



## **MINUTES OF MEETING OF THE DISCIPLINE COMMITTEE OF THE JFS GOVERNING BODY (GB) HELD ON WEDNESDAY 15<sup>TH</sup> JUNE 2016**

### **PRESENT:**

Acting Chairman: Mr Steven Woolf

Governors: Mr Richard del Monte  
Mr Stuart Waldman

In attendance: Mr Simon Appleman (Acting Headteacher)  
Ms Talia Thoret (Deputy Headteacher)

Clerk: Dr Alan Fox

### **1. Apologies For Absence**

Apologies were received from Mrs Joanne Coleman and Mrs Geraldine Fainer.

### **2. Chairman**

In the absence of the Chairman, Mr Steven Woolf was appointed to act on her behalf for the meeting.

### **3. Minutes of the Previous Meeting**

The draft minutes of the meeting held on 3rd February 2016 were approved.

### **4. Matters Arising**

- 4.1 Item 3 (final para) – Attendance - Mr Appleman said that the School was continuing to concentrate on improving attendance. In particular proposed changes in Sixth Form timetabling from September would have a positive effect on the figures.
- 4.2 Item 4 (final para) – Room 17 – Mr Appleman said that a number of positive changes were being put into effect. Earlier, it had been arranged that pupils in Room 17 would work under supervision rather than sitting with nothing to do. To mark a further change in purpose from sanction to rehabilitation, the name was now being changed to the Reflection Room with a greater emphasis on understanding the nature of the offence and on restorative justice.

On referral from a member of staff, the Behaviour Team would now consider whether the circumstances were such that the use of the Room would be

appropriate. So far in about 15% of cases referred to the Room the Team had judged that the sanction was too harsh and would have a private explanatory word with the referring member of staff. In the remaining 85% of cases the pupil would be required to complete a form detailing the circumstances that would then be used to judge whether the pupil understood why he or she had been referred, how this could be avoided in the future and what the pupil thought the teacher might do to assist in preventing reoffending. If the pupil did not accept that there had been anything wrong, a member of the Behaviour Team would talk through the circumstances with him or her. In addition, if the Team judged it appropriate, arrangements might be made for a direct face-to-face discussion with the teacher, possibly with mediation.

It was also being recognised that if a pupil were referred to the Reflection Room on more than a couple of occasions the sanction was clearly not assisting sufficiently to improve their behaviour. The same would apply in cases where behaviour tracking analysis indicated at an earlier stage that the Reflection Room would not be effective. In such cases the Behaviour Team and the Year Manager might refer the pupil instead to the Inclusion Room where the staff were trained to deal with the various underlying problems and be better equipped to assist pupils to reintegrate in mainstream teaching.

The Inclusion Room would also be used for pupils who might benefit for a period from smaller classes and a personalised programme and who needed to catch up for any reason. It would be supervised temporarily by the SENCO until an Inclusion Room Manager had been recruited.

4.3 Item 6 – SLT Study into Mini-Pupil Referral Unit – it was agreed that the issue had been overtaken by the major changes of emphasis and organisation referred to at Para 3.2 above.

4.4 Item 10.1 – TED Talks – the School had decided not to proceed. It was nevertheless committed to the improvement of Staff Welfare and saw the new Human Resources Manager playing a critical role when recruited.

## **5. Attendance**

5.1 Overview & Trends – 2015/16 to May - The Committee considered the summary provided by Mr Appleman and the supporting data. In discussion the following points were made:

- The trends were positive with attendance higher than at the same stage in the previous year both for Years 7 – 11 and for the Sixth Form. The figures were higher than the national average.
- Some groups, however, remained below average, notably those pupils qualifying for Pupil Premium and those SEN statemented, but the gap was not as great as the national gap of the previous year.
- The figures would improve by about 1% if those pupils who were longterm sick were omitted.
- The percentage of unauthorised absences for Years 7 -11 remained very low by national standards due to vigorous follow up by tutors and year managers.

However, authorised absences were relatively high mainly due to permission being given for Bar and Batmitzvot and to attend family weddings.

- 7.62% of pupils had been persistently absent, i.e. attendance of less than 90%, but this compared favourably with the national average for secondary school of 12.1%.
- The RIG had been satisfied with the general year on year improvement.
- The Headteacher would shortly be communicating with all parents about attendance related issues informing them of the new processes and of the School's expectations.

5.2 Attendance targets for 2016/17 – Sufficient national data would not be available to inform the setting of the annual target until the Autumn Term. However, the Committee agreed to set the target for the Autumn Term itself at 0.1% higher than for the national figure for Autumn 2015 (95.4), namely at 95.5%

## **6. Fixed Term Exclusions**

The Committee reviewed the Spring Term schedule noting that nine pupils had been excluded for terms ranging from one to three days.

## **7. Behaviour & Rewards**

The Committee considered the summary provided by Miss Thoret and the supporting data. In discussion the following points were made:

- Behaviour incidents had reduced in the previous months and the number of lunchtime and after-school detentions had decreased across all year groups by over 50%.
- Across the School rewards had stayed level during the previous month but had reduced for Year 10. This could be due to staff perception that they were not motivating for older pupils but this was contrary to the view of the Year 10 focus group.
- There would be a major launch in September for the achievement points system that would allow pupils to cash points gained for various appropriate rewards chosen to motivate pupils at all levels. This scheme had proved very successful in many other schools

## **8. Behaviour for Learning**

The Committee took note of the JFS Toolkit for Learning that provided guidance for staff on strategies to employ to improve behaviour. Its underlying philosophy aimed at attracting a positive response from pupils and it would be used for staff training.

## **9. Behaviour Policy**

Miss Thoret introduced a redrafted version of the Behaviour Policy. Whilst the major principles remained unchanged, much of the language used had been modified

positively to clarify expectations and put an emphasis on rewards. It followed the principles of restorative justice and introduced the use of the Inclusion Room. Subject to the addition of an explanation of the School's expectations of parents, the draft was approved for submission to the next meeting of the Governing Body.

**10. Any Other Business**

There was none.

Chairman .....

Date .....