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Caedmon College Whitby - Full Governing Body Meeting
Thursday 5 January 2017 at 6.00pm in room H4 in the main building at the
Normanby Site (through the main reception area and turn left)
Agenda

	Item	Purpose	Papers Enclosed
Procedural			
1.	Apologies for absence	Governors to consider if apologies are acceptable	
2.	Minutes of last meeting (6.12.16) and matters arising	Governors to approve the minutes and Chair to sign To discuss any matters arising	Appendix 1
3.	Declaration of interests	Governors have the opportunity to declare any vested interests against any agenda item	
School Improvement			
4.	Link Governor Report	Post-16 Link Governor Report – Jane Kenyon-Miller	Appendix 2
5.	Principal's Report to Governors	Governors to review information presented and consider any action required. <ul style="list-style-type: none"> • Curriculum decisions • Staff review • Complaints and compliments number • BTEC review statement - AMD • Maths and English Reviews • HRBQ summary (emailed before December meeting) • Action Plans for Maths, History and Outreach (emailed before December meeting) • Parent View (to follow) 	Appendix 3
6.	LA Report	To receive the final report from A Bramley (Secondary Lead Adviser) – PDF document sent separately	
7.	Success Criteria	Overall Success Criteria up to 2019 - Document for approval	Appendix 4
8.	Chair's Report to Governors	<ul style="list-style-type: none"> • Update on proposed MAT • Succession planning (paper to be tabled at the meeting) 	
Other			
9.	Policies for Governor approval	Policies to discuss/approve: <ul style="list-style-type: none"> • Complaints Policy (emailed before December meeting) • Confiscation Policy (emailed on 6 December 2016) • Physical Restraint Policy 	Appendix 5
10.	Approval for trip £	Request for approval of Year 8 trip to Beverley Park in March 2017	
11.	Any other urgent business	Any other urgent issues (non-urgent issues to be added to the next agenda) - <i>SLT Policies.</i>	
12.	Confidentiality	Determine which items, if any, are confidential	
13.	Date of next Full Governors' meeting	Thursday 24 March 2016 at 6.00pm in room H4 at the Normanby Site	

Please notify the Clerk in advance of any apologies (s.nedley@ccwhitby.org/01947 602406 ext 135)

Caedmon College Whitby - Minutes of the Full Governing Body

Date: 6 December 2016		Venue:	Room H4	Time of meeting:	6.00pm
Present:		Keith Prytherch, Pen Cruz, Richard Simpson, Alison Hodgson, Vicki Rahn, Tony Hewitt, Roger Hartley, Jan Narey, Fiona Thomson, Julian Fester, Anthony Ward (DfE) and Sally Nedley (clerk). Hazel Kirk – Item 10, Safeguarding. Mike Mastrodonardo, Joe Jones & Polly Buxton (Senior Student Leaders) – Item 3, Student Leadership.			
Agenda Item	Items discussed/action	Person(s) for action & date required by			
Procedural					
1	Apologies	Garry Matthews, Sam Jones, Jane Kenyon-Miller, Ian Donald – Governors consented to these absences based on the reasons given.			
2	Welcome	The Chair welcomed all governors and visitors to the meeting. Julian Fester was welcomed as the new parent governor. Introductions were made.			
3	Student Leadership	Mike Mastrodonardo, Joe Jones and Polly Buxton gave the governors two reports. One was the 'Score' which is Years 7 – 11 students' feedback to staff on lessons; what they enjoy, what could be improved, behaviour in classes etc. This information was collated and passed to Heads of Departments to include in their Action Plans. The second report was 'Learn to Lead'. A pilot year group (Year 9) are working with 'Whole Education' on the principles for student leadership. The group, together with Mike Mastrodonardo, devised a questionnaire with regard to student voice and things they and other students thought were important. A number of ideas came forward and some have been implemented already, i.e. the new behaviour procedures. It is hoped that a revision evening for Year 11 can be held at Raithwaite with students and parents receiving help with revision and the importance of exams. This will be led by members of the 6 th Form. There has also been charity events held and over £700 was raised for Children in Need. Governors asked what the reaction of the pupils in Year 9 to this initiative. Joe and Polly explained that the assembly to all students was yet to go ahead but so far it seems positive. Governors asked how they would deal with students' disappointment if their ideas did not go ahead, especially on homework, uniform etc. This will be dealt with by explaining the reasons why and the beneficial aspects of having a homework policy, a uniform policy etc. Was there any comparison to other surveys at other schools? No, this is a new initiative so no other data available. Again, the Heads of Departments have taken on some of the thoughts and some have been written into the Actions Plans. The governors asked if Year 9 have representatives on the Student Leadership Team – yes they do. The Chair thanked Polly, Joe and Mike Mastrodonardo for their reports and they left the meeting.			
4	Anthony Ward, DfE	This item was agreed to be minuted separately as a confidential item.			
5	Minutes of last meeting – 18/10/16 and Matters Arising	The minutes of the last Full Governing Body meeting held on 18 October 2016 were approved and signed by the Chair. Matters arising: The Principal's PM took place with Alan Yellup on 3 November 2016 together with PC, GM and RS. PC and RS are meeting with VR on Monday to follow up on performance management.			
6	Declaration of Interests	Governors had the opportunity to declare any interests in any agenda items; none were declared.			
7	Governor Vacancies	Jan Narey and Ian Donald are currently associate governors but in this capacity they cannot vote or sit on disciplinary committees. It was proposed by the Chair that they become co-opted governors and Sam Jones, who is currently co-opted, becomes an associate governor. Governors agreed to these changes.			
8	Committee Membership	The membership of the various committees was reviewed and some additions made. The clerk will update the committee membership document and re-issue to governors.			
9	College E-mails	All governors have been allocated a College email and instructions were given as to how this email can be accessed. If governors have any queries, please contact the clerk.			
School Improvement					
10	Safeguarding	Hazel Kirk presented the Annual Safeguarding Report to governors. This report has been produced to incorporate the new guidance and change of titles for staff responsible for safeguarding. The Safeguarding Audit is currently being completed with only the site safety section to be finalised. The College is graded 5 for most areas and the LA have promised funding to tackle site safety. All staff carry out on-line training and some			

		governors have been trained in safer recruitment. The College has a rolling programme of training and Hazel Kirk, Jonathan Bond and KP are trained every year. No one in College has done the restraint and physical intervention training as, if this necessary, the police are called. The total number of referrals to Children's Social Care is currently 17. No child is currently on a child protection plan. The Chair pointed out the necessity of having Safeguarding as a standing item on the Full Governing Body agenda and KP will also have a safeguarding section in his report to governors. The Chair asked, how do governors know issues are being dealt with without compromising confidentiality. JN, as Safeguarding Governor, meets regularly with HK and she will look at the evidence and report back to the governing body. The Chair thanked Hazel for the report.	
11	Link Governor Visits	The link governor visit form has been amended so the headings link in with department action plans. Please contact the Chair if you have any queries regarding this form.	
12	Link Governor Reports	Health and Safety Link Governor Report – Richard Simpson RS presented his report and a further meeting will be held between himself and Roger Hartley. RH stated that the science department complies with all CLEAPSS standards. It was agreed that there is conflict of interest with RH working in College as a science technician and his role as a Health and Safety Governor. It was agreed that RH would continue in his role of H&S governor but that RS would take the lead when carrying out inspections in the science department. The LA have allocated £80K for improvements to site safety. Some of this money will be used to produce a feasibility study which will be put to the LA who have promised more funding if necessary. KP, Dave Orton, James Gilpin, Jackie Hunter, Neil Duffield (BHD) and Robin Smith (NYCC) are meeting to discuss the issues of site safety.	
13	Principal's Report to Governors	Postponed until the meeting on 5 January 2017	Agenda - clerk
14	Revised Budget	Governors considered the changes to the budget forecast and queried how pupil numbers were calculated. Following clarification, they approved the revised budget. KP and PC met with Anton Hodge (Assistant Director, Strategic Resources, NYCC). This is the copy of the email KP sent to him after his visit to the College. A copy was also sent to Jill Hodges and Suzanne Firth. "Many thanks for meeting with myself and Pen Cruz, our Chair of Governors, on Thursday. We both appreciate the time you gave and your wise advice. I would also like to thank you, on behalf of all our governing body, for your ongoing support of our current financial situation; we will proceed as you suggested by planning a budget for the next financial year that caters for the least amount of change but is mindful of sensible adjustments. Also, many thanks for making the kind offer of financial support to the College when we reach the point of the being overdrawn - probably in the 2018-19 financial year, but this could be sooner depending on student enrolments. I believe we all agreed that I have continued to make the LA aware of the ongoing issues concerning our budget that is being caused by rather extreme and unstable conditions, through no fault of our own, in the local area; especially with regard to student numbers in years 7, 10 and 12."	
15	Success Criteria	Postponed until the meeting on 5 January 2017	Agenda - clerk
16	Chair's Report to Governors	A further discussion took place regarding item 4. This was agreed to be minuted separately as a confidential item.	
Other			
17	Policies for Governor approval	Health and Safety Policy This was approved by Governors and signed by Richard Simpson (H & S) and Pen Cruz (Chair).	Upload to website (clerk)
18	Any other urgent business	None	
19	Confidentiality	The Chair reminded Governors of the need to maintain confidentiality of the matters discussed. The Principal's report distributed with the agenda papers was to remain confidential.	
20	Date of next full governors' meeting	Thursday 5 January 2017, 6pm.	

Signed as a correct record by the Chair: Pen Cruz Date: 12.01.17.

LINK GOVERNOR VISIT – CAEDMON COLLEGE WHITBY**Name of Governor:** Jane Kenyon-Miller**Link responsibility:** KS5**Meeting with:** AMD**Position:** Director of Learning, Post 16**Date of visit:** 1.12.16**1. The Purpose of the meeting was to:**

Review student progress

2a. The main discussion points included:

- Results
- Individual subjects
- In-year monitoring

2b. The questions asked by (gov) were:**2. Evidence to support this discussion included:**

Discussion regarding excellent summer results.

Discussion of subjects with two year negative residual and what needs doing.

Reviews have taken place in Maths, English and History. Any issues are being dealt with as part of the action plan for departments.

Registers have been moved to the LRC to ensure safeguarding when students sign in and out.

3. Agreed action/s to be taken (if any):

% of attendance to be sent to Jane in time for the governors meeting

Curriculum Decisions

ITEM	DISCUSSION	
Structure of the day	<p>Some schools operate a 3 period day. Is this something we think would help us? English would certainly welcome it but all subjects would have to do it or none. Maths and PE are not enamoured of the idea. A three period day would most likely lead to a two week timetable.</p> <p>Science are struggling with doubles in year 9. This is broadly due to poor behaviour and lack of student motivation, but is nonetheless an issue. We would prefer two singles per week per subject.</p>	<p>The status quo (1 100 minute and 1 50 minute) seems a good compromise. We will work to get English at least one double a week without forcing on maths or PE.</p>
Allocation of time for KS5 courses	<p>If courses don't recruit then do they get the time of other subjects at ks5?</p>	<p>A minimum of 12 students on a course would give full allocation (5 lessons). Others without this would operate on fewer teacher led lessons and more self-study. This already happens in some subjects.</p>
Offer no Level 2 courses at post 16	<p>We have very few students on these courses. They don't recruit because students want something that we are not able to offer. This makes the courses very expensive and puts more pressure on resit lessons. The L4P course (with a combination of resit, support and work experience) is different.</p>	<p>Continue with the L4P course but scrap other L2 courses in the sixth form.</p>
Offer an I college	<p>See paper. The whole thing would have to start as a pilot.</p>	<p>Identify the students and a location. See the feasibility of offering to some students.</p>
Ebac numbers	<p>Currently we identify students using their ks2 results and then tailor using teacher recommendations.</p>	<p>Continue with the same policy</p>
Continue the SAIL curriculum into KS4	<p>We have gained so much in terms of independent learning at ks3 we need to make sure that we capitalise on this.</p>	<p>Involve heads of subject in planning how we can bring the principles of SAIL curriculum into ks4</p>
Continue at KS3 with 4 periods of coaching time for all coaches	<p>This is an expensive policy but we are reaping rewards.</p>	<p>Continue with this policy. Choose new coaches in Year 7 and train them in coaching techniques.</p>
Subjects in KS3 are "paired"	<p>This will allow flexibility in terms of themes and how they are delivered. We are not fully taking advantage of this yet.</p>	<p>Continue with the pairing of subjects but ask subject teachers to plan together so that we can use these double blocks.</p>

CCW Staff Review Questionnaire – Nov 2016

Question	Score 1	Score 2	Score 3	Score 4	Λ %
	Outstanding	Acceptable	Need to improve	Unacceptable	
1. Staff Morale	1 3%	18 50%	12 33%	5 14%	17 (24) 47
2. Our values determine the way that decisions are taken	3 8%	21 58%	11 31%	0 0%	11 (15) 31
3. Rigorous analysis of data underpins our teaching and learning	3 8%	23 58%	10 28%	0 0%	10 (14) 28
4. We make the best use of all our people's talents	4 11%	18 50%	10 28%	3 8%	13 (18) 36
5. Staff enthusiastically support our strategy	3 8%	18 50%	11 31%	2 6%	13 (18) 36
6. KS3 curriculum is proving to worthwhile and raising standards	6 17%	16 44%	6 17%	0 0%	6 (8) 17
7. KS4 students are being well prepared for examinations	2 6%	24 67%	5 14%	1 3%	6 (8) 17
8. KS5 students are on track to meet expectations	1 3%	21 58%	3 8%	1 3%	4 (5) 11
9. The CIT are working well to create excellent learning in all depts	2 6%	20 56%	8 22%	1 3%	9 (12) 25

Compliments since September 2016

Thirteen

Complaints since September 2016

One

BTEC inspection with Patricia Oswald Thursday 17 November 2016

Patricia spent the day investigating our systems and procedures for BTEC qualifications levels 1-3. We provided all appropriate documentation and printed off examples of students work; six per subject representing lower, middle and higher ability students. In addition she met with members of ST for data, KS4 and KS5 and lead IVs.

Patricia was highly impressed by the new on-line electronic systems of recording and thanked RJH and AMD for their 'excellent preparation' for her visit. All assignment briefs were accurate and passed as suitable for purpose and challenging for level.

Her findings were:

- No conditions or issues as all paperwork and procedures are accurate and in place.

Recommendations:

- Business level 2 students should receive 'a little less detailed feedback' for resubmissions.
- Ensure that the relationship with TTE is maintained to provide an efficient and appropriate service.

Maths Review, Tuesday 15 November 2016

Evidence base:

- 24 lessons were observed (7X KS5, 10X KS4, 7X KS3)
- Student groups were interviewed (KS3, KS4, KS5)
- Students work was scrutinised (in situ)
- Meeting was held with SLB (HOD) and KP/VER
- An analysis of 2016 outcome data and monitoring for Autumn 1 was carried out

Main Findings: across all key stages only 10% of teaching was judged to be less than good.

1. Key Stage 3 – Year 7/8 lessons (VER/ SJG/ JJB)

- Strengths at KS3- were very good and some aspects were outstanding especially in the practice of KEC, STe and CBW. Best practice included excellent learning environments where students were appropriately challenged and teacher/ student relationships were very positive. There was a common language of learning linked to the new curriculum and students were clear on their learning and aspirational pathways. Students are supported with clear feedback and support on how to progress and opportunities are provided through workshop style lessons to work independently. Online learning is a strength and allows for personalisation of work and also the ability to progress at own pace. Planning is clearly informed by data and directly links to differentiated learning outcomes in lessons. Students are enthusiastic about their learning and speak highly of the support they receive from teachers. Students are also motivated and keen to achieve well through their understanding of success criteria. HWK is embedded. Students use separate books and HWK is marked regularly and students respond. Learning mentors were used well to circulate and support learning particularly in a low ability group to support a diverse range of need. Behaviour for learning was good and minimal LLD observed. Please ensure that all teachers see the practice of KEC and STe.
- Areas to improve KS3- consistency needed with planning documentation. Check students/staff understand the new Step curriculum and its dramaturgy and how workshops are used and planned for. Develop problem solving tasks within the dramaturgy. Develop the assessment and tracking of progress centrally and ensure students meet the criteria before moving on, this could be through workshop intervention. Develop standardisation of assessment and predicted grades across classes and teachers. Externally validate assessment/ standards. Consider the purpose of BAT sheets and how they are being used to inform student and teacher actions. Ensure that Maths staff see the practice of KEC, STe and CBW. **All of these need addressing now.**

4. Key Stage 4

- Year 10 lessons (KP) – were very good some aspects were outstanding. The practice of KVM and KEC was some of the best seen this year. The best practice saw students being pushed and

challenged, they really appreciate the feedback they get and they can easily say what they need to do in order to improve further. The use of online learning is a real hit with students and Google Classroom is working with impact. HA students were seen to be challenged and data is being used really well in order to plan lessons.

- Year 11 lessons (KP/ALH) – again were very good with the best practice seen with CBW. Students make good use of her website, enjoy the choice of homework and the way they use their homework book for corrections has a big impact on learning. WJB is using the feedback stamp to good effect and Ambassadors in all lessons are very effective for observers and promote students understanding. Many students said that this was their favourite lesson and teacher.
- Strengths at KS4 – practice of KVM, KEC, CBW and SLB; seating and data plan software; Green Pen use/poster; A2L and B4L creates a good atmosphere; ambassadors, use of data to inform planning, online learning and websites, choice of homework, wall planner with key dates (JDG). Making all of these consistent across the department would be good for all students.
- Areas to improve at KS4 – homework, there is too much not done, marked or feedback, this even applies to the top sets! Not all homework is being entered into the planner and not enough follow up for offenders; target stickers and A2L sheets need to be finished by all; the environment is acceptable but could still be so much better and this would enthuse more; literacy opportunities are missed too often. **All of these need addressing now.**

5. Key Stage 5

- Year 12/13 A level lessons (KP/SJG/AMD/VER) – They are not as good as KS4 as they lack drive; relationships are very comfortable and students are not being pushed hard enough. The lessons are smooth and students enjoy them, teachers are knowledgeable but there are obvious signs of underachievement; there is no 'crew' effect and all students could push each other much harder. Lessons are pitched in the middle, HA students are not stretched with additional/different work. Students appreciate the workbooks, the time teachers give them and the opportunities to get feedback and practice.
- Year 12/13 FM A level lessons (AMD/ VER) – Some good practice ie CBW grouping students who needed extra help with corrections, students do NOT know their predicted or target grades, they feel there is 'plenty of work' yet say they are not necessarily challenged by content just volume. Students very positive in attitude about some teachers. Best practice seen in SLB's lesson saw students working on mini whiteboards that were constantly checked by SLB. Students were able to progress at their own pace as a result of the style of learning and verbal feedback from the teacher.
- Year 12 GCSE (AMD) – WJB-Students positive about their learning and a good example of students owning their own learning using chrome books to individualise their learning pathway. Students very positive about this lesson but not all as they believe too much time is being wasted

Strengths at KS5 – workbooks, interventions/help from teachers, relationships, A2L

Areas to improve at KS5 – P4P, differentiation, crew mind-set, ownership of students files, literacy skills, marking and AFL, lack of consistency across the department, retention, coasting students and the use of data to inform planning.

- Teachers to share best practice (CBW) to address the inconsistency of approach.
- Joint planning in place for split classes to ensure continuity of learning and approach- some students are positive about one of their teachers and not the other. You can learn from each other's differing teaching styles
- Consistency needed in particular:
 - Planning for progress, that is informed by data from assessed work
 - AFL just ticking isn't good enough
 - Develop student green pen response...no evidence seen
 - Assessment tools and techniques
 - High teacher expectations that focus on HA until the A*-B TvP anomaly is corrected
 - Planning, data is not used to good effect as all lessons seen are teaching to the middle

- Tackling underachievement – students must be targeted to attend the interventions if they need it. They seemed to think they could choose to attend or not.
- What is being done to address the massive underachievement in Y13 of A*-B students? Currently T=81.5 and P=38.5 and urgent action is required
- Develop SDL tasks that are differentiated to support the U/E grade students and stretch the HA
- P16 teachers need more ownership of student files, students need help to organise their work and missing work needs catching up

All of these need addressing now.

6. Leadership

Issues to be addressed

- Develop an engaging environment especially in C Block downstairs Maths rooms. Create a plan for the further development of culture particularly around the use of positive language and rewards across department; there were very few rewards used during the observations.
- Ensure that all opportunities to develop literacy skills are taken.
- Create even more consistency of approach to assessment and marking.
- Standards – by year group and predicted grades need to be forensically analysed and action taken to secure progress especially in Years 11, 12 and 13. The level of challenge for many students must be increased.
- SLB and TLR holders need to be sure about planning, there is exemplary practice in the department (KVM and KEC) and others need to see what an impact this has. Teachers must 'own' the planning, sharing the SOW is good but each class/individual needs planning for. This team must ensure that all 'minimum standards' are consistently applied.
- SLB to secure positive mind-sets and support leadership of TLR holders and develop the talent that is in the dept. Revisit all PM docs and remove any work that isn't going to directly improve student performance.
- SLB to support CBW and have joint ownership of SAIL curriculum, especially as this moves into KS4. To train and support WJB in the leadership of this at KS4.
- Create a plan to prepare all staff and students for trial and terminal exams and ensure all parties know about this well ahead of the event.
- Develop strong pedagogical curriculum design that builds on Years 7&8 for KS4/5.

English Review, Tuesday 18 October 2016

Evidence base:

- **16 lessons were observed (2X KS5, 9X KS4, 5X KS3)**
- **3 student groups were interviewed (KS3, KS4, KS5)**
- **Students work was scrutinised (in situ)**
- **Meeting was held with LW (HOD)**
- **An analysis of 2016 outcome data and monitoring for Autumn1 was carried out**

Main Findings:

- Student behaviour is compliant, although in many lessons the teacher is working harder than the students, often to cajole students to complete written tasks
- Use of clear success criteria in Year7 and Year 12 enables students to clearly understand expectations and know how to make progress
- Additional adults in the classroom are not deployed effectively to support the learning of all students, especially students with SEND or PP
- KS3 1-1 paired reading used effectively to develop reading skills, confidence and comprehension
- Challenging questioning in a KS3 class used well to deepen critical thinking skills
- A good focus on the teaching of skills and not just content seen in a KS3 lesson that taught how to skim read
- Marking and AFL is evident in most books. Best practice includes redrafting.
- Some staff are setting HWK as extended tasks that students find challenging

- Some students know their target and predicted grades, which can be supported by examples of assessed work
- LW's planning is exemplary in its use of data
- Presentation is good in MCo's and LSh's books
- Year 13 Language students were effectively engaged in group work to analyse and compare language
- Effective critical thinking skills were developed with a Year 12 group. There was a good focus on the application of assessment objectives in students own work using google classroom. This included the use of A* work to further develop understanding of what made the piece of work so good
- Student voice at KS5 is very positive. Especially noted were their comments on the use of Google classroom, group reading, the help given by staff and the support given in understanding their predicted and target grades.
- Student voice KS3 is positive. Most students know which pathway they are on. They feel supported in their work.
- Student voice KS4 is positive about the use of exam style questions where this is happening to prepare students for linear exams. Students feel that the pace in some lessons needs increasing especially at the start of lessons.

Recommendations:

- Develop strategies to engage all students in learning through a range of interesting activities that inspire a passion for learning
- Reduce teacher talk and develop more active learning with clear success criteria and challenge for all students
- Consistency needed in the application of minimum standards. In particular:
 - planning for progress, that is informed by data from assessed work
 - AFL
 - homework
 - assessment tools and techniques
 - use of mentors
 - high teacher expectations that include presentation, handwriting and engagement in learning
- To create more opportunities to develop extended writing skills KS3/4
- Use of exemplar work to model different grades
- Ensure consistency in the use of assessed work, both classwork and homework, with GCSE style questions to inform data
- To challenge all students especially through extended writing and weekly HWK
- Create a plan to prepare all staff and students for trial and terminal exams and submit this to ST by 4 November
- Support LW in HOD leadership development through:
 - Observation of a high achieving English department and HOD that includes a focus on subject specific curriculum mapping that engages learners and moderation of student work, KP will find the contact
 - Plan Joint observations with VER/SJG/ KP to QA good learning and progress in other subjects
- Create a plan for the further development of culture particularly around the use of positive language and rewards across department
- Develop an engaging environment especially in C Block and classrooms on H corridor
- Implement a common assessment framework across the department that includes a moderation plan for each year group
- Revisit all PM docs and remove any work that isn't going to directly improve student performance
- Develop strong pedagogical curriculum design that builds on Year 7&8 for KS4/5
- Joint planning in place for split classes to ensure continuity of learning and lesson to lesson monitoring of progress

Overall success criteria up to 2019

	September 2016	September 2017	September 2018	September 2019
Year 11 Attainment 8	48.5	51	53	55
Progress 8	+0.5 0.01	0.1	0.2	0.3
Basics (En & Ma) %	58%	65%	67%	70%
Ebac % achieved	19%	20%	40%	50%
KS2 – 4 Value Added	1010+ (1002) x	1005	1007	1010
3L, 4L in Maths	Above nat average by 10% 3 = 69.8% + 3.8% 4 = 30.7% + 0.7% x	Above nat av by 5% 3%	Above nat av by 7% 5%	Above nat av by 10% 7%
3L, 4L in English	Above nat average by 10% 3 = 74.6% + 5.6% 4 = 32.5% + 2.5% x	Above nat av by 5% 3%	Above nat av by 7% 5%	Above nat av by 10% 7%
PP progress VA	Above nat average by 3pts NA 976.3 CCW 975.8 -0.5 x	Above nat av by 5pts	Above nat av by 7pts	Above nat av by 10pts
Student numbers (retention Y11 – 12)	80% of students transferring to WCC post-16 124/218 = 58% x	65% of students move into Yr12	68% of students move into Yr12	70% of students move into Yr12
Retention Y12 → 13	97% (97%) ✓	98%	98%	98%
NEETs at 17	Nil (0%) ✓	Nil	Nil	Nil
Finance	Balanced budget (in surplus) ✓	Balanced budget	Balanced budget	Balanced budget
Likely overall Ofsted judgement	2+ (2)	2	2+	2/1
Quality of teaching	80% graded 2+ (85%)	85% PM obj 1 = level 1 or 2	90% PM obj 1 = level 1 or 2	100% PM obj 1 = level 1 or 2
AS progress	Last 2/3 years sig+ (not available yet)	Sum PMIS students < 15%	< 10%	< 5%
A2 APE	225 Pts (227) (33)	36	38	40
A2 A*-B%	50%	50%	51%	52%

Caedmon College Whitby



Use of Reasonable Force and Physical Restraint Policy

College Governance Status

This policy was created in December 2016 and was adopted by the Governing Body on 5 January 2017. It will be reviewed annually.

Review dates	By Whom	Approval date
January 2017	Staff and Governors	January 2017

Signed by the Chair of Governors:

CONTEXT

The College is recognisable by the quality of its community within which principles are fostered, both within the curriculum and through the relationships which exist between students, parents, teachers, support staff, governors, and the wider community. It strives to be a welcoming place offering the support necessary for individuals to develop and achieve fully their potential. **Such a positive and caring ethos demands an active anti-bullying policy.**

It follows that, within the College any behaviour which is the abuse of power and results in hurting others is totally unacceptable. Students and their parents must be confident that such bullying behaviour **will** be dealt with seriously.

Physical Restraint

Objectives

- To protect staff and students
- To prevent serious breaches of discipline
- To prevent serious damage to property
- To reduce the likelihood of actions by staff being successfully challenged in the courts

What is reasonable force?

1. The term 'reasonable force' covers the broad range of actions used by most teachers at some point in their career that involve a degree of physical contact with students.
2. Force is usually used either to control or restrain. This can range from guiding a student to safety by the arm through to more extreme circumstances such as breaking up a fight or where a student needs to be restrained to prevent violence or injury.
3. 'Reasonable in the circumstances' means using no more force than is needed.
4. As mentioned above, schools generally use force to control students and to restrain them. Control means either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of a classroom.
5. Restraint means to hold back physically or to bring a student under control. It is typically used in more extreme circumstances, for example when two students are fighting and refuse to separate without physical intervention.
6. Staff should always try to avoid acting in a way that might cause injury, but in extreme cases it may not always be possible to avoid injuring the student.

Minimising the need to use force

It is important to have a calm, orderly and supportive College climate that minimises the risk and threat of violence of any kind.

Wherever practicable, staff will issue a warning to a student that force may have to be used before using it.

Staff authorised to use force

All teachers and members of staff, who have the Principal's authorisation to be in control of or take charge of students, automatically have the power to use force. *This power does not apply to MSAs.*

Deciding when to use force

Staff can use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- a. Causing personal injury to, or damage to the property of, any person (including the student); or
- b. Prejudicing the maintenance of good order and discipline at the College or among any students receiving education at the College, whether during a teaching session or otherwise.

Any force used must be in proportion to the consequences it is intended to prevent.

The greater the potential for injury, damage or serious disorder, the more likely it is that using force may be justified:

- Student attack on staff or student
- Students fighting
- Damage to property
- Rough play
- Use of dangerous objects
- Absconding if likely to involve safety

Using force

Wherever possible, staff should tell the student to stop and be calm and measured. They should not give the impression of acting out of anger, frustration or punishment. *Force should cease quickly.* Examples include: Standing between students, leading by the arm, hand on the centre of the back and finally, appropriate restrictive holds.

The degree of force used should be the minimum needed to achieve the desired result.

When exercising the power to use force, we must also take proper account of any special need and/or disability that a student might have.

Staff working with special needs students will have an awareness of situations that may provoke difficult behaviour, preventative strategies and de-escalation techniques. They will know of any previous incidents and handling strategies that are recommended.

ST and medical staff may be called – though not necessarily waited for. They should be involved in post-incident follow up.

Reasonable force may also be used to search students without their consent for weapons. The Department for Education strongly advises schools not to search students where resistance is expected, but rather to call the police.

It is always unlawful to use force as a punishment.

Always avoid touching or restraining in such a way that could be interpreted as sexually inappropriate conduct. Sometimes physical contact may be proper or necessary – such as sport and first aid.

Staff training

There may be particular needs for staff that work closely with students with additional needs or disability; however, training will be offered to all staff. Staff should be made aware of this policy and procedures during their Induction.

Recording and reporting incidents

Systematic records of any serious incident are kept using an entry to the College's management information system (MIS)

It is very important to have *a witness* to what happened. After any recordable incident, parents should always be informed – (telephone first and then confirm in writing).

Post-incident support

First aid and emotional support will be offered for staff and students. Punishments such as exclusions and pastoral support programmes may follow.

Dealing with complaints and allegations

Parents and students have a right to complain about actions taken by school staff and should contact the Principal.

Monitoring and review

Members of the Governing Body and the ST will review this policy every two years.

Notes

Please refer to: DfE guidelines – Appendix 1
CCW Confiscation Policy