



## RECORD OF MEETINGS

Meeting Title: Parent Council



**Present:** MHa; CBc; ASm; Mrs Allen; Mr McPhie; Mr Jones; Mrs King; Mrs Foster; Mrs Alloway; Ms Burr; Mr Walsh; Mrs Walsh; Mrs Ireson; Mrs Perdiguero; Mr Barker; Mr Clegg

**Apologies:** Mrs Hutchison; Mrs McIver; Mr Walsh; Mrs Walsh

**Date of Meeting:** 22.9.25

Agenda Item	Who	Discussion Points
	MHa	Explanation of the purpose and remit of this group.
New behaviour policy	CBc  MHa Parent MHa Parent 2 CBc  Parent CBc	Ultimately the focus is on getting students into lessons and keeping them there – evidence shows that that has the most significantly positive effect. New behaviour system gives absolute clarity and allows teachers to have control of their lessons. At this time last year, there was some concern from parents about low level disruption. Use of key words: Prompt; Choose; Remove. Allows students and staff to have control – staff know where they are, and students are able to understand the system. Built on the idea of relationships. There is “an ocean” between prompt and choose and choose and remove. Remove is done silently. Use of walkie talkies is improving the response time to removes. In “remove”, students complete reflective work based on trauma informed practices – focus on why it happened and what can be done to avoid recurrence. Builds relationships. Remove is for 2 lessons and social time. Two removes in a day – isolation. Every day is a fresh start but there is time for the staff and student to have a restorative conversation. Intent is to ensure consistency. This is a system used in lots of schools. We don’t have high level behaviour incidents. Have you got rid of behaviour points? They are a cause of high stress for students. They are not a sanction but a way of tracking – we should not be “giving behaviour points” as a sanction. For some students, this is huge area of concern. Some staff give behaviour points for very minor things. This is a similar issue as with “yellow card” – it is a mechanism rather than a sanction. Behaviour points are a mechanism for us to identify students who are in need of support. Needs to have been discussed with students. Have discussed with focus groups of students.

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	Parent 3	Very pleased to hear about trauma informed policy but there is incongruence with trauma informed practices and a system which is based on the P>C>R system – the same children will be in remove all the time. It might work for most children but will cause concern for a minority of children. Trauma informed practices rely on knowing children really well and having a strong relationship. The words chosen (Prompt – choose – remove) are the problem: the limbic system is not connected to the cortex.
	Parent MHa	The system relies on staff having a relationship with children and this is not always the case.
	Parent CBc	In most lessons, we do not need to use the higher levels of this system. Also have concerns about low level disruption.
	Parent 4 CBc	There are routines about how students come into lessons and how learning is progressed: Ready to Learn; Ready to Listen; Ready to Leave. New system sounds good but how has it been communicated to the students? Form tutors delivered a slide designed by SLT to all forms at the start of term, and it was reiterated in the year group assembly.
	Parent 5	My children have told me about it, and we have had an email about it.
	Parent 6 CBc	There are other children who need the teacher to take control – so this is important. We are trying to ensure that students who need additional support are put in front of the right person to support them. We want everyone to achieve success.
	MHa	The vast majority of our students want to learn, and this system supports that.
	Parent 7	How are these things differentiated for students who are neuro-divergent? They might need more support in understanding how these things work.
	CBc	The fixed expressions mean that we take the emotion out of it.
	MHa	We did some work at the start of the year about this – we are working on our practice in this area.
	Parent 8	My (Y10) child has said that behaviour has improved.
	Parent	My (y7) child has the opposite experience – now that classes are not setted, and he cannot work in TL, he is finding behaviour more problematic.
	MHa	Feelings about setting depend on whether your child is in a set or not.
	CBc	In mixed ability teaching, more children make better progress.
	Parent	Parents were not informed of the changes to setting.
	Parent 9	How and when will you know the new behaviour policy is working?
	MHa	It takes 66 days of doing something before it becomes inbuilt. Also look at the behaviour data to consider trends. Feedback is positive from staff.
	Parent 9	Will students be asked for feedback?
	MHa	Year 7 have been asked for feedback.
	ASm	Will ask School Parliament to discuss.
	CBc	January will be the first cycle to compare.
	MHa	Will then be able to feed back to parents. We are also working to break the cycle of students with SEND being out of the class with the STA.
	Parent 3	Everything goes back to the relationships between students and staff.
	MHa	We have a large behaviour support team who can help to support – that is the next thing we need to work on.

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	Parent 3 MHa Parent 3 CBc  Parent 10 Parent 9 MHa	What are the staff being told? That we are an inclusive school. What are staff being told about how to build relationships? Staff are at different points because of their experience. The start of the process is in staff consistently following the systems so that the emotion is taken out of things. School is a microclimate of the world as whole, which is challenging. When does the parent know what has happened? When a child is removed, the teacher will call home. Intention is to focus on making more positive calls. New button on the website for parents to report achievements outside school.
Toilets	Parent  MHa  Parent 2 MHa Parent 3 Parent 4 CBc Parent 5 CBc  Parent 3 MHa Parent 4 MHa Parent 5 Parent 6 MHa	Concern over students wasting time in the toilet queue due to there being very few toilets open in lesson time. Students not drinking to avoid needing to go in school. We do not have enough toilets for the number of students, and the ones we do have are not good quality. The LA was supposed to increase capacity and refurbish the toilets – but we need the LA to fund that. Staffing on duty at break and lunch. In lesson time, we need to supervise toilet visits – so we have limited the number of open toilets so that they can be monitored for safeguarding reasons. Students can always go but they may be asked to wait. Is there a link between NOR and number of toilets? Yes. But the LA need to address this. There was never an issue about queues until the new policy was introduced. This is a response to parental feedback about behaviour in toilets. Every toilet when open has a member of staff on duty nearby. This is the best solution to the problem that we had. The problem will still exist; it just moves to another location. Was not necessarily targeted bullying – we are walking a fine line to achieve a common denominator of safety. The aim was to eliminate anti-social behaviour in toilets. If each toilet was staffed, you could still eliminate that. Potentially yes, but parents will have to bear with us. I think this response was a positive response to a problem. If you run into a problem with your child being late to a lesson because they were going to the toilet, speak to me Who would you like us to write to? Also issues in changing rooms. There is an issue with supervision vs intrusion.
Anti social behaviour at lunch time	Parent	Concern about anti-social behaviour behind S block, D block and C&N block, as well as on the field.  (to be considered at the next meeting)
Staffing	Parent MHa	Are you happy with staffing levels this year? At present, yes.

Meeting closed: 18:25