

Notes from FAB Meeting: Wednesday 12th June 2024

Staff attended: P Midworth, Associate Principal (PSM), Pete Pring, Assistant Principal/Head of Turing/VP for Behaviour from Sept 24 (PLP) C Reed, Director of Business & Support Services (CR)

Parents attended: 8

Item	Comments	Actions arising?
Welcome from PSM (in the absence of the Principal)	<p>Parents were welcomed with refreshments.</p> <p>PSM opened with the introduction of Pete Pring, Assistant Principal. PSM will be leaving Budmouth Academy at the end of term and PLP will be taking over his role of Vice Principal for Behaviour.</p> <p>PLP attended this evening to talk about the Rewards process from Sept 24 and gain feedback from parents.</p> <p>PSM was invited to present to parents on the Behaviour Policy.</p> <p>No actions arising from the last minutes.</p>	

<p>Behaviour Policy - PSM</p>	<p>PSM delivered a presentation (on our website alongside FAB minutes).</p> <p>Parent questions following presentation:</p> <p>Q1. If a student is permanently excluded and the school has responsibility for providing that student with an education for the first 5 days, what happens if that student isn't found an alternative place after those 5 days?</p> <p>PSM – The responsibility for this lies with the Local Authority. The school would keep in touch with the student/family for welfare/Safeguarding checks but not to provide any further education. If a student has been suspended (not excluded), then the school has a duty to provide both welfare and education whilst that student is not in school. All permanent exclusion decisions are made via a Governors panel but Headteachers can rescind permanent exclusions if appropriate, this has happened previously at Budmouth.</p> <p>Q2. In your presentation, you said there was a lack of alternative provision, is this just in Dorset?</p> <p>PSM – No, all across the country. Alternative provision placements are expensive and most LA's simply cannot afford them. SEN/EHCP's have risen so quickly post Covid and these take a priority over alternative provisions, the cost of AP placements cost on average of £50 per hour, per student.</p> <p>Q3. What happens to other students affected by the bad behaviour of others? Some students have witnessed or been affected by some horrible things, how are these serious behaviours being challenged?</p> <p>PSM – We prioritise staff training, have a good Student Support Centre and a good PSHE curriculum for our students. It isn't just</p>	<p>Action - CR - Upload PSM presentation slides to the website alongside FAB minutes</p>
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	<p>permanent exclusions that can result in alternative provision placements, students can also go to AP's for medical reasons or just as short-term placements. We understand the effect that bad behaviour has on our students and staff and offer a lot of pastoral avenues for our students that we are confident most students know how to access.</p> <p>Q4. Do you analyse the behaviour data to see what impact this has towards suspensions etc?</p> <p>PSM – Analysis is of key importance. We look at this data via a range of analysis including daily HoS reports, fortnightly reports with the wider pastoral team, discussions with the LA who hold us to account, re-integration meetings following all suspensions and trying to deep dive the underlying causes of the behaviour, i.e. with reading/writing tests.</p> <p>Follow up question. Are these processes easier with supportive parents?</p> <p>PSM – We find that on the whole, most of our parents are supportive. We would expect that for a student's first suspension that parents may be shocked and a little less supportive but we pride ourselves on the relationship we build between staff and parents. We are also lucky to have some key staff (BEC's, PSL's, Behaviour Worker etc).</p>	
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Rewards – PLP	<p>PLP – We have a clear Behaviour Policy but on the flip side of this we don't want our kids in fear of this policy. How do we fairly reward our kids?</p> <p>Parents came up with the following ideas/comments:</p> <ul style="list-style-type: none">● Give kids incentives.● Currently kids are unclear on rewards.● Monetary vouchers.● Use parents/community for a bank of free gifts that can be offered as a reward, i.e. dinner/cinema/hairstressing vouchers. (Similar to golden tickets for Prom).● Ask the kids what they want – has anyone done this and actually surveyed the kids?● Too many awards. Kids shouldn't be awarded for turning up and being good. So many different awards that they don't mean anything anymore.● Is there a link between behaviours such as lunchtime detentions and being late? Kids feel like no behaviour points are handed out for these so students regularly late or in detention still get rewards?● This has been discussed but parents (and some students) still don't know what they were awarded for!● Middle range kids are still getting missed. If they are not sporty, academic or naughty, they are not recognised.● Not all students want their names/photos publicised or on social media, could there be more phonecalls/postcards home? Some kids find it embarrassing.● Certificate detail are vague and not specific.	
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| | <ul style="list-style-type: none">● Less rewards categories but with fewer awards that actually mean something (kids don't think winning is special anymore as "everyone gets one eventually").● The same kids get them all the time, especially the names/pictures on social media.● The school need a personalised and beneficial reward system and all teachers need to be fair and on board.● Kids are lucky if they get good, enthusiastic teachers who reward fairly.● Let parents know, students win recognition with certificates they are embarrassed of so parents never see them. Let parents know about the achievement and parents can then also reward accordingly.● Let the students be more involved (and not just the same leadership students). Let them name categories of awards and the names/prizes.● Advertise the awards/prizes that are available. Put posters need the ACE token box to incentivise the kids to put their tokens in.● Remind parents to tell their kids about the importance of putting the tokens in the box, parents often have piles of them stacked at home.● Tell kids, parents and staff how the kids can win more rewards/points.● Engage with the community more!● Staff are appraised/performance managed, why can't the kids have something similar? | |
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<p>Update on other whole school issues</p>	<p>Rebuild Programme – No more to update at the moment but designs are currently being drawn. There should be more information by the end of term that MH will update in his end of term letter.</p> <p>Parent question – Parents are expecting more of a transparent Ofsted update/feedback, will there be further communication regarding this other than the small line in the last letter from the Principal? Parents are disappointed that no comms have gone out to address the issues in the report.</p> <p>PSM - There was a link to the Ofsted report in the letter, we will get this added to the next FAB agenda for MH to discuss.</p>	<p>Action - MH – Give all parents a rebuild update in last letter of the year.</p> <p>Action - MH/CR – Add Ofsted report to the agenda for the next FAB.</p>
<p>AOB</p>	<p>Parents mentioned that it's a shame that FAB members are so low. It was suggested that current FAB members write about their experiences of FAB from a parent point of view and use this when advertising the next meeting.</p> <p>Parents thanked Phil Midworth and wished him luck in his new role.</p>	<p>Action - Parents to email CR regarding FAB for CR to use next year.</p>

Agenda Setting	<p>Add Ofsted report to the next agenda for discussion with the Principal.</p> <p>Parents can email CR before the next meeting with any further suggestions.</p> <p>Next meeting tbc – Meeting dates for 2024/25 yet to be set.</p>	<p>MH/CR</p> <p>Action – Parents to email CR with any suggested agenda items.</p>