

# HUNSLET CARR PRIMARY SCHOOL GOVERNING BOARD

## PUPIL SUPPORT COMMITTEE

Minutes of the meeting held on Tuesday 17<sup>th</sup> November 2020 at 5.00 pm

**PRESENT** Claire Davidson – Chair  
Elisa Whitfield  
Martin Lumb – Headteacher  
Paul Wray

**IN ATTENDANCE:** Jane Howarth (Clerk, Governor Support Service)

The meeting was held on Zoom

### 1.00 APOLOGIES FOR ABSENCE AND MEMBERSHIP MATTERS

Apologies were received and accepted from Jon Hairsine.  
Iain Cunningham was absent and no apologies had been received.

### 2.00 DECLARATION OF INTERESTS

There were no declarations of interest with regard to this evening's agenda.

### 3.00 ELECT A COMMITTEE CHAIR

Claire Davidson had been confirmed as continuing as Chair at the meeting of the full governing board in September.

### 4.00 MINUTES OF THE LAST MEETING

The minutes of the meeting held on Tuesday 10<sup>th</sup> March 2020 were agreed as an accurate record and the Chair was authorised to sign them electronically (by email) to school.

CD

### 5.00 REVIEW ACTIONS AND MATTERS ARISING

5.01 Matters Arising – Governor Monitoring of School Improvement Priorities – item 4.01 refers: - Claire Davidson's phonics report remained outstanding and would be completed.

CD

5.02 Matters Arising – Attendance Update– item 4.02 refers: - Jon Hairsine's report on research done to estimate the impact of attendance on attainment would be deferred until the Covid restrictions were lifted.

5.03 Matters Arising – Safeguarding– item 4.05 refers: - the Coronavirus school closure and subsequent Covid restricted re-opening had prevented the spot checking of staff's KCSiE safeguarding knowledge since staff remained within their bubbles all day.

The Chair thought it especially important, whilst staff remained in their bubbles, to have other eyes on their environments. The Head teacher suggested a survey monkey of five questions, with multiple choice answers, and would ask Andy Hinchcliffe to report the responses and results at the spring FGB meeting.

ML/AH

Spring  
Agenda  
item –  
FGB

- 5.04 Matters Arising – Personal Development – item 4.06 refers: - since school was delivering a recovery curriculum, solidifying core subjects and offering Catch-up where necessary, the wider curriculum was son hold.

The Head teacher described the opportunity offered by last term's Science not being delivered then, with zoom meetings to develop History and Geography for delivery in the new year. An update would be given at the next PS meeting in April 2021.

- 5.05 Attendance, Behaviour and Attitude – item 6.05 refers: - Elisa Whitfield had conveyed governors' thanks to staff regarding the positive letter from Karen Bayley, South AIP Co-ordinator.

- 5.06 Safeguarding – item 7.03 refers: - the eight ambers, identified at the Safeguarding audit had been resolved within the allowed six weeks and reported to Raminder's team at the local authority. The Head teacher reminded governors that they referred to information held in recruitment personnel files.

- 5.07 Safeguarding – item 7.04 refers: - Elisa Whitfield had conveyed the governors thanks to staff regarding the 64 green and 3 pink actions, awarded for the exemplary practices in PHSE.

## **6.00 ATTENDANCE, BEHAVIOUR AND ATTITUDES**

### **6.01 Attendance**

The Head teacher shared his attendance update on screen and informed governors that pupil attendance was recorded daily using SIMS, with adaptations made for the staggered start and finish so that lates of up to 30 minutes were excused.

A governor asked how those self-isolating or ill with Covid were recorded and was reassured that they had the code X attributed so that their absence did not affect the school's impressive 96.6% attendance figure.

It was asked why the attendance figure was the best for ten years. Fewer families taking holidays in term time, due to the Covid restrictions and lockdown, was significant.

- 6.01.1 Persistent absentees were also the lowest school had seen for a length of time and the numbers related to a few families, one of whom (GRT) had not returned in September. This family had chosen to home educate their children and discussion was underway to enable this with Leeds Gate's support.

Others remained absent, citing Covid as the issue, and some were previous non-attendees. The Deputy Head teacher reported the

attendance team working hard to improve historical absenteeism, using the legal route where necessary.

## 6.02 Behaviour

The Head teacher shared his behaviour summary on screen, it having been also circulated prior to the meeting. ML was pleased to report that behaviour had never been better, with the Covid regulations working really well for the majority of children.

This was reflected in the number of green rewards given out, as seen in the summary, which were checked for consistency within and across year groups, by the AHT (Assistant Head teacher).

- 6.02.1 Governors discussed the differing reaction to the Covid restrictions by those children on the autistic spectrum, with ongoing adaptations supporting their needs, e.g. version 7 of IBPs (Individual Behaviour Plan) in place for some children. Those who were tactile were suffering from restrictions but those who relied on routine were thriving.

The Educational Psychologist was due in school later in the week to offer further support and advice.

## 6.02.2 Exclusions

A governor enquired of the stories behind the number of exclusions and was informed that they related to differing severity of offences by a small number of children, as shown in the behaviour summary. Internal exclusions were not currently possible because of the bubble restrictions in school.

- 6.02.3 Restorative Learning, including discussion and review by the SENCO and AHT, supported by parental involvement, was used to support children who struggled to behave in the mainstream classroom.

A governor asked if those supporting challenging children were Team Teach trained. The Head teacher replied that they were and had close access to PPE and a change of clothes. If a child required holding for more than ten minutes, under the current circumstances, their parents were asked to remove them from school for the rest of the day.

- 6.02.4 The Behaviour policy, circulated prior to the meeting, with the changes in blue and Covid addenda in red, was reviewed and adopted by the Pupil Support committee, pending two minor alterations which the Committee Chair would forward to the Head teacher.

## 7.00 **SAFEGUARDING**

- 7.01 The new version of KCSIE and the Safeguarding and Child Protection policy were approved by the FGB in September.

CD/ML

7.02	<p>The Head teacher shared the DSL (Designated Safeguarding Lead) report on screen, including Prevent and CLA (Children Looked After), detailing the different categories and action taken in and out of school.</p> <p>ML confirmed that all staff had seen the Safeguarding documents and policies on either a laptop or paper, and a register was signed to confirm who had seen, read, understood, and was abiding by the content.</p>	
7.02.1	<p>The Head teacher pointed out the changes brought about by Covid, including the safeguarding of staff conducting remote learning from home. In addition personal mobile phones were now allowed in the classroom, to support the bubble arrangements, should staff need external help. School's six walkie talkies were already in use by those giving one to one help to children.</p>	
7.03	<p>Virtual Safeguarding training had been completed by all staff during the first lockdown, including FGM (Female Genital Mutilation, Forced Marriage and Sexual Exploitation).</p>	
7.04	<p>The Safeguarding governor agreed to contact the DSL again and arrange a virtual catch-up meeting.</p>	PW/AH
7.05	<p>Elisa Whitfield and Hayley Stewart had completed Safer Recruitment training during the first lockdown. Claire Davidson's training had been postponed. Herself and Paul Wray would seek to do virtual training, either through the LA (Local Authority) or via the school's HR (Human resources) SLA (Service Learning Agreement).</p>	CD/PW
7.06	<p>The Head teacher showed governors the central record of recruitment, which was printed (and anomalies updated) monthly. The Safeguarding governor asked that he see a copy the next time it was printed off (and once per term going forward) so that he was familiar with the process. ML would arrange a zoom meeting to do this.</p>	PW/ML
<b>8.00</b>	<b>PUPIL WELLBEING</b>	
8.01	<p>This had been mostly covered in the Behaviour summary (see item 6) with Routines, Structures, Friendship, Freedom and Social Interaction the foci, supported by PSHE and MindMate. Staff training was focusing on pupil wellbeing and outdoor classes, whatever the weather, were in place.</p> <p>The Head teacher explained how each was promoted, to give back to children what was lost, for many, firstly during the Coronavirus school closure and now through the Covid restricted re-opening.</p>	

Regular photographs on Twitter showed children enjoying being back at school, albeit in their bubbles and under different arrangements.

8.02

A big concern was hungry families and school had set up a food bank, coordinated by Lauren Dean. Up to 40 bags, plus food bank vouchers, had been distributed since the second half term began.

The safeguarding governor agreed to provide a contact to the Real Junk food project who would be happy to support school in their efforts.

PW/ML

8.02.1

The Head teacher also told of a former pupil who had donated a sum of money to buy food for struggling families. It was agreed that, for now, a letter of thanks would be sent form governors, with an invitation to come into school when the restrictions were over.

The AHT reported that contact with families during the first lockdown had helped break down barriers and they felt happier to come forward and ask for assistance which was encouraging.

**9.00**

#### **CHILDREN LOOKED AFTER**

9.01

The progress and success of the one CLA child in school had been discussed at item 7.

**10.00**

#### **PERSONAL DEVELOPMENT**

10.01

This had been considered under pupil wellbeing at item 8 since keeping everyone safe and happy was the number one priority at the moment.

The Head teacher described the difficulties since there were currently no assemblies, News rounds, or celebrations. Star awards were in operation on Friday afternoons but only in class bubbles. Photographs would be put on Twitter for parents to see.

10.02

Going forward, a monthly birthday party, within each bubble, for all children who had missed celebrating their birthday because of the Covid restrictions, would be held after a TA (Teaching Assistant) saw them on Facebook. ASDA had supported school in providing cupcakes for this celebration and would be sent a thank you letter, after Morrison's declined to help.

ML

**11.00**

#### **BREAKFAST AND AFTER SCHOOL CLUB PROVISION**

11.01

The after school provision was currently halted until January, at least, dependent on any lifting of the Covid restrictions.

11.02

Year 6 booster classes for English, Reading and Maths were continuing since they represented an extension of learning, and children remained in their bubble.

11.03

The breakfast club was operating under different rules. Children received table service in their year groups, by specified staff, to minimise cross contamination.

11.04 A governor asked if the 'Walking Bus' was not a Covid threat since year groups were mixed? The Head teacher responded that the benefits of getting children into school outweighed the risk of catching Covid. If a positive case was recorded, all those in close contact would be immediately informed and asked to self-isolate.

## **12.00 STAKEHOLDER FEEDBACK – PUPILS AND PARENTS**

### **12.01 Parents**

The deadline for completing LCC's (Leeds City Council's) parent survey was this Friday after which school would get the results.

The Headteacher reported that since he was on the school gate for 8 out of every 10 daily pick-ups or drop offs he was in constant communication with parents. If not comfortable to talk at this time, they knew they were free to email the school with any concerns.

### **12.02 Pupils**

The MyHealthMySchool survey would be completed by children, with staff's help, in school before Christmas.

### **12.03 Staff**

Staff were now receiving and completing regular ongoing surveys, to support their wellbeing, from Office Vibe.

Paul Wray left the meeting.

## **13.00 GOVERNOR MONITORING OF SCHOOL IMPROVEMENT PRIORITIES**

13.01 The Attendance, Behaviour and Attitude priorities, largely unchanged, and discussed at item 6, would be reported to the FGB meeting on 8th December.

## **14.00 SCHOOL SELF-EVALUATION**

14.01 Based on discussion and evidence presented in the meeting, it was decided that the 'Behaviour and Attitudes' and 'Personal Development' sections in the SEF did not need to be updated.

## **15.00 ANY OTHER URGENT BUSINESS**

15.01 The Committee Chair enquired if SATs would take place next May.

The Head teacher commented that he had no idea but that there was currently strong opposition from the Unions and the LA. ML continued that the government argument that testing offered a level playing field, did not take into account the time spent in self-isolation as the result of bubble closures or Covid sickness. ML gave the example of one of Hunslet Carr's local high schools which had collapsed their Year 11 bubble three times since September, putting them at a big disadvantage test-wise.

15.02 A piece of work, commissioned by the Head teacher, would be presented at the next Pupil Support meeting, looking at how demography, deprivation and social context affected the performance of children, boys in particular, with pressures outside school promoting disengagement.

Spring  
agenda  
item -  
PS

The Committee Chair asked that school consider whether they could combat such influences on children going into KS2 with a local safe place/youth club, run by local primaries, to help engage them.

**16.00 DATE AND TIME OF NEXT MEETING**

16.01 **Tuesday 20<sup>th</sup> April 2021 at 5.00 pm**

The Chair closed the meeting at 6.20 pm