

*'Living life to the full'.
John 10:10*



Tas Valley Church Schools Federation

Preston CE VC Primary and Saxlingham Nethergate CE VC Primary

Full Governing Board Meeting
Monday 29 January 2024 at 6.30pm, Microsoft Teams

Minutes

Present:

Diane Perry-Yates DPY (Chair of Governors)
Matthew Walker MW (Executive Headteacher)
Claire Crawshay CC
Rebecca Orford RO
Fiona Webb FW
Claire Smith CS
Tara Gillam TG
Will Defoe WD
Anne Fry AF

Apologies:

Katie-Rose Lightfoot KRL
Lesley Allgood LA
Daisy Sutcliffe DS

In Attendance:

Christopher Perry-Yates CPY (Governance Professional)
Laura Knight LK (Head of School, Saxlingham)
Jo Firman JF (Head of School, Preston)

Item No.	Item and discussion	Owner	Target Date
1.	<p>Register of attendance and apologies:</p> <p>Apologies had been received from Katie-Rose Lightfoot, Lesley Allgood, Daisy Sutcliffe. All other governors were in attendance and agreed to accept the apologies offered.</p> <p>The Governance Professional advised that the meeting was quorate.</p> <p>The Chair of Governors advised that it had been 12 months since Daisy Sutcliffe had last attended an FGB meeting and it was agreed by governors that the Chair of Governors should arrange a discussion with DS to discuss her role as a governor.</p>		
2.	<p>Declarations of pecuniary interests:</p> <p>There were no new pecuniary interests declared.</p> <p>AF advised that she had updated her business interests to reflect an additional governance role.</p>		
3.	<p>Behaviours and rewards and their link to SIAMS:</p> <p>The governing board reviewed the presentation from the Senior Leadership Team (SLT). A copy had been circulated prior to the meeting and can be</p>		

<p>found filed with these minutes.</p> <p>The Executive Headteacher advised that there had been development to adjust the Behaviour Policy which had also been shaped by feedback from staff. The Behaviour Policy triangulated back to the Federation vision and reflected opportunities, personal growth, development of self as well as behaviours and attitudes. The curriculum had been planned to interweave the values throughout all curriculum areas.</p> <p>It was highlighted that when there had been external scrutiny through a SIAMS health check which had identified the need for the Behaviour Policy to reflect the Christian thinking and this had been actioned. Staff had received CPD in positive behaviour management and positive handling and the Federation had worked hard to raise the consistency of approach by all members of staff. The school community was promoting all school values.</p> <p>Governors were advised that another element of development was on conflict management and giving children the strength and resilience to deal with everyday issues.</p> <p>It was noted that children were rewarded for demonstrating the right behaviours and in any of the classrooms in the two schools there were visual aids on display and children had a much better awareness of the rules and values. The children would be able to articulate those rules and how they relate to the vision of 'Living Life to the Full'.</p> <p>The Executive Headteacher advised that this was something that would continue to evolve over time with the understanding that things change and need to remain fresh. Staff were positive about the impact that the revised policy was having and were feeling empowered to deal with challenging situations. The Head of School explained that the scripting and clear boundaries were helping with consistency in behaviour management. Children were also developing skills to develop their own emotional intelligence and empathy for others.</p> <p>Q(DPY): The visual aid – example shown in report, appears to be very helpful. Although early days can you provide feedback on how it is working for pupils and staff.</p> <p>A: Even in the face of a suspension at Preston, staff feel that the new approach is working well and having an impact on the vast majority of children (where a specific behaviour plan is not necessary). All staff are wearing the lanyard and the visual is on display in both schools in multiple locations. Staff are using consistent language and script so the children know what the next steps will be. Staff feel that this is an empowering tool; we would be happy for Governors to speak to staff about this if required.</p> <p>Q (FW): To what extent is this shared with parents? This could help at home if a similar approach is taken.</p> <p>A: We have alluded to some of what we have done in newsletters. We</p>		
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	<p>have shared it more with some parents where their child has challenging behaviour. Most parents we have shared it with have found it useful. We could share this with the wider parent community now that it is embedded in the schools.</p> <p>Q (TG): The staff survey had a high proportion of staff saying they were not sure about behaviour; was this before the new policy was put into place?</p> <p>A: This was before it started. We did some work with all staff at the January Inset to unpick further some of the comments and questions, particularly about the focus on behaviour. Staff were saying that concerns about behaviour related to dealing with a small number of children with particular challenges, some of whom had high level SEND support requirements. This coincided with monitoring that the SLT had carried out which also focused on the Ofsted feedback in terms of attitude to learning. We will continue to revisit this and is a standing item on our staff meeting agenda. We continue to hear positive feedback from staff.</p> <p>The Executive Headteacher advised that he had no concerns about people asking staff questions about</p> <p>Q (RO): On the staff survey it indicated that they would like more support from governors; is this somewhere that they would feel they would like more support from governors?</p> <p>A: I think that governors are very present in school and staff are familiar with who many of you are, so I am surprised that this was not more positive. I know that when governors are in the school for monitoring or one to one subject lead conversations, the way governors conduct themselves is incredibly supportive of staff.</p> <p>Governors agreed that the Inset analysis of staff survey results showed that staff were very positive, although it was noted that the challenges were the same for all schools.</p> <p>It was agreed that governors could continue monitoring of the behaviour policy through a future governor monitoring day. The Executive Headteacher confirmed that staff were happy with how behaviour management was progressing.</p>		
<p>4.</p>	<p>Minutes of the previous meeting on 11 December 2023:</p> <p>The minutes of the meeting on 11 December 2023 were reviewed and approved as an accurate reflection. The minutes were digitally signed by the Chair.</p>		
<p>5.</p>	<p>Matters arising:</p> <p>The action list from the previous meeting was reviewed.</p>		

	<p>Governors noted the report prepared on the Schools of Sanctuary and it was highlighted that there was a lot of work involved. The Executive Headteacher advised that he would be discussing the pros and cons of this with the SLT and report back to the next FGB meeting.</p> <p>ACTION: Governance Professional to add Schools of Sanctuary to the next FGB agenda.</p>	CPY	04/03/24
6.	<p>Items for discussion under Any Other Business:</p> <p>Governors discussed whether there should be an agenda item to discuss academisation. It was noted that this had been discussed in the previous year. The Chair of Governors advised that she had spoken with the Diocesan Director of Education (DDE) following this and advised that the Federation recognised that they would have to join a diocese MAT at some point in the future, but this would be when the time was right. The DDE had acknowledged this.</p>		
7.	<p>Chair's actions:</p> <p>The Chair of Governors advised that she had approved the LED lighting quote for Saxlingham and had approved the expenditure for a replacement manhole cover. The Executive Headteacher advised that the manhole had been repaired swiftly.</p>		
8.	<p>Executive Headteacher's report:</p> <p>The governing board reviewed the headteacher's report. A copy had been circulated prior to the meeting and can be found filed with these minutes.</p> <p>The Executive Headteacher advised that there had been a further child enrolled since the report had been submitted.</p> <p>It was noted that a member of support staff had resigned at Preston and SLT were discussing options for fulfilling the role in the short term before a final decision on recruitment.</p> <p>Q(DPY): Where are we as a Federation going forward into next year with currently 8 at Saxlingham and 10 at Preston. What shape will the classes take in September? From the figures shown in the table, the lowest Saxlingham has had this year is 7 (YR 5) and 19 at Preston (YR4/6). What impact will be losing 9 children at Preston and 6 at Saxlingham (YR6) have on class structure?</p> <p>A: This is for further discussion at SLT. The priority is to achieve a balance of SEND and to ensure there are spaces to admit pupils to all year groups.</p> <p>Saxlingham will be:</p> <p>Squirrels: Reception (numbers TBC) + Year 1 (8) + Year 2 (6) = TBC</p>		

Hedgehogs: Year 3 (9) + Year 4 (12) = 21

Owls: Year 5 (11) + Year 6 (7) = 18

Preston is likely to be:

Ladybirds: Reception (numbers TBC) + Year 1 (10)

Bumblebees: Year 2 (22) = 22

Grasshoppers: Year 3 (15) + Year 4 (12) = 27

Caterpillars: Year 4 (7) + Year 5 (19) = 27

Dragonflies: Year 6 (20) = 20

It was anecdotally noted that one parent had withdrawn their child from the school due to the withdrawal of the Jack in a Box service.

Q(DPY): Preston - Persistent absence at Preston remains high 14.3% are these the same children recorded on the last attendance data? Have they received letters from the school?

A: Most of these children are the same ones, and analysis will evidence that there has been improvement in attendance, or that poor attendance was due to a specific incident (illness or unauthorised holiday).

Please note, persistent absentees:

- 2 children have been on phased return following serious medical concern and hospitalisation. This has impacted their attendance. This has also impacted on the attendance and mental health of the sibling of one of these children.
- 2 of the PA children are new to school (Jan 2024). 1 child has missed 2 days of school; the other has had 100% attendance other than an unauthorised holiday.
- 1 child on a flexi-schooling timetable – maximum attendance is 80%.

Q(DPY): Saxlingham has lower than national average attendance and high persistent absence. What measures do we have in place to reduce persistent absence and how many children does this represent?

A: Saxlingham has currently 12 persistent absentees

Please note:

- 1 child in AP – maximum attendance is 40%.
- 3 children – GRT
- 1 child on PT timetable (agreed with attendance)

	<p>Measures used in both schools:</p> <ul style="list-style-type: none"> • Regular triage, monitoring and discussion by SLT and DSL groups. • Engage with parents to effect improvements. • Referrals to other agencies: Schools and Community Team, GRT Service, CADS, Just One Norfolk (if there is a Mental or Physical Health problem), Medical Needs Service. • Consultations with Attendance Team. • Joint working with other agencies where siblings attend other settings. • Fixed Penalty Notices (FPNS) for unauthorised holidays which meet the criteria. • Letters to parents. <p>Q(DPY): What is the RSPCA workshop?</p> <p>RSPCA are coming in to deliver a Collective Worship/Assembly about their work. They will then deliver age-appropriate workshops to all classes.</p> <p>Q(DPY): It is rewarding to see that at both schools there has been no bullying incidents. How confident are we that the revised behaviour policy and the significant focus the school has placed on behaviour has underpinned this.</p> <p>To clarify, we have a separate log for bullying incidents. Very few bullying incidents have been recorded (7 in total across the Federation). We also find an increase in the use of the word 'bullying' around Anti-Bullying Week. We use the bullying log if the victim perceives they have been bullied; on further investigation, we do not always reach the same conclusion, but log all the same.</p> <p>Q (AF): Re school numbers I note that 4 are leaving Saxlingham and 5 from Preston mid-year - can you give more details - is there any learning from this?</p> <p>A: Saxlingham:</p> <ul style="list-style-type: none"> • 1 child moved to a Faith school. • 2 children moved their catchment school. • 1 child moved to Home Education. <p>Preston:</p> <ul style="list-style-type: none"> • 1 child moved from Preston to Saxlingham. • 1 child moved to Home Education. • 2 children moved to their catchment school. • 1 child moved to catchment school of family members. 		
9.	Safeguarding report:		

	<p>The governing board reviewed the safeguarding report section of the Executive Headteacher report. A copy had been circulated prior to the meeting and can be found filed with these minutes.</p> <p>Q (AF): How do staff monitor internet access at the schools? "Appropriate filtering is in place." How do we evidence internet monitoring and filtering?</p> <p>A: Schools Broadband send weekly reports about Internet use and unusual activity.</p> <p>Q (CC): In the absence of Lesley Allgood should we have a governor standing in temporarily as Safeguarding governor or is it assumed that the Chair assumes this role whilst she is away?</p> <p>A: The Chair of Governors advised that she was picking up the link governor responsibilities and had completed the governor safeguarding checklist.</p>		
<p>10.</p>	<p>Governor's safeguarding checklist:</p> <p>The governing board reviewed the completed safeguarding checklist. A copy of this was circulated prior to the meeting and can be found filed with these minutes.</p> <p>The Executive Headteacher advised that the SLT and DSL (Designated Safeguarding Leads) were working through the agreed actions highlighted in the checklist.</p>		
<p>11.</p>	<p>Resources reports:</p> <p><i>Budget Revision 3 (BR3)</i></p> <p>The governing board reviewed the draft Budget Revision 3. A copy of this was circulated prior to the meeting and can be found filed with these minutes.</p> <p>It was noted that Year 3 of BR3 showed that pupil numbers dropped by 8 children which reduced revenue and was a concern.</p> <p>Q(WD): What has changed since BR2 to change the predicted pupil roll?</p> <p>A: We are anticipating a slight drop in pupil numbers but do not yet have the final numbers. It felt sensible to put in a potentially worst-case scenario. It is difficult to predict pupil numbers as we do not know what will be happening in 12 months. This is a situation that most local schools are finding themselves in.</p> <p>Q(WD): How much do we currently have in the building's maintenance pot?</p> <p>A: This will be checked and posted onto GovernorHub.</p>		

	<p>The Executive Headteacher advised that, following the BR3 setting meeting, it had been identified that there were some areas where projected spend had not met actual within the staffing line. This was due to some unpaid leave not being taken and other contracts changing within the financial year. There had also been an underspend on the teaching expenditure due to unpaid strike days. There would be minimal changes to the bottom-line figures and therefore BR3 would be shared via GovernorHub for approval once the changes had been made.</p> <p>ACTION: Executive Headteacher to forward finalised BR3 to the Governance Professional for upload to GovernorHub.</p> <p>ACTION: WD to work with the school to complete the Schools Financial Value Standard (SFVS).</p> <p>Update on Quotes for LED lighting It was noted that the Chair of Governors had approved the final quotes for LED lighting at Saxlingham as a Chair’s Action as agreed at the previous meeting.</p> <p>Catering contract update The Executive Headteacher advised that he was holding a meeting with Norse to discuss concerns raised over the contract.</p>	<p>MW, CPY</p> <p>WD</p>	<p>02/02/24</p> <p>16/02/24</p>
<p>12.</p>	<p>Autumn term progress and attainment data:</p> <p>The governing board reviewed the attainment and progress data for both schools. Copies had been circulated prior to the meeting and can be found filed with these minutes.</p> <p>Q(DPY): Preston - The data is very useful with YR6 looking very good in R/W/M is this likely to result in high SATS outcomes?</p> <p>A: Hopefully.</p> <p>Q(DPY): Pupil Premium data shows that interventions are working, it would be helpful to know if any are likely to reach great than expected?</p> <p>A: Possibly 1 child in reading</p> <p>Q(DPY): Saxlingham – Year 6 shows excellent progress in maths and reading although 50% in writing. Overall, writing appears to fall below the high levels in maths and reading. What is being done to help the marginals.</p> <p>Please note, only 9 children will sit the tests in Year 6. 4 children are currently on track. Of the others:</p> <ul style="list-style-type: none"> • 1 of these children has EHCP (currently WTS but likely to achieve EXS). EHCP and IEP targets provide details of interventions. 		

	<ul style="list-style-type: none">• 1 child currently SEND and PA due to health issue but has potential to achieve EXS if attendance improves. IEP targets provide details of interventions.• 1 child was formerly SEND but likely to achieve EXS.• 1 child currently WTS but likely to achieve EXS (receiving emotional support due to an issue out of school)• If these children achieve as predicted, then the overall percentage will look stronger. <p>Q(DPY): Saxlingham – Data shows 3 Prejudice related incidents which based on previous data appears to become more frequent. Is this the case? Is this one child with 3 incidents or 3 children with 3 separate incidents. Do they relate to a particular incident?</p> <p>A: Separate incidents. All where a child has called another child 'gay'. It is encouraging that children report such incidents, however infrequent, and that staff deal with them with appropriate seriousness, ensuring that parents of the perpetrator are aware to support with the message that homophobic language will not be tolerated.</p> <p>Q (TG): 75% of Year 3 at Saxlingham are not meeting the expected standard for writing and 27% are not making expected progress: do you know why?</p> <p>A: 4 are currently at EXS. Of the 8 children who are currently WTS:</p> <ul style="list-style-type: none">• 2 have joined from another school Sept 2023 – both are WTS in writing.• 1 child is EAL.• 3 children are SEND.• 1 is Pupil Premium. <p>The attainment is in line with the KS1 assessment data for the children in this cohort.</p> <p>Q (TG): How do we know whether skill in phonics is translating into fluent and enthusiastic reading?</p> <p>A: Within school, pupils participate in regular guided reading sessions which enable staff to monitor fluency and higher order skills like inference and deduction. Alongside skill in phonics, a love of reading should be promoted through various means:</p> <p>Exposure to a wide variety of text and genre</p> <ul style="list-style-type: none">• Use of Power of Reading to support the teaching of English – links to wider curriculum.• Links to text through other media – dance, drama, music etc.• Adults in school modelling good habits and sharing texts with children.		
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	<ul style="list-style-type: none"> • Progress demonstrated on LW tracker should match progress through teacher assessments. <p>Q (TG): What action are we taking on the Ofsted comment for Saxlingham about class participation?</p> <p>A: This has been a focus of SLT monitoring in Autumn 2. Findings were fed back to teachers in January INSET with next steps shared, linking to management of low-level behaviour, developing strategies to engage all learners, and development of paired talk. SLT will revisit this in Spring 2 to see if the actions have had an impact.</p>		
13.	<p>School Improvement and Development Plan (SIDP) progress:</p> <p>The governing board reviewed the progress made against the SIDP. A copy had been circulated prior to the meeting and can be found filed with these minutes.</p> <p>Q(DPY): The SIDP mentions the marketing meeting outcomes, can we have an update on where we are with these?</p> <p>A: I have made contact with Saxlingham and Tasburgh magazines and have submitted articles for both - this will continue. Weekly bulletins are emailed more widely within the community. Wraparound childcare questionnaire is ready to be circulated before February half term. Upcoming events are on both websites. The next steps are website videos and a banner.</p> <p>The Executive Headteacher advised that the Federation was on track to meet the priorities, and these were constantly revisited at SLT and staff meetings.</p>		
14.	<p>Staff wellbeing questionnaire results:</p> <p>The governing board reviewed the staff wellbeing questionnaire results. A copy of this was circulated prior to the meeting and can be found filed with these minutes.</p> <p>The governing board noted the key observations from the data:</p> <ul style="list-style-type: none"> • Staff feel that children’s behaviour is not so good in this survey 62.5% down from 71%. • The school successfully meet the differing needs of individual pupils 79.1% down from 90%. • There is less flexibility and support where possible e.g. working hours, job-sharing, childcare, or homelife down from 100% to 95.8%. (4.2% is 1 person) • Professional Development down from 91% to 79.2% • Training Log, Appraisal cycle, INSET program, etc. provide evidence that all staff are provided with appropriate Professional Development. 		

	<p>Q(DPY): Is there a particular trend coming through from staff that feel behaviour is not so good and that the school does not appear to meet specific pupil needs?</p> <p>A: At the Inset in January, we fed back the questionnaire results and asked the staff the following questions (responses in brackets):</p> <p>When considering the issue of behaviour, are we thinking of the whole school or a small number of children? (We need to work on respect, A small % of children clouds your view of the bigger picture).</p> <p>Are the issues with behaviour the same in every Year Group? In every class? (Behaviour is more challenging in KS2, A small number of children have challenging behaviours, Challenges are linked to class sizes, proportion of SEND).</p> <p>Who do staff see as responsible for behaviour management? (The whole team with SLT involvement as behaviour escalates, Shared responsibility – a consistent approach is needed, some staff feel that SLT are more equipped).</p> <p>How do staff rate their behaviour management strategies? (New rules are really helpful and clear, sometimes it is difficult to be consistent).</p> <p>What are the strengths and issues? (Strengths: support for each other; restorative approach. Issues: more rewards; children have blurred boundaries and approach at home can be very different).</p> <p>Is behaviour in our Federation, better, worse or the same as other schools? (Same challenges as other schools, we are well staffed).</p> <p>Are the issues the same in the classroom as in Collective Worship, lunch and play? (Issues present differently in these areas – more staff would be useful in CW at Preston, Transitions can be problematic).</p> <p>Other actions taken:</p> <ul style="list-style-type: none">• As a result, the use of the lanyard visual and script has certainly provided tools for the staff to use successfully; it is a standing item at staff meetings.• TAs have been offered Behaviour input through VNET.• Staffing levels in CW have been reviewed.• New playground equipment is being purchased to promote positive interactions at playtime.• SLT are sending home regular Good Job postcards to celebrate achievement and mark conversations with children for good work.		
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Q(DPY): There appears to be a trend towards staff feeling that they do not have as much support for professional development or homelife choices this year. Has this identified itself through staff requests for training / flexitime?

A: No – the response was very positive at 95.8% (4.2% is 1 person)

Governors noted that staff felt proud and valued their role within the school and worked well together. Policies were consistently applied and there was an increase in satisfaction of work-life balance which appeared to be at odds with the earlier questions.

Q (TG): Can the results be disaggregated by school?

A: Yes if it would be helpful.

Q (TG): The survey identifies some issues with behaviour, communication, workload and governor support. Do we need to gather further information on these or is there already specific action that can be taken?

A: My early answers to DPY's questions regarding behaviour relate to this. Staff are viewing communication to have been improved on 12 months ago. Perhaps this is a discussion point for Governors regarding Governor Support and Workload.

Q (AF): Are there any areas that surprised you or you want to revisit?

A: I was surprised at the responses about governors. The communication question was much more positive than it was 12 months ago. It is clear that perceptions do vary.

Q (CC): Is it the case that an understanding of what governors has been misinterpreted? The results have improved slightly from last year.

A: This could be the case. There are some anomalies in the results. There are a lot of things that I am proud of such as staff feeling that the Federation responds quickly and are professional and that SLT are approachable. When you look at all responses it gives a flavour of the culture in general.

Governors discussed whether it was possible to filter teaching staff against support staff to identify what concepts different groups held about the support from governors. It was agreed that it would be useful to explain to staff what the role of a governor is. It was also suggested that there could be information in the bulletin and a display in the vestibules at each school.

Governors reviewed the draft proposed questions for a parent survey and childcare survey.

Q(DPY): It might be useful to include 3 options for times 3:15 to 4:15, 3:15 to 4:45, 3:15 to 5:30, is this possible? Would it also help to put

	<p>costs against sessions as an example depending how long the children were to stay - £6, £10, £13 as an example? Is this possible?</p> <p>A: Happy to include all of these</p> <p>Q (TG): Would it be helpful to collect some data on barriers to using after school childcare?</p> <p>A: Happy to include this.</p> <p>Q (TG): Why is it felt that the survey should not be anonymous?</p> <p>A: We can consider this further once we have attended the briefing on wraparound care.</p> <p>The Executive Headteacher proposed delivering separate questionnaires for each school. It was noted that he would also be attended a briefing about the governments approach to wraparound care. The plan was to release the questionnaire before half term.</p> <p>It was agreed that the survey should have the option of being anonymous.</p>		
15.	<p>SIAMS:</p> <p><i>IQ3: How is Collective Worship helping children and adults to flourish spiritually?</i></p> <p>The Head of School from Preston advised that Collective Worship was a time for all the school community to come together and it was made as multi-sensorial as possible including lighting and music. Collective Worship was run by a range of staff throughout the week and allowed a daily reflection for the children. Children were encouraged to internalise their thoughts and also had reflection books to write down their thoughts.</p> <p>Governors were advised that the whole school community had the opportunity to add into their own prayers. For some children this was the only time in the day they had to reflect.</p> <p>The Head of School at Saxlingham added that Collective Worship was also an opportunity for the school community to come together and sing.</p> <p>The Executive Headteacher advised that there had been a lot of work on refining and evolving Collective Worship to create a culture and sense of calm and peace.</p>		
16.	<p>Governor CPD:</p> <p>DPY advised that she had undertaken the Safeguarding in Governance online training as well as Independent Review Panel (IRP) refresher training. She was also enrolled to refresh Safer Recruitment training and still attended the Racial Justice Network run by the diocese.</p>		

	<p>ACTION: Chair of Governors to upload a report from the Racial Justice Working Group.</p> <p>AF and CC confirmed that had undertaken Safeguarding in Governance.</p> <p>WD, CC and KRL advised that they had undertaken training in Prevent.</p>	DPY	16/02/24
17.	<p>Governor monitoring:</p> <p>The governing board received the monitoring forms for the Single Central Record (SCR) check at Preston Primary, Mental Health and Wellbeing governors monitoring visit and Pupil. A copy of each report had been circulated prior to the meeting and can be found filed with these minutes.</p> <p>ACTION: RO to write up her monitoring reports and submit to the Governance Professional.</p>	RO	11/03/24
18.	<p>Governing board correspondence:</p> <p>There had been no correspondence received since the last meeting.</p>		
19.	<p>Policy review:</p> <p>The following policies were reviewed and approved:</p> <p>a) Appraisal Policy (Teachers) Governors reviewed the Appraisal Policy.</p> <p>Q (TG): Does this need to specify how often appraisal takes place and how often drop-ins should happen?</p> <p>A: See section 14. It states the time frame but does not explicitly say annually, although I can add this.</p> <p>Q (CC): The Appraisals policy replaces the old Performance Management policy as I understand it. Should the language be consistent throughout or is there still a Performance Management Committee managing appraisal appeals? See 10.2 reference to this and Appendix 3. I wondered if this should now be called the Appraisals Committee.</p> <p>A: This is a policy that is an LA policy.</p> <p>b) Anti-Bullying Policy Governors reviewed the Anti-Bullying Policy.</p> <p>c) Attendance Policy Governors reviewed the Attendance Policy.</p> <p>Q (AF): How much notice do parents need to give; is it in the policy?</p> <p>A: Some parents give months of notice of holidays, and some do not</p>		

tell us until afterwards. There is no way to enforce this other than issuing a Fixed Penalty Notice. We can include a sentence saying it is desirable to give 7 days' notice.

d) Behaviour Policy

Governors reviewed the updated Behaviour Policy.

Q (AF): Behaviour policy looks comprehensive and clear. "Forgiveness is practised" - can you explain how we evidence this?

A: We use a restorative approach and emotional literacy to encourage children to consider the impact on others. A forgiveness script is worn on staff lanyards. The best way to evidence would be through pupil voice.

Q (AF): Are the classroom charters (which sound an excellent strategy) discussed at the beginning of the school year shared school wide or are they specifically for each class?

A: Specifically for each class. Each class has an age-appropriate discussion about what the 3B rules (Be kind and respectful, be safe, be the best you can be) look like in the context of their class. This is displayed in the classroom.

Q (RO): There are some missing letters in the appendix?

A: This will be corrected.

e) Capability Procedure (Teachers)

Governors reviewed the Capability Procedure for Teachers.

f) Capability Procedure (Support Staff)

Governors reviewed the Capability Procedure for Support Staff.

g) Drug Education Policy

Governors reviewed the Drug Education Policy.

Q (TG): I note that this policy says, 'no smoking on the school site'. Should vaping also be added to this statement?

A: I will add this.

h) SEND Information Report

Governors reviewed the SEND revised SEND Information Reports. The Executive Headteacher advised that he had used governor comments to update the information reports as well as the new format.

IT WAS RESOLVED that the above listed policies should be adopted *en bloc* subject to the minor changes agreed.

Proposed: DPY Seconded: AF

All voted in favour with no abstentions.

20.	<p>Any other business:</p> <p>Governors discussed arrangements for attending parent evenings.</p> <p>ACTION: Executive Headteacher to circulate dates for the relaunch of the library at Preston and for the parent evenings.</p>	MW	02/02/24
21.	<p>Items deemed confidential:</p> <p>There were no items deemed confidential.</p>		
22.	<p>Reflection: how have discussions today helped the children and school to live life to the full:</p> <ul style="list-style-type: none"> • The new laptop trolleys have arrived and made a huge difference to the learning. • Agreed the repair of a manhole to safeguard the children, staff and local community. • Improving the environment through lighting and internal decoration at each school for the benefit of both school communities. 		
23.	<p>Date of next meeting:</p> <p>11 March 2024 at 5pm Saxlingham Primary.</p>		

Meeting closed at 7pm

Actions:

Item No.	Action Description	Owner	Target Date
5	Governance Professional to add Schools of Sanctuary to the next FGB agenda.	CPY	04/03/24
11	Executive Headteacher to forward finalised BR3 to the Governance Professional for upload to GovernorHub.	MW	02/02/24
11	WD to work with the school to complete the Schools Financial Value Standard (SFVS).	WD	16/04/24
15	Chair of Governors to upload a report from the Racial Justice Working Group.	DPY	16/02/24
16	RO to write up her monitoring reports and submit to the Governance Professional.	RO	11/03/24
20	Executive Headteacher to circulate dates for the relaunch of the library at Preston and for the parent evenings.	MW	02/02/24