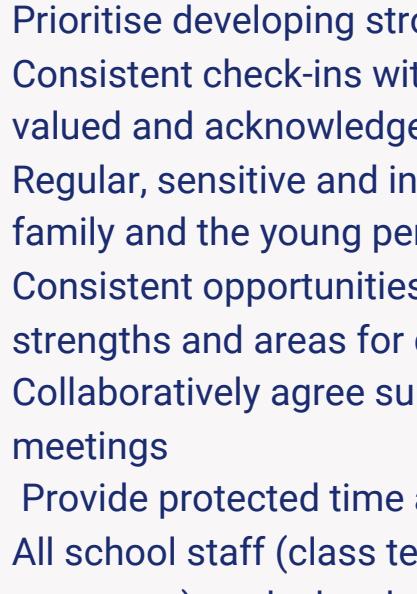


Working with parents and carers to support their child's wellbeing and resilience

Glasgow Educational Psychology Service conducted citywide research in 2023 exploring the views and experiences of parents and carers of school age young people in building their child's resilience and wellbeing. This was to explore links between emotional wellbeing, resilience and positive educational outcomes. Responses from 226 parents and carers of school age children in Glasgow were received via online questionnaires and a focus group.

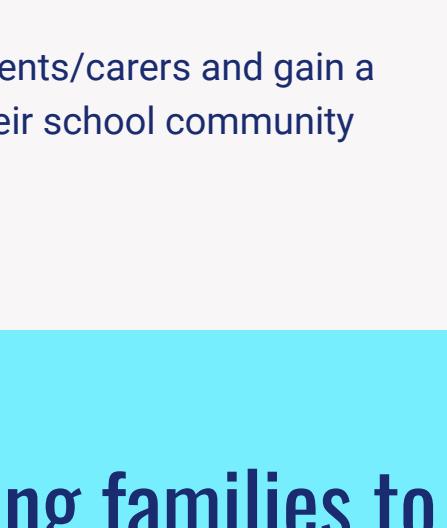
Findings were shared with school Health and Wellbeing Coordinators to establish a collaborative understanding of best practice for Primary and Secondary establishments in developing positive working relationships with parents and carers to enhance wellbeing. Features of effective practice for establishments are summarised below.



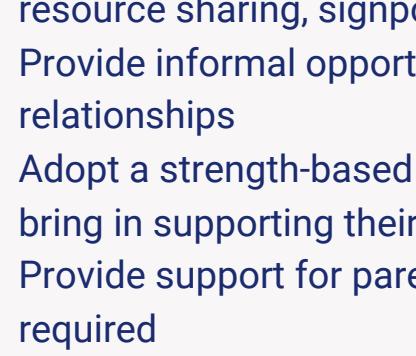
Communication and collaboration

- Prioritise developing strong and trusting relationships with families
- Consistent check-ins with parents/carers to ensure they feel their views are valued and acknowledged
- Regular, sensitive and informal face to face discussions focused on the wider family and the young person's needs
- Consistent opportunities for open and sensitive discussions recognising both strengths and areas for development
- Collaboratively agree suitable times with parents/carers when organising formal meetings
- Provide protected time and space for discussions with parents/carers
- All school staff (class teachers, pastoral care teachers, support staff and senior managers) work closely with parents/carers to identify and resolve issues at the earliest opportunity to support early intervention
- Close partnership working with agencies and services aligned with staged intervention procedures

Staff training and support



- Opportunities for ongoing staff training to ensure consistency of staff understanding, knowledge and practice in supporting a range of wellbeing and additional support needs for children and families
- Opportunities for staff to collaborate and network with other establishments to share information, knowledge and practice (e.g. Health and Wellbeing Coordinators Network)
- Time for staff to build positive relationships with parents/carers and gain a fuller understanding of the support the families in their school community require



Nurturing families to support parent/carer engagement

- Offer a variety of events relative to the needs of individual parents/carers within your school, through a range of methods and across various topics tailored to parents/carers (e.g. online, in-person and small groups sessions, resource sharing, signposting or referring to services and external agencies)
- Provide informal opportunities for parents/carers and staff to meet and build relationships
- Adopt a strength-based approach, which recognises the skills parents/carers bring in supporting their child and the wider school community
- Provide support for parents/carers to navigate systems and processes if required
- Staff awareness and appreciation of individual family circumstances and responsibilities
- Keep in mind parents/carers' own experiences of education and previous involvement with services
- Work in partnership with parents/carers to explore what can support their own wellbeing and appropriate supports relative to their unique family circumstances