

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

Meeting of:	Behaviour Attendance and Personal Development Committee
Date/Time:	10 th June 2021 5.30 pm
Location:	Virtual Meeting – MS Teams – JJ host
Distribution:	Governors, Penny Denman
Quorum:	3 governors required for decisions to be binding. The meeting was quorate throughout.
Present:	Governors (voting) Hazel Gould (HG) Caroline Greenfield (CG) Chair of Committee Jamie Guiver (JG) Kate Jordan (KJ) Natasha Marris (NM) Mike Sandeman (MSD) Vice Chair of Committee and Chair for this meeting. Andrew Saunders (ASD) Other (non-voting) Penny Denman (PD) Assistant Headteacher – in attendance Janet Johnson (JJ) Clerk to Governors
Apologies:	S Horne

MINUTES

	DISCUSSION AND DECISION	ACTIONS
1	<p>WELCOME, APOLOGIES and DECLARATION OF INTEREST MSD opened the meeting.</p> <ul style="list-style-type: none"> • No apologies had been received prior to the meeting. • A warm welcome was extended to HG as it was her first meeting since being elected parent governor. Her declarations of interest and eligibility had previously been considered and annual reading completed. • No new interests were declared and no withdrawals from discussion were anticipated. • It was recalled the autumn 2020 meeting had gone ahead but the clerk had been absent and the notes had not been presented. The spring 2021 meeting had been cancelled. Agenda items therefore included items from autumn 2020 to be ratified. 	
2	<p>MINUTES OF LAST MEETING, MATTERS ARISING Paper: Minutes 18.6.20</p> <p>2.1 The minutes of the meeting were agreed to be an accurate representation and signature approved accordingly. 2.2 In view of the lapse of time, actions were not reviewed.</p>	MSD

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

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3	<p>ASSISTANT HEADTEACHER REPORT</p> <p>Thanks were passed to PD for her excellent, sustained service to the school over the years. She was invited to provide an overview of the BAPD areas.</p> <p>3.1 March 2020-Feb 2021 - Covid</p> <ul style="list-style-type: none"> • In the first lockdown the school had, as governors knew, provided a great deal of support for pupils. • It was a turbulent return in September as pupils were not used to routines and structure. The school adopted a strategy of patience and continued support with behaviour and mental health. • In the second lockdown similar systems to the first were used but having identified which pupils had found the first lock down difficult, invited more of those to attend. Most did. • Live lessons were provided and school followed its normal time table, with remote support by key staff keeping in touch with families. It was quite successful but a divide became apparent between the engaged and not engaged. Technology was, by then, not an issue. <p>3.2 Since March 2021</p> <p>The return was again fairly turbulent and it was only recently that children were becoming less edgy and worried. Since half term things were feeling more normal.</p> <p>Governors who were staff agreed, adding that standards had dropped dramatically. Improvements were now being seen especially since mobile phone use had been tightened up.</p> <p>The explanation for the drop in standards in classroom and uniforms were the decisions not to apply sanctions and focus on wellbeing.</p> <p>The daily actions and phone calls re behaviour always remained in place. Tutor time was changed to improve truancy and this had improved since returning to a normal school day. Staggered lunches and breaks had made it more difficult to know if pupils should have been in a lesson.</p> <p>3.3 Safeguarding.</p> <p>The CALM team had worked at full stretch. Weekly triage meetings had continued throughout, which often resulted in further checks with pupils.</p> <p>Governors checked the numbers of pupils they were dealing with were now more manageable. They had been about 100 referrals a week and now more at 60. The triage system had helped as had reviewing the responses from the mental health survey.</p> <p>Relationships had been built and sessions held with groups. The groups were now being reviewed to enable more 1 to 1 sessions.</p> <p>What have been the main problems? They covered the full range. With social media and the numbers of gender identity influencers in Brighton during lockdown this area had a greater profile and knock</p>	

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	<p>on impact. We have responded with whole school CPD, more books on LGBTQ. Self-harm had increased and the safeguarding recording system CPOMS was in constant use. Bereavement (covid) continued to be an issue.</p> <p>PD considered the school was doing very well with regard to mental health and well-being. The triage system worked very well and the unit never turned anyone away. Governors agreed that the school had responded magnificently.</p> <p>3.4 The Bridge This unit was now looking after 16 children from years 7-10. There was a mixture of full and part time, temporary and longer term. It continued to be the first major intervention and often the stepping stone to a more suitable setting. We hope to transition the others back to the main school.</p> <p>How do you feel the children are doing in terms of their academic progress? It is very variable. We will need to harness the finance that is available in September to work out how to aid those pupils that are disadvantaged. JG added that a lot of the disadvantaged pupils were now accessing the coaching. It was being monitored closely. The older students were very keen to take up this extra support.</p> <p>Will the extra-curricular activities such as sport and creative arts be able to continue? PE has already started up some clubs and we are hoping music drama can in September but subject to covid circumstances.</p> <p>Will the impact last throughout school life? The vast majority are resilient but there will be some who have been adversely affected. The children now seem happier and interacting, no longer nervous. They are gradually relaxing.</p> <p>Is our position similar to those in other schools? Yes, I know from continuing to attend the BAP meetings.</p> <p>A comment was made that the panel system at this was really excellent. Perhaps it was easier because of its size but no child was missed and the school was able to help out students in a way that they would have to wait a long time to be helped in the community.</p> <p>PD was thanked for her report.</p>	
4	<p>SEN REPORT AND IMPACT Paper: SEN information report The report was accepted. The SEN policy was requested for review in the autumn term.</p>	MSD
5	<p>POLICIES /DOCUMENTS Papers: Child protection policy and addendum; Covid Home School Agreement; Equalities policy, including information and objectives; RSE/PSHE policies + 7 appendices; Behaviour policy and covid addendum.</p> <p>5.1 Covid Behaviour Policy ❖ The policy and addendum were received and approval noted.</p>	

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	<p>The purpose of the addendum had been to put in place safety procedures and to show we were taking it seriously. We did not exclude schools.</p> <p>Governors were pleased the measures had continued to be successful.</p> <p>5.2 Child Protection policy ❖ The child protection policy and covid addendum was ratified.</p> <p>5.3 Covid Home School Agreement. The Agreement was noted.</p> <p>5.4 Equalities information and objectives (policy) ❖ The equalities information and objectives were approved. The policy was noted and supported, subject to a check that it was the version amended following the governor meeting 12.11.20.</p> <p>In discussion, governors noted older pupils had expressed interest in gender equality issues and they supported continued liaison with stakeholders to ensure objectives reflected priorities.</p> <p>5.5 RSE/PSHE ❖ The RSE/PSHE policy was approved. It would be monitored by way of annual report.</p>	JJ
6	<p>STAKEHOLDERS - what information do we need to inform strategy or understand impact?</p> <p>How do we know about staff wellbeing? The initiatives have continued. There is a workload and wellbeing team that meet fortnightly and the number of reports required from staff had reduced. Responses to a daily ping to all staff for feedback were followed up but this was difficult in the case of anonymous feedback. The headteacher continued to put a lot of effort into staff wellbeing not only through the systems but personally.</p> <p>How many responses do you have weekly? Comments take up 2 or 3 sides of paper a week. It is used.</p>	
7	<p>GOVERNOR REPORTS – Visits/Training Governors felt monitoring visits should recommence. There were no visit or training reports.</p>	
8	<p>SUCCESSION CG had given notice of her intention to step down from the governing body at the end of the term. A new chair for the committee was now needed as MSD also intended to step down but would delay and in the absence of anyone else stepping forward, indicated he would be prepared to be chair temporarily, to aid transition. A new safeguarding governor to take over from CG was required. JJ was asked to provide role description and clarification regarding the eligibility of a staff governor covering the role. It was felt that would</p>	MSD ASD SH All eligible governors

**PATCHAM HIGH SCHOOL
GOVERNING BODY**

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	not be advisable as the governing body could leave itself more open to claims of non- independence and there would be confidentiality issues. Governors were invited to contact MSD or ASD if they wanted to find out more about the roles.	JJ
9	PRIORITIES/WORK Before Next Meeting Governors enquired as to progress of the school self-evaluation. PD was not certain of the plans for this. JJ recommended governors had a strategic review of the committee's areas of responsibilities, way of working and draft success criteria information requirements. This could then be discussed with PD's successor, preferably in time to enable the terms of reference and agenda plan to be ready for approval at the September FGB.	ASD MSD
10	ANY OTHER URGENT BUSINESS Grateful thanks were passed to PD and CG for their service to the school and governing body. The next meeting was set for 12 th October 2021. There being no further business, the meeting closed 18.33	

	OWNER	ACTIONS	DUE BY
10.6.21			
#JJ	JJ	Take admin action	
2	MSD	Review outstanding actions/set up new plan (see item 9)	
4	MSD	Arrange governor oversight re SEN?	
8	MSD ASD All govs	Consider if you can contribute to being committee chair, vice chair, safeguarding governor, SEN governor. Contact ASD/MSD for further discussion	
9	ASD MSD	Ensure SEF re BAPD areas and governor action plan drawn up	

Signature authorised at meeting 12th October 2021