

**MINUTES OF A MEETING OF THE PASTORAL COMMITTEE OF
MANOR PARK PRIMARY SCHOOL AND NURSERY
HELD AT THE SCHOOL ON 4TH OCTOBER 2018**

Governors Present:	Mr C Williams	CLW	Chair
	Mr S Cotterill	SC	Headteacher
	Mrs Lesley Dalzell	LD	
	Ms Jenifer Hopkinson	JH	
	Mr P. Jones	PH	
	Rev P. Deakin	PD	
Also in attendance:	Mrs S Pomeroy		Clerk to the Governors
	Mrs S Jeffery		SJ Deputy Headteacher
			Associate Governor

PART ONE – NON-CONFIDENTIAL BUSINESS

1. APOLOGIES

All members of the committee were present at the meeting.

2. CONFLICT OF INTERESTS

There were **no** conflicts of interest declared with the business to be discussed at the meeting.

3. AOB

No items of any other business had been submitted to the Chair or Clerk for discussion at the meeting.

4. MINUTES OF THE PREVIOUS MEETING AND MATTERS ARISING

The Part One minutes of the previous Pastoral Committee meeting held on 23rd May 2018 were confirmed as a correct record and were signed by the Chair.

Governors reviewed the action log and the following matters arising were addressed:

Governor monitoring

A governor monitoring schedule is required for the academic year 2018-19.

ACTION: SC to create a governors monitoring schedule with input from CLW and PJ at a meeting in school on 12.10.18.

ACTION: SC to invite governors via Governor Hub to contribute to the monitoring schedule.

School Travel Plan

This item needs to be carried forward to the next meeting of the Pastoral Committee.

ACTION: Clerk to add School Travel Plan to the agenda for the spring term 2019 Pastoral Committee meeting.

Virtual School network meetings.

SJ will attend future meetings if possible.

House point system

LD has discussed the house point system with pupils. The feedback was that the children did not want to be able to see which "house" was in the lead. They preferred the tokens to be placed in coloured vases.

Governor training

CLW reminded governors that the new training schedule has been circulated via Governor Hub and that governors should book on relevant courses and update the training log.

It was confirmed that all other actions not addressed elsewhere in the meeting have been met and closed as appropriate.

5. ANNUAL REVIEW OF COMMITTEE TERMS OF REFERENCE

Governors reviewed the Terms of Reference for the Pastoral Committee and agreed that no changes were required. The Chair signed the document.

6. LEARNING MENTOR

Governors received a joint report from the Learning mentor and the Pastoral lead in school. The report had been circulated prior to the meeting and SJ highlighted the following items:

Safeguarding

Two families are at Child Protection level (CP).

Two families are at Child in Need level (CIN) -above the threshold for a CAF but below the threshold for Child Protection.

One family has been escalated from a CAF to CIN.

SJ explained that the common assessment framework (CAF) is a standardised approach for the assessment of children and their families, to facilitate the early identification of additional needs and to promote a coordinated service response.

SC informed governors that the pastoral side of the school's work is extremely time-consuming for the senior leadership team. For children on CP, a conference is held

every six months and reports submitted. SC or SJ attend these conferences. IN addition there are core group meetings held every six weeks where progress towards targets is measured.

Safeguarding issues have arisen in school over the past three weeks which have consumed around 50% of the headteacher's time. Each referral to Social Care or other agencies results in extensive work and all actions must be carefully documented. SC and SJ have reviewed ways in which the school could re-structure to deal effectively with this workload. A new member of staff could be employed to take on this pastoral role or an existing member of staff could be redeployed. There are budget implications with the first option.

Q. Are there restrictions on who is allowed to discuss safeguarding issues with outside agencies?

R. SC is the Designated Safeguarding Lead and SJ is the Deputy so they would normally deal with outside agencies. However, this responsibility could be included in the job description for a new role.

Q. Can the headteacher fulfil other important aspects of the role whilst maintaining this level of involvement in safeguarding issues?

R. The school is proud of its pastoral work but it does have an impact on the ability of the headteacher to carry out other activities such as lesson observations and book monitoring as planned. The monitoring still takes place but there needs to be flexibility and it is an added pressure.

Q. Does the school anticipate that this level of pastoral work will decrease?

R. The school is much more pro-active in its approach to pastoral work. Situations still arise though which need an immediate response. This often occurs when new families join the school and the learning mentor becomes involved in providing one to one support. Many of the situations come from difficulties at home or disputes between families.

Q. What can the Pastoral Committee do to alleviate this situation?

R. Governors need to be aware of the situation and continue to monitor the pastoral work of the school.

SC explained to governors the need to balance the pastoral work of the school with the demands of monitoring teaching and learning.

Q. Would this level of pastoral work be different if the school was part of an academy trust?

R. The school's financial resources to deal with these issues would remain the same as would the demands of the Social Care system; what may be different is that the school could share resources such as a social worker or family support worker with other schools in the trust.

Q. How many pupils are monitored by the learning mentor?

R. Seventy pupils in total. These children are at different levels of need; some receive one to one interventions whilst others are at a monitoring stage. There are other demands on the learning mentor's time. Due to budget constraints, one

afternoon per week is spent on covering PPA time and another afternoon carrying out an academic intervention programme.

Q. What happens if there is an emergency situation when the learning mentor is involved in one of these other activities?

R. The school would assess the situation and either SC or SJ would become involved or the children on the intervention programme would return to class to release the learning mentor.

Governors were informed that the former den (used as a de-escalation room) was no longer needed for that purpose and is now being used to deliver intervention programmes.

Q. Why is it no longer required?

R. Support is put in place for children from an early stage and they are given strategies to manage their own behaviour.

Q. How many pupils have an EHCP?

R. Two children have an EHCP, plus one in Nursery. The children are well supported and are making good progress.

Governors noted the importance of the pastoral work of the school in providing a basis to help children learn.

Uniform rail

Governors noted that this is a good idea which has raised money and proved beneficial to parents.

Best Practice Event

The school has received an invitation to this event, run by the Emotionally Healthy Schools team. The learning mentor will share the best practice of the school in order to support other Cheshire East schools.

Nurture area

The outdoor area has been a success at lunchtimes and provides a safe space for any pupils who need a quiet place or some adult support. In colder weather it will move back into the Rainbow Room. The learning mentor is working with a range of children from Reception to Year 6 and is able to concentrate on developing social skills.

AcSEED

SJ explained that the AcSEED Award is a quality assurance mark presented to schools that have made a substantial effort to support the mental health of their pupils. The school is required to have a Mental Health policy in order to be considered for this award and governors are asked to approve this policy under agenda item 15.

CLW thanked SJ for the report.

7. ATTENDANCE AND BEHAVIOUR REPORTS

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Attendance:

Governors received a report on Attendance for the period from September 2017 to July 2018 which had been circulated prior to the meeting.

SC informed governors that attendance to date for 2018-19 is just above 95%. There has been an impact on attendance due to a sickness bug, some parents have taken their children on holiday and a couple of children have suffered broken bones. Although attendance of the Reception cohort in the previous academic year was a concern there has been a good improvement this year for this cohort.

SC outlined changes to the incentives offered by the school to reward good attendance. The Manchester Airport attendance scheme has ended and it was decided that this presented a good opportunity to implement new initiatives. An end of year visit will be organised for all children with an attendance rate of over 98%. An attendance rate of 98% allows for cases of genuine illness. The school is also trialling the "Manor Park Bank", a system whereby cash rewards are given each week to the three classes with the highest attendance. The money will be banked until the end of the year when the children will be able to use the money for a class treat. Only attendance over 96% will be rewarded.

Q. Have these types of rewards been adopted from other schools?

R. No, these ideas were developed through discussions with parents and with the senior leadership team.

SC informed governors of the costs associated with the initiatives to improve attendance:

Manor Park Bank	£390
End of year visit	£500 - approximate
EWO	£1,500

Governors agreed that this money needs to be allocated to improving attendance as it is still a priority improvement area for the school and also acknowledged the pressures it places on the budget.

Q. When would the school consider raising the attendance target?

R. 96% is the national average and is what the school is working towards. However, when this target is achieved the school will then aim for 98%. If the school is able to maintain an attendance rate of above 96% the services of the EWO would no longer be required.

Behaviour

Governors received a summary report on behaviour for the period from September 2017 to July 2018 which had been circulated prior to the meeting. SC confirmed that behaviour is not an issue in school and that attitudes to learning are good.

Q. Do the staff still have high expectations of pupil behaviour?

R. Yes, expectations are still high and the Behaviour policy is applied consistently across the school.

8. SAFEGUARDING/CHILD PROTECTION

It was confirmed that all actions from the Safeguarding audit carried out in the autumn term 2017 have been completed. A governor safeguarding visit will take place in December 2018.

ACTION: SC to contact CW to arrange the governor safeguarding monitoring visit.

Governors considered the "Safeguarding Termly Report to Pastoral Governors-Autumn 2018" which had been circulated prior to the meeting and the following points were raised:

Operation Encompass

SC informed governors that this system has changed and that schools will now receive a phone call advising that a secure email will follow in any instances where the police have visited a property where children are present.

Q. What would happen if the school knows that an incident has occurred but does not receive official notification from the police?

R. The school would inform the Safeguarding Children in Educational Settings (SCiES) team.

E-safety

Google delivered an excellent assembly in school on e-safety which was well-received by the children.

Playground zoning

Q. How is the new zoning of the playground working?

R. It is working well. The areas designated for different activities are clear to the children and to the staff. This will be even better when the Multi Use Games Area (MUGA) is completed.

Q. What is the time frame for the completion of the MUGA?

R. It is due for completion in February 2019.

One minute safeguarding guides

Q. Does the school continue to share these guides with staff?

R. The school receives these guides from the SCiES team and they are shared with staff immediately.

Safeguarding Training

CLW informed governors that he has applied to attend a training course on safeguarding.

SC explained to governors that safeguarding training for staff is reviewed regularly and additional training is identified for new staff.

Q. Would it be appropriate for governors to attend the staff safeguarding training?

The staff training is geared towards practitioners. The role of governors is to be aware of the safeguarding procedures in school and to know how to monitor effectively. Therefore, the governor training has a different focus.

CLW reminded governors to consider the online modern governor courses if they are unable to attend a face to face training session.

9. VIRTUAL SCHOOL REPORT

There is one cared for child in school. The child is working at expected levels in Maths and is one term behind in Reading and Writing. The school believes that more pupils in school are actually cared for and are awaiting official notification from Social Care for confirmation.

10. EXCLUSIONS

There are no exclusions to report in the current academic year 2018-19.

11. SCHOOL VISITS 2018/19

Governors approved the following residential visit, subject to appropriate risk assessment taking place:

Year 2 1st-2nd April, 2019 Fowhowl, Delamere Forest

Q. Have the agreed procedures been followed to arrange this visit?

R. Yes, an initial letter was issued to parents before the visit was booked. The cost of the visit, including transport, is £75.00 per pupil.

Q. Is the MPSA providing a financial contribution towards the residential visit?

R. No, the school will have conversations with parents as necessary regarding financial assistance for the visit.

12. EXTENDED SCHOOL ACTIVITIES-AUTUMN TERM

The schedule of extra curricular clubs for the autumn term 2018 had been circulated to governors prior to the meeting. Governors commented that there is a good range of activities available for the children.

SC informed governors that a homework club has commenced this week. This is part of an initiative to be more pro-active regarding homework. Children who have not completed their homework will be directed to attend the club. Provision has been made for a MDA to supervise the club. The homework policy will also be reviewed. One member of staff has a performance management target to review the provision of extra curricular clubs and to increase the uptake.

13. GOVERNOR MONITORING REPORTS AND SSDP PRIORITIES

There were no monitoring reports to receive.

Improving attendance remains the SSDP priority for this committee.

14. SCHOOL WEBSITE

The school website is checked regularly by SC and is compliant with statutory requirements.

15. SCHOOL POLICIES

The following policies were presented to governors for review and approval:

- Safeguarding Policy
- Positive Mental Health and Well-being Policy

Safeguarding Policy

SC informed governors that the Safeguarding Policy is based on the model policy provided by the LA. All staff are required to sign to acknowledge that they have read the policy and a record of this is kept in school.

Governors asked for a summary of the changes made to the Safeguarding Policy and procedures.

ACTION: SC to provide a summary of the changes in the Safeguarding Policy to governors.

Governors reviewed and agreed the policy to go to the FGB meeting in December 2018 for approval.

Positive Mental Health and Well-being Policy

SJ explained that this is not a LA model policy. It was recommended by the Emotionally Healthy Schools team and has been adapted to suit the needs of the school. This policy is required for the AcSEED application.

Q. Will AcSEED accept the policy?

R. Yes, it meets their requirements.

Q. Is the school aware of any children with mental health issues?

R. Yes, there are a number of children in school with mental health issues. Also, for example, during Year 6 children can often experience anxiety over situations such as SATs exams and transition to secondary school.

Q. Does this area come under the remit of the Learning Mentor?

R. Yes. The Learning Mentor will use her skills and knowledge to implement a bespoke programme for children who have been identified to benefit. One of the activities carried out will be "Mind Moose", an online programme that helps children develop good mental wellbeing and enables early intervention. The school is participating in data collection and research with Mind Moose and in return has been given access to the resources for a nominal fee.

Q. Is there also a focus on staff well-being?

R. Yes, a staff meeting is planned to address this.

Q. How is morale amongst the staff?

R. Anecdotal evidence reveals that staff morale is high. There is a strong team ethos and staff attendance is good. The school is considering ways to reduce teacher workload without impacting on the quality of teaching and learning. For example, the school is reviewing the marking and feedback policy and trialling a new system with three classes.

Governors approved the Positive Mental Health and Well-being Policy.

16. TRAINING FOR GOVERNORS

The governors training schedule for 2018-19 has been circulated and CLW recommended that governors ensure that they have completed the three main courses identified for them in the training schedule created by SC and GM.

17. PARENTAL LIAISON/ENGAGEMENT

The school does not operate a parent council. The vast majority of parents, as evidenced by OFSTED in the 2018 inspection, are happy with the school.

18. DIRECTOR'S REPORT.

The Director's report was circulated to governors prior to the meeting. The clerk highlighted to governors a number of items which were relevant to the committee. Governors noted the report. The following item was discussed:

Item 5 Cheshire East Information and Support Service (CEIAS)

Governors asked whether parents of children with SEN/D are signposted to this service. SC stated that he would check with the SENCO and report back to governors.

ACTION: SC to check with the SENCO whether parents of children with SEN/D are signposted to this service.

19. AOB

No items of any other business were tabled for discussion.

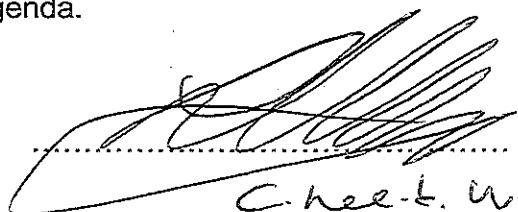
20. IMPACT STATEMENT

How has the Committee helped move the school forward in this meeting?

- **Ensuring clarity of vision, ethos and strategic direction**
Governors considered the impact of the pastoral provision.
- **Holding executive leaders to account for the educational performance of the organisation and its pupils, and the performance management of staff**
Governors sought assurances that the headteacher is able to maintain a balance between providing pastoral care and improving educational standards for the pupils.
- **Overseeing the financial performance of the organisation and making sure its money is well spent**
Governors reviewed the costs associated with the incentives to improve attendance.

The meeting moved to the part two agenda.

7/2/19 Dated

 Chair
Cheryl Williams

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