

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

Meeting of:	Student Family and Community Committee
Date/Time:	7 th March 2019 5pm
Location:	Patcham High School – Meeting Room
Distribution:	Full Governing Body, PD, RS, HKF, Website
Quorum	3 governors required to be present for decisions to be binding. The meeting was quorate throughout.
Present:	Governors (voting) Sarah Fitzjohn-Scott (SFS) Chair of Governors Natasha Marris (NM) Mike Sandeman (MSD) Chair Other (non-voting) Penny Denman (PD) Assistant Headteacher, in attendance Janet Johnson (JJ) Clerk to Governors Hannah Kinchin-Frost (HKF) Head of lifeskills, in attendance until 17.19 Rachael Strong (RS) Director of maths, in attendance until 18.00
Governor Apologies:	Richard Evea (RE) - accepted Andrew Saunders (ASD) - accepted Caroline Greenfield (CG) - accepted

MINUTES

	DISCUSSION AND DECISION	ACTION
1	WELCOME, APOLOGIES and DECLARATION OF INTEREST MSD opened the meeting. As previously agreed due to CG absence, he would chair the meeting. Apologies and interests were considered. All governors could take full part in proceedings. Discussion turned to item 11.	
2	ATTENDANCE Papers: Attendance analysis for the week ending 1.3.19 broken down by year group, SEN, Disadvantage and gender and with termly and last year comparisons. Attendance review form. 2.1 Governors noted whole school attendance was currently at 94.7%. In comparison with the previous year whole school attendance was now 0.5% lower and that for the previous half-term it had dropped to 92.77%. RS gave further information and took questions. <ul style="list-style-type: none"> • The student climate change strike had not had much impact. • The main issue was felt to be as a result of shifting the emphasis to improving behaviour. The impact of stopping the after school attendance meetings and the weekly attendance talks by the head of year was now being felt and there was a need for form tutors to speak with parents regarding attendance. • The disadvantaged group was still a lot lower for attendance; 	

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

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	<p>however, the worst attenders were the new starters and this was usually because of attendance difficulties in previous settings. PD added that poor attendance was not a reason the school could use to refuse admission.</p> <ul style="list-style-type: none"> The school was considering employing a cover supervisor and include mini-bus driving with it. The cost was expected to be covered by reduction in agency costs. <p>2.2 Was it just workload that stopped the after school attendance meetings? This year it was more of a focus on behaviour. We took off work from teachers to enable better planning, teaching and marking but the role of the form tutor has taken a backward step.</p> <p>We see that boys have higher attendance. There is research about lack of sanitary products affecting girl's attendance. Is that an issue here? PD listed some of the strategies already carried out by the school and RS would investigate to see if it was a factor.</p> <p>What sort of numbers are in-year arrivals with poor track records? This year, 4 or 5 so added to those already on roll from previous years it adds up to 15 to 20 throughout the school. Sometimes parents moved school thinking, erroneously, it was a way of avoiding legal action.</p> <p>Pupils with medical conditions – do they have an impact? They have lower attendance but what we have a problem with here is that our parents are not timing medical appointments for when attendance is not counted. This information is provided but many are not interested in keeping attendance figures high. We know about the pupils with medical conditions.</p> <p>Would you have attendance figures easily available without those? Yes</p> <p>What about holidays? It is a bit better in comparison with last year.</p> <p>Will returning to the single week in October help? The issue is more with holidays being taken for the odd days if there is not a full week of school timetabled. There will be fewer of those days this year. Next year we have everyone apart from year 7 starting on a Monday.</p> <p>2.3 Actions moving forward. RS will raise profile of attendance to make sure it is known it is still a whole school focus and some actions were outlined. These included having an attendance awareness week with reviews for pupils. Another action was for the SENCO to make home visits for pupils with anxiety issues.</p> <p>Does every pupil receive the attendance review? Yes</p> <p>What about how that makes them feel if there is a medical condition? What I could do is show their attendance without medical attendance absences.</p> <p>Is it worth a phone call to the parents? In discussion the school would consider the way forward and may be talk to the form tutors to flag it up as they would know the pupils.</p> <p>2.4 Impact of initiatives. RS informed persistent absentees continued to be a big problem and it seemed the school was not having much</p>	

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

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	<p>impact on lots of them despite all the time spent. It was felt likely there could be some small interventions with larger numbers that could have a better effect on overall attendance. The example of 'nudge texting' had already been outlined to governors. This had been used at some schools in the area and it sent out positive messages to pupils. A trial, including a control group was being proposed.</p> <p>What is the procedure re getting pupils phone numbers? Consent is given by parents.</p> <p>How much impact does the prom have on attendance? Quite a lot.</p> <p>Can you put the message across more that by the time they get to Key stage 3 &4 pupils should return to school 24 not 48 hours after vomiting? The website has the guidance from the local authority.</p> <p>With the disadvantaged there has been a lot thrown at that especially with attendance – it seems like it is not working, would you agree with that? We have just looked at individual cases and it is difficult when parents will not engage. The disadvantaged lead is good at looking at the tracking and will analyse carefully the circumstances where interventions are successful and apply it to similar pupils. Having those systems in place is a better way forward. The advocates have tried to tailor it to each pupil and they have had some individual success stories but this is at the opportunity cost of doing something that doesn't take as much time but applies to more pupils but with better overall results.</p> <p>Governors were of the opinion that a lot had been done to move it forward. One could confirm something similar to 'nudge texting' had been used to good effect elsewhere.</p> <p>Is the attendance manager still in post? Yes, she works long hours and is committed. We attended a large local school and they shared a very useful tracking spreadsheet. This would be populated in the next two weeks and this would enable better use of data.</p> <p>RS was thanked and left 18.00</p>	
3	<p>MINUTES OF LAST MEETING</p> <p>The minutes of the previous meeting were agreed to be an accurate record and signed by MSD accordingly.</p>	#
4	<p>MATTERS ARISING</p> <p>Two governor visits had been made to the school attendance manager. Other items for action had either been completed, discussed elsewhere, or were awaiting CG to report back.</p>	# CG
5	<p>SCHOOL DEVELOPMENT PLAN (SDP)</p> <p>Governor reports provided as agenda papers were related to SDP actions on Staff Welfare/The Bridge and section 4.4/4.5. PD responded to questions.</p> <ul style="list-style-type: none"> • NM was not able to attend the next governor day and would attend a different day to review SEN and other sections, liaising with RE regarding the disadvantaged actions to avoid duplication. • Section 4.4/4.5 was on track. <p>How is The Bridge shaping up? It is very different from last year.</p>	

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

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	<p>There are still some difficulties when the lead member of staff is not there. There are 17 pupils attending regularly.</p> <p>Is that at capacity? Some are part-time and some come and go. It is the place we put the most challenging children but interactions between them could be difficult. We are committed to high expectations.</p> <p>Is there more emphasis on teaching and learning? There is a lot more now, maths and English and art.</p> <p>Is that successful? For the most part.</p> <p>A governor with relevant professional experience reported having attended one of the behaviour meetings after school and confirmed they were working very well and being impressed with how well the lead knew the children. There were strategies to enable the students that attended to achieve and be reintegrated to the main school.</p> <p>There were discussions about parents' attitudes to The Bridge about when it was time to integrate. PD confirmed they needed to manage the expectations of parents, particularly of the younger children.</p> <p>Do students like being there? Yes. They like it once they are there but most will aspire to being back in the main school because socially that is where they want to be.</p> <p>Do they come back at lunchtimes? Not if behaviour is an issue. It is all very bespoke.</p>	
6	<p>SAFEGUARDING</p> <p>A governor had reported by email that the ½ termly checks on the single central record were up to date and without issue.</p> <p>PD provided a verbal update.</p> <ul style="list-style-type: none"> • Over 70 incidents were being logged a week. • There was a lot of work at the moment and more needed to be done by PD. <p>Has the transition re any staff changes been good? Yes.</p> <p>Are they major issues? Yes.</p> <p>How is 'toot toot'? We are still not getting a lot of use from it, mainly because here there are well embedded systems and trusted people here with whom to speak.</p> <p>Is there an ongoing cost – is it worth carrying it on? Yes and it is probably not worth it but we have really tried to get it to work.</p> <p>A governor reported that students felt the relationships with staff were strong, there were many staff they could speak to and the recording was good.</p> <p>PD confirmed the issue was really with bullying as it was a worry in case it was not reported or recorded enough. We have it in Patcham news at least every week.</p> <p>It would be interesting to know how many pupils are using it. I could give you some numbers but we are not relying on it to find out safeguarding issues.</p> <p>The change in safeguarding - can you put it down to anything in particular? It is an increasing trend with social media and mental health.</p> <p>Are you finding increased incidents of grooming on line? We don't get huge amounts, but occasionally. Students are so adept with social</p>	

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

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	<p>media that it is easy to fall prey. SFS had attended a County lines day with the headteacher and there had been a focus on young pupils and vulnerable adults. PD informed the St Giles Trust had been in on Friday and did the SOS project. It was very good and they had the children enthralled. In discussion it was agreed there was a need to continue to be circumspect when engaging outside trainers.</p>	
7	<p>BEHAVIOUR and ATTENDANCE Agenda papers: Behaviour report; Removal from lessons analyses for autumn 1,2 and spring 1 half-terms; Behaviour policy</p> <p>7.1 The reduction in fixed term exclusions in spring 2019 had reduced to 2 from 19 in spring 2018. How are you managing? We are using the bridge and the isolation room to keep the children safe. How is it being received by staff now? Is it creating other problems? We could maybe have done it sooner. The school is very different now and we are now down to a very small hardcore of poorly behaving pupils. What kind of behaviour are the year 9s displaying? PD gave examples and confirmed lack of parenting was a big factor and pupils were not in the learning space. She went on to inform the school was now polarised with its behaviour issues. These were massive at the Bridge and low level elsewhere. There were just 0.3% of pupils causing difficulties and the school was trying to encourage the rest to take steps to stop the others. Could pupils whistleblow rather than address it head on? PD would give that consideration. If pupils are being taken out of lessons regularly and not reforming after support are they getting through to the Bridge for some intensive intervention? Yes Is it usually the same ones? Yes</p> <p>7.2 Governors reported:</p> <ul style="list-style-type: none"> • Attending several after school behaviour meetings. It was striking how well the senior leadership team had built good relationships with parents and carers. There seemed a better idea of what was happening about the school. PD reported that she felt it was better that it was being shared but there was room for improvement in picking up on behaviour going around the school. It was about being fair. • Being impressed with how keen the senior leadership were to take responsibility for assisting the children. • At a recent walk around the school the only noises heard were the 'right' noises for learning. They did not come across any teacher raising their voice for the whole of period 5 and all the children had been in the right place etc. <p>Governors congratulated PD and the school on the marked improvements seen.</p> <p>7.3 The gender breakdown information had been provided as</p>	

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

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	<p>requested.</p> <p>Governors noted that at this low level of disruption boys were the disrupters. PD added that the correlation with the achievement gap was massive and the lack of motivation in this group was stark.</p> <p>Why? It seems to be a laddish culture, impressing each other, about the banter and laughs.</p> <p>Are there whole school things that can be addressed? Are there subliminal messages that are more pro girl than pro boy? PD recalled there had been a lot of talk about this early in the year.</p> <p>Why is it bigger at Patcham than nationally? We think a contributory factor is that Patcham is an area where boys go into their father's business and say they don't need qualifications as they will work for their Dad.</p> <p>In discussion it was thought this was still pertinent despite the increased needs to become certificated in trades. Governors made some suggestions and PD would consider including related information in careers lessons and the newsletter.</p> <p>Where will you get to the point with the behaviour that you can deal with the low level? The 10-20 a day are low-level.</p> <p>How many restraints do you do? We don't do that and have not for a couple of years. The main part of the training is about de-escalation. Governors were pleased with the improvements.</p> <p style="text-align: center;">❖ The 2018 behaviour policy was noted as presented.</p> <p>PD added that she had found it useful to have the opportunity to be able to discuss issues with governors.</p>	
8	<p>LOOKED AFTER CHILDREN</p> <p>Governors had met with the previous member of staff overseeing this area and now asked for an up-date. There were not many looked after children and there were no particular concerns. PD had been asked to join and was now on the steering committee for the Virtual school.</p>	
9	<p>DISADVANTAGED STUDENTS (including improving attendance) This item had been covered by the attendance report.</p>	
10	<p>SEND INFORMATION REPORT</p> <p>NM had attended and discussed with the SENCO each item against a recommended checklist and the SENCO had updated the report. There were no issues and the report was recommended for acceptance.</p> <p style="text-align: center;">❖ The SEND information report was accepted as presented.</p>	
11	<p>RELATIONSHIP AND SEX EDUCATION</p> <p>The policy was due for review of effectiveness. HKF gave further information and took questions.</p> <p>The policy had been updated the previous year. It was all inclusive. Governors had already seen the new statutory guidance and were aware the new statutory curriculum was being drawn up and would be in place by September 2020. HKF tabled the new additions to the policy, relating to marriage and other types of long-term relationships.</p>	

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

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	<p>It already included a lot regarding consent and sexual harassment and the school also addressed pornography, fertility and miscarriage appropriately. The school received lots of guidance from the local authority. Most of the changes being discussed nationally were for primary schools and most of the items had already been included in the curriculum at Patcham High School. HKF sought governor advice to update the policy immediately rather than wait until the September 2020 deadline.</p> <p>Is it taught from a neutral perspective? Yes. Some of the issues have an ethical perspective and we say what it is and then why people may or may not do that. The aim is to develop skills in young people to see that they can be safe.</p> <p>Have you got the results of the Safe and Well at School Survey? There has been a delay at local authority. The survey was completed in November so we cannot report yet on how effective the policy is. There were some different questions asked this year, including some relating to poverty proofing and the results can be sent by email when they are received. The nurses who run GOSH have confirmed the use of the service has increased and this was thought to be as it had moved to a more accessible place within the school.</p> <p>Governors were concerned with the delay.</p> <p>Parents can still withdraw children but who is being withdrawn? Parents can still withdraw but there has to be a conversation with them. It is in the policy. No one had withdrawn from the policy but some of the related items such as chlamydia testing where separate consent was obtained some do not consent.</p> <p>Governors were pleased the school was so ahead with the changes.</p> <ul style="list-style-type: none"> ❖ It was agreed the relationships and sex education policy be updated as presented for immediate effect. <p>HKF would send the final policy. A governor offered to try and follow up the survey results at the local authority.</p> <p>HKF was thanked and left 17.19. Discussion turned to item 2.</p>	<p>HKF NM</p>
12	<p>COMMUNITY</p> <p>Is there anything we need to be aware of? Outside of school hours some of our year 10 and 11 pupils are hanging around locally.</p> <p>What do you do if you suspect they are under the influence of drugs? We challenge it and we can search them. We have a non-exclusion policy and will need to include it in our next update of the behaviour policy. We are concerned with their safety and call their parents. If they are capable of staying in school they go to isolation. If they are seen over the road they are sent a letter saying they are bringing the school into disrepute.</p> <p>How often is this needed? Less so since we realised it was becoming an issue and we took quick action.</p> <p>Do you involve the police? Yes and we make referrals to RUOK. We</p>	

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

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	<p>let the parents know but there is an issue with ambivalent parents.</p> <p>A governor noted a local Councillor had posted some very positive things about the school on the Patcham social media and parents have said how happy their children are there.</p> <p>No actions were identified.</p>	
13	<p>POLICIES due for REVIEW/EFFECTIVENESS</p> <p>The behaviour principles were due for review as was the accessibility plan. It was agreed SFS would take both forward, liaising with PD as required.</p>	

..... Signature dated

Signature noted in minutes of meeting 23.5.19