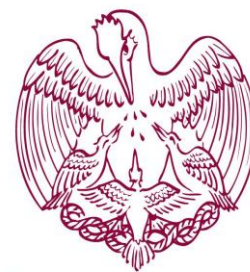


**Minutes of the Local Governing Body
meeting held on
Tuesday 29th March 2022 at
6.00 pm by way of a Google meet
Conference meeting**



Sawston
Village College

Subject to ratification

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| Governors Present | Polly Stanton (PS), Chair Jonathan Russell (JRU), Principal Alan Sutton (ASU) Barrie Ashurst (BA) Eleanor Clapp (EC) Huw Thomas (HT) Gloria Reed (GR) Colin Sausman (CS) Priya Schoenfelder (PSC) Sam Abbs (SA) Rachel Kerr (RK) |
| Others Present | Sue Gelder (SG) Sarah Jackson (SJ) Head of History Gareth Johnson (GJ) |
| Apologies | None |
| Quorum | The meeting was quorate throughout. |

| | | OUTCOMES ACTIONS |
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| 1. | Welcome and apologies | |
| 1.1 | PS Welcomed everyone to the meeting, particularly grateful to Sarah Jackson for coming along to speak to us about the Broadening the Narrative project. | |
| 1.2 | PS Governors Matters and Ofsted say that Governors should know about their school and the talks that we have from staff at these meetings help the LGB to understand the thinking behind the policies and how they are being applied. | |
| 2. | Broadening The Narrative | |
| | Sarah Jackson, Head of History gave the meeting a slide show presentation on Broadening the Narrative, see document LGB 02 01 on the Drive | |
| | JRU Advised that Broadening the Narrative is all part of the Respect agenda and her work fits in very neatly with this. It is a very important part of the curriculum arm of what we are trying to achieve. | |

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| | SJ went through her presentation; | |
| 2.1 | Broadening the Narrative has been our discussion group for Professional Learning this year. It is it relevant to us as it is linked to the College Improvement Plan. | |
| 2.2 | We are trying to create a wider range of voices and perspectives for our pupils as part of the curriculum, not just about what is around them. | |
| 2.3 | Traditionally we have looked at celebrating different cultures such as Black History Month as an addition to our curriculum, and in assemblies. | |
| 2.4 | We feel that if this is done as something outside the curriculum there is a danger that we are doing it in a tokenistic way. | |
| 2.5 | The basis of the project is about bringing diverse voices into the curriculum, not getting rid of it. | |
| 2.6 | We are investigating ways in which we can decolonise the curriculum and are trying to broaden student's horizon of the way the world works. For example, this year we have started to look at the history of North American nationals. Looking at what they say about their own identity and what it means to them before and after colonisation. | |
| 2.7 | We are trying to move away from the dominant European perspective. | |
| 2.8 | We want students to feel part of the curriculum and if we can decolonise the curriculum, it can empower students to think critically. | |
| 2.9 | We need to keep up with the changing modern world and modern scholarships and increase the range across the curriculum and to make it a better curriculum. | |
| 2.10 | SJ was part of the Excellent Teaching Team last year and some members of the team were really passionate and keen to broaden the narrative of their curriculum. | |
| 2.11 | We did a survey to find out the training needs of staff and agreement was obtained to hold 5 discussion groups to improve subject knowledge, 4 of which have now been done. | |
| 2.12 | JRU arranged for Maud Blair, a lady who had lived in Zimbabwe during British rule, to come into school to speak to staff and a group of selected students about her life during this time. | |
| 2.13 | This was a great experience for staff and students. She was very passionate in talking about her own experiences and what she thought was important in talking about racial issues. | |
| 2.14 | There was a very interesting questions and answers session at the end of her talk. | |
| 2.15 | Sessions have been well attended by staff, last Tuesday 19 attended the session. Either the Head of the department or the majority of the department attend. | |

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| <p>2.16</p> <p>2.17</p> | <p>What we are dealing with is very complex.</p> <p>Our next steps in Year 2 of the project include: Staff to do an audit of their own curriculum. Students to have a voice and to see how they respond to new topics. To set up established common agreed principles with subject leaders. Subjects working together to share resources for specific issues. Doing more work on the Holocaust.</p> <p>CS This is great and a really good initiative. Are we doing this as part of a collective of other schools or are we on our own? SJ There is a huge movement in schools to make curriculums more diverse. The document and guidance on balancing curriculum stipulates that it must be diverse and be raising multiculturalism.</p> <p>RK This is a fantastic project, is there room in the curriculum to bring it in? SJ We are trying to get students to review the curriculum and how they can integrate topics into it.</p> <p>PS On Governors' Day we can have further discussions on this. If Governors have any further thoughts, please email them to SJ.</p> <p>PS Thanked SJ for her presentation.</p> | |
| <p>3.</p> <p>3.1</p> | <p>Declaration of conflicts of interest</p> <p>There were no declarations of interest.</p> | |
| <p>4.</p> <p>4.1</p> <p>4.2</p> <p>4.3</p> | <p>Chairs business</p> <p>PS Advised that Helen Abrahams who attended the last meeting wrote in to say how much she enjoyed it and how she was very encouraged by the way the LGB have the balance between challenge and support.</p> <p>PS It was a joy to see the West Road Concert happening again. Please pass on thanks to Claire, Miles, the Peripatetic teachers and the pupils. The enthusiasm and commitment were wonderful.</p> <p>PS Advised that following on from our successful Governors' Day, we have a duty to develop parent engagement. There is a suggestion for a day which would include some time for parents to meet Governors for coffee, have a tour of lunch time clubs and then talk with Governors. We would need a working party, particularly Parent Governors, to plan this. PS will send out an email for a meeting at the start of the summer term to pursue the best way to do this.</p> <p>JRU Our plan is to send out a survey to parents early in the summer term as part of this engagement and he is keen for Governors to be involved.</p> | |
| <p>5.</p> <p>5.1</p> | <p>Minutes of the LGB meeting of the 1st February 2022. See Document LGB 05/01</p> <p>The minutes for the meeting had been circulated in advance. They are also available to view in the secure folder on the Google drive.</p> | |

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| 5.2 | Governors agreed they were a true and accurate record and the minutes will be signed by PS as Chair. | GJ to forward to PS for signing |
| 6. | <p>Matters arising</p> <p>6.1 PS Under item 7.10 the financial viability of Adult Education was raised and whether it should be continued.</p> <p>6.2 PS Had been provided with a breakdown of income and expenditure from Hugo Brown which showed that it has been breaking even.</p> <p>6.3 PS Sue King has now retired and a new member of staff has been appointed. PS would like Governors to meet her on Governors' Day to discuss how she is settling in and how she wants to develop Adult Education.</p> <p>6.4 HT and BA are happy with that solution.</p> | |
| 7. | <p>College Improvement Plan: Respect 1: Diversity, Equity and Inclusion</p> <p>SG and JRU gave a presentation on the Celebration strand of Diversity</p> <p>SG Thanked Sarah Jackson for the work she is doing, some of which fits into the Respect part of the College Improvement Plan.</p> <p>Diversity, Equity and Inclusion is an effective response to the changing world.</p> <p>JRU discussed the current work that is taking place at Trust level.</p> <p>7.1 With Helena Marsh at Linton, he is chairing a strategic group at Trust level to develop a whole Trust wide thinking around Diversity, Equity and Inclusion. The main thrust is to look at what do we do across the 13 schools of the Trust and to share effective practices across the Trust. Some have EDI policies, some have not yet started.</p> <p>7.2 We are also looking to develop a shared strategy across the Trust, including HR Governance, Leadership, Curriculum, Culture, Language, Vision and our Ethos. This work touches a lot of what we do and what the Trust central team is trying to achieve.</p> <p>7.3 He has been going to lots of different events, webinars and discussions with experts to explore what this all means.</p> <p>7.4 His group are responsible for steering Sarah Jackson's work and for a group focusing on the PHSE curriculum. We will be inviting these groups to come and talk to us as we move forward.</p> <p>7.5 Next term we will be looking at leadership and in the second half of the summer term we will be looking at Governance and HR.</p> <p>7.6 In the first year we are trying to get an understanding and building a knowledge base and next year suggesting policy and the wider strategy.</p> | |

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| | <p>BA Asked if we have a policy now. JRU Anglian Learning has an Equity and Diversity policy which is mainly HR and Legal. Stapleford and Linton Heights have good policies which we will start to frame as a policy.</p> | |
| 7.7 | <p>Other actions which have taken place this academic year include lots of work done on Broadening the Narrative, to raise awareness, promote more inclusivity and valuing diversity.</p> <p>SG then went on to talk about the Diversity, Equity and Inclusion actions which have taken place this academic year.</p> | |
| 7.8 | <p>Black History Month was celebrated in October. This was driven by the pupils and what they wanted to see in that week. Leah Hunt did an outstanding job in planning activities for the week.</p> | |
| 7.9 | <p>The theme of Black History Month was “Proud to be” with some pupils sharing what they are proud to be. They wanted to look at different perspectives from modern black people.</p> | |
| 7.10 | <p>Pupils want to have a place to go where they can talk about how they feel and their experiences and they have now formed a BAME society, which is now established and run by pupils for the pupils.</p> | |
| 7.11 | <p>Another aspect of the agenda is tackling the sexism aspect of the Equity agenda.</p> | |
| 7.12 | <p>Training for all teaching staff was undertaken and there has been a positive response from staff. Part of the training was developing individual training plans and what staff want to do in tackling sexism. A tackling sexism working party has been established by David Hunt.</p> | |
| 7.13 | <p>We want to visit other schools who may be ahead of us in this work.</p> <p>BA Is there a problem with sexism in the school SG Does not think there is a significant problem, however she thinks it is happening in all schools, universities, workplaces and that we need to be aware and it is important that we address it and have actions in place to deal with it.</p> | |
| 7.14 | <p>Around sexuality and identity, we are in the process of applying for the Rainbow Flag award, which is about encouraging at an organisational level inclusion of LGBT plus pupils and staff.</p> | |
| 7.15 | <p>To achieve this award, we need to complete 6 sections, we have done 4 of them and the last 2 are due to be done by the end of April. We are gathering the last pieces of evidence for these sections.</p> | |
| 7.16 | <p>We have carried out an extensive review on the delivery of our PHSE work since the new statutory guidance came out.</p> | |
| 7.17 | <p>We have delivered the curriculum using collapsed days, using different teachers. This has made it difficult to build relationships with pupils and we cannot get a good handle on the progress pupils are making.</p> | |

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| <p>7.18</p> <p>7.19</p> <p>7.20</p> <p>7.21</p> <p>7.22</p> <p>7.23</p> <p>7.24</p> | <p>The whole staff delivers it; however, we are not experts and we are not doing it every day. It is difficult to build relationships with pupils and we cannot get a good handle on the progress of pupils. Evaluation of sessions is difficult.</p> <p>We now think a better model is required and we will be stopping teaching using collapsed days and starting to include PHSE lessons of 1 hour per fortnight with a consistent teacher who has had specialised training.</p> <p>Finding time within the curriculum has been a challenge and SG outlined where the time will come from to incorporate these fortnightly lessons.</p> <p>On PHSE days we write to parents to tell them what the topics will be.</p> <p>We are recruiting for a PHSE specialist teacher to oversee the curriculum.</p> <p>EC This seems a sensible approach using a specialist teacher. SG Some local schools are already taking this approach.</p> <p>BA When we send letters to parents are there some who are reluctant for their children to be in some of the lessons. SG Parents are now more vocal on how we should or should not teach PHSE. Lots of correspondence received is around protected characteristics, freedom of speech and hate speech. Sex education does not seem to be a problem with parents.</p> <p>Our next steps are: To redesign the PHSE curriculum. Give staff more training around sexism. More SLT training. Completion of the Rainbow flag award.</p> <p>JRU Advised that so far, we have not received any applications for the PHSE teacher role.</p> | |
| <p>8.</p> <p>8.1</p> <p>8.2</p> <p>8.3</p> <p>8.4</p> <p>8.5</p> | <p>College Improvement Plan: Respect 2: Behaviour, Culture and Language</p> <p>SG gave the meeting a slide show presentation on the Behaviour strand of Respect</p> <p>CARE values were launched with pupils in September</p> <p>All teaching staff, TA's and support staff had training around these values in September and January. There has been PACE conversations training with staff, provided by the YMCA.</p> <p>There has been a focus on use of CARE values in our language with pupils</p> <p>We have had a review of the systems we are using.</p> <p>We now have fortnightly team behaviour meetings to review current data and analyse intervention plans.</p> | |

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| 8.6 | There is a standing item to review this data at SLT each half term so that everyone is aware where pupils are and what is going on with their intervention plans. | |
| 8.7 | We are regularly reporting to Governors on behaviour and inclusion. | |
| 8.8 | An intervention tracker is now used by all pastoral staff, which gives an overview of what is happening in all types of intervention. | |
| 8.9 | ALIS is to be launched in a pilot with year 7 parents after the Easter break. This will enable Parents to see behaviour data held by the College on their children, both positive and not so positive. | |
| 8.10 | In the next step of CARE, we will be obtaining staff feedback on the impact of CARE, reviewing the processes and mapping interventions being used. | |
| 8.11 | There will be a particular focus in summer term on punctuality. | |
| 9. | College Improvement Plan: Respect 3: Celebration SG and JRU gave a slide show presentation on the Celebration strand of Respect. SG Advised the following: | |
| 9.1 | Within the launch of the CARE values there was an opportunity for us to celebrate students who are working hard. House points are now linked directly to the 4 CARE values. | |
| 9.2 | Each half-term staff make nominations for special awards. | |
| 9.3 | We have a display board outside the Henry Morris wall, with information about House celebrations. | |
| 9.4 | Pupils can get a Respect Award where they have been nominated by a teacher. | |
| 9.5 | In January we launched a series of Sawston pledges linked to the 4 CARE values, covering areas such as volunteering, leadership and many other aspects of personal development. | |
| 9.6 | Pupils will work through the various levels during their whole time at the school. | |
| 9.7 | Year 7 and Year 8 pupils are given a pledge passport. | |
| 9.8 | We are looking at a different model for presentation evening, with new House prize givings celebrating the whole school in the summer term, replacing the current Presentation evening. SG and JRU will be going to Netherhall to look at what they do. All year groups will be celebrated. | |
| 9.9 | Our next steps for the new rewards system. <ol style="list-style-type: none"> 1 Define the awards to be presented. 2 Write to local businesses for possible prize contributions. 3 Review House awards. A House Cup. 4 Review how we celebrate and show that we celebrate staff. | |

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| | <p>BA Thinks this is a fantastic system and it sounds good.</p> <p>PS There is great deal of coherence in the system and asked about year 11 awards and certificates JRU Confirmed that there will be two prizes per subject and that GCSE certificates would be posted out to Year 11 pupils.</p> <p>JRU SG has been brilliant this year as we have developed the CARE project and he feels that it is better than Aspire. It underpins our values and the branding has been very good.</p> | |
| 10. | <p>Staff Report</p> <p>Briefing paper had been distributed by JRU. See paper 10 01</p> <p>10.1 JRU Advised recruitment is proving difficult, we have run or are running 36 recruitment processes since half term, mostly without an HR team. We are having to run some processes more than once.</p> <p>10.2 Alan Phoenix Holland, Head of Computer Science, is leaving to relocate, there will be an interesting challenge in finding a replacement for him.</p> <p>10.3 Other teachers are looking at other opportunities and avenues.</p> <p>10.4 We have appointed a new Premises Manager, starting 19th April.</p> <p>10.5 We will be doing more recruitment next half term and we are on top of all recruitment challenges.</p> <p>BA Asked JRU if the handover to the new Premises Manager will be difficult for him. JRU Advised that the new Premises Manager has a lot of experience and is a manager and leader.</p> | |
| 11. | <p>Risk Management</p> <p>Briefing paper had been distributed by JRU. See paper 11 01</p> <p>PS Thanked CS for taking on the review of the Risk Assessment. JRU has done a magnificent job in putting this in place.</p> <p>11.1 CS There has been a refresh in the approach to the way the school documents its control of risk. JRU has done the training and filled out the pro forma.</p> <p>11.2 We now have a base line set of risks which are listed and scored as follows: 1 How important will it be if it is not mitigated. 2 What is mitigated. 3 What is the mitigating score</p> <p>11.3 CS Has been through the assessment, it is a very detailed assessment and it is a sensible and competent document. It gives the LGB a better and fuller picture of our risk and the controls that we have in place.</p> <p>11.4</p> | |

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| | <p>CS Advised that it is important for Governors to focus on the items that still look significant in impact, despite mitigation. A case in point being the difficulties in recruiting that JRU has discussed.</p> <p>PSC Asked JRU how it is reviewed and incorporated across the Trust.</p> <p>JRU At school it will be reviewed by SLT, then reviewed in sections by relevant members of the Central Trust. JRU has to account for it to Duncan Cooper, his line manager. It will then be looked at by the Trust Board who will benchmark each section and the level of risk.</p> | |
| <p>12.</p> <p>12.1</p> <p>12.2</p> <p>12.3</p> <p>12.4</p> <p>12.5</p> <p>12.6</p> | <p>Policies</p> <p>CEIAG Policy See the Policy document LGB 12 01 in the meeting folder on the Drive. PS and RK have looked at this policy. The Governors had reviewed it and were happy to approve the policy.</p> <p>The Fair Access Policy. See the Policy document LGB 12 02 in the meeting folder on the Drive. PS and RK have looked at this policy. The Governors had reviewed it and were happy to approve the policy.</p> <p>The Assessment and Reporting and Recording Policy. See the Policy document LGB 12 03/04 in the meeting folder on the Drive. The Governors had reviewed it and were happy to approve the policy. JRU Advised that next year this policy will be amalgamated into the Teaching and Learning policy.</p> <p>Safeguarding Update See the document LGB 12 05 in the meeting folder on the Drive. This is a Trust policy. The Governors had reviewed it and were happy to approve the update.</p> <p>Admissions Policy. See the document LGB 12 06 in the meeting folder on the Drive. This is a Trust policy. The Governors had reviewed it and were happy to approve the policy.</p> <p>The Transgender Policy. See the document LGB 12 07 in the meeting folder on the Drive. JRU Was concerned that Governors had not had sufficient time to fully review this policy and advised them to read it and scrutinise it very carefully, with a view to possibly ratifying it on the 16th May. PS Asked Governors to review the policy and advise her of any comments that they wished to make. PS will collate replies for further discussion on Governors' Day on the 16th May.</p> <p>EC Asked JRU How does the school deal with notifying parents of students self-identifying and when students want to be known by a different pronoun. JRU It is a very individualised, which is why the policy is written as it is. SA Confirmed the policy is as generic as it could possibly be. There is a new LGBTQ tool kit being launched on the 12th May which will give some guidance. SG Confirmed that she is booked on this course. SG Year Leads would take the lead on working with students who wished to change gender.</p> | |

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| | <p>CS Asked what advice have we taken. SA Confirmed we have worked closely with the Kite Trust in drawing up this policy.</p> | |
| 13. | <p>Any other business</p> <p>There was no other business raised.</p> | |
| 14. | <p>Dates of next Meetings</p> <p>PS Thanked everyone for coming.</p> <p>PS Thanked Sarah, Jonathan and Sue for their presentations.</p> <p>Meeting dates for the rest of the year are as follows:</p> <p>Monday 16th May 2022 Governors' Day (In College) PS Reminded Governors that they can come for part of the day.</p> <p>Tuesday 14th June 2022 (Virtual) Tuesday 19th July 2022 (Virtual)</p> | |

The meeting closed at 8.14 p.m.