



Board of Governors of the City of London School for Girls

Date: MONDAY, 22 JUNE 2015

Time: 11.00 am

Venue: COMMITTEE ROOM - 2ND FLOOR WEST WING, GUILDHALL

Members:

| | |
|---|---|
| Nicholas Bensted-Smith | Ann Holmes |
| Professor John Betteridge, (co-opted) (External Member) | Clare James |
| Nigel Challis | Sylvia Moys |
| Dennis Cotgrove | Elizabeth Phillips, (co-opted) (External Member) |
| Emma Edhem | Deputy Richard Regan |
| Dr. Stephanie Ellington, (co-opted) (External Member) | Mary Robey, (co-opted) (External Member) |
| Stuart Fraser, (ex-officio) (Ex-Officio Member) | Alderman William Russell |
| Alderman John Garbutt | Richard Sermon, (co-opted) (External Member) |
| Christopher Hayward | Deputy Dr Giles Shilson, (ex-officio) (Ex-Officio Member) |
| Tom Hoffman | Sir Michael Snyder |
| Ann Holmes | |
| | (VACANCY) |

Enquiries: Jacqui Daniels
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jacqui.daniels@cityoflondon.gov.uk

Lunch will be served in Guildhall Club at 1pm
N.B Part of this meeting could be the subject of audio video 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 COURT OF COMMON COUNCIL**
Order of the Court of Common Council of 27 April 2015, appointing the Board and approving its terms of reference.

For Information
(Pages 1 - 2)
4. **ELECTION OF CHAIRMAN**
To elect a Chairman in accordance with Standing Order No. 29.

For Decision
5. **ELECTION OF DEPUTY CHAIRMAN**
To elect a Deputy Chairman in accordance with Standing Order No. 30.

For Decision
6. **MINUTES**
To agree the public minutes and non-public summary of the meeting held on 4 February 2015.

For Decision
(Pages 3 - 6)
7. **RE-APPOINTMENT OF CO-OPTED GOVERNOR**
Report of the Town Clerk.

For Decision
(Pages 7 - 8)
8. **APPOINTMENT OF THE BURSARY COMMITTEE**
To consider the appointment of a Bursary Committee for the ensuing year.

To comprise of the Chairman and Deputy Chairman of the Board and up to five other Governors.
Bursary Committee 2014/15:-
Clare James (as Chairman)
Deputy Regan
Alderman Keaveny (no longer on the Board)
Dr Martin Dudley (no longer on the Board)
Virginia Rounding (no longer on the Board)
Nigel Challis

[The Bursary Committee did not meet in 2014/15]

For Decision

9. **APPOINTMENT OF A REFERENCE SUB COMMITTEE**
To consider the appointment of a Reference Sub Committee.

To consist of the Chairman and Deputy Chairman of the Board and up to five other Governors.

Reference Sub Committee for 2014/15 was:

Sir Michael Snyder (as Chairman)
Clare James (as Deputy Chairman)
Deputy Regan
Alderman Russell
Sylvia Moys
Virginia Rounding (no longer on the Board)
Nigel Challis

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

For Decision

10. **APPOINTMENT OF AN ACADEMIC WORKING PARTY**
To appoint an Academic Working Party – To comprise of 6 Governors, the Head and the Director of Studies.

Academic Working Party for 2014/15 was:

Mary Robey (as Chairman)
Clare James
Alderman William Russell
Virginia Rounding (no longer on the Board)
Dr Stephanie Ellington
Elizabeth Phillips
Ena Harrop – Headmistress
Neil Codd – Deputy Head, Academic
Kate Brice – Deputy Head, Pastoral
Claire Tao – Deputy Head Staff

[The Academic Working Party met three times in 2014/15 and a sheet of action points from each meeting is available to Governors upon request from the Town Clerk.]

For Decision

11. **APPOINTMENT OF THE AGBIS REPRESENTATIVE**
To appoint the School's representative on the Association of Governing Bodies of Independent Schools.

Representative in 2014/15:

Mary Robey

For Decision

12. **TEACHERS' PAY PANEL**
Report of the Director Human Resources.

For Decision
(Pages 9 - 14)

13. **REPORT OF THE HEADMISTRESS**
Report of the Headmistress of the City of London School for Girls.

For Decision
(Pages 15 - 90)

14. **COUNTER-TERRORISM AND SECURITY ACT**
Report of the Remembrancer.

For Information
(Pages 91 - 102)

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.

For Decision

Part 2 - Non-Public Agenda

18. **NON-PUBLIC MINUTES**
To agree the non-public minutes of the meeting held on 4 February 2015.

For Decision
(Pages 103 - 106)

19. **PRESENTATION**
Presentation of the Deputy Head, Staff concerning Safeguarding and Child Protection.

For Information

20. **REPORT OF THE HEADMISTRESS**
Report of the Headmistress of the City of London School for Girls.

For Information
(Pages 107 - 124)

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

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

23. **GOVERNORS ONLY MINUTES**
To approve the Governors Only Minutes of the meeting held on 4 February 2015.

For Decision

Agenda Item 3

| | |
|---------------|---|
| 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 FOR GIRLS

1. **Constitution**

A Non-Ward Committee consisting of,

- up to two Aldermen nominated by the Court of Aldermen
- up to 12 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
 - the Chairman of the Board of Governors of City of London Freeman's School
- up to six 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 William Russell
- 1 John Garbutt

COMMONERS

- 19 (3) Dennis Cotgrove, B.A., *for three years*
- 15 (4) Richard David Regan, O.B.E., Deputy
- 26 (4) Sir Michael Snyder, Deputy
- 2 (2) Emma Edhem, *for three years*
- 2 (2) Christopher Michael Hayward, *for three years*
- 8 (3) Clare James, M.A.
- 3 (2) Nigel Kenneth Challis
- 2 (2) Ann Holmes
- 2 (2) Nicholas Michael Bensted-Smith, J.P.
- 14 (1) Tom Hoffman
- 14 (1) Sylvia Doreen Moys
(*Vacancy*)

together with :-

- Prof. J. Betteridge
- Dr. S. Ellington
- Ms. E. Phillips
- Ms. Mary Robey
- Mr R. Sermon M.B.E.

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; and
- (c) the appointment of the Headmaster/Headmistress and, where appropriate, the deputies and the bursar.

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BOARD OF GOVERNORS OF THE CITY OF LONDON SCHOOL FOR GIRLS Wednesday, 4 February 2015

Minutes of the meeting of the Board of Governors of the City of London School for Girls held at City of London School for Girls - ST GILES TERRACE, BARBICAN, EC2Y 8BB on Wednesday, 4 February 2015 at 11.00 am

Present

Members:

| | |
|---|--------------------------------------|
| Sir Michael Snyder (Chairman) | Ann Holmes |
| Clare James (Deputy Chairman) | Alderman Vincent Keaveny |
| Nicholas Bensted-Smith | Sylvia Moys |
| Professor John Betteridge (External Member) | Elizabeth Phillips (External Member) |
| Nigel Challis | Deputy Richard Regan |
| Dennis Cotgrove | Mary Robey (External Member) |
| Emma Edhem | Virginia Rounding |
| Tom Hoffman | Richard Sermon (External Member) |

Officers:

| | |
|-----------------|--|
| Chrissie Morgan | Director HR |
| Jacqui Daniels | Town Clerk's Department |
| Sarah Port | Chamberlain's Department |
| Ena Harrop | Headmistress, City of London School for Girls |
| Claire Tao | Deputy Head Staff, City of London School for Girls |
| Ned Yorke | Bursar, City of London School for Girls |
| Paul Dudley | Chamberlain's Department |

1. APOLOGIES

Apologies for absence were received from Dr Stephanie Ellington, Chris Hayward and Alderman William Russell.

Welcome

The Chairman welcomed Professor John Betteridge after his recent ill health and re-appointment onto the Board and Claire Tao to her first meeting of the Board as Deputy Head (Staff).

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

There were no declarations.

3. MINUTES

RESOLVED – That the minutes of the meeting held on 5 December 2014 be approved as a correct record.

4. REPORT OF THE HEADMISTRESS

The Board considered a report of the Headmistress updating Governors on a number of matters including Governors visiting days, the gymnasium extension

project and seeking approval to revisions to the Pupil and Parent Data Protection Policy.

The Headmistress referred to recent visits by Governors to the School and stated that staff and pupils were always very pleased to welcome Governors spending time in the School, either attending lessons in a particular subject or shadowing a particular year group. She added that any Governor wishing to do so was asked to contact her Secretary to make the necessary arrangements.

The Chairman referred to the recent positive Independent Schools Inspectorate's (ISI) inspection of the school and reported that, whilst an official decision was yet to be issued, the indications were that it had been an outstandingly good inspection with very good results on the various categories throughout the School. He expressed the Board's sincere congratulations and thanks to the Headmistress, her staff and the Governors who had assisted in making this inspection so hugely successful.

The Chairman reminded Governors that their Dinner would be held on 24 March 2015.

RESOLVED – That the contents of the report be noted and that the Board approved the Pupil and Parent Data Protection Policy (Revised January 2015) as set out at Appendix B to the report.

5. RISK MANAGEMENT STRATEGY

The Board received a report of the Chamberlain which introduced the new Risk Management Strategy; set out the progress made on its implementation and reported that the School's risk review by Members of the Audit and Risk Management Committee was scheduled for 3 November 2015.

The Chairman welcomed the automated system which would make the process simpler but he emphasised that it must be sensitively implemented as the School's priority must always be to ensure that the Governors focus on the main issues for the School amongst which must be to maintain a good level of exam results and the good reputation of the School.

6. ACTION TAKEN UNDER URGENCY PROCEDURES

The Board received a report of the Town Clerk advising Governors of the action taken under urgency procedures since the last meeting, approving revised mandatory policies concerning Behaviour Management, Child Protection and Complaints, in advance of the Independent Schools Inspectorate's visit between 20th and 23rd January 2015.

7. QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD

There were no questions.

8. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

The Chairman agreed that the following items may be reported to the Board for their information.

1) Disclosure and Barring Requirements for School Governors appointed by the Court of Common Council

Governors noted a report of the Town Clerk which outlined the City Corporation's obligations in relation to disclosure and barring service requirements for chairmen and governors on boards of the City's independent schools, academies and its one maintained school.

2) Ned Yorke, Bursar at the City of London School for Girls - retirement

The Chairman and Governors paid tribute to the work of Ned Yorke upon his imminent retirement from the position of Bursar at the City of London School for Girls. The Chairman expressed the Board's sincere appreciation and gratitude for Ned's long service to the School and also for his staying on longer to assist the new Headmistress.

9. 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 as follows:-

| Item No. | Exempt Paragraphs |
|----------|-------------------|
| 10 | 3 |
| 11-13 | 1 and 3 |

10. NON-PUBLIC MINUTES

The minutes of the meeting held on the 5 December 2014 were approved as an accurate record.

The Chairman agreed that the following presentations may be considered at this point in the meeting, under Item 13, in addition to the published agenda.

13(A) PRESENTATION FROM THE HEAD OF SPANISH – VISIT TO GUATEMALA

The Board received a detailed presentation from Miren Leturia, the Head of the Spanish and Alicia Diez-Ruiz, a Spanish teacher which provided the Board with information concerning a recent visit to Guatemala.

13(B) PRESENTATION FROM THE DEPUTY HEAD (STAFF) REGARDING NEWLY QUALIFIED TEACHERS AND INDUCTION

The Board received a presentation from Claire Tao, Deputy Head (Staff) which provided information on Newly Qualified Teachers (NQTs) and on staff induction.

11. REPORT OF THE HEADMISTRESS

The Board considered and approved a report of the Headmistress concerning various matters including the results of the parental survey, the Strategic Development Plan, new statutory regulations for independent schools, the

development of a research culture at the School, university applications and a proposal for a charitable donation.

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

There were no questions.

13. 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 items may be considered as a matter of urgency.

Items **13 A)** and **B)** were considered earlier in the Agenda following Item 10.

C) FEE ARREARS – DELEGATED AUTHORITY

The Board agreed that if necessary the Town Clerk, in consultation with the Chairman and Deputy Chairman, be given delegated authority to deal with one case of fee arrears.

SUMMARY OF GOVERNORS ONLY ITEM

D) 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

The meeting ended at 12.40pm

Chairman

Contact Officer: Jacqui Daniels
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| | |
|--|--|
| Committee: Board of Governors of the City of London School for Girls | Date: Wednesday, 17 June 2015 |
| Subject: Re-appointment of Co-opted Governor | |
| Report of: Town Clerk | Public For Decision |
| Summary | |
| <p>The Board of Governors of the City of London School for Girls can appoint up to six co-opted Governors with experience relevant to the Board. Mary Robey was appointed onto the Board in 2009 and re-appointed in June 2012. This report requests the Governors to consider her re-appointment as a co-opted Governor of the Board for a further three year term.</p> | |
| <p>Recommendation: Governors are asked to consider the re-appointment of Mary Robey onto the Board for a further three year term.</p> | |

Main Report

Background

1. The Board of Governors of the City of London School for Girls can appoint up to six co-opted Governors with experience relevant to the Board. 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 current three year term of office for Mary Robey will come to an end later this month and she has expressed a willingness to stand for re-election as a co-opted Governor.
3. At the Board of Governors meeting in February 2010, the Chairman proposed that, rather than awaiting the expiration of a co-opted Governor's term of office, re-appointments should be put to the Board of Governors, along with supporting papers, at their meeting immediately preceding the expiry of the three year term of appointment of any co-opted Governor who was willing to be considered for re-appointment in order to ensure continuity of service.
4. In accordance with this proposal, Governors are asked to consider the re-appointment at this meeting and to assist the Board in their decision, Mary

Robey was invited to provide 100 words in support of her candidature and this is set out in 'Annex A' below.

5. Following a discussion at the December 2011 Board meeting, the Town Clerk has also been asked to provide the attendance details of co-opted Governors when asking the Board to consider re-appointments and I can report that, since her last appointment to the Board, Mary Robey has attended 11 out of a possible 12 Board meetings. Mary chairs the Board's Academic Working Party and is the School's representative on the Association of Governing Bodies of Independent Schools (AGBIS).
6. The Chairman, Deputy Chairman and Headmistress all wholeheartedly support the re-appointment of Mary Robey onto the Board and Governors are asked to consider her appointment for a further full three year term.

Contact:

Jacqui Daniels

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Annex A

MARY ROBEY

After 6 years of office at CLSG I still enjoy my engagement in the school as it goes from strength to strength.

I was Safeguarding Governor during my 2nd term of office. I am Health and Safety governor and AGBIS representative and assiduously attend school events and functions from Prep Concerts to EPQ presentations. I am rigorous in attending Board meetings and training.

I have been involved in the recruitment of Director of Studies, Head of Senior School, Headmistress and Deputy Head and the recent ISI Inspection.

I hope I am a visible and approachable presence within the school community.

| | |
|---|---|
| Committees | Dates: |
| City of London Freeman'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.

Recommendations

Governors are asked to:

- note the report;
- endorse the Panel's terms of reference as set out in Appendix 2; and
- 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 attached at Appendix 2 for your endorsement.

Current Position

2. A meeting of the Teachers' Pay Panel took place on 25 March 2015. The Chairmen from the City of London Freeman'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.

Appendix 2 – Teachers' Pay Panel - Terms of Reference

Tracey Jansen

Senior Human Resources Manager

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Corporate HR Unit

Christine Morgan
Director of Human Resources



Gerald Dowler
City of London School

Tom Preece Smith
City of London School for Girls

Robin Retzlaff
City of London Freeman's School

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@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.

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 of 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 Freeman'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 Freeman's School

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 Freeman'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 Freeman'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 Freeman'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 Freeman'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.

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| Committee: Board of Governors of the City of London School for Girls | Date: 22 nd June 2015 | |
| Report of: The Headmistress | Public: | |
| | For Decision | |
| Summary | | |
| <u>Policies for Board Approval (paragraph 10)</u> | | |
| It is recommended that the Board approves the following policies attached at Annex B – F: | | |
| Trip Paperwork | | |
| SMSC Statement – Appendix to Collective Worship Curriculum Policies – revised May 2015 | | |
| NQT Induction Policy – revised May 2015 | | |
| Anti-Bullying Policy September 2014 (amended May 2015) | | |
| Safeguarding and Child Protection Policy and it's annexes – January 2015 (revised May 2015) | | |

Forthcoming Events

1.

| | |
|--|--|
| 22 nd June | Year 11 Dinner |
| 23 rd June | Leavers Services and Art Exhibition |
| 23 rd June | 7+ New Parents' Welcome Afternoon |
| 24 th June | Year 12 Leadership Day |
| 24 th June | U2 Flag Raising Ceremony at the Guildhall |
| 25 th June | Sixth Form Leavers' Ball |
| 26 th June | Sponsored Walk |
| 29 th June -10 th July | Year 11 Work Experience |
| 29 th June | 11+ New Parents' Welcome Afternoon |
| 29 th June – 9 th July | MOAT Festival including Year 10 GCSE Drama performances |
| 30 th June | Senior School Sports Day |
| 1 st July | Year 9 City Girls in the Arts |
| 2 nd July | Senior School Open Evening |
| 6 th July | Year 7 & 8 Stubbers Trip |
| 6 th July | Prep Opera Performance |
| 8 th July | Year 8 City Girls in Science Day |
| 10 th July | Term Ends |
| 13 th – 17 th July | Summer School |
| 1 st & 2 nd September | Staff Days |
| 3 rd September morning | Induction day – Years 3, 7 & 12 |
| 3 rd September afternoon | Term begins for all Years but 4-6 |
| 10 th September | Year 7 Transition Evening |
| 11 th September | Year 10 Parents' Breakfast |
| 15 th September | 7+ Open Morning |

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| 15 th September | Prep Battle of Britain 75 th Anniversary Event |
| 16 th September | Welcome to Sixth Form Evening |
| 18 th September | Year 13 Parents Breakfast |
| 23 rd September | 11+ Open Morning |
| 25 th September | Year 11 Parents' Breakfast |
| 30 th September – 3 rd October | Erasmus Meeting |
| 1 st October | 11+ Open Morning |
| 1 st October | Prefect Dinner |
| 2 nd October | Year 9 Parents' Breakfast |
| 6 th October | International University Fair |
| 9 th October | Year 8 Parents' Breakfast |
| 9 th October | Uniform Information Session |
| 14 th October | 11+ Open Morning |
| 15 th October | Scholars Concert |
| 16 th October | Year 7 Parents' Breakfast |
| 22 nd October | Board of Governors meeting (TBC) |

Educational Visits

2.

| | |
|--|--|
| 17 th -18 th June | Euro Disney Music Tour |
| 19 th – 23 rd June | Year 8 Normandy Trip |
| 18 th – 25 th June | Year 10 German Exchange (AVG here) |
| 27 th June – 2 nd July | Biology A Level Field Trip |
| 27 th June – 4 th July | Year 12 German Exchange (AVG here) |
| 3 rd July | Year 10 Celebration Trip at Warner Bros Studio |
| 3 rd – 5 th July | Silver DofE Qualifying Expedition |
| 8 th July | Prep Summer Day Trip to the Tower of London |
| 10 th – 13 th July | Skern Lodge Trip |
| 16 th – 18 th September | Year 7 Sayers Croft Trip |
| 28 th September – 1 st October | Prep trip to the Grove |
| 5 th – 9 th October | U2 trip to Dales Fort FSC (Wales) |
| 17 th October – 1 st November | Year 12-13 Guatemala Trip |

Governors' Visiting Days

3. The School is always delighted to welcome Governors to spend a day in school either attending lessons in a specific subject or else shadowing a particular year group.

Any Governors who would like to make a visit are asked to contact the Deputy Head at the school to discuss possible dates and the programme that would interest them.

Governors' visits

On 21st January 2015 Mr Nick Bensted-Smith came and observed English, French and Maths lessons.

On 3rd February 2015 Ms Holmes came and observed seven lessons from Year 7 to 13 with a variety of subjects.

On 13th February 2015 Mr Regan came and observed 6 lessons from Year 8 to Year 13 with a variety of subjects.

On 17th March 2015 Ms James came and observed five STEM lessons of Sixth Formers.

On 15th May 2015 Mr Hayward came and observed four Art and Humanities lessons from Year 7 to 10.

Health & Safety

4. An emergency evacuation drill took place 11th February 2015. An emergency evacuation drill will be held in the second half of term.

The minutes of the Health & Safety Committee meeting held on Monday 20th April minutes are at Annex A The next meeting of the committee will take place on Tuesday 1st September 2015.

There has been 1 reportable incident during the period from 15th January to 1st June 2015. This was an accident concerning a member of Staff where a bag of Citric Acid crystals burst and splashed in her eyes.

The Deputy Head (Pastoral) has revised the current trip paperwork to make the forms more user friendly without changing the content, please see attached at Annex B for approval.

Lettings

- 5.
- | | | |
|------------------------------|--|-------------------------|
| Charterhouse School | 10th and 11th July | Main Hall |
| City of London Police Cadets | 28th April | Lecture Theatre |
| Crossrail | 23rd April, 20th May, 3rd, 17th June | Committee Room/New Hall |
| Dance a round | 4th June | Main Hall |
| Justin Craig Education | 2nd to 4th May, 9th, 16th, 25th to 30th May, 6th, 13th, 25th June | B Floor Classrooms |
| London Gay Men's Choir | 27th April | New Hall & Music Rooms |
| London Symphony Chorus | 30th April, 5th, 7th, 12th, 14th, 19th, 21st, 26th 28th May, 2nd, 4th, 9th, 11th 16th, 18th, 19th, June, 10th, 11th, 12th, 13th July | Main Hall or New Hall |
| London Symphony Orchestra | 9th & 10th May, 6th June | Main Hall |

Regular Hirers

| | | |
|------------------------------|----------------------------------|---------------|
| Barbican Lawn Tennis Club | Various Evenings | Tennis Courts |
| Global Harvesters Fellowship | Every Sunday | Main Hall |
| Go Mammoth | Every Monday - Thursday Evenings | Gymnasium |
| Nanuk Swimming | Every Thursday & Saturday | Swimming Pool |
| Royal Choral Society | Every Monday | Main Hall |

Summary of Staff Training Academic Year 13/14

6. For this academic year we have split the training into two clear components: academic and pastoral, recognising that both elements help to embed and reinforce the initiatives of each other.

The main academic focus of whole staff training this school year has continued to be on Assessment for Learning and related pedagogical techniques. Dr Christine Harrison of King's College, London came into school at the start of the Autumn term 2014 to run a workshop for staff on Research Methodologies. The primary aim of this session was to help prepare staff for undertaking active research on specific areas of AfL. Further training and discussion sessions followed. Staff have also met in smaller groups to continue to share best practice and to undertake a small research project designed and implemented by the group members. Each group will be presenting their research findings back to the rest of the teaching staff in June 2015. The programme of peer observation of lessons has underpinned all of this and has served as a means of enabling staff to learn from one another.

On the pastoral side there have been whole staff sessions on the role metacognition has to play within the curriculum and as a means of enhancing the personal development of pupils, heteronormativity, how to have difficult conversations, safeguarding, the use of the pastoral referral pyramid and the sharing of best practice from a tutor's perspective. The SEND Department provided a staff INSET on the new SEND Code of Practice and the school Counsellors ran a workshop on Mental Health in the Classroom. Staff also had the option to elect to attend a session on e-Twinning and British Council and/ or workshops on Mobile Learning. To support staff welfare, we have run sessions on Pensions in light of the recent changes to the Teachers' Pension Scheme.

In addition to whole staff training, teachers have attended a wide range of individual training courses, including subject specific courses on forthcoming changes to examination specifications, training for those with posts of pastoral responsibilities relating to aspects of safeguarding and how to manage children with major pastoral issues and those courses relating to national and statutory changes which impact on the educational provision within school (Radicalisation and Extremism). We have also sought to develop middle and senior managers. The new Head of PE was enrolled on to the HMC/GSA ISQAM level one course to help her to prepare for her role and all members of the SMT meet with their counterparts within the ELC schools to undertake senior leadership training.

Policies for Board Approval

7. Please see attached policies at Annexes C - F.

List of Annexes:

| | |
|----------|--|
| Annex A: | Health and Safety Committee Meeting Minutes |
| Annex B: | Trip Paperwork |
| Annex C: | SMSC Statement – Appendix to Collective Worship Curriculum Policies – Revised May 2015 |
| Annex D: | NQT Induction Policy – Revised may 2015 |

Annex E: Anti-Bullying Policy September 2014 (Amended May 2015)
Annex F: Safeguarding and Child Protection Policy – January 2015 (Revised May 2015)

Background Papers:
None

Contact:
Alan Bubbear
020-7847-5524
bursar@clsq.org.uk

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City of London School for Girls
Health & Safety Committee Minutes
Meeting Held on 20th April 2015

Present: Alan Bubbear (Chairman), Jason Valentine (H&S Coordinator), Ena Harrop, Mary Robey, James Cunningham, Neil Codd, Jane Curtis, Maggie Donnelly, Kerry Dignan, Carolyn Cole, David Libby, Sharon McCarthy, Caroline Castell, Andy Hill, Kirsty Packer, Jane Rogers, Mark Wilkinson, Vicky Pyke (Secretary)

Item 1 Apologies

None

Item 2 Previous Minutes

Minutes of the 5th January were approved.

Item 3 Matters Arising

- **Health & Safety Policy**
The Board of Governors have approved the new Health and Safety Policy and Risk Assessment Policy.
- **Contingency Plan - Appointed SMT for Staff**
CTA agreed to be point of contact for staff.
- **Radiation Audit**
MW advised that our Radiation Protection Officer came in to complete a second audit. JV advised that the removal of contaminated items will be removed in September/October. This is classed as a specialist item, therefore no PO order necessary and can be done on a waiver form.
- **Recruitment of School Nurse**
AB gave an update on the recruitment of school nurse. And advised that interviews will be held on 1st May 2015.

Item 4 Health and Safety Assurance Inspections

JV advised that all that all four items listed on the last inspection were now complete. He advised that the next meeting would be held on 3rd July 2015.

Item 5 Health and Safety Workshops

AB advised that health and safety workshops will be run for Staff. AB to liaise with Heads of Departments and Claire Tao to roll this out.

Item 6 Any Other Business

- **DT Machinery Check**

SMc advised that annual machinery check will need to be carried out in the DT Department. AB advised that she would need to liaise with CLPS to get 3

quotes if under £2,000.

- **Fence via Prep Lake**

JV advised that a test hole would be drilled in half term. If fencing requires full listed building permissions then temporary scaffolding will be put up to replace the cones that are currently in position.

Fire Drill

CTA to liaise with Janet Bonthron (Exams) to organise a fire drill for the second half of term.

Item 9 Next Meeting

Tuesday 1st September 2015

Title of Visit | **Type title here (double-click to open header)**

1. Departure and Return

| | |
|------------------------|------------------------|
| Departure date: | Departure time: |
| Return date: | Return time: |

2. Pupils on Visit

| | |
|--|----------------|
| Classes or groups involved: | Number: |
| Other Schools involved with details of pupils: | |

3. Accompanying Staff

| Names | First Aid Qualification? | |
|----------------|--------------------------|----|
| | yes | no |
| (visit leader) | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

4. Educational Objectives of Visit

| |
|--|
| |
|--|

5. Venues / Activities

| |
|--|
| |
|--|

1. Estimated costs to cover all expenses

| Independent Trips | | £ | Package Tour Trips | | £ |
|---|--|----------|---|--|----------|
| Travel Costs (flight or trains) | | | Cost per pupil | | |
| Coach Hire | | | | | |
| Accommodation | | | | | |
| Other Trip Costs e.g. Activities, Museum Entry, Excursions, Staff Expenses etc. (please specify) | | | | | £ |
| Insurance (Overseas & UK Residential) | | | | | |
| Package tours – Is your insurance included in the package cost? | | yes / no | CoL Insurance – Please include if not using Package Tour Insurance (see guidance sheet) | | £ |
| Contingency (please add 5%) | | £ | Total Estimated cost per pupil | | £ |
| Total Estimated Cost | | £ | Deposit – termly invoice preceding the trip | | £ |
| | | | Balance – termly invoice the trip is taking place | | £ |

2. Approval

a. Approval in principle

I request approval in principle for the proposed visit

| | |
|----------------------------------|-------|
| Party leader's signature: | Date: |
|----------------------------------|-------|

Approval in principle is given, subject to all risk assessments and other appendices to this document being filled out satisfactorily and the Bursar and Deputy Head having given their approval to arrangements. The educational visit does not receive final approval until after my second signature of this document.

| | |
|---------------------------------|-------|
| Headmistress' signature: | Date: |
|---------------------------------|-------|

b. Bursar's approval of insurance and finance

| | |
|----------------------------|-------|
| Bursar's signature: | Date: |
|----------------------------|-------|

c. Deputy Head's (Pastoral) approval

| | |
|--|-------|
| Deputy Head's (Pastoral) signature: | Date: |
|--|-------|

1. Availability and details of mobile phones

| | Name | Mobile Phone number |
|---|------|---------------------|
| 1 | | |
| 2 | | |
| 3 | | |
| 4 | | |

2. Home contact People

| 1 st contact | 2 nd contact |
|------------------------------|------------------------------|
| Name: | Name: |
| Daytime telephone number: | Daytime telephone number: |
| Night-time telephone number: | Night-time telephone number: |
| Other telephone number: | Other telephone number: |
| Address: | Address: |
| Postcode: | Postcode: |

3. Parents and Other extra helpers

| Name | Telephone number |
|------|------------------|
| | |
| | |
| | |
| | |

4. Transport Requirements

If transport is required, specify requirements:

5. Outside Agencies

If an outside agency or holiday or travel firm is involved, including adventurous activities, fill in and attach the *Firm Selection* form _____, and tick

Checked by Deputy Head (Pastoral)

6. Overnight Stay

If the visit involves overnight stay, fill in and attach the *Accommodation for Out-Of-School Visits* form _____, and tick

Checked by Deputy Head (Pastoral)

Title of Visit | **Type title here (double-click to open header)**

7. Exchanges and Home Stay visit

| |
|--|
| Is this trip an exchange or home stay visit? |
| Will standard letters be used to explain to parents? |
| Has confirmation about host families been received? |

8. Risk assessment & Activities requiring extra checks

| |
|--|
| For all trips, make sure to fill the risk assessment form on page 5. |
| Checked by Deputy Head (Pastoral) <input type="checkbox"/> |

9. Pupils with known Medical Difficulties

| | |
|-------|-------------|
| Name: | Disability: |
| Name: | Disability: |
| Name: | Disability: |
| Name: | Disability: |
| Name: | Disability: |
| Name: | Disability: |

10. Parental Consent and Medical Information forms

| |
|--|
| Are all consent forms and medical questionnaires completed signed and returned? |
| Are any inoculations or other special precautions advised for the location of this trip? If so, attach details – checked by Deputy Head (Pastoral) <input type="checkbox"/> |
| Have arrangements been made to handle any known medical condition? |
| All details relating to pupils and their medical conditions attached – checked by Deputy Head (Pastoral) <input type="checkbox"/> |

11. Approval

a. Forms checked and Copy retained by the Deputy Head (Pastoral)

I have discussed this visit with the organiser and I am satisfied that the planning has been carried out in accordance with National Guidance and school policy.

Please ensure a detailed itinerary and a final list of pupils attending seven days before the party is due to leave is lodged with the Headmistress, Deputy Head and Bursar.

Please submit a report and evaluation of the visit, including details of any incidents, as soon as possible on return but not later than two weeks thereafter.

| | |
|--|-------|
| Deputy Head's (Pastoral) signature: | Date: |
|--|-------|

b. Headmistress' Final Approval

I am satisfied with all aspects including the planning, organisation and staffing of this proposed visit. I therefore give approval for it to go ahead.

| | |
|---------------------------------|-------|
| Headmistress' signature: | Date: |
|---------------------------------|-------|

Title of Visit | **Type title here (double-click to open header)**

1. Risk Assessment form

| | | |
|----------------|-----------------|-------|
| Visit details: | Carried out by: | Date: |
|----------------|-----------------|-------|

| POTENTIAL HAZARD | WHO COULD BE HARMED? | HOW TO MANAGE RISK? |
|------------------|----------------------|---------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Page 27

Title of Visit | Type title here (double-click to open header)

Please retain this form until after the visit

| IN ADVANCE OF THE VISIT | | Yes | No | n/a |
|-------------------------|---|-----|----|-----|
| 1a | Have you checked your trip date against any possible clashes on the Portal? Discuss with the Deputy Head and his Assistant and ensure the date is added to the calendar at once. | | | |
| 1b | Have you clearly identified the aims of the visit? | | | |
| 2 | Is the visit appropriate to the age, ability and aptitude of the group? | | | |
| 3 | Has there been suitable progression / preparation for pupils prior to the visit? | | | |
| 4 | Does the visit conform to National and school guidelines? | | | |
| 5 | If staff are going to lead adventurous activities, have they been 'approved' in line with school and National guidelines? | | | |
| 6 | If using an external provider for adventurous activities, does the provider hold either an LOtC Quality Badge or an AALA Licence? | | | |
| 7 | Do you know or have you visited the locations? | | | |
| 8 | Do the adults in the party have the appropriate skills for the visit? (Check this carefully and arrange suitable training and/or briefing to clarify your expectations.) | | | |
| 9 | Have any adult helpers (non-teachers) been approved by the Headmistress as to their suitability? | | | |
| 10 | Is the level of staffing sufficient for there to be adequate supervision at all times? This will be determined by a) the type, level and duration of activity, b) the requirements of the group, c) the experience and competence of staff and d) the venue, time of year and prevailing conditions | | | |
| 11 | Are you (the visit leader) aware of, and comfortable with your role? | | | |
| 12 | Are all staff and helpers aware of and comfortable with their roles? | | | |
| 13 | Is insurance cover adequate? | | | |
| 14 | Has a suitable risk assessment been carried out and shared with all involved? | | | |
| 15 | Do you and/or other staff know the pupils that you are taking away? | | | |
| 16 | Have you advised pupils in advance about your expectations of their behaviour? Are pupils aware of any 'rules'? | | | |
| 17 | Are pupils parents aware of the nature and purpose of the visit? Has written consent been obtained? | | | |
| 18 | Have you issued all relevant details? (e.g. Itinerary, kit lists etc.) | | | |
| 19 | Are you and other staff aware of the relevant medical details of pupils? | | | |
| 20 | Has parental consent been gained for named staff to administer specific drugs/injections, and have named staff received appropriate training, if appropriate? | | | |
| 21 | Are you aware of whether members of staff/helpers have medical conditions? | | | |
| 22 | Are you and/or other staff able to administer first aid, and up-to-date and proficient? | | | |
| 23 | Have you ordered a first aid kit appropriate to the visit? | | | |
| 24 | Have you considered the suitability and safety of the transport to be used, and is there an appropriate balance between time spent travelling and time spent on site? | | | |
| 25 | Is there flexibility within the programme? Do you have appropriate contingency plans that would be suitable in the event of changing conditions, staff illness, etc? | | | |
| IN ADVANCE OF THE VISIT | | Yes | No | n/a |
| 28 | For journeys taking place outside school hours, do you have emergency contact phone | | | |

Title of Visit | Type title here (double-click to open header)

| | | | | |
|--------------------------------|--|------------|-----------|------------|
| | number/s for designated staff? | | | |
| 29 | Are you aware of the appropriate action to be taken in the event of a major accident/incident? | | | |
| 30 | Have you obtained references for any service providers you intend to engage? | | | |
| 31 | Has the Head or Deputy met a senior manager of the provider's management to discuss their suitability? | | | |
| 32 | Will you need a weather forecast or other local information such as tide times, etc. and do you know where to get this information? | | | |
| 33 | Is a mobile phone necessary? If so, can you get reception in the area you are visiting? | | | |
| 34 | Will your group need waterproof clothing, boots or other equipment? If so, have you checked who is responsible for ensuring that this equipment is fit for the purpose? | | | |
| 35 | Does any specialist equipment conform to the standards recommended by responsible agencies? | | | |
| 36 | Have all financial matters been dealt with appropriately and approved by the Bursar? | | | |
| 37 | Has the venture been approved by the Headmistress and (if necessary) the Governors? | | | |
| ON THE DAY | | Yes | No | n/a |
| 38 | Do you have a list of pupils/groups (+emergency phone numbers if out of school hours) | | | |
| 39 | Have you ensured that it has the names of all participants, including adults, and contact details if out of school hours have been given to the people required by the policy? | | | |
| 40 | Have you sufficient cash/spare cash? | | | |
| 41 | Have you the relevant literature, work sheets, clipboards, etc? | | | |
| 42 | Have you an appropriate first aid kit, + sick bags, litter sack, etc. if needed? | | | |
| 43 | Are you checking/double checking pupil numbers at appropriate times? | | | |
| 44 | Have you warned the group in advance of potential hazards? If necessary, have you arranged to supervise these areas particularly carefully? | | | |
| 45 | Are pupils aware of the procedure in areas where there is traffic? (eg. If walking, is it pairs, crocodile, groups? – may pupils run? – are pupils aware of the procedure at road crossings? etc.) | | | |
| 46 | Have you arranged a clear recall signal if your group is working away from you? And have you taken steps to ensure that they all understand it and can respond effectively? | | | |
| 47 | If you are arranging a rendezvous for the group after a period of time, have you ensured that each group (and each member of staff) has a watch and knows exactly where to meet? | | | |
| 48 | Do pupils know what action they should take if they become separated from the group? | | | |
| 49 | Are you conducting on-going risk assessment, and if necessary adapting the programme to suit changed or changing circumstances? | | | |
| AT THE END OF THE VISIT | | Yes | No | n/a |
| 50 | Have you ensured appropriate arrangements are in force for the dismissal of pupils? | | | |
| 51 | Have you reported back to the Headmistress? | | | |
| 52 | Has the group been debriefed and any relevant follow-up work completed? | | | |
| 53 | Have all loose ends been tied up, eg. Paperwork, finance, thank you letters etc.? | | | |
| 54 | Have you evaluated the visit, and if appropriate made notes of points to be considered for future visits? | | | |

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Title of Visit

Type title here (double-click to open header)

Please fill in and print **ONLY** the relevant pages.**1. Adventurous Activities – general information**

| Will the party take part in ... | Yes | No | Details of Instructors, National Governing Body qualifications | Details of Centre Licence Numbers | Fill in and attach |
|---|-----|----|---|--------------------------------------|-----------------------|
| ... swimming? | | | | | page 2 |
| ... skiing? | | | | | page 3 |
| ... canoeing? | | | | | page 4 |
| ... mountaineering & walking? | | | | | page 5 |
| ... rock-climbing? | | | | | page 6 |
| ... windsurfing? | | | | | page 7 |
| ... sailing? | | | | | page 8 |
| ... any other activities? Please detail: | | | | | |

Page 31

Title of Visit

Type title here (double-click to open header)

2. Additional risk assessment for OFF-SITE SWIMMING

Please note that OPEN WATER SWIMMING is not permissible on CLSG educational visits without express permission of the Governing Body.

| | Yes | No |
|---|-----|----|
| Will the swimming take place in a UK public swimming pool? | | |
| Will this swimming take place in other pools? | | |
| For pools other than UK public pools only: | | |
| Is there regular testing of water quality? | | |
| Are accurate signs displayed indicating the depth? | | |
| Is the depth of the water less than 1.5 metres? (if so, diving should not be permitted) | | |
| Is the swimming pool room, in the case of an indoor pool, locked when not in use? | | |
| Is there constant pool supervision? | | |
| Do the supervisors have current National Pool Lifeguard Qualifications (or recognised equivalent abroad)? | | |
| Is there a resuscitator? Are the lifeguards trained in its use? | | |
| Is there poolside rescue equipment? | | |
| Are there a poolside telephone and an alarm? | | |
| Is an emergency action plan (EAP) displayed? | | |
| Are normal operative procedures (NOP) available? | | |
| Is the number of pupils/students supervised by one qualified adult fewer than 20? | | |
| Are the changing facilities in keeping with basic hygiene and personal safety? | | |
| Do the pupils/students know not to leave any group member alone at any time in the pool? | | |
| Prepared by: | | |
| Date: | | |

Title of Visit

Type title here (double-click to open header)

3. SKIING equipment

| Item | Satisfactory | | Action required | | Follow-up | | Comments |
|---|--------------|----|-----------------|-----------|----------------|----------------|----------|
| | Yes | No | Immediate | Follow-up | Carried out by | Date completed | |
| Gloves | | | | | | | |
| Sunglasses | | | | | | | |
| Goggles | | | | | | | |
| Skis | | | | | | | |
| Boots | | | | | | | |
| Sticks | | | | | | | |
| Helmets * | | | | | | | |
| Other | | | | | | | |
| Check ski instructor qualification | | | | | | | |
| Check ski technician qualification | | | | | | | |

* It is a requirement that helmets should be worn by all participants engaged in snow sport activities.

Title of Visit

Type title here (double-click to open header)

4. CANOEING equipment

| Item | Satisfactory | | Action required | | Follow-up | | Comments |
|--------------------------------------|--------------|----|-----------------|-----------|----------------|----------------|----------|
| | Yes | No | Immediate | Follow-up | Carried out by | Date completed | |
| Canoes fitted with in-build buoyancy | | | | | | | |
| Paddles | | | | | | | |
| Buoyancy aids of life jackets | | | | | | | |
| Canoe crash helmets | | | | | | | |
| Wet suits | | | | | | | |
| Canoe cagoules | | | | | | | |
| Spray decks | | | | | | | |
| Emergency two line | | | | | | | |
| Spare paddles | | | | | | | |
| First aid kit | | | | | | | |
| Flares | | | | | | | |
| Other | | | | | | | |

Title of Visit

Type title here (double-click to open header)

5. Mountaineering & Walking equipment

| Item | Satisfactory | | Action required | | Follow-up | | Comments |
|------------------------------|--------------|----|-----------------|-----------|----------------|----------------|----------|
| | Yes | No | Immediate | Follow-up | Carried out by | Date completed | |
| Waterproofs | | | | | | | |
| Boots | | | | | | | |
| Hats | | | | | | | |
| Gloves | | | | | | | |
| Scarves | | | | | | | |
| Warm clothing | | | | | | | |
| Rucksacks | | | | | | | |
| Whistle | | | | | | | |
| Man-sized polythene bag | | | | | | | |
| Emergency and/or extra food | | | | | | | |
| Map and compass | | | | | | | |
| Ice axe (for winter walking) | | | | | | | |
| Crampons | | | | | | | |
| Climbing belt | | | | | | | |
| Crash helmet | | | | | | | |
| Instructor equipment | | | | | | | |
| First aid | | | | | | | |
| Security rope | | | | | | | |
| Sleeping bag | | | | | | | |
| Hot drinks – flask or stove | | | | | | | |
| Emergency communication gear | | | | | | | |
| 10-man nylon tent sac | | | | | | | |
| Torch | | | | | | | |

Title of Visit

Type title here (double-click to open header)

6. Rock-Climbing equipment

| Item | Satisfactory | | Action required | | Follow-up | | Comments |
|----------------------------|--------------|----|-----------------|-----------|----------------|----------------|----------|
| | Yes | No | Immediate | Follow-up | Carried out by | Date completed | |
| Rock climbing crash hats | | | | | | | |
| Climbing harness | | | | | | | |
| Waist belts and sit slings | | | | | | | |
| Ropes | | | | | | | |
| Belaying equipment | | | | | | | |
| Rope log book | | | | | | | |
| Other | | | | | | | |

Page 36

Title of Visit

Type title here (double-click to open header)

7. Windsurfing equipment

| Item | Satisfactory | | Action required | | Follow-up | | Comments |
|-------------------------------|--------------|----|-----------------|-----------|----------------|----------------|----------|
| | Yes | No | Immediate | Follow-up | Carried out by | Date completed | |
| Boards | | | | | | | |
| Sails | | | | | | | |
| Personal buoyancy | | | | | | | |
| Wetsuits | | | | | | | |
| Instructor equipment | | | | | | | |
| Rescue boat | | | | | | | |
| First aid | | | | | | | |
| Emergency communication | | | | | | | |
| Safety system / recalls, etc. | | | | | | | |
| Other | | | | | | | |

Title of Visit

Type title here (double-click to open header)

8. SAILING equipment

| Item | Satisfactory | | Action required | | Follow-up | | Comments |
|-------------------------------|--------------|----|-----------------|-----------|----------------|----------------|----------|
| | Yes | No | Immediate | Follow-up | Carried out by | Date completed | |
| Condition of boats | | | | | | | |
| Personal buoyancy | | | | | | | |
| Sailing waterproofs | | | | | | | |
| Wetsuits | | | | | | | |
| Instructor equipment | | | | | | | |
| Rescue boat | | | | | | | |
| First aid | | | | | | | |
| Emergency communication | | | | | | | |
| Safety system / recalls, etc. | | | | | | | |
| Other | | | | | | | |

Title of Visit

Type title here (double-click to open header)

| | | | | |
|--|----------------|---------------------|-----------------|----------------------------|
| Name of Centre: | Name of owner: | Address: | | |
| Name of centre head or warden: | | | | |
| Telephone number: | | | | |
| Contact name within the organisation: | | Date of Assessment: | | |
| Item | Yes | No | Comments | |
| AALA Licence number and expiry date | | | | |
| Accident log book | | | | |
| “Near Miss” book | | | | |
| Centre diary | | | | |
| Staff Meeting Every Morning to Discuss | | | | |
| Agreed program of activities | | | | |
| Special Safety precautions | | | | |
| Back-up and/or support available | | | | |
| Emergency Procedures | | | | |
| Item | Yes | No | Comments | |
| National Governing Body Approval | | | | |
| Membership of Other Organisations | | | | |
| Centre safety systems check | | | | |
| Accommodation check | | | | |
| Centre comprehensively insured | | | | |
| Staff check | | | | |
| Equipment check | | | | |
| | | | | Approved Activities |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

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Title of Visit | **Type title here (double-click to open header)**

| | |
|---------------------------------------|----------|
| Firm name: | Address: |
| Contact name within the organisation: | |
| Telephone number: | |
| Date of Assessment: | |

| Item | Satisfactory | | Registration number or other details | Comments |
|---|--------------|----|---|----------|
| | Yes | No | | |
| ABTA approved | | | | |
| EC bonded | | | | |
| Brochure details | | | | |
| Recommendation by other schools | | | | |
| Pre-visit Visit | | | | |
| Confirmation that all staff have the minimum appropriate qualifications for activities they will lead | | | | |
| Equipment | | | | |
| Accommodation | | | | |
| Willing to visit school | | | | |
| Meeting with senior representation of organisation by Head or Deputy Head | | | | |

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Trip title | **Type title here (double-click to open header)**

| Pupil details | Visit Details |
|--|---------------|
| Name of pupil: | Destination: |
| Date of birth: | Address: |
| <i>For overseas trip only:</i> Name of the pupils as on passport: | |

1. Parental consent

I hereby consent to the attendance of my child on the above school visit on the understanding that the person(s) in charge of the party of school children will be a member of the teaching staff of the school. The school staff will remain in loco parentis although they may temporarily hand over the duty of care to a specialist instructor.

I further consent to the giving of any urgent medical or surgical treatment to my child, which is considered necessary by the medical authorities during the visit.

| Parent / Contact 1 | Parent / Contact 2 |
|--------------------------|--------------------------|
| Name in BLOCK capitals: | Name in BLOCK capitals: |
| Address: | Address: |
| Home telephone number: | Home telephone number: |
| Work telephone number: | Work telephone number: |
| Mobile telephone number: | Mobile telephone number: |

2. Confidential Medical Information Form

| | |
|---|---|
| 1 | Does your daughter have any disabilities or medical condition? If so, please detail. |
| 2 | Can your child participate in physical activities without restriction or special supervision? |
| 3 | Has your child had any recent injury? If yes, please give details. |
| 4 | Has your child had any recent infection? If yes, please give details. |
| 5 | Is your child at present under treatment for any condition? If yes, please give details |

Trip title | **Type title here (double-click to open header)**

| | | |
|---|--|-------------|
| 6 | Please state any medication which is required by your child: | |
| | Medication | Time |
| | | |
| | | |
| | | |
| 7 | Please specify any dietary requirements. | |
| 8 | Please give approximate date of last tetanus injection if known. | |
| 9 | Please give details of any special requirements not included in the medical questionnaire: | |

3. Family Doctor

| | |
|-------------------|----------|
| Name: | Address: |
| Telephone number: | |

4. Other information

| |
|---|
| What is your child's swimming ability (e.g. strong, weak, cannot swim)? |
|---|

If these questions are answered fully, there should be no need for a 'medical examination'. However, if your child has not previously had a medical examination, or if there is any doubt regarding any medical condition, you may be required to arrange an examination by your own family doctor who should be given full details of the out-of-school visit and should indicate his or her approval in writing. Alternatively, a medical examination by the school Doctor can be arranged.

It should be noted that the Head reserves the right to exclude girls from any school visit if she considers them to be medically unfit or if she considers their standard of behaviour inappropriate.

| | |
|--|--|
| <u>Parent's / Guardian's name (please print)</u> | <u>Parent's / Guardian's name (please print)</u> |
| <u>Parent / Guardian signature</u> | <u>Parent / Guardian signature</u> |

1. Code of Conduct

- 1) The code of conduct which must be adhered to by all pupils taking part in educational visits organised by or on behalf of City of London School for Girls is set out below. Acceptance of participation in a school visit implies acceptance by both parents and pupil of the code of conduct as a basic condition of the contract for the visit.
- 2) Normal school rules apply for the duration of the visit except as amended below. These will be interpreted sensibly in the light of the particular activity and local conditions. Behaviour must always reflect the high standards demanded at the City of London School for Girls.
- 3) Standards of dress must be appropriate to the activity and occasion. Pupils should note that the standards of dress expected in many countries abroad are more modest and more formal than those which are considered acceptable in the UK.
- 4) When staying in shared accommodation, including hotels, pupils must show consideration for other guests and must observe the rules laid down by their host.
- 5) Normally, girls under 14 will not be allowed to leave the party, although this will be a matter of discretion for the staff organiser. Girls must never leave the party to go off alone and must keep in groups. The size of the group will be determined by the staff organiser. Girls must ensure that they are aware of how to contact a member of staff if necessary, the time when they must be back and the point where they are to meet the party. They must also inform a member of staff of where they are going and when they will return.
- 6) The laws, rules and traditions of foreign countries must be respected at all times.
- 7) Younger students under the age of 16 will not be permitted to consume alcohol under any circumstances. Students over the age of 16 who have written parental consent may be permitted to consume a moderate quantity of alcohol at the absolute discretion of the staff organiser of the visit. Under no circumstances will excessive drinking or abuse of these guidelines be tolerated.
- 8) Parents are required to accept responsibility for any damage or costs incurred by their daughter due to her conduct and actions, whether intentional or not. Any claims made by a third party against a pupil, or the School as a result of her actions, must be met by the pupil's parents in the event that they are not covered by insurance.
- 9) A serious breach of the code of conduct or of the normal rules of acceptable behaviour may result in the pupil being repatriated or returned home at the expense of her parents. The decision to repatriate or send home a pupil is at the discretion of the staff organiser or, where necessary, the senior member of staff accompanying the visit. There is no appeal against this decision.

Please sign code of conduct declaration overleaf.

Trip title | **Type title here (double-click to open header)**

2. Declaration

I undertake, by my good conduct and sense of responsibility at all times, to be a worthy representative of my school. I have read the rules that apply to this visit and agree to abide by them.

I understand that prior permission from a member of staff must be obtained for any unaccompanied time spent away from the main party.

I understand (applicable to students of 16 years of age only) that written permission from my parents must be obtained in advance to allow me to consume a moderate quantity of alcohol. I accept that the discretion of the staff leaders is final.

I accept that the staff organisers' judgement is final in matters relating to discipline on the visit.

| | |
|--|---|
| <u>Parent's / Guardian's name (please print)</u> | <u>Pupil's name and form (please print)</u> |
| <u>Parent / Guardian signature</u> | <u>Pupil signature</u> |
| <u>Date</u> | <u>Date</u> |

For parents of girls over 16 only

I give permission for my daughter to consume a moderate quantity of alcohol at the absolute discretion of the staff organiser of the visit.

| |
|------------------------------------|
| <u>Parent / Guardian signature</u> |
| <u>Date</u> |

Title of Visit | Type title here (double-click to open header)

| | | |
|---------------------------------------|--|-------------|
| Name of Accommodation: | Capacity of accommodation: | |
| Address: | Girls: | Boys: |
| Telephone number: | Female Staff: | Male Staff: |
| Contact name within the organisation: | Designation (e.g. outdoor centre, field study centre, youth hostel, etc.): | |

| Item | Satisfactory | | Comments |
|--|--------------|----|----------|
| | Yes | No | |
| Sleeping Accommodation | | | |
| Beds or bunks | | | |
| Toilets | | | |
| Wash-basin | | | |
| Showers or baths | | | |
| Classroom | | | |
| Recreation area | | | |
| Drying room(s) | | | |
| Provision of special diets | | | |
| Health and Hygiene certificate | | | |
| Security of Accommodation | | | |
| Fire safety certificate | | | |
| Staff accommodation | | | |
| Staff toilets | | | |
| Staff and pupil accommodation adjacent | | | |
| Division of sexes | | | |

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Revised policy to be considered for approval by the Board of Governors at their meeting in June 2015.

SMSC STATEMENT

Appendix to: Curriculum Policy
Collective Worship Policy

Spiritual development - As this is not a faith school, students are encouraged to develop their own belief systems and their own understanding of their place within the context of the wider world, whether faith based or not. Students are encouraged to discuss these, as freely as they feel able and comfortable.

Whatever a students' beliefs the City Girl's 3Rs – Respect, Responsibility and Resilience – encourage respect for themselves, others and the environment, utilisation of girls' individual talents and a contribution to the broader community as well as development of individual, inner strength.

Moral development - Moral development takes the form of encouraging students to develop their own sense of right and wrong, based on human rights, our common humanity and a respect for both civil and criminal law. Students are encouraged to show respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010 and encouraged to demonstrate respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England. Students are also encouraged to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality and to wider society.

Social development - Social development is seen through development of social skills, working together in lessons, contributing to lesson discussion and communicating with teachers and peers. The girls are encouraged to make a positive contribution in community life, through the school community and the wider community to help them develop their self-knowledge, self-esteem and self-confidence. These experiences and their participation in the PSHCEE programme enable them to acquire a broad general knowledge of and respect for public institutions and services in England.

Cultural Development - Encouraging our students to recognise the value and richness of cultural diversity in Britain and worldwide, whilst recognising and respecting the fundamental British values and democracy, rule of law, individual liberty, mutual respect and tolerance. The school's ethos is very much one that encourages respect, appreciation and acceptance of all diversity.

By assisting students to acquire an appreciation of respect for their own and other cultures, the school promotes understanding and harmony between different cultural traditions and between those with different faiths and beliefs.

The school precludes the promotion of partisan political views in the teaching of any subject in the school; and will take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils while they are in attendance at the school or while they are taking part in extra-curricular activities

which are provided or organised by or on behalf of the school, or in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere, they are offered a balanced presentation of opposing views. As part of its safeguarding responsibilities, the school also takes seriously its responsibility to prevent students being radicalised by political groups and being drawn into terrorism.

Last Approved by Board of Governors: October 2014

Revised: May 2015

Approved by Board of Governors:

To be reviewed by: June 2017

Revised policy to be considered for approval by the Board of Governors at their meeting in June 2015.

CITY OF LONDON SCHOOL FOR GIRLS

INDUCTION POLICY FOR NEWLY QUALIFIED TEACHERS

Introduction

- 1) The school welcomes Newly Qualified Teachers (NQTs) who have been awarded QTS and is committed to inducting them into the profession and into the school.
- 2) The school participates in the Independent Schools' Council Teacher Induction Panel (IStip) NQT induction scheme and has regularly enabled NQTs to complete their probationary year successfully.
- 3) During their first year of employment all new staff, including NQTs, have a probationary contract and are given suitable Induction training. For NQTs, the IStip NQT Induction scheme and monitoring procedures will run in tandem with probationary review meetings during this period.
- 4) The statutory provisions which underpin this guidance are sections 135A, 135B and 141C(1)(b) of the Education Act 2002, and the Education (Induction Arrangements for School Teachers) (England) Regulations 2012 (hereafter referred to the 'the Regulations').
- 5) Whilst the DfE Teachers' Standards will be used to assess an NQT's performance via the IStip NQT Induction Scheme detailed within this document, issues relating to conduct, attendance or serious capability problems (i.e. which have a significantly detrimental impact on the school) will be managed through the school's probationary policy (Teachers' Guide to Employment Policies and Procedures - Section A9).

Roles and Responsibilities

1. The Deputy Head (Staff) has overall responsibility for ensuring that appropriate induction procedures are followed for all NQTs and acts as the Induction Coordinator (IC) for the school.
2. The Induction Tutor/mentor has day-to-day responsibility for monitoring, supporting and assessing an NQT.
3. The NQT needs to be an active participant in the induction process, taking responsibility for their own induction. He/she will need to gather evidence and record their progress against the Standards, be responsible, with their Induction tutor, for their Action and Development Plan (ADP) and Target Setting.
4. The Head is legally responsible for induction within the school: jointly responsible with IStip for monitoring, support and assessment of the NQT.
5. IStip ensures the statutory guidance is being followed, offers support guidance and training and receives and validates the school's judgement on an NQT.

6. The CLSG Governing Body must ensure the school's compliance with the statutory guidance for induction and must be satisfied that the school has the capacity to support the NQT and that the Head is fulfilling her/his responsibilities.

Policy Principles

1. Once an NQT has been appointed, the Head/IC will notify IStip in advance of the NQT taking up the post to ensure that there is no delay to the start of the induction period.
2. The IC will ensure that each NQT has access to a suitable range of professional support and guidance including assigning each NQT an Induction Tutor who will have formal responsibility for his/her induction process. The Induction Tutor will be an experienced senior member of staff (i.e. Deputy Head (Staff), Deputy Head (Academic) or Director of Teaching and Learning) who has received appropriate training and who has the time to undertake this important role. Each NQT will also be allocated a subject mentor (normally his/her Head of Department) who will have an informal supporting role.
3. The school will identify and endeavour to meet the needs of each NQT, including negotiating objectives with him/her which take account of his/her Career Entry and Development Profile.
4. The school will make clear the roles, responsibilities and expectations of all involved in the induction process including the Headmistress, Induction Coordinator, Induction Tutor, Subject Mentor and Deputy Head (Staff) charged with the general induction of all new staff.
5. The school's NQT induction procedures will fulfil the requirements of national procedures and guidance for monitoring, assessing and reporting on progress during the induction period.
6. The school will provide a range of Continuous Professional Development (CPD) opportunities for NQTs including attendance at in-house and off-site INSET courses, attendance at NQT area meetings, visits to other schools and observations of colleagues.
7. The school will ensure that the NQT has regular meetings with key induction staff, normally a weekly meeting with his/her Induction Tutor and a weekly meeting with his/her Subject Mentor, the latter for more informal support.
8. The school will arrange a reduced timetable for the NQT equal to 90% of the normal teaching allocation.
9. Through formal observations and regular meetings, the school will give regular developmental feedback to the NQT on his/her classroom practice and teaching.
10. The Head (or Deputy Head (Staff) as the Head's proxy) will observe the NQT during the second half of the first term or the first half of the second term.
11. NQTs, other than those in the Prep Department, will not be Form Tutors but will normally be attached to forms as Deputy Tutors in order to gain experience of the pastoral dimension of the profession.

12. NQTs in the Prep Department will receive the additional time and support required for them to act as Form Tutors whilst still having the reduced allocation required for their induction.
13. The school will ensure that the NQT is aware of the school's key policies and procedures and prepared for major commitments as they occur through the school year, such as report writing, attendance at parents' meetings and the setting and marking of internal school examinations.
14. The school will provide fair and reasonable circumstances in which the NQT will be able to demonstrate her/his ability to satisfy the induction requirements.
15. During the induction period the school will enable the NQT to take increasing responsibility for her/his professional development and career progression.
16. The school will make adequate resources available to support the induction arrangements, including appropriate funds for INSET.
17. The effectiveness of the school's arrangements for the induction of NQTs will be reviewed on a regular basis and changes made as required.
18. NQTs will be made aware of the contact person at IStip to whom they should address any concerns or queries about the way in which their induction is being organised.

Induction Procedure

The process of Induction repeats each term/period. Overall there must be:

- 6 formal lesson observations of the NQT, against the standards
- 6 lesson observations by the NQT
- Regular meetings with a named mentor
- 6 review meetings
- 3 assessment meetings (and assessment forms)
- Professional development targets
- Evidence of CPD (using the additional non-contact time)

| Term | IStip NQT induction process* | School's probationary reviews process [#] |
|-----------------------------------|--|---|
| Autumn/1st Term | Setting development objectives based on the final assessment completed during the initial teacher training period. | Objectives set in collaboration with the HoD (subject mentor), Induction Mentor and NQT |
| | Formal lesson observation within 4 weeks of beginning of term | |
| | Self-evaluation and feedback undertaken by the NQT of the formal lesson observation | |
| | Lesson Observation of a colleague by the NQT (at least twice per term) | |
| | The NQT should attend the regional NQT meeting | |
| | Formal progress review meeting and review of objectives /ADP | Half-term review undertaken by the HoD/Subject Mentor |

| | | |
|---|--|--|
| | | in conjunction with the Induction Mentor and NQT to feed into the Formal Progress review |
| Half term | | |
| | Review of action/development plan (ADP) | |
| | Formal lesson observation of NQT | |
| | Self-evaluation and feedback undertaken by the NQT of the formal lesson observation | |
| | Lesson observation of a colleague by the NQT (at least twice per term) | |
| | Formal lesson observation undertaken by the Head/Deputy Head (Staff) | |
| | Formal progress review and review of objectives/ADP | End of term review undertaken by the HoD/Subject Mentor in conjunction with the Induction Mentor and NQT to feed into the Formal Progress review |
| | Assessment meeting with the Induction Tutor. NQT comments made and Assessment form signed. Assessment form submitted online. | |
| | | |
| Spring/2nd and Summer/3rdTerm | Setting developmental objectives | Objectives set in collaboration with the HoD (subject mentor), Induction Mentor and NQT |
| | Formal observation of NQT | |
| | Self-evaluation and feedback undertaken by the NQT of the formal lesson observation | |
| | Lesson observation of a colleague by the NQT (at least twice per term) | |
| | The NQT should attend the regional NQT meeting | |
| | Formal meeting to review progress and objectives/ADP | Half-term review undertaken by the HoD/Subject Mentor in conjunction with the Induction Mentor and NQT to feed into the Formal Progress review |
| | | |
| Half term | | |

| | | |
|--|---|--|
| | Review of action/development plan (ADP) | |
| | Formal observation of NQT | |
| | Self-evaluation and feedback undertaken by the NQT of the formal lesson observation | |
| | Lesson observation of a colleague by the NQT (at least twice per term) | |
| | Formal meeting to review progress and objectives | End of term review undertaken by the HoD/Subject Mentor in conjunction with the Induction Mentor and NQT to feed into the Formal Progress review |
| | Assessment meeting with Induction Tutor and/or Head - <i>Period 2 assessment form^s completed.</i> | |
| | Assessment meeting with Head and Induction Tutor - <i>Period 3 (final) assessment form^s completed with Head's recommendation</i> | |

* *The timing of NQT induction end of assessment periods will be different for part time members of staff, who will have a longer period of time over which to meet the standards.*

- 6) The table above outlines the stages at which the NQT's performance against the Teachers' standards will be reviewed during his/her induction year and how this links into the school's standard probationary review process.
- 7) In addition to the above, in line with IStip requirements, throughout his/her induction year the NQT will have weekly minuted meetings with his/her Induction Tutor. The minutes in this instance should be taken by the NQT.
- 8) and lessons will be informally observed on a regular basis.
- 9) Full details of the IStip NQT induction scheme can be found in the IStip handbook.

Failure to Meet Required Standards

- 10) If it becomes apparent that the NQT is not making satisfactory progress, due to serious capability problems, early action will be taken to assist the NQT to meet the standards. Action not be delayed until a formal assessment has taken place and the following course of action is recommended:
 - The Head should be informed

- The IC should inform IStip as soon as possible for advice, support. Where appropriate, a quality assurance visit from IStip will be arranged. The NQT should be told so that the process is transparent and there are no surprises
 - The IStip Action/Development Plan (for an NQT At Risk) will need to be completed to diagnose the key issues and to put in place a suitable action plan.
- 11)** Where the NQT's serious capability problems show no sign of improvement and are having a significantly detrimental impact on the school (e.g. on teaching standards, the pupils, the school's reputation etc), the NQT's poor performance will be managed via the formal stage of the school's probationary procedure which may, ultimately, lead to the NQT being dismissed prior to the end of their IStip induction period.
- 12)** Where the NQT is likely to fail his/her final IStip assessment, the IC will contact IStip immediately, who will arrange a second quality assurance visit).
- 13)** Failure will be linked to specific Teachers' Standards, discussed in advance with the NQT and will be preceded by additional support and clear targets for improvement being put into place.

Newly qualified teachers may only serve one induction period

- 1.** An NQT has only one chance to complete statutory induction. An NQT who has completed induction, and is judged to have failed to meet the relevant standards at the end of their induction period, is not permitted to repeat induction. They will however, have the right to appeal against the decision (see paras 4.6 – 4.7 of the DfE Statutory guidelines).
- 2.** An extension to the induction period is only permitted on the authorisation of IStip. This may be permitted as a consequence of absence occurring during the period; or following a decision by IStip or the Appeals Body

Further Information

- 1.** This policy is not a standalone document and should be read in conjunction with:
 - The IStip Handbook -
 - Probation Policy - Teachers' Guide to Employment Policies and Procedures - Section A9
 - DfE Induction for newly qualified teachers (England) statutory guidance (October. 2014.
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/375304/Statutory_induction_for_newly_qualified_teachers_guidance_revised_October_2014.pdf

Revised : May 2015

Approved by the Board of Governors:

To be reviewed by: May 2016

Revised policy to be considered for approval by the Board of Governors at their meeting in June 2015.

CITY OF LONDON SCHOOL FOR GIRLS

ANTI-BULLYING POLICY

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 2014 and Behaviour and Discipline in Schools 2014.

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 by 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 will act swiftly to block inappropriate sites if these are drawn to our attention. In a fast changing world continued vigilance by staff, parents and pupils is encouraged. 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

Last Approved by Board of Governors: October 2014

Revised: May 2015

Approved by Board of Governors:

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Revised policy to be considered for approval by the Board of Governors at their meeting in June 2015.



SAFEGUARDING AND 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*" April 2015. All Staff are issued with the summary guidance of this document which includes Part 1 of the guidance notes.

Other official documents taken into consideration when formulating this policy include "*Working Together to Safeguard Children*" 2015, "*What to do if You are Worried a Child is Being Abused*" 2015, "*Disqualification under the Child Care Act 2006*", February 2015, "*Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings*" March 2009, , "*SEND Code of practice*" 2014, "*Mental health and behaviour in schools*", March 2015, "*Information sharing: advice for practitioners*", March 2015, "*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*, April 2015.

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. Wherever the term "School Staff" is used, it covers ALL staff directly employed by the City of London Corporation. 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 promote a culture of 'it could happen here' and to support staff who act as whistleblowers in raising concerns about poor or unsafe practice and potential failures in the school safeguarding regime.
 - 1.6.5 To provide a systematic means of monitoring children known or thought to be at risk of harm, including the risk of being drawn into terrorism and the risk of being drawn into extremism, and ensure we, the School, contribute to assessments of need and support packages for those children.

- 1.6.6 To emphasise the need for good levels of communication between all members of Staff.
 - 1.6.7 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.
 - 1.6.8 To develop and promote effective working relationships with other agencies, especially the Police, the City and Hackney Safeguarding Children Board, Community and Children's Services and the relevant channel panels.
 - 1.6.9 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. This includes relevant checks on adults involved in childcare activities at the School who could be subject to disqualification by association.
- 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 or team of officers (hereafter known as the 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*", March 2015 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. Other members of the pastoral team will also receive appropriate child protection training.
- 2.1.5 All Staff are provided with relevant Child Protection Awareness information and Child Protection training INSET in accordance with the LSCB and at least once a year 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. As part of this, all Staff must read Part 1 of the "*Keeping Children Safe in Education*" 2015 guidance documentation and confirm in writing that they have undertaken to do this. 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.
- 2.1.5.1 When children attend educational activities offsite, the school strives to ensure their safety by making sure that CLSG staff supervise them and that assurances are sought that staff of other organisations have been checked for suitability. Further details are in the Educational Visits Policy and its annexes.
- 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 or the DDSL. The DSL will report matters to the LADO and to the Headmistress, unless it is a matter that involves the Headmistress herself, in which case the DSL will report the matter to the LADO and to the Chairman of Governors.
- 2.1.7 All staff are also made aware that, while the normal referral route is through the DSL, they have a duty to report concerns directly to the LADO if they feel that the school has made an inadequate response to their concerns.
- 2.1.8 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, and checks of the Prohibited List.. Staff who will be working with the Prep department in relevant activities such as after school club, will also be required to confirm that they are not 'disqualified by association'. 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. There is a separate City of London Corporation policy on Recruitment which provides further details.

- 2.1.9 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. In some cases, a referral may be made to both the DBS and National College for Teaching and Leadership (NCTL). 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 NCTL, following the advice in '*Teacher Misconduct: the prohibition of teachers*' July 2014.

- 2.1.10 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.
- 2.1.11 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.
- 2.1.12 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.
- 2.1.13 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.

- 2.1.14 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.
- 2.1.15 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 its annexes (including Staff Code of Conduct), the City of London Corporation Whistleblowing procedures, and the Department for Education procedures, "*What to do if You're Worried a Child is Being Abused 2015*", as well as a copy of "*Keeping Children Safe in Education 2015*", with the DSL and deputy DSL names clearly displayed, as part of their induction into the School.

The current contact details of all those involved in child protection are listed in the appendix. Staff must sign to say they have read these documents. This applies to current staff as well when documentation is updated.

- 2.5 There will be annual training of all staff to remind them of the core principles and key points of the Child Protection Policy and to disseminate relevant updates to procedures and policies.
- 2.6 A single central record is held detailing all staff (and Volunteers) employed by the School and the relevant safeguarding checks undertaken, including those applicable to staff who may be disqualified by association.

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. All Staff receive an annual refresher INSET on child protection and safeguarding.
- 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 recognise that it is important for children to receive the right help at the right time to address risks and prevent issues escalating. We understand the importance of acting on and referring the early signs of abuse and neglect, listening to the child, the need for clear records and of reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.
- 4.4 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.

- 4.5 The School will support all pupils by:
- 4.5.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as in our relationships, whilst attempting to counteract aggression and bullying.
 - 4.5.2 Promoting a caring, safe and positive environment within the School.
 - 4.5.3 Liaising and working together with all other support services and those agencies involved in the safeguarding and social care of children. The first point of contact in such cases will be the City of London Corporation LADO (pat.dixon@cityoflondon.gov.uk / 02073321215)
 - 4.5.4 Notifying the child's Local Authority as soon as there is a cause for significant concern.
 - 4.5.5 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.
- 4.6 We realise there is a difference between children who have suffered or are likely to suffer harm who will require immediate action, and those whose needs fall below the threshold for immediate intervention but who nonetheless require additional support from one or more agencies. The former will be reported to Children's Social care immediately. The latter will be supported by inter-agency assessment using CAF and TAC approaches.

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: *Keeping Children Safe in Education* Part 4 (2015), '*Safeguarding Children and Safer Recruitment in Education*' (March 2007) 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 informed within 24 hours 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. The School will not undertake its own investigation before receiving advice from the LADO(s), or in the most serious cases, the police, so as not to jeopardise statutory investigations.
- 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
- 7.8 If there is a disclosure about pupil on pupil abuse, all children involved, whether perpetrator or victim will be treated as being 'at risk'.

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. The Schools strives therefore to have a culture of safety, raising concerns, valuing staff and reflective practice.
- 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. Whistleblowing procedures are

covered as part of new staff induction training and child protection regular training for existing staff.

- 9.3 Staff who raise concerns about safeguarding either with the school's senior management, or with the LADO will not suffer any negative consequences such as notes on their file or denial of promotion.
- 9.4 Where a member of staff is unhappy about the action taken by the school in relation to a particular concern raised by the staff member, the Head will facilitate a mediation meeting with the staff member and the DSL to explain the school's actions and the reasons for them as far as is possible to maintain a child's confidentiality. If this meeting does not satisfy the member of staff, they should feel able to contact the LADO for more effective action.

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. Esafety will be addressed through PSHCEE and the IT curriculum.

12.2.4 Ensure that no political indoctrination takes place in any of the school curricular or extracurricular activities and that pupils are always exposed to a balanced presentation of political issues.

12.2.5 Ensure that appropriate filtering is in place to prevent children being exposed to inappropriate material.

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.

Last Approved by the Board of Governors: January 2015

Amended: May 2015

Approved by the Board of Governors:

(and signed by the Chairman)

APPENDIX

City of London School for Girls

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|--|---|
| <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> | Katherine Brice (Deputy Head, Pastoral) Susannah Gilham |
| <u>Governor with Safeguarding Responsibility</u> | William Russell |
| <u>LADO</u> | Pat Dixon (City of London) 020 7332 1215 pat.dixon@cityoflondon.gov.uk |

ANNEXES TO SAFEGUARDING AND CHILD PROTECTION POLICY

ANNEX A - TYPES OF ABUSE AND POSSIBLE SIGNS OF ABUSE

The following information about types of abuse is taken from “Keeping Children Safe in Education” (DFE 2015)

Abuse

“A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.”

Physical Abuse

“A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child. “

Sexual Abuse

“Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. “

Emotional/Psychological Abuse

“The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child’s developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.”

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

Neglect

“the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in the serious impairment of the child’s health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs. “

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 pupils in the School population.

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

ANNEX B - 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 2015).

<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 C - SAFEGUARDING CODE OF CONDUCT

INTRODUCTION

All Staff 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.

Katherine Brice and Susannah Gilham 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 DSL 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

must also be aware of the procedures for whistleblowing as detailed in the Child Protection policy and the City of London Corporation whistleblowing procedures.

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 the Child Protection Policy, and its annexes (including Staff safeguarding Code of Conduct) and the Department for Education guidance, "What to do if You're Worried a Child is Being Abused" 2015 as well as a copy of "Keeping Children Safe in Education 2015",
- 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..
- 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 DSL, 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.

GUIDANCE 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.

GUIDANCE 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 teaching 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 (Staff) 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.

GUIDANCE ON ONLINE BEHAVIOUR AND USE OF ELECTRONIC MEDIA

- Be extremely careful over the use of Facebook, Instagram. 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 any social media
- 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.

Approved: June 2014

Revised: January 2015 and May 2015

Approved by the Board of Governors: June 2015

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| Committee: | Date: |
| Board of Governors of the City of London Freeman’s School | 15 th June 2015 |
| Board of Governors of the City of London School | 17 th June 2015 |
| Board of Governors of the City of London School for Girls | 22 nd 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

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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:

- establish 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/working-together-to-safeguard-children)

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

63. In Wales it should be read alongside Keeping learners safe²:

[http://wales.gov.uk/docs/dcells/publications/150114-keeping-learners-safe.pdf.](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 proprietors³ of maintained schools, non-maintained special schools, maintained nursery schools, independent schools (including academies and free schools) and alternative provision academies⁴
- pupil referral units
- registered early years childcare providers⁵
- registered later years childcare providers⁶
- 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 2 or 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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