

**Staffing and Curriculum Committee Meeting**  
**Agenda for the Meeting to be held on Tuesday 17<sup>th</sup> May 2022**  
**at 6pm at the Sherwood Hill Campus (Google Meet as back-up)**



Eileen Bone (EB)	Foundation Governor (Chair)	Present	
Fran Boto (FB)	Co-opted Governor (Vice-Chair)	Present	
Matthew Grew (MG)	Co-opted Governor	Present	
Claire Hadcocks (CH)	Co-opted Governor	Present	
Vajeha Haq (VH)	Parent Governor		Absent
David Murden (DM)	Ex-Officio Governor / Headteacher	Present	
Stephenie Shvern (SS)	Parent Governor		Absent
Tracey Townsend (TT)	Staff Governor	Present	
Rosemary Viggiani (RV)	Clerk	Present	

	Item	Action
1.	<p><b>Welcome; Apologies for absence and quorum (3)</b></p> <p>EB opened the meeting 6:00pm and welcomed all to the meeting. Apologies were received and accepted from SS for personal reasons. No apologies were received from VH. RV will check that she is receiving emails OK.</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 9<sup>th</sup> February 2022</b></p> <p><b>DECISION:</b> The minutes of the meeting held on 9<sup>th</sup> February 2022 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>	
3.	<p><b>Headteacher's Report (report circulated prior to the meeting)</b></p> <p>The Head was thanked for his report which covered the following areas:</p> <ul style="list-style-type: none"> <li>– Whole school targets</li> <li>– Ofsted next steps for the school</li> <li>– Pupil Progress (paper also circulated)</li> <li>– Assessment</li> <li>– Continuing Professional Dev't (CPD)</li> <li>– Attendance – Spring Term 22</li> <li>– Staffing</li> <li>– Safeguarding</li> <li>– Well-being (Behaviour)</li> <li>– Admissions</li> <li>– Trans-disciplinary Working &amp; Liaison</li> <li>– Curriculum</li> <li>– Finance</li> </ul> <p>DM thanked members of the LT for their contribution to large parts of the report. The report was taken as read and governors were invited to ask questions.</p> <p>Governors thanked the Head for a beautifully candid report that is much appreciated. For the school to move forward it is important to understand where we are currently.</p> <p>Governors asked a range of questions including:</p> <p><i>How is the vacancy rate compared to pre-covid? (p8)</i></p> <p><i>How many TA's does the school have in total (to put the turnover into context)?</i></p> <p><i>Governors asked about behaviour management and the move away from Team Teach?</i></p> <p>The loss of both TA's and teachers during the Covid period was discussed. This turnover has now slowed and is being remedied through recruitment. It was noted that the school employs around 60 TAs (around five per class with 12 classes); 24 vacancies are therefore a significant number; it was noted that the situation is now improving.</p>	



**Item****Action**

The Head noted that the school will be six teachers down for September but one was offered a position today.

It is understood that the situation is not dissimilar across the sector. The DfE had anticipated leadership problems – but there are now concerns at the lower end of the scale due to cost of living and travel costs etc.

**ACTION:** DM to include percentages within the HR statistics e.g. re vacancies.

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Behaviour and the use of Team Teach were discussed. It was noted that this is a behaviourist approach used in many schools but does not support Sherwood Park's approach. The school are therefore looking to reduce its use.

Team Teach also requires a significant amount of training and it teaches people to use holds that the school does not encourage – holds that are used only very infrequently and with few students. It also does not help with the youngest students as it can damage the adult's back. It does not help with de-escalation techniques and the school are developing other options, teaching people a skills set for de-escalation - to reduce the child's anxiety in the moment; there are strategies other than physically holding a child. The school are currently looking at five other options to supplement our learning approach.

Anna has completed several courses exploring different approaches supporting a de-escalation approach – but Team Teach will not be completely phased out before up-skilling colleagues. All staff will have training in low arousal techniques to provide them with the knowledge and skills for de-escalation; Team Teach will be maintained in parallel on a reduced use basis as a back-up. Sleuth will capture data to allow for an analysis on the effectiveness of the approach and the aim will be to phase Team Teach out completely over a period of three years.

This would be a significant change for the children and the families. If children are not physically manhandled in lower years then the expectation is that this physical approach will not then be needed as the child grows and develops. It will make the children less vulnerable and have a significant impact. Looking at the bigger picture the aim would be to share the approach and the learning across the Borough.

**ACTION:** 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.

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*Governors asked whether other schools are using a similar approach?*

Whilst AR has not yet followed up on this, she believes that this approach is not widely used.

The aim is to become a restraint free school.

There would also be benefits for staff who feel anxiety with regards to the use of restraint.

It should also reduce injuries to staff. It will be helpful to see the impact in the Sleuth reports and should also be reflected in reduced staff absence.

Governors applauded this approach noting the importance of staff wellbeing as well as student wellbeing.

DM noted that the school are also starting to recognise the neurodiversity of our staff and there is a meaningful piece of work to do in this area. The staff environment is also being reviewed to ensure that there are places for quiet time and prayer for staff. Increasing the number of independent working places for children out of class will help and may free up a quiet space for staff taking a break. All these aspects are being explored through this project.

*Governors noted that it will be helpful to define the strategic goals for next year and to pull all the threads together to see the links between the different goals.*

**Item****Action****4. Standing Updates: Safeguarding and GDPR**Update on children not attending school

DM referred to page 7 in his HT report. It was noted that 35 children at the Park Campus (46%) have attendance below 80% for the Spring Term. The school are looking closely at reasons for why they are off and the Head is monitoring this closely for both sites - tracking weekly, reporting monthly and RAG rating.

DH explained that the threshold of 90% absence to send a letter to parents of mainstream children is not appropriate for Sherwood Park children as so many have medical needs. With 150 students in the school this is being monitored on an individual basis and RAG rated; a child with a red rating for their absence may be off because their parents are struggling and they need more support; it may be a safeguarding issue. A child's absence may be rated green but have 20% absence.

Governors thanked the school for their personalised approach noting the importance of attendance where possible given that attendance and progress are closely linked.

AR noted that there are some points of significant concern that the school are following up. One concern is with regards to the difficulty getting HCA's – they are hard to recruit. The school are working with the LA interim Head of Health and have tried to put processes in place with the Head of Social Care for a panel to review children's needs. It is currently not clear who puts the carer in place and all the while the children are out of school. One new child in September will need an HCA but they have not yet been arranged.

DM noted how this all relates to the issues raised in the SEND green paper.

*Governors asked how the HCA works and whether they are with the child all day?*

In the following discussion the challenge of how the school best manages the HCA's hours were explored noting the needs of the child both at home and at school. With a set number of hours, if the HCA hours are used in school then they may be taken away from the parents at home. Yet at school the HCA may end up just watching the child as they do not have an educational role. This is an ongoing concern that has yet to be resolved between the education and health authorities but, in the meantime, the school have been liaising with the LA Head of SEND and have agreed that a proportion of a child's education hours can be used to pay the person to address both education and health needs. Otherwise there is a risk that there are too many adults in room and it can be dehumanising.

The reporting needs for governors were also discussed and it was agreed that attendance by term and year will be presented to allow governors to monitor the trends. These will hopefully improve; they will always be below mainstream but there is still room for improvement.

The challenge for families in taking holidays was discussed. Some holidays in term time have been agreed if a family cannot access facilities during the holidays. This has increased after Covid and needs review to ensure that the time is being best used to meet the needs of the child and the family. Sometimes time is requested for travel to access specialist treatment; each is assessed individually to ensure that there are no safeguarding risks. Some requests for time off are appropriate where private treatment can only be accessed during the week and some are accessing treatment at the leading edge of research trials.

Matters arising for Governors' information

The safeguarding audit has been rescheduled to the end of July.

The work being undertaken on the "My Concern" system was discussed. The aim is to have a consistent approach to data input to ensure that there is robust data / reports from the system. This should help with data capture and reporting for the safeguarding audit.

Work is also being undertaken to ensure that the SCR is complete and up to date.

**ACTION:** AR to provide anonymised reports for governors from My Concern in the new academic year. Governors to confirm what is needed from the report. (c/f action 9)

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Item	Action
<p>5 <b>Policies to approve</b></p> <p>Governors noted the decision at FGB that all policies remain in force until a new version is approved regardless of whether the planned review date has passed.</p>	
<p>6. <b>School Uniform</b></p> <p><i>Update re Action 7.</i></p> <p><a href="http://www.gov.uk/government/publications/cost-of-school-uniforms/cost-of-school-uniforms">www.gov.uk/government/publications/cost-of-school-uniforms/cost-of-school-uniforms</a></p> <p>This was carried forward to the next meeting.</p>	
<p>7. <b>Green Paper on SEND</b></p> <p><i>To note the recent <u>DfE Green Paper on SEND</u> and its potential impact on the school.</i></p> <p><i>Governors asked who is leading on the response to this Green Paper?</i></p> <p>The Head noted that the school will wish to make a response and will also make the LA aware of their views.</p> <p>In the discussion it was noted that, in mainstream, there is an increase in exclusions for behaviour which has strong links to anxiety and wellbeing. There is concern that many responses will not be based evidence based practice. In the work at Sherwood Park families have protected from many of the problems that have prompted the publication of the Green Paper. Transdisciplinary working in school has helped, pulling together all parties to address the issues. Children are struggling in mainstream and some of the problems arise from students masking the issues that they have.</p> <p><i>Governors asked whether this gives the school opportunities to help?</i></p> <p>It was agreed that Sherwood Park could support mainstream settings by providing strategies and theory that has achieved success outside of mainstream but, unless leaders in high schools shift their idea of what success looks like for these children, then it might have limited impact. Success cannot be measured as a GCSE grade in every subject.</p> <p>The DfE need to make clear that the Green Paper links with the White Paper and is not separate; they should be read together. The significant message in the White Paper is with regards to training and the SENCO qualification. If the links are made then it can hopefully help.</p> <p>The difference between the issues facing mainstream and those addressed by Sherwood Park were discussed. Very few children have an EHCP affecting all and every area of learning plus health plus social care needs and there is a fear that our children will miss out.</p> <p>It was noted that the Head of SEN is Sutton is getting all Special Schools together re evidencing positive impact data to demonstrate what really good outcomes look like for our pupils. The positive financial impact of transdisciplinary working was discussed. Whilst there is a large investment in the approach it is saving significant amounts of money overall, particularly if children would otherwise have residential / private sector placements.</p> <p>It was agreed that it would be appropriate for each provision to provide a separate evidence based response; the LA could consolidate the message but should not subsume individual responses.</p> <p><b>ACTION:</b> DM and AR to liaise with the LA with regards to the response to the Green Paper. 11</p> <p>It was also noted that it is important for the board to have a view on MATs; agreeing the approach that would best benefit the school and wider community and any options that would not be appropriate. It was noted that the SET will also be considering this.</p> <p><b>ACTION:</b> CH to include discussions on MATs into the Strategy Day agenda. 12</p>	



Item	Action								
<p>8. <b>Terms of Reference for the Committee</b></p> <p><i>To review the ToR for recommendation to FGB for approval</i></p> <p>It was noted that these are based on the NGA recommended terms of reference. The ToR were discussed and some minor changes agreed for recommendation to FGB.</p>									
<p>9. <b>Governor Visits and Training</b></p> <p><u>SAMS CPD Training – request all Governors login and update personal details:</u> <a href="http://www.samscpdonline.org">www.samscpdonline.org</a></p> <p><u>To note training opportunities through Sutton Governor Services (SGS) &amp; Learning Link</u></p> <p>It was noted that the clerk had circulated the full list of training being offered by SGS and the Learning Link prior to the meeting. All governors are required to do the Safeguarding for Governors module on Learning Link.</p> <p><b>ACTION:</b> AR to provide dates for the in house safeguarding training as given to staff for governors to participate.</p>	13								
<p>10. <b>Confidential items</b></p> <p>There were no confidential items; none of the discussions were deemed to be confidential.</p>									
<p>11. <b>Any other business / Dates of future meetings</b></p> <p>TT updated governors celebrating some of the small but significant developments made by students.</p> <p>There was no other business.</p> <p><u>Forthcoming Meetings:</u></p> <table border="0"> <tr> <td>Finance:</td> <td>12<sup>th</sup> July 2022</td> </tr> <tr> <td>FGB:</td> <td>20<sup>th</sup> July 2022</td> </tr> <tr> <td>Premises, Health &amp; Safety:</td> <td>tbc</td> </tr> <tr> <td>Curriculum and Staffing:</td> <td>tbc</td> </tr> </table> <p>The meeting closed at 7:55pm</p>	Finance:	12 <sup>th</sup> July 2022	FGB:	20 <sup>th</sup> July 2022	Premises, Health & Safety:	tbc	Curriculum and Staffing:	tbc	
Finance:	12 <sup>th</sup> July 2022								
FGB:	20 <sup>th</sup> July 2022								
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Curriculum and Staffing:	tbc								

Signed: 	Print Name: <u>Franker Bond</u>
Chair	Date: <u>14.12.2022</u>



**Action list** – Note: the following actions as greyed out are closed.

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	FGB	May 22	CH and EB and TT to review some risk assessments relating to individual children to confirm their consistency. TT and EB to arrange a date for after half term. Action remains open.
2.	Ms Boto to take refresher training in sleep counseling prior to offering her services to the school.	FB	Feb 22	Now retrained; action closed
3.	Ms Richardson to look into the possibility of securing long term support and intervention	Ms Richardson	May 22	This has now been secured and is having a significant positive impact for the families. Action closed.
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	EB will be visiting after half term and will meet with Anna. Action remains open.
6.	DM to bring more data regarding absence and children not attending school to the next Staffing and Curriculum Meeting.	DM	S&C May 22	In the HT report; action closed
7.	DM to report back to the next meeting re Uniform.	DM	S&C May 22	Ongoing
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	Sept 22	
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	Sept 22	
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	Sept 22	

[Signature]

Item	Action point	Who	By when	Update
11	DM and AR to liaise with the LA with regards to the response to the Green Paper.	DM/AR	July 22	
12	CH to include discussions on MATs into the Strategy Day agenda.	CH	July 22	
13	AR to provide dates for the in house safeguarding training as given to staff for governors to participate.	AR	July 22	
14	Action transferred from FGB: To put a discussion on the agenda for the next C&S meeting to review and triangulate the data regarding target setting and assessments to ensure that governors understand the processes and achievements. Anonymous case studies will be helpful.	RV	Autumn Term 2022	

