



2 WORK WITH PARENTS AND CARERS

“The role that parents and carers play in raising the next generation of Scots is central to everything that we want to achieve for our families, our communities and our country.”

National Parenting Strategy: Making a positive difference to children and young people through parenting

Parents are the child’s primary carer, educator and role model. Voluntary sector agencies have been central to the development of the National Parenting Strategy. Of course no two families are the same and some families may need additional levels of support. The voluntary sector has long been able to build bridges between home and school and other statutory services; restoring and repairing relationships so that the needs of the child come into focus.

“Successful home/school partnership working depends on the development of mutual trust and respect between school and parents. Schools need to use the skills, knowledge and experiences that all parents and all staff bring to the school to support children’s learning”.

Parents as Partners in their Children’s Learning Toolkit

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PEN PICTURE: Early Years Scotland

Early Years Scotland is the principal national organisation dedicated to the early years of children's lives, from pre-birth to five years. We are tackling the attainment gap by providing direct support for 4,000 children through our brand of family-focused Early Learning and Childcare.

Our range of *Stay, Play and Learn* services offer a two generational, play-based approach where qualified practitioners encourage and engage with young children and their parents and carers by strengthening and improving confidence, attachments, engagement, connection and nurture, thus improving home-learning environments and attainment. Our qualified early years professional staff offer these very popular services within a variety of local community settings including schools, community and church halls, nurseries, family homes and in prisons.

Our 2 *Stay, Play and Learn* sessions provide eligible two-year olds and their families the opportunity to access a unique model of provision, where instead of dropping their children off at nursery, the parents stay, play and learn too! This model of Early Learning and Childcare supports parents to be fully involved and engaged in their children's learning from the start. It also offers them an option to participate in additional personal learning and development as appropriate.

Our *P1 Stay, Play and Learn* offers parents the opportunity to attend shared play and learning experiences to support their child before, when starting and during Primary 1, delivering informal play-based experiences with children and their parents within the primary school environment. This provides parents with the opportunity to develop an understanding of the importance of play in learning and development and to enjoy quality time with their child in a relaxed, informal and familiar environment. *P1 Stay, Play and Learn* assists in making the transition to primary school an enjoyable, positive and progressive experience for all.

The central aim of the *0-5 Stay, Play and Learn* service is to provide shared play and learning opportunities for small groups of families with young children from birth to five in local community settings. Once a suitable venue has been identified, the one-and-a-half hour sessions run once or twice per week.

Our *Prison Stay, Play and Learn* service is delivered in partnership with the Scottish Prison Service in six prisons. It supports young children affected by parental imprisonment. We recognise that the breakdown of family relationships when a parent is in prison can lead to a higher risk of re-offending. Families are provided with opportunities to improve attachments, play and interactions so that relationships are more likely to stay strong, leading to more positive outcomes for the children. In addition, the *Fathers' Programme* involves working with prisoners to increase their knowledge and understanding of the importance of play, healthy living, positive behaviour management, communications, early literacy, child development and brain development. Within the *Fathers' Programme*, prisoners also have the opportunity to engage in practical play experiences, building their knowledge and confidence when later playing with their child at the family visit time.



PEN PICTURE: One Parent Families Scotland

One Parent Families Scotland (OPFS) is Scotland's national organisation working with and on behalf of one-parent families. We are acutely aware of the needs of one parent families in an ever-changing environment, both in terms of practical services and, importantly, in terms of being able to access those services.

The principles of GIRFEC and Curriculum for Excellence are embedded in all our activities. Engagement is with families – parents and children; a strong emphasis is placed upon child development and family learning. At structural level, we continue to work closely with partner organisations, locally and nationally, influencing policy, contributing to service design, and ensuring that the voices of single parents are heard by policy makers and planners alike.

To illustrate our work our Braes Project father's worker has provided an example of his work where he was able to support a father to improve the learning outcomes for his frequently excluded 15-year-old son.

Dad shared that he was receiving letters from school about his son's behaviour in his maths class, these letters were causing a lot of stress at home. Dad's own problems with reading made it difficult for him to know exactly what was happening, but it was clear that his son was displaying behaviour that was seeing him excluded from class.

Initially our father's worker liaised with the Pastoral Head at the school to agree that in future Dad would get texts rather than letters, which helped improve the communication between Dad and school.

As the learner's exclusions from class continued, the OPFS worker and the Pastoral Head arranged a meeting to bring the teacher, Dad, the child, and the OPFS worker together in a supportive environment.

Father and son were then able to hear from the teacher and a positive strategy was devised to help the learner achieve his potential. Dad better understood the situation and with improved communication was better able to help support his son with the work at home.

Our father's worker supported Dad to access support with his own reading/writing and the young learner responded to the belief that the adults placed in him, and did in fact achieved his National 4 qualification in Maths at the end of the term.

We asked our school colleague to tell us about the school's view on the role which the worker from One Parent Families Scotland had played:

"The impact and importance of this work could not be higher. In our setting it was initially about advocacy. We had not realised we were dealing with a parent who was virtually non-literate. Rather than our on-going communications about the child being helpful they were a source of considerable anxiety and stress that helped make the situation worse. When the Children and Family Worker was able to share this with us we were able to stop the unhelpful actions and start to build the positive. The worker's role changed at this point from simple advocacy to mediation. He was able to work with both father and child to help them understand what the school wanted and how best to support this. In this situation there has been a huge turnaround in attitude, behaviour and attainment." Pastoral Head, partner High School.