



Parent forum Meeting Welcome

Thursday 4th November 2021



Agenda



1. Welcome, introductions and parent forum protocols

Mr Taylor

2. Healthy relationships and consent

Mrs Johnson & Mrs Stinson

3. Home school communications

Mr Taylor & Mrs Kerr

4. Headteacher Update

Mr Taylor

5. Items for future discussion

All

6. Any other business



Parent forum



What we want-

- To work together for the good of our children, ensuring that they all have the best possible education, make the best possible progress and have fun.



We won't-

- Answer individual or specific child related issues
- Let this become a complaints forum.



Aims:

- The aim of this forum is for every parent to have a voice and a way to share ideas
- For your views to be listened to, discussed and acted upon where appropriate
- For you to feel valued
- For us to work together to achieve more

Protocols:

- This should be a positive experience for all
- Everyone should remain respectful at all times towards each other
- Discussion should be kept general and not specific to individual children/parents/teachers/support staff/governors
- Other people's ideas should be valued
- Discussions should not become heated or emotional
- We need to remember these meetings are about moving the school forward and valuing parent involvement





Healthy Relationships and Consent

Mrs Johnson



CONSENT AND HEALTHY RELATIONSHIPS.

Louise Stinson – School Improvement Officer.



FREEDOM TO GROW; STRENGTH YOU CAN TRUST



THE MAST
ACADEMY TRUST

OFSTED'S REPORT INTO SEXUAL ABUSE IN SCHOOLS

- Conducted in response to the 'Everyone's invited' campaign
- Involved 32 schools and colleagues and 900 children and young people over the age of 13
- Children and young people were interviewed in separate gender groups

So what were the findings about children and young people's experience?

92% of girls, and 74% of boys, said sexist name-calling happens a lot or sometimes to them or their peers. The frequency of these harmful sexual behaviours means that some children and young people consider them normal.

Girls talked about feeling uncomfortable because of behaviour from peers on bus journeys (including school buses), where they said they experienced the kind of sexual harassment and bullying behaviour that happened in school. Girls in one school, for example, said that boys often made 'rape jokes' on the school bus.

On our visits, girls told us that sexual harassment and online sexual abuse, such as being sent unsolicited explicit sexual material and being pressured to send nude pictures ('nudes'), are much more prevalent than adults realise. For example, nearly 90% of girls, and nearly 50% of boys, said being sent explicit pictures or videos of things they did not want to see happens a lot or sometimes to them or their peers.



When we asked children and young people where sexual violence occurred, they typically talked about unsupervised spaces outside of school, such as parties or parks without adults present, although some girls told us they also experienced unwanted touching in school corridors.

In the schools and colleges we visited, some teachers and leaders underestimated the scale of the problem. They either did not identify sexual harassment and sexualised language as problematic or they were unaware they were happening. They were dealing with incidents of sexual violence when they were made aware of them, and following statutory guidance. But professionals consistently underestimated the prevalence of online sexual abuse, even when there was a proactive whole-school approach to tackling sexual harassment and violence.

WHAT DOES THE REPORT SAY HAPPENS IN THE BEST SCHOOLS?

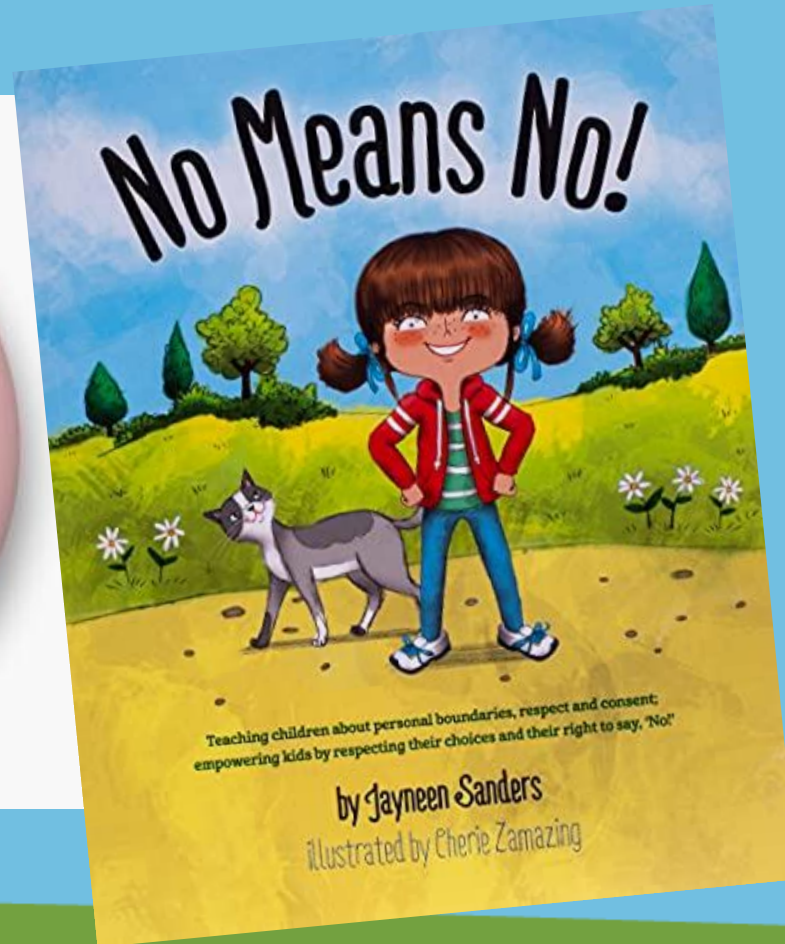
- Create an environment where **staff model respectful and appropriate behaviour**, where children and young people are clear about what is acceptable and unacceptable behaviour, and where they are confident to ask for help and support when they need it.
- A 'whole school' approach to healthy relationships which is longer-term and involves young people in development and delivery.
- Emphasis is placed on **respect and teaching about consent and healthy relationships** is prioritised . Concepts were generally sequenced and interwoven in an 'age and stage' manner, allowing for content to be revisited and built on in further depth at appropriate points in children and young people's learning.
- Even in the strongest schools, some of the main weaknesses in the delivery of RSHE were linked to the lack of subject knowledge that teachers had on consent, healthy relationships and sharing of sexual images.

CONSENT “No means, no!”

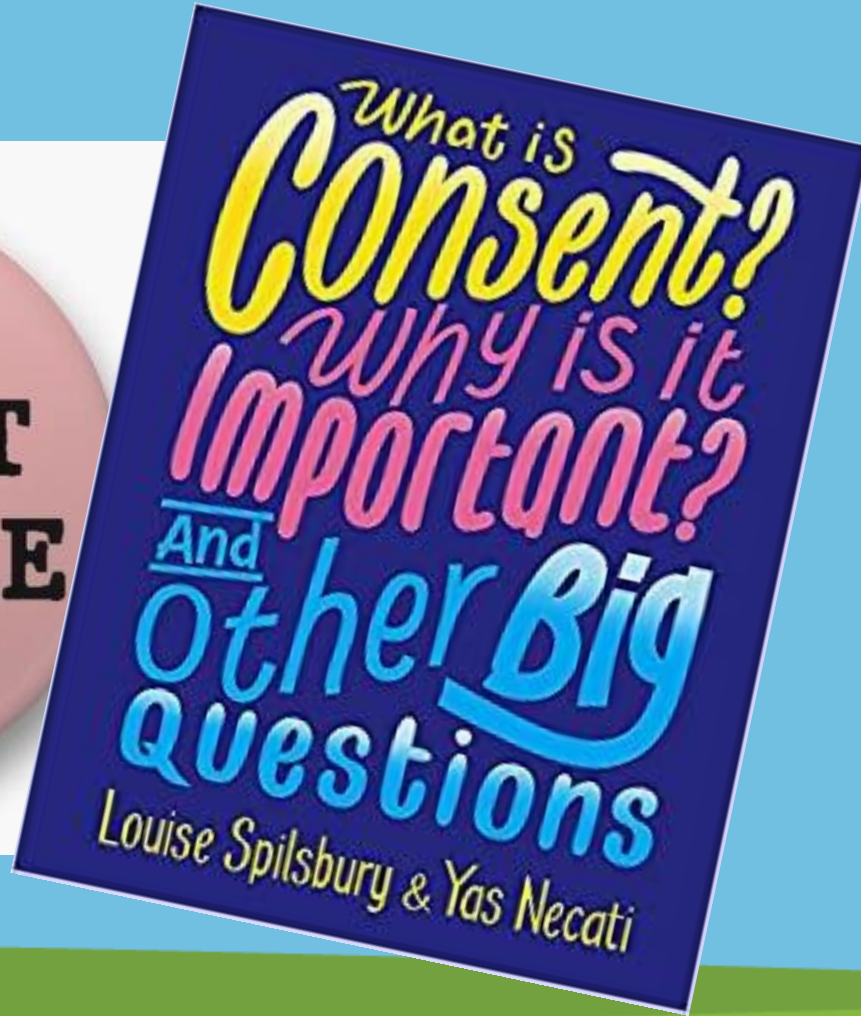
Empowering children by respecting
their choices and their right to say no....

For our First Schools....

Personal space
Touching
Game inclusion
Likes/dislikes
Individual tolerance
Pressure
Persuasion



CONSENT “No means, no!”



For our Middle Schools....

Recognising Consent
Your body, your choice.
Under pressure
Persuasion
Consent and law
Medical consent
FGM
Special friendships
Intimate relationships

WHY IS THIS HAPPENING?

- Prevalence of a 'laddish' culture makes it acceptable
- Power imbalances within peer groups
- Neglect and/or privilege leading to some young people not understanding 'no means no'.
- Access to adult content on-line which mis-represents healthy relationships, creates gender stereotypes and normalises unacceptable behaviours
- Objectification of women and girls – body shaming, gendered language

ROLE OF SCHOOLS

- Consider how we use language as adults when talking about men, women, healthy relationships, different types of relationships and when we look at materials or come across gendered language which may present a power imbalance.
- Consider the learning resources we use and the books we read – do they represent the full spectrum of society?

SO WHAT DOES IT MEAN FOR KIRKBURTON
MIDDLE?



MRS JOHNSON WILL SPEAK ABOUT OUR JOURNEY
TO DATE; WHAT WE HAVE ALREADY ACTIONED AND
WHAT WE PLAN TO DO THIS ACADEMIC YEAR.....

ANY QUESTIONS?



Home School Communications

Mr Taylor and Mrs Kerr



Home school communication



- Letters
- Emails
- Phone Calls
- Social Media
- School website
- Fortnightly Parent Bulletin
- Subject of the fortnight
- Parents' Evenings
- Edulink One

How are we doing?



EduLink One



ENJOYING. ACHIEVING. SUCCEEDING TOGETHER

EduLink One



Next steps –

- Pilot update information (data collection)
- Pilot clubs
- Any other feedback





Headteacher Update

Mr Taylor



Half-term 1



The Headlines

- The pupils have been fantastic
- We couldn't have wished for a better start to the school year



Half-term 1

Big focus on the basics

- Routines – a double transition
- Expectations in lessons and around school – ‘The KMS Way’



The KMS Way

Enjoying

We believe learning should be enjoyable for everybody, but this doesn't necessarily mean easy. Often the greatest pleasure in life comes from overcoming the biggest challenges.

Achieving

We strive to ensure all pupils achieve highly regardless of background or starting point.

Succeeding Together

We are a community which champions individuality and collaboration. We believe in the power of working together and respecting each other in order to achieve common goals.

The KMS way: Expectations for excellent work

For every lesson I need:

Basic equipment (in pencil case)

Planner open at correct page
Black pen, pencil, rubber, ruler, pencil sharpener
Green pen
Calculator
Highlighters
Glue stick, scissors
Mini white board and pen (provided)
Bag under table, coats on chairs

To ensure excellent presentation I will:

Date in full

Title

Start work next to the margin, keeping letters between the lines. Write as neatly as you can. Check your punctuation and spelling

Write in black pen

Underline date and title

Draw diagrams and tables in pencil

Self/peer assess in green pen

Glue in worksheets

Rule off and continue on the page for each lesson

Start a new page for each new topic

To ensure excellent home learning I will:

Write the homework in my planner

Check Edulink for home learning

Write the title: Home learning

Try to complete work 1 day before it is due

Attempt all aspects of home learning

If it is not excellent, it is not finished

Hand work in on time

The KMS way: Expectations for excellent behaviour

In the school building I need to:

- Walk on the left-hand side in single file
- Walk quietly and sensibly
- Follow the one-way system
- Line up in single file outside classrooms quietly and sensibly
- Follow instructions from all staff members immediately
- Respect the environment and the people around me

In the classroom I will:

- Follow all teacher instructions at the first time of asking
- Get my equipment out immediately without being asked
- STAR: sit-up, track the teacher, asks and answer questions, respect those around me
- Follow the behaviour rules

To ensure excellent learning I will:

- Always do my best
- Always follow the school rules
- Stay focused in lessons
- Complete all work
- Not give up
- Ask for help when I need it

Half-Term 1



Big focus on the basics

- Routines – double transition
- Expectations in lessons and around school – ‘The KMS Way’
- Uniform
- Homework
- Social Times
- Before and after school including buses



Half-Term 1

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Bringing the fun back in to school



Extra curricular and enrichment

- Over 20 lunchtime clubs
- PE clubs at lunchtime and after school
- Sporting fixtures and success
- Careers trip to West Yorkshire Playhouse
- STEM trip to Gulliver's Valley



Pupil Leadership



- Corridor monitors
- Librarians
- Reading mentors
- Befrienders
- Form Reps and School Council
- Numeracy mentors
- Sports prefects
- Bus monitors
- Club leaders



Half-term 1



Still to come

- Remembrance event
- Carol Service
- Christmas trips – pantomime, cinema
- Christmas School Performance

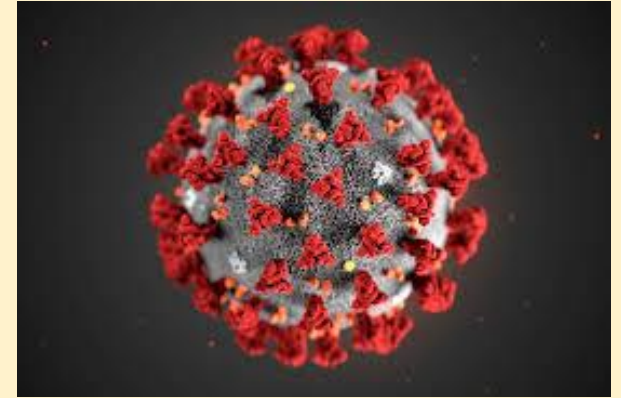


Premises update - what's new?



- Drama studio
- Lockers
- Fencing
- Display boards
- Classroom improvements
- New caterers





Managing COVID-19 cases in education and childcare settings – Autumn term 2021

Guidance

Schools COVID-19 operational guidance

Updated 27 September 2021