



**Minutes of the SPRING TERM 2 2022  
Local Governing Body [LGB] Meeting  
Chatsworth High School and Community College**

Date: 1<sup>st</sup> April 2022

Meeting started: 12:23 Meeting

ended: 2:15

Venue: The meeting was held in person and via Microsoft Teams where indicated.

The meeting met its quorum [4/6]

Present:	Ms Helen Birkinhead	Headteacher (ex-officio)
	Mr Steve Davismoon	Co-opted Governor (Chair) [via Microsoft Teams]
	Ms Katie Jones	Staff Governor
	Cllr Gina Reynolds	Co-opted Governor
In Attendance:	Ms Kathryn Connor	Assistant Headteacher [part meeting]
	Dr Martin Hanbury	CEO
	Mrs Emma Taylor	Clerk – Just A Sec
	Mr Richard Wilkinson	Assistant Headteacher [part meeting]
Absent:	There were no absences.	

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## **1. WELCOME AND APOLOGIES**

The Chair welcomed attendees to the meeting and apologised that he had not been able to attend the meeting in person.

Apologies were received and accepted from:-

Ms Amanda Downing, Co-opted Governor  
Mrs Louise Hutchinson, Trustee  
Mr George Kenyon, Co-opted Governor  
Miss Gayle Myers, Associate Member

Governors noted that Kumar Siva had resigned as a Co-Opted Governor on 3<sup>rd</sup> March 2022. Governors expressed their thanks for his valuable contribution to the LGB.

**Action:** Dr Hanbury to send a letter of thanks to Kumar Siva on behalf of the Trust and the LGB.

## **2. DECLARATIONS OF NON/PECUNIARY INTERESTS**

There were no declarations of conflicts of interest in any items on the agenda.

### 3. MINUTES OF THE MEETING ON 4<sup>th</sup> FEBRUARY 2022



The minutes of the meeting of the LGB on 4<sup>th</sup> February 2022 had been shared via GovernorHub in advance of the meeting.

**Agreed:** Governors approved the minutes of the LGB meeting held on 4<sup>th</sup> February 2022

as a true and accurate record.

### 4. MATTERS ARISING

The following Matters Arising were discussed and updated:-

- Mrs Taylor to amend the following sentence within the minutes dated 10<sup>th</sup> December 2021:-  
*If Ms Jones remained unable to attend further meetings, the Staff Governor role would require review.*

**Update:** this action had been completed and amended minutes uploaded to GovernorHub.

- Governors will receive an update concerning GDPR at the Autumn 2021 meeting [Autumn 2 meeting].

**Update:** Mrs Taylor reminded Governors that the GDPR update had been discussed within the minutes of the meeting on 22<sup>nd</sup> June 2021 in the context of access to the Child Protection On Line Management System [CPOMS] and any GDPR issues arising. Governors were informed that Ms R Hill would test the CPOMS system before the introduction to all members of staff. It had been noted that further work was ongoing in relation to GDPR and would form part of a broader three year plan, which would incorporate three GDPR internal scrutiny visits per year. Ms Birkinhead was grateful for the clarification and would progress this action with Ms Hill.

**Action:** Ms Birkinhead/Ms Hill to provide Governors with an update in regard to GDPR strategy and internal scrutiny visits at the next meeting.

- Clerk to highlight any outstanding declarations at the Autumn 2 meeting.  
**Update:** there remained one outstanding Governor declaration, which Mrs Taylor would follow up.

- Governors to confirm on GovernorHub that they have read the Keeping Children Safe in Education update.

**Update:** there remained one outstanding Governor declaration, which Mrs Taylor would follow up.

- Mrs Taylor and Ms Birkinhead to liaise concerning completion of the safer recruitment process and DBS checks outside the meeting.

**Update:** Dr Hanbury informed Governors that the safeguarding support provided by Carolyn Eyre had included updating of the safer recruitment process, which had been completed to a very high standard. Sarah Wallace remained the point of contact within the school for administration of the safer recruitment process and DBS checks.

- Governors to consider Link Governor roles in readiness for discussion at the Autumn 2 meeting.

This would be addressed at agenda item 6(b).

- Miss Myers to prepare a one page safeguarding sheet detailing members of the safeguarding team, the identities of DSLs and the training which had been completed.

**Update:** The safeguarding sheet had been uploaded to GovernorHub within the Spring 2 2022 meeting folder.



- Ms Birkinhead to provide the ethos statement to Mrs Taylor for circulation to Governors and discussion at the meeting on 11<sup>th</sup> March 2022.

**Update:** The vision image and statement had been uploaded to GovernorHub within the Spring 2 2022 meeting folder.

- Dr Hanbury to provide Governors with documentation in regard to the work on the vision statement, to include staff and parent feedback.

**Update:** Dr Hanbury confirmed that the vision statement had been progressed within the Trustee strategy day.

- Miss Myers to include the number of Operation Encompass referrals within future safeguarding reports.

**Update:** this action had been completed.

- Ms Connor to provide an email copy of the behavioural data provided within the meeting to Mrs Taylor to upload to GovernorHub.

**Update:** The behavioural data had been uploaded to GovernorHub within the Spring 2 2022 meeting folder.

## **5. ITEMS FOR ANY OTHER BUSINESS**

Governors accepted the following item of Any Other Business from Dr Hanbury:-

Trustee Strategy Day: implications for the school.

## **6. GOVERNANCE**

### **a) Governor Training**

Dr Hanbury invited reflection upon the training, which had been provided within the previous meeting and any further areas of development Governors would like to address.

Governors agreed that they would benefit from the provision of further guidance in regard to key areas of Ofsted focus. Dr Hanbury agreed to provide a demonstration of possible questions which would be discussed with Governors upon an Ofsted inspection at the next meeting.

**Action:** Dr Hanbury to provide sample Ofsted interview questions to Ms Jones for consideration and discussion in advance of the next meeting.

Mrs Taylor reminded Governors that completed Governor training should be recorded on GovernorHub and Governors were invited to contact Mrs Taylor in the event that assistance was required. Questions concerning Educare access would be addressed by Aoife Kennedy.

### **b) Link Governor roles**

Governors were referred to the Link Governor document, which had been circulated via GovernorHub in advance of the meeting.

The following Link Governor roles were noted, together with the relevant school contacts and Trustee links, where applicable.

### **Safeguarding:**

Gina Reynolds, Co-opted Governor  
Gayle Myers, Deputy Headteacher [Pastoral] / Designated Safeguarding Lead  
Cole Andrew, Chair of Trustees

### **Governor Training and Development:**

George Kenyon, Co-opted Governor  
Helen Birkinhead, Headteacher



Governors nominated Louise Hutchinson as the Trustee link however, this would be revisited at the next meeting.

**Action:** Appointment of a Governor Training and Development Trustee Link to be carried over to the next meeting.

**Quality of Education:** [previously described as Curriculum Development]:

Amanda Downing, Co-opted Governor  
Richard Wilkinson, Deputy Headteacher [Curriculum]  
Sue Woodgate, Trustee

**Arts Mark:**

Steve Davismoon, Co-opted Governor  
Sadie Smith, Teacher  
Helen Birkinhead, Headteacher

**Accreditation and Destinations (Careers):**

George Kenyon, Co-opted Governor  
Christa Donnelly, Assistant Headteacher  
Helen Birkinhead, Headteacher

**Staff and Student Well-being:**

Katie Jones, Staff Governor  
Graham Lunt, Teacher  
Helen Birkinhead, Headteacher

Mr Davismoon looked forward to undertaking the role of Link Governor for the Arts Mark award and monitoring progress towards securing the Arts Mark.

Dr Hanbury highlighted that a thorough Trust Risk Register had been developed and he would be working with Ms Birkinhead to develop a Risk Register which addressed school specific risks. Paul Willoughby was leading the development of the Trust Risk Register on behalf of Trustees and it would be beneficial to appoint a Link Governor with responsibility for the school Risk Register. Dr Hanbury agreed to oversee this area until such time as an appropriate Link Governor had been appointed.

Governors noted that a Link Governor for Pupil Premium Grant/Children Looked After Children would be appropriate. Governors nominated Amanda Downing for this role, to liaise with Gayle Myers and Cassie Surrey, Assistant Headteacher.

**Action:** Mrs Taylor to liaise with Amanda Downing in regard to the role of Link Governor for Pupil Premium Grant/Children Looked After Children outside the meeting.

## **7. SAFEGUARDING REPORT**

Dr Hanbury referred Governors to the Safeguarding Report for Governors March 2022, which had been circulated via GovernorHub in advance of the meeting.

Dr Hanbury assured Governors that safeguarding processes operated efficiently and incorporated bespoke programmes for students and ongoing promotion of the safeguarding culture. The CPOMS system had streamlined safeguarding practices and improved the recording of safeguarding information. Meetings of the Senior Leadership Team [SLT] continued to take place on a weekly basis, within which safeguarding information was reviewed.



The school continued to be the main source of safeguarding referrals and the position was unlikely to change for at least the next year whilst the impact from the pandemic continued. The increased referral numbers reflected the national trend.

Dr Hanbury, Miss Myers and Ms Birkinhead had recently met with the Children's Disability Team to explore protocols to further strengthen working practices between the school and social care and this had been a positive meeting.

**Action:** Cllr Reynolds to organise to visit the school with Miss Myers.

**Action:** Dr Hanbury to provide Governors with the current number of referrals in respect of live safeguarding cases.

## **8. BEHAVIOUR REPORT**

Ms Connor provided Governors with a handout containing data in regard to Restrictive Physical Interventions [RPIs] covering the period to 25<sup>th</sup> March 2022.

In February 2022, there had been 71 RPIs.

In March 2022, the RPI figure had increased to 128. Of this number, there had been a marked increase in the number of 'group room door held' interventions from 16 [February 2022] to 48. 35 of these 48 interventions involved one student who required a very bespoke programme, which incorporated a strict regime in regard to closure of the door.

One incident of TCI supine hold had been recorded. This intervention required a hold of approximately thirty seconds to one minute and would automatically trigger the requirement for a de-brief to understand the circumstances in which it had been administered and what could be learnt from the intervention. 20 staff members had received bespoke TCI supine training in September 2021 and understood that these interventions were to be utilised as a last resort in circumstances where the Positive Range of Options to Avoid Crisis and use Therapy – Strategies for Crisis Intervention and Prevention (PROACT-SCIPr) Programme would not be sufficient.

**Ms Davismoon left the meeting at 1:07 due to poor connectivity. He was able to re-join for the commencement of agenda item 9 and was provided with an outline of the discussion he had missed.**

Those circumstances of those students with high incidents from September 2021 through to the end of January 2022 had been anonymously detailed within the data in order that Governors were aware of the different issues which may arise.

Q: What other steps were taken to address behaviour.

This would depend upon the needs of the individual student. Where possible, students would be successfully distracted or moved into other activities.

Ms Birkinhead praised the work of Natalie Deasey, Assistant Headteacher, and Kathryn Connor to promote de-escalation strategies, which was supported by the annual PROACT-SCIPr training in February. Therapeutic Crisis Intervention training would commence on a rolling programme following the Easter holiday. Training would be delivered to a group of ten staff members for a three day period before being rolled out across the Trust.

Dr Hanbury endorsed this praise. On those occasions where he had observed the delivery of interventions, they had been delivered very well, which reflected upon the excellent leadership of Ms Connor.



Ms Jones commented that the de-brief process was beneficial for staff members however, the process following the de-brief was equally important in terms of staff wellbeing. It was very challenging for those staff members who were dealing with behavioural issues on a daily basis.

Ms Birkinhead confirmed that the behaviour support team would be extended and interest had been expressed from Teaching Assistants and teaching staff, which included one applicant from Chatsworth Futures. Interviews would be held after the Easter holiday.

**Action:** Ms Connor to provide an email copy of the behavioural data provided within the meeting to Mrs Taylor to upload to GovernorHub.

Governors thanked Ms Connor for the update in regard to behaviour.

**Ms Connor left the meeting at 1:17.**

## **9. QUALITY OF EDUCATION**

Governors were referred to the Quality of Education Working Group SelfEvaluation Report Spring 2022, which had been circulated via GovernorHub in advance of the meeting.

Miss Myers led the focus area of Behaviour and Attitudes, which had been addressed by investigation of different hypotheses by each member of the SLT as detailed in the report. The outcomes informed training development models.

Behaviour and Attitudes Surveys had considered the question of whether students enjoyed coming to school. The results had been very positive and had been shared with staff members. Governors commented that the parental and pupil responses had been very impressive.

Q: Did the data suggest that further resources were required to address behaviour. A general question had been asked to identify the views of staff members on behaviour, which would then feed into meetings of teaching staff. In response, additional communication information had been requested and a request for language training via Elklann had been received.

Mr Wilkinson noted that increased student numbers were presenting with a diagnosis of autism each year and these students would often present with very challenging behaviour. Whilst it was important to identify training needs, it remained crucial to ensure that staff members were equipped to deal with challenging behaviour confidently and to put their training into practice.

Q. To what extent did physical ailments or restrictions of individual staff members impact their confidence.

Individual risk assessments for staff members were completed, which would identify any relevant issues. One of the benefits of SCIPr TCI training, was to support staff members to increase their confidence. The ability to plan for situations involving challenging behaviour and to adopt a rational approach were key to the successful management of challenging behaviour.

Dr Hanbury reflected that the process of self-evaluation had been very successful and informative and further investigation of hypotheses would take place during the current academic year. The outcomes would be escalated to the Quality of Education working group for consideration at the summer term LGB meeting. The process aligned with the ambition that staff members would actively contribute to

the self-evaluation process by designing and testing their chosen hypothesis and self-evaluating the quality of their classroom practice and the school as a whole.



Ms Birkinhead's experience was that completion of the self-evaluation process had been particularly beneficial for leaders. The results would be shared by way of a Self-Assessment report and would inform the

Quality Improvement Plan [QIP].

Governors noted the Quality of Education Working Group Self-Evaluation Report Spring 2022.

## 10. QUALITY IMPROVEMENT PLAN

Governors were referred to the Quality Improvement Plan dated 4<sup>th</sup> March 2022, which had been circulated via GovernorHub in advance of the meeting.

Mr Wilkinson provided the following overview in regard to curriculum:-

- Curriculum development included the development of a curriculum overview which would be shared with staff members. The overview included two key elements: the long-term curriculum plan and the provision of a four year cycle for each subject. The curriculum team had been closely involved in the overview, which would be completed imminently.
- Standardised documentation included the refinement of individual Schemes of Works [SOWs] with the desire to be inspirational. The topic for each term was sequenced throughout the year and incorporated additional detail of what must be include by teaching staff when planning their SOWs.
- Refinements of the SOWs had been quality assured and would be finalised shortly. Lesson objectives, sequences of learning and building upon foundation skills were key differentiators for individual student groups.
- There had been an amalgamation of the existing broad curriculum, which incorporated increased coverage of National Curriculum statutory content. This content was structured and sequenced into components and composites of learning.
- A new timetable would be finalised and rolled out in pilot format following the Easter holiday.
- Monster Phonics would be introduced and written into the curriculum timetable whilst practices were embedded.
- Target sharing with students had improved and additional strategies would be introduced for more complex learners.
- Quality Assurance [QA] of targets took place within scheduled meetings during

Commented [BH1]:

the first week of every half term to ensure that students continued to work on meaningful targets. The QA process would then be moderated.

- It had been recognised that the QA process could be completed more proactively and the process would therefore be scheduled in advance for the next academic year and would incorporate Continued Professional Development.

Governors commended the comprehensive curriculum overview which had been undertaken.

Ms Jones confirmed that staff members were engaged with the development of the curriculum and she had been motivated to further develop her science skills.

Ms Birkinhead noted that one of the objectives of the QIP had been to maintain staff focus on engagement and active learning. Staff members continued to respond very positively in this area. Another positive had been the Aspirational Commented [BH2]: Days with workshops for parents and students. By way of example, aspirational sessions had prompted the introduction of bespoke weekend and evening sessions directed to students for whom English was an Additional Language [EAL].





Dr Hanbury highlighted feedback from the Ofsted national conference, which addressed a reading paper on secondary age readers who were falling behind. This supported the strategy of the school to persevere with phonics, notwithstanding the age of some of the students who were 16.  
**Action:** Dr Hanbury to circulate reading paper on secondary age readers to Governors.

The availability of age-appropriate resources for students with learning disabilities remained a challenge with many resources being designed for younger children, for example White Rose Mathematics. Whilst the resources were appropriate for many students, there were opportunities to develop age-appropriate materials. Ms Birkinhead had raised this issue with Monster Phonics and would update Governors in the event that they were able to assist. Mr Davismoon offered to support the work of the school in this area.

A further objective of the QIP had been to improve the Transition Process for students and staff. The combination of improved documentation and transition events had resulted in teaching staff getting to know the students well as part of the Transition Process.

Dr Hanbury congratulated Ms Birkinhead in regard to the production of a strong transition programme supported by Ms Jones and Natalie Deasey. One of the benefits of the programme had been to ensure that parents had been at ease with the transition. Further transition events would be planned for those students who had been unable to attend due to the pandemic and coffee mornings would also be considered.

**Approved:** Governors approved the QIP.

## **11. STUDENT AND STAFF WELL-BEING**

Ms Birkinhead confirmed that student and staff well-being remained key priorities within the QIP. The school continued to promote staff well-being and the importance of an appropriate work/life balance.

Ms Birkinhead was completing the Senior Mental Health Lead Course, which was DfE approved.

Governors noted the verbal update in regard to student and staff well-being.

## **12. BUDGET REVIEW**

Dr Hanbury provided Governors with a verbal overview in regard to the current budgetary position, which continued to be scrutinised by the Finance, Audit and Risk Committee.

**Mr Wilkinson left the meeting at 1:48.**

Ms Birkinhead proposed that following appointment the Chief Financial Officer may be invited to join LGB meetings in due course.

The school budget continued to be significantly impacted by the pandemic, which required reserves to be moved into the annual budget. The surplus would fund increased supply staff costs.

The school and Chatsworth Futures were separate entities however, the reporting was consolidated. There was a school in year surplus of £29,850. £136,491 had

been moved into the annual budget from reserves, which included the sum of £20,000 which would be utilised for Information and Communication Technology [ICT] improvements.



Q: What was the current reserve figure.

The reserve figure was £283,459, which as a percentage of overall budget was 5.5%.

Whilst the reserve remained appropriate, it

would remain under close review. The DfE recommended that the reserve figure should be in the region of 5 to 7%.

Whilst mainstream schools would receive supplementary funding grants to assist with the impact of the pandemic, these were not applicable to special schools which would rely upon increased High Needs Funding Arrangements. There had been an allocation of approximately £2,000,000 by Salford Local Authority [LA] and Dr Hanbury had raised the dissemination of this funding within the Salford Schools Forum, where he represented Special Academies. Dr Hanbury would seek apportionment of the funding between special schools and would address this as an agenda item within the summer term Salford Schools Forum, as appropriate.

Governors noted the verbal overview in regard to the current budgetary position.

### **13. HEALTH & SAFETY REPORT**

Ms Birkinhead provided Governors with a verbal report in regard to Health and Safety.

There had been an increased school wide focus upon the completion of daily Health and Safety checks and an awareness of the requirement for repair/maintenance work to be completed promptly and escalated where this had not been achieved.

There were no further issues in regard to Health and Safety which Governors needed to be aware of.

Governors noted the verbal update in regard to Health and Safety.

### **14. POLICIES**

#### **a) Lone Working Policy**

Governors were referred to the Lone Working Policy, which had been circulated via GovernorHub in advance of the meeting. Governors did not raise any questions.

**Approved:** Governors approved the Lone Working Policy, which would be distributed to staff members following the Easter holiday. The Lone Working Policy was applicable to staff members only, there being no requirement to make this document available externally.

#### **b) Safeguarding and Child Protection Policy January 2022**

Governors were referred to the Safeguarding and Child Protection Policy January 2022, which had been written with the assistance of Carolyn Eyre and circulated via GovernorHub in advance of the meeting. Governors did not raise any questions.

**Approved:** Governors approved the Safeguarding and Child Protection Policy January 2022.

Q: Would reader orientation be improved if the diagrams at pages two to four of the Safeguarding and Child Protection Policy were located following the mission statement and the ten core beliefs.

Dr Hanbury confirmed the preferred guidance of safeguarding advisors that the key information detailed within the diagrams should be located at the beginning of the policy to direct staff members clearly.



**Action:** Ms Birkinhead to adjust the Lone Working Policy to place emergency details at the beginning of the policy.

\* Following the meeting, Cllr Renyolds noted that an incorrect telephone number had been included within the Safeguarding and Child Protection Policy. **Action:** Ms Birkinhead to update the telephone number for Cllr Reynolds within the Safeguarding and Child Protection Policy.

Ms Jones updated Governors that as part of the journey to achieve the Silver Level (Rights Committed) Accreditation of the Rights Respecting Schools Award, a group would be formed to consider linking the work in this area within key school policies. The SOWs would also incorporate this work where possible.

Governors noted that the policies were very thorough.

## **15. AOB**

Trustee Strategy Day: implications for the school.

Dr Hanbury was pleased to advise Governors that the Trustee strategy day had taken place on 28<sup>th</sup> March 2022.

Trustee focus had included the development of a new vision/mission statement for the Trust which would be finalised following further consultation and would include consideration by way of focus groups on 5<sup>th</sup> and 6<sup>th</sup> May 2022. The consultation would ensure that the key values of all individuals who were involved with the Trust had been considered as part of the vision/mission statement. It was envisaged that the work would be finalised in the second half of May 2022.

Ms Birkinhead would review the vision for the school and a similar process would be completed at Chatsworth Futures with a view to the visions being finalised for launch in September 2022 alongside the updated website.

## **16. CONFIDENTIALITY**

There were no confidential items.

## **17. NEXT MEETING**

Governors discussed the proposed time and date of the next meeting on 20<sup>th</sup> May 2022 at 12:00 and it was agreed that this would be changed to 27<sup>th</sup> May 2022. The meeting would take place in person at the school at 12:00.

**Action:** Mrs Taylor to forward notification of the changed meeting date to Governors via GovernorHub immediately following the meeting.

Signed.....Date.....  
**Mr Davismoon (Chair of Governors)**

**The meeting concluded at 2:15**