

**Staffing and Curriculum Committee Meeting**      **Part A**  
**Minutes of the Meeting held on Wednesday 14<sup>th</sup> June 2023**  
**at 6pm at the Sherwood Hill Campus**



Fran Boto (FB)	Co-opted Governor (Chair)	Present
Penelope Bradbury (PB)	Parent Governor	Absent
Gemma Davies (GD)	Co-opted Governor	Absent
Vajeha Haq (VH)	Parent Governor	Present
David Murden (DM)	Ex-Officio Governor / Headteacher	Present
Harriet Nicholson (HN)	Staff Governor	Present (to 8:09pm)
Natalie Taylor (NT)	Associate Member	Absent
Beth Brooks (BB)	Head of School; The Hill campus	Present
Anna Richardson (AR)	Wellbeing; Trans-disciplinary Specialist	Present
Rosemary Viggiani (RV)	Clerk	Present

	Item	Action
1.	<p><b>Welcome; Apologies for absence and quorum (3)</b></p> <p>FB opened the meeting 6:00pm and welcomed all to the meeting. The Meeting was declared quorate.</p> <p>It was noted that FB had been appointed Chair following the resignation of EB from the Board; PB had been appointed as a member of the Committee.</p> <p>Apologies were received and accepted from Gemma Davies for personal reasons.</p> <p>No apologies were received from NT or PB.</p> <p><b>Declarations of Interest</b></p> <p>There were no declarations of interest regarding items on the agenda.</p>	
2.	<p><b>Minutes of the previous meeting held on 22<sup>nd</sup> February 2023</b></p> <p><b>DECISION:</b> The minutes of the meeting held on 22<sup>nd</sup> February 2023 (Part A &amp; B) were approved as a true and complete record of the meeting.</p> <p><b>Matters arising:</b></p> <p>The actions are recorded and updated in the table at the end of these minutes.</p> <p><b>ACTION:</b> RV to advise governors re training on the Single Central Record</p>	
3.	<p><b>Headteacher's Report</b> (<i>report circulated prior to the meeting</i>)</p> <p>The Head was thanked for his report. The report was taken as read.</p> <p>Governors were invited to ask questions about the report.</p> <p>FB thanks the school for the clear information regarding achievements.</p> <p>It was noted that two new members of staff for the Hill from overseas have just received visas and are ready to start leaving one vacancy for a Band 5 Therapist</p> <p><i>Governors asked about the drop in learners achieving above 80%. Was this the lack of therapy or the teachers' expectations being too ambitious? How does the school know?</i></p> <p>BB outlined the Moderation process used on the Hill campus. AR confirmed that the process on the Park was different as there was not such an issue.</p> <p>BB described how they selected children's records for moderation where the child's achievement was between 75 to 100% to check whether the targets were sufficiently aspirational – the outcome determined that they were sufficiently aspirational with a few exceptions and the children have made good progress.</p>	

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<p>The variations across the year were discussed and it was noted that the targets in the Autumn term are sometimes too aspirational. It is more of a concern if there is a very high percentage achievement which might suggest that the targets are too easy.</p> <p><i>The governors asked about the concerns with the DIR Floortime training?</i></p> <p>AR explained the concerns that had led to the session being halted part way through. They have since spoken to the CEO who reassured us that this was an issue with that individual trainer and would not be repeated. The school are totally reassured that this approach fits with our ethos and have had good support in the past.</p> <p>The approach to managing self-regulation was discussed; it is based on the work of Stuart Shankar and Canadian government research. The approach was further discussed in the presentation later in the meeting.</p> <p><i>Governors asked about achievement and, in particular that relating to KS4 where the attainment is the poorest?</i></p> <p>It was noted that staffing has had a big impact on this cohort.</p> <p>Governors noted the plans for improvement and recent recruitment which has been approved by the Board despite the financial challenges providing recruitment is on a replacement basis. The school are still seeking mid-day supervisors and it was noted that the recruitment has attracted £15k in recruitment fees that will have to be found from elsewhere in the budget. However, the benefits of being able to recruit existing agency staff has significant advantages as the school are already confident of the individual's performance in the school environment.</p> <p>The challenge caused by the school's growth over the past few years was noted. Over the past few years the school has had to recruit staff for new classes. Last year was the first fairly static year and this year class numbers are the same but there are some new students. It will be the first year ever on the Hill no teacher vacancies; the Park have a number of vacancies and one person will be moving to the Park from the Hill..</p> <p>It was noted that agencies have been very successful in finding us the right teachers.</p> <p><i>Governors thanked the school for the detailed report on the transfers to and from other schools.</i></p> <p>AR noted that the LA have worked hard to achieve this. There is now a meeting every term with the specialist centres to discuss how they can work together more effectively. This has allowed the development of good links with other schools with others visiting the school to learn from our EYFS provision.</p> <p>With budgets so tight it is really helpful to be sharing expertise. The increase in movement of children across provisions is also encouraging. After one child moved on the school received a lovely letter from the parents. This improvement across provisions is to the benefit of the children.</p> <p>It was noted that BB and FB (as link governor) will be looking in more details at EYFS in their meeting to review Risk Assessments planned for 28<sup>th</sup> June.</p>	
<p>4. <b>Standing Updates: Safeguarding and GDPR</b></p> <p><u>Update on children not attending school</u></p> <p>The school are tracking attendance and Beth and Luka met the LA attendance officer with school; there is half-termly monitoring for all students and the attendance officer gave guidance as to appropriate attendance thresholds for special schools.</p> <p>It was noted that, at the Park it has been confirmed that absence is genuinely illness related; at the Hill there is a need to follow up some students where their absence is impacting on their PLPs; although the absence sounds genuine there is a need for some gentle phone calls to identify how the school can support the family. The school will be monitoring the "personal touch" approach as compared to the use of letters.</p>	

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	<p>It is important to distinguish between illness compared to, say, unauthorised holiday. This will be monitored every fortnight through campus specific SLT meetings.</p> <p><u>Update from the SCR Audit Meeting</u></p> <p>The minutes from the recent meeting were shared prior to the meeting; actions have been identified and half-termly meetings are planned moving forwards.</p> <p><u>Matters arising for Governors' information</u></p> <p>One safeguarding update was discussed and recorded in Part B minutes under Item 8.</p>	
5	<p><b>Presentation: Self Regulation</b></p> <p>Beth Brooks and Anna Richardson made a presentation to the Committee on self-regulation. The slides, developed by Dr Stuart Shankar, were provided for sharing with the Board.</p> <p>The approach links practice to wellbeing and is a powerful way for understanding stress and managing tension and energy. It is a research based lifelong process applicable to the wider society and is not specific to special schools. It is based on an understanding of how the brain responds to stress and can benefit pupils, staff and parents.</p> <p>The presentation described the four types of self-regulation journeys (Seeds; Sunrise; Quilt; Haven) Haven is where self-regulation is a part of the foundational framework through which all else is framed. It was noted that much of the practice was already being used by the school but this approach has given us a common language.</p> <p>It was noted that there is a difference between merely feeling stressed and being caught in a stress cycle; stress may be positive as well as negative but it needs to be managed to allow people to thrive on the stresses that abound in modern life.</p> <p>The five steps of self-regulation were explained and discussed noting that they are inter-relating and not sequential.</p> <p>The five Domains of self-regulation were also discussed and the importance of how behaviours can be re-framed. The difference between mis-behaviour and disregulation were discussed noting the importance of asking the question as to "Why am I seeing this behaviour?" and "Why now?"</p> <p>Regulation plans are very personalised for each child exploring the stressors for each child and how to manage them through positive strategies. Examples of strategies that may be adopted to protect wellbeing were discussed. For example a positive strategy may be for the child to leave the room whereas previously this may have been considered a negative act - but it may allow the situation to be de-escalated and avoid a further incident such as the child flipping a desk.</p> <p><i>It was noted that the concepts apply to both staff and pupils and governors asked how it works when staff check in on one another?</i></p> <p>AR noted that it works through finding buddies who naturally understand what helps you. You can have reflective moments with colleagues helping to address each other's stress load. It helps to look at everything through soft eyes – instead of getting angry at someone.</p> <p>If a parent is stressed it can also help.</p> <p>CAMHS are looking at adopting this approach and in CETR meetings it has been praised and noted that it may be helpful to care homes.</p> <p>In Canada it has worked with the indigenous population integrating with their ethos.</p> <p>The approach contrasts with the ABA ( Applied Behaviour Analysis) approach which is more akin to the 'carrot and stick' methodology.</p> <p><i>Who decides if we are a haven?</i></p> <p>It is more about observing where we believe that staff are; we need to keep embedding</p>	

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	<p>and enhancing the approach and it is reflected in the observation that, increasingly, visitors comment on how calm the building is. Students and staff feel supported. We need to learn to live it for ourselves to increase our resilience.</p> <p>The difference between the two campus was discussed noting that they are at different stages; the approach has been practiced at The Hill for longer.</p> <p><i>Governors asked about the involvement of parents?</i></p> <p>The school have run one parents' session. During the Friday afternoon sessions they talk to parents in the cup of tea session. One area being addressed at the moment is how to increase parental engagement in training.</p> <p>The approach is particularly pertinent at the current time with so many increasing external stresses – the pandemic, cost of living etc; everyone's batteries are low.</p> <p>DM reflected that the school had already seen such an impact from this approach.</p> <p>The governors' support for the budget has been very important; without the right budget we would have had to compromise this approach and it will be important to convince the LA. The key issue is that of staff wellbeing – and we can only do that with the right budget to provide the wellbeing practitioners and other support roles.</p> <p>The action plan to support the change of culture at the Park was discussed, framing it in the five stages of self-regulation. The importance of embedding the practices was discussed whilst noting that there are also red lines that can't be crossed and need to be addressed where necessary.</p> <p>Governors thanked the school for the presentation noting that it would be important for the full board to understand the approach.</p> <p>It was noted that governors are invited to the Inset Days which can also help to develop a broader understanding of the approach.</p>	
6.	<p><b>Terms of Reference for the Committee</b></p> <p>The current Board Structure was circulated prior to the meeting.</p> <p>It was noted that this will be reviewed at the Strategy Day on 21<sup>st</sup> June and the structure for 2023/24 will be approved at FGB in July.</p>	
7.	<p><b>Governor Visits and Training</b></p> <p>FB provided a written report on her activities as Safeguarding Governor. She had attended the termly safeguarding meeting at the school on 13<sup>th</sup> June; details are provided in her report.</p> <p>FB noted that the school has a very robust system of regularly looking at children's needs. This meets the requirement as to what governors should look at as noted on the Key.</p> <p>Whilst there have been incidents and serious near misses it is encouraging to see a response with actions and policies being changed and tightened. FB stated that she is most concerned regarding the staffing capacity and the stress on staff. However, she is hopeful that, with more capacity at the Park, the situation will improve; there is a need to be really vigilant. The staffing for family liaison will depend on the budget.</p> <p>What was brought home to FB was how important the proposals re Friday afternoons could be to allow learning to be processed.</p> <p>AR responded that the school have been reflecting as well, particularly re the Park Campus and the ways of working that we have to sift and no longer want to see. The importance of communication with families is clear and an area for improvement as is the need to encourage openness and transparency with regards to incidents to facilitate learning.</p> <p>There needs to be red lines – sticking to the ethos, culture and values.</p> <p>DM noted that, whilst it may look as though there is a bump in incidents, it is more that they</p>	

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	<p>are being transparently addressed.</p> <p>AR also said that, historically the policies have not been updated for some time. There have also been many changes in the availability of approaches for the PMLD cohort and the transdisciplinary approach makes all our children safer and helps them to progress quicker.</p>	
8.	<p><b>Confidential items</b></p> <p>Trustees agreed that the discussions in this item should be recorded in the Part B Minutes.  <i>HN left the meeting at 8:09pm</i></p>	
9.	<p><b>Any other business / Dates of future meetings</b></p> <p><u>Wellbeing (Behaviour) Policy</u></p> <p>It was noted that this policy had been approved by FGB on 7<sup>th</sup> June 2023</p> <p>There was no other business.</p> <p><u>Forthcoming Meetings:</u></p> <p>Strategy Day: 21<sup>st</sup> June 2023  Premises, Health &amp; Safety: 4<sup>th</sup> July 2023  Finance: 12<sup>th</sup> July 2023  FGB: 19<sup>th</sup> July 2022  Curriculum and Staffing: tbc</p>	
	<p>The meeting closed at 8:12pm</p>	

Signed: Frances Boto Print Name: Frances Boto  
Chair FRANCES BOTO of S&C Committee Date: 14.11.2023

## Action list

Item	Action point	Who	By when	Update
Actions arising from the Meeting of the 21 <sup>st</sup> October 2021				
1.	To agree membership of a working party to sample risk assessments	EB	May 23	Meeting set up for 28 <sup>th</sup> June with BB, FB and either Luka or Jess.
Actions arising from the meeting of 9 <sup>th</sup> February 2022				
5.	EB to liaise with Karen Cunningham re a visit for an SCR review.	EB	March 22	CH held a meeting with SK, KC, SL on 22 <sup>nd</sup> May and half-termly meetings are being planned moving forwards; <b>action closed</b>
7.	DM to report back to the next meeting re Uniform.	DM	Spring 23	The school have reviewed the current uniform guidance as included in the admissions pack. The current uniform rules are appropriately flexible and affordable; <b>action closed.</b>
Actions arising from the meeting of 17 <sup>th</sup> May 2022				
8	DM to include percentages within the HR statistics e.g. re vacancies.	DM	Spring 23	Action completed and closed
9	AR to share Sleuth reports on an ongoing basis including factors such as how often restraint is used, injuries to staff and students etc. Governors are invited to define what they would like to see included in these regular reports.	AR	Spring 23	Replaced by Action 22 below; <b>action closed</b>
10	AR to provide anonymised reports for governors from both My Concern in the new academic year. Governors to confirm what is needed from the report. (c/f action 9)	AR	Spring 23	Replaced by Action 22 below; <b>action closed</b>
Actions arising from the meeting of 22 <sup>nd</sup> February 2023				
19	RV to liaise with CH and NT with regards to her participation.	RV	Mar 23	Action ongoing
20	AR to raise the question with regards to solar panels on the new extension with Karen.	AR	Mar 23	AR raised it with KC; the design is not yet at that level of detail. Action remains open
21	EB, as safeguarding governor, to liaise with AR and DM with regards to the serious safeguarding incident.	EB, AR, DM	asap	AR and DM spoke to CH and also spoke to FB; a LADO tab has been added to the Safeguarding sheet; <b>action closed.</b>

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22	EB/FB to meet with AR to review the information available from My Concern and SLEUTH to identify the information that would be most helpful on a regular basis. To report back to the next meeting.	EB; FB; AR	May 23	Meeting planned with FB for the 5 <sup>th</sup> July 2023.
23	The Wellbeing (Behaviour) Policy to be updated for the next S&C Meeting.	AR	June 23	Approved at FGB; <b>action closed</b>
24	The Equality Policy and PSED report to be presented to FGB on 29 <sup>th</sup> March 2023.	DM	Mar 23	To be presented to the FGB in July; action ongoing.
25	DM to arrange presentations to FGB and/or S&C on Literacy and Communications and Target Setting and Assessment. Action from Finance: DM to report to the Curriculum and Staffing Committee with regards to the data, trends and patterns with regards to long term sickness, suspensions and maternity cover.	DM	June 23	<b>Action completed and closed</b>
Actions arising from the meeting of 14 <sup>th</sup> June 2023				
26	RV to advise governors re training on the Single Central Record	RV	July 23	

