

With the Learners:

- A professional but meaningful relationship is created between teacher and student.
- School 'X' took active measures to ensure inclusivity and the development of relationships through things like 'Chomp and Chat'- This consists of small groups of 3 or 4 learners sat with a teacher and having breakfast. They'll discuss how their week has been going and what they wish went better. They can voice any concerns they have and confide in their teacher.

Fforest schools:

- Fforest schools aim to develop confidence and independence.
- It focuses on outdoor education so that learners can push themselves and take risks.
- It helps to develop a better understanding of emotions like fear and nerves
- It helps to develop communication skills and put them in touch with nature.

**With the wider community:**

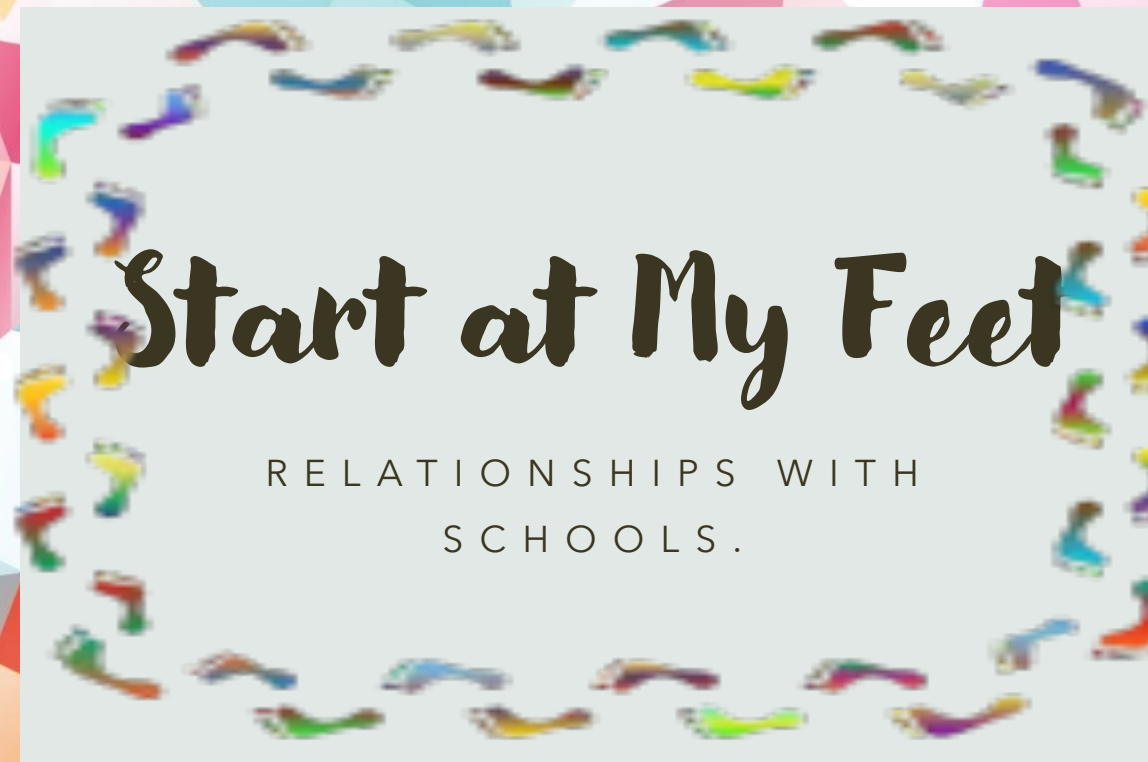
- Swap and drop for toys and books provided due to high deprivation areas.
- Help yourself trolley-provides sanitary products, food, cleaning products, uniforms, clothes for anyone in need.
- Provides ELSA groups and Fforest groups, as well as support groups for parents and children of ethnic minorities to help develop communication skills., Military support groups are also provided
- School 'X' provides a holistic approach to supporting not only the child's education but also theirs and their family's wellbeing.

Importance of relationship between School, community and Learners:

- A fully developed relationship allows the learner to grow and feel more comfortable and supported in a school environment.
- All the members in the learners outside circle are supported to aid the child through their education.
- The education and well being of the child is everyone's first and foremost priority.

Involvement in the curriculum:

- Questionnaires are sent out to families to voice opinions about what children are learning.
- What would they like their children to experience- opportunities they may not get at home
- Providing resources for parents to help children learn at home.
- Families feel more involved and able to help their child at home when knowing what their children are learning

**Culture, faith and socio-economic factors:**

School 'X' provides multicultural days in school for parents and families to come in and cook foods from their places of birth and talk about where they are from. This can include religion, family life, traditions and economic aspects. Multicultural days are important for expanding learners understanding of diversity and awareness of different cultures and ethnicities.

Information sharing:

- Termly class newsletter
- Twitter
- School website
- Parent guides
- Information evenings

All these points of information are good ways of the school communicating detailed aspects of everyday school life to the community and families.

Engaging Families:

- Craft days- parents can spend time with child in school no fees.
- Family Fridays- Selected families: parents who struggle to engage with children, no toilet training, no independence.
- Potty areas- support for parents to help their child potty train; provides free pull ups, toilet stories, potties.
- Family Support Officers provided to help with well-being.
- Making school trips as affordable as possible to provide children with opportunities they wouldn't be able to get at home

Transitioning into Nursery:

- Flying start, day group- ensures the child is ready to start and the teachers are fully aware of the child's needs going into nursery.
- Parent and Toddler group
- Teachers may make house visits before school starts, this gives the school a better idea about the learners background

