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| Meeting | Full Governing Body Meeting | | | Meeting Reference | FGB5 |
| Date | 8 February 2021 | Time | 5:00pm | Location | Teams (Outlook) |

| Name | Initials | Governor | Lead | Present | Apologies | Other | Sanctioned |
|--------------------------------|-----------|------------|-------------------------------------|---------|-----------|-------|------------|
| Maggie Carter | MC | Foundation | Chair of Governors | N | Y | | |
| Robert Simpson | RS | Foundation | TBC | Y | | | |
| Laurence Fentimen | LF | Co-opted | Safeguarding | Y | | | |
| Rachel Manifold | RM | Co-opted | Personnel and Staff Wellbeing | Y | | | |
| Ben Slater | BS | Co-opted | Parent and Community | N | Y | | |
| Helen Bartlett | HB | Co-opted | Pupil Progress and Data | Y | | | |
| Charles Wilson | CW | Parent | Premises/H&S/Risk Assessments | N | Y | | |
| Joe Belso | JB | Parent | Finance | Y | | | |
| Sarah Purnell | SP | Staff | Policies/Website Compliance/GDPR | Y | | | |
| Mark Rose | MR | Ex-Officio | Executive Principal | Y | | | |
| Mary May | MM | Associate | Curriculum Committee | Y | | | |
| Vacancy | - | - | Residential | | | | |
| Vacancy | - | - | - | | | | |
| Abigail Norris | AN | - | Clerk | Y | | | |
| Quorum required 5 - Quorum met | | | | | | | |
| VISITOR(s) | | | | | | | |
| Justin Luscombe | JL | | Teacher | Y | | | |

| Agenda | |
|-----------|--|
| 1 | Welcome and Apologies for Absence |
| 2 | Attendance & Business/Pecuniary Interest/Register |
| 3 | Traffic Lights/Rewards |
| 4 | Headteachers Update |
| 5 | SDP Report |
| 6 | Attendance |
| 7 | Curriculum |
| 8 | Personnel/Staff Wellbeing |
| 9 | Premises |
| 10 | Policies – To be ratified by governors |
| 11 | Clerk Updates |
| 12 | Items Brought by the Chair |

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| 13 | Matters arising from minutes of last FGB4 on 11 January 2021 including progress made on the actions raised |
| 14 | Last FGB minutes to be signed and agreed |
| 15 | Date and Time of Next FGB6 meeting |
| 16 | AOB |
| 17 | Part II |

| Item | Subject | A/D | Who |
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| 1.0 | Welcome and Apologies | | |
| 1.1 | RM explained that she would be chairing the meeting today due to MC's absence. Apologies received from MC, CW and BS. JB apologies received for being slightly late. | | |
| 2.0 | Attendance & Business/Pecuniary Interest/Register | | |
| 2.1 | No conflicts of interest noted. | | |
| 3.0 | Traffic Lights/Rewards | | |
| 3.1 | MR explained that the traffic lights system is for recording positive and negative behaviours. MR explained that green is positive, amber is for behaviours that are not positive, and red is for behaviours we would not expect. MR explained that the traffic lights system also provides merits for young people who make good choices during the school day which contributes towards the merit shop where pupils can buy something as a reward. MR explained the system allows monitoring of behaviours. MR added that there is also a blue option for when pupils are out of class. MR explained that we have worked with staff to find better ways of recording this, enable data to be collected and shared, and become an important aspect of the school. | | |
| 3.2 | Chair welcomed JL to meeting and introduced him to governors. | | |
| 3.3 | JL explained that traffic lights have evolved over time. JL explained that previously, the system was dated and not easy to analyse data overtime. JL explained that we have now moved to Behaviour Watch which allows us to generate reports and have day to day analysis of traffic lights. JL explained that the initial input was time consuming, but he spent time speaking to staff and making changes to make it easier to use and to encourage staff to use it more consistently. JL said that it is now used more consistently and is a common language across the school used to support pupils. | | |
| 3.4 | JL explained that the next challenge is around support staff to make sure they have the time and ICT to record behaviours they see, especially in unstructured time. JL said that a computer has been set up for the behaviour support team so they can input behaviours as well. | | |
| 3.5 | JL explained that last year, there was a massive increase in the use of the traffic lights system so it has had a massive impact. JL added that there has also been an increase in green marks and merits awarded. JL explained that during every home base session in afternoon, home base tutors have the opportunity to discuss with pupils how their day has been as they can generate reports to show the number of greens, | | |

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| | <p>ambers and reds. JL explained that they can speak to the pupils about adjusting their behaviours so that there is an improvement the next day. JL explained that reward trips are shared with all staff so staff are aware of each class' reward trips and remind pupils what they are aiming for. JL added that pupils are clear on where they are and what they need to do to gain a reward trip.</p> | | |
| 3.6 | <p>JL explained the next step is to make sure more traffic lights information is more consistently displayed on walls of classrooms. JL explained that generally, the benchmark is for pupils to get 80% green or ambers over the half term. JL added that if pupils know where they are, this might give them a focus to engage better to get to the reward trip. JL said it is important to keep reminding pupils about working towards reward trips. JL explained that traffic lights are also used in lessons, and it is important that pupils are aware of why they are on each level and what the outcomes will be. JL said that there is clear guidance for staff to give a warning to pupils before dropping a level. JL explained that some serious incidents may go straight to red. JL explained that for staff empowerment and easy analysis, red drop down options were added along with outcomes to the traffic light system so we can easily see a pattern of behaviour. JL added that before staff had to write a full log for a red but now this is only required for significant incidents.</p> | | |
| 3.7 | <p>JL showed the Behaviour Watch system.</p> | | |
| 3.8 | <p>Chair said that the report is useful.</p> | | |
| 3.9 | <p>Governor said that it is a very good report and is really positive. Governor asked if JL knows what staff and pupils think of the traffic lights system. JL said that it would be good to do a staff survey on it. JL explained that previous small changes have made a big impact on staff wanting to use system. JL said that staff know what each pupil's reward trip is and pupils know what the impact of dropping to red is. JL explained that there is also top ten greens and merits assemblies for upper and lower site. JL explained that pupils can cash in their merits at the merits shop for prizes. JL said that he feels that pupils definitely like the system. Governor said that it would be very useful and interesting to do a staff survey.</p> | A | JL |
| 3.10 | <p>Governor commented that the system is simple for pupils and pupils use the traffic lights language.</p> | | |
| 3.11 | <p>Governor asked what the uptake from staff is. JL said it is filled in within the vast majority of lessons. Governor asked if there are still gaps in the system. JL explained that LSAs are good at passing things on. JL added that LSAs can also log on to Behaviour Watch anywhere. JL said that more computer bases have been set up for this purpose.</p> | | |
| 3.12 | <p>Governor asked what prizes are in the merit shop. JL showed governors a document with examples of merit shop prizes for December 2020, for 1 to 10 merit vouchers. JL explained that the</p> | | |

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| | <p>same document has been shared with pupils to show them what they can get from the merit shop. Examples include stationery, Covid related items and games. JL explained that the prizes are generated through pupil voice, with tutees asking their tutor group what they want to make sure it is what pupils want.</p> | | |
| 3.13 | <p>Governor asked what happens if a pupil is on the gold level and their behaviour deteriorates. Governor asked if pupils get any chances before losing their gold level.</p> <p>JL said that we could have a bronze and silver level if behaviour doesn't quite stay at that level. JL said that this part of the system still needs some thinking.</p> <p>Governor concerned said that it could be too complicated.</p> | | |
| 4.0 | Headteachers Update | | |
| 4.1 | <p>Academisation</p> <p>MR explained that it has been confirmed that we are moving forward with academisation with the date for proposed sponsorship of the 1st of April. MR explained that this is when staff are officially employed by SPT rather than governors as part of a maintained school. MR said that the academisation process so far has been sharing information with staff and parents, and also providing some information for parents to share with their children. MR explained that today the director and one Headteacher from the SPT came into school to speak to the whole staff team and then meet with SLT and staff individually who wanted to meet with them. MR explained that RZ (Headteacher) had a tour of the school and time with JW and NJ. MR said that we have planned a parents meeting for Wednesday. MR added that we are moving towards the TUPE consultation period on Friday. MR said that things have moved fairly quickly since the last full governors meeting. MR explained that he and MC have been following the required process to support moving forward with the academisation process in a positive way.</p> | | |
| 4.2 | <p>Governor asked how staff have reacted.</p> <p>MR said that it is difficult to gauge. MR explained that staff have been offered opportunities to meet with SLT and ask questions. MR said that a few staff have engaged with these opportunities, with one person joining the most recent Drop-in with Mark. MR explained that through speaking to staff and going around school, there is a level of anxiety and uncertainty which is to be expected. MR added that staff seemed to feel more reassured after speaking to GC and RZ today. MR said that it is likely that staff do have questions but they will pick a moment when they feel comfortable to ask those questions. MR said that we are sharing as much information as we can with staff. MR explained that the TUPE consultation process will start where staff will be made aware of the detail around TUPE which protects their terms and conditions. MR said that this should be reassuring for staff. MR recognised that change is challenging for a lot of people, and how we manage the change will be the focus. MR said that it is important that</p> | | |

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| | <p>we are able to take staff team with us and embrace the change in positive way.</p> <p>Governor said that there will be a lot of anxiety, but after month or two of being an academy, they will realise that they are as safe as they were under DCC. Governor said that staff will relax but we do need to keep a careful eye on the level of anxiety.</p> | | |
| 4.3 | <p>Covid</p> <p>MR stated that 72% of pupils are accessing school for some time, with the majority coming to school for two days per week. MR added that all pupils are offered at least two days per week, with some pupils being offered more days if they are one of our most vulnerable pupils, key workers or are not engaging with remote learning. MR said that there is a healthy balance of in school offer and remote offer and this is reflected in the positive parental feedback.</p> | | |
| 4.3 | <p>MR explained that testing continues for staff with 642 tests completed to date. MR added that staff are now able to access two tests per week. MR explained that we have been able to secure vaccinations for all staff who requested one and by the end of this week, all staff who wanted one able to access it. MR added that about 94% of the staff team have taken up the offer of a vaccine.</p> <p>Governor asked if there has been any absence related to the vaccines.</p> <p>MR said that there has been at least one but not a lot. MR said that staff had the Pfizer vaccine which is associated with less reaction.</p> | | |
| 4.4 | <p>SEN Capital Place Planning</p> <p>MR explained that funding has been agreed for development works but we are yet to have a start date. MR explained that we are looking at starting the work in the summer term but if it doesn't start then, it will be a whole year later due to the summer term being key to get the road work structure in place and the six week summer holidays being the only time this can be done. MR added that things forward are moving forward.</p> | | |
| 4.5 | <p>Parental Feedback</p> <p>Governor asked how many parents responded.</p> <p>MR said it was 41 parents, with one survey sent to one parent per household. MR explained that one family responded twice due to having two siblings at the school which equated to more than 50% of the negative responses.</p> <p>Governor asked how negative responses are being followed up.</p> <p>MR explained that an email has been sent to those parents offering for them to discuss any negative comments they made with someone in school. MR said that the responses were fantastic, particularly with parents responding 100% to the remote learning questions. Governor said that the results are a huge credit to the school and all staff. Governor said that the parent questionnaire is a useful measure, particularly if repeated.</p> <p>Governor asked what method was used to collect responses and if we can encourage more people to respond.</p> | | |

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| | <p>MR explained that parents enter a prize draw if they complete the questionnaire, with one parent chosen at random to win a hamper. MR added that although 41 parents doesn't sound like a huge amount, it is a good return considering everything that is going on in people's lives at the moment. MR said that it would be amazing if we can increase the number of responses and we will try to further promote the questionnaire when we next do it and encourage parents to engage with it.</p> <p>Chair said that if parents feel strongly about the questionnaire (either positively or negatively), they would likely respond.</p> <p>Governor asked how many families are within the school.</p> <p>MR said approximately 179.</p> | | |
| 5.0 | SDP Report | | |
| 5.1 | <p>MR explained that the SDP is a two year plan which was created 18 months ago. MR explained that large sections are green but some additional areas have been added following the Ofsted report and our own monitoring. MR said that he is pleased with the progress being made in most areas. MR explained that action plans link in with the SDP. MR explained that the SDP is a strategic document and the action plans are the way it is implemented and much more operational. MR added that the action plans are live documents that develop and change over time.</p> <p>MR explained that the Post 16 action plan is a newly updated action plan, with Post 16 being judged to be Good by Ofsted so the focus is on moving forward from Good. MR explained that leadership/cohesive school community is an ongoing priority. MR said that Julie Cornwell has started the sessions with staff so we are pleased to have finally got that aspect of action plan up and running. MR said some actions have been delayed due to Covid. MR explained that school improvement priorities have been slightly modified due to Covid, for example with the introduction of the recovery curriculum. MR said that during the Autumn term, good progress has been made within the quality of education, teaching and learning priorities.</p> | | |
| 5.2 | <p>Governor said that it is good to see no permanent exclusions since 2016. Governor asked if there is any information on temporary exclusions.</p> <p>MR explained that information on fixed term exclusions is shared within the Headteacher report at the end of each term. MR explained that we also use intensive support which is a method of support if pupils are presenting challenging behaviours, as a forum for restorative justice practice to try and resolve incidents. MR explained that during the period of a fixed term exclusion, we have started to go out to work with the young person to start the restorative process before they return to school and have a return to school meeting.</p> <p>Governor asked if the school has ever thought about doing Duke of Edinburgh.</p> <p>MR said that we have previously looked at Duke of Edinburgh but there are some elements of volunteering and undertaking</p> | | |

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| | hobbies/skills which have been quite prescriptive and not necessarily easy to access for our young people. MR said that we will continue to review it as we would like to be able to offer it in future. | | |
| 5.3 | Governor pointed out that there are some typos and gaps within the Post 16 action plan. Governor asked if this will be reviewed over time. MR said that the Post 16 action plan is very new and all action plans are working documents so are under constant review. MR said he will share the comments with AT who owns the action plan. | | |
| 5.4 | Governor said that the development plan was written pre-Covid so it is ambitious. Governor said that they would not expect too much strategic development when there are pressing operational issues. Governor said that if strategic development is slowed down or put on hold, they would support the school in doing so. MR said that this is an important point and explained that we are trying to ensure we are being understanding of additional challenges that we are presented with at the moment whilst balancing the need for ongoing school improvement. MR said that it is reassuring to hear that governors are understanding of the current challenges. | | |
| 6.0 | Attendance | | |
| 6.1 | Attendance report was shared with governors prior to the meeting. No questions were raised. | | |
| 7.0 | Curriculum | | |
| 7.1 | RM said that an in depth discussion is required around curriculum so we would defer this to the next meeting to move things forward. | D | |
| 7.2 | MM said that if we are going towards academisation, some governor roles may change anyway, and the role of monitoring the curriculum will be much more important for the LGB so we need to look at strengthening this aspect of monitoring in the future. MM said that it will be clearer when we know the implications of academisation. Governor that a general discussion around the structure of the LGB going forward will also be important. Governor said it is important to prioritise how to best support everyone through this time. | | |
| 8.0 | Personnel/Staff Wellbeing | | |
| 8.1 | Chair said that her conversations with staff around personnel and wellbeing were positive. Chair said that due to some new starters having already left, she questioned if exit interviews take place. Chair said that this will be in place moving forward to look at themes of why staff are leaving. MR said that there were leavers meetings but not exit interviews. MR agreed that through the exit interviews we will be able to collect information about why people are leaving and their experiences of the school. MR clarified that we do have leavers meeting but not the exit information that was being asked for. Chair explained that she went to a wellbeing meeting which was positive. Chair said that the discussion around the Julie Cornwell sessions was that they were quite emotional, and a comment around self-isolating staff feeling forgotten about. Chair said that she recognises that sometimes people feel forgotten even when there is a | | |

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| | <p>programme of support in place. Chair said asked for reassurance from SLT that staff who are self-isolating are getting a comprehensive programme of support.</p> <p>MR said that he will ensure that this support is in place and make sure regular contact is taking place with those members of staff.</p> <p>Chair said that the wellbeing group are motivated and committed and something that governors should support. Chair said that there is so much on offer but it is now about making people aware.</p> | A | MR |
| 8.2 | <p>Governor asked how staff are signposted to different types of support.</p> <p>MR explained that we regularly share information on EAP which is an organisation we buy into to provide support for individuals on a variety of issues and they can offer signposting as well as access to therapy.</p> <p>MR said that staff who have used EAP have feedback mostly positively, but sometimes staff don't feel they need to use that and find their own methods of support. MR said that the opportunity is there for staff to use it.</p> <p>Governor said that it is important that everyone understands what is available.</p> <p>Chair said that it was raised within the wellbeing meeting that they need to refresh communication about all of the different things on offer. Chair said that there are so many options including FROG, Chat and Chow, as well as informal support. Chair said that it is about constantly reminding staff and raising profile of what is on offer.</p> | | |
| 9.0 | Premises | | |
| 9.1 | Premises report was shared with governors prior to the meeting. No questions were raised. | | |
| 10.0 | Policies – To be ratified by governors | | |
| 10.1 | <p>Covid Safeguarding Appendix</p> <p>MR said that it is a standard document.</p> <p>Governor said that the policy state that pupils must attend five days per week and asked whether this should be removed.</p> <p>MR said that we don't offer five days to all pupils and this will be amended.</p> <p>The policy was ratified based on this change being made.</p> | A | AN |
| 11.0 | Clerk Update | | |
| 11.1 | <p>Clerk explained that staff have nominated many pupils for the governor award.</p> <p>MR suggested that a large number will receive an award due to the fabulous stories shared. All governors agreed.</p> | | |
| 12.0 | Items Brought by the Chair | | |
| 12.1 | None. | | |
| 13.0 | Matters arising from minutes of last FGB4 on 11 January 2021 including progress made on the actions raised | | |
| Summary of Action to be completed from FGB4 | | | |
| 5.13 | Letter to staff to say thank you for their hard work during this time | MC | Complete |
| 7.0 | Staff workload agenda item | MR | Deferred |

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| 8.2 | Share benchmarking with Marland School included | AN | Complete |
| 8.5 | Response to gaps between pupil premium/sports premium across key stages | MR | Deferred |
| 8.5 | Check photo permissions on sports premium report or remove images | AN | Complete |
| 10.1 | Remove 'corporate' from the Parental Leave policy title | AN | Complete |
| 14.1 | Make changes to FGB3 minutes re curriculum | AN | Complete |
| 14.0 | Last FGB minutes to be signed and agreed | | |
| 14.1 | Minutes from FGB4 agreed and signed. | | |
| 15.0 | Date and Time of Next FGB | | |
| 15.1 | Monday 15 th March 2021 at 5:00pm. | | |
| 16.0 | AOB | | |
| 16.1 | MR explained that we were all set to complete the spend of the Post 16 funds to develop a garden area adjacent to the Post 16 building, but as a result of some improvements in technology and the car washing vocational opportunity, we realised we needed more sockets across Post 16, so to be able to make best use of what has been bought, instead of doing the garden area, it was felt that improving the access to sockets is a greater priority. MR said that JB has given authority to approve this on behalf of governors and the work will take place over half term. | | |
| 17.0 | Part II | | |
| 17.1 | Part II. | | |

| Dates of Future Meetings | | | |
|---|---|---------------------|-------------|
| House Keeping 03.09.20 | FGB4 11.01.21 | FGB8 14.06.20 | |
| FGB1 28.09.20 | FGB5 08.02.21 | FGB9 19.07.20 | |
| FGB2 09.11.20 | FGB6 15.03.21 | TPR To be confirmed | |
| FGB3 07.12.20 | FGB7 26.04.21 | HTA To be confirmed | |
| Summary of Action to be completed – EXECUTIVE PRINCIPAL / SLT / GOVERNORS | | Who | Complete by |
| 3.9 | Staff survey on traffic lights | JL | ASAP |
| 7.1 | Curriculum agenda item | AN | Deferred |
| 8.1 | Confirmation that support is in place for staff who are shielding | MR | ASAP |
| 10.1 | Changes to Covid Safeguarding Appendix | AN | ASAP |
| 13.0 | Staff workload agenda item | AN | Deferred |
| 13.0 | Response to gaps between pupil premium/sports premium across key stages | MR | Deferred |

Minutes Agreed by Chair of Governors

Signed _____

Dated _____

