



### ***Tom Leech (Tom L) arrived at this point***

Tom C quoted examples of where he had been approached by a child who shared concerns regarding their sibling and online content. The child had shared information with their sibling and parents from the assembly to keep the younger sibling safe online.

Tom C regularly met with the school council and heard their views and concerns. Additionally, a newsletter aimed at parents was shared on Class DOJO every half term which covered topics such as Tik Tok and Fortnite. The newsletter contained information about outside agencies parents could contact for more information. It was published at the same time as the assemblies so the message the children received was reinforced in a more direct targeted approach to the parents. Governors were informed Tom C wanted the online safety evenings to be better attended and would continue to work with Zara Lister Safeguarding welfare officer (SWO) to improve parental attendance.

**Q:** The Chair asked what time of day are the online safety information sessions?

**A:** After school or early morning usually.

- 5.04 Tom C explained when parents reported having difficulties with online content, he reinforced messages at school. For example, that Fortnite may not be ideal for children to access and the reasons why. Parents had been reassured with this approach, which was further strengthened when outside agencies, e.g., the NSPCC also sent information, a governor commented.
- 5.05 In summary, governors were impressed and reassured with the online safety focus and how much progression was demonstrated after just a year. A governor highlighted how inspiring and supportive it was to hear that the younger EYFS children had some exposure and information. The DHT and governors thanked Tom C for an informative presentation.
- 6.00 REVIEW ACTIONS AND MATTERS ARISING**
- 6.01 **Personal development and wellbeing (minute 5.07 refers):**  
Action closed: Bobbie Gresser had attended the Mindmate assembly and fed back to governors on both this and the Mindmate assessment,
- 6.02 **Governor safeguarding briefing training module (minute 8.04 refers):** Action completed. Tom Leech and Amy Wilson plus Mohammed Rafique and Faye O'Toole had completed the safeguarding briefing training module.

- 6.03 **Vetting of outside providers (minute 8.08 refers)** Action completed: The Chair clarified school followed the Leeds city council (LCC) safeguarding policy when no children were in school during a letting. Where children were in school during a letting, a DBS was requested, and school safeguarding vetting checks took place.
- 6.04 **Children’s request for governors to see lessons (minute 9.07 and 9.08 refers):** Action ongoing. Mary Dailey had observed maths lessons. The Chair referred to the previous meeting 02 March during which the school council children were asked if there was anything governors could do to make school better. The children had asked governors to visit so that the children could show them the worry box and what the children wanted governors to see. Amy W, parent governor said she would arrange to visit.
- 6.05 **Accessibility audit (minute 11.08 refers):** Action closed. The accessibility audit would be reviewed in February 2024.
- 6.06 **SFVS approval (minute refers 9.02) FGB meeting 09 March.** Action completed. The SFVS had been approved and submitted.
- 6.07 **SEND report (minute 11.12 refers):** Action closed. The SEND report had been published on the website.
- 6.08 **SEND policy (minute 11.13 refers):** Action closed. Amendments governors had requested had been actioned and the policy published on the website.
- 6.09 **Anti-bullying policy (minute 11.14 refers):** Action closed. The DHT had updated the Anti-bullying policy (Appiii) with governor changes to make it clearer and the policy had been published on the website.
- 6.10 **Educational trip review (minute 12.02 refers):** Action closed. Governors discussed this and the cost-of-living crisis within agenda point 13.01.
- 6.11 **Allotment contact (minute 12.03 refers):** Action closed. A governor had given school a contact at the local allotments to enquire about a possible school allotment visit.
- 7.00 STRATEGIC OVERSIGHT (IMPACT)**
- 7.01 The Chair commented governors triangulate evidence through the receipt of internal reports, governor monitoring visits and information from external sources. Reports were received regularly from the SIA and discussion and challenge recorded in the minutes.
- 7.02 **Governor monitoring visits**  
Bobbie updated the meeting regarding her recent SEND visit 23 March during which she had observed a child intervention with a Speech and language TA and a Geography lesson on the Amazon rainforest. She commented how both lessons were

Amy W

delivered with enthusiasm and support for the SEND children was integrated within the lesson so well.

Additionally in a Year two Science class it had been valuable to see Clickr in action where children had a sentence in their head and were able to input this straight on the computer using Clickr. The lesson had been about fungi and Bobbie observed how naturally the lesson was delivered to include a child with ear defenders on, a child who needed time out, and another child who used a fidget toy. She observed how the children understood that the SEND child needed a fidget toy and how accepting the other children in the class were, they understood and didn't ask for a toy themselves.

The DHT made governors aware recent curriculum monitoring has shown staff were still not using Clickr as much as they could so monitoring of this would be revisited

**Q:** Is that in Foundation subject lessons Bobbie asked?

**A:** Yes, the DHT answered, we need to do more so monitoring of this would be revisited.

It was noted how some teachers were more confident in their involvement of SEND children during the lessons.

7.03 Tom L reported on a recent Pupil premium (PP) visit. He had spent time talking though funding usage and asked about the outcomes and impact of funding plus observed first-hand how the application of funding linked in with other barriers e.g., English as an additional language. (EAL). He' had talked to some of the PP children which he had found beneficial.

## **8.00 ATTENDANCE, BEHAVIOUR AND ATTITUDES**

8.01 Appendix A Behaviour incident report and Appendix B Attendance report were circulated to all governors prior to the meeting which included the following.

### **8.02 Attendance**

Governors were informed school aimed for 96% overall attendance. Attendance had fallen overall compared to last time governors met.

**Q:** Governors wanted more information about which groups and why?

**A:** The DHT teacher explained the picture was mixed with attendance down in some year groups, specifically in EAL or BME groups.

**Q:** What's happening with early years attendance a governor asked?

**A:** The DHT explained she had held one on one meetings with EYFS staff to investigate further. One child had been late fifty-seven times since September.

**Q:** What was the reason for this a governor queried?

**A:** The DHT was in regular contact with both the staff and parent to establish a reason for the lateness. A phonics lesson had been moved to later in the morning to ensure the child participated as this was originally being missed. The Chair probed for more information and following further discussion governors in turn gave their reassurance and support to the DHT that school were doing all they could to support and encourage regular attendance. Governors requested to be kept updated on progress made.

No exclusions and no children electively home educated or on reduced timetables.

8.03

### **Behaviour**

Governors discussed two recorded incidents of bullying in detail. Both were allegations and after further investigation did not meet the full criteria of a bullying allegation.

**Q:** A governor asked how an allegation can be upheld to be defined as bullying?

**A:** The DHT clarified that the two allegations were name calling that had stopped, not with malice or intent. It was also rough play or silliness. These two did not meet the full criteria of a bullying allegation.

There were nine recordings of fighting, two had been wrongly categorised, the DHT explained why. Other fighting incidents were explained in detail and governors were reassured that whilst four of these involved the same child, school had adopted effective consequences, sanctions and put monitoring one to one in place for one of the children. Some of the other children also involved had missed playtimes and written apology letters

The Chair sought clarification on how all the children affected were and was advised a parent of a child who was assaulted, had requested the Complaints policy plus had additionally requested transcripts of conversations regarding the incidents.

The child who had been fighting other children on more than one occasion was monitored and supported one to one by a staff member. Appropriate consequences for their behaviour relevant to their individual needs had been used. The child had missed some break times and had the opportunity to earn back break time. The parent had been into school and was initially supportive. The DHT had another meeting scheduled with the parent this week and would update the Chair.

**Q:** Governors asked if the situation with either parent might escalate?

**A:** Yes, it was thought the situation with the parent of the child who had been bullied would potentially escalate to a formal complaint the DHT confirmed.

**Q:** Is this member of staff providing one to one monitoring of the child supported and feeling safe?

**A:** Yes, the DHT was overseeing their welfare.

**Q:** Were all children in the same class? Can we do Mindmate sessions with them a governor wanted to know?

**A:** Yes, they were in the same class and sessions had happened plus an overall class reminder about being kind, the DHT clarified.

**8.04 Homophobic language**

A case of homophobic language had been recorded, the child had been spoken to it was established was simply being blunt and not said to cause offence.

**8.05 Racist language**

Racist language referred to involved two BME children. One child had used an offensive word and understood what it meant. Both parents were shocked when contacted, the child had apologised, and parents had been supportive.

Another incident involved football, parents had been shocked with the language used and the child had said he had become angry during the football game but couldn't explain why he had used the words he had other than being cross during football.

**8.06 Verbal abuse of staff member**

Following an investigation, the verbal abuse of a TA had stemmed from a child watching YouTube videos at home. The child had missed some break time however it was not deemed appropriate for them to miss all break times as there was a SEND need for fresh air and breaks. Going forward, the DHT was pleased he used alternative words she had given him when he felt cross and liked the sound of the new words.

**8.07 Football**

Governors discussed the common theme of football across the behaviour incidents.

**Q:** A governor asked if year six behaviour could be generally challenging now?

**A:** Yes, the DHT said it could be after SATs and before the transition to high school. School had split the year group between playgrounds and staggered some lunch times to alleviate.

**Q:** A governor wanted to know if football wasn't banned, was there anything school could do to manage it better and encourage teamwork? Why did the older children feel it was acceptable to express their emotions in this way?

**A:** There were separate football days and referees the DHT quantified, it was difficult to see what more could be done.

Governors suggested having role models to look up to or a skills coach they knew to come in and deliver a team building or skills session. Bobbie would forward a contact to the DHT.

**9.00 PRESENT THE ANNUAL SAFEGUARDING MONITORING REPORT AND ACTION PLAN**

9.01 The Chair would meet with Zara Lister (Safeguarding welfare officer – SWO) to discuss the progress of actions in the previous Section 175 Compliance Return and arrangements to complete this year’s submission prior to the required LA deadline return date of Friday 14 July 2023. The finalised return would be shared with all governors prior to the next FGB meeting 6 July. The minutes of the next FGB meeting should record that it had been accepted as an accurate reflection of school practice.

**10.00 STAKEHOLDER ENGAGEMENT – PUPILS/SCHOOL COUNCIL.**

10.01 The DHT provided governors with the context behind the “My Health, My School Survey” (MHMS), Appendix C, which all children in Years there to six completed. anonymously and consisted of a range of questions around, healthy eating, physical activity, drugs, alcohol and tobacco, social, emotional, and mental health (SEMH).

It was unclear if all children in each year group received all the questions. Governors raised that some of the questions were inappropriate for the age of the children and asked if it was felt that year three were too young to be answering some of the questions.

10.02 The answers analysed did not depict what school and governors knew about the children in school, for example, the number of children who were known to be carers in school was just two however a higher number had referred to themselves as carers

**Q:** Governors questioned if children had understood the wording and reference to the word carer?

**A:** The DHT agreed and felt there were further inaccuracies in the questions and the answers given.

As the results were anonymised it had been difficult to support any children. Generic lessons had taken place on for instance vaping as there had been more mentions of vaping than expected. After the lessons children had been encouraged to speak privately to staff with any concerns.

The results also showed that around one or two children in each class had touched on parent problems with alcohol or drugs usage which was at odds with what school felt they knew and did not instil confidence the Chair felt. A governor added that the recent Mindmate survey results depicted a different positive picture.

The Chair pointed out the MHMS survey indicated a significant proportion of children within school were experiencing neglect and mental health issues and drew attention to their safety and emotions which were key for governors to understand.

Following further discussion over the worrying MHMS data, the clerk offered to ask governor support if other schools had mixed

or concerning survey answers and what their intended actions were? Governors agreed this would help them to understand their own school results.

10.03 In addition, governors asked the DHT to devise five key questions based around the topics of: DHT

- Meals and eating
- Mental health
- Safety at home
- Caring roles
- Alcohol

Children from year three upwards would be asked to complete these questions with their name so staff and governors were able to quickly identify any safeguarding concerns and act on them.

## 11.00 EQUALITIES

11.01 The accessibility plan was approved and available on the school website to view. School previously had an equalities governor however there was no current specific governor focusing on equalities. This role would be revived in September. It was also noted Mary and Sarah would complete an equalities action plan.

11.02 Information on how school engaged with and met its statutory obligations in terms of data policies and practice was published on the website.

## 12.00 ANNUAL REVIEW OF EFFECTIVENESS

12.01 **Q:** How do we know we are effective the Chair asked?

**A:** Governor's provided the following to demonstrate their effectiveness

- Mindmate report evidence
- Attendance focus evidence
- SEND Louise Turnbull (SEND and EYFS leader had presented at the last meeting)
- Governor monitoring visits
- Pupil voice
- Started to follow at mapping to SIP
- Assemblies that had happened as a direct result of governors requesting them. For example, the regular Online safety assemblies Tom C had mentioned in his earlier presentation
- Meeting minutes and agendas show governing board effectiveness, impact, and challenge. Evidence seen as follows within the safeguarding external audit.
  - Item 11.2 PDBW and FGB minutes used as evidence.
  - Item 11.6 PDBW minutes and Pupil voice questions *during the meeting cited as evidence of governing board effectiveness in answer to the question "How do governors know if pupils feel safe and pupils know which adults to approach if they have any concerns?"*

12.02 **Q:** Is there anything more we should do as governors?

**A:** It was expected there would be some governor actions following an imminent Ofsted course on personal development the DHT was attending.

Another governor acknowledged that they were always mindful and looking to support school further so would add to this list if needed following the next SIA visit.

Governors also suggested a visit to a local outstanding primary school as Ofsted was due. The DHT would contact the school concerned to try arrange a visit for herself and subject leaders

**13.00 IMPACT OF COST-OF-LIVING CRISIS ON FAMILIES (Minute refers 5.08 PDBW meeting 02 March)**

13.01 There had been some review of current educational trips and their value for money. Trips had remained as for example it was emphasised that a third of a year group had never been to the theatre before and some children had never been to the seaside before their school trip.

Tom L mentioned that when PP children were asked about their most memorable thing in school, they had all said the school trips.

School had visited Harlow Carr gardens this week with year one and it had been a positive experience for all involved.

13.02 The clerk clarified this item was still a rolling agenda item and all governors agreed. The impact of the cost-of-living crisis on families was requested to remain on each future agenda as a standalone item to maintain an awareness and invite discussion

**Clerk –  
next  
PDBW  
agenda**

**14.00 SAFEGUARDING AUDIT**

14.01 All agreed there had been an in-depth discussion of the recent exemplary safeguarding audit at the last FGB.

**15.00 DATE AND TIME OF NEXT MEETING**

15.01 The DHT invited governors to the school wellbeing afternoon on 23 June 1.30 to 3pm.

The clerk would communicate proposed dates for the next academic year meetings.

The Chair closed the meeting at 20:25pm