



Minutes of the Kings Langley School Board of Trustees meeting Held on Monday 18 October 2021 hybrid at the school/MS Teams

Present

Barbara Bell PAR, Graham Craggs COM, David Fisher HT, Phil Garner PAR, Alana Ivey PAR, Emma Kell COM, Deborah Ludlow PAR, Jo O'Sullivan PAR,
Sarah Wilding PAR, Simon Setterfield COM, Phil Slade COM, Simon Wood COM, Helen Young COP
Virtual attendance via MS Teams - Dawn Helfgott COM (Vice Chair 01/10/22)

In attendance:















T Middleton (Clerk), Rosemary Inskipp STF, Melusi Moyo STF, Geoff Shephard STF
Ruth Jennings (DHT), Helen Pocklington (DHT), Nick Monk (AHT)

Absent:

Tania Giles PAR, Mark Morant COM

Documentation circulated in advance of the meeting:

	7. Termly report to Governing body Autumn 2021	
	7. Virtual School progress report for Governors - The children looked after self-evaluation part 2	
KLS Meeting agenda 18.10.2021	8. Covid 19 Catch Up Funding Plan and Annual Review for 2020 2021	
	8. Draft Recovery and intervention programme plan 2021 to 2022	
17. Staff communication & newsletter	9. Draft minutes 12.07	
18. POLICIES	13. Academies_Planning_Calendar_2021_to_2022_	
6. 2020-21 Initial Results Presentation for Governors 18.10.21	13. Annual programme of work	
6. Glossary of Data Terms	14. Audit, risk and resources committee terms of reference	14. Members-KingsLangley 30.08.2021
7. CLA SEF	14. Constitution-KingsLangley 23.09.2021	14. UserConfirmations-KingsLangley 05.09.2021
7. Kings Langley School Pupil Premium Strategy 2020-21 Review October 2021 V2	14. Kings Langley School Governors Code of Conduct	15. Annual safeguarding practice audit 2020-21
7. Pupil premium Impact Report September 2021 Governors	14. Kings Langley School Terms of Reference - Curriculum - 13.09.21	16. Training-KingsLangley 26.08.2021
7. Pupil Premium new strategy Document 2021 2022 (Draft 2)		Headteacher Report to Governors - Half Term 1 2021

	18. Guidance Statutory policies for schools and academy trusts Updated 3 August 2021	
	18. Kings Langley School Behaviour Management Policy	
	18. Kings Langley School Curriculum Policy	
	18. Kings Langley School Education of Children Unable to attend School for medical reasons policy	
	Kings Langley School Homework Policy	
	Kings Langley School Assessment and feedback policy	
	Kings Langley School Child Protection Policy	 Kings Langley School Safer Recruitment Policy
	Kings Langley School Children Looked After Policy	 Kings Langley School Special Educational Needs Policy
	Kings Langley School Early Careers Teachers Policy	 Kings Langley School Supporting Students with Medical Conditions
	Kings Langley School External Exams Policy	 Kings Langley School Young Carers Policy

Documentation circulated in advance of the meeting by the clerk:

www.gov.uk/guidance/education-staff-wellbeing-charter
 DfE child mental health webinar
 Implementing effective flexible working practices for school leaders
 Multi-Academy Trusts: A case for collaboration with CST (GfS Conference 2021)
 MHA Governance in charities
 EYFS guidance and GB questions answered
 Lizana Oberholzer interviews Julia Skinner, Interview
 Free Resources – Community links
 Guidance School food: guidance for governors Updated 2 September 2021
 Guidance NGA GDPR Guidance
 Understanding your data: a guide for school governors and academy trustees updated 01.09.2021
 DfE – statutory policies Aug 21
 NGA – Code of Conduct
 NGA – Skills Audit
 Guidance, Academy trust risk management - Updated 4 August 2021
 NGA – Ofsted and Beyond webinar slides
 Statutory policies from DfE
 Academy calendar 2021/2
 Better Governor - Peer on Peer sexual abuse webinar

Meeting opened at: 18.30 ACTION

1 Welcome:

1. The Chair welcomed colleagues to the business meeting of the new academic year in particular the newly elected governors
2. It was noted that the meeting is a hybrid one due to the current Covid situation and protocols were outlined
3. The Chair noted that the meeting is quorate

2 To receive apologies for absence and to consider approving any absences:

1. Colleagues were reminded that notification of absence from a meeting should be forwarded to the clerk, Chair and Head at least 3 days in advance of the meeting and that it is the decision of the Board whether to approve an absence. Governors/Trustees are being increasingly held to account for their commitment and capacity to attend meetings regularly, with schools now required to publish this information on their websites
2. Apologies were received and absence accepted from: Tania Giles PAR (Award ceremony), Mark Morant COM (Family commitment)
3. TG was congratulated for a recent award

3 Confidentiality and to declare any Conflict of Interest from any items on the agenda and confirm if any new declarations require adding to the register:

1. Colleagues were reminded that if a governor/trustee, or anyone else present, has a conflict of interest on an agenda item(s) – pecuniary or other, they must declare it and voluntarily withdraw from the meeting for that item(s) and not take part in that discussion. It is for individual governors/trustees to declare a conflict and voluntarily withdraw and not for another governor/trustee to instruct withdrawal
2. None declared
3. Governors/Trustees were reminded to add any new declarations to the statutory register which is recorded in GHUB and published on the school website and alert the clerk and Chair of any updates
4. None declared
5. Governors/Trustees were reminded that if any Governors/Trustees has received any gifts or hospitality it should be recorded on the statutory register
6. None declared

4 To consider notification of any items for AOB:

1. None

5 To agree Terms of Office for Chair and Vice Chair and Confirm/Elect Chair and Vice Chair and discuss succession planning of Chair and Vice Chair:

1. The term of office for the Chair was agreed at one year to conclude on 01.10.2022 as required in the Articles of Association
2. The term of office for the Vice Chair was agreed to conclude on 01.10.2022
3. Frances Stickley was elected as Chair of Governors
4. Dawn Helfgott was elected as Vice Chair of Governors
5. The Board considered succession planning and colleagues were invited to attend appropriate training and seek coaching opportunities
6. **ACTION: Subscriptions, websites and databases including GIAS to be updated accordingly**

DF

6 Data for Dummies training session:

NH introduced his role to the Board and presented the documentation circulated in advance – Teacher Assessed Grades 2020-21

Further discussion and questions elicited:

1. Thanks were extended to all staff for their commitment and contribution to this time-consuming activity to ensure the teacher assessed process was rigorous, accurate and transparent. The wellbeing of staff was paramount during this time which was extremely challenging
2. The evidence gathering process was outlined and an explanation of the TAG process provided
3. Governors noted that the improvements demonstrate the work undertaken across the leadership team this year
4. Question – Is an earlier comparison available? The scores in 2017 would be similar. The school outcomes plateaued previously from 2017 to 2019 with improvements in Maths.
5. Question – Were there any exam papers from the Board? No, the school set the exams internally and the students were given the opportunity to sit a full exam. National comparisons are not possible due to this. Each school was impacted by its own context during the pandemic
6. Question – Are exam boards being fully paid? There are different arrangements regarding the costs and the credit note will be monitored by the Resources Committee
7. Question – There was confusion with the families and students during the year regarding the examination process, some mocks were held late and there was little time for feedback from the mock in preparation for the mock? The rules were changing throughout the year and there was no choice available to the school due to school closure as a result of the pandemic in January 2020. The information was made available to students as early as possible. It was acknowledged that the Covid situation is likely to impact on the arrangements for this year however minimising disruption is a focus and previous learning will be taken on board
8. The GCSE data was outlined in detail. Progress was difficult to measure due to changes at KS2 levels and consideration was given.
9. The outcomes for FSM, SEN, female and male data were reviewed
10. An overview of the outliers was provided and it was noted that mental health in the current cohort is an unknown quantity due to challenges they are facing. The transient population has impacted on high numbers of fair access protocols in this vulnerable cohort. Assurance was provided that external professionals are working with families
11. The current year 7 and year 10 have started the year extremely well
12. The distributions for next year were acknowledged

The Board noted the update

NM left the meeting at 19.33

7 Pupil Premium Review and Strategy:

HP introduced her role to the Board and presented the documentation circulated in advance – PP Strategy Review 202-2021; PP Impact Report GCSE Headlines 2016-21

Further discussion and questions elicited:

1. The following questions were addressed in the report: How many pupils are eligible for pupil premium? How much pupil premium does our school receive? How is this funding allocated? How does the attainment and progress of our pupil premium eligible pupils compare with other pupils and groups of pupils in the school? What are the main barriers to learning for our pupil premium eligible pupils? How do we identify the support needed by particular groups of pupil premium eligible pupils (such as looked after children and pupils with SEND)? What is our ambition for the attainment and progress of pupil premium pupils? How are we engaging stakeholders, parents, staff and the pupils themselves, to share our ambition for what all pupils can achieve? What specific outcomes are we aiming to achieve with our pupil premium funding? (Raising attainment, accelerating progress, improving attendance, increasing opportunities)? How does our strategy for spending pupil premium funding and our interventions compare with successful schools elsewhere? Are all staff aware of which pupils are eligible for pupil premium and our strategy for supporting disadvantaged pupils? How are staff developed and supported to effectively implement our pupil premium strategy – are they receiving specific CPD? What evidence do we have to show that our pupil premium strategy is working and having an impact (for example, progress data for pupil premium eligible pupils)? Does the pupil premium strategy and information presented on the website give a clear account of how the money is being spent and the difference it is making
2. The Board noted that the work undertaken from last year has informed the 3-year strategy document reflecting the wider approaches being embedded. Quality First Teaching; Targeted Academic Support and Being Effective Learners
3. Governors considered the impact report and the availability of data
4. The group is small (142 students and 14 sixth form) with complex vulnerabilities which impacts the data significantly however the trend is moving in a positive trajectory. The English and maths gaps are reducing demonstrating the impact of the strategy
5. The funding next year is £148k which includes the recovery funding
6. The Board considered its role including: School leaders are best placed to assess their pupils' needs and decide how to use pupil premium funding to improve attainment. The governing board is responsible for ensuring that the spending is targeted at the right pupils and has an impact on their attainment and progress. Pupils who are targeted will include those who receive the funding, and pupils who don't but will benefit from the support and intervention that the funding is spent on. Governing board fulfils this responsibility by: Looking into the barriers to learning faced by pupils eligible for pupil premium. Using data, information and research to both

- support and challenge the school's approach to targeting pupil premium funding. Contributing towards and approving the school's strategy for spending the pupil premium. Monitoring the implementation of the pupil premium strategy – ensuring that the funding issued in identifiable ways and assessing its impact on attainment and progress. This may result in adjustments to the strategy and spending decisions over time
7. Governors welcomed the opportunities for a wider and broader curriculum for this cohort and the increase in their cultural capital. Governors debated how the positive recognition system addresses the achievements outside the exam regime to boost student esteem which reflect the school vision and ethos in “unlocking potential for Life”. The oracy programme and character programme also support this area
 8. **The Board agreed the Pupil Premium Strategy** to be uploaded onto the school website

Governors reviewed the termly CLA and Safeguarding reports. Further questions included:

9. Question - Are our children at risk of Child Slavery? Yes, they COULD be. Examples of Child Slavery could be shoplifting, working in cannabis farms or working in family-owned shops/restaurants
10. Question – Is Sexual harassment and online sexual abuse happening in our school? We always assume that sexual harassment and online sexual abuse are happening in our school noting that it would not be tolerated and a whole-school approach to address them is in place. There are areas to consider including County Lines which is prevalent in this locality
11. Question - With regards to KCSIE – can the Board be assured that the following elements have been reviewed and updated accordingly - checking hirers, reporting on CPOMs as detailed in the document, updates made to Staff Code of Conduct and Safer Recruitment Policy? Yes, the letting policies have been reviewed. CPOMs records incidents are recorded in line with the guidance and all staff are trained

HP left the meeting at 20.05

The Board noted the update

8 **Catch Up Review and Strategy:**

RJ introduced her role to the Board and presented the documentation circulated in advance – Education Recovery and Interventions Programme 2021-2

1. Governors noted the rich variety of the wider curriculum on offer at the school
2. The Catch-Up Premium is £73k plus the national tutoring programme which is being rolled out. Priorities are inclusive quality first teaching; targeted interventions in smaller groups and highly personalised programmes
3. The impact of subject specific skills and how they support other learning areas were outlined e.g., literacy will support maths; independence and

developing metacognitions; arranging the curriculum to address areas missed during online lessons

4. The emotional wellbeing and cultural capital impacted during lock down will be addressed in the wider curriculum opportunities to address personal development
5. The governors welcomed the focus on staff CPD to ensure that all the interventions are well delivered to have maximised their impact
6. The investment in home learning packages was noted and is proving to be good value for money
7. The SLT book looks have identified a requirement to review handwriting which will be incorporated into the intervention programmes. Lock down has impacted on handwriting as computing skills were mainly used
8. Governors were assured that parental workshops have been planned throughout the year to support family learning and understanding
9. Governors acknowledged the whole school approach and linked themes e.g., revision skills; peer to peer support in learning
10. A Kumon Centre in school is being reviewed as a long-term strategy.
11. **The Board approved the Strategy** and noted the impact on outcomes and personal development
12. **ACTION: A selection of anonymised case studies to be shared at the end of term**
13. Governors debated the systems used for home learning and facilitated lessons are available for individuals where required

RD

The Board noted the update

RJ left the meeting at 20.40

9 To agree minutes of the last meeting: (previously circulated):

1. The minutes of the meeting dated 12.07.2021 which were circulated in advance of the meeting were agreed as an accurate record; signed and dated by the Chair and added to the school file

10 To consider matters arising from the last meeting's minutes:

1. The matters arising from the last meeting's minutes were considered and it was agreed that all actions are closed or in hand or on the current agenda

The following updates were provided:

2. **ACTION: A presentation regarding the school dog has been planned for a future meeting**
3. **ACTION: Safeguarding training to be completed by half term**

FS

ALL

11 To confirm agreement of virtual attendance at meetings. Confirm meeting calendar 2021/2 and 2022/3 and which meetings this academic year will be held remotely

1. The Board confirmed that virtual attendance at meetings is permissible and reflected on learning from school closure with regards to remotely held meetings including impact on workload and wellbeing; maintaining technical skills; preparedness for future school closures; carbon footprint

2. The meeting timetable is reflected on GHUB and the school will be available for all meetings with a link for those wishing to attend virtually. Colleagues were reminded to undertake lateral flow tests in advance

12 To agree the Schedule of Delegation:

1. The Board agreed the Schedule of Delegation as recommended by the Resources Committee which had reviewed it during the budget setting process (15/3/21)

13 To agree the Annual Programme of Work:

1. The Board agreed the Annual Schedule of Work which guides the Board and Committees

14 To review committee membership and link governors/trustees and arrange link visit/governor day dates; To ratify the Committee Terms of Reference; Agree Membership for Committees and confirm accuracy on GHUB; Agree Panels and Link Roles; Confirm clerking arrangements for Board and Committees: To agree and complete Annual Business:

1. The Board reviewed resignations/end of office/appointments/elections since the last meeting. The following parent governor elections were noted: P Garner, A Ivey, S Wilding from 23.09.2021-22.09.2025. The Board appointed E Kell as Community Governor from 18.10.2021 – 17.10.2025
2. The Board confirmed that the information regarding governance is accurate on the school website, GIAS, Company House (Academy) etc
3. The Board noted vacancies and considered recruitment requirements
4. Monitoring was undertaken to ensure that each colleague has completed reconfirmation of declarations on GHUB which include: Register of Interests; KSCIE 2021; Code of Conduct; ICT Acceptable ICT Use Policy; Whistleblowing Policy; DfE Governance handbook and competency framework; GDPR eLearning module; Privacy Statement; DfE Governance structures and roles guidance; Academy Trust Handbook 2021
5. DBS certificate number/date/check box is registered, Training record; Contact information is in hand for newer governors
6. **ACTION: School should print a copy of the business interests for the board to be kept in the school office. Previous years declarations for governors must also be retained in the school office for financial audit purposes**
7. **ACTION Working party to review Articles of Association to meet**
8. The Board reviewed the **committees, panels and link role tabs on GHUB** including: Careers, Development and Training, Safeguarding, SENd, Head's performance management, Student discipline, Staff discipline, School based Complaints. The Board noted the requirement for pupil exclusion panel colleagues to have attended training within the last 2 years and that governors/trustees could not be borrowed for such panels

DF

FS, DF,
SW, TM

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| 9. | ACTION: Colleagues encouraged to attend training appropriate to their links | ALL |
| 10. | The Board confirmed that GHUB accurately reflects membership and any amendments can be updated by S Woodhouse. | |
| 11. | ACTION: Link visits to be undertaken at least half termly and experienced colleagues to act as buddies to newer governors to increase experience with a view to all areas being monitored for progress in line with the School Improvement Plan | ALL |
| 12. | The Board ratified the Committee Terms of Reference for this academic year as recommended by the Committees | |
| 13. | Colleagues considered link visits and noted that the Visit Policy and Visit Record | |
| 14. | The Pecuniary Interests form from Mike Stothard is outstanding – Head's PA chasing. Gary Lewis is being registered as Member and on boarding templates from Browne & Jacobson being used. The Member's Register is dealt with by Browne Jacobson and this is held electronically | |
| 15. | T Middleton was appointed as clerk to the Board and a governor will clerk the Committees | |

15 To receive Committee and Link Visit Reports since the last meeting:

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| 1. | The Board considered recommendations from the Committees and noted action taken under delegated authority as detailed in minutes | |
| 2. | Sixth Form, Maths, MFL and Behaviour visits have been undertaken –
ACTION: ALL reports to be added to GHUB two weeks after the visit | ALL |

16 Governor Development:

1. The Board considered a skills matrix/audit to support how development of the Board is being evidenced and gaps in skills and experiences are being identified to inform training, recruitment and succession planning
2. The DfE is recommending an external review of governance
3. The Board considered subscriptions including: Value for money – what has usage been? How effective has it been? Should subscription be continued? How are we progressing with the DfE Competency Framework? HfL continues to provide governor training and is deemed good value for money in particular the MG online training modules















17 To receive Chair's verbal update:

1. Confirmation was given that the finalised amendments to the admission rules for 2021/22 and 2022/23 have been actioned and copies given to Herts School Admissions and published on the website
2. The Board debated the 2023/24 Admission Rules noted no changes are required
3. A future consideration will be the priority for children of staff

4. The Board agreed to a continued robust overview of finances noting the impact of Covid and the Academy Trust Handbook. The board and its committees must meet regularly enough to discharge their responsibilities and ensure robust governance and effective financial management. Board meetings must take place at least three times a year (and business conducted only when quorate), although trusts should consider meeting more frequently. If the board meets less than six times a year it must describe in its governance statement, accompanying its annual accounts, how it maintained effective oversight of funds with fewer meetings”

18 Policy Review:

1. The following policies which were circulated in advance of the meeting were reviewed and changes outlined. The policies listed below were ratified by the Board
2. Question – Have staff been consulted upon regarding workload identified in the policies? Yes, and then training provided at INSET and ongoing CPD.
3. The process for policy updating was outlined

 18. Guidance Statutory policies for schools and academy trusts Updated 3 August 2021	
 18. Kings Langley School Behaviour Management Policy	
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 18. Kings Langley School Education of Children Unable to attend School for medical reasons policy	
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 Kings Langley School External Exams Policy	 Kings Langley School Young Carers Policy

19 Head's Report:

The Head's report which was circulated in advance of the meeting was noted

1. Overall, the work in the summer term with students worked with attendance levels for the first few weeks of term being well above 96% overall. However, towards the end of September the school saw a significant increase in Covid cases along with a virus and winter cold within Year 8, 9 and 11. However, national attendance data was at the time of writing the report overall at 86.3% so as a school we are potentially well above the national average under the circumstances. Due to the number

and type of students involved in PP these students remain our focus as part of the school development plan. This is particularly the case for those students from Free School Meal backgrounds with 3 of these students now travelling well out of county due to their current circumstances. Pupil attendance in secondary schools was 86.3% on 30 Sep

2. Overall, suspensions (the new name from the Department for Education for what Governors might have called fixed term exclusions in the past) remain very low. We note that SENd is higher than non-SENd and as such are recruiting more Teaching Assistants within the SENd team due to a 60% increase in our EHCPs within the school and are working with the SENd officer in one case to ensure specialist provision is considered for one child. The suspensions this September are the lowest the school has recorded for a significant number of years and clearly highlights the work new leaders have done to address the points in the Inspection Dashboard Summary Report (IDSR) from 2018/19 which highlighted exclusions were above the national average. We continue to invest in our people to help them grow and develop and unlock their potential. In the pastoral team 4 members of staff have now been trained in the Hertfordshire agreed approach STEPs and 2 members are now recently accredited trainers of this approved approach. As a school now we have trainers within our staff body we will now disseminate the approach carefully to different teams. We were also the lead school on supporting “Girls on Board” deliver training to all of the pastoral team and also 17 other schools nationally, the training also involved 20 of our girls who we felt would benefit on trailing this approach. Girls on Board is an approach which helps girls, their parents and their teachers to understand the complexities and dynamics of girl friendships. The language, methods and ideas empower girls to solve their own friendship problems and recognises that they are usually the only ones who can. By empowering girls to find their own solutions, parents worry less, schools can focus more on the curriculum and the girls learn more effectively – because they are happier. The team are now trying to deploy these strategies daily with groups and individuals and along with their parents. As a school we are now working towards the Girls on Board accreditation in recognition of our work in this area.
3. There have been no permanent exclusions
4. There has been an extensive programme of antiracism and a number of students are now understanding how to challenge and how to deal with diversity and equality. This is likely to increase the number of reported incidents as the students are becoming more confident. A number of programmes have been introduced to support the curriculum and pupil voice
5. There has been an increase in EHCP admissions this year – 60% increase experienced
6. It was noted that the statutory reporting is detailed in the report
7. Governors were assured that the SLT monitoring has increased significantly and 3 external providers have undertaken deep dives in Maths, Science, History and positive comments have been made regarding curriculum development. English Deep Dive to be completed on 20/10/21.

8. Question – Has the external provider evidenced that the Intent and Implementation of the curriculum in these subject areas is having the desired impact? Yes, and much of the good practice is being shared across subject areas. The school's vision and aims is clearly being reflected through the curriculum. The staff are confident in articulating their subject curriculum development. The resources are being developed to meet the needs of our community
9. Thanks were extended to the enthusiastic and well-motivated staff for the amount of work undertaken this half of term
10. The Governor Strategy Team met to review the School Improvement Plan

The Board noted the update

20 Clerks Business:

1. The clerk reminded colleagues of the following
 - ✓ 269. Inspectors will seek evidence of the impact of those responsible for governance.
 - ✓ 270. In a maintained school, those responsible for governance are the school governors. In a stand-alone academy, it is the trustees.
 - ✓ 273. The governance handbook sets out the purpose of governance, which is to provide confident, strategic leadership, and to create robust accountability, oversight and assurance for educational and financial performance.
 - ✓ 274. The governance handbook also sets out the statutory functions of all boards, no matter what type of school or how many schools they govern. There are 3 core functions:
 - ✓ ensuring clarity of vision, ethos and strategic direction
 - ✓ holding executive leaders to account for the educational performance of the school and its pupils, and the performance management of staff
 - ✓ overseeing the financial performance of the school and making sure that its money is well spent, including the pupil premium
 - ✓ 275. Inspectors will explore how governors carry out each of these functions. For example, the clarity of the school's vision, ethos and strategic direction will have a significant impact on the decisions that leaders make about the curriculum. Inspectors will consider whether the work of governors in this respect is supporting the school to provide a high-quality education for its pupils.
 - ✓ 276. In addition, those with governance/oversight are responsible for ensuring that the school fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the 'Prevent' duty and safeguarding. Please note that, when inspectors consider whether governors are fulfilling this responsibility, they are not expected to construct or review a list of duties.
2. Reminder for Board to revisit safeguarding training and note
 - Academies Trust Handbook 2021
 - Governor Handbook and Competency Framework
 - New EYFS framework in force from 1 September

Changes to school admissions from September
 New induction arrangements for early career teachers
 Keeping Children Safe in Education (KCSIE) updated for 2021
 Peer on peer sexual abuse in schools - Greater focus on sexual harassment <https://governorsforschools.org.uk/webinars/governance-update-with-better-governor-2/>
<https://www.virtual-college.co.uk/resources/free-courses>
 Including: GDPR, Understanding Young Minds, FGM, Keeping them Safe, Awareness of Forced Marriage, Get moving get healthy
 FGM online training and WRAP and Exploitation online training
<https://www.fgmelearning.co.uk/>
<https://www.elearning.prevent.homeoffice.gov.uk/edu/screen1.html>
<https://paceuk.info/training/keep-them-safe/>
 The Children's Society article
https://www.childrenssociety.org.uk/news-and-blogs/our-blog/how-children-and-young-people-are-forced-to-sell-drugs-through-county-lines?utm_source=Twitter&utm_medium=Social&utm_campaign=TwoOrg_BlogCountyLines_09Jan2018
 NSPCC video on gangs
<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/staying-safe-away-from-home/gangs-young-people/>
 County Lines
<https://www.lgfl.net/digisafe/countylines>

21 Any Other Business:

1. None

22 To agree Date of next meeting:

1. Colleagues were thanked for their contribution to the meeting
2. Colleagues confirmed that the meeting has been conducted in an open manner, and, that all governors have been able to participate and contribute to discussions
3. The next meetings will be held on 13.12.2021

The meeting closed at: 21.23

Date	Start	End	Meeting
Mon 13 Sep 2021	18:30	20:00	Curriculum & Personnel Committee
Mon 27 Sep 2021	18:00	18:30	Covenanted Fund Meeting
Mon 27 Sep 2021	18:30	20:00	Governors Resources Meeting
Mon 18 Oct 2021	18:30	20:30	Governing Board
Mon 8 Nov 2021	18:30	20:00	Curriculum Meeting
Mon 15 Nov 2021	18:30	20:00	Resources Meeting
Mon 13 Dec 2021	18:30	20:30	Governing Board

Mon 10 Jan 2022	18:30	20:00	Curriculum meeting
Mon 17 Jan 2022	18:30	20:00	Resources Meeting
Mon 31 Jan 2022	18:30	20:30	Governing Board
Mon 28 Feb 2022	18:30	20:00	Curriculum Meeting
Mon 14 Mar 2022	18:30	20:00	Resources Meeting
Mon 28 Mar 2022	18:30	20:30	Governing Board
Mon 16 May 2022	18:30	20:00	Resources
Mon 23 May 2022	18:30	20:30	Governing Board
Mon 6 Jun 2022	18:30	20:00	Curriculum
Mon 20 Jun 2022	18:30	20:00	Resources
Mon 11 Jul 2022	18:30	20:30	Governing Board

Date	Start	End
Mon 17 Oct 2022	18:30	20:30
Mon 12 Dec 2022	18:30	20:30
Mon 30 Jan 2023	18:30	20:30
Mon 27 Mar 2023	18:30	20:30
Mon 10 Jul 2023	18:30	20:30