

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

Minutes of the meeting held in school on Thursday 9 June 2022 at 6.30pm

PRESENT Gemma Dolden (Chair) Bobbie Gresser
 Tom Leech

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

		ACTION
1.00	APOLOGIES AND MEMBERSHIP MATTERS	
1.00	Apologies were received and accepted from Amy Sanderson and Sam Todd.	
1.02	Bobbie Gresser reported that Nahima Hussain had resigned from the governing board.	
2.00	DECLARATIONS OF INTEREST	
2.01	There were no new declarations of interest.	
3.00	MINUTES OF THE LAST MEETING	
3.01	Resolved: That the minutes of the meeting held on Thursday 3 March 2022 were accepted as an accurate record and the Chair was authorised to sign the minutes subject to the following amendment: Minute 5.02: Amend Amy Sanderson had met with the SENDco...to Bobbie Gresser had met with the SENDco (special educational needs and disabilities co-ordinator) and she would send her report to governors.	
4.00	REVIEW ACTIONS AND MATTERS ARISING	
4.01	School council (minute 4.01 refers): The Chair said that she had been unable to attend a school council meeting and would not be able to arrange a visit this term. She asked if another governor would like to attend a meeting instead. Bobbie Gresser said that she would arrange to attend a meeting.	BG
4.02	Lunchtime behaviour incidents (minute 4.02 refers): Action completed. It was confirmed that the Chair and Nahima Hussain had both observed lunchtime in school and had completed and sent their reports.	
4.03	Support for attendance (minute 6.03.05 refers): The Deputy Headteacher (DHT) reported that the Local Authority (LA) were focusing on attendance and providing more support for it.	
4.04	Staff survey (minute 9.01 refers): Bobbie Gresser reported that the results of the survey had been shared at the Leadership and Management Committee meeting. The overall results had been positive. There had been some points for development which the	

Committee had discussed.

4.06 **Provision for refugee children (minute 10.02 refers):** The DHT reported that there were no refugee children in school. There were children who were new to English, but they were not refugees.

4.07 **SEND coffee morning (minute 11.15 refers):** Bobbie Gresser reported that she had attended the SEND (special educational needs and disabilities) coffee morning and it had been a really valuable opportunity to parents to talk to staff and to each other. They had shared information about support groups and networks.

4.08 **Medicine and Nut policies (minute 13.03 refers):** Action ongoing. The DHT said that she would send the policies to governors and approval was deferred to the full governing board meeting on 7 July.

DHT
FGB agenda

5.00 **GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES**

5.01 The Chair said that she would be meeting with the school Safeguarding and Welfare Officer (SWO) tomorrow. She noted that she had been into school for the Jubilee celebrations. They had been very well organised and the children who were performing were well prepared.

5.02 Bobbie Gresser reported that she was going to meet with the SENDco in early July.

BG

6.00 **ATTENDANCE, BEHAVIOUR AND ATTITUDES**

6.01 Attendance

The attendance data had been sent to governors prior to the meeting. The DHT highlighted key points.

- Attendance was good at 98%.
- Year 6 attendance was a little bit down and it was down in Years 1 and 2. The DHT noted that the attendance data was in the context of COVID and chicken pox.
- There had been full attendance for SATs which was good.

6.02 Referring to attendance data for Pupil Premium children governors expressed concern. The DHT said that school was tracking children with poor attendance. There were seven children with persistent absence and four of those were Pupil Premium children. Three of those children had improved attendance following meetings with the parents, the Headteacher and the SWO. One child had gone backwards in terms of attendance. The child's family was a hard to reach family and the support school had put in place had not made an impact.

6.02.01 **Q:** Would an early help plan be useful.?

A: That might be useful. BP said that she was working with the family. She would discuss the possibility of an early help plan with the Headteacher and the SWO.

DHT

- 6.02.02 **Q:** A governor asked if the Pupil Premium children were working at age related expectations (ARE).
A: The children were all below ARE. The DHT pointed to the impact of poor attendance. If the children were not in school they were not being taught.
- 6.02.03 The DHT told governors that she was currently working with another child with poor attendance who was just off track. She had met with the family and put support in place.
- 6.03 There was discussion about the impact of the lockdowns on attendance. It was noted that vulnerable children were in school during the lockdowns. The DHT referred to Year 5 and pointed out that attendance was not an issue with that cohort before the pandemic but the children had not come back to school properly since the pandemic. BP said that attendance was an issue across the city.
- 6.04 The DHT assured governors that discussions at pupil progress and target setting meetings included conversation about attendance. If there was anything school could do to support attendance then it would do it. Sometimes it was hard to pinpoint what the barriers to attendance were.
- 6.05 **Q:** Had any parents asked for support?
A: The DHT referred to one family who had and explained that it was a single parent with three children in school. The parent had been ill and school had supported the family by increasing hours in Nursery for the youngest child and driving the children to and from school when it was needed.
- 6.06 The DHT highlighted the fact that improving attendance was an ongoing piece of work. Actions the school had put in place had worked for some children but not for all.
- 6.07 Behaviour
The behaviour summary report had been sent to governors prior to the meeting. The DHT provided information about incidents.
- 6.07.01 There had been an incident outside school around bullying involving Year 4 children. The DHT had spend a lot of time dealing with the issue and had spoken to parents of children involved.
- 6.07.02 There had been an incident involving children in Foundation Stage 2 (F2) and Year 2. The DHT had spoken to the children and the behaviour had not re-occurred.
- 6.07.03 There had been an issue in Year 5 when a child had been singled out by the other children. The school had dealt with the behaviour and it had not re-occurred.
- 6.07.03.01 **Q:** Did the child in question get support with friendships within the

group?

A: The child was well supported. It was a vulnerable child and the staff were aware the child needed to be supported.

6.07.04 There had been an incident where a child had said hurtful things to another child. The school had done some work with the children and spoken to the parents. The issue had been resolved.

6.07.05 There had been racist incident. The school had talked to the children involved about being inclusive and kind.

6.08 **Q:** A governor noted that there seemed to be an increase in the number of behaviour incidents logged.

A: The DHT said that the school had some high tariff pupils who struggled to self-regulate. The incidents were perpetrated by the same children. the school did its best to support these children.

6.08.01 **Q:** Did parents get involved with the support. E.g. the Lego play?

A: School always spoke to parents before involving any outside agency to support a child.

6.09 There was discussion about a child who was presenting challenging behaviour. The DHT said that school was exploring the possibility that the child had ADHD but the child's parent was reluctant to work with school.

6.08.01 **Q:** A governor noted that if a parent was blocking access to support, that might prevent the child's needs from being met and asked at what point that would become a safeguarding issue?

A: The child in question was well cared for and supported in terms of being read with at home etc. but the child was beginning to stand out more. If school wanted to refer to outside agencies for support and the parent refused access to the point where the child's needs were not being met then it would become a safeguarding issue.

7.00 PRESENT THE ANNUAL SAFEGUARDING MONITORING REPORT AND ACTION PLAN

7.01 The Chair told governors that she would be meeting with the SWO in school tomorrow to discuss safeguarding. She would send her report to governors after that.

Chair

8.00 PERSONAL DEVELOPMENT

8.01 There was discussion about the Relationships and Sex Education (RSE) policy. The policy had been approved and was on the website. The DHT confirmed that there had been a parents meeting about RSE and most of the sex education had been delivered.

8.01.01 **Q:** Were any children withdrawn from the Key Stage two (KS2) lessons.

A: Not to the DHT's knowledge.

8.02 The MindMate action plan had been circulated to governors prior

to the meeting. The DHT explained that school was going for the MindMate award again. There was discussion about the action plan.

8.02.01 The DHT said that school had appointed a member of staff to be the well-being liaison for staff. BP noted that it would be great to have a staff member for in-house referrals.

Q: Would the staff member have CPD(continuing professional development)?

A:Yes. The staff member had already completed a first aid mental health course.

Q: Would the staff member need any kind of supervision?

A: Supervision would be timetabled in with the SWO.

8.02,02 The DHT pointed out that the school's offer for mental health and well-being had gained momentum this year.

8.02.03 Referring to MindMate Mondays a governor noted that Monday was a good day to do SEMH (social, emotional, mental health) activities. Some of the children might have had a bad weekend. The DHT noted that well-being check in days were being trialled in some classes.

8.02.04 The DHT reported that school was looking at developing SEMH training for all staff including the teaching assistants (TAs).

8.02.05 Well-being coffee mornings were still in the planning process. The DHT said that there might be a different theme for each coffee morning. The coffee mornings would provide opportunities for signposting and talking to families about different strategies.

8.03 Governors referred to the Cluster and noted that the MindMate spa workers would be a valuable resource. It was agreed that the Cluster would provide a bridge to further referrals but governors expressed the hope that the MindMate spa workers could provide intervention that would prevent the route to CAMHS (Child and Adolescent Mental Health Services).

9.00 STAKEHOLDER ENGAGEMENT – PUPILS/SCHOOL COUNCIL

9.01 The DHT reported that school was going to do some pupil voice work around diversity and equalities.

9.02 **Q:** A governor noted that children had said that they would like to know more about Ukraine and asked if school had shared any more information with the children.

A: The DHT had spoken to the school council and had done an assembly for KS2. In addition she had asked staff to do some circle time around it. BP noted that in the KS2 assembly the children had been given an opportunity to ask questions and had asked thoughtful questions.

9.03 **Q:** Would school be doing anything with Year 6 as they got ready to leave to ask them about their time at the school?

A: Yes school would be asking Year 6 to talk about their experience of primary school.

10.00

EQUALITIES

10.01

The DHT gave a presentation to governors about the Protected Characteristics. She talked about the Equality Act and what it looked like in school and pointed out ways in which the school addressed the protected characteristics.

- School had looked to see how it engaged with protected groups. It had consulted with BME (Black Minority Ethnic) staff and engaged with the community.
- Staff all had training in LGBT with Barnardo's
- The Hidden Narratives training had raised a lot of staff awareness.
- The school curriculum addressed the protected characteristics through RSE, PSHE and MindMate.
- The children learned about and celebrated different religions.
- The school had worked hard to make its book stock more representative of diversity. It had tried to ensure that children accessed a range of authors. BP shared a slide with governors to display the range of books she would like to see in school and in every class. Some of the books were available for governors to look at.

BP asserted that the school supported children to be kind and fair, to recognise and challenge unfairness and celebrate diversity.

10..02

Governors were informed that school was going to have an 'All are Welcome Here' day which would be themed around diversity. Words such as tolerance and discrimination would be focused on. The DHT explained that school wanted that vocabulary to become part of the children's vocabulary.

10.02.01

Staff would be given time next week to plan for the day. The day would start and end with an assembly. It would be a full day off timetable. The DHT said that Vanessa from Hidden Narratives had been engaged to work with Years 5 and 6 around the text 'Race Cars'. BP stated that school's aim was for the children to recognise discrimination and be empowered to challenge it. She felt that the 'All are Welcome Here' day had the potential to become an annual event with different focuses. E.g. disability.

11.00

ANNUAL REVIEW OF EFFECTIVENESS

11.01

Bobbie Gresser said that she was going to do a review of the effectiveness of the governing board.

11.02

The Chair noted that she kept a log of Committee actions and a record of when they were completed.

11.03

There was discussion about the priorities for this Committee for next year. The Chair said that she would like to do more work on Pupil Voice.

11.04 There was discussion about the cost of living crisis and the impact on the children. A governor highlighted the need to be aware of child poverty and ask the question 'how do we know our children and families are okay?'

11.04.01 A governor noted the risk that some school activities might inadvertently exclude children. E.g. A home school project to build volcanoes might create problems for families who did not have resources to make models at home. The DHT referred to dressing up days and noted that school could ask parents for donations to build a bank of spare clothes for children to use.

11.04.02 **Q:** A governor asked if there was a mechanism where parents could donate uniform to school.

A: The DHT said that school kept a bank of select uniform items and gave them out as and when needed. Governors highlighted that recycling uniform items was beneficial to the environment as well as cost saving.

11.04.03 The DHT noted that school investigated the possibility of joining the junk food project but it had not been viable. It had not been an issue around cost but around storage. A governor suggested that it would be worth exploring other initiatives and ways in which school could become involved.

11.04.04 **Resolved:**

It was agreed that a priority for this Committee going forward would be to look at ways of identifying families who were more in need because of the cost of living crisis.

12.00 SCHOOL SELF-EVALUATION (SEF)

12.01 The Behaviour and Attitudes section of the SEF had been sent to governors prior to the meeting.

12.02 Governors noted that the SEF action around Pupil Voice fitted in with priorities for next year. The DHT highlighted the work school was doing using *talking mats*. She explained that it was originally a strategy for children with autism but it worked for all children. It enabled conversation in a non-threatening context and supported Pupil Voice.

13.00 ANY OTHER URGENT BUSINESS

There was no other business to report.

14.00 DATE AND TIME OF NEXT MEETING

14.01 The next Committee meeting would be in the autumn term.

14.02 There would be a full governing board meeting on Thursday 7 July 2022 at 6.30pm.

The Chair closed the meeting at 8.10pm

