

**Biddenham International School & Sports College: Minutes of a meeting of the Full Governing Board (FGB)
held on Wednesday 23rd November 2022 at 7.00pm**

Governor	Position	Attendance 2022/2023	Present
David Bailey	Head Teacher (Ex-Officio)	2/2	David Bailey (DB)
Carole Bell	Co-opted Governor (Chair of Governors)	2/2	Carole Bell (CB)
Abdul Shakoor	Staff Governor	1/2	
Anne Day	LA Governor	1/2	
Sarah Crafter	Co-opted Governor	2/2	Sarah Crafter (SC)
Saqib Hussain	Co-opted Governor	2/2	Saqib Hussain (SH)
Nezma Begum	Co-opted Governor	2/2	Nezma Begum (NB)
Caron Vacciana	Co-opted Governor	1/2	Caron Vacciana (CV)
Jennifer Brown	Co-opted Governor	2/2	Jennifer Brown (JB)
Carlene Nisbett	Parent Governor	1/2	Carlene Nisbett (CN)
Catherine Walters	Parent Governor	1/2	
Georgina Ainscough	Partnership Governor	1/2	Georgina Ainscough (GA)
Nikhita Saggu	Partnership Governor	1/2	

Apologies: Catherine Walters, Nikhita Saggu, Abdul Shakoor, Anne Day and Hanifa Begum
Not in attendance:
Also in attendance: Eleanor Grylls (EG) – Head of School Clare Warburton (CW) - Deputy Headteacher – Behaviour & Inclusion Heather Harris (HH) – School Business Manager Elisha Kaur (EK)– Head Prefect
Minutes: Sue Newman (SN) - Clerk to Governors

Item No.	Item	Action
1.0	Welcome and apologies Apologies were accepted from Catherine Walters, Nikhita Saggu, Abdul Shakoor, Anne Day and Hanifa Begum.	
2.0	Declaration of Pecuniary and Other Interests: There were no interests to declare for this meeting.	
3.0	Governing Board Governance: Terms of reference and Chairs for B&W, Pay and Curriculum Committees – The terms of reference for each Committee had been reviewed at their last meetings and were ratified by the FGB (including for the Pay Committee 2023/24). Anne Day had been reappointed as chair for the B&W Committee and Sarah Crafter had been reappointed as chair of the Curriculum Committee. Governor Responsibilities & Visits – A final proposal had been circulated. This now included the role of Equalities Governor, whose responsibilities would include monitoring the school policy (the role would be expanded further following the first Governor visit). With the exception of professional learning and Health & Safety, all areas of responsibility now had 2 Governors allocated. JB agreed to take on professional learning with CB. The FGB discussed the expectation on them and agreed that visits should be at least twice a year and once a term if possible (by negotiation with staff so that it was not overwhelming or at times of heavier workload). It was acknowledged that the visits were a great way of getting to know the school, and the emphasis should be on quality not quantity of visits. Governors were reminded to complete a brief report following their visit, which could then be saved on Governorhub for future reference. Governors' Annual Report – CB had drafted this year's report summarising the FGB's key discussions over the previous year. This would be placed on the school website for public consumption (along with the full minutes of the FGB meetings). The draft was agreed and should be provided to ES for publishing on the website. Safeguarding training – all Governors were reminded of the need to complete the on-line Safeguarding course by the end of term, and provide SN with a certificate of completion. Governor term of office – It was agreed that Nezma Begum would begin a new 4 year term when her current term came to an end in January 2023.	CB All

Signed as a true and accurate record

Chair:..... Date:.....

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4.0	<p>Minutes of the last Full Governing Board meeting held on 14th September 2022 and matters arising</p> <p>The minutes were agreed as a true record and could be signed as such. All Governors had now completed their annual declaration of interest. Next year’s terms of reference for the Pay Committee had been reviewed by the Committee and agreed by the FGB. All other actions, except the costed SDP had been completed. AS had been invited to the B&W Committee, leading to a very interesting discussion. The costed SDP would be reviewed by the B&W Committee in February and the FGB in March. DB, CB and EG had attended the recent LA briefing on the Education Bill / MAT approach. Overall, attendees had been highly critical of the proposals, but the bill now appeared to have been set aside for the time being. DB had received a missive from the new Education Secretary yesterday, introducing the new team etc. and this had made no mention of academisation. EG added that at an ASCL conference today the presentation given had focused on working as a family of schools rather than a “one size fits all” approach.</p>	HH
5.0	<p>Report from Head Prefects</p> <p>EK outlined the huge amount of work that had been carried out by the Senior Prefect Team / Sixth Form. This included the Discover Society, a student lead society where Upper 6th Form students held sessions to support younger students in areas such as applying for jobs, completing university applications, revision guidance etc. This was a really nice way of building a relationship with – and helping - the younger years. The 6th Form mentoring scheme was still popular and going well, helping students develop interpersonal and communications skills and increasing the confidence of all involved. The sanitary provision scheme was proving extremely popular with supplies made available for use in school and at home. The scheme had been expanded to allow students easier access and there had been three orders of new stock so far this term. The upper Student Forum had discussed a number of issues such as student health and wellbeing and exam stress. They had also reviewed the school’s safeguarding and e-safety policies with a view to making them more student friendly. The junior student forum (for years 7 &8) had also discussed issues relevant to them.</p> <p>NB arrived.</p> <p>A new unofficial buddying system had been created in the 6th Form so that the senior prefect team – who had undergone safeguarding training – could provide support to any student that needed it. This was designed to help them students reach their full potential, and could involve giving them a hand, support with a subject or just providing an opportunity to talk something through (especially if their attendance was being impacted). This project was in the very early stages, but one student had already received support to help manage their anxiety and exam stress. It was hoped this could be expanded throughout the 6th Form. The Lower 6th Form had been involved in a number of leadership conferences, including the Ready to Lead Conference (supported by the Harpur Trust). This was run like a competition, with each school running a project in their community, for example Year 10 students were looking to encourage the sanitary project in other local schools. The Upper 6th Form students were providing support using their experience from last year. Students were also keen to do charity work, including the harvest festival last year where all students were asked to donate one item to the local food bank. A considerable amount had been collected and students had felt very proud handed over the collection. The 6th Form would also be participating in the “Christmas in a Box” scheme. EK stressed how much students enjoyed organising projects like this, which supported the local community. Governors acknowledged how much the 6th Form were doing and queried how well attended the Discover Society sessions were. In response, EK explained that this was an optional activity which was attended by a core group of students, with about 20 attending each session. The sessions were designed around subjects requested by the attendees. <i>Governors queried whether anything was being done to encourage more boys to join the senior prefect team and it was confirmed that whilst these were all still currently female, there was a greater male presence in the older student forum and involvement in leadership conferences etc. (although the younger student forum was still predominantly female).</i> Governors also noted how successful the sanitary provision project had been and discussed the concept of period poverty. They queried whether this scheme would have happened so readily if the senior prefect team had not all been female. However, it was confirmed that a member of staff had initially started this project just before lockdown, but it had not been well advertised. EK had then taken on responsibility – with her friends - for promoting the project, restocking the baskets and expanded the project into classrooms (which provided better accessibility). Governors recognised how helpful this would be for some students, as well as helping female students feel more comfortable and confident. It was also acknowledged there might be greater demand as the year moved into the colder months and families might begin to face greater financial difficulties. DB wished to add that EK, HB and other 6th Form students had been incredible at the recent open evenings, and he had been very proud of how well they had represented the school. CB also added that she had received some very positive feedback about the open evenings.</p>	
6.0	<p>Safeguarding</p> <p>Safeguarding Annual Report – The annual Safeguarding Report had been circulated before the meeting. Bedford Council had recently audited the school’s safeguarding practices (at the school’s request) and they had requested that the school’s relevant policies be reviewed over the summer break so that any changes were ready to</p>	

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implement from September. CW had therefore changed the timing of these reviews. The school now had a PHSE Co-ordinator who was ensuring that Assemblies were cross referenced to the current curriculum and shared so that the content covered in each year could be accessed. This should all encourage a more robust approach to Assemblies. The Co-ordinator also attended Heads of Year meetings. The Student Ambassadors were considering diversity across the school and looking at how the policies could be made more student friendly. Some funding had been received to support a project in school and it had been decided to use this to drive forward and promote what was already being delivered eg the student reporting form and confidential e-mail address (neither of which were currently used as much as they could be). The school were part of the Mental Health for School training and had an Educational Mental Health Practitioner Trainee in school one day a week. This had provided access to an additional practitioner, up to date resources and pathways for additional support. There were currently 11 students accessing Open Door sessions - with 13 on the waiting list – and an additional 5 students accessing support from CAMH. It was currently extremely difficult to meet the thresholds for external support despite the impact of the pandemic on students having been considerable. Although the Government had indicated that additional funding would be made available to support mental health, the benefit was not currently being felt in school. Staff were hosting exam stress sessions and providing lots of small group support, including an early help group for girls who were struggling. Several students who were accessing support from the Mental Health Schools Team had been referred by their GPs, possibly as this was the only way they could access support. However, this put an additional burden on the resources available within school. It was recognised that none of the external support services offered counselling to Year 7 and 8 students, so the school had appointed their own counsellor.

EK left the meeting.

All the support services met weekly to discuss the support being offered to each student and what their needs were. A new member of staff had been appointed to work in the Inclusion Room. They had previously worked for Faces and had made a great start getting the room up and running successfully. All HoYs were trained in specific areas, such as PREVENT and Run, Hide, Tell. Assemblies were being arranged to cover pertinent issues such as the danger of toxic social media (eg Andrew Tate), domestic abuse, LGBTQ+ etc. There were now 14 student Safeguarding Leads, including 2 boys. This scheme was to be discussed with Cambridge University as the school were still the only school in the country to have such a project. It had taken time to embed but was now starting to gain traction. *In response to a Governor query, it was confirmed that there was no double counting in the data presented, as students would only access support from one service at a time. Governors also queried whether the number of Year 9 students accessing support through Team around the Family was correctly recorded as 94 and it was confirmed this was a typo.* However, there had been 46 referrals made to Children’s Social Care Services last academic year. There were currently 9 students with Child Protection Plans, but it could be challenging to get Social Services to accept a referral. Staff were now challenging decisions more and asking for the rationale for refusal. *In response to a Governor query, it was confirmed that CAHM provided support with student mental health where-as Children’s Social Care would provide support with the more “social” elements. It was also confirmed that the Annual Report fulfilled all the statutory requirements. A Governor queried whether the report should include information on PREVENT referrals and it was confirmed that this data was not usually reported from a safeguarding perspective.* The school had previously agreed that incidents such as inappropriate internet searches would only have to be formally reported if staff had other concerns about a student. However, it was noted that there had been a real increase - and change in the kind - of referrals being made. There had now been 5 referrals - which was much higher than usual – including fears of possible grooming for extremism. It was quite onerous to submit a report, but Ed Evans was now responsible for all PREVENT reporting, to ensure the school were taking a robust approach. ***It was agreed that the PREVENT data should be added to the report before it was finalised. However, the FGB were content to approve the report subject to this information being added and discussed by the B&W Committee if required.***

Safeguarding Policy – A copy of a revised Safeguarding policy had been circulated before the meeting. CW explained that she had originally started the usual annual review but had then realised that so many changes were needed that the policy required a total rewrite. One of the main changes had been around safer recruitment and the need to research the social media of all applicants. The FGB discussed how and when this might be done, recognising that it needed to be done in a proportionate way. It was agreed that a school process needed to be agreed setting out the steps that should be taken for all applicants. *In response to a Governor query, it was confirmed that this requirement had come from the HR Department at Bedford Council but that they had offered no criteria for a search, process to be followed or advice on what a school should do with anything that was found.* Other changes to the policy concerned peer-on-peer abuse (now called child-on-child abuse), domestic violence and the impact on the child, allegations and low-level concerns about staff, mental health (which was now seen to be a safeguarding issue), online abuse and how online spaces are used. The policy included a number of appendices setting out the processes in school. *CB had previously seen the draft policy and raised a few issues which had now*

CW

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	<p><i>been resolved. CB recognised this was a weighty document which Governors had not had long to consider. It was therefore agreed that the policy be approved subject to Governors raising any questions by the end of term. In response to a Governor query, it was confirmed that the student Safeguarding Leads had asked permission to produce a more “student friendly” version of the policy and CW would be working with them to produce this. The summary should be shared with Governors once finished. Governors asked for clarification as to what would constitute a low level concern about staff and it was explained that an example of this might be where there were no safeguarding concerns relating to a member of staff but perhaps they had made an inappropriate comment, such as being too open about their personal life.</i></p> <p>Group Discussion – all present broke off into small groups to consider a number of scenarios provided by CW. These included:</p> <p>Student mental health and depression (which was now deemed to be a safeguarding issue). This considered how staff could identify a student with mental health issues and how to support them. This was acknowledged to be a difficult responsibility for staff and significant training had been put in place. It was recognised that the school were very fortunate to have AS overseeing this work and to have received additional funding to support.</p> <p>Job applications / CVs – This group reviewed a real CV that had been submitted, with concerning elements. It was acknowledged that there were on-line companies that helped individuals hide gaps in their CVs – which was one of the reasons that the school did not accept CV based applications. Governors discussed this issue and acknowledged that this could be a real risk for schools, especially when looking for subject teachers. <i>In response to a Governor query, it was confirmed that the school required proof of qualifications (although acknowledging it was possible to purchase certificates on-line).</i></p> <p>Apps and on-line games – Governors discussed how the school made staff aware of new games and how they could be monitored. It was recognised that some apps and games may be reasonable on face value but then include concerning units within them eg Tictok included a shorthand to indicate when someone was going to show you something inappropriate. Governors discussed whether parents were fully aware of what their children may be accessing and questioned whether there would be benefit in providing some information for parents. The school had some students with over 70,000 followers on Tictok and had raised this as a concern with parents. However, CW pointed out that social media could also be a useful way of keeping track of students as they posted so much on-line. <i>It was confirmed that social media literacy training was provided within the PHSE curriculum.</i></p> <p>Domestic abuse – The school was part of the Encompass scheme, which was working more effectively than the previous Relay scheme. There had been a considerable increase in cases. The scheme was also slightly different to Relay in that staff were now required to check in with the student to ensure they were ok.</p>	<p>All</p> <p>CW</p>
<p>7.0</p>	<p>Budget update and financial approvals</p> <p>Finance Manual and scheme of delegation – The draft Finance Manual and scheme of delegation had been circulated before the meeting, with a summary of the changes proposed. These had been reviewed and agreed by the B&W Committee. The changes made were in-line with updates from Bedford Council, with the addition of guidance to reflect the change of payroll provider at BISSC. The LA had updated their manual to reflect the installation of their payroll portal, but also included a section that could be used by schools not using the LA payroll service. HH had therefore used that section and tweaked it to reflect the school’s practices. HH had requested permission from the B&W Committee to increase some of the purchasing limits, but AD had queried whether these were in line with the LA’s finance manual. HH had therefore raised this with the LA and was awaiting a response. HH added that she would usually review the school’s finance manual over the summer holiday, but this had been delayed slightly this year due to the audit taking place in the summer. The FGB approved the draft finance manual for immediate use.</p> <p>Budget update – Governors were advised that the school’s financial position was reasonable this year due to the rising roll and additional funding provided for the high level of disadvantaged students. However, it was likely that the situation would be more difficult next year. The Government had announced additional funding for schools this week and it was hoped this would improve the situation. However, the announcement had not included any additional funding for post 16 or early years provision.</p> <p>Cleaning contract – This situation had been discussed at length by the B&W Committee and an approach agreed for the next 2 years. However, as the cost was approximately £150k a year it was being tabled for ratification by the FGB. HH advised Governors that she had not taken this contract out for retendering for various reasons (as discussed by the B&W Committee and recorded in the Minutes) but had instead negotiated a two-year extension to the current contract, with various efficiencies agreed. Previously the school had been paying for 3 hours of cleaning and an all-day supervisor. The supervisor role would be removed under the new terms (with the individual offered an alternative placement or redundancy). A new member of the site team would now be responsible for daytime</p>	

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	<p>and morning cleaning (required after evening lettings). This approach would also add additional resilience to the site team. Under the extended contract, the supplier would also be providing new equipment and more training for their staff. HH stressed that her relationship with the supplier had been good before the pandemic, and it was now starting to improve again. <i>In response to a Governor query, HH clarified that she had estimated the increased costs that would be required due to cost of living increases and pointed out that approximately 90% of the contract costs were staff costs (due to the need for a high number of staff to cover the 9 buildings and flights of steps – which meant heavy machinery had to be duplicated on each floor). The overall cost of the service had actually reduced but staffing costs had increased. In response to a further Governor query, it was confirmed that a supervisor role would only be required during the three hours a day that the cleaners were on site (and not all day as before). The FGB approved the proposal to extend the current contract by 2 years, during which time a retendering process could be carried out.</i></p>	
8.0	<p>Principal’s Report</p> <p>A Principal’s Report had been circulated before the meeting. Governors were also provided with a summary of local schools’ Progress 8 performance compared with levels of disadvantaged students. Nationally, schools with higher level of disadvantaged students achieved lower Progress 8. It was noted that BISSC had performed well for a school with such a high percentage of disadvantaged students (comparison data provided in report). <i>In response to a Governor query, it was confirmed that all the data provided was publicly available but had been compiled in the circulated format by BISSC staff.</i> There was some work being undertaken locally to consider how the LA’s data could be used to support more collaborative working. However, as with all data, there was a need to understand exactly what the data was showing, and to ensure it was contextualised. <i>Governors asked for further clarification as to how the school’s disadvantaged students were progressing compared with others in school and nationally. In response, it was confirmed that disadvantaged students at BISSC had achieved a progress 8 of -0.09, compared to national of -0.55 and an overall Progress 8 at BISSC of 0.33. It was again confirmed that disadvantaged students at BISSC had progressed significantly better than the national average. In addition, it was confirmed that, whilst the gap between disadvantaged and non-disadvantaged students at BISSC had widened further since 2019, it had not widened as much as the gap nationally.</i> The FGB discussed the greater impact the pandemic had on disadvantaged students. <i>In response to a further Governor query, it was confirmed that HAPS at BISSC – which included a number of disadvantaged students – had progressed more than the national average for this group, showing that improvements had been made at both ends of the intellectual spectrum.</i> Governors noted that there had been a discussion at the B&W Committee about how Pupil Premium funding was used at BISSC, with some Governors questioning the more global use of this targeted funding and whether disadvantaged students could make more progress if the funding was more targeted towards them. EG clarified that although some of the Pupil Premium funding was used more globally (the Sanctuary, the Inclusion Room, a Student Counsellor etc..) some of it was also used for more focused support to individual students (such as for targeted intervention, trips, revision guides, wi-fi access etc). Governors discussed the approach taken in school in some depth, recognising that disadvantaged students were progressing well at the school and that it could be difficult to make a clear link between this support and exam results (especially as some of the expenditure would be used to give students experiences that they would otherwise be unable to access). Governors also noted that restricting this funding to disadvantaged students could potentially lead to the group becoming more excluded. For example, the Sanctuary – which was partially funded through Pupil Premium – was available to all students but a high proportion of students accessing support were disadvantaged. However, they were more likely to seek support from this service as the open access did not identify them as being disadvantaged. There was also robust student mapping in place to monitor the support received by each disadvantaged student over a period of time. Governors discussed the approach taken at another local – primary – school, where disadvantaged families were given direct access to a proportion of the funding to use as required for their child. For example, some had used it to purchase “Explore Learning” to support learning during the pandemic. This approach did not identify the children as disadvantaged as nobody else need know they were receiving the support. During the discussion, Governors also recognised that Pupil Premium funding was only awarded to disadvantaged families who were benefit claimants, but it was entirely possible that other students not falling into this category were disadvantaged (for example families falling just above the benefits threshold). HH pointed out that Pupil Premium funding was also lagged, so not received for students in school at the current time. It was accepted that disadvantaged students at BISSC had achieved over half a grade more progress than disadvantaged students nationally. EG stressed that all staff had been reminded of the need to strive for greater progress for all students and that quality first teaching would always be the thing to have the greatest impact. However, it was important to continually have this debate, to ensure that the school were always taking an appropriate approach. Having access to the chromebooks had made a huge difference to disadvantaged - and all – students during the pandemic. The Principal’s report also provided a summary of KS3 data (from end of year GL tests) that showed students in Year 8 and 9 had exceeded targets by some way for both ‘expected’ and ‘greater depth’ in English and Maths. In addition, Science – which was only tested at the end of Year 8 / shown in Year 9</p>	

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	<p>data on the report – had also exceeded targets. Although there was no KS2 data for these students, this suggested they were making good progress in recovering from the impact of the pandemic. Unfortunately, attendance had dipped below the national average this week at 90.6% (although had been just above national average at the time of the Principal’s report last week). This was concerning and would be a focus in school, although it was accepted that there had been a bad stomach bug doing the rounds as well as winter colds and Covid. However, there was also a high level of persistent absenteeism at present and some students taking longer than usual holidays (5-6 weeks in some cases to visit family not seen through the pandemic). CW was planning a personalised letter to parents inviting them into school to discuss what support the school could provide. <i>Governors noted that attendance in Year 11 was particularly low, and staff explained that this was impacted by 4 students who had been moved to the school but had never actually attended.</i> If these students were removed from the data, the attendance for this cohort would increase by 3%. It was confirmed that these students were all under the Educational Welfare Service. They would also impact on the school’s performance data next year. It was noted that the national attendance average was unusually low at 90.7%. The report included an update on permanent exclusions and suspensions, including the fact that there had been one permanent exclusion and 9 separate students with suspensions (for behaviours such as verbal rudeness and possession of vapes). This was higher than last year but lower than pre-pandemic levels. <i>Governors queried whether vaping was proving a problem in school as many students had been seen with them walking to school.</i> This was recognised to be a national issue and DB confirmed he had discussed the issue with Castle Newnham recently as they were also having issues. Unfortunately, many parents seemed to think that vapes were safer than smoking, despite there being evidence to the contrary. <i>In response to a Governor query, it was confirmed that despite taking a robust line in school, possession of a personal vape was unlikely to lead to a suspension. However, one student had been suspended for being in possession of 8 vapes (as it was suspected they had been selling them in school).</i> There was also a protocol for persistent offenders, including the use of internal sanctions.</p> <p>CV left the meeting.</p> <p>It was hoped that vaping would prove something of a fad which would die out over time. Staff ensured they were out and about before school and during breaktime, checking toilets etc.. There had been a considerable number of trips and visits, and staff were pleased that it was now possible to reinvigorate extra-curricular activities.</p>	
9.0	<p>Chair’s report</p> <p>CB explained that – for the first time – she had been involved in an annual appraisal for EG, which had been an interesting and useful experience. She had also undertaken an extremely interesting visit to The Sanctuary which was a major hub of the school community and central to helping students feel safe in school. CB and NB had completed DB’s annual appraisal and NB was thanked for her input. There had been one permanent exclusion panel which CB had chaired, and thanks was given to GA and CJW for their involvement in what had been a sad situation. However, there had been a very clear decision to uphold the exclusion. CB was delighted that Music was now a prominent part of school life, having come from virtually nothing at the school 4 years ago to being asked to be part of the Bedford Choral Society programme. It was acknowledged that BISSC was one of very few secondary schools in Bedford – outside the Harpur Trust - that had a choir. Recognition was given to Georgina Murphy for all her work in making Music a focus at the school.</p>	
10.0	<p>Reports from Committees</p> <p>Minutes had been circulated from the Curriculum Committee (5th October), the B&W Committee (13th October & 10th November) and the Pay Committee (28th September). Governors reviewed the main points of discussion. CB pointed out how lucky the school was to have Dan Emery overseeing ICT safety in school.</p>	
11.0	<p>Policies and other documents for approval: (Taken after item 6).</p> <p>Code of Conduct – There had been no change to this document. Governors discussed the difference between refraining from negative behaviours and creating a respectful environment for the whole school community including staff, pupils and parents. The code of conduct was approved for immediate use.</p> <p>Mental Health and Wellbeing – AS had used the Anna Freud training to review the policy. Although it included a number of changes, many of them related to the services available. The school were relatively well served by support services despite the increased number of children needing help. The policy was approved for immediate use.</p> <p>Curriculum Committee: Careers Plan – This was approved for immediate use.</p> <p>B&W Committee: Behaviour – Revised wording relating to prejudice and discrimination had been added. The policy was agreed for immediate use. <i>In response to a Governor query, it was confirmed that staff had continued with the positive</i></p>	

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	<p>messages to parents, with the Assistant Heads in each year group responsible for ensuring each student had a certain number of positive calls home every year. CW also sent letters home each week to the top 5 students (for house points) in every year. Governors noted that parents tended to only hear from school when something was wrong, so the positive calls were welcomed. During the pandemic, staff had increased calls home to check on student welfare and this had allowed for more positive conversations. It was hoped these could be reinvigorated.</p> <p>Health & Safety – There were no major changes proposed, other than a change to the Fire Assembly map (routes and assembly areas) due to the building work. <i>In response to a Governor query, it was confirmed that staff were aware of the changes and had practiced the new arrangements. The policy was approved for immediate use.</i></p> <p>Anti-Bullying – Revised wording relating to prejudice and discrimination had been added. The policy was agreed for immediate use</p> <p>Home School Agreement – Following discussion by the B&W Committee, revised wording had been added regarding the need for staff to “Refrain from engaging in any forms of prejudice or discriminatory behaviour towards students, staff and all members of the Biddenham school community in all areas of life”. <i>However, a Governor suggested that there had been some incidents where parents had not felt respected and asked for this to be covered in the agreement, with a commitment to maintaining a more respectful way of communicating. It was agreed the policy would be approved subject to this change being made.</i></p> <p>Lettings – Covid requirements had been removed. HH had reviewed the charges and - having benchmarked against other local schools - had decided to leave them as they were. The policy was agreed for immediate use</p> <p>SEND – Minor changes had been made to staffing and in the language used. Following discussion by the B&W Committee it had been agreed to remove references to “additional needs”. EL was currently reviewing the needs of all SEND students. The policy was agreed for immediate use</p> <p>First Aid – Governors noted the high number of lots of first aiders and the role of the Sanctuary. The policy was agreed for immediate use</p> <p>Children with Health Needs – The policy was agreed for immediate use.</p>	EG
12.0	<p>Any Other Business There was no other business to discuss.</p>	
13.0	<p>Next Meeting The next meeting was scheduled for 22nd March 2022. HH, CW, DB left the meeting.</p>	
14.0	<p>Confidential Item: Covered in Part 2 Minutes</p>	

ACTION POINTS		
Item No.	Item	Action
1	The draft Governors’ Annual Report should be provided to ES for publishing on the website.	CB
2	All Governors to complete the on-line Safeguarding course by the end of term and provide SN with a certificate of completion.	All
3	Costed SDP to be considered by B&W Committee in February and FGB in March.	HH
4	PREVENT data to be added to annual Safeguarding Report, and discussed by B&W Committee, if required.	CW
5	Governors to provide any feedback on the draft Safeguarding policy by the end of term.	All
6	Student version of Safeguarding policy to be circulated once available.	CW
7	Home School Agreement to be amended to include a bullet point on respectful communication between staff and parents.	EG