



# Alma Park Primary School

Governing Body Meeting FGB **Minutes**

Thursday 4<sup>th</sup> July 2019 at 4:30p.m.

## Achievement Partnership Success

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### **Present:**

Mr David Cooke	LA Governor (Vice-Chair)
Ms Shazia Dar	Co-opted Governor
Ms Kate Hickman	Parent Governor
Ms Karen Houghton	Co-opted Governor (Staff)
Ms Sam Howell	Staff Governor
Ms Tina Kirwin	Assistant Headteacher for the sensory service / Co-opted Governor (Staff)
Ms Hannah McHugh	Parent Governor
Ms Monika Neall	Parent Governor (Chair)
Mr Charles Parfitt	Headteacher
Mr Ikhlas Ur Rahman	Co-opted Governor
Ms Carys Williams	Co-opted Governor

### **Apologies:**

Mr Ibad Ur Rehman	Parent Governor
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### **In attendance:**

Ms Kathy Crotty	Clerk
Jackie Bailey	Assistant Headteacher
Rachel Holmes	Odd Project

*Any text in red bold italics represents Governor question (Q); challenge (C); Governor and/or clerk support (S). Black bold upright represents decisions and actions.*

### **1. Welcome and introductions**

- The Chair welcomed all governors to the meeting.

### **2. Apologies**

- Apologies were received and accepted from Ibad Ur Rehman.

### **3. Declaration of Non/Pecuniary Interest**

- Monika Neall has two children in the school; Kate Hickman has one child in the school; and Hannah McHugh has one child in the school.
- There were no other declarations of interest other than those already declared on the school website.



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### 4. Minutes of the Last Meeting held 23<sup>rd</sup> May 2019

Action: The Pupil Premium report would be uploaded to the school's website.

This has been actioned.

Action: The focus group needed to reconvene to review priorities with regards to the gardening project and the development of the playground. The group would be given the options, including costs to make an informed decision.

This has been actioned.

Action: The cost of fitting and storing the Astro Turf until it could be fitted, would be investigated.

The Headteacher has spoken to the class and they declined the kind offer and agreed to stick to the original plan.

Action: Kate Hickman to email Carl Emery to find out if Alma Park is a relevant school for this research.

This is still being explored.

Action: Governors highlighted grammatical errors in the report to be amended.

This has been actioned.

Action: Governors would be provided with an update on the fixed term exclusion appeal at the next meeting.

This is on the agenda – item 5.

Action: The Headteacher would update governors on the progress of five-week TA support via email.

This has been actioned and a TA has been appointed. There has been a positive uptake from staff, and not all staff needed this additional support. There is a student teacher in the school for two weeks.

Action: CP to ask Anne Smythe to source the quotes for the fire alarm system for comparison to be brought to the next S&B meeting.

The Headteacher informed Governors there were two quotes: one for £4,000 and one for £5,000. There are two loops. Both quotes involved commissioned services by Honeywell and the school already has this system.

Action: Consideration would be given to having an external provider clerk the Standards and Curriculum committee.



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This has been discussed at the standard and curriculum meeting and a member of school staff will take the minutes.

Action: Link governor roles and allocation would be discussed and agreed at the next meeting.

This is on the agenda - item 10.

Action: David Cooke and Kate Hickman would arrange a date with new governors to discuss their expertise in data and finance.

This has been actioned.

Action: Dates and content of meetings were to be reviewed; curriculum dates were not listed.

See item 12.

### 5. Behaviour and Safety Update

- Rachel Holmes the chief researcher from the Odd Project was invited to present to Governors to support a more detailed scrutiny of the Alma Park Behaviour Policy. Rachel Holmes referred to the report circulated in advance of the meeting "Becoming a Problem: How and Why Children Acquire a Reputation as 'Naughty' in the Earliest Years at School". This is a project funded by the Economic and Social Research Council. This was an 18-month investigation to understand how and why children gain reputations as they move through the school. This does not happen in isolation but is a wider issue and these wider issues were of interest in the research. Most children are "good" for about 80% of the time and present challenging behaviour for about 20% of the time. There were four different schools in the research from different complex communities. Challenging behaviour was defined as "traumatic" and "persistent failure to comply with adults".
- The framing of problem behaviour was explained and this includes familial; medical; and certain characterisations of the child. Reception class is a huge transition for children and the researchers looked at how parents and children coped with this. The schools tend to emphasise the belonging to a class and some children find this difficult.

**Q: Did any of the classes researched discuss and agree what is good behaviour?**

Yes, some class rules were co-produced at the start of the academic year. The public nature of "problematic" behaviour was explained. Some children were made an example of and this could be positive or negative.

- The research identified that children need interpretive skills to decode and comply with requirements such as "good listening" and to be able to negotiate mixed messages. The research demonstrated the culture of the classroom is important factor in the production of problematic reputations. The role of Ofsted



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and the school's reputation for "good behaviour" was highlighted and how this stops generative change.

- Governors discussed how there are so many different factors in meeting the children's' needs and they were interested in how the children learn and push the rules. It was explained that different practices across the school can create reputations among the children. The children at Alma Park had identified consistency as being important. Governors identified the tension between the collective and the individual children for whom the rules are not working. This can lead to a development of different rules being applied which some children accept and other children find this unfair. The current behaviour policy allows for extra support for children who need it and staff can adapt strategies to help these children. The one-page profiles help identify individual children's needs.

**Q: When the policy is implemented, is this monitored and at what stage does this change?**

If a child completes three reflection sheets there is a meeting with the family and then another meeting with Jackie Bailey and the pastoral team. Children set themselves targets, this is signed and this is positively reinforced.

**C: The value of expressing different emotions was questioned. Rachel Holmes was asked if there is anything to share with the school so the school can explore this differently. (Sadness is equated with a negative emotion). Parents present suggested the happy/sad images are seen by children as making the teacher happy or sad and do not relate to responsibility for actions.**

It was suggested using 'thumbs up' and 'thumbs down' symbols instead, 'down' being the opposite of good and not sad. Rachel Holmes gave some examples from her observations of children where the children feel the need to not identify as sad. Governors acknowledged that asking children to articulate feelings was a challenge and children 'perform the sorry'.

**Q: Do children have sufficient emotional literacy to identify true emotions?**

The school focuses on how "we" can make things better and teachers felt children do indicate emotional literacy as used in reflection. The approach used encourages a dialogue between children and staff. The principles of restorative justice are used if the children agree to this.

**Q: How often is the victim involved in the process?**

**Action: The school will look into how the victim is involved in the process when incidents occur as the staff do not inform the victim of what action is being taken, just it is being dealt with. The reflection sheets need analysis as they might have some insight to share.**

- The Headteacher informed Governors that a survey will be sent to children and they will be asked about the happy/sad faces. Governors were aware the identification of happy/sad is made by staff. Staff were unaware of this interpretation shared by Governors with children in the school.

**C: Are there any significant gaps in the policy in the light of the research.**



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Karen Houghton has reviewed a different behaviour policy with a different emphasis and will explore further and discuss with the SLT. The school has commissioned a two-day restorative training day from Stockport MBC.

- Rachel Holmes offered to work with the children to ascertain their understanding of the behaviour requirements and the school welcomed the chance to check if the children are confident to express true emotions.

*Tina Kirwan left the meeting at 5.30pm*

### **Q: How is the positive behaviour displayed in all areas?**

- This is on whiteboards. EYFS uses traffic lights instead of smiley faces. The traffic lights were seen as preferable to the binary aspect of smiley / sad faces.

*Rachel Holmes and Jackie Bailey left the meeting at 5.35pm*

### Exclusions

This is reported in the Part 2 Confidential minutes

## **6. Headteachers report**

### Update on SATs, Progress review and Pupil attendance update

This has been reported at the Curriculum and Standards Committee meeting and there were no questions.

### Premises update

This was reported at the Staffing and Budget Committee and there were no questions.

## **7. Approve staffing structure for 2019/20**

The staff structure was shared with Governors. This has been discussed in detail by the staffing and budget committee.

**Governors formally approved the staff structure for 2019/20**

## **8. Committee minutes**

### Chairs meeting 12.06.19

There were no questions on these minutes.

### Staffing & Budget Committee 27.06.19

**Governors formally ratified the decisions to approve the Budget planning for 2019/20 and approved the Committed expenditure (analysis of reserves)**

### Standards & Curriculum Committee



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There were no questions on these minutes.

### 9. Policies & Documents

#### Behaviour Policy

Governors discussed this in item 5 and agreed to review this policy at the end of the Autumn term.

#### **Q: Is there a parental voice involvement?**

Yes, parents are consulted.

### 10. Governing Body Matters

#### **Governors agreed the following committee membership for 2019/20**

<b>Standards and Curriculum</b>	<b>Staffing and Finance</b>
Kate Hickman	Dave Cooke
Sam Howell	Shazia Dar
Monika Neall	Karen Houghton
Charles Parfitt	Charles Parfitt
Carys Williams	Ibad ur Rehman
Hannah McHugh	Anne Smythe (SBM)
Tina Kirwin	Ikhlas Ur Rahman

#### Link Governor roles for 2019/20

**Governors agreed to allocated the roles at the first meeting of the academic year - 17<sup>th</sup> October 2019.**

#### Link Governor reports

Three link Governor reports were shared in advance of the meeting: fire risk assessment; history and geography; and Maths. Governors were asked to provide their name and date their reports.

#### Governor training

Monika Neall and Karen Houghton have attended training provided by Catalyst which covered well-being in a digital age.

The Chairs committee discussed training with One Education (one day is included in the SLA) and chairs discussed training on an overview of the legal role of Governance, and the new Ofsted framework.

**Action: MN to arrange training with One Education in autumn term. This will be an evening training session for Governors.**

### 11. Any Other Business

- There were no items of Any Other Business.



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### 12. Dates of 2019/20 Meetings

*Ramadan is April 24<sup>th</sup> 2020 and EID is 24<sup>th</sup> May 2020*

**Staffing and Budget: Thursdays 4.30pm – 6.30pm**

- 10<sup>th</sup> October 2019
- 21<sup>st</sup> November 2019
- 6<sup>th</sup> February 2020
- 19<sup>th</sup> March 2020
- 7<sup>th</sup> May 2020
- 25<sup>th</sup> June 2020

**Full Governing Body: Thursdays 4.30pm – 6.30pm**

- 17<sup>th</sup> October 2019
- 5<sup>th</sup> December 2019
- 13<sup>th</sup> February 2020
- 26<sup>th</sup> March 2020 (Budget closedown)
- 14<sup>th</sup> May 2020 – *cover needed*
- Wednesday 1<sup>st</sup> July 2020 (note the change of day)

**Chairs: Wednesdays 9:00-11:00 am**

- 25<sup>th</sup> September 2019
- 6<sup>th</sup> November 2019
- 22<sup>nd</sup> January 2020
- 4<sup>th</sup> March 2020
- 22<sup>nd</sup> April 2020
- 10<sup>th</sup> June 2020

**Standards & Curriculum: Thursdays 4.30pm – 6.30pm**

- 3<sup>rd</sup> October 2019
- 14<sup>th</sup> November 2019
- 30<sup>th</sup> January 2020
- 12<sup>th</sup> March 2020
- 30<sup>th</sup> April 2020
- 18<sup>th</sup> June 2020

Mark Deall



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Signed.....

*(Monika Neall Chair of Governors)*

Date: 17<sup>th</sup> October 2019

*Meeting closed 18.40*

### **Summary of actions**

- Action: The school will look into how the victim is involved in the process when incidents occur as the staff do not inform the victim of what action is being taken, just it is being dealt with. The reflection sheets need analysis as they might have some insight to share.
- Action: MN to arrange training with One Education in autumn term. This will be an evening training session for Governors.

### **Part 2 Confidential minutes**

- Action: CP to ask staff when and if they would like to meet a working group of Governors (support with behaviour issues).