



**ST MICHAEL'S CE PRIMARY SCHOOL
GOVERNING BODY
CHILDREN'S COMMITTEE MEETING HELD ON
TUESDAY 10th January 2023 AT 5.30PM
MINUTES
VIRTUAL MEETING**

Part 1 – Public Matters

ATTENDANCE	
<p><i>Governors Present:</i> Geraldine Gallagher, (GG) Ex Officio HeadTeacher *Rev. Kunle Ayodeji, (KA) Ex Officio Foundation Charlotte Allen, (CA) Committee Chair Lisa Maguire (LM) *Stephen Bethel, (SB) Val Doulton, (VD) Julia Machin (JM) Staff Governor</p> <p>*not present at the meeting</p>	<p><i>Also present:</i> Frances Sorapure, (FS) (Head of School) John Coffield, (JC) School Lead on Restorative Justice Chris Lambert, (CL) (Clerk – HEP)</p>

Item No.	Subject/Decision	Action by
<p>1. 1.1</p>	<p>Welcome and Apologies for Absence CA welcomed everyone to the meeting, which was quorate. KA and SB had sent apologies for absence which were accepted.</p>	
<p>2. 2.1</p>	<p>Declaration of Interests in Respect of Items on this Agenda None.</p>	
<p>3. 3.1 3.2</p>	<p>Minutes of the Previous Meeting held on 18 October 2022 and Matters Arising The Minutes of the previous meeting were AGREED. They were signed by the Committee Chair and returned to the HT for filing.</p> <p>Matters Arising: 7.2 The updated Safeguarding Policy to be ratified at FGB on 23 November - completed 9.2 Behaviour Policy approved – subject to the inclusion of a section on how the pupil affected by poor behaviour receives support from the school - completed 9.4 SEND Policy -replace Cordelia Brown with Lisa Maguire – completed LM had met SENDCo and discussed the use made of the SEND Chart of Need. Action: LM will report on this meeting to FGB on 1 Feb 2023 Linda (SENDco) to attend the June meeting of the Children’s Committee which will focus on SEND provision – forthcoming</p>	



4.	Curriculum – Restorative Justice	
4.1	John Coffield (JC) school lead on Restorative Justice (RJ) gave a presentation on how the principle and practice is being applied consistently by staff across the school. JC explained that RJ as a process is designed to enhance the emotional literacy of children to assist them in understanding the consequences of their behaviour and what actions can be taken to address and defuse a given situation that could otherwise escalate further taking unexpected and unwanted directions. Governors were pleased to note that JC was working with his counterpart at St James CE Primary school as both sought to embed and build a strong foundation for the principles across both schools in a shared initiative. Whilst not a major shift in terms of behaviour management RJ focused more on listening to children and helping them to restore relationships within a consistent framework.	
4.2	JC described how the RJ programme worked directly at start of day when children on entry were encouraged to alert their teacher discreetly as to their emotional state that morning. Using simple discreet techniques this empowering approach gave the children the confidence to express their feelings and in so doing alert their teacher putting them on watch for incidents which might become more meaningful and so require intervention. This practice was a logical continuation of current practice but specifically aimed at support the emotional development of children as their pass through the school. Simple language used in Y1 would become more nuanced and complex as the years progressed. This consistency of approach was the scaffold by which pupils could develop their emotional literacy and assist them to become far more aware of their feelings and potential actions arising from those feelings.	
4.3	Governors noted this simple technique provided class teachers with an alert system at start of day which empowered them to be more able to handle incidents confidently should they arise and be better prepared to use a range of techniques to provide individual support and encouragement in seeking resolution.	
4.4	JC explained that the process was designed to alert the child of the impact of their poor choices in behaviour and still provide a transparent and consistent framework for the initiation of a restorative process between the parties with an understood aim being to restore the behaviour patterns of all parties involved to a normative state.	
4.5	It was noted that SMSA's were also trained in the use of key questions to be used in addressing behaviour outbursts. Pupil Voice had been informed of the programme and views sought. The next stage is to train Y6 pupils to be able to act as ambassadors in the playground at lunchtime with defines areas responsibility and purpose. It was hoped the Y6 ambassadors would be able to enter into conversations around behaviour outbursts between the parties and so help achieve swift restorative justice.	
4.6	JC explained that steady progress had been achieved since launch but cautioned too much early optimism as this was deemed to be typically a longer term project	



<p>4.7</p> <p>4.8</p>	<p>which could take upto two years to fully embed in school. Governors were pleased that 99% of parents were supportive of the RJ programme and staff training continued as a means of embedding the principles.</p> <p>GG and FS explained that RJ was not always appropriate in every situation and the school had a range of other tools and techniques which would be applied to meet certain incidents of errant behaviour. In such circumstances parents would be kept informed at each stage.</p> <p>Governors thanked JC for his informative presentation, and he left the meeting at 6pm.</p>	
<p>5.</p> <p>5.1</p> <p>5.2</p> <p>5.3</p>	<p>SIP report</p> <p>FS described how issues raised by the school's Self Improvement Partner (SIP) Steven Connors (SC) on a school visit was reported using the SIP framework. On his most recent visit (29/09/22) Governors noted that SC's focus had been to meet Pupil Voice and ask a) what do pupils think of the school; and b) what is it like to be a pupil at St Michael's? Governors were pleased to note the positive responses received to these questions and the positive tone of the SC's report.</p> <p>It was noted that SC was due on site on 2 March when the focus will be on the impact of marking, the continuing impact of the RJ programme; the on-going impact of Walkthru's on teaching and learning; and evidence of leadership in action. Governors noted the tone of SC's report and queried if the level of challenge to SLT had been helpful. FS was pleased to receive SC's support but agreed but agreed that more challenge and query would be both helpful and appreciated at future visits.</p> <p>FS described the aims of the "Halo Project" to raise the profile of Afro hairstyles as they might be seen in school and in the wider community. It was noted that the aim was to embrace the purpose of the project as part of the school's focus towards Inclusion and embracing diversity. With support from LDBS the school sought to adopt the Halo Code of Conduct (the UK's first Black Hair code). FS stated that discussions with parents would be set up as part of the wider promotion of Halo to the school's community. CA commended the school for taking this initiative and was pleased to note the school as being an early adopter of the programme. Governors asked to be kept informed.</p>	
<p>6.</p> <p>6.1</p>	<p>Executive Headteacher's Report (GG – verbal)</p> <p>GG described the key events since the last meeting held in October 2022:</p> <ul style="list-style-type: none"> • Parents evening held in person at school with discussion on pupils' progress and attainment • Class trips ex-school and school visitors to site now occurring regularly • Staff meetings held weekly with focus of discussion on subjects set out in the LIP • Christmas performances included a Nativity play and church service • The school Choir (80 pupils) gave three performances pre-Xmas • Y6 participated in a community party, entertaining visitors in school 	



6.2	<ul style="list-style-type: none"> The joint INSET on 3 Jan 2023 with St James staff focused on having “successful difficult conversations” covering issues raised by racist, sexist or ageist overtones GG thanked both Alexandra and Sharon for their positive contribution and content to the INSET. Covid is again in the community and sickness has impacted on attendance in the first weeks of the new Term <p>GG thanked governors who attended the Christmas lunch: governors were asked to submit their Visit reports for filing.</p>	
<p>7.</p> <p>7.1</p> <p>7.2</p> <p>7.3</p> <p>7.4</p> <p>8.0</p> <p>(a)</p> <p>(b)</p>	<p>Data Report (GG and FS)</p> <p>Governors received the Attainment Summary Report for Autumn 2 which covered pupils from Nursery (28), Reception (60) and Y1- Y5 with assessments made per child for reading, writing and maths.</p> <p>GG described how the attainment summary was compiled and used by teachers with SLT present to review attainment performance and expected progress per child, per year group.</p> <p>It was noted that two grades applied in terms of age-related performance: Expected progress (EXS) and Greater Depth (GD). Pupils are graded according to being below expectation, at risk, above or significantly above age-related expectation. Interventions and support are introduced, per child, as required to support their future attainment. Use is made of small group work where appropriate. The school is then benchmarked against national comparators at the end of Y2 and Y6.</p> <p>GG reported that by July 2023 in Y6: Reading: 85% were EXCS; with 55% at GD Maths: 81% were EXS; with 30% at GD Writing: 87% were EXS; with 42% at GD</p> <p>It was noted that this Y6 cohort included 7 pupils new to the school and EAL unlike the previous year. This change to the composition of the cohort would likely be reflected in the final results in July 2023.</p> <p>Policies</p> <p>PSHE / RSE: no update required; the textual change in regard to the management of the onset of early puberty among girls in Y4 was noted. FS was asked to consider the school’s approach should a girl in Y3 require support in managing her menstrual health. Governors were pleased to note the positive tone of support available to the child in such circumstances.</p> <p>Medical: parents had been consulted on the text in the policy as regard the management of specific issues applicable to their children and stated that the text was very clear; no revisions were required.</p>	



8.1	It was noted that all children receive clear information on the biological developments that occur at puberty through biology lessons and further information was readily available through books retained in the school library.	
9	Chair's Verbal Report	
9.1	CA expressed her thanks to JC for his presentation on Restorative Justice. The positive SIP report drafted by Steven Connors had provided further affirmation that the Leadership were focused on providing the best possible broad and inclusive education for all its children. The developing partnership with St James school was also encouraging. The proposal to engage with the "Halo project" was a good opportunity to extend the focus on Inclusion, embracing diversity. CA thanked the staff for the academic results achieved to date and for the sustained focus on supporting al Y6 pupils to attain to their highest possible level.	
10	Any Other Business	
10.1	There were no other matters of business raised.	
11	Date of Next Meeting	
11.1	Tuesday, 21 June 2023 at 5.30pm (at school)	

There were confidential items raised in Part 2; Part 1 of the meeting closed at 7.30pm

Charlotte Allen

10/7/23

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Signed
Chair of Committee
Charlotte Allen

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Date

List of agreed Actions – 10 January 2023

Item No.	Actions	By whom
3.2 (9.4)	LM to report on her meeting with SENDCo at FGB meeting on 1 February	LM
3.2 (9.4)	Linda (SENDco) to attend the June meeting of the Children's Committee which will focus on SEND provision	GG