



Ruskin Community High School

Student, Development & Welfare Committee 18th June 2025 at 3:15pm Venue - School

MINUTES – PART ONE

Present:	Dean Postlethwaite (HT) William Ollier (WO) Emma Szymuru (ES) Chris Griffin (CG) Peter Thorpe (PT) Peter Storey (PS) Marion McKenzie (MM) Margo Veitch (MV)	Headteacher Acting Chair and Co-opted Governor Co-Opted Governor and Deputy Headteacher Co-opted Governor <i>joined online</i> Co-opted Governor <i>left at 4.11 pm</i> Co-opted Governor Staff Governor Co-opted Governor
Apologies:	Don Higgs (DH) Debbie Jones (DJ)	Committee Chair Co-opted Governor
In attendance:	Sarah Robson (SR) Natalie Burke (NB) Natalie Cross (NC) Steve Hartley (SH) Fabrice Gale-Coyne (Clerk)	Deputy Headteacher Assistant Head Assistant Head and SENDCO Behaviour and Attendance Manager, left at 3.36 pm Clerk

AGENDA ITEM 1	WELCOME & APOLOGIES
Discussion:	The Acting Chair welcomed everyone to the meeting. The Governors received and accepted apologies from Don Higgs (Chair) and Debbie Jones (Co-opted Governor).

AGENDA ITEM 1	REPORT ON THE ATTEND SYSTEM
Discussion:	The report on the Attend System will now be shared at the FGB on Tuesday 2 nd July 2025. SH provided a verbal update on restorative justice and highlighted the following areas: <ul style="list-style-type: none"> The number of pupils on part-time timetables decreased week on week from December 2024 to June 2025.



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- Bespoke interventions helped pupils manage their time effectively. The school focused on the most vulnerable pupils and provided a variety of therapies, including dog therapy.
- Managers, a representative from each department, and ECTs took part in restorative justice training. The main focus was on using empathetic language with pupils involved in confrontations. The three core elements of restorative justice emphasised were encounter, repair, and transform.
- The focus would be on how staff interact with pupils when they have been removed from lessons, restorative conversations and consistency of conversations.
- The Tuesday mentoring programme focuses on assisting pupils who have difficulty self-regulating and guiding them back into the curriculum.
- Visual cards have been slimmed down and now include restorative justice questions to aid in consistency of language. This has worked well and has been a powerful tool for managing behaviour. (Governors were able to look at an example of the visual cards used on a lanyard).
- This training will be rolled out further and revisited with staff again in September 2025.

Q- Has this worked well in other schools?

R- Yes, this has come from a crime and punishment perspective. The training heavily focused on the consistency of language across the whole school.

Q- How many have gone through the training so far?

R- Twelve members of staff have gone through the formal training.

Q- Have you already felt the benefits?

R- I met with curriculum leaders last week to review and observe these conversations. The training was being put into action and was also observed in some of the larger departments. Benefits were noted by staff.

Q- When will it be rolled out to all staff?

R- There was a twilight in May, and staff completed a carousel of activities. Moving forward, this will be rolled out to all teaching and support staff as this needs to be a whole-school approach.

Governors thanked SH for his presentation on restorative justice and looked forward to learning more as it was rolled out across the whole school.

SH left at 3.36 pm



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AGENDA ITEM 3	CONFLICTS OF INTEREST, (PECUNIARY OR OTHERWISE)
Discussion:	There were no declarations of interest declared with the business of the meeting.

AGENDA ITEM 4	AOB
Discussion:	There were no items of AOB.

AGENDA ITEM 5	APPROVAL OF THE PART 1 MINUTES FROM THE PREVIOUS MEETING
Discussion:	Governors approved the minutes from the meeting on 18.03.25 as a correct record and the Clerk was asked to send the minutes to be signed virtually by the Chair.
Decision:	Governors resolved to approve the minutes of the above meeting.
Action:	The Chair to sign a copy of the minutes and provide for school for retention.

AGENDA ITEM 6	MATTERS ARISING
Discussion:	Governors reviewed the Action Log from the previous meeting. There were no outstanding actions.

AGENDA ITEM 7	LINK GOVERNOR REPORTS
Discussion:	Governors received the following Link Governor Reports: a) Safeguarding Report b) Attendance Report Governors had no further questions.

AGENDA ITEM 8	ATTENDANCE
Discussion:	The Attendance Report – Summer term 2025 was circulated to Governors at the meeting. NB provided a verbal update on attendance and highlighted the following areas: <ul style="list-style-type: none"> • The school was improving week on week, which was positive.



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- There had been a few changes to systems and monitoring, and Attend was fully functioning. An update on Attend will be presented at the Summer FGB.
- More responses have been added for two-day absences. Family support workers have completed home visits, decreasing the number of students taking two or more days off from school.
- The school was confident with the new systems.
- There was a focus on persistent absence and the movable middle.
- The DFE data and school data differed because the DFE included everyone on roll this year, whereas the schools' data does not include these students. For example, the DFE report suggests overall data was 90.8%, but the schools' data was 91.6%. The schools were moving in the right direction to achieve 92% by the end of the year.
- Ofsted highlighted doubly disadvantaged students, such as pupils who sit in SEND, Pupil Premium and/or EAL.
- Some students still attended very rarely, with an average attendance below 20%. Out of twenty-three pupils, seven were in Year 11. Of these Year 11 students, three had attendance rates below 10%.
- Work was ongoing with Year 9 and 10, with anyone sitting in stage 5 assigned a member of staff and an action plan. Work with parents and families was ongoing.
- Anyone in stage 3 or 4 has been broken into four caseloads. The SEND caseload saw a 3.5% improvement, with other caseloads seeing a 2/3% increase. One group continued to be monitored due to the impact of suspensions on attendance.
- The school now receives an AI report from the DfE every four to six weeks, comparing the school's data to twenty other schools with similar contexts.
- The school now receives data on Year 6 pupils rather than relying on primary schools for accurate information. Year 6 parents will attend tomorrow, and meetings have been scheduled for transition next week. Targeted conversations will take place.

Q- What do you do when pupils are late?

R- In the last meeting, it was agreed that any students arriving late would receive detention. This has been effective, as many students now arrive before 9.15 a.m. Parents were unaware that lateness contributed to their child's absences after this time. During a recent meeting with the Cheshire East Attendance Team, it was agreed that the school has implemented many positive processes compared to last year. Eight families have progressed through the Local Authority's legal assessment meeting, where the final outcome was prosecution.

- The school also introduced positive reinforcement and a rewards program. Attendance-focused weeks and a summer challenge gave students opportunities to spin the wheel of fortune. The last attendance week saw a 6% rise in attendance, marking a notable improvement over the previous year's data.



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	<ul style="list-style-type: none"> To support Year 11 students, they participated in double lessons on the mornings of their exams. While most schools allow Year 11s to leave after half term for a study break, the school organised support and revision during school hours. As a result, Year 11 students attended an extra two weeks and received quality teaching before their exams. <p>Q- Do you have any KS2 data to compare against for this Year 11 group?</p> <p>R- No, this was the year COVID began, so we will not have KS2 data this year or next.</p> <p>Attendance would be discussed in more detail at the Summer FGB.</p>
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AGENDA ITEM 9	BEHAVIOUR UPDATE
Discussion:	<p>The Behaviour Report – Summer term 2025 was circulated to Governors prior to the meeting.</p> <p>NB provided a verbal update on behaviour and highlighted the following areas:</p> <ul style="list-style-type: none"> SH highlighted the work on restorative justice at the start of the meeting and its positive effects on behaviour. There was a decrease in repeat offences and suspensions, with thirty suspensions in Spring 1 compared to only seven following the May training. To build on this, the school will now look at pastoral journeys and how they integrate into the behaviour curriculum for next year. During a recent meeting, a rising trend in suspensions following the Christmas break was identified over three years of data. This year, the figure was noted as the highest. The current Year 11s have been recognised as a particularly challenging group and discussed at previous meetings alongside the extensive interventions to support them. Moving forward, the first week back at school after a break will feature a longer tutor group and messages home to reiterate the high expectations for behaviour, uniforms, and equipment. <p>Q- Do you believe the ongoing difficulties with Year 11 were due to bad luck or the group's context?</p> <p>R- It was the context of the group. It was a diverse group with varying needs. The group required a lot of additional support from different internal and external teams.</p> <p>Q- Looking back, did you recognise the needs of the Year 11 students when they were in Year 7?</p>



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	<p>R- The group had a very different start to their high school experience due to COVID; they did not go through the usual transition and arrived at school in bubbles. They had also missed six months of their primary school education due to lockdowns. The school has spent a lot of time working with this group to provide support and meet their needs.</p> <p>Governors acknowledged the school's hard work in offering support to students. They also recognised the impact COVID still had on some year groups.</p>
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AGENDA ITEM 10	SAFEGUARDING UPDATE
Discussion:	<p>The Safeguarding Report – Summer term 2025 was circulated to Governors prior to the meeting.</p> <p>NC provided a verbal update on Safeguarding and highlighted the following areas:</p> <ul style="list-style-type: none"> • DH had recently completed a Single Central Record check. In January, SCIES performed an audit of the school's Single Central Record and confirmed they were happy with the school's record-keeping. • The annual Section 175 Audit will be completed in July and sent to the SCIES team. <p>Q – Is the school confident pupils will not slip through the net?</p> <p>R—Yes, new systems such as CPOMS and Attend are now in use. For attendance and safeguarding, students were grouped and assigned a staff member. This now means the school responds much faster, improving the process. The school will continue to visit Year 11 students who are high risk until the end of the summer term.</p>

AGENDA ITEM 11	POLICIES
Discussion:	<p>The following policies will be reviewed at FGB</p> <ul style="list-style-type: none"> • Cared For Children • Suspensions & Exclusions • Anti-bullying • Educational Visits & Residentials
Decision:	NC would check in with the team to see where the Cared for Children and Suspensions & Exclusions policies were up to.
Action:	Action: The clerk will add the four policies to the FGB agenda.



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AGENDA ITEM 12	DIRECTORS REPORT
Discussion:	<p>The Clerk highlighted the items below and noted that they had been discussed in the meeting:</p> <p>1.2 Trauma and Mental Health-Informed Schools (suitable for headteachers and other SLT).</p> <p>3.1 Sustainability Leadership and Climate Change Action Plans.</p> <p>The clerk also shared a link to a DfE attendance article on Governor Hub.</p>
AGENDA ITEM 13	DATE AND TIME OF NEXT MEETING
	<p>The date and time of the next Student Development & Welfare Committee meeting will be confirmed at FGB when the 2025/2026 dates are discussed.</p>
AGENDA ITEM 14	AOB
Discussion:	<p>There were no items of AOB.</p>
AGENDA ITEM 15	STATEMENT OF IMPACT
Discussion:	<p>Governors helped to move the school forward in this meeting by:</p> <ul style="list-style-type: none">• Receiving a detailed update on the new restorative justice approach used in school, reviewing its impact and how and when it will be rolled out to the whole school.• Feedback on attendance was reassuring and governors would receive a further update on Attend at FGB.• Single Central Record checked and gained knowledge on new systems and procedures, such as CPOMs, which worked effectively.

The meeting ended at 4.11 pm

There was no Part 2 agenda.



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Chair..... *L. E. L. Min*

Date.....