUs in terms on in-house staffing and expertise and availability of local service providers.

Each PRU developed different target cohorts, varied methods of recruitment, their own range of support and the numbers of parents engaged with varied (see [appendix 2](#)). Despite these differences, there are many shared features to help define parent advocacy.

Purpose

- Enabling parents to get their voice heard
- Empowering parents – with skills, knowledge and understanding
- Offering way for repair of harm/rebuilding of confidence
- Building relationships between PRU and parents based on support and assertive challenge
- Timely support for parents

Practices

- Modelling behaviours/approaches
- Mentoring/coaching of behaviours/approaches
- Enabling the pupil to hear the parent voice
- Using language and style which builds trust and can also challenge/support

Activities

- Providing practical support – so that trust builds for pupil focused work
- Communicating parent views, needs and hopes to both PRU and other services working with the parents or pupils
- Challenging parents and services including PRUs (consider the ‘placement’ of the advocacy services in relation to the PRU)

Organisational

- Having a culture which is ‘ready for advocacy’ – ethos, leadership and management
- Being clear on the limits of advocacy work and the referral threshold at which parent needs are met by better access to another service
- Training staff in advocacy approaches

Advocacy focus is the overlap between

- What the parent wants for their children
- What the schools, LA and service delivery partners want for the pupils
- How the PRU functions – (e.g. is it a short stay or longer placement)

Pathfinder learning: Modelling behaviour to parents

It’s about treating parents as equals – ‘we’re all on the same team’. Parent’s feedback is that so far they’ve been told off. Parents need to be seen as part of the solution, not part of the problem.

Implementing Parent Advocacy

Critical Operational Factors

Four key issues for implementing Parent Advocacy in PRUs were identified through the Pathfinders evaluation report; leadership, objectives and ethos all within the context of style and approach to parenting support.

Although the risk factors identified are specific to this project they do repeat the findings from the London Councils Back on Track programme, this identified issues of culture and ethos as central to PRU development and delivery style.

In addition the PRUs considered the lessons learnt from the wider development of parenting support and how to reflect [on theoretical framework](#) to understand delivery alongside approaches to [parent engagement](#).

The PRU Pathfinders identified service delivery, training and data collections as the main areas of additional activity needed to deliver the PRU Advocacy. The allocation of resources across the Pathfinders was 75% project delivery; 20% training; 5% materials.



Leadership

Resource Assessment – A PRU needs to decide if it is in a position to commission parent advocacy work and what model of service they wish to implement, e.g. counselling, family group, Triple P and Bridging the Gap. A PRU needs a robust infrastructure, including substantial safeguarding, workforce and links with other agencies to assure there is not duplication of service for parents. This will also link to defining the target cohort and defining the objectives in the [logic chain](#).

Training – PRU staff need skills and training to work with parents in group and individual sessions, ensuring both specialist staff and all staff understand what is being done. Before implementation, a PRU needs to be clear about who will be delivering the work i.e. in-house/externally, and the number of parents and children that can realistically be involved and supported effectively. For more extensive

interventions such as counselling, there are issues surrounding supervision of staff and adequate training, which needs to be satisfied prior to implementation.

Ethos

Communication –The PRU cannot deliver parent advocacy alone. Communication both informal and formal is likely to increase and includes a wide range of communication inside and outside the PRU with parents, staff, partners and wider agencies. This has implications for staff time, additional meetings with partners and parents; suitable room space for 1:1 work and group work – including refreshment facilities, plus phone and travel costs for the very significant amount of home contact required.

Problem solving – Additional management and supervision time by senior staff is needed to support the delivery staff and processes, as well as ensuring a whole team approach to parent advocacy across the PRU.

Objectives

Target Cohort – PRUs need to identify a selection process for parents; for example if they are the most hard-to-reach, or from the concept of the ‘middle group’ who naturally received less previous interventions because their cases have not been a priority. An issue for Pathfinders, for example Ealing and Sutton, has been how to satisfy a ‘good endings’ strategy, to mitigate overdependence on the service by aiming for the parents to be confident enough to depend on themselves.

Data systems – PRUs need to be able to monitor and evaluate parent advocacy services through robust data systems that preferably are in line with LA and local school data practice. Resources are needed for data system design, data collection and analysis; it may be possible to share these costs.

Pathfinder Learning: Managing the work

Parents roll on/off programmes – engagement could be for a day or for a year depending on how complicated the issues are and the needs of the family. Issues revealed have often been more complex than originally thought. Group work builds a friendship group between parents and working together helps to build sustainable networks of support. But plan to sustain or manage the loss of momentum during the summer holidays.

Outcomes

Clearly defining the outcomes anticipated for the work is essential. Each Pathfinder set a number of outcomes for both pupils and parents (listed in [appendix 4](#)). Whilst some outcomes were unique to each PRU there were a number of similar measures:

- Pupil achievement: behaviour, attendance, attitude
- Parents: support and challenge, confidence, support with other agencies
- PRU: effective support from parents for pupil learning
- Progression: successful readmission to other schools or stable placement in the PRU then onward progression to post 16 opportunities

Data to support evidence of outcomes is equally essential and the evaluation of the five Pathfinders indicates that there is a need to establish clear data for this type of activity and build an evidence base to demonstrate the impact and value for this approach. The data available across the PRUs on the young people focused on attainment, attendance, behaviour and attitude. However, this was not directly comparable between the PRUs.

Monitoring changing parent attitudes and skills should be tracked. The STAR outcomes model which covers eight areas of parenting that are essential to enabling children to thrive was successfully used by four of the PRUs.

STAR model⁵ – the eight measures of parenting:

1. Promoting good health
2. Meeting emotional needs
3. Keeping your child safe
4. Social networks
5. Supporting learning
6. Setting boundaries
7. Keeping a family routine
8. Providing home and money

These eight measures map a journey of change by parents as a self-reflection of their situation, rating from 1-2 (stuck), to 9-10 (effective parenting)

Alternative methods for consistently capturing this data are available or alternatively a bespoke model could be developed to gather qualitative information from parents. However, further evidence is required to develop further understanding of what works and why in parent advocacy activity.

Pathfinder learning: advocacy, engagement and empowerment

Parent Advocacy has to support and challenge, enable and empower, mentor, build communication, trust and develop a sense of team. Pupils gain from the parent advocacy because “someone else knows about the problems the family face and are trying to help”.

⁵ www.outcomesstar.org.uk

Building a logic model and evidence base

Whilst there has been substantial evaluation of parenting education and support there is far less evidence available for parent advocacy activity and specifically in a PRU setting. Any investment of resource must demonstrate effectiveness in achieving outcomes.

The design of the PRU Parent Advocacy project was built round the principles of the GLA's Project Oracle⁶. Oracle provides an evaluation standard and framework for programme providers to follow; helping to determine which methods should be used for each programme and identifies what can be considered as robust evidence for an evaluation. The table below illustrates how the PRU Parent Advocacy project measures up against these levels for evaluation.

Project Oracle – Levels for evaluation achieved by the PRU Advocacy project

Level	Pathfinder
Level 1 - Good Intentions	The Pathfinder developed a Logic Model/Theory of Change
Level 2 - Promising	The Pathfinder has external evaluation completed but evidence is on small numbers over a short-timescale and needs to be replicated
Level 3 - Effective	The Pathfinder handbook contributes to wards replication of parent advocacy projects
Level 4 - Model Development	Further work needed to establish most effective model/s
Level 5 - System Ready	Further work needed to be ready for wider dissemination/scalability

The Logic Model

The development of the logic model was critical to help crystallise the thinking of exactly why each PRU would take its particular approach to advocacy work. The template below sets out the themes for the logic model – with prompt questions for PRUs thinking about implementing Parent Advocacy to clarify what they will do, what is expected to happen and underpin this with an explanation for this – theory of change.

A theory of change means logically describing the links between the rationale for intervention (what is the problem which you are trying to address), the objectives, the interventions, the outcomes, and the impacts. In other words this means being explicit on how and why a strategy or programme or project might be expected to cause the desired effect.

The logic model sets out the sequence of actions that describe what the programme is and what it will do and anticipated outcomes. The template below sets out prompt question to develop a logic model.

⁶ <http://www.london.gov.uk/project-oracle/what-project-oracle-about>

Template for the logic model

Logic Chain	Prompt Questions
What are the characteristics of the area the PRU serves?	What are the local factors: local area, transport, relative size, population, the deprivation factors, link to partner schools and local authority?
What is the purpose of the PRU?	Describe the type of organisation (e.g. short-stay), respite, long term
What are the drivers to improve parenting work?	Are there any relevant OfSTED judgements, SEF issues, School Improvement Plan, safeguarding priorities to inform parent advocacy work?
What is the name of project/intervention?	The project should be given a name, as it makes it easier to identify, e.g. Family Conferencing
Is this a new development or fit to existing work?	How does parent advocacy in the PRU link to other local parent support work?
What will the work achieve?	100 word summary what the work aims to achieve
What are the specific bare necessities for the programme to achieve the outcomes?	<ul style="list-style-type: none"> a) Specific staff –recruit and/or train (qualifications /skills) b) Specific processes e.g. training, management information development c) Specific funding available d) Data monitoring and evaluation systems
What is the long-term vision for success, why are you doing this?	How will it fit into the PRU business plan, long term School Improvement Plan or LA Parenting strategy?
Which parents will be the focus of the targeted work?	<p>How many parents? All parents or selected?</p> <p>What are their needs as you identify them? On arrival or after a period of settling?</p>
What are the desired project outcomes (no more than 5)?	<p>For Pupils – attainment, behaviour, attendance, other outcomes</p> <p>For Parents – measurable changes in skills/engagement, other outcomes</p>

Parent Engagement

The Pathfinders found some significant barriers to both recruitment and sustaining engagement of parents. The key messages from the Pathfinders about successful parent engagement include:

Think about the specific needs of parents of children in the PRU

- Reassurance / affirmation about their role as parent
- Stress the hope which better parent engagement can bring
- Flexible support to take account of all the varied and complex problems facing some families

Think what the PRU advocacy is offering:

- A safe and sometimes confidential, place to hear the voice of parents
- A point of contact to help navigate complicated systems of schools and other services
- A network of support from other parents

Parent engagement is an approach and the engagement can be for one conversation, or longer engagement. The table sets out some of the challenges and the tactics developed by the Pathfinders to overcome the obstacles. This is followed by a timeline for parent communication and engagement starting from first contact through to the wider impact on the PRU.

The right skills for parent engagement

Advocacy facilitator skills	Problems encountered	Success achieved
<p>Recognising strengths and weaknesses</p> <p>Understanding own knowledge base and referencing as appropriate</p> <p>Help focus on outcomes for families</p> <p>Empathy, persistence, (dripping tap – never giving up), flexibility</p> <p>Counselling experience</p> <p>Empathy</p> <p>Listening</p> <p>Being able to have difficult conversations and challenge parents</p> <p>Be able to set boundaries</p> <p>Good local knowledge, flexibility in rapport, Resilience and keeping them engaged, flexible</p> <p>Added value for other services (short breaks, funded activity, referral to young carers projects, two parents attended pamper day)</p> <p>Helping parents communicate as part of other procedures – health, justice, housing</p> <p>Non-judgemental attitude ensures parents are truthful and honest with both the project and themselves</p>	<p>Some disaffected parents very skilled at avoiding support</p> <p>Many parents work and have difficulty coming in to the centre</p> <p>Parents that work</p> <p>Alienated by too much multi-agency input</p> <p>Domestic violence and other family secrets</p> <p>Language / cultural barriers</p> <p>Stigma of PRU</p> <p>Needs more time allocated for complex cases</p> <p>Sharing knowledge and skills with PRU staff</p> <p>Issues around evaluation collecting the right data</p> <p>Sustainability</p>	<p>Dripping tap – phone calls, home visits; never giving up</p> <p>Developing evening groups (flexibility)</p> <p>Initial interviewing of all parents encourages engagement from the outset – one to one may build to group work</p> <p>Parent education session – well attended and good feedback</p> <p>Staff empowered to make decisions and be creative</p> <p>We are good at building non-judgemental relationship over time</p> <p>Joined-up approach both with strategy at PRU and external strategy / agencies</p> <p>Strong support and supervision structure</p> <p>Two exclusions overturned</p> <p>Meeting individual needs on a case by case basis</p> <p>Flexible approach that works</p> <p>Parents engaged</p> <p>Signposting and referring appropriately</p> <p>Conciliation training 85% engaged</p> <p>Publicity leaflet and advertising</p>

On-going parental engagement

First contact

- First questionnaire in initial assessment asks what parents feel the child and the parent needs.
- The parents often know what they need but not how/where to get it.
- After having the initial conversation parents feel much more confident about the whole experience.

On programme

- You should not assume that longer engagement means most effective engagement – you need to see effects on a case by case basis.
- Parents feel like they are listened to not being ‘told off’. Their relationship with the support worker and the first conversation is critical.
- Need to aim for the ‘middle group’ rather than the lowest that already have several interventions helping them. This can be judged on how many interventions they already have and personal judgement through just chatting in the initial assessment.
- What to do if a parent becomes menacing – this is a risk for a sole worker so take prevention steps.
- There is a constant need to review progress and changes and advice given, implementing strategies at home and whether they are working or not.
- Develop a personal exit plan with a view to the end point from the beginning of the engagement.

Wider benefits

- PRU can become the middle of the web of interventions forming connections between all other agencies, sharing knowledge and information; a wider parenting centre. Child can attend meeting with other agencies (e.g. YOT/YOS) on site. The family has less opportunity to ‘run rings’ around staff so we can enable compliance.
- Just one conversation can completely change parents’ interaction and perception with staff
- There is a change in staff (tutors) attitudes - everything is ‘calmer’, confrontational aspects are broken down, the whole situation is more relaxed.

Managing the Risks

PRU leaders will need to be clear about the wide range of risks before starting implementation. The table sets out the core risks the Pathfinders experienced and some of the steps to mitigate against the risks and deliver a successful project.

Risk	Mitigating the risk	Lessons Learned
PRU and partners do not have the capacity to establish or sustain the programme	Complete a thorough Logic Model and 'readiness' analysis before starting.	Assess the PRU thoroughly for 'readiness', resources (including analytic/data capacity) and the absolute necessities for programme success.
Change to Leadership and/or Governance	Ensure the programme is aligned with core PRU priorities and gather evidence of improved outcomes.	Importance of maintaining effective leadership of the project at the right level and consistently.
Is it 'Advocacy'?	Be absolutely clear about the definition of advocacy.	The key method of working with parents are 1:1 and group meetings Be clear what the <u>advocacy</u> element of these meetings involves.
Staff recruitment and retention for advocacy work	Ensure clarity on specific skill set and deployment for staff. Ensure strong culture of support and supervision. Integrate within PRU/Partner CPD strategy.	Be clear about the skill set of parent workers. Access to relevant accredited training can be developed by collaboration with other agencies to provide a bigger resource.
Change in PRU Function	Ensure that a communications strategy, including using parent views and outcome measures, is available to inform new function.	Make sure it is clear what the additional benefit the parent advocacy work brings to the PRU and to partners – outcomes and value for money measures.
High no-show and drop out rate by parents.	Adopt a very tenacious engagement strategy – and also the criteria for ceasing to attempt to engage. A holistic organisational approach supports this.	Parent engagement is hard to secure; it requires sensitivity, flexibility and above all persistence. Need to capture the family journey into which this work fits - years of agency engagement which may have confused, duplicated, or ignored key family needs

Risk	Mitigating the risk	Lessons Learned
Data capture and analysis is not rigorous enough to give evidence of impact	Ensure that the preparation phase drives development of data systems (qualitative as well as quantitative) – and that resource for analysis is available.	PRUs which have built data and analysis are best placed to sustain the lessons from the Pathfinder. This is vital in the wider context of individual pupil record/ achievement/ case records.
Ending the support	Needs to be discussion about endings. At school there either is not an ending or there is a bad ending. Need a few weeks to prepare for reintegration - the fact is there will not be as much contact/set boundaries between PRU facilitator and parent.	Needs to be planned for and part of the conversation from the beginning

PRU Parent Advocacy supports strategic priorities

Parent advocacy work needs to sit within the wider priorities for local services delivery and national policy priorities. This will include clearly identifying the target cohort and how it supports or compliments local priorities. The Pathfinder PRUs designed their service and set up data systems to monitor and evaluate based on various internal and external drivers – these will change locally and nationally over-time but currently include:

- PRU Improvement Plan or Partners Plans (School, LA)
- Commissioners’ expectations of what PRUs should be for
- OfSTED framework for the inspection of schools as by their nature PRUs are supporting pupils and groups at most risk of underachieving
- Local Troubled Families strategies
- Experience of use of the CAF or other multi agency processes

Locally PRUs will be engaging with a range of partnership structures and processes relating to education, fair access procedures, behaviour and SEN support, headteacher and schools forums. Within all of this support for parents and families will be cross-cutting issue. The role of the PRU is to have a clear role in relation to families and links to the wider networks of support using formal and informal referral routes as appropriate.

Appendix 1

Pathfinders planned activity

The activities in the five Pathfinders were based on their own analysis of need, programme design and PRU culture. What follows is the start up plan for each Pathfinder – changes in local services during the Pathfinder work changed some of the original plans.

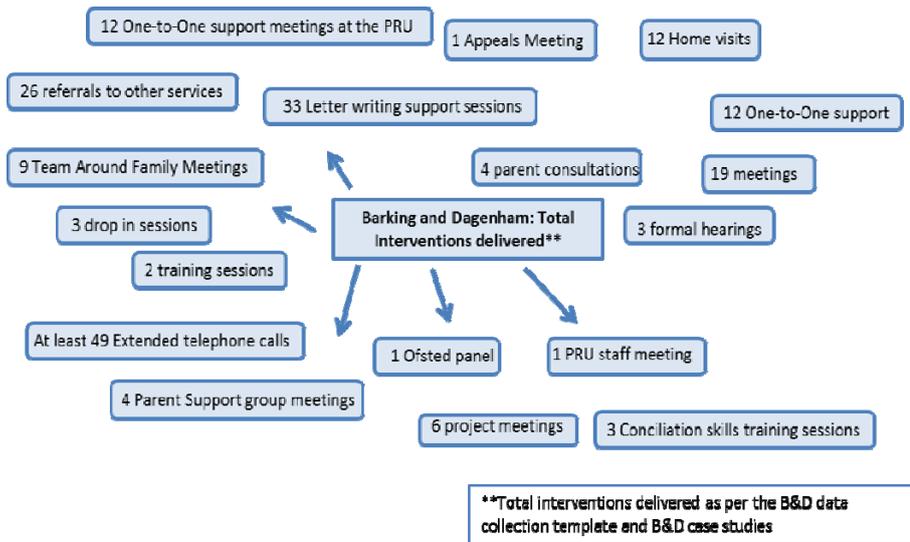
PRU	Resources	The Advocacy Process
Barking and Dagenham	12 hrs per week term time provided by Parent Support Officer from Carers of Barking and Dagenham. Supervision by LA Supported 21 Parents	Local third sector agency providing 1:1 and group support including materials and events. Attendance at exclusion panels. Mentoring support
Ealing	2 days per week by Learning Mentor. Learning Mentor training. Supervision model within PRU. Supported 16 parents	1:1 interview on entry to the PRU and for support. Some extensive continuing interview support with counselling model. Engagement in group sessions. Skills and knowledge development
Hillingdon	LA parenting service engagement with PRU and LA services Supported 9 parents	1:1 and Group sessions Using Triple P Parent Handbook Training of PRU staff
Lewisham	Lead Learning Mentor with Family Support Officer to screen select and work with target group with low attendance. Support from GLMs to link to Team around Child meetings. Supported 10 parents	Selection process as part of admission 1:1 work on entry supported by home visits from Family support Sign-posting to external agencies
Sutton	2 workers plus parent outreach Development of Parenting programme Supported 12 parents	Resource added to existing weekly family support meetings Use of Restorative Approaches with this group for all problem solving Family Group conferencing

Appendix 2

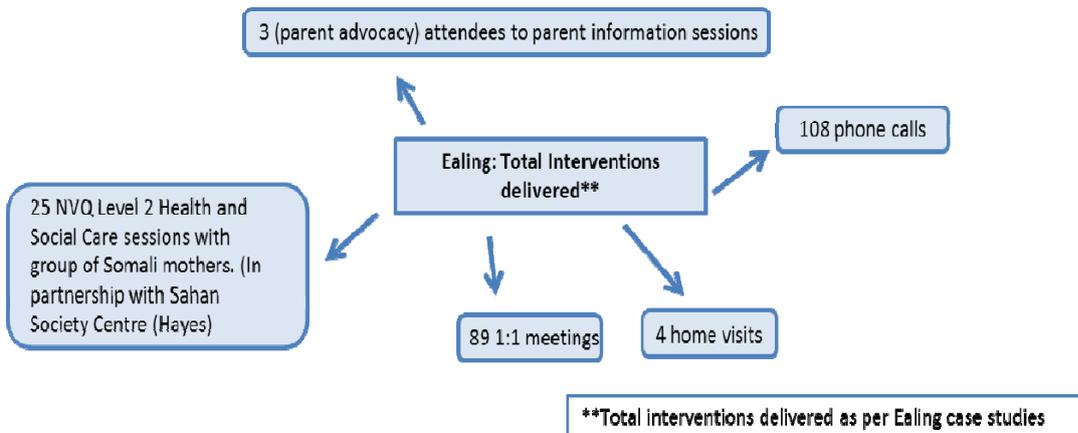
Pathfinder delivery activity

The diagrams below show the range of activity undertaken by each of the PRUs. Further detail about the Pathfinder activity is in the WCL evaluation.

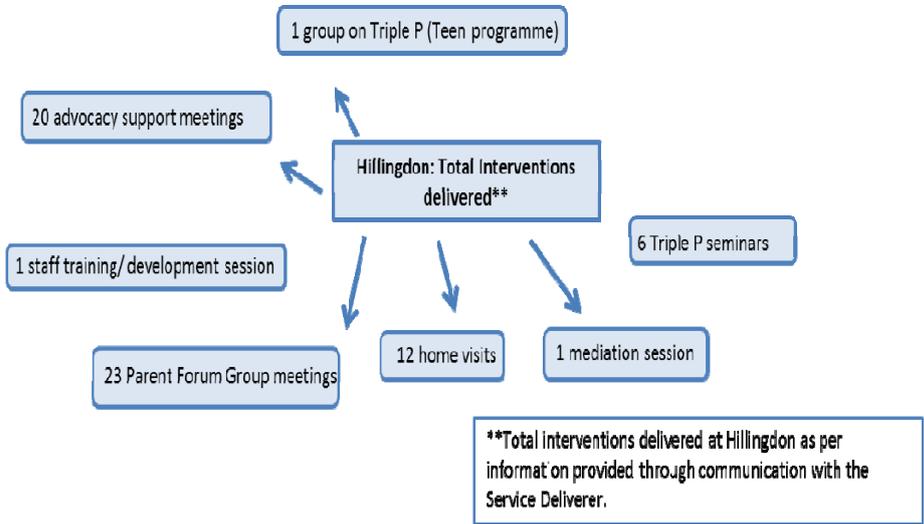
Barking and Dagenham – 21 parents engaged



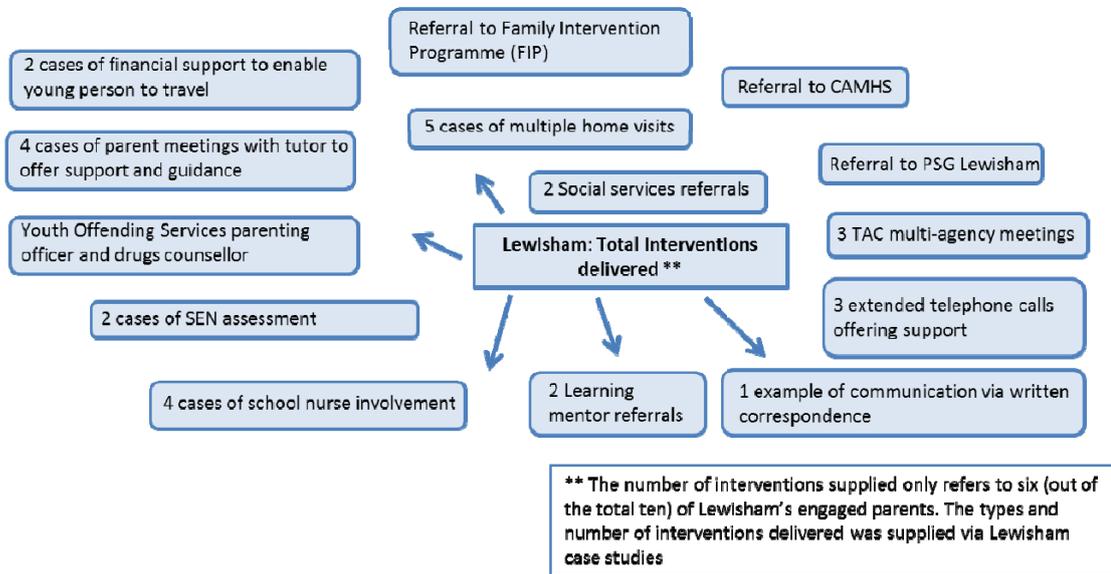
Ealing – 16 parents engaged



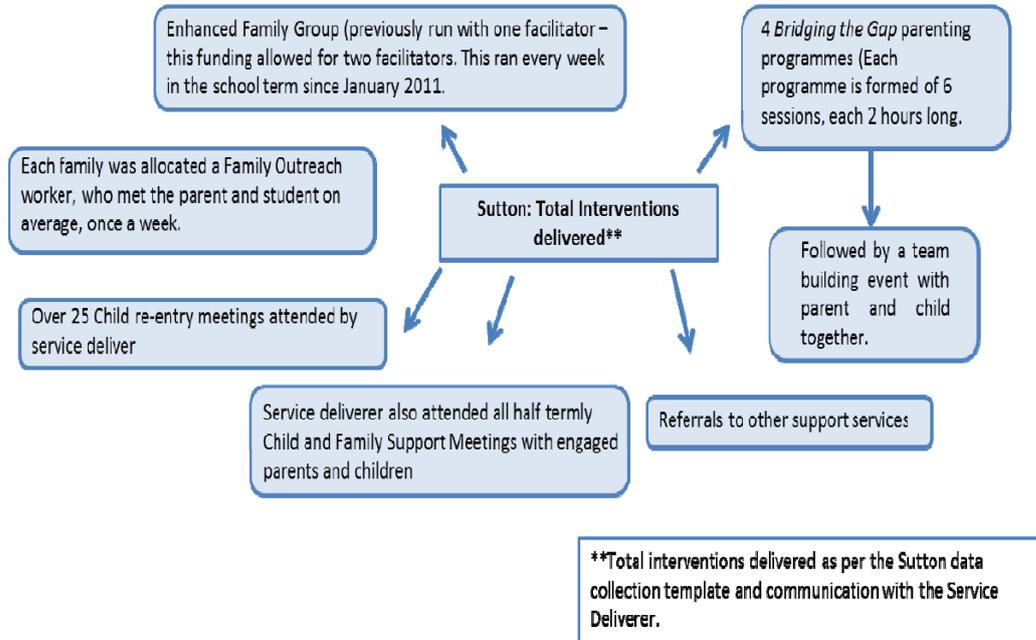
Hillingdon – 9 parents engaged



Lewisham – 10 parents engaged



Sutton – 12 parents engaged



Appendix 3

Eight Critical Features of Parent Engagement

1. Recruitment and retention of high quality staff
 - Range of experience and backgrounds
2. Key worker model
 - Vital for ensuring engagement and trust
 - Family feel responsible to the worker
3. Small case loads
 - Builds trust and rapport
 - Available when families need them
 - Uncover deeply rooted problems
 - Supervise and coach
 - Persistent and tenacious – families/agencies
4. Whole family approach
 - Get to root of problem
 - Necessary to change mindset/lifestyle
 - Prevent regressive influence
5. Stay involved as long as necessary
 - Can take long term approach
 - Essential for deeply entrenched issues
6. Use of sanctions with support
 - Encourages families to agree to work with FIP
 - Helps families realise the need for change
7. Scope to use resources creatively
 - Buy in services and goods
 - Work in a flexible and holistic way
8. Effective multi-agency relationships
 - Families get services and interventions needed
 - Consistent message
 - Reduces opportunity for families to 'play agencies off against each other'
 - Enables FIPs to get to the root of family's problems

Taken from a presentation by Gill Strachen, WCL, to the PRU Advocay Pathfinders

Appendix 4

Pathfinder parent and pupil outcome measures

Barking and Dagenham

Parents outcome measures	Pupils outcome measures
Increase in positive parent interaction with Tuition Unit staff	Measured improvement in successful reintegration into mainstream education
Increase in parents confidence in effective engagement with other agencies	Improvements in core measures – attendance, attainment , behaviour
Increase in take up by this parent group of wider parenting support courses	

Ealing

Parents outcome measures	Pupils outcome measures
Parents appropriately representing the needs of their child following traumatic experience e.g. exclusion and be able to consider their role in relation to the experiences of their child	Pupils feel supported and better represented by their parent
Parents are able to self reflect and consider how their own life experience impacts on their child	Improved attainment and self expectation
To be educated in areas that might affect their child, family and community e.g. substance misuse, youth crime Sign posting parents to 'self help' through community groups, health etc	Improved relationships between pupils and parents

Hillingdon

Parents outcome measures	Pupils outcome measures
Increased/improved ability to manage children's behaviour	Improved behaviour and attendance at PRU
Improved communication skills	Successful re-integration to mainstream
Improved access to support network and sources of enabling support	Reduction in risky behaviours

Lewisham

Parents outcome measures	Pupils outcome measures
An increase compared to previous data of target parent engagement in specific activities e.g. learning review days, attendance and engagement in agency meetings.	For pupils with previously poor attendance and behaviour records on entry : improvement as a result of the parenting work
Compared to previous data, a decrease in targeted parents acting in ways which do not support learning outcomes of the pupils.	Compared to previous cohorts pupils of targeted parents show greater engagement with studies and post 16 pathways.

Sutton

Parents outcome measures	Pupils outcome measures
Hard to reach families have engaged with services offered.	Reduced fixed term exclusions.
To strengthen parenting knowledge and skills.	School attendance to be maintained at an acceptable level or improved.
Prior unidentified need/s of whole family being met.	To reduce risk of homelessness of young people.

Appendix 5

Summary of the main theories underpinning parent support actions:

Social learning theory

The fundamental tenet of social learning theory is that moment-to-moment exchanges between parent and child are crucial. If parents model antisocial and aggressive behaviour, their children learn it, too; similarly, family processes may spring "reinforcement traps". Social Learning Theory has described principles for directly changing parenting behaviour.

Attachment theory

Developed by John Bowlby and elaborated by Mary Ainsworth, attachment theory focuses on the nature, significance and function of a child's tie to his or her parent – more precisely on how the parent protects the child against harm and provides a secure base for exploration. Attachment-based interventions have been developed for a range of clinical problems.

Systems theory

In a child mental health context, systems theory refers to all of the social systems that affect a child, such as school and neighbourhood – and also to the entanglements of family life which are routinely addressed by family therapy. Example products include Functional Family Therapy and Multisystemic Therapy.

Cognitive factors and attribution theory

Cognitive factors and attribution theory attempts to represent in a systematic way the interplay between parents' thoughts and feelings and the success or otherwise of parent training programs, and, within that framework, to provide a set of organizing principles to arm practitioners in their efforts to overcome blocks to change.

Motivational interviewing

Motivational interviewing is a client-centered, directive strategy for enhancing intrinsic motivation to change. Unlike Social Learning Theory, it does not attempt to impose change through praise or sanctions; rather it represents the view that change will not happen unless a new course of action is acknowledged to be in the person's inherent interest. It was developed as a result of exploring and resolving the ambivalence of alcohol and substance abusing clients.

Stephen Scott Professor of Child Health and Behaviour and Consultant Child and Adolescent Psychiatrist at the Maudsley Hospital/Institute of Psychiatry in London

<http://preventionaction.org/what-works/what-do-when-parent-training-doesn-t-work/5190>

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Chinese

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Hindi

यदि आप इस दस्तावेज की प्रति अपनी
भाषा में चाहते हैं, तो कृपया निम्नलिखित
नंबर पर फोन करें अथवा नीचे दिये गये
पते पर संपर्क करें

Vietnamese

Nếu bạn muốn có văn bản tài liệu
này bằng ngôn ngữ của mình, hãy
liên hệ theo số điện thoại hoặc địa
chỉ dưới đây.

Bengali

আপনি যদি আপনার ভাষায় এই দলিলের প্রতিলিপি
(কপি) চান, তা হলে নিচের ফোন নম্বরে
বা ঠিকানায় অনুগ্রহ করে যোগাযোগ করুন।

Greek

Αν θέλετε να αποκτήσετε αντίγραφο του παρόντος
εγγράφου στη δική σας γλώσσα, παρακαλείστε να
επικοινωνήσετε τηλεφωνικά στον αριθμό αυτό ή ταχυ-
δρομικά στην παρακάτω διεύθυνση.

Urdu

اگر آپ اس دستاویز کی نقل اپنی زبان میں
چاہتے ہیں، تو براہ کرم نیچے دئے گئے نمبر
پر فون کریں یا دیئے گئے پتے پر رابطہ کریں

Turkish

Bu belgenin kendi dilinizde
hazırlanmış bir nüshasını
edinmek için, lütfen aşağıdaki
telefon numarasını arayınız
veya adrese başvurunuz.

Arabic

إذا أردت نسخة من هذه الوثيقة بلغتك، يرجى
الاتصال برقم الهاتف أو مراسلة العنوان
أدناه

Punjabi

ਜੇ ਤੁਹਾਨੂੰ ਇਸ ਦਸਤਾਵੇਜ਼ ਦੀ ਕਾਪੀ ਤੁਹਾਡੀ ਆਪਣੀ ਭਾਸ਼ਾ
ਵਿਚ ਚਾਹੀਦੀ ਹੈ, ਤਾਂ ਹੇਠ ਲਿਖੇ ਨੰਬਰ 'ਤੇ ਫ਼ੋਨ ਕਰੋ ਜਾਂ ਹੇਠ
ਲਿਖੇ ਪਤੇ 'ਤੇ ਰਾਬਤਾ ਕਰੋ:

Gujarati

જો તમને આ દસ્તાવેજની નકલ તમારી ભાષામાં
જોઈતી હોય તો, કૃપા કરી આપેલ નંબર ઉપર
ફોન કરો અથવા નીચેના સરનામે સંપર્ક સાધો.

