The Governing Body of Steeton Primary School

Link Governor meeting with the Executive Headteacher:

**Behaviour and Attitudes, Personal Development**

**Minutes of the meeting of 02 December 2022**

**The meeting commenced at 12.42pm**

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| **Attendance** | | |
| John Cooper (EHT) |  | Sharmyn Kennedy (IWO) |
| Adam O’Neill |  | Helen Osman (Clerk) |
| Claire Redman (HoS) |  |  |

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| **Documents** | | |
| 1. Positive Behaviour policy | Item BAPD /22 | *Available prior to meeting* |
| 1. School Development Plan 2022-23 – Behaviour & Attitudes | Item BAPD /22 | *Available prior to meeting* |
| 1. SEF narrative 2022-23 (v 2.0) – Behaviour & Attitudes | Item BAPD /22 | *Available prior to meeting* |
| 1. School Development Plan 2022-23 –Personal Development | Item BAPD /22 | *Available prior to meeting* |
| 1. SEF narrative 2022-23 (v 2.0) Personal Development | Item BAPD /22 | *Available prior to meeting* |

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| **Summary of Actions** | | | |
| **Action No. BAPD:** | **Action** | **Person** | **Deadline** |
| 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] | C Redman | Spring 2023 |
| 01/22 | LG/BAPD to review and approve the updated Positive Behaviour policy (including the Written Statement of Behaviour Principles) | A O’Neill | 21-12-2022 |
| 02/22 (i) | HoS to conduct termly Parent Survey (Ping or MS Forms) asking about BA, PD and the curriculum (*Milestone BA 03*) | C Redman | Spring 2023 and ongoing |
| 02/22 (ii) | HoS/IWO to consider how to track improved behaviour without overburdening staff. | C Redman, S Kennedy | 22-02-2023 |
| 02/22 (iii) | HoS to reflect on low-cost ways to promote FOREST throughout school and obtain estimates for discussion at next meeting. | C Redman | 03-02-2023 |
| 03/22 (i) | LG/BAPD to share with HoS an example of a Pupil Passport from the Children’s University. | A O/Neill | 31-12-2022 |
| 03/22 (ii) | EHT to sign up to Bradford Careers and Technical Education (Bradford CTE). | J Cooper | 31-12-2022 |
| 03/22 (iii) | HoS to consider:   * establishing a Debating Club; and * opportunities for children to speak at assemblies. | C Redman |  |
| 03/22 (iv) | HoS to include public speaking in the Pupil Passport. | C Redman |  |
| 03/22 (v) | HoS to remind staff of the need to provide opportunities for children to speak publicly. | C Redman |  |

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| **BAPD 01/22** | **Minutes of the meetings of 04 May and 24 June 2022** |

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

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| **Update on actions arising from previous meetings** | | |
| **Action No.** | **Action** | **Status** |
| BAPD 17/21 | *HoS to explore options for non-sporting after-school clubs (eg chess, quizzes, spelling bees).*  The HoS said that the school ran a Chess Club, Forest School and Maths on the Move. | **Closed** |
| BAPD 19/21 | *HoS to explore the view of one pupil that the school focuses more on one religion than on others and report to next meeting*.  The HoS would discuss this matter with the class teacher and include a question on the school’s coverage of religions in the next Pupil Voice. | **Amended** |

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| **Items noted at previous meetings for consideration at this meeting** | |
| **Meeting** | **Item** |
|  | Approval of Positive Behaviour policy (inc Written Statement of Behaviour Principles) – *delegated to LG BAPD at FGB 02-11-2022*  LG/BAPD undertook to review and approve the updated policy (*Document A*).  **Action: LG/BAPD** |

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| **Behaviour & Attitudes** |

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| **BAPD 02/22** | **Review the School Development Plan (2022-23) Behaviour & Attitudes section** *– Document B* |

1. The meeting reviewed the SDP 2022-23 section on Behaviour and Attitudes, focusing on the milestones.

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| **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.* |

1. The Clerk said that the Link Governor Quality of Education (LG/QE) meeting had agreed that, while it had been useful in the early days of Link Governors meetings not to have pre-set agendas so that discussions could be free-flowing and exploratory, with the increasing delegation of responsibilities to LG groups it would now be useful to have formal agendas. Governors agreed. The Clerk would note this milestone as a standing agenda item.

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| **BA2** | *Present CPOMs data demonstrating improved/improving behaviour attitudes over time.* |

1. The Head of School (HoS) reminded governors that care had to be taken in comparing year-on-year CPOMS[[1]](#footnote-1) behaviour data. Staff were now recording every incident, however, minor, on CPOMS so that any patterns and trends that might suggest a safeguarding concern or other needs could be identified. Moreover, ongoing training had ensured that staff were now even more skilled in reporting. This increased rigour in reporting disguised significantly improved behaviour. **Asked** how the school could be sure of this, the HoS said that it was clear from the nature of the incidents reported and in feedback from governor and other visits to school, and school trips and visits. Children were not quiet – they were interested, excited and asked a lot of questions – but they were well behaved.
2. The Inclusion and Welfare Officer (IWO) gave an anonymised example of how a pattern of low level behaviour incidents recorded on CPOMS for a child had enabled the school to identify and address SEMH needs for that child. This higher order data enabled the school to be more responsive. The IWO added that the increased reporting of incidents on CPOMS had reduced the frequency with which staff discussed such matters in the corridors.
3. LGs agreed that this use of CPOMS data for diagnostic purposes should be reflected in the Self Evaluation Form (SEF).

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| **BA3** | *Prepare a comparison of pupil/parent views over time on the BA/PD within school.* |

1. The HoS undertook to conduct a termly Ping or MS Forms survey of parents. Governors agreed that the survey should cover Behaviour and Attitudes, Personal Development and the curriculum. To allow time to align the survey with any requests from other LG groups, the first survey would be conducted towards the end of the Spring term.

**Action: HoS**

1. **Replying to questions**, the HoS said that the response rate to Ping or MS Forms surveys was usually good.

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| **BA4** | *Link Governors to interview children with question prompts about BA/ PD/SMSC across school - to be minuted by Clerk.* |

1. Governors welcomed this milestone: the meeting with pupils in June 2022 had been informative and inspiring.

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| **BA5** | *Brief cases studies to be reported back to LG about how behaviour has improved in individual cases*. |

1. The IWO would ask Phase Leaders to prepare one or two examples and to relate them to the CPOMS data. **Asked** whether CPOMS was used to record improved behaviour, she said that it was not – the system was designed to record matters that might indicate safeguarding concerns. However, she could gather information on improvements in behaviour in her role as IWO. The HoS suggested that Class Dojo[[2]](#footnote-2) might be used for this purpose, though Dojo had to be used carefully to manage parent expectations so that staff were now overwhelmed with messages that required responses. The EHT said that he or HoS/Sandy Lane[[3]](#footnote-3) could share information about how Sandy Lane managed expectations around Dojo. Governors were concerned that any action to track improved behaviour should not be time-consuming: the HoS and IWO would reflect further.

**Action: HoS, IWO**

1. **Asked** how pupils were rewarded for good behaviour, the HoS said that they were given raffle tickets and/or Ping messages were sent to their parents.

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| **BA6** | *Improved progress data after pandemic reflects demonstrates strong core values analyse for PP / SEND/Looked after/minority groups e.g. White British/Roma/eastern European*. |

1. The EHT said that he planned to review the next data set to identify whether these groups were making progress and whether they needed further support. He proposed, and ***governors agreed***, that this be correlated with information about their Behaviour and Attitudes and Personal Development and brought to this group for discussion.

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| **B07** | *Receive judgement on BA/PD/SMSC across school as part of a Mocksted review* |

1. The EHT said that he was looking into the commissioning of an external review for the Spring term.

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| **BA8** | *Link Governors to interview children with question prompts about BA/ PD/SMSC across school – to be minuted by clerk.* |

1. Governors agreed that it would be useful to meet pupils to explore whether the vision and FOREST[[4]](#footnote-4) values remained fresh in their minds. **Replying to questions**, the HoS said that the FOREST values had not been formally relaunched at the start of the school year but that they were referred to in assemblies. **Asked** whether all children knew and understood them, she said that the older ones did, but not the younger. Governors discussed low-cost ways to promote the values again throughout school, including:
   * Asking an apprentice Teaching Assistant with artistic skills to prepare a FOREST display for a wall in the playground
   * Displaying vinyls, roller banners and/or floor stickers in frequently used areas of the school;
   * Classroom posters
   * FOREST themed screen-savers on every iPad
   * Adding the FOREST values to the header of school Newsletters
   * Changing the enrichment display in the fall to a FOREST display
   * Taking to pupils about what the school vision, Your Inspirational Community, meant to them.
2. Governors agreed that the HoS would reflect on this further and obtain an estimate of costs, for discussion at the next meeting.

**Action: HoS**

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| **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.* |

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| **BA10** | *Check that teaching still reflects the aims of the Relationships Education Policy.* |

1. Governors noted the importance of verifying that the Relationships Education curriculum was fully embedded across school. Securing the evidence would take time – the HoS said that RE floorbooks had been ordered and work was being evidenced in pupils’ own books in the meantime.
2. Governors were pleased that this section of the SDP appeared to have drawn a sensible balance between achieving a great deal while remaining manageable. They considered that its actions would embed and further develop the work carried out on Behaviour and Attitudes in 2021-22.

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| **BAPD 03/22** | **Review the School Development Plan (2022-23) Personal Development section** *– Document D* |

1. The meeting reviewed the SDP 2022-23 section on Personal Development, focusing on the milestones.

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| **PD01** | *Head of School to meet with HOS at Sandy lane who are on a similar development track for pupil passport.* |
| **PD02** | *Decide on a school lead for this project. Arrange a date for them to meet together with Heads of School and EHT.* |
| **PD03** | *Establish content for each year group’s pupil passport.* |
| **PD04** | *Present content to link governor and then whole school governors* |
| **PD05** | *Have booklets printed ready for implementation in September 2023* |

1. Governors discussed the importance of the Pupil Passport as a way to embed the learning and development of pupils through the Pupil Offer and the activities that they undertook outside school. Like the Pupil Offer, it needed to be clearly linked to curriculum learning. It should be simple and produced in an attractive and professional format of which pupils could be proud. The development of the Passport should not be rushed: the aim should be to launch it in September 2023.
2. Governors considered the Passport to be a useful way to encourage children – and their parents – to spend time on activities that strengthened their personal development and spend less time on their electronic devices. It would also enable the school to identify children who were not undertaking many personal development activities and target opportunities for them.
3. The EHT suggested that the HoS discuss the Pupil Passport with her opposite number at Sandy Lane, who was developing a similar document. LG/BAPD undertook to share an example from the Children’s University.

**Action: LG/BAPD**

1. Over time, governors saw scope to expand the Pupil Passport along the lines of the Duke of Edinburgh Award and/or into a Federation Passport, if the federation proposal currently under consideration were to proceed.

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| **PD06** | *Plan for the relaunch of FOREST across school: Assemblies, within forest school, classroom and environment.* |
| **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?* |
| **PD08** | *Pupil Offer to be updated to match the ‘Learning for Life Curriculum’* |
| **PD09** | *Ask if a member of staff would like to take on the role of liaison with Primary Futures/Yorkshire Champions* |
| **PD10** | *Book speakers in from either Primary futures or Yorkshire Champions* |

1. Governors saw scope to run high profile joint careers/aspirations events across the partnership with, for example, the Year 4 pupils from all three schools meeting a speaker at Myrtle Park. A full day could be given to an event at one of the schools for, say, all upper KS2 pupils with speakers from Primary Futures, Yorkshire Champions or Speakers for Schools.
2. The EHT undertook to sign up to Bradford Careers and Technical Education.

**Action: EHT**

1. Governors agreed that access to minibuses would open a wide range of opportunities for pupils. They hoped that, in the medium term, it might be possible for the proposed federation to purchase two minibuses so that whole classes could be taken to events.
2. Noting that the EHT and HoS had undertaken, in another LG meeting, to carry out a 10k sponsored run, LG/BAPD agreed to join them.

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| **PD11** | *Head of School to meet with HOS at Sandy lane who has organised a whole school careers week. Get details of planning.* |
| **PD12** | *Set date for annual careers week.* |

1. Governors reviewed and confirmed the decision to hold a Careers Week: it was important to ensure that Steeton’s pupils were aware of the wide range of opportunities that were open to them for further education and work. LG/BAPD said that National Careers Week would be held in the week of 6 – 11 March 2023. The HoS saw scope to make careers the focus of the school in that week. Children could be asked to think about the work that they might want to do, research it and make brief presentations to their classes.

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| **PD13** | *School SLT discuss public speaking debating opportunities. HOS meeting agenda item.* |
| **PD14** | *Set up public speaking opportunities across three schools in partnership.* |

1. LG/BAPD, who was a secondary school teacher, said that children were often very unconfident about speaking publicly, as they had to do when they reached secondary school. Governors noted that comfort and poise in public speaking was a core skill for pupils in private schools and state schools in affluent areas: it was important that Steeton’s pupils should be able to hold their own with their peers.
2. **Replying to questions,** the HoS said that children were not frequently asked to stand up and address their classes. She thought there would be scope to invite them to speak to their classes about the work that they had produced. Governors asked that the HoS consider:
   * establishing a Debating Club
   * Inviting children to speak at assemblies – for example by giving readings from books or poems.

**Action: HoS**

1. The HoS also undertook to
   * include public speaking in the Pupil Passport; and
   * remind staff of the need to provide opportunities for children to speak in public.

**Action: HoS**

1. Governors noted that public speaking opportunities were another area that would be opened up by access to minibuses: pupils from each of the partner schools could give presentations to their peers on, for example, a Day in the Life of their school.

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| **PD15** | *Have an agenda item which gathers evidence at each meeting.* |
| **PD16** | *Provide evidence of the on the number of behavioural incidents over time that have an element of discrimination against a protected characteristic.* |

1. **Asked** what kind of evidence he had in mind at milestone PD 15, the EHT said that he was thinking of what governors had seen in school on (for example) British Values.

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| **Closing** |

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| **BAPD 04/22** | 1. **Date of next meeting** |

1. The next meeting will take place at **12.30pm on Wednesday 22 February 2022.**  Adam O’Neill will attend school lunch beforehand.

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| **BAPD 05/22** | 1. **Closure** |

1. **The meeting closed at 1.48pm**

***Helen Osman Governance Services***

*April 2022*

1. CPOMS - a software application for monitoring child protection, safeguarding and welfare issues and generating related alerts and reports [↑](#footnote-ref-1)
2. Dojo (or ClassDojo) - a classroom communication app used to share reports between parents and teachers. Teachers can track student behaviour and upload photos or videos [↑](#footnote-ref-2)
3. Sandy Lane Primary school – partner school to Steeton and Myrtle Park Primary Schools [↑](#footnote-ref-3)
4. FOREST – Friendship, Opportunity, Resilience, Empathy, Self awareness, Teamwork. [↑](#footnote-ref-4)