

St Catherine's C of E (VC) Primary School, Hoddesdon  
 Meeting of the Governing Board  
 Thursday 14th March 2024  
 4.00-6.00pm  
 Minutes

**Let Your Light Shine!**

<b>Present</b>	Jo Devonshire (JD), Thomas Dowle, Peter Falconbridge (PF-Chair), John Forest (JF), Cathy Irons (CI), Mike Marsh (MM), Dorothy Marlow (DM-Head), Jim Nicholson (JN), Sarah Thompson-Storey (ST), Neil Turner (NT), Dale Webster (DLW).
<b>In Attendance</b>	John Conlon (HFL Clerk),

*Supporting paperwork was on GovernorHub*

No	Item	Action
	<b>Meeting format</b> This was a Face-to-Face meeting with everyone in attendance.	
1.	<b>Welcome and opening prayer</b> Meeting Opened at 4.00pm.  PF welcomed Governors to the meeting and welcomed John Conlon as the cover clerk for the governing board. PF delivered the opening prayer.	
2.	<b>To monitor aspects of the School's Christian distinctiveness</b> Topics for discussion included the items picked up in the SIAMS inspection: developing Spirituality and developing Courageous Advocacy. A Spirituality Policy is being developed. Training on Spirituality took place this term; there is a lot involved in this topic; it goes beyond religion. It is difficult to measure. There was questioning of what spirituality is. Ryan Parker provided the online Diocese training.  <b>The Christian Distinctiveness Working Party (CDWP), will monitor our Christian Distinctiveness and how it is being embedded in the school. The next meeting of the CDWP will be 21.03.24</b>  A group of Year 3 & 4 pupils have been selected to take part in the Arch-Bishop's Young Leaders Awards. It runs until the end of the academic year. The pupils will come up with a project for change, linked to Courageous Advocacy.  The new signage was commended. The motto is clear and it stands out. Thanks to the SLT for leading on this. Materials need to be clear about who we are.	<b>CDWP</b>
3.	<b>To receive apologies for absence</b> There were no apologies for absence.	

4.	<p><b>To declare any conflict of interest that may arise during the meeting</b>  <i>Governors are reminded that they must declare a particular interest, financial or otherwise in any item on the agenda and withdraw from the meeting for that item.</i>  None were declared.</p>																																													
5.	<p><b>Notification of any other urgent business not on the agenda.</b></p> <ul style="list-style-type: none"> <li>• 2023-2024 SFVS Audit.</li> <li>• School Travel Plan</li> </ul>																																													
6.	<p><b>To approve the minutes from previous meeting on 23<sup>rd</sup> November 2023.</b>  The Minutes, Part 1 and Part 2, from the FGB meeting held on 23<sup>rd</sup> November 2023 were approved by governors as a true and accurate record. The Chair will sign a copy of the minutes (including online, via GovernorHub) and give them to the school office for filing.</p>																																													
7.	<p><b>To confirm actions from the previous minutes have been taken</b></p> <table border="1" data-bbox="252 837 1318 2065"> <thead> <tr> <th data-bbox="252 837 352 875">Item</th> <th data-bbox="352 837 959 875">Action</th> <th data-bbox="959 837 1150 875">Responsible</th> <th data-bbox="1150 837 1318 875">When</th> </tr> </thead> <tbody> <tr> <td data-bbox="252 875 352 1151">7</td> <td data-bbox="352 875 959 1151">           TL will finish mapping EP units onto the Herts Agreed Syllabus (HAS).            Meet with Early Years staff            Create a new tracker for each year group.            Prepare Unit review questions.            Teachers to prepare for Autumn Term.            Be prepared to complete a unit review at the end of Autumn 1.         </td> <td data-bbox="959 875 1150 1151">TL &amp; JD</td> <td data-bbox="1150 875 1318 1151">Complete</td> </tr> <tr> <td data-bbox="252 1151 352 1218">7</td> <td data-bbox="352 1151 959 1218">To add a note on CPOMS if a child is excluded from school</td> <td data-bbox="959 1151 1150 1218">JD</td> <td data-bbox="1150 1151 1318 1218">Complete</td> </tr> <tr> <td data-bbox="252 1218 352 1285">7</td> <td data-bbox="352 1218 959 1285">Governors to add any training attended to GovHub. CI can demonstrate how.</td> <td data-bbox="959 1218 1150 1285">ALL</td> <td data-bbox="1150 1218 1318 1285">Complete</td> </tr> <tr> <td data-bbox="252 1285 352 1391">7</td> <td data-bbox="352 1285 959 1391">To set up a Diversity Group Meeting. This will continue. Another one will be set up for the summer.</td> <td data-bbox="959 1285 1150 1391">JD</td> <td data-bbox="1150 1285 1318 1391">Complete</td> </tr> <tr> <td data-bbox="252 1391 352 1559">8</td> <td data-bbox="352 1391 959 1559">PF to liaise with DM and provide governors with further information on the management of a School Care Dog. Governors to review the situation further in the New Year</td> <td data-bbox="959 1391 1150 1559">PF</td> <td data-bbox="1150 1391 1318 1559">On Agenda.</td> </tr> <tr> <td data-bbox="252 1559 352 1664">8</td> <td data-bbox="352 1559 959 1664">Mike Marsh discussed re-nomination to the position of Foundation Governor with St. Catherine and St. Paul's PCC</td> <td data-bbox="959 1559 1150 1664">MM</td> <td data-bbox="1150 1559 1318 1664">Complete</td> </tr> <tr> <td data-bbox="252 1664 352 1731">10</td> <td data-bbox="352 1664 959 1731">JD uploaded a copy of the Primary End of Year Results to GovHub</td> <td data-bbox="959 1664 1150 1731">JD</td> <td data-bbox="1150 1664 1318 1731">Complete</td> </tr> <tr> <td data-bbox="252 1731 352 1865">12</td> <td data-bbox="352 1731 959 1865">PF circulated doodle poll to governors to agree a date for 2024 Governor Away Day for 24<sup>th</sup> October 2024. All are attending. Venue TBC.</td> <td data-bbox="959 1731 1150 1865">PF</td> <td data-bbox="1150 1731 1318 1865">Complete</td> </tr> <tr> <td data-bbox="252 1865 352 1966">15</td> <td data-bbox="352 1865 959 1966">Environmental Sustainability added as a standing agenda item to RES Committee Meeting agendas.</td> <td data-bbox="959 1865 1150 1966">PF</td> <td data-bbox="1150 1865 1318 1966">Complete</td> </tr> <tr> <td data-bbox="252 1966 352 2065">18</td> <td data-bbox="352 1966 959 2065">PF circulated copies of KCSiE 2023 declaration form and these have been signed. Part 2 has to be read.</td> <td data-bbox="959 1966 1150 2065">PF</td> <td data-bbox="1150 1966 1318 2065">Complete</td> </tr> </tbody> </table>	Item	Action	Responsible	When	7	TL will finish mapping EP units onto the Herts Agreed Syllabus (HAS). Meet with Early Years staff Create a new tracker for each year group. Prepare Unit review questions. Teachers to prepare for Autumn Term. Be prepared to complete a unit review at the end of Autumn 1.	TL & JD	Complete	7	To add a note on CPOMS if a child is excluded from school	JD	Complete	7	Governors to add any training attended to GovHub. CI can demonstrate how.	ALL	Complete	7	To set up a Diversity Group Meeting. This will continue. Another one will be set up for the summer.	JD	Complete	8	PF to liaise with DM and provide governors with further information on the management of a School Care Dog. Governors to review the situation further in the New Year	PF	On Agenda.	8	Mike Marsh discussed re-nomination to the position of Foundation Governor with St. Catherine and St. Paul's PCC	MM	Complete	10	JD uploaded a copy of the Primary End of Year Results to GovHub	JD	Complete	12	PF circulated doodle poll to governors to agree a date for 2024 Governor Away Day for 24 <sup>th</sup> October 2024. All are attending. Venue TBC.	PF	Complete	15	Environmental Sustainability added as a standing agenda item to RES Committee Meeting agendas.	PF	Complete	18	PF circulated copies of KCSiE 2023 declaration form and these have been signed. Part 2 has to be read.	PF	Complete	
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8.	<p><b>To receive a review of:</b></p> <ul style="list-style-type: none"> <li>2023-2024 SEF (Spring 2024 update – SIC 27.02.24) The behaviour section has been updated. Behaviour is rated as good.</li> <li>2023-2024 SDP (Spring 2024 update – SIC 27.02.24) This was updated since the autumn with a few updates.</li> <li>2023-2024 GDP (Spring 2024 update – SIC 27.02.24) No major changes. Safer Recruitment was covered.</li> <li>2023-2024 SIAMS SEF (Spring 2024 update – SIC 27.02.24) Termly updating of the SEF has been deferred to the Christian Distinctiveness Working Party meeting on 21<sup>st</sup> March. Behaviour was raised; there are issues at certain times of the day e.g. lunchtime and what is being done about it.</li> </ul> <p>All were noted as having been discussed fully at the School Improvement Meeting on 27.02.24. No further questions were raised.</p>	CDWP														
9.	<p><b>To receive the Headteachers' Written Spring 2024 Report.</b></p> <p>Thanks for the questions and answers that were provided in advance of the meeting.</p> <p><b>General Overview</b></p> <p><b>Q.</b> What will happen to the ducklings the Early Years children are hatching in the classroom?</p> <p><b>A:</b> The ducklings have all hatched and the children have enjoyed and learnt from this experience. We have offered the ducklings to any families who have suitable gardens (and governors would also be welcome to take them – let me know asap if anyone is interested). If they are not rehomed by the school, they will be returned to the company and will become pets for families.</p> <p><b>Q.</b> What is the reason for changing the location of the Year 6 PGL residential to Osmington Bay from the Isle of Wight?</p> <p><b>A:</b> This decision was made before I started. I believe the Isle of Wight experience is no longer available. We wanted to go somewhere where the children could enjoy adventurous activities but also be near the coast.</p> <p><b>Behaviour</b></p> <p><b>Q.</b> Could governors have a copy of the draft Behaviour Curriculum?</p> <p><b>A:</b> Yes. This is still a work in progress but I have saved the work so far on the GovernorHub under the files for our FGB meeting.</p>	<p>GOV</p> <p>DM</p>														

	<p><b>Q.</b> There is obviously concern around the number of fixed term exclusions this term. You note “<i>one child has been suspended on 3 occasions for persistent disruptive behaviour</i>”. Is there a particular plan/strategy in place to manage this particular child?</p> <p><b>A:</b> Jess, our SENCO, has completed referrals for behaviour support and counselling and family support is already in place. We have been offering a personalised timetable including prosocial opportunities, e.g. time playing in EYFS, time with ducklings and the child has been receiving nurture support from Mikki H. One of the difficulties is that the child often refuses our options. This child is suffering from extreme anxiety. <b>We will be completing anxiety mapping and a risk management plan.</b></p> <p><b>Q.</b> You mention the January Safeguarding INSET and awareness around <i>filtering and monitoring systems and online safety</i>. I think the KCSiE Sept 2023 suggests having a named governor to monitor the school’s procedures in this area. How do SLT monitor the effectiveness of the school’s filtering and monitoring systems? We should probably consider a link governor role here?</p> <p><b>A:</b> The system is called Safety Net and we get this through RM. Dan is emailed if there is an alert or block and he can also log in to the system. He would always notify me if there was a trigger. <b>I think a link governor for computing and online safety would be a very good idea. PF to investigate with governors</b></p> <p><b>Q.</b> The Inclusion Team have arranged a programme of support for individual pupils displaying anxiety at drop-off. What does the programme consist of?</p> <p><b>A.</b> Children are met in the morning and helped into class. Jess is considering how this can be expanded further e.g. a Lego club for children that show anxiety in the morning. Jo, Jess and I think this would be an area where the school dog suggestion could prove invaluable.</p> <p><b><u>Teaching and Learning</u></b></p> <p><b>Q.</b> How was the training on social stories received? Can you explain briefly to governors what social stories are and how they are used by staff to support children?</p> <p><b>A:</b> Social stories are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why. They are particularly helpful to children on the autistic spectrum. Here is an example:  <i>In my classroom, lots of people might have things they want to say. My teachers need me to wait before I share something. I will show a .....(thumbs up?) when I want to share something with my class or teacher. I will wait until my teacher asks me to share my information.</i></p> <p><b><u>Staffing</u></b></p> <p><b>Q.</b> What is Mrs O’Connell’s role in the school?</p> <p><b>A:</b> Mrs O’Connell was employed on a temporary part-time contract to teach Y3. She is now employed permanently on a part-time contract.</p>	<p><b>DM/JF</b></p> <p><b>PF</b></p>
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**Q.** When will Mrs Bacon complete her TES institute Primary Graduate Teacher Apprentice (PGTA) programme?

**A:** She is due to finish this at the end of the academic year or shortly after. I can now let you know that we have employed Mrs Bacon to continue to teach at our school permanently.

### **Community Links**

**Q.** Do we have any more information about format of the Midsummer Festival in June and the school involvement?

**A:** We have received the following message from the church:

The Church building will become an exhibition centre (as it did for the Queen's Platinum Jubilee in 2022) and we are inviting local Organisations, Schools and individuals to contribute an exhibit for:

#### **'A CELEBRATION OF CREATIVITY'**

to showcase every kind of skill, in whatever medium/format the creator wishes to choose.

We hope that this will excite people of all ages and talents - the theme is non-specific, so there are no boundaries!

The Exhibition will run for 3 days with the Church open to visitors: **FRIDAY 21, SATURDAY 22 and SUNDAY 23 JUNE**

I will be speaking with staff to plan our contribution.

**Q.** In relation to attendance and the forthcoming attendance training, we have been kept updated on the strategies that have been put in place to try and improve pupils' attendance and have discussed in the past consideration to issuing fines. Will there be opportunity to seek feedback from other schools regarding application of parent fines, and if where applied what impact that has had?

**A:** I have attended one of the sessions now and there were some very practical suggestions. I particularly liked one on the use of a script when phoning parents. There were good ideas on how teachers can be further involved. I expect that fines may be mentioned at some point and I will report back to governors on this.

**Q.** In terms of the multiplication check for Y4, and figures being significantly below, what strategies have been implemented to support pupils' development in that area, and will that see changes to support Y3 to get them ready for the check?

**A:** The children in Year 4 have a regular times table test. Times tables are also taught after registration each day. Teachers are seeing an improvement.

Children have had a practice using the format of the system (online with 6 seconds to answer) and we will now be scheduling regular practice this way.

We will be investigating the use of access arrangements to support some children to access the test better.

Year 3 are focusing on the teaching of tables rather than the practice at the moment. Dan Fitch, maths lead, has given training on how to deliver teaching of times tables and has set up interactive tools. He is going to monitor that this is still being used effectively.

## **Ramadan**

**Q.** Do we have any pupils who are fasting during Ramadan? If yes, what support is in place for them?

**A.** I am aware of a child in Y2 and Y5. We phoned the parents of the child in Y2 to check that there was parental agreement in place and to let them know that the child was complaining of being hungry. The Year 5 child has asked me to share about Ramadan with other children and I am encouraging her to be involved with this. I found the following advice for schools:

The dates of Ramadan change each year, and so does the date of Eid-al-Fitr, the celebration at its end.

To check this year's dates, access our [interactive online calendar](#) or check on [this site](#). However, due to the date being determined by the moon's visibility, it's difficult to work out in advance the exact date, so dates between sources vary from 10 to 11 March 2024.

### **Open the conversation with pupils**

#### **Find out who's fasting**

- Make sure you know which pupils may need support during Ramadan. Ask parents/carers or pupils to speak to the school about it, so you don't make assumptions about who may be observing the fast.
- You may want to ask for parental permission to allow younger pupils to miss lunch.

#### **Listen to fasting pupils**

- Make time to show interest in individual pupils who are fasting. Talk about what they're doing, how they're feeling and what the school can do to support them.
- This will help pupils feel welcome, and help you take the most useful steps.

For example, talk to pupils about:

- Whether revision sessions are planned at the best time for them
- The practicalities of accessing prayer space during the school day
- What time they need to leave school in the evening to eat an evening meal

#### **You shouldn't tell pupils whether or not to fast**

- Your school's role is to support pupils who are fasting, and to create a welcoming environment where pupils can exercise religious freedom and make choices without judgement.

#### **Engage the rest of the school community**

- Talk to governors, staff and pupils about what Ramadan means for the families observing it, and the impact it may have on pupils.

You could:

- Invite an imam to speak to staff and pupils, before or during Ramadan
- Run an assembly, or ask pupils who are fasting if they want to speak about their faith publicly
- Include coverage of Ramadan in your staff meeting, to make sure staff know what to do

Make it clear that you won't accept any discrimination or poor treatment of pupils who:

- Are fasting
- Choose not to fast for whatever reason

### **Engage with parents/carers**

- Reassure parents/carers in advance that you'll support fasting pupils and inform them of any special provisions you can make.
- Make sure you're realistic and open with parents/carers. Inform them that, in the rare case of an emergency or if a pupil falls ill, you will encourage them to drink water or have a snack if it's advisable for health reasons. Explain that doing this is part of your safeguarding duty, and that the pupil would never be forced to accept the advice.
- You could also encourage parents/carers to talk to their children about when they believe it's acceptable to break a fast, as there have been instances where scholars of Islam advise that this is allowed if someone is ill.

### **Adapt to the needs of fasting pupils**

#### **Think about the curriculum**

- Fasting may make some pupils feel tired. Consult the pupil and plan changes to their timetable or participation in activities, so they don't over-exert themselves. For example, they may sit out of PE lessons. Arrange alternative provision for pupils who withdraw from any lessons or activities.
- You can also make some allowances without singling out fasting pupils. For example, offer all pupils the opportunity to sit down when they give presentations, or consider changing the date of sports days and school trips.

#### **Plan lunchtime arrangements**

- Pupils may feel uncomfortable about being near food when they're fasting. Make provision elsewhere for these pupils at lunchtimes and encourage them to take a proper break from schoolwork.
- Fasting pupils who qualify for free school meals are still entitled to this support. Consider arranging to put a lunchbox together that pupils can take home, and how you can do this without drawing attention that some pupils might find embarrassing.

#### **Encourage healthy habits**

Offer all pupils advice about following a balanced diet and healthy sleep schedule, which can help to mitigate any negative effects of fasting. For example:

- Advise them to eat complex carbohydrates such as wholegrain cereals, which will release energy slowly throughout the day
- Discourage the consumption of caffeine or sugary drinks, even if they're tired, because it makes the body lose water faster
- Encourage them to take frequent rests throughout the day
- Encourage them to turn off their phones before they go to bed

This advice can benefit all pupils, whether or not they're fasting.

#### **How to support pupils who become ill**

- As part of your safeguarding duty, you can advise a pupil to break their fast by drinking some water, if they are evidently dehydrated or exhausted. You'll need to decide this on a case-by-case basis.
- However, it must still be the pupil's decision about whether or not to break their fast.

**Q.** Will the residential trip be inclusive?

**A.** Anyone who wants to go can go. 12 have chosen not to go, some because they cannot take their mobile phones.





**A.** PEP meetings are organised by the local authority responsible for the particular child or children. A PEP is a Personal Education Plan and looks at the child's progress, targets etc.

**Q.** Children supported by other early help services, SASH, IFST young carers, Family Centre, Services for Young People, any other relevant support. Can governors be given further information about these services and what they do?

**A.** See below. Not all of the services are used by St Cath's as aimed at older children.

**Specialist Adolescent Service Hertfordshire (SASH)** service provides support to:

- young people aged 11 to 17 in families at risk of breakdown or on the edge of care
- young people who go missing from home or those that are at risk of, or subject to, child exploitation, including gangs and county lines
- young people in the Youth Justice system to prevent offending and re-offending; and to support victims of youth crime and their communities.
- young people aged 16 to 17 years old who are homeless.

**Intensive Family Support Team (IFST)** service provides a team of highly specialist family support workers, where a family does not quite meet the requirements for children's services involvement.

**Young Carers** is for children who are a young carer for a family member, who provide respite support and access to play schemes.

**Services for Young People** is part of HCC and delivers youth work projects and programmes, information, advice, guidance, work-related learning, outdoor education and other services to you people aged 11-17.

**Q.** Current number of Looked After Children? (CLA – HCC). Can governors be given further information about the CLA categories?

**A.** Children looked after can be living with foster parents/carers living with friends or relatives, through kinship foster care, or living in a residential children's home. Or through special guardianship or living in a pre-adoption placement.

**Q.** Home issues. 73 issues in total, with 20 incidents involving referral or contact from the Mash team or safeguarding or police.

**A.** We are seeing an increase in the number of families we are talking with about their child appearing dirty or unclean.

**Q.** What is the 'Mash Team'?

**A.** Hertfordshire MASH is a partnership of agencies, (Hertfordshire County Council, health, police and probation) co-located, that have a statutory duty to safeguard children and who have agreed to work within an integrated team to improve decision-making whenever there are concerns about a child. MASH - Multi agency safeguarding hub.

**Q.** Is the issue about children appearing dirty or unclean associated with our vulnerable group children, or is it across the board?

**A.** It is across the board - somewhere agencies such as police have been involved due to domestic violence incidents and some where we are monitoring and contacting families due to unclean children.

<p><b>13.</b></p>	<p><b>To discuss environmental sustainability</b></p> <p>This is a standing item. The school has already done a lot of work in this area. Opportunities to conserve energy have been taken up in school by the children.</p> <p><b>Q:</b> Is there a county-wide strategy?</p> <p><b>A:</b> HCC has arranged sustainability seminars in the past. Here are some examples; one from HCC, one from DfE.</p> <p><a href="https://www.hertfordshire.gov.uk/microsites/sustainable-hertfordshire/sustainable-hertfordshire.aspx">https://www.hertfordshire.gov.uk/microsites/sustainable-hertfordshire/sustainable-hertfordshire.aspx</a></p> <p><a href="https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems">https://www.gov.uk/government/publications/sustainability-and-climate-change-strategy/sustainability-and-climate-change-a-strategy-for-the-education-and-childrens-services-systems</a></p> <p><b>Q.</b> Are there any links with any other local schools?</p> <p><b>A.</b> Not currently, no. It is more of a focus for academies. A combine bid with another school would boost the chances of success.</p> <p>The Worship group has led on Heart of the Earth, reviewing biblical aspects of protecting the planet.</p>	
<p><b>14.</b></p>	<p><b>To discuss the use of a School Care Dog</b></p> <p>This has been on the agenda for some time. Documentation has been drafted, including a policy and a risk assessment. A decision is required. Ducklings have been brought in recently, to help children appreciate caring for animals. Concerns were raised in a survey e.g. allergies. No-one has been outright against the scheme. Documentation is available. It needs to be managed appropriately by the Head and SLT. The Care Dog will be the Head's family dog. The Head will meet all the associated costs, apart from insurance. The benefits for children who are suffering from stress or anxiety are clear. <b>It was proposed that we adopt the use of a School Care Dog, initially for a one term trial during the Summer Term 2024 and then reviewed. This does not mean that other dogs are allowed on site. Agreed to proceed. DM will notify parents and staff</b></p>	<p><b>DM</b></p>
<p><b>15.</b></p>	<p><b>To discuss pupil behaviour related to the use of social media</b></p> <p>Pupils using social media and online gaming platforms outside of school is having a big impact on the behaviour of some pupils. inappropriate interactions on these platforms is having an impact on the behaviour of some pupils. This is resulting in poor behaviour being brought into school, which is then taking a lot of time to deal with, e.g. online discussions during gaming and not the games themselves. There is a duty under online safety to help children to understand this. The behaviour presented is being addressed within the school's behaviour process. Then, some parents have got involved, requesting that the Head resolves it and arguing that it is unrealistic to expect children to stop using the apps when everyone is using them. Frustrations noted.</p> <p><b>Q: What apps are causing concern?</b></p> <p><b>A:</b> They include WhatsApp, Minecraft, Fortnite etc.</p> <p><b>Q: Has there been any support from parents?</b></p> <p><b>A:</b> Not so much. It is not being monitored at home. The police were called to talk to Y6. A school liaison officer spoke, but this was followed immediately by more</p>	

	<p>incidents. The matter was raised at SIC – 27.02.24. Governors need to be aware of the issues and consider the solutions.</p> <p>The challenge for schools is there are no specific sanctions as things stand. The example of a comparable situation elsewhere was raised and a way of managing this was suggested.</p> <p>Personal invitations, to attend online safety sessions, will be extended to specific parents.</p> <p>The Home-School Agreement has been reviewed and agreed.</p> <p>There is a crossover between policies for SRE, online safety and behaviour. Events have forced a careful consideration of these areas as a matter of urgency.</p> <p>The home-school agreement states that children will not access inappropriate sites. Some pupils have stated they would refuse to sign the home-school agreement, although it is not a requirement that they do so.</p> <p>The school rules have been broken down to focus on expectations and what the rules really mean for the school. The next step is to review what is being taught regarding acceptable and unacceptable behaviour and when.</p> <p>What are the consequences when something goes wrong? Children know things they don't know.</p> <p><b>Q.</b> Is there scope for a gaming or programming club to promote appropriate gaming behaviour?</p> <p><b>A.</b> The suggestion was welcomed. People with the relevant skills would be required. An article was suggested for the Governor Easter Newsletter setting out some principles about parental responsibilities around monitoring children's online safety.</p>	PF
16.	<p><b>Receive Committee Meeting Minutes</b></p> <ul style="list-style-type: none"> <li>• Resources Committee (MM). 16.01.24</li> <li>• School Improvement Committee (PF). 27.02.24</li> <li>• Performance Review Committee Report (PF). 27.02.24</li> </ul> <p>All received, ready for agreement at the next meetings. At the additional Resources meeting, Health and Safety issues were highlighted, areas of responsibility and the steps to be taken to get them addressed.</p>	
17.	<p><b>To approve policies and confirm policies due for review this term.</b></p> <p><b>For approval at this meeting.</b> HCC/Key models were followed.</p> <ul style="list-style-type: none"> <li>• Equality Statement 2024-2028 (DM/JD): This is place for the next four years; equality priorities are identified; this is statutory. The equality objectives document is used for tracking progress on equality of teaching, respect for all, trauma support etc. Actions will be monitored. There will be an annual progress update in the summer term. <b>Approved</b></li> <li>• Pupil Premium Policy (JD). <b>Approved</b></li> <li>• Safer Recruitment Policy (PF) HfL's model was followed. <b>Approved</b></li> <li>• Supporting Pupils with Medical Conditions (DM/JD) composed in school; appendices were added; guidance is being taken from the school Nurse about diabetes. <b>Approved</b></li> <li>• Uniform Policy (JD) DW's comments noted. <b>Approved</b></li> </ul>	JD/JF

	<ul style="list-style-type: none"> <li>Virtual Attendance at Meetings Policy (PF) Governors should be able to attend remotely if needed; the HCC model was used. <b>Approved</b></li> <li>Physical Restraint Policy (DM/JD), now called Reducing the need for restrictive physical interventions Policy. <b>Approved</b></li> <li>Time off Work Policy (DM/JD - due for review at SIC – autumn 2025. <b>Approved</b></li> <li>Charging and Remissions Policy (DM/TF). <b>Approved</b></li> </ul> <p><b>For review at the next meeting</b> No policies to review.</p>	
<b>18.</b>	<p><b>To cover Governor Matters</b></p> <ul style="list-style-type: none"> <li>Identify vacancies and term of office due to expire in academic year: vacancies have been advertised. 2 Co-opted, 1 Parent. Some interest has been identified. DLW's term ends in September. 1 <i>Ex-officio</i> Foundation post will be addressed when St Catherine's and St Paul's appoint a new vicar.</li> <li>Link Visits (reports from governors): some reports have been received. CI is the link for Safeguarding/Child Protection/CLA/ Attendance/Training/SFVS; PF: Performance Management/Staff Wellbeing/Vulnerable Groups (SEND, PPG, Inclusion; JF: Christian Distinctiveness/Collective Worship/RE; JN/DW: Health &amp; Safety; DW: Maths/Numeracy; MM: English; Diversity: The link needs to be someone from a different culture. Early Years: vacant.</li> <li>The SEA Spring Term 2024 Visit is next week.</li> </ul>	
<b>19.</b>	<p><b>Items of any other business</b></p> <p><u>SFVS</u> CI reminded governors to respond to TF's request for information for the SFVS Audit, which is about to be returned to County</p> <p><u>The School Travel Plan</u> The school travel plan accreditation is to be retained. We Currently have bronze accreditation, but could move to silver once all criteria have been checked.</p>	<b>GOV</b>
<b>20.</b>	<p><b>Date/time of next meetings and key items for agenda</b></p> <p>Resources Committee Meeting. Tuesday 30<sup>th</sup> April 2024; 4.00 pm – 5.30 pm Full Governing Board (Budget) Meeting. Thursday 16<sup>th</sup> May 2024, 4.00 pm – 6.00 pm School Improvement Committee. Tuesday 4<sup>th</sup> June 2024; 5.00 pm – 6.30 pm Full Governing Board (Budget) Meeting. Thursday 20<sup>th</sup> June 2024, 4.00 pm – 6.00 pm</p>	
<b>21.</b>	<p><b>Closing Prayer</b> The Chair closed the meeting and delivered the closing prayer. <b>Finish Time – 6.50pm</b></p>	

## Summary of Actions

Item	Action	Responsible	When
2	<b>To monitor aspects of the school's Christian Distinctiveness</b> The Christian Distinctiveness Working Party (CDWP) will monitor our Christian Distinctiveness and how it is being embedded in the school. The next meeting of the CDWP will be 21.03.24	CDWP	CDWP Meeting- 21.03.24 Report at next FGB
8	<b>To receive a review of:</b> The review of the SIAMS SEF (Spring 2024) will be carried out at the Christian Distinctiveness Working Party meeting on 21.03.24	CDWP	CDWP Meeting- 21.03.24 Report at next FGB
9	<b>The Headteachers Spring 2024 Written Report.</b> If governors would like one of the recently hatched ducklings, they should contact the school	ALL	ASAP
	DM to file a copy of the Draft Behaviour Curriculum on GovernorHub.	DM	ASAP
	JF to complete an anxiety mapping and a risk management plan for pupil x.	JF	ASAP
	PF to contact governors about taking on a link governor role for monitoring the school's internet filtering systems	PF	ASAP Report at next FGB
10	<b>To receive the Spring 2024 DPO Written Report</b> PF to add 'Internet filtering systems' to SIC Agenda – 04.06.24	PF	SIC – 04.06.24
11	<b>To Receive an update on Attainment and Progress for the Autumn 2023</b> JD to file Spring Attainment & progress data on GovernorHub by the end of term	JD	ASAP Report at SIC – 04.06.24
14	<b>To discuss the use of a School Care Dog</b> DM to notify staff and parents of the introduction of a School Care Dog	DM	ASAP Report at next FGB
15	<b>To discuss pupil behaviour related to the use of social media</b> PF to include an article in the Easter newsletter setting out some principles about parental responsibilities around monitoring children's online safety.	PF	ASAP
17	<b>To approve policies and confirm policies due for review this term.</b> The Equality Objectives for 2024-2028 to be monitored annually by JD/JF. First monitoring report to be presented to the FGB – 20.06.24	JD/JF	Report at next FGB
19	<b><u>Items of any other business</u></b> <u>SFVS</u> Governors to reply to TF's request for information for the SFVS Audit.	ALL	ASAP Report at next FGB

SIGNED \_\_\_\_\_

DATE \_\_\_\_\_

**P. Falconbridge**  
Chair of Governors