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## Minutes – Digitech Studio School Council

**Version:** Draft

**Issue Date:**

**Meeting Date:** 4 July 2017

**Location:** Digitech Studio School Bristol

**Time:** 4.00

**Chair:** Chris Smith (CS) **Chair**

**Attendees:**

Lis Jolley (LJ) **Principal**

Helen Shellard (HS) **Parent Councillor**

Esther Tyler Ward (ETW) **Teacher Councillor**

Richard Clutterbuck (RC) **Executive Principal**

Mandy Wade **Parent Councillor**

Anthony Merrit **Local Authority Councillor**

Pedrag Dragan **Sponsored Councillor**

Item	Description	Action
<b>1</b>	<b>Introductions Administration and Apologies</b>	
	Tracey France Andy Ling	
	As we met on the 6 <sup>th</sup> of June, this is an abridged meeting looking at the Ready to Learn behaviour policy, maths and www/ ebi from the previous two terms.	
<b>2</b>	<b>Declarations of Interest</b>	
	Andy Ling (Member of staff in the CLF)  Chris Smith – Managing Director of Marshfield Bakery. Stand to gain commercially from engaging with Digitech Students, either through the provision of work experience placements or the delivery of successful immersion week projects.  Academy Councillors signed the attendance register.	
<b>3</b>	<b>Minutes from previous meeting</b>	
	Approved	
<b>4</b>	<b>Matters Arising</b>	
<b>5</b>	<b>Principal Report</b>	
	Lis Jolley provided a review of the year, Powerpoint presentation attached:  Questions raised from members:  Q: Is there a problem with Post 16 recruitment? A: We need to set the right curriculum but need to recruit students, this is a balancing act as we cannot afford to offer lots of courses with low take up numbers. The move to diplomas looks promising.  Emma Robertson joined the meeting at 4.45pm We have just implemented a 'ready to learn' behaviour system with the purpose of limiting low level disruption creating a positive learning environment where the main focus is on teaching and learning. Emma spoke about raising expectations. Behaviour system 'Ready to Learn' being trialled for last 3 weeks, to up standards in lessons and with uniform. Example: no pen, two warnings and sent straight to isolation. We took 6 students to look at the behaviour system and sought feedback from students and parents. There was also a consultation evening with parents. The new system issues 1 warning only,	

<p>students never finish on a 3, and if they continue to make poor choices they are removed from lesson. Reward system in place and there have been 250 more 1's awarded to students. 5's have also increased but can be attributed to a minority of students, they have also increased due to the raised expectations on students who might previously have had consistent 3 scores, showing low level disruption and disengagement. Students are positively reacting and getting 1 or 2 in lessons.</p> <p>This only applies to KS4 students. KS5 have a different behaviour system but we need to look at both. There is time wasting in Post 16 which allows students to perform at mediocre levels.</p> <p><b>Q: Has this had a positive impact</b> A: 12 in isolation on first day and 2 by the Friday. The Bar has been raised to achieve better outcomes in the future. There has been some impressive behaviour in classes.</p> <p>Comment from member (ETW) It seems it is more challenging and there is clarity of the situation. Warning on a 3 and outcome. That helps.</p> <p><b>Q: Project Emersion Week- it would be useful to have clarity on behaviour expectations that week as students can struggle with resilience.</b> A: We are working on resilience building/work experience/how we handle situations and change carefully. From a pastoral perspective, some students really struggle with change,</p> <p><b>Do SEND students have the same system?</b> A: Yes they do, with strategies put in place to mitigate for low level disruption before sanctions are applied. We have also communicated this to SEND students and had parents in.</p> <p><b>Q: What about the challenging students who are excluded?</b> A: Isolation room (currently the science room) staffed by SLT. Restorative meetings with staff and parent meetings. We aim to develop the system so that recidivist students take part in 2 day programmes where we do bespoke work with them (project work), to create a sense of success.</p> <p><b>Q: Does that give Science a bad image if the Science classroom is the Isolation room?</b> A: We have "un-branded" it as a science classroom.</p> <p><b>Q: Anything to encourage staff and parents around attendance and hard work, as it is parents who allow poor attendance sometimes?</b> A: Previous schools give out tickets out for a meal. There are many ways we can value staff. EG: Teacher of the term (nominated by staff). CLF Heart Award</p> <p><b>Q: You mention having a head girl and head boy? Should this just be two head students?</b> A: This is interesting however, with cohort is 70 boys and 30 girls, it could be positive to have a girl position in a boy heavy cohort. We will give this some thought.</p> <p><b>Q: Do we need to have 2?</b> A: The students vote for the head girl and boy and then take it to student council. In addition to the applications we encourage some students to apply who might not have thought to. It maybe that we have one Head Prefect.</p>
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6	Student Voice	
7	Governance	
8	Gareth's presentation	
9	Finance	

<b>10</b>	<b>HR and Well-being</b>	
<b>11</b>	<b>Safeguarding</b>	
<b>12</b>	<b>Equality and Diversity</b>	
<b>13</b>	<b>Site/Legal/health</b>	
<b>14</b>	<b>Matters for the Attention of the Board</b>	
<b>15</b>	<b>Any other Business</b>	