

Barley Lane School Full Governing Board Meeting 2 (Part 1 Minutes)

Date / Time:	18 th October 2022 at 17.15	Location:	Barley lane School
--------------	--	-----------	--------------------

Attendees:	Initials:	Governor Type:	Arrival time
Raz Miah	RM	Staff	
Liz Shinn	LS	Local Authority (meeting chair)	
James Martin	JMa	Co-Opted	

Attendees:	Initials:	Governor Type:	Arrival time
Dave Jones	DJ	Staff - Headteacher	
Phillipa Ansell	PA	Parent	
Helen Crossfield	HC	Co-opted	

Sanctioned Apologies:	Initials:	Governor Type:
Andrew Shinn	AS	Foundation

Unsanctioned Apologies:	Initials:	Governor Type:

In Attendance:	Initials:	
Helen Rimmer	HR	Clerk to Governors
Vicki Sessions	VS	Invited-BL Deputy Headteacher
Ben Wells	BW	Invited – BL teaching staff
Christine Bray	CB	Prospective new governor

Minutes To:
Full Governing Board

- | | |
|--|---|
| <p>BL= Barley Lane
 DCC=Devon County Council
 GDPR=General Data Protection Regulation
 SEMH= Social, emotional and mental health needs
 KCSiE=Keeping Children Safe in Education
 FGB=Full Governing Board
 PHSE= Personal, Social and Health Education
 NQT=Newly Qualified Teacher</p> | <p>EP=Educational Phycologist
 MASH= Multi-Agency Safeguarding Hub
 DfE=Department of Education</p> |
|--|---|

All reports had been distributed to the Governing Board via the GovernorHub (secure online portal) prior to the meeting.

Meeting started: 17:17

LS introduced CB to the Governing Board and welcomed her to the school.

Everyone attending the meeting introduced themselves to CB.

2/1.1	<p>Apologies & Business Interests Apologies received from AS. The Governing Board agreed to sanction his apologies No one declared any new business interests relevant to the agenda</p>		
2/2.1	<p>Presentation from Ben Wells KS4 Core 2018 - 2022 Levels & Progress 2020 - 22 Anon Outcome Total 22 Destinations 2022 Anon KS2 Total Anon Yr 11 Career Prog 22 Anon LS thanked BW for providing the data and reports and all the hard work that went into producing them.</p> <p>In response to a question from HC about the headings on the academic qualification report, BW said there were 13 pupils in last year's Year 11, 12 of whom got a qualification in English, of which 8 pupils achieved GCSE English Language, 6 of whom achieved GCSE in English Literature as well. BW informed the governors that the English Literature results were the strongest. He said that it was only the 2nd year that pupils had been entered for the English Literature GCSE. He said that last year's Year 11s were very able compared to previous cohorts but he expected subsequent cohorts to be just as strong. The new English teacher will be looking at both English Literature and Language. BW said that some pupils struggled with English Language either because they are on the autistic spectrum or lacked [life] experience due to their home background. The pupils found English Literature easier, the more capable students can learn what the expected answers are. BW felt there will continue to be more success with the English Literature.</p> <p>LS said the [success with English Literature was good], but English Language is important for the pupils' future. LS said, for example, for entry onto apprenticeships, only the English Language result is look at. BW said that achieving a GCSE grade 4 in either English Literature or Language can help with the pupils' future. LS said one of the current focuses on School Improvement Plan (SIP) is speaking and listening which will improve as pupils move through the school.</p> <p>LS asked how the data compared to the teacher assessments. BW said the teacher assessments had been mostly accurate as the GCSEs taken in Year 11 are not the first public exam the Year 11s had taken, they would have already done functional skills in English and in maths and all pupils undertake either entry level or GCSE in Year 10. Teachers can use the results from these to accurately predict where they will be for GCSE. Although, last year it was a bit harder as when the pupils were in Year 10 their exams were under covid arrangements, so the results were 'soft'. BW said that across the country compared to the 2020/21 results under covid the 2021/22 results showed a decline, but at BL the decline was less than the national average.</p> <p>LS asked BW if the data compare Pupil Premium (PP) pupils and Looked After Children (LAC) to other cohorts. BW replied that there had only been 1 LAC in this cohort. This pupil achieved good results and has moved onto a mainstream destination. JMa asked if this information was available for when Ofsted come into school. BW said it is easy to extract the PP data to compare. HC and LS asked if this</p>		

<p>could be reported to the next meeting. LS said this data was important as English is a current focus for the school.</p> <p>ACTION – BW to produce data to compare data for PP (Pupil Premium) pupils to others across the data</p> <p>LS reported that she had looked at the data on the website and found it was out of date and showed the previous year. BW replied that he did not know who puts the data on the website. <u>The Governing Board would like the website to show the headline data, like x % of pupils received GCSE English Language etc. LS said data must be clear and easy to interpret.</u></p> <p>ACTION – DJ to arrange for an ‘outcomes’ tab to be added on the school website, to display the headline data in a parent friendly format.</p> <p>In response to a question from LS regarding the Year 11 destinations report, BW replied that ROC college run the courses but United Response provide supported learning to 16-19 year olds. This is learning in the community, they work either 1-to-1 or in small groups in local hubs, to prepare for employment.</p> <p>LS said it was sad that BL do not have better links with Exeter college, which was not for lack of BL trying.</p> <p>LS asked if BL follows up the 2 leavers who are recorded as <u>NEETs (Not in Education, Employment or Training)</u>. BW replied that both children are involved in petty crime and drugs. 1 of them had been in contact with BW and was doing well, preparing to go into the army and getting fit but then had got into drugs. <u>LS wanted to check it was not due to school not trying.</u> BW said that BL has a challenge to make sure pupils and ex-pupils who live near each other and mix socially do not lead other pupils astray.</p> <p>BW concluded that over the last 3 years, during covid, BL has maintained a good standard.</p> <p>LS reported that she had come into school for <u>results day in the summer</u>, and it had been an honor and humbling to be part of the day. DJ agreed that results day had felt very powerful.</p> <p><u>The Governing Board would like ‘success story’ pupils to be invited back in to school, to inspire the current pupils.</u> BW agreed and said there was an ex-pupil currently training for the marines, who he would like to see come into to school in his uniform after he passes out.</p> <p>JMa asked if BL was keeping in touch with the previous year’s leavers, he asked how they were getting on now and <u>how well school had prepared them for life after school.</u> BW replied that a long serving TA used to have the role of keeping in touch with previous pupils but she left in July. She did leave all her data from over the years, BW said they are looking for a staff member to step into her role. He did know that <u>one ex-pupil had just started at university and was studying electrical engineering.</u> He is the 1st ex-pupil to study at university.</p> <p>HC asked for an update on the pupil marked [on the destinations spreadsheet] as <u>‘to be confirmed’.</u> BW reported that this pupil had an interview at South Devon College the previous week. BW is waiting for an update from the parent. BW explained that the reason that the pupil had had trouble securing a place earlier was because there had been an <u>issue with the pupils’ EHCP review.</u> The review had taken place and the EHCP had been updated but the route EHCP had not been updated, and that was still referring to behaviours at primary school, which no</p>	<p>BW</p> <p>DJ</p>	<p>Spring Term</p> <p>November 2022</p>
---	---------------------	---

	<p>longer occur. The college was accessing out of date info on the route EHCP. BW said when this was discovered, he rewrote and resubmitted the EHCP update. In response to a question from HC, BW replied that the route EHCP not being updated was the fault of DCC's 0-25 team. DJ clarified that there are 3 EHCP platforms; DCC 0-25 team, school platform and parent platform and the 3 platforms do not 'talk to each other'. HC asked if BL can challenge [the 0-25 team] regarding this problem. BW replied that as well as resubmitting the EHCP update on the hub he also sent the information to the case officer. BW said he would be carrying out the EHCP reviews for Year 11 this term and [to try and prevent the same thing happening again] he plans to update each EHCP on the hub and send to the case worker so they can check the changes go through. HC said that this was 1 student out of small sample who has had difficulties, BL needs to do what it can to improve the situation.</p> <p>LS asked whether, now BL has got a specialist science teacher, there be more options for science. BW replied that yes there would be. Biology GCSE is going to be the focus, as if pupils studied all 3 sciences, they would not get the best out of the pupils, especially when some are only in school part-time due to spending part of the week at college. VS said at Marland they found they had the best success with Biology. VS informed the governors that as well as the biology curriculum the science teacher picks out the fun things from the chemistry and physics curriculum. BW said that all Key Stage 3 pupils study all 3 sciences then they Key Stage 4 pupils focus on biology. He added that the science teacher is also providing level 2 and other functional skills in animal management.</p> <p>BW left 17:43</p>		
2/3.1	<p>Headteacher's report DJ HT report Autumn 2022 Dlana Denman SIA Visit Sept 2022 Barley Lane School SIP Main Priorities Sept 2022 BLS Simple SEF 2021-22(1) SB Consultancy SIP summary visit 101022 Supplementary Behaviour report Aut 1 2022</p> <p>HC asked what training staff have to become learning mentors. DJ replied they hadn't trained staff but had employed staff specifically to be in-house learning mentors. He said they are providing a nurturing, therapeutic environment, which is improving mental health and wellbeing of the 4 pupils who are being supported. These pupils, who had not settled in school are now thriving.</p> <p>In response to a question from LS, DJ said there were case study documents. RM reported that she had been pleasantly surprised when she found the group doing assessments, as they do not usually engage with them. DJ added that they are attending core GCSE lessons on Fridays as well as attending literacy support. HC asked what kind of training would be required if BL recruited someone to be a learning mentor. DJ replied that they would need to be trauma informed and have training about domestic abuse and domestic violence. LS said there are lots of free courses. DJ said the staff they have employed came in with skills, but they are gaining more.</p> <p>HC asked DJ about a recent high risk assessment placement. DJ confirmed that the pupil, the local authority (LA) asked BL to take, is now on the school roll. But at the moment it would not be safe for him to be in school. External mentors are building a relationship with a 3 half-day remote package. HC asked what BL can do to inform the LA [if BL is not the right setting for the pupil]. DJ confirmed he will be chasing the LA and submitting regular reports to them. There was a discussion, the governors asked DJ to let them assist if he had any problems getting a response from either the DCC 0-25 team or the more senior officers. The governors were concerned that it was not good for the pupil if BL is not the right placement for them and felt it could also negatively impact school's resources and take it's toll on</p>		

	<p>the emotional wellbeing of staff.</p> <p>LS asked about the distribution of pupils between primary and secondary, after the 17 new admissions this term. DJ replied that there is an imbalance, out of the 80 pupils on roll, 65 are secondary pupils. DJ said that BL needs younger pupils to maintain it's primary section.</p> <p>LS asked if the focus on English intervention was coming at a cost for maths, as the maths data has dropped. DJ said that the pupils can't access the rest of the curriculum if they cannot use English. VS said that the cohort (with the poor maths results) have had poor literacy skills and have struggled to read the maths questions, so the focus on literacy will help with maths. LS asked the SLT to track pupils progress carefully so the Governing Board can follow the effectiveness of the interventions. VS said that the staff covering literacy interventions last year said they could see the improvement after a few weeks for those pupils who attended regularly. Other pupils did not attend because they were either out at college or did not want to be involved. DJ added that staff are now writing down action plans for literacy intervention, whereas previously these were held in people heads.</p> <p>DJ asked the Governing Board about approval for additional budget for <u>recruiting a literacy intervention worker</u>. HC requested that <u>costings for the proposal were brought to the next resources meeting</u>. DJ said it was necessary to start recruiting for a new literacy intervention worker asap. HC re-iterated that <u>the Governing Board could not make a decision without costings</u>. VS said a literacy intervention worker would be required for at least 3 half-days, ideally 4 half-days, 9.30 to 12.30 to see 3 pupils plus an additional hour for them to prep resources. She said the literacy interventions could be provided by an HLTA, rather than teacher.</p> <p>ACTION – HR ensure budgeting for a literacy intervention worker is on the next agenda, to come with costings. The costings should all to go to JMa before the meeting, JMa to bring his recommendations.</p> <p>VS said there is already a list of students who urgently need literacy intervention. She said the SLT will look at starting literacy interventions after half term, by giving training to existing staff.</p> <p>DJ said it is essential to get recruitment right. Primarily need staff who understand BL's culture and values but if they also have the skills already that is even better. VS said new recruits would need to already have a working knowledge of phonics. The Governing Board and SLT felt retiring primary teachers would be ideal to fulfil the literacy intervention role and the governors suggested using links with local primary schools.</p> <p>JMa asked about <u>staff wellbeing</u>, especially how it may have been effected by the <u>recent changes to the SLT structure</u>. DJ replied that the SLT was himself, VS and Carl Moore. He said VS and CM have the safeguarding and wellbeing strand. After being initially an interim arrangement it was now firmly in place. However, DJ felt the SLT needs more depth and resilience. He saw a need to reconsider adding an Assistant Headteacher or creating an expanded Extended Leadership Team. With the ELT remit being school improvement rather than leadership and management. DJ explained that CM (whose focus is behaviour management) is often being drawn away from his duties on the corridor, to go into class to settle a particularly challenging group. This leaves VS and DJ giving up time to be in the corridor rather than leading the school. DJ said there is a lot of frustration. The issue is being caused from the bottom up, with more HLTAs and TAs being needed in class to support the teachers.</p>	<p>HR & JMa</p>	<p>Nov 2022</p>
--	--	---------------------	-----------------

	<p>CB referred to the <u>SIP main priorities</u>, she saw the need for the document to be laid out with <u>clear impact outcomes</u>, for a clear path on how to follow up outcomes and a way get assurance as to whether on track. DJ sometimes in school it is necessary to just focus on safeguarding and pupil happiness. He said you cannot look at targets if pupils not happy and safe, it will not work.</p> <p>LS said the intervention action plan needs <u>key assessment points to be able to look at the impact</u> to see if the intervention is worthwhile. VS said the staff do meet and look at how the interventions are progressing. RM this exercise had highlighted work that needs to be done.</p> <p>HC pointed out that there were 2 safeguarding columns which were almost the same so needed to be amalgamated. Also, it was not clearly set out to show 'Intent, implementation and impact' and a column was needed to show who should complete tasks.</p> <p>The Governing Board thought DJ was still struggling to move away from the previous Headteachers system of working.</p> <p>JMa said there were still <u>too many reports being submitted to each meeting</u>. There were too many reports to expect anyone to be able to read them all.</p> <p>ACTION – LS to work with DJ to streamline the reports for the Governing Board.</p> <p>The governors were reminded that when they are in school they need to look for evidence of the new strapline "Ready, respectful, Safe" being implemented and keep the SIP priorities in mind.</p> <p>HC said the supplementary behaviour report showed 4 physical assaults, she asked how incidents like this are reviewed afterwards, whether they are looked at to learn how staff could have de-escalated or prevented the incident. DJ replied that they are looked at, staff look at whether the known-risk assessment plan was followed, and if a new behaviour had been demonstrated by the child it is added to the risk assessment plan. HC asked if it is found to be a new trigger for the child, what investigation is undertaken into what caused it. DJ said staff meet twice daily, so if a new risk is found the staff need to know straight away. RM added that they make sure parents are also alerted, then they report on the conversation with the parent and how the parent feels. When reviewing interventions, they look at the 'greater good' and why the child was held. They look at the detail of the intervention, how holding happened. They look at it in context, recent history, support, de-escalation strategy, first aid, checking. They also take into account the child's voice, how they feel and what they think. The review includes a body map. Afterwards they ask does the plan need to be updated and the SLT review the incident for key learning points. VS said that everyone involved adds input, and the review is signed off by a member of the SLT who was not involved. DJ said they always ask, what they will do next time. VS and DJ consult the parents and wider external parties. CB asked if the [SLT and the rest of the staff] look at what went well. RM confirmed they did.</p> <p>DJ concluded that they want there to be a happy ended for all. CB could see that school were working to reduce restrictive practice but at the same time supporting staff. RM said that school is signed up to the Price Restraint Reduction Network.</p>	LS & DJ	Spring School Improvement meeting
2/3.2	<p>School Improvement Plan (SIP) Barley Lane School SIP Main Priorities Sept 2022 LS reminded governors that they go into school they should be aware of the SIP priorities and see what evidence they can add.</p>		

	<p>LS said in the SIP the reading and writing literacy priority, for example, starts in September and in the Plan it says review in July. DJ said priorities are always reviewed half-way. LS suggested that if an intervention/plan is not going well or whether it is going well, school needs to learn earlier. DJ replied that they reflect on the SIP priorities around January/February time as part of preparing to report progress at parents' evening. They look to celebrate progress and embed.</p>		
2/3.3	<p>Preparation for Ofsted LS reported that she had spoken to Diana Denman (Local Authority, special schools advisor) and asked what, as governors the Board needs to prepare for Ofsted.</p> <p>ACTION – LS to forward a document to the Governing Board, to help governors prepare for an Ofsted visit.</p> <p>DJ informed the Governing Board that VS is collating information in preparation for an Ofsted inspection, she is using 'Teams' to centralise. DJ said he felt confident because the information [Ofsted will need to review] is all there.</p> <p>LS reminded governors that they need to be able to make themselves available when BL gets a call from Ofsted.</p> <p>LS said that DD felt very positive for BL, when Ofsted makes it's inspection. DJ said DD has offered to come into school when it is inspected.</p>	LS	ASAP
2/3.4	<p>New website https://barleyleschool.org.uk HC felt the new website was better. RM said it was more inviting and friendly.</p> <p>LS said she had looked at Southbrook's website and found some of their data was presented in a more 'friendly' way. For example, the data for destinations was displayed as pie chart. RM said with BL's small cohort there was a danger of pupils being identifiable. This reminded LS that she had noticed data on the SEF which had pupil initials.</p> <p>ACTION – LS to show DJ where she found pupil initials within the SEF.</p> <p>PA said from a parent's point of view, she could easily find the information she wanted, such as term dates, Ofsted and emergency contacts. She said accessing it from her phone was working well on the whole. But she felt that staff photos and names would be really helpful. DJ said he has to be mindful of possible risks for the staff. HC agreed saying that only a few schools still have staff photos, to protect the staff. There has been a recent change in trend, employers (outside of education) are stopping staff photos too. RM said that at the moment new pupils don't meet the whole team but suggested that new pupils/parents could meet more of the staff face to face, to help to get to know who is who. DJ suggested that when school makes their weekly contact with parents, it could change to a Teams meeting rather than the phone as currently.</p> <p>CB suggested defining what BL wants the website to do. For example, for parents they often want to find term times. CB said from her point of view the website should celebrate success with infographic statistics and cases studies. She said at the moment the mission statement is 9 bullet points. So this can be understood by the stakeholders, you need to be able to translate what it means for them. She suggested consulting with the young people like ex-pupils – ask what is important to them and what language would help them understand [the message/data]. RM said that if they captured the voice of pupils that may help. LS said showing pupil destinations is a really good way to show success for BL school and this information is currently hidden.</p>	LS	ASAP

	ACTION – CB to work on improving the accessibility of the website and improving the ‘celebrating success’ aspect of the website.	CB	Spring Term
2/3.5	<p>Pupil Premium, Looked After Children (LAC) & SEND updates</p> <p>LS said to the Board that during all visits and when looking at reports all governors need to be aware of how these vulnerable cohorts are doing compared to the rest of the pupils.</p> <p>LS said the Pupil Premium information is on the website and there is an action plan for spend. But the Governing Board needs to be looking to see if this is being carried out. Governors need to challenge and find out that the money is being well spent and closing the gap [between the vulnerable cohorts and the rest of pupils].</p> <p>ACTION - DJ to include information in his next Headteacher report detailing what has been achieved with the Pupil Premium and other funding. The Governing Board want to have details on pupils’ achievements.</p>	DJ	Spring Term
2/3.6	<p>Equality</p> <p>(See Part 4 of dcc equality policy and guidance, which is an <u>equality audit checklist</u>)</p> <p>LS proposed setting up a working party made up of governors and members of the SLT to look at undertaking an equality audit. LS and DJ said the Governing Board needs an awareness of what is going on in school.</p> <p>ACTION - The Governing Board agreed to set up a working party consisting of DJ, VS and HC to carry out equality audit and report back the the Governing Board on 28th February 2023</p>	DJ, VS & HC	28 Feb 2023
2/3.7	<p>Performance management update</p> <p>LS reported that the Headteacher performance management was taking place the same week as the meeting.</p> <p>LS asked DJ for an update on his progress with the teaching staffs’ performance management. DJ replied that the SLT performance management was in progress and VS will carry out teacher performance management after half term. TA (Teaching Assistant) and kitchen staff performance management will take place in the first half of the Spring term.</p> <p>DJ said they value and identify skills. The HLTA play a key role within school and have oversight of some of the school focus areas.</p> <p>DJ informed the Governing Board that school has a CPD programme from HLTAs up to the Headteacher.</p>		
2/3.8	<p>Budget Monitor</p> <p>Copy of G150 report 061022</p> <p>JMa reported that he met with JF prior to the meeting.</p> <p>The Pupil Premium budget has increased by £18k</p> <p>The Curriculum budget is on target</p> <p>The staffing budget has been underspent whilst school is waiting for successful recruitment.</p> <p>JMa said there is still a healthy carry forward.</p> <p>JMa advised the Governing Board that the budget monitor won’t be ready until just before the next Full Governing Board meeting (due to when figures are received from DCC and when Susette Barrett (DCC, Education Finance) will be in school to support JF with producing the monitor). He asked if governors can prepare questions as soon as they receive the monitor.</p>		

2/4.1	<p>Clerk's Housekeeping</p> <p>HR said that as BL was preparing to start a <u>school council</u>, she wondered if like the previous school she worked for, the Governing Board would like to take an interest.</p> <p>HC suggested a governor could attend</p> <p>RM said the pupils came up with agenda;</p> <ol style="list-style-type: none"> 1. Classroom routines (consistency around pouring drinks etc) 2. Toilets (tap pressure in particular) 3. Epraise 4. Break time activities 5. Instruments/Music 6. School trips 7. Staffing (more staff requested by groups without regular support) 8. Art opportunities <p>RM said a date for the meeting had not yet been set but it would be after half term.</p> <p>ACTION – RM to share the date of the school council meeting, so at least 1 governor can attend.</p> <p>HR reported that a date for her first <u>Clerk's appraisal</u> had been set for November 2022.</p> <p>HR raised that there had been no schedule produced <u>for ELT (Extended Leadership Team) presentations to governors</u> for this year.</p> <p>ACTION - HC and LS and DJ will discuss ELT presentations, what is to be presented and how presented and organised and report back to the next meeting.</p>	RM	ASAP
2/4.2	<p>Board membership</p> <p><u>Current membership</u></p> <p>CB introduced herself. She said she grew up in Exeter, went away to Law school then returned to Exeter so she lives locally. Her professional role is as a senior commissioning manager in the NHS mental health services, where her focus is on quality and oversight of governance and contracting. She had been looking for opportunity to volunteer in the community and felt school governance uses her skill set.</p> <p>CB said that after meeting everyone and attending the meeting she was still happy to be a governor.</p> <p>The Governing Board agreed that based on the skills she would bring they would like to put forward CB to the SENTient Trust to fill the Foundation governor vacancy.</p> <p>ACTION – HC will email the chair of the SENTient Trust Board and put forward CB to fill the Foundation governor vacancy.</p> <p>LS reported that she has been speaking to another local person who has expressed an interest in joining the Governing Board. He is the head of Bicton College. The Governing Board hoped he would be still interested when the Board reconstitutes in January 2023, when there will be more vacancies. LS said he may also be interested in coming in to BL to discuss careers.</p>	HC	ASAP
2/4.3	<p>Lead Governor (LG) Roles</p> <p><u>BL Committee members and Lead Governors Sept 2022</u></p> <p>The Governing Board agreed to delegate the following roles to the governors listed below;</p> <p>PA - Community and Parental Links LG</p>		

	<p>CB - 2nd School Improvement LG HC - covering Health and Safety LG role until new governors join when the Board reconstitutes in January 2023. AS - Careers LG</p>		
2/4.4	<p>Pay Committee ACTION - all members of the Pay Committee and DJ to coordinate to arrange a date to meet to consider the Headteacher's teachers' pay recommendations.</p>	<p>LS, HC, JMa & DJ</p>	<p>November 22</p>
2/4.5	<p>Minutes from last meeting *Copy of draft minutes meeting 1 FGB 20-09-22 v2 *For those who attended the Part 2 only: CONFIDENTIAL PART 2 minutes meeting 1 September Housekeeping 20Sep22 * draft minutes virtual meeting 2 FGB 25-11-21 * draft minutes virtual meeting 3 FGB 16 Dec 21 * draft minutes 6 FGB 28 Apr 22 The Governing Board agreed that all minutes (listed above) are a true record and were signed as such by the chair.</p>		
2/4.6	<p>Action Points Table of Actions FGB 1 20Sep22 Minute 1/5.1 – HC, LS and DJ said they plan to meet to draft a schedule for school monitoring visits. Minute 1/4.4 - Reconstitution paperwork has been accepted by the Governance Consultancy and being processed. Minute 1/4.2 & 1/5.2- not all governors have yet completed the required annual safeguarding Training, read KCSIE or signed the Code of Conduct declaration.</p>		
2/4.7	<p>Chair's action Protection-policy-2022 - KG 27.09.2022 toolkit-13-privacy-notice-pupil-information-2021 - KG 29.09.2022 toolkit-14-privacy-notice-employee-information-2021 KG 29.09.2022 toolkit-15-privacy-notice-governor-information-2021 KG 29.09.2022 HC reported that she had agreed to adopt the data protection policy as a Chair's Action.</p>		
2/5.1	<p>Safeguarding September 2022 Safeguarding monitoring checklist 220923 SCR and Accident Book monitoring 220926 Safeguarding Visit VS reported that she and JF check the Single Central Record (SCR) once a week. Governors are required to make sure the SCR is being checked. LS and HC both reported they have checked the SCR whilst in school.</p>		
2/6.1	<p>Governor visits BLS Governor Visit Proforma Governor Summer Term 2022 visit to alternative provision work placement LS 220923 SCR and Accident Book monitoring 220926 Safeguarding Visit LS has produced a trial visit proforma for governor visits. All governors were asked to use it then feedback so it can be reviewed after Christmas. Governors were reminded to speak to the children when they are in school. CB suggested that the visit proforma has a prompt to record the things pupils/staff say during governor visits.</p>		
2/6.2	<p>Governor Training HC reported that she has booked on Safeguarding Lead Governor training. LS said she wanted to refresh her safer recruitment, following a suggestion by HR she will look at the SSS online training. HR reported that she attended the recent clerks briefing training run by the Governance Consultancy.</p>		

2/7.1	<p>Marking Policy Marking Policy Sept 2022 LS recommended the policy was adopted. The Governing Board agreed to adopt the updated Marking Policy.</p>		
2/7.2	<p>Teaching and Learning Policy BLS Teaching & Learning Policy 2022-2023 LS recommended the policy was adopted. The Governing Board agreed to adopt the updated Teaching and Learning Policy.</p>		
2/7.3	<p>Behaviour Policy & Behaviour Principals HC said that this had been included within the behaviour policies approved at the previous meeting.</p>		
2/8.1	<p>Data Protection Officer (DPO) The school is now being supported by a new DPO (replacing Amber Badley from Firebird). The new DPO is an external consultant based at DCC, who performs the role under a service contract. The DPO is Annette Henry</p>		
2/9.1	<p>Items brought forward by the Chair None</p>		
2/10.1	<p>Impact Statement The Governing Board Considered the question: “What Have We Done Today That Has Further Improved the Quality of Our Children's Education?”</p> <p>*The pupils will benefit from CB joining the Governing Board due to the level of knowledge she will be bringing from her day job. She will bring a huge support to the team. *Looking at exam data and being able to celebrate success and destinations *focused almost entirely on the Headteachers report and talked about the children and their education *DJ said [the quality of education] is improved by the strength of the relationship between the Governing Board and the Senior Leadership Team. *Points about the website - reflect on making information easily accessible to the parents *what it is like to be a child in school. *LS was excited about the school council.</p> <p>LS thanked the governors for reading all the documents.</p>		
	<p>DJ brought up an item which had not been on the agenda and one on which the Governing Board had not been previously briefed.</p> <p>He said that nowhere else in the SENTient Trust is the Headteacher the <u>DSL (Designated Safeguarding Lead)</u>.</p> <p>There was a discussion. The governors understood from their day jobs that it was common for the Headteacher of primary schools to be the DSL. As BL is a also a small school it seemed reasonable that DJ was the DSL.</p> <p>CB asked if there was a conflict of interest between the 2 roles (Headteacher and DSL) and if there was, how often had these conflicts occurred.</p> <p>The Governing Board said safeguarding is central to what BL does. They suggested to continue to review whether there is a conflict of interest between the 2 roles. Governors offered to give support and be there to help with the review.</p> <p>RM asked why DJ was suggesting he should not be the DSL, she asked if it was due to the workload or due to a conflict of interest. DJ replied that it was both. The Governing Board said that even though DJ is the named DSL it does not prevent him delegating parts of the role to other members of the SLT.</p>		

	VS said the reason the other schools in the SENTient Trust don't have the Headteacher as the DSL, is because they are residential and tend to have the Head of Care as DSL.		
	RM informed the Governing Board that the offsite policies were due for review in November 2022. ACTION – RM to email HC and HR with a list of the offsite policies which need to be added to the agenda for the meeting on 15 th November 2022.	RM	Nov 2022
	Meeting end 19:14		

Next Meeting:			
Date / Time:	15 November 2022	Location:	Barley Lane School

Agreed as a true record	Date

KEY

Challenges and queries from Governors

Decisions made

Recommendations

(name of documents referred to)