



Alleyne's Academy Parents'/Carers' Forum

Thursday 6th July 2023

The forum began with an update on the actions taken by the school following recommendations made by parents at February's Parent Forum. Please see the updated 'You said – We did' document on the [Parent/Carer Forum webpage](#) for details.

You Said	We Did (this is a live document so this column will continue to be updated as new initiatives are implemented)
<p>1. Safeguarding</p>	
<p>Mr Bailey introduced himself as the school's Designated Safeguarding Lead (DSL), described the Safeguarding training undergone by all staff, how Safeguarding is taught in school, how Safeguarding is monitored (including an annual self-evaluation Audit submitted to the Local Authority), and how "Safeguarding is everyone's responsibility."</p>	<ul style="list-style-type: none"> Alleyne's has invested in CPOMS, an online safeguarding recording system which also enables the school to identify any safeguarding issues or trends that may arise and plan appropriate responses, such as assemblies, PSHE curriculum, small group work, bringing in appropriate outside agencies, etc.
<ul style="list-style-type: none"> Are the appropriate additional needs of children with SEND or with Child in Need/Child Protection Plans met by the school? 	<ul style="list-style-type: none"> Recognition that some students, at different stages of their time at Alleyne's will need more support, with strategies personalised to individual needs both to safeguard them and ensure behaviours don't escalate so as to safeguard other students. Alleyne's educational approach encourages students to think about the consequences of actions they take.
<ul style="list-style-type: none"> Where children make mistakes that they are unaware of, does Alleyne's use social stories to help? 	<ul style="list-style-type: none"> Social stories are certainly an option but Alleyne's will use a range of approaches suitable to the individual student provided by a staff member with whom the student feels comfortable.
<ul style="list-style-type: none"> If RE is no longer a compulsory GBSE with the move to a 2 (rather than 3 year) Key Stage 4, how will important themes such as respect, tolerance, etc. continue to be taught? 	<ul style="list-style-type: none"> All statutory elements of RE will be built into and across the curriculum, e.g. studying <i>Noughts & Crosses</i> in English Lit enables students to think about and discuss issues of race and equality.
<ul style="list-style-type: none"> Parents would like to see Alleyne's students showing more courtesy to others, e.g. on their way to/from school, understanding that they are sharing the pavements with other pedestrians. Would like to see Alleyne's students setting an example of consideration, citizenship, etc. 	<ul style="list-style-type: none"> Alleyne's has a Behaviour Policy which is reviewed every year and sets clear expectations for behaviour both in and out of school. It is by upholding these expectations in school, that good life-behaviours are instilled over time. 'Respect and responsibility' is a theme

	that the school will be promoting in the 23-24 academic year.
<ul style="list-style-type: none"> • Are there activities, e.g. a football match after school that can help release excess energy? 	<ul style="list-style-type: none"> • Alleyne's do monitor actions taken by other schools but has to be realistic about staffing levels and the school's ability to 'police' beyond the gates. • The school is also investing in therapeutic activities, e.g. the Right Stuff project and extending extra-curricular options. Students have recently won an award at the NEC, received a Royal Society award, reached the finals with a barge project, obtained a grant for a raft-building project ... so there is a lot going on – much of which can be followed on the Facebook page.
<ul style="list-style-type: none"> • Could year-groups finish school at different times? 	<ul style="list-style-type: none"> • This is difficult to coordinate with school buses.
<ul style="list-style-type: none"> • Could barriers be extended along the kerbside to help keep children on the pavement, rather than spilling into the road, for their safety? 	<ul style="list-style-type: none"> • Again, there is a limit to the area Alleyne's can control. However, road safety is taught effectively through an assembly.
<ul style="list-style-type: none"> • Would it help to have a zero-tolerance approach to phones in school? • Parents would prefer that students don't have to use a phone to access the curriculum. 	<ul style="list-style-type: none"> • The school has a clear Mobile Phone Policy which students are expected to follow. The school also needs to consider all student/parent needs as there can be special circumstances.
<ul style="list-style-type: none"> • As well as safeguarding children, how are staff safeguarded? We want to retain good staff, so how is their wellbeing considered? Can they prioritise their time for teaching rather than answering emails, etc.? Can there be email 'triage' as there is at the front desk if you come into school as a parent, or a series of email options as there is if you phone? 	<ul style="list-style-type: none"> • Staff do receive more emails than ever before and this is impacting on their time. Alleyne's has an open door policy and staff are very accessible – unlike many schools, emails are published on the school website. However, the right balance needs to be found so that parents who need to communicate with staff can, but that staff can prioritise their time with students and are not exposed to unwarranted or abusive communications.
<ul style="list-style-type: none"> • Can there be more info for parents on the school website to reduce the need to email? For example, revision guides. 	<ul style="list-style-type: none"> • Alleyne's is using Facebook and the website more proactively now. In terms of revision guides, the school has also invested in 'GCSE Pod' from September – an online learning platform with 1000s of hours of audio and video content, tailored to specific exam subjects/boards that will support independent learning at home.