

| FULL GOVERNING BODY MEETING                 |                            |
|---|----------------------------|
| Agenda <input type="checkbox"/>             |                            |
| Minutes <input checked="" type="checkbox"/> |                            |
| Date  | 16 <sup>th</sup> June 2025 |
| Venue                                       | 5pm Microsoft Teams        |

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

| AGENDA ITEM<br>1076 | Welcome and Apologies for absence |  |   |
|---------------------|-----------------------------------|--|---|
| Notes               | GOVERNOR                          | REASON                                       | ACCEPTABLE  |
|                     | Michelle Farr                     | None received – KM to check in with Michelle | Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> |

| GOVERNOR          | ROLE                  | IN ATTENDANCE                       |
|-------------------|-----------------------|-------------------------------------|
| Gemma Watts       | Chair                 | <input checked="" type="checkbox"/> |
| Trish Turner      | Executive Headteacher | <input checked="" type="checkbox"/> |
| Chloe Lawrence    | Staff Governor        | <input checked="" type="checkbox"/> |
| Michelle Farr     | LA Governor           | <input type="checkbox"/>            |
| John Roberts      | Co-opted Governor     | <input checked="" type="checkbox"/> |
| Ellen Atkinson    | Co-opted Governor     | <input checked="" type="checkbox"/> |
| Traci Gregory     | Vice Chair            | <input checked="" type="checkbox"/> |
| Fern Mee          | Parent Governor       | <input checked="" type="checkbox"/> |
| Kimberley Maycock | Clerk                 | <input checked="" type="checkbox"/> |

| AGENDA ITEM<br>1077 | Declaration of any pecuniary and/or personal interest to any agenda items |
|---------------------|---|
| Discussion:         | None received   |

| AGENDA ITEM<br>1078 | Declarations of AOB  |
|---------------------|--|
| Discussion:         | <p>1. Please see links to Governor Visits Monitoring and Evaluation Record from Gemma Watts, these were missed off the initial Agenda:</p> <p><a href="#">GW governor visit 3.2.25.pdf</a></p> <p><a href="#">GW governor visit 10.2.25.pdf</a></p> <p><a href="#">governor visit 20.5.25.pdf</a></p> <p><a href="#">governor visit 20.5.25 part 2.pdf</a></p> |

[Governor visit 20th May Part 3.pdf](#)

GW reminded all Governors to complete the Governor Visits Monitoring and Evaluation Record following any visit or meeting with staff at school even if informal.

2. Senior Leaders have been trialing the use of AI (Artificial Intelligence) to take notes for meetings - <https://teams.microsoft.com/l/app/69219e39-2023-4fa6-a058-dae106f958f6?source=app-details-dialog> Kim Maycock, Clerk to Governors would like to trial this for the minutes for this Governors meeting – Do all Governors agree to using AI?

TG - Thanks for the message regarding the potential use of AI to minute Governors' meetings. I can see the appeal of using AI tools to save time and increase efficiency, and it's great to see innovation being explored, so before I start, let me say that I am a big fan of AI and its time saving capabilities. However, I would advise caution, especially when confidential or sensitive information may be discussed (sometimes inadvertently). There are several key risks to be aware of:

1. Data Privacy and Confidentiality  
AI tools may store or process data in the cloud, often outside the UK. This poses potential risks around GDPR compliance and the security of personal or sensitive information. We could be sitting on a GDPR/ICO timebomb. I have already dealt with a case where a school has been reported to the ICO for a data breach directly linked to AI.
2. Data Ownership and Storage  
It is not always clear who owns the data once it has been processed by AI. Some platforms retain data to improve their systems, which may not align with school or trust data policies. Do we want our school data being used to train a LLM?
3. Risk of Inaccuracy  
AI-generated summaries can misinterpret context, tone, or nuanced discussion, which could lead to inaccuracies in the formal record, this could be particularly problematic in meetings where decisions have legal or safeguarding implications. As an adult with ASD, my comments are often painfully direct, this leads to very distinct possibility of words being taken out of context.
4. Platform Security  
Not all AI platforms meet the security standards required in education. A breach could expose highly sensitive data. has this been mapped against the new DfE guidance that was issued last week?
5. Compliance with Statutory Duties  
Using AI without a proper risk assessment may contravene obligations under GDPR, the Education Act, or Keeping Children Safe in Education.
6. Ethical Considerations and Transparency  
Some Governors or staff (myself included) may feel uncomfortable being recorded or transcribed by an AI tool. This could impact trust or openness in meetings, and we cant agree not to talk about sensitive or confidential data prior to a meeting starting as we don't know where conversations may take us.
7. Policy and Statutory Guidance

This will also need to be considered, how does this align with our own policies and has this been mapped against the new DfE guidance that was issued last week? (I will check these later on today).

If a trial is to go ahead, I would strongly recommend the following safeguards:

- A full Data Protection Impact Assessment (DPIA) should be completed in advance.

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>Only use platforms with appropriate security and UK/EU data residency options ('Safe Harbour').</li> <li>We should be very wary of third party options which may look safe because they are linked to, for example, Teams as a plug in.</li> <li>A human must review and edit any AI-generated notes before they are shared.</li> <li>Include a clear statement that AI note-taking has been used and ensure that all participants are aware prior to a meeting starting and can opt out if they wish.</li> <li>Avoid recording or inputting any personal, safeguarding, or confidential information into the AI tool.</li> </ul> <p>Whilst I am not against using AI in this way, we need to take a careful and balanced approach and ensure that all of the conditions above are met. Just because something is whizzy and a timesaver doesn't mean it is safe for us to use. I am hoping that this has not been used in school already without proper safeguards in place.</p> <p>Action for KM to arrange a meeting with TG and Senior Leaders with ICT Manager to review options</p> |
|--|--|

| AGENDA ITEM<br>1079 | Minutes of the Full Governors meeting 24 <sup>th</sup> March 2025  |
|---------------------|--|
| Notes:              | Please click <a href="#">HERE</a> to review the minutes of the Full Governors meeting 24 <sup>th</sup> March 2025. |
| Discussion:         | Signed as a true and accurate record of the meeting  |

| AGENDA ITEM<br>1080 | Policies to be reviewed                              |   |                    |
|---------------------|--|---|--------------------|
| Notes:              |  |   |                    |
|                     | Policy Group   | Policy Title  | Governor to Review |
|                     | Curriculum Policies                                  | <a href="#">SEND Policy.docx</a>                                    | Michelle and Fern  |
|                     |  | <a href="#">Understanding and Supporting Behaviours Policy.docx</a> | Michelle and Fern  |
|                     |  | <a href="#">Total Communication Approach Policy.docx</a>            | Michelle and Fern  |
|                     |  | <a href="#">Employment and Careers policy.docx</a>                  | Ellen              |
|                     |  | <a href="#">EYFS policy.docx</a>                                    | Michelle and Fern  |
|                     |  | <a href="#">Open Awards Policy.docx</a>                             | Michelle and Fern  |
|                     |  | <a href="#">Literacy Policy.docx</a>                                | Michelle and Fern  |
|                     |  | <a href="#">Provider Access Policy.doc</a>                          | Michelle and Fern  |
| Finance Policies    | <a href="#">Charging and Remissions Policy .docx</a> | John  |                    |
|                     | <a href="#">Debit Card Policy.docx</a>               | John  |                    |

Minutes of the FGB meeting 16<sup>th</sup> June 2025  
Of Brackenfield School

Signed 

Date: 30<sup>th</sup> June 2025

|                    |  |   |                 |
|--------------------|--|---|-----------------|
|                    |  | <a href="#">Private School Fund .docx</a>                               | John            |
|                    | Health and Safety Policies   | <a href="#">Health &amp; Safety Policy.docx</a>                         | Chloe           |
|                    | HR Policies  | <a href="#">ECT policy.docx</a>   | All Governors   |
|                    |  | <a href="#">Lettings Policy.docx</a>                                    | All Governors   |
|                    |  | <a href="#">Professional Boundaries policy (parents are staff).docx</a> | All Governors   |
|                    |  | <a href="#">Staff induction Policy.docx</a>                             | All Governors   |
|                    |  | <a href="#">Workload policy.docx</a>                                    | All Governors   |
|                    | Safeguarding Policies  | <a href="#">Anti bullying policy.docx</a>                               | Traci and Gemma |
|                    |  | <a href="#">Extremism and Radicalisation policy.docx</a>                | Traci and Gemma |
|                    |  | <a href="#">Wellbeing and Mental Health Policy.docx</a>                 | Ellen           |
| <b>Discussion:</b> | <p>All governors confirmed they have read through the policies allocated to them.<br/> <b>JR asked about the checklist in the Private School Fund policy and if this is used.</b><br/> <b>KM to speak with policy owner, Natalie Collins for clarification.</b></p> <p>No further questions all policies approved by the Governing Body.</p> |   |                 |

|                         |   |
|-------------------------|---|
| <b>AGENDA ITEM 1081</b> | <b>Summertime Headteachers Report and MER 3 Dashboard.</b><br><b>Highlighted actions to be discussed in meeting</b>   |
| <b>Notes:</b>           | <p>Please <a href="#">CLICK HERE</a> to view the Summative SIP &amp; Headteacher report for MER 3 2024/2025</p> <p><b>TT to present new appointments to Governors during meeting.</b></p> <p>Embedding play approaches as vehicle for learning (OPAL/ continuous provision)- <b>This will be one of the key areas on next years School Improvement Plan.</b></p> <p><b>TT- to discuss with Governors, partnership working with Raleigh Trust.</b></p> <p><b>Governors to agree risk, to enable portacabins to be installed ready for September. Risk of £350k 9to take into account contingency of £100k in budget and the rest allocated from infill pot. Can not proceed and make a decision regarding this until tender closes on the infill on 23<sup>rd</sup> of June- extraordinary governors meeting to follow this date.</b></p> <p>Please <a href="#">CLICK HERE</a> to view the Summative Headteacher Summary report for MER 3 2024/2025<br/> <b>Governors to feedback on new reporting system now established.</b></p> |

|                           |  |
|---------------------------|--|
| <p><b>Discussion:</b></p> | <p>TT confirmed the new leadership appointments – Sophie Evitts and Tim Barker as Heads of Site, Sophie will oversee the new Orchid site and Tim the main site. Josie Jeffries has been appointed externally as a Deputy Headteacher and comes with over 20 years' experience working in SSEN, Chloe Lawrence has been appointed as Assistant Head and Martha Gerring-Smith will be joining as Associate Leader.</p> <p>Deputy Head recruitment ongoing and working towards a start date from January 2026. TT will be working with the Leadership team in upskilling, data and how they lead.</p> <p>Brackenfield will be working with OPAL (Outdoor Play and Learning) to enhance outdoor play around school. This written into both the SIP (School Improvement Plan) and SEF (School Evaluation Framework) for 2025/2026. There emphasis is on risky play and child development. The programme costs £5,000 over 18 months and we need governors to participate and support.</p> <p><b>EA – Where are the OPAL based?</b><br/> TT – National Based programme but they have regional teams.</p> <p><b>EA - Is it a charity or government funded?</b><br/> TT – No but there are 100's of schools nationally using this, they are working with Ashlea school and St Claires school.</p> <p>EA – I think this great for the children to teach them how to take risks<br/> GW – I have spoken with Victoria as a link so am happy to take this on<br/> EA – This is a great link in with the TSI training and I would like to be involved but couldn't lead on this at the moment.</p> <p><b>KM to invite OPAL Team to present to Governors.</b></p> <p>Outlook Site will be named Brackenfield Orchard and the Class names will reflect fruit trees. There is a consultation ongoing for naming the main site we are thinking either The Glade or The Grove.<br/> <b>KM to send out the consultation to Governors.</b></p> <p>Partnership with Raleigh Trust – Sean Kelly was one our inspectors during OFSTED who is the CEO of Raleigh Trust. They are a like minded set of schools to Brackenfield SEND School, TT has met with all the leaders at Raleigh Trust and our Senior Leaders are working with their Heads around Quality Assurance. There are no plans for academisation at the moment but more along the lines of partnership like a federation.</p> <p>GW – TT and I have spoken about this, I don't feel a need for the school to form an academisation but more working partnership to share skills, knowledge and experience.<br/> EA – For them to learn from us as well.<br/> CL - More of a collaborative trust?<br/> TT – I am keen for Governors to meet the staff and ask the questions. Where possible for Governors to visit one of their sites.<br/> JR – I have been through this with another school the short initial collaboration was vital, from previous experience the talking before signing up was the key element.<br/> TT – Our current collaborating schools are miles away – London and Sunderland<br/> All Governors are supportive of partnership for mutual learning.</p> <p>TT reached out to the parent Governors for feedback on Communication and Reporting.</p> |
|---------------------------|--|

|  |  |
|--|--|
|  | <p>FM – Boop has previously been hard to navigate but the new system has been really positive. Personally, I have found this really useful.</p> <p>GW – It has been helpful to have this information prior to the parents meeting and they give you the opportunity to mould the targets. The Transition was seamless.</p> <p>TG – Are parents aware this was generated by the previous Teacher and not the new teacher?</p> <p>TT - Yes</p> |
|--|--|

| DATE OF NEXT MEETING/S     |       |                                |   |
|----------------------------|-------|--------------------------------|---|
| Date of meeting            | Time  | Date papers will be circulated | Focus   |
| 30 <sup>th</sup> June 2025 | 17:00 | 20 <sup>th</sup> June 2025     | Agreeing new SIP / SEF 2025/2026 & agreeing structure |

**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?
- 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?