



Nottinghamshire
County Council

Nottinghamshire Working with Fathers Practice Guidance



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1. Context

This practice guidance has been published to support local children and young people's services and other relevant agencies to achieve the aims of Nottinghamshire's Working With Fathers Strategy. (available at www.nottinghamshire.gov.uk/dadzone)

A note on language

Throughout this document the term 'father' is used to include **biological fathers** (whether resident or not) and **non-biological fathers and father figures** (e.g. adoptive fathers, foster fathers, stepfathers, grandfathers, male carers) who are significant in a child or young person's life. This also includes expectant fathers and fathers who do, and do not, have legal Parental Responsibility.

a. The Process to Date

Following development with The Fatherhood Institute and consultation with practitioners and families throughout Nottinghamshire, the Working with Fathers Strategy was officially launched at an event on 21st October 2009, attended by over 80 practitioners from across the Children's Trust.

The Working with Fathers Strategy Executive Group continues to meet regularly to ensure the aims of the strategy are being met. With consistency of delivery in mind, a new structure and feedback model has been developed (see appendix A) to support the work of the district groups.

2. Vision

Our vision is that all children and young people's services in Nottinghamshire will enable fathers to participate positively in the lives of their children and young people.

When individual services are looking to incorporate this vision into their working practices, the following points should be taken into consideration;

Consulting Stakeholders about your Father Inclusive Vision

Do...

- Explore staff attitudes/beliefs about fatherhood.
- Talk to local mothers and fathers who do not currently use services, as well as those who do.
- Analyse how supporting father-child relationships helps your existing goals, and build this into your vision statement.
- Develop clear, specific, objectives concerning father-child relationships. Think about which dads you want to support, and why. – targeting hard to reach fathers, will embed services & support for all dads?
- Identify a lead officer for fatherhood in your agency.
- Establish a regular 'fatherhood reference group', jointly with other local agencies, for peer support, exploring practice issues and influencing strategic development. (e.g. the working with fathers structure in appendix A)

Don't...

- Assume all staff have the same understanding and commitment about fathers.(see sect. 6b)
- Settle for less commitment to fathers than to mothers.

3. Rationale

The work of the strategy and district groups is driven not only by the Strategy for Nottinghamshire, but also the Gender Equality Duty 2007 (Which requires organisations to take action on the most important gender equality issues within their functions) and the Welfare Reform Bill 2009 (changes relating to the registration of the births of children whose parents are neither married to each other nor civil partners of each other) More information on the Gender Equality Duty can be found in section 7.

This work will also be influenced by the Coalition Government's proposed new Childhood and Families Taskforce which will "prioritise a small number of specific policy proposals that will make the biggest difference to children and families" (Deputy Prime Minister's speech, 17th June 2010)

With evidence showing the importance of a father's influence on their children, be it positive or negative, the following should be considered about what influences whether fathers engage with children's services and what can be done to overcome any barriers

a. What influences whether fathers engage with local children's services?

- *Father-specific factors*: their sense of identity as fathers, their knowledge about the importance of their role, their knowledge of local services and beliefs about whether they will be welcoming for fathers, their commitment as a father, their relationship with own father/mother, their mental and physical health, their employment status, involvement in criminality/drugs/alcohol, or domestic violence, etc
- *Couple-relationship factors*: relationship commitment and cooperation, mutual support, residence/contact arrangements (where parents live apart)
- *Mother-specific factors*: her employment, attitude towards and expectations of the father, support provided to father etc
- *Child-factors*: attitude towards father; behavioural difficulties; temperament, age, gender, developmental status
- *Larger contextual factors*: how services are delivered (e.g. opening hours, venue, working practices), employment opportunities (including whether long absences from home are required), economic factors, race/ethnicity resources and challenges, cultural expectations and social support.

b. Overcoming Barriers

Do...

- offer sessions outside of normal working hours (e.g. some Children's Centres and ante-natal classes now open/offered on Saturday morning)
- offer male only sessions when appropriate
- have male appropriate signage and information on display
- have father friendly activities, posters and information.
- have whole family activities.

- utilise male workers & male volunteers
- consult with fathers.
- outreach to engage with fathers
- let dads know the benefits to their children
- let mums know the benefits of dad's engagement with their children.
- use technology to inform fathers (e.g. some Children's Centres send reminders about groups by text)
- offer reliable and regular services.
- have male friendly building, décor, magazines, iconic toy's. (Scalextric, Tonka) and books about dads and children
- have appropriate staff training regarding fathers. (see section 6a)

Example...

a small library of dad resources is available to borrow from the Parenting Team, see Appendix B for details.

Don't...

- give up on fathers.
- Take Mum's word for it that Dad doesn't want to be involved

4. Systematic Engagement

As a key element in providing father-inclusive services, the following should be considered:

a. Referrals and record-keeping

All referral and registration forms should provide spaces for the name, and contact details of the 'mother', the 'father', and other key carers. These forms should also contain spaces to record other relevant information about fathers (as well as mothers) including details on working patterns as these could include shifts and long periods away from home (e.g. armed forces). **All staff with responsibility for filling in these forms should ensure that they routinely seek to gather and record information about fathers.** When an agency receives a referral that does not contain information about the birth father and key father figures, this should be routinely questioned with the referring agency: to acquire the information (if known), or to agree which agency will gather the information. The use of both registration and referral forms should be monitored by all agencies to ensure that this information is being gathered effectively.

She did it...

One home-school link worker got her service to redesign their registration form - several times! First they made spaces for PARENT ONE and PARENT TWO. Later they changed this simply to PARENT and PARENT. Then they decide on three sections: for MOTHER, FATHER and OTHER CARERS.

Where an agency is in contact with the father, you should obviously gather his contact information directly from him. Agencies often underestimate how many fathers already ‘touch’ their service – in person or by phone or email - and a systematic approach will enable them to identify and connect more effectively with these men. When gathering this information, all staff should explain clearly why it is being requested: your agency’s services are for the whole family, including the father, and you want to keep him informed about the services that you offer. The father may well be surprised to be asked this. If he is reluctant to provide this information, reassure him that any information he provides will be confidential, and that this is a routine request. If he is still unsure, ask if you can have his mobile phone number and/or email address (as he may be reluctant to reveal his home address).

Example...

Some Children’s Centres have started texting families to remind them about upcoming events and courses.

Often, however, the first contact your agency and other family services will have with a family will be *with the mother*. In these circumstances, you should routinely ask the mother for the father’s contact details, and explain that you want to contact him to offer him information about the services that you offer. You are legally permitted to record information the mother gives you about the father when he is not present - even when he isn’t married to her, doesn’t live with her, and doesn’t have Parental Responsibility (see Appendix 2 of the Working with Fathers Strategy for more about Parental Responsibility). Once you’ve recorded his details you should inform him you hold them, explain why and tell him who to contact if he wants to check they’re accurate or have them removed.

Most mothers will readily give you this information when you explain why you want it. But some mothers will say they do not want to give your agency information about the father, or do not know it. Occasionally, they will not know the identity or contact details of the father – but it is far more likely that they are feeling uncomfortable or confused about revealing this information for various reasons. You should try to explore their concerns sensitively at this point. Your response will depend on all the circumstances, but is likely to include saying that you know that some mothers have anxieties about what will happen if they reveal the father’s contact details, but that any information she gives you will be confidential (subject to the proviso that child protection concerns might require disclosure). You should be careful not to put the mother under any pressure to reveal the father’s details, but reassure her that your reason for asking is to provide a good service to the whole family.

You should routinely review whether the information you hold on all families is adequate. Where the father’s details are not yet recorded, you should generally ask the mother for them again at an appropriate time, explain why you are asking, and sensitively explore her possible anxieties. Some workers may not feel confident or comfortable about this process, but it is important to explore with the mother what she is concerned about. In the end, it will of

course be for her to decide whether her concerns have been addressed, and what information to give your agency.

b. Why mothers might be concerned about giving you information about the father?

The mother may not wish to give you information about the father because she:

is concerned that the information might be given to another agency (e.g. the Benefits Agency, child support, housing, social services, the police or immigration services). Significant numbers of fathers stay 'in the background' for this sort of reason, and often needlessly miss out on valuable support as a result. You should explain to her that, in general, no information she gives you will be shared with anyone else except the father himself. Other agencies would be informed only if there were specific child protection concerns arising from any information your agency receives.

thinks your services are generally aimed at mothers. As a result, she may assume that he will not want to engage with your services, and may be puzzled or anxious about why you want to contact him. You should explain to her that your services are aimed equally at mothers and fathers, because of their important roles in their children's lives. You want to inform him, as a matter of routine, about what you offer to men, and explain to him how he and his children might benefit from engaging with your services;

worries that she will lose out if he engages with the service. She may be concerned that his engagement with the service will affect the support she herself receives, especially if she sees the service as a confidential and comfortable space 'for her' away from the father, or she wants to limit her contact with the father following a difficult separation. You should take these concerns very seriously, and explore with her how to ensure that she does not lose out, e.g. the father and mother can attend at different times; confidentiality will be strictly maintained; if there is serious parental conflict and/or both mother and father have very high support needs, you could offer different key workers for the mother and father. You should also explore with the mother how she (and her children) might benefit from his engagement with the service, e.g. she may feel more confident in him as a competent and responsible parent; she may have more support and 'time for herself' if he becomes a more involved parent. You should also stress that if the child feels comfortable in the setting with mum, it follows that they will also feel comfortable there with dad;

fears that she will be placed at risk if he is contacted by, or engages with, the service. This is a specific and much more serious version of the last point, where the mother may have reasonable fears for her personal safety. You should of course prioritise her personal safety, and explore with her how you can help ensure she is not placed at greater risk. She may be at risk already, even without any contact between your agency and the father – and you should discuss with the mother whether you can help her to reduce

these risks (e.g. by putting her in touch with agencies that support victims of domestic violence). You should not put in place any arrangements that place her at greater risk – and occasionally this might mean not contacting him at all. You should also have procedures in place to protect the safety of your staff and other service users. You should consider what contact you or other agencies could usefully have with the father, and should not rule out contacting the father unless this is clearly not in the interests of the mother and children.

worries that the father’s engagement with your agency might lead to greater contact between him and their children. Some mothers may wish to limit or prevent the father’s contact with their children. This may arise from legitimate child welfare and safety concerns, and/or reflect a hostile or unstable relationship between the parents. You should find ways to explore this with the mother, by asking her to consider what sort of contact with the father would be in the best interests of her children. You may then be able to identify ways of engaging with him that she is comfortable about and which she and her children may benefit from (some of which are described above

c. Consent to Contact

‘Consent to Contact’ forms are filled in and signed by a service user at one agency, which then forwards them to a second agency - which is thus authorised to get in touch with the person in question. The forms include a summary of what services the second agency offers. For this approach to work, you will need to remind signposting agencies regularly about the ‘Consent to Contact forms and procedure’¹.

Example...

some Children’s Centres now have a service level agreement to include a consent to contact form in information that is given out at the point of registering a birth. E-start reports have shown that this has increased the number of “known” fathers

d. Effective Publicity and Outreach to Fathers

Do...

- Proactively contact fathers directly at or through other agencies men attend, and in the community (e.g. run lunchtime sessions at local employers on rights/roles for new dads; encourage Citizen’s Advice Bureaux to run dad-relevant sessions e.g. on child support; suggest men’s health sessions at local barbers; offer free family photo sessions for dads and children with local photographers, with a worker attending; get a worker to recruit dads at Jobcentre Plus).
- Use the dads that you have for service publicity, make them into posters or picture displays, where other dads can see them.

¹ The ‘Consent to Contact’ approach was developed by Wellington and Meredith Children’s Centres, Ipswich. Model forms are downloadable from www.fatherhoodinstitute.org/uploads/publications/328.doc

- Run an ongoing series of events that highlight dads (e.g. monthly bring dad to school/nursery day; a trip out – take photos, then create a ‘memory book’ with dads and kids), and run activities (e.g. martial arts) designed to appeal to men. Think how to ‘sell’ these events to local mums (e.g. session where dads and children make a mother’s day card; ‘pamper sessions’ for mums while dads take children swimming); and how to reach fathers through their children (e.g. put on activities for children - and get them to invite their dads).
- Regularly use face-to-face recruitment with individual dads (e.g. approach in school/local playgrounds with survey)
- Invite fathers to help you - e.g. run an allotment, cook, DIY, music session. Identify and build on their skills. This can be done with a simple skills assessment as part of a questionnaire or registration chat (e.g. I can do..., I would like to help with...)
- Involve male service users in designing and implementing outreach and publicity strategies. Use dads to recruit other dads.
- Localise and personalise advertising materials
- Think about how to reach more marginal fathers, e.g. recruit non-resident dads via McDonalds, local park at the weekend, family lawyers.
- Market your services through local media that men use. Consider launching your services for fathers with a local/national celebrity; running local ‘debates’ about fatherhood with celebrity speakers; publicising a men’s health day etc.

Don’t...

- Talk to dads when they are with their children (e.g. at football matches) as they will be enjoying this quality time. Instead, try approaching them when they are leaving the gym as they are more likely to engage
- Assume dads aren’t motivated as parents when they do not come along to your services.
- Rely on fathers contacting you simply after reading a leaflet – most fathers will only do so if this is combined with face-to-face contact with someone who facilitates their engagement with your service.
- Underestimate how much time and effort recruitment takes, or leave it up to one worker.

5. Inclusive, Responsive and Respectful Services

a. The core approaches required in the main service sectors.

i. Antenatal

- Maternity services should engage with fathers-to-be throughout, and act as a crucial link to postnatal services;
- Information should be provided routinely to fathers and designed with their role in mind: about the health needs of baby, mother and father (e.g. smoking; breastfeeding, post natal depression, events/leaflets aimed at fathers/couples; men’s health). Keep in mind hard to reach

- groups i.e Young fathers, fathers from black & ethnic minority groups, fathers who have mental health or substance misuse groups. Etc.
- Routine assessment of fathers' social/emotional needs (e.g. risks of depression; relationship issues) should take place;
 - Group-based and individual/couple support should be available to increase fathers' competence and confidence as parents and partners, particularly with practical items such as fitting a car seat, bathing, changing, dressing and feeding a baby
 - Routine appointments with Midwives, G.P's Scans etc should be made when dads can attend. (although employers are encouraged to allow fathers time off to attend these appointments, there is no supporting law like there is for mothers, so some "out of hours" services will be required)

Example...

Bassetlaw Hospital and Prospect-Kilton Children's Centre have worked together to offer "What Dad needs to know" sessions – dads are offered an opportunity to ask anything whilst mum is having check-up and a quick pamper

ii. Postnatal and early years

- Child-health services should routinely welcome fathers and be offered at times dads can make;
- Information/advice sessions, and informal groups for new dads or couples, should be offered;
- Regular opportunities should be available for fathers and children to do activities together at suitable times;
- There should be well-equipped, 'neutral' spaces for non-resident dads to spend time with their children.
- Keep in mind hard to reach groups i.e. Young fathers, fathers from black & ethnic minority groups, fathers who have mental health or substance misuse groups. These are the dads who need the most help support and advice, for the benefit of their children)

iii. Information, advice and advocacy

- All printed/online resources sensitive to male experiences, identities, communication styles, information needs.
- Advice and advocacy should be accessible to fathers, on any issues impacting on their parenting capacity, including money management, their own health and wellbeing (physical and mental, substance use); post separation support (child support, legal issues, parenting); childcare provision; the education system; employment (rights, opportunities, training); benefits, including housing. Sexual health & contraception

iv. Parenting skills

- All parenting courses should explicitly examine and value the roles of fathers, their experiences and expectations, and help mothers and fathers develop cooperative parenting
- Male-only, female-only and mixed sessions/courses should be developed, with separated dads and father-figures both actively encouraged to attend (if necessary at different times from mothers). Keep in mind hard to reach groups i.e Young fathers, fathers from black & ethnic minority groups, fathers who have mental health or substance misuse groups. Etc.
- Family-therapy and behaviour change interventions should be intolerant of lack of participation by fathers, whether resident or non-resident. When mothers are unwilling / unable to attend, particular effort should be made to engage fathers and father-figures;
- Co-facilitation by a man and woman can be particularly effective.

v. Learning opportunities

- Courses should be generally available and marketed to men and women, and cover subjects men find appealing and useful: basic skills; computer skills; training for work; including English as an Additional Language where relevant and accredited courses for dads e.g. photography, arts and crafts, infant first aid;
- Some courses should be linked to family learning (e.g. swimming, cycle training or dads learning to read, and also reading with their children, incorporating BookStart)
- Courses should offer financial support to attend, where there is genuine hardship.
- It should be noted that fathers are a target audience for some streams of ACLS (Adult and Community Learning Service) funding
- The learning needs of imprisoned fathers, particularly those close to release should also be considered

vi. Informal peer support networks

- Recreational activities for men as men (not as dads) such as sports & leisure, should be offered. i.e. football/ cricket match or fishing
- Fathers should be encouraged to form and make use of their own support or recreation networks, i.e drinks at the local pub or going to the local gym.

vii. Personal/therapeutic support

- Counselling; stress/anger management; mediation should be accessible to fathers.
- Agencies should consider developing telephone or email services, which many men find comfortable to use - e.g. a postnatal depression

helpline, men's Domestic Abuse/Violence services, linked to a face-to-face support option.

- Support during relationship breakdown should also be offered to men

In all these services, there should be some activities that involve conventional male interests, eg: gardening or other construction; DIY; swimming, cycling or other sports; music, photography or computers. This is important as a way of offering fathers something that is within their "comfort zone".

viii. Women-only services

- A minority of specific services for mothers can be delivered more effectively in single-sex groups.
- These services should still hold fathers in mind when working with the mothers, and signpost or refer fathers to other services accessible for them – which can if appropriate assess fathers' needs and parenting capacity.
- Mothers should be kept well-informed about services that are accessible for fathers.
- Mothers should be reminded of how important fathers are to their children

b. Service Settings

- Ensure any staff working in reception areas, or who may be the first point of contact with dads, make ALL service users welcome. A smile can go a long way to making any parent feel at ease in your setting.
- Do not use the word 'parents' unless you have to: try to use 'dads and mums' or 'mothers and fathers'.
- If you have only female staff, don't put up prominent group photographs.
- Have a named member of staff that will keep up to date on the work of the Working with Fathers district group (structure in Appendix A)
- Look at your notice boards or leaflet displays - in the entrance particularly. Are any items specifically relating to fathers? Do they heavily feature 'lone parents' or 'domestic violence' to such an extent that dads will feel alienated? Of course such information MUST be displayed, just don't make it overwhelming – or the first thing dads see. Have a balance, i.e. Put up dads breastfeeding posters.
- Look in the Domestic Violence section of www.fatherhoodinstitute.org for information about support for men who have experienced violence or other abuse (including sexual abuse) or who are worried about using violence, and put that up, too. Put up MANN Project posters and leaflets in the male toilets, or with the other DV literature.

c. Father-inclusive signage

- Can you make the outside of your building obviously father-friendly using signage and/or images?

Example...

Banners advertising dadzone (a web area of information and advice just for dads) are available to borrow from the Parenting Team

d. Effective Multi-agency working**Do...**

- Establish effective signposting and referral mechanisms for fathers, with other agencies working with families, and share information where appropriate (see section 4)
- Work in partnership with local agencies which are in contact with men, especially the hardest to reach groups (for example, midwives, youth workers, school nurses, prison service)
- Encourage other local partners to provide men-friendly services. Train them to do so, if appropriate. (see section 6)
- Invite workers from other agencies into your services to run sessions for dads.
- Make links between local fatherhood and domestic violence services.
- Use national and regional 'father support' networks, and set up your own local networks – a 'strategic' one for managers, linked to a 'peer support and review' one for staff.
- Make sure you know where your service fits in to the Working with Fathers structure (in Appendix A)

Don't...

- Only partner with other children's and families' agencies: which will mostly be working with women, and who have mostly female staff

6. Supporting Staff to be Father Inclusive**a. Supervision, Training and On-the-job Support**

- Have working with fathers as a regular agenda item for supervision.
- Less experienced workers should be given opportunities to build their skills and confidence at engaging with fathers. For example, a more experienced worker (or a dads' worker) could accompany outreach staff in home visiting, to "model" positive engagement with fathers, and workers other than the fathers' worker should be encouraged to attend any dads' groups.
- Staff should be required to "audit" male involvement, in order both to obtain baseline-data, and to help them "see" the men already accessing the service, however indirectly.
- Keep up to date with local and national training opportunities e.g. on Fatherhood Institute website

- Training for Working with young fathers & fathers to be available from Teenage Pregnancy Team
- Ensure job descriptions are clear about the need to engage fathers as well as mothers

b. Developing Your Staff Team

Do...

- Routinely use team meetings, supervision, team building days etc to support and assess all workers' practice around fatherhood.
- Consider a male worker recruitment target.
- Recruit male workers/volunteers to work directly with fathers and their families: use employment services and local childcare courses to promote recruitment opportunities; celebrate male worker role models in schools / children's centres.
- Support local dads to act as 'ambassadors' for your services in local communities.
- Recruit volunteers through adult education courses, churches/mosques etc. community groups and local volunteer bureaux.
- Seek out social work, health care and nursery students to work with dads.
- Make sure all staff takes on the responsibility to "Think Fathers"

Don't...

- Assume female workers are not responsible, and equipped, for working with fathers.
- Forget that workers / volunteers should encourage mums to reflect on and support father engagement

7. Reviewing Father Inclusiveness

Compliance with the Gender Equality Duty requires gathering information on how services impact on women and men respectively and consulting with women and men who use services in ways they find accessible.

Example...

The working with fathers district groups in Ashfield and Mansfield have questioned fathers about why they access services, what improvements could be made and how to encourage more fathers to access services

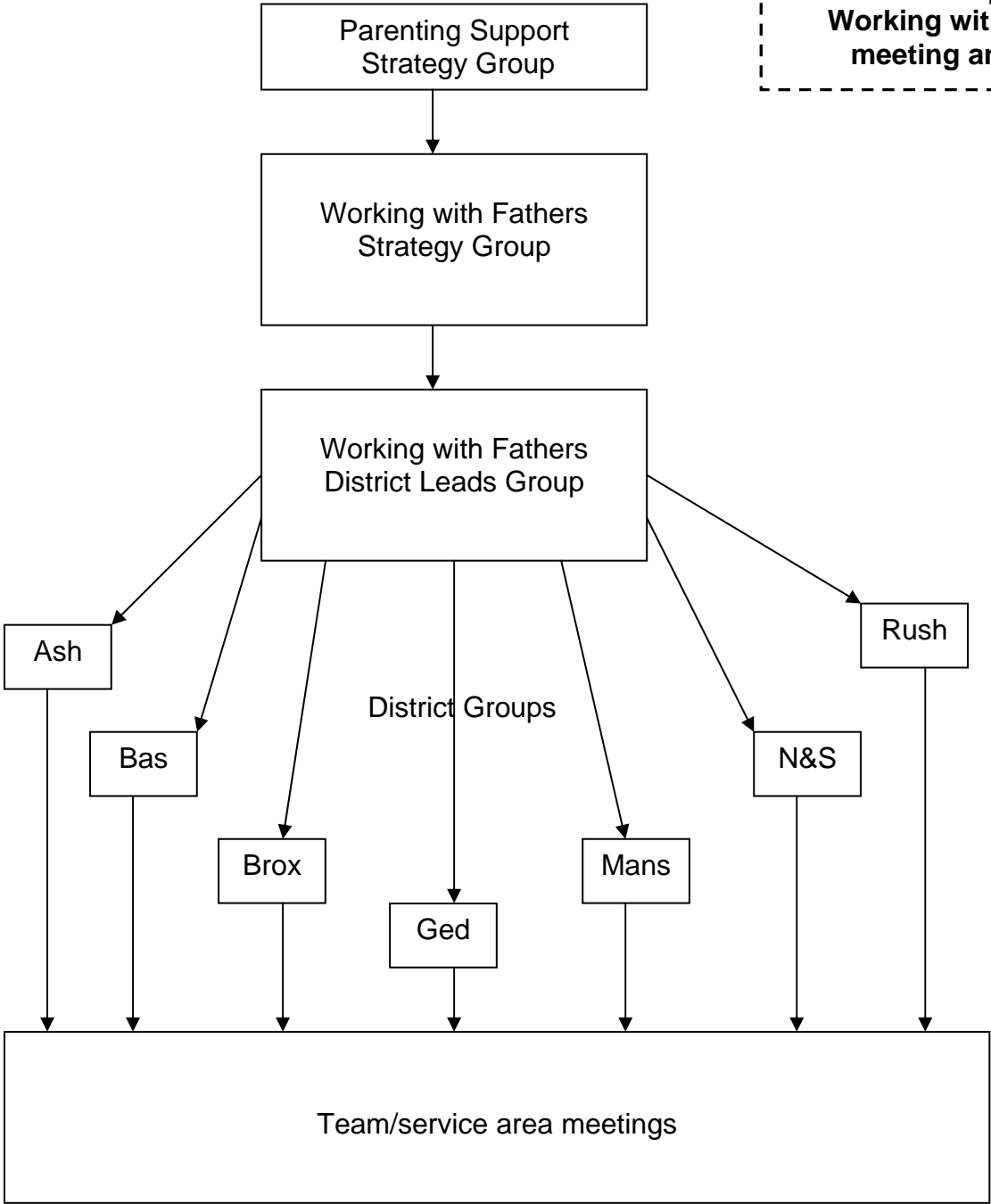
With this in mind:

The agency needs to reflect the specific experiences and needs of different categories of fathers, through consultation with local fathers in all relevant social groups (including vulnerable and excluded fathers – eg young, BME, lone and non-resident fathers, step and other "social" fathers and fathers experiencing relationship difficulties, conflict or violence).

This information needs to be disaggregated by different types of father (eg resident / non-resident; lone fathers; biological / non-biological; age / ethnicity of father; history of violence by father), so different patterns can be scrutinised.

The Agency needs to break down its statistics for engagement with parents at all stages *by gender*, and include home visits, father “dropping off” or collecting family members, telephone/email contact, accompanying the fathers to appointments with other agencies, provision of direct support (eg one-to-one parenting support, support around housing issues, health, work, educational issues). Does this vary for different types of father (including non-resident fathers)? Where fathers disengage with the service, what reasons did they give for disengagement, don’t just take mum’s word for it that he is not interested – and what follow-up was undertaken?

Appendix A
**Working with Fathers structural,
meeting and feedback model**



Membership
Strategic leaders and those with remit of working with fathers from all Children's Trust organisations

Purpose
Write the strategy and prioritise implementation plan work streams

Membership
8 people, 1 rep/lead per district and a chair (who sits on strategy group)

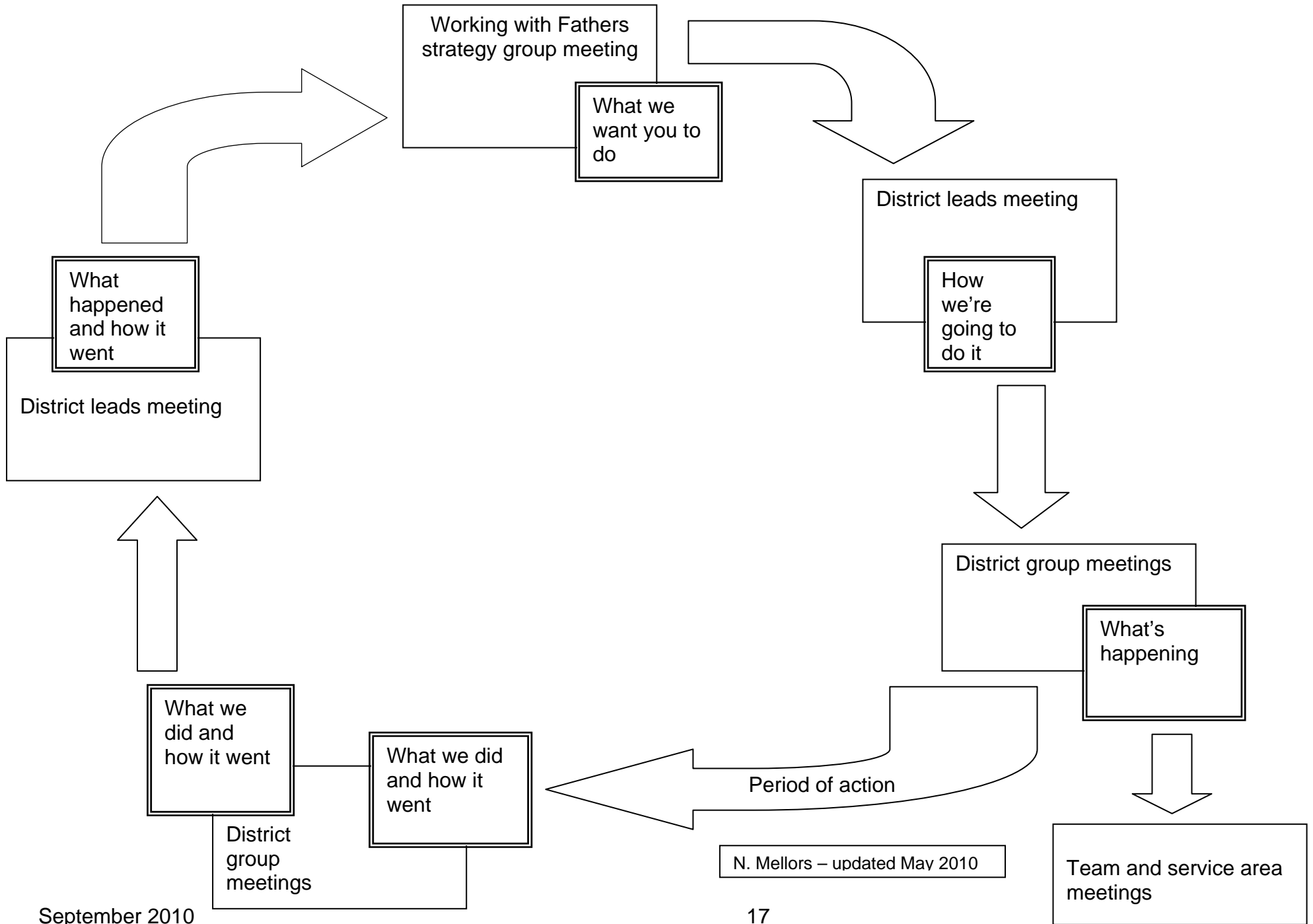
Purpose
Deciding how best to put into action the requirements of the strategy group and feed back (see over)

Membership
Representatives of all relevant services (those working with and for Nottinghamshire fathers)

Purpose
To put the work into place and feed back (see over)

Membership
Individual service area teams

Purpose
To be informed by district group members on what is happening around working with fathers



Appendix B Parenting Support – Resource Library List

For Fathers

- **The Dad Manual**, Haynes – Ideas on “how to be a brilliant father” from making toys and games, to growing and building things, to magic tricks and much more – 214-page A4 hardback book
- **Checklists for the New Dad**, Joe Deyo – “what to know, what to expect, and most importantly what to do during pregnancy, delivery and baby’s first year” – 249-page A5 book
- **The Guy’s Guide to Surviving Pregnancy, Childbirth and the first year of Fatherhood**, Michael Crider – “the true story of a transformation from man’s man to family man. Honest, hilarious, and heart-warming, it’s a must-read for every expecting or new daddy” – 192-page A5 book
- **The New Dad’s Survival Guide**, Scott MacTavish – “man-to-man advice for first-time fathers (secrets revealed, codes broken, babies tamed)” – 132-page A5 book
- **The New Father; a dad’s guide to the first year**, Armin A Brott – “an indispensable read for any new father, this book skilfully and humorously guides men through the daunting transition from care-free bloke to responsible dad” – 304-page hardback book
- **Men and Babies**, Men’s Health Forum – a shorter version of the Haynes Baby Manual covering topics such as labour, parental leave, feeding and changing, and bonding – 32-page A5 booklet
- **Nottinghamshire Working with Fathers Strategy**, NCC – our vision for how services engage with Nottinghamshire fathers – 21-page A4 book
- **Toolkit for Father-Inclusive Practice**, Fathers Direct – 14 cards to help you improve your service’s work with fathers
- **Celebrating Fatherhood DVD**, Nottinghamshire Children’s Centres – “a film reflecting the views and feelings of dads and professionals about being a father”

For Young Fathers and Mothers

- **Guide for Young Parents and Parents to Be**, Nottinghamshire Teenage Pregnancy Trust – useful information and contacts for young men and young women – 68-page A5 ringbound booklet
- **Invisible Fathers: Working with Young Dads-a resource pack**, Fatherhood Institute – 26-page A4 booklet, 5 information sheets and a DVD to help improve your work with young fathers

For all Fathers and Mothers

- **The Baby Manual**, Haynes – “a practical step-by-step guide to babies (conception to 2 years)” – 194-page A4 hardback book
- **The Toddler Manual**, Haynes – “a practical step-by-step guide to toddlers (post-baby to pre-school)” – 184-page A4 hardback book
- **The Teenager Manual**, Haynes – “practical advice for parents of teens” – 160-page A4 hardback book

- **How to Survive the School Holidays**, NCC – free and low-cost activity ideas – 34-page A4 book
- **Being a Parent in the Real World**, Laverne Antrobus – “a supportive guide to being clear, staying calm and remaining confident” – 12-page A5 booklet
- **From Breakfast to Bedtime**, Family & Parenting Institute – “helping you and your children through the day!” – 13-page mini-booklet
- **Over the Top Behaviour in the Under 10s**, Family & Parenting Institute – “normal childhood behaviour, or problem behaviour? Read on...” – 12-page A5 booklet
- **Is It Legal?**, Family and Parenting Institute - A parents’ guide to the law including information on smacking, working, tattooing and more – 53-page A5 booklet
- **Your Baby Week by Week**, Simone Cave and Dr Caroline Fertleman – “the ultimate guide to caring for your new baby” – 296-page book
- **A Mother’s Worth**, Carol Rigby – strategies and tools to “create your life and empower your child” – 129-page A5 book

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