

“Our Vision is a world where people with learning disabilities thrive”



## The Blue Tangerine Federation

Governing Body Meeting

Held on Monday 27 November 2023 at 7pm at Collett School

### MINUTES

Meeting Attendance 2023/24							
Name	Governor Category	25 Sept	27 Nov	22 Jan	18 Mar	23 May	17 Jun
Gareth Burger	Parent governor	P	A				
Chris Constant	Associate Member	P	P				
Poppy Choudhury	Co-opted governor	P	A				
Jo Dawson	LA Governor	P	P				
Ian Dignum	Partnership governor	P	P				
Julie Foster	Co-opted governor	A	P				
Nick Griffith	Co-opted governor	P	P				
Stephen Hoult-Allen	Executive head	P	P				
Joshua Jayson	Co-opted governor	A	P				
Ebbah Kwambai	Co-opted governor	N	N				
Gemma Luke	Parent governor	P	P				
Chris Parsons	Partnership governor	P	P				
Christina Self	Staff governor	A	P				
In attendance							
Jamie Caple	Head of school: St Luke's	P	P				
Jenny Witter	Head of school: Collett	P	P				
Manda Sides	Head of Operations	P	P				
Philip McBeth	DSL	P	N				
Tracey Norris	Clerk, HLF Education	P	P				

P	Present
A	Apologies provided
N	Not present

	Item	Action
1.	<p><b>Welcome and apologies</b></p> <p>The chair welcomed all to the meeting and in particular, Christina Self, the newly elected staff governor to her first meeting, introductions were made. Apologies for absence had been received and were approved for Gareth Burger and Poppy Choudhury. Ebbah Kwambai was not present. The meeting was quorate.</p>	
2.	<p><b>Minutes and actions arising</b></p> <p>The minutes of the meeting held on 25 September 2023 were approved as an accurate record of the meeting.</p>	

“Our Vision is a world where people with learning disabilities thrive”

3.	<p><b>Actions arising</b></p> <p>a. Update from MHA on risk assessment of land proposal re farm/cafe project: see agenda item 7.d.</p> <p>b. Presentation of farm/cafe project - separate to FGB meeting: c/f to later in the year as and when information was available.</p> <p>c. NG to coordinate a content rota (eg “Have you met...” for governors to introduce themselves) and link this in with opportunities for the head student at each school to interview a governor: completed.</p> <p>d. JC to share outcome of staff survey results in November: c/f to January meeting.</p> <p>e. Clerk to apply to HCC for a change to the Instrument of Government; increasing the number of co-opted governors from 5 to 6: Submission made, awaiting response.</p> <p>f. Safeguarding governor to look at nature and impact of interventions for FSM/Ever6 pupils in relation to reducing the number of suspensions issued over time: c/f to next meeting.</p> <p>g. PM to provide update at next meeting on online safeguarding issues:</p> <ul style="list-style-type: none"> <li>▪ Summary of the challenges the schools are facing</li> <li>▪ What the school is trying to do</li> <li>▪ What is the impact; working/not working</li> </ul> <p>Carry forward to next meeting.</p> <p>h. Safeguarding governor to create a timetable of when she would be checking the DSL’s responsibilities against Annex C in KCSiE to share with governors and PM: completed.</p> <p>i. PM to inform ID of any governors who have not yet booked or attended safeguarding training – ID to chase: completed by all governors.</p> <p>j. F&amp;R committee item for deep dive: review the number of pupils receiving additional 1:1 or 2:1 support, how this was funding and what impact it had on each of the school budgets: on F&amp;R wok plan for Spring 2024.</p> <p>k. Governors to self-review their skills matrix to identify areas for training and book accordingly: ongoing, see training booked at agenda item 11.b.</p> <p>l. ID to create terms of reference for new governor roles (IT/property and wellbeing/stakeholders) and consider creating a fundraising link governor: part completed, outstanding for IT and property governor roles.</p> <p>m. ID to circulate the new governor visits form and speak to each governor and agree their schedule of governor visits: completed.</p> <p>n. SHA/CP to arrange meeting to review the risk register: carry forward.</p> <p>o. MS to share quotes for accessibility improvements at F&amp;R committee to enable governors to prioritise R&amp;M projects: on F&amp;R committee agenda for December.</p> <p>p. Governors to send feedback on equality objective to SHA by Friday 13 October: no responses received. See agenda item 7.b.</p> <p>q. Clerk to book in-house exclusions training: booked for 15 January 2024.</p> <p>r. SHA to add “issue of space at Collett” as a new risk – if appropriate: to be added.</p> <p>s. SLT to respond to clerk/chair with their preferences for FGB meeting day (Monday vs Thursdays): Mondays were agreed as preferable.</p> <p>t. F&amp;R committee to review the shortfall in funding based on the current needs: on F&amp;R agenda.</p>	<p>SHA</p> <p>JC</p> <p>GL</p> <p>PM</p> <p>F&amp;R</p> <p>ID</p> <p>CP</p>
4.	<p><b>Any other business</b></p> <p>Two items were raised:</p> <p>a. Expansion at Collett – discussed at agenda item 8.a</p> <p>b. HCC SEND inspection – report circulated, discussion c/f to next meeting.</p> <p>c. Pay committee report</p>	<p>Agenda</p>

	<p>Governors asked that documents and reports were circulated one week in advance of the meeting.</p>	
<p>5.</p>	<p><b>Safeguarding, attendance and behaviour</b>  The following documents had been circulated in advance of the meeting:</p> <ul style="list-style-type: none"> <li>▪ Safeguarding report for governors</li> <li>▪ Behaviour and attendance data report</li> </ul> <p>Questions and comments were invited:  Safeguarding and behaviour</p> <ul style="list-style-type: none"> <li>▪ Governors asked for the pie-charts to be larger in the behaviour and attendance report.</li> <li>▪ <b>Q What next steps were being taken to encourage parents to engage with the NSPCC online safety initiatives?</b> Ans: This had been heavily promoted in the newsletter and in letters to parents. There had been no take up. Online safety was a huge risk to the schools’ cohort; a significant incident had occurred recently at the Collett involving an ex-pupil. Online safety was the main message of anti-bullying week, and both heads of school had held meetings with families of vulnerable children to alert them to the risks. This was a constant part of both schools’ curriculum.</li> <li>▪ <b>Action: Agenda item for next meeting, PM to report in more detail on the schools’ response to online safety risks</b>, eg: <ul style="list-style-type: none"> <li>○ Community outreach programme from the youth police worker from Watford.</li> <li>○ Addressing words/vocabulary that are used online and have become normalised.</li> </ul> </li> <li>▪ <b>Q Were behaviour consequences differentiated between pupils in the lower school compared to the upper?</b> Ans: The Federation’s overall behaviour philosophy applied equally to all students, for c10% of students the behaviour policy was adapted in recognition of their complex SEN.</li> <li>▪ <b>Q Did pupils with Tourettes, for example, receive sanctions for swearing?</b> Ans: This would be an adaption, if necessary, typically pupils with Tourettes had physical tics rather than swearing.</li> <li>▪ <b>Q What were the main topics covered in the most recent staff safeguarding training?</b> Ans: cyber security and how the requirements within KCSIIE were being fulfilled. MS had been benchmarking the IT service level agreement and provision from HFL and had found a more comprehensive service from Schools Broad Band – this was also significantly cheaper. This would be reviewed at the F&amp;R committee.</li> <li>▪ <b>Q The behaviour report listed actions currently underway at Collett, much of which did not have an end-date – when would these be completed?</b> Ans: An impact section and completion date would be added.</li> <li>▪ It was noted that patterns of behaviour were difficult to report on as each pupil was unique and had different presentations even if they had the same diagnosed SEN. A small number of pupils were responsible for a high number of behaviour incidents. Governors would like to see how these behaviours were reducing over time in response to the impact of behaviour strategy.</li> <li>▪ The lack of a “safe space” for pupils to use at Collett School was noted. <b>Q What could be done to address this?</b> Ans: JW had some ideas relating to re-purposing some existing spaces and these plans would be shared at the F&amp;R committee with associated costings.</li> <li>▪ <b>Q The columns in the “likelihood of behaviour” tables did not add up to 100%?</b> Ans: Some pupils were double counted as they fell into more than one category (eg FSM and PP). Governors noted some small inconsistencies in the reporting of BAME numbers and that PP/non-PP did not always total the number of pupils on roll.</li> <li>▪ Governors thanked PM for his reports and noted the strong oversight of safeguarding that was evident across both schools.</li> </ul> <p><b>Attendance</b></p>	<p>PM</p>

	<ul style="list-style-type: none"> <li>▪ <b>Q How did the YTD attendance data compare to last year?</b> Ans: Attendance data was steadily improving year on year. There were rigorous processes and procedures in place to quickly identify and support school refusers and pupils with high levels of persistent absenteeism. Both schools had a thorough understanding of all of its pupils and their own specific circumstances so that support could be tailored.</li> <li>▪ St Luke’s attendance data was particularly good and was celebrated.</li> <li>▪ <b>Q How did the school treat late arrivals due to transport issues?</b> Ans: This was taken into account. Registers were closed at the appropriate time but if a pupil was late due to transport this was recorded with a different code. Some pupils travelled a long distance across Hertfordshire to get to school and the traffic was unpredictable.</li> <li>▪ Staff absence data. <b>Q What was the difference between self-certification and “unknown”?</b> Ans: MS explained that staff absences were now recorded on SAM People (previously on ARBOR) which had different reporting categories. A doctor's note was required for absences of greater than five days and for absences up to five days long, a self-certificate was required.</li> <li>▪ <b>Q Were the tensions at St Luke’s between some members of staff (as reported in the Head of School report) resulting in an increase in staff absence?</b> Ans: No, staff absences at St Luke’s were low and were mostly for external training.</li> <li>▪ The SAM People system flagged any staff absences that triggered a certain threshold; this was followed up with a management meeting, a letter and ultimately an attendance improvement plan.</li> <li>▪ <b>Q What was SLT’s response to the tensions at St Luke's?</b> Ans: SHA was in discussion with Luton HR service to identify a conflict resolution counsellor. They had been able to recommend some private services, but these were too expensive.</li> <li>▪ <b>Action: MS to ask the union representative for conflict resolution support.</b></li> </ul>	MS
6.	<p><b>Chair’s update</b></p> <p>ID shared the following summary of his activities as chair since the last meeting:</p> <ul style="list-style-type: none"> <li>▪ Calls or meetings had been held with all governors to discuss their link role and governor visits.</li> <li>▪ Weekly calls with SHA.</li> <li>▪ Meeting with DSL regarding a safeguarding complaint.</li> <li>▪ Staff appeal meeting.</li> <li>▪ Pay review meeting.</li> <li>▪ EHT performance appraisal meeting.</li> </ul>	
7.	<p><b>Federation-wide strategic matters</b></p> <p>a. <u>Risk register</u>: c/f to next meeting</p> <p>b. <u>Equality and diversity report</u>: report from SHA. Questions and comments were invited:</p> <ul style="list-style-type: none"> <li>▪ <b>Q How would staff approach pupil voice for BAME students?</b> Ans: The CSV (commissioned school visit) in December had an equality and diversity focus and advice would be sought from Rachel McFarlane about this.</li> <li>▪ Equality, diversity and inclusion was a matter for all members of staff as well as the leadership team and staff at Collett had pointed out that the photographs in the main corridor did not reflect the diversity of pupils at the school. This would be addressed.</li> <li>▪ <b>Q Did the pupils display any unconscious bias in their interactions?</b> Ans: Children were often unkind to each other, but this was universal and not necessarily related to unconscious bias or racism. School leaders recognised that there needed to be greater</li> </ul>	

“Our Vision is a world where people with learning disabilities thrive”

	<p>diversity in the role models of teachers, external speakers and visitors and the Equality and Diversity report had been shared with staff earlier in the week.</p> <ul style="list-style-type: none"> <li>▪ As the diversity link governor, CS was tasked with holding the governing body to account in making sure they considered all pupils groups during any discussions or deliberations.</li> <li>▪ The equality and diversity objectives <b>were approved</b> subject to greater clarity being added to the definition of “near eradication” of anti-racism. Eg a target range.</li> <li>▪ Governors noted the potential tension between the federation’s equality and diversity strategy and ambitions and H&amp;S legislation and requirements, they needed to be considered in tandem.</li> <li>▪ <b>Q How were religious festivals chosen for celebration?</b> Ans: The aim was to cover as many different religious festivals as possible in a two-year rolling cycle.</li> <li>▪ At St Luke’s a different place of worship was visited each year and the RE curriculum had been mapped out to ensure different religions were covered.</li> <li>▪ At Collett, a planned schedule of RE focus weeks were in placed, timed to coincide with a different festival. Six were covered each year (one per half term).</li> <li>▪ <b>Q How were these selected?</b> Ans: All major religions were covered. <b>Q Were pupils able to opt out?</b> Ans: No, although there had been some individualised resistant to some elements of the RE curriculum. The schools did not promote any religious beliefs or teach religious doctrine. Learning about other religions and beliefs was part of the curriculum and teaching tolerance and respect were all elements of British Values.</li> </ul> <p>c. <u>Community cohesion</u></p> <ul style="list-style-type: none"> <li>▪ A fund raiser had been appointed and would share a report at the February meeting.</li> <li>▪ Governors were keen to understand the different community groups that each school interacted with, and this had been shared at a previous meeting. Regular (annual) updates on this would be prepared.</li> </ul> <p>d. <u>Farm/Cafe risk assessment:</u> paper from MHA</p> <ul style="list-style-type: none"> <li>▪ Governors <b>approved</b> the proposal based on the risk assessment as set out in MHA’s report. The following was raised: <ul style="list-style-type: none"> <li>○ <b>Q Did there need to be a break clause?</b> Ans: Sports England had made it clear that a break clause would not be acceptable.</li> </ul> </li> </ul>	
8.	<p><b>Heads of Schools’ Reports</b></p> <p>a. <u>Collett: Jennie Witter.</u> Questions and comments were invited:</p> <ul style="list-style-type: none"> <li>▪ <b>Q Should the report include the school’s top three risks?</b> Ans: These were covered in the risk register. The intention of the head of school’s report was to focus on pupils and outcomes.</li> <li>▪ Collett had been approached by HCC to expand by 40 pupils by January 2025, using the empty sixth form block owned by The Laureate Academy on Gadebridge Road. HCC had acquired the site and would fund all required refurbishment.</li> <li>▪ <b>Q Was the site large enough to accommodate 40 pupils?</b> Ans: JW had not yet undertaken a site visit, but HCC had given the school autonomy when considering which pupils would be deployed where. There was an outdoor space and a car park.</li> <li>▪ Accessibility improvements would be required.</li> <li>▪ JW was excited that this long-discussed proposal was coming to fruition, and it was a compliment to the popularity of the school that Collett had been selected for expansion.</li> </ul> <p>b. <u>St Luke’s: Jamie Caple</u></p> <ul style="list-style-type: none"> <li>▪ Governors highlighted the strong literacy results achieved in the autumn term.</li> </ul>	

“Our Vision is a world where people with learning disabilities thrive”

	<ul style="list-style-type: none"> <li>▪ Tribunals were on-going and it was noted that one pupil with SEMH had been wrongly placed at St Luke’s.</li> <li>▪ A pupil had been permanently excluded and the GDC meeting would take place on 8 December 2023.</li> </ul>	
9.	<p><b>Policies for ratification</b> None due at this time.</p>	
10.	<p><b>Finance and Resources Committee:</b> matters to escalate The minutes of the F&amp;R committee meeting held on 2 October had been circulated in advance. NG summarised the discussions held:</p> <ul style="list-style-type: none"> <li>▪ Both schools’ cash positions were strong.</li> <li>▪ Additional funding (in line with that received in 2022/23) had been confirmed for St Luke’s for 2023/24. This was particular good news given the anticipated funding cuts planned for 2024/25 and beyond (HCC was consulting all schools about changes to the funding formulas).</li> <li>▪ The Collett in-year deficit was due to planned non-recurrent projects. The projected carry forward had increased.</li> <li>▪ The finance audit report at St Luke’s had been received and the school’s response sent.</li> <li>▪ All expansions related costs at Collett would be tracked as and when incurred.</li> <li>▪ It was unlikely that any additional income indications relating to the expansion at Collett would be made available prior to the 2024/25 budget being set, the timetable for this was in HCC’s control.</li> </ul>	
11.	<p><b>Governor matters</b></p> <p>a. <u>Governor visits:</u> the following visits had been undertaken and visit reports uploaded to governor hub:</p> <ul style="list-style-type: none"> <li>▪ Poppy Choudhury: interview support staff at Collett: 28 September 2023</li> <li>▪ Ebbah Kwambai: curriculum and careers: 6 October 2023</li> </ul> <p>b. <u>Governor training:</u> the following training had been undertaken since the last meeting:</p> <ul style="list-style-type: none"> <li>▪ Poppy Choudhury: Disciplinary Hearings 30/10/23</li> <li>▪ Poppy Choudhury: Effective Use of Pupil Premium 17/10/23</li> <li>▪ Poppy Choudhury: Behaviour &amp; Race Equality and Anti-Racism Briefing 2/10/23</li> <li>▪ Ian Dignum: Conflict resolution 26/10/23</li> <li>▪ Nick Griffith: Financial management for governors 16/10/23</li> <li>▪ Nick Griffith: Finance for non-finance managers 16/10/23</li> <li>▪ Nick Griffith: Effective scrutiny of school budgets for governor 16/10/23</li> <li>▪ Ebbah Kwambai: Disciplinary hearings 30/10/23</li> <li>▪ Jo Dawson: New to SEND 2/11/23</li> <li>▪ Chris Constant: New to SEND 2/11/23</li> <li>▪ Julie Foster: an introduction to sustainability 13/11/23</li> <li>▪ Ebbah Kwambai: Succession planning and strategy 6/11/23</li> <li>▪ Gemma Luke: Role of the safeguarding link governor 9/11/23</li> <li>▪ Gemma Luke: exclusions 20/11/23</li> <li>▪ In-house training on exclusions for all governors: 15 January 2024</li> </ul>	
12.	<p><b>Any other business</b></p> <p>a. Pay committee report: see Part II minutes</p> <p>b. HCC SEND report – c/f to next meeting</p>	
13.	<p><b>New risks identified during the meeting:</b> none</p>	
14.	<p><b>Items for further discussion</b> Governors were invited to note any agenda items which they felt had not been given adequate time for a full discussion: expansion at Collett</p>	
15.	<p><b>Meeting dates for 2023/24</b> Monday 22 January 2023</p>	

“Our Vision is a world where people with learning disabilities thrive”

Monday 18 March 2024 new date	
Thursday 23 May 2024 new date	
Monday 17 June 2024	

Meeting closed at 9pm

Actions from meeting			
1	JC to share staff survey results at January meeting	JC	
2	Safeguarding governor to look at nature and impact of interventions for FSM/Ever6 pupils in relation to reducing the number of suspensions issued over time	GL	
3	ID to complete governor role descriptors for Property governor and IT governor	ID	
4	SHA/CP to arrange meeting to review the risk register:	CP	
5	PM to provide update at next meeting on online safeguarding issues: <ul style="list-style-type: none"> <li>▪ Summary of the challenges the schools are facing</li> <li>▪ What the school is trying to do</li> <li>▪ What is the impact; working/not working</li> </ul>	PM	
6	MS to ask the union representative for conflict resolution support.	MS	
7	HCC SEND report discussion at next meeting	Agenda	
Items for later in the year			
1	ID to arrange working party to consider academisation options/direction of travel	ID	Re-visit in Spring 2024
2	SLT to prepare report detailing the need of the new joiners (at St Luke's) compared to banding level.	JC/SHA	c/f to Spring term to allow time for school to assess need
3	ID/MS to discuss policy review process, double checking which policies could be delegated to a sub-set of governors/link governor for review and the review period (1-3 years).	ID/MS	c/f to spring term
	Presentation of Farm/cafe	SHA	As and when appropriate

## KEY DATES 2023/24

SCHOOL COUNCIL MEETINGS			
Collett School: meetings to start at 9.30am		St Luke's School: meetings to start at 10am	
Date	Governor to attend	Date	Governor to attend
15 September		30 November	
17 November		8 February	
11 January		21 March	
8 March		16 May	
26 April		11 July	
14 June			
PARENT COFFEE MORNINGS/AFTERNOONS			
Collett School: session to start at 9.30am		St Luke's School: session to start at 1.45pm	
Date	Governor to attend	Date	Governor to attend
29 September		29 September	
8 December		20 October	
26 January	Ian Dignum	24 November	

“Our Vision is a world where people with learning disabilities thrive”

22 March		26 January	
24 May	Ian Dignum	22 March	
		24 May	
		21 June	
<b>HIP VISITS</b>			
<b>Collett School: morning slot</b>		<b>St Luke's: afternoon slot</b>	
<b>Date</b>	<b>Governor to attend</b>	<b>Date</b>	<b>Governor to attend</b>
Monday 13 November		Monday 13 November	