



Governor Meeting

Reason for Meeting: FGB meeting	Start: 18/03/2021 16:15:00	End: 18/03/2021 18:15:00
------------------------------------	-------------------------------	-----------------------------

Governing Body: Sean Pond (Chair), Sarah Edwards (Headteacher), Paul Addison, Gemma Cardwell, Sarah Daggett, Emma Gibson, Shelagh Morris, Andrew Palmer, Andrew Sudron

Core Functions of the Governing Body:

Ensuring clarity of vision, ethos and strategic direction

Holding the Headteacher to account for the educational performance of the school and its pupils

Overseeing the financial performance of the school and making sure its money is well spent

Strategic Objectives

- **Provide an excellent educational experience and outcomes for each pupil**
- **Invest in the career development, skills, and wellbeing of our staff**
- **Engage closely with the Local Authority**
- **Strive to achieve financial sustainability without compromising the quality of education**

Agenda

Item	Description	Led by
	PROCEDURAL	
	Welcome	Chair
FGB.72.20	To receive apologies and record the acceptance of apologies	Clerk
FGB.73.20	To remind Governors to declare any pecuniary or non-pecuniary interests	Clerk
FGB.74.20	To remind Governors of the need for confidentiality and to determine if any part of the minutes needs to be a confidential item and excluded from the minutes to be made available for public inspection	Clerk
FGB.75.20	To declare the notification of any other business to be discussed later in the meeting	

Governor Meeting

FGB.76.20	To approve and sign the minutes of the meeting held on Thursday 27 th January 2021	Clerk
FGB.77.20	<p>To discuss any matters arising from the minutes: -</p> <ul style="list-style-type: none"> • The Headteacher to invite the Chair to all future meetings with NYCC about 109 High Street – completed • Governors were asked to email the Chair if they would like to join the newly reformed Resources committee. • The Headteacher to organise an invitation for each of the governors to attend either an assembly or a forum before half term. • The Chair to draft a letter to NYCC to ask when the school would be able to return to Meadowbank - completed • The Headteacher to check the Careers policy to ensure it still includes Careers Adviser appointments for year 13 pupils – completed • Clerk to amend the Governor Expenses policy – completed • The Chair to resend the link around for the Estates Management course 	<p>Headteacher</p> <p>All</p> <p>Headteacher</p> <p>Chair</p> <p>Headteacher</p> <p>Clerk</p> <p>Chair</p>
	BUSINESS	
FGB.78.20	Curriculum Presentation by the Deputy Headteacher and Head of 6 th form	DHT /Hd of 6th form
FGB.79.20	<p>To receive an update on school operations</p> <ul style="list-style-type: none"> • full opening of school (March 8th) • Remote Learning offer – quality assurance and evaluation 	Headteacher
FGB.80.20	To discuss termly information for governors	Headteacher
FGB.81.20	Feedback on possible Federation discussions with NYCC and Mowbray school	Chair
FGB.82.20	<p>Feedback from the Resources meeting – 25th January 2021</p> <ul style="list-style-type: none"> • Ratification of the SFVS 	Chair
FGB.83.20	To review the School Improvement Plan	Headteacher
FGB.84.20	<p>To receive an update on Safeguarding</p> <ul style="list-style-type: none"> • Ratification of The North Yorkshire Safeguarding Audit return 	Deputy Headteacher



Governor Meeting

FGB.85.20	Website review – as requested at the October meeting	Headteacher
FGB.86.20	To discuss the Staff well-being summary	Headteacher
FGB.87.20	Parents Survey results	Parent Govs
FGB.88.20	To approve the following policies <ul style="list-style-type: none"> • Medication policy/Supporting Pupils at School with Medical Conditions • Positive Behaviour Policy • Relationships, RSE, HE Policy • Acceptable Use 	Headteacher
FGB.89.20	Governor Training update <ul style="list-style-type: none"> • Feedback from training undertaken since the last meeting 	All
FGB.90.20	Governor visits update <ul style="list-style-type: none"> • Feedback from visits undertaken since the last meeting • Future visits 	All
FGB.91.20	AOB	
	Date of next meeting – Thursday 20th May 2021 at 4.15pm via Teams	

Minutes

Present: Sean Pond (Chair), Sarah Edwards (Headteacher), Paul Addison, Gemma Cardwell, Emma Gibson, Shelagh Morris, Andrew Palmer, Andrew Sudron

Also present: Sandra Searle (NYCC Clerk) & Andrew Mullane (Head of 6th form)

Item

	PROCEDURAL	
	The Chair welcomed everyone to the meeting.	
FGB.72.20	<u>To receive apologies and record the acceptance of apologies.</u> No apologies were received from Sarah Daggett so they could not be consented to	
FGB.73.20	<u>To remind Governors to declare any pecuniary or non-pecuniary interests</u>	



Governor Meeting

	None were declared.	
FGB.74.20	<p><u>To remind Governors of the need for confidentiality and to determine if any part of the minutes needs to be a confidential item and excluded from the minutes to be made available for public inspection.</u></p> <p>The Clerk reminded the meeting of the need for confidentiality.</p>	
FGB.75.20	<p><u>To declare the notification of any other business to be discussed later in the meeting.</u></p> <p>None were declared.</p>	
FGB.78.20	<p><u>A Curriculum Presentation by the Deputy Headteacher and the Head of the 6th form</u></p> <p>Governors had been asked to read the curriculum information on the school website prior to the meeting.</p> <p>The Deputy Headteacher shared a copy of the website on his screen with the governors and went through the information shown on screen in detail.</p> <ul style="list-style-type: none"> • All pupils have an EHCP • The curriculum developed over the last 12-18 months reflects the main EHCP areas and addresses the barriers to learning • There are 3 different curriculum pathways <ul style="list-style-type: none"> ➤ pre-formal – for pupils with profound and multiple learning difficulties and disabilities ➤ semi-formal – for pupils with less severe difficulties although still complex and severe ➤ formal – for pupils who work at the level of the national curriculum in some subjects • Pupils can move between the pathways and/or straddle them • Teaching and Learning is focused on the 7 areas of Learning and Development and the curriculum links into subject areas and is appropriate for pupils to develop their skills • It fits into the EHCP process and shows how pupils are able to progress in specific areas • KS4 – in addition to the above pupils can also gain ASDAN accreditations. These are used widely in years 10 & 11 and give the opportunity for pupils to be assessed and work towards a more independent form of study and are work related 	

Governor Meeting

- 6th form – the EHCP is still at the heart of the offer and there are 5 pathways including preparation for adulthood
 - Columns show what is needed to achieve independence and the accredited awards being worked for
 - All pupils are offered some form of ASDAN accreditation, some also work towards other awards DoE etc.
 - In the future it is hoped to offer Supported Internships
 - The pathway is decided with reference to the EHCP aspirations, each pupil is considered individually for the areas that needs to be worked on
- The Recovery Curriculum has been left on the website as it is useful for people to be able to see it

Question: Is our teaching resource structure tailored to those pathways? If pupil numbers increase would we be able to specialise more?

Answer: If we look at where we were 5 years ago we would not have been able to offer this variety. We have 2 candidates for the supported internship which as a percentage of the 6th form is not very strong, if we had more it would add strength. At present teachers in 6th form specialise in one of four areas i.e. independence and employment, some teachers have experience across the four pathways

Question: History for example, what level of experience would you expect them to have i.e. know the Kings and Queens of England, is there a specialist history teacher?

Answer: We are a school where the number of pupils who require a specialist history offer is minimal. Pupils are offered a very adapted curriculum relevant to their levels of understanding. At the earliest level pupils might only need to understand the concept of 'first and then'. More advanced levels of understanding at early formal subject level would include understanding the sequence of events in a day, or a year.

Question: ASDANs and accreditations – how have they been developed in light of this year and last? How has the recovery curriculum impacted on this, has any one area suffered more?

Answer: Each pathway was different. After Christmas we replicated the regular day in school with live lessons. ASDAN is quite forgiving and can be delivered in different ways ie on paper, the Remote Learning team offered similar activities to school at home. The assessment tool is clear about the evidence and we are still on course to achieve the same number of units, HTLA support has been used to help pupils catch up and although some are slightly behind it is having a massive impact. The focus when pupils returned in the summer and autumn was on wellbeing and making the return to school a positive experience. The impact has been noted through the EHCP

Governor Meeting

	<p>reviews and looking at outcomes. There have been a lot of conversations with parents and progress to achieve some outcomes has been slower. Teachers understand where each pupil is at in their level of learning and how to help them.</p> <p>Question: I liked reading it through and how it demonstrated the flexibility around the pupil, it is very personalised to the child. What response has come from parents, do they find it helpful?</p> <p>Answer: I am glad that comes across, we have not had much feedback from parents although we are aware some are appreciative of Cornerstones which is used in school, it is project based and linked to early childhood development.</p> <p>Parent governor statement: It is very good although my child would not participate if not in school. We used the ideas from it and found the topics helpful, we could use it outside while pretending it was not about school, we adapted it for them.</p> <ul style="list-style-type: none"> • ASDANs are portfolio based, there are no exams, no teaching for assessment grades. The Board are not proceeding this year so the pupils have done the course but will not get their certificates, but we are on it for next year. <p>Question: The accreditation outcomes – how do we know the curriculum is a good one and working for our pupils, also that the teaching standards are as good as they should be? Is there an opportunity to evaluate ‘added value’ that is comparable to a mainstream school?</p> <p>Answer: Not really, it is a perennial problem to find ‘like’ schools to compare against, there is not a comparator available. Teaching standards we do look at, it has been held back by Covid and the use of bubbles, we will be doing robust learning walks next term. We introduced this curriculum this year in restricted arrangements and must go at a pace next term. We will identify weaknesses and deficits and move on them from September.</p> <p>Question: We have moved from a past system of tracking pupil progress against pre-set levels, what are we left with other than EHCPs?</p> <p>Answer: We used to compare using the single statutory reporting system and P Levels which has now been removed following the Rochford review, it has left a vacuum. Primary and secondary have been given the flexibility to choose a system, which means special schools are using different approaches. One challenge is to think carefully and work with another school to develop a robust way to stand over the progress pupils are making. We have met with the LA Adviser to discuss this and are in contact with Tapestry about the issue. We need to develop a process and measure the quality of teaching, and be confident that pupil progress will be as high as it can be.</p>	<p>Clerk</p>
--	--	--------------

Governor Meeting

	<p>Action: This to be discussed at a GB meeting next term</p> <p>The Chair complimented on the clarity of the visual presentation on the website</p> <p>The Head of 6th form was thanked for his work and he left the meeting</p>	
FGB.76.20	<p><u>To approve and sign the minutes of the meeting held on Thursday 27th January 2021.</u></p> <p>The minutes were approved without amendment</p>	
FGB.77.20	<p><u>To discuss any matters arising from the minutes</u></p> <ul style="list-style-type: none"> • <u>The Headteacher to invite the Chair to all future meetings with NYCC about 109 High Street – completed</u> • <u>Governors were asked to email the Chair if they would like to join the newly reformed Resources committee.</u> <p>No other governors had come forward so the membership stays as previously agreed.</p> <ul style="list-style-type: none"> • <u>The Headteacher to organise an invitation for each of the governors to attend either an assembly or a forum before half term.</u> <p>Governors had received an invitation and had taken part where possible. Governor visits may be possible after Easter.</p> <p>Action: Governors to complete a visit form for the events they attended in lieu of visits</p> <p>The Headteacher was asked to continue to send out invitations to the live assemblies.</p> <ul style="list-style-type: none"> • <u>The Chair to draft a letter to NYCC to ask when the school would be able to return to Meadowbank - completed</u> <p>The Chair confirmed he had been unable to make progress with this, it had been agreed to speak again in June when the Covid restrictions have hopefully been lifted.</p> <ul style="list-style-type: none"> • <u>The Headteacher to check the Careers policy to ensure it still includes Careers Adviser appointments for year 13 pupils – completed</u> 	All

Governor Meeting

	<ul style="list-style-type: none"> • <u>Clerk to amend the Governor Expenses policy</u> – completed • <u>The Chair to resend the link around for the Estates Management course</u> <p>Details of the course had been sent out to all governors</p>	
	<p>BUSINESS</p>	
<p>FGB.79.20</p>	<p><u>To receive an update on school operations</u></p> <ul style="list-style-type: none"> • <u>Full opening of school (March 8th)</u> <p>A paper on the wider opening of school had been sent out prior to the meeting.</p> <p>The Headteacher reported :-</p> <ul style="list-style-type: none"> ➤ High level of attendance in school which was not typical of either special or mainstream schools ➤ Risk assessment – restricted bubble system still in place to avoid impact of any isolations needed. Closure of school on a Friday afternoon is still in place to minimise movement between bubbles and support staff with PPA There have been no bubble closures this term to date. ➤ Testing – a range of staff are involved as in mainsteam Pupil testing started on Monday with 20 6th formers, it was very positive and went a long way to making the staff feel safer ➤ Staff - 1 member of staff still shielding ➤ Pupils - no pupils are shielding The Behaviour Support TA had supported a number of pupils back into school. ➤ Buildings – the loss of Meadowbank was having an impact <p>Question: What is the policy on masks in school and how is social distancing going in school? Answer: Lip reading and a total communication approach is common in school so masks are only worn in corridors and communal or congested areas. We have one member of staff who lip reads and now uses a visor. Some of our pupils over the age of 11 and travelling on transport to school wear masks if they can, we see it as a life skill and praise when it is remembered.</p> <p>Question: Are any pupils eligible for the vaccine and what proportion of staff have had theirs Answer: All staff were offered a vaccine in late January by NYCC HR as part of the NHS staff vaccination programme. There was</p>	

Governor Meeting

	<p>95% uptake in January and some reluctance but now all staff have received their first vaccine and most due for the second one in the Easter holidays.</p> <p>Question: Lateral Flow Tests; the numbers in pupils is lower, 39% in 6th form?</p> <p>Answer: Compared to other special schools this is a high uptake of tests in pupils. There are a number of parents who do not want the testing as it should be self-administered. I am impressed with the uptake, they have 3 tests on site & those able to do it themselves are taking the test kits home.</p> <ul style="list-style-type: none"> • <u>Remote Learning offer – quality assurance and evaluation</u> <p>The completed challenge document produced by the LA to check what was being offered has been sent out prior to the meeting.</p> <ul style="list-style-type: none"> ➤ This had been completed by the 2 remote learning leads with support from the Headteacher ➤ Remote Learning will be offered to any self isolating pupil & used if any bubbles are forced to close. ➤ This was a very high focus in January but has now reduced and evaluation can be done. ➤ Actions – a teacher who is due to go on maternity leave and will now be working from home has been briefed and is ready to respond if needed. The offer for primary and secondary now needs to be developed, there was a large proportion of 6th formers absent from school so the offer was 6th form centric. ➤ On the 8th March there were only 2 secondary pupils at home so it was harder to develop an offer. There is also more of a need for a parent to facilitate learning at these ages and the demand for care for these pupils would be demanding enough. ➤ Looking at the Oak Academy and putting links into the teachers plans, the PMLD and primary offer need development ➤ 2 clinically and extremely vulnerable children are still not in school, liaising with parents is ongoing but there are barriers to engagement. Learning materials are being provided but they would benefit from live interaction to maintain contact with school and how we work and engage with them 	
FGB.80.20	<p><u>To discuss termly information for governors</u></p> <p>The Headteacher reported that she was looking to develop the Data Dashboard document presented termly to governors and wished to seek their views on what information they would like to see to keep them informed about the school.</p>	

Governor Meeting

	<p>Governors were reminded that the current document includes information on pupil numbers, equalities, behaviour, PP, EHCPs, training and multi-disciplinary teams working at the school.</p> <p>Question: All the information we receive presently is always a term in arrears, it would be better if we could have the current term information?</p> <p>Answer: I agree, it has sometimes been too far behind to be able to make a difference</p> <p>Question: To know the number of pupils in each year group broken down in terms of need is useful, behaviour and attendance are historic, PP numbers could be current?</p> <p>Answer: Depending on the timings of the meetings it could be possible to provide some data that is only 2 weeks old.</p> <p>Question: Early discussions around assessment and outcomes are good to have, a complete picture with improvement if known, i.e. a binary assessment, part broken down into stages and showing progress, it would have to be personalised.</p> <p>Answer: This can be considered for next term and trialled, the achievement of EHCP outcomes or something that reflects the work with the class teacher. I can present it in July for consideration.</p> <p>Action: All governors to email the Headteacher with suggestions of what should be included in the report and when</p> <p>Question: The data is produced but does it tell us anything we need to know and if we are doing a good job. We need a description of what defines a good school and mirror the data to show that, what does PP data show?</p> <p>Answer: When we dug into PP we uncovered that we were not claiming as much as we should be, different types of people qualify for the 4/5 categories – we can then decide how to spend. The data document gives a clear picture of what is happening in school. Pupil numbers show where there are bulges when they drop off the end we can get caught out with the budget. Information on the types of SEN shows the governors what school is dealing with. Where attendance reduces or behaviour increases it is the governors responsibility to challenge school leaders and ask what they are doing about it, it provides concrete information.</p> <p>Question: I am all in favour of data that helps and regular updates are helpful but are we focusing on the right things? The presentation on curriculum was excellent. Are we satisfied that the skill set of the teachers are aligned with the pupils in the school?</p> <p>Answer (Chair): We need the basic information and also how pupil progress is being assessed and links to the EHCP, the</p>	All
--	--	-----

Governor Meeting

	<p>curriculum and quality of teaching needs to be a separate focus to this data.</p> <p>Question: To what extent is this aligned against Ofsted, is everything fully captured? It is not linked to a specific KPI, they are just numbers, not set against any targets or focus areas.</p> <p>Answer: It would be useful then for governors to have a sense of the Ofsted framework to help develop this document by the end of July.</p> <p>Action: The Headteacher to send out a copy of the Ofsted Framework</p>	Headteacher
FGB.81.20	<p><u>Feedback on possible Federation discussions with NYCC and Mowbray school</u></p> <p>The Chair reminded governors that Mowbray School and this school had been tasked with looking at the issue of federation and if it should just be the two schools or if The Dales School and the PRU should be included.</p> <ul style="list-style-type: none"> • The view taken had been that it would work better the bigger the group. • NYCC had been charged with providing more clarity around future SEN provision in terms of level of demand and capacity. • There was to be a meeting hopefully next week where the bigger group option would be put forward. • The Chair will speak to the Strategic Planning manager to clarify the content of each work stream, the resources and organisation required, to deliver meaningful results. • Challenging NYCC to provide the necessary resources to undertake the work, a number of governors across the school could be used but the staff may not be available. <p>Action: The Chair to email progress made if any after the meeting</p> <ul style="list-style-type: none"> • Work would begin in the summer term with the work streams being done by the end of the summer. If GBs agree to go ahead consultation would begin in the autumn term <p>Question: What are the work streams and would we end up with a blueprint of what it would look like?</p> <p>Answer: Work streams would be governance – how it would be organised, leadership – how that would be structured, curriculum, staffing and HR. An outline of the structure, governance, leadership and finance are the main ones.</p> <p>Question: How warm are the other GBs?</p> <p>Answer: Mowbray are now warm, we are enthusiastic to look at this and a Federation would have more leverage with the LA</p>	Chair

Governor Meeting

FGB.82.20	<p><u>Feedback from the Resources meeting – 25th January 2021</u></p> <ul style="list-style-type: none"> • <u>Ratification of the SFVS</u> <p>Notes on the recent Resources committee meeting & the SFVS had been sent out prior to the meeting, the draft minutes are available on Springwater.</p> <ul style="list-style-type: none"> ➤ Governors noted that the benchmarking compares the school with all SEN schools in the country which is not a helpful comparison as there are too many differences. ➤ The only area highlighted red in the document relates to the costs of support staff in schools – this was not felt to be a concern as it showed the level of support to pupils provided by the school ➤ The two areas highlighted last time had disappeared <p>Question: As there is an area in red does anyone look at these, is it worth pre-empting the question and adding a comment? Answer: Yes, there is an area we can add a comment.</p> <p>The governors approved the document for submission to the LA pending a comment being added to item F</p>	
FGB.83.20	<p><u>To review the School Improvement Plan</u></p> <p>A draft plan for the summer had been sent out prior to the meeting and the Headteacher went through the paper with the governors.</p> <ul style="list-style-type: none"> • Curriculum – need to look at how the assessments will work, a system has been chosen which matches to the curriculum. This will help set the targets for September 21 There is still a considerable amount of work to be done, the main focus so far has been to establish the new curriculum, now it is important to observe it in operation and facilitate the development further. • Thrive – PP funding is being used to establish this and train practitioners. Many pupils are now getting sensitive support from the practitioners & it will be rolled out to the whole school in September with more staff being trained. • School facilities – continue to be a concern and challenge but priorities have been set for where we need to be for September, some aspects are not as robust as others. • Collaboration – work will continue into 2022, consideration of the intake into the 6th form and offsite provision is being explored. <p>Question: A new classroom in situ from September, where will it be and do we have the money?</p>	

Governor Meeting

	<p>Answer: We are currently working on the start budget, there is a hard standing in the playground which we intend to be an outside classroom, we are looking at the costings now</p>	
<p>FGB.84.20</p>	<p><u>To receive an update on Safeguarding</u></p> <ul style="list-style-type: none"> • <u>Ratification of The North Yorkshire Safeguarding Audit return</u> <p>A copy of the audit was sent out prior to the meeting and the Deputy Headteacher highlighted some of the areas.</p> <ul style="list-style-type: none"> • The audit is completed every other year and is very similar to last time. • It is based on guidance available such as Keeping Children Safe in Education (KCSiE) and linked to the Child Protection (CP) policy from NYCC to ensure guidelines are being followed <p>Question: When is this due to be submitted? Answer: Next Friday, it has an end of March deadline</p> <ul style="list-style-type: none"> • It is possible to give the highest rating of 5 and still have actions • Some areas have been pulled out and given actions but there are no areas of concern <ul style="list-style-type: none"> ➢ Supported Internship – checking the arrangements are in place ➢ Code of Conduct – changes have been made to the existing one, it will be sent out to all staff again to sign up to ➢ Schools ICT – confirming online safety incidents are being shared with the school ➢ Training – confirming all staff have had Prevent training and further training for the DSL on Consistency of Reporting & Referrals ➢ When school facilities start to be used again by external groups ensuring they all have an up-to-date CP policy ➢ New MIS system – looking to see if the current information can be enhanced ➢ 2 policies to be checked <p>Question: Is this document in sync with the H&S audit we saw recently, have all staff read the H&S policy question? Answer: Yes it is in sync, the H&S policy is accessible to all staff and we will be asking them to sign to say they have read it.</p> <p>The governors approved the Safeguarding audit without amendment</p>	

Governor Meeting

FGB.85.20	<p><u>Website review</u></p> <p>The Headteacher confirmed work was ongoing to add/amend the information identified in the report and she would continue to report back over the next term</p> <ul style="list-style-type: none"> • The curriculum information has been uploaded • The PP information is now up to date • The Remote Learning Policy and Statement was being reviewed 	
FGB.86.20	<p><u>To discuss the Staff well-being summary</u></p> <p>The Headteacher confirmed there was a focus on planning for September.</p> <ul style="list-style-type: none"> • Staff had been able to contribute and has been asked what if any changes they wanted for the new year. Most had asked to stay where they were which suggested they felt supported • 2 members of staff had requested changes and this had been picked up • The Wellbeing group meets regularly and had met the week before • There had been significant barriers to communication including the loss of the staff room. Daily briefings were being held remotely, these were essential if working from home before 8th March, but staff had reported missing the direct briefings these will therefore return from the beginning of the new term, socially distanced and outdoors. • The 1st staff meetings in person had been held this week, and were very positive • Work was needed on pupil voice so it does not get lost • Member of the Leadership team visit classes every morning to allow face to face time with staff. • Barriers are the loss of the staff room and the meeting room, and only allowing one person to a room at 80 High Street these were leaving people less connected. • Mental Health First Aiders continue to offer support in school. <p style="color: blue;">Question: When the time is right, a poll up and running a couple of times a year maybe useful. How are you covering recognition for people going the extra mile over the period?</p> <p style="color: blue;">Answer: There is a weekly staff shoutout, a box is available for people to post them, it gives staff feedback on what has been appreciated. An invitation will be sent to the appropriate governor to attend the wellbeing group</p>	

Governor Meeting

FGB.87.20	<p><u>Parents Survey results</u></p> <p>Work is ongoing by a parent governor who will send the questions to governors for feedback and suggestions prior to sending out to parents</p> <p>Action: The parent governor to send the draft questions to governors for review</p>	Parent Governor
FGB.88.20	<p><u>To approve the following policies</u></p> <ul style="list-style-type: none"> • <u>Medication policy/Supporting Pupils at School with Medical Conditions</u> <p>Governors approved these policies</p> <ul style="list-style-type: none"> • <u>Positive Behaviour Policy</u> <p style="padding-left: 20px;">This was deferred to a future meeting</p> <ul style="list-style-type: none"> • <u>Relationships, RSE, HE Policy</u> <p style="padding-left: 20px;">This was deferred to a future meeting</p> <ul style="list-style-type: none"> • <u>Acceptable Use</u> <p style="color: red;">Question: On social media, what happens where staff bring the school into disrepute expressing views which do not agree with the school ethos, it is a difficult area?</p> <p style="color: red;">Answer: The Code of Conduct gives clear guidance in this case, their use of social media would be challenged and has been in the past where a post could have been construed as racist, the person was challenged, they took the post down but left the school soon after.</p> <p style="color: red;">Question: Does the policy make that clear, questions linked to parents?</p> <p style="color: red;">Answer: There is a separate social media policy to cover this, there may be some repetition and the need to repeat the same phrases in both.</p> <p>Action: The Headteacher to pick out what is in the policy and in the Code of Conduct and send round to governors.</p> <p>Action: The date at the bottom of the policy to be changed</p> <p style="color: red;">Question: We need to encourage people to think before they send</p> <p style="color: red;">Answer: Yes, once it is out there it stays forever and cannot be deleted.</p> <p>This policy was deferred to the next meeting</p>	Headteacher Headteacher



Governor Meeting

FGB.89.20	<p><u>Governor Training update</u></p> <ul style="list-style-type: none"> • Feedback from training undertaken since the last meeting <p>Three governors had undertaken Appeals Panel training and one governor had completed part one of the Introduction to Governance training</p>	
FGB.90.20	<p><u>Governor visits update</u></p> <ul style="list-style-type: none"> • Feedback from visits undertaken since the last meeting <ul style="list-style-type: none"> ➤ A virtual visit had been undertaken by the Finance Governor ➤ The 16-19 provision Governor had arranged a meeting with the Head of 6th form • Future visits <p>Question: Have we a plan post 21/06/21? Answer: Based on individual circumstances it may be possible to meet in school at a safe distance after Easter, this would be a matter of personal choice.</p> <p>The Clerk advised the current guidance from NYCC is virtual meetings should continue at present. She would inform governors as soon as that changed.</p>	
FGB.91.20	<p><u>AOB</u></p> <p>There was none</p>	
	<p>Date of next FGB meeting – Thursday 20th May at 4.15pm (via Teams)</p>	

There being no further business the meeting finished at: - 18.39

Signed:

X

Name
Governor