

The Swanage School
MINUTES OF A MEETING OF THE STUDENT COMMITTEE
Held on Wednesday 8th March 2023

Present: Isobel Tooley (Chair), Alex Duke, Hannah Etherington, Adam Hines, Jenny Maraspin (Headteacher), Jessica Starmer
In Attendance: Kay Lawton (Deputy Headteacher), Sophie Weld-Davies (Clerk)

Item		Action	Lead	By
STU 4.1	Apologies for Absence Apologies were received from Tanya Hamilton-Fletcher			
STU 4.2	Declarations of Interest There were no declarations of interest			
STU 4.3	Minutes of the Last Meeting The minutes of the meeting held on 18 th January 2023 were approved and signed			
STU 4.4	<p>Matters Arising & Actions There were no matters arising from the minutes.</p> <p>It was agreed that the following actions would be marked as complete:</p> <ul style="list-style-type: none"> • STU 4.8: Showcase a range of student outcomes in external communications • STU 6.10: Update behaviour policy flowcharts • STU 1.4: SEND link governor reports to student committee meetings • STU 2.7: Report to committee on communication of pastoral curriculum to staff • STU 3.7: Pupil Premium link governor reports to student committee meetings • <p>The STU 2.7 item (possible commercialisation of pastoral resources) will be moved to Jan 2024.</p> <p>The action list has been updated</p>	Outstanding items to be added to student committee agenda	SW-D	Summer I meeting
STU 4.5	Deliver an outstanding PE Curriculum			

	<p>JM reported that the priority this year had been on the teaching of PE and expectations are high. The focus has been on training CB on what is expected in the Non-Examined Assessment and expanding the curriculum. As CB is an Early Career Teacher he is being monitored and JM is pleased with the progress he is making.</p> <p>There have been regular outreach sessions with 4 of the local primary schools and feedback has been positive.</p> <p>It was agreed that a Clear Career Pathway for PE would be taken of this year's SDP (School Development Plan) and be looked at for 2023-24.</p> <p>SF (Sue Fletcher) has been adding results of fixtures on the schools Facebook page raising the profile of the PE department. A governor commented that it would be good to look at doing fixtures for individuals as well as team sports and to highlight how the school supports students who are competing at county and national levels in their chosen sport.</p>	Adjust SDP	JM	Next FGB Meeting
STU 4.6	<p>Effectively Implement the new Creative Media Production KS3 and KS4</p> <p>JM reported that the final kit for the Creative Media Suite should be fitted and ready to go at Easter and she is trying to negotiate a technician coming in for two days a week. Staff are being trained how to use it: Mike Kirkham and Amy Scott are both doing course at Bournemouth University on film making and photography and Harry Peake will be starting his training soon. The photography sessions have been delayed due to the new employee not starting yet.</p> <p>The committee looked at the samples of student work for the different year groups.</p> <p>A lot of work has been done with Y10 to improve picture analysis. Although descriptive it needs to be better, but they are finding this difficult as there is little exemplar material. KL has started looking at the BTEC levels and what is expected to get higher grades but the English provision that the pupils get means that improvement should be easy.</p> <p>Responding to a governor's question JM confirmed that other years are using the equipment with Y7 & Y8 using it for the PBL (Project Based Learning) projects.</p> <p>Governors were pleased that techniques were being applied across different subject areas, and that this seemed to be of benefit for students in all subjects in Years 7 to 10.</p>			
STU 4.7	<p>Continued Development of the whole school Pastoral Curriculum</p> <p><u>Impact on behaviour and attitude to learning</u></p> <p>JM presented a report analysing attendance data and behaviour data to the committee.</p>			

<p>Attendance – Eve Craker is doing an excellent job on monitoring attendance over the last two terms. Although attendance letters are being sent there has been a dip in the last half term; also the numbers look low for asking parents to come in for a meeting or students being talked to. Responding to governor questions as to why these meetings have gone down and is it because attendance has improved after the letter, JM commented that the meetings will be starting in the summer term and a new system is in place that will now be able to answer these questions.</p> <p>Attendance has always been below the national level typically, but a governor commented that this should not be blamed on a small cohort (which would account for variability but not being consistently below national). JM noted that The Purbeck School and Lytchett Minster are doing slightly better than The Swanage School. Long term non-attendees affect the data including students who remain on the roll even if they have moved out of area but have not yet started at a new school. New students coming into school with a history of poor attendance also affect the statistics, so context is needed in reading the data. A governor commented that other factors may be involved such as parents who work in tourist industry and cost of living crisis meaning holidays may be taken in term time.</p> <p>JM continued that there was an improvement in the standard of uniform and there have been pushes on getting pupils to bring in equipment, but the school is struggling with the CSA (Curriculum Support Activities) catch up sessions as the students do not want to do this. In response to a governor questioning if this is still being pushed as the numbers do look to be improving KL commented that with new teachers using different systems it is now time to get all teachers trained and using the same system. There has also been an increase in the amount of CSA set which can push the non-completion figures up. Some pupils do not see home as somewhere to complete CSA – a governor asked whether there is a link with this, and PP & SEN (Special Educational Needs) and this can be investigated. AH also highlighted that some pupils are given a pass on doing CSA and this should be recorded somewhere. In response to a governor's question regarding the weekly email that parents get, JM responded that this was manually inputted by staff so sometimes may not be accurate.</p> <p>Behaviour – JM commented that it is difficult to compare the data from last year as the way the data is tracked has been changed. JM commented also that some of the behaviour categories are not right yet and these need to be looked at again to tighten up the data.</p> <p>However, in summary, the behaviour that the school experienced in the first few weeks of the current school year has been the most difficult in the past 8 years, and this is also the experience of The Purbeck School and Lytchett Minster school. Exclusions are up across Dorset.</p> <p>In the slides prepared by KL for item 4.13 the impact of exclusions on behaviour was noted – specifically that 42% of students who had been excluded for a fixed period had improved their</p>	<p>Further report on attendance</p> <p>Refresh training on CSA</p>	<p>JM</p> <p>KL/ JM</p>	<p>Summer 2 meeting</p> <p>By end April</p>
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behaviour subsequently. However, the exclusions did not seem to have had a measurable effect on the behaviour of other students.

Behaviour should be improving as it is a small school and there is a ratio advantage to deal with the low-level disruption and so there is a need to get a strategy in place to deal with this.

Behaviour in the classroom is not always being dealt with in accordance with the policy. There should be a verbal warning followed by sitting at the reflection table and then a referral to CAL and Restorative Educative Practice (RES). The relative number of referrals to CAL suggested that earlier steps in the process may be being skipped. In response to a governor's question KL confirmed that the behaviour flowcharts in the classroom reflected this practice. The referrals to RES were rare but there is an increase and so the school is looking at rethinking and restaffing RES. AD wanted to reassure the governors that in behaviour terms The Swanage School was well ahead of other schools. JM continued that there is a need to dig down into the data to see how many incidents are carried out by the same students, in Y10 70% of incidents are caused by 20% of the pupils but these are improving all the time.

In response to governors asking for information on RES KL explained that unlike other schools, The Swanage School does not have detention or isolation rooms, instead intensive work is done with students. Every two weeks HOY go through data with Crew leaders and students who are causing concern are referred to RES before any behaviour escalates. RES might last for up to two weeks depending on the student and during this time tasks are completed which are suitable to the incident, for example a project question might be to explore positive behaviours during circle time. The sessions usually happen after lunch, but this means that some students do forget to attend. At present the sessions are run alongside CSA catch up but there is a need to separate them. There is a different person monitoring RES every day, 5 HOY with KL, JM, and MS as floaters but the rota does need to be updated. By putting these sessions on it helps with teaching and learning, most pupils are receptive and participate but they are sometimes victims of their own circumstances and have difficult home lives.

The report also showed that there are significantly more level 4 and 5 incidents amongst boys than girls. In response to a question from the governors there are no strategies in place to tackle different gender and incidents. Resources are being developed for circle time to be held during Crew which is a version of what they get in RES. Girls incidents are different to boys and the most appropriate member of staff to deal with it depends on the issue.

	<p>The Chair thanked JM and KL for a fascinating report and the information about approaches to behaviour management in the slides prepared for items 4.08 and 4.13, and was pleased to note that behaviour is being logged. The actions in the conclusion of the report were agreed, but the governors noted that it was important to keep reporting behaviour issues and to avoid a situation where negative behaviour reports reduced because teachers did not report them.</p> <p><u>Pastoral Curriculum</u> Data from the 4-pillar system was presented. A governor commented that a key take-away from this was the recording of positive points. KL responded that some teachers were better than others at recording these. Crew Leader Action Plans were explained.</p> <p>In relation to the risk register issue of whether the poor behaviour of some students who are in mainstream education due to lack of appropriate, available alternative provision detrimentally affects the behaviour and learning of other students and the wellbeing of staff, the slides outlined four cases where this is an issue. Support plans are in place, but there are different levels of expectations from parent/pastoral team on how the school can help. Meetings and conversations are taking place to change these expectations and agreements are signed. The system on how pastoral intervention is being recorded is changing.</p> <p>Hub passes and exist cards are being reviewed as the amount issued has increased and these are causing issues in the corridors during lessons.</p> <p>CAMHS (Child and Adolescent Mental Health Service) seems to be much more present now, but this is a reflection of an increase in the number cases that meet the CAMHS threshold.</p> <p>The school will be advertising for another pastoral staff lead soon (to support the Transition Stage) and this will be an internal appointment.</p>	Further report on behaviour	JM/ KL	Summer 2 meeting
STU 4.8	<p>SEND (Special Educational Needs & Disabilities) This is a confidential minute</p>			
STU 4.9	<p>Pupil Premium This is a confidential minute</p>			

<p>STU 4.10</p>	<p>E-Safety (follow-on from Overview E-Safety.pdf report to October meeting) The E-Safety policy was approved. The Chair asked whether there was a record of whether governors has signed the acceptable use policy. The Clerk was asked to check this.</p> <p>In response to a governor's question regarding the use of Chrome Books, JM responded that this was a separate agreement signed by the pupils.</p> <p>The E-Safety report will be presented at the next meeting.</p>	<p>Acceptable use policy records for governors</p> <p>E-Safety report</p>	<p>SW-D</p> <p>MS with Tim Marcus</p>	<p>Next FGB</p> <p>Summer 1 meeting</p>
<p>STU 4.11</p>	<p>Link Governor The committee received a verbal report from JS, the link governor for Mental Health. The governor came into the school to meet with Mandy Sands. The general overview is that the level of need is high, but the number is stable. This is a small cohort of mostly boys which affects other students. There are increasing outside pressures from issues in town, which is causing concern, the use of drugs and teenagers hanging around school at the end of the school day. The school is getting multiagency help and support from the local PSCO. MS has suggested that more Walk and Talk time would be beneficial. Students from school are benefitting from working with MIND, Youths at Risk and Mosaic. MS has suggested a landing page on the website with links to mental health help and possibly and Instagram feed with the same links.</p> <p>Anxiety levels are still up post covid. There seems to be increased apathy and a decrease in resilience, and it might be a useful topic to explore with a suggestion from a governor that this could be done in Crew time.</p> <p>The governors were encouraged about the number of students who are engaging with outside agencies and would be interested to know what the gender split is.</p> <p>It was agreed that the next link governor update would cover anxiety and resilience with the possibility of JS conducting a focus group with some students.</p>	<p>JS to find out about gender split of students engaging with external agencies.</p> <p>JS to explore resilience and anxiety for next update.</p>	<p>JS/MS</p>	<p>Summer 1 or 2 meeting</p>
<p>STU 4.12</p>	<p>Policies The Attendance Policy will be reviewed at the next meeting. The Citizenship Policy was approved subject to changes that KL had put forward</p>	<p>Finalise Citizenship</p>	<p>SW-D; KL, IJT</p>	<p>By Easter</p>

		and approve by Chair's Action		
STU 4.13	<p>Risk Register Review</p> <p>The risks relevant to this committee have been discussed in item 4.7 but in summary the following are being put in place</p> <ul style="list-style-type: none"> • Learning standards for behaviour for the whole school • Support plan agreements • HOY surgeries with targeted invites and appointment booking <p>The Head also noted that she could see a case for reducing the PAN, as the school had been able to provide an appropriate curriculum on current numbers, and there would be some benefits to having a smaller PAN. The Head will bring an item to a future FGB meeting.</p>	PAN reduction proposal	JM	By July
STU 4.14	<p>Funding Priorities for 2023/24</p> <p>JM was asked for the funding priorities for the next school budget for 2023/24</p> <ul style="list-style-type: none"> • Astro turf – this is already on the agenda for the SFP meeting, though it was noted that a more compelling case would need to be made to the SFP • More SEN resources – the school has a disproportionately high number of SEN pupils • Continued Walk & Talk • TA time ; another TA would be good • Forest school – which is coming back soon • Food tech teacher – advertised for 	Pass information to Staff, Finances & Premises Committee	SW-D	
STU 4.15	<p>Any Other Business</p> <p>There was no other business</p>			
STU 4.16	<p>Confidentiality</p> <p>Items 4.8 and 4.9 are confidential minutes</p>			
	<p>Next Meeting</p> <p>There being no other business the meeting ended at 7.45</p> <p>The next meeting will be held on 3rd May 2023</p>			

