

**MIDDLEWICH HIGH SCHOOL  
RESOURCES COMMITTEE MEETING  
PART 1 MINUTES**

<b>Date:</b>	Tuesday 11 <sup>th</sup> May 2021 at 4:30pm	
<b>Venue:</b>	Virtual Meeting using MS Teams	
<b>Present:</b>	Alan Dixon (ADI) Angela Deakin (ADE) Catherine Broadhurst (CBR) Colin Price (CPR) Heidi Thurland (HTD) Mike Finney (MFI)	Co-opted Governor Co-opted Governor Co-opted Governor Parent Governor (Chair) Head Teacher Co-opted Governor
<b>Apologies:</b>	Mike Taylor (MTA) Simon McGrory (SMC) Stuart Mayhead (SMA)	Staff Governor Local Authority Governor Co-Opted Governor
<b>Absence:</b>		
<b>In attendance:</b>	Rebecca Dale (RDA) Debbie Carter (DCA) Mark Edwards (MED) Steve Wiseman (SWI) Janine Barton (JBA) Athene Atkinson (AAT)	Clerk Business Manager Deputy Headteacher Assistant Head: Safeguarding SENDCo Finance Manager

The meeting met its quorum and started at 4:35pm

<b>AGENDA ITEM 1</b>	<b>WELCOME &amp; APOLOGIES</b>
<b>Discussion:</b>	The chair opened the meeting and welcomed the committee.  Apologies were received from Mike Taylor (MTA), Stuart Mayhead (SMA) and Simon McGrory (SMC) prior to the meeting.
<b>Decision:</b>	The apologies of the above-named governor were accepted by the governing body

<b>AGENDA ITEM 2</b>	<b>CONFLICTS OF INTEREST IN RELATION TO THIS MEETING (PECUNIARY OR OTHERWISE)</b>
<b>Discussion:</b>	There were no conflicts of interest recorded

<b>AGENDA ITEM 3</b>	<b>ANY OTHER BUSINESS</b>
<b>Discussion:</b>	The committee did not have any other business to discuss

<b>AGENDA ITEM 4</b>	<b>APPROVAL OF THE MINUTES</b>
<b>Decision:</b>	The committee resolved to approve the minutes from the meeting held on 2 <sup>nd</sup> March 2021
<b>Action:</b>	Approved minutes to be uploaded to GovernorHub & MHS Website <b>by: the clerk</b>

<b>AGENDA ITEM 5</b>	<b>MATTERS ARISING</b>
<b>Discussion:</b>	There were no items outstanding, nor matters arising from the previous Resources committee meeting.
<b>Action:</b>	1. Action log from today's meeting to be completed and circulated to meeting attendees <b>by: the clerk</b>

<b>AGENDA ITEM 6</b>	<b>GOVERNOR VISIT REPORTS</b>
<b>Discussion:</b>	<p>The governor visit reports were circulated to the committee prior to the meeting.</p> <p><u>Covid Risk Assessment</u> The Chair of Governors attended the site towards the end of last term to undertake a site-walk and review the updated risk assessment for the removal of year group bubbles in line with the easing of COVID-19 restrictions. The risk assessment was approved using a Chairs Action.</p> <p>The Government has now resolved to ease restrictions further from the 17<sup>th</sup> May, and the risk assessment has today been further updated to reflect this (11<sup>th</sup> May 2021). The Headteacher is awaiting final sign-off from the CoG before sharing with staff and publishing to the school website.</p> <p><u>Finance Link Governor Report.</u> The Finance Link Governor met with the SBM and Finance Manager earlier this month to discuss the school's 1-year and 3-year budget reports and discuss the difficulties that have arisen because of CEC changing their financial platform (there have been delays in CEC confirming some invoices, which have affected the overrun figures for the school). The Finance link was happy with the £390,000 carry-forward reported in the budget proposal, however, spoke with the SBM about including the 2.5% top-slice that would need to be included when the school achieves academy status. Also, a conversation was held around how joining the Trust may help with the negotiation of contracts, for example the Winsford buses.</p> <p><i>Q) You have mentioned a change in the financial year after academisation, how does that work? A) The school's current financial year end will remain as the end of march, with the requirement to run a second financial year end at the end of August to close off the Local Authority books before starting a new financial year on 1<sup>st</sup> September to bring the school in line with the Trust.</i></p>
<b>Decision:</b>	The committee resolved to accept the governor visit reports

<b>AGENDA ITEM 7</b>	<b>SEND RESOURCE REPORT</b>
<b>Discussion:</b>	<p>JBA presented to the committee on the update to the SEND Resource Provision (RP) (a copy was provided to governors prior to the meeting).</p> <p><u>Key points:</u></p> <ul style="list-style-type: none"> <li>● The Headteacher has been reviewing the effectiveness of the RP for some time now, and the environment of the RP within the school.</li> <li>● The quality of the space within the RP is not as effective as it could be.</li> <li>● The presentation this evening is a proposal for a three-year plan for SEND</li> <li>● The school has recently secured funding of £182,000 to improve the RP</li> </ul>

- Funding of £51,000 is also allocated from CEC to help with meeting the needs of SEND pupils
- Floor plans are now available demonstrating how the space can be used more efficiently.
- The school also plans to implement a forest school curriculum area with the funding.
- The staffing structure within the RP will be reviewed to enable the best support for students where it is required.
- Whilst the plans may be ambitious, they show determination in the mindset for providing the best provision for our SEND students – currently 25% of the school's cohort.
- Improving the attendance rate for SEND students is also a major focus of the dept. as is reducing the number of SEND student exclusions
- The SEND dept. wish to review the number of students who are coming into MHS without having needs identified and ensure that needs can be met sooner than they are currently.
- The team wish to enhance the mainstream provision for SEND students and will look at a 6-week intervention programme to improve literacy, numeracy and communication and provide a fully inclusive curriculum where appropriate.

*Q) Is the £51,000 pounds funding provided to the school each year, and is it provided to all secondary schools?*

*A) No, it must be applied for and is only available for secondary schools with a RP. The application form is also written from a primary school perspective and not a secondary.*

If we can show positive outcomes at MHS and can work with the primaries to give them the confidence to implement something similar within their schools, then the LA will support that, and it will help us with our intake further down the road. It makes sense to tackle this as early as we can with a child to enable them to receive the necessary support as soon as possible. With an EHCP, schools must provide the first £6000 of funding, which is a huge amount for a primary school.

The Headteacher has made the decision not to replace the 3 vacant TA positions, but instead increase the contracted hours of the current TAs to 37.5. This will be done for 12 months while the effectiveness of the dept. is reviewed.

*Q) What does a forest school look like?*

*A) It is a cabin that will be positioned where the science garden is now. Students will be able to do a bushcraft day outside and there will be a sensory garden and an allotment space, it will be an outdoor learning space with a small teaching space inside.*

The committee, SENDCo and Headteacher discussed the impact that the improvement of the RP would have on MHS students with additional needs, for example providing a safe space if a student requires time out to desensitise, a quiet meeting space for families and staff, a space for staff to provide interventions for SEND students to support literacy and numeracy. This will also compliment the work undertaken by the Safeguarding team and Pastoral team to ensure that those with complex needs are receiving the necessary support around attendance and mental health.

	<p>Q) Are all our SEND students now back at school and settled following the last lockdown?  A) There are still a small number of students who have not yet returned after lockdown as they are anxious about coming back into school. Lockdown has had a massive impact on some of our more vulnerable students however we are working hard with the attendance officer and getting students back on reduced timetables with a view to building it up gradually over time. We are also undertaking some face-to-face learning with those students to try and build their confidence.</p> <p>Q) At the last meeting you reported that we had received requests for 20 RP places for September 2021, but only had around 10 available. Have we now agreed the numbers for next year?  A) The numbers are still fluctuating, however currently there is one place in the ASD provision. Some students who applied and were offered places have now declined them. I am not concerned that we currently have one space as I am confident that it will soon be filled.</p> <p>Q) You refer to dyscalculia in your presentation. Can you explain what this is please?  A) Yes, dyscalculia is very similar to dyslexia in that it is a learning disorder, however it affects numeracy not literacy, affecting the ability to acquire arithmetical skills.</p>
<b>Decision:</b>	The committee resolved to accept the SEND presentation and update.
<b>Action:</b>	1. Floor plans for the improved RP to be shared with governors via GovernorHub <b>by: the Headteacher/Clerk</b>

**JBA left the meeting at 5.20pm**

<b>AGENDA ITEM 8</b>	<b>SAFEGUARDING REPORT</b>
<b>Discussion:</b>	<p>The Safeguarding report was circulated to the committee prior to the meeting.</p> <p><u>Key points:</u></p> <ul style="list-style-type: none"> <li>● Across the county it is evident that students are struggling with the return to school and there have been lots of issues with friendship groups since children have not been socialising with peers in the same manner due to lockdown restrictions.</li> <li>● There are concerns around the mental health of young people. MHS has been fortunate to have access to SWaNS for those pupils who are requiring counselling, as the CAMHS waiting list is currently four months.</li> <li>● The staff member responsible for our Looked After Children (LAC) will be leaving education to start a new career, however another member of staff has been working alongside them for succession planning and will be taking over the role in September.</li> <li>● One student placed on a child protection plan last week</li> <li>● Referral made to the Prevent Team for extremism. This is the first time that the school has needed to do this, and it was a very efficient service. The referral required no further action.</li> </ul> <p>Q) Who are prevent team?  A) Prevent are part of the government's counter-terrorism strategy and they provide support in tackling terrorism and extremism. This incident was picked up via the Smoothwall filter on the school's web access and via things said in class.</p> <ul style="list-style-type: none"> <li>● There has been an increase in the number of students self-harming and admitted to hospital.</li> </ul>

	<ul style="list-style-type: none"> <li>There is a new pathway in Cheshire East alerting schools where pupils have been admitted to hospital because of self-harm, to provide appropriate support. Whilst this is beneficial the school has received 7 reports to date.</li> </ul> <p><i>Q) Was this level of self-harm happening prior to the pathway and the school wasn't aware?</i>  <i>A) No, it is often picked up by schools and by parents in the first instance.</i></p> <p><i>Q) The report refers to peer-on-peer abuse and teaching about sex and relationships. This is something that has been in the news recently, but could you elaborate in case governors are not fully aware?</i>  <i>A) The new Relationship and Sex Education curriculum came into effect last year, however we have only managed to implement it this year because of the lockdowns and pupils isolating. This has allowed us to iron things out and identify slightly different techniques of teaching it. RSE is not subject matter that we could teach remotely, and we will now be teaching it through i-Value lessons. We also receive information or time from the NSPCC and similar organisations, and we are confident that the material taught in these lessons is age-appropriate for the relevant year groups.</i></p> <p>The chair stated that he would like for governors to get involved again with student voice when face to face visits can resume.</p> <p>This week is also Mental Health awareness week and work is being carried out within school around this for both staff and students.</p>
<b>Decision:</b>	The committee resolved to accept the Safeguarding report
<b>Action:</b>	<b>1.</b> Share information about the Prevent Team with governors <b>by: clerk</b>

**SWI Left the meeting at 17:34**

<b>AGENDA ITEM 9</b>	<b>FINANCE REPORT</b>
<b>Discussion:</b>	<p>The proposed 1-year and 3-year budget plans were circulated to the committee prior to the meeting along with the 2020/21 Budget outturn report, budget meeting approval process and supplementary notes following the meeting between the SBM and the Finance Link Governor on 5<sup>th</sup> May 2021.</p> <p>If the Resources committee are happy with the proposed budgets, they can be present to the FGB for final approval on 18<sup>th</sup> May 2021.</p> <p>The SBM wished to make governors aware that there was a line in the sand with the budget proposal as of today, 11<sup>th</sup> May, however the budget can be amended throughout the year as circumstances change.</p> <p>The SBM also took the opportunity to welcome the Finance Manager to her first Resources committee meeting and thanked the Finance Link Governor for her input and assistance in setting the budget.</p> <p>Version 1 of the budget presented to the committee reflects the school remaining as a LA school, version 2 reflects the school converting to Academy status. The SBM included a copy of the statement from the LA from April to March.</p>

Key points:

- The COVID-19 pandemic meant that the budget set last March changed significantly due to school closures and replacing normal resources with items such as hand sanitiser, antibac wipes and sprays, PPE etc.
- The carry forward for this period is a lot higher than normal because of the change in spending.
- Some areas have increase in spending for example caretaking and cleaning, however other areas have reduced due to the school being closed for lengthy periods, and both staff and pupils working remotely.
- Some services have been unavailable therefore spend on these has also reduced
- The LA have changed their accounting package from Oracle and have been experiencing issues, which have led to the delays, along with staff working from home.
- Where invoice amounts have not been received, the SBM has made assumptions based upon previous years, however these figures will be subject to changes once the invoices have been received.
- There are approximately £48,500 of bills that we know have not been journaled to our accounts yet therefore not included in the yearend figures, however, will be included in next year's figures.
- The carry forward figure of £390,000 is a best-case scenario and may change subject to the above.
- School closure has meant a reduction in utility bills during the last financial year.

The chair referred to the excellent report provided by the Finance Link governor, further complemented by the SBM's detailed budget report due to discussions held during their link meeting. Any questions that governors may have had were pre-empted by the SBM and covered in the report.

The chair thanked the SBM for providing the two scenarios based upon whether the school remains as a LA school or converts to academy status.

*Q) What has happened with the Y7 catch-up premium?*

*A) There is nothing on the DfE or ASCL website to confirm if the catch-up premium will be reinstated as it has been replaced with the National Funding Formula. The school did, however, receive a COVID catch-up premium this year. The Age-Weighted Pupil Unit (AWPU) has also increased.*

*Q) Where are we up to with the 80% staffing costs?*

*A) The figures include increasing the contacted TA hours to 37.5 hours per week. We also have an incredibly top-heavy teaching staff, with many having taught at the school for a number of years. Until we get some movement in staffing, we are carrying very expensive teaching staff.*

*Q) Will the school be challenged by anyone on this if we go over 80%?*

*A) It is not recommended; however, we must manage it. Pay scales are reviewed and we can look at moving some to leadership scales where appropriate. Whilst there are other models that can be looked at, many of our staff are at the top of their pay range and have been with the school for a long time. We are looking at every scenario and curriculum changes to be more efficient. The school is not overstaffed, it is just the way in which longstanding staff are paid.*

	<p><i>The superannuation figures for the local government pension scheme are currently 34% and have been for the last couple years. This is an incredible amount of money for our non-teaching staff, and hopefully can be reviewed once we convert to academy status.</i></p> <p>The SBM gave a precis of both version 1 and version 2 of the budget proposals. These are subject to change with reference to the LA Year end figure. Version 2 does not have any changes other than including the 2.5% top slice for the Trust.</p> <p>The SBM proposed that governors accept version 2 of the budget as this was the more likely scenario, with version 1 standing should the conversion to academy being delayed.</p> <p>The SBM informed governors that V1 of the budget shows a carry forward on the 2<sup>nd</sup> line at bottom, which is a cumulative run up to £600K in year three. The LA accounting package does not allow any money to be put back into that budget therefore it has to sit in separate code. The school can have up to a 5% carry forward and anything over this would be clawed back by the LA, however in V2 the top slice reduces this carry forward. V1 is around 9% over the 3 years. However, the SBM has spoken to Schools' Finance and because the increase is due to savings made during COVID, if we put this in writing to them detailing why, they will not claw this money back.</p> <p>The chair proposed that governors accept version 2 of the 1-year and 3-year budget plan.</p>
<b>Decision:</b>	The committee resolved to accept the 1-year and 3-year budget proposal.
<b>Action:</b>	1. Finance documents to be shared with the FGB for the meeting on 18 <sup>th</sup> May 2021 to approve the 1-year and 3-year Budget <b>by: clerk</b>

AGENDA ITEM 10	PP SPEND REPORT
<b>Discussion:</b>	<p>The PP Spend report was circulated to the committee prior to the meeting.</p> <p>Key points:</p> <ul style="list-style-type: none"> <li>• The chair felt that there is still too much information on the report, however it gives a good idea of what the funds are being spent on.</li> <li>• There is a discrepancy between the figure at the top of the report - £164,770, and the figure at the bottom - £158,530. This will need further clarification as KHO was not at the meeting.</li> <li>• Governors agreed that going forward the report would be better sitting with the Progress and Attainment committee as the reports is not so much about the amount of PP funding received, more as to how it is being used to benefit students.</li> </ul> <p><i>Q) Could someone explain to governors what STAR, Bedrock and PiXL Unlock are please?</i>  <i>A) They are support programmes for students to supplement their learning at home. STAR is an online adaptive assessment program which uses a number of questions to assess a student's early literacy and numeracy skills. Bedrock is a nine-year digital literacy and vocabulary curriculum designed to support the learning of students. PiXL is a collaborative partnership which puts together resources for schools and PiXL Unlock is one of the strategies that comes from that. As well as improving knowledge and understanding they help to identify where there are issues with students' development, for example with reading and comprehension.</i></p>

	<p>Q) Has the Attendance Officer now been appointed?  A) Yes, an existing member of staff has moved into this role. They have knowledge of managing the attendance and assisted the previous officer. We will now work to get children back into school and work to reduce the attainment gap.</p>
<b>Decision:</b>	<ul style="list-style-type: none"> <li>• The committee resolved to accept the PP Spend report</li> <li>• The committee agreed that the report would be better placed at the P&amp;A committee meetings.</li> </ul>
<b>Action:</b>	<p>1. Clarify the discrepancy in the figures as noted above <b>by: chair</b></p>

**AAT left the meeting at 18:15**

AGENDA ITEM 11	ATTITUDE TO LEARNING REPORT
<b>Discussion:</b>	<p>The ATL report was circulated to the committee prior to the meeting.</p> <p><u>Key points:</u></p> <ul style="list-style-type: none"> <li>• ATL reporting is slightly lower on this occasion due to focusing only on Gold and Silver awards (previous reports also included Bronze awards)</li> <li>• The benchmark is 85% with an ambition of 100% but the groups are thereabouts.</li> <li>• There are a core group of students in Y9 who are attaining gold, however there are also students within this group who are attracting additional support.</li> <li>• Work is being carried out to analyse pupil premium students for attitude to learning in years 7 to 9 which is not on the report</li> <li>• Analysis has already identified that Y7 Pupil Premium students perform better than none-PP students so we can already see an ambitious future vision for these children and their families.</li> <li>• This demonstrates the impact that the teaching, learning, and pastoral support has.</li> <li>• It is being communicated regularly with staff that they need to be on the corridors to supervise the children to ensure they behave in a well-ordered manner that is safe.</li> <li>• Some “pinch points” have been identified on the current one-way system, and additional support staff have been required to come out of their offices to supervise children heading to classrooms during times of movement; it is not just about attitudes to learning in the classroom environment, but also within the corridors. Students have a respect of the building.</li> <li>• SLT are conscious to not relax any COVID measures too quickly and are still very aware of the presence of the virus and those who have been affected. The one-way system will remain moving forward because of the increasing student numbers and the pressure on the communal spaces.</li> </ul> <p>Q) With reference to the graph, the percentage of Gold awards reduces as the students move up through the school. Is this because it gets harder to achieve gold as they progress or is it due to lack of interest as the pupils get older?  A) This is possibly because teacher expectation changes as the students get older – students are required to do what is expected as they move through the school, rather than rewarding them for it as they may do in Y7/8. As this has only just been introduced it will be interesting to see how it impacts current Y7/8 students as it is the expectation for them.</p> <p>The DHT added that students will also be able to trade in 3 gold awards for a special star badge as an incentive.</p>
<b>Decision:</b>	The committee resolved to accept the Attitude to Learning report

AGENDA ITEM 12	ATTENDANCE REPORT
<b>Discussion:</b>	<p>The Attendance report was circulated to the committee prior to the meeting.</p> <p><u>Key points:</u></p> <ul style="list-style-type: none"> <li>● The school is focused on setting up robust individual attendance plans with those families where student attendance is poor and also for pupil premium students, with incentives to keep them in school.</li> <li>● The school is aware that a quarter of its lowest attending students are those with Educational Healthcare Plans (EHCP), a proportion of which are receiving pupil premium funding. Governors need to be aware that that there is a gap when comparing the two timeframes, however after the whole school returned in March there is a narrowing of the gap.</li> <li>● Specialist provisions have been found for several students with very complex needs who have been unable to attend school due to covid shielding. These provisions are better suited to meeting the needs of those students.</li> <li>● Lockdown has caused some students to suffer from very high anxiety and they are struggling with returning to school. The pastoral team are working with these students and their families to support them.</li> </ul>
<b>Decision:</b>	The committee resolved to accept the Attendance report

AGENDA ITEM 13	EXCLUSIONS REPORT
<b>Discussion:</b>	<p>The Exclusions report was circulated to the committee prior to the meeting.</p> <p><u>Key points:</u></p> <ul style="list-style-type: none"> <li>● The DHT thanked MFI for supporting the school with the reintegration of 3 students returning from exclusions this week.</li> <li>● Whilst the Head reserves the right to make student exclusions, it is a last resort and the school will look to find an alternative provision at another school in the first instance. However, COVID restrictions have meant that this has not been an option for most of the year. This means that when comparing the exclusion figures for this year to the same period last year, governors will see a slight increase in numbers.</li> <li>● The school is very confident that exclusion numbers are lower than national average, one reason being the Attitudes to Learning culture within the school.</li> <li>● Repeat exclusions are limited.</li> <li>● A post exclusion checklist is now completed with actions for the student going forward. The pastoral team also provide support to the student. An example of an action is intervention through the governors, where expectations are made clear to students and families. We also use Police Community Support Officer (PCSO) intervention, and multi-agency work where appropriate.</li> </ul> <p><i>Q) A recent conversation with the Street Pastors in Middlewich identified that underage drinking is quite an issue within the town. Is the school aware of any specific interventions that might be required?</i></p> <p><i>A) Lockdown may have led to students not having certain boundaries enforced, or routines in place. The PCSOs have reported that there have been groups of young people on the park who have had access to alcohol however this has not appeared in school. The use of alcohol and drugs are addressed by the school through its i-Value lessons.</i></p>
<b>Decision:</b>	The committee resolved to accept the Exclusions report

AGENDA ITEM 14	STAFFING REPORT
<p><b>Discussion:</b></p>	<p>The staffing report was circulated to the committee prior to the meeting.</p> <p><u>Key points:</u></p> <ul style="list-style-type: none"> <li>● Covid isolations remain quite small with a minimal impact on teaching and learning.</li> <li>● There are a small number of staff who have been affected by serious illness. This has contributed to the higher than usual absence figures. Governors should be reassured that the absences are not linked to dissatisfaction or stress at work.</li> <li>● There is lots of support in place for those staff via multi-agency support to manage this, along with staff welfare.</li> <li>● There have been three applications for the English post, and interviews will take place for the role next week. An update on recruitment will be presented at the next FGB.</li> <li>● A new Head of Science has been appointed and they will also join the SLT as Assistant Headteacher.</li> </ul> <p><i>Q) Do you have an up to date organisational chart that could be published on GovernorHub so that governors know the names and roles of staff within school.</i></p> <p><i>A) Unfortunately there isn't an operational chart available. There is software that can do it, however it would require somebody physically inputting the information.</i></p> <p>The head informed governors that she will be carrying out some work on succession planning, which will be shared with the governing body. This will give awareness for the finances in terms of how the school will plan for staffing over the next three to five years. This is a lengthy piece of work so will take some time to complete.</p> <p><i>Q) Has there been an increase in staff absence compared to non-covid times over the past year?</i></p> <p><i>A) It's difficult to comment on this as it is like comparing apples with pears. The issues around absence this year are very different to absence last year, for example staff having to isolate or look after dependants who have been isolating. We can certainly run an annual attendance report for both pupils and staff, however there isn't any information to benchmark as the reasons for absence are so different.</i></p> <p><i>I think that this year is more difficult with regards to some of the longer term absences; last year there were a couple of staff with long term absence but this year there has been around five or six. They are absolutely valid reasons for the staff being unwell but it has led to triggers for the absence management policy which we have not had to implement before.</i></p>
<p><b>Decision:</b></p>	<p>The committee resolved to accept the staff absence report</p>

AGENDA ITEM 15	HEALTH & SAFETY UPDATE
<p><b>Discussion:</b></p>	<p>The Health &amp; Safety report was circulated to the committee prior to the meeting.</p> <p><u>Key points:</u></p> <ul style="list-style-type: none"> <li>● There is a health and safety audit taking place on the 15th of June 2021.</li> <li>● Annual Statutory Compliance Testing – Carried out by Ian Hales, School Liaison and Compliance Officer, CEC on 14th December 2021. This ensures that the school is arranging and carrying out testing, monitoring and inspection, at the appropriate frequency, of various items of plant and machinery.</li> </ul>

	<ul style="list-style-type: none"> <li>● Report received – 23rd February 2021 (attached) – Equality Act 2010 / (DDA) Access Audit and Action Plan was out of date – to be reviewed by SLT. All elements under the comments sections are being followed up with the relevant trades</li> <li>● Environmental Health – CEC ChESS – Annual Audit – did not take place in 2020, due to Covid restrictions. The next audit will take place before the summer holidays, these are unannounced visits, therefore no dates agreed</li> </ul> <p>Q) What is ChESS? A) ChESS stands for Cheshire East School Service and provides details of all of the traded services offered to schools through a buyback service. We have used this recently for the Legionnaire check and also the asbestos risk assessments.</p> <ul style="list-style-type: none"> <li>● The COVID risk assessment has now been updated in line with the DfE policy so will be reviewed by the CoG and uploaded to the school website on Monday.</li> </ul>
<b>Decision</b>	The committee resolved to accept the health and safety update.
<b>Action:</b>	1. Updated risk assessment to be approved and uploaded to GovernorHub and the school website <b>by: CoG</b>

<b>AGENDA ITEM 16</b>	<b>GDPR UPDATE</b>
<b>Discussion:</b>	<p>The GDPR report was circulated to the committee prior to the meeting.</p> <p><u>Key points:</u></p> <ul style="list-style-type: none"> <li>● There have been no incidents or breaches reported to the DPL so far this term.</li> <li>● The Privacy Notice for students and parents has now been updated</li> <li>● The Data Protection Policy has now been updated.</li> <li>● There have been no requirements for any DPIAs so far this term as there have not been any new applications implemented.</li> <li>● The GDPR link is meeting with the DPL on 17<sup>th</sup> May. A report will be fed back to governors at the next Resources committee meeting.</li> </ul>
<b>Decision:</b>	The committee resolved to accept the GDPR update

<b>AGENDA ITEM 17</b>	<b>PARTNERSHIPS / ENGAGEMENT</b>
<b>Discussion:</b>	<ul style="list-style-type: none"> <li>● The Governance Newsletter is now available on GovernorHub.</li> <li>● The FGB will look at building partnerships with key stakeholders once COVID restrictions are lifted.</li> </ul>

AGENDA ITEM 18	POLICIES
<b>Discussion:</b>	<p>The following policies were reviewed by the committee</p> <ul style="list-style-type: none"> <li>● Data Protection - approved</li> <li>● JCQ Guidance Centre - approved</li> <li>● MHS Privacy Notice Students &amp; Parents - Approved</li> <li>● NQT Induction - Approved</li> <li>● Stress Management – Approved subject to amendment (also add to H&amp;S report)</li> </ul> <p>The Stress Management policy needs to be reviewed annually</p> <p>Suites of policies will need to be added to each policy, however the suites will need clarifying with the Vice Chair.</p>
<b>Decision:</b>	<ul style="list-style-type: none"> <li>● The committee resolved to approve the policies listed above</li> </ul>
<b>Action:</b>	<ul style="list-style-type: none"> <li>● Policies to be updated to “approved” and uploaded to the website where applicable <b>by: clerk</b></li> <li>● Clarify the suites of policies with the Vice Chair of Governors <b>by: clerk</b></li> </ul>

AGENDA ITEM 19	STATEMENT OF IMPACT
<b>Discussion:</b>	<ul style="list-style-type: none"> <li>● Received, discussed and approved the minutes from the meeting held on 02.03.2021</li> <li>● Received, discussed and approved governor visit reports</li> <li>● Received, discussed and approved SEND update</li> <li>● Received, discussed and accepted Safeguarding report</li> <li>● Received, discussed and accepted the updated Finance report</li> <li>● Received, discussed and accepted the 1-year budget proposal</li> <li>● Received, discussed and accepted the 3-year budget proposal</li> <li>● Received, discussed and accepted Pupil Premium spending report</li> <li>● Agreed that the Pupil Premium Spend report should be moved to the Progress and Attainment committee</li> <li>● Received, discussed and accepted Attitude to Learning report</li> <li>● Received, discussed and accepted Pupil Attendance report</li> <li>● Received, discussed and accepted Pupil Exclusion report</li> <li>● Received, discussed and accepted Staff Absence report</li> <li>● Received, discussed and accepted the revised Risk Assessment and H&amp;S report</li> <li>● Received, discussed and accepted the GDPR report</li> <li>● Received, reviewed and approved the policies listed under item 18</li> </ul>

**There being no further business, the meeting closed at 18:48**

**The next meeting of the Resource Committee will take in the 2021/22 Term. The date is to be confirmed.**