

**PATCHAM HIGH SCHOOL
GOVERNING BOARD**

Meeting of:	Behaviour Attendance and Personal Development Committee
Date/Time:	29 th November 2022 5.00 pm
Location:	Patcham High School - Library
Distribution:	Governors, Ed Hall
Quorum:	Three governors required to be present for decisions to be binding. The meeting was quorate throughout
Present:	Governors (voting) Sarah Box (SB) Richard Eves (RE) Chair of Committee and Chair of the meeting Hazel Gould (HG) Jamie Guiver (JG) Kate Jordan (KJ) Mike Sandeman (MSD) Andrew Saunders (ASD) Chair of Governors Other (non-voting) Ed Hall (EH) Assistant Headteacher, also designated safeguarding lead, in attendance M Reid (MR) Director of the Bridge, in attendance for item 2 Janet Johnson (JJ) Clerk to Governors
Apologies:	Greg Johnson (GJ) - accepted

	AGENDA PAPERS (All circulated 7 days before and accepted unless stated)
2	Tabled – 11 page document – Respect agenda at Patcham High
3	Minutes of meeting 9.6.22
4	Assistant headteacher report November 2022 – Late paper
4	Attendance analysis – Late paper
6	Annual agenda schedule
9	Child protection and safeguarding policy 2022
9	Safeguarding governor report autumn 2022
9	Behaviour and discipline in schools guidance for governors
9	Exclusion policy
9	Behaviour policy (including behaviour principles written statement)
9	RSE policy Sept 2022

MINUTES

	DISCUSSION AND DECISION	ACTIONS
1	INTRODUCTION 1.1 RE opened the meeting and thanked everyone for attending. 1.2 Apologies were considered. 1.3 No withdrawals due to conflict of interest were anticipated.	

**PATCHAM HIGH SCHOOL
GOVERNING BOARD**

	DISCUSSION AND DECISION	ACTIONS
	<p>1.4 In discussion, it was confirmed no self-nominations had been received for Chair of Committee for this academic year. RE was proposed and accepted the position.</p> <p>1.5 The agenda would vary from that planned to enable full discussion regarding the Respect initiative.</p>	
2	<p>SCHOOL IMPROVEMENT - RESPECT agenda update</p> <p>2.1 MR tabled the Respect Agenda update document to which she talked through and took questions.</p> <p>2.2 The ultimate aim of the initiative was to support pupils to learn and succeed as young adults by achieving respect for everyone in all areas. They were using the EEF recommended method of using evidence for implementation, ‘Explore, Prepare, Deliver and Sustain’ and each stage, including the data used and training and people involved, was described. This included the ‘That’s not OK’ approach, using Respect, Report and Reflect.</p> <p>2.3 Following the initial research, the plan was drawn up and all staff had received training to give them the appropriate language and how to challenge. Pupils would now be able to confirm they are used to the ‘That’s not OK’ response across the school. Not every discriminatory thing is being picked up but they were now scratching the surface of the things they had previously been missing.</p> <p>2.4 The report included analysis of the 164 incidents reported since the start of term. Sexism reports were currently the highest of the 8 classes of discrimination recorded. We are not yet at a stage where pupils can email in a ‘That’s not OK’ report themselves. What is included in ‘other’ types? It is usually non-verbal or not aimed at a group. Why are we only reporting racism, sexism and homophobia incidents to the local authority? These are the ones they require. Most schools have been reluctant to report these to the local authority. Ours are now spiking and we are expecting them to ask questions but we have the evidence and expect they will be likely to request other schools do more. Does it happen elsewhere? We do think other schools are interested in change.</p> <p>2.5 The next review of impact would be at February half-term. There had been some push back by parents who were concerned that the reporting was made evident on SIMS. We have learnt that that has been positive as it is the opportunity to say that the school will not have that discrimination in the community and to make it clear that their child was not being labelled as racist/sexist, just the behaviour. Most parents had been supportive, aghast at what their child had done and understood the school’s actions were for the protection of all students.</p> <p>2.6 Discussion then ensued surrounding the difficulties in</p>	

**PATCHAM HIGH SCHOOL
GOVERNING BOARD**

	DISCUSSION AND DECISION	ACTIONS
	<p>addressing the behaviour of the 3 or 4 pupils that continued with these behaviours. It was noted there was no external support as the threshold was exceedingly high.</p> <p>2.7 Questions</p> <p>What is the barrier for a child to do the ‘That’s not Ok’ report themselves? The feeling of reporting on another child. The racial literacy curriculum co-ordinator and POC advocate roles are necessary for these matters to move on at the school. We are looking at incremental changes and expecting it to take two years for the curriculum to have an impact.</p> <p>What are the next steps to address more hidden prejudices – the micro-transgressions? We have to be careful. We have thought about assemblies to look at prejudice but mass teaching often spikes discriminatory language for minority groups and we don’t want to introduce the possibility of bad behaviour to minds. The PSHE/ life skills department are actively involved and it is an area of the curriculum that is moving very fast.</p> <p>How does all this impact upon staff and how can students ‘call out’ staff? MR: we have had reports of staff behaviour and unconscious bias is of course an impact. If it is about a staff member the reports usually come to me or Ed Hall and would be spoken to by their line manager. It is really tricky for staff and there is still work to be done to make staff feel comfortable in addressing issues.</p> <p>The seven focus groups: does that get picked up in student voice groups? Yes but the groups need to be run by the right person and be a safe space for them to express their views. We have used that model for other groups. It relies on staff being there to support us doing this work. A lot is staff hearing it in the corridor rather than students reporting. EH added that students have got so used to putting up with it that they needed to hear it from staff to move forward.</p> <p>What can governors do - we have talked about learning walks and to see things in practice. MR: yes, visit the school and I hope you can get to a point where you can ask a pupil and they will say how it is dealt with. In theory trying to uncover the reason for the behaviour works but it is very complex but we have found the script needs to be written by someone who has experienced it and delivered by someone else.</p> <p>Is there any scope for external support? MR there is so little available. We have the new roles and with all the work we are doing we are finding ourselves at the forefront in the local authority.</p> <p>Governors thanked MR for her time and all her efforts with the project. They agreed it was very important work and in line with their vision. MR would send JJ an electronic version of the document and it would be circulated to the whole board.</p>	MR

**PATCHAM HIGH SCHOOL
GOVERNING BOARD**

	DISCUSSION AND DECISION	ACTIONS
3	<p>MINUTES OF LAST MEETING, MATTERS ARISING</p> <p>3.1 Minutes The minutes of the previous meeting were agreed to be an accurate record and approved accordingly.</p> <p>3.2 Matters Arising These would be addressed outside of the meeting.</p>	RE
4	<p>ASSISTANT HEADTEACHER'S REPORT</p> <p>The report included comparative data on lesson removals, sanctions at the Behaviour Learning Unit, pupil numbers and comments at the Bridge and External Provision, areas for improvement, truancy. The report also included updates on the Personal development and Behaviour and Attitudes sections of the school development plan. EH was invited to comment and took questions.</p> <p>4.1 Behaviour</p> <ul style="list-style-type: none"> • The increase in removals in comparison with the previous year had been expected. The reflection room still had capacity. • The 'this is what we do' pamphlet, circulated at Quality of Education committee meeting and included in the behaviour policy had been introduced and was working well. It had received some acclaim at the local authority. • For attitude to learning he was confident a visitor would see good and positive behaviours and this was backed up by governor walks and the Challenge Partners report. • Behaviour in unstructured times, particularly by a small but very visible and persistent group of pupils in years 9 and 10 needed to be improved. Some were full time at the Bridge. Internal truancy has increased. The Covid gaps had exacerbated the situation as although these pupils had a lot in place for them they were struggling to access their curriculum. <p>A lengthy discussion followed about the impact and methods of addressing these behaviours, particularly in the light of limited options for accessing alternative provision. EH explained that by the nature of it when this type of poor behaviour was challenged, it could take some time or follow up action to be more visibly successful. They were determined that these pupils will not affect other pupils. From Staff voice it had been ascertained the senior leadership team needed to maintain more effective communication with staff so they could understand their actions as there was a perception nothing was being done but there was an impact on other pupils. It would be included in the 15 minute forums and at an inset day.</p> <p>Is it having an effect in the classroom? No it is not in the classroom but it can happen outside classrooms so can affect staff and pupils</p>	

**PATCHAM HIGH SCHOOL
GOVERNING BOARD**

	DISCUSSION AND DECISION	ACTIONS
	<p>within. Are these behaviours being adopted by others? There is a bit of a negative impact but there is no direct influence on the rest of the cohort. There are now a couple of year 9s and year 8s that try to join in but they are two groups and they are friends on social media. They are not all boys.</p> <p>It was acknowledged it was causing staff stress and governors supported reinforcement with staff of what was being done. It was recalled the headteacher had given an update at the staffing briefing and that coming back to face to face teaching had changed staff perception of behaviour; however, it was much the same as before Covid. Governors continued to support modelling best adult behaviour and acting in accordance with the ‘this is how we do it’ framework.</p> <p>4.2 Attendance This was currently not as good as pre-Covid but slightly better than local schools. A culture of parents being quicker to call in for illness was having an effect as were in-term holidays and mental health, anxiety issues. There was also an increased expectation that they could be given online learning if they were not at school.</p> <p>Can you provide the LAC/PIC data please? Yes, apologies, they should have been included.</p> <p>Are parents clear about the threshold for sending pupils in when they are not well? As a school we are attuned to the need for supporting their mental health. We do have successes by building relationships with that family.</p>	EH
5	<p>SAFEGUARDING</p> <p>5.1 EH took questions. Have you got some data? EH no but due to our Respect agenda actions we have, as expected, had an increase, particularly with regard to sexual assault and child on child abuse as well as the rise in sexualised language. I am reinforcing with staff what they need to do, particularly regarding the child on child. We can show there are procedures and analysis of the data and it is connected to the curriculum response, for example, it could be lessons or a pastoral programme. We use data to drive change.</p> <p>The safeguarding governor commented that it was really useful that it also showed the outcomes. The spreadsheets clearly show there is a process.</p> <p>EH informed the data was also used to inform parents regarding lower level safeguarding issues, for example the safe use of ‘snap chat’, the lifting of bans on Twitter and lifting of bands and Andrew Tate misogyny.</p> <p>Do you see the latter in school? Yes. It is very insidious and they are very quick to get into discussion with you and defend him.</p> <p>5.2 Are enough trained on domestic violence; R ISE only have the</p>	EH

**PATCHAM HIGH SCHOOL
GOVERNING BOARD**

	DISCUSSION AND DECISION	ACTIONS
	<p>support for the parent. There isn't the training to support the child that has had that. The signs and the impact of that is done through training and it is more the skillset dealing with the aftermath that is needed so that would be a small group.</p> <p>Who has completed Safer recruitment training? EH confirmed the senior leadership team had completed this in the last 6 months. At least one governor had done it and SB would also do the training. JJ would provide ASD and SB with an update on governor safeguarding training.</p> <p>A governor who was a member of staff confirmed that all staff had access to and reported incidents themselves on CPOMS.</p> <p>5.3 Recalling their past concerns about whether it is too overwhelming to deal with the demands of safeguarding, ASD confirmed he had discussed the matter with the headteacher. EH now informed that there would soon be a gap in cover due to staff movements and ASD would discuss this with the headteacher as a matter of urgency.</p> <p>Further questions were invited by email. HG left. EH and SB were thanked for their reports. The NGA guidance re the inspection of safeguarding which had been included was agreed to be useful. SB to follow up with RE should there be further queries.</p>	<p>JJ</p> <p>ASD</p> <p>SB</p>
6	<p>CHAIR'S UPDATE</p> <ul style="list-style-type: none"> • No changes were proposed to the annual agenda • It was agreed the matter of having a vice chair for the committee would be discussed outside of the meeting. JJ suggested consideration could be given to splitting the workload. 	RE/Ctee
7	<p>GOVERNOR TRAINING REPORTS and recommendations for consideration</p> <p>There were no reports or recommendations.</p>	
8	<p>SCHOOL DEVELOPMENT PLAN/SCHOOL SELF EVALUATION BA and PD sections</p> <p>EH invited questions arising from his updating report by email.</p>	
9	<p>POLICIES</p> <p>9.1 Behaviour related policies Governors had read the guidance and confirmed the behaviour policy was in accordance with the principles and included aspects such as restraint and searching. EH confirmed stakeholder view had been obtained.</p> <ul style="list-style-type: none"> ❖ The behaviour policy was noted. It included the behaviour principles written statement, which was approved as presented. ❖ The exclusion policy was approved as presented. Should a 	

**PATCHAM HIGH SCHOOL
GOVERNING BOARD**

	DISCUSSION AND DECISION	ACTIONS
	<p>panel of governors be required they would be drawn in the first instance from members of this committee.</p> <p>9.2 Child Protection policy ❖ The child protection policy was recommended for approval by the full governing board as presented. It included the statement of procedures for dealing with allegations of abuse against staff, which was approved.</p> <p>9.3 Relationships and Sex Education (RSE) policy ❖ The RSE policy was approved as presented. Governors reminded that they required an annual report to assess its effectiveness.</p> <p>9.4 Other BAPD policies No other policies or reports had been provided and RE and JJ would discuss the schedule.</p>	<p>JJ</p> <p>SB EH</p> <p>RE JJ</p>
10	<p>REVIEW RISK REGISTER IMPACT OF MEETING Concerns had been raised regarding the impact of behaviour by a few students and capacity to deal with safeguarding incidents. Governors supported work towards their vision in these areas in the face of difficulties encountered, approved related policies and were pleased with the initial impacts of the Respect agenda.</p>	
11	<p>PRIORITIES/WORK Before Next Meeting A parents' evening was forthcoming. It would be part online and part face to face. Parents would be reminded they could complete the Ofsted questionnaire. Governors recalled their presence would not be worthwhile.</p> <p>A committee member had made an introduction to enable a workshop on consent, based on the play Prima Facia, to be held for year 10.</p> <p>Without giving details, ASD gave notice a panel of governors might be required to hear a complaint regarding an incident at the school.</p>	
12	<p>RETIREMENT OF GOVERNOR Mike Sandeman had given notice to step down at the end of term. He had been a governor since 2015 and was thanked for his service which had included several years as Vice Chair of Governors.</p>	JJ
13	<p>BUSINESS BROUGHT FORWARD BY CHAIR (AOB) There were no further items of business and the meeting closed 18.52.</p>	

**PATCHAM HIGH SCHOOL
GOVERNING BOARD**

Item	Owner	Action	Due By
2	EH/MR	Send JJ electronic version of Respect report	7.12.22
3.2	RE	Review any actions outstanding from previous meetings	End of term
5	EH	Send safeguarding data to SB	
4.1		Send LAC/PIC attendance data to SB	
5.2	JJ	Update SB and ASD re governor training on safeguarding	
5.3	ASD	Discuss JM. Obtain assurance re safeguarding cover	
5.4	SB	Follow up (with RE?) if any outstanding matters/ further queries or recommendations re safeguarding/report	
6	RE/ Ctee	Consider vice chair/ further distribution of workload and building resilience	
9.2	JJ/RE	Take Child protection policy to FGB for ratification	
9.3	SB	Liaise RE/EH re information needed in RSE report and when (annual agenda)	
9.4	RE	BAPD policies – review process – liaise JJ	
12	JJ	Take action re governor retirement	

The minutes were approved at the meeting of this committee on 8th June 2023