

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

Meeting of:	Student Family and Community Committee
Date/Time:	18 th October 2018 5pm
Location:	Patcham High School – Conference Room
Distribution:	Governors, Penny Denman
Quorum:	3 Governors required for decisions to be binding. The meeting was quorate throughout.
Apologies:	Helen Arnold-Jenkins – accepted Claire Wilkins - noted
Present:	Governors Richard Eeva (RE) Caroline Greenfield (CG) Natasha Marris (NM) Mike Sandeman (MSD) Andrew Saunders (ASD) Other (non-voting) Penny Denman (PD) Assistant Headteacher, in attendance Janet Johnson (JJ) Clerk to Governors

ACTION PLAN SUMMARY

Item	Owner	ACTION	Due by
4, 7.10	CG MSD	Ensure staff and pupil feedback on SFC related matters as required	February 19
5 9	Committee members	Carry out monitoring duties re school development plan and report back at next meeting. Liaise CG if queries. RE and NM liaise JM as appropriate	
5, 6	JJ	Take TOR, CP Pol and Send Pol to FGB	Dec 18
7.1	CG	Liaise RS re information needed re attendance for next meeting and ensure invited to next meeting (JJ)	End of term
8	CG	Take forward any action if appropriate	
10	NM	Report back on SEND info report and effectiveness of policy	Spring meeting?
11	(CW) CG	CW – update CG	7.11.18
12	CG	Take forward with Lee Wares – liaise Sarah	

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MINUTES**

	DISCUSSION and DECISION	ACTION
1	<p>WELCOME, INTRODUCTIONS CG opened the meeting and general introductions followed. Apologies were considered.</p> <p>DECLARATION OF INTEREST No new declarations were made when invited. All governors could take full part throughout.</p>	
2	<p>CHAIRING THE COMMITTEE In discussion it was agreed CG would continue as Chair of this committee for this academic year.</p>	
3	<p>MINUTES OF LAST MEETING The minutes were agreed as an accurate record and signed by accordingly.</p>	
4	<p>MATTERS ARISING The method of obtaining feedback from staff and student was discussed and it was agreed that MSD and CG would co-ordinate staff view, undertaking a separate survey in February if there were no local authority survey by that time. Student feedback to governors would be co-ordinated by MSD.</p>	CG MSD
5	<p>SCHOOL DEVELOPMENT PLAN * Governors had already received and considered the proposed school development plan and noted the areas to be monitored by this committee. The actions were approved and individual responsibilities agreed. With regards to monitoring it was felt there were advantages to governor day although it was likely other visits would still be made.</p> <p>The monitoring of pupil premium was identified as being an area in need of focus and governors ascertained the current school links were Ruth Astley and John McKee. A governor informed the local authority had employed a pupil premium advocate for one day a week for a year to work to improve the outcomes of the disadvantaged group. They have set up triads of schools with whom more focussed work had commenced. Governors encouraged the school to investigate further if necessary and take up opportunities offered.</p> <p>RE would be the pupil premium link governor RE and NM would discuss with JM. JJ reminded governors to provide feedback following visits to the school and was requested to discuss governor days with the Chair of Governors.</p> <p>A governor informed they had visited the school when an evacuation was needed following an unplanned fire alarm. She reported it had been very well ordered. Two governors had met to review the terms of reference and how the work would be undertaken.</p> <p style="text-align: center;">❖ The Terms of reference were agreed for a further year.</p>	Committee members
6	<p>SAFEGUARDING Governors had already received and considered procedural changes</p>	RE NM # JJ JJ

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	<p>to the Child Protection Policy 2018 Policy. It had been updated to include items such as peer to peer violence and domestic abuse as recommended by the local authority and also with items to ensure compliance with the latest Keeping Children Safe in Education guidance. Staff were undergoing training on any new areas e.g. going through case studies with Gill Hibbert from the local authority re peer to peer violence with PD and another member of staff.</p> <p>CG had undertaken very good training in this field in the course of her employment and had recently attended up-dated safeguarding training. Evidence would be forwarded to PD and NM. She would also be attending the governor course in December. PD would amend re the nominated governors training log.</p> <p style="padding-left: 40px;">❖ The child protection policy 2018 was approved for recommendation to the full governing body to adopt.</p> <p>Governors noted the local authority was well thought of by staff. The single central record would continue to be checked regularly, the safeguarding governor would visit at least termly, liaising with relevant staff and reported back to this committee on the effectiveness of the policy, including on the s175 safeguarding audit which would be circulated when it is completed to this committee by PD for questions. The audit was now rated to enable easy identification of priority areas.</p>	JJ
7	<p>BEHAVIOUR and ATTENDANCE*</p> <p>7.1 Attendance Governors had received the attendance report late and this was now considered. It included data for each year group and comparisons with the previous year, including those of the disadvantaged group. Information about progress on school development plan areas of focus for attendance was also given.</p> <p>Governors requested thanks be passed on to the provider of the report and requested gender breakdowns to be included in future. This was in view of the known gender differences in outcomes as discussed elsewhere, including the previous full governing body meeting.</p> <p>7.2 It was noted attendance for the year to 12.10.18 was 95.5% - the target was 96%. Year 10 had the lowest attendance. The new attendance manager had made a good start and the Head of Maths would carry out more data analysis.</p> <p>7.3 Are you going back to the minibus pick up? We are having difficulties in recruitment. Does a member of school staff have to be in attendance? Yes. What is the morning process plan – is it ringing families? Yes. Is it having an effect? It is too early to say. We are now ringing early those students that did not arrive the day before. Are the bridge attenders included in the attendance figures? Yes. Has the transfer of 5 pupils from year 10 to The Connected Hub</p>	CG

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<p>contributed to the improved attendance in year 11? Yes. Is there an issue with year 10 with attendance of 87%? This is for the disadvantaged group. It is useful to have it separated.</p> <p>7.4 In discussion the school was encouraged not to risk halting girls' improvement when focussing on boys'.</p> <p>Rachel Strong would be requested to attend the spring meeting of this committee. The report was accepted.</p> <p>7.5 Behaviour report. The report had already been received and considered. Areas of concern had been colour coded and breakdowns included pupil premium, free school meal and SEN pupil groups. An update on the new behavioural system which included data breakdown by gender, lesson time, year group and subject was also provided.</p> <p>Governors were interested to see how the new behaviour policy was working. They noted the steady increase in incidents during the day and ~2:1 boy: girl difference. Science and maths appeared to have the highest number of removals but at this stage of the analysis no adjustment for the number of such lessons for comparison had been made.</p> <p>7.6 How is it going? Well. Some of the phone calls were becoming repetitive as they related to the same children; however, the behaviour team now knew all the children and all the lessons that seemed to be having difficulties. Is it really busy? No. There are between and 12 and 20 a day so out of 5000 opportunities per day, that is low. When you went to the other schools, did they give you any indication that persistent perpetrators continue and what are you doing with the children to stop them? We didn't get that far. We have identified them and are now looking at what work is needed. There will be plans for each of them, including what has been done already. They aren't being sent out of all lessons. I will do some observations. I am also doing an MA in this field. Is it the same staff sending them out? In discussion governors were satisfied some areas had been identified for a watching brief and further training if required. Would you say staff appreciate it? Yes And parents? They are supportive or ambivalent; we have had no complaints. Are there fewer issues than before? It has stopped wandering in corridors. Year 10 has a high removal rate: is it being year 10 or the cohort? It is not particularly the cohort.</p> <p>7.7 What adjustments are you making? We are going to introduce restorative justice with the teacher before they come to detention. Have you got a third person to facilitate the conversation? No, so it</p>	CG JJ

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	<p>isn't really strictly restorative justice but next year if we have the same child and same lesson it will be with a third party. Has anyone been sent out of Drop Everything And Read time? Some but the year heads deal with that.</p> <p>7.8 Governors expressed the opinion the system had taken up a lot of senior leadership time and wondered as to the opportunity cost. It was suggested it would probably be better to ask those involved who had previously had fewer behaviour tasks. PD could report that she had appreciated being able to share the load and that it was onerous with time but beneficial. Can middle leadership do it for say half a term? It is the lesson by lesson issues that would make that difficult.</p> <p>A governor with experience of other schools had visited the school twice and could report remarkably good behaviour around the school on both occasions.</p> <p>A discussion followed about the effectiveness of detention and governors were pleased with the addition of some restorative justice aspects. PD agreed it was worthwhile students making the connection between what they are doing and why, then holding them to account. Are the reports revealing? They are all kept but often anomalous to the teacher report.</p> <p>7.9 The medical conditions update showed there were now 44 students on the register with Health plans.</p> <p>7.10 The Bridge. The report was noted and further information provided: <ul style="list-style-type: none"> • The lead was now in place 4 days a week and still taught in the main school. • It was still early days and successful as far as we are concerned. • Challenges continued but they were not affecting the learning of others. • If it was not working for pupils the process was to commence the Education Health Care Plan route. Where it was working the process was for reintegration to the main school. What causes the limit to be reached? If pupils have greater needs than we can address. Are pupils attending? Generally yes. Are the difficulties near the end of the week being addressed? Yes. The wellbeing of the staff needs to be considered as it is a stressful environment. Governors agreed. Will they be able to get academic progress from the pupils in the bridge? Yes that is the point. There is an emphasis on learning.</p>	
8	<p>LOOKED AFTER CHILDREN Governors had already received the report from the safeguarding support officer re looked after children following two governors</p>	CG

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	<p>meeting with her.</p> <p>They now expressed surprise about the low numbers of declared carers. They expected there to be more.</p> <p>PD gave more information.</p> <ul style="list-style-type: none"> • The school thought they knew all the other pupils that had a caring role. • Transition to the new person in post would be needed. • The new head of the virtual school, Sam Wilson was keen to make an impact. • The Personal Educational Plan meetings now had to be minuted by school staff and the school felt it should be a teacher attending rather than a safeguarding officer. <p>Governors noted young carers had no set provision for them as did looked after children who had to have a dedicated teacher.</p>	CG
9	<p>DISADVANTAGED STUDENTS* (including improving attendance) Attendance had been considered at item 7.1 PD informed the advocates were still on post and remained high profile.</p> <p>Will we see some quantitative data that the advocates are going to be worthwhile? It would be difficult but should be evident through the whole school process. A governor would report back as part of school development plan monitoring.</p>	
10	<p>SEND information report Governors had already received and considered the SEND policy which was now recommended for approval by the SEN link governor. What percentage of pupils are on the SEND register? The current figure was not known but it was thought it had reduced from the 25% previously quoted. Who decides if they are SEND? The SENCO. What happens if the primary school has not flagged it up? A teacher picks up and it goes to the triage system at the school panel system. The SENDCO then organizes screening. We have 6 or 7 up from primary school this year with an Educational Health Care Plan. All SEND pupils have Individual Learning Plans to help staff differentiate.</p> <p style="text-align: center;">❖ The SEND policy 2018 was approved for recommendation to the full governing body to adopt.</p> <p>JJ reminded governors the SEND information report would be needed and NM would report back on monitoring the effectiveness of the policy.</p>	JJ NM
11	<p>HEALTH and SAFETY. Governors expressed concern that their monitoring of this area had not progressed.</p> <p>PD confirmed that the school business manager had already taken thorough action regarding risk assessments and the school was now</p>	CG CW

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	<p>reviewing more of them.</p> <p>Governors wanted to be able to monitor staff welfare and stress. In discussion it was agreed there several strands to this. They had already been active in supporting the school in reviewing the workload of teachers and knew some actions had already been taken on board. They supported the school in enabling a culture such that there would not be the expectation to reply to emails immediately or late at night, including from parents. Governors continued to support the 48 hour policy and suggested an autoreply be considered.</p> <p>In discussion about where they might begin to understand how to pick up stresses within the team they agreed there may need to be a balance between pushing to become most effective and team spirit.</p> <p>Do you give feedback to your manager's manager? No.</p> <p>See item 4</p>	
12	<p>COMMUNITY</p> <p>Governors were aware that some negative opinions about the school had been expressed. In discussion it was felt that to do more in the community would likely involve more staff time and pupils to do more at the end of the day. There might be opportunities to involve the community more in school activities and it was confirmed JM repeatedly invited people to visit the school to among other things, dispel misconceptions.</p> <p>Action: CG would consult with Lee Wares.</p> <p>There being no further business, the meeting closed 19.02</p>	CG

***For particular note at FGB**

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