



Haytor View Community Primary School — Core Offer Statement – Appendix 2

Defining Wave 1 Provision, Engagement of Parents — March 2019

Purpose of this Document

The primary purpose of this document is to inform parents, children, staff and community members of the ethos and principles that underpin provision and the expectations that we have of each other at Haytor View. The contents of the document inform regular developmental, reflective discussion between staff members as we continually seek to make marginal improvements in the service and support that we provide.

Wave 1 provision is that experience that every child has in relation to their learning on a day-to-day basis. It is typically defined as 'inclusive quality first teaching for all' (DFES 2006) . The Core Offer at Haytor View seeks to describe this for children, parents and staff in more depth and detail, over time however it was recognised that this document in itself was not enough.

This addition to the Core Offer seeks to develop this further, providing a more vivid picture of what we strive to provide to **all** who are part of the school community each day—children, parents and staff. Discussions were supported by consideration of the work of Ferre Laevers among others.

It was recognised that a critical characteristic of the experiences that the school seeks to provide to all is defined as 'congruence':-

'the requirement for a professional to behave in alignment with their authentic feelings instead of with a preset or ideal perception of what a professional should be or act like'

As a school we recognise the important role that congruence plays in the ethos of our school and strive to employ this positively and meaningfully to support the learning and experiences of all.

Wave 1 (Day-to-Day) Service for All Parents

As individuals within Haytor View we strive to.....

- Look at parents when we are talking to them and when they are speaking to us
- Talk to parents in a way that is effective and enables understanding
- Consider the timing of discussions and our physical positioning in relation to other adults to support relationships and mutual learning
- Be aware of ourselves and the non-verbal cues we provide with a view to positively reflecting and supporting relationships and mutual learning
- Provide opportunities for parents to feel listened to through the above and that as a result ideas and thoughts shared are welcomed and valued
- Take care to draw thoughts and ideas out of parents where appropriate to enable effective communication
- Recognise the effect of preconceived thoughts that we may have and use this to make sure that these do not inhibit the journey towards a shared and effective outcome

- Pay attention to and reflect upon our body language, the words that we choose to use and the voice we use to deliver them
- Be aware of our role as models and use opportunities to model approaches to others around us at any given time
- Demonstrate congruence, attunement and validation within our interactions with parents – it is noted that these are non-hierarchical approaches
- Use the approaches above beyond classrooms in seeking to provide parents with what they need at any time
- Attune with parents at all times in all contexts
- Consider the different 'levels' of relationship that exist between the range of adults and parents throughout the school – whatever relationship exists will be characterised by the above statements
- Recognise that interactions with parents take place to promote the welfare and development of their children
- Actively encourage and support parents in recognising the role that they play, and can play, in promoting the experiences of all members of the community through positive social interaction
- Provide parents with experiences that support them in recognising that they are considered and that their role as parents and as school community members is valued
- Build environments where parents have a role and as a result have a sense of importance and community
- Recognise and share the strengths and successes that parents demonstrate and achieve which contribute towards the positive steps in their child's developmental journey
- Recognise that parenting can sometimes present challenges and that our role is to provide support in the face of these

This might look like us.....

- Being welcoming, open and honest with parents
- Listening to parents carefully and finding solutions together
- Making sure that parents are comfortable with outcomes
- Directing parents to the best time and place to explore further
- Providing proper time and opportunities to talk more where needed – suggesting how this might look when needed
- Recognising for ourselves and supporting parents in understanding that any interaction is the first of many, if needs be, as we work together with them in partnership and demonstrate our long-term commitment to them.
- Displaying faith and trust in the process of open, honest dialogue to solve problems – acknowledge and accept that relationships take time to build and there may be challenges along the way