



Alexander Hosea Primary School

Parent Council Meeting 5th November 2020

Class	Parent representative
R – Topaz	Mrs Narborough (Wilf)
Y1 - Emerald	Ms Lloyd (Lily G)
Y2 – Jet	Mrs Lee (Freddie) and Mrs Bendon (Millie)
Y2 - Ruby	Mrs Hall (Alana)
Y3 – Crystal	Mrs Dalziel (Evelyn)
Y4 – Diamond	Mrs Leighton (Anabel)
Y5 - Pearl	Mrs Zlobec-Short (Zac)
Y6 - Amethyst	TBC

Agenda

	Notes (PC = Parent Council)	Actions
1.	<p>School Lunches/Food</p> <p>Query about discontinuing disposable lunch cartons:</p> <ul style="list-style-type: none"> • Had requested metal ones, but risk of being too hot for children. • Cartons (and other kitchen waste) is collected separate to main school waste and goes to an incinerator to generate electricity. • Area manager to send an information sheet for parents. <p>Plastic cutlery: these were compostable, but we moved back to metal cutlery once we had used up the stock.</p> <p>Query about interim menu not being as healthy as it used to be:</p> <ul style="list-style-type: none"> • Very pleased that we are able to offer hot food menu (some other schools have not been able to do this yet, or are starting to this term). • Under constant review and less popular meals are being replaced (eg less uptake on jacket potato days, so about to be replaced with a roast). • Menu has still been through a rigorous process at Integra to make sure it meets the high food standard and food from high quality suppliers – eg Red Tractor standard meat. • Still only fry once a week (on Fridays) everything else is oven cooked, boiled or steamed. • No added salt or sugar. <p>Toast: Considering whether we might be able to offer this again.</p> <p>Fruit snacks: children can bring fruit or veg for snack. This can be dried fruit (eg raisins or apricots). All infants have a piece of free fruit provided once a day too.</p> <p>Water: Children have constant access to their water bottles in class (usually kept near sink), so that they can drink when needed. Essential that all children bring a named water bottle to school every day. Parent Council wondered whether all children could be reminded to drink plenty during the day. Bottles should be taken home each day to be washed.</p>	<p style="color: red;">Integra Area Manager to send out information about disposable lunch cartons</p> <p style="color: red;">When provisional menu for January arrives, DW and DT (catering) to look at ways to include as much of the 'old' style menu as possible.</p> <p style="color: red;">Catering team to work out whether logistics for toast provision could work</p> <p style="color: red;">Teachers to remind children to drink plenty of water during the day</p>

<p>2.</p>	<p>Anti-bullying procedures Anti-bullying week (annual national event) in w/c 16th Nov 2020. Different focus each year. All classes run activities to make sure that all children know what bullying is (and isn't) and what do to if they are worried.</p> <p>Pupil Council anti-bullying charter: updated every year and displayed around school.</p> <p>Policy –On the website. Needs updating in light of new RSHE.</p> <p>Bullying is not tolerated.</p> <p>Growth mindset - We believe that <u>all</u> children can be helped to learn from their mistakes and develop improvements in their social skills to prevent sustained unkindness patterns.</p> <p>Relationships Education has a higher profile from this year as part of the new RSHE (Relationships, Sex and Health Education) curriculum that all schools have to roll out during 2020-21.</p> <p>Children are taught to:</p> <ul style="list-style-type: none"> - Be kind and respectful to others and take responsibility for their words and actions. - Respect that other children might have different views to themselves. - Understand how their actions/words might make others feel. - Understand that individual unkind words/actions, whilst upsetting, do not constitute bullying. - Know what to do if they are worried about someone being unkind and the importance of telling the class teacher or TA straight away, so that they can support the children. - Be helpful bystanders and get help if there is a problem and not making a potential relationship difficulty worse by getting involved (including spreading rumours) or being a passive bystander. <p>Teachers (supported by TAs and SMSAs) :</p> <ul style="list-style-type: none"> - Listen to the views of children if they think that someone is being unkind to them and take these concerns seriously. - Establish whether it is a one-off incident or part of a pattern. If one off help the children to work out a way of resolving the problem, remind of expectations to be kind, respectful and responsible and where needed support with strategies to prevent a repeat incident. This process can take a couple of minutes or may take longer, depending on the incident. Parents may be informed, as Teacher deems fit. Children are always given the opportunity to learn from mistakes and develop their social skills. - If a pattern seems to be emerging between 2 or more children, teachers work with the children to find ways to resolve their differences and support a child to improve their interactions with other children. Children are supported with strategies to manage the situation and all adults working with the children are alerted to monitor closely and provide proactive support to help the children to use only kind words and actions. Parents are usually informed at this point, so that they can support their children at home to make good choices and follow the strategies they have been taught. This helps the teacher to connect how the situation is presenting at school and at home (this can differ). 	<p>DW to add summary item to the newsletter for all parents</p> <p>Pupil Council to update the A-B charter.</p> <p>Teachers to deliver activities linked to annual anti-bullying week.</p> <p>DW and SW to update the Anti-bullying policy in line with new RHSE expectations and share with staff, parents and governors.</p>
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	<ul style="list-style-type: none"> - If the teacher feels that it is becoming a bullying matter, the above strategies would be used, but the both sets of parents and Senior Leaders (DW and/or AM/SW in her absence) would be informed to let them know what is happening and what strategies are being used to support improvement. If the child has a special educational need or disability, then the SENCo would also provide advice too (as needed) and other external agencies might be referred to. Teachers will regularly monitor to track improvements and keep in contact with both sets of parents. Senior Leaders keep track of how things are going, providing advice and support to colleagues to assist as needed. <p>What can parents do?</p> <ul style="list-style-type: none"> - Alert the class teacher if there are any concerns about bullying. This should be done in an appropriate way (by email or phone) and as early as possible. When staff know about a concern they can support the children with strategies to improve the situation; we can only act, if we know! - Listen to their child, establish specific concerns that the child has and encourage them to keep speaking to the adults at school about any worries they might have. - In the following days and weeks following a matter being raised with the teacher, ask your child about what is getting better and what is happening to help this. If they feel that improvements are slow, contact the teacher again to let them know and see how things are progressing from the school perspective. - Keep in contact with the class teacher so that there is a clear picture of the impact of support strategies and improvements can be tracked. Liaise with the teacher if the improvements are slow, or things are not improving (after a reasonable time frame has passed). - Not raise concerns via Facebook as this is upsetting for other parents and can have a detrimental effect on the wellbeing of the children involved. Class Facebook pages are parent-only, closed groups and they are not tracked or engaged with by the school, so the staff who could be best placed to support wouldn't necessarily know what the concern is. Facebook administrators for the class pages should consider taking down any posts that they feel are inappropriate and do not meet their conditions for use of the page. It is always best to speak to the school directly. <p>Parent Council reflected that it is helpful to know the comprehensive approach that the school takes and think it would be helpful for other parents to know. Ties in with anti-bullying week soon.</p>	
3.	<p>RSHE – SW</p> <ul style="list-style-type: none"> - Cover full curriculum offer using Jigsaw Programme - SW would like to do consultation with parents and asked what the best way would be for this. Parent Council said that a brief questionnaire (maybe on Survey Monkey) would be accessible to most. - SW said that as anti-bullying week is coming up, would it be helpful for her to draft a progression in what is taught across the school. Parent Council thought that it would be, but that they would be most interested to know what is covered in their child's year group. They requested that information could be sent out through Google Classroom (for Y1-6) and in a concise format (with links to further reading if parents are interested). 	<p>SW to draft a questionnaire for parents</p> <p>SW to prepare a document for each class to share what is covered in anti-bullying part of Jigsaw, to be put on class Google Classroom pages</p>

		by anti-bullying week
4.	<p>Remote Learning Plan – will send to Parent Council for comment.</p> <ul style="list-style-type: none"> - Finalised at staff meeting last night and reviewed at Teaching and Learning Governor’s committee 	<p>DW to email the Remote Learning Plan to Parent Council for feedback.</p> <p>DW to send to all parents on Friday 13th Nov</p>
5.	<p>AOB</p> <ul style="list-style-type: none"> - Assistance for parents with 2 + siblings (across key stage groups) at drop off and pick up. Started to trial a sibling drop off for KS2 siblings of Emerald Class. If successful, plan is to roll out to Ruby and Jet in coming weeks. - Parent helpers – we will be grateful to have parent helpers in school, once it is safe to do so. - Emerald change of teacher – Miss Grainger was appointed in September to cover Miss Tyler’s maternity leave and any other absence. She is now in full-time. Miss Tyler is still picking up emails and carrying out some duties, but will not be in school. - Christmas hamper idea (Emerald) – sounds like a lovely idea. We can make sure that these go to families who need them. If parents would like to do this in a more widespread way, please contact the Friends of AHS. - Christmas – we do not yet know what might be possible, but the discos have now been postponed due to lockdown. We are thinking about R and Y6 doing something to video for parents as it would be their only chance to do their first and last Christmas performance. We are looking into whether this might be possible. Once we have a Christmas offer, we will share it with parents. - Reading in Emerald – Reading Assistant has been appointed and all children should read to an adult at home every day as well as regular reading with an adult at school. It seems that this is being recorded in the school record keeping, but reading record books are not being stamped very often - Google Classroom – Guardian’s access: Parent suggested that there might be a possibility of parents of Y5/6 children having ‘Guardian’s Access’, as many Y5/6 children access Google Classroom independently. Some secondary schools use this and parents get alerts when their child posts anything. - Pearl children getting cold at times: some children have said that it is cold in the classroom as the doors and windows are open for ventilation. The underfloor heating system does keep the rooms very warm and it is not unusual for us to need to open windows and doors (in normal times) to cool the atmosphere down. After the meeting, DW visited Pearl class to see what the temperature was like. 1/3 of the class had taken their jumpers off and were in t-shirts – the door and windows were open and everyone looked comfortable. DW asked KE and LMac to be aware. - Missed music lessons from Funky Punk: query about compensation from the company for the two missed (keyboard?) lessons (start of lockdown in March 2020) – as the company has changed name. The parents would be happy with online lessons. 	<p>Christmas offer to be planned by staff in coming weeks and DW to inform parents.</p> <p>DW to ask Emerald staff to stamp in the reading records when the child has read to an adult in school</p> <p>DW to find out whether Guardian’s Access would be appropriate and arrange for it to be set up for Y5/6 if might be helpful</p> <p>DW to speak to AH about this.</p>

6. Discussion points for future meetings	What would parents like to discuss in future meetings? <ul style="list-style-type: none"> • Parent Council Reps to gather ideas a week before the next meeting and let Mrs Williams know. • Flagged up that there are not reps for Amethyst. 	Parent Council reps to consult with other parents and send DW notes a week before each meeting
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Dates of next meetings (all 2pm start):

Term 3 – Tues 12th Jan 2021

Term 4 – Weds 3rd March 2021

Term 5 – Tues 27th April 2021

Term 6 – Tues 8th June 2021