

**MINUTES**  
**of the meeting of Teignmouth Community School Local Governing Body held on**  
**Thursday 28 January 2021 at 4 pm via MS Teams online**  
**due to COVID-19 restrictions.**

<b>Present:</b>		
<b>Name</b>	<b>Title/Role</b>	<b>Initials</b>
Polly Cox	Co-Opted Governor	PC
Karine Davies	Vice Chair of Governors, Chair of EOC Committee	KD
Louise Dowler	Parent Elected Governor, TCS ER	LD
Mark McCarthy	Chair of Governors	MMc
Sarah Minty-Dyke	Governor, Staff, ER	SMD
James O'Connell	Principal, ER	JPO
Jim Prior	Prospective New Co-Opted Governor	JP
Simon Shadbolt	Prospective New Co-Opted Governor	SSh
Annabelle Thomas	Head of School, ML	AT
Luke Williams	Governor, Staff, ML	LW
Gaby Willis	Clerk	GW
Maggie York	Governor Responsible for SEND	MY
<b>Apologies:</b>		
Katy Quinn	CEO/Principal, ML	KQ
Sarah Sabourin	Governor Responsible for Safeguarding	SS
<b>Absent:</b>		
None		

<b>Item</b>	<b>Content</b>	<b>Action</b>
3/1.1	<b>Welcome and Apologies:</b> Introductions. KQ apologies. Welcome to new parent governors SB and LD and prospective new co-opted governors SSh and JP. Protocols for the meeting were outlined, and for those who were new to the LGB encouraged to feel free to ask for clarification of points of terms that are not familiar. Introductions around the table were made.	
3/1.2	<b>Declarations of Interest:</b> None declared.	
3/2.1	<b>Resignation of Co-Opted Governor – Sarah Sabourin:</b> MMc informed governors that SS had decided to step down from the LGB for the time being, and has expressed interest in potentially returning in the future; which would be very welcome. SS's contribution to the LGB is greatly appreciated and governors wish her well. MMc asked if anyone had any points or issues to raise with regard to accepting her resignation from the LGB. None. MMc proposed, MY seconded. Resignation duly ACCEPTED. <b>Action: MMc to email SS and express the LGBs thanks and best wishes.</b>	<b>MMc</b>
3/2.1	<b>Matters Arising from Previous LGB Meeting held on 3 December 2020:</b> Specific action items to be covered in item 4 and some have been postponed due to the current lockdown. Floor opened for comments or concerns for minutes of last meeting or accuracy. None raised.	
3/2.2	<b>Acceptance of Minutes held on 3 December 2020:</b> Those who were present on 3 December <b>AGREED</b> the minutes reflect a true and accurate record of this meeting.	
3/3.1	<b>Welcome to New Parent Governors:</b> MMc stated that 9 applications in total were received across the 2 schools in the autumn term and that parent governors are elected by the parent body. A ballot was conducted at the start of January. 4 applicants withdrew before the ballot, and 5 remained – 3 at ER and 2 at ML. With great pleasure MMc introduced the successful candidates and invited them to introduce themselves and opened the floor to any questions. Introduction from LD who expressed interest in safeguarding. MMc confirmed that currently responsibility for safeguarding is with the Trust so the LGB will be working with Trust board on that. Questions invited for LD. None received. SB introduced himself and gave some background of himself and reasons for wanting to be a school governor. AT thanked SB for coming on board and representing the voice of the ML parents.	
3/3.2-3	<b>Proposed Appointment of Co-opted Governor Simon Shadbolt and Jim Prior:</b> MMc proposed that both SSh and JP make their introductions and invite questions first, and then both to step out of meeting for governors to conduct their vote. SSh and JP would then be	

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	<p>invited back after this process. Both candidates had submitted application forms which had been made available to governors in advance of the meeting. SSh was introduced via the Governors for Schools recruitment programme and has spoken with MMc and GW. He was invited to introduce himself and his motivations for joining the LGB. Questions invited: None received.</p> <p>MMc invited JP to introduce himself. It was confirmed that training is available for all new governors and this will be collectively supported by the LGB and Clerk. No questions raised. <i>JP and SS left the meeting.</i> Opportunity for governors to discuss ahead of formal vote. JPO had no concerns but wanted to say he was really grateful to see lots of new people with a range of experience coming to the governance team. A growing governance team after a turbulent journey is great. MMc fully agreed and stated governors are encouraged to have a diversity of viewpoints and opinions and now feel we have a good range of skills and backgrounds. Any other comments invited. None received.</p> <p><b>Appointment of Simon Shadbolt as a Co-Opted Governor</b> was proposed by JPO and seconded by SMD. Unanimously <b>AGREED. Duly appointed.</b></p> <p><b>Appointment of Jim Prior as a Co-Opted Governor</b> was proposed by KD and seconded by SMD. Unanimously <b>AGREED. Duly appointed.</b></p> <p>JP and SSh rejoined the meeting and MMc confirmed both had been unanimously appointed so congratulations and welcome.</p>	
3/4.1	<p><b>Chair's Remarks:</b> MMc sent two documents to the portal in advance of the meeting, particularly action items from the last set of minutes and the ongoing governance improvement plan with updated notes. MMc stated he would not present these in detail but for governors to feel free to raise anything now or at a later date. Comments to make:</p> <p><b>LGB Handbook:</b> The review of this is ongoing and due for Chairs and Clerks to review and plans for another meeting in February. MMc and GW have this on their list to discuss and go through. MMc explained to those joining, essentially this is a guidebook for roles and responsibilities as a local governing body to complement the formal designations of responsibility from the Scheme of Delegation from the Trust. A revised LGB Handbook will be presented hopefully at the March LGB.</p> <p><b>Agenda setting and focuses on behaviour and coaching:</b> This was to be raised this evening but has been postponed due to lockdown with a changed focus on remote learning, engagement and lateral flow testing. Some planned in-school follow ups by MY on SEND were also postponed.</p> <p>Comments or questions invited on this. None received.</p> <p><b>Updated Governance Improvement Plan:</b> Key priorities as seen for remainder of this term particularly the induction of new cohort of governors and GW will assist in setting up induction training and other required actions. PC attended induction training online with Babcock this morning and reported that this was very useful. As a Board, our core priorities are around vision and strategy review. MMc discussed with Heads and was looking to set up some workshops in the near future with SLTs of both schools to look at revising these to map out priorities for remainder of this year and improvement plans for next year. The LGB need to conduct a skills audit and policies audit. The skills audit will feed into ongoing requirements for recruitment. We still have 2 potential vacancies on the board if we were looking at a full complement of 14 governors. The unsuccessful parent governor candidates have all expressed that they would be happy to be considered for future vacancies, and governor vacancies at other schools in the Trust were discussed with them. MMc stated that he is open to input and suggests that over the coming weeks we progress with a more formal skills audit and mapping people to roles and sub-committees across the LGB then use that as a point of reflection for the March meeting on where the specific skills gaps are remaining and aim to fill a potential 2 vacancies if needed. KD supported this suggestion. All <b>AGREED.</b></p> <p><b>Comms Sheets from OLT Board:</b> These are on the portal with the other meeting documents. MMc briefly outlined the restructuring at Trust board level with Tony Smith and Paul Lilley now in place as Chair and Vice Chair respectively. Nick Tallamy and Jan Caig, Chairs of Cockwood</p>	

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	<p>and Kenn and Kenton Federation LGBs, are no longer on the Trust Board and a new policy is that LGB chairs will not sit on Board of Trustees in order to keep separation between those governance levels. Some of the priorities from the recent governance review to the Trust is adoption of a formal code of conduct which will be cascaded. A skills audit requirement is also on their action list and there is a training programme for governors that is in the process of being rolled out. GW spoke about this and confirmed that all governors, Trustees and Clerks are now registered and should have received an email to activate their registration.</p> <p><b>Action: Let GW know asap if you have not had an email link for the NGA.</b></p> <p><b>Action: GW to add SSh and JP to NGA membership and Learning Link and assist where necessary.</b> PC noted Babcock say recordings can be sent after the webinar to revisit the training session if required.</p> <p><b>Action: GW to set up on The Key and Babcock access for new governors and anyone else that currently doesn't have it.</b></p>	<p>All GW</p> <p>GW</p>
3/5.1	<p><b>Headteacher's Report for TCS ML:</b> AT shared report on screen. The report had been uploaded to the portal along with associated documents and no questions had been received beforehand. There are an average of 70 children per day in school, which is around 25% of the school population, and over a week see around 34% of whole population. AT confirmed there is a higher uptake than last time, largely due to more vulnerable children this time around. Vulnerable category has changed so more children are encompassed in that this time. There are no more than 10 children per class. A new model of planning and delivering the lesson once to a class for those in school and reusing for remote access has been beneficial in terms of workload. There has been a recent announcement of extension to the free school meal voucher scheme over half term. Lateral Flow Testing in primaries is a slightly different model to secondary in that it takes place at home and information about this has been put on the website. The School Manager has been appointed as Covid Coordinator to organise storage of tests, etc.</p> <p><b>Q: Are teachers teaching their own class remotely?</b></p> <p>AT: They are not doing live lessons as such but planning and administering learning and giving feedback for those children. Some are filming with children in school and then next day that is played to children at home which is more manageable and needs longevity with the announcement that schools will not return properly until at least 8 March.</p> <p>Covid risk assessment has been uploaded to the portal for governors and amendments highlighted in yellow. Allocated £80 per pupil in catch-up which is approx £20k. Large majority of the first tranche of £5k has now been spent and next tranche is beginning of March. Using this on a tutor now working with Y5 children in school as SATs for Y6 have been removed. Progress and attainment summary was shared with EOC Committee in December. Prog across reading, writing and maths all above average.</p> <p><b>Q: On impact, that was looking at whole school impact. Have you done anything specific on impact of catch-up interventions?</b></p> <p>AT: Above average progress for reading, writing and maths with big decrease in children with below average expectation. Dip in Y3 and 4 but that was specifically catch-up funding.</p> <p><b>Q: Any risks a new gap will be created as a result of this lock down?</b></p> <p>AT: There will be. This is another reason for keeping children with their class teacher as they know the children and are planning for and assessing them.</p> <p>Wellbeing of staff is a big priority and this is a standing item agenda on staff at leadership team meetings. Focus is currently on workload. Staff work very hard but AT has had to rein back how much they are putting online and feeding back, and have given staff a template with minimum expectations and advise not to burn themselves out. January inset had safeguarding training in the morning and the afternoon time was for staff to do something for wellbeing for themselves. Student wellbeing – positively received that they are with their own teachers. Contact with home has evolved since the last lockdown.</p> <p>For the benefit of new governors AT explained that SeeSaw is a remote learning platform. Used in the school anyway to upload learning, photos, videos, children set work on this for children at home and can keep in contact and give feedback.</p> <p><b>Q: On wellbeing which relates to the SIP. You have listed on the SIP a KPI that staff and pupils can verbalise signs of anxiety and management of self care. Are there specific things you are monitoring or looking at with regard to that?</b></p>	

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	<p>AT: For the children we use SCARF which is a PSHE programme. This is proving a good purchase. Getting children outside as much as possible, programme within SCARF that will tailor to those children's needs, if spotted.</p> <p><b>Q: Do the children all have access to laptops? What percentage is it?</b></p> <p>AT: High percentage now as very fortunate to be granted 35 devices by the DfE, which are tablets with keyboard attached. Also gifted an extra 4 by a local company that donated; £100 by an anonymous donation and £6k by another anonymous donation from a local businessperson, so we will be buying more devices with this. Vodafone had created a programme with education for free SIM cards for anyone with no internet access.</p> <p>SIP document uploaded to the portal. Priorities have been RAGd. There will be another recovery curriculum coming out of this lockdown. Mentioned NELI which is to improve speech and language skills. High expectations of collaborative house and rewards programme but unable to happen as planned at present due to Covid but still continuing in Covid friendly way.</p> <p>DfE attendance and vulnerable register being completed daily and once per week an early years register so issues are easy to highlight and addressed promptly. AT highlighted areas in the SIP which have been put on hold due to Covid until all children are back in school.</p> <p><b>Q: Parent workshops and engagement – would it be good to think about how to do this remotely? Even if schools open on 8 March it will be long time before you can run group events or invite parents into school.</b></p> <p>Discussion around this.</p> <p>AT Confirmed ML have prioritised devices to students that weren't engaging with learning and is confident they will be able to fulfil requirements of all families that need them. Feedback from parents has shown pre-recorded lessons work better for parents if they have more than one child at home and can't meet certain times online. Vulnerable children have a lot more contact from school.</p> <p><b>Q: Some parents are struggling to get students engaged even with SeeSaw and videos as children don't want to engage with it. How will we approach that and assist those children?</b></p> <p>AT: Trying not to put pressure on parents. Have spoken to parents on the phone and encouraged them to do what they can. A parent survey will be sent out next week to look at how remote learning is going and how school can support any parents at home, and asking for feedback on those ideas.</p> <p><b>Q: Some children only like certain subjects. When they return to school how will that impact realign with the catch-up. Idea and approach for that?</b></p> <p>AT: Different from last time as more children are attending school. 7% of children are not engaging at all for various reasons. A baseline assessment will be done when children come back. Staff have been asked to continue to assess children who are at home in terms of what they are uploading. Don't want children to have to do tests when returning for their own wellbeing, but teacher will work their way through assessing the gaps. Use PIXL as a platform for this and will make specific interventions around that and make personalised learning for those children. The approach will be through interventions and good quality teaching.</p> <p>LW commented this is the same concern from parents at his school at the moment and this is common at the moment. At Kenn looking to do something with parents to guide how they can support and teach and what questions they can ask, etc. Try to empower the parents as best can.</p> <p>AT said everyone should continue to encourage parents to phone if they have any concerns and school will try to help and support.</p> <p>Engagement and monitoring on SeeSaw shared. Engagement of all pupils including nursery show only 7.22% not engaging with home learning. Some children have a paper copy if requested by parents rather than a device. Without nursery figures only 6.67% are not engaging. Vulnerable children are all engaging with remote learning and EHCP figure has improved this week with all engaging from this week. A lot of this was to do with targeting vulnerable children to provide devices.</p> <p><b>Q: Are you targeting or speaking with families to encourage them to come into school if not engaging remotely.</b></p> <p>AT: If it fits with the strict criteria. Those not attending are all completing remote learning and safeguarding home visits are still being carried out.</p>	

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	<p>Update on safeguarding, behaviour and the FTE as discussed at the last LGB in December. This situation has improved as there are fewer children in school. Emotional is currently the highest area of need. Attendance figures were shared and discussed. Any further questions or comments invited. None received. MMc commented it has been a surprising term and all credit to AT and the team for their hard work and delivering to the challenges presented.</p>	
3/5.2	<p><b>Headteachers Report for TCS ER:</b> JPO expressed thanks to all the new governors for joining the LGB. ER summary is concentrated very much on where we are at currently in school. Where we are going to be is a focus at another meeting. Shared presentation on screen, and uploaded to portal in advance of the meeting, although it has been slightly updated since with very new information on engagement figures. No questions have been received in advance.</p> <p>Catch-up funding – decided to take on additional staff for English and maths. Plans for them have had to be adjusted due to lockdown. Questions invited on first slide.</p> <p><b>Q: Most catch up activities postponed for the time being. Is that effort being redirected or all consumed with remote learning? What is the risk that the catch-up gap is going to grow again?</b></p> <p>JPO: Considerable risk - engagement statistics later in presentation. New staff are working with students in school that they are most concerned about. Creating capacity in staffing so doing one to one calls or connections. Concentrating on students in Y10 and 11 and some Y9.</p> <p>Information shared on remote learning provision. Very proud and grateful to staff who have done really good work. Asynchronous teaching and learning – some recorded and some voiced over a powerpoint, some lessons are tasks. Feedback is students need mixed teaching and some live contact.</p> <p><b>Q: Think the offering at the moment has been fantastic and Google classrooms is a massive improvement. Live lessons are positive. One concern is about students that don't have access to a device, or students from a household where those children are in several different year groups; how can they access those live lessons if there is only one laptop in the household?</b></p> <p>JPO: This is the philosophy behind not doing live lessons all the time. An anonymous donor gave £10k to TCS, £4k of which has been allocated to ER with which we bought some devices. Exeter University gave 10 laptops and 60 have been received from the government. Rang all disadvantaged families and keep pushing the message out. One issue is people don't like to ask for help or think others need it more than them. All live lessons are recorded, as a safety precaution, and also uploaded to Google Classroom so students can access it another time. Help and support is also offered to set up the devices and use them.</p> <p><b>Q: Is there some kind of timetable of when the live lessons are available and when there is a teacher there? Can parents access the Google classes as well – the recorded ones to ensure child has done it?</b></p> <p>JPO: Students all follow normal timetable and that has been communicated. Critical to get information out days before to plan. Parents don't get a log in for safeguarding reasons. Some staff feel quite vulnerable as they don't know who is potentially watching them. Classcharts is where homework is uploaded and on a weekly basis we are uploading a simple statement saying if your child has not engaged with online learning this week, and also giving merits and feedback when they engage positively. Also contacting parents of students have concerns about.</p> <p><b>Q: Talking about communications. Are you speaking with the other schools about that to share lessons learned about what is and isn't working?</b></p> <p>JPO: One of the challenges within the Trust is we are the only secondary but I network across the Devon Heads area, and was part of something today with an organisation called SWTSA about sharing good practice. A lot of online CPD is being held on line and shared and I have just downloaded a resource about teaching remote learning effectively.</p> <p>Looked at quality assuring the remote learning and information was shared on this, including a parent survey which has recently been conducted and used the same questions as in June 2020. This shows an increase of parents saying the provision is good or better so improvements are clear. A comparison of feedback between June 2020 and January 2021 was shared. Working at the moment on how much work to set and not trying to put a whole 60 minutes on line to give time for reflection and completion of work. Questions were invited.</p>	

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	<p><b>Q: On quantity of work set is red flagged. Feedback from parents are worried about sheer quantity of work that for those who aren't engaging it is piling up. How are you negating that pressure on that?</b></p> <p>JPO: That area has got worse since last time. Work is being set more effectively. Our message needs to be reinforced if you are accessing the work and doing your best but don't finish everything, that is OK. Mixture of engagement levels across Y7-11 and need to continue to evolve teaching to cater for this.</p> <p>Slide showing overall school figures based on teachers marking on classcharts at end of each week how well doing and who isn't engaging. It is not an exact science but is a lot better than last summer. Those struggling at home with less support, etc are falling behind. Y7 – need to be mindful to support them as they only had one teacher in Y6 and now have more than 5 and may struggle to work independently. Questions invited. None received.</p> <p>Key worker and vulnerable children in school numbers shared. Challenge is the more children are in school, the more staff are needed to support in small groups and cater for the students at home, safety, keeping people out of school to prevent transmission of virus. One of many strengths at ER is the welfare and pastoral teams and JPO expressed gratitude for the dedicated support there. Safeguarding and welfare team are making home visits, phoning home, etc.</p> <p><b>Wellbeing</b> is forefront and there are many ways things are being celebrated to promote positivity. Resources have been shared with parents and staff on the website of where to make contact if struggling. Looking at training opportunities that are there, many of which are free. Keeping people motivated and connected.</p> <p><b>Lateral Flow Testing:</b> Process launched before Christmas break and lot of work was done in school to set this up and train and system is working well. Staff tested twice per week, students once. Serial testing has been discontinued.</p> <p>JPO advised there is currently much discussion around assessments and exams and what will happen with Y11 and 13 grading. Consultation paper produced by DfE which closes tomorrow. Lots of debate and discussion about the processes and think Ofqual will clarify the position on this by end of February. Seems likely that teachers will be asked to play a key part in awarding grades. Will be underpinned and checked by some sort of assessment. Debate around what is fair, some young people have been out of education for a considerable amount of time and needs to be a quality assurance and moderation process, and parents will have some sort of appeals right. Potential area that teachers will come under pressure to award grades and complaints about what is awarded so flagging this could dominate summer term and governors will have a key part to play in this. Questions invited.</p> <p><b>Q: From this consultation paper are they going to standardise across all subjects about what an assessment should look like and various grades within that? How does a child attain those grades?</b></p> <p>JPO: Seems likely there won't be a single assessment and grade arrived at from that. Will most likely be asked to look across body of work a student is working at and say the grade they are working at now and underpin that by assessment. Need to balance juggling act that awarding bodies have to set assessments with choice as some people have been unable to cover areas in the curriculum due to time out of school. Needs to be set of grade criteria and moderated and mediated and how to do this fairly is a challenge.</p> <p><b>Q: Continuous assessments going through until March?</b></p> <p>JPO: Key thing we are saying is don't panic but keep working. We will continue teaching the curriculum as things stand. Will continue to teach Y11 and 13 to May half term and then likely will have a few weeks of assessing and moderating work and inputting and some kind of assessments to back this up. Then potentially grades will be awarded earlier, possibly July, then there will be an appeals process.</p> <p>ER are currently on a Requires Improvement judgement so there is work to do to ensure we can show ER as a good school. Ofsted operating and could have visit from November 2021 but seems likely delay but still need to focus on progress.</p>	

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	<p><b>Action: JPO would like to discuss SIP as a single item at some point.</b>  Attendance nationally 82% and in Devon around 90% so ER is really strong at over 94%. Safeguarding figures discussed and CPOMS logging system explained to new governors. Some progress was made last term on improving behaviour and ethos. This is a key priority in improvement plan. Recruiting into next year's Y7 has a smaller year group and this means less funding. Financially ER is healthier than it has been in five years but have to be mindful of numbers and cater the timetable accordingly. Discussion for another time.</p> <p><b>Q: Behaviour incident details – can you expand on what counts as a behaviour incident?</b>  JPO: Those figures include the student formal warning which counts as behaviour, and those removed from class, referred to BFL and sent home on FTE. Encourage governors to look at numbers of FTE. Working towards reducing these.  SMD advised from a member of staff point of view that the safeguarding referrals and numbers that JPO referred to didn't include the welfare logs that ER also have such as mental health unless they are significant incidents such as self-harm.</p> <p>JP commented that having no children at the school he had no idea the amount of work that has been involved in doing this online learning and that both AT and JPO and their teams should be commended on what they have managed to do in such a short period of time - having literally revolutionised how they are teaching. This is taken for granted but after listening and looking at the presentations this evening, it is a tremendous achievement and should be commended. MMc seconded this. Thanks were returned from JPO and AT for this and the support. LD commented as a parent the change from last lockdown has been logical, well thought out and fantastic and as a teacher she appreciates how hard it is to teach to a blank screen just showing students' initials. JPO expressed hope that the governing body will get to know the senior team and work with them in time.</p>	JPO/MMc
3/6.1	<p><b>EOC Committee – Matters Arising from Meeting held in December 2020:</b> The minutes of this meeting are on the portal for governors to review. No questions have been received ahead of the meeting. KD as Chair of the Committee confirmed they had looked at some data and wanted to say it seems from the numbers seen and the teams at both schools that children are proving very resilient. When a baseline assessment was done in September it showed children had lost learning but the majority picked back up quicker than expected so the data was better than anticipated. When looked again for November it appeared the gap had been closed. Gap between different children, PP seemed to be coming back a little slower so that will need to be looked at in the future but both schools have taken measures to address this. KD explained for new governors that EOC is Educational Outcome and Curriculum Committee – schools are measured in many ways - compared to previous years, nationally, locally. ER had the additional challenge as changed timetable and years options this year. Didn't have SATS going into Y7 and now have a 2-year KS4 as Y10 and 11 and 3-year KS3. Lot of changes at ER with Covid at the same time.</p> <p>SMD apologised that she had to leave the meeting as she was still in school and the caretakers needed to lock up and go home. MMC asked if any concerns for the policies at the end? SMD has checked these and no concerns. Also no concerns for risk assessments. <i>SMD left the meeting.</i></p> <p><b>Q: From the EOC minutes there is an action item for JPO on sharing a student voice piece. Would that be good to share to full LGB not just EOC members?</b>  <b>Action: JPO to look at this – has been put on hold due to lockdown.</b></p>	JPO
3/7.1	<p><b>Mill Lane Safeguarding Audit – matters arising:</b> MMC requested just key items as the document is on the portal for governors to read. AT confirmed she will be following up with the newly appointed Safeguarding Trustee. Audit always takes place in autumn term and is always very positive. AT shared bullet points on the screen and areas for development. Flagged that the audit mentions in terms of governance, and safeguarding they haven't been in school for some time and that is an area of need. Trust has picked this up for the meantime and met virtually today with DSL. Other areas of development were highlighted. For clarification, TED is tell me, explain to me, describe to me – a safeguarding practice which does not using leading questions. Will be great to have governors back in school when this is done. Questions invited. None received.</p>	
3/7.2	<p><b>Structure of the Trust Board update:</b> MMc stated that GW uploaded new structure to portal ahead of the meeting. Jackie Jackson is the Trustee leading safeguarding and SEND and chairing the Vulnerable Children Committee. Over the rest of this term and year she will work</p>	

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	<p>with the LGB to engage with the schools on re-establishing the safeguarding role at TCS and how that works with the Trust board. This will be followed up outside of this meeting. MMc said similar activities are taking place for the Finance Committee and KD is already representing the LGB on the Performance Committee that is chaired by Katie York. Questions invited. None received.</p> <p>MMc represents LGB on Chairs Group that incorporates all LGB chairs of the trust and the Trust Chair, and CEO.</p>	
3/8.1	<p><b>Updated Covid RA for ML and ER including Lateral Flow Testing:</b> Onsite testing for ER and at home testing for ML. These documents have been shared through the portal. Questions or concerns invited. MMc invited AT and JPO to flag anything specifically felt governors should be aware of. JPO commented that secondary schools have been taken through running tests in schools and primaries now have home packs and there is talk about secondaries now doing this.</p> <p><b>Action: JPO to keep governors updated on this.</b></p> <p>MMc noted amendments to latest risk assessments particularly updates to close contact definitions that have filtered down. All confirmed they are happy with these.</p> <p>MMc conducted one in-school monitoring of the risk assessments last term but follow up has not happened this term due to lockdown. This will need to be picked up again as and when reopening recommences.</p>	JPO
3/9.1	<p><b>Careers Guidance Policy for TCS ER:</b> This was discussed at the last LGB. Extension of careers and work experience plan to form revised Careers Guidance policy. JPO talked about combining this last time and that has been done to make more efficient and clear in terms of provision for work experience and whole guidance of what is offered in school.</p>	
3/9.3-5	<p><b>Admissions Policies for ML, ER and ER Post-16:</b> These were discussed at LGB in September. Revised versions are on portal for final review. The Trust board is the admissions authority to the schools but LGB need to see and confirm they have no issues with these versions. These will then go to the Trust Board on 9 February.</p>	
	<p>MMc asked for any concerns or questions on these policies at this point. None raised and acceptance of all those above was unanimously <b>AGREED.</b></p> <p><b>Action: Careers Guidance Policy to be uploaded to TCS ER website and circulated accordingly. GW to feed back to Trust Board re Admissions Policies.</b></p>	JPO/GW GW
3/9.2	<p><b>Safeguarding policy addendums relating to Covid</b> – GW and AT circulated update to ML this afternoon. MMc stated he had had no opportunity to review this. AT confirmed this was sent around at 9.40am this morning based on updates and in light of the changes made. Nothing massive and main changes to point out are around section 2 vulnerable children attendance. Same as ER. JPO hasn't seen this and thinks it has probably gone direct to the DSL. MMc proposed that time be given for JPO to update and distribute a revised addendum for governors to review and this be uploaded to the portal for approval by next Friday. No issues were raised by governors on the previous version.</p> <p><b>Action: ML and ER safeguarding policy addendums relating to Covid to be uploaded to the portal and approved electronically using that function by next Friday (5 February).</b></p>	JPO/GW/ All
	<p><b>Training:</b> MMc asked governors to please keep GW informed of any online training undertaken for the training logs or if anyone wants to mention anything they have found, or done recently to recommend please do.</p>	All
	<p>There being no further items or questions MMc thanked everyone for attending and the meeting closed at 6.48 pm.</p>	