

# Gladesmore Community School Governing Body

## Minutes of the meeting held on Wednesday 22<sup>nd</sup> March 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
<b>Local Authority Governor (1)</b>		* Annabel Schaafsma (ASA),	10-12-23
* Maureen Black (MBK)	07-02-26	* Elaine Brown (EBN)	08.12-24
		Vacancy	
<b>Staff Governor (1)</b>		^Shmuel Davidsohn (SDN)	07-12-26
*Jenny Irish (JIH)	07-12-26		
<b>Headteacher Governor</b>			
*Goldwater Ojokor (GOR)	Ex-Offico		

Others Present	
Jan Smosarski – Clerk (JSI), Pauline Jones, DSL, ASH/T (PJS) Tachaan Marshall, DDSL (TML) Amari Moaka, Safeguarding Officer (AMA) Enjin Djemali, Safeguarding Officer, DHT (EDI) Melloney Cope, Safeguarding Officer (MCE)	Alex 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.**

	<p><b><i>The following documents were circulated to all governors prior to the meeting:</i></b></p> <p><i>Meeting agenda, Minutes of meetings held on 25-1-23, NEU Strike Action Update, Letters to parents re: strike action, Institute of Education PGCE feedback letter, Turkey and Syria Earthquake appeal, Reinforced Autoclaved Aerated Concrete Survey, SF&amp;P draft minutes, Representative Curriculum Pledge, Curriculum Intent Policy, Menopause in the Workplace Model Policy</i></p>	
1	<b>Attendance</b>	
1.1	<p><b><u>Consideration of apologies</u></b> – apologies for absence were accepted from SMA, SDN and FJA. Governors noted that they had not heard from SWS and</p>	

	GOR agreed to contact her.	<u>GOR</u>
1.2	<b><u>Declarations of Interest</u></b> - There were no declarations of interest on any item of this agenda.	
1.3.1	<b>Membership</b> – GOR reported that a parent governor election had been held and that the new parent governor was Fiona Jatta, Fiona has a child currently in Y11. She was unfortunately unable to attend this evening’s meeting as she is an Ofsted Inspector and is currently in the middle of an inspection.	
1.3.2	AST reported that he had written to VOA to thank him for his input as a governor of the school and wishing him well in his new post. His resignation leaves a co-opted governor vacancy and governors discussed how best to fill this place. MBK <b>AGREED</b> to research a way to collect information on current governor skills in order to identify any skill shortages on the governing body.	<u>MBK</u>
1.3.3	There is currently one co-opted governor vacancy.	
1.4	<b>Training Attended</b>	
1.4.1	MBK reported that she had attended SEND training for governors, preparation for Ofsted training and had also attended the Governors Conference. She added that the conference was the first ‘in person’ conference for three years and that it had been good to see and meet other governors. There had been a number of different speakers and further opportunities to meet with other governors would have been welcomed.	
<b>2</b>	<b>Minutes of the previous meetings.</b>	
2.1	<b><u>Minutes of the 25<sup>th</sup> January 2023</u></b> The minutes were <b>AGREED</b> as a true record.	
2.2	<b><u>Matters Arising from the minutes not on this agenda</u></b>	
2.2.1	There were no matters arising	
<b>3</b>	<b>Theme – School Goal 4: Prioritize effective safeguarding of pupils at all times.</b> PJS, TML, AMA, EDI, MCE	
3.1	PJS introduced the Safeguarding Team at Gladesmore, explaining their different roles and responsibilities.	
3.2	<u>Open Door Policy</u> – the team operates an open door policy, which means that students can speak to a member of the team at any time.	
3.3	<u>Vulnerable Students</u> – there are currently 38 pupils deemed to be vulnerable. This number fluctuates and names can be added or removed from the list as appropriate. Reasons for being on the list include witnessing domestic violence,	

	sexual abuse, mental health issues, bereavement, and issues relating to sexuality, anxiety, self-harming. This is not an exhaustive list.	
3.4	Concerns relating to pupil safety are recorded using the CPOMS system. This is a software system used to monitor safeguarding and pastoral wellbeing. All staff are trained to use CPOMS and the team reacts to referrals swiftly, usually the same day. Referring staff are informed that action has been taken and referrals are passed to the appropriate team for further action. The team are committed to early intervention as being the best and safest of all routes. The system is monitored daily.	
3.5	Other external services are often involved with the children that the team work with. In some cases a child protection plan will be drawn up and this may involve external services such as social services, police, NSPCC. Additionally, the team meet weekly to discuss what help can be put in place by the school to support individual pupils.	
3.6	<u>Looked After Children</u> - Currently there are 6 LAC in the school. These children are monitored carefully both in regard to their academic progress and as to whether their day to day needs are being met. The team also works closely with foster families and other professionals involved with looked after children.	
3.7	<u>Alternative Provision</u> – for some children there is a need to find alternative education provision for a period of time. The aim is that all children will return to mainstream Gladesmore provision but there are a range of other providers who can offer specialist support. The school uses 7 alternative providers including CONEL, Footsteps, Boxing Academy, Capel Manor and HLP (Haringey Learning Partnership) HLP combines a number of specialist services including tuition services, nurture hubs, Pulford House (specializing in social, emotional, medical needs) Simmons House (specializing in psychiatric needs) The school safeguarding team keep in close contact with any child accessing alternative provision and with their families.	
3.8	<u>Ofsted</u> – Ofsted will look at how the school manages safeguarding. They will collect detailed information on referrals made by the school to the LA and the reasons for the referrals. To date there have been 8 referrals this academic year, it is possible that inspectors will require sight of the records on these pupils and will review action taken by the school.	
3.9	Three case studies were described to governors reflecting the breadth of the work covered by the team. When informed of a breach of the law the team are obliged to inform the police of the incident.	
3.10	<u>Counselling</u> - the school has a team of counselors who work with pupils. Currently there are 44 pupils receiving counseling in 50-minute sessions. Additionally, there are a further 52 pupils on a waiting list – these pupils would normally have to wait from between half a term to a term to receive direct counseling. However, they can access drop in sessions of about 15 minutes on	

	a regular basis while they are waiting.	
3.11	<p><u>S175 Audit</u> – this is a statutory obligation for schools to complete under the 2022 Education Act and is an annual review of the safeguarding procedures in place at the school. It can be used by the school to identify improvements in practice. The review took place on 6<sup>th</sup> February. Areas for action are:-</p> <ul style="list-style-type: none"> <li>• To refine the leaflet for visitors to the school</li> <li>• To improve governing body participation in understanding safeguarding within the school.</li> <li>• To provide training for girls in CBT (Cognitive Behaviour Therapy) techniques.</li> <li>• To identify the destination of post 16 vulnerable pupils with a view to liaising more with receiving institutions.</li> </ul> <p>THY had returned to the school to carry out this audit and was doing similar work in other secondary schools on behalf of the LA. The audit had shown that the practice in Gladesmore was good and robust systems were in place.</p>	
3.12	<p>Safeguarding has a very visible presence within the school. Assemblies are used as a way to disseminate information. These may be Key Stage Assemblies or girls / boys assemblies or year group assemblies. These provide an opportunity to inform and educate pupils in a number of ways using different settings. Safeguarding posters are displayed on notice boards around the school and all pupils know the team. There is an area in the library where information on safeguarding can be found. Safeguarding links with the PSHE curriculum and links have been developed with the wider community.</p>	
3.13	<p><u>Questions</u> - Governors thanked the team for their extremely thorough and informative presentation and asked a number of questions of the team.</p> <p><u>Mental Health</u> –Governors wished to know whether mental health issues had increased post COVID and were told that mental health issues were elevated.</p> <p><u>Peer on peer sexual abuse</u>. EDI explained that these issues were addressed and by having single sex sessions pupils could be encouraged to come forward or to learn about the impact a perpetrators behaviour might have on the victim.</p> <p><u>Ways of making contact</u> - Governors asked whether pupils could contact the team in writing rather than have to make face-to-face contact. They were informed that there were systems in place to do this but most students preferred to make face-to-face contact.</p> <p><u>Bullying</u> – Governors asked whether issues such as bullying were included in safeguarding and whether they were viewed as a continuum across safeguarding, behaviour and pastoral care. EDI assured governors that this was the case and that teams worked extremely closely together when dealing with these kinds of issues. Governors asked whether referrals were ever made on behalf of friends and whether such a referrals were deemed to be acceptable. They were informed that this did happen and all referrals were followed up.</p>	
3.14	<p><u>Training</u> – governors are encouraged to attend further safeguarding training, this is a responsibility for all governors not just the governor with responsibility</p>	

	for safeguarding and HEP run regular training sessions. The presentations from school staff should be viewed as training and governors were given packs containing additional information. These packs will be posted to those governors who attended remotely or who were not present at the meeting.	
<b>4</b>	<b>Chairs Report and Correspondence</b>	
4.1	No additional items to report	
<b>5</b>	<b>Headteacher's Report</b>	
5.1	<u>Y11 Attainment and Progress</u> – GOR had circulated a document to governors detailing the attainment and progress of pupils taking GCSE examinations this year. Attainment is looking very promising although progress is slightly below that of last year. A number of actions are being put in place to correct this and were detailed in GOR's report. The main challenges facing the school are attendance and punctuality, which is not back to pre- COVID standards and pupil engagement with the catch up provision provided by the school.	
5.2	<u>NEU Strike Action</u> – GOR included letters sent to parents in the governors' packs. There have now been 4 Strike Days and of the 60 NEU members approximately 50 have taken strike action. The school has remained partially open and relationships among staff have remained harmonious. MBK asked whether the strike action had resulted in deterioration in pupil behaviour and attitudes. GOR was able to reassure governors that this was not the case.	
5.3	<u>Institute of Education PGCE student feedback</u> – GOR shared the very positive feedback that the school had received following the placement of PGCE students in the school. GOR noted that the school actively recruits PGCE students especially in subjects where recruitment can be difficult. These placements provide the school with the opportunity to meet and get to know students who may wish to return to the school when vacancies are advertised. Students have a very positive attitude about the school and the support they receive.	
5.4	<u>Turkey and Syria Earthquake Appeal</u> – students had been very keen to raise money for the victims of the terrible earthquake affecting people in Turkey and Syria. Money raised was sent to the British Red Cross	
5.5	<u>Safeguarding Team Feedback</u> – GOR shared positive feedback from the Family Support Team	
5.6	<u>Reinforced Autoclaved Aerated Concrete Survey (RAAC)</u> – as previously reported a survey was recently carried out which confirmed that there is no RAAC in the school buildings.	
5.7	<u>Haringey Master Plan (Grovelands)</u> – GOR met with Michael Coleman, Capital Programme Manager and Henry Holman, Capital Programme Advisor. They	

	<p>advised GOR that there had been a change in priorities with SEND now taking overall priority. As part of the Safety Valve project the LA needs to meet the needs of Haringey children with High Needs SEND issues within the borough. To do this they are looking for schools that can provide on-site specialist provision for two groups of need i.e. ASD (Autistic Spectrum Disorders) and SEMH (Social, Emotional and Mental Health) at both primary and secondary level. Providing these sites will be their main area of spend and the Master Plan priorities will be held back for at least two years. GOR is still trying to get a written commitment from the authority that the Grovelands redevelopment will go ahead as a matter of urgency. £48,000 has been allocated to the school to meet the immediate needs, which will be used to make the building more sustainable. GOR gave as an example that the Grovelands building is very expensive to heat as there is no central heating and the electric heaters currently being used are very expensive to run. The combined gas and electricity bill for the school is currently £20,000 per month. It was unlikely that Gladesmore would opt for developing specialist provision as they already had higher numbers of children with SEND and EHC Plans than other secondary schools.</p>	
5.8	<p><u>Holiday Activities and Food (HAF)</u> – £16,000 has been secured that will enable the school to run the GCSE revision activities and KS3 activities during the Easter holidays. This will support pupils in Y7,8,9 and 11.</p>	
<b>6</b>	<b>SF&amp;P Committee</b>	
6.1	Draft minutes were circulated to all governors.	
6.2	<p>MBK reported that the committee had made the following decisions:-</p> <ul style="list-style-type: none"> <li>• To SIGN OFF the return for Q3</li> <li>• To APPROVE the SFVS return</li> <li>• To APPROVE the Charging Policy</li> </ul> <p>Governors ratified the decisions made by the committee</p>	
6.3	<p>ASA reported that the key financial report was that the school was still going to be able to carry over funds into the next financial year. Although the carry forward was somewhat reduced the school was still in a good place financially. GOR was able to add that the Q3 return took the school up to the end of December and that they now had figures for a further two months. This showed an increased carry forward and it was likely that the end of year figure would be close to that of 2021-22. As costs have greatly increased this year this shows excellent financial management. In particular the higher than average increase to teacher salaries and the increases in utility costs have put extra pressure on school budgets. GOR reported that a significant number of other schools are having to go through restructuring in order to set balanced budgets.</p>	
<b>7</b>	<b>Updates – Ratification of Policies</b>	
7.1	<p><u>Representative Curriculum Pledge</u> - the policy, was <b>APPROVED</b> by the governing body.</p>	

7.2	<u>Curriculum Intent</u> – there were no major changes to the policy which was <b>APPROVED</b> by the governing body.	
7.3	<u>Haringey Model Menopause Policy</u> – this is a new policy which governors were pleased to see. The policy has been developed in consultation with relevant trade unions and complies with education and employment law. The Governing Body <b>ADOPTED</b> the policy	
8	<b>AOB</b>	
8.1	MBK reported that she had been in contact with a governor from Park View Academy which had recently been inspected and had found the governors interview challenging. AST <b>AGREED</b> to contact the CoG at Park View to obtain more information and will report back to governors.	<u>AST</u>

***There were no Part 2 Confidential Items***

Chair \_\_\_\_\_ Date: \_\_\_\_\_