



# Investors in Families **Bronze Award Toolkit**

Year 1



# A guide to our forms



Form  
**1**

Initial Checklist

Form  
**2**

Standard Tool - Bronze

Form  
**3**

Identifying the Core Aims

Form  
**4**

Core Aim Activities

Form  
**5**

Activity Evidence

Form  
**6**

Action Plan



# Initial Checklist



This document is a self-assessment tool for settings and is based on the key indicators of IiF's 7 Core Aims. It will support settings to identify aspects of Family and Community Engagement they already implement, and to identify further areas for development.

## How to use this self-assessment template

Settings are encouraged to complete this self-assessment as a whole setting approach. This includes SLT, all staff and Governing Body. Included are some ideas about how you might go about implementing the 7 Core Aims.

The initial checklist gives you the opportunity to answer some important Family and Community Engagement Questions and can help as part of your overall planning process. These are examples of Standards – It is recognised that not every strand of every level will apply to every school. Schools serve very different communities and have their very own set of challenges and family groups.

Initial Checklist – areas to consider	Current Position / Evidence
<b>1</b> Is school a welcoming environment for families? (Virtual and the bricks and mortar)	
<b>2</b> School leaders have a visible presence within the school. *For example* at the beginning and end of the school day, visible at social events and class assemblies	
<b>3</b> Families are made to feel welcome when they enter the school. *For example* the reception area, a comfortable area to wait)	
<b>4</b> The school is easy for visitors to navigate. *For example* car park, entrance, reception clearly signposted	
<b>5</b> Student work is displayed throughout the school in a way that shows that their work is valued and is of a high standard	
<b>6</b> The school have a Family and Community Engagement Lead which is publicised	

Initial Checklist – Areas to consider	Current Position / Evidence
7 The school/setting has a Family Engagement Strategy	
8 The school/setting has a Family Learning Strategy	
9 The school/setting has a whole school approach to Family and Community Engagement	
10 Family and Community Engagement is an integral part school development plan	
11 Do the Governors value Family and Community Engagement as an important purpose of the school?	
12 The school/setting is committed to the liF process	
13 Is there a range of ways of getting in touch with families? *For example*, letters, texts, phone calls, social media	
14 Are all staff encouraged to engage with families? Are new staff offered training in this area?	
15 Are staff supported during their work with support networks or supervision in relation to Family and community Engagement?	
16 Training or development opportunities are also offered to governors and members of parent / carer groups	
17 Whole school approach to measuring impact of Family and Community Engagement	

# Standard Tool Bronze Award



We often mention that this is not a 'tick box' exercise, this is an opportunity to really focus on your development. We have created Standard templates for year 1 – Bronze, year 2 Silver and year 3 Gold. There is also an opportunity to work towards a Platinum standard which will be maintained and developed year after year.

Included in the Standards Template are some ideas about how you might go about implementing the 7 Core Aims. These are examples of Standards – It is recognised that not every strand of every level will apply to every school. Schools serve very different communities and have their very own set of challenges and family groups. As a guide, schools will aim to achieve 70% of the standards identified. *\*Please note that these examples are not prescriptive and we welcome new, innovative and creative examples\**

Settings could use this template to measure progress and to feedback on progress to the governing body and the wider setting community.

Within the standards template there is an opportunity for you to undertake RAG rating against the standards:



When completing we ask that you **consider** and **review** each activity. For example you may have a Transition Process but do you need to ask the following questions:

- Does this need updating?
- Do you need to review it it's effectiveness?
- Have you gained feedback?
- Do you offer home visits?
- What information do you gather at Transition?
- Is it clear and concise?
- Do you have a Transition policy and procedure?

Each of the standards has the opportunity to be broken down and important questions asked.

<b>Core Aim 1</b> <b>A Flying Start in Life</b> This section looks at examples of how you communicate with families and the wider community. What your aims and objectives are, what your vision and mission statement will include. How you involve families and build relationships from the start of their journey, what information is needed to support the child and the family, how you support positive engagement and offer a variety of opportunities. These are a few examples of activities that may fit into Core Aim 1.	<b>Rating:</b> <b>Red</b> <b>Amber</b> <b>Green</b>	<b>Requires actions</b> <b>* Yes/ No (Use Action Plan Tool - Form 6)</b>
Settings communicates with families in a variety of ways, including regular print and electronic notices, in the languages spoken in the community.		
Digital communication tools are used that suit the needs of the local community		
Settings review their communication methods periodically.		
Staff are available for 1:1 contact.		
Staff meet the school community at the beginning and end of the school day.		
The setting arranges events to meet the needs of all families and aims to be flexible. *For example* a range of dates; creche facilities; a TV room for older children timings to allow all parents to engage with the school.		
The setting ensures that relevant data, information and communication tools are available to all primary carers.		
The setting is aware of the extended family/community and plans events and activities that support the whole community.		
A quality information pack is produced for both children and families.		
The Induction programme offers opportunities to visit the setting, for example stay and play sessions, open day events.		
Families are invited to join in new activities within the setting to establish new relationships and meet the school community.		
The setting takes steps to help families get to know other families in the setting.		
The setting offers opportunities for families to build relationships with staff.		
Families interests/talents and availability to support the setting are identified.		
Settings create and administer a family engagement survey. The results guide the development of family engagement goals.		
Family members who are unable to attend in person in the setting building have opportunities to contribute in other ways.		
Transition at all levels is well managed. A Structured Programme Transition is in place which establishes the needs of children on entry. Meeting parents/carers and contacting relevant agencies.		
Staff consult with families during Transition about their child's goals, strengths and talents.		
The setting informs families about issues or proposed changes, and gives them an opportunity to respond.		

<b>Core Aim 2</b> <b>Education, Training and Learning Opportunities</b> This section looks at examples of how you as a school encourage children and young people to take advantage of the range of opportunities offered in the school, through extracurricular activities and also in the wider community. This section also includes opportunities offered to parents and carers and members of the school community. These are a few examples of activities that may fit into Core Aim 2.	<b>Rating:</b> <b>Red</b> <b>Amber</b> <b>Green</b>	<b>Requires actions</b> <b>* Yes/ No (Use Action Plan Tool - Form 6)</b>
Settings recognise that one approach does not suit all parents.		
Settings inform parents of the work of their setting and their children's progress in parental engagement activities.		
Settings ensure that parental engagement involves two-way communication to develop opportunities for learning.		
Oral discussion and gathering of information shows evidence of parents feeling valued as partners in their children's education.		
The school arranges events to meet the needs of all families and aims to be flexible. *For example* a range of dates; creche facilities; a TV room for older children timings to allow all parents to engage with the school.		
The school arranges events to meet the needs of all families and aims to be flexible. *For example* a range of dates; creche facilities; a TV room for older children timings to allow all parents to engage with the school.		
Leadership and all stakeholders are visible in driving family engagement to improve learning opportunities for the community.		
Settings support families to become involved through helping them to build skills, confidence, and self-esteem; provide programmes which allow the best life chance for the child and the community and support them into employment or further learning. Parents and the Community know that they can turn to the school for advice and support and to resolve problems.		
The setting offers programs to families that will help promote learning in the home.		
The setting works with external organisations and agencies that use a combination of approaches to provide the best support for children, young people and families. *For example* utilising local college to provide IT training for families, working with Barnardos Young Carers within school, Red cross providing First Aid training for families.		
Teachers and families discuss students' individual learning styles, family cultural experiences, strengths, and academic and personal needs, then develop learning goals to support academic success at school and at home.		
Settings support young people to make the most of their potential, building ambition, encouraging learning for life, and equipping not only children within the setting but the whole community with the right skills for a changing world.		
Settings identify need and provide professional learning for all staff, governors, and partners recognising that these professionals need to share common values, understanding and commitment to fulfil their joint vision.		
Children and young people are encouraged and motivated to take advantage of the range of opportunities offered. *For example* Extracurricular activities, lunch clubs, counselling, Nurture and wellbeing sessions.		



<b>Core Aim 3</b> <b>Best Possible Health and Free from Abuse, Victimization and Exploitation</b> This section looks at examples of how a setting understands the needs of children, families and the community. It includes how you work collaboratively with services to promote a healthy lifestyle and to ensure that children and young people are protected from abuse. You may demonstrate how you inform and advise children and families what support is offered to keep them safe. These are a few examples of activities that may fit into Core Aim 3.	<b>Rating:</b> <b>Red</b> <b>Amber</b> <b>Green</b>	<b>Requires actions</b> <b>* Yes/ No (Use Action Plan Tool - Form 6)</b>
Settings have a range of external partners to support children and parents, *for example* setting nurse, Health Visitor, Speech Therapist, Team around the Family, FAST, local spiritual leaders, Counsellors.		
Settings support vulnerable groups working collaboratively with a range of agencies to address common challenges, building trust and resilience.		
Settings ensure inclusivity and the need to address inequality and diversity to overcome challenges faced by the community.		
Settings encourage and support the development of a family representative body. School and family leaders reach out to families who are not involved at the school to identify interests, concerns and priorities.		
Settings provide parenting advice and strategies for positive behaviour management and the children's wellbeing.		
Settings organise specific safeguarding and internet safety sessions and workshops for parents.		
There is evidence of clear policies for positive social media for parents and children.		
Settings have clear expectations for parents to support their children in developing a healthy lifestyle and are clearly identified *for example* healthy lunch box ideas, healthy eating, free sports clubs, after setting clubs, signposts to places of interest etc.		
The setting can evidence a range of information/resources and signposting available to parents and carers within this core aim. *For example* leaflets, signs, website, social media posts, newsletter.		
The setting evidences a range of strategies and processes that are used to develop partnerships with families to develop a positive awareness around the Victimization and Exploitation agenda *for example* Awareness of Anti-Bullying Week, Give Racism the Red Card, Rights Respecting Settings, stories etc.		
Settings can communicate effective information relating to interventions for a healthy lifestyle and wellbeing *for example* internet safety, nurture and behaviour management, parenting skills, bedtime routines, toilet training.		
There is evidence of settings promoting children and young people's rights, choices, wellbeing and active participation in setting life *for example* Values Education, RRS, Pupil Voice, children inputting into setting decisions.		



<b>Core Aim 4</b> <b>Play, Leisure, Sporting and Cultural</b> This section looks at how your setting offers a range of activities to promote play, leisure and sporting opportunities. This can include activities within the school day, extra-curricular activities, linking in with external organisations, providing information and signposting and increasing cultural awareness and diversity. This would also include opportunities offered to families and the wider community. These are a few examples of activities that may fit into Core Aim 4.	<b>Rating:</b> <b>Red</b> <b>Amber</b> <b>Green</b>	<b>Requires actions</b> <b>* Yes/ No (Use Action Plan Tool - Form 6)</b>
Settings work with community agencies to identify resources and programs that support student learning.		
Settings build a dialogue with parents and support them to engage in play, sporting and cultural activities.		
Settings provide culturally appropriate resources in relevant community languages to support families.		
The setting makes its facilities and resources available outside school hours for homework and study.		
Families from different cultural groups are supported to become involved in the activities of the school representative body.		
Settings work with external partners and invite them into setting to provide opportunities for both children and parents to undertake training and access extracurricular activities *for example* local college, sporting organisations, Families Connect, Holiday Clubs.		
There is evidence that the setting offers a wide range of sporting and cultural activities that supports the holistic development of the child.		
The setting is undertaking community partnership working across a range of sporting, leisure and cultural activities.		
The setting offers children and young people the opportunity to access activities during lunch time. *For example* craft clubs, lego, music, drama, global friends, sports.		
It is evidenced that settings invite parents to concerts, drama performances and other events to celebrate the work of the pupils.		
Settings are working with external agencies to support families facing multiple issues.		
The setting offers family learning opportunities within this core aim. *For example* cooking club, family fitness, dance, board game club.		
Settings proactively plan to develop a programme of work in relation to this core aim that supports the wellbeing of the pupils and families.		
A range of strategies and processes are used to develop partnerships with families to develop a positive awareness of the importance of leisure activities to improve wellbeing.		

<b>Core Aim 5</b> <b>Being Listened to, Treated with Respect and Race and Culture Recognised</b> <p>This section looks at the importance to ensure that all children and young people are treated with respect and provided with opportunities to articulate their views. This could include groups and clubs such as school council, annual questionnaires and feedback, meetings and parents evenings. This section gives you the opportunity to demonstrate your inclusivity and how race and cultures are recognised. This could also include how this is shared with families and the wider community. These are a few examples of activities that may fit into Core Aim 5.</p>	<b>Rating:</b> <b>Red</b> <b>Amber</b> <b>Green</b>	<b>Requires actions</b> <b>* Yes/ No (Use Action Plan Tool - Form 6)</b>
The setting collects information for families about community resources and how families can access them.		
Staff and setting leaders regularly contact families with positive news as well as concerns about their children. Families have an easy way to communicate with staff on a regular basis.		
The setting uses information provided by families to develop individual learning plans and appropriate activities.		
There is evidence to show that the setting ensures there is an acceptance of differences in families to ensure there is a sense of belonging to the setting family. (Inclusivity, partnership, leadership, accountability).		
The setting can evidence that they are sensitive to family and cultural differences, they understand the barriers to engagement from the families' perspective.		
The setting understands the importance of becoming inclusive.		
Pupil Voice is established and operational.		
The Setting understands the nature and impact of factors that may affect the health, wellbeing, culture and development of children and young people in their care.		
Key external partnerships are developed to support the work of the setting.		
The setting understands its responsibility to ensure that everyone must raise concerns about possible harm or abuse, poor or discriminatory practices. (Inclusivity, accountability, partnership, inspiring leadership, developing healthy confident individuals who can lead fulfilling lives).		
A range of strategies and processes are used to develop partnerships with families to develop a positive awareness of the importance of showing respect to the setting community.		
The setting shares awareness of cultural activities within the community and setting.		

<p><b>Core Aim 6</b></p> <p><b>Safe Community and Home which Supports Physical and Emotional Wellbeing</b></p> <p>This section looks at what your setting does to support physical and emotional wellbeing of the whole community. This includes children and young people, families, staff and the wider community. You could include any work with partner agencies that plays a key role in the emotional development and well-being of children and young people and also support to families. It could also include interventions offered such as Nurture and Thrive. It also includes activities/ information and signposting that relates to keeping communities safe. These are a few examples of activities that may fit into Core Aim 6.</p>	<p><b>Rating:</b></p> <p><b>Red</b></p> <p><b>Amber</b></p> <p><b>Green</b></p>	<p><b>Requires actions</b></p> <p><b>* Yes/ No (Use Action Plan Tool - Form 6)</b></p>
There is a strong and clear understanding of the needs of the whole school community.		
Settings understand the importance partnerships have on the experiences of children, families, and the community as a whole.		
Support/interventions are offered to support children, young people and families with their wellbeing.		
The setting provides opportunities for Parents and carers to develop their understanding of physical and emotional wellbeing.		
Schools and families work together to develop strategies to use in the home to build on students' strengths.		
The setting can evidence that it works with families to develop learners' understanding and contribution to the community to help keep them safe.		
Barriers to Family Engagement relating to safety and wellbeing are identified.		
Community partnerships provide the setting with a wide source of support that strengthens the safety, and physical and emotional wellbeing of families.		
The setting prioritises and plans to address the physical and emotional wellbeing factors of families.		
The setting where possible will invite community services on site to improve community access. *For example* Counsellor, Flying start, Credit union, CAB, Communities First.		
Settings proactively plan to develop a programme of work in relation to this core aim that supports the wellbeing of the pupils and families. *For example* Wellbeing week activities, termly PCSO visits, Internet safety.		
The setting highlights their expectations for parents to support their children in participating in all planned work within this core aim.		
A range of strategies and processes are used to develop partnerships with families to develop a positive awareness of the importance of safety in the home and community to improve wellbeing.		
The setting is an ACE-aware and Trauma Informed.		
The setting has identified ways to provide physical and wellbeing activities within the setting for families. *For example* Sewing classes, meditation, healthy eating, fitness, coffee mornings, walking group.		
The setting has a designated person/team and room available that families can access to support wellbeing.		

<b>Core Aim 7</b> <b>Not Disadvantaged by Poverty</b> <p>This section looks at how settings understand the needs of their community. Children and young people come from a range of backgrounds and for many families, poverty is a real issue. The setting can work to ensure that families take full advantage of the benefits available to them and also to minimise the effects that poverty has on their ability to take part in a wide range of activities in the school and local community. These are a few examples of activities that may fit into Core Aim 7.</p>	<b>Rating:</b> <b>Red</b> <b>Amber</b> <b>Green</b>	<b>Requires actions</b> <b>* Yes/ No (Use Action Plan Tool - Form 6)</b>
The setting has a family-friendly space within the school where staff and family volunteers are able to meet families and inform them about services and programs and plan activities.		
Staff reach out to community organisations and businesses to seek support for school activities.		
Barriers to family engagement are identified and the needs of vulnerable children identified to ensure the setting is totally inclusive.		
The setting engages parents and carers of disadvantaged learners, they communicate and work face-to-face to help them and their children to overcome barriers to learning, providing funding through a range of vehicles to ensure all children can access all opportunities.		
The setting makes efforts to provide enriching experiences that more disadvantaged learners take for granted, offering a varied menu of clubs, activities and cultural and educational trips, through a range of fundraising activities and other methods.		
Community partnerships provide settings with a wide source of support with any issues families have with financial planning.		
Settings proactively plan to develop a programme of work in relation to this core aim that supports the financial wellbeing of the pupils and families.		
The setting focuses on work with the family during the pre-setting period to identify vulnerable families and those requiring additional support.		
There is positive evidence that the setting has adopted clear systems for working with outside agencies to support disadvantaged learners, for example the 'Team around the Family' approach.		
The setting designs opportunities for disadvantaged learners at transition points.		
The setting works with families to raise aspirations and maintain a ladder of opportunity for young people.		
The setting takes a whole setting approach to tackle disadvantage, having a structured, coherent and focused strategies to support the raising of achievement of disadvantaged learners.		
Community venues are used for setting events which families attend together and are made available to all families.		
The setting provides information/resources/signposting in relation to support available. *For example* Food bank, Benefit calculator, Free school meals information, CAB, Budgeting, school uniform recycling.		

# Identifying the Core Aims



Identify all of the things you are currently doing with families and which Core Aim you believe it may fit into (please note – some activities can fit into more than 1 Core Aim). The purpose of this activity is to identify all that you are currently doing and then consider the Rag Rating – examples:

- Red** activities you would like to do, or need significant attention
- Amber** activities you feel need improvement, or that you have done in the past that worked or may need adapting
- Green** activities you are doing well

Activity	Possible Core Aim	Rag Rate	Lead Person	Time Frame
<i>Example: Coffee morning</i>	1/5	Amber	Mrs P	23 May
<i>Example: Stay and Play / Stay and Learn session</i>	2/4	Green	Mr T	End Sept 22

# Core Aim Activities



Identify 3 activities per Core Aim that you will use as evidence for your Accreditation.

**1** 1.1  
1.2  
1.3

**2** 2.1  
2.2  
2.3

**3** 3.1  
3.2  
3.3

**4** 4.1  
4.2  
4.3

**5** 5.1  
5.2  
5.3

**6** 6.1  
6.2  
6.3

**7** 7.1  
7.2  
7.3

# Activity Evidence



Please use this form to keep a detailed record of each activity that you wish to use as evidence. This form will need to be completed for all 21 activities (3 for each Core Aim). **Remember that the key purpose of this form (once the accreditation is complete) is to help other member settings to plan and complete their own portfolio of activities.** Please look at some of the examples in the library.

This is your opportunity to “sell yourselves”.

When submitting your activity data, please insert the link to any website/online tool/contact information that helped you research or complete the activity.

**Once you have completed this form for each activity, keep it on file until ALL forms for your school are ready to be uploaded/submitted to the IiF online library.**

---

## Planning

As you type the box will expand

*Please outline why this activity was selected and the planning process. It is useful to say who led the activity (plus their role). What did you hope to achieve?.*

---

## Implementing

As you type the box will expand

*Please explain how you went about implementing the activity, and how long it took. If you worked with any partners or used any commercially available resources, please put in contact details (email address) so that other settings can locate them easily.*

---

## Resources needed

As you type the box will expand

*Most of the resources will be staff time! Please include any direct expenditure, transport, equipment, social media etc.*

---

## Evaluation

As you type the box will expand

*Please say, in as much detail as possible, whether the activity was a success and how success was measured in qualitative and quantitative terms (number of families involved etc) It is useful at this stage to consider the impact to: You as a setting, Your Families and your community.*

---

## Next steps

As you type the box will expand

*It is always important to consider – What Next? We can always build on successes and it's just as important for other settings to know if something didn't work.*

---



# Activity Evidence



Please use this form to keep a detailed record of each activity that you wish to use as evidence. This form will need to be completed for all 21 activities (3 for each Core Aim). **Remember that the key purpose of this form (once the accreditation is complete) is to help other member settings to plan and complete their own portfolio of activities.** Please look at some of the examples in the library.

This is your opportunity to “sell yourselves”.

When submitting your activity data, please insert the link to any website/online tool/contact information that helped you research or complete the activity.

**Once you have completed this form for each activity, keep it on file until ALL forms for your school are ready to be uploaded/submitted to the liF online library.**

---

## Planning

As you type the box will expand

---

## Implementing

As you type the box will expand

---

## Resources needed

As you type the box will expand

---

## Evaluation

As you type the box will expand

---

## Next steps

As you type the box will expand

---

# Action Plan



Outcome	Possible strategies, activities and initiatives we want to consider	Persons Responsible (Who's helping?)	Resources Needed (What training, information, or other resources are needed?)	Timeline (Projected Date(s))	How will we measure the results? (e.g., questionnaires, surveys, checklists, interviews, observations and focus groups.)
Flying Start					
Education, Training & Learning Opportunities					
Best Possible Health & Free from Abuse, Victimisation and Exploitation					
Play, Leisure, Sporting & Cultural					
Being Listened to, Treated with Respect and Race & Culture Recognised					
Safe Community & Home which Supports Physical and Emotional Wellbeing					
Not Disadvantaged by Poverty					



## Investors in Families

### Contact

If you have any questions about liF,  
please contact us and we will get  
straight back to you.

[lynsey@investorsinfamilies.co.uk](mailto:lynsey@investorsinfamilies.co.uk)  
[www.investorsinfamilies.co.uk](http://www.investorsinfamilies.co.uk)

© Investors in Families  
November 2022

Designed by Giant Arc Design  
[www.giantarc.co.uk](http://www.giantarc.co.uk)