

Governors' Students' Committee Meeting Minutes.

17th November 2010

Present: S Ellison, E Clerkin, C Molyneux, J Coyne, R Owens

Apologies: None

Issue	Matters arising/ Discussion/ information	Action Taken/ to be taken
<p>1. Attendance SEI</p>	<p>SEI informed the Governors that she had taken over the role of monitoring attendance since September 2010 and the school had appointed an Attendance Officer.</p> <p>First day response is in place and the parent of every student's who is absent is contacted to find out the reason for the absence.</p> <p>Back to school interviews take place with the student when they return to school after each absence It is envisaged that students attend catch up sessions with the subject teachers and this process can be supported by tutors & LMs</p> <p>Truancy Watch will soon be involved to support both attendance & punctuality</p> <p>To improve attendance of 'hard core' group of children, Family Action are working with year 7 & 8 students and L'pool Youth Service with KS4 students</p> <p>School had an Attendance inspection last week. The initial feedback was extremely encouraging and the substantial improvement in attendance from same period last year was commended</p> <p>Punctuality remains a whole school concern. Action to ameliorate this, ranges from punitive, through support, to issuing late passes.</p>	<p>Attendance officer/Learning mentors</p> <p>Tutor/ LM/ HoH/Pastoral deputy</p> <p>Presentation made to students and then support on the school gate for 'lates' with staff involved in actual Truancy sweeps when it's Geoff Sullivan's turn</p> <p>SEI to evaluate efficacy in January</p> <p>Awaiting formal feedback from Ron Collinson</p> <p>On going</p>

	<p>J Coyne asked if any consideration was given to students with a punctuality/attendance problem or who are carers . SEI responded that such students are issued with late passes as well as receiving pastoral support</p>	
<p>2. Behaviour SEI</p>	<p>Shorefields’ aim in improving behaviour is to move from good to outstanding.</p> <p>Behavioural system put in place which gives the student a clear idea that the repercussions of continued poor behaviour could be permanent exclusion. Students made aware that they have a responsibility to enable good teaching and learning to occur in every classroom, by their behaviour.</p> <p>The LA have commented favourably on our ‘priority intervention list’ which highlights students at the early stages. The same is for our referral system</p> <p>At the start of this academic year there were a number of students who were high on this list and as a result of their consistent poor behaviour they have either had a Negotiated Transfer, left Shorefields under the New Protocol agreement or have been excluded, in some cases this has been permanent.</p> <p>Support for students experiencing problems needing extra help from outside agencies have access to advice from Addaction (drug advice), sexual health and anger management.</p> <p>There are 2 units in Shorefields –an Early Intervention and a Reintegration Unit. We temporarily have the use of the Liverpool where the students are placed before they are reintegrated back into mainstream school. If the student does not succeed here there is little chance of the child returning to mainstream education</p> <p>In the past week there have been two severe fights between students. In the first one the school onsite police constable was assaulted. The second fight resulted in a student receiving hospital treatment due into the severity of the attack. The students involved in violent behaviour last week have been permanently excluded from school, pending governors’ ratification next week</p>	

	<p>The school works closely with Social Inclusion. This is part of Childrens' Services that deal with students who face permanent exclusion from school . Some students are offered a negotiated transfer, in which case they will move to another school on the understanding that if their behaviour continues to be a problem they are returned to Shorefields.</p> <p>A contract between the school and student is an alternative to permanent exclusion. The student will receive a written contract stating what is expected of them.</p> <p>If the student fails to abide by the rules of the contract this may lead to permanent exclusion</p> <p>If it comes to the point where the students is unable to return to school due to continued bad behaviour they will arrange for the child to attend the secondary education centre where they will continue their education.</p> <p>The number of permanent exclusions has increased since September. However, it is hoped that this will make the students aware of the consequences they face if they continue flouting school rules.</p> <p>As a result of congestion in the reception area students now come into school through a separate entrance to staff and visitors. They are greeted by members of the Senior Leadership Team who welcome the students in to school and shake their hands. This seems to have resulted in a more relaxed atmosphere around the school . There are prefects and staff positioned around the school to ensure that the students behave out of lessons.</p>	
<p>3.Admissions EC</p>	<p>The admission procedure has changed from September 2010. There are now only 3 intakes per year - September, January and April .If an application is received after the start of a new term then the child has to wait until the start of the following term.</p> <p>The only exception being is for students who have moved from another part of the country or who have previously come from another country. In the past 3 weeks alone we have received 18 applications and accepted 9 students.</p> <p>There is a 10 day turnaround form application to admission during which time all the information from the previous school has to be collated and a decision made to accept or decline the student. We are not allowed to decline the student if we have vacancies in the school and this causes problems if the student concerned has a poor record of behaviour.</p> <p>Shorefields' students start their options in year 9 and this</p>	

	<p>makes it difficult to accept students after this time as the GCSE courses have already began.</p> <p>As New Heys and St Benedicts have merged to become an academy they do not have to take in students based on challenging behaviour. 99% of students who attend Parklands live in the Speke area and as a result Shorefields will have applications from students who have been declined a place in South Liverpool Academy and do not live in the Speke area</p> <p>As a Trust School Shorefields' governors and Head could consider having their own admission policy, but remaining mindful of the fact that the school serves its local community.</p>	<p>E Clerkin to ask A Dearden to forward policy to Governors</p>
<p>4.House System SEI</p>	<p>Information given re new system and its positive reception by staff and students after initial concerns (as with anything new)</p> <p>This was implemented as result of conversations with the Pastoral Team. E Clerkin looked the number of students, their ethnicity and tutors in each year and it was found that there was roughly the same number.</p> <p>Assemblies in each House now take place and a buddy system has been established whereby students can offer advice to students who have problems.</p> <p>There are different year groups in each house and a review of the system will take place in May</p>	
<p>5.Drugs Policy SEI</p>	<p>This was rewritten recently .This the first policy to be presented to the Governors to be ratified. The policy should be water tight so that there cannot be any loopholes. Shorefields needs to reiterate the fact that the school has zero tolerance on drugs.</p> <p>The policy will be taken to the Student Leadership Team</p> <p>S Ellison informed the Governors that the policies are being updated and will be passed to Governors on completion to be ratified</p> <p>It was suggested that the Governors are given a list of policies to be ratified.</p>	<p>S.Ellison</p>

