



LOCAL GOVERNING COMMITTEE MEETING
on Tuesday 13th February 2024 at 7pm via Zoom

Name	Governor Type	Attended
Jo Ball (HT)	Headteacher	Attended
Jenny Cannon (SBO)	School Business Officer	Attended
Michael Dobner (Chair)	Co-opted governor	Attended
Emily Fuller	Co-opted governor	Attended
Olivia Gunner	Staff (Teaching) Governor	Attended
Brett Hogan	Parent governor	Attended
Emma Lad (Clerk)	Clerk	Attended
Sinead Parmar	Parent governor	Apologies
Denise Shaw	Co-opted governor	Attended
Safina Shan	Staff governor	Apologies
In attendance		
Simon Englander	Assistant Headteacher	Attended
Schilo Emanuel	Pupil at LHS school	Attended
Hope Al-Alousi	Pupil at LHS school	Attended

Governor challenge is highlighted in yellow

Governor actions are highlighted in italic

LHS – Laurance Haines School CTS – Cherry Tree School BFS – Beechfield School

Governor comments/ questions from Governor Hub are below in appendix B

The meeting started at 7.03pm

Actions

KEY:	Approval	Information	For feedback/questions	Action
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No	ITEM	Action
1	Welcome, apologies and reminder of confidentiality. The meeting was quorate. Safina Shah and Sinead Parmar sent apologies.	



	Simon Englander and the pupils from the school were welcomed to the meeting.	
2	Notification of any other business There was no notification of any other business.	
3	Conflict of interest with agenda items to be declared. There were no conflicts of interest declared.	
4	Minutes of the last meeting (08.11.23) and matters arising The minutes were approved as an accurate record of the meeting and all matters arising were completed or agenda items. See appendix A.	
5	Communication from the Trust Trustees' minutes Governance framework	
6	Curriculum presentations <ul style="list-style-type: none">• Pupil voice – children’s voice to be collected. <p>The children were asked what they enjoy about the school and what the school could do better.</p> <p>Schilo Emanuel explained that he likes that everyone in school is equal and seen is a person. Everyone gets to have a view and is treated as unique. He likes the motto and the six principles of nurture which shows the unity between the people in the school.</p> <p>He likes history, maths, and geography. They are challenging and he likes learning about other places.</p> <p>He didn’t have anything he would change about the curriculum.</p> <p>The HT explained that the school is making it the best possible for the children and to let governors know if he thinks of anything,</p> <p>G: Do you feel safe in school? Yes</p> <p>G: If something happened and you didn’t feel safe, who would you go to? The teachers or my parents.</p> <p>Hope Al-Alousi explained that she loves maths and art. In art they get to learn different techniques and artists. They get to learn about how things work. In maths they get to learn about equations and how to do it mentally. Today they had a dragon workshop. She likes all the workshops because they learn new things and have a nice experience learning.</p> <p>Hope thought it would be better if in year 6 there was more time to focus</p>	



	<p>on the activities and lessons as there is lots of time spent on tests.</p> <p><i>7.14pm Schilo and Hope left the meeting.</i></p> <ul style="list-style-type: none">• Sustainability – reports from children’s committees. The projects are on-going including the year five project growing plants and leaving seedlings for the next class. There continues to be collaboration across the Trust. The AHT explained that there is lots of food waste and they are working towards reducing the waste from lunch. The schools are working towards the Eco school awards again. <p>G: Is there a pupil survey which takes place? HT: It takes place in the summer term and will be reported to governors.</p> <ul style="list-style-type: none">• Curriculum – AHT presentation Simon Englander The curriculum intent, implementation and impact were discussed.<ul style="list-style-type: none">○ Spelling programme – the daily reading programme for those who have passed their phonics test is having an impact.○ Spaced retrieval practice is embedded.○ Schemes to support – to support teachers planning and work life balance.○ There needs to be fidelity to programmes, understanding the skills and knowledge to be gained are clear, are the schemes of work relevant to the community.○ Summative assessments for core subjects were explained to show the children’s attainment levels. The school is now looking at whether children are on track to make the appropriate progress by the end of the year. There are a lot of children who are ‘working towards’ which is unhelpful to track and identify children.○ Summative assessment for foundation subjects are being launched tomorrow.○ Undeserved Learners is a move to ensure there are all the resources needed available within the class and they can independently access them. This works alongside talk partners being available which will support their language skills. <p>G: Changing the assessment to include the foundation subjects is that extra work? AHT: The assessments are more work, but we have allocated further time for staff to enable them to complete the work. HT: It will be heavily supported by SLT this year and was a requirement from the last Ofsted inspection.</p> <p><i>7.28pm Simon Englander left the meeting.</i></p>	
<p>7</p>	<p>Chairs update</p> <p>a) Regular meetings have taken place in the school. The Chair explained he attended the Christmas lunch, and he couldn’t believe the food wastage. Congratulations to all the staff on the event.</p>	



	<p>b) The PE review was well run, and the coach knows the school well. Thanks to Amber Dos Santos for her organisation of the day.</p> <p>c) He has met with the governors from a prospective school and were very impressed with the school.</p> <p>d) The safeguarding meeting was attended. Report under agenda item 8.</p> <p><i>7.30pm Brett Hogan joined the meeting.</i></p> <p>e) Termly Chairs meeting report Staff survey was discussed and results. Benefits for staff are in place including a doctor's service.</p> <p>f) NGA skills audit completed.</p>	
8	<p><u>Governor monitoring reports</u></p> <p>Denise was thanked for her governor visit reports.</p> <ul style="list-style-type: none">• Updated SEND report distributed prior to the meeting including the HIP visit feedback.• A pupil premium meeting has taken place today and the website has been reviewed. Feedback reports have been sent to the governors and SLT.• The Pupil premium report is very clear and the school support so many children in the school with a minimal amount of funding.• Simon Englander and Denise will work on the website together. <p><i>Emily Fuller was asked to visit the school to monitor the new assessment system and report back to governors.</i></p> <p>Governors thanked the HT for the new school video which embodies the school and its principles.</p> <p><u>Safeguarding Termly Review from Mike Dobner</u> On Tuesday 23rd I joined James Roach for our Termly Safeguarding check. We looked at our Single Central Record (SCR), Arbor and CPOMs. The SCR was up to date and in good shape, Jo Ball explained the new program. She is well versed with it and feels it is much easier to use than the previous program. There have been one or two teething problems, but these have been sorted. Arbor is well used by the staff as is CPOMs.</p> <p>The Safeguarding DSL's have weekly meetings and we were confident that all children are well looked after within school. Online safety was then discussed and there is a comprehensive programme to keep our children safe online, both in school and at home. However, the school is looking at ways that parents can be made more aware of how to keep their children safe when online at home. At the end of the review 4 students from Year 5 were interviewed about online safety, whether they felt safe in school and who they could go to at school for help. The replies were very encouraging and gave us confidence that our school is a safe place.</p>	Emily Fuller



	<p>My thanks to James for leading the afternoon and for the cooperation of the SLT and office staff.</p>	
<p>9</p>	<p>Training</p> <ul style="list-style-type: none"> • Governor training booked /to be booked/ completed. Denise is attending: Strategic Governance to Better Serve underserved learners - 27 March HFL learning. <p><i>Brett and Sinead were asked to complete exclusions and complaints training if not already completed.</i></p> <p>Guidance for Governors: Meeting Statutory Duties in Suspensions and Permanent Exclusions</p> <p>Certificate in managing parental complaints for governors for primary schools and academies.</p> <ul style="list-style-type: none"> • All governors (except staff) to complete: <ul style="list-style-type: none"> ○ Annual certificate in safeguarding for governors and trustees for primary schools and academies (2023-24) ○ Cyber security training for school staff - NCSC.GOV.UK ○ Annual certificate in understanding the prevent duty. 	<p>Brett Hogan/ Sinead Parmer</p>
<p>10</p>	<p><u>Headteacher report</u></p> <p>There were questions and answers ahead of the meeting via Governor Hub ahead of the meeting.</p> <p>CONFIDENTIAL ITEM See PART TWO MINUTES</p> <p><u>Attendance</u> Attendance is good at the school at present. The persistent absentees are some children who are on part time timetables or children who have had long periods of illness which impacts. The last group is families who take holidays in term time, and we continue to work with families to improve understanding.</p> <p>G: Are there any school refusers? HT: There is one emotional based school avoider. We are continuing daily visits to the home to support the child to attend.</p> <p>G: Are the parents supportive? HT: The family are hard to reach but we have a duty of care. We are trying to avoid the use of fining etc, but this could be used in the future. We are trying to break down barriers initially which has been successful and reduced absenteeism by 10%.</p> <p>Escalating behaviour interventions</p>	



	<p>The HT explained that if there is an internal suspension then after support is offered, children tend to behave better when they return to class. When there is an external suspension, it does not always have the desired effect. Rest and Repair days will be used to support the children moving forward and is an evolving system being used in the school without using sanctions.</p> <p>Governors were keen to visit to see the effects of the Rest and Repair days.</p> <p><u>Staff survey</u> On the whole staff are happy at the school but there needs to be improved communication. The HT has already put in place a screen for the staff room which will have upcoming visitors and events. There are now monthly meetings with all the teams to ensure staff are given an opportunity to feedback. Workload continues to be an area of development across the Trust.</p> <p>The staff council is not well attended and so does not represent the staff community. The HT is creating a meeting time during school day where staff can attend if they would like to and there will be cover for classes.</p> <p><u>Policy review</u> Trust policies approved and available via Governor Hub policies folder.</p> <p>School policies: The following polices were approved for use by governors and the HT will upload to Governor Hub: <i>Equality statement including accessibility plan –13.3.24 – Sinead Parmer was delegated authority to approve the policy ahead of the next meeting. The chair will pass onto Sinead.</i></p> <p>Health and safety policy Home learning policy Home school agreement Behaviour policy (matter arising)</p> <p>Risk register Governance succession planning for key governance roles – Red risk</p>	<p>Sinead Parmer/ Chair</p>
<p>11</p>	<p>Clerks update – Distributed via Governor Hub</p> <p><u>Update on suspensions and exclusions:</u> This is by no means an exhaustive list but makes you aware of the main documents.</p> <p><u>DFE GUIDANCE</u></p> <ol style="list-style-type: none"> 1. School suspensions and permanent exclusions 2. Behaviour and discipline in schools: guide for governing bodies <p>If the child has SEND, then the following will also have to be considered:</p> <ol style="list-style-type: none"> 3. SEND code of practice: 0 to 25 years <p>Governors should note: <i>9.93 There may be a range of reasons why it may not always be possible to take</i></p>	



reasonable steps to prevent a mainstream place from being incompatible with the efficient education of others – for example, where the child or young person’s behaviour systematically, persistently, or significantly threatens the safety and/or impedes the learning of others.

OTHER VERSIONS OF THE DOCUMENT:

[SEND: guide for schools and alternative provision settings](#)

[SEND support: easy-read guide for parents](#)

[SEND: guide for early years settings](#)

The DFE guidance has been used to inform the [HCC guidance available on the Grid](#)

[HCC exclusions guidance](#)

[HCC exclusions guidance supplement](#)

[HCC model suspension and exclusion letters](#)

The guidance from the DFE has been used to inform the Trust/ School policies listed below:

[Link to website for Trust policies](#)

[Link to website for school policies](#)

Trust Behaviour principles

Trust suspensions and exclusions policy

Trust inclusion policy

School Behaviour policy

If the child has SEND, then the following policies will also have to be considered: SEND policy.

The following is from the [Governance Framework](#):

AREA OF RESPONSIBILITY	TRUST BOARD	TRUST BOARD COMMITTEES	EXECUTIVE LEADERSHIP	HEADTEACHERS	LOCAL GOVERNING COMMITTEE				
PASTORAL		A	S	Responsible for coordinating the pastoral approach	R	Responsible for delivering a pastoral approach including implementing the nurture principles	R	Supporting by reviewing the pastoral approach	S
EXCLUSION OF A PUPIL		Informed	I	Informed	I	Responsible for administering fixed term and permanent exclusions	R	Responsible for reviewing the use of exclusion and to decide whether to confirm any permanent exclusion	R

12 Any other business

Olivia will be continuing with her governance role whilst on maternity leave. Governors thanked her for her support.

13 Future Dates

Date	Start	Meeting
Tue 5 Mar 2024	19:00	Governor and Trustee training session
Tue 14 May 2024	19:00	Governor and Trustee training session



	Wed 26 Jun 2024	10:00	Chairs meeting		
	Wed 3 Jul 2024	14:00	LHS LGC meeting		
	Meeting ended: 8.15pm				

Appendix A: Matters arising from 08.11.23		
6	<i>Equalities information update – governors were reminded to complete. Annual declarations to be read and approved – Brett and Jo</i>	All gov/ Brett Hogan/ HT - completed
7	<i>Agenda items for next meeting: Sustainability reports to come to the governing body/ Pupil voice – children to present at the beginning of the meeting/ Curriculum – Simon to be asked to come along to the next meeting. Identify key tasks and risks – Governors asked the Trust to provide further training around identifying and managing risk. Clerk to follow up with SC and JR.</i>	Clerk (Agenda) – agenda item 6 Clerk – completed.
10	<i>The HT will update with the appropriate review dates and add to Governor Hub, the website and Every.</i>	HT – agenda item 10

Jo Ball

Have a look at this:

[LHS staff survey.pptx](#)

Please see a short summary of the staff wellbeing survey.

Emma Lad

Have a look at this:

[LHS Governor Visit SEND HIP 2023-11-22.pdf](#)

Hello,

Please see a visit report from Denise, linked above.

Emma Lad

Hello all,

Please see a link to the newsletters for the three schools here: [Newsletters and term dates](#)

Have a good week

Emma

James Roach

Good morning everyone,

The children across the Trust are coming together this afternoon for a Trust online assembly to share some of the work that they have been doing for 'Internet Safety Week'.

If you have a few minutes spare and wish to join us the link is here

Inclusive MAT Admin is inviting you to a scheduled Zoom meeting.

Topic: Inclusive MAT Online Safety Assembly

Time: Feb 9, 2024 02:15 - 3:00 PM

Join Zoom Meeting

<https://us02web.zoom.us/j/84967781610>



Michael Dobner

HEADTEACHERS REPORT FEB 24

Thanks for the comprehensive heads report Jo, Just a few questions from me

QUESTIONS

SAFEGUARDING Could you explain the reasoning behind the one referral for which we didn't have consent?

FINANCE. Surplus £61k, can you break down what this is to be spent on?

PREMISES Have we had the extra quotes for different surfaces yet?

PUPIL NUMBERS Should it read Spring 24?

Of the 60 Nursery, how many are the youngest age?

ATTENDANCE Current enrolment is 469 but on previous slide the number was 451?

Could you give a breakdown of the 15.6% persistent absentees?

BEHAVIOUR Where are we with the rest and repair day for reintegration?

How is the Woodland centre doing, is it having a benefit to those pupils and how many children are using it?

HIP Could you explain what OAP actually is?

STAFF COUNCIL Is this well attended?

STAKEHOLDER INVOLVEMENT Are the coffee mornings continuing and are they well attended?

Mike

Denise Shaw

Please can the HIP report be shared ahead of the meeting.

Please explain more about rest and repair. What would this actually mean in terms of improving poor behaviour/poor choices, and in terms of support for anyone affected by the poor behaviour. Is it a step on the behaviour ladder, or an intervention which will be clear on the behaviour ladder? What if it is not effective? Does the behaviour policy require updating?

With regards to escalating behaviour, the note in the HT report refers to asking what the teacher has done to de-escalate behaviour. Is there a specific context this comment in the report refers to? What if the behaviour recorded did not happen in a teacher's presence, and therefore, there was no opportunity to de-escalate the behaviour?

Jo Ball

Hi Denise,

We believe that there is a step between the misbehaviour and the sanction of an internal or external suspension. We have been thinking about how all behaviour is communication and how important it is that we drill down into finding out what is going on for that child and where relationships have broken down. The day could include time 1:1 with the teacher, relationship building with key children, restorative justice and a meeting with the parents as examples.

We use our STEPs training, and using the deescalation scripts to support understanding of the behaviours. We are still working with our staff to empower them to manage the behaviours so that we prevent repeated behaviour or an escalation to more anti-social behaviours



Jo Ball

Hi Mike

SAFEGUARDING Could you explain the reasoning behind the one referral for which we didn't have consent?

The processes for contacting the CPSLO and children's services have changed. We are no longer allowed to make a referral without asking for permission from the parents/carers. There needs to be a significant risk to the child to override this and on this occasion we decided that there was a significant risk. This was the right choice and there is currently an assessment going through the MASH team

FINANCE. Surplus £61k, can you break down what this is to be spent on?

The budget is currently showing a £60K surplus due to the timing of spending some budgets - for example a lot of the premises works happen in the Summer holidays and there is a large IT spend to go out in the next few months. The budget is currently balanced to have it all spent by the end of the year and Jenny is working on the reforecast to ensure it remains that way.

PREMISES Have we had the extra quotes for different surfaces yet?

We have and we are still working with Sharon to secure what we want. Some of the works is looking quite expensive so we are in discussion about managing expenditure in a different way.

PUPIL NUMBERS Should it read Spring 24?

Yes it should

Of the 60 Nursery, how many are the youngest age?

19 children are age 3 years and up to 3 years and 6 months

ATTENDANCE Current enrolment is 469 but on previous slide the number was 451?

We currently have 468 children on roll including Nursery. We have 60 children in Nursery.

Could you give a breakdown of the 15.6% persistent absentees?

This includes children on a part time timetable

Children who have had an extended period off for illness

Children who have gone away with family during term time (Usually the children

BEHAVIOUR Where are we with the rest and repair day for reintegration?

I think I have answered this above but it is very early discussion stage and we will be planning this over the coming weeks.

How is the Woodland centre doing, is it having a benefit to those pupils and how many children are using it?

Our Woodland is incredibly successful and our children are able to transfer their learning into the classroom. We have seen this on several occasions. The children are becoming more confident and have an increased awareness of the world around them. Katie Smart has been working with the Woodland team and with the staff and children across the school and this is widening the provision for all.

HIP Could you explain what OAP actually is?

Ordinarily available provision is the provision that is always out for children to access and particularly for SEND children to access. It is to promote independence with learning and for the children to take ownership of what they need to succeed.

Examples may include maths resourcing, word banks, dictionaries, seating arrangements, modified pens with grips etc

STAFF COUNCIL Is this well attended?

Not very well attended and we have been discussing at SLT, ways in which we can improve this by moving the meeting during school time.

STAKEHOLDER INVOLVEMENT Are the coffee mornings continuing and are they well attended?

We have our Brazilian coffee morning still happening once a half term.

Jo Ball

Have a look at this:

[Documents for LGB 7th Feb](#)

Good Morning!

My new years resolution for Governors was to be more present on here... I am starting now!

Really looking forward to seeing you all next week. Please see attached my report and policies. I will also talk through where we are with the equity plan and the behaviour plan in the meeting.

We have some children who are really excited to share what they think of our curriculum - what is great and what they think needs to be better. Simon will attend at the beginning of the meeting just to give a quick overview of where we are with our curriculum and where we are headed.



Please post any questions you have on here and I will answer them ahead of the meeting next week.

Thanks,
Jo

Denise Shaw

Hello Jo. Thanks for these reports and policies. I am still waiting to be booked in to meet about PPG and the website. The dates I gave have been and gone, but I will be able to arrange flexi time if I am given enough notice to be able to take time off to visit.

I have the following questions/comments from the paperwork so far:

Headteacher's Report

- Excellent improvement on Nursery numbers – now at 60
- Please clarify the points about behaviour on slide 9/16.

What has been missed?

What does MGO mean?

When you say "previous Arbor account" – does this mean a previous incident reported on Arbor?

I agree with clarifying bullying. Often people think bullying needs to be persistent or repeated, yet this does not take into account the nature of cyberbullying, which can have a widespread impact with just one incidence. I also think there needs to be a focus on bystanders being made accountable for inaction. When children get to secondary school, if they witness bullying and show apathy, they can be liable for being part of the problem. Work on empathy from a young age, and feeling safe to report things which do not feel right, may help to encourage children, from early on, to feel safe to speak up for what is right.

- The Woodland has been mentioned.

Has Joanna's report from the last visit been received .Sorry if I have missed it. I am looking forward to seeing her report.

- What has the uptake on Wellbeing courses for parents/carers at the school?

The Home School Agreement

There are quite a few grammatical errors.

- The Home:

I/we will:-

If I have a complaint, I will follow the procedure and not air these on social media
(this point needs to be fixed so that it makes sense after reading I/we will)

- THE PUPIL

I will:-

community and play a part in making Laurance Haines a good school

(this point needs to be fixed so that it makes sense after reading I will)

- At Laurance Haines School, we:
encourage all to develop an awareness of self that inspires a growth mind-set to remain open-minded, resilient and to truly understand the power of 'yet'



;facilitate innovative and inspiring learning experiences which challenge and develop curious, creative minds;

(the semi colon in front of facilitate needs to be moved up to the previous line)

Feedback and Presentation Policy

- Has November 2024. Should it be November 2023?
- Setting intentions are important – should this read “setting intentions IS important”?
- Expectations must:
 - Given in a timely manner
 - Adjusted to suit the needs of the learner**(add “be” to the beginning of these points)**
- Use of different colour pens

has anyone done an accessibility study on the colour contrast of these pens, and whether or not they are easy to read? For example, green on white and white on green is notoriously low contrast. The colour combination fails government accessibility tests on websites – can we be sure that green pen on white paper can be read well by all children?

- Written feedback by staff will model all aspects of our presentation/handwriting expectations and must be:
- The individual pupil's ability and next steps
- Work has a high focus on good presentation (see appendix 2)

(points need to be edited so that they are grammatically correct)

- **An Appendix 3 is mentioned. Where is Appendix 2 and 3?**

Jo Ball

Hi Denise

Thank you for your comments.

Firstly, apologies we missed that first set of dates. Simon is going to get in touch to arrange this with you asap. I have re- uploaded the HT report. I copied and pasted the slide which had mine and Nic's notes on. These were in relation to how we can be better at reporting - nothing to hide but not relevant for Governors. They are actions for us with initials of children.

We know that the work on clarifying and reporting bullying is our next step. We will also ensure that this work coincides with the ongoing work we are doing around protected characteristics.

We have received the report. I can upload that to Gov Hub too.

The uptake on our wellbeing courses has been good. Anxiety and Mental health was very well attended and for 'positive mind positive change' we had 8 attendees. This was targeted by us and went out to particular parents.

Thank you for your comments with regards to the errors in the policies. I will work through those to correct.

We haven't had an accessibility study done. This is a really good thing to highlight and I have immediately done some reading around this. I will also speak with Michelle, our SENDco. If you have any further signposting about this, I would love you to share.

Thanks



Emma Lad

Reminder to complete statutory training:

Hello all,

This is a gentle reminder that there are three statutory courses for governors and trustees to complete inline with national safeguarding requirements. Could you please complete before our next meetings as we are now entering the Spring term?

If you have already completed please ignore this email unless you have completed under another email address (with another school). If you have completed under another email address please can you send me the dates completed and I can add to your National College login for the Inclusive MAT.

The three courses with [the National College](#) are:

1. Annual certificate in understanding the prevent duty for primary schools and academies.
2. Annual certificate in safeguarding for Governors and Trustees for primary schools and academies.
3. Cybersecurity training for school staff.

Thank you for your time and your help is much appreciated
Emma