**Working Group:**
**Behaviour and Attitudes, Personal Development and Relationships Working Group**
**6th October2025**
**Head Teachers Office**
**4.00pm to 5.25pm.**

## Notes

| | |
|---|---|
| **Governor Members Present:** | Simon Wattam (HT), Cath Fisher, Kirsty Wilson, Chloe Taylor. |
| **Associate Members Present:** | None. |
| **Officers Present:** | Rose Roberts, Anoushka Visvalingam, Su Owen (Clerk) |
| **Quorum:** | N/A |

Introduction

a) **Declaration of Interests**
None

**Agenda items**

1. Apologies for absence.
2. Minutes of the previous meeting on the 27th January 2025 and matters arising – the meeting on the 12th May 2025 did not run.
3. Assistant Head (Pastoral) report.
4. School Improvement Plan (SIP) – to decide a focus for Governor Visits and note the dates of potential visits.
5. Outside Play and Learning (OPAL) – Update.
6. Behaviour Policy and Risk Assessments – to note an identified gap in the procedures in response to aggressive/or violent behaviour.
7. AOB.

The Terms of Reference are still outstanding for this committee so it was agreed that this meeting should proceed as a working group.

**1.** Apologises received and accepted from RH, she has tendered her resignation as Associate member to the GB, effective immediately.
**2.** Minutes of the last meeting:
Accuracy – no changes requested or required.
Matter arising – one action which has been referred to the school council - done.

Signature.....Date.....26.01.26

**3.** The Assistant Head, Anoushka Visvalingam (AV) has been in post for 1 month. AV presents and reads through her report to Governors. There are 8 areas of focus on the report.
Q-Isn't 8 areas of focus a lot?
A-It does look like a lot, yes, but they are all linked and I have been working on these areas already. I am also spending 2 days in the classroom.
So far, from the beginning of the term, I have been looking at how to set systems in place, established lunchtime and break time clubs upstairs. I now need to look at the clubs downstairs. RR added that we may have to look at the use of the Beech hut again for KS1; a lunch club is too long for them. AV noted this.
JoSt had started off the nurture clubs which AV is now overseeing, particularly that they do not over extend beyond the staff's working hours. There is no perceived need for nurture clubs for KS2 at the moment. AV is also looking at reading interventions and has reinstated the TA and INA meetings. At each meeting they focus on one or two children which helps provide a clearer focus. AV has joined the first few inclusion meetings. AV has run some OPAL assemblies, introducing the new equipment and discussing the more collaborative, creative ways to play in the playground. RR added that we need to have zoned areas in order to keep It safe and ensure the fair allocation of equipment.
AV is getting to know the SEMH children and looking at all the CPOMS incidents as they come in. AV is also looking at absent children and talking to their parents. AV is looking at the children not in the classroom, who have become deregulated, and looking at what can be done to help.
Q-How is the school dealing with these children?
A-It depends on what is needed. Going forward we are making sure the TA's have the necessary skills to provide support for these children.
Actions for the Autumn term include Empowering Training. This involves several days of training where the science of behaviour is discussed and analysed. This is then discussed in the context of how to help the child change their behaviour. This training is in line with the schools Behaviour Policy. This training will then provide staff with the correct tools to help apply the Behaviour Policy, especially the newer staff.
Q-What's new to the classrooms? Some of the initiatives have been available and used for years.
A-The idea is to make the initiatives available for All children now, there are far more SEN children in the classroom than ever before. Previously a deregulated child would be taken out of the classroom but now we are giving the staff the skills to unpick what is going on with that child so that they and the child can continue in the classroom. Some teachers are further ahead than others with this approach.
Previously there were intervention teachers who could step in so that the main teacher did not need to. RR added that it's improving all the time we just need to embed it and up skill the teachers. OPA is nationwide. The idea is to provide universal support to all children rather than segregating them and move away from 1 to 1's.
AV is undertaking training after half term regarding racist incidents. Staff are coming

to AV for advice, looking at how to help the adults respond to these events. Its important to look at the impact rather than the intent.
Q-OPAL – How can AV support KS1/EYFS children, is there a soft start?
A-There are sensory circuits which children can go to before going into the classroom.
Q-Any teething problems?
A-Children can clash in the sensory circuit, but it is a helpful resource and helps the child transition from the parent to the classroom.
Q-Is this a new strategy?
A-Only in that it is more formal and centrally organised rather than individual classroom based. Also, Years 3 to 6 now all come into school through one gate which makes the other entrance nice and quiet which has helped with the, sometimes, difficult start of day transition. Overall there is less fire fighting, there are now new changes and more reflection.
Q-Overall does the school feel calmer?
A-Last year there were larger incidents, since then the school has learnt a lot. There is also a higher expectation that the children need to be in class quicker and to remain in there. The reflection on the first month of term has been positive and there has developed good communication between the staff to resolve issues quickly. Staff have also adapted and are not so restricted to just their own space (classroom). There are less people in school now but the school is also making a wider, and just as effective, team in response to this change.

**4.** The Governor visits week was proposed for W/C 10/11/2025. There are parents evenings that week and the week after but the Governors visits should not affect classroom practices.
CT pointed out that her term of office expires on the 10/11/2025 but the wider matter of terms of office will be discussed at the next FGBM on Monday the 22/11/2025.
KW leaves the meeting at 4.56pm, returns at 5.00pm

**5.** Governors commented that the school has been discussing the introduction of OPAL and its merits for a long time, now it is in situ it would be nice to observe it in action. The HT agreed and added that it has had more success lower down the school, Year 6 are not so engaged. The HT shows the Governors photos from recent assemblies where OPAL was introduced. OPAL has been risk assessed and made sure it is safe, e.g., crates, wheels, axels etc. The children participated in the construction of the guidelines by working together/problem solving if some piece of equipment might or might not be safe. There is some OPAL equipment in the Reception outside area as well.
Q-Is there a hope that the outside collaborative skills they get to practice will be continued in the classroom?
A-Yes, hopefully that will follow. It has started to reduce boredom and incidents in

the playground. The next stage is around smaller parts/equipment for the children to construct with. We are hoping for some parental donations.

**6.** The Behaviour Policy is up for review. This is also in part due to a commitment from a resolution to a complaint last year. In the HT's opinion there is a gap in the policy, what we do when things go wrong, how we make children safe, etc. There is also more work needed on risk assessments for certain children who can be prone to violent episodes. The aim is to provide a scaffold to help the adults know what to do. There are already general/generic strategies in place but in spite of this there may be a need for additional control measures. The parent (of the child being risk assessed) will be shown it and will be required to sign it off.
Q-Will the summary sheet name specific adults who are trained /adept to deescalate these specific children?
A-Yes.
Q-How many will the school have?
A-There are common risk assessments for general bad behaviour like fighting, etc, but specifically there might be 12-14 child specific risk assessments.
Governors commented that the school still needs the pathway in addition to the general flow chart effect for usual problems.
Q-When will it be ready?
A-We need the Empowerment Training first. The last session is in early December 2025.
Q-Do you need inset training before the policy review?
A-Yes, we really need to start from a whole school approach. RR added that we can write some of it in the meantime and then fill it out, finish it off, after the training. The HT added that the parents' perspective is sometimes at odds with the schools. The training and policy re-write will help them understand; it's an evolution rather than revolution approach and a tightening up on processes
Q-How will you communicate all this to the parents?
A-Part 3 of the training, led by the trainer, is for the parents so that they will understand the process and the jargon.

Meeting ends at 5.25pm.