 **Holly Park School – Staffing & Pupil Welfare Committee Date 13th January**

Present-

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| **AGENDA ITEMS** | **KEY DISCUSSION POINTS** | **ACTION (who? /timescale?)** |
| Items from last meeting   * An advert will be placed on the school website for MTS and interviews will follow * We will look at all the actions on the SIP for restorative approach & anti bullying and how they are progressing at the next meeting * Appraisal meetings to be set up before 31st October * Behaviour report - Maria Michael to consider how we could remove repeat offenders from the data to show a more realistic picture without those children who may skew the data * Governors will look at support for staff. What happens if relationships breakdown within the SMT? | We have appointed 3 Relief Mealtime Supervisors. They will be used on an ad hoc basis with the hope that they will eventually become permanent.  Governor asked if we got the people we wanted. They are not ideal but will hopefully grow into the role. Two are parents.  Governor asked if there are any positions available at present. Yes but they are covered by Agency staff at the moment.  Governor asked if this role is hard to fill. Yes. We would have liked to make one of the Agency Staff permanent but he is paid more via the Agency.  There is an issue with Agency staff as they do not know the school or pupils. We do give training to school MTS’s. When Unified Reward came into effect we opted for the MTS’s to work the 5 Inset days giving us the opportunity to deliver training. Despite this the training is not adequate which makes the MTS’s the weak link in the staff chain.  Governor felt that the MTS’s bring a different skills set to the role and are less vocationally motivated. Most of our MTS’s are in fact already Level 2 SEN Teaching Assistants in the school which is a positive for the school. These TA’s started as MTS’s before becoming TA’s.  Governor felt this would make them more connected to the school.  Governor - if they are not having training they will not be trained in the restorative approach. They have been given this training several times but out of the 12 staff maybe only 4 are school based. Very often the MTS role is used as a stepping stone to something else.  SIP the restorative approach is embedded.  Appraisals have been done. Now doing the mid year catch ups.  Governors asked if they have been OK? They have.  Behaviour Maria Michael has put this on the report handed out to governors at the meeting.  Not done – continue discussion | To monitor new MTS’s  Continued training to be given  Maria to write a child friendly anti-bullying policy after talking to pupils. |
| Items on SIP   * To recruit new permanent MTS who can be trained to deal with behaviour issues at lunchtime * To continue with the restorative approach * To continue the anti-bullying action plan which includes putting the policy into child speak * Embed our new attendance calendar to keep parents informed and aware of attendance * To introduce zones of regulation to support children manage their own feelings and emotions * Mini mentors and anti-bullying ambassadors supporting peers * To maintain high standards of presentation in exercise books across the school * To ensure that all EYFS children are focused on an activity either adult led or independent at all times and engaged in effective learning * To ensure that circle times happen weekly | We are moving towards this.  We are continuing with this.  This is in progress.  This is on track. Letter sent in January reminding parents about not taking holidays in term time. Two traffic light letters regarding actual attendance.  The next governor learning walk will be about this. There is a visual representation on the Headteacher’s office wall. Kathy Puzey has been using this with the most vulnerable pupils. It was introduced to teachers last week and will be introduced to TA’s this week.  Governor asked if everyone was on board. Yes, teachers have taken to this really well. Once it is set up if should run itself.  This is continuing.  Good start to the Autumn Term. Better presentation in books. Ann reminds pupils in assemblies. Two pupils from each class with good presentation will be nominated for assembly today.  This is going well.  These are happening. Maria Michael will be giving staff work for circle times linked to zones of regulation. |  |
| 1. Pupil Premium - Sally | 75 pupils on pupil premium. 8 pupil premium plus – 2 previously looked after children and 6 Looked After children. This is a low number. Governor – this is different to last year. Yes 25 pupil premium children left from last year’s year 6. Could be because it is harder to get benefits. Reception is low – 3 pupils.  Governor – does this have a knock on effect elsewhere. Yes – the budget.  Governor - Children fall through the net because of having to qualify for certain benefits as always happens.  Governor asked Sally Thomas how her meeting with Fiona Quinton (PP governor) went. Was is good? Did it take up too much time? Sally felt it was useful. Fiona sent Sally a list of questions ahead of the meeting to enable Sally to be prepared. |  |
| 1. LAC & Young Carers - Sally | We have 3 young carers. Sally speaks to BYCAS regularly. We have 6 Looked After Children – 3 from Enfield and 3 from Barnet. This is a high number which is time consuming. Each child has a PEP meeting every term with the school, foster carers, social workers, parents. Then there is a Looked After review.  Governor felt that children are spending more time in Foster Care to avoid Adoption. Yes. The plan is always to try and get the children back to their parents if possible.  Governor felt that goal posts have changed – adoption is now down by 80%  Governor asked what handover we legally have to do when a young carer goes to secondary school. Nothing, but Sally always contacts secondary school and BYCAS. BYCAS is very pro-active.  Governor asked about on-going duty of care and compassion for the children. Do the secondary schools engage with Sally? Some do, others not. Networking helps. |  |
| 1. Behaviour - Maria | Behaviour better than it has ever been. Maria gave governors print out of statistics. 25 children with alert forms. No external or internal exclusions. The pastoral team meets weekly. Children are identified quickly. Kathy can pick up these children and give support.  This all could change. A new pupil could join the school and change the scenario or something could happen in a child’s life to trigger bad behaviour.  Governor – we need to understand what triggers bad behaviour. We use a restorative approach and have systems in place to deal with this.  Governor asked if parents are informed of these alerts. Only if they are severe.  Governor asked what is the threshold for bullying to be on an alert form. If there is an allegation a form is always completed, actions are put into place, parents are informed and the situation is reviewed.  Governor questioned whether parents knew this after speaking to a parent who felt her child was being bullied. Do we just assume they know?  There is information in the new parent packs regarding what to do if a parent has a concern.  Governor - parents need a point of reference.  We need to consider this. | Sally Thomas to ensure this is in all new parent packs.  SMT to consider how this is more obvious without putting it in the newsletter and encouraging a stream of parents |
| 1. Safeguarding - Sally | All staff and some governors had training in November. This needs to be done every 3 years but we do it every 18 months. 1 child on child protection register, 2 children on child in need plan and 4 children on Early Help. This is a layer of social services. It is voluntary and parents can withdraw.  A governor asked if Early Help was a new thing. Fairly new. It involves a wide range of professionals to help in a situation.  A governor asked how the numbers compare to previous years. They are about the same.  A governor asked how effective Early Help is. Problem is only effective if parents engage it works.  A governor asked that parents are asked not to use WATSAP at shows, concerts. Could it be specifically mentioned when talking about social media as some parents seem to think it is OK to use this. |  |
| 1. Attendance - Ann | Attendance data for the Autumn term in Newsletter – over 97% - best in 3 years. Good, positive start to the new school year. Following attendance plan which is going well. Number of pupils below 90% very small. The problem we always have is connected to school holidays. Parents do not always provided enough evidence for authorised absence i.e last minute flights. Details are sent to Barnet for a fixed penalty fine for unauthorised absences. Barnet do not fine 100% of the parents which encourages repeat behaviour.  Governor asked who gets the income from the fines. It is Barnet not the school.  Governor asked if we do anything similar for punctuality. Is this tracked?  We do monitor this. We have a late file for both the start and end of the school day. Andrea Needham keeps a track of this. Barnet EWO service will not support the school with regard to late pick-ups at the end of the day. They are only interested in pupils persistently coming into school late.  Governor stated that it matters to a child if they are late both morning and afternoon.  Governor stated that it is difficult to be that child who is late. The child has no control over this. Parents should be the role models with good timekeeping.  Governor asked how many times a child has to be late before a parent is approached. It depends on the child and circumstances.  Governor asked if we tell parents. Yes we do.  Governor felt this is a form of neglect. Governor asked if Social Services are made aware of this. Yes they are. Lateness often links to other issues.  Governor asked if we always report incidences even though we think nothing may happen. Yes we always report everything. We must pass things on to the relevant agency. |  |
| 1. Support for SMT - Annemarie | Governor – This needs to be on the Agenda and spoken about. SMT get self support but need debrief time. Dealing with incidents can leave staff with worries.  Governor asked Ann what support there is for her peer group. There is no official support that she knows of – chair of govs or LNI can talk to them. Governor felt that we should be the school that does have support for this group. What would this support look like? what would people want? what would they find useful?  Ann talked about a course for Governors regarding supporting Headteacher and staff well-being.  A governor asked if there is something they could give to staff that SMT would find beneficial. No don’t think so, but we do have QWELL – an on-line counselling service for all staff.  Governor- Kathy Puzey gets supervision at her Learning Mentor meetings. Do SMT support each other? Yes we do and Ann speaks to Tim every Friday. This gives her an outside perspective on any issues. Have HT friends etc can talk to  Governor asked the SMT to think about what would be helpful to them.  We are in a situation where there are no major issues, but this could change at any time.  Governor – we should put things in place to deal with issues that arise in the future.  When the Resilience programme started they did talk about staff being stressed and needing help.  Governor- what can we put in place to facilitate help. Would QUELL help?  Maria felt it would. We could try this.  Governor – We could bring in supervision as and when required. Need to consider cost. Governor felt we could use contingency funding. It is important that money is spent on this. Need to find out where there is a service we could use. Needs to be investigated.  Governors agreed this needs to be talked through and money should be there to support the staff. This discussion should continue until a solution is found. | HT to send details to governors  Ann will ask her peers what they do when she attends the Head Teacher meeting on Thursday. |
| 1. Policy Review – Teacher Appraisal   Support Staff Appraisal  Positive handling  Personal Care  SEN & Inclusion  Wellbeing  Staff Code of Conduct  Food Policy | Ann thanked the governors for their responses. |  |
| 1. AOB | Ann told the meeting that we have signed up to Sugar Smart. This links to Healthy Schools. It is about reducing sugar intake. School lunches have very little sugar in them. Ann would like to look at making packed lunches more healthy. It is difficult to control what comes in. At the moment we say no drinks to be in the packed lunch as there is water on the tables for all the children. Ann would like to say no crisps / chocolate bars.  Governors felt there is confusion over what can be in the lunch boxes.  Governor asked if it is the school’s responsibility to do this. Yes it is part of the PHSE curriculum.  Governor felt that what a packed lunch is part of the greater well-being of the child. Cost can be part of the issue of what is in the lunch box. There is a limit to what we can do. Governor felt clarification needed.  Governor felt issues could arise if packed lunches cannot have chocolate bars and school meals provide a pudding.  Governor asked if full governing body approval needed for this. No. The committee can deal with this. Governor felt we should start on improving lunch boxes, reminder sent to parents of what they should contain. The Healthy Living Council to be involved.  Governor suggested to start with the reminder and then make changes from next year. Enforce drinks rule and no crisps. Need to make changes sooner than a year but agreed start with a reminder  Governor suggested a workshop. Not viable as parents would not attend.  Governor suggested we ask parents to give ideas of what a healthy lunch box could contain to help those with a lack of awareness of the options. Yes we could do that.  Governor asked about children with food issues. This would be dealt with by the school. | Ann will look at lunch boxes this week and ask MTS to have a look. |
| 1. To Take to Full Govs | Healthy Lunch Boxes  Polices  SMT Support |  |