

Minutes – Bristol Brunel Academy Council

Version: Draft

Date 31 January 2022
Location: Online via Teams
Time: 5.30 pm

Present:

Nicky McAllister (NM)	Chair of Academy Council
Helen Pascoe (HP)	Sponsored Councillor
Emma Thorn (ET)	Sponsored Councillor
Nicola Pearce (NP)	Sponsored Councillor
Naomi Soper (NS)	Teaching Staff Councillor
Nicky Goodall (NG)	Parent Councillor
Jon Jones	Principal
Sally Apps (SA)	Executive Principal
Hanifa Tazaoui (HT)	Student Advocate
Rahana Davies (RD)	Parent Councillor

Attendees:

Charlotte Seavill (CS)	Academy Council Clerk
Jen Cusack (JC)	Vice Principal
Iwan Jones (IJ)	Observer
Abbigael Bainton (AB)	Observer
Javinia Harris (JH)	Observer
Tara Paisey (TP)	Observer
Rebekah Curtis (RC)	Observer
Melissa Camwell (MC)	Observer

Apologies: Emma McAvoy (EM) Sponsored Councillor

Item	Description	Action
1	Introductions	
1.1	Introductions were made.	
2	Declarations of Interest	
2.2	No new declarations.	
3	Minutes of Previous Meeting	
3.1	The minutes of the meeting were agreed as accurate.	
4	Matters Arising	
	The Remote Learning Policy states that councillors are responsible for its implementations and asked to discuss this more fully in the future to understand who will take this responsibility.	Review in January via link visit with T&L Link Councillors. Clerk to diarise in Agenda

Item	Description	Action
	Clerk to add Book Look data to next agenda.	This hasn't been possible due to staff absence. Carry forward to next meeting. COMPLETE – IN REPORT
	ACTION: JJ to share student voice feedback on the Professional Dress Day at the next meeting.	JJ COMPLETE
	ACTION: AB to liaise with CS regarding professional training dates that the AC can attend in relation to the Anti-Racist School Award.	AB COMPLETE – Details of training session sent via email
	ACTION: CS to share JH presentation in Teams.	CS COMPLETE
	ACTION: ET to write report on recent visit and share in Teams.	ET COMPLETE
	ACTION: JJ to check the phone system is working as it should to ensure there is coverage throughout the day.	JJ COMPLETE
	ACTION: JJ to produce data to show students most affected by the pandemic.	JJ COMPLETE
5	Governance	
5.1	Membership: EM has resigned from her role as Academy Councillor and so the council thanked EM for her support and challenge over the last 6 years. There is a vacancy for a Sponsored AC and a LA Representative.	
6.	Young Carers Award – Presentation from Iwan Jones	
6.1	The council discussed what it is to be a young carer, how the academy is identifying young carers and how being a young carer can impact a young person's education and access to wider curriculum and hobbies/clubs. The council looked at the Young Carers Award and the academy's intention to achieve the Bronze, Silver and Gold awards and how the council can support the academy on the journey, including appointing NG as the Link Councillor for YCA. The council discussed the referral process and official status of being a young carer and the funding that can be eligible for students.	
7	Presentation from Leader of English Mel Camwell	
7.1	MW delivered a presentation to the academy council on the key strengths, achievements, trials and ambitions for the English department, including current and predicted grades, groups of students in need of further support and collaborative work with the CLF Central English team, including professional development and training opportunities. The council discussed the ways that the most disadvantaged students are supported in English.	
	Questions from the Academy Council	
7.1.1	The timetabling of leadership this year appears to be an issue for drop ins and book looks etc. How can this be improved?	

Item	Description	Action
7.1.2	This has already been raised with SLT and when the timetable for next year is created, it will include time for leaders in English to go into other lessons for observations and drop ins.	
7.1.3	The council congratulated the English Team on their work with Year 10 on the Christmas Carol and asked if this style of work has been extended to other texts or year groups?	
7.1.4	This has been rolled out to other year groups and texts with increases in the quality and quantity of work completed by students.	
8	Academy Council Report	
8.1	Overall attendance at 90.3% is below National Average and Year 11 the lowest. It appears from the data that for this latter group it is not just COVID related. Is PP Absenteeism driving down these low figures? How has the improvement for SEND E students been achieved?	
8.2	Attendance is tricky at the moment due to COVID. There have been spikes in absence due to COVID and other illnesses that are expected at this time of year. The SEND data is really positive and comes from the strong relationships we have with parents and families. Previous attendance patterns show that absence increases as students move through the year groups, but then reduces in Year 11. Where there is persistent absence, staff are following our full processes and supporting families to ensure students come to school in a variety of ways.	
8.3	How are we supporting our most disadvantaged students with their attendance?	
8.4	If a student is in receipt of pupil premium, they receive a welfare call first. The attendance offer is targeting students in priority groups and year teams meet every week to ensure that attendance and safeguarding concerns are identified and actioned.	
8.5	How are you specifically supporting Y11 with their attendance?	
8.6	There are key mentoring sessions for Year 11 students, learning support, 1-2-1 sessions, phone calls with families and teaching them the value of being in school and good attendance. The 100-day plan will launch for them soon too.	
8.7	Although early signs from the new behaviour system look very promising there appears to be a significant increase in Year 8 code 4 behaviour incidents. Why is this? Year 8 were also the ones sent home. Will the impact of this disruption have further effect on those at high risk or on Code 4?	
8.8	There are a number of students in Year 8 that are repeatedly getting code 4 rather than there being an issue across the whole year group. There is support in place for these students. Historically, students spent more periods in the Safety Net in a row, whereas now they are spending less time there, they are sometimes getting 2 code 4s in one day. These students have bespoke action plans. The council discussed the use of Engage at Snowdon Village as a supportive intervention for students who need a break away from mainstream education.	
8.9	What is the greater deterrent, the length of time in the safety net or the blended learning programme in the Safety Net?	
8.10	The length of time is generally what the students dislike. The quality of learning is really high as it follows the home learning programme. It's	

Item	Description	Action
	hard to sit still and focus for that length of time so most students don't want to have to do it again.	
8.11	There have been multiple changes to the length of time in the isolation room the Safety Net. We want to keep students in lessons as much as possible so why have we moved back to a longer period of time?	
8.12	The system works well with a longer period of time as it allows more time for restorative conversations with staff. It is a long time out of lessons but the quality of education in the safety net is so good. We are seeing over a week, students spend less time in there than they did before when the periods of time were shorter but more frequent.	
8.13	Are the Year 7 FTE from CLF feeder schools and given the increase in FTE, can we still rate the behaviour as good? What evidence do we have?	
8.14	The FTE are not from CLF feeder schools. Yes, behaviour is still good. There is evidence from the Safety Net data as well as just a calmness and purpose in the behaviour around the academy. Councillors agreed that during their recent link visits, that the behaviour was focussed and consistent around the academy, including at social times and lesson change overs.	
8.15	There have been significant achievements and developments in EDI training, cultural dress day uptake, year 10 hampers, changing house names just to note some examples but how will building reflection re the Brunel Way into restorative conversations work to reach those not yet engaged? Will staff need Training/Coaching to do this?	
8.16	We've found with the Brunel Way especially, that having a clear structure of expectations has been really productive. We're now moving to the next step (escalating sanctions) and making the expectations (outlined in the Brunel Way) part of our everyday language, including conversations in the Safety Net. We have also produced reflection booklets to reflect on the strands of the Brunel Way in relation to the incident that resulted in the student attending Safety Net. Staff will be asked to model the language in lessons and in restorative conversations and script sheets will be available to aid these conversations. We focus on celebrating our differences at BBA and taking advantage of the cultural capital in the building so student can learn about different cultures and prepare themselves for the wider world. <u>ACTION: NM to send letter to the student who has already achieved all of their Brunel Way badges.</u>	NM
8.17	When we train students on safer use of the Internet do we include identifying Fake News?	
8.18	We did work on social action day around recognising fake news on social media and websites and how students can use other resources to recognise and check information. E safety and Fake News is already embedded in PHSE at age-appropriate levels and we help students develop their critical thinking skills. There is a Safer Internet Day next week where we will focus on these critical thinking skills again, as well as building positive relationships online.	
8.19	Staff absence is high. How are you balancing the needs of Year 11 with disruption caused to other Years?	
8.20	Disruption is high at the moment but we are using various solutions to limit the disruption for students where we can. We have closed a year group,	

Item	Description	Action
	releasing multiple staff to cover lessons where there is staff absence. We have been focussing on ensuring Y11 get the best deal possible. Staff absence is very high but quality of education remains high across the academy including home learning. Supply teachers are in very high demand and supply is low so we are finding it difficult to get external supply staff.	
8.21	How secure are your Year11 predictions?	
8.22	There have been rigorous meetings with all teachers and curriculum leaders to discuss how the predicted grades have been written and used medium term plans and the 32 week planner to unpick whether the curriculum is being met in each subject. Any trends or anomalies are identified and investigated to ensure they are correct. Their data will be analysed against the next set of mock exam outcomes.	
8.23	How are the CO2 monitors impacting COVID?	
8.24	There is one room with a ventilation issue which is being rectified by Skanska but the other monitors haven't alerted any ventilation issues. We are reminding staff and students to keep windows open as much as possible.	
8.25	What is being done for staff and students who are finding it difficult in the cold weather at the moment with windows and doors open etc.	
8.26	We are finding a balance where windows are open a little and the classroom doors are open to allow ventilation. Staff and students can wear their coats etc to ensure they are warm enough.	
8.27	What is the impact of rising fuel costs on the budget?	
8.28	Our finance manager has done a great job to keep the budget in a healthy place. Staffing is the highest cost for the academy so lots of work is done to ensure that there is no over staffing. Due to the increasing student numbers, income is increasing and is being spent in the right areas. Being a PFI school means that utilities are paid for slightly differently. The central finance team support the academy well with long term forecasting to give as much time as possible to identify issues and mitigate against them.	
8.29	Are we alerted to families who are or who are going to struggle with the price increase for fuel and other essentials and how can we support?	
8.30	The pastoral team have been really good at supporting with uniform and as an academy we ensure that no child goes hungry. There is free breakfast available to everyone and if someone doesn't have lunch, they can speak to a member of staff. We provide food and household items to families in need using donations from staff. Anyone who wishes to make a donation can do so at reception.	
9.	Policies	
9.1	The council discussed the outcomes of the recent policy committee meeting, including the changes to the Exclusion Policy which should be reviewed when dealing with the next permanent exclusion. NS agreed, as H&S Link Councillor, to join the policy committee.	
10.	Student Voice	
10.1	The council discussed the enthusiasm and confidence students have shown in discussing ideas in the academy such as house name changes and the role of the Student Voice Councillor in helping them achieve improvements for everyone. ACTION: JJ & HT to arrange a student presentation to the academy council	JJ & HT
11.	Membership	

Item	Description	Action
11.1	Councillors discussed and confirmed their link roles as follows: NM: Mental health & wellbeing and Environment HP: Vice Chair, Policies and Safeguarding ET: PP & COVID recovery funding NP: Outcomes NG: T&L, LAC & PLAC RD: T&L The council discussed the upcoming EDI training offered by BCC.	
12.	Matters for the Board/COAC	
12.1	None	
13.	AOB	
13.1	<u>ACTION: JJ to link TL with NG with regards to blended/digital learning</u>	JJ