



## Full Governing Body Meeting

Thursday 17 October 2024 at 4:30 pm

Venue: Foxhills Junior School

<b>Governors Present:</b>	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) Donna Neill, Co-opted Governor, (DN) Anne Marie Datlen, Co-opted Governor (AMD)
<b>Apologies received:</b>	Glenda Thornley, Co-opted Governor (GT) Sian Winter, LA Governor (SW) Paul Terris, Co-opted Governor (PT)
<b>In Attendance:</b>	Heather James, Associate Member (HJ) Sophie Foster (SF) Assistant Headteacher Katie Kynaston (KK) Assistant Headteacher Tracy O'Connor, LA Clerk (TOC)

### Relationships and Wider Development Presentation

The HT signposted the Governors to the tabs on the school website – Curriculum – Wider Curriculum and Personal Development.

At Foxhills Infant and Junior Schools, we offer our children a variety of rich, wide and meaningful experiences that have been planned and considered in a coherent way, to promote every child's personal development.

Personal Development opportunities help to prepare our children for their adult lives, teaching them how to engage with others and play an active and purposeful role in society.

We want our children to become healthy, independent and responsible members of a global community who understand how they are developing personally and socially and have the confidence to tackle many of the moral, social and cultural issues that are part

of growing up. We expect all children to be able to apply what they know and to use these experiences and opportunities to assist them in leading safe, healthy and happy lives now and in the future.

We provide opportunities for our children to learn about citizenship, mental health and well-being, character development and what it means to be a member of a diverse society. Our children are actively encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

At Foxhills, our key aims are:

- providing children with rich, relevant and meaningful experiences
- promoting equality and inclusion
- ensuring cultural capital supports children to access our curriculum and play an active role in school (and beyond)
- supporting all children to become secure, resilient and empowered by valuing mental health and well-being as much as academic achievement

### **Wider Opportunities**

During key stage one, our children are learning about themselves as developing individuals and as members of their communities. Our curriculum teaches our children how to keep themselves safe and healthy and how to behave well, and we engineer opportunities for children to practice taking responsibility for themselves and their environment. For infants, our relationships education teaches children about their own feelings and the emotions of others and to be aware of views, needs and rights of other children and older people. Our children are practicing how to share, take turns, helps others and resolve conflict, resisting bullying. Our value of 'engage' means we expect all children to take an active part in the life of school and its neighborhood.

By key stage two, as children become more mature, independent and self-confident, we want them to learn about the wider world and the interdependence of communities. We want our children to understand that their own choices and behaviour can affect local and national issues and political and social institutions. We expect, by the time our children are juniors, that they will take part fully in school and community activities.

To assist with this, in addition to our curriculum and enrichment, we provide our children with meaningful experiences to enable them to understand how to become responsible, respectful and active citizens who can contribute positively to society.

We do this by:

- Working with our local parish council to teach children about local government and democracy. Our children are currently working with the open spaces committee to improve and re-design our local recreation playground. Our pupil voice committee, who represent the views of all children, have worked with local

councillors to choose equipment based on what they think children need, now and in the future.

- We are working with the Parish Outreach committee, supporting the luncheon club and elderly members of our community by inviting them into school, visiting them in the church community rooms, serving them tea, sharing learning outcomes with this group and be-friending locally elderly community members.
- We are working with our local church to provide aid for our foodbank and by volunteering our time to organise parcels and collect donations.
- Our KS2 children design, organise and lead clubs for children in other year groups based on what they think would nurture children's interests and talents. We have a range of child-led clubs taking place at lunchtime and the uptake is strong.
- Through curriculum outcomes, we design and make items for our local community- donations to charity shops and the churches (who provide aid for local families)
- We fundraise for the shoe box appeal and national charities, such as comic relief, honeypot
- Positively promoting diversity by persona dolls (welcoming someone from another culture into our community) and through the use of our resources.

### **Development of character**

Our vision is that children leave our schools knowledgeable, emotionally secure (confident and resilient) and empowered, so they can take advantage of experiences, opportunities and responsibilities in later life. Achieving this vision is reliant on developing our C.L.E.A.R character traits and attributes which is why our values underpin our ethos, culture, curriculum and pedagogy.

Resilience and confidence derive from achievement and accomplishments. Children feel capable when they succeed and get better at things.

We believe that children should learn to make a positive contribution to their neighborhood and we want our children to 'give something back' to their community. Our infant children support a local care home, Oaktree Lodge, and regularly visit to care for and interact with residents. Our junior children visit two other local care homes to perform songs and to recite poetry for residents. We support the local parish council and run a stall for the annual fayre, celebrating children's achievements and our junior school choir perform at Parish events.

### **Community Action Plan** (to be uploaded to the school website)

We believe that children should learn to make a positive contribution to their neighborhood and we want our children to 'give something back' to their community.

Each year group has a community action plan setting out our commitment to helping others and how we will engage positively with our community.

### **Wider Opportunities**

Beyond the scope of our curriculum, we have made use of our unique grounds and environment to further promote our children's wider SMSC development. From reception, children in both schools partake in forest schools with a trained practitioner. Woodlands Forest School supports our children by offering them a hands-on experimental learning opportunity that fosters creativity, resilience, and a deep connection to nature.

Forest School is equitable because it offers children a safe, non-judgemental and nurturing environment where their learning is not measured against a scale or compared. The sessions do contribute to children's academic learning because they are encouraged to:

- Try new things
- Take risks
- Overcome fears and barriers
- Use creativity and independence
- Explore and investigate
- Applying knowledge and skills to solve problems
- Cooperate and work as a team, valuing everyone's contribution, ideas and effort (respect and tolerance).

### **Inclusion and Equality of opportunity**

For some of our children, quality first teaching and enrichment is not always enough to equip them with the knowledge and skills needed to lead healthy and safe lives. Our children in key stage one are identified as vulnerable if they are unable to take turns, share, cooperate with others, resolve conflict and resist bullying. In key stage two, we define vulnerable as children who are not yet able to make informed choices about their health and environment, avoid taking responsibility for themselves and their learning, those who cannot resist bullying or are easily coerced and those who have not yet mastered the skills needed to fully participate as an active member in social groups.

To teach children the knowledge, skills and understanding to overcome these barriers, we provide bespoke support through:

- ELSA provision (based on thrive assessments to ensure accessibility)
- Thrive analysis to inform bespoke intervention

- Additional forest school sessions- so children have extra practice at turn taking, resolving problems, risk taking, communication and cooperation
- Allotment time- small groups of children work collaboratively and cooperatively with school staff on a parish allotment plot to plan, plant, care for and nurture the schools produce
- School based emotional and social interventions that enable children to practise and improve their relationships education so they can independently apply this at playtimes and lunchtimes.
- Access to teacher led or third - party clubs funded by the school to improve opportunities
- Opportunities to represent the schools at the inter-school games partnership so they can experience making a positive contribution and derive a sense of worth and esteem from doing so

The HT highlighted the Assemblies tab and referred to the Assembly overview for the new academic year.

Q: Previously giving back was discussed and there was mention of inviting other schools to use the nature trail. Is this still happening?

The school are very keen to invite other schools to use the nature trail. The teachers are working with the Forest School teachers to develop a programme. When the programme has been developed it will be replicated and other schools will be invited.

Q: Is the school still using SCARF (Safety, Caring, Achievement, Resilience and Friendship)?

The school is still using SCARF. The knowledge has been mapped in line with SCARF. Teachers will still use SCARF for task design. It is being used alongside the school rationale and ownership.

Governors were encouraged to look at the updated website which is looking very positive.

1. **Welcome, Introductions and Apologies**

The Chair welcomed everyone to the meeting.

Apologies were received and accepted from Glenda Thornley, Sian Winter and Paul Terris.

**Constitution**

	<p>The Chair advised that Chris Boalch and Michael Paye have been appointed as Parent Governors.</p> <p>The FGB considered a Governor application received from Richard Boyes. The FGB agreed that Richard had very valuable skills and would be appointed as a Co-opted Governor.</p>																		
2.	<p><b>Declaration of Business and Pecuniary Interests</b></p> <p>There were no new declarations of business and pecuniary interests relevant to the agenda.</p>																		
3..	<p><b>Minutes of Last FGB Meeting – 26 September 2024</b></p> <p><b>3.1 To agree and sign minutes of previous meeting.</b> The minutes of the FGB on 26 September 2024 were an accurate record of the meeting and were agreed and approved by the FGB. <b>AP1: Chair to sign Approved minutes 26 September 2024. Completed</b></p> <p><b>3.2 Matters arising and action points</b></p> <table border="1" data-bbox="209 965 1449 1451"> <thead> <tr> <th colspan="3" data-bbox="209 965 1449 1003"><b>Action Points – FGB 26 September 2024</b></th> </tr> </thead> <tbody> <tr> <td data-bbox="209 1003 280 1077">1.</td> <td data-bbox="280 1003 1316 1077">Chair to sign approved minutes 17 July 2024. <b>Completed</b></td> <td data-bbox="1316 1003 1449 1077">Chair</td> </tr> <tr> <td data-bbox="209 1077 280 1263">2.</td> <td data-bbox="280 1077 1316 1263">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. <a href="https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal">https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal</a></td> <td data-bbox="1316 1077 1449 1263">All</td> </tr> <tr> <td data-bbox="209 1263 280 1301">3.</td> <td data-bbox="280 1263 1316 1301">Governing Body self-evaluation to be completed by the spring.</td> <td data-bbox="1316 1263 1449 1301">All</td> </tr> <tr> <td data-bbox="209 1301 280 1413">4.</td> <td data-bbox="280 1301 1316 1413">Safer Recruitment training online – AA/SW to attend. DN and CH will attend Safer Recruitment online training. AM to send a link to the training.</td> <td data-bbox="1316 1301 1449 1413">AA/SW</td> </tr> <tr> <td data-bbox="209 1413 280 1451">5.</td> <td data-bbox="280 1413 1316 1451">Relationships Education and RSE policy – agenda item next meeting</td> <td data-bbox="1316 1413 1449 1451">HT</td> </tr> </tbody> </table>	<b>Action Points – FGB 26 September 2024</b>			1.	Chair to sign approved minutes 17 July 2024. <b>Completed</b>	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. <a href="https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal">https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal</a>	All	3.	Governing Body self-evaluation to be completed by the spring.	All	4.	Safer Recruitment training online – AA/SW to attend. DN and CH will attend Safer Recruitment online training. AM to send a link to the training.	AA/SW	5.	Relationships Education and RSE policy – agenda item next meeting	HT
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4.	<p><b>Headteachers Written Report</b></p> <p><b>Please see Confidential Minutes</b></p> <p>Governors were invited to ask questions.</p> <p>Going forward the SWOT (strengths, weaknesses, opportunities threats) approach will be included in the Headteacher report.</p> <p><a href="#">Q: With regard to the School Self-Evaluations I do have a question which links back to the Governor conference I attended on the subject of attendance. Would it be worth considering structuring the attendance answer around the 4 themes set out as</a></p>																		

	<p>'promising approaches'; in the 'Understanding Attendance'; research and summarised in one of the slides I attached to my notes. This may put the school in good shape in relation to any upcoming OFSTED assessment on this topic. I also wonder whether the SSE's could or should have links/references to supporting evidence which would again be helpful in keeping everything cohesive and aligned ahead of assessment.</p> <p>In August 2024 the Attendance Policy was rewritten by the DfE. The HT will report under the categories.</p> <p>When the HT makes a judgement she includes the evidence – learning walks, coaching, professional development. It would be inappropriate to add the link as the information is confidential and the drive is not accessible. The HT will include links when she is able to. The Governors said that there is already a lot of information available and too much is not necessarily a good thing.</p>
5.	<p><b>CLA</b></p> <p><b>Appoint a Curriculum Lead Governor</b>  <b>Discussion on curriculum monitoring in Autumn 2 focused on Intent</b></p> <p>CM was thanked for her proposal for monitoring going forward. CM and the HT have worked together to develop a schedule which will work alongside the school internal schedule.</p> <p><b>AP3: Curriculum monitoring – identified dates to be shared.</b></p> <p>The Curriculum Statements will be completed and uploaded to the website on Friday.</p> <p>Staff Inset training has been completed. Next half term the professional development will be monitored.</p> <p><b>AP4: December meeting - Status Summary Report timescales – feedback.</b></p>
6.	<p><b>Safeguarding/Child protection</b></p> <p><b>6.1 Confirm appointment of Lead Governor for safeguarding</b>  <b>6.2 Approve Terms of Reference for Safeguarding Lead Governor</b>  <b>6.3 Approve Safeguarding Information for Governors document</b>  <b>6.4 Plan Safeguarding monitoring in Autumn 2</b></p> <p>The FGB appointed Ann Arscott as Lead Governor for Safeguarding.</p> <p>The Safeguarding Terms of Reference were approved by the FGB.</p> <p>Safeguarding Information for Governors – background for Governors. The FGB confirmed their agreement.</p> <p>Safeguarding monitoring – The Single Central Register check has been completed. DBS checks have been initiated for the new Governors.</p>

	<p><b>AP5: New staff (sample) conferencing to be completed. Dates to be advised.</b></p> <p>The Headteacher has already reported to the FGB any Safeguarding issues. (Confidential minutes).</p> <p><b>AP6: Safeguarding overview – to be rewritten.</b></p> <p>Governors were reminded that they should complete the Safeguarding e-learning.</p>
7.	<p><b>Staff Wellbeing Committee</b></p> <p>The meeting notes have been shared on Hampshire Services for Schools.</p> <p>The first meeting of the Wellbeing Committee took place earlier this month. It was attended by Staff from both Federation Schools and comprised of a mix of teaching staff, teaching assistants and 1 Governor.</p> <p>Katie and Sophie shared the chairing of the Meeting.</p> <p>The Code of Conduct was drawn up. The meeting was very collaborative. Everybody felt it was a safe space where they could articulate things and to represent other staff.</p> <p>Two working groups have been set up – workload and communication.</p> <p>Everyone was given a space in a neutral setting.</p>
8.	<p><b>Strategic Planning and Discussion</b></p> <p><b>Budget revision/possible PAN cap Year 3 or restructure</b></p> <p>The school's Adjudicator has capped year 3 at 70 pupils for the remainder of that cohort's time at Junior school. The school had to go to the Adjudicator because it was a variation to the published admissions number. The Local Authority have capped year 4.</p>
9.	<p><b>Governor Training</b></p> <p>Governors were encouraged to undertake training at least one course per term. Ofsted would want to see Governors full training records to ensure the Board are compliant. If Governors want any advice on training please contact Anne-Marie. There are no costs to governors for attending any of the Governor Services training sessions as the school 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 HSS website including flagged new courses.</p> <p><b>Whole Governing Board Training</b></p>



	<p>Governors were asked to think of a focus for the next WGBT that links to the School Improvement Plan please advise Anne-Marie. The WGBT is available on page 50 of the Training Guide. (See link below)</p> <p><a href="https://documents.hants.gov.uk/governors/HampshireGovernorServicesTraining2024-25.pdf">https://documents.hants.gov.uk/governors/HampshireGovernorServicesTraining2024-25.pdf</a></p> <p>Link for E-Learning –</p> <p><a href="https://hampshireservicesforschools.hants.gov.uk/P34171">https://hampshireservicesforschools.hants.gov.uk/P34171</a></p> <p><u>Prevent Training</u> – Governors to ensure that they complete the required Prevent training.</p> <p><a href="https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal">https://www.support-people-susceptible-to-radicalisation.service.gov.uk/portal</a></p> <p>Additional information - <a href="https://secure2.sla-online.co.uk/v3/Resources/Page/33241">https://secure2.sla-online.co.uk/v3/Resources/Page/33241</a></p>
<p><b>10.</b></p>	<p><b>Policies and documents for review and ratification</b></p> <ul style="list-style-type: none"> <li>• <b>Governor Visits Policy – FGB Approved</b></li> <li>• <b>Governor Expenses Policy – FGB Approved</b></li> </ul>
<p><b>11.</b></p>	<p><b>Any Other Business</b></p> <p>Fireworks will be held at the school on Friday 8 November 2024. Governors were welcomed to attend and any help would be appreciated.</p>
<p><b>12.</b></p>	<p><b>Dates and items for future meetings</b></p> <p>Pay Committee – 24 October 2024</p> <p>Interim Budget Approval meeting – Monday 11 November at 4.30 pm</p> <p>FGB - Thursday 12 December 2024 at 4.30 pm</p>
<p><b>13.</b></p>	<p><b>Self-evaluation of the meeting</b></p> <p><b>This first meeting of the academic year is principally to ensure appropriate policies are in place, and governance procedures are fir for purpose for the 2024/25 academic year</b></p> <ul style="list-style-type: none"> <li>• <b>How have Governor actions discussed at this meeting benefited the children to become life-long learners?</b> <ul style="list-style-type: none"> <li>• Curriculum planning.</li> <li>• Review of the curriculum – Wider Development</li> <li>• Plans to monitor the curriculum</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• <b>How have the Governors supported and challenged the senior staff strategically during the meeting?</b> <ul style="list-style-type: none"> <li>• Questioning and challenging reports submitted and matters raised during the meeting</li> <li>• Support and agreement for issues raised</li> <li>• Planning for Learning Walks and Safeguarding conferencing to improve governors' knowledge, and fulfil their governance brief.</li> </ul> </li> </ul>
	The Chair thanked everyone for attending and for their valued contribution.
	The meeting closed at 6:15 pm.

<b>Action Points – FGB 17 October 2024</b>		
1.	Chair to sign approved minutes 26 September 2024. <b>Completed</b>	Chair
2.	DN and CH to book Safer Recruitment online training. AM to send a link to the training.	AM
3.	Curriculum monitoring – identified dates to be shared.	HT
4.	December meeting - Status Summary Report – feedback.	HT
5.	New staff (sample) conferencing to be completed. Dates to be advised.	AA
6.	Safeguarding overview – to be rewritten.	AA/HT

## Glossary of acronyms

EHCP- education health care plan	HLTA- higher level teaching assistant
LAC- looked after child	ECT- early career teacher
PLAC- post looked after child	SATs- standardised assessment tasks
SEND- special educational needs and disabilities	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
HT- Headteacher	EYFS- Early years foundation stage (children aged 4-5)
DHT- deputy headteacher	RE- religious education
AHT- assistant headteacher	
SENDco- special educational needs co-Ordinator	
PAN- published admission numbers	
NOR- number on roll	

Signed:

Date:

Revenue C/F – carry forward 0.6- 3 days a week 0.4- 2 days a week	ELSA- emotional literacy support assistant TLRs- teaching and learning leaders
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