



Alleyne's Academy Parents'/Carers' Forum

Thursday 16th February 2023

You Said	We Did (this is a live document so this column will continue to be updated as new initiatives are implemented)
1. Supporting students' mental health and wellbeing	
<ul style="list-style-type: none"> • More fun activities, e.g. football or inter-house activities that can bring students together as teams. For some children, knowing these activities will be taking place "can make all the difference getting into school". 	<ul style="list-style-type: none"> • 'Soak the teacher' a success this week. • Looking at potential to do a colour run. <p>Actions:</p> <ul style="list-style-type: none"> - A full schedule of inter-house activities (including extra-curricular clubs) to be published for the next academic year, including additional 'fun' activities, such as, 'soak the teacher'.
<ul style="list-style-type: none"> • Is the Rewards scheme really effective at giving <i>all</i> students an equal opportunity to get rewarded or is it only really rewarding "outstanding" children? "I don't feel my child will ever get there." • Do the different class behaviour schemes, plus/minus schemes etc. really join up and do parents/students understand <i>why</i> students have/have not been rewarded? • Is there across-the-board understanding by staff of the Rewards Policy and consistency in how all staff use the rewards system? "Are teachers more inclined to move a student to a '3' than a '1'?" because disruptive behaviour is more noticeable? • Rewards "need to be followed through" or "next time it will be hard to motivate". "Match rewards to the fun element". • Reward systems (especially if related to attendance) need to be sensitive to medical needs and family situations. • Ensure equal access to rewards such as Y11 Prom. 	<ul style="list-style-type: none"> • Feedback on the new parental access to SIMS has been largely positive. • All students start a class on '2'. Excellent work will result in a + point so '1'; misbehaviour will result in a – point so '3'. Parents can view these plus/minus points through SIMS. Staff try to enter this data into the system asap but it can depend on the day. • Heads of Year review attitude to learning data to spot patterns/trends and put in place strategies to stop '3s' becoming '4s' and encourage movement to '2s' for classrooms where everyone is learning. • SLT open to adapt rewards scheme to build on Middle School schemes if this would help parent/carer/student understanding. (Walton has a similar system.) • Raffle tickets could be a good way to manage prize incentives in future. • A new venue has been sought for the Prom so that every student who wants to can attend. <p>Actions:</p>

	<ul style="list-style-type: none"> - A summer rewards trip to Alton Towers to be launched to year 9 and 10. The criteria for the trip will be designed so that all students can achieve a place on the trip.
<ul style="list-style-type: none"> • Parents “have found staff caring” and “wanting to understand what it is like” to be the child. • Do initiatives like the Hope Project/WHAM Plan refer into CAMHS and/or other external support? • Is the Sixth Form Buddy Scheme open to every child? • Are there support drop-ins for students? • Are there drop-boxes for students who don’t have the confidence to come forward to report anonymously? 	<ul style="list-style-type: none"> • Staff respect confidentiality and try to focus on what the child wants. • CBY liaises personally between the school and external services when referrals are appropriate. • Alleyne’s liaises with Middle Schools so students who would benefit from help with transition or who may need additional support will be prioritised for the Buddy Scheme. • Prior to COVID, Alleyne’s supported the Diana Award Anti-Bullying scheme which included drop-ins. SLT can look at how much this was used. <p>Actions:</p> <ul style="list-style-type: none"> - All year 12 students to be trained as sixth form buddies. This will allow more students to access peer support. - The ‘Dianna Award’ to be re-launched in the next academic year. - All students in year 9 to have access to the ‘WHAM Plan’.
<ul style="list-style-type: none"> • Discussion of puberty, hormones, helping young people understand how this is affecting them: “Do you talk about things like this in class?” • How do you change/replace negative ‘influencers’ in a year group to build a more positive culture? 	<ul style="list-style-type: none"> • E.g. of staff modelling social skills. • SLT looking at initiatives to build broader community awareness, e.g. litter picking. <p>Actions:</p> <ul style="list-style-type: none"> - Open clubs for each year group to be run by staff during lunch times next academic year.
<ul style="list-style-type: none"> • Does the Education Welfare Officer’s (EWO) role focus on <i>why</i> families may be struggling? • Is the EWO Mental Health and SEND trained? • “The generic letter [relating to unauthorised absence] can be a bit harsh” – can it be softened e.g. “we understand it’s not always easy ... the door’s always open ...”? 	<ul style="list-style-type: none"> • EWO is now in-house and can work more closely with students and families than an external provider can. Already seeing a huge improvement in persistent absence. • EWO is MH trained and works with in-school SEND team. • Absence letters have to include certain statutory content but SLT will review especially as the threshold for receiving these letters has gone down.

	<p>Actions:</p> <ul style="list-style-type: none"> - Attendance policy to be updated and communicated with parents/ carers before September. - Attendance letters to be amended to reflect parent/ carer feedback.
<ul style="list-style-type: none"> • If the prime focus of the EWO's work is necessarily attendance, is there space for a separate Wellbeing Officer – a “doer not a strategist”? 	<ul style="list-style-type: none"> • Wellbeing is a top priority and fundamental to safeguarding. Yes there is “space” for a Wellbeing Officer but the challenge is to find the resources for an additional non-teaching member of staff. • Alleyne's staff recognise the need to know their students and try “to build relationships to get the most out of one another”.
<ul style="list-style-type: none"> • MPFT don't communicate that parents can access the School Nurse service – is this something Alleyne's could help make parents aware of? 	
2. School communication	
<ul style="list-style-type: none"> • The school could communicate positives more effectively. • More publicisation needed – clubs/activities etc. are happening and “kids are aware but don't share with parents”/“children filter what they tell their parents” so parents can't encourage and prompt participation – “If I don't know about it, I can't have that conversation”. • Parents use a variety of social media platforms – if posting on Facebook, could these messages also be disseminated through other channels? Email also a preferred channel. • Could there be a regular newsletter? At CCA the older students take responsibility – is this something the Sixth Form could take on? Could the newsletter contain links/be structured so parents can easily filter the content that is relevant to them? 	<ul style="list-style-type: none"> • School relaunching Facebook page. • Will look at how messages can be more widely disseminated. • SLT will discuss whether a regular Newsletter is feasible. <p>Actions:</p> <ul style="list-style-type: none"> - Daily/ weekly post are put on to the school's Facebook page to promote school trip, clubs etc. - A termly Headteacher's newsletter has been created and sent out to parents/ carers to inform them on what is going on around the school.
3. Extra-curricular/ enrichment opportunities	
<ul style="list-style-type: none"> • Consider PE/structured activities every lunchtime to “get away from academic focus”. Structured activities will help “stop boredom starting arguments”. These are “good kids but they've got energy.” • Can students play football at lunchtimes? • Lunchtime/after-school clubs (e.g. Art Club) could also enable catch-up as well as fun. 	<ul style="list-style-type: none"> • Currently there are 2 separate lunchtimes. SLT will look at feasibility of moving to a single lunchtime to allow more time/staff capacity. • Students can play football – better when the field can be used. Could look at escorting students over to astro turf in bad weather.

<ul style="list-style-type: none"> • Are there any barriers to engagement, e.g. younger year-groups not feeling they can join? 	<ul style="list-style-type: none"> • Clubs are listed on web page and school has “set ourselves a challenge to offer more than other schools”. • Lunchtime Badminton Club already very popular and year-groups come at the same time but structured so that students from the same year play together. <p>Actions:</p> <ul style="list-style-type: none"> - A full schedule of lunch time activities to be published for the next academic year, including the use of the sports hall and astro turf.
<ul style="list-style-type: none"> • Could parents (e.g. a PTFA) raise funds for equipment? 	

