



Learning together; learning for life

CHERRY TREE SCHOOL LOCAL GOVERNING COMMITTEE MEETING Thursday 8th February 2024 at 6.30pm at the school

Name	Governor Type	Attended
Adem Baysal	Parent governor	Attended
Sandra Child	Co-opted governor	Attended
Simon Englander	Co-opted governor	Attended
Jade Hoare	Staff (Support) Governor	Attended
Emma Lad (Clerk)	Clerk	Attended
Dawn Lavalette	Co-opted governor	Attended
Emma Penfold	Staff (Teaching) Governor	Attended
Captain Mark Scoulding (Chair)	Co-opted governor	Attended
Emily Sheppard	Parent governor	Attended
Cheska Tyler (HT)	Headteacher	Attended
Marie Vankova (SBM)	SBM	Attended
In attendance		
Rebecca McCafferty	Observer - teacher	Attended
Vicky Carrack	Inclusion leader/ SENDCo	Attended

Governor challenge was highlighted in yellow.

Governor actions are highlighted in italics.

Discussion via Governor Hub is listed below in Appendix B

Meeting started at 7.05pm

	Approval	Information	For feedback/questions	Action
KEY:				

No	ITEM	Action
1	Welcome, apologies and reminder of confidentiality. The meeting was quorate.	



Learning together; learning for life

2	<p>Notification of any other business</p> <p>There was no notification of any other business.</p>	
3	<p>Conflict of interest with agenda items to be declared.</p> <p>There were no conflicts of interest with agenda items declared.</p>	
4	<p><u>Minutes of the last meeting (09.11.23)</u> and matters arising</p> <p>The minutes were approved as an accurate record of the meeting and will be signed by the chair via Governor hub. All matters arising are completed or agenda items.</p>	
5	<p>Communication from the Trust</p> <p>Trustees' minutes Governance framework</p>	
6	<p><u>SEND update</u> – moved to later in the meeting.</p>	
7	<p>Chairs update</p> <p>a) Termly Chairs meeting report</p> <ul style="list-style-type: none"> • Different political parties' approach to education if they are elected were discussed as there is a general election this year. • Trust growth was discussed. • Health and safety audits have been outsourced to a company. <i>There needs to be a H&S linked governor for any concerns that are raised. Dawn Lavalette volunteered for the role.</i> • Sandra Child was appointed as vice chair for the board. Governors thanked her for taking on the role. • <i>Governors were asked to send their photos to the school office so that badges can be created.</i> • Governors were updated on the Governance review taking place. • <i>The following governors were asked to complete exclusions training with the National College if not already completed – Dawn, Sandra, Adem, Mark, Emily.</i> <p>b) nqa-skills-dashboard-single-schools-CTS.xlsx – there are no issues</p>	<p style="text-align: center;">Dawn Lavalette</p> <p style="text-align: center;">All governors</p> <p style="text-align: center;">Named governors</p>



Learning together; learning for life

except for charring committees.

- c) Governors discussed the increase in suspensions and exclusion nationally and concerns around the impact on children in schools.

The clerk sent the following guidance to support governors understanding of their statutory responsibilities.

This is by no means an exhaustive list but makes you aware of the main documents.

DFE GUIDANCE

1. [School suspensions and permanent exclusions](#)
 2. [Behaviour and discipline in schools: guide for governing bodies](#)
- If the child has SEND, then the following will also have to be considered:
3. [SEND code of practice: 0 to 25 years](#)

In particular, governors should note:

9.93 There may be a range of reasons why it may not always be possible to take reasonable steps to prevent a mainstream place from being incompatible with the efficient education of others – for example, where the child or young person’s behaviour systematically, persistently, or significantly threatens the safety and/or impedes the learning of others.

OTHER VERSIONS OF THE DOCUMENT:

- [SEND: guide for schools and alternative provision settings](#)
- [SEND support: easy-read guide for parents](#)
- [SEND: guide for early years settings](#)

The DFE guidance has been used to inform the [HCC guidance available on the Grid](#)

- [HCC exclusions guidance](#)
- [HCC exclusions guidance supplement](#)
- [HCC model suspension and exclusion letters](#)

The guidance from the DFE has been used to inform the Trust/ School policies listed below:

- [Link to website for Trust policies](#)
- [Link to website for school policies](#)

Trust Behaviour principles
Trust suspensions and exclusions policy
Trust inclusion policy
School Behaviour policy

If the child has SEND, then the following policies will also have to be considered: SEND policy.

The following is from the [Governance Framework](#):



Learning together; learning for life

AREA OF RESPONSIBILITY	TRUST BOARD	TRUST BOARD COMMITTEES		EXECUTIVE LEADERSHIP	HEADTEACHERS	LOCAL GOVERNING COMMITTEE				
PASTORAL		A	S	Responsible for coordinating the pastoral approach	R	Responsible for delivering a pastoral approach including implementing the nurture principles	R	Supporting by reviewing the pastoral approach	S	
EXCLUSION OF A PUPIL			Informed	I	Informed	I	Responsible for administering fixed term and permanent exclusions	R	Responsible for reviewing the use of exclusion and to decide whether to confirm any permanent exclusion	R

<p>8</p> <p>Headteacher report</p> <p>Associated reports: Termly Safeguarding report HIP visit feedback Finance reports</p> <p><u>Questions were sent ahead of the meeting via Governor Hub and answered by staff – See appendix B.</u></p> <p>Questions/ discussion from HT report:</p> <p><u>Premises:</u> <i>The governors discussed the need to paint the Mulberry building and Dawn offered to speak to her company regarding completing the work as a charity day. The SBM and Dawn will liaise.</i></p> <p>The format of the HT report G: Can we have what was reported last meeting in the report for the term-on-term figures? HT: Yes, I will add in for future meetings.</p> <p><u>Website review</u> G: The website attendance target needs to be updated as it is still 94%. The HT will update.</p> <p><u>Pastoral care:</u> The governors fed back that the Pastoral report was helpful for seeing the support being offered in the schools. The Trust is currently reapplying for the National schools nurturing award and governors offered support if needed for the staff. Governors discussed what the award means for the Trust and schools.</p> <p><i>The governors requested the Pastoral Lead present at the next meeting.</i></p> <p><u>Workforce wellbeing survey</u> The HT fed back that the staff wellbeing survey shows the staff across the Trusts views on wellbeing. The questionnaire used compares with national data from all schools who complete it.</p>	<p>SBM/ Dawn Lavalette</p> <p>HT</p> <p>HT</p> <p>HT/ Clerk (Agenda)</p>
--	--



Learning together; learning for life

The staff results showed that the results were higher than last year for considering leaving your job and moving into another profession. Staff have said they would leave because of overwhelming workload. The HT understands with the issues faced by the school in terms of SEND and supporting children with minimal local authority support. There has been additional capacity and funding invested to support the staff with this area since the survey was completed and a training plan has been created for the school to support staff.

The chair explained that teachers leaving the profession is a national issue, but the schools are fairing much better than other schools. The issues raised in the survey reflect the need which had been identified and supported by the Trust through the autumn term.

There was positive feedback on the career pathways within the schools.

G: What was the uptake of completing the survey?

HT: It was nearly all staff.

G: Is there anything the Trust can put in place for the staff?

Chair: The pay is in line with the Burgandy book. There is a wellbeing package for staff including counselling, dental care, and private medical care.

G: Could we add a poster with great reasons to work for the Trust to the school toilets?

HT: We can investigate it.

G: Was the school happy with the results?

HT: There are issues but overall, the feedback was very positive from most staff. It was a realistic reflection of what the school has been managing in the last term. There were areas that had dropped from previous years, but it is understandable.

G: What has changed year on year to create the change?

Staff: The increase in SEND in the school and the knock-on effect on every area in the school. We have managed to improve spaces and services in the school since completing the survey.

Governors discussed the issues because of the pandemic and the impact on the younger children coming into the school. There is also a rise in SEND in schools because of better medical care which means children are surviving premature birth earlier. There are children with higher needs and more of them with less services in place to support. There is also a change in parental support being offered to the school and there is a lack of trust in the staff and their professional capabilities. The school is trying to work with the parental community to increase awareness.

G: Is there training which could support staff with working with parents?

HT: The problem is more systematic in the country. There are a lot of different cultures within the school, and we must work on supporting understanding of the schools' roles.

G: Can we ask for training for staff on difficult conversations?

HT



Learning together; learning for life

	<p>HT: Yes, we can speak to the Trust.</p> <p><u>Parental complaints</u> The Chair explained about the complaints which have been received recently. The policy is being reviewed in the summer term and there will be a clearer escalation process on the school's website. The HT will action and share with governors.</p> <p>An EDI survey will be completed before the end of the academic year.</p>	<p>HT</p> <p>HT</p>
<p>6</p>	<p><u>SEND update</u></p> <p>Vicky SENCo joined the meeting 7.33pm</p> <ul style="list-style-type: none"> • The SENCo explained the levels of need within the school and the increase in the number of children with higher need who have been recognised as needing a specialist provision. • Governors have visited the Cherry blossoms class and seen the provision within the school. • There will be a presentation in the summer term of the data for the school. <p>G: What do you do in a week? HT: We have a lot of external visitors (speech and language therapists, specialist Autism teachers, Chessbrook support etc.). A large part of the role is organising the visits and ensuring teachers and TAs are released where needed. The school is getting a reputation for strong support for SEND children. I also complete Education, Health, and Care Plans (EHCP) annual reviews organisation and documentation for applications. The school does not have any children without funding, but the funding allocated is minimal even for children with the highest needs. The school is expected to pay the first £6000 of the care and then there is a top up from the EHCP. As the children's funding is linked to them the school cannot employ staff on permanent contracts. There are lots of interviews taking place to employ new TA's. There is a large amount of training they must complete to work in the role. There is also different training needed depending on the needs of the child.</p> <ul style="list-style-type: none"> • Staff governors explained that the SENCo offers emotional support for staff and advice on interventions. The timetabling for interventions is also managed as part of the role. This allows for additional support which cannot be managed without the SENCo. • There is co-ordination with the Pastoral team to ensure children are appropriately supported. • The Trust SENCo had been off unwell and so school SENCo's covered the workload until they returned. 	



Learning together; learning for life

	<ul style="list-style-type: none"> • The increase in numbers and the speed that things are coming through are an issue. This includes the Local Authority team requesting the school take a child within two weeks which does not allow for recruitment of support. • There is a new team 'Ask Sally' which are more supportive and are helping with paperwork as the children have not previously been met by professionals. • The governors discussed the impact of children coming in because the school is below the Published Admissions Number versus under Fair Access Protocol. The HTs are looking at whether there is more support which can be offered across the Trust on admissions. • Cherry Blossoms now has a class teacher and supports 8 children with funding. 7 children have EHCP's, and one child has Higher Needs Funding. It is a lovely learning environment, but it is a lot for the staff, and it has taken until now for them to learn the routine. The progress for the group is very good but there is very challenging behaviour. The children have been able to show different skills in the provision. • The introduction of the teacher for the class, although having a budgetary impact has supported the provision and ensured it is supporting children's progression. Unfortunately, the funding is not forever, and the school is looking at how this can be supported for the long term. <p>G: Should the children be in special schools? SENCo: There are two children who are assured a place, and many more about to start/are starting their journey to get on that list.</p> <p>The governors thanked the SENCo and the other staff for all their hard work and support for children and their families. The HT fed back that she is very proud of the staff and the welcoming environment they create.</p>	
<p>9</p>	<p>Stakeholder engagement</p> <p>Covered under previous agenda items.</p> <p><i>The mapping exercise whiteboard is available, and governors were asked to review. The Chair will be working with staff on community engagement.</i></p> <p>It will be reviewed further at the next governors meeting.</p>	<p>All governors</p> <p>Clerk (Agenda)</p>
<p>10</p>	<p>Policy tracker review and policies due</p> <p>Trust policies approved and available via Governor Hub policies folder.</p> <p>School policies: <i>Simon Englander has been delegated authority to approve the Equality statement</i></p>	<p>Simon Englander/ HT</p>



Learning together; learning for life

	<p><i>including accessibility plan policy.</i></p> <p><u>Behaviour policy</u> (matters arising) – The SLT have reviewed, and it will be sent to governors to review via Governor Hub. Governors agreed for the policy to be reviewed via Governor Hub with a week to comment.</p>	HT/ All governors															
11	<p><u>Risk register</u></p> <p>Governance succession planning for key governance roles – Red risk</p> <p><i>The Chair explained that the Trust training session will be around the risk register for the Trust. The governors can then review in the next meeting.</i></p>	Clerk (Agenda)															
12	<p>Training</p> <p><i>Governors were asked to complete the following courses I not already completed:</i></p> <ul style="list-style-type: none"> • <u>Annual certificate in safeguarding for governors and trustees for primary schools and academies (2023-24)</u> • <u>Cyber security training for school staff - NCSC.GOV.UK</u> • <u>Annual certificate in the prevent duty for primary schools and academies 2023-24</u> 	All governors															
13	<p><u>Governor monitoring reports</u></p> <p><i>Governors were reminded to complete visits and submit reports</i></p> <ol style="list-style-type: none"> <i>Safeguarding</i> <i>SEND</i> <i>Attendance</i> 	All governors															
14	Clerks update – Distributed via Governor Hub																
15	<p>Any other business</p> <p>None requested at the beginning of the meeting.</p>																
16	<p>Future Dates</p> <table border="1"> <thead> <tr> <th>Date</th> <th>Start</th> <th>Meeting</th> </tr> </thead> <tbody> <tr> <td>Tue 5 Mar 2024</td> <td>19:00</td> <td>Governor and Trustee training session</td> </tr> <tr> <td>Tue 14 May 2024</td> <td>19:00</td> <td>Governor and Trustee training session</td> </tr> <tr> <td>Wed 26 Jun 2024</td> <td>10:00</td> <td>Chairs meeting</td> </tr> <tr> <td>Fri 5 Jul 2024</td> <td>00:00</td> <td>Cherry Tree LGC meeting</td> </tr> </tbody> </table>	Date	Start	Meeting	Tue 5 Mar 2024	19:00	Governor and Trustee training session	Tue 14 May 2024	19:00	Governor and Trustee training session	Wed 26 Jun 2024	10:00	Chairs meeting	Fri 5 Jul 2024	00:00	Cherry Tree LGC meeting	
Date	Start	Meeting															
Tue 5 Mar 2024	19:00	Governor and Trustee training session															
Tue 14 May 2024	19:00	Governor and Trustee training session															
Wed 26 Jun 2024	10:00	Chairs meeting															
Fri 5 Jul 2024	00:00	Cherry Tree LGC meeting															
Meeting ended 8.23pm																	



Learning together; learning for life

Appendix A: Matters arising from 9.11.23 and outcomes		
6	<p><i>Equalities information update – governors were reminded to complete.</i></p> <p>Annual declarations to be read and approved – All governors have completed.</p>	All governors – completed.
7	<p><i>Governors were asked to pick an area they are interested in and carry out a visit each term to ensure they understand how the school runs. There are only five weeks left of the term, so governors were asked to organise as soon as possible. The Chair will add a post to Governor Hub for discussion regarding visits.</i></p>	All governors – agenda item 13
10	<p><i>The HT will update Every, the website and internal school systems with the new policies.</i></p> <p><i>The HT explained the behaviour policy is being updated to support behaviour within the school and update the house points system. The policy will be sent via Governor Hub for review and approval via Governor Hub.</i></p>	<p>HT – agenda item 10</p> <p>HT/ All govs – agenda item 10</p>
11	<p><u>Risk register</u> - <i>The register will be reviewed in greater detail at the next meeting.</i></p>	Clerk (Agenda) – agenda item 11
12	<ol style="list-style-type: none"> 1. <u>Annual certificate in safeguarding for governors and trustees for primary schools and academies (2023-24)</u> 2. <u>Cyber security training for school staff - NCSC.GOV.UK</u> <ul style="list-style-type: none"> • New governor training <i>The clerk showed governors the National College website and how to access training.</i> • 	All governors – agenda item 12
13	<p><i>SEND – visit completed and report to be uploaded to Governor Hub by Mark Scoulding.</i></p>	Mark Scoulding – completed.
9	<p>Stakeholder engagement</p> <p>The chair shared his screen regarding the <u>CTS Community mapping document</u>.</p> <p><i>The HT will add a link to Governor Hub for further discussion and ideas to be added.</i></p>	HT/ All governors – completed.



Learning together; learning for life

Appendix B: Discussion via Governor Hub ahead of the meeting:

Emma Lad

Have a look at this:

[nga-skills-dashboard-single-schools-CTS.xlsx](#)

Hello,

Please see a link to the updated skills audit. We can review tonight if you think there is time.

See you at 6.30pm

Emma

Cheska Tyler

Hi everyone,

For personal reasons (I'm feeling rough and the thought of getting home at 10pm tomorrow isn't appealing) would it be possible to start tomorrow at 630 in the hope of an earlier finish.

To sweeten the deal, it's taken me 3.5 years but there will be wine and cheese (and of course non alcoholic options!). Please let me know if you can't make the earlier start time and we will stick to the original.

Thank you.

Emily Sheppard

I'm always up for an earlier finish so I can get in my pjs quicker, can do either time!

Mark Scoulding

6:30pm is good for me!

Emma Penfold

Good with me!

Sandra Child

6.30pm is good for me too. Hope you feel better soon.

Adem Baysal

Good for me!

Simon Englander

18:30 should be fine. We have parents' eve tomorrow so apologies if I'm a few minutes late.

Mark Scoulding

It sounds like we are all agreed on a 6:30pm start and an earlier finish. Thanks everyone!

Mark Scoulding

Hi everyone! Please can I remind governors to submit a governor monitoring report after their termly visit. When we met together as an LGC in November we asked all governors to choose an area of interest and complete a visit before Christmas, if they had not already done so. If you have an outstanding monitoring report to share, please send it to our clerk, Emma, as soon as possible for uploading to GovernorHub. You can find the template here: <https://app.governorhub.com/document/63dbb6434ef1d795bd14bb30/view>. This is a really important aspect of governance where we can add value! Thanks in advance for your support.

Cheska Tyler

Have a look at this:

[SEND information for Governors Feb 24.docx](#)



Learning together; learning for life

Here is a brief update on our numbers for SEND.

Vicky Carrack, our SENDCo and Inclusion Lead will be joining us on Thursday to talk through SEND and to answer any questions you may have as it's such a challenging area currently.

Thank you.

Cheska Tyler

Have a look at this:

[IMAT PST Trust report Autumn 2023.24.docx](#)

Cheska Tyler

Have a look at this:

[HT Report Feb 24.pptx](#)

Cheska Tyler

Have a look at this:

[8. HT report](#)

Please find all supporting documents in this folder e.g. finance, pastoral, safeguarding etc. HT report will be uploaded tomorrow. I have some incorrect information regarding reception applications which I would like to confirm and adjust.

Looking forward to seeing you all next week (Thursday 7pm) at Cherry Tree.

Mark Scoulding

Please can I encourage all governors to read and acknowledge (with a thumbs up!) Cheska's Head Teacher's Report and any supporting documentation in good time before our meeting on Thursday. If we have any comments or questions, it is essential that we ask them sooner rather than later so that staff have time to respond while carrying out their regular duties. Thank you everyone!

Here are my comments:

General:

- Thank you, Cheska, for another engaging report. This format is certainly reader-friendly. We appreciate all the work that goes into it.

Safeguarding:

- Thank you to everyone involved for their hard work. Angela Lench deserves a special mention because updating the CSR is no mean feat!

Attendance:

- Is 96% attendance still the aspiration? What further measures could be embraced? What is current thinking and best practice in the education sector? I know we have discussed this before, but it makes such a difference to child outcomes and was brought up by Ofsted.

Health and Safety:

- Thank you Sharon for submitting another CIF bid. This has been a vital funding stream that Cherry Tree staff would not have had capacity to draw in. Your efforts are very much appreciated.
- Regarding redecoration, I would be happy to arrange some corporate volunteering, if appropriate.



Learning together; learning for life

Trust Collaboration:

• I hope I'm not being self indulgent - but I want to mention the partnership between the IMAT pastoral teams and Watford Salvation Army around Christmas. We distributed £3,000 shopping vouchers and more than 600 Christmas presents. It's the pastoral teams who identify struggling families, win them over and get the practical assistance into their hands. They do an amazing job! Beechfield, Cherry Tree and Laurance Haines Schools (and Chater Junior School) have all received new toys and equipment from the surplus donations. It's been amazing!

Thanks again!

Sandra Child

Thanks for the report Cheska, it is very easily to read and lots of positives for Cherry Tree. I just have a quick question regarding attendance, how does the schools PA of 14.89% compare with other schools in the trust and also the Herts and National PA figures? Many thanks.

Carmel Old

Hi Cheska, thanks for the report. I know we all said it before but the format is definitely more user friendly.

*Well done on the pupil numbers in the Jan census; that's fantastic news! Do you think the increase in nursery numbers is due to anything you've done in particular or is it the case that awareness of the school is just starting to spread?

*You mentioned that you had some new pupils with high needs due to start. Is there an element of the school becoming a victim of its own success? When I visited the SEND provision it was very calm and the children were all engaged in their task but I'm aware staff had been finding it challenging. Has this improved or is it still a really challenging situation?

*There seems to be a bit of a downward trend in the number of PPG children. Is this reflective of changing demographics in the area?

*Really positive that the English Hub felt they had seen significant improvements between their visits. Just a couple of questions about the data: What do leaders think is the reason behind the big difference in PPG attainment in reading and writing? Are you expecting the improvements in reading to begin feeding into the children's writing? Are there opportunities for moderation within the IMAT? Is there potentially an issue with inaccurate assessment or are staff unsure of how to identify pupil next steps?

Thanks!

Carmel Old

Sorry, I also meant to ask about the National Tutoring Programme. Is that used for the booster tutor? Thanks.

Emma Hibberd

Mark: (96% attendance is still an aspiration for us. We continue to monitor children's attendance on a fortnightly basis and Sandra is also great at flagging children in between these meetings. Unfortunately, our two main issues are sporadic illness (particularly at this time of the year) and term time holidays. Illness is a difficult one to combat but the NHS has recently published some guidance called 'Is my child well enough to come to school?' which we have circulated. Term time holidays are obviously discouraged and never authorised but again in the current financial climate more and more parents are taking their children out in order to save money on a holiday. Our systems are robust and the teachers are great at flagging to parents when attendance is dipping.

Sandra: Our PA is at 14.89%, BFS is at 17.9% and LHS is at 15.3% so we have the lowest across the Trust



Learning together; learning for life

and National is at 17.8% so again below that level. I would still like to see it come down further but we are going in the right direction.

Carmel: National Tutoring Programme is used for our Booster Tutor however we get very little funding from this now.

Emma Penfold

Hi Carmel, thanks for the question about reading and writing. We are really pleased with the English Hub. Our recent HIP report also outlines that the work seen in books of PP and SEN children has improved in most classes which means the staff are becoming more confident in challenging these pupils. Myself and the reading lead have done some work with the classes where this wasn't as evident.

I'd have to look into the data in depth, but my gut feeling is there are of course many reasons for the gap between PPG attainment. Often these children come to us half way through their schooling, often their attendance is lower than average. Often there is less parental engagement meaning that these children don't read at home. In general (but more recently in Year 6 - which I'd love to tell you about later) we try to embed a love of reading in the children so that even if they aren't supported, they will choose to read at home. This in turn affects their writing as we know. I've also been working with a lot of teachers on having higher expectations in Writing lessons which is ongoing CPD.

We moderate Writing as a Trust 3 times a year which has been much more helpful this year as we have all written agreed pieces of writing to compare together. The idea is that this continues to strengthen staff's accuracy when assessing.

5 hours ago

Emma Lad

Hello all,

I have uploaded the agenda, linked here: [24.02.08](#) for the meeting on **Thursday 8th February 2024 at 7pm at the school.**

Please let us know if you are unable to attend

Thank you
Emma

Emma Lad

Reminder to complete statutory training:

Hello all,

This is a gentle reminder that there are three statutory courses for governors and trustees to complete inline with national safeguarding requirements. Could you please complete before our next meetings as we are now entering the Spring term?



Learning together; learning for life

If you have already completed please ignore this email unless you have completed under another email address (with another school). If you have completed under another email address please can you send me the dates completed and I can add to your National College login for the Inclusive MAT.

The three courses with [the National College](#) are:

1. Annual certificate in understanding the prevent duty for primary schools and academies.
2. Annual certificate in safeguarding for Governors and Trustees for primary schools and academies.
3. Cybersecurity training for school staff.

Thank you for your time and your help is much appreciated
Emma

Sandra Child

Hi Emma, I think I have completed everything, although the Prevent training appears to have been added to my Watchlist again today. If you need me to forward you my certificate please let me know. Sandra

Emma Lad

Hello Sandra, thank you for letting me know. Please ignore the added item. Have a good day. Emma

Dawn Lavalette

Hi Emma. I believe I completed all my training pre Xmas. Do I need to complete this again? Thanks Dawn

Emma Lad

Hello Dawn, Prevent has been added as it was updated in January. You have completed all the other courses. Thank you Emma

Carmel Old

Hi Emma, I have completed Prevent and safeguarding training (both in September) through my role at my school. Is there a way this can be logged? Thanks!

Emma Lad

Hello Carmel,

If you can send me the courses and the dates you completed I can add them to your record. Please don't do them again!

Emma Lad