

**PATCHAM HIGH SCHOOL  
GOVERNING BODY  
MINUTES**

<b>Meeting of:</b>	<b>Behaviour Attitudes and Personal Development Committee</b>
<b>Date/Time:</b>	12 <sup>th</sup> March 2020 5.30 pm
<b>Location:</b>	Patcham High School
<b>Distribution:</b>	Governors, Penny Denman, Candice Bocking, Ed Hall
<b>Quorum:</b>	3 governors required to be present for decisions to be binding The meeting was quorate throughout
<b>Present:</b>	Governors (voting) Sarah Fitzjohn-Scott (SFS) Chair of Governors Caroline Greenfield (CG) Chair of Committee Natasha Marris (NM) from 17.55 Mike Sandeman (MSD) Vice Chair of Committee and Chair for this meeting. Andrew Saunders (ASD)  Other (non-voting) Candice Bocking (CB) SENCO in attendance Penny Denman (PD) Assistant Headteacher Janet Johnson (JJ) Clerk to Governors

**ACTION SUMMARY**

	<b>OWNER</b>	<b>ACTIONS</b>	<b>DUE BY</b>
23.5.19			
3	CG	Follow up with HK frost re any further information required (possibly re effectiveness of RSE – had been awaiting demographic breakdown from the LA)	7.5.20
13	SFS PD	Meet re behaviour principles, accessibility plan and equality information/objectives	7.5.20
		17.10.19	
5	MSD CG	Draw up annual plan, circulate to committee for comment	
12.3.20			
2	SFS	Provide SPA report in due course and liaise	EOT
2	MSD	Liaise CB re information required	
2.4	MSD	Follow up if required	
2.4	CB	Provide CWHNWCAS policy	7.5.20
4/5	SFS	Request item for HT report at FGB (staffview/wellbeing). Consider postponing Governor day	URGENT
6.2	CG	Discuss with Mary ? at the Bridge re invite to next meeting (and any info needed)	18.5.20
6.2	PD	Forward Bridge update and the Phase 2 behaviour document	

**PATCHAM HIGH SCHOOL  
GOVERNING BODY  
MINUTES**

**MINUTES**

	DISCUSSION AND DECISION	ACTIONS
1	<p><b>WELCOME, APOLOGIES and DECLARATION OF INTEREST</b></p> <ul style="list-style-type: none"> <li>• MSD opened the meeting</li> <li>• No new declarations were made when invited. All governors could take full part throughout.</li> <li>• No governor apologies had been received. J Ashwood had resigned from governance and the absence of Stephen Horne was noted.</li> </ul>	
2	<p><b>SPECIAL EDUCATIONAL NEED (SEN) REPORT and PRESENTATION</b> Papers: SEN report, statement and policy</p> <p>2.1 Governors had already considered the documents, which were accepted, and CB took questions.</p> <p>2.2 <b>Governors challenged CB to include some data to evidence impact.</b> In discussion, although it was acknowledged the variety of needs and low numbers of pupils involved meant there were difficulties in providing significant data, this would be considered, along with trends. The school partnership advisor (SPa) had attended that day to review provision.</p> <p>2.3 <b>How manageable are the day to day SEND responsibilities?</b> There are 201 on the SEND register, 25 with Educational Health Care Plans (EHCP) of which 8 were leaving and 11 incoming. One year has 10 pupils with EHCP. The meetings and paperwork involved take a lot of time. The SPa had completed deep dives and found those on the SEN register were not able to access the lessons successfully. A deputy SENCO, a new post, had been requested as a resulting action, as CB was the only member of teaching staff able to check that. <b>How much time would they be able to allocate to SEN?</b> This has not been concluded. The suggestion started at 2 hours per week.</p> <p>Governors felt more time was needed as it was important SEN pupils were given the chance to make progress and there was a need to think about ambition for the curriculum and not to set unachievable markers.</p> <p>2.4 Multi-agency/LA support <b>Are the meetings multi-agency?</b> They are meant to be and are invited but hardly ever turn up. They may sometimes send a report. It is only difficult when problems arise here, which is when support from elsewhere is needed. <b>Are the virtual school involved?</b> Just one. We have two pupils that do not attend and I have asked the local authority (LA) for support. Governors requested clarification and were concerned to learn that</p>	<p>SFS</p> <p>MSD</p>

**PATCHAM HIGH SCHOOL  
GOVERNING BODY  
MINUTES**

DISCUSSION AND DECISION	ACTIONS
<p>despite the school not being able to provide the support legally expected as included in the EHCP, the local authority just identified it as a need but took no action. Governors enquired if they could assist but it was thought nothing could be done and CB and John McKee had already met with the LA.</p> <p>JJ recalled the statutory requirement for a 'Children with health needs who are not able to attend school' policy and CB confirmed she was in the process of drawing this up.</p> <p><b>2.5 How is focussed tuition provided?</b> We have retained some small groups for literacy and also in year 9. Many pupils arrive with low level of prior attainment. We do not have a specialist unit and work within a mainstream school. Literacy work is provided in the SEN department and maths is kept in the maths department. The SEN department deliver entry level for science and English. We do not want to set them up to fail and they can get a qualification that will get them into a level 1 course at College. There is a wide range of needs and parents often want one to one tuition but we have no funds for that. Difficulties also arise in that support given by primary schools in year 6 is not available in year 7.</p> <p><b>How do we compare with other secondary schools? Are we a victim of our own success?</b> To a certain extent yes, in year 7. Even if we cannot provide the support needed we cannot refuse a pupil.</p> <p><b>2.6 What is the parent view?</b> Most are supportive, although one parent strongly disagreed that the support was given to enable them to succeed. Some parents are very distant from education.</p> <p>NM arrived 17.55</p> <p><b>2.7 Are you involved in the process of deciding if they are on the SEN register?</b> Yes. It is easy to put them on but provision of funding is for the disadvantaged (pupil premium) or only after diagnosis.</p> <p><b>What is the advantage of having a record?</b> It is to draw teachers' attention to the pupils a little bit more as there will be a reason for them being on the list. A lot of the time it is what the primary school indicates. One of the big areas of growth is SEMH where we have numerous needs. We now have good provision maps which show what the school is doing to support the children that need support.</p> <p>Two governors had evidenced the provision map during a visit. Previously there had not been a tracking system to carry forward records of interventions from year to year. 71 interventions were currently provided and now all staff had access with easy links (including directly from a seating map) to interventions, individual learning programmes, reports and referrals for every pupil in the school. CB explained it was now possible to look at some of the</p>	<p>MSD</p> <p>CB</p>

**PATCHAM HIGH SCHOOL  
GOVERNING BODY  
MINUTES**

	<b>DISCUSSION AND DECISION</b>	<b>ACTIONS</b>
	<p>impacts of groups, for example checking if attendance had improved when pupils attended a support group.</p> <p>Governors were very pleased with the improvements that had been made in such a short space of time.</p> <p>2.8 <b>What happens if the school has to close? Have you given any thought as to support?</b> CB informed a lot would need to be done electronically and this made it more difficult for the disadvantaged pupils and would rely on support from parents. We are looking at what might be available. We also need to be aware of safeguarding aspects and we would check up on pupils. We are looking at putting packs together. The effect on exams was not yet known. Several other options were discussed along with safeguarding considerations.</p> <p style="padding-left: 40px;">❖ The SEN report and policy were approved as presented. They were for annual review.</p> <p>CB left 18.19</p>	
3	<p><b>MINUTES OF LAST MEETING</b> Papers: Minutes of meeting 17<sup>th</sup> October 2019</p> <p>The minutes were agreed to be an accurate record and signed by CG accordingly.</p>	
4	<p><b>MATTERS ARISING</b> The action plan summary was updated.</p> <p>A fresh approach to staff view and wellbeing had commenced and a new survey was not required. JM was to be requested to provide an update at the next full governing body meeting.</p>	SFS
5	<p><b>SCHOOL DEVELOPMENT PLAN</b> Paper: Governor report on SDP action 2.2</p> <p>The governor report was accepted. SFS would review whether governor monitoring day, originally set for 20<sup>th</sup> March, should proceed in the light of the current pandemic and inform governors accordingly.</p>	SFS
6	<p><b>BEHAVIOUR and ATTENDANCE</b> Papers: Behaviour report; analysis of removal from lessons; fixed term exclusion comparisons</p> <p>6.1 Behaviour Principles Written Statement SFS and PD would meet to discuss the approach to the review of this document.</p> <p>6.2 Behaviour report Governors had already considered the report and PD now took questions. They noted there continued to be no exclusions and there</p>	

**PATCHAM HIGH SCHOOL  
GOVERNING BODY  
MINUTES**

DISCUSSION AND DECISION	ACTIONS
<p>had been a slight increase in removal from lessons to the BLU room on the same half-term as last year but that had been expected in the absence of any exclusions.</p> <p>6.2.1 <b>Report cards issued to date in year 8: why are there so many more in that year group?</b> It is possibly because the head of year is more rigorous. The unwanted consequence of the new centralised system is that the other systems for reports have somewhat fallen by the wayside. The new system includes aspects to address this.</p> <p>6.2.2 <b>Is the exclusion policy causing any issues?</b> We now update staff who have been involved to ensure they know there have been repercussions for the pupil.</p> <p>6.2.3 Changes to behaviour system. PD informed that as the centralised system was working well, the system was now moving on to Phase 2. She would distribute further information. This used the data collected about the removals, for example, from which lessons, teachers, times etc and considered what to do to move them on if the current regime was not seeing any behaviour improvements. This could involve restorative justice, reports and moving the children on in a 3 stage approach. It had also been decided that every half term for the 2 students with the two highest removals there would be a TAC (team around the child), when all the teachers involved with that pupil would meet briefly to share what works and try and improve their experience of lessons.</p> <p>6.2.4 The Chair of Governors had received a letter from the LA congratulating the school on their remarkable achievement in reducing exclusions from what appeared to be double the national rate two years previous, to no exclusions.</p> <p><b>Governors enquired how the situation could improve further.</b> PD considered it was about a child centred approach. She would forward an update on 'the Bridge' for governors to review at the next meeting to which the Bridge teacher would be invited.</p> <p>Governors acknowledged the experience for those in BLU was variable depending on supervision; however, it ensured no disruption for everyone else in the class. The reports were accepted with thanks. They had been very thorough.</p> <p>6.3 Attendance PD informed this was not looking very good. Covid 19 had not yet had much of an impact. Governors checked and it was confirmed the attendance lead was providing a report and attending the full governing body meeting to answer questions the following week.</p> <p><b>Have you any children with pre-existing medical conditions that have</b></p>	<p>PD</p> <p>CG</p>

**PATCHAM HIGH SCHOOL  
GOVERNING BODY  
MINUTES**

	<b>DISCUSSION AND DECISION</b>	<b>ACTIONS</b>
	been kept off school? No.	
7	<b>COMMUNITY/STAKEHOLDERS</b> There were no current issues. PD left 19.00	
8	<b>DISADVANTAGED STUDENTS</b> (including improving attendance) This item was deferred to the May full governing body meeting when the school lead was scheduled to give a report and take questions.	
9	<b>POLICIES/Monitoring reports</b> No other policies or monitoring reports had been submitted. JJ reported that the headteacher was intending to bring a number of updated policies for governor attention in May and JJ was in discussion with a governor who was overseeing governor involvement.	
10	There being no other business, the meeting closed 19.10 The next meeting was scheduled for 18 <sup>th</sup> June 2020	

..... signed ..... Date

Signature was authorized at the meeting 18.6.2020