



To be the best we can be..

**MINUTES OF A MEETING OF THE FULL GOVERNING BOARD HELD AT THE SCHOOL
ON MONDAY, 13th MAY 2024 at 1 p.m.**

PRESENT:

Mrs C Clayson	Mr A Cummins
Mrs B Feast	Dr. K Gee
Mrs J Mayer (Chair)	Reverend R Pritchard
Mr D Warner	Mr S Way (Headteacher)

IN ATTENDANCE:

- Mrs T North (potential new Co-opted Governor)
- Dr. J Perkins (ex-Parent Governor – resigned)
- Mrs D Stryzyk (Governance Professional)

Item	Minute	Action
PROCEDURAL		
1.	<p>Chair's Welcome and Prayers</p> <p>The Chair welcomed everyone to the meeting. She introduced Mrs Tracy North as a potential new Co-opted Governor.</p>	
2.	<p>Quorum</p> <p>The meeting was established quorate.</p>	
3.	<p>Apologies for Absence</p> <p>Apologies for their absence had been received from Mr G Sample (holiday), Mrs K Petts (holiday), Mr J Bennett (holiday) and Mrs C Goatham (prior commitment). The Governors' apologies were accepted.</p>	
4.	<p>Declaration of Business Interests</p> <p>Governors were invited to declare business interests against any of the agenda items for the meeting. None were received.</p>	
5.	<p>Governing Board Membership and House-keeping</p> <p>a) One Parent Governor Vacancy</p> <p>Following Dr. Perkin's decision to stand down as a Parent Governor. A Parent Governor election had been undertaken and had now concluded. Mrs H Gardner had been nominated unopposed as the Parent Governor representative. Her appointment was effective from the date of the conclusion of the parent governor nomination process, i.e. the 2nd May 2024. Mrs Gardner had tendered her apology for this meeting and the next meeting due to her work commitments.</p>	

	<p>Action: Governors to receive confirmation that new Governor’s (HG) Disclosure and Barring Service and Section 128 checks have been completed at the next meeting.</p> <p>Action: New Governor (HG) to complete New Governor Induction training as soon as possible.</p> <p>b) Upcoming End of Terms of Office</p> <p>The Governance Professional drew Governors’ attention to the following upcoming changes to the Board’s membership:</p> <ul style="list-style-type: none"> • Mr D Warner’s term of office as Staff Governor was due to expire 27th September 2024. A Staff Governor election would need to be conducted at the start of term 1. • Mr A Cummin’s term of office as Co-opted Governor was due to expire on the 5th October 2024. Mr Cummins indicated that it was intention to stand down at the end of this academic year. • Mr J Bennett’s term of office as Co-opted Governor was due to expire on the 14th November 2024. <p>Action: Governing Board to formally appoint Mrs T North as a Co-opted Governor at the term six meeting. Mrs North’s term of office will commence on the 1st September 2024 (to replace Mr Cummins).</p> <p>Action: Governing Board to elect Vice Chair at the term 6 meeting. Nominations/self nominations will be sought prior to the meeting.</p> <p>c) Succession Plans</p> <p>The Chair advised, as there were so many new Governors joining the Board, she had asked Governors to reflect whether they have an interest to assume key roles or areas of responsibility going forward. Following her discussions with Governors, the following had been agreed:</p> <ul style="list-style-type: none"> • Mr G Sample will take on the role of Safeguarding Governor. Mr Sample will undertake Governor training on the Role of the Safeguarding Governor. • Mrs J Mayer will continue in the role of Finance Governor. • Reverend R Pritchard will continue in the role of SIAMS Governor. <p>The Chair encouraged Governors to let her know their preferred areas of responsibility before term 6 (Governing Boards are required to have an SEN Governor and a Health & Safety Governor in addition to Safeguarding Governor). Governors will be fully supported in terms of training. New Governors will be partnered with a Governor for the purposes of monitoring.</p> <p>Action: GS to complete training on the topic of the Role of the Safeguarding Governor.</p> <p>Action: Governors to liaise with CoG (JM) reference area of responsibility/role they wish to be considered for from term 6.</p>	<p>ALL</p> <p>HG</p> <p>ALL</p> <p>ALL</p> <p>GS</p> <p>ALL →CoG</p>
<p>6.</p>	<p>Minutes of the Meeting</p> <p>The minutes of the previous meeting held on the 18th March 2024 were approved by Governors.</p>	

<p>7.</p>	<p>Matters Arising and Receive Updates on Agreed Actions (not covered by this agenda)</p> <p>a) New Governor</p> <p>Governors noted that Mr Sample’s DBS and Section 128 checks have been performed and details received by the school.</p> <p>Governors agreed to provide potential new Governor, Mrs T North, with access to the Governor Hub platform pending her appointment at the term 6 meeting.</p> <p>Action: Governance Professional to arrange for Mrs North to have access to the Governor Hub platform prior to the term 6 meeting.</p> <p>b) Monitoring Visits</p> <p>The Chair reminded Governors that they should by now have arranged their term 6 monitoring visits with the Headteacher.</p> <p>Action: Governors to conduct monitoring visits at least two weeks before the next meeting of the full Governing Board on the 1st July 2024, ensure reports are written up and shared with the Headteacher and/or in-school lead and uploaded to Governor Hub before the meeting.</p> <p>c) School’s Website</p> <p>The Chair undertook to liaise with the Headteacher to ensure that current governor membership information (name, category of governor, term of office, appointing body (e.g. parents, staff, governing board), their roles and responsibilities and business and familial interests are included on website, also the structure of the Board’s governance and Governors’ attendance record. DfE document referred: https://www.gov.uk/guidance/what-maintained-schools-must-publish-online#governors-information-and-duties . Historical governor information (with end of term date) must remain on the website for one year.</p> <p>Action: CoG/HT to liaise to ensure that the website is up to date with Governors’ information.</p> <p>d) School’s Behaviour Strategy</p> <p>The presentation on the ‘BuB Way’ had been deferred and would be re-scheduled at a future date.</p> <p>e) Acceptable Use Policy</p> <p>All Governors were reminded to confirm their agreement to abide by the school’s Acceptable Use Policy within their personal profiles on Governor Hub.</p> <p>Action: ALL Governors must confirm their agreement to abide by the school’s Acceptable Use Policy within their personal profiles on Governor Hub.</p>	<p>Gov. Prof.</p> <p>ALL</p> <p>CoG/HT</p> <p>ALL</p>
SCHOOL IMPROVEMENT		
<p>8.</p>	<p>Headteacher’s Report and School Improvement Plan 2023-24</p> <p>The Headteacher’s report had been shared on Governor Hub in advance of the meeting. The Headteacher advised the budget had been dominating his thoughts; many school’s financial</p>	

positions were in a poor state. The Headteacher reported that he had a plan in terms of the staffing structure but he was not yet in a position to discuss that with Governors because the window for staff resignations was open until the end of May.

Action: Governors to receive and agree the 2024-25 Staffing Structure and Staff Complement at the next meeting.

HT →ALL

a) School Roll, Organisation and Staffing Updates

The school had 207 pupils on roll (32 in Year 6).

The school had received a request to go over its published admissions number in Year 1 which had been acceded to. Had the school declined, the request for a place would have gone to an appeal which would have incurred costs to the school for the appeals hearing. The child's sibling was also joining the school in Year 3.

The school had received confirmation that 30 children will be joining the school in Year R from September. This year 29 families had named the school as their first choice. Other schools locally were full, but in other areas of Kent there was a steep shortfall of children. The Headteacher advised that the staff have tried really hard to promote the school by contacting local nurseries and pre-schools, the Headteacher had increased his understanding of Early Years so that he could answer parents' questions and staff have contacted parents to discover what they viewed the school's unique selling points to be.

Staffing updates were detailed on page 1 of the Headteacher's report.

b) School Improvement Plan & Self Evaluation Form 2023-24/Governors' Monitoring Visit Reports Linked to SIP

i) Quality of Education and Standards (intent, implementation, impact)

• Term 4 Progress and Attainment Data

Year 6 pupils were taking the standard assessment tests during the week. The Year 6 cohort had children with a range of needs and also a high proportion of Pupil Premium Grant funded pupils. The children were applying themselves very well and were focused. For the tests the children had been divided into three groups. Some were allowed additional time because they have a particular need. The work the pupils have done across the year had shown a steady improvement. The Headteacher reminded Governors of the school's end of Key Stage 2 targets, as follows:

	Reading	Writing	Spelling Punctuation and Grammar	Maths
Expected	75%	75%	78%	72%
Greater Depth	50%	19%	34%	19%

A Governor (JM) monitoring visit report on the Quality of Education dated the 19th April had been shared with Governors. Her report provided term 4 data headlines. She will attend the school later in the week to observe the school's administration of the tests.

End of Key Stage 1 standard assessment tests were no longer statutory from this year.

The Headteacher advised when the school carried out assessments, staff will see where there are gaps that need to be filled. Pupil progress meetings also identify gaps and strategies were discussed to close them.

ii) Behaviour & Attitudes

• Pupils' Attendance

The Headteacher reported whole school attendance had risen to 95.3%. There were 21 children who have been identified as persistent absentees with attendance of less than 90% (compared to 35 pupils at the same time last year). A couple of persistent absentees have left the school. A child who was waiting for a placement at a specialist school was being home educated and had now been off-rolled. The Local Authority was aware and of the view that the child was in the right place and their needs were being met by the school. The child had made fantastic progress during their time at the school.

A Parent Governor referred to the attendance letters being sent out. She suggested that in cases where the school knew there were genuine reasons for a child's absence (e.g. sickness or hospital stay), the letter should be tailored to acknowledge that rather than the formulaic letters. The Headteacher explained the attendance letters have made a lot of difference to the school's attendance figures. Historically, school attendance had been around 95%, but since Covid attendance had dropped to around 94%. The Headteacher took on board the Governor's comments.

The Headteacher explained that he had termly meetings with representatives from the Attendance Service. More power was being passed to school leaders.

• Suspensions, Exclusions and Incidence of Bullying or Racism

The Headteacher report there had been no exclusions, suspensions nor any incidence of bullying or racism.

The SENCo, Ms S Holness and the Deputy Headteacher, Mrs J Cottenden, joined the meeting. Governors welcomed them to the meeting.

iii) Personal Development

A list of events and details of pupils' participation within the wider curriculum had been included in the Headteacher's report. The school had tried hard to give children as many different opportunities as possible. Parents contribute towards the cost of trips and visits.

iv) Leadership & Management

The updated School Improvement Plan had been shared with Governors in advance of the meeting.

The Chair advised the term 6 Governor Monitoring visits would be an opportunity for all Governors to evaluate the progress made in school over the year.

v) Early Years Foundation Stage

The Early Years Governor (BF) gave a verbal report of her visit. Her initial visit had been to establish the teaching methods used in the Early Years Foundation Stage. The follow-up visit was to assess the impact on the children. During the first visit, Year R children's learning was

	<p>a mix of child-led activities and teacher-led activities. During the follow-up visit this had shifted there was more teacher-led teaching. The class teacher had shared class data with the Governor who had looked at how children were performing in phonics, numeracy and their social interactions with other children and adults. The Governor had noticed that some children were not where they were expected to be. The Governor had asked the teacher what happened if a child could not learn from the DfE Early Years Framework methods. How the class teacher would get the child to learn. The teacher had responded that she would find something the child was interested in. From the information provided by the class teacher, the Governor could see the children were making good progress, they knew their numbers and each day they were reading.</p> <p>The Governor reported social interaction were a mix, which had now shifted to boy/girls groupings. There were natural leaders amongst the groups.</p> <p>Information shared at this juncture was regarded as confidential and has been recorded within the confidential minutes for this meeting.</p> <p>The Governor advised the children were now well-equipped to transition to Year 1.</p> <p>The Governor wished to record her appreciation to the class teacher.</p>	
--	--	--

SENCo Presentation

The SENCo's presentation was on the topic of the latest SEND developments, roles and responsibilities with regards to SEND within the school and how Governors must strategically monitor and support the school's inclusion agenda, as well as the current position of SEN within the school. She would also provide an explanation of how the school used the Boxall Profile to assess children's mental health and well-being.

The SENCo explained there was a lack of children's services in the community. Research showed since 2010 the Local Authority's spend on Youth Services had fallen by 62%. As a result, all schools were refining ways to support children with needs. (There was a long waiting list for Child and Adult Mental Health Services - CAMHS.)

Provision maps detail how to support children as part of the mainstream core standards through quality first teaching and interventions. The SENCo meets with staff to go through what the provision looks like in their classroom (the school had an audit of what is currently available).

The SENCo explained, pupils with social, emotional and mental health needs have elements of anxiety or depression which the school was finding ways to deal with. Currently there were six children who were at severe risk of becoming an emotional school based avoider.

The SENCo advised one of the things being looked at was children who have adult responsibilities because they were carers of a parent or a sibling. Also those children who may have been mistreated, abused, experienced family hardship (possibly having to access food banks). Covid has had a lot of impact on those. Covid had shifted the balance for families and young people.

The SENCo advised the school had a handful of pupils who were being supported because a parent was a substance misuser.

Adverse childhood experiences have an impact on children, how their brain develops and their ability to regulate their behaviour. It was important to recognise that those children were at a higher risk of fight or flight which affected their learning (also known as toxic stress). It made things hard for them to be engaged during lessons.

The school observed children's emotional well-being. The school used Refer Kent which suggested agencies that the school can source to help. The school also worked closely with the Specialist Teaching Services. Local Inclusion

Forum Team meetings enabled staff to discuss children's emotional health and well-being needs as well as academic needs.

The SENCo advised that she worked with staff to ensure that they are skilled and understand how to support children.

The Deputy Headteacher added, both she and the SENCo had participated in the Boxall Profile training program. The Boxall Profile was used by schools in the UK to measure and assess the social emotional and mental health and well-being of children as well as the behaviour of pupils. The training had been cascaded to the class teachers. Governors were provided with an information sheet.

There was now an online diagnostic tool which allowed staff to understand what is behind the behaviours. The profile help staff to delve deeper and suggests interventions and ways to access resources for particular children which had been useful for staff. The school also used the Strength and Difficulties questionnaire, but the Boxall Profile provided much more detail. Governors were advised that the Boxall Profile does not diagnose mental health issues, but it was interesting to understand what is behind the behaviours a child may be displaying. The Profile was empowering staff and enabling them to focus on certain behaviours and, therefore, successfully help children. The Boxall Profile was trusted by professionals. The SENCo advised all class teachers can use the Boxall Profile; it can also be used to profile a whole class. At the moment, the school was focusing on children where there was a feeling that something may not be quite right. The profile can produce lots of statements around children's interactions with others, their friendships and how they respond to criticism and provide a benchmark against the national norms. The program allowed schools to put into place a firm foundation. A Governor asked if the program identifies single things to focus upon. The Deputy Headteacher answered it does, it helped staff to be more efficient helping children and not just relying upon old strategies, now the school can broaden and build on what it offered children.

A Governor stated that the Boxall Profile sounded like a valuable resource. The Governor asked if class teachers were being encouraged to find time to undertake the profiling. The Deputy Headteacher responded it was discretionary and took around ten minutes to complete. The Headteacher added, class teachers were used to doing assessments. The SENCo stated it was a powerful tool that helped to demystify behaviour and suggested ways of changing those. The Deputy Headteacher added, by completing the assessment for pupils, it saved time because the interventions were more accurate.

A Governor asked once a child had been assessed whether the system suggested an action plan of interventions. The Deputy Headteacher explained once the questionnaire has been completed there was a choice what to do with the information either report or select a priority area. Once the area had been selected staff can see what the targets are for a child. For those children with greater levels of need it will suggest different strategies e.g. circle time. It might talk about topics to share with the children or puppets. The reports generated were detailed.

The SENCo stated that a consistent approach across the school was needed in order for it to be successful. In response to a Governor's question, the Deputy Headteacher advised it was too early to say what the successes have been. The school had a couple of children for whom it had been successful.

A Governor asked if it was something that was communicated to parents either in general or specific. The Deputy Headteacher answered no specific cases have been shared with parents.

A Governor recognised that the resource meant the school was in a good place to triangulate support for children.

It was acknowledged that screening a whole cohort would be a significant undertaking. The SENCo stated at the moment the assessment was being targeted to individuals. It enabled staff to be more proactive.

A Governor asked, if it were possible, which agency the school would wish to have reinstated. The Deputy Headteacher explained staff at the school know professionals in other areas e.g. school nurse. The school had three pupils attending counselling services. Staff can see what the problems are but were not trained mental health

professionals. Governors recognised that picking up concerns was a big shift in schools. The Deputy Headteacher and SENCo agreed, it was about the availability of services and agencies that was the concern. The Headteacher added schools were responsible to help identify what the school can do and deciding what is succeeding with a child in school.

Governors were advised the school had applied to be part of the Well-being Hub and was trying to access services that may be initiated.

Governors thanked the SENCo for taking the time to speak with Governors. She left the meeting at 2.10 p.m.

Presentation by the Deputy Headteacher (DHT)/Safeguarding Lead

The Safeguarding Governors (JP/JB) had conducted a monitoring visit. The report of their visit dated the 13th March 2024 had been shared on Governor Hub. They had discussed the response to the questions raised from the term 2 monitoring visit which had been responded to. It was recognised that Governors needed to be strategic and not operational. The distinction had been made, however, there remained a question around staff's well-being and supervision if they have been dealing with emotionally difficult cases and the length of time staff have been dealing with difficult issues. The Chair stated that operational side of staff's well-being was the responsibility of the Headteacher. The Monitoring Governor stated the Governing Board needed to ask the right questions that will encourage Governors to reflect.

Governors had discussed the possibility of bringing a case study to the meeting to demonstrate the professionalism of the staff and the complexities associated with some cases.

The Safeguarding Lead advised the Annual Safeguarding Report will be shared with Governors.

The questions the Governors had raised were:

- i) The difference between welfare and well-being (still a key discussion that needed resolution).
- ii) Succession plans for Safeguarding Governor following JMP's resignation. The Chair advised that Mr G Sample will take over the role of Safeguarding Governor as he has had a wealth of experience and will provide a fresh pair of eyes. The Board should consider the take-up of whole school responsibilities by staff – without this the capacity for ensuring all essential tasks e.g. safeguarding, pupil premium etc. may not have the expertise in the event of staff absence/leaving. With a stable staff there may not be the level of strategic planning deemed necessary because of an unexpected situation which may take a member of staff out of action. With staff not wishing to take on whole school responsibilities this may become a bigger problem in the future. The Governors needed to reflect, going forward if there were staff who may need support in respect of their professional duty or if staff were not moving into those areas. The Well-being Governor had worked hard and has provided a direct focus. The Safeguarding Governor stated that he had been concerned because of the workload dealing with difficult situations.
- iii) The Headteacher responded that he did not think it was a problem. Staff have had their mid-year performance reviews. One of the key considerations were what their aspirations were. The Deputy Headteacher had two days out of class. No-one was indispensable because someone will always step in. In terms of safeguarding, all people were reporting to the Headteacher who was the school's Designated Safeguarding Lead who had oversight and understanding within that. The Headteacher advised if a staffing situation should arise, he will devise a plan and Governors will ask questions around that. (As evidenced by the long term absence of a former SENCo. When the former SENCo had left within hours a plan had been formulated and acted upon.)
- iv) All Governors confirmed that they have completed Safeguarding training online (it was recommended that all governors undertake the full training for safeguarding governor, especially in light of the cases that have been at the school). All Governors have completed the training except the recently appointed Governors who will participate in upcoming training.

Governors had been provided with an anonymised Child Protection case study. The information shared and discussions arising from the case study were regarded as confidential and have been recorded within the confidential minutes for this meeting.

The Deputy Headteacher left the meeting at 2.35 p.m.

Action: Governors to receive the Annual Safeguarding Report at the next meeting.

<p>9.</p>	<p>Safeguarding</p> <p>a) Safeguarding</p> <p>The Headteacher, staff and Governors were afforded an opportunity to raise any issues or concerns. None were raised.</p> <p>b) Safeguarding Governor’s (JMP/JB) Monitoring Visit Report</p> <p>Discussed earlier in the meeting.</p> <p>c) Single Central Register</p> <p>Governors received confirmation that the SCR had been checked by Senior Leaders.</p> <p>BF left the meeting at 2.45 p.m.</p>	
<p>10.</p>	<p>Update from Staff Governor</p> <p>The Staff Governor updated Governors. Staff were grateful for the support from leaders and colleagues. Staff had worked hard to prepare children for the next stage in their education.</p> <p>Staff have had their mid-year performance reviews. They had been asked by the Headteacher about the future and what they would like to do next year. In a small school there were few opportunities for staff to progress.</p> <p>Governors acknowledged that the summer terms were a busy time of year for the staff with lots of activities and end of year report writing.</p>	
<p>11.</p>	<p>Health & Safety/Risk Assessment</p> <p>a) Issues or Concerns</p> <p>The Headteacher, staff and Governors were afforded an opportunity to raise any issues or concerns.</p> <p>The Headteacher advised the project to replace the mobile classrooms had slowed because the project has had to go out to tender. The Headteacher had seen the plans, met with the Project Manager and Architect. It was highly unlikely that the project will be undertaken during the summer holidays. A Governor asked when the works will be undertaken if not during the summer. The Headteacher answered it was unlikely to be Christmas, but possibly Easter 2025. It was a six month build.</p> <p>The boilers have been replaced with no disruption to the school. The cost was met by Kent County Council as part of its landlord responsibilities.</p>	

	<p>The Headteacher had requested costings from the maintenance team about various capital projects to be undertaken to maintain and improve the school’s buildings e.g. replace lighting with LED lighting. A Governor asked if there was grant funding available for the replacement of the lighting. The Headteacher answered there had been grant funding but that had been spent in other ways i.e. the replacement of windows. The replacement of lights with LED lighting will save money. The project will cost around £2,400 which will include the provision of emergency lighting.</p> <p>b) Health & Safety Site Inspection Report #3 of 3 per annum</p> <p>The Health & Safety site inspection report #3 of 3 per annum will be shared with Governors at the next meeting.</p> <p>Action: Governors to receive health and safety site inspection report #3 of 3 at term 6 meeting.</p>	<p>HT/AC →ALL</p>
<p>12.</p>	<p>Finance (JM)</p> <p>The Finance Governor referred to her Finance Monitoring report dated the 3rd May 2024.</p> <p>a) Analysis of Yearend Budget and Balance Control Mechanism/Outturn Report</p> <p>The revenue rollover as at the end of the 2023-24 financial year was £33,298.53 (thirty three thousand, two hundred and ninety eight pounds and 53 pence); slightly above the figure reported at the nine month interval. The rollover was within the balance control mechanism (BCM = 12% of the original budget, the maximum amount the school can carry forward to the next financial year). There was a zero capital balance.</p> <p>Governors agreed the yearend budget figures for the 2023-24 financial year.</p> <p>b) 2024-25 to 2026-27 Three Year Budget Plan</p> <p>The Finance Governor explained the 2023-24 rollover will be used to offset the 2024-25 forecasted in-year deficit. The 2024-25 rollover was forecasted to be £6,646.45 (six thousand, six hundred and forty six pounds and 45 pence). The three year budget plan was a conservative one based on a worst case scenario; in all likelihood the school will receive additional funds. Years 2 and 3 of the Three Year plan currently show the revenue rollover building again.</p> <p>A Governor asked about the planned build project. They asked if there were any contingencies in the budget for that. The Headteacher answered there were no contingency funds factored into the three year budget plan. The Late Care Club will have the equipment that it needs also the classroom. If there were any other items of equipment needed, the school would have to fund those. A Governor suggested asking the Parent Teacher Friends Association to contribute towards any costs associated with the new build.</p> <p>Governors recognised that the school’s Three Year Budget plan was very tight.</p> <p>The Headteacher explained school budgets were tight largely due to unfunded/partially funded staff pay increases.</p>	

	<p>The school had small capital project plans to utilise the capital budget which included the installation of LED lighting and playground refurbishment. The capital budget will have a zero balance to carry forward to the next financial year 2025-26.</p> <p>Governors formally approved the three year budget plan for 2024-25 to 2026-27.</p> <p>c) Review of Non-Teaching Staff's Pay</p> <p>The Headteacher advised Kent had awarded all staff on Kent Range 3 a pay increase of 9.7%.</p> <p>d) Review of Local Authority Contracts and Tenders</p> <p>A review of the school's contracts and tenders had been undertaken as part of the budget setting process.</p> <p>e) Asset Register</p> <p>The Finance Governor undertook to conduct asset register sampling and a review of the asset register and report back to Governors.</p> <p>f) Financial Risk Register</p> <p>An assessment of the risks and threats to the delivery of the School Improvement Plan will be undertaken before the next meeting.</p> <p>Action: JM to conduct asset register sampling and complete a review of the asset register and report back to Governors. Also, review the Financial Risk Register.</p>	JM
13.	<p>Policies</p> <p>Governors received confirmation from the Headteacher that the Well-being Policy has been linked to the Anti-Bullying Policy.</p> <p>The following Policies were approved by Governors:</p> <p>a) General Data Protection Regulations Policy (JB/AC)</p> <p>b) Teaching Staff Appraisal Policy (KP/CC)</p> <p>The Policies for review and approval at the term 6 meeting were Freedom of Information (GS), Grievance (KP) and Governor Visits (JM) Policies.</p> <p>Action: FoI, Grievance and Governor Visits Policies to be included upon the agenda for the next meeting.</p>	GS/KP/JM →ALL
OTHER		
14.	<p>Governor Training & Development</p> <p>Governors are reminded that they are committed to completing at least one training module before the start of the new academic year in addition to required training - (New Governor Induction, Safeguarding (upon appointment and annually thereafter), Prevent (every two years), FGM).</p>	

	<p>Governor Services Training Offer Summer 2024:</p> <ul style="list-style-type: none"> • Be Prepared for Ofsted (part 1 of 2): Understanding the Framework (theory session) – Wednesday, 24th April 2024 • Be Prepared for Ofsted (part 2 of 2): Prepare to Meet the Inspector (practical session) – Thursday, 25th April 2024 • Monitoring the Curriculum: How Governors can be Truly Effective and Evidence the Impact They Make – Tuesday, 30th April 2024 • Mastering Governance: Enhancing Whole School Well-being Through Effective Mentoring and Headteacher Support – Wednesday, 1st May 2024 • New Governor Induction (two part course) – Thursday, 2nd and Thursday 9th May 2024 • Exploring the First Core Function of Governance – Tuesday, 7th May 2024 • Cyber Security Awareness for School Governors – Wednesday, 8th May 2024 • WRAP (Prevent) Safeguarding Awareness and the Kent Context for Governors – Tuesday, 14th May 2024 • Kent County-wide Briefing – Tuesday, 21st May 2024 • Complaints – What Governors Need to Know – Wednesday, 5th June 2024 • Pupil Premium Grant and Other Targeted Funding – Tuesday, 11th June 2024 • Second Core Function: Holding to Account Part 1 of 2 (theory) – Tuesday, 18th June 2024 • Training for Governors with Responsibility for Safeguarding – Tuesday, 25th June 2024 • Second core Function: Holiday to Account Part 2 of 2 (practical) – Wednesday, 26th June 2024. <p>a) Identify Future Training Needs</p> <p>The Chair had requested that one Governor attend the County-wide Governor briefings which run each term. Dr. Gee will attend the next session on the 21st May.</p> <p>Action: KG to report back following attendance at the County-wide Governor briefing on the 21st May.</p> <p>Mrs Gardner will be asked to complete New Governor Induction training.</p> <p>Action: HG to complete New Governor Induction training.</p> <p>b) Reports of Completed Training</p> <p>No reports were shared at this meeting.</p>	<p>KG</p> <p>HG</p>
<p>15.</p>	<p>Chair's Correspondence/Guidance</p> <p>a) Chair's Correspondence</p> <p>The Chair had nothing to report to Governors at this meeting.</p> <p>The following information had been shared with Governors via the Governor Hub platform:</p> <ul style="list-style-type: none"> b) The Education People Monthly Bulletin (March/May 2024) c) DfE Guidance: Using Pupil Premium Grant Funding (March 2024) d) DfE Guidance: Working Together to Safeguard Children e) DfE Guidance: Wraparound Child Care (February 2024) 	

16.	<p>Any Other Urgent Business/Critical Matters</p> <ul style="list-style-type: none"> Governors wished to place on record their appreciation to Dr. Perkins for his valued contributions during his tenure as a Governor for the school. Dr. Perkins responded that it had been an honour and a privilege to serve on the Governing Board. He thanked the Headteacher, staff and Governors for all that they do in the service of the school, staff and pupils. A Governor asked what the school's policy was on mobile telephones. The Headteacher advised devices were handed in when they arrive at school. 	
17.	<p>Confidentiality</p> <p>Governors determined that matters discussed at minute 8, b) and minute 9 should be regarded as confidential. Both items would remain confidential in perpetuity.</p>	
18.	<p>Date and Time of Next Meeting</p> <ul style="list-style-type: none"> Monday, 1st July 2024 at 1.00 p.m. <p>Action: Dates of meetings for the 2024-25 academic year will be shared at the term 6 meeting.</p>	Gov. Prof.

The meeting concluded at 3.05 p.m.

Signature: (Chair)

1st July 2024



**FULL GOVERNING BOARD MEETING
MONDAY, 13th MAY 2024
SUMMARY OF AGREED ACTIONS**

Item	Action	For Whom
5, a)	<ul style="list-style-type: none"> ➤ Governors to receive confirmation that new Governor's (HG) Disclosure and Barring Service and Section 128 checks have been completed at the next meeting. ➤ New Governor (HG) to complete New Governor Induction training as soon as possible. 	ALL HG
5, b)	<ul style="list-style-type: none"> ➤ Governing Board to formally appoint Mrs T North as a Co-opted Governor at the term six meeting. Mrs North's term of office will commence on the 1st September 2024 (to replace Mr Cummins). ➤ Governing Board to elect Vice Chair at the term 6 meeting. Nominations/self nominations will be sought prior to the meeting. 	ALL ALL
5, c)	<ul style="list-style-type: none"> ➤ GS to complete training on the topic of the Role of the Safeguarding Governor. ➤ Governors to liaise with CoG (JM) reference area of responsibility/role they wish to be considered for from term 6. 	ALL
7, a)	Governance Professional to arrange for Mrs T North to have access to Governor Hub pending her formal appointment at the term 6 meeting.	Gov. Prof.
7, b)	Governors to conduct monitoring visits at least two weeks before the next meeting of the full Governing Board on the 1st July 2024, ensure reports are written up and shared with the Headteacher and/or in-school lead and uploaded to Governor Hub before the meeting.	ALL
7, c)	CoG/HT to liaise to ensure that the website is up to date with Governors' information.	CoG/HT
7, e)	ALL Governors must confirm their agreement to abide by the school's Acceptable Use Policy within their personal profiles on Governor Hub.	ALL
8,	Governors to receive and agree the 2024-25 Staffing Structure and Staff Complement at the next meeting.	HT →ALL
9,	Governors to receive Annual Safeguarding Report at the term 6 meeting.	HT/ALL
11, b)	Governors to receive health and safety site inspection report #3 of 3 at term 6 meeting.	HT/AC
12,	JM to conduct asset register sampling and complete a review of the asset register and report back to Governors. Also, review the Financial Risk Register.	JM
13,	Governors to review the following policies and recommend to the full Board for approval: FoI (GS) Grievance (KP) and Governor Visits (JM) Policies to be included upon the agenda for the next meeting.	GS/KP/JM
18,	Dates of meetings for the 2024-25 academic year will be shared at the term 6 meeting.	Gov. Prof.