Governor Report 20.01.22

Report from Pastoral Lead

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| Action | Impact |
| I have provided **support at lunchtime** in Year 6 to help establish calm and structured breaks. I monitor any individuals where there is evidence of persistent breaches in conduct and work with staff and parents to reduce this.  I support and share strategies in managing any conflict with lunchtime staff. Any issues are raised with SLT immediately when required. Patterns of behaviour or issues in cohorts are discussed at Safeguarding meetings. | Lunchtime breaks have been calm and structured. Inappropriate behaviour was (and still is) challenged immediately alongside explanations of why the behaviour was/is deemed ‘inappropriate’. Children quickly understood what was expected of them. Children feel safer on the playground. There have been very few incidences where the behaviour at lunchtime has impacted on the learning of the children in the afternoon. Children are calm and ready for learning at the end of the break. Parents have been informed immediately when incidents have occurred. All of this is evidenced on CPOMs. |
| **Digital Leaders** – I have established a team of Digital Leaders who can ‘lead’ on E-safety across the school. The aim is for them to play a powerful role in educating their peers by providing relatable and up to date advice and acting as role models. We hope to capitalise on their knowledge and digital lives to educate parents, carers and staff. | Training started in October. Year 5 and 6 are now qualified (Spring 1) with Year 4 qualifying shortly. Children have already started to design posters that will be placed around the school. Year 6 have written a short ‘blog’ on the school web page (under E-Safety) and this will be updated weekly. Digital Leaders will prepare short sessions to deliver to children in Year 3 and KS1 Year 2.  Digital Leaders have written a newsletter to parents and will do this once a term. |
| **School Council** – This year, we have established a different type of ‘pupil voice’. Topics have been chosen to match our PSHE curriculum and these are discussed by all the children in each class (rather than the more traditional model of children being nominated by their peers to represent them). Ideas are passed back to the Pastoral Lead. These are then discussed with a ‘Council’ made up of vulnerable, SEN and EAL children who pick the ideas that they think should/could be considered by the HT | Autumn 2 - School Council considered ‘How can we make our school the best that it can be?’  Ideas were discussed with HT on 10.01.21. Some ideas were agreed and these will be actioned by the Pastoral Lead – an example is for Book Swaps to be established in each classroom, more gym equipment was requested and this was actioned. An Anti-banter team will be set up (see peer-on-peer abuse below). |
| **CPOMs** – I delivered training to staff in September on how to use the on-line child Protection system to record incidences and contact with parents. | All staff use the system to record incidents concerning behaviour; parental contact or issues that are a cause for concern. The HT, SENCo and Administration Officer and Pastoral Lead are always alerted to any entry and have an excellent whole school awareness of issues and concerns. We can react quickly and prevent any escalation or repeat. The majority of incidences are of a very low level but swift interventions ensures a calm learning environment. |
| **Peer on Peer abuse** – there is little peer-on-peer abuse. There are some isolated incidences of name-calling which the children refer to as ‘banter’ but it is not. As a school, we need to raise awareness that this name-calling is not tolerated at CTPS. All staff working at the school have been reminded to deal with all incidences of name-calling promptly. | Spring 1 - School Council and HT have suggested the creation of an ‘Anti-banter’ team. Children in KS2 year groups will be trained to understand what banter is and the effect that it has. When there are incidences of name-calling, children will support the teacher dealing with the incident and explain the effect that the words can have on the victim. |
| **Safeguarding –** From Spring 1**,** weekly emails will be sent prompting staff to think about their role in safeguarding. | Spring 1 – weekly questions have been sent out to staff to ‘remind’ them about their roles in keeping children safe. This will ensure that knowledge is current. Feedback has been positive. |