

PARENT MEETING PREPARATION GUIDE



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Scripts for PTA meetings where anti-CSE materials have already circulated

When to use this guide: after a pamphlet, video, or social media post opposing CSE has already reached parents, and a meeting is needed to respond directly to the anti-CSE messaging. If you are rather looking to have a routine conversation about CSE with parents and the PTA then you should make use of the PTA Meeting Facilitation Toolkit found in the PTA stakeholder guide.

Before the meeting

If accessible, get a copy of the actual material that was circulated so that you can respond as accurately and directly as possible. This will also allow you to identify the specific claims, and match them against the claims response matrix contained in module 3 of the Stakeholder Engagement Toolkit. Additional resources that may be useful include the Parent FAQ and Myth-Busting Poster already produced for this Toolkit under the PTA stakeholder guide.

You may also consider informing your school leadership before the meeting in order to agree on who would be best suited to facilitate the meeting. If a teacher was personally named in the material, it may be better to choose someone else in order to keep the room more focused and to ensure that no one is personally targeted.

Opening script

Use this to name what has happened calmly, without amplifying alarm, and to reset the room to a shared set of ground rules before addressing specific content.



Thank you all for coming. I know that some material has been circulating recently about the CSE content taught at this school, and I know it has raised real questions and concerns for a number of you. That's exactly why we're here today, not to tell anyone they're wrong to be concerned, but to look at this together, openly, and answer the specific questions it has raised.

Before we start, let's agree on how we'll talk with and to each other tonight. For example, only one person speaks at a time, disagreement is welcome but personal attacks are not, and if the conversation gets heated, anyone can ask for a short pause.



Addressing the specific material

Name what is circulating directly, rather than letting it stay vague. This reduces its power and shows you are taking it seriously rather than avoiding it. It is not necessary to show or print out the materials but it is important to address the claims specifically.

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I want to talk directly about the [pamphlet / video / message] that's been circulating. It raises x number of main points, and I'd like to go through each one honestly. If I don't know the answer to something, I'll tell you that too, rather than guess.

The first claim is [state the claim without reading it aloud or redistributing it]. Here's what we know... [use the matching answer from the claims response matrix or the parent FAQ].

I'd also like to ask: does anyone know where this material came from? It's worth understanding who produced it and why, alongside looking at whether what it says is accurate.

”

If tensions rise

A parent insists the circulated material is accurate, despite the response given:

“

I hear that you trust this source, and I'm not going to try to argue you out of that tonight. What I'd ask is that we look at the specific evidence together, and that we keep coming back to this as a conversation rather than a decision to be settled in one meeting.

”

The room becomes heated or several people talk over each other

“

Let's pause for a moment. I can see this matters a great deal to people here. Let's take a short break, and when we come back, let's return to the ground rules we agreed at the start.

”

One parent repeats talking points and is not satisfied by any answer given

“

Thank you. I want to make sure everyone gets a fair turn to speak tonight, as we agreed. I'm going to note your point and come back to you directly after the meeting, so we don't use everyone's time on one topic. Let's hear from some other voices in the room now.

”



Closing script



Thank you all for a difficult but honest conversation tonight. Here's what we've agreed, and here's what's still open... [summarise agreement and open questions plainly]. I will follow up in writing within [time frame] on anything we couldn't fully answer today, and on where this material came from if we're able to establish that. If anything else like this circulates before we meet again, please bring it directly to the school rather than relying on what's being shared. We would rather answer it directly than have it spread unanswered.



After the meeting

Send the promised written follow-up within the timeframe you committed to. Remember that a missed follow-up undermines trust more than an imperfect answer given on the night. It may also be useful to start a shared document where teachers can keep a brief written record of when anti-CSE messaging is circulated, and any follow up steps taken. This is useful both for follow-up and to monitor trends and patterns over time.

Prepare

