



Little Minds Matter
Bradford Infant Mental Health service



Bradford District Care
NHS Foundation Trust

Parent Infant Relationships

A Training Curriculum for Bradford City and District 2021

A Collaboration Between:

Children's Community Services
Little Minds Matter: Bradford Infant Mental Health Service
Specialist Mother and Baby Mental Health Service

A skilled workforce that focuses on early intervention and prevention

Training is key to supporting frontline practitioners

We know that early intervention is good for services and service users alike. The first 1001 days, from conception until a child's second birthday, are critical for optimal life-long physical health and mental health outcomes. Despite this, it can be a real challenge for busy frontline practitioners to hold the baby in mind (Price & Ellis, 2020). It was highlighted by Milne et al. (2018) that frontline practitioners such as health visitors play a key role in supporting the transition to parenthood and supporting a healthy parent-infant relationship.

A comprehensive training curriculum can help ensure a highly skilled workforce that focuses on early intervention and prevention. Parent-infant relationship training builds capacity across the workforce. This message has been reinforced by national guidance highlighting the importance of a well-trained infant mental health workforce (Early Years Review, 2021; Rare Jewels Report, 2019 NICE, 2014).

Specialist services are available to support practitioners in Bradford City and District

Bradford District Care NHS Foundation Trust has a range of specialist services that work to promote high quality care early in a baby's life.

Specialist Mother and Baby Mental Health Service

The Specialist Mother and Baby Mental Health Service (SMABS) is a service which accepts referrals for women who are currently experiencing, or high risk of, experiencing moderate to severe perinatal mental illness. The service works with the woman, providing care and treatment for her mental health, interventions to support the mother-infant relationship and also works with the family. SMABS's stepped care model of interventions for infant mental health, includes practical interventions, psychoeducation and therapeutic interventions aiming to increase shared satisfaction and pleasure in the relationship. The service currently works through pregnancy to 12 months, with an expectation that this will expand to 24 months. The investment in perinatal mental health community services is part of the government's commitment to 1001 Critical Days.

Little Minds Matter: Bradford Infant Mental Health Service

The Little Minds Matter: Bradford Infant Mental Health Service is a specialist Better Start Bradford project, delivered by Bradford District Care Trust as part of Child and Adolescent Mental Health Services. We are funded by The National Lottery Community Fund, with additional funding from the Reducing Inequalities in City programme led by the Bradford District and Craven Clinical Commissioning Group. We work with families and the professionals that support them during the 1001 critical days – from conception to age two. Our vision is simple: to support the early relationships between babies and their carers. In addition to providing consultations to professionals, and working directly with families, delivering high quality training is a key way of achieving this.

Breastfeeding Strategy: Community Health Services

The key messages and actions from the Bradford District Breastfeeding Strategy stand on the foundation of the parent infant relationship being at the core of all infant feeding practice. The Breastfeeding Strategy advocates that breastfeeding, safe bottle feeding and parent-infant relationship building form the essential building blocks to getting off to a good start. Services to support breastfeeding are developing across the district and training is available for both specialist infant feeding practitioners and organisations working with families. Professionals are supported to recognise that infant feeding is part of a reciprocal relationship in line with 1001 critical days. The implementation and use of the Ready to Relate model and resource composes part of the Breastfeeding Strategy. Improving breastfeeding rates is a Public Health priority as less than half of babies nationally and locally receive any human milk by the age of 2 months. The Strategic Breastfeeding lead is funded by Public Health and delivered from Bradford District Care Foundation Trust serving the District Wide population.

A comprehensive training curriculum for practitioners working with babies

Providing appropriate support to develop infant mental health competencies

Weatherston (cited in AIMH-UK, 2000) states that the promotion of social and emotional infant wellbeing and preventing mental health issues are just as relevant as therapeutic treatment and intervention. The training curriculum provides practitioners with the competencies from the theoretical underpinnings combined with the practical applications for high quality, consistent care to be delivered. See Appendix IV for details of the competencies developed through the training curriculum.

Working together to help practitioners develop support families with confidence and competence

Together, the specialist services within the Trust have developed a series of training courses that will support practitioners develop the skills, knowledge and confidence to support parent-infant relationships. The training curriculum ensures the workforce has the same core foundational knowledge of infant development and builds on existing knowledge to provide practical applicability in their work with families.

The training offer in Bradford is available to all professionals working with families. Training addressing the core principles of Infant Mental Health increases the likelihood of services having a shared understanding and using a common language that is familiar to families.

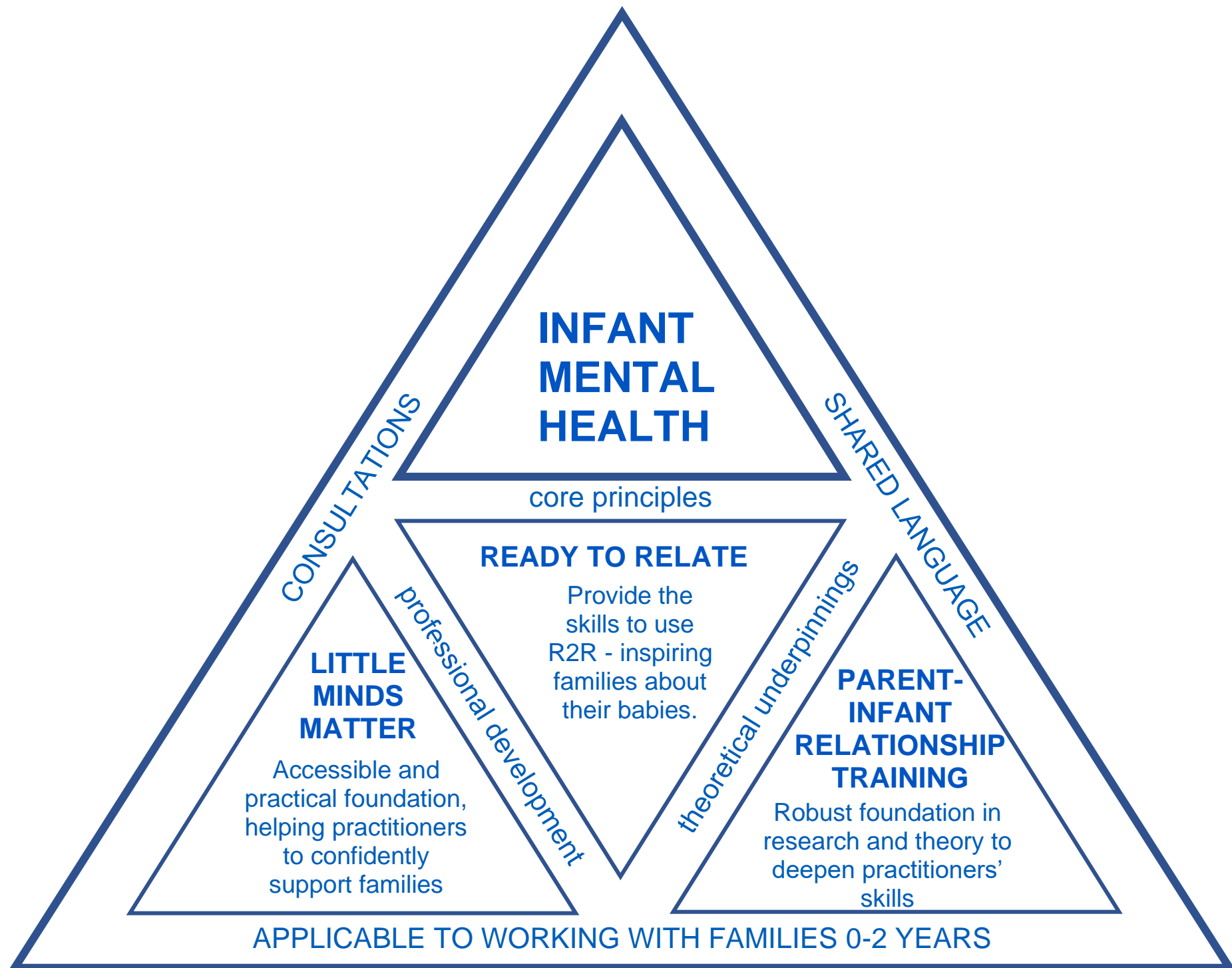
The training offer is made up of three main components that focus on various aspects of parent-infant relationships. There will, inevitably, be some overlap in content between these courses. This will help to reinforce the key concepts and rehearse the common language that practitioners can share with families.

Title of training	Parent-Infant Relationship Training	Infant Mental Health Awareness Training	Ready To Relate
Delivered by	SMABS	Little Minds Matter	SMABS and Community Health Services
Focus	Ensure practitioners have robust understanding of theory and research of parent-infant relationship; to develop knowledge and skills that they can use in their practice.	Helping practitioners to apply infant mental health knowledge to practice.	The resource aims to change the narrative of the infant, reduce ACES, and promote enjoyment within the parent infant relationship.
Format	3 consecutive, half day sessions. Combination of teaching and discussion to help practitioners draw connections between theory and practice.	One full day of training and a half-day follow-up. Building comprehensive case studies and practical activities to make the content accessible and relatable to practice.	2 hour sessions delivered through a workshop. The Ready to Relate resource embeds the practitioner's Parent Infant Relationship knowledge into practice to ensure information is shared with those who matter most – the families.

Title of training	Parent-Infant Relationship Training	Infant Mental Health Awareness Training	Ready To Relate
Delivered by	SMABS	Little Minds Matter	SMABS and Community Health Services
Content Overview	<ul style="list-style-type: none"> • Trauma and adverse childhood experiences • Neurodevelopment, • Emotional regulation, • Understanding babies; • Infant cues • Specific relationship factors to encourage; • Observation within your role; • Interventions; • The foundation training to the Ready To Relate resource; • Supporting the voice of the child. 	<ul style="list-style-type: none"> • Neurodevelopment • Attachment • Observing Parent-Infant Relationships • How to promote parental sensitivity 	<p>These sessions includes:</p> <ul style="list-style-type: none"> • Amazing babies, born ready to relate • Understand the ready to relate model • Review key messages and embedding knowledge into practice • How to use the Ready to Relate resource cards with families • supporting the Voice of the Child/Infant in practice and documentation
Evaluation of Impact	Pre-post evaluation	Pre-post evaluation	Auditing evaluation

All three training opportunities are available to all practitioners: no professional working with families with babies from conception to age 2 years will be excluded. Attendance at each training is not dependent on completion of another training. Professionals can attend all three training offers, and in any order.

Consultation support is available to practitioners to promote their continued professional development and support parent-infant relationships.



Parent-Infant relationship training (BDCFT)

NHS
Bradford District Care
NHS Foundation Trust

Over 3 sessions, this training provides:

- a in-depth overview of theory and research
- practical skills and interventions

Ideal for practitioners working with the parent-infant relationship as a core aspect of their work and/or with parents with a higher tier of need

Training covers:

- trauma and adverse childhood experiences
- neurodevelopment,
- emotional regulation,
- understanding babies;
- infant cues
- specific relationship factors to encourage;
- observation within your role;
- interventions;
- the foundation training to the Ready To Relate resource;
- supporting the voice of the child.

Book on via ESR or calling BDCFT Training: 01274 251117



APPENDIX II

Infant Mental Health Awareness Training

A practical interactive training day delivered by highly specialist clinicians

This one-day training course provides information on **infant neurodevelopment**, **attachment theory** and promoting **responsiveness** and **sensitivity in parents**. Delivered by highly specialist clinicians, our training aims to support practitioners in their work with families to help give babies the best possible start in life.

We provide both a theoretical knowledge base and space for you to apply this in practice. We hope that you will leave our training feeling more confident in your work supporting complex parent-infant relationships.

Post-training support: training participants can attend Infant Mental Health in Action training and consultation events: reflective practice groups, ongoing consultation and drop-in sessions.

How to book: to see a list of future dates and to book your place, please go to:

<https://bit.ly/39jlcLh>



Little Minds Matter

Bradford Infant Mental Health Service

A really interesting and thought-provoking day, packed with facts!

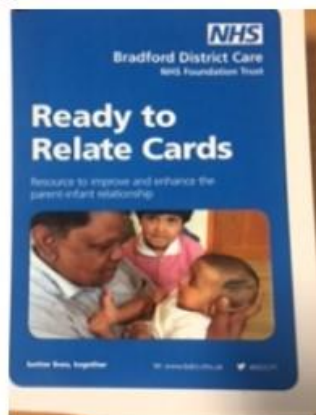
Ready to Relate workshop and refresher- hearing the voice of the infant



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The Ready to Relate resource embeds the practitioners Parent Infant Relationship knowledge into practice to ensure information is shared with those who matter most – the families.

The resource aims to change the narrative of the infant, reduce ACES, and promote enjoyment within the parent infant relationship.



better lives, together



These sessions includes:

- Amazing babies, born ready to relate
- Understand the ready to relate model
- Review key messages and embedding knowledge into practice
- How to use the Ready to Relate resource cards with families
- supporting the Voice of the Child/Infant in practice and documentation

2 hr sessions

Book through ESR

Email: training@bdct.nhs.uk

Tel: 01274 251117



W: www.bdct.nhs.uk

T: @BDCFT

Appendix IV

The Association of Infant Mental Health (AIMH) competency framework sets out “the skills, knowledge and behaviours that enable practitioners to deliver quality care and the continuous improvement of services.” (AIMH, 2020).

Title of training	Parent-Infant Relationship Training	Infant Mental Health Awareness Training
AIMH-UK Competencies Developed	1.01-1.03 Collaborative working 1.04-1.08 Supporting sensitive caregiving 1.09-1.10 Threats to engagement 2.01 Brain development and critical periods of development 2.03 Developmental pathways in infancy 2.04-2.07 Attachments 2.08-2.10 Ecological context for child development 2.11-2.13 Resilience 3.01-3.03 Transition to parenthood 3.04-3.07 Ante and postnatal factors that can effect parenting 3.08 Help seeking behaviours 4.01, 4.04-4.06 Assessment 4.09-4.10 Child protection/safeguarding 5.01, 5.03-5.07 Supporting caregivers 6.01-6.03, 6.06 Reflecting practice principles 7.04-7.06 Working within relevant legal and professional frameworks 7.07-7.09 Information sharing	1.01-1.03 Collaborative working 1.04-1.08 Supporting sensitive caregiving 1.09-1.10 Threats to engagement 2.01 Brain development and critical periods of development 2.03 Developmental pathways in infancy 2.04-2.07 Attachments 2.08-2.10 Ecological context for child development 2.11-2.13 Resilience 3.01-3.03 Transition to parenthood 3.04-3.07 Ante and postnatal factors that can effect parenting 3.08 Help seeking behaviours 4.01-4.06 Assessment 4.07-4.10 Child protection/safeguarding 5.01-5.07 Supporting caregivers 6.01-6.06 Reflecting practice principles 7.04-7.06 Working within relevant legal and professional frameworks 7.07-7.09 Information sharing

The Ready to Relate training embeds practitioner knowledge into practice using the Ready to Relate resource cards. Practitioner application of the Ready to Relate resource cards impacts parental understanding of the infant and leads to changes in parenting both this infant and subsequent children (Dickens and Milne, 2020). The Ready to Relate training reinforces the competency development offered to practitioners through the above training courses by providing a practical tool for use with families.

All AIMH-UK competencies are covered within the BDCFT training curriculum. The exception is: 7.01-7.03 in relation to legislation, guidance and policies and procedures around working with infants, children and families. It would be an expectation that practitioners attend agency-specific training around child protection and safeguarding infants, children and families in addition to the infant mental health training offer. Throughout the trainings covered in this curriculum there is an emphasis on the importance of safeguarding and it being the responsibility of all professionals working with this population. However, guidance of procedural requirements is beyond the scope of this training curriculum.

Further reading is suggested to support practitioners in continuing their professional development beyond our training.

APPENDIX V

References

AIMH-UK. 2020. *The UK Infant Mental Health Competency Framework (IMHCF): from pregnancy to age 2 years*. Available from: UK IMH Competency Framework | AiMH UK Association for Infant Mental Health

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Dickens, J. and Milne, L., 2020. Ready to Relate: Parent interview themes. *Community Practitioner*. **93**(6), pp.42-45.

Milne, E., Johnson S. E., Waters, G.M. et al. 2018. Understanding the mother-infant bond. *Community Practitioner*. **91**(7), pp.45-47.

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PIP UK. 2019. *Rare Jewels: Specialised parent-infant relationship teams in the UK*. Available from: Rare Jewels - Parent-Infant Foundation (parentinfantfoundation.org.uk)

Price, M. and Ellis, J. 2020. Taking action to keep the infant in mind. *International Journal of Birth and Parent Education*. **8**(1), pp.35-36.