

## LOCAL GOVERNING BOARD OF YOUTH CHALLENGE (PRIMARY & SECONDARY)

### MEETING HELD VIRTUALLY VIA MICROSOFT TEAMS

ON 9<sup>TH</sup> JUNE 2022 AT 4.00 PM

**Present:** Mrs. L. Buchanan (Academy Lead, Youth Challenge Primary), Mr. N. Hockenhull (Academy Lead, Youth Challenge Secondary), Miss A. Sheppard, Mr. M. Hilton, Mrs. A O'Callaghan, Revd. R. Petch, Mrs. L. Finney, Ms. S. Kirby, Mr. P. Campbell, Mrs. V. Rudge.

**In attendance:** Mrs R. Leonard (Vice Principal 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 Mrs. C. Dewse.

Mrs. V. McBride was not present at the meeting.

Mr. P. Hodgkinson had informed the Clerk that he may be late to the meeting owing to other commitments which may overrun. He later sent apologies for the meeting as he was unable to attend.

#### 2. PROCEDURAL MATTERS

##### 2.1 Declaration of Pecuniary or Conflict of Interest

No declarations of pecuniary interest were made.

##### 2.2 Register of Business Interests

It was confirmed that this had been completed earlier in the academic year. There was no further update.

Mr. D. Smith explained that the Declaration of Interest forms, which all Governors must complete, now formed part of the statutory audit for the Trust. Governors were asked to complete these forms as a matter of urgency if they had not already done so. Office based staff have been asked to contact Governors who had yet to return the forms in order to request that they are completed and returned.

##### 2.3 Safeguarding Declaration

It was confirmed that this had been completed earlier in the academic year. There was no further update.

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:

1x Co-opted Governor

1x Staff Governor

It was explained that a new Staff Governor was due to be appointed, Ms. Claire Ling.

3. **MINUTES AND MATTERS ARISING**

A Governor asked whether the report regarding staff wellbeing had been completed.

It was confirmed that this had been completed, and that two such reports had been completed during the current academic year. The CEO had spoken about the previous staff wellbeing survey at the spring term LGB meeting, and it was confirmed that a further survey would be completed before the end of the months.

**Action:** The report and the checklist to be shared with Governors.

It was noted that the development plan and training information had been received.

It was noted that most Governors had completed the Governor skills audit.

**Action:** Any Governors who had yet to completed the skills audit to ensure this is completed as soon as possible.

**Agreed:** To approve as a correct record the minutes of the last meeting of the Board held on 3 February 2022.

4. **TERMS OF REFERENCE**

It was confirmed that these had been reviewed earlier in the academic year. There was no further update.

5. **REVIEW OF GOVERNOR ROLES AND RESPONSIBILITIES**

It was confirmed that these had been reviewed earlier in the academic year. There was no further update.

6. **NOTIFICATION OF ITEMS OF 'ANY OTHER BUSINESS'**

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

## **7. PERSONAL DEVELOPMENT UPDATE**

It was noted that this had been completed in a very thorough manner through the Governor Visit Reports from Mrs. Dewse and Revd. Petch. They had met with staff, and learned that pupils were assessed on arrival and when they leave. The Academy Lead was very pleased with all aspects of the review, including the books, the curriculum and the staff contributions. The next step was to consider any issues and establish how to help each child. Revd. Petch had observed that the level of personal focus was very impressive. It was recognised that mindset was of the highest level of importance. It was noted that all of the policies in this area were up to date.

Within Youth Challenge Secondary, it was explained that personal development was context driven, as the nature of the specialist provision meant that often those who were referred to Youth Challenge presented with behavioural challenges but until their arrival at the Academy the reasons for such behaviour had not always been established. It was therefore important to consider the reasons for this through assessments on entry, of both a personal and academic nature. Mrs. O'Callaghan had spent an afternoon in the Academy, and considered safeguarding and the use of CPOMS influenced the curriculum. Anti-social behaviour was considered, along with the attraction to gang culture and knife crime. Every two weeks, staff considered how these could be addressed through the curriculum. There was a two-phase model in place, where phase one represented the progress required within personal development before students could access phase two, which was the academic model. Issues in the community were addressed both in the classroom, and also through the enrichment programme. One example of this was when some students meet with the Police through the Violent Crime Team. Victims of violent crime also attended the setting, or those who had lost family members through violent crime. The medical team have then visited to speak to students about the wounds from knife crime. Personal development was therefore threaded through the phase one curriculum.

Another aspect of personal development which was considered was how many students have left Youth Challenge at the end of year eleven, and not only joined a post-16 provider but remained in that provision. Some work continued with the year eleven students from the previous academic year, and the Academy maintained contact with the Connexions service in order to provide a link between Youth Challenge and the post-16 providers.

**A Governor asked whether staff development was linked to students' personal development.**

It was explained that safeguarding was of paramount importance, and a substantial amount of safeguarding CPD had taken place and continued to be provided.

It was observed that it was a positive aspect of the provision that the Local Authority ensured that staff at Youth Challenge were informed regarding issues within the local area, and what these issues were so that relevant training could be identified. The expertise and depth of knowledge amongst the Academy staff were recognised and praised. A substantial amount of work continued to be undertaken with external agencies. It was explained that one training session related to knife crime was completed using virtual reality headsets. The students also completed this activity, and the staff completed it after the students had left at the end of the day. The scenario presented through the headsets was very realistic and very powerful. In addition to activities such as this, the students had been able to meet Police Officers, former gang members, victims of knife crime and medical staff who have helped those victims of knife crime. It was of the utmost importance that the children understood the consequences of knife crime, and a key concern was that knife crime was moving through the year groups so that some children in year six and year five were becoming involved in such activity. It was recognised that this was criminal exploitation, and the serious nature of the crimes was

recognised by the children in year six when external providers visited the Academy and spoke to them. The levels of involvement of the current year six children involved in gangs and/or knife crime was of great concern.

A Governor observed that in the 1970s and 1980s the issues were centred upon crimes such as car crime and vandalism. They then asked whether through the conversations with the children, was it considered that video games and online behaviour was having an impact upon their behaviour away from the online world.

It was agreed that this probably was the case, but a greater concern was that the children were being driven in cars by older children and then committing crime.

It was recognised that amongst the referrals which come through to the Academy, violence was a very common theme. This was not new, but it was observed that it was surprising how little conflict there was within the Academy. Many of the students saw the Academy as their safe place. It was also recognised that when the students reported an incident it would be passed on. It was important that the Academy had a complete picture about their students, and they did need to know how many students carried knives or were involved in crime away from the Academy. Concerns about knives had increased significantly over the past year. The Academy constantly considered new interventions and checked that the actions were both timely and appropriate.

It was recognised that it was always a challenge to measure progress in the area of personal development as much of the information was soft data and could not be quantified. A significant amount of analysis had been completed with regard to the curriculum, and book scrutinies focused upon talking through the book with the child concerned, which had often facilitated in-depth conversations with the students. These conversations with the students were essential in order for the Academy to provide appropriate support.

A Governor asked whether there would be an opportunity to attend training with staff.

It was confirmed that this was the case. It was agreed that it would be a good idea to include Governors on the mailing list for training sessions, as they were always welcome to attend if they were able to do so.

It was explained that there was now a teaching matrix, which was similar to the teaching and learning matrix for the Academy curriculum, but focused upon enrichment and personal development.

## **8. CPD REPORT**

It was agreed that the CPD report had been covered in item seven, above.

## **9. UPDATE ON LEARNER PROGRESS**

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

## **10. STAFF WELLBEING**

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

## 11. NOMINATED GOVERNOR ROLES

### 11.1 Chairs' Briefing

The Chair was unable to attend the Chairs' Briefing held on 9 May 2022, however the slides had been received and the Chair reported that the following matters had been highlighted:

- Governance Services Update
- Summer Term Meeting Updates:
- Bolton Governance Conference
- The Schools' White Paper
- Pecuniary and Conflicts of Interest
- Self-evaluating the board's effectiveness
- Feedback on Chairs' Briefings

It was agreed that self-evaluating the Board's effectiveness would be considered during the next academic year, following some work which was completed before the Covid-19 pandemic.

### 11.2 Training and Development Lead's Report on Training

Mrs. Leonard reported on the meeting held on 21<sup>st</sup> March, which had covered the role of the Safeguarding Governor and the Board's safeguarding role.

**Action:** Clerk to upload further information to the Governance Gateway after the meeting.

It was explained that the role of Safeguarding Governor was a pivotal role, as it involved checking all aspects of safeguarding across the Academy, including the Single Central Record as well as records of training. Questions about safeguarding which Governors could ask were noted.

It was explained that that Ms. Leonard completed a report for the Trust regarding safeguarding, and included a section on each Academy. It was agreed that Ms. Leonard would extract each Academy's section from her report for Trustees, and would share this with each Local Governing Board. This would ensure that there was a link between the Local Governing Boards and the Trustees.

It was agreed that a checklist for Governor induction was essential, and whilst it was recognised that there was an induction pack available, this needed to be considered again in order to create a checklist. This was an area for development which would be a focus at Trust level.

It was noted that the training offered by Governance Services was highly recommended. It was explained that Governors needed to book training through the Governance Gateway, and that there would never be an issue regarding funding as it was part of the Service Level Agreement (SLA). It was explained that the Academy and the Trust would always

agree to Governor training, and that they would try to support Governors if they wished to undertake training offered through a provider other than Governance Services.

**Action:** It was noted that all Governors needed to undertake the Level One Safeguarding Training and the Prevent Training.

**Action:** The Academy to add Governors to the mailing list for training sessions held at the Academy.

It was noted that Mrs. Finney had undertaken recent Governor training.

#### 11.2.1 Governance Training Programme 2022/23

The Clerk reported that the 2022/23 Governance Training Programme would be available on the Bolton Governance Services website before the end of the current term and that governors would be informed via e-mail when it was available.

#### 11.2.2 Training and Development Governor Briefing Sessions

The Clerk reported that a briefing session was to be held on 20 June 2022. The session had been arranged to consult and share information on the new Governance Training Programme 2022/23 and SLA. In addition, governors would be able to review the new role descriptor for the link governor for Looked After Children.

### 11.3 Partnership Forum

The nominated Partnership Governor had been unable to attend the Partnership Meeting held on 23 May 2022. The Clerk therefore reported that the following information had been presented:

- Safeguarding Updates

Jo Nicholson, Education Safeguarding Officer, Safeguarding in Education Team  
Shona Green, Safeguarding Officer, Bolton Safeguarding Children

- The new SEND Local offer and SEND Updates

- Sue Cornwell, Head of Service for Children with SEND and PEPs  
Alison Hart, Strategy & Partnerships Manager

### 11.4 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.

Mrs. Dewse was not present at the meeting, and was thanked for her report in her absence.

Mrs. Finney explained that during her visit she had learned that an intervention programme continues to be established, with a focus upon engagement, tracking and

improving the effectiveness of the provision. The visit had been a very interesting experience.

**A Governor requested clarification of the term Wave One.**

It was explained that this referred to quality-first teaching with small class sizes and the highest quality provision. Wave two referred to students beyond that point. It was explained that reading ages throughout the school were being tested. This was considered to be a good measure, as some students joined the Academy with very low reading ages. Wave three referred to children with underlying learning difficulties, or children who had not made progress in wave two. It was therefore one-to-one specialist support, and should be addressed in the majority of classrooms with the support available, with some students receiving additional support as their level of learning need was significantly higher.

Miss Sheppard spoke about her visit to the Academy, which had focused upon Careers and life after Youth Challenge. Miss Sheppard had visited the Careers hub, and within Youth Challenge Careers lessons would be introduced for students in years seven, eight and nine. There was a Work Skills qualification for years ten and eleven. There was a need to ensure that the Academy was moving towards the same outcomes, and Careers would be removed from PSHE with lessons led by the Careers Lead. The Careers hub meetings were very positive.

**A Governor requested further information regarding the limited lessons in Science.**

It was recognised that this required further discussion, as it was only taught at Key Stage Three and not at Key Stage Four. Consideration was being given to this at both Trust level and conversations were taking place with the families of the children concerned. It was possible that the Entry Level Science qualification would be introduced in the future, but implementation of this had yet to begin.

**A Governor asked whether the Academy would consider offering the Science BTEC.**

It was confirmed that this provision would be considered, and however the Academy proceeded they would address the gaps left by not delivering Science in other areas. There were links to Hair and Beauty, Construction and Sport all of which were connected to Science. Cultural Capital could also address learning gaps.

The delivery of Careers was very positive, with open days and college visits taking place. It was also noted that in September 2022 the Academy would consider offering the BTEC qualification in Careers, and links would be established with other academies in order to ensure good practice would be shared.

Mr. Hilton explained that he had completed a visit to the Academy with the focus of safeguarding, which was considered in depth with model questions answered and the Single Central Record examined. Governors quality assure safeguarding within the Academy, and a key question to answer would always be "What does the school do to check safeguarding?". Mr. Hilton stated that it had been an interesting afternoon, and an external visitor who had also attended the meeting had commented that the Academy governance was outstanding.

Ms. McBride had met with the Youth Challenge Primary staff with a focus upon wellbeing. Ms. McBride was not present at the meeting, and was thanked for her report in her absence.

Revd. Petch had visited the Academy with a focus on PSHE from the student perspective. It was agreed that this had been discussed earlier in the meeting. During the visit, a discussion took place regarding developing the current work in order to work with other professionals to assess the children.

Mrs. O'Callaghan had also visited the Academy, and her report had been shared in advance of the meeting.

#### 11.5 Governance Services Conference

The Clerk reported that the Governance Services Team was to hold a Bolton Governance Conference on 12 November 2022 at the Mercure Bolton Georgian House Hotel in Blackrod. The conference, entitled, Beyond Barriers – Achieve, Succeed and Belong in Bolton would pick up on a number of the key strands in the recently published White Paper. Keynote speaker for this year would be Hayley Hughes, former senior leader and responsible for mentoring and development with NPQ and ECT teachers. Further information and booking instructions would be released in due course.

### 12. CURRENT FINANCIAL POSITION

Mr. Smith presented his 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 stated that unusually, the Academy was in a deficit position, and this was a consequence of the Covid-19 pandemic when pupil numbers had been reduced and the number of referrals had reduced significantly during the periods of lockdown. The situation was returning to its pre-pandemic position, but this process was continuing during the current term. The largest increase in referrals had taken place earlier in the year. Staff absence had been significant during the year due to Covid-19, and there had been a need to bring in temporary staff. The complexity of the needs of the pupils, especially at Key Stage Three where the ratio of staff needed was higher than that in Key Stage Four, had had an impact upon the financial position. Moving forward, it was explained that the Local Authority had made the decision to increase the number of places commissioned for Youth Challenge Secondary. The Academy was therefore expecting a higher base of pupils, and consideration was being given to increasing the amount which would be charged to the Council. The current year had been very challenging, and this was a one-off position which would not continue. Eight referrals had already been received during the week of the meeting. At this point during the previous academic year, there were less than thirty students left on site after year eleven had left. During the current year, that number would increase to 65. It was noted that many of the new referrals had very complex needs, and this was one of the main reasons for the need to increase the amount charged for Key Stage Three students. The daily rate funding model meant that many referrals were received later in the academic year. It was anticipated that the position would improve during the next academic year.

Ms. Gavin left the meeting at 5:00pm.



**A Governor asked whether there were financial reserves which would cover the shortfall.**

It was explained that for many years, Youth Challenge had created surpluses which had supported other academies in the Trust. This year, other academies had generated a surplus which could support Youth Challenge. This was one of the benefits of the MAT model, as the financial position balanced across the Trust.

It was noted that Lever Park School worked with a model of taking children from neighbouring Local Authorities, and they had students on roll from Wigan and Bury as well as Bolton. This supported Lever Park's financial position.

A Governor asked whether the financial report should refer to September 2021 instead of September 2020.

It was confirmed that this was the case, and it was agreed to amend the report.

**Action:** Mr. Smith to amend the financial report.

**A Governor asked whether the proposal in page three of the report, to increase the number of commissioned places by ten, referred to both Youth Challenge Primary and Youth Challenge Secondary.**

It was confirmed that this only referred to Youth Challenge Secondary.

### **13. ACADEMY LEADS' REPORTS**

Mrs. Buchanan and Mr. Hockenhull presented their termly reports. Governors had been requested to read the report in advance of this meeting, and to bring any questions. The main headlines were reported.

#### Youth Challenge Primary

Mrs. Buchanan's report was accepted and received with thanks. The following points were highlighted for discussion. All other items within the report were noted and no further discussion took place.

The SIP visit had been a very positive experience, and the relationship with the SIP was very strong and positive. The visit had focused upon leadership, and the questioning was very thorough. The Academy was very pleased with the report. It was suggested that Mr. Hilton may wish to attend future meetings, depending upon the visit focus.

A Governor requested further clarification regarding the fact that on page two of the report it stated that 100% of children had achieved at least two behaviour targets.

It was explained that all children had achieved at least two behaviour targets, and some had achieved more than this.

The format and content of the questionnaires which were sent to schools when children returned to their mainstream schools had been considered within the Academy, as some of the information received was not always clear. These questionnaires sought feedback from the schools concerned. An alternative questionnaire was sent which reflected the style Ofsted would use, and all of the feedback received was outstanding. The Academy had been delighted to receive this feedback.

It was explained that Mrs. Buchanan had been contacted by the Local Authority with regard to destination data for children who had left Youth Challenge Primary in 2019. The focus of this

was to learn whether these students had remained in the provision they had joined at that time. It was explained that 80% of these students continued to attend mainstream provision. This had been left out of the Academy Lead's report, as the information had been compiled following completion of the report. Youth Challenge had been very pleased to learn of this success. It was noted that it was difficult to measure this success, as it could not be compared with any other provider as all providers were unique.

Mrs. Rudge was congratulated on passing the NPQML course.

It was noted that this meeting was Mrs. Buchanan's final LGB meeting. She expressed her thanks to the Trust, the Governors and the Academy staff for all of their help, support and hard work.

### Youth Challenge Secondary

Mr. Hockenhull invited Governors to raise questions regarding his report.

#### **A Governor asked whether a small minority of students slewed the date regarding exclusions.**

It was confirmed that this was the case to a certain extent. There was also a need for the Academy to be strong and proactive in areas such as smoking, where consistent sanctions were applied for smoking on site and/or the use of E-cigarettes (ECigs). It was recognised that ECigs were an issue across all schools, and that these were not safe for use by children. Letters had been sent home, phone calls were made, and meetings had been held with parents or carers if students smoked or used an ECig on the Academy site. This has had a positive impact, and there was a need for consistency in enforcement. Smoking and ECigs had therefore had a significant impact in the number of exclusions. In addition to this, some of the children had struggled with returning to a structured school environment, as some of them had not been in a mainstream school for more than year, and therefore found the systems and routines very challenging. Interventions were always put in place following exclusions. There was now a focus upon considering exclusions in a more strategic way, in order to consider how the number of exclusions could be reduced. It was essential that the site was safe, and whilst it was recognised that it was a pleasant environment, in order to maintain it in that way there was a need for certain principles to be non-negotiable rules. Smoking was one such rule. For some children, this was very challenging as they were not used to being in such an environment.

It was explained that the Academy was developing the best possible way to use the external support for secondary. This was highly effective in Youth Challenge Primary, but was not as straightforward at the secondary Academy. The Academy was therefore considering different ways to work with Tony Purcell, who would quality assure the work of Ms. Leonard and Ms. Woosey who would undertake a SIP role for Youth Challenge Secondary. This work was ongoing, and it was recognised that there was need to ensure the proper questions were asked, as well as a need to look at exclusion data more frequently. This would therefore be considered as a standard weekly item. It had been suggested that two exclusions would then lead to a personalised support plan for a student in order to avoid a third or fourth exclusion.

#### **A Governor asked whether Tony Purcell was a Trustee?**

It was explained that he was the external advisor for Youth Challenge Secondary. In the past he had visited all three secondary academies across the Trust, but there had been a lot of duplicated work and this had not been effective.

Work would continue with regard to the Academy's curriculum, as this would be essential for the next Ofsted inspection. A series of questions had been compiled to support the curriculum, and this had been very useful. It was explained that the Trust uploaded data regularly to the Trust data dashboard, and this then triggered lines of enquiry. Both the Trust and the Academy felt very optimistic about this model, and Academy staff had agreed that visits from Trust staff with the focus on the quality of education had been very positive. The relationship between the Academy and the Trust was very strong and supportive. It was explained that there was a need to retain external scrutiny, and work would continue to ensure that this was effective and useful.

Congratulations were offered to Viki Sutton, would take over as Youth Challenge Secondary Academy Lead following Mr. Hockenhull's retirement at the end of the current academic year. It was also noted that a member of the Academy staff had been recognised by the Local Authority as an outstanding safeguarding practitioner.

#### **14. WEBSITE COMPLIANCE**

The Clerk reported that all academies and free schools should check their funding agreement to establish what information they must publish on their website. In addition, there were publishing requirements set out within the Equality Act 2010 and Children and Families Act 2014, with which Academy Trusts must comply.

The accompanying agenda note gives an overview of those requirements and the further information that the Department for Education (DfE) recommends that are published on the website. Many academy trusts are under a duty to publish much of this information, due to clauses within their funding agreements. The information provided related to the DfE guidance of 'What Academies, Free Schools and Colleges should Publish Online', last updated in February 2021.

#### **15 ACADEMY RESTRUCTURE, STAFFING UPDATE AND GOVERNANCE RESTRUCTURE**

It was explained that it was proposed that Youth Challenge Primary would move to the Forwards Centre from September 2022. Park School Teaching Service was currently based at this site, but was currently going through a staffing restructure process, and would relocate to the Wellbeing Centre. This would then create space at the Forwards Centre for Youth Challenge Primary, where there would be more space for the provision needed. Youth Challenge Secondary could then use the Youth Challenge Primary rooms at the current site. It was explained that ten places had been removed from Park School, so the restructure would result in a number of redundancies. Park School would inevitably be a lot smaller as a result of the process, and they currently worked across two sites. They would be able to operate from one building, which was the Wellbeing Centre on Chorley New Road. It therefore made sense for Youth Challenge Primary to move to the Forwards Centre and create capacity for Youth Challenge Secondary. The timeline for this process had been tight as a consequence of the consultation and redundancies at Park School.

A Governor asked whether the Forwards Centre Governors become responsible for the Youth Challenge Primary provision.

It was confirmed that this was the case because the provision would become part of the Forwards Centre and their URN. It was explained that Youth Challenge Primary was a Key Stage part of Youth Challenge as a whole, and would therefore become part of the Forwards Centre rather than being a part of Youth Challenge Secondary. It would therefore become part of another primary provision. The Youth Challenge Primary staff would remain with the provision. If a Governor particularly wanted to work with Youth Challenge Primary, there was no reason why they could not transfer to the Forwards Centre LGB if there were vacancies. Governors stated that they would miss working with Youth Challenge Primary.

**A Governor asked whether Youth Challenge Secondary was financially viable without Youth Challenge Primary.**

It was confirmed that this was the case.

**A Governor asked whether the move needed to go out to consultation.**

It was explained that the Commissioner for Youth Challenge Primary was the Local Authority, and they were supportive of the move.

It was recognised that consideration needed to be given to the way in which the Trust Board communicated with the LGB, as the decisions regarding the move were made at Trust level. The move was for just one Key Stage to move from one building to a different building, and it would be beneficial for the Youth Challenge Primary children to move away from some of the more challenging students at Youth Challenge Secondary, as some of the Youth Challenge Primary children were quite vulnerable. The building was also more appropriate at the Roscow Fold site. However, the secondary staff and the collaborative work which had been done across Youth Challenge would be missed. There was also a need to be mindful of the staff, as the transition could be stressful. There was also a need to ensure that both Academy staff and Local Governors were included when information was shared.

The Chair stated that he believed that the move needed to come to the LGB as a paper rather than as an item of Any Other Business. The LGB had worked hard across both Youth Challenge Primary and Youth Challenge Secondary, and it was felt that it would have been appropriate to ensure that they had been informed of this decision. It was felt that it was important that the Trust Board recognised the strength of feeling regarding this issue. primary and secondary, and to not inform them isn't right.

It was explained that work continued regarding the move, as some aspects were bound by finances, and the timeframes were very tight. The CEO had met with staff regularly, and a building plan is in place. It was intended that workload would not increase as a consequence of the move. It was planned that Chris Fielding, the Academy Lead at the Forwards Centre, would visit Youth Challenge Primary during the next week. He has also offered the opportunity for Youth Challenge Primary staff to visit the Forwards Centre. Support was being given with regard to the practicalities of moving items such as furniture. The Trust was working hard to be supporting with moving furniture etc. The Trust was trying to be available as much as possible for staff to approach them with any concerns.

## **16. GOVERNANCE SERVICES UPDATE**

The Clerk reported that in order to address vacancies within the team a number of recruitment rounds had been held successfully and two new Governance Support Officers and two Minute Clerks had been appointed. Schools were to welcome Amy Appleyard as our new Governance Support Officer from April and Rachel Worthington who would join from September.

The Training and Development service continued to operate with a blended approach as per the planned programme. Bespoke Development Sessions and External Reviews of Governance for boards continued to be delivered.

The Governance Services Team could also support with the recruitment of Local Authority Governors for maintained schools and assist for co-opted governors, or, trustees and local governors for academy trusts. An online application was available on the Governance Services Website in order that schools could signpost potential candidates to the site for further information about the role and to complete the online form.

In addition there were three external organisations that worked with Local Authorities or directly with individual schools and academy trusts to help find and place those interested in serving as a governor or trustee, these were Inspiring Governance, Governors for Schools and Academy Ambassadors.

When recruiting any Board should begin by establishing what skills or experience they may require by reference to a skills audit which it is good practice to undertake on an annual basis. Governance Services could assist in undertaking and reviewing a skills audit for your board through the Development service.

## **17. SCHOOLS WHITE PAPER**

Bolton Governance Services as a corporate partner of the National Governors Association had enclosed with documents for this meeting a summary report provided by the NGA. The recently published schools white paper entitled "Opportunity for all: Strong schools with great teachers for your child" set out the government's vision for the future of education, and included;

- A range of programmes for teacher development and recruitment
- Additional support for schools to secure the fundamentals of behaviour, attendance and wellbeing for all
- Various interventions to target support to those who need it most
- Introducing a fully trust-led system with a singular regulatory body

This comprehensive document summarised what can be expected in education for the future.

The Department for Education (DfE) would be consulting from a range of views on different proposals outlined in the paper. Boards and school leaders may wish to share their views and contribute to upcoming consultations as detailed on the accompanying agenda note.

## **18. POLICY REVIEWS AND APPROVAL**

The following policies were presented for Governor approval:

RSE Policy  
SEND Policy

It was explained that the SEND Policy reflected many aspects of the current Education Green Paper, which was still under consultation. It was agreed that it was a dynamic and forward-thinking policy.

**Agreed:** To approve the RSE Policy and the SEND Policy.

## **19. PROPOSED DATES OF NEXT MEETINGS**

### **19.1 Local Governing Board Meeting**

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

Autumn Term: Wednesday 12 October 2022 at 4.00 pm  
Spring Term: Thursday 2 February 2023 at 4:00pm  
Summer Term: Thursday 8 June 2023 at 4:00pm

It was noted that it was intended that meetings would return to being held in person, although the option to run meetings in a hybrid way (a mixture of face-to-face and online presence) would be retained if this helped to support Governor attendance.

## **20. CONSENT TO ABSENCE**

**Agreed:** To consent to the absence from this meeting of Mrs. C. Dewse, Ms. V. McBride and Mr. P. Hodgkinson.

## **21. ANY OTHER BUSINESS**

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

Governors expressed their thanks to Mrs. Buchanan and Mr. Hockenhull for their hard work throughout the time they had worked at Youth Challenge, and wished them well upon their retirements.

Ms. Leonard thanked all the Governors for their work and commitment throughout the current academic year.

## **22. 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 5:55pm

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

Date: \_\_\_\_\_