



FAMILY PARTNERSHIP POLICY

Introduction

As we develop excellent educational opportunities for every child, Benedict Primary School will build learning communities that extend beyond the walls of the school. The underlying principles that shape our approach to working with parents and carers are to support them to

- Know they are experts on their children
- Share what they want in terms of the best for their children.

These two principles mean that we seek parents' and carers' input in their children's interests, gifts and needs and we use a problem solving approach identifying appropriate strategies for working with their children when they face particular challenges. We will strive to build a relationship, which is a "two-way street" where we ask *how can we support and help develop family life and how can you support and help develop school life?*

Supporting children's learning and progress

Baseline assessments should be informed by the family's input. Both the school and family will complete an Ages and Stages Questionnaire (from the Developmental Assets framework) to get the best picture of each child's development. After the first two weeks, the class teacher meets with each child's parents/carers in order to present their initial assessments and compare this with those undertaken at home to seek input on areas to develop for target setting. This meeting is the opportunity to begin planning how Benedict Primary School and the family can work together to support each child's development, create a personal development plan and discuss how a family can support a child's development for target areas at home.

Assessment and action planning

In Reception, assessments are completed across all areas of the Early Years Foundation stage using the GES Tracker Document (ratified by the DfE). Depending on the age and development of the child, the Development Matters Age Bands will be used until children begin to work within the Early Learning Goals (ELGs). The age bands are descriptive and indicate types of behaviours indicating that corresponding stage of development. Observations and assessments of children's learning are recorded in a Learning Journey for each child.

Learning journeys are documents, which staff, and increasingly children themselves, are responsible for consistently updating, with parents' and carers' input to get a whole picture of children's development. Photos, notes and other comments are included to document progress through each child's own journey in developing emotionally, socially, cognitively and physically. These documents will develop as children matriculate through their primary education. In KS1 and KS2, the focus of these Learning Journeys will be to document children's project-based learning each term. Parents and carers will be invited to contribute to the Learning Journeys throughout their child's time at Park Community School.

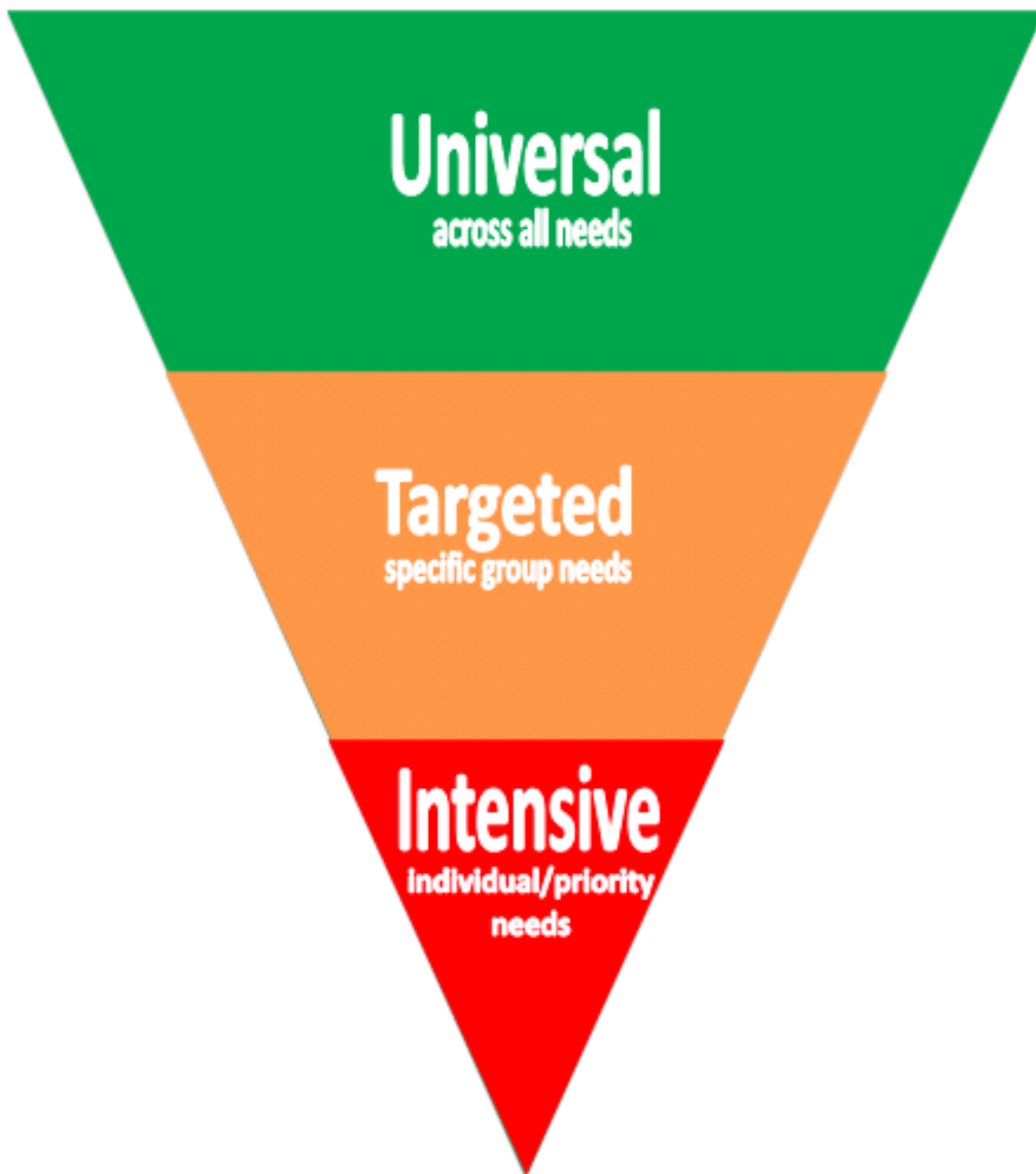
Parents and carers review their child's learning journey with his or her teacher each term and together they evaluate progress on the personal development plan. In this session, staff will learn about how the child is developing at home, what behaviours indicate areas of development and share how s/he is developing in school. Together they will decide from this point which areas to focus on for further development.

Family support and development

The school will use the model Chapel St has designed for building partnerships with families which incorporates aspects of best practice both in parenting programmes, child protection and welfare, family justice and local authority family support interventions. Our model is based on research into a range of family support models with a focus on supporting the development of all families through to supporting families in crisis with children in need and with involvement in the criminal justice system.

Led by the Family and Community Liaison, Benedict Primary School will create and implement a development plan for building family partnerships. We aim to develop and strengthen relationships with families throughout their children's education as well as develop activities suitable for parents and carers of older children. Our framework outlines a three-tiered approach to pursue the interests and meet the needs of families: universal, targeted and intensive support.

Some specific strategies as part of our universal offer will include activities like Family Learning Evenings; Bring and Share Learning Mornings; as well as a parent 'buddying' system for parents new to the school, language interpreters where necessary, termly parent-teacher meetings and invitation to 'guest teach' on a topic or skill of personal expertise. Another successful strategy is offering workshops on early literacy and maths methods, which are new to this generation, such as addition and subtraction using a number line, multiplication on a grid and division by chunking.



To increase the participation of key groups within the community and to provide a range of stake-holders with a voice in terms of the development of Chapel St Community Schools, we have created a Parent Participation Group alongside our Parents, Teachers and Friends Association. This group meets monthly and is open to parents and carers to provide opportunities to be involved in the life of the school. Members will be elected from these groups to the Board of Governors.

Specifically, the Family and Community Liaison will use a simple assessment tool to identify which *Developmental Assets* already exist for a child and which need to be developed in his or her personal, familial or social setting. Using this tool, the Family and Community Liaison will design targeted activities, which develop assets that children commonly need to strengthen or develop across the school to ensure this work is as strategic and impactful as possible. Following the broad analysis of these assets to develop across the school, the Liaison will then

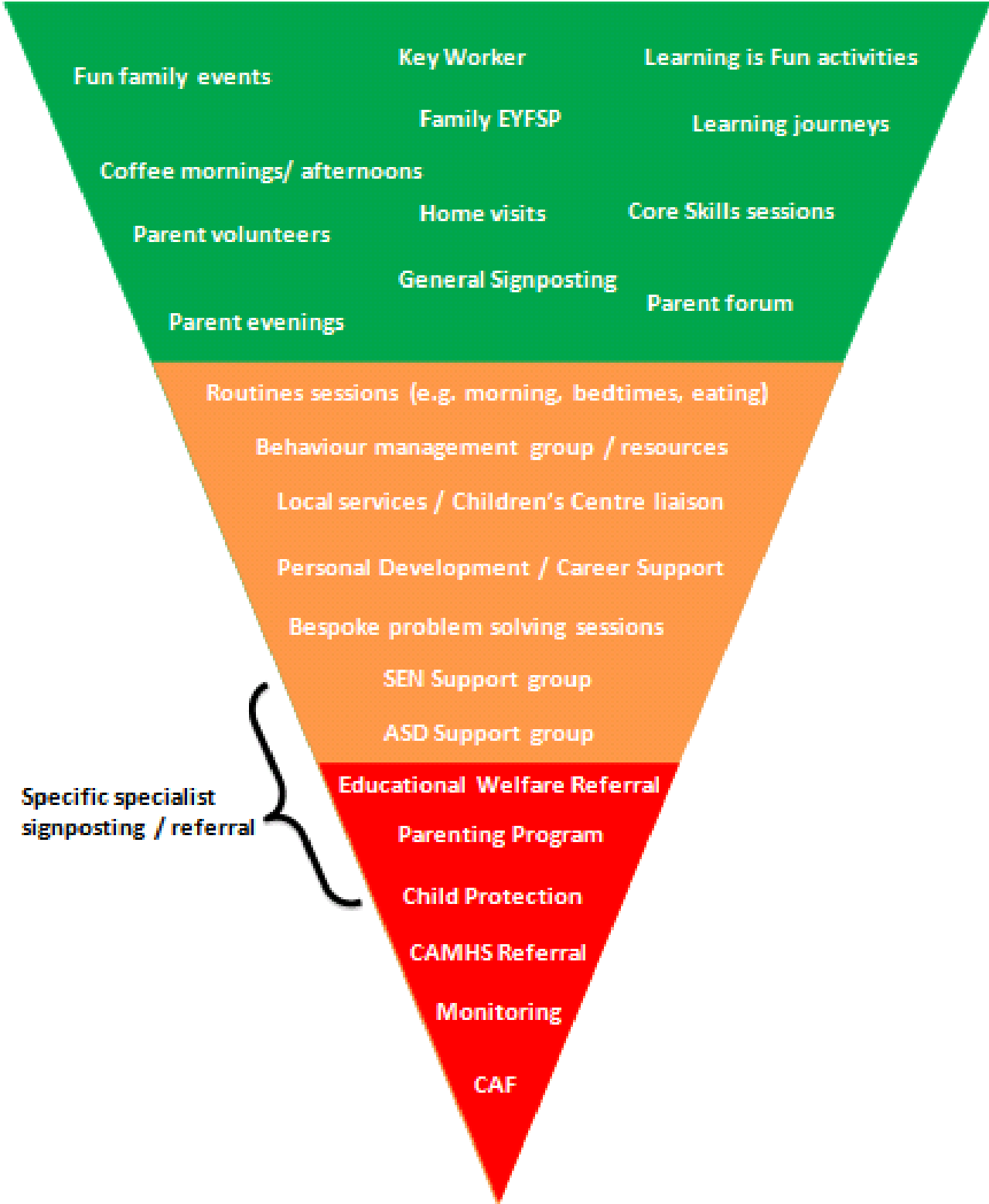
work with each child's class teacher to create a pupil development plan to prioritise work with parents and carers to ensure that assets are created and developed in the child's home and social life to enhance their learning and wellbeing.

We are committed to learning from the Parent Partnership Group the best ways to engage and partner with families. The Family and Community Liaison will facilitate the forum to provide opportunity for feedback and input into operations at school such as making home time at the end of the day go more smoothly. This input will be a standing agenda item in Senior Leadership Team meetings.

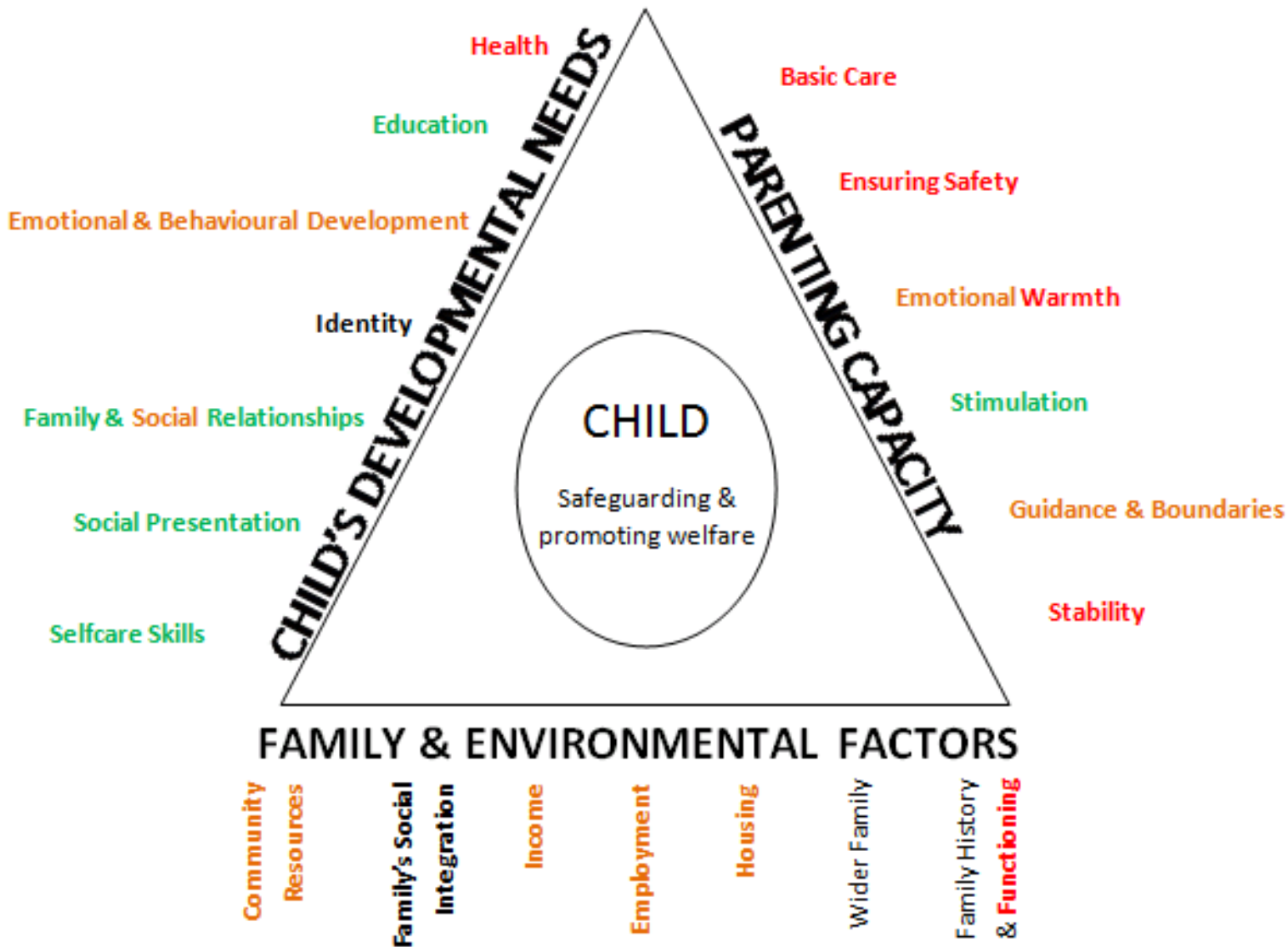
The Family and Community Liaison, based in school with office and counselling space, will also lead a rolling programme of Family Enrichment, which is focused on parents and carers themselves. This will include some activities that continue into the evening or on Saturdays with sessions and workshops for families and the local community such as parenting courses, our family FAST (Families and School Together); Parent and Community Forums. We will make extra training, development and life opportunities available to parents and carers as well to support the essential role they play in their child's learning and development. Financial counselling and pastoral support will be available through suitably qualified volunteers. Classes and sessions could also include strategic career development aimed at families and parents' economic wellbeing such as adult literacy and numeracy, CV and application writing workshops, financial literacy and enterprise learning. Enterprise partnerships, such as developing skills within the community we hope will eventually build a catering enterprise to serve the school.

While the focus of Benedict Primary School will be on providing outstanding education for children in Reception through to the end of Key Stage 2, we have a strong aspiration to do this to help improve the educational landscape across Merton. For this reason, the school aspires to provide emergency crèche facilities for working parents and would link to a parent network for emergencies out of school hours.

Benedict Primary School's 3-Tiered Approach: Core Functions of Family Development



Working within existing frameworks: Common Assessment Framework



40 Developmental Assets® for Children Grades K–3 (ages 5-9)

Search Institute® has identified the following building blocks of healthy development—known as **Developmental Assets®**—that help young people grow up healthy, caring, and responsible.



External Assets	Support	<ol style="list-style-type: none"> 1. Family Support—Family continues to be a consistent provider of love and support for the child’s unique physical and emotional needs. 2. Positive Family Communication—Parent(s) and child communicate openly, respectfully, and frequently, with child receiving praise for her or his efforts and accomplishments. 3. Other Adult Relationships—Child receives support from adults other than her or his parent(s), with the child sometimes experiencing relationships with a nonparent adult. 4. Caring Neighborhood—Parent(s) and child experience friendly neighbors who affirm and support the child’s growth and sense of belonging. 5. Caring School Climate—Child experiences warm, welcoming relationships with teachers, caregivers, and peers at school. 6. Parent Involvement in Schooling—Parent(s) talk about the importance of education and are actively involved in the child’s school success.
	Empowerment	<ol style="list-style-type: none"> 7. Community Values Children—Children are welcomed and included throughout community life. 8. Children as Resources—Child contributes to family decisions and has opportunities to participate in positive community events. 9. Service to Others—Child has opportunities to serve in the community with adult support and approval. 10. Safety—Parents and community adults ensure the child’s safety while keeping in mind her or his increasing independence.
	Boundaries & Expectations	<ol style="list-style-type: none"> 11. Family Boundaries—The family maintains supervision of the child, has reasonable guidelines for behavior, and always knows where the child is. 12. School Boundaries—Schools have clear, consistent rules and consequences and use a positive approach to discipline. 13. Neighborhood Boundaries—Neighbors and friends’ parents help monitor the child’s behavior and provide feedback to the parent(s). 14. Adult Role Models—Parent(s) and other adults model positive, responsible behavior and encourage the child to follow these examples. 15. Positive Peer Influence—Parent(s) monitor the child’s friends and encourage spending time with those who set good examples. 16. High Expectations—Parent(s), teachers, and other influential adults encourage the child to do her or his best in all tasks and celebrate their successes.
	Constructive Use of Time	<ol style="list-style-type: none"> 17. Creative Activities—Child participates weekly in music, dance, or other form of artistic expression outside of school. 18. Child Programs—Child participates weekly in at least one sport, club, or organization within the school or community. 19. Religious Community—Child participates in age-appropriate religious activities and caring relationships that nurture her or his spiritual development. 20. Time at Home—Child spends time at home playing and doing positive activities with the family.

Internal Assets	Commitment to Learning	<ol style="list-style-type: none"> 21. Achievement Motivation—Child is encouraged to remain curious and demonstrates an interest in doing well at school. 22. Learning Engagement—Child is enthused about learning and enjoys going to school. 23. Homework—With appropriate parental support, child completes assigned homework. 24. Bonding to School—Child is encouraged to have and feels a sense of belonging at school. 25. Reading for Pleasure—Child listens to and/or reads books outside of school daily.
	Positive Values	<ol style="list-style-type: none"> 26. Caring—Parent(s) help child grow in empathy, understanding, and helping others. 27. Equality and Social Justice—Parent(s) encourage child to be concerned about rules and being fair to everyone. 28. Integrity—Parent(s) help child develop her or his own sense of right and wrong behavior. 29. Honesty—Parent(s) encourage child’s development in recognizing and telling the truth. 30. Responsibility—Parent(s) encourage child to accept and take responsibility for her or his actions at school and at home. 31. Self-Regulation—Parents encourage child’s growth in regulating her or his own emotions and behaviors and in understanding the importance of healthy habits and choices.
	Social Competencies	<ol style="list-style-type: none"> 32. Planning and Decision Making—Parent(s) help child think through and plan school and play activities. 33. Interpersonal Competence—Child seeks to build friendships and is learning about self-control. 34. Cultural Competence—Child continues to learn about her or his own cultural identity and is encouraged to interact positively with children of different racial, ethnic, and cultural backgrounds. 35. Resistance Skills—Child is learning to recognize risky or dangerous situations and is able to seek help from trusted adults. 36. Peaceful Conflict Resolution—Child continues learning to resolve conflicts without hitting, throwing a tantrum, or using hurtful language.
	Positive Identity	<ol style="list-style-type: none"> 37. Personal Power—Child has a growing sense of having influence over some of the things that happen in her or his life. 38. Self-Esteem—Child likes herself or himself and feels valued by others. 39. Sense of Purpose—Child welcomes new experiences and imagines what he or she might do or be in the future. 40. Positive View of Personal Future—Child has a growing curiosity about the world and finding her or his place in it.