



Learning God's Way

**FULL GOVERNING BODY MEETING**  
**Thursday 12<sup>th</sup> October 2023, 7pm in the Staff Room**

Meeting Focus – Children's Welfare

The meeting was opened with prayer.

Debbie Ricks chaired the meeting, beginning with a reminder of the confidentiality of the meeting.

	<p><b>Present:</b> Brian Baker, Emma Craughan (Co-Chair), Mike Jee (Head), Leila Kemp, Carolynn Lorimer, Debbie Ricks (Co-Chair – via zoom), Chris Snell, Mark Standen (Vice Chair)</p> <p><b>Apologies:</b> Jane Burke, Kate Goater, Al Knox</p> <p><b>Clerk:</b> Jennie Ring</p> <p><b>Also present:</b></p>	<b>Action</b>
24	<p><b>Apologies for absence</b> – were received and accepted from Jane Burke, Kate Goater and Al Knox.</p>	
25	<p><b>Declaration of Interest</b> – none</p>	
26	<p><b>Urgent matters to be considered for inclusion</b></p> <p>The William Older Trustees have requested assurance on a more formal basis of the availability of the YR classroom they have been using. A discussion took place on how governors might be able to meet this request, covering the Trust's current use of the classroom, the payment pattern and level, other plans the school have had in mind for the use of the classroom, the advantages to the nursery of using the room, the loss to the school of not being able to use the room, to what extent admission numbers to the school may increase in the coming years, how long such an assurance on a formal basis would be reasonable to give, in what form to give it, previous negotiations with the Trust around the use of other rooms in the school, an exploration of the other plans the school have had in mind for the room's use - the cost of it and provision if the plan wasn't progressed, the expected approximate income from the Trust for the use of the room, whether the Trust may increase the hours it opens for children, for how long they'd be able to in the wider picture of school operations, and whether there were any health &amp; safety or safeguarding issues to consider.</p> <p>It was agreed that the Head contact the Trust representative to communicate the governor's willingness to meet the request in principle. Then to take some advice on licences and consider remuneration levels before the November governor's meeting, for approval of some sort of assurance on a formal basis for 3 years, to be reviewed at the end of that period.</p>	<b>Head</b>

27	<p><b>Approval of minutes of meeting 14<sup>th</sup> September 2023</b></p> <p>It was agreed that the minutes were a true reflection of the meeting and were signed.</p>	
28	<p><b>Matters arising</b></p> <p><b>General matters arising</b></p> <p>Committee membership for the year was agreed, as outlined in the appendix 1 to these minutes – Roles &amp; Responsibilities document. The dates for the Headteacher’s Performance Management and Pay Review Committee were agreed, and an outline of the business of the Pay Review Committee was given for one new member.</p> <p>The action table from September’s meeting was reviewed:</p> <p>Item 1 (minute 6) – remains outstanding</p> <p>Item 2 (minute 6) – one possible candidate has declined. Two or three others are to be approached.</p> <p>Item 3 (minute 6) – the Clerk invited any governor who had questions on how to complete this action point to ask following the meeting.</p> <p>Item 4 (minute 6) – several governors are having issues accessing the National Governance Association Learning Link modules to enable completion of the safeguarding module. This was explored after the meeting.</p> <p>Item 6 (minute 6) – will remain an action until March 2024.</p> <p><i>The Co-Chair chairing the meeting left the meeting.</i></p> <p>Item 10 (minute 10) – the draft Roles &amp; Responsibilities document and a draft Governor Monitoring Programme for 2023-24, tabled at the meeting, were discussed and some minor alterations made. The amended draft Monitoring Programme is Appendix 2 to these minutes.</p> <p><i>The Co-Chair chairing the meeting returned to the meeting.</i></p> <p>Communication with staff on which governor would be linked with which year groups will take place at next week’s staff meeting. It was confirmed that governors could email staff directly to arrange visits.</p> <p>Item 12 (minute 13) – the Headteacher Performance Management Committee Terms of Reference were agreed and signed.</p> <p>Item 13 (minute 14) – two dates for support staff to receive training from the Tomlin Centre Manager are yet to be arranged and communicated to governors if they wish to attend.</p> <p>All other actions were complete.</p>	<p><b>Clerk</b></p> <p><b>KG</b></p> <p><b>MS</b></p> <p><b>All</b></p> <p><b>All</b></p> <p><b>Clerk</b></p> <p><b>LK Clerk</b></p>
29	<p><b>Questions arising from monitoring visits – none.</b></p>	

30	<p><b>Alex Gates, Children &amp; Family Worker, Designated Safeguarding Lead on Children’s welfare</b> – Mrs Gates was unwell and unable to attend the meeting. This item is deferred to December or the next meeting with children’s welfare as focus.</p>	
31	<p><b>Headteacher’s Report</b></p> <ul style="list-style-type: none"> <li>- To include safeguarding, attendance (annual last year), exclusions (annual review/current), H&amp;S incidents, safety and security incidents, racial incidents, prevent duty.</li> </ul> <p>The Head referenced the report submitted as part of the meeting pack adding some extra detail or perspective on parts of it:</p> <p>The absence of the Children &amp; Family Worker has highlighted the importance of her role pastorally and with safeguarding. Comparisons with national averages for attendance were made, particularly in relation to unauthorised absences.</p> <p>Have you had much negative reaction from parents on the stance you’ve taken over unauthorised absences? The Head talked about parent’s applications, the effect on children and staff of absence for days or weeks, and reasons why parents were applying.</p> <p>Regarding exclusions, what sort of behaviour are staff experiencing? From a very few children, mostly with social and communication needs, staff are experiencing negative verbal comments eg, on appearance, aggression, and throwing of equipment that can sometimes damage property or unintentionally harm others. Behaviour in school, on the whole is very good.</p> <p>The fire-break you mention, does it have to be a formal exclusion? Yes, it’s expected that the school would not simply send a child home – there needs to be a formal exclusion made. Exclusion for a racist comment is mandatory.</p> <p>What’s done to address the situation around a racist comment that’s resulted in an exclusion? Time is taken to communicate with parents and children along with provision of a social story and prompt cards are provided for parents to read with the child and to begin conversations through. Is this usually received well? Yes, generally, parents appreciate that the school has to take action and are grateful for the input. Some may raise the issue of perceptions of the event.</p>	
32	<p><b>Complaints</b> – no formal complaints</p> <p>Clarification was sought and given on the reasons the school gates on Arundel Road were opened and shut during the time children are arriving at school, and an acknowledgement that while the building works are ongoing access is difficult. When the works are finished YR will likely revert to the area used before and Y3 will possibly use the main playground.</p>	
33	<p><b>SEND/PP/CLA strategy and priorities</b></p> <p>The Assistant Headteacher for Inclusion referred to the notes on SEND Priorities for Autumn Term 2023 tabled at the meeting and spoke about a few of the points included.</p> <p>Clarification was sought on what C&amp;I meant – communication and interaction. SENAT stands for Special Educational Needs Admin Team.</p>	

	<p><b>Are behaviour logs reviewed?</b> Yes, these are continually monitored. They are also used to collect evidence for an Educational Health Care Plan (EHCP) or when reviewing an EHCP.</p> <p><b>What's the difference between an Individual Learning Plan (ILP) and a Pupil Profile?</b> A pupil profile is a one-page information sheet on a child which includes information from the child, eg on people and activities that are important for the child, and useful strategies for working with the child, especially around behaviour or the language to use with the child. The profiles are quick reference guides for supply teachers. Children with a profile may not necessarily be on the SEN register and may be vulnerable in some way. An ILP is a more in-depth document written and reviewed each half term with children and shared with parents, which includes targets, approaches to take, and resources to use. Some children have one of these, some have both of them.</p> <p><b>Who has safeguarding responsibility for children in the Tomlin Centre when it's functional?</b> The school safeguarding team. Children in the Tomlin Centre are part of St Margaret's. If the Centre is fulfilling its role well the children in the Centre will increasingly be part of mainstream classes.</p> <p><b>Does the percentage figure of children on the SEN register represent an increase or decrease on previous years?</b> It's an increase. A few years ago the school had no children with EHCPs, now it has seven, with potentially up to 4 more, as shown. All the children in the Tomlin Centre will have an EHCP.</p> <p>Helen Norton, the advisory teacher from the Autism Social Communication Team at the local authority will be visiting the locality SENCo team at the school to explain procedures for admission of children to the Tomlin Centre, which will be the responsibility of the local authority, and the SEN team will have an opportunity to raise concerns.</p>	
34	<b>Tomlin Centre update</b> – this was covered in the Headteacher's update which was part of the meeting pack.	
35	<p><b>Admissions arrangements</b> – The Clerk asked for confirmation that the admissions arrangements, and therefore the policy, that needed to be considered at this meeting, at this time are for children coming to school in September 2025, so that any proposed changes to be made are in time for consultation and publishing in time for the application closing date. This was affirmed as correct.</p> <p><b>Are there any changes needed?</b> No, the policy would only need to be applied in the case of the school being oversubscribed. It is not anticipated this will happen at present.</p>	<b>Clerk</b>
36	<p><b>Pupil voice</b> – nothing to report.</p> <p><b>Should we be gathering information/data? Perhaps through surveys?</b> From an SEN point of view a collection of pupil voice on the recent classroom audit is planned. <b>Is the School Council still meeting, could we gather pupil voice on topics from them?</b> The Head agreed to consider this.</p>	<b>LK Head</b>
37	<b>Y6 Leaver's Party</b> – in Mr Knox's absence this item was deferred until the next meeting.	

38	<b>Policies</b> – the policies listed on the agenda were not available for the meeting. The Head requested a meeting with the Clerk around policies.	
39	<b>Chair’s action</b> – none	
40	<b>Date of next meeting</b> – Thursday 9 <sup>th</sup> November 2023, 7pm in the Staff Room	

Addendum: While reviewing the action table part of item 10/11 which referred to Governor Day dates was missed. This is an **action** for next meeting.

## ACTION TABLE

D = Done

P = In progress – give update

O = Still outstanding

	Minute:	Action from:	Action by:	Status
1	26	Head – communicate with Wm Older Trust and seek advice re licences	Next FGB 9 <sup>th</sup> November	
2	28	Clerk – edit Roles & Responsibilities document and add as Appendix 1 to these minutes	Post meeting	
3	28	KG – monitoring visit report	Next FGB 9 <sup>th</sup> November	
4	28	MS – approach candidates in mind for Foundation Governor vacancy	Next FGB 9 <sup>th</sup> November	
5	28	All – review and update, if necessary the skills audit integral to GVO	Next FGB 9 <sup>th</sup> November	
6	28	All – complete the NGA Learning Link module “Safeguarding: how to fulfil the governor’s role”	By end of term	
7	28	Clerk – ask for the Governor Monitoring Programme 2023-24 for GVO and Appendix 2 to these minutes	Post meeting	
8	28	LK/Clerk – publish dates for support staff receiving training from the Tomlin Centre Manager to invite governors	When available	
9	35	Clerk – ask Kahren to edit current Admissions Policy to show admissions for academic year 2025-26. Bring to governors for info as there are no changes and may not need to be enacted.	Post meeting	
10	36	LK – bring pupil voice from SEN/classroom audit to governors – either verbally or written	When available	
11	36	Head – consider how the School Council might contribute to governor’s receiving pupil voice	Next FGB 9 <sup>th</sup> November	
12	Addendum	Head/Co-Chairs – propose governor day dates	Next FGB 9 <sup>th</sup> November	