

LONDON BOROUGH OF TOWER HAMLETS
GOVERNING BODY OF HARBINGER PRIMARY SCHOOL

MINUTES OF GOVERNING BODY MEETING

Date of Meeting	9 th September 2021
Venue	Harbinger Primary School
Chair	Martin Young
Clerk & Minutes	Suzette Nicol
Time	5:00 p.m.

MEMBERSHIP:

Governor	Category
Martin Young (Chair)*	Co-opted
Rebecca Abrahams (Executive Headteacher)*	Staff (Head)
Charlie McKnight	Co-opted
Father Tom Pyke	Co-opted
Caroline Hurley*	Co-opted
Srividya Srivathsan*	Local Authority
Susannah Abdelouahed*	Parent Governor
Kiran Rahman*	Parent Governor
Jasmine Islam*	Parent Governor
Eddie Miller	Staff

Also In Attendance	Role/Title
Nimesha Nagahawatte (Head of School)	Observer
Jubeda Ahmed (SENCo)	Observer
Jackie Garner (Foundation Stage Coordinator)	Observer

* Denotes attendance

NO.	ITEM
1.	Welcome, Apologies For Absence And Declaration Of Pecuniary Interest
	<p>The Chair welcomed all to the meeting. Introductions were made.</p> <p>Apologies for absence were received from Lawrence Houldsworth and Eddi Miller.</p> <p>There were no declarations of pecuniary interests.</p>
2.	Safeguarding Training led by Jubeda Ahmed (SENCO) and Jackie Garner (Foundation Stage Coordinator)
	<p><u>Safeguarding Training</u> Jubeda Ahmed, SENCo, delivered a presentation on safeguarding. She said</p>

that all concerned needed to maintain an open mind whilst being vigilant to what was in the best interests of the child. All had to maintain an attitude of 'it could happen here' where safeguarding was concerned. The presentation was delivered under the following headings:

- i. How do you do it – Look and listen
- ii. The key pockets of time to have conversations
- iii. Key signs staff should look out for
- iv. Child criminal and sexual exploitation – treating children as victims themselves even if involved in county lines, links to radicalization
- v. Child online

Governors put some questions to Jubeda Ahmed.

Q&A: What can parents do if cuckooing happens outside the school setting? If it is Child Sexual Exploitation (CSE) the police can be called and asked to check the address.

Q&A: What will be the nature of the online session for parents? It will be pre-recorded and will be placed on our website.

Governors were informed that a workshop for parents was booked for December. It would be online with a translator and would be done in collaboration with the organization 'Streets of Growth'.

Q&A: Is there any way to help parents monitor their children online? We suggest that internet providers have a legal duty to help. Call them and ask for someone to talk you through. Alternatively, parents can contact us and we will get someone in Tower Hamlets to help.

Jubeda Ahmed presented the key summary of the Keeping Children Safe in Education (KCSIE 2021) guidance. She reported that an Inset Day had been held this term and all staff had been informed of everything they needed to be aware of. There would be further termly updates through staff meetings and bulletins. She said that it was important for staff to know what to do when a child made a disclosure and how to act on it. It was about knowing the voice of the child and how to look for indicators.

Jubeda spoke about the four types of child abuse which were:

- Neglect
- Physical
- Sexual
- Emotional

Jubeda stressed that the culture of vigilance had to be at the forefront of the minds of the staff. Staff members were made aware that they needed to act on something immediately and that the children needed to get the right help at the right time. It was about knowing the procedure. Jubeda summarised part 1 of the KCSIE 2021 document.

After the presentation, Governors were given a short quiz to test their knowledge. Governors were also informed about the Panorama document on peer on peer abuse that was shown in the BBC the previous week.

Governors thanked Jubeda Ahmed for her presentation.

Safeguarding Policy

The updated Safeguarding and Child Protection Policy was presented by Jackie Garner, Foundation Stage Coordinator. The policy included Governors' role in safeguarding, what was being done at Harbinger, what the school's procedures were and what to do if someone made a disclosure. Jackie said that the content page could be used to navigate the policy and that the policy served as a reference point.

Jackie Garner said that the key points of the policy were peer on peer abuse and sexual violence. She highlighted the changes in the policy compared to the previous year. 'Honour-based violence' was now referred to as 'So-called 'honour'-based abuse' and this included Female Genital Mutilation and Forced Marriage'. The voice of the child had a separate paragraph and there was a focus on elective home education.

Jackie Garner mentioned that the role of Governors was clearly highlighted in the policy. Governors had a strategic leadership responsibility for safeguarding arrangements in the school. She said that the governing body should have regard to all relevant statutory guidance issued, including Keeping Children Safe in Education, and ensure that the school's safeguarding policies and procedures, including the current Child Protection Policy, were compliant with legislation and statutory guidance, reflected local safeguarding arrangements and were effective.

Jackie Garner said that the policy had a flowchart at the back which showed what to do when a child made a disclosure. This flowchart was displayed around the school. School staff were made aware that everything had to be recorded. Jackie said that depending on the disclosure, staff members were advised to call the Multi-Agency Safeguarding Hub (MASH) as the school was not qualified to gamble with children's lives.

Q&A: Is the system we acquired recently, CPOMS, working well?

The system is very good. We also have a tracker as some gaps were noted. CPOMS is good in tracking an individual child but not the school's needs. The tracker compliments the information that we have.

Governors were informed of the form that was used to record safeguarding concerns and shown how it was to be used. The form was more context friendly and was supportive of other ways.

Q&A: What would happen in terms of the form if something was said in the hearing of two members of staff?

In that case one form was enough.

	<p>Q&A: If a matter goes to the Designated Safeguarding Lead can any staff member access that file? Access is granted only on a need to know basis. That person will have elevated access.</p> <p>Q&A: Do you share the list of children on the safeguarding concerns list without sharing the nature of the concerns? Yes, we do this to encourage vigilance.</p> <p>Jackie said that a presentation was done to highlight the number of children per class on the safeguarding concerns list. The grid only mentioned the number of children per class but did not include any names.</p> <p>Q&A: Will this information be passed on to secondary schools? Yes it will.</p> <p>Q&A: Will you be sending paper files? If the destination school has CPOMS we will authorise the transfer of the child's details. Otherwise, we hand deliver the paper file and we keep a copy until the child's 25th birthday. The transfer will happen either in the summer or in September.</p> <p>A Governor mentioned that parents needed to be made aware of the focus on forced marriages in the KCSIE document. Governors were informed that the policy would be shared with parents on the website.</p> <p>Following the above presentation, Governors RESOLVED to approve the Safeguarding and Child Protection Policy and to recommend it to the governing body for ratification.</p> <p>Governors thanked Jackie Garner for her presentation and she left the meeting with Jubeda Ahmed.</p>
3.	<p>Curriculum Drivers led by Nimesha Nagahawatte (Head of School)</p>
	<p>Nimesha Nagahawatte, Head of School, delivered a presentation on curriculum drivers. She circulated a handout highlighting the journey that the school had been through with regard to the curriculum. She mentioned that in Autumn 2020, the curriculum was identified as a priority when the partnership with St Luke's began. The curriculum had been raised by Ofsted as an area needing attention. The school then went into lockdown from January to March 2021 and the school moved over to online learning on Microsoft Teams. At that point, the existing Harbinger spring term curriculum was adapted for remote learning.</p> <p>When the children returned to school in March 2020, Senior Leaders and Phase Leaders updated the summer term curriculum. They looked at the spring curriculum to identify what had not been fully taught and tracked back to the autumn term to see which bubbles had closed as far back as summer 2020. The summer term curriculum was then adapted to include all of the</p>

above.

Nimesha Nagahawatte mentioned that before the summer term 2021, new Subject Leaders were appointed. This was so as to distribute the leadership to enable experienced teachers to grow as leaders. The School Leaders and Nimesha Nagahawatte reviewed the school's curriculum including curriculum drivers and started planning the 2021/22 curriculum. The Senior Leadership Team were keen to ensure that the curriculum should be unique to Harbinger. They had 3 values in mind and formed 3 curriculum drivers. These were areas that the school wanted to support the children in and these areas underpinned the choice in the curriculum.

Nimesha outlined the three curriculum driver areas as follows:

- a) Learning – This involved raising aspiration and ambition. They wanted an aspirational curriculum for all and wanted to plan opportunities for children to learn from the wider world.
- b) Wellbeing – This included healthy living and healthy choices (physical and emotional health). This involved promoting healthy lifestyles with the healthy choices and was linked to the restorative practices in place.
- c) Togetherness – This involved valuing inclusivity and diversity. Different topics were planned where the children were to learn about other communities and learn to take an interest in them as well as learning about demonstrating respect.

Nimesha Nagahawatte added that the curriculum was overhauled in the summer term. She mentioned that she had worked with Subject Leaders on a rotational basis to map out the curriculum. Subject folders were circulated for Governors to see. Nimesha talked through some of the contents in the subject folders. She detailed the specific skills for each subject in each year. Nimesha used History and Geography as an example. She mentioned that Emily had taken part in a collaborative history project with Island Leaders and new topics had been brought in. History was blocked. There would be one half term of History and one half term of Geography. In Geography, Leaders had mapped out topics where the children were learning about different countries and continents.

Q&A: Will the History topics have any links to the Geography topics?
Teachers will look to make as many cross curricular links as possible.

Nimesha mentioned that with Science, the national curriculum was more prescriptive and over the years, the same topics had to be repeated. In Computing, the school would be adopting a new scheme of work including programming and digital literacy. There was an ICT suite available for this. Design and Technology and Art were also blocked for one half term each. Here the emphasis was on developing motor skills and practicing the use of imagination. Nimesha also talked about 'I can' statements, knowledge organisers and learning guarantees. These helped teachers with planning.

Q&A: Do you have 'I can' statements for every subject?

We do. In History, every lesson has learning intentions and success criteria. When Subject Leaders look at the books they will see the sequence of learning.

Q&A: How do the staff view the new curriculum?

Subject Leaders enjoyed working with the teachers and the staff really welcomed this. It was about organising the information. The curriculum is clearer, organised and it is broad and balanced. There were gaps in the previous curriculum. The new curriculum is more coherent and flows well. Subject Leaders did a lot of work on the curriculum.

Q&A: What is the plan now?

We will need to monitor this. In our schedule for the year, I plan to meet with Subject Leaders. This might involve book looks and talking to the children. Some subjects have a planned scheme of work. For History and Geography it is for the teachers to plan.

Rebecca Abrahams, Executive Headteacher, mentioned that there was a need to look at teachers' subject knowledge. She said that teachers needed to be well equipped to support the curriculum and as a result, there would be an audit of subject knowledge after which CPD would be planned.

Q&A: Where will teachers go for resources?

It is a mixture of sources. Staff meetings this term will be subject specific. We have Tower Hamlets Leaders Network meetings and we have the St Luke's partnership. As a result, Subject Leaders from both schools will share ideas. We also have Consultants.

Governors were informed that a teacher lacking confidence in a subject could meet Subject Leaders and ask for support. Subject Leaders needed to meet with teachers and inform them of what they needed them to teach. Subject Leaders would decide on what support to provide or signpost them to training courses.

Q&A: Will Teaching Assistants (TA) be involved?

One of the benefits of the restructure is having support staff in staff meetings so they are present when CPD is happening. It will take time. We have a group of ambitious staff who have shown the appetite for it.

Q&A: Will they all go to the same place to get resources to avoid them adding their own emphasis to the topics?

That is where knowledge organisers are important. During subject-focused staff meetings, Subject Leaders can share reliable sources of information. We subscribe to Twinkl, an online educational publishing house.

Rebecca Abrahams said that teachers had a unit overview per subject to refer to. Most of the units had 7 lessons. It was quite prescriptive and the children left the subject with those skills. She added that the SLT had done their best to reduce the scope for this as it was clear what the children needed to learn.

	<p>Governors were informed that Nimesha Nagahawatte and Eddi Miller had written a curriculum for classes that had both Years 1 and 2 children in them. This term, Subject Leaders had written subject overviews. They had the 3 Is which were Intent which was what the school was trying to achieve in the curriculum, Implementation involving how the curriculum would be delivered and Impact which was about what difference the curriculum was making. Subject Leaders had spent time thinking of these and every teacher had a subject folder so that they would be able to speak to Inspectors.</p> <p>Governors were informed that Leaders were also trying to develop another document around progression of knowledge to see what prior knowledge was. The wider curriculum focused on all subjects including Maths and English. The school had moved from 'Maths No Problem' to 'White Rose Maths'. In English, there was a literacy overview.</p> <p>Next steps included regularly monitoring and keeping the curriculum under review, assessment for wider curriculum subjects (including long term memory), CPD, working with the EYFS, developing pupil voice (to include School Council, Digital Leaders and Subject Ambassadors) and partnership work with St Luke's.</p> <p>Q&A: Will the e-safety aspect be included in the Digital Leaders role? It will. The first lesson of every half term would be a focus on online safety.</p> <p>Rebecca Abrahams mentioned that at Harbinger, the school was catering for the children and the community that it served and was setting up the children for the future. The school wanted to enable the children to appreciate the diversity in the community and the curriculum delivery will promote this. A range of idols would be presented that would encourage the children to embrace this diversity. The aim was to inspire the children across the drivers.</p> <p>Q&A: Is it necessary for the children to be aware of the drivers? Assemblies are a good opportunity to talk to the children about the drivers. They already know the values and we want to link the curriculum with those values through the drivers.</p> <p>Q&A: Have you considered embedding the drivers in your reward systems? We will look into it. This happens with the values. We will try and weave them in.</p> <p>Following the above discussions, Governors acknowledged that the curriculum would build a strong foundation and RESOLVED to approve it. They thanked the SLT for the work that they had put into revising the curriculum.</p> <p>Caroline Hurley undertook to send Nimesha Nagahawatte a research document on using knowledge organisers which included case studies. Action: Caroline Hurley/Nimesha Nagahawatte</p>
12.	<p>Date Of Next Meeting Thursday 25th November 2021 at 5:00 p.m.</p>

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There being nothing further to discuss, the Chair closed the meeting at 7:00 p.m.

Chair's signature: Date: