

**GOVERNING BODY FOR FRIERN BARNET SCHOOL
MINUTES OF THE MEETING HELD IN SCHOOL (& ON MS TEAMS)
MONDAY, 11 OCTOBER 2021**

MEMBERS:

CO-OPTED GOVERNORS

* Ms Ann Woodhall (Chair) (WLA)
Mr Martin Christie (CEM)
* Councillor Barry Rawlings (RSB) §
* Ms Niki Savva (SAN)
* Mr Chris Kendrick (KKC)

PARENT GOVERNORS

* Ms Olga Glazer (GRO)
* Mrs Joanna Goga (GAJ)
* Mr Nishad Gudhka (GAN) §
Mrs Tracy Ward (WDT)

LA GOVERNOR

* Councillor Anne Hutton (Vice-Chair) (HNA)

STAFF GOVERNORS

* Mr Simon Horne (Head Teacher) (HES)
* Mr Jerry Arnull (ALJ) §

* Denotes members present

NON-VOTING OBSERVERS PRESENT

Ms Jane Mullan (MNJ) §
Ms Kathryn Poynting (PGK)
Ms Paula Donaldson (DNP)
Ms Kathy Newey (NYK)
Mr James Robinson (RNJ)

IN ATTENDANCE

Mrs Jane Canavan (Clerk) (CNJ)

§ = on MS TEAMS

Ann Woodhall

21/83 WELCOME & INTRODUCTIONS

WLA welcomed everyone to the meeting.

21/84 APOLOGIES FOR ABSENCE

Mr Martin Christie and Ms Tracy Ward – **ACCEPTED**

WLA said that WDT was recovering from a back operation and, on behalf of the governors, she wished her a speedy recovery.

WLA and HNA left the meeting and CNJ Chaired.

21/85 RE-APPOINTMENT OF GOVERNORS

Ms Ann Woodhall was **re-appointed unanimously** as a Co-opted governor for 4 years, to 11 October 2025.

Cllr Anne Hutton was **re-appointed unanimously** as Local Authority governor for 4 years, to 11 October 2025.

21/86 APPOINTMENT OF CHAIR FOR ACADEMIC YEAR 2021/22

Ms Ann Woodhall self-nominated and was **unanimously appointed** Chair of Governors for the academic year 2021/22.

21/87 APPOINTMENT OF VICE-CHAIR FOR ACADEMIC YEAR 2021/22

Ms Niki Savva self-nominated and was **unanimously appointed** Vice-Chair of Governors for the academic year 2021/22.

21/88 DECLARATION OF PECUNIARY INTEREST

None.

22/89 ADOPTION OF GOVERNORS' TERMS OF REFERENCE 2021/22

The terms of reference for the governing body for 2021/22 were **ADOPTED**.

22/90 ADOPTION OF GOVERNORS CODE OF CONDUCT 2021/22

Apologies – this document was omitted from papers. There is no change to the document.

Clerk to email document to governors.

ACTION: CLERK

22/91 ADOPTION OF GOVERNORS' YEAR PLAN 2021/22

WLA said following governors' comments, the number of meetings has been reduced to one per half term. One meeting per term will be in school/hybrid and the other will be on MS Teams. The Budget Ratification Meeting will be held in the May meeting – budget submission to the LA is not due until the end of May 2022.

Provisional dates were for a Finance Committee Meeting in May and Governor Day in March 2022.

21/92 MINUTES OF LAST MEETING

The minutes of the meeting held on 12 July 2021 were **APPROVED**.

21/93 MATTERS ARISING

21/60 School Website

HES said the school has to make documents accessible if they relate to services or something parents might have to do. For instance, for a PDF document, the website should have the wording of a PDF document rather than a link to it. The school's website provider to incorporate changes. The school will put up accessibility statement, once they have the government template.

21/72 Review of Support Staff Appraisal

Because of Covid there will be a performance increase for all support staff. This is usually paid with the national pay increase. This hasn't as yet been settled but both will be back-dated to April. They hope to give back pay to support staff before the Christmas break.

21/77 Safeguarding Update

HNA reminded governors that she had been unable to complete the LA form electronically. **HES** said that HNA should now have received a completed, electronic copy by Maria. This will be sent to governors for the next GB meeting.

HNA said it is recommended that all governors undergo Level 1 Safeguarding Training. She checked on the BELS website and the one course offered (13 October) was already full. She suggested governors might apply to go on it for next term. **WLA** said it was strange the course was full, because it was virtual. Clerk to see if it would be possible for FBS governors to have this training at one of the meetings.

Action: Clerk

21/79 Anti-Racist Working Party

WLA asked if the governors could see the report this group recently produced.

Action: HT

21/94 GOVERNOR LINKS

WLA said that as well as playing to people's strengths, she had tried to relate governor links to the actions that came out of the strategic meeting during the summer: behaviour, challenge, reputation of the school and wellbeing of students and staff.

WLA said that she was hoping for a girls' football team - **ALJ** said there is one now; girls train after school on Thursdays and are entering all relevant competitions.

WLA said they don't as yet have a diversity link and perhaps that was something for the future when the school has recruited some more governors. They would schedule reports from two link governors at each future meeting. Feedback should be brief and update the GB of what is happening in their area. She asked governors to contact her if they had any issues or if anything was not clear.

21/95 SCHOOL IMPROVEMENT PLAN (SIP)/SELF EVALUATION FORM (SEF)

HES said the SIP has 5 main objectives. They have tried to keep it as brief as possible, focussing on the areas that came out of the summer strategic planning meeting. The school has to have a SEF and this highlights priorities that go into the SIP. **HES** said that he has included the last published exam data (from 3 years ago), as this is the information still on the government's inspection dashboard.

HNA asked if there had been an opportunity to recruit a black governor. **WLA** said they have had several ideas to recruit a new governor: to approach parents of Y7, to try (via a member of staff) parents of St John's Primary School, and to try ex pupils, which they will be doing when COVID is less of a threat. **HES** said they would put a general advert out to parents of Y7/8.

KKC suggested an effective way of contacting parents would be through social media where people might be more likely to respond.

GAJ asked for clarification on how 'restorative justice' would work in behaviour management. **MNJ** said that fostering good relationships is at the core of behaviour management. Occasionally, students don't behave in that way, and the teacher might not be able to manage that behaviour. In these circumstances the student could be removed from the lesson and sent on shadow timetable. If this happens, there is an understanding that the relationship between the child and the teacher is restored before they go back into that lesson. These events are logged onto the school's management information system as disruption/persistent disruption. This gets followed up and there is a restorative conversation, which allows the student to reflect on their behaviour and provides an opportunity to say why they think things went wrong.

WLA asked if this has been used, and did it work?

MNJ said it is a culture and it has been re-visited because there is a number of new staff in the school. It reinforces the respect agenda and it is a way to restore a relationship. It underpins the work of the HUB and the need to reduce fixed term exclusions. **MNJ** said it has worked and they are using the model around the school.

AW

21/96 RISK ASSESSMENT UPDATE

HES said they have had to add an Outbreak Management Plan, stating what they would do if they hit a certain number of COVID cases. For FBS this would be: five or more in a bubble or if 10% of a cohort had tested positive. If they hit these triggers, they would have to involve Barnet public health. This might mean, for example, that masks would need to be worn in public areas.

The rationale for the management plan is to try not to send large groups of children home. HES said that to date they hadn't hit those triggers. They have had about 25 children who have tested positive for Coronavirus in September and four members of staff have tested positive. These people have not been together in a consistently together in a group. Both the Outbreak Management Plan and the Risk Assessment are published on the school's website.

WLA asked if there were any changes to the risk assessment – HES said they have retained the one-way system around the main building corridors and in the canteen, which works well. They have just received their consignment of CO2 monitors, to judge if a room is well-ventilated. They have to assess where they will be most effective because they have been given 27 for 42 teaching spaces. This detail will be added to the risk assessment.

WLA asked how the school felt about going into the winter months.

HES said 25% (148) of FBS children received a COVID vaccination. Most of Y7 and some Y11 were not eligible (too young or too old). Also staff will be getting booster jabs once they hit the six month barrier. He said they still have a staggered lunch breaks for KS3 and KS4, but they don't stagger entry or exit to school. WLA asked how the 25% uptake on vaccination compared with other schools. HES said they were one of the early adopters and so they didn't currently have that information.

GAJ said that 25% was much lower than she would have expected, was the school surprised?

HES said he thought there were a number of factors – social media presence of an anti-vax movement and an element that some parents feel that children don't need a vaccination because they don't think their children will catch Coronavirus. He added there may be a bit of apathy now - when they originally carried out lateral flow tests, the uptake was 50% compared to this September when there was only 30%.

GRO said because of the amount of anti-vax propaganda it was difficult to persuade her daughter to have the vaccination.

GAN asked if there would be subsequent days for vaccinations and were 'flu vaccinations going to be administered in school. HES said that every secondary school had been allocated a COVID vaccination day. 20 people came in to FBS to deliver the vaccines. He said he was told there would be a site somewhere in Barnet where a child who hadn't been vaccinated on that day could go. Also, if a child wanted to be vaccinated against their parents' wishes they could go, but he didn't think this detail had yet been published. HES added that the medical team who came into school was very impressed with the organisation and the children were extremely calm and polite, something they said they were not used to in secondary schools.

Concerning 'flu jabs, PGK said her son had received a vaccination in primary school. MNJ said she had heard that children between the age of 12 and 16 might be eligible for a 'flu jab.

ALJ said it was worth remembering that the JCVI had recommended that the 12 to 15 year olds didn't have the vaccine

21/97 HEAD TEACHER'S BRIEFING

HES had circulated his report previously.

HES said he would like to thank GAN for his support at Open Evening. This had gone very well and the reviews completed by parents and children were very positive.

AW

The open mornings were also very good. HES said a source of annoyance is the fact that eight secondary schools in Barnet have taken in more than their planned admission number. FBS will have to wait to see what the impact will be when they see the first round of offers. The link to Woodhouse College is now up on the school's website.

HES confirmed Louise Ryan has sent governors a list of performances. FBS sports teams will also be participating in inter-Barnet competitions.

HES referred to a section in his report: Recovery After Covid. This is something SLT are currently discussing and it gives an idea of the funding streams available to schools. These are generally part-funded streams and some have to go through a bidding process. He said they are keen to progress on some of the initiatives and he will bring details back to governors in due course.

The school census was Thursday, 7 October. School numbers from the census determine the following year's budget and HES said FBS funding will be down £200 - £300,000 next year.

WLA said that students were due to talk to governors at the next meeting and asked how this should be organised. HES said that the committees are in place and suggested that there should be a few who could give an idea of the structure of student parliament and what is already in motion. For instance on 21 October, there is an organised local conference about climate change (to coincide with the national conference) and some of the committee will attend this. WLA asked if Jen Herlihy could arrange for pupils to speak about why they have set up student parliament this way. They could then come back to governors later in the year to tell governors what worked well this year.

GAJ asked if the school had cut down on the number of classes within the year groups with lower numbers. HES said they have cut down on some classes but tutor groups remain the same. Some class sizes were quite small and next year they might have to reduce the number of classes.

SAN asked if the school had looked into the refugee situation. HES said they have offered to take refugees from Hong Kong and some are now in school. FBS has also offered to take some from Afghanistan but they are staying over in Colindale and are probably being put into schools on that side of the borough. In the event that the students are re-housed FBS might end up taking some more.

21/98 WELLBEING OF STAFF AND STUDENTS

Papers were distributed at the meeting and emailed to those on MS Teams.

MNJ said she line manages Sharon Thomas (TSS) who has been appointed to a wellbeing role.

Student Wellbeing

FBS is working towards a Healthy Schools Silver award and have a designated PSHE Coordinator working with the school. 80% of students took part in an online survey. Questions were based upon a national survey used across schools. Most students answered all of the questions. TSS will focus her attention on any responses below 50%.

- I am able to ask for help at times when I feel I might need it (often or all of the time) 41%
- I can stay optimistic and positive when I try something new even though it might be difficult for me (often or all of the time) 41%
- I can bounce back when I feel disappointed or have failed at something (often or all of the time) 43%
- I would describe myself as: (happy or very happy) 49%.

TSS will unpick what the responses mean and she will link with Jen Herlihy and student parliament to establish what the issues are.

WLA said there is a student committee for wellbeing and she asked if they would be involved in unpicking the responses. MNJ confirmed that the student wellbeing group will explore the responses with a wider group of students. TSS has a breakdown by year group which will help her to establish where the issues are.

MNJ said working with the Resilient Schools programme and working towards the Healthy Schools Silver Plan will provide a focus for the school to work towards the award.

There is a high number of students with social, mental and emotional health needs in school and early intervention occurs at KS3. The school works with Terapia and they work with specified groups of students – for instance there are girl groups in Y7 and in Y11 where there are levels of anxiety and there is some overlap where students are accessing support in The Hub. This is a joined-up approach: The Inclusion Hub, Resilient Schools, Safeguarding (some looked after children).

WLA said she looks forward to hearing how well this is working later in the year.

Staff Wellbeing

MNJ said there was a range of questions staff were asked. Those responses below 80% were:

- I know what to do if I feel anxious or stressed out at school (71%)
- I feel like my achievements are acknowledged (62%)
- I have opportunities to express myself in school (79%)
- I have opportunities to be listened to (75%)

MNJ said responses need to be drilled down to find out where and why there are negative responses. She said through the Resilient Schools Programme, staff can access QWELL the online wellbeing programme.

WLA noted there were only 49 responses. **MNJ** said about 40% of staff responded to the survey, which was done early in September when people were very busy. She said perhaps, with hindsight, if they had put out the survey later in September this may have increased numbers.

WLA asked if there were comment boxes. **MNJ** said this was a standardised survey from Barnet with no comment boxes.

HNA asked when they would survey staff again. **MNJ** said that as part of working towards Platinum in the Healthy Schools Plan, they could put out the survey on an annual basis.

21/99 GCSE RESULTS & STRATEGY FOR Y10/Y11 STUDENTS

GCSE results data was released to governors earlier in the term.

NYK reminded governors that grades were based on teacher assessments. She said that there was a lot of peer assessment to ensure that the marking was fair. Grades were higher than predicted FFT and broadly in line with national data. FFT50 target grade for attainment was 39.8 and the overall score was 43.3. A major focus this year is students with high prior attainment and SEN students. **NYK** said last year there were some students they had KS2 data for who weren't able to sit GCSEs. They did Step Up to English courses instead and all have gone on to next steps in education. FBS was above target grades in both English and maths and the vast majority of subjects. Food technology was weak and the teacher has now left. Textiles was also weak and this is no longer being offered at GCSE.

NYK said this year the focus is on being much more aspirational. Through the curriculum review they will be focussing on building and challenge across the board. They will be assessing what needs to be put in place for Y10 students to ensure they have a good, positive start to GCSEs. The mock timetable is available for Y11 students and a revision timetable is also in place. There is a mocks area on Firefly for students to access giving them all the information they need and links to revision resources for every subject.

WLA asked if the school knew what the GCSE exams would be like for this year. **NYK** said the information has finally been received and it is broadly in line with what was expected. There are a few adaptations – for example in English Literature there will be questions on four components, rather than the usual five, and in MFL they will not cover every area, there is an element of choice. **NYK** said they are making sure that the students cover enough breadth to ensure they can participate in the exams.

WLA asked how these students were progressing. **NYK** said she felt Y11 are generally a resilient group. Counselling is in place for those who are struggling. She said most subject leaders are aware of what changes have to be made and most students accessed remote learning in the second lockdown, with good participation in live lessons. She added the feeling she is getting from these students is that they feel fairly confident.

WLA asked what strategies were in place for those students who are struggling. **NYK** said that for those who were struggling with mental health or workload there are drop-in sessions with

counsellors. For others who are worried, they are making sure there are resources for them – these are accessed on Firefly. Every day of the week there are after-school revision sessions, which are very well attended. Teachers have identified where there are gaps in knowledge and are using meta cognitive techniques to ensure they are re-visiting the past learning.

WLA asked where they school felt results would be this year.

HES said the government is going to review the gradings and they will be moving them down and they will be moving them down the following year to bring them more in line with what they were in 2019.

GAN asked if it was going to be difficult for the students to achieve the grades that they would have achieved pre-pandemic or were they levelling it back to what it was.

NYK said this year the percentages suggest they will be phasing it down gradually and it will be slightly easier than pre-pandemic. Theoretically, it should be easier to get a grade 5 than it was two years ago. She added that she and Sally Sacramento (SOS), HOY11 have put together a spreadsheet of every student and every subject that will be rag-rated by teachers. Those rated red will be addressed by the subject teachers and NYK and SOS will put in a higher level of intervention where students have a series of reds.

HES said that grade inflation for GCSE wasn't as high as grade inflation for A level which could possibly have been driven for the need to get students into universities and to reduce the number of appeals.

GAJ asked how the school had fared in comparison to the last two years.

HES said there was no national Progress8 measure for the last two years so it is difficult to make comparisons. **NYK** said the 2020 students marginally out-performed the 2021 cohort for the centre-assessed teacher assessment grades. This was expected as those students had higher FFT targets and their attitude to learning was higher than the 2021 year.

GAJ asked if they would need to go back and measure the progress for 2022. **NYK** said, assuming exams happen as normal, they will go back to Progress8.

21/100 PUPIL PREMIUM (PP) IMPACT/STRATEGY

A PP evaluation of spend 2019/20 and 2020/21 was circulated to governors at the meeting.

WLA noted the report doesn't need to be published until December. The new report will be presented at the next GB meeting. **MNJ** confirmed the DfE has extended the window for the PP document to be published. This gives schools the opportunity to apply for some of the recovery Covid funding which will complement PP funding and to allow the school to have as many resources available to allow pupils to access programmes the school can offer. In addition to English and maths, there is targeted support available. The document is rag-rated the current year's outcomes and there are two areas of red. First, the number of fixed term exclusions hadn't been reduced as much as they wanted. However, over time, the Inclusion Hub should help to reduce exclusions. Secondly, school trips were suspended during the national lockdowns. Staff worked hard to offer remote activities, but the experience didn't compare to going out on trips.

MNJ said they were in line with their PP/non PP data and there is a high number of students in Y8 who are reaching expectations. There are fewer in Y9, but there is a plan in place. She noted that the additional counsellors in school and the work in the English and maths department was having a positive impact.

WLA said they see income but not a spend. **MNJ** said money is allocated to specific areas but not allocated to a PP student per se. Funds have been allocated to the right areas but **MNJ** said she hasn't clarified if the money has been spent in a particular area. Money comes in in different ways and doesn't necessarily sit under PP. **HES** said the money has been spent – for example no money has been spent on trips and uniform assistance, but the PP money has been spent. **WLA** said if they are asked to account for PP expenditure, they would need to prove that the money has been spent in accordance with how it was budgeted.

MNJ confirmed the new autumn strategy document will have to show the impact of the previous year and drill down into what was spent.

21/101 SEND/LAC UPDATES

AW

PGK said Holly Levitan was promoted to SENDCo (replacing Carl Robinson). Two TAs also were promoted to Level 3: Neyla Ayscough to work in The Hub and Marcos Molto is EAL TA. The SEND faculty has been streamlined with fewer, but more qualified, TAs to provide a more targeted provision. There are now two additional Level 4 TAs: one to coordinate access arrangements in exams for students and the other as Assistant SENDCo – in charge of all the interventions. **PGK** said while there are fewer TAs, the re-structure should provide better outcomes. A role for the Assistant SENDCo is to monitor the interventions. Of the other TAs, one specialises in speech and language therapy, one in SEMH, one in social skills. This is now tracked so that adjustments can be made to the relevant interventions.

PGK said there are currently 29 EHCP students and they come with different funding according to which band the student has been placed in. There are only two students who required one-to-one support. The remainder of students will have a variety of gradations and in one lesson there could be a TA for two students or two TAs for a group of students. There is an alternative curriculum for students unable to access GCSE exams. There used to be separate KS3 and KS4 alternative curriculums but there is just one because the students are working at similar levels.

HNA asked how the students were doing. **PGK** said things were improving. Many SEND students struggled with online learning and they are pleased to be back in school both for their mental health and for learning. **PGK** said they had applied for an EHCP for a Y11 student which was initially denied and the family went to a tribunal and it has now been approved. **PGK** said while it was a bit late for KS4, it was in place for sixth form.

WLA asked if the school felt confident that the SEND Faculty was working well. **PGK** said they were very confident because they had a succession plan in place and Holly Levitan was encouraged to qualify as a SENDCo, which she did last Easter.

GAN asked how much down was the EHCP cohort from the previous year and what was the general trend. **PGK** said the funding implication is down by £50,000. She added this is why they re-structured. They didn't renew the contract of one TA and moved a couple of others because of the lack of funds.

GAN asked if the school felt it could continue supporting the higher band of EHCP students.

PGK said they were very much committed to supporting the higher band of students. She added on the Open Evening quite a few EHCP students came into the school and she said the provision can change and the school is keen to keep the inclusive reputation.

HES said someone came in to help the school write an application to the local authority to see if FBS could be considered to be an expert school for children with Down's Syndrome. They were turned down because the LA didn't think they need that provision. **HES** said he has expressed an interest with the local authority to be an additional resource space for children with cognition and learning difficulties. FBS is an inclusive school and want to be been as such within the borough.

GAN said he felt the school's decision to re-structure and retain TAs at higher levels of experience was a positive move.

21/102 PAY POLICY FOR TEACHERS

No change to this policy. The government awarded a 0% increase for teachers so the pay bands remain the same as for last year.

The policy was duly **RATIFIED**.

21/103 GOVERNOR TRAINING

All courses are virtual. It was thought WDT would be unable to attend the SEND course at the present time.

KKC and **HNA** are both Safeguarding Level 3 trained.

Governors should contact the Clerk if they want to attend any of the courses.

21/104 KEEPING CHILDREN SAFE IN EDUCATION

Governors were reminded of the 2021 KCSIE document and of the need to read and confirm they have read Section 2, pp 24-47. Clerk to re-send the document.

ACTION: CLERK

Aw

RNJ said there were five key changes in the KCSIE document:

- More emphasis on online safety – technology is a major component in many of the safeguarding issues
- Groups that are more likely to need early help for MASH referrals (those with health conditions and mental health needs, children with a family member in prison etc. and persistent absentees for all or part of the school day)
- Peer on peer abuse, abuse in personal relationships and causing people to engage in sexual acts against their will and prejudice-based discriminatory bullying
- CCE – child criminal exploitation – and the possibility of involvement in more serious violence. A key factor would be male, frequently absent from school or excluded from school, having been involved in offending already.

RNJ said there is more emphasis on listening to the victims of abuse, sexual violence, sexual harassment and focussing on them being made to feel more protected.

There is also focus on child abduction, where children are taken away by other family members or friends of the family. It also takes note of adults at the school gates, trying to talk to children.

Annex B includes detail on modern slavery: human trafficking and forced servitude and labour.

There is an updated section on cyber crime: children being used to commit cyber crime and to be aware that children who might be skilled in IT could be targeted.

There is also information on recruitment best practice and guidance on allegations against staff.

RNJ said these changes had been incorporated into the Safeguarding Policy, which will come to the next meeting for ratification.

21/105 REPORT OF EDUCATION & SKILLS DIRECTOR AUTUMN 1

Governors to note content.

Ofsted inspections to resume. WLA said while they do not expect one, inspections will have a strong focus on the curriculum, PSHE and reading fluency at KS3. There is also a focus on speech and language therapy.

Early Career Teachers: PGK has informed governors of this. She said FBS is linked to the North East London Teaching School Hub, delivered through Haringey Education. PGK is the induction lead and there are two mentors in school. HNA asked if this was an improvement. PGK said there are teething issues, but once these were addressed, she thought the programme would be an improvement.

21/106 ANNUAL REGISTER OF BUSINESS INTERESTS

It is an annual requirement that governors complete this form.

Clerk to email to governors.

ACTION: CLERK

21/107 ANY OTHER BUSINESS

Deborah Myer (Careers Co-ordinator) is running an Apprenticeships Fair on 11 November and has asked if governors know of any people/organisation offering apprenticeships, could they contact her. HNA said there is the Barnet Federation of Small Businesses, which might be able to help.

WLA said due to work pressures, Martin Christie has resigned from the Finance Committee. She asked any governor would be interested in joining this committee. Meets at 8.00 am. HNA volunteered to join the Finance Committee.

DNP presented two documents from the bank, requiring signatures from WLA and GRO.

The hybrid meeting was well received, particularly from those joining the meeting online.

21/108 DATE OF NEXT MEETING

Monday, 28 November 2021, 6.30 pm on MS TEAMS.

AW

SITE UPDATE NOVEMBER 2021

Works completed during the summer holidays

- Re-flooring of M1-3 following water damage
- Inclusion hub build
- Window cleaning / gardening in preparation for September Open Evening
- Kitchen / food tech room deep clean
- Replacement doors to boiler house in line with fire safety regulations (one-hour fire rated)
- Installation of 2 new cookers in FT room
- Raked seating maintenance repairs
- Groundworks / decorating corridors and classrooms

Works completed / planned since September 2021

- Replacement of lighting to LED fittings in a number of areas including Usher entrance, LSD bungalow entrance, U2-1 (drama room), technology workshop
- Repair of small area of flooring in the canteen (exit door)
- Door repairs in kitchen (to comply with fire safety regulations)

Works being considered

- New line markings in playground
- IT replacement (servers / computers / smartboards)

Safeguarding Termly Visit Checklist

Date: 11/06/2021

Checklist	Comments	Action
Staff and governor induction	On track	Ongoing
Reporting and recording of incidents	Done by 'My Concern'	ongoing
Nature of incidents, caseload and regular supervision by head teacher		
Single Central Record	Checked 22/04/2021	September 2021
Safeguarding Statutory Policies / Checklist Child Protection / Safeguarding (Staff shaping policy and contextual safeguarding) Health and Safety – Accessibility Plan – Medical Conditions – Behaviour policy and Behaviour Principles written statement (Feel safe, respect, and dignity, right to learn etc.) Sex Education – SEN – Complaints procedure – Home School Agreement – Premises management docs. Register of pupils attendance – Online Safety measures in place (KCSiE) – Staff code of conduct (including acceptable use of technologies) – School Exclusion – Children with health needs who cannot attend school – First Aid The following can be included in Child Protection / Safeguarding Policy: Central Record of Vetting and Recruiting Checks – Part of CP policy Allegations of Abuse Against Staff – Statement of procedures – Use of force	Policies discussed - in place	
Learning walks		
Staff and governor training records	In central record	
Parent View	Survey	
Pupil voice	Student Parliament – new structure in place October 2021	
Pupil attendance %	Reported to governors' meetings	
Annual Safeguarding Audit	To be completed at the next meeting Sept / Oct 2021	Autumn term 2021
Annual Report to Governors (including Safeguarding audit, stats and training records)	Autumn Term	
Identified staff groups who are less active in reporting safeguarding issues	Follow up	
Risk Assessment Covid 19	Yes. On website and regularly updated	
Wellbeing and mental health	Staff co-ordination - TSS	
SRE curriculum progress	In place	
Sexual violence and Sexual Harassment. Ofsted recommendations June 21 implemented?	In place	
Sexuality and gender concerns (can	Yes, PHSE in tutor time	

students talk about them?)		
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Academic Year Statistics

	No. of incidents	Comments	Action
MASH referrals	2		
Attendance	67	These are incidents that are safeguarding concerns	
Exclusions	0		
Missing in Education	23	Many of these are duplicate 3 students in total	
Radicalisation concerns	13	Many of these are duplicate – 2 students in total	
Channel Referrals	0		
Child protection plans	3	Current number	
Children in need	8	Current number	
Domestic abuse	7		
Looked after children	4		
Allegations against staff			
Homophobic incidents	12 last year	None this year so far	
Racial incidents	16	(7 via My Concern)	
FGM	3		
Child on child sexual harassment	26		
Child on child sexual violence	0		

Annual Training Records

Topic	Teaching Staff	Support Staff	Governors
Safeguarding L3	✓	✓	✓
Safeguarding L1	✓	✓	
Online Safety			
Prevent			
Governor Safeguarding			

Actions for next visit

Audit

Changes

Follow up

Signed Governor

Signed DSL

Signed (please state role)

FRIERN BARNET SCHOOL EQUALITY AND DIVERSITY STATEMENT

Friern Barnet School is committed to equality and valuing diversity and actively supports practices that promote genuine equality of opportunity for all staff and young people.

1. Introduction

Friern Barnet School is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation.

We recognise our obligations under the Equality Act 2010 and are committed to promoting the equality and diversity of all those we work with, especially our employees, pupils, young people and visitors. We oppose all forms of unlawful and unfair discrimination, bullying and harassment and will make every effort to comply with the requirements of the Act and its subsequent provisions.

The following groups have been identified as key recipients in terms of the provision of this statement:

- Are being looked after or on the edge of Care
- Have Special Educational Needs / Learning Difficulties and Disabilities
- Are excluded or at risk of exclusion from school
- Are from a minority group, including those from Gypsy, Roma, Traveller background
- Have English as an additional language
- Are missing in education
- Have ill health, including hospitalisation, affecting attendance at school
- Are Not in Education, Employment or Training (NEET)
- Have drug or alcohol abuse
- Are school age / teenage parents
- Are young carers
- Are offending or at risk of offending
- Have mental health issues
- Are in receipt of free school meals
- Live in areas of deprivation
- Are Able and Ambitious
- Are gender questioning or going through transition
- Are lesbian, gay or bisexual

This policy and all associated procedures apply to all staff (including volunteers and students on placement), young people and visitors and should be read in conjunction with the following policies:

- Anti-Bullying Policy
- Complaints Policy
- Acceptable Use Policies (staff and students)
- Health, Safety and Welfare Policy
- Positive Behaviour for Learning Policy
- Safeguarding and Child Protection Policy
- Whistle Blowing Policy

Failure to comply with these policies and procedures may result in disciplinary action.

Discriminatory treatment, bullying or harassment of staff or young people by visitors will also not be tolerated.

2. Compliance

Compliance with the Equality Act 2010 is the responsibility of all members of staff. Friern Barnet School does not condone any act of direct discrimination, indirect discrimination, harassment or victimisation. Any breach of this policy may lead to disciplinary action.

3. Definitions

The Equality Act covers nine protected characteristics upon which discrimination is unlawful:

- age
- disability
- gender reassignment
- marriage and civil partnership

- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation.

For further information on types of unlawful discrimination see Appendix 1.

4. Roles and responsibilities

The designated senior member of staff with overall responsibility for all equality and diversity matters at Friern Barnet School is the Headteacher, Mr Simon Horne. For further information on the roles and responsibilities of the Designated Person see Appendix 2. The Equality and Diversity Lead is Ms Kathy Newey.

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
- Support and participate in any measures introduced to promote equality and diversity;
- Actively challenge discrimination and disadvantage in accordance with their responsibilities;
- Report any issues associated with equality and diversity in accordance with this policy.

It is important to appreciate that an employee is personally responsible for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable. Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee doing so will be subject to disciplinary action.

5. Duty to make reasonable adjustments

We will actively seek to make reasonable adjustments, where there is a need to ensure that a disabled person has the same access to everything as a non-disabled person, as far as is reasonable. We will take positive and proactive steps to remove, reduce or prevent the obstacles faced by a disabled individual, as far as is reasonable. For further information, visit the Equality and Human Rights Commission website at: www.equalityhumanrights.com

6. Admissions policy

Our admissions criteria are defined under the admissions policy and are applied consistently to every young person, irrespective of any protected characteristic.

7. Curriculum delivery

The curriculum is crucial to tackling inequalities for pupils including gender stereotyping, preventing bullying and raising attainment for certain groups. We are working to ensure that the principles of equality and diversity are embedded in our academic and social curriculum.

Friern Barnet School is using the NEU Anti-Racism Framework and the discussions of the Anti-Racism Working Party as a basis for ongoing curriculum development.

Positive and proactive steps will be taken to prevent discrimination against, or victimisation of, any young person in the provision of education or access to any benefit, facility or service including educational trips, work experience and leisure activities.

8. Exclusion policy

The decision to exclude a child for a fixed period or permanently is a last resort. Our exclusion criteria are defined under the exclusion policy and are applied consistently to every young person, irrespective of any protected characteristic.

9. Recruitment and selection

All employees, whether part-time, full-time, temporary or permanent will be treated fairly and equally. We will avoid unlawful discrimination in all aspects of employment including recruitment, promotion, opportunities for training, pay and benefits, discipline and selection for redundancy. Selections will be made on the basis of aptitude, ability and/or merit, where appropriate.

Where appropriate, Friern Barnet School will endeavour to make all reasonable and effective adjustments during the recruitment and selection process. Where recruitment and selection is carried out by a third party, on behalf of Friern Barnet School, we will take all reasonable steps to ensure they adhere to the principles of this policy.

10. Reporting and recording incidents of discrimination and harassment

In the case of students using language or behaving in a way that is racist, sexist, homophobic, transphobic or otherwise inappropriate, any member of staff observing this should:

1. Make a report of the incident on SIMS, using the most relevant behaviour descriptor (see notes below for guidance) and recording what was said or done by the student as precisely as possible in the notes section;

2. Where appropriate, have a discussion with the student about their behaviour;
3. Heads of Year will check SIMS behaviours daily, issue detentions and other sanctions as appropriate and consider any intervention they deem appropriate to address the concerns.

Relevant behaviour descriptors on SIMS include the following:

'Bullying', with sub-categories of 'LGBTQ-phobic language', 'Racist language', 'Sexist language' or 'Abusive language' should be used when comments have been made directly to a student or group of students with the intention of undermining or belittling them.

'Sexual misconduct' incorporates both physical acts and the use of derogatory sexual language, either aimed at individuals or a specific gender group.

'Racist abuse' or 'LGBTQ-phobic abuse' should be used when a student makes inappropriate comments in a wider context, for example claiming that they are 'banter' between friends or that they are 'just expressing an opinion'; it is important that language used in this way is challenged and recorded.

In the case of members of staff acting in a way that is contrary to the Equality and Diversity Policy, staff should:

1. Raise the issue with the colleague if they feel this is appropriate and feel confident doing so;
2. Report the issue to their Line Manager or a member of SLT;
3. If they deem it necessary, follow the school grievance procedures.

Students will also be able to report incidents and concerns using the 'Report bullying' button available via their Firefly accounts. This can be done anonymously if the student chooses.

All incidents of discriminatory treatment, bullying and harassment must be recorded as soon as is reasonably possible. All bullying-related incidents (confirmed or otherwise), will be addressed in accordance with our Anti-Bullying Policy.

11. Complaints and grievances

If an individual believes that they have been discriminated against, harassed or victimised, they are asked to follow our complaints or grievance procedure.

12. Implementation, monitoring, evaluation and review

The designated senior member of staff with overall responsibility for the implementation, monitoring and evaluation of the 'Equality and Diversity Policy' is the Headteacher.

The designated member of staff is also responsible for ensuring that all young people, staff, parents/carers and placing local authorities are aware of our policy. Additional support would also be provided to any parent or significant person, wishing to know more about the policy and procedures outlined above. A copy of this policy document is available for inspection on the premises during office hours and an electronic copy is posted on our website.

This policy document will be reviewed and publicised in writing, at least biennially and, if necessary, more frequently in response to any significant incidents or new developments in national, local and organisational policy, guidance and practice.

Further information about equality and diversity

1. Types of unlawful discrimination

Direct discrimination occurs when someone is treated less favourably than another person because of a protected characteristic (age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex sexual orientation).

Discrimination by association is direct discrimination against someone because they associate with another person who possesses a protected characteristic.

Perception discrimination is direct discrimination against an individual because others think they possess a particular protected characteristic. It applies even if the person does not actually possess that characteristic.

Indirect Discrimination occurs when a condition, provision, policy or practice applies to everyone but particularly disadvantages people who share a protected characteristic and it cannot be shown to be a proportionate means of achieving a legitimate aim.

Discrimination arising from disability occurs when you treat a disabled person unfavourably because of something connected with their disability and cannot justify such treatment. Discrimination arising from disability is different from direct and indirect discrimination.

Harassment occurs when a person is subject to "unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual".

Third-party harassment occurs where, during the course of their duties, an employee is harassed by an individual or individuals who are not under the direct control of Friern Barnet School and the harassment relates to a protected characteristic.

Victimisation occurs when an individual is subject to a detriment because they have made an allegation of, or given evidence about, the treatment of any individual (including themselves) who has been subject to any of the above. Any individual making allegations of a false, malicious or vexatious nature would not be protected against victimisation and will be subject to disciplinary action.

Roles and responsibilities

The designated senior member of staff with overall responsibility for all equality and diversity matters at Friern Barnet School is the Headteacher.

The role of the Designated Person is to:

- Create an environment in which all members of the community are expected to treat one another with mutual respect, dignity and tolerance.
- Ensure that Friern Barnet School complies with equality legislation;
- Ensure all policies, practices and procedures, associated with equality and diversity, including admissions, curriculum, recruitment and selection are implemented;
- To make effective and reasonable adjustments where appropriate to meet the individual needs of staff, young people and others who may have business with Friern Barnet School;
- Ensure that all staff are aware of and follow Friern Barnet School's policy; and receive appropriate equality and diversity training, in accordance with their roles and responsibilities;
- Take 'all reasonable steps' to prevent discrimination, harassment and victimisation from taking place;
- Take responsibility for recording, managing and analysing incidents of discrimination, harassment and victimisation in accordance with Friern Barnet School's policies, procedures and guidance.

It is the responsibility of all staff to:

- Treat colleagues, young people and visitors with dignity and respect; and avoid behaving in any manner that may give rise to claims of discrimination, harassment or victimisation;
- Support and participate in any measures introduced to promote equality and diversity;
- Actively challenge discrimination and disadvantage in accordance with their responsibilities;
- Report any issues associated with equality and diversity in accordance with this policy.

It is important to appreciate that an employee is **personally responsible** for their own acts of discrimination, harassment or victimisation carried out during their employment, whether or not the employer is also liable.

Any attempt to instruct, cause or induce another person to discriminate, harass or victimise a third person will also amount to unlawful discrimination and any employee caught doing so will be subject to disciplinary action.

FBS Parents' evenings 2021-22

Wed 24 November 2021	Year 9	4.00 – 7.00 pm	
Wed 12 January 2022	Year 11	4.00 – 7.00 pm	
Wed 2 February 2022	Year 10	4.00 – 7.00 pm	
Wed 16 February 2022	Year 8	4.00 – 7.00 pm	
Wed 27 April 2022	Year 7	4.00 – 7.00 pm	

