

Parent Forum Minutes



CHILDREN COME FIRST.

Meeting title: Summer term meeting of the John Ferneley College Parent Forum

Date and time: Tuesday 29th June 2021 at 6pm

Location: Meeting at the school

In attendance:

- * Christine Stansfield, JFC Executive Headteacher MET CEO.
- * Natalie Teece, JFC Secondary Lead and MET Director of Curriculum.
- * Georgia Mogg, PA & Marketing Officer.
- * Bernice Rowan
- * Carl Richardson.
- * Naomi Williams.
- * Claire Aston.
- * Linda Palmer.
- * Bev Hamer
- * Natavat Leach.
- * Sarah Cox.
- * Rachel Owen.
- * Gillian Kotorba.
- * Linda Yates.
- * Denne Dimaline.
- * John Dimaline.
- * Anna Duval. Clerk.
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Welcome and Introductions.

Mrs Stansfield welcomed parents to the first JFC Parent Forum and said that the agenda for the meeting was to outline the new behaviour and culture policy, discuss the school uniform policy and to take questions from parents.

Parent's survey.

Mrs Stansfield presented feedback from the parent's survey. The survey was sent out to all parents to find out what their priorities and key concerns are. The following questions were asked in the parent's survey, and responses obtained:

1. *Which rules and routines do you consider to be the most important in order that learning is maintained, and pupils are well prepared for moving to their next stage of education or into adulthood?* answers were:

- excellent manners.
- demonstrating the same level of respect to all adults.
- being prepared for lessons.

2. *Would you support your child's school if they introduced higher expectations for behaviour?*

Responses were: Yes 75%, Maybe 20%.

Mrs Stansfield said that parents voice is key to what they do in school. Students have missed 28 weeks of learning and in the past, she worried if the school needed to close for just one snow day. The government are talking about many ways to approach the recovery in school with additional sessions before, during and after school, weekends, and summer school but she recognised that realistically students can only take on so much extra and be able to retain it. She said that research shows that the “best way for students to make rapid progress is with consistency from professional teachers who are passionate about teaching and learning and with clear boundaries for students.”

Trust Priorities.

Mrs Stansfield explained the Trust priorities:

1. **Great attendance** and losing no more time.
2. **Great belonging** so students love coming to school and feel they belong to a community. It is recognised that it was very difficult for students coming back after lockdown.
3. **Great routines** as some students may not have had clear and defined routines. Some students may have set their own timetable, but the routine of school life has returned.
4. **Great teaching and learning** with an exciting and relevant curriculum that is suitable post pandemic.
5. **Great community support.** Mrs Stansfield said she felt that the school was part of the town working together during the pandemic.

The Golden Circle – Simon Sinek.

Mrs Stanfield talked about the Golden Circle and how this relates to education. The golden circle are the beliefs that underpin the organisation. The Why? What? and How?

In school:

Why?

- All students are equal.
- Every child has the right to a world class curriculum.
- Enable each child to obtain their potential and so they can improve the lives of those around them.

How?

- Using the best skills and knowledge to shape our curriculum to develop students long term memory.

What?

- Inspirational and knowledge rich curriculum.
- Strategies to develop long term memory.
- Learning and remembering.

Mrs Stansfield also referred to “Breaking into the Elite” that was shown on Channel 4. It asked is it possible for someone from a normal background to get a top job and become a decision maker. She said that research has shown that in top decision-making top jobs 85% of people attended 0.5% of educational establishments (Eton, Harrow or one of the top 5 schools), then in turn they went to Oxford/Cambridge and once there were able to network. Research showed that often even when someone from other schools did go, they did not quite fit in terms of behaviours including social interaction, dress, eye contact, and oracy. She said the aim is to teach students these behaviours, how to be respectful so that can be treated equally and enable them to become more successful and happier.

Mrs Stansfield said within school if a teacher sees a student watching them and paying attention, they are more likely to have a better teacher/student teaching /learning relationship.

Mrs Stansfield referred to Barack Obama who said he did not want to make basic decisions when he had more important decisions to make. She said that this is where students’ routine helps as these basic decisions are taken care of and their minds can be freed for learning and enrichment.

She also talked about the ‘marshmallow’ test in terms of delayed gratification. The test offers a 3-year-old child two options of either a marshmallow now or to wait for 3 minutes and get 3 marshmallows. The test says that the decision a child makes at age 3 indicates them having a happier life, in that if they opt to wait and can delay their gratification they obtain more. She said this a skill that can be learnt and said in school they have:

1. Gathered feedback on behaviour and culture from parents, students, and teachers.
2. Reviewed the current behaviour policy and strengthened it.
3. Created a series of routines and scripts for all aspects of school life.
4. Will introduce the new policy in the Autumn term.

Mrs Stansfield said the plan is to hold parent meeting in the autumn term to explain the new policy and how parents can help.

Mrs Teece presented the policy that has 10 key routines and said that teachers will follow consistently but in a warm way:

Key routines:

1. **Steps.** A subtle reminder to students to help build manners.

Sir/Miss – every time.

Thank you.

Excuse me.

Please.

Smile.

2. **Slant.** In every lesson the student will be demonstrating good learning behaviours.

Sit straight.

Listening to the teacher.

Asking and answering questions.

Never interrupting

Track the Teacher.

3. **Entries.**

4. **Exits.**

How students enter and leave the classroom, so they are ready to learn,

5. **Movement.**

How students move around school and are punctual to the next lesson.

6. Mobiles.

Students can have mobiles for their journey to/from school, but they must be away and silent at school. This includes breaks and lunchtimes to create a climate and culture of social interaction and physical play. Mobiles will be confiscated if the rule is not followed, and parents will need to collect them.

7. Equipment.

Students to bring the correct basic equipment. Mrs Teece said the school will provide assistance for students who need help obtaining it.

8. Uniform.

The school considers uniform to be important as it is a leveller and prepares students for work life. The uniform is detailed in the policy.

9. Punctuality.

Students need to arrive to school on time and be punctual for lessons.

10. Line Up.

Students will line up in the morning and at the end of lunch time.

Parent Questions:

- Parents asked about bags and said the policy said no handbags. Mrs Teece said the school bag needs to be practical and suitable for carrying books and equipment. She offered to look at individual bags as requested to see if they are suitable.
- Parents asked how SEN students will be supported and said they may not be able to track or maintain eye contact. Mrs Teece said these students will be supported on an individual basis if they find eye contact or smiling difficult.
- Parents asked how the school will ensure that the scripts are being used consistently. Mrs Teece said that the teachers will all receive training and will need to deliver it in a warm and compassionate way.
- Parents said the school's ideas are great, but it needs to be consistent across all staff and that the expectations need to be for both teachers and students. Mrs Teece said that teacher's will be challenged if they are not following the scripts or being consistent.
- Parent said that saying it is the student's responsibility to engage the teacher is the wrong way around and it needs to be the teacher's responsibility to engage the students.
- Parents expressed the view that it may be harder for older students as they have had rules before, and they have not been implemented and could not see how they will adhere to wearing knee length skirts or putting their phones away.
- Parents said they had problems with skirt lengths when purchasing them from the recommended suppliers. When obtaining a fit for a skirt for a slim and tall student the skirt does not reach the required knee level and asked for assurances that if they purchased the recommended skirt from the recommended suppliers and it was found to be above the knee through no fault of theirs this would be acceptable. Mrs Stansfield said we will need to look at this on an individual basis to ensure it is not causing a difficulty for anyone. Mrs Teece said some girls may choose the option to wear trousers.
- Parents said that if girls have the option to wear either skirts or trousers then boys should also have the option to wear either.
- Parents raised their concerns on the wording of a letter that was sent to parents regarding school uniforms and specifically the attention received when skirts are short as a safeguarding issue. Parents

said that it was wrong to say a person's choice of clothes causes unwanted attention and when the problem solely lies with the person giving the unwanted attention. Mrs Stansfield and Mrs Teece apologised for the mis wording in the letter, and it has now been rewritten.

- Parents asked what the reason was for skirts having to be knee length and asked why it cannot be for example an inch above the knee. Mrs Stansfield said they wanted to make the rules easy and straight forwarded and did not want to be measuring the length from the knee to the skirt. Mrs Teece said it was from practical point of view and that long term the aim is to be able to offer a standard school skirt.
- Parents said they considered that the uniform rules impact girls more than boys with the skirts, earrings and makeup rules.

Mrs Stansfield thanked everyone for attending the meeting.

The meeting closed at 7.10pm.