



**Minutes of the Kings Langley School Board meeting  
Held on Tuesday 24.03.26 18:30 - 20:30 IN SCHOOL**

**Present**

Graham Craggs COM, Dawn Helfgott COM, Rosemary Inskipp COM, Alex Micheals COM, Geoff Shepphard COM, Frances Stickley COM, Tania Giles PAR, Alana Ivey PAR, Stacey Kingshott PAR, Alison Martin PAR, Fionnuala O'Driscoll PAR, David Fisher HT, Martin Bell (PAR)

**In attendance**

T Middleton (Governance Professional), Lucy Sudbury, Graeme Searle

**Absent:**

Emma Kell COM, Mark Morant COM, Phil Slade COM

**Documentation circulated in advance of the meeting:**

- |   |   |
|---|---|
| KLS FGB Meeting Agenda 24.03.26               | 8. Governor Statutory Safeguarding Report SPRING 1 2026 |
| 10. Finance                                   | 8. Governors Summary of Behaviour MARCH 2026            |
| 13. Policies                                  | 11. Training-KingsLangley                               |
| 3. Confirmations-Summary-Kings Langley School | Kings Langley School Action on Bullying                 |
| 3. Register-of-interests-Kings Langley School | Kings Langley School Early Careers Teachers Policy      |
| 5 Draft GB meeting 08.01                      | Kings Langley School Employee Wellbeing Policy          |
| 5 Draft GB meeting 09.03                      | Kings Langley School Home school agreement              |
| 7. Draft ARRC minutes 26.01                   | Kings Langley School Learning outside the classroom     |
| 7 Draft curriculum meeting 02.02              | Mental health and emotional wellbeing policy            |
| 7. Link visits                                |   |

**Meeting opened at:18.38 ACTION**

**1 Welcome:**

1. The chair (FS) welcomed colleagues to the meeting
2. The chair noted that the meeting is quorate (on-third of those in post)

**2 To receive apologies for absence and to consider approving any absences:**

1. Colleagues were reminded that notification of absence from a meeting should be forwarded to the clerk, Chair and Head at least 3 days in advance of the meeting and that it is the decision of the Board whether to approve an absence. Governors/Trustees are being increasingly held to account for their commitment and capacity to attend meetings regularly, with schools now required to publish this information on their websites

Signed: Frances L Stickley 1 of 11 Dated: 30/4/26

2. Apologies were received and absence accepted from: Emma Kell COM, Mark Morant COM, Phil Slade COM

3 Confidentiality and to declare any Conflict of Interest from any items on the agenda and confirm if any new declarations require adding to the register:

1. Colleagues were reminded that if a governor/trustee, or anyone else present, has a conflict of interest on an agenda item(s) – pecuniary or other, they must declare it and voluntarily withdraw from the meeting for that item(s) and not take part in that discussion. It is for individual governors/trustees to declare a conflict and voluntarily withdraw and not for another governor/trustee to instruct withdrawal
2. None declared
3. Colleagues were reminded to add any new declarations to the statutory register which is recorded in GHUB and published on the school website and alert the governance professional and Chair of any updates
4. None declared
5. Colleagues were reminded that if any colleague has received any gifts or hospitality, it should be recorded on the statutory register
6. None declared
7. Colleagues undertook an annual review of the register of the statutory declarations register and noted any links to the contract register
8. Confirmation was given that the GHUB register reflects completion by all governors/trustees for the current academic year

8 To receive a report from GS on safeguarding, behaviour, attendance and exclusions, and questions from governors:

The “Governors Summary of Behaviour MARCH 2026” report was presented. Further questions and discussion elicited that:

1. **Recognition Points** - Trend: The number of recognition points awarded to students each week has increased every year since 2022-2023.
2. This is a positive indicator of a culture that values and actively rewards good behaviour, aligning with DfE guidance on fostering a positive behaviour culture and Ofsted’s expectations for a “calm, orderly, respectful, supportive and positive environment”
3. **Equipment** - Trend: Incidents of students not having the correct equipment have decreased significantly over time showing students are “school ready”.
4. Consistent improvement here suggests effective routines and expectations. Governors will continue to monitor whether all groups of pupils are being supported to meet these standards. It is clear these smaller barriers are

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supported through the correct mechanisms for key groups but the expectations for these groups remain once equipment and uniform has been provided.

5. **Uniform** - Trend: A drive on uniform standards has led to more sanctions, attributed to increased staff vigilance focusing on the smaller things that some schools allow this aligns with the higher standards being set at the school year on year.
6. While higher sanctions may reflect higher expectations, governors were assured that these are applied fairly and consistently, and that there is a balance between sanctions and support for students who struggle to meet standards (especially those with SEND or other needs).
7. **Tardiness** - Trend: There has been a dramatic reduction in total tardy minutes over the years. Most students have little or no tardiness, with a very small group accounting for a disproportionate amount.
8. This is a strong indicator of improved punctuality. Governors were assured that targeted interventions for the small group with persistent issues and ensure support is in place for those with underlying barriers are in place
9. **Behaviour Sanctions** (Red Cards) - Trend: An increase in red cards is attributed to a strategic drive for consistency and high standards using a “warm–strict” approach.
10. Increased sanctions can be positive if they reflect higher and more consistently applied standards. Governors noted this correlates with overall improvements in behaviour and classroom climate, and whether sanctions are proportionate and fair.
11. **Recognition vs Sanction** - Trend: The ratio of positive to negative behaviour points has improved year on year, with 87% of points now positive.
12. This aligns with best practice in behaviour management, where positive reinforcement outweighs sanctions
13. **Bullying** - Trend: Bullying incidents decreased from 79 (2023-24) to 75 (2024-25), and stand at 36 midway through 2025-26. The school has implemented anti-bullying training and education through the Dianna award promoting confidence in students to report and support.
14. A downward trend is positive, and governors were assured that robust recording, analysis, and follow-up of incidents, and that anti-bullying strategies are regularly reviewed for impact.
15. **Suspensions** - Trend: Suspension rates are now well below national averages, with a significant reduction to 2.09% so far in 2025-26.
16. This a strong outcome, and governors were assured that data for disproportionality (e.g., by gender, PP, SEND), and ensure that reductions are

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due to improved behaviour rather than under-reporting or reluctance to suspend is considered by the leadership team

17. Question - How are recognition and sanction systems monitored for fairness and consistency, especially for vulnerable groups? Regular analysis of the recognition points issued by staff. Figures are divided by individual staff members, totals issued, per class, by Year Group etc. This enables staff and Middle and Senior Leaders to see which staff are not issuing enough recognitions points, meaning that relevant conversations can take place. 'Hotspot' documents are issued to all Middle and Senior Leaders every fortnight, showing which classrooms, departments and areas of the school were responsible for the greatest number of sanctions (Red Cards, Tardiness Minutes and Removals from Class). Leaders then know which staff may require support (and with which classes). Also, the Pastoral Leaders, Subject Leaders, SLT and Fast Action Response staff know which parts of the school to visit to lend support to ensure the KLS culture is being exhibited. A live spreadsheet that extracts data from Class Charts has been created, enabling Pastoral Leaders and SLT to filter recognition points and sanction by student, Year Group and possible vulnerable group. There have been whole staff briefings where we have asked staff to have a particular drive on issuing recognition points to specific groups, if the data suggests this is required.
18. Question - What support is in place for students who are persistently late, removed from lessons, or at risk of exclusion? Late to school = logged on Class Charts so key staff can run reports and highlight which students and families require support. The Pastoral Team, including an internal Family Support Worker, then know who to reach out to. Attendance is monitored daily and we have different groups of staff taking charge of different groups of students. For example, Pastoral Support Officers running mentoring sessions for students who require a 'light touch' to improve their attendance, all the way to our Family Support Worker conducting regular home visits and liaising with additional external agencies to help those in need of more. Students removed from class = they are taken to a nearby classroom with older students present, where they sit at the back of the classroom and continue with their work. For certain individuals, we also have the Inclusion Room where students can work in an individual booth to reduce distraction. Classwork in line with their timetable is collected and taken to them and the room is supervised through the entire day – meaning that learning continues to take place. At risk of exclusion = we have internal mechanisms such as Student Support Books (to the Form Tutor, Pastoral Leader and SLT), Pastoral Support Plans where there are fortnightly meetings with parents and the students and targets are set and then reviewed. We utilise 'outreach support' from our two Education Support

Signed: Frances L. Shelly 4 of 11 Dated: 30/4/26

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Centres (students having individual appointments with specially trained external staff weekly). We also have the option of 'in-reach' education where the student would spend a half-term/term at the Education Support Centre, and other Alternative Provision sessions, in which a student would spend a half-day or full day not at KLS, but would be working towards a qualification in another area e.g. building, mechanics, hair and beauty, animal care etc.

19. Question - How does the school ensure that improvements in behaviour are sustainable and not simply the result of increased sanctions? We have specific policies that have been amended in line with our drive on improving behaviour and culture which all staff abide by. Below this, we have purposefully implemented procedures and systems that are universal across the school, meaning that things are dealt with consistently by staff and students know what to expect in every situation. The majority of behaviour metrics have shown sustained improvement over the past four years – even though at certain points, we deliberately set out to improve standards further in certain areas, leading to a slight spike in sanctions. As Year Groups spend longer at KLS using these procedures, the more we expect the behaviour and culture to improve. For example, the current Year 7s and 8s have not known any alternative to our morning line-up procedures and think of this as the 'KLS way'. In 3 years time, the entire lower school will be in the same position. We run regular whole staff briefings on recognition, ensuring that we remind staff to keep the momentum going, particularly at the end of a term. We have also added new positive elements such as the 'standout student' award and have promoted our revamping of the KLS Colours Awards to create an even greater sense of positivity across the community.
20. Question - Are anti-bullying strategies having a measurable impact, and how is pupil voice included in reviewing these strategies? In terms of the data, the strategies implemented do show a positive impact. Such strategies have included: a carefully designed assembly programme, registration programme and academic curriculum in key subjects; external speakers being booked; hosted the Anti-Bullying Ambassador Training Programme which empowered students and staff to change the attitudes, behaviours, and cultures of bullying behaviour by building skills and confidence to address different situations both on and offline; student leadership groups focused on matters of inclusion: Bold Voices, Pride Club and the Anti-Racism Team, who meet regularly and deliver student led assemblies with the guidance of staff; Self-Esteem Project – a root and branch attempt to tackle misogyny; regular newsletter articles to parents; improving the general standard of behaviour and culture across the school community

Signed: Frances L Sherry 5 of 11 Dated: 30/4/20

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- Question - How are parents/carers and staff involved in shaping and monitoring the behaviour culture? Parent voice questionnaires are completed annually and feedback considered in terms of amending policies and/or procedures. Parents also provide feedback via email and other communications with staff. The Staff Forum meet once per half term and have an open agenda. The discussion points are shared with SLT and the considered responses fed back. There are also many other meetings in which staff can share their views on the behaviour and culture at KLS (subject meetings, line management meetings, pastoral meetings, etc). All items raised are given careful consideration and could potentially shape school culture.
22. Question – Is the social inclusion team having an impact? The social inclusion team has grown and the year 7,8,9 attendance data reflects the positive impact it is having on attendance. The safeguarding context is driving the staffing structure
  23. Question – Are you seeing an increase in CPOM reporting? Yes, this is being consistently applied and monitored
  24. Question – How do the teenagers see the value? We are deliberate with the language used and encourage reintegration type meetings. Prom points are in place for Year 11 which is a more bespoke reward and more meaningful
  25. Question – Years 7 and 8 seem more elevated than previous years? Yes, the pastoral leaders are working with these children and their families. The children are happy to report their problems and we can then support them. Expectations are high and consequences are in place when they are not met
  26. Question – Is this a small number of students? Yes. We recently had antibullying day with external professionals to give strategies
  27. Question – Has there ever been one victim and several bullies? Yes, however unkindness and friends falling out is evident in year 7 especially the girls
  28. Staff are provided with feedback when there are any concerns raised which is used to inform interventions for “lost children”
  29. Question – Do you get pressure from external agencies that exclusion might be supportive? The school adheres to the exclusion policy and guidance and adjustments are made to policy depending on the need of the individual
  30. The Board noted the update and agreed that the proactive approach to safeguarding is embedded in the culture of the school. Thanks were extended to GS for his leadership in this key area

GS left the meeting at:19.00

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9 To receive a report from LS on the SDP, and questions from governors:

The SDP progress report was presented. Further questions and discussion elicited that:

1. Ofsted Area to Improve - Teachers to consistently use the most effective teaching strategies, ensuring all pupils have opportunities to deepen and consolidate complex knowledge.
2. Strategic Principles - Curriculum: Rich, broad, knowledge-based; Pedagogy: Exceptional teaching and learning; Aspirations: Unlocking everyone's potential; Conduct: Positive character and community contribution; Community: Support for everyone to be their best; Leadership: Outstanding at all levels
3. Overarching Themes - Belonging and Positivity: Safeguarding, character, inclusive curriculum; Ambition: Staff development, effective teaching, outstanding Sixth Form; Innovation: Streamlined systems, improved facilities, financial sustainability
4. Detailed Improvement Priorities
5. Safeguarding - Maintain a vigilant safeguarding culture; Promote online safety - Embed positive mental health and wellbeing
6. Curriculum and Teaching - Ensure a challenging, accessible curriculum; Develop independent learning and digital skills; Personalised staff CPD - Consistent, high-quality teaching and feedback
7. Achievement - Close attainment gaps for vulnerable students; Improve outcomes for high attainers; reduce subject variation; Develop literacy and numeracy for progression
8. Attendance and Behaviour - Strengthen attitudes to learning and aspirations; Embed form tutor role for belonging and engagement; Maintain high attendance and punctuality, especially for vulnerable students
9. Personal Development and Wellbeing - Inclusive, compliant RSE curriculum; Prepare students for future pathways (Unifrog, Gatsby benchmarks); Develop student leadership and aspiration (house system, leadership opportunities); High-quality pastoral and character education
10. Inclusion - Support and strong progress for Pupil Premium, SEND, and high-need students
11. Sixth Form - Raise attainment and progress at KS5; Strengthen Sixth Form culture and accountability; Increase recruitment and ensure personalised support
12. Leadership and Governance - Improve parental engagement; Ensure consistency in policy and quality assurance; Enhance financial management and sustainability; Develop facilities for wellbeing; Prioritise staff and student wellbeing in decision-making

Signed:

*James L Sherry*

7 of 11

Dated:

*30/4/20*

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13. Governors agreed that plan is comprehensive, covering all key areas: safeguarding, curriculum, achievement, behaviour, inclusion, Sixth Form, and leadership. There is a strong alignment with Ofsted's recommendations and the school's mission/values.
14. Question – Is there any progress 8? Not yet due to covid. Attainment is available but does not reflect progress
15. Question – Was EID authorised for the students? Yes, but this does affect attendance overall using a R code.
16. Question – Was EID authorised for staff? Yes, and this impacts on capacity
17. Question – Can INSET days be aligned with the Primary schools? That would be something a MAT would support
18. Governors welcomed the clear focus on consistency, wellbeing, and high expectations and the emphasis on both academic and personal development, with robust systems for support and accountability.
19. Governors agreed that link visits should monitor progress against these priorities and ensure that actions are implemented, especially around teaching quality and inclusion.
20. Governors agreed with the school's self-evaluation which are linked to data compared to national
21. The Board noted and thanked the presenter for the informative update in particular impact of the objectives

LS left the meeting at: 19.25

4 To consider notification of any items for AOB:

1. None

5 To agree minutes of the last meeting: (previously circulated):

1. The minutes of the meetings dated 08.01.2026 and 09.03.2026 which were circulated in advance of the meeting were agreed as an accurate record; signed and dated by the Chair and added to the school files
2. It was noted that the signed copy of the minutes must be kept indefinitely. They must be held at the school for a period of six years, after which they can be sent to archive. 75 external applications received for sixth form

6 To consider matters arising from the last meeting's minutes:

1. The matters arising from the last meeting's minutes were considered and it was agreed that all actions are closed or in hand or on the current agenda
2. Colleagues reminded to attend the targeted training
3. Link visits were debated and governors encouraged to ensure that their link is visited this academic year and circulate the report on GHUB link tab found on the Governing body tab

Signed: James H. Steady 8 of 11 Dated: 30/4/26

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7 To receive Committee, Panels and Link Visit Reports since the last meeting, consider recommendations from the Committees and note action taken under delegated authority:

1. The **Curriculum Committee** met on 02.02.26 and 09.03.26 – the key point of discussion was the external review of PSHE. The school is providing excellent provision and adapted to the current context and wider world issues. The quality of resources and teaching was highly commended and students provided positive feedback and how they value this area of the curriculum. AI is being used to make complaints at present which is concerning
2. The **ARR Committee** met on 26.02.26 – the key point of discussion was the annual in-depth review of the risk register which was amended accordingly. Expenditure for the upgrade of the dining facility was approved which allows for an additional 40 students to dine. The current in year surplus is £60k. The financial benchmarking was interrogated
3. The following **link visits** were noted
4. The annual Filtering and monitoring test was undertaken. The Digital Strategy has been reviewed and address the 6 DfE core points. Cyber security has been added to all governor training and it is mandatory for the RPA insurance. Staff undertake an annual update. Sixth form continues to progress and the desire for expectations is clear
5. **Question – What is the PAN for sixth form? We can continue to increase numbers. There is a published admission criteria which is robustly adhered to. Currently 150 in each year group is catered for**
6. **Question – Will we have vocational courses? There is a lot of external change and reform at present**

Sixthform visit	18 Mar 2026	Frances Stickley
ICT Digital Strategy	13 Mar 2026	Alana Ivey
Science Link Visit	2 Feb 2026	Alison Martin
PRE	27 Jan 2026	Alana Ivey
Geography Link Visit	27 Jan 2026	Alex Michaels

## 10 Financial update:

1. The Board noted the plans for budget setting and approval process for 2026/7. The GAG has been received and the school is currently looking at a £10k surplus. The scenarios will be presented in the summer term
2. The Board noted the financial position of the school

Signed: Frances L Stickley 9 of 11 Dated: 30/4/26

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## 11 Governance:

1. Governor Training and Development – the training record was reviewed and colleagues reminded to attend appropriate training to support their governance roles and encouraged to undertake the training identified as a priority
2. Governing Board Membership/Vacancies. Parent governor vacancy to be promoted to the parent body
3. Governor and Trustee Conference 2026: Governing for Tomorrow - Tuesday 28th April 2026 18:00 – 20:00 online - Free to governance services subscribers

## 12 Chair's Business:


1. The AGM was held today
2. The Chair has met with the Parish Council in response to the support being provided and commitment has been promised. The Parish Council AGM is meeting on 23.04.26 at 19.00 in the Sixth form
3. The Parent Carer Association (PCA) is gaining momentum and having a positive impact (tap and go, individual contributions) and governors are invited to attend the events to support fund raising
4. There are no written resolutions to report
5. There have been no formal complaints this term to report
6. There have been no GDPR breaches to report.
7. The Chair confirmed that there are no notifications and correspondence received to share
8. Confirmation was given that no action has been taken by the chair on behalf of the board since the last meeting
9. It was agreed that there are no items to be added to the risk register from this meeting
10. Colleagues confirmed that the meeting has been conducted in an open manner, and, that all governors have been able to participate and contribute to discussions
11. Priorities for the next agenda were considered in line with the PoW

## 13 Policies:

1. The Board ratified the following policies which were circulated in advance of the meeting

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 Kings Langley School Action on Bullying

 Kings Langley School Early Careers Teachers Policy

 Kings Langley School Employee Wellbeing Policy

 Kings Langley School Home school agreement

 Kings Langley School Learning outside the classroom

 Mental health and emotional wellbeing policy

2. The mobile phone policy will be circulated in due course and feedback welcomed from governors

3. **ACTION: Policies to be published to stakeholders**

DF

14 Any Other Business:

1. None

15 To agree Date of next meeting:

1. Colleagues were thanked for their contribution to the meeting
2. The next meetings will be held on **Thu 30 Apr 2026 18:30 in school; Thursday 30th April 2026 18:30 - 20:30 at the school**
3. **Friday 3<sup>rd</sup> July at 08.30 Prevent training in school**

The meeting closed at: 20.01

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