

Barley Lane School Safeguarding, Behaviour, Teaching & Learning Committee Meeting 1

(Part 1 Minutes)

DRAFT

Date / Time:	20 th January 2016 at 17.00	Location:	Barley Lane School
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Attendees:	Initials:	Governor Type:
Damian Furniss	DF	AGOV
Caroline Westacott	CW	FOU

Attendees:	Initials:	Governor Type:
Michael MacCourt	MM	STH
Simon Robinson	SR	STF

Apologies:	Initials:	Reason:

Absent without Apology:	Initials:
Debbie Henderson	DH
Karen Smith	KS

In Attendance:	Initials:	
Kirsty Forbes	KF	Clerk
Dave Jones	DJ	Associate Member

Minutes To:
Attendees
Website

Min. No.	Actions & Decisions:	Owner:	Date Due:
1/1.1	<p>Apologies No apologies were received and could therefore not be accepted. No business interests were declared.</p>		
1/1.2	<p>Election of Chair As this was the first meeting of the SBTL Committee, KF opened the meeting by asking for any nominations to stand as Chair. SR wished to nominate DF for the role and this was seconded by MM. DF agreed that he was willing to take on the role of Chair and this was unanimously approved by the Committee.</p>		
1/2.1	<p>Headteacher Report to SBTL Committee <u>Leadership and Management</u> – MM told the Committee that he continues to expose the SLT more to school management which has gone very well. Some challenges have emerged in relation to experienced teachers on UPS who have been reminded that they need to take on more of a leadership role as well as some self management. Governance is improving since steps have been taken to reorganise the structure. JD has taken the initiative, as chair, to meet with MM prior to Committee meetings so that she can remain informed of discussions to have an informed view for FGB and be better placed to contribute and challenge. DF noted that he had found the format of the report very helpful and concise with clear links to Ofsted descriptors which provides a good gate way into the more detailed reports. DF pointed out that there were items specifically about Governance in the report that do not link evidence and impact to what BL are trying to achieve. It would be helpful if the evidence directly refers to the purpose. MM agreed he can use the FGB report to set out the impact on leadership in relation to the changes in Governance and how accountability is being made greater and asked the Committee how they would feel about this. DF noted that the summary report is key as it gives all the information required but also allows people to dip in and out of the more extensive data if they wish. MM noted that he will need to be more explicit about the evidence and impact and hoped to cut down on the amount of information provided over time. CW advised that less is sometimes more and keeping information brief in a summary format is very helpful. MM explained that Governors can choose to look further at the evidence or use the brief summary and both will give a good idea of where the school are currently. DF thought it was important to mention that the language used in the report embodies the ethos of the school which gives a good impression of the character of the school which BL wish to sustain and improve on. Someone coming in to the school from outside would get the impression of where the school is and the aspirations. MM noted that BL have high expectations and want the pupils to have an experience which is as</p>		

close to a mainstream school as possible which is sometimes quite challenging.

Teaching & Learning – MM advised that some of the basic expectations of behaviour in the classroom had deteriorated last term but BL were prepared as this generally happens in autumn when children retest boundaries. Teachers were challenged and expectations made explicit in order to protect the positive climate for learning. DF noted that he had found powerful the link between the recent renewal of the behaviour and reward policy with the school's objectives. MM explained that the system had needed refreshing in order to bring the objectives in line with classroom behaviour. MM noted that when then FGB agreed to start the SIP afresh he had gone back to staff performance management and linked these to the new shared SIP objectives. MM advised that the team had agreed there was greater power in a collective approach and those secure in their classroom management would push on to take risks but, importantly, they provided a stable base for staff working hard to assert their classroom routines so that children have the same experience across the school. SR advised that performance management is linked directly to school improvement which is more meaningful. Teachers have taken to this positively. MM advised that by revisiting performance management and addressing emerging weakness in behaviour management has prompted wider scrutiny for example; assessment and planning. Staff met in a more prescriptive way during the Autumn term to scrutinise each other, in relation to planning and assessment and this was overseen by SR. DJ explained that staff have been thinking more about their practices and have been looking specifically at speaking and listening. Staff have a healthy anxiety about inspection but are benefiting from this. DJ noted that this has stopped staff from becoming complacent. MM advised that it is about making sure everything is fit for purpose in relation to teaching and learning. SR mentioned that it might take some teachers (who have not had the speaking and learning well embedded) longer to establish good learning behaviour but overall it is getting better. MM highlighted that it is about rigor, self awareness and looking for risk.

Personal Development, Behaviour & Welfare – MM explained that at BL they are very aware of the need to be alive to the many and varied safeguarding risks in a SEMH setting. DJ had produced a review of safeguarding linking to Ofsted requirements which was completed by MM. MM is very aware that the school must have the necessary evidence to meet the requirements and his confidence had been boosted by this process as there was solid evidence. MM wanted Governors to know that, when looking at the behaviour review, they can rest assured that physical interventions at BL have been necessary, safe and ethical. MM had provided an additional report to highlight incidences of holding pupils and shared with Governors that no injuries have ever been sustained whilst MM has been at the school. MM thought it would be interesting to see what other schools are sharing with their Governors in relation to this risky matter of holding children. MM noted that this is the riskiest and potentially most contentious and damaging elements of their work but BL have good records and evidence to show what has occurred over time and that it has been reasoned and safe. DF pointed out that the more detailed report shows that each incident is thoroughly recorded and reflected upon and this information is used to find any patterns. MM explained that Bob Pugh has said that Ofsted would reasonably expect to see evidence of a decline in holding where it was frequent with a child and MM pointed to the evidence that showed just that. DF noted that when looking at the evidence there is a clear difference between last year and this year and there is reflection on what needs to be done. MM informed the Committee that the behaviour review is carried out each half term and shared accumulatively termly with the Committee (under the new model) and includes behaviour data, attendance and exclusions and the context. Tracking individual children is helpful because it humanises data and in a school with relatively low pupil numbers one child could skew the data. CW asked if data for restraining pupils could be easily obtained from other schools. MM advised that data is not forthcoming from most schools. CW did not feel this was very reassuring. MM noted that he wants to show transparency and integrity in order for the Governors to see exactly what is occurring at BL and in order for Governors to be a critical friend to the school.

Outcomes for Pupils – MM noted that it is a difficult time of year to reflect on the key learning outcomes as that sharing is done in September post GCSE though SR confirmed he would be sharing half-way point progress t the next meeting. The key outcomes at present are behaviour and safety but there was more developed sharing of leavers' destinations going back three years. DF thought there was powerful evidence in the detailed report in relation to the information provided on what happens in pupils lives

	<p>when they leave the school and how the school keeps in contact with them for 3 years after they have left in order to offer support. MM noted that he would like to do this more often in a more planned way in order to support these children. DF explained that the stories that are shared about pupils shows that the school cares about its pupils and when there are success stories it is highly motivational. DJ advised that last year's cohort are now all in college or work which is positive. SR noted that a number of pupils have been back to visit the school. DF highlighted that all the evidence suggests that BL are living the ethos that they are encouraging. MM advised that it is about caring for the pupils and being there for them when they need it.</p> <p>DF noted that MM had graded all aspects of the SIP as 'Good' and asked how often do Ofsted agree with the schools evaluations and is it possible the school could be rated higher than they believed. MM advised that, in his judgement, there is not enough consistently outstanding teaching in the school to warrant a higher outcome. MM has taken the views of pupils and parents which have highlighted a number of positive aspects and there may arguably be outstanding practice especially in safeguarding where feedback from Social Care colleagues was very positive but MM clarified that he would be more than happy with an outcome of 'Good' given how robust the process is. MM agreed to report on the outcomes of the pupil questionnaires on feeling safe in school at the next SBTL Committee meeting but noted they had been very positive and very encouraging.</p>	MM	23/03/16
1/2.2	<p>Behaviour Review</p> <p>As mentioned in item 2.1, MM carries out the behaviour review every half term. DF advised that the key questions are what incidents have taken place and whether any allegations or referrals have been made. This is shown clearly in the report. MM noted that the review also now includes the data on holding children including patterns and trends. DF asked how the targets for the number of incidents in each term are set. MM advised they are set based on his experience over time as anymore than one per day would then start to affect the wider school community and other pupils might then act out. MM explained that sometimes there will inevitably be challenges and spikes in behaviour given the risky and complex nature of the children. DF noted that there had been incidents including weapons and asked what the school policy is. MM advised that there is specific guidance on weapons which he would send to DF after this meeting but, as in all cases, the matter of intelligent dynamic risk assessment and a proportionate response is needed on a case by case basis. MM noted that it is very rare there are any serious incidents involving weapons as it is usually 'theatrical'. DF asked if the weapons in both cases were utensils from within the school and not items brought in from the outside. MM advised this was correct. In one case it was a box cutter blade that was recovered in Art and the other a knife from the school canteen.</p> <p>DF noted that in relation to the attendance figures, overall and over time, this is a positive picture. MM explained that every absence is checked on a daily basis as part of safeguarding. At Key Stage 4 DJ is constantly seeking to engage with pupils at risk of exclusion or absence through personalised vocational packages as this is the most powerful and pragmatic tool. MM and DJ look at pupils weekly with low attendance to see if there are any trends in order for the school to respond. DF noted that one concern would be Key Stage 4 whose attendance went down to 65% in the second half of last term and asked what the story is behind this. MM advised that the decline is due to pupils disengaging from their personalised package and consequently these are constantly monitored and tweaked and developed by DJ. The school look at these pupils week by week and a response is planned. DF agreed that looking more closely at these students may help to show more positive trends. MM and DJ will produce weekly attendance trends that will reflect package failing, being supported and recovery.</p>		
1/2.3	<p>Safeguarding Review</p> <p>As mentioned in item 2.1 a review of safeguarding had been carried out in relation to the Ofsted criteria. DF asked those who had been on the safeguarding course whether they felt the report produced was sufficient or if there was anything that was concerning or missing. CW thought it was a very comprehensive set of documents that included all the aspects she would expect. MM reported that DBS have been in and the single central record is looking good. JD has spoken to AH about the central record and someone should have sight of it occasionally to make sure it is up to date. MM also advised that he is looking for a lead on PSHE which has become important. DF agreed that a more formal program of PSHE could be helpful because it will show clearly what is being carried out on a day to day basis. DF noted that there is a rich combination of evidence in this</p>		

	safeguarding review which is important. DF asked if MM if the report would be shared with the staff. MM advised that the report is shared with the SLT who are able to help provide some of the evidence of good practice. DF asked if other staff would have an opportunity to bolster the evidence or give critique. MM noted that staff time is currently being spent on improving teaching, PSHE and physical intervention training but it would be interesting to get the input of others in due course. DF pointed out that the reports show the rigour of recording carried at BL and the flavour of what is occurring in school. MM noted that email audit trails have become very important as they are timed and dated and are useful evidence of incidents.		
1/2.4	Monitor Progress of the School Improvement Plan The progress of the School Improvement Plan is highlighted in agenda item 1/2.1		
1/2.5	Quality of Teaching SR advised that feedback from class observations will be available for the next SBTL Committee meeting. Babcock Educational Psychologist had been in to observe teaching and the report had been seen by the Committee. SR also noted that mid stage data will be available at the next meeting to show the progress of pupils and what interventions are being put in place if they are not on target.	SR SR	23/03/16 23/03/16
1/2.6	Leavers Destinations & Personalised Learning <u>Leavers Destinations</u> - DF noted that it is positive that all leavers are productively engaged in education or employment. The attention to the ongoing developments in these people's lives is quite powerful and says something important about the school. MM picked up on the poignancy of some of the stories behind pupils once they had left the school and the comments made by parents. MM advised that the college do not always have the same patience and understanding as those at BL which is unfortunate. DF noted, however, that there are a number of success stories for BL pupils at college. MM agreed and noted that some pupils have gone on to become student of the week/term at college. It is an aspiration for BL to become more involved with the pupils who have left BL in the critical 2 years after leaving the school. DF noted that, as Governors, it is very motivating to see these stories. <u>Personalised Learning</u> – MM explained that the aspiration is to get all pupils attending education for 100% of time. DF noted that in the reasoning for attendance, MM might want to state the aspirations and the thinking behind these aspirations. DJ advised that he keeps a journal for each pupil which notes that reasoning and this could be shared. Each week DJ is looking at all the options for these pupils in order to keep them engaged and achieve the 100% target. DJ agreed to bring an example of a journal to the next SBTL Committee meeting as evidence. MM will also include a section on the report to show the aspiration. DJ noted that the element of learning outside of the classroom has grown considerably but is working well. MM thought it would be a good idea for a Governor to undertake a visit to look at work experience and college as this could be very interesting. KF will add this to the agenda for FGB.	DJ KF	23/03/16 03/02/16
1/3.1	Safeguarding Policy DF had seen the policy as Safeguarding lead Governor and was happy to recommend it for approval. The SBTL Committee agreed to adopt the policy.		
1/3.2	Curriculum Policy KS did not attend the meeting but had confirmed by email that she was happy to recommend the policy for approval. The SBTL Committee agreed to adopt the policy.		
1/3.3	Assessment Policy KS did not attend the meeting but had confirmed by email that she was happy to recommend the policy for approval. The SBTL Committee agreed to adopt the policy.		
1/AOB	Next Meeting The Committee will need to review the Behaviour Policy and the Work Experience Policy.	MM/DJ	23/03/16
	Meeting Closed: 19.10		

Next Meeting:			
Date / Time:	23 rd March 2016 at 17.00	Location:	Barley Lane School