

Swift Academies

Success will inspire future triumphs

The Rydal Academy
Local Governing Body
Monday 8 June 2020

electronic communication due to Covid-19

MINUTES

Item	Description of discussion	Action by
1	<p>The meeting of The Rydal Academy Local Governing Body planned to take place from 1pm on Monday 8 June 2020 took place via an e-mail communication, in order to follow Government guidance regarding social distancing and only essential face to face meetings permitted.</p> <p>In order to seek approval for key items contained on the circulated agenda, Governors had been contacted by e-mail seeking approvals as follows: (a copy of the e-mail and responses received are retained on file)</p> <p>Record of those Governors responding to the email communication</p> <p>Mark Gray Michael Jeffries Kelly-Ann Lyle Katie Turnbull Charlotte Mawson Ewa Kaszuba Bhup Singh</p>	

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Mark Gray (Chair of The Rydal Academy, Local Governing Body) made the following statement in his e-mailed response:

I'd also like to take the opportunity to thank John, his team and the Trust for the incredible job that they are doing in the current situation. Having had the opportunity to sit in on some the SLT meetings, I know how incredibly complicated the situation is to plan for and manage, but I have such huge respect for the detail, professionalism and compassion for the children with which they are addressing it.

I shall miss not meeting in person this term, but hope that we may be able to in the autumn.

2 **Declaration of personal and pecuniary interests**

The following statement was made in the e-mail regarding declarations of personal and pecuniary interests:

Agenda Item 2 a): to confirm that the Register of Interest completed during the 2020-2021 academic year continues to be accurate / up to date

Please confirm that your Register of Interest completed during the current academic year continues to be accurate. A pro-forma is attached. Please complete the proforma and return to tracey.curtis@avec-partnership.com where there are changes to your Register of Interest.

Agenda item 2 b): to declare any personal or pecuniary interest in any matters arising from the agenda of the current meeting

Please declare any personal or pecuniary interest in any matters arising from the attached agenda. Governors should declare for instance, any involvement with organisations that may trade with the trust, any personal interest in other educational institutions, for instance trustee or governor, and finally any close family relationship that exists between you, Members, Directors, other Local Governors or employees of the trust.

E-mail replies were received from the following Governors of The Rydal Academy, all of which confirmed that their Register of Interest completed during the current academic year continued to be accurate and that there was no personal or pecuniary interest in any matters arising from the agenda:

Charlotte Mawson

Ewa Kaszuba

Katie Turnbull

Kelly-Ann Lyle

Mark Gray

Bhup Singh

Michael Jeffries reminded Governors in his e-mail response that his wife (Natalie Jeffries) is a teacher at The Rydal Academy.

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Kelly-ann Lyle, in her e-mail response, *that she had been recently appointed as a Governor for Horndale Infant school, Newton Aycliffe which is a maintained school under the control of Durham County Council.*

3 Approval of minutes / review of actions / matters arising

It was proposed in the e-mail to Governors that the minutes of The Rydal Academy Local Governing Body meeting held on Monday 24 February 2020 were approved by REPLY ALL by the end of Monday 8 June 2020. A copy of the minutes would be retained on file.

4 Governing Body Membership

Membership
Agenda Item 4: Local Governing Body membership

Membership information was attached to the e-mail for the Local Governing Body of The Rydal Academy. Governors were asked to please note the information, and

E-mail replies were received from the following Governors of The Rydal Academy, all of which confirmed that the Membership of the Local Governing Body was noted:

Charlotte Mawson
Ewa Kaszuba
Katie Turnbull
Kelly-Ann Lyle
Mark Gray
Michael Jeffries
Bhup Singh

5 Chair's Report

- a) action taken
- b) correspondence

6 Head Teacher's report including Chief Finance Officer and Trust Business Manager Report

The e-mail communication to Governors stated the following:

Head Teacher's Report including Chief Finance Officer and Trust Business Manager Report / SEF & Action Plan / Education Development Partner Report

Agenda Item 6: Please note the content of the Head Teacher's Report, including the Chief Finance Officer and Trust Business Manager reports.

Agenda Item 6 a): Please note the contents of the Self-Evaluation Form (SEF) and Action Plan.

Agenda Item 6 b): Please note the contents of the Education Development Partner Report: Summer 2020.

E-mail replies were received from the following Governors, all of which noted the content of the Head Teacher's Report:

Charlotte Mawson
Ewa Kaszuba

Katie Turnbull
Kelly-Ann Lyle
Mark Gray
Michael Jeffries
Bhup Singh

Charlotte Mawson commented in her e-mail reply *that as the reading lead, I could see the benefits of the newly designed GR format first hand in Year 6, and comments from staff suggested they were also experiencing this within their own classrooms. Although a shame that it has now been halted due to Covid-19, the ongoing re-design I have been working on over the last 3 months has been driven by a clear aim to embed reading across the curriculum and I am looking forward to seeing this in action when it is safe to resume.*

Kelly-ann Lyle provided the following comments in her e-mail reply regarding the Head Teacher's Report (the Head Teacher's responses are provided in blue text):

- *Page 1 - Paused transfers, were there any in process to move out that has been stopped? We have a couple of children down to move out. Quite a few to come in and a number of children waiting to start nursery so there will be quite a jump in numbers once we reopen.*
- *Page 2 Also higher numbers to other Darlington schools, are there any patterns to why they are leaving? General socio-economics of the community with rented accommodation, a transient population including travellers, children moving into care out of the area.*
- *Page 2 - "No application made" have these children been placed? Are we aware of what they have done next? Yes, we follow up every individual case. These can be parents who elect to home educate (in the main Traveller families but not exclusively) or parents who have not submitted the paperwork despite reminders and offers of support from the school.*
- *Page 3 - Attendance - amazing to see attendance is still increasing, thank you for all involved who have aided/ supported this.*
- *Page 11 – Has the COVID-19 seen the finances struggle/ take a dip etc. I know it has been the case of the school being okay for a couple of years and then this has hit. Have the finances we receive continued or stopped. I.e. SEN children with extra funding do we still receive this if they are not in school? Or has it stopped and are they still attending / needing the support? Our income from the government and Local Authority has continued. Any self-generated income has stopped (Dinner money, Nursery extra hours) but this is minimal so has not made a significant difference. We are saving on utilities, staff cover and school meals so the finances should be fine.*
- *Page 15 - SEN training for link governor - I am currently awaiting the outcome for TQUK Level 2 Certificate in Understanding Children and Young People's Mental Health and have completed Level 2 Certificate in Understanding Autism and British Sign Language Level 6. Happy*

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- for more learning, any suggestions would be welcomed. Thank you, Tracy will record. Let L. Truby know and she can record in the audit.*
- *P15 - high percentage of SEN support and low plans/ ECHP which shows the level of support and skilled identification for all involved.*
 - *Page 16. It is well documented and debated about the increase in domestic abuse during COVID-19 so it is definitely a concern about external support when they return. Also the families that are on the radar and are most concerned about, have the children still be attending or are they still being supported? We have encouraged our most vulnerable families to attend throughout the closure. Social Worker have also completed risk assessments for any families they are involved with. Most that we have encouraged to attend have attended but not all. All vulnerable families have a minimum of a weekly call to ensure regular contact with both parent/carers and children. This is all recorded on CPOMS.*
 - *Page 16 - The new allergies policy and process implemented last year - how are these new steps/ processes working for supporting the children and staff? Just in noting the large increase in severe allergies thought it may be a point to note. They seem to be working very well at the moment. The systems are good; the trick is to ensure staff training is constant to keep it in the forefront of people's minds. Again fantastic work by L. Truby and the team.*
 - *Page 17 - "Staff understanding of the effectiveness of Governors" what can we do as governors to resolve this issue? I think the staff governors can possible help with this by assuming a much more visual role with staff. Obviously, they cannot share information on the things we discuss in the meetings but they may be able to relay messages or explain how it all works rather than it coming from me and the SLT. Opportunities for governors to participate in training days or school events will also help.*
 - *Page 18 - Increase / consistent turnover of support staff - any particular trend? Not really, just natural movement. Support staff includes all non-teaching staff so we are talking over 50 staff. The most significant group recently has been the catering team but things seem to be stabilising since we appointed Jules Sanderson in January.*

Mark Gray provided the following comments in his response, regarding the content of the Head Teacher's Report

- *P2 Stability – There is a slight spike in entry at year 4 in current year 4 and 6 – is this normal, is it noteworthy and does it create additional challenges given they are coming quite late? As you are aware we have a high volume of mobility across all year groups. I would not say the increase is a pattern but certainly in recent years we know we have received a significant proportion of pupils into year 4,5,6 (1/3 of last year's Year 6 cohort) This is our greatest challenge as most pupils arrive with further academic or social needs, all pupils changing schools are likely to experience gaps in curriculum coverage due to the change, we know the longer pupils are with us the greater progress they make.*

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- P2 Source schools – Is St Aidens the highest source because it's the most local, and similarly Haughton? Is there a pattern to the transfers from these schools and is the LA aware of anything they need to be aware of (i.e. are these schools excluding too readily or is the support not sufficient to keep them at these schools?) Most pupils go to St Aidens as it is our closest school. Haughton numbers are high as a number of the closer schools (Hurworth, Polam Hall) are often over capacity and our pupils are not awarded a place.
- P3 - Note the positives on attendance. Presumably nationally there is an expectation that attendance overall this year will be down and this academic year may need to be seen as an anomaly unless they think of a different formula for this year e.g. the average of the first two terms to March 20? The government have indicated schools will not be accountable for attendance for 20/21.
- P3 - I think we've discussed before, but EHCP children being amongst the most frequent absentees – is this primarily for medical reasons? Yes, and specific to the group being a small sample. It is effected significantly by an individual pupil with complex medical needs.
- P4 – Fixed term exclusions are higher this year to date than full years the previous years, involving a higher number of pupils. Note the comment further down that this is due to a small number of pupils with persistent behaviours – can we confirm that it is this and not a change in approach / threshold for behaviour? The exclusions have related to behaviour we have excluded for in the past but have been higher in volume this year. Work needs to be done in realigning Behaviour need with SEN. Long-term absences within the pastoral team will have also had an impact on proactive support as opposed to reactive response. This is a focus of the restructure and staff CPD of 21/22.
- P6 – note the positive comment about growth being three times the national rate for stability pupils. This is excellent!
- P15 – TRA has an excellent range of approaches to children with SEND and emotional regulation difficulties. Noting the point about increasing pupil voice and also the Graduated Response – to what extent to do involved children in devising the strategies that will help them? From what I know that TRA does, they feel as if they already have because they are so creative and child friendly, so I was interested to see the challenge in the SEND audit. We are working towards pupils collaborating tin the writing and review of Support plans as they do with Education Health Care Plans.
- General note – the HT report is a really easy way of understanding the data

Michael Jeffries provided the following comments in respect of the content of the Head Teacher's report:

Headteacher's report: I would echo Mark's comments that the report makes it easy to follow from a layman's perspective.

Bhup Singh provided the following comments in respect of the content of the Head Teacher's report (the Head Teacher's responses are provided in blue text):

- *Challenging time for teachers - Request undertake every measure possible to keep their morale high which I am sure is being done. We are working on it! The response so far has been excellent and morale seems to be good.*
- *Safety – Government/PHE has provided enough guidance and the school itself is working on the bubble capacity etc. please could I request the Headteacher to stress on teachers to take care of themselves. All staff members accessed a 3 our training session last week lead by myself to go over the risk assessment and action plan with a focus on protective measures and working practices under the current guidance.*

Kelly-ann Lyle also provided the following comments in respect of the SEF for The Rydal Academy (the Head Teacher's responses are provided in blue text):

- *Reading has always been a focus and there was a great presentation around the ambition of the children having a list of the top 50 books to read. Is this ready to be published online to possibly give the parents a guide on what books for the children to read? The curriculum section of the website is currently undergoing a significant overhaul to reflect the new curriculum for September. Learning journeys for each subject area will include links to activities, places to visit and text. I am sure it will also be part of that information but will need to check with L. Peoples.*

Action: JA to confirm status of 50 books guidance with LP.

Mark Gray made the following comments in his e-mail response regarding the SEF:

- *Note the positive growth in GLD, especially in younger years where pupils may be coming to the school at a low starting point (hence the importance of them catching up)*
- *P6 onwards: I can see the Ofsted recommendations well reflected in the "areas for development" in the emphasis on foundation subjects, and the continued focus on reading*
- *Note also the impact of COVID is noted and I'm sure that this would have been quite a big discussion (have put some thoughts later on this)*

Michael Jeffries made the following comments in respect of the SEF (the Head Teacher's comments are provided in blue text):

- *Note the impact of Covid-19 is included, see later comments on transition and educational catch up.*

Kelly-ann Lyle also commented that the *EDP report was insightful.*

Mark Gray stated the following in respect of the EDP Report:

- *P5 I noted the comment "Consideration is given to transition and how best to prepare children for the next stage of their education" – please*

see below for a question about the extent to which this has been impacted by COVID

- No further comments other than to commend the thoroughness of the report!*

7 Chief Executive Officer's Report

The e-mail to Governors of The Rydal Academy stated the following in respect of the Chief Executive Officer's Report:

Agenda Item 7: please note the content of the attached Chief Executive Officer's Report.

Agenda Item 7 a): Scheme of Delegation - the Scheme of Delegation is attached. Please note the contents of the Scheme of Delegation. No amendments have been made since the last version was shared with you in February 2020.

Agenda Item 7 b): Trust Development Plan – the Trust Development plan is attached. Please note the contents of the Trust Development Plan.

E-mail replies were received from the following Governors, confirming the contents of the Chief Executive Officer's Report, Scheme of Delegation and Trust Development Plan were noted:

Charlotte Mawson
Ewa Kaszuba
Katie Turnbull
Kelly-Ann Lyle
Mark Gray
Michael Jeffries
Bhup Singh

Bhup Singh made the following comments:

- I would like to sincerely thank the Academy Trust and the HT for working on full throttle on the detailed logistical exercise with shape shifting government guidance updates, undertaking School/Trust policy updates, managing staff availability etc.*

8 Risk Register with specific updates relating to Covid-19

The Risk Register for The Rydal Academy 2019-2020 had been circulated to Governors prior to the meeting. A copy would be retained on file.

The e-mail communication with Governors stated the following:

Risk Register, with specific updates relating to Covid-19

Agenda Item 8: Please note the contents of the updated Risk Register, with specific updates in respect of Covid-19.

E-mail responses were received from the following Governors, confirming that the contents of the circulated Risk Register were noted:

Charlotte Mawson
Ewa Kaszuba
Katie Turnbull
Kelly-Ann Lyle
Mark Gray

Michael Jeffries

Michael Jeffries provided the following comments in his response to the content of the circulated Risk Register (the Head Teacher's responses are provided in blue text):

- *There seems to be a lot more discussion surrounding parents paying for additional support, whether it is childcare in school holidays and weekends or extending the nursery provision. Are these considerations lead by (perceived) community demand or by trust finances? Solely potential community demand. I agree it is a little at odds with our offer around access for all.*

Bhup Singh raised a query in respect of the content of the circulated Risk Register (the Head Teacher's responses are provided in blue text):

- *Do we need to record projection of students joining Nursery/Primary (potentially other years as well) in 2020/2021 as a risk with consideration for a fall of pupil premium funding for next cycle in 2021-2022 as the numbers that would be based on would be the previous years if I understand it correctly? Have we received any cancellation for nursery/reception? We have this on the register as the birth rate is currently low which is a risk to all schools. Any reduction in numbers has a significant impact on the budget. So far, we have had a small decrease in Reception intake over the last two years on previous years but luckily increased numbers of pupils coming in further up the school have protected the budget.*

9 Trust ICT Manager Report / ICT Development Plan

The e-mail communication with Governors stated the following:

Agenda Item 9: Please note the contents of the attached Trust ICT Manager Report / ICT Development Plan.

Email replies were received from the following Governors, confirming that the contents of the Trust ICT Manager Report and ICT Development plan were noted:

Charlotte Mawson
Ewa Kaszuba
Katie Turnbull
Kelly-Ann Lyle
Mark Gray
Michael Jeffries

Bhup Singh made the following comments in respect of the ICT Manager Report and ICT Development Plan (the Head Teacher's responses are provided in blue text):

- *Surface laptops – For future if not already done – do we compare the price of what rate larger Clients (DfE/Large Trusts) procure these at to realise if there is any benefit through economies of scale. The Surfaces staff are using were won by Hurworth through a funding bid and are on loan to the Trust schools to support staff who did not have a device to work from home.*

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10 Annual Questionnaire

The e-mail communication with Governors stated the following:

Agenda Item 10: Parent, Pupil, Staff – please note the analysis of the annual questionnaires.

Email replies were received from the following Governors, confirming that the analysis of the annual questionnaires was noted:

Charlotte Mawson

Ewa Kaszuba

Katie Turnbull

Kelly-Ann Lyle

Mark Gray

Michael Jeffries

Kelly-ann Lyle stated the following in her e-mail response (the Head Teacher's comments are provided in blue text):

- *Very in depth analysis and responses to the verbatim was great to see. This such as the dog mess and traffic has become a serious concern and I had a really good conversation with Jenny Chapman (previously) so possibly parents may not know to do this? School staff advise parents to contact the council whenever an issue is raised. We have also made this suggestion in responses on Facebook and previous questionnaire responses.*

Mark Gray made the following comment in respect of the analysis of the annual questionnaires:

- *Have read the outcomes and feedback from the surveys and note the thorough consideration and response. Are these responses fed back? I usually publish the parent and pupil responses on the website and through email to parents and staff, and the staff responses are shared with the staff if it is agreed by the Local Governing Body. I am happy to publish as normal with the approval of the board.*

Bhup Singh made the following comments in respect of the analysis of the annual questionnaires (the Head Teacher's responses are provided in blue text):

- *The response has not been great and this drop could be due to a variety of reasons, the chair should consider whether this needs to be published or undertaken next year in better circumstances. Completion of Ofsted questionnaires in this cycle and the interruption of the school closure will have impacted on returns. I am happy to take direction from the Local Governing Body as to whether you want the results published or we wait until next year.*
- *Staff response rate requires improving - are there any measures suggested? This is normally much better.*
- *Holidays Child Care – MJ has covered this. The number of parents answering this (36) is satisfactory for consideration, if we could get 10 students each around our cluster per school, this would then be feasible I assume. In my experience of setting up holiday care and wraparound in other schools initial numbers do not always turn into*

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paying customers. Costs or staffing, resources, utilities and the impact on access to the site can be significant. I am happy to make enquiries if directed once the current situation is over. Katie has also prepared a paper on 2 year old places in Nursery that we delayed this term due to the current situation. I think we would be wise to look at it again in 21/22 once we are beyond the recovery process from the current pandemic. My other concern is any services we currently run with a fee attached run with a high level of parental debt, this is both difficult and time consuming to recover.

11 Expansion of partial opening

The e-mail communication with Governors stated the following:

Agenda Item 11: Covid-19 potential expansion of partial opening Risk Assessment, Strategic Action Plan and Organisational Plan. Please note the contents of the documents circulated to Governors on Friday 29 May 2020.

Email replies were received from the following Governors, confirming that the contents of the documents in respect of the expansion of partial opening were noted:

Charlotte Mawson
Ewa Kaszuba
Katie Turnbull
Kelly-Ann Lyle
Mark Gray
Michael Jeffries

Charlotte Mawson stated in her e-mail response that:

- I would like to express my thanks for the well organized and informative approach taken since the school closed in March. I have felt well informed throughout and been supported extremely well in terms of the plans to support key worker / vulnerable children and now other pupils returning as part of the partial reopening, as well as support being clearly available if needed to support staff well-being.*

Ewa Kaszuba stated in her e-mail response that:

- Since the school closure in March due to Covid-19, as a staff member I felt continuous support. I received explicit guidance on how to support key workers / vulnerable children. I received clear information on the support that is available for staff when it comes to their well being. I received clear guidance, training and feel prepared for the wider opening of school now.*

Katie Turnbull stated in her e-mail response that:

- As a member of staff I felt very reassured and well prepared for the expansion of partial opening due to the thoroughness and rigour of the risk assessment. This was supported and reinforced by comprehensive training for all staff.*

Kelly-ann Lyle stated the following in her e-mail response:

- *Transition is a big one for me (yes I have a daughter that is going to struggle with this in September so very much in the front of my mind) but not just for Year 6 but the other years that will be going through transition.*

Mark Gray provided the following response in respect of Covid-19
Just some general thoughts and questions that I would have discussed at the meeting:

- *How will we mitigate the risk of children falling behind because of the disruption to their education? Whilst this will be seen nationally as a risk, are we at greater risk at Rydal because of the existing gap. Is there a plan as to how we may identify those at greatest risk and be able to put a support plan in? We are producing a Curriculum Recovery Plan to identify potential gap created by the pandemic and plans for how we restart the curriculum. Currently we are discussing reducing down the extra-curricular programme for next year to create capacity for small group or one-to-one targeted tuition form class teachers, this approach has not always worked in the past as it has been difficult to get pupils to attend.*
- *Will we be able to be more flexible about learning targets / focus on sitting down and doing structured learning for a period when children do come back, as there will have been varying rates at which children will have been doing structured learning at home and it may take time to get back into the flow. We will need a comprehensive and lengthy reintegration process for pupils and staff alike. The flexibilities of which will be defined by the government guidance of safe practices and social distancing. Currently these are very restrictive which is why our focus is on a pastoral model rather than re-launching the curriculum.*
- *I think basically what I'm saying is that we don't know how ready for learning children will be when they come back, and how are we going to manage this alongside the need to make sure that children don't fall behind educationally (I have no easy answer I'm afraid, I know that this will be worrying everybody) We are currently looking at the staffing structure for September with a focus on how we provide care and support pupils through the disaster recovery phase. This will be the focus of Teaching Assistant and support staff time.*
- *In terms of children on an EHCP or needing one, to what extent has this process been affected by COVID – are assessments still being done / progressed? I would be a bit worried if it had all ground to a halt as these will be even more necessary for those who are returning to school in difficult circumstances. The processes have continued but remotely. The biggest challenge has been getting parents to sign off on paperwork due to them not being in the building. Miss Truby's determination and creativity have been exceptional and she has ensure processes have continued as close to normal as possible.*
- *Can we be sure that those leaving year 6 with additional needs can have an effective transition to year 7 / do we have a plan in place for this to liaise with the secondary school?*

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No, transition will be very different and limited this year. All Darlington schools are working very closely on the transfer of information and establishing comment systems for transition. But, the simple fact children will not be able to visit their new Secondary or Primary school for the Reception cohort will have a profound effect. The lack of SATs grades for Secondary's will also affect their normal practice in terms of setting. All schools are working on their integration offer for Autumn term as this will be very different this year.

- *How can we reassure parents who have struggled with home schooling that their child will catch up? The more parents are able to do at home the better. Obviously all children are going to be effected but we will be sharing our Curriculum recovery plan and sharing arrangements for September when we know more. My greater concern is any trauma children may experience at home or by coming to school under the current restrictions. If we keep children switched on to learning with a positive view of school the chances of the catching up are good. If children become traumatized, switched off to learning or scared of school then closing the gap becomes exceptionally difficult.*

Michael Jeffries made the following comments in his response to the Covid-19 (the Head Teacher's responses are provided in blue text):

- *Have we been able to monitor pupil's home schooling to a sufficient degree which allows us to identify those who need more of a catch up than others? This is almost impossible to do as we do not have any information from some pupils and for others we do not know how much is the pupil and how much is the parent. It is also difficult for children on site as we are not able to access the books. Baselines on return to school will be the most accurate measure once we are returning to curricular learning. I appreciate most if not all pupils will require some catch up in comparison to if they had spent the last few months in school, but do we expect that the Covid-19 situation will create more of a divide between higher and lower attainers? Yes, the research suggests it will. We are working on plans for targeted intervention, booster and tuition session and curriculum recovery and our most vulnerable groups will remain a priority.*
- *It is understandable that staff and parents alike will be more focused (at least initially) on the children's safety rather than educational growth, is there going to be increased responsibility on parents to pick up more on the educational side even once school reopens? We will create more opportunity but I don't think we can rely on things that remain out of our control. It will be about providing the opportunity as well as making the most of the time and resource he have when the children are on site.*
- *I had a similar thought to Mark Gray regarding transition of those year 6 pupils who may have already been in need of more support at what can be a very challenging time for even the most settled of children. See comment to MG response.*
- *Have the trust as a whole discovered any benefits to the Covid-19 situation? I know it's a strange question given all the risk assessments*

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and pressures to keep everyone safe but is there anything that has changed for the better which the leadership team will be looking to keep in place when things go back to normal? Improved use of remote meeting technology, significant time to develop Rydal's new curriculum for September 20, improved two way communication with parents, access to extended opportunity through remote learning, some smarter working practices, opportunities to participate in more online training and access to other schools meetings.

Bhup Singh provided the following response in response to the expansion of partial opening (the Head Teacher's responses are provided in blue text):

- *To add to MJ 1st point – Work packs need consideration as per the attainment level of child on Marvellous Me/Tapestry with Parents/Children not active encouraged to be so. Workpacks were distributed at pupil level, not always cohort level.*
- *To add to MJ 3rd point - It will be reasonable to plan for longer settling in time for students post Sep than it would have been without Covid 19 and after school holidays. Planning for September is very difficult at present as it cannot be assumed we will be back to normal. Whenever pupils start to return significant support will be required. We are also in the process of producing a Curriculum Recovery Plan to share information with relevant stakeholders as to how we will deal with the gaps in learning the pandemic has created.*
- *To add to MJ 4th point - I hope we do not go through the present situation ever again but with this experience we do understand that life does not stop due to an epidemic/emergency. For e.g. pupils are well trained for their actions required in an earth quake with regular drills in Japan on the lines of our fire alarm drills and whilst home schooling will not/should not be a regular feature, once we come out of this epidemic it may be worth pondering whether we should consider to start with a day or proportion of a day in a school year for online/home schooling. Parents/Students who cannot comply could be allowed in school while Teachers impart from school to keep the machinery well oiled. We will certainly be looking at how we can utilise the systems we have set up moving forward. Lessons learned from the current situation will also be included into the Business Continuity Plan (SJones to action)*

12 Policies for approval / review / information

The e-mail communication with Governors stated the following:

Agenda Item 12 a): for information – Swift Academies approved policies – Probationary Policy for Support Staff, Pupil Premium Policy, Infection Control Policy

Agenda Item 12 b): for information – school reviewed policies – Initial Teacher Education Policy, Sudden Death or Suicide Response Plan (updated contacts due to changes in staffing and school closure), Child Protection Policy (Covid-19 addendum added), Policy for Supporting Pupils with Medical Conditions, Guidelines for visitors in school, Charging and Remissions Policy, Intimate Care Policy

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Please note the content of Swift Academies and school reviewed policies. Policies can be found on corresponding websites.

Agenda Item 12 c): Covid-19 Behaviour Policy is attached. Please review the attached document.

E-mail responses were received from the following Governors, approving the Covid-19 Behaviour Policy with effect from Monday 8 June 2020:

Charlotte Mawson

Ewa Kaszuba

Katie Turnbull

Kelly-Ann Lyle

Mark Gray

Michael Jeffries

Kelly-ann Lyle stated the following in her response (the Head Teacher's responses are provided in blue text):

- I know that my daughter will struggle with the re-introduction of school and possible attachment difficulties and will be seeking support and steps to ease this (internal and external), assuming that this is going to affect a number of children returning, will this stretch the capacity of support we have? Assume the behaviour policy may possibly be an active policy depending on how each child responds to these feelings. Yes, potentially support will be stretched. Again, this forms part of the rationale for a staggered return in the coming weeks and possibly again in September.*

Mark Gray stated the following in his response to the Covid-19 Behaviour Policy:

- I am conscious that some children may be coming back in with some emotional difficulties if they have been in a challenging environment at home. On this point in particular, how will we manage possible behavioural challenges which may normally have required more of a sanction but, given that they may be the symptom of a wider emotional problem, requires a more understanding and therapeutic approach? I can see some additions to the Behaviour Policy (item 12) and that this can't be specific about leniency, but just wondered whether we would want to reflect in this document some of this context? The alterations to the behaviour policy reflect this and in the review for September need to continue to be reflected. This aligns quite nicely with the work around refocusing the view of 'behaviour' within the school to being encapsulated under Inclusion and SEND or Social, Emotional and Mental Health need and will be a key feature of staff CPD in 20/21.*

Michael Jeffries provided the following comments in respect of the content of the Covid-19 Behaviour Policy (the Head Teacher's comments are provided in blue text):

I would echo Mark Gray's comments surrounding potential leniency when dealing with possible behavioural changes spanning from a combination of the challenging environment at home and the Covid-19 measures in

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general. I accept that there is likely to be a fine balance between understanding behavioural changes whilst still retaining an effective support structure for all (not just those showing visible signs of having been affected).

13 **Date of next meeting Chairs and Vice Chairs meeting**
Autumn term 2020 – to be confirmed

14 **Date of next MAT Development Group**
Autumn term 2020 – to be confirmed

Concluding items

15 **Any urgent other business raised under item 3**

No items of urgent other business had been raised for consideration.

16 **Approval of documents for inspection**

Governors RESOLVED that the agenda, approved minutes and supporting documents be made available for public inspection with the exception of information concerning identifiable pupils and/or teachers.

17 **Date and time of future meetings**

Autumn term 2020 – to be confirmed

Governors were informed that a meeting schedule for 2020-2021 would be prepared and circulated by the end of Summer Term 2020.

This Record of Approvals was confirmed as an accurate record, by the Local Governing Body of The Rydal Academy as follows:

Dec 11, 2020

on: _____ date

signed by: (Chair)

Mark Gray

Mark Gray (Dec 11, 2020 11:15 GMT)

printed name: Mark Gray

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The Rydal Academy Record of Approvals June 2020

Final Audit Report

2020-12-11

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