



**BOUGHTON-UNDER-BLEAN & DUNKIRK METHODIST PRIMARY SCHOOL
MINUTES OF A VIRTUAL MEETING OF THE FULL GOVERNING BOARD
HELD ON MONDAY, 25th JANUARY 2021 AT 1.00 p.m.**

PRESENT:

Mrs K Bachelard	Mr M Baybutt
Mr J Bennett	Mrs N Brown
Mrs C Clayson	Mrs J Collett-White (Chair)
Mrs B Feast	Mr D Munro
Dr. J Perkins	Mr D Warner
Mr S Way (Headteacher)	

IN ATTENDANCE: Mrs D Stryzyk (Clerk)

Part I - Non-Confidential Minutes

Item	Minute	Action
PROCEDURAL		
1.	<p>Chair's Welcome and Prayers</p> <p>The Chair welcomed governors to the meeting of the Governing Board.</p> <p>Mr Baybutt led the Board in the opening prayer.</p> <p>Governors were reminded of the protocols for virtual governance. The meeting was being hosted by the Vice Chair and was conducted via Zoom. It was not envisaged that a secret vote was required. Governors would vote by raising their hand or the hand icon.</p>	
2.	<p>Quorum</p> <p>The meeting was established as quorate.</p>	
3.	<p>Apologies for Absence</p> <p>An apology for his absence had been received from Reverend Aggrey-Ogoe (sabbatical leave, out of the country). His apology was accepted.</p> <p>Mr A Cummins was not present at the meeting, nor had he tendered an apology.</p>	
4.	<p>Governing Board Membership</p> <p>a) Co-opted Governor</p>	



	<p>Governors extended a warm welcome to Mr D Munro who had agreed to accept the Board's offer to join the Governing Board. Introductions were made. The Chair invited Mr Munro to provide the Board with some information about his background and reasons for wishing to serve as a governor. The Chair sought governors' formal agreement to Mr Munro's appointment. Governors unanimously agreed that Mr D Munro be appointed as Co-opted Governor for a period of three years.</p> <p>b) Succession Plans</p> <p>The Clerk drew attention to governors' terms of office that were due to expire during the coming year:</p> <ul style="list-style-type: none"> ➤ Mr M Baybutt's term of office as Foundation Governor was due to expire on the 10th September 2021 ➤ Mrs K Bachelard's term of office as a Co-opted Governor was due to expire on the 5th October 2021 ➤ Mr J Bennett's term of office as a Co-opted Governor was due to expire on the 15th November 2021 ➤ Mr J Perkin's term of office as a Parent Governor was due to expire on the 14th November 2021 <p>Action: Clerk to keep governors informed as terms of office come up for renewal/reappointment.</p> <p>c) Co-Vice Chair</p> <p>At the previous meeting, the Board was asked to reflect on succession plans for the future leadership of the Board and the possibility of appointing a co-Vice Chair to shadow the current Vice Chair with a view to being elected to take on the role later in the year.</p> <p>Self nominations or nominations should be emailed to the Clerk and the Chair prior to the next meeting. The names of nominees would be included upon the agenda for the term 4 meeting for an election to be conducted.</p> <p>Action: Nominations/Self Nominations for the Vice Chair to be sent to the Clerk by no later than 1st March 2021.</p>	<p>Clerk</p> <p>ALL → Clerk</p>
<p>5.</p>	<p>Declaration of Business Interests</p> <p>a) Declaration of Interests Against Any of the Agenda Items for the Meeting</p> <p>Governors were invited to declare business interest against any of the agenda items for the meeting.</p> <p>Mr Munro was married to a teacher at the school. His sister also worked at the school.</p>	



	<p>Mrs N Brown had been appointed as Headteacher to Herne Bay Infant School. Governors congratulated Mrs Brown on her new headteacher appointment.</p> <p>b) Report of Governors Non-disclosure</p> <p>Governors (EAO/AC) who had yet to complete their required declarations on Governor Hub to do so urgently. (Failure to disclose business interests and no confirmation of their agreement that governors have read KCSIE 2020 and agreement to abide by the Governors' Code of Conduct 2020, may result in governors being disqualified.)</p> <p>Action: EAO/AC to complete ALL declarations on Governor Hub before the 1st March 2021.</p> <p>Action: New Governor DM to revisit the Declaration page to confirm his agreement to abide by the Governors' Code of Conduct.</p>	<p>EAO/ AC</p> <p>DM</p>
<p>6.</p>	<p>Minutes of the full Governing Board Meeting held on the 16th November 2020</p> <p>The minutes of the previous meeting held on the 16th November 2020 were agreed as a true record. The minutes of the meetings would be signed by the Chair at the next opportunity for the Board to physically meet.</p> <p>Action: Chair to sign the minutes of all meetings approved since the start of the lockdown.</p>	<p>Chair</p>
<p>7.</p>	<p>Matters Arising and Receive Updates on Agreed Actions</p> <p>a) Annual Statement of Governance and Attendance Record 2019-20</p> <p>The Headteacher confirmed that the Annual Statement of Governance and Governors' Attendance Record had been uploaded to the school's website.</p> <p>b) School Teachers Pay & Conditions Document</p> <p>The School Teachers Pay & Conditions document had been uploaded to the Governor Hub sharepoint following the last meeting.</p> <p>c) In-School Complaints Co-ordinator</p> <p>The Headteacher advised Mrs Clare Mitchell was the school's designated in-school Complaints Co-ordinator.</p> <p>d) Training & Development Governor</p> <p>The Chair reported that Mr A Cummins had agreed to take on the role of Training & Development Governor.</p>	



e) Skills Audit

The Clerk had included on the Year Planner the task of governors completing their skills audit forms as a group activity at the term 6 meeting.

SCHOOL IMPROVEMENT

8. Headteacher's Report

The Headteacher's report had been uploaded to Governor Hub prior to the meeting. He expanded on his report as follows:

a) Risk Assessment

The Risk Assessment had been updated since the previous Board meeting; the updated document had been uploaded to Governor Hub. The Headteacher advised Covid had once again dominated. On the 30th December schools were told that they would remain closed for the first two weeks of term and would only partially re-open to the children of critical and key workers and vulnerable children. Plans were immediately put in place. All staff were in school as it had been expected there would be more children in school than during the previous lockdown. Teachers were working on the remote learning from their classrooms throughout the day. This allowed them time to respond to the children learning from home as well as prepare tasks for the following days. Key worker and vulnerable children were withing their year group bubbles; the children were completing the same tasks as those children doing the home learning; they were support by the teaching assistants.

The Headteacher advised this lockdown felt different as everyone was living different lives at the moment. From the outset staff had been keen to help. Decisions have been made in consultation with the whole school staff.

b) School Roll and Organisation

The Headteacher advised most staff were in school full-time some, including the office staff, were now in school on a rota basis. He had tried to be as flexible as possible to make it manageable in school. Sixty one children were registered on the key worker/vulnerable list; attendance varied day to day but was averaging 45 – 50 pupils, around nine or ten pupils were in each class daily. Teachers were not expected to do two jobs at the same time.

c) Staffing Updates

The Headteacher advised, as discussed at the previous meeting, the school had used the Covid Catch-up finances to fund another teaching assistant so that the children may receive the correct interventions, but still remain class based. The interventions would run alongside the quality first teaching in the classroom.



d) School Improvement Plan/Recovery Plan

i) Quality of Education and Standards

The Staff Governor was reminded at the last meeting he had advised governors that children had regressed in their writing. The Governor asked if they have moved forward. The Staff Governor answered, children were not necessarily progressing, but more maintaining them at a level so that they do not regress further. He added, in a classroom setting children can be supported. One of the main areas of focus when the school fully re-opens will be on writing to get the children where they have to be. There were likely to be children who were not where they should be. The Headteacher added, teachers need to be mindful and not knock a child's confidence, provide them with developmental feedback. He added, home produced work was not of the same quality as they would produce in school when there are fewer distractions and also adult and peer support.

The Headteacher reported every child in the school had been contacted. If a child was not accessing the home learning; the class teacher and/or Family Liaison Officer contacted them.

➤ **Term 2 Data Assessment**

As reported in the Quality of Education Governors' (KB/NB) report dated the 14th January 2021.

➤ **Covid Catch-up & Pupil Premium Grant Funding**

Carried forward to the next meeting

Action: Governors to receive and discuss the Covid Catch-up Grant Statement and the Pupil Premium Grant 2019-20 Impact Statement and the Pupil Premium Grant Funding Statement 2020-21.

➤ **Remote Learning**

The Headteacher informed governors it felt best if all staff were to be in school; staff were pleased with that. The first day of term had been a staff development day; this had given teachers an opportunity to work out what to do with remote learning. This had followed on from what had been practised in October. The Year 6 teacher was advanced with his planning. By the Thursday of that first week of term everything was fully up and running with the remote learning. On the first day the school received emails from parents; one saying the school was providing too much work and another not enough. He added, headteacher colleagues have had the same feedback. A letter had been sent to parents setting out the expectation that parents should facilitate the children's home learning. The advice changes to reflect staff's understanding that circumstances differed from family to family.

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The children in school do the remote learning with teaching assistants supporting them. Because the work was set in a clear way they were able to follow instructions. The teachers were largely able to prepare and set the learning as long as there was ongoing dialogue.

The Headteacher advised there was no live learning for practical reasons and, as in many primary schools, it would not be wholly beneficial. The school had introduced two half hour 'live' lessons each week for each year group for story time or activities; parents have been appreciative of that. The Headteacher explained he had spoken with the teachers to see how they were with that.

The school had given out equipment to families and more was coming in during the week. Once the devices have been set up they too will be sent out delivered by the FLO.

The teachers were looking at communication with the children; particularly where it appears that they are not doing home learning.

A governor asked the Headteacher if the vulnerable groups of children were engaging with the remote learning. The Headteacher answered, a couple of vulnerable families were attending school. Another family had been delivered paper packs. There was constant communication with those families because of the free school meals vouchers. Being in school, the teachers have the time to make telephone calls. The Headteacher explained, during the live chats a child had been upset because the technology was not working for them. The teacher had telephoned the child afterwards.

The Headteacher had provided governors with examples of home learning activities which offered a range of different things including art, science, computing and RE as well as maths and English. Resources were available for parents to collect. The work was being differentiated.

The Headteacher summarised, he had been really pleased with how the home learning had gone. The Staff Governor agreed, the school was offering a good balance. He was trying to keep in touch with the children. The Staff Governor stated he was personally pleased staff were not doing live lessons. Lessons were recorded so children can see the processes as often as they need to. Reading a piece of text together allowed staff and pupils to touch base.

A Parent Governor echoed the Headteacher's and Staff Governor's views on live lessons because they were not same. Videos allowed staff to do demonstrations which was far better. The Governor added, it was important that the school should be as normal as possible. The Headteacher had explained to parents that live lessons have to be a two-way experience.



➤ **SEND Report**

The Chair referred to the Annual SEND report which had been produced by the SENCo. The Chair asked the Headteacher to pass onto the SENCo the governors' acknowledgement of all her hard work.

A governor asked what provision was provided for gifted learners. The Staff Governor answered, staff plan in tasks which are differentiated so that the more able children were given opportunities to push themselves further because they were motivated to learn more. The Headteacher added, the higher attaining pupils as well as the SEND/vulnerable children were in school on most days. Class teachers know whether an activity is stretching the more able children.

ii) **Behaviour & Attitudes**

Attendance of pupils was as reported at minute b) above.

iii) **Personal Development**

➤ **Staff's and Pupils' Well-being**

The Headteacher advised teachers were working hard and doing long hours. The Headteacher stated everyone's well-being was affected; staff were trying to look after each other. The spirit in school was good, staff did small things together.

A governor asked the Headteacher what he was doing to look after his well-being. The Headteacher advised, the Chair spoke with him from time to time. He maintained an eye on everyone else. He added, there were colleagues he could speak to in school. He felt confident that he could speak with them if he needed to.

Staff were in regular contact with parents. If staff should have any concerns they telephone families immediately. Staff perform regular check-ins to see how things are going.

The Headteacher advised the Parish Council had arranged for the delivery of food parcels to vulnerable families before Christmas.

iv) **Leadership & Management**

➤ **Free School Meals**

A governor asked how the school was ensuring that those children eligible for free school meals continue to receive meals/vouchers. The Headteacher answered, from the beginning of lockdown #3, the school had applied for vouchers initially from Wonde, but now from Edenred. The school had been advised that it will be reimbursed for the first couple of weeks.



The Headteacher advised, last week it had come to his attention that all Universal Infant Free School Meal eligible children were entitled to a packed lunch if they were in school. The school had received the UIFSM funding, it remained to be seen if any of the funding would be clawed back. A governor suggested if those children not in school did not require a lunch, there was a distinct possibility that the school will have some sort of clawback. The Headteacher added, 8/90 eligible pupils were in school and receiving lunches.

f) Governors' Monitoring Visit Reports

The Chair referred to the governors' monitoring visit reports that had been shared on Governor Hub prior to the meeting:

➤ **Leadership & Management (JB)**

The Governor's report dated the 10th December 2020 had been shared prior to the meeting. The purpose of the governor's visit was to monitor the impact and effectiveness of the school's response to Covid 2020 restrictions. The visit also examined the evidence for the well-being of staff.

There had been no positive cases of the virus in the school, although some staff members and pupils have had to isolate. Attendance had been generally good despite some pupils medically shielding. Instances of refusal to send children into school because of the virus were rare, they were dealt with through standard procedures. There was clearly confidence in the school's approach to keeping staff and pupils safe.

The Risk Assessment was conducted by the DHT which from the outset was seen as a crucial operational document, which was detailed. The Risk Assessment was divided into four main areas:

	Risk Rating Before Actions	Risk Rating After Actions
Awareness of policies and procedures	High	Medium
Poor hygiene practice	High	Medium
Ill health	High	Medium
Spread of infection	High	Medium

The aim was to continue the emphasis on a balanced curriculum rather than a narrowed curriculum, recognising that home learning relied on parent co-operation and that differentiation was more challenging in the current circumstances. The need to get back to the emphasis on subject leadership and middle management leadership was recognised as a priority.



Classroom monitoring was continuing albeit in adapted ways. The leadership team was looking at ways of making assessment smarter and more effective. The Headteacher stressed the importance of reflecting to prepare for, and adapting to, changing circumstances.

The Headteacher recognised that staff also had pressing concerns outside of school and that staff have had to work harder in school, take on more duties, such as lunchtime supervision and observe demanding Covid controls on a daily basis. The Headteacher had taken steps to reduce staff's workload e.g. sending less work home for marking, fewer staff meetings, limiting new initiatives for middle levels. Staff meetings have been brief, to maintain some face to face contact as this was viewed as important for staff's morale. The school's leaders were trying to be positive and accommodating to maintain staff's well-being.

At the time of the governors' report, the staff development day scheduled for the start of term 3 was to have focussed on the assessment of learning and a review of the Covid risk assessment.

The Governor reported that he was satisfied that the school's leaders had managed successfully to deal with the demands of Covid, to manage the well-being of both staff and pupils and to also retain the confidence of parents.

➤ **Quality of Education (JP/JCW)**

The Governors' report dated the 7th December 2020 had been shared on Governor Hub prior to the meeting. The focus of the monitoring was linked to the following School Improvement Plan objectives:

- 1.1 – Quality of teaching remains high across the school
- 1.2 – Wider opportunities for pupil experience sought and delivered
- 1.3 – Assessment used effectively to inform planning and provision

A governor had asked how the quality of teaching and children's progress was being monitored during the pandemic restrictions and asked how the school was managing to close the gaps for all, especially children with SEN. The Headteacher had responded monitoring by:

- A focused and consistent approach to monitoring planning and strategy rather than classroom visits, matching planning with timetables, looking at progression/comparing with work audit e.g. books, ensuring timetable is followed precisely
- Looking at overview of coverage of subjects
- Identifying issues in planning for foundation subjects
- Avoiding wasting time, checking as much as possible learning is happening
- Trusting quality of teaching
- Easing pressure by not visiting classrooms
- Expecting no surprise in next data publication



- SEN children being taught in classroom setting, making their progress much simpler to monitoring and to identify specific gaps
- Developing independent support focusing High Needs Funding for training staff within classroom rather than specific setting
- Ensuring there are enough trained SEN staff to maintain improvement

A governor had referred to media and official reports which indicate a decline in the quality of writing during the months of lockdown. The governor asked if this was the case at Bought & Dunkirk and, if so, how it was being addressed. The Headteacher explained it was being addressed by the Headteacher and Senior Leadership Team addressing the gaps by recognising the decline, providing opportunities for writing, expecting the usual completion of two to three A4 writing books across the school throughout the year, having confidence in staff methods, ensure that, along with reading, already a high priority within the school, there are opportunities for writing.

A governor asked how staff's well-being was during this difficult time, including that of the Headteacher. The Headteacher explained he had spoken to all staff members. The school had identified dedicated well-being leads who were available to listen to staff's problems. Staff's relationships were strong and supportive. For staff there were added pressures and the isolation of any leadership role.

➤ **Quality of Education (KB/NC)**

The Governors' report dated the 14th January 2021 had been shared on Governor Hub prior to the meeting. The focus of the governors' monitoring had been on:

- How assessment was used to improve outcomes
- Progress of all children
- How assessment is taking place during Covid restrictions and future plans

The governors had received the PUMA, PIRA and GAPS tests from term 2 prior to their discussion with the Deputy Headteacher. The data related to all pupils, including PPG and SEN. The year 6 tests were based on past SATs papers.

Governors found the results positive given the current Covid restrictions that had been in place over recent months. Any lack of progress experienced during lockdown #1 had been addressed, pupils have caught up and most were making progress in line with expected and some with greater depth.

A new Grammar, Punctuation and Spelling assessment had been introduced and the assessments were more realistic and challenging. The staff were no longer using Classroom Monitor to measure progress as other tools were being used.

The progress in foundation subjects would be assessed by subjects; teachers will decide how to track for individual subject areas.



	<p>➤ Behaviour & Attitudes (AC/CC)</p> <p>The Governors have had to re-schedule their monitoring visit.</p> <p>➤ Website Compliance (DW)</p> <p>The Governor reported that he had conducted an audit of the school's website. He confirmed that everything Covid related was on the website also financial reports. Governors' profiles were missing from the website (AC and DM).</p> <p>The Clerk referred the Governor to the link she had included on the agenda to the updated DfE list of information schools must publish on their websites.</p> <p>Action: Governing Board to receive governors' (AC/CC – Behaviour & Attitudes monitoring report) at the next meeting.</p> <p>Action: DM and AC to provide the school with their personal profiles.</p> <p>It was decided that Mr Munro would join Mr Bennett on the monitoring of Leadership & Management.</p> <p>The Chair referred to her recent email to refer governors to the monitoring visit template included in the Governor Visits Policy which had been ratified at the term 1 meeting. Governors were asked to use that template in the future.</p> <p>Action: Governors to use the monitoring report template in the Governor Visits Policy 2020.</p> <p>g) Statutory Inspection of Anglican and Methodist Schools</p> <p>Governors were referred to BF's monitoring visit report dated the 19th January 2021. The Governor reported that the virtual meeting had been productive and informative. Despite the difficult and challenging times, the school was continuing to deliver teaching whether in school or at home, that reflected the ethos of Methodism. The Governor stated that she was wholly satisfied that the teachers and pupils were 'doing all the good they can in all the ways then can to all the people they can'.</p> <p>NB left the meeting at 2 p.m. to conduct interviews. The meeting remained quorate.</p>	<p>AC/CC</p> <p>DM and AC</p> <p>ALL</p>
<p>9.</p>	<p>Finance, Budget, and Planned Expenditure</p> <p>a) Appointment of a Finance Governor to Succession Plan for the Future</p> <p>The appointment of a finance governor was carried forward to the next meeting.</p>	



<p>Action: Governors to appoint finance governor at the term 4 meeting.</p> <p>b) Nine Month Budget Monitoring Report</p> <p>The Finance Governors reported that the school's budget was currently showing an in-year deficit of £2,273.66 with an overall budget surplus of £52,565.38. The Finance Governors reported that the financial position was very unclear, not least because the necessary figures on additional funding to address the consequences of the pandemic and the subsequent disruption to the school were not available at the time of monitoring. The projected closing balance for the year was well below the Balance Control Mechanism (12% of the school's delegated income).</p> <p>A governor referred to E07, Cost of Other Staff, which seemed to be expensive. The governor asked why. The Headteacher explained the code included the Sports Coach, Family Liaison Officer, and non-teaching staff.</p> <p>A governor referred to E28, Bought-in Professional Services and asked what services and or resources this included. The Headteacher advised that E28, Bought-in Professional Services included Schools Personnel Services, Schools Financial Services, The Education People and computer support.</p> <p>The Headteacher explained the school will rely on the budget rollover next year; particularly as there were so many uncertainties as to what monies may be clawed back. The school's budget was also dependent on pupil numbers. If pupil numbers into Year R were low; this will impact on the school's budget. He summarised, the rollover helps to maintain the school's structure and was part of the working budget for the following year.</p> <p>The Headteacher reminded governors that there had been an error in the budget setting process as an individual's salary had been omitted. In addition, over the year the school had received less income from breakfast and after school clubs.</p> <p>The Headteacher advised he had ordered two desks because teachers were working in the classroom on small tables and chairs. The cost of the furniture had not been included in the original budget calculations.</p> <p>Governors unanimously agreed the nine month budget monitoring report.</p> <p>c) Balance Control Mechanism Report</p> <p>The BCM report had been shared with governors prior to the meeting. The Finance Governors advised the school's projected yearend surplus figure was around half of the allowed balance (£115k) @ £52,500.00.</p>	<p>ALL</p>
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	<p>A governor asked if the school as able to carry forward the surplus to the following financial year. Governors received confirmation that the school may carry forward the budget surplus to the next financial year as long as it is within the BCM.</p>	
<p>10.</p>	<p>Safeguarding</p> <p>a) Safeguarding Issues or Concerns</p> <p>The Headteacher, staff and governors were afforded an opportunity to raise any safeguarding issues or concerns.</p> <p>The Headteacher advised that any families that were open to Social Services, the school was in constant communication with them or the children were in school. If in school the children may be tracked. Staff were keeping an eye on the vulnerable children.</p> <p>b) Annual Safeguarding Report</p> <p>The Annual Safeguarding Reports, Parts I and II, were uploaded to Governor Hub prior to the meeting.</p> <p>The Safeguarding Governor wished to commend the staff, particularly the Family Liaison Officer and the Deputy Headteacher who have done a lot of work taking maximum care of the children at this difficult time.</p> <p>A governor pointed out that the report suggested that governors should be receiving safeguarding training every two years.</p> <p>The Headteacher advised that he had signposted some guidance about live lessons. Staff were recording lessons using Google Meet and taking precautions to ensure the children are learning from home safely.</p>	
<p>11.</p>	<p>Health & Safety/Risk Assessment</p> <p>a) Health & Safety Issues or Concerns</p> <p>The Headteacher, staff and governors were afforded an opportunity to raise any health and safety issues or concerns.</p> <p>A governor asked for an update on the decking. The Headteacher advised the company that had laid the decking had gone bankrupt.</p>	



<p>12.</p>	<p>Governor Training & Development</p> <p>a) Appointment of Training & Development Governor</p> <p>Mr A Cummins had agreed to take on the role of Training & Development Governor.</p> <p>b) Receive Details of Upcoming Training Events</p> <p>The Chair referred governors to the many training modules available on The Education People training tab on Governor Hub. She advised details of available training was clear and listed in date order. It was also easy to book; the only problem was that places quickly get filled.</p> <p>c) Identify Governors' Training Needs/Governor Training Action Plan</p> <ul style="list-style-type: none"> ➤ DM was asked to complete New Governor Induction training ➤ Governors were reminded that if they have aspirations to become Chair, they should consider undertaking the National Governors Association Chairs Development programme. ➤ JCW was scheduled to attend the Governor Briefing ➤ CC was booked to do SEN Governor training ➤ JCW would attend EYFS training ➤ BF would complete Effective Monitoring training <p>Action: Governors to complete above identified training and report to governors at the next meeting.</p> <p>Action: Governors aspiring to become Chair must complete the NGA Chairs Development programme.</p> <p>d) Reports of Training Undertaken</p> <p>JCW had completed Effective Monitoring training; their report had been uploaded to Governor Hub prior to the meeting.</p>	<p>DM/JC W/ CC/BF ALL Governors</p>
<p>13.</p>	<p>Policies</p> <p>Upon the recommendation of the Lead Reviewers (in brackets); governors unanimously agreed the following policies:</p> <ul style="list-style-type: none"> a) Rewards and Sanctions Policy (BF/MB) b) Online Safety (MB/JP/DW) c) Domestic Violence Policy (CC) d) Anti-terrorism Policy (KB) e) Capability Policy (JB) – the governor drew governors' attention to the fact that steps in the capability procedure may be paused and re-visited at a later. It was important that the 	



	<p>Policy is completely clear because the process can end in dismissal. He reflected that there was always a possibility that the Capability Policy is resorted to because there are no ways of resolving a situation.</p> <p>f) Intimate Care Policy (JCW) g) Physical Education Policy (KB) h) Governors' Allowances Policy (JB) i) Addendum to the Behaviour Policy j) SEND Policy</p> <p>Governors asked the Headteacher to highlight any amendments to school policies in the future.</p>	
<p>14.</p>	<p>Chair's Urgent Actions, Correspondence and Guidance</p> <p>The Chair had no urgent actions or correspondence to share with governors.</p> <p>The Clerk had shared the following documents on the Sharepoint prior to the meeting:</p> <ul style="list-style-type: none"> ➤ The Education People Governance Monthly Newsletter dated January 2021 ➤ NGA Covid-19 Recovery Monitoring Priorities ➤ DfE Guidance – Remote Education Provision <p>The Clerk had read through the December and January 2021 newsletters and had included links to the DfE documents mentioned in the articles, as follows:</p> <ul style="list-style-type: none"> ➤ DfE Data Protection Guidance for Schools (Post Brexit): https://www.gov.uk/guidance/eu-exit-guide-data-protection-for-education-providers ➤ DfE Guidance on Protective Measures for Holiday and After School Clubs during the Coronavirus Epidemic: https://www.gov.uk/government/publications/protective-measures-for-holiday-or-after-school-clubs-and-other-out-of-school-settings-for-children-during-the-coronavirus-covid-19-outbreak ➤ DfE Guidance on Critical Workers and Vulnerable Children who can access schools in case of restrictions: https://www.gov.uk/government/publications/coronavirus-covid-19-maintaining-educational-provision ➤ DfE Guidance: Restricting attendance during the national lockdown: schools (publishing.service.gov.uk) ➤ DfE Guidance: Flexible Working in Schools: https://www.gov.uk/government/publications/flexible-working-in-schools/flexible-working-in-schools--2 ➤ DfE Guidance: (LA): Holiday Activities and Food Programmes 2021: https://www.gov.uk/government/publications/holiday-activities-and-food-programme-2021 ➤ DfE Guidance: School Attendance Guidance for Schools: https://www.gov.uk/government/publications/school-attendance?utm_source=e5153d9b-4212-41a7-a347- 	



	<p>952636c27a60&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily</p> <ul style="list-style-type: none"> ➤ DfE Guidance: EYFS Profile 2021 Handbook: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942421/EYFSP_Handbook_2021.pdf ➤ What Maintained Schools Must Publish online: https://www.gov.uk/guidance/what-maintained-schools-must-publish-online?utm_source=dcd7d030-97e3-4dd7-a1c6-a5e0c1ad83d5&utm_medium=email&utm_campaign=govuk-notifications&utm_content=daily 	
OTHER		
<p>15.</p>	<p>Any Other Urgent Business</p> <ul style="list-style-type: none"> ➤ A governor asked the Staff Governor if there was anything the Governing Board may do. The Staff Governor advised the Headteacher feeds back to staff the governors' acknowledgement of their efforts and appreciation. Staff know the governors are supportive of them. ➤ A governor referred to the laptops there were being issues to pupils. He asked what happens with that equipment post-lockdown; do they become a school central resource or would they be retained by the pupils. The Headteacher explained, at the moment the devices were lent to the children; their parents have signed for them. <p>A governor stated that children without laptops/computers were unlikely to have access to the internet. A governor noted the Government was doing much to help pupils and students with laptops, Wi-Fi dongles, data. The Headteacher advised that the school had managed to assist one family who did not have broadband. The school had considered and responded to each individual request. A family received a router at the beginning of the crisis.</p> <p>The Headteacher advised the school had been promised a further x 13 devices which the school was expecting during the week. The devices would be shared with those children were sharing equipment with their siblings.</p> <ul style="list-style-type: none"> ➤ A governor asked if the school had received any indication of what the pupil numbers were expected to be for September. The Headteacher advised admission numbers are sent to the school in March. 	
<p>16.</p>	<p>Confidentiality</p> <p>No matters were deemed to be of a confidential nature.</p>	



17.	<p>Confirmed Dates and Times for 2020/21 Academic Year Governing Board Meetings all at 1.00 p.m.</p> <ul style="list-style-type: none"> ➤ Term 4 – Monday, 8th March 2021 ➤ Term 5 – Monday, 10th May 2021 ➤ Term 6 – Monday, 12th July 2021 	
18.	<p>Impact of Meeting</p> <p>Governors reflected on the impact of Governance during this meeting:</p> <ul style="list-style-type: none"> ✓ Governors had focussed on the safety and wellbeing of staff and pupils whilst in the school a ✓ Governors checked that those children eligible for free school meals were in receipt of vouchers during the lockdown and holidays ✓ The Safeguarding Governor had worked with key school staff to prepare the Annual Safeguarding report which had been shared with governors. Governors were satisfied that the school’s safeguarding procedures were being followed and the school’s overarching safeguarding was right. ✓ Finance Governors had scrutinised the school’s income and expenditure for the nine month period demonstrating financial probity. ✓ Governors agreed a raft of policies and school documents which reflect the school’s values and vision ✓ Governors were supportive of the school’s decision not to deliver live lessons. ✓ Governors again acknowledged the hard work the Headteacher and staff were doing 	

The meeting concluded at 2.50 p.m.

Signature: (Chair)

Date:



**BOUGHTON & DUNKIRK PRIMARY SCHOOL
MEETING OF THE FULL GOVERNING BOARD
HELD ON MONDAY, 25th JANUARY 2021
SUMMARY OF AGREED ACTIONS**

Minute Ref.	Agreed Action	For Whom
4, b)	Clerk to keep governors informed as terms of office come up for renewal/reappointment.	Clerk
4, c)	Nominations/Self Nominations for the Vice Chair to be sent to the Clerk by no later than 1 st March 2021.	ALL Governors
5, b)	<ul style="list-style-type: none"> ➤ URGENT EAO/AC to complete ALL declarations on Governor Hub before the ➤ New Governor DM to revisit the Declaration page to confirm his agreement to abide by the Governors' Code of Conduct. 	EAO/ AC DM
6,	Chair to sign the minutes of all meetings approved since the start of the lockdown.	CoG
8, d)	Governors to receive and discuss the Covid Catch-up Grant Statement and the Pupil Premium Grant 2019-20 Impact Statement and the Pupil Premium Grant Funding Statement 2020-21.	HT
8, f)	<ul style="list-style-type: none"> ➤ Governing Board to receive governors' (AC/CC – Behaviour & Attitudes) at the next meeting. ➤ DM and AC to provide the school with their personal profiles. ➤ Governors use the templates within the Governor Visits Policy for recording their reports. 	AC/CC DM/AC ALL Governors
9, a)	Governors to appoint finance governor at the term 4 meeting.	ALL Governors
12, c)	<ul style="list-style-type: none"> ➤ Governors to complete above identified training and report to governors at the next meeting. ➤ Governors aspiring to become Chair must complete the NGA Chairs Development programme. 	ALL Governors