

## **ELEANOR PALMER PRIMARY SCHOOL**

### **Minutes of the Full Governing Body Meeting on 8 February 2023**

#### **Absent**

Tim Peake  
Charlie Condou  
Sally Hill  
Shanti Fricker

#### **In attendance:**

##### **Parent Governors**

Gonzalo Coello de Portugal  
Christophe Frèrebeau  
Sei-Kee Maturine  
Nanouche Umeadi  
Charlie Condou  
Christophe Frerebeau

##### **Staff**

Natalie Stevenson - Co-Head  
Rosie Thomson - Associate Governor  
Lacey Cousins – staff governor

##### **Co-opted Governors**

Jennifer Allan – Chair of Governors  
Boris Telyatnikov

##### **LA Governor**

Jack Tinley

#### **Also present:**

Tania Voaden, Clerk

### **MATTERS ARISING**

#### **1.00 Corrections**

No corrections

#### **1.1 Actions from November 2022 minutes**

Item 5.00 Rollover - Shanti Fricker had met children about feeling safe in school - to share report with Governors

Item 8.00 Cost of Living crisis - to arrange Shed Talk to help families access support. **Done**

Other items marked as complete

**1.2** The Chair has reached the end of her term of office. Ahead of the meeting the clerk had requested nominations for a new Chair. The Chair explained to governors the process of the election of a new Chair. She said that whilst her intention had been to step down as Chair at the end of her term of office, she was committed to supporting the school through the anticipated Ofsted inspection which had not yet taken place. As no other governor was seeking to stand as Chair at this time, she would be prepared to continue in the role until after Ofsted visited. Governors affirmed that they would like her to remain in the role. In addition to the end of her term as Chair, the term as a Co-opted Governor had also concluded. Governors agreed that they would like Jen Allan to continue as a Co-opted Governor with a new four year term of office and to remain in the role as Chair of Governors until the end of academic year 2023. The Heads thanked her for the ongoing support.

## **2.00 CO-HEADS REPORT**

The Spring 1 report was shared ahead of the meeting.  
The Heads invited comments and questions on their report.

### **2.1 Admissions**

The Heads informed governors that the Year 1 class would increase in size and gain a 31st child. [REDACTED]

### **2.2 Attendance**

Attendance data was shared with governors in the Heads' report and it was noted that the attendance percentage total 95.04%, a notable drop in attendance which has historically been steadily around 97%. This drop reflects the local and national trend post-Covid closures. Governors challenged how the school was addressing this decline.

- **ACTION** Report on attendance and action plan shared with governors. Agenda item at Spring 2 FGB.

### **2.3 Safeguarding**

Nanouche Umeadi asked whether the reference to 3 incidents of internal suspension involved one child. Rosie Thomson said that there were 3 separate incidents with 3 different children [REDACTED]

The school previously had incidents that had been managed as internal suspension, but had not named these incidents as such. Naming it as an internal exclusion meant that there was a more consistent approach to managing incidents. The terminology was also used with the parent, and it was made clear that this was different from an external suspension and would not be recorded on a child's educational record. By naming the incident as an internal suspension it meant acknowledgement that what had happened was not acceptable, but also provided a reset, the opportunity for a restorative conversation and a return to positive learning. In 2 of the 3 incidents the parents were very supportive of the actions taken.

Governors enquired further as to what would constitute an internal suspension. Natalie Stevenson said that it would be the result of serious negative behaviour. The duration of the suspension would vary case by case, in the incidents reported for one child this was a single session, for another it was the afternoon. She stressed again that internal suspensions were different from school exclusions and that this was made clear to parents.

Rosie Thomson said that staff appreciated the clarity on the boundaries of behaviour and felt that there had been a fair response to the incidents reported.

The Heads referred governors to the Behaviour Policy and said that the school overall had excellent behaviour.

## 2.4 Pod construction

Gonzalo Coello De Portugal said that the picture of the Pod in the Heads' report appeared to have a gloss varnish and wondered if this was correct.

- **ACTION:** Check with Vicky Green. **Done.** Vicky said that the Pod was not gloss finished, the photo may misrepresent this.

## 2.5 Pupil Premium Participation

Governors commented that the tracker shared in the Heads report was difficult to read as it was an excel sheet scaled to fit into the document.

- **ACTION:** To share the Pupil Premium tracker in a more legible form. **Done.** In anonymised link in the Heads' report.

## 2.6 Finance

In the Heads' report it was noted that there was a shortfall in funding of £24,000 to pay for commitments in the Strategy Statement. Boris Telyatnikov challenged what the plan was to combat this.

Natalie Stevenson spoke about the school's application to become a research school in partnership with Torriano who are leading the bid. The application had cleared the first round. If successful this would secure £70,000 funding between the schools for 3 years. As the lead school Torriano would receive the majority funding. Governors discussed grant funding and it was agreed that it was necessary to commit time to a longer discussion on this.

- **ACTION:** Special funding meeting to discuss. **Done.**

## 3.00 Special Item - WELLBEING CURRICULUM

Lacey Cousins shared a presentation on the Wellbeing Curriculum with governors.

Lacey Cousins explained that Wellbeing was not new within the curriculum and it had always been taught from Years 1-6 through PHSE. The local authority and the school control much of how Wellbeing is taught.

Covid had increased awareness of children's mental health. The school had looked at the work done by Charles Dickens School who had incorporated an evidence-based approach to social and emotional learning developed at Yale university. Lacey Cousins explained the acronym RULER which refers to the five key emotion skills of Recognizing, Understanding, Labeling, Expressing, and Regulating emotions. Charles Dickens School had adopted this approach and monitored response, noticing an improvement in behaviour regulation and learning outcomes, and also a reduction in CAMHs referrals. They developed a programme called Wellbeing School which included pupil workbooks for each term, animations and lesson guides for teachers.

Eleanor Palmer has purchased the Wellbeing School resources to help children build up a toolkit of strategies to support emotional literacy, enabling them to both understand and communicate their feelings. Children spend time on their workbook once a week across the year. Alongside the workbooks there are videos for children and also for teachers. Lacey Cousins passed round workbooks for the Governors to look at, and also shared some videos of children talking about the Wellbeing Curriculum and the school's Wellbeing vertical curriculum sheet.

**3.1** Lacey Cousins informed governors about the training staff had received about Trauma Informed Practice in Camden (TIPIC) and Team Teach. Team Teach is positive behaviour management training to support adults to manage challenging situations and behaviours for positive outcomes. This supported staff understanding of child behaviour and the response to it, and to equip them with de-escalation skills and strategies. Ideas and learnings had fed into the new Behaviour Policy.

**3.2** The school had also reflected on children who may need additional support and had developed individual Wellbeing plans. These included scripts for support, identifying stages of crisis and how to divert by de-escalation techniques.

**3.3** Natalie Stevenson said that the biggest change had been the consistent team approach to managing behaviour. There was increased collaboration in strategies to manage and support a dysregulated child, and this no longer meant immediate deferral to the most senior staff. Employing the best person to manage each situation was preferable to a hierarchical approach. Lacey Cousins added that staff felt empowered by this change.

**3.4** The school will have ongoing training on restorative practice - separating the behaviour from the person, consideration of the feelings to those involved, repair of relationships and collaboration in moving forward. Training too in emotion coaching - the principle that nurturing and emotionally supportive relationships are best for children's outcomes and resilience. The training was through Camden and was in-person, bespoke to situations in school.

**3.5** Boris Telyatnikov said that there would be governor monitoring at the end of the year. Lacey Cousins noted that there was a Shed Talk on Wellbeing for parents and carers planned. Christophe Frerebeau said that in staff monitoring it was clear that staff were positive and appreciative about the training and approach to Wellbeing. There was a consistent culture of Wellbeing and staff felt supported by each other.

The Wellbeing workbooks would be shared with parents and carers at Progress Meetings.

#### **4.0 Resources Committee**

Minutes shared ahead of the meeting.

Partnership Work funds were reduced due to lost income from DfE. The School Direct programme attracts £2,000 per student and Rosie Thomson noted that the Resources Committee minutes referenced up to 24 students, but the number was capped at 19 and recruitment had been slow thus far. Vicky Green set the budget off actuals, not on anticipated recruitment.

Governors reviewed and ratified the Schools Financial Values Standard - SFVS.

#### **5.00 Staffing Committee**

Minutes were shared ahead of the meeting.

Gonzalo Coello De Portugal asked if there was an update on plans for [REDACTED] who had given intention to leave at the end of summer term. Natalie Stevenson said that there were ongoing discussions.

#### **6.00 Curriculum Committee**

Minutes were shared ahead of the meeting.

No comments beyond amendments of minutes regarding White Rose tuition which is not being offered to Year 4 at this time. The minutes also state that none of the children receiving tuition have an EHCP, and this should be amended to show that one child has an EHCP.

#### **7.00 PPC**

Minutes shared ahead of the meeting.

Plans for CBC Night were underway and within planning meetings there had been discussion on the diverse curriculum and how this could be better communicated. The meetings also led to discussion around how Black History Month was celebrated and approached.

## **8.00 AOB**

**8.1** Governor Skills Audit - the audit was reviewed and the Chair noted that there were no evident gaps in skills.

**8.2** Nanouche Umeadi reminded governors that as a Camden Councillor she had good links within the local authority that the school should make use of.

**8.3** Natalie Stevenson asked for governors' opinion on the principle of additional tuition to support pupil premium children in applications to private school. This followed a parental enquiry. Entry to private school may be transformative and Natalie Stevenson asked for governor views on whether the school should offer this support. Governors discussed this and concluded that additional money should not be spent on tuition for the purpose of securing a place in a private school. Tutoring disadvantaged children for the purposes of academic attainment was different from tuition for private school entry.

The meeting ended at 7:30pm.