Public Document Pack

Board of Governors of the City of London School

Date: **WEDNESDAY, 17 JUNE 2015**

Time: 10.30 am

Venue: **CITY OF LONDON SCHOOL, QUEEN VICTORIA STREET, EC4V 3AL**

Members:

Deputy Billy Dove
Sophie Fernandes
Stuart Fraser, (ex-officio) (Ex-Officio Member)
Marianne Fredericks
Alderman David Graves
Deputy the Revd Stephen Haines
Ronel Lehmann, (co-opted) (External Member)
Lord Levene of Portsoken, (co-opted) (External Member)
Edward Lord
Christopher Martin, (co-opted) (External Member)
Sylvia Moys
Deputy Joyce Nash
Dame Mary Richardson, (co-opted) (External Member)
Ian Seaton
Deputy Dr Giles Shilson
Sir Michael Snyder, (ex-officio) (Ex-Officio Member)
Deputy James Thomson
Prof. Whitehouse, (co-opted) (External Member)

Enquiries: **Jacqui Daniels**
tel. no.: 020 7332 1480
jacqui.daniels@cityoflondon.gov.uk

Lunch will be served at 1pm.
N.B. Part of this meeting could be the subject of audio visual recording

John Barradell
Town Clerk and Chief Executive

AGENDA

Part 1 - Public Agenda

1. **APOLOGIES**

2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**

3. **ORDER OF THE COMMON COUNCIL**

Order of the Common Council of 23 April 2015, appointing the Board and setting out its terms of reference.

For Information
(Pages 1 - 2)

4. **ELECTION OF CHAIRMAN**

To elect a Chairman pursuant to Standing Order No. 29.

For Decision

5. **ELECTION OF DEPUTY CHAIRMAN**

To elect a Deputy Chairman pursuant to Standing Order No. 30.

[The immediate past Chairman has indicated that he would like to exercise his right under Standing Order no. 30(3)(a) to stand as Deputy Chairman for the ensuing year.]

For Decision

6. **MINUTES**

To approve the public minutes and summary of the meeting held on 25 February 2015.

For Decision
(Pages 3 - 6)

7. **APPOINTMENT OF CO-OPTED GOVERNORS**

Report of the Town Clerk.

For Decision
(Pages 7 - 8)

8. **APPOINTMENT OF THE BURSARY COMMITTEE**

To appoint the Bursary Committee for the year ensuing – to comprise the Chairman and Deputy Chairman of the Board and up to five other Governors.

The Bursary Committee for 2014/15:-
Deputy Dr. Giles Shilson (Chairman)
Ian Seaton (Deputy Chairman)
Deputy Joyce Nash
Sylvia Moys
Deputy the Reverend Stephen Haines
Dame Mary Richardson
Deputy James Thomson

[N.B. The Sub Committee did not meet in 2014/15.]

For Decision

9. **APPOINTMENT OF THE REFERENCE SUB COMMITTEE**

To appoint a Reference Sub Committee to consider arrears of School fees, sabbatical leave and Estimates (including fee increases and other such matters as the Board may from time to time decide).

Reference Sub Committee 2014/15:-
Deputy Dr Giles Shilson (Chairman)
Ian Seaton (Deputy Chairman)
Deputy Joyce Nash
Sylvia Moys
Deputy the Reverend Stephen Haines
Edward Lord
Deputy James Thomson

[N.B. The Sub Committee did not meet in 2014/15.]

For Decision

10. **APPOINTMENT OF THE AGBIS REPRESENTATIVE**

To appoint a representative to the Association of Governing Bodies of Independent Schools for the ensuing year.

Representative in 2014/15:-
Edward Lord

For Decision

11. **ASSOCIATION OF GOVERNING BODIES OF INDEPENDENT SCHOOLS - ANNUAL GENERAL MEETING AND CONFERENCE**

Report of the Board's AGBIS representative.

For Decision
(Pages 9 - 22)

12. **TEACHERS' PAY PANEL**

Report of the Director Human Resources.

For Decision
(Pages 23 - 28)

13. **HEAD'S REPORT**

Report of the Head of the City of London School.

For Information
(Pages 29 - 36)

14. **COUNTER-TERRORISM AND SECURITY ACT 2015**

Report of the Remembrancer.

For Information
(Pages 37 - 48)

15. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

16. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

17. **EXCLUSION OF THE PUBLIC**

MOTION - That under Section 100A(4) of the Local Government Act 1972, the public be excluded from the meeting for the following items of business on the grounds that they involve the likely disclosure of exempt information as defined in Part I of Schedule 12A of the Local Government Act.

Part 2 - Non-Public Agenda

18. **NON-PUBLIC MINUTES**

To agree the non-public minutes of the meeting held on 25 February 2015.

For Decision
(Pages 49 - 52)

19. **EDUCATION STRATEGY**

Report of the Head of the City of London School.

For Information
(Pages 53 - 58)

20. **HEAD'S REPORT**

Report of the Head of the City of London School.

For Information
(Pages 59 - 70)

21. **SCHOOL FEES - SERVICE BASED REVIEW**

Report of the Head of the City of London School.

For Information
(Pages 71 - 76)

22. **SCHOLARSHIPS AND BURSARIES - SERVICE BASED REVIEW**

Report of the Head of the City of London School.

For Information
(Pages 77 - 82)

23. **SCHOOL SECURITY**

Report of the Head of the City of London School.

For Information
(Pages 83 - 84)

24. **SABBATICAL APPLICATIONS**

Report of the Head of the City of London School.

For Decision
(Pages 85 - 90)

25. **RISK REGISTER**

Report of the Head (To Follow).

For Decision

26. **WAIVER OF PROCUREMENT REGULATIONS TO PURCHASE A MANAGEMENT INFORMATION SYSTEM**

Report of the Head.

For Information
(Pages 91 - 96)

27. **CHILD PROTECTION ISSUES - ANNUAL REPORT**

Report of the Head.

For Information
(Pages 97 - 108)

28. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

29. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**

30. **GOVERNORS ONLY ITEMS**

a) **Governors Only minutes** (Pages 109 - 110)

To agree the Governors only minutes of the meeting held on 25 February 2015.

b) **The Chairman to be heard relative to a staffing matter**.

YARROW, Mayor	**RESOLVED:** That the Court of Common Council holden in the Guildhall of the City of London on Thursday 23rd April 2015, doth hereby appoint the following Committee until the first meeting of the Court in April, 2016.

BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL

1. **Constitution**

A Non-Ward Committee consisting of,

- one Alderman nominated by the Court of Aldermen
- up to 10 Commoners elected by the Court of Common Council at least one of whom shall have fewer than five years' service on the Court at the time of their appointment
- the following ex-officio Members:-
  - the Chairman of the Board of Governors of City of London School for Girls
  - the Chairman of the Board of Governors of City of London Freemen's School
- up to five co-opted non-City of London Corporation Governors with experience relevant to the Board

The Chairman of the Board shall be elected from the City Corporation Members.

2. **Quorum**

The quorum consists of any five Common Council Governors.

Any decision taken by the Board of Governors shall require the agreement of a majority of Common Council Governors present at the meeting and voting.

3. **Membership 2015/16**

ALDERMEN

2 David Andrew Graves

COMMONERS

17	(4)	William Harry Dove, O.B.E., J.P., Deputy
13	(4)	Joyce Carruthers Nash, O.B.E., Deputy
3	(3)	Sophie Anne Fernandes
7	(3)	Charles Edward Lord, O.B.E., J.P.
7	(3)	Dr Giles Robert Evelyn Shilson, Deputy
7	(2)	Ian Christopher Norman Seaton
10	(2)	The Revd. Stephen Decatur Haines, M.A., Deputy
3	(2)	James Michael Douglas Thomson, Deputy
7	(1)	Marianne Bernadette Fredericks
4	(1)	Sylvia Doreen Moys

together with:-

Mr R. Lehmann

Lord Levene of Portsoken

Mr C. S. Martin, M.A.

Dame Mary Richardson

Professor J.M.A. Whitehouse

together with the ex-officio Members referred to in paragraph 1 above.

4. **Terms of Reference**

To be responsible for:-

(a) all School matters;

(b) the management of the School land and buildings belonging to the City of London Corporation;

(c) the appointment of the Headmaster/Headmistress and, where appropriate, the deputies and the Director of Finance.

BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL
Wednesday, 25 February 2015

Minutes of the meeting of the Board of Governors of the City of London School held at City of London School, Queen Victoria Street, EC4V 3AL on Wednesday, 25 February 2015 at 11.00 am

Present

Members:

Ian Seaton (Deputy Chairman)
Deputy Billy Dove
Marianne Fredericks
Alderman David Graves
Deputy the Revd Stephen Haines
Ronel Lehmann (External Member)
Lord Levene of Portsoken (External Member)
Edward Lord
Christopher Martin (External Member)
Sylvia Moys
Deputy Joyce Nash
Dame Mary Richardson (External Member)
Deputy James Thomson
Prof. Whitehouse (External Member)

Officers:

Jacqui Daniels	Town Clerk's Department
Sarah Port	Chamberlain's Department
Sarah Fletcher	Head, City of London School
Phillip Everett	City of London School
Chrissie Morgan	Director of Human Resources

The Deputy Chairman Ian Seaton in the Chair

1. **APOLOGIES**
Apologies were received from the Chairman Deputy Dr Giles Shilson and Sophie Fernandes.

2. **MEMBERS' DECLARATIONS UNDER THE CODE OF CONDUCT IN RESPECT OF ITEMS ON THE AGENDA**
The Deputy Chairman declared that he was on the Education Board.

3. **MINUTES**
The minutes of the previous meeting, held on the 1 December 2014, were agreed as an accurate record.

Matters Arising
First Aid Training (page 2) The Head confirmed that first aid training of pupils was in progress and she continued to investigate ways of providing alternative methods of ensuring that all pupils would leave the School adequately trained.

4. **DISCLOSURE AND BARRING REQUIREMENTS FOR SCHOOL GOVERNORS APPOINTED BY THE COURT OF COMMON COUNCIL**
A report of the Town Clerk outlined the City of London Corporation's obligations in relation to disclosure and barring service (DBS) requirements for Chairmen,

Governors on boards of the City's independent schools, academies and one maintained school.

Governors were reminded of the importance of completing a DBS check and, if they had not already, they were encouraged to do so as soon as possible. The Board discussed the process and the Town Clerk confirmed that the certificate was transferable although you needed to register on-line for the automatic renewal service within 14 days of the certificate being issued. Governors were reminded that the HR Department would be able to advise on any specific queries.

RECEIVED.

5. **HEAD'S REPORT**

The Board received a report of the Head of the City of London School which updated Governors on School matters.

During the course of discussion, the following points were raised:-

- Governors congratulated all concerned on the outstanding Oxbridge offers and suggested that consideration be given to including offers to other bodies in next year's report;
- The relative benefits of both Oxford and Cambridge were referred to;
- It was noted that the Commons Education Committee had indicated that they would shortly making PSHE a compulsory subject for all year groups;
- A Governor referred to the new Medical School at the University of Buckingham and offered to encourage links between the School and the University;
- It was noted that there were a fair number of pupils studying languages and engineering at present; and
- Advice on what degrees could lead to which career was provided by the University advice service in the School and the Head advised that steps were being taken to improve this provision and to include advice and case histories from Alumni.

RESOLVED – That the:-
1) report be noted; and
2) revised Pupil & Parent Data Protection Policy be endorsed.

6. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**

In answer to a Governor's question the Town Clerk reported that a Committee Dinner would be held on 17 November 2015.

7. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**

There were no urgent items.

8. **EXCLUSION OF THE PUBLIC**

RESOLVED - That under Section 100(A) of the Local Government Act 1972, the public be excluded from the meeting for the following items on the grounds

that they involve the likely disclosure of exempt information as defined in Part I of the Schedule 12A of the Local Government Act 1972.

Item No.	Exempt Paragraphs
9 & 10	3

9. **NON-PUBLIC MINUTES**
The minutes of the meeting held on the 1 December 2014 were approved as an accurate record.

10. **HEAD'S REPORT**
The Board received a report of the Head which provided an update to Governors on admissions, staff changes, the development office and fundraising strategy update.

11. **NON-PUBLIC QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
Questions were asked about progress on the Strategy Review and noise nuisance outside the School.

12. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT AND WHICH THE BOARD AGREES SHOULD BE CONSIDERED WHILST THE PUBLIC ARE EXCLUDED**
The Chairman agreed that the following Governors' only items may be considered as matters of urgency.

SUMMARY OF GOVERNORS ONLY ITEM

1) TEACHERS PAY AWARD PROCESS AND THE JCC
The Board considered and approved a verbal report of the Director HR concerning the Teachers' Pay Award process and the membership of the JCC.

2) STAFFING MATTER
The Board considered a staffing matter.

The meeting ended at 12.50 pm

Chairman

Contact Officer: Jacqui Daniels
tel. no.: 020 7332 1480
jacqui.daniels@cityoflondon.gov.uk

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Committee:	Date:
Board of Governors of the City of London School	17 June 2015
Subject: Re-appointment of Co-opted Governors	**Public**
Report of: Town Clerk	**For Decision**

Summary

This report requests that Governors consider the re-appointment of Lord Levene, Christopher Martin and Dame Mary Richardson as co-opted Governors of the Board for further three year-terms.

Recommendation

Governors are asked to consider the re-appointment of Lord Levene, Christopher Martin and Dame Mary Richardson onto the Board for a further term of three years.

Main Report

Background

1. It was agreed, by this Board, that the appointment of all co-opted Governors would be reviewed after they had completed a period of 3 years in office. Candidates would then be given the opportunity to re-apply for their position on the Board if they so wished.

2. The three year terms of office for Dame Mary Richardson and Christopher Martin came to an end in late February 2015 and the current three year term of office for Lord Levene will come to an end later this month. All have expressed a willingness to stand for re-election as co-opted Governors

3. I can report that, since their last appointment to the Board, out of a possible 14 Board meetings, Dame Mary Richardson has attended 10 and Christopher Martin has attended 13. Out of a possible 13 Board meetings, Lord Levene has attended 10.

4. To aid the Board's decision, each co-opted Governor has been invited to submit 100 words in support of their candidature and their details are attached in Paragraphs A) to C) below.

A) Lord Levene

Having been educated at the School, I have always been very aware of the high standard of education that the school offers, and am anxious to help to ensure that it continues. I have served as a Governor of the School, as a Governor of the City of London School for Girls, and as a Governor and Vice Chairman of the Sir John Cass Primary School. My two sons were

educated at the School, and my daughter at the Girls School, so I have a long connection and understanding of the School, its history and aims and achievements. I have a strong knowledge of the interface with the Corporation of London having served as a Common Councilman, Alderman, Sheriff and Lord Mayor.

B) Christopher Martin
"I wish to be considered for reappointment as a Governor of CLSB.

Since becoming a co-opted governor in 1998, I have developed a keen affection for CLS and was pleased to be able to play a part in the appointment of our Head. I act currently as the Governor with responsibility for Child Protection.

I was a headmaster for 20 years in Bristol and at Millfield. I served for two terms on the Privy Council Education Committee and have been a Trustee for Coram Life Education. I am a Governor of Springfields Academy, a special school in Calne, and of Red Maids School in Bristol."

C) Dame Mary Richardson
"I should be honoured to be considered for a further term as a co-opted governor, to be of service to the school and to make a contribution.

I am a former Headteacher and through my work as CE, HSBC Global Education Trust, have knowledge of educational systems in many parts of the world. I am on the bursary committee at CLS and am a governor and chair of various committees at a university and a state boarding school, and therefore have current knowledge of regulations, standards and student progression. Until 2014, I chaired an organisation specialising in governance.

I am on the MOD/DFE committee for cadet bursaries and involved both in the cadet movement and in research regarding the effects of the cadet experience on student alienation, personal development and well-being. I have some knowledge of fundraising for scholarships. I delight in meeting HSBC Scholars - and reminding HSBC of their life-changing support.

I am committed to this outstanding school, its students and staff, and to its continuing development."

7. Governors are asked to consider the re-appointment of the candidates for further three year terms.

Contact:
Jacqui Daniels
020 7332 1480
jacqui.daniels@cityoflondon.gov.uk

Committee:	Date:
Board of Governors of the City of London School	17 June 2015
Subject: Association of Governing Bodies of Independent Schools Annual General Meeting and Conference	**Public**
Report of: Edward Lord, AGBIS Representative	**For Decision**

Summary

The AGBIS Conference took place on Tuesday 10 March. The day included the formal AGM, a keynote address by Lord Waldegrave, Provost of Eton College, and a number of breakout sessions.

The breakout session on governance seemed of relevance and I felt it important to report to the Board of Governors for your consideration.

Those presenting in that session emphasised the need for regular self-assessment by governing bodies, with external review every four to five years. They also ran through a number of examples of best practice, including the minimum requirements for governors to have committees covering education, finance, and governance issues. Other committees might cover development, pastoral, property, and staffing issues. Some of those could be combined.

Recommendations

1. That the report be noted;

2. That Members give consideration to undertaking internally (or commissioning externally) a review of governance at City of London School to ensure that the Board is following best practice for similar schools (within the context of being part of the City of London Corporation); and

3. That Members give consideration as to whether the Board ought to appoint any committees.

Main Report

Introduction

1. The Annual General Meeting and Annual Conference of the Association of Governing Bodies of Independent Schools (AGBIS) took place on Tuesday 10 March 2015 at Drapers' Hall. Representatives of over 130 schools of various sizes and types attended.

Annual General Meeting

2. The Annual General Meeting was formal and short. The meeting was addressed briefly by the Chairman, Richard Green (Prior's Field School) and Honorary Treasurer, Michael Goolden (Benenden). Members approved the minutes of the 2014 AGM; received the report of the directors and audited financial statements for the year ended 31 December 2014 (a copy of which I have deposited with the Clerk to the Governors for reference); reappointed haysmcintyre as auditors; and received the results of the election of directors:

Roger Chapman	Mill Hill *
Pamela Edmonds	St Michael's Prep
Deborah Knight	Haberdashers' Askes' (Boys)
Rosanne Musgrave	St Albans High
Ken Young	The Royal Russell *

*re-elected

3. One point of concern, which I raised after the meeting with Stuart Westley, AGBIS General Secretary, was that the directors' report and financial statements were not circulated in advance of the AGM and were laid around on delegates' chairs, which meant that they did not have time to read, let alone digest, the content prior to them being put to the vote at the meeting. I commented that this was not good governance practice and that all member schools, not just those attending the AGM, should have sight of them – perhaps as a download from the AGBIS website – ahead of the AGM. He offered to take this back for review.

Keynote Address

4. The keynote address was delivered by the Right Honourable the Lord Waldegrave of North Hill, former Conservative minister from 1981 to 1997, now Provost (Chairman of Governors) of Eton College. Lord Waldegrave's theme was "From the Vision to the Stategy". Whilst he accepted that Eton is in a very different position to most independent schools, there were nonetheless some common principles which applied to all.

5. Lord Waldegrave was clear that Governors should set the vision for their school, and that the Governors and Head should together develop a Strategy, which would then be implemented by the Head and their senior team. He went on to discuss key themes that he felt were relevant including the need to develop outreach programmes in order to demonstrate public benefit. Particularly important for charitable schools.

Breakout Session: Governance Review

6. I attended a breakout session on school governance, particular focussing on the need for regular review of governing body capability. Attached as appendices to this report are the handouts from that session:

- Independent Schools Inspectorate – Grade descriptors for 'the quality of governance';
- Independent Schools Council – Joint Understanding of Good Governance
- AGBIS – Governing Body Self Review Pro Forma
- National Governors Association and APPG on Education Governance and Leadership – Twenty key questions for a school governing body to ask itself

7. It was strongly recommended that governing bodies should annually or biennially undertake a self-assessment of governance and should commission an external review every four to five years. In my experience on this Board, I am conscious that we have not reviewed our capability and structures. It therefore struck me that it might be helpful for the CLS Board of Governors to undertake or commission such a review in order to ensure that we are following best practice for similar schools. Naturally any review of governance would need to take into account our unique nature as part of the City of London Corporation.

8. The session also covered other aspects of best practice, including the expectation that governing bodies would normally have a range of committees covering, inter alia:

- Development;
- Education;
- Finance;
- Governance and nominations;
- Pastoral matters;
- Property; and
- Staffing

although it was recognised that some of those could be combined. This might be something that the Board of Governors might want to consider for CLS.

Conclusion

9. Colleagues will, I am sure, agree that City of London School should, wherever possible follow best practice in corporate governance and I submit this report as a starting point for discussion.

Edward Lord
AGBIS Representative

T: 020 7448 8014
E: city@edwardlord.org

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Appendix

INDEPENDENT SCHOOLS INSPECTORATE

DRAFT INTEGRATED GRADE DESCRIPTORS

(For the use of inspectors and schools)

Grade descriptors for 'The quality of governance'

The grade descriptors are exemplars only and not a prescriptive list of requirements for all schools. They should be used as a **'best fit'** guide to help in identifying the appropriate grade.

Excellent 1

The governing body has a valuable range of expertise, with comprehensive induction arrangements and well-chosen training. The governors have a perceptive long-term strategic plan for the school's future and work closely with the head, bursar and members of the senior management team. They have a clear insight into the school and seek to ensure that its aims are fulfilled through the school development plan. They are well known at the school both at formal occasions and also through sampling the pupils' curricular experience. They monitor school policies carefully and exercise constructive oversight of academic standards and pastoral matters, including welfare, health and safety. They are committed to financial planning for the maintenance and development of accommodation, resources and the recruitment of high quality staff. They ensure that questions of suitability are scrupulously checked and that the central register is thoroughly maintained. They are a strong source of advice and support to the head and have effective mechanisms for evaluating the work of the head or other section managers who have delegated responsibility for compliance matters.

Good 2

The governors have a good range of experience in areas relevant to the school and a clear conception of its aims, together with the issues for its future development. They offer encouragement to the school to fulfil these aspirations. They are well informed by the head's reports, contact with the parents' association and the direct involvement in matters of welfare, health and safety. They are effective in discharging their responsibilities for monitoring and evaluation of the school development plan and the quality of school policies. They take an interest in educational standards and pastoral matters. They are well known in the school and visit from time to time to increase their understanding of its operation. They work closely with the bursar in matters of finance, accommodation and resources. They are well informed about their legal obligations and have proper oversight of them. They take care to see that capable staff are selected and appointment procedures are properly followed. The chair keeps in close touch with the head, providing valuable support with a broad perspective and useful contacts. Effective mechanisms are in operation for evaluating the work of the head.

Sound 3

The governors have a reasonable range of expertise. They have had training in aspects of welfare, health and safety and they are committed to maintaining the ethos of the school. They make useful suggestions for the school development plan and keep themselves informed about pupils' successes and results. They receive regular reports from the head and have other information on the school from personal contacts with parents. They are aware of their responsibilities and delegate them appropriately. They visit the school in connection with specific issues and some are known to staff and parents. They rely extensively on the head and bursar for the preparation of policies and procedures, and their monitoring is carried out by considering papers for formal meetings. They exercise sound financial control. The chair keeps in touch with the head and provides useful advice, particularly in matters of staffing and complaints.

Unsatisfactory 4

The governing body recruits members committed to the good of the school, but with little regard to variety of experience or training. It has made a brief analysis of the position of the school in the local community but without sufficient regard to possible future developments. The governors consider the school to be performing well, fulfilling its aims and in need of no more than light monitoring. Mechanisms for appraising the work of the head are informal and ineffective. They hold termly meetings and rely almost exclusively on the head for their understanding of the school. Being detached from the routine operation of the school, their meetings are essentially concerned with approving policies and documents presented to them, including the school development plan. Their contact with the staff at the school is formal and detached, and parents know little about them. They pay superficial regard to matters of welfare, health and safety, but undertake no effective monitoring. They have a hazy understanding of the requirements for appointments.

A JOINT UNDERSTANDING OF GOOD GOVERNANCE

The Independent Schools Council (ISC) and its constituent Associations (AGBIS, COBIS, GSA, HMC, IAPS, ISA, ISBA and the Society of Heads) recognise the importance of effective governance based on best practice within member schools and have drawn up this Joint Understanding of Good Governance. The independent education sector has a justifiable reputation for excellence and the responsibility for governance of the highest standard rests with each independent school's legally-defined "proprietor", be it an individual or individuals, a corporate governing body or trust, or a company. The proprietor is the person or body responsible for the management of the school. The National Governance Steering Group has published a Code[1] which sets out six key principles of good governance with the purpose of assisting those with responsibility for governance to enhance their decision making, increase their accountability and enable them to provide strong leadership. While referring to the "board", the following key principles, adapted from the Code, are equally valid for all forms of governance in operation in Association schools.

An effective board (or equivalent) will provide good governance and leadership by:

1 **Understanding their role and responsibilities collectively and individually in relation to:**

- their legal duties
- the stewardship of assets
- the provisions of the governing document (where applicable)
- the external environment
- the nature of the school

and in terms of:

- in conjunction with the Head, setting and safeguarding the vision, values and reputation of the school
- recognising and adhering to the appropriate boundaries between governance and management of the school
- overseeing the work of the school
- supporting staff, in particular the Head and Bursar, including performance management of the Head and Bursar
- ensuring the education, welfare and safety of pupils

2 **Ensuring delivery of the school's purpose by:**

- ensuring that its aims (the charitable objects where applicable) remain relevant and valid
- in conjunction with the Head, developing a long-term strategy: agreeing the school development plan, operational plans and budgets; monitoring progress and evaluating results; and reviewing and/or amending plans and budgets as appropriate

[1] Good Governance: A Code for the Voluntary and Community Sector, second edition 2010 (www.governancecode.org)

3 **Working effectively both as individuals and as a team. The board will have a range of appropriate policies and procedures which will include:**

- a clear process for succession planning
- finding and recruiting new board members to meet the school's changing needs in relation to skills, experience and diversity
- providing suitable induction for new board members
- providing all board members with opportunities for training and development according to their needs
- and periodically reviewing their performance both as individuals and as a team

4 **Exercising effective control as an accountable body by ensuring that:**

- the school understands and complies with all legal and regulatory requirements
- the school maintains good internal financial management controls
- the board regularly reviews and identifies the major risks to which the organisation is exposed and puts in place systems to manage those risks
- delegation to sub-committees and staff works properly and that this delegated authority is properly supervised

5 **Behaving with integrity by:**

- paying due regard to the Nolan principles of public life[2]
- safeguarding and promoting the school's reputation
- acting according to high ethical standards
- identifying and managing conflicts of interest and loyalty
- maintaining independence of decision making
- and delivering impact that best meets the needs of the school (and the charity's objects where applicable)

6 **Being open and accountable through:**

- open communications, informing people about the school and its work
- appropriate consultation on significant changes to the school's operation or policies
- listening and responding to the views of all stakeholders with an interest in the school's work
- handling complaints constructively, impartially and effectively
- and considering the school's responsibility to the wider community, for example, public benefit

Note 1 : The Association of Governing Bodies (AGBIS) takes a lead in the promulgation of good governance practice throughout its member schools and is supported fully by the other associations in this aim. Each association also works with its own membership to promote good governance.

[2] http://www.public-standards.org.uk/Library/The_seven_principles_of_public_life.pdf

AGBIS
Supporting Governing Bodies of Independent Schools

GOVERNING BODY SELF-REVIEW

SCHOOL NAME:.....

PLEASE COMPLETE AND RETURN TO ..... AS SOON AS POSSIBLE

COLLECTIVE RESPONSIBILITY AND OPERATING AS A TEAM

Area	Agree	Disagree	Uncertain
The Governing Body sees the need to act as a team and to take collective responsibility for its decisions.			
Comment:			
The Governing Body ensures that the structure of governance is capable of providing the quality of information needed to exercise effective oversight of the School.			
Comment:			
Governors seek to attend the majority of meetings, they prepare effectively and contribute appropriately to discussion.			
Comment:			
Decisions are taken, recorded and actioned which properly reflect the consensus view of meetings.			
Comment:			
No significant decisions are taken outside Governors' meetings without specific, delegated authority.			
Comment:			
The Governing Body has a mechanism to receive and evaluate information from the Head and senior staff			
Comment:			
The Governing Body, the Head and the Bursar work well together.			
Comment:			

COLLECTIVE ASSESSMENT – VISION, STRATEGY AND COMPOSITION

Area	Agree	Disagree	Uncertain
The Governing Body has a clear, written strategic vision for the School which has been developed jointly with the Head and senior staff and is reviewed at appropriate intervals.			
Comment:			
The School's Development Plan supports the vision, it is sufficiently specific			

Area	Agree	Disagree	Uncertain
and is reviewed regularly.			
Comment:			
The Governing Body is able to review the Strategic Plan and to change direction if necessary.			
Comment:			
The Governing Body has considered its composition, whether it has an appropriate range of specialist skill and whether the length of governors' term of office is appropriate.			
Comment:			
All governors are encouraged to be involved in succession planning.			
Comment:			

COLLECTIVE ASSESSMENT – DUTIES OF CHARITY TRUSTEES

Area	Agree	Disagree	Uncertain
The Governing Body knows and understands the Objects of the Charity and its duties as charity trustees.			
Comment:			
The Governing Body acts reasonably and prudently in all matters and takes advice when necessary.			
Comment:			
The Governing Body has in place effective control systems and procedures for safeguarding the assets of the Charity.			
Comment:			
Committees of the Governing Body have terms of reference which clarify any delegated power and their purpose and operation are well understood.			
Comment:			
The Governing Body regularly reviews the School's performance and achieves a wise balance between supporting the Head and senor staff and holding them to account.			
Comment:			
The Governing Body's understanding of regulation is sufficient to ensure effective oversight of management's compliance.			
Comment:			
The Governing Body keeps abreast of educational developments and is strongly committed to supporting governor training.			
Comment:			

SELF ASSESSMENT

Area	Yes	No
TIME		
Are you able to:		
Devote sufficient time to the work of the Governing Body?		
Attend meetings regularly?		
Attend a good proportion of the important school events?		
Comment:		
MEETINGS		
Do you consider:		
You are adequately briefed before a meeting?		
You have sufficient time to read the briefing papers?		
The business considered is appropriate for governors?		
The discussion is at the appropriate level with a sufficient focus on strategy?		
Outcomes are clear and actioned efficiently?		
Meetings are well run and not too long?		
Comment:		
TRAINING		
Have you attended a training event in the last two years?		
Are there gaps in your knowledge which you wish to fill?		
Comment:		
IMPROVEMENT		
How can the Governing Body operate more effectively?		

Effective governance for good schools

Twenty key questions for a school governing body to ask itself

Strong governance is essential for good schools. Yet we know that in too many schools, governing bodies are not effective or confident enough. The key role of governing bodies is to support and challenge headteachers in order to ensure pupils receive the best possible education; governing bodies also need support and challenge. We therefore set out to encourage governors to challenge themselves as the best governing bodies already do.

Together we came up with '20 questions for governing bodies' on which we consulted widely at the very well attended meeting of the All-Party Group on Education Governance and Leadership on 21 May 2012. We wanted to keep the challenges to one page in order to engage as many governing bodies as possible in a simple exercise to reflect on their practice. Governing bodies, especially those which are struggling, can be overwhelmed by too much irrelevant information and we did not want this to become a great big handbook on how to be effective which would be overlooked. Governing bodies have to use their limited time efficiently, and we offer these 20 questions to that end.

These questions should enable every governing body to challenge its own practice and, if the answers derive from a genuine discussion based on the evidence available, decide when and how improvements can be made. There are other resources available to help governing bodies improve.

They are **NOT** attempting to:

- cover every aspect of effective governance,
- give the answers – these can only be obtained from reflecting honestly and fully on current practice in comparison with others,
- replace the good guidance for governing bodies provided by a range of organisations.

While there are some magnificent governing bodies, there are also still some working in isolation without a good understanding of what constitutes effective practice or success. We are therefore suggesting that every school should engage with the '20 questions' and seeking willing organisations to commend them to schools. If your organisation is interested in endorsing and promoting them, please contact education.governance.appg@nga.org.uk.

Twenty key questions for a school governing body to ask itself

Right skills: Do we have the right skills on the governing body?

1. *Have we completed a skills audit of our governing body?*
2. *Do we appoint governors on the basis of their skills, and do we know how to find people with the necessary skills?*

Effectiveness: Are we as effective as we could be?

3. *Do we understand our roles and responsibilities?*
4. *Do we have a professional clerk and run meetings efficiently?*
5. *What is our training and development budget and does every governor receive the support they need to carry out their role effectively?*
6. *Do we know about good practice from across the country?*
7. *Is the size, composition and committee structure of our governing body conducive to effective working?*
8. *Does every member of the governing body make a regular contribution and do we carry out an annual review of the governing body's performance?*

Strategy: Does the school have a clear vision?

9. *Have we developed long-term aims for the school with clear priorities in an ambitious school development plan which is regularly monitored and reviewed?*
10. *Does our strategic planning cycle drive the governing body's activities and agenda setting?*

Accountability of the executive: Do we hold the school leaders to account?

11. *Do we understand the school's performance data well enough to properly hold school leaders to account?*
12. *How effective is our performance management of the headteacher?*
13. *Are our financial management systems robust and do we ensure best value for money?*

Engagement: Are we properly engaged with our school community, the wider school sector and the outside world?

14. *How do we listen to and understand our pupils, parents and staff?*
15. *How do we report to our parents and local community regularly?*
16. *What benefit do we draw from collaboration with other schools and other sectors, locally and nationally?*

Role of chair: Does our chair show strong and effective leadership?

17. *Do we carry out a regular 360 review of the chair's performance?*
18. *Do we engage in good succession planning?*
19. *Are the chair and committee chairs re-elected each year?*

Impact: Are we having an impact on outcomes for pupils?

20. *How much has the school improved over the last three years, and what has the governing body's contribution been to this?*

Committee(s)	Dated:
City of London Freemen's School City of London School City of London School for Girls	27 April 2015 17 June 2015 22 June 2015
Subject: Teachers' Pay Award 2015-6	**Public**
Report of: Director of Human Resources	**For Decision**

Summary

This report informs the Board of the recent pay discussions that have taken place on behalf of the Board of Governors regarding the Staff Side and Common Room pay claim for September 2015.

Recommendation(s)

Governors are asked to:

- note the report.
- agree the continuation of the Teachers' Pay Panel in relation to any pay claim made on behalf of the Staff Side and Common Rooms for the academic year commencing in September 2016.

Main Report

Background

1. As agreed by the Board of Governors earlier this year, the Teachers' Pay Panel was established to consider the pay claim made on behalf of teachers at the three City Schools. The Terms of Reference for the Teachers' Pay Panel are reported separately on the agenda.

Current Position

2. A meeting of the Teachers' Pay Panel took place on 25 March 2015. The Chairmen from the City of London Freemen's School and City of London School for Girls and the Deputy Chairman of the City of London School were in attendance. The teachers' pay claim was presented by representatives from the three City Schools and the ATL representative. A formal response from the Teachers' Pay Panel was made following the meeting and is attached as Appendix 1.This included a proposed pay increase of 2% for staff on the teachers' main grade, management grades and responsibility allowances effective from 1 September 2015.

3. The first Teachers' Pay Panel and been successful in addressing concerns that have been raised by the Staff Side and Common Rooms regarding the time taken to determine any pay award. The Staff Side and Common Rooms have welcomed the opportunity to meet with the Chairmen of the City Schools.

4. The Staff Side and Common Room Chairman has written to confirm that the proposed pay increase of 2% on the teachers' main grade, management grades and responsibility allowances has been accepted at all three schools.

Options

5. In accordance with the Terms of Reference for the Teachers' Pay Panel, the Board of Governors is asked to confirm the continuation of the Teachers' Pay Panel to consider any pay award for teaching staff effective from September 2016.

Proposal and Conclusion

6. The Pay Panel meeting provided a forum for the Chairmen to discuss the pay submission made on behalf of the teaching staff. it has been successful in securing an early decision regarding pay for teaching staff. It is suggested the Teachers' Pay Panel should continue to function to consider pay for the academic year commencing from September 2016.

Appendices

Appendix 1 – letter of 27 March 2015 to the Staff Side and Common Room representatives.

Tracey Jansen
Senior Human Resources Manager

T: e.g. 020 7332 3289
E: tracey.jansen@cityoflondon.gov.uk]

Corporate HR Unit
Christine Morgan
Director of Human Resources

CITY OF LONDON

Gerald Dowler
City of London School

Tom Preece Smith
City of London School for Girls

Robin Retzlaff
City of London Freemen's School

Telephone 020 7332 3289
Email tracey.jansen
@cityoflondon.gov.uk

Date 27 March 2015

Dear Staff Side and Common Room Representatives

Teachers' Pay Panel

Thank you for attending the first Teachers' Pay Panel on Wednesday. I am writing to confirm the proposal made on behalf of all the Chairmen of the Boards of Governors in order that this can be shared with the common rooms.

The Chairmen welcomed the suggestion made by the representatives to meet with the Chairmen of the Boards to discuss pay and felt that this would facilitate a quicker outcome regarding pay. The report made by the staff side and common room and additional comments made at the meeting were noted. In particular teaching staff were unhappy with the status of the non-consolidated payment. The Chairmen agreed and said that they had already decided not to continue with the payment for a further year, especially in view of the feelings of staff.

The Chairmen intend that this new process should be collaborative and valuing of teachers rather than in any way confrontational and be conducted in as short a period of time as possible.

Whilst it was noted that the fees were increasing at a higher percentage than the base line of salaries, the percentage increase in salaries does not include incremental progression within the grade. The schools had a number of financial commitments that had to be met, such as the school infrastructure, maintenance and upgrading of the IT systems, planned works and the additional costs arising from changes to the teachers' pension scheme. The Chairmen were also mindful of the difficult financial position facing the City of London Corporation with unprecedented savings of £20m required over the next 2 to 3 years. It was also noted that pay rises for teaching staff over the past few years have been significantly higher than the state sector, colleagues in the rest of the Corporation and benchmark comparators. The Chairmen noted that this was in recognition of the excellent teaching and commitment of the staff.

The Chairmen commented that the report of the staff side and common room on pay was made in November 2014, however inflation was now on a downward trend.

City of London PO Box 270, Guildhall, London EC2P 2EJ
Switchboard 020 7606 3030
www.cityoflondon.gov.uk

Against this backdrop the Chairmen made the following proposal which they hoped would be received in the spirit it is made in order to avoid prolonged discussions and with the intention of recognising the views or staff and being fair:

- A 2% increase on the basic pay rates of the teachers' main grade and management grades. The intention of the proposed increase is to incorporate the £1000 non-consolidated payment and to provide a reasonable increase taking into account the matters considered above. Along with the incremental progression due to staff who have not yet reached the top of the grade it was felt that this is a generous proposal in all the circumstances. The Chairmen also agreed that for staff at the top of the main grade at the City of London Freemen's School the increase would be brought in line with the City of London School and the City of London School for Girls (this equates to an additional £73 per annum).

- A 2% increase on responsibility allowances.

It was agreed that the representatives would report back to the common rooms after the Easter break and respond back to the Director of Human Resources. A further meeting would be pencilled in but if possible this matter would be concluded by correspondence.

On behalf of the Chairmen I would like to thank you for the constructive and positive approach taken at Wednesday's meeting. The Chairmen unanimously expressed the view that the teaching staff were highly valued by the Boards of Governors and were appreciative of the hard work, commitment and excellent teaching provided at all three schools. They look forward to receiving a positive response to the proposal outlined above.

Yours sincerely

PP Chrissie Morgan
Director of Human Resources

cc: Chairman City of London School for Girls
Chairman City of London School
Chairman City of London Freemen's School

APPENDIX
Teachers Pay Panel: Terms of Reference

Purpose of the Teachers' Pay Panel

1. The Boards of Governors of the City of London School, the City of London School for Girls and the City of London Freemen's School have delegated to a Teachers' Pay Panel, consisting of the Chairmen of their Boards, the authority to consult and decide upon the annual teachers' pay award within agreed parameters from the Boards.

2. The Teachers' Pay Panel will consult with the Schools' Staff Side or Common Room representatives and an official from the Association of Teachers and Lecturers regarding the Teachers' pay submission.

3. The Teachers' Pay Panel will usually meet in March of each year. The Panel may decide to hold further meetings or conduct further communications via letter if necessary. However the aim will be to have made any decisions regarding pay by the end of the Spring term.

Membership:

4. The membership shall be as follows:
   - The Chairmen of the Boards of Governors of the City of London School, the City of London School for Girls and the City of London Freemen's School. In their absence they may nominate a deputy from the membership of their Board of Governors.

     One of the Chairmen of the Boards of Governors will act as the Chairman of the Teachers' Pay Panel on an annual rotation.

Quorum:

5. The Quorum will be three and will consist of a Governor from each of the three Boards.

Consultation Process:

6. During the process of deliberation, the Teachers' Pay Panel will meet with:
   - One representative from the Staff Side or Common Room of the City of London School, the City of London School for Girls and the City of London Freemen's School; and
   - The full time official from the Association of Teachers and Lecturers.

7. The following will be in attendance during deliberations in an advisory capacity:
   The Director of Human Resources
   The Heads of the City of London School, the City of London School for Girls and the City of London Freemen's School or in their absence their Deputy.

Remit of the Teachers' Pay Panel:

8. To approve any pay award that will apply to the teachers' main grade and all teachers' management grades.

9. Any decisions around responsibility and other allowances or payments will be specified.

Timing

The timing of the process will be as follows:-

- Financial information will be provided by the schools to the Staff Side and Common Room representatives in the autumn term of each year.
- Any pay submission made by the Staff Side and Common Room will be made to a meeting of the Joint Consultative Committee in January/early February of each year.
- Teachers' Pay Panel will usually meet in March.
- Final decision to be made by the end of the Spring term if at all possible.

Termination

10 The Boards of Governors will review on an annual basis the continuation of the Teachers' Pay Panel.

Committee(s):	Date(s):
Board of Governors of the City of London School	17 June 2015
Subject: Head's Report	**Public**
Report of: Sarah Fletcher, Head, City of London School	**For Information**

Summary

The Head reports on the following:

- Means tested Sponsored Awards for September 2015 entry
- HSBC Financial Support renewal
- Health and Safety matters
- Professional Development Update
- Thames Tideway Tunnel Update
- Introduction of ISAMS as the School's Management Information System as from September 2015
- Building works planned for Summer 2015

Recommendation

Members are asked to note the report.

Main Report

1. Means Tested Sponsored Awards for September 2015 entry

Eight Means Tested Sponsored Awards covering full tuition fees and a further such award covering three-quarters of tuition fees have been made for September 2015 entry. Five of these are for entry into the First Form and four for the Sixth Form. These awards are available due to the generosity of:

HSBC
John Carpenter Club
City of London School Bursary Trust (profits from Tate Modern Gala Dinner)
The Presidents' Club Charitable Trust
The Carpenters Club
Some individuals who wish to remain anonymous

The School is very grateful to the above for their most generous support.

The award of eight new Means Tested Sponsored Scholarships referred to above brings the total number of full fee scholarships awarded at the City of London School since the launch of the scholarship campaign in November 2000 to 209. In addition 16 pupils have been awarded substantial bursaries covering the majority of their school fees.

2. HSBC Financial Support Renewal

HSBC Holdings plc have generously agreed to provide 4 means tested sponsored awards to pupils entering the School's Sixth Form in each of September 2015, September 2016 and September 2017. The School is very grateful for the company's continued support.

3. Health and Safety Matters

a) The School invited the City's Fire Safety Advisor to attend a fire drill at the School on 17 February. He kindly attended the next Health and Safety Committee on 3 March as well to feed back his observations. He was pleased with the School's procedures but had some suggestions as to how these could be improved further. An action plan has been drawn up and the majority of his recommendations have now been implemented.
b) The Health and Safety Committee also met on 28 April. The Committee received a briefing on the improvements which are being made in respect of school security. Procedures regarding lone working were also discussed and agreed.

4. Professional Development Update

Details of INSET courses attended by teaching staff during the current academic year are included at Appendix 1.

5. Thames Tideway Tunnel Update

The Department of the Built Environment have kindly included the School's concerns in their comments on the Thames Tideway Tunnel Draft Submissions. Specifically the School's concerns regarding the noise impact in terms of both (i) the construction due to take place outside the School and (ii) the ongoing effects of the relocation of the pier closer to the School. They have also stated that the School is keen to apply for double glazing to reduce the noise impact and offered to set up a meeting to discuss these concerns in due course.

6. Introduction of ISAMS as the School's Management Information System as from September 2015

The School is currently adopting a new MIS, *iSAMS*, which will be operational with effect from this September.
ISAMS provides a central school database designed for the independent educational sector and offers the following benefits:

- A flexible software architecture, suitable for interfacing with third party applications;
- Efficiencies of a single sign-in, central solution and reduced duplication of data entry;
- A significantly improved degree of customisation to suit the individual needs of the School;
- Accessible and responsive customer support, focused on the independent sector;
- A browser interface, providing a platform agnostic solution offering remote access to managed areas of the database from a variety of devices;
- A database that meets the needs of a forward looking strategy, enabling the free-flow of accurate, timely management information to suit the needs of the School into the future.

7. Building works planned for Summer 2015

The Summer building programme involves the reconfiguration of offices in order to maximise available space, and to meet the security needs of the premises and strategic restructuring among the management and support staff. The benefits and aims are as follows:

- To provide the foundation for a phased improvement to the School access and security arrangements;
- Provide a central administrative office, offering improved accessibility to staff, pupils and parents;
- To integrate the School Reception with the Administrative hub of the School;
- To streamline department structures and management workflow;
- To suit the needs of the School strategic plan.

Sarah Fletcher
Head, City of London School

T: 020 7489 4701
E: skf@clsb.org.uk

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CLS Teaching Staff Inset

All Teaching Staff Inset requests for the current academic year are shown below.

Teacher	Start Date	End Date	Course Title	Provider Name
Eteson PR	01/09/2014		ISQAM	HMC Independent Professional Development
Hilton-Dennis M	01/09/2014		ISQAM	HMC Independent Professional Development
Santry JP	01/09/2014		ISQAM	HMC Independent Professional Development
McCarthy PC	01/09/2014		ISQAM Level 1	HMC Independent Professional Development
Riggs RA	01/09/2014		ISQAM	HMC Independent Professional Development
Giannarou A	01/09/2014		ISQAM	HMC Independent Professional Development
Weller C	01/09/2014		ISQAM	HMC Independent Professional Development
Ciechanowicz, MJ	10/09/2014		Free That Parrot: Promoting Natural and Communicative Speaking in the A-Level Spanish	Philip Allan
Di Stefano-Power	16/09/2014		Exam Access Arrangements	Communicate - ED
Norman J	24/09/2014		Promoting Emotional Health and Resilience in School	Royal Grammar School, Newcastle
Hudson NC	24/09/2014		Cambridge IGCSE First Language English	Cambridge Professional Development
Swann SA	26/09/2014		Focussing Year 10 Students - Getting KS4 Off to a Good Start	Creative Education
Emerson, I E	26/09/2014		Sir Robert Taylor Society Annual Conference	Sir Robert Taylor Society
Edmundson R	26/09/2014		Sir Roger Taylor Society Annual Conference	Sir Robert Taylor Society
Fountaine	29/09/2014		Mastering for Lifelomg Success and Practical Strategies in the Classroom	ADDSPARK
Swann SA	29/09/2014		New Roles and Responsibilities for Year Leaders and Tutors	Creative Education
De Stacpoole J	29/09/2014		Mastering ADHD for Lifelong Success: Positive and Practical Strategies in the Classroom	ADDSPARK
Pereira MV	01/10/2014		A-Level Physics: Introduction to the New Spec	AQA
Hill, V	02/10/2014		US University Forum for Counsellors	St Paul's
Di Stefano-Power	03/10/2014		SEND Code In Practice	Learning Works
Hill, V	07/10/2014		Going Dutch	ISC Independent Schools' Council
Kerr MP	07/10/2014		Independent Education - Conference on the Strategic Use of Marketing in Independent Schools	MTM Consulting
Dobson SH	09/10/2014		AQA: INHOUSE TRAINING	AQA

Teacher	Start Date	End Date	Course Title	Provider Name
Giannarou A	10/10/2014		SAPERE Level 2 Philosophy Course	SAPERE
Fountaine	10/10/2014		TES SEN Show	HMC Independent Professional Development
Ciechanowicz, MJ	10/10/2014	12/10/2014	Countryside Leader Award - Duke of Edinburgh	Countryside Leader Award
Di Stefano-Power	11/10/2014		TES SEN SHOW	Misc.
Hilton-Dennis M	14/10/2014		British Council: Connecting Classrooms	British Council
Crowther JT	14/10/2014		Edexcel AS Politics and A2 American Politics	Philip Allan
Hudson NC	15/10/2014		Cambridge IGCSE Literature in English	Cambridge Professional Development
Marshall PS	30/10/2014	31/10/2014	ISQAM Level 2	HMC Independent Professional Development
Harrison J	03/11/2014		Live Performance and Technology Integration	Manor CE Music Deparment
Pereira MV	04/11/2014		PGCE Science Mentoring Partnership Meeting	KCL King's College London
Bracken AJ	05/11/2014		History Curriculumn Reforms	HMC Independent Professional Development
Rogers KP	05/11/2014		Conference for Teacher's and Advisers	KCL King's College London
Harrison P	10/11/2014		HMC Director of Music Meeting	HMC Independent Professional Development
Di Stefano-Power	10/11/2014		Learning Support Policy and Processed Training	Learning Works
Zivanic	11/11/2014		Cambridge Pre-U Biology	CIE Cambridge International Examinations
Eteson PR	11/11/2014		GSA/HMC Universties Admissions Conference	HMC Independent Professional Development
Wratten KE	11/11/2014		GSA/HMC Universities Admissions Conference	HMC Independent Professional Development
Bugilimfura EM	12/11/2014		Introductory Camridge Pre-U	CIE Cambridge International Examinations
Zivanic	13/11/2014		Improving Student Skills in Data Handling for Biology Students	Philip Allan
Bracken AJ	14/11/2014		Cambridge Pre-U History	CIE Cambridge International Examinations
Edmundson R	17/11/2014		Masterclass: Purposeful Technology for 21st Century Langauge Teachers	Philip Allan
Eteson PR	17/11/2014		Masterclass: Pruposeful Technology for 21st Century Langauge Teachers	Philip Allan
Weller C	17/11/2014		A Realist's Guide to Stretching and Challenging Your Most Able Students	Dragonfly Training Ltd
Marshall PS	18/11/2014		Using CEM Data in Practice	CEM Durham

Teacher	Start Date	End Date	Course Title	Provider Name
McBroom AJ	18/11/2014		Outstanding Teaching 2014	OSIRIS Educational
Norman J	19/11/2014		Mindfulness	OSIRIS Educational
Silvester JT	20/11/2014		Ignitring A Passion for Learning to ensure Academic Success	Forest School
Di Stefano-Power	20/11/2014		ISC SEN Conference	ISC Independent Schools' Council
Santry JP	24/11/2014		UEFA A License Reassessment	Football Association
Pereira MV	27/11/2014		Experinced Mentor Training	KCL King's College London
Gill AE	28/11/2014		Meaning and Mindfulness	Tavistock
Griffin GS	28/11/2014		Safeguarding Children In Education	Teachology
Weller C	03/12/2014		Improving Feedback, Marking and Assessment	Dragonfly Training Ltd
Vincent V	03/12/2014		Exploting Film in the A-Level Classroom	AQA
McCarthy PC	03/12/2014		IGCSE Science: Feedback and Future Developments	EDEXCEL
Gill AE	03/12/2014		Art and Mind Symposium	Misc.
Marshall PS	04/12/2014		Mathematical Skills in A-Level Geography	Teachers First
Ciechanowicz, MJ	05/12/2014		Tackling Low-Level Disruptive Behaviour	Creative Education
Rey D	10/12/2014		Teaching the New A-Level Economics	Tutor2U
McBroom AJ	15/01/2015		Safeguarding Level 3	Graffham Consulting
Hill, V	20/01/2015		US Applications	Mayflower Education
Emerson, I E	27/01/2015		Conference for Heads of Sixth Form	HMC Independent Professional Development
Di Stefano-Power	27/01/2015		Handwriting Workshop	Misc.
Easingwood J	28/01/2015	29/01/2015	First Aid at Work	St John's Ambulance
Brown	29/01/2015		A Level Subject Workshop Programme	City of London Corporation
Biltcliffe MC	01/02/2015		OCR Level 7	OCR
Hudson NC	11/02/2015		Preparing to be a Pastoral Leader	HMC Independent Professional Development
Robin VJ	11/02/2015		Preparing to be a Pastoal Leader	HMC Independent Professional Development

Teacher	Start Date	End Date	Course Title	Provider Name
Bigden N	18/02/2015		An overview of Timetabling Solutions	Misc.
Harrison J	24/02/2015		Photography - Advanced Professional Module	The Photograpghy Institute
Wacey MJ	24/02/2015		IEA 32nd Conference - The State of the Economy	The Institue of Economic Affairs
Weller C	27/02/2015		Connecting Classrooms - An Introduction to International Learning	British Council
Saunt KA	27/02/2015		Fantasy vs. Reality: the impact and influence of pornography on young people	FPA
Dawson GW	27/02/2015		iTunes U Training Day	Misc.
Di Stefano-Power	05/03/2015		Special Educational Needs Law and Practice Conference	Jordan's Group
McBroom AJ	06/03/2015		Improving A Level Results with Effective Sixth Form Study Skills	Dragonfly Training Ltd
Riggs RA	17/03/2015		Daring to be Different	IBSC International Boys' Schools Coalition
Norman J	17/03/2015		Daring to be Different	IBSC International Boys' Schools Coalition
Rey D	23/03/2015		Delivering the New Edexcel A-Level Economics Spec.	Philip Allan
Weller C	24/03/2015		Science- with less teacher talk	OSIRIS Educational
McCarthy PC	24/03/2015		Getting Ready to Teach the New Chemistry Specification	EDEXCEL
Crowther JT	24/03/2015		Introducing Cambridge IGCSE	CIE Cambridge International Examinations
Edmundson R	29/03/2015		Oliver Prior Society Meeting	Oliver Prior Society
MacDonagh AM	22/04/2015		Creating Mobile Apps	CPD for Teachers
Ralph SL	22/04/2015		Creating Mobile Apps	CPD for Teachers
Franklin	29/04/2015		A Level Drama and Theatre Studies: The Trial	AQA
Dobson SH	29/04/2015		A Level Drama and Theatre Studies: The Trial	AQA
Senechal HM	09/05/2015		An Introduction to Educational Neuroscience	Institute of Education
Di Stefano-Power	15/05/2015		18th Annual Residential SEND Conference	Learning Works
Harrison P	15/05/2015		MMA Conference	MMA Music Masters' Association
Emerson, I E	17/10/2015		Intensive French Langauge Course for Secondary Teachers	Misc.

Committee:	Date:
Board of Governors of the City of London Freemen's School Board of Governors of the City of London School Board of Governors of the City of London School for Girls	15th June 2015 17th June 2015 22nd June 2015
Subject: Counter-Terrorism and Security Act 2015	**Public**
Report of: Remembrancer	**For Information**

Summary

This report advises the Board of the relevant provisions of the Counter-Terrorism and Security Act 2015, which places two new duties on the proprietors of independent schools (and therefore on the Board in discharging the functions of the City Corporation as proprietor). First, the Board will need to have due regard to the need to prevent people from being drawn into terrorism. Second, the Board will need to co-operate with panels put in place by local authorities to identify and provide support to those who are vulnerable to being drawn into terrorism.

Recommendation

It is recommended that the Board note this Report and the duties placed on the Board described in paragraphs 2 and 3 below.

Main Report

1. The Counter-Terrorism and Security Act 2015 passed quickly through Parliament in the early part of this year. Attention has focused on measures to restrict the ability of British citizens to return to the United Kingdom after going abroad to participate in terrorist activities. This Report deals with two new duties which apply to educational institutions, including the City Corporation's independent schools. The duties are intended to provide a statutory footing for existing policies such as the 'Prevent' strategy and the 'Channel' programme.

2. First, the Board, in discharging the functions of the City Corporation as the proprietor of the School, will come under a general duty to "have due regard to the need to prevent people from being drawn into terrorism." This is widely known as the '*Prevent* duty'. The Secretary of State has issued statutory guidance about how the duty is to be put into practice. The generally applicable sections of the guidance, together with the sector-specific guidance relating to schools, are appended to this Report. The Board is required to have regard to this guidance. If the Secretary of State considers

that a body is failing adequately to fulfil the *Prevent* duty, then the Secretary of State may issue binding directions in order to secure its performance. The duty comes into force on 1st July 2015.

3. Second, the Board (along with other "partner" bodies) is, in discharging the functions of the City Corporation as the proprietor of the School, under a duty to co-operate "so far as appropriate and reasonably practicable" with panels set up by local authorities in order to identify and provide support to those who are vulnerable to being drawn into terrorism. Each local authority has to ensure that such a panel, which is to include representatives from the local authority and the police, is in place for its area. The first duty of the panel is to assess the extent to which identified individuals are vulnerable to being drawn into terrorism. If the panel then considers that any individual should be offered support to reduce his vulnerability, it is able to prepare a "support plan" for the individual and make arrangements for its implementation. Alternatively, the panel is able to refer individuals to health or social care services.

Appendices

- Extracts from "*Prevent* duty guidance: Statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015", Home Office, March 2015.

Background Papers

Report of the Remembrancer on the Counter-Terrorism and Security Bill:

- Police Committee, 16th January 2015
- Policy and Resources Committee, 22nd January 2015
- Community and Children's Services Committee, 13th February 2015
- Safer City Partnership Strategy Group, 3rd March 2015

Sam Cook
Assistant Parliamentary Affairs Counsel, Remembrancer's Office

020 7332 3045
sam.cook@cityoflondon.gov.uk

HM Government

Prevent Duty Guidance: for England and Wales

Guidance for specified authorities in England and Wales on the duty in the Counter-Terrorism and Security Act 2015 to have due regard to the need to prevent people from being drawn into terrorism.

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A. Status and Scope of the Duty

Statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015.

1. Section 26 of the Counter-Terrorism and Security Act 2015 (the Act) places a duty on certain bodies ("specified authorities" listed in Schedule 6 to the Act), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This guidance is issued under section 29 of the Act. The Act states that the authorities subject to the provisions must have regard to this guidance when carrying out the duty.

2. The list of specified authorities subject to the provisions can be found in Schedule 6 to the Act. Further details can be found in the sector-specific sections of this guidance.

3. The duty applies to specified authorities in England and Wales, and Scotland. Counter terrorism is the responsibility of the UK Government. However, many of the local delivery mechanisms in Wales and Scotland, such as health, education and local government, are devolved. We will ensure close cooperation with the Scottish and Welsh Governments in implementing the Prevent duty where there are interdependencies between devolved and non-devolved elements. There is separate guidance for specified authorities in Scotland.

4. The duty does not confer new functions on any specified authority. The term "due regard" as used in the Act means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions. This purpose of this guidance is to assist authorities to decide what this means in practice.

B. Introduction

5. The Prevent strategy, published by the Government in 2011, is part of our overall counter-terrorism strategy, CONTEST. The aim of the *Prevent* strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism. In the Act this has simply been expressed as the need to "prevent people from being drawn into terrorism".

6. The 2011 *Prevent* strategy has three specific strategic objectives:

- respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and
- work with sectors and institutions where there are risks of radicalisation that we need to address.

7. Terrorist groups often draw on extremist ideology, developed by extremist organisations. Some people who join terrorist groups have previously been members of extremist organisations and have been radicalised by them. The Government has defined extremism in the *Prevent* strategy as: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces".

8. The *Prevent* strategy was explicitly changed in 2011 to deal with all forms of terrorism and with non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists then exploit. It also made clear that preventing people becoming terrorists or supporting terrorism requires challenge to extremist ideas where they are used to legitimise terrorism and are shared by terrorist groups. And the strategy also means intervening to stop people moving from extremist (albeit legal) groups into terrorist-related activity.

9. Our *Prevent* work is intended to deal with all kinds of terrorist threats to the UK. The most significant of these threats is currently from terrorist organisations in Syria and Iraq, and Al Qa'ida associated groups. But terrorists associated with the extreme right also pose a continued threat to our safety and security.

10. Islamist extremists regard Western intervention in Muslim-majority countries as a 'war with Islam', creating a narrative of 'them'and'us'. Their ideology includes the uncompromising belief that people cannot be both Muslim and British, and that Muslims living here should not participate in our democracy. Islamist extremists specifically attack the principles of civic participation and social cohesion. These extremists purport to identify grievances to which terrorist organisations then claim to have a solution.

11. The white supremacist ideology of extreme right-wing groups has also provided both the inspiration and justification for people who have committed extreme right-wing terrorist acts.

12. In fulfilling the duty in section 26 of the Act, we expect all specified authorities to participate fully in work to prevent people from being drawn into terrorism. How they do this, and the extent to which they do this, will depend on many factors, for example, the age of the individual, how much interaction they have with them, etc. The specified authorities in Schedule 6 to the Act are those judged to have a role in protecting vulnerable people and/or our national security. The duty is likely to be relevant to fulfilling other responsibilities such as the duty arising from section 149 of the Equality Act 2010.

13. This guidance identifies best practice for each of the main sectors and describes ways in which they can comply with the duty. It includes sources of further advice and provides information on how compliance with the duty will be monitored.

C. A risk-based approach to the *Prevent* duty

14. In complying with the duty all specified authorities, as a starting point, should demonstrate an awareness and understanding of the risk of radicalisation in their area, institution or body. This risk will vary greatly and can change rapidly; but no area, institution or body is risk free. Whilst the type and scale of activity that will address the risk will vary, all specified authorities will need to give due consideration to it.

15. There are three themes throughout the sector-specific guidance, set out later in this document: effective leadership, working in partnership and appropriate capabilities.

Leadership

16. For all specified authorities, we expect that those in leadership positions:

- estalish or use existing mechanisms for understanding the risk of radicalisation;
- ensure staff understand the risk and build the capabilities to deal with it;
- communicate and promote the importance of the duty; and
- ensure staff implement the duty effectively.

Working in partnership

17. Prevent work depends on effective partnership. To demonstrate effective compliance with the duty, specified authorities must demonstrate evidence of productive co-operation, in particular with local Prevent co-ordinators, the police and local authorities, and co-ordination through existing multi-agency forums, for example Community Safety Partnerships.

Capabilities

18. Frontline staff who engage with the public should understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. They need to be aware of what we mean by the term "extremism" and the relationship between extremism and terrorism (see section B, above).

19. Staff need to know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. They need to understand how to obtain support for people who may be being exploited by radicalising influences.

20. All specified authorities subject to the duty will need to ensure they provide appropriate training for staff involved in the implementation of this duty. Such training is now widely available.

Sharing information

21. The *Prevent* programme must not involve any covert activity against people or communities. But specified authorities may need to share personal information to ensure, for example, that a person at risk of radicalisation is given appropriate support (for example on the Channel programme). Information sharing must be assessed on a case-by-case basis and is governed by legislation. To ensure the rights of individuals are fully protected, it is important that information sharing agreements are in place at a local level. When considering sharing personal information, the specified authority should take account of the following:

- necessity and proportionality: personal information should only be shared where it is strictly necessary to the intended outcome and proportionate to it. Key to determining the necessity and proportionality of sharing information will be the professional judgement of the risks to an individual or the public;
- consent: wherever possible the consent of the person concerned should be obtained before sharing any information about them;
- power to share: the sharing of data by public sector bodies requires the existence of a power to do so, in addition to satisfying the requirements of the Data Protection Act 1998 and the Human Rights Act 1998;
- Data Protection Act and the Common Law Duty of Confidentiality: in engaging with non-public bodies, the specified authority should ensure that they are aware of their own responsibilities under the Data Protection Act and any confidentiality obligations that exist.

22. There may be some circumstances where specified authorities, in the course of *Prevent*-related work, identify someone who may already be engaged in illegal terrorist-related activity. People suspected of being involved in such activity must be referred to the police.

D. Monitoring and enforcement

23. All specified authorities must comply with this duty and will be expected to maintain appropriate records to show compliance with their responsibilities and provide reports when requested.

Central support and monitoring

24. The Home Office currently oversees *Prevent* activity in local areas which have been identified as priorities for this programme, and will provide central monitoring for the new duty. The Home Office shares management (with local authorities) of local *Prevent* co-ordinator teams.

25. The Home Office will:

- draw together data about implementation of Prevent from local and regional Prevent co-ordinators (including those in health, further and higher education), the police, intelligence agencies and other departments and inspection bodies where appropriate;
- monitor and assess Prevent delivery in up to 50 Prevent priority areas;
- maintain contact with relevant departments and escalate issues to them and inspectorates where appropriate;
- support the *Prevent* Oversight Board, chaired by the Minister for Immigration and Security, which may agree on further action to support implementation of the duty.

26. Where a specified body is not complying with the duty, the *Prevent* Oversight Board may recommend that the Secretary of State use the power of direction under section 30 of the Act. This power would only be used when other options for engagement and improvement had been exhausted. The power would be used only to ensure the implementation and delivery of the *Prevent* duty. It is also capable of being exercised in respect of Welsh specified authorities, and would be used following consultation with Welsh Ministers.

Inspection regime in individual sectors

27. Central support and monitoring will be supported by existing inspection regimes in specific sectors. Not every specified authority has a suitable inspection regime and in some areas it may be necessary to create or enhance existing regimes.

28. We will work with the Welsh Government on *Prevent* monitoring arrangements and provide support to Welsh inspection regimes as required.

Schools and registered childcare providers (excluding higher and further education).

57. In England about eight million children are educated in some 23,000 publicly-funded and around 2,400 independent schools. The publicly-funded English school system comprises maintained schools (funded by local authorities), and academies (directly funded by central government. In Wales, over 450,000 children attend Local Authority maintained schools, and there are 70 independent schools.[1]

58. All publicly-funded schools in England are required by law to teach a broad and balanced curriculum which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Independent schools set their own curriculum but must comply with the Independent School Standards, which include an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils. These standards also apply to academies (other than 16-19 academies), including free schools, as they are independent schools. 16-19 academies may have these standards imposed on them by the provisions of their funding agreement with the Secretary of State.

59. In Wales, independent schools set their own curriculum, but must comply with Independent Schools Standards made by the Welsh Ministers. These Standards also include a requirement to promote the spiritual, moral, social and cultural development of pupils.

60. Early years providers serve arguably the most vulnerable and impressionable members of society. The Early Years Foundation Stage (EYFS) accordingly places clear duties on providers to keep children safe and promote their welfare. It makes clear that to protect children in their care, providers must be alert to any safeguarding and child protection issues in the child's life at home or elsewhere (paragraph 3.4 EYFS). Early years providers must take action to protect children from harm and should be alert to harmful behaviour by other adults in the child's life.

61. Early years providers already focus on children's personal, social and emotional development The Early Years Foundation Stage framework supports early years providers to do this in an age appropriate way, through ensuring children learn right from wrong, mix and share with other children and value other's views, know about similarities and differences between themselves and others, and challenge negative attitudes and stereotypes.

62. This guidance should be read in conjunction with other relevant guidance. In England, this includes Working Together to Safeguard Children, Keeping Children Safe in Education and Information Sharing: Her Majesty's Government advice for professionals providing safeguarding services to children, young people, parents and carers.

https://www.gov.uk/government/publications/working-together-to-safeguard-children;

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

63. In Wales it should be read alongside Keeping learners safe[2]:

http://wales.gov.uk/docs/dcells/publications/150114-keeping-learners-safe.pdf.

64. The authorities specified in paragraph 65 below are subject to the duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an

[1] Schools Census results on Wales.gov.uk

[2] Keeping Learners Safe includes advice on radicalisation on page 51

atmosphere conducive to terrorism and can popularise views which terrorists exploit. Schools should be safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty is not intended to limit discussion of these issues. Schools should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues. These duties are imposed on maintained schools by sections 406 and 407 of the Education Act 1996. Similar duties are placed on the proprietors of independent schools, including academies (but not 16-19 academies) by the Independent School Standards.

Education and childcare specified authorities

65. The education and childcare specified authorities in Schedule 6 to the Act are as follows:

- the proprietors[3] of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies[4]
- pupil referral units
- registered early years childcare providers[5]
- registered later years childcare providers[6]
- providers of holiday schemes for disabled children
- persons exercising local authority functions under a direction of the Secretary of State when the local authority is performing inadequately; and
- persons authorised by virtue of an order made under section 70 of the Deregulation and Contracting Out Act 1994 to exercise a function specified in Schedule 36A to the Education Act 1996.

66. In fulfilling the new duty, we would expect the specified authorities listed above to demonstrate activity in the following areas.

Risk assessment

67. Specified authorities are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This should be based on an understanding, shared with partners, of the potential risk in the local area.

68. Specified authorities will need to demonstrate that they are protecting children and young people from being drawn into terrorism by having robust safeguarding policies in place to identify children at risk, and intervening as appropriate. Institutions will need to consider the level of risk to identify the most appropriate referral, which could include Channel or Children's Social Care, for example. These policies should set out clear protocols for ensuring that any visiting speakers – whether invited by staff or by children themselves – are suitable and appropriately supervised.

Working in partnership

69. In England, governing bodies and proprietors of all schools and registered childcare providers should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board (LSCB). In Wales, Local Service Boards provide strategic oversight.

[3] Reference in this guidance to the 'proprietor' in the case of a maintained school, maintained nursery school and non-maintained special school is a reference to the governing body of the school.

[4] Including early years and later years childcare provision in schools that is exempt from registration under the Childcare Act 2006

[5] Those registered under Chapter 2or 2a of Part 3 of the Childcare Act 2006, including childminders

[6] Those registered under Chapter 3 or 2a of Part 3 of the Childcare Act 2006, including childminders

Staff training

70. Specified authorities should make sure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. They should know where and how to refer children and young people for further help. *Prevent* awareness training will be a key part of this.

IT policies

71. Specified authorities will be expected to ensure children are safe from terrorist and extremist material when accessing the internet in school, including by establishing appropriate levels of filtering.

Monitoring and enforcement

72. The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects the specified authorities in England listed above, with the exception of some privately funded independent schools. When assessing the effectiveness of schools, Ofsted inspectors already have regard to the school's approach to keeping pupils safe from the dangers of radicalisation and extremism, and what is done when it is suspected that pupils are vulnerable to these. Maintained schools are subject to intervention, and academies and free schools may be subject to termination of their funding agreement, if they are judged by Ofsted to require significant improvement or special measures, or if they fail to take the steps required by their local authority, or for academies or free schools by the Secretary of State pursuant to their funding agreement, as applicable, to address unacceptably low standards, serious breakdowns of management or governance or if the safety of pupils or staff is threatened. In Wales, all publicly funded schools are inspected by Estyn.

73. Ofsted inspects 16-19 academies under the Common Inspection Framework for further education and skills.

74. Privately funded independent schools in England are inspected by Ofsted or one of three independent inspectorates. In Wales, Estyn inspects independent schools.If they fail to meet the Independent School Standards, they must remedy the problem or be subject to regulatory action by the Department for Education or the Welsh Government, which could include de-registration (which would make their continued operation unlawful).

75. Early education funding regulations in England have been amended to ensure that providers who fail to promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those with different faiths and beliefs do not receive funding from local authorities for the free early years entitlement.

76. Ofsted's current inspection framework for early years provision reflects the requirements in the Statutory Framework for the Early Years Foundation Stage.

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