

Standards & Curriculum Committee

Meeting – Part I Minutes			
Date/Time	27 January 2021 5pm	Location	Conducted using the online platform MS Teams due to the Covid-19 pandemic and social distancing rules. The meeting was also recorded.

Attendees	Initials		Attendees	Initials		
Jane Collings	JCO	Chair	Nicola Dunford	ND	CEO	
Dominic Course	DC	Trustee and interim Chair for the Moorland Schools	Fiona Walters	FW	Trustee	
Cheryl Mathieson	CM	Chair of Trustees				

Apologies	Initials
Jo Carter, Woodleigh	JC

Absent Apology	without	Initials

In Attendance	Initials	(anyone who is not a Trustee)
Rachel Hill	RH	Clerk
Sarah Clarke	SC	Academy Trust School Improvement Lead (ATSIL)
Matt Matthew	MM	Trust Business Manager (part)
Karen Fletcher	KF	Woodleigh Representative
Lynda Cooper	LC	Newton & Teign Representative
Cat Radford	CR	Totnes Representative
Corinna Tigg	CT	Raleigh Representative

Minutes to
Attendees
Absent School Website

	Agenda	Led by
	Welcome and Apologies	JCO
	Declaration of Business Interests	JCO
	Minutes of the previous meeting	JCO
1	Matters Arising	JCO/CEO
2	Covid-19 Lockdown 3 Arrangements	CEO
3	Online and Blended Learning. Progress within Academies and across the Trust.	CEO/ATSIL
4	Local Board Reports	All
5	Agree Local Board Feedback to Board of Trustees	All
6	Local Board Annual Cycle of Visits	All
7	CEO/ATSIL Summary Reports	CEO/ATSIL
8	Safeguarding, Pupil Premium and SEND	CEO
9	Trust Risk Register	CEO/JCO
10	Policies	All

Details of discussion	Decision or Action
<p>Welcome and Apologies:</p> <p>The Chair welcomed all present to the meeting. Cheryl Mathieson, Chair of the Board of</p>	

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	<p>Trustees and Karen Fletcher, the Woodleigh Representative and staff governor for Cheriton Bishop Primary School were introduced to the committee and thanked for attending.</p> <p>The Chair advised that Jason Hayward-Jones had moved to the Audit committee and that she would be writing an email of thanks to him for his time and contribution whilst part of the Standards & Curriculum (S&C) committee. The Chair noted that Primary education expertise was still required at Trustee level on the S&C committee.</p>	Action Chair
	<p><u>Declaration of Business Interests:</u></p> <p>The CEO and Dominic Course (DC) are Directors of South Dartmoor Academy during the closure of this empty MAT. The CEO is a Trustee of the Beames Education Foundation.</p>	
	<p><u>Part 1 Minutes of the meeting dated 25.11.20:</u></p> <p>The Part 1 minutes of the meeting dated 25 November 2020 were confirmed as a true and correct record and will be signed at the next face to face meeting.</p>	Action Chair/ Clerk
1	<p><u>Matters Arising from meeting dated 25.11.20:</u></p> <p>The CEO had drawn up a report responding to the matters arising of the 25.11.20 meeting which was filed in SharePoint. <i>CR asked if reporting back to the committee on this document could be discussed at the next Working Party meeting.</i> The CEO asked for any comments or questions. The report read as follows:</p> <p>1.1 <u>Item 2. Summary Report for Local Boards to use when reporting to the Standards & Curriculum (S&C) meeting.</u></p> <p>The CEO had drawn up a suggested Summary Report format. This was agreed by those present. The ATSIL will now draw up the pro-forma.</p> <p>1.2 <u>Item 2. Visit Notes for Governors</u></p> <p>The CEO advised that Visit Notes are for the person completing the visit to use as an aide memoire when reporting into the Local Board meeting. They are not expected to be shown or read by anyone specifically but might be useful to the Governor if called to report-particularly to Ofsted. If Local Boards wanted these in a report form it should be worked on as part of the Working Party but it is the CEO's belief that these do not need to be constrained by a format. The Trust does have an exemplar that is in use which fits most visits. The ATSIL can support Governors with a helpful list of questions. The Summary Report should be more than sufficient to inform Trustees.</p> <p>1.3 <u>Item 2. How the EIT will feedback actions to S&C from Local Board reports.</u></p> <p>The CEO advised that it was not the role of the EIT to feedback actions of Local Boards. The ATSIL will feed into each S&C meeting the work of the EIT through her report</p> <p>1.4 <u>Feedback to Trustees from Local Boards</u></p> <p>The CEO reported that the CEO and ATSIL should be able to answer issues at Standards & Curriculum meetings or respond after researching as necessary. The ATSIL can also discuss any issues at Working Party meetings, but it should be realised that some of the issues are for Trustees to make the decision. If a specific and comprehensive report is required it should be requested and the CEO will ensure it is provided for future meetings.</p> <p>1.5 <u>Item 5. Induction Pack for newly appointed Governors</u></p> <p>This is a work in progress and draft documents have been filed in SharePoint.</p> <p>1.6 <u>Item 5. Local Board Reports and Visit Reports to be placed in SharePoint.</u></p> <p>The CEO reported that Local Board minutes and Summary Reports for S&C meetings are to be emailed to the Clerk who will place them in the S&C folder in SharePoint. Visit Reports are not required to be placed in SharePoint if they are discussed at Local Board meetings.</p>	Action ATSIL

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	<p>1.7 <u>Trust Risk Register</u></p> <p>The CEO reported that she had updated the Safeguarding Section of the Risk Register. Checks are required as no discussion has taken place.</p> <p>FW thanked the CEO for the report recommending this format for future meetings. The Chair thanked the ATSIL for her work on the Governor Induction Packs.</p> <p>At this point Matt Matthew, Trust Business Manager, joined the meeting</p>	
2	<p><u>Covid-19 Lockdown Three Arrangements:</u></p> <p>The CEO reported.</p> <p>Six TAs who had attended a paediatric training course had had to isolate for ten days. They all worked at Raleigh School. In addition, a further three staff had to isolate. One of these staff members has now taken five days self-certification. There have been no further Covid-19 cases in the last seven days.</p> <p>As a Trust the CEO receives daily DfE updates. From these updates, the CEO draws up a summary for all Trustees. The most recent summary for Trustees has been on Blended Learning. This summary can be sent to Chairs of Local Boards (LBs) or the Clerk can distribute if requested.</p> <p>Covid-19 testing commenced on Monday 25 January 2021. Kits and online training had been received. An AH designed an action plan spread-sheet which has been placed in MSTeams for all E/AHs to refer to. Most schools are testing on a Sunday night. Testing takes place again on a Wednesday which fits in with part-time staffing work schedules. There were no positive tests this week.</p> <p>The Trust has published the Remote Information for Parents. This is also posted on the MSTeams site.</p> <p>The E/AH group meets every Tuesday for two hours minimum. All aspects of Covid-19 are considered for the first hour of the meeting to ensure consistency and best practice. Last week the group also looked at Blended Learning and Engagement and work on Phase Three of the Blended Learning Plan commenced. Next week E/AHs will be looking at SEND and how delivery can be improved and made more effective for disadvantaged children and those slower in learning.</p> <p>Limbtec, the Link strategic partners for IT have been working long hours. They have visited all schools to improve access points. Connectivity issues remain due to the rural nature of schools and home situations are not easily resolved. The CEO and TBM are working on a Microsoft plan to determine if these issues can be alleviated.</p> <p>The first Data Dip was taken in September 2020. A second Data Dip was undertaken before Christmas to monitor progress. In September approximately 30 percent of pupils were where they should be in terms of learning with 70% below expected. Following this result staff worked hard with pupils and put into action the foundations for Blended Learning should another lockdown occur, which it did. This made a considerable difference to results however there remains 30 percent of pupils two levels behind. TA's are being used in the most effective way possible to work for progress with these children.</p> <p>The CEO asked for any questions on her report.</p> <p><i>DC asked about donated devices which were being rolled out for home use, questioning if they had to go via Limbtec and at what rate were they coming in?</i> The CEO responded that it took a long time to set up and clean donated laptops. Those that are donated are of such a different specification they are tended to be loaned to families. The Trust has been donated a number of laptops which have to go to Limbtec first for formatting before they can go out to children. Sixty-two laptops that were purchased are currently all in service. Those from the Government are</p>	

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	<p>being handed out as soon as possible. The TBM concurred with this information adding that Limbtec had to ensure donated laptops were capable of joining the Trust's domain and network. They are usually 'turned around' in three to five days and then distributed to schools. Limbtec are doing their best with a small team. <i>DC asked whether there was a way of making it a private arrangement between the donor and those that needed it.</i> The TBM advised that his preference would be for Limbtec to clean and refresh the computers for safeguarding reasons.</p> <p><i>CM asked if the donated laptops were coming from individuals or Companies?</i> The TBM responded that many had come from individuals with a few tablets received from Chamberlains Estate Agents. Some schools have also received cash receipts. A £1000 anonymous donation was given to Yeoford recently. <i>CM asked if the Trust were thanking the donors?</i> The TBM replied that schools were thanking individuals unless the donor had asked to remain anonymous.</p> <p><i>The Chair noted that there were eleven Looked After Children who would have social workers and asked whether the Trust had received the social worker's laptop allocation.</i> The TBM replied that this would be a matter between the social worker and the parent.</p>	
3	<p><u>Online and Blended Learning. Progress within Academies and across the Trust:</u></p> <p>Sarah Clarke, the Academy Trust School Improvement Lead (ATSIL) asked for any questions raised by her report filed in SharePoint.</p> <p>SC continued. The Trust is approaching Phase Three of the Blended Learning Plan. The directive is for E/AHs to work collaboratively and lessons learnt from previous lockdowns has strengthened this process. The Trust was in a strong position when they went into lockdown in January and this was testament to the Phase Two Plan. Online teaching takes place in the way which best suits the individual school's need. When bandwidth is poor, pre-recorded lessons take place and the teacher is live on Chat. Bearnese Primary School offers a live English and maths input and teach both children in school and at home at the same time. In response to the last parent survey, there is now an expectation that the teacher's voice is heard within the home and this is being met as much as is possible.</p> <p>The ATSIL asked for any questions on Phase Two.</p> <p><i>The Chair asked if the Trust had any data around engagement or non-engagement and how Trustees and Local Boards could have oversight and demonstrate accountability for learning.</i> The ATSIL replied that DfE guidance states that engagement is a good place to start for understanding the success of learning. The E/AHs worked as a team to develop an engagement rationale. An engagement data form has been drawn up which is circulated weekly to E/AHs. The form is based on DfE guidance that expected engagement is approximately three hours per day. There are good results from data showing that across the schools the Trust is working at 80 to 90 pc in good engagement from all children. Bearnese is showing as a concern but is improved from the last lockdown. The AH for Bearnese is working hard to ensure devices are in homes and paper copies have been collected. It is the response from parents that is hard to quantify. Low engagement is supported by a phone call or supporting the needs of the family. Low or no engagement might suggest the Missing Child in Education Policy is used. The Trust is very aware that the mental health for families, pupils and teachers comes first and is always supported.</p> <p>CR added that engagement is included in the Totnes LB monitoring and will be reported on at the next S&C meeting.</p> <p>The CEO added that one of the roles of the School Standards and Educational Outcomes Lead is to closely monitor engagement and to work with E/AHs on this.</p>	

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DC noted that weekly engagement figures are now being reported by E/AHs. However, there was some confusion as to what engagement means. The Trust can measure attendance figures and their direction of travel and would want to see this figure increasing. *DC asked in terms of the quality of the provision, how is the Trust monitoring online learning and how are staff reacting to this monitoring? What questions are the Trust allowed to ask teachers?* The CEO replied that the Trust needs to be sensitive to what they are monitoring. The E/AHs should be able to visit any live lesson and support improvement. Close links between E/AHs have been formed and timetables set. This is being monitored by the Academy Trust Data & Standards Lead. The Executive Improvement Team (EIT) is constantly in touch with the E/AHs. The CEO talks to E/AHs daily if and when required. The ATSIL added that a mentorship system had been established for less experienced E/AHs and the EIT responds every time they are called upon.

LC asked what the plans were for children who are achieving but could get to greater depth? The ATSIL responded that the next development point for Blended Learning in the Phase Three Action is reviewing Quality First teaching; what it looks like in the remote session and how the Trust can ensure the provision map operates in schools and the needs of specific children are being met. Specific children could be SEND children or high achieving children. In response to this the use of TA's has altered and changed from the last lockdown. It could be that TA's are used around specific needs. One of the biggest challenges in the rationale of engagement is what it represents. Academy Heads will be looking specifically at writing because through data it has been identified as an area that suffered in the last lockdown. Conversations between Curriculum Hub leads are taking place about how the Trust can action Quality First teaching, how to receive evidence and then feedback this to children.

CT added that as well as the academic side of remote learning the mental wellbeing for parents and children is important. Children enjoy seeing their peers on screen during live lessons. The ATSIL agreed, adding that the message as Trust leaders is always that we listen first and then weigh up how we can support.

DC added that one of the biggest improvements this lockdown has been that his son is now able to work collaboratively with peers either side of the online learning. The children are adapting technology to work collaboratively which is really positive.

The CEO added that the Trust had received some amazing letters from parents. It is the one critical letter that can have a negative impact on E/AHs. This is the reason why she and the EIT were focusing on the positives and being supportive. It is becoming increasingly important as E/AHs are fatigued.

The Chair asked if E/AHs identified families that were not coping with home learning - were they inviting those children into school? The CEO replied that this had been happening since Lockdown One. Vulnerable children are not only those who find learning more difficult. Listening is tiring for E/AHs. The Chair agreed adding that E/AHs were not social workers and could refer to Early Help. The CEO added that the Improvement & Inclusion Hub Lead is also visiting schools to work with E/AHs on this.

The Chair asked the committee for any questions on the ATSIL's Phase Three Plan.

The Chair asked whether parents had also received training on MSTeams? The ATSIL replied that children now know how to use the technology so there is less emphasis on parents understanding .

DC noted that the Trust had only been using Online and Blended Learning since March 2020 and that the whole profession was still on a learning curve. The Education Endowment Research was published in April 2020 and Schools and Academies had now moved since then; the Trust needed to ensure that the methodology it was using worked and that sharing best practice with other Academies, schools and different sections of education took place. The CEO advised that she had attended several CEO groups including the Diocese and South West from which it was possible to gauge the Trust's position. The Trust is also planning a parent survey to find out what worked well in this lockdown and what they find hard.

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	<p>LC advised that the Academy Head of Hennock has a set of videos for parents which are available for use by all schools. The ATSIL added that the Trust has an MSTeams Blended Learning channel where all this information is stored. Sometimes the volume of information filed could be overwhelming. As a result of this the Trust has offered live question and answer sessions which are recorded. The aim of this is to envelope more people in an holistic way during this lockdown. There has been a strategic decision made for Phase Three to ask Heads to work in their triages to develop plans and there has been positive feedback around this.</p> <p>The Chair concluded advising the Board of Trustees that the S&C committee was impressed with the way the EIT is working and Blended Learning is currently being implemented. Furthermore, the S&C committee would like it to be known that they understand the heavy workload of both the EIT and the E/AHs and are concerned for their wellbeing. during these unprecedented times and would like to thank them for all their hard work.</p>	
4	<p><u>Local Board Reports:</u></p> <p><u>Raleigh</u>. CT asked for any comments on the Raleigh LB Summary Report. <i>The CEO picked up on a question that was asked at the LB meeting which was 'what is the relationship between the Academy Board and the Local Board'</i>. The CEO advised that reading the Scheme of Delegation would provide a good response to this question. The Trust Board is a decision making governance board and the Local Board is the 'eyes and ears' on the ground. LBs work alongside the E/AHs on the Teaching and Learning aspect of the Trust. The Scheme of Delegation explains how this is exemplified in the decisions the Local Board is required to make. The CEO further added that she would be happy to talk to the governor who asked the question and that the Induction documents would also be helpful if this was a new governor.</p> <p><u>Newton & Teign</u>. LC added to her report advising that she would like to flag up the risk to staff wellbeing which is a concern at local level.</p> <p>Newton & Teign has two new governors with another possible parent governor at Hennock which means that when they merge with the Moorland Schools they will be in an improved and more robust position.</p> <p><i>The Chair noted that there were still concerns about fencing at Hennock.</i> This had been covered in the CEO's feedback report together with the Fire Alarm system. The CEO advised that these matters were part of CIF bid that had been recently submitted. The last reserves for Hennock were spent on the boiler. The TBM advised that even if unsuccessful the CIF bids would continue to be submitted and Hennock demands for priorities were varying. First priority is to maintain heating; the second is laptops for Blended Learning. LC added that the gate and fencing were also safeguarding concerns.</p> <p><u>The Moorland Schools and Newton & Teign</u>. DC reported that the inaugural meeting had been held and it had been successful. Each E/AH made a small presentation on 'What makes my School Special'. This had demonstrated the uniqueness of each school and also how much they are now integrated. The CEO and ATSIL had explained the role of a local Governor and the Trust Board. DC noted that no governors from Ilington had been present but that he now understood there could be three. Governors were asked to continue online monitoring, share responsibilities and best practice. The existing Moretonhampstead governors have now received their Induction Packs. The next meeting will be held in April.</p> <p><u>Totnes</u>. CR advised that she was happy to answer any questions on her report. <i>The Chair picked up on the comment about the Apprenticeship Scheme and KickStart and asked whether this had been successful.</i> The CEO replied that the Trust had advertised with limited results. The Trust had also approached Job Centres with little uptake but would continue to advertise the positions.</p>	

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	<p><i>SC responded to a point about continuous safeguarding training, advising that the Trust's Safeguarding Lead will be running safeguarding training sessions every term.</i> The Chair advised that she had also sent the ATSIL a Babcock role description template for a safeguarding lead at Trustee or Governor level and that SC was going to incorporate this into her work with LBs. CT advised that the comment was more about the safeguarding lead within the schools. It had been a question that had come up within monitoring and was based at staff level rather than governance. The CEO updated CR advising that work on this matter was underway. The CEO, HR Officer and Chair of Trustees are working with the Workforce Strategy and will create a job description checklist to ensure all staff within the Trust had their appropriate job description. The Designated Safeguarding Lead (DSL) is a priority and will be circulated as soon as possible.</p> <p>The Chair had one further query on the comment about the Pupil Premium (PP) strategy. <i>The Chair requested clarity from either the CEO or ATSIL as to whether the PP strategy was required at Trust level and would then be personalised at school level?</i> CR replied that the Improvement & Inclusion Hub Lead draws up the first draft of the PP strategy and then sends it to E/AH's for review. All E/AHs felt they needed to be part of the review to ensure it was personalised. <i>It had been asked if one of the AHs meetings could focus on PP so that E/AHs could support each other whilst they went through this personalisation process and whether this could take place at the relevant point at which reviews were necessary.</i> The CEO agreed that this could be done to ensure that what is set up for the year is accurate and that quality assurance work should also be undertaken.</p> <p><i>The Chair questioned whether Trustees would remain responsible for the PP policy and strategy?</i> The CEO replied affirmatively but also advised that the PP policy and strategy is reviewed and completed in a timely manner at Trust level but the level at which it is personalised is where there are inconsistencies. The CEO further added that not being able to meet in person and as a group had been detrimental to this process.</p> <p>CR concluded by adding that it had been very rewarding to support staff recently through the response to the pandemic and to see how far the Trust has developed. It now felt like everyone was working together and pooling expertise and her wish was that this sentiment could be relayed to all parents.</p> <p><u>Woodleigh</u> The CEO noted a query in the report about the Catch-Up fund and questioning how the money was being spent. The CEO advised that the Catch Up Fund is small and used mostly for laptops. The TBM added that teacher's laptops have been delivered. The next TBM/CEO fund report will focus on IT. Widcombe Primary School are currently trialling three devices. All schools had provided figures detailing what their current holdings were.</p>	Action CEO/ ATSIL
5	<p><u>Agree Local Board Feedback to Board of Trustees:</u></p> <p>The Chair asked if there were any key issues to feedback to the Board of Trustees.</p> <p>The CEO recommended that the Board of Trustees should be made aware that the S&C committee had discussed in depth Online and Blended Learning and had been updated on the Covid-19 Lockdown Three arrangements within schools. They should also be made aware of any anxieties that the LBs might have, or if there were no anxieties then Trustees also needed to know this. It would also be useful for a summary to be drawn up examining each point with an explanation as to the direction it had led the committee in terms of discussion.</p> <p>Those present agreed to this summary format.</p>	Action Chair
6	<p><u>Local Board Annual Cycle of Visits:</u></p> <p><i>The Chair asked if there had been a change to the LB Annual Cycle of Visits?</i> SC replied affirmatively, advising that the Annual Cycle of Visits had been operating differently due to the exceptional circumstances raised by the pandemic. SC extended her thanks to the LBs for working at such a detailed level which had been much appreciated by E/AHs. Visits have continued to develop support around Blended Learning and Quality First teaching. The Trust is now receiving a data picture from Power B-I and LBs can monitor this. Focus visit agendas will not be covered for the next half term at the least.</p>	

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7	<p><u>CEO/ATSIL Summary Reports:</u></p> <p>This was covered within agenda items 2 and 3 above.</p>	
8	<p><u>Safeguarding, Pupil Premium and SEND:</u></p> <p>The Chair referred to Alex Waterman's Safeguarding Action Plan which had been forwarded prior to the meeting. Alex Waterman is the Academy Trust Safeguarding and SEND Lead. The Chair noted that SEND had been dealt with above within the Blended Learning Report.</p> <p>The CEO reported Alex Waterman (AW) would like to investigate a little further around the Ilstington figures in her action plan. Due to building works 70 percent of Ilstington Primary School pupils are now being taught in the Village Hall. On top of the Blended Learning plan, KS2 children have had to walk to the Hall on a daily basis so the Ilstington AH has an increased workload. AW is supporting her through this process and the EIT is supporting with coaching and mentoring around leadership.</p> <p><i>DC noted that some schools had greater safeguarding responsibilities than others at present and as a result could there be clearer guidelines as to safeguarding responsibilities within the Action Plan and training?</i> The CEO replied that despite best efforts it could be that further training should occur. The Safeguarding Action Plan had been drawn up from the safeguarding audit. The CEO had asked for Blended Learning and Covid-19 to be added to the Action Plan. The remainder had come from actions required to be undertaken by all the schools.</p> <p><i>DC asked if similar safeguarding issues were being reported within schools?</i> The CEO advised that schools used to have a class 'niggle' book. This was for noting evidence which is a requirement to be held but was not sufficient for someone to investigate. If a child is mentioned many times in the 'niggle' book it then becomes apparent that further investigation needs to take place.</p> <p><i>JCO raised a query about how staff were supported when they were hurt; how was it monitored at an operational level and how were Trustees accountable in these situations.</i> The CEO replied that supervision is constantly in place. If parents are requested to come in to school to collect their child it should be recorded on the child's behaviour plan. The event is monitored by the AHs, Safeguarding Lead and/or CEO and the member of staff receives support and supervision. In normal circumstances the CEO would personally visit the staff member.</p> <p>The Chair asked for any other queries on the Safeguarding Action Plan and Safeguarding report. The Chair added that as the Trust's lead for safeguarding she was going to meet with AW last year. She had held off contacting her because of the current situation and would wait to hear from the CEO when it was a good time to make contact.</p> <p><i>CR asked if AW's Safeguarding Report could be shared at LB meetings.</i> The CEO confirmed that this was possible but asked that this should be done in a sensitive manner. It could be that schools other than those within the Totnes LB remit should be redacted from the report.</p>	
9	<p><u>Trust Risk Register:</u></p> <p>It was noted that DC now has responsibility for Risk Register. The next update on the ES&A section is due in May and a Covid section needs to be added. It was agreed that the CEO and Chair would have a look at this before the next S&C meeting and that the Clerk would circulate both sections to the committee prior to the meeting for all committee members to contribute.</p>	<p>Action Clerk/ Chair/ CEO</p>

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10	<p><u>Policies to be reviewed and recommended to Board of Trustees for approval:</u></p> <p><u>Looked After Children</u> <i>JCO referred to page six and queried where in the policy reporting at either Local Board or Trustee level was mentioned.</i> CR replied that the responsibility of the Local Boards had diminished in relation to LAC and their role was now about monitoring. Local Boards should ensure that at each visit Looked After Children (LAC) are asked about and any concerns fed back. The ATSIL confirmed that responsibility for LAC sits with the Trustees. The Chair added that Trustees need to ensure they fulfil their responsibilities with regards to LAC. It was agreed to forward this policy to Trustees for approval.</p> <p><u>Safe Collection of Children</u> <i>DC queried whether a clause should be added not allowing parents to enter the school outside of school hours.</i> The ATSIL suggested that the wording should be 'at the discretion of the Head or member of staff'. DC to amend accordingly and for the policy to be forwarded to Trustees for approval.</p> <p><u>Spiritual, Moral, Social and Cultural Development</u> <i>FW advised that she would like to receive approval for the policy from the Diocese</i> and that she would work with the CEO on this. She would discuss typing errors with the Clerk. Subject to amendments the policy is to be forwarded to Trustees for approval.</p> <p><u>Attendance</u> <i>DC suggested that it should be made clear that it was the Local Authority who issued financial penalties for non-attendance, not the school.</i> Subject to this amendment it was agreed that the policy should be forwarded to Trustees for approval.</p> <p><u>Missing Child</u> The Chair queried a formatting issue and <i>asked how Trustees were made aware of a Missing Child issue.</i> The CEO advised that a serious missing child event would come through safeguarding reporting and the issue would be if the policy and procedures hadn't worked. It was agreed that the policy should be forwarded to Trustees for approval.</p> <p><u>Pre-School/Nursery Admissions Policies x 8</u> It was agreed that these policies would be shared out to DC, the Chair and FW for review. Subject to any amendments the policies would be forwarded to Trustees for approval.</p>	<p>Action Clerk</p> <p>DC/ Clerk</p> <p>FW/ CEO/ Clerk</p> <p>DC/ Clerk</p> <p>Action Clerk</p> <p>Action Clerk</p>
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Date of next meetings			
Date/Time	28 April 2021 16 June 2021	Location	TBA