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|----------------|------------------------------------|-------------|--------|--------------------------|----------------------|
| Meeting | Full Governing Body Meeting | | | Meeting Reference | FGB1 |
| Date | 28 September 2020 | Time | 5:00pm | Location | Bramley Meeting Room |

| Name | Initials | Governor | Lead | Present | Apologies | Other | Sanctioned |
|--------------------------------|-----------|------------|-------------------------------------|---------|-----------|-------|------------|
| Maggie Carter | MC | Foundation | Chair of Governors | Y | | | |
| Laurence Fentimen | LF | Co-opted | Safeguarding | N | Y | | Y |
| Rachel Manifold | RM | Co-opted | Personnel and Staff Wellbeing | Y | | | |
| Ben Slater | BS | Co-opted | Parent and Community | Y | | | |
| Helen Bartlett | HB | Co-opted | Pupil Progress and Data | Y | | | |
| Charles Wilson | CW | Parent | Premises/H&S/Risk Assessments | N | Y | | Y |
| Joe Belso | JB | Parent | Finance | N | Y | | Y |
| Sarah Purnell | SP | Staff | Policies/Website Compliance/GDPR | Y | | | |
| Mark Rose | MR | Ex-Officio | Executive Principal (EP) | Y | | | |
| Vacancy | - | - | Residential | | | | |
| Vacancy | - | - | - | | | | |
| Abigail Norris | AN | - | Clerk | Y | | | |
| Quorum required 5 - Quorum met | | | | | | | |
| VISITOR(s) | | | | | | | |
| Nicola Jones | NJ | | Head of Education | Y | | | |
| Bryan Webster | BW | | Assistant Principal | Y | | | |
| Mary May | MM | | Associate Member | Y | | | |

| Agenda | |
|-----------|--|
| 1 | Welcome and Apologies for Absence |
| 2 | Attendance & Business/Pecuniary Interest/Register |
| 3 | New Governor |
| 4 | Strategic Vision |
| 5 | SDP Report |
| 6 | Curriculum |
| 7 | Head Teacher's Update |
| 8 | Attendance |
| 9 | Premises |
| 10 | Policies and Website Compliance |
| 11 | Policies – To be ratified by governors |
| 12 | Clerk Updates |

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| 13 | Items Brought by the Chair |
| 14 | Matters arising from minutes of last FGB9 on 20 July 2020 and House Keeping on 3 September 2020 including progress made on the actions raised |
| 15 | Last FGB minutes to be signed and agreed |
| 16 | Date and Time of Next FGB2 meeting |
| 17 | AOB |
| 18 | Part II |

| Item | Subject | A/D | Who |
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| 1.0 | Welcome and Apologies | | |
| 1.1 | Apologies from JB, CW and LF. | | |
| 2.0 | Attendance & Business/Pecuniary Interest/Register | | |
| 2.1 | No conflicts of interest noted. | | |
| 3.0 | New Governor | | |
| 3.1 | Chair welcomed HB to the board. Chair said that we are really pleased to have HB, especially with her background and skill set. HB said that she was delighted to be a new governor at OMS. HB explained that she works at the met office, as a data management specialist. HB said that she lives locally and wants to contribute to the local community. HB said that she was particularly drawn to a special school due to family circumstances. HB added that she is also a keen musician and road cyclist. HB said that she can't wait to meet everyone in person. | | |
| 3.2 | Chair proposed for HB to be co-opted, seconded by MR and agreed unanimously. | | |
| 4.0 | Strategic Vision | | |
| 4.1 | MR explained that the school vision was developed when the school merged two years ago, with input from the whole staff team and governors at the very start of the launch of OMS. MR said that it is a great vision and a clear reflection of what we want to achieve over a five year period. MR explained that some areas have been met, and some we are still working towards. | | |
| 5.0 | SDP Report | | |
| 5.1 | MR explained that the SDP was developed with input from staff and governors. MR stated that at the start of OMS, it was a one year document as we didn't know how the school was going to develop, the rate at which it was going to develop, so it was important to review the SDP after one year. MR explained that last year, we were clear on the areas we need to develop so set ourselves a two year SDP which was developed with all staff. MR added that he had meetings with all groups of staff, including TAs, cleaning and admin to look at the proposed SDP and give staff an opportunity to share their suggestions and ideas that they felt needed to be included as priorities. MR explained after this, the proposed plan was further developed, and agreed as a two year plan. MR explained that Ofsted feedback that SDP priorities were appropriate for the school and where we were | | |

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| | <p>judging ourselves as a school. MR said that this provided a vote of confidence. MR explained that the SDP has been reviewed but is relatively the same as last year, with one strike through, due to it no longer being relevant after a member of staff in EYFS leaving. MR explained that the blue sections are additions to the SDP this year on the back of the identified areas of development from Ofsted feedback. MR explained that the updated SDP was shared with staff today in a training session. MR explained he has asked for staff to identify four/five key areas as main priorities for this year. MR explained that it is a large document, so it is great to be able to have four/five key areas of focus that staff collectively focus on. MR explained that these priorities will be used to help set appraisal targets, so it becomes an owned document with shared priorities, and staff are working towards the same goals.</p> | | |
| 5.2 | <p>Governor asked what EYFS stands for. MR explained that EYFS is Early Years Foundation Stage, so pupils in reception. MR said that these are the youngest pupils in our school. MR explained that we don't have many pupils of this age, but do have a class considered as a school ready class for pupils who aren't quite ready to access school.</p> | | |
| 5.3 | <p>Governor asked as it is a two year plan, whether the school could show which priorities they want to achieve in year one and which ones they want to achieve in year 2. MR explained that we are in the second year of the SDP, so in theory, we should be turning the majority of the statements to green by the end of the year. MR explained that we set ambitious SDPs, so if at the end of the year they are not all green, it is not due to a lack of review or trying, but due to setting over ambitious targets and that we have not been able to fully embed some things.</p> | | |
| 5.4 | <p>Governor asked if it was possible for any sections to be coloured red because they haven't been started. MR said that if there was anything that hadn't been started, he would have left them in white. MR explained that part way through last year, there were some areas where we hadn't made any real progress; at that time these statements in the SDP were left white. MR explained that there aren't any that we don't feel confident that we will make good progress in by the end of this year. MR explained that the highest priority is pupil attendance, and we are confident that steps have been taken to make progress on the areas identified by Ofsted. MR said that we are working in a much better way with attendance. MR explained that another real priority is community cohesion, gaining full confidence of staff team. MR explained that this is a blue target due to it being a post Ofsted target. MR explained that there is a Community Cohesion Action Plan, adding that there is a lot of work still to be done in this area and that it remains a real focus for this year.</p> | | |
| 5.5 | <p>Governor asked when he shared the SDP with staff, whether there was any instant feedback or thoughts.</p> | | |

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| | MR said that there was no instant feedback but the meeting wasn't that sort of environment and that it was shared in a slightly different way due to our Ofsted visit last week and the academisation order which needed to be discussed with staff. MR explained that the SDP has been shared with staff via email and they can respond with their comments. | | |
| 5.6 | MR explained that when the school developed the SDP a year ago, staff worked on it with workshops and were given the opportunity to RAG rate the previous year's SDP themselves. MR said that due to it not being a new document this year, he felt that staff should engage with it in a different way. | | |
| 5.7 | Chair asked how monitoring of the SDP happens. MR explained that the SIP and SLT review it regularly. MR explained that areas are distributed to members of SLT which are further distributed to staff within targets so there is a clear link to the SDP through the school. MR added that governors also monitor progress. | | |
| 6.0 | Curriculum | | |
| 6.1 | Chair explained that a meeting has taken place to work out how governors can effectively monitor curriculum. Chair explained that it was decided that the school would provide an overview for all governors, then focus on certain aspects. Chair said that it is important for all governors to have an overview of the whole curriculum. | | |
| 6.2 | NJ explained that it is important to show governors where curriculum sits within the school. NJ explained that the curriculum is in three parts: Quality of Education, Delivery and Impact. | | |
| 6.3 | BW explained that the curriculum is a complicated and a vast piece of support for our pupils. BW explained that we want pupils to progress in ten areas shown in the Curriculum Vision whilst they are at OMS. BW explained that the school sees these ten elements as important components and they form what we do on a day to day basis at school. BW said that the ten elements are reflected throughout lessons, the residences and pastoral support, adding that all skills are developed in some way. BW said that this is the foundation for the curriculum. | | |
| 6.4 | BW explained that the Curriculum Intent shows the vastness of the curriculum. BW explained that the four parts are based on EHCP (Educational Health Care Plan), a document which every pupil has and clearly lays out the expectations for them to be able to progress when they are at school. BW explained that many targets within pupils' EHCPs are very similar, for example communication and interaction as many pupils will have a similar need in this area. BW added that due to pupils' need, the curriculum is very broad and vast. BW explained what the four areas were: Cognition and Learning, Communication and Interaction, Social Emotional and Wellbeing, and Learning for Independence. BW explained that the national curriculum is a huge areas in itself, with a huge amount of guidance. BW explained that the curriculum is founded on the Curriculum Vision and put in place through the Curriculum Intent. BW added that every element can be | | |

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| | quite vast, and there is cross over between different areas. BW explained that the delivery of our curriculum is right across the school and matched to the EHCP, using areas of the curriculum that will best support individual pupils. | | |
| 6.5 | Chair asked if every child will have something for each area within their timetable. BW said that most pupils will have several areas from within the four categories. BW added that some aspects such as careers guidance would be targeted more at older pupils than it would be for younger pupils. | | |
| 6.6 | Governor said that it was a useful oversight. BW said that he would be happy to speak to governors individually. | | |
| 6.7 | NJ explained that the EHCP is a contract and it is important that the school meets targets on their EHCP. NJ added that it lays out how the gap will be closed so pupils can move from our school to a suitable destination. NJ explained that pupils need support in all areas, in a variety of ways. NJ added that some areas involve precise teaching opportunities whereas others are more therapeutic | | |
| 6.8 | BW explained that if you pick any section from an EHCP, it would relate to at least one section of the ten key areas. BW added that the Curriculum Vision and Intent are not static documents. BW explained that the school always look to enhance it, for example last year the introduction of therapy dogs. BW said that it is always being reviewed and reflected on. | | |
| 6.9 | MMay said that she has confidence in the breadth and depth in the curriculum, and it is important for all governors to understand the curriculum. | | |
| 6.10 | Chair asked for the documents to be shared with governors. Chair said that it was very helpful to have the overview. | A | AN |
| 6.11 | NJ said that they will look at different areas in more detail in subsequent meetings. | | |
| 7.0 | Head Teacher's Update | | |
| 7.1 | Covid-19 MR explained that Covid-19 continues to have an impact across the community and education. MR explained that we are continuing with our risk assessment, processes and guidance that we have in place, and managing the risks associated. MR explained that there has been a lot of work going on to support pupils returning to school. MR stated that at the end of last week, the overall attendance was about 89%. MR explained that we had a group of pupils where attendance was low or zero, and we are working on how to support those pupils. | | |
| 7.2 | Governor asked how 89% compares to normal. MR said that it is similar to normal, but slightly lower. MR explained that we are working with the EWO (Educational Welfare Officer) for pupils with low/zero attendance. MR said that this is due to a mixture of pupils with broken bones and pupils with concerns/anxieties about returning to school. MR said that we are also working with the local authority for some pupils to find the best way we can support them to | | |

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| | <p>maximise their attendance. MR said that there is a big drive to get pupils back into education successfully. MR explained that some pupils are on part time timetables to support their return. MR explained that we are reviewing attendance figures of these pupils on a weekly basis.</p> | | |
| 7.3 | <p>Chair asked if we have got any confirmed cases, for staff or pupils. MR said there have been no positive tests, but we have had a large number of staff and pupils who have required to have a test or self-isolate.</p> | | |
| 7.4 | <p>Governor asked if people have struggled to get tests. MR said that some staff and parents have struggled to get tests. MR explained that the school has a small number of tests which can be used for specified situations such as if we didn't think a child would get a test unless provided by school or if a test can't be accessed. MR explained that it is parent's/staff's responsibility to get a test. MR added that with perspective the majority of people in school have been able to access a test when needed.</p> | | |
| 7.5 | <p>Ofsted MR explained that as a result of the Social Care Ofsted judgement in January, which included recommendations around safeguarding, broken/unwanted items and first hand reporting of incidents on CPOMS, we were expecting an assurance visit from Social Care. MR added that we are also expecting one from Education. MR explained that Social Care Ofsted phoned on Thursday morning, saying that they would be in school from Thursday lunch time until end of day Friday. MR explained that the visit took place, we received verbal feedback from Ofsted identifying some areas where good progress has been made, adding that Ofsted were happy with practice, policy and procedure. MR explained that they also identified other areas for improvement. MR explained that he would feedback to governors once the QA process has been completed and the report published.</p> | | |
| 7.6 | <p>Regional Schools Commissioner (RSC) MR explained that any school judged Inadequate is required by the DfE to move towards academisation which is the preferred method of the government to support schools who are classed as failing (Inadequate). MR added that it is a requirement by law that this process happens. MR explained that the first step of the legal process is the issuing of the academy order. MR said that we were advised over summer that this would take place before the end of September, and on Thursday, it was sent to MC and MR. MR said that this indicates the start of the process when looking at academisation of a school. MR said that the timescale is between 6 and 18 months. MR explained that following the academy order, we have an opportunity to work with the RSC, the local authority and the SENTient trust on identifying a suitable partner academy which we will be sponsored by. MR said that the RSC have assured us that they will be considering the values, vision and ethos of the academy, along with their capacity and capability to support a residential special school. MR added that the RSC have indicated that</p> | | |

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| | <p>having at least one special school within the set up, as well as a residential provision would be an important consideration of theirs. MR said that although we are involved in the process, we will not be able to dictate in any way who the academy is. MR explained that the RSC have assured us that they will listen to our views. MR said that there are there are some very good academies out there who could support the school well in its ongoing journey however, MR also we will be looking at requesting an early re-inspection from Ofsted. MR explained that if at that stage, the school is not Inadequate, the academy order would be revoked, and the school could then decide whether they want to remain within the SENTient or become an academy. MR said that the SENTient trust are very supportive. MR said that we shouldn't be afraid of becoming an academy with the right sponsor, as it should have a positive impact to ongoing school improvement if we are linked to the right academy. MR said that we currently have two options, and both could be very good for the school. MR said that the school is currently supporting both options, and will continue to drive ongoing school improvement with support which is in place, and request an early re-inspection. MR explained that we haven't written to Ofsted yet but our SIP is in school this week. MR said that governors decided they would like the feedback from the SIP to be considered before MR makes a final judgement before writing to Ofsted. MR explained that we also have an independent audit coming up from a member of staff from the local authority. MR explained that after the audit and feedback from our SIP, a decision will be made as to whether we should ask for the re-inspection or not. MR added that it could take up to 18 months for the re-inspection to take place. MR added that there will definitely be no proper inspections prior to Christmas due to Covid. MR said that we are delaying requesting the re-inspection to have confidence and eternal scrutiny. MR explained that this information has been shared with staff in meetings with the information also going in the weekly staff and parent letter at the end of the week.</p> | | |
| 8.0 | Attendance | | |
| 8.1 | <p>Chair explained that she has taken on the role of lead governor for attendance, due to its high profile. Chair said that she has agreed to carry out a series of activities to have a governor's oversight of attendance. Chair explained that this started last week with a call with PGP, the Assistant Principal in charge of attendance. Chair said that they talked about part time timetables which is part of an approach to support pupils who have problems with attendance if it is possible for them to have a reduced timetable for a certain period of time. Chair explained that there are rules and guidance around part time timetables. Chair said that it is suggested to parents that it might be a beneficial for pupils to be on a reduced timetable for a period of time. Chair added that this used to happen a lot, but there are now new guidelines from government, as it can be a useful tool but it is not a long term sustainable option. Chair explained that there is a rigorous</p> | | |

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| | <p>process in place, and any child on a part time timetable is appropriately recorded and monitored. Chair said that she has done a report which will be shared with governors. Chair explained that there is guidance from DCC and DfE about what circumstances can be used, for example if a child is showing challenging behaviour, anxiety or distress. Chair said that most pupils in OMS could fall into that category. Chair added that if a child has a medical condition and has been out of school for a long time, a reduced timetable with a gradual increase could support their reintegration back into school. Chair said that they have to be agreed by the school, with parents and any other professionals involved in conversations about a part time timetable. Chair said that if agreed, an Annex R (temporary timetable notification) has to be sent to the local authority with details of the pupil, number of hours in school, the view of the family and timescales for reviewing the part time timetable. Chair said that the school would not suggest a part time timetable unless the family and other professionals were asking for it to be considered. Chair said that if the school feel that it would b helpful, it can be agreed.</p> | | |
| 8.2 | <p>Chair explained that there are currently 9 pupils on part time timetables and typically, there are between 5 and 8 at any one time. Chair said that they are mostly in years 9 and 10 (13-14 year olds) and most are related to mental health and wellbeing such as anxiety. Chair said that each part time timetable will be different, but typically it is a reduced number of days which is built up. Chair explained that there are 29 new pupils who haven't had the opportunity for normal transition arrangements due to Covid, so the expectation was that some of them would have struggled to attend full time from beginning. Chair said that only one new pupil is on a part time timetable. Chair explained that she sampled a part time timetable for one pupil and it appeared to be comprehensively completed. Chair explained that her next step is to visit school at morning arrival time and registration time to observe first-hand the process of arrival and the registration period, and how registers and inputted, recorded and overseen.</p> | | |
| 8.3 | <p>MMay said that it was interesting that pupils who have not had usual transition are still managing to cope with school full time. MMay said that this says something about how the school has welcomed them in.</p> | | |
| 9.0 | Premises | | |
| 9.1 | <p>Chair explained that the lead governor is not here but the report is comprehensive.</p> | | |
| 9.2 | <p>Governor agreed that it is a very comprehensive/detailed report.</p> | | |
| 9.3 | <p>Chair said that most actions were operational and asked if there were any questions.</p> | | |
| 9.4 | <p>Governor said that it would be useful to have dates for next steps and actions to check that they have been done.</p> | | |
| 9.5 | <p>Governor asked if they had discussed the pedestrian access. MR said that it hadn't been discussed. MR added that the school premises stops at the gate. MR said that he could speak to governor separately about this.</p> | | |

| Item | Subject | A/D | Who |
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| 10.0 | Policies and Website Compliance | | |
| 10.1 | Chair said that this role is to keep governors on track with where we are with policies, website compliance and GDPR. Chair added that it is a work in progress document which will continue to be updated. | | |
| 10.2 | <p>Policies</p> <p>MR explained that some of the policies in red are either not required or being dealt with at the moment, other than the staff dress code policy. MR asked if governors felt they needed to approve this policy. Governors agreed that approval of the staff dress code would be delegated to MR.</p> <p>MR asked if all the policies need to come to governors. Governor said no.</p> <p>MR asked if a column could be added to show who needs to approve the policy. Governor said that this could be done.</p> <p>Chair explained that governors needed a better system for reviewing policies. Chair said that there is a list of policies pertinent to each lead governor and we should get into the habit of the policies only going to the relevant governor unless they have to come to FGB. Chair said that this would cut down on policies that all governors need to read. Governor stated that six policies need to come to FGB.</p> <p>Governor explained that the biggest issue is that many policies have been approved by governors but not addressed operationally within the school.</p> <p>Chair said that this was an operational issue that needs to be resolved. Governor explained that yellow policies need to be addressed between now and Christmas. Governor to discuss with AN which policies need to go to lead governors and FGB.</p> | A | SP/AN |
| 10.3 | <p>Website</p> <p>Governor explained that there is a lot of outstanding areas as there always is in September. Governor said that a lot of things need to be updated from last year's version. Governor added that some areas haven't been addressed which are statutory requirements.</p> <p>Chair asked whose responsibility it is to upload things to the website. MR said that MS uploads things and SLT oversees this. MR said that some things aren't required and some things are ready to be uploaded. Governor said that some areas don't apply such as some Key Stage results as these were not undertaken this year.</p> <p>MR said that there is nothing wrong with going through all of the areas in case things change and we do need to put something on the website.</p> <p>Governor stated that there are two new statutory finance elements that need to be on the website. MR said that he will look at these. MR suggested that policies should be added to the next FGB.</p> | A A | MR AN |
| 10.4 | <p>GDPR</p> <p>Governor explained that there haven't been normal updates from Ian Arkell (DPO) due to Covid.</p> | | |

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| | <p>Chair explained that the school buys in services for GDPR compliance but they haven't been in since October.</p> <p>Governor said that there were 14 GDPR breaches and 4 SARs last year. Governor explained that DPO would like to do a Data Privacy Impact Assessment during the next visit, as well as look at trips and visits paperwork in place, how to deal with confidential waster, discuss the email system and look at new training which has not yet been adopted by OMS.</p> | | |
| 11.0 | Policies – To be ratified by governors | | |
| 11.1 | <p>KCSiE</p> <p>Chair explained that this is updated by the DfE every year from and refers to safeguarding in schools. Chair said that all members of staff have to read and sign it. Chair said governors also need to do this. MR said that governors need to sign to say that they have read it.</p> <p>Chair asked if all staff have seen it.</p> <p>MR said that it was shared with staff early this term but not everyone signed to say that they have read it yet. MR said that we are chasing up a small number of staff.</p> | A | AN |
| 11.2 | <p>Safeguarding</p> <p>Governor said that they don't feel confident ratifying the policy now as there are some things that are incorrect in the policy. Governor explained the areas that need addressing including name changes, typos, the safeguarding statement and pupil files.</p> <p>Chair said that they are simple things that need to be changed. MR asked if following the resolving of the issues raised, if the policy can be adopted. MR said that it is an important document that he would not want delayed. MR said that we will feedback if there are still things that need to be followed.</p> <p>Chair suggested that governors delegate to governor to ensure that actions are done.</p> <p>AN and governor to review these areas and make the required changes and send final version to governors.</p> <p>Governors agreed to approve the policy on this basis.</p> | A | AN/SP |
| 11.3 | <p>Statement of Behaviour Principles</p> <p>Chair said that this will go on the website. Chair explained that this reflects the behaviour policy and states the principles behind it.</p> <p>The policy was adopted.</p> | A | AN |
| 11.4 | <p>SEND Information Report</p> <p>Chair said it was a good summary.</p> <p>Chair asked if SALT from Virgin exists anymore or if it back to the NHS.</p> <p>AN to check with SALT team.</p> <p>Governor asked if the policy names are correct on the first page.</p> <p>AN to ensure the policy names are correct.</p> <p>Chair said that the report is designed to make sure there is responsibility for SEND in schools.</p> <p>The policy was approved.</p> | A A | AN AN |
| 11.5 | Business Continuity Plan | | |

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| | Governor said that the contents don't match up with the page numbers. AN to ensure the contents page is updated. Chair said that it is a model DCC policy. The policy was adopted. | | |
| 11.6 | Emergency Plan The policy was adopted. | | |
| 12.0 | Clerk Update | | |
| 12.1 | Governors Action Plan Clerk explained that this was shared with governors and outlines the governors' priorities for the academic year. Chair said we will need to add academisation to the action plan. | A | AN |
| 12.2 | Governor Training Clerk said that dates for this term have been shared with governors. Clerk asked for governors to let her know if they want to do any specific training. | | |
| 12.3 | Governors Award Clerk explained that there will be governors awards for pupils every FGB. Clerk explained that staff were asked for nominations and many were received. Clerk said that the nominations were narrowed down to six winners by SLT, three on upper site and three on lower site. Clerk said that the winners will get a certificate and a prize. MR shared the reasons given by staff for the winners. MR said that celebrating success is an important part of what we do and it is good to hear positive progress of pupils. Chair asked how pupils will be informed of their award. MR said that it will be presented in assembly, with a copy of the certificate sent home. MR suggested that governors could join the assemblies via Zoom if they are available. AN to liaise with governors to see if they can attend some assemblies to present governor awards. | | |
| 12.4 | Outstanding Forms Clerk thanked governors for returning forms and reminded those who have outstanding forms to return them. | | |
| 12.5 | Skills Audit Clerk thanked governors for completing the audit and reminded those who have not completed it to do it. | | |
| 13.0 | Items Brought by the Chair | | |
| 10.1 | None. | | |
| 14.0 | Matters arising from minutes of last FGB9 on 20 July 2020 and House Keeping on 3 September 2020 including progress made on the actions raised | | |
| Summary of Action to be completed from FGB9 | | | |
| 4.4 | Ensure the Curriculum Policy does not need any changes following implementation of the new PSHE Curriculum | MR | Done |
| 4.9 | Remind SLT that there should be no names within governor reports | MR | Done |
| 8.1 | Consider the Complaints Policy following advice from school's HR admin | MR | Done |

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| 8.2 | Consider the Recruitment and Selection Policy following advice from school's HR admin | MR | Done |
| 8.3 | Add 'pupil' to the title of the Mobile Device Policy and update section regarding teachers requesting to be shown a device | AN | Done |
| 8.3 | Check where staff guidance regarding mobile phone use is | AN | Done |
| 8.4 | Ensure it is clear that school uniform does not have to have a logo | AN | Done |
| Summary of Action to be completed from House Keeping | | Who | Complete by |
| 4.4 | Check with governors whether they are happy to continue with the same roles | AN | Done |
| 4.5 | Agree date for HT appraisal | AN | Done |
| 8.1 | Make change to Recruitment and Selection Policy | AN | Done |
| 8.2 | Send final version of Complaints Policy to governors | AN | Done |
| 12.0 | Last FGB minutes to be signed and agreed | | |
| 12.1 | Minutes for FGB9 20 July 2020 and House Keeping 3 September 2020 agreed and signed. | | |
| 13.0 | Date and Time of Next FGB | | |
| 13.1 | 9 November 2020 at 5:00pm | | |
| 14.0 | AOB | | |
| 14.1 | None. | | |
| 15.0 | Part II | | |
| 15.1 | None. | | |

| Dates of Future Meetings | | | |
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| House Keeping 03.09.20 | FGB4 11.01.21 | FGB8 14.06.20 | |
| FGB1 28.09.20 | FGB5 08.02.21 | FGB9 19.07.20 | |
| FGB2 09.11.20 | FGB6 15.03.21 | TPR To be confirmed | |
| FGB3 07.12.20 | FGB7 26.04.21 | HTA To be confirmed | |
| Summary of Action to be completed – EXECUTIVE PRINCIPAL / SLT / GOVERNORS | | Who | Complete by |
| 6.10 | Share Curriculum documents with governors | AN | ASAP |
| 10.2 | Discuss policies which need ratifying by FGB and lead governors | SP/AN | ASAP |
| 10.3 | Ensure new finance requirements are on the website | MR | ASAP |
| 10.3 | Put policies on the next agenda | AN | ASAP |
| 11.1 | Governors to sign to say they have read KCSiE | AN | ASAP |
| 11.2 | Review issues and changes within the Child Protection/Safeguarding Policy and share final version with governors | AN | ASAP |
| 11.3 | Put Statement of Behaviour Principles on the website | AN | ASAP |
| 11.4 | Check with SALT if it is now Virgin or NHS | AN | ASAP |
| 11.4 | Ensure policy names are correct in SEND Information Report | AN | ASAP |
| 12.1 | Add academisation to the action plan | AN | ASAP |



Minutes Agreed by Chair of Governors

Signed _____

Dated _____