

**Biddenham International School & Sports College: Minutes of a meeting of the Full Governing Board
held on Wednesday 24th November 2021 at 7.00pm**

Governor	Position	Attendance 2021/2022	Present
Mr David Bailey	Head Teacher (Ex-Officio)	2/2	Mr David Bailey (DB)
Mrs Carole Bell	Co-opted Governor (Chair of Governors)	2/2	Mrs Carole Bell (CB)
Mr Abdul Shakoor	Staff Governor	1/1	Mr Abdul Shakoor (AS)
Ms Anne Day	LA Governor	1/2	
Mrs Dinka Miocinovic	Co-opted Governor	1/2	
Ms Sarah Crafter	Co-opted Governor	2/2	Ms Sarah Crafter (SC)
Mr Saqib Hussain	Co-opted Governor	0/2	
Ms Nezma Begum	Co-opted Governor	2/2	Ms Nezma Begum (NB)
Mrs Catherine Walters	Parent Governor	2/2	Mrs Catherine Walters (CJW)
Ms Georgina Ainscough	Partnership Governor	1/1	Ms Georgina Ainscough (GA)
Ms Nikhita Saggi	Partnership Governor	1/1	Ms Nikhita Saggi (NS)

Apologies: Anne Day, Saqib Hussain and Dinka Miocinovic
Not in attendance:
Also in attendance: Matthew Brown - Head Boy Matilda Crafter - Head Girl
Minutes: Sue Newman (SN) - Clerk to Governors

Item No.	Item	Action
1.0	Welcome and apologies Apologies were accepted from Anne Day, Saqib Hussain and Dinka Miocinovic. Georgina Ainscough, Nikhita Saggi and Abdul Shakoor were welcomed to their first meeting and all present introduced themselves.	
2.0	Declaration of Pecuniary and Other Interests There were still 2 annual declarations of interest outstanding, and these Governors were asked to return them as soon as possible. There were no declarations for this meeting.	
3.0	Minutes of the last Full Governing Board meeting held on 15th September 2021 and matters arising The minutes from the meeting held on 15 th September 2021 were agreed as a true record and could be signed as such. The Staff Governor vacancy had been advertised and Abdul Shakoor had been appointed. A proposal had been circulated before today's meeting to appoint Georgina Ainscough and Nikhita Saggi as Partnership Governors and this was confirmed. As Oliver Sharp had recently resigned as a Parent Governor, this still left some vacancies on the Governing Board. CB had considered doing a skills audit but had decided to postpone until next term due to the change in Governors. <i>CB had met with Caroline Piotrowski and would provide further information later in the meeting.</i> Governors were reminded to complete the required safeguarding training and the Clerk would recirculate an electronic link. The Governors' Annual Report had been published on the school website. No additional Governors had been available for the Principal's Performance Appraisal, so CB had conducted this support from the School Improvement Partner. The proposal to increase the PAN was linked to the ongoing building negotiations but would need to be consulted on before Christmas. The priorities had been amended to more clearly show that both high expectations and high aspirations were key focuses for the school. CB had met with the Head Boy and Head Girl to discuss expectations. The targets had been issued and were in use throughout the school. The Key Stage 4 targets had previously been based on the 2019 thresholds (last formal exams) but it had recently been announced that the grade boundaries for 2022 would be based somewhere between 2019 and 2021. Staff had therefore worked out a target range for each subject, based on the prior attainment of the cohort (using Family Fischer Trust data to provide target grades for students). Targets had been set for 9-4, 9-5 and 9-7. The Whole School Development Plan would be discussed later in the meeting.	All / SN
4.0	Report from Head Boy and Head Girl Both the Head Boy and Head Girl had provided written reports for the meeting. The Head Boy advised Governors that the Prefect Team were meeting weekly, with various people taking the lead. The Prefect Team had helped out with guided tours at the Year 7 open evening and Governors discussed their involvement. There had been a Halloween event, with decorations put up around the 6 th Form common room and the Prefect Team dressing up on the last day of half term. The Prefect Team had also helped at the 6 th Form open evening by welcoming people into the school and providing directions. The 6 th Form had raised over £100 for Children in Need through a bake sale.	

Signed as a true and accurate record

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

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They were also planning to organise a Christmas in a Box collection for the food bank – with a box prepared in each tutor group throughout the school. General “wintery” decorations would be put up towards Christmas (to celebrate the season without linking it to the religious festival). The Harpur Suite was being considered as the venue for next year’s 6th Form celebration evening. When students had applied for the Head Boy and Girl positions, their presentations had included their ideas for improving the school and the Deputy Head Boy has suggested that these ideas be considered during the Prefect meetings. After each event, the Prefect Team considered what had gone well and what could be improved. There was an opportunity to raise any other business at the end of each Prefect meeting, The Head Girl had raised the question of a more neutral dress code at a recent Student Forum meeting, as it was felt the current dress code was too gender specific. *In response to a Governor query, it was confirmed that some students identified as non-binary, and they would appreciate a non-gender-based uniform.* In addition, it was felt that the current dress code was biased towards boys as there were far more restrictions in place for girls. Students felt that the “new” dress code had proved quite controversial and had led to a student being sent home for wearing something they felt comfortable in, which had proved embarrassing for them. *In response to a Governor query, it was confirmed that the dress code was not new and had been in place for some time* (although it was not on the school website). DB confirmed that they did not want the dress code to be dictatorial and would always work with the students to find a way forward, however students did need to be dressed in a way that was appropriate for school. Some local schools had a much more formal dress code in place for the 6th Form, but BISSC had always resisted this as it was not felt that students needed to be dressed in a formal way to learn. The Head Boy gave an example of a student who had asked about the dress code at their 6th Form interview and had been told what she had been wearing was fine but had now been told this was not appropriate. DB confirmed that this issue would be worked through with students to find a solution that was acceptable to all. EG added that the intention was to continue building towards an inclusive school, and part of this would be to consider where things needed to be more gender neutral. The Student Forum had also recently discussed the new online payment system, which had initially caused some queuing issues. They had made various suggestions to improve the situation but not all had proved feasible. They had asked for teachers to let students out of class on time to aid the flow through (Years 7 and 8 were let out slightly earlier than other Years). Things were proving much speedier now. The Student Forum had also discussed the new Sexual Harassment Report Form which had been created for use in school. Concern had been raised about possible false reporting or people making reports on behalf of friends without their consent. They had therefore suggested a session be provided alongside the form to explain what sexual harassment is. There had also been issues with the new changing rooms as some students found them too open and were currently changing in the toilets to get more privacy. They had asked to be able to wear PE kit to school again on PE days to avoid changing, but this was not recommended as kits got sweaty and dirty when being worn all day. The debate had raised some concern that body positivity in school was a bigger issue than previously thought. When the Student Forum had discussed this, they had been fairly split in opinion but had suggested that perhaps a curtain could be installed in the changing room to allow smaller groups to change together. Some students had suggested this might be a question of “bonding” as they would often have PE lessons with others that they didn’t know very well. *In response to a Governor query, it was confirmed that more girls were raising this as an issue, but that may be because there were a greater number of girls than boys in the Student Forum at present.* The “Breathly” App had been made available to students to help with anxiety, although it did get mixed reviews. All Oxbridge applications had now been submitted. All CAT tests had been done but no results had been issued yet. Some offers had already been issued by non-Oxbridge Universities. Students could access help with their personal statements and applications (for universities and jobs) in school on a Friday afternoon and the first session had been well attended. Some Year 13 students had left the mentoring programme, but a good number of Year 12 students had joined. *Governors queried how many mentors were active at present, but the Head Boy and Girl were not sure of exact numbers.* There was currently an issue with mentors not replying to their e-mails, but this was part of a wider issue of students not checking their e-mails regularly. Mentors had noticed that the mentoring programme increased confidence. It could initially be difficult to get mentees to trust their mentors, but this had now been overcome and the programme was working well this year. The Head Girl advised Governors that Year 13 students were experiencing a high level of stress at present, and it would be helpful if more teachers could offer revision sessions (either at lunchtime or after school). The Junior Student Forum was restarting next week. *Governors recognised that the Student Forum were trying to run a democratic system and queried how this was working.* In response, the Head Boy confirmed it was generally working well, although some students needed to learn to better develop their ideas before bringing them forward for discussion – although this was improving. *Governors also noted that some 6th Form students had helped out at the 6th Form Open Evening and queried whether there had been any sense of what was drawing people to BISSC.* The Head Boy confirmed that a high number of attendees had visited from other schools but those helping out had not had much of a chance to speak with visitors. However, as people were leaving, they were generally commenting favourably on the school. The Head Boy suggested that it would be useful in future to have existing students helping out in specific subject areas,

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	<p>so prospective students could get a peer view on those particular subjects. DB confirmed this had not happened this year as they had been limiting numbers due to Covid. <i>Governors also queried how the food boxes were being managed</i> and it was confirmed that each tutor group would have a list of items requested by the food bank and donations would be co-ordinated to ensure a good range of food.</p>	
<p>5.0</p>	<p>Governing Board New Staff Governor – Abdul Shakoor had been appointed and was present at the meeting. Governor appointments – It was unanimously agreed that Sarah Crafter and Saqib Hussain should be re-appointed for a further term when their current term ended in January 2022 (subject to confirmation that Saqib Hussain was content to stand again). It was also unanimously agreed that Carole Bell should be re-appointed for another term when her current term came to an end in March 2022. A proposal had been circulated before the meeting to appoint Georgina Ainscough and Nikhita Saggu as Partnership Governors and this was confirmed. Governor resignations / vacancies – Oliver Sharp had resigned as a Parent Governor for personal reasons. There was now one Parent and one Co-opted Governor vacancy. Terms of reference (Curriculum, Business & Welfare Committee) – These had been reviewed and agreed at the relevant Committee and were ratified by the FGB, for use during this academic year. Link Governor Responsibilities / Governor Visit Report Form – A suggested list of Governor responsibilities had been circulated before the meeting. Governors discussed this paper and agreed: Ready, Respect, Reward – NB and NS Literacy, including reading, writing and oracy – DM and GA Independent learning, PSHE and careers – NB and SC Maths: numeracy and problem-solving skills – SH and AD Key Stage 3 Curriculum and Achievement – DM and NS Key Stage 4 Curriculum and Achievement – NB and CB Key Stage 5 Curriculum and Achievement – SC and CJW Safeguarding/Inclusion / ICT/Remote Learning - CB and CJW Professional Learning, including ECF – CB (as this was quite a focused area CB was content to be solely responsible). Health and Safety – AD and DM (if appropriate)</p> <p>It was agreed that GA and AS would join the Curriculum Committee and NS would confirm after the meeting which Committee she would like to join.</p> <p>Two versions of a Governor Visit Report form had been circulated – the current one and a version provided by The Key. The Curriculum Committee had previously discussed what could be done to help Governors focus their visits and an introduction would be added to the top of the agreed Governor Visit Report form. It was agreed that the form provided by The Key was helpful in guiding and capturing the planning for the visit, and that this version should be trialled.</p> <p><i>CB confirmed she had met with Caroline Piotrowski, who led on training in school (both internal for staff and liaison with the Chiltern Training Group) and felt she was running a very tight ship. Governors had previously discussed the high number of young staff in school at present and CB had been able to confirm that lots of training and mentoring was being provided for them, and they were being well supported. They had also discussed the link with the Chiltern Training Group and CP had explained that the school could have chosen another organisation to provide the training for teachers but once BISSC had chosen the Chiltern Learning Group, they had wanted to use the school as a hub. A significant number of staff were involved in delivering the training and acting as mentors - now the ECF was a two-year framework, twice the number of mentors were required. In addition, some BISSC staff were doing their training elsewhere so there was a shared experience. Governors were provided with an explanation of the new National Professional Qualification, which was now split into Leading Teacher Development, Leading Teaching and Leading Behaviour and Culture. There were also further qualifications for Senior Leadership, Headship and Executive Leadership and the intention was for there to be a “golden thread” running throughout. A number of staff were enrolled in various areas of the programme. In addition, other staff were being identified as facilitators and performance mentors. Governors were advised that the new structure was refreshing but required considerable capacity, time and care. Governors queried whether the intention was to use this to help build links between the departments in school and it was confirmed this was already happening. The programme had initially been made available free of charge to BISSC because the school had a high proportion of FSM students, but it had since been made available nationally. However, it was recognised that capacity would be an issue for some school as the staff absence would need to be covered within school. CB would circulate a Governor Visit Report in due course.</i></p>	<p>NS</p>
<p>6.0</p>	<p>Safeguarding Annual Report</p>	

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	<p>Safeguarding Governor training – Governors were reminded of the need to complete the on-line Safeguarding training and provide a copy of their certificate of completion. SN would recirculate the link to the training.</p> <p>Safeguarding Report – the annual Safeguarding Report had been circulated, in a format agreed by the Borough Council. A new PHSCE Co-ordinator - Hannah Badman - had recently been appointed to drive through the curriculum and support mechanisms in school. The new harassment reporting process was due to be introduced through a series of assemblies and posters would be displayed throughout the school. BISSC had been selected to receive mental health training in school (9 schools had applied and 4 had been selected). There continued to be a number of students in school who had considerable needs and staff were accessing as much support as possible. It was recognised that Year 7 and 8 students were not well provided for by CAMHs, so the school were providing specific support at this level. The threshold for CAMHs support was also very high and accessing support for a student before they spiralled was challenging. <i>In response to a Governor query, it was confirmed the school paid for the school councillor provision. Governors noted that a coffee afternoon had been organised for the parents of children accessing support and queried whether it had been well attended, and whether parents had felt comfortable coming into school. EG agreed to find out and let Governors know – later confirmed to be 4 out of 6 parents / carers).</i> Governors also recognised that the early help service did not seem to be going very well and were advised that the threshold was very high, and it also took quite some time to do a referral. However, other aspects of social care provision were thought to have improved. <i>Governors felt that the work done on supporting sexual harassment was positive and queried whether this had been internally, or Government driven.</i> In response, it was confirmed that the Government had expressed a desire for schools to focus on this but had provided no structure. BISSC had been working to progress this before it had become a national focus. <i>Governors suggested that once this initial work had been completed in school there was a need to ensure that racist microaggression and homophobia were also retained as a focus.</i> EG stressed that BISSC was working towards being a fully inclusive school, with a culture where everyone should feel safe and looked after. <i>Governors noted that the annual report outlined the high level of training available to staff.</i></p>	EG
7.0	<p>Budget update and financial approvals</p> <p>Finance Manual and scheme of delegation update – Unfortunately, the Finance Manual and scheme of delegation that had been approved at the last Business & Welfare Committee had not been circulated before the meeting, so it was agreed SN would circulate this after the meeting for ratification by e-mail. There had been no changes proposed for this year.</p>	SN
8.0	<p>SFVS</p> <p>AD and HH would be drafting an initial response for this year, which would be tabled for discussion and approval at the next FGB meeting.</p>	
9.0	<p>School Development Plan update; Proposed School Targets/Dashboard</p> <p>The Whole School Development Plan (SDP) for 2021-24 had been circulated before the meeting. The first page provided a useful one-page summary. Governors noted that KS3 and the 6th Form seemed to be quite prominent, where-as KS4 seemed to be less obviously included. EG explained that KS4 was included within section 2 and featured within the detailed targets which sat behind this. However, as a previous Upper School (Year 9- 6th Form) staff were well used to delivering KS4 and it did not need to be included as a highlight. However, KS3 was still relatively new to the school, and there was a need to raise the KS5 provision with other local schools (who did not have their own 6th Form provision).</p> <p>EG explained that the SLT had reviewed the school priorities during the last summer term (following return to school after easter). They had then revisited the priorities this term, once school had returned to something closer to normality. New targets added through this review were highlighted in purple. The Plan was a three-year plan, which would allow staff to focus on making real and sustained improvements, rather than changing focus / direction regularly. However, it was acknowledged that the Plan was a living document which would be regularly reviewed and adjusted. Individual actions were RAG rated, with linked review questions to ensure that appropriate evidence was provided and to help review the quality of the impact. It was recognised that a number of the priorities had been in the plan for some time, as there was a continued or ongoing need to do more in some areas. <i>Governors reviewed the Plan and noted:</i></p> <p>Target 1 – Ethos & Culture - Building an inclusive community for all at Biddenham had been added and new wording had been included on the growth of the school. Some work had been done on “broadening the cultural capital of all Biddenham students” but it was recognised that lockdown had impacted negatively on this. 1.6 - Becoming a more environmentally aware and sustainable school had already been a focus in school but had been included to capture the need to progress further.</p>	

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	<p>Target 2 – Curriculum, Learning and Assessment – consistent high-quality teaching was recognised to be the factor that had the greatest impact, particularly for disadvantaged students. Numeracy was focused on problem solving in Maths, which had been identified through the last Ofsted Inspection. It would also be a priority to address the large gaps in foundation learning in the younger year groups caused by the pandemic / interrupted learning. The assessment process would continue to be an on-going focus (both in terms of systems and the practice of learning and assessing). Improving outcomes for learners focusing on specific subject areas and groups of learners at KS3, 4 and 5. (2.7) remained as was but updated to include the current priority subjects. These would all address the impact of interrupted learning.</p> <p>Targets 5 and 6 - Leadership and staff development - had now been spilt as they were a significant focus. Leadership would include the planned growth of the school and the whole school wellbeing strategy. <i>It was confirmed that there would be a coherent package of CPD for all staff, not just teachers.</i></p> <p>Each member of the SLT had been allocated link areas within the whole school development plan and would be working in teams to review and monitor. There would then be wider discussion in management meetings.</p> <p><i>Governors noted that target 1.2 included an intent to check that staff and students were confidently using language that consistently mirrored RRR and queried how this would be assessed.</i> In response, it was explained that this would be monitored during development weeks – which had quite specific subjects of observation - with different observation sheets used to capture what was seen. <i>In response to a further Governor query, it was confirmed that the length of a lesson visit during a learning walk would vary depending on the focus of the observation.</i> At present this was focused on PHSCE, and it was potentially possible to get around all 8 classes in a year group during a lesson if you were really focused. However, if you were considering a more complex issue, you might only be able to manage 3 or 4, including time for reflection and writing up. <i>Governors recognised you might therefore miss a behaviour as you would only get a glimpse of some classes.</i> It was confirmed that there were a range of observations used, and an appraisal would last for 30-40 mins.</p> <p><i>Governors then noted that there was an attendance target for “families to feel safe”</i> and it was confirmed this had been driven by lockdown and was now focused on communication with vulnerable families, who might not want to come back to school.</p> <p><i>In response to a Governor query, AS confirmed that he had previously seen the SDP and that staff had worked with the SLT to develop the current priorities and targets.</i> These were now being used throughout the school.</p> <p><i>Governors queried what was meant by “cultural capital”</i> and it was clarified that this referred to providing students with access to types of activities, events and culture that any child in any family might get the opportunity to experience. This could take many forms, such as meeting people who worked in certain jobs or fields, STEM activities, trips etc.. It was recognised that the school were already quite good at this but needed to keep identifying suitable opportunities.</p> <p><i>SC added that the Curriculum Committee had previously discussed the SDP and she wondered how progress would be documented given that the Plan was a living document, with some short-term targets and some much longer.</i> EG explained that there was a “completed” column within the document, to record when a particular action had been finished, and that a full record of target and delivery dates would be maintained through the departmental action plans. She added that the current approach had been adopted a few years ago as it made the planning process more useful for staff, rather than just producing a SDP for Governors. <i>In response to a Governor query, it was agreed that a progress report should be provided to Governors annually, in the summer term.</i> This would supplement the regular review that would be driven by the agenda for the Curriculum Committee.</p>	EG
10.0	<p>Principal’s Report</p> <p>A Principal’s Report had been circulated before the meeting. DB was pleased that things were now closer to normal within school, and it had been possible to return to providing hot food. Overall, the approach had been to deliver everything that would normally be provided, but with appropriate adaptations and safeguards. So far this term it had not been necessary to pull back on anything, but there had been Covid-19 outbreaks in some other local schools. The school would be hosting a Manchester Choir evening, had arranged “a Night at the Musicals” and were organising a 6th Form event. So far this term there had been 81 cases of Covid-19 in school, but it had not impacted on the function of the school. However, it did represent a considerable amount of additional lost learning for students, particularly in Year 11. He also advised that targets and assessment processes were being developed but</p>	

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<p>there was still no clear idea of how Exams would pan out this year. Some methodology had been provided but there was still no clear idea what the real impact would be for students who had lost so much learning. At a recent meeting of the Secondary Heads. it had become apparent that some local schools were becoming concerned about attendance, especially in Year 11 where it was feared students had given up a bit. This was not the experience at BISSC but could have a real impact nationally if it was replicated in disadvantaged areas across the country. Attendance at BISSC was down slightly at around 92%, but this was better than the national average. <i>Governors recognised that absences due to colds and norovirus were also high at present – immunity was generally low due to lockdowns and social distancing. Overall, students at BISSC were pleased to be back in school and had been good at following the restrictions in place and being safe. There had also been an exceptionally low number of exclusions so far this term, which was very pleasing. Considerable work had been done in school on improving behaviour.</i></p> <p>Building plan and intake numbers- Numbers were looking very positive for next year, with 202 1st place applications, 174 2nd choice, 113 3rd choice and a few 4th choice - overall, 547 applicants had included BISSC. This was recognised to be much higher than last year, when 257 children had accepted a place in Year 7. It was likely to be a similar intake for September 2022. This would need to feed into the discussions with the LA about the new buildings and admission numbers (PAN). The LA were seeking a guarantee from BISSC that a place would be offered to all catchment children and siblings. Various possibilities had been discussed for the building development and it had now been decided that 6 classrooms in T Block would be converted into 4 Science Labs. This would provide sufficient Science capacity for the next 5 years. There were also plans to extend the canteen in H Block to provide seating for 150 and provide some additional outdoor covered seating. Out front of the school there was a proposal to build a 6-8 classroom block, which would house IT, Graphics, Photography and Media. The intention had originally been to provide some temporary classrooms whilst the new Science Labs were created, but this was going to cost approximately £1M, so the school had agreed to make do without to save money. However, even with this, and a budget of £4.4M the cost of the initial proposals was too high. The project team were now considering how the costs could be reduced. DB had a meeting scheduled with Ben Pearson next week to discuss the situation and to determine if any additional funding could be made available. It was noted that building costs had risen significantly since the project’s budget had been set. Once this situation was clearer, Governors would need to have a difficult discussion about student numbers and whether these would need to be limited in future years. <i>In response to a Governor query, it was confirmed that there was an open and ongoing dialogue with the LA.</i> Governors noted that a decision on the PAN would need to be made before Christmas and agreed that a separate meeting of the FGB should be arranged to discuss this in more detail. <i>In response to Governor queries, it was confirmed that the initial building proposal (costed at £6.5M) had not been net zero but had been carbon neutral in operation and would be sustainable, with solar panels installed.</i> It was noted that the sustainability of the building might be impacted by any value engineering / cost cutting that was required to deliver within budget. However, the Education Secretary had recently announced that no new school buildings should be developed that were not carbon neutral in operation. The LA were coming back to school next Wednesday to discuss further. It was noted that there was still nothing on the table for phase 2 – which would be needed going forward.</p> <p>Place changes – Governors were reminded that BISSC provided the back-room functions for this home learning support, which was funded by the LA. There were currently about 105 students on role, which was about a third of the home educated children in the Borough. This project provided the LA with an opportunity to maintain contact with a significant number of children who had been removed from formal education. After many years, both Mike Berrill and June Macdonald were retiring, so a new management team was going to be put in place and they would be looking to recruit a new project leader (or two). DB would be taking on Mike Berrill’s previous responsibility for oversight with the parent group. Governors were advised that the provision was parent led and there were a number of areas that could be jointly developed with the school, such as the use of google classrooms.</p> <p>DB advised Governors that there were currently many exciting things going on in school. There was the potential for developing closer partnership working with Westfield, who were the main feeder school and with whom BISSC had always had a close relationship. Phillipa Copley and the Head of St James had also been working on making transition more consistent, to reduce the “transition dip”. <i>Governors queried whether there was a transition day for Year 6 students coming up, and it was confirmed there was a common transfer day held in July. It was also confirmed that part of Phillipa’s role was to develop links with other schools.</i> This had included development of the transition diploma, which had been shared with the main feeder schools and was then revisited once the children were in Year 7. There were plans to try and share this with all the feeder schools and primaries in Bedford, to help develop a more consistent transition for all. <i>In response to a Governor query, it was confirmed that DB and the Head of Westfield were planning to meet to explore the possibility of developing a soft federation between the two schools.</i></p>	<p align="center">CB/DB</p>
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11.0	Chair's Report	CB had met with the Head Boy and Head Girl and had carried out the Principal's appraisal. <i>She also met regularly with Clare Warburton to discuss safeguarding issues.</i> She had recently been made aware that there had been a national increase in LAC – a 20% increase over the last 10 years. There were currently 9 LAC in school, spread through the year groups. This was much higher than usual and required a considerable level of school resource. Governors had previously discussed the difficulties with CAMHs support. CB also acknowledged Mike Berrill's retirement after many years with the school. He had been appointed Head of the school in 1997 when the school had been threatened with closure and had made a considerable contribution to the development of education across the county. He had also been instrumental in the creation of the Chiltern Learning Trust many years ago. He was now retiring fully from the school and Place but would continue his work with the Universities of Bedfordshire and Cambridgeshire. The Governing Board wished him all the best for his retirement and CB advised that he had requested a very low key leaving do. At the first B&W Committee meeting of the year, it has been suggested that it might be helpful to break some FGB meeting down into smaller group sessions to discuss some issues in greater depth. This would be considered for a future meeting. An invitation was extended to all Governors to the Night at the Musicals (a week on Friday) and the Manchester Carols evening (the following Friday). Adults had been invited to join the choir and CB would be participating. CB had also attended a recent training session held by the Borough LADO, which had been really interesting and highlighted the breadth of issues covered by the LADO.	
12.0	Report from Committees	The minutes had been circulated from the Pay Committee held on 29 th September 2021, the Curriculum Committee held on 5 th October 2021 and the Business & Welfare Committees held on 14 th October and 18 th November 2021. SC confirmed that most of the issues discussed at the Curriculum Committee had already been raised earlier in this meeting. CB mentioned that Emma Latchman had attended the last B&W Committee meeting and had provided a detailed description of the work being done to support children with learning difficulties in school.	
13.0	Policies	<p>Virtual Meeting Policy – Governors discussed the background to this policy, which was based on a model provided by The Key. It was agreed that the review date should be changed to show this policy would be reviewed every two years. The policy was approved for immediate use.</p> <p>Behaviour Management policy – this had been discussed and agreed by the B&W Committee who had recommended it for approval by the FGB. A section had been added on peer-on-peer abuse but otherwise there had been few changes. The policy was approved for immediate use.</p> <p>SEND Policy - this had also been discussed and agreed by the B&W Committee who had recommended it for approval by the FGB. The changes – which were mostly staffing changes - were shown in red. The policy was approved for immediate use.</p>	
14.0	Any Other Business:	There was no other business to discuss.	
		DB, EG and AS left the meeting,	
15.0	Confidential Item – Covered in Part 2 Minutes		
16.0	Next Meeting	The next meeting was scheduled for 16 th March 2022.	

ACTION POINTS		
Item No.	Item	Action
1	Governors to complete the required safeguarding training and provide a certificate of completion to SN. SN to recirculate the electronic link.	All/SN
2	NS to confirm after the meeting which Committee she would like to join.	NS
3	EG to confirm how many parents attended the recent coffee afternoon for the parents of children accessing support – later confirmed to be 4 out of 6 parents / carers).	EG
4	SN to circulate the Finance Manual and scheme of delegation after the meeting for ratification by e-mail.	SN
5	SDP progress report to be provided in the summer term.	EG
6	Additional FGB meeting to be arranged before Christmas to discuss possible changes to the PAN.	CB/DB