

Minutes of Parent Rep meeting 29th June 2026

Attendees: Andrea Bolt – Clover and Chestnut, Nicky Fletcher - Holly and Chestnut , Steph Jasper - Bluebell, Tosin Ogwe - Hazel, Chris Iddon – Sycamore and Lime, Catherine Traganno - Sycamore, Suzette Cloutt - Bluebell, Jasmine Hadi, Rowan and Willow, Miss Phillips, Mrs Jagger, Miss Broadhurst.

Miss Phillips introduced herself as Y6 teacher and Opal Play leader. Mrs Jagger explained the purpose of the group and how the group can be used alongside year group Whatsapp groups positively to ensure the school community remains informed about school decisions.

Memorandum of Understanding (MoU) was distributed to the group and its purpose explained. The group were offered to think about how to use the MoU and invited comments on the document to agree a way forward.

New RSHE curriculum guidance is due to be rolled out Sept 2026. A consultation will be sent to parents to explain the lessons that parents may wish to withdraw their children from.

RSHE – Relationships, Sex and Health Education.

PSHE – Personal, Social, Health and Economic

Miss Phillips explained how we have used the Jigsaw scheme for a number of year and the new guidance recommends that schools must address current social situations. We have now moved over to a scheme by Kapow. which follows the statutory guidance. Miss Philips has attended seminars and meetings from WSCC and has run staff meetings for all staff, ready for the new scheme to be implemented from September. Kapow has a parent portal that allows parents to view some lessons and progression documents. This enables transparency between school and its families. Long Term Plans for RSHE are available on the school website for the new scheme. The difference with the new scheme is that there is more emphasis on well-being for children, social media and online interaction and safeguarding. Nothing has been taken out, just additions which enable critical thinking. Miss Phillips also looks very closely at the local demographic which enables us to amend the scheme and adapt it accordingly. She also organises workshops for the NSPCC, First Aid, Water Safety and Road Safety for children to learn about these areas through guests and visitors with expertise.

OPAL Play – Outdoor Play and Learning. Looking at improving behaviour and social interaction during playtimes. Videos are available on Youtube to see how schools have adapted OPAL play successfully: examples include; den building, digging in sand, pushing a buggy with a child in it. It has been introduced to improve the quality of children's play, relationships and resilience. It is based on research and has been adapted by hundreds of schools, including Shelley and St Mary's locally. It is reported to have an impact on behaviour and attendance. It is about managing risk by considering the question 'is it safe enough?'. We have started the training and have a local representative who comes into school and audits our provision, she then gives us guidance and appropriate next steps. This results in being awarded the OPAL play standard. Miss Phillips has attended the OPAL Behaviour Training and specialist risk training. It means that the children are very supported but allowed to play on their own terms. Examples of success were given: when the children were very first allowed to mix KS1 and KS2; to go on the banks of the playground and the children were asked 'is that safe enough?'. The children then made a human bumper to stop each other rolling onto the concrete.

Low risk activities were then introduced according to OPALs representative; balls on the ball court, chalk etc. Every time something new is introduced, an assembly is held for the whole school and feedback is taken from staff and children. Early parent feedback highlights how it is already making a change for children's engagement at school, especially during playtime, which has been remarkable. OPAL is very expensive to introduce, activities are introduced slowly, but the cost is challenging and relies on parents to support the school for equipment and donations. We have an Amazon wishlist and we post regular updates on Arunside Announcements where there is a list of what is currently requested for the 'Donation Station', outside the school. Today, we introduced the digging area which is very popular. Scooters require helmets and we need those donated. We will have a 'stay and play' playtime during Autumn Term for parents to observe how we have changed the social play times for our children.

Mrs Jagger commented that there is a general concern that, due to technology, children have less resilience to falling, sharing, and other social interaction and we are looking to allow them to have a safe, managed area to build this resilience. They also do not all know how to make decisions for themselves, such as bringing broken parts to an adult to fix – they are now being directed to take it to the broken parts area. We are working on building creativity, metacognition, resilience, teamwork and critical thinking.

Q: Do we think this will continue to be exciting once the novelty wears off?

There will be new and different activities introduced consistently for children to use and develop.

Lunches – some schools have free flow lunch system (where children go to lunch whenever they want to). We won't be adapting that for a while as we don't have the capacity at the moment. We have the lunch box trolleys. Some foxes got into the lunch boxes that had been left out, so we acknowledge that we must manage things properly and adapt wherever possible. We cannot accommodate full wet-weather play currently as we do not have enough sheltered areas, wellies, waterproofs etc.

OPAL has been slowly launched since Easter 2026 and in Autumn we will invite the parents to come into school and be introduced to the new scheme.

Tosin asked for clarification on indoor areas and games such as Jenga etc. Miss Phillips explained that we will be purchasing boxes and areas for storage in zones. We will be buying a shed with shelf storage in Autumn so that we can accommodate games, dress ups etc for children to be able to use. She suggested that there should be areas for children who don't want to go outside, and Mrs Jagger explained that we do not have staffing for teachers to open their classrooms during play.

Q: Will you monitor the impact on behaviour and attendance? Yes, it is an OPAL requirement.

Q: If the children are required to be outside in all weathers (and get particularly muddy) will you take feedback from parents about uniforms being dirty etc? Miss Phillips explained that we have been told that it is advised that children put on waterproofs that are left in school. We have a RAG rated 'wellie post' to indicate the state of the field and if it is appropriate to use.

Q: Once accredited do we get funding? No, the scheme just continues and we will be acknowledged as a school that takes the personal development and well-being of children seriously.

Mrs Jagger spoke of *The Anxious Generation* – a book that explains the anxieties of children since the introduction of smartphones, where children have been under protected in the virtual world but over protected in the real world.

Mrs Jagger then explained that there has been a consultation about an active uniform for children to be more comfortable in school. The introduction of this, if agreed, would not be for a full academic year, if at all. She encouraged the group to ask other parents to comment on this consultation wherever possible. This will be reopened on Friday 3rd July.

Andrea explained that there was feedback from parents that discussed the transition from Primary to Secondary and how some girls preferred the 'girly' look of a skirt. Mrs Jagger spoke of how we would definitely take into consideration the maintaining of a formal uniform for trips, school photos, events and Year 6 for transition. Chris suggested drawing up a cost-benefit analysis on the possible high costs that would occur if a child needed 2 uniforms. Tosin suggested a mix-and-match style uniform that suits the child. Mrs Jagger agreed and explained that our uniform gives children a sense of identity and belonging, and we do not want to take that away from them. Andrea suggested that if people were aware of the occasions when a smarter uniform was required, this could be accounted for. Tosin asked about shoes and how we could have the appropriate footwear for indoor and outdoor, such as a trainer style shoe, but without a brand.

Q: What has changed for RSHE guidance? Mrs Jagger direct to the internet and the DfE.

Q: Do parents get to see the content that is taught? Again, Mrs Jagger directed parents to the internet.

Actions moving forward

It was agreed that meetings to be arranged for every half term.

Fridays were suggested, moving forward, as Andrea struggles to get out of work on other days.

Please bring diaries to make plans for the next academic year.

The minutes of the meeting will be agreed, then condensed to a page on the website group. Please discuss anything that we have spoken about today with your class parents. Please bring any information to the group which has been fed-back as a result of this meeting.

We aim to have a shared understanding of how we will communicate the information discussed.

Actions for the next agenda – allergies and how that is managed.

