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| **Group Meeting – Part I Minutes**  |
| **Date/Time** | 24 April 2020 – 9.35am | **Location** | Okehampton College |
| **Attendees**  | **Initials** | **Attendees**  | **Initials**  | **Attendees**  | **Initials**  |
| Tania Skeaping | TS | Derrick Brett | DB | Marilyn Livingstone | ML |
| Bridget Down | BD | Christopher Wright | CW | Mary Ellery | ME |
| Gavin Jordan | GJ |  |  |  |  |

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| **Apologies**  | **Initials** | **Reason**  |
| Sarah Bernie | SB | Maternity Leave |
| Phil Whittley | PRW | Illness |
| **Absent without apology** | **Initials**  |  |
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| ACTIONS |
| DECISIONS |
| QUESTIONS AND CHALLENGES |

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| **In Attendance** | **Initials** |  |
| Charlie Edwards | CE | DSL College |
| Adam Hill | AH | HoS |
| Sulina Tallack | ST | Clerk to Governors |

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| **1.1 and 1.2 Apologies and Pecuniary Interests** |
| * Apologies were received on behalf of SB who is on maternity leave and PW who is unwell. AH has a copy of the report prepared by PRW and will speak on his behalf. The meeting was content to accept their apologies.
* All those present at the meeting confirmed that they had no pecuniary interests to declare that would affect the discussion at the meeting.
* The meeting was quorate.
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| **1.3. Discuss Matters Arising** |
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| ME to work through Lydford SEN recommendations with SW | Due to meet |
| BD to drop in and speak to a group about 10 a day | Postponed due to Covid |
| CW to visit E and B to check SR | Postponed due to Covid |
| GJ to make appointment to visit RL at the College | Postponed due to Covid |
| GJ/BD to provide a consultation response to JL on behalf of the AC | Postponed due to Covid |

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| **Actions:** None |
| **2. Update on arrangements for contacting and monitoring of vulnerable students** |
| AH introduced PRW report and answered questions covering all of the agenda items for the Federation Primaries under this one heading.Provision for key workers and vulnerable children is being hosted at Okehampton Primary school site. There is a designated area for the Federation to avoid cross contamination with other schools. There is between 2-6 children requiring provision; one teacher and one support staff are timetabled for a two-day shift then return to remote learning. With the current demand for provision, it equates to a two-day shift once a month for staff. A contact document has been created and is RAG rated on level of risk with minimum requirement of weekly contact increasing with level of concern. Green (lowest level of vulnerability) children we would expect at least 1 form of contact per week, Amber children we would expect at least 2 forms of contact per week and Red (highest level of vulnerability) children we would expect at least 3 forms of contact per weekAll communications are recorded on CPOMS. Each school has been in regular communication with parents/carers in numerous ways;* Weekly letters from Executive Headteacher,
* Frequent correspondence from the Heads of School
* Daily interaction from Teachers.

We have chosen a wide range of communication methods to ensure access for all, such as: * School website
* School Gateway app
* Email
* Text
* Telephone
* Classroom Dojo platform
* Physical letters and packs
* Social media.

The College use the same RAG rated system. This contact has been recorded on a secure spreadsheet to ensure no contact is missed and to act as a backup for anyone else to pick up the task of making contact, plus logged on CPOMS against each student as a support strategy. The information about contact is also relayed to the social worker and, in the case of children in care, the virtual school responsible for them. This is also logged on the spread sheet and CPOMS. The full spreadsheet is accessible to all CP Officer, relevant SLT, Student Progress Leaders, SENDCO and Attendance Officer. A shortened version (which does not share confidential details) is available to all staff on the main spreadsheet that is currently being set up to track the contact with all students across the school.The tutor and Student Progress Leader are alerted to each CPOMS log so that they are continually aware of the details of the contact being made, which is in addition to the weekly pastoral contact that the tutor is also making. Where a student falls under multiple categories (and therefore multiple vulnerabilities), they will be contacted by all staff responsible. So, for example for a Child in Care who also has an EHCP they will have contact from their tutor to ensure they still feel part of a tutor group and of the school ‘family’, contact from their TA Key Worker to discuss any learning issues arising from their SEN, and contact from a CP Officer who will offer support to them and their carer and liaise with the social worker and virtual school. The detailed version of the spread sheet (with social care contact) is also shared with the MAT Safeguarding Lead. G – How is the work distributed?AH – The teacher remains the main contact, if different it is the head of school, key workers for the EHCP children.G – This must be incredibly time-consuming?AH – Class Dojo is relieving the workload, photographs of the children are uploaded so we can see them. C-POMS is taking more time.G – Are you recording and sharing information?AH – DCC has not requested details of our processes but have asked that we contact specific families.G – Are the guidelines from DCC clear on the frequency of contact required?AH - We are contacting families more frequently than other schools. At the moment there are no guidelines.G – Are there families that don’t engage? Is delivering free school meals helpful in maintaining contact?AH – Yes, I delivered 19 free school meals yesterday and saw each of the children personally.G – Is the frequency of contact manageable?AH – we are sharing the load out so that it is manageable. 90% of families are using Class Dojo and we are in direct contact with the other 10%.G – Are some families having issues with behaviour?AH - We sent a message out to parents/carers that there are resources provided to help but we do recognise that parents are not teachers. We advised that they should do what works for them and not to put pressure on themselves. The most important thing is that children feel safe, happy and have positive mental health. ML has been sending letters out from the schools to the Governors for information.G – Do we have systems in place to handle domestic violence and to support families through this?AH – We are signposting to online services and following this up, there is operation encompass in place and they should be continuing. Families have been quite open with us.AH - The MASH process remains the same.CE – The DCC flowchart re contacting parents dated 14/4/20 came out after the school processes were put in place.AH – DCC says that we should be contacting red RAG rated children daily. This will be too much for some families as they are already be in contact with other agencies. G – What is virtual school?CE – All CIC have a social worker for the child, a social worker for the family and a virtual school, this is something I would like to continue post lockdown. Some strong relationships are being built through shared learning.G – Can the College maintain the level of contact?CE – It is a high workload initially but now we are able to delegate.(There are 254 sea POMS incidents against 94 students)G – Have the social media bullying issues dispersed? CE - A lot of families are not on social media in the same way as they were before.DB– the maturity shown by students via social media has been really positive. |
| **Actions:** CE to send the flowchart to the clerk and also share with the heads of school. |
| **3. Contacts with students that have highlighted any safeguarding concerns** |
| PRW report noted that the vast majority of families have remained in contact, whilst some families have required home visits to initiate this. All families and children were contacted at least once by Friday 17.04.20. Heads and teachers remain in collaboration with multi-agencies, such as Social Services, Family workers and SEND (0-25 Team) where appropriate; as well as with DMAT specialists such as Safeguarding lead for the Trust. The Federation SENDCO makes weekly contact with children with EHCPs and families with children at high risk of infection. A letter has gone out to parents providing suggestions to adapt remote learning for parents/carers of SEND children and to get in contact if they are finding accessing the learning challenging. Many teachers are planning and providing bespoke curriculum and learning activities for children with SEND and are doing a fabulous job.  |
| **Actions:** None |
| **4. Safeguarding issues arising during the lockdown period** |
| **Federation Primaries**No new disclosures have been made. MASH Advice team have been contacted on two occasions – no further action advised.**College**Since lockdown there have been 4 students who have been MASHed or moved to Single Assessment as part of the MASH process. One has been allocated a social worker, and three have yet to be assigned. Regular communication is happening between MASH and DSL. Several Core group meetings and PEP have happened via conference or video conferencing, and the DSL has attended those.  |
| **Actions:** None |
| **5. How contact is being maintained with staff who have been unwell or are in a high risk category** |
| Heads and faculty are in regular contact with staff, including support staff. This is facilitated remotely using Teams, email and social media, such as WhatsApp. |
| **Actions:** None |
| **6. Behaviour issues arising during the lockdown period** |
| There have been a couple of communications from parents/carers that are struggling with their child’s behaviour and parenting. |
| **Actions:** None |
| **7. MAT Safeguarding Policy** |
| The MAT safeguarding policy – the changes since the document was last produced have been noted. |
| **Actions:** Change TS name on Safeguarding Policy to ML. Boasley Cross is not on there and the link is not working, Highampton contact needs updating. |
| **8. Matters brought to the Chairs attention** |
| A discussion took place regarding the possibility of Year 10s repeating the year and of likely staggered school days. DB has a list of staff that will be required to self-isolate and of family commitments. Preparations are being made but the sands are shifting on a daily basis.G – What are reasonable expectations of teachers in managing their own children at home?DB - We are trialling a variety of methods. |
| **Actions:** None |
| **9. Previous Minutes** |
| The minutes were agreed as an accurate record. |
| **Actions:** None |
| **10. Risks identified for Trustees** |
| Everything on the agenda |
| **11. Meeting Review** |
| A good and focussed meeting |
| **Time and Date of next meeting** |
| * 3 July 2020 at 09.30 - Virtual
* Meeting closed at 10.38am
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| **Action Table from 24.04.20** |
| **WHO** | **WHAT** | **WHEN** |
| CE | Send the flowchart to the clerk and also share with the heads of school. | ASAP |
| Clerk | Change TS name on Safeguarding Policy to ML. Boasley Cross is not on there and the link is not working, Highampton contact needs updating.  | ASAP |