

Appendix Seven

Feedback to the School

Analysis of data collected from the Pupils and Parent/Carers from three families presents a favourable picture in terms of schools working with pupils and families who because of, exclusion, attendance, and behavioural concerns would be described as 'hard to engage'.

The data suggests that contrary to the often-held belief that families are indifferent to the efforts of schools to engage them and their cyp they welcome initiatives that:

1. Involve their children
2. That improve the skills of their children such as confidence and motivation to work better and achieve
3. Enable their children to attend school
4. Provide them as parents with an activity that involves them in school in a way that is 'non-threatening'
5. Makes their children happy, excited and improves the well-being of their child (ren).

Young People who would seem to be indifferent to school can be motivated through initiatives that:

1. Excite them and are fun
2. Are creative
3. Involve them
4. Teach them new skills
5. Give them a sense of belonging

Recurring themes for both parents/carers and pupils were 'Enjoyment and Empowerment'.

For Parent/Carers – 'Appreciation' (that school was making a difference through an initiative) was a recurring theme. For pupils 'Belonging', the feeling that they were part of something – an initiative, and after it was over greater connection with the school community than previously was a continuing outcome six months on. This meant that they were more confident both in themselves as individuals and as pupils/parents/carers in knowing that the school was interested in them and would listen.

The project provides a local evidence base that families considered 'hard to engage' if approached through an initiative that means they can see a difference for their CYP will engage. As parents, they will feel empowered to meet the school part way, to become involved and also to share ideas towards solutions, given the opportunity.

This small-scale study proposes that the psychological term 'reframing' can be applied to schools who wish to engage families and CYP previously believed to be 'hard to engage' in terms of 'how to engage families'. This shift in emphasis provides a solution focused outlook that can empower both schools and families to work together.