

**LA /ESSEX PRIMARY HEADS' ASSOCIATION WEST AREA  
WEDNESDAY 10 MARCH 2021**

**The meeting was held online as a result of the continuing Covid-19 pandemic**

**MEETING SUMMARY: ISSUES AND RECOMMENDATIONS**

Agendas and minutes for these meetings available at [www.essexprimaryheads.co.uk](http://www.essexprimaryheads.co.uk)

<b>Attendance List</b>	
<p><b>DISTRICT AND EPHA AGENDA (a.m.)</b> <b>(Notes below)</b> <b>Isobel Barron, Chair</b></p> <p><b>Lads Need Dads</b> <b>WEPHA meeting</b> <b>The Big Squeeze</b></p>	<p><b>Welcome to the following Headteachers:</b> Matt Curzon St Mary's CE Primary, Stansted Katie Henson St Andrew's CE Primary, North Weald Llewellen Lawson Dr Walker's CE Primary, Fyfield Angela Lymbouris Kingsmoor Academy Sami Taylor Limes Farm Infant and Nursery</p> <p><b>Farewell to the following headteachers:</b> Marios Solominides Magna Carta Primary Academy</p> <p>Joel Shaljean Isobel Barron Paul Dix</p>
<p>p 2 -5 <b>AREA AGENDA</b> LA updates on current priorities including:</p> <ul style="list-style-type: none"> <li>• Return to school</li> <li>• Essex Recovery Taskforce</li> <li>• Joining up the strategies</li> <li>• Commissioning of therapy services in Essex</li> </ul>	<p>Clare Kershaw Nicola Woolf</p> <p>Kate Martin</p>
<p>p 5-11 <b>Teaching School Hub Support</b></p>	<p>Angela Cass, Director of West Essex TSA/Saffron Teaching School Hub</p>
<p>p 11-12 <b>Let's Talk... A common language and understanding of emotional wellbeing and mental health</b></p>	<p>Beth Brown, Emotional Wellbeing &amp; Mental Health Coordinator</p>
<p>p 12-13 <b>Safeguarding and Headteacher Wellbeing update</b></p>	<p>Jo Barclay, Schools Safeguarding Manager</p>
<p>p 14 <b>Key dates</b></p>	<p><b>WEST meetings with the Local Authority officers 2020/21/22</b> Wednesday 23 June 2021 Wednesday 17 November 2021 Wednesday 9 March 2022 Wednesday 22 June 2022</p> <p><b>WEPHA Conferences</b> <del>Friday 17 May 2021</del> - cancelled Friday 17 September 2021 Friday 28 January 2022 Friday 20 May 2022</p> <p><b>Headteachers' Annual Conference 2021</b> Friday 19 March 2021 To be held virtually Friday 25 March 2022 Stock Brook Country Club</p> <p><b>Deputy Headteachers' Annual Conference 2021</b> Friday 8 October 2021 Colchester Football Stadium</p>
<p>*Page numbers refer to the full minutes (posted on the EPHA website) of the Spring term Area meetings with LA Officers and Headteachers.</p>	

**LA /ESSEX PRIMARY HEADS' ASSOCIATION WEST AREA**  
**DISTRICT AND AREA MEETING**  
**WEDNESDAY 10 MARCH 2021**  
**ATTENDANCE ONLINE**

**Present**

Ros Allsop	Clavering Primary	Ian Kendal	Our Lady of Fatima Trust
George Athanasiou	Great Sampford Primary/ West Vice-Chair	Lucy Mawson	Stebbing Primary
Debbie Attridge	Ongar Primary	Sinead McCarthy	Latton Green Primary
Gina Bailey	William Martin Schools	Tracy O'Donnell	Epping Primary
Dale Bateman	Coopersale & Theydon	Christine Peden	Pear Tree Mead Primary
Isobel Barron	Roseacres Primary/ West Chair	Teresa Phillips	Thomas Willingale School
Linda Chesworth	Milwards Primary	Rebecca Pine	Newport Primary
John Clements	CEO LPT	Julie Puxley	Katherine Semar Junior & Infants
Casey Cox	St James CE Primary	Colin Raraty	Rodings Primary
Amy Dowling	Chigwell Row Infants	Sarah Roffey	High Beech CE Primary
Mary Evans	Henry Moore Primary	David Rogers	Bentfield Primary
Lawrence Garside	Felsted Primary	Michael Ross	St John Fisher Catholic Primary
Kim Hall	Henham and Ugley Primary	Helen Russell	Chipping Ongar Primary
Katie Henson	St Andrew's North Weald	Sue Spearman	Fawbert & Barnard's Primary
Clare Griffiths	Dunmow St Mary's Primary	Sami Taylor	Limes Farm Infant and Nursery
Claire Jackman	Great Easton CE Primary	Linda Todd	Radwinter CE Primary
Chris Jarman	St Mary's CE Primary	Jonathan Tye	Churchgate CE Primary
Claire Kearney	William Martin Schools	Emma Vincent	RA Butler Academy
Anne Marie Kendal	St Luke's CE Primary	Amy Wareham	Matching Green CE Primary
		Kevin Watts	Great Dunmow Primary
		Joanne Willcox	Hillhouse CE Primary

**LA Officers**

Clare Kershaw	Director of Education
Nicola Woolf	Assistant Director West
Catherine Hutley	Assistant Director Mid
Karla Martin	Head of Education West
Jacky Castle	SEP
Nicola Pruden	SEP
Jo Barclay	Schools Safeguarding
Ellie Yallop	ECC
Beth Brown	Emotional Wellbeing & Mental Health Coordinator
Kate Martin	ECC Commissioner
Daisy Alexander	Attendance Specialist
Jima Folopoulou	ECC Early Years
Derai Lewis-Jones	ECC Attendance Specialist

**In Attendance**

Pam Langmead	EPHA Professional Officer
Sarah Cowley	Henry Moore Primary
Christine Lee	Henry Moore Primary
Michael Doughty	Henry Moore Primary
Sarah Spaxman	RA Butler Schools
Victoria Marrow	The Learning Partnership Trust
Dida Burrell	White Court Primary
Joel Shaljean	Lads Need Dads
Paul Dix	When the Adults Change
Angela Cass	Saffron TSH

**Apologies**

Jo Coton	NET Academies
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Note: If your attendance or apologies have not been noted please contact the EPHA Professional Officer at [pam@langmead.me.uk](mailto:pam@langmead.me.uk) for amendment.

## WEST EPHA AREA MEETING MINUTES 10 MARCH 2021

### 1. WELCOME

The meeting was held online as a result of the continuing Coronavirus pandemic. Isobel Barron, the West Area Chair, welcomed headteachers to the meeting.

#### **Welcome to the following Headteachers:**

Matt Curzon	St Mary's CE Primary, Stansted
Katie Henson	St Andrew's CE Primary, North Weald
Llewellyn Lawson	Dr Walker's CE Primary, Fyfield
Angela Lymbouris	Kingsmoor Academy
Sami Taylor	Limes Farm Infant and Nursery

#### **Farewell to the following headteachers:**

Marios Solominides	Magna Carta Primary Academy
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### 2. LADS NEED DADS

Joel Shaljean attended the meeting to inform heads about Lads Need Dads, a charity established to support boys and young men whose fathers are absent from their lives. Joel is well known to Essex schools having led Essex Steps for the last 7 years, and working in mainstream and special schools for over 25 years.

The mission of the Lads Need Dads is:

*To empower and enable boys aged 11-15 with absent fathers, or limited access to a male role model, to be motivated, responsible, capable, resilient and emotionally competent, to prevent them from becoming at risk of under-achieving, offending, exclusion or dropping out of school.*

The Fatherlessness Crisis

1.1 million children in the UK are growing up without a father in their lives (CSJ 2018)

2.9 million children live in lone parent families  
(ONS 2019)

Males are a high risk gender:

- Exclusions – boys have more than three times the number of permanent school exclusions, with 6,000 PEX compared to 1,900 for girls in 2018/19.
- 86% of boys in custody aged 12-18 were excluded from school before being detained.
- 76% of male prisoners under 18 in England and Wales grew up with an absent father.
- Boys have achieved lower exam results than girls for the past 3 decades.
- In the 2018 cycle, 35% fewer males went to university than females.
- Figures from the DfE in 2020 reported that "male white British free school meal pupils are the least likely of all main ethnic groups to progress to higher education."
- Across all pupils eligible for free meals, 26% went on to university by the age of 19, but for white pupils on free meals the figure was 16% - and only 13% for boys.

Why boys with absent fathers are at an even greater disadvantage

Countless statistics show that young boys, where a father is absent and who have no appropriate male role, will struggle as teenagers and are at a higher risk of low self-esteem and/or dropping out of education, antisocial behaviour, substance abuse and crime.

The referrals that Lads Need Dads receive:

- Mum and Dad separated, Dad not in the home

- Never met or known Dad
- Dad lives out of the area, contact lost
- Dad has died
- Dad is in prison
- See Dad sporadically
- Looked after children
- Dad may have walked away
- Dad left due to domestic abuse

The impact of the absent father on boys

- Current research has found:  
Sense of rejection leading to unworthiness, self-doubt and self-hatred
- Adrift/rudderless/lost
- Crisis of identity
- Anger, bouts of rage
- A lack of motivation
- A need to belong
- Loss of value – underachieve
- Poor judge of character
- Unfilled void – leading to addictions
- Lack of confidence

### **What does Lads Need Dads do?**

Long term intervention programmes – using male volunteer mentors they provide long-term early intervention for boys aged 11-15 via a structure programme including:

- Group work development sessions and outdoor activities – Equip
- Practical life-skill training and community volunteering – Engage
- Peer mentor training, inspirational speakers, trips – Inspire
- Open ended support after completion - Ambassadors

Support for mums and carers

Reading mentors

Research and training

Joel wants to encourage and ask schools to help identify the boys who have absent fathers, and would benefit from the support offered by Lads Need Dads. The benefits are numerous including: early identification= early intervention; reduced escalation of behaviour, risk of exclusion, mental health issues; improved educational outcomes; the ability to plan ahead and put protective factors in place; regular emotional wellbeing check-ins with a designated male; pastoral teams prepped so that support can be put in place early; teachers to receive training on impact of the absent father on boys.

The biggest barrier for Lads Need Dads is not funding or the recruitment of volunteers, but the identification of boys in secondary schools that need support.

Step 1 Staff perception surveys across secondary and primary schools in Essex. This explores teacher perceptions of the correlation between boys with absent fathers or limited access to a male role model.

Step 2 Training to front line staff and parents.

Policy review

For further information and to express an interest in taking part in the survey:

Email [info@ladsneeddads.org](mailto:info@ladsneeddads.org) or [joel@ladsneeddads.org](mailto:joel@ladsneeddads.org)

Office number 07834 402017

[www.ladsneeddads.org](http://www.ladsneeddads.org)

### 3. WEST EPHA MEETING

- a) **The Spring term EPHA newsletter** was circulated to headteachers in advance of the meeting - this can also be found on the Newsletter page of the EPHA website [www.essexprimaryheads.co.uk](http://www.essexprimaryheads.co.uk).
- b) **Headteachers' conference**  
The annual headteachers' conference will be held online in March, as a result of the continuing pandemic and restrictions. There are still places available for Essex primary heads; please contact Pam Langmead if you wish to attend.
- c) **Deputy Heads' conference**  
Friday 8<sup>th</sup> October 2021 – Colchester Football Stadium  
Information will be sent to schools in June.

### 4. THE BIG SQUEEZE

#### Paul Dix

Paul Dix has been working with the most difficult behaviours in the most challenging urban schools and colleges for the last 25 years. As a teacher he worked in East London, Nuneaton and Birmingham. Paul founded Pivotal Education and was a founding member of The TBAP Trust transforming behaviour, teaching and learning in schools and colleges in the UK and internationally.

Paul has advised the Department for Education on Teacher Standards, given evidence to the Education Select Committee and carried out extensive work with the Ministry of Justice on Behaviour and Restraint in Youth Custody.

His book 'When The Adults Change, Everything Changes' has sold more than 100,000 copies and been the catalyst for change in thousands of schools worldwide. Paul is co-founder of Teacher Hug Radio and his new book 'After the Adults Change: Achievable Behaviour Nirvana' will be published next month.

[www.WhenTheAdultsChange.com](http://www.WhenTheAdultsChange.com)

Paul introduced himself as the antidote to the current DfE "discipline drive" in schools.

<https://www.gov.uk/government/news/education-secretary-were-going-on-a-discipline-drive-in-schools>

In advance of the meeting he circulated a crib sheet, highlighting five aspects of a "return to school" plan. He noted that both adults and children are likely to be anxious about the return to full opening of their schools. His aim in the session was to provide headteachers with a plan for the return to full opening, noting that: "Behaviour management is a team sport".

#### Adult behaviour

Paul asked the question: How many incidents that happen in a school are made worse by the behaviour of adults? He asked heads to consider three approaches that would direct adult behaviour. For example:

Calm response, human first, unconditional positive regard, kindness, listening.

Perhaps your expectations should be included in every advert for new staff members?

#### Expectations

Determine 3 simple words for your school – if rules have to be printed on a sheet of A4 it is unlikely that anyone will remember them.

#### Positive recognition

Identify the children who go "over and above", not those who merely reach the expected. Don't

reward the child who hangs up his or her coat, but do recognize the child who goes “over and above”, who hangs up the coats that others have dropped.

Paul noted that, in a study of around 1,000 children in Basildon, when asked what reward they valued most (from school trips to cash) the following were the top 3 valued by children:

Number 3 – praise, from someone who mattered

Number 2 – a positive note home (don't overdo it, make the recognition count)

Number 1 – a positive phone call home.

Paul stressed “first attention to best conduct”. He mentioned Hot Chocolate Friday, one of his favourite reward systems.

<https://pivotaleducation.com/hot-choc-friday/>

Ask all visitors to be on the lookout for good behavior, and give them a strip of paper to note the name of a child, which then gets handed in when they leave.

- PIP – praise in public
- RIP – remind in private

### **Prompts and mantras**

Paul stressed the use of the words “I've noticed” or “I wondered” rather than the more accusatory “You have”, when addressing a pupil's behaviour. He suggested that schools develop a 30-second intervention script that all staff members use, such as:

- I've noticed... identify the behavior
- Be clear about the school rule that has been broken – e.g. safety, learning
- Next step – introduce a consequence “softly” – use positive reminders of the behavior that is expected and has been demonstrated, in the past, by the child.

### **Restorative resolutions**

These should be about repairing trust, not accusing the child even further.

### **Teacher Hug Radio**

Paul mentioned Teacher Hug, an online talk radio station for teachers and educators. It brings the best teachers and leaders alongside the most exciting education disruptors to deliver teaching ideas, workload solutions, education research and the latest in classroom ideas. He stressed that this is not CPD at the weekend, but a focused, supportive radio station championing teachers and educators.

Paul can be contacted at [Hello@WhenTheAdultsChange.com](mailto>Hello@WhenTheAdultsChange.com)

His website is at <https://whentheadultschange.com/>

Full of resources, including suggestions for reading groups.

Teacher Hug Radio can be found at <https://teacherhug.co.uk/>

For more info about TPP (the approach in Essex), please see the infolink:

<https://schools.essex.gov.uk/pupils/SEND/Pages/SEMH---Trauma-Perceptive-Practice.aspx>

## **5. CLOSE OF MEETING AND THANK YOU FROM THE WEST CHAIR**

Isobel Barron thanked the West headteachers for attending the meeting. She wished headteachers luck for the remainder of the term.

**6. FUTURE DATES**

**WEST meetings with the Local Authority officers 2020/21/22**

Wednesday 23 June 2021

Wednesday 17 November 2021

Wednesday 9 March 2022

Wednesday 22 June 2022

**WEPHA Conferences**

~~Friday 17 May 2021 - cancelled~~

Friday 17 September 2021

Friday 28 January 2022

Friday 20 May 2022

**Headteachers' Annual Conference 2020**

Friday 19 March 2021      Held virtually

Friday 25 March 2022      Stock Brook Country Club

**Deputy Headteachers' Annual Conference 2021**

Friday 8 October 2021      Colchester Football Stadium