

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

Minutes of the meeting held in school on Thursday 06 June 2024 at 6.30pm

PRESENT	Gemma Dolden (Chair)	Jenny Hand
	Nicola Allardyce	Amy Sanderson (Amy S)
	Bobbie Gresser	Sam Todd

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

1.00 APOLOGIES FOR ABSENCE AND MEMBERSHIP MATTERS ACTION

1.01 Apologies were received and accepted from Amy W.

2.00 DECLARATIONS OF INTEREST

2.01 The Chair checked and there were no new declarations of interest to report.

3.00 MINUTES OF THE LAST MEETING

Resolved:

That the minutes of the meeting held on Thursday 29 February 2024 were accepted as an accurate record and the Chair was authorised to sign the minutes subject to the amendment below.

Point 5.01

- Amy S had completed SEND governor monitoring with Louise which she added had been informative and helped her to understand the challenges Louise faced.

Amended to

Point 5.01

- **Amy W** had completed **Early Years** governor monitoring with Louise which she added had been informative and helped her to understand the challenges Louise faced.

4.00 REVIEW ACTIONS AND MATTERS ARISING

4.01 **Safeguarding training (minute 4.01 refers):** Action in progress. Jenny had completed this training. David Harris (SBM) to send the link to Nicola to enable her to complete.

SBM/Nicola

4.02 **Teacher presentations/parental engagement (minute 4.02 refers):** Action completed. The Chair agreed governors had evidenced parental engagement during the recent Ofsted inspection. Plans were in the early stages to continue parental engagement and develop relationships from Early Years onwards, based on forming relationships from when families first come in the door which involved a food and drama

partnership project the DHT explained. Bids for the collaboration project with “Alive and Kicking and Harehills Primary school would close in April next year.

- 4.03 **Pupils’ request for governors to see lessons (minute 4.03 refers):** Action completed. The Chair, Jenny and Amy W had visited lessons to give pupils the opportunity to show specifically what was important to them.
- 4.04 **BME pupil support and parental engagement (minute 4.04 refers):** Action completed. Previously 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 agreed the challenge in the community, their understanding and focus had been demonstrated within the recent Ofsted inspection.
- 4.05 **Attendance (minute 4.06 refers):** Action completed. The DHT had established reasons for off track BME attendance issues within previous meetings and the reporting governors had received prior to the meeting. Attendance was also discussed within this agenda.
- 4.06 **Safeguarding (minute 4.07 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. **Chair**
- 4.07 **Impact of cost of living crisis on families (minute 4.10 and 11.00 refers):** Action in progress, rolling agenda item retained. **All Govs**
- 4.08 **Strategic oversight (Governor monitoring) (minute 5.01 refers):** Action completed. In respect of the priorities being monitored by the committee, the following visits had taken place, reports received, and next steps discussed.
- 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. An additional follow up walk around visit had now been completed.
 - Amy S had completed an SFVS/H&S visit in March
 - The Chair had been to a safeguarding meeting with Zara in March to talk about attendance.
- 4.09 **Persistent absenteeism (minute 6.02 refers):** Action completed. A governor had asked for a definition of what specifically counted as persistent absenteeism. The DHT clarified the definition was 10% of possible sessions a child could attend which equated to 7 rolling days per term. Governors were pleased to hear school intervened where overall attendance dropped below 92% in comparison to other schools who began attendance monitoring where attendance dropped below 90%. This was considered a real strength for

school to step in to support and monitor at an earlier stage with attendance management.

4.10 **Stakeholder engagement - staff (minute 8.01 refers):** Action completed. A governor reported that Ofsted had commented staff engagement was strong.

4.11 **Personal Evacuation Plans (minute 10.03 refers):** Action in progress. A governor had previously asked if personal evacuation plans were in place where a child was temporarily disabled, for example with a broken limb. It was felt this was covered with an injury risk assessment however Amy S intended to ask David on her next school visit and this action was carried over to the next meeting.

Amy S

4.12 **Special educational needs and disabilities (SEND) information report acronyms (minute 10.06 refers):** Action completed. Governors had 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 10 entitled "how will my child be included?" Louise had actioned this.

4.13 **Statement of written Behaviour principles (minute 12.01 refers):** Action in progress. 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. All governors had received the statement to read and raise any comments at the FGB meeting 04 July.

All
Govs/FGB

5.00 **STRATEGIC OVERSIGHT (GOVERNOR MONITORING)**

5.01 The Chair confirmed there had been no additional monitoring visits as governors had been in school for the recent Ofsted inspection. There were no external reports to consider as the Ofsted and school Improvement Advisor reports were still at the draft unconfirmed stage.

6.00 **ATTENDANCE, BEHAVIOUR AND ATTITUDES**

6.01 The behaviour and attitudes judgement in the recent Ofsted inspection framework had considered how leaders create a safe, calm, orderly and positive environment in school and the impact this had on the behaviour and attitudes of pupils. The DHT confirmed the Ofsted inspector had said attendance was good and robust procedures were in place to tackle any attendance trends and persistent absence.

All governors had been sent the following reports prior to the meeting.

- Attendance 05/09/22 to 31/07/23
- Behaviour Analysis March 2024- May 2024
- Behaviour March to May (Child Protection Online Monitoring System (CPOMS) report.

6.02

Attendance

Governors were reminded school aimed for 96% overall attendance and were currently at 95%. There were no further questions.

6.03

Behaviour

As evidenced in the enclosed reports and the Ofsted inspection, governors were happy school was an environment in which pupils felt safe and in which bullying, discrimination and peer-on-peer abuse, online or offline, were not accepted and dealt with quickly, consistently, and effectively.

There had been no suspensions or exclusions since the last meeting and no pupils who were electively home educated.

Q: The DHT asked governors and the new style behaviour report useful?

A: The Chair commented the report was useful, governors were able to see trends and track behaviour over time. The DHT added the report had enabled her to track incidents closely and evidence where behaviour incidents had decreased, for example in Foundation Stage 2 (F2). All governors agreed the new behaviour report format was helpful and useful to retain.

Q: Have you spoken to any other schools about F2 behaviour trends?

A: Yes, Louise (SENDCO) had been on Early Years courses with other schools who reported the same trends and continued to give governors examples of delayed development with F2 children and basic skills

Q: Is it the same in Foundation stage 1 (F1)?

A: Yes, there were increasingly more children in nappies. Governors talked about the differences between school and nursery and the expectations for example school asked children to put toys away or sit and listen to a story whereas since Covid there was a noticeable decline in children attending Early Years settings with the ability to do this even for a short period of time.

Q: Are children still attending Nursery and pre-school settings?

A: Yes Louise confirmed the settings were more popular now lifestyles and income for families had changed. Additionally, since Covid, families did not have the opportunities for health visitor interaction, for example mother and baby clinics. Behaviours for learning, to sit listen and share had deteriorated. Governors thanked the Early Years team for doing a wonderful job.

Q: Do you do any groundwork about expectations?

A: Yes, at the home visits and during the parents open evening. The Chair added there was an informative Early Years

booklet given to all new or prospective parents which contained the Early Years expectations.

Louise made governors aware that the usage of social media amongst younger children could be seen to affect their ability to concentrate for even short periods of time.

6.04 Bullying and summary of other behaviour incidents

The DHT outlined an alleged bullying incident which had been investigated thoroughly. There had been an incident where children had been mimicking another child and the group leaving an individual out on more than one occasion, which had stopped once the DHT had spoken with them. The children had apologised themselves there had been a consequence and follow-up monitoring showed that this had all settled down.

A Homophobic language incident had involved the usage of a derogatory word and a consequence had been given.

A racist incident was explained, the child concerned had apologised in full, the family of the child affected had been pleased and thanked the DHT for her swift actions.

A SEND pupil had used colourful language when being advised they were unable to google a banned site and consequently had their iPad removed. In a separate verbal abuse incident, which involved another child and their use of nasty language an apology and a consequence was explained.

6.05 **Q:** Have Y6 with SEND been affected by SATS has any behaviour changed?

A: No, the staff governor confirmed the Y6 SEND children had done their own SEND tests. There was just general high spirited behaviour as school were near the end of the academic year.

There was further discussion around individuals in Y6 and their behaviour. Governors asked about transition for an individual pupil who had previously been struggling with concentration and attending school. It was reassuring to hear the progress made and that the Safer Schools officer was coming in to school to support with this and build Y6 relationships.

The staff governor made governors aware that Year 6 transition booklets Secondary schools had produced this year had been more informative than in previous years which had helped the children to share and talk about their new school.

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

7.01 The Chair intended to meet with Zara, the Designated Safeguarding Lead to discuss the progress of actions in the previous annual report (ARM) and independently verify that the information to be submitted in the proposed report was

Chair

accurate. ***Post meeting clerk update - The report must be returned electronically to the local authority by 30 June and the finalised report should be shared with all governors.***

Ofsted had described Safeguarding as effective and cited evidence working to support families was strong, the DHT said.

7.02 **Q:** The Chair asked about how staff felt with Zara leaving? Governors probed further how staff would cope due to the SEND HLTA Kate also leaving at the end of the academic year?

A: The DHT and Louise outlined along with the Head plans to step in until appointments for both positions were made. Governors were reassured and talked about the skills required for both positions. In summary the Chair added herself and Zara were on the recruitment panel for Zara's position and plans were in place for a replacement.

8.00 STAKEHOLDER ENGAGEMENT – PUPILS/SCHOOL COUNCIL (TOR 8.08)

8.01 Governors had been sent a report from Parent View, the online tool to collect parental engagement and statements before an Ofsted inspection. The Ofsted inspector had commented school had received more than double the number normally completed for an inspection. Louise read some of the comments.

- *“Emotional wellbeing is as important as academic”*
- *“Strong community feel”*
- *“What a wonderful support their child would have from day one”*

Ofsted had added how the children's feedback had mirrored parents comments, staff, and governors..

Q: A governor wanted more information about the statement which read “My child has SEND and school doesn't support them”

A: Louise explained it depended how the question was read and interpreted. To clarify further, if this statement had been read literally that school was unable to meet a child's needs which would be better and more realistically met within a specialist school provision then this would be the reason parents may have agreed with this statement. Equally a governor suggested that this could just be not having read the statement question correctly and a false score.

Governors summed up that it was a real school strength the answers had been reflected on. Louise added school were not a specialist provision, so this was reasonable. To quantify, or illustrate further, the number of Education, Health, and Care plans (EHCP's) did not represent what school were dealing

with, more accurately, 9 active EHCP's should be realistically nearer 35 when considering children's SEND needs.

8.02

Q: Are we doing the My Health, My School Survey (MHMS) survey?

A: Yes, Y6 had completed their surveys already and Y5 would do shortly. Feedback from the survey was carried over to the next meeting.

DHT/Sam

9.00

EQUALITIES (TOR 8.07).

9.01

Governors and the DHT jointly agreed that school met statutory obligations and that school complied with the following statements.

- Published equality information annually, which followed a review of school's data, policies, and practice and how the school engages with protected groups.
- Took actions to address gaps identified as equality objectives (and reviewed and updated every four years).
- Approved an Accessibility Plan in the spring meeting.

Q: A governor asked if there was a specific governor with responsibility for equalities?

A: The DHT replied that there was none however Mary had ensured all the above statutory obligations were covered.

The meeting agreed to consider an equalities specific governor in the new academic year.

First FGB of
2024/2025

9.02

The DHT mentioned that the children who had spoken with the Ofsted inspector had talked about protected characteristics which all governors agreed was fantastic to hear.

10.00

IMPACT OF COST-OF-LIVING CRISIS ON FAMILIES

10.01

Q: Have you got a sense from the new cohort of any families impacted by the cost of living?

A: Louise confirmed that the welcome meetings and home visits being conducted would give the team an idea of any families they could offer support to.

Q: Will you still be doing a uniform exchange?

A: Yes and a coat donation too was planned. Additionally, the DHT made governors aware that school continued to strive to make school trips cost effective and productive as possible.

11.00

ANY OTHER URGENT BUSINESS

11.01

Louise gave a proactive overview of the SEND provision within school.

- Whilst there was a decrease in the numbers of children, currently 76 on the SEND register it was explained that this was because the bulge cohort would no longer be at school.
- Monitoring within Y1 was taking place with the potential for the need for higher funding highly likely due to

complex needs and 1-1 support requirements for children for example who were non-verbal.

- An overview of the SEND monitoring list and how this worked was explained. Staff were confident there would be children who could be removed with interventions put in place following the monitoring and the work being input by the SEND team.
- Concerns regarding the local authority (LA) backlog with EHCP applications were discussed. In particular this focused on children entering Early Years with high level of SEND needs which concerned staff.
- The current Y6 were heavily funded as there were a number of high level needs children within that group. When they left school this would impact the school budget by circa £190,000.
- Whilst it was noted there was less attendance at the SEND coffee mornings, parents who had attended had found the chance to drop into school for a coffee morning invaluable.
- Governors wanted to know more about parents who had attended the coffee mornings and were advised parents who had children recently placed on the SEND register had come along coupled with parents who did not have SEND children but wanted more information. There was a common consensus from further examples Louise gave that parents who had attended and sought help had felt comfortable and the depth and content of the conversations made the coffee mornings a valuable resource to continue.
- The Head had visited classes and spent time monitoring SEND provision which had highlighted how teaching assistants were deployed flexibly and the needs of the children.
- The above had resulted in the Senior Leadership Team (SLT) instigating new ideas and solutions to help staff dealing with SEND children. Louise welcomed the in-depth observation and the resulting feedback.
- The Hub space worked extremely well and was a flexible space, accessible for all children.

Q: Do you have much curiosity from children who don't use the Hub space?

A: No, Louise said most children had used the space as for example it was used to give first aid if a child had fallen over plus other activities flexibly which meant that most children had now used the space and not just SEND children. Individual attendance for some children had improved as a direct result of being able to use the Hub.

11.02

Governors sought further clarification around the needs and challenges of some of the SEND children with complex needs and how staff were finding managing those needs. Louise clarified staff had undergone training and continued to make

Chair/Bobbie

progress with managing challenging needs. There was discussion around hidden disabilities, masking behaviours or staff themselves displaying needs which required support. Useful videos were mentioned which governors would send to Louise to see if these helped aid additional understanding of specific children's needs.

A question about a pupil who was working to expected levels and presenting outwardly as if everything at home was settled, who displayed challenging behaviour, had been added into the recruitment panel questions. This was designed specifically for applicants to demonstrate their experience of hidden mental health problems, disability, or concern. This had proved to be an important and thought provoking question.

11.03 There was further discussion around potential ADHD staff training.

DHT

Q: The Chair asked about the possibility of foetal alcohol spectrum disorder (FASD) training which presented with similar behaviours and characteristics to ADHD. Educational psychologists were able to diagnose FASD however it could be commonly misinterpreted as ADHD.

A: The DHT would investigate

11.04 Governors were warmly invited to the next "All are welcome day" on Friday 05 July when topics covering race, autism and other useful information for parents and the wider community would be discussed.

12.00 DATE AND TIME OF NEXT MEETING

12.01 All meetings below start at 6.30pm.

FGB

Thursday 04 July 2024

QTLA/PDBW/L&M

Meeting dates to be agreed in the next academic year 2024-2025.

The Chair closed the meeting at 8.10 pm