



# Parent-Infant Teams and Services Reaching Across the Wider System

Ben Yeo  
National Clinical Advisor  
(Parent-Infant Foundation)

# The Black Country

- Parent-Infant Foundation Clinical Associates
- Dudley, Sandwell, Walsall and Wolverhampton
- High levels of deprivation
- Working towards a specialised parent-infant relationship team

# Definition of a Parent-Infant Team

## Expert Advisors and Champions

Using expertise to help the local workforce to understand and support all parent-infant relationships, to identify issues where they occur and take the appropriate action.

This happens through offering training, consultation and/or supervision to other professionals and advice to system leaders and commissioners.



[Definition of a  
Specialised  
Parent-Infant  
Relationship team](#)

# Parent and Infant Emotional Well-being (PIEW)

- Julia Dymock
- PIEW FNP Educator
- BSc (Hons) PH Nurse
- RGN, HV, FN



# Parent Infant Emotional Wellbeing Training

Part of Dudley's Start for Life Family Hubs project

Dudley, part of the Black Country with neighbouring Walsall, Wolverhampton, and Sandwell.

In Dudley, Role of FNP Educator, alongside 2 specialist HVs, creation of PIEW pathways.

0.6 WTE Feb23-March25

Scope around the role, exploration of other packages, other areas, support for families

No other role sole for training around PIEW in Start for Life

Creation and refinement of training package: use of personal and professional background including FNP principles: sensitive responsive parenting promoting secure attachment.

Thanks to FNP NATIONAL TEAM for advice/mentorship around development

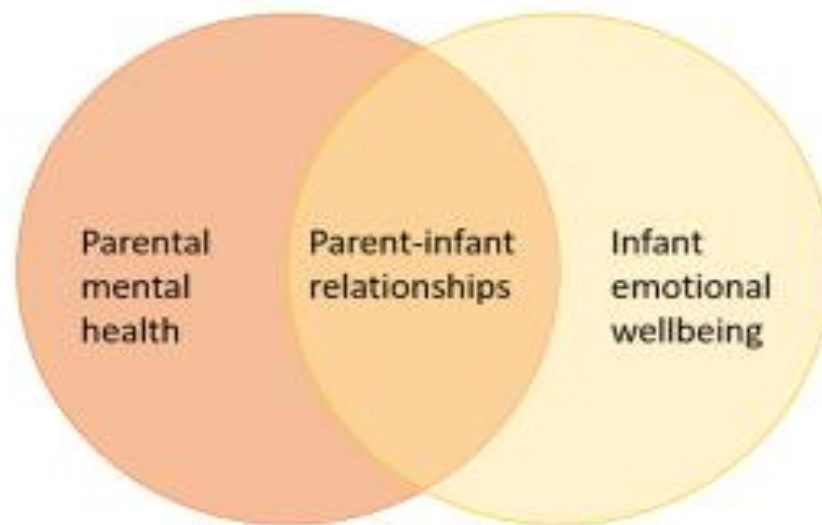
And Ben Yeo of Parent Infant Foundation for guidance.

“The emotional wellbeing of babies, sometimes called infant mental health, refers to how well babies experience, regulate and express emotions, and is dependent upon the quality of the relationship between infant and carers.”

*Parent Infant Foundation, 2023.*



## Parent-Infant Emotional Wellbeing in the First 1001 Days



# Contents of training

UNICEF toolkit

Trauma informed practice slide

NSPCC Serve and Return

Still Face

Infant Mental Health Competency document

Self-care resources : local and published

Building baby's brain ( in utero and from birth) visual aid used

Baby cues, baby states

Attachments

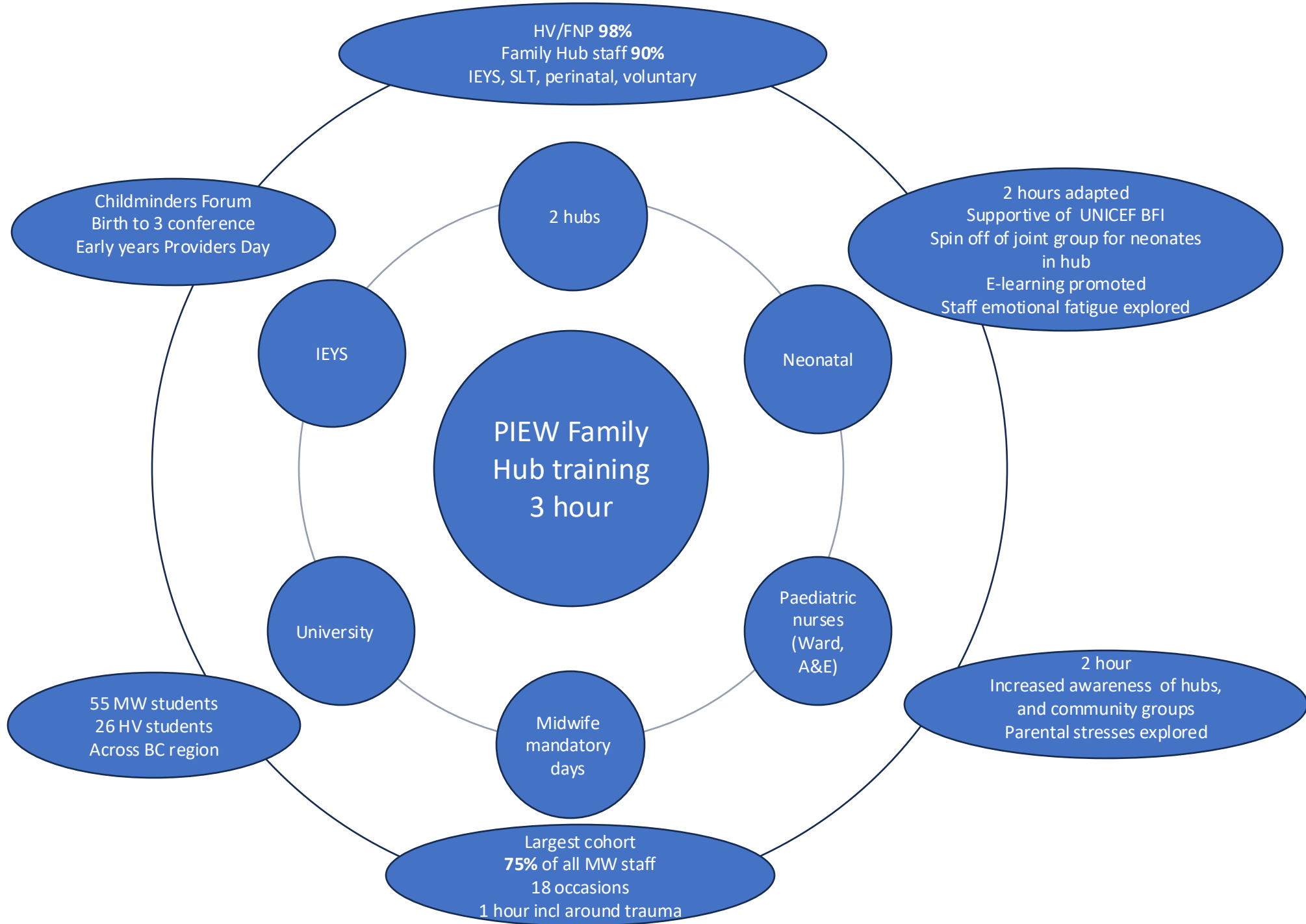
Containment of emotions ( visual)

Fathers, co-parents, kinship carers, child minders

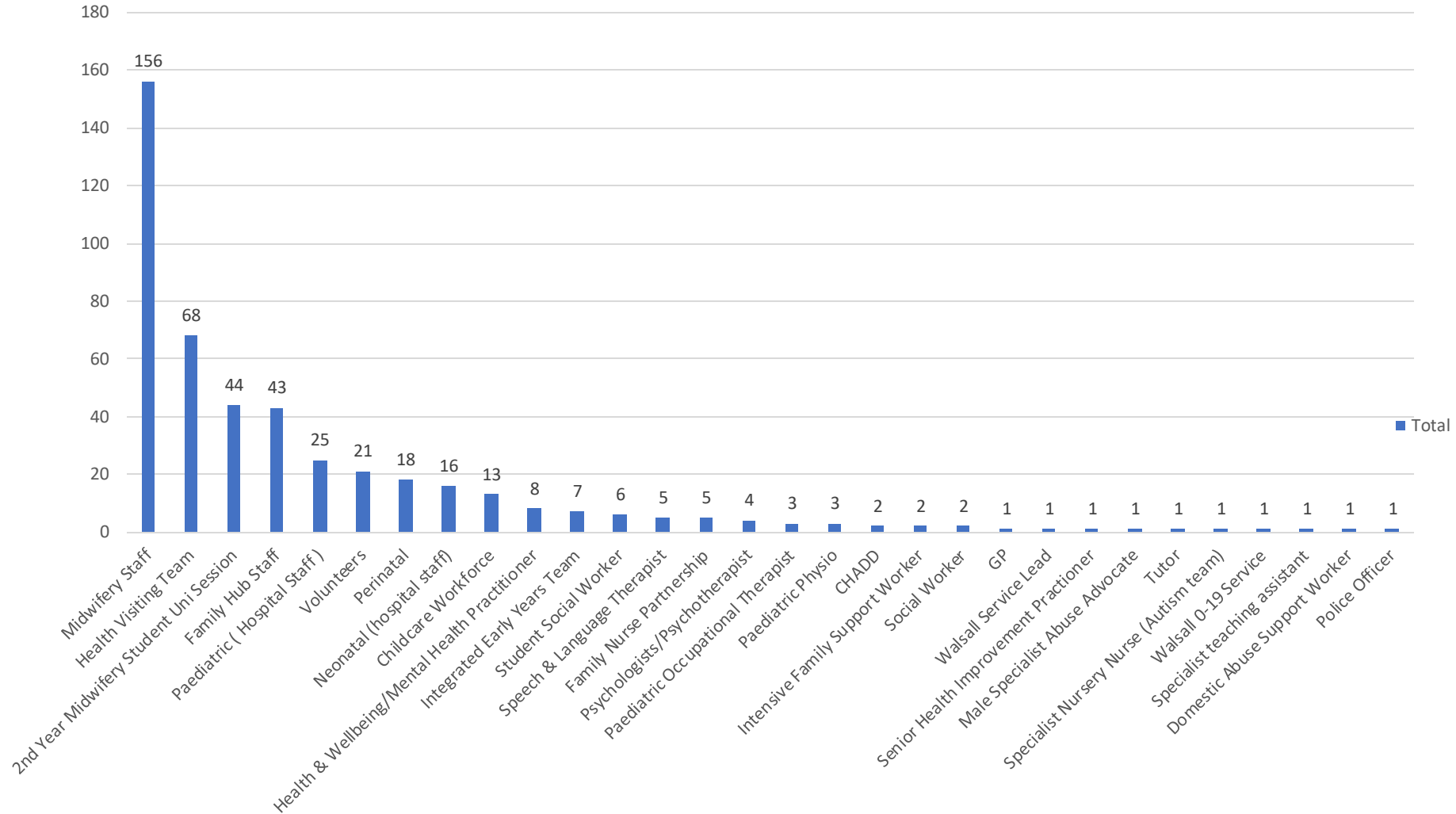
Resources to access (family hubs and elsewhere includes birth trauma support)

Perinatal Red Flags

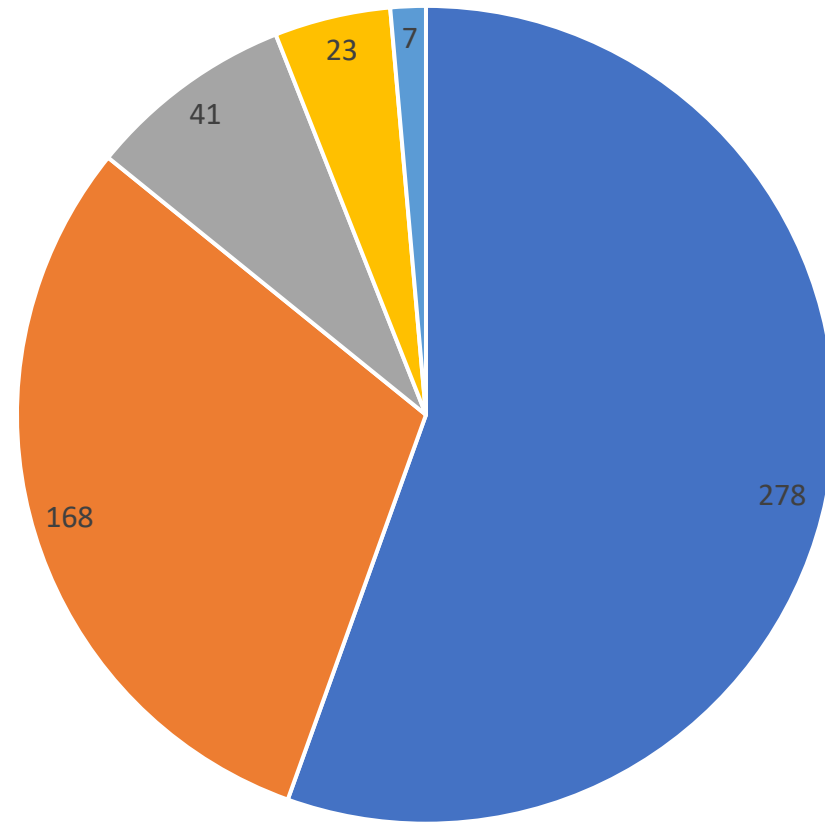




# PIEW Training Attendees Roles



## Parent and Infant Emotional Well-being Delivery of Sessions to 624 attendees (Aug 24)

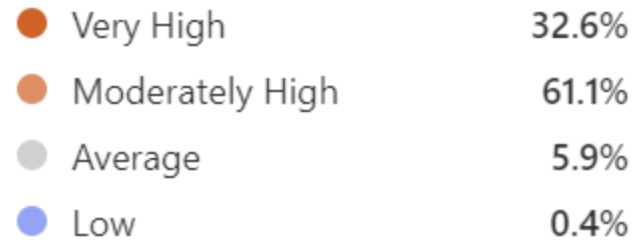
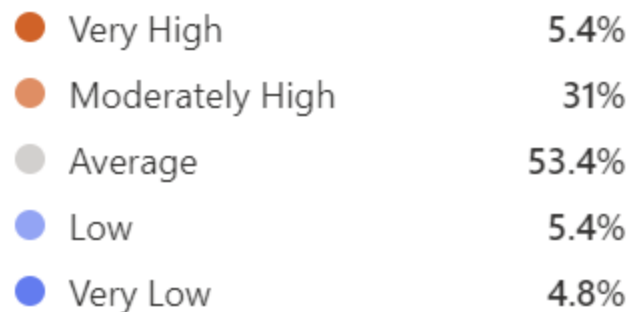


■ Family Hub ■ midwifery ■ paediatric ■ neonatal nurses ■ Sandwell

## Where would you rate your knowledge around infant emotional well-being and parent relationships ? (sample size 461)

**Prior to session**

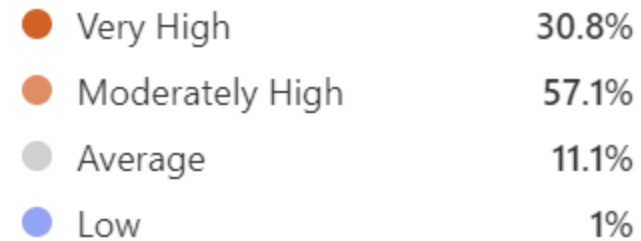
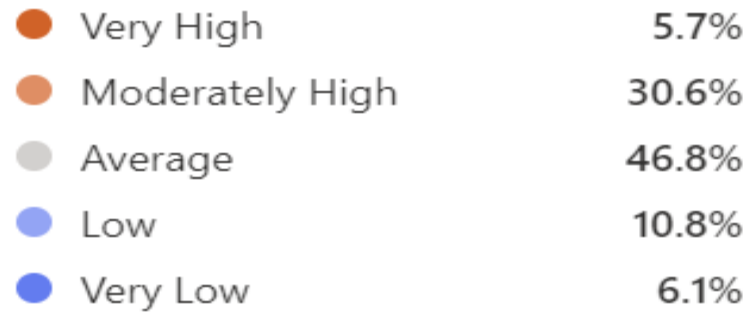
**At end of session**



## Where would you rate your confidence to address PIEW with families in your role ? (sample size 314)

### Prior to session

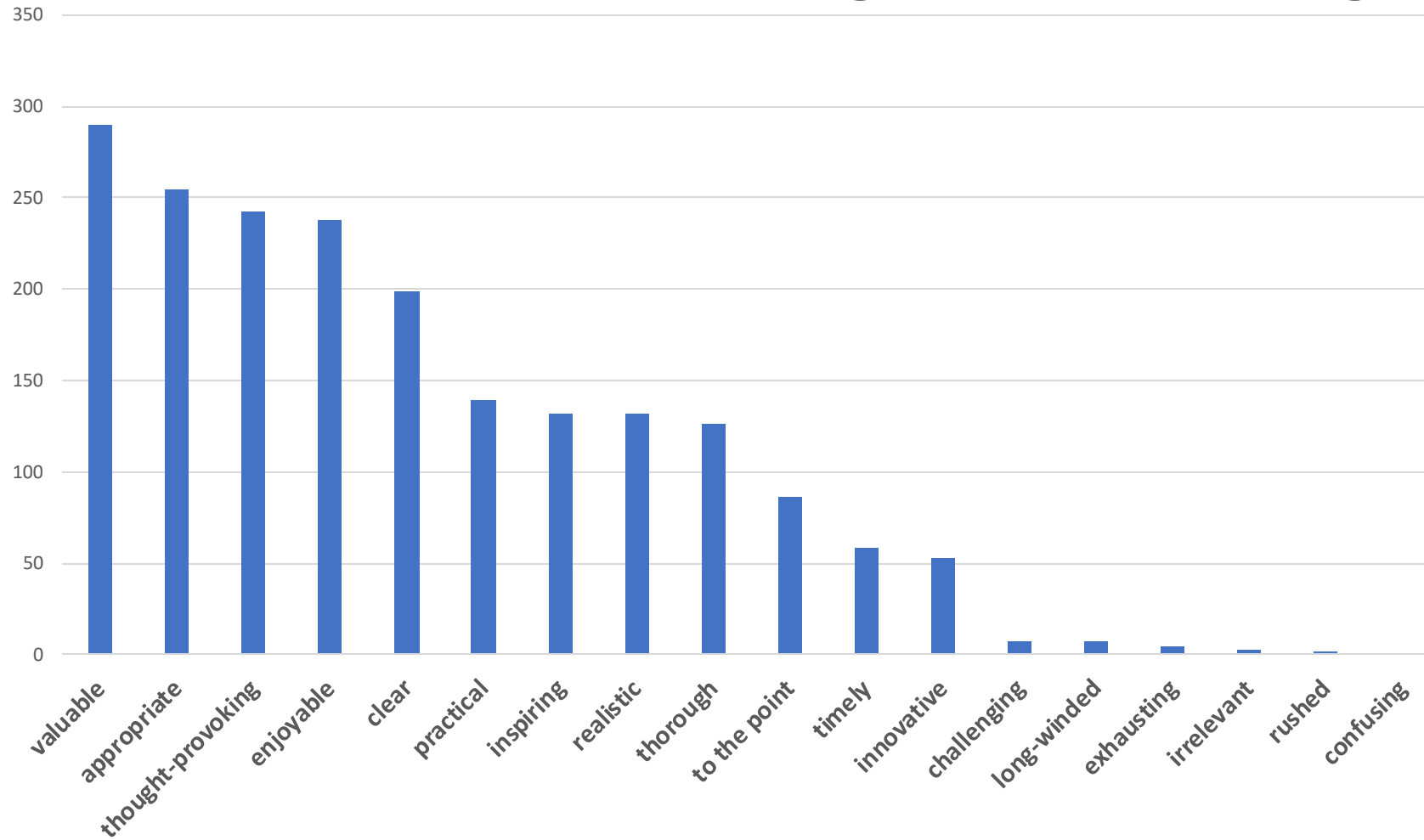
### At end of session



# Attendees' Feedback



# Words Describing the Training



# Feedback

## Family Hubs Staff

*“Excellent session. Varied, interesting & feel much more confident in this area”.*

*“Well presented, knowledgeable Instructor and good bank of resources/pathways shown”.*

*“Very informative & interesting session. Good use of resources to make the learning more interesting”.*

*“Loved the visual & practical tools used I the training to show complex concepts”*

*“Nice relaxed informative session”*



# Roll out to other Black Country areas

- Sharing of training resources and learning
- Commonalities as we develop our PIEW services and differences
- E.g. perinatal service, and CAMHS across Dudley and Sandwell
- Families (and staff) move across areas

Train the trainer delivery : Sandwell and Walsall

Positive support by child psychotherapists in CAMHS

Resources shared and include slides, attendee notes, props.

# Opportunities .....and challenges

- Multi-disciplinary training model: rich discussion and promotes everyone plays an important part “jigsaw” and decreases push-back
- Face-to-face chosen (increased engagement and use of non-verbal communication)
- Use of visual tools and range of resources for visual learners
- One trainer: pressure/ lack of cover
- Less able to manage other factors arising in the training
- Emerging changes over course of the programme e.g. Start for Life resources released
- Our PIEW pathways not developed yet
- IT challenges
- Need to promote and market continuously and inventively

# What I have learned

- Preparation: what groups & resources in area
  - Value of contacts made to open next doors
  - Understanding what is important/topical for different areas
    - e.g. nursery settings taking younger babies soon, new for staff)
    - MW mandatory training ( mental health, fathers' inclusion) facilitate access to professionals
  - Adapting to who are present in room with sensitivity
  - Most enjoy visual aids and clips and are remembered
  - Evaluations assist personal resilience (even when non-verbal communication hard to read in the room , especially shorter sessions)
-

# What's Next ?

- Further sessions for PIEW ( 3 hour)
- Student HVs at university
- Ongoing work with IEYS conferences for Early Years staff
- Working with session for library staff around PIEW and creation of parent resources near children's area
- Sustainability planning after March for new starters ( training reduced as secondment ends)
- The need to promote the PIEW pathway
- As increases in awareness, need for support for families with higher need still to be met by service provision



# Joining Up the Early Years System for Babies, Caregivers & Practitioners – 'Ruptures' and 'Repairs'

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‘...specialist therapeutic work with families experiencing severe, complex and/or enduring difficulties in their relationships, where babies’ emotional wellbeing and development are particularly at risk’.

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[Definition of a Specialised Parent-Infant Relationship team](#)

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# Expert Advisors and Champions



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2. Leading to systems change
3. Benefits for practitioners and families

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1. Joining up the 'system'
2. Leading to systems change
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Under-represented, under-reported  
**We need to shout about it!**



# ‘Nesta’ Call for Evidence

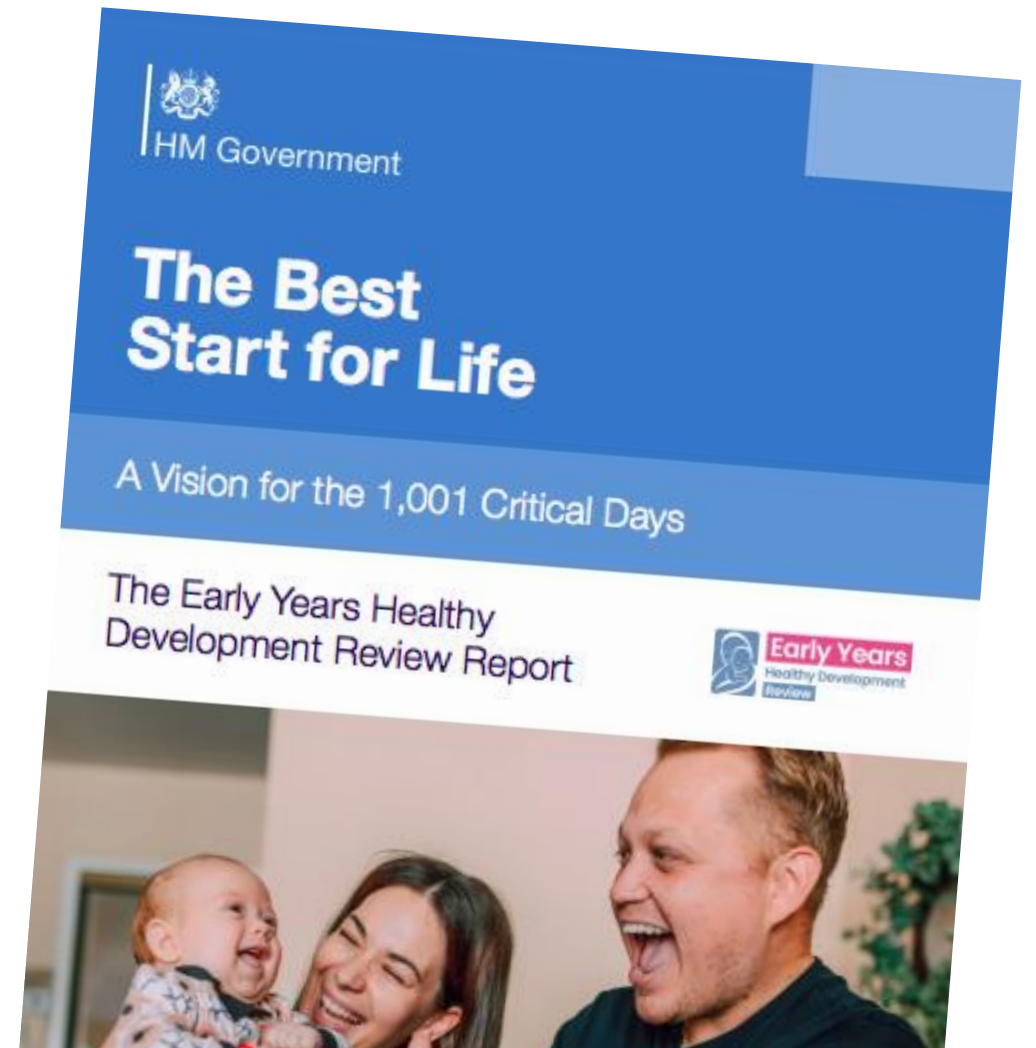
- ‘Which services should be joined up?’
- ‘What should the links be between family support hubs and other early-years services, including early education and care, and schools?’
- ‘Which agencies should be involved in providing services to families within integrated support systems?’

[Nesta: a fairer start](#)



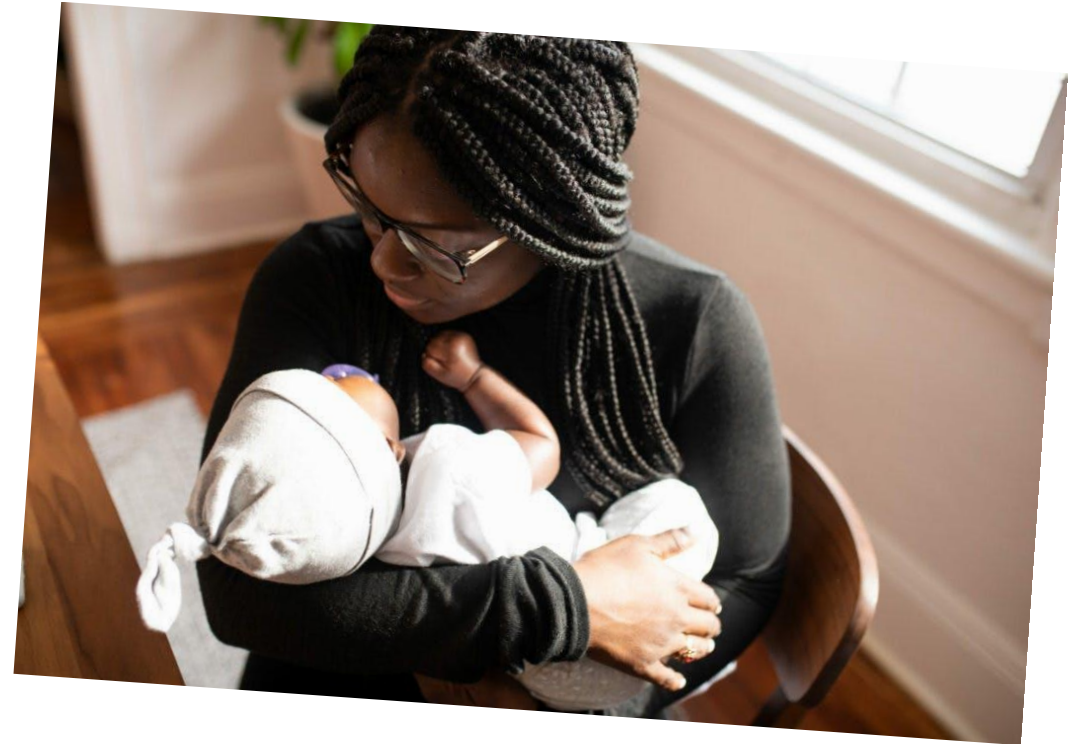
# Start for Life Programme

[The Best Start for Life a Vision for the first 1001 Critical Days](#)



# Lambeth PAIRS

- Positive impact on the local early years workforce
- Building capacity with Lambeth's early years 'ecosystem' to support parent-infant relationships
- Redesigning the parenting offer in Lambeth

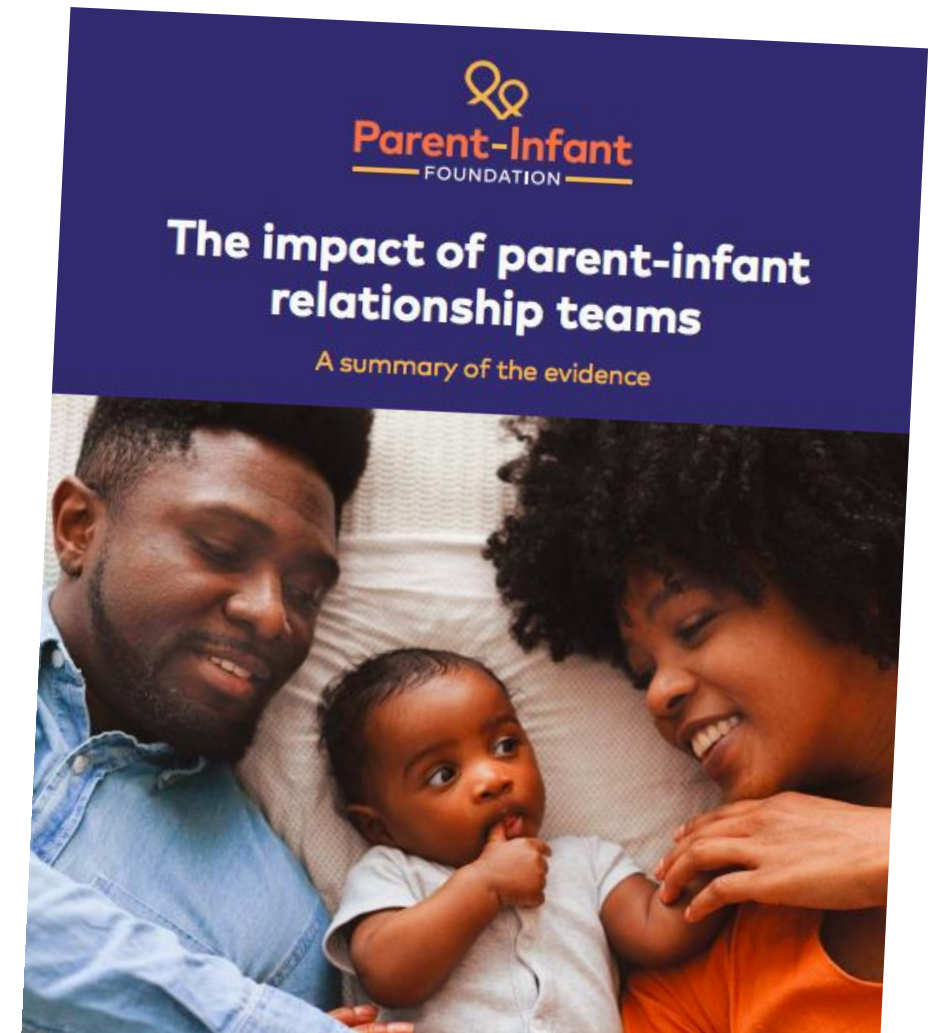




# Impact of Teams

- Strengthen parent-infant relationships
- Support babies development (including those most at risk)
- Improve mental health of caregivers

[Impact of parent-infant relationship teams \(2023\)](#)



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# Interprofessional collaboration



- Bridging gaps between practitioners (boundary 'spanning')
- Negotiating overlaps in roles and tasks
- Making spaces to collaborate

[Systematic review on how healthcare professionals contribute to interprofessional collaboration \(2020\)](#)

# Enablers of collaboration

- good communication, respect, shared vision, aims and goals, clear roles, joint action, liaison staff, collaboration protocols, adequate resources, joint training, and colocation.

# Challenges for collaboration

- Poor communication and understanding of roles, lack of respect, geographic distance, inadequate resourcing, divergent professional cultures, and poor information sharing.
- Defensive structures, psychic retreats, attacks on linking (Rustin, 2005)

# Together with Baby Service



[Exploring  
interprofessional  
collaboration  
during the  
implementation  
of a parent-infant  
mental health  
service \(2023\)](#)

# Together with Baby Service



“I like called up one [health visiting] service, had a couple of assessments and I suddenly had three people on my doorstep, and I had zero explanation as to who they are. [. . .] So that whole thing was, you know, at the beginning was quite overwhelming.” (Mother)

[Exploring  
interprofessional  
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# Together with Baby Service



I eventually called up and said, “Well I think we need to cancel all of this because I just need one person.” [. . .] She [parent-infant practitioner] put the control back in my hands so I didn’t feel like I was being watched. (Mother)

[Exploring  
interprofessional  
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# “You go in heavy and you come out light”

- Reflective practice in for infant mental health practitioners in Ireland
  - facilitates the “use of self” in infant mental health work
  - Challenging the “get on with it” focus on workload rather than reflection
  - “I think every month is a bit of a mountain...I always have a little bit of dread”

“You go in heavy  
and you come out  
light” (2023)



# Leeds Infant Mental Health Service



- Reflective Case Discussions for Health Visitors and Children's Centre Workers

[Leeds Infant  
Mental Health  
Service](#) – Early  
Relationships  
Matter (2020)



# Reflective Supervision at Lambeth PAIRS



- Circle of Security Parenting Groups (Lambeth Parenting Team)
- 'Together Time' Therapeutic Parent-Infant Groups
- Baby Steps Practitioners
- Early Intervention Health Visitors



**South London  
and Maudsley**  
NHS Foundation Trust

# Little Minds Matter (Bradford)



- Consultation by Therapeutic Social Workers to pre-birth panels
- Parent-Infant Foundation webinar on 30<sup>th</sup> January

[Little Minds  
Matter – Infant  
Mental Health  
Service \(Bradford\)](#)

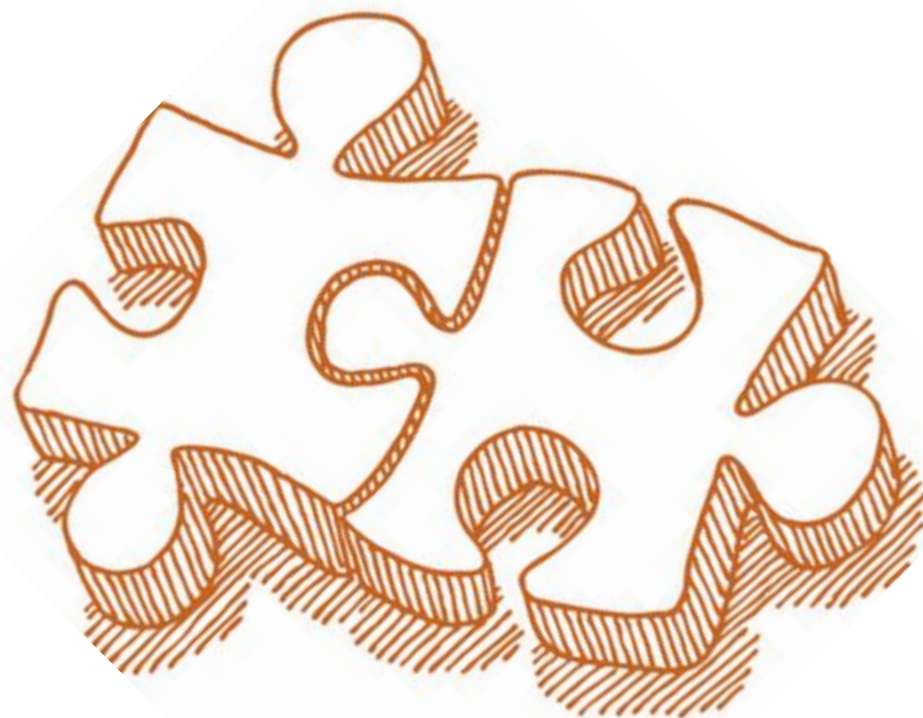


**Little Minds Matter**  
Bradford Infant Mental Health service

# Joining Up



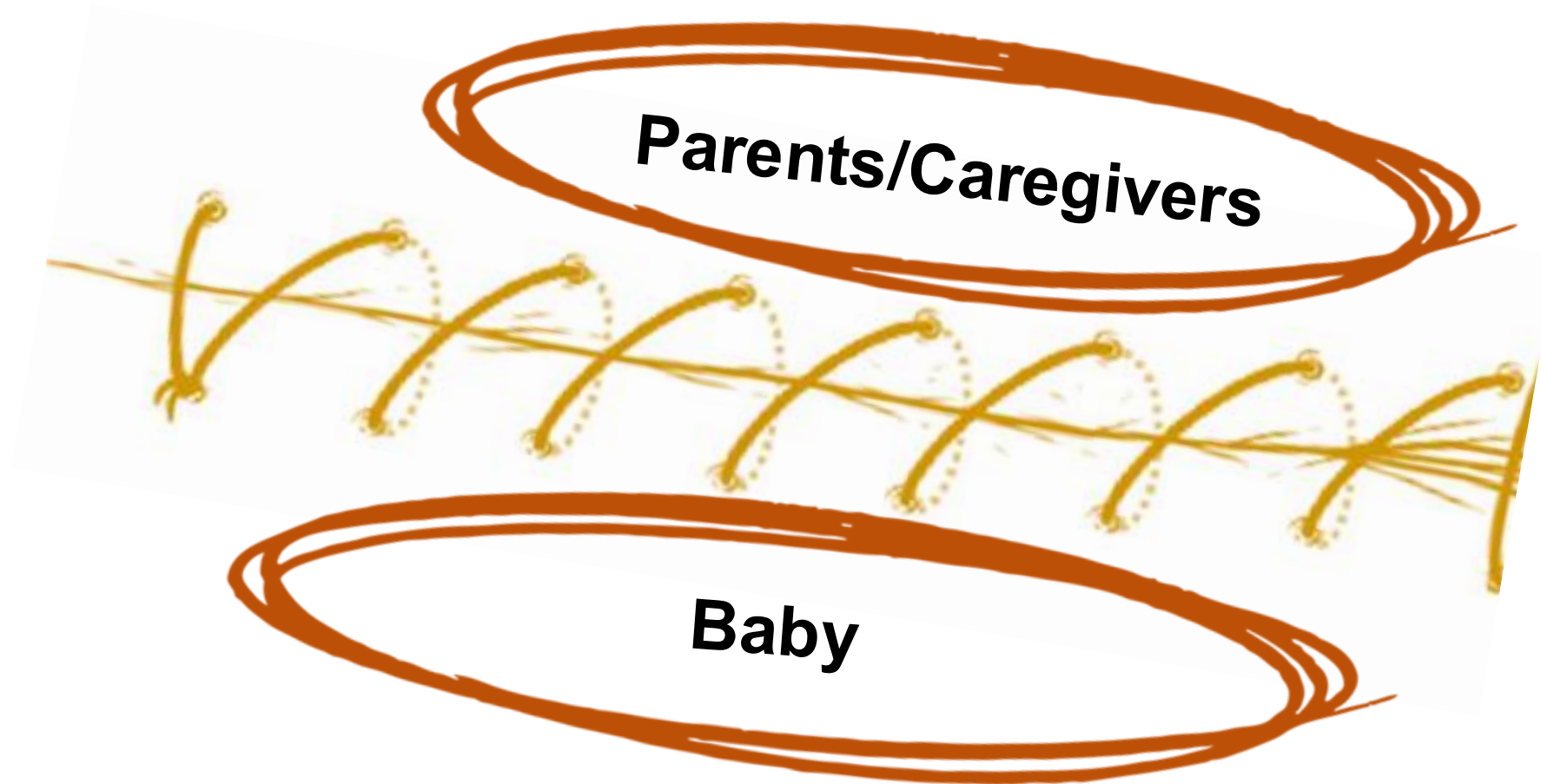
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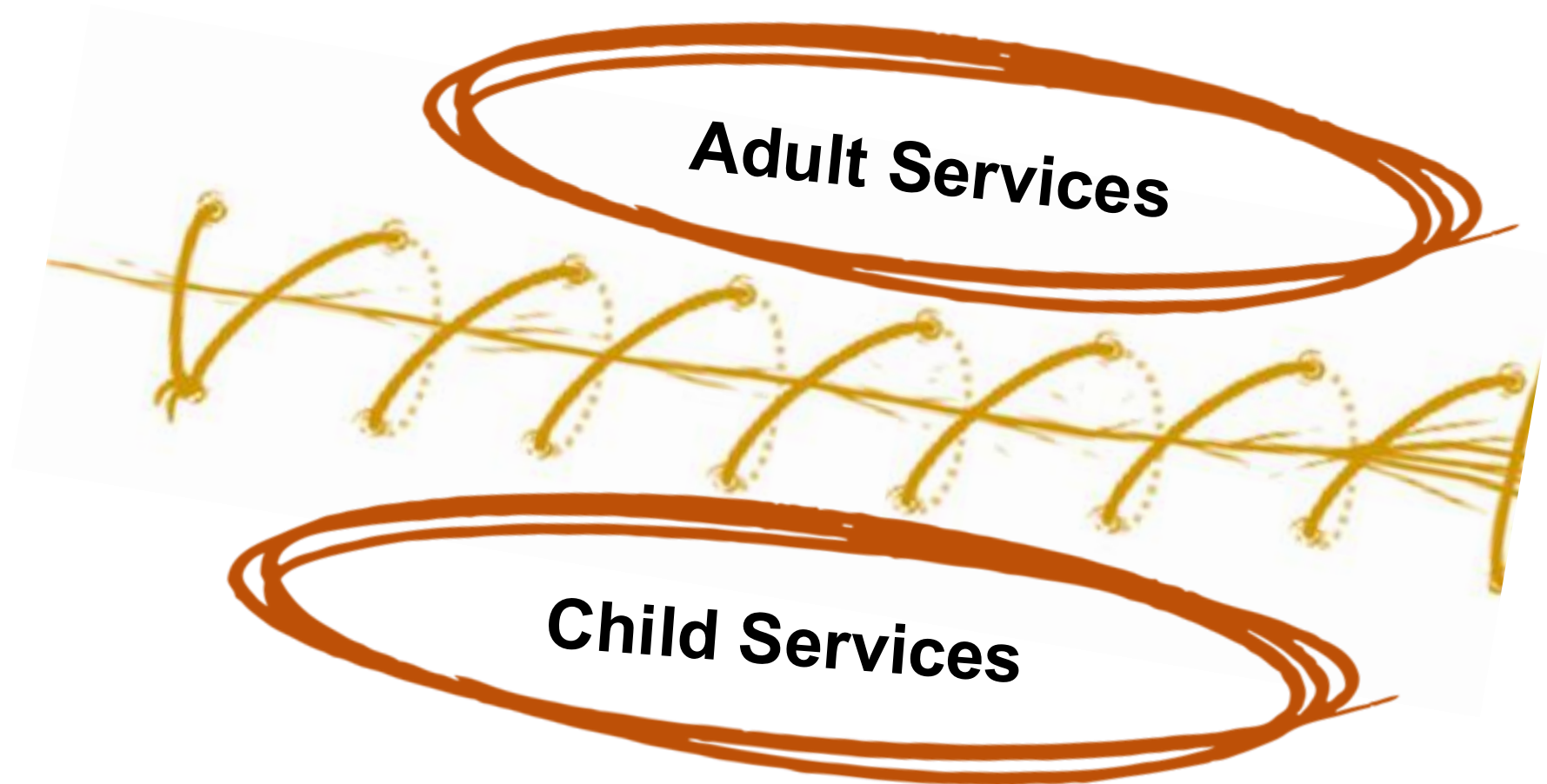
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# 'Suture'

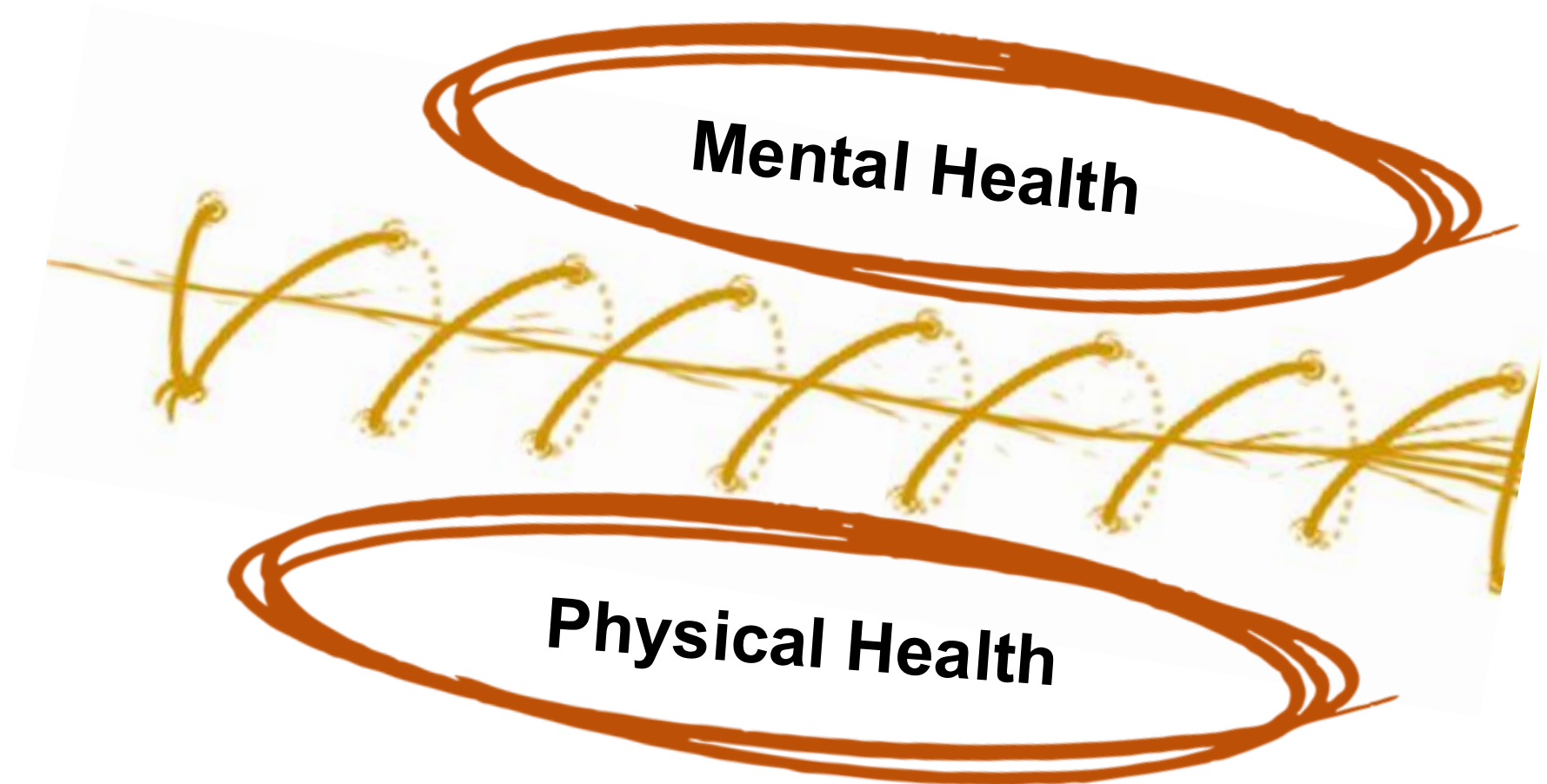


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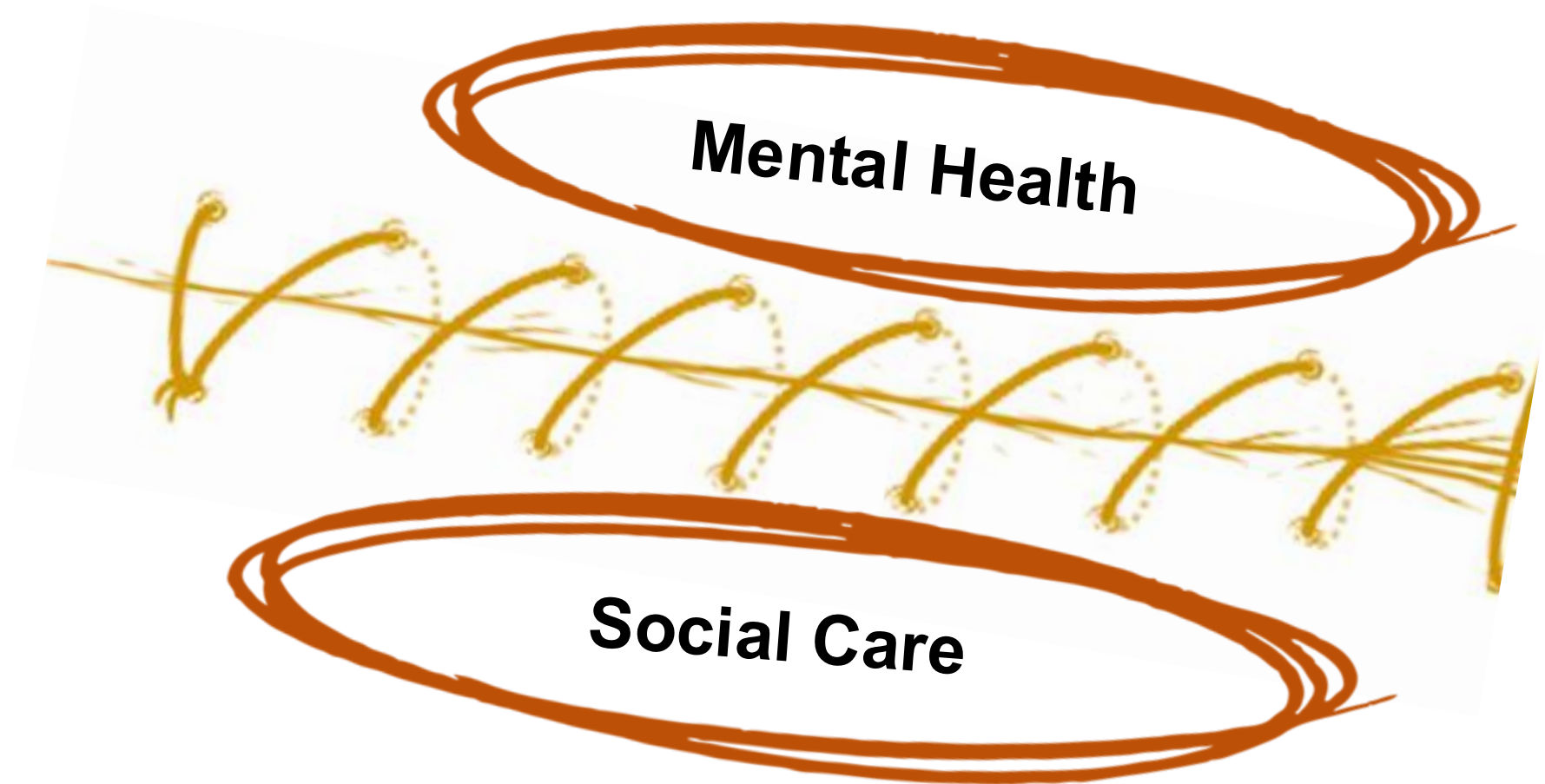




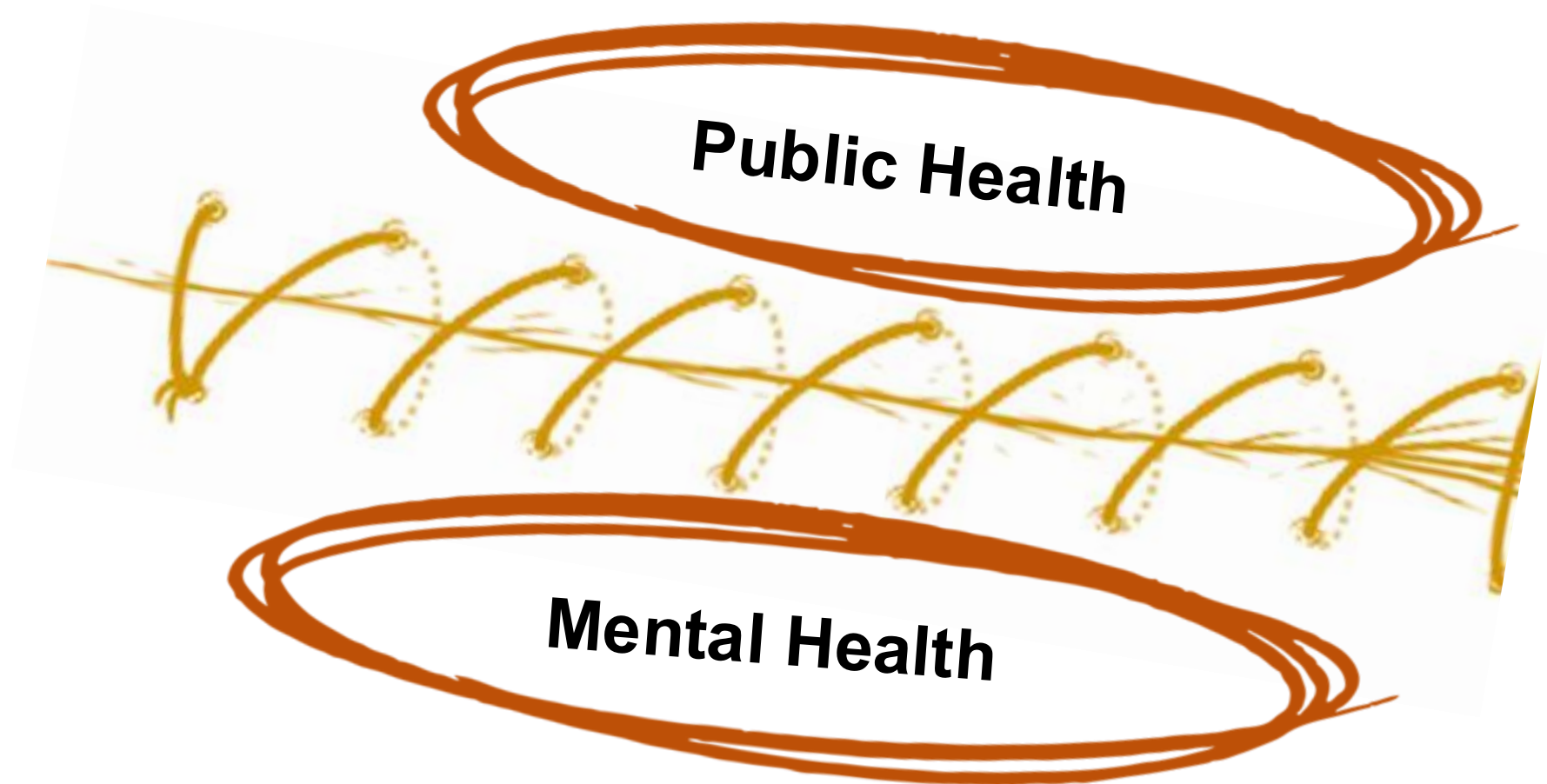
# 'Suture'



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# Joining Up Services & Systems



- England - National Parent-Infant Relationship Framework
- Scotland (Lucy Morton) – Infant Mental Health Centre of Excellence
- Wales (Liz Gregory)
- Policy and Communications Team



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