

March Parents' Forum Meeting Notes - Student Wellbeing

Penryn College staff who attended: Tamsin Schouten, Sarah Childs, Fiona Williams, Ally McGee-Harrison, Ben Gillo.

Questions to explore in the next Parents' Forum meeting:

- What is the local and national picture?
- School support/provision: Opportunity for TIS (Trauma informed support) for parents/carers.
- What are parents/carers facing? (Discussion)
- What can parents/carers do to feed into support?

What is the local and national picture? What provision is there in school?

- Challenges around lack of support with educational psychologists and support from CAMHs (Child and Adolescent Mental Health Services).
- Lack of capacity in external agencies.
- Maximising personnel and expertise we have across the school team.
- Using Kooth (digital mental health and wellbeing company).
- Developing 'Qwell' programme via Kooth.
- Developing in-house counselling.
- Updating website to have clearer signposting and resources.
- Social media platform and Linktree.
- @Talk app.
- Want every young person to have a 'go-to' member of staff.
- Every parent/carer has a 'go-to' member of staff.
- School can support with parents/carers finding the next steps.
- Success with our Autism Cafe for parental support. How can this be extended?

What are parents/carers facing? What would we like as parents and carers moving forward?

Parent/carer feedback:

- Impact of the school environment on students' wellbeing. Observing behaviour, including bullying, which causes upset and anxiety around coming to school. Can cause student withdrawal, impacting school and home life - for example not sleeping.
- Lack of response at times following feedback and/or discussion meetings.
- Regularity of contact with 'go-to' person - are we over-promising support at times when the Educational Support Team (EST) are stretched?
- Intent from school is very positive but sometimes there is a lack of staffing capacity.
- Some students have a well-balanced school life with happy school experiences and really positive relationships with staff across the school.
- Relationship with tutor can be extremely important and this can vary depending on child and tutor.
- Need to continue to work on the culture of the school: how students treat each other, how they talk to each other.
- Poor mental health can lead to bad behaviour in school.
- Some imbalance between communication - more frequent in responding to poor behaviour, how can this be realigned?

- Primary transition (Year 6-7) is really good before students arrive. September/October: opportunities for tutors to build relationships with students and parents/carers really needed.
- How do we develop September/October programme for all tutor-to-tutee relationships? How do we make role of tutor really clear to students so they know they can be their 'go-to' person?
- Some students feel 'some teachers don't really listen' - how can we unravel this more?

Next steps to explore further:

- Parent-to-parent support - peer network to be developed.
- Parent/carer workshops for students with specific needs - mixture of external support and school-based support.
- Role of Student Council moving forward to ensure pupils feel there is a conduit to 'being heard' with their thoughts and ideas.
- How to develop confidence for students to speak to staff.
- How we communicate plans: openness around plans and how they are followed up.
- What can we do as parents/carers? How can the school signpost support and strategies?
- Develop Year 6/7 Transition Programme for autumn term. Different offer for Year 7? Buddies? Different week to start Year 7? Student-teacher buddies?
- Parent/carer survey to collect workshop ideas, offer different times and meeting options.
- Use assemblies and tutoring to keep revisiting key themes - every year, every term.
- Clarity for parents/carers around the rules/basics/expectations.
- Explore options for breaks/lunches and ensure these are communicated to parents/carers so they understand them too.
- Reissue @Talk app guidance to both students and parents/carers.