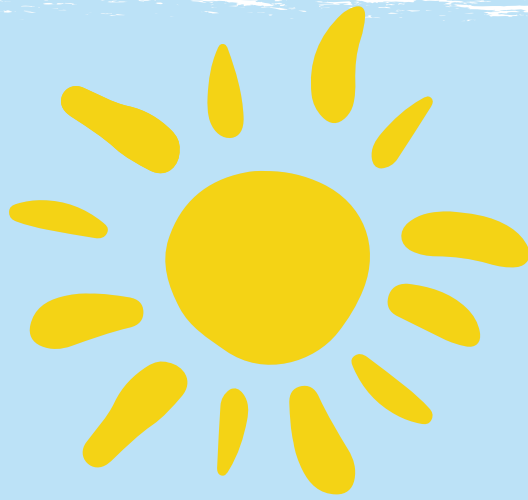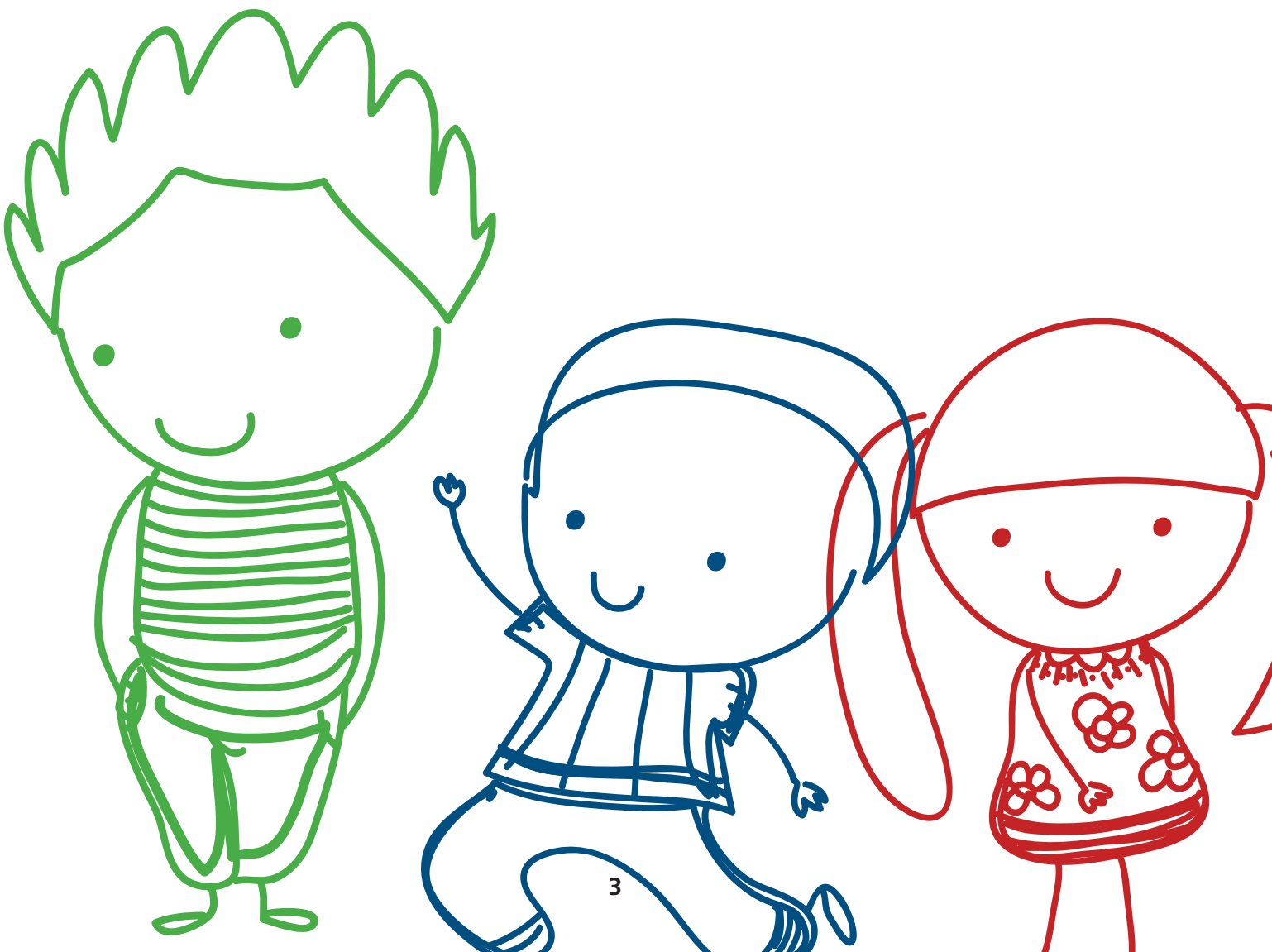THE
TAYSIDE
STRATEGY
FOR PARENTS
2019 - 2024

This Strategy was
produced under the direction of the
Health and Wellbeing Priority Group 3 of
the Tayside Plan for Children, Young People
and Families 2017-2020

CONTENTS

What is the Tayside Strategy for Parents and why do we have one?

The Strategy is a commitment from the partner organisations in Tayside that deliver services for children, young people and families to work together with parents, to improve the information, services and community developments that support families to live positive lives.

It is recognised that in addition to birth-parents, a range of other adults are often involved in the parenting of children and young people. These other adults could be step-parents, grandparents, aunts, uncles, other relatives, family friends, foster carers, etc. Their role and the support they provide can often be crucial and they are therefore equally recognised in this Strategy. To make the Strategy as easy to read as possible from here onwards parents and other adults with a role in parenting will be collectively referred to simply as 'parents'.

The commitments made aim to improve the support available to help parents access the information they need to support them to undertake their family responsibilities. They reflect the feedback that we have received from parents, in particular the importance of a family's right to privacy, making it easier for parents to be involved in their child's learning and to access services when they need to.

Although most 'parents' find their role rewarding, it is widely agreed that there are many challenges that can make parenting more stressful at different stages in their child's life. For instance, some parents can experience anxiety and depression during pregnancy or after their baby is born, can struggle with finances or find managing a work:family:life balance difficult.

For some 'parents' the challenges might be greater because they manage difficulties, such as a disability, poor mental health or substance misuse, or because of their child experiences, such an additional support need or emotional wellbeing or mental health concern. Parents may also feel different pressures or levels of inclusion because of their age, gender, sexual identity or a language barrier. By promoting a more equal culture to raise children this Strategy will support our whole community to thrive.

The Tayside Strategy for Parents aims to improve information and support so that ALL parents are as equipped as possible to support their child or young person to grow up as happy, healthy, attaining and achieving as possible. In addition, it wants to help create a more equal community by ensuring the support required to enable those who need it to achieve equal outcomes in life can access what they need easily.

> I think my main concern is not to turn into a 'remedial' service for folk seen to be not coping as I think every single parent goes some period of not coping. I vividly remember being the 36 year old mother of a 2 month old – in a stable relationship, no problems to speak of...well, except for the silent reflux & constant screaming all night. I watched a TV programme about teenage mothers in Dundee and howled as they all seemed to be coping much better than me!
>
> Consultation Respondent

What is Our Vision for the Strategy for Parents?

The Tayside Strategy for Parents has a positive outlook and will aim to deliver the following vision:

'Everyone who has or will have a parenting role is able to secure positive futures for themselves and their families'

To achieve this vision the Strategy will focus on **working closely with communities** to make sure that the agreed actions to deliver improvement are based on what communities need. This recognises that communities may be geographic areas or communities of interest or shared need, such as groups of parents who have a child with a mental health diagnosis or have a family member imprisoned. Both available data and information gathered from parents and service providers have been used to identify what the Strategy will focus on improving in the next four years.

Throughout it is recognised that many families feel that they have sufficient capacity, skills, knowledge, support and confidence to manage parenting with just access to information as and when they need it. Therefore it is important that useful, easily understood information is available in suitable formats to enable parents to be empowered and independent. Those responsible for providing universal health and education services have a key role in this.

Becoming a parent can be **uncharted territory** that can leave some parents feeling a lack of confidence or **isolated**. Extended family can often live far away or are themselves working long hours or. Sometimes extended family members can find themselves as the sole carers of the child or the children. This can be when some support is invaluable; this might be through a network of peers or voluntary or statutory services. All have an important role to play in ensuring we get it right for every parent when they choose to access support to help them achieve the **aspirations they want for their child**. This Strategy will aim to improve the co-ordination of these services and their focus on **working in genuine partnership with parents**.

If we are to 'get it right for every child' we need to **'get it right for the whole family'**. Therefore services need to work more closely together to ensure that the decisions they make and the approaches they use to support each family member also include actions to address the impact the decision might have on the whole family. A nurturing ethos needs to underpin our **whole family approach** to service provision, recognising the importance of good relationships to all aspects of a child's life.

Maternity and paternity leave has improved significantly, and more workplaces offer flexible ways of working. However, opportunities to strengthen family friendly policies and practices in all workplaces would be welcomed by many parents. Many **working parents** still have to juggle evening and weekend work and long working hours in comparison to other countries. Parents have told us that the traditional delivery models of many services may make it difficult for some of these parents to access services.
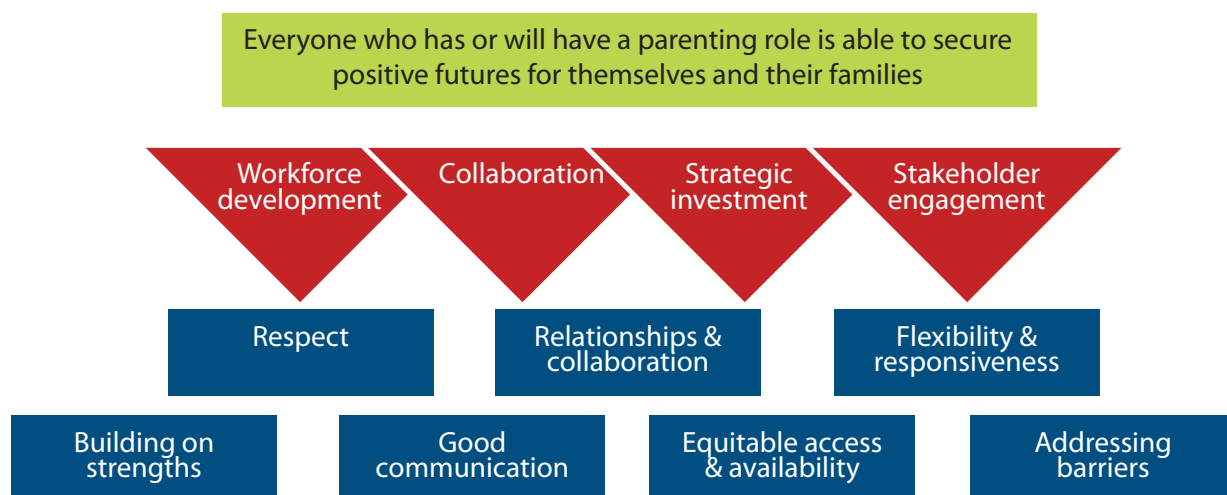
There are three critical factors that will underpin achievement of these aspirations - the development of leadership at all levels, a culture of creativity and further development of a confident and competent workforce that is committed to working together with parents and communities.

What Principles will support delivery of the Vision and overall Strategy?

The vision will be delivered by ensuring that the following principles guide the priorities and actions of the Strategy and of future strategic investment in services for parents and their families. They will underpin how our workforce is supported to develop the skills and understanding needed to deliver the services parents want. They will also inform how services, parents and communities collaborate and work together to meet needs now and in the future. The principles put parents and their children (our key stakeholders) at the centre of future development and delivery.

- Promoting good communication with parents and across services
- Respect for parents, the role they have and their right to choice and privacy
- Ensuring services engage with parents in a way that builds on their strengths
- Making sure services are available and accessible for all parents to support equitable outcomes for their children
- Addressing the barriers that prevent some parents accessing or feeling included in services
- Supporting good relationships that help services to collaborate with each other and work in partnership with parents
- Supporting the development of services that are flexible and responsive and person centred

Getting it right for every family

Everyone who has or will have a parenting role is able to secure positive futures for themselves and their families

| Workforce development | Collaboration | Strategic investment | Stakeholder engagement |

| Respect | Relationships & collaboration | Flexibility & responsiveness |

| Building on strengths | Good communication | Equitable access & availability | Addressing barriers |

Our approach to developing this Strategy

This Strategy was written after a wide range of information was gathered and considered alongside existing local and national policy drivers. The information includes what we know about our communities, the data that our services collate and report about outcomes for children and on uptake of the services available to help families that want some extra support.

Parents have also told us about what they want the Strategy to deliver through an online survey and discussions with community and social media groups. The reports on our consultations with parents can be found by visiting the website www.taycollab.org.uk. The Strategy has also been informed by research that identifies good practice and 'what works' in helping parents and their children to have the best outcomes, and by the experience of service providers who are already delivering services for parents, children and young people in the community.

The Strategy will be delivered through a Delivery Plan that will detail how services, parents and communities will work together to deliver agreed priorities for improvement. The Delivery Plan will be regularly reviewed and updated, recognising that it won't be possible to address everything at once.

Progress will be reported to the public annually. The Health and Wellbeing Priority Group that supports delivery of the Tayside Plan for Children, Young People and Families 2017-2020 will have a key role in monitoring how implementation is progressing. Progress will also be reported through the relevant partnership groups in each of the three areas of Tayside.

> Don't judge a parent as hard to reach or just wouldn't come- ask what do we need to change to engage with them/empower them/ reach them.
>
> Consultation event attendee

What we know about being a parent in Tayside

The data below provides an insight into what parenting looks like statistically across Tayside and establishes a context for the Strategy. The information highlights some trends that need to be taken into consideration such as a projected growth in households with children from 1:5 to 1:3. It also highlights some key areas where improvements can be made and will provide a baseline to measure progress against.

The population in Tayside:

- 38,000 households have children; 1:5 of all households in the area (1)
- 4% are single parent households (1)
- The number of households with one adult and one or more children is expected to increase by 29% (1)
- 14 in every 1,000 children in Tayside are looked after by the local authority (2)

Being pregnant in Tayside

- Teenage pregnancy rates fell from 73.4 per 1,000 pregnancies in 2007 to 36.8 per 1,000 in 2015 (3)
- 82% of babies were born full-term weighing 2.5kg or more (2)
- 7.2% of babies were born before 37 weeks gestation (4)
- 20% of women are obese at the time of their first visit with the midwife and 22.5% are classed as overweight (2)
- 7.9% Self-Categorised as having 'Consumed Alcohol During Pregnancy', 2017/18, Tayside (13)
- Dundee City has consistently recorded the highest proportion of maternities recording drug misuse over the 3 year period (between 2013/14 and 2015/16) with 159 more than three times the number recorded in Angus (49) and Perth & Kinross (46) (13)

Being a parent of a pre-school child in Tayside

- 51.4% of mothers were breastfeeding at first health visitors visit (39.6% exclusively); 31.9% of babies were breastfed exclusively at 6 weeks (4)
- 1 in 5 children had at least one development concern at 27-30 month review (4)
- Virtually all of 3-4 year olds had a funded Early Learning and Childcare registration

Being the parent of a school-age child/young person in Tayside

- 3,800 school-age children live in homes where the home language is not English, Gaelic, Scots, Doric or sign language; there were 1800 school-age children with English as an additional language. (5)
- 1250 pupils were assessed as having a disability and 223 declared as having a disability that was not assessed (5)
- 246 pupils needed physical adaptation for their disability in school, 848 needed curriculum adaptation and 501 communication adaptation (5)
- Across Tayside around 82% of Primary 1 pupils have a healthy weight (2)
- 71% of Primary 7 children in Tayside had no obvious dental decay experience (2)
- 40% of children reported few opportunities for involvement in positive or fun activities with parents (6)

- 30% of children reported a lack of active support and/or encouragement from their family, including parents not telling their child that they are proud of them for something they have done (6)
- 35% of children reported not feeling very close or able to share their thoughts and feelings with parents and carers (6)

The adversities affecting some parents and families

- At 31 March 2017 there were 90 households with children in temporary accommodation in Tayside (12)
- At the same time point there were 219 children in temporary accommodation (12)
- January 2016 there have been only 2 households with children or a household member who is pregnant housed in temporary bed & breakfast accommodation (12)
- In 2016/17 there were around 4500 incidents of domestic violence recorded (7)
- A snapshot in July 2017 recorded 3.2 per 1000 children under 18 yrs on the Child Protection register (2)
- 8 in 1,000 Children 8-15yrs were referred to Children's reporter for offences in 2017/18 (2)
- 6% of parents in Tayside reported feeling socially isolated without someone they can turn to for emotional, financial or practical support (6)
- 525 children aged 0-15 years were emergency admissions to hospital as a result of unintentional injuries

Managing Mental health concerns

- 11.3% of parents of children aged 8 years and under who were surveyed experienced prolonged feelings of anxiety, depression and unhappiness in the month before the survey (6)
- 1 in 10 children experience worry, unhappiness and psychodynamic complaints likely to receive a clinical diagnosis if seen by a professional. (6)
- 19% of the Tayside population were prescribed drugs for anxiety/depression/psychosis in 2017 (2)

Living with poverty

- 1 in 5 children live in families with limited resources (8)
- In Angus and P&K, 15% of households are workless, 25% in Dundee (9)
- % unemployed by Local Authority area 2.8% P&K, 3.5% Angus, 5.9% Dundee (9)
- Average gross weekly pay of residents - £524 Dundee to £551 P&K, Angus £544 (10)

What do we know about current good practice?

Support for parents is provided by a range of Community Planning Partnership organisations, this includes –

- services for all parents, such as maternity, health visiting and schools; and

- services for parents that need a bit of additional support from time to time, such as Parenting and Family Learning teams, voluntary sector organisations (i.e. Homestart, Barnardos, Parent to Parent, etc) and social work services.

Feedback tells us that these services are valued by parents but also that there is room for improvement in some of them. Improvements should build on learning from the approaches and interventions that parents highlighted in the consultation as effective and from the services and interventions that have evidence of positive evaluation. This included the following examples.

Apps and Twitter accounts used by schools were highlighted as good ways of sharing information, particularly by Primary Schools. Parents also mentioned useful websites such as Ready Steady Baby, Parentzone, Parent Club and Children and Family Information Services, as good sources of advice and information. Parents also talked about using social media networks for support at times that suited them such as PND&me.

A successful peer support initiative is the Breast Buddies project supporting new parents in Perth and Kinross. Having recognised the impact provided after support has led to the approach being extended to Angus and Dundee.

Parents expressed that community led groups that offer peer support have a key role in many communities. Examples of where this has been particularly successful are the Men and Children Matters group which provides informal activities for children and their dad or male carer and Community Connectors groups that organise family activities in Perth City.

The Yard in Dundee was also mentioned as place where disabled children and young people, and their siblings, had the chance to experience creative, adventurous indoor and outdoor play in a well supported environment.

Another programme parents highlighted worked well for them is the Parent to Parent project which is a voluntary organisation that supports parents of children with additional support needs. It also supports parents of children who are seriously or terminally ill and parents who have suffered a bereavement of a child.

The benefits of play include social, physical, emotional, cognitive, intellectual, and language development. Learn Laugh Play in Angus is a programme of informal and formal learning that supports parents and children to actively play and learn together. This programme enhances children and parents literacy and numeracy skills as while as the wellbeing of both.

Parents also talked about Community Cook It groups in Angus and Perth & Kinross that supported them as families to learn to plan, cook, and eat together, highlighting how they had help them manage on a low income and improve their families diet. Feelings supported by those that attended Dundee's Eat Well Play Well project.

Access to free resources that support their childs development and wellbeing were also cited as valuable. The most referred to example being Bookbug, run by the Scottish Book Trust, who provide gift book bags to every child in Scotland and run free song & rhymes sessions across the country.

For parents with older children accessible, informal youth clubs were seen as important, as were programmes such as Speakeasy which helps parents and carers of children of any age to tackle the difficult and often confusing issues of growing up, sex and relationships.

Home-Start is a local community network that recruits and trains volunteers to visit families at home each week for a few hours, supporting parents in situations as diverse as isolation, bereavement, post-natal depression, multiple births, illness, disability or who are just finding parenting a struggle. They provide non-judgemental practical and emotional support and help build the family's confidence and ability to cope.

Parents also cited a number of Family Learning Programmes as having worked well for them such as the Peep Learning Together which is an early learning programme that celebrates parents and carers as children's first educators. The programme offers an opportunity for parents and children to have fun and learn together. While the Peep Progression Pathway supports parents to complete a portfolio and achieve SQA credit-rated units.

Incredible Years is a 15 week programme aimed at parents and carers who have children aged 3-4 years. The programme supports parents to manage their child's emotions and behaviour in a positive way. It also provides an opportunity to meet other families and gain peer support in a friendly, relaxed environment.

Strengthening Families is a 7 week programme that helps families with young people aged 10 and 11 years to prepare for their teenage years. Becoming a teenager can be a challenging time for young people and parents alike. It is proven to support both parents and young people through this time of change, helping them to achieve greater success when they move on to secondary school.

Of all the programmes referenced Infant Massage was the most used (38% of respondents). This 5 week programme for babies aged 6 weeks to 6 months promotes communication and bonding through positive touch, including cuddles. It is also increasingly recognised as offering a wide range of benefits for both child and care giver including relief from the pain of indigestion, colic, constipation or wind for the baby and reducing stress for the care giver.

The Family Nurse Partnership (FNP) supports women in their first pregnancy and aged 19 years and under and women aged 20-24 years experiencing particular challenges. It has been delivered for all eligible women for several years and is showing good outcomes for both the mums and babies. View 'Becoming the Mum I Want to Be', a video produced by NHS Scotland about one woman's experience with the FNP.

"I felt right from the beginning that Helen wasn't judging me and there was no pressure, which I think is important. It was my choice to join the programme"

quote from an FNP client about her journey on the programme

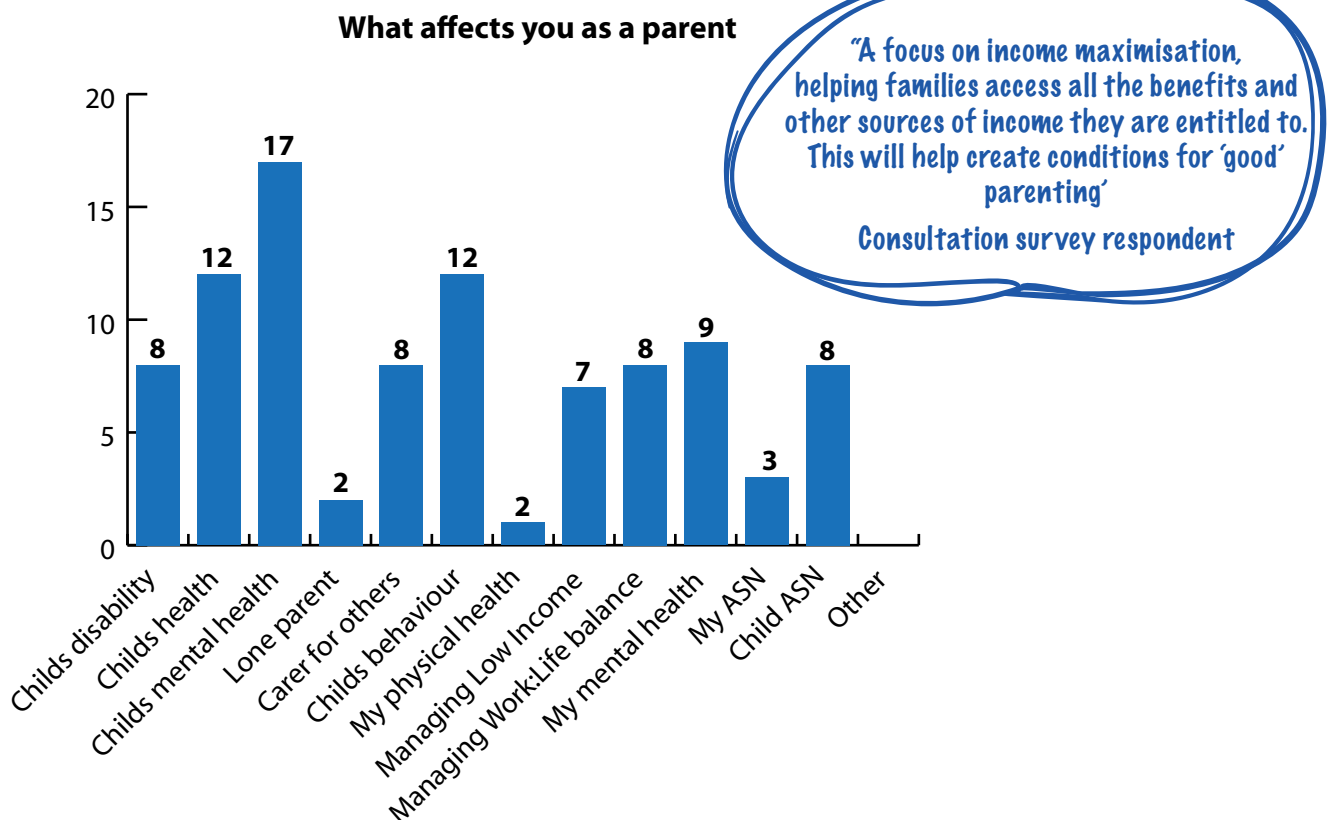# Delivering our vision – what we need to focus on improving?

Through our conversations with parents we have identified the following four areas as improvement priorities that will help to deliver the vision of the Tayside Strategy for Parents:
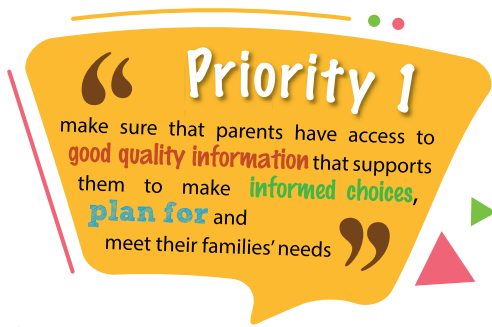
- Parents have access to good quality information that supports them make informed choices, plan for and meet their family's needs

- Communities are inclusive, understand children's needs and support families to thrive

- Families have access to effective services that are delivered by a skilled and confident workforce that value the role of parents

- Policies that affect family life are supportive and deliver positive outcomes

Delivery of each of these four priorities will be supported by a number of more specific commitments as outlined on pages 13 to 16.

The graph below demonstrates some of many influences that parents identified as affecting them and their parenting role. Nearly all of the parents identified more than one influence being current at the time of completing the questionnaire, with many balancing their own health needs and those of their child. In addition to those listed in the table, a wider range of factors can support or hinder parent's ability to manage family life. For instance, housing issues and the level of disposable income a family has after housing costs are deducted, or work issues and the 'family friendliness' of the policies of a parent's employer.

To support parents effectively we need to provide a range of services and information that will help them throughout their life's journey. But we also need to work with those that develop policies that affect parents to influence change. For this to be successful we also need to ensure parents voices are heard and support parent's involvement in the design and delivery of policies and practice.

What affects you as a parent

Category	Value
Childs disability	8
Childs health	12
Childs mental health	17
Lone parent	2
Carer for others	8
Childs behaviour	12
My physical health	2
Managing Low Income	7
Managing Work:Life balance	8
My mental health	9
My ASN	3
Child ASN	8
Other	

"A focus on income maximisation, helping families access all the benefits and other sources of income they are entitled to. This will help create conditions for 'good' parenting'

Consultation survey respondent

Priority 1

"make sure that parents have access to **good quality information** that supports them to make **informed choices**, **plan for** and meet their families' needs"

Context

Becoming a parent is a life changing event and can be an uncharted journey for lots of people. For many parents it can be hard to know how to best manage the changes at different stages of childhood and as their child progresses through school. Preparing for and meeting their family's needs can require parents to gain new knowledge and skills but with easy access to the right information many people can build these up for themselves. Therefore the information available needs to be accurate, easily understood and up-to-date and most importantly, easy to find; it also needs to cover a range of subjects that parents are telling us are important to them, such as child development, mental health challenges and managing poverty. Elspeth Murray's poem 'This is Bad Enough' is an excellent illustration of the improvements needed in how we communicate and share information .

It is important that parents who may need some help to access and use the information have appropriate support. Families experiencing financial hardship need to have access to relevant information to support income maximisation.

What parents told us

When looking at what parents feel is good quality information the discussions focussed mainly on information from schools. Examples of School Apps, Twitter and Primary school information were identified as good quality. School newsletters were also highlighted as good but possibly contained too much information. Secondary School information, while good, was sometimes out of date by the time it reached parents. It was recognised that schools are a good focus point for information but parents would benefit from knowing how to access other sources of information at times that suit them.

Parents said they wanted more practical information i.e. Basic information on what parents need to know to help their child develop and be prepared to manage the different stages of their child's transition, including from primary to secondary. Parents need information at all times throughout childhood and to be able to access information relevant to their child's age, for instance in relation to stages of development or the age limit on services.

The need to remove jargon and be respectful when services communicate with or provide information for parents was highlighted as important.

What outcomes will we improve:

- Good quality, accessible information is available to support families to understand child development and how they can help children and young people to develop healthily

- Parents have access to information that they trust, is relevant to their needs and helps them make informed decisions
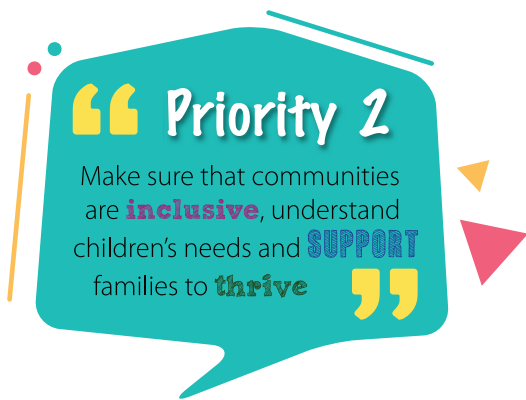
Context

'It takes a village to raise a child' is an African proverb that means that an entire community of people must engage with a child in a safe and healthy environment for that child to experience and grow into a healthy, achieving and engaged adult.

A shared interest often brings people together to create a community, whether that is a parent and child group, leisure or sports club, or a support group. These opportunities for parents and families to come together, not only remove isolation and loneliness but provide invaluable support through the sharing of skills, ideas, learning and experiences; helping to build confidence and establish support networks.

Local services, such as playgroups, youth clubs and community cafes, often provide the best option for parents and families as these reduce the barriers associated with travel and provide connections within easy reach. While families seeking more targeted support, such as families affected by addiction or imprisonment, often require to travel further afield for services but are then able to benefit from others managing similar issues. Increasingly, parents are using virtual communities like apps and websites to get information and support.

Schools and other public buildings, and the services based in them, are assets that can enable development of communities. By services and parents working together to develop more empowered communities we can create more flexible, shared solutions that support families.

What parents told us

Many parents identified feelings of isolation as an issue, with single parents finding this a particular challenge. There was a sense that more information was needed to help parents feel included, for instance in their school community. Attitudes, stereotyping of parents or families, service inflexibility, lack of places for families to meet within the community and parents own low-confidence to engage seen as possible barriers to an inclusive community. Also highlighted was a lack of suitable childcare and out of school clubs to support working parents.

Providing places that are informal rather than clinical spaces for families to access community resources at times that suit their needs was highlighted as important. Taking time to build relationships and trust were seen as core to how parents build the skills and confidence needed to contribute to the development of a supportive community. Consideration should also be given to what individual support may be required to assist individuals to access services/the community. Supporting existing activities to be inclusive of all was also seen as important; as was recognising and accepting that communities have a 'natural rhythm'.

The definition of communities should be broadened, recognising that as well as having communities of interest, diversity and geographical, there are also communities with a different context such as social media and online communities.

What outcomes will we improve:

- Parents, children and young people are valued members of society with a voice that informs decisions about them

- Communities have the knowledge, skills and resources and recognise their role in supporting parents, children and young people to develop healthily

Priority 3

"Families have access to *effective services* that are delivered by a *skilled and confident workforce* that value the role of parents"

Context

It is widely recognised that families can benefit from engaging in family learning opportunities and that children's development and attainment improves through learning at home with their parents. There are times when some parents need a bit of extra support to help them gain the knowledge, skills and resources to manage needs within their family.

The information available tells us that support is often needed when parents have children that are in their early years, when they are adolescents or if they have additional support needs, but also when families have to manage additional adversities, such as poor mental health in the family, homelessness, substance misuse or poverty. Increasingly there is good evidence about which interventions work best in helping families make the greatest difference, these need to be non-judgemental and build on the existing strengths of families. Being able to get the right help, at the right time from skilled staff based in services that work well together can mean that the engagement with services can be brief and with a little intrusion as possible.

What parents told us

Parents raised concerns about being judged and stigmatised as parents, with fears of losing rights over their child when other services get involved. They felt it was important to recognise that parents know their children, have strengths and want to be valued and supported as parents. Service providers should be approachable and have equal partnerships with parents.

Equal Partners
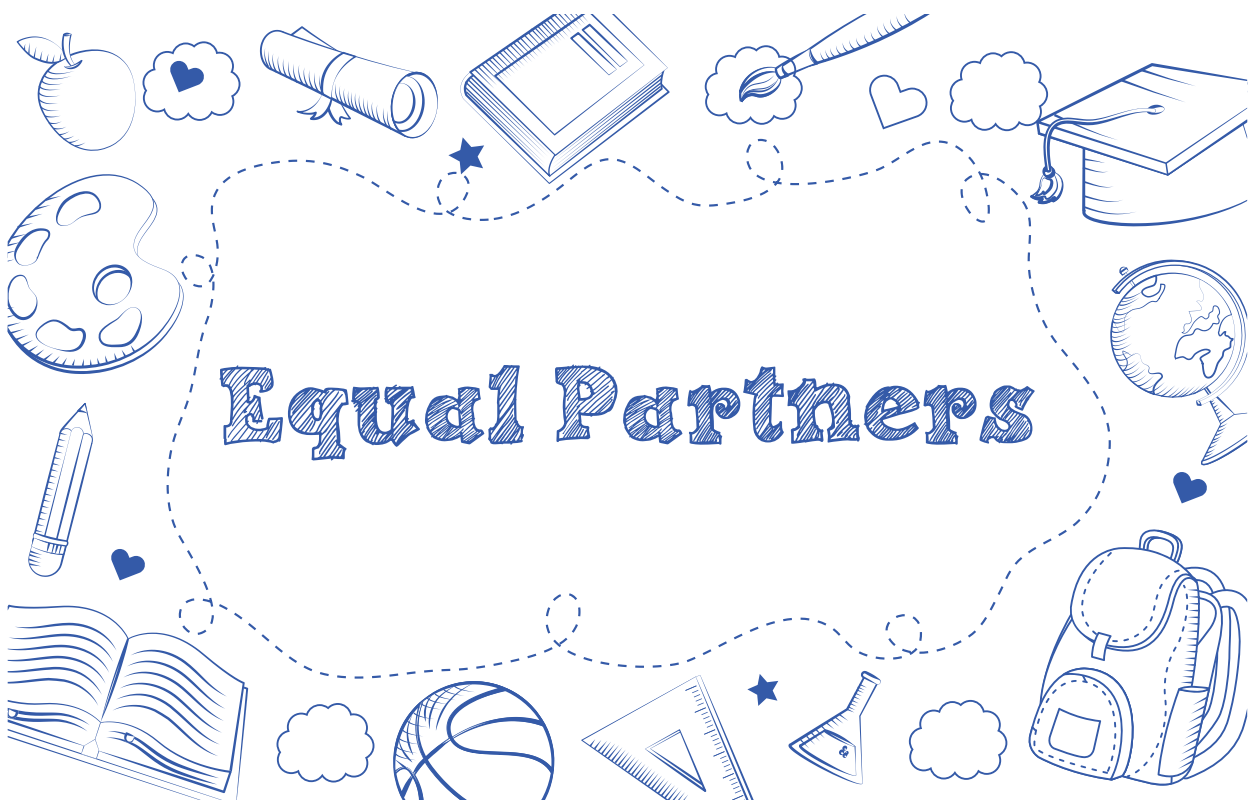
Parents identified a need for more holistic services and more consistency of approaches highlighting a lack of early intervention services and bureaucracy creating barriers, particularly for those in rural areas and those parents with mid-range issues. The importance of facilitating and promoting play at all ages – birth to adulthood – was also raised as importance of parenting.

They also recognised the importance of training of workers across a range issues which impact on parenting such as a better understanding of mental health and advocated that a 'Growth Mindset' approach to parenting should be at the heart of all training and delivery.

Barriers were in general reported as a sense that 'protocol and structure' trumps human relationships, the impact being:

- Services are less flexible than they could be
- Too little early intervention, with services only engaging when families hit high tariff triggers
- Parents views not being heard and their ability to influence a way forward limited

What outcomes will we improve:

- Information about the needs of Tayside families and evidence of effective practice is used to plan and deliver equitable services and programmes that parents can choose to access
- Support to meet the needs of families is available as early as possible and at an appropriate level
- Good communication and partnership working with families and across services and boundaries
- Services are committed to a single set of outcomes and support integrated pathways
- Staff develop a common language and shared values base though shared training and continuing professional development
- Staff feel valued and able to make decisions confidently knowing they have the support of their senior managers

Priority 4

Policies that affect family life are *supportive* and deliver *positive outcomes*
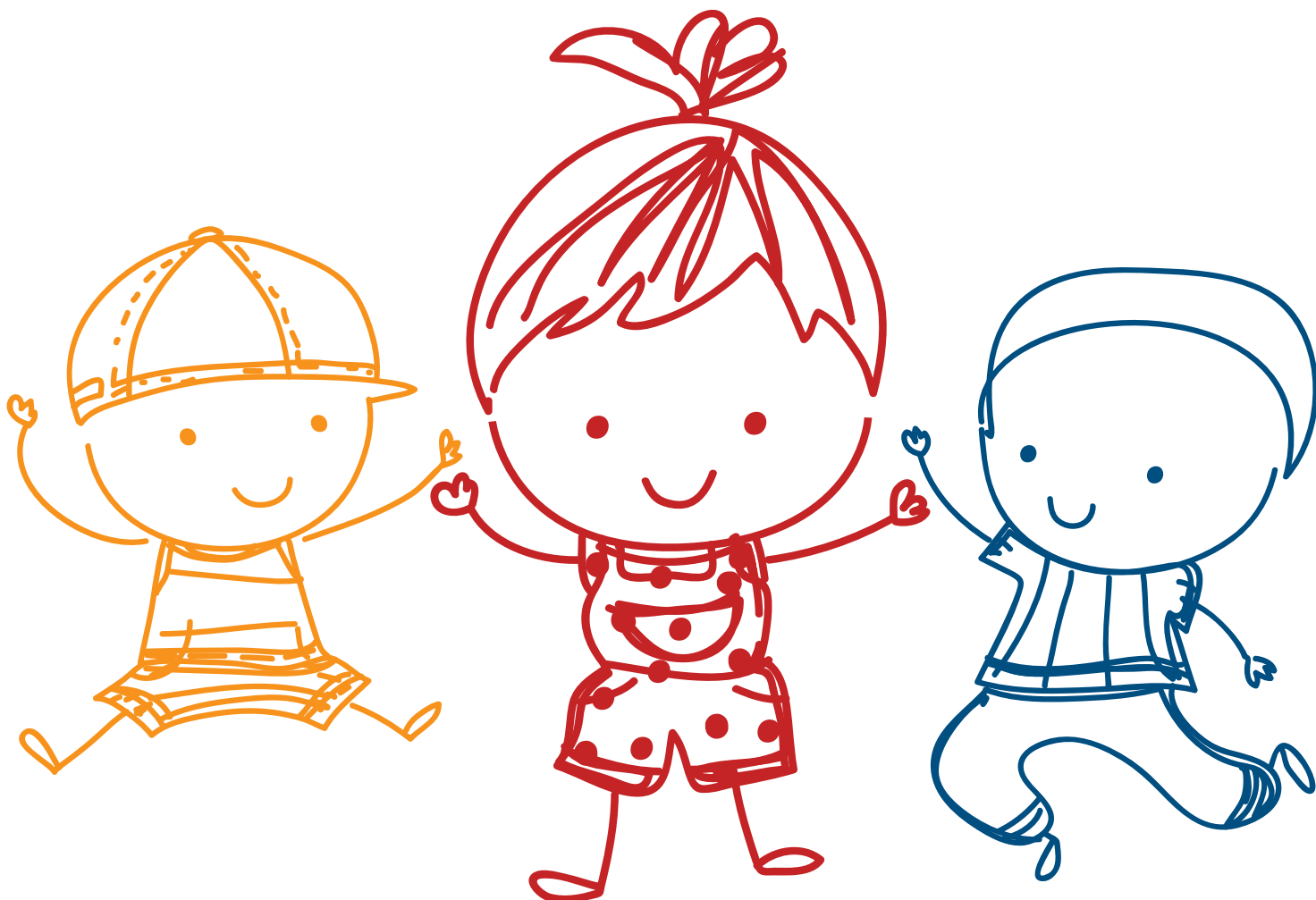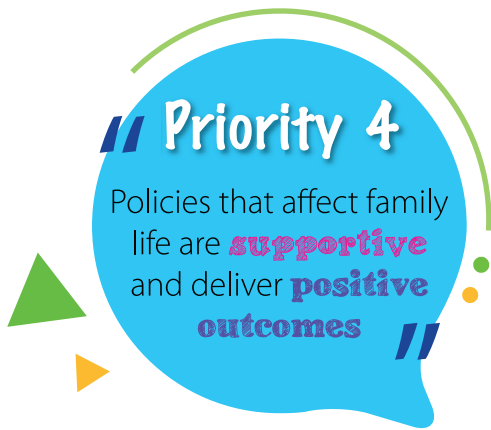
Context

Family wellbeing is supported by a range of national and local strategic policies and commitments. For instance, the National Improvement Framework for Scottish Education services makes clear recommendations about expectations in relation to parental involvement and engagement in education and about family learning; employers may have arrangements regarding family friendly policies and practices; environmental policy has a bearing on the green space and parks that families use.

The Strategy will aim to influence the local implementation of these policies where possible and will actively seek to ensure that parents have opportunities to have their voices heard in local decision-making that is relevant to positive outcomes for their families.

What parents told us

Family finance was a common theme raised by families across communities. Working parents emphasised the challenge of balancing work, life and parenting roles. This was more problematic for working families on low incomes who did not qualify for additional financial help and those who have different work patterns. Working parents need more flexible free childcare places to fit different working arrangements.

The impact of short term funding on forward planning and in providing continuity of services was highlighted. There was a sense that budget decisions were influenced too much by evolving trends and changing initiatives; and that the voice of parents, the users of these services, should have a greater influence on what services are being delivered. Parents also highlighted that where there are planned service closures they require sufficient notice and support to access alternative provision.

The importance of considering the needs of the whole family was emphasised, highlighting that the separation of adult and child services often meant individual carers assessments lead to a lack of continuity and a confusing raft of people involved.

There was a feeling that, as with all policies, this Strategy needs to be delivered in a way that is accessible and understandable to all concerned. Parents valued the opportunity to contribute to this Strategy and expressed a wish to be involved in further consultations that affect their parenting role; as such we need to support parents to be represented in other developing Tayside-wide strategies such as the Child Healthy Weight Strategy and Mental Health Strategy for Children and Young People.

What outcomes will we improve:

- Support decision makers to understand the challenges parents experience and how policies can affect family life

- Utilise good quality information and robust research base to inform policy and service planning

Definitions

Throughout this document the language used has aimed to be clear and easily understood, however some words or phrases may be interpreted differently by people. To help people understand the intention of the Strategy some definitions of relevant terms are set out below.

The following useful definitions have been taken from "Learning together" - Scotland's national action plan on parental involvement, parental engagement, family learning and learning at home 2018 –2021.

Child/Children: When the plan refers to "children" or "child" it means a person under the age of 18.

Parent/s: The term "parents" means anyone with parental responsibilities and others who care for or look after children or young people. The Strategy acknowledges that individual family units will comprise a wider range of people who might also contribute to a child's learning at home experiences. Although the Strategy is titled a Tayside Strategy for Parents, there are a wide variety of parenting roles. The strategy recognises the important role of grandparents, kinship carers, foster parents, wider family (uncles, aunts, cousins) and separated parents. The term "parents" and "parents and carers" are therefore used interchangeably throughout this Strategy.

Parental Involvement: Parental involvement describes the ways in which parents can get involved in the life and work of the early learning and childcare setting or school or the ways that parents can get involved in "schooling". Parental involvement includes activities such as parental representation in the development of policies, improvement plans and key decisions. It can include involvement in the life and work of the establishment, for instance through volunteering opportunities. Parental involvement can also include help with homework or keeping track of children's work and on-going, two-way communication between home and school or early learning and childcare setting.

Parental Engagement: Parental engagement is about parents' and families' interaction with their child's learning. It can take place in the home, at school or in the community. Where it takes place is not important. The important thing is the quality of the parent's engagement with their child's learning, the positive impact that it can have and the interaction and mutual development that can occur as a result of that interaction.

Family Learning: Family learning encourages family members to learn together as and within a family, with a focus on intergenerational learning. Family learning activities can also be designed to enable parents to learn how to support their children's learning. 'Family learning is a powerful method of engagement and learning which can foster positive attitudes towards life-long learning, promote socio-economic resilience and challenge educational disadvantage' (Scottish Family Learning Network, 2016)

Learning at Home: Learning at Home is the learning which happens in the home, outdoors or in the community. It can take place through everyday activities that families already do and can overlap with aspects of organised or active learning activities.

References

(1) National Records of Scotland 2016

(2) ScotPHO

(3) ISD Scotland (2018)– Teenage Pregnancy Year of Conception 2016

(4) ISD Births in Scottish Hospitals

(5) http://www.gov.scot/Topics/Statistics/Browse/School-Education/dspupcensus

(6) Children Count in Scotland Dartinton Social Research Unit

(7) Scottish Government: Domestic Abuse in Scotland Statistics

(8) Children in families with limited resources across Scotland 2014-2017

(9) ONS annual population survey

(10) ONS ASHE, 2017

(11) https://www.gov.scot/publications/summary-statistics-schools-scotland-9-2018/

(12) https://www.gov.scot/publications/homelessness-scotland-2017-18/

(13) NHS Tayside Child Health Report (Update – March 2019)