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| FULL GOVERNING BODY MEETING | |
| Agenda <input type="checkbox"/> | |
| Minutes <input checked="" type="checkbox"/> | |
| Date | 23rd October 2023 |
| Venue | Brackenfield School; Meeting room and Teams |

Please read papers in advance of the meeting ready to discuss and ask questions

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| AGENDA ITEM 975 | Welcome and Apologies for absence | | |
| Notes | GOVERNOR | REASON | ACCEPTABLE |
| | | | Yes <input type="checkbox"/> No <input type="checkbox"/> |
| | | | Yes <input type="checkbox"/> No <input type="checkbox"/> |

| GOVERNOR | ROLE | IN ATTENDANCE |
|----------------------|-------------------|-------------------------------------|
| Mica Coleman Jones | Chair | <input checked="" type="checkbox"/> |
| Trish Turner | Head Teacher | <input checked="" type="checkbox"/> |
| Chloe Lawrence | Staff Governor | <input checked="" type="checkbox"/> |
| Michelle Farr | LA Governor | <input checked="" type="checkbox"/> |
| Stephanie Pendlebury | Co-opted Governor | <input checked="" type="checkbox"/> |
| Ellen Atkinson | Co-opted Governor | <input checked="" type="checkbox"/> |
| Traci Good | Co-opted Governor | <input checked="" type="checkbox"/> |
| Gemma Watts | Parent Governor | <input checked="" type="checkbox"/> |
| Kimberley Maycock | Clerk | <input checked="" type="checkbox"/> |

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| AGENDA ITEM 976 | Declaration of any pecuniary and/or personal interest to any agenda items | | |
| Discussion | None received | | |

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| AGENDA ITEM 977 | Declarations of AOB | | |
| Notes | 1. Head teachers and governors report RSHE MER 1 23-24 SP.pdf | | |
| | 2. Stephanie Bellet is now known as her married name of Stephanie Pendlebury this has been updated on the school systems and single Central Record | | |
| Discussion | MCJ – I went into school and joined the Bert award presentation for the Silver award with Sarah Preece, Stephanie also joined. Bert awards were impressed that 2 governors where involved, I have no doubt Sarah Preece will gain the Gold award by December. The key element is Family Engagement for the Gold Award. | | |

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| | <p>TT – For Governors who haven’t had the chance to meet Sarah Preece, she is dedicated to making the learning right for the children at Brackenfield. She adapted the resources over the holidays for the blind children to access.</p> <p>MCJ – I emailed Sarah for clarity of her comment ‘86% of parents say that they would like RSHE to be taught to their child at an appropriate level’. Sarah has responded and she is working with the families to support the understanding.</p> |
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| AGENDA ITEM 978 | After School Club’s impact report |
| Notes: | Please click HERE to view the After School Club’s impact report from Peter, Pathway Lead. Peter will be joining the Governors meeting to go through and answer any questions. |
| Discussion | <p>PC - We have just completed the first year of a 3 year project I started at Brackenfield whilst completing my Masters degree, we got additional funding for the project from Derbyshire County Council which we used to purchase bikes for the children.</p> <p>TT – These weren’t just any bikes, these were key for the children through Occupational Therapist in school meaning all children can access.</p> <p>PC – There is no child in school who can’t take part in the bikes, we want to run the club for the children who want to take part.</p> <p>We had a growing number of participants since the April start of the program. At the moment we have: Yoga: 14 Cricket: 9</p> <p>Due to the short school days, SEND schools in general struggle to incorporate a wide range of enriching activities in their curriculum. Extracurricular activities outside of school can be hard to find, and difficult to access for pupils and parents with additional needs, due to transport, funds, social stigmas etc. This highlights the need for us as a school to provide pupils and parents with an enriching and meaningful afterschool program that supportive of all stakeholders, in the hope that we will inspire other SEND schools to do the same. The use of external parties will allow the pupils to feel like valuable members of society and give them the confidence and aspiration to increase their hobbies and interests in the wider community. Alongside this, there will be an opportunity (based on parent interest), to provide parent support groups with the families and safeguarding team where they can get information around topics like online safety, discussing sex-ed at home, teaching personal hygiene etc.</p> <p>Expected outcomes include:</p> <ul style="list-style-type: none"> ● Improve student motivation by widening their views through varied range of activities. ● Positively impact the current curriculum model. ● Allows more flexibility and respite for parents with minimal financial pressure. ● Open up potential new CPD goals for staff. ● Offers opportunities for the local communities to meet and challenge stigmas around those with additional needs. Become an organisation that models inclusivity to its wider community and organisations with similar interest. <p>The feedback from parent/carers has been very positive.</p> |

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| | <p>We received funding from Active Partnership to allow us to run the programme without any additional fees, this was £11348. We hope to get an additional £8278 for year 2 and 3.</p> <p>The identified barriers are:</p> <ol style="list-style-type: none"> 1. Transport 2. Available support staff 3. Low community engagement 4. Equipment storage <p>Our next steps are:</p> <ul style="list-style-type: none"> • To advertise the programme locally - Circulate achievements, approach teachers, parents individually and contact local SEND provisions • Get more storage in school for the equipment - Apply for additional fund for bike storage facility and create space in existing storage for PE equipment • To extend the offer - To gain more interest and provide a wider offer look into and organise new after school activity. (Kin-ball, outdoor yoga, outdoor explorations) <p>TT – we have looked at extending contracts for staff but as they can only work 40hrs PW this has been a challenge which is why we have to rely on volunteers. PC has written a Job Description for a play worker for the school but they will require a large amount of specialist knowledge for our cohort of children. We are continuing to explore this as a school.</p> <p>PC – Yes this is a challenge for a Special school, we need to get out in the Community – We need to keep working on this in the community, I am part of the community meetings to get the school's name out there.</p> <p>Year 2 plan already in progress – Community Inclusion we are planning to take part in a competition in June 2024, we hope for Brackenfield to be one of the 10 schools to host.</p> <p>SP – Congratulations PC, this is great for the school</p> <p>TG – There is a variety of different sports, are we limited to the sports?</p> <p>PC – No we have run a student survey and Student voice, we are looking at running a football club</p> <p>EA – Well-done PC this is great</p> <p>MCJ – Do you have to apply for the funding every year?</p> <p>PC – Yes, the first year was £5000, we have hopefully got more funding for years 2 and 3, the money comes from Sport England.</p> <p>MCJ – Have they visited the school?</p> <p>PC – They are due to visit on the 6th Nov and another 13th Nov hopefully they will get to meet TT too.</p> <p>MCJ – It was nice to see the photos on the report.</p> <p>PC left the meeting.</p> <p>MCJ – This was great TT</p> <p>TT – Yes, this was great for the feedback for the families and offer the children more support, it is a difficult picture.</p> |
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| AGENDA ITEM 979 | Full Governors Minutes – 10th July 2023 |
| Notes: | <u>Full Governors Minutes – 10th July 2023</u> |

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| Discussion | Signed as a true and accurate record of the meeting |
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| AGENDA ITEM 980 | iPad Disposal |
| Notes: | The ICT Manager has requested governors approval to disposal if iPad serial number C92L26WCQ6 which was damaged by a pupil and has been deemed as uneconomical to repair due to the extensive damage. Please click HERE to view a photo of the damaged iPad. |
| Discussion | MCJ - Previously we have asked about preventing this but understand the risks of this happening. No further questions or concerns raised Governors approved the disposal of iPad serial number C92L26WCQ6. |

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| AGENDA ITEM 981 | Policies | | |
| Notes: | Group | Individual Policies to review | Governor to Review |
| | Educational | Personal development policy 23-24 | Ellen Atkinson |
| | | Supporting Behaviours Policy June 2023 | Mica Coleman Jones |
| | Finance | financial-regulations-procedures-and-roles-and-responsibilities September 2023 | Stephanie Pendlebury |
| GDPR and ICT | Acceptable Use of IT Policy | Michelle Farr/Traci Good | |
| Discussion | <p>Educational Policies:</p> <p>EA – Personal development policy – The Governors name on the front of the policy is incorrect.</p> <p>KM – This is the Governors who initially approved the policy which will stay at the top and any updates below.</p> <p>EA – Thank you for confirming, I am happy to approve this updated policy.</p> <p>MCJ – Supporting behaviours policy – The policy references other policies which are available and was Team Teach specific, reads like Team Teach was solo physical restraints, we need to advise this is also positive touch. The policy also references ‘Kind Hands’ this can abstract for some.</p> <p>MCJ to email the Senior leaders to go through the Supporting Behaviours policy.</p> <p>Finance Policy:</p> <p>SP Financial regulations Policy – No questions or concerns happy to approve the policy.</p> <p>GDPR and ICT policy:</p> <p>MF – Acceptable use of IT Policy - No questions or concerns happy to approve the policy.</p> <p>TG - No questions or concerns happy to approve the policy.</p> | | |

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| AGENDA ITEM 982 | Headteachers report and Dashboard |
| Notes: | <p>We require a Behaviour and Attitude Governor at school, due to MCJ’s background in Team Teach as a principal trainer would Governors agree to appointment MCJ to this role?</p> <p>Please use the following link to view the Headteachers report: SIP & HT Report 23-24 MER 1.pdf</p> <p>Here is a link to the full Dashboards, slides have been sent to individual Governors to allow full review and challenge: MER 1 Dash Board 23-24.pdf</p> |

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| <p>Discussion</p> | <p>TT – We require a Behaviour and Attitude Governor at school, it is our understanding that the next inspection will be a full inspection and we will have a deep dive into Behaviour and Attitude. We covered this previously with SLT but Governors will require to focus on QA. As SLT we are expecting a more informed approach needed from Governors so you will need to know a great deal Information in this area. MCJ – I am more than happy to be the named Governor alongside Step, we both work for Team Teach and are familiar in the framework schools use to support behaviours. I feel it would be beneficial for myself and MCJ to deliver some training to Governors on Team and to give a better and clear explanation. SP – from my perspective this makes sense. Key highlights from the framework. KM to plan in with MCJ and SP before the next meeting</p> <p>MCJ – Staff Survey results aren't present. TT – Yes this was sent out late this time and not all the results were not back in time. This is a generic survey and historically we sent out the same questions 4 times per year, now we send out pulse survey's. There was negative Feedback from the Ofsted question from 1 staff member who is angry at the school – Historically staff feel supported and the children are safe. There is clearly 1 member of staff who doesn't feel this at the moment. Actions from this is that the SLT have met with internal middle leaders to go through the questionnaire in detail and how we support staff wellbeing. Staff who feel let down are to receive more support from the middle leaders. SLT found that with UPD leave Middle leaders where not sure why their staff are off, sickness absence etc. The difficulties are with confidentiality and supporting staff is difficult to manage. The responses often came back as neutral which doesn't help – The responses have been updated to remove this option. Other factors effecting staff at the moment is that staff absence remains high, we have a number of bugs in the school – Post COVID knock on effect with children shielding and now we are living with COVID we need to be supportive of staff – Moving classes if not feeling right.</p> <p>We are moving to a new HR framework – staff have a number of working patterns early and late. Some work 31.33, 37 or 39 hours per week– Teachers completing the hrs, STLA and LSA weren't they where leaving early. I feedback to the staff individually through meetings with SLT link – This has reminded staff there contracted hrs.</p> <p>CL - It is the balance to work life and home life, most people admitted they may have been cheeky, there were a few staff who blamed the traffic which led me to have the discussions about making sure they left early. Most people weren't aware and thanked us for the clarification. Moving forward I believe there will be an improvement TT – This will be reference in the next Governors report as it happened in MER 2.</p> <p>MCJ – Worrying that we don't hear from the person ahead of an anonymous survey. We are trying to support staff but if they aren't there they can't do the work.</p> <p>TT – Whilst we are working running the analysis, there is a post COVID knock on about absence. It is challenging and we are trying to work with staff. The absence information was shared with staff on</p> |
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| | <p>the inset day, we need to make sure we have the offer for the children. Lots of schools are having similar issues. MCJ – It will be interesting to see if the New PWL supports staff and SLT in improving this.</p> <p>TT- Governor challenge on staff absence will be greatly appreciated. I attended a DFE Seminar last week around staff absence and it talked about a effected culture in school. We need to continue to follow the process.</p> <p>TT- Yes planned to make the changes but no time frame.</p> <p>MF – How do you manage this high absence? TT – We have a bank of relief and support staff. Today we had to cancel the Team Teach training today due to 15 staff members off sick, it wasn't enough staff to run the school. Previously we have had to close classes or disperse classes. It can also pull additional learning for the children as we have to pull therapies.</p> <p>TG – Online safety – Issues with YouTube. They are launching a platform to run in schools where it blocks the adverts. MF – Is there a fee? TG – No this is free to schools, I will chase up more information on implementation.</p> <p>TT – Monitoring and Filtering – Due to a high staffing ratio we are able to monitor this better, The Dongles and devised given out during COVID didn't have any filters.</p> <p>TG – Had long conversation with SE and DD and the school is manging well.</p> <p>GW – I have been in and spoken to JR about Attendance. Does the asking staff and children to come in when not feel well have a knock on effect in the rest of school? TT- Absolutely, when the children come in they passing it on to the adults. Reception and Year 1 had massive outbreak of Chicken Pox, we also have a high contingency of Pregnant staff in school who haven't had Chicken Pox.</p> <p>MCJ – It is hard to challenge when the SLT are so thorough in the report, feel that SLT know the challenge before we get chance to review the paperwork. I struggle with all the acronyms, these are always reference before they are used. EA – I have the same issues Action TT to take this SLT to make sure they use the full explanation before using an acronyms.</p> |
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| AGENDA ITEM 983 | Governor visit Feedback |
| Notes: | <p>MCJ - Governor visits Feedback - RHSE 03.07.23.pdf</p> <p>MF - Governor visits Feedback Oct 23 MF.pdf</p> <p>TG - Governor visits Feedback 360 audit 25.09.2023</p> <p>EA - Governor visits Feedback Personal Development and wellbeing 15.09.2023</p> |

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| <p>Discussion</p> | <p>MCJ - There have been more visits but these are for MER 2 and will be discussed during the next meeting</p> <p>TG – I have had virtual visits and we are doing the 360 review on Online safety, we are doing great in this area we should be proud of the school.</p> <p>MCJ – I was in for kindness day, I went into every classroom. Went into one class and they didn't feel like they knew what they were doing but they did really well.</p> <p>MF – Met with MU where we went through the Curriculum she gave me a thorough run down and better understanding.</p> |
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| <p>AGENDA ITEM 984</p> | <p>Governor training programme – Autumn 2023</p> |
| <p>Notes:</p> | <p>The following information was also shared on email 30th August 2023: Dear Chair & Colleague As we look forward to the new academic year we are pleased to attach our governor training programme for the autumn term 2023. This is being sent out to all chairs of governors and clerks to governors, so we hope you will forward it on to your governing board so that everyone is aware of the opportunities available to them. Please click on the links for more information on each event and to reserve a place. You can also find the training programme on our resources page on S4S.</p> <p>Bookings for all events are now open on S4S with the first event, Preparing for Ofsted, coming up soon on 19 September. Our recently developed networking events for SEND governors, clerks and chairs have been very successful and are featuring again this autumn. These sessions are different each term & cover topics which are the most pertinent at the time so we do hope you will join us for one that is relevant to your role. Our Course for new & prospective chairs takes place on 18 October and is timed to support those who have recently been elected to this important role.</p> <p>The date for our next Strategic Briefing is Tuesday 7 November. This will be an in-person event and is free of charge for subscribing schools. The topical presentations are designed to support your work as an effective Governing Board and all governors are very welcome to attend. It would be valuable to have all Governing Board's represented at this event which we are sure you will find worthwhile.</p> <p>Sessions in date order - all events begin at 6pm unless stated otherwise:</p> <p>Preparing for Ofsted - Tuesday 19 September</p> <p>Headteacher Performance Management- Thursday 28 September</p> <p>SEND Governor Network - Tuesday 10 October 6 - 7pm</p> <p>Welcome to Governance - Module 1 on Thursday 12 October; Module 2 on Thursday 19 October (<i>Governors should attend both modules</i>)</p> <p>Course for New & Prospective Chairs - Wednesday 18 October</p> |

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| | <p>Finance - Thursday 26 October</p> <p>Governor Strategic Briefing Autumn 2023 - Tuesday 7 November 5.30 - 7.00pm (<i>In-person event</i>)</p> <p>Clerks to Governors: An Essential Introductory Guide to Clerking - Wednesday 8 November 10.30am - 12.30pm (<i>In-person event</i>)</p> <p>Monitoring & Evaluation - Tuesday 14 November</p> <p>School Complaints Procedure - Thursday 16 November</p> <p>Welcome to Governance - Module 1 on Tuesday 21 November; Module 2 on Tuesday 28 November (<i>Governors should attend both modules</i>)</p> <p>Clerk's network - Wednesday 22 November 6 - 7pm</p> <p>Preparing for Ofsted - Thursday 23 November</p> <p>Chair's Network - Tuesday 28 November 6 - 7pm</p> <p>Equality Act 2010: The New Ofsted Framework and its Expectations - Wednesday 6 December</p> |
| Discussion | KM – Still waiting for an update from Governor support on bespoke Finance training for the Governing body. |

| DATE OF NEXT MEETING/S | | | | |
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| Discussion: | Date of meeting | Time | Date papers will be circulated | Focus |
| | 23rd October 2023 | 17.00 | 13 th October 2023 | MER 1 Feedback |
| | 27th November 2023 | 17.00 | 17 th November 2023 | Mid-Year Budget |
| | 29th January 2024 | 17.00 | 19 th January 2024 | MER 2 Feedback |
| | 15th April 2024 | 17.00 | 27 th March 2024 | MER 3 Feedback and Budget Ratification |
| | 17 th June 2024 | 17.00 | 7 th June 2024 | MER 4 and Summative Feedback for Year and Setting SIP-SEF 2024-2025 |
| | 15 th July 2024 | 17.00 | 8 th July 2024 | Agreeing Committee structure and annual forms |

Questions from the new Governance Handbook January 2017 in relation to finance that governors may wish to use:

- Are resources allocated in line with the organisation’s strategic priorities?
- Does the organisation have a clear budget forecast, ideally for the next three years, which identifies spending opportunities and risks and sets how these will be mitigated?
- Does the organisation have sufficient reserves to cover major changes such as re-structuring, and any risks identified in the budget forecast?
- Is the organisation making best use of its budget, including in relation to planning and delivery of the curriculum?

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- Does the organisation plan its budgets on a bottom up basis driven by curriculum planning (i.e. is the school spending its money in accordance with its priorities) or is the budget set by simply making minor adjustments to last year's budget to ensure there is a surplus?
- Are the organisation's assets and financial resources being used efficiently?
- How can better value for money be achieved from the budget?
- Is the organisation complying with basic procurement rules and ensuring it gets the best deal available when buying goods and services in order to reinvest savings into teaching and learning priorities?
- Is the organisation taking advantages of opportunities to collaborate with other schools to generate efficiencies through pooling funding where permitted, purchasing services jointly and sharing staff, functions, facilities and technology across sites?