



St Michael's CE Primary School

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Cultivating Respect, Persevering, and Learning with Courage

Minutes of the Full Governing Board (FGB) Meeting held on 8th December 2022 at 6.00pm at the school

Present:	Robin Conway (RC) - Co-opted Governor – Chair Hayley Leyshon-Brady (HLB) – Headteacher Nigel Goode (NG) – Local Authority Governor Ruth Gardiner (RG) – Staff Governor Tim Owen (TO) – Co-opted Governor, Vice Chair Alex Rennie-Lis – (ARL) – Parent Governor Adele Frankum (AF) – Parent Governor Ann Parham (AP) – Co-opted Governor Philip Sutton (PS) – Foundation Governor
Apologies:	Kathryn Mendus (KM) – Foundation Governor Sam Shaw – (SS) – Co-opted Governor
Absent:	
Vacancies:	Foundation Governor / Co-opted Governor / Parent Governor
In attendance:	Nicole Brooks (NB) Local Authority (LA) Clerk, Steve Green (SG) – Prospective Parent Governor

Item	Details	Action
1.	Welcome and Opening Prayer The meeting started at 6.02pm. The meeting was held in person at the school RC welcomed everyone to the meeting and PS opened the meeting with a prayer. RC introduced Steve Green (SG) to the board. SG has been invited to join the meeting this evening as a prospective governor. He will leave the meeting at the point that any confidential items are discussed. The board were in agreement for SG to attend the meeting. SG introduced himself and his background involvement in the area.	
2.	Apologies for absence Apologies were received and accepted from Kathryn Mendus (KM) – Foundation Governor and Sam Shaw – (SS) – Co-opted Governor RC has spoken with SS. He has work commitments that clash with a Thursday meeting. He thought he could work around this but can't. He suggested stepping down as Co-opted Governor and re-applying next year when his work commitments should be changed depending on how the board feel about this. There was a short discussion and the board agreed they would like SS to remain as a Governor as he does bring valuable skills and experience. If he can attend meetings that he is able to they will accept apologies for the other meetings. It would be helpful if he could read through the meeting documents and provide his feedback / insight prior to the meetings and that way he can still contribute to the board's work.	RC

	<p>Action: RC to communicate the board's decision to SS.</p> <p>The meeting was quorate and remained quorate throughout.</p>	
3.	Urgent Additional Items – None	
4.	Declarations of Interest – No interests in agenda items were declared.	
5.	<p>Approval of FGB Minutes 5.1 Minutes of 20.10.2022 (<i>Appendix A</i>) The minutes were agreed as an accurate record. Action: Chair to sign minutes of 20.10.2022 & file at school.</p> <p>5.2 Action log (to note – relevant actions on agenda) The action log is a google doc on the shared drive. Actions not yet completed are covered within the meeting tonight.</p>	
6.	Matters arising not covered on the agenda – None	
7.	<p>HT report 7.1 HT report & Whole school comparison data– (<i>Appendix B & C</i>) HLB spoke about the in-year fair access panel. There are 6 children who live in Wantage but there are no school places for them. They will have a bus provided to bring them to St Michael's. HLB has met one family so far. They are from overseas. This will increase pupil numbers to 181. HLB will not include these pupils in the forecasted numbers because they will most likely leave St Michael's when a school place becomes available in Wantage. Governor question – Who pays for the bus to and from Wantage? HLB confirmed that OCC pays this. Governor question – If a space becomes available in Wantage do the parents have to accept it? It is the parent's choice to accept or decline a place. Governor question – Are there any implications on the school by taking these additional pupils? HLB explained that if any of the pupils had significant SEND need, she would not be able to accept them at the school, because they do not have the staff to provide for their needs. There is already a significant need in school.</p> <p>Attendance – Attendance has dropped recently due to sickness and holiday absence. Today HLB has written four letters to parents regarding absence monitoring. Reception pupils are not in statutory attendance age, but HLB does still make phone calls to parents if attendance is looking low. This is to try and promote good habits from the earliest stage. Governor question – Is this a significant problem for this cohort? There are a handful of families, but it is more common in KS1. Governor comment – PS is aware that this is happening in other schools too. Governor question – Are the absences due to parent concerns with Strep A illness? No it isn't. HLB will follow the steps on the attendance policy if there is no justified reason for the absence. Fines are an option but this a very difficult route and not always the answer for those families. Governor question – Does HLB have any comparative data for St Michael's attendance? HLB can draw data from FFT Aspire system. She can include comparison attendance data on the HT report in future Action: Include attendance comparison data on HT report (HLB) Suspensions – HLB drew attention to the comparative data table. The number of suspensions is decreasing. HLB has been seeking advice from OCC on how to</p>	HLB

<p>manage one situation.</p> <p>Governor question – Has any child gone over the threshold of number of days suspended?</p> <p>HLB replied. No they haven't.</p> <p>Governor question – Does work get sent home when a pupil is suspended?</p> <p>Yes it does, it gets delivered the following morning.</p> <p>Safeguarding reports have decreased. HLB gave an anonymous update and overview of the reasons why. HLB continues to push for support for pupils.</p> <p>The safeguarding audit is now 100% completed. TO is invited into school to review the governor section and sign off prior to submission.</p> <p>Although attendance has dipped, this week it is 94.4% compared to the national average of 92.1%.</p> <p>SEND update – the table shows the distribution of where the need is across the school. There is a much higher number of boys with SEND need. Emotional development does occur later for boys and they did engage less during Covid restrictions.</p> <p>Governor question – What is the school doing to support these pupils?</p> <p>HLB has re-written the curriculum to make it more hands on and practical to encourage engagement from the boys.</p> <p>In Early Years and KS1 the need is more with speech and language (S&L) problems and KS2 sees more social, emotional and mental health issues, but these may be born out of S&L difficulties earlier on.</p> <p>Governor question – Is there good parental engagement with the school around supporting pupils with additional needs?</p> <p>The school runs coffee mornings for parents with SEN but only three parents attended.</p> <p>There was a discussion on pupils receiving a diagnosis. Certain diagnoses are not made on very young children so there is a waiting period before assessment. Other times it will depend on whether the parents can afford for a private assessment.</p> <p>Attitudes towards having a diagnoses / label differ from parent to parent.</p> <p>Governor support – ARL spoke about his experience as a parent supporting his child and stressed that proactive engagement early on is key. It is challenging and emotive and has to be sensitively managed. ARL offered to be available as someone that parents can come and talk to if they would like to.</p> <p>HLB thanked ARL for this offer and accepted.</p> <p>It is also noted that nursery and reception pupils are the Covid affected generation where support in the very early days was not in place due to restrictions so issues and areas of concern were not being identified by professionals and parents are unaware.</p> <p>Governor question – Are there vulnerabilities in addition to SEND and Pupil Premium (PP)?</p> <p>Single parents can be vulnerable if they do not have a good support network. LS (SENCO) will have a conversation with these parents and will signpost them to the coffee morning to help increase their network.</p> <p>Staff workload survey</p> <p>The teaching staff have completed the survey although HLB has not yet completed hers. She drew attention to how three of the surveys have been completed by staff new to the school.</p> <p>The staff well-being questionnaire will be circulated later this academic year and HLB will link any well-being issues with this.</p> <p>There are two themes that came out of the survey that HLB will work on:</p> <ol style="list-style-type: none"> 1. Pupil progress paperwork is quite lengthy 2. More release time is requested <p>Staff on average seem to be spending 2-3 hours extra p/w on work. No staff are working on a Saturday and very few work on a Friday evening.</p> <p>Governor question – Does HLB feel supported in her role?</p> <p>HLB stated that she does feel supported, and that her workload is manageable.</p> <p>Governor comment – NG has noted that the culture at the school seems to nurture staff feeling comfortable talking about issues they may have and to work out</p>	
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<p>resolutions.</p> <p>Governor comment – TO also noticed that during his meeting with HLB she does not get interrupted regularly as she did before. This indicates that the staff are now far more equipped and confident in dealing with difficulties and do not need HT intervention. This is very positive.</p> <p>Governor question – Do the TAs, support staff and office staff complete the workload survey too?</p> <p>HLB confirmed they will, it will have some questions slightly modified to reflect the different job roles.</p> <p>Governor question – Were any comments about financial worries mentioned in the survey?</p> <p>Nothing was mentioned in the survey responses. HLB has heard that some support staff may have some concerns.</p> <p>Governor question – Re: increasing release time for teachers. Can HLB confirm that the plan for this will not affect pupil learning time?</p> <p>HLB stated that the release time will be implemented on a rota basis. Everyone will have a certain amount of time allocated per term.</p> <p>Governor question – Can HLB say where the school is with directed time?</p> <p>HLB stated they are spot on at 1265 with the exception of PPA time being slightly lower, but that is how the school hours work.</p> <p>Governor question – Will any time outside of pupil learning be dropped?</p> <p>HLB is looking at different options.</p> <p>Question – The discussion from HT report seems to be on the negative side – is this how the meetings are?</p> <p>The governors explained that during the HT report there are a number of legislative items that have to be discussed by the board and this can often include areas of difficulty that have to be properly challenged and understood to ensure the governors carry out their duty.</p> <p>There are a lot of positive reports and discussion in other agenda items.</p> <p>Data drop</p> <p>Governor question – What is in place to support Y2 reading for girls?</p> <p>This is on the radar. Y2 data is not great and HLB believes they did not transition well out of Y1.</p> <p>HLB is putting more formal learning in place during Y1 to support transition plus increased support in leadership for Y2 teachers.</p> <p>This year group has been largely impacted by Covid and they have found the move to more formal learning harder.</p> <p>Hard data will be available this week and practice SATs papers are being used, so HLB will be able to gauge where Y2 are at.</p> <p>Governor question – is ARE (age related expectations) adjusted at all for Covid impact?</p> <p>No it is not.</p> <p>HLB also confirmed that there will be SATs for Y2 this year.</p> <p>Governor question – Has the Y6 progress been affected by Covid?</p> <p>HLB stated that it wasn't. It has been impacted by poor teaching.</p> <p>Governor question – What is in place for this year group?</p> <p>HLB shared that the school is using national tutoring and booster groups and as of this term they have got a very experienced teacher who is driving learning and standards to a very high level and is making a difference to this cohort.</p> <p>HLB spoke of High Quality Responsive Teaching or Adaptive Teaching. This approach evaluates what the pupils can and can't do. The higher and lower level achievers are split into groups and taught at their level while the core of pupils continue with their lesson.</p> <p>HLB gave an example of the impact of this approach in Y6.</p>	
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	<p>A pupil progressing from level 7 to 31 in one term, and another moving from level 10 to 36 in one term. Poor teaching was the reason these pupils were not progressing.</p> <p>The governors reacted to this information – good teaching is always key.</p> <p>Governor question – How aware were the governors of the sub-standard teaching? HLB stated that they were aware, but that the focus was on other issues within the school.</p> <p>The governors discussed the assessment tools used across the school. Assessments are used to drive improvement for progress. OCC will ask HLB for her predictions of SATs outcomes. HLB is using old SATs papers for practice. This is good preparation for how to read and interpret the questions on SATs papers. Y6 are aware that the tests are used to gauge where they are. Last year the school used White Rose as an indicator of where Y6 were, but this turned out to give a false benchmark. Old SATs papers are a better tool to use. HLB will re-draft the assessment policy to reflect what will happen this year. If nothing is in place for Y2, HLB will ensure that moderation with local schools will take place.</p> <p>Governor question – There is a significant difference in SEND between girls and boys in EYFS. Can HLB expand on this? RG answered as she is the EY Teacher. She explained that 50% of the cohort are summer born. There is a higher need with the boys, but they are also very young for the year group. RG is putting more focus on Speech and Language (S&L) and fine motor skills.</p> <p>Governor comment and question – This will be a factor as this year group goes through school. Are SATs adjusted for summer born children? HLB confirmed there is no adjustment. HLB has planned Term 3 for some intervention. She will be rotating the focus on reading, writing and maths on a weekly basis rather than termly in order for pupils to maintain focus and stop the learning from dropping off. Target setting has been applied for every year group. HLB believes that it is everyone's job to get the children to progress and close the gaps.</p> <p>Governor support – The governors agreed with this line of thinking. It is not down to the Y6 teacher, the whole primary school journey should be working towards this goal.</p> <p>Governor question - Can this Y6 cohort catch up? HLB believes they can and that they are on track to do so. Data and workbooks are as good, if not better than some of the Y6 pupils in partnerships schools. Behaviour is better, the environment is right and so is the leadership.</p> <p>Governors asked if Y6 data can be included on the next HT report? Action: Include Y6 data in the HT report for February FGB meeting. (Y6 data only). HLB clarified that the current data table covers a full rolling academic year.</p> <p>Governor question – Is there a retention plan to keep good teachers at the school? Ensure that they are supported in their role Ensuring a good school and a good team to work with. When the provision is right, people are happier. HLB will challenge staff if under-performing It is acknowledged that some staff will move on anyway, and the school needs to make sure they are attractive for recruiting. An important part of HLB's role is to develop teachers to achieve their potential.</p> <p>Governor support – during a recent conversation with the ECT's (Early Career Teachers) RC heard a lot of very positive feedback about their experience so far. Safeguarding audit – HLB pointed out that CPOMS generates most of the output for this audit. TO confirmed that he has started to monitor CPOMS but will continue in the new year.</p> <p>Action: TO will continue to monitor CPOMS in his safeguarding visits. No issues have been identified from the audit as areas / issues to work on re:</p>	<p>HLB</p> <p>TO</p>
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	<p>safeguarding in school. The culture of safeguarding in school is that everybody has a responsibility and has access to CPOMS.</p> <p>HLB has not uploaded screenshots of CPOMS to the audit (for evidence) due to data protection.</p> <p>Governors are aware that OCC will come and audit a certain percentage of schools. Governors must show they are monitoring.</p> <p>The following was agreed by the board:</p> <ol style="list-style-type: none"> 1. The governors have seen the audit report. 2. TO will review the report in detail, feedback to HLB and sign off the governor's section. 3. HLB will submit by the deadline date. <p>Governor question – Clarification sought on Pupil Premium and engagement with clubs</p> <p>HLB stated that she is working on this. She is tracking PP engagement and reasons why these pupils are not engaging. She will report back to the board at the next FGB meeting</p> <p>Action: PP pupil engagement with after school clubs to be presented at the next FGB meeting in February 2023.</p>	HLB
8.	<p>School Self Evaluation Form & Improvement Plan (SEFIP) (Appendix D)</p> <p>9.1 SEFIP</p> <p>HLB gave a brief explanation of SEFIP and that it made sense to combine the SEF with the SIP so all information is together and not duplicated. The latest RAG rating is shown. The red ratings are red because HLB has not fully completed this area, but RG has and updates every half term.</p> <p>The governors commented that the RAG rating is clear and straightforward to read.</p>	
9.	<p>Update from the Chair –</p> <p>RC spoke to the board. He thanked the governors for their work this term and for all the governor monitoring visits that have taken place.</p> <p>RC does not have a governor communication for parents this term, but he will write one to be circulated in January. He asked for all governors to send him one item of news or a sentence to include in the governor newsletter. Ideas to include one or two items of positive news that they have seen around school during their visits, or an area of work that governors have been involved in.</p> <p>Action: One item for the governor newsletter from every governor before the end of term.</p> <p>The Christmas schedule of events has been shared and this has generated a lot of positive response. The board agreed that it is a great programme of events for the pupils.</p> <p>HLB added that the Christmas fayre raised £1500 and was a huge success. She also confirmed that parents will be attending the school carol service.</p> <p>HLB has had cause to remind parents of the parent code of conduct in line with the school policy. Not a wide issue, just reminders issued.</p> <p>Governor question – Is there a parent satisfaction survey for parental feedback?</p> <p>HLB confirmed that there is. They issue this in April annually.</p> <p>Governor question – Has the Christmas tree been delivered?</p> <p>HLB confirmed that it has, and it has been decorated already. They are very pleased with it and extended thanks.</p>	ALL
10.	<p>Governance 2022-23: strategic development and self-evaluation</p> <p>Suspensions and permanent exclusions</p> <p>RC drew attention to the new guidelines and that the school must be compliant with the new guidelines.</p> <p>Governor question – Clarification was sought around the reasons / justification of</p>	

<p>reducing a pupil's timetable. The guidelines state clearly that reducing a pupil's timetable must not be used as a measure to manage that pupil's behaviour. Can HLB confirm how the school manages this?</p> <p>HLB spoke and there was a short discussion. The school has to meet the needs of the pupil. Pupil behaviour is affected by their condition or state of mind. Often the OCC behaviour team will ask if the timetable has been reduced as the first step.</p> <p>HLB will base her decision on the needs of the child and their mental well-being. The school has to speak with the parent/carer before this can be implemented.</p> <p>The board stated that this justification process needs to be clear in the school's policy.</p> <p>Governor question – Who has the final say on approving a timetable reduction, the school or the parent?</p> <p>It is ultimately the parent / carer. If a parent refuses to allow this, the school has to find an alternative provision within school time. There is funding available to purchase outside resources. It will take time for the funding to come through (up to 18 months).</p> <p>Governors discussed permanent exclusions. This does not happen often, but there is an onus on the board to convene a panel hearing if an appeal is made by the parents. AP added that there is exclusion training for governors available via Governor Services and it would be beneficial for the board if several governors could undertake this training and have some knowledge of this process if a hearing is requested.</p> <p>The panel number would be 3 governors. Governors from other schools could be brought in.</p> <p>A lot of responsibility sits with the GB around this area. It was agreed that if a panel is required the board will select the panel members at that time. Ideally governors with training would do this.</p> <p>Action: Governors to book onto an attend exclusion training</p> <p>Following these discussions, the HT reviewed the key questions on page 31 of "Suspension and Permanent Exclusion from Maintained Schools, Academies and Pupil Referral Units in England Including Pupil Movement." Questions for discussion were:</p> <ul style="list-style-type: none"> • Are there clear processes for ensuring that parents are aware of their right to consideration by the governing board? Yes, through publication of policies and processes on website. This would be explicitly emphasised in the case of an extended suspension or permanent exclusion. • Have governors considered how to involve the pupil in the consideration process? This needed further discussion (below). • Is there a clear process for collecting, anonymising and distributing all relevant documents? Yes – Office Manager would collate as directed by chair of the panel. • Do governors understand the suspension and permanent exclusion process? Yes. • Would governors benefit from additional training? It was agreed that it would be worth governors engaging with Governor Services training <u>before</u> the issue arose. • Is there a clear and timely system in place to enable parents to make representations? Yes – but arises rarely enough that adaptations could be made on a case-by-case basis. • Are there up-to-date templates for notifying parents of the decision and explaining the next steps? Yes – county model policies would be used. See below on further discussion on restorative practice sheets. <p>The governors held a discussion around the following:</p> <p>"What should the pupil voice be in the suspension / exclusion process"</p> <p>This is more related to the permanent exclusion process. How would the governors involve the pupil?</p> <p>The governors would have a conversation with the pupil, but a standard set of</p>	<p>ALL</p>
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	<p>questions would not fit every situation / pupil. It was agreed to handle this on a case by case basis. It may be beneficial to utilise restorative practice. The governors would need to demonstrate they have considered this and submit a written report.</p> <p>This approach and process can be built into the policy.</p> <p>The governors agreed that they would not need a separate exclusions policy. The following was agreed:</p> <p>Behaviour policy and positive handling policy will be merged and a section on exclusions will be added.</p> <p>Action: HLB will re-work the behaviour policy and bring to the next FGB meeting for approval.</p> <p>KM had suggested on her notes submitted prior to the meeting that the “do unto others as you would want done to you” should be included. The board agreed.</p> <p>Questions were invited:</p> <p>Governor question – Are the restorative practice sheets in the appendix used in practice in the school?</p> <p>HLB replied. They are not always right for the moment, but staff do use them for basing a conversation around with the pupil. Every conversation is recorded on CPOMS so they are not required as a record of discussion so much now. These sheets worked for the school when the policy was first written. HLB stated that these could be tweaked and amended to reflect where the school is now.</p> <p>Governor question – The title of Behaviour and Rewards. Is ‘rewards’ required in the title?</p> <p>There was a brief discussion. This is still very relevant and HLB does not want it to be removed. It was agreed to keep ‘rewards’ in the title.</p>	HLB
11.	<p>Governor Business and Communications</p> <p>All policies were circulated prior to the meeting for governors to review and submit queries in advance</p> <p>Attendance policy RE policy OCC pay policy Exclusions policy Code of conduct for parents Positive handling policy Anti-bullying policy Home school agreement Parent handbook Safer recruitment policy Special Educational Needs policy</p> <p><u>OCC Pay policy (staff and support staff)</u></p> <p>Governor question – The policy states that the pay committee will write a report on the process and confirm it has been carried out.</p> <p>This was done in the last FGB meeting.</p> <p>Governor question - A staffing structure should be included in the policy.</p> <p>Action: Include a staffing structure as an appendix</p> <p>Decision made - policy was approved</p> <p><u>Safer recruitment policy</u></p> <p>There were no questions or queries raised</p> <p>Decision made - policy was approved</p> <p><u>Special Educational Needs policy</u></p> <p>There were no questions or queries raised</p> <p>Decision made - policy was approved</p>	HLB

	<p><u>Collective Worship policy</u> There were no questions or queries raised Decision made - policy was approved</p> <p><u>RE policy</u> There were no questions or queries raised Decision made - policy was approved</p> <p><u>Anti-bullying policy</u> Governor question – the terminology in the definition of bullying was questioned. The word ‘intention’ is in the definition of bullying but the anti-bullying alliance does not refer to intention, they focus on ‘impact’ of the action. The governors discussed this in detail. It is understood that parents would want this to be very clear cut. The board agreed that everyone needs to understand the same definition. RC read out the NSPCC definition of bullying and the Scottish legal definition. There is not a legal definition in England. The discussion had become quite lengthy with no agreed outcome. The board and HLB felt that the discussion should be taken to a wider audience. That staff and parents should be consulted, and views taken. Action: HLB to take the definition of bullying discussion to the staff and gain parent’s view (via google form). Action: RC will send the NSPCC and Scottish bullying definitions links to HLB</p> <p>Governor question – Is bullying a big issue in school? HLB stated that it is not an issue right now. Three years ago there was a viewpoint of parents that there was a bullying problem in school</p> <p>Action: <u>Code of conduct</u> - policy to be c/f to the next FGB meeting <u>Home-school agreement</u> – policy to be c/f to the next FGB meeting</p>	<p>HLB</p> <p>RC</p> <p>Clerk</p>
12.	<p>Governor Updates Since last meeting Learning and Teaching Visit reports have been loaded to the hub (Appendix E, F, G, H & I) RC encouraged all governors to read them if they have not already done so. Questions were invited: Governor comment – TO advised the board that his visit report has not captured all of the evidence that he intended to, but that he will return in the new year to complete this. Action: All governors to read the visit reports.</p> <p>Staffing / Finance No reports / updates</p> <p>Premises (Excluding Health and Safety) No reports / updates</p>	ALL
13.	<p>Governor Training Update 17.1 Updated Governor Training Log Governors are to update the training log with any training courses attended.</p>	
14.	<p>Items for next agenda (in addition to actions and as per annual governance schedule, governance meeting schedule, policy planner and Governor Monitoring schedule)</p>	

15.	Safeguarding There have been no bullying or racist incidences since the last FGB meeting.	
16.	GDPR There were no updates, breaches, or reports for this agenda item.	
17.	Health & Safety There were no H&S reports for this meeting. RG left the meeting at 8pm – the meeting remained quorate	
18.	Meeting schedule - Meetings for 2022-23 will be as follows: Thursday 2 nd February, 5.30pm (remote) Thursday 30 th March, 5.30pm (remote) Thursday 11 th May 5.30pm (remote) Thursday 5 th June, 5.30pm (remote) Wednesday 28 th June: In-School Day then meeting at 3.30pm (in person).	
19.	AOB HLB stated that Andy Hays (School Improvement Officer – OCC) will visit the school on 25 th January to review the High Quality Responsive Teaching scheme. Governors are very welcome to attend the feedback session which will take place about 2pm	
	The meeting closed at 8.02pm.	

NB 08.12.2022

Appendices (documents and reports discussed)

Agenda Item	Appendix	Name
5	A	St Michael's Minutes 22.09.2022
7	B	HT report
7	C	Whole school comparison data Autumn 1
8	D	SEFIP 2022-23 September
12	E	Governor visit report H&S 3.11.22
12	F	Maths monitoring report
12	G	Visit report
12	H	SIAMS monitoring report AP
12	I	Governor monitoring report ARL

Action Log

Meeting Date	Item Number	Action	Owner	Deadline
08.12.22	2	RC to communicate the board's decision to SS	RC	ASAP
08.12.22	5	Chair to sign minutes of 20.10.2022 & file at school	RC	Next FGB
08.12.22	7	Include attendance comparison data on HT report	HLB	Next FGB
08.12.22	7	Include Y6 data in the HT report for February FGB meeting	HLB	Next FGB

08.12.22	7	TO will continue to monitor CPOMS in his safeguarding visits	TO	January 2023
08.12.22	7	PP pupil engagement with after school clubs to be presented at the next FGB meeting in February 2023.	HLB	Next FGB
08.12.22	9	One item for the governor newsletter from every governor before the end of term.	ALL	By the end of term
08.12.22	10	Governors to book onto an attend exclusion training	ALL	Next available training
08.12.22	10	HLB will re-work the behaviour policy and bring to the next FGB meeting for approval.	HLB	Next FGB
08.12.22	11	Include a staffing structure as an appendix on the Pay Policy	HLB	This term
08.12.22	11	HLB to take the definition of bullying discussion to the staff and gain parent's view (via google form).	HLB	Staff meeting / as soon as form can be developed
08.12.22	11	RC will send the NSPCC and Scottish bullying definitions links to HLB	RC	This week
08.12.22	11	<u>Code of conduct</u> - policy to be c/f to the next FGB meeting <u>Home-school agreement</u> – policy to be c/f to the next FGB meeting	Clerk / HLB	Next FGB
08.12.22	12	All governors to read the visit reports.	ALL	Next FGB

■ End