

ARCHERS BROOK SEMH RESIDENTIAL SCHOOL

MINUTES OF THE PUPIL INCLUSION/WELFARE GOVERNORS' SUB-COMMITTEE MEETING HELD AT SCHOOL ON THURSDAY 25 MAY 2017

Present: Mrs T Birch – Chair
Miss S Kettle – Governor
Mrs S J Myers-Whittaker - Headteacher
J Hilditch - Deputy Headteacher

In Attendance: Mrs J Sedgwick - Business Manager
Mrs K Skinner – Minute Taker

PART I

The meeting opened at 3.35pm

1. APOLOGIES

Apologies received from Mr R Crompton.

2. DECLARATION OF PECUNIARY INTEREST

There were no declarations of pecuniary interest made.

3. MINUTES FROM THE LAST MEETING

The minutes from the last meeting held on 9 February 2017 were agreed as a true and accurate record electronically and at Full Governors in March.

4. MATTERS ARISING

Any matters arising will be reported in the Headteacher's Report.

5. HEADTEACHER'S REPORT

SJMW tabled the Headteacher's Report which includes the Residential Provision Report is attached.

TBi commented that the KS2 workshop was highly successful.

SJMW brought to Governors' attention that the new timetable had been produced. Due to pupil numbers we have no more capacity in classrooms. This problem needs resolving and it may be necessary to source funding for extending the school.

SJMW tabled the NMS Care Report which outlines the latest Outstanding Ofsted Report. The link to the Ofsted Report will be put on the website.

6. SCHOOL DEVELOPMENT PLAN

To be tabled at Full Governors.

7. SCHOOL SELF EVALUATION

To be tabled at Full Governors.

8. BEHAVIOUR/RESTRAINTS

TBi presented the MAPA Report.

Advanced skills and refresher training is scheduled for the next Inset day (5 June 2017). Greenbank are keen for us to deliver training and access the two day training course. The ASIA comments (presentation of reports) has been incorporated.

Overall the MAPA numbers have decreased from last year. There was a slight spike in March due to new students and staff changes.

9. SAFEGUARDING

There were no Safeguarding issues to be discussed.

10. ATTENDANCE/EXCLUSION

JHi presented the Attendance Report.

Attendance is good at 88.7% compared to 88% this time last year.

SJMW explained that there are two pupils not accessing school at the moment. The plan is for SJMW to meet with Mr Westwater and Mrs Bool to discuss whether a home tutor would be feasible for one of these students. The other pupil's parent has signed a contract from CWAC making them culpable if the pupil does not attend school.

SK asked what Unauthorised Attendance is – JHi explained this is when a pupil is off without a good reason.

11. CLA (CHILD LOOKED AFTER)

Mr Westwater's Report was tabled.

12. SENCO REPORT

The SENCO Report was tabled.

13. ANY OTHER BUSINESS

JGS asked for Governors to ratify a small change to the Behaviour Policy – Agreed.

Part I of the meeting ended at 3.50pm

Signed: _____

Date: _____

Pupil (Personal) Development, Behaviour and Welfare/SMSC

Safety and Behaviour:

As reported on at last subs, pupils at Archers Brook School continue to demonstrate a high level of self-awareness and overall conduct themselves with care and consideration around the school site. However, we always take our wider responsibility very seriously and seek to maintain our staff safeguarding of pupils at the highest level. Communication is ultimately key in tandem with high quality recording – all of which quite rightly take an investment of training, scrutiny and ongoing time. To aide our work we are investing in CPOMs, we have discussed this with fellow schools and also interviewed the provider. CPOMS is a software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Working alongside a school's existing safeguarding processes, CPOMS is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs, domestic issues and additional areas of concern can be monitored as the system allows for a bespoke response.

Attendance continues to be maintained at a very good levels (J Hilditch will report against this), with high levels of support for those pupils who are unable to access our on-site provision allowing them to continue with their education and sit external examinations where possible. Please recall a case study for each of those young people is available on request for Governors. A sample case study was sent in advance to Governors and in their role as critical friend questions against this are welcome.

Attendance will be reported on by Mr Hilditch as highlighted previously.

Pupils are continually encouraged to seek support and guidance from signposted persons on site, including peer mentors and staff. A major new campaign from YoungMinds, Wise Up, calls on the new Government to rebalance the education system so that the wellbeing of students is as important as academic achievement. Statistics taken from YoungMinds tell us that there is a 'mental health crisis in our classrooms' nationally. 3 children in every classroom have a diagnosable mental disorder and 90% of school leaders have reported an increase in the last 5 years in the number of students experiencing anxiety, stress, low mood or depression. As you know we take our responsibility to the mental health of our young people very seriously; continuing to reduce any stigma associated with Mental Health our planned for day of activities designed to Launch our positive shared ethos with our new cohort of year 7 pupils who transition to us in June.

Our use of MAPA is delegated to Mrs Birch the trained MAPA trainer to report upon.

There have been no reported incidents of prejudice this term. A very positive point to raise.

Following on from the pupil numbers we discussed with you last term the new tie table has been written and not surprisingly the timetable demonstrates the way our infrastructure is being reviewed against the physical demand on our building. We have no capacity rooms going forward, this is something we will now need to work to resolve as our pupils with their specific response to the work around them in times of crisis do benefit and in fact we would be so bold as to suggest, need, greater physical space. We will be very conscious of this impact and of how we can remedy against any impending need in a pro-active manner. It may be that we have to consider how we find funding for and establish use of a Demountable; but we would most likely prefer, due to health and safety reasons, an extension to the existing premises. This is an area that needs further consideration and the Headteacher welcomes any time with Governor outside of the formal meetings to move on plans.

Personal Development:

Led by Nurture Base staff, Mrs Smith and Mrs Francis-Goss, KS4 pupils have been able to access Independent Travel Training – clearly this is of massive benefit to our pupils when they leave school and have to travel to college or even in yr. 11 for work experience.

Yr 11 have been supported to access transition days to post 16 provision by school and Children and Young People's services. These have been successful, with staff behind the scenes giving high levels of information and guidance about individuals to the receiving staff to aid this transition.

Pupils in residence have been cooked their own meals and enhanced the skills that they are developing in their Food tech lessons (homemade burgers – delicious).

The school council continue to lead the way in being the ambassadors for all pupils and are co-working an election in school to enhance pupil understanding of the wider world and how their opinion counts.

PASS data shows how our pupils are overwhelmingly ready to learn and recognise that they are well supported by the staff and the curriculum at Archers Brook School. Pupils across the key stages have all made great use of the Outdoor Pursuits sessions led by Mr Steadman. The benefits of such activities are something we solidly promote and we recognise how lucky we are that staff are willing to participate in these events.

These planned and considered learning outside the classroom enrichment activities are seen by our school community as nurturing of character – developing self-esteem, the ability to play with others without dispute or argument and they are another avenue through which our staff can help boost the confidence of children and young people to engage positively with others and the community. They enhance our delivery of not only our accredited PSD curriculum therefore but the skills with which our complex learners can relate to each other and the world around them.

SMSC/Britishness:

The exciting action research project sourced by Mrs Frost, on the impact of cultural education on British Values, that is being delivered by Action Transport Theatre and St Bernard's Primary, has meant pupils in KS2, with staff led by Mrs Frost have taken part in drama CPD which has looked at a variety of themes related to values in society. In the session attended by KS2 pupils it was videoed by the company sponsoring the CPD which will be placed on the VLE.

KS2 pupils will now complete the Arts Award Discovery which focuses on culture. Mrs Frost will ensure that she moves to disseminate activities to KS2 & KS3 staff for use in PSD.

*Headteacher Report to Pupil Welfare Sub Committee Summer 2017
This will form part of the full Headteachers Report to Full Governors.*

Ref. NMS standards;

The head needs to compile a report which includes a review of the operation and resourcing of the school welfare provision for boarding pupils in relation to its' statement of purpose, its staffing policy and the placement plans for individuals.

As Governors will know the residential area of the School was inspected in March.

The final report has now been issued after checking and we are very pleased to give to you the summary of key findings;

The residential provision is outstanding because

- Young people make exceptional progress in all areas of their academic and social development.
- The school and head of boarding work extremely effectively in partnership with a range of professionals.
- The health needs of young people are clearly understood, and the best possible support is in place to promote their health and well-being.
- Feedback from all stakeholders is overwhelmingly positive. Parents, in particular, value the difference that the boarding provision makes to their children's lives and behaviours.
- Young people are safe and become safer as a result of the support and interventions of boarding staff.
- Young people love staying overnight. They value the friendships that they make and enjoy a wide range of positive activities.
- Leaders and managers in the school lead with commitment, skills and passion. They model good behaviour and have clear oversight of all areas of practice.
- Boarding staff bring a strong sense of nurture and care to their work. They develop meaningful relationships with young people and bring out their strengths.
- There is a strong safeguarding culture across the school. Incidents of concern are rare and, when they do occur, staff take effective action to keep young people safe.
- The leadership team promotes a firm and coherent strategy to promote equality of opportunity across the school and boarding provision.

The actions from the report have already been observed. There is now a link from our website to this report.

