The Governing Body of Steeton Primary School

Link Governor meeting with the Head of School:

**Behaviour and Attitudes, Personal Development**

**Minutes of the meeting of 09 June 2023**

**The meeting opened at 12.32pm**

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| Attendance | | |
| ***Governors*** |  | ***Others*** |
| Adam O’Neill (LG/BAPD) |  | Ten pupils (*Item BAPD 20/22 only*) |
| Claire Redman (HoS) |  | Sharmyn Kennedy (Inclusion and Welfare Officer – IWO) |
|  |  | Helen Osman (Clerk) |

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| **Documents** | | |
| 1. Suggested questions for discussion with pupils | Item BAPD 20/22 | *Available prior to meeting* |
| 1. School Development Plan (SDP) 2022-23 – BAPD section | Item BAPD 26/22 | *Available prior to meeting* |

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| **Summary of Actions** | | | |
| **Action No.** | **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 |
| 12/22 (iv) | HoS to arrange for RE and PSHRE monitors to bring another sample of PSHRE books to the June meeting, covering all three Phases, to demonstrate spiral curriculum (Milestone BA 09). [*Revised timing agreed 09-06-2023*] | C Redman | 24-11-2023 |
| 15/22 | Clerk to move the deadline of milestones PD 09 to PD 11 into 2023-24. [*Change of action person agreed* *09-06-2023*] | H Osman | 31-05-2023 |
| 26/22 (i) | Clerk to move the deadlines for milestones PD 03 to 05, 10 to 12, to 2024. | H Osman | 31-06-2023 |
| 26/22 (ii) | Clerk to amend milestones PD 13 and 14 to reflect changed approach. | H Osman | 31-06-2023 |
| 26/22 (iii) | Clerk to move the deadline for milestone PD 16 to Autumn 2023. | H Osman | 31-06-2023 |
| 30/22 | HoS to update the Behaviour & Attitudes section of the SEF and send to LG/BAPD for comment and questions. | C Redman | 30-06-2023 |
| 31/22 (i) | Clerk to amend the SDP milestones to show milestone BA 06 as closed. | H Osman | 31-06-2023 |
| 31/22 (ii) | LG/BAPD to prepare comparison of views expressed by pupils on BA & PD at their meetings with governors in June 2022 and June 2023. | A O’Neill | 31-06-2023 |
| 35/22 | HoS to discuss behaviour in the toilets at assemblies, making the link to the Respect element of the FOREST principles. | C Redman | 30-06-2023 |

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| **BAPD 20/22** | **Meet children –** *Document A* |

(*Milestone BA 04*)*: Link Governors to interview children with question prompts about BA/ PD/SMSC across school – to be minuted by clerk*.)

1. The Head of School (HoS) thanked pupils for taking time out of their day to come to this meeting. She asked whether they knew why governors wanted to meet them: pupils said that thought that governors wanted to ask them questions about the school. Asked whether they knew who Mr O’Neill was, they suggested that he might be the President – but then said that he was the father of a pupil. The HoS said that Mr O’Neill was also a governor, and he was particularly interested in Behaviour, Attitudes and Personal Development in school. He was responsible for making sure that she and MR Kennedy did their jobs well. She and Mrs Kennedy gave a lot of information to governors about what they were doing in school, but the only way that governors could really know what was going on was to ask pupils. So, she and Mrs Kennedy would leave while pupils answered Mr O’Neill’s questions – they should be completely open and honest about what they thought.

*Claire Redmond and Sharmyn Kennedy withdrew from the meeting at 12.34pm*

1. Mr O’Neill, Link Governor for Behaviour, Attitudes and Personal Development (LG/BAPD) also thanked pupils for coming to talk to him and said that governors needed to know from pupils exactly what school was like.

*Behaviour and attitudes*

1. **Asked** whether the school expected them to behave well, pupils unanimously agreed that it did, and gave the following examples:
   * + When the teacher was talking, pupils were expected to listen and not interrupt – it would be disrespectful to talk over her.
     + When there as a fire alarm and pupils were all panicking, the teacher said that they should all be quiet and listen.
2. **Asked** whether everyone followed the rules, pupils agreed that most did,
3. LG/BAPD said that governors came into school quite often and they thought behaviour was very good – **he asked** whether children agreed. Children agreed that behaviour was good overall, although there were occasional moments when a pupil became angry or did not listen and do as they were told.
4. **Asked** whether the school sorted out any behaviour issues quickly, pupils said that it did. For example, if a pupil was naughty, or perhaps shoved someone in the playground, an adult would deal with it quickly. If a pupil did something really bad, they would be put on an amber or a red. Amber behaviour was recorded on CPOMS and red behaviour led to a letter being sent to the pupil’s parents. If a pupil hurt someone, a first aider would look after the hurt person and a member of staff would talk to the pupil who had hurt them. Teachers and other staff sorted things out pretty quickly.
5. **Asked** whether all children worked well in class, pupils said that most did, but there were one or two who did though they did not have to do so. **Replying to questions**, they said that staff dealt with this swiftly.
6. **Asked** whether they knew what “resilience” meant, pupils said they learned about it in Forest School. Resilience meant:

* trying to do something yourself before asking for help;
* trying again even if you fail – keep trying.

1. Pupils said that they learned about the school’s FOREST principles in assemblies. **Asked** if they knew what FOREST stood for, they explained:

* Friendship
* Opportunity
* Resilience
* Empathy
* Self awareness
* Teamwork

Mr O’Neill was very impressed.

1. **Asked** to for examples of when they had been resilient pupils said that, when they got a question wrong, the teacher would encourage them to keep trying, and eventually they would get it right. **Asked** how this made them feel, pupils said it made them feel proud.
2. Asked whether pupils helped people in the community, pupils said that:
   * + They had carried out a local litter-picking walk.
     + One of their parents had said that a library was being opened so that people did not hae to go to Silsden.
     + The Cubs and Scouts used the school’s facilities.
3. **Asked** what other things they would like to do in the community if they could, pupils suggested that they could:
   * + Help to get messages about school events to people in the community who did not have access to School Ping.
     + Help teachers in lessons.
     + Help other children who were having difficulty in lessons.
     + Help those who were struggling with money by persuading their parents to donate.
     + Donate food – children had done this before and could do more.
     + Other charity work.
4. **Asked** whether they looked after each other in school, not just in class, pupils said that most did. For example, if someone was sitting on the bench on their own, they went and spoke to them, and asked if they wanted to join in with their games. A pupil said that she had been walking with a friend and had been about to trip on something until her friend had warned her. Whan a child fell and needed help to go to First Aid, their friends would take them.

*Personal Development*

1. Mr O’Neill **asked** a tricky question: what did pupils think that Personal Development meant? Pupils said that it was:
   * + Taking care of yourself.
     + Developing to become a better person.
     + Learning and practicing new skills.
     + Learning how to do harder things: for example, you did SATs in Year 6, but when you did GCSEs they were harder, so you learned skills in lessons so that you could do harder things.
2. Pupils agreed that the curriculum was interesting. **Asked** about the best bits, they talked about:
   * + Learning things they did not know.
     + Learning about ancient Egypt – they had used Virtual Reality headsets.
     + Learning about rocks in Science and making collages.
3. A pupil said that English and ancient Egypt were interesting, but Maths and Science were not: she got bored. **Asked** whether this was the same for everyone, she said that it was just her: what pupils found interesting varied with each person.
4. Another pupil said that only History was interesting, because you learned about people in the past. Other subjects were not interesting. The pupils thought agreed that this varied from person to person.
5. **Asked** whether they thought that the school stretched their talents, pupils said that it did and gave the following examples:
   * + One was getting better at drawing.
     + Another was getting better at writing.
     + Another was getting better at handwriting and Maths.
     + Another was developing better netball skills.
     + And another was strengthening their football skills.
     + They were getting better at doing harder things.
6. **Asked** whether the school helped them to get better at other skills and talents, pupils said that:
   * + School had helped them to learn French – the pupils had been sorry that this had stopped.
     + Several of them had gone to Art and Science clubs, but these had now stopped.
     + One had attended Radio Club, but this had now stopped.
     + Most clubs were now for sports and fitness – the other clubs had stopped.
7. **Asked** whether they felt that there was enough choice in after-school clubs, pupils said that there was not: there were only sports clubs now, whereas their used to be loads of others (eg Art, Science, Radio). One pupils had been looking forward to joining the Arts Club, but it had stopped running.
8. **Asked** whether being at school helped them to think about what they wanted to do with their lived, pupils did not think that it did:
   * + One pupil wanted to be a footballer but, in case that was not possible, had a second plan of becoming a lifeguard. School did not teach then to do either of those.
     + One pupil wanted to work with their parent in their business.
     + One wanted to be a nail technician – school did not teach nail technician skills.
     + One said that none of the jobs they wanted to do bore any relation to what they were taught in school. This pupil wanted to work in the transport industry, with trains or buses.
     + One pupil wanted to be a paramedic – the school helped by teaching Science.
9. **Asked** whether they learned to be resilient and independent at school, most pupils said they did, and gave the following examples:
   * + They were taught to do their own work rather than copying an example or from a friend.
     + They were taught to do their own thing, rather than what everyone else might be doing.
     + In Geography, the teacher would sometimes ask pupils to work on their own and not with their partner: they had to try once or twice before asking for help.
10. One pupil said that the school did not teach them to be independent: staff pushed pupils to do teamwork, and to work together on LBQ[[1]](#footnote-1): the teacher shouted at you if you were not on the same question as your partner.
11. **Asked** whether they understood about other people’s religions and faiths, and how the school helped with this, pupils said that:
    * + They learned about Judaism, Christianity and lots of other religions that they hadn’t known about.
      + There were lots of people in class and across school with different religions. The important thing was to accept everyone, no matter what they believed or the colour of their skin.
      + One pupils aid that she and one other pupils had been the only Hindus in the class. The teacher had told them not to put their hands up when the class was talking about Hinduism, even though they knew all about it. But they had learned a lot about Sikhism.
12. Asked whether they knew how to stay healthy, pupils said they did, and gave the following examples:
    * + There was always water available in school.
      + You could eat vegetables at home – they were good for you.
      + Eating ton much of anything, even vegetables, was not good for you. You needed a healthy, balanced diet.
      + You needed normal food, not just vegetables. For example, you needed protein, so it was OK to eat meat sometimes. You could have chocolate now an again, but not too much because it had too much sugar.
      + A caravan came into school and taught children to be healthy.
      + If you went running and were a bit achy the next day, that was not a bad thing: it was just your muscles stretching back.
      + At PE time a pupil had said no when a friend had offered a biscuit, because it had too many calories – being healthy was about making good decisions.
13. **Asked** whether school helped them to stay safe, pupils gave the following examples:
    * + They had been taught that, if there was a fire, they should line up while the teacher took the register.
      + The school taught pupils about road and traffic safety.
      + On school trips, staff helped pupils to stay safe in the real world, eg by making sure they stood back from the edge of train platforms.
      + School helped them to use the internet safely.
      + Staff talked to them about online and in-person safety. Online, you shouldn’t speak to anyone unless you knew who they were and were 100% sure that they were who you thought they were.
      + If a stranger came up and started talking to you, you should say “I don’t know you, please go away”, and then walk away. If they followed you, you should go to a safe adult.
14. Noting that it was a beautiful day, **Mr O’Neill asked** whether pupils knew how to keep safe in warm weather. Pupils said that they did: they used suncream, wore cool clothes and hats and drank plenty of water.
15. Mr O’Neill thanked pupils for answering all his questions so helpfully and **asked** whether they had any questions for him. Pupils asked what it was like being a governor: he said that it was really interesting. He met Mrs Redmond and Mr Cooper to discuss the school. He asked them about things like pupils’ behaviour, whether they were safe, what they did on their trips. Governors had to make sure that the school was doing everything it should so that it provided the best for all its pupils.
16. Asked whether being a governor was stressful, Mr O’Neill said that it was not very stressful at Steeton, because the school had really good staff – it would be more stressful if the staff were not doing very well. Asked whether being a governor was his main job, he said that it was not – his main job was as a PE teacher in a big secondary school.
17. Mr O’Neill thanked pupils for their time and their helpful and interesting answers to his questions.

*Claire Redmond and Sharmyn Kennedy re-joined the meeting at 1.05pm and took photos for the school newsletter.*

*Mrs Kennedy and pupils left the meeting at 1.06pm*

1. LG/BAPD fed back to the HoS on his discussion with pupils. The main points raised by pupils had been:
   * + Some dissatisfaction with the range of after-school clubs, which they felt offered only sports. They had mentioned specifically the cessation of the Arts, Science and radio clubs. Governors agreed that clubs needed to be attended by sufficient pupils to cover the costs of staff time and thought there was scope to increase the charge for clubs from £2.00 per session. The HoS had discussed with other Link Governors earlier in the week of this meeting the need to consider how the timing of clubs meshed with the needs of parents for care until 5.30pm or 6.00pm.

Governors agreed that it would be useful to consider the variety of the school’s after-school club offer as part of the wider strategic review of the school’s enhanced provision (wraparound care etc) that the HoS would include in the 2023-24 School Development Plan (SDP), as agreed with LGs/Leadership & Management on 09 June 2023.

* + - Referring to the emphasis on sports clubs, the HoS said that these clubs, in addition to his day to day sports teaching duties and the need to take children to sporting tournaments, required the sprots teacher to be in several places at once and was not sustainable. The HoS hoped that a cleaner who had interests in sport might be able to help. LG/BAPD suggested that the school consider developing a relationship with local colleges, which might have students who could lead sporting activities on a voluntary basis.
    - It had been clear from children’s responses that they had not made the link between the knowledge and skills they developed in school and their future working lives: they had focused on the very literal question of whether the school taught (eg) nail technician skills, or how to be a lifeguard.

*Sharmyn Kennedy re-joined the meeting at 1.13pm*

1. The IWO said that the children who had attended this meeting had been a wide sample and had included one with behavioural issues, whose history had been discussed (anonymously) with LGs/Quality of Education on 09 June 2023. LG/BAPD said that there had been no indication during the meeting that any of the pupils had behaviour issues.

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| **BAPD 21/22** | **Apologies for absence and their acceptance** |

1. All Governors were present.

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| **BAPD 22/23** | **Notification of urgent other business** |

1. No other business was notified.

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| **BAPD 23/22** | **Declarations of interest 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 24/22** | **Minutes of the meetings of 22 February 2023 and matters arising** |

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

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| **Update on actions arising from previous meetings** | | |
| **Action No.** | **Action** | **Status** |
| 03/22 (ii) | *EHT to sign up to Bradford Careers and Technical Education (Bradford CTE).*  The HoS was unsure whether the EHT had completed this action. | **Ongoing** |
| 03/22 (iv) | *HoS to include public speaking in the Pupil Passport.*  The HoS said that Steeton was working with its partners schools to develop the Pupil Passport. Significant work was required to ensure that the Passport was properly underpinned and believed that it would be ready for launch in September 2024. | **Not yet due** |
| 03/22 (v) | *HoS to remind staff of the need to provide opportunities for children to speak publicly.*  The HoS confirmed that this had been done and said that monitoring would be put in place in 2023-24 to ensure that it was happening. | **Closed** |
| 12/22 (i) | *EHT and Clerk to update the SEF (BA section) to reflect evidence presented to LG/BAPD meetings.*  See Items BAPD 25/22 and 30/22 below. | **Closed** |
| 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: (Milestone BA 04)* | **Closed** |
| * *EHT to provide question prompts about BA/ PD/SMSC across school.* |  |
| * *HoS to arrange for group of children to attend* |  |
| * *LG/BAPD to invite other governors* |  |
| See Item BAPD20/22 above*.* |  |
| 12/22 (iii) | *IWO to prepare short case studies on how behaviour has improved in individual cases.*  See below, this item. | **Closed** |
| 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).*  The HoS said that the school had been ready to present books to this meeting as agreed but that, due to the length of the agenda, she had asked that the item be moved to the next meeting. | **Revised timing** |
| 15/22 | *EHT to move the deadline of milestones PD 09 to PD 11 into 2023-24.*  Not done. Governors agreed that the clerk should do this. | **Change of action person** |
| 16/22 (b) | *HoS to bring to the next meeting further information of school discussions and teaching around staying safe.*  See Item BAPD 32/22(b) below. | **Closed** |

*Item 12/22 (iii)*

*IWO to prepare short case studies on how behaviour has improved in individual cases.*

1. The Inclusion and Welfare Officer spoke about four children whose behaviour had been supported by school in the last year. She prefaced her remarks by assuring governors that all pupils in school were wonderful: those she would discuss today faced significant challenges but were lovely children.

*[Discussion of the four case studies was sensitive in nature and is therefore recorded in a separate confidential minute*]

1. The IWO said that a common theme to these case studies was the level of resource they required: typically around six adults were involved with each of these children, and a wide range of learning resources were required (eg chew toys, rocking seats, snacks and fruit that children could use take whenever they chose so that they had a reason to take thirty seconds out to manage themselves). The standing desks had had a significant impact. Staff were skilled at re-setting classes when they were not settling down. The supported classes were proving very effective and the skills that teachers were developing in those classes would continue to be useful as the school moved to single form entry.

*Conclusions*

1. LG/BAPD thanked the IWO for these helpful real-world examples of how the school supported children with their behaviour. It was heartening to see the clear impact of the school’s support, which would benefit these children throughout their lives. The improvements in their behaviour would also benefit all other pupils, because the adults in school would need to spend less time managing behaviour. The IWO made clear that the improvements were not solely due to her, but to the wider team and the families. The HoS acknowledged the impact of the work of the wider team but was clear that a critical factor was the relationships that the IWO personally had developed with the parents.
2. He expressed concern about how such children would fare when they moved to secondary school, where this level of support was not typically available. The IWO acknowledged that this concern was well-founded. The SENDCo worked with children from Year 5 onwards to prepare them for this transition.
3. The HoS remarked that it was interesting and helpful for her to hear cases set out like this: this work was the day-to-day business of the school, and it was helpful to take this opportunity to step back and see the overall scale of the support provided and its impact on the lives of children.

*Persistent Absence*

1. The IWO reported that Persistent Absence (PA) in the summer 2 half term had been 16.38% (47 children). This:
   1. equated to each of the 47 children missing an average of 2.5 school days during the half term;
   2. was a significant improvement on the Spring term (33.9% PA, or 90 children); and
   3. was better than the national average, and significantly better than the average for Bradford.
2. The school was putting a lot of resource into tackling the issue of holidays in term-time. As part of this, the IWO had decided to issue termly, rather than annual, certificates for 100% attendance: this meant that pupils started each term afresh, rather than having an absence in the autumn term prevent them from gaining a certificate for 100% attendance in later terms. She was holding a lot of conversations with parents about attendance and, as recommended in the recent LA external review of the school, was making sure that parents were congratulated on improvements in the attendance of their children.

*Sharmyn Kennedy left the meeting at 1.53pm.*

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| **Personal Development** |

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| **BAPD 25/22** | **Mid-year review of SEF: Personal Development section** |

1. ***Governors agreed*** that the updated SEF was a fair representation of Personal Development in school.

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| **BAPD 26/22** | **Monitor SDP milestones: Personal Development** |

1. Governors reviewed progress against the milestones in the Personal Development section of the School Development Pan (SEF).

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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.*  Completed. |
| **PD02** | *Decide on a school lead for this project. Arrange a date for them to meet together with Heads of School and EHT.*  Competed. |
| **PD03** | *Establish content for each year group’s pupil passport.*  Work was in hand to develop the Pupil Passport. As discussed at Item BAPD 24/22 above, the HoS thought that, in light of the significant work that was required to ensure that the Passport was properly underpinned (possibly including the development of an app), it would be ready for launch in September 2024. The Clerk would amend the timing of this milestone accordingly.  **Action: Clerk** |
| **PD04** | *Present content to link governor and then whole school governors.*  As PD 03. |
| **PD05** | *Have booklets printed ready for implementation in September 2023.*  As PD 03. |
| **PD06** | *Plan for the relaunch of FOREST across school: Assemblies, within forest school, classroom and environment.*  Completed. LG/BAPD commented that the pupils he had met today had known all about FOREST and had been able to say what each letter represented. |
| **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*  Governors had previously agreed that this milestone should be eliminated: staff did not have capacity to take on the additional work. |
| **PD10** | *Book speakers in from either Primary futures or Yorkshire Champions .*  Governors had previously agreed that this milestone should be eliminated. As previously discussed, the school needed to focus on consolidating the curriculum and teaching and learning in the current and autumn terms of 2023. The school would review its careers provision in 2024. The Clerk would amend the timing of this milestone accordingly.  **Action: Clerk** |
| **PD11** | *Head of School to meet with HOS at Sandy Lane who has organised a whole school careers week. Get details of planning.*  A range of activities, including visits from people with different working backgrounds, encouraged pupils to think about what they might like to do with their lives but, for the reasons escribed at Milestone PD 11, a careers fair would not be held until 2024. The Clerk would amend the timing of this milestone accordingly.  **Action: Clerk**  LG/BAPD commented that it had been clear from the discussion with pupils earlier in this meeting that they were not making the link between their learning and their future lives. |
| **PD12** | *Set date for annual careers week.*  As PD 11. |
| **PD13** | *School SLT discuss public speaking debating opportunities. HOS meeting agenda item.*  The HoS said that she proposed to approach this differently, by integrating public speaking opportunities into the English curriculum. The Clerk would update the milestones accordingly.  **Action: Clerk** |
| **PD14** | *Set up public speaking opportunities across three schools in partnership.*  As PD 13. |
| **PD15** | *Have an agenda item which gathers evidence at each meeting.*  The Clerk had noted this for future agendas. |
| **PD16** | *Provide evidence of the on the number of behavioural incidents over time that have an element of discrimination against a protected characteristic.*  The HoS said that the revisions to CPOMS categories that would be made with the introduction of the new behaviour policy would make it easier to track this milestone. The Clerk would amend the timing of the milestone to Autumn 2023.  **Action: Clerk** |

*The meeting adjourned at 2.02pm and reconvened at 2.25pm.*

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| **Behaviour & Attitudes** |

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| **BAPD 27/22** | **Review Headline messages on behaviour from CPOMS data, including comparative information from the previous year** |

1. The HoS said that the CPOMS data showed an increase in the number of amber incidents compared with last year, but not in red incidents. As discussed at previous meetings, the increased number of amber incidents reflected a higher expectation of children’s behaviour and an element of over-recording: staff tended to record incidents exactly as instructed in the guidance, though many incidents could be handled through staff relationships with pupils and did not really merit an amber. Essentially, the policy had not kept up with the improvement in children’s behaviour, and this was one of the reasons for the revision of the policy that was currently underway.
2. The new Behaviour and Relationships policy would focus less on sanctions (red and amber warnings), which were no longer helpful in light of the high overall standard of behaviour, and more on managing behaviour through relationships. This reflected latest thinking and research in behaviour management, as well as the strength of pupil/staff relationships and good behaviour at Steeton. One consequence of this new approach would be that the existing behaviour categories on CPOMS would be deleted: the system would no longer record red/amber incidents, but would be better able to track different types of behaviour rather than grouping them all under one or two headings.
3. LG/BAPD agreed that, the specific cases discussed at Item BAPD 24/22 notwithstanding, overall behaviour at Steeton was strong. This had been clear from the responses given by children today to his questions about behaviour: they had said that behaviour was mostly good and that staff dealt promptly and effectively with any behaviour issues.
4. **Replying to questions**, the HoS confirmed that the change to the recording of behaviour on CPOMS to reflect the new policy would mean that behaviour data from September 2023 onwards would not be directly comparable with past data. Governors accepted this: the collection of data needed to be relevant to the policy and governors could assess any early impact of the new policy by asking pupils and walking round school. They agreed to discuss at the next meeting how behaviour data should be reported in future.

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| **BAPD 28/22** | **Review case studies of any bullying incidents since previous meeting** |

1. The HoS confirmed that no bullying incidents had been logged since the previous meeting.

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| **BAPD 29/22** | **Progress on development of a new behaviour policy and system** |

1. Discussed at Item BAPD 27/22 above.

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| **BAPD 30/22** | **Mid-year review of SEF: Behaviour & Attitudes section** |

1. The HoS would update the Behaviour and Attitudes section and send it to LG/BAPD for question and comment.

**Action: HoS**

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| **BAPD 31/22** | **Monitor SDP milestones: Behaviour & Attitudes – Document** |

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

1. Discussed at Item BAPD 24/22 above.
   1. *Review case studies illustrating improvement in behaviour in individual cases* (*Milestone BA 05*)
2. Completed at Item BAPD 24/22 above.
3. *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* *(Milestone BA 06*)
4. Governors agreed that this milestone, which had been developed in the immediate aftermath of Covid, was no longer useful and that it should be closed. The Clerk would amend the milestones accordingly.

**Action: Clerk**

1. Governors reviewed the other milestones for Behaviour and Attitudes.

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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.*  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.*  LG/BAPD undertook to prepare a comparison of the views expressed by pupils today with those expressed by a different group of pupils in June 2022.  **Action: LG/BAPD**  The HoS planned to issue a new parent survey before the end of term: she would bring the outcome and a comparison with previous survey results to the next meeting. |
| **BA4** | *Link Governors to interview children with question prompts about BA/ PD/SMSC across school- to be minuted by clerk.*  Completed at this meeting. |
| **BA5** | *Brief cases studies to be reported back to LG about how behaviour has improved in individual cases.*  Completed at this meeting. |
| **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.*  See paragraph 77 above. |
| **BA07** | *Receive judgement on BA/PD/SMSC across school as part of a Mocksted review.*  Completed. |
| **BA8** | *Link Governors to interview children with question prompts about BA/ PD/SMSC across school- to be minuted by clerk.*  Completed at this meeting. |
| **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.*  The school had been ready to bring the sample of books to this meeting, but the proposed item had been moved to the next meeting due to pressure on the agenda. |
| **BA10** | *Check that teaching still reflects the aims of the Relationships Education Policy.*  The HoS would report to the next meeting, following the forthcoming round of Performance Management observations, on the extent to which teaching maintained fidelity to the aims of the Relationships Education policy. |

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| **Cross-cutting** |

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| **BAPD 32/22** | **Review evidence** |

* 1. *Outcome of any Pupil Surveys*

1. The HoS said that there had been no pupil surveys since the previous meeting.
2. *Evidence of any discussions with pupils about safety*
3. LG/BAPD said that pupils had been well informed about safety when he had asked about it at this meeting. They had spoken about road, traffic and fire safety, how staff helped them to safe in the real world, internet safety, in-person safety and safety in how weather.

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| **BAPD 33/22** | **Correlation between Autumn term progress and attainment data for specific groups of pupils and information on their BA and PD (*Milestone BA 06)*** |

1. See paragraph 77 above.

Development

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| **BAPD 34/22** | **Consider any action required on BAPD in light of report of external review of school** |

1. Governors noted that the only point raised by the LA review team in relation to the work of this group was a suggestion that staff thank and congratulate parents when the attendance of their child improved. The IWO had confirmed at this meeting that this suggestion had been implemented.

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| **BAPD 35/22** | **Toilets in Annexe 2** |

1. The HoS said that, although it had not been recorded on CPOMS, she had received several complaints from the Site Manager and other staff about the behaviour of some children in the toilets, which was the only area in school that was unsupervised. Children had been climbing the cubicle walls, throwing toilet roll at the ceiling and urinating on the floor. **Replying to questions**, the HoS said that the issue was not restricted to older pupils and that the school did not have a policy specifically relating to behaviour in the toilets.
2. The HoS mentioned that the Headteacher at another school had removed the doors to the toilets (though not to the cubicles) so that the sink areas were open to view. If Steeton were to do this (it could lock the doors open rather than removing the), the urinal would need to be removed, or the Site Manager had suggested that a low partition could be installed. **Replying to questions**, the HoS said that there were no cameras outside the area, though it would be possible to install one.
3. Governors agreed that the HoS should address behaviour in the toilets at assemblies, linking it to the Respect element of the FOREST principles. If this did not lead to sustained improvement, the sink area would need to be opened up as discussed.

**Action: HoS**

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| **BAPD 36/22** | **Agree one or two key points from this meeting to draw to the attention of the Governing Body** |

1. Governors agreed to draw the following points to the attention of the Governing Body:

* Development of a new Behaviour and Relationships policy.
* The evidence provided at this meeting of the impact of the school’s work to support children with severe behavioural issues.
* Feedback from the discussion with pupils at this meeting.

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| **Closing** |

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| **BAPD 37/22** | 1. **Any other business referred from Item BAPD 22/22 above** |

1. There was no other business.

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| **BAPD 38/22** | 1. **Date of next meeting** |

1. The next meeting will take place at **12.00 noon** on **Friday 24 November 2023**.

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| **BAPD 39/22** | 1. **Closure** |

1. The meeting closed at 2.00pm

**Helen Osman Governance Services**

*Supporting excellent governance in Bradford*

1. LBQ – Learning by Questions: a classroom app with curriculum-aligned question sets, immediate feedback, automatic marking and instant insight to enable targeting of interventions [↑](#footnote-ref-1)