

<b>Meeting</b>	<b>Full Governing Body Meeting</b>			<b>Meeting Reference</b>	<b>FGB8</b>
<b>Date</b>	15 June 2020	<b>Time</b>	5.00pm	<b>Location</b>	Virtual – Zoom

Name	Initials	Governor	Lead	Present	Apologies	Other	Sanctioned
<b>Maggie Carter</b>	<b>MC</b>	Foundation	<b>Chair of Governors</b>	Y			
Vacancy	-	Foundation	Residential	-			
Vacancy	-	LA	Curriculum	-			
Laurence Fentimen	LF	Co-opted	Safeguarding	Y			
Rachel Manifield	RM	Co-opted	Personnel	Y			
Vacancy	-	Co-opted	Intervention Strategies	-			
Vacancy	-	Co-opted	Parent & Community	-			
Sarah Purnell	SP	Staff		Y			
Charles Wilson	CW	Parent	Health & Safety / Premises	N	Y		
Joe Belso	JB	Parent	Finance	Y			
Mark Rose	MR	Ex-Officio	Executive Principal (EP)	Y			
Abigail Norris	AN	-	Acting Clerk	Y			
Quorum required 5 - Quorum met							
<b>VISITOR(s)</b>							
-	-	-	-				

Agenda	
<b>1</b>	<b>Welcome and Apologies for Absence</b>
<b>2</b>	<b>Attendance &amp; Business/Pecuniary Interest/Register</b>
<b>3</b>	<b>Welcome to new governor</b>
<b>4</b>	<b>Finance</b>
<b>5</b>	<b>Safeguarding</b>
<b>6</b>	<b>Monitoring and Evaluation</b>
<b>7</b>	<b>Curriculum</b>
<b>8</b>	<b>Covid-19</b>
<b>9</b>	<b>Policies – To be ratified by governors</b>
<b>10</b>	<b>Clerk Updates</b>
<b>11</b>	<b>Items Brought by the Chair</b>
<b>12</b>	<b>Matters arising from minutes of last FGB7 on 11 May 2020 including progress made on the actions raised</b>
<b>13</b>	<b>Last FGB minutes to be signed and agreed</b>
<b>14</b>	<b>Date and Time of Next FGB(8) meeting</b>
<b>15</b>	<b>AOB</b>

<b>15</b>	<b>Part II</b>
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Item	Subject	A/D	Who
<b>1.0</b>	<b>Welcome and Apologies</b>		
1.1	Apologies from CW.		
<b>2.0</b>	<b>Attendance &amp; Business/Pecuniary Interest/Register</b>		
2.1	No conflicts of interest noted.		
<b>3.0</b>	<b>Welcome to new governor</b>		
3.1	Chair explained that a staff governor election took place last week and following two candidates putting themselves forward. Sarah Purnell won the election and so has been elected as staff governor.		
3.2	Chair welcomed Sarah to the board.		
3.3	Sarah introduced herself and explained her current role within the school.		
3.4	Chair explained that we still have a number of vacancies within the governing board. Chair stated that as there were two candidates for the role of staff governor, the board had the opportunity to co-opted the other candidate. Chair asked for governors' thoughts on approaching the other candidate and ask if they would consider being co-opted onto the governing board, adding that the individual is a teacher and would provide valuable curriculum input.		
3.5	Governor stated that at the moment, due to the pandemic, we may struggle to attract other people so co-opting a willing governor would be a good idea.		
3.6	Governor agreed that a teacher would understand the curriculum and that this would be a valuable addition to the board.		
3.7	Chair proposed that she approaches the candidate to ask if he would like to consider becoming a co-opted governor.	A	MC
<b>4.0</b>	<b>Finance</b>		
4.1	Governor explained that he met with the Business Manager to discuss the forecast. Governor said that he was happy with what he had seen, adding that the Business Manager has been working hard.		
4.2	Governor explained that Covid-19 has had a positive impact on the budget in terms of costs due to the reduced number of pupils in school. Less pupils means less lunches needed, utilities have reduced and enrichment week has been cancelled. There has also been a significant reduction in staffing budget due to a reduction in supply costs.		
4.3	Governor stated that during the pandemic, recruitment has continued with new staff starting in September, and although this will increase staff costs, it will reduce supply costs. Governor explained that during Covid-19, the school has seen an increase in applicants for roles and the quality of applicants has increased.		
4.4	Governor explained that we are hiring an accessible vehicle which is used by one pupil. This pupil leaves at the end of the summer term so this cost will end when the contract for the vehicle runs out.		

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4.5	Governor explained that there are some investments that could be made as contingencies for Covid-19 for if there is a second peak or a localised lockdown. These investments include outdoor undercover seating areas and development in the woodland for outdoor activities. Governor explained that the proposals were based on funding available from savings made due to Covid-19, adding that it would be a good time to make such investment.		
4.6	MR explained that when the budget was agreed, the school did not have clarification if the government was going to make contributions towards the pension and pay awards so this was not included within the budget. Now that clarification has been made, we are in an improved financial position.		
4.7	MR explained that the school has continued to recruit to fill new roles and unfilled posts. This means that we are likely to have a full complement of staff in September.		
4.8	<p>MR stated that until there is a vaccine, it is important that the school is 'Covid-19 ready'. If investment is made in certain areas, the school would be less likely to have to remain closed and would be able to offer in school places to more pupils. MR explained that the biggest shortfall in inviting more pupils into school is the dining space. Outdoor seating areas on both the lower and upper site would allow further dining space as well as opportunities for outdoor learning. MR added that a mile-a-day track within the woodland would be beneficial for outdoor learning. MR added that even without Covid-19, the investments would be beneficial for the school.</p> <p><b>Governor as what the timescales are for the proposed investments.</b> MR suggested that the work takes place over the summer holidays. MR explained that he didn't have any quotes yet but that it is hoped to have everything complete for September. MR stated that quotes would be sought.</p> <p><b>MR asked if governors agree for the proposed investments to take place in principle.</b> All governors agreed.</p>		
4.9	<p><b>Purchasing Policy</b></p> <p><b>Chair asked if the lead finance governor is happy with the levels of approval and who determines these.</b> Governor explained that the levels of approval are not too dissimilar to other organisations. Governor explained that small purchases do not need approval, anything above £2,000 requires SLT approval and anything above £5,000 needs several quotes.</p> <p><b>Chair asked if petty cash is labour intensive and if there is a plan to replace cash with cards.</b> MR explained that petty cash is used a lot across the school and it is a convenient and easy way of managing the life skills curriculum, accessing the community and rewards. MR explained that the Business Manager is aware of how labour intensive petty cash is but that there are issues with using cards.</p> <p><b>Governor asked why purchases up to £1,000 do not need a signature.</b> MR explained that a signature is not needed if the cost was within</p>		

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	<p>their budget. If it is not within their budget, they will need to seek approval.</p> <p><b>Governor asked if staff expectations are in writing.</b> MR explained that there is a budget proposal with expectations. Staff do not need to list all specific items but as an anticipated proposal of spend. Staff may not be aware of exactly what they are going to purchase at the beginning of the year. MR added that class budgets are typically about £500.</p> <p>JB proposed that governors accept the purchasing policy, seconded by MC and agreed unanimously.</p>		
<b>5.0</b>	<b>Safeguarding</b>		
5.1	<p>Governor explained that his report was based on the five questions suggested by Babcock. Governor assured that all issues are being covered. Governor explained that in some ways, Covid-19 has presented some unexpected opportunities e.g. reviewing and tightening up some processes. Governor added that with the phased introduction of pupils, safeguarding becomes more difficult but the school is doing well and doing everything possible to keep pupils safe.</p>		
5.2	<p>Chair acknowledged the use of CPOMS which reflects that staff have a good understanding of what CPOMS is for and they use it appropriately. Chair noted that staff are willing to put information directly into CPOMS which also reflects the overall acceptance of it. Governor explained that that CPOMS is one of the things that the school has had to tighten up on to ensure first-hand accounts are being put onto CPOMS. Governor stated that it is particularly helpful at the moment to collect the whole picture when some pupils are not coming into school.</p>		
5.3	<p>Governor asked if there should be pupil names on the report. Governor agreed that this should be 'pupil' in the future rather than their name. JW to not use pupil names in reports in the future.</p>	A	JW
<b>6.0</b>	<b>Monitoring and Evaluation</b>		
6.1	<p><b>Curriculum Report</b></p> <p>Governor stated that the curriculum report was thorough.</p> <p><b>Chair asked if the recovery curriculum is the school's own.</b> MR explained that the recovery curriculum is a package that has been put together by Barry Carpenter, which the school has used as a base, then added to it. MR said that it is a very good piece of work and BW has worked with the staff team to use it as the back bone of what we are doing, with the focus on three core components (Core Curriculum, Life Skills and Wellbeing).</p> <p>MR explained that whilst we are focusing on the reintegration of pupils back into school and as the pandemic continues, we are not making the usual provision we would for all of our young people. MR explained that the Local Authority have asked us to confirm that we are making parents aware of that. Through weekly correspondence, parents have been made aware of this. MR stated that the school offer is different at the moment as the school is operating differently and using an adapted curriculum.</p>		

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	<p>Governor said that this was clear from communication with parents and thought phone/video interaction with teachers.</p> <p>Another governor echoed this.</p> <p>Chair explained that the general message from government and the local authority is that schools are not expected to do what they would have been doing at this time, due to the need to positively support pupils back into school.</p> <p>MR explained that it is important for governors to understand that the EHCP is a legal document and there is an expectation that the provision within it is provided. MR explained that a change to law in May (not at the beginning of the pandemic) stated that reasonable endeavour should be made to provide what is within the EHCP and parents should be informed of any potential changes to school provision. In discussion with the local authority, we have provided documentation of what we have been doing and how we have been informing parents.</p>		
6.2	<p><b>Wellbeing Report</b></p> <p>Chair explained that there are more forums available for staff to have a chat or share their views/concerns e.g. the listening ear. It is much clearer than before what initiatives are available for staff to be listened to.</p> <p>MR explained that there has been significant progress with or wellbeing offer around the school. MR stated that the listening ear had the slowest up take. The feedback from the wellbeing group is that it has potential and it currently feels underutilised. MR said he believes this will be sustained and grow once Covid-19 restrictions ease.</p> <p><b>Chair asked if the school was moving away from LASSI for life skills.</b></p> <p>MR explained that life skills remains one of the key focus for the school curriculum. Previously, the school had an in-house life and social skills index to structure our offer which was a list of skills that we felt that young people should be able to develop to best prepare them for their next steps and independence. MR explained that this was produced 5/6 years ago as school based resource. Since then, there have been several commercial packages. We previously looked at these but there were no improvement on what we were already offering. Recently, Skills Builder has been developed which has been created with input from a wide range of industries and settings, finding out what they feel young people need to be ready for employment. MR explained that Skills Builder is differentiated for those who might not be able to access employment or those working in the voluntary sector. Skills Builder is applicable across a wide range of abilities, with lots of resources, schemes and lesson plans which will help staff to deliver it effectively. MR explained that it provided a package of training and support.</p> <p>Chair said that it was great that the school finally found a commercial package better than the in-house package and that this was a positive step.</p>		

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	<p>MR stated that there will be an end of LASSI summary so we can show data and progress moving forward.</p> <p><b>Governor asked if it is linked to SIMS.</b></p> <p>MR explained that the information from LASSI will be put on SIMS but Skills Builder runs its own system of tracking which is not linked to SIMS.</p>		
<b>7.0</b>	<b>Curriculum</b>		
7.1	<p>Chair shared a proposal developed in conjunction with our School Improvement Partner (SIP). Chair explained that Mary May was previously the school’s lead governor for Curriculum and at the moment, we don’t have a lead governor for curriculum. The SIP’s view is that it is beneficial for the curriculum to be owned by the whole governing body, not vested in one person. However, not all governors may have detailed knowledge of the curriculum. Chair explained that the plan is to ask SLT to give an overview of the whole curriculum and consider what the key issues are, the areas for development, and discuss how we can measure the impact that the curriculum is having on the young people.</p> <p>Chair proposed that each governor will take lead in one of the areas identified so to distribute the curriculum across the FGB team. Each governor will spend time with the subject lead as well as meeting with a group of pupils and staff to ask some questions. Each governor would feed back to the FGB on their area.</p> <p>Chair explained that she has been able to acquire support from Mary May, who could be identified as an associated governor. An associate member is an individual who is not a full members, so don’t vote, and don’t attend all meetings. An associate governor would have a particular focus, so we could appoint Mary May with the view to oversee/coordinate a cross governing board approach to curriculum. This would include advising what questions to ask the subject lead and to support each governor in their area. Subject to FGB approval, Mary May is happy to do this role.</p> <p>Governor stated that the suggested process may involve too many stages. Governor suggested that there was no need to meet with the subject lead first, but meet with staff and pupils first. Governors will then be better informed for meeting the subject lead.</p> <p><b>Governor asked how many subjects would be covered, and whether there are enough governors and time to do this.</b></p> <p>Chair explained that three to four key subjects would be chosen, for example English, Maths and PSHE. Chair added that governors would not cover the whole curriculum.</p> <p>Governor stated that the advantage compared to just one governor doing all of the curriculum is that it reduces what would be a big workload.</p> <p>Governor asked how a full oversight will be possible with different age groups and abilities.</p> <p>MR explained that the subject leads have clear overviews of their subjects. MR explained that the curriculum is huge so dip sampling</p>		

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	<p>would be the best method. MR added that governors seeing the curriculum in action will give them a good insight to the school. Governor said that she felt comfortable with observing but does not feel qualified to ask questions.</p> <p>Governor added that if numerous people are doing it, standardisation will be needed with a template of what to do so that it is the same for every area of the curriculum.</p> <p>Chair explained that this would be Mary May's role. Chair explained that she would get some details of what this would look like then come back to governors.</p> <p>MR stated that something will need to be in place for the short term. Chair explained that the first step is for SLT to give an overview of the curriculum as it is now including key measures of impact. Areas will then be distributed from this.</p> <p>MR stated that a lead governor for curriculum is needed until the new system is in place so that there is a method of monitoring now. Governor asked if Ben Slater could take on this role if co-opted. Chair explained that it wouldn't be fair for the role to be assigned to just one individual however a teacher's knowledge and understanding will be extremely helpful.</p> <p><b>Chair asked if governors were happy for the proposal in principle.</b></p> <p>Governor stated that if administered in right way, it could be effective. MR said that a realistic aim is to get the system up and running for September; ideally with something else in place between now and the end of term to look at the recovery curriculum and how the school is moving from the recovery curriculum back to the normal curriculum. RM stated that she would be happy to do a visit before the end of term if Mary May drafts questions to be asked.</p> <p>Chair thanked RM for putting herself forward and said that a new pair of eyes/perspective will be really beneficial.</p> <p>RM to contact MR to arrange a visit.</p> <p>Chair to speak to Mary May to get some questions to support RM.</p>	<p>A</p> <p>A</p>	<p>RM</p> <p>MC</p>
<b>8.0</b>	<b>Covid-19</b>		
8.1	<p>MR explained that we are increasing the number of pupils in school in a phased way. MR stated that some KS1 and KS2 pupils are in school for some time as well as year 6 on the lower site. MR explained that the phased increase seems to have gone well so far however hiccups are inevitable. MR stated that pupils and staff are being reminded on a regular basis about social distancing. MR explained that on the back of the initial positive phased increase, there will be a further increase next week for year 7 and 10. MR explained that the school is keeping parents informed through a weekly letter and regular contact from tutors. MR added that the number of places the school is able to offer is informed by the number of key worker children and our most vulnerable pupils who need to be in school.</p>		
8.2	<p>MR explained that governors need to be aware of the use of 'bubbles' in school. MR explained that one approach to manage the density of people is to create bubbles where certain staff work with certain</p>		

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	<p>young people and separate bubbles don't come into contact. MR explained that in principle, the bubble approach is fantastic, however within OMS's setting, this is challenging. Wherever possible, specific teachers spend the majority of the day with a specific group of young people, however to engage pupils successfully and keep some level of normality and to help manage anxieties, it is necessary to keep in place some lessons which they enjoy which are led by particular people. Therefore, PE/horticulture/mountain biking staff will work across several groups which increases contact. MR explained that lunches continue to be offered in the dining room but lunches are staggered. MR explained that the staff who support pupils during lunch time isn't consistent throughout the week, additionally, pupils and staff will come into contact with the kitchen team. MR explained that if the bubbles are analysed they are not as discreet as what would be ideal. MR stated that if there is a confirmed case, the whole bubble will have to self-isolate for 14 days therefore we are trying to minimise contact as much as possible. MR added that a large number of pupils are still coming in on transport so will also come into contact with the driver. MR explained that we are doing everything we can, adding that the risk assessment has been updated to explain that there are limitations around bubbles. MR explained that other measures being promoted across the school is therefore even more important, including social distancing, good hygiene, cleaning etc.</p> <p><b>Chair asked if parents are aware that the bubble concept is not quite as discreet as the school would like.</b></p> <p>MR explained that the school hasn't promoted the bubble concept to parents. MR explained that within correspondence, we have been clear in saying that we are doing everything we can to minimise contact, ensure social distance, follow good hygiene; however once pupils come into school, they are automatically increasing their number of contacts, they may not be able to socially distance all of the time and they might not maintain perfect hygiene all of time. MR added that as more pupils come into school there is an elevated risk.</p> <p><b>Chair asked if other SENTient schools are taking a similar approach.</b></p> <p>MR explained that other schools are trying to maintain bubbles but is unsure how effective they are. MR explained that some pupils in other schools don't present with the same engagement/anxiety challenges as OMS. MR added that the less discreet bubbles being used in school are to help pupils to manage throughout the day. Governor said that it is easier to maintain bubbles in some schools than others.</p> <p><b>Governor ask if the school did have a confirmed case, what would the impact be in terms of school closure.</b></p> <p>MR explained that we would be able to identify the contacts that had occurred. The school would seek advice from Public Health England. MR explained that we would identify direct contacts and they would likely have to self-isolate. MR explained that the impact on the school would be more staff having to self-isolate than if bubbles were discreet. MR added that if one group is not coming into school, we</p>		

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	<p>may have to consider if we would need to have to stop other groups coming in based on capacity and staff numbers.</p> <p><b>Governor asked if it would lead to a total school closure.</b></p> <p>MR explained that only the group directly in contact with the confirmed case would likely need to self-isolate, however due to staffing, it may have an impact on other groups. MR stated that he doesn't feel that it would result in total school closure. MR added that we are currently looking at separate upper and lower site bubbles.</p>		
8.3	<p><b>Governor asked about the individual pupil risk assessments and how often they are revisited.</b></p> <p>MR explained that a review date hasn't been set to revisit individual pupil risk assessments but they are reviewed as and when we see a change in presentation of behaviour. MR explained that pupils are risk assessed every time a new group is coming in to evaluate whether it is safe for the pupil to come into school.</p> <p><b>Governor asked what the tolerance level is between the home school agreement and what pupils can do.</b></p> <p>MR explained that reasonable adjustments are made where appropriate and staff are able to raise concerns if pupils are not following the home school agreement and not keeping themselves/others safe.</p>		
8.4	<p><b>Proposal to reduce in school offer at end of term</b></p> <p>MR explained that there are two important events that the school wants to take place before the end of term. MR stated that we are asking governors to approve the school taking reasonable measures to manage what otherwise would be not possible. MR explained that the proposal is to provide only remote learning for the vast majority of pupils for the last two days of term for a leaver's event to invite pupils in to school with their parents for a farewell. The other day would be an opportunity for new pupils to come into school to experience what the school looks like and meet key members of staff. MR explained that the details have not been finalised but that this would be the best way of saying goodbye and best prepare new pupils for September.</p> <p><b>Chair asked if there is a statutory requirement for the number of days pupils are in school and whether it counts as additional holiday.</b></p> <p>MR explained that it is a reasonable Covid-19 measure. MR stated that the school will be open, staff will be working and young people will be in school but only a small number.</p> <p>Governor added that we are able to be as flexible as we need to be during Covid-19.</p> <p>Governor said it is hugely important to do this for both leavers and new comers. Governor stated he supported the proposal whole heartedly.</p> <p>Chair stated it is right for the wellbeing of the young people.</p> <p>Chair proposed that governors accept during the last two days of term, seconded by LF and agreed unanimously.</p>		
<b>9.0</b>	<b>Policies – To be ratified by governors</b>		
9.1	<b>Online safety</b>		

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	<p><b>Chair asked if this is a model policy.</b> MR said it is not a model policy. MR explained that due to Covid-19, we feel that online safety is a high priority, so it felt appropriate to review it.</p> <p><b>Chair asked who the online safety officer is.</b> MR said he would need to check if it was the DSL or AP Progress, but would confirm who it is. JB proposed to accept the online safety policy, seconded by LF and agreed unanimously.</p>	A	MR
9.2	<p><b>Equality</b></p> <p><b>Chair asked if this is a model policy.</b> Governor suggested that having this information (e.g. model policy or not) on the top of the policy would be useful as well as tracked changes so governors can see changes made. MR said that this can be done.</p> <p>Chair stated that on the basis there have not been many changes, she feels comfortable to approve the policy.</p> <p>RM proposed to accept the equality policy, seconded by LF and agreed unanimously.</p>		
9.3	<p><b>Pandemic</b></p> <p>Chair proposed to accept the pandemic policy, seconded by RM and agreed unanimously.</p>		
9.4	<p><b>Managing sickness and absence</b></p> <p>LF proposed to accept the managing sickness and absence policy, seconded by RM and agreed unanimously.</p>		
9.5	<p><b>Freedom of Information</b></p> <p>MR explained that this policy came from the DPO.</p> <p>Chair explained that we need to make sure that the complaints policy reflects with policy.</p> <p>RM proposed to accept the freedom of information policy, seconded by MC and agreed unanimously.</p>		
9.6	<p><b>Data protection</b></p> <p>Chair stated that this was also from the DPO. Chair added that it is clear who is responsible.</p> <p>RM proposed to accept the data protection policy, seconded by MC and agreed unanimously.</p>		
9.7	<p><b>Privacy notices</b></p> <p>MR explained that from now on, this won't come to governors as it doesn't need reviewing annually and we will be informed by the DPO if there is a need to make a change.</p>		
9.8	<p><b>Recruitment / selection</b></p> <p>MR explained that the adult barred check has been added to the policy. MR explained that further changes have been made by Ali King so he will review these and share it with governors for the next ordinary FGB.</p>	A	MR
9.9	<p><b>School uniform</b></p> <p>MR said that no changes had been made.</p> <p><b>Chair asked if school shirts need to have the school logo on it.</b> MR said that it can, but it doesn't have to. Chair stated that this could be clarified within the policy. MR said that this clarification would be added.</p>	A	AN

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	Chair proposed to accept the school uniform policy based on this clarification being added, seconded by CW and agreed unanimously.		
<b>10.0</b>	<b>Clerk Update</b>		
10.1	No update.		
<b>11.0</b>	<b>Items Brought by the Chair</b>		
11.1	No items.		
<b>12.0</b>	<b>Matters arising from minutes of last FGB7 on 11 May 2020 including progress made on the actions raised</b>		
<b>Summary of Action to be completed – EXECUTIVE PRINCIPAL / SLT / GOVERNORS</b>			
4.3	Safeguarding review to be completed and reported back	LF/RM/JW	Done
5.3	Maths feedback to be added to SEF	MR/NJ	Ongoing
6.6	Investigate absence split by unavoidable and casual absence	MR	Deferred
8.1	Amendments to be made to Covid-19 policy	JW	Done
3.1	Safeguarding report to be created and shared.	LF	Done
4.1	Staff feedback on the risk assessment to be shared.	AN	Done
4.2	Staff to be emailed about completing a risk assessment if they are vulnerable, anxious or BAME	AN	Done
5.1	Application to be submitted to join the Teaching School Alliance	MR/MC	Done
<b>13.0</b>	<b>Last FGB minutes to be signed and agreed</b>		
13.1	Minutes of FGB7 were agreed and signed. Minutes of Extraordinary FGB for Covid-19 were agreed and signed.		
<b>14.0</b>	<b>Date and Time of Next FGB(9)</b>		
14.1	20 <sup>th</sup> July 2020 at 5:00pm Chair asked for an additional short FGB for further policies to be approved. The meeting would be half an hour with one item. It was agreed that this would take place on Tuesday 23 <sup>rd</sup> June at 5:00pm.		
<b>15.0</b>	<b>AOB</b>		
15.1	<b>Update on Sports Barn/Vocational Building</b> MR explained that the plans for the sports barn, vocational building and drive have gone to planning and are being considered and referred to committee which will be heard in September. The building work start dates have been pushed back and the initially proposed dates are no longer applicable due to Covid-19. MR explained that within the planning process, some complaints were received from within the community about the proposals. Some concerns were relating to parking on John Nash Drive but the planning proposal would improve onsite parking. There were also concerns raised about the livestock that is being kept on school site, suggesting that this is not allowed to due to a covenant. MR explained that there is no covenant. MR explained that as part of the school's approach to working with the community, it was agreed that the school would reconsider the keeping of livestock on the school grounds, and ask governors for them to consider this. MR explained that the livestock on the school site is currently part of the curriculum and something		

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	<p>that we do to help pupils to be more successful. MR added that the pigs no longer on site.</p> <p>Chair explained that responses have been sent to those raising the concerns.</p> <p>MR explained that it is right to review having livestock on the school site but it doesn't need to be done now. This will be added to the agenda of a later FGB. MR added that any new batch of pigs would not be due to arrive until November.</p>		
<b>14.0</b>	<b>Part II</b>		
14.1	Part II.		

Dates of Future Meetings			
Housekeeping Meeting 09.09.10	FGB4 13.01.20	FGB8 15.06.20	
FGB1 30.9.19	FGB5 10.02.20	FGB9 13.07.20	
FGB2 04.11.19	FGB6 23.03.20	TPR To be confirmed	
FGB3 02.12.19	FGB7 11.05.20	HTA 3.10.19	
Summary of Action to be completed – EXECUTIVE PRINCIPAL / SLT / GOVERNORS		Who	Complete by
3.7	Approach BSla to ask if he would like to consider becoming a co-opted governor.	MC	ASAP
5.3	Advise JW to not use pupil names in reports to governors from now on.	JW	ASAP
7.1	RM to arrange a governor visit for curriculum.	RM	ASAP
7.1	MC to speak to MMay to get some questions/support for RM's curriculum visit.	MC	ASAP
9.1	Confirm who the online safety officer is.	MR	ASAP
9.8	Review changes made to recruitment/selection policy by AKin.	MR	Next FGB
9.9	Add clarification to school uniform policy regarding school logo on shirts.	AN	ASAP

Minutes Agreed by Chair of Governors

Signed \_\_\_\_\_

Dated \_\_\_\_\_