

LOCAL GOVERNING BOARD OF YOUTH CHALLENGE

MEETING HELD AT THE ACADEMY

ON 12TH OCTOBER 2022 AT 4.00 PM

Present: Ms. V. Sutton (Academy Lead), Miss A. Sheppard, Mr. M. Hilton, Mrs. A. O'Callaghan, Revd. R. Petch, Mrs. L. Finney, Ms. S. Kirby, Mrs. C. Dewse, Ms. C. Ling

In attendance: Mrs R. Leonard (Vice Principal BIT), Mr. P. Hodgkinson (CEO BIT), Mr D. Smith (Finance Director), Ms. V. Gavin and Mrs. A. Appleyard (Clerk)

Mr. Hilton in the Chair

1. **WELCOME AND APOLOGIES FOR ABSENCE**

Apologies for absence had been received from Mr. P. Campbell.

2. **PROCEDURAL MATTERS**

2.1 Declarations of Interest

No declarations of pecuniary or conflicts of interest were made.

2.2 Register of Business Interests

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 those listed above 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. 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.

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 meeting as per usual process.

2.3 Safeguarding 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.

2.4 Declaration of Eligibility and Privacy Consent

The Clerk requested that those Governors who had not already completed the Declaration of Eligibility form, to do so and return it to the Clerk to Governors at the earliest opportunity.

2.5 Membership of the Local Governing Board, Expiration of Terms of Office and Vacancies

The Clerk reported that no terms of office were due to expire.

It was noted that two vacancies remained:

2x Co-opted Governor
2x Staff Governor
1x Parent Governor

It was explained that the election process was due to take place to elect a Parent Governor.

It was explained that the number of Staff Governors on the LGB had reduced to one, as Youth Challenge Primary had moved to the Roscow Fold site and Victoria Rudge, the Staff Governor from Youth Challenge Primary, had been elected to the Forwards Centre LGB as

a Staff Governor. The Staff Governor vacancy had been filled recently through the election of Ms. C. Ling. There was therefore no longer a Staff Governor vacancy.

Action: The Clerk to update records regarding the appointment of Ms. Ling.

It was recognised that there remained a need to consider the Co-opted Governor vacancies, and the skills audit would be used to identify areas where new Co-opted Governors could support the work of the academy.

3. MINUTES AND MATTERS ARISING

Agreed: To approve as a correct record the minutes of the last meeting of the Board held on 9 June 2022.

Agreed: To include all actions at the end of the minutes of the meeting.

Page 5: Action update

It was stated that all Governors needed to complete safeguarding and Prevent training. Following the meetings of the four LGBs within the Trust, Ms. Leonard planned to send a training audit to all Governors. Training sessions would then be scheduled in line with identified needs. The audit would be distributed via Microsoft Forms. The Trust had spoken to a number of training providers who would be able to provide training. Any Governors who had completed safeguarding training as part of their employment would not need to undertake any additional training as long as they were able to provide their certificate and evidence of their training.

A Governor asked whether there was a deadline by which the training needed to be completed.

It was explained that it would be ideal if the training could be completed by Christmas, but the deadline would be confirmed after the meeting. Ms. Leonard would distribute the links to the online training.

Page 2: Action update

With regard to the staff wellbeing survey it was explained that two surveys had been completed during the previous academic year and the feedback would be shared. It was anticipated that an additional survey would be completed during the current year. The picture was very positive, and staff had stated that they felt that there was a culture of wellbeing where they felt safe and could approach leaders. Staff had been offered the opportunity to speak to Trust staff regarding wellbeing, and all Academy Leads had action plans for wellbeing. Ms. Sutton agreed to share the Youth Challenge action plan for wellbeing.

It was explained that all Governors had completed the skills audit, and the Chair had completed the analysis of the skills audit using red/amber/green (RAG) ratings. At the time of the meeting, all areas were either yellow or red, but it was recognised that a number of Governors were new Governors, and this would improve quickly. Governor effectiveness would be considered during the current year, and there was a need to determine the actions to be taken in this area. The areas of the skills audit which were rated as red were mainly linked to finance. It was recognised that there was a need to determine the remit of the LGB and which areas of governance remained at Trust Board level. There was a need to evaluate the areas which were highlighted as red.

The Executive Principal explained that the Trust had commissioned an External Review of Governance (ERG) which was being completed by Angela Ager. It was recognised that there was a need for all areas of the skills audit to be covered across the LGB, but there was not a need for every Governor to be an expert in every area. Alternative Provision was a very specific area of education, and the Trust was willing to offer specific training to Governors where this was needed. The red areas of the Skills Audit would be a concern if every Governor's full profile was red. The

current need was for one area of expertise in each area. Governance succession planning was not considered in the same way as staff succession planning. Vacancies across the four LGBs remained a consideration for the Trust. There was a need to consider equality and diversity, and a Trustee would be asked to focus upon this area. Governor induction would also be an area of focus across the Trust. It had been built into the Terms of Reference that aspiring or future leaders could attend LGB meetings as observers. The Chair of Trust had stated that they wished to meet with the Chairs of the LGBs, as these meetings had been paused during the Covid-19 pandemic. Trustees' knowledge of the Trust and governance was very strong, but there was a need to improve the communication between the Trust Board and the LGBs. Angela Ager had met with the Trust Board, and she would then develop her lines of enquiry for the ERG. Relationships between Trustees and Governors would almost certainly be a consideration.

Action: The Chair to revisit the skills audit to determine the highest level of each area. This would probably turn most sections green as there would be at least one Governor with the appropriate knowledge and skills to fulfil individual items. The Executive Principal confirmed that training and development could be provided.

4. TERMS OF REFERENCE

The Terms of Reference had been shared in advance of the meeting, and were accepted by the LGB. No further discussion took place.

5. REVIEW OF GOVERNOR ROLES AND RESPONSIBILITIES

It was noted that Governor roles had been agreed, with visits completed during the current term. Some changes were required, and these have been outlined below.

Mr. P. Campbell had agreed to undertake the role of Pupil Voice Governor. He had a significant number of ideas to progress this role, and would undertake a drop-in visit once each half term. It was agreed that this would also support the students in becoming used to visitors on the site again following the restrictions imposed during the Covid-19 pandemic.

Mrs. L. Finney had been the SEND Governor, but she was now undertaking delivering more intervention work at Youth Challenge, it was recognised that a Governor who was less involved in the day-t-day work of the academy would be better placed to undertake this role. It was recognised that this needed to be a Governor who did not work at the academy, but who did have experience in this area.

It was therefore agreed that Mrs. Finney would undertake Mr. Campbell's previous link role as Behaviour and Attitudes Link Governor.

It was agreed that Ms. Ling would undertake the role of Wellbeing Governor. This had been Ms. V. McBride's role. As a member of staff at the academy, Ms. Ling had undertaken work regarding staff voice, and academy staff were comfortable discussing numerous aspects of academy life with Ms. Ling. It was recognised that it was essential that staff wellbeing was supported to the highest possible standard within the provision.

It was noted that at the time of the meeting there was not a Health and Safety Governor in place at the academy.

It was noted that it was important to remember that Youth Challenge was part of an academy trust, and there was therefore the central team in place who would also be able to respond to some of the areas above.

It was explained that before Mr. N. Hockenhull had retired in August 2022, he had undertaken a Health and Safety audit with the Local Authority. A member of staff had also completed a level six qualification in this area. The audit had been very thorough with a positive outcome. Site meetings took place with representatives from Smithills School and Schools ICT Support as they shared the site with the academy.

It was explained that Mrs. A. O'Callaghan and Ms. C. Dewse were link Governors for the Quality of Education. It was suggested that Ms. Dewse could undertake the role of SEND link Governor, and this was agreed.

A Governor asked, with regard to the two Governor vacancies, whether an active recruitment process would take place to appoint Co-opted Governors.

It was explained that Parent and Staff Governor elections would be held in line with due process. It was intended that recruitment for the Co-opted Governor would be left until more information was available regarding the skills which were required following the skills audit.

Action: It was agreed that the skills audit would be considered at the next LGB meeting. It was also agreed that a small working party could be established to consider this in more detail, and any Governors who were interested in participating in this working party should contact the Chair via e-mail before 11th November 2022.

6. NOTIFICATION OF ITEMS OF 'ANY OTHER BUSINESS'

No items of 'Any Other Business' were notified at this stage.

7. CURRICULUM AND STAFFING UPDATE

It was noted that this item was covered in the Academy Lead's report.

8. DEVELOPMENT PLAN AND SEF

It was reported that a new SEF was in the process of being compiled, and this would relate directly to the current Ofsted framework. It would also reflect the fact that Youth Challenge Primary had relocated to the Roscow Fold site. The first draft would be produced in November, with different members of the senior team focusing on different aspects of the SEF and the Ofsted framework. The draft version would be shared with Governors, and the areas for development would be captured.

It was reported that training had been delivered recently in relation to the Ofsted handbook, and both middle leaders and senior leaders had been involved in this training. Ungraded Section 8 inspections were also considered, and a template against which Youth Challenge could grade themselves had been created. It was good practice to use this to reflect upon current performance. The academy was now working clearly within the four graded inspection areas, as well as considering ungraded inspections. The SEF would be tested and enhanced following external visits. The process therefore involved building, testing, evaluating and refining.

A Governor asked whether there was a procedure in place at the present time where staff would be able to inform external visitors of the academy's priorities.

It was explained that the previous SEF remained live, but the new SEF would be an ongoing document. Part of the INSET day at the start of the academic year was spent discussing priorities

for the year, as staff should be able to talk about priorities. There was a significant focus upon curriculum, and a quality assurance schedule was in place for the year. Academy Analysis and Development Meetings took place each term with the Trust Central Team. This meeting was minuted with actions in place. It was recognised that such scrutiny led to comprehensive support, and the Central Team was confident that the staff were fully aware of the current priorities.

The Chair requested that the key priorities be shared with the Governors.

It was agreed that it would be positive if more was shared from the Academy Analysis meetings, as these were very comprehensive. It was agreed that it would be a positive change if the information from these meetings could be shared at LGB meetings with the Academy Lead's report. It was agreed that consideration would be given to the scheduling of the Academy Analysis meetings so that information would be available for the LGB meetings. It was recognised that there was a need for more information from the Central Team to be shared with the LGBs in order to improve communication.

It was explained that Governors did not need to be able to articulate the academy's priorities in great depth, and it would be possible to draft a short document which Governors could use as a point of reference. The Chair stated that there was a need for more detail at times, as this enabled the LGB to hold the academy to account.

It was recognised that the leadership team was very clear regarding the current areas of focus. It was also recognised that the rest of the staff term were clear in some areas but not others.

A Governor asked whether distance learners were able to access the full curriculum, and requested information regarding what was in place to enable distance learners to make progress.

It was explained that the distance learning teacher was in the process of developing a curriculum intent document regarding distance learning and outreach learning.

It was recognised that key members of staff with specific roles needed to know key information. It was explained that SLT meetings took place on Tuesdays, and every third week all TLR holders also attended these meetings in order to ensure that everyone was fully informed and up to date with current developments within the academy.

It was agreed that there was a need to put the key priorities on one sheet, and then share this with Governors and staff. Further in-depth information was needed for middle leaders and other key staff. Governors needed to know about their key areas, and the Chair needed to be aware of all of the information in greater detail..

It was explained that the Academy Lead's report was templated so that all Academy Leads across the Trust used the same format. Governors could then find the right section easily.

A Governor asked when the next layer of detail would be ready.

It was explained that the first draft of the SEF would be ready by 15th November. The updated version would then be sent to Governors.

9. UPDATE ON LEARNER PROGRESS

It was noted that this item was covered within the Academy Lead's report.

10. NOMINATED GOVERNOR ROLES

10.1 Chair's Briefing

The Chair attended the Chairs' Briefing held on Monday 26 September 2022 and his summary had been shared with the agenda for the meeting. It was 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 Link Governor'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.

New Governor training would be arranged for newly appointed Governors.

10.3 Partnership Forum

The Partnership Governor had been unable to attend the Partnership Forum held on Monday 10 October 2022. The Clerk reported that the following matters had been 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

Ms. Leonard stated that if she was unable to attend the Partnership Forum at any time, she would e-mail Governors to ascertain whether anyone wished to attend in her place.

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. The following areas were highlighted.

Mr. Campbell's report was accepted with thanks in his absence.

Mrs. O'Callaghan explained that she had been pleased with the progress which had been made with regard to the quality of education, particularly the curriculum at Key Stage Three.

The curriculum intent was very clear. Leadership and management were also very strong. The curriculum implementation would be considered during the spring term visit, along with a quality assurance process. There would be a more robust overview of the Key Stage Four curriculum. Sports development had also been considered. Mrs. O'Callaghan was looking forward to seeing the progress made during the next half term, particularly as new members of staff became more established within their roles. It was anticipated that the curriculum would develop in a very positive way.

Ms. Dewse explained that she had also considered the curriculum at Key Stage Three, and that she considered that the confidence about the curriculum had been strong during her visit. It was a thematic curriculum, where the different areas fitted together well. Consideration was also given to which areas would work well if the students were to return to mainstream provision. It would be impossible to match the academy's curriculum to every mainstream school's curriculum, but the provision offered at Youth Challenge meant that all students would be in a position to develop their knowledge and return to mainstream provision feeling confident in their learning and progress, as the curriculum focused upon essential knowledge. The curriculum had been developed through liaison with other teachers in the Trust as well as colleagues in mainstream schools. There was a high level of confidence with regard to the curriculum intent, and that the implementation would be strong. There was a very clear vision. A Careers event had taken place on the day of the LGB meeting which had been linked to the curriculum, and this had been very positive. It had been pleasing to see the students participate in discussions regarding mainstream topics. With regard to the Key Stage Four curriculum it was considered that there remained some areas which were perhaps subject to some gender stereotypes such as Hair and Beauty or Construction. Some women who were underrepresented in specific areas of employment had visited the academy to speak to students, and all were very successful women in their fields. It was noted that the curriculum was adapted constantly. It was explained that it was being considered how pupils who joined Youth Challenge mid-year could support the curriculum as pupil experts.

Mrs. Finney explained that in her role as SEND link Governor, she had met with key staff and considered vocational studies. Adaptations of these courses for students with SEND were considered in detail, and there was an exciting vision for this work. The reported strengths included how different learning styles were supported, and the fact that the academy was building a portfolio of what good work looked like. It was also planned that students would be able to access a holistic experience of the industry concerned, which would consider areas such as uniform, answering the phone and making appointments. There was a need for them to experience the full flavour of the industry in a safe environment, which could be a stepping stone to real work experience. Amongst the SEND students, there were children who struggled in academic areas, but were making excellent progress in vocational courses. This enabled staff to see a different side of these students, who were often anxious in the academic subjects, but were doing well in the vocational subjects. Ms. Finney often completed questionnaires with students, and most stated that they wished to pursue vocational subjects and that they felt their strengths were in the vocational areas.

A Governor asked whether cross-curricular links were formed.

It was confirmed that this was the case because one member of staff considered teaching and learning across all subjects. This had been developed gradually across Key Stage Three, and similar process was planned at Key Stage Four KS4, although this would be a little different because of students' option choices at that stage.

It was explained that corridor conversation at Youth Challenge was excellent, as everyone knew what other staff were doing and good practice was shared every day. This was often through informal conversation and was not documented. The skillset was such that that

there was effective communication throughout each day, which would now be documented. This would be revisited and reviewed regularly.

It was explained that the personal development agenda had been mapped into the curriculum, and this reflected the fact that pressures were different in alternative provision. It was recognised that it would be a positive move to try to link more with subject specialists, or access the local subject area hubs. It could be effective to have a mainstream link for each subject. Hub leaders would be able to communicate where the strengths are. Being part of the hubs would be very helpful as staff could see where the learning gaps were for the children at Youth Challenge.

Ms. Sheppard reported that she had visited the academy with a focus upon Careers. Her visit had been very positive, and Careers provision had moved downstairs with lessons taught from the old Youth Challenge primary rooms. Ms. Sheppard worked directly with the students, and external providers came in to help fill any gaps. Lesson observations demonstrated that the students engaged with the provision offered. It was planned that the academy would set up a carousel of high street banks so that year eleven could set up their own bank accounts. There were also links between mainstream colleges and Youth Challenge, and consideration was being given to taster days for year ten, although this would need to be mixed with a mainstream school. The academy had made significant progress in meeting the Gatsby Benchmarks, although provision in Science needed to continue to develop with some good practice from Key Stage Four to be developed at Key Stage Three. It was anticipated that all Gatsby Benchmarks would be met at the end of the year.

A Governor asked whether Youth Challenge had strong links with Smithills Farm.

It was explained that student was currently undertaking a work experience placement there, and some links had been made in the past. However, a regular partnership was not currently in place. Some students had also visited Lever Park academy and their on-site farm. It was agreed that further links could be developed as part of the Animal Care course.

10.5 Governance Services 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. **CURRENT FINANCIAL POSITION**

Mr. Smith was not present at the meeting. His report was presented by Mr. Hodgkinson. Governors had been requested to read the report in advance of this meeting, and to bring any questions. The main headlines were reported.

It was explained that the previous year had ended in a deficit position, and the alternative provision funding was explained. Money had been lost during the Covid-19 pandemic, although this had since been recovered with some restructuring work taking place. The forecast for the current year was strong with a projection of £135,000 surplus, and other areas of the Trust were also generating a surplus. There were no financial concerns, and the Trust held funds in financial reserves.

It was explained that significant funding had had to be used to cover the cost of supply staff.

*In accordance with the Academy's Memorandum and Articles of Association, this section of this matter has been designated as confidential in **PART B** of the minutes, thereby excluding the information from that which is to be made available to any interested persons.*

12. **ACADEMY LEAD' S REPORT**

Ms. Sutton presented her 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.

It was recognised that most of the report had already been covered within other items on the agenda.

It was reported that reading was a key focus for development of reading as many of the current students were reluctant readers. A member of staff had been appointed to a TLR position with responsibility for reading, and it was planned that the Academy Lead would meet this member of staff regularly in order to develop a strategic plan. It was anticipated that the member of staff concerned would be excellent in this role, and she would be well-supported.

A Governor requested clarification regarding the table on page three of the reported, and asked whether any area referenced targets.

It was explained that the table showed outcomes and not targets. As a Trust, work was ongoing to develop student targets ("BIT Levels"), which would follow a linear flight path. This would ensure target setting would be more robust. The available data supported the information in the table in the report, but had not been included in the report. It was agreed that it could be included in the table in the future. The introduction of "BIT Levels" would make reporting of this information more straightforward.

13. **GOVERNANCE SERVICES UPDATE**

13.1 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.

It was explained that the pay awards all went through the Trust Board at the Pay and Appraisal review.

13.2 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.

13.3 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.

14. **POLICY REVIEWS**

The policies listed below were presented for approval.

14.1 SEND Policy

14.2 Accessibility Policy

14.3 Attendance Policy

14.4 Behaviour Policy

14.5 Emergency Evacuation / Invacuation Policy

14.6 Safeguarding Policy

It was explained that Ms. Leonard had reviewed the above policies from a Trust perspective. It was noted that the web links in the Safeguarding Policy would be checked in order to ensure they worked effectively.

Agreed: To approve all of the above policies.

15. **ANNUAL STRATEGIC OVERVIEW OF MEETINGS**

Governors discussed priorities for the meetings due to take place in February and June. It was agreed that presentations from staff would be of great benefit, and Governors requested that a presentation could be received regarding behaviour. It was agreed that personal development could be presented in the summer term.

It was recognised that the exclusion and suspension data from the previous academic year had been quite high, and further analysis was needed.

LGB effectiveness would also be discussed.

A safeguarding presentation would be beneficial.

A report from the Academy Analysis meeting would be welcomed.

It was recognised the ideas outlined above may not be achievable within the two meetings remaining in the current academic year, and these priorities may continue into the next academic year.

16. **DATES OF NEXT MEETINGS**

16.1 Local Governing Board Meeting

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

Spring Term: Thursday 2 February 2023 at 4:00pm
Summer Term: Thursday 8 June 2023 at 4:00pm

17. **CONSENT TO ABSENCE**

Agreed: To consent to the absence from this meeting of Mr. P. Campbell.

18. **ANY OTHER BUSINESS**

There were no items of 'Any Other Business' reported.

19. **CONFIDENTIALITY**

Agreed: That in accordance with the Academy's Memorandum and Articles of Association, the matter(s) designated as confidential, thereby excluding the information from that which is to be made available to any interested persons, is contained within **PART B** of the Minutes.

The meeting closed at 6:10pm

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

Date: _____