

Minutes – City Academy Council

Date: 3 December 2025
Location: City Academy (CLF Institute)
Time: 5.00 pm

Present:

Ruth Pickersgill (RP)	Sponsor Academy Councillor (Chair)
Claire Rodgers (CR)	Teacher Academy Councillor
Jason Clarkson (JC)	Student Advocate
Sejal Patel (SP)	Sponsor Academy Councillor (Co Vice Chair)
Leigh McKenna (LM)	Sponsor Academy Councillor

Attendees:

Ben Tucker (BT)	Principal
Catherine Hickey (CH)	Assistant Principal
Tony Searle (TS)	Executive Principal
Joannie Nakakawa (JN)	Observer (support staff)
Tammy Lancaster (TL)	SENDCO
Tessa Clark (TC)	Clerk

Apologies:

Mahalah Katz (MK)	Sponsor Academy Councillor
Donna Taylor (DT)	Parent Academy Councillor
Leah Dowty (LD)	Sponsor Academy Councillor (Co Vice Chair)
Kate Yedigaroff (KY)	Parent Support Staff Academy Councillor

Item	Description	Action
1	Introductions	
1.1	RP welcomed councillors to the meeting, and introductions were made.	
1.2	RP also welcomed the new Support Staff councillor, JN who attended as an observer while her checks are being completed.	
1.3	The council expressed their thanks and said goodbye to Linda, the previous Clerk.	
1.4	RP noted apologies for the reduced attendance, explaining that several members were unwell and some would be arriving late.	
1.5	RP confirmed that the SEND presentation would be taken first as BT was delayed.	
1.6	BT joined the meeting at 18:00 after visiting another school and apologised for the delay. TS arrived at 18:30 following commitments in Tewkesbury.	
2	Declarations of Interest	
2.2	There were no verbal declarations of interest made for this meeting.	
3	Minutes of Previous Meeting and Matters Arising	
3.1	The minutes of the meeting held 1 October, 2025 were approved as a true and accurate copy.	
3.2	Actions from Previous Meeting:	

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	<ul style="list-style-type: none"> • TS to feedback on discussion around training provision Action removed – context unclear and no update available. • BT to get councillor information on the website BT confirmed this is in progress and awaiting details for one councillor. • JC to follow up on anti-bullying work JC has rescheduled the meeting and remains in contact with Maduka. • DT to set up a link meeting on RSHE Action outstanding – TC to follow up with DT. <u>ACTION: TC to follow up with DT regarding RSHE Link visit.</u> • All councillors to complete annual declarations Reminder issued: declarations must be completed via GovernorHub by updating profiles and confirming compliance. • Curriculum offer to be discussed at breakfast meeting Discussion took place; notes are available in the shared folder. Update considered useful. • JC to share update on student voice Scheduled for this meeting. 	TC/DT
4	Chairs Update	
4.1	No update to report at this meeting.	
5	Election of vice chair	
5.1	LD plans to stand down from the role at a future date.	
5.2	SP was nominated and unanimously elected as Vice Chair. All members present agreed to the appointment.	
6	Update on breakfast meeting (curriculum offer)	
6.1	RP noted that detailed notes from the breakfast meeting are available on GovernorHub in the relevant folder. As several members attended, no further discussion was required. Those who were not present can review the notes on GovernorHub to catch up.	
7	Student voice and student survey update	
	JC provided an update on Student Voice, covering two areas: Student Council and the Student Survey.	
7.1	Student Voice – Student Council Update	
7.1.1	Elections - JC reported that Student Council elections will take place next week. Every student has been given a nomination slip during tutor time, linked to last week's theme of belonging and the importance of being heard. Students can nominate themselves for the Student Council, and each year group will vote for two delegates.	
7.1.2	Delegate Meetings - Delegates will meet with JC before Academy Council meetings so that he can feedback. When delegates meet within their year group, they will also connect with other year group representatives.	
7.1.3	Re-election - A re-election is planned for Easter to maintain engagement, as some students remain committed throughout the year while others do not.	
7.1.4	Future Plans - JC is exploring a new model for next year to improve representation and diversity. This may include a "ministerial" structure with representatives from different	

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	clubs and groups, alongside elected members, to reduce reliance on popularity and strengthen EDI principles.	
7.1.5	<u>ACTION: RP and JC to arrange a meeting with student council.</u> <i>Update: Completed. Meeting booked for Wednesday 4th February at 4:00pm (one hour before the AC meeting).</i>	RP/JC
7.2	Student Survey Update	
7.2.1	JC shared the recent student survey results, which were developed in collaboration with John James (AP), who is passionate about student voice and safeguarding. Hard copies of the results were circulated.	
7.2.2	JC noted that many students tend to select middle options, so some questions were designed without a neutral choice—for example, “There is an adult at school I can talk to” required students to lean either positively or negatively.	
7.2.3	JC highlighted that the survey results reflect responses from students who are SEN-coded, eligible for free school meals, and Pupil Premium (PP).	
7.2.4	Why is free school meal eligibility such an important measure? JC explained that it is a key indicator of disadvantage, but some families do not claim entitlement and others lack documentation. He also highlighted challenges for families with no recourse to public funds, who are legally resident but cannot claim benefits, which complicates representation.	
7.2.5	Follow-up Actions - JC explained that John had analysed responses to identify students scoring lowest across key areas. Pastoral teams have followed up with these students, including quieter individuals who may not usually raise concerns. This has provided opportunities to address issues such as feeling safe and awareness of the reporting system. Jason emphasised that this process has helped staff engage with students who might otherwise be overlooked.	
7.2.6	Will the survey be repeated? JC confirmed that it will be repeated later in the year to measure progress. KS3 students will complete it during computer science lessons, and KS4 students will use library computers.	
7.2.7	<u>ACTION: JC to upload survey graphs to GovernorHub.</u>	JC
8	Presentation on SEND	
8.1	Overview of Current Context: <ul style="list-style-type: none"> • 55 students with EHCPs (including CAB Plus students). • 193 students identified as SEN K, with an equal ratio of Social, Emotional & Mental Health (SEMH) and Speech, Language & Communication needs. • EHCP applications have risen by 50% nationally since COVID, due to increased awareness and perceived benefits of EHCPs. • Local authority pressures and lack of specialist places mean mainstream schools are supporting higher levels of need. 	
8.2	SEND Provision and Priorities <ul style="list-style-type: none"> • Quality Assurance: <ul style="list-style-type: none"> ○ Reviewing current interventions and planning future support for SEND students. • Integration of Provision: <ul style="list-style-type: none"> ○ Bringing together mainstream and CAB Plus provision for equitable access to interventions. 	

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	<ul style="list-style-type: none"> • Student Profiles: <ul style="list-style-type: none"> ○ Updating SEN K profiles regularly and involving parents and student voice. ○ EHCP reviews occur every 6–12 months; SEN K profiles will move towards termly reviews where needed. ○ Aim to be proactive in identifying needs and implementing support early. 	
8.3	<p>Transition and Early Identification</p> <ul style="list-style-type: none"> • Visits to primary schools to gather initial profiles. • Initial profiles used for first few weeks, then amended as needed. • Goal: create new profiles within the first term based on lesson observations and baseline screening. 	
8.4	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Focus on inclusive classroom strategies that benefit all students - accessible lesson models and resources to reduce barriers and minimise disruptive behaviour. • Collaborative work with teaching staff and leadership to embed inclusive pedagogy. 	
8.5	<p>Parent Engagement</p> <ul style="list-style-type: none"> • Plans for parent workshops and coffee mornings to strengthen collaboration and share strategies for supporting students at home and in school. 	
8.6	<p>Alternative Learning Provision (ALP)</p> <ul style="list-style-type: none"> • Additional funding used to access ALPs for students whose needs cannot currently be met in mainstream settings. • Current ALP partners: <ul style="list-style-type: none"> ○ Discovery Education (Cabin, Nest, Lodge) – two students placed in The Nest long-term via LA partnership. ○ Education First – improved academic offer; one student placed long-term, another starting soon. • ALPs are short-term measures but have provided significant support for students awaiting specialist settings. • Long-term goal: reduce reliance on external ALPs by developing an in-house intervention centre within the school’s CAB+ resource space. 	
8.7	<p>Curriculum Offer for SEND Students</p> <ul style="list-style-type: none"> • Recognition that some students cannot access a full GCSE suite; focus on quality over quantity. • Adjusted curriculum pathways may include: <ul style="list-style-type: none"> ○ Core subjects (English, Maths) alongside vocational options. ○ Exploration of AQA Awards as an alternative or supplement to GCSEs, offering project-based learning and recognised qualifications. • Current ASDAN programme delivered by resource base staff; plans to upskill staff to lead interventions and specialist areas. 	
8.8	<p>Projected EHCP Growth and Capacity</p> <ul style="list-style-type: none"> • By September 2026, Year 7 intake could include 15–20 EHCP students, the highest intake to date, inclusive of CAB Plus. • School is signing service-level agreements to manage capacity and protect resources for the wider school community. • Current trend shows increasing EHCP numbers year-on-year, with four new applications in progress. 	

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	<ul style="list-style-type: none"> The school is already among the highest in the city for EHCP numbers (alongside BBA), and could exceed 60 students, above the national average for secondary schools. 	
8.9	<p>Q: Is the profile the same as a learning plan? A: Yes, terminology varies. Considering whether three reviews per year are enough or if termly reviews are needed, case by case.</p>	
8.10	<p>Q: How many students have profiles and get reviewed three times a year? A: 193 SEN K students have profiles. Some reviews have fallen short; a few profiles have not been updated for over a year.</p>	
8.11	<p>Q: Do you do all those reviews? A: Yes, myself and the team meet parents, review needs, and adjust strategies.</p>	
8.12	<p>Q: Are all profiles equal? A: No, some students thriving may not need updates; we note “no update needed” and inform parents.</p>	
8.13	<p>Q: When students are at CAB, how often are they reviewed? A: Transition reviews flagged as a development priority; initial profiles from primary used, then amended. Goal: create new profiles in first term.</p>	
8.14	<p>CH commended the significant work being carried out by the SENCO, noting the positive impact on processes, staff, and parental engagement. It was highlighted that this expertise is particularly valuable in supporting more challenging situations and ensuring the academy continues to deliver strong outcomes for children.</p>	
8.15	<p>The discussion then moved to the recent curriculum review, which has been published nationally. Key priorities include making the curriculum more inclusive, strengthening citizenship education, and ensuring representation of modern society. The CH noted that the academy is already ahead in many areas of inclusion, but stressed that inclusion should be considered broadly—supporting both high-attaining students and those with additional needs. Plans are underway to review KS4 timetabling to ensure all students have access to a wide range of opportunities.</p>	
8.16	<p>CH also addressed upcoming national changes:</p> <ul style="list-style-type: none"> New GCSEs are not expected for another five to six years. Proposed reforms aim to reduce emphasis on EBacc subjects while introducing additional English and Maths testing in Years 7 and 8. These changes create conflicting priorities, increasing pressure on core subjects while promoting breadth elsewhere. 	
8.17	<p>Concerns were raised about the fairness of new assessments, which may disadvantage students lacking contextual knowledge, leading to skewed data. CH described this as potentially “institutionally biased,” noting that extracts used in tests often assume cultural familiarity that some students do not have. This reinforces the academy’s commitment to contextualised learning and inclusive practice.</p>	
8.18	<p>Finally, CH emphasised the importance of continuing to reassure high-attaining students and their families that the academy provides strong academic opportunities alongside inclusive provision.</p>	
8.19	<p>Q: Bringing it back to the curriculum, we spoke about having a reduced curriculum for some of the students with more intensive needs and we spoke about Year 11s being afforded that. Is there any opportunity or idea to do such a thing earlier, when young people are falling behind with their key skills? A: Yes, absolutely. For some students, for example, those with a reading age of three years old, literacy intervention and improving their reading age is more equitable and beneficial than placing them in a geography lesson with support. The intention is to start these adjustments earlier, ideally in Key Stage 3, as this is where much of the</p>	

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	groundwork needs to be done. If we address these needs at KS3, the number of students requiring significant adjustments at KS4 will be reduced.	
8.20	<p>RP raised the topic of the National SEND Review and the delayed White Paper, noting that there is still significant uncertainty about its content and implications. Feedback from a recent think tank event suggested that funding may move to a centralised model, rather than being distributed through local authorities. While this could result in cost-cutting measures, it was suggested that removing layers of local authority administration might allow more funding to reach children directly.</p> <p><u>ACTION: Monitor publication of the White Paper and update the Academy Council when available.</u></p> <p><u>ACTION: Consider any relevant contributions to the Inclusion “Think Tank” initiative.</u></p>	<p>TL</p> <p>ALL</p>
9	Parent Strategy Feedback	
9.1	An update was provided on the parent strategy. A recent meeting was held to review the current strategy, which is now out of date. The first step agreed was to conduct a parent survey to gather data and inform the new approach. Draft wording for the survey is being prepared, and a follow-up meeting will take place before the end of term to develop a revised parent strategy. The updated strategy will reflect current priorities and include input from new councillors.	
10	Academy Council Report	
10.1	RP noted that the BT had not provided the traditional Academy Council report and asked for clarification on the new format. BT explained that, instead of producing a standard written report, they trialed a different approach based on a model used by another school. This format is intended to make it easier for councillors to identify key areas for discussion and generate questions, rather than simply reading through a lengthy report.	
10.1.1	BT acknowledged that the new format does not currently include some required information, such as mock exam results, which were unavailable as marking had only been completed recently. RP suggested that future reports could combine the new format with essential statutory information to ensure all requirements are met. The Principal agreed that any report produced should be useful and relevant.	
10.1.2	<p>It was noted that the format of the Academy Council report should be discussed further when all members are present.</p> <p><u>ACTION: Review and agree the preferred format for the Academy Council report at a future meeting.</u></p>	TC
10.2	Attendance	
10.2.1	RP noted that this section is very clear – actions to date and next steps.	
10.2.2	An update was provided on attendance. Nationally, the average attendance is declining and is currently 0.2% lower than at the same point last year. The school’s attendance is also slightly down by approximately 0.5% compared to last year. Despite this, if current levels are maintained, overall attendance is expected to remain close to 90%, which would represent an improvement on last year.	
10.2.3	The attendance baseline target (ABT) of 88% has been set by the Department for Education based on previous years’ data. While this figure is primarily for DfE reporting purposes and is not expected to be used by Ofsted, it provides a benchmark for performance. The school is currently starting with figures above 90%, which is considered the minimum acceptable level. Term 1 saw significant illness-related absence, but attendance has since recovered. It was noted that some schools locally,	

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	such as BBA, have improved attendance and may be worth visiting to share best practice, while others, such as Bristol Met, have seen a sharp decline.	
10.2.4	<p>A question was raised about parental attitudes and whether these contribute to absence.</p> <p>It was noted that some parents believe allow children to stay home for reasons such as “well-being days.” On average, students are missing approximately one day every two weeks, which is a concern. Social media was highlighted as a factor, with increased messaging encouraging parents to challenge schools. There was discussion about the cultural shift towards viewing school attendance as optional, which is impacting consistency.</p>	
10.2.5	<p>The school has introduced measures to improve attendance and reduce lateness. Attendance data has been broken down by codes to identify patterns and areas for improvement. The U code (unauthorised absence) has decreased from 1.01% last year to 0.86% this year. A lateness reduction plan is in place, focusing on ensuring students arrive before 9:10 a.m., as arriving later significantly impacts attendance percentages. Work is ongoing with families to reinforce punctuality. Illness-related absence is being addressed through initiatives such as flu vaccinations, with Sirona attending tutor evenings to promote uptake.</p>	
10.2.6	<p>Holiday letters are being sent out in multiple languages to remind families to book holidays during appropriate timeframes, and prosecution processes are being followed where necessary.</p>	
10.2.7	<p>It was noted that some students are playing the system by arriving after break to avoid sanctions or calls home, which will be addressed.</p>	
10.2.8	<p>BT emphasised that while progress has been made, attendance remains a challenge nationally and locally, and the school should not become complacent. Observations suggest fewer students are drifting in late, and the removal of the social club has supported improvements.</p>	
10.3	<p>Culture and Ethos – Suspensions</p>	
10.3.1	<p>An update was provided on suspensions, it was noted that suspension rates last year were close to 1%, which is unsustainable, and reducing these figures remains a key focus. Term 1 saw an increase compared to the previous year; however, Term 2 is currently below last year’s figures, representing an overall reduction of approximately 25% compared to the same point last year.</p>	
10.3.2	<p>The school has set clear behaviour standards and intends to maintain these expectations, but recognises the need to reduce suspension numbers. Analysis shows that 24% of suspensions relate to seven students, and 39% of suspensions involve 13 students. This has led to a targeted approach, including suspension reviews and additional support for these students. Strategies include the use of reflection rooms, where students spend time with senior staff, and exploring graduated responses to behaviour incidents. Alternative provision is being developed for students who struggle to access the full curriculum, alongside work to meet EHCP requirements.</p>	
10.3.3	<p>A question was raised about parental involvement in reinstatement meetings following suspensions.</p> <p>It was confirmed that parents must be contacted before a suspension is issued, and efforts are made to arrange in-school meetings. While attendance at these meetings can be inconsistent, the school is working harder to ensure parents attend and engage in discussions about support and next steps. In some cases, families have expressed significant challenges in managing behaviour at home, and the school is taking time to work collaboratively to address these issues.</p>	

Item	Description	Action
10.3.4	What percentage of parents attend reinstatement meetings? There is no exact figure available, but attendance varies. The school is prioritising these meetings and reinforcing the expectation that parents attend.	
10.3.5	How is the school supporting students with repeated suspensions? Through targeted reviews, alternative provision, and closer collaboration with families and SEN support.	
10.3.6	The discussion highlighted the importance of maintaining high standards while reducing exclusions, working closely with families, and ensuring that interventions are effective.	
10.4	Teaching and Learning	
10.4.1	An update was provided on teaching and learning, focusing on mock examination data and next steps. The recent mock results indicate that the school is ahead of where it was at this point last year. Currently, 65 students have achieved passes in both English and Maths, with a further 30 achieving Maths but not English, and 12 achieving English but not Maths. This gives a combined total of 107 students, with 15 students achieving grade 3 in both subjects. The cohort size is approximately 190, and projections suggest that performance is trending towards 60%.	
10.4.2	Q: What will be done differently to accelerate progress in the numbers getting Maths and English? It was confirmed that the data was received on Friday and has already informed a meeting focused on raising attainment, particularly in English. The strategy includes ensuring the right students are taught by the right teachers and making set changes. While some sets remain the same, the composition of students has changed to maximise progress. Three sets have been prioritised for students making strong progress, with an additional set targeting students who need to convert grade 3 or 4 into grade 5. Another set is focused on managing behaviour, and a further set supports students struggling with confidence. Some students have been moved between sets based on their strengths in English and Maths to ensure targeted teaching. All staff have been briefed and are on board with these changes.	
10.4.3	Planning has also been adapted to include a new approach to assessment and lesson sequencing. A double lesson on Wednesday mornings will be used for cold assessments (blind assessments), where students complete an exam-style task without prior teaching. Teachers will then mark these and use the outcomes to inform planning for Thursday and Friday lessons. This approach aims to address misconceptions quickly and tailor teaching to identified needs. It was noted that many of these changes relate to how the English curriculum is delivered rather than the curriculum content itself.	
10.4.4	Current performance shows improvement compared to last year, with students achieving 34% at this stage compared to 28% previously. Historically, there is a significant increase between now and February, and further gains are expected. The focus remains on maximising progress in English and Maths, particularly through effective use of the 250 minutes of teaching time each week.	
10.4.5	Attendance was highlighted as a key factor in achievement. Parents' evening will include discussions about attendance, with letters issued to families showing current attendance figures and reinforcing the link between attendance and attainment. Strategies are in place to engage parents and ensure all stakeholders are aligned in supporting student progress.	
10.4.6	Action: Review mock data and progress for other subjects at the next meeting.	BT
10.5	Inclusion	
10.5.1	An update was provided on inclusion. It was noted that the number of students with Education, Health and Care Plans (EHCPs) is expected to increase next year, with nine	

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	Year 11 students leaving and at least 25 new consultations accepted for Year 7. This will significantly impact leadership capacity in SEND and inclusion.	
10.5.2	The discussion highlighted that while additional funding is linked to EHCPs, it is highly restricted and must be allocated according to specific requirements outlined in the plans. This creates challenges in meeting individual needs, particularly where provision is complex or unique. The school is working closely with the local authority to secure appropriate funding and provision, including recent successful claims for high-cost support.	
10.5.3	It was noted the importance of planning for increased demand and considering staffing implications, as current capacity may not be sufficient. It was acknowledged that future funding models remain uncertain, and any additional resources will need to be carefully managed to ensure sustainability.	
10.6	School Evaluation Framework (SEF)	
10.6.1	The School Evaluation Framework was discussed in the context of the new Ofsted requirements. The current SEF is based on the old framework and needs to be updated. A new version has been drafted and will be used going forward. It was noted that there is a piece of work required to link the SEF with the Academy Improvement Plan (AIP) and sharpen the judgments to ensure they are evidence-based. For example, where the SEF states that PSHE is effective, there needs to be clarity on how this is measured and what evidence supports the judgment.	
10.6.2	BT confirmed that updates are made throughout the year, but there can be a lag between actions and documentation. Governors agreed that monitoring arrangements for both the SEF and AIP need to be strengthened. Action 1: BT to complete the updated SEF in line with the new Ofsted framework. Action 2: BT and RP to work together to review and monitor the SEF and AIP. Action 3: Arrange a meeting between BT and RP to review the AIP and agree next steps.	BT BT/RP BT/RP
9	Link reports	
9.1	Safeguarding	
9.1.1	RP noted that last year's annual safeguarding report and Term 1 safeguarding visit notes have been uploaded to Governor Hub.	
9.1.2	RP highlighted the Term 1 safeguarding visit notes, explaining that the team experienced reduced capacity following the departure of the Deputy DSL in the summer. Hannah, who previously led work on extra-familial harm, left before the new Deputy DSL has started. Despite this, internal data shows a significant reduction in child-on-child incidents, including fights, racist incidents, and prejudice-related incidents. These have almost halved compared to previous figures. The only area showing an upward trend is mental health and well-being concerns, which RP noted as an important focus for the Academy Council.	
9.1.3	RP suggested reviewing current interventions, as traditional counselling models may not be the most effective. Many schools are moving towards CBT and psychotherapy, which can deliver quicker outcomes (e.g., six sessions) compared to open-ended counselling. RP proposed a review of internal and external well-being support.	
9.1.4	BT discussed staffing challenges and the need to create flexibility in the budget. He noted potential future funding pressures due to teacher pay rises and suggested exploring options such as reducing teaching groups to free resources for mental health and safeguarding support. It was agreed on the link between mental health, well-being,	

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	attendance, and safeguarding capacity, while cautioning against filling gaps that should be met by external services.	
9.1.5	RP emphasised the importance of staying informed about new local initiatives and external organisations offering support. RP noted that awareness of available services can vary and stressed the need for the Academy to remain proactive in identifying effective resources for students.	
9.2	EDI Link Visit	
9.2.1	SP reported on a recent discussion the newly appointed Associate AP for Attendance and EDI Lead. SP noted that he has found the dual responsibilities challenging, particularly balancing attendance duties with EDI work.	
8.2.2	SP explained that the conversation initially focused on attendance logistics before moving on to EDI priorities. The Associate AP's main focus for this year will be LGBTQ+ inclusion, with training planned for January delivered by the external organisation Proud Trust. SP added that while he had started work on anti-racism, this has temporarily taken a back seat.	
9.2.3	SP highlighted that the Associate AP has been signposted to a free Bristol EDI network meet-up for educators, held each half term, to provide additional support. They also discussed creating student leadership opportunities, such as appointing EDI Prefects to help plan initiatives and gather student voice.	
9.2.4	SP raised the importance of considering the experiences of Muslim students, acknowledging current global tensions and the potential anxiety this may cause. RP shared an example of a student who recently joined City Academy after experiencing Islamophobic bullying in another school.	
9.2.5	SP noted that while racist incidents within the academy have significantly reduced, concerns remain about how students may be treated outside the school's diverse environment. SP emphasised the need for continued vigilance and proactive measures to support inclusion and well-being.	
10	Policies	
10.1	SEND Policy: To be reviewed at the next meeting. Positive Handling Policy: Councillors to read prior to ratification. Safeguarding Policy: Councillors to read; this is the same version previously circulated. <u>ACTION: Councillors to confirm they have read the Positive Handling and Safeguarding policies before the next meeting.</u>	ALL
11	Matters for the attention of the Board/COAC	
11.1	No matter for the attention of the Board/COAC	
12	Any Other Business	
12.1	Q: What is the CLF policy for external speakers? This question arose due to recent NEU and the cancelled visit of the local MP due to his position on Gaza, as a Cable article on this mentioned City Academy. The council requested clarity on who is allowed into schools and why. A: It was confirmed that the decision was made not to allow MP into the academy on that particular day . However, MPs have the right to visit schools, as part of the Academy's engagement with them and their responsibility to uphold British values, including democracy and the right to peacefully protest. Any such engagement would need to be carefully planned to ensure safety, and in this case, there was not the time to ensure student safety in the light of a potential protest.	

Item	Description	Action
	It was noted that information about the planned MP visit was not passed on, which caused concern.	

The meeting closed at 19:10

Meetings for 2025-26

CAB	5-7pm
Term 1	Wednesday 1st October
Term 2	Wednesday 3rd December
Term 3	Wednesday 4th February
Term 4	Wednesday 25th March
Term 6	Wednesday 1st July