

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

Minutes of the meeting held in school on Thursday 2 March 2023 at 6.30pm

PRESENT Gemma Dolden (Chair) Amy Wilson
 Amy Sanderson
 Sam Todd

IN ATTENDANCE: Julie Kirkpatrick (Clerk – Governor Support Service)
 Becca Pinder (Deputy Headteacher/Associate Member - DHT)
 Louise Turnbull (SENCO and EYFS Leader)
 Sarah Nseleild (Social work student)
 Zara Lister (Safeguarding welfare officer - SWO)

		ACTION
1.00	APOLOGIES FOR ABSENCE AND MEMBERSHIP MATTERS	
1.00	Apologies were received and accepted from Bobbie Gresser and Tom Leech.	
2.00	DECLARATIONS OF INTEREST	
2.01	There were no new declarations of interest.	
3.00	ANY OTHER URGENT BUSINESS	
	There was no other urgent business to report.	
4.00	MINUTES OF THE LAST MEETING	
4.01	Resolved: That the minutes from the meeting on Thursday 22 November 2022 were accepted as an accurate record and the Chair was authorised to sign the minutes.	
5.00	REVIEW ACTIONS AND MATTERS ARISING	
5.01	Governor monitoring (minute 5.01 refers): Action completed. Governors confirmed receipt of the SEND (special educational needs and disabilities) written report and highlighted how impressed they were with the SEND provision in school.	
5.02	CPOMS (minute 6.05 refers): Action completed. The DHT confirmed CPOMS had been updated and cyber bullying incidents were now logged separately on the system.	
5.03	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.	
5.04	Admission form amended (minute 7.07 refers): Action completed. DHT confirmed that the question ' <i>would you like an interpreter?</i> ' had been added to the school admission form.	
5.05	Attendance letter wording (minute refers 7.08 refers): Action completed. The DHT reassured governors attendance concerns started with a conversation firstly followed by a series of supportive letters escalated to the more severely worded letter the governors had commented on the tone of previously. Governors	

were satisfied with this process.

5.06 **Meeting with SWO (minute 8.01 refers):** Action completed. The Chair reported that she had met with the SWO and gave a detailed summary safeguarding update in agenda point 8.00.

5.07 **Personal development and wellbeing (minute 10.06 refers):** There was discussion, and it was agreed this item would be ongoing for an update on the Mindmate assessment and assembly from Bobbie Gresser. **BG**

5.08 **Impact of cost-of-living crisis on families (minute 11.07 refers):** Action completed. The DHT had spoken to both the Headteacher, and Business Manager and it was agreed an idea for parents who were able to make an extra contribution to support school trips would be difficult to introduce fairly. Governors were reassured potential family financial difficulties were picked up and dealt with tactfully when the SWO or the school business manager (SBM) were made aware. It was noted the impact of the cost-of-living crisis was on the agenda for ongoing discussion.

6.00 STRATEGIC INTENT

6.01 ***The agenda was taken out of order and this point was discussed after points 7.00, 8.00, 9.00 and 11.00.***

Q: The Chair asked if there was any questions or thoughts to discuss.

A: Governors agreed SEND and safeguarding had been covered in depth during this meeting and had no questions.

7.00 ATTENDANCE AND EXCLUSIONS

7.01 Attendance reports Appendix A and Ai had been circulated to all governors prior to the meeting. The DHT drew attention to the following points.

7.02 Pupil premium (PP) pupil attendance was below where school wanted it to be. School aimed for 96% attendance for PP pupils. The DHT clarified she had held specific one to one meetings with teachers and identified a list of both PP and English as an additional language (EAL) children with concerning attendance which had been passed to both the Headteacher and SWO. This was a new initiative in relation to PP attendance which had not been completed before. Where it was known why children had low attendance for example with long Covid or having been hospitalised, the DHT reassured governors a holistic approach was adopted. Supportive letters regarding poor attendance were sent home in the parents' home language and English.

7.03 **Q:** How have you translated the letters?

A: The DHT stated that staff within school would help translate the letters.

Q: How long would there be between letters if a second one was needed?

A: The DHT was unable to give an exact time frame as each case was supported on an individual basis.

7.04 Governors were made aware the home language is recorded on SIMS but only when a parent declares it and sometimes families could be reticent to inform school their first language was not English. Both the SWO and SEND/EYFS leader worked hard to speak to families and update information if another language was used at home.

7.05 **Q:** How fair do you think the 100% attendance awards are?
A: There was discussion around how the Headteacher praised all children during the attendance ceremony, and it was noted there had not been any negative parental or pupil voice feedback about the attendance awards.

BEHAVIOUR

7.06 A detailed behaviour report Aii had been circulated to all governors prior to the meeting.

7.07 There was discussion around the use of homophobic and racist language children had used. The DHT explained any incidents in detail and governors were satisfied the children knew it was wrong with no malice intended. Two children who had used racist language had been muddled in their thinking the DHT explained. It was noted, a child who had expressed homophobic views and wanted to stop learning about this had continued to engage in the lessons after staff had contacted parents to encourage participation.

Governors were pleased to hear about how well the newly introduced dressing up and story corners worked in the playground.

8.00 SAFEGUARDING

8.01 Safeguarding governor Gemma Dolden presented a thorough spring term monitoring report which had been previously circulated to governors and highlighted the following points.

8.02 The safeguarding audit had been postponed and would take place on 26 April. Information about what would be collected during the audit was passed around the meeting to demonstrate the in-depth and amount of evidence-based information needed. It was clarified examples of evidence could be governor minutes.

8.03 There was discussion around the governor requirements section, and it was pointed out all statutory points in red had been observed to be compliant

8.04 It was noted the governor safeguarding briefing training module, a statutory requirement, showed as outstanding for Tom Leech and Amy Wilson.

8.05 Mr Cunningham would be at the next PDBW meeting to discuss online safety.

AW/TL

- 8.06 The Chair confirmed she had observed the SCR (Single central register).
- 8.07 **Q:** A governor wanted to know who did the vetting for any recruitment of outside providers who used the school?
A: The Chair was unsure of the process and whilst it was felt individuals letting the school for example for an evening or weekend dance class would have to have their own external DBS and were responsible for their own procedures, she would clarify with the SBM.
- 8.08 The Chair introduced Sarah Nseleild (Student social worker from Bradford university) who was on placement with the school. Sarah said she was mentored by the SWO, had settled in well and enjoyed working with the children. Sarah was at the start of her placement and would share any reports completed with governors at the end of her placement.
- 8.09 The DHT and all governors thanked the Chair on an exceptionally thorough and informative monitoring report. The Chair made governors aware she would meet with the SWO before the safeguarding audit scheduled for 26 April.
- 9.00 STAKEHOLDER ENGAGEMENT (TOR 8.08)**
- 9.01 The school council children from Year two to Year six attended the meeting until 7.10pm. To enable the children to go home immediately afterwards this agenda item was first before any formal agenda discussion took place
- 9.02 **DHT introduction and questions about being safe in school**
The DHT welcomed all children and the adult attendees introduced themselves plus told children what they did for a job inside or outside school.
- Q:** The DHT asked children, tell us a little bit about school and what did it mean to them to feel safe?
A: Children said;
“It’s good to have one classroom and nice not to move around”
“There are a lot of teachers in school, I feel I can always go to one of them”
“Nice teachers you can tell. I feel safe with cameras and gates.
“There’s a thinking box and always someone to help you if you need it”
“Always got someone to talk to”
“You can play fun games and make new friends”
“Always someone who will listen to you if you have an argument, they will listen to two sides of the story”
“If anyone is bullying me there are lots of teachers I can tell”
- Q:** DHT asked the child who mentioned bullying if bullying had happened?
A: “No”.
- 9.03 **Governor questions about feeling safe in and outside school**

GD

The Chair asked if governors could ask some questions and children answered that's fine or nodded.

The Chair said all the children clearly value teachers and the environment and explained environment meant things like school had cameras and gates and that the classroom felt safe for the children.

Q: Do you know who to turn to if you don't feel safe? And if you are ever worried about something outside school, would you feel safe to tell someone in school?

A: A year six child answered, "definitely I would be able to say as it could affect your emotions so it would be better to tell someone you trust". The child explained it could be something that happened walking to school so it was best to tell someone in school.

Q: Do you feel like teachers listen to you if you have difficult feelings?

A: Some of the older children answered yes, they did.

Q: Are there any places you don't feel safe at school?

A: "Hearing nasty words makes me feel unsafe in the dinner hall". "When we hear children making fun of other children and when they have said sorry but kept on with the jokes".

Q: What happens when you tell the teacher?

A: "The teacher talks to them to tell them off".

Q: Does that help?

A: Yes

9.04

Worry/talk box

Q: The Chair asked if you use the worry box what happens? How does it work?

A: An older child explained you fill in a piece of paper with different questions on it to say what's wrong and then the teacher looks at it.

Q: Do the teachers always sort it out?

A: "They do but they don't check the box every day".

Q: Does everybody call it the worry box?

A: Older children answered, "yes but year six call it the talk box".

Q: Why do you think children don't put things in the box?

A: Maybe children were scared to was the answer from some of the year three and four children or you get told you're a snitch so they might not want to tell the teacher.

9.05

Feelings

Q: What can you do then the Chair probed; are there any other ways you talk about feelings?

A: A few of the children explained they could talk about their feelings in class and proceeded to explain about restorative practice (RP)and how this had taught them to try to solve their

own problems.

Q: How does that feel?

A: A child said, "it's good to learn about how to solve your own problems".

Q: Do all the adults use RP?

A: Not sure some of the children answered.

Q: What happens if RP isn't working? If you are struggling to use RP, do you do anything else?

A: "We might have a Mindmate meeting to talk about what happened or how they can help you".

Q: Is that the workshop you had last week?

A: All the children said "yes" or nodded.

9.06

Learning about safety

Q: What do you learn about in terms of safety? Keeping yourselves safe?

A: Children talked openly about;

- Online safety
- Road safety - crossing the road when there was a green light or to wait and cross with parents.
- Mobile phone safety.
- Mindmate.
- Keeping other people's feelings safe and mentioned respect for how other children felt.

9.07

Questions for governors

Q: The Chair queried do you want to tell us or ask us anything? Is there anything we should be coming to see?

A: Children asked when governors met and were advised this was Thursday nights also that governors visited school on different days during the day. Children suggested governors came in to see group or learning partner work. A pupil gave a detailed explanation about how children could be put with a learning partner and not really be happy about working with a particular child they didn't know and if governors came in, they could see by the end of the group or learning partner session the children got on and worked well together. Topic, PE, or Maths lessons would be good to see the children suggested.

9.08

Making school better

Q: Is there anything we should do to make school better?

A: Children answered come in to see if we have a worry or what is in the box or go to see Mrs Jheeta.

10.00

SCHOOL FOOD AND MILK (TOR 8.06)

10.01

The DHT informed governors school continued to issue free school meals and milk for eligible pupils, including nursery children.

10.02 It was noted families who normally had free school meals (FSM) in school were issued with vouchers to spend on food during strike days.

11.00 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)
(TOR 8.02)

11.01 The SENDCo circulated her comprehensive report prior to the meeting. Key points raised were.

11.02 The SENCo was well supported by the SEND HLTA, and this administration support enabled her to take a strategic lead.

11.03 Staff training sessions had been run and well received on a supportive sentence structure tool, Semantics.

11.04 Individual SEND plans for children had been analysed and questioned in depth. The SENDCo had asked teachers how inclusive existing support for SEND children felt and then given constructive feedback on her findings to teachers in a question style.

11.05 It was noted there had been a definitive culture shift towards SEND children being included in lessons with concerted effort to remove barriers. This had been commented on extremely positively when Helen Davey, school improvement advisor (SIA), had recently visited. Governors were given individual examples of children who previously were not engaged in their learning or sat in the class and now were involved naturally in the lessons. Simple changes like allowing a child to have a fidget toy with them at their desk or discreetly having dyslexia support reading panes with them had had an affirmative impact which the SIA had observed.

11.06 Questions were invited on the report.

Q: Has there been any SEND feedback from parents and children?

A: There had been very appreciative parental feedback especially from parents who had been very reticent or abrupt before. Additionally, a teacher had said after her EHCP pupil reviews, that the SENDCo had made her feel at ease, was very supportive and never made her feel stressed. Another teacher had said the training the SENDCo had provided had been inspiring and sparked their enthusiasm for inclusion.

Q: Do you think you have enough support and where do you go if you're having a difficult day?

A: DHT is there for me and I'm there for her too. We work together well with the SEND HLTA and SWO and feel we are a strong supportive team for each other.

Q: How do you explain to the children in the class when children with SEN are unhappy and their behaviour is or appears rude naughty or unkind?

	<p>A: It can be difficult as the child saying for example a rude word or who behaved in a certain way didn't know any different. A governor commented it was helpful for children to understand and observe SEND behaviour and pointed out that one of the school council children had said it was good for children to understand other children's feelings and emotions.</p>	
11.07	The DHT made governors aware the SEN team had attended useful trauma training which had reaffirmed they took the right action when needed.	
11.08	The accessibility audit, the purpose of which was to examine what support was needed for individual children, was due for review 24 February.	LT
11.09	The SENDCo explained that both she and the SEND HLTA had undertaken a SEND award master's degree for their professional development. Governors were keen to know how this had affected their wellbeing and was being managed. The SENDCo confirmed it was a challenge but helped they were doing the qualification together and that they worked well and supported each other. Governors were impressed with their commitment to study.	
11.10	The SENDCo wanted governors to know how being a member of the senior leadership team (SLT) had helped to drive forward changes and outlined examples of this impact.	
11.11	Governors were made aware of the level of evidence-based information required for funding applications submitted and local authority delays due to the volume of applications the LA received. It was clarified this information could span two school terms. It was pointed out that the DHT and SENDCo had been highly commended by the LA on the depth of a pupil application and evidence submitted. Governors were satisfied the approach adopted to gather more evidence for funding applications over a longer period worked well.	
11.12	The Chair and DHT thanked and praised the SENDCo and SEND HLTA for the number of bespoke interventions they managed and how the report demonstrated an impressive inclusion journey for the team, school and the SENDCo as a leader. The detailed SEND report would be published on the website.	LT/DHT
11.13	<p>SEND Policy</p> <p>Governors requested the following amendments to the SEND policy prior to approval;</p> <ul style="list-style-type: none"> • Any reference to SEN be amended to the new term SEND. • Add the DHT into the bullet points section for designated teacher. • It was decided to add a glossary of acronyms to assist parents with the terminology used in the policy. • To action the above before the policy was published on the 	ZL

website.

11.14

Anti-bullying policy (Appiii)

The DHT had circulated the Anti-bullying policy (Appiii) prior to the meeting and requested governors review this after an alleged case. There had been a need to update and make it clearer the DHT informed governors. There was discussion with the following changes requested.

- Governors commented it had been personalised and made relevant to school.
- The prevention part was good.
- Suggested a line was added to encourage parents to contact school if they suspected their child or another child was being bullied.
- Page 2 and 4 to be examined to see if the language could be softened and more inclusive as a governor felt some wording was sexist.
- The Chair suggested replacement of the word perpetrator and consideration within the policy that a bully may need support too.
- That the policy made clear the parents of the bully would be informed.

DHT

12.00

IMPACT OF COST-OF-LIVING CRISIS ON FAMILIES (Refers 11.09)

12.01

Governors agreed they needed to remain mindful of the impact of the cost-of-living crisis in school and maintain this item on the agenda.

12.02

Governors had discussed the cost-of-living crisis within agenda point 5.08. After further discussion it was agreed there would be a review of each educational trip in June. This was to see if it was cost effective and beneficial and not a trip taking place because it was what school had always done.

DHT/SBM

12.03

A governor had a contact at the local allotments and would get in touch to see if this could be a possible school visit

AW

13.00

DATE AND TIME OF NEXT MEETING

- Full governing board meeting: Thursday 9 March 2023 at 6.30pm
- PDBW Committee: Thursday 8 June 2023 at 6.30pm

Including governor visits to be undertaken prior to the next meeting

The Chair closed the meeting at 8.50pm