

# Minutes – BA Academy Council Meeting

**Version:** FINAL  
**Meeting Date:** Monday 9<sup>th</sup> February 2026  
**Location:** Broadoak Academy  
**Time:** 5-7pm

**Chair:** Becky Frise (Chair)  
**Attendees:** Becky Frise (Chair)  
 Susan Marshall (Sponsored Councillor)  
 Sarah Matthews (Sponsored Councillor/Vice Chair)  
 Stuart Veal (Parent Councillor)  
 Cath Back (Staff Councillor)  
 Catherine McCaw-Aldworth (Staff Councillor)

**In attendance:** Ian Walsh (Principal)  
 Cameron Shaw (Executive Principal)  
 Jasmine Legrand (Governance Administrator/Clerk)

**Apologies:** Stuart Harrington (Sponsored Councillor)

## Minutes

		Action
<b>1</b>	<b>Introduction, Administration and Apologies</b>	
1.1	Welcome to Ian Walsh - New Principal Welcome to Jasmine Legrand – New Clerk to Council	
<b>2</b>	<b>Declarations of Interest</b>	
2.1	None	
<b>3</b>	<b>Minutes of Previous Meeting and Matters Arising</b>	
3.1	June 25 – 6.15 <b>ACTION:</b> The school will share the work that has been done to enhance the classroom learning atmosphere in September, including what is currently in place and how it is expected to make a difference. – Still awaiting update Carrying over <b>ACTION</b>	
3.2	Dec 2025 – 6.17 <b>ACTION:</b> To share the figures, trends, and movement patterns by stage at the next AC meeting. (Behaviour) – Update on Behaviour scheduled for 30/3/26 IW will talk through later in meeting.	

3.3	Dec 2025 – 7.1 ACTION: To follow up with Operation Manager regarding the upload of policies on GovernorHub for councillors’ approval. – Principal to respond <b>ACTION</b> – still a working action. Admissions policy, should be with ops managers and approved by 28.02.26 and online by March <b>ACTION</b> – CS to look into and find out the information	CS
<b>4</b>	<b>Chairs Update</b>	
4.1	COAC briefing papers Chair was unable to attend most recent COAC, however there are AC training sessions that have been set up and the dates will be added onto governor hub. PEX training meeting may be worthy to attend for AC’s <b>ACTION</b> – AC’s to sign up to PEX training if available to do so	All AC’s
<b>5</b>	<b>Appoint/confirm link roles</b>	
5.1	Appointment of Teacher councillor Catherine McCaw Aldworth	
5.2	Appointment of Josh Hodder – parent councillor (recruitment stage) should be signed off by the next meeting	
5.3	Appointment of Stuart Harrington, he is already an AC at HMA, he is continuing as a councillor there until his term finishes in June	
<b>6</b>	<b>Academy Council Report</b>	
6.1	<b>Safeguarding</b> Chair has spoken to Jen Laity DSL & Steve Bane CLF Head of Safeguarding. Safeguarding at BA remains effective. However, there continues to be capacity issues that are currently being addressed. The chair advised AC that it has a duty of care to ensure safeguarding remains a focus at BA.	
6.1.1	<b>Are safeguarding issues spilling into the classrooms?</b> <b>Do we think safeguarding/behaviour are causing issues?</b> The majority of incidents/concerns are occurring on the corridor; Jen has been doing work with staff to identify and report those. Ongoing work needs to continue.	
6.1.2	<b>Have the bullying incidents increased?</b> There have been relational conflicts but no reports of continued bullying.	
6.1.3	Reported incidents on CPOM’s showed an increase in child-on-child incidents and there was a spike in external incidents which has had an impact on school. We do have some resilience within the MAT, work has been done with Steve Bane regarding good practice and policies. We have strength in Jen as DSL, Carina is overseeing safeguarding until Easter. It has shown the flaws in the system and that we need to review the pastoral staffing structure to address capacity issues.	
6.1.4	<b>Was there a change in assistant heads of house role?</b> Sept-October there was a change, which caused some disruption, they have completed additional DSL training to support with capacity.	
6.1.5	<b>ACTION</b> – AC to conduct staff & student voice and conduct walk arounds at non teaching times. IW & BF to arrange suitable dates & BF to share with Council.	BF/IW
6.1.6	<b>Concern raised regarding file transfer from here to Post 16, is there an update on if that is improved?</b>	

	<p>From a background POV, redactions were taking too long due to how entries were inputted into CPOM's. This led to a huge volume of work for staff to go through. Names were inputted as acronyms, which the redaction technology couldn't pick up on, but now that full names are used, it has been able to work effectively. There has been training to improve on all of this.</p> <p>Ultimately this was a staff training and technology issue.</p> <p><b>ACTION</b> – come back to this and check in the future</p>	<b>BF/IW</b>
6.1.7	<p><b>Term 2 safeguarding data: How many of these incidents are “repeat offenders”, are these new people or is it a cumulative issue?</b></p> <p>CPOM's safeguarding report is difficult to unpick, it can be hard to work out if it is a handful of children causing lots of incidents. It is a cumulative number of incidents rather than a breakdown of the children that are involved. CPOM's reporting is limited, but there are ways of formatting reports.</p> <p><b>ACTION</b> – IW and CS to run a report which will not be a cumulative report and look at different formats</p>	<b>IW/CS</b>
6.1.8	CS left the meeting 17:29	
6.1.9	<p>There is a Trust safeguarding review coming up on 20<sup>th</sup> March which will show areas of strength and weakness which is based on a new Ofsted Framework.</p> <p>This should give a very clear picture of what we need to work on.</p>	
6.1.10	Jen – has done a lot of work, inc implementing the ALP tracker and has started to implement other more strategic safeguarding measures, these will show within the safeguarding audit.	
6.2	<b>RIP Update – particular focus on Yr 11 &amp; Attendance</b>	
6.2.1	There is a body of work to be done around the RIP, to meet the success criteria. There is a meeting tomorrow to get ahead for next term.	
6.3	<b>New Principal Priorities for next 6 weeks</b>	
6.3.1	<p><b>Current picture of change: attendance, behaviour, outcomes</b></p> <p>There has been a lot of change in the principal post and there was a level of uncertainty surrounding that which has caused a dip in the data.</p> <p>The stabilisation plan is currently in development. IW is meeting with staff, students, and parents and strengthening communication across the school. This approach is being modelled for senior teams to ensure consistent practice throughout the organisation.</p> <p>On staff absence and staff morale, staff work hard and care a lot, but there have been challenges around change. Staff absence is higher than we would want it to be for a variety of reasons. The “trigger point” has been met by a number of staff members without being addressed. This has been discussed with staff, again ensuring open and honest communication. The return-to-work process is not robust enough, so we need to ensure the check ins are happening so we can put in the appropriate supports for staff.</p>	
6.3.2	<p><b>Top Strengths from the staff survey</b></p> <p>Effective in supporting pupils' wellbeing, proud to be staff, deal effectively with bullying, leaders ensure staff development is supported, leaders are considerate of wellbeing.</p>	
6.3.3	<b>Top Concerns from the staff survey</b>	

	<p>We discussed the staff voice and identified areas to work on. There is more work needed to unpick what is happening, it was acknowledged that there were people within leadership working hard, but there has been a lot of change.</p> <p>Pupils are not behaving well, we need to get everyone in the same direction, mostly these issues stem from leadership changes and capacity.</p>	
6.4	<p><b>SLT Organisational Chart</b></p> <p>Noted that Nichole Simpson was previously known as Nicole Forster (IW to send the chart)</p> <p>There has been absence within the SLT, however the trust brought in people to support, there is a new assistant principal until Easter then they will move into the Vice Principal role, will bring experience in behaviour management. Carina has the relationships with the students and so will be looking at the high-level consequences and Ceri will work with her and take it over from Easter.</p> <p>Carina – safeguarding and attendance focus, work needs to happen urgently on this.</p> <p>DSL has been attending SLT meetings to ensure safeguarding is consistently on the agenda to mitigate risk.</p> <p>Capacity has been provided from agency staff x2 to support on behaviour, one has been supporting the behaviour room and one for admin support.</p> <p><b>ACTION</b> The SLT structure proposals are to be discussed at next AC meeting without staff councillors present due to sensitivity.</p>	BF/IW
6.5	<p><b>Behaviour</b></p> <p>The main challenges are students in corridors and the pace that they get to lessons. Any students providing higher escalated behaviours are having targeted support. Two strong days last week, but not so good after that, so a de-briefing has happened around that.</p> <p>Issues around BROMCOM for staff, which will be worked on.</p> <p>Improvement procedures already made:</p> <ul style="list-style-type: none"> <li>• At 3pm all behaviour results from students over the day are sent automatically and can be reviewed by heads of houses.</li> <li>• Live reports of negative behaviour email go through to SLT which helps to communicate effectively via radio.</li> <li>• Behaviour room admin support tracks the reports as they come in and directs them to staff that are on duty to pick up students.</li> <li>• Communication channels have been improved, with a series of teams chats set up for staff.</li> <li>• Workspace and reset room tracker up and running so we have a log.</li> </ul>	
6.6	<p>There is work still needed on uniform. There is a plan to communicate with families re the purpose of uniform &amp; how the academy will support students. We will have mechanisms of support eg swap shop, payment plans, passes for students with sensory issues. We want to work with parents but once established there will be a zero tolerance for incorrect uniform.</p>	
6.6.1	<p><b>What % of students are not in uniform and how will we manage volume of students coming in not in uniform?</b></p> <p>This had happened in previous school; you can see the level of poverty when they are not wearing uniform. We want to create a culture of support and find</p>	

	<p>out what is going wrong to help the students not be out of place, while also giving parents time to get this sorted. Once the audit on uniform we have in stock is completed, we can look at how to manage the volume.</p>	
6.6.2	<p><b>Will there be a spike in behaviour issues following this?</b></p> <p>There may be a spike, especially as uniform rules have not been followed through recently. There will need to be concessions for SEN &amp; some other needs. It will improve behaviour eventually once students start making the first right choice by coming in in uniform.</p>	
6.6.3	<p><b>Has having children come in in PE Kit caused some of the issues?</b></p> <p>Yes, there is a logistical layer here with knowing when children have PE and with changing rooms. It is a grey area for the students. There is no decision yet but there needs to be clear simple rules for them all, there is input needed from the PE team and decisions made in the future.</p>	
6.6.4	<p><b>How are uniform passes determined?</b></p> <p>Sensory issues, SEN (diagnosed or suspected, common sense communication with parents. Issues come up naturally with uniform, when students have grown out of shoes, we can write them a pass and get replaced at the weekend, it is important to be working it through with parents. Swap shop will be useful for this too.</p> <p>There needs to be a review with pastoral and SEN team.</p>	
6.7	<p><b>Mobile Phones</b></p> <p>Clear cut mobile phones guidance is good; all parents have mentioned that they don't want phones in school.</p> <p>Banning phones, either need a consistent clear line on them being banned or you collect phones at the start of the day.</p> <p>HPA have a clear message delivered daily regarding phones, so we could do similar or we could be collecting them in.</p> <p>Logistical challenges re handing in phones and giving them back as ideally they would be collected at tutor time, but that is only a morning tutor, so issues around returning them at the end of the day.</p> <p>There are phone difficulties: social media issues, taking photos and videos of each other, messages in school, contacting parents before the staff can manage the issue.</p> <p>Confiscating phones when seen has helped to improve things so far.</p>	
6.8	<p><b>Lateness to lessons</b></p> <p>There is a late bell, by which time students need to be in class, otherwise they go to the workspace.</p> <p>The policy is under review and will be looked at.</p>	
6.8.1	<p><b>The "students out of lesson" was sorted, but it wasn't sustainable with all the changes in SLT, what will be put in place to create a robust system if we have a situation like this again?</b></p> <p>There was an overreliance on individual personalities rather than established systems. We need clear, simple processes that can be reviewed and improved based on whether they are working or not. We will be creating a loopholes document to assist this, so that there can be a plan for if it is a system issue or training issue.</p>	

	Data will be looked at as well to know whether we are improving on behaviour, reports will be on a weekly and termly basis for suspensions and behaviour and look at these on a holistic level. We want to see a reduction over the weeks and reflect on whether the systems have worked or not.	
6.9	<p><b>Can we access data that shows which departments experience higher or lower levels of behavioural issues?</b></p> <p>Yes, by using automated spreadsheets and data tracking. Report scheduled to arrive, data goes into spreadsheet and it updates everything. This is a system that continues when people don't stay in place.</p>	
6.10	<b>CS returned to the meeting 18:20</b>	
6.11	There is work being done on how children move around the building, there is now one workroom and one reset room. This helps the other students witnessing unwanted behaviour and escalating themselves in response.	
6.12	<p><b>Outcomes</b></p> <p>Y11 culture shift – really want to improve this in this short period of time before the end of term.</p> <p>Revision/intervention sessions, the more attendance, the more incentives they can be given through a rewards system. We want it to become the norm to attend these intervention sessions, staff are keen to put these sessions on, but when there aren't many attendees, it makes it more challenging.</p>	
6.12.1	<p><b>How can we make sure these are effective and learning is valuable at these sessions?</b></p> <p>There is training and work being done to support this.</p>	
6.12.2	<p><b>How is this staffed, to ensure staff aren't burnt out?</b></p> <p>Staff can choose when they are doing this and it is looked at with departments, many teachers want to offer something, but they want to have support to be able to do this.</p> <p><b>Are we running on staff goodwill to run these?</b></p> <p>Yes, however there can be some time looked at in the directive budget. Year 11 teachers are aware of the short window and want to be ensuring the right outcomes. It needs to be sustainable, and we need to prevent staff burnout. There will be "power hour" for a quiet space for revision as well.</p> <p><b>ACTION</b> – to look at this in next meeting to see how it is structured</p>	IW
6.13	<p><b>Attendance</b></p> <p>Structure changes made to add capacity to support with attendance.</p> <p>Continuous absence tracker to bridge attendance with safeguarding, using BROMCOM and pulling data through to see absence length and visits. The spreadsheet gives an oversight of how many visits.</p> <p>When there are weeks of absence often students need support to come back in. Barrier analysis is needed – big body of work to be done around attendance.</p>	
6.13.1	<p><b>How does severe absenteeism look?</b></p> <p>43 students on severe absenteeism, in school 50% time or less.</p> <p>Concern raised about the attendance being low in year 9,10,11.</p> <p>Huge risk on outcomes, as there is a correlation with outcomes and attendance. There will be an attendance meeting on Friday.</p>	

	<p>Once below 50 it is difficult to recover that, the danger is more students fall into that group than climb out of it. It is likely to be the most vulnerable students.</p> <p>Daily attendance today was highest to date.</p> <p>Once behaviour and culture improve, hopefully attendance will also improve as negative behaviour can be a barrier for children wanting to come into school. When students have a lot of supply teachers that can be a factor.</p> <p>Year 11 incentives will be seen in the atrium by other year groups, which will help drip feed down to the lower year groups to help them see the culture around learning.</p> <p>Year 10 motivation is low so that does need to be looked at.</p> <p>It is important to get the lower year groups right as we go along to ensure they get good outcomes later.</p>	
6.13.2	<p><b>Conscious of year 11 and needing to do work to make sure that they get good outcomes, without effecting the year groups as if you drop the ball on the lower years, they won't get the outcomes later.</b></p>	
6.14	<p><b>SLT structure discussion vs budget</b></p> <p>This will be delayed into the next meeting, it will be done at the end of the next meeting due to need for staff to not be present.</p> <p><b>ACTION</b> – SLT structure vs budget to be presented for the next meeting</p>	IW
6.15	<p><b>Year 9 Options – where are we? What can we influence? Are the options right for the future &amp; what we are delivering currently?</b></p> <p>This is critical for getting the next year groups right. Year 9 taster sessions are going on now. There is a lot to be decided for what it looks like, David will be working on timetabling and curriculum and is already leading on the process. SLT tomorrow David will present where we are up to, we want to be able to offer as much as possible. It is most important in making sure students get the options they are keen to do. There will be more known after tomorrow, open to feedback regarding the options process.</p>	
6.15.1	<p>We don't want to "chuck" in options.</p> <p>There needs to be balance of academics, the right qualification, things they will enjoy, vocational options and the blocking of options need to be suited to the students.</p> <p>Free choice (top 3 options) and then blocking afterwards gives the best options for children that they want.</p> <p>The selection of courses needs to be appropriate for the learners as well as the modes of learning.</p>	
6.15.2	<p>With poor curriculum design you can get a fallout; you are then up against it to get positive outcomes. There needs to be a balance with giving the children what they'd like and having a secure teaching system to deliver that.</p> <p>We need to make sure the teachers are getting supported to specialise in the subjects they are teaching. We need to build a culture where people are prepared to pick up things that aren't their first choice.</p>	
6.15.3	<p><b>Is that information added in when we are recruiting teachers?</b></p> <p>Yes, it does need to be mentioned, particularly with a smaller school.</p> <p>Year 11 often gets allocated the specialists, but we need to ensure that doesn't impact on the development of the younger student.</p>	

6.15.4	Options evenings need to be clear for the students/their parents and it is important to ensure courses are clearly marketed, so that they are aware of commitment it takes by choosing that option. Their options also need to feed into their future careers and to help them understand the implications of their choices. There needs to be a piece of work to make all the cogs work together.	
6.15.5	<b>ACTION</b> – The options information to all be added onto governor hub for us to be able to look at for ensuring good outcomes?	IW/JL
7	<b>Policies That require review</b>	
7.1	Admissions policy? <b>ACTION:</b> CS to look into as per 3.3	CS
8	<b>Matters for the attention of the board/COAC</b>	
8.1	None	
9	<b>Any Other Business</b>	
9.1	Academy councillors wanted to check in on the wellbeing of Ian, with how much work is needed and he is currently feeling well supported by everyone. The welcome has been great, and people are up for the changes. Everyone is aware of the job that needs to be done.	
9.2	<b>SEND peer review</b> There are things to work on, but there was a solid basis of SEND practice with solid results. Within teaching and learning there has been great feedback about forest school and the LSA team being dedicated to children. They are also well organised around capacity. Congratulations to Bella and team, they are doing a great job and keep building on that.	
9.3	Meeting closed at 19:05	
	<b>Next Meeting – 30<sup>th</sup> March 2026 5-7pm careers and pupil premium focus</b>	

### ACTIONS

3.1	June 25 – 6.15 <b>ACTION:</b> The school will share the work that has been done to enhance the classroom learning atmosphere in September, including what is currently in place and how it is expected to make a difference. – Still awaiting update (carrying over)	IW
3.3	Dec 2025 – 7.1 <b>ACTION:</b> To follow up with Operation Manager regarding the upload of policies on GovernorHub for councillors’ approval. – Principal to respond <b>ACTION</b> – CS to look into and find out the information	CS
4.1	<b>ACTION</b> – AC’s to sign up to PEX training if available to do so	All AC’s
6.1.5	<b>ACTION</b> – For staff and student voice to be completed and walk arounds at break and lunch time, IW and BF to liaise about AC visits to check in	BF/IW
6.1.6	<b>ACTION</b> – come back to this and check in the future (file transfers)	BF/IW
6.1.7	<b>ACTION</b> – IW and CS to run a report which will not be a cumulative report and look at different formats	IW/CS
6.12.2	<b>ACTION</b> – to look at this in next meeting to see how it is structured (revision/intervention sessions)	IW
6.14	<b>ACTION</b> – SLT structure vs budget to be presented for the next meeting	IW

6.15.5

**ACTION** – The options information to all be added onto governor hub for us to be able to look at for ensuring good outcomes?

IW/JL