



Supporting Positive Parental Engagement through COVID Recovery

Introduction

With the current challenges we are facing due to the COVID 19 global pandemic and the challenging journey of creating a 'new normal' it is paramount that due care and attention is given to the mental health and wellbeing of Bradford's school communities. As we create a pathway to transition back into schools, establishing a new normal will be one of the biggest challenges we face with parental, pupil, and teacher anxiety running high. Yet with this comes the opportunity to build upon, nurture and restore confidence as well as develop resilience amongst the communities we serve during this period of uncertainty.

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)

Aim of the project

To provide Bradford Primary schools with an effective and support that promotes positive parental engagement by supporting parents when their children are displaying early signs of social, emotional and mental health (SEMH) difficulties. This structured package of support aims to promote confidence and resilience during COVID recovery.

Objectives

To provide training and support via a universal and targeted offer to Bradford primary schools to develop their capacity to:

- Support the well-being and mental health of children through their parents' support as we forge a 'new normal'
- Support parents to positively engage with the school to encourage pupils' re-attendance to the classroom supporting their learning, health and wellbeing
- Creating a culture of sustainable behaviours and community cohesion that impact positively on home and school links

In summary, the project will provide:

- Universal support to up to 156 Bradford primary school: Six virtual training and support for Parental Involvement Workers (PIW) to equip these colleagues with the skills and confidence to support the well-being of their pupils
- Targeted Covid recovery support for 10 schools identified through public health data that have been particularly hard hit by the pandemic

Capacity and expertise

Following extensive meetings during the summer term 2020 to scope this project and subsequent actions in the autumn term 2020, a research and evidence-informed strategy has been developed with leading experts in their field.

To meet project aims and objectives, expertise and capacity will be drawn upon from organizations' including:

- **Born in Bradford / Centre for Applied Educational Research:** BiB will support with analysis of data from schools, child and parents
- **Carnegie Centre of Excellence for Mental Health in Schools:** Carnegie provide mental health expertise, award schools with mark of excellence as well as providing a BAME professor to act as an advisor to schools
- **Positive Regard Teaching School Alliance:** PRTSA are experts in mental health and behaviour support
- **System leaders from Bradford schools and trusts:** These colleagues will support in the delivery and facilitation of training

- Existing relationships built from a number of city-wide **Extended Services** that support schools and families reinforcing the important message 'Parents Matter'

NB: A further breakdown of named professionals from each of the above organisations and responsibilities within the project can be given if required.

Delivery

Part One:

- Universal offer that will aim to reach up to 156 primary schools in Bradford. This is a structured professional learning package that will be delivered over the course of an academic year via a virtual platform. Live session will be recorded and shared. The target audience is a Parental Involvement Workers or similar and Mental Health Leads or similar from each school. **(September 2020)**
- Six bespoke sessions of professional learning are undergoing design and will be delivered by experts in Mental Health/ Parental Engagement once every half term commencing from **14th October**. Each session will provide evidenced based strategies and resources for schools to put into practice through a directed gap task. **(Delivered Oct, Feb, March, April, May, June 2020/21)**
- Collated data from CAER / Born in Bradford and an initial diagnostic wellbeing questionnaire (conducted in first session) will be used as part of a training support needs analysis. This in turn will inform the content and programme design of structured support package for school staff. **(September 2020)**
- A 'train the trainer' model will be adopted whereby training from each session cascades and is implemented across individual school settings and communities. Evidenced-based strategies and resources that address mental health and well-being of all stakeholders will underpin all sessions, providing measurable ways to strengthen the triangulation partnership of child home and school, thus raising the profile of PIWs across the city. **(Reviewed half termly over course of academic year)**
- A Positive Parental Engagement Mark of Excellence will be awarded by Carnegie School of Education to each school that engages with the project for the whole year and is able to evidence and feedback and impact of resources and suggested strategies that have been applied within their setting. It is anticipated that cohorts will be able to attend a celebration event at the end of the academic year (subject to COVID-19 guidelines). **(July/ September 2021)**

Part Two:

- Targeted support will be facilitated for 10 schools that have been hit particular hard by COVID-19 and have low levels of parental engagement. These schools will be identified through Public Health data in collaboration with Born in Bradford. The LA will be consulted on schools that are being targeted. **(September/ October2020)**
- This support will be implemented as an action-research project with schools capturing their progress and learning through case studies.
- This support will take place in a structured support package over the academic year with termly reviews scheduled with schools. **(December, April, July 2020/21)**
- Schools will engage in a whole school well-being review to identify the needs of their setting which will act as a working document throughout their journey and in consultation will be reviewed termly. **(October 2020)**
- Leadership team of each school will receive training on a 'Whole School Approach' **(October 2020)**
- Middle leaders will access 6 live / recorded SEHM **webinars (November – June with impact reviewed half termly)**
- Parental Involvement Workers will benefit from a two-day training package **(January 2021)**

- Parental Involvement Workers will be accredited as Mental Health First Aiders **(March 2021)**
- Opportunities for tailored training that is informed by evaluations of well-being reviews. **(May 2021)**
- Impact reports and evaluations of each individual schools **(July 2020)**

Anticipated Outcomes and Impact of project:

- Children, parents and communities will benefit from improved well-being and resilience.
- Local communities will benefit from improved cohesion.
- Schools will benefit from sustainable strategies and resources to alleviate and manage anxieties the pandemic has induced for children and families in their communities.
- Raise professional profile of Parental Involvement workers

Bradford Opportunity commissioned this project with the following KPIs:

KPI Indicator	How Measured	Frequency
KP1: Parents feel more confident and pupil attendance increases.	Evidence reach through e- traffic, interaction and feedback, school attendance data	Half Termly
KP2: Primary school SEHM offer (universal and targeted) improves wellbeing of pupils and parents feel supported	Detailed action plan outlining delivery approach and reach Results of diagnostic wellbeing questionnaire Take up of training and feedback Award of Award Survey/findings of parent/pupil impact	Continually reviewed and updated
KP3: Action research projects for targeted schools demonstrate improved pupil SEMH	Logic Model – Implementation model. Tracking of action research projects	