

Fibbersley Parent Forum

Minutes of meeting

13th December 2018



Present: C Boden (Parent Governor), N Duffy (Parent Governor), L Cooper (parent), V Baker (parent), R Reid (parent), D Mitchell (parent)

Apologies: K Sayers (parent)

<u>Agenda Item</u>	<u>Discussion</u>	<u>Action</u>
Welcome/ Introduction	Introductions were made between D Mitchell and R Reid, due to apologies from the last meeting.	N/A
Feedback to proposals	N Duffy went through Mrs Crawford's response to matters arising at the last Parent Forum meeting in October as well as a follow-up email sent by Mrs Crawford discussing some of these in more detail. The parent forum expressed their gratitude to Mrs Crawford for her timely response and changes made/planned in response to many of the Forum requests. V Baker noted the scooter reminder text had been sent out and was pleased to see this issue being addressed.	N/A
Behaviour	<p>Behaviour was a main discussion point for this half term's forum. M Crawford had also requested that the forum consider a number of questions directly related to behaviour which were also discussed:</p> <p>Should swearing lead to an exclusion? Members felt that this depended on both the severity of the word used and the context in which it was used (e.g. said in passing during play vs. a direct 'in the face' incident). However, members felt that swearing in the classroom and/or at any adult should definitely lead to an exclusion</p> <p>Is hurting another child considered abuse? Members felt that yes it is, if it was done with intent.</p>	N/A

What zone should come into place for homophobic/racist language?

Members felt this should be a 'straight to red zone' incident. Members also strongly felt that this should be applied to all discriminatory language, not just homophobic/racist language - for example words related to a child's size, hair colour, glasses, disabilities can be equally hurtful and damaging to the child on the receiving end of such language.

Is exclusion worrying?

Members said no, as long as the child and family in question had been helped where needed to attempt to correct behaviours. Members felt there has to be a limit/a line drawn (there are only so many excuses). It isn't deemed fair that other children can be affected in the long term by another child's behaviour. A question was raised as to whether some children in the school are given too many chances and over the consistency of exclusion applied to all children.

What type of behaviours should warrant SLT intervention? Restorative work/exclusions?

Members said: consistent disruptive behaviour (but that staff should also focus on understanding why it is happening), violence, discriminatory language and disrespect to any adult within the school environment.

Feedback on the warning zones:

A question was raised as to whether the grey zone is monitored by SLT. Do they for example know which children are regularly on the grey zone and look to understand why and intervene before these patterns escalate.

A comment was made that the grey zone is very 'loose' in its definition e.g. could be the first sanction for extreme behaviour differences. Members felt clarification was needed.

Members felt that any child placed on the grey zone should need to acknowledge their behaviour and apologise to those affected.

Members felt that regular grey zone frequency should result in an auto-escalation to the next zone. The suggestion made was '3 grey zone incidents within a week'.

A question was raised as to what children do in their yellow zone reflection time. Do they reflect, have to write about their behaviour?

Members felt that orange zone time in another class should be time out within a year group at least one year down. Going into the neighbouring year group class isn't much of a deterrent.

Members discussed whether a 4 zone policy was too complicated for the younger children (KS1/EYFS). Members suggested that reverting to a green/amber/red system or yellow/red cards might be easier for the younger children to understand.

Members expressed a wish to be notified by the school of grey and yellow zone incidents as the children often won't disclose these themselves. Members felt this would be useful knowledge to be able to take action at home to support the school in avoiding any potential escalations. Members suggested this could be via marvellous me / text / a slip handed over at the end of the day.

It was commented that the grey zone doesn't work for some of the older children,

	<p>and that they 'are not bothered' by being placed on the zone.</p> <p>Members suggested that Y5/Y6 could have a different system that starts to prepare them for secondary school. For example detentions after school.</p> <p>It was commented that it is perceived that there are often too many allowances for persistent and on-going behaviour issues and this creates a 'nothing to fear' system for those affecting/impacting other children on an on-going basis.</p> <p>It was suggested that litter picking could be added as a consequence, giving a community aspect (for example on the pavements/verges of the road by the school).</p> <p>It was suggested that where there is a persistent behaviour problem, those children should have any privileges evoked (as would be the case at home!) for example not allowed to attend school trips, and before and after school clubs.</p> <p>It was suggested that the school could implement an 'anonymous concern box' where children could drop in a note if they were worried about a friend being bullied or picked on.</p>	
<p>Parent/Guardian Evening Feedback</p>	<p>Parents liked the waiting area and being escorted to their teacher 1:1. They did however feel a little sorry for the TAs who looked at times frantic. Could the format be made any easier for them?</p> <p>Parents liked the fact that teachers were all together in one hall - easier if you had multiple meetings. But could KS2 be in the same venue to make it even easier?</p> <p>Still felt like a private conversation which was good.</p>	

	<p>BUT: teachers need to be stricter on timings; it makes things difficult where there are multiple sessions scheduled.</p> <p>Timing felt wrong - might be better to have the session a week or two after the child's report is issued.</p> <p>Children's books should be out for parents to look at, this was a feature that was liked but missing this time round. Find a way for this to work without impinging GDPR?</p> <p><u>Feedback for 2 night proposal:</u> Parents felt like 2 separate nights would be ok, there would probably be some complaints so important to spread the 2 nights out: not on the same week and not on the same day of the week.</p> <p>It was a no to first come first served; parents felt there must be an appointment system to avoid waiting times and to also enable teachers to have short breaks.</p>	
<p>Ideas to increase parent forum membership</p>	<p>Could teachers suggest parents from their class cohort - they probably have a good idea on who would be a good fit as a member.</p> <p>Parent Forum could then send a personal invitation letter to those identified by teaching staff.</p> <p>What about an invitation to staff who are also parents? This could bring a new angle / viewpoint to enable even more rounded discussions.</p>	
<p><u>Social Enterprise feedback</u></p>	<p>Members felt the letter was far too complicated and that the audience hadn't been fully considered. It was considered too formal, too long, lacking a title and not eye catching enough (just another school letter). A good idea that was badly presented.</p>	

	<p>It was felt it might be better to start with more manageable chunks and also allow people to bring their pre-schoolers along (might prevent some from coming). A comment was made that the children who need the healthy snacks are often the ones who can't afford it and shouldn't it be considered a voluntary contribution?</p> <p>It was commented that maybe FPA could learn from Ballot Street...how did they get started?</p> <p>Should we involve the children in coming up with ideas (the older ones) alongside social enterprise experts. Also, maybe the children could design the leaflet?</p>	
<p><u>AOB</u></p>	<p>Members asked the parent governors to approach the school for an update on the school 'smell' and its impact (health risk?)</p> <p>A question was raised as to whether after school club could be extended to 6pm instead of 5.30pm (many parents work until 5.30pm).</p> <p>It was commented that Parent Pay is not clear and that the debt collection letters are causing worry. Could a text alert be sent to warn parents when their balance is zero (people simply forget!) Could the touchscreen in reception be used by non-internet users to access their parent pay accounts?</p> <p>Members noted that the new communication policy is not being used consistently across school in particular in relation to Twitter updates and Marvellous Me.</p> <p>New Name - the parent forum considered the best new name would be 'parent council' to align with the academy council and student council.</p>	

<p><u>Agenda items for next meeting</u></p>	<ul style="list-style-type: none"> • Feedback from Mrs Crawford re: proposals/action points from this meeting • Safeguarding - policy / discuss concerns • Review of xmas period activities - PMI • Star of the Week • Challenge Outcome - deterioration? • Role & activities of PFA - PMI 	<p>*Feedback to be gathered from M Crawford in preparation for next meeting</p> <p>*A next meeting date is to be set and confirmed for prior to the end of the Spring Term 2019</p>
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