



Pastoral Committee meeting working document

Meeting –	24/4/21	Actions
Attendance/Apologies	<p>D Spencer (DS), K Brown (KB), Y Clarke (YC – no sound), M Toal (MT), Julie Evans (JE)</p> <p>Apologies – H Mcauley (HM), Sue Evans (SE)</p>	
Overview/Ethos	<p><i>In view of Covid-19 in particular and the recent updates to the Ofsted Inspection Framework, focusing on the mental and physical wellbeing of our staff, pupils and families; this committee will now focus on the recording and development of practices to support the school in this area.</i></p>	
Overview/Agenda	<ul style="list-style-type: none"> ● Minutes of the last meeting and matters arising ● Pecuniary interests Terms of reference <ul style="list-style-type: none"> ○ To ensure the welfare and safety of the children are met by the school through opportunities offered wherever appropriate within curriculum time and outside curriculum time. ○ <i>Promoting equality of opportunity so that all pupils can thrive together, understanding that differences are positive and that individual characteristics make people unique</i> ○ The committee recognises the need to extend pastoral support to the families and school community through opportunities wherever appropriate ○ To liaise and have knowledge of link services that impact on the pastoral wellbeing of the <i>school staff, pupils, families and the extended community</i> ● Policies ● Heads Report ● Whole School Wellbeing approach <ul style="list-style-type: none"> ○ New Ofsted Inspection Framework ○ Identifying education, behavioural and welfare gaps due to Covid ● Safeguarding Update- <ul style="list-style-type: none"> ○ LAC ○ CP ○ Encompass referrals ○ My Concern ○ Pupil Premium ● SEN 	



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	<ul style="list-style-type: none"> ○ Pupil Progress ○ Pupil Updates 	
Nature of discussion		
Minutes from last meeting/Matters arising	The minutes of the last meeting had previously been circulated.	
Pecuniary Interest	No additional pecuniary interests declared	
Terms of Reference	Agreed	
Policies	Homework, (other policies were discussed but were formally discussed in other committee meetings)	
Heads Report	<p>Heads report was presented verbally throughout the meeting.</p> <p>DS explained that KR had stepped down from being a school governor. She has been a superb governor and given so much to the school. In her absence KB chaired this meeting and took the minutes.</p>	
Whole school wellbeing approach	<p>Michelle Toal, as wellbeing school lead, presented on the following:</p> <p>All staff were asked to complete a baseline Wellbeing assessment upon return to 'full schooling' at the start of this academic year and the results were overwhelmingly positive. The majority of pupils returned to school happily and ready to learn.</p> <p>As the term progressed, bubbles started to burst and COVID measures impacted upon the day to day running of the school, it became apparent that the staff and pupil's wellbeing were being affected - this presented itself through increased 'friendship' issues; low-level behaviour incidents in class increased and we saw increased anxiety in pupils and parents and less resilience with learning. Towards the end of the Autumn term, in the run up to Christmas, there was an increase in wellbeing - whether this was due to Christmas approaching and the variety of events the school were able to offer, or that the children had become more settled, I'm not sure.</p> <p>Wellbeing for staff and pupils in Year 4 dipped significantly during the second half of the</p>	



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Autumn Term due to the relentless challenges presented in supporting the pupils with complex additional needs and the level of aggressive behaviour that was displayed during this time took its toll on staff and children. This also had a knock-on effect to the wider school due to the sheer volume of noise and areas of school that became inaccessible for periods of time. In addition to this we also supported a child (and his friends) through a parental illness and subsequent bereavement.

Despite a huge increase in workload during Lockdown 3, Wellbeing was probably at its highest across the school - staff were working incredibly hard and the incredible support received from TAs across the school should be noted as their roles in particular changed vastly during this time; even with these increased workloads, staff were happy and animated, supporting one another and sharing ideas and resources. Pupils attending during this time were visibly happy, relaxed and engaged in learning - they very much enjoyed the smaller class sizes and responded well to all that we did. The use of Zoom - particularly for the fitness sessions with Steve, organised by Mrs Gilleece, was a fabulous way of allowing the pupils at home to still feel connected and although engagement varied, the response was positive from those at home and in school. A number of parents commented on how much it had helped their child to be involved in Zoom story times, assemblies or fitness sessions.

Reading through the Data document, other classes have echoed what was noted in Year 4, that the pupils attending during lockdown struggled most with the return to full schooling as they had gotten used to the smaller groups and more flexible working style.

All classes have reported how happy the children all look and we have seen very few episodes of pupils struggling to separate from caregivers in the morning. There has been an increase in anxiety-related issues, particularly in Upper Key Stage 2 and support is ongoing for those pupils and families.

The main area of concern across the school appears to be the pupils' resilience levels, as many pupils have spent a significant amount of time with family members and have become more heavily reliant on things being done for them and/or lower academic expectations as staff have been mindful of how much/little support parents were able to give at home due to their own work commitments. Our pupils are much less aware of how to fail now and so



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	<p>don't know how to get themselves out of a problem when one arises - this is an area we are making a conscious and sensitive effort to improve over the rest of the Summer Term.</p> <p>SEND numbers are currently at 34 and the increased period of time spent at home has meant that more parents are sharing concerns over behavioural issues and mental health concerns; this continues to be handled sensitively by classroom staff and they seek support from me when they feel the situation warrants it. Referral processes are currently incredibly slow as all services are working through a backlog and this is often difficult for parents to understand as they feel we might be holding things up; similarly, we are noticing more that once a referral process has been completed and a diagnosis has been received, parents are asking 'so what will change now? What support will they get?' - it is difficult to explain that school staff already had the support in place, we didn't wait for the diagnosis to provide the necessary support and therefore, there was nothing else. Possibly this is due to misinformation being provided by a paediatrician, leading parents to believe that the diagnosis will lead to funding.</p> <p>The whole school data report had a class by class overview of data and the context of each class. This covered safeguarding, well-being etc</p>	
<p>Safeguarding update</p>	<p>KR was one of our safeguarding governor, alongside HM. HM to ask if she is happy to continue being Safeguarding governor.</p> <p>KB reported that the vast majority of pupils with any safeguarding concerns has attended school in lockdown. Those who had not, it was the families decision. All pupils were tracked online and their wellbeing was checked on. One child in particular did not attend school at this time under parent choice – that child is of deep concern but this was being tracked. All pupils who attended school in lockdown flourished in the smaller classes. There were no operation encompass referrals during lockdown.</p> <p>LAC – we have admitted more pupils who are LAC. This term their PEPs are due. All were in school during lockdown and they flourished in the smaller classes.</p>	
<p>SEN Update</p>	<p>See MT report above</p>	



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AOB	None	
Date of next meeting	TBC	