

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

(Part 1 Minutes)

DRAFT

Date / Time:	10 th May 2017 at 17.00	Location:	Barley Lane School
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Attendees:	Initials:	Governor Type:
Damian Furniss	DF	AGOV
Simon Robinson	SR	STF

Attendees:	Initials:	Governor Type:
Vicki Wood	VW	COO

Apologies:	Initials:	Reason:
Dave Jones	DJ	Family Commitment
Michael MacCourt	MM	Incident in School

Absent without Apology:	Initials:

In Attendance:	Initials:	
Kirsty Forbes	KF	Clerk
Liz Shinn	LS	Associate Member

Minutes To:
Attendees
Website

Min. No.	Actions & Decisions:	Owner:	Date Due:
4/1.1	Apologies & Business Interests Apologies were received from DJ and MM. No business interests were declared.		
4/2.1	Minutes of the Meeting 01/03/2017 Agreed as a correct record and signed accordingly by the Chair.		
4/2.2	Minute 3/2.2 VW had visited the Primary Unit on 08 th May and her report will come to the next FGB meeting.	FGB	12/07/17
4/2.3	Minute 3/3.1 Formal Consideration of Partnership with SENTient Trust - This needs more discussion and to enable this discussion DF asked that MM provides a report on options to include; what the school have to do if they want to change, how we leave the Trust, if it will cost the school any money, what the other options are available, what the timescales will be, and relationships with the Trust and the Local Learning Community. It might be more appropriate to discuss this at the first FGB of the next academic year in order to give MM time to undertake this work.	MM	Sept 2017
4/2.4	Minute 3/3.1 Letter in relation to parent feedback – DF advised that this will need to be followed up on once a new Chair has been appointed at the next FGB meeting. Governors can then write to parents introducing themselves in the autumn term asking for any feedback. This should also include pen portraits for each Governor to go on the website.	ALL GOVS	Next FGB
4/2.5	Other Matters Arising There were no other matters arising.		
4/3.1	Leadership & Management The Babcock SEN duties checklist had been shared with Governors. SR advised that most areas of the checklist are green which is positive. SR noted that some Statements are out of date and therefore students are not accessing what their Statements say they require. These are in the process of being updated. Some pupils may have Statements that say they need access to interventions that the school is not currently providing. MM is auditing this to see what other interventions need to be put in place. DF advised that Ofsted are likely to check what provisions are required and whether they are being accessed. VW noted that the students review documents will accurately describe their current position. SR explained that EHCPs are being rolled out and from the end of the academic year only Years 7/8 will be outstanding. DF told the Committee that he had recently conducted MM mid-year HTPM review and		

	discussed some thoughts around structure and roles. Some new roles have now been added to the staffing structure and this will be discussed at Resources. MM and DF had also discussed the review of the SLT and DF had felt informed by that discussion. The SEF has been refreshed and it is an evolution of what has previously been seen by the Committee. DF asked how LS viewed the style of the documents as someone new to the GB. LS thought they were very readable, provided a good narrative and gave explanations throughout.	Resources	14/06/17
4/3.2	<p>Teaching & Learning</p> <p>DF thought there is strong evidence that teachers are assessed and there is a huge range of supporting documents to back up these judgements. DF is confident that the significant majority of teachers are 'Good' with a minority making progress or having ongoing challenge. DF asked about embracing innovation from the report. SR believed this might be in relation to non-teaching staff who do not always fully embrace initiatives.</p> <p>SR advised that formal joint observations alongside Briony (Educational Psychologist) have now been agreed but informally there is a lot of outstanding practice and the majority of teaching is at least 'Good'. One particular member of staff is still a cause for concern in particular when teaching a specific class. This person refuses to ask for help or support and this is being addressed.</p> <p>The Curriculum offer has now been refreshed and MM had a shared a document highlighting the options for students. SR shared a template document with the Committee which will help to inform/track overall progress based on age related targets. For KS3/4 it also shows what qualifications they are working towards and their achievements. This can be sent to parents for reporting.</p>		
4/3.3	<p>Personal Development, Behaviour & Welfare</p> <p><u>Counselling/Pastoral Care</u> - KCC joined the meeting to discuss her work. At present KCC is seeing 6 pupils for pastoral care 1-2 times per week in addition to any other time the student requires a safe space. DF asked if the students choose to have pastoral care. KCC confirmed it is their choice. Once KCC has built a relationship with the students she may then choose to offer counselling but she will only do this if she feels safe to shut the door (for confidentiality purposes). KCC noted that CCTV has been installed in her room for safety reasons only. KCC explained that she is able to differentiate between which students really want the pastoral support and those which are trying to get out of school work. KCC is currently seeing 3 pupils for counselling although one student is now being educated offsite. DF asked if these students self-select counselling or is it offered. KCC clarified that it progresses from the pastoral care and students will ask to try the counselling. DF asked how KCC is able to distinguish between the two. KCC advised that counselling is a one to one private meeting which is structured. The notes from these meetings are not shared. DF asked if the students understand the differences. KCC confirmed that they do. LS asked whether KCC was able to see students if asked by staff. KCC noted that it might be possible. VW asked if there a clear allocation for each of KCC roles in the school. KCC advised that she has a clear timetable for each week and this goes up on a Friday to let other staff know which roles are being carried out and when. VW asked if KCC supervisor is happy with this timetable. KCC confirmed the supervisor is happy. DF noted that KCC has a relationship with the students outside of counselling due to her other roles in the school which is unusual as generally a counsellor would not have that relationship. KCC noted that this is different but she is clear with the students that she will not have any open conversations with them outside of the counselling for confidentiality purposes. DF asked how KCC knows the support she is providing is having an impact and how she can evidence that for Governors. KCC had completed some evidence reports produced by MM for the Committee and highlighted the following key points:</p> <ul style="list-style-type: none"> • Pastoral Care - KCC had been through the reports with 2 students who have the pastoral care in order to make sure that what she believed she was doing was what the students also thought was happening. Another member of staff was asked to gain feedback as follows; Students believe it helps to keep them calm and parents see it as a positive influence. Staff say KCC deescalates situations well, the sessions are a huge success, students make better choices and it builds self-confidence and the sessions give a positive state of mind. The students said they feel safe with KCC. • Counselling – KCC advised that this offers students a safe place to talk. Embedding counselling at BL has been difficult due to personal opinions of 		

	<p>some staff. KCC had gone through the report with one student having counselling. This student has been reasonably challenged about their outlooks and the role they play. Counselling has been beneficial to this student in order to help them remain calm and to talk generally about what has happened over the week/weekend. Counselling has helped the student to know they have someone to speak to in confidence. Feedback from the SLT stated that KCC has a positive relationship with child and the child responds positively to KCC. Counselling has prevented this student's behaviour from escalating and the sessions have a positive impact. Parents had not been asked for feedback as counselling is a private session and therefore it is difficult for them to review.</p> <p>DF asked KCC how she would characterise the students she works with in terms of looking at patterns of holding/FT and if they exhibit more challenging behaviour. KCC advised that she works with some of the more difficult children who could become physical. DF noted that because the Committee monitor holding and exclusions they might be able to see the impact of counselling/pastoral care on specific students through the data. KCC agreed to share an anonymised copy of her report via email. Received</p> <p>Mentoring/Emotional Literacy – Vicci P had sent a report on her emotional literacy sessions in the primary unit. SR explained that this might also be rolled out in the secondary unit. VW had spoken to VP on her recent visit and noted that most students struggle to have the language to describe how they are feeling. DF asked if the different models/techniques emerging are down to the skills staff already have or were these areas the SLT have identified as the best approach for the students. SR advised that these therapies were suggested by Briony (Educational Psychologist) and they are working really well. VW noted that students clearly find it valuable from what she had seen in school. LS advised that early interventions at primary schools for emotional literacy will hopefully mean that students coming into BL are used to the process. DF asked how the school are sure the different models of therapies being used are the right ones and how they are sure the right children are accessing these therapies and if they are having the required impact. SR explained that students at BL always seem to choose a member of staff they feel they will work with best. DF noted that this is 1-1 time and required removing students from lessons therefore the school need to show the impact. The feedback from the staff is valuable but this needs to be triangulated with the data in order for Governors to see how it has impacted/improved areas such as; Attendance, FTE or Holding patterns.</p> <p>PSHE – Alyssa M had sent a report to show how PSHE is taught within her class. VW asked if Emma T is preparing the PSHE curriculum. SR confirmed that she is but she is not teaching it. VW asked that an oversight report from ET as PSHE Co-ordinator comes to the next SBTL meeting as originally requested. SR advised that he also teaches PSHE and the long term planning by ET is easy to follow and runs well. DF had sat in on a session about 12 months ago on drugs and alcohol and saw a range of different teaching techniques.</p> <p>THRIVE - MMc was not available to attend the meeting to discuss THRIVE due to family commitment. DF asked that a written report comes to the next meeting. VW asked if there is someone who oversees all the therapies provided at the school. SR clarified there is not at present but thought this would be a good idea. DF agreed that this would be beneficial as the lead could look at the resources required and the impact. DF asked that MM discuss this with leadership team to see who could be responsible for this area and to look at some simple articulation for anyone who comes from outside the school including Ofsted. The Committee need to know that school have the right range of interventions and the right resourcing. DF asked that a report comes to next meeting.</p> <p>FTE & Attendance – DF noted that attendance is clearly improving over the year and, although there was a rise earlier in academic year of FTE, the SLT and GB were aware of this and the reasons behind the challenging behaviour. FTE is now reducing and a story can be seen. VW was confident she knows what is happening with exclusions. DF noted that narratives from MMs reports explain the reasons and this would stand up to challenge.</p> <p>DF asked if discussions were built on after the recent training session in tackling sexism and misogyny and asked if this could be followed up with views from staff and students. DF noted that the school are strong in terms of inclusion for sexuality and racism and there is good awareness through the school. DF had not seen much reflection on sexism and misogyny and how it is supported and challenged. The Committee would like to know how this will be actioned.</p>	<p>KCC</p> <p>ET</p> <p>MMc</p> <p>MM</p> <p>MM</p> <p>MM</p>	<p>ASAP</p> <p>28/06/17</p> <p>28/06/17</p> <p>28/06/17</p> <p>28/06/17</p> <p>28/06/17</p>
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4/3.4	<p>Outcomes for Pupils</p> <p>SR explained that BL had looked at the National Curriculum levels for students across all subjects and focused on what the school would be expecting a student to achieve in each academic year. The school's levels are now related to year group expectation based on the National average. This follows what the Virtual School are doing for Children in Care. SR gave an example as follows;</p> <p>If a student is looking to achieve a Grade C in Year 11 then they would have to be a Level 10S (Year 10 Secure) by the end of Year 10. Students could also be classed as emerging or developing (D or E). If a student was a level 8D at the end of Year 9 then they would not be on target to achieve a Grade C. VW thought this would be much easier for parents to understand. DF thought the only down side with any change is how the school can use the data as a comparison to previous years. SR agreed but noted that BL have managed to convert the results from last year to the new system in order to provide some comparison.</p>		
4/3.5	<p>Safeguarding</p> <p><u>PREVENT Training</u> – DF has completed the training and will give his certificate to AH. LS confirmed that she has previously undertaken the training will provide a copy of her certificate to AH.</p> <p><u>Lock Down Protocols</u> - The new system has been checked and it all worked as it should. SR noted that there has been one particular issue with a student on alternative provision so it has been decided that the gate will be locked during school hours. Anyone coming into school can access a mobile number to request the gate to be opened.</p> <p><u>Evidencing Safeguarding</u> (Ofsted prompts) – DF now felt well versed with this through FGB and Committee meetings and asked VW if anything missing. VW did not feel there was anything she could not respond to. Both DF and VW had found the exercise extremely useful.</p>		
4/4.1	<p>Behaviour Policy</p> <p>DF had read through the policy that is available on the website and noted that the word 'sanctions' does still remain in the policy in some places. This should be changed to 'consequences'. DF noted that the policy did not detail a specific rewards system and wanted to make sure if it is the intention of BL to highlight the new rewards system in the policy. SR thought that the policy could require updating to show how the system is being used to encourage good behaviour. KF will pass the policy back to MM for updating.</p>	MM	28/06/17
4/4.2	<p>Exam Policies</p> <p>VW had seen the policies and was happy to recommend them for approval. The Committee agreed to adopt the policies.</p>		
4/AOB	<p>Any Other Business</p> <p>DF noted that a complaint had been received from Paignton Zoo about a recent visit from the school and MM had replied outlining how practice would be changed in light of this complaint.</p> <p>VW sends her apologies for the next meeting due to another commitment.</p>		
	Meeting Closed: 19.02		

Next Meeting:			
Date / Time:	28 th June 2017 at 17.00	Location:	Barley Lane School