



Full Governing Body Meeting

Thursday 26 September 2024 at 4:30 pm

Venue: Foxhills Infant School

Governors Present:	Ann Arscott, LA Governor, Chair of Governors (AA) Lucy Howe, Headteacher Caroline Hubbard, Co-opted Governor (CH) Don Monk, Co-opted Governor (DM) Natasha Wooton, Co-opted Governor (NW) Claire Minnock, Co-opted Governor (CM) Glenda Thornley, Co-opted Governor (GT) – <i>left the meeting at 6.20 pm</i> Sian Winter, LA Governor (SW) Anne Marie Datlen, Co-opted Governor (AMD)
Apologies received:	Donna Neill, Co-opted Governor, (DN) Paul Terris, Co-opted Governor (PT)
In Attendance:	Heather James, Associate Member (HJ) Sophie Foster (SF) Assistant Headteacher Katie Kynaston (KK) Assistant Headteacher Tracy O'Connor, LA Clerk (TOC)

Safeguarding KCSiE Presentation

Every summer KCSiE is updated.

Working together to safeguarding children was updated in December 2023. The changes to Working together to Safeguarding Children were –

- Shared responsibility- successful outcomes for children are reliant on strong multi-agency partnership. Building positive, trusting and co-operative relationships tailored to support families.
- Expectations that all individuals (working in education) work in a multi-agency way.
- Substantive changes to strengthen how multi-agency safeguarding arrangements work to safeguard and protect children

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- Renewed focus on how organisations and agencies provide help, safeguarding and protection for families and children
- Increased focus on early help
- Broader range of practitioners can be lead professionals under section 17 of the children's act 1989
- Response to online harm

The key messages are: -

Safeguarding is everyone's responsibility.

- Preventing the impairment of children's Mental and physical health and/or development
- Protecting children from maltreatment: within and outside the home, including online
- Ensuring children grow up in circumstances consistent with the provision of safe and effective care
- Help and support as soon as problems emerge

The Policies and procedures outline the procedures that staff are expected to follow. Staff must maintain professional curiosity and act in the best interest for the children. It can happen at Foxhills and to any child or family.

The school predominantly use CPOMs to record concerns.

The impact of domestic abuse has changed in KCSiE.

What is abuse –

- Is a form of maltreatment of a child
- Inflicting harm or failing to prevent harm
- Harm includes ill treatment that is not just physical
- Impact of witnessing the ill-treatment of other people
- Particularly relevant to all forms of domestic abuse
- Especially when children hear, see or experience its effects
- Children who experience domestic violence are considered victims

Domestic abuse can include _

- coercive control such as being told where to go and what to wear or being isolated from friends and family
- physical abuse such as being punched, kicked, cut, or being hit with an object
- emotional abuse such as being constantly undermined, sworn at, intimidated, ridiculed, harassed, or threatened with harm or death

- sexual abuse and rape including within a relationship or being made to have sex with other people
- stalking and harassment such as being repeatedly followed or spied on, being regularly given unwanted gifts or receiving unwanted communication
- economic and financial abuse such as having access to money controlled or withheld or being prevented from earning money
- technology-facilitated abuse such as having messages and emails monitored or deleted, constantly being sent messages or calls, or being tracked via device location

Children and young children may experience -

- not getting the care and support they need from their parents or carers as a result of the abuse
- hearing the abuse from another room
- seeing someone they care about being injured and/or distressed
- finding damage to their home environment like broken furniture
- being hurt from being caught up in or trying to stop the abuse
- being denied access to parts of their home, such as rooms being locked
- being forced out of or losing their home

How can schools help –

- Build relationships with families
- Help children to understand about coercion and control
- Enable children to resolve conflicts
- Empower victims
- Educate children about what constitutes healthy relationships
- Support children to develop good communication skills
- Give children a voice- receive, reassurance, re-affirm

The role of the ELSAs have a key part to play. They can signpost families to parenting courses. The school can attend the courses with parents in order to support them.

Schools also must also take responsibility for exploitation. A video from Hampshire Children's Services about exploitation was shared with the Governors.

Harmful sexual behaviour

- Statistically, young boys are most likely to be perpetrators of sexual violence and sexual exploitation, and young girls are most likely to be at risk of or experience sexual exploitation.
- However young men can experience sexual exploitation, including as part of violence and coercion to pressure them into performing acts as part of a group which includes sexually exploiting others.

- Girls can become involved in recruiting other girls to be sexually exploited or be involved in acts of sexually exploiting others. Currently there is a significant under-reporting of young boys who have experienced sexual exploitation

Child sexual exploitation (CSE)

- Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child under the age of 18 into sexual activity in exchange for something the victim needs or wants.
- The victim may have been sexually exploited even if the sexual activity appears consensual.
- Child sexual exploitation does not always involve physical contact, it can also occur through the use of technology, including AI.

Child criminal exploitation

- Involves exploitative situations, contexts and relationships where a child receives 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them completing a criminal task on behalf of another individual or group of individuals.
- Child Criminal Exploitation (CCE) often occurs without the child's immediate recognition, with the child believing that they are in control of the situation. In all cases, those exploiting the child have power over them. Violence, threats, coercion and intimidation are common.
- Criminal exploitation of children is broader than just county lines and includes, for instance, children forced to work on cannabis farms or to commit theft. Child criminal exploitation also includes forms of economic exploitation. For example where a child is paid to transfer money in and out of their own bank account to assist with money laundering. Any criminal offence can constitute child criminal exploitation.

County lines

- Evidence of county lines will often become apparent to professionals when children are located after missing episodes outside the London area, where there is no apparent reason.
- Involvement with in-force drugs supply is almost identical in nature to county lines style exploitation.
- The risks presented to the children involved in this type of exploitative behaviour are just as severe as those involved in county lines.
- Particular attention must be paid to drug debts as seizing drugs or money will often perpetuate the cycle of criminality as children are further forced to 'work off' the debt (known as debt bondage). Groups may also seek to entrap children by staging robberies to then entrap the child.

Child trafficking

- Child trafficking is a form of modern slavery. Children can be trafficked into the UK from overseas and on their journeys are very often subject to sexual abuse. International child trafficking can be incorrectly labelled as child smuggling.
- A collaborative safeguarding approach is essential in identifying trafficking risk indicators. Your professional curiosity is a key factor in this to obtain the voice of the child.
- Children can be trafficked from one part of the UK to another as evidenced in county lines but trafficking can also be as short as transfer from one car to another.
- Child Trafficking varies from spontaneous networking between groups of offenders, to more serious organised crime where young people are effectively 'sold'. Children can be trafficked for criminal exploitation, and this can occur across and within Local Authority (LA) boundaries, regions and across international borders.

Radicalisation

- Radicalisation is not about a specific faith or demographic and there is no obvious profile of a person likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas.
- The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame and often involves an element of exploitation.

Foxhills can prevent children from becoming exploited by loving and caring for them in a professionally appropriate way. All children belong at Foxhills.

Online child exploitation

- According to the Child Exploitation and Online Protection Centre (CEOP), a significant number of child exploitation offences take place online.
- Increased since lockdown.
- Includes deceiving children into producing indecent images of themselves and engaging in sexual chat online or sexual activity over a webcam.
- Children at risk of online harm may not have any previous vulnerabilities.
- The first parents may know that their child has been a victim of criminal exploitation is when the police contact the family.

Tips for Combating AI Risks:

- Engage in Open Conversations: Initiate honest and open conversations with your children about their online activities.
- Encourage them to share their experiences, express concerns, and be aware of the potential risks associated with explicit content online.

- **Educate on Responsible Digital Citizenship:** Take the time to educate your children about responsible digital citizenship. Emphasize the importance of privacy, respectful online behaviour, and the potential consequences of sharing explicit content.
- **Promote Online curiosity:** Instil a sense of questioning in children when it comes to online interactions. Encourage them to question the authenticity of messages, even if they appear to be from someone they know, and to seek verification.

Help Parents by.....

- **Set Clear Boundaries:** Establish clear boundaries regarding the sharing of personal information and explicit content online.
- **Encourage children to think twice before posting or sharing anything that could potentially be misused.**
- **Use Privacy Settings:** Familiarise yourself and children with privacy settings on social media platforms. Ensure that their profiles are set to private, limiting the exposure of personal information to a select audience.
- **Monitor Online Activities:** Implement parental control software to monitor and restrict access to potentially harmful content. Regularly check your children's online activities and engage in ongoing conversations about their digital experiences.
- **Report Suspicious Activity:** Educate your children on the importance of reporting any suspicious or uncomfortable online encounters promptly. Establish a sense of trust so that they feel comfortable coming to you with concern, and encourage them to use privacy settings to block and report individuals who make them feel uneasy.

Q: How many parents have asked that their children do not feature in school photos?

There are not many. The children want to take part in pictures and videos.

Q: Are we satisfied that information concerning safeguarding is given to the appropriate people?

At transition information is sent to settings asking for them to share information that they may have about concerns with a family, behaviour. Safeguarding overrides GDPR regulations. All the information is uploaded on CPOMS.

Q: Who can view CPOMS?

DSLs or the person alerting alerts key members of staff. It is on a needs to know basis.

1.	<p>Welcome, Introductions and Apologies</p> <p>The Chair welcomed everyone to the meeting.</p> <p>Apologies were received and accepted from Donna Neill and Paul Terris.</p>
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2.	<p>Declaration of Business and Pecuniary Interests</p> <p>There were no new declarations of business and pecuniary interests relevant to the agenda.</p>												
3.	<p>Constitution</p> <p>There are currently 3 Governor vacancies.</p> <p>1 x Co-opted Governor</p> <p>2 x Parent Governor</p> <p>A letter has been issued to parents advising of a vacancy. Application forms are available from the school office.</p>												
4.	<p>Appoint Chair and Vice Chair</p> <p>The Clerk asked for nominations to appoint/re-elect the FGB Chair and Vice Chair for the 2024/25 academic year.</p> <p>FGB Chair –Ann Arscott – Nominated by Glenda Thornley Seconded by Natasha Wooton</p> <p>Vice Chair – Don Monk - Nominated by Ann Arscott Seconded by Sian Winter</p> <p>The Governors discussed the nominations and both appointments were unanimously agreed by the FGB for the new academic year 2024/25.</p>												
5.	<p>Minutes of Last FGB Meeting – 17 July 2024</p> <p>5.1 To agree and sign minutes of previous meeting. The minutes of the FGB on 17 July 2024 were an accurate record of the meeting and were agreed and approved by the FGB. AP1: Chair to sign Approved minutes 17 July 2024. Completed</p> <p>5.2 Matters arising and action points</p> <table border="1" data-bbox="204 1592 1469 1926"> <thead> <tr> <th colspan="3">Action Points – FGB 17 July 2024</th> </tr> </thead> <tbody> <tr> <td>1.</td> <td>Chair to sign approved minutes 20 May 2024. Completed</td> <td>Chair</td> </tr> <tr> <td>2.</td> <td>Charlotte/Sophie to present the Relationships and Wider Personal Development at the FGB on 17 July 2024. Postponed until Autumn term. Agenda item next meeting.</td> <td>HT/Chair/Clerk</td> </tr> <tr> <td>3.</td> <td>Governors were encouraged to undertake the Prevent e-learning. Prevent training needs to be undertaken regularly. Governors were asked to ensure their prevent training is up to</td> <td>All/AM</td> </tr> </tbody> </table>	Action Points – FGB 17 July 2024			1.	Chair to sign approved minutes 20 May 2024. Completed	Chair	2.	Charlotte/Sophie to present the Relationships and Wider Personal Development at the FGB on 17 July 2024. Postponed until Autumn term. Agenda item next meeting.	HT/Chair/Clerk	3.	Governors were encouraged to undertake the Prevent e-learning. Prevent training needs to be undertaken regularly. Governors were asked to ensure their prevent training is up to	All/AM
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5.	Agenda item – September FGB – Safeguarding Presentation	HT/Chair/Clerk																														
6.	Agenda item – September FGB – AA to make amendments and circulate prior to the meeting. Terms of Reference for the flat structure to be adopted.	Chair																														
7.	Governing Body self-evaluation to be completed in the spring. SW to put into forms so that it will automatically collate responses. Uploaded to HSS.	All																														
8.	Governors to consider moving the start time to 4 pm from the October meeting. To be discussed at the next meeting. A decision was made that the meetings would continue to start at 4.30 pm.																															
6.	<p>Terms of Reference/Roles and responsibilities/structure of Governance/Code of Conduct</p> <p>Terms of Reference</p> <p>Subject to minor amendment the Terms of Reference were approved for the new academic year.</p> <p>Code of Conduct</p> <p>The Governors reviewed and approved the Code of Conduct.</p> <p>Individual Roles/Responsibilities for the new academic year</p> <table border="1"> <tr> <td>CLA Lead Governor</td> <td>Claire Minnock/Donna Neill</td> </tr> <tr> <td>Finance and Resources Lead Governor</td> <td>Natasha Wooton</td> </tr> <tr> <td>Termly Budget Review Infant School</td> <td>Sian Winter</td> </tr> <tr> <td>Termly Budget Review Junior School</td> <td>Don Monk</td> </tr> <tr> <td>Safeguarding Lead Governor</td> <td>Ann Arscott</td> </tr> <tr> <td>SEND/Inclusion Governor/LAC</td> <td>Caroline Hubbard</td> </tr> <tr> <td>H&S Governor</td> <td>Glenda Thornley</td> </tr> <tr> <td>Development and Training Governor</td> <td>Anne Marie Datlen</td> </tr> <tr> <td>Governor Forum Rep</td> <td>Anne Marie Datlen/Don Monk</td> </tr> <tr> <td>Termly letter to parents</td> <td>Ann Arscott</td> </tr> <tr> <td>Community Liaison – article for Parish Magazine</td> <td>Ann Arscott/Anne Marie Datlen</td> </tr> <tr> <td>Recruitment and Induction</td> <td>Ann Arscott/Anne Marie Datlen</td> </tr> <tr> <td>Website compliancy</td> <td>All governors in turn</td> </tr> <tr> <td>HTPM Committee</td> <td>Don Monk (Chair) Donna Neill, Caroline Hubbard, Paul Terris</td> </tr> <tr> <td>Pay Committee</td> <td>Ann Arscott (Chair), Glenda Thornley, Natasha Wooton</td> </tr> </table>		CLA Lead Governor	Claire Minnock/Donna Neill	Finance and Resources Lead Governor	Natasha Wooton	Termly Budget Review Infant School	Sian Winter	Termly Budget Review Junior School	Don Monk	Safeguarding Lead Governor	Ann Arscott	SEND/Inclusion Governor/LAC	Caroline Hubbard	H&S Governor	Glenda Thornley	Development and Training Governor	Anne Marie Datlen	Governor Forum Rep	Anne Marie Datlen/Don Monk	Termly letter to parents	Ann Arscott	Community Liaison – article for Parish Magazine	Ann Arscott/Anne Marie Datlen	Recruitment and Induction	Ann Arscott/Anne Marie Datlen	Website compliancy	All governors in turn	HTPM Committee	Don Monk (Chair) Donna Neill, Caroline Hubbard, Paul Terris	Pay Committee	Ann Arscott (Chair), Glenda Thornley, Natasha Wooton
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	<p>Terms of Reference for the Pay Committee</p> <p>The Terms of Reference for the Pay Committee were approved.</p> <p>Terms of Reference for the Headteacher Performance Management Committee</p> <p>The Terms of Reference for the HTPM Committee were approved.</p>
<p>7.</p>	<p>Headteachers Verbal Report</p> <p>The children have settled in well. Learning walks have been completed in both schools. In every class there are strong learning behaviours and the children are engaged. The teachers are doing very well.</p> <p>The staff are very settled and are continuing with the mapping from the new curriculum. The planning and organisation of learning has improved. Task design is very good.</p> <p>The Wellbeing Committee has been set up. It comprises of teachers, TAs and Governors. The first meeting is on 27 September 2024. The focus of the meeting is to set the Terms of Reference, Code of Conduct, Self-evaluation – strength and key areas for development. Working groups will be set up to look at those key areas for development.</p> <p>Staff are being consulted about wellbeing. The current initiatives for wellbeing are that where possible the professional development meetings will be used for additional PPA. Assemblies will be set up every day at the Junior school. LSAs in each year group will be given an extra 1 hour a week to support with admin tasks. Teachers are being allowed to do PPA at home.</p> <p>There is currently not a full complement of staff at the Junior school. There are 4 members of staff on maternity leave across the Federation.</p> <p>Q: How is the school supporting a class of 30 children where a teacher is on sick leave? There are extra adults in the class. They are following the set curriculum. Capacity is being increased at the planning stage. The HT has written to parents to explain the position and will provide them with updates when available.</p> <p>Community Initiatives</p> <p>There is a focus on Wider Personal Development. The community action plan is being worked on with the Parish Council and the Outreach Committee.</p> <p>Pupil Voice have met with the Parish Council so they were able to make a contribution.</p> <p>There is a link with Totton Library. The year 5 children will read with 2 and 3 year old's at the library.</p> <p>Children are working with local residents at the allotments.</p>

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The school are working with PCSO Richard Williams. Once a month Richard visits the school and spends time with the children.

Pupil Numbers

Full complement at the Infant School. 180 children. 30 children in each class.

The complement at the Junior School is 303 children.

2 classes in year 3 of 33 children

2 classes in year 4 of 35 and 34 children

3 classes in year 5 of 25, 26 and 27 children

3 classes in year 6 of 29, 29 and 30 children

Behaviour

There have been no significant behaviour concerns. There have been some minor incidents of teasing.

School Improvement Plan

Governors had received a copy of the SIP. The Leadership team have looked at how they would prioritise the actions. The HT outlined the SIP.

Autumn 1 priority - Improve teacher's pedagogical content knowledge (how to represent knowledge for all children)

The HT outlined the key deliverables, when the original target date was, whether the school are on track or at risk (including what is going to be done about it) or if it has been achieved.

The document clearly shows what needs to be done next.

Embed new planning templates that support teachers to plan learning journeys and construct opportunities for learn, practice, apply – on track

Assistant headteachers will provide support at the planning stage for staff who need support with gap analysis.

On the Inset Days they will focus on -

- Deepen Teachers and TAs understanding of the research based strategies that Improve the quality of instruction, so that all children develop strong and readily accessible knowledge.
- Improve understanding of assessment for learning so it optimises children's learning

Katie and Sophie provided a status summary. The key objective was to improve teacher's pedagogical content and how knowledge is represented for all children. Predominantly they have been focusing on the PPA – looking at embedding the new planning templates and construct opportunities for learn, practice, apply. Key areas have been prioritised. Everything is on track. Teachers development and understanding is secure.

Q: What is the success criteria? How will you know?

Aspects that are creating barriers have been identified. Working on those focused areas you will be able to see them improve.

SEN/Pupil Premium

Heather has the same improvement object – to support teachers to deepen their understanding of children's learning needs and use that knowledge to plan.

The first thing was to identify across the Federation if the adults knew all their PP and SEN children. Different strengths were identified. New members of staff are supported. In every classroom they are now on track.

Last year SEN children were being taken out of the classroom so they were not being exposed to quality first teaching. All children now remain in the classroom and having exposure which is raising their self-esteem. This has had an impact on behaviour.

The next step is do the adults know the children's barriers to learning? Meetings have been arranged and data/information has been shared to build their knowledge. Transition Partnership Agreements have been shared and plans are being written up.

Evidence of adapted learning has been seen. Teachers are breaking down concrete resources to support the tasks.

More input is required with cutaway and whole school training has been planned.

Adults continue to work with the EHCP children.

The new approach is working well.

GT left the meeting at 6.20 pm

Attendance

Infant attendance to date is 98.3%. The average for this year is 98.1%. The National attendance is 95.5%.

The Junior attendance to date is 97.3%. The average for this year is 96.3%. The National attendance is 95.5%.

Both schools are above the National average.

8.	<p>Chair of Governors report</p> <p>The Chair has completed an evaluation of the last academic year.</p> <p>The strategic intentions for the new academic year have been shared. If there are any further intentions please advise the Chair.</p>
9.	<p>Safeguarding/Child protection</p> <p>The Safeguarding Audit deadline is 30 September 2024. There were no further comments to make following the Governors review.</p>
10.	<p>Governor Training</p> <p>Whole Governing Board Training – Governors and Ofsted - Thursday 19 September 2024 – Vanessa Cass</p> <p>The Governors felt the training was very good and successful. If Governors can think of a focus for the next WGBT that links to the School Improvement Plan please advise Anne-Marie.</p> <p>There are no costs to governors for attending any of the GS training sessions as we pay for a Service Level Agreement that allows all governors to attend all training.</p> <p>The training overview document is recommended as a 'route map' for training going forward and as a check list, although there are many other choices on the GS website including flagged new courses.</p> <p>https://documents.hants.gov.uk/governors/HampshireGovernorServicesTraining2024-25.pdf</p> <p>Link for E-Learning –</p> <p>https://hampshireservicesforschools.hants.gov.uk/P34171</p> <p><u>New training offers – for dates and details please look at the training brochure</u></p> <p>GT715 Chairs Seminars GT732 Improving School Attendance (Primary) GT736 Supporting Success for Pupils Experiencing Vulnerability</p> <p>AP4: Safer Recruitment training online – AA/SW to attend.</p> <p>Governor Conference – Friday 11 October 2024 – 9.30 am – 3.30 pm – Norton Park Hotel. One of the speakers will be Shazia Akram, who is an Ofsted Inspector.</p> <p><u>Prevent Training</u> – Governors to ensure that they complete the required Prevent training.</p> <p>https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal</p>

	Additional information - https://secure2.sla-online.co.uk/v3/Resources/Page/33241
11.	Federation website compliance The website has been reviewed and updated. Ongoing governors will be asked to review it in turn, using the Website Compliance document
12.	Policies and documents for review and ratification <ul style="list-style-type: none"> • Collaborative Agreement 2024/25 with Abbotswood School - Approved • Confirm adoption of policies and procedures within the Manual of Personnel Practice (MOPP) – Adopted and Approved • Confirm adoption HCC Governors Good Practice Guide – Adopted and Approved • Child Protection Policy (HCC Model Policy – not released. Will be personalised on receipt and added to HSS for review) – Now received. Approved • Safeguarding Policy (HCC Model Policy – not released. Will be personalised on receipt and added to HSS for review) Approved • Pay policy (HCC Model Policy – not released. Will be personalised on receipt and added to HSS for review) Approved • Governor Annual Plan of Work – minor amendment Approved • Protocol for virtual meetings – Approved • Relationships Education and RSE – consultation has taken place with parents.
13.	Any Other Business An opportunity for schools and nurseries currently supplied by Hampshire County Council Education Catering to comment on proposals for the Education Catering service to discontinue the direct supply of meals to schools and nurseries, and the maintenance of catering equipment in schools All Governors confirmed receipt of the email forwarded by the HT. The school will need to make a decision whether they want to/or not, go to tender or they feel they have the capacity and expertise amongst them to procure their own services for Free School Meals with the support of written guidance on procurement, Tupe and pension requirements etc. The HT advised that she will speak with other schools and Headteachers to explore all options and find out what the Local Authority recommend and if it is financially viable. The deadline for the survey is 11 October 2024.
14.	Dates and items for future meetings Pay Committee – 24 October 2024 FGB - Thursday 17 October 2024 at 4.30 pm Budget Approval meeting – Monday 11 November at 4.30 pm

15.	<p>Self-evaluation of the meeting</p> <p>This first meeting of the academic year is principally to ensure appropriate policies are in place, and governance procedures are fit for purpose for the 2024/25 academic year</p> <ul style="list-style-type: none"> • How have Governor actions discussed at this meeting benefited the children to become life-long learners? • How have the Governors supported and challenged the senior staff strategically during the meeting?
	The Chair thanked everyone for attending and for their valued contribution.
	The meeting closed at 6:45 pm.

Action Points – FGB 26 September 2024		
1.	Chair to sign approved minutes 17 July 2024. Completed	Chair
2.	Governors were encouraged to undertake the Prevent e-learning. Prevent training needs to be undertaken regularly. Governors were asked to ensure their prevent training is up to date. https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal	All
3.	Governing Body self-evaluation to be completed by the spring.	All
4.	Safer Recruitment training online – AA/SW to attend.	AA/SW
5.	Relationships Education and RSE policy – agenda item next meeting	HT

Glossary of acronyms

EHCP- education health care plan LAC- looked after child PLAC- post looked after child SEND- special educational needs and disabilities HT- Headteacher DHT- deputy headteacher AHT- assistant headteacher SENDco- special educational needs co-Ordinator PAN- published admission numbers	HLTA- higher level teaching assistant ECT- early career teacher SATs- standardised assessment tasks Burgundy book- The Burgundy Book is a national agreement between the five teacher unions and the national employers (NEOST). A handbook setting out the conditions of service for schoolteachers in England and Wales EYFS- Early years foundation stage (children aged 4-5)
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Signed: 
 Date: 17/0/24

NOR- number on roll Revenue C/F – carry forward 0.6- 3 days a week 0.4- 2 days a week	RE- religious education ELSA- emotional literacy support assistant TLRs- teaching and learning leaders
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