



YOU SAID, WE DID

Parent Advisory Board

Focus	Parents Said	We Did
Behaviour	<ul style="list-style-type: none"> • Parents expressed a desire for additional workshops where they could attend with their children to learn about emotional coaching and self-regulatory strategies. • Parents inquired about the possibility of offering online workshops. • Parents sought better communication methods between the school and themselves concerning their children's behaviour. • There was a call to enhance the transition process from Key Stage 2 to Key Stage 3, specifically focusing on behavioural expectations. 	<ul style="list-style-type: none"> • Delivered workshops to parents to introduce the school's use of zones of regulation strategies, allowing these to be reinforced at home. Additionally, English, reading, and maths lessons/workshops were conducted, integrating behaviour strategies. • Launched a breakfast wraparound club starting at 7:45 a.m., which has led to improved attendance and behaviour by ensuring more children arrive at school earlier and reducing the time children spend around local shops before school. • Implemented a text message service to provide parents with quick and brief updates regarding their children. • QR code messaging available to parents to send immediate and important information to the school/class teacher at crucial times, when the class teacher or reception is not an option, for example; handover /pick up times. QR codes are located in easily identified in hot spot areas; on the school gates, fences and notice boards. • Daily after school clubs are now available, and a wraparound service will be introduced in the summer term for both mornings and after school sessions. • Teachers are continually trained in positive behaviour management techniques that are age-appropriate and effective for early adolescents. Professional development sessions for KS3 teachers has been done focusing on understanding the developmental needs of incoming pupils and effective strategies to support them. • One week 'resilience training' camp organised for June 10th with CCF for some selected Year 6 pupils in preparation and readiness for the KS3 transition. • Organised workshops for summer term 2024 involving both KS2 and KS3 teachers, parents, and pupils to discuss behavioural expectations and strategies. These sessions can help align understanding and provide a unified approach • KS2 pupils scheduled to spend a few days in KS3 classes at secondary in summer term 2. This exposure helps them understand the behavioural expectations in a practical setting and meet the teachers. • Regular meetings between KS2 and KS3 teachers have been taking place to discuss pupil progress and behavioural expectations. • From September 2024 as parent/pupil conferences specifically focused on transition-related behavioural expectations will take place every term, ensuring parents are well-informed and can reinforce these expectations at home. • Behaviour workshops and assemblies for Y6 pupils in the final term, focusing on the behavioural expectations they will encounter in KS3. This has been led by KS2 staff and KS3 teachers in summer 2. • Assemblies at the start of KS3 (timetabled for Sept 2024) for parent/carers and pupils that outline and reinforce behavioural expectations, helping all stakeholders to understand what is required from the onset. • Pupils from Secondary are coming into school to work with and act as buddies for the KS2 pupils as KS3 buddies who can guide them through the initial weeks, offering support and reinforcing positive behaviours. • Support groups (summer 2) have been created for new KS3 pupils to discuss challenges and share strategies for meeting behavioural expectations in the summer term.

<p>Parental Engagement & Community Links</p>	<ul style="list-style-type: none"> • Can the school create more opportunities for parents to volunteer in the classroom, during school events, and on field trips. • School provide sessions where parents and children can learn together, fostering a shared educational experience. • School host family-oriented events such as picnics, sports days, and cultural nights to build a sense of community and allow families to interact in a relaxed setting. • School to organise more science fairs, book fairs, and art exhibitions that involve both pupils and parents/carers, showcasing pupils work and promoting community pride. • Provide childcare during school meetings and events to make it easier for parents to attend. • Offer counselling services and workshops for parents/carers on topics such as mental health, stress management, and family dynamics. 	<ul style="list-style-type: none"> • A volunteer roster for parents/carers to accompany and assist during field trips, ensuring adequate supervision and enriching the experience for pupils. • Established a volunteer programme where parents/carers can assist in the classroom, helping with activities, reading sessions, and projects. (following Trust protocol DBS approval required). • Sessions hosted where parents/carers and children engaged in learning activities together: maths, reading, art and writing. • Art exhibitions/workshops hosted to display pupils' artwork, inviting parents/carers and the community to appreciate the creativity and talent of the pupils. • Organised an aspirational careers week (June 2024) where parents/carers and pupils together will experience meeting & talking to employees from a wide range of jobs; gaining an insight into the world of work available on their doorstep. • Workshops hosted on various topics relevant to parents/carer, such as 'zones of regulation', emotional coaching, understanding child development, and strategies for supporting children with special needs. • Fortnightly planning committee meetings with the FOB (Friends of Bloxwich) that includes parents/carers, a member of SLT, and administrator to oversee the implementation of their initiatives. • Use multiple communication channels (newsletters, emails, school app- weduc, social media) to inform parents about upcoming opportunities and events. • Organised sports week/days that includes family-friendly events and activities, encouraging participation from both pupils/carers and parents. • Use the Parents Advisory Forum (PAF) and Friends of Bloxwich (FOB) – to gather feedback from parents/carers and participants about school and after organised events, enabling the opportunity to assess success and areas for improvement.
<p>Use of Pet Therapy (programme) in our school setting</p>	<ul style="list-style-type: none"> • They would expect any pet therapy programme will have strict safety protocols in place to ensure their children are not at risk of injury or allergic reactions. • Stated that interaction with pets can be calming and provide emotional comfort. • It could enhance their children's overall mood and bring joy, helping them to feel happier and more positive as a lot have pets at home. • Their children develop a greater sense of empathy, compassion, and understanding for others through positive interactions with animals and improve their social skills. • Parents hope that pet therapy will encourage their children to make new friends and strengthen existing relationships. • Parents believe that pet therapy can make the learning environment more engaging and enjoyable, potentially leading to better academic performance and can lead to a decrease in behavioural problems, promoting a more positive classroom environment. • Could encourage children to be more physically active, especially if the therapy involves activities like walking or playing with the pet. • Parents of children with special needs (e.g., autism, ADHD) often look for pets to provide additional support, helping their children manage their conditions more effectively. • For children who have experienced trauma or loss, pets can offer comfort and aid in the healing process. 	<ul style="list-style-type: none"> • School organised viewing of schools with CEO (summer 2) using therapy animals, particularly dogs, used reading programmes where children read aloud to the animal, helping to build confidence and improve literacy skills. • Enquired about 'Bark and read' programme.