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Llywodraeth Cymru
Welsh Government

Theme 5: Developing community partnerships and multi-agency working Resources 1–2



Audience

Primary, secondary and special schools in Wales, nursery settings and pupil referral units.

Overview

This is the fifth of five themes contained within the Welsh Government's *FaCE the challenge together: Family and community engagement toolkit for schools in Wales*. The toolkit is designed to provide practical support for schools in Wales to help them develop and strengthen their approach to family and community engagement.

This theme has a specific focus on the development of community partnerships and multi-agency working. It provides useful information for schools on helping families find additional support and how to plan more effective transitions with a focus on what is important for the learner and their family. Community partnership working can support the school's family engagement work, strengthen a school in other ways and enrich school life.

Action required

For use in planning interventions to raise the attainment of learners living in poverty.

Further information

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This document along with other relevant guidance can be accessed from the Learning Wales website at learning.gov.wales/deprivation

Related documents

Rewriting the future: Raising ambition and attainment in Welsh schools (2014)

www.gov.wales/topics/educationandskills/schoolhome/deprivation/rewriting-the-future-schools/?lang=en

Rewriting the Future 2015: A Year On (2015)

www.gov.wales/docs/dcells/publications/150630-rewriting-the-future-a-year-on-e.pdf



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Family and community engagement toolkit

Theme 5: Resource 1

Developing community partnerships



This resource contains the following.

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- Adult community learning.
- Communities First.
- Youth services.
- Third sector.
- Community cohesion.
- What could community partnership working look like in practice? Checklist to help with action planning.
- Workshop activity – Developing a strategic approach to community partnership working.
- Template for planning community partnership working.
- Communities First outcomes framework.

“ The lessons from research about extended schools are very clear – they strengthen the ability of families and communities to attend to young people’s physical, emotional, cognitive and psychological needs.”

Coleman (2006) *Lessons from Extended Schools*

Introduction

Schools do not exist in isolation – they are a key part of a network of statutory, private sector and voluntary organisations that serve and support the local community. By developing community partnerships, schools can potentially tap into a great source of support that can strengthen their school. There are several types of networking with external agencies that schools will undertake.

“ It takes a whole village to raise a child.”

African proverb

- Working with people, businesses and other organisations in the locality in which the school is situated in order to enrich the curriculum, share resources, get sponsorship, run joint projects and develop social capital. This is discussed in this resource.
- Multi-agency working to support families facing multiple issues. This is discussed in the **Multi-agency working** resource (Theme 5: Resource 2) in this toolkit.
- Working with other schools in your cluster to smooth school transitions and share good practice. This is discussed in the **Transitions** resource (Theme 3: Resource 4) in this toolkit, and in other references in the toolkit to school-to-school community partnership development.

Why work with your local community?

There are at least four good reasons why schools will want to develop community partnerships.

Firstly, they can strengthen the school's **family engagement** work by helping schools to overcome families' barriers to engagement (see the **Reaching all families** resource (Theme 3: Resource 3) in this toolkit). They can bring to the table family engagement expertise, contacts and understanding of particular target groups, and have the added advantage of having a degree of distance from the school (possibly even a separate venue in the community that could be used in which to meet with family members).

Secondly, it is because they can **strengthen the school**, bring in resources and enrich the curriculum by contributing:

- volunteer time and expertise
- work placements or information about careers
- interesting community activities, new ideas, and social capital
- useful networks
- sponsorship or help with fundraising or other resources such as venues.

Thirdly, through community partnership working, schools can make a **positive contribution to community life**, developing community cohesion, social capital and contributing to adult learning.

Fourthly, schools will want to undertake community partnership working because it is an **area that is inspected** by Estyn and is also required by the school development plan (SDP) regulations. Community engagement is highlighted in the following areas of the Common Inspection Framework (see the **Estyn inspections and FaCE** resource (Theme 1: Resource 7) in this toolkit).

1.2.3 Community involvement and decision-making (learners taking part in community activities).

2.1.1 Meeting the needs of learners, employers and the community (work-focused experience and community participation in the curriculum).

2.3.1 Provision for health and well-being (developing learners' understanding of and contribution to their community).

2.4.1 Ethos, equality and diversity (inclusive ethos contributing to community cohesion).

3.3.1 Strategic partnerships (working with partners to improve provision and learners' standards and well-being).

3.3.2 Joint planning, resourcing and quality assurance (partnership working practices including with other schools).

Under the School Development Plan Regulations (see the **School development plans** resource (Theme 1: Resource 1) in this toolkit) the SDP must set out:

‘details of how the governing body will seek to meet the school improvement targets for the current school year by working with ... people who live and work in the locality in which the school is situated.’

The SDP guidance document says:

‘All school partners and stakeholders will be involved in identifying strengths and areas for improvement.’

‘It is important that the whole school and wider community are aware of the school’s plans to bring about improvement.’

Adult community learning

Schools can be valuable resources within communities for the development of both children and adults. Adult community learning and family learning programmes (FLPs) can also be an excellent method of engaging parents/carers in a child’s development and can improve the skills and understanding of both parent/carer and child alike.

Adult community learning (ACL) can be defined as flexible learning opportunities for adults, delivered in community venues to meet local needs. For more information on ACL, see www.wales.gov.uk/topics/educationandskills/learningproviders/communitylearning/?lang=en

FLPs engage parents/carers and children jointly in learning. They specifically aim to develop family members’ basic skills at the same time as the child’s. More information on family learning is provided in the **Primary school age 7–11 – Engagement for learning** resource (Theme 4: Resource 2) and the **Family Learning Programmes (FLPs)** resource (Theme 4: Resource 5) in this toolkit.

Communities First

Communities First¹ is a key potential partner for schools which serve Communities First Cluster areas. The programme is based on small groups of communities working together and sharing resources to tackle local issues. Each of these groups is called a Communities First Cluster and there are 52 across Wales. The programme aims to narrow the economic, education/skills and health gaps between our most deprived and more affluent areas and has three strategic objectives.

- Prosperous Communities.
- Learning Communities.
- Healthier Communities.

¹ Further information about the Communities First programme and the areas in which it operates can be found at www.wales.gov.uk/topics/people-and-communities/communities/communitiesfirst/?lang=en.

Each cluster prepares a delivery plan setting out how it will work towards the three strategic objectives and activities are monitored in line with the Communities First outcomes framework. Activities in line with each of the three strategic objectives may be useful to a school depending on the needs of its learners and their families. Knowledge of the outcomes framework and the local cluster delivery plan are vital to successful engagement with the Communities First programme.

Every year each cluster sets out ways in which local people will be involved in the programme and describes how partnership working and collaboration between individuals and organisations will help deliver Communities First outcomes (written up in their Community Involvement Plan).

An extract from the Communities First outcomes framework is set out at the end of this resource, along with examples of the types of activity which would be likely to take place.

Youth services

The youth services run by local authorities are a natural link for schools. Youth workers can often provide a good link back to the communities where people live. Similarly, most local authorities will employ some 'Play' staff and they too can be a useful link to schools and communities.

Third sector

The Wales Council for Voluntary Action (WCVA)² and the local County Voluntary Councils (CVCs)³ can help schools to identify third sector organisations working in their local area.

The Welsh Government has produced a catalogue of third sector programmes that schools could draw on to help them tackle the impacts of deprivation on educational attainment (and pay for using the Pupil Deprivation Grant (PDG) where appropriate): *Interventions that really work: third and private sector resources for schools tackling deprivation*⁴.

Community cohesion

The Welsh Government publication *Respect and resilience: Developing community cohesion – a common understanding for schools and their communities*⁵ describes the role that schools can play in promoting and maintaining community cohesion and preventing violent extremism.

Enhancing community cohesion can be supported in-school (e.g. through incorporating into the curriculum of activities and learning to promote cohesion), but can also be delivered through working with partners in the community, including faith or race groups and organisations. Schools should consider the diverse demographics of their school and consider opportunities to foster good relations and to enhance the well-being of learners through community engagement. Early preventative approaches with families can help to break down

² www.wcva.org.uk

³ www.wcva.org.uk/funding/advice/cvcs

⁴ www.learning.gov.wales/docs/learningwales/publications/150417-pdg-third-en.pdf

⁵ www.wales.gov.uk/topics/educationandskills/publications/guidance/respectresilience/?lang=en

any perceived stereotypes or tensions when these arise. This can significantly support schools to deliver the Equality Act 2010 to foster good relations and to tackle discrimination, and will support a school's function to deliver objectives through strategic equality plans.

Safeguarding

It is essential to follow safeguarding guidance and use appropriate risk assessments when opening the school to members of the community. Welsh Government guidance on safeguarding in schools *Keeping learners safe* is available at www.wales.gov.uk/topics/educationandskills/publications/guidance/keeping-learners-safe/?lang=en. The Estyn Safeguarding Guide is available from www.estyn.gov.uk

Further sources of information

International Standards for Community Schools www.icecsweb.org/international-quality-standards

Working with and managing volunteers can be time-consuming. It is also important to ensure that volunteers' time is recognised. WCVA and the local CVCs can help support this activity.

What could community partnership working look like in practice? Checklist to help with action planning

This checklist identifies a range of activities that schools might be doing in order to develop and maintain community partnership working. You can rate the extent to which you are already doing this activity (0 = not doing this, 4 = doing this a lot), and consider which actions you might take forward.

Note that these activities are largely the same as those listed under **Theme 5** of the **Advanced auditing tool** resource (Theme 1: Resource 5) in this toolkit (although there is more detail contained in the checklist below, you probably won't want to do both!).

What community partnership working might look like in practice	Rating 0–4	Comments and actions to take
<input type="checkbox"/> The school takes a strategic approach to community partnerships, planning which relationships to foster, agreeing outcomes, pooling resources where possible and evaluating the impact.		
<input type="checkbox"/> The school has developed a directory of key community engagement partners.		
<input type="checkbox"/> Local community groups help to draw families to school activities by providing skills, interests and expertise that appeal to families and that improve the 'school offer' at these events, e.g. a theatre or music production, a different range of refreshments, a craft demonstration, IT expertise.		
<input type="checkbox"/> Local community organisations help the school with its family engagement activities, for example by helping them to engage with target under-represented groups or with hard to reach families. There may also be community transport that can help.		
<input type="checkbox"/> Community venues are used for some family engagement events or parents'/carers' evenings, helping to break down barriers for some parents/carers who are daunted by the idea of coming into school.		
<input type="checkbox"/> Families get information from the school about a range of activities and services available in the community, including through links on the 'Family and community' area on the school website, including to their local authority's Family Information Service and to opportunities for adult community learning.		

What community partnership working might look like in practice	Rating 0–4	Comments and actions to take
<input type="checkbox"/> The school participates in major community events and has established relationships with the main groups in the area including faith groups.		
<input type="checkbox"/> The school uses community venues for some of its activities, e.g. sports facilities, theatres and museums.		
<input type="checkbox"/> Local third sector organisations run bespoke projects in the school (e.g. to engage with families or to develop community cohesion).		
<input type="checkbox"/> The school runs several joint projects with Communities First.		
<input type="checkbox"/> Where possible, some community services are located on the school site to improve service access and create the school as a hub of the community. Services might include adult community learning opportunities, a crèche, Flying Start, credit unions, Citizens Advice or Communities First.		
<input type="checkbox"/> The school opens up its own facilities in and/or out of school hours for use by local groups, such as adult community learning classes. For example, Pembroke Dock Primary facilitates learning activities from 8am to 6pm during term time and also during weekends and holidays.		
<input type="checkbox"/> The school parent/carer group is actively involved in helping the school develop community partnerships.		
<input type="checkbox"/> Community representatives are involved in the development of the school development plan and are represented on the governing body.		
<input type="checkbox"/> The school is seen as a hub of the local community and enjoys a good reputation in the community.		
<input type="checkbox"/> Local shops and businesses support or sponsor social events and fundraising initiatives, or volunteer their time to assist the school (e.g. to develop the playground, read to children or repaint a classroom).		
<input type="checkbox"/> Local businesses contribute to children’s learning by offering work experience placements or coming to the school to talk about their work.		

What community partnership working might look like in practice	Rating 0–4	Comments and actions to take
<input type="checkbox"/> The school has developed links with higher and further education establishments to encourage learners to consider their post-16 options.		
<input type="checkbox"/> The school works with its feeder and onward school settings to smooth school transitions – see the Transitions resource (Theme 3: Resource 4) in this toolkit.		
<input type="checkbox"/> The school effectively uses multi-agency working to support families facing multiple problems – see the Multi-agency working resource (Theme 5: Resource 2) in this toolkit.		

Workshop activity – Developing a strategic approach to community partnership working

Purpose: every school will have a range of statutory agencies, third sector, voluntary and community bodies and businesses that could provide support to learners and their families or that can enhance the schools' provision in other ways. This activity has been designed to help you:

- identify the resources that are available to support children's learning in the community
- take strategic decisions on which community partnerships to foster and develop
- share this information with parents/carers through a community directory or a community learning showcase.

Who should be involved: teachers, parent/carer group/PTA/parents/carers, family learning or community learning and development teams, community representatives.

This might be an activity you could undertake with other schools in your area/cluster as a joint activity.

Step 1: Setting up the exercise

Nominate someone as a group leader to take people through the exercise. Working as a group, or as a number of smaller groups, draw up a list of all the organisations, individuals and groups that members of the school community are already involved in or are aware of who may have an interest in the school. If the parent/carer group and teachers each produce their own list, this should cover most of the groups and organisations. The list might include:

- children's groups; early years groups including Flying Start, after-school clubs, youth groups, 'uniformed' groups
- local shops and businesses, especially those where learners' families work
- sports clubs/activities for children and adults
- religious and cultural groups and organisations
- voluntary and community groups
- Communities First
- key services such as doctors, clinics, libraries, dentists
- community and adult learning providers
- people who represent the community such as councillors, AMs.

Step 2: Decide on which of the potential partnerships you wish to develop and foster

Collate the lists you have produced. You could use the template provided below. Work through the list discussing whether and how the partnership with each organisation is already working, and how their role might be developed. Consider **how** you see this partnership developing.

Could it be to deliver on one or more of the following?

- Useful networks and communication channels.
- Volunteer time and expertise.
- Sponsorship or help with fundraising or other resources such as venues.
- Work placements or information about careers.
- Interesting community activities, new ideas, and social capital.
- Adult community learning opportunities.
- Community cohesion.

You will have a long list and might want to organise it in some way by grouping them together. Identify those you feel most closely support what the school is trying to achieve and which support parents'/carers' and promote children's learning and development in the community.

Step 3: Plan the partnership working

Working with your parent/carer group and governing body member, pick some of these partnerships to work on in the coming year. Develop a plan, taking into consideration what the partnership organisation will get out of the partnership – can you offer something that will make working with you more appealing to them?

Remember that Estyn inspections look for:

- joined-up working to improve the standards and well-being of learners
- clear roles and responsibilities for each member of the partnership
- schools working to be relevant to their local community
- strategic partnerships helping to build the school's capacity for continuous improvement
- partnerships with good liaison, trust, clear communications, effective joint planning and management and pooling of resources, and quality assurance.

See also the **Estyn inspections and FaCE** resource (Theme 1: Resource 7). Don't forget to evaluate any joint projects (see the **Evaluation** resource (Theme 1: Resource 6) in this toolkit).

Step 4: Share your findings with families and learners

Share your findings, for example via a community showcase or by developing a community directory. For a community showcase, invite these community groups to an event where they can display information about their organisation and tell others about what they do. Invite all families and learners and encourage them to come along and find out what is available in their community.

For a community directory, ask the organisations on the shortlist to write a short paragraph on what they do to support children's learning and development, as well as their contact details, and collate these into a community learning directory. Make this widely available to learners, parents/carers and staff.

Template for planning community partnership working

Organisation in our community	Themes for the work	Activities we could work on together	Desired outcome for the school	What our partner would get out of it	How will we measure the impact?
	<ul style="list-style-type: none"> • Sponsorship or help with fundraising or other resources such as venues. • Useful networks and communication channels. • Volunteer time and expertise. • Work placements or information about careers. • Interesting community activities, new ideas, and social capital. • Adult community learning opportunities. 	<ul style="list-style-type: none"> • Curriculum activity. • School trip. • Family engagement. • Social event. • Family learning activity. • School communications. • Work experience. 			

Communities First outcomes framework

Information about the Communities First programme and the areas in which it operates can be found at www.wales.gov.uk/topics/people-and-communities/communities/communitiesfirst/?lang=en

An extract from the Communities First outcomes framework is set out below, along with examples of the types of activity which would be likely to take place.

	Priority	What types of activity?	What would we see?	How will we measure?
LC1	Promoting family learning in the early years	<ul style="list-style-type: none"> • Parenting groups. • Play schemes. • Pre-school learning. • Parent/carer and toddler groups. • Early reading groups. 	<ul style="list-style-type: none"> • Children and their families make positive choices. • Children are ready for school. • Children read more often. • Children learn through play. • Communities are better places to raise children. • There are a range of enriching experiences available for children and their families. 	<p>LC-PM.1.1 Parents/carers with better understanding of parenting including the importance of early learning.</p> <p>LC-PM.1.2 Parents/carers with improved ability to support their child's learning and development needs.</p> <p>LC-PM.1.3 Parents/carers reading regularly with child.</p> <p>LC-PM.1.4 Parents/carers who complete a parenting course.</p>

Learning communities

	Priority	What types of activity?	What would we see?	How will we measure?
Learning communities	LC2	<ul style="list-style-type: none"> • Homework clubs. • Transitions projects. • Learning mentoring. • School link projects. • Study groups. 	<ul style="list-style-type: none"> • Children and young people feel positive about school. • Children and young people feel better able to cope. • Learning is a positive thing to do. • School and learning are valued. • Children are supported to do well at school. 	<p>LC–PM.2.1 Children and young people who know where to get help if they have a problem at school.</p> <p>LC–PM.2.2 Children and young people with a better understanding of the importance of school.</p> <p>LC–PM.2.3 Improved behaviour in school.</p> <p>LC–PM.2.4 Increased school attendance.</p> <p>LC–PM.2.5 Improved academic performance.</p> <p>LC–PM.2.6 Client is aware of the risk of bullying.</p> <p>LC–PM.2.7 Participating in a personal and social development opportunity.</p>
	LC3	<ul style="list-style-type: none"> • Parent/carer support work. • Basic skills. • Reading groups. • School community engagement. 	<ul style="list-style-type: none"> • Families feel able to support their children to do well. • Parents/carers and families feel more positive about their children's education. • Parents/carers have positive relationships with schools. • Parents/carers feel more able to support their children's learning. 	<p>LC–PM.3.1 Parents/carers gaining a qualification.</p> <p>LC–PM.3.2 Parents/carers feel more confident supporting their children.</p> <p>LC–PM.3.3 Parents/carers who feel their child is coping better at school.</p> <p>LC–PM.3.4 Parents/carers are more engaged with school.</p> <p>LC–PM.3.5 Parents/carers who know where to get help if their child has a problem at school.</p>

	Priority	What types of activity?	What would we see?	How will we measure?
Learning communities	LC4 Lifelong learning in communities	<ul style="list-style-type: none"> • Adult learning. • English for Speakers of Other Languages (ESOL). • Intergenerational learning. • Local heritage projects. 	<ul style="list-style-type: none"> • Communities are places where people can learn. • Learning is available to all. • People learn through enjoyment. • Barriers to learning are removed. 	<p>LC-PM.4.1 People gaining a qualification.</p> <p>LC-PM.4.2 People more positive about learning.</p> <p>LC-PM.4.3 Progressing to a higher qualification.</p> <p>LC-PM.4.4 People who participate in regular volunteering to learn.</p> <p>LC-PM.4.5 Clients who enrol in further or higher education.</p>
	LC5 Improving adult life skills	<ul style="list-style-type: none"> • Literacy projects. • Numeracy projects. • Confidence building. 	<ul style="list-style-type: none"> • Basic skills are promoted for all. • People start learning whatever their ability. • People are more confident learning and progressing. 	<p>LC-PM.5.1 Improved literacy skills.</p> <p>LC-PM.5.2 Improved numeracy skills.</p> <p>LC-PM.5.3 Gaining a qualification.</p> <p>LC-PM.5.4 People are more positive about learning.</p> <p>LC-PM.5.5 Progressing to further learning.</p>

	Priority	What types of activity?	What would we see?	How will we measure?
HC1	Supporting a Flying Start in the Early Years	<ul style="list-style-type: none"> • Parenting support. • Toddler groups. • Immunisation promotion. • Play groups. 	<ul style="list-style-type: none"> • Young children grow up healthy and live in supportive families and communities. • People accessing a range of support and services. • Play is promoted and accessible in safe places. • Young families make healthy life choices. 	<p>HC-PM.1.1 Mothers with better understanding of importance of health during pregnancy and the Early Years.</p> <p>HC-PM.1.2 Parents who feel better able to cope.</p> <p>HC-PM.1.3 Expectant mothers making a positive health change during pregnancy.</p> <p>HC-PM.1.4 Expectant mothers who stop smoking.</p>
HC2	Promoting physical well-being	<ul style="list-style-type: none"> • Promoting physical activity. • Young People's Play Projects. • Sports projects. • Get walking groups. • Fitness groups. • Obesity projects. 	<ul style="list-style-type: none"> • People are physically healthy and active. • Obesity is reduced. • Increased levels of participation in sport. 	<p>HC-PM.2.1 People are aware of the risk of obesity.</p> <p>HC-PM.2.2 People with a positive attitude to improving their physical health.</p> <p>HC-PM.2.3 Increased physical activity.</p> <p>HC-PM.2.4 Regular participation in sport.</p> <p>HC-PM.2.5 Meeting physical activity guidelines.</p> <p>HC-PM.2.6 Reduced BMI.</p>

Healthier communities

	Priority	What types of activity?	What would we see?	How will we measure?
HC3	Promoting mental well-being	<ul style="list-style-type: none"> Stress reduction projects. Anxiety projects. Depression projects. 	<ul style="list-style-type: none"> The mental, emotional, social well-being of people is supported within the community. People feel safe. People feel mentally well. Stress and anxiety is reduced. People feel supported when they feel unwell. 	<p>HC-PM.3.1 Increased knowledge of available support.</p> <p>HC-PM.3.2 Feel more positive about their mental well-being.</p> <p>HC-PM.3.3 Participating in a positive activity twice a week.</p> <p>HC-PM.3.4 Better able to manage their well-being.</p>
HC4	Encouraging healthy eating	<ul style="list-style-type: none"> Healthy eating projects. Dietary advice. Get cooking. Planning food budgets. Accessing fresh food and vegetables (food co-ops). Local growing projects. Accessing food banks. 	<ul style="list-style-type: none"> People know what choices to make to eat a healthy diet. People have more access to fresh food. People are more able to eat a balanced diet within their budget. People cook fresh meals. 	<p>HC-PM.4.1 Ability to budget for a healthy diet for a week.</p> <p>HC-PM.4.2 More confident cooking a fresh meal.</p> <p>HC-PM.4.3 Eat fresh fruit of veg daily.</p> <p>HC-PM.4.4 Cooking a fresh meal at least once a week.</p> <p>HC-PM.4.5 Accessing fresh fruit and veg via a food co-op.</p>

Healthier communities

	Priority	What types of activity?	What would we see?	How will we measure?
HC5	Reducing risks	<ul style="list-style-type: none"> • Healthy youth projects. • Alcohol awareness. • Smoking cessation. • Drug awareness. • Sexual health projects. • Information sessions. • Domestic violence awareness. 	<ul style="list-style-type: none"> • People have access to a range of support and advice from specialist services. • People are aware of and reduce risks. • People have the information they need to make informed decisions. • People feel able to access support and help. 	<p>HC-PM.5.1 Better knowledge of risks.</p> <p>HC-PM.5.2 Increased knowledge of available support.</p> <p>HC-PM.5.3 Reducing risky behaviour.</p> <p>HC-PM.5.4 Ceasing a risky behaviour.</p> <p>HC-PM.5.5 Client referred onto, and commenced a smoking cessation service.</p>
HC6	Supporting people (with additional needs) to live in the community	<ul style="list-style-type: none"> • Intergeneration projects. • Volunteering projects. • Home support work. 	<ul style="list-style-type: none"> • People feel less isolated. • Communities provide supportive safe environments. • People are helped to manage at home. • Social activity is available locally. • People feel part of their community. 	<p>HC-PM.6.1 Know how to access help and support.</p> <p>HC-PM.6.2 Feel safer.</p> <p>HC-PM.6.3 Engaged in more community activity.</p> <p>HC-PM.6.4 Supported to manage at home.</p> <p>HC-PM.6.5 Reduced social isolation.</p> <p>HC-PM.6.6 People supported to manage their chronic health condition(s).</p> <p>HC-PM.6.7 People supported to access community-based health services.</p>

Healthier communities

	Priority	What types of activity?	What would we see?	How will we measure?
Prosperous communities	PC1 Helping people to develop employment skills and find work	<ul style="list-style-type: none"> • Work clubs. • Employment skills development. • Confidence building. • Advice and support. • Volunteering for employment skills. • Gateway projects. • Jobs fairs. • Engaging with Careers Wales. 	<ul style="list-style-type: none"> • People are engaged in developing employment skills, looking for and securing work. • Work is seen as an option by more people in poverty. • People in 'hard to reach groups' are engaged. • Mainstream employment services are more accessible. 	<p>PC-PM.1.1 Completing employment-related courses.</p> <p>PC-PM.1.2 Gaining an employment-related qualification.</p> <p>PC-PM.1.3 More positive and improved confidence about seeking work.</p> <p>PC-PM.1.4 Actively accessing advice and support.</p> <p>PC-PM.1.5 Regular volunteering as a route to work.</p> <p>PC-PM.1.6 Completing a work experience placement.</p> <p>PC-PM.1.7 Actively seeking work.</p> <p>PC-PM.1.8 Entering employment.</p> <p>PC-PM.1.9 Known to be in employment after six months.</p>

	Priority	What types of activity?	What would we see?	How will we measure?
PC2	Reducing youth unemployment and disengagement (ages 16–24)	<ul style="list-style-type: none"> Engagement projects. Mentoring projects. Skills training. Alternative curriculum projects. 	<ul style="list-style-type: none"> Young people are engaged in training and employment. Young people are more confident looking for work. Young people feel supported looking for work. Young people have a better understanding of what is available to them. 	PC–PM.2.1 Entering further education. PC–PM.2.2 Gaining an employment-related qualification. PC–PM.2.3 More positive and improved confidence about seeking work. PC–PM.2.4 Regular volunteering as a route to work. PC–PM.2.5 Completing a work experience placement. PC–PM.2.6 Actively seeking work. PC–PM.2.7 Securing a Jobs Growth Wales (JGW) employment opportunity. PC–PM.2.8 Completing a JGW employment opportunity. PC–PM.2.9 Entering employment. PC–PM.2.10 Known to be in employment after six months.
				PC–PM.3.1 Gaining basic IT skills. PC–PM.3.2 More confident using a computer. PC–PM.3.3 Able to use the internet for online services. PC–PM.3.4 Are able to access IT services. PC–PM.3.5 Progressing beyond basic IT skills, to a recognised IT qualification.
PC3	Promoting digital inclusion	<ul style="list-style-type: none"> IT clubs. Basic internet access support. Digital photography. Digital skills. 	<ul style="list-style-type: none"> People are able to access community-based IT projects and the internet. People are more confident using IT, including the internet. 	

Prosperous communities

	Priority	What types of activity?	What would we see?	How will we measure?
PC4	Financial inclusion – improving financial capability, managing debt and raising income	<ul style="list-style-type: none"> Welfare advice work. Improving access to financial services. Supporting the reduction of household energy costs. Household budgeting projects. Financial literacy projects. 	<ul style="list-style-type: none"> People have access to welfare advice, including those in employment. People access appropriate financial services. Increased use of credit unions. People are able to manage their finances better. Energy bills are managed. 	<p>PC–PM.4.1 Improved financial literacy/capability.</p> <p>PC–PM.4.2 Developed a weekly budget.</p> <p>PC–PM.4.3 More confident managing finances.</p> <p>PC–PM.4.4 People saving regularly.</p> <p>PC–PM.4.5 Reducing/managing debt.</p> <p>PC–PM.4.6 Supported to access the benefits they are entitled to.</p> <p>PC–PM.4.7 Opening a credit union account.</p> <p>PC–PM.4.8 Accessing a credit union loan.</p> <p>PC–PM.4.9 Accessing food banks.</p>
PC5	Supporting enterprise and time banking, building social capital	<ul style="list-style-type: none"> Activity to support development of social enterprises. 	<ul style="list-style-type: none"> More social enterprises in operation. People volunteering in their community. People taking part in time banking schemes. 	<p>PC–PM.5.1 Better knowledge for running a social enterprise.</p> <p>PC–PM.5.2 Better knowledge for running a business.</p> <p>PC–PM.5.3 More involved in community through regular volunteering.</p> <p>PC–PM.5.4 Time banking hours banked.</p> <p>PC–PM.5.5 Social enterprises established.</p> <p>PC–PM.5.6 Social enterprises still running one year later.</p> <p>PC–PM.5.7 Number of people commencing self-employment.</p>

Prosperous communities

	Priority	What types of activity?	What would we see?	How will we measure?
Prosperous communities	PC6 Reducing the risk of youth offending	<ul style="list-style-type: none"> Activities that reduce the risk of youth offending. 	<ul style="list-style-type: none"> Young people at risk of offending are engaged in positive activities that benefit their well-being. Young people at risk of offending gaining extracurricular qualifications. More young people cease offending. 	<p>PC–PM.6.1 Gaining an extracurricular qualification.</p> <p>PC–PM.6.2 Participating in a personal and social development opportunity.</p> <p>PC–PM.6.3 Engaged in regular positive activity.</p> <p>PC–PM.6.4 Cease offending.</p>

5

Family and community engagement toolkit Theme 5: Resource 2 Multi-agency working



This resource contains the following.

- Introduction.
- Families First and the Team Around the Family (TAF).
- Things to consider for TAF.
- Multi-agency working to support learners with additional learning needs (ALN).
- Examples from schools successfully using multi-agency working to improve educational outcomes and well-being.

Introduction

Multi-agency working brings professionals together from a range of agencies to achieve good practice in working together. This way of working will help professionals to address the needs of a family from a holistic perspective and can ensure that all parties involved contribute to a plan of action and achieve a care plan which meets all of the child or young person's needs.

The following Estyn video shows how one school celebrates the multi-agency approach they follow, which has led, among other things, to increased attendance rates:

www.estyn.gov.uk/english/best-practice/tackling-deprivation-and-raising-standards/secondary-schools-inset-materials/coedcae-school

“ Partnership and multi-agency arrangements are an essential component of a comprehensive strategy for parental engagement.”

Goodall and Vorhaus (2011) *Review of best practice in parental engagement UK*
Department for Education

Families First and the Team Around the Family (TAF)

Families First is an innovative programme that promotes the development by all local authorities of effective multi-agency systems and support for families, with a clear emphasis on prevention and early intervention for families, particularly those living in poverty.

A key element of the Families First programme is a Team Around the Family (TAF) approach to working with families with complex needs. TAF models are operational in all 22 local authorities in Wales.

TAF brings together a wide range of professionals to work together with a family to deliver a single plan of support. The aim is to reduce overlap and inconsistency in the services received, while ensuring that the family's needs are met at an early stage, before reaching a crisis point that could have detrimental effects on the child.

Partners in a TAF are selected based on the needs identified, but might include:

- health visitors, health professionals, mental health services, school nurses
- social services' youth offending services
- youth services
- young carers' service, children's centre workers

- well-being professionals
- financial/money/benefits advice services
- police/community support officers
- housing services
- family learning providers
- schools: including nursery, primary, secondary and special school settings.

Schools are well placed to be involved in a TAF model, and can help to promote the pursuit of holistic service provision to tackle the breadth of issues that a family can face.

Some schools, such as Coedcae School (see the Estyn video), have TAF weekly meetings held at the school. Referrals into the Families First programme can come from the school, an external agency/school partner, or from the family itself.

Needs assessment – In order to put in place a package of measures suitable for each case, a Joint Assessment Family Framework (JAFF) must be carried out. The JAFF provides a comprehensive evaluation of a family's needs by assessing their strengths in a number of areas. The JAFF is then used to design a tailored plan of interventions to help families overcome the problems they face. This may include referral into the TAF.

Things to consider for TAF

- How best to support staff well-being through appropriate support and supervision – family engagement roles, especially where they involve working closely with families experiencing multiple problems, can sometimes be harrowing and exhausting. Staff well-being is a vital consideration for any school, and staff in a FaCE role may well benefit from having supervision or other support networks in place. This is discussed more in the **FaCE staff roles** resource (Theme 2: Resource 2) in this toolkit.
- Whether the Pupil Deprivation Grant (PDG) could be used to help pay for staff time needed for a TAF approach.
- How to select or train staff to ensure they have a 'can-do' problem solving and positive attitude, and have a strong understanding of the functions of each partner.
- How to measure the results of interventions – to identify what is successful, and what is less effective.
- How to coordinate multi-agency working across local area or school clusters, as this may assist in ensuring transitions between schools are effective and positive.
- How to identify families in need and how to tell when the need for additional services has passed.
- Rules concerning data protection must be observed, and any agreements between different partners concerning sharing information about subjects should be carefully checked. The Wales Accord on the Sharing of Personal Information (WASPI) gives guidance on drawing up information-sharing agreements: www.waspi.org/page.cfm?orgid=702&pid=50174

- Staff who are involved must have the appropriate safeguarding training. Welsh Government Guidance on safeguarding in schools, *Keeping learners safe*, is available from the Welsh Government at www.wales.gov.uk/topics/educationandskills/publications/guidance/keeping-learners-safe/?lang=en. The Estyn safeguarding guide is available at: www.estyn.gov.uk

Multi-agency working to support learners with additional learning needs (ALN)

Person-centred practice

Person-centred practice is widely recognised as an effective way of identifying an individual's support needs and the actions required to address those needs. It can be used as part of a Team Around the Family approach and in a Families First context or embedded into school/college daily working practice.

Person-centred practice:

- involves parents/carers and practitioners from all relevant agencies identifying the support needs of the child or young person (health services, schools/colleges, education service, social care, voluntary organisations) – a multi-agency approach
- is about the whole child or young person and is not just about a diagnosis or focusing on what they can't do
- includes children and young people and parents/carers as partners in the planning.

Person-centred reviews/planning sessions:

- are active events and include highlighting the things to build on and what everyone likes and admires about the child/young person. However, it is about more than saying nice things about the child or young person – it leads to identifying the issues that need to be acted on
- result in an action plan with SMART outcomes and individuals designated to deliver each action.

Examples from schools successfully using multi-agency working to improve educational outcomes and well-being

Case studies from Coedcae School⁶

Pupil A was presenting an attendance concern, averaging 46 per cent. A referral to Team Around the Family (TAF) was made as the pupil was failing to return home during evenings. The police had been involved. Consent for TAF was gained from a home visit as mum was very unwell. Under TAF, a school-based social worker took on the case. Working with family disclosed a past that involved domestic violence. Due to mum's ill health, Women's Aid engaged with the family, the STAR project provided 'A' with strategies to form healthy relationships. Our youth worker placed 'A' on a number of projects that aimed to raise self-esteem and develop positive relationships. This was facilitated with one-to-one support.

Outcomes: Pupil A has improved attendance – already 81 per cent. 'A' is happy at school, has a good friendship circle and is achieving her global grade in 90 per cent of her subjects. Sadly, 'A's' mum has recently passed away. The success of the support is such that 'A' is continuing to engage in all projects and making further progress with attendance and academic attainment. The partnership work has proved that open communication, honesty and trust can only maximise opportunity.

Pupil B was achieving 85 per cent attendance and often late for school. Negative behaviour points were increasing, with a negative attitude to learning. Mum reported bad behaviour at home, failure to comply with household routines, argumentative and sometimes violent towards siblings. Under TAF the school nurse and social worker engaged with pupil and family. Focused interviews and health checks with a referral to the health clinic revealed previously undiagnosed sleeping disorder. Medication has been prescribed.

Outcomes: Pupil B is now on time for school. Attendance has gone from 85 per cent to 94 per cent. Latest progress review revealed vast improvements in concentration, behaviour and learning. Home life is much calmer, 'B' is sleeping well and eager to come to school.

⁶ From the PowerPoint presentation *Tackling poverty through a multi-agency approach – Ysgol Coedcae School* at: www.estyn.gov.uk/english/provider/6694050/

Case study: Multi-agency work in Treorchy Primary School

Adapted from *Working together to tackle the impact of poverty on educational attainment* (Estyn, 2013)⁷

Summary: Treorchy Primary School is a community-focused school serving upper Rhondda communities. The area is characterised by high levels of economic inactivity.

Senior managers appointed a well-being officer and set up a family room to engage with the families of disadvantaged learners. The school helps families tackle their immediate short-term issues such as housing, domestic violence and establishing routines. Alongside this, they also improve parents'/carers' skills in parenting and basic skills so that they can fulfil their role as their child's first educator.

The school coordinates services and practitioners around the child and family, and signposts to relevant specialists, working in partnership with a wide range of agencies that deliver training on literacy, numeracy, financial management, digital and social skills. The school has developed a system to identify need within families and track participation and monitors the involvement of parents/carers and the impact of actions on learners.

Senior managers meet every half term with families to discuss progress as a result of engaging with the school and partner agencies. The focus for these meetings is on the impact that the parents/carers feel this is having on their child's attainment and on family well-being.

Outcomes: Parents/carers have commented on the improved behaviour of their children and the enhanced relationships with teachers, parents/carers and other adults. On average, attendance has risen by nearly six percentage points for the children whose families have engaged with the school. The learners eligible for free school meals in the programme are on target to achieve the expected level for personal and social achievement. This is notable because these learners had low levels of personal and social skills on entry.

Parents/carers take part in half-termly one-to-one meetings with the well-being officer, where they discuss their personal learning journey, actions and aspirations. Many more parents/carers are now willing to engage with the school and have gained recognised qualifications for the first time in their lives. This has given them the confidence to support their children's learning.

⁷ www.estyn.gov.uk/english/docViewer/296942.1/%0Bworking-together-to-tackle-the-impact-of-poverty-on-educational-achievement-december-2013/?navmap=30,163