

THE GOVERNING BODY OF BIRKBY INFANT AND NURSERY SCHOOL

Minutes of the meeting of the Governing Body held at 6.30 pm at the School on Monday, 4 October 2021.

PRESENT

Dr A Williams (Chair), Mrs A Deering, Mrs L Devlin, Mrs S Haji-Lary, Mrs P Holderness, Mrs S Khan, Mr F Usman, Mrs DZ Wilson (Head Teacher)

In attendance

Miss A Walker

No.	Item	Action
1.	<p><u>ELECTION OF CHAIR</u></p> <p>Governors noted that it was up to the Governing Body to decide on how long a chair's term of office should be. However, the LA's recommendation, which was in line with the National Governance Association (NGA) guidance was that the Governing Body should choose to elect a new chair every year, or there should be a minimum length set for a term of office. The Department for Education (DfE) guidance also recommended a change from time to time, in order to keep the board fresh and moving forward.</p> <p>Governors were informed that it was important, when considering this item, to be conscious of succession planning for this key role, so that any change in chair did not impede the boards effectiveness.</p> <p>Governors were mindful that when discussing the election of Chair, all candidates who had been nominated or proposed for the position were required to leave the meeting.</p> <p>Before deciding to re-appoint a current chair, it was recommended that Governors should consider carrying out a chairs 360 review.</p> <p>RESOLVED:</p> <ul style="list-style-type: none"> (i) Nominations will be considered from absent Governors (ii) That the Chair be elected for a term of office ending on the date of the first meeting after the annual anniversary of their election. (iii) In the case of a tie, a secret ballot would be held. If this resulted in a further tie, a toss of a coin/drawing of lots would decide between the candidates. <p>Dr A Williams was nominated and seconded. There were no other nominations.</p> <p>RESOLVED: That Dr A Williams be elected Chair for a term of office ending on the date of the first meeting after the annual anniversary of their election.</p> <p>RESOLVED: That Governors note the recommendation that they undertake a 360 review of the current chair.</p>	

2.	<u>APOLOGIES FOR ABSENCE, CONSENT AND DECLARATIONS OF INTEREST</u>	
	<p>Apologies for absence were received from Mrs P Smith, and Dr M Whalley (consent).</p> <p>(a) <u>Approve the Governors' Code of Conduct</u></p> <p>Governors were informed that the NGA had updated its model code of conduct and were encouraged to adopt it. They noted that much of the content remained unchanged, however, updates included:</p> <ul style="list-style-type: none"> • The Nolan Principles were now included within the code in full. • Three new statements had been added which covered equalities, inclusive practice and the expectation that those governing on academy committees (local governing boards) would abide by their scheme of delegation. • New statements were clearly marked to allow for easy review of the updated code. <p>RESOLVED: That the Governing Body agrees to adopt the NGA's revised Code of Conduct.</p> <p>The absent governors would be sent a copy of the NGA Code of Conduct in the post to sign and return, and this would be noted in matters arising at the next meeting.</p> <p>(b) <u>Declaration of Business Interest information</u></p> <p>Governors were reminded that they were required to update and publish their Declaration of Business Interest information on the school website, in order to meet statutory compliance requirements.</p> <p>Governors noted that there was a requirement, as part of the LA's Financial Audit, for all governors and those members of staff involved in the procurement of goods, to complete the register of business interest form. This could be completed online and Governors were provided with the website link to do so. Once the form was completed, it would be returned to the school for retention and should be made available for inspection by Kirklees Audit as part of their audit process. It was noted that a failure to complete this form could impact on the judgement a school received.</p> <p>RESOLVED: That Governors be asked to complete the register of business interests form as soon as possible if they have not already done so.</p> <p>Members present completed the forms during the meeting.</p> <p>RESOLVED: That the school publish the Declaration of Business Interest information on the school website as soon as it is in a position to do so.</p>	<p>Kirklees Governors Service</p> <p>All</p> <p>Head Teacher</p>

	<p>(c) <u>In the interests of transparency, the Governing Body must ensure that its record on Get Information about Schools (GIAS) remains up to date</u></p> <p>Governors were informed that all maintained school governing bodies and academy trusts had a legal duty to provide all of the governance information requested on the Department for Education (DfE) GIAS web page in so far as the information available to them. This would increase the transparency of governance arrangements and also enable schools and the DfE to identify more quickly and accurately individuals who were involved in governance, and who governed in more than one context.</p> <p>RESOLVED: That Governors note the requirement to provide all governance information to the DfE and ask that the school continue to do this on behalf of the Governing Body.</p>	Head Teacher
3.	<p><u>NOTIFICATION OF ITEMS TO BE BROUGHT UP UNDER ANY OTHER BUSINESS</u></p> <p>Items notified for discussion under Any Other Business were:</p> <ul style="list-style-type: none"> • Staffing • Election of Vice Chair <p>RESOLVED: That the agenda be taken out of order at this point.</p>	
4.	<p><u>ELECTION OF VICE-CHAIR</u></p>	
	<p>Governors noted that it was up to the Governing Body to decide on how long a vice-chair's term of office should be. However, the LA's recommendation, which was in line with the National Governance Association (NGA) guidance was that the Governing Body should choose to elect a new vice-chair every year, or there should be a minimum length set for a term of office. The Department for Education (DfE) guidance also recommended a change from time to time, in order to keep the board fresh and moving forward.</p> <p>Governors were informed that it was important, when considering this item, to be mindful of succession planning for this key role, so that any change in chair did not impede the boards effectiveness.</p> <p>Governors were mindful that when discussing the election of Vice-Chair, all candidates who had been nominated or proposed for the position were required to leave the meeting.</p> <p>RESOLVED:</p> <ul style="list-style-type: none"> (i) Nominations will be considered from absent Governors (ii) That the Vice-Chair be elected for a term of office ending on the date of the first meeting after the annual anniversary of their election. (iii) In the case of a tie, a secret ballot would be held. If this resulted in a further tie, a toss of a coin/drawing of lots would decide between the candidates. 	

	<p>Mrs P Holderness was nominated and seconded. There were no other nominations.</p> <p>RESOLVED: That Mrs P Holderness be elected Vice-Chair for a term of office ending on the date of the first meeting after the annual anniversary of their election.</p> <p>Governors expressed their thanks to Dr M Whalley who had previously served as the Vice Chair.</p>																			
5.	<u>REPRESENTATION</u>																			
	<p>4.1 <u>To report the following matter(s) of representation:</u> <u>Resignations</u></p> <table border="0"> <thead> <tr> <th><u>Name</u></th> <th><u>Category</u></th> <th><u>With Effect From</u></th> </tr> </thead> <tbody> <tr> <td>Sahal Saeed</td> <td>Parent</td> <td>01/09/2021</td> </tr> <tr> <td>Claire Moscardini</td> <td>Co-opted (staff)</td> <td>07/09/2021</td> </tr> </tbody> </table> <p><u>Appointment</u></p> <table border="0"> <thead> <tr> <th><u>Name</u></th> <th><u>Category</u></th> <th><u>With Effect From</u></th> </tr> </thead> <tbody> <tr> <td>Claire Moscardini</td> <td>Staff</td> <td>08/09/2021</td> </tr> <tr> <td>Furkh Usman</td> <td>Parent</td> <td>tbc</td> </tr> </tbody> </table> <p>4.2 <u>Appointment of LA Governor</u></p> <p>RESOLVED: Following recommendation from the LA, governors confirm the appointment of Sharon Hadji-Lary as LA Governor, with immediate effect.</p>	<u>Name</u>	<u>Category</u>	<u>With Effect From</u>	Sahal Saeed	Parent	01/09/2021	Claire Moscardini	Co-opted (staff)	07/09/2021	<u>Name</u>	<u>Category</u>	<u>With Effect From</u>	Claire Moscardini	Staff	08/09/2021	Furkh Usman	Parent	tbc	
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6.	<u>REVIEW OF COMMITTEES, INCLUDING HEADTEACHER'S PERFORMANCE MANAGEMENT WORKING GROUP</u>																			
	<p>(a) <u>Committee Membership</u></p> <p>RESOLVED: That the committee membership be agreed:</p> <p><u>Resources Committee</u> Mrs S Khan Mrs. P Smith Dr A Williams Mrs D Wilson Mrs S Hadji-Lary Mr F Usman</p> <p><u>Standards and Effectiveness Committee</u> Mrs P Holderness Mrs S Hadji-Lary Mrs A. Deering Dr A Williams Mrs D Wilson</p>																			

Mrs L Devlin
Dr M Whalley

Staff Dismissal Committee

All non-staff Governors were to be eligible for this committee, which would be called by the Chair when necessary. This could be at short notice and would depend on Governors being able to attend. Those who had sat on the Dismissal Committee would not be eligible to serve on the Appeals Committee for the same case.

Complaints Committee

Mrs S Hadji-Lary
Mrs S Khan
Dr M Whalley

Pupil Discipline Committee

All non-staff Governors would be eligible for this committee which would be called by the Chair when necessary, subject to Governors' availability.

(b) Head teacher's Performance Management Working Group

RESOLVED: That the membership be agreed:

Pay and Teacher Appraisal

Mrs P Holderness
Mrs P Smith
Dr A Williams

The Kirklees Learning Partner had been appointed as the external advisor to the committee.

(c) Committee Terms of Reference

RESOLVED: That Committee Terms of Reference be agreed.

7. TO APPOINT GOVERNORS WITH SPECIFIC RESPONSIBILITIES

In line with their general responsibilities for standards of education within the school, Governors were required to keep themselves informed about what was happening within school. One way of doing this was to delegate the responsibility for specific areas to different individual link governors, who were encouraged to visit the school and report back to the governing body on their observations and findings.

Governors were asked to consider appointing link governors to the following positions:

- Special Educational Needs Governor
- Governor Training Contact
- Governor for Looked After Children
- Child Protection Governor
- Early Years Governor
- Safeguarding Governor
- Wellbeing Governor
- Equality Governor

	<ul style="list-style-type: none"> • Pupil/Sports Premium Link Governor • Attendance Governor • Website Compliance Governor <p>Governors noted that it was good practice for link governors to focus their school visits in line with key school priorities, as identified within the School Development Plan.</p> <p>RESOLVED: That link governors be approved:</p> <ul style="list-style-type: none"> • SEN/D and Additional Needs Governor –A Deering, L Devlin • Single Equalities Governor –A Deering • Governor Training Contact –D Wilson • Governor for Looked After Children –S Hadji-Lary • Child Protection and Safeguarding Governor –S Hadji-Lary • Early Years Governor –M Whalley • Key Stage 1 Governor – P Holderness, P Smith • PE/SMSC/Wellbeing Governor –S Hadji-Lary • Pupil and Sports Premium Link Governor –P Smith • Relationships, Health and Sex Education –S Khan • Equality and Health and Safety – All Governors (H&S walk around – S Haji-Lary). 	
8.	<u>DELEGATION OF FINANCIAL POWERS TO THE HEAD TEACHER</u>	
	<p>RESOLVED: That the Governing Body delegates to the Head teacher the power to carry out on its behalf the following delegated duties:</p> <p>(a) Planning and conducting the affairs of the school to remain solvent.</p> <p>(b) Establishing proper financial management arrangements and accounting procedures, which comply with the Local Authority’s financial regulations and standing orders and maintaining a sound system of internal controls.</p> <p>(c) Ensuring that funding from the LA and any other sources is used only in accordance with the conditions attached to that funding.</p> <p>(d) Providing such information as the LA may reasonably require to satisfy the LA that the financial management and organisation of the governing Body are such as to enable it to fulfil the obligations specified for it.</p> <p>RESOLVED: That the Governing Body consent to the virement between Heads of Expenditure being set at £50,000. That the Finance and Resources committee be authorised to spend up to £20,000 (£10,000 per item) on emergency repair work. That the Governing Body consent to the spending of up to £10,000 by the Head Teacher without reference to the Governing Body.</p>	
9.	<u>MINUTES OF THE MEETING HELD ON 5 JULY 2021</u>	

	RESOLVED: That minutes of the meeting held on 5 July 2021 be approved and agreed by the Governing Body.	
10.	<u>MATTERS ARISING</u>	
	<p><u>(a)Apologies for Absence, Consent and Declarations of Interest (minute 87 refers)</u></p> <p>Dr Williams shared the results of the skills audit with governors. He noted that the analysis had included the skills audits of eight governors, and he was heartened by the outcome as it showed a good balance of skills and strengths in all areas. He provided an overview of the points to note:</p> <ul style="list-style-type: none"> • Strategic leadership was an area with variable scores, which reflected the experience of the governing body and there were more '5' scores than in other categories. • Accountability included some lower scores but the majority of were high. • People, structure, compliance and evaluation all scored highly. • Under people, <i>relationships</i> scored lowest, but there was an acknowledgement this was likely to be as a result of the governing body having operated virtually for the last year. • The individual comments provided by governors on their skills audits were positive and reflected governors' proactivity and desire to move the school forward. • The governing body would use the results of the skills audits to inform continual improvement, ensuring governors' skills were deployed in the most appropriate way and used to provide opportunities for newer governors to build skills and confidence. • Some governors had asked for specific training on their skills audit and this would be progressed. <p>Governors recommended the face to face induction for new governors and they asked Kirklees to confirm if face to face training had resumed.</p> <p>Q: Can governors who did not complete the skills audit do this now?</p> <p>A: This might be a useful activity for individual governors but it will not fundamentally change the results of the group analysis.</p> <p>(b) <u>Representation (Minute 91 refers)</u></p> <p>There had been a query at the last meeting about the number of governor vacancies and the Instrument of Government had been reviewed. This was shared with governors during the meeting:</p> <ul style="list-style-type: none"> • Head Teacher • 1 LA Governor • 1 Staff Governor • 2 Parent Governor • 6 Co-opted Governors. 	Kirklees Governor Service
11.	<u>REPORTS FROM COMMITTEES</u>	
	Governors were informed that a meeting of the Resources Committee had	

	<p>been held this term. Items discussed at the meeting included:</p> <ul style="list-style-type: none"> • The period five financial report was discussed in detail. The detail was available in the committee minutes. The budget was on track and the committee acknowledged that there had been a number of unexpected costs the previous year, including redundancy payments. • The general audit recommendations had been received from the Local Authority, and members were informed that the school was already adhering to all of these. • The School Fund would be audited later this year, in line with the statutory requirement to do this annually. 	
12.	<u>HEAD TEACHER'S REPORT/DATA REPORT AND GOVERNORS QUESTIONS</u>	
	<p>The Head teacher presented her verbal report on matters of interest relating to the school, for which she was thanked. Governors noted that, to reduce workload, there would be one verbal report and one written report each term. The report included updated on:</p> <p>(a) <u>School Context</u></p> <ul style="list-style-type: none"> • The number on roll trends showed that pupil numbers had reduced from 541 in March 2019 to 452 in November 2020. • Nursey numbers for October 2021 showed there were nine full time and 64 part-time pupils. Five nursery pupils were in receipt of Pupil Premium. • All pupils were entitled to and took up universal free school meals. • 85 per cent of pupils had English as an additional language. <p>(b) <u>Curriculum, Learning, Teaching and Assessment</u></p> <ul style="list-style-type: none"> • An update on the first four weeks of term was provided, including the focus being on pupils settling back in to school, re-establishing routines, re-introducing the Behaviour Policy and attendance. • In early years foundation stage, base line assessments were being undertaken. • In key stage 1, weeks 2-6 had been allocated to identifying gaps in learning and putting targeted support in place. Feedback would be given to parents at parents evening about how they could help their children. Reading packs were going home each Friday to support consolidation of learning. • The parents' evenings would be on 18 and 19 October 2021. <p>(c) <u>SIP Priorities and Appraisal</u></p> <ul style="list-style-type: none"> • Quality of Education – Curriculum, Learning, Teaching and Assessment – a breakdown of the approach to phonics, early reading, comprehension, oracy and maths was provided, along with details of the assessment approach and dates. • Behaviour and Attitude – governors would receive a full update under the Safeguarding Report. • Personal Development – all staff safeguarding training had taken place in school on 6 September 2021. Work continued with the community and family hubs to support families. • Leadership and Development – a full breakdown of SLT and 	

middle leader training, CPD and networks was provided.

(d) Staffing

- An update was provided on the recruitment of an educational teaching assistant, which was required due to staff absence and increased SEN need.

(e) Premises

- A breakdown of works completed was provided, including four classroom redecorations, nursery boiler replacement and portable appliance testing.

Matters Arising from the Head Teacher's Report

Q: Are the demographics of the school changing?

A: There is a falling roll across the authority. Brexit has had some impact on this. It is likely some families from Afghanistan will join the school. 80-85 per cent of pupils identify as being of Pakistani ethnicity, with there being more movement in the other 15 per cent. The school is close to the University and families come from all over the world.

Q: Has the school welcomed any pupils from Afghanistan yet?

A: No, not yet.

Q: There were many challenges for the school last year, including the pandemic and school finances. How is staff morale?

A: The staff are incredible and are working hard to put new systems in place, for example, the dining hall arrangements. This represents a tight timetable but staff have managed this well. Pupils are now visiting the dining room in year groups and the use of the dining hall is a new experience for reception and year 1 pupils.

There are some concerns about year 1 as they have felt the greatest impact of the lockdowns. Many of them did not go to the nursery and they came into school straight into bubbles, and they missed a lot of learning and experiences. Year 2s are doing well.

It has been a tough term. The educational teaching assistants are doing well. The Head Teacher has spoken to them about the new fixed term appointment to explain why this occurred so soon after the redundancies. This was a transparent conversation to explain that cover was required due to staff absence.

There had been some minor issues in school, including a scooter going missing and a first aid issue. Morale remained good but this year was anticipated to be a tough year.

Dr Williams noted that governors would need to monitor staff wellbeing and morale, and support the Head Teacher where possible. Governors noted the significant challenges in school, including the falling roll numbers and the after effects of the pandemic lockdowns.

Q: Are there any trainee teachers in school?

A: We have one trainee who is not on the new programme as she had

	<p>already done one term of her NQT year, and she would be completing the final two terms. The school would not be receiving any financial support for this but it had received approval for the training.</p>	
13.	<p><u>ATTENDANCE AND SAFEGUARDING</u></p> <p>The report had been shared with governors in advance of the meeting. It provided the following updates:</p> <ul style="list-style-type: none"> • A breakdown of the numbers on roll and number of families in receipt of Pupil Premium was given. Since the report, further families had applied for free school meals and the number of reception children in receipt was currently 21. • A safeguarding update noted that there was one child with a child protection plan, six pupils with a child in need plan, two pupils were looked after and there had been 149 causes for concern (CPOMs incidents). • A welfare update noted that 18 families were being monitored (excluding CP/CIN), two families had been referred for early help and two parents had been referred for mental health support. • Pupil movement breakdown by years was provided. • An attendance monitoring breakdown showed there had been two positive Covid tests for children this term. • Attendance updates noted current attendance was 95.16 per cent (national target 96 per cent). A breakdown of group attendance was also provided, including gender, free school meals, special educational needs and ethnicity. <p>The Head Teacher drew governors' attention to the alarming number of causes for concern reported. She thought the current economic circumstances, including increases in national insurance and potential loss of work by zero hour workers, were likely to result in an increase in poverty related issues. Governors said it was helpful for them to understand this context.</p>	
14.	<p><u>SCHOOL WEBSITE</u></p> <p>Dr Williams had undertaken an audit of the school website against the statutory requirements. He commented on the well-presented website which was vibrant and provided a host of useful information to the school community. The audit was shared with governors. This was reviewed on an exceptions basis, with the following items highlighted for review:</p> <ul style="list-style-type: none"> • Early years data had not been published but this was not a requirement. • Pupil Premium documents were due to be updated and uploaded to the website. • Financial Information (salary threshold) should be reported as a nil return because no staff salaries were above the reporting threshold. • The request for paper copies of documents should be prominent. It was suggested the policies section would be the most appropriate section for this. 	

	RESOLVED: That the governing body note the findings of the audit and ask the Head Teacher to address the updates.	Head Teacher
15.	<u>GOVERNING BODY DEVELOPMENT: ACTIONS AND PRIORITIES 2021/22</u>	
	<p>Governors referred to the results of the skills audit which showed the governing body had a range of skills. Governors were reminded to book any courses via the school office and were informed that the school had subscribed to the full GLAD package. Governors asked for the link to the training website to be shared again.</p> <p>Dr Williams suggested that the priority this year was for the governing body to re-establish as a group and recommence visits. Governors were reminded to complete the visit proforma after each visit.</p> <p>Q: Can governors visit in person again? A: Yes, but we would want to limit time in one classroom. The school is well ventilated and there are spaces to sit and talk.</p> <p>Q: Before a governor visit, do we need a clear idea of what we want to cover? A: Initially, it is best to come in and get to meet relevant staff. Visits are to be arranged through the Head Teacher who will pass governor requests to members of staff. Governors should keep written reports short and provide feedback at the next meeting.</p>	<p>All</p> <p>HT</p>
16.	<u>CONSULTATION ON ADMISSION ARRANGEMENTS FOR 2023/24</u>	
	<p>Governors were informed that the process and timeline that Kirklees Council would follow for the statutory consultation about coordinated schemes, and admission arrangements including the proposed published admission numbers (PAN) for the academic year 2023/24, would be communicated with all Head teachers via HeadsUp and also available on the Kirklees website and Kirklees Business Solutions website, when available.</p> <p>Governors noted that a 6-week period of consultation needed to take place between 1 October 2021 and 31 January 2022, should admission authorities wish to consult on any changes to admission arrangements. Kirklees local authority was the admission authority for community and voluntary controlled schools and a 6-week consultation would take place during the above dates; the date is to be confirmed.</p> <p>The Governing Body was asked to:</p> <p>(i) Consider the contents of the consultation report and the key dates to be published on the Kirklees website.</p> <p>(ii) To record confirmation of their PAN and any comments in the meeting minutes.</p> <p>Send any feedback or comments to pupiladmissions@kirklees.gov.uk by the closing date.</p>	

	<p>The Head Teacher provided a detailed overview of the falling roll numbers in the area and across the authority. The Head Teacher thought that governors should consider whether it would be appropriate for the 2023/24 PAN to reduce to 120. She explained the boundaries of the local planning admission area and provided an overview of falling numbers in other local schools, some being as low as 34 out of a 60 PAN. The Head Teacher explained that a reduction in PAN would help the school and neighbouring schools remain sustainable.</p> <p>The Head Teacher explained that a reduction in PAN could result in appeals taking the school over PAN, however, she thought it unlikely this would happen because, even at the height of pupil numbers, there had only ever been a maximum of seven appeals, and the school community remained transient. In the event of a significant number of appeals, the school could run with an additional class, but it would not be able to mix early years and key stage 1 due to the significant gap between the year groups.</p> <p>The Head Teacher explained that the school had a contingency plan for the following year to run with vacancies but this was not sustainable for a longer period. She referred to the historic increase in PAN, when the PAN increased from 90-120. This had presented the school with a number of challenges, including the loss of the library. She said that, as a result of this increase in PAN, some of the school's provision was inadequate and the school had worked hard to manage with the facilities it had. She said that reducing the PAN would allow the school to manage provision more appropriately, for example, reinstating the library.</p> <p>RESOLVED: That governors delegate the PAN decision to a subcommittee made up of available governors. Governors would liaise outside the meeting to finalise committee attendees.</p>	<p>Head Teacher/ Dr Williams</p>
17.	<p><u>POLICIES FOR REVIEW BY THE GOVERNING BODY</u></p>	
	<p>Governors were aware of their responsibility for monitoring school policies, ensuring that they were fit for purpose as well as being implemented properly. It was also important that schools had all statutory policies in place and, where appropriate, placed on the school website.</p> <p>As part of a Kirklees LA initiative to improve governance in Kirklees, along with related services the LA provided to schools and academies, School Governor Services had offered additional support to Governing Bodies and schools, in order to ensure compliance with statutory requirements.</p> <p>The Governing Body was asked to either complete the LA's updated statutory policy review cycle template, which had been sent to Governors prior to the meeting, or alternatively forward the school's current list of policies and policy review cycle to Kirklees.governors@kirklees.gov.uk. Governors noted that the list would be checked by the school's Business Support Officer (School Governor Services), in order to ensure all statutory policies were in place and, going forward, used to place the review of each individual policy on the appropriate agenda, in sufficient time.</p>	

Governors noted that School Governor Services Governor Clerking Service had updated its resources and documentation in line with the latest DfE guidance. The Governing Body was encouraged to refer to these resources in order to gain a better understanding of their role and responsibilities in relation to school policies.

The following policies were presented for approval

- Safeguarding and Child Protection – this was the LA model policy. Changes from the previous version were annotated in the copy circulated.
- Whistleblowing – this was the LA model policy with no amendments. The LA employed all staff and therefore this version had to be adopted.
- Online Safety – this had content from the LA model policy and from the school’s ICT technician. The school did not allow the use of any electrical devices, including watches, due to the potential for these to take photographs. The changes to the policy were annotated in the copy circulated.
- Privacy Notice – this was the LA model policy and there were no changes proposed. The policy had been relaunched with parents to remind them of the information sharing protocols in place.
- Safer Recruitment – this was the LA model policy. The changes to the policy were annotated in the copy circulated.
- Behaviour – this was a school policy. The policy had been amended slightly to reflect operational changes, for example, lunchtime arrangements, and to update references to current staff personnel.
- Single Equalities Policy– this also included a three-year plan, which had been amended to reflect some Covid changes.

RESOLVED: That the following policies be approved:

- Safeguarding and Child Protection
- Whistleblowing
- Online Safety
- Privacy Notice
- Safer Recruitment
- Behaviour
- Single Equalities Policy

Q: What is the 360 safeguarding self-review tool?

A: This is a safeguarding audit tool and was used to do the review.

18. DATA PROTECTION ACT (DPA) GENERAL DATA PROTECTION REGULATION (GDPR) AND INFORMATION SECURITY – GOVERNORS USE OF PERSONAL EMAIL ACCOUNTS

Governors were informed that schools must take measures to keep personal data secure, this being the case under the current DPA and under the GDPR. By permitting Governors to use personal email accounts, it was unlikely that the school would be doing enough to safeguard personal data.

It was reported that many households shared computers or email accounts. In addition to this, home computers often remembered passwords, which meant that there was a risk of access to school data by family members or, worse still, by anyone who gained unauthorised access to the computer being used by Governors, either by theft or hacking. Personal email accounts often 'synced' with other devices by default, which meant that an email saved to a Governor's personal smartphone might also appear on their PC, tablet and on their online cloud account.

Data Subject Rights

Governors noted that under both the DPA and the GDPR, individuals had rights with regard to their personal data. The most commonly exercised of these rights was the right of subject access. Governors further noted that if an individual made a subject access request (SAR), the school was obliged to provide them with a copy of their personal data subject to various exemptions.

Governors were informed that responding to a SAR would involve carrying out extensive searches for the requester's personal data and, in many cases, this would involve searching emails. Governors who used email addresses which did not belong to the school for school governance related work reasons, which contained the requester's personal data, were obliged to consider the contents of these email accounts when responding to the SAR. This raised a number of issues. For example, if a Governor used an email account which belonged to their employer, that employer would be unlikely to provide the school with access to the email account to carry out searches. Furthermore, if a Governor was away on holiday and an urgent search of their emails was required in their absence, this would not be possible on a non-school email account. This would make it difficult, if not impossible, for the school to meet strict timeframes and deadlines for complying with a SAR.

Governors were informed that, in view of the of the issues Governors using personal email accounts could create, Kirklees Council was strongly recommending that all Governors who used personal email accounts be provided with school email addresses as soon as possible.

School governors noted that they stored all documentation via the school's secure portal and that nothing confidential was emailed to personal email addresses.

RESOLVED: That governors continue to utilise the secure school portal for all meeting paperwork and they would not be allocated school email addresses.

19. EVOKE KIRKLEES PARTNERSHIP

Governors received a newsletter prior to the meeting in connection with the Evoke Kirklees Partnership. They noted that Evoke was a partnership set up by the Arts Council England in 2017 to help increase and improve access to high quality creative and cultural activities.

Evoke Kirklees was requesting conversations with Head Teachers,

Governors and Academy Trust Board members to discuss how it could improve current offers of creative activity to meet the expressed needs and priorities of all schools and academies across Kirklees.

Creative activity was defined in this context as the process through which children and young people applied their knowledge, skill, intuition to imagine, conceive, express or make something.

The Evoke Kirklees approach involved working with representatives from the education sector, the local authority, and the arts and cultural sector to design and deliver new creative offers.

As part of the partnership, the Associate Learning Partners for Art at Kirklees Council had worked closely alongside a wide range of artists and cultural organisations to produce the following offers to date:

- Our Biennale Children’s Art Festival
- Woven Festival
- Bespoke Arts Award programmes

However, Evoke Kirklees was aware that the above offers did not suit all schools’ and academies needs and circumstances. It was recognised that schools and academies operated under a number of constraints: budgets, resources, time, curriculum and so on. Therefore, the partnership wanted to ensure that more schools and academies were able to influence the design and delivery of new programmes, so that their children and young people would have the opportunity to participate in creative activities of their choice.

Representatives from Evoke Kirklees had asked if they could meet individually with Head Teachers, Governors and Academy Board Trust members from across Kirklees to discuss the following:

- Your views on the gaps in the provision of creative activity opportunities
- What are your priorities and what are the barriers that need addressing?
- What are your ideas and solutions?
- How can Evoke best support your needs?

Governors noted that they could access further information about the Evoke Kirklees Partnership via its website: www.evokekirklees.org

Governors were encouraged to contact Dr. Greg Bond (Evoke Network Manager) for information and to discuss further the partnership offer. greg@evokekirklees.org

RESOLVED: Governors noted the update.

8:21pm Mrs S Haji-Lary left the meeting

20. GOVERNOR TRAINING AND GOVERNOR VISITS

(a) Governor Visits

	<p>There had been no governor visits since the last meeting. Governors noted their earlier discussion about the re-establishment of visits.</p> <p>(b) <u>Governor Training</u></p> <p>There had been no governor training since the last meeting. Governors noted their earlier discussion about training.</p>	
21.	<u>ANY OTHER BUSINESS</u>	
	<p><u>Staffing</u></p> <p>The Head Teacher noted that she had spoken to staff about the need for the school to reduce teaching staff. Discussions had been held with HR about the practices and procedures that would be followed.</p> <p>The Head Teacher explained that the school was currently operating with 18.2 teachers and it would need 16. Staff had been informed that the process would commence with the offer of voluntary redundancy. This would be offered without prejudice and staff would be able to seek confirmation of what this would mean for them individually. The Head Teacher said that she had raised this with staff at this time because the summer term tended to be the more challenging time to apply for roles.</p> <p>Following the offer of voluntary redundancy, if there had been no applicants, in March 2022, all teaching staff would participate in an interview and observation process. Members of the governing body and trade union representatives would be involved in the process. The trade unions had been fully informed and they were keen to be supportive and helpful to the staff involved.</p> <p>The Head Teacher noted that, understandably, staff were not happy with the news but they were philosophical about it. They had been reassured that the school did not want to lose anyone and that the process would be fair and that no specific roles had been identified to be removed.</p> <p>At the next meeting, governors would be presented with a business case for approval, with the formal consultation initiating in March 2022.</p> <p>There were no further items of business to discuss.</p>	<p>Head Teacher/ Kirklees Governor Service</p>
22.	<u>DATES OF FUTURE MEETINGS AND POSSIBLE AGENDA ITEMS</u>	
	<p>RESOLVED: That the next meetings of the Governing Body be held at 6.30pm on</p> <ul style="list-style-type: none"> • Monday 29 November 2021 • Monday 14 February 2022 • Monday 28 March 2022 • Monday 16 May 2022 • Monday 11 July 2022 <p>RESOLVED: That future meetings of the Committees be held on the</p>	

	<p>following dates (5.30pm Resources. 1:30pm Standards and Effectiveness):</p> <ul style="list-style-type: none"> • Monday 8 November 2021 – Resources • Monday 29 November 2021 – Standards and Effectiveness • Monday 7 February 2022 – Resources • Monday 14 February 2022 - Standards and Effectiveness • Monday 28 March 2022 - Standards and Effectiveness • Monday 16 May 2022 – Resources • Monday 27 June 2022 – Resources • Monday 11 July 2022 - Standards and Effectiveness 	
23.	<u>AGENDA, MINUTES AND RELATED PAPERS – SCHOOL COPY</u>	
	RESOLVED: That no part of these minutes, agenda or related papers be excluded from the copy to be made available to the school, in accordance with the Freedom of Information Act.	
	Meeting Close Time: 8:30pm	