

## Minutes – Hanham Woods Academy Council

**Version:** APPROVED  
**Meeting Date:** Tuesday 25 June 2024  
**Location:** HWA  
**Time:** 5.30pm

AC Members		Attended	Apologies
Jon Gould	Sponsor 1 ( <b>Chair</b> )	√	
Kevin Hawthorne	Sponsor 2	√	
Amanda Dale	Sponsor 3		√
Rodrigo Munoz	Sponsor 4		√
Patrick Cottam	Sponsor 5	√	
VACANCY	Student Advocate		
Stephen O'Callaghan	Principal	√	
Azeem Haroon	Parent Councillor		√
John Bowman	Parent Councillor		√
Nick Tucker	Teaching Staff Councillor	√	
VACANCY	Support Staff Councillor		
Jon Jones	Executive Principal		√
Lisa West	Local Authority Rep	√	
<b>In Attendance</b>			
Wendy Hellin	Clerk	√	

Date and No	Action	Owner
03.10.23 01	SOC and JG to follow up on Councillor recruitment. SOC will contact the potential Councillor. This item is <b>ongoing</b> .	SOC JG
27.02.24 02	SA will be invited to the AC meeting on 23 April 2024. Update: SA is not yet available to attend an AC meeting. The AC will consider an immersion day early next year and this will include some EDI training. <b>It was suggested some Ofsted training for Councillors could also take place during this session. SOC will email out potential dates for an AC immersion day in term 1 to Councillors for their feedback.</b>	SOC
23.04.24 01	LW asked that SOC find out what other academies have in place where they do not have external supervision. Update – SOC confirmed that the academy was planning to have external supervision next year following some further work on the budget. This would be via a contract with Aspens and it is hoped this will commence in September. This might be restricted to the DSL and one or two targeted others. SOC explained the structures in place in the interim, to support staff. NT suggested that these avenues are made more explicit and communicated regularly to staff. This action is complete and can be <b>closed</b> .	SOC

Item	Description	Action
<b>1</b>	<b>Introductions, Administration, Apologies</b>	
1.1	JG welcomed Academy Councillors and introductions were made. Apologies are recorded above.	
<b>2</b>	<b>Declaration of Interest</b>	

2.1	No verbal declarations were made.	
<b>3</b>	<b>Academy Council Membership</b>	
3.1	Following an external review of governance, the size and the remit of the AC is being rationalised. This will mean there are less Councillors. However, this will be achieved through not renewing roles when Councillors terms of office come to an end, so will be a gradual process. Further details will be confirmed in September. JG advised that Rodrigo Munoz has resigned from the AC due to moving out of the area.	
<b>4</b>	<b>Minutes of Previous Meeting</b>	
4.1	The minutes of the meeting of 23 April 2024 were confirmed as a true record.	
<b>5</b>	<b>Matters Arising</b>	
5.1	The action table above has been updated. No further matters were raised.	
<b>6</b>	<b>Academy Council Report</b>	
6.1	SOC noted the Academy Council report had been circulated in advance and invited questions from Academy Councillors.	
<b>6.2</b>	<b>The report talks about driving more students to EBACC. Why is this? Who is it for?</b>	
6.2.1	EBACC is a term used to refer to a group of GCSE qualifications that make up the English Baccalaureate. It includes English, maths, science, a humanity, a language and one other GCSE. The school is measured on how many students are entered for the EBACC vs how many achieve it. It is a government measure to quantify what a good set of GCSE's looks like. It is followed up anywhere other than possibly through an Ofsted inspection or internally by the scrutiny panel. There are several good justifications as to why a school would not enter students into the EBACC programme, including the make-up of the cohort, or where an academy cannot offer a subject, such as a language. There has been a slight increase in the percentages. We could force option choices in order to increase it further, but we want students to have a broad choice.	
<b>6.3</b>	<b>Under behaviour and attitudes the report shows that in term 5 no students breached 15 days of suspension. How have you achieved that? What are you doing differently?</b>	
6.3.1	There are some students that are close to the 15 days. We have made a conscious effort for a couple of terms now to think about our sanctions and question whether suspension is the right sanction for pupils. Suspensions do not always have the desired effect on the pupil suspended but might be necessary due to the behaviour shown. We always consider them as a last resort and look to other sanctions, including internal suspensions where a student spends the day in SOC's office, for example. We can also use direction to educate offsite where students spend time at another local academy. Behaviour is still challenging, but we have worked hard to seek alternatives to suspensions, and where we have had to suspend we have considered the length of that suspension.	
<b>6.4</b>	<b>What happens when you a student does exceed the 15 days?</b>	
6.4.1	When a student exceeds 15 days of suspension in a long term (so September to Christmas, January to Easter, Easter to the end of T6) we have to hold a panel hearing, much like for a permanent exclusion to consider the final suspension that took place; it can be overturned and removed from the student's educational record. The panel are checking that the suspensions are appropriate and look to see how that child has been supported.	
<b>6.5</b>	<b>Is that suspension meeting a pre-requisite to any subsequent permanent exclusion?</b>	
6.5.1	No.	
<b>6.6</b>	<b>What is causing the issues with the internal isolation room? Is it that staff are not following the systems correctly, when making referrals? What are you doing to address this?</b>	

6.6.1	It is not the same staff each time. It occurs when staff do not know the system or are stressed and so do not follow it correctly. It can make things worse or can escalate things with a parent that did not need to happen. This creates work for other people.	
<b>6.7</b>	<b>Is the system clear, or is it open to interpretation?</b>	
6.7.1	It is straight forward in terms of logging a warning. We need to be better at communicating back to staff afterwards, to let them know how the incident was followed up, at least for more serious or complex incidents. It is a simple system, but relies on humans to operate it, and mistakes can be made. It is used by supply staff too.	
<b>6.8</b>	<b>If a teacher in class needs someone removed from their class, does that happen as it should, as quickly as it should?</b>	
6.8.1	Yes. We had a new MIS system at the start of the year and it includes a function to send a security alert. If staff need help, they can use this and an alert was sent to SLT, and a few other key staff. It is not uncommon to find that by the time someone arrives, there is already someone else there. The response is rapid. It is to be used where the student is dysregulated and is disturbing the class, as opposed to someone not engaging and sitting quietly refusing to go to IA.	
<b>6.9</b>	<b>Is there the right capacity to respond to situations such as when a student fails IA?</b>	
6.9.1	There have been times where the response hasn't happened in the right way, due to the volume of incidents. It is predominantly Year 7 and Year 8.	
<b>6.10</b>	<b>If they fail IA, they receive a detention. That doesn't seem enough of a deterrent. Is there something else you could do?</b>	
6.10.1	No, they don't just have a detention, there is a warning system within IA and if students fail that, we phone the parents and do a reset with the student. It is part of our graduated response system which aims to ensure suspensions are a last resort. The room itself is not ideal, and we are hoping to move to a larger more appropriate area next year, as well as doing further work around implementing the behaviour curriculum. We are also moving the SLT to offices around the site to ensure that they have more presence around the academy, alongside pastoral leaders.	
<b>7</b>	<b>AIP</b>	
7.1	<p>SOC highlighted the following:</p> <ul style="list-style-type: none"> <li>• SLT have spent time reflecting on the academy's improvement journey over time, which has risen and dipped a little; this has been backed up by outcomes.</li> <li>• Over the last 18 months, in spite of improvements in several areas, the academy has been impacted by the lasting effects of Covid, people's mental health, undiagnosed SEND, attendance and behaviour issues; many of these are national issues.</li> <li>• Recruitment has also been challenging, as has retention. Capacity has been low, with the focus of SLT diverted to these operational challenges and away from some of the strategic work.</li> <li>• All of these challenges mean that the team now has to ensure that the focus of the academy is very much on the one or two things that will have the most impact on school improvement.</li> <li>• This year's AIP was focused on the culture and curriculum. There were some successes with improvements to the inclusive culture. The academy has invested in the Ready to Learn policy and the new Teaching and Learning policy, but there is still work to do. Literacy has been woven into the curriculum but it is not yet embedded.</li> </ul>	

7.2	<p>This year's AIP will focus on great teaching and strong systems. This will be underpinned with:</p> <ul style="list-style-type: none"> <li>• Consistent routines – which establish a clear means of participation, prioritising disadvantage</li> <li>• Literacy – woven into the curriculum and explicitly taught in every subject</li> <li>• Attendance – following some budget work, it has been agreed that an Attendance Officer can be appointed.</li> <li>• SEND – a renewed focus led by the new SENCo</li> <li>• Behaviour – the behaviour curriculum is being led by Helen Barnes</li> <li>• Middle leadership – SOC will work alongside the new VP on middle leadership</li> <li>• Student leadership and voice</li> </ul> <p>Beneath this there will be a renewed focus on Ofsted readiness. This will include the Academy Council who will need Ofsted framework knowledge, academy knowledge, an overview of the AIP and SEF and strong Link Councillor roles in place.</p>	
7.3	<b>Questions from the Academy Councillors</b>	
7.4	<b>What does success look like from the AIP?</b>	
7.4.1	<p>The trust has a top sheet template that sits at the front of the AIP and this has the trust standards on there, around attainment, progress, attendance etc. All academies use this top sheet and it is split out with different measures for secondary, primary and special/AP. Beneath that top sheet is the area local to the academy where there is space to include measures for recruitment and retention, personal development and partnerships. This year the academy has worked with a wide range of partners, including Citizens UK, Envisions Careers and several others.</p>	
8	<b>SEF</b>	
8.1	<p>The SEF has been shared. Academy Councillors are invited to raise any questions or comments to SOC by email.</p>	
9	<b>Academy update</b>	
9.1	<p>SOC provided an academy update:</p> <ul style="list-style-type: none"> <li>• Year 11 exams have been completed. This year was a challenging year, with a different cohort. There were more exam arrangements than in any previous year and some of the most vulnerable students came into the academy and took their exams.</li> <li>• KS3 Assessments have now finished; data should be released before the end of term.</li> <li>• Year 10 PPEs are complete, and data will be available at the start of September.</li> <li>• Upcoming Year 10 WEX – 83% of students have signed up. This year, WEX will take place during the final full week of term.</li> <li>• AIP planning – this is underway.</li> <li>• SLT roles and responsibilities – SOC shared a new roles and responsibilities document. This encompasses all aspects of every role and is very specific and exhaustive.</li> <li>• Recruitment update – the VP recruitment process takes place next week. There were 12 applicants, 4 were shortlisted. It is a strong field, and it is anticipated an appointment will be able to be made next week.</li> <li>• Duke of Edinburgh – this has gone from strength to strength with record number of students signed up.</li> <li>• Year 7 transition – this is going well. There is one more visit on Thursday. Several coffee mornings have taken place.</li> <li>• Athletics success – the academy has had a lot of success this year with its sports teams, with some taking place in regional finals.</li> <li>• Anti Hate ambassador training – the student ambassador training was completed today.</li> </ul>	

9.2	ACTION: SOC to share the summer showcase video with the Academy Council.	SOC																					
10	<b>Safeguarding</b>																						
10.1	This item has been covered within the AC Report. No urgent items were brought to the attention of the Academy Council.																						
11	<b>Finance, Health and Safety, Estates</b>																						
11.1	<b>Health and Safety Committee</b>																						
11.1.1	Nothing further to report.																						
12	<b>Staffing and Wellbeing</b>																						
12.1	Nothing further to report.																						
13	<b>Policies for approval</b>																						
13.1	To approve – an AC was allocated to each of the following policies for review: <ul style="list-style-type: none"> <li>Alternative Provision Policy – PC</li> <li>Trips and Visits Policy - JG</li> <li>Behaviour - KH</li> <li>Lone working - LW</li> </ul> The board approved Attendance Policy and Online Safety Policy was noted by the AC.																						
14	<b>Governance inc membership, training, feedback</b>																						
14.1	Academy Councillors were advised that the trust is moving from Teams to Governor Hub as the platform to share and store papers, and to communicate. A joining link has been sent to all and Academy Councillors were invited to contact the Clerk if they needed any help or support accessing it.																						
15	<b>Matters for the COAC/Board</b>																						
15.1	N/A																						
16	<b>AOB</b>																						
16.1	SOC thanked Academy Councillors for their support this year and noted that the Academy Council had gone from strength to strength, providing challenge and support, increasingly in equal measure. No other business was reported. The meeting closed at 7pm. Future meeting dates: <table border="1" data-bbox="225 1323 1029 1637"> <tr> <td>HWA</td> <td></td> <td>5-8pm Board and AC Results</td> </tr> <tr> <td>AC1</td> <td>25-Sep-2024</td> <td>review</td> </tr> <tr> <td>AC2</td> <td>22-Oct-2024</td> <td>5.30-7.30pm</td> </tr> <tr> <td>AC3</td> <td>10-Dec-2024</td> <td>5.30-7.30pm</td> </tr> <tr> <td>AC4</td> <td>25-Feb-2025</td> <td>5.30-7.30pm</td> </tr> <tr> <td>AC5</td> <td>22-Apr-2025</td> <td>5.30-7.30pm</td> </tr> <tr> <td>AC6</td> <td>24-Jun-2025</td> <td>5.30-7.30pm</td> </tr> </table>	HWA		5-8pm Board and AC Results	AC1	25-Sep-2024	review	AC2	22-Oct-2024	5.30-7.30pm	AC3	10-Dec-2024	5.30-7.30pm	AC4	25-Feb-2025	5.30-7.30pm	AC5	22-Apr-2025	5.30-7.30pm	AC6	24-Jun-2025	5.30-7.30pm	
HWA		5-8pm Board and AC Results																					
AC1	25-Sep-2024	review																					
AC2	22-Oct-2024	5.30-7.30pm																					
AC3	10-Dec-2024	5.30-7.30pm																					
AC4	25-Feb-2025	5.30-7.30pm																					
AC5	22-Apr-2025	5.30-7.30pm																					
AC6	24-Jun-2025	5.30-7.30pm																					

**Actions to carry forward:**

Date and No	Action	Owner
03.10.23 01	SOC and JG to follow up on Councillor recruitment. SOC will contact the potential Councillor. This item is <b>ongoing</b> .	SOC JG
27.02.24 02	SA will be invited to the AC meeting on 23 April 2024. Update: SA is not yet available to attend an AC meeting. The AC will consider an immersion day early	SOC

	next year and this will include some EDI training. It was suggested some Ofsted training for Councillors could also take place during this session. SOC will email out potential dates for an AC immersion day in term 1 to Councillors for their feedback. Ongoing	
25.06.24 01	SOC to share the summer showcase video with the Academy Council	SOC

Link Councillor roles:

PP and LAC - (Academy lead Rebecca Gardener) Jon Bowman  
 Safeguarding - (Academy lead Rebecca Tushingam) Lisa West  
 Careers - (Academy lead Sade Mujkic) Amanda Dale  
 RHSE - (Academy lead Krisha Hendra) Patrick Cottam  
 Teaching and Learning (Academy lead James Littlejohns) Azeem Haroon  
 SEND - (Academy lead Nic Hathway) Rodrigo Munoz  
 H & S - (Academy lead Linda Hall) Jon Gould  
 Attendance - (Academy lead Jane Thurston) Kevin Hawthorne