The Governing Body of Steeton Primary School

Link Governor meeting with Headteacher

**Behaviour and Attitudes**

**Minutes of the meeting of 22 February 2023**

**The meeting opened at 12.39pm**

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| **Attendance** |
| ***Governors*** |
| Adam O’Neill – Link Governor, Behaviour & Attitudes and Personal Development (LG/BAPD) |
| Claire Redman – Head of School (HoS) |
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| ***Others*** |
| Sharmyn Kennedy – Inclusion and Welfare Officer |
| Helen Osman (Clerk) |
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| ***Apologies*** |
| John Cooper – Executive Headteacher (EHT) |

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| **Documents** | | |
| 1. CPMS behaviour data and Survey outcomes: Pupils re playground equipment; Pupils re Science; Parents | BAPD 10/22 | *Tabled at meeting* |
| 1. School Development Plan 2022-23: Behaviour and Attitudes section | BAPD | *Uploaded 20-02-2023* |
| 1. School Development Plan 2022-23: Personal Development section | BAPD | *Uploaded 20-02-2023* |
| 1. Parent Survey February 2023 | BAPD | *Uploaded 22-02-2023* |

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| **Summary of Actions** | | | |
| **Action No. BAPD:** | **Action** | **Person** | **Deadline** |
| 03/22 (ii) | EHT to sign up to Bradford Careers and Technical Education (Bradford CTE). | J Cooper | 31-12-2022 |
| 03/22 (iv) | HoS to include public speaking in the Pupil Passport. | C Redman | End 2022-23 |
| 03/22 (v) | HoS to remind staff of the need to provide opportunities for children to speak publicly. | C Redman | End 2022-23 |
| 12/22 (i) | EHT and Clerk to update the SEF (BA section) to reflect evidence presented to LG/BAPD meetings. | J Cooper  H Osman | April 2023 |
| 12/22 (ii) | Next meeting to include discussion with a group of up to ten pupils from across the year groups and with mixed behaviour records: |  |  |
| * EHT to provide question prompts about BA/ PD/SMSC across school | J Cooper | 02-06-2023 |
| * HoS to arrange for group of children to attend | C Redman | 09-06-2023 |
| * LG/BAPD to invite other governors | A O’Neill | 22-03-2023 |
| (Milestone BA 04) |  |  |
| 12/22 (iii) | IWO to prepare short case studies on how behaviour has improved in individual cases. | S Kennedy | 02-06-2023 |
| 12/22 (iv) | HoS to arrange for RE and PSHRE monitors to bring another sample of PSHRE books to the next meeting, covering all three Phases, to demonstrate spiral curriculum (Milestone BA 09). | C Redman | 09-06-2023 |
| 14/22 | EHT and Clerk to update the SEF (BA section) to reflect evidence presented to LG/BAPD meetings | J Cooper  H Osman | April 2023 |
| 15/22 | EHT to move the deadline of milestones PD 09 to PD 11 into 2023-24 | J Cooper | 31-05-2023 |
| 16/22 (b) | HoS to bring to the next meeting further information of school discussions and teaching around staying safe. | C Redman | 02-06-2023 |

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| **BAPD 06/22** | **Apologies for absence and their acceptance** |

1. Apologies had been received, and were accepted, from John Cooper, who had been delayed at a partner school.

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| **BAPD 07/22** | **Notifiction of urgent other business** |

1. No other business was notified.

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| **BAPD 08/22** | **Declarations of interet in items on the agenda for this meeting** |

1. There were no declarations of interest in items on the agenda for this meeting.

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| **BAPD 09/22** | **Minutes of the meeting of 02 December 2022 and matters arising** |

1. ***The minutes were agreed as a true record***.

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| **Update on actions arising from previous meetings** | | |
| **Action No.** | **Action** | **Status** |
| 19/21 | *HoS to explore with class teacher the view of one pupil at the meeting with Link Governors that the school focuses more on one religion than on others and include a question on this in the next Pupil Voice [Action amended at LG/BAPD 02-12-2022]*  Partially completed: the HoS had not discussed the view of the specific child with the class teacher but the forthcoming Pupil Survey would include a question on whether all religions represented in school were taught. As governors would see when they reviewed pupils’ books at this meeting, they clearly demonstrated that the school taught a wide range of religions.  Governors agreed that this action should be closed. | **Closed** |
| 01/22 | *LG/BAPD to review and approve the updated Positive Behaviour policy (including the Written Statement of Behaviour Principles)*  LG/BAPD confirmed that he had approved the Positive Behaviour policy and Written Statement of Behaviour Principles. | **Closed** |
| 02/22 (i) | *HoS to conduct termly Parent Survey (Ping or MS Forms) asking about BA, PD and the curriculum (Milestone BA 03)*  See Item 13/22 below – Milestone BA 03. | **Closed** |
| 02/22 (ii) | *HoS/IWO to consider how to track improved behaviour without overburdening staff.*  The Head of School (HoS) and Inclusion and Welfare Officer (IWO) said that, following the completion at Ester 2023 of Senior Mental Health Lead training being undertaken by the IWO, the school planned to work towards accreditation under the Mental Health Charter. The Charter documentation referred to schools having a behaviour and relationships policy, which linked behaviour to relationships throughout school. The HoS and IWO planned a full review of the school’s behaviour policy and systems in light of this leading practice and taking account of the outcome of forthcoming parent and pupil surveys. This work would also review how CPOMS tracked behaviour, which currently was not perfectly compatible with a behaviour and relationships approach.  The HoS and IWO would report on progress on the new behaviour and relationships approach at the next meeting.  This action would be taken forward as part of the review. | **Closed** |
| 02/22 (iii) | *HoS to reflect on low-cost ways to promote FOREST throughout school and obtain estimates for discussion at next meeting.*  See Item 13/22 (c) below. | **Closed** |
| 03/22 (i) | *LG/BAPD to share with HoS an example of a Pupil Passport from the Children’s University.*  Th HoS confirmed that she had received examples of Pupil Passports. She explained that, at the recent half-termly meeting of the Heads of the three partner schools[[1]](#footnote-1), they had agreed that the three schools should work together to develop a Partnership Passport which would then be tailored by each partner school to reflect its own curriculum and pupils. Sandy Lane had advertised for a member of staff to lead this work for the Partnership as a whole; Elinor Birtwhistle, Deputy Headteacher (DHT) would lead for Steeton. | **Closed** |
| 03/22 (ii) | *EHT to sign up to Bradford Careers and Technical Education (Bradford CTE).*  The HoS was not aware of whether this action had been completed. | **Ongoing** |
| 03/22 (iii) | *HoS to consider:*   * *establishing a Debating Club; and* * *opportunities for children to speak at assemblies.*   The HoS advised that the school was not yet ready to establish a debating club but that it was definitely an option for future consideration. **Replying to questions**, she and the IWO thought that some children would be well able to flourish in a debating club: they thought that more would be likely to attend if it were held at lunchtimes rather than after school.  The meeting agreed to consider the option of a Debating Club in the autumn 2023 term.  In the meantime, the HoS said that assemblies would be used to provide opportunities for pupils to speak to a wider audience than their own class. | **Closed** |
| 03/22 (iv) | *HoS to include public speaking in the Pupil Passport.*  The HoS would ensure that this action was fed into the development of the Pupil Passport. | **Ongoing** |
| 03/22 (v) | *HoS to remind staff of the need to provide opportunities for children to speak publicly.*  The HoS said that this action would be taken forward as part of the embedding of the curriculum, though it was the sort of thing that happened routinely: good teachers did this all the time without thinking about it. | **Ongoing** |

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| **Behaviour & Attitudes** |

*Sharmyn Kennedy was called away from the meeting at 12.55pm*

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| **BAPD 10/22** | **Headline messages on behaviour from CPOMS data, including comparative information from the previous year –** *Document A* |

1. Referring to the first table in *Document A (CPOMS behaviour data*), the Head of School (HoS) said that the number of amber (low-level) incidents between December 2022 and February 2023 had increased since the same period last year. As previously discussed, a high proportion of these incidents related to vulnerable children who were known to the school as such and were on intervention programmes. The number of red (more serious) incidents had also increased. Many of these were in Key Stage 1 and were linked to the impact of children not having had the opportunity to interact socially or develop leaning routines during Covid. 45 of the 90 incidents related to individual pupils: their behaviour had been addressed according to the school’s policy and procedures and had not been repeated.
2. The HoS explained that the Inclusion and Welfare Officer (IWO) discussed all red incidents with the child concerned. The Link Governor for Behaviour, attitudes and Personal Development (LG/BAPD) noted that children had spoken of this when he and the Chair of the Governing Body had met them: they had mentioned several times that “Mrs Kennedy would come and talk to you”.
3. Governors noted that the overall numbers of incidents were low for a school of the size of Steeton and were pleased to see that there had been no incidents of bullying or racist behaviour. **Replying to questions**, the HoS said that, while some parents were supportive, some were not, particularly those whose children were involved in multiple incidents.
4. The HoS said that there was some variation in how staff interpreted behaviour and thus whether they recorded it on CPOMS. Governors noted that this would be an issue for the proposed federation to consider.

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| **BAPD 11/22** | **Review case studies of any bullying incidents since the last meeting –** *Document A* |

1. As noted under the previous item, governors were pleased to see that there had been no bullying incidents since the previous meeting.

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| **BAPD 12/22** | **Mid-year review of Self Evaluation Form (SEF): Behaviour and Attitudes** |

1. The Clerk said that the EHT had proposed that he and the Clerk should update the SEF in light of further evidence gathered by LGs so far in 2022-23. The meeting agreed that this would be useful.

**Action: EHT, Clerk**

*Sharmyn Kennedy re-joined the meeting at 1.06pm*

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| **BAPD 13/22** | **Monitor SDP milestones: Behaviour & Attitudes –** *Documents A and B* |

* 1. *Report on attendance and Persistent Absence of all pupils* - emphasis on PP & SEND pupils (Milestone BA 01)

1. The IWO reported that 63 pupils had been Persistently Absent (PA) in January and February 2023 – that is, they had been absent for 3.5 days, or 10% of school days. 11 children had been PA in each of the three half terms to date (Autumn 1 and 2, and Spring 1). The school was carrying out direct intervention with all eleven of these pupils, some of who had genuine and serious illnesses.
2. Where there was doubt about whether PA children were genuinely ill (5 children at present, 2 of whom were from the same family), the IWO monitored them particularly closely. It was common for children who were new to the UK to pick up a lot of minor bugs: the IWO worked with these parents to clarify when a child should be kept home and when they should come to school (eg when they had minor sniffles). She gave the example of a child with a health issue who was being kept home unnecessarily. Despite being absent for 50% of the time, this child was working at Age Related Expectation (ARE), but needed to be in school. The IWO was discussing, firmly, with the parent a phased return to school so that staff could see the child every day. **Replying to questions**, she confirmed that this was for safeguarding reasons. **Asked** whether the child had an EHCP[[2]](#footnote-2), the IOW said that they did not qualify for one.
3. **Replying to questions**, the IWO confirmed that the five children who she was monitoring particularly closely as genuinely PA were also among the pupils with high numbers of behaviour incidents recorded on CPOMS.
4. The IWO said that direct intervention with a number of other children had led to improved attendance. She gave the example of two children with poor attendance who, through the school’s intervention, were now attending school, although the school was not working to address punctuality. **Replying to questions**, she confirmed that the school could provide evidence of intervention leading to improved attendance.
5. The IWO said that 22 children had been absent for holidays in term-time so far this year. **Replying to questions** she said that these absence tended to be lengthy and that, while some were authorised, most were not. **Asked** how the school decided whether to authorise an absence for holiday in termtime, the IOW said that the family had to provide evidence of exceptional circumstances such as a death in the family or the terminal illness of a close relative living abroad. The maximum length of time for which the school would authorise such an absence was ten days.
6. **Replying to questions**, the IOW confirmed that the school arranged for the local authority to issue fines for unauthorised absence of more than five days where the child was of statutory school age (five years). The school used its discretion – it was not always appropriate for a family to be fined of, for example, the fine would simply add to existing financial pressures. The LA did not always issue fines for unauthorised absence – for example they might not do so if the child otherwise had good attendance. The IWO considered that the impact of fines was low: it would be more effective if parents were instead required to attend a one-day parenting course.
7. The IWO said that letters to parents had some impact: feedback indicated that some had not realised how many days their children had missed. Discussions with colleagues in other schools indicated that there was a high level of concern among parents about illnesses such as Covid, Strep A etc, which was leading them to keep their children at home when they had minor symptoms.
8. **Asked** whether the school provided remote learning or sent work home for children who were absent with genuine health issues, the IWO said that teachers would do so if the parent asked but that the school did not do this routinely, on the grounds that these children were not well enough to do school work.
9. Governors thanked the IWO for this helpful and comprehensive update. It was clear that the school had a clear understanding of the reasons for absence of each child and was taking action tailored to their circumstances. The impact of this action was shown though the significantly improved attendance of a number of previously PA children. This was a tribute not just to the school’s policy and systems but to the significant time and work put in by the IWO, SENCo and classroom staff.

b) *Correlation between Autumn term progress and attainment data for specific groups of pupils and information on their BA and PD* (Milestone BA 06)

1. Sub-item deferred to the next meeting in the absence of the Executive Headteacher.

c) *Consider low-cost ways to promote FOREST throughout school* (Milestone BA 08)

1. Governors commented on the new roller banner in the main entrance, window decal in the Annexe and banner on the EYFS building, all focused on the school’s FOREST[[3]](#footnote-3) values. The HoS said that the purpose of placing these items so that they faced outwards was to keep the values fresh in the minds of parents and visitors as well as pupils. The values were also displayed internally, including n the hall.
2. As well as teaching the FOREST values through the curriculum, the school was now formalising its practice of drip-feeding them into assemblies. Each half term focused on one of the six values: this half term was focusing on Empathy.
3. **Asked** whether pupils noticed the banners and decals, the HoS said that they did: their arrival had excited much comment among pupils. **Asked** about the cost, she said that the total had been under £100. She had also ordered some flags showing the FOREST values.
4. Governors reviewed the full set of Behaviour and Attitudes milestones in the School Development Plan (SDP).

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| **Behaviour and Attitudes Milestones** | |
| **BA1** | | **Report attendance of all pupils at LG meeting- emphasis on PP & SEND (Special Educational Needs and Disability) pupils. Report reduction in persistent absence pupils at each LG BA meeting.**  Completed. |
| **BA2** | | **Present CPOMs data demonstrating improved/improving behaviour attitudes over time.**  Completed. |
| **BA3** | | **Prepare a comparison of pupil/parent views over time on the BA/PD within school.**  Governors reviewed the key findings from the recent pupil surveys on playground equipment and Science and parent survey (*Document A*).  *Playground survey*  Noting that 174 or the 220 pupils who responded to the survey said that adults did not play with them at playtime and lunchtime (Question 5), **governors asked** whether adults should do so. The HoS confirmed that they should: this enabled them to model behaviour and to ensure structured play.  Governors were interested to note that pupils’ responses indicted a clear preference for make-up games with their friends using small equipment (balls, ropes etc) rather than large scale equipment such as climbing walls. The HoS said that, in combination with the difficult layout of the school, this was logistically challenging for staff but that it worked well.  Governors were pleased to see that children clearly enjoyed their time outside. The HoS said that the number of playground behaviour incidents was low and decreasing. This was aided by CCTV, which could be used to monitor, investigate and address any incidents.  *Science survey*  The HoS said that the purpose of tis survey had been to assess the Enquiry strand of the Science curriculum. This strand had historically been a weakness in the school’s Science teaching: it had taught subjects but not how to have an enquiring mind.  Governors noted the wide range of science vocabulary that children had used in the survey to describe their enquiries (Question 2) and the examples of answers they had given to Question 3 (“*What does Observing over time” mean*?). They thought that the example response given to Question 10 (*Is there anything we could do to make your Enquiry lessons better*?”) – “*Being able to create our own experiments instead of teachers helping us*” was an excellent example of the benefits of he school’s work to develop independent learning.  *Parent survey*  The HoS said that the school was contacting the seven parents who had disagreed with the statement “My child is happy at this school” to explore and address the reasons. She noted that most of the “Disagree” and “Strongly Disagree” responses to all questions came from the same parents, who were pants that the IWO and other staff put most time and effort into supporting.  Governors noted that homework continued to be a source of ambivalence: as in many schools (and research bodies), people had different views on how much and what kind of homework should be provided.  As in previous surveys, the proportion of parents who did not know whether the school dealt with bullying effectively was high. Governors had discussed at previous meetings possible reasons for this:  (a) a lack of clarity about the distinction between bullying and disagreement and/or  (b) parents not knowing because they were not aware of any incidents of bullying and so could not say whether they were dealt with effectively.  The CPOMS data, which showed no bullying incidents between December 022 February 2023, tended to suggest that one or both of these possible reasons might be true.  The IWO said that she and other staff explained the difference between bullying and disagreements.  Noting that 18 parents had disagreed or strongly disagreed with the statement that “*The school provides valuable information about my child’s progress*”, the IWO believed that this might reflect cultural differences. For example, a parent from Bangladesh had said that schools there had weekly conversation with parents about their child’s progress. Governors noted that the wording of the question made it difficult to understand whether these parents felt that the school was not providing sufficient information, or that the information it provided was not valuable.  Governors were pleased to note that only one parent had disagreed with the statement that “*I would recommend this school to others*”. They congratulated the school on a positive survey outcome. The HoS and IWO said that the outcome reflected tier discussions with parents. |
| **BA4** | | **Link Governors to interview children with question prompts about BA/ PD/SMSC across school- to be minuted by clerk.**  Governors agreed that the next meeting should include a discussion with a group of up to ten pupils from across the year groups and with mixed behaviour records. Other governors should be invited to attend.  **Action: EHT, HoS, LG/BAPD** |
| **BA5** | | **Brief cases studies to be reported back to LG about how behaviour has improved in individual cases.**  The IWO would provide short case studies for the next meeting.  **Action: IWO** |
| **BA6** | | **Review progress data after pandemic reflects demonstrates strong core values analyse for PP / SEND/Looked after/minority groups e.g. White British/Roma/eastern European.**  To be discussed at the next meeting. |
| **BA07** | | **Receive judgement on BA/PD/SMSC across school as part of a Mocksted review.**  The Head confirmed that an external review of the school had been commissioned and was scheduled for 29 March 2023. |
| **BA8** | | **Link Governors to interview children with question prompts about BA/ PD/SMSC across school- to be minuted by clerk.**  See milestone BA 04. |
| **BA09** | | **Bring a sample of pupils’ RSE work from each Year Group to an LG/BA meeting to demonstrate how the spiral curriculum develops year on year.**  Governors reviewed Relationships Education floorbooks, which were made up by the curriculum monitor termly to record class learning in PSHRE[[4]](#footnote-4). They also reviewed samples of Key Stage 2 pupils’ books. They commented on the beautiful presentation of booth the floorbooks and pupils’ books and the evidence they provided of teaching and learning through photographs, pieces of pupils’ work and pupils’ comments. They were pleased to see that pupils’ books focused on their own work rather than on pre-printed worksheets, and the HoS said that staff across schools were trying to minimise the use of worksheets. Governors thought that the use of stickers in pupils’ work to indicate which subject each page related to was ingenious: the system enabled work on different subjects to be identified quickly and easily without pupils and staff having to deal with several different books. It was also more cost-effective.  The HoS said that she would invite the RE and PSHRE monitors to bring another sample of PSHRE books to the next meeting, covering all three Phases, so that governors could see how the spiral curriculum built on previous learning from year to year.  **Action: HoS** |
| **BA10** | | **Check that teaching still reflects the aims of the Relationships Education Policy.**  Governors noted that this had been demonstrated in the books they had reviewed for Milestone BA 09.  The HoS said that two sessions on PSHRE would be held for parents on Friday 03 March 2023. AS governors were aware, the new Relationships and Sex Education policy had been introduced during the period of Covid disruption and, while the school had been able to consult parents, the consultation had perhaps not been as effective as it might have been with face-to-face sessions. The sessions on 03 March 2023 would address this by clarifying how RSE was taught by the school. |

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| **Personal Development** |

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| **BAPD 14/22** | **Mid-year review of Self Evaluation Form (SEF): Personal Development** |

1. As at Item BAPD 12/22 above, the meeting agreed that the EHT and the Clerk should update the SEF in light of further evidence gathered by LGs so far in 2022-23.

**Action: EHT, Clerk**

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| **BAPD 15/22** | **Monitor SDP milestones: Personal Development –** *Document C* |

1. *Evidence of personal development* (eg what have governors seen in school on British Values?) (Milestone PD 15)
2. Governors noted that the books they had seen at Item BAPD 12/22 had demonstrated pupils’ learning of British Values and that they were embodied in the school’s FOREST values, which were evident throughout school. They looked forward to discussing British Values when they met pupils next term.
3. The HoS added that a governor who lived locally regularly attended British Values assemblies. The Clerk noted that one of the papers that she would circulate for the Governing Body meeting on 22 March 2023 was the report of this governor on her recent visit to look at PSHRE, FOREST and British Values.
4. Governors reviewed the full set of Behaviour and Attitudes milestones in the School Development Plan (SDP):

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| **Personal Development Milestones** | |
| **PD01** | **Head of School to meet with HOS at Sandy Lane who are on a similar development track for pupil passport.**  In hand, as discussed at Item BAPD 09/22 (Action 03/22 (i)) above. |
| **PD02** | **Decide on a school lead for this project. Arrange a date for them to meet together with Heads of School and EHT.**  In hand, as discussed at Item BAPD 09/22 (Action 03/22 (i)) above. |
| **PD03** | **Establish content for each year group’s pupil passport.**  In hand, as discussed at Item BAPD 09/22 (Action 03/22 (i)) above. |
| **PD04** | **Present content to link governor and then whole school governors.**  In hand, as discussed at Item BAPD 09/22 (Action 03/22 (i)) above. |
| **PD05** | **Have booklets printed ready for implementation in September 2023.**  In hand, as discussed at Item BAPD 09/22 (Action 03/22 (i)) above. |
| **PD06** | **Plan for the relaunch of FOREST across school: Assemblies, within forest school, classroom and environment.**  Relaunch completed. As discussed earlier in this meeting, governors noted that examples of the actions taken included the formalisation of the school’s practice of feeding the FOREST values into assemblies so that it now focused on one of the six values in each half term; and the introduction of fresh banners, decals and flags throughout school to keep FOEST at the front of the minds of pupils, parent and visitors. |
| **PD07** | **Relaunch Forest School Principles. JC to see if he can get funding to purchase signs and flags or see if these can be made in school as part of an art DT project?**  Completed. |
| **PD08** | **Pupil Offer to be updated to match the ‘Learning for Life Curriculum’.**  Completed. |
| **PD09** | **Ask if a member of staff would like to take on the role of liaison with Primary Futures/Yorkshire Champions.**  Noting that the HoS had to treat curriculum learning as her top priority for the remainder of this school year, governors agreed that the deadline for the milestone related to careers work should be moved into 2023-24 and that work on careers should be taken forward in discussion with partner schools and the Pupil Passport.  **Action: EHT** |
| **PD10** | **Book speakers in from either Primary futures or Yorkshire Champions.**  See milestone PD 09. |
| **PD11** | **Head of School to meet with HOS at Sandy lane who has organised a whole school careers week. Get details of planning.**  See milestone PD 09. |
| **PD12** | **Set date for annual careers week.**  See milestone PD 09. |
| **PD13** | **School SLT discuss public speaking debating opportunities. HOS meeting agenda item.**  As discussed at Item BAPD 09/22 (Action 03/22 (iii) above. |
| **PD14** | **Set up public speaking opportunities across three schools in partnership.**  As discussed at Item BAPD 09/22 (Action 03/22 (iii)) above. |
| **PD15** | **Have an agenda item which gathers evidence at each meeting.**  In hand. |
| **PD16** | **Provide evidence of the on the number of behavioural incidents over time that have an element of discrimination against a protected characteristic.**  Governors had been pleased to see from the CPOMS data at Item BAPD 10/22 above that there had been no racist or other bullying incidents recorded. The IWO, who hd stepped out of the meeting before that item, said that there had been an incident on the day before this meeting of a child in Reception telling another that they did not like Christians. Staff had managed the incident according to policy and procedures.  The HoS said that, as part of the planned review of the behaviour policy and systems, the school would ensure that CPOMS included categories for every protected characteristic described in the latest legislation and guidance. |

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| **BAPD 16/22** | **Review** |

1. *Outcome of any Pupil Surveys*
2. As discussed at Item BAPD 13/22 (Milestone BA 03) above.
3. *Evidence of any discussions with pupils about safety*
4. The HoS said that the various ways in which pupils should keep themselves safe were covered in the PSHRE curriculum. She would say more about this at the next meeting. A Safer Internet week was planned and would include an assembly and two Safer Internet sessions for parents.

**Action: HoS**

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| **BAPD 17/22** | **Any other urgent business notified at Item BAPD 07/22 above** |

1. There was no other business.

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| **BAPD 18/22** | **Date of next meeting** |

1. The next meeting would be held at **12.30pm** on **Friday 09 June 2023**.

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| **BAPD 19/22** | **Closure of meeting** |

**The meeting closed at 2.04pm.**

**Helen Osman Governance Services**

*Supporting excellent governance in Bradford*

1. The partner schools: Steeton, Myrtle Park and Sandy Lane Primary Schools. [↑](#footnote-ref-1)
2. EHCP – Education, Health and Care Plan: Introduced by the Children and Families Act 2014 [↑](#footnote-ref-2)
3. FOREST – Friendship, Opportunity, Resilience, Empathy, Self awareness, Teamwork [↑](#footnote-ref-3)
4. PSHRE – Personal, Social, Health and Religious Education – a curriculum topic. Includes Relationships and Sex Education (RSE). [↑](#footnote-ref-4)