

**Minutes of the Quality of Education & Safeguarding Committee Meeting**  
**Held virtually via Zoom on 18<sup>th</sup> October 2022 from 10am**

**A. General Business Agenda: 10.00 - 11.00**

**B. TPA Agenda: 11.00 – 11.30**

**C. WPA Agenda: 11.30 – 12.00**

**D. DPA Agenda: 12.00 - 12.30**

<u>Attendees</u>	<u>Role</u>
Alison Ashcroft (AA)	Principal at DPA ( <i>non-voting</i> )
Daniel Barry (DB)	Parent Governor at WPA
Leah Basilone (nee Perring) (LB)	Principal at WPA ( <i>non-voting</i> )
Sarah Bellingham (SBM)	OLT Governance & Communications Officer ( <i>Non-voting</i> )
Stuart Bessent (SB)	Parent Governor TPA
Jodie Croft (JC)	OLT CEO and Board Director
Clive Davies (CD)	OLT Director of Education ( <i>Non-voting</i> )
Dena Gill (DG)	Parent Governor at DPA
Alison Hill (AH)	OLT Director
Chris Lamming (CL)	DPA Staff Governor - Assistant Principal – Behaviour & Culture at DPA
Russ Massie (RM)	OLT Board Director
Erin Moscardini (EM)	Principal at TPA ( <i>non-voting</i> )
Ada Simpson (AS)	OLT Board Director
<i>Vacancy</i>	<i>Staff Governor at TPA</i>
<i>Vacancy</i>	<i>Staff Governor at WPA</i>

\*Indicates in bold if someone did not attend

<u>Minutes</u>
<b>A. <u>General Business Agenda Items</u></b>
<b>1. Welcome, &amp; appoint Chair for 2022-2023</b>
<p>1.1 JC welcomed everyone. The meeting was declared quorate* (<i>see definition at base of minutes</i>). Everyone was present for the general business section of the meeting. noting that AH joined at 10.12.</p> <p>1.2 It was noted that all documents to be discussed in the meeting had been circulated by SBM prior to the meeting. It would be assumed that these had been read in advance. Documents were shared on screen unless noted otherwise in the minutes.</p> <p>1.3 RM would chair this meeting and afterwards would consider whether to nominate himself for the role of Chair for this academic year. <b>ACTION – RM &amp; SBM</b></p>
<b>2. Identify AOB, &amp; declare any conflicts of interest</b>

**2.1** No conflicts of interest were declared in relation to the agenda items. CD confirmed that he was the Chair of Trustees of the Focus Trust, an academy trust based in the north of England, which had 15 primary schools. CD could not foresee any conflict of interests either with the agenda items today or in relation to his role.

**2.2** By way of AOB, JC asked EM and LB to appoint a staff governor for TPA and WPA respectively. JC would be in touch with the information and documents needed for the process. **ACTION – JC, EM & LB**

### **3. Receive and approve previous committee minutes of 5<sup>th</sup> July 2022 and discuss actions not on the agenda elsewhere**

**3.1** The QES committee minutes of 5<sup>th</sup> July 2022 were approved unanimously by the committee. SBM would upload a final approved version to the OLT website, as well as the record of attendance at this meeting. **ACTION – SBM**

**3.2** The actions from that meeting were confirmed as completed or in progress or were on the agenda for this meeting.

### **4. Receipt of OLT Policy Scheme of Delegation (dated October 2022)**

**4.1** The scheme of delegation had been updated for 2022-2023 and was in line with statutory requirements. The committee acknowledged receipt.

### **5. Policies for review/approval**

*DPA, TPA & WPA SEND Policy 2022 – for review and recommending for Board approval*

**5.1** The SEND policy had been updated main to adjust the Covid language from the earlier version. EM had added in a flowchart to the TPA version related to the process for adding pupils to the SEN register. The Principals confirmed that the document was in line with statutory guidance.

**5.2** The committee was happy to recommend the policy at each school for Board approval.

*DPA, TPA & WPA Safeguarding and CP Policy 2022 - for review and recommending for Board approval*

**5.3** The 2022 version of the policy had been updated to align with the latest KCSinEd guidance from the DfE released in September 2022.

**5.4** Linked with this, JC explained the updated approach to be used in, and following, candidate interviews for roles being used to check for information from an online Google search of the candidate's name. JC would be keeping this aspect of job candidate safeguarding checks under review.

**5.5** The committee was happy to recommend the policy at each school for board approval.

**5.6** The committee discussed the benefit of obtaining Board approval for the policy earlier in the term, despite the autumn term Board meeting falling in November. JC and SBM would look at best way to introduce an earlier process. **ACTION – JC & SBM**

## **6. Impact analysis of 21/22 pupil premium funding – 22/23 allocation and spending plans**

*DPA, TPA, & WPA pupil premium plans and impact data*

*DPA*

**6.1** AA gave a high-level overview of the DPA plans and impact data. This included focus on the family support worker role, the new behaviour support mentor in place, the continuation of a successful pupil tutoring provision, the provision of maths support strategies, and the hiring of a writing consultant.

**6.2 Q:** What was the headline pupil premium figure for Year 6 for reading, writing and maths?

**A:** AA did not have that figure to hand, but also questioned how useful that figure would be in this context. The Year 6 pupil premium cohort were all of them also in the SEN category, so the statistic would not be meaningful here. AA's focus had been more on the softer support areas, such as the emotional support offer.

**6.3 Q:** Were there any areas which jumped out from the impact figures?

**A:** The progress pupils had made was interesting. This was not reflected as much in the Year 6 data, as in other year groups, where pupils had started from lower baselines.

**6.4 Q:** Had Alison looked at the previous year's impact data?

**A:** AA had looked at this, with the result that the focus areas mentioned were a priority this year. By way of example, most pupils at 'below expected' who had received tutoring the previous year, were now 'at expected', meaning that there was value in continuing the programme.

*TPA*

**6.5** EM described that she had rewritten the schools pupil premium strategy for this academic year based on evidence-informed research. She particularly wanted to remove barriers to parents accepting support. Focus areas included CPD support for staff, support for the school's family liaison officer to ensure impact was felt and could be measured, and tracking impact and progress across the school.

*WPA*

**6.6** LB confirmed that the previous year's focus on speech, language, and communication would continue this academic year, especially for Early Years. There would be lots of support and training offered to staff to help with this. The bulk of the funding would be put into staffing in this area because of the impact felt the previous year. Additional staffing in this area helped pupils communicate, which helped them self-regulate and express feelings, which in turn improved pupils' behaviour, which led to better access to and understanding of the curriculum.

**6.7 Q:** Was the speech and language support only being offered to pupil premium children at the school?

**A:** The school was targeting the need, but this tended to include most of the pupil premium cohort.

## **7. Approve pupil progress and attainment targets for current academic year**

*DPA, TPA, & WPA pupil attainment targets 2022-2023*

**7.1** JC confirmed that she had reviewed the targets for each school and was confident about which children would achieve the headline combined target, for reading, writing and maths.

**7.2** LB and AA described how the Principals had met and discussed target setting for this year in detail. They agreed that targets would need review in six months' time, especially at WPPA, based on increasing pupil numbers into different year groups and based on the abilities and needs of those pupils. CD echoed this and reminded Principals of the value of keeping clear records and explanation of situations where a high ability pupils was achieving one or two of the combined target areas, but not the third, e.g. reading and maths but not writing. It was agreed that these were targets with 'push'.

**7.3 Q:** Was AA comfortable with the targets set for DPA?

**A:** AA was as comfortable as she could be. The school was pushing to improve and had put interventions into weaker areas like writing. Meeting these targets was going to be a challenge, not least because some pupils were working years behind, due to special educational or other needs. There was a small number of pupils in every classroom now with special needs that were well above the national picture. Writing was the area which was bringing down the combined score, whereas reading and maths looked strong in most year groups.

**7.4** The committee unanimously approved the pupil progress and attainment targets for DPA< TPA and WPA for the 2022-2023 academic year.

## **8. Approve Academy term, holiday, occasional and inset days**

**8.1** JC asked whether the Principals had factored in the additional Trust inset day, for collaborative work. EM would review her dates with this in mind. ACTION – EM. AA and LB had already planned a joint 'Twilights' day.

**8.2** The dates were confirmed as aligning with local authority term dates, and they were approved by the committee.

## **9. Receive website compliance reports from Principals**

**9.1** The Principals confirmed that each school website was compliant with statutory requirements following an audit of each site using the standard template for this. The Principals were awaiting Board approval of the 2022 Safeguarding and CP Policy, to be able to update this on each website.

9.2 JC confirmed that she was in touch with IT firm 'PrimarySite' to help fix current issues with a feed into the school website 'parent pages' from the main Trust website. JC also confirmed that the websites had been designed to work just as well when access from a mobile phone.

## 10. Review and approve residential trips

*DPA*

10.1 Year 6 was on a four-night residential trip to Wales currently, costing parents £345 per child, at a previously approved activity centre. Year 4 was due to stay with previously approved provider, PGL, for two nights later in the year, at a cost of £183 per pupil. Parents had already started paying for these. AA confirmed the numbers attending the Year 6 trip, and those who had chosen to stay at school. The activities enjoyed by the Year 4 pupils were repeated at an enhanced level in Year 6, for skills development as linked with the curriculum requirements for outdoor P.E. and Personal Development. Both trips were offered at a reduced costs to parents of pupil premium children.

10.2 **Q:** What risk assessment(s) had been carried out and by whom?

**A:** The school's office manager was also its Educational Visits Coordinator, who led on the risk assessment piece for each trip. Teachers also completed part of the risk assessment process, and the activity centre itself carried out and supplied its own risk assessment. As part of this, dietary adjustments and medical requirements were factored into every trip. The safety of the coach trip was also heavily scrutinised. Overall, there was a multi-staged process taking place each time.

10.3 JC asked the committee to approve the 2022-2023 as well as the 2023-24 DPA residential trips for Year 4 and Year 6, on the provision that the same depth of risk assessment process was carried out, the same activity centre and accommodation was used, and the per pupil cost would not rise more than £10 per pupil.

10.4 JC and BG were reviewing the Trust's risk assessment process. Each school was currently responsible for residential trip risk assessments but going forward that might change. JC would keep the committee updated when she had more information about this.

*TPA*

10.5 EM confirmed that she had booked an activity centre called Woodrow House for a one-night stay for Year 4 costing £140 per pupil. Year 6 were booked to stay at Osmington Bay PGL centre in June 2023, at a cost of approximately £300 per pupil. It was planned to book these same centres each year on a rolling basis. The school offered a 50% reduction in the per pupil cost for pupil premium children. The risk assessments were being carried out currently.

10.6 **Q:** Was that 50% reduction enough?

**A:** EM said that she would be looking at this on a case-by-case basis and would offer more financial support as needed to ensure all pupils had the opportunity to attend if they wanted to.

*WPA*

**10.7** LB said that WPA was currently going out to tender, to see what was available. Due to the small pupil numbers, she planned to organise a residential at the start of Year 5 and at the end of Year 6. This would change in future to a Year 4 trip once pupil numbers had risen. LB would provide more details for the next meeting. **ACTION - LB**

**10.8** **Q:** How were the schools factoring in recent cost of living increases and had any school noticed a pupil not being able to attend a residential trip for financial reasons?  
**A:** The schools offered notice of trips and costs well in advance and offered payment plans, to help parents stagger payments. Overall, and factoring in the pupil premium cost reductions, the schools were not (yet) hearing that pupils were not able to attend for financial reasons. This would be kept under close review.

## **11. Curriculum Focus: Reading, Writing, Maths, and Phonics**

**11.1** LP, AA, and EM spoke to the key points within their curriculum progression overview documents. The recent Principal's Network meeting had been useful in this regard, to help align on vision within the school context..

*TPA*

**11.2** EM was still developing her curriculum overviews and would be ensuring that the plans ran from early years to Year 6 in a cohesive way, to help curriculum leaders understand progression and sequencing.

*DPA*

**11.3** AA spoke about the school's use of the White Rose maths programme as well as the cohesive reading, phonics and writing programmes in place. Progression plans were in place so that the teachers knew what the end goal was and understood the components leading up to that.

*WPA*

**11.4** WPA also used White Rose maths and the 'small steps of progress' approach. LB spoke about additional aspects of the school's approach to include whole class guided reading, the strong phonics scheme, the core book approach, and the 'cold task hot task' system. LB saw consistency across the school. An English audit had taken place the previous week and CD would be visiting the school soon to assess whether that the school's curriculum set out was taking place in the classroom.

**11.5** **Q:** Did the curriculum plans at the schools include an element for those who were in the lowest 20% for writing?

**A:** The Principals confirmed that it did in each case.

## **12. Collaboration between Trust Schools**

*OLT Principals Network plans*

**12.1** The Principals spoke in detail about the OLT Principals' Partnership, to inform the committee about the purpose of the collaboration and the frequency and content of the

meetings held throughout the academic year. This year the overarching focus was writing. AA would be visiting EM at TPA the following day.

- 12.2** The support offered and received via this partnership was boosted by support from partnerships and networks in the local area.

### **13. Review of OLT Omnia Values Awards and plans for 22/23 launch**

- 13.1** The committee discussed the timing and focus for the 2022-2023 scheme. Ideas included asking pupils to submit a written piece of work linked with OLT values and book vouchers for prizes. CL would send JC his ideas on this, to include setting up a termly writing competition. It was agreed that it was important to make the award scheme accessible and appropriate for the pupils in different year groups. **ACTION – CL**

### **14. ATH**

*Agree committee recommendation to trustees as to confidential status of the meeting's documents (excluding the agenda, approved minutes, & approved final version policies, which are for publishing) (Ref: 2.51 ATH 2021)*

- 14.1** The committee discussed the confidential status of the documents being reviewed at this meeting, to include the internal survey data. It was agreed that other than the agenda, the approved minutes from the previous meeting and any approved final version policies, which would be published on the Trust or school website as appropriate, the remaining documents circulated for this meeting were confidential to the Trust and would not be published.
- 14.2** DG left at 10.58 (intending to return for the DPA agenda item later in the meeting).

## **B. TPA Agenda Items**

### **1. Principal's Context Dashboard - October 2022**

- 1.1** EM shared her screen. She discussed key data from the TPA Dashboard, to include overall pupil numbers (393), SEND, pupil premium, and EHCP numbers, pupil funding, exclusions, pupil and staff absence rates, strategies for improving attendance, fire drills, safeguarding (including referrals), behaviour, as well as the SEN information report and the accessibility policy.
- 1.2** JC added that an annual HR file check was now taking place via Strictly Education. Also, she and BG were carrying out termly working meetings with the school office managers to review the SCR. Each school also carried out an external safeguarding audit as well. EM would speak with the TPA office manager to make sure this had been booked in for 2022-2023.  
**ACTION - EM**
- 1.3** Q: Was the student EM had just mentioned, when providing an example of poor attendance, a child which the Committee had discussed previously who had engagement challenges with the mother?  
**A:** EM confirmed that this was a different pupil.

**1.4 Q:** Did TPA still have a pupil with downs syndrome?

**A:** It did. The pupil was making fantastic progress and there was good parental engagement.

**1.5 Q:** Were social services acting in a timely way generally?

**A:** Overall, yes, but EM flagged a recent case involving a pupil being collected many hours late, which social services had signed off surprisingly quickly, after the school had made a referral.

**1.6 Q:** Did social services act proactively when referrals were made?

**A:** It depended on the local area. In Twickenham responses to referrals were more likely to be by e-mail than by phone in the first instance.

**1.7 Q:** How was TPA managing its communication with parents of children who might be affected by disruptive behaviour shown by pupils with special education or other needs?

**A:** EM and her Inclusion Lead, Grace Burke, were planning to consult parents on behaviour at school. EM was aware that work was needed on consistency and on consequences and rewards, especially in the classroom. The expectations needed to be clear and visible to everyone. EM would look at how to use the parent forum for this purpose. AA would share her updated DPA behaviour policy with EM at her visit the following day. **ACTION - AA**

**1.8** The Principals agreed to put their behaviour leads in touch with one another, with the aim of collaboration on behaviour between the three schools. **ACTION – LB, AA, & EM**

**1.9** RM would share with EM details of CPD training on trauma awareness and the impact of trauma on classroom behaviour. **ACTION – RM**

**1.10** SB left at 11.28

## **2. Review national test results and other published data: all cohorts and determine related implications and actions**

**2.1** EM summarised the TPA summer term data, which was shown on screen.

**2.2** Outcomes were discussed, together with the targets arising from these, including those for greater depth (GD) groups. EM also spoke about the support being offered to a range of pupil categories.

**2.3** These targets had been included within the SDP.

## **3. Ensure SEF/SDP reflect agreed actions and approve**

**3.1** EM shared her headline SDP document (a one-page summary). She ran through details with the categories of Quality of Education, Leadership and Management, Personal Development and Early Years.

**3.2** DB re-joined at 11.18.

**3.3 Q:** The SEF contained good evaluations. Within what timeframes was EM planning to address these items?

**A:** This would be on a term-by-term basis for the moment.

**3.4 Q:** Please talk more about your published data.

**A:** EM had shared this in summary form. She spoke about the SATS outcomes for the previous academic year and ran through the outcomes per year group/key stage and per subject, to include phonics, combined (reading, writing and maths) and GD, all as compared to the Richmond borough and the national outcomes. EM also explained the progress data across subject areas, from Year 2 to Year 6. In future, progress would be measured from baseline.

### **C. WPA Agenda Items**

#### **1. Principal's Context Dashboard - October 2022**

**1.1** LB discussed key items from the Dashboard, to include overall pupil numbers and a breakdown of those by category to include SEND and ethnic background, EHCP numbers and applications pending, safeguarding matters including the outcome of a recent fire drill, pupils on care plans or other referrals, and staff attendance at core group or other pupil safeguarding meetings. LB confirmed that she had a new assistant head at the school who would also be taking on the role of deputy DSL.

#### **2. Review national test results and other published data: all cohorts and determine related implications and actions**

**2.1** The data showed the school's outcomes against local and national data. This concerned only 8 pupils and was strong. There were now 25 pupils in Year 2, so the outcomes would look different this year. LB also spoke about the targets in place for this academic year, which had been based on the pupils already at the school, and the committee was asked to note that new pupils were joining regularly which would necessitate a review of these targets in a few months' time.

**2.2 Q:** Did the pupil spoken about by LB, who was about to join, have special educational needs?

**A:** The pupil was on a SEN plan, so it was just SEN support being provided at moment. The school was reaching out to get all the information it could and would put an assessment in place to ensure a clear plan of action.

**2.3 Q:** Was the child moving school by area or moving within the area?

**A:** It involved a house move to the local housing development, where WPA was the local school. That was the main reason, although LB was aware of other factors.

#### **3. Ensure SEF/SDP reflect agreed actions and approve**

**3.1** LB shared her SDP summary. She spoke about key points, to include staffing, support for new staff, consistency across year groups in terms of curriculum planning and progression, behaviour and attitudes including improved self-regulation by younger pupils, attendance,

safeguarding, whole-staff and tailored CDP, personal development areas, and an Early Years focus.

**3.2 Q: Was the school expecting an Ofsted inspection this year?**

**A:** Yes it was. LB was confident about how the school had evaluated itself. The school was aiming high and had been clear in the SEF why it had given itself those ratings. Self-evaluation was a constant process.

**3.3** DB left the meeting at 11.39. DG re-joined at the same time.

**D. DPA Agenda Items**

**1. Principal's Context Dashboard – October 2022**

**1.1** AA discussed key items from the Dashboard, to include overall pupil numbers (455), the high percentage of EAL and SEN pupils, the impact of delays for the processing of CAMS referrals and EHCP applications, pupil and staff absence, rates of persistent absence and reasons for that, safeguarding matters to include fire drill outcomes and several child protection/child in need cases, and fixed term exclusions. AA also shared her SEND Report and discussed in detail the range of support being offered to vulnerable pupils and those with an EHCP, to include the costs involved.

**1.2 Q: Related to incidents at the family home requiring police involvement, was the school notified as a matter of course?**

**A:** RM confirmed that this only happened if the child witnessed a high risk or medium risk incident.

**1.3 Q: What was the position regarding G.P. recommendations for teachers' phased returns after ill health. Was this standard window of up to four weeks? Was this set out in school policy?**

**A:** The situation was challenging and often required careful discussion with the member of staff involved. The committee discussed the option or the requirement for an occupational health professional seeing the individual before a phased return was agreed upon. JC would investigate this further to provide clarity to the Principals. **ACTION - JC**

**1.4 Q: How was the local process working for assessments of pupils for suitability for special needs schools?**

**A:** The borough was now assuming that mainstream schools could meet the needs of most SEN pupils, even with the most complex needs. The situation was extremely challenging for the schools, was not the right approach for meeting SEN pupils' needs and was not supportive of pupils at the mainstream school who were having to tolerate disruptive behaviour as well as (potentially) experience limits placed on enrichment activities, such as off-site residential trips. AA gave the example of a pupil who had been assessed as meeting the threshold for a place at an alternative provision but was having to remain at DPA indefinitely due to a lack of place available. JC took note of AA's concerns, especially around curriculum accessibility and enrichment opportunities.

**2. Review national test results and other published data: all cohorts and determine related implications and actions**

**2.1** AA shared her data, showing DPA outcomes from the summer term as compared to local and national figures. She discussed the comparisons in detail for EYFS, phonics, KS1, KS2, writing, reading, maths, grammar, and GD. Overall the results were in line with local and national data, based on the writing challenges the year groups had experienced.

**3. Ensure SEF/SDP reflect agreed actions and approve**

**3.1** AA shared her SDP in summary form. Key points discussed related to strategies for improving writing skills, a reading focus, clarity on subject area end-goals and learning components, and targeted maths interventions (under 'Quality of Education'), the attendance focus and updated behaviour expectations (under 'Behaviour and Attitudes'), the focus on diversity, enrichment activities and pupil leadership (under 'Personal Development'), and the focus on language, EYFS, and staff absence (under 'Leadership and Management').

**3.2** JC expressed her thanks to each of the Principals for the hard work this term, and preparation for the meeting. She offered the Trust's help with managing staff absence challenges if required.

**3.3** Each Principal would send CD her SEF document for review after the meeting. **ACTION – AA, EM, & LB**

**Meeting Closed: 12.20**

**Date of next meeting: Tuesday 17<sup>th</sup> January 2022 starting at 10am with timings for the schools to be confirmed**

**Actions from QES Committee Meeting of 18.10.2022**

<b>Section A</b>	<b>Action 1</b>	<b>Minute 1.3</b>	<b>SBM to organise for appointment of Chair at January 2023 committee meeting</b>
	<b>Action 2</b>	<b>Minute 2.2</b>	<b>EM and LB to organise the election of a staff governor for each school by end of term, using documents/text sent to them by JC</b>
	<b>Action 3</b>	<b>Minute 3.1</b>	<b>SBM to organise for signature of previous minutes and to update meeting attendance on Trust website</b>
	<b>Action 4</b>	<b>Minute 5.6</b>	<b>JC to suggest to Board in November the introduction of a September approval process for the school's safeguarding policy updates</b>
	<b>Action 5</b>	<b>Minute 10.7</b>	<b>LB to circulate residential trip details for WPA once more information was available</b>

	<b>Action 6</b>	<b>Minute 13.1</b>	CL to send JC ideas/suggestions for the annual award scheme for 22/23 and/or a termly writing award at the schools.
<b>Section B</b>	<b>Action 7</b>	<b>Minute 1.2</b>	EM to check TPA's external safeguarding audit for 22/23 booked in
	<b>Action 8</b>	<b>Minute 1.7</b>	AA to share DPA's updated behaviour Policy for 22/23 with EM
	<b>Action 9</b>	<b>Minute 1.8</b>	Principals to put the schools' Behaviour Leads in touch for collaboration on policy and practice
	<b>Action 10</b>	<b>Minute 1.9</b>	RM to share CPD training details on trauma and behaviour with JC and the Principals
<b>Section D</b>	<b>Action 11</b>	<b>Minute 1.3</b>	JC to explore the rules/obligations for the Trust when a school/teaching staff member is advised to have a phased return to work after illness, to include the involvement of an occupational health professional and links with disciplinary policy
	<b>Action 12</b>	<b>Minute 3.3</b>	Principals to send SEF documentation to CD for review

**Excerpt from OLT Governance Handbook 2022-2023 page 35:**

***Voting and Quorum***

*Every resolution to be passed at a full Board meeting, or any item requiring approval at a meeting of the Operations Committee or of the Quality of Education and Safeguarding Committee, must be determined by a majority of votes of the voting members of the Board or of the committee, who are present (or represented by proxy) at the meeting. This is also the case if only a quorum is present.*

*The 'quorum' means the minimum number of voting Board or voting Committee members required to be present at the meeting, which in all cases is three. At the Quality of Education and Safeguarding Committee, and in relation to items requiring approval which are specific to a school, the quorum cannot comprise voting governors who are allocated to a different school.*

*If there is an equal number of votes, the chair (or the person acting as chair) - provided that he or she holds voting rights - has a second (or casting) vote.*

*Where there is a conflict between the interests of any voting Board or committee member and the interests of the Board or Committee, that person will withdraw from the meeting and will not vote. In a situation where the principles of natural justice require a fair hearing and there is any reasonable doubt as to a person's ability to act impartially, he/she will also withdraw from the meeting and not vote.*

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*Directors should withdraw from any meeting in which they have a direct or indirect pecuniary interest. These matters will be recorded in the minutes.*

