



NORTH KIDLINGTON SCHOOL

Head Teacher: Ms Emilie Fidler

Chair of Governors: Ms Christabel Ashby

Nurturing potential, growing success

MINUTES

Full Governing Board (FGB) meeting held on Tuesday 15th November 2022 at 7pm at school

Present

Christabel Ashby – Chair
 Carol Carter
 Keri Dallimore-Gray, from 7.25pm
 Amanda Darley
 Kapil Divecha
 Emilie Fidler
 Alastair Hosier
 Jo Hunt, from 7.20pm
 James Philpott
 Rebecca Pyrah
 Alex Reip
 Charlotte Screnock
 Brenda Williams

Co-Opted
 Co-Opted
 Co-Opted
 Co-Opted
 Parent
 Head Teacher
 Co-Opted
 Staff
 Parent
 Parent
 Parent
 Co-Opted
 LA

In attendance – Zoe Claxton (deputy head), until 7.20pm, Sarah Müldür (SENCo), until 7.35pm, Bryony Thomas, clerk

Apologies – Jackie Garlick (vice-chair, co-opted)

Confirmation of quorum – quorum was met

No.	ITEM
1	Welcome and apologies for absence Christabel welcomed everyone to the meeting. Apologies were received and accepted from Jackie. Keri and Jo joined the meeting as soon as they had finished their parent consultations.
2	Declarations of interest There were no new declarations of interest.
3	Notification of any urgent business No additional urgent business was raised.
4	Attendance management update – Zoe Claxton Zoe had been invited to the meeting to brief governors on attendance management following the new government guidance issued in September. The attendance policy had been circulated prior to the meeting.

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	The school had majorly focused on attendance in 2019, developing a strategy to work with parents to achieve a 97% attendance rate (Oxfordshire County Council's target for schools is 96%). Attendance improved markedly and then the pandemic started. Attendance figures fluctuated widely, with pupils off for COVID-related reasons and changes in the way COVID was reported over the pandemic period. Attendance is now stabilising and is almost at pre-Covid levels at just over 96%. The school's aim is still to work with parents in managing attendance. All children have a legal right to a fulltime education, but to focus on 100% attendance does not allow for illness and can have a negative effect on pupil and parent morale. Working with the county attendance team, a flowchart and hierarchy of letters have been developed to use in cases of persistent absence, but each child's case is carefully considered before any actions are taken, with a gentle nudging approach preferred initially, starting with the office staff on reception and the class teacher noticing any patterns of absence and chatting to parents. A summary table of responsibilities for school attendance was circulated, together with a flowchart 'working together to improve attendance'. The school policy incorporates the requirements of the new guidance, and Zoe is currently on the Oxfordshire strategy group writing a countywide policy for attendance. This involves working with a wide range of schools and has proved very insightful. She also works with the Kidlington partnership of schools on attendance. At present, the school has no pupils with severe absence (attendance below 50%). The school prefers not to issue fines for unauthorised absence, which is a very negative approach and can be challenging administratively. Governors commented on the positive approach when they have sat in on attendance meetings with parents, which have looked at addressing the barriers to attendance. <i>Q: Are there any children that have stayed at home for home schooling since the pandemic?</i> <i>A: No, although this is a big problem in Oxfordshire.</i> Jo joined the meeting at this point. The terminology of parent contracts is not liked, as the phrasing can be intimidating to parents. However, on occasion the gentle nudging approach is not sufficient. Governors expressed their delight at the good attendance figures and thanked Zoe for all her hard work. She then left the meeting.
5	Safeguarding
5.1	Keeping Children Safe in Education review – Sarah Müldür Sarah had been invited to the meeting to inform governors of the changes to Keeping Children Safe in Education (KCSiE). This is updated annually in August, and as designated safeguarding lead (DSL), Sarah reviews the document so that she can inform staff and governors of the changes since the previous year's version. The document is 175 pages long, and is made up of five parts and three annexes. Teachers and practitioners working with children are expected to read part 1 and Appendix B. Governors are referred to throughout. The documents, together with the safeguarding policy, are always available on the safeguarding board in the community room. Sarah then took governors through the main changes they should be aware of, and her paper is attached to these minutes as Appendix A.

	Keri joined the meeting at this point. <i>Q: Are there copies of the policies for parents in reception?</i> <i>A: No, they are on the website and safeguarding board, but can be printed from reception too.</i> <i>Q: Do we need to sign that we have read the changes to KCSiE on GovernorHub?</i> <i>A: No, there is just a section to sign that you have read KCSiE.</i> Rebecca informed governors that she has received safer recruitment training for work, which may be of value to the school. Governors recognised the work that Jackie does on behalf of governors with regard to safeguarding, and thanked both her and Sarah for the amazing job that they do. Sarah then left the meeting.
5.2	Approval of the Annual Safeguarding Report* Some minor corrections had already been emailed to Emilie and added to the report. There was one minor further amendment to ensure that Jackie is referenced under involvement of governors. Subject to this addition, the report was approved.
6	Approval and signing of the minutes from the previous meeting (held 27th September 2022)* The minutes were approved, with no amendments, and signed as a true record of the meeting.
7	Matters arising from the minutes not arising elsewhere AP1 – Governors had completed the declaration of interests section on GovernorHub. Governors who have not yet completed level 2 safeguarding training, or where their training is due for renewal shortly, will either undertake training with the staff, if available, or sign up for the Governor Services training session in January. AP1 AP2 – With regard to finalising the document for the council requesting an additional classroom in Early Years, there is more work to be done. AP2 Christabel is planning a sequence of visits to Apple class, to act as an additional teaching assistant (TA), to ensure that she has a sufficient grasp of the deficit of space. Alex has measured out the current space and what is required, and is waiting for a quote for the classroom needed, before applying for grants and any other sources of funding available. The document will not be submitted to the council until it is known how much the school can raise itself. AP3 – Christabel was unable to gain feedback from Stephen from his health and safety site walk before he finished as a governor. James is now health and safety governor and will complete training with Governor Services and then visit the site, the date of which is already planned. AP3 AP4 – Pay and personnel committee (P&P) is still to complete a stress audit of the staff using a tailored questionnaire suitable for the school environment. AP4 The January meeting has been set aside for drafting the questionnaire, and Emilie will absent herself from the part of the meeting that will address this. Governors recognised that completion of questionnaires can be stressful in itself, and Rebecca is happy to volunteer to have meetings with staff who would prefer to discuss how they are than complete a questionnaire. The questionnaire will be for all staff and kept short. Rebecca was invited to attend the P&P meeting in January. AP5 – Emilie and Keri are currently drafting the new uniform policy to incorporate the new government guidance, as well as the planned changes to school footwear guidance. They are on track for their January deadline. The new uniform policy will be sent to governors for the next meeting. AP5

	AP6 – Alex and Carol attended exclusions training and the presentation has been added to GovernorHub. It became clear at the training that no governor who is a parent should sit on any panel convened, and another non-parent governor was asked to volunteer to do the training. AP7 and 8 – Governors had confirmed that they will abide by the approved code of conduct using the declarations section on GovernorHub and most have read the child protection and safeguarding policy on GovernorHub. AP9 – Bryony checked with Governor Services what parts of Keeping Children Safe in Education governors are required to read, who suggested governors should read the entire document. It was agreed, however, that governors should read appendix 1 (unless they have already read part 1) and part 2. Next year they should read part 2 and Sarah’s summary of changes within the document. AP10 – Bryony checked with Governor Services whether the training session on preparing for Ofsted running today can be recorded, which it can’t. Governors, if possible, will therefore attend the next training session on preparing for Ofsted on 8th February.
8	Discuss headteacher’s written report, including progress on the school improvement plan* Details of staff training will be emailed to governors once available. AP6 A high level of training has been completed. There were no questions and governors thanked Emile for the quality of the report. No further areas of information are required. Governors expressed their unhappiness that schools have been forced to purchase new phonics programmes when funding is so tight, meaning that there are not always enough of the new reading books required by the scheme. On a more positive note, parents have welcomed the new scheme, finding it easier to use at home.
9	Update on breakfast and after-school clubs The clubs are proving very successful. On several evenings the Burrow has been full with a total of 45 children attending. The office is now looking at a new booking and charging system. The staff running the clubs are excellent, and there are several TAs on call to help with the first hour on busy nights. Magpies has now closed its breakfast and after-school provision. The nursery opens Monday-Wednesday. Governors who had witnessed the Burrow in action were very impressed. The clubs have become very much part of the culture of the school, and one staff member has volunteered to run a Christmas craft stall at the club.
10	Update on new vision and culture Parents, governors, staff and the school council representing the pupils have all now voted on their favourite of the five possible straplines. The strapline that has been chosen is: <i>nurturing potential, growing success</i> and this will now be disseminated within the school community. The behaviour policy plays a key role in determining the culture within the school and a new one is being developed – see item 12.1 below.
11	Approve committee reports
11.1	P&P – 18th October 2022* Deferred to the next meeting.

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11.2	Confirmation of pay report from P&P The committee had met with Emilie to discuss staff appraisals and were happy to approve recommendations for progression.
11.3	Finance and premises (F&P) – 19 th October 2022* The October F&P meeting was very depressing. There is no additional funding to cover the soaring energy bills and staff pay rises and the school will not be carrying forward what it had hoped. The same picture is seen across the country, and governors at the F&P meeting had discussed ways of trying to raise additional money. <i>Q: What happens if there is no money?</i> <i>A: Schools in deficit still continue, but the bursar is required to produce very detailed financial reports each month.</i> Maintenance of the premises will have to be scaled back, and the school will need to be creative on sports day, as the school playing field needs flattening. The music provision may need to be cut, and staff cuts are also a possibility if more funding is not forthcoming. Hiring out the school to someone who would run a holiday club could raise some money. Alex will liaise with the energy team at the council to see if it is feasible to rent the roof out for solar panels, particularly now the Key Stage 2 roof has been replaced. AP7 Nina, the school bursar, was thanked for her amazing work in managing the school finances.
11.4	Curriculum – 8 th November 2022* Deferred to the next meeting.
12	Ratification of policies
12.1	Behaviour policy The school behaviour policy is very important in determining school culture and therefore needs to be right. It also needs to cover all statutory requirements. Using The Key's behaviour policy checklist, based on Department for Education advice, as well as advice from the Crisis Prevention Institute, Emilie has written a first draft of the new behaviour policy which she brought to the meeting. Governors went through this policy section by section, making suggestions for revised wording and order, querying and challenging some of the statements. Their comments were extremely helpful and the same process will be done with staff. Once all comments have been incorporated, a revised draft will be circulated. AP8
12.2	Attendance policy 2021-24 (circulated previously by email)* Approved.
12.3	Children with health needs who cannot attend school policy (circulated previously by email)* Approved.
12.4	Complaints procedure (circulated previously by email)* Approved.
12.5	Data protection (including biometric information) (circulated previously by email)* Approved.
12.6	Social media policy (circulated previously by email)* Approved.
12.7	Staff code of conduct (circulated previously by email)* Approved.
13	Health and safety update, including staff welfare

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	The school is currently a building site while the Key Stage 2 roof is being replaced, but is running well despite this. Staff are tired, but this week has had parent evenings.
14	Governance updates
14.1	Governor visits Rebecca has made a visit to the school to see PE and her report has been uploaded onto GovernorHub. Brenda has also been into school and her report is on GovernorHub. Further visits are in the pipeline and governors were encouraged to upload their reports so that everyone has access to them.
14.2	Governor training completed This has already been discussed.
15	Any other business This was Amanda's last meeting before she steps down at Christmas and she was thanked for all her hard work over the last 5 years. She will be much missed.
	Meeting closed at: 9pm
ACTION POINTS AP1 – Governors who have not yet completed level 2 safeguarding training, or where their training is due for updating shortly, will either undertake training with the staff, if available, or sign up for the Governor Services training session in January. AP2 – With regard to the additional classroom in Early Years, Christabel is planning a sequence of visits to Apple class, to act as an additional teaching assistant, to ensure that she has a sufficient grasp of the deficit of space. Alex has measured out the current space and what is required, and is waiting for a quote for the bigger classroom, before applying for grants and any other sources of funding available. The document requesting an additional classroom will not be submitted to the council until it is known how much funding the school can raise itself. AP3 – James as health and safety governor will complete training with Governor Services and then visit the school site. AP4 – The January meeting of P&P will draft the stress audit questionnaire for use with all staff. AP5 – The new uniform policy will be sent to governors for the next meeting. AP6 – Emilie to email details of staff training to governors once available. AP7 – Alex to liaise with the energy team at the council to see if it is feasible to lend the roof out for solar panels. AP8 – Emilie to circulate a revised draft of the behaviour policy, incorporating governor and staff suggestions.	

*Indicates paperwork circulated for this item. *Italic text highlights governor questions, and the answers given.*

NB: All policies must be reviewed with reference to the approved equality duty statement.

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Appendix A

Changes to KCSIE – September 2022

Key areas:

Child on Child Abuse with particular emphasis on **Sexual Violence and Sexual Harassment**

Domestic Violence

Mental health

(For Governors) Safer recruitment

Role of DSL – governors and staff

Terminology

1. **Victims and perpetrators**

Be careful when using these terms:

victim – *‘It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.’*

perpetrator(s). *‘Schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well.’*

2. **Peer-on-peer** has been replaced with **child-on-child**.

3. Clinical Commissioning Groups has been changed to Integrated Care Systems.

4. Children’s social care has been changed to Local authority children’s social care.

Changes to Part 1

What school and college staff need to know

Paragraph 19 – All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful.

For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation, or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication

What school and college staff should look out for

Domestic Abuse

Paragraph 43 – Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. It covers types of abuse such as psychological, physical, sexual, financial, or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

Outside of Part 1 but have relevance for school staff

Child-on-child abuse

Paragraphs 155 and 156 – All staff should recognise that children are capable of abusing other children (including online). All staff should be clear about their school's or college's policy and procedures with regard to child-on-child abuse.

Children with special educational needs and disabilities or health issues

Paragraphs 199-200 Any reports of abuse involving children with SEND will require close liaison with the designated safeguarding lead (or deputy) and the SENCO or the named person with oversight for SEND in a college.

Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place.

Children who are lesbian, gay, bi, or trans (LGBT)

Paragraph 204 – Children who may be LGBT should have a trusted adult who they can be open with.

Importance of teaching RHSE

Paragraph 129 – In schools, relevant topics of **safeguarding** will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). Schools must have regard to the statutory guidance.

Paragraph 130 – Schools and colleges play a crucial role in preventative education. Preventative education is most effective in the context of a whole-school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and **sexual violence/harassment**. The school/college will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life.

These will be underpinned by the school/college's **behaviour policy and pastoral support system**, as well as by **a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum**. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities).

This program will tackle at an age-appropriate stages issues such as:

- Healthy and respectful relationships.
- Boundaries and consent.
- Stereotyping, prejudice and equality.
- Body confidence and self-esteem.
- How to recognise an abusive relationship, including coercive and controlling behaviour.
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so called honour-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support.

- What constitutes sexual harassment and sexual violence and why these are always unacceptable.

As set out in **Part one, Part two and Part four** of KCSIE, it is important that all staff understand the **process and procedures** to follow if they have a safeguarding concern about another staff member, i.e. allegations policy (website)

Part 5: Child-on-child sexual violence and sexual harassment

Information from the publication **Sexual Violence and Sexual Harassment Between Children in Schools and Colleges** has been integrated into KCSIE

What schools and colleges should be aware of

Paragraph 446 - **there is a zero-tolerance approach to sexual violence and sexual harassment**, that it is never acceptable, and it will not be tolerated. It should never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. Failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.

Recognising, acknowledging, and understanding the scale of harassment and abuse and **that even if there are no reports it does not mean it is not happening**, it may be the case that it is just not being reported.

Challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

Paragraphs 454 – 457 – Problematic, abusive and violent sexual behaviour is developmentally inappropriate for children and may cause developmental damage. A useful umbrella term is **“harmful sexual behaviour” (HSB)**. The term is used now in child protection. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB should be considered in a child protection context.

Early Help

Paragraph 492, DSLs (and their deputies) will need to familiarise themselves with the **Oxfordshire Threshold of Needs** document which includes the process for the local early help assessment and the type and level of early help services to be provided. NB Fulfilling Levels 1,2a,2b &3a may trigger a MASH referral

Remote Learning

Paragraph 139 – Schools and colleges are likely to be in regular contact with parents and carers. Those communications should be used to reinforce the importance of children being safe online and parents and carers are likely to find it helpful to understand what systems schools and colleges use to filter and monitor online use. It will be especially important for parents and carers to be aware of what their children are being asked to do online, including the sites they will be asked to access and be clear who from the school or college (if anyone) their child is going to be interacting with online

Annex B: Further Information

Children and the court system

Making **child arrangements** via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online **child arrangements information tool** with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation, ‘honour’-based abuse or risk of forced marriage.

Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. **It is important that staff are aware of their school’s or college’s unauthorised absence and children missing from education procedures.**

Mental Health

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children’s experiences can impact on their mental health, behaviour, and education.

More information can be found in the **Mental health and behaviour in schools guidance**.

Additional advice and support

Some linked to resources have been added in this section:

- **County Lines Toolkit For Professionals** – The Children’s Society in partnership with Victim Support and National Police Chiefs’ Council.
- **Harmful Sexual Behaviour Support Service | SWGfL** – provides expert-led advice and guidance in tackling harmful sexual behaviours to professionals working with children and young people.
- **The Marie Collins Foundation** – charity that, amongst other things, works directly with children, young people, and families to enable their recovery following sexual abuse.
- **Supporting practice in tackling child sexual abuse – CSA Centre** Centre of Expertise on Child Sexual Abuse has free evidence-based practice resources to help professionals working with children and young people to identify and respond appropriately to concerns of child sexual abuse.

For Governors

Legislation and the Law

Paragraph 81 – Governing bodies should ensure that **all governors** receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that

the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

Paragraphs 82-93 – There is new information regarding the Human Rights Act 1998 (HRA), the Equality Act 2010 and the Public Sector Equality Duty. The new sections make the link between these legal duties and safeguarding.

Governing bodies and proprietors should be aware of their obligations under the **Human Rights Act 1998, the Equality Act 2010**, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements

Allegations against staff

Paragraph 152 – Governing bodies and proprietors should ensure there are procedures in place, as described in paragraphs 71 and 72, for staff to report concerns or allegations that may meet the harm threshold about staff members (including supply staff, volunteers, and contractors). These should be addressed as set out in Section one of Part four of KCSIE

Governing bodies and proprietors should ensure that their **child protection policy includes:**

- Procedures to minimise the risk of child-on-child abuse.
- The systems in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.
- How allegations of child-on-child abuse will be recorded, investigated, and dealt with
- clear processes as to how victims, perpetrators and any other children affected by child-on-child abuse will be supported.
- A recognition that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.
- A statement which makes clear there should be a zero-tolerance approach to abuse, and it should never be passed off as “banter”, “just having a laugh”, “part of growing up” or “boys being boys” as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
- Recognition that it is more likely that girls will be victims and boys’ perpetrators, but that all child-on-child abuse is unacceptable and will be taken seriously.
- The different forms child-on-child abuse can take.

Part 3: Safer Recruitment

Application Forms

Paragraph 214 – Reiterates that schools and colleges should only accept copies of a curriculum vitae alongside an application form. **A curriculum vitae on its own will not provide adequate information**

Shortlisting

Paragraph 220 – As part of the shortlisting process, schools and colleges should consider carrying out an online search as part of their due diligence on the shortlisted candidates. This

may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview.

OSCB suggested adding to the Self-Declaration: ***Is there anything online or in the public domain that may need to be disclosed.***

Part 2: Online Safety: Filters and Monitoring

Paragraph 140 – clarity on the role of governors and proprietors when considering filters and monitoring and ensuring the effectiveness is regularly reviewed:

Governing bodies and proprietors should be doing all that they reasonably can to limit children's exposure to risks from the school's or college's IT system. As part of this process, governing bodies and proprietors should ensure their school or college has appropriate filters and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

Governing bodies and proprietors should consider the age range of their children, the number of children, how often they access the IT system and the proportionality of costs versus safeguarding risks