



## THE CENTRE SCHOOL LOCAL GOVERNANCE COMMITTEE (LGC)

**Tuesday 20 September 2022**

**To be held at 6.00pm**

**At The Centre School**

### Membership:

Pri Pinnaduwa (Chair); Sue Raven (Principal); Martin Gerrard-Croxon; Judith Davies; Alison Jones; Kate Lees; Stuart Taylor, Richard Watson.

### In attendance:

**Clerk:** Melanie Basson

Minute Reference	Summary of action required	Responsible	Status
20.06.22	Mr Gerrard-Croxon to provide comparisons between this and the previous Student Survey findings	MCr	Complete
20.06.22	Determine proposals of the Trust wide Reward and Sanctions policy in relation to TCS and report status to LGC	SR	Complete
20.06.22	Principal to arrange in-house training session for members regarding curriculum and assessment relating particularly to TCS. Clerk to arrange suitable time in the LGC meeting calendar for session.	SR  Clerk	TBA
20.06.22	Consider TCS LGC membership requirements at the next LGC meeting	All	Complete – agenda item 8
20.06.22	Link Leads to send visit reports to SLT member, then to Clerk for presentation at the next LGC meeting.	AJ, JD. All	Complete – agenda item 9

### Agenda

Item	Timings	Subject	Format
1	2 mins	Election of Chair	Oral item - Clerk
2	2 mins	Introductions and apologies	Oral item - Chair

3	5 mins	Declarations of interest (annual declarations)	Papers attached (p3) - Chair
4	5 mins	Terms of Reference and Governance Scheme of Delegation	Papers attached – (pp4-10)
5	5 mins	Minutes, action tracker and matters arising Minutes of last meeting on 20 June 2022	Papers attached (pp 11-15) - Chair
6	20 mins	Principals Update <ul style="list-style-type: none"> <li>• Results</li> </ul>	Oral item - Principal
7	10 mins	Gold Award	Oral item - Principal
8	10 mins	TCS Skills Audit <ul style="list-style-type: none"> <li>• Membership</li> </ul>	Papers attached (pp16) - Chair
9	10 mins	LGC Link Lead visit reports <ul style="list-style-type: none"> <li>• Safeguarding visit – JD – 14 June 2022</li> <li>• Curriculum visit – AJ - 28 March 2022</li> </ul>	Papers attached (pp17-18) - Chair
10	10 mins	Policies <ul style="list-style-type: none"> <li>• TCS Positive Handling policy 2022-24</li> </ul>	Papers attached (19-25) - Chair
11	5 mins	Risk	Oral item- Chair
12	2 mins	Future agenda items and confirmation of forthcoming dates <ul style="list-style-type: none"> <li>• TCS Impact Statement 2021-22</li> <li>• Date of next meeting 15 November 2022</li> </ul>	Oral item - Chair
13	2 mins	Any Other Business	Oral item - Chair

## Astrea Local Governance Statutory Information: THE CENTRE SCHOOL 2022-23

No committee members declared interests in the following categories: Related Party Transactions; Gifts and Hospitality; Contractual Interests; Shareholdings and Investments.

First Name	Last Name	Appointed	Term End Date	Attendance 2021/22	Employment, Appointments and Directorships	Non-profit Membership	Astrea Connections	Other Education Appointments
Pri	Pinnaduwa	01.07.20	30.06.24	6/6	Centre School LGC Chair Employment: RAND Europe	Form the Future –Non Executive Director  Chartered Institute Personnel and Development -Member	None declared	Audit & Compliance Committee member, Anglia Ruskin University
Sue	Raven	01.06.17		6/6	Centre School Principal	None declared	None declared	None declared
Martin	Gerrard-Croxon	01.06.17	31.05.25	6/6	Centre School LGC staff member	None declared	None declared	None declared
Stuart	Taylor	29.09.20	28.09.24	6/6	Centre School LGC staff member	None declared	None declared	None declared
Kate	Lees	26.03.19	25.03.23	5/6	Centre School LGC member Employment: Church Minister	Cottenham Dissenters Cemetery Trustee. Cottenham Community Allotment Committee member	None declared	None declared
Richard	Watson	11.11.21	10.11.25	4/5	Centre School LGC member Employment: RHP Architects Ltd	None declared	None declared	None declared
Judith	Davies	15.11.21	14.11.25	4/4	Centre School LGC member Over Parish Councillor	The Community Centre, Over, Trustee.  St Johns Ambulance, member	None declared	Governor at Over CP School.
Alison	Jones	19.01.22	18.01.26	3/3	Centre School LGC member Employment: Charles River Labs	Royal Society of Chemistry	None declared	None declared
Former members								
Kathy	Notley	01.06.17	01.11.21	1/1	Centre School LGC member	None declared	None declared	None declared
Margaret	Sare	03.06.19	31.10.21	1/1	Centre School LGC member	None declared	None declared	None declared

# Astrea Local Committees Terms of Reference

With effect from 1<sup>st</sup> September, 2022

## Introduction

As a charity and company limited by guarantee, the Trust is governed by a board of trustees (the **Board**) who have overall responsibility and ultimate decision making authority for all the work of the Trust, including the establishing and running of the academies maintained by the Trust.

In order to support the effective operation of the Trust and the Academies, the Board has established a number of committees to which it has delegated certain powers and functions. These terms of reference set out the constitution, membership and proceedings of the Trust's local committees.

In summary, the Board has established two different types of committee:

- main Board committees which are established to deal with Trust-wide matters such as Education and Standards; Finance and Budget; People and Remuneration; Audit and Risk Assurance (**Board Committees**); and
- local committees which are established by the Board to support the effective operation of the Academies.

**Local Governing Bodies outlined under the articles appointed pursuant to Articles 100-101A and 104 will be known in practice as Local Governance Committees (LGCs).**

The Board will review these Terms of References together with the membership of the local committees at least once every twelve months.

These Terms of Reference may only be amended by the Board. The functions, duties and proceedings of LGCs set out in these Terms of Reference shall also be subject to any regulations made by the Board from time to time.

## **1 Establishing the Committees**

The Board has resolved to establish local committees for its Academies each as a separate committee of the Board. A local committee may act in respect of two or more Academies.

For schools in need of a high level of support and direction from the Trust, a Trust Management Board (TMB) will be established and employees of the Trust will be assigned to be included as members. The functions of these Boards will mirror those of the Local Governance Committees (LGCs) though its members will – by virtue of their position within the Trust – exercise greater direction than an LGC.

Local committees have five core accountabilities:

1. To ensure that the vision, ethos and strategic direction of Astrea is maintained within each school.
2. To hold school leaders to account for the educational performance of the schools, the inclusion of all pupils and the offer a knowledge-rich and broadly-based curriculum.
3. To work with the school’s leadership and central team to ensure that high standards of safeguarding are maintained.
4. To promote positive parent, community and stakeholder engagement and to drive school-to-school partnerships for improvement within the Trust.
5. To identify, understand and report to Trustees any strategic risks facing the school.

## **2 Membership**

- 2.1 All local committee members are formally appointed by the Trust, including in circumstances where they are elected by a stakeholder body or co-opted by the committee.
- 2.2 The Trust may appoint such independent persons as it deems fit to be members – including the Chair - of Trust Management Boards, provided that the numbers in each category do not exceed those indicated for LGCs.
- 2.3 Each LGC operating in respect of one Academy shall, unless the Board resolves otherwise, have a minimum of five members and a maximum of twelve members.
- 2.4 Each LGC operating in respect of two or more Academies (a “joint LGC”) shall, unless the Board resolve otherwise, have a minimum of seven members and a maximum of fourteen members
- 2.5 The membership of each LGC (each an LGC Member) shall be as follows (unless the Board resolve otherwise):
  - Up to two parent members;
  - Up to two staff members;
  - The Academy Principal;
  - Up to seven persons appointed by the Trust;

### **LGC**

- 2.5.1 The membership of each joint LGC shall be as follows (unless the Board resolves otherwise):
  - Up to 1 parent member per Academy
  - Up to 1 staff member per Academy
  - Up to 1 Principal per Academy

- Additional persons appointed by the Trust so that a minimum membership of 7 is achieved, subject to a maximum of 14

2.6 The Trustees shall:

2.6.1 determine all matters relating to an election of parent local committee Members, including any question of whether a person is a parent of a registered pupil at an Academy. When a vacancy arises, the Principal(s) will write to all parents at the Academies in question seeking parents to nominate themselves for the vacancy. Nominees will be asked to provide a personal statement identifying their skills and suitability for the role. In the event that the number of suitably experienced nominees equals or is less than the number of vacancies on the LGC, the LGC can choose to appoint all (or any) of those nominated. If there are more nominees than places available, the Principal(s) will write to all parents at the Academies in question asking them to vote for their preferred candidate.

2.7 The LGC may co-opt two staff members whose experience, skills and attributes would benefit the committee.

2.8 The term of office for an LGC Member appointed on or after 1<sup>st</sup> September 2021 shall expire on the last day of December, March or August, being the first of these dates to fall four years after a member is appointed, save that this time limit shall not apply to a Principal and is subject to remaining eligible under the terms of Section 8 of these Terms of Reference. For illustrative purposes, this means that a committee member appointed on 10<sup>th</sup> October 2021 shall reach the end of his or her term of office on 31<sup>st</sup> December 2025.

2.9 A parent committee member who ceases to be eligible under the terms of 8.1.13 of these Terms of Reference may, by resolution of the committee, have their ongoing appointment confirmed to the end of its original four-year period.

2.10 Subject to remaining eligible, any member may put themselves forward for re-appointment or re-election (as the case may be).

### **3 Chairs**

3.1 The term Chair refers to the person appointed under this paragraph as chair of the relevant local committee.

3.1.1 the LGC Members shall at the first meeting of each academic year appoint an LGLGC Member to act as Chair of the LGC;

3.1.2 the LGC Members will elect a temporary replacement from among the members present at the meeting in the absence of the Chair;

3.1.3 the Trust shall appoint the Chair of a TMB.

### **4 Authority, remit and responsibilities of the local committee**

4.1 Each local committee shall be responsible for the matters as set out in the Scheme of Delegation and below in Appendix A.

4.2 Each local committee is authorised by the Board to:

4.2.1 Carry on any activity authorised by these Terms of Reference; and

4.2.2 Seek any appropriate information that it properly requires to carry out its role from any senior employee of the Academy and all senior employees shall be directed to co-operate with any request made.

4.3 The establishment of any new sub-committees other than ad hoc working groups required to deal with specific issues, must be agreed in advance with the Trust CEO.

## **5 Proceedings of local committee meetings**

5.1 The local committee will meet as often as is necessary to fulfil their responsibilities but at least six times a year (unless otherwise resolved by the Board), and to review the frequency of meetings as necessary or on the advice of the Trust.

5.2 Meetings attended by three or more full members of the committee shall go ahead. Where fewer than three members attend, the Chair may determine whether the number of members attending a meeting is sufficient for the committee usefully to discharge its responsibilities.

5.3 The relevant Principal(s) shall ensure that a clerk is provided to take minutes at meetings of the committee.

5.4 Any resolution at a meeting of a LGC must be determined by a majority of the votes of the members present and voting on the matter.

5.5 Each committee member present in person shall be entitled to one vote.

5.6 Where there is an equal division of votes the Chair shall have a casting vote.

5.7 A register of attendance shall be kept for each committee meeting and published annually on the relevant Academy's website.

5.8 Local committees may invite attendance at meetings from persons who are not members to assist or advise on a particular matter or range of issues. Any member of the Executive Board may also attend and speak at local committee meetings.

5.9 References to the "Chair" shall in the absence of the Chair be deemed to be references to the chair of the relevant committee meeting.

## **6 Conduct of Committee members**

6.1 All committee members shall observe at all times the provisions of the Code of Conduct.

## **7 Members' Interests**

7.1 Local committee members are required to declare any business or other interests in any item being discussed at a meeting.

7.2 Each committee member, if present at a meeting, disclose their interest, withdraw from the meeting and not vote on a matter if:

7.2.1 there may be a conflict – or the appearance of a conflict – between their interests and the interests of any of the Academies or the Trust;

7.2.2 there is reasonable doubt about their ability to act impartially in relation to a matter where a fair hearing is required; or

7.2.3 they have a personal interest (this is where they and/or a close relative will be directly affected by the decision of the committee in relation to that matter) in a matter.

## **8 Disqualification & Removal of Committee Members**

- 8.1 A person shall be ineligible for appointment to a local committee and, if already appointed, shall immediately cease to be a member if the relevant individual:
- 8.1.1 is or becomes disqualified from holding office under the Trust's Articles of Association;
  - 8.1.2 is or becomes disqualified from holding office as a governor of a school or academy;
  - 8.1.3 is included in the list of teachers or workers considered by the Secretary of State as unsuitable to work with children or young people;
  - 8.1.4 is barred from any regulated activity relating to children;
  - 8.1.6 is convicted of any criminal offence (other than minor offences under the Road Traffic Acts or the Road Safety Acts for which a fine or non-custodial penalty is imposed or any conviction which is a spent conviction for the purposes of the Rehabilitation of Offenders Act 1974);
  - 8.1.7 has been fined for causing a nuisance or disturbance on school/academy premises during the 5 years prior to or since appointment or election as a Committee member;
  - 8.1.8 refuses to an application being made to the Disclosure and Barring Services (DBS) for a criminal records check;
  - 8.1.9 commits a serious breach of the Trust's Code of Conduct or any standing order or protocol implemented by the Board, as determined by the Trust;
  - 8.1.10 is absent without the permission of the committee from all their meetings held within a period of six months;
  - 8.1.11 resigns his/her office by notice in writing to the relevant Chair;
  - 8.1.12 in the case of a Principal, they cease to be the Principal;
  - 8.1.13 in the case of a parent elected (including elected unopposed) to the position of a parent committee member, they cease to be the parent of a child registered at the school and the committee has not resolved to re-appoint them for the remainder of their original term;
  - 8.1.14 in the case of a member of staff elected (including elected unopposed) or appointed to the position of a staff committee member, they cease to be employed at the school or schools for which the committee is responsible;
  - 8.1.15 their term of office expires and they are not re-appointed.
- 8.2 The Trustees shall have the right at their sole discretion to remove or suspend (on such terms as they see fit) any committee member by written notice to the member and the relevant Chair.
- 8.3 The suspension from employment duties of any committee member who is an employee of the Trust shall have the effect of suspending their membership of the committee.
- 8.4 Any committee member who is subject to a banning order issued by the Principal shall be deemed to be suspended from the committee for the duration of the ban.
- 8.5 The CEO may suspend a local committee member where it is necessary to undertake an investigation into any alleged breach of the Code of Conduct.



## **9 Reporting Procedures**

- 9.1 Within 5 working days of each meeting, the Clerk will produce draft minutes of the meeting;
- 9.2 Within 15 working days of each local committee meeting, the draft minutes will be received by its members and agreed as a final, accurate record of the meeting;
- 9.3 Once ratified at the subsequent meeting of the committee, the final adopted committee minutes will be held by the Central Governance Team and the Academy Office as an official record.
- 9.4 The Chair of the local committee shall meet, or arrange for a deputy to meet, the Link Trustee and will report on the committee's work.
- 9.5 Each committee shall conduct an annual review of its work and shall communicate its finding to the Trust.

## Appendix A: Remit and Responsibilities of the local committees

The powers and functions delegated by the Board to the committees are set out in detail in the Trust's Scheme of Delegation as approved by the Board and in summary include the following which should be read in conjunction with the scheme of delegation:

- 1 To ensure that the vision, ethos and strategic direction of Astrea is maintained within each school.
- 2 To hold school leaders to account for the educational performance of the schools, the inclusion of all pupils and the offer a knowledge-rich and broadly-based curriculum.
- 3 To work with the school's leadership and central team to ensure that high standards of safeguarding are maintained.
- 4 To monitor and advise on the running of the Academy in terms of learning, standards, safety and wellbeing. This includes identifying committee members that take on a special link responsibility in the following areas: Safeguarding, SEN, Grants (PP/PE/COVID Catch-up).
- 5 To promote positive parent, community and stakeholder engagement and to drive school-to-school partnerships for improvement within the Trust.
- 6 To support the Academy's senior management staff to deal with parental complaints pursuant to the Trust policy on parental complaints and support Principal(s) in recruitment and selection, grievance and disciplinary processes where appropriate.
- 7 To review the decisions of Principals of other Academies within the Trust in exclusion cases where appropriate and, if requested, recruitment panels.
- 8 To record visits to the Academy/Academies both during school hours (with prior arrangement with the Principal) and for evening events.
- 9 To identify, understand and report to Trustees any strategic risks facing the school. To draw any significant recommendations and matters of concern to the attention of the Trust Board via the Link Trustee.



**The Centre School**  
**Local Governance Committee Meeting**  
**Monday 20 June 2022**  
**at The Centre School**  
**MINUTES**

Members Present:	Pri Pinnaduwa (Chair); Sue Raven (Principal), Martin Gerrard-Croxon; Judith Davies; Alison Jones; Kate Lees; Stuart Taylor.
In Attendance:	Melanie Basson (Clerk)

Minute Reference	Summary of action required	Responsible	Status
10.05.22	Exclusion data to be presented reporting how many students the data relates	Principal	Ongoing
10.05.22	TCS Skills Audit – All LGC members to complete questionnaire circulated by the Clerk	All	Complete- Agenda item 6
10.05.22	Proposed LGC meeting dates 2022-23 to be presented at next meeting for approval	Clerk	Complete - Agenda item 8
10.05.22	LGC members visit to the farm at the next LGC meeting	Principal/Clerk	Complete
20.06.22 Item 4	Mr Gerrard-Croxon to provide comparisons between this and the previous Student Survey findings	MCr	
20.06.22 Item 4	Determine proposals of the Trust wide Reward and Sanctions policy in relation to TCS and report status to LGC	SR	
20.06.22 Item 6	Principal to arrange in-house training session for members regarding curriculum and assessment relating particularly to TCS. Clerk to arrange suitable time in the LGC meeting calendar for session.	SR  Clerk	
20.06.22 Item 6	Consider TCS LGC membership requirements at the next LGC meeting	All	
20.06.22 Item 7	Link Leads to send visit reports to SLT member, then to Clerk for presentation at the next LGC meeting.	AJ, JD. All	

### **1) Introductions and Apologies**

The meeting started at 6.00pm. Introductions were made and staff were welcomed.

Apologies for absence were received from Richard Watson and these were accepted by the Committee.

### **2) Minutes, Actions and Matters Arising**

The minutes of the previous meeting held by TCS LGC on 10 May 2022 were approved and adopted as a fair and accurate record of the meeting. The summary of actions was reviewed.

The Committee noted matters arising from the last meeting and noted all actions had been completed.

### **3) Declarations of Interest**

There were no declarations of interest for agenda items regarding this meeting.

### **4) Principal's Update and questions**

The Principal informed the committee that TCS staff attended a working party at TCS farm where staff enjoyed a BBQ and carried out maintenance work around the farm including building raised beds.

The Principal informed the committee regarding events TCS students had taken part in recently to include:

- Exhibition of student's work on display at TCS Open Evening, following their recent visit to London Van Gogh experience
- A group of older students took part in the National Citizenship School residential, taking part in bushcraft, team building and climbing activities
- Visit to Duxford Airfield to meet the Fire and Rescue team.
- Students got to experience a cooking lesson at the Gordon Ramsey Academy in Woking
- Visit to Woburn Safari Park
- Football tournament

Mr Gerrard-Croxon shared the Student Survey undertaken by TCS which 75 students participated. The Committee observed the findings of the survey:

- Overall, students favourite lesson was PE, with Basic Skills being their least favourite
- 81% of students stated they enjoyed coming to TCS
- Most students felt respected by teachers (96%)
- Most students felt teachers were respected by students (93%)
- 84% of students felt they understood the issue of sexual harassment
- 83% of students would recommend TCS to other people

The Chair enquired regarding 15% of students said No when asked 'Is the school a safe environment to be in?' and questioned whether this was significant.

Mr Gerrard-Croxon reassured the committee that responses will be verified with a view to identifying any significant concerns with individual students and addressed appropriately.

Mr Gerrard-Croxon informed the committee the Student Survey questions were the same as the last survey undertaken, with additional questions relating to views regarding Online Safety and Sexual Harassment.

Miss Pinnaduwa questioned whether it might be beneficial to compare the outcome of the survey to last year's survey results. Mr Gerrard-Croxon was asked to provide comparisons to be shared with the committee.

Mrs Davies suggested completing the survey at the start and end of the year using the same cohort, would give accurate comparisons regarding students' views.

### Staffing

The Principal informed the committee that Kerry Shinton is leaving at the end of this academic year and Kate Janssen is retiring.

The Committee acknowledged that Jo Myhill-Johnson will replace David Thomas as Regional Director for Cambridgeshire next academic year.

### Behaviour

The Principal informed the committee Astrea are considering a proposal for Astrea secondary academies to adopt a Trust wide Rewards and Sanctions policy. The Committee acknowledged the need to ascertain its suitability for TCS as a Special School due to the nature of unique student needs. The Principal to discuss with Jo Myhill-Johnson with regards to considering appropriate TCS approach to behaviour.

Principal to update the committee regarding developments in relation to proposed Rewards and Sanctions policy.

*Clerks note: Establish proposals regarding Rewards and Sanctions policy.*

The Chair gave positive feedback regarding TCS Open Day which took place on 16 June 2022. The event was well attended by parents and students along with committee members; Dr Jones, Mrs Lees, Mrs Davies, Mr Watson, Miss Pinnaduwa and Mrs Basson. The Principal and staff were congratulated on an engaging, informative, and well-planned event enjoyed by all.

The Principal was thanked for their report.

### **5) Gold Award**

The Principal informed the committee that students are engaging well with their progress of their objectives set out in the Gold Award.

### **6) Skills Audit**

The Clerk shared the outcome of TCS Skills Audit identifying the strengths and areas of development for the current LGC membership:

#### Strengths

Strategic planning and monitoring  
Holding professionals to account  
Budget monitoring and financial oversight  
Knowledge/Use of IT

#### Training opportunities

Understanding of MAT governance structures  
Understanding of Curriculum development, school assessment and progress/attainment  
Inspection and oversight

#### Identified skills and experience desired by potential LGC candidates

Fundraising  
SEN and/or disability student needs

The Committee were reminded Astrea Governance Team provide webinars throughout the academic year to which committee members are invited to attend. The Clerk was asked to arrange a suitable time in the LGC meeting calendar for the Principal to provide in-house training session for curriculum and assessment relating particularly to TCS.

The Committee agreed to consider TCS LGC membership at the next meeting.

The Clerk was asked to add Assessment and Baselines to the next LGC meeting agenda.

## **7) Link Lead Visits**

Committee members were invited to arrange Link Lead visits to TCS in the summer term.

Dr Jones gave a brief overview of her recent visit at TCS in her role as Link Lead for Curriculum and will send her report to the Clerk for presentation at the next LGC meeting.

Mrs Davies gave a brief overview of her recent Safeguarding visit at TCS and will send her report to the Clerk for presentation at the next LGC meeting.

Clerk was asked to collate Link Lead visit reports from Dr Jones and Mrs Davies, along with visit reports taken place during the summer term, at the next LGC meeting.

## **8) Proposed LGC meeting dates**

TCS LGC meeting dates for the next academic year, 2022-23 were agreed by the LGC.

- 20 September 2022
- 15 November 2022
- 17 January 2023
- 21 March 2023
- 15 May 2023 (Monday)
- 4 July 2023

## **9) Risk**

The Committee identified potential areas of risk at TCS:

- Trust policies relevance to TCS
- Ofsted readiness

## **10) Future agenda items and confirmation of forthcoming dates**

Future agenda items:

- Assessment and Baselines
- Committee membership
- TCS Impact Statement – Clerk to share this academic years TCS LGC minutes with the Chair who will allocate a set to each committee member to review and provide input to 2021-22 Impact Statement in time for the next LGC meeting.

The date of the next meeting is scheduled to take place on **Tuesday 20 September 2022.**

## **11) Any other business**

The meeting closed at 7.15pm.

Regarding a local housing development in Cottenham, Dr Jones informed TCS that developers might consider proposals to use 'Les King Wood' for Eco friendly projects, such as putting up bird boxes

made by students. Mr Gerrard-Croxon informed the committee that TCS are currently working with developers in Waterbeach on a similar project but will investigate this further.

Following the meeting committee members and the Clerk were accompanied to TCS farm. Members were shown the new fencing installed by students and were informed that students have been learning how to use a variety of tools. Students attend the farm and participate in looking after hens, ducks, and horses. Members were impressed to see the potatoes being grown in planters and in giant tyres. The polytunnel built has enabled students to plant and harvest a variety of lettuces. The farm now has its own water supply. Future plans include accommodating Bee's.

Feedback was positive from the committee who were encouraged with this great opportunity for students to learn new skills and enjoy the great outdoors. And recognised it not only supports skills and experiences students can use in later life but supports mental health too!

The LGC agreed the above to be a true and accurate record of the meeting on: 11 July 2022

## Local Committee Member – Skills Audit

It is useful to undertake a skills audit on an annual basis in order to identify areas where development or new recruitment may be appropriate. We suggest that, once committee members have completed the form individually, the results are then collated and the composite picture is shared with the group for discussion.

<i>Skills &amp; expertise</i>	<i>Member Scores JD, KL, PP, AJ, RW</i>	<i>Average Score</i>
Experience of being a governor/trustee/committee member in another school or being a board member in another sector	3,2,3,0,0	1.6
Experience of chairing a board, governing body or committee	3,2,0,0,3	1.6
Experience of strategic planning and monitoring the application of strategy to ensure the vision, ethos and strategic direction of an organisation is preserved	3,2,3,2,2	2.4
Understanding of multi-academy trusts, their legal responsibilities as part of a family of schools and their governance structures	2,0,1,0,0	0.6
Experience/understanding of curriculum development, school assessment and progress/attainment	2,1,1,0,1	1
Confidence in holding professionals to account in the best interests of pupils	3,1,3,2,1	2
Experience of inspection and oversight in the education sector	2,0,0,0,0	0.4
Experience of working in safeguarding	3,1,0,0,2	1.2
Experience of supporting pupils with Special Educational Needs and/or Disability	3,1,1,0,0	1
Experience of risk management, including prioritising, assessing and reporting risk	2,0,3,2,2	1.8
Experience of budget monitoring and financial oversight	3,1,3,3,3	2.6
Experience of working to and monitoring progress towards equality objectives	2,0,3,2,0	1.4
Knowledge/Use of IT technology	2,1,2,3,3	2.2
Experience of health and safety oversight	2,1,2,1,1	1.4
Experience of partnerships and fundraising	2,0,1,2,0	1
Understanding of the school's immediate local community	2,3,3,2,1	2.2



### Committee Member Visit Record

Name	Judith Davies
Date of Visit	14 <sup>th</sup> June 2022
Focus of Visit	Safeguarding
Classes/staff visited	Annabel Gerrard-Croxon
Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.	
1:1 meeting with Annabel to discuss the items raised from the audit review and to consider any other issues arising.	
<p>What I have learned as a result of my visit:</p> <ul style="list-style-type: none"> <li>• Discussed training for staff and committee. One remaining member of staff to do LAC training – scheduled</li> <li>• First Aid training happening next week.</li> <li>• Chair has completed safer recruitment training</li> <li>• Only one policy left to be agreed by LC and posted – positive handling in hand</li> <li>• Car risk assessment in process of being established</li> <li>• Annabel now had sight of the H&amp;S audit for CVC</li> <li>• AUP updated with online safety.</li> <li>• Still no clarity about use of house teams to follow up non-attenders. Happening but some inconsistency and no formal agreement</li> <li>• Weekly meetings re safeguarding with Annabel, SENCo and attendance lead working well. Logs kept of attendance and data reviewed</li> <li>• Some confusion about leaving date for year 11. To be followed up by school. with Astrea to confirm their policy re this</li> <li>• Issues with Liquid Logic slowing down referrals for early help and possible impact on safeguarding. Annabel to inform the Trust for them to take up with CCC</li> <li>• New Astrea Safeguarding Lead - I need to contact Dawn Lundergan</li> <li>• No need to liaise with the Central team's Safeguarding Officers concerning any audit activity or matters of concern</li> </ul>	
<p>Positive comments about the focus</p> <p>All actions on track and will be complete before the end of the academic year</p>	
<p>Matters to be discuss at next committee (e.g., proposed agenda items) and future visits:</p> <ul style="list-style-type: none"> <li>• Status of LC Educare modules and need to ensure all committee are up to date</li> <li>• Formal, SLT meetings re: wider safeguarding concerns as currently still informal was not agreed at previous LC meeting so will raise again</li> <li>• Raise issues of timings for home visits for non-attenders to keep high profile</li> <li>• Make LC aware issues with referring on Liquid Logic (LA tool) for early help . Very slow</li> </ul>	
<p>Any other comments</p> <p>NA</p>	

Signed (committee member):



Signed (link staff member):

Annabel Gerrard Croxon

Head of Student Welfare and  
Safeguarding

### Committee Member Visit Record

Name	Alison Jones
Date of Visit	28 <sup>th</sup> March 2022
Focus of Visit	Curriculum
Classes/staff visited	Science and Cooking
<p><i>Summary of activities e.g. observing classes, talking to staff and pupils, looking at resources, etc.</i>          Observed almost all the classes over 2 hours. Here is an outline of some:          Science: Learning about covid and how to keep yourself safe. Understanding how disease is spread. Resources looked good and engaging and class was very calm with individual learning taking place at the pupil's own pace. Discussed learnings with several pupils who were engaged and shared the knowledge they had gained on this topic.</p> <p>Cooking: Hotcross buns: those making buns very engaged although some did not participate as they did not like hotcross buns. Although not all participating, the class was still engaged and everyone was enjoying the baking.</p> <p>PHSE: County lines video with questions and comments afterwards.          Maths: individual working at the pupil's own pace.</p>	
<p><i>What I have learned as a result of my visit</i></p> <p>I have learnt that there is a lot of hard work that goes into teaching at the centre school and teachers need to be adaptable and flexible as situations arise (which they definitely seem to be)</p>	
<p><i>Positive comments about the focus</i></p> <p>This was a great general first visit and we covered many of the subjects in the curriculum. I have learned that there is some great learning happening on a daily basis and the atmosphere is very positive. The teachers support each other too and there are regular check-ins of support.</p>	
<p><i>Aspects I would like clarified/questions I have</i></p> <p>It would be good to find out more about the minimum requirements for curriculum at the centre school as set by Astrea Academy Trust</p>	
<p>Matters to discuss at committee (e.g. proposed agenda items) and future visits:</p> <p>I would like to know who my key contact should be for curriculum and arrange 2 visits this term as I didn't visit in 3<sup>rd</sup> term last year. I would also like to discuss which areas of focus would be most useful at the next committee meeting.</p>	
<p>Any other comments</p>	

Signed (committee member): Dr A Jones

Signed (link staff member): S Raven

# The Centre School

## POSITIVE HANDLING POLICY

Date	13 September 2022
Written by	TCS Principal – Sue Raven
Date adopted by The Centre School LGC	20 September 2022 TBC
Review Date	September 2024

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## **Policy Statement**

Staff at this school are trained to look after the students in their care. Staff have a duty to intervene in order to prevent students from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically they will follow the school's Positive Handling Policy. Any parents wishing to view this policy may do so on request.

## **Introduction**

The term 'Positive Handling' includes a wide range of supportive strategies for managing challenging behaviour. Included in this framework are a small number of responses which may involve the use of force to control or restrain a student. The term 'physical restraint' is used when force is used to overcome active resistance. A clear and consistent positive handling policy supports students who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Students with severe behavioural difficulties sometimes present a risk to themselves and others. Teachers and others authorised by the Headteacher may use reasonable force to control or restrain students. Examples of when such action may be reasonable are to prevent injury to people, damage to property or the breakdown of discipline.

This policy details how we implement the guidance in this school. It should be considered alongside the most recent LEA policy statements and recent local and national guidance. It is designed to help staff to ensure that any actions they take are reasonable, proportionate and absolutely necessary.

## **School Expectations**

The management takes seriously its duty of care towards students, employees and visitors to the school. Staff protection is an important part of child protection; both depend on confident and competent staff who feel supported by the management. This policy has a clear focus.

- The first and paramount consideration is the welfare of the children in our care.
- The second is the welfare and protection of the adults who look after them.

## **Positive Behaviour Management**

All physical interventions at this school are conducted within a framework of positive behaviour management. The school behaviour policy is intended to reward effort and application, and encourage students to take responsibility for improving their own behaviour. Part of our preventative approach to risk reduction involves looking for early warning signs, learning and communicating any factors which may influence bad behaviour and taking steps to divert behaviours leading towards foreseeable risk. However, if problems arise, staff have an additional responsibility to support all students when they are under pressure and safely manage crises if, and when, they occur.

## **Alternatives to Physical Controls**

A member of staff who chooses not to make a physical intervention can still take effective action to reduce risk. They can:

- Show care and concern by acknowledging unacceptable behaviour and requesting alternatives using negotiation and reason.
- Give clear directions for students to stop.

- Remind them about rules and likely outcomes.
- Remove an audience or take vulnerable students to a safer place.
- Make the environment safer by moving furniture and removing objects which could be used as weapons.
- Use positive touch to guide or escort students to somewhere less pressured.
- Ensure that colleagues know what is happening and get help.

### **Help Protocols**

The expectation at this school is that all staff should support one another. This means that staff always offer help and always accept it. Help does not always mean taking over. It may mean just staying around in case you are needed, getting somebody else or looking after somebody else's group. Supporting a colleague does not only mean agreeing with their suggestions and offering sympathy when things go wrong. Real support sometimes means acting as a critical friend to help colleagues become aware of possible alternative strategies. Good communication is necessary so that colleagues avoid confusion when help is offered and accepted. They need to agree scripts so that all parties understand what sort of assistance is required and what is available.

### **Well Chosen Words**

A well chosen word can sometimes avert an escalating crisis. When students are becoming angry there is no point in getting into an argument. Telling people to calm down can actually wind them up. Pointing out what they have done wrong can make things worse. The only purpose in communicating with an angry person is to prevent further escalation. It is better to say nothing and take time to choose your words carefully than to say the wrong thing and provoke a further escalation.

### **The Last Resort Principal**

At this school we only use physical restraint when there is no realistic alternative. This does not mean that we always expect people to methodically work their way through a series of failing strategies, before attempting an intervention in which they have some confidence. Nor does it mean always waiting until the danger is imminent, by which time the prospect of safely managing it may be significantly reduced. National guidance is clear on this point.

“If necessary staff have the authority to take immediate action to prevent harm occurring even if the harm is expected to happen some time in the predictable future.”

Para 10 Page 4 Department of Health – 1997 – “The Control of Children in the Public Care: Interpretation of the Children Act 1989” – London: H M S O

It does mean that we expect staff to conduct a risk assessment and choose the safest alternative. It also means that we expect staff to experiment and think creatively about any alternatives to physical intervention which may be effective.

### **Proactive Physical Interventions**

It is sometimes reasonable to use physical controls to prevent extreme behaviour from becoming dangerous provided that it is an agreed part of the Behaviour support plan/risk assessments. Examples of this are where a student has shown ritual patterns of behaviour, which in the past have led to the child becoming more distressed and violent. In such circumstances it may be reasonable to withdraw the child to a safer place when the pattern of behaviour begins, rather than wait until the child is distressed and out of control. The paramount consideration is that the action is taken in the interest of the child and that it reduces, rather than increases, risk.

## **Reasonable and Proportionate**

Any response to extreme behaviour should be reasonable and proportionate. People should not react in anger. If they feel they are becoming angry they should consider withdrawing to allow someone else to deal with the situation. Where staff act in good faith, and their actions are reasonable and proportionate, they will be supported.

When physical controls are considered staff should think about the answers to the following questions:

- How is this in the best interest of the student?
- Why is a less intrusive intervention not preferable?
- Why do we have to act now?
- Why am I the best person to be doing this?
- Why is this absolutely necessary?

If staff can answer these questions it is more likely that a physical intervention will be judged to be reasonable and proportionate.

## **Unreasonable use of Force**

It is not reasonable to use force simply to enforce compliance in circumstances where there is no risk. Nor is it reasonable to use any more force than is necessary to achieve a reduction in risk. Under no circumstances should pain be deliberately inflicted, or should students be deliberately subjected to undignified or humiliating treatment (this should not be confused with the unavoidable discomfort associated with some approved techniques for disengaging from assaults such as bites and grabs). Other than as a one-off emergency measure to protect health and safety, force should never be used to keep a student secluded. Seclusion is only lawful by specific court order and cannot become part of a planned strategy at this school.

## **Health and Safety**

If dangerous behaviour presents a significant risk of injury to people, there is a legal Health and Safety issue to be addressed. Dangerous behaviour should be regarded just as seriously as dangerous equipment. Dangerous occurrences should be reported to the person responsible for Health and Safety in the school. We all have shared responsibility to identify risk, communicate potential risks and take active steps to reduce risk wherever possible. We recognise that it is not possible to entirely remove risk. Sometimes things go wrong even when we make our best efforts to do the right thing. Sometimes we are faced with unpalatable choices. In these circumstances we have to try and think through the outcomes of the options available, balance the risks and choose whatever course of action which seems to involve the least risk.

As a minimum requirement, in order to comply with health and safety legislation, each employee has a responsibility to ensure that they are conversant with school policy and guidance, and to cooperate to make the school safer. It is also a requirement that they participate in training if they are directed to do so. This does not necessarily mean that all staff can be involved in all the physical activities. The non-physical aspects of positive handling training are crucially important to.

When considering a student's behaviour staff should think about the following questions:

- Can we anticipate a Health and Safety risk related to this student's behaviour?
- Have we got all the information we need to conduct a risk assessment?
- Have we provided a written plan as a result?
- What further steps can we take to prevent dangerous behaviour from developing?

## **Searching, Screening, Confiscation**

The Centre School will search a student if they are believed to have a weapon or carrying drugs. The searches are carried out by trained staff and parents are always informed. Two staff are always present at any search. The Centre School does not strip search students. On the rare occasion when police attend school, an appropriate adult is always present.

## **Risk Assessment**

Informal risk assessments should be a routine part of life for staff working with students who may exhibit extreme behaviour. Responsible staff should think ahead to anticipate what might go wrong. If a proposed activity or course of action involves unacceptable risk the correct decision is to do something else.

Factors which might influence a more immediate risk assessment, and therefore a decision about how to intervene, might include the state of health and fitness of the staff member, their physical stature, competence, confidence and relationships with the students concerned. Confidence and competence are often related to the level of staff training. Other than in an emergency, staff should only attempt physical controls when they are confident that such action will result in a reduction of risk. When faced by extreme behaviour, or even in a fight situation, the judgement may be that by becoming involved, the member of staff will increase the chance of somebody getting hurt. In this the correct decision is to hold back from the physical controls.

## **Getting Help**

At this school the following support structures are in place:

- Student Planning & Progress/Risk Assessments are kept on Bromcom.
- Briefing sessions in the afternoon to update staff on current issues and share information.
- Use of help protocols and language to remind all staff of availability of colleagues to offer help including change-overs of staff during a crisis situation with a student.
- Debrief sessions after a crisis with the student(s) involved, reflecting on how crisis was managed by all involved and identifying any points for review or learning.
- Debrief sessions for all staff to share experiences, concerns and access support from each other, led by a member of the SLT.
- Restraint training for some staff (about 15).

## **Behaviour Support plans/Risk Assessments**

Risk management is regarded as an integral part of behaviour management planning. All students who have been identified as presenting a risk should have a Student Planning and Progress document in place. The plan details any strategies which have been found to be effective for that individual, along with any particular responses which are not recommended. If particular physical techniques have been found to be effective they should be named, along with alerts to any which have proved ineffective or which caused problems in the past. Plans/risk assessments should be considered alongside the EHCP and any other planning

documents which relate to the student. They should take account of age, sex, level of physical, emotional and intellectual development, special need and social context.

### **Responding to Unforeseen Emergencies**

Even the best planning systems cannot cover every eventuality and the school recognises that there are unforeseen or emergency situations in which staff have to think on their feet. It is not enough to thoughtlessly apply rules without thinking through the likely consequences. The key principals are that any physical intervention should be:

- in the best interest of the child;
- reasonable and proportionate;
- intended to reduce risk;
- the least intrusive and restrictive of those options available which are likely to be effective.

Whenever a physical intervention has to be made there should be a verbal warning. Where possible, staff should always attempt to use diversion or diffusion in preference to physical interventions. They should only use the techniques and methods approved for use in this school. In general, if staff act in good faith and their actions are reasonable and proportionate, they will be supported.

### **The Post Incident Support Structure for Pupils and Staff**

Following a serious incident, it is the policy of this school to offer support for all involved. People take time to recover from a serious incident. Until the incident has subsided the only priority is to reduce risk and calm the situation down. Staff should avoid saying or doing anything which could inflame the situation during the recovery phase. Immediate action should be taken to ensure medical help is sought if there are any injuries which require more than basic first aid. All injuries should be reported and recorded using the school's systems. It is important to note that injury in itself is not evidence of malpractice. Even when staff attempt to do everything right, things can go wrong. Part of the post incident support for staff may involve a reminder of this, as people tend to blame themselves when things go wrong. Time needs to be found to repair relationships. When careful steps are taken to repair relationships a serious incident does not necessarily result in long term damage. This is an opportunity for learning for all concerned. Time needs to be given to following up incidents so that students have an opportunity to express their feelings, suggest alternative courses of action for the future and appreciate other people's perspective. When time and effort are put into a post incident support structure the outcome of a serious incident can be learning, growth and strengthened relationships.

### **Training**

Teachers and anyone authorised by the Headteacher who are expected to use planned physical techniques should be trained.

### **Recording**

Whenever overpowering force is used the incident must be recorded on Bromcom. The Incident book is kept in the main office. All staff involved in an incident should contribute to the record which should be completed within 24 hours. These are then checked and monitored.

Staff should:

- Read through the school recording form carefully



- Take time to think about what actually happened and try to explain it clearly.
- Complete all names in full.
- Sign and date all forms.

Bear in mind these records will be retained and cannot be altered. They will be kept for many years and could form part of an investigation at some time in the future.

Serious Incident Reports should not be completed until the individuals concerned have recovered from the immediate effects of the incident. They should not be rushed. A record is written into the Incident Book. This refers to supporting sheets and other relevant information.

### **Monitoring and Evaluation**

The Headteacher will ensure that each incident is reviewed and instigate further action as required. The school incident log is open to external monitoring and evaluation.

### **Follow Up**

Following an incident, consideration may be given to conducting a further risk assessment, reviewing the Positive Handling Plan – Behaviour Support Plan/risk assessment, behaviour management/anti-bullying policy or this positive handling policy. Any further action in relation to a member of staff, or an individual student, will follow the appropriate procedures. (See staff and student disciplinary policy)

### **Policy Review**

This policy will be reviewed by the Principal every two years or earlier where required and presented to the Local Governance Committee for ratification.

### **Other Relevant Policies**

This policy should be read in conjunction with:

- The Centre Behaviour Policy
- Exclusion Policy
- Staff/Pupil Disciplinary Policy
- Health & Safety Policy