



## NEW MILLS SCHOOL

### MINUTES OF THE FULL BEHAVIOUR, ATTITUDES AND PERSONAL DEVELOPMENT COMMITTEE (online)

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| <b>Date:</b>          | Tuesday 19 <sup>th</sup> January 2021  |  |
| <b>Venue:</b>         | Zoom   |  |
| <b>Present:</b>       | Tyrone Roberts (TR)<br>Sarah Cohen (SC)<br>Maggie Cole (MC)<br>Felicity Wicks (FW) | Chair of Committee<br>HLTA<br>Co-Opted Governor<br>Co-Opted Governor           |
| <b>Apologies:</b>     | None   |  |
| <b>Absence:</b>       | None   |  |
| <b>In attendance:</b> | Caroline Jesson (CJ)<br>Ian Withers (IW)<br>Emma Adrio (EA)<br>Ed Salter (ES)      | Co – Head Teacher<br>Assistant Head Teacher<br>Assistant Head Teacher<br>Clerk |

The meeting started at 6.10pm

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| <b>AGENDA ITEM 1</b> | <b>WELCOME &amp; APOLOGIES FOR ABSENCE</b>                              |
| <b>Discussion:</b>   | The chair welcomed everyone to the meeting. No apologies were recorded. |

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| <b>AGENDA ITEM 2</b> | <b>DECLARATION OF INTEREST</b> |
| <b>Discussion:</b>   | No declarations of interest.   |

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| <b>AGENDA ITEM 3</b> | <b>MINUTES OF THE LAST MEETING (17<sup>TH</sup> NOVEMBER 2020)</b> |
| <b>Agreed:</b>       | The minutes were accepted as an accurate record.                   |



| AGENDA ITEM 4      | MATTERS ARISING  |
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| <b>Discussion:</b> | <ul style="list-style-type: none"> <li>Item 7: KA and IW will discuss arranging some of her students to take up counselling placements at the school. <b>KA has stepped down as governor</b></li> <li>Item 7: TR will include the wellbeing numbers in his update report so the FGB can see these be made aware of these figures. <b>RESOLVED</b></li> <li>Item 11: KA to arrange school visit as SEN link governor. <b>KA Has stepped down as governor</b></li> </ul> |

| AGENDA ITEM 5      | STUDENT STORY   |
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| <b>Discussion:</b> | <p>TR performed a safeguarding/walking visit recently and was appreciative of staff giving their time and was positive that the school were doing their utmost to continue compliance with infection prevention and control. He will meet again with IW June 2021 to review safeguarding audit.</p> <p>IW provided a case study:<br/> A Y10 student joined the school having moved into the area, classed vulnerable. A meeting was held with the carer, everything was put in place to receive the student but only came in for one half day and then refused to come into school. The school attempted to bring her in for reduced days and other bespoke interventions, but the social worker advised that they had found a place at a PRU and has no intention to come back. Disappointing outcome as a lot of time has been invested into making provisions for the child. They are currently dual registered and if it continues this way their grades will remain on NMS statistics.</p> <p><b>Q: Would the school be able to explain this case as outliers?</b><br/> <b>A: Yes, but there is a workload issue with explaining this.</b></p> |

| AGENDA ITEM 6      | SAFEGUARDING UPDATE   |
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|                    | <ul style="list-style-type: none"> <li>Including B&amp;A focus</li> </ul>   |
| <b>Discussion:</b> | <p>TR and IW went through the action plan on his visit to the school, all actions except one have been completed.</p> <ul style="list-style-type: none"> <li>Child Protection and Safeguarding Policy: DCC provided a policy, which IW recommends approving as if adopted they can gain assistance from DCC if any issues arise from the policy.</li> </ul> <p>Committee noted that best practice notes that there are link governors safeguarding designated lead for child protection and every vulnerable group. MC noted that link governors should be provided for every vulnerable group. Previous practice was that the committee take on the responsibility as a group. This will be escalated to the FGB for further discussion, to decide whether to appoint individual link governors or have it sat under the umbrella of the BAPD committee.</p> <p>IW discussed the appendix and addendum updates that contains information related to services on COVID. Both documents were child protection/safeguarding</p> |
| <b>Action:</b>     | <ul style="list-style-type: none"> <li>Child Protection and Safeguarding Policy recommended for approval at the next</li> </ul>   |



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|  | <p>FGB meeting.</p> <ul style="list-style-type: none"> <li>• Recommend that all FGB read section 6 of the policy as it is of particular relevance to the Governors</li> <li>• FGB to discuss whether to establish individual link governors for every group or if it will continue to sit under the remit of the BAPD committee.</li> </ul> |
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| AGENDA<br>ITEM 7   | LOCKDOWN III GOVERNOR QUESTIONS   |
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|                    | <ul style="list-style-type: none"> <li>• <b>Safeguarding / SEN and Mental Health – discussion of top-line responses</b></li> </ul>  |
| <b>Discussion:</b> | <p><b>Safeguarding / SEN questions posed in advance by Governors:</b></p> <p><b>Q: What have been the safeguarding challenges?</b><br/> <b>A:</b> The number of mental health and wellbeing referrals have doubled. Challenge has been to identify what the safeguarding issues with each student. With fewer children in school, regular phone calls have been key. Logs of concerns are sent to IW each week, as are phone calls via the provision map.</p> <p><b>Q: What support is in place for vulnerable children?</b><br/> <b>A:</b> Vulnerable children are classed as those who have a social worker. NMS has gone further by employing a family support worker, using provision maps, phone calls and referrals to extend the support to reach more students.</p> <p><b>Q: What support is in place for SEN children?</b><br/> <b>A:</b> Weekly phone calls from and a liaison between TA and Teaching staff on if current provisions need to change. TA's are in school every day with the most vulnerable children. The school try to make sure TA's stay with their regular children.</p> <p><b>Q: What specific systems are in place to manage support for both groups?</b><br/> <b>A:</b> Discussed above, provision map for logging conversations and interventions, class charts.</p> <p><b>Mental health</b></p> <p><b>Q: Mental health support - is there any scope to do anything 'social' (virtually) to support children with the relative isolation of home learning?</b><br/> <b>A:</b> Have begun to conduct form tutor live teams meetings twice a week. Staff are beginning live lessons this week. Pastoral teams sometimes bring students into school for meetings. Counselling provision is now virtual. SC has also engaged with some parents who need support as well. Weekly learning update is sent out every week to signpost issues, including a weekly 'challenge' to get students to engage outside learning to provide some fun.</p> <p><b>Q: What will be put in place when schools return to fully bring the kids back together emotionally and socially? Could the school make more use of the Whitehall Centre to provide off-site activities?</b><br/> <b>A:</b> Just being back in school with friends will be emotionally and socially helpful. Pastoral systems already in place to observe if they need to make interventions. The school do not want to assume trauma and will aim for as normal a return as possible.</p> <p>Committee noted that the Inclusion and Student Development team have ensured children have been excellently supported.</p> |



| <b>AGENDA ITEM 8</b> | <b>SD FOCUS – KS2 TRANSITIONS</b>  |
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| <b>Discussion:</b>   | <p>EA gave an overview of KS2 transitions:</p> <ul style="list-style-type: none"><li>• Last year the transition was altered due to COVID, with the school having weekly communication with parents, video tours of the school with key staff, 'meet the form tutor' videos.</li><li>• Conducted a parent voice to see how students settled, how parents felt about the remote transition. Excellent response rate for this. Majority of feedback was that it was preferred transition to be done in-house instead of using 'Take Part' as an external provider which did not have the community feel NMS is associated with.</li><li>• Draft transition plan of next cohort: Key priorities include academic provision, researching what they are taught in year 6 to develop partnerships between primary and secondary school. Communication priorities to keep parents informed, aim to become paperless. Embed the '5 R's early' before pupils arrive. To look more at SEN students that require support. Student anxiety has greatly reduced recently in transitions, great credit goes to the SEN team for this.</li><li>• Would like to develop KS2 mapping with faculty team leads and residential experience for team building.</li><li>• Post transition work is important, it can be a long process that carries into Y8 and Y9. Leadership opportunities, low levels of literacy impact, identification of how to reach parents and carers. Giving pupils opportunities to develop friendships is very important.</li><li>• Mapped out a full year plan, have also drafted mail shots.</li></ul> <p>Applications for incoming Y7: 108 1<sup>st</sup> choices and 75 2<sup>nd</sup> choice, which leaves the school positive for a 5-form entry.</p> <p>Thanks to Sam Clarkson for how she approached this task and how well it worked.</p> |

| <b>AGENDA ITEM 9</b> | <b>ANY OTHER BUSINESS</b>  |
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| <b>Discussion:</b>   | <p>KA has stepped down until September, leaving a gap in SEN link governor. MC will pick up this role.</p> <p>Committee enquired to the wellbeing of staff present (CJ, IW, SC) all are well.</p> <p>IW added that he has found it beneficial taking Governors through documents as they have a fresh set of eyes on the documents and processes to identify any gaps that might have been missed.</p> <p>The committee expressed their appreciation for their work in</p> |
| <b>Agreed:</b>       | MC is the new SEN link governor.   |

| <b>AGENDA ITEM 10</b> | <b>DATE OF NEXT MEETING</b>             |
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| <b>Discussion:</b>    | Tuesday 9 <sup>th</sup> March 2021 6pm. |

**There being no further business to discuss, the meeting ended at 7.04pm.**