

## Graham School and George Pindar School

### Joint Local Governing Committee meeting

Held on at 4<sup>th</sup> December 2019 at 5:00pm

At Graham School

**Present:** Mrs Helen Dowds (Executive Principal)  
Mr Malcolm Dawson (Chair of Governors)  
Mr Marcus Towse [until 8:16pm]  
Mr Richard Benstead  
Mr Philip McElwee  
Mr Brian Crosby (CEO – HTL)

**In attendance:** Ms Emma Robins (Headteacher Graham School)  
Mrs Lesley Welsh (Headteacher George Pindar School)  
Ms Tracey Shaw (Finance Officer) [until 5:43pm ]  
Ms Isabella Kvist-Hansen (Clerk – Governance Support Officer – CYC)  
Ms Cath Connell (AP Coordinator) [from 7:16 till 8:07pm]

		Action																				
1.	<p><b><u>Welcome, apologies for absence and declarations of interest</u></b> The Chair welcomed everyone to the meeting. Apologies for absence were received with consent from Mr Gerry Swain and Revd Samantha Taylor. There were no declarations of interest.</p>																					
2.	<p><b><u>Minutes of the Meeting held on 10<sup>th</sup> September 2019 (including confidential item)</u></b> The minutes were agreed to be a true and accurate record of the meeting and were signed by the Chair.</p> <p><b><u>Matters Arising from the Minutes and Action Points</u></b></p> <table border="1"> <thead> <tr> <th></th> <th>Action Point</th> <th>Responsible</th> <th>Status</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Finalise the ADPs based on feedback from Governors.</td> <td>Mrs L Welsh and Ms E Robins</td> <td>Completed</td> </tr> <tr> <td>2.</td> <td>Articulate visions and values for each school.</td> <td>Mrs L Welsh and Ms E Robins</td> <td>Completed</td> </tr> <tr> <td>3.</td> <td>Make arrangements to have proposed PANs ratified by Trust Board.</td> <td>Clerk</td> <td>Completed</td> </tr> <tr> <td>4.</td> <td>Read updated version of Keeping Children Safe in Education.</td> <td>All governors</td> <td>Completed</td> </tr> </tbody> </table>		Action Point	Responsible	Status	1.	Finalise the ADPs based on feedback from Governors.	Mrs L Welsh and Ms E Robins	Completed	2.	Articulate visions and values for each school.	Mrs L Welsh and Ms E Robins	Completed	3.	Make arrangements to have proposed PANs ratified by Trust Board.	Clerk	Completed	4.	Read updated version of Keeping Children Safe in Education.	All governors	Completed	
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7.	<p><b><u>Resources - Finance Update</u></b> The period 2 management accounts were distributed with the agenda.</p> <p>The Finance Officer highlighted the following: <u>Graham School</u> <b>Income</b></p>																					

- Updates had been made to reflect the Teacher Pay Award, which covered 0.75% of the 2.75% salary increments.
- Teachers Pension Funding had been estimated in the start budget. It would now be based on pupil numbers and decrease slightly. The Teacher Pay Award and the Pension Funding had been reduced by the 5% top slice to fund central teaching costs.
- Pupil Premium funding had been estimated but was now updated based on pupil numbers from September 2019. There was a slight increase mainly due to higher year 7 intake. The final figures would be calculated from January 2020 numbers.
- SEN funding was lower than anticipated due to of EHCPs and expected numbers in year 7 not transpiring.
- There was now a clearer picture on the grants received for the AP, with more funding coming from the Opportunity Area.
- ITT funding had decreased due to reduction in placements.
- Staff Services Consultancy had been duplicated in the budget due to not being coded as staff transfers. This had resulted in an error in the start budget.
- Catering income was down slightly following the move to a new contractor. This would be monitored going forward.
- There was overall a negative variance on income of nearly £52k, but staffing changes mitigated these cuts in income.

#### **Staffing Expenditure**

- There were savings on teaching staff. It was reported that not all members of staff had received salary increments. The Teacher Pay Reward was factored in.
- The staffing re-structure savings were now factored in fully. Additional support staff was no longer required due to fewer ECHPs.
- Staffing showed an overall negative variance of £16.4k. This was mainly due to redundancy costs and pension strain of £73k, which was now included, and would be funded by the DfE or conversation grant. The Trust's Finance Manager was currently looking into this.

#### **Expenditure**

- There were additional services for counselling.
- Food and drinks provision costs included were contingency amounts as it was still early in the year.
- There were additional IT costs following the new service agreement with Vital. There were work to be done to avoid double counting in the budget.
- Staff gifts and benefits showed a large variance but included recruitment and retention (R&R) grant from the Opportunity Area, which had gone through payroll.
- Expenditure overall showed a positive variance of £4.8k mainly as a result of the R&R funding.

#### **Capital**

- The roofing and window repairs would be finished by end of term.
- There were some uncertainties on future capital projects and the allocated grants to cover costs. Funding was held centrally and Trust's COO had told them not to spend currently as there were still unknowns. There were some capital costs included in the budget and some centrally, which were currently not reflected well in the management accounts.

The overall period 2 revenue outturn showed a deficit of £63.5k against the predicted surplus of around £3k. This included the redundancy payments and pension strains totalling £73k, which was expected to be covered through the DfE or conversion grant. Without these costs

the budget position would be a positive variance of £6.5k. However, additional costs for DBS checks to meet Trust policy, would result in an outturn close to budget.

**A Governor asked if a programme was in place to manage the £3M allocated for building work.**

The Finance Officer replied that there was work to be done on fire alarms and doors and a lot of building work was still to take place at George Pindar. She advised that this would come on as separate funding and was not fully reflected in the management accounts.

George Pindar

£42k negative - £9k negative in start budget

Redundancy – 6.5K to add next period.

£20k negative balance.

Some expenditure not yet reflected in budget have to put in contingency. Hoping to make savings on some expenditure.

**Income**

- Teacher Pay Award and pension grant as explained above under Graham School.
- LAC funding was now budgeted separately from PP funding and based on current numbers. PP funding was updated based on estimated numbers from April to August 2020. There was an overall positive variance of around £6k.
- The funding from the Opportunity Area for science support were now included in the budget.
- There was a negative variance of £20k on SEND funding due to EHCP predictions and pupils moving to specialist provision.
- The outturn position on income was a positive variance of £96k mainly due to DfE grants and Opportunities Area funding.

**Staffing Expenditure**

- Staffing reductions had been made following the restructure.
- There was a large overspent of £50k on agency support staff. There were overall savings of around £30k on teaching staff and £16k had been received from the absence cover scheme, but this remained an area to be monitored.
- Restructure and AP staffing had not been included in the start budget.
- Staffing showed a deficit position of £66.6k mainly due to additional costs for redundancies, supply cover and staff transfer costs not previously budgeted.

**Expenditure**

- There was a large overspent as some expenditure had not been included in the start budget.
- Savings could be made, with catering and IT needing to be addressed to ensure accuracy.
- Overall check-up was needed to address miss-coding and corrections would be made accordingly.
- The overspent on expenditure of £139k had been discussed with the Headteacher and areas for savings were to be explored continuously. The large overspent was mainly due to expenditure not factored into the start budget. Some costs were unknown and based on contingency.

**Capital**

- The same as reported for Graham School

The Finance Officer reported that they felt confident in the budgets overall. There were less room for manoeuvre at George Pindar but areas for saving were duly considered.

	<p><b>A Governor asked if they had received the exact reserve figures from NYCC.</b> The Finance Officer replied that £600k for Graham School was included in the transfers for capital. Reserves of £700k for George Pindar had been reported but this also included elements of capital.</p> <p><b>Discussions followed on the conversions funds. A Governor asked if redundancy costs would be covered.</b> The Finance Officer expressed that it was believed that the DfE would cover. They had to look into the DfE agreement in liaison with the Trust’s COO and Finance Manager.</p> <p><b>A Governor asked if they were close to the end in terms of redundancy costs.</b> The Executive Principal reported that it had been closed by 31<sup>st</sup> October 2019.</p> <p><b>A Governor expressed that they had done a very good job to get the work concluded so fast.</b> The Executive Principal reported that work to bring job descriptions and pay scales in line was taking place within the Trust.</p> <p><b>A Governor asked if there would have a ripple effect from other schools, which could impact on staff at the two schools.</b> The Executive Principal replied that their internal restructure was different to the overall Trust-wide restructure.</p> <p><b>A Governor asked if all pay progressions were included in the budgets.</b> The Finance Officer replied that they were included. The Headteacher increments were however not completed yet. She further informed Governors on appeals following the appraisals process.</p> <p>Governors thanked the Finance Officer for her good work. The Headteachers expressed that they were both very happy to work with her and that her support was invaluable.</p> <p><i>[Ms Tracey Shaw left the meeting at 5:43pm]</i></p>	
3.	<p><b><u>Principals’ Reports</u></b> (previously distributed)</p> <p><b><u>Graham School</u></b> The report was taking as read and questions for Governors were invited.</p> <p><b><u>Staffing</u></b> <b>A Governor raised the high teaching and support staff absence.</b> The Headteacher replied that the absences was caused by some unfortunate incidents and there had not been a lot of absence due to common illnesses. She outlined that there was a vacancy in science as well as two long term absent staff members in science and maths. The science teacher’s contract had now been terminated. Another Science teacher had further been absent for 3 weeks. The Headteacher advised that an ITT student in the Trust was keen to apply for the science post, and would be on placement at the school. A Pastoral Officer had also been absent for 3 weeks and the Headteacher’s PA was long term absent.</p> <p>The Headteacher reported that they had successfully recruited for the following posts:</p> <ul style="list-style-type: none"> <li>• New receptionist</li> </ul>	

- SENCo – this had been an internal appointment and the member of staff would start in this role in January 2020
- DT/Art technician – a TA had been recruited for the role, which left a TA vacancy
- A maths teacher would be joining in January 2020
- An Attendance Officer would join in January 2020

The Executive Principal reported that they had weekly meetings with the Head of Year 11 to focus on minimising supply cover for this cohort. She advised that 0.7% of year 11 lessons had been covered by supply teachers, and none at George Pindar.

**A Governor asked about the absent PA to the Headteacher and what support was in place.**

The Headteacher replied that they received admin and general support in the office 4 days a week. The remaining day of the week support was provided by the admin office staff. The George Pindar Headteacher's PA was also providing support occasionally. The Headteacher advised that the PA's absence were causing additional work for her.

**A Governor asked about the Attendance Officer and the grant received from the Opportunity Area to improve attendance.**

The Executive Principal replied that they had only been informed of how much they would receive the previous day; £14k for George Pindar and £20k for Graham School. She added that it had been a joint bid for both schools.

**A Governor asked how long the funding would continue.**

The Executive Principal replied that it was one year fixed-term funding.

**A Governor asked if they had a sense of potential staff turnover later in the year.**

The Headteacher replied that they did not expect as high turnover as the previous year. She added that in some instances it could be good to get new people in.

Pupil Progress

The Headteacher reported that the mocks had been completed. The final data was not ready but there were some good indicators and they had seen a new approach from the students.

Data meetings with the Head of Faculties had taken place to address underperformance. The Executive Principal added that there were now more robust assessment and alignment of marking schemes. The Trust's moderation practices had been introduced to ensure a centralised approach. There was much more teeth this year as well as accountability, so they were expecting less variation and better predictions going forward. The Executive Principal further advised that support plans had been put in place for teachers based on the first data capture.

At Graham School high attainers was a main focus to stretch and push students to ensure that they achieved to their abilities. Students had to stay motivated.

**A Governor asked if it could be down teaching rather than motivation.**

The Executive Principal replied that they had analysed individual students in SISRA and if they underperformed across the board, it was unlikely to be down to teaching. She added that some students settled with a grade 5 and they then had to push them to achieve to their ability and aim higher. Overall, they saw much more rigorous work across the board and datasets were now accurate and used effectively to guide predictions.

**A Governor asked if the mocks data would be available at next LGC meeting, and PixL data to compare against national averages.**

The Executive Principal confirmed that this would be available.

#### Attendance

The Headteacher reported that attendance remained low at 91.32%. The Headteacher added that there were 21 students with substantial needs and medical conditions in year 11 and that it was hard to get them through the door. Going forward, they had to look into home tuition and different strategies for educating these students.

**A Governor asked, if persistent absentees were taken out of the data, what the overall attendance figure was for year 11.**

The Executive Principal reported that there were 201 students on roll in year 11, if they removed the bottom 18 in terms of attendance, the figure was above national at 95%. The Headteacher added that when looking at attendance for individual year groups, year 7 had highest attendance and year 11 second. She advised that this was unusual but very positive, and added that year 11 attendance during the mock exam week had been 100%.

It was reported that parents were not always pushing for full attendance and was not always supportive of interventions. On the day of the meeting, 100 children had been off due to a virus, which was also contributing.

#### George Pindar

##### Pupil Progress

The Headteacher reported that the previous year 11 cohort had achieved a combined P8 score of -1.346, while they were predicting a P8 score of - 0.495 for the current cohort. There were 102 students in the year group. They were working with external agencies to remove 4 children from roll, who did not come to school. The overall P8 would improve significantly if they were off roll. The Headteacher advised that the mocks results were crucial. There had not been as many students that year who had not completed the papers. Some students had been asked to complete the paper with support in seclusion. She added that it was important to encourage them to try. There had been 17 U grades the previous year, so any grade they could achieve, would be important to improve outcomes.

The Headteacher reported that they had held RAG meetings to address children with low P8 forecasts who could be 'turned'. Interventions had further been discussed for these children.

It was further reported that 60 families were invited to the 'Step to Success' evening.

#### Attendance

Year 11 attendance had improved from the previous year. Attendance had been 92.3% during the week ending 15<sup>th</sup> November 2019. Attendance during the same week last year had been only 89.7%. The Executive Principal added that in year 11, exclusions were concentrated on a very few students.

#### Staffing

The Headteacher advised that there had previously been no scrutiny so some teachers were perturbed and anxious about the increased levels of scrutiny introduced. She added that they worked with middle leaders and continued to hold staff to account. She advised that subjects of concern had been identified.

*The following has been recorded in the confidential minutes.*

**A Governor noted that it was a huge task to improve capacity and asked if middle leaders shared the Headteacher's vision.**

	<p>The Headteacher replied that middle leaders did buy into the vision. Previously lesson observations had not taken place so the SLT did not have comprehensive knowledge of teaching levels. The SLT now had to develop an understanding of how to undertake this level of scrutiny.</p> <p>The Headteacher further reported that following the 'Deep Dive' English had been identified as one of the strengths. The Executive Principal added that teacher-by-teacher analysis had been carried out and improvement strategies for individuals agreed.</p> <p><b>A Governor raised a question about the Headteacher's confidence in the SLT.</b></p> <p>The Headteacher outlined strengths and areas for improvement within the SLT. Discussion followed, with the Executive Principal outlining developments within the SLT and expectations. Observations at other schools in the area would be arranged to give the SLT an understanding of what outstanding looked like.</p> <p>Discussion followed on retention of key SLT members. It was noted that no pay progressions for SLT member had been agreed based on pupil results.</p> <p>The Headteacher reported that 2 members of teaching staff had been long-term absent. Internal cover by subject specialists was in place. It was further reported that a member of support staff had been off for 8 weeks before taking voluntary redundancy. Occupational health referrals were done when appropriate and the Headteacher emphasised that it was important to support staff as best as they could.</p> <p>Recruitment had taken place over the summer but it took time for new colleagues to start due to time related to getting DBS checks completed and in terms of collecting references.</p> <p>The Headteacher reported that CPD in collaboration with other school, especially within the Trust, was ongoing and training needs outlined and costed.</p> <p><u><i>Behaviour</i></u></p> <p>The Headteacher reported that the total number of students who had received an exclusion was 48, which equated to 7.1% of the student body. It was reported that establishment of the ARC together with the positive discipline behaviour framework, had improved the learning environment at the school. They had subsequently seen a significant reduction in removal from lessons and days spent in seclusion. Improvements had further been made to the seclusion area. When a student was flagged up as having spent a lot of time in seclusion, they would be put on a behaviour support programme and a behaviour report would be introduced. The Headteacher further reported that they collaborated well with external agencies such as Early Help and Building Bridges and when they had internal behaviour meetings these agencies were involved. Key workers would also come into school to meet with children they supported.</p> <p>The Headteacher informed that five 10 day exclusions had been given so far. There had been one permanent exclusion. She advised that it was a core group who received exclusions and the school had to work with external agencies to provide support.</p> <p><i>[Ms Cath Connell joined the meeting at 7:16pm]</i></p>	
4.	<p><b><u>Alternative Provision</u></b></p> <p>The AP Coordinator reported that the teams at both school were fully engaged in CPD through Aspire. Aspire Hull was further supporting in modelling best behaviour for Lead Tutors and Tutors. She advised that some students showed very positive changes in terms of attendance and exclusions had reduced by 66% overall. The reduction in exclusion days had not been as big</p>	

as George Pindar as at Graham. There was still work to do on attendance and there were some hard to reach children, but plans were in place to reintegrate them.

It was reported that one child had moved to the ARC in Bridlington as a different support strategy was needed.

The AP Coordinator advised that they would look into EHCPs with the SENCo to gather evidence for submission to the LA.

Lesson observation were currently taking place in line with the QA programme and Tutor visits to both sites would take place to enhance sharing of practices.

There had been involvement from the Youth offenders team and Youth Justice, and it was advised that case studies could be presented to Governors at the next LGC meeting.

The Coordinator informed that a key area for improvement was the profile of the ARC, which should be raised within the school communities. It was important to share with staff and students at the main sites, the positive things carried out by the students such as tree planting in the dales outside Georg Pindar. They would have articles in the school newsletters to address this.

The Coordinator further reported that reintegration plans back into mainstream for keystone 3 students had to be developed going forward.

The Headteacher of Graham School advised of the new location of the ARC, which had moved from the bungalow to the top floor of the maths department. This created a better learning environments, especially for keystone 4. The Executive Principal further reported on delays in the planning process. The George Pindar planning permission had been confirmed and building works could commence shortly. The permission for Graham School was still pending consideration, which might mean that they had to submit further documentation.

**A Governor noted the mentioned books scrutiny in the report and asked if they had seen quality differences between the two sites.**

The Coordinator replied that they had seen no evidence of maths books at George Pindar, which would be addressed through the lesson observations. They would work with staff and potentially put in place programmes for support, if needed.

**A Governor asked what the key measures of success were for the ARCs.**

The Coordinator replied that one success was the relationships built with children and parents and she outlined examples of support provided to individual families. She added that to build up trust with parents was crucial to get them to share the full picture of the family situation and the students' backgrounds.

In keystone 3 they were working on building relationships between peers and with staff. The students were rewarded for good work, effort and behaviour. She advised that they needed to provide them with skills to success in mainstream school and emphasised that they could not accept a year 7 child to stay in the ARC for 5 years. The Executive Principal added that the children were asked to identify subjects they believed they could reintegrate successfully back into. Reintegration had to be led by the children and they would support them in making these choices.

**A Governor asked if the students were split in groups based on numbers.**



The Coordinator answered that they were split into keystage 3 and 4, with capacity of 8 in each group. She added that they could increase capacity at George Pindar if they could attract funding. At Graham School there was also scope to increase capacity, but it was more difficult due to the one story building. She added that no funding agreements had been confirmed yet.

The Coordinator reported that there were year 7 children at both sites and a transition programme after SATS in year 6 could be arranged to let students visit the ARCs. She emphasised that work with primary schools was essential going forward.

**A Governor asked about support from Aspire Hull.**

The Coordinator replied that they received increased support and there were regular visits. She added that training for staff and the CPD offer was very good.

**A Governor noted the positive progress some students were making, but mentioned that the data also showed that other students were not making good progress in terms of exclusions and attendance. He asked if they had covered why this was the case.**

The Coordinator replied that this had to do with the introduction of the new behaviour system. The Executive principal added that there had not been an exclusions tariff in the old system. She advised that to understand progress, they had to compare green cells (students making good progress) to white cells (students not currently progressing on attendance and exclusions).

It was reported that at George Pindar it was a problem that the students could get access to the main school site, and there had been problems with children setting off the fire alarm. The Headteacher at George Pindar added that the problem was not behaviour inside the ARC but when they entered the main site. The Graham School Headteacher advised that exclusions last year, were due to persistent disruptive behaviour in lessons. Now the exclusions were more due to one-off incidents. Overall, the students accessed more learning in the ARC than they had in mainstream school.

Discussion followed on criteria for success, which had to be set out and determined clearly. It was noted that parent and student voice were key in this.

**A Governor asked what the students were doing during their day off.**

The Coordinator answered that they had spent time with the North York Moors Ranger Service, and on that day they had gone for a walk in the woods. At George Pindar they had planted trees. She advised that community work to get students fully engaged, and to get them to burn off some energy, was important. The George Pindar Headteacher added that they arranged visits to museums and went climbing. She advised that significant cultural capital and enrichment experiences had to be offered to these children. Visits to the APs in Scarborough and access to Skills Village were also planned going forward.

*Exclusion Panels, Seclusion and Behaviour*

**The Chair raised that the seclusion system and exclusions tariff were mentioned at the majority of exclusion panels, and they saw a repetition of behaviour with panels being arranged for the same students. He added that low level behaviour was being punished with a large number of exclusion days within the current system.**

The Executive Principal responded that there was flexibility within the policy for the Headteachers to downgrade the tariff and make reasonable adjustments. She advised that this had now been articulated to the Headteachers.

	<p><b>The Chair informed that exclusions would accelerate rapidly, which did not tie in with the presented information on improved behaviour overall.</b></p> <p>The Executive Principal reported that consistency was fundamental. She advised that they could look into whether tariffs and codes were working effectively. She acknowledged that they had to make changes if behaviour was repeated.</p> <p>Discussion followed on seclusion and if this was an appropriate part of the practice around exclusions. The Executive Principal expressed that students had to spend the first day back from exclusion in seclusion, because exclusion alone was not a deterrent. The Chair had previously raised concerns around this practice based on information from exclusion panels. He raised that they had to avoid Governors being in a situation where they had to overturn a decision to permanently exclude because a child had accumulated more than 45 days within a year due to repeated behaviour. In this event, Governors had to question if the school had considered alternative sanctions and put in place all available support strategies. It was agreed that this would be subject to ongoing review.</p> <p><i>[Ms Cath Connell left the meeting at 8:07pm]</i></p>	
5.	<p><b><u>Development Plan - review of progress to date</u></b></p> <p>The Chair reported that changes had made based on the discussions at the previous meeting. The Executive Principal added that the main priorities had been covered by the information presented in the Headteachers' reports. The work they carried out was still guided by the big 4 priorities outlined in the development plans.</p>	
6.	<p><b><u>Lead Governor Roles</u></b></p> <p>The following roles were agreed:</p> <ul style="list-style-type: none"> <li>• Behaviour, Wellbeing Safeguarding and H&amp;S – Mr G Swain (currently covered by Mr M Dawson)</li> <li>• Careers – Mr M Dawson</li> <li>• PP and SEND – Mr P McElwee</li> <li>• Teaching and Learning – Mr M Towse</li> <li>• Attendance – Mr R Benstead</li> <li>•</li> </ul> <p>Discussion followed on recruitment of Governors to the LGC. The Chair asked if the Trust was registered on Inspiring Governance. The CEO of HLT replied that they would need to check up on this. The Chair expressed that if not, he would register the two schools.</p>	<b>Chair</b>
8.	<p><b><u>Staff Development</u></b></p> <p>Covered under item 3.</p>	
9.	<p><b><u>Chair's Report / LGC Strategic Direction</u></b></p> <p>The CEO of HLT reported that the Trust had appointed a new CEO who would take over in September 2020. He advised that there would be a crossover period in June/July 2020 to allow for thorough induction.</p> <p><i>[Mr M Towse left the meeting at 8:16pm]</i></p> <p>The Chair reported that he had participated in the Careers Mark visit by a Careers Assessor at Graham School. He advised that the students had given good feedback during the visit.</p>	
10.	<p><b><u>Stakeholder Engagement - Pupil Voice</u></b></p>	

	Nothing to report.	
11.	<p><b><u>Safeguarding</u></b></p> <p>The George Pindar Headteacher reported that there had been two investigations into allegations made against members of staff, which had necessitated LADO referrals. One had now been concluded. Neither had needed to proceed to disciplinary proceedings.</p> <p>The Graham School Headteacher updated Governors on a serious incident not related to the school. Some students at the school had received support to address unease or anxieties subsequently.</p>	
12.	<p><b><u>Health &amp; Safety</u></b></p> <p>The Executive Principal reported that the annual audit had taken place at Graham School and was to be carried out at George Pindar.</p> <p>She further reported that they now had a full site team following the restructure, where a member of staff had moved into the Facilities Manager role covering both schools. The Trust's COO would visit the following Monday and training on doing full site inspections would be provided to the new Facilities Manager.</p> <p>At George Pindar a ramp leading to the music classroom had to be replaced to be legally compliant. The Executive Principal advised, as explained by the Finance Officer, that the capital position was vague and it was not clear what the school could currently spend on minor projects. She added that various decorations were needed, mainly painting work. Carpet replacement was further needed to address trip hazard. She further reported that the music room and the staff room were to be moved around, and further that changes to toilets were needed.</p> <p>They had submitted a CIF bid for boiler repairs and were currently awaiting a response. Currently, the heat could not be turned off in some classrooms. The Headteacher added that this resulted in high energy bills. Finally, there had been a leakage and they would look into extending the roofing programme to address this.</p> <p>Graham School was in a better state overall and the work needed was more minor decorations and revamping of classrooms.</p> <p>It was reported that the windows and roofing programmes at both sites, funding through the FSA, were now coming to a close.</p>	
13.	<p><b><u>Premises &amp; Maintenance</u></b></p> <p>Covered under item 12.</p>	
14.	<p><b><u>Risk Management</u></b> <i>(previously distributed)</i></p> <p>The Executive Principal reported that training had been provided by the Trust and the distributed risk register reports were based on the Trust template.</p> <p>At George Pindar the main risk was a recent spate of vandalism. The Headteacher reported that there was a route onto the school site through the leisure centre at night time. A gang of youth had trespassed on several occasions, which had to be addressed to prevent this from compromising the reputation of the school. The Executive Principal added that they had contacted a security firm that offered on-call support.</p> <p><b>A Governor asked if CCTV was in place.</b></p>	

	<p>The Executive Principal confirmed that CCTV was in place and advised that the trespassing had been reported to the police. The Headteacher added that they had reported a break in, in addition to the trespassing, but the response from the police had been very slow. The Executive Principal advised that the Trust's COO had instructed them to call 999 to get incidents logged.</p> <p>It was noted that receiving unfavourable Ofsted reports were red risks at both schools. The CEO of HLT suggested that this risk should be downgraded, considering that the schools would not be inspected until 3 years after conversion.</p>	
15.	<p><b><u>Policy Review</u></b></p> <p>The Executive Principal reported that the policy work had now been completed. All the policies distributed would ensure compliance with statutory requirements.</p> <p><b>A Governors asked if there was no careers policy for George Pindar.</b> The Executive Principal replied that it was not a statutory policy.</p> <p><b>The Governor expressed that it was needed to get the Careers Mark.</b> It was agreed that a careers policy was to be done for George Pindar and a SEND policy for Graham School.</p> <p><b><i>Resolved - Governors approved the following policies:</i></b></p> <p><u>George Pindar</u></p> <ul style="list-style-type: none"> <li>• RSE and Health Education Policy</li> <li>• Home School Agreement</li> <li>• Accessibility Plan</li> <li>• Equality Policy</li> <li>• Premises Policy</li> <li>• SEND Policy</li> <li>• Safeguarding Policy</li> </ul> <p><u>Graham School</u></p> <ul style="list-style-type: none"> <li>• Home School Agreement</li> <li>• Equality Policy</li> <li>• Premises Policy</li> <li>• EAL Policy</li> <li>• RSE and Health Education Policy</li> </ul>	<b>Agenda</b>
16.	<p><b><u>Any Other Business</u></b></p> <p>Length of meetings and timekeeping were discussed to consider the Headteachers' and Executive Principal's workload. It was agreed that a decision had to be made on their presence at LGC meetings going forward.</p>	
17.	<p><b><u>Date of future meetings</u></b></p> <p>Tuesday 4th February 2020, 5:00pm at George Pindar</p>	

*The meeting ended at 8:37pm*

Signed \_\_\_\_\_  
Chair of Governors, Mr M Dawson

Date \_\_\_\_\_

**Action Plan - Graham School and George Pindar School joint LGC meeting**

	Action	Item	Responsible	Date
1.	Registration to Inspiring Governance	6	Chair	Before next LGC meeting 4 <sup>th</sup> Feb 2020

**Items for the next meeting's agenda:**

George Pindar careers policy

Graham School SEND policy

Item	Agenda number	Current RAG rating	Comments
Exclusion Panels, Seclusion and Behaviour	4	Yellow	It was raised that the seclusion system and exclusions tariff in the behaviour policy were mentioned at the majority of exclusion panels. Governors have observed that exclusion panels are being arranged for the same students, who show the same kind of behaviour repeatedly. Occasionally, low level behaviour is being punished with a large number of exclusion days within the current system. It was reported that the Headteachers had been made aware that it was their discretion to make reasonable adjustments and lower the tariff in some cases. <i>This area remains a main priority for Governor monitoring, together with effectiveness of the current seclusion practices within the policy.</i>