

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

Minutes of the meeting held in school on Thursday 19 October 2023 at 6.30pm

<b>PRESENT</b>	Gemma Dolden (Chair)	Tom Leech
	Marcus Howell	Amy Sanderson (Amy S)
	Jenny Hand	Amy Wilson (Amy W)

**IN ATTENDANCE:** Julie Kirkpatrick (Clerk – Governor Support Service)  
Becca Pinder (Deputy Headteacher/Associate Member - DHT)  
Louise Turnbull (SENCO and EYFS Leader)  
Nicola Allardyce (Associate Member)

<b>1.00</b>	<b>APOLOGIES FOR ABSENCE AND MEMBERSHIP MATTERS</b>	<b>ACTION</b>
1.00	Apologies were received and accepted from Bobbie Gresser and Sam Todd	
<b>2.00</b>	<b>DECLARATIONS OF INTEREST</b>	
2.01	There were no new declarations of interest.	
<b>3.00</b>	<b>ANY OTHER URGENT BUSINESS</b>	
3.01	There was no other urgent business to report.	
<b>4.00</b>	<b>ELECT A COMMITTEE CHAIR</b>	
	This item had been actioned in the previous FGB 21 September; Amy Sanderson was re-elected Chair of this committee.	
<b>5.00</b>	<b>MINUTES OF THE LAST MEETING</b>	
5.01	<b>Resolved:</b> That the minutes from the meeting on Thursday 08 June 2023 were accepted as an accurate record and the Chair was authorised to sign the minutes.	
<b>6.00</b>	<b>REVIEW ACTIONS AND MATTERS ARISING</b>	
6.01	<b>Safeguarding training (minute 6.02 refers):</b> Action in progress. The Chair pointed out that existing governors had completed safeguarding training however new governors were required to complete their safeguarding training.	<b>New Govs</b>
6.02	<b>Teacher presentations/parental engagement (minute 5.03 refers):</b> Action in progress. The Chair commented that only two parents had attended the online safety session and governors should consider ways to increase parental engagement.	<b>All Govs</b>
6.03	<b>Pupils' request for governors to see lessons (minute 6.04 refers):</b> Action ongoing. The Chair referred to the previous meeting 02 March during which governors asked the school council if there was anything they could do to make school better? The pupils had asked governors to visit to show them the worry box and what they would like governors to see. <b>Q:</b> Which year group was ideal to arrange to visit?	

**A:** The DHT suggested year three or four (Y3), (Y4) would be best. The Chair advised new governors could join Amy W on the visit if they wanted to.

Amy W

The DHT would ask pupils in the upcoming school council meeting what they would like to show governors what they were proud of? Governors would then arrange to come into school to give pupils the opportunity to show specifically what was important to them.

DHT

6.04

**Five key questions DHT around MHMS results (minute 10.03 refers):** Action closed. Governors referred to Appendix A which had been circulated prior to the meeting. The DHT had devised five key questions based around the topics of:

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

The teacher had read the questions to Y5 and Y6 pupils.

Important points discussed with governors were,

- Pupils mentioned not having had breakfast before school. Conversations with the pupils did not raise any additional safeguarding needs and all pupils were reminded they could bring their own snack in to have at break times.
- If pupils felt sad they knew what to do and could articulate coping strategies
- One child who felt unsafe was currently supported by staff and school had a good relationship with the parent.
- The definition of a carer had been read and clarified for pupils, which highlighted a new carer case, previously not known to school. Support mechanisms were put in place, and it was agreed the survey had been an extremely useful exercise for this reason. Two pupils who were carers were now supported by school.
- The question around alcohol had not raised any new concerns, Again it had been useful for pupils to offload and admit if they had tried alcohol, but nothing discussed had caused concern.

Governors felt the school individual survey had been a positive exercise. The DHT confirmed feedback was forwarded to the LA regarding the ambiguity of the MHMS questions. Governors thanked the DHT and commented that it had settled any safeguarding concerns or doubts they may have had with the outcomes of the MHMS survey.

7.00

### **STRATEGIC OVERSIGHT (IMPACT)**

7.01

Governors agreed strategic oversight and how they triangulate evidence had been discussed within the recent FGB.

**Q:** A governor asked if there were any specific priorities the committee should be focusing on?

**A:** The DHT considered the relationship between BME and none BME pupils in terms of performance as BME pupils did not perform as well as non-BME. Governors discussed links between poverty and PP pupils, insights from home visits provided a valuable understanding of home life, influencing factors and community, Louise explained.

Governors wanted to understand and support the BME pupils and asked what school intended to do to identify and track these pupils to enable them to collectively look at any barriers to progression. It was agreed this would be a continuous conversation for this committee. The DHT asked governors to think about challenges unique to school and what was happening within the local community that governors needed to talk about to reflect community and diversify.

**Govs/DHT**

**Q:** A governor queried if there was a way to speak to parents of pupils who were not engaging to hear their worries?

**A:** Ideas were discussed, and governors suggested they could be more visual and talk to parents at pick up and drop off times.

**Q:** A governor asked if school communicated with other schools with an even greater number of pupils in poverty?

**A:** The DHT confirmed the Head worked with a cluster of schools where the Heads met regularly and talked about their issues.

In summary, this item would be discussed and progressed at the next meeting once governors had had the opportunity to speak with parents. Additionally, The DHT would do a piece of work around engagement of the BME pupils and their wider families.

**DHT**

Amy S shared the Leeds observatory website which analysed statistics across the LA.

7.02 The DHT planned to ask the Head and explore local police options for a school contact as the safer schools PC previously linked to school had been promoted. The LA children's safeguarding partnership may also help with this the Chair suggested.

**DHT**

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

8.01 Appendix B End of Year Summary, Bi Attendance histories and Appendix Bii 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 overall was not a concern; this would be if it fell below 92% the DHT stated. Focus was on groups of pupils not individual attendance, SEND attendance was good and had increased to 95.3%. In answer to governor questions there was an overlap between EAL and BME attendance..

8.03 No exclusions or pupils on reduced timetables.

8.04

Two pupils were working with the cluster for attendance improvement. A positive meeting had been held between the Head and a parent which had a successful impact and improvement in the child's attendance.

**Q:** A governor wanted to know why there were so many Y4 pupils with lower attendance as this year group stood out against other year groups?

**A:** The DHT indicated there was a high number of Y4 pupils with EAL, special needs or parental needs

**Q:** Were there particular EAL communities with attendance issues?

**A:** The potential to unpick the PP and EAL attendance issues and data highlighted in Appendix Bii further was proposed and the DHT intended to look into reasons for this however clarified attendance issues were not solely confined to EAL families. Governors commented that potentially there may be more families school could not fully connect with due to language or cultural differences issues though it was noted Nighat Khan spoke Urdu and liaised with Urdu speaking families.

DHT

The DHT provided the following information below to address further governor questions,

**Q:** Was there a pattern to the successes where attendance had improved?

**Q:** Had attendance worsened since the Pandemic?

**Q:** How was attendance managed for pupils with in-depth health issues?

**Q:** Do you think attendance awards work?

- Attendance had not worsened since the Pandemic except for EAL families.
- No real pattern to attendance improvement, the circumstances were different and individual to each family, for example a car could have been fixed.
- Appointments for ongoing health issues were factored into the statistics and allowances or adjustments would be made for individual cases.

There was a conversation around if attendance rewards worked. It was evident from a parent governor perspective that pupils took a keen interest in attendance and wanted to win class and individual rewards. Governors debated the question of striking the right balance between pupils knowing they needed to stay at home if unwell and attend school if they were able. It was noted the Head reassured pupils and regularly talked about this in the attendance assemblies.

8.05

School had been informed a pupil would be electively home educated and the pupil had now left school. The parents had offered no reason for the withdrawal of the pupil and not engaged when school had contacted by telephone and letter several times to attempt to discuss and ascertain the reasons behind their decision. The parents had been made aware school would re-

admit the child and extended the opportunity at any time in the future.

**9.00 SAFEGUARDING**

9.01 In the summer term, the Chair had met with Zara Lister (Safeguarding welfare officer – SWO) and the FGB had accepted the Section 175 and it was an intention to Compliance Return as an accurate reflection of school practice.

The Chair would meet with the SWO this term and it was their intention to implement a safeguarding strategy by the end of this academic year.

Chair

**10.00 PUPILS LOOKED AFTER (LAC)**

10.01 The DHT gave an update on the LAC along with an explanation of the monitoring she undertook regularly with the LAC and PP pupils.

**11.00 PERSONAL DEVELOPMENT AND WELLBEING (TOR 8.04)  
ADDITIONAL DHT PRESENTATION**

11.01 The DHT gave a thorough presentation regarding Personal development (PD) in respect of an Ofsted inspection. Key points were.

- The definition of PD was explained.
- School prided itself on that pupil developed no matter where they started from and that they understood the world around them. These were the two key curriculum principles, ***“A curriculum that matters and the whole child development.”***
- School were working towards becoming MindMate champions.

Personal development included many strands, for example.

- Wider opportunities such as theatre trips or nature visits which pupils always recalled and remembered.
- Inclusion
- E safety
- British values
- Citizenship
- Relationships - Spiritual, Moral, Social and Cultural (SMSC).
- 

**Q:** A governor asked when RSE (Relationships education) started, and did it cover sex education?

**A:** The DHT confirmed yes it did and started from Y2.

- Protected characteristics and age – an example was given of the texts pupils read which covered disability. Picture news assemblies were held every other week on Tuesdays and Thursdays. Theses were based on British values but additionally asked pupils what they wanted to know about news events. Governors were invited to see the assemblies in action and the opportunities for pupils

to discuss up-to-date news events afterwards. A recent assembly had talked about the Sycamore gap tree which governors were pleased to hear about. Pupils were encouraged to make links to British values when for instance to Guy Fawkes story would be covered next week. Hard to tackle topics would also be approached in a meaningful and informative way such as current events in Gaza and Israel.

- Wider safety for example money choices.
- Citizenship what it looked like in school, pupils being responsible, presenting and debating knowing about being part of a community. The DHT signposted governors to the website where she had broken down Citizenship and what it meant at each key stage.
- Development of character which included growth mindset and restorative practice. Voluntary work such as litter picking had been proposed with Y6.
- Language ambassadors which gave responsibility to pupils who spoke another language, celebrating and sharing this skill.

The DHT had further PD training next week.

Governors discussed the challenges school faced where inclusion was paramount, respecting differences and uniqueness with pupils identifying themselves differently such as for example a furry animal.

Links had been placed at the bottom of each slide to the curriculum to demonstrate how PD was covered in several diverse ways.

Additionally, former pupils had been back to school to talk about their own careers, there had been a jobs take over day, visitor assemblies and a science job fair. Pupils held responsible jobs in school, for example a play leader.

**Q:** A governor asked if all areas of PD were given sufficient time and prominence and was this reflected across school?

**A:** Yes, the DHT stated this was a particular strength and what school were proud of.

**12.00**

### **STAKEHOLDER FEEDBACK - PARENTS.**

12.01

Cultural capital questions were on DOJO for parents to respond to and to date there were few responses the DHT said.

**13.00**

### **POLICIES FOR APPROVAL**

13.01

- Supporting Pupils at School with Medical Conditions.

Appendix C circulated prior to the meeting to all governors. The Chair requested an amendment to the first page to demonstrate how school would work in conjunction with external agencies and healthcare or medical professionals to seek extra support where

**LT**

needed. Louise Turnbull would amend and send suggested wording to the Chair.

- 13.02
- **Relationships and Sex Education** (and Health in secondary schools).

This policy did not require approval until the academic year 2024-2025.

- 13.03
- **Updated Behaviour policy for discussion and approval**  
The policy would be updated to include restorative practice and circulated to governors for approval prior to being published on the website.

DHT

14.00 **IMPACT OF COST-OF-LIVING CRISIS ON FAMILIES (Minute refers 13.02 refers PDBW meeting 08 June)**

- 14.01
- There was discussion around the impact of the cost-of-living crisis. The possibility of families who were able to pay more for school trips to help families who struggled with the cost was debated and it was agreed this would be an ongoing conversation. Governors were reassured to hear school stepped in and subsidised to help families the SWO and SEND team worked closely with and who were known to struggle with the cost of school trips.

All  
Govs/DHT

The DHT reiterated used uniform was freely available within school for families to take what they needed.

- 14.02
- Governors considered how to highlight to parents what was available in the community to support the cost of living such as food banks.

- 14.03
- SEND presentation.**  
Louise Turnbull (SENDCO) shared the good news herself and Kate Opie SEND HLTA had passed their recent higher education SEND degree. This had re-affirmed the practices and procedures at Chapel Allerton were a strength and the law modules covered had aided when advising staff. Additionally, Louise checked all governors had received and had chance to read the SEND Annual Report 2022-2023. All agreed they had received and read the very thorough report.

- The ambition for SEND was to continue to grow and deliver as knowledgeable and confident practitioners. Louise and her team had worked hard to upskill staff and make the school core offer inclusive.
- The report was input with context from the recent Ian Stokes visit.
- Data from the recent census showed the percentage of SEND pupil on the school internal register was 17 % higher than national average.

- It was explained the local authority (LA) data was different across LA authorities and thus harder and not ideal to draw comparisons from.
- To access additional funding in our LA pupils did not need an EHCP, equally a child could have an EHCP and not have funding.
- Louise explained looking at primaries 2.5% nationally have an EHCP, this would equal around 3.9% of pupils in school if every child pinpointed with the potential for an EHCP did have one.
- School had a high number of pupils with multiple needs and neuro divergents
- A national increase in pupils with autism was filtering into school. Louise explained provision and support was provided whilst diagnoses were sought.
- Dyslexia tendencies were highlighted, school treated it as recognised as a need, not necessarily a barrier to achievement. This had been reinforced when another when Laura the SENDCO from Carr Manor had visited and commented on the great school support for dyslexia.
- An increase in pupils who required hearing aids was noted potentially attributed to delayed hearing tests during the pandemic.

Governors interspersed the presentation with the following questions which Louse answered.

**Q:** Do other schools see the same SEND numbers and needs?

**A:** Yes, there appeared to be an increase in SEND across the board.

**Q:** Was there an impact on Teaching assistant TA time with delays waiting for funding and diagnoses?

**A:** Louise explained school could apply for funding whilst awaiting diagnosis's and additionally could access some funding before a confirmed diagnosis to reduce the impact on TA support staff time.

**Q:** with high numbers of pupils undiagnosed with Autism spectrum disorder (ASD) how are you differentiating between trauma and autism The Chair asked?

**A:** School actively used the cluster support. It was challenging as parents were reaching out to other companies and tools for diagnosis quicker than the LA with inaccuracies and challenges this produced. Louise said staff talked about examples and had consulted other schools for tools they used to differentiate ASD or trauma. MindMate tools Nadia used were useful.

- SEND pupils' performance in school continued to be variable due to multiple barriers significantly complex needs though it was pointed out individual SEND pupil personal progress was good. Louise clarified the reasons behind this and the rationale and explained the data shown in the report was against national targets. Louise was looking at what school could do in addition to the SEND provision currently offered.

- Phonics data was a positive strength with a Y1 93% pass rate.

**Q:** A governor asked about a SEND review process?

**A:** Paperwork was reviewed in a constant cycle, within SEND team meetings, plus the SENDCO regularly checked in with pupils in class. Pupils could say what reasonable adjustments they would like. Y4 and above were SEND heavier cohorts Louise has been working alongside staff to support a consistent and constant review.

**Q:** What has worked well?

**A:** The Clicker programme had been useful. An example of a sorting exercise which had removed the pupils cognitive load demonstrated the pupils understood what was required of them.

Staff had rated their own SEND understanding prior to training and support marks had been low, with some staff marking themselves as a one or two out of ten. Following the training staff scores overall had increased to around eight of out ten and staff had increased confidence.

In summary Louise explained.

- each multi agency meeting held had commended the EHCP plans the SEND team had submitted. Governors were impressed and commended the team.
- Positive feedback had been received from the MindMate accreditation report and observation from governors visits.
- Pupil voice suggestions had filtered into attendance improvement which had been an important positive piece of work.

Going forward challenges were summarised as follows.

- Louise referred to the new Dfe green paper and the Graduated approach (GAT), what it meant and talked about the changes which would make the SEND application and review system easier to navigate and more integrated. Governors were shown an example of an anonymised pupil record the benefit of which was that it was all on one page, included evidence-based interventions. The review was more succinct and explanatory which made it clear what staff needed to do.
- A governor explained about the work the LA are undertaking to minimise the EHCP application backlog and improve ongoing communication to parents.
- Louise explained about the monitoring list and the significant number of pupils who had had joined it.
- The LA had introduced a SEND talking project.
- School continued to work with a challenging staff structure due to diminishing budgets.

- Louise was working on consistency of reporting outcomes from staff and looking into basic diagnostic tools school could use.

Governors were impressed with immense SEND improvements over the past three years and thanked the whole SEND team. There was a brief discussion about how the new space, The Hub was making a noticeable difference due to having a sensory space, a homely feel section and a play area impressed. The Hub area and how well it supported SEND pupils had impressed another school during a recent visit.

Governors authorised the report to be published on the website and commented how thorough and detailed it was.

**15.00**

**DATE AND TIME OF NEXT MEETING**

15.01

All future meetings below commence at 6.30pm.

**FGB**

Thursday 30 November 2023

Thursday 07 March 2024

Thursday 16 May 2024

Thursday 04 July 2024

**QTLA**

Thursday 01 February 2024

Thursday 02 May 2024

**PDBW**

Thursday 29 February 2024

Thursday 06 June 2024

**L&M**

Wednesday 24 January 2024

Thursday 25 April 2024

The Chair closed the meeting at 8.37pm