

Barley Lane School Safeguarding, Behaviour, Teaching & Learning Committee Meeting 4

(Part 1 Minutes)

DRAFT

Date / Time:	2 nd May 2018 at 17.00	Location:	Barley Lane School
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Attendees:	Initials:	Governor Type:	Arrival time
Vicci Wood	VW	Co-Opted (Chair)	
Liz Shinn	LS	Local Authority	17:21
Damian Furniss	DF	Parent	

Attendees:	Initials:	Governor Type:	Arrival time
Michael MacCourt	MM	Staff - Headteacher	
Jo Davey	JD	Foundation	

Sanctioned Apologies:	Initials:	Governor Type:
Simon Robinson	SR	Staff Governor
Dave Jones	DJ	Associate Member

Unsanctioned Apologies:	Initials:

In Attendance:	Initials:	
Helen Rimmer	HR	Clerk to Governors
Clare O'Riley	CO	Invited – English teacher

Minutes To:
Attendees

Meeting started: 17:17

BL= Barley Lane

Min. No.	Actions & Decisions:	Owner:	Date Due:
4/1.1	Apologies & Business Interests none		
4/2.1	Minutes of the Meeting 24/01/2018 These were agreed as a correct record and signed accordingly by the Chair. (The Chair also signed copies the minutes from 11/10/2017 & 29/11/2017, which had been previously approved.)		
4/2.2	Other Matters Arising <u>Minute 3/3.5 - Safer Recruitment training</u> DF and VW still need to arrange to attend training. ACTION – HR to research Safer Recruitment training and send registration information to VW and DF. It was noted that DJ, LS and Judith Ford (School Administrator) all have attended Safer Recruitment training. LS arrived 17:21	HR	4 May 2018

	DF, LS and VW confirmed they are booked on the new course being offered aimed at Special School Governors. JD would also like to attend. ACTION – HR to send training dates for Special School governor training to JD	HR	4 May 2018
4/3.1	Leadership & Management Headteacher report The Headteacher report and data were presented to the Full Governing Board (FGB) on 28 March 2018, there is no update to present.		
4/3.3	<p>Personal Development, Behaviour & Welfare <i>(CONFIDENTIAL anonymised data for 5-10% pupils not fully accessing the curriculum)</i></p> <p>MM discussed case studies behind the data. This allows governors to understand the impact of, and potentially contentious nature, of everyday situations in a Special School, including serious incidents and the minority of parents who distrust authority. VW stated she felt that MM’s letter to parents about behaviour was very clear. MM said that some behaviour is not due to a pupil’s Special Educational Needs (SEN), Social, Emotional and Mental Health (SEMH) needs etc. and where this is the case pupils need to have consequences.</p> <p>VW reported that she scrutinised all 20 anonymised cases, which MM had provided.</p> <p>CO arrived 17:31 and was invited to stay and contribute and observe the meeting.</p> <p>MM put updated anonymised case studies on the overhead projector and discussed case studies with the governors. Situations covered included;</p> <ul style="list-style-type: none"> • Malicious allegations, • Managing risk of absconding, • A pupil moved to other schools at request of parent. BL always keep in touch to follow how pupils progress in new settings. <p>This led to a discussion regarding recent news reports about the rise of Home Education in Devon</p> <ul style="list-style-type: none"> • <u>dual roll</u> (where pupils are on the school roll for 2 schools simultaneously). MM says that can be up to a year and prevents the pupil being excluded at new setting if they do not settle in. <p>VW asked how this affects attendance. MM said in the case being discussed attendance was 0 during the time it took to set up the new setting. VW asked if now at new setting but still dual roll if his attendance is shown at BL.</p> <ul style="list-style-type: none"> • Pupils who refuse to attend school. <p>LS asked when the Educational Welfare Officer (EWO) becomes involved? MM explained that the circumstances of a case are considered carefully, as punitive measures are not usually felt to be appropriate straight away. VW asked how the school ensures pupils not attending school are safe at home? MM said the ensure the pupil is seen, in the case being discussed the taxi is still sent to pick up the pupil everyday and the parent is chased every day by text if the pupil fails to attend school.</p> <ul style="list-style-type: none"> • CO stated that she and DJ put work on the website that can be accessed by pupils who can’t or don’t come into school. • The involvement of the Educational Psychologist (EP) and the need for parents to engage with the EP. • Threshold for the 0-25 team to fund mentoring for pupils who are not attending school. • Seeking alternative settings for pupils. MM said even BL is too big for some SEMH pupils or other interaction with the other pupils can cause issues with pupils with multiple triggers. MM informs the Local Authority early if BL cannot meet their needs, but the LA need to agree to seek an alternative setting. This can be a lengthy process. MM works with SR and tells who should be at top of list to phone each week to seek alternative settings for pupils. MM said he would much rather the process of seeking alternative settings for pupils whose needs can’t be met at BL was quicker. This would give a space to children who are waiting for a place. MM noted that there are many pupils who come to the school and are immediately settled and sorted. <p>There was a discussion about the expectations of the LA for what they expect BL to</p>		

	<p>provide to make it work for children whose needs cannot be met by what the school offers. The committee felt that if the funding to build a dedicated Nurture Unit had been approved within the school some of these pupils may have been able to access education at the school without needing to seek an alternative setting.</p> <p>MM shared an example of a success story where improvement had happened due to in-house actions. A positive outcome from DJ's innovative project of introducing Primary practitioners in Secondary age. MM wants to see more of this innovating. There was a discussion on how this can work and cooperation offered from staff to enable this.</p> <p>DF reassured the committee that either/or both he and VW are always briefed by MM within a day of any spikes or incidents such as absconding or parental complaints.</p> <p>MM informed the committee that Wendy Hoaken (Senior Admin Officer) attends every meeting involving Children in Care (CIC).</p> <p>There was a discussion about communication with parents. The committee supported MM's proposal to change to holding an annual review meeting with parents with an EP present.</p>		
4/3.1	<p>Leadership & Management School Improvement Plan (SIP) 2017-18 SIP</p> <p>MM discussed progress on the 2017-18 SIP (<i>SIP 17-18 version 10 23.04.18</i>) which was put on the overhead screen.</p> <p><u>Leadership:</u> MM said there is evidence that all 3 areas have been progressed. Evidence of the Senior Leadership Team (SLT) acting independently of the Headteacher was discussed. MM reported evidence of staff becoming more confident and more vocal.</p> <p><u>Learning and teaching:</u> Progressed learning and teaching by getting best people back in the classroom. Protecting positive environment/climate for learning. Examples of where a lack of rigour is being challenged were given to the committee by MM. External validation of this was provided by Ofsted's inspection report. In response to a question from VW about personal responsibility for improvement, MM said he has no concerns with remaining staff. Although he felt further recruitment is essential. MM said there is still a need to understand individual pupils needs and idiosyncrasies better. LS was pleased to have observed consistency of language used by staff to pupils and the staff giving power to the pupils by saying 'make a good choice'. MM said this is part of the strategy for staff to mirror and model good behaviour and attitudes. The committee felt it was important to remember the wellbeing of the children is tied up with wellbeing of staff. CO said the challenges faced by the staff have made the remaining staff work together as a team to maintain the same standards. She said it has involved hard work but they have achieved it. Last year they maintained the level (under the challenging staffing circumstances), this year she feels they have moved on and made improvements.</p> <p>MM said the staff's willingness to be self-evaluative and tough with each other was recognised by Ofsted as working.</p> <p>2018-19 SIP <i>(Thinking ahead-SIP and PM 2018-19)</i> <i>(new reporting format anon)</i></p> <p>MM read through the 'core shared beliefs'. CO explained that some pupils need constant reassurance and very important for them to learn what they have done differently which has worked well and can improve things in the future. MM stressed the importance of making pupils feel comfortable and safe</p>		

	<p>first. LS referred to the culture of openness she has observed when visiting the school with staff's willingness to share failures to learn from these as well as successes. MM ran through 'Core focus/key questions (Ofsted framework)' Ofsted saw sophisticated topics dealt with in accessible way. MM said they always work on the curriculum and look at ways of making accessible.</p> <p>'What we will do consistency well and better together' was discussed. The importance of food for the pupils was discussed, CO said she has seen the benefit of this recently and gave the governors an example case study. This led to discussing the THRIVE model and how some pupils do benefit from the Primary teaching model and an older age.</p> <p>MM stated that 'What best practice looks like?' is continually revisited.</p> <p>MM said Alyssa Morley (Primary Teacher) will work across school delivering Personal, Social and Health Education (PHSE), he suggested the project could deserve a Teaching and Learning Responsibility (TLR) payment.</p> <p>MM requested governors input directly into the SIP. He has extensively consulted with staff but invited more input from the governors whether to add to or consider what the focus should be.</p> <p>ACTION – ALL governors to put forward contributions to the SIP by the Summer Holiday.</p> <p>MM asked the governors whether the discussion during the meeting had prompted any ideas that could be added to the SIP or topics to suggest to be the focus. The committee felt the following were especially important; staff briefings, consistent positive language used between staff, self-awareness within staff, core shared beliefs and shared focus plus the importance in this setting of the food (provision of toast in classrooms) and the positive difference it is making to individual children's learning. The governors acknowledged that sometimes looking at what children need 'now' rather than where they need to be is very important.</p>	All	End August 2018
4/3.2	<p>Teaching & Learning</p> <p>MM apologised that there are no teacher observations to present. MM expects peer observations and learning walks to take place during this term.</p> <p>MM has no concerns with the quality of teaching and that it is all Good or above.</p> <p>VW asked how feedback may be provided to the governors? MM said this will be considered when the new observation system is adopted once the new SLT structure is in place. Ofsted 'dips in and out' of classes and he feels this observation model works.</p> <p>ACTION – ensure there is an opportunity to review how peer observations and learning walks will be feedback to governors.</p>	HR	Autumn Term 2018
4/3.3	<p>Personal Development, Behaviour & Welfare (Key behaviour and safety indicators half-termly review spring 2 2018)</p> <p>Feedback from Teachers, parents and pupils will be collected in the second half of this term (Summer Term 2018) and collated over the summer holiday to be presented to the governors in Autumn 2018.</p> <p>Pupil Premium Funding, Sports Funding and Year 7 Catch-up Funding monitoring, MM said this money has been pooled following a policy set out and approved by the Governing Board, as it was felt it was a better use of the money. All the money is used on resources which are benefiting pupils. The governors affirmed that this is the policy that was agreed and supported by the Governing Board. MM noted that pooling the different funding streams was not identified as an issue during the Ofsted inspection in December 2017.</p> <p>LS asked if the school receives some Pupil Premium Plus Funding? MM said this payment is received.</p> <p>MM said evidence of the funding being used and being the benefit to individual Pupil Premium pupils can be seen in the progress they are making and the activities they are taking part in such as the Duke of Edinburgh Award Scheme.</p> <p>The committee agreed that the personalised provision provided at BL is clear evidence of how this funding is spent to benefit the individual pupils, as is the positive data.</p>		
4/3.4	<p>Looked After Children & Special Educational Needs (SEN) statutory duties.</p> <p>VW asked whether BL's statutory duties re Personal Education Plans (PEPs) and</p>		

	<p>Education Health Care Plans (EHCPs) were up to date? MM confirmed they were, EHCPs are being reviewed, paperwork being completed. Year 11 accelerated through. MM confirmed that this year's annual reports are also on target.</p> <p>MM said this is a process which may need to be reviewed in the Autumn Term, once new Senior Leadership Team (SLT) structure is in place to manage the process.</p> <p>MM discussed the, often lengthy, process of the Annual review, which is required for all 72 pupils. It is statutory documentation which generates a high-quality report, and the information can be valuable, for example to show progress and achievements of individual pupils. In response to a question from VW, MM confirmed a shared ownership of the annual review paperwork will be introduced in the next academic year. With the SLT team given time in their timetable to work on them.</p>		
4/3.5	<p>New Careers Strategy (DfE Careers guidance and access for education and training providers)</p> <p>The committee discussed the new Careers Strategy, which was announced in January 2018, some of which needs to be implemented in September 2018; i.e having an identified Careers Lead in the Senior Leadership Team (SLT) and publish information about access and the careers program for parents. The school needs to be working towards the other requirements over a 2-year period. The committee agreed that they would work with MM looking at the timescale for implementing the different requirements.</p> <p>VW said the new requirements strengthen employer and training contacts, letting Further Education providers access students, with everything pulled together into a Careers Policy and strategy which is published on website. The new requirements also include aiming for the 'Gatsby 8 Benchmarks' and introducing the careers strategy from Year 8 onwards, instead of from age 14. VW said that some of the things are already being done well at BL, some will need introducing. VW recommended a free quick online assessment tool called Compass.</p> <p>ACTION - VW to send MM a link to Compass.</p> <p>Whoever is allocated the role of Careers Lead should have oversight of what is being spent and the overview of all provision. There was a discussion about allocation of this role.</p> <p>The committee felt BL's strength includes working towards what pupils want to do in the future and taking an interest in the outcome for pupils after they have left BL. DF reported that when he has made visits to placements and spoken to pupils, there was evidence they were making career choices aided by the culture within school.</p> <p>MM said the THRIVE work assists pupils being, for example improving their ability to communicate with people, helping prepare for transition into the work place. MM said that this requirement is very different at BL than in mainstream. VW said cross curricular approach and employability is being promoted within the benchmarks.</p> <p>The committee agreed they wished to see the school to identify a careers lead and the gaps to be identified in the 8 Gatsby benchmarks.</p> <p>VW discussed building careers plans into all aspects of school.</p> <p>ACTION – VW to come into school and liaise with the careers lead and report back to this committee in June 2018.</p>	VW	31 May 2018
4/3.6	<p>Safeguarding Report</p> <p>There was no separate Safeguarding Report prepared for this meeting. However, Safeguarding information is embedded in SBLT reports.</p> <p>Annually the Babcock safeguarding audit is undertaken and reported back to the Governing Board.</p> <p>MM confirmed staff training is ongoing and this is recorded in the Single Central Record. Safeguarding issues are discussed within school twice daily.</p> <p>There was a discussion about Safeguarding reporting. VW visits school in her role as Safeguarding Lead Governor, she regularly speaks to Wendy Hoaken (Senior Admin Officer), who has confirmed she has attended all Safeguarding meetings. VW reports this back in lead governor reports to the Full Governing Board.</p> <p>ACTION - It was agreed that every term MM will review the Safeguarding Audit targets and report back to the committee.</p>	VW	June 2018
4/4.1	<p>Policies & Procedures Attendance Policy</p> <p>The committee agreed to follow DF's recommendation that this policy remains as it is, to be reviewed every year.</p>	MM	June 2018

	DF also wanted to discuss arranging date and <u>social event</u> details. Following discussion, the committee felt there was not the capacity to arrange this event for this year and should be considered for next year. ACTION – HR to ensure this decision is announced at the next FGB.	HR	July 1018
Meeting Closed: 20:49			

Next Meeting:			
Date / Time:	5 pm Wednesday 27 th June 2018	Location:	Barley Lane School