



To be the best we can be ..

**BOUGHTON-UNDER-BLEAN & DUNKIRK METHODIST PRIMARY SCHOOL
MINUTES OF A MEETING OF THE FULL GOVERNING BOARD
HELD AT THE SCHOOL ON MONDAY, 29TH JANUARY 2024 AT 1 P.M**

PRESENT:

Mr J Bennett	Mrs C Clayson
Mr A Cummins	Dr. K Gee
Mrs C Goatham	Mrs J Mayer (Chair)
Mrs K Petts	Reverend R Pritchard
Mr S Way (Headteacher)	

IN ATTENDANCE:

Mrs D Stryzyk (Governance Professional)
Ms B Fuller (Year 5 Teacher)

Item	Purpose	Action
PROCEDURAL		
1.	<p>Welcome and Prayers</p> <p>a) Chair’s Welcome</p> <p>The Chair extended a warm welcome to Governors and introduced Mrs C Goatham who was attending her first meeting.</p> <p>b) Prayers</p> <p>Reverend Pritchard led the Board in an opening prayer.</p>	
2.	<p>Quorum</p> <p>The meeting was confirmed as quorate.</p>	
3.	<p>Apologies for Absence</p> <p>Apologies for their absence had been received from Dr. J Perkins (work commitment), Mrs B Feast (holiday) and Mr D Warner (unwell). The Governors’ apologies were accepted.</p>	
4.	<p>Declaration of Business Interests</p> <p>a) Declaration of Business Interests</p> <p>Governors were invited to declare business interests against any of the agenda items for the meeting. None were received.</p>	

	<p>b) Annual Update to Business Interests</p> <p>Governors who have yet to complete the annual update to their business, familial and pecuniary interests and confirmations on Governor Hub for this academic year were asked to do so before the end term.</p> <p>Action: JB (Business Interests)/BF (Business Interests and Code of Conduct)/CG (Code of Conduct, Acceptable Use Policy and KCSIE).</p>	JB/BF/CG
5.	<p>Governing Board Membership</p> <p>a) Foundation Governor Appointment</p> <p>Governors extended a warm welcome to Mrs Carol Goatham who was the newly appointed Foundation Governor. Her term of office was effective from the 17th October 2023. Mrs Goatham explained a little about her background and why she wished to serve as a governor. Introductions were made.</p> <p>b) Co-Opted Governor Vacancy</p> <p>There was currently one co-opted Governor vacancy following the end of term of office for Mr D Munro, who had decided not to seek re-appointment. The Chair advised that she had received an expression of interest from the grandparent of a pupil who currently attended the school. In response to a question, the Governance Professional referred to the Standing Order for the Appointment of Co-opted Governors which detailed the process. The Chair added, the appointment of co-opted governors was within the gift of the governing board.</p> <p>Governors were aware that a further two governors (AC and JP) would not be seeking re-appointment when their current terms of office expire later this year. The Board recognised that key governor roles and responsibilities (safeguarding and finance) would need to be covered from amongst the remaining Board members. A Governor asked if the governor vacancy would be advertised in the local community. The Headteacher undertook to include within his monthly article in the community magazine.</p> <p>Governor recruitment to be included upon the agenda for the next meeting.</p> <p>Action: HT to arrange for an advertisement for co-opted governors to be placed in the Community Magazine.</p>	HT
7.	<p>Minutes of the Meeting</p> <p>The minutes of the meeting held on the 27th November 2023 were approved by Governors. The minutes were signed on behalf of governors by the Chair.</p>	
8.	<p>Matters Arising and Receive Updates on Agreed Actions (not covered by this agenda)</p> <p>a) Annual Statement of Governance for the 2022-23 Academic Year</p> <p>Governors agreed the Annual Statement of Governance 2022-23 subject to the inclusion of governors' names, roles, responsibilities and terms of office.</p> <p>Action: Chair to include Governors' names, roles, responsibilities and terms of office within the Annual Statement of Governance before publication on the school's website.</p>	CoG

	<p>b) Well-being (KP)</p> <p>The Chair referred to Governor’s (KP) Well-being Monitoring Visit report which had been uploaded to Governor Hub. The Chair explained, following the last meeting, there had been a few questions around staff’s well-being. The Well-being Governor conducted a monitoring visit during which she had met with the Staff Governor.</p> <p>The Monitoring Governor (KP) advised she had sent to staff a series of questions prior to the meeting and before approaching staff members. She advised staff have been given feedback and information on how to approach Governors.</p> <p>The Chair stated that it was unlikely that staff would come to governors, but governors do need to know that staff have access to support should they need it and how that might be accessed. The Governors’ role in staff’s well-being was a strategic one. There would be indicators if staff’s well-being was fragile such as staff retention issues and possibly the grievance procedure, which was certainly not the case at the school.</p> <p>The Headteacher stated there was a fine line between well-being and workload. There were times in the school year when staff’s workloads were heavy e.g. report writing, during the build up to Christmas and parents’ evenings. He did as much as possible to reduce the workload of staff and was always mindful of staff’s well-being.</p> <p>The Monitoring Governor stated that she had no concerns, staff have someone to go to if they were feeling overwhelmed, i.e. a colleague. The Headteacher added, the school paid for support for staff e.g. Talking Therapy. A Governor suggested extending the Well-being Policy to include the various support networks and therapies that were available to staff. Governors were well aware that the ethos in the school was good.</p> <p>The Ex-Officio Governor offered to be the point of contact for staff if they wished to discuss their well-being needs with a governor.</p> <p>In response to an observation by a Governor during a monitoring visit, the Headteacher explained the matter the staff member had raised was a safeguarding one, it was sensitive. Staff were clear what must happen. The member of staff had highlighted the pressures associated with the safeguarding concern rather than the matter itself being a point of concern. It tied in with behavioural procedures. The Monitoring Governor explained there was supervision available for staff.</p> <p>The Behaviour & Attitudes Monitoring Governors undertook to look at behaviour both in lessons, but also during periods of unstructured time in school during their next monitoring visit.</p> <p>Action: Behaviour & Attitudes Governors (AC/CC) to conduct a monitoring visit to look at learning behaviour and behaviour during unstructured periods in school during their next visit.</p>	AC/CC
SCHOOL IMPROVEMENT		
9.	<p>Headteacher’s Report/School Improvement Plan</p> <p>The Headteacher’s Report had been shared on Governor Hub in advance of the meeting. The report gave governors a flavour of what was happening in school. There had been many activities during the period in the lead up to Christmas. They had gone really well and were enjoyed by the children.</p>	

a) School Roll, Organisation and Staffing Updates

School Roll

There were currently 203 pupils on roll. A Year 1 pupil had left the school. Another child was joining plus two further children in Years 1 and 3. The Headteacher would be showing a family around the school that was looking for places in Years 3 and 4.

The Headteacher had also met the parent of a September 2024 intake Year R child with an Education and Health Care Plan with various needs and significant disabilities. The child was often, but not always, wheelchair bound. A Governor asked if the school would have to make any adaptations. The Headteacher explained the child was able to cope with a few stairs and would be able to access all areas of the school.

Staffing

The Headteacher reported there were some planned absences for two cleaners/school crossing patrol. Cleaning cover had been arranged, but there will be an impact to the school. A Governor asked if there was anyone available to cover the school crossing patrol duties. The Headteacher advised there was not. The Headteacher explained parents will be informed, the School Crossing Patrol team had been notified.

The Headteacher advised there had been a lot of staff absence this term, which had highlighted everyone was needed in their role.

The 2nd January 2024 had been an Inset day, the behaviour curriculum was introduced (the Boughton-under-Blean way). The behaviour in school would be monitored by the Behaviour & Attitudes monitoring governors (CC/AC). The behaviour curriculum taught children how to behave, the school provided pupils with clear expectations and the staff applied them consistently around the school.

School Improvement Plan

The Headteacher had RAGd the School Improvement Plan and shared the document with Governors via Governor Hub.

b) Quality & Standards of Education

The Headteacher advised that he had conducted lesson observations during the week commencing the 22nd January, there was one still to do. Other than that every group had been seen. All was positive.

Subject Leaders will be carrying out monitoring this term, which will generally take the form of looking at books, talking to children (pupil voice) and reviewing lesson plans. Subject Leaders have designated time during staff meetings to do this.

- **Term 2 Progress and Attainment Data**

The Chair explained, following on from the Governors' skill audits feedback, the Headteacher will provide Governors with a talk on the school's data.

The Headteacher had uploaded data reports and the notes of a pupil progress meeting to Governor Hub prior to the meeting. He explained the end of year targets had been agreed with the SIA.

The Headteacher explained, Year R children were baseline assessed within weeks of starting school. Children will be measure from their starting points to the end of Year 6. The school was required to deliver the Phonics Screening Test to pupils in Year 1 and any Year 2 children who did not pass the threshold, the Year 4 multiplication check and the end of Key Stage 2 statutory assessment tests (SATs) – (Key Stage 1 SATs have now gone).

The PIRA (Progress in Reading Assessment) and PUMA (Progress in Understanding Mathematics) tests were used to assess pupils. The children were assessed three times a year on what they have been taught. The standardised score = 100 = expected. The aim was to get the children to at least that level. There was a percentage of pupils who were at the expected level in November.

The Year 6 assessment data was based on past SATs papers three times a year. Which allowed the class teacher to understand what they need to address to fill any gaps. The Year 6 percentages were expected to increase.

A Governor asked if Writing was moderated. The Headteacher explained, at the end of the year someone may come to do moderation. Judgements were based on a set of points.

A Governor noted last year's Maths data did not match the school's Reading data. The Headteacher agreed, but Reading was a particular strength at the school. He added children do well in terms of progress in Maths last year. Historically, progress in Maths was greater than progress for Writing and Reading. Last year's data was an outlier.

The Headteacher explained during pupil progress meetings, each pupil was discussed – where the children are in terms of their raw scores, identify what other support may be needed and there were discussions around what the end of year data may look like. An example of the notes made during pupil progress meetings was shared. Similar meetings take place between the Headteacher and SENCo to discuss children on the SEN register.

The Headteacher referred to the colour code analyses for each class (Green = @ Expected/(Green plus = on the cusp of Greater Depth), Orange = @ below Expected, Blue = @ Greater Depth). The Headteacher added a cautionary note that children were individuals, they might not fare as well in the tests.

The Headteacher referred to the data for vulnerable groups whose data was tracked closely. The tabulation illustrated the gaps between Pupil Premium Grant (PPG) funded pupils and their non-PPG counterparts. Governors noted that in Year 6 there were currently 14 x pupils eligible for PPG, whereas in Year 5 there were four. The Headteacher explained there were a few children who will not be able to access age equivalent learning.

Governors noted that as children travel through the school, the data turned increasingly green, which demonstrated the gains children were making and the success of the strategies being deployed to target areas.

A Governor asked what was in place to move children at or on the cusp of Greater Depth forward. The Headteacher answered, teachers continued to push the children, it was about the resources, vocabulary used and continually asking more of the children. Teachers were not allowed to dip into the next year group's curriculum, it

was breadth and depth of learning and applying knowledge. Children were tracked to ensure that they continue to be stretched.

A Governor asked what steps were put into place for those children who were not on track. The Headteacher explained, for SEN children, their steps of progress were smaller than their peers. They have different tests to assess their progress, which was measured in a different way because they do not tend to make the same rate of progress. SEN children were tracked differently and individually within the class.

A Governor stated that they were pleased to note that children make good progress at the school. The Headteacher explained it was also about getting children to be secondary school ready. Teachers were held to account for their class data via their performance management targets.

A Governor asked if the school also looked at other aspects of a child's development (e.g. sports). The Headteacher confirmed the school does. He cited an example; children were asked to create a self-image and that was repeated every year so that progression may be seen.

A Governor stated, there was a training session on the 21st March on the topic of Understanding the School's Data. Governors (CC and KP) were already booked onto the training.

c) Behaviour & Attitudes

- **Attendance**

Attendance data had been included on page 3 of the Headteacher's Report. As requested by Governors, the Headteacher had broken down attendance for persistent absentees and included details of the reasons for absence. The Attendance Officer visited the school from time to time – one officer covered Swale, Canterbury and Thanet. Many families have Family Liaison Officer (FLO) involvement.

Whole school attendance as at the 17th January 2024 was 94.8%. The school provided support to families and continued to refuse in-term holiday requests. Two children with particularly low attendance have left the school. Child #20 (a traveller child categorised as a child missing in education and had LA involvement) had returned to school after a prolonged period of absence.

A Governor referred to child #22 whose absence was recorded as unauthorised. The Governor asked what the reasons were for the child's absence. The Headteacher advised the absence was unauthorised because the child had been on holiday.

The Headteacher explained children #21 and #24 were being closely monitored by the school.

- **Behaviour for Learning**

The Headteacher reported the behaviour of a few individuals can be particularly challenging at times, particularly in the lower school – as with other schools. Individual support plans, regular communication with parents and additional adult support were all in place. The Specialist Teacher & Learning Services (STLS) have also visited to add support for certain individuals also. The causes of challenging behaviours may be varied, but Autism Spectrum Condition (ASC) and/or Attention Deficit/Hyperactivity

Disorder (ADHD) were often prevalent. The staff continued to discuss the new Behaviour Policy and behaviour curriculum which was about the individual approach looking at the child within, being patient and starting afresh over and over again, but in a consistent and positive way. The Methodist educational values were applied 'for all, for all' and 'an ounce of love is worth a pound of knowledge'.

A Governor asked the Headteacher if, in his view, children's behaviour was getting worse. The Headteacher confirmed that it was, but this was because the needs of the children were greater. Children were joining the school with ASC or ADHD. Also, Covid had meant that children had missed out on their formative years in nursery and toddler groups. SEN support outside of school was disappearing; spaces in specialist provision was just not there.

A Governor reported that she had spoken with the SENCo, who had told her there was no longer access to external SEN support. The Headteacher explained the LA had consulted on its SEN funding arrangements, which will lead to a change in the way schools are to be funded. The school already to pay the first £6,000 to meet a child's needs. The Headteacher stated it was difficult, particularly for the young children to understand what the school needs them to do.

The Headteacher stated parents trust the school and the staff. He understood that in other schools children were removed if their behaviour was of concern. His concern was around financial restrictions and potentially the loss of staff.

- **Suspensions, Exclusions, Incidents of Bullying or Racism**

None.

d) Personal Development

The Year 5 Teacher joined the meeting to explain about Multi-Cultural week which had run from the start of term 3 for three days. Lots of children within the school community came from different backgrounds. Each class had learned about a different country and completed different activities, as follows:

Years R and 1	Italy – children made and ate Pizza, learnt about different buildings such as the Colosseum, the Sistine Chapel and the Tower of Pisa. The adventure started on-board the plane!
Year 2	Spain – children ate Spanish food, learnt how to speak words in Spanish associated with colour and number.
Year 3	Brazil – the Rain Forest (which linked to the class project), Brazilian festivals, the children did mask-making and learnt to speak some Portuguese. The children acted out a Brazilian folk tale and drew storyboards.
Year 4	India – Children tried on saris, learnt about the geography of India – different places, made Rangoli patterns using two circles and an outline. The children made samosas with spices and vegetables.
Years 5 and 6	Greece – the children learnt some Greek words, made Greek flatbreads, created posters and produced some Santorin artwork and learnt about Greek mythology. One child in Year 5 was from Greece.

The Class Teacher shared examples of pupil voice following Multicultural Week.

A Governor asked if the Subject Lead had any ideas how to develop that further. She responded, Multicultural Week will be undertaken annually after Christmas.

Governors recognised the importance of children understanding diversity through exposure to different cultures.

The Subject Lead stated the information sheet would also be shared with parents at the end of term.

Ms Fuller left the meeting.

e) Leadership & Management

- **Local Authority Note of Visit**

The Headteacher advised the School's Improvement Advisor (SIA) had visited the school, the first of two planned visits for this year. His draft note of visit had been sent to the Headteacher, comments were added and returned. The report would be shared with Governors at the next meeting. The Headteacher explained the SIA had asked about safeguarding, attendance and the School Improvement Plan. During his next visit, the SIA will look at subject areas.

Action: LA NoV to be shared with Governors at the next meeting.

HT →ALL

- **Pupil Premium Grant Strategy Statement 2023-24**

The Pupil Premium Grant Strategy Statement which detailed how funding was being targeted within the school and the impact of those strategies. The school's PPG Strategy had been posted on the school's website by the required deadline 31st December 2023. Governors accepted the PPG Strategy Statement 2023-24.

f) School's Website Audit (DW)

Carried forward to the next meeting.

Action: Website audit report to be included upon the agenda for the next meeting.

DW

g) Review Methodist Academy's Development

There were not updates shared at this meeting.

h) Early Years Foundation Stage

- **Early Years Foundation Stage Monitoring Governor's (BF) report #1 of 3**

The Monitoring Governor's report dated the 8th January 2024 had been shared on Governor Hub prior to the meeting. The focus of the Governor's visit had been to discuss two areas. Firstly, pupil progress – the way phonics was taught, progress since September in maths and phonics and what level of pupil understanding was expected at this stage in the school year. The Governor referenced the Early Years Foundation Stage Policy and the School Plan. The Governor learned how learning was established using existing opportunities both inside and outside of the classroom. Phonics was taught by using the five phases of phonics method starting with general sounds – 'sound walks' and sound games. Each pupil learnt at a different pace so extra support

	<p>was given to those needing more time to understand. Pupils have made good progress in both phonics and maths. This was evidenced by the governor being able to access pupils work books and visiting the classroom.</p> <p>Secondly, pastoral – have pupils settled well into school routine? How were they developing socially and interacting with their peers and teachers and were they comfortable in their new environment? The Governor reported pupils had settled into their new environment well and had very quickly picked up new routines and were receptive to everything. The Governor observed pupils were engrossed in their own choice of activity from assisted reading, making dinosaurs from flour and water, jigsaw puzzles with an educational content and using the outdoor space. The class appear to be a very sociable group, were able to interact with their peers and adults.</p> <p>i) Christian Distinctiveness/Statutory Inspection of Anglican & Methodist Schools</p> <p>There were no updates at this meeting.</p>	
10.	<p>Update from Staff Governor</p> <p>The Staff Governor was not present at this meeting.</p>	
11.	<p>Health & Safety/Risk Assessment</p> <p>a) Issues or Concerns</p> <p>The Headteacher and Governors were afforded an opportunity to raise any issues or concerns. None were raised.</p>	
12.	<p>Safeguarding</p> <p>a) Issues or Concerns</p> <p>The Headteacher and Governors were afforded an opportunity to raise any Safeguarding issues or concerns. None were raised.</p> <p>b) Annual Safeguarding Report and Online Safety Risk Assessment</p> <p>The documents had been shared with Governors at the term 1 meeting.</p>	
13.	<p>Finance</p> <p>a) Finance Governor’s (JM) Monitoring Visit Report</p> <p>The Finance Governor’s (JM) report dated the 12th January 2024 had been shared on Governor Hub prior to the meeting.</p> <p>b) Nine month (December) Budget Monitoring Report</p> <p>Governors were advised, as at the nine month interval, the forecasted yearend surplus was £31,456.00 (thirty one thousand, four hundred and fifty six pounds). The in-year deficit was forecasted to be -£26,149 (minus twenty six thousand, one hundred and forty nine pounds). The Finance Governor drew attention that the budget surplus had reduced from £39,315 at the six month period (September). Therefore, the surplus the school had accrued was reducing.</p>	

	<p>Governors agreed the Nine Month Budget monitoring report. They noted the school was within the balance control mechanism (the maximum amount the school was able to carry forward to the next financial year).</p> <p>The Chair advised the Parent Teacher Friends Association was thinking about ways the PTFA can do more to help the school. A Governor asked if the school was able to apply for grants. The Headteacher explained there were Government grants that the school may apply for, but the school will need to assess the impact of the spend. The PTFA was looking into participating in a supermarket blue token scheme.</p> <p>c) Benchmarking Report</p> <p>The Benchmarking Report had been shared with Governors prior to the meeting. The report compared the school's income and expenditure with that of other similar schools.</p> <p>The Finance Governor reported that the school's income and expenditure was in line with the other sample group of schools with the exception of insurance costs which the school was investigating.</p> <p>d) £8k plus for Purchases, Tenders, Contracts or Virements of £8k, and Debts of £1k</p> <p>None.</p> <p>A Governor asked for an update on the situation regarding the boilers. The Headteacher explained, one boiler had needed to be replaced. A condition survey had been received, which had found that both were in need of replacement. The Local Authority had landlord responsibilities and should pay for the cost of replacing the boilers.</p>	
14.	<p>Policies</p> <p>The following policies were ratified upon the recommendation of the lead reviewer(s) in brackets:</p> <p>a) Behaviour Policy (AC/CC) b) Early Years Policy (BF) c) Governor Allowances Policy (JM) d) Collective Worship Policy (BF/RP)</p> <p>Action: Anti-Bullying (AC/CC), Swimming (KG/JB) Policies to be included upon the agenda for approval at the next meeting upon the recommendation of the lead reviewers in brackets.</p>	AC/CC & KG/JB
15.	<p>Governor Training & Development</p> <p><i>Governors were reminded that they are committed to completing at least one training module in addition to mandatory training.</i></p> <p>a) Future Training</p> <p>Discussed earlier in the meeting.</p> <ul style="list-style-type: none"> Annually and upon induction: Safeguarding, Child Protection including Online Safety 	

	<ul style="list-style-type: none"> • PREVENT • FGM • Cyber Security (JB/JP) • New Governor Induction (CG) • Complaints Training – 5 p.m. on 7th February 2024 at Ethelbert Road Primary School • In-School Safeguarding training 19th February 2024 from 9.00 a.m. (ALL) <p>Training available from The Education People:</p> <ul style="list-style-type: none"> • New Governor Induction – 5th and 6th February 2024 • Kent County Governor Briefing – 8th February 2024 • Training for Governors with Responsibility for Safeguarding – 22nd February 2024 • Every Governor is a Governor for SEND – 27th February 2024 • School Finance – 28th February 2024 • Pupil Premium Grant and Other Targeted Funding – 29th February 2024 • Complaints Training – 5th March 2024 • Primary PE and Sports Premium for Governors – 12th March 2024 <p>Governors to note governor must book training via Governor Hub. All governors must have registered and signed into Governor Hub to enable them to book their own training. Once training is undertaken, Governors to complete evaluation and download training certificate. Details of training to be recorded within personal profiles and upload certification of completed training.</p> <p>Action: Governors to attend Safeguarding training on the 19th February.</p> <p>Action: Governors to record details of completed training within their personal profiles on Governor Hub.</p> <p>Training from MAST:</p> <ul style="list-style-type: none"> • Pupil Premium Funding – 6th February 2024 <p>b) Reports of Completed Training</p> <p>No reports were shared at this meeting.</p>	<p>ALL</p> <p>ALL</p>
<p>16.</p>	<p>Chair’s Correspondence/Guidance</p> <p>a) Urgent Chair’s Actions</p> <p>The Chair had nothing to update governors on at this meeting.</p> <p>b) Faversham Hub Chairs Meeting</p> <p>The Faversham Hub Chairs met before Christmas.</p> <p>c) The Education People Monthly Bulletins</p> <p>The Education People Monthly bulletins for December and January had been uploaded to Governor Hub.</p>	

OTHER		
17.	<p>Any Other Urgent Business/Critical Matters</p> <p>Governors were advised that there were talks with KCC about the replacement of the mobile classrooms with a classroom and meeting room.</p> <p>Governors were asked to liaise with the Headteacher for monitoring visits to be scheduled ahead of the term 4 meeting in March.</p> <p>Action: ALL Governors to arrange monitoring visits with Headteacher.</p>	ALL
18.	<p>Confidentiality</p> <p>None of the matters discussed at this meeting were regarded as confidential.</p>	
19.	<p>Dates and Times for 2023-24 Academic Year Governing Board Meetings</p> <ul style="list-style-type: none"> • Monday, 18th March 2024 at 1 p.m. • Monday, 13th May 2024 at 1 p.m. • Monday, 1st July 2024 at 1 p.m. 	

The meeting concluded at 3.10 p.m.

Signature: (Chair)

18th March 2024



**FULL GOVERNING BOARD MEETING
MONDAY, 29th JANUARY 2024
SUMMARY OF AGREED ACTIONS**

Item	Action	For Whom
4, b)	ALL Governors <u>must</u> update their business and pecuniary interests and familial associations and confirmations within their Governor Hub profiles before the next meeting.	BF/JB/CG
6, b)	HT to arrange for an advertisement for co-opted governors to be placed in the Community Magazine.	HT
8, a)	Chair to include Governors' names, roles, responsibilities and terms of office within the Annual Statement of Governance before publication on the school's website.	CoG
8, b)	Behaviour & Attitudes Governors (AC/CC) to conduct a monitoring visit to look at learning behaviour and behaviour during unstructured periods in school during their next visit.	CC/AC
9, e)	LA NoV to be shared with Governors at the next meeting.	HT
9, f)	Website audit report to be included upon the agenda for the next meeting.	DW
14,	Anti-Bullying (AC/CC), Swimming (KG/JB) Policies to be included upon the agenda for approval at the next meeting upon the recommendation of the lead reviewers in brackets.	AC/CC and KG/JB
15, a)	<ul style="list-style-type: none"> ➤ Governors to attend Safeguarding training on the 19th February. ➤ Governors to record details of completed training within their personal profiles on Governor Hub. 	ALL ALL
17,	ALL Governors to arrange monitoring visits with Headteacher	ALL