



Inspiring everyone to **R.E.A.C.H** through
Faith, Hope & Love

Parent Forum: Agenda

Date and time: Wednesday 8th July 2026 at 2pm

**Attendees: Clare Howells (HT), Natalie Guoite (DHT),
Claire Wooldridge, Ms Allen, Mrs Wilkins, Mrs Burke, Mrs Tyley,
Mr and Mrs Song.**

What to discuss

TOPIC TO DISCUSS	TIME
Reminder of Forum's terms of reference	5 minutes
Actions for last meeting	5 minutes
Communication around Trips	15 minute
Sharing of updated Behaviour Policy	15 minutes
School Uniform	15 Minutes
Suggestions for discussion at future forums	10 minutes.

Minutes

Introduction by Mrs Howells, reminder of Parent Forum rules and terms of reference. This includes confidentiality and not mentioning anyone by name.

HT: actions from last meeting were from our learning for peace - parents wanted to come and see it in practice. Mrs Carr did this with her Y5 class and parents were invited to come along and observe.

Amazon wish list - this has been produced and is available online. We have had a flurry of books, but we will need to remind parents that it is there so they continue to use it. Parents



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can contribute books to school and we do have a book swap box in each classroom, which some children actively use although others don't.

Parent: I wasn't aware of this so that is good to know.

Communication around trips

HT: obviously we had an issue around the Y2 multiskills trip. The amount of time that is spent by the Admin Team chasing again and again is wasteful, and ultimately we need to know what a reasonable timescale looks like for parents to respond and pay for trips. What is a reasonable amount of time to communicate trips to parents? This is specifically about trips, how much time is needed to consent, pay, and respond to communications.

Parent: Is this about swimming as well?

HT: swimming is a bit different, but on the whole yes. There is a deadline in the letter that is sent out, plus we now also have 'pay it forward', which is a great help and some parents do this. Three days prior to that deadline a reminder goes out, plus another 24 hrs before the deadline. If we don't hear from parents by then we will have to assume the child isn't going. Then a decision has to be made on whether to run the trip or not. We absolutely cannot subsidise trips, we do not have the budget to do that. We have looked at different transport options before, such as asking parents to take children in cars, and we have looked at different coaches.

Parent: when is the initial letter sent out?

HT: it depends on what it is. A reasonable expectation would be 3-4 weeks before.

Parent: for me personally, having to budget, the more notice the better. It is hard to manage three children all having a school trip with the same deadline. I know we have said this before, about at the start of term saying we are going to do this, this and this. At least there is then a prewarning of what trips are happening and it would help parents to budget. Or doing a monthly DD?

Parent: in our previous school we had 18 months to pay for a residential trip in year 4. Parents could make staged payments and spread the cost, as it was quite expensive.

HT: our residential trip now runs in October for this reason, it is a lot cheaper than doing it at the end of the year after SATS – this is great because it's an end of year celebration, but the costs really ramp up. There are other reasons too such as bonding together as a class at the beginning of year 6, but it is the cost that drives it.

Parent: could there be at least a month's notice on trips to take account of payday? Then parents would know to take money out of their next salary.

HT: I hope so, our class teachers are now just about happy with the trips they run per year group so this will be easier next year. When the list of the dates comes out in September, it



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would be great to be able to list all the trips then. That would be ideal but obviously we can't promise.

Parent: swimming and a trip is also hard when they fall at the same time.

HT: swimming has changed this year, obviously post covid we had lots of children needing swimming lessons and we took more year groups. Now we are in a position where we can look at KS2 children, specifically across Y4, 5 and 6, who cannot swim 25m. These children are being taken for lessons together. We then also take Y3. Swimming is in the summer term and trips are in the spring term. This is all booked in advance and is also the plan for next year, so this will not change and there should be no overlap between swimming and trips in terms of cost and budgeting. Of course, the main cost is the coach, but we are pleased with how it has run this year and some parents are saying that some schools are charging more than us for lessons.

Parent: the current cost of the swimming lessons is roughly the same as a swimming lesson would be outside of school anyway, and it includes the cost of transporting the children there as well.

Parent: have you looked at using smaller coach companies? Other schools use smaller companies and smaller buses to reduce cost and emissions?

HT: we do get three quotes from different companies and most companies do tend to have smaller options, although any company we use needs to be approved. What is the smaller company?

Parent: Robin. I think it is being used by a school as my friend who told me about them works in a school, so they must be approved for school use. I can get the details from my friend.

HT: for parents in KS2 – we need to know if they can't afford the trip or the swimming – come and talk to us. Just by asking to pay over a certain amount of time in instalments so we know we are not going to run a deficit on the trip or swimming.

Parent: some people might not feel like they want to come forward and say they can't afford it, so maybe make more info available on that? Let people know that payment options are available and if there are parents who require a DD this is something that could be done. I would definitely want to do that, I pay for Brownies for my daughter this way and then I don't have to worry about it if I know a certain amount each month is coming out. That way school would know they were covered, and parents would know they had paid for it.

Parent: is there a way to do it on ParentPay? Maybe parents could have a 'pot' that they save into, then when a trip comes up they could ask the school office to take money out of their pot.

Parent: I know we don't have many Pupil Premium children here, but a lot of parents do sit just over the PP bracket and for those parents that would be helpful and they probably wouldn't want to speak up.

Parent: yes, it is possible to do this on ParentPay (this was confirmed by Mrs Wilkins who also works in the school office)



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Sharing of updated Behaviour Policy

DHT: we have reviewed the policy previously with the children, but over the years we have had to make tweaks and changes and we've had things that have or haven't worked, so I have spent some time with the children in assembly to ask them their understanding of the policy and what they think is fair and reasonable.

HT: we also have Trust behaviour principles – these are all available on the website.

DHT: Yes, absolutely. I spoke to the children about reward and recognition as there were quite a few not currently in the policy. We have reading certificates, Headteacher gold stickers, Governors' awards which are given once per term per year group and presented in celebration assembly, we have leaders in faith awards – the children can work through a list of things they need to complete for this award, such as leading a prayer in class prayers, awards in KS2 for representing the school in various sports - they get a badge for that, we have awards for as many things as possible to recognise the children for what they do so there is something for everyone. Children also have their marbles for their house teams which are counted at the end of each week.

We spoke about times when perhaps children don't always make the right decisions or make poor choices and what we could do about that. Currently, in KS2 the children get a treat at the end of the term for an hour at the end of the day. If they have not followed the rules or made good choices they might lose the treat. This is quite a long time to wait if they have lost their treat at the beginning of term and then they have to wait until the end of term for the action. So, we decided that the children as a whole class should be entitled to the treat at the end of term. KS1 are different because they have reach time every day - they are due more break time anyway because of timetabling and the curriculum, and they will continue to lose that at the end of the day, if need be, but we are going to make a change so that they can lose time at break time or lunch time instead if appropriate and if the sanction happens earlier in the day. This is to make the consequence more instant for the younger children instead of having to wait until the end of the day for something that may have happened in the morning. It is not a time to just sit in the classroom, it is a time to reflect and talk about their actions and what they could do to put it right.

Leading up to the loss of reach time or break time, children get a reminder first, then a verbal warning, then their name will go on the board. If they still continue they will then lose their reach time. That is 4 warnings. In KS1 if their name is on the board, it will now get wiped off and reset at the end of each subject lesson. Potentially they could have had 12 warnings by the time they get to break time which is quite generous, but they are little. In KS2 they will be wiped off at breaktime and lunchtime as they are a bit older and more aware.

The biggest jump for children is Y2 to Y3 because they go from having reach time every day to one treat at the end of term, and this does take some getting used to in the first term.



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If they have lost reach time and they continue to disrupt the class they will be sent out of the classroom to another class. There are also certain behaviours that would warrant an instant loss of reach time, such as swearing, physical assault, disruption during assembly etc.

If a child has lost reach time parents should also be informed that day. That would also include details of the conversation that has been had to rectify it. This would be in the playground unless it was more severe and would warrant a phone call home. This works for 98% of our children. Adaptations may need to be made for SEN children, but we know who these children are and how to encourage the right behaviours, whether they respond to a sticker chart etc. This has all got to be in partnership with parents about what is acceptable behaviour or not, and the same message given at school and at home. We can't do it without the help of parents.

Parent: I have an issue with the name on the board from a self-esteem point of view, my daughter can tell me who the 'naughty' children in the class are because they always have their name on the board.

Parent: my thought is that once they go to bed it is a fresh start the next day, but if they lost reach time the next day that isn't a fresh start. They might have forgotten what happened the previous day, I know my son would have, and then it's dragging it all up again.

DHT: that would only have to happen if there was an incident right at the end of the day.

Parent: also, discussing it in the playground is the worst feeling ever!

Parent: I have seen parents with children having a meltdown because their parent has to go and talk to the teacher, or children who have tried to run away.

DHT: if there is child who is constantly losing reach time then that needs to be unpicked. The communication behind what has happened also needs to be investigated. Repeated behaviour or more serious behaviours would be a separate conversation, not something discussed in the playground.

Parent: making sure the same communication is used at home and at school because some parents do struggle with what to say, some consideration around sharing that information would be helpful.

HT: The policy says that parents need to be informed on the same day, so that is hard to do if it is not done at school pickup time. Teachers do not have time to make phone calls during the day. If phone calls are made after school, that would be on the teachers' own time or using their directed time.

Parent: could there be a generic email sent out to say the child has lost reach time and if you wanted to discuss it please speak to the teacher?

HT: would people like that? I think possibility a lot of parents wouldn't like that. There's no clarity about the incident. There would be questions that need to be answered as a result.

Parent: maybe parents need to be reminded that sometimes there are a lot of parents waiting to speak to the teacher. Sometimes there is a bit of a queue.



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Parent: I like that the names get wiped off after each lesson and you are meeting their needs developmentally with that, but also about moving children into another classroom, all the other children turn round and look at them because they've been naughty. I am a psychologist and I am looking at this from the other side as I have seen children who have been labelled as naughty in school.

HT: this is not a word we use at school at all, so this is interesting where this has come from if your daughter is coming home and saying that, because none of the staff use that word.

Parent: we don't use that word at home either, so I don't know where she has got it from. We often use words like 'cheeky' at home. Maybe it's in conversation with other children, but it can also lead to children not wanting to play with them because they are the naughty ones.

HT: removal from the class is sometimes the only way forward as we have to consider the impact on the learning of all the other children in that class if they are being constantly disrupted. We sometimes take children out for a breather and reset.

Parent: some children quite enjoy being taken out of their class though, I know my son does as it's a movement break for him and he gets to have a look around the school and see what's going on in other classrooms and he's come home before and told me about the things on the walls in other classrooms.

Parent: maybe if there was an inclusion room that children could go to at this time instead of into another classroom?

DHT: there is no other space for children to be when they are on a break, they cannot be in a corridor or anywhere like that as we can't see them, and they need to be somewhere they are safe.

HT: it would be great if we had an inclusion room and staffing to manage that but we don't, we are a small school, we do well to provide the staffing levels of support that we have but we do not have any extra rooms at all. A bigger school might have an inclusion room but it is not something we can offer.

School uniform

HT: we have had a few complaints about cost and quality of the uniform at Batemans and people generally not being very happy about it. Parents have said they absolutely have spoken to Batemans, and Batemans have said no one has approached them. It is cost vs quality. One parent says the new jumper has washed well, but their child has said it feels different. We have given a parent a jumper from an alternative company a jumper to try out. A point to note is that although Batemans do carry many branded items, our branded items list is the grey jumper/cardigan, house coloured PE polo shirt and tie.



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Parent: size is an issue at Batemans – I have had to get skirts from M&S as my daughter is in age 16/17 skirts. I've also had to find a plain grey cardigan as the sizes don't go large enough and she needs an age 14/15. She won't have anything with the school logo on from September.

HT: we are investigating another online company called Goodies who have been into school and given us some samples – please have a look at them. They have the convenience of being able to order online and have things delivered, but of course you do pay for that. They can match the house colours apart from the yellow which is still Banner like Batemans. I think the polo shirts are thinner. We are also looking at changing the white polo shirt to a short sleeved shirt with the tie.

Parent: I think the polos are a bit thinner but that's no bad thing, especially in summer. As long as thinner doesn't mean inferior quality.

Parent: I'm quite happy with the polos shirts although they are a bit thinner. Please don't change the white polos for short sleeved shirt and tie, they are very hard for children with manual dexterity problems like mine do and it's another battle parents don't need in the morning. My son struggles with shirt buttons, and we already get the shirts with Velcro at the front to make them easier to do up.

Parent: My daughter doesn't wear one of the yellow dresses as I can't find dresses to fit her, even in the larger sizes they are too small, and she is only 6.

HT: Is there anything else you would like to discuss moving forwards?

Parent: we would like to meet the new Head when he starts in September, he can share his vision and tell us what he plans to do at St Joseph's.

HT: this probably won't be in September, he needs to be here and get to know the school before he can share his thoughts and vision. He will of course want to introduce himself but individual meets with parent are unlikely unless there is an urgent need.

Parent: could the children do the daily mile every day? They are really enjoying it.

Parent: yes, my sons love it because it is movement and regulation for them before they come into school.

Parent: could it be an incentive to get to school on time?

HT: some children love it but some children don't – there are definitely some that drag their feet across the playground and don't want to join in so perhaps those children would not be incentivised to get to school on time!

Parent: could I ask about the SEN reform – will there be any changes within school?

HT: It is all coming from Trust level.



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Parent: another discussion with parents would be quite informative, including the graduated pathway, a chat with Mrs Pointing for the new parents would be useful. These policies sometime just need a reminder and a rejig. It is great doing policies like the behaviour policy which will come in in September, but it would be good to do some earlier in the year, so it's embedded earlier in the year.

Parent: new starters – as a new starter ourselves mid-way through the year, I got a lot of information before we joined but once we joined in the first week it was hard to know who to contact, where to go etc so something for mid-year joiners would be really useful.

DHT: we do have mobility within our children so that would be really useful.

Parent: also knowing which doors children are going to come out of would be really helpful at the start of term so that parents collecting or grandparents know where to go. I am always that parent at the start of each year trying to look and see which classes are where, and I always forget what I've seen the previous year. Maybe there could be signs above each door to show which year groups come out where.

Agreed actions

ACTION	BY WHOM
School to look into setting up a 'saving pot' to enable families to add to this when they can	Laura Gardiner/Gemma Wilkins
To provide parents with a price guide of opportunities based on planned events for the year	Headteacher/Laura Gardiner
Further exploration of school uniform – specifically to consider bigger prices	Gemma Wilkins/ Headteacher
Plan for further SEND information meetings next year	Headteacher/Sendco
Create a new to St Joseph's information brochure – specifically for children who join the school mid way through the year	Natalie Guoite
Information about which doors children come out of in September – moving up information	Laura Gardiner to email parents

Date of next meeting: Next academic Year – **Wednesday 4th November 9am**