



report to governors.

BG

5.04 **Early help plan (minute 6.02.01 refers):** The DHT reported that she had discussed the option for an early help plan with the Safeguarding and Welfare Officer (SWO) and the Headteacher, but they had decided not to implement one at this point in time. School was still working with the family in question. BP noted that the parent was engaging with school in a more positive way and the child's attendance had improved.

5.05 **Safeguarding (minute 7.01 refers):** Action completed. The Chair reported that she had met with the SWO in the summer, and they had reviewed the ARM.

5.05 **Equalities (minute 10.02.01 refers):** Bobbie Gresser reported that she had attended the school assembly on the 'All are Welcome Here' day and she thought that had been positive. The DHT said that she believed that the day had made a positive impact and she thought that there had been fewer incidents of low-level racism this term. BP said that the 'All are Welcome Here' day would become an annual event but might have different focuses. E.g., disability. Governors agreed that the school worked hard to prepare children for diversity and commented on the work that was being done during black history month.

## 6.00 **STRATEGIC INTENT**

6.01 There was discussion about the School Development Plan (SDP). The Chair noted that aspects 2 and 3 of the SDP which referred to behaviour and attitudes and personal development, were most relevant to this Committee. She suggested that it would be valuable for children to attend a PDBW committee meeting and talk to governors about MindMate. The DHT reported that she had done some pupil voice work in school today about feeling safe.

6.02 **Q:** When we ask children 'do you feel safe' what do we actually mean? At what level do children feel unsafe? What does safety mean in the context of school?  
**A:** The DHT said that the underpinning question in the discussion which had taken place with the children had been 'what you makes you worried or anxious?'. Some children had talked about worrying about the roof tiles falling in and this had generated discussion.

6.02.01 Governors highlighted the importance of ensuring that children were able to express anxieties and concerns and knew that there was a support network available to them. It was suggested that questions about feeling safe needed to be specific. E.g., 'Do you feel safe in the cloakroom?' Who would you talk to if you had fallen out with friend?'

6.02.02 The staff governor pointed out that school did do lots of teaching around physical and emotional safety. It linked back to the PSHE (personal, social, health education) curriculum and knowing if the

children felt safe linked back to pupil voice.

6.02.02 A governor noted that some children might feel safe at school but not at home. The DHT noted that it would be worth exploring the question further and look at how it was threaded into the curriculum.

6.03 A governor highlighted the importance of on-line safety and suggested that should be a focus for governors. The DHT told governors that E-safety was taught in school. Mr Cunningham was also doing assemblies which focused on on-line safety and it would be highlighted in regular parent forums. In response to a governor query BP confirmed that E-safety in school did address safety on social media. She pointed out that a lot of parents ignored aged restrictions on social media.

6.04 The Chair said that she would be discussing the importance of having an overall safeguarding strategy in place with the SWO and she stated that on-line safety would be a key area.

6.05 **Q:** Did cyber bullying incidents get logged separately on CPOMS?  
**A:** Not currently but the DHT said that would be easy to change and she would action that.

DHT

6.06 There was discussion about mobile phones. The DHT explained that children were able to bring phones into school but handed them in to staff at the beginning of class and collected them back at the end of the day.

6.06.01 **Q:** A governor pointed out that some watches had sophisticated technology and asked if children wore them in school?  
**A:** The DHT said that currently not many children wore high tech watches but school would have to put restrictions in place which were similar to the rules around mobile phones.

6.07 The DHT reported that she and the SWO were developing a strategy to deal with bullying. She explained that the first step in dealing with an allegation with bullying would be to log it and address in school. The next step would be to involve parents. BP noted that there was a need to manage children's expectations around bullying. They needed to understand that even after they had reported bullying the bullying might not immediately stop and school would need to monitor it as an ongoing process. She noted that parental support was important to help school successfully deal with bullying.

6.08 **Resolved:**  
Going forward governors agreed the following actions:

- The Chair would speak to the SWO about an overall safeguarding strategy.
- The Committee would look at pupil voice around the question of 'what it meant to feel safe.' Pupils would be invited to come and talk to the Committee about their

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- understanding of feeling and being safe.
- The SWO and the school lead for ICT would be invited to provide a report on the implementation of the long term safeguarding strategy at the end of the year.

DHT to arrange

**7.00 ATTENDANCE AND EXCLUSIONS**

- 7.01 The data for attendance had been sent to governors prior to the meeting together with an anonymised sample of children's attendance history and an example of the letter school would send to parents of children whose attendance raised concern.
- 7.02 The DHT noted that school had focused on improving the attendance of children with persistent absence but the data highlighted that for some groups attendance was not good. E.g. BME (Black, Minority Ethnic) children. She told governors that she, the Headteacher and the SWO would be meeting termly to look at attendance data and look at attendance for the different groups. BP noted that out of 40 children with persistent absence, 29 children were in the BME group.
- 7.03 **Q:** With reference to children in the EAL (English as an additional language) group, how much understanding did parents have of school expectations, particularly parents of children in F2 (Foundation Stage 2) Were language and cultural barriers impacting on attendance.  
**A:** It did create difficulties when parents did not speak English and sometimes parents were reluctant to admit that they did not fully understand something. There would be face to face target meetings with parents of children in F2 next week and this would give staff an opportunity to talk to parents about expectations.
- 7.04 There was discussion about language barriers. A governor pointed out that it would be difficult for parents to share books from school with their children if they did not read English and the books did not have a translation. The DHT noted that class dojo did provide access to different languages and said that it would interesting to see which languages parents were accessing.
- 7.05 **Q:** Did school see a drop in attendance around festivals such as Eid?  
**A:** Families were allowed to take two days off for religious festivals but the DHT noted that sometimes children were off for more than two days and school did see an impact on attendance around festival times.
- 7.06 **Q:** Was there a correlation around attendance and gender? For example were girls staying at home to help to look after younger siblings. Was there less value attached to girls' education?  
**A:** The DHT said that it would be interesting to look at that and explore it further.
- 7.07 **Q:** Did school use interpreters?  
**A:** The DHT explained that school usually asked staff members to

help with translation. E.g. there was a staff member who spoke Polish and was able to support conversations with Polish speaking parents. BP added that sometimes children were able to help. E.g. One child spoke very good Arabic and was able to help send some messages to parents as long as they were not confidential messages.

**Q:** A governor noted that it might be interesting to see if it would be valuable to have an interpreter.

**A:** The DHT agreed that it might be useful to ask parents if they would like to have the support of an interpreter and said that it could be a question that was asked on the admissions form. It could be information that was obtained during home visits. BP said that the LA might be able to provide interpreters but they would come at a cost. She pointed out that sometimes it was useful to have staff members act as interpreters because they understood how school worked.

**Resolved:**

BP agreed that the question '*would you like an interpreter?*' would be added to the school admission form and included in the conversation with EYFS (Early Years Foundation Stage) parents at the target setting meetings. She said that she would update the admission form.

DHT

- 7.08 **Q:** A governor referred to the letter school would send to parents to express concern about attendance and asked if the language was perhaps too formal. Did it convey a message of encouragement and support?
- A:** The DHT pointed out that school did know the parents and needed to be robust in tackling poor attendance but she agreed that there was a fine line between having a firm approach and discouraging parental engagement.
- Q:** Was the letter sent home before or after a conversation with the parents?
- A:** The letter was sent home first and there would then be a follow up conversation in school if there was no improvement in attendance.

7.08.01 Governors suggested that it might be useful to have a conversation with parents before the letter was sent. They were concerned that the letter did not fit in with the ethos of the school and did not communicate the fact that good attendance was not just about academic progress. There were other benefits to good attendance.

7.08.01 The DHT said that she would review the letter with the Headteacher and consider whether it could be phrased in a way which would convey a more supportive message.

DHT

**8.00 SAFEGUARDING**

8.01 The Chair reported that she would be arranging a meeting with the SWO.

Chair

8.02 The DHT reported that staff had been given key safeguarding messages on the first training day at the beginning of term. All the

policies were up to date and in place and all the new staff were up to date with safeguarding training.

8.03 The safeguarding team were having strategy meetings every six weeks and looking at case studies. In response to a governor query the DHT reported that the Headteacher was responsible for the SWO's supervision and the SWO was supporting other members of the safeguarding team.

8.04 The DHT informed governors that a student social worker would be coming into school in January and that the LA (Local Authority) would be doing a safeguarding audit in school in March.

### **9.00 CHILDREN LOOKED AFTER (AND PREVIOUSLY LOOKED AFTER)**

9.01 Prior to the meeting governors had received a report on children looked after (CLA) and children previously looked after (CPLA) in school.

9.02 The DHT highlighted that there were two CLA in school and they would be having a review on Monday. The children were doing well and the LA were looking to discharge the care order. She noted that one of the children would be going through the process of SEND assessment. School had waited before initiating the assessment process to give the child time to settle into school but BP assured governors that the child was being well supported and had a bespoke curriculum. A SEND diagnosis would not change the support school was already providing but it would establish a shared understanding of the child's needs.

9.03 The DHT shared an example of a Personal Education Plan (PEP) with governors and explained that the PEP was done with herself and the class teacher. The PEP would review what was going well and not so well and would include pupil voice. BP explained that she was the designated teacher for CLA and CPLA and she attended link meetings with the virtual school.

9.03.01 **Q:** A governor asked for clarity about the virtual school.  
**A:** The DHT explained that the virtual school had been set up to monitor CLA and CPLA throughout the LA. She reported on the progress of CLA and CPLA in school to the virtual school and the virtual school also provided training.

9.04 **Q:** A governor highlighted the importance of understanding the trauma informed approach to practice and asked if school had done any work on that?  
**A:** The DHT said that school had not done any training on the trauma informed approach but she would be interested in finding out more about it. BP noted that school did have a good knowledge of its pupils and knew which children might be distressed by particular triggers. E.g. Loud noises.

9.05 The DHT drew governors' attention to the detail about finances in the CLA/CPLA report and noted how school used grant funding to

meet the children's needs. CLA and CPLA were prioritised for early starter and homework clubs and interventions were put in place when needed.

- 9.06 **Q:** A governor asked how many CPLA were adopted?  
**A:** There were four children in school. One child was new and the school was working with the parent and putting support in place.

## **10.00 PERSONAL DEVELOPMENT AND WELLBEING**

- 10.01 The DHT highlighted how personal development and well being was integrated into the curriculum through PSHE and MindMate. She pointed out that MindMate was something that school had chosen to do. It was powerful and was equipping the children with skills for life. MindMate had its own curriculum and it was generally learning about mental health and well-being. The curriculum was taught through themes, E.g. being me, and it dovetailed with PSHE.

- 10.02 The staff governor talked about some work she was doing with the children about positive relationships.  
**Q:** How did school capture and evidence the work around MindMate.  
**A:** Most of the work around MindMate was discussion and conversation based and was captured in floor books. The teaching assistants (TA) would jot down children's comments on post it notes and put them in the floor book.

- 10.03 **Q:** Did teachers feel comfortable delivering the MindMate curriculum?  
**A:** The planning was all in place and teachers did feel comfortable with it. The staff governor noted that it was lovely to teach and the response from the children was rewarding.

- 10.04 The DHT noted that the first Monday of each half term was MindMate Monday. She stated that MindMate and Restorative Practice were the golden threads which underpinned personal development and well-being.

- 10.05 **Q:** A governor asked how long MindMate had been a focus in school?  
**A:** The DHT said that it had been five years. A governor noted that school might now be seeing how the MindMate journey of children in KS2 was enabling them to become emotionally literate.

- 10.06 It was noted that school was working towards the MindMate champion award. There was going to be a MindMate meeting with parents tomorrow and Bobbie Gresser and Mary Dailey would be attending.

BG

## **11.00 IMPACT OF COST OF LIVING CRISIS ON FAMILIES**

- 11.01 Governors noted that they wanted to have an awareness of how the current cost of living crisis was impacting families, how school identified families in need and how much support it was able to provide.

- 11.02 The DHT reported that she had discussed governors' concerns and questions with the SWO. She pointed out that school's ability to identify families in need was supported by the following:
- Scrutiny of attendance data and punctuality
  - SEND coffee mornings
  - Parent/pupil questionnaires
  - Pupil talk boxes
  - Talk shops
  - Home visits
  - Domestic violence notifications
  - Safeguarding training – this developed understanding of indicators to look for
- 11.03 The DHT noted that staff used CPOMS to log concerns about general well-being and school endeavoured to provide support in the following ways:
- The work done by the SWO in building a positive relationship with families
  - Information sharing with other agencies
  - Signposting families to support agencies – BP highlighted that the SWO had supported families in their efforts to get better living conditions
  - Breakfast club - school had just added three more children to the club
  - Providing uniform items and coats
  - Providing emergency food
- 11.04 There was discussion. Governors agreed that those parents who were able to would be happy would be happy to donate food and clothes but there was an issue around storage space in school. The DHT said that she had looked into school being used as a warm hub but the building did not lend itself to that and there were safeguarding issues around that.
- 11.05 **Q:** Were there any Cluster initiatives?  
**A:** Not at this point in time.
- 11.06 **Q:** A governor noted that school had things in place to support families in crisis but highlighted that there were other families who were just about managing and asked how school identified awareness of those families? E.g. Were packed lunches for children in Year 6 substantial? Was school thinking about resources it might be asking children to use in homework projects or the price of school trips?  
**A:** School was fully committed to cultural capital and was thinking about the price of school trips. The DHT noted that school was planning a trip to the Leeds Play house in January and was asking parents for a £10.50 contribution but some parents could not afford that. The problem was there were no additional funds in school.
- 11.07 Governors pointed out that some parents in the school's community would be able to afford to give an extra contribution to

support school trips and suggested that it might be possible for parents to use parent pay to make contribution. It was noted that it would be important to specify that the contribution would be to support cultural capital which was additional enrichment to the curriculum and was different to the PSA's remit. The DHT said that she would discuss this idea with the school business manager.

DHT

11.08 Governors noted that it was important not to overburden school staff with a sense of responsibility for solving the problems created by the cost of living crisis but staff needed to be aware of it's impact on families. E.g. Thinking about the implications of World Book Day. The DHT agreed that staff needed to listen and be aware as much as possible of families' situations and sign post to support services where necessary.

11.09 Governors agreed that they needed to remain mindful of the impact of the cost of living crisis in school and it needed to be included on the agenda for the next meeting. They asked if there could be feedback from teachers at the next meeting about the crisis was impacting on children and how they were responding. E.g. Did teachers know if the children were cold at home?

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**12.00 STAKEHOLDER FEEDBACK – PARENTS**

12.01 The DHT said that there was no feedback from parents to report. A questionnaire would be done in March.

**13.00 POLICIES FOR APPROVAL**

13.01 There were no policies due for review.

**14.00 DATE AND TIME OF NEXT MEETING**

- 14.01
- Full governing board meeting: Thursday 1 December 2022 at 6.30pm
  - PDBW Committee: Thursday 2 March 2023 at 6.30pm

The Chair closed the meeting at 8.25 pm