

Investors in Families Lockdown Award checklist

This award will be given to schools that have supported children and families throughout the ‘lockdown’. It’s aim is to celebrate and acknowledge the dedication, support, guidance, care and nurture that you have provided during the epidemic.

Communication

How have you communicated with families?	What platforms did you use?	Frequency of communication?
<p>Whole school communication was sent out daily via various platforms, including WEDUC personalised messages, website updates, social posts and emails.</p> <p>Teaching staff utilised google classroom to deliver a live teaching timetable, live sessions were delivered daily with each AOLE being responsible for content for one day a week. As well as these live lessons, staff gave regular feedback to pupils on the work being produced through a variety of platforms which best suited the pupils needs. Although Google classroom was our main platform for providing work and feedback, we had Meets for live lessons, staff filmed lessons using loom and gave verbal feedback using Mote.</p> <p>Parents were also involved in this communication, and were invited to feedback sessions where pupils may have needed more support.</p> <p>For wellbeing check ins telephone calls were made regularly by the pastoral team for all pupils, texts and emails were sent to our more vulnerable</p>	<ul style="list-style-type: none"> ● Google classroom ● Email ● Google meet ● Phone calls ● Loom ● MOTE ● WEDUC (school app) ● School Website ● Social media ie Facebook Page 	<p>Whole school communication was daily throughout the lockdown periods, this was achieved via a variety of platforms.</p> <p>From specific teachers/departments communication was weekly for most, more if needed - although we worked on AOLE days. Staff went above and beyond to add in extra sessions for those who need it.</p>



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<p>families for more regular points of contact, and on some occasions socially disnacted doorstep visits were undertaken so children were seen and welfare assessed.</p>		
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Engagement

<p>How have you engaged with families?</p>	<p>Was this successful? What were the barriers?</p>	<p>What would you do differently?</p>
<p>An example of how we tried to engage families:</p> <p><u>VIRTUAL EVENTS:</u> *https://milfordhavenschool.co.uk/virtual-open-evening/ *https://milfordhavenschool.co.uk/year-11-virtual-pupil-progress-event/ *https://milfordhavenschool.co.uk/year-10-virtual-pupil-progress-event/</p> <p><u>BAGS OF BOOKS</u></p> <p>Milford Haven School are proud to support our community in as many ways as possible, including developing strong literacy skills in our young people so reading can be utilised for both pleasure and learning. Reading is tied to everything we do, and good literacy skills help lay the foundation for a child's success in school and later life.</p>	<p><u>VIRTUAL EVENTS:</u></p> <p>The virtual events that we hosted were extremely well received, and successful alternatives during the pandemic restrictions. Some of the barriers were access to</p> <p><u>BAGS OF BOOKS</u></p>	<p><u>VIRTUAL EVENTS:</u></p> <p>There were several virtual events that we developed on our website during lockdown that were successful alternatives to our traditional face to face events. Having evaluated the impact that these events had we will be retaining some elements for future use to compliment our usual events when they return, for example GCSE options.</p> <p><u>BAGS OF BOOKS</u></p> <p>Due to the huge demand we would look to expand in future, and give away even more books in a wider variety of genre should funding be available.</p>



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'Bags of Books' is a new event designed and developed by Milford Haven Schools' 'Communications Officer' (Miss G Baker), to create a simple opportunity for Milford Haven School to share additional reading material with our community and support literacy. In March there were over 300 clear bags tied to our front fencing (Steynton Road entrance), with each bag containing a brand new book for children of all ages. The community were invited to come and collect a FREE BOOK between 10am and 3pm, we asked everyone who attended to please follow social distancing guidance, and please only touch a book if you intended to take it- the bags were clear so you would be able to browse before making your selection.

The children did not have to be a pupil of Milford Haven School in order to access the event, anyone from the local area was welcome to come and take part making this a truly inclusive community event.

Quote from Mrs J Turner, MHS Leader for Literacy, *"MHS understands the importance of equipping our pupils with the strong literacy skills they require to truly fulfill their potential. Excellent reading skills form the bedrock on which our children are able learn and access the world around them. Together, with parents and careers, we nurture and guide our pupils to build these vital skills, while also developing a lifelong enjoyment of reading. 'Bags of Books' is just one of the ways in which we continue to support*



Incredibly all of the resources (OVER 300 BOOKS) found new homes in just under two hours! This overwhelmingly positive response has highlighted to us the need for schools to find

more creative ways like 'Bags of Books' to support our communities with literacy resources,

especially given the unique set of circumstances we face with regards to CVD19 and home learning. We very much hope to hold another 'Bags of Books' event in the future, Ms Morris (MHS Headteacher) would like to personally thank everyone that has taken part and also those that reached out to the school to offer kind words of support for the project going forward.



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and champion literacy here at Milford Haven School."

"The more you read, the more you will know. The more you learn, the more places you'll go!" Dr Seuss





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Home Learning

How did you support Home learning?	What platforms did you use?	Frequency of Home Learning
<p>Providing a full blended learning approach, with all work set in the morning and supplementary 'live' teaching sessions scheduled.</p> <p>Independent skills presentation, with tips and advice.</p> <p>We created a Google email address called 'working from home' for parents to ask any questions about work or attainment SLT managed (RM/JDL/MG)</p> <p>Catch-up days provided families an opportunity to complete work - extension tasks set.</p>	<p>Google Classroom for pupils' work. Facebook and school website for advertising when the live teaching sessions would take place. Facebook, website</p> <p>Facebook. website, WEDUC</p> <p>Displayed on live teaching timetable and shared on Facebook, weduc and website</p>	<p>Online learning tasks and live lessons occurred daily, as per AOLE curriculum. Live lessons timetable published at the start of every week, prior to the week's learning, so families can be organised.</p>

Health and Wellbeing

How did you promote Emotional Health and Wellbeing?	How was this monitored?	Is further work required in this area, what will you be doing?
<p>Sign posting via our Facebook platform to several accredited Mental Health websites designed to support children and young people</p>	<p>School Mental Health Champion responsible for ensuring regular updates & national campaigns promoted</p>	<p>We have added a Mental Health Awareness module to our morning Health and Wellbeing sessions.</p>



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Innovation

How else have you gone above and beyond to support your children and families?

All eFSM pupils in Hospitality and Catering GCSE were provided each week with their ingredients for the live cook along sessions.

The projects developed at Milford Haven School over the past 12 months, as an immediate response to the impact of covid 19, are aimed at reducing the negative impact on families- many of whom were already experiencing hardship and struggling to thrive prior to the pandemic. Due to the diverse nature of our school catchment area, we unfortunately have many families that face ongoing challenges relating to extreme poverty and the impact that can have on all aspects of life. Early in the pandemic we could see that lockdown and the related necessary restrictions were exacerbating some existing and concerning dynamics within selected households, especially where families already required additional assistance prior to covid 19, and we wanted to ensure that help reached those in need both quickly and meeting the true not perceived need of the community.

To help us identify those families most in need we have generated a list of factors that increase the vulnerability of our young people and are only looking to target families that have at least 3 of these applicable factors. Examples of the criteria list include eFSM, ALN, parental substance misuse, mental health issues within the family etc. Overall though professional discretion is being used as we have some families where it may be difficult to quantify the need or vulnerabilities, however from experience and using professional judgement we may identify that support is required. A tracking sheet is used for all community projects so we can consistently ensure that the right level of support is being offered, this includes monitoring the number of people within the home, their gender (for example additional females would mean we would provide additional feminine hygiene packs), and any changing or increased needs such as a diagnosis of ALN not present at the start of the project.

With regards to anticipated short term outcomes of the covid response projects, we would hope to see within the timescale of participation:

- Families feeling more able to meal plan and budget their food expenses, hopefully reducing emergency referrals for food packages and positively impacting holiday hunger
- Families feeling more knowledgeable about how to look after their personal health, including nutrition and hygiene
- Families feeling better equipped to support their children's learning at home
- Families feeling appropriately resourced for their children to return to school



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Beyond the project engagement we hope that the lasting impact will be:

- Families feeling more connected to their community
- Families feeling more positive about their ability to improve their circumstances
- Families being more confident in knowing where to go to ask for future support should it be required
- Families being willing to engage in further support in the future
- Families having a sense of being supported and valued

The two main projects running during lockdown were the MHCCC project and MCA project, both detailed below.

MHCCC (Milford Haven Community Covid Care) project Summer 2020

Back in July Gemma Baker (Milford Haven School) and Dayle Gibby (Milford Youth Matters), were successful in jointly securing a grant fund from the Big Lottery Community Fund. The project was named Milford Haven Community Covid Care (MHCCC) and sought to engage with the community of Milford Haven to support residents that had been negatively affected by Covid19 and the surrounding circumstances. We feel proud that this project was created as a prompt and effective response to the evident immediate increase in need across our school community.

As you can see below, with the grant money received a huge amount of resources and support was injected into Milford Haven over the 5 week summer period:

- *165 meal packs were distributed, along with 35 vegetable packs and supplements
- *25 Healthy cookbooks, written by a local nutritionist Ellen Picton
- *90 Boredom Buster activity packs for young people age 0-16
- *52 children's craft packs, and a large donation of resources to Havenhurst care home for residents
- *Over 500 reading books
- *135 reusable sanitary pad packs, & 1344 organic environmentally friendly single use sanitary pads with recyclable packaging



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Every Thursday over the summer holidays the team met at a local community centre to pack and distribute resources detailed above, alongside this free lunches were prepared and given out to any local young people in need who were able to collect from the centre (e.g. jacket potato with cheese and beans). Milford Haven School are proud to have set up the 'MHCCC' project with Milford Youth Matters in response to the pandemic, we feel it benefited our school community and local residents on a large scale during a time when need was truly great.

MCA (Milford Community Action) project January 2021

In January 2020 Milford Haven School was asked by the LA to design a pilot project proposal, aimed at further supporting some of the most vulnerable families in the Milford Haven catchment area through what is perhaps the most challenging and difficult stage of the pandemic so far.

The MCA project is aiming to help up to 100 families across the cluster who are experiencing financial hardship, require additional support from local services, or whose children care for other family members. There will be a variety of practical support given in an attempt to help families improve their circumstances both in the short term, and also guidance to help them build for a brighter future.

Resources will include food packs, the provision of slow cookers, healthy cookbooks and live cookery sessions, educational activity packs for children, IT resources for pupils without access to digital devices, budgeting tools, and signposting to helpful organisations.

One of the unique aspects of this project is the widespread engagement across Milford Haven, with referrals being made by all schools and selected support services within the area, plus local businesses and groups already pledging their support to the project enabling us to maximise our reach. Milford Haven Rotary Club were the first external local group to contribute to the project, committing to assisting with the weekly delivery of meal packs as well as generously donating 30 slow cookers to be given to families in need. This collaborative approach is vital to enrich the experience of those families taking part, as well as strengthening community links. The initial feedback we received from the project draft plan was that people immediately saw the value in what we were trying to achieve, and many local residents were keen to be more involved in their community and wanted to help but didn't know how or where to start. By offering a platform for local people to become more involved in their own community we have increased the capacity for those in a position to help to get involved. Although the project will ultimately end when funding runs out, the networking that has taken place will no doubt leave a lasting impact and sustainable footprint for future joint working within the school community.



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Headteacher of Milford Haven School, Ms Ceri-Ann Morris, said: "We are immensely proud to support this project and utilise the school facilities to help our community. Schools are at the heart of every community, they are the common link that ties everyone in the community together. Everyone knows someone connected to the school, and the work of Miss Baker (Milford Haven School) together with Dayle Gibby will be the driving force in getting resources out to the people most in need within our catchment area."

Cllr Guy Woodham, Cabinet Member for Education & Lifelong Learning, said: "Once again Milford Haven School and Milford Youth Matters are demonstrating the fantastic things that can be achieved when you work with others for the benefit of the local community. Gemma Baker and Dayle Gibby continue to find ways to seize opportunities as they arise and make great things happen in Milford - they are excellent ambassadors and role models for not just young people but everyone in our community."

To date the MCA project has given out:

- 45 slow cookers
- 45 slow cooker cook books
- 682 meal ingredient packs
- 108 breakfast packs
- 67 pancake baking kits- plus links to online cooking demonstrations
- 42 KS1 and KS2 sports activity packs- provided by Sport Pembrokeshire
- 675 information packs on local services such as MIND (mental health charity) and the support they offer locally, PPS, PAVS, CAB, AFC/ Young Carers, Routes to Opportunity & MYM etc.
- 87 **Feminine** Hygiene Packs
- 31 **Male** Hygiene Packs
- 6 laptops and 4 tablets (including sim cards and dongles for internet access where required)
- 43 numeracy games for KS1 and KS2
- 10 dart board with numeracy challenge packs
- 12 Literacy games
- Over 300 childrens books
- 15 family games

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- 75 Magnetic meal planners- to support meal planning and budgeting within the home
- 75 shopping list pads- again to support with budgeting and meal planning
- 80 glass milk bottles for the local farm shop milk dispenser
- 80 £5 vouchers to be used at the local farm shop on milk and fresh produce
- 24 stationery packs
- 23 spring cleaning packs
- 20 reusable water bottles for school pupils
- 30 uniform packs, including polo shirts/ school jumpers etc

How have we shared our good practice?

- The school has made online presentations to senior members of PCC and also at the local Headteachers' cluster meeting
- Presentations have been given virtually for local organisations and groups involved in / looking to become involved in the project, such as the Rotary Club, W.I and Inner Wheel
- Press releases have been issued to promote the project and share this good practice of joint working with other local catchment areas



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