

**THE GOVERNING BODY OF SCISSETT MIDDLE SCHOOL**

Minutes of the meeting of the Local Governing Body of Scissett Middle School held at 7.30pm at the School on Thursday, 6 December 2018.

PRESENT

Miss R Potter (Chair), Dr S Brown, Mrs N Greenough (Head Teacher), Mr M Inch, Mr I Jackson, Mrs S Lord, Mr J Terry, Mrs S Farmer, Mrs W Kachmarski.

In attendance

Miss Heather Grange (Minute Clerk)

Minute	Action
<p><b>2655. APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST</b></p> <p>(a) <u>Representation</u></p> <p>The Chair welcomed new governor Wendy Kachmarski, who is a teacher of Early Years at Berry Brow School. The Chair reported that following Mr Matthew Armitage’s resignation this has created another parent governor vacancy and after checking with the Governor Clerking Service they have confirmed that Lorraine Simpson - an experienced Chair and governor - who was a candidate during the recent parent governor election, can be appointed to this parent governor vacancy.</p> <p>The Chair noted that there is also one co-opted governor vacancy and ideally this will be filled by a person with experience in finance or secondary education, the Chair and Head Teacher agreed to discuss the matter further after the governing body meeting.</p> <p>(b) <u>Apologies for Absence, Consent and Declarations of Interest</u></p> <p>There were no apologies for absence.</p> <p>There were no declarations of interest.</p>	

2656.	<p><b>NOTIFICATION OF ITEMS TO BE BROUGHT UP UNDER ANY OTHER BUSINESS</b></p> <p>(a) <u>Staff Survey</u></p> <p>The staff survey was raised as an item of Any Other Business and governors agreed to discuss the matter at this point in the meeting. The results from the staff survey had been circulated to governors by the Head Teacher and governors confirmed they'd received this, along with copies of the spotlights. The Chair suggested that the staff survey is listed as an agenda item for the next governing body meeting, once governors had had ample time to look at the information. Governors noted their disappointment at the low response rate from staff, compared with the number of responses to the last survey and governors questioned whether it was because it wasn't publicised as well as it had been the previous year when governors were in school for the launch.</p> <p><b>ACTION:</b> That Staff Survey is listed as an agenda item for the next governing body meeting.</p>	Agenda item						
2657.	<p><b>REPRESENTATION</b></p> <p>Some matters of representation had been reported earlier in the meeting (minute 2655 a refers) and further matters of representation were noted as follows:</p> <p>(a) <u>End of Term of Office</u></p> <table data-bbox="277 895 1104 1002"> <thead> <tr> <th><u>Name</u></th> <th><u>Category</u></th> <th><u>With Effect from</u></th> </tr> </thead> <tbody> <tr> <td>Dr S E Brown</td> <td>LA</td> <td>7 December 2018</td> </tr> </tbody> </table> <p>Governors agreed that Dr Brown had been re-elected at the governing body meeting held in September 2018 but voted to re-elect Dr Brown again in case this had not been recorded in the minutes of the meeting.</p> <p><b>RESOLVED:</b> Further to a nomination by Mrs Lord, seconded by Mr Jackson that Dr Brown is re-elected as a Local Authority Governor.</p> <p>(b) <u>Resignation</u></p>	<u>Name</u>	<u>Category</u>	<u>With Effect from</u>	Dr S E Brown	LA	7 December 2018	
<u>Name</u>	<u>Category</u>	<u>With Effect from</u>						
Dr S E Brown	LA	7 December 2018						

	<u>Name</u>	<u>Category</u>	<u>With Effect from</u>	
	Mr M Armitage	Parent	12 December 2018	
<b>2658.</b>	<b>MINUTES OF THE MEETING HELD ON 23 OCTOBER 2018</b>			
	<b>RESOLVED:</b> That the minutes of the meeting held on 23 October 2018 are agreed and signed by the Chair as a true record.			
<b>2659.</b>	<b>MATTERS ARISING</b>			
	(a) <u>Policies for Review (Minute 2644 c refers)</u>			
	Dr Brown informed governors that she had not received the Safeguarding Policy before the meeting of 23 October 2018 so it had not been ratified as stated. Dr Brown advised that she had now read the policy which, once the review date had been updated, she could recommend for ratification. The Head Teacher confirmed the date on the policy would be amended.			
	<b>ACTION:</b> That the Head Teacher updates the Safeguarding Policy with the date it was last reviewed, subject to this, the Safeguarding Policy is recorded as ratified.			<b>Head Teacher</b>
	(b) <u>Governor Postcards for Special Achievements (minute 2639 b refers)</u>			
	Mrs Lord advised that she has not provided governors with different postcard samples as other means of communication were being considered.			
	(c) <u>Funding for Teachers (minute 2639 f refers)</u>			
	<b>Q. Has the details of the new grant for teachers come through yet, has the amount the school will receive been clarified?</b>			
	A. £23.1K for the year.			
	(d) <u>Off site and Residential Visits Policy (minute 2644 e refers)</u>			
	The Head Teacher advised that the draft policy was going to be looked at again following some amendments.			<b>Mr Inch</b>

**ACTION:** That Mr Inch will review the Policy prior to the next governing body meeting and that 'Off-site and Residential Visits Policy' is listed as an agenda item for the next governing body meeting.

(e) Draft Emergency Plan (minute 2644 f refers)

The Draft Emergency Plan had been circulated to governors prior to the meeting and governors noted that there were some final details still required to complete it.

**ACTION:** That the School updates the plan and sends this to Governors for reviewing prior to the next governing body meeting and that 'Draft Emergency Plan' is listed as an agenda item for the next governing body meeting.

(f) Committee Structure (minute 2645 refers)

**Q. Sue (Farmer) did you send your brief description of staff subject presentations through to Ann Large?**

A. No I didn't have time.

**ACTION:** That Mrs Farmer sends the information through to Ann.

**Q. Have you all got your lanyards?**

A. No I need to come in. (Sue Farmer and Wendy Kachmarski)

The Chair asked governors whether they had logged onto the online training for governors available through the Kirklees GLAD package, Dr Brown said that she had. The Chair advised governors if they hadn't logged into the online training system, to do so <https://www.businesssolutions-kirklees.co.uk/glad>.

(g) Governor Support and Challenge Files (minute 2652 refers)

**RESOLVED:** The support and challenge files had been brought to today's meeting.

(h) Academy Trust CEO

This was an Any Other Business item and governors agreed to discuss the matter at this point in the meeting.

**Head Teacher  
Agenda Item**

**Mrs Farmer**

The Head Teacher and Chair reported that Deborah Knowles the current CEO of the Academy Trust has decided not to continue in her CEO role and will return to her previous role at Shelley First School. Mrs Greenough applied for the role and has been successful, subject to governor approval. Details of the role were explained to governors; Mrs Greenough would work 2.5 days per week as Head Teacher at Scissett Middle School and the remainder of the week would be Mast CEO work. Mrs Greenough explained the advantages to her being in a position to move the trust and the school forward in terms of policy, systems, leadership and succession planning and getting these well established. In order to ensure continued leadership capacity in school the Head Teacher proposed appointing a Head of School for Scissett Middle School. The Head Teacher advised that she had conversations with appropriate senior leadership team members about the Head of School role but they were not interested in the opportunity, with the exception of Mrs Large, who is very interested in taking the role on. The Head Teacher has checked with Legal Services and they confirmed it would not be necessary to advertise however, Mrs Large will be interviewed by governors to ensure her suitability for the role. The Head Teacher reiterated that she is still the Head Teacher of Scissett Middle School but feels it would be sensible to have a leader in school and that Mrs Large should have the freedom to implement her own decisions and new ideas.

The Head Teacher noted that Mrs Large would need to be released from some of her current duties to be able to take on strategic responsibilities and Mrs Large has recently completed and passed her NPQH so is read for headship.

**Q. Would the CEO role be permanent?**

**A.** A two year contract.

**Q. So the Head of School would also be a two year secondment?**

**A.** Yes.

Mrs Lord noted her agreement with the Head Teacher in relation to potential benefits for the school and the Trust. Governors agreed that Scissett Middle School has a strong leadership team and that the Trust needs to begin having more of an impact.

**Q. When does this come into effect from?**

**A.** January.

Governors congratulated Mrs Greenough and voiced their full support for her in pursuing the CEO role.

**RESOLVED:** That governors agree to Mrs Greenough being appointed as CEO of the Trust.



2660.	<p><b>REPORTS FROM COMMITTEES</b></p> <p>(a) <u>Head Teacher Appraisal</u></p> <p>The Head Teacher Appraisal has been carried out and the Head Teacher met all her objectives. The Head Teacher Appraisal Committee have been sent the minutes from the appraisal meeting and two objectives have been set by governors and one further objective will be set by the MAST. The objectives set by governors were; achieving a smooth transition with the school leadership and reading for KS2. The Chair noted that for next year – in light of changes to Mrs Greenough’s leadership role within the MAST – the appraisal undertaken by governors will only look at school performance and the MAST will appraise the remainder of Mrs Greenough’s areas of responsibility.</p>	
2661.	<p><b>FINANCIAL MANAGEMENT AND MONITORING</b></p> <p>A verbal summary was provided about the items discussed in the Finance and General Purposes Committee meeting which preceded the governing body meeting, the following points were noted:</p> <ul style="list-style-type: none"> <li>• Outturn position for last year following a recent audit; surplus of £84.5K, £2K more than this was expected but not achieved due to some year-end adjustments that were required.</li> </ul> <p><b>Q. Wasn’t there £2K coming back from the fencing?</b> A. Yes this was accounted for.</p> <ul style="list-style-type: none"> <li>• The 2018-19 budget for the first 2 months of the year was considered and there was no areas of undue concern. The budget showed a final deficit of £25K which has now increased to £47K but this does not take into account expected payments from the MAST which should bring the budget more in-line with the original predicted deficit of £25K and some in-year savings may reduce this further before the year end.</li> <li>• Budgets beyond this financial year are varied and do not take into account pupil variance (PAN vs actual pupil numbers) and potential teachers’ grants.</li> </ul>	
2662.	<b>SAFEGUARDING</b>	

	<p>Dr Brown provided an update following her recent Safeguarding visit to school in October, the following points were noted:</p> <ul style="list-style-type: none"> <li>• Safeguarding cases have increased over the current half term and the school has; 2 pupils on Child Protection, 2 pupils on Child In Need, 2 pupils with Team Around the Family. There are 4 Looked after Children in School and a fifth application received by the Local Authority.</li> <li>• All teaching support and admin staff have received up to date safeguarding guidance, all staff training is in place as is safeguarding files including documents and training notes.</li> <li>• Adam Lawlor will be joining the school staff this month as an Advanced Behaviour Support Worker, Adam is currently a Social Worker in the Looked after Children Team at Kirklees Council.</li> </ul> <p><b>Q. Is Adam going to be training as a teacher?</b> A. Yes in the longer term.</p>	
2663.	<p><b>HEALTH AND SAFETY</b></p> <p>Mr Jackson apologised for not having been into school recently.</p> <p><b>ACTION:</b> That Mr Jackson speaks to the Head Teacher next Wednesday with a view to arranging to visit the following week.</p> <p>The Head Teacher noted that she still has concerns about the number of accidents at social times and the key factor is considered to be the lack of space for the children. The Head Teacher is working with the Local Authority to look at creating additional playground space and a sports hall, if Local Authority funding for this is not available then the school's surplus funds may need to be used to provide an extra playground at the rear and to change the Multi-Games Area to an all-weather pitch surface. The Chair added that it should be known by Easter whether the bid funding has been successful. The Head Teacher noted that she was reluctant to stop children playing games and therefore staffing has been increased at lunchtimes as well as separating areas of the tennis court as means of prevention. Mr Terry explained how he assists with taking some pupils to play more productive games, such as basketball, at lunchtimes.</p> <p>Governors discussed how potential parking adjustments may create more space and the Head Teacher informed governors of the intention to build a new visitors car pack outside the entrance to the school gates due to parking congestion within the school grounds and inappropriate parking in some areas.</p>	Mr Jackson
2664.	<b>POLICIES FOR REVIEW</b>	

	<p>The Trips and Residential Visits Policy had been discussed earlier in the meeting (minute 2659 d refers)</p> <p>Dr Brown confirmed she had received and read both the Looked after Children and SEND Policies and recommended both policies for ratification. The school needs a separate policy for Child Protection and this will be circulated to Sheila and brought to the next meeting.</p> <p><b>ACTION:</b> That the Looked after Children and SEND policies are ratified.</p>	<p><b>Head Teacher</b></p>
<p><b>2665.</b></p>	<p><b>GDPR</b></p> <p>The Chair noted that a Data Retention (Draft) Policy is on the school website and this states how long a school should retain data i.e. safeguarding information about a pupil is 25 years from the child's date of birth. The Chair advised that she had read the draft policy and that the school's Data Protection Officer, Jason Field is going to produce a report about data protection as well as providing training for staff.</p>	<p><b>Head ( for JF to action)</b></p>
<p><b>2666.</b></p>	<p><b>HEAD TEACHER'S REPORT</b></p> <p>The Head Teacher's report had been circulated prior to the meeting, the Head Teacher invited questions and noted items from the report as follows:</p> <ul style="list-style-type: none"> <li>• A member of staff who was subject to absence management has now resigned. Another staff member is due back in December.</li> <li>• Standards – term 1a Progress Data has been shared with governors.</li> </ul> <p><b>Q. Do you have any SPAG data?</b></p> <p>A. No but by the new academic year we can give you grammar, spelling and punctuation. It's because they don't teach as much (SPAG) in years 4 and 5.</p> <p><b>Q. You are doing enhanced reading exercises, what timescale do you think it is likely to be before you see results from this?</b></p> <p>A. The next round of assessments. We've introduced; guided reading, Sarah Hull is going to other schools, we're involved in a government funded project for fresh start, another programme Lexonic about comprehension, Huddersfield town football club have come in and done a reading scheme working with groups of reluctant readers in year 6. In year 8 we have issues with some of our boys, the engage group reads with them twice per week.</p>	

**Q. IA results seem low, there's a lot of Yellow and Orange areas - you say there is plenty of time, do we have evidence to reassure us of this, where the children are going to be based on where they are currently?**

A. Last year we used teacher predictions and this wasn't accurate, this is very crude and we know our pupils make 3-5 point scale progress in a term so they will make that progress.

**Q. Does this 3-5 move them more towards Green or Blue then?**

A. These are very crude attainment targets; our challenge is progress targets but we know ours are very challenging, the KS1 data is not our data so is a bigger challenge. In year 6 you can have an expected target of 109 or 100 – we need to get them as close to their targets as possible because we want them to do as well as they can.

**Q. Maths results are only 10% on track and none are exceeding. We have the maths mastery project, would we have expected better results because of this?**

A. An initial evaluation has been undertaken of those that took part and those that withdrew, in our half they are making around 3-5 points difference and making quicker progress. I will share this at the next pyramids Head meeting.

The Chair noted that pupils' entry to exit progress is always excellent.

The Head Teacher noted that; year 8 data is now available, the data for year 7 has just been collected and spotlights have been sent out for core areas of focus.

**Q. Have you sent spotlights for science?**

A. I haven't met with Simon yet, I can send you outcomes and teaching and learning but not leadership as we've not done this yet.

**Q. The PAN is changing from year to year why is this?**

A. When we changed our PAN officially in September 2018, it takes 18 months to come into effect so we did a temporary uplift for 205, the original PAN was 189. We also did a temporary uplift in 2017 and the new PAN is 195. We are awaiting a 2018 Pupil Planning publication which the Local Authority have used which is based on NHS data (births) rather than the number of houses in the area (existing and planned) so they have predicted a decline in numbers.

Governors discussed the impact of housing developments and appeals being upheld without consideration of school capacity and the high numbers of accidents in school.

**Head**

	<p><b>Q. Attendance has improved, do we do any follow up on disadvantaged pupils?</b></p> <p>A. Persistent absentees that are disadvantaged yes, Justin does a lot of work with them and one of our HLTA's does mentoring groups and works with them individually.</p> <p><b>DELETED – Minute 2674 refers</b></p> <p>The Head Teacher reported that there had been as many racist and homophobic incidents in the last term as there had been throughout the whole of last year and governors noted these were still low. The Head Teacher explained some are due to inappropriate language but two were directly racist comments which were ill-informed so the school will be delivering three assemblies over the next 6 weeks, covering content about; tolerance, families, diversity, rap language, racism and the holocaust. Tolerance sessions will also take place and a school charter developed about tolerance and respect.</p> <p>A discussion followed about the school becoming more diverse in terms of childrens' ethnicity and family dynamic and how such children may find it challenging to settle into the school. Governors also discussed the school partnering up with other schools who have a larger representation of ethnic minority pupils and the impact of children being increasingly exposed to things through media and social media. The Head Teacher invited governors to the tolerance session on 12 February 2019.</p> <p><b>Q. Have the iMacs been replaced?</b></p> <p>A. There was a shortfall in insurance of £500. The school will hold a raffle as some very nice things were donated but Kirklees can't issue the licence before Christmas, so there is going to be a the mini raffle at the Christmas concert then a big raffle in January. People have been very generous and we've had lots of support especially on social media.</p> <p><b>Q. If you do get anything that is of interest i.e. memorabilia it may be worth doing this as a separate raffle.</b></p> <p>A. Yes. Somebody is approaching the actress Jodie Whittaker who came to this school.</p> <p>Thanks were given to the Head Teacher for her report.</p>	
2667.	<p><b>SSIF</b></p> <p>It was reported that the school will be receiving £9K plus additional funding of material costs to cover the intervention programme which is already being delivered.</p>	

2668.	<p><b>COMMUNICATIONS</b></p> <p>Mr Inch reported that he had met with the Chair and Mrs Lord to discuss approaches to communication, notes were circulated to other governors from this. Mr Inch noted the key aspects of developing a communication strategy and welcomed governors' thoughts about these. Mr Inch noted that a further meeting has been arranged early in the new year and the Chair said there had been lots of good-will from parents since a burglary in school so it is a good time to engage with parents and gauge their ideas. Governors agreed that they would like a parent group to be a true representation of parents across school and how parents that would be useful to have in the group could be recruited. The Chair emphasised that any working parties/groups should not be relying on staff to facilitate them.</p> <p><b>RESOLVED:</b> Governors agreed to progress the 'Friends Of' group and give further consideration to the focus group.</p>	
2669.	<p><b>GOVERNOR TRAINING AND GOVERNOR VISITS</b></p> <p>(a) <u>Safeguarding – Dr Brown</u></p> <p>Dr Brown provided an update on her recent Safeguarding visit, the following points were noted:</p> <ul style="list-style-type: none"> <li>• As of 25 Oct there were; 2 Children in Need, 1 child due to move onto a Child Protection plan and 2 children with Team around the Family support.</li> <li>• There has been a busier start to the term in relation to safeguarding but all the children are coping ok in school.</li> <li>• Dr Brown and Mrs Senior discussed the development of the Safeguarding Team.</li> <li>• Mrs Page and Mrs Smith are going to be trained as safeguarding officers to increase capacity as Karen Lane is not always being available to respond/deal with safeguarding concerns.</li> <li>• All staff training is up to date but governor safeguarding training is not.</li> <li>• The CPOMMS system was initially used this year but a decision was quickly made to change to the more generally compatible Class Chart which will be fully launched after Christmas.</li> <li>• Mrs Senior told Dr Brown that despite reservations teaching may have suffered following the safeguarding responsibilities she now has, being allowed to complete her admin work at home has been beneficial as well as not teaching science this year.</li> <li>• LAC children has increased from 1 to 3. The Head Teacher noted there are two more LAC pupils since Dr Brown's visit.</li> </ul>	

- There are 64 pupils on the SEND register and two fast-track groups are needed this year as opposed to 1.

**Q. Are the fast-track group B on a timetable all day?**

**A.** When they first started they were together all day in the groups and were phased into class. Two of the pupils are autistic, and our autism specialist Bernie teaches the children in the afternoon for their lessons with the exception of French.

- Dr Brown and Mrs Senior discussed the different groups that run as interventions for children.
- A male behaviour support worker is joining later in the year.
- Dr Brown asked Mrs Senior about the transition arrangements for SEND pupils and was informed that the pupils have additional visits, as do disadvantaged pupils for the purpose have their support better-organised when they start.
- Mrs Senior has completed her SENCO award training, Mrs Hodgson is completing an autism course, Mrs Page has completed youth mental health first aid training and SEND training is built into the Continued Professional Development calendar.

The Chair suggested that Dr Brown circulates her visit report to governors prior to the meeting in future to offer governors the opportunity to consider this and pose questions.

(b) Other Visits

Further visits were reported as follows:

Dr Brown attended the Harry Potter school trip.  
Mrs Farmer is visiting 7 December for careers.  
Mrs Kachmarski visited school today and found this very informative.

Dr Brown left the meeting at this point.

**ACTION:** That the School circulates safeguarding training details to governors.

The Chair asked governors to arrange visits to school for their key responsibility areas.

**ACTION:** That governors arrange visits to school.

**School (Sally)**

**Governors (all)**

2670.	<p><b>SCHOOL SITE DEVELOPMENT</b></p> <p>The Head Teacher noted that parking arrangements and expansion of the school site is being considered.</p>	
2671.	<p><b>USE OF ISOLATION IN SCHOOL</b></p> <p>Q&amp;A's which had been asked prior to the meeting were circulated and the Chair requested these were included in the minutes of the meeting. Questions and answers were as follows:</p> <p><b>Q1. How frequently is isolation used?</b>  A1. Isolation is used on an almost daily basis. During the first half term there were 76 separate isolations but these were for 26 different pupils. The highest number of isolations was given to a year 7 boy (11 isolations/PP child) followed by three year 6 pupils (8, 9 and 6 isolations). Two of the year 6 pupils have EHCP's and the third is a Pupil Premium child. The EHCP pupils are 'managed' much of the time in isolation however, with the appointment of the new behaviour support worker this problem should be alleviated.</p> <p><b>Q2. How long are children kept in isolation (longest and average over last 12 months)?</b>  A2. The longest period of time pupils are kept in isolation is one day. This would be for a serious incident such as a fight or any other deliberate physical act. Pupils may be removed from lessons for being too disruptive but this would be after following the regular procedures i.e. P1, P2 etc. until a P4 is reached – this would warrant a half day isolation. On rare occasions pupils may have been isolated for more than one day but this would be for a serious transgression for example smoking in the toilet. A more common isolation for minor incidents would be for a lunchtime or break as it is more effective to remove pupils from social situations rather than from lessons.</p> <p><b>Q3. Are there frequent flyers – would another approach be better?</b>  A3. As identified above, there are repeat offenders. These are the pupils who will be tracked over subsequent weeks. These are also the pupils who will be offered a separate curriculum if deemed necessary and will be offered alternative provision during social times.</p> <p><b>Q4. Are year 6 children every isolated (is the use of isolation for primary aged pupils normal)?</b>  A4. Schools Week sent a FOI request to the 90 largest academy trusts asking if they use isolation rooms, 71 responded of which 48 (68 percent) confirmed at least some of their schools used the rooms. Sean Powers, interim executive principal of St Barnabus Trust said pupils from year 1 upwards can be placed in</p>	

what they call 'reflection spaces'. The spaces are only accessed when really needed with a record kept of the removal and parents informed. Ark states it provides a separate space for pupils who 'find it difficult to manage their behaviour in the classroom'. Primary pupils are removed for a maximum of half a day and secondary pupils for up to a week. The Trust said pupils engage in reflective and restorative activities. REAch2 Academy Trust which has 60 primary schools, said it does not use isolations spaces but pupils may be removed from lessons to complete their work separately. Pupils in primary are often isolated but not in a designated isolation room. Our first schools report that pupils are isolated within Head Teacher's/Deputies offices, within a room supervised by another adult or – particularly if the pupil is SEN – they may be withdrawn from the class and worked with on a one to one basis alongside an ETA. In SMS, pupils from year 6 may be placed in isolation however, staff may make alternative provision based upon the individual needs of the pupil.

**Q5. What alternatives to isolation have the school considered?**

A5. We have put reward systems in place where pupils who are frequently isolated have been given the option to work on an alternative curriculum. We have a number of social inclusion rooms and activities at break and lunchtimes. Room 19 and the art room are used, Stephen Halksworth has a daily film club at lunchtime. We also take a large group of boys into the gym at lunchtime to play basketball with the proviso that they behave appropriately and have not been isolated.

**Q6. Is there a prescribed list of things that would result in isolation being invoked and how much is it publicised i.e. the children and parents made aware?**

A6. The school uses a system called 'The Graduated Response' this is shared with the pupils through assemblies and their class teachers and is on the website.

**Q7. Does isolation go on a child's personal record? So that it has to be disclosed when they move up to Shelley College or elsewhere?**

A7. The termly reward system also acts as a deterrent. If pupils gain too many behaviour points this can jeopardise their involvement in the end of term reward (visit to Cineworld). Pupils are also offered a 'golden ticket' where they may have their behaviour points reset in order to aim for inclusion on the rewards trip some pupils (especially SEN children) may also have a second golden ticket offered. Isolation is logged through 'Class Charts' which appears on a pupil's profile, this can be accessed by parents. This information does not transfer to Shelley College.

Mr Terry circulated information about the graduated response and the following further questions/points were noted and explained:

	<p><b>Q. Why does it seem to be year 7 boys?</b> A. It is one particular boy in year 7.</p> <p>The Head Teacher explained that the high number of isolations in the earlier years follows the school pattern historically in that it takes time to communicate expectations to pupils despite providing support, but because isolation decreases over time this shows pupils begin to learn school expectations. It was noted that the year 8 cohort have the lowest number of isolations despite the graduated response being newly introduced when they were in year 6. Mr Terry and the Head Teacher explained how the inclusion room, basketball group, art room, engage group and film club are also used as interventions. Thanks to Jason.</p> <p><b>Q. How do we compare with other schools?</b> A. It's difficult to compare; some schools use isolation, some don't, some use it for different reasons but you can look at exclusion rates and ours are incredibly low, it's about preventing issues early in our school.</p> <p><b>Q. Can we compare with Kirkburton?</b> A. They have a different system. Jason works really closely with Shelley college so if things aren't working then pupils will spend time there, their new pastoral leader is very approachable.</p> <p><b>Q. What do pupils do when they are there?</b> A. We send them with work – we'd prefer this than a fixed term exclusion where they are at home not being productive. Sometimes an ETA will go with them.</p>	
2672.	<p><b>ANY OTHER BUSINESS</b></p> <p>The Chair circulated Governor Support and Challenge files to governors and explained the purpose of these and the information that had been included in the files for governors to utilise. The Chair emphasised that it is governors' own responsibility to keep their files updated.</p> <p><b>Q. Are there any general timescales for us as governors to be keeping things for our information?</b> A. 3 or 4 years' worth of information to refer to. The school retains copies indefinitely.</p>	
2673.	<p><b>DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS</b></p> <p><b>RESOLVED:</b> That the next meeting of the Local Governing Body will take place at 6:30pm on Tuesday 5 February 2019, and there will be no Finance Committee meeting preceding the meeting.</p>	

2674.	<b>AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY</b>  <b>RESOLVED:</b> That the fourteenth paragraph of Minute 2666 be excluded from the copy to be made available at the School, in accordance with the Freedom of Information Act.	
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The Chair closed the meeting at 21:40.