



Minutes 27th April 2016

PPF Present:

3AT Jane Shepherd, 3MB Natalie Skene, 3ED Vicky Shaw, 4FW Nicola Tysall, 4SV Simon Richmond, 4JE Karen Farmer, 5AB Paula Darnbrough, 5FM Fiona Unett, 5SS Rachel Street, 6AL Avril Upstone, 6BG Lindsay Piper, 6KC Julie Monk, Alex Norton, Kate Webb and Suzanne Hodgson

No apologies

- ✓ Parents and staff present welcomed and representatives from each class introduced themselves.
- ✓ PPF and process of emails explained.
- ✓ Ground rules set up between the members.
They include: Add value, positive, not personal/general nature, confidential, be able to speak freely, disagree well, same values of home and school.
- ✓ PPF is a space that the school can be questioned and challenged in a supportive environment.
- ✓ Mrs Webb brought an SEND document relating to school information/SEND offer. We are legally required to supply the document on the website. Parents asked to have a look at the document and thought requested. Mrs Webb explained that the document enabled parents old and new to know what we offer as a school and who they could contact in relation to Special Education Needs and Disabilities.
- ✓ Parents given a short amount of time to look at the document and to take the document away for further perusal.
- ✓ Parent raised that SEND was not explained and that would be very helpful.
- ✓ Acronyms explained
- ✓ School to identify SENDIAS (Special Education Needs and Disability Independent Advisory Service) for parents if they are needed. It could be linked from the policy.
- ✓ Parents to comment directly to mrswebb@biltonjuniorschool.co.uk
- ✓ Website mentioned in mobile format not easily accessible.
- ✓ Gifted and Talented discussed, not as part of SEND remit
- ✓ Parent recognised the time and effort put in to low/middle ability child and then enquired as to what we do as a school to help children who are more able as part of the class structure. Mrs Webb explained that particularly with the new emphasis put on 'mastery' of the curriculum that all children are targeted and challenged. Mrs Norton recognised the fact that we as a school need to make sure that children on the Gifted and Talented range are recognised. A parent queried how we are targeting. Mrs Webb discussed what can be classed as Gifted and Talented, in respect to sports being quite a challenge. Mrs Norton discussed that one of Ms Davies roles in school was as Gifted and Talented leader. Parent requested information to be shared about teacher roles would be helpful, at parent

meeting. A parent identified that he felt G and T were children in the top 5-10% of children and that children could be gifted in multiple areas. Parent enquired about how children are being pushed. Are children being limited by targeting lessons at the general level? Children are identified during planning. Children's needs are met during the quality first teaching. Our teachers have a good handle on who the children are who are G and T and make adjustments accordingly. Parent raised aspects of the new curriculum being not so much about moving children higher and higher up a ladder of learning. Mrs Norton agreed and said learning is definitely more like a climbing wall. It is about deepening understanding, extending breadth of learning.

- ✓ Play policy – Mrs Norton introduced the wish for a play policy, explaining that as the children are particularly tactile she has noticed an increasing need to discuss with the children appropriate play. As a junior school we tend to be quite are 'energetic' and some children struggle with understanding other children's boundaries and personal space. We use the protective behaviours 'Taking Care Project' language of 'Is my fun, fun for everyone'. Mrs Webb intervened to say we want to educate the children as to when they have had enough of a type of play that they do not feel comfortable with. Language/symbols needed. Mrs Norton took the idea of a 'No hand on Play policy' to the Junior Leadership Team 'JLT'. Children want a play policy/booklet so that children can still touch one another and know what is acceptable and not acceptable in their play. They want a system of hand signals so that they can visually explain to each other when the play is no longer play and no longer fun. Mrs Norton opened the issue out to the parents as we wish as a school to be an open community where every child feels safe, welcomed and happy.
- ✓ Parent explained that 'boys' will always play the way they play. A few children do not seem to be able to know when enough is enough. Another parent agreed that children need to be resilient as we were when we were young. Liked the idea of a play policy that still allowed them to touch one another but within reasonable boundaries. A play policy that understood that children need to be able to be children. Skills of resilience and negotiation are needed. Parent mentioned no specific complaints but child says that when they are punished it is an all or nothing approach in terms of games being banned. Boundaries at pick up and drop off came into question. Is it a general respect issue as the core issue. More discussion had around children and their games. A parent identified that children had already almost come up with the policy themselves. Lines need to be drawn between physical play and aggressive play.
- ✓ Language and action was identified as something for the school to be aware of and work on as a priority.
- ✓ Logistics of building a difficulty for children to exit. Staggering discussed. Home time discussed as part of the play policy.
- ✓ Need to make proud of being part of BJS and what it means when you wear the uniform. Discussion ensued about how other schools have tackled a similar issue. We need to do what is right for our school.
- ✓ Workshops groups available for certain children. Social skills group available. Resilience in play needed. Recap from Anti Bullying and friendship weeks to move on to this Term focus on how they deal with contentious issues. Children need to be given other games. Maybe play rangers can do that or older children. Children to work on the policy with Mrs Norton. Two signals to be given/discussed with children.

- ✓ Play leaders to get the opportunity of going to visit other schools to see their play
- ✓ Play mentors a really good idea. Mrs Webb and Mrs Hodgson discussed the things we already do in school.
- ✓ AOB – Supply teachers – Parent commented about supply teachers and they have different rules. Mrs Webb explained that we mostly cover in house but for longer periods that is not always possible. Mrs Norton raised that Learning Ambassadors could champion and help teachers to create a class PROFILE/PROTOCOL so that when someone new comes in that the children are able to share what they do to limit children being told off for doing something that they would normally be allowed to do. (Drinks, rubbers, pencils)
- ✓ Parent would like to discuss differentiation and arrangements for teaching and learning styles at the next meeting. A small amount of time given over to discussion. Information to be given.
- ✓ Date of next meeting to be sent out with information on how to login to PPF emails. If parents to email then a polite response is all that is necessary.
- ✓ Discussion about how PPF can publicise themselves. SEND to be championed by Avril Upstone.
- ✓ It is absolutely ok for PPF members to share issues and different avenues of contact (i.e: if a parent from a different class/year group asks them to raise an issue at the meeting they can do so)
- ✓ Mrs Norton thanked everyone for their time.

Actions from meeting and who will be responsible for them:

Make parents aware of SEND local offer- KW

Mobile format of website difficult to access – discuss with Site Manager -AN

Who's who staff page on the website identifying who the staff are and their roles within school. -AN

Make sure parents are aware that learning is not linear but about children deepening understanding rather like a climbing wall. Gaps are identified and filled constantly through teaching and learning approaches. -AN

Learning explained in parents evenings/ Language of Below Age Related, at Age Related and above Age Related Expectations. –AN

Explain what SEND actually stands for and Acronyms explained- KW

School to identify SENDIAS (Special Education Needs and Disability Independent Advisory Service) for parents if they are needed. It could be linked from the policy. –KW

Policy to be able to encompass general respect and boundaries. Is respect a core behaviour issue? Children understand as can be seen from the list that the JLT came up with. Aggressive language and actions will be addressed as a priority. – AN

All children to be given opportunity to be taught and learn games – AN / class teachers

Learning Ambassadors could champion and help teachers to create a class PROFILE so that when someone new comes in the children are able to share what they do to limit children being told off for doing something that they would normally be allowed to do. AN/Class teachers

Bulletin – Parents explained that when people email the PPF email they will get a generic response-
AN JT

Date of next meeting to be sent out with information on how to login to PPF emails.