



Minutes of the virtual meeting of the FGB held on Monday 22nd November 2021 at 6pm

Present: Ms J Hudson (Chair), Ms T Clarke (Headteacher), Dr A Pawley, Mr B Twist, Mr G Whitmore, Ms F Moxon, Mr M Snowden, Mr D Allen, Ms H Thomas, and Ms C Johnson

In Attendance: Ms M Riley (Governance Support Officer, CYC – Clerk)
Ms D Rees (Deputy Headteacher)
Ms A Walton (Year 5/6 teacher and lead on the BOSS behaviour approach) - *until 6.35pm*

1. WELCOME, APOLOGIES FOR ABSENCE, DECLARATIONS OF INTEREST AND BUSINESS INTERESTS

Everyone was welcomed to the meeting. There were apologies received from Ms C Johnson with consent. Ms A Last was not present.

There were no declarations of interest.

2. SUBJECT LEADER REPORT – BOSS PRESENTED BY MS A WALTON

Ms Walton shared a PowerPoint explaining the BOSS approach and informed governors BOSS was a behaviour management program targeted at children with challenging behaviour. At Fishergate, they were using the program with all children after piloting the program with individual children and families. Ms Walton explained the three prong approach.

- Working with staff using the restorative approach.
- The children changed the way they take responsibility.
- Working with parents, particularly children with challenging behaviour.

Restorative Practice

Ms Walton explained this was a strategy working with children on any harm carried out on others. The aims were for children to take responsibility, be aware of the consequences and feel remorse. She added the reasons for following the program were:

- So that the children felt listened to.
- They would use their vocabulary to communicate effectively.
- The staff used a script so that each incident was dealt with fairly and calmly.
- To change the culture of behaviour.

Ms Walton explained they used the scripts, which were minimal, to give the child time to calm down also the scripts allowed the staff member to control their voices and expressions and allowed the staff to defuse the situation. When conflict arose the staff could listen to both sides of the story, help the children

with their vocabulary, support the children in sorting the issue and the consequences were relevant to the children.

How do they change behaviour?

Ms Walton explained they changed the behaviour through the use of circle time, games, giving the children the vocabulary they need to communicate, assemblies, friendship groups, by establishing good relationships with families and children, they modelled problem solving, by being consistent in sorting problems and ensuring the consequence meant something to the children.

Ms Walton informed governors her role in BOSS which was;

- As the contact for parents/carers and providing a close link to be available when needed.
- Through working 1 to 1 with children using a bespoke plan.
- Through working closely with teachers on behaviour plans.
- By designing a script which all staff could use.
- Through training staff and being available to give advice.

A governor thanked Ms Walton for the presentation and asked if they could have any examples of the consequences used. Ms Walton replied a child had taken another child's property and the child had decided the consequence should be to write a letter of apology. Other children had chosen to tidy up an area when they had made a mess, the action of the consequence should make an impact on the child. The governor questioned if there was a link between children exhibiting this kind of behaviour and SEND children and suggested they could become frustrated. Ms Walton answered this was sometimes the case however not always and sometimes children could feel overwhelmed by the work whether they were SEND or not. She added they used a bank of words to use in different phases in school and they taught the children to realise the differences between feeling angry and feeling furious as they got older.

Another governor queried how far this had development in school and would the child's behaviour be dealt with in a similar way in secondary or differently. Ms Walton explained she was meeting with the local secondary schools behaviour leads to discuss how they dealt with challenging behaviour and they could sometimes pinpoint the children who may have issues in secondary before they started and could highlight this to the secondary schools in the transition meetings. The program was operating in all schools in Lincolnshire however it was not nationwide.

A governor questioned if the consequence would be carried out in a missed playtime, meaning that the child would not just be missing play they would be doing their restoration. Ms Walton agreed and added sometimes staff spent the missed playtime talking with the child which helped them to make a connection with their actions. The governor asked if everyone in school was taking this approach, Ms Walton confirmed the program was spreading gradually through the staff.

A governor highlighted the program was impactful and something to build on and asked how they were judging and measuring that it was working. Ms Walton explained they had an action plan however this was currently the greyest area. The biggest impact would be that the children will have altered their behaviour and they would see staff using the vocabulary and in circle time sessions. She added they could measure with individual children through their behaviour plans and how they had moved on as this would show evidence of their progression.

The Chair thanked Ms Walton for the presentation.

6.35pm – Ms Walton left the meeting.

3. MINUTES OF THE LAST MEETING HELD ON 27th SEPTEMBER 2021

Previously distributed.

Resolved:

Governors considered and approved the minutes of the FGB meeting held on 27th September 2021 as a true and accurate record of the meeting. The clerk will add approved to the final copy and return them to school.

4. ACTION PLAN AND MATTERS ARISING

Action 1 – Completed.

5. HEADTEACHER'S REPORT

The Headteacher reported they had a consistent number of children with some mobility, it had been a busy term and the children were benefitting from the creative curriculum and the local area.

Finance

They currently had nine 1 to 1 TAs which was costing the school a vast amount of money and if they were asked to take more SEND pupils they could refuse if they could not provide the support needed. They had recently accepted a child from the LA who needed support and they had put in place a 1 to 1 TA support and they needed a session with the Educational Psychologist. The Headteacher highlighted they had a good reputation for their support of SEND pupils and wanted to accept as many children as possible however there was a limit and they had eight children with EHCPs already. A governor questioned what the LA's response had been to the school needing more support from them, the Headteacher responded they had been told they would be supported by the LA however they had not and had not responded to the Headteacher's email yet. The governor shared that they supported the schools approach and they needed to protect what they could deliver for the children. A governor shared she had met with the SENDCo and that they found the funding situation frustrating. The governor questioned if there was a way the governors could express the injustice of this to the LA. The Headteacher appreciated the governors backing.

The Headteacher reported the following:

- The new TAs had settled well into school and one TA had left which they were covering internally.
- All staff were meeting the needs of the children and the SENDCo was advising staff where needed, which staff took on board.
- The Wellbeing team and the ELSA support were working proactively and reactively where needed.
- They were running a support group, Giggles, for young carers in school.
- They had virtual visits from a Headteacher in Barnsley.
- The SENDCo was supporting Naburn Primary School.
- Attendance was 94% and some classes below 95% had Children in Need pupils in the class. They organised attendance meetings with parents where needed. A governor queried if they were worried outside agencies would focus upon attendance, the Headteacher replied they would be questioned about attendance but they were happy to answer any questions and they knew where attendance was an issue and the actions put in place.
- They had not been able to offer as many extra-curricular activities due to Covid and the school council had organised some activities for interviewing a maternity leave cover teacher.
- Family learning was proving to be a great success working with EY families and reading.

Data

The data showed the following:

- EY data from last year showed the GLD was low and was pulled down further by the writing. The youngest children had struggled with learning online in lockdowns. The lowest children were receiving twice daily phonics and other interventions.
- In KS1 the Year 2 percentages were lower than normal and writing was the lowest.
- In KS2 the data showed the progress from KS1 was negative and last year's Year 6 cohort made great progress in reading and writing whilst staying the same in maths.
- Pupil Premium (PP) GLD showed that only one out of eight children achieved expected and two out of five pupils passed their phonics.
- In KS1 GLD one child out of four achieved expected.
- In KS2 the disadvantaged children did not do as well as other groups in reading and writing. In maths the disadvantaged children performed better than non-disadvantaged children. The maths mastery approach was working well in school.

A governor noted they had lots of English as an Additional Language (EAL) pupils and did this impact on the data, the Headteacher responded if the pupils joined the school in EY or KS1 then joining the school early made a difference to their progress and the data. The Headteacher shared they had conducted pupil interviews and they would carry out learning walks also as it was a good way of gaining a snapshot of school in action. Lesson observations were longer and the teacher would receive written and verbal feedback.

School Development Plan (SDP)

The Headteacher shared the SDP had three priorities and they had agreed the success criteria and how they would achieve the priority. A governor highlighted some of the priorities did not show a timescale, the Headteacher explained some the priorities were ongoing but she would check if any timescales needed adding.

A governor questioned how the children's mental health and wellbeing was being addressed and was catch up difficult taking into account their mental wellbeing. The Headteacher answered the whole class issues would be addressed during circle times and although mental health in school was generally good, they had more children who were needing 1 to 1 ELSA support.

A governor noted some of the measures where around obtaining parents feedback, the Headteacher responded they needed to send out another parent questionnaire but they did have good relationships with parents and spoke with them on the playground.

Pupil Premium (PP) Strategy

The Headteacher presented the new format for PP for schools and explained the percentage of disadvantaged pupils had risen from 21% to 26%. Also included in the strategy was an itemised list on how the PP funding was spent and how they provided for the higher achieving PP too.

9. SAFEGUARDING

None to update.

10. POLICY REVIEW

Pay Policy – for information only, Chairs Action was taken to approve the policy.

Safeguarding Policy – **Approved.**

Lettings Policy and Charges – A governor questioned if this was a CYC policy and were they happy with the wording around insurance and liability, the Headteacher confirmed they were. The Chair asked if the charges had increased since 2018, the Headteacher explained the charges had not changed however they had no lettings through Covid. The Chair suggested reviewing the charges in the finance working party and discuss in a future FGB. A governor questioned who was liable if someone from a club was hurt, the Headteacher responded the clubs had their own cover. **Approved.**

Complaints Policy – **Approved.**

11. WORKING PARTY UPDATES

The governors discussed the timings of the working party meetings and whether they needed to be virtual or in school. The Chair agreed to discuss this with the Headteacher. Ms F. Moxon agreed to join the Finance and Staffing working party.

Finance and Staffing Working Party update

The Chair of the working party reported the school was facing a deficit by the end of the year which would increase over the next two years. He explained the school was open to all children's needs and they employed great experienced staff but it was a juggling act to balance the books. Some of the deficit could be addressed and reduced in school but not the whole amount. He added the Headteacher and SLT were assessing the 1 to 1 support in school but there were limited options to saving money in this area.

A governor asked what the implications were of running of deficit, the Headteacher explained a deficit budget could be taken to the LA however they would need to demonstrate what they would put in place to reduce the deficit as much as possible. The governor asked if there was still a deficit in year three and four of the budget would the interest from the LA magnify, the Headteacher replied lots of schools were in this situation and the DfE would need to intervene.

A governor queried if the pay rise for teachers was accounted for in the budget, the Chair confirmed it was. A governor commented the predicated deficit was significant and were some of the costs unforeseen, the Headteacher replied they had not known that they would have eight EHCPs in school, or that Covid would cost so much money with little funding. She added the SBM was cautious when adding funding onto the budget and would only add it once they were receiving the funding. The Chair highlighted the school would receive more funding with more pupils so pupil numbers needed to remain high. She added the PP and FSM grants were based on figures during lockdown and did not reflect the pupils they had in school.

A governor questioned what the school's authority was in being able to refuse SEND children due to funding issues, the Headteacher answered they were in this position now and 1 to 1 TAs were extremely difficult to recruit at the moment. She added the school was in demand by the LA as they offered great SEND support. A governor questioned if the school could reduce the deficit to £45,000 would they be looking at making compulsory staff redundancies, the Headteacher confirmed they would if needed. She added if an experienced teacher moved onto another school they would replace with an NQT.

Health and Safety Working Party

The Chair reported they had a work place inspection with the health and safety manager and the storage and new kitchen were complete. The CYC audit and fire audit had gone well and all asbestos checks had been carried out. They were reviewing what the impact would be on an area of land being made into student accommodation. A governor questioned what the air quality was like around school and were there any recommendations for improvements. The Chair responded the air quality survey had been completed and the SBM had the results and planting a particular kind of foliage at the front of the school could help the air quality.

11. GOVERNANCE MATTERS

Visits and activities update

The Chair reminded the governors to keep up to date with the LA training which was being offered both virtually and face to face.

12. CORRESPONDENCE

None.

13. ANY OTHER BUSINESS

None.

14. Next FGB

Monday 24th January 2022 at 6pm.

The meeting closed at 8.12pm

Future FGB agenda items:

Ms J Hudson
Chair

Date

Action Points from the meeting of the Full Governing Body held on 22 nd November 2021				
	Action	Item	Who	When
1	None			