

Minutes – Bristol Brunel Academy Council

Version: Approved

Date 1st July 2024

Location: Bristol Brunel Academy

Time: 5.30 pm

Academy Councillors:

Nicky McAllister (Chair) - Sponsor Councillor
 Nicola Pearce – Sponsor Councillor
 Naomi Soper – Teaching staff councillor
 Nicky Goodall – Parent Councillor
 Jen Cusack – Head of School
 Heather Milburn – Student Advocate
 Rosie Hunt – Sponsor Councillor
 Saima Akhtar– Sponsor Councillor
 Emma Thorn – (Vice Chair) Sponsor Councillor
 Jon Jones – Executive Principal
 Sharon Porter – LA Representative
 Georgina Hopkins – Parent Councillor

Invitees:

Kelly Jefferies – Vice Principal
 Craig Jordan

Item	Description	Action
1	Introductions	
1.1	NM welcomed everyone to the meeting and introductions were made. Apologies were received from NP, NG, RH, GH & SA	
2	Declarations of Interest	
2.2	There were no verbal declarations.	
3	Academy Council Membership	
3.1	The Academy Council has no vacancies currently.	
4	Minutes of Previous Meeting	
4.1	The minutes of the meeting of 13 th May 2024 were agreed as accurate.	
5	Matters Arising	
5.1	<u>ACTION: JC to bring the minutes late and actions to the next meeting.</u> 13/05/2024 - Data will be available at the next meeting – carry forward 01/07/2024 – carry forward	JC
5.2	<u>ACTION: Clerk to add lateness to the next agenda.</u> 01/07/2024 – add to T2 agenda so that T1 data can be reviewed	Clerk
5.3	<u>ACTION: Clerk to add meeting need agenda progress to the next agenda.</u> 01/07/2024 - complete	Clerk
5.4	<u>ACTION: JC to ensure that HM is on the mailing list for the climate action group.</u> 01/07/2024 - complete	JC
5.5	<u>ACTION: Clerk to add Climate action group update to the next agenda.</u> 01/07/2024 - complete	Clerk

Item	Description	Action
6	Careers	
6.1	<p>There was a presentation from CJ, who shared headlines from the careers programme at BBA and the wider Trust this year, including work experience, offsite visits and online meetings with local and national employers and education providers. Councillors discussed specific programmes that are aimed at closing the gap and providing equal opportunities.</p> <p>Councillors discussed the envision programme, the BBC bitesize roadshow for KS3, Year 7 alternative week for camp skills-based sessions, UWE and DETI workshops, trips to Burgess Salmon for a group of Y10 students, Southwest Apprenticeship road show, CLF roadshow, mock interviews and Trust-wide Y9 raising aspirations sessions.</p> <p>Councillors discussed disadvantaged groups and how they are prioritised and supported in careers programmes and incentives.</p>	
6.2	What are Gatsby Benchmarks?	
6.3	It's a careers programme which includes understanding the careers market, careers links to the curriculum, opportunities for students to work with employers, work experience, working with higher and further education organisations and 121 opportunities for CEAIG.	
6.4	The opportunities and provision of those who did not take up work experience was well crafted and relevant, but what can we do to get more students to take up work experience?	
6.5	There are discussions with other CLF schools around best practice and ensuring that as many students as possible get involved in work experience. Parental contacts seem to be so key to students participating. More students took part this year when compared to last years cohort. We also allow students to take up opportunities at other times in the year.	
6.6	How do you know how effective that work experience is?	
6.7	Usually through student voice, mostly verbal rather than through a formal survey. We have received feedback from a parent that our in-house offer is better than work experience, which we are trying to avoid. We didn't do as many work experience staff visits this year as we were offering things in school. It's something that we are mindful of and will plan into programme this year.	
6.8	How do we address the conflict with the curriculum when students are out at different times? We want students in lessons as much as possible.	
6.9	There can be a conflict, we seek year team advice on individuals, especially about attendance. We offer lots of catch up, mocks and catch-up mocks are routine. We need to ensure timetabling works for everyone and encourage more students to be out at the same time, but we don't want to miss valuable opportunities. We always ensure students and families agree to the catch up needed.	
6.10	Where do we address critical thinking skills as future citizens?	
6.11	That falls to all teachers to teach transferrable skills and employability skills. It's about reasonable rational decision making. The PSHE and RE curriculum cover these skills as well as the Y8 & Y11 raising aspirations work.	
6.12	<u>ACTION: JC to consider with SLT how critical thinking skills/future citizens teaching/development can be developed.</u>	JC
6.13	The alternative to work experience that was offered in school was well curated, where is the evidence base that work experience is the gold standard? Is what we offer in house better?	
6.20	We've tried not to make it better, and we've considered what other schools are doing across the Trust so that we are working together. Our offer has been adapted a lot since COVID to ensure that we have a mixture of in person and online opportunities.	
7	Academy Council Report	

Item	Description	Action
7.1	The Academy Council Report was published with the meeting papers and reviewed by Councillors prior to the meeting.	
7.2	Congratulations to the staff and students involved in the Eco Club for all their work and commitment. As an Institution are we confident we are doing enough both in terms of engaging minds and in terms of effective actions?	
7.3	We are now working towards the next award and looking to maximise what we do. As a PFI schools, we'll not be able to do all the things we would like to, but we will do all the things we can do. We would like to have recycling bins for example, but we aren't able to. We know that our waste is hand-picked and recycled. We continue to work well with SKANSKA. We receive a quarterly report from them on our data, usage and waste etc. The Student Council have worked with SKANSKA about various matters.	
7.4	There was some very positive feedback from the Behaviour ARV but what do you need to do to get 'consistency from all staff and how will you know when you have effectively addressed issues of poor behaviour?	
7.5	Councillors discussed specific examples of how SLT are working hard to ensure everyone understands the expectations and is dedicated to the BBA values and consistency, including training at inset days. Previous models have deskilled tutors so there is now work being done to upskill staff and set clear expectations.	
7.6	Do all staff have to be tutors?	
7.7	Not all staff are tutors but we do need a high number of tutors so that every child has one. Students need a member of staff who is there for them. We have a mixture of teaching and non-teaching tutors.	
7.8	How will tutors alerts about safeguarding incidents improve the response/follow up for the child? Is there a risk that untrained staff will be expected to support children with complex safeguarding issues?	
7.9	We've made it very clear that tutors are not qualified to have those conversations – the safeguarding team is there for that and tutors responsibility is to understand students contextual environment. They don't have to act on it themselves.	
7.10	The pastoral summary which is sent to parents at the end of each term contains attendance data, late occurrences. The report says this initiates discussion from parents. What is the content of these discussions? Are the reports seen as useful or could they be improved?	
7.11	They are a useful starting point in talking about data with parents. Talking about attendance with parents is now much more supportive and positive and conversations are happening more proactively, so the content of the letter/report isn't a surprise.	
7.12	What is the rationale behind moving all PYL and PSAs into same space. How will this impact on children accessing their pastoral year team?	
7.13	We want to bring them together to maximise on the expertise and experience of staff. It's about leaning on expertise, peer coaching, learning and PD to grow those teams. There has been lots of talk about the specifics, eg. Students in year pods and consistency of being in lessons etc. This way, everyone gets equal and fair approach to their needs. We've talked about specific concerns such as a quiet space to do work, practical things like space, where belongings will go etc. If we try it and it doesn't work, we'll go back to the current system and that's fine. But we want to try this to improve what we can offer.	
7.14	How will we catch those conversations when someone does need to make an disclosure?	
7.15	There will always someone to talk to, what we are trying to stop is the time wasting and getting students back into lessons. There are already shared offices so it's not completely different.	
7.16	JJ left the meeting at 6.40pm.	

Item	Description	Action
7.17	Is there capacity for staff who have completed the 'Designated Safeguarding Lead' training or 'Advanced Practitioners' training to support Colin Clements with the completion of audits? <i>(CLF Audit took approximately 4 hours, and the LA Audit is a substantial document that needs completing over the course of the year).</i>	
7.18	We have a deputy DSLs to add capacity. The audit is the same every year, it's not going to be a surprise at all. We know what's coming up and doesn't need to be fitted into 1 day. One of the issues that was discussed in last link meeting was that the document is available beforehand and can be completed over time. The audit should have pulled on others in the school and their expertise as one person can't hold everything. That will be addressed next time because we will draw on others and break down the workload.	
7.19	What was the focus of the EDI training at twilight? (page 9) Would it be possible for Councillors to have a short presentation of the progress in subject areas and sight of the updated EDI strategy at the next meeting?	
7.20	It wasn't on unconscious bias as we had hoped. It was based around representation but there wasn't particular training, it was more of a discussion. SA has done lots of work on unconscious bias but it's probably been around 2 years since we last had a specific training on it.	
7.21	Was it BBA or CLF training?	
7.22	It was BBA training so we can readdress this for next time.	
7.23	<u>ACTION: Clerk to add presentation on EDI strategy to the next agenda.</u>	<u>Clerk</u>
7.24	How do we make sure that the staff recruitment process is fully inclusive?	
7.25	Recruitment is difficult at the moment financially. We've signed up to a local platform to reach more people about the Trust as an employer which will be live soon. We are currently recruiting several roles and we aren't attracting very many applicants, and the diversity is less than we would like to see. We advertise on eTeach but we need to broaden this so we reach a more diverse audience. There was a discussion around other platforms and social media options available and work with the central team.	
7.26	Is there a policy on recruitment and shortlisting?	
7.27	Not that we are aware of. There may be some evidence available as part of the Anti-Racist School Award.	
7.28	<u>ACTION: JC to ask HR for the Trust policy on inclusive recruitment.</u>	JC
7.29	How many of our new Year 7 students will need additional support in September and do we have the capacity to meet identified needs?	
7.30	We have 10 students with an EHCP joining and we are already above PAN for this year group. There have been a number of consults that we need to deal with individually as to whether we can meet need. There are no AP or specialist provision places available in the area. We don't have capacity in the team at the moment and we haven't successfully recruit ELSA trained person this year. We won't know definite admissions until September 3 rd when everyone comes back so will assess and put a plan in place then.	
7.31	Do you have the platform in the Trust to discuss these issues? Should the Board be raising this with the DfE?	
7.32	This is a national issue rather than a local one.	
7.33	What is the content of the Solihull Parenting Courses?	
7.34	Councillors discussed the courses, online support and proactive information for parents to access.	
7.35	It is very good to see that, from next year, there will be additional support for Mental Health & Wellbeing but will this be enough?	

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7.36	We have 50% additional capacity next year for mental health & well being. We will be better placed to support our staff to support our students. We will be providing training for staff and additional Mental Health Practitioners.	
7.37	<u>ACTION: JC to invite the Mental Health Lead to the next meeting.</u>	JC
7.38	Councillors discussed feedback about the support, the level of use and the reasons for having it in place given that it is not widely used, the remit of the role as a MH first aider to triage and sign post, the EAP and how it can lead to OH referrals.	
7.39	The recent ARV on Meeting Need was positive. Have you identified any further action that needs to take place?	
7.40	Councillors discussed the drop in R&R process, how SLT collate actionable steps and carousels etc. Leaders need to ensure staff are progressing so there will now be a drop in for 20 mins. This gives leaders the opportunity to talk to students and spend time at the end of the day with that member of staff. Feedback is that R&R is really supportive. Work with pupil profiles is really important so SLT are going to do a pupil pursuit of a student to see how much the profile is being enacted. This will provide a really helpful evidence base to provide feedback to staff.	
7.41	What are the staffing changes next year?	
7.42	Councillors discussed the staff changes from September 2024.	
8.	Safeguarding	
8.1	There was a safeguarding update. Safeguarding incidences have remained stable.	
9	Policies	
9.1	There was an update from the Policies Committee.	
10	Matters for COAC/Board	
10.1	<u>ACTION: NM to raise inclusive recruitment at COAC as above (7.25 – 7.28)</u>	NM
11	AOB	
11.1	None	

ACTIONS:

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