

**Meeting of the Thomas Hardy Governing Body**  
**Training Room, Thomas Hardy School – 3<sup>rd</sup> February 2021 – 4.30pm**

**Present:** Tony Moore (Chair), Mike Foley (Headteacher), Hugh Griffiths, David Grassby, Tim Gallego, Alan Trowbridge, Simon Conibear, Rachel Turberville-Smith, Mike Faulkner, Jo Stoker, Rachel Glennie, Hilary Over

**In attendance:** Linda Morrison (Assistant Headteacher), Richard Nicholls (Assistant Headteacher), Jan McKie (MAT Finance Director), Michelle Matthews (Finance Manager), Jon Dean (Assistant Headteacher), Laura Cheney (Assistant Headteacher), Tim Ennion (Assistant Headteacher), Claire Noble (Assistant Headteacher), Tom Hardinge (Assistant Headteacher), Nick Thornley (Prospective Governor), Neil Johnston (Prospective Governor), Garry Batt (Former Chair of Governors), Luke, Ophelia, Mary, Finlay (Pupils)

**Apologies (Item 1):** Mr Foot has resigned from the Board.

**Late Arrivals/Early Leavers:** Luke, Ophelia, Mary and Finlay left after Student Visitors - Experiences of Remote Learning at THS item  
 Garry Batt – left after Thanks item  
 Michelle Matthews and Jan McKie left after Finance and Operations Update item  
 Nick Thornley and Neil Johnston – left after Policies item

Item	Minutes	Action
20/25	<p><b>Welcome</b> – The Chair of Governors welcomed new Parent Governor Jo Stoker, new Teaching Staff Governor Rachel Glennie and new Co-Opted Governor Hilary Over. He also welcomed two prospective new governors, Nick Thornley and Neil Johnston, and invited them to share a little about themselves with Governors. Mr Thornley has a background in local authority leisure management and development. Mr Johnston has a finance and governance background working for the NHS.</p>	
20/26	<p><b>Student Visitors – Experiences of Remote Learning at THS:</b>            The Chair of Governors welcomed 4 pupils to the meeting to discuss their experiences of remote learning provision. Two questions were posed to them in advance by Governors:</p> <ol style="list-style-type: none"> <li>1) If you were organising remote learning is there anything you would change or do differently</li> <li>2) What do you do if you don't understand something in a lesson</li> </ol> <p>Points raised included:</p> <ul style="list-style-type: none"> <li>• If work is set in files it can be changed by other pupils whereas if it is set in class materials it is read only</li> <li>• Live meetings in teams are nice as in middle school it was all set work which got tiring and was lonely. There was lots of reading and it was harder as you couldn't ask questions about the work easily.</li> <li>• The chat functionality is good but if you don't set yourself to 'do not disturb' you get lots of notifications which can be distracting. The hands up function is better in lessons.</li> <li>• Recommendations put to teachers are acted upon and the experience is much improved. Improvements were noticeable after the survey a couple of weeks ago.</li> <li>• Some teachers aren't setting work as an assignment so other pupils can see your work.</li> <li>• The use of the calendar to set live lessons is improving every day</li> <li>• It would be even better if teachers set live lessons on the calendar at</li> </ul>	

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	<p>least 24 hours beforehand. Some lessons are set at fairly short notice and this can be difficult if it is the first lesson in the morning. It can make it hard to plan your days.</p> <ul style="list-style-type: none"> <li>• Some teachers are allowing pupils to use the chat during live lessons for non-work-related conversations, which is nice as it helps it to feel more like a classroom.</li> <li>• One pupil stated that they prefer assignments to be set when work is assigned outside of live lessons as they like feedback. They explained that homework such as accessing the bitesize website or similar does not provide feedback which can be demotivating. Another pupil agreed that if work is set it needs marking so you know where you are going wrong or it should be made clear to pupils if it's not going to be marked.</li> <li>• 1:1 chat function with teachers is a less formal way of seeking help with work</li> </ul> <p><b>Q: Pupils were asked if they feel like they are learning.</b> The pupils agreed that they do feel like they are learning but they feel a bit less motivated without being with their friends. Remote learning has improved a lot since the last lockdown. One pupil commented that he feels as though he is getting through the course but he is not sure how well.</p> <p><b>Q: Pupils were asked if they feel like they are becoming better independent learners.</b> One pupil opined that remote learning is more structured this time compared to last time so there is less room for choice as to when he completes the work. He added that homework is harder to complete when you have been in front of the computer all day.</p> <p><b>Q: Pupils were asked if they have their cameras on or off and how they feel about this.</b> One pupil commented that it takes a lot of confidence to switch cameras on so having the choice is positive. Another pupil informed Governors that around 5-6 pupils in a class will switch on their cameras in each lesson, which is nice. He did say that he felt discouraged to use his camera in a Maths lesson as the teacher suggested he didn't need to have it on. He stated that it depends on the people in the class but feels it would be good for teachers to encourage pupils to switch on their cameras, but not for pupils to be forced to. Another pupil agreed that most people don't turn on their cameras and they are most likely to be off for the first two reasons, adding his reasons for why he may leave his camera off. He added that as time has progressed, pupils have got more confident about using their microphones and this has had a positive effect on lessons.</p> <p>Ms Noble and the Chair thanked pupils for their attendance and they left the meeting.</p> <p><b>Q: A Governor asked about the number of pupils that do not have access to suitable devices – this will be addressed in Dr Ennion's report.</b> However, Dr Ennion explained that students may not access remote education for a multitude of reasons including poor broadband in rural locations, space issues at home, family workload and access to devices.</p> <p><b>Q: Another Governor asked what happens if a pupil doesn't attend.</b> Dr Ennion explained that staff undertake regular trawls to ascertain who hasn't been attending and/or engaging. This is recorded on the school system and followed up by tutors, guidance leaders or EforE staff.</p>	
<b>20/27</b>	<b>Thanks</b> –The Chair of Governors invited Mr Foley to make a presentation on	

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	<p>behalf of Governors in recognition of Mr Batt’s distinguished service as both Governor and Chair of Governors at THS over many years. Mr Foley gave a speech expressing his personal and professional thanks to Mr Batt for his unstinting support, giving many examples of Mr Batt’s attributes as Chair. He presented Mr Batt with an engraved cut glass bowl on behalf of Governors. Mr Batt accepted the bowl with thanks and gave a speech; he thanked Mr Foley, the staff at THS and the Governors for their support and for their gift. He concluded that he is a supporter of excellent state education and is very proud to have been involved at Thomas Hardy School; that it is in a good position moving forward and that he is excited to remain involved as a Director of Wessex MAT and a Trustees of the Thomas Hardy Foundation Trust. Mr Batt left the meeting.</p>	
<b>20/28</b>	<b>Declarations of Interest (Item 2):</b> None.	
<b>20/29</b>	<b>Minutes of the meeting 25<sup>th</sup> November 20 (Item 3.1):</b> were approved and signed as an accurate record	
<b>20/29.1</b>	<p><b>Matters arising (Item 3.2):</b>  <b>20/19.2 (Item 5.2) Link Governor Roles</b> – Complete. Some Governors are still to make contact with their link staff member.  <b>20/19.3 (Item 5.3): Agree Governing Board</b> Priorities – Ongoing. The Chair confirmed this will be ready for the next meeting  <b>20/21.7 (Item 7) Headteacher’s Report</b> – Complete. Mr Nicholls confirmed that 330 students have applied to university via UCAS, 282 are current students which is 5% higher than last year. This is in turn, higher than the previous year. There are 33 early applicants to Oxbridge and Russell Group universities.  <b>20/22 (Item 8): Training Feedback</b> – Ongoing – Governors are to look at Learning Link for the next meeting</p>	<p>TM</p> <p>GOVS</p>
<b>29/30</b>	<b>Finance and Operations Update (Item 7) – Michelle Matthews and Jan McKie:</b>	
<b>29/30.1</b>	<p><b>Budget Monitoring Spreadsheets</b> - Ms Matthews introduced herself to Governors as the new THS Finance Manager. Mrs McKie referred to the finance reports circulated in advance of the meeting. Mrs McKie informed Governors that the new finance system is working well. A £208k surplus was forecast at the end of the 20/21 year. There have been some adjustments and the surplus is now £217,327; the COVID catch up grant receipt is the main change. Figures in the red brackets denote an overspend and the dash before a figure denotes the surplus or income. The school budget will benefit a little from the COVID catch-up grant as some of the interventions it will fund had already been planned for. The grant funding will mainly be spent on staffing. Governors were informed that the increase in expenditure generally is as a result of non-staffing spend funded by the COVID catch up grant. Mrs McKie emphasized that this budget was reflective of the position prior to the second lockdown and partial school closure. She directed Governors to the second, more detailed report that included RAG rating and referred to the explanations given in the written report. Some income concerns were highlighted. The budget setting for the 21/22 year will start at Easter.</p>	
<b>29/30.2</b>	<p><b>KPI’s</b> – Mrs McKie highlighted the staff ratio to income % and confirmed that 81% is at the top of where it is comfortable to be. She noted the Trust contribution and the 58% teaching school and ITT expenditure.  <b>Q: One Governor noted that there is significant early expenditure here that</b></p>	

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<p><b>29/30.3</b></p>	<p>levels out during the year. Mrs McKie agreed that this is different to the rest of budget setting as you start at the surplus forecast and work back to apportion monthly budgets. Ms Cheney added that ITT money comes into the school throughout the year.</p> <p><b>Word Report</b> – Mrs McKie informed Governors that the lettering reflects the columns of the spreadsheet report. Governors were advised that the income from lettings has already been revised down due to COVID but further adjustments are required. Catering income is drastically lower as the children are not attending. The sports halls have also not been able to be let. It is likely the forecast surplus will be halved. Governors were also informed that the school had submitted the CIF bid for window improvements with a £150k contribution from the school to the cost. However, the school was informed it had been unsuccessful and did not include this figure in the 20/21 budget as a result. However, over the course of the summer, the DfE informed the school that it had changed its mind and would be awarding the CIF funding for windows. The £150k contribution will now come out of the school’s reserves. There is also an agreed £75k being taken from the reserves for starting the theatre refurbishment project.</p> <p><b>Q:</b> A Governor advised the Board of the work being undertaken to secure additional funds for the theatre project but that the outcome is not guaranteed.</p> <p><b>Q:</b> Another Governor asked if there are particular criteria that must be achieved with the COVID catch up funding. Ms Noble confirmed that it must be used to support students for any missed learning but the criteria is open ended, so only a justification as to why it has been spent a certain way is required.</p> <p><b>Q:</b> A Governor enquired as to the ESFA advice on reserves. Mrs McKie explained that the ESFA will appreciate that we are putting the reserves into projects and Mr Cornell added that the external auditors guide us on the appropriate amount of reserves. Mrs McKie noted that the ESFA will look at the Trust as a whole, not individual schools. She emphasized that the amount she is discussing is the slice of the reserves pot that is THS’s.</p>	
<p><b>20/31</b> <b>20/31.1</b></p> <p><b>20/31.2</b></p>	<p><b>Safeguarding Audit incl E-Safety and Looked After Children (Item 4) – Presentation by Jon Dean:</b></p> <p>Mr Dean informed Governors that the school uses a piece of software called MyConcern for Safeguarding records. He referred to the slides depicting the different categories of safeguarding concerns and drew attention to the ‘no category’ section. He explained that the system doesn’t ask for a category when a concern is first added and if it is dealt with by the college/guidance teams with no further action required, a category will not be added. Those concerns with categories will have taken more time to deal with. There is now a reporting function in MyConcern which will be used moving forward. As there is no prior data, Mr Dean cannot provide evidence, however, anecdotally, there has been a big increase in mental health concerns.</p> <p><b>Mental Health</b> – Mr Dean advised Governors that 2 guidance leaders have been appointed to the sixth form. This has helped with mental health issues among this cohort of sixth formers though he opined that as there is now a place to express those concerns, there is an increase in the amount being reported. Clinical supervision has been put in place for guidance leaders so their mental health can be maintained given what they are dealing with in</p>	

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<p><b>20/31.3</b></p> <p><b>20/31.4</b></p> <p><b>20/31.5</b></p> <p><b>20/31.6</b></p> <p><b>20/31.7</b></p> <p><b>20/31.8</b></p>	<p>school. Some mental health concerns are lockdown related, included anxiety caused by uncertainty about plans an example.</p> <p><b>Statistics</b> – The 220 concerns are a fair reflection of how hard the guidance and pastoral teams work to support pupils. The number of students on Child Protection/Children in Need Plans stays relatively constant. There have been 2 section 47 cases recently. Children’s services are being restructured into locality teams and it is hoped this will help with communication and pupil issues such as attendance.</p> <p><b>Vulnerable Pupils in School</b> – Mr Dean informed Governors that numbers have been steady with between 75-80 students attending daily. No pupil that has wanted to attend has been refused.</p> <p><b>E-Safety</b> – Mr Dean confirmed safety measures such as a robust filter, responsive IT Support team that monitor student use/emails, working closely with college teams if there are issues, and in-house hosting are in place. However, cheap phone data and 4G internet connections mean that if pupils want to access inappropriate content they can bypass the school’s systems using their own devices. The emphasis now is on educating the students rather than prevention in the school systems.</p> <p><b>Looked After Children</b> – There are 8 looked after children in school that are doing well. They each have an e-personal education plan.</p> <p><b>Safeguarding Audit</b> – Mr Dean informed Governors that there are 4 outstanding actions from the audit. Most importantly, is that the safeguarding information on the website is not as comprehensive and easy to access as it should be. This is a focus of Mr Dean’s for this year. He informed Governors that there is a clear link between social media, mental health and feelings of self-worth. There will be lessons for new Year 9 students about what safeguarding means and raising awareness. Information from children’s services is also not as timely as it could be. Mr Dean will be building bridges with social workers for better communications. The main outcome of the audit is that the schools procedures are robust and that there is an increased mental health need.</p> <p><b>Link Governor</b> – Mr Dean and Ms Turberville-Smith have met and discussed the above. Ms Turberville-Smith thank Mr Dean for his work on safeguarding. It was noted he had worked very hard to update the school policy. All except new Governors have completed Safeguarding Training and the Chair has completed Safer Recruitment Training.</p> <p><b>Q: A Governor asked how themes can be captured throughout the year.</b> Mr Dean explained that the reporting function in MyConcern will allow this and reports can be run at any point throughout the year. It could be run prior to each Governors meeting with any concerns raised if needed.</p>	
<p><b>20/32</b></p>	<p><b>Remote Education incl How the School is Meeting its Statutory Obligations (Item 5) – Tim Ennion:</b></p> <p>Dr Ennion informed Governors of the recent parent and student survey and explained that Ms Noble has been leading on student voice. The feedback from students has been useful and a continual evaluation approach will be maintained. The school’s approach to online learning has been published on the school website. The school must provide 5 hours of online learning time per day and it is up to the school how this is provided. The research about live learning is contrary to what is being lauded in the press, with a blend of live learning, pre-recorded content and asynchronous material being best. If pupils</p>	

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or a staff member has poor broadband, it is impossible to run live material. If devices are being shared with parents or siblings live lessons may be missed. The school is working very hard to address any access issues of pupils. Governors were informed that 66 laptops have been provided by the DfE in addition to the 33 laptops provided last time. All have been loaned out as well as many of the school's own laptops. Reasons for struggling to engage with remote learning include a lack of space at home, multiple children trying to learn at once, poor broadband, lack of devices. The school has invited pupils to attend if we are aware they are experiencing issues. Governors were advised that the subject leaders are monitoring the quality of online learning as well as ensuring that safeguarding procedures are being followed strictly. This is the main reason the school uses Teams. Feedback has been overwhelmingly positive with 836 respondents at the last count. Dr Ennion noted that 70% of families are using laptops. The biggest issue on the parent survey is the quality of broadband. Workload is another issue. The introduction of more live lessons has had an impact. Staff are advised that pupils should only have 2-3 live lessons per day but occasionally a student might have up to 5 per day by co-incidence. Finally, Governors were informed that it takes longer to complete work at home than in school and staff have been asked to be mindful of this.

Q: One Governor thanked Dr Ennion and the staff. She referred to the parents comments on remote learning in the Headteacher's Report and opined that they are heartwarming and staff should be proud. She enquired as to how the staff are coping with regards to IT, workload etc. Dr Ennion reported that staff experience similar issues to pupils, particularly with workload increasing as we move through the term. Sims remotely is tediously slow. SLT have also been providing guidance to staff, covering aspects such as prioritising what needs to be marked, thinking about the work being set and utilising tools such as model answers or peer marking. There are also staff out in villages with poor broadband and so safe spaces for work in school have been created for those needing to come in to work.

Q: Another Governor commented on the fantastic job staff have done and that it is evident from the students that staff have been responding to their feedback.

Q: A Governor referred to the predicted data in the Headteacher's report and commented on the consistency with the previous year as a testament to the teachers.

Mr Foley thanked the Chair for his letter to staff on behalf of Governors.

Q: A Governor asked Dr Ennion how easy it is for leaders to evaluate the quality of learning. Dr Ennion opined that it is not easy. Curriculum leaders are working hard on this and can drop in to live lessons via teams. He gave some examples of the activities taking place in Maths such as the staff whats app group and resource and strategy sharing sessions.

Q: The Governor referred to the recording of lessons for safeguarding reasons and whether this helps, as leaders can review them. Dr Ennion agreed that these and the pre-recorded learning segments are useful. The pre-recorded segments are the best for staff to review and share. Research also shows that pre-recorded is best. Ms Glennie commented that the online live lessons are slower than classroom lessons. It is also difficult to gauge pupil reactions as cameras are off. It is not an easy process and there is considerable pressure

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	<p>on teachers to adapt to online content.</p> <p>Q: One Governor asked whether there is potential for online learning to remain part of the educational process long term and whether in-school practise will change. Dr Ennion opined that there is definitely a place for it. An online platform for those that can't physically attend school is an example. As well as the continued use of Teams for homework. SLT will look at this.</p> <p>Q: Another Governor opined that it would be a mistake to just go back once things settle. Dr Ennion agreed that there are things that can be learned from this experience but there is no substitute for face-to-face teaching. Governors gave their thanks to staff in trying and challenging times.</p>	
<p><b>20/33</b> <b>20/33.1</b></p> <p><b>20/33.2</b></p>	<p><b>School Improvement Plan (Item 6):</b>  <b>Progress report incl impact of partial lockdown (Item 6.1) – Tom Hardinge:</b> The Chair of Governors stated that the SIP is the driver for pushing the school forward and opined that it is best practice for it to be on every agenda. Mr Hardinge informed Governors that the SIP was written in the first lockdown with staff well aware that COVID may dominate this academic year. However, it was hard to predict how time consuming just running the school would be in that first term. The focus is rightly on year 11 catch up with the plan realistically covering targets over 2-3 years. Dr Ennion commented that huge leaps have been taken in supporting students outside of school will little hard evidence of improvements/data likely this year.</p> <p><b>Governors Visits (Item 6.2):</b>  The Chair stated that Governors should have spoken to link staff members.</p> <p>Q: A Governor asked if the pupil buy-in of the THS culture has been affected by the COVID interruptions. Mr Hardinge informed Governors that the school has experienced this with Year 9, as they hadn't had the usual transition experience. Some things will not change until the school can finish with bubbles, allowing different ages to mix.</p> <p>Q: One Governor referred to the boy/girl attainment gap and asked if it was in line nationally. Mr Hardinge explained it is approximately 0.5 grade across subjects nationally and THS is around that every year. The school aims to get it below the national average.</p> <p>Q: The same Governor asked if there are some subjects that are particularly affected by practice at middle schools. Mr Hardinge commented that all subjects are affected. If inroads are made to what happens in years 7 and 8 then that can affect THS results – particularly with regards to pupil premium and disadvantaged pupil groups. Mr Hardinge added that hard work had been undertaken in the summer to ensure the CPD groups are closely linked to the plan targets. This allows the teachers to undertake targeted practice. Ms Stoker confirmed she has been in touch with Dr Ennion in her Link Governor capacity and has been impressed by all the high quality CPD groups. She opined it is a great achievement and will be interesting to see unfold. Mr Hardinge confirmed he will report with a subject specific focus next time.</p>	<p>TH</p>
<p><b>20/34</b> <b>20/34.1</b></p>	<p><b>Headteacher's Report incl Annual Report on Changes to Curriculum Options for KS4 and Post 16 (if any) (Item 8) – Iain Cornell:</b>  <b>Numbers on Roll</b> – Mr Cornell confirmed the school is heavily oversubscribed for 21 entry with 41 appeals pending. Sixth form numbers are approximately 10% down. Internal numbers are solid with recruitment run as best as possible in the circumstances. The cost is £4k per student so the estimated loss to the school at this stage is £200k. Staff will continue to work on it and it</p>	

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<p><b>20/34.2</b></p> <p><b>20/34.3</b></p> <p><b>20/34.4</b></p> <p><b>20/34.5</b></p> <p><b>20/34.6</b></p>	<p>is hoped taster or open days may be able to be held in the summer.</p> <p><b>Q: A Governor asked if the pandemic and its affect on travel is having an impact.</b> Mr Cornell opined it is possible though 2020 Year 12 figures were surprisingly robust.</p> <p><b>Q: Another Governor enquired as to whether applications are now closed.</b> Mr Cornell confirmed they are open; the initial deadline has passed but recruitment will continue. Numbers usually increase slowly until September but are unlikely to reach this year’s figures.</p> <p><b>Curriculum</b> – Mr Cornell informed Governors that History of Art A Level is returning as the school can staff it but there are no other changes. Mr Cornell ran through the core subjects at GCSE in response to a request by a Governor.</p> <p><b>Staffing Update</b> – Governors were informed that adverts for vacancies for September will be put out after half term.</p> <p><b>Website</b> – The school has a new website. More work is needed to ensure it is completely up to date.</p> <p><b>Catch-Up Grant</b> – Mr Cornell explained that there are no strict rules for this funding, for example, specific outcomes. The school has used it to increase support for students. SLT had begun planning a possible Easter revision programme but this will no longer be appropriate after the second lockdown and a review will be needed when school returns to full opening. Curriculum leaders were happy with where the pupils were at Christmas, with a few behind, though not as many as expected.</p> <p><b>Data</b> – Mr Cornell informed Governors that the fundamental message is that the students are by and large on track. The Year 11 and 13 mock results were good. He has spoken to other Headteachers and all feel their Year 13’s seem not to have prepared. The difficulty is that neither staff nor students know what they are working towards and it is hard to make predictions.</p> <p><b>Q: A Governor enquired as to the timing of mocks.</b> Mr Cornell confirmed they took place in the same term as always, just a couple of weeks earlier than usual.</p> <p><b>Q: Another Governor asked if the gender split of more girls than boys is significant.</b> Mr Cornell opined that it isn’t and the gap between boys and girls is a national issue. THS boys do better than boys nationally in general.</p> <p><b>Q: The same Governor enquired as to the disadvantaged pupil gap.</b> Mr Cornell explained that THS disadvantaged pupils make the same progress as non-disadvantaged pupils nationally.</p> <p><b>Q: The Chair requested a Governors data training session at the next meeting with Mrs Morrison.</b> Mrs Morrison suggested arranging a separate training session in order to prevent staff having to sit through training that is not meant for them.</p> <p><b>Governors agreed and the Chair will liaise with Mrs Morrison re a date.</b></p>	<p>TM</p>
<p><b>20/35</b></p>	<p><b>Training Feedback (Item 9):</b></p> <p>Ms Turberville-Smith shared her recent experiences of Learning Link Safeguarding and Arts and Culture training sessions. She will speak to Mr Hardinge about how the latter could be incorporated into the SIP and recommended other Governors also undertake this training so there can be a more informed discussion at a later date.</p>	
<p><b>20/36</b> <b>20/36.1</b></p>	<p><b>Policies (Item 10):</b></p> <p><b>Child Protection</b> – Ms Turberville-Smith proposed the policy and Ms Glennie seconded. <b>Policy was unanimously approved by Governors.</b></p>	

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<b>20/36.2</b>	<b>Homework</b> – Received	
<b>20/36.3</b>	<b>Bring Your Own Device (BYOD)</b> - Received	
<b>20/36.4</b>	<b>Online Teaching and Learning</b> – Received. A Governor commented that this policy is excellent.	
<b>20/36.5</b>	<b>MAT Complaints Policy</b> – Received. Mr Thornley and Mr Johnston left the meeting.	
<b>20/37</b>	<b>Any other business</b> The Chair of Governors called for a vote to co-opt Mr Thornley and Mr Johnston to the Board. Governors unanimously voted to co-opt both candidates. The Chair assured Governors that he is aware of the diversity of the board and future recruitment will take this into account. Governors unanimously agreed that this is important. Meeting closed at 18.47	

**Action Log**

<b>Person</b>	<b>Action</b>	<b>Timing</b>	<b>Outcome/Update</b>
Tony Moore	<b>20/19.3 (Item 5.3): Agree Governing Board Priorities</b> - Action plan to be ready for next meeting	March	
Governors	<b>20/22 (Item 8): Training Feedback</b> – Governors are to look at Learning Link for the next meeting	March	
Tom Hardinge	<b>20/33.2 (Item 6.2): Governors Visits</b> Report with a subject specific focus next time.	March	
Tony Moore	<b>20/34.6 (Item 8): Headteacher’s Report</b> - Liaise with Mrs Morrison re a date for a Governors data training session	ASAP	

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