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## Little Paxton School Governing Body

### **Minutes of the Personnel Committee Meeting held on Monday, 17<sup>th</sup> October 2016, at 7:30pm**

**Present:**

|               |                             |                       |                             |
|---------------|-----------------------------|-----------------------|-----------------------------|
| Ellen Barrett | Co-opted Governor           | David Jones           | Parent Governor             |
| Penny Conway  | Authority Governor          | Mike Kendall          | Co-opted Governor - Chair   |
| Neil Donoghue | Co-opted Governor           | <b>In attendance:</b> |                             |
| Diane Hawkes  | Staff Governor/Head Teacher | Alison Gatward        | Clerk to the Governing Body |

1. Apologies for Absence

Received and accepted from Gemma Manning Parent Governor  
Barbara Hughes has resigned as governor.

2. Declaration of Interests - no changes declared.

3. Minutes and Matters Arising (Minutes approved at FGM on 11th July 2016)

4. Staff Update

DH reported that the two new teachers have fitted in well and they are pleased with the way they are working with their teams and the children. There has already been positive feedback from parents. Two members of staff are expecting babies; one is due mid-December and she plans to keep working until the beginning of December and the other is due mid-February, she is yet to inform school when she plans to start her leave. A member of staff who has been on long term sick and is now on a phased return, she has already completed 3 weeks of 3 days. She continues to get really tired. DH is meeting with her at the end of this week. She would like to get back to her usual role as she is currently undertaking other duties. She must have clearance from her medical team before this can happen.

Notification has been received that a child with hearing impairment in Lark class has been granted a full EHCP (Education, Health & Care Plan) the exact funding is still to be confirmed but it is understood that this will enable him to have full time support. The school is already funding 6-7 hours a week of support for him. His parents are keen to be involved in what should be provided for him. DH and SEN lead have reviewed staff requirements for him and would like to search for someone who is either experienced in working with a child with these needs or would like to be trained in this area. **QU:** Would this be one person or should the role be split into two? The big picture ideal would be to take on a specialist person to work with him each morning and in the afternoon use the TA who is currently support him. The specialist could then spend the afternoon focusing on speech and language support for children across the school. This would also ensure that there is a back up to support this child. **QU:** If we are looking for someone who is already skilled or who has the desire to be trained will this be entirely funded by the EHCP? The aim would be to contract 32 hours a week. Governors supported the idea of funding the right person to ensure that the school benefits from this. **QU:** What support do the children have when they are

not in the classroom? There are 4 or 5 children with hearing needs in school which is one of the highest proportions of deaf children in the county. The staff have received specialist training, which included being shown what the children hear so that they can understand the needs of the children. They are supported during breaks and lunchtimes by the supervisors or members of staff are called as required.

MK checked on DH's well-being and she reported to be fine.

5. Performance Management Update

These are part way through but will be completed early next half term.

6. Governor visit re: middle leadership

The aims of this visit need to be defined along with the relevant persons to speak to. There are still some discussions to be had by the SLT (senior leadership team) with the relevant personnel who have been identified for leadership roles. This would be an ideal visit for early in the spring term. It was agreed to defer discussion until January and then put in a date.

**QU:** What is Middle leadership? Would this include subject leaders and key stage leaders? This will need to be clearly defined once the structures are in place. It is important to have the right titles for staff. Changes to the staffing structure will come to the personnel meeting to be approved. Governors noted that when they refer to "middle leadership" they intend it to include all forms of distributed leadership that result in delegation of responsibility from the SLT to other staff. As the school grows it will become increasingly important to ensure there is a greater spread of responsibility across the staff to minimise risk to the school should any particular member of staff be absent for any reason.

**ACTION:** Item to be included in next meeting agenda

7. Items from Full Governing Body

a. Governor Recruitment

Following the resignation of Barbara Hughes a parent election is now required.

**ACTION:** AG to initiate the Parent Governor election process after half term.

JWs term has ended and she has advised she would be willing to stand again. The staff governor election is in progress. **QU:** How do we encourage other members of staff to stand? There has been a lot of new staff in the last 4 years who may be ready to take on this role. A letter has been sent out and there is a poster in the staff room. JW can still be invited to meetings as appropriate. RJs term as associate member has also ended but again she can be invited to attend meetings as required.

b. Governor Succession Planning

This item relates to having a plan for new chairs to be ready to take on committees when required or being ready to step in on an ad-hoc basis should a chair be unable to attend a meeting. Essentially it would be useful to have vice chairs for each committee. This would affect all of the committees and therefore needs to be considered as a FGB item.

**ACTION:** Item to be included in the next FGB Meeting Agenda

c. Governor Skills Audit

**QU:** Is there a specific skill that we require? **QU:** Would it be useful to have somebody from the community who has no contacts with the school? **QU:** Does someone with no connection with the school want to give the time that would be required? Why would they want to do it or why would we want them to do it if they don't live in the village? **QU:** Do we put an advert in local publications? This would enable us to target someone who wants to serve the school and has some kind of connection with the community. e.g. Rev Reed has a vested interest in the community. **QU:** What about a Parish Councillor? At one time this was a requirement and it would be someone who has an interest in the community however, there is a concern that these are already busy people and whether they would be able to give the time required. Governors agreed to publish a local advert to see if there is a response, publications such as PE19, Parish News and the Villager.

EB to follow up with the lady who previously enquired via SGOSS (School Governors One-Stop Shop) and see if she has moved into the village and whether she is still interested in becoming a governor. EB will also add that we are looking for someone with SEN interest to the school profile on the SGOSS website.

**ACTION:**

AG to send contact details for these magazines to PC  
PC to action the advert. EB to follow up SGOSS lead.

d. SEN Governor

EB has a suggestion of parents who may be able to assist as they have a SEN child at secondary school, however, they live some distance from Little Paxton School. They would fit the brief in terms of no direct connection with the school but governors did feel it would be helpful if they had some connection with the village, and, therefore, weren't totally detached. Whilst governors didn't have any objections, therefore, to the couple that EB a question was raised regarding their detachment from the village. **QU:** Is there a need for a SEN Governor? It is good practice to have a named SEN Governor. **QU:** Could it be a standing item in the Curriculum committee? The request came from SE who was looking for governor support and challenge her: someone to catch up with her each term. It would be hard for a parent of a SEN child to remain impartial. Therefore there is logic of asking someone who is detached from the school. To get the best for the children governors need to understand how SEN operates in school. **QU:** Is there anyone already on the Governing body with an interest in this particular area? Governors were asked if they would want to it but those present felt it would be difficult because of personal situations. This is the same issue for any parent of a child in the school but magnified for a SEN child. It was agreed to hold off on appointing a specific SEN governor until after the results of the advert. It may be necessary to have governor take on temporary responsibility for SEN. EB will add to the ESCO profile that we are looking for a person with an interest in SEN.

## 8. Review of policies:

a. Governor Allowances – reviewed and agreed

b. Hours of work and leave entitlement – DH has shared a model policy from the EPM website. **QU:** Is the same as ours? Governors felt GM would be best placed to advise on this. The policy is dated April 2009, GM to confirm if this is the latest version.

**ACTION:** AG to liaise with GM

c. Safer Employment – DH has shared a new version of this policy. Governors need to review this and it will be discussed at the next meeting. In the interim EPM model policies can be used.

**U:** Further to the earlier discussions in the Finance Committee meeting it was highlighted that this committee should also carry out audits on statutory policies so that governors can be confident that the policies are being diligently put into action. For example there are various elements in Safer Employment which relate to the single central register. There is an audit at the end of the year that says there is a single central register but how do governors know what is on it, in terms of is it accurately maintained. There is an appointed CP governor who is shown the audit. **QU:** How is it monitored, the level to which it is monitored and how is it feedback to Governors? Currently the only evidence is found in the audit. **QU:** Is the audit sufficient or do we need to have evidence of the policy in action? We state that we do certain things but we need to check that this actually happens.

**QU:** What is the way forward? There is a need to work through the policy and see what governors have responsibility for and make that into an annual check list to be reported back to the FGB. This work can't be a designated safeguarding lead and it needs to be recognised that some elements will confidential information and therefore cannot be shared.

**ACTION:** DJ to look through the policy and share with MK to see what has already been done.

d. Trade Union - new policy approved.

It was agreed to leave the list of all the recognised unions.

## 9. AOB

Anti-bullying policy & behaviour policy – EB has completed her work on the draft and the document is with AG for formatting. Then it will be sent out to this committee for comment. There are some changes and possibly some changes in staff training. This way it can then be approved in the January meeting. DH will involve Sue Else and Sam England to review.

**ACTION:** AG to distribute the policies and feedback comments to EB.

It was noted that, as PC and ND are often in school, they will attend Child Protection training with school staff on 21<sup>st</sup> October in order to update their knowledge in this area.

Meeting closed: 8:50pm