



**Bristol Metropolitan Academy Council Meeting Minutes**  
**Tuesday 23<sup>rd</sup> February 2021, 5.00pm**  
**Virtual meeting via TEAMS due to Covid-19 restrictions**

**Academy Council:**

Clare Ryder (CR) <b>CHAIR</b>	<b>Sponsor 1</b>	Sally Apps (SA)	<b>Executive Principal</b>
Marie Mooney (MM) <b>V. CHAIR</b>	<b>Sponsor 2</b>	Cameron Shaw (CS)	<b>Principal</b>
Martin Neary (MN)	<b>Sponsor 3</b>	Kane Davis (KD)	<b>LA Rep</b>
Charlotte Muzabazzi (CM)	<b>Sponsor 4</b>	Nigel Cooley (NC)	<b>Student Advocate</b>
Herdeep Wynter (HW)	<b>Sponsor 5</b>	Mark Swallow (MS)	<b>Teacher</b>
Aliya Douglas (AD) *	<b>Sponsor 6</b>	<b>In Attendance</b>	
Helen Harman (HH) *	<b>Support Staff</b>	Sarah Mapstone (SM)	
<i>Vacancy</i>	<b>Parent</b>		
Helen Bruten (HB)	<b>Parent</b>	Sue Burns	<b>Clerk</b>
* <- <b>Indicates absent.</b>			<- <b>Indicates question asked</b>

**1, Welcome and Apologies:**

The meeting commenced at 5.00pm.

Welcome to Sarah Mapstone (DSL).

Apologies were received and accepted for: HH

Absent without apologies: AD

The meeting was deemed to be quorate.

MN advised in advance that he would be late to the meeting due to a scheduling clash.

**2, Declaration of Interests**

The Councillors confirmed that they had no pecuniary interest pertinent to this meeting.

**3, Minutes of the last meeting**

The minutes of the previous meeting (15<sup>th</sup> December 2020) were agreed to be a true and accurate record and were signed electronically by the Chair.

**4, Actions and Matters Arising**

NC to arrange for a member of the CLF Safeguarding team to be present at the SENCo and Admin Assistant transition file review – **In progress.**

CM to liaise with MM re identifying professional institutions for equality – **In progress. CM has identified a list of possibilities which she will share with MM.**

## 5, Safeguarding Update – Sarah Mapstone (DSL)

### *Slides shared via screen.*

My responsibilities are broad and include; the induction and training of all the staff, record keeping, being available for staff to discuss any safeguarding concerns, making referrals to outside agencies, and providing reports to the Academy Council.

The House Teams are the first point of contact for children and families and they log the intervention and outcome on CPOMS. The Safeguarding Team, House Teams and key SLT members have full access to CPOMS and can see all entries. We can also store documents on the document vault. The Safeguarding Team receive a notification for any concern added to CPOMS, this can range from 50-80 notifications a day, but during lockdown it has been approximately 180-200 because we are logging all the support that our students receive.

We have approximately 149 students on our vulnerable list which consists of students classed as Children in Need, Child Protection, LAC, EHCP, Young Carer, Domestic Violence Notification, or another reason including historical incidents. Children on a CP Plan or CiN receive a call twice a week, all other students have a weekly call unless more contact is required. All communications are logged and the chronology is recorded on CPOMS. Home visits are recorded and if no contact has been made we leave a card requesting they contact us and then follow this up. 19 students are at an alternative provision; we receive weekly updates from all ALPs which are added to CPOMS.

We have supplied laptops and dongles, Vodaphone sim cards and BT hotspots to provide access to online learning. We have had a significant increase in students and parents raising concerns about mental health and wellbeing (21 this term). There have been 18 referrals to the school counsellor and 64 sessions have taken place. 11 students remain on the waiting list, so we have signposted to other agencies in the meantime.

### **Do the other agencies have capacity to support these pupils?**

It is limited, but at least one of them has provided online services.

### **There has been an increase in referrals to outside agencies, is this a significant change or is it in-line with previous years?**

I can quantify this information with the Deputy DSL and then circulate it to the Academy Council.

### **ACTION: Sarah Mapstone to circulate the data trends for referrals to outside agencies.**

[REDACTED]. Miles Connors is the new school beat officer and will liaise with businesses in the community and will build relationships with our students.

*(Sarah Mapstone left the meeting at 5.25pm)*

## 6, Academy Council Report

### *Paper circulated in advance.*

The uptake of online learning has been good, but measuring engagement is more challenging. We have been using trackers for the most recent lockdown to identify students that staff are concerned about. There have been twice as many flags for SEND, PP and LAPs/MAPs than for their peers. This is not a surprise as it mirrors the trend for when students are on site. Only three of our sixteen EHCP students are attending on site, despite being offered a place.

**How many students are currently on site?**

Approximately 70 students a day, although this does fluctuate based on parental shift-patterns. As lockdown has continued, we have received an increase in requests for onsite provision.

**How do you track vulnerable students who are not engaging?**

We start each day with an online tutor session so we can see who is not attending. We have contact teams and have re-deployed support staff who then make contact with the students who did not log-in. The most vulnerable students are tracked and have home doorstep visits from the pastoral team.

**Are you confident that all the children who needed additional technology or WiFi access have received support?**

Yes. If a family requested IT support then it was provided. In total we had 250 devices from the DfE as well as donations from the community (DAC Beechcroft donated 32 devices), and these have been distributed to families. We also procured dongles and applied to all the available schemes for additional data cards. Digital poverty has been an issue for many of our students.

**Will you track how many students don't have IT access even after you re-open?**

Yes. We regularly surveyed families during lockdown one, and we identified 60 families. This has now grown to over 200 as families learn what good device access actually means. It is not yet clear whether the loan devices can remain with these families, or the longevity of the devices provided by the DfE.

**Will you encourage departments to stop using centralised powerpoints when the school re-opens?**

We will encourage the use of oracy in the classroom on return and support students to develop relationships with one another again.

**What support have the staff had for their lockdown student contact role?**

We have been using the cover supervisors, TAs, HLTAs, some of our DT technicians and the librarian. Each classroom has two members of staff to provide flexibility and there are a minimum of three SLT on site, each of whom is assigned a roll to ensure that statutory functions are carried out.

**What do the Y11 assessments involve?**

Students traditionally would have mock exams. Teacher assessed grades will replace external exams this year, therefore we are going to use modified mocks as a form of external assessment. We have provided materials in advance to support the students and will use an open book assessment to test performance as opposed to recall, we can then provide feedback for them to improve their performance at the next opportunity. The final opportunity will be in May/June.

**What is the plan for all students returning to site?**

We were anticipating the need to test students and were prepared for this, although testing is voluntary. Staff will continue to be tested twice a week, using home kits.

**Have you received any additional financial support from the government?**

There is no financial support for schools if they have reserves. The trust manages the finances very carefully and therefore would never be in a position to claim.

### **What mental health assessment and support provision is in place?**

We need to be very careful about media hype about mental health. There will be a detrimental effect on some children's mental health, but we know from lockdown one that most children recovered quickly. The AIP was written with Covid recovery in mind and the lockdown has provided an opportunity to reflect on some of our strategic planning.

*(MN joined the meeting at 6.00pm)*

The staff survey was very positive and an action plan has been drafted. The student and parent survey has just closed and is being reviewed.

### **Will you extrapolate any of the feedback to standard practise?**

My Assistant Principal in Teaching and Learning is looking at these opportunities.

### **What are your biggest barriers?**

Preparing for the return of all students on 8<sup>th</sup> March. Mandatory face coverings at all times is a significant change and lockdown fatigue may mean that it is more difficult to maintain students' energy levels. Staff anxiety is also a concern, but this is reflected nationally in all schools.

### **How are you planning to alleviate staff anxiety?**

We have formal processes in place e.g. the employees assistance programme. One of our Executive Principals leads on staff wellbeing. We have a CLF staff wellbeing blog and a number of central activities. Anxiety varies and is dependent on individual staff circumstances which is beyond our control, but the staff work well together and support one another.

### **Have all the staff who contracted Covid over Christmas recovered now?**

Yes, they are all back at work.

## **7, Policies**

None.

## **8, Governance**

The Academy Councillors were reminded to save the date of Friday 2<sup>nd</sup> July 2021 for the CLF Summer Conference. There are two CLF conferences each year which encompasses the whole trust and provides a range of professional development opportunities. Potentially this year it will be a virtual event and all Academy Councillors are encouraged to attend.

## **9, Academy Council Training/Feedback**

### **10, Careers Update – MM**

I am presenting my career journey to the Y7 children tomorrow as part of a wider plan to expose the pupils to careers options. I have been working with Helen Barnes and Tim Holmes to draft a careers strategy for all year groups. We have approached several organisations who have identified individuals who will record a bank of videos that can be used in lessons about their careers, as well as support for CV writing and interview skills. DAC Beechcroft are providing a range of live sessions to support students, and BT have identified apprentices who are keen to be involved in talks with Y10 and Y11, this will be good for our students to see alternative routes into employment.

### 11, Community Development Group

The group has continued despite lockdown. A second year of funding has been pledged. BMA staff have provided a range of ideas including match-funding for bike purchases and a 'D'ratherbee' project.

### 12, Matters for the attention of the Board/COAC

None.

### 13, AOB

A letter to parents will be issued tomorrow outlining the return to school arrangements. This will be distributed to the Academy Council for information purposes.

**14, Date of Next Meeting:** Tuesday 27<sup>th</sup> April 2021, 5.00pm

**Meeting ended at: 6.35pm**

<b>Item</b>	<b>Action</b>	<b>Initials</b>
<b>5</b>	<b>Sarah Mapstone to circulate the data trends for referrals to outside agencies.</b>	<b>CS</b>

**Approved:**



**Date: 27<sup>th</sup> April 2021**