

## HOMWOOD COLLEGE GOVERNING BODY

<b>Meeting of:</b>	<b>Full Governing Body of Homewood College</b>
<b>Date/Time:</b>	24th February 2022 4pm
<b>Location:</b>	Virtual – MS Teams – JJ Host
<b>Distribution:</b>	Full Governing Body, K Prout
<b>Quorum</b>	Half the current number of governors in post required for decisions to be binding. The meeting was quorate throughout
<b>Governor Apologies:</b>	Sue Shanks (SS) Tim Shelley (TS)
<b>Present</b>	<p><b>Governors</b> (voting)</p> <p>Jo Adams (JA)            Luke Burstow (LB) Co-Chair of Governors and in the Chair for this meeting            Rachel Carter (RC)            Kasie Jeewon (KJ)            Claire Martin (CM)            Linda Newman (LM) Co-Chair of Governors            Dion Page-Hammond (DPH) to 5.48 pm            Pam Ridgwell (PR) Executive Headteacher (interim)            Ruth Turner-Murrell (RTM)</p> <p>Other (non-voting)            Janet Johnson (JJ) Clerk to Governors</p>

### MINUTES

	<b>DISCUSSION AND DECISIONS</b>	<b>ACTIONS</b>
1	<p><b>WELCOME,</b>            LB opened the meeting and apologies were noted. The School Business Manager was not able to attend.            No new interests were declared when invited. LB's spouse continued to be Headteacher of a local special school. LB, RC, DPH, TS and LN continued to be Members of the Management Committee of the Connected Hub and Connected PRU.</p>	
2	<p><b>LAST MEETING</b>            Papers: Minutes of meetings 6.12.21 (confidential), 13.12.21 (confidential) and 24.1.22.</p> <p>2.1 Minutes            All the minutes were agreed to be an accurate record.            The minutes of the meetings 6.12.21 and 13.12.21 were to remain confidential as they contained information about the Ofsted inspection prior to the receipt of the report.</p> <p>2.2 Matters arising</p>	

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	<b>DISCUSSION AND DECISIONS</b>	<b>ACTIONS</b>
	<p>No actions were to be carried forward from 6.12.21 and 13.12.21. The actions from the meeting 25.11.21 were not reviewed. The actions from the meeting 24.1.22 were reviewed. They had either been completed or would be commented on during this meeting.</p>	LB
3	<p><b>CHAIR REPORT</b></p> <p>LB gave a verbal update.</p> <p>3.1 Finance – he had met with PR and the School Business Manager. He had begun reviewing the School Financial Value Document and made some recommendations but had asked the School Business Manager to look at it again as two completely distinct bodies. He would continue to liaise and then submit Homewood's to the FGB for approval.</p> <p>3.2 The local authority was dealing with the disaggregation and appointed a project manager so was not relying on Regan Delf now. The consultation document was now out re severing the staffing ties and the 15 day time limit expired on 15<sup>th</sup> March for the management committee to vote on it. At the same meeting the management committee membership and chairing would be reformed.</p> <p>3.3 All governors currently serving also on the Management Committee had spoken with either LB or LN regarding with which body they would remain. School improvement board have been meeting monthly.</p> <p>3.4 Budget monitoring and draft budget LB had met with the school business manager. She had not been able to complete the budget outturn for this meeting. A date to scrutinise the forecast outturn and the draft budget was needed. He would need to take forward risk management.</p> <p>3.5 Some building works had started at the school and were expected to last a month.</p>	LB
4	<p><b>EXECUTIVE HEADTEACHER REPORT</b></p> <p>4.1 PR was invited to give a verbal update and took questions.</p> <ul style="list-style-type: none"> <li>• In comparison with trying situations elsewhere staff were very positive. There had been a lot happening in school so this was promising.</li> <li>• Regan Delf and Paula Sargent had conducted a review on behalf of the local authority two weeks earlier. A lot of actions were underway but it was too early to have reliability of impact.</li> <li>• The new behaviour scheme had been in place since Tuesday. It was hard work but working well. It was their main focus</li> <li>• The old caretaker's house was now known as the Hive. It was now used by pupils for transition work.</li> <li>• An appointment had been made to lead The Roost (name for Brighton Youth Centre premises used by Homewood). It was open every day.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• Other places being investigated were outdoor activities, work places and provision at The Met and their own virtual school was being opened up.</li> <li>• Premises. In the half-term we had lots of contractors on site. Reception was now clean and neat. The anticlimb rollers and fencing has gone up around the site and we hope the other works would be completed by April.</li> </ul> <p>4.2 Governor questions</p> <p><b>It was very good to read all the behaviour policy and related documents. It all looks very comprehensive. There is reference to two members of staff training on team teach. Do all staff know what is required to keep pupils and staff safe, have they have the training?</b> PR at the moment every Tuesday afternoon is team teach training. We had an inset day on Monday and we had training then. Staff have seen the link between Team Teach and attachment management.</p> <p><b>Are staff feeling more confident?</b> A governor who was staff confirmed it was helping and that someone was providing weekly training and holds were practised weekly. This was making a big difference and she now felt confident.</p> <p><b>Are there clear de-escalation paths for staff? Has the work with the educational psychologists been taken into account re the individual way they need to be dealt with?</b> A member of staff informed they seemed to be going through it individually within teams. The scripts provided in the training sessions were very useful and enabled a calm and confident response.</p> <p>A governor suggested it seemed using scripts enabled pupils to know what was happening and what would happen next so this helped their own response.</p> <p>It was decided behaviour policies would be discussed later in the meeting</p> <p><b>When will curriculum maps be looked at or is the thinking behaviour first then behaviour for learning?</b> We are using the curriculum to engage. Tomorrow is the first 'funky Friday'. It also shows to staff that when engaged, behaviour issues are reduced.</p> <p><b>Are children following a curriculum?</b> In that sense, it has not changed this year. It is important for governors to know that for the curriculum we have made sure every child is entered into the exam they need to take. We are making sure their delivery is going towards getting their results. We have been expanding curriculum and assessment for both Key Stage 3 and 4. Our focus is on year 11 to do what we can to get them into exams. We are also getting work experience in place. There is a better offer for pupils going forward.</p> <p><b>How many pupils are sitting exams?</b> In year 11, all but one. The 2 at Homewood are getting a lot of attention already. JA informed there was a very specific curriculum for the 5 at the Roost. They had absolutely individual learning. PR added that the year 11s had missed a lot and we were providing what we can. They had not yet got them onto college courses. We just need to do the best we can before they go.</p> <p><b>Re mobile phones. The references in the behaviour policy make it very</b></p>	

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	<p>clear on expectations. Are pupils clear on what they can and cannot do? Yes, but they are having difficulty adapting. There have been no issues as before with phones. Staff now have a process to follow when pupils present with them. The next difficulty to address will be vaping.</p> <p>A governor informed that she was in contact with the school about careers and work experience and would be working with Julia Holford and Kate Beecham.</p>	
5	<p><b>FINANCE</b></p> <p>5.1 Compliance – School Financial Value Standard See item 3.1 documents were not yet ready for scrutiny and the item was deferred.</p> <p>5.2 Budget monitoring See item 3.1 documents were not yet ready for scrutiny and the item was deferred.</p> <p>5.3 Any other items for approval – staffing/contracts No items had been put forward.</p>	
6	<p><b>DRAFT BUDGET</b></p> <p><b>Agree assumptions and review current estimates.</b> LB informed he would review with PR and involve governors accordingly. PR was invited to comment. PR informed more funds were needed. More staff were needed; however, they needed to know the figures with more certainty before the staffing structure could be addressed. LB informed they were sharing data with the DfE at the moment regarding academisation. PR was requested to agree a date for the information to be provided then send the documents to governors.</p>	LB
7	<p><b>OFSTED REPORT</b></p> <p>Paper: Ofsted report</p> <p>The report was accepted.</p>	
8	<p><b>SCHOOL IMPROVEMENT PLAN/RIP.</b> PR informed the local authority report would be shared with governors. She considered it was an accurate report. She expressed concern that the provision of weekly evidence, monitoring and reporting would divert her from essential work such as modelling behaviour. This was not what governors were expected and it was agreed LB would check understanding with the local authority and revert to PR accordingly.</p> <p>No questions were raised about the school improvement/RIP when invited.</p>	PR
9	<p><b>GOVERNANCE</b></p> <p>Papers: Draft visit policy, draft visit report and governing body action plan.</p> <p>9.1 FGB Action Plan Review of governance, governing body membership, disaggregation –</p>	

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	<p>discussion and next steps.</p> <p>LN gave a verbal report, referencing the related papers.</p> <p>9.1.1 An external review of governance had previously been suggested; however, having spoken with Regan Delf and Sharon Mackenzie at the local authority it was considered that it would take too long and would be of little benefit as an academy order had been made.</p> <p>9.1.2 Governors were needed for: the monitoring visits; the work that the local authority had put into its plan to Ofsted; supporting Homewood and preparing for academisation. We do not know how long that process will take. LB was liaising with the DfE with the information they need to begin that process. Ofsted would begin their monitoring visits and would come very quickly, probably within the first six weeks. We have been hampered by the disaggregation process.</p> <p>9.1.3 Governors were requested to contact her or Luke as a matter of urgency to confirm, where there was a need, which of the boards they would remain with. At the end of consultation process the project manager would set up the fresh Management Committee along with the chair. LB and LN would provide assistance. There would be disparate meetings of both bodies of governance in the near future.</p> <p>9.1.4 There will be an action committee from the LA re academisation and we will need to see how that progresses when an academy chain comes forward.</p> <p>9.1.5 The work of the governing body had been reviewed and a change of structure to three committees had been recommended: Resources (and Pay), Safeguarding and Sen, and Curriculum and Learning. Each committee would have a different chair. Governor visit reports would go into the most appropriate committee; however, these were expected to be in the main, Curriculum and Learning related. They would look in detail at the monitoring there and report back to the full governing body. When the Scheme of Action had been signed off by Ofsted, monitoring of that would also be included.</p> <p>9.1.6 LN would focus on recruitment to any vacancies on the governing body at Homewood.</p> <p>9.2 There was a need to raise governors visible presence in school – to be seen at events and building a relationship with staff. Governors were of source of independent views and needed to be prepared to speak confidently with Ofsted inspectors about what was happening and how they had responded to the report. Governors were also needed to speak to parents and have links with other schools</p> <p>Discussion ensued surrounding opportunities to meet with parents and staff.</p> <ul style="list-style-type: none"> <li>• It was agreed governors would receive invitations to school events.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• AMAZE was seen as an avenue worth pursuing and LN and RTM would discuss this, in particular with regard to filling the parent governor vacancy.</li> <li>• A governor with related experience offered to visit the school and get more involved in the curriculum and could speak with parents and set up focus groups. PR invited her to contact her again.</li> <li>• Another governor related the ways she had promoted the school via parent forum at AMAZE and through MASCOT and PR had been in contact with AMAZE re communications management.</li> </ul>	
10	<p><b>Other School policies for agreement or noting and reports on effectiveness for consideration</b> Papers: Governor allowance policy; Late papers: School Behaviour policy; Care and Control policy; School Behaviour Handbook; School Behaviour Handbook (parents); Statement of Behaviour Principles.</p> <p>10.1 Governor allowance policy</p> <p style="padding-left: 40px;">❖ The governor allowance policy was approved as presented.</p> <p>10.2 Data Protection policy, SEND information report and policy. <b>When will these documents be ready for consideration of approval?</b> PR informed it would be by Easter.</p> <p>10.3 Behaviour Principles and Behaviour Policy</p> <p>Governors had read the documents and PR responded to their comments and questions.</p> <p><b>The policies do not seem to look at the root cause of behaviour problems.</b> This will be addressed in the SEND policy. <b>Re the care and control policy; I am not sure it reflects the practice at the school for using de-escalation.</b> PR, reflecting on the need not to be too prescriptive as it was a dynamic risk assessment and an area that might need legal consideration, informed she would share that with the Team Teach lead who had already signed off the policy. She confirmed she was quite comfortable that staff use de-escalation first as a strategy. <b>Plans are tailored to the individual but might parents need to be aware of their individual plan?</b> We do inform parents there is a standard letter when a hold has been used. A member of staff informed each student also had personal handling plans and they would become increasingly more personalised. She considered it a very significant improvement, and it included specific scripts. These would be shared. Governors were appreciative of this input. <b>Do you have individual learning plans (ILPS)?</b> No, positive handling plans. Every child that has been handled this way will have a plan and there is a risk assessment. We cannot say we will follow each plan as we cannot allow for every eventuality so I need to take advice as to how</p>	PR

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	<p>to include it.</p> <ul style="list-style-type: none"> <li>❖ The behaviour principles were approved</li> <li>❖ The approval of the behaviour policy was noted and the policy accepted.</li> </ul> <p>10.4 Exclusion policy Governors enquired whether this was in place. PR confirmed it was in hand.</p>	PR
11	<p><b>REFLECT</b> Agree and allocate work due for the next meeting</p> <p>In discussion governors agreed they would inform LN of any areas they were interested in being involved in. They also considered a suggestion of joining the national college; however, as a small school this was not felt to be value for money at the moment. Governors were reminded they had gold membership of the NGA and JJ requested governors contact her if they were unable to log in to the NGA members area or learning link.</p>	
12	<p><b>ANY OTHER URGENT BUSINESS</b> (with prior agreement of chair) The school wished to change some of the information on the website regarding careers and RC would liaise. JJ gave brief explanation of the statutory information required and the governor role and would forward further information.</p>	JJ
13	<p><b>CONFIDENTIAL ITEMS</b> (if any) There were no confidential items. There being no further business, the meeting closed 6:05 pm</p>	

Item	Owner	FGB MC 25.11.21	Due date <i>Update 24.11.22</i>
1	LB LN	Follow up interest declarations and authorisations/mitigations.	
2	GB LN/LB	Identify the strategic/budgetary/recruitment of EHT/HOS decisions required, and ensure compliance re approval of GB (+MC where needed), convening meetings and delegating powers where appropriate.	ASAP and ongoing
3	PR	Circulate/send to JJ to circulate the document(s) tabled at meeting	7.2.22
4	KP/PR	Submit pay policies x 2 for email consideration prior to approval at next FGB/MC	7.2.22
4	KP/PR + TSF/KS LB/LN	Work out appraisal and pay expectations and submit pay recommendations in accordance with each policy to pay committee, - to be convened	URGENT Not done
4	KP	Draft letter to staff for LB or LN to sign re pay process	ASAP
4 & 5	LB/LN PR/KP	Collate list questions re pay/appraisal 2021 – to include apportionment and get answers - consider tasking RD	URGENT
6	LB LN	Review outstanding actions from previous meetings and	

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		papers/ information requested but not received. Re prioritise/update agenda plan – liaise PR	
9	PR	Review model staff code of conduct and appraisal policy. Submit for consideration of approval with changes from the model highlighted.	7.2.22
<b>FGB MC 24<sup>th</sup> January 2022</b>			
7	LB	Co-ordinate governor scrutiny of SFVS and Visit school re budget concerns	
9	LB	Take forward risk management	
<b>FGB 24<sup>th</sup> February 2022</b>			
2.2	LB	Review and update action list from meetings 2021	
3.1	LB	Ensure completion of SFVS and submission to FGB for approval – bear in mind [current] LA deadline 31.3.22	
6	LB	Review draft budget , liaise and share information with governors, update FGB	????
8	PR	Forward the LA report to governors	
10.4	PR	Provide for approval Data protection policy SEND information report SEND policy Exclusion policy	<i>End of Term</i>
12	JJ	Provide information re statutory careers information for website and governor responsibilities to RC & PR	<i>completed</i>

**The minutes were approved at the full governing body meeting 7.4.22**