

**CHAPEL ALLERTON PRIMARY SCHOOL GOVERNING BODY
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE COMMITTEE**

Minutes of the meeting held on November 11 2021 at 6.30 pm

PRESENT Gemma Dolden (Chair) -until Bobbie Gresser
item 14.03
Nahima Hussain

IN ATTENDANCE:Becca Pinder (Deputy Headteacher/(Associate Member)
Sharon Burn (Clerk – Governor Support Service)

		ACTION
1.00	APOLOGIES	
1.01	Apologies were received and accepted from Amy Sanderson and Sam Todd.	
1.02	Tom Leech was going to join later but sent apologies during the meeting as he was unable to come. His apologies were accepted.	
2.00	DECLARATION OF INTERESTS	
2.01	There were no new declarations of interest.	
3.00	ELECT A COMMITTEE CHAIR	
3.01	This had been resolved at the full governing board meeting. Gemma Dolden had been elected as Chair of the committee.	
4.00	MINUTES OF THE LAST MEETING	
4.01	Resolved: <ul style="list-style-type: none">• That the minutes of the meeting held on 10 June 2021 were agreed to be an accurate record and the Chair was authorised to sign.	
5.00	REVIEW ACTIONS AND MATTERS ARISING	
5.01	<u>School council (minute 3.01 refers):</u> The Chair said she still needed to arrange to attend a school council meeting. The Deputy Headteacher (DHT) confirmed that the school council still met most Fridays.	Chair
5.02	<u>SEN funding (minute 3.01 refers):</u> The DHT explained that there had been issues with the Local Authority (LA) not authorising Education Health Care Plans (EHCP). The main issue had been resolved but there was a back log across the city. It was hoped that EHCPs would be finalised before the end of the year. BP was confident that the school had done all it could in terms of the funding applications.	
5.03	<u>Cluster involvement (minute 3.01 refers) Q:</u> Had the Cluster done anything to support the funding applications? A: The Cluster had not given much support, but it was short staffed and knew that the school had a good grasp of the situation. There had been one child of particular concern, where the EHCP had been delayed for five years. The child had now gone to secondary school.	

- 5.04 Neighbourhood policing team (minute 5.07 refers): **Q:** Were the parent forums happening again?
A: The DHT acknowledged that routines needed to be re-established and she would follow this up. The school safeguarding and welfare officer (SWO) was going start to send out a newsletter and the focus on the first one would be on-line safety.
- 5.05 Pupil Voice survey (minute 5.11 refers): The DHT confirmed that this had been done and staff had also been consulted. A few children had said no to the question 'did they see themselves in the current curriculum'. It was noted that it had only been small sample.
- 5.05.01 BP reported that the consultation had shone a light on how it felt to be black, Asian, or mixed race and the terminology used to refer to people of colour. Staff had stated that they preferred to be referred to as black, Asian, or mixed race. BP said that the survey had been positive. The Chair suggested that the results should be shared with the governing board. Governors would find them interesting.
- 5.05.02 With reference to pupil voice, a governor highlighted the initiative in school involving a collaboration with CA Spaces and the Little Bookshop. There had been a crowd funding appeal in school through CA spaces. Money had been raised for books and 10 children had gone to the Little Bookshop to choose books for the school library.
- 5.06 Lunchtime behaviour incidents (minute 5.12 refers): Bobbie Gresser reported that she had been into school to observe lunchtime and she had sent a detailed report. It was agreed that the work the DHT had done with lunchtime staff should be on the agenda for the next meeting. BP noted that during the COVID crisis lunchtime staff had got used to fewer children on the playground and had become less vigilant. She had introduced some things and the head of lunchtime supervision had reported to BG that lunchtimes were much better. Nahima Hussain said that she would visit school to observe lunchtime before Christmas.
- 5.07 Safeguarding report (minute 6.01 refers) It was confirmed that the report had been sent.
- 5.08 RSE policy (minute 7.01 refers): The staff governor was not present, so this action was carried forward.
- 5.09 Health and Wellbeing survey (minute 7.06 refers): This was carried forward.
- 5.10 Equalities (minute 9.01 refers): It was reported that work on the website was still in progress. The DHT confirmed that all the information was there but the way it was communicated was under review.
- 5.11 Review of effectiveness (minute 10.01 refers): The Chair reported that the committee would be using SharePoint to share documents. Use of SharePoint had been discussed with the full governing

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board. The Chair said that she would write committee actions on a spreadsheet so they could be checked and reviewed.

6.00 ATTENDANCE, BEHAVIOUR AND ATTITUDES

6.01 Attendance

An attendance report had been sent to governors prior to the meeting.

6.02 Governors were pleased with the attendance figures. The DHT noted that they were the best in the Cluster. There had been a lot of illness as well as COVID, but the school was proud of its attendance figures.

6.03 It was reported that the SWO had met with the Cluster attendance officer to discuss some children of concern. The DHT explained that the school would work with every child who hit a certain percentage rate of absence.

6.04 **Q:** A governor asked for clarity about 'fast track'.
A: It was the process introduced when attendance was persistently poor. No absence was authorised without a note from a doctor or dentist and unauthorised absence could lead to fines.

6.05 The DHT explained that the 'late gate' meant that the Cluster attendance officer or the SWO would stay by the school gate to meet late arrivals. They would provide challenge and support and focus on children with persistent absence.

6.06 **Q:** Referring to a child with low attendance the attendance report had stated the school had not done enough. A governor asked for clarity.
A: The DHT acknowledged she was surprised by the comment. The child in question had been seen out and about when not in school. The family had been challenged. The DHT was not sure why they had not been challenged more.

6.07 A governor noted that when she visited school a Year 1 child had told her how pleased they were that the SWO had visited their home to collect them and bring them to school. Governors agreed the SWO was doing valuable work.

6.08 Behaviour

The DHT had sent governors a behaviour report from CPOMS (child protection online monitoring system) prior to the meeting. She went through the headlines.

6.09 *Allegation of bullying:* The DHT explained that there had been an angry phone call from a parent of a child who said they had been 'ganged up' against. BP had investigated the incident. There had been a dispute, but it had not involved bullying. All the children involved had been given a consequence and the parent had been informed of the outcome. The parent had apologised for their initial reaction.

- 6.10 *LGBTQ incident:* This related to a comment a child had made. The school had used the incident as an education point.
- 6.11 *Racist incident:* A Year 5 child had used racist language. The school was working with the family. The next step would be to involve the safer school's policing team.
- 6.12 *Physical violence:* This involved a child in Foundation Stage 2 (FS2). The school thought the child might have additional needs which had not been flagged up by the previous setting or the family. The child had been refusing to come into school after playtime.
- 6.12.01 **Q:** Was anyone injured?
A: No. Staff were trained in team teach and the child was brought into school safely. The DHT reported that strategies had been put in place and the behaviour had settled a little bit. The child had part-time 1:1 in class and had been supported by social stories. The school might have to apply for funding.
- 6.13 The DHT noted that there was a group of children in Year 5 who had difficulty interacting positively with one another and the problems extended to the parents. This created issues which had to be dealt with and that was time consuming. The DHT dealt with these.
- 6.13.01 **Q:** Did the DHT feel that she had the resource to offload.
A: The DHT assured governors she was supported by the Headteacher.
- 7.00 SAFEGUARDING**
- 7.01 The Chair reported that she had received an update from the SWO. This was shared with the committee. The DHT highlighted the main points.
- 7.02 It was confirmed that all staff had read relevant guidance and noted the updates in Keeping Children Safe in Education.
- 7.03 All child protection and CPOMS records had been transferred.
- 7.04 Safeguarding procedures had been followed in the induction of all staff, students and volunteers. The school was trying to space out volunteers. Some more people would begin volunteering in school in January and they would be inducted then. The DHT noted that there were some outside music specialists followed their own safeguarding processes, but the school needed to ensure everyone understood its safeguarding procedures. E.g., who the designated safeguarding leaders were.
- 7.05 It was confirmed that all e-learning safety training had been completed. The safeguarding quiz was back.
- 7.06 There had been two referrals to the Cluster. There had been one CME (children missing in education) referral for two children in the same family. The children had not come back to school in

September, but they had been traced.

- 7.07 The SWO was working on the first school safeguarding letter and the theme was E-safety.
- 7.08 The DHT reported that the Headteacher had given the go ahead for some work to support children with mental and emotional well-being issues. This would be carried out by a member of staff who had done some counselling training and the school were confident she would be effective in this role. She would be targeting specific issues identified by teachers and parents but would refer to CAMHS if she felt there was a need.
- 7.09 The school also looking at 6-week courses provided by North Kind around resilience and positivity. There were different programmes aimed at different year groups. These were flexible and could be tailored to meet need.
- 7.10 **Q:** Was there more of a need because of the pandemic or had the needs always been there?
A: The DHT thought that there had always been a need. It had perhaps increased over the last two years and been brought to the fore. She felt that the school had improved its capacity to support mental health.
- 7.11 **Q:** Would parents be informed before school started the work?
A: Yes. Parents would be involved from the outset.
- 7.12 It was reported that the SWO would be meeting the Deputy Leader of the Cluster to discuss support for children with anxiety. She was also currently working with a group of Year 6 children at lunchtime, giving them responsibilities.
- 7.13 The DHT reported that Talk Shop was being promoted throughout school and a room was being prepared for it.
Q: Was school still using Talk boxes?
A: Yes. The DHT had already done some work with the school council.
- 7.14 The Chair said that she would arrange to meet with the SWO to look at more specific Child Protection data. Governors expressed thanks to the SWO for her report.

Chair

8.00 POLICY FOR SUPPORTING PUPILS WITH MEDICAL CONDITIONS

8.01 The policy had been sent to committee members for review. It was noted it had not changed since last year and it was on the website.

Resolved:

- The Medical Conditions policy was approved.

9.00 PUPIL WELL BEING

9.01 There had already been detailed discussion about support for mental well-being (see item 7).

9.02 The DHT highlighted that MindMate was ongoing and PSHE was ongoing. The school had maintained the curriculum throughout the pandemic.

10.00 CHILDREN LOOKED AFTER (AND PREVIOUSLY LOOKED AFTER)

10.01 It was reported that there were two children looked after (CLA) in school. They were brother and sister. The DHT was the designated CLA teacher. The children had PEPs (personal education plans) and these were regularly reviewed. The DHT liaised with the team around the children and the virtual school tracked their progress. The aim was to give the children the best start in life.

10.02 **Q:** Had the children settled?

A: Yes, despite major upheavals. There were some concerns around attachment and the school was looking to provide support.

10.03 **Q:** What was the general level of understanding amongst staff around the impact of trauma?

A: It would be useful to have some training on attachment disorder. Governors agreed that children other than CLA had experience of trauma.

11.00 PERSONAL DEVELOPMENT

11.01 The DHT shared a PowerPoint presentation about SMSC (spiritual, moral, social, and cultural) education.

11.02 The DHT explained that SMSC was threaded throughout the curriculum. Children were being asked to work together and respect one another. BP stated that the next step was to map SMSC provision in all subjects.

11.03 Referring to the cultural strand, the DHT noted that the school was looking at cultural capital. COVID had impacted on trips and there was a need to get them back up and running. Governors noted the school needed to look at extra-curricular activities.

11.04 The school needed to do further work on behaviour, rewards, and sanctions. The DHT explained she wanted to do more work on children verbalising thoughts about their behaviour and recognising the impact on others.

11.05 The DHT explained that the spiritual strand was about reflecting on own beliefs and respecting other peoples' values.

11.06 The moral strand was about recognising the difference between right and wrong and empowering children to talk about moral and ethical issues. The school was doing work with learning partners and children were learning about co-operating and resolving conflict.

11.07 The DHT highlighted that the school had a duty to teach British values, and these were threaded through the curriculum. The

children were encouraged to be tolerant and respectful. They were learning to be democratic. For example, in FS2 the children had 'vote for a book'. The school was using dance and music to develop diversity.

11.08 Governors noted that importance of being aware of SMSC throughout the curriculum. The Chair suggested that it should be something governors looked for in their monitoring.

12.00 STAKEHOLDER FEEDBACK-PUPILS AND PARENTS

12.01 The DHT presented a slide to share the results of the parent survey.

12.02 It was reported that the majority of responses had been from parents of children in Key Stage 1 (KS1). The fewest had been from Year 6 parents. It was noted parents of older children tend to engage less. Governors suggested that might be because those parents might feel more confident about the school and were also perhaps more likely to be working parents.

12.03 The DHT highlighted that there was an ongoing review of the website and conversations around communication between school, parents, and other external stakeholders. BP said that the school would benefit from looking at what other schools offered. There was a working party which was looking at communication.

12.04 There was discussion. A governor pointed out that parents of the younger children would have been used to lots of contact and communication from their children's pre-school setting. It was more difficult for school to sustain that level of communication.

12.05 The DHT pointed out that the phonics meeting for new parents had gone very well and suggested school should do more things like that.

12.06 Governors agreed that the school should look at best practice in other schools and look to introduce systems which were sustainable and manageable. Going forward the working party would be following this up. The DHT noted that the school business manager was keen to have something up and running ready for parents of the new intake next year.

12.07 Governors noted that review of the website was on the governing board's action plan.

13.00 COMPLAINTS POLICY

13.01 The Complaints Policy had been sent to committee members for review prior to the meeting.

Resolved:

- The Complaints Policy was approved.

Governors noted that it would need to be updated on the website.

14.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT

PRIORITIES

- 14.01 It was noted that governors were monitoring the seven priority areas on the school improvement plan (SIP). This term actions plans were coming into fruition and governors would be monitoring impact next term.
- 14.02 It was reported that the School Improvement Advisor (SIA) would be coming into school next week and the SIP would be updated after that.
- 14.03 The DHT reported that she was representing the school as part of Leeds 2023 city of culture.

The Chair left the meeting. Bobbie Gresser took over as chair of meeting.

15.00 SCHOOL SELF- EVALAUATION (SEF)

- 15.01 The DHT noted that the SEF needed an update and the Headteacher had said that would done by the beginning of next term. Governors noted that the SEF related to the SIP. They agreed that the school was on track in terms of implementing the SIP and there was nothing in the SEF to raise alarm.

16.00 ANY OTHER URGENT BUSINESS

- 16.01 Bobbie Gresser had responsibility for SEND. She reported that she had seen the SEND information report. It was a good report and ready to go on the website.
- 16.02 Governors suggested that there should be a SEND update at the next committee meeting, and it was agreed that the school lead for SEND (SENDco) would be invited to the next meeting.
- 16.03 It was highlighted that members of the caretaker's family had been involved in the documentary 'Yorkshire Cop: Police, Racism and Me'. The film was about the caretaker's brother, the first black police officer in South Yorkshire and it had been made by his nephew. Governors were pleased that they were coming into school to talk about the documentary with the children.

17.00 DATE AND TIME OF NEXT MEETING

- Full governing board: Thursday 2 December 2021 at 6.30 pm
- Personal Development, Behaviour and Welfare committee: Thursday 3 March 2022 at 6.30 pm

The Chair closed the meeting at 7.45 pm

Agenda