NORTH LINCOLNSHIRE COUNCIL

MINUTES

Subject: Autumn Term Meeting of the Governing Body

School: Berkeley Primary School

Date and Time: Wednesday 11 October 2023 at 5.00pm

Location: Berkeley Primary School

Present:

Mr J Veall (Chair)	
Mr J Aslam (JA)	Miss W Howlett (WH)
Mrs J Cole (JC)	Ms M Lally (ML)
Ms A Cvijetic (Headteacher)	Mrs A Marsh (AM)
Mr I Dalgleish (ID)	Mr J Mitcheson (JM)

In Attendance:

Ms A Altoft (Governor Services Officer)
Miss H Earl (Assistant Headteacher – Observer HE)
Mr B Spencer (Assistant Headteacher – Observer BS)

Date and Time of Next Meeting: Thursday 1 February 2024 at 5.00pm

Min. Ref	ctions	ction By
203	JA, WH, ML, EL JM, JV governors would complete and sign their business interests' forms sent in a link by email	JA, WH, ML, EL JM, JV
203	JA, WH, ML, EL JV governors needed to ensure they had completed and signed the governors' code of conduct sent in a link by email confirming their agreement to the code of conduct	JA, WH, ML, EL, JM, JV
203	the Clerk would send the links to governors to complete the declaration of interest form and code of conduct	Clerk
204	Headteacher will send out the names of staff linked to the areas agreed	Head
206	Headteacher to add governor impact to the SIC agendas in order to complete the impact sheet on the SDP actions	Head
206	Clerk to source some examples of impact noted within meetings	Clerk
209	Headteacher to pull together the information regarding the vision from the notes and previous documents used in the discussions	Head
210	the Clerk would email sean.kendrew@northlincs.gov.uk with details of the requested changes and the reasons for the changes	Clerk
210	the Headteacher to add the agreed 2025/2026 admissions policy to the school website	Head
210	the Headteacher would communicate the HR policy changes to all staff at the earliest opportunity	Head
215	governors to arrange dates for health and safety walk for EYFS/nursery, spring infants, summer junior	All
217	JC to email HE to look into the areas raised on safeguarding	JC

Chair 's signature ....J B Veall...

Minute No.		Action By
203	**Welcome, Apologies, Declaration of Interests and Chair's Comments** Welcome The Chair welcomed governors to the meeting.	
	Apologies It was reported that apologies had been received from Mrs Lukasiewicz. Mrs R Jones had sent her apologies; she was attending a training course. **RESOLVED:** consent be given to the afore-mentioned absences.	
	Declaration of Interest / Governors' Code of Conduct Governors were requested to give consideration to any pecuniary or non-pecuniary interests they may have with regard to the agenda items. Governors were also asked to complete and sign the new business interests form sent in a link by email. No declarations were made with regard to items on the agenda. **ACTION:** JA, WH, ML, EL JM, JV would complete and sign their business interests' forms sent in a link by email. Governors were reminded that all governors were required each year to review the governors' code of conduct, this had been sent in a link via email and governors were required to complete this confirming their agreement to the code. **ACTION:** JA, WH, ML, EL JV governors needed to ensure they had completed and signed the governors' code of conduct sent in a link by email confirming their agreement to the code of conduct. **ACTION:** the Clerk would send the links to governors to complete the declaration of interest form and code of conduct.	JA, WH, ML, EL, JM, JV JA, WH, ML, EL, JM, JV Clerk
	GIAS The Headteacher reported that GIAS was up to date with governors' information and the register of interest to be included on the school website.	
	Clerk's Update The Clerk reported on the requirement for all schools to carry out Section 128 checks for all governors on appointment. A reminder had been sent out to school at the start of term stating that 'Being subject to a Section 128 Direction disqualifies someone from taking part in the management of any independent or maintained school, including being a governor in a maintained school' and schools should therefore use the Teacher Services System which is accessed via the DfE's secure access portal; https://teacherservices.education.gov.uk to check whether any governors who have been appointed or reappointed since September 2018 are subject to a Section 128 Direction, thereby disqualifying them from being a governor. This check should be recorded against each governor appointed after September 2018, on the single central record. Monitoring of the SCR should include that these checks were being carried out.	

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Minute No.		Action By
204	**<u>Membership, Committee Structure and Appointment of Governors with Special Responsibilities</u>** <u>Membership</u> Governors noted the following membership changes: ● Ms Lally had been re-appointed local authority governor with effect from 10 August 2023 (accepted and DBS cleared) ● to consider the four co-opted governor vacancies, one of which was due to the end of term of office of Mrs E Cole, on 7 July 2023 – Mr Marshall, whose application form had been shared had withdrawn; Mr Roberts wished to be considered ● Mr Dalgleish had been re-elected staff governor with effect from 29 October 2023 (accepted and DBS cleared) ● the end of term of office of Mrs Marsh, co-opted governor, on 16 February 2024 The Headteacher reported that Mr Marshall had withdrawn his application due to being away and out of the country for large periods of time. Mr Roberts' application was discussed; the Headteacher declared that she knew of him through her mum who used to work with him. Governors discussed his experience and felt he had extensive knowledge of management areas. **RESOLVED:** Mr Roberts be invited to accept the position of co-opted governor. **RESOLVED:** Mrs Marsh be invited to accept a further term of office as co-opted governor.	
	<u>Committee Structure</u> **RESOLVED:** governors reviewed and approved the membership and terms of reference for the committees which included the management of the school budget. **RESOLVED:** new governors would be appointed to both committees. Please see revised structure appended to these minutes ***(Appendix A)***	
	<u>Appointment of Governors with Special Responsibilities</u> Consideration was given to reviewing the appointment of governors with special responsibilities **RESOLVED:** the following governors and curriculum/special areas/SDP priorities be linked: ● behaviour and attendance (to be called inclusion) – Jamie Mitcheson ● Chair – John Veall ● English – Jocelyn Cole ● EYFS – Michelle ● PE – Jamie Mitcheson ● PP – John Veall ● Safeguarding – John Veall ● SEND – Jocelyn Cole ● Vice Chair – Jocelyn Cole ● Wellbeing and medical – John Veall ● Maths – Junaid Aslam	

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Minute No.		Action By
	Governors discussed looking at new roles and whether roles could tie in with SDP priorities. It was agreed that oracy would stay under English as would writing. The Headteacher reported that staff had directed time on Mondays 3.30-4.30pm for leadership time and to link into governor monitoring; it was hard to find release time during the day, so they all had one hour a week, less if they worked part time, but the flexibility was there to carry out monitoring on other days. Curriculum was monitored through learning walks. PE was one of main areas and WH added that EYFS was also a focus area along with maths and attendance and all were on the development plan. The attendance audit had been used in previous monitoring. It was noted that Mr Roberts and Mr Aslam would need links assigning once settled into their roles. **ACTION:** Headteacher will send out the names of staff linked to the areas agreed.	 Head
205	<u>**Previous Minutes**</u> **RESOLVED:** governors approved the following minutes which had been circulated with the agenda: ● full governing body meeting held on 8 June 2023 ● school development committee meeting held on 15 September 2023 <u>Matters Arising from the Minutes</u> **Chair Q: How is the new start time going?** A: There has only been one complaint about it today, about adding 15 minutes at the end of the day and this was discussed throughout the consultation. Parents were getting on with it but there were a lot of lates, so staff were sending out reminders. They were also doing a lot of work with pupils and that needs to extend to the parents. After half term SLT will review lates and call parents in to talk to them. AM suggested that parents seemed relaxed coming in even though they were late; the new time was great. Actions: The Chair was due to meet with HE regarding safeguarding and would create a report. Governor access to IDSR; the Headteacher could not give access for governors but had circulated it. JC reported that KS1 maths and EHCP numbers were key areas highlighted on the IDSR, other than that it was a positive view. **JC Q: Are we all up to date on safer recruitment training?** HE A: Yes, all are complete now. **JC Q: Is there an update on the solar issues?** A: We are not receiving them on the junior site. An email was received to say the roofing work was done but further installation was unlikely to happen through NLC as the generation from the infant site was mostly paying for energy usage, installing them would only feed into the grid and our needs were being met. **JC Q: Is there resolution of Sonar?**	

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Minute No.		Action By
	A: No resolution as yet, it is on the to do list but is no further on. It was found that reports were needed, ScholarPack had the best reports for year group analysis, but we are investigating companies for the future. ScholarPack had statutory assessments, end of year tests, phonics, Y2 Sats, Y4 multiplication check average score and Y6 SATs. We wanted a breakdown of the groups on one sheet so there was a need to review Sonar to see if it can be used for Y3, 4 and 5. **JC Q: Would this cut down teacher workload?** HE A: At the end of the year, it did increase as they had to input data in two areas. However, the Headteacher imported the data so that was quicker. WH added that staff would input data so it would be the same if they could use ScholarPack. JC felt this was good data for governors to have. The Headteacher added that the data was also used for the Peer Leader (PL) meeting. SIC Meeting **Chair Q: 28 new children have joined?** A: Yes, but this had increased again. **Chair Q: Will you need another teacher?** A: No. The funding will be in next year. There are less children than initially thought in reception, but the school was nearly full in some year groups. **Chair Q: Will this benefit the school financially?** A: Not this year, we will get that extra funding next year and if reception numbers keep falling, we will not be able to sustain the staffing there and may have to reduce classes or look at mixed year groups. **JC Q: In relation to engagement with parents that came out of the pupil voice for SEND pupils, today the first coffee morning was held for SEND parents, how did that go?** Headteacher A: It was well attended. JC felt it gave parents a chance to talk, and some non-SEND parents had also joined. The Headteacher agreed and stated there were around 20 parents and grandparents. The Chair referred to filtering and monitoring training, there was no other training coming up for the foreseeable future, but he had attended a webinar. WH added that HE had covered some areas of it in her safeguarding training.	
206	**Questions for Governors** **JC Q: How does our curriculum support the local community?** A: There was a point to Oracy, a lot was happening locally, children outside of school were talking to each other. **JC Q: How do we take into account the children, culture and environment around, build into the curriculum areas such as the Steelwork, rivers etc?** Headteacher A: There are areas such as the Bangladesh topic, Golden age of Islam topic and that feeds into history of Islamic state.	

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	The Chair referred to the Ofsted awareness sheet that was provided at Ofsted training for primary schools. JC added that this looked at how to frame things from different points of view. There were also snippets of comments about governors from recent Ofsted inspections which were useful to see what they were looking for. The Headteacher advised that it was worth governors looking at outstanding and good reports to show what they were looking for from that angle. ID added that the '*Watchsted'* website picked out all areas and gave a filter so you could search for different areas. JC also listened to some *Ofsted talk* podcasts, where they talked about reports written from subject lead inspectors, with a focus on sticky knowledge not just teaching, but also retaining knowledge; they were 15-minute talks and were very useful. The Chair reported he had attended the NEC education conference and had discussed other areas on this at the school improvement committee. The Headteacher stated Oracy was huge from EYFS, it was on the SDP to support children having poor communication.	
	<u>School Development Plan 2023/2024</u> Consideration was given to the draft document, which was shown at the meeting. The front sheet showed the priorities and objectives: English covered four areas, one being *Oracy* curriculum, the second year of *Voice 21*, the main area of wider school, assemblies, lunchtime supervisors, curriculum work was embedded but now the wider curriculum needed work; pupil voice and school council would be looked at to see how that was used in school. **Chair Q: Are the midday supervisors trained on Oracy?** A: This year they will be. The second area was phonics, the technical aspect of reading; there were two leads, one for FS and KS1 and the other for KS2 and the technical areas. The school was going into the second year with the English hub, this was in a good place and staff were now embedding that. There was more work needed in KS2 this year to ensure pupil catch up and booster work was in place, TAs were having intervention and coaching work. The third area was comprehension and the love of reading. AM stated she was undertaking a University course and through that was setting up a change team and a project. Comprehension was not just teaching as specific skills, it was overhauling how staff were delivering comprehension, and courses were being attended. **Chair Q: Have any other schools been visited?** A: Not yet. 1.2 was being able to read 1.3 was understanding what they were reading Children could read but then could not tell anyone what it was about.	

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Minute No.		Action By
	1.4 was writing and this was on the plan, Oracy needed to be in place first, and this was a national and LA priority for closing the writing gap and reading gap. It made sense to look at the curriculum, what genres were being taught, how staff were teaching, what was the ethos and how did it work, which would marry up with AM's work and link to text, comprehension and then lead into a piece of writing and staff would be undertaking CPD. Experienced staff know it, but forget the modelled writing, there were different ways to model that and there were new staff that had not had the literacy strategy training which was really good work to go back to. Priority 2 was maths with a focus on mathematical thinking, fluency, and application. This was being worked on. **JC Q: Qualified targets in the IDSR identified KS1 maths, is that due to no data?** A: There is no national data. **JC Q: How do you then marry progress data in school?** A: We are looking at that now, there were low starting points that were substantially under the national average. The aim is to get them there by Y6. **JC Q: Is the progress measurable?** WH A: The maths lead will be analysing that, and it will be in their SEF. The Headteacher stated it was measurable at the end of KS2. WH added that there would be no KS1 data to compare whether pupils were on track. JC felt this was identified as a weakness. The Headteacher clarified that there were no measurable targets to measure progress. ID added this included comparing cohorts of different children and circumstances. The Headteacher stated there were groups that had immeasurable progress if they were EAL etc., and that was what was being looked at through book looks, progress of children but not in a number. Priority 3 was EYFS which was measurable to be in line with national, they were getting closer to it, but every cohort was different. HE was currently looking at cohorts and the Covid impact, it was felt it was changing before then, there was a need to go back to the curriculum and teach to fill the gaps; there were now speech issues, some children were not speaking, there were high level speech production levels, but they were not able to share in a group, staff were going back to basics but using the aspirational curriculum. There were new TAs, different teachers, and provision changes. Priority 4 was PE/Music and Languages that needed a final review of subjects that required building onto. Within the planning for art when it was written, it was not broken down to terms, so staff decided to break it down, showing the skills termly and how they build on. 4.4 looked at work with parents to ensure they know more about what was being done.	

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Minute No.		Action By
	JM Q: Do pupils still do PE two days a week? A: They have two sessions a week, indoor and outdoor. The aim is two hours a week, at the moment they are having 1hr 45 minutes; in the summer they will be outside more and get two hours.	
	JM Q: Is there a requirement for what they are doing in those two hours, is it all physical? A: It is in the curriculum and is all physical. WH added that if there was bad weather and the hall was not available, they do things like 'go noodle', which was very physical; some teachers break up the lessons if children need a break and do dancing. ID advised that some lessons pupils were working on skills, team building and communication.	
	5. leadership and management – subject leaders were now getting into classrooms and providing coaching and mentoring. 5.2 workshops for parents.	
	The final priority was inclusion which covered behaviour, attendance, PA was still high, staff were developing an induction for children and families new to school particularly new to country.	
	Within the actions they showed funding, timelines, and progress and evaluations, impact statements were already being inputted.	
	Governor impact needed to start being populated.	
	ACTION: Headteacher to add governor impact to the SIC agendas in order to complete the impact sheet on the SDP actions.	Head
	The Clerk advised having impact on every agenda. The Headteacher asked for examples.	
	ACTION: Clerk to source some examples of impact noted within meetings.	Clerk
	Monitoring schedules were on the yearly plan, staff meetings were scheduled in. The PE focus was at today's staff meeting, every meeting was linked to the SDP. The reading for pleasure conference would be carried out as a training day. All staff were trying to ensure they had staff meeting time. TA meetings were also taking place, there was a huge amount of training coming up for them, SLT need to ensure they were fully skilled and had all the key messages that teachers had. A CPD log was maintained and showed how CPD was related to the SDP. A new tab had been added for certificates so visitors could see them, and these were linked to the spreadsheet. HE added that with this it was easy to see the gaps and ensure staff regularly keep up to date.	
	JC Q: How easy is it to monitor when training is out of date? A: It will highlight from next year. The CPD tab is open for governors as well and it shows when training expires to book staff on.	

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Minute No.		Action By
	The Headteacher reported that the SDP had everything in one place, all staff had access, and could add them and tweak areas and confirm when complete. CPD meant that areas could be highlighted in training. The Chair felt the SDP had come on hugely and easy for governors to see, monitor and add to their area. **RESOLVED:** governors approved the SDP.	
207	**Financial Position and Other Resources Matters** School Fund Account An audited annual statement of account for the year ended 31 March 2023, was circulated at the meeting with the Chair 's permission. The audit was completed on 26 June 2023 with a balance of £30,647.74. A donation had been received from Gunness and Burringham Council, besides that there was not an awful amount going in or out. **JC Q: Is spending on the school fund account ringfenced?** A: No. We keep it for when we need something. The balance was £26,958 at the end of the previous year. **JC Q: Do Y6 still fund raise and spend to leave a legacy?** WH A: The school council discussed a shelter. AM added that Y6 used to sell soup and raise funds for trips. The Headteacher stated the summer fayre did a fund raiser for classroom bits. **RESOLVED:** the school fund account was received and discussed.	
	Budget Update The LA finance team were due to come in this week as the three-year plan needed updating. An update would be provided at the resources committee. Period 6 had been received. Capital funding: communication was taking place with Jo Rea (LA Capital Team), the roof would take all the capital funding, the Headteacher had asked to use some of it for drainage and boilers and Ms Rea had come back to inform that the school could keep the capital funding, the roof could still be done. The grant could be used for boilers. There was a need to check on bills now as they came in.	
	Clerk's Update – Building Maintenance SLA Unit 4 authorised Signatories The Clerk reported that when a school has the NLC Building Maintenance SLA the Unit4 finance system would be used to dispatch orders to contractors and to approve payments and this must be done by a signatory of the school and would sometimes be required during the school holidays. This was not a time-consuming task and could be completed on a phone, laptop etc but it does need to be someone on the Authorised Signatory Listing who was willing and able to do this. Schools need to be aware of this and put plans in place depending on the staffing of their school during holidays.	

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Minute No.		Action By
208	**<u>Governors' Monitoring</u>** <u>Future Training</u> Governors were reminded that they should undertake safeguarding training annually. All governors had done safeguarding training, admin staff were chasing anyone that had not. Governors acknowledged receipt of the annual Governor Services' Development Programme and were encouraged to identify suitable training to develop their practice. The future training dates were discussed at the meeting and the following governors would attend assigned courses:	
	<u>Governor Training Record</u> Governors were updated on training that had taken place since the last meeting.	
	<u>Reports from Visiting Governors</u> The following governor visit reports had been circulated with the agenda: ● SEND report – JC – 22 May 2023 ● science lead report – 6 June 2023 ● attendance review – EC – 8 June 2023 ● PP – JV – 20 June 2023 Follow up staff meetings were held on smart targets and a new format for SEND plans. JC had picked this up out of the 'good to great' SEND meeting. The Headteacher stated an audit had been done and staff feedback received which resulted in devising a new system, this was an example of governor impact. Governors noted the science report from the lead read very well and involved the children; the school had received the Eco School Green Flag award. ML added that the wind turbine project was carried out through her which was more governor impact JC talked about the curriculum focus and linking that to the SIC committee which was great. Through governor impact there was now a schedule for priority areas to attend. Emma Cole's visit report on attendance was comprehensive. **JA Q: How often do parents receive an attendance report?** A: At Parents' evening twice a year and, on their report, so three times a year, they receive a report as well if they are getting near to the required amount. **JC Q: Have you followed up speaking to other schools about attendance?** A: The LA were putting on network meetings for attendance leads family workers have attended those. JC stated the peer review had schools that had some good links. **Chair Q: For PP, have you compared the attendance data with other schools and has the PA figure improved?** A: No but we are working on it, it is in the strategy and in discussions. It was the same problem with all schools.	

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Minute No.		Action By
209	**<u>Vision and Long-Term Action Plan</u>** The notes from the discussion at the last meeting regarding the vision had been circulated with the agenda. The Chair stated there was a need to formulate a plan to show where the school wants to be in three to five-years' time. The aims should be on there, a new building was on the plan but may not be achieved. JC stated that was our aim. The Headteacher stated each area would come up with its own action plan. **JC Q: Regarding the vision, is that represented by the SDP, what we want us to achieve, are they reflective of each other?** A: Yes. Children have a love of reading, attendance on there. JC stated interactive lessons were in the plan, she felt this was the vision. A discussion ensued on the ethos and culture of the school. **ACTION:** Headteacher to pull together the information regarding the vision from the notes and previous documents used in the discussions.	 Head
210	**<u>Reports and Policies from the Local Authority for Consideration</u>** The following reports and policies were circulated for consideration and approval: <u>Admission Arrangements 2025/2026</u> A paper had been circulated to Headteachers, Chairs and Vice Chairs which informed governors of North Lincolnshire Council's statutory duty to consult with governing boards on proposed changes to the council's admission arrangements and the proposed published admission numbers for schools where the council is the admissions authority. The council was seeking governors' views on admission arrangements at governing board meetings and consulting governing boards on the proposed published admission number. Governors were advised that no changes are suggested for 2025/26. Governors were referred to Appendix 1 which detailed the admission arrangements and the proposed published admission number for 2025/2026 for each school. These published admission numbers were based on the net capacity of their respective schools. Should governors wish to suggest an alternative admission number, the council would consider the rationale behind such a request before determining the admission number. Should the school want to reduce its admission number the council would need to undertake a full public consultation with all interested parties in accordance with the Admissions Code. **RESOLVED:** the draft admissions policy for 2025/2026 was considered and agreed. **RESOLVED:** the published admission number of 90 for September 2025 was approved.	

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Minute No.		Action By
	ACTION: the Clerk would email sean.kendrew@northlincs.gov.uk with details of the requested changes and the reasons for the changes. **ACTION:** the Headteacher to add the agreed 2025/2026 admissions policy to the school website.	Clerk Head
	Mutual Respect at Work Policy Formerly known as the Dignity at Work Policy, the mutual respect policy has been streamlined to represent good practice for dealing with more complex workplace grievances, specifically allegations of bullying, harassment or unlawful discrimination and renamed to reflect colleagues' mutual obligation to treat each other with respect. The revisions to the policy had been fully consulted on with the recognised trade unions and were as follows: ● in para 28 the reference to the employee being unable to keep working has been removed ● in para 29 the provision for the complainant to have an 'independent person' present when approaching the bully / harasser has been removed ● in para 47 the sentence 'the identity of the complainant will not be disclosed at this stage' has been removed ● in para 49 the provision for the alleged bully/harasser to be given a copy of the original complaint has been removed ● any reference to a capability hearing being a possible outcome has been removed, however disciplinary action was a potential outcome ● para 70 has been added to the appeals section to provide more detail about the format for an appeal hearing ● a new form at Appendix 2 is now available for the complainant to clearly state the basis for their appeal ● the change in name has been implemented to focus on the mutual obligation between colleagues to treat each other with respect Governors were asked to consider adopting this policy. Any governing body wishing to produce an alternative policy would need to produce an alternative policy in consultation with the recognised trade unions which in the case of community schools would need to be approved by the council as employer. Any governing bodies who adopted an alternative pay policy were requested to submit a copy of their agreed policy to schoolsHRpolicy@northlincs.gov.uk. **RESOLVED**: that the mutual respect at work policy be adopted.	

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Minute No.		Action By
	Leave Policy As part of the council's policy review programme, the leave policy has been streamlined to provide greater clarification and to include a process for employees to express dissatisfaction with the way their request for time off has been dealt with. Key points to note were: ● a consistent format in days and hours has been applied to references to limits for permitted time off ● para 4 includes an overarching provision effective throughout the policy for amounts to be pro-rated ● a new paragraph has been included providing the process to be followed if employees wish to disagree with how their request for time off has been dealt with ● para 15 includes signpost to the Parental Bereavement Leave policy ● in para 30 the reference to sickness absence following an outpatient appointment has been removed ● the section on Apprenticeships and NVQs has been removed ● 'kinship care' has been included in para 52 ● appendix 1 now includes cadet force adult volunteers at para 21 The governing body was asked to consider adopting this model policy. Should the governing body decide not to adopt the policy then they would need to produce an alternative policy in consultation with the recognised trade unions. Community schools would also be required to provide any alternative policy to the council which the council, as employer, would need to be satisfied met the necessary standard. Any governing bodies who adopted an alternative pay policy were requested to submit a copy of their agreed policy to schoolsHRpolicy@northlincs.gov.uk. **RESOLVED:** that the leave policy was adopted.	
	Sickness Absence Policy As part of the council's policy review programme, the sickness absence policy last presented in spring term 2019 has been updated to provide greater clarification and to reflect changes in terminology. Key points to note were: ● para 5 clarifies that any action would be taken as soon as an employee reaches the maximum absence levels ● para 6 provides for maternity-related and disability-related absences to be halved ● para 7 signposts to the leave policy ● any references to 'medical practitioner' regarding 'fit notes' have been updated to 'healthcare professionals' ● the process for monitoring short-term absence has been made clearer to ensure a meeting offering support must take place and specific targets must be set ● details of sick pay schemes have been moved to appendix 2 ● appendix 1 - Return to Work form now includes an employee self-certification section	

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Minute No.		Action By
	The governing body was asked to consider adopting this model policy. Should the governing body decide not to adopt the policy then they would need to produce an alternative policy in consultation with the recognised trade unions. Community schools would also be required to provide any alternative policy to the council which the council, as employer, would need to be satisfied met the necessary standard. Any governing bodies who adopted an alternative pay policy were requested to submit a copy of their agreed policy to schoolsHRpolicy@northlincs.gov.uk. **RESOLVED:** that the sickness absence policy be adopted. **ACTION**: the Headteacher would communicate the HR policy changes to all staff at the earliest opportunity.	Head
	Keeping Children Safe in Education 2023 Governors noted the DfE's revised Keeping Children Safe in Education 2023 document effective from 1 September 2023 and the implications for governors regarding the need to include in governors' strategic training the increased expectations and responsibilities around the school's filtering and monitoring IT systems and to review the standards with IT staff and service providers.	
	Safeguarding and Child Protection Policy Consideration was given to approving the revised safeguarding and child protection policy that had been updated in response to the requirements of the Keeping Children Safe in Education Guidance 2023. Key points to note were: ● all schools must have and display on their website an up-to-date safeguarding and child protection policy ● to ensure all staff have read and understood the policy and at least Part 1 of KCSIE 2023 ● the need to include the school's name throughout the policy; the school's core values on page 3; the name of the DSL and DDSLs on page 6; the link to the school's attendance policy and children missing in education policy on page 25, a link to the Cyber Choices programme on page 28 and the names, contact details of the DSL and DDSLs in the table on page 35 ● to ensure online safety is taught as part of a broad and balanced curriculum ● to ensure the school has appropriate monitoring and filtering systems in place to ensure the children are safeguarded from potentially harmful and inappropriate online material ● staff training should include an understanding of the increased expectations and responsibilities around the school's filtering and monitoring IT systems ● governing bodies strategic training should include an understanding of these increased expectations and should review the standards with IT staff and service providers **RESOLVED:** it was noted that the safeguarding and child protection policy had been approved at a meeting of the school improvement committee held on 15 September 2023.	

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Minute No.		Action By
	Annual Safeguarding Audit Consideration was given to completing the new safeguarding audit 2023. **RESOLVED:** the safeguarding audit would be reviewed at the resources committee.	
211	**School Policies** There were no school policies to approve.	
212	**Dates of Future Meetings** **RESOLVED:** the following meeting dates were agreed: Full Governors: ● spring term - Thursday 1 February 2024 at 5.00pm Committees: ● resources – Thursday 9 November 2023 at 5.00pm ● school development – Friday 26 January 2024 at 1.15pm	
213	**Any Other Business (with Prior Approval from the Chair)** There was no other business.	

Chair 's signature ....JBWood..............................

Appendix A

COMMITTEE STRUCTURE

Appraisal Committee
Quorum 2

Mrs M R Lally
Mr J Mitcheson
Mr J B Veall

Chair - to be appointed at the meeting
Clerk - to be appointed at the meeting

Terms of reference:
Headteacher review
- the appraisal governors to meet with the external person providing support and, after listening to their advice, make decision on setting objections, reviewing performance and making any associated decisions related to pay for the Headteacher
- staff review - to review and make decision on recommendations from the Headteacher, whether staff have met their objectives and any recommended actions on pay increase

Pers/Staff Dismissal Appeals Committee
Quorum 3
nominated governors who have had no involvement in the initial hearing noting that there must be at least the same number as have heard the initial hearing

Chair: to be appointed at the meeting
Clerk: to be appointed

Terms of Reference:
to deal with any appeal on a range of issues to include:-
- pay / grading
- redeployment / redundancy
- disciplinary issues
- grievances
- collective disputes
- use of fixed term contracts
- any appeal relating to Headteacher's performance management

NB: In the event the hearing has resulted from a complaint any governor party to the original complaint must not take part in the proceedings.

NB: The Headteacher's appraisers would be ineligible to serve on this committee if the business to be considered was an appeal by the Headteacher against her objectives.

Resources Committee
Quorum 3

Mrs A L Altoft
Mr M J Aslam
Mrs J Cole
Ms A Cvijetic
Mr I Dalgleish
Miss W Howlett
Mrs M R Lally
Mrs E Lukasiewicz
Mrs A Marsh
Mr J Mitcheson
Mr R Roberts
Mr J B Veall

all governors to be invited, appeals to be held with any absent governors.

Chair: Mrs J Cole
Clerk: Governor Services

Personnel
Terms of reference:
- that the committee review and approve policies relating to personnel (able to do this via response to email)
- to agree to staffing structure and filling vacancies (able to do this via response to email), except leadership structure (full governors)
- appraisal-based salary recommendations for teaching staff
- pay grading issues (with the Headteacher, in liaison with the LA, being empowered to deal with the annual incremental pay awards for all non-teaching staff)
- redeployment / redundancy
- disciplinary issues
- grievances
- collective disputes
- to act as an initial hearing
- use of fixed term contracts

Appointments
Headteacher plus two governors

Chair: to be appointed at the meeting
Clerk: administration team
Terms of reference: Staff appointments to be dealt with as follows:
- that it is a statutory requirement, when appointing a Headteacher or Deputy Headteacher, for the full governing body to meet, with a quorum of 50%, for the purpose of electing the selection committee and ratification of the post
- appointments committee to deal with the appointment of all teachers
- all non-teaching staff and any temporary or part-time teaching staff be appointed by the Headteacher and one other governor
- that one governor must have undertaken the safer recruitment training on this committee

Finance
Terms of reference:
- that the committee review and approve policies relating to finance (able to do this via response to email)
- the Headteacher be empowered to amend the budget during the course of the year (virements) to a limit of £10,000 for a single transaction; the finance committee above £10,000
- the Headteacher be empowered to incur expenditure within the approved budget to a limit of £10,000 for a single transaction; the finance committee above £10,000 (able to do this via response to email)
- the resources committee be empowered to monitor income and expenditure during the year against the budget and decide upon corrective action where necessary to avoid overspending and to allocate any underspend to other projects within the school
- the resources committee be empowered to establish and maintain an up to date three year financial plan and approve the budget on behalf of the board of governors
- the resources committee be empowered to buy into service level agreements
- the resources committee be empowered to review and respond to reports by internal audit and to monitor and ensure implementation of agreed actions
- the Headteacher be empowered to dispose of surplus equipment to a limit of £2,500
- the resources committee be empowered to dispose of surplus equipment above £2,500
- the resources committee be empowered to monitor and annually review and approve any changes to the: charging and concessions policy in relation to setting charges for community use of the school's premises to take into account inflation and other associated costs such as staffing for hiring the school premises; lettings policy outlining conditions for hiring the school premises; governors' allowances scheme and whistleblower's policy
- the resources committee carry out a benchmarking exercise at least once a year in order to compare the school's financial management performance against other similar schools
- to receive annually the audited school fund account
- to ensure compliance with financial regulations
- to meet at least once each term to discuss the school's finances and report back to the board of governors
- the resources committee be empowered to approve, monitor and review the operation of the procedures required by SFVS and to decide upon corrective action that may be deemed necessary
- to review the charge for community use of the school

Chair 's signature ....JBNoall............................

Premises
Terms of Reference:
- to consider all issues relating to the fabric of the buildings and grounds including regular site inspections and security
- to ensure compliance with health and safety regulations
- to make recommendations to the Headteacher or full governing board as appropriate
- that the committee review and approve policies relating to premises (able to do this via response to email)
- to give consideration to specific building issues

Safeguarding
- to monitor and carry out an audit of the school's policies and procedures regarding safeguarding
- to annually review the safeguarding compliance audit form
  - responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse against the Headteacher being made
  - to monitor the health and wellbeing of staff and pupils (also part of the safeguarding governor role)
  - to monitor diversity and inclusion
- that the committee review and approve policies relating to safeguarding (able to do this via response to email)

Complaints – Quorum 3
Chair to liaise with Clerk in regard to appointing three governors to hear the complaint subject to availability and nature of the complaint
Chair: to appoint a Chair at the meeting
Clerk: Governor Services

Terms of Reference:
- to hear any complaints with the exception of curriculum issues in line with the school's complaints procedure

Pupil Discipline – Quorum 3
Chair to liaise with Clerk in regard to appointing 3 governors to hear the issue subject to availability and nature of the complaint
Chair: to be appointed at the meeting
Clerk: Governor Services

Terms of Reference:
- to hear all pupil exclusions in accordance with legislation

School Improvement Committee - Quorum 3

Mr M J Aslam
Mrs J Cole
Ms A Cvijetic
Mr I Dalgleish
Miss W Howlett
Mrs M R Lally
Mrs E Lukasiewicz
Mrs A Marsh
Mr J Mitcheson
Mr R Roberts
Mr J B Veall

ALL Governors - plus School Improvement Team (Senior Leaders) in attendance as observers

Chair: to be appointed at the meeting
Clerk: to be appointed at the meeting
Terms of Reference:
- to monitor, evaluate and approve the school improvement plans
- to set targets and review pupil progress deciding on areas for improvement
- to monitor the curriculum and make recommendations to the board of governors
- to ensure the religious education and collective worship are provided in accordance with the requirements
- to review and approve policies relating to the curriculum (able to do this via response to email)
- to give consideration to the review of the school improvement plan before presentation to the governing board

Chair 's signature ....JBVeall..