



Learning God's Way

**FULL GOVERNING BODY MEETING**  
**Thursday 13<sup>th</sup> June 2024, 7pm in the Staff Room**

Meeting Focus – Children's Welfare

The meeting was opened with prayer. Debbie Ricks chaired the meeting.

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|     | <p><b>Present:</b> Brian Baker, Jane Burke, Emma Craughan (Co-Chair), Kate Goater, Mike Jee (Head), Al Knox, Carolyn Lorimer, Debbie Ricks (Co-Chair), Chris Snell<br/> <b>Apologies:</b> Leila Kemp, Mark Standen (Vice Chair)<br/> <b>Clerk:</b> Jennie Ring<br/> <b>Also present:</b> via zoom: Mary Balingal (Teacher-in-Charge, Tomlin Centre), Jenna Darby (Pastoral Support Worker)</p>   | <b>Action</b>                          |
| 129 | <b>Apologies for absence</b> – were received and accepted from Leila Kemp and Mark Standen.  |  |
| 130 | <b>Declaration of Interest</b> – none  |  |
| 131 | <b>Urgent matters to be considered for inclusion</b> – none  |  |
| 132 | <b>Approval of minutes 16<sup>th</sup> May 2024</b> – the minutes were agreed and signed.  |  |
| 133 | <p><b>Matters arising</b></p> <p><b>General matters arising –</b></p> <p>Feedback from the Head regarding the discussion about SIAMS at the Deanery meeting and from Mrs Lorimer on the local authority Special Educational Needs (SEN) group meeting were deferred until a future meeting. The item on SIAMS at the Deanery meeting was deferred until their next meeting. Mrs Lorimer was yet to arrive at the meeting.</p> <p><b>The action table from May's meeting was reviewed:</b></p> <p>Item 1 (minute 119) – the date for Create exhibition of artwork is yet to be planned.</p> <p>The date for the official opening of the Tomlin Centre is Monday 14<sup>th</sup> October, with the children's book artist Nick Sharratt visiting to open the Centre. The time is to yet to be confirmed and it is hoped media will attend.</p> <p>Item 2 (minute 119) – the monitoring visit reports are yet to be written</p> | <p><b>Head</b></p> <p><b>CL/DR</b></p> |

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|     | <p>Item 4 (minute 122) – One governor has made a brief visit to the Bursar. Two are planning to schedule a visit soon.</p> <p>Item 8 (minute 128) – the Head tabled English (language) and Maths (reasoning) SATS papers for governors to see. A selection of questions in both papers were explored and discussed.</p> <p><b>How do we reckon the children have done?</b> Locality heads agree that this year’s papers are really hard, and it’s considered that papers getting harder each year. This year’s Y6 is a year group particularly affected by covid and covid lockdowns.</p> <p><b>How are the papers marked?</b> Papers are sent to markers electronically. Ten percent of the marked papers are moderated. Results will be available about 8<sup>th</sup> July.</p> <p><b>How do children approach SATS – are they excited to be challenged or... other?</b> Over the last couple of years, I’ve noticed more children are nervous. I think this is because children are generally less resilient - more are not going on trips and there is more persistent absence. Details of how children are prepared for SATS was outlined – the general no-pressure and relaxed approach, and the specific on-the-day pre-SATS activities provided. An example of how lack of resilience in children sometimes originates in parenting was shared.</p> <p><b>How do you then endeavour to teach/build resilience in children?</b> Mrs Darby’s work as Pastoral Support Worker is key; and by taking a robust approach with children when they experience hurdles by suggesting alternative approaches so they can take action instead of becoming unable to move forward.</p> <p><b>Mrs Lorimer arrived at the meeting.</b></p> <p>In order to develop resilience parents have to be able to hold a balance between solving things for their children and letting them experience life as it is.</p> <p>All other actions were complete.</p> | <b>JB/CS</b> |
| 134 | <p><b>Questions arising from monitoring visits – none</b></p> <p><b>The Pastoral Support Worker joined the meeting via zoom.</b></p>   |              |
| 135 | <p><b>Pastoral Support Worker visit</b></p> <p>The Pastoral Support Worker gave a summary of the work she does day to day, with no day being the same:</p> <ul style="list-style-type: none"> <li>• Before classes begin - giving a child with an unsettled home life support to feel safe and ready to start learning, and then in the playground support for children who need it to separate from parents.</li> <li>• During the school day - there is regular work with children around emotions, anxiety, family issues, and attachment issues.</li> </ul>  |              |

- With Key Stage 1 children (and some Early Years children) Colour Monster is used to identify and explore different emotions, talk about situations and identify strategies on how to deal with emotions.
- With older children Anxiety Gremlin is used to do the same. In addition there are some Cognitive Behavioural Therapy elements. Teachers are familiar these two resources.
- Working with and liaising with outside agencies and families along with responding to situations where children have become dysregulated occupy time.

There is a possibility of working with the local authority as they trial a resource called WOWSI (Working with worries and supporting intervention). Detail on the idea behind WOWSI was outlined, which is based on psychological principles.

Details of training under way or about to be started were shared, as Designated Safeguarding Lead (DSL) and Mental Health Lead for the school respectively. Firstly to continue the strong safeguarding work and culture of the school; and secondly, in time, to draw up and implement a whole school approach to mental health and wellbeing. It is important to say that a Mental Health Lead is not a counsellor, but will be aware of appropriate sources of help for the signposting others towards.

All of the children considered in safeguarding work are under the pastoral support umbrella. A holistic approach is taken when working with children.

A detailed look took place at one child's situation and needs, addressing how the child is worked with in school, what outside agencies are available to support, how such children's needs are considered when going on trips, looking towards transition to secondary school, and what happens during holidays.

[It sounds like you're doing the work of a social worker...](#) Social workers are under pressure, I'm enabling more support. Sometimes there will be a need to access social worker support for the first time and let them take the lead with a child.

[Why do you think children's anxiety is increasing, what are the key issues?](#) Everyone gets anxious sometimes, but there could be things like mental health issues and parental anxiety in the picture. The effects of Covid and covid lockdowns are still being seen and felt – separation anxiety, social anxiety and lack of strategies to work through these. It's good that issues are spoken about, normalised and strategies taught. Lastly, through social media children are now seeing things they shouldn't be seeing.

[Who is looking after your wellbeing?](#) The safeguarding team and SLT work well together and are supportive and open to conversations. Half termly I attend group supervision comprising eight Emotional Literacy Support Assistants (ELSA). I'm trained in supervision.

The Head affirmed the importance of supervision and a supportive school culture and thanked the Pastoral Support Worker for her work in supporting children.

[The Pastoral Support Worker left the meeting.](#)

[The Teacher in Charge at the Tomlin Centre joined the meeting via zoom.](#)

**Teacher in Charge, Tomlin Centre visit**

The Head introduced the Teacher In Charge with words of affirmation for the Centre and for her in making the Centre what it is.

She gave a thorough overview of the current picture at the Centre including information on the children currently at the Centre, the stages are at, the needs the children have, the degree of accessing ordinary classes, the achievements and progress of children academically, personally and socially, and the degree to which children from the mainstream have accessed the centre and for what purposes. She gave a summary of the process being carried out in considering applications to the Centre for September – liaison with the staff at the child's previous setting, with the Senior Leadership Team at St Margaret's and with the local authority's Special Educational Needs Administration Team (SENAT). There will likely be another 6 children at the Centre in September.

**Is this nearly capacity?** It's a quicker increase in children than first outlined. The need is great. We won't take children if the staffing isn't sufficient.

**Thinking about the child who has integrated well to a good degree in mainstream classes, would a permanent move to mainstream classes be considered, thereby freeing up a space at the Centre?** Perhaps, and with much caution. This would have to be considered very carefully in time, in conjunction with parents and with an eye to the future. A movement into mainstream now could mean starting down a path that wouldn't be in the long term interests of the child.

A brief discussion took place on secondary SEN provision in the area, the new special school being set up in Goring, the number of children in the county currently at private special schools, the relatively good SEN provision in the county compared with some counties, and the funding of special school places.

**How will transition be arranged for the 6 new children coming to the Centre in September?** Through visits to their current setting, a booklet with photos of the Centre and staff and some information about them, a meet and greet with the teacher with parents before September and low key activities to support familiarity, along with careful consideration of the current children's needs in receiving new children to the Centre.

**What's the feedback from parents of children at the Tomlin Centre?** It's been amazing – parents are reporting that their children are a lot calmer and tidier at home.

**The new building and resourcing is OK?** One thing to it would be good to change would be to fit lower sinks. Children use steps to enable access. We have a snagging list.

The Head thanked the Teacher in Charge.

**The Teacher in Charge left the meeting.**

A brief discussion took place around the total number of children expected to be at the Centre in September – 10 or 11, the circumstances around children's use of the Centre with cross over into mainstream classes, and the staffing implications. The Centre now has 5 support staff and the Teacher in Charge. There has been no need to date to cover any sickness among staff. Siblings are beginning to come to the school.

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|     | <p>The number of children in school now is 403 and, even with 58 leaving from Y6 and 50 arriving in reception, the Head estimated that the number of children on the role in time for the October census would be nearer 410 than 400. There is a need to be aware of children applying to St Margaret's mainstream with the Tomlin Centre in view.</p> <p>The Head invited governors to visit the Centre whenever they are in.</p>   |              |
| 137 | <p><b>Pupil voice – visit or report from Mrs Bray</b></p> <p>It was agreed that the update on pupil voice be circulated to governors.</p>   | <b>Clerk</b> |
| 138 | <p><b>Headteacher's Report</b><br/> - <b>including safeguarding, exclusions (now called suspensions), attendance, H&amp;S incidents, security incidents</b></p> <p>A report was not written as many areas were touched on by the Pastoral Support Worker's visit and information.</p> <p><b>Safeguarding</b> – overall safeguarding concerns are at a lower level. The Pastoral Support Worker will be a fully qualified DSL by the end of term. She will then increase training for staff through an inset day in September and with little and often input throughout the year. Children and staff know who to go to with concerns. The level of reporting is now at a consistent level regardless of when or whether training has been received. <b>How are forms stored?</b> In paper form in secure files, in electronic form on Provision Mapper. Provision Mapper is used at the Angmering School and therefore data can easily be transferred when children transition to secondary. Information from Provision Mapper can easily be downloaded as a file regardless of a future school's records system.</p> <p><b>Exclusions (now called suspensions)</b> – there have been 4 suspensions this term, involving 3 children, one suspended twice. Suspensions have mainly been among SEN children for a variety of reasons and to provide a behaviour fire-break. Suspensions also contribute to the body of evidence for Educational Health Care Plans (EHCPs). <b>Are there steps in place before a suspension?</b> It depends on the situation. A racist comment results in an immediate suspension. If a child is dysregulated it will only be after other ways of bringing the child out of that state have been tried. <b>Are strategies in place in classes?</b> Yes, a child will be taken out of class and events allowed to unfold as the child is interacted with. The Head outlined some specific examples touching on the details of the situation and the reasons for actions taken. <b>How does this level of suspensions compare with locality schools?</b> Very similar. This year the incidence in school of children suspended for racist comments has reduced to none.</p> <p><b>Attendance</b> – attendance is up from last year at 94%. Holidays and persistent absence account for much of the absence figures which include unauthorised absences and part-day absences. Fines continue to be issued for unauthorised absences. <b>How much of the persistent absence is due to children just being poorly?</b> This is a factor. However, quite a large proportion relates to minor sickness and likely connected to a lack of resilience and/or parenting decisions. Some absence are connected to the working patterns of parents, which have altered post-covid. Work continues to endeavour to improve attendance. It was noted that levels of absence are even and consistent across year groups.</p> |              |

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|     | <p><b>Health &amp; Safety or Security incidents</b> – a brief discussion took place on a recent incident where police were involved with a security issue involving a child’s family.</p> <p>There were no other health and safety or security incidents.</p>   |              |
| 139 | <b>Complaints</b> – none  |              |
| 140 | <p><b>Approval of Off-site educational visits 2024-25</b></p> <p>A visit to the Dalesdown trip currently taking place for Y4 was described as a joy. <b>If children don’t go on trips is there provision in school?</b> Yes, though in comparison it won’t be much fun. One child with SEN isn’t on the trip and it was considered that the child would be better to be at home, with work provided, than in school.</p> <p>Visits planned for next year are Y4 to Dalesdown and Y6 to Cobnor. A discussion took place on the cost of the trips, how this compares to other options like PGL, when parents are notified of trips and their cost, options for payment, what happens if payments aren’t forthcoming and from where funds come for parents really unable to pay.</p> <p>The trips for 2024-25 were approved.</p> |              |
| 141 | <p><b>Policies</b></p> <p>With amendments made in accordance with queries from one governor it was agreed that the Relationships &amp; Sex Education Policy would be taken as approved after 7 days if there are no further comments or questions.</p>  | <b>Clerk</b> |
| 142 | <b>Chair’s Action</b> - none  |              |
| 143 | <p><b>Date of next meeting</b> – Thursday 4<sup>th</sup> July 2024, 7pm in the Staff Room</p> <p>It was noted that this was general election day.</p> <p>The Chair expressed appreciation of an informative meeting, noting the Tomlin Centre is giving benefit to all of the school’s children and affirming the work of the Teacher-in-Charge.</p> <p>Governors were asked to use the what’s app group to communicate what they intend to bring to the bring and share supper so that the host could cover any gaps. It was agreed to alter the start time to 7pm.</p>  |              |

**ACTION TABLE – FGB 13<sup>th</sup> June 2024**

D = Done

Blank = give update

|   | Minute: | Action from:   | Action by:                           | Status |
|---|---------|--|--------------------------------------|--------|
| 1 | 119/133 | Head – date for Creation exhibition of artwork                                       | When planned                         |        |
| 2 | 119/133 | CL/DR – write and send monitoring visit report to Head/Clerk for GVO and next agenda | By next meeting 4 <sup>th</sup> July |        |

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| 3 | 122/133 | CS/JB – schedule and monitoring visit to the Bursar                      | Post meeting                         |  |
| 4 | 137     | Head/Clerk – source and publish in GVO pupil voice update                | By next meeting 4 <sup>th</sup> July |  |
| 5 | 141     | Clerk – progress RSE Policy through administrative process when approved | 21 <sup>st</sup> June                |  |