

Gladesmore Community School Governing Body

Minutes of the meeting held on Wednesday 20th March 2024 at 6pm

Parent Governors (2)		Co-opted Governors (7)	
*Suhel Musa (SMA)	8-12-24	*Susan Williams (SWS)	06-12-26
*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)	20-3-27
Staff Governor (1)		*Shmuel Davidsohn (SDN)	07-12-26
^Jenny Irish (JIH)	06-12-26		
Headteacher Governor			
*Goldwater Ojokor (GOR)	Ex-Offico		

Others Present	
Jan Smosarski – Clerk (JSI), Pauline Jones (PJS_ – DSL and AH/T Tachaan Marshall (TML) - DDSL	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.

	<i>The following documents were circulated to all governors prior to the meeting:</i> <i>Meeting agenda, Minutes of meetings held on 24-1-24, Headteacher's Items, Predicted Grades Documentation, SF&P summary, Governor Attendance Documentation, British Values Policy, Modern Slavery Policy, GDPR – Governors' Privacy Notice, FOI Scheme, Glossary of Terms</i>	
1.	Attendance	
1.1.	<u>Consideration of apologies</u> – apologies for absence were accepted from ARB and JIH	
1.2	<u>Declarations of Interest</u> - There were no declarations of interest on any item of this agenda.	
1.3	<u>Membership</u> - There are currently no vacancies on the governing body.	

1.4	<p><u>Update on Any Training Attended –</u> MBK and AST attended the Governors' Conference which flagged up that budgets are going to be very tight in 24-25 and beyond. A number of governors have attended the online safeguarding course as requested. Any governors who have yet to complete this course are urged to do so. Information on accessing National College training has been sent out to all governors.</p>	
2	Minutes of the previous meetings.	
2.1	<u>Minutes of the 24th January 2024</u>	
2.1	The minutes were AGREED as a true record	
2.2	<u>Matters Arising from the minutes not on this agenda</u>	
2.2.1	There were no matters arising not on this agenda.	
3.	<p>School Presentation: School Goal 4 – Prioritize effective safeguarding of pupils at all times Presented by Pauline Jones, DSL and Tachaan Marshall, DDSL</p>	
3.1	The Safeguarding team has five members; they have different areas of expertise and work backgrounds.	
3.2	The purpose of safeguarding is to actively promote the welfare of children as detailed in KCSiE (Keeping Children Safe in Education) this includes both physical and mental safety. The teamwork to protect children by educating them about what they need to be aware of, and what they can do to keep themselves safe. They also ensure that all staff are trained in safeguarding procedures and that all staff know what to do should they have a concern about a child's welfare and safety.	
3.3	Systems for monitoring pupil safety have become even more sophisticated over the last five years (post COVID.) They now include: - a robust electronic reporting system, regular meetings between the Safeguarding Link Governor and the DSL, Important documentation from DfE can now be shared electronically with all staff. Additionally training is delivered by outside and in-house speakers. The safeguarding team has a wide area of expertise including a Lead for Mental Health and 3 qualified counsellors.	
3.4	<p>175/157 Audit – the audit is a statutory process requiring schools to review their safeguarding policies and procedures to ensure they are comprehensive, up to date and in line with legal requirements. Schools must provide appropriate training for staff ensuring they are well equipped to recognize signs of potential harm and are able to respond appropriately. The school has developed the following policies which make it compliant to the 175 Audit: -</p> <ul style="list-style-type: none"> • Safeguarding and Child Protection • Sexual Orientation Equality • Safer Recruitment 	

	<ul style="list-style-type: none"> • Safeguarding COVID Addendum • Modern Slavery • Low Level Concerns • Visitors • Children Missing in Education • PREVENT Risk Assessment <p>The policies are fully embedded within the school culture and outline the expertise required of adults working in the school. Policies are updated annually and are available to staff via the intranet and the school website. Recent updates have included an update of the guide for visitors to the school, additional training from HEP and the National College and the identification of destinations for vulnerable pupils post 16.</p>	
3.5	<p>Safeguarding is embedded into the culture of the school via</p> <ul style="list-style-type: none"> • Student, staff, parent surveys • Government guidance • Counselling services onsite • Safeguarding Assemblies • Notice boards • School Nurse • Bulleting notices • Newsletters to parents • Supervision • Visitor safeguarding • Student online reporting 	
3.6	<p>Staff training takes place annually and includes safeguarding updates, the Annual Certificate in Safeguarding for Secondary Schools and Colleges, FGM course (3 yearly), PREVENT Strategy course. The National College (NCL) runs fully accredited courses. Catering and Kitchen staff have now been included in the training programme and this will be further extended to Cleaning staff. Stephen Carruthers Lead for the NCL is able to check who has attended online courses and print off lists of attendees. All staff are required to read part 1 of KCSiE and designated DSL staff complete the advanced intensive course.</p>	
3.7	<p>Referrals can be made in a number of ways including via CPOMS (Child Protection Online Monitoring System) Safeguarding email, postboxes, and open door system.</p> <p>Children know that they can access DSL staff at any time and they do make use of this facility.</p> <p>Data from CPOMS shared with governors showed that to date this academic year there had been 569 expressions of concern. The most frequently recorded concerns were a) change in presentation, b) emotional issues, c) mental health concerns, d) self harming, e) suicidal thoughts, f) family issues, g) depressed and sad. Vulnerable children in each year group can be calculated under the following headings: - EH (Early Help) CIN (Child in Need) CP (Child Protection)</p>	

	LAC (Looked After Children) Across the school there are 13 EH children, 10 CIN, 3 CP, 4 LAC. These are relatively low numbers compared with previous years. In addition there have been 6 referrals to the Multi- Agency Safeguarding Hub. 3 case studies were shared with governors.	
3.8	Appreciation of the teams work is shown in a variety of ways, sometimes via notes from the children and TML shared a note she had received from court thanking her for the work put in place to support one vulnerable pupil in the school.	
3.9	Questions from Governors	
3.9.1	FJA asked if there had been a decline in the number of racist, sexist, homophobic incidents now that all staff had been given training to be able to challenge such incidents. PJS agreed that there had been a decline; previously any incidents would have been referred to the appropriate team. This could lead some pupils to think that only the safeguarding team could deal with safeguarding incidents. GOR added that the Behaviour Team would monitor and respond to any emerging patterns of discrimination.	
3.9.2	FJA asked whether the staff were aware of local issues. GOR gave the example of vaping being an emerging issue. The first task would be to identify the major stakeholders and then to implement a strategy to deal with the issue. All staff would be aware of the issue and would be vigilant in monitoring / challenging incidents.	
3.9.3	EBN asked what steps were taken to ensure online safety. GOR replied that schemes of work relating to online safety had been drawn up jointly by the IT and PSHE teams. Online safety was a key part of PSHE. Additionally the new mobile phone policy, which prevents pupils from using their phones in school, has led to a reduction in the number of online safety concerns.	
3.9.4	SDN asked what the school did to protect children from the rise in extremism. In particular the grooming of vulnerable young people. PJS replied that there is an extremely robust filtering and monitoring system in place. GOR added that this area is covered by the PREVENT strategy and as part of their training staff are trained to look out for the signs of any radicalization. There had only ever been one referral to the PREVENT team which had been made 2017.	
3.9.5	SMA asked how pupils were enabled to have discussions in a safe place. GOR replied that the aim was to make the school a safe place for all kinds of discussions. The key was to have clear parameters of what was acceptable and that everyone must have respect for different viewpoints and be prepared to listen to others.	
3.9.6	SWS asked whether there was a preponderance of girls or boys expressing concerns. GOR replied that it very much depended on the concern being raised but that latterly more boys were coming forward. SWS expressed her concern	

	on the heavy load being put on teachers who had to be on the lookout for those with issues who did not put themselves forward. She asked if staff were aware of the changes of behaviour that might indicate that pupils were struggling. PJS confirmed that staff are trained in these areas. AST asked whether staff would automatically refer to the DSL team if they had worries and PJS confirmed this was the procedure.	
3.9.7	SWS asked whether staff were vigilant in looking for drug misuse, she was especially mindful of children who may see drugs being used at home and view drug taking as normalized behaviour. PJS said that if staff had concerns about a pupil taking drugs they would make a CPOMS referral. In some case they might speak to the child directly or alert parents of their concerns. The team might make a referral to an external agency. There was no one rigid route as it was important to try to adapt responses to the individual concerned.	
3.9.8	MBK asked whether staff were aware of Whistle Blowing procedures and were they confident in using them. GOR replied that all staff were aware of the policy and were confident in bringing any concern to either himself or PJS.	
3.9.9	MBK asked what training the catering staff were receiving. She was told that basically it was the same as that given to teachers although there may be some differences in delivery. Kitchen and catering staff had received their training in February.	
3.9.10	FJA asked what would happen if a really serious concern was shared via the postbox and was anonymous. PJS replied that this had never happened and that pupils saw the postbox as a way of expressing less serious, more general concerns.	
3.9.11	SMA asked how confident DSL staff were that external agencies shared information with them promptly. He wondered if there was a system in place with a time line. He was told that if a young person is arrested the school would receive information and a report within hours of this happening.	
3.9.12	AST asked whether any thought had been given to succession planning given that the current team is so very experienced and knowledgeable about not only the school systems but also the external agencies in Haringey. Thought has been given to this and systems will be put in place as appropriate.	
3.9.13	FJA said that the culture that safeguarding was everyone's responsibility came through clearly. AST thanked PJS and TML for a very impressive presentation.	
4	Chairs Report and Correspondence	
4.1	AST attended a meeting of secondary school CoG's (Chairs of Governors) yesterday. Two main items were discussed which were the new banding system for pupils with SEND and the Safety Valve Scheme.	

4.2	Banding system – pupils with EHCP (Education and Health Care Plan) are banded according to the complexity of their needs. The number of bands have been increased from 4 to 8. This has been extremely controversial with many concerns being expressed from both mainstream and special schools. GOR highlighted the difficulty of children who could be in mainstream education with support not receiving sufficient support and the fact that special schools did not have the space or funds needed to add this group of children to their roll.	
4.3	Safety Valve –(Clerks Note) many local authorities, including Haringey have overspent on their High Needs budget for a number of years. The government has introduced a scheme whereby much of the debt can be wiped out if authorities can get their High Needs spend within budget. Haringey has been accepted on this scheme but have to make stringent savings to manage this. This, together with the new banding system will affect the money available for SEND provision.	
4.4	Also discussed was the information that some governing bodies are introducing ‘Staff Appreciation days.’ This is something that governors may wish to consider adopting to recognize their appreciation of school staff.	
5	Headteacher’s Report and Correspondence	
5.1	Class of 2024 Predicted GCSE Results This year a new tool has been use to identify trends and compare data on the probable outcomes for this years Y11 pupils. GOR shared two of the sheets of data with governors in order that they can scrutinize possible outcomes compared against those of last year. The comparison is between actual outcomes in 2023 against predicted outcomes in 2024. Governors noted that the predicted grades for 2024 were significantly higher than the actual outcomes in 2023. Governors queried whether the data was reliable. GOR explained that they now had access to a lot of data, which had helped them identify areas where more support was needed, and that this should raise attainment for pupils. He cited as an example that in Geography pupils who needed more support received an additional hours teaching a week. In Languages pupils who were struggling had the option to switch to a new course in Citizenship. These students had to complete a two-year course in one year but were offered additional teaching including a Saturday option. As a result Language classes were smaller and more focused. The Citizenship course has proved to be a popular option.	
5.2	FSM will be available for all eligible students during the Easter Holidays. Pupils will be given vouchers, which they can spend on food in the bigger supermarkets.	
5.3	Y6-7 Admissions. The PAN (Planned Admissions Number) for Gladesmore is 243. Once again the school is over subscribed with first choice requests. GOR pointed out that in 2023 there were 16 children with EHCP’s and in 2022 there were 20 pupils meaning that Gladsemore had the highest number of children with complex	

	SEND than any other secondary school in Haringey. The average for the borough in both years was 10 pupils. Governors will need to monitor the impact this will have on overall SEND provision in light of the new banding system and the impact of the Safety Valve scheme.	
5.4	Staffing shortages Nationally there are increasing shortages of teachers in some subject areas. These include Computer Science, Languages, Science and Technology. GOR informed governors that although Technology is currently fully staffed there will be a vacancy at some point. There will be a vacancy for a teacher in the Languages department in September. However, the school has just appointed 2 Science teachers, which will make that department fully staffed.	
6	Site, Finance and Personnel Committee Report	
6.1	The projected outturn as of January 2024 is £619, 647. This is a reduced amount from this time last year but given additional costs it is extremely positive that the budget remains healthily in credit.	
6.2	Cleaning Contract – the school is currently reviewing with the DfE Procurement Team the current cleaning contracts to see if the system can be run more cost effectively.	
7	Updates and Ratification of Policies	
7.1	<u>Governors Details</u> Governors are asked to check whether the information which will be published on the school website is accurate.	
7.2	<u>British Values Policy</u> British values link closely with Gladesmore’s REACH values. Pupils are aware of these links. British Values come under the PSHE curriculum. Governors APPROVED the policy.	
7.3	<u>Modern Slavery Statement</u> – SMA pointed out that staff on limited visas cannot have open contracts. GOR explained that the school works closely with Haringey HR services and all contracts are checked and issued by them. Governors APPROVED the policy.	
7.4	<u>GDPR Governors’ Privacy Statement</u> - Governors APPROVED the statement	
7.5	<u>Freedom of Information Scheme</u> FJA asked whether the school ever received FOI requests. GOR replied that they did, most commonly from parents requesting information on data held by the school on their child. Other requests sometimes came from companies offering services to ‘improve’ existing information held by the school. Governors APPROVED the scheme.	
8	AOB	
8.1	There was no other business.	

There were no Part 2 Confidential Items

Chair _____ Date: _____