

Gladesmore Community School *Governing Body*

Minutes of the meeting held on Wednesday 4th December 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)	09.12-28
		*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), Dominic Porter, AH/T; James Wilks AHT Sonia Bardouille AHT	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 16-10-24, SDP Executive Summary, Sex and Relationship Policy, Behaviour and Exclusion Policy, Suspension Policy, Weapons Policy, Emergency Closure Policy & Protocols, Attendance Policy, Map of Site, Anti Racism Award, Pay Committee Summary, Glossary of Terms</i>	
1.	Attendance	
1.1.	<u>Consideration of apologies</u> – apologies for absence were accepted from ASA, SMA and SDN	
1.2	<u>Declarations of Interest</u> - There were no declarations of interest on any item of this agenda.	
1.3	<u>Membership</u>	
1.3.1	SMA's membership ends on the 8 th December. As he no longer has a child in	

	the school he cannot stand as a parent governor. He is keen to continue to maintain his connection with the governing body and will become an Associate Member	
1.3.2	EBN's term of office ends on the 8 th December and she wishes to continue as a governor. She was formally proposed by AST to continue as a co-opted governor and this was seconded by SWS. EBN was voted to continue as a governor for a further period of four years.	
2	Minutes of the previous meetings.	
2.1	<u>Minutes of the 16th Octobers 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	A statement indicating that governors APPROVED the SDP should have been included in the October minutes.	
3.	<u>School Presentation: Further All Round Personal Development and Well Being of Pupils</u> Sonia Bardouille	
3.1.1	<u>Y7 opportunities</u> - Gladesmore is further developing links with the three main feeder primary schools. Children who joined the school in September will have the opportunity to be able to participate in this work if they are selected to be part of a group visiting their old primary school in the summer term. They will have opportunities to tell Y5 pupils about their experiences since joining Gladesmore. This was trialed at Crowland last year and proved to be very effective.	
3.1.2	<u>Y8 opportunities</u> –Pupils have the opportunity to become Glade Officers and take on a number of additional responsibilities.	
3.1.3	<u>Y9</u> – additional responsibilities can be assumed in Y9 including offering support to specific faculties or supporting in the libraries or at lunchtime.	
3.1.4	The Key Steps programme runs from Y7-Y9 and offers opportunities to develop leadership skills.	
3.1.5	<u>Y10</u> - pupils receive opportunities to gain experience and knowledge relating to the world of work. They will receive tailored advice around possible careers and are encouraged to think aspirationally.	
3.1.6	Y7-11 – School Council – members of the council carry out a range of different roles. These include giving presentations, working with staff on issues relating to pupil well-being, managing the Jack Petchey awards nominations, contributing to the Gladesmore Post.	

3.1.7	Y11 – School Prefects are selected from Y11 students.	
3.1.8	Pupil personal development sits in Goal 3 of the SDP, which was discussed in more detail at the last meeting.	
3.2	School Presentation: Further Improve the Behaviour and Attitudes of Pupils Mr Dominic Porter (DPR) & Mr James Wilks JWS	
3.2.1	Behaviour and Attitudes – DPR shared the Staff guidance booklet on Behaviour and Attitudes. The booklet clearly lays out the whole school expectations of pupil conduct. The aim is to ensure consistency of approach across the whole school and by so doing raise achievement across the school in line with the ethos of the school.	
3.2.2	The guidance clearly states how any breach in behaviour expectations should be addressed and gives examples of how staff might explain this to the child which takes the child back to clearly laid out rules and the REACH values which underpin the ethos of the school. Sanctions for pupils not following these rules are equally clearly laid out	
3.2.3	Reactions to positive behaviour are equally well laid out and a clearly defined reward system is in place.	
3.2.4	Sanctions escalate depending on the seriousness or persistent escalation of any breach. They start with a warning, then a Behaviour Point, an ‘in faculty’ referral where a student will be asked to work in another class teaching the same subject and ultimately a Duty Room referral.	
3.2.5	Prior to this review staff recognized that there was good practice within the school but that it wasn’t always consistent, the staff guidance booklet should ensure that pupils expect to hear and receive consistent responses from all staff across the whole school.	
3.2.6	Guidance covers behaviour inside the classroom, outside the classroom, the use of mobile devices, breaches of uniform and the rewards structure. It details types of breaches in behaviour especially where the sanction will be removal to the Duty Room. The expectation is that acceptable standards of behaviour are required by children when they are wearing a Gladesmore school uniform whether they are inside or outside of the school premises. At the start and end of the school day there is a staff presence outside the premises.	
3.2.7	JIH added that because the system is so clear the initial warning is usually enough and the vast majority of pupils respond positively to the issue of such a warning.	

3.2.8	<p><u>Exclusions and Suspensions</u> – DPR went over the relatively recently changed definitions. Exclusion now refers only to permanent exclusions, suspensions to fixed term periods of being out of school . More commonly used are Internal Isolations, when pupils are isolated from others but continue to receive an education in the Learning Centre. SWS asked whether a tipping point was ever reached when referrals were made to welfare services. DPR replied that more commonly individual pupils would be discussed with other teams within the school including the Safeguarding Team, SEND, Counselling support. This was particularly useful if there had been a sudden change in a pupil’s behaviour. External services were contacted, as appropriate by the most relevant team if it was felt to be necessary.</p>	
3.2.9	<p>Governors were able to scrutinize documents, which detailed the number of suspensions, and internal isolations, and also gave the reasons for each sanction. There were no exclusions. All incidents are recorded on CPOMS (safeguarding reporting system) and having a complete log of incidents can be very helpful when working with families. Parents are informed and involved in the process and are generally very supportive of measures taken by the school. They sometimes want advice and support to manage their child’s behaviour at home. Using CPOMS as the reporting system ensures that staff managing pupil behaviour are quickly made aware of other factors in a child’s life which may have had an impact on their attitudes and behaviour.</p>	
3.2.10	<p><u>Rewards, Achievement Index</u> – the school operates an equally thorough and consistent system to recognize good behaviour, effort, home learning and positive engagement. Pupils can receive reward points for excellent behaviour, effort, excellent responses / questioning, resilience in learning, positive response to feedback, taking the initiative in their learning and making a contribution to the community. They can receive REACH reward points for respecting staff and each other, being enthusiastic, aspiring for success, being co-operative and working hard. There are a number of different rewards, which can be obtained with the points that students have earned. Governors were able to see these on the Rewards posters.</p>	
3.2.10	<p><u>Learning Centre</u> – this has been re-located so that there are fewer opportunities for pupils sent to the centre to make contact with other pupils. Pupils normally bring work with them so that they can keep up with their peers. Next year it is planned to have direct teaching within the centre. Pupils are properly supported with the work they are expected to complete and can make good progress. This means that they are not missing out on what is happening in their normal classrooms.</p>	
3.2.11	<p>Governors looked at the detailed breakdown of reasons why pupils had been referred to the Learning Centre. GOR defined some categories more clearly for governors where the categories were not completely clear e.g. ‘physical assault’ covered any form of unwanted physical touch no matter how slight. FJA noted that some types of incident recorded in Autumn 2023 were not repeated in</p>	

	Autumn 24, which was a positive outcome. AST thanked staff for their presentation, which had provided governors with a very thorough and detailed understanding of how issues were being addressed. SWS added that the work being done by the school was impressive and showed that children were being taught skills that would keep them safe and out of trouble as they grew up.	
3.2.11	<p><u>Attendance</u> – last year this was above national averages and the attendance of pupils entitled to pupil premium was well above national averages as was the attendance of pupils with an EHCP. Governors were given data broken down by gender, ethnicity and SEND. Governors noted that attendance of pupils from an Asian heritage is high (94.6%) Staff meet with parents where attendance is a concern and do their best to support those parents who are having problems getting their children up in the morning.</p> <p>Attendance is carefully monitored. Those achieving 95%+ receive certificates. 90-95% - contact is made with families to try and identify how attendance can be improved. 80-90% -within this group will be a focus group where rewards and encouragement to improvement are offered. Less than 80% - it is at this level that external services like Education Welfare Officers (EWO) may become involved.</p> <p>Attendance is the focus of some assemblies where pupils receive information about the impact that missing even one day has on their learning.</p>	
3.2.12	Next Steps – there will be a review of pastoral care. This will be a multi-disciplinary approach to try to ensure that no pupils requiring help are being missed.	
4	Policy Updates	
4.1	<p><u>Sex and Relationship Education Policy</u> – there were no major changes to this policy, which was APPROVED by governors.</p> <p>Governors NOTED that very few parents choose to withdraw their children from Sex Education.</p>	
4.2	<p><u>Behaviour and Exclusion Policy</u> – no major changes to this policy, which was APPROVED by governors.</p>	
4.3	<u>Suspension Policy</u> – AGREED by governors.	
4.4	<u>Weapons Policy</u> – (model policy from the local Safeguarding Board) AGREED by governors.	
4.5	<u>Emergency Closure Policy and Protocols</u> – this is a new policy following a number of incidents where the school had to be closed. These included power and water failures and industrial action. AGREED by governors.	
4.6	<u>Attendance Policy</u> – AGREED by governors.	
5	Chairs Report and Correspondence	
5.1	AST reported that he had learned that a ballot had been taken in the five schools where there was an industrial dispute. The return had been very high (89%) with 90% in favour of taking industrial action. Gladesmore is not part of	

	the current dispute.	
5.2	AST reported that the final Ofsted report has now been received and he has emailed it out to all governors.	
6	Headteacher's Report and Correspondence	
6.1	<u>Ofsted Report Update</u> The school has been graded as outstanding in all four categories. Governors congratulated GOR, staff and pupils on this wonderful outcome. GOR pointed out that governors were also praised in the report as being knowledgeable and having a good understanding of the strengths of the school. The report will be sent out to parents within the next five days.	
6.2	<u>Haringey Council School Street proposal</u> – a proposal has been made by the council to introduce traffic restrictions, which will affect both Crowland road, Gladesmore Road and other streets in the surrounding area (see map in pack). GOR has opposed the proposal and has met with the council to raise his concerns. This will have a big impact on school staff being able to access the school car parks. The local synagogue has also raised concerns about the proposals. Residents have yet to be consulted on the scheme. FJA asked if there were any data available which detailed the number of accidents in the area. GOR was unaware of there being any such data available. Over the years road safety measures have been introduced into the area with Crowland Road becoming one way.	
6.3	<u>Anti- Racism Award</u> – the school received an award on 30 th November for creating a whole school inclusive ethos and designing an inclusive curriculum that represents the lived experience of students. The award was received from Future Ed, which celebrates the best in education for Black African and Caribbean heritage communities in the UK. The school is now working towards the Anti-Racism award with Leeds Beckett University and will need a governor representative who could take this as their area of focus. Governors congratulated the school on achieving this award and ARB agreed to become the governor representative for this work.	<u>ARB</u>
7	Pay Committee Report	
7.1	<u>Haringey Personnel Handbook</u> – the committee AGREED to adopt all recommended procedures.	
7.2	<u>Model Teachers Pay Policy</u> - the committee AGREED to adopt the recommend Haringey model policy.	
7.3	<u>Flexible Working Policy</u> - the committee AGREED to adopt the most recent recommended policy.	

7.4	<u>TLR Structure</u> – the committee NOTED the current structure.	
7.5.1	<u>Pay Progression Summary</u> – the committee APPROVED all recommendations made by GOR. They were assured that all procedures were carried out correctly.	
7.5.2	The committee had not been able to agree the Headteacher’s pay recommendations, as they needed one more member in attendance to do this. MBK reported back on the findings of the Headteacher’s performance Committee and governors AGREED the recommendations made within her report.	
8	AOB	
8.1	There was no other business.	

There were no Part 2 Confidential Items

Chair _____ Date: _____