Gladesmore Community School *Governing Body*
Minutes of the meeting held on Wednesday 6th December 2023 at 6pm

Parent Governors (2)		Co-opted Governors (7)	
*Suhel Musa (SMA)	8-12-24	Susan Williams (SWS)	07-12-26
*Fiona Jatta (FJA)	21-3-27	*Donna Grant (DGT)	07.07.26
		*Alexander Sweet (AST)	07.07.26
Local Authority Governor (1)		*Annabel Schaafsma (ASA),	9-12-27
* Maureen Black (MBK)	07-02-26	* Elaine Brown (EBN)	08.12-24
		*Abdul Rob (ARB)	21-3-27
Staff Governor (1)		Shmuel Davidsohn (SDN)	07-12-26
*Jenny Irish (JIH)	07-12-26		
Headteacher Governor			
*Goldwater Ojokor (GOR)	Ex-Offico		

Others Present	
Jan Smosarski – Clerk (JSI), Behaviour Team Pete Larvin – Deputy Headteacher Dominic Porter – Assistant Headteacher J Wilks – Assistant Headteacher E. Regisford – Assistant Headteacher	Alexander Sweet (Chair) in the Chair Quorum = 6 governors * Denotes governors present ^ Denotes approved absence

Part 1
NB: This meeting was a hybrid meeting with some governors attending at the school and some governors attending remotely.

	The following documents were circulated to all governors prior to the meeting: *Meeting agenda, Minutes of meetings held on 18-10-23, Progress 8 contextual figures, Relationships and Sex Education Policy, Restraint of Pupils Guidelines, Search Protocol Guidelines, Weapons Policy, Glossary of Terms, Subject Self Review Document*	
1.	**Attendance**	
1.1.	<u>**Consideration of apologies**</u> – there were no apologies for absence	

1.1.2		
1.2	**Declarations of Interest** - There were no declarations of interest on any item of this agenda.	
2	**Minutes of the previous meetings.**	
2.1	**Minutes of the 18th October 2023**	
2.1.1	Minute 5.1.4 to read – 'The percentage of pupils achieving at least 5 level 4+ including English and Maths was 56% in 2019 and 57% in 2023.'	
2.1.2	With the above change the minutes were **AGREED** as a true record	
2.2	**Matters Arising from the minutes not on this agenda**	
2.2.1	Minute 5.1.7 – the completed subject self-reviews were circulated to governors before the meeting. Governors discussed the impact of the disadvantaged docile i.e. the impact coming from a disadvantaged background has on secondary school pupils when compared against the success rate of more advantaged peers. GOR stressed that the school has always used national progress data as the marker for progress at Gladesmore as expectations on pupil performance and progress are high and can only be measured against the national picture. When measured against the performance of disadvantaged pupils nationally Gladesmore scores well in Progress 8 but the overall national figure is the true measure that the school aims for. The purpose of the self-review exercise is for each faculty to reflect on pupil outcomes in their subject and flag up areas for improvement. The SLT then looks for common themes in each subject and identifies areas for whole school focus. Results are looked at by gender, ethnicity and FSM. Common themes that have been identified are pupil's ability to answer extended questions and to identify which questions carry the most marks. This means that they do not always plan their time effectively. Addressing these issues will be an area of focus across the school.	
2.2.2	It was **AGREED** that given the complexity of the paperwork governors have to read to prepare for each meeting it would be helpful if papers could go out a little earlier before each meeting. Including committee minutes in the mail out would also be helpful.	**GOR + presenting teams**
2.2.3	SMA asked whether the glossary circulated at the last meeting could be included in mail outs. GOR agreed to do this and to update the glossary each time.	**GOR**
2.2.4	EBN asked whether there was any way in which the school could pre-empt the possible non-attendance of pupils for mock or actual examinations. She was told that the Raising Achievement Team are working closely with parents on this and similar issues. Members of the Raising Achievement Team went so far as to pick children up from home to ensure they were in school for exams or tests. The tests that had taken place over the last week showed improved attendance	

	when compared against tests taken at the same time last year.	
2.2.5	SMA asked whether there had been an increase in appeals this year as the marking has returned to 2019 levels. GOR replied that appeals tend only to be made if the marking was close to a grade boundary. There had not been an increase in appeals. However, there had been a number of successful appeals in D&T.	
2.3	**Governing Body Membership**	
2.3.1	*Governors should be aware that if they fail to attend three consecutive meetings without having apologies accepted or without sending apologies they could be removed from the governing body. It is extremely important to send apologies if you cannot attend a meeting but governors need to be aware that the rest of the board does not have to automatically accept those apologies. It is important that all governors play an active role to ensure that the governing body is both effective and strategic.*	
2.3.2	SDN has not attended a governing body meeting since January 2023 and has not sent formal apologies since March 2023. However, GOR informed governors that he has had regular contact with SMD and ASA reminded governors that SMD attended Governors Day. GOR will speak to SMD about his attendance at meetings and clarify whether there are any specific reasons why he cannot attend.	
3	**Focus: School Goal 3: Further improve behaviour and attitudes of pupils** [Mr. Wilks, Mr. Regisford and Mr. Porter (Assistant Heads) and Mr. Larvin (Deputy Head)]	
3.1	New initiatives for 2023 are: - • Mobile phone policy • Staff patrols of the school during session to support colleagues managing challenging situations • Late Gate • Lunchtime – return to one lunchtime across the school. • Breakfast Provision	
3.2	Mobile phone policy – this has been well received by parents who have been pleased that the school is taking a firm stance over this issue. Sanctions over misuse were explained to governors and again parents have been very supportive. AST asked whether restricting the use of phones in school had any impact on bullying either directly or via social media. GOR replied that it had.	
3.3	School Uniform – a shoe system has been introduced where pupils arriving in trainers will be given a pair of shoes to wear for the day and can collect their trainers at the end of the day. The school purchased approximately 80 pairs of shoes in a range of sizes so children can be given the correct size of shoe. In some instances pupils have purchased the shoes at a discounted price.	

3.4	Breakfast Club – served from 8a.m. and is much appreciated by pupils. AST confirmed that the arrival and attendance at Breakfast Club is both smooth and calm.	
3.5	After School Patrol – this was a shared responsibility to ensure that pupils could make their way home safely and provided an opportunity for staff to talk to members of the local community. The School Safety Police Officer works closely with this team. The area patrolled extends to Seven Sisters Tube and covers the estates at the back of the school and goes up to the bridge. The local Neighbourhood Watch has access to a number where they can contact a member of the team quickly.	
3.6	Faculty Support – weekly detentions and in-faculty referral timetable.	
3.7	Behaviour Support Improvement Group – this is made up of a wide cross section of staff and pupils who meet regularly to discuss emerging issues and find ways of tackling any new problems. FJA asked for concrete examples of changes that this group had influenced or brought about. Examples included the Mobile Device Policy, safeguarding concern boxes and reverting back to a single lunchtime break. The group will meet again on the 14th December and GOR will report back on that meeting.	**GOR**
3.8	Key Steps Lessons, including mentoring key students. SMA asked how certain challenging behaviours were managed. He gave as an example when a pupil talks back to a teacher. It was explained that in some instances a child might be invited to a meeting to discuss issues. The child would have the opportunity to discuss their concerns and a way forward could then be planned. Challenging behaviour happens for a reason and if that reason can be identified and addressed it is less likely to happen again. The Key Steps Programme is designed to look at difficulties being experienced. If those difficulties can be addressed the quality of life for the pupil and others is improved.	
3.9	In addition there are a number of reward systems in place to recognize positive pupil contribution. They are: - Gladesmore Achievement Index, which recognizes achievement, conduct, attendance, punctuality and commitment. Year Group Star Students Student and Staff Wellbeing Groups.	
3.10	Everyone within the school takes a responsibility for positive behaviour but support can be found from a team of people. Those giving support are: - • Pastoral Teams • Behaviour Team • Leadership Team • Attendance Team • School Police Officer • Safeguarding Team • Student Welfare Meeting	**GOR**

3.11	There are sanctions for when behaviour is unacceptable and these were outlined to governors.	
3.12	Whilst it has been long established practice to keep parents fully informed when behaviour is unacceptable it is equally important to keep them informed of when their child has done something to be proud of. This is something the school does via phone calls home as well as: - • Positive praise in school • SIMS Achievement Points • Prize Giving • Attendance and Punctuality Certificates • Commitment Certificates, • Subject Certificates Year Group Awards • Student of the Week • End of Year Party • Outstanding Achievement Award • Annual Gladestar Assembly • Jack Petchey Award • Special Recognition Nominations	
3.13	In addition participation in the Duke of Edinburgh Award has recently been introduced and has been very well received.	
3.14	Uniform Spot Checks – Data supplied to governors indicated that there are few infringements of school uniform regulations.	
3.15	Attendance – data shared with governors breaks data down by age, Pupil Premium status, gender, SEND and basic ethnicity status (only Black African, Black Other, White British, Other White and Turkish) Attendance is currently at 91.9% (national average 92%) Figures are an improvement on this time last year. Staff are aware that the second half of the autumn term tends to be lower than the first half. Staff share NHS advice, run an Attendance and Punctuality Clinic, share attendance figure with parents and make the school environment as welcoming as possible.	
3.16	AST asked whether there were issues around internal truancy and how this was monitored. He was told that teachers take registers at the start of every lesson. The staff on school patrol check any pupils out of class and school gates are locked during the day. If there are concerns that need to be discussed with parents a print out of every lesson missed can be shared. AST also asked about instances of vaping on the school premises, which was of concern in some Haringey schools. As well as being monitored by the School Patrol this subject is part of the PHSE curriculum and is also included in a safeguarding assembly. Data has been included in the report on reasons for Exclusions, Suspensions & Internal Isolations shared with governors. Data for the last 3 years was given to governors, MBK asked if it were possible to have reports going back further but these may not be available.	

3.17	Governors thanked the team for their informative and thoughtful presentation.	
4	**Chairs Report and Correspondence**	
4.1	AST reported that discussions are being held by Chairs on cyber attacks. Three schools have been attacked this term with one secondary school having to open late because of the chaos caused by the attack. This is a very real issue, which governors need to recognize. Resources are available from the LA in the event of an attack. GOR added that Haringey updates schools regularly as do the police. The school is as prepared as it can be for such an eventuality.	
5	**Headteacher's Report**	
5.1	GOR had no additional items to report.	
6	**Pay Committee (SF&P) Report**	
6.1	Haringey Personnel Procedures – the committee **AGREED** to adopt all Haringey Personnel Procedures and **NOTED** the current TLR structure within the school.	
6.2	The committee **APPROVED** the 2023 pay recommendations for teachers and were satisfied that performance management procedures had been carried out properly and that the procedures were rigorous.	
6.3	The committee **AGREED** to adopt the Haringey Model Pay Policy for Teachers	
6.4	The committee received a budget update, which is detailed in the Pay Committee minutes.	
6.5	MBK reported that the Headteacher's performance management had been completed.	
7	**Policy Updates**	
7.1	Sex and Relationships Education Policy – to be re-titled Relationships, Health and Sex Education Policy. This is the only change to this policy. Governors **APPROVED** the policy	
7.2	Restraint of Pupils Policy – there were no changes to this policy, which was **APPROVED b**y governors.	
7.3	Search Protocol this protocol has been written by Haringey Local Safeguarding Children Board. SMA suggested the removal of the double asterix in Appendix 1 of this protocol and add details of where a search can be carried out as included in the Weapons Policy. Governors **NOTED** the protocol. MBK asked how many times this had happened in school and requested that in future governors receive figures on the use of this protocol.	**GOR**

7.4	Weapons Policy – the Haringey Local Safeguarding Children Board has developed this policy. Governors **APPROVED** this policy	
8	**AOB**	
8.1	The main focus for the January meeting has been changed to Learning and Teaching. Governor Training will also be an agenda item	

There were no Part 2 Confidential Items

Chair_____ Date: _____