

# Welcome

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Time	Item	Who
13.00 – 13.10	<b>Welcome &amp; Refreshments</b>	
13.10 – 13.30	Updates from Early Help Officers for Education	Hollie Leng & Debbie McWilliam – Early Help Officers (Education)
13.30 – 13.55	Reducing Parental Conflict	Justine Mortimer – Neighbourhood Nuisance Manager
13.55 – 14.05	<b>Quick Break</b>	
14.05 – 14.25	Youth Recovery and Wellbeing College	Mez Sanders-Green – Youth Recovery and Wellbeing College Practitioner
14.25 – 14.30	Close & Date of Next Meeting	

# Updates from Early Help Officers for Education

- Conference
  - Feedback
  - Planning for next year
  - Best time of year?
- Training
  - [Training & Events — \(howareyoufeeling.org.uk\)](https://howareyoufeeling.org.uk)
  - ACEs & Trauma
  - Managing Stress for Professionals
  - Self-harm awareness and response for parents
  - Supporting loss in families
  - Youth Mental Health First Aid
  - Video training

# Updates from Early Help Officers for Education

- Senior Mental Health Leads
  - Figures to date – NA: 60%, across Northeast & Yorkshire: 66%, Hull: 79%
  - Second round of funding
  - Meetings with Debbie and Hollie to discuss support are still available.

## Senior Mental Health Lead Training



Did you know the Department for Education is offering a **grant of £1,200** for eligible state-funded schools and colleges to train a senior mental health lead?



Schools and Colleges can now claim a **2nd grant** if the trained lead has left the setting.



Don't Miss Out!  
[Click here](#) to claim your grant now!

# Reducing Parental Conflict

**Justine Mortimer**

Neighbourhood Nuisance Manager  
Hull City Council

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# Why reducing the impact of parental conflict matters for schools

October 2023

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# Reducing parental conflict: why it matters to children and why it matters to services



# Supporting healthy family relationships



## Opportunities to intervene

CHILDREN, SCHOOLS AND REDUCING THE IMPACT OF PARENTAL CONFLICT

### Teachers and teaching assistants

Teachers and teaching assistants engage with children and young people on a daily basis. This enables them to build trusted relationships with their pupils and identify emerging issues early on.

Helping children to identify their emotions and better understand their behaviours is part of classroom work on healthy relationships and avoiding bringing conflict behaviours into the school environment.

Teachers and teaching assistants can also model how to respond to conflict situations in a constructive way.

In their pastoral role they can also explore sensitive and personal issues which may be affecting children's ability to participate in the school community, by for example asking them about how things are at home.

### Headteachers, school leaders and governors

School leaders are responsible for creating environments which help children and young people to learn and thrive. This includes ensuring that pupils are taught about emotional wellbeing and healthy relationships, by embedding this in the curriculum and reinforcing it through a whole-school approach.

It also includes developing a workforce which responds to vulnerable pupils affected by parental conflict. This could include training staff to identify and support children affected by conflict, or making sure that links are in place with local early help teams and specialist support services.

As community leaders, school leaders also have a key role in normalising conversations about interparental relationships and conflict resolution. This could be achieved by providing children with a common language and shared set of strategies to better manage conflict around them.



### **Staff in welfare roles**

There are specific staff in school with responsibility for the safety and wellbeing of children and young people, including nurses, learning mentors, tutors, welfare officers and safeguarding leads.

These staff have an important role to play in understanding causes of emotional and behavioural distress for children, be it parental conflict or otherwise, and providing sensitive support.

Where appropriate, they can work with early help teams or specialist support services to consider how best to support children, raising any issues with the parents beforehand, and monitoring progress as part of their ongoing relationship.

Staff may also have opportunities to speak to parents, although these can feel like difficult conversations to have and not all parents will be equally receptive. Nonetheless, with sensitivity and experience, staff can raise awareness about the impact of parental conflict on children and signpost parents to available support in their area.

### **Specialist support staff**

There are a wide range of specialist support staff operating within schools, including educational psychologists, counsellors, behaviour support specialists, play therapists, and SENDCOs.

These staff have a key role in identifying where conflict between parents is an influence on manifested problems for children, and using this to tailor any treatment or support they provide.

Specialist support staff can also help children to understand their emotions and behaviours, educate children on what constitutes a healthy relationship, help them to foster positive relationships with other trusted adults, and encourage them to seek help when they feel it is needed.

They can also provide children with a set of strategies to better manage conflict around them so that they do not replicate the destructive behaviours they may be exposed to.

## Training and Support

# Understanding Parental Conflict and Its Impact on Child Outcomes – E – Learning 45 min

- Parental conflict is a primary influence on children's outcomes. In this introductory course you'll gain a greater awareness of what is meant by parental conflict and why it matters. You'll explore the couple relationship in more detail and learn about the significant impact that a poor-quality couple relationship can have on child outcomes. You'll also develop an understanding of parental conflict and develop the skills to recognise and identify the impact on children.
- This course will cover:
- Introduction to parental conflict evidence base
  - Understanding relationship dynamics and stressors
- Understanding and recognising parental conflict
- The impact on children and early involvement

## **Reducing Parental Conflict Toolkit (classroom) 3.5 hours (must have completed the above course as a prerequisite to this one.)**

- To understand parental conflict and what the research says about its impact on family functioning and outcomes for both adults and children.
- To recognise how children are specifically affected in the short and long term.
- To recognise that there is a difference between domestic abuse and parental conflict.
- To feel confident about embedding couple relationship quality curiosity into everyday practice.
- To become familiar with the with Amity Relationship toolkit and its contents
- To understand some of the of tools, strategies, and activities, the pre and post support self-reporting questionnaire and how to use these within the context of parental conflict/individual support.

# Solihull Guides :Universal offer in Hull

Understanding pregnancy, labour, birth and your baby

Understanding your baby

Understand Your Child 2-18 years

Understand your Teenagers Brain

Understanding Your Child with Additional Needs

Understanding your child's feelings (a taster course)

Understanding your child's mental health and wellbeing

# Solihull Guides Continued

Understanding pregnancy, labour, birth and your baby: for women couples

Understanding the impact of the pandemic on your teenager

Understanding the impact of the pandemic on your child

Understanding your preterm or sick baby in hospital

Understanding your preterm or sick baby now you are home

Understanding your brain (for teenagers only!)

Understanding your feelings (for teenagers only!)

Understanding your relationships

<https://inourplace.co.uk>

FREEDOM





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## Understanding your relationships - about this course

Relationships are the threads that bind us together, shaping who we are and how we experience the world. They are fundamental to our mental and emotional health.

Understanding your relationships will focus on:

Understanding your relationships has been developed by a team of Clinical Psychologists And specialist practitioners.

This online platform allows you the flexibility to study at your own pace and in the comfort of your own private space. You'll find a range of practical tools as well as emotional support and guidance, including information on how to manage emotions such as anger in a non-violent way.

The course follows the 11 Modules below, each taking around 20 minutes and broken up into manageable chunks called units.

- 1.Our feelings
- 2.Understanding how the other person is feeling
- 3.Reading behaviours
- 4.Responding
- 5.Communicating feelings
- 6.The rhythm of interaction
- 7.Self-regulation and anger
- 8.Coping with anger
- 9.What we learned from our parents
- 10.Rupture and repair
- 11.Looking forwards



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# Useful Information

Link to How are you feeling  
website <https://www.howareyoufeeling.org.uk/>

Thrive Webinar which includes information on the  
MHST's [https://www.howareyoufeeling.org.uk/thrive-hull-  
framework](https://www.howareyoufeeling.org.uk/thrive-hull-framework)

Early help webinars [https://www.howareyoufeeling.org.uk/early-  
help-webinars-1](https://www.howareyoufeeling.org.uk/early-help-webinars-1)

Healthy holidays Hull website  
<https://www.healthyholidayshull.org/>

Reducing Parental Conflict  
[www.relationshipmatters.org.uk](http://www.relationshipmatters.org.uk)

and finally..

Talking about parental conflict isn't an add-on, it can be part of everyday conversation about parenting and the stresses it brings in any relationship. We've all been there, if not as a parent as a child!

For more information about Parental conflict training for your organisation please contact [Learninganddevelopment@hullcc.gov.uk](mailto:Learninganddevelopment@hullcc.gov.uk)

Reducing Parental Conflict Training  
and Support





**Break**

# Youth Recovery and Wellbeing College

**Mez Sanders-Green**

Youth Recovery and Wellbeing College Practitioner

Youth Recovery and Wellbeing College

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# Hello

Mez - Youth Practitioner

A fun, creative and inclusive provision,  
designed by young people for young people.

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# Who are we?

- In a nutshell the provision is a young person community for those aged 11–18 that live in Hull & the East Riding
- We are unique to NHS Humber; designed to help support all young people and children services
- We are a person-centred, informal, non-clinical and engaging provision that explores creative and empowering ways to improve wellbeing whilst encouraging growth, friendship, relationship and embracing individuality
- The provision is self-referral-based
- The provision addresses health and wellbeing differently and creatively through new experiences and trauma informed practice
- There are no waiting lists
- I like to think our support as a warm-wrap around service that keeps young people included and engaged whilst they might be waiting to enter other services or are near to being stepped down
- Most importantly we are galvanised through co-production; the Young People are our moral compass as we are entirely and proudly a result of co-production



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## What we offer?

- Fun, creative and inclusive face to face and virtual group-based session work
- Tailored one to one information, advice and guidance mentorship
- We focus on new experiences
- We value voice and individuality
- We foster positive wellbeing
- We encourage growth and develop skills

## How do we do this – Creative Practice:

- Lyric and song writing, art workshops, podcasting, Lego play, creative writing, social clubs, focus groups, team activities and inclusive spaces to talk



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# Where are we at present?

**During termtime the provision is currently providing non-clinical creative support in:**

- **Kelvin Hall School (Group work & one to ones)**
- **Bishop Burton College (Group Work)**
- **Wyke 6<sup>th</sup> Form College (One to ones)**
- **Wilberforce College (Group Work)**
- **CAMHS Inspire (Group work & one to ones)**
- **Kingston Youth Centre - Home-Educated Specific (Group work)**

**During holiday periods the provision then provides support across the community via new experiences such as day trips, game days, social clubs and more...**



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# Activity:

## Bed Mood - lyric challenge

A fun, creative and inclusive provision,  
designed by young people for young people.

Candy floss, Laughter,  
Sunrise, Warm, Exciting  
Dreamy, Vibes, Proud  
Blazing, Fire, Colourful,  
Heart, Fuzzy, Joy,  
Blanket, Bright, love,  
Mountain, Strong, Grow  
Stars, Floating, Dancing  
Friends, Empowered, Refreshed  
Beauty, Individual, Bliss

Wrecking Ball, Bed Mood  
Fear, Grey, Angry  
Tearful, Cranky, Icky  
Gloomy, Dark Skies, Doomed  
Thunder, Heavy, Rain  
Anxious, klaxon, Noises  
Heartbeat, Wilted, Lightning  
Slow, Lemon, Bitter  
Sour, Salt, Grey, Voices  
Broken, Shivering, Restless



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## In conclusion:

**The Youth Recovery & Wellbeing College is a person-centred community for those aged 11–18. The college is led by young people and explores creative and empowering ways to improve young peoples wellbeing through engaging virtual and face-to-face experiences, workshops, sessions, and activities.**

**The service prides itself on co-production meaning that all opportunities are designed by young people and delivered in collaboration with experienced youth workers, NHS professionals, educational providers and creative persons from the arts and other areas.**

**The Youth Recovery & Wellbeing College celebrates diversity and inclusion providing safe environments and platforms for young people to grow and embrace friendships, relationships, and individuality.**





**Thank you.**

Date of next meeting: Thursday 1<sup>st</sup> February 9.30 – 11.00.

