

PATCHAM HIGH SCHOOL
GOVERNING BODY
MINUTES

Full Governing Body	
Date/Time:	13 th July 2021 – 17:30
Location:	MS Teams JJ Host
Distribution:	Full Governing Body, Di Bonner, R Strong, website
Quorum	Half the number of governors in office required to be present for decisions to be binding. The meeting was quorate throughout.
Present:	<p>Governors (voting) Sarah Box (SB) Richard Eeva (RE) Marc Ducroquet-Lavin (MDL) Hazel Gould (HG) Caroline Greenfield (CG) Jamie Guiver (JG) Steve Horne (SH) Kate Jordan (KJ) John McKee (JM) Headteacher Natasha Marris (NM) Rebecca Ouassa (RO) from 17:45 Michael Sandman (MSD) Vice Chair Andrew Saunders (ASD) Chair of this meeting from 17:39</p> <p>Other Janet Johnson (JJ) Clerk to Governors, in attendance Di Bonner (DB) School Business Manager, in attendance Rachel Strong (RS) observer</p>
Governor Apologies:	Alex Sheppard - accepted Sarah Fitzjohn-Scott - accepted

DISCUSSION AND DECISION		ACTION
1	<p>INTRODUCTION, WELCOME AND APOLOGIES MSD took the chair whilst ASD resolved technical difficulties joining the meeting. New governors were welcomed. Apologies were considered.</p>	
2	<p>DECLARATIONS OF INTEREST No interests in any items under discussion were declared when invited. Withdrawals from discussion were anticipated only during elections.</p>	
3	<p>LAST MEETING Papers: Minutes FGB 13.5.21</p> <p>3.1 The minutes were accepted as an accurate record and signature authorised accordingly. 3.2 Matters arising. Actions would be addressed outside the meeting if they were not covered</p>	ASD

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	<p>elsewhere on this agenda. No matters arising were raised.</p>	
4	<p>HEADTEACHER’S REPORT Papers: Headteacher report including draft headlines; School Development plan (SDP) 2021-2022.</p> <p>Governors had read the papers and JM was invited to appraise governors of any significant updates since they had been issued and took questions.</p> <p>4.1 Covid There had been an increased number of Covid cases in the last two days and Brighton was receiving an increased level of support. The school continued to operate in accordance with guidelines. Can you explain the absence codes? There are now specific codes on SIMS according to Covid status, e.g. isolated. Until recently there had been no contamination within the school. ASD arrived and 17.42 took over as Chair of the meeting. Is it having an effect on outcomes? Students are missing out on the curriculum when they are not in school. There is constant disruption but the impact on students varies. Isolating does not seem to have much of an impact on stopping circulation. Is supply use high? 2 or 3 each day. Do you have any sense of what the picture will be like in September re isolation? It should be different; all the rules around isolation are changing.</p> <p>4.2 Other questions Who is invited to the summer schools? All the year 6s have been invited. It will be staffed by RS and our staff. They will be paid. It will enable them to familiarise themselves with the school and we have 160 coming out of the cohort of 225. What do they do? A mix of fun activities and a broad range of academic learning. Regarding the delays in the building works, when are you working on them having been definitely completed? Astroturf – August; Floodlights – October; Pool – 3 weeks. In addition, over the summer, there will be some refreshing in the hall. Most of capital spending has gone on the kitchen. JJ enquired whether there were any items in the report regarding staffing posts or contracts that required governor approval or ratification. No.</p> <p>4.3 School Evaluation – Where we are now and where do we want to be? JM explained the rationale for the SDP and talked through the aims (intent). The focus would remain on the disadvantaged and SEND groups and keeping students in school but not disrupting others. During Covid staff had been compliant and now there was a need to re-empower them to be proactive, so this was the intent of leadership and management. Quality of Education aims were to address gaps and underachievement. Personal development and behaviours and attitudes would be improved by: extending the curriculum, especially re physical wellbeing so there is more sport in addition to PE lessons; promoting equality and developing the effectiveness of student voice. Behaviours and attitude would be developed further in September. The SDP would be used as a working document and the senior leadership team have been allocated across the whole area rather than one</p>	

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	<p>each.</p> <p>JM confirmed the school was in a good position.</p> <p>4.4 Governor comments and questions on the SDP How do you measure the progress on the plan – do you have KPIs? We review it as an SLT and have some reference points such as student surveys and behaviour incident data, and there are some KPIs re attainment progress but some are not tangible. Thinking about governing body oversight; how do we know that you are on track? If you rate it as ‘green’? I would be able to look at curriculum plans, see if it is broad, if it fills mandatory requirements. Re lessons, you have to trust us that we feed back correctly. We have systems in place if the teachers were not good. I can show pay progression for staff, to show they have maintained the standards, and there are surveys. There is an array of tools. Is there a more developed form which showed some of the suggested areas of evidence? There will be. We are pleased to see how well student voice is weaved through the plan. Do you have a mechanism to show the impact, e.g. to say ‘You asked us to do and we did’? That is the aim. JM went on to describe the structure of subcommittees and a successful pilot ‘Fempower’ that had had an impact already and would be used as a model. We take financial management for granted. Should it be on the plan somewhere too? I will consider it. How are students involved in setting up the school development plan? Not at the moment, we want them to be.</p> <p>4.5 Governors discussed the organisation of their monitoring role. They would be allocated to areas and then liaise with member of staff and have full and frank discussion about progress, which would include the evidence. JM agreed to include governor liaison in the SDP.</p> <p>The papers were accepted.</p>	<p>ASD</p> <p>ASD/JM Ctee chairs?</p>
5	<p>CHAIR’S REPORT Paper: Chair’s report; Application C Street (previously circulated)</p> <p>GOVERNOR APPOINTMENTS for consideration</p> <p>5.1 Co-option Christopher Street A governor had met with the applicant and the application had been considered by governors. The reference had been followed up and governors discussed the application and decided Christopher would bring useful skills and knowledge to the governing body.</p> <p style="padding-left: 40px;">❖ Christopher Street was co-opted to the governing body.</p> <p>5.2 Appointment of Caroline Theobald as associate member Governors had approached local Councillors with a view to associate membership. Caroline had responded.</p> <p style="padding-left: 40px;">❖ Caroline Theobald was appointed to associate member of the governing body to provide expertise on local authority and local</p>	<p>JJ MSD</p> <p>ASD</p>

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	<p>the school and caught quickly. It was a very rare incident for the school, which was, unlikely a primary school, not a secure site. He went on to explain where pupils involved were now being schooled.</p> <p>6.2 Budget monitoring The papers were accepted. RE had met with DB. A small surplus was expected at the end of the year and the budget was on track. There was some uncertainty regarding government rebates from Covid costs and staffing. There were no further questions.</p>	
7	<p>BEHAVIOUR ATTITUDE AND PERSONAL DEVELOPMENT Papers: Draft Minutes 10.6.21, Child Protection policy (<i>Previously circulated with BAPD agenda</i>)</p> <p>7.1 CG drew attention to:</p> <ul style="list-style-type: none"> • The large numbers of referrals to CALM and that these were now starting to ease. • Staff wellbeing was considered to be supported well and she recommended ensuring this continued to be a role of the committee. • Attendance was currently erratic. • Thanks being due to Penny Denman for undertaking her role very well in managing the dramatic rise in safeguarding over the past year. <p>7.2 Governor comment</p> <ul style="list-style-type: none"> • Relevant governors were already aware that a meeting to review the governance of safeguarding was on the action plan. In addition the termly meetings with safeguarding leads from local schools would continue. • The minutes were accepted. <p>❖ The child protection policy was approved as presented and recommended by the BAPD committee</p>	
8	<p>QUALITY OF EDUCATION Papers: Draft Minutes 14.6.21; Newly Qualified Teacher Induction policy (<i>Previously circulated with QE agenda</i>)</p> <p>The minutes were accepted.</p> <p>❖ The Newly Qualified Teacher Induction policy was approved as presented and recommended by QE committee.</p>	
9	<p>GOVERNOR REPORTS (<i>if not reported elsewhere</i>)</p> <p>9.1 Governor visit to the Bridge A governor had visited the Bridge very recently and now gave a brief report.</p> <ul style="list-style-type: none"> • It was a very calm environment. • Pupils had reported increased affection for the school since returning from lockdown. • A future visit would be surrounding the effectiveness of the schools approach of drugs and sexual harassment. • The Bridge was managed well. <p>9.2 Governor comments Is the school, re the Bridge, prepared for a wave of safeguarding difficulties? A governor had spoken at length with the lead at the Bridge. The</p>	#

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	<p>overwhelming problem has been the lack of external support, in particular the length of wait (up to 4 years) quoted for appointments with CAMHS. The governor had the opinion that the school did exceedingly well in not pushing the children away.</p> <p>In view of professional services in Brighton being overwhelmed and putting pressure on the support at school, can this be sourced elsewhere? JM said CAMHS was the biggest problem. It commonly it took 18months to 2 years for CAMHS to get involved and this tended to be diagnostic rather than ensuing support. He informed there was a range of support in school and access to other organisations such as the Brighton and Hove Inclusion Service but to address this issue was the rationale for investing in the Bridge and CALM. He had visited some of the alternative sites and concluded it was better to keep pupils at the school.</p>	RE
10	<p>MATTERS ARISING FROM TRAINING ATTENDED or NEWS No further reports from training were made.</p>	
11	<p>GOVERNING BODY SELF EVALUATION and ORGANISATION Paper: Dates for Next Year</p> <p>The acting Chair had carried out a brief evaluation as part of recruitment and reorganisation. A deeper self-evaluation had not been practical this year but would be part of next year's plan.</p> <p>The dates were agreed. The next FGB would be 23rd September 5.30 pm</p>	ASD ALL
12	<p>SECONDARY SCHOOL ADMISSIONS Paper: Secondary School Pre-consultation Engagement Activity</p> <p>This item was deferred to the next meeting. There is a consultation and it is of importance as it could affect the funding of the school.</p>	ASD
13	<p>ZERO EXCLUSION PAPER Paper: Virtual Schools Zero Intolerance Presentation</p> <p>13.1 Governors had considered the presentation. JM added:</p> <ul style="list-style-type: none"> • It was harder to work with these children but it should pay dividends for the child and the community. • It has had a positive impact on behaviour. There was no evidence yet to show it has made it worse. • The approach was attracting attention within the city and beyond. • It requires quite a bit of investment. • There are sanctions and also restorative justice. • It has taken courage. Leadership had been key and was about the way non tolerance was interpreted. <p>13.2 Governor queries</p> <p>What do other schools in Brighton do? They exclude. The local authority wants all the schools to adopt it but have not taken strong action and he had not managed yet to persuade another school.</p> <p>Do you get any funding for the extra work you do? We put in a couple of bids.</p> <p>What is the reaction of pupils that witness or victims or involved? Students are aware there are other sanctions. Pupils have not asked why they have not been excluded, although I have been asked by staff. If there is a chance a child might be hurt, then they are managed in a different way.</p> <p>Might the peer to peer inclusivity have a bearing on how pupils feel? JM</p>	

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	<p>informed that schools were working in collaboration, with managed moves so they can be separate from the perpetrator. It was distinct from exclusion.</p> <p>13.3 Comments</p> <ul style="list-style-type: none"> • Governors suggested that if it is a key value for the school, it should be made clear. • JJ drew attention to the need for an exclusion policy; it was statutory and suggested consideration alongside a review of the behaviour principles written statement. • In discussion governors reiterated their support for the stance of no exclusion and noted teachers were supportive of a robust system. Governors suggested there was the need to retain the option. 	<p>JM</p> <p>JM RE</p>
14	<p>SECONDARY SCHOOL CARRYFORWARDS Papers: Secondary School Carry forwards; School carry forwards LA questions</p> <p>The papers were accepted. It was noted some other schools had not been spending money allocated for current pupils, in contrast with Patcham High School, which had the lowest carry forwards.</p>	
15	<p>ELECTIONS 15.1 Chair of Governors JJ took the chair for this item. She informed the position was for a term of one year and that she had had no formal nominations, although was aware ASD would be willing. She now requested nominations and as no further were received, she invited ASD to comment prior to his withdrawal to enable the governing body to deliberate. ASD withdrew. Governors were invited to comment and discuss. ❖ ASD was elected to the position of Chair of Governors for a term of one year. ASD returned and accepted the position. He would review the situation with SFS on her return. He retook the chair.</p> <p>15.2 Vice Chair JJ informed she had not received any formal nominations. MSD offered to continue and no other offers were received when invited. ❖ MSD was elected to the position of Vice Chair of Governors for a term of one year.</p>	
16	<p>AOB – please notify the clerk in advance. There were no other items of business.</p>	
17	<p>REFLECTION – How has this meeting impacted upon school improvement? Has every governor something to contribute before the next meeting? This item was not taken.</p>	
18	<p>THANK YOUS and GOODBYES Final thanks and farewells were bid to NM and CG. The meeting closed 19.33</p>	

Signature authorised at meeting 23rd September 2021

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Item	Owner	Action	Due by
FGB 13 th May 21			
4	RE ASD	Review FHS actions	4.6.21
4	ALL	Consider becoming governor training and development link	20.6.21
4	ASD	Liaise with MW re pupil survey on remote learning	27.5.21
8	RE	Follow up if any other information needed	Next mtg
10.1	RE ASD?	Take forward review of charging and DP policies	For next mtg
16	ASD JM	Co-ordinate governor attendance when appropriate at SEF/SDP development/review meetings, ready	Summer term
FGB 13 th July 2021			
#	JJ	Take admin action	ASAP
3	ASD	Review action summary	ASAP
4.3	ASD	Liaise JM, bring SEF to governors for comment	Sept FGB
4.5	ASD/JM Ctee chairs?	Allot gov roles, bring SDP to FGB for approval (costings?)	Sept FGB
5.1	JJ MSD	Induction for CS	Sept FGB
5.2	ASD/JM	Induction CT +inform JJ if any action required	
5.4	MLD RE MSD ASD SH JJ	Liaise to ensure new chairs/role holder up to speed ASAP + draft annual agenda and TOR for FGB approval September JJ – signpost to related training and provide relevant information.	15.9.21 ASAP
9	RE	Take forward any action resulting from discussion re CAMHS	
11	ALL ASD	Note meeting dates Take forward GB self-evaluation	
12	ASD	Secondary school admissions – take to next FGB agenda	15.9.21
13.3	JM RE	1.Consider suggestion re key value, liaise RE? 2. Submit exclusion policy for GB to approve 3. Liaise JM/RE re information required for governors behaviour principles written statement.	For BAPD