

**Minutes of the Southerly Point  
Co-operative Multi-Academy Trust  
CSAW Committee Meeting**



**Tuesday 6<sup>th</sup> October 2020,  
Online Meeting due to Covid 19**

<b><u>ATTENDING :</u></b>		
	Michael Bretton Donna Bryant Katie Fitzsimmons [Director of Schools - Diocese of Truro] Dan Hadley Paul Hunkin Louise Jones Richard Lawrence Deirdre Mackrill Pam Miller Wayne Randle Lucy Wandless Karen Teague	MBr DBr KFi DHa PHu LJo RLa DMa PMi WRa LWa KTe
<b><u>APOLOGIES :</u></b>		
	David Miller	
		<b><u>ACTION</u></b>
<b>3.</b>	<b><u>WELCOME AND DECLARATIONS OF PECUNIARY INTEREST</u></b>	
	PMi [Chair] welcomed all those present.  Under <b>Declarations of Pecuniary Interests</b> , no additional declarations were forthcoming at this time.  Thanks were expressed to everyone for having faced the challenges and sought the opportunities that Covid 19 had brought in recent months.	
<b>4.</b>	<b><u>MINUTES AND MATTERS ARISING</u></b>	
	The minutes of the meeting of the CSAW Committee on 13 <sup>th</sup> January 2020 were agreed to be an accurate record and would be signed by the Chair once circumstances allowed.  <b>Developing Spirituality and Using Windows, Mirrors, Doors and Candles Motifs.</b> A sheet had been created by LJo to give an overview of Developing Spirituality - including spirituality as a 'Special Connection' and the aspects of spirituality [self, others, world and beauty, beyond] – as well as Using Windows, Mirrors, Doors and Candles motifs to deepen all aspects of spiritual growth and to support the process of thinking / learning across the curriculum.  Discussion was briefly had around how spirituality might be linked with wellbeing / mental health within the Trust so it was not merely a stand alone item. Eg. Valuing All God's Children [Challenging homophobic, bi-phobic and transphobic bullying] and resources from the PSHE Association.  It was proposed some form of trialling of the Developing Spirituality and Using Windows, Mirrors, Doors and Candles Motifs overview would be helpful before this was introduced more widely across the Trust schools. Work could be done around what spirituality actually is and how we want to develop this in children. Soundings could also be taken from pupils to help unpack what this means to them. Therefore, the overview was to be sent to Church school Headteachers in the first instance for trialling and then, following feedback from this, on to RE Leads and subsequently Wellbeing	KTe

	<p>Leads. This would allow further time to explore how best to frame wellbeing to ensure the right fit was found.</p> <p>It was proposed a venn diagram for spirituality, wellbeing and PSHE to establish where these overlapped would be useful so LJo [RE lead for the Trust] and WRa [wellbeing lead for the Trust] where to explore this further.</p> <p><b>Launch of Cornwall's new Agreed Syllabus for RE.</b> Headteachers reported they had received the new syllabus and were using this in their schools. The next Learn, Teach, Lead RE [LTLRE] Hub meeting was scheduled to take place on 18<sup>th</sup> November 2020. KFi emphasised the importance of securing training for those who required it. She had been signposting training opportunities as these came along and would continue to share information around any further opportunities as these came along. Understanding Christianity training could be provided and this was still the foundation resource but it would be necessary to know what demand for this training would look like.</p>	LJo / WRa
5.	<b><u>UPDATES: FLOURISHING IN TIMES OF COVID</u></b>	
	<p>Headteachers of the individual Church schools gave oral reports on matters such as how they had ensured pupils, families and staff had flourished during the Covid lockdown and since; where people had flourished that had encouraged them; how RE and assemblies had fared during online learning / were faring now schools had returned to full opening; and the distinct Christian ethos of the Church schools.</p> <p>Points raised and discussed included:</p> <ul style="list-style-type: none"> <li>• <b>Curriculum offer.</b> Staff had worked incredibly hard to cover the whole curriculum through Home Learning Packs and the development of Google Classroom. Even staff who were shielding had contributed in various ways, such as by remotely reading stories to children etc. Wendron had acted as one of the hub schools during the full lockdown period and had welcomed pupils from other schools whose parents were key workers, who were vulnerable, etc. RE was part of the online learning offer for all the Church schools and this continued to be refined.</li> <li>• <b>Transition.</b> Online materials had been provided to support the transition from primary to secondary and weekly online 'face to face' meetings had been set up to deliver these.</li> <li>• <b>Acts of worship.</b> Acts of worship had continued during the lockdown period and had regularly taken place since the full reopening in the form of sharing / celebration assemblies, services by parents or church members, prayers being read on video, etc. Headteachers noted the resources / ideas from KFi had been very helpful. Materials for harvest were currently being out together with DMI and ways in which to hold acts of worship for Christmas were being planned.</li> <li>• <b>Reflection.</b> Pupils had been provided with opportunities to speak about their experiences while not in school and time to reflect on these through the use of reflection zones, reflection trees, worry cards they could post etc. This had included some time to explore their thoughts on Black History month, as 'Black Lives Matter' had been concerning for some pupils when they had heard a great deal about it in the media. The motifs had been used to allow pupils to reflect on their thoughts, feelings, etc.</li> <li>• <b>Wellbeing support.</b> Wellbeing support for specific children had continued remotely during lockdown. Eg. A collective wellbeing video had been made by staff and shared to all parents for their children to view. Teachers had responded to messages from families, offering support and often a chat with the child at home. Breage had invited families to see how their child's classroom had been set up for September to relieve anxiety over the summer holiday period.</li> <li>• <b>Engagement.</b> Up to the full return, staff had worked to engage all families, though this was not easy in all instances. Eg. staff would go to houses and sit in the garden to have contact with families.</li> <li>• <b>IT support for parents.</b> Sessions had been set up to support those parents who were struggling to support their children due to technological issues. Since the full reopening, Google Classroom had also been used by pupils on a regular basis so</li> </ul>	

they were becoming increasingly confident in using this technology and were helping to teach parents.

- **Community links.** Schools had continued to have regular contact with the wider community, as well as parents and children, to keep the school at the heart of each community. Links to the community were now stronger as a result.
- **Behaviour for Learning.** Some pupils had demonstrated a marked difference in their attitudes towards learning but in a positive way. This was just one of the values of regular contact between staff and parents and staff talking to children. Across the schools, behaviour for learning was recovering, as was resilience and mindset. This is to be one focus of PSHE and pastoral support moving forward.
- **Staff flourishing.** Examples of staff flourishing during the Covid lockdown included a member of staff who had found talking to parents etc quite difficult before this but had really developed this skill now. Many staff had learnt new skills and most had become more proficient in their use of technology during that challenging time.
- **Values.** During the lockdown period, Cury's Values had been encouraged at home through the use of certificates, etc. With the full return, everything was being linked to these Values again. Hearts, with a lion on for courage, had been made available to pupils so that, if they saw kindness or courage being demonstrated, this could be noted on the heart and the heart placed on a board to celebrate this.
- **Virtues.** At Breage, the Head's weekly letter during lockdown had included spiritual, virtues-linked sections. Eg. a prayer / thought for the week that could be shared, in line with the planned virtues which would have carried on in school.
- **Displays.** Non-class Church school aspects [hall / corridor displays etc] were not as would be expected during 'normal' times but this was being addressed in different ways, such as by a TA who was not able to conduct face to face work.

Throughout the period of total lockdown, through the partial reopening and with the full reopening schools were trying to keep everything as normal as possible for their pupils but to replicate things in a different way.

DBr thanked colleagues for all the work that had gone in at every level to make these things happen during an incredibly busy time and noted that what had been good about these reflections was that, woven in amongst what all schools do, was the golden thread of the Christian ethos. Given the degree of care and love had been replicated in all schools, she encouraged Headteachers to ask themselves what was the distinctive element of the Church schools, other than a clear focus on prayer / the bible and a more distinct focus on spirituality? The needs of the school communities were being met very effectively but it was good to challenge ourselves around what this was, as focusing on this would provide steer and direction.

KFi pointed out the fact that an ethos of love and care pervaded everything across the Trust, even in challenging circumstances and regardless of faith, showed that the Trust's way of working was coming through what was happening in all schools, as this should be. Eg. the valuing and growing of relationships. The Trust's pupils, parents and staff were very fortunate that so much love and care was being shown in every school. This was not the case across the country, or even the whole county, so they should appreciate the value of this and be proud of it.

What was distinctly Christian was what it was about the school that was special – its own unique parable / verses, to which everything linked and which underpinned all that was done in the school as a Christian space. It would be interesting to think about how has this had impacted on the children from other schools who were welcomed into Wendron when it had been a hub school during the full lockdown period. Coming back to those verses in order to make their impact more explicit and to increase confidence in them was what was key to developing the unique ethos of each school.

KFi pointed out that, even with the Church of England and God references removed from it, the Church of England's vision for education would still show how all schools could allow children to thrive and flourish, to make the most of everything they have, etc and, as such, it remained a powerful piece of work. Wellbeing would become increasingly important

as staff and pupils moved into the darker, wetter months and caring for / supporting one another would be very important.

DMA thanked Committee members for allowing her to join the meeting. She remarked that everything she had heard evidenced dedication, enthusiasm and optimism. An acronym of this was Deo and it was clear to her that God was at work in all the schools.

MBe stated he had been really encouraged with everything he had heard and he had huge gratitude as a parent for all that had been provided to Trust school pupils. He had also found it very useful to be provoked around what was distinctly Christian. People currently had such a need for continued hope, which was a powerful theme within the context of the Christian faith, so it was important to look for reasons to hope in these testing times and at how this evidenced faith – to ask in what ways do our lives ‘shine like stars in the universe’ and how can this be explored?

What had been really striking through all this was the lengths people had gone to in order to make sure everyone was fine and that no one had been forgotten. No stone had been left unturned and yet no one questioned doing it. Headteachers had cared for each other / the Central Team, Trustees and Governors had pulled together and the whole Trust community had worked extremely hard to support pupils and one another.

### **Wellbeing**

Wellbeing work was taking place alongside that for spirituality. The relaunch of the Wellbeing Network Group this term would involve more Wellbeing Leads from across the Trust schools building on what had gone before and sharing best practice. The levels of confidence, knowledge, understanding and pride meant all schools were in a good place in terms of the work being done so the Committee should be confident all schools were on top of this, supporting both pupils and staff. The funding three years ago from Headstart was coming to an end this year but WRa was confident schools had a sustainable model that could continue without that initial support being there, though having money for training and so on had been extremely useful. It was not yet certain if any of staff trained in wellbeing had not come back after lockdown so it would be important to monitor this to ensure the Trust schools were not deskilled in this respect. In addition, the CAPs in secondary schools who worked as part of the CAMHS team were now all fully qualified and the impact they were having from behind the scenes was encouraging. Mental health support workers in primary schools had been an important new resource. Schools had been impressed by the fact that they were not just talking but were also employing practical strategies to move the children forward, which was impacting positively on their wellbeing. It was important not to encourage a dependency culture amongst the pupils so this approach was welcome. Between them the two groups of professionals were providing a tier of support below CAMHS itself.

**Well Schools programme.** Mullion Secondary School had been selected as one of the pilot schools for the Well Schools programme, which aims to put wellbeing at the heart of every school by:

- Developing a **Well Led** school by aiming to put the wellbeing of teachers and senior leaders at the top of the agenda so teachers are at their best for themselves and the young people they support.
- Working together to ensure all young people are **Well Equipped** with the skills and experiences they need to take their place in the world as well rounded citizens.
- Working together to ensure our young people are **Well Prepared** to deal with the realities of the modern world and the workplace through a focus on physical and emotional wellbeing.

WRa asserted this all emphasised that, as a Trust, Southerly Point Co-operative Multi-Academy Trust was doing well.

KFi offered her help and support to the Trust.

6.	<b><u>NEXT STEPS</u></b>	
	<p>In the current circumstances, the key issue in terms of next steps was how to monitor but in way that was commensurate with need and how to meet the challenge of the next steps in SIAMS plans in a way that was helpful to Headteachers / schools. The need to be robust must be balanced against the needs of individuals when they are under such huge pressure.</p> <p>It was proposed the Committee postpone formal monitoring visits until the next meeting with the expectation schools will look at their school improvement strategies through the paradigm of their parables etc, engage with the motifs and undertake acts of worship. Committee members agreed a light touch approach was the preferable way forward in these extremely stressful times. Having visitors wandering round looking at displays, talking to staff and so on would only add a further level of complexity not needed this term and would run counter to schools' efforts to minimise the number of visitors to each setting.</p> <p>Headteachers were encouraged to think about: how to ensure the distinctive Christian ethos when the school cannot come together as a whole. E.g. the blessing on the playground that KFi had shared; how to promote the windows, mirrors, doors, candles motifs within all aspects of school life; how to further develop RE and how to engage with some of the opportunities on offer. E.g. Bishop Hugh's questions to support schools in courageous advocacy.</p> <p>Getting evidence in order for key areas was a piece of work to be done but also an opportunity because the spiritual element carries Church schools through such difficult times. Headteachers were asked to be mindful of this and to make notes of any examples of this in the work they were doing. RLa stated he would be happy to sit with individual Headteachers and talk through their folders etc in order to give an additional level of scrutiny but also to provide a sounding board / support for Headteachers.</p> <p>As a new Headteacher, DHa asked if any members of the Committee would be willing to assist him with the SIAMS element of his work. KFi and RLa both volunteered their support in this respect.</p>	
7.	<b><u>ANY OTHER BUSINESS</u></b>	
	<p><b>Staff Wellbeing.</b> A survey to review how things were going on staff members' return from the Summer holidays in the context of Covid changes and staff wellbeing in relation to this had been issued to all staff. It was hoped this would provide some useful feedback from staff across the Trust. Many had been spoken with during Executive Leader visits to schools and the majority had been very positive about the measures in place etc but it was not possible to see everyone at that time so it was important for all staff to feel they had a voice. This contained five sections:</p> <ul style="list-style-type: none"> <li>• How satisfied are you that the school and the Trust have taken appropriate steps to mitigate the risks from Covid 19? [On a scale of 1 to 5]</li> <li>• How are you feeling now that you have returned to school? (Select the statement which closest describes your view]</li> <li>• Do you feel that you are being supported appropriately? [On a scale of 1 to 5]</li> <li>• How clear are you about <b>your</b> responsibilities in helping to mitigate the risks? [On a scale of 1 to 5]</li> <li>• If you have any suggestions about what else could be considered, please share them here.</li> </ul> <p>The feedback from the survey was still to be fully reviewed by schools but an important point to note across the Trust was that real positivity, as far as it could be, had been demonstrated. A small number of staff were highly anxious and DBr had alerted Headteachers accordingly.</p> <p>The Chair closed the meeting by sharing a prayer originally offered by the Bishop of Burnley.</p>	

8.	<u>DATES OF FUTURE MEETINGS</u>	
	The next meeting of the Trust CSAW Committee will take place on <b>Monday 11<sup>th</sup> January 2021</b> , from 9.30am, in the Trust Conference Room.	

Chair's Signature \_\_\_\_\_ Date \_\_\_\_\_