

Logic Model: Strengthening SEMH through Positive Parental Engagement (Covid Recovery)

PROBLEM

Due to the ongoing impact of Covid19 and lockdown restrictions has seen many children miss 6 months of schooling. This has seen an increase to mental ill health issues, exacerbated pre-existing ones and negatively impacted on long term education. Moreover, the evidence suggests that these problems will disproportionately affect the most disadvantaged members of our communities.

COVID-19 has caused major disruptions to families' lives, through social distancing, school closures and lock-down. This is also a rapidly changing situation where different pressures will arise for children, young people, and their families over time. (Co-SPACE, 2020)

Over a one-month period in lockdown findings from one study revealed:

- Parents/carers of primary school age children report an increase in their child's emotional, behavioural, and restless/attentional difficulties.
- Parents/carers of secondary school age children report a reduction in their child's emotional difficulties, but an increase in restless/attentional behaviours.
- Parents/carers of high-income households report an increase in their child's behavioural difficulties (Co-SPACE, 2020)
- Children's wellbeing will not just be impacted as a result of anxiety and worry about the virus. As their lives change there will be significant challenges to overcome. Covid-19 may result in heightened feelings of anxiety and worry that could exacerbate low mood and other mental health conditions (Children's Society, 2020)

INTERVENTION DESCRIPTION (what are the active ingredients?)

ACTIVE INGREDIENT 1 - EXCEED INSTITUTE COMMITMENT

- Access local and national data to assess the need (BIB CAER)
- Design content and delivery model of universal and targeted offers
- Clear marketing and recruitment strategy
- Identify up to 10 targeted schools
- Draw upon experts to deliver bespoke support
- Award Mark of Excellence through Carnegie School of Education

ACTIVE INGREDIENT 2- EXPERT PRACTITIONER'S COMMITMENT

- Adopt robust evidenced based strategies that will impact on improving wellbeing of children and parental engagement
- Respond to needs of school context during pandemic
- Tailored gap tasks to implement strategies / resources

ACTIVE INGREDIENT 3- SCHOOLS COMMITMENT:

- PIW/ PSHE Lead engage with all 6 webinars virtually or recorded
- Train the trainer model is adopted across school to support implementation of informed approaches
- Complete gap tasks between each webinar
- Adopt strategies and evidence impact
- Adopt whole school approach to improving wellbeing (Targeted Support)

ACTIVE INGREDIENT 4- IMPACT MEASURES:

- Q&A measures after each webinar
- Termly reviews and reports of targeted support
- Work closely with BiB and CAER to ensure effective measures are applied to evaluate impact

ACTIVE INGREDIENT 5 -PARENTAL ENGAGEMENT

- Engage parents to support wellbeing of their children
- Improved communication line between home and school
- Strengthened parent partnership

IMPLEMENTATION ACTIVITIES

RECRUITMENT

- Flyer emailed to 150 Bradford Headteachers
- Daily Tweets
- Bradford Teaching school hub newsletter
- LA share with all Bradford school (RD)
- BSO weekly (KL)
- Dedicated webpage (Hub) to hosts overview, webinar recordings & resources
- Up to 10 Targeted schools' strategy: (1) Schools to self-nominate through EOI. (2) Data from EEF Parental Engagement Diagnostic completed 2019. (3) Use of CAER data and Local Authority Intelligence

UNIVERSAL TRAINING

- Identify key issues to inform universal training and support package
- Six afternoon half termly webinars
- Assessment framework to award mark of excellence formulated (on going)

TARGETED SUPPORT

- Leadership Launch into whole school approach
- Whole school wellbeing review
- Middle leader Webinar SEMH training (6 afternoon sessions)
- Two-day Parental Involvement Worker (PIW) Training
- PIW Mentally Health First Aid Trained
- Half day tailored training

OPPORTUNITIES TO EVALUATE IMPACT:

- Baseline assessment that reflects levels of parental engagement and wellbeing of children- Autumn Term 1
- PIWs conduct questionnaire/ meeting with parents to capture hard data that contributes to Bradford City of Research CAER
- PIWs/ Mental Health leads submit reflections/ evaluations on how they feel strategies and webinars have had a positive impact on attendance.
- Data collection of 'feelings around positive impact' on attendance for individual families.
- Termly reviews of targeted support of up to 10 schools. Reports to evidence schools' journey of improving pupil SEMH
- Individual Case studies of targeted schools

IMPACT

IMPACT ON SCHOOLS (IOS):

IOS (1)

- PIWs or similar are confident in their communications with parents and apply the power of coaching and empathetic listening
- Stronger parent partnerships are established overtime
- Increased positive encounters with parents
- Parents are feeling more confident with increased communications with school staff/ PIWs
- Decreased number of disengaged parents

IOS(2)

- Improvements in pupil wellbeing and mental health
- Parents feel supported in their ability to understand and recognise what good SEMH looks like in their children
- Parents are confident in supporting the mental health and wellbeing of their children
- Improved professionalism, performance, and effectiveness of participants (PIWs SEMH leads of similar)
- Effective collaborations exist between school teams to endorse strategies that support cultural changes and practices around SEMH
- Enhanced offer of SEMH curriculum

IOS (3)

- Emerging cultural changes are evident in targeted schools
- Improved diagnostic and provision of support in schools for pupils SEMH
- Reduction in ill mental health and wellbeing concerns

PUPIL OUTCOMES

DURING THE LIFESPAN OF THE PROJECT:

- Pupils will see improved mental health and well being
- Pupils will develop resilience to adopt strategies to understand and manage their own mental health and well being
- Pupils will experience a positive relationship between parents/ home life and school
- Pupils will be supported by parents on how best to manage their SEMH

BEYOND THE LIFESPAN OF THE PROJECT:

- Schools that champion best practice are utilised to strengthen the system, and support other schools for the benefit of pupils
- Stronger parent partnerships with schools are forged that provide a solid foundation and impact more positively on pupil attendance attainment and progress.