

Relate NI



**SUSTAINING HEALTHY
RELATIONSHIPS
Briefing Paper
Attachment & Family
Ecosystems**

Introduction

In March 2022 Relate NI Commissioned Ulster University to carry out evidence based research on healthy relationships and their importance to a range of areas to provide recommendations for improved public policy commissioning. This briefing paper is a summary of the findings relevant to those working in the fields of prenatal to early childhood support services. The full research report with its 20 recommendations are available on request.

Why are Relationships Important?

Relate NI is passionate about enabling good quality relationships. Through our 75 years' experience of working with people throughout Northern Ireland, we've come to understand that relationships not only give our lives meaning, they are of vital importance to our wellbeing. This project adds further research and evidence to why good quality relationships matter. Evidence indicates that good quality relationships are a crucial protective factor which can prevent propensity towards substance misuse; shield us from the effects of long term health conditions; aid our recovery, and can even prevent illness in the first place. Conversely, poor quality relationships are risk factors for poor health and wellbeing. Not only do people in poor quality relationships have worse health than those in happier ones, but poor quality relationships are also worse for our health than none: unhappily married people are at greater risk of poor health than divorced people.

Put simply, good quality relationships:

- Are a foundation to our health and wellbeing: Evidence demonstrates that people who have good quality relationships have lower blood pressure than those in poorer quality relationships; close couple relationships can slow the rate of decline in people with dementia and even delay admission to hospital or care homes. Relationship distress is linked to anxiety and depression.
- Are important for children's life chances: Evidence indicates that children growing up with parents who have low parental conflict, whether together or separated, enjoy better physical and mental health; better emotional wellbeing; higher educational attainment and a lower likelihood of engaging in risky behaviours.

Context

Across the life course, our experiences in pre-natal and perinatal life, infancy, childhood, adolescence, adulthood, and old age are shaped by the quality and nature of our relationships with others¹. This idea is the basis

¹ Boyd and Bee, 2014; Waddell, 2019

of attachment theory², an integral component to many mental health interventions. Further, research³ on environmental systems, indicates that the quality of relationships in one system of life (e.g. the family) will influence and be influenced by the quality of relationships on other systems (e.g. school, the workplace).

Thus, our experiences of relationships directly influence our quality of life, wellbeing, and also our capacity to fulfil our potential and be more productive in education, employment and other domains⁴. Developing and sustaining healthy relationships is integral to the functioning of all social systems in which we live, including but not limited to, families and communities, education, health and social care, employment, and criminal justice. Therefore, developing and sustaining healthy relationships in all spheres of life is critical to the prosperity of everyone in society⁵

While the role of healthy relationships is understood by many, particularly those working directly to promote them, and to prevent and intervene on relationship-based crises, the fundamental role of relationships is not explicitly identified in public policy, which in turn affects commissioning priorities.

The Ulster University project team undertook research to demonstrate the core role of relationships in promoting wellbeing and life chances for everyone in society, which could be used to influence and inform public policy to specifically embed the role of relationships as protective and risk factors for meeting public policy objectives. The COVID-19 pandemic has highlighted further the importance of relationships, and both their positive and negative impacts on families, communities, and services⁶.

The timing of this project is particularly pertinent given the Mental Health Strategy 2021-2031⁷, the COVID-19 context, and the recent local elections and NI Executive Programme for Government to be implemented, making this an opportune moment to intervene and influence policy to define and integrate relationship-based interventions into public policy actions.

² Bowlby, 1988; Ainsworth, 1972

³ Bronfenbrenner (1995)

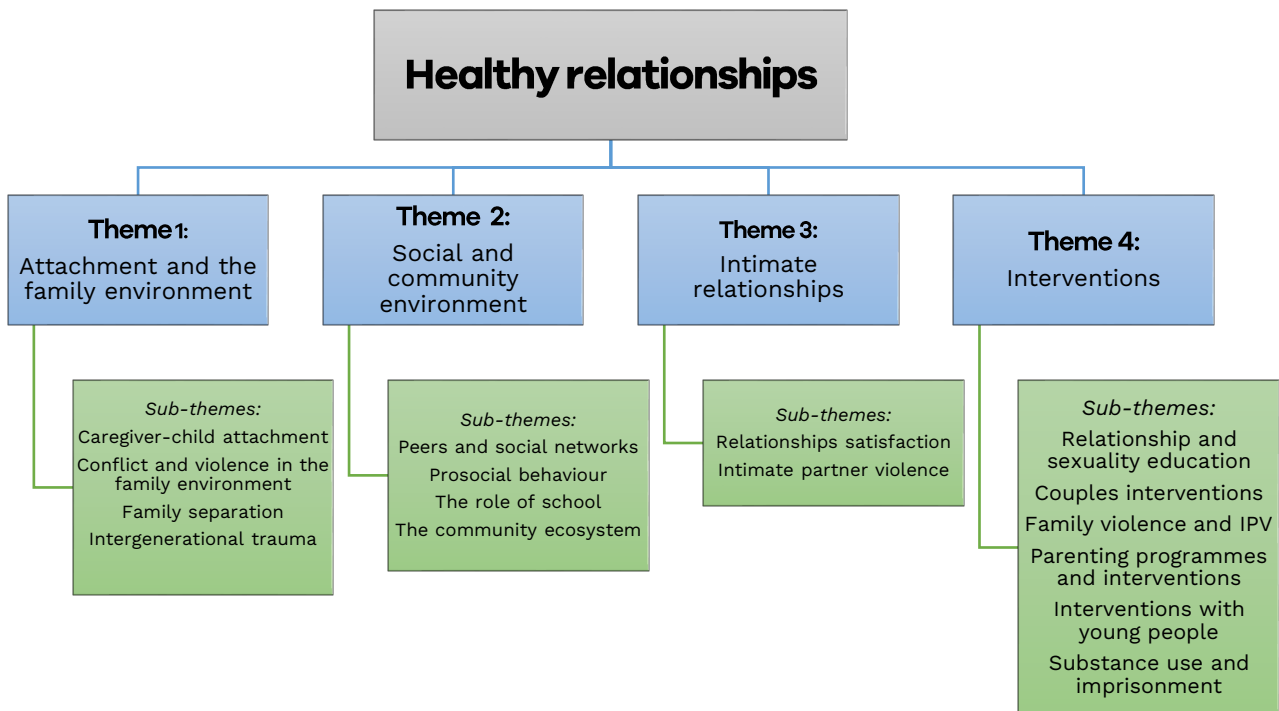
⁴ Beckett and Taylor, 2019; Waddell, 2019

⁵ Dimmock et al. 2022; Hawkins, et al., 2022

⁶ Dimmock et al., 2022; Goldstein and Flicker, 2021

⁷Department of Health, 2021

Findings: The Key themes of the overall project



Themes relevant to this briefing paper

Caregiver-child attachment

It is well recognised that the type of parent-child attachment established during infancy lasts over a person's lifetime, with attachment patterns seen across personal, developmental, social, and professional domains⁸. As attachment is a phenomenon that extends across the lifespan and can have an intergenerational component, understanding the impact of caregiver and family relationships on the individual, their future relationships, families, and parenting is essential when considering intervention.

Recent longitudinal research⁹ with 35 Italian women found that parent-child attachment begins during pregnancy and has a lasting impact into the infant's first year of life. Described as maternal-foetal attachment (MFA) occurs alongside the process of parental identity construction, which is influenced by memories of past and current relationships, as well as caregiving experiences in childhood. Supporting maternal mental health and relational health during pregnancy and across the transition from prenatal to postnatal parenthood can protect the MFA and have a positive impact on post-natal attachment and infant development. Evidence¹⁰ indicates that

⁸ Uytun et al. 2013

⁹ Sacchi et al. 2021

¹⁰ Abramson et al. (2019)

there are important opportunities for empathy development within the first year of life, while the importance of parental emotional availability¹¹ in the post-natal period has been identified in strengthening parental emotional regulation and the parent-infant relationship to improve outcomes for infants. Research also states that individuals with safe attachments during infancy tend to establish healthier relationships during puberty, adolescence, and adulthood¹².

Strengthening the parent-child relationship is a common topic in research and the term *parent-child synchrony* (PCS) refers to “the coordination of biological and behavioural processes between parent and child”¹³. Although well researched in infancy, its role in later childhood and adolescence is only becoming increasingly acknowledged. In a systematic review of PCS in middle childhood and adolescence research found that higher synchrony associated broadly with positive outcomes, specifically regarding academic, social, and emotional factors, as well as increased moral reasoning, empathy, future synchrony with friends, good self-esteem and overall adjustment. Negative outcomes were found for children synchronised to a parent exposed to inter-parental conflict, negative emotional parenting behaviours, maternal depressive symptoms or chronic stress, parent psychopathology, or parent emotional dysregulation. However, a lack of synchrony in these contexts was protective and adaptive with young people demonstrating self-regulation and resilience. Understanding the role of PCS can increase opportunities for young people at risk by providing relational interventions to improve outcomes.

There is evidence that a secure attachment predicts quality of parenting and attachment at other stages in the lifespan, and that attachment is linked with adolescent psychosocial functioning, well-being, and development, as well as the parenting of the next generation¹⁴. Research found that the mother-adolescent relationship is analogous to the secure base phenomena observed in secure infant-parent relationships; sensitive and responsive relationships with an attuned parent can support an adolescent’s exploration and development of autonomy. This task of autonomy is intellectual and includes normative disagreements with mothers. Evidence also found that when dyads had secure attachments, young people felt safe to explore autonomy knowing that they can maintain and repair their relationship with their mother if there are disagreements. This research is important evidence for supporting early parenting interventions support attachment and youth well-being.

¹¹ Rossen et al. (2018)

¹² Uytun et al. (2013)

¹³ Birk et al. 2022

¹⁴ Allen et al. 2003; O’Connor et al. 2019

Parental-child relationships play a significant role in infant, child, and adolescent mental health.¹⁵ Problems in parent-adolescent relationships were identified as a significant risk factor for the development of depression in adolescents, while poor-quality parental bonding in early life puts children at a higher risk for mood and anxiety disorders during adulthood¹⁶. In addition, some research suggests that quality of attachment and time spent with parents is a factor that can protect young men from involvement in delinquent behaviour¹⁷. Support from mothers and fathers was found to be associated with higher levels of self-esteem and fewer depressive symptoms across adolescence¹⁸.

Connected with healthy attachments and positive parent-child relationships is the topic of *parenting styles* which have been described in a literature review¹⁹ as fundamentally connected to mental health and early childhood. Research promotes *authoritative* parenting approaches which are described as assertive with emphasis on warmth and care, which can support creativity, confidence, safety, and comfort in children. This connects with other research²⁰ from China which found that a lack of parental warmth positively predicted hopelessness, which in turn enhanced adolescent suicidality. Parental psychological control also positively predicted adolescent suicidality.

In adulthood, the ability to develop and maintain healthy romantic relationships is considered a key developmental task.²¹ Research²² found that positive parenting and a family environment was significantly related to the way in which young adults viewed others as accessible or responsive and how their relationships were perceived as meaningful and important. Family processes and interpersonal skills are mutually influenced by each other across adolescence and support young people to engage in more effective relationship problem solving, assertiveness and less intimate partner violent behaviour. Parental support has been found to be a significant protective marker against physical teen dating violence (TDV) victimisation during adolescence²³. Findings also support that positive self-esteem and secure parent-child attachment is a protective factor against TDV, and that parents can help protect against some of the negative health outcomes with dating, while adolescents can desire positive parental relationships and parental validation of their dating experience. Research

¹⁵ Reigstad et al. 2022; Lawless, Coveney & MacDougall, 2014

¹⁶ Kidd et al. 2022

¹⁷ Worthen, 2011

¹⁸ Bamaca-Colbert et al. 2017

¹⁹ Fadlillah 2020

²⁰ Li et al. (2016)

²¹ Xia et al. 2018

²² Dalton, Frick-Horbury & Kitzman (2006)

²³ Emanuels et al. 2022; Felix (2021); Rueda et al. (2014)

on social modelling, ²⁴suggests that, adults internalise and apply examples of parents who, they perceive to be good role models. If an individual interprets an adult as a poor role model, they will use trial and error in looking for partners, to avoid pitfalls of parent's relationships, or can commit to a partner at a young age and create a family of their own. Understanding the importance and impact of the parent-child relationships can support appropriate and earlier interventions.

Intimate relationships

Relationship satisfaction

The topic of relationship satisfaction is very important for healthy relationships, and research has identified sensitive points in a couple's relationships, and family lifecycles, for example transition to parenthood,²⁵ parenting during early childhood, or teenage years²⁶ parenting children with autism spectrum condition,²⁷ or special needs.²⁸ These situations are not universally stressful for all couples but tend to be more challenging when a couple struggle with communication and relationship dissatisfaction,²⁹ or have limited resources or support,³⁰ and can contribute to lower quality of life and family separation or divorce decisions. Accordingly, positive, and constructive communication between partners alongside emotional expressiveness has been identified as strong indicators and predictors of relationship satisfaction. Research highlighted how individuals with insecure attachments or psychological disorders can also struggle with the transition to parenthood. Supporting couples to attend prenatal classes together, to improve communication and support each other, can strengthen the couple relationship.³¹ For parents with children with special needs, relationship satisfaction is improved when there is less pressure on the relationship by provision of flexible employment, which also improves the well-being of children with special needs.

²⁴ Jamison et al. 2021

²⁵ Mitnick et al. 2009

²⁶ Abreu-Afonso et al. 2022

²⁷ Brown et al. 2020

²⁸ Perlowski et al. 2021

²⁹ Abreu-Afonso et al. 2022

³⁰ Mitnick et al. 2009

³¹ Brown et al. 2020

Couples Interventions

Aside from traditional couple's therapy³², research has found substantial evidence for the effectiveness of couple's relationship education (CRE) in helping couples achieve relationship success. They note that programmes are reaching more diverse and disadvantaged target populations, which are having positive intervention effects beyond relationship quality that includes physical and mental health, co-parenting, and child well-being. CRE can be effective when delivered online as well as increasing access to programmes for individuals as well as couples. Evidence³³ indicates it is important to recognise that people have unique needs and can prefer different methods for counselling, such as face to face or online. Online counselling can reduce barriers and support individuals to engage in programmes and services at more convenient times, but it is also crucial to implement face to face programming options if people want them as well. Researchers recommend family therapists collaborate with community agencies to adapt established evidence-based relationships programmes and tools to broaden service delivery to at-risk individuals.

Parenting programmes and interventions

A common approach for promoting healthy relationships is the provision of parenting interventions and there is evidence that parenting programmes that address healthy parent-child relationships,³⁴ and that strengthen the inter-parental couple's relationship³⁵ have efficacy and important outcomes for children's mental health. A UK trial of a US version of a parenting intervention programme for couples at-risk or from low-income families reported improvement on almost every index of family functioning assessed, findings which were consistent with three RCTs of this programme in the USA. This intervention addresses family wide issues, couple's relationship, parenting, and the psychological wellbeing of parents and children has found promising results. Other evidence from an RCT of high-risk urban dwelling parents found that improvements in parental depression and social isolation can reduce the risk factors for child maltreatment.³⁶ To prevent maltreatment, the research recommends community-based home visiting programmes as part of a comprehensive early childhood system that reaches families as early as possible with the needed services that can accommodate children with special needs, respect the culture of the family and ensures a continuity of care from

³² Markman et al. (2020)

³³ Cannon & Murray (2019)

³⁴ Chung et al. 2021; Li et al. 2016

³⁵ Casey et al. 2017

³⁶ Silovsky et al. 2022

prenatal life to school entrance. Similarly, another study³⁷ recommended early childhood family home visiting (FHV) as an evidence-based intervention for including fathers and promote healthy child development, preventing child abuse and neglect, and providing support and education to parents. For families experiencing homelessness or at high risk, research³⁸ recommends that the parent-child relationship is supported as this is essential to health development and learning in children. Interventions can promote the parent-child relationship through social and recreational activities, on top of the provision of high-quality preschool childcare centred within the shelter system.

Background to Sure Start

Sure Start is a Programme targeted at parents and children under the age of four. There are 38 Sure Start projects across Northern Ireland. It brings together health, family support and early education services which are designed to support children's learning skills, health and well-being, and social and emotional development. Services are offered both in the home and in group based settings. The programme works with parents from pregnancy and provides support for children until their 4th birthday.

The aims of Sure Start are to improve:

- The ability to learn by encouraging stimulating play, improving language skills and the early identification and support of children with learning difficulties;
- Health by supporting parents in caring for children and promoting children's health and development;
- Social development by supporting the development of early relationships between parents and children, good parenting skills, family functioning and early identification and support of children with emotional, learning or behavioural difficulties.

Core Elements of the Sure Start Programme are:

- Outreach and home visiting services, to make contact as early as possible in a child's life and draw families into using other services;
- Family support including befriending, social support and parenting information, both group and home based;
- Good quality play, learning and childcare experiences for children (both group and home based);
- Primary and community health care and advice;

³⁷ Burcher et al. (2021)

³⁸ Swick et al. 2008

- Speech language and communication support;
- Support for all children in the community recognising their differing needs.

Sure Start Case Study

Joanna was a young antenatal mother whom had come to Northern Ireland to live whilst at university where she met her partner, who was also at university and they decided to reside together in Northern Ireland after graduating. They were isolated, with no family support and were experiencing financial hardship, with rent and cost of living increases, and they were looking for somewhere more suitable to live for when baby was born.

A referral was made from maternity services to Sure Start at the antenatal booking appointment. This process is a generic tick box procedure asking if they agree to a referral to the local Sure Start within their catchment area.

Joanna reported that she felt frightened and isolated as this was an unplanned pregnancy and was keen to attend antenatal programmes to support her through her pregnancy and also to meet other parents. It was also identified through the needs assessment that Joanna would also benefit from one to one support of a perinatal worker.

In May 2022 an initial antenatal visit was completed to assess the needs of the family. From April through to November regular one to one support was provided to Joanna and at times Callum (her partner) was present.

In June 2022 Joanna completed a 4 week Bonding with Bump programme. This is a programme designed to facilitate a safe space where antenatal women can begin to think about and connect with their baby, learn about their growing baby and how their senses are developing. This helps promote good mental health and emotional wellbeing and to feel connected and less isolated. Furthermore, it helps to begin to build up confidence and skills for transitioning into parenthood.

In August Joanna and her partner attended a 6 week antenatal programme which included, antenatal education and preparation for birth, infant brain development, bonding and attachment, fourth trimester, transitioning into parenthood, Perinatal Mental health and 2 workshops: Sustaining Healthy Relationships workshop with Relate NI, outlined further in the paper. This allowed a safe space for parents to begin to have important conversations about their relationship and what challenges they may face and tools they could use when transitioning into parenthood.

The programme also included a Midwife Q&A - which allows antenatal couples to ask questions around birth and the postnatal period, giving reassurance, eliminating any fears and anxieties and to increase confidence

in making choices for their birthing day. Sure Start also submitted a Building Blocks grant application for the family to receive a pram and vouchers for baby clothes/equipment. Alongside other baby items resourced for the family from local communities.

The baby was born at the end of September and one to one support continued postnatal. In October 2022 Sure Start made a referral to hub for benefits and housing advice. In November Sure Start staff made a referral onto the family support team to allow access to programmes within their local community such as Baby cafe's, baby massage, baby yoga, baby swim and any other programmes/trips.

Feedback provided about the positive impact on the family as a result of engaging with Sure Start.

- From April to November, Joanna received regular one to one support from the perinatal worker including antenatal, postnatal, emotional and practical support. Joanna reported this allowed her to feel contained and lowered her stress and anxiety, supporting her mental health. Callum also reported the positive change he observed in Joanna's mental health after she had participated in Bonding with Bump and completed the one to one support. He spoke of how it enabled him to go to work with less pressure of worrying about Joanna being so isolated, with low mood.

- They both talked about how engaging with Sure Start in the antenatal period, supported them to feel less isolated and more connected into their community. Alongside building their confidence, parenting skills and knowledge to transition into parenthood.

- They both reported how helpful the 6 week antenatal programme was in helping them to prepare for the birth and understand how the body works in birthing. Furthermore, being able to explore the fourth trimester, perinatal mental health and relationships helped to prepare them for the transitioning into parenthood and to normalise some of the challenges new parents face.

- On one particular visit with both parents present, Joanna opened up to disclose how they had experienced a particularly strained week between sleep deprivation and a crying colicky baby, they found themselves bickering a lot with resentment building up. This allowed discussion and reflection on Relate NI's Sustaining Healthy Relationships workshop and helped normalise some of what they were experiencing in transitioning to becoming new parents. It allowed references to the Relationship handouts they had received and after this visit they reported how they sat down together that evening, reflected and went through the handout and used it as a tool to communicate and reconnect. This was a tool they continued to reflect on and use as an intervention when they recognised communication breaking down.

- The both stated how the financial hardship had been creating a lot of stress and worry as to how they would provide for their baby and get the baby items they needed. They reported that with Sure Start being able to provide some baby items and source other baby equipment, vouchers/grants including electric and gas, alongside access to food banks, elevated a lot of the pressure.

- Joanna began attending Baby cafe in January and reported how this allowed a safe space to meet with other new mothers and valuable peer support. She also attended other baby programmes within Sure Start which helped her to grow in confidence and make new friends, lessening her isolation and promoting good mental health and wellbeing.

- Through making the hub referral, this opened up a further support, including attending courses in a local Women's centre and building a network of friends and connection within the local community, creating a sense of belonging.

Relate NI's Pilot of Sustaining Healthy Relationships Workshops

In January 2022 Relate NI began piloting Sustaining Healthy Relationships workshops in the community. These psycho-educational workshops teach people the skills and tools to manage their relationships in a much healthier way and allow people to identify for themselves which areas of relationships that require a change in thoughts, attitudes, and behaviours. What is evident is that those of us who did not have healthy relationships modelled when growing up, simply repeat the relationship patterns that we have seen. Through these interventions we are helping people realise that healthy relationship skills can be developed like any other skill such as learning to drive, cook or learning a new language.

To date we have delivered workshops to 550+ people from Sure Start participants, young adults with additional needs, women's groups, community support workers, health professionals and parents. The workshops explore relationships as protective factors in our lives and explore all types of relationships tailored to the needs of the individual groups; from romantic, family, friendships, and relationships with ourselves, and children. We use the Gottman Institutes³⁹ Sound Relationship House to explore the skills and tools required to sustain healthy relationships as well as exploring the four levels of destructive relationship behaviours. The workshops explore relationship stressors, which usually occur during times of transition in people's lives. The workshops explore our relationships with our emotions and how emotional identification is a key component, not only in self-regulation, but in seeing emotions as data and not directives. Conflict resolution and the skills and attitudes required to do this

³⁹ <https://www.gottman.com>

effectively, are also modelled. We also look at the key components to healthy relationships as well as the red flags that are evident in unhealthy relationship behaviours. The workshops include videos, discussion, and activities that can be taken away and used later. These 2 x 1.5 hour workshops have been evaluated in house with very positive feedback. Of the five areas evaluated 90%+ participants either agreed or strongly agreed that:

- Attending this workshop has made me think differently
- Information was relevant to the healthy relationship themes
- What I have learned will contribute to my understanding of the area
- This programme has supported my wellbeing mentally
- This programme has supported my wellbeing emotionally

When asked to identify any parts of the workshops that were particularly helpful, comments included:

- *Very interesting and helps tie other things such as behaviours into how we look at relationships*
- *The part about conflict resolution and the 'I feel' statements was very helpful. Very good and very well presented*
- *I really enjoyed this, it has made me feel so positive to move forward- Amazing class*
- *It really made me think*
- *The conflict management self-evaluation and the sound relationship house were excellent. Looking at yourself and how you respond was really helpful*
- *Dealing with conflict, I particularly like the Sound Relationship House. Very useful for all relationships; personal and working. It will be good to see this rolled out to local community groups*
- *Different parts of the workshops will be useful for different groups e.g. parents and tots, or young adults or women's group*
- *Talking about the different ways of dealing with arguments actually works! I loved the colour coded list of emotions, will be using with the kids.*
- *I have a better understanding of ways of making my relationship better with my husband and my kids*
- *I loved learning about how to deal with emotions and relationships*
- *I really liked the videos on sound relationships, destructive behaviours and emotions. I feel I am now able to express myself in a*

more positive way. Trainer was great at explaining things when asked a question. They were great classes – thank you

- *I thought the most useful part of the workshops for me was learning about the different emotions and how we can handle different situations in a different way that brings better outcomes.*

Conclusion

Healthy family relationships, including inter-parental relationships, are critical to children's life chances. The family support infrastructure in Northern Ireland provides parents, carers, guardians and children with access to invaluable support and services, however more needs to be done to ensure that relational capability is built; relationships are prevented from falling into states of distress in as much as is possible; and people are protected at times of crisis such as relationship breakdown. Parenting and family support often focuses exclusively on parental behaviours, skills and techniques at the cost of focusing on the parental relationship and its impact on children. Overall, this research project has found that relationships have a fundamental role in nurturing and maintaining people's wellbeing, as well as the quality of family and community environments. The quality of attachment with family, friends, and romantic partners has important implications across multiple domains in society including education, employment, health and social care, and criminal justice. However, currently there is a significant strategic gap in policy, in identifying the integral role of healthy relationships across key priority areas. As such, a key recommendation of this research is the development of a *Healthy Relationships Strategy*, which would involve a centrally driven, structural approach to embedding the role of relationships within government policy.

Final recommendations and associated policies

Recommendations:	Actions:	Outcomes:	Policy for review:
1. Support during pregnancy and transition to parenthood	<ul style="list-style-type: none"> a. Provide ante-natal classes b. Provide post-natal classes c. Access to individual therapy d. Assess for IPV at ante- and post-natal appointments e. Support for women's physical recovery and sexual health after childbirth f. Increase paid parental leave g. Provide or fund community-based groups or programmes 	<ul style="list-style-type: none"> • Supports maternal-foetal attachment • Supports women's health and recovery • Increased parental emotional regulation • Improved parental-infant attachment • Improved inter-parental relationship • Earlier opportunity for intervention for child maltreatment, attachment issues parental stress • Develop community networks • Reduce parental isolation 	<ul style="list-style-type: none"> ✓ Mental health strategy delivery plan for 2021/31 (2022) ✓ Breastfeeding - A Great Start A Strategy for Northern Ireland 2013-2023 (2013) ✓ Making Life Better (2014) ✓ Caring for people beyond tomorrow - strategic framework (2015) ✓ Infant Mental Health Framework for Northern Ireland (2016) ✓ Strategy for maternity care in Northern Ireland 2012 to 2018 ✓ Stopping Domestic and Sexual Violence and Abuse in Northern Ireland (2016)
2. Support for parents with young	<ul style="list-style-type: none"> a. Assess for maltreatment b. Assess for parental mental health or attachment issues 	<ul style="list-style-type: none"> • Improved inter-parental relationship 	<ul style="list-style-type: none"> ✓ Mental health strategy delivery plan for 2021/31 (2022)

children and teenagers

- c. Support with transition to parenthood
- d. Provide age-related support with parenting young children and teenagers
- e. Increase paid parental leave
- f. Increase childcare supports
- g. Provide parenting programmes to address stress reduction
- h. Education for parents that facilitates parent communication skills
- i. Education on parenting children and adolescents with social media
- j. Support with the inter-parental relationship
- k. Provide or fund community-based groups or programmes
- l. Community based home visiting programs
- m. Support parents with children with special needs
- n. Policy makers can improve and support with economic resources

- Less divorce and family separation
- Less parental stress and depression
- Reduced adolescent depression
- Improved family well-being
- Improved quality of life
- Improved infant and children's mental health
- Reduced peer bullying
- Reduced family aggression, conflict, or violence
- Reduced sibling bullying
- Promote pro-social behaviour in the community
- Reduced violent attitudes
- Develop community networks
- Reduce parental isolation

- ✓ Making Life Better (2014)
- ✓ Caring for people beyond tomorrow - strategic framework (2015)
- ✓ Infant Mental Health Framework for Northern Ireland (2016)

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