St. Luke's
PRIMARY SCHOOL

Behaviour and Attitudes, Personal Development Committee.
Minutes.
26th January 2026
Head Teachers Office
4.00pm to 5.25pm.

Notes

Governor Members Present:	Simon Wattam (HT), Peter Sowrey, Natalie Huitson, Lucy Webb.
Associate Members Present:	None.
Officers Present:	Rose Roberts, Anoushka Visvalingam, Su Owen (Clerk) arrives at 4.05pm.
Quorum:	Minutes are quorate.

Introduction

a) **Declaration of Interests**
None

Agenda items

1. Election of Chair and apologies for absence.
2. Minutes of the previous meeting on the 6th of October 2025 and matters arising.
3. Terms of Reference, review and adoption.
4. Assistant Head (Pastoral) report.
5. Feedback from Governor visits – autumn 2025 (as appropriate).
6. School Improvement Plan B&A section.
7. Proposals for updating policies: Attendance; Exclusions; Behaviour; Support for pupils with medical conditions.
8. Governor Visit Plan - Spring 2026.

1. No apologises received, all Governors present.
PS is elected as Chair of the committee.

2. Minutes of the last meeting:

Signature..Peter Sowrey.....Date..8/02/26

Accuracy – one small typo. Adjusted by the Clerk.
Matter arising – The HT explained to the group about how the Behaviour Policy has been reviewed and updated in response to a complaint from last year.

3. The Terms of Reference (ToR) are based, the general first part, on those for the FPP committee. In order for this working group to become a committee, it must have ToR. The next part of the ToR is based on the aspects for the SIP that relate to Behaviour.
Approved – all Governors are happy to accept the TOR.
The Chair went through the TOR with the committee, for example, 4.1, refers to bringing relevant/pertinent aspects from other committees to this meeting. In the FGBM's HT report there was mention of unauthorised absence data, which can be scrutinised more closely in this meeting. Training requirements for CPoms might be needed for some of the committee members so that they can fully understand its purpose.
A-There was reference to opportunities within the school? How does that work in school?
A-There is a school council, sports leaders, monitors, planet care team, approximately 12.
Q-Can we have the full list for the next meeting?
A-Yes.
Governors asked if they were allowed to interview the pupils. The HT replied that yes, this has been done often. There are also school ambassadors (from Year 5), peer tutors, from Year 4 and 5. The school IT Manager and the Premises Manager have some of the older pupils to shadow them, like apprentices.
Q-Under the section for personal development, would adult mentors come under this?
A-Yes.

4. Assistant Head (Pastoral) provided a summary of the reports content.
The report has 2 sections to it. The autumn areas of focus, actions completed so far, actions for autumn which are then transferred and added to the spring section with an additional section called review of autumn term actions.
Empowerment training – 4 days of training completed. The training approach compliments the schools relationship policy and adds a child friendly language. It is all about empowering children, helping themselves to understand themselves and thereby helping themselves. This is not a quick fix but more a long term, holistic strategy.
Inset day – this training was introduced to the staff. The first 3 staff meetings introduced the empowerment approach looking at neurobiology, what the brain needs, the 5 x "C's". The school is focusing on teaching the children about these. Introducing the concepts and exploring them, for example, how they can feel confident. The children are starting to pick up on the language.

Q-Are there resources?
A-Yes, as part of the training resources were given to the school for the children and the classroom.
Governors commented that the parent s would appreciate some resources as well.
AV confirmed that online training sessions for parents is coming. There is lots of training coming all at once, ideally we could use a webpage which ws updated weekly, which will help prevent the information getting lost in PING.
Neurobiology – This is concerned with how to get the chemical balance right in the brain, endorphins, etc. It's also important to get the children to understand that these can be acquired through positive routes rather than negative ones, for example, have autistic children talk about how they feel/navigate. Of course, this depends on the children. There is more work to do in this area but it's a good start.
Executive functions – this is concerned with things that might affect the ability to learn, regulate emotions/energy, etc. It's important to help the children learn about their needs and barriers, giving both children and teachers a language to use. We will also be providing the INA's with the training.
Q-Who is the trainer?
A-The trainer is an ex-HT with a neuroscience background.
Q-When the April inset day comes round, could Governors attend, if it's appropriate?
A-Yes.
Q-How are you going to monitor the impact of this= training?
A-The focus at the moment is all about the training, which then needs tobe embedded. Monitoring will come later. The pupil voice will be revealing, over time. Also, it is hoped that the parents will also start to use the language at home. It is qualitive rather than quantitative and as time passed it is hoped that CPoms will reflect the positive effects. It's important to note that these are lifelong skills which are also transferable to secondary school.
AV is trying to arrange a meeting with the trainer and parents. There's a lot of information so it's crucial to get a balance in the meeting so that parents are not overwhelmed or confused.
CPD focus for autumn – All teachers have been observed and feedback given. There will be follow ups as well. It will help with progression, especially in maths and writing. We've been looking at motor skills, handwriting in KS1, etc.
Racist incidents training – autumn term. As the lead on this AV is developing training in the wider LA team. A lot of the training, therefore, comes to St Luke's first.
Supportive Cultures is the most recent training and both AV and SW have attended training; looking at best practice and what constitutes a racist incident, etc.
Opal equipment – this has not developed as much as we would have liked and is ongoing at the moment. More lunch time clubs are being provided for KS1; places for children to go. The Beech hut is available everyday now.
Q-Who runs these clubs
A-Learning mentor and inclusion manager.

Q-Is this for all the children?
A-It is a targeted measure for certain children. We are trying to increase variety for all children.
Q-Is there capacity for parents to come in to run the lunch time clubs, initiate a dialogue with them, utilise their skills?
A-This depends on supervision and which children need to use the club. Space and capacity is always an issue.

Belonging project – A member of the SEND team and RR have attended training. RR has fed back ideas to the children, which are research driven and classroom based. Small activities that stimulate happy thoughts, very useful before tests, for example, happy thoughts in a jar which the teachers shares every day, a few at a time. Staff are starting to complete a summary sheet about things they are interested in; helping to connect people.
Q-Are there any staff who might be happy to share difficulties, to kick start the project?
A-Yes, there might be.
The august inset day looked at policy and tightening up procedures (for Tier 2 and 3). It was discussed with teachers, looked at examples of behaviour then discussed what tier they might be in.
The Relationship policy will become part of the Behaviour policy, which has not come to Governors yet as it needs to be updated and staff need more training. There is a meeting on the 24th February 2026 to look at this.
Q-Will exclusions be kept separate?
A-No, it will be kept in the policy.
The SEND team are working hard and have identified some other children at risk. They are also following up persistent absences and being more rigorous in their approach. More children are struggling to come into school, not just in Brighton but countrywide. There are also questions being raised about expectations from parents as to what support children can expect. Governors thanked AV for all the hard work thus far.
Q-Can Governors come into school to see the Opal equipment and does the school require more donations?
A-It's similar to KS1 equipment but we need to move further along with it yet. We don't need more donations at the moment, thank you.

5. This has been referred to in the Assistant Head's pastoral report; a very productive school visit.

6. Governors commented that some of the headings were missing. Some of the areas were written prior to the training. These need to be added to the SLT agenda. The missed headings are success criteria, actions done, personal development. Risk assessments are progressing.

Q-Is RAG rating used?
A-Yes, especially for success criteria.

7. The Chair has been through the website, some policies need updating/tweaking. The non-statutory policies need to be reviewed/renewed approximately every 3-4 years. RR will look at the attendance policy. SW can see a version that is dated December 2025. RR and SW will look at this and upload it to the website once checked. Exclusions and Behaviour will be part of the Relationship policy, as discussed earlier.
Pupils with medical conditions – SW can see the most version is dated may 2025. When policies are ratified at meetings they will be emailed to the SBM, the IT manager and Paula by the Clerk.

8. Governor visit plans have previously, when this committee was a working group, followed on from areas discussed at the meetings which are noted on the meetings minutes/notes.
INA training is every other Friday; Governors can come along, also to the Inset day on 13th April 2026. Governors can watch the weekly assembly which goes over the training with the children, which is coming up next Monday.
ACTION - RR and SW will arrange the best time for Governors to come in. The assembly visits will fall during Governor visits week w/c 2nd March 2026. RR will send out the timetable for Governors to view and indicate when they can come in.

Meeting ends at 5.25pm.

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Actions from the Meeting: Behaviour and Attitudes, Personal Development Committee. 26th January 2026.		
Item no.	Details of Action.	Lead Officer
3	Full list of opportunities within school, e.g., school council.	RR/SW
8	RR and SW will arrange the best time for Governors to come in to visit the school.	RR/SW