

Good practice roundup

Successful approaches
to delivering the RPC
programme

November 2024

Key messages

Ongoing challenges

Local authorities (LAs) face recurrent challenges in delivering the reducing parental conflict (RPC) agenda and facilitating use of OnePlusOne's resources.

These include:

- Low registration and completion rates for the resources that do not reflect the level of reported use. This can arise from practitioners using their own accounts to share resources with parents, using only part of the programme, or sharing resources in group settings. It can also reflect a lack of capacity of practitioners to work with parents on the resources.
- Lack of data means some RPC leads are concerned about how to make the case for future funding for RPC work and are exploring ways to collect the evidence they need. This feeds into the larger issue of sustainability, ensuring that the RPC agenda and access to the OnePlusOne resources become business as usual should funding cease.
- LAs continue to grapple with how to increase parental engagement with the resources. At the same time, RPC leads continue to look at ways to raise practitioners' awareness and build the skills and confidence they need to address the issue of RPC with parents. One aspect of that is helping practitioners feel confident and capable in differentiating between destructive conflict and domestic abuse.
- External partners and agencies play a vital role in delivering the RPC agenda, but LAs vary in how successful they are in getting partners engaged.

Engaging parents

- LAs engage in a range of marketing and awareness-raising activities from print, digital and face-to-face channels. That could involve providing a regular presence at family hubs and other front door services, or going out to meet parents, for example through parenting cafés.
- Tackling poor signup and completion rates remains a challenge. The more successful LAs have tailored their approaches to the different needs of parents, for example relying on signposting for the lowest level of need to a fully supported one-to-one approach for others. Group work has also become an important aspect of delivery, either integrating the OnePlusOne resources into an existing parenting programme or developing a OnePlusOne-specific parenting group.
- Whatever approach LAs have adopted, it is vital that parents sign up to the resources with their own accounts in order to capture the full impact of their RPC work.

Reaching and equipping practitioners

- LAs recognise that the success of their RPC programmes relies on reaching and equipping their practitioners. LAs have adapted their training offers to reflect the needs and circumstances of target practitioners – offering anything from bitesize training sessions through to making RPC training a mandatory requirement.
- An array of tools and resources have been developed to support practitioners including assessment frameworks and toolkits with discussion prompts. RPC

leads also offer multiple opportunities to discuss cases and concerns, such as monthly drop-in clinics or individual follow-up with practitioners following training.

- Following reflection of practitioners' acute concerns about differentiating between parental conflict and domestic abuse, LAs have developed training, toolkits, and other resources to support practitioners. This is frequently backed up with accessible expertise such as through an RPC triage panel, case consultations, or combining RPC and DA leadership into one role.

Working with partners

- Persistence in knocking on doors has helped LAs to work in partnership with an array of services across the public and voluntary sectors.
- Successful approaches include identifying potential champions, creating multi-agency steering groups, tailoring communications and training to the partners' needs, and providing agencies with resources to facilitate conversations and referrals, such as a screening tool.

Securing the future of the RPC programme

- Securing the future of the RPC programme involves embedding RPC approaches into the LAs' 'business as usual' and making the case for the RPC programme through capturing evidence of its impact.
- In order to embed the programme LAs have combined attempts to ensure RPC becomes part of the LA's strategic goals and plans; training multiple tiers of practitioners and adopting the 'train the trainer' model; identifying RPC ambassadors to champion the agenda; and creating toolkits to guide conversations with parents even if funding ends.
- Leads are also strengthening the data they collect on the scale and effectiveness of their LA's RPC programme. That includes looking at ways to augment data on signup and completion rates through, for example, incorporating outcome measurement tools into early help systems. There are also examples of LAs engaging in projects to capture parents' lived experiences through follow-up interviews. This is being used to complement feedback from practitioners through, for example, case studies and questionnaires.

Introduction

Since 2021, local authorities (LAs) across England and Wales have been helping parents to adopt constructive means of managing conflict and disagreement as part of the Department of Work and Pensions' Reducing Parental Conflict (RPC) programme. During that time approximately 122 LAs have signed up to OnePlusOne's training courses and digital intervention package. Unlike previous quarterly reports, this document brings together learning from across the programme. Structured around some of the common challenges that LAs have faced, the report provides a summary of what has worked for different LAs in overcoming these obstacles. It combines insights from previous learning reports with those shared during the recent learning sets with 31 practitioners from 30 local authorities in England and Wales.

For those who have read previous learning reports, the challenges will not be a surprise. Low registration and completion rates are a common concern. In some areas they reflect a lack of capacity to work with parents, but in other LAs practitioners are using their own accounts to share resources, or using the resources more innovatively, for example in group settings. As a result, signups do not reflect how many parents are benefiting from the resources.

The missed opportunity to collect data means some RPC leads are concerned about how to make the case for future funding for RPC work and are exploring ways to ensure they collect the evidence they need. This feeds into the larger issue of sustainability, ensuring that the RPC agenda and access to the OnePlusOne resources becomes business as usual should funding cease.

LAs continue to grapple with how to help parents engage with the resources. At the same time, RPC leads continue to look at ways to raise practitioners' awareness and build the skills and confidence they need to address the issue of RPC with parents. One aspect of this is how to help practitioners feel confident and capable in differentiating between destructive conflict and domestic abuse. External partners such as the police, schools, and maternal health services are a key part of that, as is the more general challenge of how to bring those partners into the RPC work.

1. Reaching parents

Marketing and awareness-raising activities

LAs continue to do all they can to market the OnePlusOne resources with parents through traditional channels: putting up flyers, posting regularly on social media, and sharing leaflets and the QR code widely in, for example, food bank parcels and at other 'front door' service locations. One LA is producing a podcast on healthy relationships as part of their weekly parenting podcast series with a follow-up episode featuring parents who have used the resources.

Face-to-face channels also remain crucial. RPC leads regularly visit family hubs and other parent-facing services, set up stands at events, and promote resources during other parenting programmes by leaving out flyers or showing video clips. Other approaches include:

- Joining the SEN team on roadshows around the LA and talking to parents directly about the offer.
- Speaking at parenting cafés in schools on relevant topics, such as co-parenting and parental conflict.
- Supporting partners to run workshops or introductory sessions. For example, one LA's RPC coordinator supported academy staff who had done the RPC training to run a workshop for parents on healthy relationships where they introduced the OnePlusOne resources.

Some LAs have used more constructive language to rebrand their RPC offer. Examples of rebranding include *Relationships matter*, *Every relationship matters*, *Families in harmony*, *Healthy*

relationships, and *Strengthening relationships*. One LA saw around a 15% increase in referrals following the rebranding.

Tackling poor signup and completion rates

An ongoing challenge for LAs has been getting parents to sign up and complete the courses. The LAs that stand out as most successful have used a range of approaches tailored to different levels of need – for example, relying on signposting in GP surgeries and other universal settings for parents with low levels of need, while also working through the resources one-to-one with families in social services. These LAs have taken a strategic approach to the RPC programme, being clear how their RPC work fits into the wider offer to parents.

Flexible one-to-one delivery

Practitioners have adapted the way they used the resources depending on parents' needs and circumstances. This includes showing a few clips and fostering interest and trust before getting parents to sign up; working through the resources with a family; or taking a semi-supported approach with regular follow-ups to maintain momentum and address any difficulties.

A number of LAs have been provided laminated *Getting on Better* (GOB) cards for practitioners to use with parents, either as a standalone or to open up difficult conversations with parents. This has allowed practitioners to access families who may otherwise not engage with local services. One local authority has been using the GOB cards to explain concepts around conflict and communication to children.

Incorporating RPC resources into existing parenting programmes

Many LAs are integrating OnePlusOne's resources into their parenting programmes. Examples include:

- Using the week 5 and week 11 slots of the *Strengthening Families, Strengthening Communities* (SFSC) course to introduce modules from *Arguing better*. This has also reinforced key messages from the SFSC course.
- Adding an RPC module to the *Empowering Parents, Empowering Communities* (EPEC) course at the end as an optional session for parents. This has helped to normalise conflict for parents as they see other people grappling with similar issues.
- Providing access to the OnePlusOne resources before a group starts in order to prompt participants to start thinking about relationships. Others have introduced the resources at the end of a group session so that participants have something to go away and work on.
- Training all parenting group leaders (eg Triple P, Darts, Dice)
- Adding a video onto the end of a parenting group and using the *Getting on Better* cards: *"Then we just go through. It's a few of the GOB cards, really, that we do with the group. Then we give them the signup details so they can go away and do it themselves. Because obviously within the group, you've got separated parents and parents that are together. We tailor it so that the activities would fit both within there as well... We will look now at maybe tagging it onto some of our other parenting groups because we have some that are specifically for SEND families."*

Creating a dedicated RPC group programme

Rather than integrating the resources into existing programmes other LAs have established parent group sessions based around the resources. *"I would say it's taken a while for it to get out there, but we know that things do... But I felt really enthused this week by those groups... for me, I feel like they're probably the most successful thing that we've done."*

The approach varies, with some running virtual groups and others in-person; giving parents 'homework' where they look at the material at home and discuss it in the sessions; and running group sessions in a nursery with one of the nursery staff helping with the facilitation. This has helped parents to feel more comfortable as they are in a familiar place with a familiar person.

Capturing signups

Where LAs have worked with groups of parents they have taken different approaches to signups. For example, one LA gets all parents to sign up at the beginning of their group session and then go through the pre-test questions as a group on individual devices before going through the chosen intervention as a group. The other LA goes through the intervention as a group and then staff help parents at the end of the session to create their own accounts. Skipping that stage means that parent signup data will not properly reflect the number of parents making use of the resources or the scale of the impact in the LA.

2. Engaging and equipping practitioners

Practitioners working in different roles across the LA are pivotal to the success of the RPC agenda. Without their engagement the programme cannot flourish. In many areas stretched practitioners feel they lack the capacity to work through the resources with parents, do not see the RPC strategy as intrinsic to their roles, lack the support and leadership they need to take up the RPC challenge, or are caught up in LA-wide restructuring which impacts both time and motivation. As the RPC funding potentially draws to an end, others are also reluctant to start using the resources if they are not going to be available in the future.

Marketing and awareness raising

"And so we're spreading it where we can, but it's an ongoing job to just keep it on everyone's radar."

LAs across the country continue to spend a significant amount of time raising practitioners' awareness of the resources and reminding staff of their availability. Approaches include:

- Emailing flyers, sharing QR codes, engaging in regular marketing such as distributing a regular RPC newsletter, incorporating RPC information into other services' newsletters, and posting video clips from the resources on social media.
- Attending team meetings and sharing information about OnePlusOne interventions, refresher courses, or Train the Trainer sessions.
- Adding OnePlusOne interventions to monitoring forms to remind practitioners of what is available and to show which resources have been shared and completed.

- Holding refresh or relaunch events, especially if the LA has rebranded the programme, such as daylong webinar-style presentations or multiauthority conferences.

There have also been approaches to strengthening referral processes, for example by training 'front door' staff to identify where RPC support would be helpful and refer on to the right help. One LA is using its Mosaic system to identify cases that require support around conflict and are exploring how to ensure the system is used by other partner agencies and voluntary sector organisations in addition to current children's services' users.

Flexible, targeted training offers

Reflecting the different needs and circumstances of their target practitioners LAs have varied their approaches to rolling out RPC training:

- Offering refresher courses, especially where practitioners have been exposed to a number of training courses or different parenting interventions in quick succession.
- Running face-to-face courses that enable practitioners to go through the resources from start to finish with a trainer present to answer questions and explore how practitioners might use the resources.
- Offering bitesize sessions rather than the full training course. These are often open to professionals from different services and therefore help to stimulate case discussions and referrals from a range of services.
- Making RPC training mandatory across children's services and early help to highlight its importance and the available resources.

Where capacity has been an issue some LAs have trained peer support workers, such as volunteers who have undertaken the *Empowering Parents, Empowering Communities* (EPEC) training to engage with parents therefore taking the pressure off practitioners.

Building confidence and capacity

RPC leads are aware that some practitioners are held back from using the resources because they do not feel confident and are anxious about how to respond if parents open up about conflict. LAs have adopted different strategies to address that concern.

- Hold regular drop-in sessions or RPC 'clinics' where practitioners can talk to experts about any challenges or questions. The sessions also help to keep RPC on the agenda.
- Follow up with practitioners who have completed the training and provide an opportunity to explore how they will use the training and resources in their practice. This helps to integrate the training into their practice and maintain awareness of the issue.
- Contact practitioners after a first visit to discuss how it went and future uses.
- Create communities of practice where practitioners can share experiences and insights.
- Discuss referrals coming to the Healthy Relationships panel with practitioners in order to provide them with further support and ensure parents are being referred to the intervention most suited to their needs.
- Encouraging practitioners to:
 - Remember that they are not being asked to be therapists: *"I say it's not therapy, it's therapeutic talking. You're not all things to all people. You know your boundaries, but it's asking those curious questions."*
- Think about how it feels to be in conflict and how it affects everyday life in order to normalise conflict and reinforce the idea that conflict is universal.
- Focus on the impact of conflict on children. When there are issues around child behaviour, encourage parents to think about how the relationship might be affecting the child or why a child may be acting up by, for example using the 'Kids Talk' video from *Arguing better*. One LA has included an activity for children in the physical toolkit for their workers, exploring how they feel when people are no longer part of their lives. This offers an opportunity to hear the child's perspective and provides a conversation prompt for parents.

Tools and resources

Alongside their training offer LAs have developed a range of tools and resources, such as:

- A structured RPC referral pathway addressing different levels of need and matching them against appropriate interventions. This includes an assessment tool developed by the LA for practitioners to use in conjunction with the referral pathway.
- Practitioner toolkits with prompts and ideas designed to help practitioners discuss conflict with parents:
 - An easy to use and informative traffic light tool comprising *"actions for each kind of stage of the relationship"* and further guidance for each stage.
 - A booklet which covers everything from why reducing parental conflict is important to a variety of tools practitioners can use with new parents, separated parents, children, and young people.

- A practitioner “Getting on Better bag” containing the GOB cards, a screening tool, a squishy ball used to facilitate conversations with parents, information about available support for parents, and an activity for children.

3. Working with complexity: differentiating between parental conflict and domestic abuse

Helping practitioners and partners to differentiate between parental conflict and domestic abuse (DA) has been an important element of the RPC agenda. In some cases, anxiety about getting it wrong has resulted in high numbers of incorrect referrals to DA assessments. LAs have adopted multi-stranded approaches to the issue that include training, providing toolkits and resources, and working closely in partnership with DA organisations, LA specialists and the police.

Training and equipping staff and partners

Some LAs have focused on offering further training to practitioners or finding ways to integrate it into existing training offers. Some examples include:

- Incorporating a session on DA and local service pathways into RPC training or requiring practitioners to attend DA training before they attend any RPC training.
- Offering bespoke workshops to help practitioners differentiate between DA and parental conflict, bringing in the LA’s DA team where possible.

- Delivering RPC training to DA organisations to ensure DA workers are better equipped to signpost families back to more appropriate resources following an incorrect DA referral.
- Building the discussion into supervision and reflective practice to develop knowledge and confidence.

Toolkits and resources

Local authorities have also been creative in developing tools or risk assessments that help practitioners to explore what is going.

- A ‘safety net’ tool in the form of a prompt sheet that facilitates conversations with families and helps identify whether they are affected by DA or conflict.
- A toolkit developed in partnership with a local DA organisation that provides indicators designed to help differentiate between a healthy relationship, a complex conflictual relationship, and an abusive relationship.
- Checklist for practitioners which helps them distinguish between DA and parental conflict. One LA has also developed a pre-and-post questionnaire for families before they attend the programmes, which provides another level of screening to ascertain whether the programme is right for that family.

Providing accessible expertise

A third approach involves making expertise available to practitioners to support them in their decision making. Local authority innovations include:

- Establishing an RPC/DA panel that practitioners can approach for advice on cases.
- Incorporating RPC into the title and remit of team DA leads so they act as a resource to their teams on both issues.
- Offering the opportunity for case consultations with practitioners.
- Setting up an RPC Triage panel comprising RPC and DA leads as well as front door staff. The panel reviews DA referrals. If the referral is not appropriate, they can talk to the practitioner about the case and further develop the practitioner's understanding.

4. Working in partnership with other services to deliver the RPC agenda

RPC coordinators have targeted a range of partner agencies and services in order to roll out and embed support around parental conflict into the LA. Examples include Children and Adolescent Mental Health Service (CAMHS), Multi-Agency Safeguarding Hubs (MASH), social workers, family hubs, Flying Start, Families First, Child Protection, family courts, police, fire and rescue services, schools, solicitors, midwives, Home Start and other volunteer led services, social prescribers and professionals working with children in residential homes. Persistence has been key.

"With the whole RPC programme, it's just persistence. The first time you knock on the door is probably not the time that they'll take it in. It's how you go back and remind them that you've been and stuff... But we do feel like we're starting to make inroads with that now."

Insights have also been developed around how best to approach and engage partners regardless of service. Strategies include:

- Identifying individuals in partner services who are passionate about RPC and understand its relevance to the service's work with families and are willing to act as champions:
"What we've benefited from is finding one or two people who are champions, who like it, use it, and are enthusiastic, and get them to talk to others and go to team meetings and spread it that way. Because it's not anyone's particular job, but if you get somebody who's interested and gets to know the materials, because it's all very well going on the training, all that, but until you actually get into it and know what it really entails, you just don't promote it."
- Running *Train the Trainer* courses with professionals from across different services.
- Establishing steering groups or regular multiteam meetings that bring together practitioners from across services, such as health, family hubs, children's centres, police, faith and community groups, and children's services.

- Setting aside time to meet with partner services and organisations and share resources and promotional material. It often takes a number of contacts before the service will respond to requests for meetings.
- Thinking about the messaging when talking to partner agencies, including:
 - Using the same language as partner agencies, such as midwifery or health visiting, and emphasising that RPC is an additional tool to help them with the work they are already doing in supporting parents dealing with parental conflict.
 - Making the case for why it matters and the cost benefits of an early intervention approach to the different organisations, such as schools or the police.
 - Being clear that getting involved does not have to mean more work but may just be about signposting to the resources or to RPC-trained practitioners in the LA where appropriate.
- Tailoring presentations and training sessions to the interests and needs of the partner agency.
- Creating a team to oversee referrals from partner agencies with the resources to work with families over a number of sessions.
- Developing a screening tool for professionals that supports a conversation around positive aspects of a relationship, and which enables professionals to refer the case to an RPC parenting group.

LAs' experience of working with different partner agencies has been variable. Approaches to working with particular partners are as follows.

Working with the police

- The police in this LA *"have the link to OnePlusOne on their SOS app. So if they go out to a verbal altercation call out and they perceive that it's parental conflict and not domestic abuse, they'll assign the parents to that... that generates a contact record which comes to our locality. So again, the people who speak to the parents on the phone will reiterate that offer."*
- Police representatives are integrated into the local family hub. *"We have two PCSOs who join us in the hub every week, and we work very closely with them. We can link in with them if we need any further information on a family and likewise, they will come to us for Intel if they think we might have it."*
- The RPC lead has developed a one-hour training session for the local police force. The approach is one of coaching rather than formal training that focuses on how to work with parents in conflict, for example raising awareness about what parental conflict looks like, the difference between conflict and DA, how to open conversations with parents, what interventions to refer parents to, and how RPC fits in with police priorities. It is a core part of their role. A 10-minute vlog about parental conflict and the signs of safety has also been developed as part of a twenty-minute briefing session for onboarding new officers.
- Working closely with the assessments team and police so that police can signpost to tools where it is conflict rather than DA.

Working with schools

- RPC leads have engaged schools by attending local area meetings, team meetings or speaking to individual professionals. This includes special educational needs coordinators (SENCOs), designated safeguarding leads (DSLs), governors, and school nurses as

well as targeting influential people, such as those on the school board or part of a Multi-Academy Trust's management team to cascade the training through the Trust's schools.

- One RPC lead attends school inset days to brief staff about the training and resources, and another uses an Early Intervention Foundation (EIF, now called *Foundations*) document outlining why RPC is important for schools when they reach out.
- Some LAs have successfully promoted the OnePlus One interventions in school bulletins, headteacher's bulletins, SENCo bulletins, and education safeguarding teams' newsletters. Another LA has succeeded in getting schools to put a *Getting it right for children* flyer in school bags when they become aware of a family affected by relationship breakdown.

- A number of LAs have trained early help or early years practitioners based in schools as they are known to parents and are well placed to have conversations around parental conflict.
- Running short virtual sessions with schools to introduce the resources and explore how they could collaborate.

Working with other partners

Fewer LAs have had success in engaging midwifery or health visiting services. While there has been interest from these partners in many areas, lack of capacity has left them reluctant to get involved. However, in one LA the maternity service includes a *Me, You and Baby Too* flyer in their birth registration packs. In another, health visitors have incorporated video clips from this course into their presentations to new parents alongside the QR code and further information about the course.

5. Sustainability: securing the future of the RPC programme

For local authorities that have been working on RPC for some time, one key issue is securing it for the future so that RPC becomes business as usual regardless of sources of external funding.

Embedding RPC approaches into the LA

- Training peer support workers to go through resources with parents or run groups, thereby minimising staffing costs.
- Ensuring that RPC is part of future strategies, including informing the next LA children's plan.
- Developing toolkits for professionals to use with parents. This includes prompts

to open up difficult conversations with parents and assessment tools to identify a parent's level of need. The aim of these toolkits is to ensure that practitioners have the skills and tools to keep having these conversations with parents, even if RPC funding ends.

- Working with relationship champions or ambassadors, such as individuals who have done the *Train The Trainer* programme, to create communities of practice and to champion the resources within an LA.
- Delivering RPC training as far and as wide as possible, focusing primarily on schools and antenatal settings. RPC coordinators have identified these as important professional groups because

they are often the first to identify families who are at risk of or already in conflict.

- Capitalising on family hubs by training staff in RPC, holding launch events for RPC pathways in family hubs, and setting up spaces in family hubs for parents to work on RPC interventions with practitioners.
- Using the *Train the Trainer* model to ensure training can continue and individuals can act as champions.
- Modelling training. For example, the RPC coordinator in one LA has delivered OnePlusOne interventions as face-to-face groups as part of stay and play sessions for parents. This has given family workers the opportunity to learn how it is done and build confidence in doing so themselves.
- Incorporating KPIs related to the OnePlusOne programme into family hubs' contracts to encourage staff to refer families to the resources.

Making the case for the RPC programme

Another ongoing challenge for LAs is being able to demonstrate how widely resources are being used and how effective interventions are when signup rates are much lower than expected: *"Some of the feedback that I get about the programme is just about the interventions that they are so flexible. They could be used in so many to support families, but how are we capturing what people are doing?"*

This is a growing concern as LAs consider whether they wish to pay for the resources themselves should funding cease: *"If we're going to fund it internally, we've got to obviously make sure that we're seeing the results."*

Gathering data on the impact of the resources on parents

"How we're going to evidence what we've done and the outcome for parents."

A number of LA are exploring how they can improve the volume and quality of data they record on the impact of the resources on parents. Some examples of innovation:

- Customising pre-test questionnaires to capture more data.
- Obtaining data at district level to understand variations in signup rates across the LA and using that insight to target RPC efforts in certain districts to improve signups.
- Using parent progress data to make the case for additional staff by demonstrating take-up and outcomes for parents who worked through the resources on their own compared with those who had support from a practitioner.
- Incorporating outcome measurement tools into early help systems and into external partners' systems in order to obtain better data on usage and impact and what happened following any help given.
- Commissioning an external evaluation which includes following up with parents who have used OnePlusOne's interventions.
- Collecting data on how the GOB cards are being used. For example, one LA ensures that when practitioners return the cards back to the hub, they complete a form about how they have used them.

Alongside quantitative data about the resources and their impact, some LAs are investing in hearing more about parents' experiences by conducting follow-up interviews around how RPC work has benefited them.

One RPC team is working with the LA's policy and performance team's engagement officer *"to look at family voice and really linking into the planning tool within our RPC, our returns to DWP. What we're keen to do is get that lived experience of families who have engaged within the RPC agenda and what does that look like, that real impact? Should we lose this, what's that impact? Where we've seen improvements, say when we've delivered a piece of RPC, where have we seen improved behaviour in school... improved attendance in school, engagement of families, attendance at substance use services."*

Obtaining practitioner feedback

Practitioners also play a key role in reporting on how resources are being used and if they are making a difference, although LAs recognise that this can be challenging to do. One RPC lead captures feedback from practitioners at her drop-in sessions by inviting them to scan a QR code to access short pre- and post-session questionnaires.

The questionnaires capture information about how practitioners have used the resources with parents and any feedback

around how that has gone. The RPC lead also captures data on how confident practitioners feel in using the resources after her drop-in clinics.

"I found that instant feedback really good... asking, 'Have you done these videos?' I lay out all the videos... then I do the Q&A session asking questions about how we can integrate it in daily practice and tools and tricks and stuff. Then I literally tell them they can't leave until they do the post questionnaire one. Again, a similar question. But the difference is I've put how confident you now feel in delivering the OnePlusOne resources... I've never got any feedback otherwise."

Another LA offers a two-hour training session a couple of months after the initial training to consolidate the learning. Practitioners are asked to bring a case study and use a QR code to complete a questionnaire about how they have used the resources and how useful they have been. The LA has found this a useful source of feedback around how the resources are impacting families.

OnePlusOne updates

While we are all waiting for clarity around the finer details of the recent budget announcement, we want to remind you that OnePlusOne is here to continue supporting your work with families. From training people working in support roles, to offering you a toolkit of resources to use with families, we're ready to work with you to find a package that suits your needs.

We understand that many local authorities are having to balance their responsibility to provide good quality support services to their local communities with the funding they have available. As a charity, OnePlusOne wants to ensure that everybody can have access to relational support and skills that will improve their lives. In this period of uncertainty, we want to work with you to ensure that families can continue to get the help they need when they need it.

If you'd like to discuss how we can help you ensure a consistent offer of support in your local area, please contact our customer relationships manager, Claire Trainor-Gray at claire.trainor-gray@oneplusone.org.uk

What we can help with:

- Training and refresher training for practitioners, including *Train the Trainer* training to help you cascade knowledge in-house.
- Ongoing access to our online courses for parents, with accompanying guides for practitioners.
- Printed *Getting on better* and *Getting it right for children* cards to assist your work with families. These can be translated into different languages and branded with your local authority logo.
- Reporting and evaluation of how our resources are being used locally.

Using *Separating better* as a practitioner – a reminder

The *Separating better* app is designed to be used independently by parents in the initial stages of separation – not as a practitioner-led intervention. The evaluation is funded by the DWP to see how a self-guided app might help parents through separation and emotional readiness. To support this, it's important that we can evaluate how parents choose their journey through the app without external guidance.

If you would like to familiarise yourself with the app before referring parents to it, please feel free to create your own account. When you have created your account, please go to the 'Profile' section and select "I am a professional".

If you would like to download any promotional material, you can find our promo hub here: **Separating better Promo hub** (oneplusone.org.uk)

As always, thank you for your support and enthusiasm!

Training updates

To meet the demand for training smaller numbers of staff than our minimum recommended number we are offering a mixed cohort of standard training. Rather than booking a training session exclusive to their LA, individuals or small groups can book onto an open course with practitioners from across England and Wales, charged at a per person rate. We are also offering a per person rate for a mixed cohort of Refresher training, with dates to be confirmed.

To find out more, please contact claire.trainor-gray@oneplusone.org.uk

New training programmes to support your personal and professional development

We have recently expanded our training offer to support people and workplaces with the development of relational skills.

Relational capability is our new evidence-based programme designed to help you transform your approach to building effective relationships. It allows practitioners to develop and practice the core relational skills underpinning effective interactions. Focusing on emotional competence, communication, engagement, and mentalisation, this training helps anyone working in a support worker-service environment. It sits independently of our RPC digital intervention training and is ideal for people working in settings such as family hubs, children's centres, early help, social care, and beyond.

Relational leaders is designed to help leaders and managers create supportive and productive workplaces that are built on a culture of trust and psychological safety. Positive relationships between employees and managers are essential for people to feel supported at work and empowered to do their best. This evidence-based programme focuses on developing emotional and reflective capability and collaborative communication skills.

To find out more about these training courses, please visit the OnePlusOne website or contact claire.trainor-gray@oneplusone.org.uk



OnePlusOne
c/o MHA MacIntyre Hudson
6th Floor
2 London Wall Place
London
EC2Y 5AU

 info@oneplusone.org.uk

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