

**Minutes of the Quality of Education & Safeguarding Committee Meeting**  
**Held virtually via Zoom on Tuesday 17<sup>th</sup> January 2023**

- 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**

<b><u>Attendees</u></b>	<b><u>Role</u></b>
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 Board 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> )
Hannah Robinson (HR)	WPA Staff Governor
Ada Simpson (AS)	OLT Board Director
<i>Vacancy</i>	<i>Staff Governor at TPA</i>

\*Indicates in bold if someone did not attend

<b><u>Minutes</u></b>
<b><u>A. General Business Agenda Items</u></b>
<p><b>1. Welcome &amp; appoint Chair for 2022-2023</b></p> <p>1.1 JC welcomed everyone and the meeting was declared quorate* (<i>see definition at base of minutes</i>). Everyone was present for the general business section of the meeting.</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 had nominated himself for the role of Committee Chair for the 2022-2023 academic year. RM left the meeting and was appointed as the Chair by unanimous approval of the Committee. SBM would update the records of this as needed. <b>ACTION – SBM</b></p>

**2. Identify AOB/Confidential Items, declare any conflicts of interest with agenda items and/or updates to the OLT Register of Business and Pecuniary Interests, & declare receipt of hospitality**

2.1 No confidential items were declared, there had been no receipt of hospitality, and directors had neither conflicts of interest with agenda items nor any updates to the entries in the OLT Register of Business and Pecuniary Interests.

2.2 For AOB, JC asked that the Committee discuss the recently confirmed teacher strikes, and the appointment of Mental Health Leads.

**3. Receive and approve previous QES Committee minutes of 18<sup>th</sup> October 2022 and discuss actions not on the agenda elsewhere**

3.1 The QES committee minutes of 18<sup>th</sup> October 2022 were approved unanimously by the committee. SBM would ask the Chair to sign them and would upload the approved version to the OLT website, as well as upload 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, with exceptions as follows:

3.3 LB would circulate WPA residential trip details once she had received more information. This would need approval by a quorate number of WPA QES Committee members. **ACTION – SBM**

3.4 **Q:** Was the new centralised approach helping with the management of staff absence?

**A:** The centralised approach included making referrals to occupational health. The Trust was keen to do everything it reasonably could to support staff getting back into work after a period of absence. Beth Gorsuch and the school heads were working closely together to work out the best measures. There had not yet been a marked improvement in staff absence rates, but the Trust was hopeful to see a ripple effect soon based on an increasing awareness by staff of the robust processes in place and the support on offer. Early supportive conversations were a key part of the approach. The Trust also wanted to support those staff who rarely took time off work and were forced to shoulder the burden when other staff members were absent.

**4. Policies for review/and approval**

*OLT ECT Policy 2022*

4.1 The OLT ECT Policy required annual review and approval by the QES Committee. The policy content had been reviewed by Beth Gorsuch, but no changes had been made. This aligned with the fact that there had been no DfE updates to the model policy on which the OLT version was based, since the date that this policy had been first written in 2021. The Principals confirmed that the document was in line with statutory guidance. Beth had confirmed that she would be adding an update to this effect to the policy's review box, after the meeting.

4.2 The Committee unanimously approved the 2022 version of this policy.

## 5. Collaboration between Trust schools

5.1 LB confirmed the Principals' group were continuing to meet regularly. Examples of helpful collaboration between the schools included the areas of speech and language, singing and choir, sharing of practice between subject leads, and moderation of marking pupils' work. AA confirmed that she and LB had been to TPA recently, which had been supportive to TPA.

## 6. Curriculum Focus: Science, Art & DT, & Computing

*DPA*

6.1 AA explained that the curriculum focus for these subjects were the same as the previous year. It had been agreed with JC that in future, if the curriculum plan for a subject area had not changed from the previous year, the Principal would ask the relevant subject lead to provide a written update for the committee, to explain the curriculum focus and provision in more detail. Science and art were well embedded, and DT was very well progressed. The computing curriculum was using the national computing framework, which had made a huge difference.

6.2 JC confirmed that these subject lead reports would cover how the curriculum had bedded in, minor changes or updates to it, outcomes, and future plans.

*TPA*

6.3 EM explained that lots of work was taking place at TPA on establishing and enhancing detailed subject lead knowledge in the relevant area. This was progressing well. More work was needed still in relation to Art and DT, but the school was working hard to give these subjects due prominence and ensure that staff and pupils understood the progression.

6.4 Q: Was early years to be included in the art curriculum?

A: Yes, this would be included as with Computing, to help with pupils' early understanding of the world. The curriculum thread would be seen right the way through the school.

*WPA*

6.5 LP echoed AA's comments. More detail would be provided in due course on evidence and impact now that curriculum plans were more embedded. JC confirmed the significant work which had taken place on teachers demonstrating disciplinary knowledge in subject areas.

6.6 AA agreed that a huge body of work had gone on last year on this.

6.7 Q: Please explain more about why TPA was less advanced in some respects in this context as compared to DPA and WPA?

A: There had been an interim head the previous academic year, and now that new headteacher EM had joined TPA in September 2022, she was able to oversee the curriculum planning process in more detail and with a view to the longer term. Visits from CD and the other school heads had helped with this work, to provide robust challenge and support. JC noted that the issues with the TPA curriculum had not been picked up by the QES committee

and noted the need for triangulation of evidence so governors and Directors could be sure that what they read is taking place in the schools.

- 6.8** The headteachers agreed that part of the benefit of subject leads producing curriculum impact reports was that it involved collaboration with the headteacher and would show the subject lead's understanding of the curriculum content, and the sequencing and impact required. JC added that this would support the QES committee with the triangulation of evidence. **ACTION – AA/EM/LB** to provide written subject lead reports on the progress and impact of each curricula according to the QES standing agenda schedule.

## **7. Survey Results**

### *D&I Survey Findings Report 2022*

- 7.1** All headteachers had received their feedback from this and the staff survey, held annually in the autumn term. A standard set of questions was used each year, based on Ofsted guidance. External advice had also been taken on the content of the D&I survey.
- 7.2** Just under half the staff body had filled in each survey, despite incentives, and the committee was asked to consider the results with that in mind.
- 7.3** JC provided the headline figures for the D&I survey, providing the best outcomes and the ones requiring attention. JC and the headteachers were carefully looking at the outcomes and how to address them. One action being taken was to establish a staff grant to pay for CPD training, whether or not directly linked with a staff member's role or not. JC referred to her paper circulated for the meeting setting out the terms and conditions of this grant. The Trust would also be reviewing all of its people policies via an external organisation, from an inclusion perspective, to ensure that the language and content was suitable to help the Trust achieve its diversity and inclusion goals.
- 7.4** A further area of focus in this context was how to provide support to a more diverse pipeline of teaching staff coming into and through the schools. This involved a much longer-term strategy. This would be continued in conversations in coming months.
- 7.5** The Committee and the headteachers were asked if they had any additional comments or questions on the D&I survey outcomes. AA discussed that questions about promotion opportunities appeared to have come mainly from support staff rather than teachers. JC said that she hoped the CPD grant would be helpful in this respect, to empower employees to acquire or enhance skills. The Trust could offer lots of professional development opportunities even if it was more limited in the promotion opportunities available for this group of staff.

### *Staff Survey Findings Report 2022*

- 7.6** Headline outcomes were discussed. JC was pleased to report that the schools were found to be calm and orderly places to work. However workload concerns were still being raised. The headteachers would be responding in detail to these points at a school level. Responses to the question about staff being trusted to innovate could have been better, however it needed

to be acknowledged that The Trust had high expectations about curriculum content and policy compliance.

- 7.7** It was agreed that the question needed to be phrased in a way that better explained what innovation and risk taking meant in a Trust school context. EM explained that she had been working hard with TPA staff to provide more clarity on what the non-negotiables in terms of the teaching role were, and which were the areas in which teachers could be freer and more innovative.
- 7.8** AA explained that she had asked staff to come to speak to her for support, if anyone had issues to raise or any matters to discuss, coming out of the survey questions, or otherwise. She had not had any take up on this, meaning that there was a limit to the specific steps she could take to follow up on survey outcomes, at an individual staff level. JC concurred that similar offers for staff to follow up with their individual concerns had never been taken up.
- 7.9** CD had talked to staff at DPA recently when he had visited the school. His overwhelming impression of the school was that it had a very motivated group of staff, showing a lot of enthusiasm.
- 7.10** JC added that the Trust was working hard this year to make it an employer of choice providing a range of benefits for staff. As part of this, the Trust would like each school to train a mental health lead for staff, separately to the one already in place for pupils. Other steps being taken in this context were the planned introduction of new policies at each school covering domestic violence, menopause, and accessibility. This reflected the thought being given to the challenges faced by staff and the support which could be offered. The schools would put in place training for the appointed staff mental health leads. **ACTION – AA/EM/LB**

## **8. Progress on QES Staff Governor Vacancies (TPA and WPA)**

### *WPA*

- 8.1** HR has been appointed as staff governor recently. She was the schools new Assistant Principal and Early Years Lead as of September 2022.

### *TPA*

- 8.2** EM was continuing to have discussions with senior staff about the vacancy for a TPA staff governor. She would provide details of the appointment as soon as confirmed. **ACTION - EM**

## **9. AOB**

### *Teachers' Strike Action*

- 9.1** JC explained that one of the teaching unions had voted to strike, although others had not met the threshold. It was lawful to ask a staff member if he/she was planning to strike, but the staff member was not required to disclose this information. The DfE had issued guidance about teaching requirements, if staff were absent from work due to taking part in strike action. Part of this guidance was that a school was not permitted to ask another teacher to cover the work of the absent staff member. This had to be covered by the provision of an

external resource or a teaching assistant. JC asked the headteachers to please let her know if they experienced any challenges or issues in this context. AA would share the latest DfE strike guidance for schools. **ACTION - AA**

#### *Trauma-Informed CPD Training*

**9.2** RM had circulated details of this training opportunity and asked the headteachers to let him know if they would like to reserve a place on the course for a staff member from their school. The course started after Easter, running virtually, from 4.30 to 5.30pm on a weekday to be confirmed. **ACTION – AA/EM/LB**

#### *SHPA update*

**9.3** JC provided an update about the planned September 2023 opening of the Trust's fourth school, SHPA, in north-east Didcot in Oxfordshire. This included details of staffing, admissions, first choice applications, as well as DfE and Ofsted requirements. The pre-opening process was on track and going well.

**9.4** The planned fifth school in Surbiton had been further delayed due to what the DfE were describing as a 'failed procurement'. It was going out to tender for a new building contractor.

**9.5 Q:** How would the new Executive Principal (currently the Principal of DPA) and the new Executive Vice-Principal (soon to be appointed) split their time across both DPA and SHPA?

**A:** AA noted that SHPA would be very small initially, having only a reception class and a nursery provision. She said the time committed to each school would vary week on week. The Executive Vice-President ('V.P.') would take on more of the day-to-day management of both schools, which would be run as a partnership. The overall approach and the curriculum focus would be the same across both. AA wanted SHPA and DPA staff to feel part of the same bigger team. There were also three assistant headteachers at DPA, who did much of the day-to-day management already. So there were clear plans in place. In summary, when AA was at SHPA, the Executive V.P. would remain at DPA and vice versa. If both were out, the assistant heads would be primed and ready to manage the work as required.

## **10. ATH 2022**

*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)*

**10.1** 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.

**10.2** DG and HR left at 10.42 (intending to return for the WPA and DPA agenda items later in the meeting).

## **B. TPA Agenda Items**

### **1. Principal's Context Dashboard – December 2022**

**1.1** EM shared her screen. She discussed key data from the TPA Dashboard from December 2022.

**1.2** EM referenced overall pupil numbers, SEN numbers and SEN support, pupil premium, EHCP numbers, pupil funding, pupil and staff absence rates, staff absence management, strategies for improving persistent absence rates, fire drills and evacuation times, safeguarding (including core group meetings, referrals information, pupil monitoring, child in need plans, and confirmation of an external audit taking place on 21<sup>st</sup> February 2023), pupil behaviour, complaints, SCR checks, website compliance checks, as well as confirmation of no changes to the annual SEN information report.

**1.3** The Committee was invited to ask questions.

**1.4 Q:** Was the TPA Office Manager still working as the family support worker?

**A:** EM confirmed that she was, but not related to pupil attendance issues. EM and the Education and Welfare Officer attended these.

**1.5 Q:** Please would EM include a pie chart showing the breakdown of the persistent absence figures?

**A:** EM did this within the document whilst it was on screen, which the Committee thanked her for. Overall absence rates were noted as slightly lower than national.

**1.6 Q:** Had the TPA Designated Safeguarding Lead (and deputies) all received the relevant safeguarding training?

**A:** EM confirmed that they had all completed up-to-date Level 3 safeguarding training.

### **2. Analyse Autumn term progress and attainment data for all cohorts, and determine related implications and actions**

**2.1** EM summarised the TPA Autumn term data from the internal TPA dashboard, which was shown on screen.

**2.2** EM and the Committee discussed a number of items in depth to include phonics outcomes in Reception and Key Stage 1, the phonics support and monitoring strategies in place for those year groups, the combined data for Reception and later year groups, and the support received from an external early years lead as well as a national tutoring programme tutor (for Year 6), from CD, and from the other headteachers in a range of areas.

**2.3** The Committee was invited to ask questions.

**2.4 Q:** What were EM's views on greater depth outcomes – would pupils achieve these?

**A:** EM was confident that this would come in time for many pupils, but lots of consolidation work was required now to ensure learning gaps did not persist.

**2.5 Q:** Had EM received any feedback about behaviour at the school since the updated policy had been introduced?

**A:** Some parents had mentioned individual pupil behaviour in Year 1. EM was following up on this and the year group was receiving a lot of support. Staff and visitors had commented that behaviour had improved especially when pupils were walking between classrooms, and that there had been an improvement in uniform wearing.

**2.6 Q:** Had the updated behaviour policy contained any significant changes, which EM had communicated?

**A:** EM said that she reinforced the behavioural expectations regularly in assemblies and as needed at other times. It was more about consolidating the school's expectations on behaviour and uniform consistently, than introducing new concepts.

**2.7** JC thanked EM for her hard work in this respect.

### **3. Review progress against SEF/SDP 2022-2023**

**3.1** EM confirmed that a huge amount of work had been done on the curriculum and on behaviour for learning. The latter point had been a big area of focus for pupils, staff, and parents. There was more work to be done on pupil aspirations, but this would follow soon. There had also been lots of work going on to enhance staff subject knowledge, and EM had seen staff confidence increase rapidly.

**3.2** CD had visited the school recently and had noted the huge progress made since his earlier visit in the autumn term. He experienced polite pupils, a calmer and tidier environment, an impressive level of excitement amongst staff about the updated curriculum, and evidence of greatly increased teamwork amongst staff. Many of the subject areas were progressing very well from a curriculum planning perspective. CD offered his thanks and congratulations to Erin for her hard work and the outcomes observed.

**3.3** JC noted that there had been 56 first choice applications for Reception for September 2023, which was a fantastic outcome.

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

#### **1. Principal's Context Dashboard – December 2022**

**1.1** DB and HR attended at 11.08.

**1.2** LB discussed key items from the Dashboard shared on screen, to include overall pupil numbers (153), EHCP numbers and applications pending, support for SEN pupils not meeting the EHCP threshold, safeguarding matters (including pupils on SIM or CP plans, children with Early Help care, other referrals, external agency involvement, and staff attendance at core group or other pupil safeguarding meetings), fire drills, pupil and staff absence, absence monitoring, as well as school website and SCR compliance. In addition LB confirmed that the school's external safeguarding audit had been booked for June 2023.

**1.3 Q:** Had the DSL and DDSL completed up-to-date safeguarding training?

**A:** Yes, this was taking place in the current term, and HR was newly in the role of DDSL.

## **2. Analyse Autumn term progress and attainment data for all cohorts, and determine related implications and actions**

**2.1** LB summarised the WPA Autumn term data from the internal WPA dashboard, which was shown on screen.

**2.2 Q:** What was causing the 'PSED' (personal, social, and emotional development) challenges in the lower year groups?

**A:** The school was seeing quite a few pupils struggling with self-regulation and impulse control, which could be disruptive. More movement breaks were being incorporated into the school day as well as sessions on mindful breathing, and PSED based conversations. Teachers were finding that these pupils might find tasks like writing and reading challenging, which resulted in them producing the disruptive behaviour. Teachers were building in more 'chances to succeed', in order to boost pupils' confidence.

**2.3 Q:** Was impulsivity or were impulse issues, more common now?

**A:** LB thought so, in Nursery and Reception. Pupils were coming through with far more limited language and communication skills, in part due to the amount of time spent at home in lock down. The starting points had been lower. This term the pupils in these year groups were more mature emotionally and more ready to access and enjoy the curriculum. The school was continuing to work hard in this area.

**2.4 Q:** Was this just a 'Covid effect'?

**A:** Covid had caused a huge impact, especially to speech and language skills. However at WPA there were also a number of more disadvantaged families, and families who no longer prioritised nursery care due to cost of living increases.

**2.5 Q:** Would it be an advantage to have the nursery open to 2-year olds, to increase the school's understanding of the developmental journey and enhance its access to resources?

**A:** The school underwent an audit, which established that it did not have the space to accommodate 2-year-olds. The nursery did accept rising threes, who still fit well in the space shared with the older nursery children.

## **3. Review progress against SEF/SDP 2022-2023**

**3.1** LB shared her SDP summary and spoke to the headline points.

**3.2** LB thought that the progress made so far had been extremely positive. The school had received two visits from CD, which had been useful to value check what was being done. Staff had also had another senior member of the Trust to talk with professionally. This academic year the school had been working a lot on cognitive overload and how this worked for all the school's learners, noting the increasing numbers of SEN and EHCP pupils as well as vulnerable children. Another focus was on behaviour as communication, taking away any blame culture and enhancing the use of supportive behaviour for learning strategies. Subject leads were benefitting a great deal from tailored CPD.

**3.3** CD concurred with LB. He explained that it had been delightful to see the impact of the CPD sessions that took place at start of term. Staff talked well about their understanding of subject areas and how the learning had positively impacted their teaching in class. The enthusiasm for subject leadership in computing was impressive. Teachers felt part of a positive culture, which was becoming embedded, rather than carefully led. It was an extremely professional environment.

**3.4** The Committee members were asked if they had any further questions, but none were raised.

**3.5** DB and HR left the meeting at 11.35. DG re-joined at the same time.

#### **D. DPA Agenda Items**

##### **1. Principal's Context Dashboard – December 2022**

**1.1** AA discussed key items from the Dashboard.

**1.2** The school was full in every year group. It had received over 220 applications for 60 available Reception places in September 2023. AA highlighted the breakdown of pupils by reference to ethnicity, SEN, and EHCPs, pupil and staff absence, strategies for managing absence, and safeguarding matters to include fire drill outcomes and several child protection, child in need and Early Help cases, plus fixed term exclusions.

**1.3 Q:** Was DSL and DDSL safeguarding training up to date?

**A:** AA confirmed that it was, but AA needed to refresh her safer recruitment training this term. **ACTION - AA** Several staff members already had up to date safer recruitment training in place, however. All staff had received generalist safeguarding training in September 2022.

**1.4 Q:** Did the school continue to make referrals to social services and outside agencies, even if there were delays in responses?

**A:** AA confirmed that the school did this. It held a weekly supervision meeting with all DSLs to go through every live case and organise follow up. The school persistently contacted and made referrals to social services for the pupils who needed this care.

##### **2. Analyse Autumn term progress and attainment data for all cohorts, and determine related implications and actions**

**2.1** AA shared her internal DPA data on screen. She highlighted the Reception outcomes for reading, writing, maths and greater depth achievement, and the Year 1 phonics data and targeted strategies for increasing progress. AA also highlighted reading outcomes across the school and the work being done in that area.

**2.2 Q:** Did Year 1 have the same phonics teacher as the previous year?

**A:** AA confirmed that it did, and the phonics lead had really grasped what needed to be done. There was another member of staff now supporting in his area with a focussed phonics day each week, to assist with coaching and mentoring.

**2.3** CL talked about the school's journey with writing skills, and its goal of helping its pupils become 'real writers', rather than pupils simply prepared to perform in tests. The school was confident in its approach and whilst the data did not yet fully back it up, improved data was expected by April 2023. An external writing practitioner had been into the school and had observed much more consistency across all year groups, as well as harsh marking from teachers. A greater depth writing group had been formed in Year 6 to help those pupils develop further.

**2.4** CD had also been through the books of pupils on the threshold of 'expected' and 'greater depth' and echoed what CL described. CD was particularly impressed with the materials being produced by teachers and the creativity and vocabulary used by so many of the pupils.

**2.5 Q:** What did CD think the results would look like by the year end?

**A:** CD anticipated that these would be well above national average, comfortably. The analysis which had taken place to identify the level pupils were at the quality of materials in use to support pupils, were excellent.

**2.6 Q:** For pupils just below each of the thresholds, was the school using additional funding to provide support? Was enough support in place?

**A:** The school had excellent teachers, who wanted to see children writing freely and creatively without too much scaffolding in place. Additional writing and maths teaching support was being advertised for, and the contract length had been increased to August 2024 to encourage applications.

### **3. Review progress against SEF/SDP 2022-2023**

**3.1** AA shared her SDP in summary form.

**3.2** Headlines included updates about NPQs (national professional qualifications), staff training, enrichment within the curriculum including a variety of visitors external trips, updates about plays, concerts and sports events, the focus on writing skills, vocabulary, and phonics, the continued emphasis on pupil leadership and personal development, and pupil behaviour in classrooms.

**3.3 Q:** Please say more about the phonic scheme in Year 3 to Year 6?

**A:** This helped readers who were falling behind to catch up. Staff were reporting positively about the impact of this. It helped to make links between sounds and spellings.

**3.4 Q:** Who was leading on this?

**A:** This was CL, supported by staff who were undergoing training.

**3.5** CD and JC had both visited the school recently and expressed their thanks to AA and her team. They had been impressed by the behaviour and enthusiasm of the pupils, the sense of pride shown by them about their school, the improvements in pupils' literacy, and the extent of the care and compassion shown by staff for everyone at the school.

**Meeting Closed: 12.19**

Date of next meeting: Tuesday 2<sup>nd</sup> May 2023 starting at 10am with timings for the schools to be confirmed

**Actions from QES Committee Meeting of 17.01.2023**

Section A	Action 1	Minute 1.3	SBM to update records to show RM as Committee Chair
	Action 2	Minute 3.1	RM to sign the approved previous version of the minutes and SBM to upload these to the Trust website.
	Action 3	Minute 3.3	LB to circulate WPA residential trip information for committee approval
	Action 4	Minute 6.8	AA/EM/LB to provide written subject lead reports on the progress and impact of each curricula according to the QES standing agenda schedule.
	Action 5	Minute 7.10	AA/EM/LB to put in place training for newly appointed staff mental health leads
	Action 6	Minute 8.2	EM to circulate details of the newly appointed TPA staff governor, when available
	Action 7	Minute 9.1	AA to share the latest DfE strikes guidance for schools
	Action 8	Minute 9.2	AA/EM/LB to confirm to RM if each required a staff member place on the trauma informed virtual CPD course taking place after Easter.
Section D	Action 9	Minute 1.3	AA to re-refresh safer recruitment training in the spring term 2022-23

**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.*

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