

Coordinator Day Notes

23rd November 2023



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“Thank you for these sessions, they are always really informative and useful!”

“I leave feeling inspired”

Feedback from Coordinators attending November 2023 Coordinator Day

Welcome and Sharing Successes

The day was attended by 40 Coordinators, from Shetland in the north to East Sussex in the south, Cwm Taf in the west to Suffolk in the east. We were especially pleased to welcome our new Coordinators. 😊

As always, we kicked off with an inspiring round of 'Speedy Successes' and found that one person's success is the solution to another person's challenge! (see [Appendix 1](#)).

Updates and HENRY News

HENRY Practitioner Training Information:

- Our Healthy Start in Childcare (HSC) is for practitioners based in early years settings. It is delivered over 3 x 2hr 15 minute online sessions
- If you would like your accredited Group Programme Facilitators to deliver HENRY 1-to-1 programmes, a brief 2hr 45 minute online 1-to-1 Programme Familiarisation Training (or half day face-to-face) is required and can be for up to 12 people
- To train your accredited HENRY Facilitators to deliver an additional HENRY programme (e.g. for another age-range), Additional Programme Familiarisation Training is needed. This can be 2 x 2.5hrs for 8 people online, or 1 day face-to-face for up to 12 people
- We would be interested to gauge demand for a central online Raise, Engage, Refer training (2 x 2hr sessions online). RER training supports increased referrals, and helps practitioners to have more confidence and well-informed conversations around HENRY and healthier lifestyles in general. Individual places could be booked on this.
- Online Facilitation Skills training: this is 3 x 2hr sessions for up to 8 people (online only). It is briefer/cheaper than our Group Facilitation Training (GFT) as it is suitable for Facilitators who will be delivering HENRY online only. A reminder that online (not face-to-face) HENRY programmes with 8 or fewer participants can be delivered by one Facilitator if necessary (although 2 Facilitators are always preferable)
- For more information about any of the above trainings or to reserve a place on one of our central training please contact Angire Prysor-Jones at info@henry.org.uk

Practitioner Pages/Support on Website:

- New single URL/Link to the Coordinator and Facilitator Pages for all programmes to simplify and eliminate the need to use multiple links now that HENRY has developed more programmes and workshops. This is www.henry.org.uk/practitionerpages. Old links will still be redirected.
- In response to an increasing amount of queries about supporting families who have children with SEND, we are developing a new Top Tips for this and will use some of the ideas shared in our breakout rooms this Coordinator Day in this
- We have updated our Resource Order Form. The previous PDF form is being replaced with an online form (hosted by Goformz) which you can complete online and submit directly to our Orders Team. From 1st December resource orders will only be accepted via this online form which can be accessed through the Resource Order form tile on the Practitioner Pages [here](#). We will no longer be accepting resource orders via the PDF form.
- There will be new tiles on the Coordinators page for a library of notes from previous Coordinator Days and on the Facilitator pages for Delivery Support Session notes in the new year. We hope this will reduce the amount of email traffic from us.

Round Table Meetings:

A reminder that it is possible to request these via your Partnership Support Officer. In addition to the standard one which areas new to HENRY have to get the ball rolling, follow on meetings can be useful for reviewing progress and tackling any challenges with input from all stakeholders/agencies

Annual Data Access Request Forms:

These are sent to you annually, ahead of the Autumn term, to be completed with the names of Coordinators, Facilitators and Admin staff needing access to your HENRY Data Access System. Where these forms are not returned access will need to be revoked, so to prevent any disruption to delivery please complete prior to each Autumn term.

Breakout Rooms - Topics/Challenges and Solutions

SEND (Also see Appendix 2): The most well-attended break out room, reflecting the increase nationally in referrals and enquiries from families who have children with SEND:

- In response to this, HENRY will be producing a new Top Tips for Supporting Families Who Have Children with SEND early in 2024
- It is vital to share clear information about HENRY programmes and workshops to manage referrer and parent expectations. Our leaflets, posters and Top Tips for Signposting (link [here](#)) can support this. HENRY programmes/workshops offer universal support for the whole family, not just for children, and are designed to complement, but not replace, specific support around a child's needs. Our FAQs has a question around SEND which may help these conversations about HENRY, link [here](#)
- It can be particularly challenging when parents start HENRY programmes or workshops and Facilitators have no knowledge in advance that they have a child or children with SEND. Debi in Sandwell uses a "Getting to Know You" form which is filled in during a pre-programme phone or in person conversation and includes a question around SEND. A question around SEND could also be included on any referral or request for support forms in local areas. Knowing a family's circumstances and needs in advance can help identify what support is needed (i.e one-to-one or group programme, HENRY and/or another form of support) and build relationships and understanding
- How to meet the needs of these families within HENRY's universal programmes and workshop can be a challenge, and discussions/'airtime' can be dominated by parents of children with SEND who come to HENRY feeling overwhelmed and under-supported
- The topics which it was felt were of most interest to parents who have children with SEND are fussy eating, collective rewards, boosting batteries, the iceberg and establishing routines and boundaries
- It was acknowledged that 1-to-1 programmes, where available, can focus more on individual needs and circumstances and may allow more time for signposting to other support and flexibility to fit sessions around appointments etc, however group programmes offer peer support and opportunities to reduce isolation and form support networks

- We discussed the benefits of having a mixed group of some parents who have children with SEND and some who don't, compared to a designated programme for parents who have children with SEND. It was felt that in a mixed group, parents of children with SEND can sometimes dominate discussions, but that they often take reassurance and comfort from the fact that they share many similar challenges to parents who don't have a child with SEND. In a designated group, it was felt that although this opportunity may be missing, there may be more potential for empathy between parents and opportunities to share with each other sources of support outside of HENRY. The choice of approach is a local decision and may vary from term to term or even group to group in order to meet the needs of your families
- Birmingham Barnardos shared that some parents of children with SEND have fed back that they don't feel the children's story books and some other resources in the parent toolkit reflect a diverse range of children or adults with SEND. We will feed this back to our Development Team
- It was felt that setting small, realistic goals and celebrating every success is even more important when supporting families who have children with SEND, as this will boost their confidence and motivation and help them feel HENRY programmes and workshops can benefit them

Recruitment:

- Lower levels of recruitment was acknowledged to have been a national trend post-Covid pandemic
- HENRY workshops, particularly Fussy Eating and Eating Well for Less, have been found to support recruitment to HENRY programmes by giving Parents a taste of HENRY and 'inspiring the desire' without the long time commitment
- Using an online booking system such as Eventbrite, Systemone, Try Booking, including a QR code which links to a booking form or having a single HENRY inbox can help manage referrals and reduce workload through automatically generated confirmation, reminder messages etc.
- Lots of benefits were shared around using social media to promote HENRY - Jpegs and other resources for this can be found on HENRY's recruitment sections within each programme page [here](#)
- Some areas offer incentives/prize draws such as slow cookers, swimming or soft play vouchers, 'me-time' bags for completing programmes and both questionnaires
- Deliberately over-recruiting can be one strategy as it was acknowledged that there is usually a drop off between recruitment and programmes and workshops starting, however if creche provision is available, staff capacity and adult:child ratios can make this difficult
- It was widely acknowledged that parents may need more than a text or a letter inviting them to attend a programme or workshop, either generally or after the NCMP process. This is in order to build trust and relationships, clarify aims, content and attendance expectations from the start, identify goals and motivation, find out about family circumstances, and identify any barriers to attending etc - a phone call or in-person meeting/taster session is ideal
- Drop-in sessions for parents or practitioners to meet Facilitators and find out more about HENRY support have worked well
- HENRY Raise, Engage, Refer training for potential referrers and/or using the Top Tips for Signposting to HENRY have been found to support a greater number of more appropriate referrals. Please ask your PSO for more information about these
- Some areas delegate following up referrals by contacting families as above to Facilitators - this helps build relationships right from the start

Retention:

- 'Holiday HENRY' sessions offered over the school holidays for practitioners and parents to meet Facilitators and get information ahead of programmes and workshops worked well
- Workshops offered to parents on a waiting list to start a programme can keep them engaged and reduce drop-off
- Honest conversations with parents around the time commitment required to get the most out of HENRY support, mentioning that although their toolkits are free to them, they cost your organisation, and asking whether there are any barriers to fully committing/attending (transport/work commitments etc) can be useful. Concerns can thus be addressed and solutions explored - lack of transport/childcare for example may be overcome with online programmes and workshops
- The idea of shortening the length of the programmes or reducing the number of sessions was raised. Whilst HENRY empathise with the challenges that can be experienced whilst trying to recruit to longer programmes, it is important that the full 8 sessions over 8 weeks (or 6 sessions over 6 weeks for Preparation for Parenthood) are delivered. Changes to programme structure and content aren't allowed under the [T's & C's for Delivery of Services](#). This is because our programmes are designed based on key behaviour change science and they are evidence based. This evidence base is one of the many reasons HENRY is commissioned and invested in across the UK, but it rests on programmes being delivered as they were written over their full duration. Parents need time to start to change, establish and embed lifestyle behaviours and it is worth thinking, even if the number of sessions could be reduced, what elements would be able to be lost without reducing the impact/benefit of the programmes? Everything in each programme is there for a reason and learning builds through linking back to previous content to reinforce key messages

Facilitator role and capacity:

- Some Coordinators shared that it has felt frustrating to have trained staff to be HENRY Facilitators then to lose them through staff turnover/maternity leave/redeployment etc. Amanda from Durham said that being able to recruit to dedicated HENRY Facilitator roles has been a game-changer, and allows for greater certainty and ability to plan longer term. She shared that it would be great if this could be written into HENRY tenders/bids from the start to futureproof HENRY Facilitator capacity in an area
- Shadowing more experienced HENRY Facilitators for planning and debriefing before and after sessions, buddying and linking up generally were shared as being very beneficial to developing knowledge, confidence and motivation
- It was felt to be very important that line managers of Facilitators are aware of the need for protected time for HENRY delivery and admin. Sharing the Being a HENRY Facilitator - what's involved document can support this, link [here](#)
- Where Facilitators have capacity, it was highlighted that delegating contacting parents referred to HENRY to them was beneficial in terms of relationship building and increasing engagement and retention

Coordinator role and capacity:

- There was recognition that part of a Coordinator's role is to share a passion for HENRY with their Facilitators and inspire the confidence and desire in them to deliver HENRY. HENRY training, regular attendance at Coordinator Days, delivering Practice Development Sessions, and buddying up with other Coordinators (perhaps, but not necessarily, in your region) can all support this. Contact details for Coordinators can be found easily on the 'What's On' page of our website, link [here](#)
- Coordinators may need to communicate with HENRY Commissioners in their area in order to manage expectations around their role and the need for protected time to coordinate, and/or set realistic targets for numbers of programmes etc. Should either of these prove a challenge, please speak with your Partnership Support Officer. It is encouraged for Coordinators to share this Coordinator Role description with line managers and Commissioners as appropriate, link [here](#)

Spotlight on Lewisham: Starting Solids Workshops - Improving Data Collection

Donna Colby from Lewisham shared how they experienced challenges with getting parents to complete the baseline and completion questionnaires. She now sends parents the link to the baseline questionnaire 1 week before the workshop, reminds them 2 days before and then also is happy to sit with any parents who haven't completed it to do this within the session. She puts the link to the completion questionnaire in the chat box in the last 10 minutes. If there is anyone who still hasn't done this, she sends an email with the link after the workshop. Full marks for commitment and dedication to increasing your data return Donna! 😊

Spotlight on Blackburn: Laura McKelvey from Blackburn fed back about Recruitment and Retention

The two colleagues in the Parenting Team regularly drop in to Health and Social Care team meetings and multi-agency panel meetings (of nurses, GP's, school and nursery staff and social care staff) to talk about Blackburn's HENRY offer. They are getting referrals from social care and some from GP's. They also share this information with all staff in local Family Hubs including cleaners and reception staff in the event they are asked for information about HENRY. Parenting Link Workers in the community distribute HENRY leaflets and posters.

Spotlight on Luton: Rachael Gough highlighted their use of Face to Face Taster Sessions for Online Programmes:

Following feedback from one of Rachael's HENRY Facilitators that she wasn't enjoying delivering HENRY programmes online as much as face-to-face. She was encountering challenges finding opportunities for connection/relationship building and with cameras being switched off. Together they decided to trial holding a face-to-face initial meet and greet/welcome session before the online programme (with children present as no creche provision available hence the online delivery option). This proved very popular and successful in that it 'broke the ice' and led to everyone fully engaging and switching cameras on. The session also provided a 'car park' for any concerns or questions, addressing these reassured parents and enabled them to fully understand what attending the programme would involve.

Within the session, group guidelines (including keeping cameras on) were also established, resources were handed out (saving on postage) and reward systems were displayed around the room alongside the programme overview. The 'mixed beans' activity break was enjoyed by all. Rachael described this innovative idea for a session as a 'game-changer'.

Closing Round and Feedback

We were delighted to see so many of you at our HENRY November 2023 Coordinator Day, and missed those of you who couldn't make it this time. And we were really pleased that in your feedback, 70% said the day was very useful and 30% said it was useful. 100% would definitely recommend the event to other Coordinators. Thank you everyone for your continued hard work and dedication and we hope to see you all at our next Coordinator Day



Appendix 1: Successes - What is Going Well with HENRY?

- Having data access at long last!
- Using Eventbrite and Trybooking online booking systems for programmes and workshops
- Seeing parent feedback on programmes via the Data Access System gives everyone a boost
- Facilitators feeling more confident with experience and loving HENRY delivery
- After losing HENRY for a while, HENRY will now be a priority intervention delivered by our Family Hubs. Programmes will be co-facilitated by one Facilitator from Hubs and one from Health. Several face-to-face programmes planned for spring 2024 with waiting lists
- Linking with Homestart and finding a solution to lack of creches - offering 2 evening group programmes (popular -13 parents booked on each)
- Managing to crack the resistance from some Health Visiting Teams to delivering HENRY due to high workloads/limited capacity
- Recruiting from perinatal and postnatal women's mental health groups to programmes and 'Looking After Ourselves' workshop
- Being given the go-ahead to recruit full-time dedicated HENRY Facilitators has been a game-changer on terms of our capacity to deliver HENRY consistently
- Building co-facilitation relationship between Health Trust and Sure Start Facilitators is working well and providing great support for parents attending HENRY programmes
- Going out to community events is helping build relationships with potential referrers
- Going into school parents evenings and coffee mornings, as well as 'Talking Heads' headteacher meetings. Did a HENRY presentation and also delivered this to the School Sports Partnership Team. This has created more interest/potential venues from schools (Jill in Gateshead)
- Recruiting through Family Hubs 0-2yrs pathway and building links between Public Health and Family Hub staff
- We have created a booking form which is sent to families who have been referred. This is a way of filtering out, requesting a follow-up call. This form as part of our robust recruitment process is helping to solve the issue of low retention. as we can identify how keen and motivated parents are. (Kingston)
- We were able to offer a successful 1-to-1 programme to a family referred by a Complications of Excess Weight Clinic. They previously hadn't engaged with other forms of support (due to EAL and lack of transport). From this we were asked to deliver a HENRY promotion session to Community Dietitians, Paediatricians and Occupational Therapists. We find families will attend HENRY when these professionals refer them.
- Using the HENRY Explainer Video and our free annual allocation of HENRY leaflets/posters to promote HENRY and raise awareness and understanding
- We have delivered our first HENRY programme and had amazing feedback - parents didn't want it to end. 5 more programmes are planned across the Family Hubs
- We are advertising HENRY through social media, tagging in NHS and Public Health and posting once a week
- We make reels to show what's in the parent toolkit which is getting lots of shares
- Preparation for Parenthood programmes are impactful. Pre-birth Social Work Team are referring parents who have had custody of children removed previously or who are at risk of losing custody of their baby to it. Many have kept their babies following attendance at the programme
- Preparation for Parenthood going well with good retention
- Building a waiting list for the full programme from parents attending Fussy Eating workshops

- We had a HENRY celebration event attended by 40 professionals (multi-agency)

Appendix 2: Supporting Families Who Have Children with SEND

See notes from SEND breakout rooms above and look out for a new Top Tips for Supporting Families who have Children with SEND on our practitioner web pages next term. This will incorporate ideas from the breakout rooms and tips from areas that have experience of this.

HENRY programmes and workshops can be an effective form of support for all families, as parents realise that some of the challenges and feelings they are experiencing are common to and shared by others, and many of the strategies shared in the sessions can be helpful, regardless of the family or children's individual circumstances. However, they are not designed to replace any specific assessments or support which these families may also require around their child's individual needs.

HENRY programmes adopt an inclusive approach to diverse cultures and SEND, recognising support can only be effective when it engages with families 'where they are' and is responsive to individual needs. Empathy and family strengths are starting points for the proven HENRY approach (Bridge & Willis, 2019) and our programmes – when parents feel understood and valued, they are more able to reflect and contemplate changes that are possible for them.

Through HENRY training we build practitioners' skills and confidence to focus on relationship-building and listening. We encourage all areas, services and practitioners to work closely with other services who know families well. This will enable Facilitators to understand individual needs and, in turn, provide bespoke adaptations to meet them – for programme activities and jointly-developed, personalised 'stepping stones' for change.

All sessions include opportunities for parents to:

- talk about their experiences – what's going well and specific challenges
- experience listening, empathy, understanding and affirmation from facilitators and one another
- parents often describe the relief of knowing 'it's not just me' and value the programme as a way of meeting other parents and building peer-support networks
- share ideas and knowledge, building confidence and self-efficacy
- join in activities to support kinaesthetic learning
- try out new ideas and skills e.g. active games, planning a healthy meal etc
- reflect on what will work for them and plan small steps to achieve their own goals

By starting with parents' own experiences and helping them think about how to put ideas into practice in their family, the programme is inherently person-centred, inclusive, and responsive to different family circumstances and cultural practices and backgrounds. By making family life easier and happier (as well as healthier) parents feel better able and more motivated to maintain changes.

SEND – our family support sessions are inclusive wherever possible. Our national team is experienced in meeting diverse needs; Partnership Areas can contact us to ask for support if helpful, or your own local authority SEND education team may be able to offer specialist advice and support. Reasonable adaptations can be made where needed and could include:

- Interpreter/signing support

- Tactile or visual resources e.g. using visual timetables for parents or children with ASD – so they know what to expect when
- Audio/video versions of e.g. storybooks, programme book, portion-size chart etc – for anyone who struggles reading English
- Using a range of early communication and interaction support strategies e.g. Makaton signing during sessions for children with delayed speech & language
- Encouraging non-verbal communicators to use e.g. eye-gaze to respond to guided choices
- Being conscious of all abilities and selecting active games everyone in the group can join in with, e.g. avoiding (or finding ways in which children/parents with SEND can join in with) catching games, moving around games etc
- Wheelchair-accessible venues
- Offering online groups or 1-to-1 support (at home or in an agreed venue) as an alternative to face-to-face groups where families prefer this

You will know what will work best for the families you support and for your area.

Please note: making adaptations does not extend to e.g. changing the number of sessions, session duration, or session content and sequencing. This could represent an infringement of HENRY intellectual property. If in doubt, please consult with your Partnership Support Officer in advance.

Appendix 3: Challenges and Solutions

At the start of the session Coordinators noted any challenges in the chat box. The challenges which weren't already addressed throughout the morning were:

People not turning up for a programme having been referred

- One area has a question on the referral form to prompt the referrer to reflect on whether the family is ready for change: *"Is the family ready to make changes and engage with the HENRY programme to take their steps towards a healthy lifestyle?"* If the referrer thinks not, they are asked to speak to the family about attending at a later date.
- Another area phones the family to check their understanding of the programme and to see if they're being referred to the appropriate programme (this area offers both HF RFTS and HFGU) and whether a workshop might be more helpful.
- Another suggestion was to make it clear to the families before the start of the programme that they will be encouraged to choose their own small goals each week, and reflect on how they got on at the next session.
- If a family isn't ready for a programme, or has to go on a waiting list, some areas check in with them periodically to maintain the relationship and 'keep them warm'.

Resources are posted out for online programmes and parents/carers don't turn up or don't come back after the first session, or parents drop out of face to face programmes early and take resources with them

- **For online programmes:** some areas only post out the resources after the first session, and send photos of the relevant pages for that session by WhatsApp.
- **Face-toFace sessions** - take resources back in at end of session 1 and give out week-by-week from session 2

Parents not watching the weekly videos

- Plan longer sessions to allow for the videos to be watched together. Call them 'clips' rather than videos (sounds quicker!)

Parents dropping out after half-term break

- Consider offering a Family Time session for parents and children or a one-off HENRY workshop at the same day/time in half-term to keep the routine/momentum going

Parents not completing baseline or completion questionnaires

- As above. Plan longer sessions in week 1 and week 1 to allow 15-20 mins for parents to complete these then with Facilitator Support. Facilitators can access their Data Access System to check in real time whether parents questionnaires have been submitted successfully

Lack of creche provision

- Consider online delivery, evening programmes, workshops at which children can attend (all except for Fussy eating), holding programmes during pre-school/school hours, or within school and pre-school settings so that parents can drop children off then start their HENRY session,

then collect children at the end. We also have a Top Tips for Delivering HENRY without Creches on our practitioner web pages www.henry.org.uk/practitionerpages

Poor retention

- Some areas offer taster sessions, incentives such as goody bags, swim or leisure passes, prize draws to win an air fryer or slow cooker etc.
- See also the success above from Kingston who have developed a more rigorous recruitment process which is supporting higher retention rates.
- Send reminder texts at the same time every week and be consistent! For example, 'We're looking forward to seeing you tomorrow morning at 9.30 am for our next HENRY session' and include the joining link if programme is online

Lack of available Facilitators/ Facilitator time/time for coordination

- When HENRY is first commissioned in an area, information (such as the Facilitator and Coordinator Role Description) is shared with commissioners by HENRY about the time commitment needed from Coordinators and Facilitators. Should either of these things prove a challenge, speak with your Partnership Support Officer in the first instance, and they can either take this up with HENRY commissioners or arrange a roundtable meeting to address it and review progress. Online delivery (shorter sessions, no travel) and workshops take less Facilitator time than face-to-face programmes

Some Facilitators lack confidence

- Identify strengths and offer praise and empathy as usual.
- Consider organising for them to shadow/observe other Facilitators delivering HENRY programmes and workshops.
- Pair them up with experienced/more confident Facilitators to deliver HENRY
- Encourage them to engage fully with Practice Development Sessions and Delivery Support Sessions offered by HENRY

Low recruitment to Healthy Families Growing Up programme.

- See notes from July 2023 for Kingston's ideas for tackling this as well as the success from Jill in Gateshead.
- Create HENRY newsletters for schools to share with staff and parents via book bags etc

Lack of referrals from GP's

- Social Prescribers (Community Link Workers in Scotland) are based in most GP surgeries now and can be an excellent way to raise awareness of HENRY support with patients and to their GP colleagues