



Board of Governors of the City of London School for Girls

Date: FRIDAY, 17 OCTOBER 2014
Time: 11.00 am
Venue: CITY OF LONDON SCHOOL FOR GIRLS - ST GILES TERRACE,
BARBICAN, EC2Y 8BB

7. **REPORT OF THE HEADMISTRESS – POLICY DOCUMENTS**
Appendices D to II to the Headmistress' report are included within this document pack
for Governors' approval

For Decision
(Pages 1 - 198)

John Barradell
Town Clerk and Chief Executive

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CITY OF LONDON SCHOOL FOR GIRLS

SENDA AND ACCESSIBILITY PLAN

The Accessibility Plan was approved by Governors in February 2011, in September 2014 it was amended, as the SENDA and Accessibility Plan, for approval by the Governors in October 2014. It will be reviewed annually and sent for approval to the Board of Governors every three years.

1. This policy has been written with government policy and legislation in mind. Relevant legislation and guidance taken into consideration include:
 - The Disability Discrimination Act 1995
 - The Education Act 1996
 - Code of Practice (September 2014)
 - Accessible Schools: Summary Guidance DFES/0462/2002
 - The Disability Rights Commission's Code of Practice for Schools 2002
 - The Education (Independent Schools Standards) (England) Regulations 2003 as subsequently amended (S12003/1910)
 - The Equality Act 2010

This plan has been drawn up by a group consisting of the Deputy Head, Director of Studies, Bursar, Premises Manager and SEN Coordinators (SENCO). Both SENCOS are responsible for arranging an annual review meeting in the autumn term of each year. The group is able to consult the Head of Access, Community & Children's Services Department of the City of London Corporation (CLC) for advice. The plan covers a 3 year timescale and will be reviewed and re-submitted to the Board of Governors in October 2014.

2. RELATED POLICIES AND PLANS

2.1 Related policies and plans include the school's SEN Policy, Mental Health Policy, Disability Policy, Anti-Bullying Policy, Educational Visits Policy, Management of Health & Safety in Schools Policy, the School Nurse's Guidelines and City of London Corporation policies relating to Equal Opportunities and employment.

3. DEFINITIONS OF DISABILITY

- 3.1 The school will treat each case in which a student or adult considers that they have a disability individually and with sensitivity.
- 3.2 As a guide you're disabled under the Equality Act 2010 if you have a:

"physical or mental impairment that has a 'substantial' and 'long term' negative effect on your ability to do normal daily activities".

- 3.3 The definition of a disability covers a broad spectrum of impairments. An up to date list of impairments covered by legislation and further information on the definition of 'disability' may be found on the Disability Rights Commission's website: www.drc-gb.org

4. ADMISSIONS, DISABILITY AND ACCESSIBILITY

- 4.1 City of London School for Girls is an independent fee paying and academically selective school and all students are admitted following competitive entrance examinations. The school will endeavour to educate and develop the prospective student to the best of her potential and in line with the general standards achieved by the student's peers, so that there is every chance that the student will have a complete, happy and successful school career and emerge a confident, well-educated and well-rounded adult with a good prospect of a satisfying life. These criteria must continue to be met throughout the student's time at the school.

- 4.2 The school's policy is to apply these criteria to all students and potential students regardless of any disability of which it is aware, subject to its obligation to make reasonable adjustments not to put any disabled student or potential student at a substantial disadvantage because of her disability. The school asks parents to make a declaration regarding disabilities and learning difficulties in respect of a prospective student when registering for entry (Registration Form) and when accepting the offer of a place (Acceptance Form). In assessing any student or prospective student the school may take such advice and require such assessments as it regards as appropriate. Subject to this, the school will be sensitive to any requests for confidentiality. **If a girl, who has a history of a learning disability, is successful in being offered a place, parents should be aware that although SENCO advice is given to all teachers, one-to-one support with a qualified specialist teacher are limited to approximately 30 minutes each week, per individual student.**

- 4.3 The school's policy is also to ensure that no member of staff, visitor or parent is put at a substantial disadvantage because of a disability and to ensure that their needs are met, in accordance with its obligation to make reasonable adjustments.

5. ON ENTRY

- 5.1 The group has reviewed the school's admissions literature, policies, examinations and procedures (including access to scholarships and bursaries) and is satisfied that the Acceptance Form and entrance procedures give the school adequate details of the nature and effect of any disability so as to enable it to do its best to make any adjustments.

6. PHYSICAL ACCESSIBILITY

- 6.1 At present, our physical facilities for the disabled are subject to limitations set out below, but we will do all that is reasonable to ensure that the school's culture, policies and procedures are made accessible to children who have

disabilities. We will fulfil our legal and moral responsibilities in order to accommodate the needs of applicants, students and members of the staff who have disabilities which, after reasonable adjustments, we can cater for adequately.

7. SCHOOL SITE

7.1 The school occupies a compact English Heritage listed site in a residential area. It consists of three separate but connected buildings with up to five levels, a platform lift from G floor to the Preparatory department, one passenger lift and one goods lift which may be used for passengers if necessary. In general there are fixed classrooms for each subject to allow as far as possible for all the facilities for one subject to be in one place. This requires students and staff to go from classroom to classroom, often up or down internal and external steps or stairs. However a student with impaired mobility is now able to access all areas of the school other than the swimming pool and the all-weather playing surface.

8. PROBLEMS AND FUTURE PLANS

8.1 The group has considered the following areas:

- There is no access for wheelchair users to the swimming pool due to costing restrictions however it is possible that this issue may be addressed in the future if there was adequate need. There is no access to the all-weather playing surface without mounting or descending internal and external steps. This is due to the practical difficulty in installing a ramp onto the all-weather playing surface because of the position of the stairs.
- The new gym extension will provide a fire exit at the rear south side with a refuge point for wheelchair users.

9. OTHER ADJUSTMENTS

9.1 Car parking: the school has permission to allow parents of students, staff or visitors with impaired physical difficulty to bring cars to the reception entrance on St Giles Terrace for the purposes of dropping-off and collection.

9.2 Lifts: most powered wheelchairs can fit in the passenger lift from G floor to D floor of the main building but we can use the goods lift if necessary. Powered wheelchairs can fit in the ramp lift between the ground floor and the Preparatory Department.

9.3 Fire Precautions: there is an audible fire alarm in all areas of the school. There is a refuge area for wheelchair users on each level of the main building. All Evacuation Chairs are regularly checked. The areas are marked with appropriate signage. The lifts should not be used in an emergency unless instructed to do so by the Fire Brigade. Members of staff will supervise the evacuation of the building. Individual evacuation plans will be drawn up as required for both staff and students.

9.4 Special chairs and desks can be provided at short notice in all such rooms for students and staff. Under new guidelines the school can be expected to

make the reasonable adjustments necessary to accommodate needs of any individual affected by a disability.

- 9.5 Wheelchair users can access all rooms, subject to the access restrictions described and subject to the physical limits of the building. Staff will move furniture to improve access where possible.
- 9.6 We are able to accommodate students who need to use laptop computers in lessons and examinations. All students who require extra time for either external or internal exams are supported in a separate examination room.
- 9.7 If students with visual impairment are admitted to the school, facilities would be made available to provide appropriate materials i.e. large print documents or Braille material. The school maintenance plan will take into consideration the need for a suitable colour scheme for installing window blinds to benefit students and staff with visual impairment.
- 9.8 Arrangements can be made for assistance dogs in school.
- 9.9 A hearing loop is installed in the Main Hall and there is adequate signage. If a student required a portable hearing device such a system would be provided.
- 9.10 Individual care plans would be made for all students in the school who have a sensory impairment and their needs would be addressed on a case by case basis. Similarly individual plans and reasonable adjustments would be made for any member of staff with impairment to ensure they are appropriately supported.
- 9.11 Advice would be obtained from the COL to make sure that all adjustments are in accordance with current standards of good practice.
- 9.12 We will endeavour to arrange for the production of relevant leaflets or brochures to be made available in large print. Many of our publication are also available on our website.

10. EDUCATION

- 10.1 The group regularly reviews access to the curriculum and to co-curricular and recreational activities and is committed to making reasonable adjustments wherever necessary.

11. WELFARE

- 11.1 We review and agree suitable arrangements in consultation with relevant professional advisers, parents and the student herself. The school's anti-bullying policy is regularly reviewed and includes reference to the acceptance of difference.

12. AWARENESS OF THE PLAN AND STAFF TRAINING

- 12.1 The plan will be included in the Internal Staff Handbook and reference to it will be made in the Parents Handbook. Copies of the plan will be made available to any interested party on request.

All members of teaching and support staff will receive appropriate training on working with disabled people when required.

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CITY OF LONDON SCHOOL FOR GIRLS

STATEMENT OF ADMISSIONS POLICY

This policy was approved by the Board of Governors on 4th November 2011, reviewed and updated in August 2014, to be put before the board in October 2014.

1. Statement

City of London School for Girls is a non-denominational, academically selective, independent day school for girls aged 7 – 18. Most girls are admitted to the City of London School for Girls ('the School') following annual assessments at 7+, 11+ or 16+. The 11+ assessments are held in the January prior to entry in the following September. The 7+ and 16+ assessments are held in November prior to entry in September the following year. Occasional places may be available at other ages. Admission is through an appropriate assessment exam and interview at the School.

We welcome staff and students from many different cultures, faiths and backgrounds and it is the intention of CLSG to make its selection procedure equally accessible to all candidates regardless of religion, ethnicity, disability or background. The school aims to provide a stretching, challenging academic education for girls at the top end of the ability range. The school also aims to provide a full and rounded education which helps to develop pupils morally, spiritually, socially and culturally, as well as intellectually.

2. Aims

2.1 To identify and admit girls from all backgrounds who have met our academic standards and will benefit from an academic education at CLSG.

2.2 To admit girls who will contribute to and benefit from the ethos and opportunities available at City of London School for Girls.

2.3 To treat all candidates fairly and sensitively.

2.4 Our policy is to apply these criteria to all pupils and potential pupils regardless of disability of which we are aware, subject to our obligation to make reasonable adjustments. At present, our physical facilities for the disabled are limited but we will do all that is reasonable to ensure that the School's culture, policies and procedures are made accessible to children who have disabilities and to comply with our legal and moral responsibilities under the Special Educational Needs and Disability Act 2001.

3. Procedures

3.1 Full details of entry procedures are published and updated annually in our Admissions booklet and on our website.

3.2 The School is part of the North London Independent Girls' Schools' Consortium and a member of Group 2 (along with Channing School, More House, Northwood College for Girls, Queen's Gate School, St James Senior Girls' School and the Godolphin and Latymer School).

3.3 The closing dates for applications are published on the School website and in school literature.

3.4 All families applying are encouraged to visit the School on an Open Day. All admissions are by competitive examination and interview.

3.5 At 7+ the test consists of reading, spelling, reasoning, story writing and mathematics. Following the written tests selected potential entrants are also invited to take part in practical activities. We aim to recognise the child's potential for a successful academic career at the school. Except in a few instances, girls are admitted to the senior School.

3.6 At 11+, the school participates in the North London Girls' Schools' Consortium. Through examination and interview, CLSG seeks to select those girls who are most able to benefit from the education offered by the school. Girls of a very high academic ability, as demonstrated by their 11+ assessment tests, will be considered for an academic scholarship. Art, drama and music scholarships may also be awarded and means-tested bursaries are available. Full details of all scholarships and bursaries are available on the website.

3.7 Offers of places and acceptances are made to a published timescale which is agreed with other schools.

3.8 A waiting list is compiled and parents are offered the opportunity to be considered for future vacancies a year after the initial assessment through the non-standard entry procedure.

3.9 The results of the assessments are not discussed with the parents or made public.

3.10 As part of Group 2 City of London School for Girls sets common papers in Mathematics and English, with an agreed mark scheme.

3.11 At 16+, external candidates for admission to the Sixth Form are required to sit entrance papers in the subjects they propose to study at 'AS' level. Each paper lasts 40 minutes and is designed to test a candidate's potential. We anticipate that the majority of girls will study four subjects. Following the written tests selected potential entrants are invited to attend for interview.

3.12 Means-tested Bursaries and Art, Drama and Music Scholarships are available to external and internal candidates at 11+ and 16+ entry. Full details are available on the website.

3.13 The school is non-denominational and has a tradition of religious, ethnic and social diversity within its pupil body, which it seeks to preserve as far as possible. The school offers support to girls of high intellectual ability who prove to have mild specific learning difficulties and also seeks to be as accessible as possible to those with serious medical conditions and physical disabilities.

3.14 The school is a fee-paying independent school, but seeks to be as accessible as possible to all able girls, regardless of their parents' ability to pay.

3.15 The school was committed to the Assisted Places scheme before its withdrawal and has a long history of offering scholarships and bursaries to as many suitable applicants as possible.

3.16 Full details of Scholarships and Bursaries, available at 11+ and 16+ and how to apply for them are available in our Admissions booklet and on the website.

References

1. School Standard Terms and Conditions
2. City of London Corporation Equal Opportunities Policy
4. 2010 Equalities Act
5. 2014 SEN Policy

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CITY OF LONDON SCHOOL FOR GIRLS

CAREERS EDUCATION, INFORMATION AND GUIDANCE (CEIAG) POLICY

This policy was approved by the Governors in June 2011, updated July 2014. To be reviewed by June 2017.

1. INTRODUCTION

- 1. The Rationale for CEIAG:** All CLSG pupils are offered a planned programme of activities to help them make decisions and plan their careers, both in School and after they leave. The 1997 Education Act places a duty on schools to give pupils in Years 8-11 access to careers education and guidance and the 2014 Education Act states that this must be delivered in an impartial manner, giving information on the full range of options at post 16, in a manner which promotes the best interests of the pupils to whom it is given.

At CLSG the Careers Department prioritises offering young people the knowledge and skills they need to make successful choices, manage transitions in learning and move into work, in an impartial fashion. We support them with identification of their strengths and weaknesses balanced alongside their interests and needs. This careers guidance then enables the girls to use the knowledge and skills they develop to make decisions about the learning and work that are right for them.

- 1.2.1 Commitment:** The School is committed to providing a planned programme of impartial, accurate and up to date careers education information and guidance for all pupils in Years 8-13 with additional external support employed via appropriate providers such as Prospects, the COA (Cambridge Occupational Assessments), school business connections, parents and CLOGA (Old Girls Network). In addition, the Head of Careers is looking into options to study for the OCR Careers Guidance Level 6 qualification in order to be CDI (Careers Development Institute) registered.

- 1.2.2** The School runs a programme of Careers Guidance which is interspersed throughout the curriculum, in addition to the programme specifically offered by the Careers Department, following guidance from Ofsted, HMC and the GSA.

- 1.2.3** The School was awarded the Careers Excellence Award in 2001. This was subsumed into Investors in Careers. Investors in Careers was re-awarded in 2004 and was re-awarded in February 2011, for a period of three years. We will be applying to be reassessed at the start of 2014-15.

- 1.3 Development:** This policy has been developed and is reviewed through discussion with the Headmistress and the Senior Management Team and

the submission of the annual Departmental Plan. It has evolved through response to the re-award of Investors in Careers, discussion with the teaching staff, parents and pupils as well as regular feedback obtained through online surveys. A Careers Committee composed of pupils in KS4/5 provides regular input into the Careers Programme as well as working closely with our expanding networking base.

1.4 Links with other Policies: This Policy is underpinned by the School's mission statement aiming to “develop informed, cultured, civilised and skilled young women, preparing them for Higher Education, careers, leadership and the wider world” and there are links with the school policies for teaching and learning, assessment, recording and reporting achievement, PSHCE, citizenship, work related learning and enterprise education, health and safety, gifted and talented and special educational needs.

2. OBJECTIVES

2.1 Pupil Needs: The Careers Programme is designed to meet the needs of the girls at this School. It is differentiated and personalised to ensure progression through activities that are appropriate to the each girl's stage of career learning, planning and development.

2.2 Entitlement: Pupils are entitled to CEIAG that meets professional standards of practice and is person-centred and impartial. It is integrated into their experience of the whole curriculum based on a partnership approach with pupils and their parents or carers. The programme aims to discourage stereotyping and to promote equality of opportunity and inclusion.

The Careers Department relies heavily on the use of technology as the most effective means of reaching students, prioritising use of the technological devices and tools which the targeted audience are adept at using. We feel this aids delivery of the information to which pupils are entitled.

3. IMPLEMENTATION

3.1 Management: The designated Head of Careers works with the Assistant Head of Careers and an External Careers Advisor from Prospects. The Head of Careers is responsible for coordinating the careers programme and works closely with the Senior Management Team. The Head of Careers is responsible for the management of the programme of student guidance and work experience.

3.2 Staffing: All staff contribute to careers education and guidance through their roles as tutors and subject teachers. Specialist sessions are delivered within the framework of PSHCE. CEIAG is planned, monitored and evaluated by the Head of Careers and the relevant Head of Section who monitors PSCHE delivery. Careers information is emailed out to

targeted year groups and hard copies of documents can be found in the School Library. There are a number of reference books also available and these are maintained by the School Librarian.

3.3 Curriculum: The careers programme is principally in existence to ensure girls have the information and education they require in order to make the decisions required regarding their futures. The Head of Careers is on hand at all times to speak to girls and parents on a one-to-one basis, and also organises the events mentioned below, in order to deliver Careers Education. The Head of Careers, Deputy and External Careers Provider support the Heads of Sections at KS 3, 4 and 5 by offering students impartial advice, particularly when students are making crucial decisions about their subject choices and university options.

The Careers programme delivered via PSCHE includes 'Life After City' careers education talks, group and individual career guidance activities, information, research activities and work related learning. This includes supporting girls to organise two weeks of work experience in Year 11 as well as undertaking individual learning/planning and portfolio activities in preparation for this.

Other events include an annual Higher Education Evening (Year 12), an annual UCAS day (Year 12), interview workshops (Year 13), a biennial Careers Convention (Year 8-13) to which our consortium schools are also invited. In addition, there are annual programmes of Take Our Daughters to Work (Year 8), City Girls in Science (Year 8), City Girls in the Arts (Year 9) and City Girls in the City (Year 10). Pupils are actively involved in the planning, delivery and evaluation of additional career based events which are developed by the Careers Committee. The feedback from all the Career Department events is used to improve future activities year on year.

3.4 Assessment: Career learning outcomes are based on the ACEG Framework (Association for Careers Education and Guidance). They are delivered to each year group via days off timetable, via specific projects and lessons in PSCHE, through trips, and Life After City talks and other events which are organised by the Careers Department, the Careers Committee and Subject Departments across the school.

3.5 Partnership: An annual Partnership Agreement is negotiated between the School and our external providers Prospects and COA in order to identify the contribution to the programme that each will make. External stakeholders such as "The Friends" (parents), "CLOGA" (former pupils) and internal partnerships with Heads of Section, subject specialists and form tutors, the School Librarian and administrative staff are on-going. The Careers Committee plays an important role in representing the voice of the pupils regarding the content and delivery of the School's programme.

3.6 Resources: Funding is allocated in the annual budget planning round in the context of whole school priorities and particular needs of CEIAG. The Head of Careers is responsible for the effective deployment of resources.

3.7 Monitoring, Review and Evaluation: Monitoring, review and evaluation occur constantly within the department. Pupil and parent feedback is obtained formally online, using Survey Monkey and informally via interviewing, following key activities. The external providers that the school uses are monitored on a yearly basis in order to ensure the service provided is highly relevant and offers good value for money before contracts are renewed.

CITY OF LONDON SCHOOL FOR GIRLS

CATERING AND FOOD HYGIENE POLICY

This policy was written in June 2014 and will be put for governors' approval in October 2014. To be reviewed by June 2017.

POLICY ON CATERING

Active, growing children and young people require plenty of wholesome food and regular meals. At the City of London School for Girls (CLSG), we believe that we can offer something that will satisfy everyone. We support ethical buying, and we use locally grown, environmentally sustainable food wherever possible. We use as much fresh food as possible, with our menus linked to seasonal produce. We work with our Caterers and suppliers to make as much use as appropriate of organic, natural food products and fair trade produce and to eliminate GM food and potentially harmful food additives. We ensure that our suppliers, local and national are committed to providing best quality and value, with the highest standards of accredited health and safety. We expect them to have procedures covering full traceability of source through the supply chain, with comprehensive food labelling, supplying information on both allergens and nutritional data.

We have an active School Council which has eight representatives from every year in the school. They meet with the Deputy Head every term and catering matters are often included on the agenda for discussion and follow-up action. The Head Girl Team has direct email and personal access to the Catering Manager to discuss menus, and to suggest new dishes.

Lunch is the main meal of the day, and is cafeteria style. The lunch break is 60 minutes in length. This is because at CLSG we believe that it is very important to allow sufficient time in the middle of the day for pupils to eat, to unwind and to participate in the large number of lunch-time clubs and activities. Pupils may either opt to bring in packed lunches, or to eat lunch in the dining room, where we operate a cashless card system.

Pupils from Years 12 and 13 are allowed to leave the site over the lunch break provided that they sign out and return in time for afternoon registration.

We run a substantial snack service in the morning break between 10.10am and 10.30am. Pupils also have access to vending machines for light snacks throughout the school day.

DRINKING WATER

Drinking water is widely available throughout the school. Bottled water may be purchased from vending machines and brought into school. It is allowed to be brought into classrooms and exam rooms.

OUR MENUS

We offer a wide choice between hot and cold food, with plenty of fresh fruit and

vegetables and salads. Weekly menus are put onto our portal intranet. We offer our pupils a widely varied and healthy and tasty diet. We also attempt to cater for all tastes and preferences, including vegetarian and our cuisine is varied and international.

Any parent who is worried about the quality of the food is always welcome to come and sample lunch or to address queries to the Catering Manager by phone or letter.

SPECIAL DIETS

Nuts are not used at all in any of our menus. All food that might contain traces of nuts is clearly labelled. Parents of girls who have allergies to any food product, or who have special dietary requirements, are asked to make this clear in the medical questionnaire which they complete when their daughter enters the school. They should inform the school at once if their daughter subsequently develops an intolerance of any food. The School Nurse and the Catering Manager are happy to see any parents who have concerns about their daughter's medical condition, and to devise a special menu, where practically possible.

LEARNING ABOUT FOOD

We devote time in both PSCHÉ and Biology lessons to ensuring that pupils understand why a healthy diet is so important.

POLICY ON FOOD HYGIENE

STATUTORY REGISTRATION

CLSG is registered with the City of London Corporation as a "food business" within the meaning of the regulations for Local Authorities. We are therefore inspected at regular intervals by the Environmental Health Officer (EHO).

HEALTH AND SAFETY

We recognise that compliance with health and safety is fundamental to any catering operation. We attach the highest importance to ensuring that we are compliant with EU and UK legislation at all times. Overall responsibility for the catering function (including health and safety) lies with The Brookwood Partnership Limited, who are the school's contract caterers. We conducted an extensive due diligence enquiries on the firm and satisfied ourselves that the firm was qualified and competent to perform this important role before the Governors awarded the contract. We continue to monitor the firm's performance carefully.

MANAGEMENT OF FOOD SAFETY

In managing food safety, Neringa Peciuliene, the Catering Manager, with professional assistance from Brookwood and our external consultants will:

Staff Training

- Require all staff who assist with food preparation to possess a food hygiene certificate (Level 2).
- Train the Catering staff in Hazard Analysis Critical Control Points (HACCP) system of food hazard awareness and Control of Substances Harmful to Health (COSHH) procedures.
- Ensure that all catering staff have clearly allocated responsibilities, which they understand.
- Train all staff in emergency procedures and shut-off of gas/electricity.
- Maintain records of training.
- Conduct annual refresher training.

Staff Uniforms and Personal Hygiene

- Ensure that all staff wear their appropriate uniforms and protective clothing, at all times when they are in areas where food is prepared and served.
- Ensure compliance with the hand-washing or hand cleansing regime at all times.
-

Monitoring Compliance with Procedures

- Check that all products containing traces of nut are clearly labelled.
- Check that the HACCP system is in place, and that the document can be checked by everyone.
- Monitor the staff in order to ensure that food safety and management procedures are followed without exception.

- Ensure compliance with a daily cleaning and disinfection regime.

Pupils with Medical Conditions

- Liaise with the School Nurse about special diets.
- Consult with a Dietician, if necessary.

Monitoring Incoming Supplies

- Inspect (or ensure that an authorised member of staff inspects), temperature checks, where appropriate, and signs for all incoming supplies and stores before acceptance.
- Reject any non-compliant items.
- Arrange for the safe transit and proper storage of food supplies.

Food Preparation, Serving and Consumption

- Inspect all areas where food is prepared, served and consumed for cleanliness and hygiene at both the start and end of every meal.
- Monitor the dining room, counters, trolleys/ conveyors for dirty plates, cutlery etc, together with the containers/bins for waste food throughout the service of every meal.
- Ensure that all spills are dealt with promptly and safely. If necessary, cordon off areas of the floor that have become slippery.
- Check and record the temperatures of the hot and chilled service counters on a daily basis and report any faults promptly to the Premises Manager.

Equipment Monitoring

- Check all kitchen equipment, or ensure that a member of staff inspects, on a daily basis in order to ensure that it is functioning properly, and keeps a record.
- Take or ensure that a member of staff takes the temperature with a probe of all meat or fish that is being cooked, and keeps a record of such.

Purchasing and Checking Stock

- Ensure that food supplies are only purchased from a reliable and authorised source.
- Check that all supplies used are in date and undamaged.
- Check that stock is properly stored as soon as it arrives.

Samples of Cooked Food

- Ensure that samples are taken and frozen of all protein food that is cooked. The samples are kept in labelled containers for seven days, and if necessary, sent to a laboratory for analysis.

Professional Audit/Assistance

- Arrange for an external professional to take swabs of all knives, chopping boards and other kitchen equipment at least once a year, and reports on those findings.
- Arrange an independent hygiene and safety audit of food storage, meal preparation and food serving areas three times a year.
- Obtain professional advice from a Dietician on healthier food, menu planning and special diets as needed.
- Arrange a professional deep cleaning of all equipment, high level cleaning of all cooking, food preparation and storage surfaces, areas etc. twice a year.
- Ensure that an appropriate pest control regime is in place.

Equipment Failure

- Report all equipment failure to the Premises Manager as soon as it is discovered.

First Aid

- Ensure that the kitchen first aid box is kept fully stocked in accordance with professional recommendations.

Signage

- Display the appropriate First Aid, COSHH and Emergency notices.

Waste Disposal

- Arrange the hygienic disposal of waste in accordance with recommended practice.
- Manage a re-cycling regime for: paper, card, clean glass and clean tins in accordance with the school's re-cycling policy.

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CITY OF LONDON SCHOOL FOR GIRLS

COLLECTIVE WORSHIP POLICY

This policy was written and approved by The Board of Governors 17th October 2008. It has been updated in June 2014 and will go back to the board for approval in October 2014. To be next reviewed by June 2017.

As an independent school, CLSG acknowledges the regulations incumbent on maintained schools, and uses them as a guide for organising Collective Worship.

Assemblies are an important aspect of the school's spiritual, moral, social and cultural offering to students (SMSC). They provide students with opportunities to experience joy and wonder, and to reflect on the beliefs and perspectives which animate people's behaviour. They are a means of introducing students to moral and ethical questions, they enable students to learn about a wide range of social issues and help them to appreciate and celebrate diversity.

CLSG is a community of girls and staff that reflects a wide diversity of religious and cultural views. The assemblies seek to reflect that diversity, through staff led assemblies, through the active involvement of students of all ages and through visiting speakers.

The assemblies aim:

1. To foster a spiritual awareness amongst the pupils through a variety of means, including through a deeper understanding of current issues, through encounters with members of different faith communities, and through a reflection upon school's activities.
2. To encourage a sharing of girls' experiences and beliefs through girls' frequent participation in and leading of school assemblies. This sharing of experiences and ideals aims to bring the school together as a community in celebration and at more difficult times.
3. To foster a sense of unity; they are not supposed to be divisive or exclusive in any way.
4. To encourage participation of all in the assemblies, whilst recognising the statutory rights regarding withdrawal.

If parents do wish to withdraw their child they should refer to the Board of Governors in the first instance.

The weekly plan of assemblies in the Senior School is as follows:

- Monday is a Senior School (Years 7–13) assembly. The Prep Department have a separate assembly
- Wednesday is a year group assembly for the Lower School (years 7 & 8), the Senior School (years 9 to 11) and the Sixth Form (years 12 & 13).

- On Tuesdays and Thursdays there is a form time and an opportunity for tutors to have time with their groups for Years 7 – 13
- The Prep have form time on Tuesday, Wednesday and Thursday.
- Friday is a whole school assembly for Years 7 –13. The Prep Department have a separate assembly.
- There is a whole school assembly (years 3 – 13) at least once a term

The Main Hall is used for most of the assemblies, with other venues used for year assemblies and House Assemblies, which usually occurs every two to three weeks. The Main Hall is most suited to assemblies with the availability of a sound system and network access for PowerPoint presentations. Music is also a key element in most assemblies either through the piano accompaniment or through hymns or songs incorporated into the presentation.

References

City of London Equal Opportunities Policy
Pastoral Care Discipline and Exclusions Policy

CITY OF LONDON SCHOOL FOR GIRLS

COMPLAINTS POLICY AND PROCEDURE FOR PARENTS AND PUPILS

The following Policy and Procedure was adopted by the Governing Body of CLSG on 27th February 2004, was updated in June 2014 and will go to the board for approval in October 2014. To be next reviewed by June 2017.

School Complaints Policy

Introduction

A complaint is an expression of dissatisfaction with a real or perceived problem. It may be made about the school as a whole, about a specific department or about an individual member of staff. A complaint is likely to arise if a parent believes that the school has done something wrong, or failed to do so something that it should have done or acted unfairly.

City of London School for Girls has long prided itself on the quality of the teaching and pastoral care provided to its pupils. However, if parents do have a complaint, they can expect it to be treated by the school with care and in accordance with this procedure. City of London School for Girls makes its complaints procedure available to all parents of pupils and of prospective pupils on the school's website and in the school office during the school day, and the school will ensure that parents of pupils and of prospective pupils who request it are made aware that this document is published or available and the form in which it is published or available.

In accordance with paragraph 24(3)(g) of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2010, City of London School for Girls will make available to parents of pupils and of prospective pupils and provide, on request, to the Chief Inspector, the Secretary of State or the ISI for the purposes of section 162A(1) of the Education Act 2002 (as subsequently amended), details of the complaints procedure and the number of complaints registered under the formal procedure during the preceding school year.

Parents can be assured that all concerns and complaints will be treated seriously and confidentially. The school is here for your child and you can be assured that your child will not be penalised for a complaint that you [or your child] raises in good faith.

Timeframe for Dealing with Complaints

All complaints will be handled seriously and sensitively. They will be acknowledged within five working days if received during term time and as soon as practicable during holiday periods. It is in everyone's interest to resolve a complaint as speedily as possible. Details of response times for each stage of the procedure, including response times for complaints received during the school holidays or shortly before the commencement of a school holiday are set out below.

The school's target is to complete the first two stages of the procedure within 30 working days if the complaint is lodged during term-time and as soon as practicable during holiday periods.

Stage 3, the Appeal Panel Hearing, will be completed within a further 30 days, if the appeal is lodged during term-time and as soon as practicable during holiday periods.

Policy

This policy and procedure is for the benefit of pupils, and parents of pupils, at the City of London School for Girls ('the School'). This policy and procedure will be relied upon in respect of all complaints by parents and pupils made against the School except in respect of:

- (a) child protection allegations where a separate policy and procedure applies; and
- (b) expulsions where a separate policy and procedure applies.;
- (c) appeals relating to internal assessment decisions for external qualifications where a separate appeals procedure applies.

Complaints made by members of the public about the School will be dealt with under the City of London Corporation Complaints Procedure.

The School expects that most concerns can be resolved informally and will use their best endeavours to resolve any complaints that are made informally, or any concerns that are raised, on that basis. If informal procedures fail to resolve the issue, a formal complaint about any matter not involving child protection allegations, internal assessment decisions or a decision to expel or remove a pupil, must be stated courteously in writing to the Headmistress and will be dealt with under this City of London School for Girls Complaints Policy and Procedure.

Every complaint shall receive fair and proper consideration and a timely response. This policy and procedure is available on request to, pupils, the parents of pupils and prospective pupils of the School. While pupils may, themselves, raise concerns and complaints under this policy and procedure, the School will involve parents should this occur.

This policy and procedure in no way overrides the right of the School to act in accordance with the School's Terms and Conditions agreed by parents upon enrolment of their child as a pupil in the School, although parents are not prevented from raising concerns or complaints pursuant to this policy and procedure where they are of the reasonable view that the School has not acted in accordance with the School's Terms and Conditions.

Please Note: Parents can be assured that all complaints and expressions of concern, whether raised informally or formally, will be treated seriously and confidentially. Correspondence, statements and records will remain confidential except where the Secretary of State or a body conducting an inspection under section 162A of the Education Act 2002 (as amended) requests access to them or where any other legal obligation prevails.

Stage One - Informal Resolution

1. It is hoped that most complaints and concerns will be resolved quickly and informally.
2. If parents have a concern they should normally contact their daughter's Form Tutor. In many cases, the matter will be resolved straightaway by this means to the parents' satisfaction. If the Form Tutor cannot resolve the matter alone, it may be necessary for him/her to consult a Head of Department/Assistant Head of Section/Head of Section, the Director of Studies, the Deputy Head, or the Headmistress
3. Complaints made directly to a Head of Department/Assistant Head of Section/Head of Section, the Director of Studies, the Deputy Head, or the Headmistress will usually be referred to the relevant Form Tutor unless a Head of Department/Assistant Head of Section/Head of Section, the Director of Studies, the Deputy Head, or the Headmistress deems it appropriate to deal with the matter personally.
4. The Form Tutor will make a written record of all concerns and complaints and the date on which they were received. These records will be kept for one (1) year after the pupil leaves the school.
5. The School will use its reasonable endeavours to resolve any informal complaints within ten (10) working days of them being raised, except where they are raised in school holidays or within two (2) working days of their commencement where the School will use its reasonable endeavours to resolve them as soon as possible after commencement of the new school term (usually within ten (10) working days).
6. Should the matter not be resolved as referred to in paragraph 5 above, or in the event that the Form Tutor and the parents fail to reach a satisfactory resolution, then parents will be advised to proceed with their complaint in accordance with Stage Two of this Procedure.
7. If, however, the complaint is against the Headmistress, parents should make their complaint directly to the Chairman of Governors

Stage Two - Formal Resolution

8. If the complaint cannot be resolved on an informal basis (as set out in paragraphs 5 and 6 above), then parents should put their complaint in writing to the Headmistress, which complaint should be expressed clearly and courteously. Parents should also identify how they wish their complaint to be resolved.
9. The Headmistress will delegate responsibility for undertaking investigation of the complaint to a Deputy Head, the Director of Studies, or Head of Department or Head of Section as appropriate

10. The Headmistress will decide, after considering the complaint, the appropriate course of action to take.
11. In most cases, the Headmistress will meet or speak with the parents concerned to discuss the matter. If possible, a resolution will be reached at this stage.
12. The Headmistress will use reasonable endeavours to speak to or meet parents within ten (10) working days of the formal complaint being received, except where the complaint is received in school holidays or within two (2) working days of their commencement where the Headmistress will use all reasonable endeavours to speak or meet with parents as soon as possible after the commencement of the new school term (usually within ten (10) working days).
13. It may be necessary for the Deputy Head, Director of Studies, or Head of Department or Head of Section to investigate the matter further
14. The Headmistress will keep a written record of all meetings and interviews held in relation to the complaint.
15. Once the Headmistress is satisfied that, so far as is practicable, all of the relevant facts have been established, a decision will be made. Parents will be informed of this decision in writing, giving reasons for the decision. The written decision should be provided no later than ten (10) working days after speaking or meeting with parents to discuss the matter (pursuant to paragraph 10 above). The Headmistress may also arrange to meet with parents to explain the decision.
16. The School will keep a written record of all formal complaints, including records of meetings and interviews held in relation to the complaint, and the School's decision, which record will be kept for one (1) year after the pupil leaves the School.
17. Where parents are dissatisfied with the outcome of the School's response to their formal complaint, the parents have the opportunity to have their complaint considered by an independent Complaints Panel.

Stage Three – Panel Hearing

18. If parents seek to invoke Stage Three following failure to reach an earlier resolution and where dissatisfied with the Headmistress's decision in respect of their formal complaint, the parents may, in writing addressed to the School, request that their complaint be further considered by an independent Complaints Panel set up for this purpose.
19. This request for further assessment of the complaint will, for the purposes of this Procedure, be known as an 'appeal'.

20. Parents must lodge their appeal in writing and within ten (10) working days of the date of the School's decision made in accordance with the Stage Two Procedure. The parents should provide a list of their complaint(s) made against the School and which they believe to have been resolved unsatisfactorily by the Stage Two Procedure, along with the remedies sought in respect of each. The Complaints Panel is only obliged to consider the complaint(s) lodged in this 'initial submission' although they may use their discretion to consider other relevant and related matters that may subsequently arise.
21. Where an appeal is received by the School, the School will, within five (5) working days, refer the matter to the Town Clerk (Clerk to the Board of Governors), who will act as Clerk to the Complaints Panel. Where the appeal is received by the School during school holidays, or within two (2) working days of their commencement, the School has five (5) working days upon commencement of the school term to refer the matter to the Town Clerk
22. The Clerk provides an independent source of advice on procedure for all parties.
23. Once an appeal has been received by the Clerk, he/she will acknowledge the appeal in writing within five (5) working days, and inform the parents of the steps involved in this Complaints Procedure.
24. The Clerk will then endeavour to convene an independent Complaints Panel hearing as soon as possible to consider the matter, normally no later than twenty (20) school days after receipt by the School of parents written notice that they wish to invoke the Stage Three Procedure, dependent upon the availability of the Panel members.
25. The independent Complaints Panel will consist of two Governors on the Board who have not previously been involved in the complaint, and one person independent of the management and running of the school. The process used for selecting an independent person will conform to relevant guidance issued by the Department for Education (DFE).
26. The following are entitled to attend a hearing, submit written representations and address the Panel:
 - (a) The parent/s (or, if aged over 18, the pupil) and/or one representative;
 - (b) The Headmistress of the School and/or one representative; and
 - (c) Any other interested person whom the Complaints Panel considers to have a reasonable and just interest in the appeal and whose contribution would assist the Panel in their decision-making.

Legal representation will not normally be appropriate.

27. Where the Complaints Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of

the hearing. In such cases all parties will be given the opportunity to submit written evidence to the Panel in support of their position, including:

- (a) documents in support of complaint(s),
- (b) chronology and key dates relating to complaint(s), and
- (c) written submission setting out the complaint(s) in more detail.

This evidence will be considered by the Panel, along with the initial submission that was lodged by the parents.

28. Evidence will be initially sent to the Clerk, who will then circulate the documentation to all parties, including the Panel members, along with an order of proceedings. All written evidence must be received by the Clerk no later than ten (10) working days in advance of the hearing. The Clerk will distribute the written evidence to the relevant parties no later than five (5) working days in advance of the Panel hearing.
29. It is for the Panel to decide how to conduct the proceedings of the appeal, which should be reasonably informal so that all parties can present their case effectively. If possible, the Panel will resolve the parents' complaint immediately without the need for further investigation. Where further investigation is required, the Panel will decide how it should be carried out.
30. After due consideration of all the facts they consider relevant, the Panel will reach a decision, and may make recommendations, which it shall complete within ten (10) working days of the hearing. The decision reached by the Complaints Panel is final. Any decision reached that may have financial implications for the School will need the appropriate approval from the relevant authorities e.g. the Board of Governors, although any such approval must be compatible with the decision of the Complaints Panel.
31. The Panel's findings will be sent by the Clerk in writing to the parents, the Headmistress, the Governors and, where relevant, the person complained of. The letter will state any reasons for the decision reached and recommendations made by the Complaints Panel.
32. The School will keep a record of all appeals, decisions and recommendations of the Complaints Panel, which record will be kept for one (1) year after the pupil leaves the School.

Recording Complaints

Following resolution of a complaint, the school will keep a written record of all complaints and whether they are resolved at the preliminary stage or proceed to a panel hearing. At the school's discretion, additional records may be kept which may contain the following information:

- Date when the issue was raised
- Name of parent
- Name of pupil

- Description of the issue
- Records of all the investigations (if appropriate)
- Witness statements (if appropriate)
- Name of member (s) of staff handling the issue at each stage
- Copies of all correspondence on the issue (including emails and records of phone conversations)

REFERENCES

Parental Terms and Conditions
Senior School and Prep Parents' Handbooks
Child Protection Policy
Internal Assessments Appeals Policy and Procedure
Pastoral Care, Discipline and Exclusions Policy

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CITY OF LONDON SCHOOL FOR GIRLS

CONTINGENCY PLAN FOR FOR CRISIS MANAGEMENT

This policy was written in July 2009 and last reviewed by the Health & Safety Committee on 1st September 2014.

1. INTRODUCTION

This plan should be read in the context the City of London Corporation (CLC) major incident plan. It is based on the overriding principles of simplicity, adaptability and speed of reaction.

a. Objective

To prepare governors, academic and support staff to deal with situations that may turn into a major crisis for the school.

b. Priorities

- To minimise or eliminate any danger or risks to individuals
- To ensure that the school acts in a lawful manner
- To facilitate effective recovery
- To take reasonable steps to minimise any adverse publicity (including actual or threatened litigation and employment tribunal cases) and to ensure all external enquiries are handled consistently by nominated personnel in collaboration with the CLC Public Relations Office (PRO).

c. Incidents Covered

- Site disasters
- Off-site disasters
- Off-site hazards
- Death/serious injury of pupils or staff
- Violence to staff or pupils
- Hostage taking
- Intruder access
- Strike action
- Bomb threat
- Infectious health hazard
- Vandalism/arson
- Adverse media attention

d. Decision Making Responsibilities

- The Headmistress, in liaison with the CLC Principal Security and Contingency Planning Adviser (PS&CPA) (Tel: 020 7456 9801), should activate the plan. If the Headmistress is absent then the responsibility will fall to the Deputy Head, the Director of Studies and

then to the Bursar. One of these should be in school and contactable at all times during term-time.

- The Chairman of the Board of Governors (BOG) and the CLC PRO should be informed as soon as possible. A spokesperson for the Board should be nominated. Depending on the circumstances the nominated spokesperson will be one of the following: the Chairman (or a member of the Board nominated to represent him or her), the Headmistress or an officer appointed by the CLC PRO. All press statements are to be cleared with the CLC PRO and the Comptroller and City Solicitor or their representatives before release.

e. Statutory Reporting Requirements

In line with Reporting of Injuries, Diseases and Dangerous Occurrences Regulations (RIDDOR) and Health & Safety at Work (HSAW).

f. Training Requirements

There should be a rehearsal of the plan on adoption and thereafter as determined by the Headmistress. Key staff should be briefed on the plan once every academic year. New staff should be made aware of the plan as part of their induction and this is the responsibility of the teacher responsible for the induction of new staff.

g. Location of the Crisis Management Team (CMT) Room.

On-site. East end of A Floor centred on the Headmistress's office. The door to Reception will be shut with access controlled.

Off-site. CLC premises as available.

Distribution of the Plan. Copies of the plan will be kept in school, by the Town Clerk on behalf of the Chairman and by other officers of the CLC as determined by the PS&CPA.

2. CMT MEMBERSHIP

Team Leader	- Headmistress
Spokesperson	- As determined by the Chairman and the CLC PRO
Welfare Representative	- School Nurse (Bursar's Secretary during school holidays)
Parent Liaison	- Deputy Head & Director of Studies
Staff Liaison	- Deputy Head (Staff Management & Development)
Media Liaison	- CLC PRO/Marketing Officer
Legal, Insurance, Finance Rep	- Bursar
Incident Secretary	- Headmistress's PA
Communication	- Director ICT
Business Continuity	- Systems Manager
Collator/Recorder	- Deputy Heads' Assistant
Relatives Enquiry Team	- SMT (+ staff as allocated)

Premises Management - Premises Manager
 Database Records/Liaison Assistant - Bursar's Secretary

3. CMT RESPONSIBILITIES

a. CMT Members

- i. Team Leader
 - Command and manage the CMT.
 - Brief CMT on a regular basis.
 - Inform and brief the Chairman on the incident.
- ii. Spokesperson
 - Prepare initial holding statement and later press releases (in conjunction with emergency services).
 - Provide primary contact with media.
 - Arrange press conferences.
- iii. Welfare Representative
 - Co-ordinate the provision of welfare assistance in school and to external locations (hospitals etc)
 - Liaise with school doctor, hospitals, ambulance service etc.
 - Arrange counselling for staff and students (if required).
 - Liaise with GPs, environmental health on medical issues (such as decontamination of kitchens etc).
- iv. Parent Liaison
 - Liaise with and brief the school Relatives Enquiry Team.
 - Locate personnel records of affected students.
 - Brief staff on the incident.
- v. Staff Liaison
 - Ensure proper and full enquiries and assurances are made and received concerning the wellbeing of family members of teaching and support staff.
- vi. Media Liaison
 - As a point-of-contact for the media and provide liaison with the nominated school spokesperson.
 - Provide basic facts on school
 - Monitor broadcasts and press.
 - Provide advice to staff and students on dealing with the media
- vii. Legal, Insurance, Finance Rep
 - Liaise with the Insurance Section, City Police and the Comptroller & City Solicitor (C&CS).
 - Preserve evidence and prepare for later inquiries.
 - Organise replacement equipment, and secure storage of salvage.
 - Account for costs.
 - Liaise with contractors and the City Surveyor.
 - Ensure that the school buildings and grounds are secure.
 - Ensure safety of staff and students in school grounds.
 - Ensure that all visitors to school are met and escorted
- viii. Incident Secretary
 - Maintain a record of communications made and actions and decisions taken by the CMT.

- ix. Collator/Recorder
 - Assemble, preserve, catalogue and disseminate all relevant documentation.
- x. Premises Manager
 - All aspects of premises management including perimeter security.
- xi. Database Records/Liaison Assistant
 - Ensure electronic and hard copy database records (student and staff contact details) are available to Parent Liaison and Staff Liaison Teams.
 - Support Parent Liaison and Staff Liaison Teams as necessary.

4. INITIAL INFORMATION REQUIREMENTS

- Nature of the incident.
- Exact location and time of the incident.
- Number of casualties and details of injuries etc.
- Names and home numbers of those involved.
- Emergency services involved.
- Actions taken so far.
- Location and telephone number of where the call is being made from.
- Any media response.
- Name of person who took the initial call, and time the initial information was received.
- Headmistress liaises with the CLC PS&CPA and then informs Chairman and CLC PRO of decision to activate plan.

5. TEMPLATE FOR CMT MEETING AGENDA

a. Situation

- What happened, when, where, why (if known).
- Details of actions presently being taken, including other parties involved
- Numbers of, name, injuries, present location of all casualties, and details of those not accounted for.
- Total number of persons involved and total known to be safe and their present location.
- Details of any visitors or contractors involved.
- Estimate of immediate effect on the school.
- Estimate of obvious weaknesses in the response.
- Details of additional support immediately required.
- Dedicated numbers for communications including fax, mobiles and e-mails.
- Deployment of additional resources to the scene with communication links.

b. CMT Details

- Composition of the CMT
- Location of the CMT
- Responsibility of recording details of the incident

c. Liaison Requirements Contact arrangements are required for the following:

- Scene of incident
- Emergency services

- Parents
- Governors
- Media
- Hospitals
- Neighbouring premises
- Suppliers/contractors who also may be affected
- Associated schools

d. Pupils, Parents and Staff

- Locate personnel records.
- Flow of approved information to all including relatives.
- Accounting for persons who are missing and injured, requesting police assistance to inform Next of Kin (NOK).
- Informing parents of persons who are safe and collection actions.
- Reception, welfare and rehabilitation requirements.
- Advice regarding enquiries from the media.
- Advice regarding giving evidence.

e. Media Issues

- Briefing of and liaison with PRO.
- Monitoring of press and media broadcasts.
- Advice to staff, pupils and dependants regarding the handling of media enquiries.
- Hosting and escort arrangements for visiting media.
- Briefing of other sites to which enquiries may be directed.
- Rehearsal of spokesperson
- Audio recording of interviews, press conferences etc.

f. School Communications

- Enquiry lines, parents/relatives, media, others and manning requirements.
- Operational lines with no public access
- Fax machine with telephone attached
- Mobile communications for liaison personnel
- Redirection of mail
- Portal maintenance

g. Business Continuity

- A hard master copy of the Disaster Recovery (DR) Site documentation has been produced containing network diagrams, technical processes and sensitive passwords.
- It is deposited off-site in secure conditions at the London Metropolitan Archives (LMA). The Systems Manager has the technical expertise to invoke a full DR solution. Access to documentation may be provided to approved contractors (in lieu of Systems Manager or Systems Engineer availability) who will be able to invoke DR in the event of school site and servers being inaccessible or subject to a catastrophic event.
- The following members of staff only may authorise the retrieval of DR documentation from LMA: Headmistress, Bursar, Director ICT, Systems Manager.

h. Financial Issues

- Accounting for costs of incident.
- Funding of victims and their dependants' immediate requirements.
- Sources of additional funds.

i. Insurance Issues

- Inform Insurance Section

j. Legal issues

- Inform C&CS
- Beware admission of liability, allocation of blame
- Obtain copies of any contracts / trading conditions that may be relevant

k. Medical Issues

- Independent advice
- Liaison with hospital, GPs, Environmental Health Officers
- Decontamination (kitchens etc).

l. Administration

- Security of site, meeting rooms, records, salvage and replacement materials (high vulnerability to theft after replacements are made)
- Emergency power and lighting.
- Making place safe or cordon off unsafe areas.
- Controlled re-occupation.
- Alternative accommodation and facilities.
- Catering
- Transportation
- Overnight manning
- Off-site storage of records and plans

a. Recovery. In liaison with the City Surveyor and other CLC departments, and at an early stage, appoint a separate team to look at recovery arrangements, which will include many of the items listed above including:

- Clean-up/disposal of waste (consider evidential requirements).
- Inventory damage.
- Prioritise the clean up/recovery.
- Welfare and counselling arrangements.
- Funding of victims' or dependants' immediate requirements.
- Attendance at funerals, purchase of wreaths.

6. EQUIPMENT AND RECORDS

Facilities required at the CMT meeting room and alternate location, including databases, alternate communications, local and site maps with key locations

7. RELATIVE RESPONSE GUIDELINES

Annex A.

RELATIVE ENQUIRIES GUIDELINES

The Aims of the Relatives Enquiry Team

- To draw calls away from other locations.
- To give assurance to callers.
- To ensure that external callers are dealt with in a professional and caring manner.
- To control the release of factual and approved information.
- To gather information from relatives.
- To provide welfare assistance if required.

General Guidelines in Replying to Phone calls

- Be considerate and caring
- Be calm and controlled.
- Be prepared to listen to concern and do not interrupt.
- Ensure that your tone of voice is comforting not patronising.
- Do not offer to call people back. Ask them to ring you in an hour, explain that you are very busy and that there are a number of relatives who will be waiting to call the team. Avoid attempts at reassurance (if you don't have confirmed information).
- Be patient and methodical.
- Reassure them that the school and the emergency services are doing all they can to respond to the emergency.
- Keep a record of all calls, and what was said on the calls.
- Ask them to stay on the number that they are on, or suggest that they move to a friend or relatives house for support (if they do, ask them to call in and let you know the new telephone number).

DO'S AND DON'TS

DO

- Only give approved confirmed information
- If in any doubt about any caller or your response, consult the Team Leader
- Give your name if asked
- Say that you are an authorised spokesperson if asked.
- Assume everything you say will become public knowledge
- Defend the School at all times
- Take a break if you are feeling over-stressed
- Refer the calls from the media to the Media Team

DO NOT

- Do not lose your temper
- Do not speculate
- Do not give out unofficial information
- Do not withhold any publicly available information

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CITY OF LONDON SCHOOL FOR GIRLS

POLICY ON SUBSTANCE MISUSE, SUBSTANCE ABUSE EDUCATION AND DEALING WITH INCIDENTS IN SCHOOL INVOLVING SUBSTANCE MISUSE

This policy was adopted by the Board of Governors on 29th February 2008 and was reviewed and updated in June 2014 ready to go to the board for approval in October 2014. To be next reviewed by June 2017.

1. Definitions and Terminology

The definition of a drug given by the United Nations Office on Drugs and Crime is

“A substance people take to change the way they feel, think or behave.”

For the purposes of this policy, the term ‘Drugs’ refers to all illegal drugs, all other drugs including drugs which may legally be prescribed for medical purposes but which can be used for other inappropriate reasons, volatile substances or any other products which can be bought legally but which can be misused, alcohol and tobacco.

NB – For the purposes of this policy and in terms of school discipline, so called “legal high” substances which are openly available from some shops and over the internet and which exploit loopholes in drugs misuse legislation will be treated in exactly the same way as illegal drugs.

2. The purpose of this policy is to:

- 2.1** Clarify the requirements and responsibilities of the school.
- 2.2** Reinforce and safeguard the health and safety of pupils and other members of the school community.
- 2.3** Clarify the school’s approach to drugs for all staff, pupils, governors, parents/carers, external agencies and the wider community.
- 2.4** Enable staff to manage any incidents that occur, with confidence and consistency, and in the best interests of those involved.
- 2.5** Ensure that the response to incidents involving drugs complements the overall approach to drug education and the values and ethos of the school.
- 2.6** Encourage pupils with problems relating to alcohol or drug misuse to seek and accept appropriate counselling.
- 2.7** Promote educational awareness amongst all pupils of the risks involved in alcohol or drug misuse.

This policy follows national guidelines including “Drugs: Guidance for Schools” (DFE 2010).

3. Substance Misuse Education

Drug and substance misuse education aims to provide opportunities for pupils to develop their knowledge, skills and attitudes and understanding about drugs and appreciate the benefits of a healthy lifestyle.

Drug and substance misuse education is an entitlement for all pupils and is supported by Section 351 of the Education Act 1996.

Drug and substance misuse education is delivered through the PHSE/Citizenship Programme and the Science Curriculum.

Where appropriate outside speakers and agencies will be invited in to deliver parts of this programme. For example at present Years 6 follow the DARE Programme delivered by specially trained officers of the City of London Police. Units of work on substance abuse including talks by former users are also provided as part of the 6th form programme and are built into the PSHCEE Schemes of Work for Years 8 - 11.

4. School Rules Relating to Drugs and Substance Misuse

Illegal drugs and other substances which can be misused have no place in school. The whole school community is aware that the possession, use and supply of illegal and other unauthorised drugs is unacceptable.

Girls are forbidden to be under the influence of, or to have in their possession, any drugs, alcohol, tobacco or substances which can be misused at any time when they are under the jurisdiction of the school, including on their journeys to and from school, or at any other time when they are identifiable as member of the school community.

Senior pupils may however be permitted to drink alcohol in strict moderation with parental permission and at the absolute discretion of staff on a very limited number of special social occasions such as the Leavers' Ball.

By agreement with the school nurse, pupils may be permitted to have prescription drugs which they require for medical reasons with them, although our normal expectation is that such medicines are handed into the school nurse for safekeeping and administration when necessary.

5. Dealing with Drug Related Incidents in School

Parents and pupils should be aware that the school may report any breaches of the law to the police.

Definition of drug related incidents: these could fall into the following categories;

- 5.1** Drugs or associated paraphernalia are found on school premises.
- 5.2** A pupil is found in possession of drugs or associated paraphernalia.

5.3 A pupil discloses that a friend is misusing drugs.

Pupils whose behaviour gives reasonable cause for suspicion that they may be under the influence of drugs or may be involved in substance misuse in any way can expect to be questioned or otherwise investigated. This investigation will be carried out by a senior member of staff requested to undertake it by the Headmistress or in her absence the Deputy Head.

In the course of investigations the Headmistress or in her absence the Deputy Head may request the use of urine or breath testing to establish whether misuse of drugs or alcohol has taken place. Please refer to clause 58 of the standard terms and conditions between the school and parents which reads as follows:

The Pupil may be given the opportunity to provide a urine sample under medical supervision if involvement with drugs is suspected, or a sample of breath to test for alcohol consumed in breach of school discipline. A sample or test in these circumstances will not form part of the Pupil's permanent medical record.

Refusal to provide a sample will be taken into account in determining the outcome of an investigation.

Members of staff who have suspicions that a drug related incident has happened or may be about to happen should inform the Headmistress or in her absence the Deputy Head or another member of the SMT immediately.

The law permits school staff to take temporary possession of a substance suspected of being an illegal drug for the purpose of preventing an offence from being committed.

6. If taking temporary possession of illegal drugs staff in school will:

- 6.1 Seal the sample securely and include details of the date and time of the seizure/find, sign in the presence of a witness and include details of the witness present.
- 6.2 Store it in a secure location such as the school safe.
- 6.3 Without delay notify the police.
- 6.4 Record full details of the incident, including the police incident number.
- 6.5 Inform parents/carers.
- 6.6 The Headmistress will inform the Chairman or in his absence the Deputy Chairman of Governors of the incident at the earliest opportunity and will also make contact with relevant officers of the City of London Corporation.

The first concern in managing a drugs related incident is the health and safety of the school community and the pastoral needs of the pupils. In the case of an incident involving drugs the school will place the priority on safety, meeting any medical emergency with first aid and summoning appropriate help before addressing further issues.

If in doubt, medical assistance will be sought immediately.

7. Further Information on Responding to Incidents Involving Drugs

Any response will balance the needs of the individual with those of the wider school community.

These responses may include:

- 7.1** Referral for counselling or other appropriate support
- 7.2** Fixed period exclusions
- 7.3** Pastoral support
- 7.4** Permanent exclusion

8. Agencies to which a pupil may be referred

In addition to reporting substance misuse to the police the school may refer pupils involved in substance abuse to their home area Social Services Department or the City of London Social Services Department.

The school will also encourage parents of pupils who have become involved in substance abuse to seek support from appropriate agencies within the community who can provide support.

9. Possible sources of support and information include:

- 9.1** A social worker
- 9.2** Someone at the family's place of worship
- 9.3** A youth counsellor
- 9.4** A GP or practice nurse, who can refer you on to relevant services, and will be able to offer advice and support
- 9.5** A local drug project. See your local area telephone book or ask for the address from your health centre
- 9.6** The local child and adolescent mental health service - this is a team of skilled professionals, including child psychiatrists, psychologists, social workers, psychotherapists and specialist nurses.
- 9.7** NHS Smoke Free - www.nhs.uk/smokefree
- 9.8** Talk to Frank is a free confidential drugs information and advice line. Tel. 0800 776600; e-mail: frank@talktofrank.com; www.talktofrank.com.
- 9.9** www.addaction.org.uk
- 9.10** www.alcoholconcern.org.uk
- 9.11** www.alcoholics-anonymous.org
- 9.12** www.al-anonuk.org.uk
- 9.13** www.drinksense.org

CITY OF LONDON SCHOOL FOR GIRLS

FIRE SAFETY, PROCEDURE AND RISK ASSESSMENT POLICY

This policy was written in July 2014 and will be agreed by the Board of Governors in October 2014. To be reviewed by June 2017.

PART 1: FIRE SAFETY

INTRODUCTION

Our priority is to minimise the risk to life and to reduce injury by maintaining the physical fire safety of the school, in ensuring that staff, pupils and visitors do not add to the fire risk and through safe evacuation of our buildings if a fire breaks out. The fire safety policy, procedures and risk assessments at the City of London School for Girls are designed to help our community to respond calmly and effectively in the event that fire breaks out in one of our buildings.

ROLE OF THE SCHOOL FIRE SAFETY MANAGER

The Premises Manager, responsible to the Bursar, is the designated School Fire Safety Manager responsible for ensuring that:

- The fire safety policy is kept under regular review by Governors and the SMT.
- The fire safety policy is promulgated to the entire school community.
- Everyone in the school (including visitors and contractors) is given clear written instructions on where he/she should go in the event of fire.
- Records are kept of the fire induction training given to new staff and pupils.
- Procedures and arrangements for emergency evacuation are regularly tested and lessons absorbed.
- Fire risk assessments are regularly reviewed and updated.
- Fire prevention measures are meticulously followed.
- Fire procedures and risk assessments are reviewed on each occasion that a building is altered, extended or rebuilt, or when new buildings are acquired.
- Records are kept of all fire practices.
- Certificates for the installation and maintenance of fire-fighting systems and equipment are kept.

EMERGENCY EVACUATION NOTICE

All new staff and pupils, all contractors and visitors are shown the following notice:

- 1) The fire alarm is a continuous 2 tone siren.
- 2) If you discover a fire, break the glass in the nearest alarm point to set off the alarm. Leave the building by the nearest exit and make your way to the assembly point on St Giles' Terrace at the front of the school.
- 3) If you are in a class when the fire alarm sounds, line up and then leave the room quietly. No one should talk or run. Make your way to the assembly point

on St Giles' Terrace at the front of the school. The last person out should shut the door behind them.

- 4) Anyone not in classrooms should leave the building by the nearest unimpeded exit and make his/her way to the assembly point at St Giles' Terrace at the front of the school. No one should talk or run.
- 5) Do not stop to collect personal belongings.
- 6) If you have a disabled pupil in your class, you should move him or her downstairs, using one of the special evacuation chairs if trained to do so OR direct him or her, together with a carer, to wait for the Premises Team at the nearest designated safe refuge.
- 7) At the assembly area line up in forms in alphabetical order and in SILENCE. The Sixth Form will be nearest the church and the Preparatory Department nearest the lake. Line up as far away from the front of the school as possible to ensure access is available for the emergency services.
- 8) Form tutors/deputies are to collect the register for their forms from the Receptionist as soon as they reach the assembly point.
- 9) The Deputy Head (or in his absence, the Deputy Head Staff) will check teaching staff. The Bursar's Secretary will check support staff, visitors and, via the Catering Manager, catering staff.
- 10) Report anyone who is waiting to be evacuated from a designated refuge, or who is missing immediately to the Premises Team or member of SMT.
- 11) Remain at the assembly point with your pupils until the all clear is given by the Headmistress or member of the SMT.
- 12) On no account should anyone return to any building until given permission by the Fire and Emergency Services in the event of the Fire Service attending.

PART 2: FIRE SAFETY PROCEDURES

BRIEFING NEW STAFF AND PUPILS

All our new staff (teaching and non-teaching alike) and all new pupils, are given a briefing on the school's emergency evacuation procedures on their first day at the City of London School for Girls. We show them where the emergency exits and escape routes are located, and walk with them to the outside assembly point. Fire action notices are displayed on the walls of all rooms and in all corridors, and we make certain that everyone knows what they look like, and where they should go on hearing the fire alarm. All new staff are shown how to activate the fire alarms if they see or smell a fire.

The safe evacuation of everyone - staff and pupils alike, is our priority. Protecting property comes second. No one should attempt to fight a fire at the expense of their own, or anyone else's safety. We offer fire awareness training, to all staff during their first term. We also offer regular refresher training. No one should attempt to use a fire extinguisher before he or she has been trained in its use.

SUMMONING THE FIRE BRIGADE

The master panel that shows the location of all the alarm call points on the networked alarm system in the school buildings is physically located in reception.

The Premises Team are always given advance warning of fire practices. If the alarm goes off for any other reason, the Premises Staff have standing instructions to summon the Fire and Emergency Service at once.

One of the Premises Team is on duty or on call 24 hours a day, 7 days a week, and 365 days a year, including public holidays. When the building is unoccupied the fire alarm system is remotely monitored by a monitoring company and in the event of a fire alarm while the school is unoccupied the fire service will be called by them and then a member of the Premises Team called out to attend.

VISITORS AND CONTRACTORS

All visitors and contractors are required to sign in at Reception, where they are issued with a visitor's badge, which should be worn at all times that they are on school property. They are made aware of the emergency evacuation notice (see above) and are shown the way to the assembly point.

When large numbers of visitors are at the school for open days, plays, concerts, exhibitions etc a brief announcement is made advising them of the location of the emergency exits that they should use in the event of the alarms sounding.

DISABLED STAFF, PUPILS OR VISITORS

We have a special one-to-one induction on fire safety for disabled pupils and their carers and for disabled members of staff or visitors.

All Premises Staff and some additional members of teaching and support staff are trained in the use of the purpose-built lightweight stairway evacuation chairs which are specially designed for moving disabled people down stairs in an emergency. One of these chairs is located on the upper landings of every staircase in the school, because disabled lifts cannot be used in a fire.

We have designated safe refuge points on every floor of every building, with signs advising of their location. When the fire alarm is sounded, it is the responsibility of the carer of a disabled person to take him or her to the refuge point and to wait for rescue by the Premises Team. The teacher will ensure that the name of the disabled person and his or her carer, together with the location of their safe refuge point, are passed to the Premises Team or SMT as soon as he or she reaches the assembly point. It is the responsibility of the Premises Manager or SMT to pass this information to the fire service upon arrival.

RESPONSIBILITIES OF TEACHING STAFF

Teaching staff are responsible for escorting their pupils safely out of the building in silence and in an orderly fashion. They are responsible for taking the register at the assembly point (or if not a form tutor/deputy keeping the girls silent), and for ensuring that the name of anyone who cannot be accounted for (and, if possible, their likely location) is passed immediately to the Premises Team or SMT. It is the responsibility of the Premises Manager/SMT to ensure that this information is passed to the Fire and Emergency service as soon as they arrive.

On no account should anyone return to a burning building.

RESPONSIBILITIES OF FIRE MARSHALS

The Premises Team are the designated Fire Marshals for the school. All Fire Marshals are "competent persons" who have been trained to provide "safety assistance" in the event of a fire. Fire Marshals receive regular refresher training.

FIRE PRACTICES

We hold one fire practice every term at the City of London School for Girls. This combined with a programme of inducting new staff and pupils with emergency escape procedures and the presence of trained Fire Marshals in every building helps to ensure that the school can be safely evacuated in the event of a fire.

FIRE PREVENTION MEASURES

We have the following fire prevention measures in place at City of London School for Girls:

ESCAPE ROUTES AND EMERGENCY EXITS

- There are at least two escape routes from every part of all buildings.
- Fire notices and evacuation signs are displayed in every room, corridor and stairwell.
- Fires extinguishers (of the appropriate type), smoke/heat detectors, fire hoses are located in every building in accordance with the recommendations of our professional advisors. They can be manually activated by breaking a glass panel, and are automatically activated when smoke/heat builds up.
- All stairs, passages and emergency exits are illuminated by emergency lighting.
- Automatic door closures that are activated by the fire alarms are fitted on doors in or leading onto escape routes.
- The master panel for the alarm system is located in reception and shows the location of a fire. It is fitted with a battery backup.
- Alarms sound in all parts of the building. In some areas they are supplemented by visual alarms (red flashing lights).
- Keeping fire routes and exits clear at all times. The Premises Team is responsible for unlocking the buildings in the morning.
- Testing all fire alarms weekly (and recording all tests and defects). This is the responsibility of the Premises Manager and through the City Surveyor's department arranges for an ISO9001 certified/BAFE approved contractor to carry out:
 - Monthly checks of unregularly used fire doors, automatic door closures and emergency lights.
 - Six monthly professional check on fire detection and warning equipment,

- An annual service of alarms, smoke detectors, emergency lights, sprinklers, smoke control systems and fire extinguishers.
- Records of all tests are kept in the Premises Managers office.
- Displays in corridors, theatre scenery, stage curtains and props are treated with fire retardant spray.
- Plans showing the location of gas and electricity shut off points are displayed in fire proof glass fronted display boards next to the entrance of each building.
- The kitchen is fitted with heat alarms and 30 minute fire doors that close automatically when the fire alarms sound.

ELECTRICAL SAFETY

- The School has current electrical test certificates for all its buildings. It uses NICEIC qualified Electrical Engineers to inspect and maintain its electrical installations [all of which are RCB protected and meet the requirements of BS7671 IEE wiring regulations].
- Regular portable appliance testing takes place.
- Records of all tests are kept in the Premises Manager's Office
- The departmental technicians check that all Scientific and DT equipment is switched off at the end of the school day.
- All computers, projectors, printers and electronic whiteboards have been set to switch off automatically or enter power save modes every evening and during holidays and weekends.
- The Catering Manager checks that all kitchen equipment is switched off at the end of the day.

LIGHTNING PROTECTION

- All lightning protection and earthing conforms to BS 6651-1999. It is tested annually by a specialist contractor. Records of all tests are kept in the Premises Manager's Office.

GAS SAFETY

- All gas appliances (boilers, kitchen equipment etc.) are regularly maintained and serviced by Gas Safe Registered Engineers. Records of all tests are kept in the Premises Manager's Office.
- All kitchen equipment is switched off at the end of service.
- Department technicians check labs daily to ensure that the central gas supply is turned off.

SAFE STORAGE

- We ensure that flammable materials used in teaching or maintenance are locked in purpose-made, flame-proof containers at the end of every day.

RUBBISH AND COMBUSTIBLE MATERIALS

- Flammable rubbish is stored away from buildings in the secured rubbish compound.
- Combustible materials used in teaching, catering, maintenance, grounds and caretaking are stored in flame proof cupboards.

LETTING OR HIRING THE SCHOOL

Our standard contractual terms that we use for letting and hiring the school covers fire safety and specifies that the hirer should certify that he/she has read and understood the school's fire safety policy and procedures. A member of the Premises Team is always on duty when the school is let or hired for an outside function or event.

PART 3: FIRE RISK ASSESSMENT

The School's Fire Risk Assessment meets the requirements of the Regulatory Reform (Fire Safety) Order 2005 (the FSO). Specifically it identifies:

- The hazard.
- The people at risk.
- The measures to evaluate, remove, reduce and protect from the risk.
- The measures needed to record, plan, inform, instruct and train people in risk reduction or removal.
- The arrangements for reviewing the assessment.

All risk assessments follow a standard grid procedure for evaluating risk.

The City of London School for Girls has a professional fire risk assessment which is updated 3 years, more frequently if significant changes are made to the interior of buildings, or new buildings are bought or added. The Premises Manager has been trained in fire risk assessments and has conducted risk assessments of all the school.

Copies of the school's fire risk assessments are on the Premises health and safety section of the school's intranet for all staff to read, together with this document. Any comments or suggestions for improvement are always welcome. All Heads of Department should ensure that they and their Department read the sections that are relevant to them.

CITY OF LONDON SCHOOL FOR GIRLS

FIRST AID POLICY

This policy was reviewed in July 2014 and was approved by the Board of Governors on xxxxx 2014. It will be reviewed regularly by the Board of Governors every three years and more frequently if necessary in response to accidents. To be reviewed by June 2017.

1. INTRODUCTION

1.1 This policy has been written with reference to the following sources of advice and guidance:

- The Department for Children Schools and Families (DCSF)
- The Health & Safety Executive (HSE)
- The Department of Health (DH)
- Medical Officers of Schools Association (MOSA)
- The Independent Schools' Inspectorate (ISI)
- The Office for Standards in Education (OFSTED)
- The Independent School Bursars Association (ISBA)

1.2 As indicated in our Parents' Handbook, please keep your daughter at home if she is ill or infectious, and contact us on the first day that she is ill. An ill child will not be happy in school, and will only infect others. We will therefore telephone you and ask you to collect your daughter if she becomes ill during the day.

1.3 All girls have access to our Medical room and the School Nurse is on site throughout the school day. The school doctor visits the school every Tuesday afternoon and a number of members of the teaching and support staff are trained First Aiders.

1.4 We will always contact you at once if your daughter suffers anything more than a trivial injury, or if she becomes unwell during school day, or if we have any worries or concerns about her health.

2. FIRST AID AT CITY OF LONDON SCHOOL FOR GIRLS

First Aiders

2.1 As stated above, there are always First Aid trained staff on the school site in addition to the School Nurse. As far as possible, a First Aid Trained member of staff accompanies school educational visits and a first aid kit is always taken with every group which goes off site on a school organised activity.

2.2 A number of members of staff are also trained in the use of epipens and the defibrillator.

3. FIRST AID NOTICES

- 3.1 A list of members of staff who are qualified as First Aiders is displayed on the door of the medical room and copies are posted at other key points around the school.

4. FIRST AID BOXES

- 4.1 First aid boxes are placed in all the areas of the school where an accident is considered possible or likely (such as the Sports areas, or the Science Department). We always take first aid boxes with us when groups of pupils go out of school on organised trips or to participate in sporting events. All boxes are checked regularly by the School Nurse and, if necessary, replenished.

5. ACCESS TO FIRST AID

- 5.1 All new pupils and staff are given information on where to go for help in the event of an accident as part of their induction into the school.

6. CALLING AN AMBULANCE

- 6.1 If someone at the school has an accident, staff are trained to summon medical help immediately. The School Nurse is normally responsible for summoning an ambulance and for escorting the pupil to hospital; but all members of staff are advised in their induction training that if she is unavailable, they should summon an ambulance themselves. A member of staff will always stay with a child in hospital until their parents have been contacted.

7. EMERGENCY MEDICAL TREATMENT

- 7.1 In accepting a place at the school, we require parents to authorise the Headmistress, or an authorised deputy acting on her behalf, to consent on the advice of an appropriately qualified medical specialist to your child receiving emergency medical treatment, including general anaesthetic and surgical procedure under the NHS, if we are unable to contact you in time.

8. REPORTING AN ACCIDENT

- 8.1 The School follows the City of London Corporation's procedures for Accident Reporting including RIDDOR where appropriate.

9. OUR MEDICAL CARE

- 9.1 We send all new parents a medical questionnaire and ask you to complete it before your daughter joins the school.

10. CHILDREN WITH MEDICAL NEEDS OR SPECIAL EDUCATION NEEDS WHO REQUIRE SPECIAL adjustments

10.1 If your child has medical needs, special education needs or requires any special adjustments, we will invite you to a meeting with the school's Special Education Needs Coordinator and any outside Specialist who has been involved with the care of your child, to discuss thoroughly the regime that is most appropriate for her individual care, before she joins the School.

11. MEDICAL EXAMINATIONS AND IMMUNISATIONS

11.1 All new pupils will receive a medical examination from the School Medical Advisor. You will be notified in advance and invited to attend. Your consent will be sought from time to time to your child receiving the routine range of immunisations recommended by the Department of Health for all children of her age.

12. MEDICAL RECORDS

12.1 We keep records of all treatment and immunisations that your daughter receives during her time at the school. We record all accidents and injuries to your daughter and of all medicines that are given to her. We will always tell you if your child has received any form of medical treatment – however minor.

12.2 All medical records will be stored in the Medical Room. Access to these records is restricted to the Medical Staff.

12.3 We keep records of all accidents and injuries, and have a procedure in place for ensuring that they are reviewed regularly in order, where possible, to minimise the likelihood of recurrence.

13. MEDICINES AND TREATMENTS BROUGHT TO SCHOOL FOR PUPILS

13.1 Procedures for girls who need to bring medicines into school and for administration of medicines during the school day are set out in an annex to this policy and in the Parents' Handbook.

14. RELATED SCHOOL POLICIES AND DOCUMENTS

- The Parents' Handbook
- The Pupil Code of Conduct
- The School Policy on Health and Safety
- The School Policy on Educational Visits

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CITY OF LONDON SCHOOL FOR GIRLS

ABLE, GIFTED AND TALENTED POLICY

This policy was written in September 2014 and will be sent to the governors for approval in October 2014. It will be reviewed annually by the school and presented for review by the Board of Governors when necessary and no less than every three years.

Able, Gifted and Talented Students at CLSG

We recognise that the majority of students at CLSG can be identified as gifted and talented. This is a selective independent school and most of our students have a MidYis score on entry which is in excess of 125, the score usually used to define young people as mentally gifted and being in the top 5% of the ability range nationally.

In addition, many of our students are very talented in one or more extracurricular area, including music, drama or sport. Consequently, we consider that it would be invidious for the school to characterise any one group of our students as “Gifted and Talented”. Nonetheless, we recognise that students’ abilities will vary in different subjects and that it is essential to differentiate teaching and learning appropriately for the range of students we have in the school in order to stretch and challenge the most able and to provide support for the relatively less able. We acknowledge that students of very high ability have particular needs and we are committed to meeting them.

All staff involved in delivering any aspect of the curriculum are expected to develop extension and enrichment activities which also take account of the need to differentiate between very bright students. This process is overseen and led by the Director of Studies and the relevant Heads of Department.

Head of Departments have the responsibility for ensuring that a programme of extension is integrated into the curriculum and through stretch activities, outside the formal curriculum, which may include the following (not an exhaustive list):

- Sixth Form Enrichment Classes
- Subject specific Olympiads.
- Attendance at external academic (and career-related) workshops and lectures.
- National and university competitions
- Problem solving projects
- Extended Projects (EPQ)
- Academic societies

We also cater for the top end by offering the possibility to take on extra subjects at GCSE or A Level.

The Head of the Preparatory Department ensures that pupils in the Prep are provided with a full range of enriching and challenging age appropriate activities. See the notes appended to this document.

Indicators of High Ability

The following are seen as indicators of high ability and are fostered in all students where possible:

- an ability to apply concepts to novel material and to make connections between ideas
- an independent, curious, questioning approach to learning
- the ability to think creatively and with originality
- the ability to think abstractly and analytically
- persistence, insightfulness and resourcefulness in solving problems
- strong evaluative skills, high quality reasoning
- a willingness to speculate and make hypotheses to extend understanding
- domain-specific talents (physical coordination, musical aptitude, 'ear' for languages etc.)

Implications for Teaching and Learning

We aim to present challenge to our students at all levels. This is done by:

- use of open-ended tasks, enabling all students to respond at their own level
- encouraging evaluation and analysis and avoiding over-emphasis on right/wrong answers
- open-ended questioning; asking pupils to justify their answers and respond in greater depth
- problem-solving activities of varying levels of difficulty
- focusing on process rather than outcome to encourage risk-taking

In all areas of the curriculum the emphasis is on encouraging students to think for themselves. We feel that depth of knowledge and good learning habits, which equip students for sixth form study and beyond, are more important than accelerated learning and the acquisition of a host of GCSEs.

References

Admissions Policy

Assessment and Recording Policy

Curriculum Policy

Framework for Pupil Performance

PSHCE Policy

Reporting Policy

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CITY OF LONDON SCHOOL FOR GIRLS

DRAFT MEDICAL QUESTIONNAIRE POLICY JUNE 2014

This policy was written in June 2014 and will be put for governors' approval in October 2014. To be next reviewed by June 2017.

POLICY FOR STAFF

City of London School for Girls takes its child protection, safeguarding and other legal responsibilities very seriously.

Any offer of appointment to a successful candidate will be conditional upon the satisfactory completion of those pre-appointment checks required by various regulations. Under DFE regulations, schools are required to establish the medical fitness of all staff before they start work.

The City of London Corporation is an equal opportunities employer and welcome applications from all candidates. All our prospective employees are asked to complete a pre-employment medical questionnaire after they accepted a conditional offer of employment at the school.

A copy of the he confidential pre-employment questionnaire is attached to this document as an appendix. All medical questionnaires are administered by the City of London's Occupational and are treated in accordance with strict medical standards of confidentiality.

POLICY FOR PUPILS

1. MEDICAL CARE

A fully qualified School Nurse is on site throughout the school day. As well as providing emergency medical cover, she has an in-put into the school's PHSCEE programme and organises programmes of vaccination. She works closely with members of teaching staff and the school counsellors and attends meetings of the school's pastoral team.

CONFIDENTIALITY AND THE WORK OF THE SCHOOL NURSE:

As a qualified medical professional the school nurse operates at a level of confidentiality informed by the legal principles of Gillick Competence and the Fraser Guidelines. These concepts arise from the judgements in the case of Gillick v West Norfolk and Wisbech Area Health Authority and another (1985). In summary, key principles are:

If the health-care professional cannot persuade the young person to inform her parents or to allow the health-care professional to inform her parents that she is seeking advice or treatment, it can be provided to a child under 16 without parental consent or knowledge provided that the health-care professional is satisfied the young person has the emotional and intellectual maturity to understand the proposed treatment and its implications. Although the Gillick case was concerned with contraceptive advice and treatment for girls under 16, the principle that a child under

16 can consent to treatment on their own behalf has been extended to treatment and advice other than for contraception.

A school doctor visits the school one afternoon a week. She carries out routine medical examinations, is available for consultation by parents and students by appointment and runs “drop in sessions” for students who wish to speak to her about medical matters.

The services provided by the school nurse and school doctor are not intended to be a substitute for those provided to students by their GP. We hold medical information on all our pupils in order to ensure that we can provide appropriately for their needs, or look after them if they are injured or have an accident.

All parents are therefore required to fill in a full medical questionnaire when their daughter joins the school and to update the school immediately if there is any change to her medical condition, or if she is in touch with any communicable diseases.

In addition to the school nurse and the school doctor, some members of the teaching and support staff are qualified First Aiders who can provide care for pupils when necessary and appropriate.

2. MEDICAL RECORDS

We keep records of all treatment and immunisations that your daughter receives during her time at the school. We also record all accidents and injuries to your daughter. Access to these records is restricted to the School Nurse and the School Doctor. Accidents and “near misses” are reported to the City of London Corporation and to the HSE where appropriate.

Medical records are securely stored and destroyed in accordance with the School’s Pupil and Parent Data Protection Policy and the City of London’s Data Protection Policy.

3. IF YOUR CHILD BECOMES UNWELL DURING THE SCHOOL DAY

We will always contact you if your daughter suffers anything more than a trivial injury, or if she becomes unwell during school day, or if we have any worries or concerns about her health. We may ask you to collect your daughter if she becomes unwell during the school day, or by prior agreement, she may be permitted to travel home by taxi if in the professional opinion of the School Nurse it is not appropriate for her to travel home by public transport.

4. EMERGENCY MEDICAL TREATMENT

In accepting a place at the school, parents to authorise the Headmistress, or other members of staff acting on her behalf, to consent on the advice of an appropriately qualified medical specialist to your daughter receiving emergency medical treatment, including general anaesthetic and surgical procedures, if we are unable to contact you in time.

5. MEDICINES AND TREATMENTS BROUGHT TO SCHOOL BY PUPILS

Details of regulations regarding pupils taking medication or receiving other treatment in school are set out in the Parents' Handbook and the Prep Parents' Handbook. Please advise the School Nurse in advance of any medication that your daughter may need to bring into school.

6. MEDICAL QUESTIONNAIRE

Parents of new pupils are requested to complete and return a medical questionnaire to the School nurse under confidential cover. A copy of the school's medical questionnaire is attached to this document as an appendix.

REFERENCES

- Parental Terms and Conditions
- The School and City of London Equal Opportunities Statements
- The School Health and Safety Policy
- The School SEND Policy
- The School Accessibility Plan
- School Nurse Guide Lines and Protocols
- The School First Aid Policy
- The School Policy on Supporting Pupils with Serious and/or Long Term Medical Conditions
- The Senior School Parents' Handbook
- The Prep Parents' Handbook
- The School's Pupil and Parent Data Protection Policy and the City of London's Data Protection Policy

APPENDIX 1

Copy of the City of London Staff Confidential Medical Form

APPENDIX 2

Copy of the Pupil Confidential Medical Questionnaire

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CITY OF LONDON SCHOOL FOR GIRLS

DRAFT MISSING CHILD POLICY JUNE 2014

This policy was written in June 2014 and will be sent to the governors for approval in October 2014. To be reviewed by June 2017.

1. INTRODUCTION

The welfare of all of our children at the school is our paramount responsibility. Every adult who works at the school has been trained to appreciate that he or she has a key responsibility for helping to keep all of the children safe at all times. Our staffing ratios are generous and are deliberately designed to ensure that every child is appropriately supervised when she is in our care.

2. PROCEDURE FOR DEALING WITH A CHILD WHO IS MISSING FROM MORNING REGISTRATION

- 2.1 Procedures for parents to follow in the case of pupil absence are set out in The Parents' Handbook.
- 2.2 Parents are requested to inform the school in advance of any planned absence, for example for medical or dental appointments which cannot be arranged during the school holidays.
- 2.3 They should write to the girl's Form Tutor in the first instance. The Form Tutor will use the appropriate code in the register on the day of the girl's absence to indicate its cause.
- 2.4 In the case of unexpected absence, most typically because of illness, parents are requested to telephone or e mail the school before 8.00am on the first day of the absence.
- 2.5 Morning registration takes place at 8.40am and registers are taken to the morning receptionist who makes a list of any unexplained absences.
- 2.6 This list is given to the duty school keeper who checks the rooms in which girls listed as missing without explanation are timetabled to be taught, in order to ensure that they are not in fact in school and have been registered as absent in error.
- 2.7 The morning receptionist telephones the parents or guardians of those who are absent without explanation to establish whether the girl is unwell or whether there is some other explanation for her absence of which they have failed to inform the school.
- 2.8 The morning receptionist e-mails a list of absentees to members of the Senior Management Team and Assistant Heads of Section, including an explanation where one has been discovered and highlighting

unexplained absentees whose parents or guardians she has not been able to contact.

- 2.9 The Deputy Head and/or the relevant Head of Section or Assistant Head of Section investigates those absences that continue to be unexplained, for example by calling the girl on her mobile phone, checking whether or not her friends are aware of any reason why the girl is not in school or which her parents have failed to inform the school.
- 2.10 The Deputy Head exercises his professional judgement on how to pursue any unresolved instances of unexplained absence, if necessary contacting the police or social services.

3. PROCEDURES FOR DEALING WITH CHILDREN WHO GO MISSING DURING THE SCHOOL DAY

- 3.1 City of London School for Girls is located on a secure site. Once the school day has begun, there is only one entry and exit point via reception which is manned throughout the school day and which is covered by CCTV. Gates and fences are treated with anti-climb paint.
- 3.2 Girls cannot leave the school site without permission and must sign in and out if they are given permission to leave the school buildings.
- 3.3 Teachers take a register at the beginning of every lesson and make a note of who is absent.
- 3.4 If a girl is absent and there is no satisfactory explanation for her absence (e.g. she is absent from school for the day, has a music lesson or is with the School Nurse) the teacher reports her absence to her Form Tutor at the earliest opportunity.
- 3.5 Unexplained absences from lessons of those who are registered as being in school are reported to the Deputy Head or to the relevant Head of Section, who investigates the absence, organising a search of the premises if necessary.
- 3.6 In the very unlikely event of a pupil not being found when the premises are searched, and if it is suspected that they have managed to leave the school undetected (for example if they have somehow managed to scale a fence), the school will contact the girl's parents or guardians and the police.

4. PROCEDURES FOR DEALING WITH CHILDREN WHO GO MISSING DURING EDUCATIONAL VISITS AWAY FROM THE SCHOOL SITE

- 4.1 All members of staff receive training on safety on educational visits, risk assessment and dealing with emergencies.

- 4.2 All educational visits are subject to a rigorous process of planning and approval which includes giving due consideration to staffing ratios and supervision arrangements.
- 4.3 Girls are kept under direct or remote supervision at all times and are given clear instructions of how to act if they do get lost or become detached from the party. This information includes teachers' contact mobile phone numbers and emergency rendezvous instructions.
- 4.4 If a child does get lost and cannot be contacted, the teachers in charge of the visit will contact the local police and will contact the school emergency SMT contact.
- 4.5 Staff will be deployed so that enough teachers remain with the main party to ensure their safety whilst others assist the authorities in the search for the missing child.
- 4.6 The school emergency SMT contact will activate the school's Contingency Plan in consultation with the Bursar and Headmistress.

5. ACTIONS TO BE FOLLOWED BY STAFF ONCE THE CHILD IS FOUND

- 5.1 Talk to, take care of and, if necessary, comfort the child.
- 5.2 Speak to the other children to ensure they understand why they should not leave the premises/separate from a group on an outing.
- 5.3 The Head will speak to the parents to discuss events and give an account of the incident.
- 5.4 The Head will promise a full investigation (if appropriate involving Children's Services Services/ the City and Hackney Children Safeguarding Board).
- 5.5 Media queries should be referred to the City of London Press Office.
- 5.6 The investigation should involve all concerned providing written statements.
- 5.7 The report should be detailed covering: time, place, numbers of staff and children, when the child was last seen, what appeared to have happened, [the purpose of the outing], the length of time that the child was missing and how s/he appeared to have gone missing, lessons for the future.

6. PROCEDURE FOR DEALING WITH UNAUTHORISED ABSENCE OR FREQUENT OR PROLONGED ABSENCES WHICH LACK A SATISFACTORY EXPLANATION

- 6.1 If parents request permission to take their children out of school for a purpose which does not accord with DFE regulations governing schools' ability to grant authorised leave of absence, such as a family holiday in term time, permission will be refused and parents will be warned that if they do take their child out of school, the absence will be recorded as unauthorised
- 6.2 If a child repeatedly takes unauthorised absence, or if the unauthorised absence is prolonged, the school will consult the LADO at City of London Children's Services and may contact Children's Services and/or the attendance service in the child's home borough
- 6.3 The same procedure will be followed if the school considers that no satisfactory explanation of a child's absence has been received

REFERENCES

- Parents Handbook/Prep Parents Handbook
- Pupil Code of Conduct
- School Health and Safety Policy
- School Educational Visits Policy
- School Contingency Plan

CITY OF LONDON SCHOOL FOR GIRLS

PASTORAL CARE, DISCIPLINE AND EXCLUSION POLICY

This policy was adopted by the Board of Governors in 2002, reviewed in 2008 and updated in 2014. This updated version will go to the governors in October 2014 for approval. It is a summary of long standing procedures which are reflected in the School's Mission Statement and Values, in the Code of Conduct for Pupils and in the Parents' and Prep Parents' Handbooks. To be next reviewed by June 2017.

CONTEXT

CLSG is an academic school, which seeks to provide an atmosphere in which every girl is able to achieve her maximum potential. It is a school which seeks to support and to develop the whole persona and which recognises that pupils will achieve their best academically if they are provided with the opportunity to take part in the widest possible range of extracurricular activities, which contribute to the development of confidence and self-esteem. The school also recognises that pupils will only achieve their best in an orderly and purposeful atmosphere, where they feel known, safe, valued and respected.

THE SCHOOL'S PASTORAL STRUCTURE

A House System exists to facilitate vertical integration, to offer informal pastoral support and opportunities to develop self-esteem and a sense of responsibility.

The School's formal pastoral system is horizontal. The Form Tutor is the person who takes responsibility for the daily pastoral care of a pupil, having an overview of their academic progress, personal relationships and social development.

Form Tutors are supported by Deputy Form Tutors and work in teams with Heads of Section, as follows:

Preparatory Department	Years 3 – 6	Head of Preparatory Dept.
Lower School	Years 7 – 8	Head of Lower School Assistant Head of Lower School
Senior School	Years 9 – 11	Head of Senior School Assistant Heads of Senior School
Sixth Form	Years 12 & 13	Head of Sixth Form Assistant Head of Sixth Form

The Deputy Head oversees the work of Heads of Section and Assistant Heads of Section and meets with them regularly. The School also offers a confidential counselling service to which girls may self-refer or be referred by parents or staff. The School Counsellors are in school regularly each week and are fully qualified professional counsellors.

All girls in the School are offered Personal Health, Social and Citizenship Education, which is delivered by Form Tutors, other members of the school staff and in some instances by outside specialist speakers.

The School employs a full time School Nurse and the School Doctor also visits the School regularly. In addition to her medical responsibilities and attending to the physical health of pupils, the School Sister is also qualified in counselling and offers pastoral support to girls as required.

DISCIPLINE

The school can only achieve its educational objectives within an orderly framework, where clear boundaries of acceptable behaviour and mutual respect are established. The expected standard of behaviour is clearly laid out in the School Code of Conduct, which is also summarised in student planners.

SCHOOL COUNCIL

The School Council meets at least once a term, often dividing into groups along Year Group lines. Pupils have the opportunity to raise issues of concern to them and to discuss matters affecting the quality of their lives and learning. Meetings are chaired by members of the Head Girl Team, who also set the agenda in consultation with members of the school's Senior Management Team.

REWARDS AND SANCTIONS

The School seeks to reward and to encourage positive behaviour. To this end, a system of rewards and sanctions is in operation, as set out in the school's separate Rewards and Sanctions Policy. Rewards include merit marks and letters of commendation sent to parents.

When necessary, sanctions are taken against pupils who fail to behave in an appropriate manner.

These sanctions are always intended to be proportionate and fair. They include

- Loss of privileges – particularly in the 6th form.
- Detention and lunch time “referral”.
- Being put on “report” – Report systems exist for pupils who are failing to make a sufficient effort, for those who are failing to produce homework regularly and for those who are frequently late or unpunctual.
- Permanent or temporary exclusion – Very rarely used for very serious misconduct or frequent and repeated failure to behave appropriately.

SCHOOL POLICY ON EXPULSIONS

Expulsions are very rare at CLSG and are regarded as a sanction of last resort. A girl may be expelled for a single act which constitutes a major violation of discipline, such as breach of the school rules on substance abuse, or for a pattern of repeated

instances of behaviour which is detrimental to her own well-being and learning, or the well-being and learning of others.

Procedures for expulsion are:

- The Headmistress (or in her absence the Deputy Head or Director of Studies) will decide upon whether a pupil should be excluded.
- Before the decision is made, a full investigation will have taken place and the girl concerned will have been questioned fairly and been able to have stated her own position and version of events.
- Parents will always be informed fully of the reasons for expulsion and given a copy of the Review Procedure.
- The Chairman of Governors or the Deputy Chairman in the Chairman's absence will always be informed of expulsions.
- Parents will be able to lodge an appeal against an expulsion within seven calendar days of being notified of the expulsion.
- An appeal review meeting will take place as soon as possible after the appeal has been lodged.
- The appeal review panel will consist of three members of the Board of Governors, who have not been previously informed of the details of the case in question. Parents may, if they wish, ask the school to nominate an independent person to take the place of the third Governor on the panel.
- The appeal review will be conducted in accordance with the Expulsion of Pupils – Review Procedure.
- The student will be required to remain away from school pending the outcome of the review.

REFERENCES

- The Preparatory Department Parents Handbook
- The Senior School Parents Handbook
- School Code of Conduct
- School Policy on Sex and Relationships Education
- School PHSCE Policy and Curriculum documents
- School Anti-Bullying Policy
- Rewards and Sanctions Policy
- Expulsion of Pupils – Review Procedure

ANNEX A**EXPULSION OF PUPILS – REVIEW PROCEDURE****1. IMPORTANT NOTE**

These guidelines are non-contractual in nature. They have been prepared for the information and guidance of all who may become concerned in a review hearing following expulsion or the required removal of a pupil.

2. REQUEST FOR REVIEW

Parents/guardians seeking a review of a decision to permanently exclude a pupil from the School must notify the Clerk to the Governors of the City of London School, at Guildhall, London EC2P 2EJ of their request in writing within 7 calendar days after the parents/guardian were first notified of the decision to exclude, or such longer period of time as the Clerk to the Governors may specify giving full reasons for the request for review.

3. REVIEW PANEL

A Review Panel comprising 3 members of the Board of Governors selected by the Clerk to the Board of Governors (one of whom will generally be the Deputy Chairman of the Board of Governors) will be convened as soon as practicable after the request has been received.

Parents/Guardians may ask the School for an independent person to be appointed to the Panel in place of the third Governor. This request must be made when making the request for a review. The School will nominate an independent person of its own choosing who has not previously been informed of the details of the case.

4. PREPARATION FOR REVIEW HEARING

Parents/guardians will receive at least 7 working days written notice of the date, time and place of the meeting of the Review Panel.

At least 5 working days before the day of the review hearing the Headmistress and the parents/guardians shall provide to each other and to the Clerk to the Governors copies of any documents which are intended to be referred to. All the documents will be made available to the members of the Review Panel prior to the day of the review. The documents to be provided by the Headmistress will usually include the pupil's file and other relevant written pupil records.

The Clerk to the Board of Governors will take notes of the hearing. The notes will not be circulated afterwards. Tape recordings will not be permitted. The parents/guardians, the pupil, if aged 16 or over, and the Headmistress will have the chance of addressing the Review Panel either orally or by written statement. The parents/guardians/pupil may be accompanied by a friend or relation if desired, but not by a legal representative.

5. THE REVIEW HEARING

The review procedure is intended to be informal by nature. However, one member of the Panel will act as chair of the Panel and will conduct the hearing in such a manner as s/he thinks fit ensuring that all those present have the opportunity to ask questions and make comments.

All those who attend the review hearing are expected to show restraint, courtesy and good manners towards all those present, otherwise the Chairman may, in his/her discretion adjourn or terminate the review hearing. If the hearing is terminated the original decision will stand.

Where two or more pupils have been acting in concert and some or all of them have been expelled, the Review Panel may deal with all reviews at the same time.

6. MATTERS WHICH THE REVIEW PANEL MAY CONSIDER

The Review Panel may take into account all of the following circumstances in relation to each issue raised:-

- The nature and gravity of the complaint/s against the pupil.
- Whether or not the grounds of the complaint have been reasonably well established on the information that is before the Review Panel, including any information given before the expulsion.
- Whether the complaint was investigated fairly.
- The level of co-operation that has been given by the pupil and her parents.
- The effect of the pupil's alleged conduct on other members of the School community.
- The general record of the pupil during her time at the School.
- The interests of the School community balanced with those of the individual pupil.
- Any other circumstances which appear to the parents, the pupil or the chairman of the Review Panel to be relevant.

7. THE DECISION OF THE REVIEW PANEL

Parents/guardians will be notified of the Review Panel's decision by the Chairman of the Review Panel by letter within 3 working days of the hearing. The decision of the Review Panel may be a majority decision and will be final.

Note: The same procedure will be used in a case of the required removal of a pupil for reasons of the pupil's conduct.

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CITY OF LONDON SCHOOL FOR GIRLS

PHYSICAL CONTACT AND RESTRAINT POLICY DRAFT JULY 2014

This policy was written in June 2014 and will be sent to the governors for approval in October 2014. To be next reviewed by June 2017.

Physical Contact

Physical contact with a pupil may be proper or necessary in order to:

- Demonstrate exercises or techniques during PE or music instrumental lessons
- Administer First Aid
- Provide younger children with physical prompts or help
- Comfort a pupil in distress
- Reassure younger pupils

Be aware that some pupils may dislike physical contact of any kind because of their cultural background or because they have been abused.

If it is necessary to make physical contact with a pupil, as far as possible the member of staff should explain to the pupil why they need to do so.

Restraint

City of London School for Girls is committed to safeguarding the well-being of pupils and staff and, in line with relevant legislation, only permits physical restraint by reasonable and non-injurious means. Physical restraint is used only when immediately necessary for the minimum time necessary to prevent injury to self or others or very serious damage to property. The Head authorises staff to use physical restraint as a positive strategy to de-escalate potentially dangerous situations and to regain control of a pupil who has temporarily lost control of herself.

City of London School for Girls is fully committed to ensuring that the application of this policy is non-discriminatory in line with the UK Equality Act (2010). Please refer to the school's and the City of London's Equal Opportunity Policies.

City of London School for Girls seeks to implement this policy through adherence to the procedures set out in the rest of this document. This document is available to all interested parties on our website and on the school portal.

Rationale

Whilst wishing to resolve serious incidents without the use of physical intervention, the Board of Governors and staff understand that very occasionally there may be some situations in which the use of physical intervention may be the appropriate course of action. As outlined below, members of staff are encouraged to avoid this eventuality if at all possible. However, the right of teachers to use reasonable force is

laid down in the Education and Inspections Act 2006, revised guidelines (August 2010) and the DFE document "Reasonable Use of Force" (2012) all clarify the following:

- Force may be used to prevent pupils committing a criminal offence, injuring themselves or others or damaging property
- Force may be used to maintain good order and discipline
- Force may not be used as a form of punishment
- Incidents where force is used should be recorded and parents informed
- Schools should not adopt a 'no-contact' policy
- Teachers have a duty of care to pupils but are not required to put their own safety at risk

Definitions

For the purpose of this policy document, physical restraint is the positive application of force in order to protect/prevent a child from causing injury to herself or others or seriously damaging property. Injury means 'significant injury'; this would include: actual or grievous bodily harm, physical or sexual abuse, and other behaviour which puts a pupils own life or the lives of others at risk.

It must be shown that on any occasion where physical restraint is used there were strong indicators that if immediate action had not been taken, injury or the committing of a criminal act would have followed.

Planning Ahead

When the school is aware that a pupil is likely to behave in a way that may require physical control or restraint it is sensible to plan how to respond if the situation arises. This planning should address:

- Managing the pupil
- Involving the parents to ensure that they are clear about what specific action the school might need to take
- Briefing staff to ensure they know exactly what action they should take
- Ensuring additional support can be summoned if appropriate
- Taking medical advice if necessary as to the safest way to hold pupils with specific health needs

Some examples of when it may be necessary to use physical restraint

- A pupil attacks a member of staff, or another pupil
- Pupils are fighting
- A pupil is engaged in, or is on the verge of committing, deliberate damage or vandalism to property
- A pupil is causing, or at risk of causing, injury or damage by accident, by rough play, or by misuse of dangerous materials or objects
- A pupil is running in a corridor or on a stairway in a way in which he or she might have or cause an accident likely to injure him or herself or others

- A pupil absconds from a class or tries to leave school putting themselves at risk

Guidance during an Incident

Staff should not hesitate to act in an emergency provided they follow this guidance; however, they should always satisfy themselves that the action they take would be considered justifiable by a wider audience.

In any application of physical restraint, the minimum reasonable force should be used to calm down the situation. Help should be summoned from colleagues; other pupils should never be involved in restraint.

The pupil should be approached calmly but firmly. Where possible, explain the consequences of refusing to stop the behaviour and continue to communicate with the pupil throughout the incident; it should be made clear that the physical contact or restraint will stop as soon as it ceases to be necessary. A calm and measured approach is needed and a member of staff must never give the impression that she/he has lost his/her temper, or is acting out of anger or frustration - or to punish the pupil. The method of restraint employed must use the minimum force for the minimum time and must observe the following:

Restraint must NOT:

- involve hitting the pupil
- involve deliberately inflicting pain on the pupil
- restrict the pupil's breathing
- involve contact with sexually sensitive areas
- involve locking the pupil in a room

During any incident the person restraining should:

- offer verbal reassurance to the pupil
- cause the minimum level of restriction of movement
- reduce the danger of any accidental injury
- cease the restraint if there are any signs of physical distress in the pupil such as sudden change in colour, difficulty breathing or vomiting

Physical intervention can take several forms. It can be:

- Partial – restricting and preventing particular movements
- Total – as in the case of immobilisation

It might involve staff:

- physically interposing between pupils
- blocking a pupil's path
- holding
- pushing

- pulling
- leading a pupil by the hand or arm
- shepherding a pupil away by placing a hand in the centre of the back or (in extreme circumstances) using more restrictive holds

Some Dos and don'ts

Do:

- be aware of any feelings of anger
- summon help
- continue to talk to the pupil in a calm way
- ensure a free passage of air through airways
- provide a soft surface if possible
- be aware of any accessories worn by you or the pupil that could cause injury
- hold the pupil's arms by his/her sides
- monitor the pupil's respiration, circulation and state of consciousness

Don't:

- try to manage on your own
- stop talking, even if the pupil does not reply
- straddle the pupil
- push their arms up their back
- touch the pupil near the throat or head
- put pressure on joints or on arterial pressure points (inside of upper arm, groin, neck)
- use facedown holds

Recording Incidents

It is a requirement that a written report is kept on any occasion when force is used; the member of staff concerned must advise the Headmistress or in her absence, another member of the SMT immediately following the incident and provide a written report as soon as possible afterwards. The Head or other member of the SMT will inform parents on the same day – or as soon as practically possible – that physical intervention was used.

The report should include:

- the name(s) of the pupil(s) involved
- when and where the incident took place
- the name(s) of any other staff or pupils who witnessed the incident
- the reason that physical restraint was necessary
- how the incident began and progressed
- the pupil's / pupils' response and the outcome of the incident
- details of any injury suffered by the pupil / another pupil / member of staff, and any damage to property

Staff may find it helpful to seek advice from their professional association or a senior colleague when writing a report.

The Headmistress will keep a confidential file detailing when restraint has been necessary.

References

Behaviour Management Policy

Child Protection Policy

Pastoral Care, Discipline and Exclusions Policy

First Aid Policy

SEND Policy

Supporting Children with Severe and/or Long Term Medical Condition in School Policy

Student Mental Health Policy

Pupil Code of Conduct

School and City of London Equal Opportunities Policies

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CITY OF LONDON SCHOOL FOR GIRLS

PROTECTION OF PERSONAL PROPERTY AND DEALING WITH THEFTS IN SCHOOL POLICY

This policy was approved by Board of Governors in 2002, was revised in June 2014 and will go back to the board for approval in October 2014. To be next reviewed by June 2017.

POLICY AND PROCEDURE

- Thefts can occur in any community and from time to time, regrettably, they do occur at CLSG.
- All members of the school community have a responsibility to be vigilant and also to take good care of their personal property.
- All girls should observe the rules for care of personal property set out in the school's Code of Conduct and Form Tutors should make a point of reminding girls of these at regular intervals. The key points of these rules are set out in summary below.
- Large sums of money and items of high value should not be brought into school. If for some exceptional reason they have to be brought in, they should be given in to the Finance Office or the Deputy Head's Office at the beginning of the school day and collected at the end of the day. Obviously, interpretation of what constitutes a large sum of money will vary, but as a rule of thumb, anything over £10 in cash should be handed in for safe keeping.
- Mobile phones are intended for emergency use on the journey to and from school and should be locked in the girls' lockable lockers or kept on her person during the school day, not left in desks, bags, unlocked lockers etc. It has been made clear to parents that the school can accept no liability for loss or damage to mobile phones at school.
- All items of clothing including shoes and trainers should be clearly named. Other items of property should also be named as far as is practically possible
- When a loss or suspected theft of a girl's property occurs, she should report it to her Form Tutor or another member of staff immediately.
- If the theft has only just occurred and there is reason to suppose that the missing property is still in the vicinity the member of staff to whom the theft has been reported will keep back all girls where they currently are.
- Before launching an investigation into the theft, the teacher to whom the theft has been reported will alert a member of the School's Senior Management Team. A member of the SMT will join them to assist with the investigation.
- A pupil may be questioned and her belongings may be searched in appropriate circumstances.
- All reasonable care will be taken to protect the Pupil's human rights and freedoms and to ensure that her Parents are informed as soon as reasonably practicable after it becomes clear that the Pupil will face formal disciplinary action, and also to make arrangements for the Pupil to be accompanied and assisted by a Parent, education guardian or a teacher of the Pupil's choice..
- Teachers may ask a student to empty out their bag, desk or locker during the investigation of a theft at school.

- If a student does agree to empty out their bag or locker, teachers may look at the contents but should avoid touching students' personal property.
- Another teacher should always be present during any such search.
- If a student refuses to empty out their bag or locker, but the teacher has reasonable grounds for believing that they are the culprit, then the school has the right to search the student and her belongings without consent. In this case, the following steps will be taken:
 - The teacher will contact the head teacher or another member of staff who is authorised to conduct compulsory searches before a search is undertaken.
 - The person conducting the search should be the same sex as the student and a witness should be present, if at all possible also of the same sex.
 - There must be reasonable grounds for suspecting the student is in possession of the stolen item.
 - The student can be required to remove outer clothing only.
 - The student must be present when searching her belongings.
 - The school may also decide to contact the student's parents and/or the police.
- The school regards theft as a very serious breach of discipline and any girl caught stealing will be subject to severe penalties, which may include temporary or permanent exclusion from the school.
- It is the school's usual policy to inform the police of any breaches of the law.
- If a member of staff finds that items of their property have gone missing, they should inform the Deputy Head and the Bursar immediately.
- Staff are advised to be vigilant and to take care over their personal property.
- Valuable items of personal and school property should not be left unattended in the staff room or elsewhere at any time and should be locked up overnight, over weekends and during the school holidays.

References

- The Pupil Code of Conduct
- Parental Terms and Conditions
- The Senior School and Prep Parents' Handbook
- The School Policy on Pastoral Care, Discipline and Exclusions

CITY OF LONDON SCHOOL FOR GIRLS

PUPIL SUPERVISION POLICY

This policy was written in June 2014 and will be put for governors' approval in October 2014. To be reviewed by June 2017.

1. INTRODUCTION

City of London School for Girls is fully committed to ensuring the safety and proper supervision of all pupils throughout the school day and at all other times when pupils are under the care of the school, both on and off the school site.

2. CONTACTING THE SCHOOL DURING THE SCHOOL DAY

The school's reception desk and switchboard is manned from 8.00am till 6.00pm in term time during the school day. The receptionists will answer phone calls, respond to emails, pass on messages to pupils and staff and deal with inquiries from visitors during this time. At other times, messages may be left on the school answer phone.

3. PUPILS' ARRIVAL

The school opens at 8.15am. Pupils may not enter the school before this time unless they are participating in an activity organised and supervised by a member of staff. Pupils participating in activities must sign in with the duty member of the premises staff at reception and the organising member of staff must leave a list of the names of those participating at reception.

At 8.15am, a member of staff is on early morning duty, and other pupils can then enter the school site.

Pupils in the Prep Department and 6th Formers as well pupils who have a front door pass, for example because they have a medical condition or because they use the coach service organised by parents, may enter via the front entrance. Prep parents and carers may accompany their children to the Prep Department. With prior notification, older sisters of Prep girls may enter with their younger sisters via the front entrance and may accompany them to the Prep Department.

All other pupils must enter via the Prep Roof Gate from the Podium. This gate opens between 8.15 and 8.40am and is manned by a member of the premises staff who monitors entry and provides security.

4. DURING THE SCHOOL DAY

4.1 REGISTRATION

All pupils in Years 7 – 13 are registered at 8.40am and 1.50pm. Prep are registered at 8.40am and 1.20pm.

Instructions for parents about informing the school of a child's absence before morning registration are set out in the Parents' Handbook and Prep Parents' Handbook.

If a pupil is absent without explanation, their parents will be contacted to ascertain the reason for their absence. If the school is unable to contact the missing child's parents, we will follow the Procedures set out in our Missing Child Policy.

If pupils are late arriving to school they should sign in at Reception before joining their classes, unless Assembly is taking place in which case they should wait in Reception until it has finished.

4.2 IN CLASS AND MOVING AROUND THE BUILDING

Pupils wishing to leave a lesson for any reason must ask permission; if they need to see the School Nurse, in the case of younger pupils, the teacher may arrange for them to be escorted, either by another pupil or in the case of Prep girls by a classroom Assistant.

Pupils are allowed to leave during lessons to use the toilets, but they are encouraged to wait for the end of the lesson. In certain medical situations girls may be allowed to leave the classroom at will; staff are made aware of particular arrangements.

It is not normal practice for a pupil to be sent out of class for bad behaviour. Very rarely, it may be in a pupil's best interest or in the interest of the rest of the class for a pupil to be sent out of a lesson because they are interrupting the learning of others or because they are upset.

When this occurs, the teacher will always send the pupil to wait in the Deputy Head's Office or outside the Headmistress's office, where there is always an adult presence and will take steps to inform the Deputy Head as soon as possible that the pupil has been sent out of class.

In the case of teacher absence, lessons in the Prep and in Years 7 – 10 are always covered by another teacher. Year 11 lessons are not usually covered for short term teacher absence unless they are timetabled in a laboratory or some room where pupils are only admitted under supervision. Instead, Year 11 classes are trusted to undertake work unsupervised.

Year 12 and 13 lessons are also not normally covered by another teacher for short term staff absence and most 6th formers have regular private study periods. 6th formers are expected to use their private study time profitably, working in the 6th centre or the library. 6th formers who have no lessons after lunch and whose work is of an appropriate standard may be granted a private study afternoon, for which they may sign out and leave school. 6th formers use of non-contact time is monitored by their tutors and the Head and Assistant Head of 6th Form as part of the overall monitoring of their academic progress.

4.3 OUTSIDE LESSON TIME

All members of the teaching staff take their share of supervisory duties according to a rota. A sample copy of a staff duty rota is appended to this document.

At break and lunchtime members of staff are on duty in the dining room and patrolling the premises.

Prep girls are supervised by the teaching assistants and there is one member of the Prep teaching staff on duty on each day.

4.4 MEDICAL ASSISTANCE

The School Nurse is on duty throughout the school day. If she cannot be found in the medical room, for example because she is attending to someone elsewhere in the building, she can be contacted by radio via reception or the Deputy Head's Office.

First aid boxes are in all potentially high risk areas, as well as in the medical room.

A number of members of the teaching and support staff are First Aid trained and can also assist sick or injured pupils when necessary. Lists of First Aiders are posted on the medical room door and in the staffroom. The receptionists can also contact First Aiders if necessary.

5. PUPILS' DEPARTURE AT THE END OF THE SCHOOL DAY

Year 3 and 4 pupils in the Prep Department leave school at 3.45, Year 5 and 6 Prep pupils leave at 4.00pm Monday to Thursday and at 3.45pm on Friday unless they are participating in an activity organised and supervised by a member of staff. They may also stay late if they are attending After School Care. This is supervised by a dedicated supervisor, takes place in the library and runs until 6.00pm.

All Prep girls are signed out as they leave Prep at the end of the day. See appendix 1 for details of Prep Procedures on Leaving School.

For Years 7 – 13, the regulations for departure at the end of the school day are as follows:

Unless they are participating in a staff led after school activity, all students must leave the school premises at 4.15pm, except in the circumstances set out below:

- 6th formers may work in the 6th form centre until 5.30pm, provided that they have notified the 6th form office and reception by email that they are doing so
- Girls in Years 7 – 11 who need to collaborate on project work or who have some other exceptional work-related need to study in school, may go to the library, sign in with the assistant librarian and work there until 5.15pm

- Girls in Years 7 – 11 who are remaining in school because they are attending a play or concert here later in the evening may go to the Dining Hall to work in the interval between the end of lessons and the beginning of the performance

6. PUPILS WHO ARE NOT COLLECTED FOLLOWING AFTER SCHOOL ACTIVITIES

It is our expectation that girls in Years 7 and above will make their own way home following after school activities, unless a parental request to the contrary has been made.

If pupils are not collected as expected we will attempt to contact the parents and if we cannot do this we will use our best judgement as to whether to keep the child in school or allow them to leave.

The school site closes at 6.30pm and activity staff will wait with girls if they are to be collected after this time if it is not deemed safe for them to go home alone.

7. SUPERVISION WHILST TRAVELLING TO AND FROM SCHOOL

Parents are responsible for ensuring that their children travel safely to and from school.

8. SUPERVISION DURING EDUCATIONAL VISITS

Details of supervision of pupils on Educational Visits are set out in the school's Educational Visits Policy. The ratio of supervising adults to participating pupils will always accord with DFE guidelines.

9. AREAS PUPILS MAY NOT ACCESS

Areas which pupils must not enter unsupervised and equipment they may not use except under adult supervision are set out in the Pupil Code of Conduct.

We ensure that pupils do not have unsupervised access to potentially dangerous areas, such as the science laboratories, the gym, the pool and the kitchens. Clear signs are displayed where pupils may not enter a room and where possible doors to these areas are kept locked when not in use. All flammables and chemicals are kept securely locked in appropriate storage facilities.

Pupils are expected to follow all reasonable instructions given to them by school staff.

10. SECURITY AND ACCESS CONTROL

All staff and 6th formers sign in and out when entering or leaving the premises. Visitors are required to sign in and students who leave the school site during the school day are required to in and out at Reception; contractors will be accompanied if necessary. During the school day entry to the building is via

Reception only and automatic doors prevent anyone going beyond reception until their entry has been approved and recorded.

Regulations regarding security and lone working are set out in the school's Health and Safety Policy.

11. STAFF INDUCTION

All new members of school staff with relevant responsibilities receive induction into the school's expectations of the appropriate levels of pupil supervision. Guidance is given about what to do when on duty outside normal lesson times and on Educational Visits.

REFERENCES

- Educational Visits Policy
- Health and Safety Policy
- Pupil Code of Conduct
- Parents' Handbook
- Prep Parents' Handbook
- Staff Handbook
- First Aid Policy and School Nurse Guidelines
- Missing Child Policy

APPENDIX 1**PREP PROCEDURES ON LEAVING SCHOOL**

All girls must be collected from the Prep corridor by a parent/nanny or designated adult or older sister (in the senior school).

Please let us know if your daughter is going home with someone else e.g. for a play date. The best way to inform us of any changes is to phone the Prep staff room on 0207 847 5554, leaving a message. The answer-machine is checked very regularly. Please avoid emailing or phoning Miss Rogers or other from teachers with this information. Prep teaching staff cannot access emails when they are teaching and we cannot guarantee that messages will be passed to your children in time.

All changes to normal arrangements are written in the 'home book' by a member of Prep staff.

If you are running slightly late you do not need to phone us. Your daughter will be kept safely with us and sent to After School Club.

After School Club runs until 6pm. Girls must be picked up no later than 6pm. Parents will be invoiced for After School Club sessions attended.

All girls must sign out with one of the classroom assistants at the end of the Prep corridor at the end of the school day. This includes signing out before attending after school, extracurricular activities.

School ends at 3.45 for all girls on Friday. For Lower One and Upper One school ends at 3.45 Monday to Friday. Lower and Upper Two school ends at 4pm Monday to Thursday. Please pick up your daughter promptly.

Girls who are going to After School Club or on the bus will also sign out but then wait with Mrs Stokes in the Activity Room until they leave.

Girls who are waiting for their parents to arrive should wait on the blue chairs at the end of the Prep corridor. Please ensure that you and daughter leave the Prep corridor promptly as staff need to attend after school meetings.

We are responsible for the girls' safety while they are on school premises. Girls may not meet parents in reception, where they will be unsupervised and uncertainty could be caused by late arrivals or outside school. The junction of Fore and Wood Street is particularly dangerous at the end of the day. As well as the through traffic there are cars picking up girls and driving off, many older girls crossing the road and the buses loading girls for home.

When they are in Upper Two, after discussion with us, girls are allowed to travel home unaccompanied. However, we would like this to be something that the girls can work towards after safety lessons with us and the City of London Police and also to coincide with the lighter evenings from the summer half term onwards only. We ask that this information and your permission for girls to travel home in this way be given to us in letter form with a signature. Email notification is not sufficient. We will

also ensure that the girls are clear about their route, know what to do if there is an unexpected cancellation or delay and that wherever possible they travel by the safest possible route e.g. using the high walk wherever possible rather than crossing roads.

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CITY OF LONDON SCHOOL FOR GIRLS

POLICY ON PUPILS' USE OF IT, MOBILE PHONE AND OTHER ELECTRONIC DEVICES

Approved by the Board of Governors on 14th June 2011 and reviewed in June 2014 for governors approval in October 2014.

1. IT IN THE CURRICULUM

Technology has transformed the entire process of teaching and learning at City of London School for Girls. It is a crucial component of every academic subject, and is also taught as a subject in its own right. All of our classrooms are equipped with digital screens, interactive whiteboards, projectors and computers. We have a number of computers in school (in the library, Sixth Form work room, C floor corridor) which pupils may use for private study.

All of our pupils are taught how to research on the Internet and to evaluate sources. They are educated into the importance of evaluating the intellectual integrity of different sites, and why some apparently authoritative sites need to be treated with caution. Some sites that appear to be serious, impartial, historical sites, actually masquerade as sources of racist, homophobic, jihadist or other propaganda. Some free, on-line encyclopedias do not evaluate or screen the material posted on them.

2. THE ROLE OF TECHNOLOGY IN OUR PUPILS' LIVES

Technology plays an enormously important part in the lives of all young people. Sophisticated mobile devices provide unlimited access to the internet and services such as instant messaging, blogging, video calls e.g. Skype/Facetime, wikis, chat rooms, social networking sites e.g. Facebook, Instagram and Tumblr and video sharing sites such as YouTube.

This communications revolution gives young people unrivalled opportunities. It also brings risks. It is an important part of our role at CLSG to teach our pupils how to stay safe in this environment and how to avoid making themselves vulnerable to a range of risks, including identity theft, bullying, harassment, grooming, stalking and abuse. They also need to learn how to avoid the risk of exposing themselves to subsequent embarrassment.

3. ROLE OF OUR TECHNICAL STAFF

With the explosion in technology, we recognise that blocking and barring sites is no longer adequate. We need to teach all of our pupils to understand why they need to behave responsibly if they are to protect themselves. This aspect is a role for our Child Protection Officer and our pastoral staff. Our technical staff have a key role in maintaining a safe technical infrastructure at the

school and in keeping abreast with the rapid succession of technical developments. They are responsible for the security of our hardware system, our data and for training our teaching and administrative staff in the use of IT. They monitor the use of the internet and emails and will report inappropriate usage to the pastoral staff.

4. ROLE OF OUR CHILD PROTECTION OFFICER

We recognise that internet safety is a child protection and general safeguarding issue.

Andrew Douglas, Deputy Head, our Child Protection Officer (CPO) has been trained in the safety issues involved with the misuse of the internet and other mobile electronic devices. He works closely with the Local Safeguarding Children's Board (LSCB) and other agencies in promoting a culture of responsible use of technology that is consistent with the ethos of the school. All of the staff with pastoral responsibilities have also received training in e-safety issues. The school's comprehensive PSHCE programme on e-safety is the DSL's responsibility in consultation with Heads of Section. He will ensure that all year groups in the school are educated in the risks and the reasons why they need to behave responsibly online. It is his responsibility to handle allegations of misuse of the Internet.

5. PROMOTING SAFE USE OF TECHNOLOGY

Pupils of all ages are encouraged to make use of the excellent online resources that are available from sites such as:

- Childnet International (www.childnet-int.org)
- Digizen (www.digizen.org.uk)
- Cyber Mentors (www.cybermentors.org.uk)
- Cyberbullying (www.cyberbullying.org)
- E-Victims (www.e-victims.org)
- Bullying UK (www.bullying.co.uk)

They prepare their own models of good practice, which form the subject of presentations at assemblies and discussion in the meetings of the School Council. They cover the different hazards on the Internet, such as grooming, stalking, abuse, bullying, harassment and identity theft. Guidance covers topics such as saving yourself from future embarrassment, explaining that any blog or photograph posted onto the Internet is there permanently. Anything that has been deleted may be cached in a search engine, company server or internet archive and cause embarrassment years later.

6. MISUSE: STATEMENT OF POLICY

We will not tolerate any illegal material, and will always report illegal activity to the police and/or the Local Child Safeguarding Board (LCSB). If we discover

that a child or young person is at risk as a consequence of online activity, we may seek assistance from the Child Exploitation and Online Protection Unit (CEOP). We will impose a range of sanctions on any pupil who misuses technology to bully, harass or abuse another pupil or any member of the school community in line with our anti-bullying policy.

7. INVOLVEMENT WITH PARENTS AND GUARDIANS

We seek to work closely with parents and guardians in promoting a culture of e-safety. We will always contact parents if we have any worries about their daughter's behaviour in this area, and we hope that they will feel able to share any worries with us. We recognise that not all parents and guardians may feel equipped to protect their daughter when they use electronic equipment at home. We have arranged briefings for parents about the potential hazards of this exploding technology, and the practical steps that parents can take to minimise the potential dangers to their daughters without curbing their natural enthusiasm and curiosity, and continue to plan such events, in particular in conjunction with the Friends of CLSG.

IT CODE OF CONDUCT

The IT Code of Conduct applies to all users of Information Technology (IT) at The City of London School for Girls.

The Philosophy of the school is to allow open access to the IT system but this is only possible if the students behave in a sensible and responsible manner. The school's general code of conduct requires that 'all members of the school community are treated decently and are allowed to get on with their work and other activities in a friendly, tolerant and purposeful atmosphere'. It is important that this concept is applied to the use of the IT system in order to allow the school to develop a cutting edge IT system which will enhance the learning experience of all students at the school.

I will:

- Keep my password safe, change it as necessary and not reveal it to anyone else
- Treat the IT facilities with care and leave the area clean and tidy when finished
- Only use the school's facilities for work related to school such as subject work, homework and course work, except for games at lunchtime
- Print as little as possible to conserve resources
- Use e-mail and public forums sensibly and constructively using good English
- Keep my mobile phone or other personal electronic device switched off and stored securely during the school day. Though I may use them during lunch times. This does not apply to devices issued to students by the school e.g. iPads which should be used as directed by the subject teacher.

I will not:

- Use the IT facilities, a mobile phone or any electronic device to access offensive or unacceptable material (such as pornography, sexist or racist material)
- Use email, blogs, forums or social networking sites whether accessed from a computer, mobile phone or any electronic device connected to the school's network, a mobile phone network or communicating via Bluetooth to send or encourage material which is pornographic, illegal, offensive or annoying or in any way invades another person's privacy
- Publish any comments, images or videos about situations or individuals from the school community on blogs, forums or social networking sites in the Public Domain
- Use any part of the school's IT system, a mobile phone or any electronic device to tease or bully another person
- Post anonymous messages or forward chain messages
- Gain, or attempt to gain, unauthorised access to any part of the school's IT system
- Make, or attempt to make unauthorised changes to any computer document or file
- Gain, or attempt to gain, unauthorised access to any other computer system
- Download computer documents/files (including games, video clips, sound) without permission
- Breach copyright regulations

- Deliberately place a virus, malicious code, or other inappropriate program, onto the school computers
- Download software from the Internet (including screen savers, games, video clips, audio clips, *.exe files).

I understand that:

- The school runs auditing software which records inappropriate actions made by the student online or when using software and records all websites visited.
- E-mail is continually monitored and random checks may be made on user areas
- The school may look at any files and data held in user areas
- Use of the computer network, the Internet & email is a privilege which may be withdrawn if abused and further sanctions may follow
- Use of the school's facilities for any unauthorised activity may be a criminal offence under the Computer Misuse Act (1990), will be treated as such by the school, and the appropriate authorities may be notified.
- Staff may confiscate personal equipment that is being used during the school day for periods of up to 5 days.
- Sanctions may be imposed on pupils who use their electronic equipment without consideration for others.

I will never:

- Tell anyone I meet on the Internet my home address, my telephone number or my school's name, unless my teacher specifically gives me permission
- Send anyone my picture without permission from my parents/carer
- Arrange to meet anyone in person without first agreeing it with my parents/carer and get them to come along to the first meeting
- Stay in an Internet chat room if someone says or writes something, which makes me feel uncomfortable or worried, and I will always report it to a teacher or parent
- Respond to unpleasant, suggestive or bullying e-mails or bulletin boards and I will always report it to a teacher or/parent
- Tamper with hardware (including the connecting of personal or unauthorized equipment to the network), software or the work of others.

IT Acceptable Use Policy – in School

- The use of any program, including access to the internet, which has not been approved by your teacher, may result in a network or Internet ban.
- Listening to music or streaming media (watching videos) is not allowed unless it is directly related to the class activity and has been approved.
- Changing any of the computer settings including the logon domain name, cursor or desktop is strictly prohibited.
- Sharing your password/user area with others is unacceptable as is accessing anyone else's user area.
- Eating, drinking and irresponsible behaviour is not permitted in IT rooms under any circumstances.

- Using classroom computers and projectors is prohibited unless expressly authorised by a member of staff.
- Work must be saved using relevant filenames so that you can identify documents at a later date and must not be of an offensive nature. Documents saved with default filenames such as untitled, doc1, doc2 etc. will be deleted automatically without question.
- Work that is no longer required must be deleted.
- All work produced on the school network must be saved in your user area, an appropriate shared area or if authorised by the subject teacher, in the Cloud. Any work that is saved on the local machine or any other unauthorised location may be automatically deleted without warning.
- The downloading or installation of any executable file (exe or dmg on a Mac), game or software is prohibited.
- Faulty equipment should be reported to the class teacher or the IT Systems Manager as soon as possible.
- The use of pen drives is only permitted for storage of work documents, not software such as games & applications. Pen drives must only be used on school computers if you have up-to-date antivirus software on your home computer.
- Laser printers must only be used for printing on to standard paper. You must not use card or transparencies.
- Downloading software of any type whatsoever from the Internet is strictly forbidden as well as the viewing, printing or saving of unsuitable material e.g. pornographic, racist, sexist or otherwise offensive content.
- Attention should be paid to copyright laws when saving documents, sounds, pictures etc. from the Internet, especially when printing and integrating in other work.
- The use of the Internet at The City of London School for Girls is for educational purposes only. Other non-educational use such as text messaging, Instant messaging or chatting is not allowed unless explicitly permitted by the Director of IT.
- If you send email from school then it is your responsibility to ensure that anything you write is sensible, inoffensive, and will not be likely to reflect badly on the school. Emails sent from school are traceable to the originator. Spamming or pranking other computer users will be dealt with severely.
- Your user area and all of your files remain the sole property of The City of London and are subject to inspection at any time.
- These rules have been drawn up with reference to government guidelines on school computer and Internet use, and are not necessarily exhaustive, but explain the kind of behaviour and responsibility that is expected of you in school.
- You should be aware that the Director of IT has the ability to monitor everything that happens on the network. This includes the ability to view the contents of computer screens remotely, log the contents of all web sites and IP addresses contacted by a user including all email sent and received and logging of the time spent by a user on any computer in any part of the school.

Any user breaking these rules will have access to the school network and/or the Internet withdrawn and may well face further action under the Computer Misuse Act 1990. In addition, activities such as publishing inaccurate material relating to a

student or a member of staff on the Internet may result in an action being taken in the civil courts for Defamation.

Reviewed June 2014
Next review: June 2015

The Director of IT

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CITY OF LONDON SCHOOL FOR GIRLS **RECORD KEEPING POLICY DRAFT**

This policy was written in September 2014 and will be put to the Board of Governors for approval in October 2014. To be reviewed by September 2017.

1. INTRODUCTION

The Lord Chancellor's Code of Practice on the Management of Records under the Freedom of Information Act 2000, states:

"A school should have in place an overall policy statement, endorsed by top management and made readily available to staff at all levels of the organisation, on how it manages its records, including electronic records."

2. CONTENTS OF POLICY

Like all organisations, schools need to have records which document the full range of their activities. The law and ISI/Ofsted standards require that a large number of records are maintained and kept by schools covering a range of issues relating to staff and pupils, including:

- An Admissions Register (the School Roll) containing the prescribed information about each pupil
- An Attendance Register that is maintained in accordance with the regulations
- A record of sanctions for serious disciplinary offences, and exclusions
- All incidents of bullying
- Pupil progress and attainment records
- Single Central Register maintained in accordance with the regulations
- Pupils' health records
- Records of complaints and their outcomes

This policy sets out guidelines for recording, managing, storing and disposing of this data, whether it is held on paper or electronically. It sits alongside the school's Parent & Pupil Data Protection Policy and the City of London Employee Data Protection Policy.

3. RECORD-KEEPING POLICY

Records are the life blood of any school. The school needs to create and maintain accurate records in order for it to function. The policy for managing records at City of London School for Girls has been drawn up in conformity with legislation and regulations affecting schools.

4. CURRENT PUPILS

An electronic file is kept on each pupil. The file holds the registration and acceptance form, (the parent contract) and the academic record of a pupil as she progresses through the school. It will also include reports of all conversations between parents and members of staff about significant academic or pastoral issues, school reports, references from previous schools and references prepared for universities and other institutions. It will record any disciplinary sanctions imposed on a pupil. The record identifies those with parental responsibility for the pupil and any court orders affecting parental responsibility or the care of the student.

Information held on the school's portal covers: the pupil's name, address, form, and emergency contact details, academic performance, subjects studied and daily attendance. Confidentiality of personal information is protected.

Information about pupils is also temporarily stored from time to time in confidential working files kept by teachers in pursuance of their duties, such as 6th form university application information used by the Head of Careers, subject related information kept by Heads of Departments and notes related to ongoing concerns that have not reached a conclusion kept by pastoral staff.

5. PUPILS WITH SPECIAL EDUCATIONAL, WELFARE OR MEDICAL NEEDS

The names of pupils with special educational, welfare or medical needs are recorded and any details of special provision to be made for individual pupils are made available to those staff with a need to know that information.

6. MEDICAL RECORDS

A confidential medical record on each pupil is kept securely by the School Nurse. The medical record contains: the medical questionnaire that the parents completed when their child joined the school, and records of all treatment and immunisations that a pupil receives during her time at the school, including records of all accidents and injuries to the child. They include any significant known drug reactions, major allergies and notable medical conditions. This information is available to staff likely to administer medication or treatment. The Catering Manager holds details of pupils with food allergies.

The School Nurse will provide a list of the names of current pupils with medical conditions that may be of relevance to staff in their dealings with pupils, for example, when arranging trips and visits, so that the teaching staff will know that they should consult the School Nurse about a particular individual when arranging an activity.

In addition the school's counsellors maintain confidential files about students who see them through the confidential counselling system to which no one else in the school has access.

7. FINANCIAL RECORDS

The Bursar holds financial records on all pupils throughout their career at the school. These cover: a record of the deposit, the acceptance form, bills for tuition fees and extras throughout a pupil's time at the school. If a pupil receives a bursary or scholarship, this will form part of the record, along with records of annual assessments and awards.

8. ACCESS BY STAFF

All teaching and office staff are able to access password protected information as needed and authorised. Teaching staff may consult the pupil records held in the School Office.

Access to medical records is restricted to the School Nurse. Access to financial records is restricted to the Head Mistress and the Bursary staff.

9. DATA PROTECTION

Parents accept a place for their child at the school in the knowledge that data about pupils and their parents will be collected periodically and stored and processed in order to allow for the efficient operation of the school.

Parents who accept a place for their child at the school agree to the school using anonymous photographs of their child and information relating to his or her achievements for promotional purposes, which may be published in the prospectus or on the web site.

The City's notification to the Information Commissioner's Officer includes explicit reference to the use of biometric technology.

10. ACCESS BY PARENTS AND PUPILS

The School and City of London Data Protection policies describes our duties and obligations under the Data Protection Act, including parents' rights and the rights of pupils aged 12 or over to have access to their personal data. It also covers the circumstances under which data would be disclosed to a third party.

11. FAIR PROCESSING NOTICE

The school will comply with a Fair Processing Notice legally issued by a public body or other authority that is a data controller and is subject to the same legal constraints regarding the manner in which it handles data.

12. STAFF INDUCTION

All new teaching and office staff will be given training in accessing and managing school records, as part of their induction.

13. RECORDS OF PAST PUPILS

We keep all records of past pupils until a pupil is 25 years old. At that point, we securely destroy: all disciplinary, medical and financial records. We retain records of results in public examination, lists of school prizes and other significant achievements, together with information relating to former pupils' subsequent academic achievements. Records relating to former pupils are stored electronically in the Marketing office electronic database.

REFERENCES

- Parent & Pupil Data Protection Policy and City of London Employee Data Protection Policy
- Parents' and Prep Parents' Handbooks
- Admissions and Attendance Register
- Pupil Sanctions Records
- Reports and references
- Procedures Recording and Reporting Accidents to staff, pupils and visitors
- Medical Questionnaire Policy
- Health and Safety Policy and School Nurse Guidelines

CITY OF LONDON SCHOOL FOR GIRLS**Redrafted ANTI-BULLYING POLICY**

This policy was updated in September 2014 and approved by Governors on XXX. It is reviewed annually by the Board of Governors.

1. Context

All schools have a duty to draw up procedures to prevent bullying and to bring these procedures to the attention of staff, parents and pupils under the School Standards and Framework Act 1998. The school's policy and procedures also take into account the guidance given in the DFE's Preventing and Tackling Bullying 2013.

2. The school's position

The school will not tolerate bullying. We believe that all students have the right to be educated in an environment where there is mutual respect and co-operation. Bullying is contrary to this approach and we do everything possible to discourage it.

We aim to create an environment in which bullying is minimised. If bullying does occur, we aim to ensure that the person being bullied is safe, we work to stop the bullying happening again and we provide support to the person being bullied. Parents, pupils teaching and support staff must be alert to signs of bullying and all members of the school community must report any bullying they experience or witness to the victim's Form Tutor or Head of Section.

Senior members of staff will always take reports of bullying seriously and will always ensure they are thoroughly investigated. Serious instances of bullying may be regarded as safeguarding issues and as such may be reported to the designated staff safeguarding leads and dealt with under the school's Child Protection Policy.

3. Definitions of Bullying

Bullying is aggressive or insulting behaviour by an individual or group, often repeated over time, which hurts or harms. Research confirms that bullying can have a lasting destructive effect on people's lives. Bullying can produce long lasting feelings of powerlessness, loss of self-esteem and isolation. Victims can sometimes become convinced that they are somehow at fault, can suffer serious long-term distress. Their school work and social and emotional development can be seriously adversely affected.

4. Aims and Objectives

The aim of the school Anti-Bullying Policy is to ensure that pupils learn in a supportive, caring and safe environment. The school's objectives are:

- 4.1. To prevent bullying from happening by proactively teaching pupils about the harm it can do
- 4.2. To promote appreciation of diversity
- 4.3. To respond appropriately and effectively to instances of bullying
- 4.4. To ensure that parents, pupils and members of staff understand what bullying is and understand the school's policy on bullying and follow it, including by reporting any instances of bullying they come across
- 4.5. To keep governors updated about serious instances of bullying and for governors to review the policy annually and to check on its effective implementation

5. **Examples of Bullying**

NB this is not an exhaustive list but a summary of some common types of bullying behaviour

- Calling someone names
- Threatening them
- Mocking their contributions in class
- Deliberately excluding someone
- Spreading rumours
- Sending unpleasant texts or making threats or mocking someone on line (see section on cyberbullying at the end of this document)
- Saying or doing hurtful things to or about someone on the basis of their or their family member's actual or perceived sexual orientation (see section on homophobic bullying at the end of this document)
- Saying or doing hurtful things to or about someone on the basis of their, ethnic, social, cultural or religious background, a disability or special educational need, or because of an issue in their family
- Hitting, kicking, otherwise inflicting physical pain

6. **Signs that someone might be a victim of bullying**

NB this is not an exhaustive list but a summary of some common indications that someone is being bullied. They could also be signs of other difficulties, but should give rise to investigating the possibility of bullying

- Parents and teachers should look out for a pupil:
 - Seeming afraid of the journey to or from school, asking to be taken to school when they have previously been happy to walk or take public transport unaccompanied
 - Making unexplained changes to their routine
 - Trying to get out of going to school e.g. by claiming to be ill when nothing really seems wrong with them, playing truant
 - Becoming anxious and withdrawn, appearing to have lost confidence
 - Changes to behaviour such as stammering, easily becoming tearful, having a disturbed sleep pattern
 - Possessions or clothes being frequently lost or damaged, asking for money without explaining why they need it
 - Doing badly in school work
 - Becoming aggressive towards siblings

- Unwilling to use mobile phone or computer or using them obsessively
- Unexplained cuts or bruises, self-harming, preoccupied by suicide

7. Forms of bullying

- Emotional – excluding, tormenting, threatening, hiding possessions
- Physical – pushing, punching, hair pulling, other violence
- Racist – racial taunts, graffiti, gestures
- Sexual – unwanted physical contact, sexually abusive comments
- Verbal – name-calling, sarcasm, spreading rumours, teasing
- Cyber – misuse of the internet, social media, mobile phone and associated equipment

8. Preventing bullying

The school takes proactive measures to foster positive relationships and mutual respect through PHSCE, peer support systems such as mentoring and form prefects, the school council and the system for recognising and awarding achievement. The school's programme of extracurricular activities enables pupils to achieve and to develop self-esteem and good relationships beyond the classroom. Opportunities to discuss and challenge bullying are provided in many subjects such as English and RPE, whilst assemblies, including special assemblies during National Anti-Bullying Week are also used to highlight the issues involved.

The school has a clearly defined pastoral system based around Form Tutors, Deputy Tutors, Assistant Heads of Section and Heads of Section. Pupils may seek support from the School Nurse and the School Counsellors. The House System fosters vertical integration allowing younger pupils to be supported by older students, and a Stonewall group provides support for those experiencing homophobic bullying.

Teachers receive training in dealing with bullying as part of the recurring cycle of CPD, parents are able to discuss bullying at Parents' Forum Events, at Parents' Breakfasts and at Parents' Evenings, whilst Governors annually review the school's anti bullying policy and scrutinise the schools records of serious bullying incidents. Resources relating to anti bullying are available in the school library.

9. Dealing with bullying

All members of the school community are encouraged to report any instances of bullying. "Third Party" reporting of bullying is positively encouraged so that those who are aware of bullying but are not victims of it come forward.

Allegations of bullying must always be reported to the Head of Section or the Assistant Head of Section of the alleged victims and perpetrators, who will investigate the allegations, involving the Deputy Head (Pastoral) if necessary. Confidential notes of all allegations of bullying will be kept Heads of Sections. Notes about serious cases of bullying will be kept on the files of victims and perpetrators and a central record of serious incidents is kept by the Headmistress and reported to Governors.

If the investigation confirms that bullying has taken place, it will be made clear to the perpetrator that bullying will not be tolerated. The perpetrator's parents will be informed and a suitable disciplinary sanction may be given. In serious cases, the Headmistress may temporarily or permanently exclude the perpetrator from school.

In less serious cases, mediation may take place which may include giving the victim the opportunity to tell the perpetrator about the effects of their bullying and which will give the perpetrator the opportunity to apologise for their behaviour, in accordance with the principles of restorative justice.

10. Bullying experienced by members of staff

The school recognises that adults can be the victims of bullying. Staff who experience bullying have recourse to the City of London's employee procedures including the Policy on Harassment and Bullying at Work and the staff Grievance Procedure.

11. Homophobic bullying

The school recognises that pupils who identify as being LGBT or who are perceived as such may be subject to homophobic bullying. The school seeks to foster a culture of tolerance and acceptance of diversity and addresses issues of homophobia in PHSCE, in other subjects where appropriate and through assemblies.

The school has a long established Stonewall Youth Volunteering Group. Staff leaders of the group and some senior student members of it have received training by Stonewall. All teachers receive training on avoiding heteronormative lesson content where possible.

12. Cyberbullying

The school is committed to teaching pupils and parents about e-safety and the dangers of cyberbullying and online exploitation. These topics are covered for pupils in PHSCE and ICT lessons and for parents in talks at pastoral evenings. Children are given age appropriate advice about the pitfalls of the internet, including the risk of online grooming.

The school has clear rules about the use of mobile phones and cameras in the pupil code of conduct. There is clarity about the school's use of photographs of pupils in promotional materials in the parental terms and conditions. Staff personal use of ICT is covered in the staff code of conduct. The school's computer system is filtered to prevent access to unsuitable sites, including social media sites. The school's ICT code of conduct is explicit about the unacceptability of teasing, mocking or threatening others online.

As with other forms of bullying, all members of the school community are encouraged to report any instances of cyberbullying.

13. Bullying which takes place off site and outside school time

Any reports of bullying of one member of the school community by another member will be treated in accordance with this policy, regardless of when and where the incident takes place.

14. Review and Evaluation

The Deputy Head (Pastoral) and the pastoral team keep the effectiveness of this policy and the prevalence of bullying in the school under ongoing review as part of their cycle of regular meetings. This process of review includes discussion of whether any patterns of bullying behaviour have emerged.

The policy and its effectiveness are reviewed annually by Governors.

The School Council regularly discusses anti bullying.

15. References

Senior School Parents Handbook

Prep Parents Handbook

Pupil Code of Conduct

ICT Code of Conduct

School Policy on Pastoral Care, Discipline and Exclusions

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CHILD PROTECTION POLICY

City of London School for Girls (CLSG)

Statement:

We 'The School' are committed to safeguarding and promoting the welfare of children and young people and expect all Staff and Volunteers to share this commitment.

1.0 Introduction

1.1 This policy has been prepared in accordance with the requirements of:

- 1.1.1 relevant legislation, including the Children Act 2004, the Education Act 2002, and the Education (Independent School Standards) (England) Regulations 2010;
- 1.1.2 relevant guidance issued by HM Government, including "*Keeping Children Safe In Education*" March 2014. All staff and volunteers are issued with the summary guidance of this document.

Other official documents taken into consideration when formulating this policy include "*Working Together to Safeguard Children*" 2013, "*What to do if You are Worried a Child is Being Abused*" 2003, , , "*Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings*" March 2009, "*Working Together to Safeguard Children*" March 2010, "*Dealing with allegations of abuse against teachers and other staff: Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools*", October 2012, "*Use of reasonable force in schools*" September 2012; and "*Pan London Child Protection Procedures*" April 2011.

- 1.1.3 other relevant standards and guidance, including guidance issued by the Independent Schools Inspectorate entitled – *Handbook for the Inspection of Schools, The Regulatory Requirements*, September 2014.
- 1.1.4 relevant Local Safeguarding Children Board (LSCB) Procedures. The Designated Safeguarding Lead (DSL) and the Deputy Safeguarding

Lead (DDSL) regularly attend meetings of the City and Hackney Safeguarding Children Board (CHSCB).

- 1.2 This policy has been prepared in consultation with the Community and Children's Services Department at the City of London. (See Appendix for contact details which may be updated from time-to-time as necessary to reflect changes in personnel.)
- 1.3 The Governing Body takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children and to work together with other agencies to ensure adequate arrangements within the School to identify, assess, and support those children where there are concerns about a child's safety and welfare.
- 1.4 We recognise that all adults, including Staff, Volunteers and Governors, have a full and active part to play in protecting pupils from harm, and that the child's welfare is our paramount concern. Wherever the word "Staff" is used, it covers ALL staff on site, including temporary and support staff, contractors' employees working regularly on the School's premises, and volunteers working with children. Further information on contractor employees is given in paragraph 2.1.10.
- 1.5 The School, through its Governors and Staff, is committed to providing a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 1.6 The aims of this policy are:
 - 1.6.1 To support each child's development in ways that will foster awareness, understanding, security, confidence, resilience and independence.
 - 1.6.2 To provide an environment in which all children and young people feel safe, secure, valued and respected, and also feel confident to approach adults if they are in difficulties believing they will be effectively listened to.
 - 1.6.3 To raise the awareness of all Staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases, or suspected cases, of abuse. NB – although the usual procedure is for staff who have safeguarding concerns to alert the DSL or DDSL of them, it is the responsibility of all staff to report any suspicions they have, by-passing the DSL/DDSL if necessary and going straight to the LADO.
 - 1.6.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the School, contribute to assessments of need and support packages for those children.
 - 1.6.5 To emphasise the need for good levels of communication between all members of Staff.
 - 1.6.6 To develop a structured procedure within the School, which will be followed by all members of the School community in cases of alleged or suspected neglect, abuse and/or any other child welfare concern.

- 1.6.7 To develop and promote effective working relationships with other agencies, especially the Police, the City and Hackney Safeguarding Children Board and Community and Children's Services.
- 1.6.8 To ensure that all adults within the School who have substantial access to children have had Disclosure and Barring Service (DBS) checks in accordance with the safeguarding requirements in this Policy and as required by law.
- 1.7 This policy and its appendices are reviewed annually by Governors and are kept under constant review by the school. Should any deficiencies or weaknesses in child protection arrangements become apparent, the arrangements will be remedied without delay.

2.0 Procedures

- 2.1 Our School procedures for safeguarding children have been prepared in accordance with relevant legislation, guidance and Pan London Child Protection Procedures. We will ensure that:
 - 2.1.1 Arrangements are in place at the School to deal with allegations of abuse, or suspected abuse, which will be referred to the Local Authority Designated Officer (LADO), and the School will engage with other statutory agencies, as necessary, to provide inter-agency support to the child concerned.

The school recognises that as well as needing to safeguard children who are at risk of harm, it needs to give support and advice to children who require it, working with other agencies as necessary. The school is fully committed to making referrals under CAF (Common Assessment Framework) procedures when appropriate and to working with other agencies as part of the Team Around the Child (TAC).
 - 2.1.2 All members of the Governing Body understand the need for and fulfil their responsibilities under this Policy, and are provided with a copy of this Policy and a copy of *"Keeping Children Safe in Education 2014"* upon their appointment to the Governing Body. There is one nominated Governor who is responsible for child protection and who has skills commensurate for this role. The City of London will undertake to ensure that relevant training is provided for Governors.
 - 2.1.3 The School has a designated senior member of staff, our Designated Safeguarding Lead (DSL), who has undertaken relevant child protection training delivered through the local LSCB representative.
 - 2.1.4 There will be an additional member of School Staff who will act in place of the designated DSL when absent, and must receive relevant child protection training.
 - 2.1.5 All members of School Staff are provided with relevant Child Protection Awareness information to develop their understanding of the signs and indicators of abuse, along with individual responsibilities to respond to any child welfare concerns in accordance with the School's child protection procedures. In particular all Staff understand

the need to avoid asking leading questions of children when a child protection matter is brought to the Staff member's attention. The School must also refrain from undertaking an investigation without first consulting the LADO, or in the most serious cases, the police, so as not to jeopardise statutory investigations.

- 2.1.6 All members of Staff and Governors are advised on how to respond to 'Disclosures of Abuse' through relevant child protection awareness training. In particular training will ensure that they understand the need to: consider measures that may be necessary to protect individual pupils; avoid asking leading questions of pupils; avoid giving inappropriate guarantees of confidentiality; make and keep written records; and report the matter to the DSL.
- 2.1.7 Safer recruitment practices are always followed through rigorous recruitment process and procedures for Staff, striking a balance between the need to protect children from abuse and the need to protect Staff from false or unfounded allegations. Our selection and recruitment of Staff includes relevant criminal record checks, provided by the Disclosure and Barring Service (DBS) for their suitability for work and the receipt of barred list checks for new staff. All Staff who regularly come into contact with pupils, including contracted support staff such as cleaners and caterers, will be required to have a criminal records check on appointment and then every three years following. These checks will also be carried out on existing Staff with a break in service of more than three months or where Staff have, since their initial appointment to a position not requiring a Disclosure, moved to work that involves significantly greater responsibility for children. Criminal record checks for Governors will be undertaken in accordance with regulatory requirements.
- 2.1.8 Where we have grounds for believing that a member of Staff may be unsuitable to work with children that this is notified to the appropriate bodies including the DBS. The School will, as soon as possible and within one month, report to the DBS anyone whose services are no longer used, whether because the School has removed them from work with children or the person has chosen to cease work, and there are grounds to believe they are unsuitable to work with children; and ensure that any allegation is followed up in accordance with statutory guidance.
- Where there have been concerns about a member of staff which have not reached the threshold for referral to the DBS, the school will refer them to the National College for Teaching and Leadership (NCTL).
- 2.1.9 All parents/carers are made aware of the responsibilities of Staff with regard to child protection procedures through publication of the School's Child Protection Policy on the School website, and reference to it in our introductory School pack. The Policy is also available upon request to the School. Summaries of safeguarding procedures are posted in classrooms for the information of pupils.
- 2.1.10 Where a contractor's employees visit the School premises irregularly, and are therefore not subject to the same requirements as contractors' employees working regularly on site (as set out otherwise in this

Policy), relevant written assurances are obtained from the contractor that all staff have had a criminal records check within the past three years. Information regarding these checks will be provided by the contractor to the School upon request. Contracts require on-going monitoring and audit of the eligibility of those employees to work with children and any subsequent concerns arising which would affect their continued eligibility must be disclosed immediately to the City of London Corporation. Any allegation of abuse will be dealt with in accordance with the Pan London Child Protection Procedures.

- 2.1.11 Written assurance is obtained that any staff employed by another organisation and working with the School's pupils on another site have had a criminal records check within the past three years.
- 2.1.12 Our lettings policy will seek to ensure the suitability of adults working with children on School sites at any time. Where School premises are used by outside bodies who are not working with children, there will be sufficient safeguards in place to protect the health, safety and welfare of pupils. Measures will also be in place to protect against the interruption of pupils' education by third party users of the School's premises.
- 2.1.13 All community users are made aware of the School's child protection policy and those working with children understand the School's child protection guidelines and procedures.
- 2.1.14 Where appropriate, senior pupils given positions of responsibility over other pupils will be briefed on appropriate action to take should they receive any allegations of abuse.
- 2.2 Our procedures will be reviewed annually by the Board of Governors. The review will also include a review of the efficiency with which the related duties have been discharged, or deficiencies (if any) have been rectified.
- 2.3 The name of the DSL and deputy DSL will be clearly advertised in the School, with a statement explaining the School's role in referring and monitoring cases of suspected abuse and/or risk to a child.
- 2.4 All new members of Staff will be given a copy of our Child Protection policy, and the Department for Education procedures, "What to do if You're Worried a Child is Being Abused", as well as a copy of "Keeping Children Safe in Education 2014", with the DSL and deputy DLS names clearly displayed, as part of their induction into the School.
- 2.5 A single central record is held detailing all staff (and Volunteers) employed by the School and the relevant safeguarding checks undertaken.

3.0 Responsibilities

- 3.1 The DSL is responsible for:
 - 3.1.1 Referring a child to the LADO whenever a professional allegation or disclosure of abuse has been made or if there are concerns about possible abuse, and acting as a focal point for staff to discuss

concerns. All referrals will be carried out in accordance with The Pan London Child Protection Procedures.

- 3.1.2 Keeping written records of concerns about a child even where no immediate referral is required.
- 3.1.3 Ensuring that all such records are kept confidentially and securely in accordance with the Data Protection Act 1998 and are kept separate from pupil records.
- 3.1.4 Ensuring that an indication of record-keeping is marked on the pupil records.
- 3.1.5 Liaising with other agencies and professionals and ensuring that contact with the relevant welfare agency will be made as soon as possible, but in any event within 24 hours, upon the disclosure or suspicion of abuse. The referral shall be made in writing or with written confirmation of a telephone referral.
- 3.1.6 Ensuring their attendance at case conferences, core groups, or other multi-agency planning meetings, and otherwise co-operates with the Local Authority and other agencies to support inter-agency working.
- 3.1.7 Ensuring that any pupil currently on the Child Protection Plan who is absent without explanation for two days is referred to the Child's Social Worker.
- 3.1.8 Undertaking training in child protection, including training in inter-agency working that is provided by, or to standards set by, the LSCB, and undertaking refresher training at two yearly intervals to keep his or her knowledge and skills up to date.
- 3.1.9 Organising child protection training for all School Staff (including induction training for all newly appointed Staff) and arranging refresher training for the Head teacher and all other Staff working with children at three yearly intervals.
- 3.1.10 Providing, with the Head and in consultation with the Town Clerk, an annual report for the Board of Governors, detailing - any changes to the policy and procedures; training undertaken by the DSL and deputy DSL, all Staff and Governors; the number and type of incidents/cases; and the number of children on the child protection register (anonymised).

4.0 Supporting Children

- 4.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves and find it difficult to develop and maintain a sense of self-worth.
- 4.2 We recognise that the School may provide the only stability in the lives of children who have been abused or who are at risk of harm.

- 4.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 4.4 The School will support all pupils by:
- 4.4.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as in our relationships, whilst attempting to counteract aggression and bullying.
 - 4.4.2 Promoting a caring, safe and positive environment within the School.
 - 4.4.3 Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
 - 4.4.4 Notifying the child's Local Authority as soon as there is a cause for significant concern.
 - 4.4.5 Providing continued support to school leavers identified as potentially at risk of abuse, by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring relevant medical records are forwarded as a matter of priority.
- 4.5 Working with the Local Authority (or the Police as appropriate) where a child may have suffered significant harm, or there may be a criminal prosecution, to consider what support the child or children involved may need.

5.0 Confidentiality

- 5.1 We recognise that all matters relating to child protection are confidential subject to overriding legal obligations to disclose information to ensure the safety and well-being of a child. Every effort will be made to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.
- 5.2 The Head or DSL will disclose any information about a pupil to other members of Staff on a need to know basis only consistent with legal requirements, and in accordance with the Pan London Child Protection Procedures. The Head or DSL, LADO, Police, and Town Clerk (together with other relevant City Officers) will agree who needs to know about the matter, exactly what information can be shared, how to manage speculation etc, and how to manage any press interest.
- 5.3 All Staff are made aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 5.4 All Staff are made aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- 5.5 We will always inform parents/carers of an allegation affecting their child as soon as possible (if they already do not know of it). However, where a Strategy Meeting is required, the DSL or Head will consult with the LADO

(and other relevant agencies such as the Police) beforehand to agree what information can be disclosed to parents so as not to put the child at greater risk of harm, or impede a criminal investigation. Parents/carers will normally be kept informed about the progress of the case and told the outcome where there is no criminal prosecution, including the outcome of any disciplinary process, in confidence.

6.0 Dealing with Allegations of Abuse Against Staff

6.1 Procedures for dealing with allegations of abuse against Staff are carried out in accordance with HM Government Guidance: *The Education Act 2011; Dealing with allegations of abuse against teachers and other staff: Guidance for local authorities, head teachers, school staff, governing bodies and proprietors of independent schools (October 2012)* 'Safeguarding Children and Safer Recruitment in Education' (March 2007) and 'Dealing with Allegations of Abuse Against Teachers and Other Staff' (August 2011) and the Pan London Child Protection Procedures 4th Edition. All Staff are made aware of this guidance, the School's procedures, and other local guidance relating to this issue.

6.2 All School Staff should take care to ensure that professional boundaries are maintained so that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil (e.g. one-to-one tuition, engaging in inappropriate electronic communication with a pupil etc). It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

Staff are made aware that special care must be taken in any circumstances where a child works on a one to one basis with a child and in any situation in which it may be necessary for an adult to make physical contact with a child, such as in music instrumental lessons or in sports coaching. See the advice to staff contained in appendices to this document.

6.3 We understand that a pupil may make an allegation against any member of Staff.

6.4 If such an allegation is made, the member of Staff receiving the allegation will immediately inform the Head and the DSL. The LADO and the Town Clerk will be promptly informed of any allegation. The professional advice of the LADO will be of particular importance in these circumstances. The Head on all such occasions will also discuss the allegation with the Chairman of Governors where appropriate. In the absence of the Head the allegation should be passed direct to the Chairman of Governors.

6.5 If a professional allegation is made against the Head, the person receiving the allegation will immediately inform the Chairman of Governors who will consult as in 6.4 above, without notifying the Head first.

6.6 The purpose of the initial discussion (per 6.4 and 6.5 above) is to consider the nature, content and context of the allegation and to agree a course of action, including whether to obtain any additional relevant information. Where this initial sharing of information and evaluation leads to a decision that no further action is to be taken in regard to the individual facing the allegation or concern, the decision and a justification for it will be recorded by both the Head or DSL and the LADO and agreement reached as to what information

should be put in writing to the individual concerned and by whom. The Head or DSL and the LADO will then consider what action will follow in respect of the individual and those who made the initial allegation.

- 6.7 The publication of any material that may lead to the identification of a teacher who has been accused by, or on behalf of, a pupil from the same school (where that identification would identify the teacher as the subject of the allegation), will remain confidential. Any such information will only be released if the member of Staff is charged with an offence.
- 6.8 Any professional allegation will precipitate a strategy meeting, which will involve representatives from the School and other relevant agencies, to decide on the most appropriate action. This is in accordance with the Pan London Child Protection Procedures.
- 6.9 Where a member of Staff is the subject of an allegation of abuse they will normally be informed of the concerns or allegations as soon as possible and given an explanation of the likely course of action, unless there is an objection by the LADO or the Police. We will follow the City of London's Disciplinary Procedures when managing allegations against Staff, a copy of which is readily available in the School. Disciplinary action will be considered in conjunction with discussions at the Strategy Meeting.
- 6.10 We would not normally send a child home, pending such an investigation, unless this advice is given exceptionally as a result of a Strategy Meeting.
- 6.11 Suspension of the member of Staff, excluding the Head, against whom an allegation has been made, needs careful consideration and will not be the default approach adopted. The decision to suspend will be based on information received at the strategy meeting, the information on potential risks to children and whether it compromises any criminal investigation.
- 6.12 In the event of an allegation against the Head, the decision to suspend will be made by the Chairman of Governors with advice as in 6.9 above.
- 6.13 Any allegation of abuse made against a member of Staff will be dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is the subject of the allegation.
- 6.14 After every occasion on which a problem arises regarding safeguarding and a member of staff the school will review its procedures in the light of lessons learnt from the case and will amend them as necessary.
- 6.15 Where a child is found to have made a malicious allegation against a member of staff, they will be dealt with in accordance with the school's disciplinary procedures.
- 7.0 Dealing with Allegations of Abuse by one or more Pupil/s Against another Pupil**
- 7.1 Allegations of abuse by one or more pupil against another pupil are taken very seriously.

- 7.2 If such an allegation is made, the member of Staff receiving the allegation will immediately inform the Head and the DSL. The Head on all such occasions will discuss the content of the allegation with the Town Clerk, any other relevant City Officer, and the Chairman of Governors where appropriate.
- 7.3 The LADO and the Children's Social Care Team will also be promptly informed of any allegation.
- 7.4 An allegation of abuse will normally be referred to a Strategy Meeting, involving representatives from the School and the Local Authority. A Strategy Meeting also covers any urgent formal strategy discussion which may take place between the police, social care and education managers prior to the first meeting.
- 7.5 We would not normally send a child home, pending such an investigation, unless this advice is given exceptionally as a result of a Strategy Meeting.
- 7.6 Suspension of the pupil, against whom an allegation has been made, needs careful consideration, and the Head will seek the advice from relevant agencies before deciding on the course of action to be taken.
- 7.7 A bullying incident (as in 11.2 below) will be treated as a child protection concern when there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL and to the Children's Social Care Team

8.0 Supporting Staff

- 8.1 We recognise that Staff working in the School who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation stressful and upsetting. We will support such Staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.
- 8.2 Where a member of Staff is the subject of an allegation of abuse they will normally be informed of the concerns or allegations as soon as possible and given an explanation of the likely course of action. The School will appoint a named representative to keep the individual informed of the progress of the case and consider what other support is appropriate. The investigation will be managed promptly.

9.0 Whistleblowing

- 9.1 We recognise that children cannot be expected to raise concerns in an environment where Staff fail to do so.
- 9.2 All Staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. Staff can also utilise the City's 'Whistleblowing' facilities via the telephone hotline and/or website.

10.0 Physical Intervention

- 10.1 The School's policy on physical intervention by staff is set out in the Teachers Guide and in the school's policy on Physical Intervention and Restraint Policy and has regard to HM Government's Guidance: '*Use of reasonable force*', September 2012. The policy acknowledges that Staff have a legal power to use reasonable force i.e. to use no more force than is needed in the circumstances to control or restrain pupils. Reasonable force can be used to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder. Physical intervention must be necessary and proportionate to the level of risk and will normally be used as a last resort.
- 10.2 Such an event should be recorded and signed by a witness should there be one. If there was no witness the DSL must be informed immediately.
- 10.3 Staff should avoid touching or restraining a pupil which gives rise to an unacceptable risk of physical harm or in a way that could be interpreted as sexually inappropriate conduct. Physical intervention of a nature which causes injury or distress to a child may need to be considered under child protection or disciplinary procedures.
- 10.4 We understand that force may never be used as a punishment.
- 10.5 All complaints about the use of force should be thoroughly, speedily and appropriately investigated. The School will follow the procedures outlined in paragraph 7.0 should a complaint be received.

11.0 Equalities and Bullying

- 11.1 The School adheres to the City of London's Equal Opportunities Policy and action will be taken to prevent, and respond to, incidents of inappropriate discrimination, harassment and victimisation, in particular because of differences which arise out of gender or gender reassignment, pregnancy or maternity, special educational need or disability, race, religion or belief, cultural or linguistic background, or sexual orientation. The School acknowledges that repeated incidents or a single serious incident may lead to consideration under child protection procedures.
- 11.2 Our policy on bullying (including racial, religious, cultural, sexual/sexist, homophobic, special educational needs or disability, and cyber bullying) is set out in a separate document (The Anti-Bullying Policy). The policy acknowledges that to allow or condone bullying may lead to consideration under child protection procedures, in particular where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm. In such cases the matter will be reported to the DSL and to the LADO.

12.0 Prevention

- 12.1 We recognise that the School plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.

12.2 The School community will therefore:

12.2.1 Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.

12.2.2 Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty.

12.2.3 Incorporate into the curriculum, including PSHCEE (Personal, Social, Health, Citizenship and Economics Education), information and opportunities which equip children with the awareness and skills they need to stay safe from harm and to know to whom they should turn for help.

13.0 Health & Safety and Related School Policies & Procedures

13.1 Our Health & Safety policy, set out in a separate document, details the measures being taken by the School to promote the health and safety of all children and staff within the School's environs. Other aspects, such as the procedures for internet use and school trips are set out in this and/or other school policies.

14.0 Relevant Contacts

14.1 Relevant contact details for issues relating to child protection at the School can be found in the attached Appendix.

Approved: June 2014

Revised: September 2014

Approved by the Board of Governors

(and signed by the Chairman)

APPENDIX

City of London School for Girls

<u>Address:</u>	St. Giles Terrace, Barbican, London, EC2Y 8BB
<u>Telephone:</u>	020 7847 5500
<u>Headmistress</u>	Ena Harrop
<u>DSL</u> <u>Deputy DSL</u>	Andrew Douglas (Deputy Head) Claire Tao
<u>Governor with Safeguarding Responsibility</u>	William Russell
<u>LADO</u>	Pat Dixon (City of London) 020 7332 1215 pat.dixon@cityoflondon.gov.uk

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ANNEXES TO CP POLICY SEPTEMBER 2014**ANNEX A****ADVICE TO STAFF ON AVOIDING BEHAVIOUR WHICH COULD BE MISINTERPRETED**

All adults who work with children are at risk from false accusations of abuse or inappropriate behaviour. This is particularly true in the current climate of increasing parental empowerment and litigiousness and when reporting of abuse in the media is frequent. All staff are advised to exercise common-sense and caution to ensure as far as possible that their behaviour is never open to misinterpretation. This is especially true of male staff working in a girls' school, but it is also applicable to female staff.

Much of the advice included in the CP policy is simply sound common sense and is routinely followed by all teachers. It is related to the maintenance of the appropriate boundaries, which are intrinsic to our profession. The culture of this school is intended to be supportive of the students and traditionally relations between staff and pupils here are friendly. Nobody would wish for these positive aspects of school life to be replaced by excessive formality, or for there to be a climate of suspicion and distrust, but it is essential that a proper distance is maintained between teachers and students.

The following points should be borne in mind:

- Avoid being alone with a pupil unless it is really necessary or inevitable.
- If you are alone with a pupil, ensure that what passes is clearly visible from outside the room. Most rooms at CLSG have glass panels in the door, but it is still advisable to consider whether the door can practically be left open.
- Where there is no glass panel in the door, it is definitely advisable to make sure that the door is open.
- Except when absolutely necessary, for example when assisting a child in PE or when teaching a musical instrument, avoid all physical contact with pupils. If you do need to touch a child, explain in advance that you are going to do so, and why.
- It is certainly necessary to avoid any physical contact when you are alone with a pupil. Sadly, even a consoling hug can be misinterpreted or misrepresented.
- Take care over commenting on a child's appearance. A casual remark can also be misinterpreted or misrepresented.

ANNEX B**ADVICE ON TEACHER/PUPIL BOUNDARIES**

- It is important to ensure that the school retains its friendly and open atmosphere and that a climate of unwarranted suspicion does not develop.
- Sadly, some young people on some occasions either misinterpret or even maliciously misrepresent the behaviour of adults. This is very rare in schools of this type but it has happened and so it is very important to observe appropriate professional boundaries and to avoid putting oneself in a vulnerable position.
- Adolescents can develop “crushes” on their teachers. All teachers need to be aware of this possibility and to seek advice from senior colleagues if they feel that they are being inappropriately focused on by a pupil.
- In addition to exercising caution when seeing pupils there may well be occasions on which it is better to have another colleague with you when you see an individual student, just as at times it is more appropriate not to see parents on one’s own.
- Contact between staff and pupils outside school in contexts other than on organised school activities is only very rarely likely to be appropriate. Colleagues should always consult senior staff about any possible contact of this kind and should always ensure that it is known about and approved of by the child’s parents.
- If you are asked to give a child extra tuition or a private lesson in their own home, you should consult your Head of Department before agreeing and the Head of Department will liaise with the Headmistress or Deputy Head about the proposed arrangements.
- Inviting a pupil to your own home for extra teaching or any other purpose is fraught with difficulty and is to be avoided.
- It is important to be especially cautious at social occasions at which staff and students are both present. It may be tempting to step out of role at events such as the leavers’ ball, but it must be emphasised that pupils remain under our care and on the school roll until the end of the summer holidays after they have left school.
- Even if they are over 18 and are about to leave school, students continue to be “vulnerable people” in terms of safeguarding legislation whether or not they are legally adult and teachers retain their professional obligations towards them. In any case, many of them have younger sisters or friends who will remain in the school and who will gossip about perceived indiscretions in the next school year!
- Staff should never give alcoholic drink to students and should avoid situations in which their presence could be interpreted as permitting or encouraging students to drink.
- Do not be afraid to ask for advice from or to express concern to the DSL or other senior members of staff.

ANNEX C**ONLINE BEHAVIOUR AND USE OF ELECTRONIC MEDIA**

- Be extremely careful over the use of Facebook, Youtube and any other social media.
- Make sure your privacy settings on social networking sites are at the highest possible level to avoid IT savvy pupils being able to access any private material.
- Never accept a student, parent or a recent leaver as a “friend” on Facebook etc.
- If you need students, parents or recent former pupils to contact you via Facebook, Twitter or the like for a school related activity (e.g. for a team or trip), set up a special separate site and let the DSL and Director of ICT know what you have arranged and why.
- Always use your school e mail address and students’ school e mail addresses when communicating with pupils by email.
- For anything apart from the most routine delivery and return of work or any learning-related queries, copy in your HOD or another appropriate colleague to all e mail exchanges with students and parents.
- Use a school mobile phone rather than your private phone for school activities and contacting students and parents. If enough warning is given these can be borrowed from the school.
- Only contact a student on her mobile phone or keep her number on record if there is a real need to do so and make sure that you inform your HOD or another appropriate colleague about why you are doing so.
- Apply common sense and professional judgement in all your electronic contacts with students and parents.

ANNEX D**AWARENESS OF FEMALE GENITAL MUTILATION (FGM), CHILD SEXUAL EXPLOITATION (CSE), FORCED MARRIAGE (FM) AND HONOUR BASED VIOLENCE (HBV)****FEMALE GENITAL MUTILATION (FGM)**

National Guidelines for Professionals on FGM

The following general statement about schools' responsibilities in relation to FGM is taken from *Keeping Children Safe in Education (DFE 2014)*.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>

“Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may be about to take place, or may have already taken place, can be found in the Department of Health document *Female Genital Mutilation Multi-Agency Practice Guidelines (2011)*.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.”

Warning Signs relating to FGM

The multi-agency practice guidelines identify a number of warning signs that a student may be at risk of undergoing FGM or may have already undergone it. These include:

- Professionals overhearing students talking about FGM
- Disclosure by a student or one of her friends
- A student going abroad to a country where FGM is known to be prevalent for an extended period
- A student who presents with medical difficulties such as frequent urinary infections or severe menstrual problems
- Prolonged unexplained absence from school
- Behavioural changes such as withdrawal or depression

- Reluctance to agree to routine medical examination

Implications for CLSG

- All adults who work with girls and young women must be alert to the risk of FGM
- Recent guidance explicitly identifies schools as a front line agency in safeguarding girls and young women from FGM
- A number of students at CLSG belong to communities in which FGM has traditionally been practised and have close family links with countries abroad where it is prevalent and so are potentially at risk
- All members of staff should be sensitive to the potential risk of FGM and should report any concerns in accordance with general safeguarding procedures

In addition to being vigilant and aware of the possibility of FGM affecting our students, the school will take proactive measures to raise students' awareness of the issue and to foster an atmosphere in which students will be able to voice concerns, by including FGM in PHSCE and elsewhere in the curriculum where appropriate.

CHILD SEXUAL EXPLOITATION

All young people, whatever their backgrounds, can be at risk of CSE so staff at CLSG need to be aware of its possibility.

Comprehensive information about CSE can be found on the NSPCC Website at

http://www.nspcc.org.uk/Inform/resourcesforprofessionals/sexualabuse/cse-homepage_wda97456.html

What is child sexual exploitation?

Child sexual exploitation (CSE) is a form of sexual abuse that involves the manipulation and/or coercion of young people under the age of 18 into sexual activity in exchange for things such as money, gifts, accommodation, affection or status.

The manipulation or 'grooming' process involves befriending children, gaining their trust, and often feeding them drugs and alcohol, sometimes over a long period of time, before the abuse begins. The abusive relationship between victim and perpetrator involves an imbalance of power which limits the victim's options.

It is a form of abuse which is often misunderstood by victims and outsiders as consensual. Although it is true that the victim can be tricked into believing they are in

a loving relationship, no child under the age of 18 can ever consent to being abused or exploited.

POSSIBLE SIGNS OF CSE

- inappropriate sexual or sexualised behaviour
- repeat sexually transmitted infections; in girls repeat pregnancy, abortions, miscarriage
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- going to hotels or other unusual locations to meet friends
- getting in/out of different cars driven by unknown adults
- going missing from home or care
- having older boyfriends or girlfriends
- associating with other young people involved in sexual exploitation
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- drug or alcohol misuse
- getting involved in crime
- injuries from physical assault, physical restraint, sexual assault

This is not an exhaustive list and indicators can change over time.

FORCED MARRIAGE (FM)

Some students at CLSG may be at risk of forced marriage, so it is important for staff to be aware of its existence.

A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used. It is an appalling and indefensible practice and is recognised in the UK as a form of violence against women and men, domestic/child abuse and a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they're bringing shame on their family). Financial abuse (taking your wages or not giving you any money) can also be a factor.

For information about forced marriage and relevant legislation see

<https://www.gov.uk/forced-marriage>

HONOUR BASED VIOLENCE (HBV)

For a summary of Honour Based Violence and relevant legislation go to the Crown Prosecution Website at

[http://www.cps.gov.uk/legal/h to k/honour based violence and forced marriage/#a04](http://www.cps.gov.uk/legal/h%20to%20k/honour%20based%20violence%20and%20forced%20marriage/#a04)

There is no specific offence of "honour based crime". It is an umbrella term to encompass various offences covered by existing legislation. Honour based violence (HBV) can be described as a collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Such violence can occur when perpetrators perceive that a relative has shamed the family and/or community by breaking their honour code.

It is a violation of human rights and may be a form of domestic and/or sexual violence. There is no, and cannot be, honour or justification for abusing the human rights of others.

The Crown Prosecution Service, the Association of Chief Police Officers and support groups have a common definition of HBV:

"'Honour based violence' is a crime or incident which has or may have been committed to protect or defend the honour of the family and/or community."

Some students at CLSG could be at risk of HBV.

ANNEX E

SAFEGUARDING CODE OF CONDUCT

INTRODUCTION

All school staff and volunteers accept responsibility for the welfare of children with whom they come into contact in the course of their work, and will report any concerns about a child or somebody else's behaviour, using the procedures laid down in the school's Child Protection Policy.

Andrew Douglas and Claire Tao are the Designated Safeguarding Leads in the school who will take action following any expression of concern in accordance with the process laid out in the school's safeguarding and child protection policies.

The Headmistress and the school's Designated Safeguarding Leads know how to make appropriate referrals to statutory child protection agencies. Pat Dixon (020 7332 1512) is the City of London's Children and Families Service Manager (LADO) and should be consulted for all safeguarding matters via the SLD if the matter pertains to a City of London resident child, or an issue relating to potential / actual allegations against staff, and for advice on liaising with another LA in respect of safeguarding issues. Please consult with the School's HR Business Partner also for HR advice and technical support concerning the process.

All staff who come into contact with children in the course of their professional activities must adhere to the school's Child Protection Policy, the procedure for reporting safeguarding concerns and have regard to any other relevant guidance issued by the school. Failure to comply with these obligations may result in disciplinary action in accordance with the school's Disciplinary Procedure. Staff are also expected to observe the Teachers' Standards issued by the DfE at all times.

Information relating to any allegation or disclosure must be clearly recorded as soon as possible, as outlined in the Child Protection Policy and supporting documents.

The Children Act 1989 states that the 'welfare of the child is paramount'. This means that considerations of confidentiality which might apply to other situations should not be allowed to over-ride the right of children to be protected from harm. However, every effort should be made to ensure that confidentiality is maintained for all concerned when an allegation has been made and is being investigated.

The Child Protection Policy will be referred to or included in recruitment, training and policy materials, where appropriate, and the policy will be openly and widely made available to members and staff and volunteers and actively promoted within the organisation.

A culture of mutual respect between children and staff will be encouraged, with adults modelling good practice and professional behaviour at all times in line with the Teachers Standards.

It is part of the school's acceptance of its responsibility of duty of care towards children that members of staff who encounter child protection concerns in the context of their work will be supported when they report their concerns in good faith.

STAFF AND VOLUNTEERS MUST AVOID:

- Inappropriate physical contact with children: Physical contact is only appropriate in very limited circumstances. For more detailed advice please see the school's policy on Physical Contact and Restraint. A copy will be supplied to all staff as part of their induction training along with a copy of the safeguarding code of conduct, the Child Protection Policy and the DFE publication "*Keeping children safe in education: April 2014*" (summary document).
- Taking the lead from children in their behaviour or engaging in any behaviour that may be seen as in breach of the Teachers' Standards, be perceived as unprofessional, may bring the school into disrepute or may be misrepresented. See Annex A of the Child protection Policy.
- Using confidential or sensitive information about a child or their family for their own benefit or to humiliate or embarrass a child. Confidential information about pupils or the School should not be shared casually however; information that might suggest that a child is in need or at risk of significant harm must be shared with the SDL, in accordance with the safeguarding / child protection procedures.
- Taking photos of children: Photographs and films taken for official school use may be covered by the Data Protection Act, e.g. if the images are going to be stored with other personal data. If the photograph is taken of groups of pupils during lessons and will be used in the school prospectus then the Data Protection Act does not apply. Names of children must not be published with photographs or films.
- Establishing or seeking to establish any social contact with a pupil or their parents/carers. Unplanned or other social contact that happens outside of the school setting should be reported to the Head Teacher. Staff should not give their personal telephone numbers or email addresses to pupils or their parents. No member of staff will enter into extra or private tuition or childcare arrangements with parents without the permission of the Headmistress. Staff should notify their line manager of any existing or previous family or social relationship with a pupil or their parents/carers.
- Making suggestive or inappropriate remarks to or about a child, even in fun, as this could be misinterpreted. Inappropriate remarks include innuendo, swearing, and discussing their or your own intimate relationships.
- Other than for routine classwork related matters, communicating directly with children by email or text messages and only then with the prior consent of the child's parent or guardian. If electronic communication is necessary best practice would be to communicate directly with parents or guardians and to

copy in a senior colleague. Further guidance on electronic communications with pupils is to be found in Annex C of the Child Protection Policy.

- Communicating with children via Twitter, Facebook or other social media.
- Engaging in behaviour which could be construed as ‘grooming’ a child (for example giving a child money, presents or favours or talking or behaving in an inappropriate or unprofessional manner towards children).
- Communicating to the public, press, television or any outside agency the contents of any documents relating to the school/Corporation or the proceedings of any safeguarding matters that is confidential information unless required by law or authorised by an appropriate official to do so.
- Making personal use of telephones e-mail and internet facilities during work time. They may only use them at the Head Teacher’s discretion, or when there is an urgent need to contact someone in an emergency. The time spent should be kept to a minimum. Staff should also inform their family and friends only to contact them at work when it is necessary.
- It is not unusual for pupils or, sometimes, their parents to develop infatuations or “crushes” on staff. Staff must not keep this a secret. All such situations must be responded to sensitively to maintain the dignity of those concerned and any indications that this might be happening reported to the Headmistress. In addition the object of the pupil or parent’s affections may not even be aware of this. In this case colleagues must bring this to the colleague’s attention and report to the Headmistress.
- It is not permissible to take children alone in a car on journeys, however short, unless with the prior consent of the child’s parent or guardian, and then only in exceptional circumstances with prior authorisation from the Headmistress.

STAFF AND VOLUNTEERS MUST:

- Staff must maintain an attitude of ‘it could happen here’ where safeguarding is concerned.
- The school expects all staff to dress appropriately whilst at work so that confidence of pupils, parents and the general public is maintained. Whilst the school values diversity and are not seeking to achieve a complete uniformity of dress style, the school does expect all employees’ clothing at work to be neat, clean, modest and appropriate.
- Do take a disclosure of abuse from a child seriously. It is important not to deter children from making a disclosure of abuse through fear of not being believed, and to listen to what they have to say. Guidance on responding to an allegation of abuse is set out in section 4 of the Child Protection Policy. If the allegation gives rise to a child protection concern it is important to follow the school’s procedure for reporting such concerns, and not to attempt to investigate the concern yourself.

- Always report any concerns immediately to the school's Designated Safeguarding Lead regarding the conduct of another staff member in relation to children.
- Remember that those who abuse children can be of any age (even other children), gender, ethnic background or class, and it is important not to allow personal preconceptions about people to prevent appropriate action taking place.
- Good practice includes valuing and respecting children as individuals, and the adult modelling of appropriate conduct - which will always exclude bullying, shouting, racism, sectarianism or sexism.
- Written permission from pupils and their parents/carers must be obtained before taking photographs or films. All images and films must be stored appropriately and securely only used by those authorised to do so Staff should be able to give account of the rationale behind any images of pupils that are in their possession.
- Always follow the advice and guidance on child protection and safeguarding issues available via the relevant annexes of the school's Child Protection Policy which can be found in the staff handbook and on the school's website.

GUIDANCE ON RESPONDING TO A CHILD MAKING AN ALLEGATION OF ABUSE:

- Stay calm.
- Listen carefully to what is said and show that you are taking it seriously.
- Find an appropriate early opportunity to explain that it is likely that the information will need to be shared with others – do not promise to keep secrets.
- Tell the child that the matter will only be disclosed to those who need to know about it.
- Allow the child to continue at her/his own pace.
- Ask questions for clarification only, and at all times avoid asking questions that suggest a particular answer.
- Reassure the child that they have done the right thing in telling you.
- Tell them what you will do next, and with whom the information will be shared (in school it will need to be a Designated Safeguarding Lead).
- Make no judgement about what you have heard.

- Record in writing what was said, using the child's own words as closely as possible, and as soon as possible - note the date, time, any names mentioned, to whom the information was given and ensure that the record is signed and dated.
- Remember that whilst you may have been the first person encountering an allegation of abuse it is not your responsibility to decide whether abuse has occurred. That is a task for the professional child protection agencies, following a referral from the Designated Safeguarding Lead from the school.

Annex F – Types of Abuse and Possible Signs of Abuse

Physical Abuse

Physical injury to a child where there is definite knowledge or reasonable suspicion that the injury is not accidental in its nature and was inflicted or knowingly not prevented.

Sexual Abuse

The involvement of children in, or their intentional exposure to, sexual activities they do not truly comprehend, to which they are unable to give informed consent, or that violate the social taboos of family roles.

Emotional/Psychological Abuse

This is the severe adverse effect on the behaviour and emotional development of a child caused by persistent or severe emotional ill treatment or rejection.

All abuse involves some emotional ill treatment: this category should be used where it is the main or sole form of abuse.

Signs of Abuse

(NB: these signs are not necessarily evidence of abuse)

Unexplained injuries; improbable explanations; fear of returning home or parents being contacted; aggression/bullying; running away; significant change in behaviour without explanation; deterioration in work or attitude; unexplained pattern of absence; self-harm; compulsive stealing; 'don't care' attitude; social isolation; eating disorders; depression/withdrawal; low self-esteem; poor social skills.

Because of the cultural and social mix at CLSG, it is important for us to be aware of the growing number of cases in the UK of female genital mutilation, forced marriage and honour-based crimes which have occurred against children and the fact that such forms of abuse could be a safeguarding/child protection issue for some of pupils in the School population.

See separate annexes on Self-Harming, FGM, Child Sexual Exploitation and Forced Marriage/Honour Based Crimes

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CITY OF LONDON SCHOOL FOR GIRLS

CHILD PROTECTION POLICY ANNEX G

PROCEDURE FOR DEALING WITH SELF-HARM

1. Introduction

Recent research indicates that up to one in ten young people in the UK engage in self-harming behaviours. Schools can play an important role in preventing self-harm and also in supporting students, peers and parents of students currently engaging in self-harm.

2. Scope

This document describes the school's approach to self-harm. This document is intended as guidance for all staff including teachers and support staff.

3. Aims

- To increase understanding and awareness of self-harm
- To alert staff to warning signs and risk factors
- To provide support to staff dealing with students who self-harm
- To provide support to students who self-harm and their peers and parents/carers

4. Definition of Self-Harm

Self-harm is any behaviour where the intent is to deliberately cause harm to one's own body for example:

- Cutting, scratching, scraping or picking skin
- Swallowing inedible objects
- Taking an overdose of prescription or non-prescription drugs
- Swallowing hazardous materials or substances
- Burning or scalding
- Hair-pulling
- Banging or hitting the head or other parts of the body
- Scouring or scrubbing the body excessively

5. Risk Factors

The following risk factors, particularly in combination, may make a young person particularly vulnerable to self-harm:

Individual Factors:

- Depression / anxiety
- Poor communication skills
- Low self-esteem

- Poor problem-solving skills

- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family Factors

- Unreasonable expectations
- Neglect or physical, sexual or emotional abuse
- Poor parental relationships and arguments
- Depression, self-harm or suicide in the family

Social Factors

- Difficulty in making relationships / loneliness
- Being bullied or rejected by peers

6. Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from the designated senior person for safeguarding children – the Deputy Head, Andrew Douglas or in his absence, the Deputy Head (staff) Claire Tao.

Possible warning signs include:

- Changes in eating / sleeping habits (e.g. student may appear overly tired if not sleeping well)
- Increased isolation from friends, becoming socially withdrawn
- Changes in activity and mood e.g. more aggressive or introverted than usual
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing

7. Staff Roles in working with students who self-harm

Students may choose to confide in a member of school staff if they are concerned about their own welfare, or that of a peer. School staff may experience a range of feelings in response to self-harm in a student such as anger, sadness, shock, disbelief, guilt, helplessness, disgust and rejection. However, in order to offer the best possible help to students it is important to try and maintain a supportive and open attitude – a student who has chosen to discuss their concerns with a member of school staff is showing a considerable amount of courage and trust.

Students need to be made aware that it may not be possible for staff to offer complete confidentiality. **If you consider a student is at serious risk of harming themselves then confidentiality cannot be kept.** It is important not to make promises of confidentiality that cannot be kept even if a student puts pressure on you to do so.

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult the designated teachers for safeguarding children – the Deputy Head, Andrew Douglas or in his absence, the Director of Studies, Ena Harrop.

Following the report, the designated teacher will decide on the appropriate course of action. This may include:

- Contacting parents / carers
- Arranging professional assistance e.g. from the school nurse, social services
- Arranging an appointment with a counsellor
- Immediately removing the student from lessons if their remaining in class is likely to cause further distress to themselves or their peers
- **In the case of an acutely distressed student, the immediate safety of the student is paramount and an adult should remain with the student at all times**
- **If a student has self-harmed in school a first aider should be called for immediate help**

8. Further Considerations

Any meetings with a student, their parents or their peers regarding self-harm should be recorded in writing including:

- Dates and times
- An action plan
- Concerns raised
- Details of anyone else who has been informed

This information should be stored in the confidential child protection file.

It is important to encourage students to let you know if one of their group is in trouble, upset or showing signs of self-harming. Friends can worry about betraying confidences so they need to know that self-harm can be very dangerous and that by seeking help and advice for a friend they are taking responsible action & being a good friend. They should also be aware that their friend will be treated in a caring and supportive manner.

The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult the designated teacher for safeguarding children.

When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of students in the same peer group are harming themselves.

Related School Policies and Procedures

School Statement on Confidentiality
Confidential Counselling Service Information
Anti Bullying Policy
Child Protection Policy
Drugs and Substance Abuse Policy
First Aid Policy and Annexes
Health and Safety Policy
Pastoral Care, Discipline and Exclusions Policy

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CITY OF LONDON SCHOOL FOR GIRLS

RISK ASSESSMENT POLICY

This policy was written in July 2014 and will be agreed by the Board of Governors in October 2014. To be reviewed by June 2017.

WHAT IS A RISK ASSESSMENT?

A risk assessment is a tool for conducting a formal examination of the harm or hazard to people (or an organisation) that could result from a particular activity or situation.

- A hazard is something with the potential to cause harm
- A risk is an evaluation of the probability (or likelihood) of the hazard occurring
- A risk assessment is the resulting assessment of the severity of the outcome (e.g. loss of life, destruction of property)
- Risk control measures are the measures and procedures that are put in place in order to minimise the consequences of unfettered risk (e.g. staff training, clear work procedures, preliminary visits, warning signs, barriers and insurance).

Risk assessments can be used to identify the potential hazards to people (slipping, falling), property (fire), strategic (reputation, loss of pupils, impact on development), financial (falling pupil rolls), compliance (child protection issues) and environmental (asbestos, legionella).

WHY HAVE RISK ASSESSMENTS?

The obvious answer is that risk assessments are a legal requirement. ISI and Ofsted Inspectors will expect to see examples. But there is logic to this. By focussing on prevention - as opposed to reacting when things go wrong - it is possible to prevent accidents and injuries that could ruin lives, damage reputations and cost money. Preventative measures can often be surprisingly simple and cost-effective, such as the application of hazard warning tape to a trip hazard, or ensuring that chemicals are properly stored in locked containers.

WHAT AREAS REQUIRE RISK ASSESSMENTS?

There are numerous activities carried out in The City of London School for Girls (CLSG) each of which requires its own separate risk assessment. The most important of these cover:

- Fire safety procedures and risk assessments
- Educational visits and trips
-

Separate model policies cover each of these areas. However, risk assessments are also needed for many other areas, including:

Educational

- Science experiments
- Design and Technology
- Food Technology
- Each sport and PE activity
- Duke of Edinburgh award
- Art (including the kiln and dark room)
- Music (including minimising the risk of hearing loss to staff)
- Drama (including BBST, back stage, stage, props room and lighting box)
- Gym & Dance

At CLSG we make use of model or generic risk assessments, for our educational activities and visits. We subscribe to the CLEAPSS Advisory Service that provides model risk assessments for our lessons in Science and Design and Technology. We provide professional training courses for both teachers and technicians who work in Science and D&T. All teaching staff and technicians receive regular induction and refresher training in risk assessments tailored to their specific areas.

Pastoral

The focus of our pastoral policy is to ensure that every student leaves as a confident, articulate young adult capable of keeping herself safe on the streets, in the home and in all situations. Our PHSCE programmes and assemblies are directed towards promoting an increasing understanding as the student develops, of the risks that exist in both the real and the electronic worlds, and on sensible precautions that should be taken. Our Science lessons encourage students to conduct their own safety-related research into the potential hazards of chemicals, gas, electricity and flammable materials.

Medical and First Aid

The School Nurse maintains risk assessments for first aid and all other treatments and procedures. Accident forms are maintained in the Medical Room and the School Nurse is responsible for ensuring that accident reports are passed to the Deputy Head, the Bursar and the City Corporation. The School's separate Medical Questionnaire policy explains the procedures that we would follow in the event of a medical emergency.

Child Protection

Our Child Protection policies and training for all staff form the core of our child protection risk management. Safer recruitment policies and procedures ensure that the school is not exposed to the risk of employing staff who are barred from working with children, and are not allowed to work in the UK. By extending this regime to governors and by ensuring that everyone in our community receives regular child protection training, we manage this risk to an acceptable level.

Support Areas

- Catering and Cleaning: our contractors are aware that risk assessments and training are required for every item of catering and cleaning equipment, as well as for manual handling, slips and trips and the control of substances hazardous to health (COSHH). Induction and refresher training covers risk assessments, protective equipment and safety notices.
- School Keeping and Security: risk assessments cover every room, laboratory, set of stairs, corridor and emergency exit in the entire school. Particular emphasis in training is given to minimising the risk of both fire and to security by adhering to good practice. Risk assessments also cover manual handling, working at heights, and asbestos. Induction and refresher training covers risk assessments, protective equipment and safety notices.
- Maintenance: risk assessments and training is required for every tool and item of equipment, as well as for manual handling, slips and trips, working at height, lone working, asbestos, control of contractors on site, electricity, gas, water, swimming pool maintenance and the control of substances hazardous to health (COSHH). Induction and refresher training covers risk assessments, safe working practices, communication and health and safety notices and protective equipment.
- Outside Area: risk assessments and training is required for every tool and piece of machinery, as well as for manual handling, slips and trips, working at height, lone working, use of pesticides, storage of flammables and COSHH. Induction and refresher training covers risk assessments, protective equipment and safety notices.
- Office staff: risk assessments are required for the display screen equipment and cables used by those staff (primarily office-based) who spend the majority of their working day in front of a screen.

Access by Students

Risk assessments of all areas of the school reinforce the policy of ensuring that our students do not have unsupervised access to potentially dangerous areas, such as the swimming pool, science laboratories, design technology workshops, Main Hall, New Hall and the Black Box Studio Theatre. Where practicable, doors to these areas are kept locked when not in use. Students are only allowed access when accompanied by a member of staff. Students do not have access to the Premises Team and catering working areas in the school.

CONDUCTING A RISK ASSESSMENT

At CLSG we use the City of London Corporate HR “Guidance: Risk Assessment (General) (March 2014) at:

<http://colnet/Departments/Town%20Clerks/Corporate%20HR%20Unit/Health%20and%20Safety/Pages/Risk-Assessment.aspx>

The assessment is based on the “Guide to Determining Risk” traffic light matrix at Appendix 1. Which is summarised below:

Determine Severity

Extreme	Fatality or life threatening illness / disease to one or more persons
Major	Major injury or illness/disease causing long term disability to one or more person including broken bones, occupational disease and ill-health.
Serious	Significant Injury or illness causing short term disability to one or more person.
Minor	Minor incident including injury to one or more individuals such as cuts, scrapes, minor bruising and skin irritation.

Determine Likelihood of Occurrence

Likely	Where it is certain or almost certain that harm will occur in the next year.
Possible	Possible for harm to occur in the next year.
Unlikely	Where harm is unlikely to occur.
Rare	Has happened very rarely/never before

Calculate Risk

Risk Rating Matrix		Severity			
		Minor	Serious	Major	Extreme
Likelihood	Likely	Low	Medium	High	High
	Possible	Low	Medium	Medium	High
	Unlikely	Low	Low	Medium	High
	Rare	Low	Low	Low	Medium

For example, if you judge the likelihood to be *Possible* and the *Severity* as *Serious* the matrix will give you a Medium (AMBER) risk rating.

Determine Appropriate Action

Risk Level	Action and timescale
Low (Green)	No additional control measures are usually required. Consideration may be given to more cost effective solutions or improvement that imposes no additional cost burden. However, control measures must be monitored to ensure effectiveness taking corrective action where necessary.
Medium (Amber)	Further control measures are required to reduce the risk. Where significant resources are required, short term interim measures may have to be taken until long term measures are implemented. Where the severity is 'high' or there is a high likelihood of harm, urgent action should be taken.
High (Red)	Work should not be <i>started or continued</i> until the risk has been reduced.

Examples of possible control measures to match situations are:

Situation: Leaving teachers and students waiting outside in hot sun/wet weather for an unknown period of time.

Possible control measures:

- Teacher in Charge and Driver are in mobile phone contact
- Staffing ratio is reduced and supplemented further by parent volunteers
- Teacher in Charge has made a reconnaissance visit, and discovered where the party can wait out of the rain/sun
- Bottled water is carried
- All staff carry visit packs, and can phone the school to advise that there will be a delayed return
- School Office sends Clarion Call message to parents explaining that the coach has been stuck in traffic; but there is nothing to worry about
- All members of staff had held a meeting to discuss the outing and the risk assessment beforehand

Situation: Student falling over and grazing a knee on a walk in the countryside.

Possible control measures:

- Teacher in Charge has First Aid kit
- One member of staff is qualified in Paediatric First Aid
- Teacher in Charge has mobile phone
- All members of staff had held a meeting to discuss the outing and the risk assessment beforehand

Situation: Student going missing on an organised school outing

Possible control measures:

- All students have been briefed about the purpose of the visit and the expectations of behaviour
- All students understand where they should go if they accidentally become separated from the rest of the group
- Teacher in Charge and other staff and volunteers carry mobile phones
- Staffing ratio is reduced and supplemented further by parent volunteers
- Teacher in Charge has made a reconnaissance visit, and planned the route inside the location (e.g. museum) in advance
- Students are divided into groups of 4 each supervised by one member of staff, assisted by a volunteer
- All members of staff had held a meeting to discuss the outing and the risk assessment and the Missing Child Policy beforehand
- All members of staff know what to do in an emergency
- All volunteers have been briefed thoroughly on their respective roles.
- All students are wearing school uniform and are readily identifiable
- Head counts are taken on leaving the classroom, on sitting in the coach, on leaving the activity and on returning to the coach. The coach does not leave until everyone is accounted for.

The three examples quoted above are intended to illustrate that everyday risk assessments for school outings are no more than practical tools that are designed to assist teachers who are in charge of an outing.

Medium Risk Activities

We undertake a few medium risk activities such as skiing, skating, swimming in open water and orienteering but only using specialist/qualified instructors. Some of the scientific experiments carried out also have a residual amber rating. Students are always given a safety briefing before participating in these activities, and are expected to wear protective equipment and to follow instructions.

Specialist Risk Assessments and High Risk Activities

We will always employ specialists to carry out high risk tasks at the school. The Bursar or Premises Manager arrange for specialists to carry out the following risk assessments:

- Fire safety
- Asbestos
- Legionella
- Gas safety
- Electrical safety of buildings
- Work at high levels
- Work with lead

REVIEW OF RISK ASSESSMENTS

All risk assessments should be reviewed annually. Risk assessments should also be reviewed and recorded, when major structural work is planned, or in the event of an accident. The City Surveyor and/or Premises Manager will arrange for regular health and safety audits of the fabric of the school, its plant, machinery and equipment. The catering and cleaning contractors will arrange for auditing the catering and cleaning functions and for water sampling.

RESPONSIBILITIES OF ALL STAFF

All members of staff are made aware of the school's arrangements for risk assessments and health and safety. Specialist training is given to those whose work requires it. However, staff are responsible for taking reasonable care of their own safety, together with that of students and visitors. They are responsible for cooperating with the Headmistress, the Bursar, other members of the SMT and the Premises Manager in order to enable the Governors to comply with their health and safety responsibilities. Finally, all members of staff are responsible for reporting any risks or defects to the Bursar or Premises Manager.

ACCIDENT REPORTING

The School Nurse is responsible for reporting and recording any notifiable accident that occurs on school premises to a pupil, member of staff, parent, visitor or contractor to the City of London Corporation and to the HSE in accordance with the Reporting of Injuries Diseases and Dangerous Occurrence Regulations (RIDDOR). All notifiable accidents and near misses are reviewed by the school's Health and Safety Committee with a view to assessing whether any measures need to be taken to prevent recurrence.

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CITY OF LONDON SCHOOL FOR GIRLS

SECURITY, ACCESS CONTROL, WORKPLACE SAFETY AND LONE WORKING POLICY

This policy was written in July 2014 and will be put to the Board of Governors for approval in October 2014. To be reviewed by June 2017.

INTRODUCTION

Our policy for the security and workplace safety at the City of London School for Girls is primarily to provide a safe and secure environment in which our pupils can learn, our staff can work and our visitors can freely come and go. Its second objective is to protect our buildings and grounds, together with the equipment belonging to the school and the personal possessions of everyone in our community.

RESPONSIBILITIES:

THE HEADMISTRESS AND BURSAR

The Headmistress has delegated to the Bursar overall responsibility for health and safety on site. This includes ensuring there are suitable arrangements in place for security, workplace safety and lone working and monitoring and reviewing these arrangements on a regular basis.

THE PREMISES MANAGER

The Premises Manager is responsible for the physical security of the buildings, for locking and unlocking external buildings and windows at the start and close of every day, switching on and off security alarms and for carrying out regular checks of the site. His team manages the CCTV system from the monitors in the Premises Team's office. The Premises Manager ensures that at least one member of the team of Premises Assistants is on duty or on call 24 hours a day, 7 days a week, and 365 days a year, including public holidays. The duty Premises Assistant carries a school mobile phone whilst working or on call. That number is made available to all members of staff to use if they need assistance. A Premises Team manual is used to assist with the daily locking and unlocking procedure.

A Premises Assistant will summon the Emergency Services, if the security or fire alarms go off during work hours. Remote monitoring services monitor the school outside working hours.

THE IT DIRECTOR

The IT Director and his team are responsible for maintaining a safe IT technical infrastructure at the school. Their responsibilities include protecting the network and equipment from attack by viruses,

maintaining robust firewalls to safeguard or prevent inappropriate usage, and ensuring the security of our electronic hardware. All school computers, printers, copiers, scanners, projectors, screens and other electronic equipment are audited and a register is maintained of all equipment showing: make, date of purchase, cost and location in the school. The asset register is audited and updated annually.

TEACHING STAFF ON DUTY

At least one member of the teaching staff is always present on duty in order to supervise pupils whenever they are in the school outside normal school hours. Pupils are not allowed to be unsupervised on site, and are expected to go home by 16:20. Arrangements are made to ensure pupils are supervised during play and concert rehearsals, or other events that bring small groups into school out of hours

RISK ASSESSMENTS

The Premises Manager has conducted risk assessments on the security and safety of the grounds and all the buildings.

VISITORS AND CONTRACTORS

All visitors and contractors are required to sign in at our Reception, where they are issued with a visitor's badge, which should be worn at all times. They are shown the school's emergency evacuation notice and the way to the assembly point. Visitors and contractors wait in the Reception Area and are collected by the person whom they have come to see. All staff are expected to escort their visitors whilst they are at the school and to ensure that they sign out and return their badges on leaving.

When large numbers of visitors are at the school for open days, plays, concerts, exhibitions and other events, a brief announcement is made advising them of the location of the emergency exits that they should use in the event of the alarms sounding. Any such event is subject to our risk assessment policy.

ACCESS CONTROL

There is an access control system at the main entrance to the school. This is linked to Reception and to our Premises Team 2-way radios. The main entrance door is protected by an access code for key holders and the codes are changed at least annually. During school hours access is controlled by the duty Receptionist and out-of-hours the door is monitored remotely by the duty Premises Assistant. All other entrances are locked and accessible only to authorised key holders.

PARKING FACILITIES AND DELIVERIES

The school has only one parking space for our use in the underground car park. All other bays are owned by residents of the Barbican Estate. Staff or visitors that require use of the parking bay for visitors or loading heavy items, must reserve the space by emailing premisesupport@clsg.org.uk. If the parking bay is already

booked then they will need to make alternative arrangements (Pay & Display parking is available on Fore Street). Please note that this arrangement also applies at weekends as we may have lettings in. The school will not be responsible if you have not informed the Premises Manager and the Barbican car park attendants issue a ticket. The parking of cars is not permitted on St Giles' Terrace except for disabled access and emergency maintenance vehicles when parking in the underground car park is not available. Access to the terrace is controlled by a locked barrier.

Cars need to enter the underground car park located on Fore Street near the junction of Wood Street. Cars must stop at the car park attendant's office and say they are visiting the school and the car park attendant will direct them.

RECEPTION

School Reception is manned between 08.00am and 06:00pm during weekdays in term-time. The master fire alarm panel, showing the location of all alarm call points, and the security alarm panel are physically located in the main entrance to the school.

The reception desk is fitted with a panic button and a 2-way radio to communicate with the Premises Team. A monitor covering the CCTVs located at the loading bay, main hall, bridge gate and Gallery doors so that they are visible to the Receptionist on duty; but not to passers-by.

TRAINING

All staff receive a briefing on security and workplace safety within their first week at the school. This includes advice on:

- Supervising pupils, where new members of the teaching staff are given training in registration, in the arrangements for supervising pupils.
- Safeguarding their personal possessions. Every member of staff is given his or her own locker for storing valuables.
- Safeguarding the school's property. Staff are asked to follow an agreed procedure for taking equipment, such as laptops off the site, and for returning them.
- Measures to deter opportunist thieves, such as closing windows and blinds when leaving valuable equipment unsupervised.
- Keeping outside doors shut.
- Arrangements for late working.

The briefing also covers:

- The location of the school's CCTV cameras in the high risk areas of the school, together with the school's monitoring procedures.
- The procedure for booking in visitors and escorting them.
- The value of being curious about strangers, and of reporting concerns.
- The regime of login and password protection for electronic equipment.

- How all staff are trained in keeping pupils safe. (See policy on Induction of new staff in Child Protection).

More detailed and specific training is given to the Premises Team and to the staff who work in Reception.

LONE WORKING

We do not permit lone working and insist that a Premises Assistant is in the building for as long as another member of staff is present on site.

PUPILS

We use PHSCE and form/house/tutor discussions to promote awareness of safety amongst all age groups.

The local Police Community Safety Officer is involved in a programme of safety discussions for Years 3- 6, covering:

- Travelling on foot
- Using public transport
- Safeguarding mobile phones and other personal possessions.

This programme continues in higher years and is linked with our PHSCE programmes on anti-bullying and the safe use of ICT, mobile phones and other electronic devices.

Every pupil is given a locker for the secure storage of his or her personal possessions. We encourage pupils not to bring large amounts of money or valuables to school. We have cashless dining. We advise pupils that if they have to bring more money than usual into school because of some planned after school activity, that they can store it securely in the Finance Office.

USE OF SCHOOL FACILITIES BY MEMBERS OF THE LOCAL COMMUNITY

External groups use our facilities outside school hours, at weekends and in the holidays. We regulate their use by hire agreements that cover practical matters such as: hours of usage, cost, insurance and security. A member of our Premises Team is always on site when outside groups are present.

PHYSICAL SECURITY MEASURES:

EXTERNAL DOORS AND WINDOWS

All external doors are fitted with locks. The windows that are accessible at ground level are closed every evening.

SECURITY ALARMS

Every external door is linked to the security alarm system and also

incorporates internal PIR sensors. The alarm is regularly maintained and conforms to British Standards and is operated in accordance with the recommended code of practice and is also monitored by an external monitoring company.

UNSUPERVISED ACCESS BY PUPILS

We ensure that pupils do not have unsupervised access to potentially dangerous areas, such as the swimming pool, the science laboratories, the design technology rooms, etc. Doors to these areas are kept locked at all times when not in use. All flammables are kept securely locked in appropriate storage facilities. Pupils do not have access to the Service areas of the school. (See our separate policy on the supervision of pupils).

SECURITY OF ELECTRONIC PROPERTY

Marking Property - A register of non-electronic valuables is maintained by the Premises Manager or Bursar. The IT Director maintains the register of electronic equipment. Both registers are reviewed annually.

CCTV

We have CCTV cameras covering the main entrances to the school all of which are equipped with IR night vision and are vandal and weather proof.

We have notified the Information Commissioner that the City of London School for Girls operates a CCTV system for the prevention and detection of crime and for the protection of pupils, staff and visitors. In accordance with the law, we do not use CCTV for any other purposes, nor provide images to any third party, save to law enforcement bodies. We conduct an annual audit and review of our use of CCTV, and display signs at our entrances, warning of its usage. Our main monitors are in the Premises office to which access is restricted. Satellite monitors are used only are in Reception, facing the Receptionist. The satellite monitors are switched off when Reception is closed.

The Premises Manager is trained in operating, recording and retaining images taken. He is aware of the procedure for handling requests for the disclosure of their own image by individuals, where the school's policy is:

- To agree the request on production of a photograph confirming the identity of the individual making the request and an administrative fee of £10.00.
- To consult the City Corporation Information Officer where there is doubt about the request.

Our CCTV system is serviced annually and cameras are checked regularly to ensure that they continue to provide clear images. An annual

checklist of our system is carried out using the checklist at Appendix 2 to the ICO's CCTV Code of Practice, 2008 (www.ico.gov.uk).

MONITORING

Physical control measures are regularly maintained and are regularly checked to ensure they are functioning.

All external doors and accessible windows and gates are checked by the Premises Assistant when locking up.

Regular checks are made by the Premises Team throughout the day to ensure that restricted areas remain secured.

MAINTAINING A SAFE AND SECURE ENVIRONMENT IN OUR PREP DEPARTMENT

The safety of the children is our highest priority, and because they are so young, we need to be particularly vigilant. We will therefore:

- Only allow a child to go home with someone other than their parent(s) if we have received advance permission (preferably in writing) that he or she may be collected by another adult.
- Never allow a child to leave the premises unsupervised. There is always at least one adult in charge of the outside play area.
- Ask all visitors to identify themselves and to state their business before we give them access to the premises. Visitors sign in, wear security badges and are escorted throughout their visit. They sign out on leaving.
- Register all pupils at the start of the morning and afternoon sessions.
- Check all pupils out as they are collected by their parents or carers.

CITY OF LONDON SCHOOL FOR GIRLS
SPECIAL EDUCATIONAL NEEDS POLICY

September 2014

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CITY OF LONDON SCHOOL FOR GIRLS

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This Special Needs Policy takes into account:

The Special Educational Needs and Disability Code of Practice: for 0-25yrs (September 2014)

The Children and Family Act (April 2014)

The Equality Act 2010

Teachers Standards 2012 Section 5

CLSG Accessibility Policy (September 2014)

CLSG Student Mental Health Policy (June 2014)

CLSG Supporting Students with Long Term and/or Serious Medical Conditions in School Policy (June 2013)

JCQ (Joint Council for Qualifications) Access Arrangements and Reasonable Adjustment Guidelines

1. OVERVIEW

1.1. City of London School for Girls (CLSG) is an academically selective school catering for girls of high academic ability. Pupils are admitted by competitive examination and are selected on the basis that they will be able to cope with an intensive academic curriculum. Consequently the school does not deal with the full spectrum of ability or with the full range of Special Educational Needs.

1.2. However, the school does admit some pupils of high ability, who prove to have specific learning difficulties, such as mild dyslexia or dyspraxia. It admits some pupils who have special needs relating to physical disabilities or health problems. Some pupils are found to have emotional or behavioural difficulties after admission.

1.3. It is the policy of CLSG, wherever possible, to provide all students with a balanced, broad and stretching curriculum and to ensure full entitlement and access to all pupils who have satisfied the entrance requirements.

2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS

2.1. A pupil is said to have special educational needs if her learning difficulty or disability calls for special educational provision to be made for her.

2.2. A pupil has a learning difficulty or disability if she

- a) has a significantly greater difficulty in learning than the majority of her peers or
- b) has a physical or mental impairment which has a substantial and long-term adverse effect on her ability to carry out normal day-to-day activities.

(Section 6), Equality Act 2010.

- 2.3. The above definition includes sensory impairments such as those affecting sight or hearing, long term health conditions such as asthma, diabetes, epilepsy, cancer and mental health concerns.
- 2.4. It should be noted that under the Equalities Act 2010 'Hidden' impairments such as Dyslexia, Autism, ADHD may qualify as a disability and are therefore subject to reasonable adjustment duties. At CLSG this usually comes in the form of 1:1 or small group tutorials with a specialist teacher.
- 2.5. Pupils identified as having Special Educational Needs within this school would not necessarily be placed on the SEN list in another school. However, within the culture of the school and the level expected of pupils it is felt that these individuals do have support requirements.
- 2.6. To summarise, students at CLSG may require special educational provision if they:
- Have a specific and/or significant learning difficulty
 - Present emotional or behavioural problems
 - Have a mental or physical disability
- 2.7. A child or young person does not have a learning difficulty or disability solely because the language in which she is taught is different from the language spoken at home.
- 2.8. It should be noted that it is the school's aim to cater for all the requirements of all students, including the most able at CLSG by offering them challenging and rewarding work which will stretch all pupils allowing them to achieve at or above the level expected of them.

3. ASSESSMENT AND IDENTIFICATION OF STUDENTS DURING THE ADMISSIONS PROCESS (7+, 11+, 16+)

- 3.1. The school will admit pupils of high academic ability who have satisfied the school's entry requirements but may have special educational needs. Parents of candidates who know in advance of the test that their daughter has been diagnosed with a specific learning difficulty or is receiving additional support must inform the admissions office.
- 3.2. Entry to Prep at 7+
- 3.2.1. During the admission process for the Preparatory School, arrangements can be put into place for those girls who may require it. Any requirement should be discussed with the admissions officer at the time of final registration.
- 3.2.2. The school's Preparatory Department has established a regular programme of objective tests designed to detect early signs of possible

learning difficulties which we would highlight to parents during an offer process.

3.3. Entry to Senior School 11+/16+

- 3.3.1. Exam access arrangements e.g. extra time or use of a lap top will be awarded to candidates during the exam/admissions process if they provide CLSG with a recommendation from their School SENCO or from an Educational Psychologist. It should be noted that all requests for exam access arrangements must meet the JCQ regulations as agreed by the North London consortium.
- 3.3.2. Screening also takes place in the first term of Y7 measuring ability in spelling, reading and comprehension skills. Low scores will generate an initial meeting with the English teacher and SENCO responsible and a course of differentiated quality first teaching put into practice. Parents and pupil will also be asked for input to determine pupil targets. Poor handwriting and poor fine motor control will also trigger further investigation.
- 3.3.3. The senior school uses the MIDYIS tests to give a baseline for predicting future performance and these scores can also be used to generate further investigation.

4. OBJECTIVES FOR CLSG IN RELATION TO SEN

When a pupil has been identified as having special educational needs the school will endeavour to:

- 4.1. Ensure full entitlement and access for pupils with SEN who are otherwise of high academic ability, to high quality teaching within a broad, balanced curriculum so that they can reach their full potential and enhance their self-esteem.
- 4.2. Identify those pupils who have problems with learning which are significantly greater than the majority of pupils within the same age group and academic level.
- 4.3. Supply information to the pupil and her parents outlining the support required and to take into consideration the views and feelings of the pupil and her parents.
- 4.4. Meet the needs of pupils with special educational needs with appropriate provision and resources. Where possible this will be done within school, but on occasions it may be necessary to advise parents to seek specialist assessment and/or teaching outside school.
- 4.5. Advise and liaise with staff and parents on the identification of SEN and provide or refer for the assessment of these needs.

5. RESPONSIBILITY FOR STUDENTS AT CLSG WITH SEND

- 5.1. All teachers at CLSG are responsible and accountable for the progress and development of the pupils in their classes, including those that need additional SEN support from specialist staff. High quality teaching, differentiated for individual pupils where necessary, is the first step in responding to pupils who have or may have SEN.
- 5.2. CLSG will regularly review the quality of teaching for all pupils. This includes reviewing teachers' understanding of strategies to identify and support SEN pupils.
- 5.3. Class and subject teachers, supported by HoDs or HoS carry out regular assessments of pupils' progress. These seek to identify pupils making less than expected progress. This can be characterised by progress which:
- 5.3.1. is significantly slower than that of their peers starting from the same baseline
 - 5.3.2. fails to match or better the child's previous rate of progress
 - 5.3.3. fails to close the attainment gap between the child and their peers
 - 5.3.4. widens the attainment gap

6. IDENTIFICATION OF SEN: FOUR BROAD AREAS OF NEED:

When a pupil has been identified with SEN the following four areas of need will be considered:

6.1. Communication and Interaction:

This includes pupils who are on the autistic spectrum, including Asperger's syndrome and pupils with speech, language and communication needs (SLCN). All of whom have difficulty communicating with others.

6.2. Cognition and Learning:

This includes pupils with specific learning difficulties (SpLD) which incorporates a range of conditions including dyslexia, dyscalculia and dyspraxia.

6.3. Social, Emotional and Mental Health Difficulties:

This may include pupils who have a wide range of social and emotional difficulties which can manifest themselves in a variety of ways including self-harm, eating disorders, depression and/or anxiety, substance misuse or physical symptoms which are medically unexplained.

Attention Deficit Hyperactive Disorder and Attention Deficit Disorder would also fall under this category. (ADHD and ADD)

6.4. **Sensory and/or Physical Needs:**

This includes pupils with a physical disability (e.g. vision impairment VI, hearing impairment HI). Those pupils may need additional on-going support and equipment to access the curriculum.

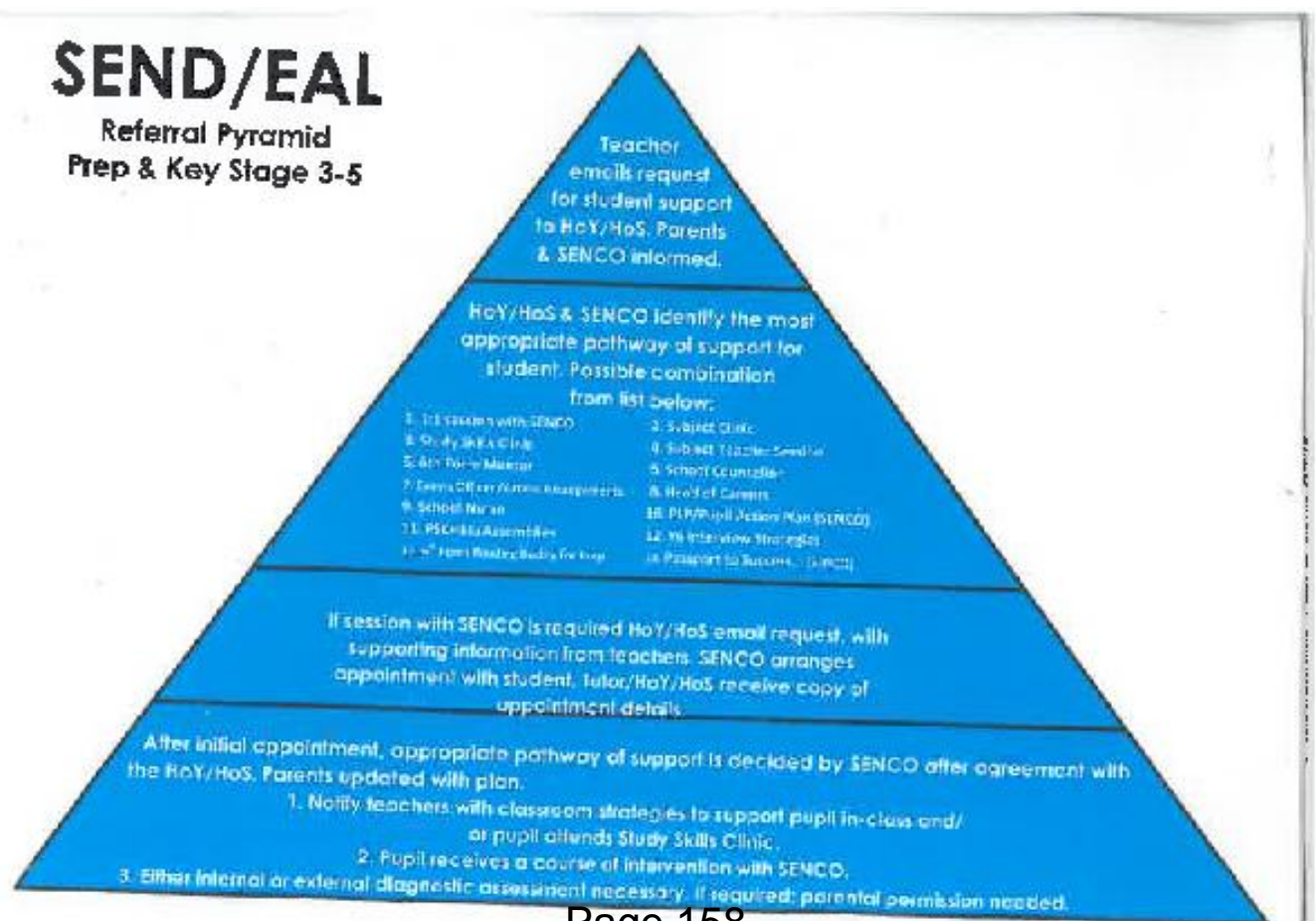
It should be noted that the school will make **best endeavours** to meet the requirements of any individual within the context of 'reasonable adjustments' as required by the Equality Act (2010).

Please note it is very possible that a pupil might fall into one of more of the categories listed above. This is known as 'co-morbidity'.

7. THE GRADUATED RESPONSE

7.1. When a pupil has been identified as having SEN, CLSG will take action to remove barriers to learning and put effective special educational provision in place. The school SENCO is made aware to ensure that the student is placed on the SEND list and all staff, therefore informed.

7.2. SEN support is revised and refined with a growing understanding for the pupil's needs as they progress through the school. This is known as the graduated approach as illustrated in the diagram below.



8. ADDITIONAL SEN SUPPORT

- 8.1. If it is decided that further intervention is required which is additional to or different from the differentiated curriculum on offer, the class or subject teacher, working with the SENCO, should consider all the relevant information and after a clear analysis, outline the pupil's needs. This should draw on thoughts and recommendations from all staff who teach the student and address the thoughts and experience of the girl's parents and the pupil's own views. To help inform this process further, a basic educational assessment may be carried out by the SENCO after agreement with the parents.
- 8.2. A Personal Learning Plan (PLP) will be prepared in collaboration with the key members mentioned above. This co-production will reflect a pupil's strengths and areas of need and highlight targets. The PLP should be regularly reviewed and updated in line with the Code of Practice.
- 8.3. In some cases an external Educational Psychologist or other professional may be required to assess a pupil. It is the responsibility of the Head of Year, and/or SENCO to liaise with external professionals once agreement from parents has been sought. There are some cases when the school nurse/and or school counsellor will also be involved in the referral process.
- 8.4. Please note that when parents are advised to seek assessment by an outside professional, or engage a specialist teacher to assist their daughter beyond the scope of the extra help available from the school SENCO any charges arising will be borne by the parents and not by the school. For bursary funded students who require an external assessment CLSG will assist with a financial obligation.
- 8.5. One to one specialist teaching with a SENCO will be provided for pupils who require it but this provision is not necessarily weekly.

9. Educational, Health and Care Plans (EHCPs)

- 9.1. If any student requires an Educational, Health and Care Plan the authority where the student lives will be contacted and the SENCO responsible will work closely with the authority to ensure that help in this form is forthcoming.

10. PERSONALISED LEARNING PLANS (PLPs)

- 10.1. When a pupil with SEND requires regular specialist intervention which is additional to or different from the school curriculum they will receive a personalised plan devised by the SENCO responsible. The support plan

provides the pupil with a graduated response to their learning needs. The main objective is to ASSESS, PLAN, DO and REVIEW.

10.2. Support plans aim to:

- 10.2.1. Relate to a clear set of expected outcomes, which reflect views, wishes and feelings of the pupil and her parents
- 10.2.2. Outline the pupil's strengths and weaknesses
- 10.2.3. Have stretching and relevant academic and developmental targets
- 10.2.4. Include evidence-based interventions
- 10.2.5. Record progress
- 10.2.6. Be revised regularly, preferably termly
- 10.2.7. Include specialist expertise from outside professionals where necessary
- 10.2.8. Be reviewed by the class or subject teachers in collaboration with parents, SENCOs and where appropriated the pupil themselves; a co-production
- 10.2.9. All teachers who work with the pupil are made aware of her needs, the outcomes sought, the support provided and any teaching strategies that are require
- 10.2.10.
- 10.2.11. Map the provision for the pupil using a 'whole school' approach as identified in the SEN Pyramid
- 10.2.12. Encourage the use of assistive technologies e.g. Text Help, Inspiration, etc.
- 10.2.13. Encourage pupil's self-advocacy

11. ROLE OF THE SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENCO)

11.1. Currently the position of SENCO is a shared one with the role being split between the Senior School (years 9-13) and Lower School (years 3-8). The key responsibilities of the SENCo include:

- 11.1.1. Overseeing the day-to-day operation of the school's SEN policy, including the management of the SEN list
- 11.1.2. Co-ordinating provision for students with SEN
- 11.1.3. Liaising with all the relevant staff who teach a student with SEN

- 11.1.4. Advise on the graduated approach to provide a student with SEN
- 11.1.5. To liaise and keep HoDs and HoS informed of a student's progress
- 11.1.6. To manage the school's SEN budget and other resources to meet students' needs effectively
- 11.1.7. To be in regular contact with parents and facilitate meetings with parents when necessary
- 11.1.8. To liaise with School Counsellor and School Nurse to make staff aware of a concern without compromising the confidentiality agreement between counsellor and/or nurse and student.
- 11.1.9. To provide SEN students with an attainable, aspirational and manageable Personal Learning Plan (PLP) which includes considered points from parents, pupil and teaching staff
- 11.1.10. To contact other schools within the corporation and liaise with their SENCOs
- 11.1.11. To be a key point of contact for any external professionals e.g. educational psychologists, doctors, speech and language therapists etc.
- 11.1.12. To liaise with Universities and Higher Education to ensure a smooth transition.
- 11.1.13. To work with SMT and the Headmistress to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- 11.1.14. To provide support and training for staff to ensure they have the ability to identify SEN and adapt their teaching if necessary to provide differentiated quality first teaching.
- 11.1.15. To attend regular training and INSET sessions relevant to the role
- 11.1.16. Liaise with other schools and attend the SENCO forums

12. MONITOR LIST

- 12.1. For students who have received support to remove barriers to learning and no longer display any of the concerns listed previously, they are to be monitored and placed on a 'monitor list'. If after one academic year there have been no additional concerns voiced by a class or subject teacher, they will be removed from the monitor list.

13. MEDICAL CONDITIONS

13.1. The School Pastoral including the school Nurse/and or Doctor is involved in the care of girls with any serious medical condition. Please refer to our policy 'Supporting Students with long term and/or serious medical conditions' for further information.

14. MENTAL HEALTH

14.1. The school has specific legal responsibilities towards students whose mental condition falls within the definition of disability under the law. This requires us to ensure that students with a well-recognised mental illness are not disadvantaged and that reasonable adjustments are put in place to support their learning. Please refer to our policy 'Student Mental Health' for further information.

15. RESOURCES AND DIAGNOSTIC TESTING

15.1. The SEN department has a range of resources to develop the skills of pupils and it is the role of the SENCO to keep informed of any new resources that will be beneficial to the school. Laptops and iPads are used during 1:1 sessions as well as printed material.

15.2. The department is well-equipped with diagnostic tests allowing basic educational assessments to take place in school. For a wider, more reaching diagnostic test, parents may be asked to take their daughter to a recommended professional e.g. Educational Psychologist for assessment.

16. APPLICATIONS FOR ACCESS ARRANGEMENTS AND REASONABLE ADJUSTMENTS

16.1. The school SENCO is authorised to award girls with SEN and/or disabilities access arrangements and reasonable adjustments e.g. extra time, rest breaks, use of a PC for both internal and external examinations providing that her criteria meet the guidelines set out by the JCQ (Joint Council for Qualifications) and is the student's normal way of working.

16.2. For medical concerns a recent covering note from a recognised medical practitioner will be required.

16.3. Once a girl has been given access arrangements it does not automatically qualify her for access arrangements and/or reasonable adjustments the subsequent year and she will be tested accordingly.

16.4. If necessary further diagnostic testing might be required by an outside professional to establish whether a need for access arrangements exists, if

so the cost of a further referral is the responsibility of the parents. However, CLSG will contribute to the cost for an external assessment for bursary pupils.

17. EVALUATION OF SEND PROVISION

- 17.1. The school's SENCOs liaise regularly with the Director of Studies, Head of Senior School, Head of Lower School, Head of the Preparatory Department, Heads of Year, School Nurse and Exams Officer.
- 17.2. The school's SEN Policy and Developmental plan are updated regularly and adjustments made when necessary.
- 17.3. From September 2014 performance management arrangements for all staff should include an SEN component.
- 17.4. The importance of target setting for individuals needing support is an important part of the new code of practice and over the coming year 2014-2015 CLSG will be thinking and adjusting how we measure our SEN impact. It is the aim that any support is monitored, adjusted and reviewed and parents, staff and pupil are all familiar with it. A focus on outcomes is important if a graduated response is going to work.
- 17.5. Currently SEN support is measured in the following ways:
 - Subject assessments
 - Internal and external exams
 - End of term reports
 - Parent Evenings
 - Personal Learning Plans
 - Diagnostic testing
 - Book looks
 - Learning Walks
 - School leavers destinations

18. PLANNING THE TRANSITION INTO POST 16, UNIVERSITIES, TRAINING AND THE WORKPLACE

- 18.1. Pupils at CLSG entering post-16 education should have access to supportive provision allowing them to build on their achievements.
- 18.2. The SENCO will liaise with the Head of Sixth Form, Head of Senior School and Head of Careers before the pupil approaches the transition point. Similarly the SENCO will help pupil and parents liaise with the educational provider or employer to ensure that relevant information about previous SEN provision is shared, if they are moving away from CLSG.

- 18.3. The pupil's local authority will be able to offer advice on the financial support available to students in higher education and how to claim it, including the Disabled Students Allowance (DSA).
- 18.4. DSAs are available to help students in higher education with the extra costs they may incur on their course because of a disability. Applications for DSA can be made to Student Finance application services. This varies from year to year, but generally at least six months before the start of the academic year in which the young person is expecting to take up a place.

19. ARRANGEMENTS FOR DEALING WITH COMPLAINTS

- 19.1. Any serious complaints relating to SEN provision will be dealt with using the school's Complaints Procedure.
- 19.2. Most complaints are likely to be minor and to arise from misunderstandings, which can quickly be resolved by conversations involving the SENCO, staff, parents and girls as appropriate.

20. CITY of LONDON LOCAL OFFER

20.1. For information on the City of London's Local Offer please go to:

20.2.

<http://www.cityoflondon.gov.uk/services/childrens-and-families-services/schools-education-and-learning/special-educational-needs-and-learning>

CITY OF LONDON SCHOOL FOR GIRLS

STUDENT MENTAL HEALTH POLICY

This policy was written in June 2014 and will be put for governors' approval in October 2014. To be next reviewed by June 2017.

1. INTRODUCTION

This policy should be read in conjunction with the school's Supporting Students with Long Term and/or Serious Medical Conditions in School Policy.

The purpose of the school's Student Mental Health Policy is to help ensure that the school provides a coherent approach when responding to students with mental health problems. The school will always make its best endeavours to ensure that students with mental health difficulties are supported in school and enabled to continue with their education.

The school has specific legal responsibilities towards students whose mental condition falls within the definition of disability under the law. This requires us to ensure that students with a well-recognised mental illness are not disadvantaged and that reasonable adjustments are put in place to support their learning.

Many personal problems experienced by students can be resolved quickly by talking to a family member or a friend or by seeking help from teachers. It is important not to label as a "mental health" problem what are in reality normal emotional reactions to school and to growing up. However, a small number of students may experience emotional or psychological difficulties which are more persistent and which inhibit their ability to participate fully in education without appropriate professional support. These difficulties may take the form of a long-term mental illness or a temporary, but debilitating, condition or reaction. In addition, some students may arrive at school with a pre-existing problem, either declared or undeclared.

The school aims to provide a supportive environment that will help students with mental health difficulties to realise their full academic potential. It also aims to facilitate and promote positive mental health and well-being by:

- Providing a range of support services, including provision of a school confidential counselling service
- Encouraging students with mental health difficulties to seek support
- Ensuring that the sources of support are clearly communicated to both students and parents
- Promoting understanding and recognition of mental health difficulties through staff training and for students in PHSCE

Whilst the school is committed to providing a supportive environment, it is important to recognise that it is not a mental health facility nor is it a therapeutic community. There are, of necessity, limits to the extent of the support which can be provided and it is not the responsibility of the school to replicate services that already exist in the

community such as those that are available through CAMHS (Children's and Adolescents' Mental Health Service) or local authority Children's Services departments.

2. CONTEXT

It is now widely acknowledged that significant numbers of children and young people experience serious mental health difficulty.

The following statistical information is taken from the website of the charity Young Minds and is derived from the Association for Young People's Health publication *Key Data on Adolescence 2013*.

- 1 in 10 children and young people aged 5 - 16 suffer from a diagnosable mental health disorder - that is two or three children in every class.
- Between 1 in every 12 and 1 in 15 children and young people deliberately self-harm.
- There has been a big increase in the number of young people being admitted to hospital because of self-harm. Over the last ten years this figure has increased by 68%.
- More than half of all adults with mental health problems were diagnosed in childhood. Less than half were treated appropriately at the time.
- Nearly 80,000 children and young people suffer from severe depression.
- Over 8,000 children aged under 10 years old suffer from severe depression.
- The number of young people aged 15-16 with depression nearly doubled between the 1980s and the 2000s.

Mental health problems can seriously impair academic performance and can lead to confused or disturbed behaviour. Minor problems which interfere with a student's capacity to work result in distress, wasted effort and undermine academic progress. A more seriously disturbed student, as well as needing appropriate professional support, may cause anxiety and concern to fellow students, teachers and other members of staff.

Useful references are two DFE guidance documents:

Behaviour and Discipline in Schools – DFE February 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277894/Behaviour_and_Discipline_in_Schools_-_a_guide_for_headteachers_and_school_staff.pdf

Mental health and behaviour in schools - Departmental advice for school staff DFE June 2014

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/317288/Mental_health_and_behaviour_in_schools.pdf

3. PROACTIVE MEASURES FOR PROMOTING STUDENT WELL-BEING AND AWARENESS OF MENTAL HEALTH

The school seeks to foster an atmosphere in which students are encouraged to achieve their full potential in all areas, but not at the expense of their well-being and mental health.

The school aims to help students to become resilient and to avoid perfectionism. We recognise the importance of helping students to accept failure as an inevitable facet of learning and the importance of their developing strategies for dealing with it positively.

We seek to avoid unnecessary and damaging competition between students, for example by using comment only marking as far as possible. Our wide range of co-curricular activities provides students with opportunities for relaxation and pleasure and also for reinforcement and development of self-esteem beyond the classroom. Our PHSCE programme contains age-appropriate units designed to promote students' understanding of mental health and the pitfalls that confront adolescents. Our pastoral system, based on Form Tutor Groups is designed to ensure that each student feels known and has adults to whom they can address concerns.

The school runs regular information evenings and discussion forums for parents, sometimes in conjunction with the Friends organisation, which cover the difficulties faced by young people, including mental health difficulties.

4. STAFF RESPONSIBILITIES

All members of staff should respond to students with mental health difficulties in a non-discriminatory, non-stigmatising and positive manner. They should be vigilant about the well-being of the students in their care and alert to the possibility that a student may be experiencing mental health difficulties. They should always report concerns about individual students to their pupil's Form Tutor and/or Assistant Head of Section or Head of Section.

Most teachers are not trained counsellors and they are certainly not mental health professionals. They cannot be expected to provide support beyond the level of normal pastoral care and should be aware of the limitations of their expertise and of the time available to support individual students with complex difficulties. Members of staff should be conscious of their own well-being as well as that of their students, and should retain an appropriate professional detachment from their pupils' difficulties.

Members of staff should encourage students to access the help available from the school nurse, the school doctor or the school counsellors. Details of the school's confidential counselling scheme are published in a number of different school publications and are attached to this policy as an annex for ease of reference. It should be noted that support services available in school are limited and in severe cases or where prolonged help is indicated the school will encourage students or their parents to see referral to external agencies.

5. CONFIDENTIALITY

The confidence of students who disclose mental health concerns about themselves or about a friend is closely guarded, but it is never possible to give a guarantee of total confidentiality and students have to be aware that it may be necessary for safety reasons for information to be shared on a strictly “need to know” basis.

CONFIDENTIALITY AND THE WORK OF THE SCHOOL NURSE:

As a qualified medical professional the school nurse operates at a level of confidentiality informed by the legal principles of Gillick Competence and the Fraser Guidelines. These concepts arise from the judgements in the case of Gillick v West Norfolk and Wisbech Area Health Authority and another (1985). In summary, key principles are:

If the health-care professional cannot persuade the young person to inform her parents or to allow the health-care professional to inform her parents that she is seeking advice or treatment, it can be provided to a child under 16 without parental consent or knowledge provided that the health-care professional is satisfied the young person has the emotional and intellectual maturity to understand the proposed treatment and its implications. Although the Gillick case was concerned with contraceptive advice and treatment for girls under 16, the principle that a child under 16 can consent to treatment on their own behalf has been extended to treatment and advice other than for contraception.

6. ATTENDANCE AT SCHOOL

The school will always aim to make reasonable adjustments to enable a student who is suffering from mental health difficulties to attend school, but sometimes this may not be possible, for example if the young person is seen as presenting an unacceptably high risk to herself or as likely to cause undue distress to other students.

Similarly, whilst all reasonable efforts will be made to make educational visits accessible to all students, it sometimes may not be appropriate for a student who is suffering from mental health difficulties to attend a school educational visit, even if she is well enough to attend lessons in school.

Where a student has had a prolonged absence because of a mental health difficulty, the school may require assurance from a relevant professional person that she is fit to return to school before she is readmitted.

7. REFERRAL TO OUTSIDE AGENCIES

The usual route for referral of a student to an outside agency for support will be via their GP and thence to CAMHS or a private sector equivalent.

8. USEFUL INFORMATION AND CONTACTS

Students and parents can obtain information and advice about mental health issues from a variety of sources including:

- Their GP
- The Children's Services Department of their home area Local authority
- Young Minds www.youngminds.org.uk
- The Association for Young People's Health www.youngpeopleshealth.org.uk
- Public Health England – Child and Maternal Health Intelligence Network www.chimat.org.uk/camhs/schools/tools
- Childline www.childline.org.uk
- The Samaritans www.samaritans.org

9. RELATED CLSG POLICIES

- Parental Terms and Conditions
- The School and City of London Equal Opportunities Statements
- The School Health and Safety Policy
- The School SEND Policy
- The School Disability Policy
- The School Accessibility Plan
- School Nurse Guide Lines and Protocols
- The School Policy on Discipline, Pastoral Care and Exclusions
- The School Educational Visits Policy
- The School's Policies on the Curriculum and Assessment
- Supporting Students with Long Term and/or Serious Medical Conditions in School Policy

STUDENT MENTAL HEALTH POLICY

ANNEX 1 - Common Mental Disorders

1. Anxiety and Phobic Disorders

- 1.1 Generalised Anxiety Disorder occurs when an individual feels anxious all the time and when there's no obvious reason for concern. Anxiety in certain situations is quite normal and the feeling passes. With Generalised Anxiety Disorder, the individual is left debilitated by the anxiety, and normal functioning is severely restricted.
- 1.2 Panic Disorder is an anxiety disorder characterised mostly by panic attacks. A panic attack is a frightening experience of feeling totally out of control, and is often accompanied by unpleasant physical symptoms. It can be linked to depression or substance misuse, and can lead to phobias.
- 1.3 A Phobia is a marked and persistent fear that is caused by the presence of an object or a situation. Phobias are irrational in that the fear caused by them is not associated with a real danger. A person who has a phobia is overwhelmed by anxiety and avoids the feared object or situation, as well as people and events associated with the source of fear.

There are three categories of phobias: agoraphobia, specific phobias, and social phobias.

- (1) Agoraphobia is a fear of being alone in any place or situation from which the person thinks that escape is impossible or difficult. An extreme example is the person is afraid to leave their home.
- (2) Specific phobias are those directed at specific objects or situations, such as dogs or spiders, open spaces, flying, injections, or heights.
- (3) Social phobia is the fear of being in a situation where others are watching the individual, with the result being embarrassment or humiliation. This can make socialising, taking part in seminars, interviews, etc. very difficult.

2. Depression and Bipolar Disorders

- 2.1 Depression is a widely misused self-diagnosis. It is more than a temporary feeling of sadness, being fed up, feeling negative about relationships or job prospects, and it is more than the feelings we all get after a bereavement, or a personal disaster. A major depressive disorder often exists without any obvious reason or stress, or it can be triggered by life events, and it often lasts for long periods and becomes pervasive, affecting every aspect of individual functioning. The individual is left feeling unmotivated, sad, listless, and emotionally drained, and unable to gain pleasure from the usual things such as

entertainment, holidays, personal relationships, hobbies, etc. It can interfere with work, play, eating, sleeping, and most social interaction.

- 2.2 Bipolar Disorder (manic depression) is characterised by periods of depression alternating with high levels of elation, excitability, extreme physical activity, and grandiose ideas. It is probably caused by a major imbalance in the neurochemistry of the brain, and has a possible genetic link. The imbalance can be exacerbated by stressful life events.

3. Obsessive-Compulsive Disorder (O.C.D.)

A condition characterised by intrusive and unwanted thoughts-obsessions, and repetitive behaviour-compulsions. The anxiety created by the obsession is usually relieved through acting out the compulsive behaviour, creating a cycle of behaviour that can totally disrupt everyday functioning. The patient knows that the thoughts are not normal, but cannot control them, and is often too embarrassed to seek help, or may keep it secret and learn to live with it.

4. Post-traumatic Stress Disorder

Post-traumatic stress disorder is an anxiety disorder, wherein the sufferer relives the traumatic experience, as flashbacks, nightmares, or intrusive thoughts; or finds the trauma dominating their thoughts, behaviour and actions. Any event that involves actual or threatened physical harm, and leaves the individual feeling frightened and helpless, can trigger the disorder. The event can be natural (flood, earthquake), manmade (train crash, terrorist attack), or personal (physical or sexual assault).

5. Eating Disorders

5.1 Anorexia Nervosa

Anorexia is characterised by such a severe reduction in food intake over a long period that the individual's health and life are threatened. It is different from dieting, or deliberate starvation, in that the sufferer usually thinks their diet is adequate, and often has a very distorted image of what they look like, i.e. their body weight falls to a level where their ribcage and pelvic bones are visible through their skin, but still they believe they are fat.

Causes include: low self-esteem, a need to maintain some control over one's life, body, perfectionism, a fear of growing up, society's obsession with weight, poor female role models in the entertainment and fashion industry, and childhood sexual or emotional trauma. As with all eating disorders, there is thought to be some genetic link.

5.2 Bulimia Nervosa

Bulimia is characterised by periods of uncontrolled, and usually secretive, binge eating, followed by purging-self induced vomiting, or the use of laxatives or diuretics. Bulimia affects the same group of Symptoms people as anorexia, i.e. young women. The causes are much the same, but the symptoms are different. Also, because the sufferer often looks quite healthy, it is easier to deny, and can be kept secret. Bulimia is ten times more common than anorexia, and can occur in middle aged women.

6. Schizophrenia

Schizophrenia is the most disabling of all the major mental disorders. It affects the individual's ability to think clearly, distinguish reality from fantasy, react in an emotionally appropriate way, and interact with others. It affects about 1% of the population, with onset for men usually between 18 to 24 years, and for women between 24 and 28 years. This means that the sufferer is less likely to complete higher education or job training and social and interpersonal skills suffer.

Stress factors include unrealistic role expectations, major life events which require considerable adjustment, unhappy personal relationships, inappropriate career choices and triggers such as substance misuse.

Symptoms

Delusions: Ideas and personal beliefs that are unrelated to reality, e.g. a person believes he is being persecuted by a dead rock singer, or that he has supernatural powers, or he is the reincarnation of someone famous.

Hallucinations: Hearing and seeing people and things that are not there, and sometimes responding to the hallucinations by obeying commands, or talking to the "voices".

Disorganised thinking and speech. Unable to hold a coherent conversation, and appearing to be struggling with a flood of ideas and thoughts.

Inappropriate emotional expression such as laughing uncontrollably while talking about someone's death.

Lacking energy and motivation, flat emotions, poor self-care, and little interest in everyday things.

Some patients will be able to control the symptoms by taking medication, while others, even though they are taking medication, will relapse. All medication has side effects, and patients often see little point in taking it when they are feeling well, and so stop and then start to relapse again.

7. Personality Disorder

A personality disorder exists when a personality characteristic significantly impedes social, educational, or occupational functioning and distresses the sufferer. Many of the symptoms are present in all of us but these are temporary, and not extreme, and just part of our personality. With a personality disorder, the symptoms are extreme, and significantly disrupt everyday life. Many of the characteristics are also present in other illnesses, e.g. in one study 40% of bulimia sufferers also had a diagnosis of personality disorder. Many sufferers will get through life without engaging in therapy or treatment, and will just be regarded as odd, difficult, antisocial, obsessional, or inadequate, or if they are rich or powerful, they may just be seen as eccentric. They are also as likely to end up in prison.

8. Deliberate Self-Harm

Deliberate self-harm includes taking overdoses of medication and drugs; cutting; jumping from high places, or in front of cars and trains; burning with cigarettes; shooting; and drowning. Some people will intend to kill themselves, but many will not. The distinction between suicide and deliberate self-harm is not absolute. Some people who take overdoses with the intention of drawing attention to their problems, and getting help, will die from the effects, while others who take overdoses, intending to kill themselves, will be revived.

8.1 Drug Overdoses

In the U.K. 90% of self-harm cases admitted to hospital involve a drug overdose. The most commonly used drugs are aspirin and paracetamol.

8.2 Self-Laceration

Self-laceration, or cutting, can be the means of suicide, or an indication of serious suicidal intent, but the majority of cases result in superficial wounds that do not endanger life.

STUDENT MENTAL HEALTH POLICY**ANNEX 2 – Confidential Counselling Service****CONFIDENTIAL COUNSELLING SERVICE**

- The school provides a confidential counselling service for pupils. Suitably qualified counsellors come into school three times a week during term time.
- Pupils may arrange to see the counsellor on their own initiative in confidence. Where a pupil arranges an appointment with the counsellor directly, staff and parents are not informed of the appointment and parental permission is not sought.
- Members of staff may suggest that a pupil might benefit from seeing the counsellor. Parents may also request that their daughter sees the counsellor. Where this is the case, the counsellor will offer the pupil an appointment, but the pupil will be under no compulsion to accept it. Once an appointment has been arranged under these circumstances, all matters discussed between the pupil and the counsellor will be confidential.
- No confidential counselling service can offer young people a guarantee of unlimited confidentiality. Where Child Protection issues are concerned or where a pupil appears to be otherwise at risk, the counsellor may have to inform appropriate individuals or agencies. The counsellor will only inform another person of anything that a pupil tells her with the pupil's prior knowledge that she has to do so.

CITY OF LONDON SCHOOL FOR GIRLS

SUPPORTING STUDENTS WITH LONG TERM AND/OR SERIOUS MEDICAL CONDITIONS IN SCHOOL POLICY

This policy was approved by the Board of Governors in June 2013, was updated in June 2014 and will go back to the board for approval in October 2014. To be next reviewed by June 2017.

1. The School's Aims

- 1.1 The school will always endeavour to accommodate students who develop long term and/or serious medical conditions in school, making every reasonable effort to enable them to carry on with their education with the minimum disruption.
- 1.2 The underlying principle of the school's approach will be that of "reasonable adjustment". We will always make our best endeavours to be as inclusive as possible.

2. The Role of the School Nurse

- 2.1 In order to support the student who is unwell in the best way, the school will need to be informed fully and directly of all advice given by the medical team and other professionals involved in the student's treatment.
- 2.2 This will entail a member of the team communicating directly with our School Nurse in accordance with the normal standards of medical confidentiality applying, and the School Nurse advising staff on a "need to know" basis.
- 2.3 The school will be unable to support a student suffering from a serious or long term condition without this channel of communication being established.
- 2.4 The School Nurse, in collaboration with the SEND team if appropriate, will draft an individual care plan for all students with long term and/or serious medical needs. The student herself and her parents will always be fully involved in the formulation of this plan and the medical team treating the student will be consulted.

- 2.5 The details of the plan will be confidential, but will be shared with staff as necessary in order to promote the safety, well-being and education of the child concerned.
- 2.6 As the only qualified medical professional on site, the school nurse will normally administer any medication which the child may need to take, either as part of their daily routine in school or in an emergency
- 2.7 Older students may where appropriate administer their own medication, in accordance with the guidelines set out in the school nurse guide lines and protocols in the School's Health and Safety Policy.
- 2.8 Under certain circumstances, with agreement of all parties, some other members of staff may be specially trained to administer medication to pupils, for example by receiving training in the emergency use of epipens. It should be stressed that any such training would be entirely separate from the general First Aid training that some members of staff receive.
- 2.9 In these instances, the child's medical team and relevant City of London officers, including those in the legal, insurance and HR departments will always be consulted and a separate full risk assessment will be made.
- 2.10 **CONFIDENTIALITY AND THE WORK OF THE SCHOOL NURSE:**
As a qualified medical professional the school nurse operates at a level of confidentiality informed by the legal principles of Gillick Competence and the Fraser Guidelines. These concepts arise from the judgements in the case of Gillick v West Norfolk and Wisbech Area Health Authority and another (1985). In summary, key principles are:
If the health-care professional cannot persuade the young person to inform her parents or to allow the health-care professional to inform her parents that she is seeking advice or treatment, it can be provided to a child under 16 without parental consent or knowledge provided that the health-care professional is satisfied the young person has the emotional and intellectual maturity to understand the proposed treatment and its implications. Although the Gillick case was concerned with contraceptive advice and treatment for girls under 16, the principle that a child under 16 can consent to treatment on their own behalf has been extended to treatment and advice other than for contraception.

3. Parental Communications with the School

- 3.1 Any matters of a confidential medical nature should be communicated to the School Nurse.
- 3.2 Matters of a more general pastoral nature or concerning academic issues should be communicated to the student's Form Tutor in the first instance. The Form Tutor will if necessary refer matters to a relevant Head of Department, Assistant Head of Section, Head of Section or another member of the School's Senior Management Team.
- 3.3 Staff will always be willing to provide assistance and information as quickly and fully as possible.

4. Participation in Co-curricular Activities including Sports, PE and Educational Visits

- 4.1 The school will require detailed advice from the team treating the student about the desirable level of their participation in co-curricular activities especially those involving physical activity and visits off the school site.
- 4.2 As well as taking the advice of the medical team or other professionals into account, the school will also consider the effect of the student's participation on other students and whether or not their involvement will require additional staff or other resources.
- 4.3 Additional risk assessments will be made as necessary in respect of children with serious and/or long term medical conditions participating in co-curricular activities and educational visits, especially those that involve strenuous or adventurous activities or overnight stays away from home.

5. Academic Programme

- 5.1 It may be necessary to adjust the academic programme of students who are affected by long term and/or serious medical conditions, so that they are not subjected to unnecessary strain and so that their chances of achieving success are maximised. Students may be referred to the SEND Department for support and advice.

- 5.2 This might entail the student taking fewer than the normal number of subjects for her year group or key stage, including taking fewer public examinations.
- 5.3 The advice of relevant medical and other professionals will be an important consideration in making decisions about a student's academic programme. The wishes and opinions of the student herself and of her parents will also be central.

References

- Parental Terms and Conditions
- The School and City of London Equal Opportunities Statements
- The School Health and Safety Policy
- The School SEND Policy
- The School Accessibility Plan
- School Nurse Guide Lines and Protocols
- The School Policy on Discipline, Pastoral Care and Exclusions the DFE April 2014 Keeping Children Safe in Education document
- The School Educational Visits Policy
- The School's Policies on the Curriculum and Assessment

CITY OF LONDON SCHOOL FOR GIRLS

SWIMMING POOL SAFETY POLICY

This policy was written in July 2014 and will be put to the Board of Governors for approval in October 2014. To be reviewed by June 2017.

POLICY STATEMENT

The School believes that all children should learn to swim as soon as possible. It is fortunate in having its own indoor heated swimming pool and is therefore able to arrange class swimming lessons for all of its pupils.

HEALTH AND SAFETY

Health and safety is of paramount importance. The swimming pool is always kept locked and pupils are not allowed to swim without staff supervision. A Lifeguard is always present in addition to a Teacher when possible. The School does permit swimming in open water subject to conditions laid down in the Educational Visits Policy.

RESPONSIBILITIES:

HEADMISTRESS

The Headmistress has overall responsibility for health and safety on site. This includes ensuring there are suitable arrangements in place in relation to the swimming pool and regularly monitoring and reviewing these arrangements.

THE SWIMMING COORDINATOR

The Head of PE is the Swimming Coordinator. She is responsible for applying the swimming pool safety policy and procedures. These duties comprise:

- The proper operation of the facility.
- Providing, implementing, monitoring, recording and reviewing risk assessments.
- Recording and reviewing pool safety operations - both the Normal Operating Procedures (NOP) and Emergency Action Plan (EAP).
- Monitoring and recording staff training including First Aid, Lifeguarding and Teachers rescue award.
- Swimming pool related communications with staff.
- Conditions of pool use by school staff and pupils. Ensuring that pupils follow instructions and behave responsibly.

The Coordinator is a member of the school's Health and Safety Committee, which is the forum at which the NOP, the EAP and risk

assessments are discussed and reviewed. Copies of both NOP and EAP documents can be found in the premises section of the staff intranet. Copies are always given to all external groups and schools that use or hire our pool.

THE BURSAR/PREMISES MANAGER

The Premises Manager is responsible to the Bursar as the School Safety Coordinator and the Bursar is Chairman of the Health and Safety Committee. The Premises Manager works closely with the Head of PE in maintaining pool safety. They are jointly responsible for ensuring that:

- The physical security of the building is maintained to prevent unauthorised access by pupils or others
- Ensuring that recommended life-saving equipment is maintained
- Ensuring that there is an emergency telephone beside the pool
- Lone working in relation to maintenance and cleaning is not carried out poolside unless the pool cover is in place
- The water quality is maintained in a safe and hygienic condition. Water is sampled monthly and records maintained.
- Pool chlorine levels are checked daily and remedial action taken where necessary.
- The pool plant operates safely and effectively and is regularly maintained and serviced
- The facility is regularly cleaned and appropriately maintained
- Appropriate hire and insurance arrangements are made with all outside users, in accordance with the times of use identified by the Head of PE
- The pool is always closed if the water quality or chlorine sample causes concern and not re-opened until remedied.
- Depth markings are clearly visible, together with safety signs that prohibit running and diving
- Members of the Maintenance Department have attended an accredited course in swimming pool maintenance. Untrained members of staff are not allowed to carry out maintenance of either the pool, or of its plant.

RISK ASSESSMENT AND NORMAL OPERATING PROCEDURES

Risk assessments should be prepared by a competent person covering the normal uses of the pool. See the Risk Assessment Policy for more information. These assessments should be included on the school Risk Assessment Register and should be reviewed on an annual basis or more frequently if there is an incident or if changes are made to the buildings or operating procedures.

The assessment will include issues such as security, supervision, water quality, emergency arrangements and risks presented by specific activities etc.

These assessments should be used as the basis for the Normal Operating Procedures which will detail how the pool will be operated to achieve safe conditions. Further information on this subject can be found in the ASA Guidance for School Swimming.

LEISURE USE OF THE POOL

Members of staff may use the school's pool at designated times agreed by the Head of PE. During staff swimming sessions the lifeguard must be present.

HIRE ARRANGEMENTS

The School hires the swimming pool regularly to a number of other schools, local community groups etc. Hire is conditional upon the acceptance of an undertaking to conform to the school's NOP and EAP, provide risk assessments, and provide their own Lifeguards and proof of certification and supervision in conformity with the school's own policies and to pay any hire charges.

FIRST AID AND EMERGENCY

A specific emergency plan should be provided identifying roles and responsibilities and detailing the action to take in the event of an incident. All relevant staff should be trained on the contents of the plan and records kept of this training.

A member of staff who is qualified in First Aid is always present when pupils use the pool. First Aid boxes are located poolside in the drying room. They are checked half termly by the School Nurse who replenishes the contents as necessary.

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CITY OF LONDON SCHOOL FOR GIRLS

TEACHING AND LEARNING POLICY

Policy approved by Board of Governors in October 2009. Reviewed in August 2014 and to be put before the Board in October 2014. To next be reviewed by June 2017.

INTRODUCTION

The City of London School for Girls ("CLSG") seeks to create a culture in which learning is highly valued and well supported so that all students fulfil their potential and leave school with a love of learning. Learning is the central function of CLSG.

Teaching is distinct from learning. The role of teachers is to facilitate the learning of the students. This policy sets out how teaching is to be undertaken so as to best promote learning.

This policy also considers the role of agents other than the classroom teacher in the learning process.

PROMOTING LEARNING EFFECTIVELY

A student can only be an effective learner if she is involved in the process of learning and can then apply that process to different contexts. To achieve this we strive to meet the following eight learning objectives:

1. Students learn with a sense of purpose and are interested in the subject matter
2. Students have a belief that their attainment is a function of the manner in which they approach their learning and not pre-determined by personal characteristics
3. Students recognise that they have a range of learning skills and an awareness of which ones they should employ in a given context
4. Students have a clear understanding of the success criteria when undertaking a learning activity
5. Students are informed as to how well they are performing and what they need to do to improve
6. Students learn in an environment which is purposeful, open, collaborative and respectful so that they feel safe to test their ideas, ask questions and take risks. Mistakes are viewed as an inherent part of the learning process.
7. Students have access to high quality learning resources
8. Students are set tasks which challenge all students regardless of prior learning and natural abilities

ROLES AND RESPONSIBILITIES

The eight student focused objectives rely on a range of agents fulfilling their roles and responsibilities which are designated as follows:

1. Teachers

- 1.1 The learning objectives students are working towards should be shared with a class.
- 1.2 The teacher should ensure that students are active learners by setting tasks which focus on the learning objectives and are both accessible and challenging to all students rather than merely presenting information to passive students.
- 1.3 Assessment by the teacher of students' learning plays a key role in the learning process. It should be used to inform the teacher when planning future lessons and tasks. It should be used by the teacher to give informative feedback to students. Feedback should help students and teachers to set targets for future learning. Success criteria should be clearly communicated. Assessment should take place during a lesson via listening and observing students' work. Students should have at least one piece of homework or class-work marked by their teachers every three weeks, this is a minimum requirement and for some subjects at certain times of the year it will be appropriate to mark work more frequently.
- 1.4 Teachers should provide opportunities for peer and self assessment to encourage students to be reflective and to understand better success criteria. Teachers should encourage and support students to give constructive feedback to their peers. Both homework and class-work is suitable for peer or self assessment.
- 1.5 Dialogue between a teacher and students and between a student and other students is a powerful learning tool: it reveals hidden misunderstandings, is useful in ensuring targets set are appropriately challenging, is an essential tool for assessment and can also be used to promote higher order thinking. Teachers should consider carefully the questions they ask do not just test whether students have absorbed information. Questions in lessons should include open ended ones designed to uncover students' insights and misconceptions and to push them towards a better understanding. This also helps students to learn new ideas from each other. Teachers should also promote written dialogue when they mark work to ensure students have taken on board the teacher's advice and has a chance to ask questions.
- 1.6 Teachers should consider the language they use. Praise should focus on the way students have completed a task rather than just the outcome and avoid praise for innate qualities. Where possible teachers should try and appear to include themselves in the learning journey by using "we" rather than "you". Where appropriate they should consider language that promotes a culture of enquiry rather than an environment where there are

only facts and falsities by using "it might be the case that" or "it could be that" rather than "it is" or "it isn't".

- 1.7. Teachers should maintain high standards of behaviour so that students feel safe and are focused on their learning. Expectations of behaviour should be made clear and the teacher should model behaviour conducive to learning. If students are not meeting the required expectations of behaviour the teacher is responsible for taking action proportionate to the offence in accordance to the Behaviour Policy. If a student is either persistently and over a series of lessons failing to meet expectations with low level poor behaviour (e.g. talking when the teacher is talking) or is guilty of a serious offence (one considered potentially harmful to another person's wellbeing or school property) they should inform the Head of Department, Form Tutor and the Head of Section.
- 1.8 Teachers should maintain records to inform themselves, parents, line managers or pastoral teams of each student's performance. This should be sufficient to track progress accurately, to inform report writing and lesson planning and to enable the teacher to set meaningful academic targets. SEN and EAL information should be included

2. Heads of Department

- 2.1 The Heads of Department should monitor the learning experience of students to ensure standards are consistent and good practice is shared. In order to do this they should undertake: lesson observations of their team members' lessons, exercises in pupil voice, and scrutiny of students' work and staff marking ("book looks"). The Head of Department should use this information to work out priorities for future departmental developments. If the Head of Department uncovers instances of standards not being met they should take action to address the issue and then continue to monitor the situation to check the issue has been resolved. The Director of Studies should be kept informed if instances of underperformance are not rectified, repeated or are considered sufficiently serious.
- 2.2 Records of monitoring activities described in 2.1 and minutes of department meetings should be kept in a monitoring file by the Head of Department.
- 2.3 If a teacher indicates that there is a student who is having problems in terms of their performance or behaviour then the Head of Department should offer support and advice and ensure that parents and pastoral teams have been informed. The Head of Department should actively try to find out from their team whether there are students who are a cause for concern. The Head of Department should inform the Director of Studies of causes for concern when prompted to do so in mid-term reviews.
- 2.4 The Heads of Department should support the teachers of their department by facilitating sharing of good practice and offering advice. They should

help staff within the team to plan and build on existing skills, enhance performance and to provide a strategic input to CLSG's future success.

2.5 The Heads of Department are responsible for ensuring that the curriculum on offer is well-balanced, stimulating, challenging and interesting and fulfils the requirements of public examinations. They may delegate the writing of departmental schemes of work to willing members of the department but the Head of Department maintains responsibility.

2.6 Heads of Department should ensure that teachers and students have access to the most appropriate resources to support learning within the constraints of CLSG's budget.

3. Senior Management Team (SMT) and the Director of Teaching and Learning (DTL)

3.1 The SMT is responsible for coordinating and monitoring the different sections of the CLSG community to achieve the best possible learning outcomes.

3.2 The SMT and DTL should facilitate and support the development of teaching skills.

3.3 The SMT is responsible for whole school curriculum decisions with the aim being to well-balanced, stimulating, challenging and interesting and fulfilling the requirements of public examinations.

3.4 The SMT and DTL should set the agenda for the future direction of teaching and learning in terms of: the focus of staff training, priorities set for Heads of Department to monitor and annual evaluation of the learning experience of students across CLSG.

3.4 The SMT should set school rules and ensure they are enforced to ensure students feel safe and in the right frame of mind to learn.

4. Special Educational Needs (SEN) Department

4.1 The SEN Department should support staff in identifying those with a special educational need.

4.2 The SEN Department should provide strategies for students and teachers to enact which will help SEN students fully access the school curriculum and learn as effectively as possible.

5. Library, IT, and Premises Teams and Departmental Technicians

5.1 These agents are responsible for ensuring that the resources purchased, maintained and made available to students are focused on supporting learning outcomes, enriching the learning experience, and creating a safe and purposeful environment.

5.2 The Library and IT teams should support students and teachers to acquire the skills and knowledge to access and make use of information efficiently as possible.

5.3 The Librarian should support the development of independent learning skills and information literacy skills across the year groups by identifying specific needs and addressing them through targeted provision in PSHCE and drop in sessions.

6. Pastoral Teams

6.1 The Pastoral Teams should monitor students' learning progress across the range of subjects by using school reports, exam results, pupil voice and work scrutiny.

6.2 They should communicate with parents and teachers if there is a cause for concern in a student's learning progress with a view to determining the cause and finding a solution.

6.3 They should help students monitor and evaluate their own learning and help them set targets or offer advice.

6.4 They should communicate with parents and teachers to help identify behavioural or emotional impediments to a student's learning and help find strategies to help students and teachers cope with these.

7. Governors

7.1 The Governors responsibility is to hold the SMT to account in its efforts to best provide for student learning.

References

1. Admissions Policy
2. Assessment and Recording Policy
3. Behaviour Management Policy
4. Curriculum Policy
5. English as an Additional Language Policy
6. Framework for Pupil Performance
7. Pastoral Care, Discipline and Exclusion Policy
8. Reporting and Feedback Procedures
9. SEND Policy
10. Supporting Students with Long Term and Serious Medical Conditions in School Policy
11. Student Mental Health Policy

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CITY OF LONDON SCHOOL FOR GIRLS

WORK RELATED LEARNING POLICY

This policy was approved by the board of governors in February 2009, updated in July 2014 and is going back to the Board in October 2014. To be next reviewed by June 2017.

INTRODUCTION

Work Related Learning results from activities in which pupils can learn through work, about work and for work. It covers careers education and guidance as defined in the School Careers Education Information and Guidance Policy, work experience, personal financial capability and a basic understanding of economics, business and enterprise. The School policy is consistent with the Careers Statutory Guidance which was published in April 2014.

The school is able to use its unique location at the heart of the City of London to develop excellent relationships with local institutions such as the Bank of England as well as with local employers including major investment banks and firms of solicitors. Employees from Morgan Stanley work with the school each year to help girls apply for their 'Step Up, Step in' programme targeting women in business whilst contacts in other fields such as Medics from Barts Hospital often come to speak to girls interested in their careers path. The school has also been able to benefit from the diversity of opportunities available on our doorstep, for example, developing a relationship with the Barbican Centre, immediately opposite the School and more recently working with the Globe Theatre and Tate Modern, both of which are within walking distance.

RATIONALE

All young people need help with learning to become and remain active citizens in a rapidly changing society if they are to be able to find continued employment in the world of work in the 21st century. The school policy on Work Related Learning is consistent with the document entitled 'Statutory Careers Advice and Guidance' and follows guidelines offered through the ACEG Framework. The School offers pupils a number of planned activities which use the context of work to develop employability knowledge, skills and understanding.

COMMITMENT

The school is committed to providing a planned programme of Work Related Learning for all pupils from Years 7 – 13.

DEVELOPMENT

This policy was developed and is reviewed through discussions with pupils, parents, governors, teaching staff, advisory staff and other external partners such as the COA Advisers.

LINKS WITH OTHER POLICIES

It is underpinned by the school's policies for Careers Education, Information and Guidance, Personal and Social Health Education, Equal Opportunities, Health and Safety and Special Educational Needs.

OBJECTIVES**PUPIL NEEDS**

The Work Related Learning programme is designed to meet the needs of pupils in this school. It is differentiated to ensure progression through learning activities that are appropriate to pupils' abilities, interests and aptitudes.

ENTITLEMENT

At this school pupils are entitled to Work Related Learning that is carefully planned and relevant. It is integrated into their experience of the whole curriculum and is based on partnership between the school, the pupils, their parents or carers, former pupils and other external contacts. All KS4 pupils undertake work related learning which includes a minimum of two week's work experience in Year 11 and completion of relevant work experience is encouraged at KS5 as well.

IMPLEMENTATION**MANAGEMENT**

The Head of Careers works closely with the Heads of Year in order to ensure that the relevant PSCHCE lessons and days off timetable enable the work related learning programme to be delivered effectively. She works closely with the Assistant Head of Careers and the School Co-ordinator for PSHCE in organising the programme. The Head of Careers is responsible to the Head.

STAFFING

Work Related Learning is planned, monitored and evaluated by the Careers Department in conjunction with the Pastoral teams. In KS4 and in the Sixth Form tutors teach the programme principally through PSHCE lessons and through recording, review and planning activities and special events including the biennial Careers Convention. Subject staff teach aspects of their courses through work related contexts where appropriate e.g. in Design Technology, Economics (only offered in the sixth form), PSHCE lessons (which include a visiting Speakers programme for years 9 – 13), General Studies (for the Sixth Form and which includes modules on finance) and Geography. Administrative support is available on a regular basis.

CURRICULUM

This includes learning about work through:

- Young Engineers Day for Year 7
- Take our Daughters to Work Day and City Girls in Science for Year 8
- City Girls in the Arts Year 9
- City Girls in the City for Year 10

All the above are delivered one day programmes off timetable

- A Speakers' programme delivered through PSHCE lessons for years 9-13 and optional afterschool sessions for all year groups, organised by the Careers Committee.
- A programme of workplace visits offered to all year groups.
- A biennial Careers Convention involving former pupils and school contacts, for Years 9-13.
- Participation in courses run by external providers e.g. Headstart, Medsix and careers related workshops for Year 12.
- Relevant Open Days and taster courses for Year 12.
- A programme of work experience exchanges organised by the Department of Modern Languages in Conjunction with the Careers Department for Years 12 and 13.

LEARNING THROUGH WORK

- Mentoring for sixth form offered by Morgan Stanley, various medics helping girls with applications.
- Work experience – a minimum of two weeks in Year 11.
- Enterprise Education including participation in Young Enterprise, attending the annual CBI Conference, Enterprise Management and Target 2.0 run by the Bank of England in Year 12.
- Participation in opportunities offered by local employers, mainly to Year 12 and 13.
- Extended work experience placements of approximately 12 weeks offered to Year 13 and arranged by The Brokerage.
- Gap years. These are currently taken by about one fifth of Year 13. Of the 2013 leavers one girl has been awarded a place on the prestigious Deloitte Scholar Scheme.

LEARNING FOR WORK

- Preparation for leadership offered in Years 9 and 12 reflecting different opportunities for leadership within the School i.e. at House and whole School level.
- Developing a CV and an e portfolio in Year 11.
- Making applications in Years 11, 12 and 13 – including application for School posts including Head Girl, Senior Committee and House Captains.
- Preparing for interviews in Years 12 and 13.

ASSESSMENT

Learning outcomes have been identified for the programme and a framework for assessing what students have gained from them is in place. Monitoring and evaluating takes place after every activity, in some cases through individual reports and feedback which are being used in the development of individual e-portfolios and in other cases through collective feedback e.g. through class and or year group online questionnaires and/or discussions with the Careers Committee.

PARTNERSHIPS

An annual Partnership Agreement is negotiated between the School and COA

identifying the contribution to the programme that will be made and reviewing its outcome. Links with The Brokerage are well established.

RESOURCES

Funding for running costs is allocated through the annual budget planning round. Funding for development in the school's improvement plan is considered in the context of whole school priorities. Sources of external funding are actively sought including sponsorship from local employers.

STAFF DEVELOPMENT

Staff training needs for planning and delivering the Work Related Learning programme are identified in the Departmental Plan where appropriate.

EVALUATION

A framework for monitoring the delivery of the work related learning programme has been implemented through use of survey monkey feedback, employer references and staff observation of events planned for pupils. The Partnership Agreement with COA is reviewed annually.

CITY OF LONDON SCHOOL FOR GIRLS

ASSESSMENT AND RECORDING POLICY

Policy reviewed September 2014 for Governors' approval October 2014. The Policy will be reviewed annually and put to the Board every three years.

Assessment is an integral part of any curricular planning. There are two key types: formative assessment to improve learning and summative assessment to assess learning.

Assessment should enable a pupil to know how well she has mastered the learning objectives on which she is currently working and what she needs to do to improve. It should also allow the teacher to check the students' learning and plan subsequent lessons appropriately.

There are a number of different forms of assessment such as questioning techniques in class, peer assessment, self-assessment, comment-only marking, giving grades.

SENIOR SCHOOL POLICY

1. **ASSESSMENT**

- 1.1 In general, assessment at CLSG should follow the principles of Assessment for Learning. This means that most assessment by teachers should take the form of comment-only marking and should include comments about how far the pupil has been successful in meeting the learning objectives set by the teacher and what needs to be done to improve.
- 1.2 It is recognised that careful, detailed, comment-only marking of work takes time. Therefore it is unlikely to be practical to mark every class's books in this way every week. This is especially true for subjects that have just one contact period a week at Key Stage 3. Different types of task requiring a range of assessment techniques should be incorporated in the departmental schemes of work.
- 1.3 In years 10 - 13 teachers should avoid the systematic awarding of grades or marks unless the work set is answering a question from a public examination past paper. Grades should reflect GCSE and AS/A2 standards. However, at regular intervals a grade should be awarded on a substantial piece of work that will best reflect recent learning objectives. Aiming to grade one piece of work each half-term would be appropriate. As public exams approach for those in Years 11-13, individual teachers might feel that the learning needs of their pupils will best be served by more frequent grading.
- 1.4 In Years 7-9 the expectation is that marking will be predominantly comment only. Grades may be awarded for end of unit tests or termly substantial project based work.
- 1.5 Effort grades should be used with caution as research has shown that teachers are more likely to award high grades to students at either end of the ability spectrum.

Students' perceptions are that such grades rarely reflect the amount of time that has been spent on a piece of work.

- 1.6 Comment-only marking should explain clearly what has been achieved with regards to the learning objectives, giving specific examples, and indicate as far as possible what needs to be done in order for the work to be better in future, again giving specific examples. It is essential to give pupils time to read the comments when the homework is given back and ideally to give them time to improve upon it either immediately in class or for homework. Students should be encouraged to annotate their work to record any oral feedback when they get work back. They should be encouraged to write replies to written teacher comments and teachers should respond to student comments to create a dialogue.
- 1.7 The form of assessment will tend to vary depending on whether it is short, medium or long term.
- 1.8 Short term assessments might take the form of questioning in class or observation of the pupils' work in class or for homework. It allows the teacher to monitor the pupils' learning and plan appropriately.
- 1.9 Medium term assessment might take the form of an end of unit test or a substantial piece of written work. Its aim is to review the progress that the pupils are making over time in relation to the main objectives set out in the departmental schemes of work. Clear feedback should be given by teachers so that pupils can set themselves new targets.
- 1.10 Long term assessments take the form of an examination and are set towards the end of a school year for years 7 to 10 and towards the end of the Autumn term or the start of the Spring term for Years 11 to 13. They are used to assess progress against school and national targets. They inform reports to parents.

2. RECORDING

- 2.1 Where comment-only marking is the norm, the issue of what to record in mark books can be problematic. Some staff record marks in their mark books even when not writing marks on pupils' work. Others record a summary of their comments on the pupils' work. Others have a system for recording whether work is excellent, good or deficient (or similar) with ticks, crosses etc. The key thing is to have a record of the progress that pupils are making. It should be remembered that mark books may need to be shown to Heads of Departments or to an Inspector.
- 2.2 If pupils use an exercise book, a record of progress can be built up there as the teacher can look back at previous advice and see how well the pupil has used it in subsequent pieces of work. It is also possible for the pupil to communicate with the teacher by responding to the latter's comments.
- 2.3 Both internal and external exam results are stored on the portal. The girls' MidYIS and ALIS scores are stored on the shared area.
- 2.5 School reports are written by subject staff. Reports should be positive and point to future development. They should be detailed and couched in everyday language. Specific, achievable and personalised targets should be set for girls. These should be discussed and explained to girls.

- 2.6 There is a regular pattern of reports and parents' evenings for girls. Both the format of the report and the schedule of reporting are kept continuously under review with a view to keeping parents fully informed on their daughter's progress and to focus attention on appropriate learning targets.
- 2.7 Entry examination marks and key stage results, where known at entry in Year 7, are further important sources of information about individual pupils.
- 2.8 Individual target setting is also important, whether recorded at the foot of a piece of work or in a report to parents. The teacher should keep a record of the target and note when it has been achieved.

3. EXPECTATIONS OF STAFF

- 3.1 It is the responsibility of the Heads of Department to ensure that departmental handbooks contain assessment policies reflecting the school's overall policy as outlined above, whilst at the same time incorporating specific departmental needs.
- 3.2 Assessment and feedback on progress should be an integral part of lesson planning.
- 3.3 It is the responsibility of every teacher to consider how achievement will be assessed and to explain this to his/her students.
- 3.4 Teacher assessed regular weekly homework and class tests should be marked within a week and follow the guidelines described from paragraphs 1.1 to 1.10 of this policy.

PREPARATORY SCHOOL POLICY

4. AIMS

- 4.1 This Marking and Recording Policy for the Preparatory Department at City of London School for Girls aims to ensure consistency and continuity throughout pupils' education at Key Stage Two.
Marking is used by staff to monitor pupils' progress and encourage the girls to improve their standard of work.

5. OBJECTIVES

By using an agreed marking policy for children's work, we intend:-

- 5.1 To acknowledge each individual pupil's efforts and identify attainment, celebrating achievements and consequently increasing motivation;
- 5.2 To inform future planning through identifying each pupil's needs and expressing these in clear and understandable targets;
- 5.3 To provide sympathetic individual assessment alongside a means of objective comparison of a pupil's performance with that of her group or whole class;
- 5.4 To encourage pupils to self-evaluate;
- 5.5 To provide information for parents in an overall and continuing record of their daughter's achievements;

- 5.6 To maintain and improve academic standards within the department through enabling staff to evaluate the planning, teaching and learning that has occurred
- 5.7 To provide Senior Staff, Governors and Inspectors with evidence of attainment

6. RATIONALE

- 6.1 The main objective must always be to provide **positive feedback for the pupil** as a result of assessing her work according to the aim of each particular task set.

Feedback to pupils is made either in the form of a verbal or written comment or mark. These include extended remarks where the piece of work has required significant amounts of time to complete. Shorter tasks such as spelling tests or mathematical exercises and tests will often be marked numerically out of a total. As far as possible, every piece of work is evaluated and where practical, marking may happen in the girl's presence – in which case a verbal comment (indicated by a VC) might be appropriate. The marking will acknowledge both content and effort, **recognising progression in the performance of all pupils**, wherever they may currently be performing across the ability range. Negative comments **never** stand alone: "This is not good enough" is unacceptable as it needs to be accompanied with an explanation of how the pupil can make the work better and a clarification of the teacher's expectations.

- 6.2 Marking is always done in a colour which clearly distinguishes the teacher's writing from the pupil's. For this reason children are discouraged from writing in red. Teachers may use pencil for interim comments during the production of a piece of work (and pupils may rub these out after redrafting) although final assessments should always be made by teachers in permanent ink.
- 6.3 The presentation of a piece of work is only taken into consideration if the work is of an unacceptable standard for a child of that age or ability. Pupils are shown how to improve their presentation and the need to communicate with a demanding audience is constantly borne in mind. Errors in spelling and punctuation are corrected sympathetically and according to the knowledge expected at each stage of a girl's career through the department. Should it be decided that a child needs to practise a particular spelling, the word should be recorded on the inside back cover of the subject exercise book or set as an individual target. If the comment "Please finish" is written on a piece of work or corrections are identified, this should be followed up with action to ensure that the tasks are completed satisfactorily.
- 6.4 Stickers and Merit Marks are awarded liberally for good effort and work. Particularly impressive achievements or progression or effort may be rewarded through an entry into the Prep Department Excellence or Silver book.

7. FREQUENCY OF MARKING AND FEEDBACK TO PUPILS

7.1 **Mathematics**

Most weeks should result in several pieces of classwork and two pieces of homework. Open-ended investigative and problem-solving work should also be included on an occasional basis.

7.2 **English**

Around ten to fifteen spellings, a piece of creative writing and a comprehension (which may stem from a stimulus text in any curriculum area), are assessed during most

weeks. Grammar work is less frequent as girls progress through the department and moves from an almost weekly basis in Lower One to a fortnightly exercise in Upper Two. Handwriting will also be monitored and support or extra work provided if required.

7.3 Science

One piece of written work is usually assessed every week and all pupils carry out investigations which are assessed and recorded. Marks are given when appropriate rather than grades. An end of topic written assessment is completed by all girls and marks recorded.

7.4 History and Geography

One piece of written work is marked and assessed with written and verbal feedback and comments during most weeks.

7.5 Other curriculum areas

Teachers' individual judgements are used.

8. MONITORING

- 8.1 All teachers should maintain a mark book diligently. Certain subject policy documents outline specific exercises which should have each pupil's performance logged (for example, the summative mathematics "check-up" tests in the NHM Assessment Books).
- 8.2 Evidence of pupil achievements should be available for the coordinators who are responsible for monitoring performance in each curriculum area. Over the course of the four years spent by a child in Prep, activity and progression in all attainment targets of the core subjects should be maintained.
- 8.3 Copies of individual reports are available in the Prep office and are produced by Form Tutors at the end of each term – these log academic data, trip details and extra-curricular information. Any letters of note are photocopied and kept on file: the Head of Prep is consulted whenever necessary.
- 8.4 All Prep girls undertake end of year assessments, both nationally standardised and internal tests. This data is included as part of the summer term reports. Target setting reports at the end of the Autumn and Spring terms also provide information on attendance, lateness and the number of merit points awarded.

References

1. Admissions Policy
2. Assessment and Recording Policy – (so replace with T & L Policy)
3. Behaviour Management Policy
4. Curriculum Policy
5. English as an Additional Language Policy
6. Framework for Pupil Performance
7. Pastoral Care, Discipline and Exclusion Policy
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