



Full Governing Board Meeting

MINUTES

Tuesday 6th February 2023

7.00pm in person at the school

Membership	Sotirios Adamopoulos	Parent Governor/Trustee
	Greg Foreman	Parent Governor/Trustee
	Naomi Holloway	Co-opted Governor/Member
	Nadia Manzoor	Co-opted Governor
	Deborah Mills	Associate Governor/School Business Leader
	Hannah Milne	Co-opted Governor/Trustee
	Philippa Moore	Headteacher Governor
	Sam Mountford	Co-opted Governor/Trustee
	Chloe Myers	Staff Governor
	Lesley Stevens	Co-opted Governor/Trustee
	Sarah Turner	Chair of Governors/Co-opted Governor/Trustee
	Sarah Wood	Deputy Headteacher/Associate Governor
	 Sarah Lilly	 HFL Clerk

Item		Action
1.	<p>Apologies for absence: No apologies were received as all governors were present.</p> <p>Governors welcomed NM to her first meeting as a governor at Windhill and introduced themselves.</p>	
2.	<p>Conflict of Interest: To declare any conflict of interest to items on the agenda: There were none.</p>	
3.	<p>To receive notification of any other urgent business: The Headteacher raised an item regarding Twitter and another on the School Dog.</p>	
4.	<p>Minutes: Governors received and approved the minutes of the FGB meeting held on 1st December 2022 (Parts 1 and 2), and the Chair signed these for filing at the school.</p>	
5.	<p>Matters Arising:</p>	

Signature of Chair:Date:

	<p>ACTION: DM to pass on revised energy cost forecast to auditor - COMPLETE</p> <p>ACTION: DM to liaise with auditor on Governor loan query - CLOSED</p> <p>ACTION: Governors to discuss TA recruitment - CLOSED PM reported that it was challenging to recruit TAs currently, and that the pay was not competitive with other jobs. She explained that in addition the role of supporting pupils with SEND needs (some high level) was very challenging at times. She explained that the school had communicated with parents and volunteers in the areas to seek support, and that the school would recruit the current volunteers to roles. She noted however that there were still vacancies for TA roles, and that a morning only staff member had been deployed in the afternoon as well for additional support.</p> <p>ACTION: DM to circulate date of next Parent Network meeting – CARRIED FORWARD</p> <p>ACTION: ST and PM to meet governor candidate and find out she will sit on both Trust Boards – COMPLETE</p> <p>ACTION: DM to look for governor candidates on recruitment sites – COMPLETE</p> <p>ACTION: DM to contact past Trustees – CLOSED</p> <p>ACTION: DM to circulate details of Complaints training – See Item 6d.</p> <p>ACTION: DM to provide refresher summary of KCSiE 2022 – COMPLETE</p> <p>ACTION: PM to keep NH updated with any Safeguarding issues. PM reported that Jeremy Loukes had completed a review of Safeguarding recently and that his report was awaited.</p> <p>ACTION: Chair to seek governor for Safeguarding Link role – See Item 6.</p> <p>ACTION: PM and SW to write list of success criteria for secondment role – CARRIED FORWARD</p> <p>ACTION: HM to review secondment contract and update DM with amendments – COMPLETE</p> <p>ACTION: DM to check 6% saving reference – CLOSED</p> <p>ACTION: Discuss MAT further and seek feedback from PM – COMPLETE</p> <p>ACTION: DM to circulate note from Ivy meeting – COMPLETE</p> <p>ACTION: Consider SEND training – See Item 6</p> <p>ACTION: DM to send SM the link for Complaints training – COMPLETE</p>	DM
6.	<p>Trust Board Membership:</p> <p>a) <i>To confirm the appointment of Nadia Manzoor as co-opted governor/trustee.</i></p> <p>ST proposed, seconded by SM, that NM be appointed as a Co-opted Governor for a period of four years.</p>	

b) *To consider the appointment of 2 new co-opted governors/trustees.*

ST reminded governors that NH and SM would be resigning at the end of the summer term.

ACTION: Governors to explore potential Co-opted governor candidates.

DATE: By May 2023

ALL

c) *Governor Role Appointments:*

SEND & CLA – GF undertook to fulfil this role.

Equality – SA

Pupil Premium – HM

Non-core curriculum – governors reflected on the different ways of monitoring the curriculum, noting that this role had been introduced in response to the Ofsted inspection comments. It was agreed to pause this monitoring role and review again the July.

Safeguarding (including online safety) – NH and NM (shadow)

d) *Governor Training Update*

DM reported that there had been very few training courses completed by governors and reminded them that ideally governors should be trained in Safeguarding, Exclusions, Safer Recruitment and ensure familiarity with the KCSiE 2022 guidance. She reminded governors that the school subscribed to the National College which offered a wide range of courses.

ACTION: DM to send out links to key training courses to governors.

DATE: Ongoing

DM

ACTION: Governors to complete training courses and inform DM.

DATE: Ongoing

ALL

ACTION: PM to invite governors to attend recruitment interview process to implement Safer Recruitment training.

DATE: Ongoing

PM

e) *Governor Monitoring Update (Autumn term 2022)*

Governors noted that they had previously undertaken Link Governor monitoring for specific subjects, and then the process had changed so that governors visits the school in pairs to monitor the whole school priorities, and observe the impact achieved by the priority actions. PM confirmed that there had been a number of governor visits and subsequent reports had been issued. Governors agreed that it was important that the information in the monitoring reports was shared at Governing Board meetings, possibly by governors providing a 2-3 minute summary of their visit and key findings.

PM noted that some staff were still unsure who the governors were, and highlighted the importance of the governors being visible in the school. Governors noted that there had been a monitoring plan linking governors with monitoring themes in the C&M Committee folder on GovernorHub. They were aware that there were frustrations each time this scheme was brought to launch as further questions about the aims of the monitoring stalled the process being

	<p>implemented. Governors noted that 5 key priorities for monitoring had been agreed and the aim was that two governors visit to monitor each priority.</p> <p><i>Q: Why did the new priorities and diary dates not get updated? A: It is the responsibility of each governor to organise their visits, and log the dates.</i></p> <p>ACTION: ST and PM to meet to discuss implementation of governor monitoring plan. DATE: By 30th March 2023</p> <p>ACTION: ST to draft a governor monitoring and reporting schedule and bring for review. DATE: March 2023 GB meeting</p> <p>f) <i>Governor Monitoring Visit Schedule</i> <i>See Item 6e) above</i></p> <p>g) <i>Governor Skills Audit</i> ST reminded governors that the update NGA Skills Audit form had been circulated for completion. ACTION: Governors to complete the NGA Skills Audit. DATE: As specified by ST</p>	<p>ST, PM</p> <p>ST</p> <p>ALL</p>
<p>7.</p>	<p>Committee Update:</p> <p><i>C&M Committee</i> – SM reported that there had been no further Committee meetings since the December GB meeting.</p> <p><i>Resources Committee</i> – GF reported that there were only 3 non-staff governors on the Resources Committee and NM agreed to join the Resources Committee.</p> <p>There were no other changes to the Committee membership.</p>	
<p>8.</p>	<p>Safeguarding Update:</p> <p>PM reported that the termly Safeguarding Report had been shared with governors, and she reminded governors that Jeremy Loukes (HFL HIP) had visited the school that day and conducted safeguarding review. She explained that he had interviewed her, as well as the SENCo, and had commented on the Ofsted process for reviewing safeguarding and record keeping. PM had explained about the school records and how these were linked to the behaviour system, and she noted that it was important to ensure the speed of referrals was swift and that a clear process for record keeping were essential.</p> <p>PM explained that she had discussed how the school was expanding the curriculum to augment teaching of how AI was impacting the virtual environment via the Computing Curriculum and the online safety teaching.</p> <p>PM had reported that there was a weekly meeting with all staff to communicate safeguarding matters, which supported a safeguarding culture across the whole school. She reported that the HIP had strength tested this culture across the school by talking with staff at random about safeguarding. She noted that a lack of clarity among some staff had been identified regarding the need to report safeguarding concerns directly to the DSP, and that this would be addressed. She noted that the HIP had referred frequently to the KCSiE guidelines to ensure focus throughout the review.</p>	

	<p>PM also noted that she had discussed the particular vulnerabilities supported by the school, including neglect, online safety and County Lines. She reminded governors that that school was promoting resilience in pupils to deal with these vulnerabilities if exposed.</p> <p>In addition the HIP had conducted a review of the SCR, and DM reported that he had been interested in the culture and her knowledge of why she was conducting key checks. She noted that it was key for everyone to understand the reasons why DBS and other checks were undertaken. She had also explained to the HIP why the school held information about leavers, as the school considered it important to hold these data in case there was retrospective case brought to the school. PM explained to governors that KCSiE advice was that schools should not hold these data.</p> <p><i>Q: Why should the school not hold this information? A: There are GDPR considerations, and personnel files should be held for 6-7 years and then destroyed. However we hold these safeguarding files for longer. Ultimately it is the decision of the Governing Board and Headteacher.</i></p> <p>PM also reported that the HIP had noted that the Hertfordshire SCR template contained more information columns than were actually needed. Governors discussed the challenges this raised as some inspectors expected certain data to be held, and noted that the SCR was checked by Hertfordshire as part of a bought in service.</p> <p><i>Q: If there are excess columns on the SCR template, why should the school retain these? A: We will need to check if these are indeed needed. We will consider at SLT level and bring a proposal to the Governing Board.</i></p> <p>ACTION: PM to bring proposal for SCR format for governor review. DATE: Ongoing</p> <p><i>Q: Has the school secured a replacement for the Pastoral Leader who is leaving? A: Yes, we have appointed a replacement, and I (PM) have worked with her before, and she is well qualified to support the Thrive programme. However she is unable to start work until after Easter. The existing member of staff had offered to stay on until Easter if this is feasible.</i></p>	PM
9.	<p>Headteacher's Secondment Update (standing item):</p> <p>PM reported that she was working on Thursdays at the Wroxham School, and was completing her NPQEL training, with SW completing her NPQH training, as she stepped to headship for Thursdays at the school.</p> <p>PM reported that the benefits of the secondment were that she was broadening her experience and that the challenges were on a different scale to working at an outstanding setting. She noted that, due to Ofsted, some measures were required to be put in place, and that this could be challenging as existing staff were being asked to change their practice.</p> <p><i>Q: What are the challenges? A: The school is in a challenging position and the challenge for me, in the short time that I have been in post, is to put key changes in place to begin to make a difference. It is also challenging for me as a person, as the Wroxham is part of the Ivy Trust, and it is interesting to work in MAT structure, and to see how the school receives the focussed support from the Board. It is also interesting for me to meet other Executive Leaders.. The negative challenges are frustration in achieving change in a reasonable time frame and influencing people to change.</i></p>	

	<p><i>Q: Is there any influence that you have put in place that has had an impact? A: Yes, I have made changes in safeguarding processes and also in ensuring tidiness around the school.</i></p> <p><i>Q: What have been your key learnings that you have brought back to Windhill? A: I have brought back some processes and practices that would benefit the school and these will be implemented.</i></p> <p><i>Q: Does it feel different being part of a bigger structure? A: It's difficult to say, because I arrived from a different background. In the past it was an outstanding teaching school, with high status, but it is challenging to alter mindsets, given that there are changes needed. The level of support that the Wroxham receives from the Trust is higher than would be received by a higher performing school.</i></p> <p><i>Q: Does the Trust keep in touch with you? A: Yes, once per term I meet with the Trust Board on Zoom.</i></p> <p><i>Q: How has it been at Windhill on the days when PM is at the Wroxham? A: In the first week, there was an intruder alarm, which we have never dealt with before, but the process worked well, and we had strong leadership support across the school. I (SW) am out of class with CM and another member of staff on a Thursday, which is working well. The strong staff support we have received had been very positive.</i></p> <p>PM reported that she was confident when leaving the school in the hands of SW, and that they kept in touch with each other as necessary.</p> <p><i>Q: How are the staff in general experiencing this time? A: It feels like business as usual on a Thursday, Senior Leaders are on the gates and in the playground. We have a very strong leadership team and strategic leadership continues even in the absence of PM. DM works with the Admin Team and the Premises Team, and we tend to diarise more meetings rather than holding these ad-hoc.</i></p> <p><i>Q: Has there been any reaction from parents? A: No, indeed parents have been congratulating senior staff on their new roles in leading the school.</i></p>	
10.	<p>MAT Update:</p> <p>ST reminded governors that there had been an intention to contact the Ivy Trust to seek more information about MAT partnership, and DM reported that she had sought more information and circulated this.</p> <p><i>Q: What is the current political driver for forming MATs? A: The political emphasis seems less now, and if it's not right for the school, then we should not move forward into a MAT. However, we do not want to be a position where we could be forced to join a MAT. Windhill has some unique challenges, and is slightly more isolated than other schools.</i></p> <p>Governors discussed that different MATs operated in different ways, and PM reflected that she had links with Inspire, which was a different culture to the Ivy Trust. Governors discussed why the Ivy Trust had not acted more swiftly to intervene in the Wroxham School position. PM reminded governors that the Ivy Trust model was to fast track improvements in challenged schools and improve performance rapidly.</p>	
11.	<p>Policies and documents:</p>	

	<p>PM reported that the school had undertaken an in-depth review of online safety learning, including classroom practice and curriculum teaching. She explained that the wording of the resources had been streamlined and links to other appropriate resources had been included. She confirmed that the upskilling of TAs in online safety was planned and an Online Safety Working Party had been created that would meet regularly to review the online safety policy and practice.</p> <p>Governors approved the Online Safety Policy</p>	
12.	<p>Primary Admission Arrangements for 2024/25:</p> <p>DM noted that there had been a slight amendment to the Admission Arrangements document regarding the paragraph on summer born children and that no comments had been received following the consultation. She confirmed that this version of the 2024-25 Admission Arrangements would therefore be published.</p>	
13.	<p>Any other urgent business:</p> <p><i>Twitter Usage</i></p> <p>Governors had reviewed the proposal for Twitter usage from PM in advance of the meeting.</p> <p><i>Q: With regard to storage of images in Twitter, can you clarify what devices staff use for Twitter accounts? A: They use classroom iPads, and the photos are stored on a server.</i></p> <p><i>Q: How often are the images deleted off the server? A: Some photos get archived, others are deleted over time.</i></p> <p><i>Q: Does the school really need to store images of children over a long time? The policy states that images taken on local devices will be “transferred or deleted promptly”. A: Yes, the images are transferred to the server.</i></p> <p><i>Q: Why does the school hold images of pupils who have left the school? A: The website holds images of pupils which were taken by a professional photographer, and for which parents granted their consent.</i></p> <p>Governors discussed the issues with storage of pupil images and retention time. They agreed it was important to review the taking and use of photos regularly, as well as the uploading and storage of images and the policy for publication of images. PM reported that there had been a dialogue with parents, and that all year groups have fed into the Twitter report. Governors agreed that parents feedback indicated that they would have no objections to the school using Twitter.</p> <p><i>Q: What happens if a parent withdraws their consent for the images to be shared? A: We would have to search the images held by the school and delete them. This could be a substantial amount of work.</i></p> <p>Governors discussed that the parent survey results appeared to indicate that 2 or 3 parents had concerns about making the Twitter feed public, whereas other data indicated that parents did not have concerns. NM confirmed that the class representatives had engaged with parents on this, and that this was discussed frequently, suggesting that parents could be given the link to the ICO page regarding images and data protection. PM agreed that the Parent Forum network was now well established and noted it was key to gain parent voice.</p>	

Q: How are we ensuring we get the views of the silent minority? A: It is key that the process is transparent and that parents are clear how they can opt out if they wish. It is also about the confidence in the school that they will follow up and delete images if required. Therefore it is very important that we have a process that can efficiently manage the deletion/removal of images of children.

Governors discussed the aims of making Twitter groups public and questioned why groups should not be private, and why photos of pupils could not be taken at angles that ensured anonymity. They discussed the potential issue of pupils being identified from the contextual information in photos. Governors also noted the positive aspects of Twitter, for example if an educator retweeted an strong example of a pupil's work or provided positive feedback on a pupil's creative writing, this engaged the pupils and they were excited with the outcome. Staff noted that, if Twitter were private, it would not be possible to share pupil work in the same way.

Governors agreed it was important to be engaging with Twitter, but it was also key to understand how to manage photos in which pupils were identifiable, and highlighted that staff needed to understand how to make posts private if necessary. Governors agreed that parent survey data indicated that a large majority of the parent body wanted to exercise their right to have photos up on Twitter.

ACTION: NM to review the parent data consent form.
DATE: March 2023 GB meeting

NM

Governors discussed the protocols for the use of Twitter, and PM confirmed that comments were turned off on Twitter.

ACTION: PM to draft Twitter policy for review by governors.
DATE: March 2023 GB meeting

PM

School Therapy Dog Proposal

PM gave a PowerPoint presentation on the proposal to have a school therapy dog. She shared the rationale and research on the support that therapy dogs could provide to vulnerable or withdrawn children. She explained that having a dog in the school would help pupils develop skills such as responsibility, nurture and respect. She explained that she had visited a Hertfordshire school with a therapy dog (Mandeville Primary in St Albans), and that the school had developed a process which made the dog part of the school day. She reported that they had discussed the process, met the school dog, discussed the pros and cons and the reality of dealing with a puppy in school, and the growth of the puppy into an adult dog.

PM explained that the school had used the therapy dog to greet children in the mornings, to calm and encourage pupils, and that the dog's visits to classes were used to motivate children, as well as to support reading and Thrive sessions, and that the dog also attended assemblies.

PM noted that Mandeville Primary had chosen a cockapoo breed (which was hypoallergenic) and that the choice of breed was key. She summarised the preparation process used by Mandeville Primary, including visiting a school with a therapy dog, discussing the proposal with governors, discussions with staff, highlighting the proposal in a Parent Newsletter, as well as designing the dog's daily routine with staff. She confirmed that the dog would be owned separately from the school by a member of staff. A governor noted that they had a wide

	<p>range of experience of therapy dogs in school settings and that this had been mostly very positive, depending on the dog. They cautioned that, if the dog had to be withdrawn from the school due to behavioural issues this could bring challenges. Governors agreed that other factors to consider were nervousness from parents, as well as how to exercise and toilet the dog, and how to manage the dog at lunchtimes, if it was not permitted in the staff room. Governors discussed how the care and responsibility for the therapy dog would be managed at Windhill. PM suggested that the new Pastoral Worker might wish to work with the therapy dog, and confirmed that she was happy to have responsibility for the dog in school for 4 days per week.</p> <p><i>Q: What happens if the member of staff who owns the dog leaves the school? A: The dog would leave with them.</i></p> <p><i>Q: Has the member of staff trained a dog to this standard before? A: No, but the school would source an external trainer.</i></p> <p>Governors agreed that the proposal was acceptable and should be progressed.</p> <p>ACTION: SW to gain staff feedback on the therapy dog proposal. DATE: Ongoing</p> <p>ACTION: PM to bring a more detailed therapy dog proposal for governor review. DATE: March 2023 GB meeting</p>	<p>SW</p> <p>PM</p>
<p>14.</p>	<p>Meeting dates for 2022/23</p> <p>Governors noted the meeting dates.</p> <p><u>Resources Committee (7pm start via Teams - changed from 6pm)</u></p> <p>Tuesday 18th April 2023 Tuesday 27th June 2023</p> <p><u>Curriculum and Monitoring Committee (6pm start via Teams)</u></p> <p>Thursday 9th March 2023 Tuesday 20th June 2023</p> <p><u>Full Governing Board (7pm start in person)</u></p> <p>Monday 20th March 2023 Wednesday 3rd May 2023 Wednesday 19th July 2023</p> <p><u>Governor Day – 28th June 2023</u></p>	
	<p>Items for future meetings/agendas.</p> <ul style="list-style-type: none"> • Headteacher’s Report • Secondment Update and success criteria review (standing item) • Governor Monitoring and Visit feedback process (Visits Feedback to be a standing item) • Twitter Policy review and Privacy Notice Consent agreement • School Therapy Dog – detailed proposal review 	<p>Clerk</p>
	<p>Items discussed at the meeting should remain confidential:</p>	

	<p>It was agreed that no Items should remain confidential.</p> <p>The meeting closed at 9.12pm.</p>	
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Action List from February Governing Board meeting

ACTION ITEM	Resp
ACTION: DM to circulate date of next Parent Network meeting – CARRIED FORWARD	DM
ACTION: PM and SW to write list of success criteria for secondment role – CARRIED FORWARD	PM, SW
ACTION: Governors to explore potential Co-opted governor candidates. DATE: By May 2023	ALL
ACTION: DM to send out links to key training courses to governors. DATE: Ongoing	DM
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ACTION: PM to invite governors to attend recruitment interview process to implement Safer Recruitment training. DATE: Ongoing	PM
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ACTION: ST to draft a governor monitoring and reporting schedule and bring for review. DATE: March 2023 GB meeting	ST
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ACTION: PM to bring proposal for SCR format for governor review. DATE: Ongoing	PM
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ACTION: PM to draft Twitter policy for review by governors. DATE: March 2023 GB meeting	PM

<p>ACTION: SW to gain staff feedback on the therapy dog proposal. DATE: Ongoing</p>	<p>SW</p>
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