

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

Meeting of:	Student Family and Community Committee
Date/Time:	14 th June 2018 5pm
Location:	Patcham High School – Conference Room
Distribution:	Governing Body, Website, Director Sport
Quorum	3 governors required for decisions to be binding. A quorum was maintained throughout the meeting.
Present:	Members of the governing body (voting) Helen Arnold-Jenkins (HAJ) Caroline Greenfield (CG) Chair of this committee Natasha Marris (NM) Mike Sandeman (MSD) Vice Chair of governors Andrew Saunders (ASD) Other (non-voting) Penny Denman (PD) Assistant Headteacher, in attendance Ed Hall (EH) Director of Sport, observer Janet Johnson (JJ) clerk
Apologies:	Claire Wilkins (CW)

MINUTES

Item no	DISCUSSION AND DECISION	ACTION
1	WELCOME and APOLOGIES The meeting was opened and apologies were noted.	
2	DECLARATION OF INTEREST No new declarations were made when invited and all voting members could take full part in the meeting.	
3	MINUTES OF LAST MEETING and MATTERS ARISING The minutes of the previous meeting were agreed to be an accurate record and signed accordingly. Reference was made to the action points from the previous minutes and the following further comments/ actions noted (other actions having been completed): <ul style="list-style-type: none"> • Work for the Rainbow Award was ongoing. A governor would be involved early next term. • The Home School Agreement had been updated to include social media. It would be included in the student journal and the parent pack but although governors had suggested it be considered, for organisational reasons it would not be signed annually by parents. 	
4	CHILD PROTECTION POLICY <i>Annual review of effectiveness and consideration of any strategic changes to policy (if any)</i> A governor had visited the school, met with the assistant safeguarding lead and now reported:	

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	<ul style="list-style-type: none"> • 1018 incidents had been reported by her • There had been 25 referrals to Front Door for Families and some from the Head of Year • She had attended 76 meetings for Child Protection and in addition there were panel meetings and she ran safeguarding meetings. • 10 children had Child Protection orders, 17 were looked after or post looked after children and there were 5 children in need in the school. <p>PD informed:</p> <ul style="list-style-type: none"> • She had weekly meetings with the Assistant Safeguarding Lead to go through the report. Another member of staff also picked up a lot of the work from hour to hour. • The work was relentless. • The bulk of the work was related to neglect, abuse, violence and self-harm with a few cases of concern relating to child sexual exploitation, gangs and County Lines this year. • She and another member of staff had been on County Lines training. • There were a few drug related incidents and everything was passed on to the police; however, support from the police had been scaled down and all schools had complained. • The Child Protection policy procedures were to be amended relating to new terminology, County Lines and Peer abuse. Links would also be updated. • The safeguarding annual audit was in course. • There was a need to ensure continuity within the post. <p style="color: red;">Are those 1000 incidents all different pupils? Lots are the same pupil. Is there something we are missing if there are lots of incidents? The local authority and police are trying to get to grips with it but it is mainly hearsay and there are difficulties in passing it on to parents. A governor gave advice.</p> <p>The safeguarding governor confirmed she had safeguarding training through her job but the recent updated local authority training had been cancelled.</p> <ul style="list-style-type: none"> ❖ Subject to the amendments to the procedures indicated above, the Child Protection Policy was approved for recommendation to full governing body for approval at the September 2018 meeting. It would be reviewed at the autumn meeting in future years to align with the DfE review and the local authority audit. 	<p style="text-align: center;">CG</p> <p style="text-align: center;">CG</p>
5	<p>SUPPORTING PUPILS WITH MEDICAL CONDITIONS</p> <p style="color: red;">Have there been any complaints relating to this policy? No.</p> <ul style="list-style-type: none"> ❖ The policy was approved for recommendation to full governing body for approval and review in two years' time. 	
6	<p>HEALTH & SAFETY POLICY UPDATE</p> <p>A governor had reported work had commenced on the review of the</p>	

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	Health and Safety policy and would be taken forward.	
7	<p>BEHAVIOUR and ATTENDANCE PD had provided a report including data on behaviour, exclusions attendance and this was now considered by governors.</p> <p>7.1 Behaviour. Year 7 were still a positive year group, years 10 and 11 less so and year 11 had had a number of exclusions What are the problems? Disengaging from learning and not adhering to boundaries. A case was discussed. Governors were pleased to note suitable arrangements had been able to be made to enable exams to be taken and any disruption in learning for others in the year group to be dealt with quickly. Someone bringing in drugs told had to leave – as quite a big group it has had an impact. What are the year 7s doing to get excluded? Persistent disruption and refusing to go into 'BLU' so there is no option but to exclude What about The Bridge? It is not having impact yet. This is expected from September. So far re the exclusions about half have moved on if we cannot support them. We have obtained education health care plans (EHCP); they have moved to special schools or managed moves. Is the school managing it better? We are spotting difficulties sooner, putting in and evaluating interventions quicker and being decisive. Where do they go? Homewood College or managed moves to other schools. Do they come back from managed moves? PD described the BAP procedure and confirmed they had a good relationship with the other schools but suggested it might be advantageous sometimes to be able to move a child beyond the confines of this small local authority. Does going to a different school work? Sometimes, because the peer group pressure is removed. Have you had any successes this year? Yes but also a couple where they clearly do not want to succeed. Looking at detentions; from a cohort 203 they have 2300 detentions in less than a year. Is it working? The system has been reviewed and its replacement will be discussed at item 7.4.</p> <p>7.2 Attendance</p> <ul style="list-style-type: none"> • This was 94.6%, up by 0.6% percentage points on last year and the school was now within the national average. The local authority had praised the school. • RS would be taking on the attendance. • Attendance by pupil premium pupils had; however, not moved at all, despite having the pupil premium advocates. <p>Governors congratulated the school. It was very good especially in a year of illness, the exclusions and the difficulties with the extended October holiday.</p>	

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	<p>7.3 The Bridge</p> <p>Running The Bridge as a separate school. What does that mean? Pupils staying there all day. We cannot get sufficient numbers of pupils into the Pupil Referral Unit as they keep pupils there longer than their set period. The Bridge is the highest intervention we can offer the child and if they cannot reform them there we have good evidence for EHCPs and moving them to more suitable settings.</p> <p>Is it going to be tailored? Yes and it won't be rigid. It will be nurturing. A lot of the work will be around behaviour and relationships.</p> <p>Will it mean additional specialist training to deal with them? Two teaching assistants are being appointed and will need some training and another member of staff, 0.5 full time equivalent, will provide sports as an unqualified teacher.</p> <p>So far, when pupils return from The Bridge, has it helped? Yes. It helps having the facility but we are not yet able to do a full evaluation as it has only been part-time so far. It has not worked in one case.</p> <p>ASD arrives 5.40</p> <p>Is it a phased return to the main school? Yes. Other schools have a similar set up.</p> <p>What will be the capacity? Between 12 and 15 and will be across all years.</p> <p>Will staff be going over there to teach lessons, e.g. English and maths? Yes, I think so but it will be a good idea to have the Director coming to this committee in the spring or summer term. This was agreed.</p> <p>7.4 Review of Behaviour System</p> <p>7.4.1 Behaviour at Patcham High School (PHS) had improved significantly and a breakthrough was now needed to improve further. The headteacher and PD had visited Battersea Harris academy, been impressed with their central behaviour system where only the headteacher and one member of the senior leadership team dealt with all behaviour incidents and wished to adopt aspects at Patcham High School. Benefits were seen to be:</p> <p>7.4.2</p> <ul style="list-style-type: none"> • Incidents to be dealt with by a very limited number of staff, enabling consistency of sanctions and communication with parents • Earlier identification of patterns and difficulties and provision of support • Reduction of disruption for other students • Teachers able to focus on teaching and learning • Reduction in staff workload • Opportunity for student and staff member to be listened to • It bridged behaviour and behaviour for learning. • A common language and responsibility on the student for missing lesson. <p>7.4.3 The set up at PHS would be for 5 of the senior leadership team to</p>	

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	<p>have a log book and consider the accounts of the child and staff member. The team would decide who has been involved, set the sanction, contact the parent, know exactly what is going on and the teachers that were putting children out a lot. The current grey areas would be reduced. Phone-calls and administration would be taken away from teachers. The other 5 would man the nightly detentions. A pilot had been run in PE at the PHS for two weeks and the impact had been good.</p> <p>7.4.4 Did the headteacher do anything else? He was most impressive. How did you hear of this? It was an outstanding school. They became a Harris Academy in the last couple of years and undertook a lot of changes. It struck a chord because of consistency. How are the team alerted? You can email phone or radio the patrol and they will collect the child. Presumably they will be given guidance on the triggers? Current guidance is still expected to be followed as are warnings. We still expect teachers to deal with behaviour, follow current guidance and give warnings but we want to make sure staff do not try and keep the students to the detriment of learning of others. Did this academy have fewer children acting up? Yes. When children taken out where will they go? We will revamp an office. And we will appoint a teaching assistant to sit in there and do the immediate administrative work. Can staff set their own detentions? For punctuality and homework but lunchtimes only. The Head of Year will deal with lunch and break/corridor behaviour. What work will students do when they have been removed? After writing the account there will be something but probably of a general nature. What is the account of the incident for? So they can be heard and the member of staff needs to do one too. What happens if someone complains about student behaviour near the school? If we are able to identify them then we will talk to them and can sanction them for bringing the school into disrepute. If it is serious antisocial behaviour we suggest they call the police. We are finding; however, we are increasingly being asked to deal with it after school and at the weekend. We do our best to be supportive.</p> <p>7.4.5 Governors supported the aims of the scheme, making pupils being responsible for their actions and raising expectations for behaviour.</p> <p>In response to a question it was confirmed the criteria for the leavers' prom was clear and illness was taken into consideration.</p>	
8	<p>SCHOOL IMPROVEMENT – Is it on Track? What about next year? <i>Reports from PD, Governors and Governor Training</i> Governors had visited the school to monitor the improvement plan and reported:</p> <ul style="list-style-type: none"> • Monitoring attendance and pleased to note improvement • Satisfaction punctuality actions were on track 	

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	<ul style="list-style-type: none"> • Satisfaction with pastoral care actions • On track with the establishment of the Bridge and improved culture of care. • Monitoring the development of CEIAG had not taken place as expected; however, a presentation had been made to a committee • The governor student and staff wellbeing surveys had not taken place as other surveys had been undertaken. <p>Are staff feeling happy, valued and listened to? In discussion it was noted most were on board and dissatisfaction was more with education as a whole rather than the school. There was still not a great work life balance and fatigue at the end of term. Still upheaval in certain areas re restructure and Ofsted so turmoil 2 years which actually we are doing well.</p> <p>What are the other plans to reduce workload? Reducing meetings and aggregating training inset days to twilight days enable a fortnight break next Easter. Meetings Thursdays will be popular.</p> <p>There being no further business the meeting closed 18.25</p>	CG

..... **signed** **dated**