

LOCAL GOVERNING BOARD OF THE FORWARDS CENTRE

MEETING HELD AT THE ACADEMY

ON 10TH OCTOBER 2022 AT 4.00 PM

Present: Mr. C. Fielding (Academy Lead), Mrs. S. Harulow, Mrs. C. Fernside, Mrs. L. Williams, Mr. M. Rayner, Ms. K. Shacklady, Ms. V. Rudge

In attendance: Mrs. A. Appleyard (Clerk), Mr. P. Hodgkinson (Executive Principal), Ms. R. Leonard, Ms. N. Berry

Mrs. Harulow in the Chair

1. **WELCOME AND APOLOGIES FOR ABSENCE**

Apologies for absence had been received from Ms. L. Douglas, Mrs. D. Crier, and Ms. J. Scott.

Mrs. L. Williams arrived late to the meeting.

Ms. V. Rudge was welcomed to the meeting as she had moved to the Forwards Centre LGB following the move of Youth Challenge Primary from the Youth Challenge site. She had been a Staff Governor on the Youth Challenge LGB.

2. **PROCEDURAL MATTERS**

2.1 Declaration of Pecuniary or Conflict of Interest

No declarations of pecuniary interest were made.

2.2 Declaration of Interest Form

In accordance with the Academies Financial Handbook 2020, entries in the Academy Trust's Register of Business Interests were to be reviewed on a 'regular' basis.

The Clerk noted that the regularity of returns was for the Trust to decide upon; however, as a minimum the Governance Services Team would recommend at least annually.

All Members, Trustees, Local Governors and the Executive Leadership Team were asked to complete the LA model pro-forma and return it to a member of the Executive Leadership Team for retention. It was noted that the entry included:

- relevant business and pecuniary interests
- details of any governance roles in other educational institutions;
- any material interests arising from relationships between Local Governors or relationships between Local Governors and school staff (including spouses, partners and close relatives)

The Clerk noted all present were required to complete this information and that failure to do so may be in breach of the Trust's Code of Conduct. Any forms not received would be highlighted in the usual manner at the spring term meeting.

Agreed:

- i) That Local Governors complete the online version or paper copy of the Register of Business Interest and return these to the school
- ii) That any Local Governors that have not completed the forms be highlighted at the spring term board meeting as per usual process.

2.3 Membership/Governance Issues

It was noted that there were no terms of office which were due to expire, and there was a vacancy for one Parent Governor.

2.4 Declaration of Eligibility and Privacy Consent Form

The form had been circulated with the agenda, and the Clerk had brought paper copies to the meeting. Governors were asked to complete the form and return it to the Clerk.

3. SAFEGUARDING SELF-DECLARATION

A decision had been taken by the Board that all individuals would complete a self-declaration form to confirm that they had not received any criminal convictions or cautions within the previous 12 months, which had not already been reported to the Chair of the Board.

Agreed:

- i) That Local Governors complete the online word version of the Safeguarding Self Declaration form and return these to the school
- ii) That any Local Governors that have not completed the forms be highlighted at the spring term board meeting as per usual process.

The form had been circulated with the agenda, and the Clerk had brought paper copies to the meeting. Governors were asked to complete the form and return it to the Academy.

4. LGB CODE OF CONDUCT

The Clerk provided a copy of the Board Code of Conduct to note.

The Clerk noted that they would continue to issue the Code of Conduct and Acceptance Form to new members as part of the welcome to governance pack.

Agreed: That Governors note and accept the Code of Conduct.

5. REVIEW TERMS OF REFERENCE

The Terms of Reference had been circulated with the agenda. The change had been made to move to two Staff Governors and one Parent Governor.

Agreed: To adopt the new Terms of Reference.

Action: The Clerk to upload the new Terms of Reference to the Governance Gateway after the meeting.

6. MINUTES AND MATTERS ARISING

Agreed: To approve as a correct record the minutes of the last meeting of the Board held on 13 June 2022.

There were no matters arising from the minutes.

7. NOTIFICATION OF ITEMS OF ‘ANY OTHER BUSINESS’

The following items of any other business were notified:

Discussion with the Local Authority regarding the designation of the Forwards Centre.

8. ACADEMY LEAD’S REPORT

Mr. Fielding presented his termly report. Governors had been requested to read the report in advance of this meeting, and to bring any questions. The main headlines were reported.

8.1 Pupil Numbers

It was explained that there were currently 29 pupils on roll at the Forwards Centre, and the permanent exclusion of a child currently in the Bridge, which was decided during the afternoon of the Local Governing Board meeting, would take the roll up to 30 pupils. The number on roll was where it was expected to be at this point in the academic year, and it was expected that this would increase in the near future. It was anticipated that the Forwards Centre would be close to capacity by Christmas.

Mrs. L. Williams joined the meeting at this point.

8.2 Self-evaluation Update

It was explained that significant work had been completed with regard to Phonics. A programme had been selected, but it was not approved by the Department for Education (DfE). The academy had therefore decided to use Twinkl Phonics instead, which was approved by the DfE. It was explained that all of the children had been baseline assessed in Phonics, and each teacher had that information so that if there were small gaps the teachers can address these in the classroom. The younger classes had a lot more children who needed this input and group sessions were taking place to fill those gaps. Intervention

groups were in place for the children who were significantly behind. Other Phonics resources would be used where appropriate in order to support the work in this area.

Progress in Maths had improved, and a number of strategies were in place which were used every day. Examples included Times Tables Rock Stars and Plus One. This had had a significant impact on the children being able to consolidate their learning.

It was explained that key focus areas for the current year included the need to be as competent and knowledgeable about subject areas as colleagues in mainstream settings. The Ofsted Research Guides from 2021 were being used to inform the curriculum intent, and these supported staff development by ensuring that all staff were aware of the language used.

Reading continued to be developed across the Academy, with many strands to this work which included comprehension and reading for pleasure.

With regard to behaviour and attitudes, work was being done to develop the trauma informed approach. The Trust was working with Elaine Lord, a former counsellor who was training the whole Trust. This also ensured that there was consistency across the Trust. When the SEMH principles were considered, the trauma informed approach sat on top of these, and in some places it was deeper. There was a recognised need to ensure that this was done effectively in order to ensure it worked well.

It was explained staff wellbeing remained a focus during the current academic year, and the Talking Toolkit and HSE stress risk assessment were both used. This had been linked to Performance Management, but following a review of the processes it had been decided to separate them during the current year.

There was a need to ensure that The Bridge had settled into the Centre, and that everyone was working together as much as possible. The space would be used effectively, especially for staff communication. The start of the year had been very positive, with strong staff feedback. The Youth Challenge Primary staff had been pleased to be able to access aspects of the provision such as Phonics, the Art teacher and Music, which had not been possible when Youth Challenge Primary had been based on their previous site. The children were familiar with the adults from the opposite Centre. The transition for those who have gone to five-day provision had been positive. It was noted that there were some children in the two-day provision who were not suited to this provision. It was explained that the schools paid for the two-day provision, and the Local Authority paid for the five-day provision. Conversations were due to take place regarding how children could move from two-day to five-day provision, which was part of a graduated response.

A Governor asked whether the five-day provision would be like the two-day, and a temporary arrangement?

The example was given of a child who had joined the academy on a two-day place who didn't have a link with a mainstream school. The child now had that link with a mainstream school. It was essential to ensure that the provision was right for the child, and not a financial decision.

The Executive Principal explained he had received an approach from the Local Authority, in advance of the annual allocation meeting in November where alternative provision planning and finances were considered and reviewed. This meeting had taken place earlier during the current academic year, and it was reported that the Local Authority had requested that the Forwards Centre be redesignated as an SEMH Primary School rather than alternative provision. The Local Authority believed that the Forwards Centre could fulfil this

role. However, concerns had been expressed by the Department for Education, as there was a desire to avoid a hybrid provision encompassing both alternative provision and special school provision. There would also be 52 places within the provision, and this could be split across the Forwards Centre and Youth Challenge Primary. The Local Authority wanted the option to place children with EHCPs in the provision. Governors were asked to consider this proposal, which would also be presented to the Trust Board where it would be considered in depth. It would be possible to accommodate children who were educated at the Forwards Centre on a full-time place, alongside those who had a part-time place. It was necessary to ensure that the focus remained upon the children in the Forwards Centre, the way they work and how the Forwards Centre operated. There were currently children who attended the provision from outside the Bolton area who were currently in very expensive provision as they have very complex psychological and/or emotional issues. The admission and review process would have to be of a very high standard. There was therefore a need to go back to the Local Authority and request clarification regarding why the redesignation was needed, as the provision was unlikely to change. It was recognised that there was a need to develop capacity to support children and young people across the Local Authority area, and the alternative provision should not be replaced with a special school. The Executive Principal stated that he would continue to discuss this with the Local Authority, and would ensure that Governors were informed of any developments. It was recognised that this was a serious request which required deep consideration.

8.3 Visit by School Improvement Professional

It was noted that the School Improvement Professional (SIP) was due to visit the Forwards Centre on 8th November. She had already worked with the Subject Leads on Ofsted guides, and they were in the process of preparing for the visit. The SIP planned to review each subject in turn, and would focus on key areas such as the vocabulary used within each subject area.

A Governor asked whether the SIP visit would constitute a deep dive into each subject area. It was confirmed that this was the case.

8.4 Termly Report on Pupil Premium Grant 2022-2023

It was reported that the Chair had met with the Headteacher to discuss the Pupil Premium Grant (PPG) allocation, and to consider the success criteria associated with this. The final date for publishing this information was December 2022, and it was confirmed that this deadline would be met. It was explained that a large proportion of pupils were in receipt of the PPG, and it was very difficult to single them out as a group. There had been occasions where the PPG students had outperformed their non-PPG peers, but this was not always the case. Many of the PPG students also had SEND, so each child's situation was highly individual and unique.

8.5 Termly Report on Academy's Provision for Looked After Children

No further update beyond that within the Academy Lead's report was given at the meeting.

8.6 Termly Report on Attendance and Children Missing Education

No further update beyond that within the Academy Lead's report was given at the meeting.

8.7 Personnel

No further update beyond that within the Academy Lead's report was given at the meeting.

8.8 Safeguarding

No further update beyond that within the Academy Lead's report was given at the meeting.

8.9 Health and Safety

No further update beyond that within the Academy Lead's report was given at the meeting.

8.10 Evacuation and Invacuation Report

No further update beyond that within the Academy Lead's report was given at the meeting.

8.11 Buildings and Premises Update

It was explained that there were two classrooms were currently not in use. There was therefore potential to increase capacity at the Forwards Centre, although it was recognised that this would need to be done very carefully. The number of children attending the Forwards Centre could potentially increase from 42 full time children to 60 full time children. It was recognised that if the Academy staff knew with certainty that the number of children would increase to 60, this could be done systematically, but there remained a degree of uncertainty regarding the number of children who would join the Forwards Centre during the current academic year. It was therefore planned to open another class during the current academic year, and then a second new class during academic year 2023-2024. This would mean that the Forwards Centre would be able to take up to 51 children during the current academic year, and then move to 60 children during academic year 2023-2024. From a capacity point of view, it was agreed that whilst children resident within the Bolton Local Authority would continue to be offered places at the Forwards Centre on a case-by-case basis.

It was also appropriate to extend the offer of provision to neighbouring Local Authority areas, as this would mean that there would be more than one Local Authority paying for places, and this would support the financial stability and sustainability of the Forwards Centre. This would therefore offer security over time, as the Forwards Centre was currently reliant upon the one major customer who was Bolton Local Authority. The comparison was made with another academy within the Trust, who worked with five other Local Authorities: Wigan, Salford, Rochdale, Manchester and Lancashire, as well as Bolton. This academy had a surplus of £300,000 during the previous academic year. It was explained that the single Bolton model had cost the academy and the Trust in the past because of the way in which funding was allocated. In addition to this, the Covid-19 pandemic had had a significant impact upon the budget, and the ESFA had lent some money on the condition that there was a move away from the one-client model. The Trust and the Forwards Centre had a solid business platform from which to build.

The current financial picture was positive, with the surplus at approximately £14,000. It was considered very likely that the Forwards Centre could bring in additional funding which

would therefore increase the surplus. The surplus was reinvested in Bolton children. It was explained that there was not a desire to reduce the Bolton offer, but there was a focus upon building capacity elsewhere.

A Governor asked whether this change would this add to the staffing offer.

It was reported that there would be no further redundancies. Funding could also be used from one of the other centres. It was also reported that the Bolton Local Authority would always be welcome to access as many places as they were willing to pay for.

A Governor asked whether the Forwards Centre was full, and if the centre wasn't full why this was the case.

It was explained that the Forwards Centre was not yet full as it was too early in the academic year for all places to be filled. It was recognised that the number of children attending the provision would increase during the current year, and that the centre could be busy very quickly. It was likely that the two-day provision would be full after the October half term holiday.

It was explained that the Trust and the centre always looked at ways in which they could grow and expand, and work was ongoing with other Local Authority areas.

It was explained that there would be a need to consider the SEND Green Paper carefully across all Local Authority areas. Within Bolton, there used to be a panel model for referring children to the Forwards Centre and other alternative provision venues. At this time, the number of exclusions was low. The Local Authority had since moved away from the model, but exclusions had increased. It was intended that The Bridge be able to intervene before the children hit the crisis point of exclusion, however more recently schools were unable to pay until the crisis point was reached. The Bridge was the triage before crisis point, and 85% of the children who accessed the provision offered by The Bridge had returned to mainstream education.

A Governor asked why the Local Authority was not accessing places at this early stage in the academic year, instead of waiting for exclusions.

The answer to this was not known but it was hoped that the reasons were not financial. It was recognised that there was a need for increased collaborative work in order to be proactive.

It was agreed that as a Safety Valve Local Authority, there should be provision for all children within Bolton. A consultation was needed with regard to redesignation, with involvement from Governors and Trustees.

It was reported that if the Forwards Centre were to open an additional class during the current academic year, the flexible staffing model would need to increase so three Learning Mentors had been appointed. Two of these were very experienced. The centre was waiting for the DBS applications to be processed, and the newly appointed Learning Mentors should be in a position to take up post after the October half term holiday.

9. CURRENT FINANCIAL POSITION

Mr. Smith's report had been shared in advance of the meeting.

It was explained that within Alternative Provision (AP), there was always a need to deal with variances, and the Forwards Centre currently carried a surplus of £14,000. The Academy would not necessarily spend as much as it would bring in. The Academy and the Trust were very

comfortable with the current surplus. It was very difficult to make financial predictions, as it was not known how many children would join the Forwards Centre during the year. The financial reserves were strong, but it was considered unlikely that they would be needed.

A Governor asked, if the roof were to blow off, would the Academy or the Trust deal with it?

It was explained that the Trust and all of the academies had insurance policies in place which would cover such eventualities. However, there was also a strong cashflow across the Trust. There was a desire to ensure that the Forwards Centre was strong and financially healthy. It was noted that some of the secondary-age provision across the Trust was bringing in a significant financial surplus.

It was explained that when the Academy and the Trust were looking to improve financially, there was a need for this to be both moral and ethical. The quality of the provision offered was the highest priority, and that provision at present was AP at the moment rather than SEMH. It was explained that mainstream primary schools did not currently have the funding within their budgets to pay for the two-day provision offered at Youth Challenge.

A Governor asked, If the Forwards Centre was redesignated as SEMH special school provision, and the five-day provision was full, what would happen to the two-day provision?

It was explained that mainstream primary schools did not have sufficient funds to pay for this provision, so it was therefore very likely that some children would be permanently excluded and would then move to full time AP placements.

10. NOMINATED GOVERNOR ROLES

10.1 Chairs' Briefing

The Chair attended the Chairs' Briefing held on Monday 26 September 2022, and reported that the following matters had been highlighted:

- Governance Services Update
- Autumn Term Meeting Updates
- Safeguarding and Keeping Children Safe in Education
- Ofsted Framework Update
- School Suspensions and Permanent Exclusions
- Meeting Procedures - Meeting Agendas
- Review of Chairs' Briefings 2021-22

10.2 Training and Development Lead's Report on Training

The Clerk reported that the 2022/23 Governance Training Programme was now available on the Governance Services website. It was noted that there were a number of new training opportunities available in the programme to assist governors in their role, taking into account national initiatives and changes in legislation.

A briefing event for Training & Development Leads was held on 21 September 2022 at which the 2022-23 Governance Training and Development Programme was launched. The briefing had outlined course contents and distributed a leaflet which offered guidance to the Governance Lead for Careers Information, Advice & Guidance.

It was explained that Ms. Leonard was in the process of compiling a training form in the format of an online questionnaire for Governors, and following this a training programme

would be put in place using the Trust's One Education subscription. The questionnaire was due to be sent Governors in the near future.

It was explained that it was essential that all Governors completed safeguarding training through the Safeguarding Network. The link to the online training would be e-mailed to all Governors. It was noted that any Governor who was a teacher in another school or setting and had already completed statutory safeguarding training as part of their role would not need to complete this training as long as they were able to provide the Academy and the Trust with their training certificate. It was noted that the training regarding the changes to Keeping Children Safe in Education showed why the changes to the behaviour policy had been made.

In addition to the online safeguarding training, all Governors must also complete the statutory cyber security training, which was also available as online training.

10.3 Partnership Forum

The Clerk reported that the Partnership Forum would be held on Monday 10 October 2022, the day of the meeting, where the following matters would be highlighted:

- Update on School Improvement: Primary Phase
 - Catriona Fletcher, Head of Service, Strategic School Improvement Lead
- Schools White Paper – Opportunities for All
 - Marie Ahmad, Governance Development Officer
 - John Ashworth, Governance Services Manager

10.4 Link Governor Reports

A number of visits to the school had been completed by Governors, and the visit reports had been shared in advance of the meeting. All were read in advance.

Governors were thanked for taking the time to visit the Academy and write their reports, which were excellent. They had generated a number of positive discussions, and the Academy and the Trust very much appreciated the time and effort Governors gave to their roles.

10.5 Bolton Governance Conference

The Clerk reported that the Governance Services Team were thrilled to be holding its annual Governance Conference on 12 November 2022 at the Mercure Bolton Georgian House Hotel Blackrod.

The theme of the conference this year was "Beyond Barriers: Achieve, Succeed and Belong in Bolton" which linked with a number of key strands in the 2022 Schools White Paper, 'Opportunity for all: strong schools with great teachers for your child'.

The Conference was to be opened by Bernie Brown, Director for Children's Services. The Clerk explained that presenters had been carefully chosen to support the overall conference

theme. Haili Hughes, Head of Education at IRIS Connect and Senior Lecturer and Mentor Lead at Sunderland University Initial Teacher Training was to deliver the key note speech to governors and trustees. The following speakers would also deliver conference sessions:

- Education Endowment Foundation
 - Becoming an Evidence-informed governor
- Dominic McKeon, School Support Reform Group
 - Bolton: Inclusion in Education
- Saeed Atcha MBE
 - Positive role models from within our own communities
- Bolton Music Service
 - Celebration of Music

11. POLICY REVIEWS AND APPROVALS

The following policies were presented for approval:

11.1 Safeguarding and Child Protection Policy

It was explained that this was the Bolton Local Authority policy which had been personalised for the Forwards Centre.

11.2 Behaviour Policy and Statement of Behaviour Principles

It was explained that this policy had been fully updated following a lengthy review. It was fully compliant, and now incorporated the Anti-Bullying Policy. There was no longer a separate Anti-Bullying Policy.

11.3 Supporting Pupils with Medical Needs

In addition to the above policy, it was recommended that staff undertook prescribed medication training.

11.4 SEND Policy

There was no further update beyond that contained within the policy.

11.5 Online Safety Policy

It was explained that this was the Trust Online Safety Policy.

11.6 Admissions Arrangements

It was explained that the Admissions Arrangements applied to children who accessed two-day placements at The Bridge. It was the first time formal admissions arrangements had been in place for the Forwards Centre.

Agreed: To approve all of the above policies.

It was explained that all other policies shared in advance of the meeting had been approved at Trust level and were for Governors to note.

It was explained that the review date for the Marking and Feedback Policy had been delayed following Youth Challenge Primary moving to the Forwards Centre site. It was recognised that it would not have been appropriate to apply the Forwards Centre Marking and Feedback

Policy across both settings, and by delaying the review the Forwards Centre and Youth Challenge Primary staff could work together to ensure this was developed in a way which was appropriate to all of the children at the Roscow Fold site.

A Governor requested clarification regarding the Trust Acceptable Use Policy.

It was explained that there was an error in the name of the policy, and it was actually the Acceptable Use of ICT Policy. This policy covered the acceptable use of the Internet by children, parents and staff.

A Governor asked, with regard to the Attendance Policy, whether there were children who went on family holidays during term time, and how the Academy responded to this.

It was confirmed that there were children who went on family holidays during term time, and that the Forwards Centre did not authorise these absences. It was explained that Youth Challenge Primary was in a somewhat awkward position, as it was for each child's school or academy to authorise or refuse permission for the child to be absent from school in order to go on holiday, and Youth Challenge Primary had to accept their decision.

12. SCHOOL TEACHERS PAY AND CONDITIONS AND 2022 PAY AWARDS

The government had announced in July that it had accepted the recommendations of the School Teacher Review Body (STRB) that teacher starting salaries be increased by 8.9% from September alongside a salary increase of 5% for more experienced teachers and leaders.

Details of the proposals had been included on the accompanying agenda note and were as follows:

Teaching Staff

- From September 2022, a 5% increase towards achieving a minimum starting salary of £30,000 by September 2023.
- For September 2023, a 3% increase of the Main Pay Range to deliver a minimum starting salary of £30,000.

The government was currently consulting on a revised School Teachers Pay and Conditions document (STPCD). Governing Boards in maintained schools had responsibility for pay decisions and must comply with the STPCD. Academies did not have to comply with the STPCD, however, it remained relevant as a starting point for pay decisions.

Once a final decision had been made, further information will be provided from the Schools HR Team or your own HR adviser.

Support & Non-Teaching Staff

The salaries of school support staff are negotiated via the National Joint Council (NJC) for Local Government Services, the consultation continues.

Further updates will be provided once the consultation process has concluded and the unions have notified the outcome towards the end of October 2022.

If you require any additional support or information regarding this matter, please do not hesitate to contact your nominated HR Adviser.

Agreed: That the Board await further information on the outcome of the consultations on pay for teachers and support staff.

A Governor asked whether the increased costs were passed on to schools and Local Authorities who referred students to the Academy.

It was confirmed that this was the case, as the costs incurred by the Academy and the Trust had increased.

13. SAFEGUARDING AND KEEPING CHILDREN SAFE IN EDUCATION 2022

The Keeping Children Safe in Education statutory guidance had been updated effective from 1 September 2022, this applied to all schools and academies and set out the legal duties that must be followed to safeguard and promote the welfare of children and young people under the age of 18.

The changes had been highlighted on the accompanying agenda note which had been included in the documentation for this meeting.

Governance Training in Safeguarding and Child Protection

Boards should ensure that all governors and trustees receive safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. This training should also be regularly updated.

The Local Authority in partnership with Bolton College provided 'Keeping Children Safe – Level 1' online training which can be accessed via the following [LINK](#)

More in depth centre based training on 'Safeguarding and the Role of the Board' is available to book on various dates in 2022-23 through the Governance Training and Development programme via the following [LINK](#)

The Safeguarding in Education Team had updated the LA model Safeguarding and Child Protection Policy to reflect the changes to Keeping Children Safe in Education 2022.

Agreed:

- i) That Boards note the changes to the Keeping Children Safe in Education document.
- ii) That the Board review their Safeguarding and Child Protection Policy in light of the revised statutory guidance and LA Model Policy.
- iii) To note that the 175/157 Safeguarding Compliance Checklist will be made available to schools and academies in due course.
- iv) That Boards ensure that their governors and trustees undertake appropriate safeguarding and child protection training on induction which is updated on a regular basis.

14. **ACADEMY TRUST HANDBOOK**

The Clerk reported that the Academy Trust Handbook had been updated with effect from September 2022. The Handbook described the financial responsibilities of academy trusts reflecting their status as companies limited by guarantee, exempt charities and public bodies. It balanced the need for effective financial governance with the freedoms that trusts have over their day to day business.

The handbook was for members, trustees, local governors of multi-academy trusts (MATs), accounting officers, chief financial officers, clerks to the board and auditors.

Agreed: That the Local Governing Board note the changes to the Academies Financial Handbook 2022 as summarised on the accompanying report. This was ratified at Trust Board.

12. **DATES OF NEXT MEETINGS**

12.1 Local Governing Board Meeting

Agreed: That the remaining Local Governing Board meetings for the current academic year be held as follows:

Spring Term: Tuesday 7th February 2023 at 4:00pm
Summer Term: Monday 12th June 2023 at 4:00pm

13. **CONSENT TO ABSENCE**

Agreed: To consent to the absence of Ms. L. Douglas, Mrs. D. Crier, and Ms. J. Scott.

14. **ANY OTHER BUSINESS**

14.1 Discussion with the Local Authority regarding the designation of the Forwards Centre
It was agreed that this had already been discussed under agenda item 8.2

15. **CONFIDENTIALITY**

Agreed: That none of the matters reported in the minutes of this meeting be designated as confidential in accordance with the Academy's Memorandum and Articles of Association.

The meeting closed at 5:15pm.

Signed as a correct record: _____
(Chairman/Vice-Chairman of Governors)

Date: _____