

**CHAPEL ALLERTON PRIMARY SCHOOL GOVERNING BOARD
PERSONAL DEVELOPMENT, BEHAVIOUR AND WELFARE (PDBW) COMMITTEE**

Minutes of the meeting held in school on **Thursday 27 February 2025 at 6.30pm**

PRESENT	Gemma Dolden (Chair)	Becca Pinder (Deputy Headteacher)
	Nicola Allardyce	Sam Todd
	Amy Sanderson	Amy Wilson

IN ATTENDANCE: Sarah Cockburn (Clerk – Governor Support Service)
Steve Gilmore (Observer)
Jenny Hand (Chair of Governors)
Laura Lascelles (Observer)
Tess Robbins (Safeguarding and Welfare Officer)
Louise Turnbull (SENDCo)
Emily Webb (Observer)

1.00 APOLOGIES FOR ABSENCE

1.01 All committee members were present.

2.00 DECLARATION OF INTERESTS

2.01 There were no new declarations of interest.

3.00 MINUTES OF THE LAST MEETING

3.01 **Resolved:**

That the minutes of the meeting held on Thursday 07 November 2024 were agreed as a correct record and the Chair was authorised to sign them.

4.00 ACTIONS AND MATTERS ARISING

4.01 **Governor safeguarding training (item 5.01 refers):** Action complete. N Allardyce had completed the training and submitted a copy of the certificate for the school record.

4.02 **Safeguarding meeting (item 5.02 refers):** Action complete. Governors had met with the Safeguarding and Welfare Officer (SWO).

4.03 **New agenda item: Impact of the cost-of-living crisis on families (item 5.03 refers):** Action complete. A standing agenda item had been added (see item 7).

4.04 **School protocol on personal emergency evacuation plans (PEEPs) for temporary disabilities (item 5.04 refers):** Action complete. The School Business Manager (SBM) had confirmed that PEEPs were covered through individual risk assessments and staff were made aware.

4.05 **Equalities link governor discussion at full governing board (FGB) meeting (item 5.08 refers):** Action complete. The item had been included on the FGB agenda.

ACTION

- 4.06 **Staff training on foetal alcohol spectrum disorder (FASD) (item 5.10 refers):** Action complete. Training had been delivered to teaching staff and teaching assistants (TAs). The Deputy Headteacher (DHT) confirmed that it had been very informative and useful.
- 4.07 **Safeguarding governor monitoring visit (item 8.01 refers):** Action complete. The meeting had taken place in November. See item 8.
- 4.08 **J Hand to attend safer recruitment training (item 8.02 refers):** Action ongoing. J Hand would wait for the new SBM to be appointed so that training for both could be completed at the same time, which would be more cost effective.
- 4.09 The committee noted that only one governor had safer recruitment training and that it was best practice to have more than one board member trained.
- 4.09 **Governor DBS checks (item 8.02 refers):** Action complete. The SBM had confirmed that governor DBS certificates had been received.
- 4.10 **Peer-led assembly on smartphones (item 10.02 refers):** Action closed. The DHT confirmed that this was included in the schedule of planned future assemblies.
- 4.11 **Prevent training (item 10.03 refers):** Action ongoing. The SWO had reviewed training records and confirmed that training was up to date for most staff and governors. A virtual training had been purchased and the link would be distributed to those who needed to complete the training.
- 4.12 **Stakeholder survey feedback (item 11.01 refers):** Action complete. The DHT confirmed that the survey data had been shared with the committee.
- 4.13 **Policy reviews (item 13.01 refers):** Action complete. The Chair confirmed the allocated policies had been reviewed.
- 4.14 **My Health, My School (MHMS) response to feedback (item 13.04 refers):** Action complete. The staff governor gave an update on school's response to concerns raised by the pupil survey:
- 4.15 Some children had reported in the survey that they had experienced bereavement and found it difficult to cope. Staff had spoken to pupils and in the majority of cases they were referring to pets but also in some instances to neighbours, grandparents, and close relatives.
- 4.16 The staff governor was working with the MindMate Lead to plan some PSHE sessions on grief and coping strategies. A further survey would be conducted in the summer term to measure impact.

J Hand

SWO

4.17	School was working towards MindMate Champion status and this piece of work would be included as evidence in the submission.	
4.18	Anxiety in school was the second survey concern and school had responded by having further in-depth conversations with pupils.	
4.19	Pupils were reminded that they could approach staff about any worries or use a talk box if preferred. Staff also had open conversations about the reasons pupils might feel anxious and offered reassurance.	
4.20	It was noted that the survey had been sent out shortly before the school residential, which had been a source of anxiety for some pupils.	
4.21	High school had also been raised as a reason to feel anxious but school had lots of positive actions in place to support transition.	
5.00	STRATEGIC OVERSIGHT (GOVERNOR MONITORING)	
5.01	The School Improvement Advisor (SIA) had recently visited school for a post-Ofsted review meeting and the note of visit and contact (NOVAC) would be circulated to governors.	DHT
5.02	G Dolden would schedule a PSHE governor monitoring visit with S Todd.	G Dolden, S Todd
5.03	N Allardyce gave verbal feedback on a Year 4 free writing monitoring visit:	
5.04	In the classroom there was a free space on the board for pupils to write and each pupil had a personal journal.	
5.05	Pupils were settled, very motivated, and eager to share their work.	
5.06	The Committee Chair invited prospective governors to shadow a monitoring visit as part of their induction.	
6.00	ATTENDANCE AND BEHAVIOUR (TOR 8.05)	
6.01	Attendance Prior to the meeting, the following documents had been circulated to the committee for review: <ul style="list-style-type: none"> • Anonymised attendance histories report for persistent absentees • Attendance data by group (Pupil Premium (PP), English as an Additional language (EAL) and Black and Minority Ethnicities (BME)) 	
6.02	The DHE provided an overview of the attendance data.	
6.03	It was noted that the number of PP pupils in Reception and Year 1 was small and the very low attendance of one child in each year group (76% and 71% respectively) heavily impacted the average.	

- 6.04 All PP pupils with low attendance had been identified and were monitored by the SWO.
- 6.05 Governors discussed the support in place for a very recently bereaved family and acknowledged how this might impact attendance.
- 6.06 A staff member supporting the family had completed an online bereavement training session and the SWO would also complete this training.
- 6.07 It was noted that staff were supporting each other as needed and that there was also a support phoneline available.
- 6.08 The DHT reported that no pupils had become electively home educated since the last report.
- 6.09 Two previously home educated children were now on roll in Y2 and Y4 on a gradually increasing timetable which was working well.
- 6.10 **Q** A governor asked if this was an increase to the cohort size.
A It was not; the places were available in both year groups due to in-year leavers.
- 6.11 **Behaviour**
Prior to the meeting, the following documents had been circulated to the committee for review:
- Breakdown of behaviour incidents
 - Analysis of behaviour incidents
 - Autumn 1 review and Senior Leadership Team (SLT) trial recommendations including low level behaviour flow chart
 - Written statement of behaviour principles
- 6.12 The DHT gave an overview of the behaviour data and highlighted that the number of reported incidents for Jan-Feb 2025 was almost half that of Sept-Oct 2024 (113 down from 221).
- 6.13 The reduction in incidents was thought to be due to a natural settling-in effect in term two, and successful interventions put in place to support pupils.
- 6.14 School had introduced a new category of 'low level disruptive behaviour' to improve clarity in the data.
- 6.15 Two allegations of bullying had been recorded and the DHT provided context. Both incidents had been resolved and neither were an ongoing concern.

SWO

- 6.16 There had been a concerning incident of violence from one pupil against another in Y2 which school was responding to with specific behaviour interventions and through contact with the family.
- 6.17 The DHT had shared the Autumn 1 review to demonstrate to governors how the SLT addressed behaviour issues. Staff had met to review the trialled solutions and reported that behaviour had improved.
- 7.00 IMPACT OF COST-OF-LIVING CRISIS ON FAMILIES**
- 7.01 School reported no significant changes in need or school's actions to support families.
- 7.02 School knew families well, conducted home visits and referred for cluster support appropriately.
- 7.03 School was able to provide school uniform and other items (such as World Book Day costumes) as needed.
- 7.04 Staff and pupils were involved in fundraising activities for a local charity providing beds to children.
- 7.05 **Q** A governor asked if lunchtime staff had completed training on spotting issues.
- A** Staff had completed training and were good at raising issues such as concerns over inadequate packed lunches.
- 7.06 Governors acknowledged that it was usually more expensive to provide a healthy packed lunch with fresh ingredients. School aimed to sensitively provide advice where possible but recognised that this was a significant challenge to families.
- 7.07 **Q** A governor asked about the ratio of school meals to packed lunches.
- A** The take-up of school meals was much higher in F2 – Y2 where there was a universal entitlement to free school meals. This dropped off in Y3, through a combination of paying families choosing packed lunches over school meals and peer pressure amongst pupils to have a packed lunch.
- Pupils liked packed lunches as they could spend more time outdoors and didn't need to queue. 'Grabber bag' lunches akin to a packed lunch were available as a school meal to eat outside but still needed to be collected.
- 7.08 Sufficient notice was given about costs, for example school trips were planned at the start of the year and payable in instalments.
- 7.09 School aimed to ensure that families felt comfortable asking for support when needed. The outgoing SBM had built excellent

relationships with families and it would be essential to ensure the new SBM maintained these.

7.10 Interviews for the new SBM would be held week commencing 03 March 2025.

8.00 SAFEGUARDING (TOR 8.01)

8.01 The safeguarding lead governor's visit report of 28 November 2024 was tabled.

8.02 The SWO was relatively new in post and provided an update on progress.

8.03 All cases and actions had been reviewed, with some key items discussed in supervision with the Headteacher.

8.04 The Committee Chair noted that Ofsted had found safeguarding to be effective and it was clear that standards were being upheld.

8.05 A safeguarding governor monitoring visit would take place before the Easter holiday and a report would be circulated to governors.

G Dolden,
SWO

8.06 **Q** A governor noted that staff with designated safeguarding responsibilities dealt with potentially upsetting issues and asked what support was in place to promote good mental health.

A The SWO responded that the staff team were very supportive of one another with plenty of formal and informal check-ins and opportunities to discuss issues. Some staff had specific mental wellbeing training and were available to talk to as needed.

8.07 The Committee Chair reminded governors that safeguarding was everyone's responsibility, and governors could play their part by asking relevant questions during monitoring visits, such as checking that pupils felt safe in school and knew they could talk to staff.

8.08 The DHT would invite members of the School Council to attend a section of the next PDBW meeting. Governors agreed that the School Council should choose what items to discuss in the meeting.

DHT

9.00 SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND): ANNUAL REPORT (TOR 8.02)

9.01 Prior to the meeting, the SEND Annual Report 2023-24 had been circulated to the committee.

9.02 The SEND Coordinator (SENDCo) tabled a SEND update to the committee.

9.03 The SENDCo confirmed that the SEND Information Report was available on the school website along with a shorter SEND information guide which provided an overview.

- 9.04 Governors noted for the record that the SENDCo was fully qualified.
- 9.05 The SENDCo had reviewed the accessibility audit, which was scheduled for a full review in 2027.
- 9.06 School had 73 pupils on its SEND register (16%). This compared to 17% nationally, though it was noted the national figure included specialist SEND provision.
- 9.07 School also used a monitoring list which tracked pupils and ensured tailored provision. There were 84 pupils (18%) on the monitoring list.
- 9.08 The SENDCo explained that the SEND register was appropriate for pupils considered to have a permanent condition and that the monitoring list was used for probable temporary issues such as a developmental delay.
- 9.09 Governors reviewed the information provided on Education, Health and Care Plans (EHCPs) in place and in progress:
- 9.10 Applications were prioritised according to the level of pupil need.
- 9.11 **Q** A governor asked if there was support available to write EHCP applications.
- A** Although there was a lot to be done, the workload was manageable. Delays were due to capacity within the local authority (LA) rather than school.
- 9.12 **Q** A governor asked about timescales for EHCPs.
- A** The target timescale was 20 weeks but it was taking much longer. The LA prioritised pupils in transition years.
- 9.13 It was noted that the EHCPs came with specific requirements including an annual review. This would add a significant amount to the SENDCo's workload as the number of pupils with EHCPs increased.
- 9.14 **Q** A governor noted that parental consent was sought for one EHCP in progress and asked if this was a requirement.
- A** The SENDCo confirmed that an EHCP required parental consent. In this child's case, parental refusal did not meet the threshold for raising a safeguarding concern.
- 9.15 Concern was expressed that private nurseries did not have the right expertise to apply for EHCPs and that pupils would arrive in Reception without a plan in place, which would place an additional burden on school.

- 9.16 Funding for programmes in early years had historically ensured that some pupils who would otherwise have needed additional support were able to succeed and pupils who needed an EHCP were quickly identified.
- 9.17 The SENDCo explained that in the current year school had received c£206k SEND funding and that school expected to receive only c£99k in 2025-26.
- 9.18 It was not yet known how much additional funding EHCPs would bring in if and when approved.
- 9.19 The SENDCo shared some positive highlights from the report:
- 9.20 The SENDCo had presented at a SEND conference on school's use of Clicker and delivered training to a specialist provision.
- 9.21 Visitors had been impressed by teacher expertise and the use of Clicker, which together were enabling pupils to stay in the classroom with their peers.
- 9.22 School was part of Leeds Learning Alliance (LLA) which offered opportunities to share good practice. Teachers had attended training delivered by school on adaptive teaching.
- 9.23 **Q** A governor asked how pupils in class reacted to some pupils using Clicker.
- A** There was curiosity about it and school gave a consistent message about respecting each other's different learning styles.
- 10.00 SCHOOL FOOD AND MILK (TOR 8.06)**
- 10.01 The DHE confirmed that the school used an external catering supplier (Chartwells) which met the required DfE standards.
- 10.02 Eligible pupils received free school meals and milk.
- 10.03 School was examining the logistics of providing a universal breakfast club.
- 11.00 STAKEHOLDER ENGAGEMENT – STAFF (TOR 8.08)**
- 11.01 A staff survey was in progress and the DHT would provide a report to governors at the next meeting.
- 11.02 It was noted that results of the Ofsted staff survey were very positive.
- 11.03 The SLT always considered the impact on staff as part of any decision making.
- 11.04 **Q** A governor asked if completing the survey was mandatory and if it was anonymous.

DHT

A The survey was optional but generally had a high response rate. Giving a name was optional but it was considered helpful as the Headteacher could directly respond to any issues raised.

11.05 Staff also had a talk box for comments and questions, which were published.

11.06 The adaptive teaching training day had been a very positive experience for staff as it highlighted the good practice already happening in school. The day had been spent reviewing and shoring up systems.

12.00 ANY OTHER URGENT BUSINESS

12.01 The DHT gave a brief presentation on a pilot scheme school had been invited to join:

12.02 The LLA had been invited to participate in a scheme led by the Education Endowment Foundation (EEF) regarding social and emotional learning (SEL) in schools.

12.03 The project would involve looking into SEL research and developing leadership tools.

12.04 Collaborations would be amongst schools with different contexts, for example high mobility or EAL intake.

12.05 The expected outcomes would be better SEL in school through an improved curriculum and shared good practice.

12.06 The project would be an important acknowledgement of the increased social, emotional and mental health (SEMH) needs of pupils, particularly post-pandemic.

13.00 DATE AND TIME OF NEXT MEETING

13.01 2025 Spring 2 Feb-Apr
Thursday 20 March FGB

2025 Summer 1 Apr-May
Thursday 24 April Quality of Teaching, Learning and Assessment (QTLA)
Thursday 01 May Leadership and Management (L&M)
Wednesday 21 May FGB

2025 Summer 2 May-July
Thursday 05 June PDBW
Thursday 03 July FGB

The Chair closed the meeting at 8.17pm.