

**Minutes of the Meeting of the Governing Body of
Garden Suburb Infant and Junior Schools
Held on Monday 1 June 2020 via Zoom**

MEMBERS

LA GOVERNOR (1)

Evathia Elsiwidy*

PARENT GOVERNORS (2)

Ruth Henrywood (Junior) (Co Chair)

Sanaz Saifolahi (Infant)*

HEADTEACHERS (2)

Sarah Sands (Infant Headteacher)*

Eileen Bhavsar (Junior Headteacher)*

STAFF GOVERNORS (1)

Alexia Dobinson (Infant Support)*

ASSOCIATE MEMBER

Julia Chalfen (Junior Support)*

CO-OPTED GOVERNORS (12:

2Teachers; 2Parents from each Schl)

Francoise Wagneur*

2 x Vacancy

Adrian Hodgson*

Gerard Wiseman*

Omar Shah (Junior Parent) (Co Chair)

Biljana Elia (Infant Teacher)*

Janina Quinn (Junior Teacher)*

Aneka Grover (Infant Parent)*

Tara Ward Ammoun (Infant Parent)*

Paola Riddle*

NON-VOTING OBSERVERS

Lisa Berger (Junior DHT)*

Sarah Jowsey (Infant DHT)*

*Denotes attendance

Part I

20/36 **Welcome**

All Governors were welcomed to the meeting. Governors were reminded that the additional meeting had been called to discuss both Schools' risk assessments in light of the proposed school re opening to more children.

20/37 **Acceptance/non-acceptance of apologies for absence**

Apologies were received and accepted on behalf of Omar Shah. In his absence, Gerard Wiseman, Vice Chair, agreed to chair the meeting.

20/38 **Risk Assessments**

Junior School

Copies of the Junior School risk assessment, circulated prior to the meeting, were received and noted by Governors.

The JHT provided an overview of the process, noting that the template for the risk assessment had been provided by the government having undergone various iterations and in consultation with the necessary stakeholders.

Each item had been answered either 'yes' or 'in progress'. For those 'in progress', discussion had been held during the recent Leadership meeting and the document updated accordingly. Information had also been included within the Covid-19 Staff Handbook. Once the Leadership team had discussed and analysed the risk assessment, it had then been sent to staff and

Governors to review. A meeting had then been held with staff on 1 June on zoom where they were encouraged to challenge and question. The JHT provided an overview of some of the questions asked, for example how the School planned to ensure that parents who were new to English could understand the processes and protocols if their child became unwell.

The JHT explained that of those who had indicated that their child would be returning to School, none of these were new to English.

A Governor enquired into how the School were communicating with these parents in general. The JHT explained that parents had been telephoned over the past few weeks and for any parents that had not engaged with home learning or not responded, Teachers were individually targeting them with translations organised where necessary.

A discussion ensued regarding the School's decision not to systematically test children's temperatures as they arrived in the morning. It was noted that there was a lot of uncertainty about this and it was important to be clear to parents. The Headteachers explained that this was not within DfE guidance. The School did have infrared, non-contact thermometers that could be used and would be if a child displayed symptoms. Testing each child on arrival often lead to a false sense of security, that could be counter intuitive in the long run.

Governors **AGREED** with this and charged the Headteachers with formulating a bullet point list of the reasons why systematic temperature checking would not be undertaken. This would help to ensure clarity and consistency and made available to parents.

Action: Headteachers

In terms of parents indicating that their child would or would not be returning to School, 49 had said yes, 26 had said no and ten had not responded. Governors discussed the various reasons for this and the emergent patterns across parents and groups. The intention was to split the children into seven groups with an am/pm structure. The JHT was aware that this was not ideal but noted that similar models were being used in other schools.

Staff were thanked for their positivity and enthusiasm for a return.

A Governor questioned whether there had been any changes to job descriptions in response to the pandemic. The JHT noted that this had not been the case although a lot of staff had been working from home. There were emerging difficulties with the Welfare Support staff working from home for example (accessing medical records etc.).

The DHT added that staff were also being asked to take on different roles in the sense that Y3/4/5 teachers would be teaching Y6 children.

The JHT noted the difficulties with the limited informal communication channels. Whilst there were numerous zoom calls etc., this did not substitute for the face-to-face ad hoc conversations that were often held.

The JHT added that the School would be working on developing a culture of risk assessments once they had re opened and were onsite. This would be incorporated into the daily meetings, discussing risk assessment, safeguarding and welfare to ensure that they remained on the agenda. Staff were aware that there would be constant changes with the risk assessments and responses needing to adapt accordingly.

A Governor highlighted the fluidity of the risk assessment as a document, with staff having the responsibility for it. It was important for staff to be undertaking dynamic risk assessments as they progressed with all staff engaged and contributing to the process.

A Governor noted the number of changes to policies, for example the Behaviour Policy and asserted that these needed to be followed and adhered to as part of the risk assessments and

briefings. The JHT confirmed this, explaining that the changes had been incorporated within the Covid- 19 Handbook and actions would be constantly reviewed.

The JHT was thanked for all her hard work on the document.

Infant School Risk assessment

Copies of the Infant School risk assessment, circulated prior to the meeting, were received and noted by Governors.

The IHT noted that a similar process of consultation and input had been undertaken in the Infant School. She noted however that there was more anxiety than in the Junior School, with it being more difficult to socially distance younger children.

To allow for further preparation, the decision had been made to delay re-opening for a few days to the 10th or 11th of June, starting with Y1. This would also mean that another Teacher would be available. In Reception, there were six available adults who could take classes inclusive of both Teachers and TAs.

In terms of indicative numbers, 45 had indicated that they would be returning in Reception (plus two from the Hub) and 41 in Y1 (plus eight from the Hub).

It was noted that due to the size of the classrooms and other logistics, groups of 15 were not feasible. The plan therefore, was to have co bubbles of 7/8 children in each. A rota of Reception and Y1 children would be established where, in week one, Reception would be in Mon-Wed and Y1 Thu-Fri and week two, Reception would be in Mon- Tues and Y1, Wed-Fri. This would form the basis of a two- day, three-day week system. The co bubbles could double up when outside as the risk or transmission was lower in the open space and Teachers could move between the two.

It was confirmed that there would be deep cleaning undertaken between each year group with each group having five/six classrooms in use. Equipment for each child would be kept separately in individual trays that would be removed. Staff would be on the same rota allowing for online learning provision and PPA.

A Governor questioned what the plan was for children joining later and numbers increasing. The IHT noted that she had explained to parents in the information that if they decided to come in later, the School may not be able to accommodate them straight away (as they would need more children to create another bubble).

The IHT noted that she was also working on raising expectations with staff, making them aware that rotas may change. It may also be necessary to ask TAs to do more days teaching onsite so that Teachers could focus on home learning. There would also be one member of SLT onsite all the time.

The IHT added that the risk assessments recognised the difficulty with social distancing amongst the younger children. It therefore focused more on the actions that the School would take to mitigate against this including the smaller groups, the cleaning resources and regimes as well as separate, individual resources.

A Governor questioned whether the staff responsible for wiping down play equipment in between groups would be provided with gloves etc. and whether the appropriate cleaning products had been purchased. The IHT confirmed this. Each classroom would also have their own box with cleaning supplies and PPE, kept out of reach of the children. The message to staff was that hygiene would form a regular part of the routine throughout the day.

A discussion ensued amongst Governors regarding how involved the children would be in the cleaning. It was noted that hygiene would be incorporated and that they would be taught various songs and undertake specific activities about it. However, children would not be expected to clean surfaces with alcohol wipes for example.

Following a Governor question, the IHT confirmed that tables had been reorganised to ensure two-metre distance between each. The logistics in terms of resources and toys for each child were being finalised. It was noted that access to the main corridor would be limited with children entering via the external door. Each bubble had also been allocated a toilet cubicle for use to avoid any cross contamination. This was easier in the girl's toilets than boy's.

A Governor questioned what the policy would be for late arrivals and drop offs. The IHT explained that she intended to do a large communications piece to explain all the logistics, routines, systems and timings to parents. She had also formulated an FAQ section on the website in response to the parental comments in the questionnaire.

A Governor enquired into what the school's approach to external contractors would be and whether they would enforce the wearing of PPE for example. The IHT explained that the School would continue to avoid having contractors onsite whilst the children were there, as had always been the case. She noted that it was also dependent on the contractor and the area of work they were working in; whether it could easily be contained or cleaned for example.

The JHT added that she had asked each contractor for confirmation that their staff had undergone covid training before any arrangements could be made.

Following a Governor question, the IHT noted that Parent mail text messaging would be used to inform parents of any last minute changes, i.e. if a child or adult within their respective bubble became unwell.

A Governor asked for clarity on what the children were being asked to bring into School. The IHT explained that this would be minimal as guidance had advised that there should be limited transfer of items between home and school. Children would be provided with their own stationary and therefore would not be bringing in their own pencil cases. They had also been asked to wear sports clothes with PE shoes so that they did not have to change when undertaking physical activities. This also allowed an easier turn over of clothes each day. Coat pegs in the corridors would not be used either.

A Governor enquired into how the Headteachers intended to monitor stress levels amongst staff. It was noted that this was an important role played by team leaders during team meetings, discussing any problems and making it part of the everyday discussion.

The IHT thanked Sanaz Saifolahi and other parents who had sent in ideas and resources for children focused on wellbeing. These would be incorporated into planning.

Following a Governor question, the IHT explained that the reference to virtual assemblies had been pre populated by the LA. The school did not intend on having assemblies together but may explore the use of interactive whiteboards etc. It was confirmed that the Headteachers would not be going in and out of the various bubbles.

A Governor enquired into how medication for some students would be administered and questioned the use of antihistamines for example. It was noted that medication would be located within the respective classroom. A Governor reminded that it was important for the School to point parents in the direction of governmental advice on matters they were not sure about.

A Governor challenged as to what action the Schools were taking when children were not engaging in home learning. The Headteachers explained that the expectations had been made clear to parents if they were not sending their child back to school.

It was confirmed that the Schools remained very proactive in their approach to home learning. In the Infant School for example, each week, TAs compiled a monitoring list of those who had uploaded work onto Tapestry and sent it to the IHT. This was then combined with the notes taken from calls to parents and used to create a list of those parents that needed additional contact and support.

For families that had been unable to access online resources for example, these were being delivered in paper form.

The SENCo had also been heavily involved in supporting parents with strategies to encourage children to work at home and Teachers continued to talk to parents and children about raising expectations etc. The Schools were very aware of the number of children having varied levels of engagement with home learning.

Both Headteachers noted that for some children there had been specific targeting to attend the Hub, which had been very successful.

The Headteachers were thanked for their informative risk assessments and discussion.

Governors were asked to vote on the motion to accept the risk assessments and confirm that they were satisfied with the level of assurance.

Following a show of hands, Governors voted in **AGREEMENT**.

In terms of next steps, the risk assessments would be sent to the unions to review.

The Vice Chair extended his services to discuss any plans that the schools had. The Headteachers thanked the Governors for their continued support and detailed challenge.

The meeting ended at 7.32pm