

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

Minutes of the meeting held in school on Thursday 29 February 2024 at 6.30pm

<b>PRESENT</b>	Gemma Dolden (Chair)	Tom Leech (from item 4.03)
	Bobbie Gresser	Sam Todd
	Jenny Hand	Amy Wilson (Amy W)
	Amy Sanderson (Amy S)	

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

<b>1.00</b>	<b>APOLOGIES FOR ABSENCE AND MEMBERSHIP MATTERS</b>	<b>ACTION</b>
1.00	Apologies were received and accepted from Nicola Allardyce, (Associate member).	

<b>2.00</b>	<b>DECLARATIONS OF INTEREST</b>
2.01	There were no new declarations of interest.

**3.00 MINUTES OF THE LAST MEETING**

**Resolved:**

That the minutes of the meeting held on 16 October 2023 were accepted as an accurate record and the Chair was authorised to sign the minutes subject to the following amendment.

**Minute 4.00 - Elect a committee Chair**

Amend “Amy Sanderson was re-elected Chair of this committee” to “Gemma Dolden was re-elected Chair of this committee.”

<b>4.00</b>	<b>REVIEW ACTIONS AND MATTERS ARISING</b>	
4.01	<b>Safeguarding training (minute 6.01 refers):</b> Action in progress. David Harris (SBM) to send Jenny Hand the link to enable her to complete safeguarding training.	<b>SBM</b>

4.02	<b>Teacher presentations/parental engagement (minute 6.02 refers):</b> Action in progress. The Chair agreed governors needed more time to consider ways to increase parental engagement.	<b>All Govs</b>
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4.03	<b>Pupils’ request for governors to see lessons (minute 6.03 refers):</b> Action in progress. The Chair referred to previous meetings during which governors had 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. Amy W had arranged to visit Year 3 next Thursday 07 March.	
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***Tom Leech arrived at this point.***

In addition to the worry box, the DHT had asked pupils in the recent school council meeting what they would like to show governors and 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. The Chair, Jenny and Amy W confirmed with the DHT that the school council were proud to show governors everything! Fridays were a good day to visit, and all three governors would agree a date with the DHT.

**DHT,  
Chair,  
Amy W,  
Jenny.**

4.04

**BME pupil support and parental engagement (minute 7.01 refers):** Action in progress. Previously governors had asked if there were any specific priorities the committee should be focusing on. The DHT had considered the relationship between BME and non-BME pupils in terms of performance as BME pupils did not perform as well as non-BME. Governors wanted to understand and support the BME pupils and had asked what school intended to do to identify and track these pupils to enable them to collectively look at any barriers to progression.

The DHT had completed a piece of work around engagement of the BME pupils and their wider families. A slide was shown which tracked fifteen BME pupils disadvantaged by postcode. The tracking data had been compiled using the deprivation index from the Leeds observatory website.

Governors were pleased to hear a safer schools officer would visit Year 6 (Y6) to talk about knife and gang culture, additionally to deliver a whole school assembly to introduce himself. In response to a query regarding the “Leeds Knife Angel display, the DHT confirmed school had notified parents about visiting the Knife Angel.

At the last meeting, the DHT had 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. Governors had additionally previously agreed that this topic would be a continuous conversation for this committee. In summary governors concluded a more formal approach and setting a date would work best once they were clear what they wanted to understand and ask parents.

**Govs**

4.05

**Local policing contact (minute 7.02 refers):** Action completed. Refer item 4.04 above

4.06

Attendance (minute 8.04 refers): Action in progress. The DHT continued to investigate reasons for off track BME attendance issues. It was noted that attendance issues were not solely confined to EAL families.

**DHT**

4.07

**Safeguarding (minute 9.01 refers):** Action in progress. 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. Refer item 5.01 and 7.01.

**Chair**

4.08	<b>Policies for approval (minute 13.01 refers):</b> Action completed. Louise Turnbull had amended the “Supporting Pupils at School with Medical Conditions” policy with the governors suggested wording and the policy was published on the website.	
4.09	Behaviour policy (minute 13.03 refers): Action completed. Previously the policy had been updated with restorative practice amendments which governors had approved. The updated policy had now been published on the website.	
4.10	<b>Impact of cost of living crisis on families (minute 14.01 refers):</b> Action in progress, rolling agenda item 11.00.	<b>All Govs</b>
5.00	<b>STRATEGIC OVERSIGHT (GOVERNOR MONITORING)</b>	
5.01	In respect of the priorities being monitored by the committee, the following visits had taken place. Reports were received and next steps discussed. <ul style="list-style-type: none"> <li>• Amy S had completed SEND governor monitoring with Louise which she added had been informative and helped her to understand the challenges Louise faced.</li> <li>• Bobbie had met with Louise and Kate to speak about the medical policy, staff training and the impact of an individual child’s needs and their provision. A follow up walk around visit had been planned.</li> <li>• Amy S had an SFVS/H&amp;S visit scheduled in March</li> <li>• Gemma had a safeguarding meeting booked with Zara the following week to talk about attendance.</li> </ul>	<b>Bobbie</b> <b>Amy S</b> <b>Chair</b>
5.02	The DHT gave an overview of the recent Helen Davey school improvement advisor (SIA) visit. Helen had emphasised how British values were interwoven through the curriculum. The DHT wanted governors to know how pleasing the children’s comments had been when asked about British values.  <b>Q:</b> The Chair wanted more information about how staff had found the scrutiny? <b>A:</b> The DHT explained staff had been challenged across all subject areas, feedback had been good, and the staff had worked hard.	
6.00	<b>ATTENDANCE, BEHAVIOUR AND ATTITUDES</b>	
6.01	<u>Attendance</u> Governors confirmed they had received an in depth attendance report from the DHT. Comparisons with national attendance across year groups were displayed and it was re-affirmed attendance was a concern if it fell below 92%. The DHT explained in comparison to national attendance, school attendance was above national statistics across all year groups. Where attendance was 92% and below which equated to twenty-nine pupils, no EAL pattern appeared, potentially an emerging BME one, the DHT indicated.	

6.02

Persistent absenteeism

Governors were pleased to hear school were lower or on a par across all year groups when persistent absenteeism percentages were compared against national statistics.

**Q:** A governor asked for a definition and what specifically counted as persistent absenteeism?

**A:** The DHT would clarify the definition.

DHT

In answer to further governor questions, the DHT stated there no specific attendance patterns with EAL and no attendance issues in Y2. Governors probed further, asking if the high absence percentage in Y4 could be due to disruption of staffing compared with the continuity and consistency of staff in Y2.

The DHT explained Y4 attendance was in relation to individual known factors, for example family needs, and not specifically staff disruption being a contributing factor.

6.03

Improved pupil attendance letters had been sent, Zara continued closely monitoring and tracking of attendance. Additionally, an example was given of the late gate where she stood outside at the gate and asked why children were late. Attendance letters and meetings continued, governors heard that the Head had held an attendance meeting that week.

There had been no exclusions and no children were electively home educated.

6.04

Behaviour

An incident recorded as bullying had been recorded incorrectly, when the DHT had completed some restorative work this had been friendship issues. This had been resolved with no continued issues. Governors heard about four further allegations of bullying incidents, three of which involved the same group of children who had all apologised after restorative practice and admitted they had not been very kind.. A talking mat exercise had been completed with one child and the DHT had spoken to parents. Governors questioned and were reassured why parents of one pupil had been contacted.

6.05

Racist incidents which had involved name calling were discussed. Parents had thanked school for contacting them and good feedback had been received regarding the resolution. The DHT had spoken to one child who had denied using racist words but had reflected and apologised when the DHT had explained what the words meant.

**Q:** The Chair asked if school talked about racist language in a wider sense?

**A:** The DHT clarified school talked with pupils about not saying anything hurtful or negative. A representative from the David Oluwale society had visited school and children had asked thoughtful questions. A future partnership would see school involved with the development of relevant materials for Primary

schools. A governor commented how children had raised some reflective points and how useful the visit had been to discuss racism.

- 6.06 The DHT summarised the following in respect of behaviour:
- Parents had been supportive of school and the DHT with an incident of LGBT name calling shared on a social media application outside of school which had then impacted pupils in school.
  - Staff continued to challenge a SEND pupil as inappropriate language continued to be used randomly.
  - Five incidents reported which had involved physical violence were outlined and discussed. In answer to governors concerns, the DHT reassured that the safeguarding team were always tagged if physical interaction was used.
  - A common theme of SEND children and behaviour was discussed. Eighty incidents could be split and accounted for shared across just seven SEND children.
  - Governors thanked staff and acknowledged the time staff spent on behaviour recording and resolution.

## **7.00 SAFEGUARDING**

7.01 The safeguarding governor had circulated a report from the spring term monitoring visit and made plans to review the evidence available to support the submission of the annual report on monitoring (ARM) before the submission date June 2024. Additionally, Governors were updated that Gemma, Amy, and Jenny had met with Zara, Safeguarding and Welfare Officer, (SWO) in November plus spoken to Nardeep and Nicholas. This visit had focused on staff wellbeing and involved positive conversations during which governors observed the Head listened to the staff voice any concerns. In summary, the common consensus following the visit was that staff felt listened to.

**Q:** Is there a culture of listening through management? Where do TA's go if they needed to talk to anyone about work? Could staff discuss non-related work issues too? For example, wider problems such as personal problems that may impact work?

**A:** Yes, subject leaders had time allocated to talk to staff and governors noted how approachable the DHT was from examples she shared with them where staff had been supported with ten minutes time out, been sent home or just had a chat and been listened to. TA's approached their appraisal lead. Louise reminded governor's staff had access to the Vivup LA wellbeing and counselling service.

## **8.00 STAKEHOLDER ENGAGEMENT – STAFF (TOR 8.08)**

8.01 The DHT said there would be a staff questionnaire circulated in March following which governors would be updated with the findings.

## **9.00 SCHOOL FOOD AND MILK (TOR 8.06)**

9.01 The DHT confirmed Chartwells the school meal provider ensured compliance with DfE standards. Chartwells standards were stringent, evidenced by the gold award they had just received for handling allergies. In school children with allergies wore coloured lanyards to identify them and the DHT pointed out that these were worn for the whole of lunchtime. The award had been communicated to parents. It was pointed out the school milk supplier now delivered milk less frequently and school were responsible for storing a larger quantity of milk.as a result.

**10.00 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)**  
(TOR 8.02)

10.01 To demonstrate the monitoring and evaluation of the effectiveness of provision for the welfare of children with special educational needs and disabilities (SEND) Louise informed governors that:

- Both Kate and Louise held a recognised SENCO qualification and had achieved a distinction in their recent qualification.
- The SEND Information Report which explains schools policy for children with SEND was published on the school website. Governors noted that approval of the report was an agenda item for the next meeting of the FGB.
- Nine education, health, and care plans (EHCPs) were in place. The committee were made aware of top up funding applications and the impact of funding. Additionally, that twenty two children would potentially be eligible for an EHCP which governors outlined placed into context the high level of SEND staff were dealing with.
- There had been a significant increase in funding compared to last year, which was linked to the significant increase of SEND need in school

10.02 **Q:** The Chair asked if existing EHCPs had been updated?

**A:** Yes, Louise confirmed EHCP's updating was in progress.

Additionally, governors were informed an accessibility audit had been conducted, the accessibility plan was in place and published on the website.

Governors reported they were happy with the SEND information report.

10.03 **Q:** A governor asked if personal evacuation plans were in place where a child was temporarily disabled, for example with a broken limb?

**A:** It was felt this was covered with an injury risk assessment. Amy S to ask David on her next school visit.

10.04 The recent Helen Davey, SIA deep dive into SEND had gone well. Additionally, governors were informed the Head had completed extended observations with individual children which had flagged up some quick wins for staff and useful questions. The Head had looked at EHCP outcomes and spoke to TA's.

**Amy S**

Governors debated the value of sharing case studies from bespoke individual monitoring such as this with prospective parents or on the SEND information report. Louise would consult with the Head what to share following his visits and feedback. When a governor had visited they drew attention to having heard great evidence of individual SEND targets from both the child and staff.

Governors discussed how events were all inclusive for SEND children such as singing, and the space night being held that night in school. A parent volunteer came into school to do singing which all children loved and governors passed on their thanks for the parent who gave up their time to help.

10.05 The DHT advised governors of the hard work which continued to retain a child in school under extremely challenging circumstances whilst school worked to successfully transition the child to high school or an appropriate school. Governors were advised the behaviour of the child did affect other children and staff. They voiced their concerns and support for staff and children's wellbeing.

10.06 Governors requested that a page to explain acronyms e.g., SEND and CAPS be inserted into the SEND information report. Additionally, that examples or quotes from SEND children were added to slide ten entitled "how will my child be included?"

**Louise**

In summary, Louise drew governors attention to the flowchart previously circulated which showed the process followed for SEND identification and support in school. All governors agreed this was useful, and thanked Louise.

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

Governors were satisfied there was nothing new to add to what had been previously discussed. The DHT reiterated school knew their families well, the SWO and SEND team worked closely with and had an ongoing awareness of impacts on families. Used uniform was freely available within school for families to take what they needed.

#### **12.00 ANY OTHER URGENT BUSINESS**

12.01 Governors agreed to read and review the existing governor written statement of behaviour principles which helped determine the measures that made up the school's behaviour policy. The DHT handed out the statement at this point in the meeting. The Chair asked all to read and raise any comments at the FGB meeting next week.

**All  
Govs/FGB**

#### **13.00 DATE AND TIME OF NEXT MEETING**

13.01 Including governor visits to be undertaken prior to the next meeting.

All meetings below start at 6.30pm.

**FGB**

Thursday 16 May 2024  
Thursday 04 July 2024  
**QTLA**  
Thursday 02 May 2024  
**PDBW**  
Thursday 06 June 2024  
**L&M**  
Thursday 25 April 2024

The Chair closed the meeting at 8.30pm