Carlton Hill Primary School - Board of Governors: FGB Committee

MINUTES of the Full Governing Body Committee Meeting

Monday 30 September 2019 at 4.00pm

Present: Tamsen Beer (Head Teacher), Chris McNeill (Chair, Co-opted), Annabel Blakeston (Staff), Andy Russell (LA), Lisa Bostock (Elected Parent), Dennis Muir (Elected Parent)

In attendance: Isabel Reid (Item 2), Amanda Sherratt (Clerk)

Absent: Judy Simon (Co-opted), Ken Caplan (Co-opted), Sam Hughes (Co-opted), David Edwards (Co-opted), Debs Owen (Associate)

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<td>1</td>
<td>Welcome – Chair welcomed members.</td>
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<td>2</td>
<td><strong>Presentation by INCo and PSHE Lead Teacher on new Behaviour Policy and preparation for statutory RSE (Relationship and Sex Education) and the new Separated Parents Policy.</strong> (See PowerPoint: RSE and Behaviour update.ppt)</td>
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Governors were shown two short films ‘Love Has No Labels’ which challenges the viewer to rethink their unconscious bias, and ‘Five Ways to Well-Being’. Both films cover the new DfE statutory guidance in the PSHE curriculum. Currently we follow the Brighton & Hove PSHE curriculum so our relationships and education resources are up to date. Our new curriculum has been audited against the new guidelines; a few gaps were identified but on the whole, we are confident the new guidelines are covered well. The new curriculum is split into two areas: Healthy Relationships and Physical Health and Mental Wellbeing. From Sept 2020 it will be statutory for all primary schools to follow the new PSHE curriculum. Our strengths as a local authority and as a school is our work around gender, family diversity, LGBT inclusivity, friendship skills and online safety. We also cover puberty and menstruation from Yr4 as research shows it is better it is known about before it happens to you. We also cover health and wellbeing in our drugs, alcohol and tobacco education programme which took Keeping Healthy and Safe as its title; Five Ways to Well-Being is threaded through the lessons. We need to ensure we educate around equality and more around healthy diet, health and prevention of illness, dental health, sun safety, sleep and mental health (screen time), basic first aid and online gaming and safety which will be dropped into the whole PSHE curriculum (not in separate units) as being online is now part of everyday life.

Next steps are to have an over-arching PSHE curriculum with reference to statutory RSE in the title, and ensure it is absolutely in line with the new guidelines. We will consult with parents and pupils around the policy through parent/carer meetings so any issues can be addressed. The draft policy would then go to staff and Governors in the Spring so it is in place for Sept 2020. Thereafter the teaching and learning of PSHE will be closely monitored with reflective journals being used for each topic to gather evidence around PSHE work.

The Separated Parents Policy was drafted after consultation with office staff and separated parents about what we can do as a school to ensure communication goes to both parents, and is in the best interest of the children.

Governors APPROVED the Separated Parents Policy and thanks were given to all who had input.

**Behaviour and Anti-Bullying Policy**

This policy has been revised using a different approach. If a child has 5+ behaviour incidents a term we will look at what support is in place for that child rather than use the very visible 3 strikes and you are out
approach, as clearly this doesn’t work for all children and was not supporting changes in behaviour. We needed a more attachment aware and trauma informed approach for these children. After much research, training and team work we came up with a Behaviour Policy that was much more inline with the school ethos, as children generally do not behave badly unless there is something wrong: all behaviour is communication. We did a mind-shift to stop seeing bad behaviour as just that, but to try and understand why it is happening and take a less blame approach. To not see bad behaviour as personal (even though it may feel like it), and instead of saying ‘stop doing that’, ask a child ‘why are you doing that, and what could we get you to do instead’. Rules have been reduced to 4 simple words: Ready, Respectful, Kind and Safe which all children have learnt off by heart already.

We have taken on the ‘Just Right’ approach (a visual system for talking about emotions and helping children learn to self-regulate). This approach has been used for two years with autistic children and children with trauma or attachment issues. We no longer have a structured system of sanctions but take a restorative approach instead. When things go wrong there will be restorative conversations between the child and an adult to understand what has gone wrong, what we can do better next time and what we can do right now to make everyone feel better again. Obviously, this takes more time than just saying ‘right, you have just lost 5 minutes golden time’ but there is learning in it. Reward systems are important to children so these have been kept and streamlined (marble cards, weekly certificate awards, Termly Golden letters, HT stickers, 100% golden time for everyone). Bespoke behaviour plans will be kept for those children who need more structure.

Feedback on the above changes has been positive so far and behaviour has improved. Once the policy is imbedded by the Spring term, the Just Right approach and the Behaviour Policy will be shared with parents.

Governors thanked IR for her excellent work and for the SEN report.

| 3 | Apologies for absence – JS, KC, & SH sent apologies. DO and DE were absent. |
| 4 | Declaration of pecuniary interest/Register of Business Interests – Governors present signed their declaration of interest form. |
| 5 | Agree FGB minutes of the 15th July ’19 meeting - Governors APPROVED the minutes. |
| 6 | Matters arising from the Minutes |
| | All actions from the previous meeting were completed or are obsolete. Ongoing actions are listed at the end of these minutes. |
| | A discussion took place about whether the SEN Report for Governors was necessary or whether the one on the website was enough. Governors agreed it gave them a good view on the work that is done for SEN children and should continue. |
| | Concerns were raised at the high number of EHC plans, 9 currently (double the national average); this is 4.3% of pupils with 5 more applying. If we reach 14 we will have three times the national average. This impacts on the SENCo’s, INA’s and teachers time. We value our reputation as an inclusive school but any more complex SEN children could tip the balance for staff well-being and be detrimental to other pupils learning. It is not just about the funding, it is about staff well-being, class dynamic, money, resources and increasing workloads. Governors agreed to write to the LA to highlight concerns and request a cap on EHCP numbers. |

*Action 1: Clerk to source self-appraisal template from Governor Support. Action 2: CMcN and TB to meet and draft a letter to the LA about concerns in SEN numbers. Action 3: CMcN to summarise the SEN report and remove any data that could identify a child, then send it to parents and upload it to school website.*
Head Teachers Report

7.1 SEF/SDP
The SEF and SDP is weightier than previously as it includes additional data, plus it is now written against the new Ofsted framework of the three I's: Intent, Implication and Impact which run through the whole curriculum including EY's. The internal data shows that Writing in Yrs. 3, 4 & 5 is a concern and needs to be a focus area. The end of EY’s data is 10% below national average which we are trying to move up to national average whilst remaining realistic. Phonics has dipped, KS1 Maths is low and also needs to be a focus. The assessment process between EY’s and KS1 is ‘clunky’ and needs to be looked at.

KS2 has accelerated results which reflects the effectiveness of the Yr6 teaching model.

Maths greater depth in Yr6 has dipped which we hope to bring back up. We need to boost the Talk for Writing units in Yrs. 3, 4 & 5 so they are as rich as possible, we also have to keep a good eye on the greater depth writers.

ML is leading on the quality of education which is a complex part of the wider curriculum. It is a big load on teachers some of whom have to carry two extra subjects in addition to their full-time class teaching. There is a robust 3yr plan which will hopefully help teachers become more confident in leading their subjects. IR has her work split into two areas: behaviour and attitudes and personal development. EY’s focus is around the three I’s. TB’s is leadership and management which remains much the same. Every subject has a structured 3-year action plan that allows teachers time to put things in place to strengthen their topics.

7.2 Feedback from SPA Knowing Your School Well visit 26.9.19

TB, the Deputy Headteacher (ML) and a Governor (AR) met with the SPA last week. The Science lead (CP) gave a presentation of his action plan for Science showing a passion and excellent planning. The SPA was complimentary with the format and complexity of the SIDP/SEF and was impressed with the staff and governor she met, the behaviour management she witnessed and the new library. The SPA’s written report is due. She was confident the school is still a ‘good’ school.

7.3 Monitoring of SDP – Governors’ Open Morning
Teachers have requested the governor open morning not be in May as it is too close to SATS. It will now be on Tuesday the 17th of March.

A member suggested IR talk to staff around their views of the Behaviour Policy in the Spring.

7.4 Report of challenges and successes of 2018-19 school year

Successes: New audio system in hall, fabulous refurbished library, new Yr3 teacher appointment is going really well. One staff member got married and another engaged. The Yr3 teacher who went travelling is delighting the children with regular photos and postcards. Opal Play is still a success. There are additional kite marks which we are pleased about. Another lovely Yr6 legacy project. A great set of Y6 SATS results. We won two trophies at Withdean Sports Day. The PTA continue to be an amazing support, as does the Governing Body. We are still a popular over-subscribed school. Women’s group are writing a recipe brochure.

Challenges: We lost our ECC teacher, and a TA wasn’t replaced due to funding cuts. Mobility remains high. EHC plans are high and on the increase. Budget pressures continue and potentially this is the last year of the Sports Premium.

Educational Performance – Pupil Progress and Attainment

8.1 School at a Glance – The combined SDP/SEF will be streamlined once we are more familiar with the new curriculum and new Ofsted criteria.

8.2 Issues identified from data scrutiny - covered above.

8.3 Programme of Pupil Progress Meetings 2
The next Pupil Progress meetings will be on Thurs 8th November and Thursday 5th of December.

A member recommended the SIDP/SEF font be in Arial 12 with 1.5 spacing to improve accessibility.
### Safeguarding

#### 9.1 Keeping Children Safe in Education
Governors present signed to confirm they have read the updates in Part 1.

#### 9.2 Changes in new document
Safeguarding issues that we need to be aware of and are on the increase are: county lines drug gangs, the child mental health epidemic, child-on-child abuse, child exploitation – sexual, criminal and ideological, radicalisation, FGM, sexual violence and sexual harassment between children (up-skirting etc.) in schools, online abuse and domestic violence/abuse. There is also more robust guidance on adults in school.

Any incidents of domestic violence are now reported immediately to the school by the police (Operation Encompass) and are linked in with Front Door for Families. We are also informed if a child has witnessed domestic abuse in the home.

All staff need to be vigilant, never complacent and must act quickly and appropriately. Any suspicions need to be dealt with proactively and sensitively and we need to be particularly mindful of the more vulnerable children. We have a robust system in place using CPOMS. There are 5 CPOMS keyholders, all of whom see each report which ensures we have a robust approach. We can’t take it seriously enough.

### Outturn Financial Report

At year end there was an underspend of £19k due to a teacher going from 5 to 4 days pw. Library project came in under budget. Recruitment of 1 x INA not needed as 1 x pupil with HNF has left.

Costs pressures:

- Teachers 2.75% pay award, 7.2% increase in employer pension contribution which is not fully covered by the additional grant from the LA. A national union challenge for support staff on term-time-only contracts has been accepted resulting in pay increases from Sept, and back-pay owing for the last 5 years. There is no additional funding for this, schools must absorb the ongoing liability. The LA has proposed to cover 50% of the back-pay through their contingency, with schools having to pay back 50% of their share over ten years. This could be approximately £3K per year. It is not yet clear if the 1st repayment will be this year or next. This proposal has not yet been accepted by schools. There is an estimate of an extra cost of £3,400 for the uplifted new formula salaries from Sept - March, however this is based on a school average and CH has a much higher than average number of support staff. Potentially £5,800 in 20/21.

Other pressures include:
- Additional counselling for one child with an EHCP.
- New assessment tool.
- High needs funding is less than anticipated due to children moving from school and funding level changes.
- Pupil Premium funding less than expected.
- Growing number of children with EHC plans – currently 9 with 2 in the pipeline and 2 more to be applied for.
- We are 5 pupils down at October census despite having 30 children on the waiting list.

Conclusion – this is the tightest budget ever and unless more funding is forthcoming there will be a deficit of £7.8k at current projection.

### Governing Working Practices

#### 11.1 GLG minutes
No comments made.

#### 11.2 Governor Visits Policy Review
Policy was APPROVED.

#### 11.3 Governor Vacancies
VW and SD resigned from the GB leaving two vacancies.

The Governing Body unanimously voted in Kris Pitrova as a co-opted governor filling SDs vacancy. CMcN, TB and IR will hold an informal interview with another potential Governor, Nic Jones, and make recommendations to Governors by email.

#### 11.4 Acceptable Use of ICT Agreement
Governors present signed to confirm they have read the document.

#### 11.5 Complaints
(None received)

**Action 4:** CMcN to circulate the Code of Conduct to Governors by email.

**Action 5:** Governors to approve the Code of Conduct by email.
AOB

Clerk and CMcN attended safeguarding training on the inset day.

Two Carlton Hill pupils and one pupil from St. Luke’s School accessed the school roof from Tarner Park out of hours. The H&S team will be coming to photograph the access points and put preventative measures in place. The parents have been sent a formal letter informing them that if their child does this again they will not be allowed on the Yr6 residential trip and the Safeguarding Team will be informed that their children were in a park unsupervised and unsafe.

Action 6: CMcN to add Health and Safety and Complaints to all FGB agenda’s going forward.
Action 7: CMcN to organise a gift and card acknowledging and thanking VW’s for her years of service as a governor at Carlton Hill.
Action 8: Clerk to find out how long VW has been at the school.

Dates of next FGB meetings
FGB 2 Monday 20 Jan 2020 at 3.45pm
FGB 3 Monday 11 May 2020 at 3.45 pm
FGB 4 Monday 13 July 2020 at 3.45 pm

Dates of other committee meetings
S&P 1 Monday 4 Nov 2019 1.30 – 3pm
S&P 2 Monday 24 Feb 1.30 – 3pm
S&P 3 Monday 15 June 1.30 – 3pm
TLS 1 Monday 9 Dec 2019 1.30 – 3pm
TLS 2 Monday 30 March 1.30 – 3pm
TLS 3 Monday 6 July 1.30 – 3pm
F&P 1 Thursday 21 Nov 2019 3.30 – 5pm
F&P 2 Thursday 30 Jan 3.30 – 5pm
F&P 3 Thursday 19 March 3.30 – 5pm
F&P 4 Thursday 4 June 3.30 – 5pm

GLG Monday 6 Jan 2020 1.30 – 3pm and HT mid-year appraisal meeting Thursday 19 March (before F&P)

Approved as a true record by Chris McNeil Chair of Governors on 20.01.2020
(A signed hard copy is filed in the governors folder in the headteachers office)