



## AUTUMN TERM (1) 2025 MEETING OF THE FULL GOVERNING BODY

### MINUTES

Date                      Wednesday 8<sup>th</sup> October 2025  
 Time                        18.30  
 Place                        Holmer Green Senior School

**PRESENT:**

Tony Green (TG) – Chair	Susan Latham-Lewis (SLL)
Ed Hillyard (EH) – Headteacher	Roy Kamp (RK)
Claire Asare-Archer (CAA)	Melissa Miller (MM)
Kirsty de Groot (KDG)	Paula Myburgh (PM)
Jeremy Hunt (JH)	Steve Pilgrim (SP)
	Victoria Strutt (VS)

**IN ATTENDANCE:**

Sian Beswick (SB)	Director of Finance & Resources
Laura Foster (LF)	Deputy Headteacher
Lynda Jackson (LJ)	Director of Compliance & HR
Jenny Knight (JK)	Governance Professional
Sarah Lary (SL)	Senior Deputy Headteacher
Sarah Towers (ST)	Deputy Headteacher
Alan Wooller (AW)	Deputy Headteacher
Emily Reed (ER) to pm	DSL

**APOLOGIES**                      Beccy Roberts, Paul Davies

**NOT PRESENT:**                      None

**Action   Support   Challenge**

Governors' questions are highlighted in *italics* throughout these minutes.

Item	Discussions and Decisions Made	Actions
1	<p><b>Welcome and apologies for absence</b></p> <ul style="list-style-type: none"> <li>TG welcomed everyone to the meeting.</li> <li>Apologies were accepted from Beccy Roberts, Paul Davies</li> </ul>	
2	<p><b>Appointment of Chair and Vice Chair</b></p> <p><b>Chair</b></p> <ul style="list-style-type: none"> <li>One nomination form had been received for TG. There were no further nominations.</li> <li>All Governors were in favour. TG was duly elected as Chair for a period of one year.</li> </ul>	

Item	Discussions and Decisions Made	Actions
	<p><b>Vice Chair</b></p> <ul style="list-style-type: none"> <li>• One nomination form had been received for PD. There were no further nominations.</li> <li>• All Governors were in favour. PD was duly elected as Vice Chair for a period of one year.</li> </ul>	
3	<p><b>Notification of Any Other Business</b></p> <ul style="list-style-type: none"> <li>• VS – Curriculum Committee: Is there a role for this, or for subject link governors? – item 13.4</li> </ul>	
4	<p><b>Declarations of Interest against this agenda</b> There were no declarations of interest, either new or against items on this agenda.</p>	
5	<p><b>Minutes of the FGB Meeting held 9<sup>th</sup> July 2025 and Matters Arising</b></p> <ul style="list-style-type: none"> <li>• Governors approved the Minutes as an accurate record.</li> </ul> <p><b>Actions and Matters Arising</b></p> <ul style="list-style-type: none"> <li>• All complete or covered in this meeting.</li> </ul>	
6	<p><b>Head Student Report</b></p> <ul style="list-style-type: none"> <li>• This item was moved to the beginning of the meeting.</li> <li>• Head Students Max Dennis and Amelie Reid introduced themselves to Governors, having previously circulated their report.</li> <li>• Governors questioned students about their experience of Sixth Form. They commented that it feels very busy, with a significant increase in numbers in the new Year 12 in comparison with the now-departed Year 13.</li> </ul>	
7	<p><b>Governor Membership</b></p> <p><b>Staff Governor</b> There is one vacancy. This will be circulated to new staff after half term.</p> <p><b>Terms of Office</b> JH &amp; BR’s terms end on 12 December. They are both willing to be reappointed at the 10 December FGB meeting.</p> <p><b>Members</b> Gareth Davies will be stepping down at the AGM. One or two new Independent Members are needed. <b>Governors to send link up any possible candidates with JK.</b></p>	Govs
8	<p><b>Governor Safeguarding Training</b> Emily Reed presented the annual safeguarding update on screen. <b>The presentation will be shared on GovernorHub.</b></p>	ER/JK

Item	Discussions and Decisions Made	Actions
	<p>Governor Safeguarding Refresher training is available via GovernorHub Knowledge for anyone that missed this session or wants to go further.</p> <p><b>Q – Is education about the influence of Andrew Tate given to girls as well as boys?</b> A – Yes.</p> <p><b>Q – How are these matters communicated to parents as well as students?</b> A – A monthly summary from the Key is shared with parents via a link.</p>	Govs/ PD
<b>9</b>	<b>STRATEGIC PLANNING</b>	
<b>9.1</b>	<p><b>Report of Headteacher and SEF</b> EH had circulated his report and highlighted:</p> <ul style="list-style-type: none"> <li>• Page 2 – List of GCSE subjects which require improvement. Governors to keep an eye on these over the year.</li> <li>• Recruitment for Sixth Form and Year 7 has been strong this year.</li> <li>• FPH&amp;S – SRMA review headlines: School is in a healthy financial position but needs to continue to manage its resources wisely.</li> <li>• There has been more student movement this year including via the 12+ exam.</li> <li>• School is holding firm on the behaviour and mobile phone policies. EH needs Governor support to hold the line on this because it is felt a much calmer environment is resulting.</li> <li>• New mobile phone policy: Working hard as a team to enforce this. There is less lesson disruption. Phone confiscations decreased by 91% (9 vs 100 in summer term 2).</li> </ul> <p><b>Q – Of those 9 has there been any serious pushback?</b> A – Yes. Strong pushback via email and a couple of aggressive incidents on the gate – but overall we have eradicated mobile phone issues in class. It seems draconian but it has freed up students to concentrate on lessons, reduced toilet queues and had a real impact on students. Students know the consequences are serious.</p> <p><b>Q – Is there anything negative the teachers are experiencing e.g. on the gate?</b> A – Not mainstream teaching staff; mainly leadership team on the gate.</p> <p><b>Q – What is the impact on attitude to learning and improvement scores?</b> A – The first ATL scores come through at the end of the first half term. Not sure if we can infer causation from these though.</p> <ul style="list-style-type: none"> <li>• A thorough safeguarding review was held before the summer with a lengthy report produced. Summarised themes are given in the papers.</li> </ul>	

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	<ul style="list-style-type: none"> <li>• F/T suspensions saw an increase in summer term 2 but are still below national. HGSS scores 13/34 across Bucks schools.</li> <li>• Attendance 92.4% is 1% above national for last year. PA students 18.4% vs 23% national. Will continue working on these.</li> <li>• Page 5 – Two tables included rather than one: the new Ofsted framework is being rolled out at the end of term 2 and judgements are separated into different categories, so SLT is going through the framework to work out how improvement priorities sit within this framework and meet the Ofsted requirements. An updated version will be brought back in December.</li> <li>• <b>Governors training on Ofsted framework will be done via Teams – date TBC.</b></li> <li>• Page 9: Key figure is the number of learning walks happening. AW updated 55 so far with 54 actions set. Some members of staff have been seen more than once. 72% of all staff have been observed with roughly 80% at the expected standard (this continues to grow). 20 actions have been completed and 5 partially completed. These will be revisited. Everyone visited has an action to complete – but some take longer than others.</li> <li>• Page 12 – Authorised absence (e.g. funerals, close marriages, competing in a sporting event etc) has been added to the table. There will be less fluctuation later in the year.</li> <li>• Year 7-11 absence table breaks down attendance into SEND, Disadvantaged and those receiving F/T suspensions in line with the new Ofsted requirements which are all about inclusion of disadvantaged learners.</li> <li>• Attendance meetings starting from tomorrow with parents. We recognize that attendance must be nipped in the bud early in the year.</li> <li>• Parent/student surveys page 19: Done in the summer. Fewer students and parents are experiencing bullying year on year. EH highlighted areas for improvement.</li> </ul> <p><b>Q – Page 13: Data for last academic year: Are there national averages for behaviour incidents available?</b></p> <p>A – No, because every school categorises differently.</p> <p><b>Q – Do you feel there is a greater increase in one area of bullying (e.g. cyber) over another over time?</b></p> <p>A – It is different at each school and at different times of the year.</p> <p><b>Q – Has Year 12 increased more than Year 13 in terms of numbers?</b></p> <p>A – We started with 106 at beginning of September but some have gone to different places. Last year Year 13s were fewer. Now it feels busy as the year groups are a similar size.</p>	EH

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	<p><b>Q – What is the plan on the uniform policy? There are comments that students are coming to school dressed to a much lower standard than is in the policy. Is the plan to tighten up?</b></p> <p>A – On the gate we check the phone lockers as a main focus. In the line up everyone’s uniforms are checked. Within school we would be hard pushed to find a student without the correct uniform; SLT are correcting uniform as they come in. There is a really determined effort from everyone. We can’t control how they look on the way to school.</p> <p><b>Q – Page 30/31 – Are all subjects taken at GCSE or equivalent including BTECs on this list? Construction doesn’t appear here.</b></p> <p>A – This only shows GCE (A-Level). A full analysis (which was sent out to Governors on 12 September) will be attached with the minutes and published with the papers on GovernorHub.</p> <p><b>Q – Regarding the new direction for homework: Is this now fully implemented?</b></p> <p>A – We now need to audit what this looks like across the school. Students should be doing prep and memorisation for each subject and should have something to do each night, leaving the weekend free to catch up.</p> <p><b>Q – Should this be set by the teachers or self-directed by the students?</b></p> <p>A – A mixture. For older students there should be some self-direction. We are still using Teams etc for direction. There is more guidance for KS3. Next half term AP booklets will be updated for revision support.</p> <p><b>Q – What are the learnings from GCSE &amp; A-Level results?</b></p> <p>A – The headline is that they were not good enough at either level. This is included in the report with subject focus areas. Normally we would look at P8 but this won’t be published next academic year because these students didn’t have KS2 SATs results. We will use Attainment 8 instead, which doesn’t show progress.</p> <p>English and Maths GCSE have been strong again but we still need to work on 4+ including both English and Maths. English 84%, Maths 75%. Science is about getting the higher grades. English Literature doesn’t do as well at A-Level when more independent work is required; this is very different to the drilling that goes on at GCSE.</p> <p>Department meetings are ongoing for those subjects that need them, to establish what has gone wrong and what can be done to improve. MFL, Science, IT, Business Studies – all subject areas that need focus.</p> <p>Disadvantaged students didn’t do as well this year. This is partly cohort-dependent, with a set of students whose lack of engagement has had a real impact on grades (e.g. some students didn’t sit any exams at all and didn’t even attend last year but weren’t given an appropriate school setting anywhere else). We don’t have the same cohort this year.</p>	EH

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	<p>The school climate has really benefited from the mobile phone policy but it has led to difficult conversations on the gate. We hear the conversations about reasonable adjustments but there is a whole school to consider here.</p> <p><b>Q – In terms of lower grades, do you think there is still a Covid effect? This year group was in Year 7 during Covid.</b></p> <p>A – It will continue to do so over time. The number of EHCPs goes up every year. The answer is not simple. We had a set of students who couldn't get a specialist place elsewhere and couldn't manage the mainstream education here. There are different reasons behind each subject area.</p> <p><b>Q – Regarding the vocational subjects, Child Development and Construction have gone down significantly in terms of pass rates.</b></p> <p>A – These two subjects had the most students who didn't even make it into school. These were the most challenging students at the school. Both Heads of Department were relentless in chasing coursework. There were no staff changes in Child Development but a number of the children on that course were either in The Bridge or not attending at all.</p> <p><b>Q – It seems such a large drop to be explained by that.</b></p> <p>A – We can only reassure Governors that there are robust QA measures in place. We are trying to hit the sweet spot between supporting these challenging students while avoiding affecting the rest of the school. We can't reduce their 'broad and balanced curriculum' down too far as this is not allowed.</p> <p><b>Parent governor commented on the positive support received and high expectations of the majority of last year's Year 11. Overall their experience was good and a lot of extra time was spent on them.</b></p> <p><b>Thanks to teachers for the massive amount of additional intervention that is being put in place.</b></p> <p>A – We could get rid of courses like construction and focus on the e-Bacc. However, if we did this, we would have different negative results in terms of behaviour etc. We try to prioritise disadvantaged students. We currently do morning interventions for Year 11 students based on their exam results from the summer. This is regularly reviewed. We are considering doing this for three mornings a week, however this does put pressure on teaching staff, especially with meetings as well in the evenings.</p> <p><b>A Governor acknowledged the huge success of the mobile phone strategy in reducing lesson time disruption and also the Brilliant Club, which has been an amazing opportunity for vulnerable students.</b></p> <p>AW presented some highlights about the Brilliant Club (slides to be shared with JK):</p>	<p>AW</p>

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	<ul style="list-style-type: none"> <li>• Last year there were three cohorts take part in this (Year 7, Year 9, Year 12 – in total 42 places). There was some great success with this.</li> <li>• All Year 7 and 9 students came from disadvantaged backgrounds as well as half from Year 12.</li> <li>• 84% were Pupil Premium students.</li> <li>• 41% had no parental history of higher education. We showed them university settings and took them to Oxford in July.</li> <li>• Cost £9k for the sessions including employing two PhD students.</li> <li>• 7 tutorials over a term, taught at a university standard. Psychology/Urban Planning, then a 1500-word dissertation.</li> <li>• 21% were graded 1<sup>st</sup> or 2:1 including some of the Year 7s.</li> <li>• All students graduated in front of their peers at Oxford Town Hall or Jesus College.</li> <li>• This year a teacher is taking over the lead on the Brilliant Club with the same year groups. Two sessions in the spring term and another in the summer term. Plan is for 100% completion.</li> </ul> <p><b>Q – Many people haven't heard about this; do most local schools do this or is it particular to HGSS?</b></p> <p>A – There are very few locally that do it. There should be more as it's such a powerful message with a big impact.</p>	
9.2	<b>School Improvement Planning</b> As discussed above in HT Report.	
10	<b>HR/PERSONNEL</b>	
10.1	<b>Exit Interviews</b> LJ had circulated a summary of responses received and highlighted: <ul style="list-style-type: none"> <li>• 13 staff left last year, 11 chose to have an exit interview.</li> <li>• Some concerns were highlighted which are useful to understand.</li> </ul> <p><b>Q – Is the exit interview an online link or done face to face? If face to face, who does it? Should Governors be involved?</b></p> <p>A – It is face to face. Staff have the option to see LJ or EH, or TG if they request. TG has seen one. EH does most of the teaching staff; LJ tends to see support staff.</p>	
10.2	<b>People Strategy 2025-26</b> LJ had circulated the document which came out of the internal scrutiny recommendations last year. This sits on the recruitment page of the website. <p><b>Q – What is the plan to measure against this?</b></p> <p>A – Full recruitment is a measure. Every year recruitment and retention become harder. We usually manage to start with full recruitment each year,</p>	

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	<p>but as people leave over the year it is hard to keep the quality. People who aren't aligned with our values and way of teaching tend to move on.</p> <p><b>Q - Is this a tool to help recruit?</b></p> <p>A – Yes. It will be on the vacancies page. We aim to give good development opportunities once we have found high quality staff.</p> <p><b>Q – How are you going to widen the pool to capture underrepresented groups?</b></p> <p>A - We have a wide diversity across the teaching staff, especially with overseas teachers, some of whom have been with us for over a decade. They bring a huge amount to the school.</p> <p>Diversity isn't just about ethnicity. We have a lot of young staff out of university, LGBTQ+, SEND staff and other hidden diversities. This is a real strength of the school. Exit interviews often say they like the staff body.</p> <p><b>Q – What does 'developing talent pipelines through external facing work' mean and are there placements for trainee students?</b></p> <p>A – We have lots of trainee students. In terms of external facing work – we were at a training event today; we are working with other schools on SEND provision; there is the Challenge Partners work; we took staff to a ticketed event featuring a speaker from the US talking about teaching &amp; learning. We are picking up a reputation with other schools through all this external work. We attend recruitment fairs and we currently have two volunteers in school to get experience – of whom one is applying for a cover supervisor job.</p> <p><b>Q - Are the local grammar and private systems competition when it comes to attracting good staff?</b></p> <p>A – There is a shortage of teachers. There is also the issue of salaries: Here staff receive Fringe levels but in Slough it is Outer London which is higher. Teacher trainee bursaries are not equitable: there are bursaries in Chemistry, Computing and Maths but nothing for English or MFL.</p>	
<b>11</b>	<b>COMMITTEE REPORTS</b>	
<b>11.1</b>	<p><b>Finance, Premises, Health &amp; Safety</b></p> <p>The minutes of the meeting held on 1 October 2025 had been circulated. SP highlighted:</p> <ul style="list-style-type: none"> <li>• Internal scrutiny report: 3 minor issues being addressed</li> <li>• Resource management audit</li> <li>• Agreed internal scrutiny for this year: website, academy trust handbook and data privacy.</li> <li>• Budget: £127k in-year surplus last year but next year £363k deficit predicted. However, this is due to capital investment rather than running costs and is a worst case.</li> </ul>	

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	<ul style="list-style-type: none"> <li>Staff pay award: Approval is sought for the 4% increase for teaching staff. Governors approved this increase.</li> </ul>	
11.2	<p><b>HR Panels, Complaints and Student Discipline Committees</b></p> <p>The complaints log had been shared. EH ran through the current status of actions and policies listed.</p> <p>Two Ofsted complaints also put on the action plan, having been dealt with in the summer. Ofsted said they were satisfied with the School’s response and the way School had dealt with the matter.</p> <p><b>Q – Is this the most up to date version? What happened to the MFL complaint? Where to the other aspects recommended by Governors in a complaint panel followed through?</b></p> <p>A – Regarding the MFL issue, an additional slide is being included in the Year 6 open evening to make the MFL policy clear to potential students. The Curriculum and T&amp;L policy has been updated.</p> <p>The recommended survey of last year’s Year 7 students, to open up a swap list for languages, was not done. This was a suggestion rather than a ‘must’. Having a raft of students changing from one subject to another would not have been helpful for anyone. The student whose parent complained was offered a place in the preferred language but it hasn’t been taken up. The other parents whose names were listed on the complaint were asking for clarity rather than to change languages.</p> <p>It was agreed that any recommendations/actions arising from panels will be added to the action plan and the status brought to each FGB meeting.</p> <p><b>Q – Does the FGB need to formally review recommendations made to consider whether they are reasonable or not?</b></p> <p>Recommendations are case specific, so should be recommended by those on the panel that considered the issue and reported via the action log.</p>	EH
12	<b>GOVERNOR REPORTS</b>	
12.1	<p><b>Chair</b></p> <p>Nothing to report.</p>	
12.2	<p><b>Development</b></p> <p><b>GB Effectiveness Tool on GovernorHub</b></p> <p>JK highlighted the location of the effectiveness tool and its purpose in understanding the current skills, experience and efficacies of the Board, plus training requirements that can be addressed over the year. <b>Governors to complete this section, which can be found in Governing Board/Effectiveness</b></p>	Govs

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	<p><b>Ofsted Readiness – new framework</b> As above, a Teams session will be organised to prepare Governors for an inspection under the new Ofsted Framework.</p>	
12.3	<p><b>SEND</b> PD had circulated a visit report. The SEND Annual Report had also been circulated. This had been checked by PD before being published on the website.</p> <p><b>Q – Regarding the staff problems with a mix of part time and full time: Are you meeting the statutory requirements of EHCPs?</b> A – An EHCP is a way of attributing funding. It doesn't cover a job for a person per year (£6k per child). We have a S&amp;L therapist, we have been trying to get in a SEND teacher for SEMH but have been unable to recruit so we are going to try for an LSA instead. Teaching assistants don't have a huge impact on SEND outcomes especially at higher levels (they don't know the subject detail). We are hoping to get a further SEND teacher next summer.</p> <p><b>Q – Is the situation likely to get worse before it can be made better?</b> A – We can't get more than 18 LSA staff members. They are very transitory. They have a four week notice period and the recruitment process takes longer than this.</p>	
12.4	<p><b>Governor Visits</b> School events for Governors to attend had been shared. The next Governor morning is this Friday. JK asked <b>Governors to record any school visit they undertake in GovernorHub in the Governing Body/Visits section.</b></p>	Govs
12.5	<p><b>Disadvantaged, CLA</b> BR has a planned meeting with AW on 24 November and will report back to the next FGB.</p>	
12.6	<p><b>Careers</b> BR has a planned meeting with Katie on 17 November and will report back to the next FGB.</p>	
13	<b>ANNUAL REVIEWS AND COMPLIANCE</b>	
13.1	<p><b>Standing Orders</b> The standing orders had been circulated. There were no further comments and the document was approved.</p>	
13.2	<p><b>Code of Conduct for Governors</b> The code of conduct had been circulated and JK confirmed that all Governors and Members had agreed to it via GovernorHub.</p>	

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13.3	<p><b>Terms of Reference</b></p> <p><b>FGB</b> The FGB TORs had been circulated. There were no further comments and the document was approved.</p> <p><b>FPH&amp;S</b> The FPH&amp;S TORs had been circulated, having been reviewed in the Committee meeting on 1 October. There were no further comments and the document was approved.</p>	
13.4	<p><b>Membership of Committees/Working Groups/Link Roles/Student Leaders</b></p> <ul style="list-style-type: none"> <li>The roles had been shared on the bottom of the agenda.</li> <li>VS has offered to be the new Behaviour &amp; Attendance Link Role.</li> </ul> <p><b>Q – Do we need a Curriculum Committee or Department Link Governors to ensure we are adequately monitoring this aspect?</b></p> <p>A – There was previously a curriculum committee with members linked to departments, but committees were reduced (apart from FPH&amp;S) as it was proving hard to ensure quoracy. It is also about workload for staff. Governor days rotate through different subject areas, e.g. construction, PE, MFL, Geography. Department Links would mean Governors taking up time meeting with HoDs and we question the impact of this, other than on that particular Governor’s understanding.</p> <p>It was agreed that the subject focus areas for the year would be prioritised on the Governor mornings.</p> <p>There were no other changes to the Link or Committee roles listed but Governors were encouraged to volunteer if they would like to shadow an existing Link Governor, to ensure there is a success plan.</p>	<p>EH</p> <p>Govs</p>
13.5	<p><b>Annual Review of Governor Interests 2025-26</b></p> <p>The register of interests had been circulated prior to web publication (senior employees to be added to the register; LJ/SB to work with JK on this).</p>	LJ/SB/ JK
13.6	<p><b>Governor Attendance 2024-25</b></p> <p>The attendance data had been circulated. There were no comments.</p>	
13.7	<p><b>Related Party Interests Forms for Audit</b></p> <p>Forms had been tabled for all Governors to complete and sign.</p>	
13.8	<p><b>Governor Biographies</b></p> <p>Current biographies had been shared and Governors asked to update them via JK for the website.</p> <p>Thanks to those who have already sent their updates.</p>	Govs

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13.9	<p><b>Companies House ID Verification</b></p> <p>Some Governors have completed this process; others have yet to do it. Governors and Members must complete this task by 18 November 2025. Personal codes should be sent to JK or logged in the relevant field in each Governor's profile on GovernorHub.</p>	Govs
<b>14</b>	<b>SAFEGUARDING</b>	
14.1	<p><b>KCSIE</b></p> <p>JK thanked all Governors for confirming via GovernorHub that they have read KCSIE.</p>	
14.2	<p><b>Annual Safeguarding Report</b></p> <p>Statutory, submitted.</p>	
14.3	<p><b>Safeguarding Governor Report/External Safeguarding Review Action Plan</b></p> <p>MM is meeting ER next Friday and report back to the next FGB.</p>	
<b>15</b>	<b>POLICY REVIEWS AND APPROVALS</b>	
15.1	<p><b>Admissions 2027-28 (Statutory)</b></p> <ul style="list-style-type: none"> <li>The policy had been circulated</li> <li>There were no comments and the policy was approved.</li> <li>This will now go out to consultation for six weeks to all schools and any amendments brought back to FGB.</li> </ul>	
15.2	<p><b>Staff Code of Conduct</b></p> <ul style="list-style-type: none"> <li>The policy had been circulated.</li> <li>Staff gifts section 'e.g.' to be removed</li> <li>LJ to add the declaring and recording process to page 3.</li> <li>Other minor changes from JH by email.</li> </ul>	LJ
15.3	<p><b>CEIAG and Career Provider Access (Statutory)</b></p> <ul style="list-style-type: none"> <li>The policy had been circulated.</li> <li>There were no comments and the policy was approved.</li> </ul>	
15.4	<p><b>Word Processor for Exams</b></p> <ul style="list-style-type: none"> <li>The policy had been circulated.</li> <li>There were no comments.</li> </ul>	
15.5	<p><b>Child Protection and Safeguarding (Statutory)</b></p> <ul style="list-style-type: none"> <li>The policy had been circulated.</li> <li>Minor changes from JH by email.</li> <li>Next year the policy will be amended over the summer and GHub approval used in order to ensure website compliance by 1 Sept.</li> <li>The policy was approved.</li> </ul>	EH

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15.6	<b>Access Arrangements</b> <ul style="list-style-type: none"> <li>• The policy had been circulated.</li> <li>• There were no comments.</li> </ul>	
15.7	<b>Complaints</b> <ul style="list-style-type: none"> <li>• The policy had been circulated – DfE model.</li> <li>• There were too many anomalies in the document to allow for approval. JH to forward these to EH and the policy will be recirculated for approval via GovernorHub.</li> </ul>	JH/EH
16	<b>Dates and Times of Meetings</b> Next FGB meeting: Weds 10 December 2025, 6.30pm Governor Day: Friday 10 October 2025, 9am – 12.45pm	
17	<b>Any Other Business</b> None	
18	<b>Evaluation of Meeting</b> <ul style="list-style-type: none"> <li>• Governors agreed that the meeting had been conducted appropriately and effectively in terms of SIP priorities and student outcomes.</li> </ul>	

The meeting closed at 8.54pm.

**Minutes approved by the Governing Board:**

Signed .....

Date .....

Mr T Green – Chairman of the Board