

Parent Voice minutes - 14/05/2024

GDA Gareth Davies - Headteacher

COH - Assistant Headteacher

[Last Meeting Minutes](#)

Item	Discussion	Action
Last Meeting Minutes	<p>GDA to speak to RHI about KS3 assessments. Still working on how to report in a meaningful way. Looking at running a trial next year alongside Vyners.</p> <p>Mr Hankin will put together a KS4 Options FAQ for the website in time for next year's Year 9 Options process.</p>	
Online Safety (Ms Poddar)	<p>Information Slides</p> <p>SPO: Aim to ensure that parents are kept well-informed and that there is a range of information available to them on the school's website.</p> <p>What is available? Consolidating the same messages around online safety to ensure students' knowledge of how to keep themselves safe online.</p> <p><i>How do we ensure students' get the message? Are they tested?</i></p> <p>This is either done through the general curriculum, but also through online safety tutorial quizzes. But the biggest measure is through conversations had with students - can they articulate the dangers and ways to keep themselves safe? The idea is to embed it within a student's daily practice.</p> <p>SPO showed how parents can access online safety information on the RHS website and Wake Up Wednesday.</p> <p>The school is currently completing a whole-school review on online safety - results will be shared with parents.</p> <p>Strengths: Communication with parents, parent events, clear routes for parents to communicate issues and parents feel confident that RHS can support them with online safety issues.</p> <p>Development areas: Communication of Wake Up Wednesday needs to</p>	<p>COH to speak to ADU about trialling a Wake Up Wednesday call out on ClassCharts.</p>

	<p>be improved - could it be put on the Parent Bulletin? <i>Parent Bulletin might be too vast - could it be sent out on ClassCharts?</i></p> <p><i>Could you have a theme a month? To break down the information for parents.</i></p> <p><i>Where are the parameters for the school and social media?</i> We don't have the resources to investigate 'who said what' online - but things do begin online and then get brought into school and then we sometimes have to intervene.</p> <p>However, it should be home and school working together - and once the parents are made aware of the issue, home should take the lead on managing children's social media. Pastoral teams have been told to stop investigating and policing online incidents - as this is beyond our control. Instead, we are focused on educating students to manage themselves online.</p> <p>The school will get the safer schools officer involved if we feel it is necessary.</p> <p>Interested in looking at phones and how these are used by students in school/outside of school.</p> <p><i>Parent shared app 'Family Link' - shared in Triple P course. Gives the ability to block websites/apps and stop students from searching for particular terms - with notifications sent to parents</i></p>	
<p>Uniform (Mr Davies)</p>	<p>Trainers have begun to be worn by more students, with little explanation or 'medical' reasons. GDA would like to see what the medical reasons are.</p> <p>Our expectations are very high - this is constantly commented on by the public/visitors.</p> <p>As a school, we will always support students with school uniforms where we can.</p> <p><i>A pair of Nike trainers that cost over £100 are not cheaper than a pair of school shoes. As a parent, I have noticed a slip in the high standards between certain students not meeting the school's expectations.</i></p> <p><i>As a parent, I feel your expectations are clear and parents have signed up to your uniform</i></p>	

	<p><i>expectations.</i></p> <p><i>Good uniform equals good behaviour - why wait until September?</i></p> <p>There is no amnesty - the school will just communicate the expectations again to all parents in September.</p>	
<p>Food Technology - Equipment (Mrs Habboosh)</p>	<p><i>The equipment in the Food Technology room has a very strong smell and when the children use it - the food they then cook smells.</i></p> <p>GDA: Our food offer is a work in progress and I am aware the room needs a fair bit of work. I have just signed-off on some updates for the rooms - including better equipment (cutlery, pots, saucepans).</p> <p>Some of the ovens have been replaced, some others are to go.</p>	<p>GDA to follow up with Premises/PE</p>
<p>Setting discussion boundaries for sensitive topics in lessons (Mrs Habboosh)</p>	<p><i>Worried about topics discussed in Year 8 - such as gender, religion, race, etc. What is the boundary?</i></p> <p>GDA: Advised to look at the website - focusing on the personal development section of the website. The curriculum map on this section of the website breaks down what students are learning during each year.</p> <p>A significant part of this programme is delivered in tutor time - the message is the topics can be sensitive, but we should not shy away from them as it is important they are taught.</p> <p>Students should not be worried - if they have a question, they should ask it. If it is inappropriate, the teacher would deal with this individually.</p> <p>When a sensitive topic is covered, teachers will address this at the start of the lesson and make expectations for the discussion clear.</p> <p>If in doubt, students can speak to teachers after the lesson.</p> <p><i>Is there a way to check what is being covered during tutor time? And that the quality of tutor time is the same across all areas?</i></p> <p>The personal development tutorials are monitored regularly.</p>	<p>COH to speak to JSH about YTC</p>
<p>AOB</p>	<p><i>After school clubs: What has happened to the debate club and the Ruislip Eye?</i></p> <p>Staffing issues -</p>	<p>GDA to speak to the IT team.</p>

	<p><i>Thank you to Mr Davies for your excellent communication surrounding the bereavement of two students. It was handled so well by the school and stopped any uncertainty.</i></p> <p><i>Question about timetables - is there a way they could be put on Google Classroom for the children to access?</i></p> <p>GDA: Leave that with me to look into.</p>	
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