



**MINUTES
OF THE WHEELOCK LOCAL ADVISORY BOARD MEETING
Held in School**

Date	Thursday 16th March 2023 at 5pm		
Venue	Wheelock Primary School		
Present LAB members:	Sally Whitehead (SW)	Principal	Terms of office:
	Rachel Cornes (RC)	Staff Member	25/01/2022 – 25/01/2026
	Margaret Frost (MF)	Parent Member	16/03/2023 – 16/03/2026
	Kim French (KF)	Staff Member	01/09/2022 – 31/08/2026
	Paul Phipps (PP)	Community Member	01/09/2022 – 01/09/2026
	Mark Stowe (MS)	Chair, Parent Member	25/01/2022 – 25/01/2026
	Kate Windle	Community Member	17/10/2022 – 17/10/2026
Apologies:	Janet Diamond (JD)	Community Member	24/11/2022 – 23/11/2025
	Hayley Bereton (HB)	Parent Member	25/01/2022 – 25/01/2026
In attendance:	Laura Adams (LA)	Clerk	

For all sets of minutes and backing papers it is taken that all will have been pre-read and coverage will therefore be limited to: • accuracy • action points • challenge

Documents Circulated/Tabled for Meeting:

The supporting documents referenced were shared to Basecamp prior to the meeting.

The use of a Dictaphone was approved by LAB members prior to the meeting.

Meeting note: The meeting commenced at 5.06pm

AGENDA ITEM 1	WELCOME AND APOLOGIES
Discussion	<p>MS welcomed everyone to the meeting and introduced MF as a new parent LAB member who had been appointed by the Trust. Everyone introduced themselves and welcomed MF to the LAB.</p> <p>Members were reminded that records of member attendance are required to be published to the school website.</p> <p>Apologies were received and accepted from JD and HB.</p> <p>The meeting was confirmed quorate.</p>

AGENDA ITEM 2	MEMBERSHIP
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Discussion	<p>a. Annual declarations/Declarations of interest</p> <p>Outstanding declaration forms had been added to Base Camp, MFs now need to be added as a new LAB member.</p> <p>GIAS</p> <p>Getting Information About Schools (GIAS) needs to be updated to include the appointment of MF.</p> <p>DBS</p> <p>DBS Checks for LAB members are up to date.</p> <p>LAB vacancies</p> <p>SW informed LAB members of the official confirmation on the appointment of MF as a LAB member from the Trust. Other interest for potential new LAB members has also been gained should a position become available.</p>		
Actions	MF to complete the annual declaration forms – LA to liaise. LA to notify Eve of an update to GIAS in relation to MFs appointment.	LA/MF LA	After the meeting. After the meeting.

AGENDA ITEM 3	PREVIOUS MEETING		
Supporting document	'16.1.23 Wheelock Minutes Part 1 Spring 1'		
Discussion	<p>a. Minutes of the previous meeting 16.1.23</p> <p>Members reviewed the minutes of the meeting dated 16.1.23 and agreed they were a true and accurate record with exception of a date change within the part two minutes which LA agreed to update and republish to Base Camp after the meeting.</p> <p>b. Actions/Matters arising from the previous meeting</p> <p>Members reviewed and RAG rated the actions from the last meeting.</p>		

Agenda Item, pg.	What	Who	When	RAG
1, pg. 2	Update website LAB attendance for MSn.	RC	After the meeting.	Complete
1, pg. 2	Recruit a Vice Chair for the LAB.	All	After the meeting.	Complete – PP appointed in agenda item 11.
2, pg. 2	Scan and upload remaining declarations to Base Camp.	LA	After the meeting.	Complete
2, pg. 2	MS and SW to meet to review Parent LAB vacancies after the 27 th of January to complete form.	SW/M S	After the meeting	Complete
2, pg. 2	DBS check for KW.	RC/S W	After the meeting	Carry forward
4, pg.3	Update the SoD and ToR on Base Camp when changes come into effect.	SW	Following any	Carry forward



			update.	
4, pg.3	Send the Trust level template for members to use on their visits.	SW	After the meeting.	Carry forward – SW to send as they are needed.
4, pg.4	Send out a staff and pupil questionnaire next half term and report the data back to LAB members.	SW	Next meeting.	Carry forward
4, pg.4	Discuss the breakdown of trip information to be presented to the LAB at future meetings.	SW/M S	Next meeting.	Complete – Agenda Item 5
5, pg.6	Seek clarification on the GLD Insight data.	KF/SW	Next meeting.	Complete
7, pg.7	Safeguarding audit meeting for SW and JD.	SW/JD	After the meeting.	Complete
7, pg.7	Send the dates for Basic Awareness training for JD.	RC/S W	After the meeting.	Complete
8, pg.7	Arrange a date for Health and Safety visits.	MS/S W	After the meeting.	Carry forward
10, pg.9	To investigate the appropriate use of technology coverage within PSHE and feedback to the LAB.	SW	After the meeting.	Carry forward (See discussion below)
11, pg.9	Ensure LAB monitoring visits are arranged.	All	By the next meeting.	Carry forward (SW to look at the whole curriculum, key visits have been completed)
12, pg.10	Include a reminder to parents to book on the after-school club in advance if they need to use it.	SW	After the meeting.	Complete

<p>Discussion</p>	<p>Question: LAB members asked for feedback on the above action, ‘To investigate the appropriate use of technology coverage within PSHE’ as highlighted at the last LAB meeting.</p> <p>SW responded that since the last meeting, reports of online bullying have increased. A working party has been set up to define what online bullying is. School assemblies and class lessons are used to target issues around online bullying using accredited sites. SW assured LAB members that this was a national picture, and for schools within Cheshire East. It is being addressed as a Trust wide issue. KW confirmed that similar issues were found within high schools, and it was a difficult issue to navigate as problems often begin outside of school. SW felt that cases were likely increasing due to children being given access to social platforms younger during the Covid-19 pandemic. There was sometimes an expectation from parents for schools to deal with the problems, even though they happen at home and mobile devices are not used in schools.</p> <p>Question: LAB members asked whether there was a best practice leaflet for online safety.</p> <p>SW responded that children were being taught online safety, but it was the parents who also needed to see the information. SW assured LAB members that time and consideration was being given to the issues, but also acknowledged that it was becoming an unmanageable issue. Designated Safeguarding Leads (DSLs) from other schools and the Safeguarding Children in Education Settings (SCiES) team are all aware of the problems. SW informed LAB members of a request to SCiES for information that can be shared with parents.</p> <p>Challenge: LAB members challenged whether the data could be tracked to help with future LAB analysis.</p> <p>SW explained that it was difficult to track instances, as they only know what they are made aware of, there would likely be other cases. It was agreed that the amount of time spent on dealing with cases could potentially be recorded. SW added that the school were hopeful the problems would not get much worse and that if it was linked to the Covid-19 pandemic, cases should ease after this wave.</p> <p>This action has been carried forward for review at the next LAB meeting.</p>
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Decision	The minutes were approved to be signed and displayed as required.		
Actions	Send email details of Subject lead to KW to arrange LAB visits.	SW	After the meeting.

AGENDA ITEM 4	PRINCIPAL'S REPORT
Supporting document	'Principal's report March 2023.'
Discussion:	<p>SW presented and shared the Principal's report and the following areas were highlighted.</p> <p>a. Pupil numbers and pupil migration</p> <ul style="list-style-type: none"> • Reception numbers have stayed the same. • A new child in Year 4 has recently moved to the area. • Two children have left Year 5 – one in preparation for high school and another in a temporary location who is due to return at a later date. • A child in Year 6 has joined following a recent relocation. • There have been further appeals for Reception places which have a huge cost implication. <p>b. Looked after Children</p> <ul style="list-style-type: none"> • No updates. <p>c. Attendance and Punctuality</p> <ul style="list-style-type: none"> • Attendance is above national average at 95.5%. • SW explained that attendance figures for last year were modified for cases of Covid-19. This year cases were included in the figures. • Cases of persistent absence are 7.1% and declining. • SW explained that again case figures were modified to account for Covid-19 last year but not this year which is why figures seem higher. Last year persistent absence was 4.2%. • Cases have been affected by holidays, sick bugs, and the approach to Covid-19 absence. <p>SW advised LAB members of an issue around holidays in term time, and how decisions on exceptional circumstances are reached when authorising or unauthorising holidays.</p> <p>Question: LAB members asked for clarification on what exceptional circumstances were. SW responded that choosing to go on holiday was not an exceptional circumstance. If it was something anyone could do, then it was not an exceptional circumstance. Quite often holidays taken would clash with the start or end of a term and parents could face a fine.</p> <p>LAB members agreed that Ofsted would be in support of this approach and agreed that holidays do not have to be authorised unless it was an exceptional circumstance. KW added that the problem was also apparent in high schools, although cases would affect primary school's figures more due to lower pupil numbers.</p> <p>d. Behaviour and Exclusions</p> <ul style="list-style-type: none"> • There had been a 1.5 day exclusion for a child with an Education Healthcare Plan (EHCP). • There had been no permanent exclusions. <p>e. Prejudicial Incidents</p>



- There had been no prejudicial incidents.

f. Bullying

- There had been 3 cases involving, social media and targeted group bullying.
- SW explained that bullying can be defined as something that occurs, 'Several Times on Purpose', can involve multiple people and is often an imbalance of power. This is helpful in determining incidents.
- SW assured LAB members that all cases had been dealt with.
- The parents had been supportive, highlighting the bullying which had taken place via WhatsApp.

g. Physical Intervention

- There had been no reported cases at the time of report.
- SW advised LAB members of an instance which had taken place that day where a physical intervention was needed for a child showing physical violence.

Challenge: LAB members sought explanation as to how the earlier assault within bullying had not resulted in a physical intervention.

SW responded that an approach called, 'Team Teach' a positive behaviour management strategy which uses de-escalation before physically handling a child was used. In the instance discussed above, physical intervention was a last resort, and it was for the safety of all children that the child be moved to safety so they could make a choice about their behaviour.

Question: LAB members asked for clarification on what defined physical handling.

SW explained informed LAB members that googling team teach would provide in depth information, though consideration is always appropriate to the situation and safety of all children.

h. SEND

- There are currently 9 children with EHCPs.
- 42 children require SEN support.
- 12 children have first concerns.

i. Pupil Premium

- 46 of 338 children receive Pupil Premium funding (13.6%).
- The funding is based on the October census though more children have joined since.

Question: LAB members asked for clarification on whether the reported funding, £65,475, was based on the previous or updated funding numbers.

SW asked for this to be clarified by Siobhan (see action below.)

Question: LAB members asked whether the funding was received directly to the school or Trust.

SW confirmed the school received it directly. SW added that the funding was used for SEND courses, ELSA training, phonics resources, Social Emotional and Mental Health (SEMH) needs, Treetops, Supply Teaching Assistants, trips, and visits.



	<p>j. Update on staff and pupil wellbeing</p> <ul style="list-style-type: none"> Staff and pupil wellbeing survey to take place soon. <p>k. Update on Trauma-Informed Practice (TIP)</p> <ul style="list-style-type: none"> All staff are trained in TIP. There is a Trust wide project to introduce TIP. SW has completed a diploma for the school to become accredited. The plans are to sustain and embed TIP within the school. <p>Question: LAB members asked for clarification on what TIP was.</p> <p>SW responded that it was a very complex subject to summarise; behaviour is always the result of an emotion. TIP looks to understand why the behaviour has happened and provide supportive consequences. The school are also educating the children about brains – how they work and how they can reduce levels of the stress hormone. The Behaviour Policy has been rewritten to be a Relationship Policy.</p> <p>Question: LAB members asked whether the school were above average in their TIP approach.</p> <p>SW responded that yes, they were. However, not all parents are on board with the approach. SW reinforced the importance of TIP for children. A short discussion followed around the impact Adverse Childhood Experiences (ACEs) can have on adults, due to the body having to live with high levels of cortisol and the physical impact it can have on the body.</p> <p>l. Biggest risks to the school</p> <ul style="list-style-type: none"> The risks are the priority areas for the school which include – Writing, Phonics and Early Years. Support has been sought for external consultants to make rapid improvements including changes to the Early Years, particularly through encouraging independence. Actions being taken to address the risks include: Cheshire East GD training; modelled lessons; the National Tutoring Programme focusing on children at risk of not achieving in writing; staff visits to a Wirral school who have excellent writing practice; CPD support for TAs and September Continuing Professional Development (CPD) sessions scheduled for writing. Provisional Foundation Stage results currently show 60% a Good Level of Development (GLD) and increasing, compared with 49% at this time last year. In phonics there is additional Read Write Inc (RWI) training, additional resources have been purchased and staff are visiting Lacey Green to see phonics delivered in the Literacy Hub lead school. <p>SW concluded by reassuring LAB members that massive progress was being made in relation to the risks. SW invited further questions to which there were none.</p> <p>MS thanked SW for the informative report.</p>		
Action	Seek clarification from Siobhan as to how PP numbers and funding is reported on.	SW	Update at the next meeting.

AGENDA ITEM 5	SUCCESSSES & CELEBRATIONS
Discussion	a. Staff training and news



	<p>SW informed LAB member of recent high level CPD, training and accomplishments from the staff.</p> <ul style="list-style-type: none"> The Safeguarding and Learning mentor has completed a national professional qualification. Siobhan Watts has completed a Level 7 apprenticeship which has led to a Masters. Deputy SENDco and SENDco have finished national professional qualifications. Sarah Lanstrum is studying a Master's programme. SW has completed a TIP Diploma with distinction. Forest School training has been completed by several members of staff with others who have started it. Elsa training has been completed by other staff. <p>Question: LAB members asked whether the level of CPD was above average and how it was celebrated by the Trust, with the suggestion of a Trust league table.</p> <p>SW agreed that the hard work of staff should be celebrated and agreed to action further consideration for this. SW added that the Trust want to ensure that not only is the Trust a good place to work, but also to develop and move on from.</p> <p>b. Visits and Residentials</p> <p>RC presented forms requested during the previous LAB meeting (16.1.23) by LAB members, to give more detailed trip information to the LAB as they approve residentials.</p> <p>The forms included screenshots and details on cost, dates, accommodation, travel/bus information, activities while there and assurance safety.</p> <p>The visit detailed was the Year 6 Stanley Head visit due to take place after the Year 6 Statutory Assessment Tests (SATs) and before the May half term.</p> <ul style="list-style-type: none"> The visit has been reduced from a 4 night to 3-night stay. The cost is around £250 a child – parents have been given advance notice and an option to pay in instalments. Funding is used for PP children. The risk assessment had been completed – SW informed LAB members that notes on the risk assessment are sent between the school and Evolve until the risk assessment is accepted. <p>LAB members agreed on the approval of the Stanley Head visit.</p> <p>c. Community events</p> <ul style="list-style-type: none"> Chocolate bingo is scheduled to take place before the Easter holidays. The Summer fair is being planned though there is a small possibility the building work may interrupt it. If necessary, stalls could be moved to the hall. Friends of Wheelock (FOWs) have regular meetings and a healthy balance – a contribution will be given to the trim trail. <p>d. Other recognition</p> <ul style="list-style-type: none"> Silver accreditation has been awarded for the Rights Respecting Schools (RRS) award. A banner will be displayed outside of school to recognise this achievement. 		
Decision	The Stanley Head visit was approved by LAB members.		
Action	Consideration as to how training and achievements of staff can be celebrated, SW to discuss with Dan and or Jo.	SW	Feedback at the next meeting.



AGENDA ITEM 6	SAFEGUARDING UPDATE		
Supporting documents	'WPS Safeguarding report to LAB March 23', 'WPS Safeguarding Audit Feb 2023.'		
Discussion	<p>SW explained that there were two documents to review. The safeguarding audit which took place in February with JD as Safeguarding LAB member and SW as Designated Safeguarding Lead (DSL). The other document was the Safeguarding report to the LAB for March, completed by Emma Sheridan (ES).</p> <p><i>WPS Safeguarding Audit</i></p> <p>SW presented the audit and explained that greyed out text was completed actions. A short discussion followed around data management and the version control of documents such as this audit and being able to highlight completed actions without losing sight of them, potentially using Governor Hub in the future.</p> <p><i>WPS Safeguarding Report to LAB</i></p> <p>SW presented the report completed by ES (the Safeguarding and Learning Mentor). Areas discussed were the Article 12 squad and Junior Safety Officers and the training log of staff. SW also explained the Safeguarding sub-group members. SW brought to the attention of the LAB the high number of children receiving additional family support (41 children) and clarified the difference between the level of need categories as followed:</p> <ul style="list-style-type: none"> • Early Help is when voluntary external support is given to a child set up through social workers, doctors or educational staff and the family are given targets to work toward. • Child in Need is when the family are given voluntary orders to make a change in the child's life with clear targets and rigorous reviews set up by social care. • Child Protection is like Child in Need, but it is not voluntary and if no progress is made towards the targets set then court action is taken to ensure the safety of the child. <p>SW invited questions on the Safeguarding Audit and Report.</p> <p>Question: LAB members asked whether SW was happy with the work being done by the Safeguarding team.</p> <p>SW responded that yes, the Safeguarding team are efficient, and incidents are dealt with. However, numbers of children needing help are increasing, and problems seem to be getting worse, nationally.</p> <p>A short discussion followed around the cycle of incidents, with wintertime generally being worse. LAB members discussed the rise in CPOMS incidents being recorded.</p> <p>Question: LAB members sought clarification on CPOMS.</p> <p>SW responded that CPOMS was a programme used for logging and tracking incidents of bullying and safeguarding, securely and safely to look for patterns. SW highlighted the importance of recording these using accurate language and phrases, and the impact they can have as evidence in a Safeguarding case.</p> <p>Question: LAB members asked whether the 'Safeguarding Update' agenda item could be ordered higher due to its importance.</p> <p>SW and LAB members agreed that it should.</p>		
Action	Re-order Safeguarding higher in future agendas.	LA	For the next meeting.



*Meeting note – KF left the meeting at 6.33pm’.

AGENDA ITEM 7	PREMISES AND HEALTH AND SAFETY
Discussion:	<p>a. Approval of relevant visits</p> <p>As above in Agenda item 5b.</p>

AGENDA ITEM 8	SIP REPORT
Supporting document	‘Wheelock visit 16.3.23.’
Discussion:	<p>SW presented, ‘<i>Wheelock visit 16.1.23</i>’ and highlighted additional information as follows.</p> <ul style="list-style-type: none"> • Reading and Maths progress scores are excellent for last year. • Writing progress is slow – the progress score is measured as a comparison from the KS1 result and may have been affected by a moderation. <ul style="list-style-type: none"> ○ SW assured LAB members that Writing had been targeted and rapid improvement was being made. • Jo Young has booked to do a deep dive into Science. • SW thought it likely that Ofsted during an inspection, would investigate Writing, Early Reading, and Phonics. • As History and Geography were in the early stages of development, SW felt that Ofsted may also be directed toward either Science, Reading, or Modern Foreign Languages (MFL). • Attendance figures are above the national average at 95.5% - the two dips in figures have been during Covid-19 outbreaks within school.

AGENDA ITEM 9	POLICY UPDATE
Supporting document	<p>‘Snow and Adverse Weather Principles 2023.’</p> <p>‘WPS Arrival and Collection of Children Policy.’</p>
Discussion:	<p>SW explained of an incident that took place during child collection time, which is being investigated further and will be fully reported on at the next meeting.</p> <p>The incident led to the ‘WPS Arrival and Collection of Children Policy’, being presented to the LAB and the tightening of internal approaches. SW highlighted the addition of an appendix for internal procedures which include making sure that Arbor is up to date, consent for children who can walk home from school is given (Year 5/6 children) and ensuring that a Wheelock staff member is on the door at home time.</p> <p>Challenge: LAB members sought reassurance as to who children could be released to, and how this worked with supply teachers.</p> <p>SW responded that ideally it would previously be on Arbor. If it is something which has come up on the day, the parent could come in person to the office so Arbor can be updated. As a last resort an email can be sent to the office. SW and RC added that supply teachers have access to Arbor and Wheelock staff are also present to support at pick up times.</p> <p>LAB members requested that these procedures be reinforced to staff members, SW agreed to action this.</p> <p>SW presented the Snow and Adverse Weather Principles 2023 policy for LAB members to review, this</p>



	was a Trust wide policy personalised for each school.		
Action	LAB members to read and comment on the Arrival and Collection of children Policy within Base Camp and the Snow Policy. Reinforce child collection procedures to school staff. Report back on the child collection incident.	All SW SW	After the meeting. After the meeting. At the next meeting.

AGENDA ITEM 10	LAB MATTERS		
Discussion:	<p>a. LAB Training</p> <ul style="list-style-type: none"> RC explained to LAB members that outstanding Basic Awareness/Prevent training certificates need to be collated. MF and KW need to complete Basic Awareness training to be arranged after the meeting. PP and MS have completed it. RC to upload a presentation to Base Camp for LAB members to watch and confirm that they have seen the Prevent training. MF to be given access to Governor Hub. LAB Induction Training to be added to Base Camp for MF. A short discussion was had on Governor Hub. LAB members agreed it was intuitive and the transition could be started, with both Governor Hub and Base Camp running simultaneously for now. SW missed the Governor Hub training so LA to see if the recording can be shared to Base Camp. Governor Hub access to be given to MF. <p>b. LAB Visits</p> <ul style="list-style-type: none"> LAB visits to be scheduled by SW who will share a new cycle to Base Camp from September. LAB member link roles review; MS to take on Early Years, MF to possibly take on Health and Safety. <p>c. LAB Priorities</p> <ul style="list-style-type: none"> A parent LAB member (MF) has been appointed. SW advised LAB members that LAB priorities should remain the same for now. <ul style="list-style-type: none"> Concentrate on training the newly formed LAB. SW and MS have started to agree a LAB link visit cycle. SW and MS to agree frequency of their meetings and coincide them to potentially be a week before a LAB meeting. Transition to Governor Hub which has started - LA to put some content onto Governor Hub to give LAB members an idea of structure. 		
Actions	RC to send dates for Basic Awareness training to MF and KW. RC to upload Prevent training presentation to Base Camp. LA to create Governor Hub access for MF. LA to create some content on Governor Hub. LAB visit schedule to be edited and shared to Base Camp. LAB member link roles to be edited and shared to Base Camp.	RC RC LA LA SW SW	After the meeting. After the meeting. After the meeting. After the meeting. After the meeting. After the meeting.

AGENDA ITEM 11	ANY OTHER BUSINESS		
Supporting documents	'Progress Matrices March 2023'		
Discussion:	SW presented and explained the progress matrices to LAB members to clarify how progress scores are		



	<p>measured.</p> <ul style="list-style-type: none"> The first page shows the progress Year 6s have made from the end of Year 5 to the current time for Reading, Writing and Maths; grey boxes show progress in line with expected, below is less than expected and above is accelerated progress. The second page shows the comparison from the Year 2 SATs to how the children are currently. MS explained that progress scores for Writing are currently still negative, but not as low as this time last year. Reading and Maths are both predicted to be high. <p>There was a short discussion around the need for a Vice Chair within the LAB as MS had taken on the role of Chair. There was a unanimous vote for PP to take on the role of Vice Chair for the remainder of the academic year until the first LAB meeting of the Autumn term 2023.</p>
Decision	PP to take on the role of Vice Chair until the first LAB meeting of the Autumn term 2023.

AGENDA ITEM 12	DATE OF NEXT MEETING
Discussion:	<p>Please refer to the meeting schedule on Basecamp for all dates for the academic year.</p> <p>Next meeting was confirmed as Thursday 4th May at 5pm.</p> <p>KW gave advance apologies for this meeting.</p>

Meeting note: Part One of the meeting closed at 6.59pm

Chair Signature: _____

Date: _____

Action Matrix

All pending actions from this and previous LAB meetings. New actions from this meeting are in bold.

Agenda Item, pg.	What	Who	When
3, pg.2/3	DBS check for KW.	RC/SW	After the meeting
3, pg.2/3	Update the SoD and ToR on Base Camp when changes come into effect.	SW	Following any update.
3, pg.2/3	Send the Trust level template for members to use on their visits.	SW	After the meeting - SW to send as they are needed.
3, pg.2/3	Send out a staff and pupil questionnaire next half term and report the data back to LAB members.	SW	Next meeting.
3, pg.2/3	Arrange a date for Health and Safety visits.	MS/SW	After the meeting.
3, pg.2/3	To investigate the appropriate use of technology coverage within PSHE and feedback to the LAB.	SW	Update at the next meeting.
3, pg.2/3	Ensure LAB monitoring visits are arranged.	All	By the next meeting - (SW to look at the whole



			curriculum, key visits have been completed)
2, pg.2	MF to complete the annual declaration forms – LA to liaise.	LA/MF	After the meeting.
2, pg.2	LA to notify Eve of an update to GIAS in relation to MFs appointment.	LA	After the meeting.
3, pg.4	Send email details of Subject lead to KW to arrange LAB visits.	SW	After the meeting.
5, pg.6	Seek clarification from Siobhan as to how PP numbers and funding is reported on.	SW	Feedback at the next meeting.
5, pg.7	Consideration as to how training and achievements of staff can be celebrated, SW to discuss with Dan and/or Jo.	SW	Feedback at the next meeting.
6, pg.8	Re-order Safeguarding higher in future agendas.	LA	For the next meeting.
9, pg.9	LAB members to read and comment on the Arrival and Collection of children Policy within Base Camp and the Snow Policy.	All	After the meeting.
9, pg.9	Reinforce child collection procedures to school staff.	SW	After the meeting.
9, pg.9	Report back on the child collection incident.	SW	At the next meeting.
10, pg.10	RC to send dates for Basic Awareness training to MF and KW.	RC	After the meeting.
10, pg.10	RC to upload Prevent training presentation to Base Camp.	RC	After the meeting.
10, pg.10	LA to create Governor Hub access for MF.	LA	After the meeting.
10, pg.10	LA to create some content on Governor Hub.	LA	After the meeting.
10, pg.10	LAB visit schedule to be edited and shared to Base Camp.	SW	After the meeting.
10, pg.10	LAB member link roles to be edited and shared to Base Camp.	SW	After the meeting.