



## NEW MILLS SCHOOL

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

<b>Date:</b>	Tuesday 17 <sup>th</sup> November 2020	
<b>Venue:</b>	Zoom	
<b>Present:</b>	Tyrone Roberts (TR) Sarah Cohen (SC) Kate Axford (KA) Maggie Cole (MC)	Chair of Committee Parent Governor HLTA Co-Opted Governor Co-Opted Governor
<b>Apologies:</b>	None	
<b>Absence:</b>	None	
<b>In attendance:</b>	Caroline Jesson (CJ) Ian Withers (IW) Emma Adrio (EA) Ed Salter (ES)	Head of School Assistant Head Teacher Assistant Head Teacher Clerk

The meeting started at 6.03pm.

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

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

<b>AGENDA ITEM 3</b>	<b>MINUTES OF THE LAST MEETING (6<sup>th</sup> OCTOBER 2020)</b>
<b>Agreed:</b>	The minutes were accepted as an accurate record.



<b>AGENDA ITEM 4</b>	<b>MATTERS ARISING</b>
<b>Discussion:</b>	Item 14: Terms of Reference TR to send – <b>RESOLVED</b>

<b>AGENDA ITEM 5</b>	<b>ADOPTION OF TERMS OF REFERENCE</b>
<b>Agreed:</b>	Terms of Reference for 2020-21 were formally approved by the committee.

<b>AGENDA ITEM 6</b>	<b>STUDENT STORY</b>
<b>Discussion:</b>	<p>IW gave a case study of a student in the school as an example of dealing with vulnerable students and families in the time of COVID:</p> <ul style="list-style-type: none"> <li>• Parents are understandably concerned about their children’s health and potential transmissions within the school.</li> <li>• One student (case study) received a letter telling her she should shield. additionally, her mother also was required to shield. In September, all pupils were told to return to school, leaving New Mills with no guidance on what to do with previous shielders.</li> <li>• The student returned but the parent had some anxiety about their return. The school made a lot of provisions to protect the student, keeping them with friends, in bubbles, and taking care of their uniform as they are also PP.</li> <li>• As the infection rate rose, in this 2<sup>nd</sup> lockdown the student is back at home for the month.</li> <li>• At the moment she is well and accessing the work via class charts and other remote learning tools.</li> <li>• Each student case is bespoke to the student’s needs. They are mindful of their duty of care to the students and families. Once the student hopefully returns in December, they will be reintegrated into the classroom.</li> <li>• This highlights the adaptability the school has to students with varying needs.</li> </ul> <p><b>Q: Did the student have sufficient access to IT?</b>  <b>A:</b> The student already had good IT capacity to access the learning materials. Any student with an allocated social worker can apply for a laptop, as can Year 10 disadvantaged students, so there is a small window for funding that didn’t apply in this case. If the school needed to, they would have found a way to supply student with IT equipment.</p> <p><b>Q: Do we know how many potential pupils learning from home do not have access to IT?</b>  <b>A:</b> We are halfway through a survey of 400 students to get a detailed understanding of their IT capacity, printing access, laptops per household so in the event of further lockdowns they will know the needs of each pupil.</p> <p>The committee thanked IW for this case study.</p>

<b>AGENDA ITEM 7</b>	<b>DATA REPORTS – ATTENDANCE, BEHAVIOUR, WELLBEING</b>
<b>Action:</b>	<p>IW shared the attendance report with the committee:</p> <ul style="list-style-type: none"> <li>• Whole school attendance is doing really well and highlights that the students want to</li> </ul>



be in school and learning. Currently at 94%, the national average is 86%.

- At the time of writing 46% of all state funded secondary schools had been affected by varying numbers of students having to isolate. That figure today is 63%.
- PA students (Persistent Absences) are addressed based on the requirements of the individual. Attendance strategies are regular dialogue with parents, pastoral/ family support worker, external referrals where are appropriate, Fixed penalty notices issued and work being set for vulnerable families and students.
- Figures in PA from 2019/20 are up 6%, not including COVID allowances.
- PA is done pro rata, so these figures may even out as if a child has had one period of illness and are not off again, they will no longer be classed as PA.
- IW showed how mental health has affected students. The number of pupils receiving additional support has almost doubled since last year.

**Q: How is this impacting staff in terms of provisions and delivering the wellbeing support?**

**A:** The school are completely stretched. Each staff member is at full capacity. They are looking to expand their counselling service. Three University students are currently providing 100 hours of service each, although this ends soon. Two students are staying on in a voluntary role, but they will eventually leave once they find employment.

KA offered as a counsellor, to suggest some of her students to take up placements there. IW and KA will discuss this separately.

**Q: How sustainable is the current wellbeing programme? Is there anything we need to escalate to FGB for support/services?**

**A:** There almost certainly is some help needed, but the school haven't had time to make such plans. The FGB will be updated and requests made when possible.

Catch-up funding may be able to close some of these gaps, the school are recruiting more students from The University of Sheffield for counselling. The school needs to consider the huge bilateral costs to bringing extra people into the buildings.

**Q: There appears to be a lot more support for years 9&11, is there a reason for this?**

**A:** Each cohort is different, but year 9's traditionally needs more additional support, particularly Y11 who suffer from exam stress.

**Q: Can individual cases be supported by more group work?**

**A:** This is a strategy that is being formulated, currently there is some stress and wellbeing small group in place to begin

- The percentage of children with additional support is very high compared to the total school population, which unfortunately is to be expected due to COVID. The same applies for drugs and alcohol and domestic violence.

Behaviour report:

- Behaviour policy is to intervene and to pick up on issues, so the large number of C3 incidents recorded (238) are not alarming. The escalation to C4 is a lot less, which shows the intervention system is working well.

**Q: Is there a set team or consortium for 'managed moves'?**

**A:** This goes to the pastoral team. The host school will try to integrate them over 12 weeks. Generally they'd look to amongst the 'Peak 11' schools from a geographical point of view.



	<p><b>Q: Do you have a Pupil Referral Unit?</b> <b>A:</b> Yes, but they are both full, so the task would be for to DCC to make provisions for their continued education.</p>
<b>Action:</b>	<ul style="list-style-type: none"><li>• KA and IW will discuss arranging some of her students to take up counselling placements at the school.</li><li>• TR will include the wellbeing numbers in his update report so the FGB can see these be made aware of these figures.</li></ul>

<b>AGENDA ITEM 8</b>	<b>DATA REPORT – STUDENT VOICE</b>
<b>Discussion:</b>	<p>EA discussed the Gatsby benchmark:</p> <ul style="list-style-type: none"><li>• Benchmarks are: 1) A stable careers programme 2) Learning from career and labour market information 3) Addressing the needs of each pupil 4) Linking curriculum learning to careers 5) Encounters with employers and employees 6) Experiences of workplaces 7) Encounters with Further and Higher Education 8) Personal Guidance.</li><li>• A lot of this is having to be adapted due to COVID.</li><li>• There are a lot of online opportunities to students. Staff are circulating these via class charts.</li><li>• A monthly careers newsletter sent out to year 10 and 11 students.</li><li>• NMS work with the Derbyshire Education and Enterprise Company and are meeting with them soon to discuss opportunities and next steps for students.</li><li>• This week the deadlines are going out to students for college applications, as a reminder to students.</li><li>• NMS are trying to circulate as many opportunities as possible to students as they cannot have people come into school to discuss careers with them.</li><li>• The next step will be to provide a careers tutorial.</li><li>• Options have been launched for year 9's</li></ul>

<b>AGENDA ITEM 9</b>	<b>SAFEGUARDING UPDATE</b>
<b>Discussion:</b>	<p>IW provided a safeguarding audit update and December deadlines:</p> <ul style="list-style-type: none"><li>• All are on track still.</li><li>• Submitted the Anti-Bullying policy for approval – as soon as it is passed by the FGB the students can develop a version of that for the student's voice.</li></ul> <p>The committee was very happy to see such progress with safeguarding especially with time consuming COVID restrictions taking up so much staff capacity.</p>

<b>AGENDA ITEM 10</b>	<b>ATTAINMENT &amp; PROGRESS DATA – PP &amp; SEND STUDENTS: Y11&amp;Y7</b>
<b>Discussion:</b>	<p>CJ gave several updates:</p> <ul style="list-style-type: none"><li>• PP is looking good in terms of their open subjects and are confident in their forecasts.</li><li>• English PP is also looking very good, with a good evidence base.</li></ul>



	<ul style="list-style-type: none"> <li>• Maths and EBacc needs work. New Head of Maths acknowledged they did not realise how much Quality Assurance they'd need to do for the grades being put in, but are now ready to progress</li> <li>• SEN looking excellent, a gap is still evident but closing.</li> <li>• General ability of Y7s coming in is lower</li> </ul> <p><b>Q: Is the Y7 ability due to lockdown or just this particular cohort?</b>  <b>A:</b> In large part this is down to lockdown and how much literacy the students lost. Students have been typing while out of school, but not writing.</p>
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<b>AGENDA ITEM 11</b>	<b>B&amp;A FOCUS – SEND REVIEW</b>
<b>Discussion:</b>	<p>CJ circulated a SEND report for the committee to discuss.</p> <p>The committee was pleased with how they are accessing the data and are using it so well. The challenge in future is to make sure they maintain their SEN progress.</p> <ul style="list-style-type: none"> <li>• SEN Policy, Information Report and Accessibility Plan were uploaded for approval at the FGB</li> </ul> <p><b>Q: SEN policy on consulting with students and parents, is there any detail about how often they communicate with parents?</b>  <b>A:</b> It is there in the flowchart and CJ will include this.</p> <p>There is an extensive paragraph on governor support, for KA to look for. Visit with KA needs to be set up soon as SEN link governor.</p> <p>On contact with parents, TAs have had massive amounts of contact parents, which is a really positive step and has worked very well.</p> <p>Accessibility Plan needs reviewing and then an action plan in place once it is approved at the FGB.</p> <p>CJ raised the issue of the workload of the SENCO. She works part-time and has lots of students she wants to apply for funding for and too much work is being asked of her in a part-time role.</p> <p>The committee agreed that there was not enough time for a part-time SENCO even with TA's helping and admin assistants picking up where they can. Staff need to take care of themselves, they have an enormous workload and put pressure on themselves to fully support the students.</p> <p>The committee thanked staff for putting together such detailed and easy to understand reports.</p>
<b>Agreed:</b>	<ul style="list-style-type: none"> <li>• SEN report approved and recommended for adoption by the FGB.</li> <li>• SEN report approved and recommended for adoption by the FGB.</li> <li>• Accessibility Plan approved and recommended for adoption by the FGB.</li> <li>• Information Report approved and recommended for adoption by the FGB.</li> <li>• Careers Policy approved and recommended for adoption by the FGB.</li> </ul>



<b>Action:</b>	KA to arrange school visit as SEN link governor.
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<b>AGENDA ITEM 12</b>	<b>SD FOCUS - CEIAG</b>
<b>Discussion:</b>	Discussed in item 8.

<b>AGENDA ITEM 13</b>	<b>ANY OTHER BUSINESS</b>
<b>Discussion:</b>	No further business was discussed.

<b>AGENDA ITEM 14</b>	<b>DATE OF NEXT MEETING</b>
<b>Discussion:</b>	Tuesday 19 <sup>th</sup> January 2021 at 6pm.

**The Meeting finished at 7.15pm**