



What Works Centre for Children & Families

FAMILY HUBS PLANNING FRAMEWORK

Guide to the framework



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Colleagues from across our organisation contributed to the development of the project, our work with local areas and to the development of these resources including

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About Foundations

At Foundations, the national What Works Centre for Children & Families, we believe all children should have the foundational relationships they need to thrive in life. By researching and evaluating the effectiveness of family support services and interventions, we're generating the actionable evidence needed to improve them, so more vulnerable children can live safely and happily at home and lead happier, healthier lives. Foundations was formed through the merger of What Works for Children's Social Care (WWCSC) and the Early Intervention Foundation (EIF).

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GETTING STARTED

This guide introduces the Family Hub planning framework. The framework sets out the range of evidence needed to develop your Family Hub model, alongside the processes and tools that can help you to do this.

This introduction to the Family Hub planning framework focuses on:

- How our set of applied resources can help you to gather and analyse the contextual evidence you need
- Why using a range of evidence is important for a strong Family Hub model
- What to consider when planning
- How the framework helps you strengthen the evidence used to set priorities in your local area.

What is the Family Hub planning framework and why is it important?

The Family Hub planning framework contains information, guidance and tools to help you identify and think about all the local evidence that is important for making decisions. The framework brings together:

- evidence from research in child development and early intervention
- background information
- guidance to help you approach using evidence in a systematic way
- step-by-step processes to make gathering and analysing evidence easier and more effective.

The applied resources will help you to:

- identify strengths and gaps in your data
- pinpoint where you can develop your arrangements for collecting and analysing evidence.

You can use the information, guidance and tools in the framework to make evidence-informed decisions about what will work best for your local area.

This framework was developed in 2022/23 in collaboration with 15 local areas supported by the Early Intervention Foundation, and then Foundations, to make progress in developing their Family Hub approach. As such it has been designed for those at an early stage of their transformation, however learning over the course of this work and feedback from local areas tells us that the approaches and tools in the framework have wider

applicability as local areas continue to develop their offer, to strengthen their data, and seek to evidence that their local offer is effective in meeting local needs.

In any transformation programme, you will move through a cycle of phases. You begin by preparing the groundwork and building strong foundations for any change process, and end by reviewing the progress made. Good planning will make this process more effective. As you develop your Family Hub approach, you are likely to take the following steps (figure 1).

Figure 1

Phases of developing a Family Hub approach



Having a clear rationale for each step, and approaching each one in a systematic way, can help you to:

- use the best available evidence to shape your Family Hub approach
- target the circumstances that make supporting children’s development difficult
- reach the families who will benefit the most.

As you develop your Family Hub approach, you will be bringing stakeholders together to better understand the needs of families and identify shared priorities. You will be designing services linked to your Start for Life offer or the pressing mental health needs of young people in your local area. By taking a whole-system approach to planning, and drawing upon the best available evidence, you can make more opportunities for early

intervention to happen. You can also make more effective use of what we know about what works for children and their caregivers at different stages of development – from conception, through childhood and adolescence, to adulthood and becoming a parent.

Who is this guide for?

This guide is for people who are:

- leading the Family Hub transformation in your local area
- working in the project team as a commissioner, a manager or a leader responsible for developing the local family hub approach.

You do not need to be an expert in early intervention to use this framework. This introduction explains how everyone involved in system-wide planning can use the framework resources at a local level. In doing so, you can develop a shared understanding with your stakeholders of effective early intervention and work together to improve children's outcomes.

The resources in the framework aim to spark conversations at a local level about why we do what we do, who we're doing it for, and how we know it is effective in changing outcomes for children. They support everyone involved to work together and make decisions effectively.

HOW TO USE THE FAMILY HUB PLANNING FRAMEWORK

The Family Hub planning framework is made up of separate resources that fit together as a whole. Each local area will be at a different starting point, and this will influence how you use the modules. You can use them as you follow the Family Hub development process,¹ or you can tailor how you use them to meet your needs. For example, you can use them separately to fill any information gaps in work you have already done.

You do not need to use them in a particular order. How you move through them will depend on your local need and where you are in your Family Hub development.

In practice, you will find that a focus on each of these areas will often overlap. Or, once you have done some work in one area, you might benefit from looking in more depth at another area. In this way, over time you will build layers of strong evidence that you can use to determine and evaluate your approach. At key points you'll need to pause and reflect on:

- what you have done
- what you have learned
- what your next steps might be
- what still needs to be done.

As you continue, you may identify important gaps, ask new questions, or discover new areas of enquiry. At these points, you may choose to return to one or more of the resources and revisit your thinking.

Keep an eye out for





- **Key concepts:** Definitions and descriptions of key concepts and terms to help you understand important aspects of the planning process and the Family Hubs and Start for Life transformation programme.
- **Templates:** Ready-to-use templates for activities so that you don't need to start from scratch.
- **Practical tips:** Advice and guidance on completing tasks, as well as recommendations gathered from our work with local areas and our wider knowledge about implementing and evaluating plans.

¹ See: <https://www.nationalcentreforfamilyhubs.org.uk/toolkits/the-family-hub-development-process/>

- **Tools:** Easy-to-use structured activities to support you in planning your Family Hub approach.

Navigating through the Family Hubs planning framework

Resource	Why it matters	How it can help you
<p>Introduction [You are here] Explains what the Family Hub framework is, who it is for, why it matters and how to use it. You will be introduced to the factors that facilitate effective system transformation.</p>	<p>There can be no real strategy for where you want to get to without a good understanding of where you are now and what improvements to prioritise. The framework points to the need to bring together evidence from child development research alongside evidence from implementation science and evaluation and offers practical strategies and systematic process for strengthening local data. These support you to develop a local strategy that is based on evidence of what is needed and what is effective.</p>	<p>You will have an overview of the Family Hub planning framework and why it's important to consider a range of evidence to support you to develop your local strategy.</p> <p>You will know how and when the resources in the framework will be helpful in your local planning.</p> <p>You will know how to find different types of content, such as practical tips, templates and tools.</p>

Resource	Why it matters	How it can help you
<p>Applied resource: <u>Thinking about your local population needs</u></p> <p>Helps you understand the needs of local families who are in scope for support from your Family Hub model. The focus is on maternity and early years and the Start for Life funded priority areas.</p> <p>Thinking about risk factors for each of the four priority Family Hubs service areas:</p> <ul style="list-style-type: none">  1. Infant feeding  2. Parenting support  3. Early language development & the home learning environment  4. Perinatal mental health & parent-infant relationships 	<p>Assessing the needs of your local population is vital for understanding the level of risks associated with poor outcomes and the protective factors in your local area. It helps you ensure that services are designed to respond to local needs and allows you to track improvements. A population needs assessment is also a funding requirement of the Family Hubs programme.</p>	<p>Our step-by-step guide will help you to:</p> <ul style="list-style-type: none"> • establish the right team • plan your approach • understand the risk factors • collect and analyse your data • test and confirm your findings and conclusions • identify the next steps for your Family Hub planning.

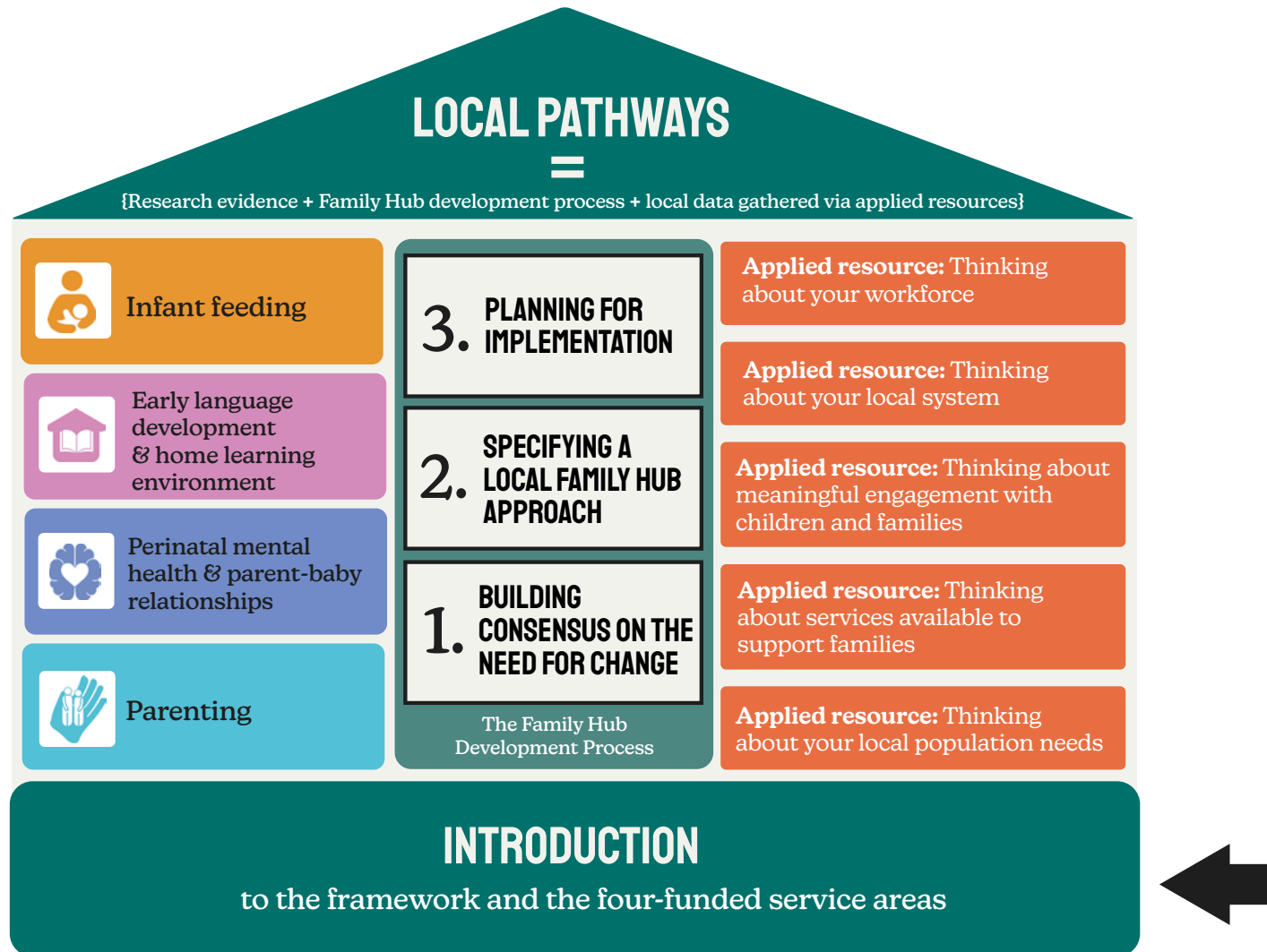
Resource	Why it matters	How it can help you
<p>Applied resource: <u>Thinking about services available to support families</u></p> <p>Helps you to map services and interventions across several areas of family services, including those relevant to your Start for Life services.</p>	<p>The starting point for developing any support pathway is a map of existing services in the local area.</p> <p>Understanding the current service offer, how well matched it is to community need, and how successful it is in meeting these needs, is fundamental to service planning and improvement and to future investment decisions.</p>	<p>Our step-by-step guide will help you to:</p> <ul style="list-style-type: none"> • develop a shared local understanding of current services and interventions, including what they are intended to achieve and who they are for • identify gaps or duplications in current provision • establish where there is a case for change and what steps would be appropriate to improve the local provision.
<p>Applied resource: <u>Thinking about meaningful engagement with children and families</u></p> <p>Helps you to map current approaches to understanding the experiences of families against five principles of engagement.</p> <p>Helps you to understand the rationale behind different ways of engaging with families and local communities.</p>	<p>Meaningfully involving children and families in service planning using feedback, consultation and co-creation is essential for developing services to meet local needs.</p>	<p>Our briefing will help you to:</p> <ul style="list-style-type: none"> • Gather information on your current engagement activities across your family hub. • Reflect on your current data and what it is telling you about family experience. • Reflect on the ways in which what you learn from families informs local development and planning to strengthen services and improve their acceptability and reach.

Resource	Why it matters	How it can help you
<p>Applied resource: <u>Thinking about your local system</u></p> <p>Helps you take a system-wide approach to improving outcomes for children and families by bringing your local partners together to understand the position on early childhood intervention, identify areas for improvement, and work together to deliver positive change.</p>	<p>By looking at your whole system, you can identify strengths and areas for development in how local agencies work together. It is key to strengthening connections between local services because it helps you bring together different services and develop shared approaches.</p>	<p>Our step-by-step guide and system assessment tool will help you to make sense of the complex web of services, agencies and organisations that make up the local landscape.</p> <p>You will have a better understanding of the interdependencies between local services and organisations and their shared interests and priorities.</p> <p>You will have a richer understanding of the issues and experiences of families you want to reach.</p>
<p>Applied resource: <u>Thinking about your workforce</u></p> <p>Helps you to reflect on what your Family Hubs transformation means for your workforce.</p>	<p>Developing effective Family Hubs depends on having a multi-agency workforce with:</p> <ul style="list-style-type: none"> • the right skills and capacity to meet population needs • the ability to adapt as the context changes. <p>Mapping your workforce supports you to:</p> <ul style="list-style-type: none"> • identify the current strengths and areas for development • create resilient workforce plans. 	<p>Our guidance will help you to:</p> <ul style="list-style-type: none"> • map workforce needs and priorities • make it easier for agencies to share planning • make it easier for agencies to work more closely • better understand what makes an effective skills mix • assess your workforce planning maturity.

You can think of the applied resources as parts of a house (see figure 2). Bringing together the different sources of information and evidence can be facilitated by clear lines of enquiry and strong relationships across the partnership. The resources help you to lead this process, bring your stakeholders together to focus on specific elements and complete the complex tasks involved.

Figure 2. The Structure of the Family Hubs Planning Framework

The overall structure of the Family Hubs Planning Framework alongside the processes necessary for planning and implementing the Family Hub model in your local area.



The arrow shows where this introduction sits within the wider framework of resources and processes.

WHAT TO CONSIDER WHEN DEVELOPING YOUR FAMILY HUB APPROACH

When developing your local model, you can use the modules in this Family Hub planning framework alongside the following resources:

- the [Family Hubs and Start for Life Programme Guide](#)
- activities and schedules that are relevant to local areas receiving transformation funding and funding for the Start for Life services
- the [National Centre for Family Hubs Implementation Toolkit](#)
- the [Family Hub Development Process](#).

To make evidence-informed decisions about improving services, you will need to:

- understand where you are at now, before thinking about where you'd like to be and how you could get there
- gather and review a broad range of evidence from different sources.

To build consensus as you develop your Family Hub model, you will need to start with a shared understanding of the issues you want to focus on. Bringing together different types of evidence is important for developing this understanding. The practical guidance, step-by-step processes and tools in the practical modules will help you to do this by asking the right questions, gathering the right information and reflecting on what you have collated.

By taking a structured approach to exploring the issues, you can:

- prioritise the issues you want to focus on
- test and challenge assumptions about need or effectiveness of services
- make fewer – but more strategic – changes, because you will know you are addressing the right issues.



WHAT IS A FAMILY HUB?

The vision for Family Hubs is that they will offer place-based, joined-up ways of planning and delivering local family services. This will make it possible to bring services together to improve access and strengthen the relationships between families, professionals, services and providers.

Funding from the government has been provided for 75 local authority areas to move to a Family Hub model. The local areas receiving funding have high levels of deprivation and disproportionately poor health and education outcomes for children.

Building these strong foundations for using evidence in your Family Hub stakeholder group is vital for getting the most out of the work that you do and the data that you gather. If there are competing priorities, strong political viewpoints or financial constraints, using a wide range of evidence can help you come to an agreement and make informed decisions about where to focus your resources. It can also help you highlight any needs that are not yet being met.

The evidence should help you answer these key questions:

- What do we understand about the issue we are trying to address?
- What can we do in response?



ACCESS AND INCLUSION

There is evidence that suggests that the system of support for families may be failing to address the needs of different groups of families and that some may be less likely to receive any form of help and support from the local authority before escalating in the system compared to others.

Additionally, the lived experiences of families engaging with family services aren't always equitable, for example, recent research from Foundations involving children and families from a minority ethnic background found that some children and families experienced racism and discrimination when seeking or receiving support, and faced barriers to accessing appropriate support.*

There are many complex factors which contribute to a family's experience of support and more research is needed to fully understand these. However, what we do know underlines the importance of ensuring that support offered to families by local areas, including local authorities and third sector partners, is equitable. It needs to champion race equality, diversity, inclusion and equity across universal and targeted support offers, so that all families can access the right support at the right time. There needs to be an active effort to ensure that family support services work for families from all ethnic groups.

Developing a shared understanding with stakeholders by working together to identify potential barriers and enablers for families engaging with services across the system can support you to take action to improve race equality, diversity, inclusion and equity for all families. Collaborative working across the local system can benefit organisations and ultimately the families they serve. The benefits can include improving reach, improving referral pathways and awareness of available support, better understanding of community needs and preferences, and the strengthening of relationships and trust between organisations and the communities they work with.

* See: <https://foundations.org.uk/our-work/reports/developing-local-approaches-to-improve-services-for-minority-ethnic-children-and-families/>

- How can we make sure our plan stands the best chance of success?
- How will we know whether it is working?

The resources in this framework complement the Family Hub development process. They are designed for you to use over time as you continue with the transformation process, from your early information gathering and planning for change. They offer some guidance and set out some step-by-step processes to support your Family Hub transformation. Each module relates to the others and can be revisited. We've designed them so that at any one time, you can focus on the areas that are most relevant to your needs while understanding how the parts build towards a whole.

It is this full picture that will enable you to strengthen local strategies based on a good understanding of local needs, systems, aligned priorities and opportunities for change.

The Family Hub development process and your theory of change

The Family Hub development process is a structured way of developing and communicating your local Family Hub approach through an evidence-based 'theory of change'.

When planning how your Family Hub will meet the needs of your local population, you will need to define what is working well, what needs to change and how you will know if your family hubs is achieving the outcomes you want. Creating a clear theory of change will help you to do this. One of your first steps will be to identify the priority areas of focus for your Family Hub. These should be based on the evidence of needs that you have collected, the outcomes you want to achieve, and the activities that will help you achieve them.

An evidence-based theory of change for your Family Hub approach identifies how and why you expect your local activities to achieve your intended outcomes. This gives you a framework for evaluating your local activities.

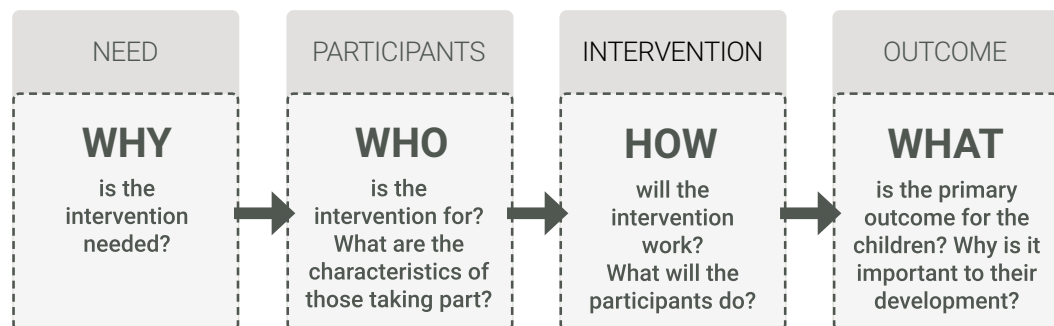
WHAT IS A THEORY OF CHANGE?

A theory of change is an explanation of how an intervention applies a theory. It uses assumptions based on evidence to articulate why the intervention is needed, who it is for, how it will work, and the impact it intends to have.

Having a clear theory of change makes it easier for you and your partners to:

- make clear and considered choices about service design
- set up Family Hub services that respond to local needs and circumstances
- set up Family Hub services that take account of what research tells us babies, children and parents need to be able to thrive
- monitor the effectiveness of your strategy for Family Hub services and review its progress.

By using the Family Hub planning framework and development process together, you can learn more about what is effective, plan your evaluation and find new ways of working with stakeholders to achieve better outcomes for children and their caregivers.



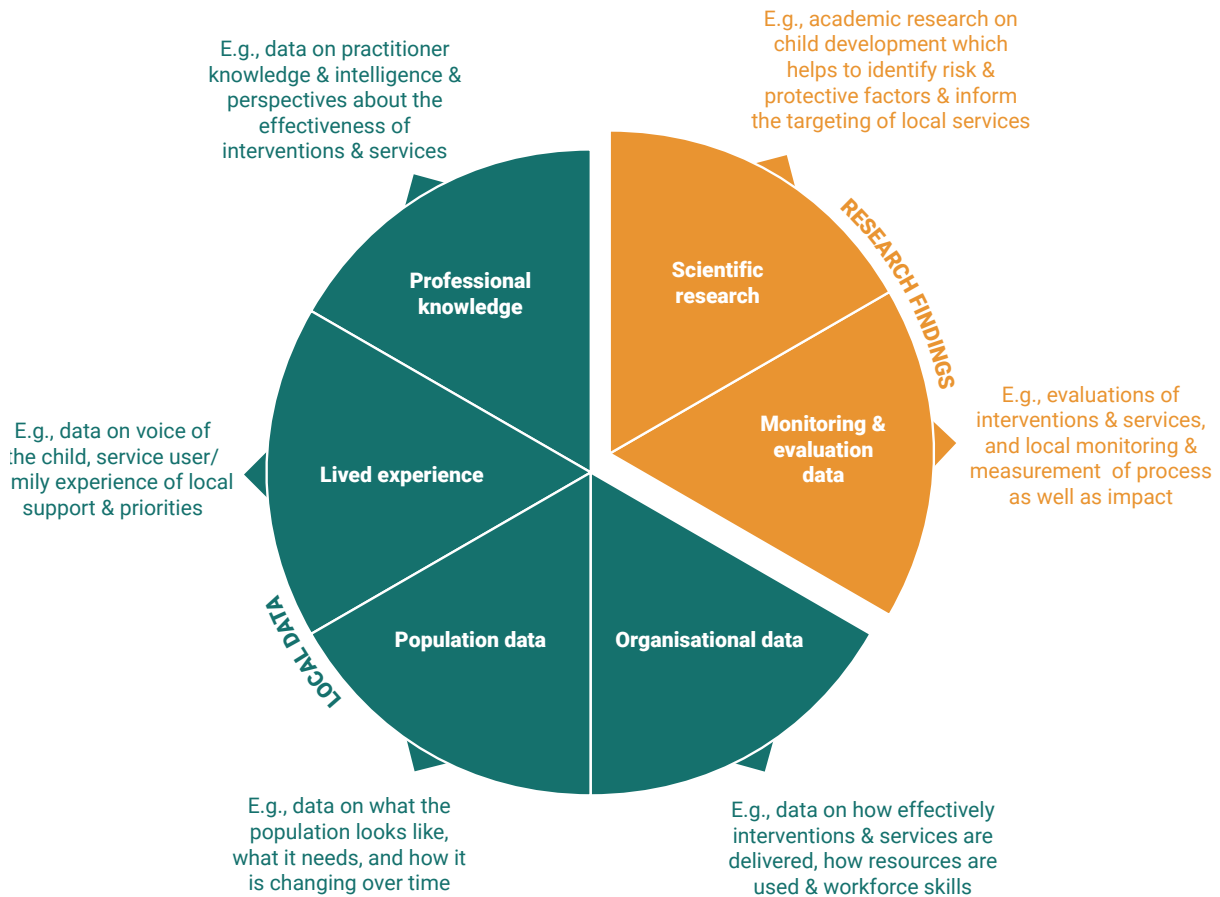
Why is a range of evidence important?

If a decision is based on a broad range of research evidence, it is more likely to lead to a better outcome for babies, children, young people, families and communities. All the resources in the Family Hub planning framework highlight the need to bring together and critically appraise data from multiple sources to make better decisions.

Figure 3 shows the different sources of information you can use. By combining these, you can build a strong evidence base.

Figure 3

Using and generating evidence: combining research findings and local data



Our applied resources focus on the kinds of evidence shown in turquoise in the chart. These modules help you gather and analyse the information that you will need to develop a well-rounded picture of the local context. Together, these different types of evidence will strengthen the development of your local Family Hub model.

The practical guidance and tools will also help you use data from across the system to answer questions about the parenting support that is needed and the outcomes for children in your area. These questions may include:

- What are the existing and emerging trends?
- Who is most vulnerable?
- Which locations are a priority?
- What leads to poor outcomes in the context of Family Hubs?

We know it can be challenging to use appropriate types of evidence throughout the development of your Family Hub model. Identifying the best available research findings and understanding what they mean can also be difficult. We have designed each of the

resources to overcome these challenges and help you create a strong assessment of your local context and population needs.

Why is leadership important?

Strong leadership is important for:

- building trust in decision-making
- developing confidence in managing change
- motivating people to work towards a shared purpose.

Your Family Hub strategic leads are important for encouraging decision-making that is informed by evidence. Senior leaders and managers in your partner organisations can create an environment where curiosity and learning are encouraged. This is essential for making good use of evidence.

When thinking about effective leadership in your Family Hub group, ask yourself if senior leaders and managers do the following things.

- Do they promote a culture that encourages effective use of evidence?
- Do they challenge programmes and services that have a weak evidence base?
- Do they encourage a culture of learning from, and reflecting on, successes and challenges?
- Do they encourage and reward innovation and creativity to improve services?
- Do they listen and learn from staff to make informed decisions about services?
- Do they look for ways for children, young people and families to take part in co-producing and governing services and systems?
- Do they clearly define areas of authority for managers and staff, and what they are responsible for?
- Do they encourage communication among services?
- Do they usually propose appropriate and feasible projects?
- Do they usually provide clear goals for improving services?
- Have they put in place a process for reviewing how well services are meeting needs?

Building on strengths in your data and avoiding pitfalls

Gathering strong data and developing a good understanding of the local story that your data is telling you is key to understanding the risks for those in your communities and the opportunities for intervention. There are often challenges in making sense of the data that is available to you. It is helpful to be aware of pitfalls to avoid when gathering and analysing data.

Common pitfall	How to avoid it
<p>Using data without asking yourself where it came from and what biases it may reinforce. Each data set will have been gathered through a particular lens, so it will only be part of the picture.</p>	<ul style="list-style-type: none"> • Think about the data source and how the data was collected – what parts of the picture might be missing? • Bring quantitative (statistical) data together with information from qualitative evidence –include the experiences and insights of community organisations, frontline professionals, parents, children and communities.
<p>Only gathering data that supports ‘received wisdom’, initial ideas and beliefs, or assumptions that the problem you have identified is the genuine priority. Or, in contrast, collecting so much data from so many sources that you feel overwhelmed and don’t know where to start or what to prioritise.</p>	<ul style="list-style-type: none"> • Be strategic about collecting rich data, being clear about purpose, the questions you are seeking to answer and the best available data sources. • Set aside time to discuss it as a whole and what it is telling you. <p>Examining different sources of information will help you to build a detailed picture of the issue, go beyond the big numbers that make the headlines, and explore differences and trends. This can strengthen your Family Hubs approach and help you decide where best to use your resources.</p> <p>Consider using the following types of evidence:</p> <ul style="list-style-type: none"> • Locally held data that can help you describe the problem (such as maternity data or data on early help across different geographical areas and different groups of people) • Research findings (for instance, on risk factors, protective factors and opportunities for early intervention) • Mapping of your Family Hub system, services, and workforce skill and capacity • Organisational data on access to services, how long people receive services for, and referral rates • Routinely collected information on service outcomes and locally available monitoring and evaluation data • Evidence from robust impact evaluations of relevant interventions.

Getting the right support at the right time

Early intervention aims to prevent problems arising – or, if they do arise, to avoid them getting worse or more difficult to overcome. It also helps children to develop a whole set of personal strengths and core skills that will prepare them for life.

The Family Hubs and Start for Life programme has a particular focus on services for families in the period from conception to age 2, when babies and very young children are at a foundational stage of development. During this time the brain develops more rapidly than at any other stage of life. The support parents can offer their babies and young children, and the environment in which this takes place, allows children to develop and consolidate important skills that will underpin their capacity to engage with opportunities and contribute to their future achievements in school and life.

Mastery of core skills by age 5 is viewed by many as a primary public health outcome, and communities are encouraged to achieve this for all children. Children can – and do – master these skills after they start school, but any gaps that are present at the age of 5 often widen as children develop.

Most children master these early skills through their ordinary day-to-day relationships with their parents. Caregivers continuously influence their children’s development through their responsive interactions with them. Two examples of parenting behaviours that have an important influence child development are:

- the vocabulary parents use when talking to their child
- parents’ ability to be curious about, understand and respond sensitively to their child’s needs.

Most parents can offer their child all the support they need to achieve their early years skills, with little help needed from external services. However, many parents appreciate extra support every now and then, and they value being able to access it as and when they need it. This is especially true during the perinatal period, when parents are getting used to new experiences, establishing new routines, and just starting to understand what their newborn child needs.

As children grow older, parents continue to value early years support, especially when it allows them to meet and engage with other families. In this respect, drop-ins, peer support and other group family services are important in supporting family wellbeing and creating a sense of belonging to a community.

However, these universal family activities are not usually enough to meet the needs of more vulnerable families, especially those who are experiencing ongoing hardships or family disruptions. Difficulties that make families more vulnerable and have a negative impact on parents with young children include parental mental health problems, ongoing family conflict and low family income. Housing problems, being a young parent and social isolation are also consistently associated with poor outcomes for parents and children during the early years.

With this in mind, we need to provide a spectrum of support in the perinatal period and early years to meet the needs of all families with babies and young children. This support needs to be intensive enough to help families when they are struggling.

When we use evidence to understand need, we can use resources as effectively as possible. However, this can be challenging if we:

- find it difficult to apply the research in context
- do not have the resources to commission and sustain evidence-based interventions
- find it difficult to use the available data to create suitable evaluation processes.

Given that national policies related to babies and children are fragmented and often short term, it can also be a struggle to act on them coherently at the local level.

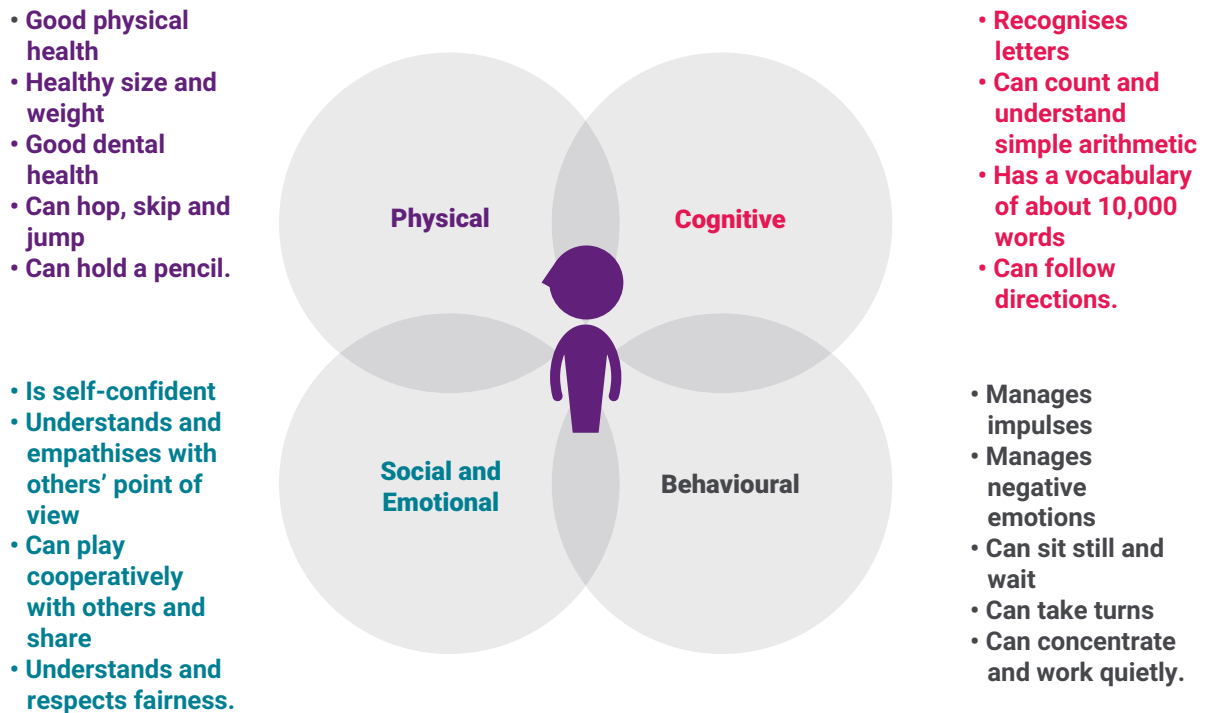
Understanding risks and opportunities

When deciding on a Family Hub model, it's important to understand the risks and opportunities for early intervention during early childhood. Your stakeholders will have assumptions and views about what leads to poor outcomes, which may stem from their experience and their professional wisdom. To deepen everyone's understanding about the priorities and issues, and to identify the opportunities for intervention, you will need to make plausible and credible interpretations of the research evidence and data relating to outcomes in early childhood development.

Children's early development is influenced by several developmental processes that take place at the same time. There are four separate developmental 'domains': physical, cognitive, behavioural, and, social and emotional. Each domain has its own set of milestones, which correspond to important skills that children are expected to have mastered by the age of 5. Figure 4 shows some of the most important markers of development and skills in the four developmental domains.

Figure 4.

Key developmental markers and skills at age 5 across four developmental domains



Children's development in these four domains can be threatened by certain risks, and there is already a good understanding of what those are. They exist on different levels, from the individual child, to their family, their community, or society as whole. The risks interact with one another, overlapping and clustering in ways that entrench inequalities. By developing a better understanding of how relationships, family, services, community, and population-level influences overlap and interact, your local area will be able to design and deliver better support to make sure parents and children get the help they need.

Understanding risks is essential for:

- responding to difficulties early
- offering primary prevention in the right places to reduce poor outcomes – either through universal measures that reduce risks, or by targeting children and families whose risks are greatest
- offering secondary prevention to the right families – by identifying problems early and intervening to address them
- offering tertiary prevention in the most appropriate way – to deal with the impacts of problems, manage long-term or complex difficulties, improve children's ability to function and improve their quality of life.

However, risk factors do not determine the outcome for a child. Babies and young children who are exposed to risk factors are not bound to experience negative outcomes.

Access, Connections, Relationships

The system of services across early years and maternity systems is complicated. This is challenging for families, who experience a fragmented approach to their needs, as well as for the organisations that provide care and support. To improve this situation, local authorities and the NHS are working to shape services so that families can get the right help at the right time, from people who have the right training and expertise. They are doing this by:

- listening to the voices of parents, children and young people
- working with communities
- bringing local services together.

Working across sectors in this way creates more opportunities to put the needs of individual babies, children, young people and families at the heart of service design. Coordinating and aligning services across sectors helps providers to:

- develop a shared understanding of needs and priorities
- develop shared systems for measuring progress and outcomes
- reinforce each other's activities
- organise communication around the needs of families.

When this supported by strong leadership, it can lead to a stronger joint effort that brings about real change.

The framework and resources will help you plan your Family Hub transformation process so that it puts families at the centre – bringing local services together to work in partnership with voluntary, community and faith sectors; improving access; strengthening connections between families, professionals, services and providers; and putting relationships at the heart of family support. The framework will help you to do this by:

- directing you to evidence that shows early intervention is effective
- helping you to gather and analyse a breadth and depth of data that will allow you to develop a strong assessment of need in your local area
- setting out clear, step-by-step processes that lead to discovery, learning and new ways of working together
- providing practical tools and templates so you don't need to reinvent the wheel.

APPENDIX

Advisory Group

- Emily Hackett, Adviser - Public Health, Local Government Association
- Flora Wilkie, Policy Adviser - Children and Young People, Local Government Association
- Alison Morton, Executive Director, Institute of Health Visiting
Jane Parfremment, Chief Executive, Staff College
- Phil Worsfold, Head of Programme – Best Start in Life, Office for Health Improvement and Disparities
- Natasha Moody, Assistant Director for Children’s Wellbeing and Partnerships, Staffordshire County Council
- Clare Law, NSPCC, Director for the Blackpool Centre for Early Childhood
- Sally Cornfield, Programme Director Dudley Health and Care Partnership
- Joanne Smithson, Head of Implementation & Learning, The What Works Centre for Wellbeing
- Deborah James, Professor of Educational Psychology, Manchester Metropolitan University
- Hannah Wilson, Strategic lead for Local Partnerships, Dartington Service Design Lab
- Octavia Holland, Deputy Director, National Children’s Bureau
- Carol Payne, Deputy Chief Executive, Speech and Language UK
- Joe Lane, Head of Policy and research, Action for Children
- Claire O’Meara, Head of UK Policy and Advocacy, UNICEF
- Dianna Hollins, NHS transformation unit
- Claudia Coussins, Deputy Head of Early Years and Prevention, Anna Freud
- Celeste Pergolizzi, Maternity Consortium Coordinator and Engagement Lead.