



Board of Governors of the City of London School for Girls

Date: MONDAY, 27 JUNE 2016
Time: 11.00 am
Venue: CITY OF LONDON SCHOOL FOR GIRLS - ST GILES TERRACE,
BARBICAN, EC2Y 8BB

Members:

Randall Anderson	Alderman John Garbutt
Professor Anna Sapir Abulafia (Co-Opted Member)	Christopher Hayward
Nicholas Bensted-Smith	Tom Hoffman
Deputy Roger Chadwick (Ex- Officio Member)	Ann Holmes
Professor John Betteridge (Co- Opted Member)	Clare James
Nigel Challis	Sylvia Moys
Dennis Cotgrove	Elizabeth Phillips (Co-Opted Member)
Emma Edhem	Deputy Richard Regan
Dr. Stephanie Ellington (Co-Opted Member)	Mary Robey (Co-Opted Member)
	Alderman William Russell
	Richard Sermon (Co-Opted Member)
	Ian Seaton (Ex-Officio Member)
	Sir Michael Snyder

Enquiries: David Arnold
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Lunch will be served at the rising of the Board
NB: Part of this meeting could be the subject of audio or 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**
To note the Order of the Court of Common Council of 21 April 2016, appointing the Board and setting 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 27 January 2016.

For Decision
(Pages 3 - 6)
7. **APPOINTMENT OF SUB-COMMITTEES**
Report of the Town Clerk.

For Decision
(Pages 7 - 12)
8. **LOCAL AUTHORITY DESIGNATED OFFICER 2015/16 ANNUAL REPORT**
Report of the Director of Community and Children's Services.

For Information
(Pages 13 - 16)
9. **PARTNERSHIP ARRANGEMENTS BETWEEN CITY OF LONDON SCHOOL FOR GIRLS AND CITY OF LONDON PRIMARY ACADEMY ISLINGTON**
Report of the Director of Community and Children's Services.

For Decision
(Pages 17 - 32)
10. **PRESENTATION ON MUSIC AT THE CITY OF LONDON SCHOOL FOR GIRLS**
To receive a presentation from the Director of Music, City of London School for Girls.

For Information

11. **REPORT OF THE HEADMISTRESS**
Report of the Headmistress of the City of London School for Girls.
For Decision
(Pages 33 - 172)
12. **RISK REGISTER 2015-16 FOR THE CITY OF LONDON SCHOOL FOR GIRLS
BURSARY FUND INCORPARTING THE CITY OF LONDON SCHOOL FOR GIRLS
SCHOLARSHIPS AND PRIZES FUND**
Joint report of the Chamberlain and the Bursar of the City of London School for Girls.
For Decision
(Pages 173 - 178)
13. **QUESTIONS ON MATTERS RELATING TO THE WORK OF THE BOARD**
14. **ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT**
15. **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

16. **NON-PUBLIC MINUTES**
To agree the non-public minutes of the meeting held on 27 January 2016.
For Decision
(Pages 179 - 184)
17. **REPORT OF THE HEADMISTRESS**
Report of the Headmistress of the City of London School for Girls.
For Decision
(Pages 185 - 210)
18. **ANNUAL SUMMARY OF CHILD PROTECTION AND PASTORAL MATTERS**
Report of the Headmistress of the City of London School for Girls.
For Information
(Pages 211 - 216)
19. **GATEWAY 7 OUTCOME REPORT: PURCHASE OF STEINWAY GRAND PIANO**
Report of the Headmistress of the City of London School for Girls.
For Decision
(Pages 217 - 218)

20. **GATEWAY 7 OUTCOME REPORT: CITY OF LONDON SCHOOL FOR GIRLS
ACCOMMODATION PROJECT**
Report of the City Surveyor.

For Decision
(Pages 219 - 222)

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**

Agenda Item 3

MOUNTEVANS, Mayor	RESOLVED: That the Court of Common Council holden in the Guildhall of the City of London on Thursday 21st April 2016, doth hereby appoint the following Committee until the first meeting of the Court in April, 2017.
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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 2016/17**

ALDERMEN

- 3 William Anthony Bowater Russell
- 2 John Garbutt

COMMONERS

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

together with :-

- Prof. Anna Abulafia
- Prof. John Betteridge
- Dr. Stephanie Ellington
- Elizabeth Phillips
- Mary Robey
- Richard 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;
- (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, 27 January 2016

Minutes of the meeting of the Board of Governors of the City of London School for Girls held at Committee Room, West Wing Guildhall on Wednesday, 27 January 2016 at 11.00 am

Present

Members:

Sir Michael Snyder (Chairman)	Alderman John Garbutt
Clare James (Deputy Chairman)	Tom Hoffman
Randall Anderson	Ann Holmes
Professor Anna Sapir Abulafia (External Member)	Sylvia Moys
Nicholas Bensted-Smith	Elizabeth Phillips (External Member)
Professor John Betteridge (External Member)	Deputy Richard Regan
Nigel Challis	Mary Robey (External Member)
Dennis Cotgrove	Alderman William Russell
Emma Edhem	Ian Seaton (Ex-Officio Member)
Dr. Stephanie Ellington (External Member)	Richard Sermon (External Member)

Officers:

Gemma Stokley	- Town Clerk's Department
Sarah Port	- Chamberlain's Department
Ena Harrop	- Headmistress, City of London School for Girls
Alan Bubbear	- Bursar, City of London School for Girls
Kate Brice	- Deputy Head (Pastoral), City of London School for Girls

1. **APOLOGIES**

Apologies for absence were received from Christopher Hayward.

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

There were no declarations of interest.

3. **MINUTES**

The public minutes and summary of the meeting held on 4 December 2015 were considered and approved as a correct record.

4. **PRESENTATION ON GUATEMALA, FUTURE CONTACTS AND INTERNATIONAL PERSPECTIVES**

The Board received a presentation from the Head of Spanish, the International Links Co-ordinator and the Mission Charities Co-ordinator on a recent trip to Guatemala and how this feeds into the theme of 'Internationalism' and Charities/voluntary at CLSG.

The Head of Spanish provided the Board with an overview of the trip and the voluntary work undertaken by the students. The Board were informed that the feedback from all those who participated in the trip had been overwhelmingly positive with the students drawing much inspiration from the voluntary aspects of it.

The Head of Spanish expressed her gratitude to the Board for granting them the opportunity to undertake this trip.

The presentation covered the following points:

- How work was progressing to embed Internationalism and cultural/international awareness into all aspects of the curriculum;
- October 2015 saw the launch of CLSG's International Policy;
- In November 2015 CLSG had been awarded an intermediate level award from the British Council recognising it as an International School. The trip to Guatemala had been named as one of three important international activities undertaken by the School in its application. The application had been praised for demonstrating passion and commitment to the cause. CLSG would be applying to the British Council next year for full accreditation.
- The School's Mission Charities Co-ordinator had taken up her post in April 2015;
- The School were now keen to move away from associating overseas trips with languages and to offer them to all Sixth Form students in the future;
- Similar trips to Guatemala were now planned and a two week trip to Sri Lanka in Autumn 2016 was currently being explored;

The Chairman thanked the presenters for this overview of International activities at the School and emphasised that the Board were very supportive of the School continuing this international approach.

5. **PRESENTATION ON RESEARCHER IN RESIDENCE PROGRESS**

The Board received a presentation from the School's Researcher in Residence.

The Researcher in Residence provided the Board with an overview of Research at CLSG.

The presentation covered the following points:

- What is a research engaged School. The Board were informed that an audit was currently being undertaken asking staff to what extent they understood CLSG to be a research engaged school. It was noted that some very positive responses had been received;
- Education as 'Evidence Based' or 'Research informed';
- The Action Research Cycle – 'Look, Think, Act';
- Activities undertaken so far to help develop the role of research at CLSG – this included teacher-researcher pioneers (currently being undertaken in areas including Biology, Physics, Music and Maths), involvement in

external projects and networks (including a project currently being undertaken with CLS and Birkbeck University), looking at ‘common problems’ such as note taking and essay writing, making research more accessible and supporting MA students;

- A half termly research newsletter for staff had now been established.

In response to a question regarding other School’s approach to this matter, the Researcher in Residence reported that Wellington College and Eaton were leading the way on this at present but that some state schools were also taking a lead. Whilst CLSG were not currently sharing their knowledge in this area with other City Schools it was hoped that they would be in a position to do so in the near future.

In response to further questions, the Researcher in Residence confirmed that parental permission would be sought for anything outside of the normal learning experience for the students.

In response to questions regarding the post of Researcher in Residence, the Headmistress reported that this post had been established for one year initially with the post-holder working two days per week which seemed to be sufficient at present.

The Chairman, on behalf of the Board, thanked the Researcher in Residence for her presentation and for her hard work and initiative demonstrated in this relatively new area of work.

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

There were no questions.

7. ANY OTHER BUSINESS THAT THE CHAIRMAN CONSIDERS URGENT

There were no additional, urgent items of business for consideration.

8. EXCLUSION OF THE PUBLIC

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

Item No.	Paragraphs in Schedule 12A
9	1-5
10	3
11	1, 2 & 3
12	5

9. NON-PUBLIC MINUTES

The non-public minutes of the meeting held on 4 December 2015 were considered and approved as a correct record.

10. **REVIEW OF BURSARY GUIDELINES**

The Board considered and approved a joint report of the Chamberlain, the Headmistress (CLSG), the Head (CLS) and the Headmaster (CLFS) regarding improvements to the operation of the bursary guidelines which would be effective from the 2016/17 academic year entry.

11. **REPORT OF THE HEADMISTRESS**

The Board considered and approved a report of the Headmistress of the City of London School for Girls which provided information on non-public matters in relation to the School.

12. **SAFEGUARDING AND THE GODDARD INQUIRY**

The Board considered a report of the Headmistress of the City of London School for Girls regarding the Goddard Inquiry and the School's approach for engaging with this.

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

There were no questions raised in the non-public session.

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

Items regarding Exhibition Hall 2 and the retention of students at Sixth Form were raised.

The meeting ended at 1.00 pm

Chairman

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Committee(s)	Dated:
Board of Governors of the City of London School for Girls	27 June 2016
Subject: Appointment of Sub-Committees	Public
Report of: Town Clerk	For Decision
Report author: David Arnold, Town Clerk's Department	

Summary

The purpose of this report is to consider the appointment of the Board's Bursary Committee, Reference Sub-Committee, Academic Working Party, and Teachers' Pay Panel and to approve their composition and terms of reference.

For ease, details of the composition and terms of reference of the bodies are set out in Appendix A.

Recommendations

It is recommended that consideration be given to the appointment, composition and terms of reference of the following for the ensuing year:-

- City of London School for Girls Bursary Committee
- Reference Sub-Committee of the Board of Governors of the City of London School for Girls
- Academic Working Party
- Teachers Pay Panel

Main Report

Background

1. This report considers the appointment, terms of reference and composition of the Board of Governors of the City of London School for Girls' Bursary Committee, Sub-committees and Teachers Pay Panel.
2. Each of the Board's sub-committees are considered in turn below. Details of their terms of reference and proposed composition are set out in Appendix A of this report.

Bursary Committee

3. There are a number of different awards which are provided to pupils at the City Schools, either at entry to the Schools or once the pupil is established. The Bursary Committee is concerned with applications for 'Hardship Bursaries' to pupils where the parents fall into financial hardship and are unable to pay the school fees or where a pupil is unable to take up a place at

the respective School because of financial hardship. These awards are funded from the charitable trust funds for the school and any awards made are reviewed on an annual basis (after three term's assistance).

4. The Current guidelines for assessing bursary applications were reviewed and approved by the Board of Governors in January 2016. The amendments made were intended to ensure that the guidelines remain appropriate in light of recent experience and to ensure that the School are able to utilise the funds that they have set aside for the purpose.
5. Meetings precede Board meetings as and when an application for assistance is received.

Reference Sub-Committee

6. The purpose of the Reference Sub-Committee is to consider arrears of school fees, sabbatical leave and estimates (including fee increases) (with power to act) and other such matters as the Board may from time to time decide for the year ensuing.
7. The 2015/16 Sub-Committee Membership, the terms of reference and proposed composition are set out in Appendix A.

Teachers' Pay Panel

8. In February 2015 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 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.
9. 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.
10. The Teachers' Pay Panel may 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.

Appendices

- Appendix A – Composition and Terms of Reference

Contact:

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Committee and Member Services Officer
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Bursary Committee

Composition

- Chairman and Deputy Chairman of the Board of Governors of the City of London School for Girls
- Up to five other Governors appointed by the Board of Governors.

The quorum shall be any three Governors.

Terms of Reference

The Bursary Committee at their sole discretion after considering recommendations by the Head of the School have power by a simple majority of those present and voting at a meeting of the Bursary Committee to apply the Fund for the advancement of public education by the following purposes:-

- (i) contributing towards the fees payable to the School on behalf of suitably qualified pupils who but for financial assistance having commenced education at the School would not be able to continue their education at the School;
- (ii) contributing towards the fees payable to the School on behalf of pupils of academic merit who but for financial assistance would not be able to obtain suitable education at the School;
- (iii) such other charitable purposes as shall be associated with the School as the Bursary Committee shall direct.

PROVIDED ALWAYS that no such bursary shall be made in respect of a pupil who is the issue of a parent of a member of the Board or of the spouse of such a member.

2015/16 Committee Membership

Clare James (Chairman)
Nicholas Bensted-Smith
Nigel Challis
Deputy Richard Regan
Mary Robey
Richard Sermon

Reference Sub-Committee

Composition

- Chairman and Deputy Chairman of the Board of Governors of the City of London School for Girls
- Up to five other Governors appointed by the Board of Governors

The quorum shall be any three Governors.

Terms of Reference

To consider arrears of school fees, sabbatical leave and estimates (including fee increases) (with power to act) and other such matters as the Board may from time to time decide for the year ensuing.

2015/16 Sub-Committee Membership

Deputy Sir Michael Snyder (Chairman)
Clare James (Deputy Chairman)
Nigel Challis
Sylvia Moys
Deputy Regan
Alderman William Russell

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 Freemen's School; and
- The full time official from the Association of Teachers and Lecturers.

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

Remit of the Teachers' Pay Panel:

8. To approve any pay award that will apply to the teachers' main grade and all teachers' management grades.
9. Any decisions around responsibility and other allowances or payments will be specified.

Timing

The timing of the process will be as follows:-

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

Termination

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

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Agenda Item 8

Committee(s)	Dated:
Community and Children Services Safeguarding Sub Committee Board of Governors of the City of London School Board of Governors of the City of London School for Girls Board of Governors of the City of London Freemen's School Education Board Board of Governors of the Guildhall School of Music and Drama	13 May 2016 2 June 2016 15 June 2016 27 June 2016 20 June 2016 21 July 2016 19 Sept 2016
Subject: Local Authority Designated Officer 2015/16 Annual Report	Public
Report of: Director of Community and Children Services	For Information
Report author: Chris Pelham, Assistant Director People	

Summary

This report updates Members on the activity and performance of the Local Authority Designated Role (LADO) for 2015/16. This update is further to the 2014/15 annual report that was submitted to the Committee in September 2015 which provided Members with background information on the role of the LADO, referral data and highlighted the need to raise greater awareness of the role both across the City of London Corporation and partners.

The Community and Children Services Committee requested that the 2014/15 report be taken to several committees to raise awareness of the role.

In addition to sharing the 2014/15 report with Members across a number of committees, a significant amount of training and briefings on the role of the LADO was carried out. As a result of this awareness-raising activity there has been a significant percentage increase in referrals to the LADO in 2015/16 compared to previous years.

Recommendation

Members are asked to note the report.

Main Report

Background

The responsibilities of the LADO are set out in "Working Together" to safeguard children, March 2015, and the London Child Protection Procedures, 5th edition, 2015, Chapter 17. All allegations made against staff (including volunteers) that call into question their suitability to work with, or be in a position of trust with, children, whether made about events in their private or professional life, need to be formally reported to the LADO.

In the City of London the LADO work is carried out by the Safeguarding and Quality Assurance Service Manager who reports directly in to the Assistant Director, People.

Guidance and training on professional allegations is available through the City and Hackney Safeguarding Children Board website and agencies have access to consult with the LADO in the City of London.

Current Position

Raising Awareness

As a result of the low referral rate to the LADO, as reported in the 2014/15 Annual Report, the Community and Children Services Committee requested that the report be circulated to other relevant committees in order to raise awareness of the role.

Between September 2015 and January 2016, the report was presented to the following committees;

- Safeguarding Sub (Community & Children's Services) Committee
- Establishment Committee
- Culture, Heritage and Libraries Committee
- Barbican Residential Committee
- Board of Governors of the City of London Freeman's School
- Board of Governors of the City of London School
- Board of Governors of the City of London School for Girls
- Board of Governors of the Guildhall School of Music and Drama
- Chief Officers Group

In addition to attending these committees, the LADO has updated partners on the City of London Executive Safeguarding Children Board, the Safeguarding Education Forum and Domestic Abuse Forum. As part of the LADO role, support and advice is offered to partners around their safeguarding duties, policies and procedures, as well as individual case advice on potential referrals to social care.

There has also been a considerable focus on delivering LADO training across the multi-agency partnership, and within individual agencies during 2015/16. This has included the LADO delivering the following training and/or briefings:

- Forty representatives from voluntary sector-based organisations attended a children services briefing event, which included a slot on the role of the LADO.
- Forty-nine City of London staff attended Child Protection training that included the role of the LADO.
- Nine City of London staff attended allegations management and private fostering training.
- Approximately 30 staff from Sir John Cass Foundation Primary School received training on the LADO role and professional allegations at an inset day in January 2016.

- The role of the LADO has been included in the City of London Children Services Induction programme, which has been delivered to approximately 70 professionals from across a number of agencies working with children and families.

In addition to these sessions, the City and Hackney Safeguarding Children Board has delivered training in the City on the role of the LADO and Safer Recruitment, as part of the Board's core training offer:

- Twenty-two people from the Police, Health, Youth Services and Education attended training on safeguarding in October 2015.
- Forty people from Early Years Settings, City of London HR, Health, Education and the voluntary sector attended two sessions on Safer Recruitment in February and March 2016.

Referrals

As a result of this activity there has been a significant increase in the number of LADO referrals, compared to the three previous years:

3 – 2012/13
 2 – 2013/14
 5 – 2014/15
 11 – 2015/16

The referrals in 2015/16 have come from a range of sources:

1 - Youth Service
 2 – Independent Schools
 3 – Maintained School
 1 – City of London Corporation
 1 - Anonymous
 1 – Early Years Setting
 1 – Other Local Authority
 1 – Education Employment Agency

The reasons for the referrals were:

3 – Physical
 3 – Sexual
 5 – Behaviour

Learning

As a result of no referrals being made by Health, the City and Hackney Safeguarding Children Board commissioned the Safeguarding Lead in the Clinical Commissioning Group to carry out a review of safeguarding practice across relevant health partners to ensure staff were aware of the role. This review concluded that the practice was appropriate and staff were aware of the role.

In March 2016, a similar exercise was initiated in respect of the Police in Hackney and the City. Initial discussions have commenced between the LADO and the Professional Standards Division in the City of London Police to review police awareness of the role.

A recurring theme that has been coming through on the LADO referrals has been concerns around safer recruitment practices within organisations. In some agencies safer recruitment practices are not always consistently being implemented, especially in relation to checking references and DBS checks. There have also been issues with staff who have been employed for some considerable time, whereby when checks have been made on their employment background there is limited information on their employment history and references for the post. These findings resulted in the commissioning of training into safer recruitment, as referenced above.

Corporate & Strategic Implications

The work of the LADO is a statutory requirement and supports the City of London's responsibility to ensure safeguarding children duties are in place and effective. The role of the LADO is a key role in implementing the City of London Corporation Safeguarding Policy and aligns with a key priority in the Department of Community and Children Services Business Plan.

Implications

There are no financial implications associated with this report.

Conclusion

The report has highlighted LADO activity and referral rates for 2015/16, and demonstrated the impact that raising awareness and delivering training and briefings has had on the increase in referrals to its current highest level in the City. The delivery of training and briefing sessions will continue as part of the 2016/17 LADO work plan.

Appendices

Not applicable.

Background Papers

Local Authorities Designated Officer Annual Report 2014/15.

Chris Pelham

Assistant Director, People

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Committee(s)	Dated:
Board of Governors of the City of London School for Girls City of London Primary Academy Islington Governing Body	27 June 2016 TBC
Subject: Partnership arrangements between City of London School for Girls and City of London Primary Academy Islington	Public
Report of: Director of Community and Children’s Services	For Decision
Report author: Gerald Mehrtens Department of Community and Children’s Services	

Summary

This report outlines the proposed continued partnership arrangement between City of London School for Girls (CLSG), and City of London Primary Academy Islington (COLPA Islington), which will support the primary academy in delivering an outstanding school in the first few years from opening, and enhance the existing role CLSG has in the education of local children and supporting the local community.

The connection between the two schools will offer further benefits to both schools as it explores shared vision for education and governance arrangements, opportunities for shared services and joint staff training initiatives, and collaborative working to enhance children’s education.

As COLPA Islington approaches opening it would be beneficial for both schools to formalise the partnership arrangements, to identify the levels of commitment, and how the schools can collaborate further going forward to improve outcomes.

Recommendation(s)

Governors are asked to:

- Note the progress that has been made so far from the partnership arrangements between the two schools.
- Endorse the formalisation of the partnership arrangements

Main Report

Current Position

1. COLPA Islington is a new City of London Primary Academy, opening in September 2017, which will be built on the old Richard Cloudesley School site, to the north of the Golden Lane Estate. It is envisaged the school will be in temporary accommodation from September 2017 until July 2019 while the permanent school is being built.

2. Partnership arrangements have already been in place between the two schools with governors from CLSG also joining COLPA Islington governing body when it was first formed, and until recently the Head of Prep at CLSG has also been the interim Executive Head for COPA Islington. These arrangements have already led to;
 - a. being successful in the application to the DfE to open a school
 - b. facilitating and administrating the governing body meetings taking place,
 - c. supporting the development of the school vision and web site,
 - d. advised on school structure and submissions of documents to the DfE,
 - e. enabled community engagement activities to take place,
3. Going forward it would be helpful to formalise the partnership arrangements between the two schools, to identify the levels of commitment, and how the schools can collaborate further going forward.

Proposals

4. As COLPA Islington leads up to its opening in September 2017 and beyond, the school would benefit from the vast amount of experience and expertise which CLSG has established over many years, in developing its vision for education. The key to this is strong governance, and with this in mind the model adopted by City of London Academies Trust is to have up to two governors from partner organisations. In the case of COLPA Islington this representation is further increased by a sponsor governor from the Court of Common Council also being a governor of CLSG. The current membership of COPA Islington is attached as appendix 1.
5. In addition, excellent schools are achieved through outstanding leadership. The soon to be appointed Head Teacher for COLPA Islington would benefit in the first few years from receiving coaching and/or mentoring from an outstanding Head in the form of the Head of CLSG. The key areas of support needed from an Executive Head are attached as appendix 2, and this will be funded from the school's budget. While the Head the Head Teacher is not appointed in the lead up to the school opening, it is envisaged that the Head of CLSG will be able to provide some support to a project support officer in conjunction with the Academies Programme Directo
6. It is also envisaged that the benefits from this collaboration will not be one sided but can enable the sharing of services and joint staff working/training initiatives which can either reduce costs or generate income for either or both schools. That going forward the two schools can look at what cross cutting systems may be possible, such as ICT, and support and challenge for inspection readiness. There will also be the opportunities to explore curriculum planning and joint access activities around learning.
7. When the permanent COLPA School is completed, it will be a number of years before it is at full capacity, with the first cohort of children starting in Reception in September 2017, giving the opportunity to access the underutilised purpose built primary school facilities. Such as opportunity to share the site can provide the

opportunity to further participate in joint activities, enhance the education of children, and supporting the local community.

Conclusion

8. The proposed partnership arrangement between City of London School for Girls, and City of London Primary Academy Islington, will support the primary academy in delivering an outstanding school in the first few years from opening. Close collaboration between the schools will also develop opportunities for shared services and joint initiatives to enhance the education for children, and supporting the local community.

Appendices

- Appendix 1 – Table of COLPA Islington Governing Body Membership
- Appendix 2 – Areas of responsibility for Executive Head

Gerald Mehrtens

Academies Programme Director

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Primary Academy Islington

Local Governing Body

The Directors of the Trust have delegated certain functions to COLPA Islington's LGB. The relationship between the Trust and the LGB of COLPA Islington is shown in the Terms of Reference Appendix 1.

The COLPA Islington Governing Body is shown below:

Name	Role	Area of Expertise
Ann Holmes (Sponsor Governor)	Chairman & SEND	Governance, Education
Nick Bensted Smith (Sponsor Governor)	Vice Chairman & Finance	Finance, Audit, Compliance, Business
Ena Harrop (Member appointment)	Education Leadership & Teaching & Learning	Primary Curriculum, Primary School Leadership, School Improvement
Mary Robey (Member Appointment)	Recruitment & Safeguarding	Secondary Curriculum, Secondary School Leadership, Community Relations
Norma Dews (LA Governors)	Local Government & Community Engagement	Primary Curriculum, Primary School Leadership, Community Relations
Gerald Mehrtens	Programme Management	Education Leadership, Community Engagement, Local Government
Joyce Nash (Sponsor Governor)	Education & Governance	Education Governance, School Improvement
Andrew Boyes (Co-opted appointment)	Education Leadership & Community engagement	Community Engagement, Education, School Evaluation, Leadership
To be appointed		
Staff Governor	Head Teacher (when appointed)	
Staff Governor		
Parent Governor		Wider community engagement, parent liaison
Parent Governor		Wider community engagement, parent liaison

Governor Profiles



Anne Holmes

Chairman of COLPA Islington Governing Body

Sponsor Governor

Ann is a Common Councilman for the City ward of Farringdon Within.

She has taught at primary, further and higher education levels, and has chaired both primary and secondary school governors in the state sector. She is currently a governor of both the City of London School for Girls and the City of London Freeman's School.

Ann has designed and delivered many training modules, including ones concerned with job application skills. She is skilled in the use of psychometric instruments, and has developed her own personality type system.

Following six years teaching at the Architectural Association, she has retained a strong interest in building design and development.

Register of Interests: Anne Holmes	
Remuneration	
Directorship	
Significant Share Holdings	
Unremunerated Activities pursuing activities related to those of the City of London Academies Trust	Common Council Member City of London Corporation
Political Pressure Groups or Associations where their objectives are related to the Activities and objects of the City of London Academies Trust	None
Family Interests	None



Nicholas Michael Bensted-Smith, JP

**Deputy Chairman of COLPA Islington
Governing Body
Sponsor Governor**

Nick Bensted-Smith is a governor of the City of London School for Girls and was previously a governor and Chair of Finance for St Matthews Church of England Primary School in High Brooms, Kent.

He has experience of finance generally, as well as risk management, HR, mentoring and conflict resolution. Nick is an elected Member of the City of London Corporation, serving on a number of committees and sub-committees including Finance, Investment and Police.

Nick sits as a Justice of the Peace in Kent.

Register of Interests: Nicholas Bensted-Smith	
Remuneration	
Directorship	
Significant Share Holdings	
Unremunerated Activities pursuing activities related to those of the City of London Academies Trust	Common Council Member City of London Corporation
Political Pressure Groups or Associations where their objectives are related to the Activities and objects of the City of London Academies Trust	
Family Interests	



Ena Harrop, MPhil

***Headmistress City Of London
School For Girls
Sponsor Appointed Governor***

Mrs Ena Harrop is Headmistress of City of London School for Girls, previously being the Director of Studies. Prior to joining CLSG was head of Modern Foreign Languages at the Royal Grammar School, Guildford, for five years.

Mrs Harrop is an exceptional linguist. English is her third language, after her native Spanish and French. She is an outstanding academic, having left Salamanca University with a first class degree in Classics, she then achieved an MA at Munich University, followed by an MPhil in Classics at Cambridge. Mrs Harrop studied for her PGCE at the Institute of Education in London and whilst she has been at City she has concluded her MA in Education Management at King's College, London.

She is also married with three young daughters

Register of Interests: Ena Harrop	
Remuneration	
Directorship	
Significant Share Holdings	
Unremunerated Activities pursuing activities related to those of the City of London Academies Trust	
Political Pressure Groups or Associations where their objectives are related to the Activities and objects of the City of London Academies Trust	
Family Interests	



Mary Robey

Sponsor Appointed Governor

Mary holds an MA and a PGCE from Oxford University and taught Modern Languages in secondary schools after graduating. After having her own family she then worked in Learning Support in primary schools for over 25 years. Her three children were all educated in the City of London and she lives in the borough of Islington.

She has been a school governor in a wide variety of schools for almost 30 years, leading them through successful Ofsted and ISI inspections. She currently serves on the board of the City of London School for Girls and is Chair of Governors in a London Independent day school.

Mary has wide experience of senior level recruitment in schools and has been involved in numerous Headship, Bursar and Senior Management appointments. Her particular interest is in safeguarding vulnerable children and as such sits on the City and Hackney Safeguarding Children Board.

Register of Interests: Mary Robey	
Remuneration	None
Directorship	None
Significant Share Holdings	None
Unremunerated Activities pursuing activities related to those of the City of London Academies Trust	None
Political Pressure Groups or Associations where their objectives are related to the Activities and objects of the City of London Academies Trust	None
Family Interests	None



Norma Dews

LA Governor

Norma is an accomplished Educationalist with public and private sector experience gained over 30 years both nationally and internationally. A confident leader, facilitator and enabler providing challenge, advice, guidance and support. She has an outstanding track record of performance and achievement realised through passion, innovation and personal dynamism. Analytical, evaluative and solutions focused. Exceptional organisational skills, well-motivated and energetic, highly dependable, and extremely personable.

Key Skills

- o First class relationship and interpersonal skills provides the ability to communicate effectively at all levels, both with internal and external clients and stakeholders.
- o Exceptional leadership and collaboration skills that involve managing, developing, inspiring and motivating individuals at team and client level.
- o Extremely flexible and adaptable in novel situations working with new team members and new project delivery methods and approaches.
- o Outstanding questioning skills to enable clients, team members and stakeholders to think through and develop their own ideas, designs and vision.
- o A proven ability to work in a demanding, pressurised environment, deliver results and meet targets to required deadlines.
- o Excellent presentation and workshop delivery skills to both large and small audiences.
- o Highly skilled in writing reports and strategy documents to facilitate change.

Register of Interests: Norma Dews	
Remuneration	None
Directorship	None
Significant Share Holdings	None
Unremunerated Activities pursuing activities related to those of the City of London Academies Trust	None
Political Pressure Groups or Associations where their objectives are related to the Activities and objects of the City of London Academies Trust	None
Family Interests	None



Andrew Boyes
Head Teacher Prior Weston Primary School
Co-opted Governor

Andrew has worked in education for 27 years. He has been a head teacher for the past eight years, most recently at Prior Weston in Islington and previously at Carterhatch Infant School in Enfield, a school judged outstanding by Ofsted at its last inspection

Register of Interests: Andrew Boyes	
Remuneration	None
Directorship	None
Significant Share Holdings	None
Unremunerated Activities pursuing activities related to those of the City of London Academies Trust	None
Political Pressure Groups or Associations where their objectives are related to the Activities and objects of the City of London Academies Trust	None
Family Interests	None



Joyce Nash, OBE

Sponsor Governor

Deputy Joyce Nash has extensive experience in primary education and school governance. She is a retired Headteacher. Joyce has also served as Chairman of the City of London School for Girls, an outstanding independent school, and a Governor of Sir John Cass's Foundation Primary School, also judged as outstanding in its last two OFSTED inspections. Joyce is presently also serving as a Governor of the City of London School and is a Life Member of the National Association of Headteachers

Joyce has a strong background in community engagement having been a City resident for thirty five years and she lives in the Ward of Aldersgate which she represents. She has held seven Chairmanships including Chief Commoner. She has a wide knowledge and experience of Local Authority responsibilities and she serves on the main policy-making committees and advisory groups.

She was appointed an OBE in 2000 for services to the Arts and the City of London.

Register of Interests; Joyce Nash	
Remuneration	
Directorship	
Significant Share Holdings	
Unremunerated Activities pursuing activities related to those of the City of London Academies Trust	Common Council Member City of London Corporation
Political Pressure Groups or Associations where their objectives are related to the Activities and objects of the City of London Academies Trust	
Family Interests	



Gerald Mehrtens

Member

Gerald is the Academies Programme Director for the City of London, leading on the City's academy expansion programme. Presently he is leading on the delivery of two Primary Free Schools, including their capital build programmes, as well as four secondary Free School applications in progress as part of Wave 11.

Gerald has previously worked in local government for over 30 years, of which 25 years have been in education services across a number of London boroughs, in leadership roles ranging from Early Years, through to post 16 and Adult Learning. From 2010 Gerald was Head of the Education and Early Years' Service, for the City of London, a high performing service responsible for all education statutory duties. Gerald's previous work has seen him play leading roles in a range of capital programmes, including schools and children's centres, the transformation of early years' services from six Local Sure Start Programmes, to 16 children's centres covering a whole authority, and development of post 16 training and into employment opportunities for school leavers and long term unemployed with employers.

In particular, Gerald has extensive experience of Head Teacher recruitment and of working collaboratively with head teachers, governors, parents and the local community. Also extensive experience of capital schools expansion and overseeing school finances. Gerald is also a governor of New North Academy in Islington

Register of Interests: Gerald Mehrtens	
Remuneration	Employee of the City of London Corporation
Directorship	City of London Primary School Islington
Significant Share Holdings	City of London Primary School Islington
Unremunerated Activities pursuing activities related to those of the City of London Academies Trust	None
Political Pressure Groups or Associations where their objectives are related to the Activities and objects of the City of London Academies Trust	None
Family Interests	

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Co-opted Governor

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Register of Interests; Joyce Nash	
Remuneration	
Directorship	
Significant Share Holdings	
Unremunerated Activities pursuing activities related to those of the City of London Academies Trust	
Political Pressure Groups or Associations where their objectives are related to the Activities and objects of the City of London Academies Trust	
Family Interests	



Primary Academy Islington

Post: Executive Headteacher (nominally one day per week)

Salary:

Responsible to:

Responsible for: The Executive Headteacher will, provide inspirational, strategic and professional leadership both internally and externally focused, to the COLPA Islington Headteacher, to ensure success and high standards of teaching and learning for students

Key responsibilities

- To provide strategic and professional leadership to the Headteacher of COLPA Islington, which secures success and continuous improvement, ensuring high quality education for all pupils and the highest standards of learning and achievement in accordance with statutory requirements
- Accountable overall to the City of London Academies Trust for ensuring the educational success of COLPA Islington within the overall framework of the Trust strategic plan as well as the individual school strategic plans
- Support the Headteacher to plan, develop and ensure implementation of a school improvement strategy, enabling aspirations and standards to continue to rise in the school over the long term.
- Support the Headteacher to develop and create a culture of constant improvement and be an inspirational leader, committed to the highest achievement for all in all areas of the schools
- Be instrumental in developing a shared vision for education across the City of London School for Girls and COLPA Islington, in the governance of the schools and their composition, planning of the curriculum and collaborative working to enhance children's education, opportunities for joint staff training and initiatives, beneficial shared services and cross cutting systems, and processes for inspection readiness.
- Be instrumental in developing community engagement and school improvement Strategies; creating and promoting a culture of change, building and strengthening the schools and Trust's image and partnership with the City of London School for Girls, and the wider community, to improve the education of local children.

Key Accountabilities

- Working with the Headteacher, and their local governing, to develop the shared vision, ethos and strategic plan for the school, which is responsive to the communities they serve. At the core of this should be the educational and personal development of the pupils
- Work closely with the Headteacher to define and implement the schools' vision and strategic direction so that it is understood and acted upon by all stakeholders

- Support the Headteacher to create and implement a strategic plan for the school, which identifies priorities and targets for ensuring that pupils achieve high standard and make progress, increasing teachers' effectiveness and securing school improvement
- Support the Headteacher to develop and implement robust systems in key areas including short, medium and long-term strategies that provide improvement, sustainability and capacity
- Support the Headteacher to empower, develop and maintain strategic leadership capacity to support succession planning
- Support the Headteacher to plan for future needs and further development of the school within the local and national context
- Be instrumental in raising aspiration, achievement and attainment, ensuring that this is achieved through an inclusive, sustainable and innovative lifelong education environment
- Support the Headteacher to achieve their performance targets through challenge, coaching and regular monitoring to empower them to attain ambitious outcomes
- Engage with stakeholders, including the City of London Girls school, and City of London Corporation, to secure the commitment of the sponsor, parents and the wider community to the vision and direction of the two schools
- Work with all stakeholders to generate enthusiasm and commitment to create a strong, shared culture of learning within an inclusive environment

Committee(s)	Dated:
Board of Governors of the City of London School for Girls	27 June 2016
Subject: Report of the Headmistress	Public
Report of: The Headmistress of the City of London School for Girls	For Decision
Report author: Alan Bubbear, Bursar	

Summary

Various items for information for the Board of Governors along with a number of policies at Appendix A to M for approval.

Recommendation(s)

Members are asked to:

- Note the report.
- Approve the revised policies at Appendices A to M
 - Appendix A: Admissions Policy
 - Appendix B: Anti-Bullying Policy
 - Appendix C: Complaints Policy
 - Appendix D: Curriculum Policy
 - Appendix E: Educational Visits Policy
 - Appendix F: English as an Additional Language Policy
 - Appendix G: Predicted Grades Policy
 - Appendix H: PSHCEE Policy
 - Appendix I: Reporting and Feedback Policy
 - Appendix J: Assessment and Recording Policy
 - Appendix K: Safeguarding and Child Protection Policy
 - Appendix L: Sex Education Policy
 - Appendix M: Work Experience Policy
 - Appendix N: Framework for Pupil Performance
 - Appendix O: Collective Worship Policy
 - Appendix P: Teaching and Learning Policy
 - Appendix Q: Internal Assessment Decisions and Appeals Policy

Main Report

Forthcoming Events

28th June	Year 9 Independent Learning Project &
Celebration Evening	
29th June	Year 7 Parents Evening
30th June	Leavers' Service and Art Exhibition
30th June	6th Form Leavers' Ball
1st July	Prep Opera Performance
1st July	Year 10 GCSE Lunchtime Concert
4th July	Senior School Sports Day

5th July	Year 10 Parents' Evening
8th July	U2 Leavers' Party
8th July	Term Ends 12.00pm
11th-15th July	Summer School
5th September	Staff Day 1
6 th September	Staff Day 2
7 th September	Induction Day
8 th September	Full Term Begins
9 th September	Year 12 Parents' Breakfast
13 th September	School Photos
14 th September	7+ Open Morning
15 th September	Year 13 Parents' Breakfast
16 th September	Year 10 Parents' Breakfast
20 th September	7+ Open Morning
21 st September	11+ Open Morning
21 st September	Shakespeare 400 Lunchtime Concert
23 rd September	Year 8 Parents' Breakfast
28 th September	Scholars Concert's
30 th September	Year 11 Parents' Breakfast
5 th October	Year 11 Soloist Lunchtime Concert
7 th October	Year 9 Parents' Breakfast
11 th October	1+ Open Morning
14 th October	Prize Day
18 th October	11+ Open Morning
20 th -28 th October (inclusive)	Half Term

Educational Visits

26 th June – 1 st July	Antibes Year 10 Trip
26 th June – 1 st July	Biology Year 12 Field Trip
5 th –8th July	Gold DofE Practice Expedition
5 th –8th July	Skern Lodge Trip
9 th -11 th July	Silver DofE Qualifying Expedition
8 th -12 th September	Slapton Ley Year 11 Geography Trip
14 th -16 th September Sayers Croft	Year 7 Trip
23 rd -25 th September	Conover Hall Netball weekend
24 th -27 th September	Basel 6 th Form Art Trip
29 th -30 th September	Black Country Year 9 History Trip
14 th -28 th October	Sri Lanka 6 th Form Volunteering Trip
15 th -20 th October	Granada Year 10 Trip
18 th -23 rd October	Russia Year 11-13 History Trip
24 th -27 th October	Spain Year 9-11 Netball Tour
23 rd -29 th October	Possible USA Robotics Trip
2 nd –4 th November	U1 Hooke Court Trip
26 th November – 10 th December	de la Salle Year 9 Immersion Exchange

NB – These dates are all subject to final confirmation

Governors' Visiting Days

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

Professor Abulafia	Wednesday 27th January	Lesson Obs and Induction Meeting
Nick Benstead-Smith	Thursday 25th February	To see NC Critical Thinking lesson
Clare James	Wednesday 15 th June	To visit the Prep and DT Departments!

Health & Safety

Emergency evacuation drills took place on 27 April and 15 March.

The minutes of the Health & Safety Committee meeting held on Monday 12th April are at Appendix R. The next meeting of the committee will take place on 5th or 6th September 2016.

There have been 2 reportable incidents since the last Board meeting. The first incident occurred when dilute sulphuric acid splashed in a pupil's eye when the student she was working with dropped the test tube. She was wearing goggles and a lab coat at the time. She was given appropriate treatment at school by staff and the nurse before going to hospital for a check up. She was fine. The second incident occurred when a member of staff slipped on some spilt food in the corridor outside the staff room. She suffered an ankle sprain but as she had previously suffered a severe injury to the leg that slipped from under her she was taken to hospital for checks to ensure she was not seriously hurt again. Staff and students have been reminded of the need to transport food in covered containers and to report any spillages to reception immediately so that they can be cleaned up.

Lettings

Hirer	Dates	Venue
3S Swim School	Every Sunday	Swimming Pool
AIM Conferences	3 Mar	Main Hall
Angela's Swim School	Every Saturday	Swimming Pool
Barbican Lawn Tennis Club	Various Evenings	Tennis Courts

Barbican Music Department	6 & 13 Mar	Main Hall
Cor et Lumen Christi Church	13 & 14 Feb	Main Hall
Crossrail	25-Feb	Committee Room
Global Harvesters Fellowship	Every Sunday Every Monday - Thursday	Main Hall or New Hall
Go Mammoth	Evenings	Gymnasium
Justin Craig Education	28 Mar to 9 April	B Floor Classrooms
London Philharmonic Choir	16 Mar	New Hall
	14, 19, 21, 26, 28, 29, Jan 2, 4, 9, 11, 16, 18, 23, 25 Feb 1, 3, 8, 10,	
London Symphony Chorus	15, 17, 22, 29, 31 Mar 5, 7 Apr	Main Hall / New Hall
NANUK Swimming	Every Thursday & Saturday	Swimming Pool
Otter Swimming Club	Every Wednesday	Swimming Pool
Philharmonia Chorus	20 Mar 16, 17 Apr	Main Hall
Royal Choral Society	Every Monday & 23 Mar	Main Hall
Tri for Fitness	Every Monday & Tuesday	Swimming Pool

Summary of Staff Training 15/16

For this academic year we have continued to 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 been on Creating a Thinking Culture within the school. This has helped to embed the previous training received on Assessment for Learning and related pedagogical techniques. Further age specific training on this aspect was also provided for all the tutor teams to help them to develop a greater understanding of the possible barriers to thinking experienced by pupils and how they might take this into consideration as they develop a supportive tutor group. Staff continue to meet in smaller groups to share best practice and undertake peer observation of lessons as an additional means of enabling them to learn from one another. Staff have also had the option to elect to attend sessions on e-Twinning and British Council and workshops on Mobile Learning.

As part of the ELC group, CLSG hosted and ran the first Teach Meet. Over 80 individuals from across the ELC schools attended the event which had a Teaching and Learning focus. It was positively received and provided a fantastic opportunity for sharing best practice and for networking. A second event hosted by Highbury Fields is scheduled for June 2016. This session will focus on various aspects of pastoral provision.

Under the supervision of the Researcher in Residence (RR), a number of staff undertook specific research projects and each group will be presenting their

research findings back to the rest of the teaching staff in June. The RR has also given support to 4 members of staff as they undertake their MA courses.

On the pastoral side, Helen Sharples, Clinical Psychiatrist at Hackney Ark led a whole staff session on Autism and Asperger's as a means of providing them with a toolkit to cope with the increasing number of pupils being diagnosed with both conditions. All teachers also had a session on how to support transgender pupils in order to heighten the awareness of staff in respect of pupils who may be more fluid in their gender. To fulfil our statutory and ISI Inspection obligations, all staff received Prevent training in September 2015 and safeguarding training to Level 1 in May. Members of staff who lead residential trips and Assistant Heads of Section have received Level 2 training and all Designated Safeguarding Leads and Heads of Section have been trained to level 3.

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 Heads of History, Maths and Music were enrolled on to the HMC/GSA ISQAM level one course to help them to prepare for their roles, the Head of PE was enrolled on the Level 2 course and two members of the middle management team were enrolled on the Teachers' Leaders course. Over the course of the academic year, a number of staff have been into the City family of schools to help support their staff in various subjects and the Head of German, following her ISI Inspectors' training for subject leaders has been supporting a number of schools within the HMC.

Policies for Board Approval

- Appendix A: Admissions Policy
- Appendix B: Anti-Bullying Policy
- Appendix C: Complaints Policy
- Appendix D: Curriculum Policy
- Appendix E: Educational Visits Policy
- Appendix F: English as an Additional Language Policy
- Appendix G: Predicted Grades Policy
- Appendix H: PSHCEE Policy
- Appendix I: Reporting and Feedback Policy
- Appendix J: Assessment and Recording Policy
- Appendix K: Safeguarding and Child Protection Policy
- Appendix L: Sex Education Policy
- Appendix M: Work Experience Policy
- Appendix N: Framework for Pupil Performance
- Appendix O: Collective Worship Policy
- Appendix P: Teaching and Learning Policy
- Appendix Q: Internal Assessment Decisions and Appeals Policy

Alan Bubbear
Bursar, CLSG

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SUMMARY OF CHANGES MADE TO SCHOOL POLICIES FOR APPROVAL BY THE BOARD OF GOVERNORS

Appendix A: Admissions Policy

- Updated to reflect that we are no longer members of the consortium running entrance examinations

Appendix B: Anti-Bullying Policy

- The wording of the definition of bullying was slightly altered to include children who are looked after by the local authority or are carers.

Appendix C: Complaints Policy

- We have amended the make-up of the panel of Governors who will listen to complaint (stipulating they would not have been involved previously)
- We have added a time frame to indicate how long it will take for parents to hear from the Town Clerk the outcome of the appeal.
- We have reflected explicitly the ISI regulations about keeping logs ready for inspection by ISI or DfE or Ofsted.

Appendix D: Curriculum and SMSC statement

- Includes new references to promoting independent thinking and critical thinking skills
- Updated to reflect the fact that we provide pupils with knowledge that promotes their well-being and protects them from harm. This is something we already did in practice but was not in policy. It is part of our safeguarding efforts.
- We have introduced the word "impartial" to qualify the careers education as per ISI regulations.
- We have made explicit reference to preparing the girls for life in modern Britain
- We have introduced the description of the school as non-denominational

Appendix E: Educational Visits Policy

- The procedures have been rewritten to take account of the new policy regarding day trips in London which was approved by the Board in the Autumn.

Appendix F: EAL

- No changes but needs to go to BOG after 3 years.

Appendix G: Predicted Grades Policy

- Updated to pre and post A Level predictions now being provided to Year 12 via email
- Updated policy to state that international application policy is same as UK application policy

Appendix H: PSHCEE Policy

- Updated safeguarding section

Appendix I: Reporting Policy

- Updated to reflect that we no longer use effort grades on reports and we no longer use attainment grades on reports for Year 9 and below.
- Updated to reflect the fact that Prep students sit nationally standardised tests and these results are reported to parents
- Updated to reflect the fact that attainment grades are not reported to parents in Year 8 and 9 following summer exams. Instead attainment is described in reports. Parents are informed if attainment is a cause for concern. Grades are still kept for internal use to track students attainment.

Appendix J: Assessment and Recording Policy:

- 1.5: Effort grades should not be used rather than being used with caution
- 1.7: Teachers should give students time in class to read the comments they get back on marked work. Students should be encouraged to write down oral feedback given
- 1.8: Students should be given the opportunity to demonstrate they have understood and made progress towards achieving targets set
- 3.4 Departments should specify how frequently teachers should mark work in their assessment policies. This frequency will be made public at the start of each academic year. Departments' decisions have to be approved by the Deputy Head (Academic). This is instead of a whole school marking frequency of every 3 weeks. This was considered too blunt a target. In some departments a teacher should mark more frequently, marking frequency also depends on the students' age. In some departments less, for example if a student has only one lesson per week in that subject. The old target was too blunt to be useful and it made it unnecessarily difficult to hold teachers to account. With more useful targets it will be easier to create uniformity within departments (desirable) rather than aim for uniformity across the school (inappropriate). By ensuring the Deputy Head (Academic) approves departments' targets for marking this ensures that similar departments will have similar targets and that all targets are appropriate.

Appendix K: Safeguarding and Child Protection Policy

- None of the changes is substantial but there are a number of clarifications.

- More emphasis has been put on the need for early help and the regularity of staff training and the importance of whistleblowing.
- In addition, new paragraphs have been added at
 - 2.1.9, 3.1.2, 3.1.9, 4.5, 4.6.2, 9.5 and 12.2.8
- Annex A definition of abuse updated
- Paragraph added to the end of Annex A to clarify dangerous behaviours.

Appendix L: Sex Education Policy

- This is a substantive update to the Policy addressing safeguarding issue along with an updated Appendix 1

Appendix M: Work Experience Policy

- Updated policy to specify that Y11 have a two week window and have insurance for this whilst Y12 and Y13 are supported to find placements in holiday time but are not covered on insurance. Details of their placements are collected and sent to parents who are then asked to agree to take parental responsibility
- Online forms links have been updated
- School admin form has been deleted as spreadsheet now used
- Wording of email to be sent to the Head of Careers for Parents to agree to take responsibility for their daughter
- Statement added to clarify that Y12 and Y13 placements organised through a school contact require forms AND parental responsibility
- Added that teachers can call instead of visiting students on placement if circumstances mean a visit is not possible
- Statement added to clarify that once info re placements has been sent to Y11 parents, if no further contact made then school to assume parents are happy with placements organised

Appendix N: Framework for pupil performance

- Target for Prep students updated to reflect them sitting nationally standardised tests instead of SATs

Appendix O: Collective Worship Policy

- The main change is to make the Christian ethos of the school explicit. Parents who wish to withdraw their daughters from Assembly now have to write to the Headmistress instead of the Board of Governors.

Appendix: P Teaching and Learning Policy

- 1.3 This needed updating to bring it in line with the updates to the Assessment and Recording Policy section 3.4
i.e: Departments should specify how frequently teachers should mark work in their assessment policies. This frequency will be made public at the start of

each academic year. Departments' decisions have to be approved by the Deputy Head (Academic). This is instead of a whole school marking frequency of every 3 weeks. This was considered too blunt a target. In some departments a teacher should mark more frequently, marking frequency also depends on the students' age. In some departments less, for example if a student has only one lesson per week in that subject. The old target was too blunt to be useful and it made it unnecessarily difficult to hold teachers to account. With more useful targets it will be easier to create uniformity within departments (desirable) rather than aim for uniformity across the school (inappropriate). By ensuring the Deputy Head (Academic) approves departments' targets for marking this ensures that similar departments will have similar targets and that all targets are appropriate.

Appendix Q: Internal Assessment Decisions and Appeals Policy

- Reference to JCQ and OFQUAL rules and documents replace out of date reference

CITY OF LONDON SCHOOL FOR GIRLS

STATEMENT OF ADMISSIONS POLICY

1. Statement

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

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

2. Aims

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

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

2.3 To treat all candidates fairly and sensitively.

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

3. Procedures

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

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

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

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

3.5 At 11+, CLSG seeks to select those girls who are most able to benefit from the education offered by the school. Candidates sit a Maths and an English paper. Candidates who are successful in the written exams will then be invited for interview. Art, Drama, Sport and Music scholarships may also be awarded and means-tested bursaries are available. Full details of all scholarships and bursaries are available on the website.

3.6 Offers of places and acceptances are made to a published timescale.

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

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

3.9 At 16+, external candidates for admission to the Sixth Form are required to sit entrance papers in the subjects they propose to study at A level. Each paper lasts 45 minutes and is designed to test a candidate's potential. We anticipate that the majority of girls will study four subjects. Following the written tests selected potential entrants are invited to attend for interview.

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

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

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

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

3.14 Full details of scholarships and bursaries, available at 11+ and 16+ and how to apply for them are available in our Admissions booklet and on our website.

References

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

Approved: November 2011

Revised: August 2014, June 2016

Approved by Board of Governors: to be put before board in June 2016

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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 and the guidance given in the ISSR handbook September 2015.

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 Safeguarding and Child Protection Policy. In some instances and where a criminal offence may have been committed it will be appropriate to liaise with the City of London Police.

3. Definitions of Bullying

Bullying is aggressive or insulting behaviour by an individual or group, often repeated over time, which hurts or harms another pupil or group physically or emotionally. It is often motivated by prejudice against particular groups for example, on grounds of race, religion, culture, sex, gender, homophobia, special educational needs and disability or because the child is adopted, is looked after by the Local Authority or is a carer. It may occur directly or through cyber-technology (social websites, mobile phones, text messages, photographs and email).. 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. Bullying has the potential to cause serious psychological and physical damage and, in the most extreme cases, suicide.

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, because they are in the care of the Local Authority or are acting as a carer, 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. There is regular staff training to ensure that everyone is aware of the principles of the school policy, of action needed to resolve and prevent problems, of their legal responsibilities and of the support available to staff. Specialist training will be provided as needed to provide understanding of pupils with particular issues such as special educational needs or disabilities and LGBT pupils.

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. Pupils will regularly be reminded about the part they can play to prevent bullying, including when they find themselves as bystanders.

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. Referral to External Agencies

When a child has experienced bullying which gives rise to reasonable concern that she is suffering, or it likely to suffer, significant harm this will be treated as child protection issue.. Advice will be sought from the LADO (Pat Dixon 020 7332 1215) and if deemed appropriate a referral will be made to Children's Social Care with the consent of the child or her parents.

11. 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.

12. 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.

13. 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 IT is covered in the staff code of conduct and is part of the regular cycle of safeguarding training. 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 IT 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.

14. 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.

15. 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.

16. References

- Senior School Parents Handbook
- Prep Parents Handbook
- Pupil Code of Conduct
- ICT Code of Conduct
- School Policy on Pastoral Care, Discipline and Exclusions

Approved by Board of Governors:

October 2014

Revised:

May 2015, September 2015, March 2016

Last Approved by Board of Governors:

October 2015 – updated version to
go before the board in June 2016

CITY OF LONDON SCHOOL FOR GIRLS

COMPLAINTS POLICY AND PROCEDURE FOR PARENTS AND PUPILS

Introduction

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

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

In accordance with paragraph 32(3)(f) of Schedule 1 to the Education (Independent School Standards) (England) Regulations 2014, City of London School for Girls will make available to parents of pupils and of prospective pupils and provide, on request, to the Chief Inspector, the Secretary of State or the Independent Inspectorate approved by the Secretary of State under S106 Education and Skills Act 2008 ('the 2008 Act'), details of the complaints procedure and the number of complaints registered under the formal procedure during the preceding school year.

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

For the avoidance of doubt, the term "**Confidentially**" in this policy applies as between the complainant and the School, which includes individual staff and governors, where appropriate, on a need to know basis. The school will not accept and cannot investigate anonymous complaints. Where a teacher is at the centre of any complaint(s), he/she will need to be consulted as part of the investigation.

Timeframe for Dealing with Complaints

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

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

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

Policy

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

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

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

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

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

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

Please Note: Parents can be assured that all complaints and expressions of concern, whether raised informally or formally, will be treated seriously and confidentially. Correspondence, statements and records will remain confidential except where the Secretary of State or a body conducting an

inspection under section 162A of the Education Act 2002 (as amended) requests access to them or where any other legal obligation prevails.

Stage One - Informal Resolution

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

Stage Two - Formal Resolution

8. If the complaint cannot be resolved on an informal basis (as set out in paragraphs 1 to 5 above), then parents should put their complaint in writing to the Headmistress, which complaint should be expressed clearly and

courteously. Parents should also identify how they wish their complaint to be resolved.

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

Stage Three – Panel Hearing

18. If parents seek to invoke Stage Three following failure to reach an earlier resolution and where dissatisfied with the Headmistress's decision in respect of their formal complaint, the parents may, in writing addressed to the School,

request that their complaint be further considered by an independent Complaints Panel set up for this purpose.

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

- c) any other interested person whom the Complaints Panel considers to have a reasonable and just interest in the appeal and whose contribution would assist the Panel in their decision-making.

Parents have the right to be accompanied by a third party for support. Legal representation will not normally be permitted and we reserve the right to refuse admission of a legal representative other than in exceptional circumstances with the prior agreement of the Chair of the Panel.

27. Where the Complaints Panel deems it necessary, it may require that further particulars of the complaint or any related matter be supplied in advance of the hearing. In such cases all parties will be given the opportunity to submit written evidence to the Panel in support of their position, including:
- a) documents relevant to the complaint(s),
 - b) chronology and key dates relating to complaint(s), and
 - c) written submission setting out the complaint(s) in more detail.

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

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

premises by the proprietor and the head teacher, whether they are resolved following a formal procedure, or proceed to a panel hearing; and action taken by the school as a result of these complaints (regardless of whether they are upheld). Correspondence, statements and records relating to individual complaints will be kept confidential except where the Secretary of State or a body conducting an inspection under section 108 or 109 of the 2008 Act requests access to them.

Recording Complaints

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

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

REFERENCES

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

Approved: February 2004

Revised: September 2015, June 2016

Approved by Board of Governors: October 2015 – to go to the board in June 2016

To be reviewed by: June 2017

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CITY OF LONDON SCHOOL FOR GIRLS

CURRICULUM POLICY

At CLSG, we provide full-time education for pupils of compulsory school age construed in accordance with section 8 of the Education Act 1986. Our aim is for pupils to achieve intellectual breadth and depth through the curriculum while developing a love for learning. We strive to challenge all girls at the right level, so that each individual learns to take pride in her work and attains the highest levels of which she is capable. Girls are encouraged to enjoy learning, have high expectations of themselves, to take increasing responsibility for their own learning and to learn to work in co-operation with one another. The curriculum is designed to develop students' ability to think independently rather than promote mere knowledge acquisition.

The general aims of the curriculum are:

- to provide pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education. (Section 8 Education Act 1996)
- to enable pupils to acquire speaking, listening, literacy, numeracy and critical thinking skills
- to generate a passion for knowledge and learning
- to stimulate pupils to think for themselves and become independent learners by progressively developing their information literacy, critical thinking and research skills.
- to encourage a set of personal values based on honesty, trust, tolerance, understanding, caring and respect for others
- to achieve the best possible exam results for each pupil
- to enable pupils to develop self-reliance, self-esteem and self-confidence preparing them for the opportunities, responsibilities and experiences of adult life in modern British Society
- to enable pupils to use leisure time enjoyably and profitably
- to give an informed perspective about the role of the individual in the community, in society, in Europe and in the World
- to promote health and fitness
- to prepare for the future in an increasingly technology dependent world
- to provide pupils with knowledge that promotes their wellbeing and protects them from harm.

The curriculum includes all those activities designed to promote the intellectual, personal, social, physical, spiritual and moral development of our pupils. It includes not only the formal programme of lessons but the informal programme which includes extra-curricular activities and all the features contributing to the school's ethos. There is a clear scheme of work and policies for PSHCEE education, which reflects the school's aims and includes Sex Education. In addition, there is appropriate and clear guidance for Career's education in the Senior School and Sixth Form through PSHCEE and Life after City talks. Careers education at CLSG enables all pupils to

identify how their own strengths, weaknesses and interests relate to the world of work. Pupils have access to impartial and individual guidance, and learn about different careers and opportunities, guidance. They have some work experience and to gain information about training, education and occupations beyond school.

At CLSG all pupils have access to the full range of experiences provided in the curriculum; the staff give guidance to girls and their parents so that programmes of study for pupils relate closely to their interests and aptitudes.

The curriculum at CLSG is characterised by breadth, balance, coherence, relevance, differentiation and progression and as such consistently leads to success in public examinations.

Breadth bringing all pupils into contact with a range of areas of learning (knowledge, concepts, skills and attitudes) and experience (aesthetic, creative and social, linguistic and literary, mathematical, moral, physical, scientific and technological).

Balance ensuring that pupils have an opportunity to study subjects representative of all disciplines.

Coherence planning the curriculum as a whole, embracing the different areas of learning and experience, so that these do not appear as discrete and unconnected but as contributing to overall progress and achievement.

Relevance taking into account the previous learning of pupils and their readiness for new experience.

Differentiation matching teaching, assessment and tasks to pupils' abilities and aptitudes. Differentiation requires variation in teaching approaches, classroom organisation and individual support as appropriate to pupils, taking into account pupils' learning difficulties or disabilities and, where a pupil has a statement, providing an education which fulfils its requirements. Setting to assist differentiation takes place in Maths, while in all other subjects pupils are taught in mixed ability classes. Provision for gifted and talented pupils takes place through differentiation in the classroom and the wealth of extracurricular opportunities on offer. Pupils on the Learning Support List and EAL register will be provided for through in-class differentiation and, where appropriate, specialist support from the SEN department.

Progression providing continuity within the curriculum from Year 3 to Year 13, to enable the pupils to learn and make progress.

Teaching and Learning

Teachers have high expectations of their pupils and use a range of teaching methods and approaches to enable all girls to reach their potential. The school believes that personalised learning is crucial in enabling pupils' progress. Pupil voice – which is regularly sought at departmental and whole school level-, allows teachers and pupils to share and refine approaches to teaching and to promote the view that learning is enjoyable, stimulating, rewarding and confidence-building.

Various curricular areas reinforce and complement each other so that the concepts, skills and attitudes developed in one area may be put to use and provide insight in another, thus increasing pupils' understanding, competence and confidence. This is the case, for example, with Computer Science, Art and DT in Year 9.

There is a keen awareness amongst girls and staff of the potential for IT in the school, which is reflected in the use of IT across the curriculum to support learning. It is the school's policy to encourage judicious use of ICT to support learning and to regularly review provision as technology develops.

The general aims of the Curriculum are recognised in each section of the school, though at the different stages the emphasis will vary in an age appropriate way:

Prep School: a broad, balanced compulsory curriculum, making the most of enrichment opportunities in London and preparing them for senior school entry

Lower School: a broad, balanced and largely compulsory curriculum in preparation for their GCSE choices. Students get to choose two languages to study from Chinese, French, German and Spanish. Pupils also follow lessons in PSHCEE.

Senior School: a broad curriculum preparing students for their GCSEs courses. In addition all students attend lessons in Physical Education, Personal Social Health Citizenship and Economic Education (PSHCE), and Critical Thinking.

Sixth Form: the opportunity to specialise in the subjects they are particularly interested in, whilst also undertaking General Studies courses, attending talks by guest speakers, Community Service and the option to take an EPQ

Approved: November 2011

Updated: January 2013, June 2016

Approved by Board of Governors: June 2013 – to be put before the board in June 2016

To be reviewed by: June 2019

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CITY OF LONDON SCHOOL FOR GIRLS

SCHOOL POLICY AND PROCEDURE ON EDUCATIONAL VISITS

Policy

Educational visits are central to the life of the school. Some visits are of direct relevance to the curriculum and form part of the teaching and learning in some subject areas. Other visits are of a broader but equally essential educational nature, relating to extra curricular activities, leadership training, physical recreation, self-development and other non-subject specific objectives.

The school's Board of Governors will be kept informed of all educational visits. The approval of Governors will be specifically required for all visits involving adventurous activities. All educational visits will be planned with current DfE and National Guidance in mind.

Certain visits take place in which CLSG students may participate but which are not organised, run, or staffed by the school. Examples of these trips include CCF trips organised by CLS, and contracted out Duke of Edinburgh's Award Scheme Activities run by providers such as A-Z expeditions. Where these occur the "duty of care" of the pupils rests with the provider, and this is made clear to the provider and parents.

A briefing meeting for parents must be held before they are asked to sign up for any visit which involves hazardous activities, remote locations or any other unusual factors.

Procedures for Educational Visits

Application and Approval

There are three trip forms depending on the type of trip being undertaken. These are:

- Day trips in London
- Day trips outside London
- Full trips form for residential and overseas visits

These forms are attached at the end of this policy. London has been designated as our learning zone and parents give blanket permission for educational activities during the day which cost under £30 when they accept a place at the school. Parents will be informed of all trips taking place and they have the right to withdraw their child but no further permission will be sought except when girls in Year 9 and below will be dismissed from somewhere other than school. Full guidance for filling out all the forms is available in shared documents and it is attached to this policy.

For day trips, the Headmistress gives approval and, if necessary also the Bursar before the trip is advertised. Once all the planning has been completed, the Deputy Head (pastoral) signs the trip off.

For residential trips, the Headmistress's first signature on the form for approval in principle with that of the Bursar and Deputy Head (pastoral) indicates that the member of staff proposing the visit may go ahead with planning, including approaching parents and outside providers of services.

Some trips require additional forms to be completed; for example if adventurous activities are being undertaken or a host family is being used. Full details are given in the guidance.

Final permission for the visit has only been given once the completed documentation has been approved by the Deputy Head (pastoral) and the Headmistress has signed for the second time.

No visit may be publicised to girls or parents and no money may be collected nor financial commitments entered into until the approval of the Bursar has been received.

Normal school expectations of pupil behaviour apply on all school visits. Pupils and their parents will be required to sign a copy of the standard Code of Conduct for Educational Visits.

The Headmistress reserves the right to exclude any girl from a visit on medical or other material grounds such as concerns over her behaviour. The Headmistress may require potential participants in a visit to have written confirmation from a medical practitioner that they are fit to travel before allowing them to take part.

It is not normally appropriate for staff to be accompanied by members of their family on visits and the written agreement of the Headmistress is required before any exception can be made to this rule.

Financing of Educational Visits

All visits must be self-financing. As far as possible, visits should be scheduled to avoid clashes and competition between visits. All collection of money and other financial transactions must be handled by the Finance Office. The member of staff organising the visit is responsible for keeping precise and clear records of all income and expenditure relating to the visit.

The Bursar must approve any schedule for payment in instalments by parents and any staggered schedule of payment to outside service providers. Parents must be fully informed of all details relating to cancellation and withdrawal of their daughters from a visit, including information about possible loss of deposits.

If the organiser of a visit intends to approach any outside body to sponsor or subsidise the trip they are planning, they must have the written agreement of the Headmistress and Bursar in advance. The financing of staff places on all school visits must be approved by the Bursar.

The Bursar should be consulted about any girl who is a bursary holder or who might otherwise qualify for financial assistance. No parent or girl must ever be led to

believe that they might be eligible for financial assistance without the explicit authority of the Bursar.

Staffing of Trips

Standard ratios of staff to pupils are:

Secondary Age Pupils 1 teacher for every 15 pupils for visits in the UK
1 teacher for every 10 pupils for visits outside the UK

Primary Age Pupils 1 teacher to every 10 pupils for all visits

Staff planning to organise a visit must consider the ages, behaviour and other factors relating to the children they are planning to take, together with the activities to be undertaken, and where necessary plan to take a greater number of staff with them. All visits must normally be accompanied by at least two CLSG teachers, no matter how small the number of girls going on the visit except in the case of small Sixth Form trips. For residential visits, at least one teacher must be female.

The school's Catering Manager must be informed of girls who will be missing from school lunch and requests for packed lunch should be submitted well in advance.

If the visit is to take place outside normal school hours in whole or in part, the organiser of the visit is required to recruit two emergency contacts for the visit. Before departure, parents must be given full contact details for the entire duration of the visit.

A first aid kit must be taken on all visits out of school. Organisers of visits must factor possible first aid and medical requirements into their planning of all visits. The school nurse should be consulted where necessary.

One week before departure, a full set of documents relating to the visit must be given to:

- Reception
- Both emergency contacts

These details should include:

- A full list of all participants, including staff, together with their emergency contact details
- Copies of all parental consent forms and medical information forms
- Contact numbers for use during the visit
- A full and detailed itinerary including any contingency plans
- Copies of contracts with travel companies and other service suppliers where applicable
- Copies of all insurance policies and other documents relating to matters such as emergency medical aid abroad

Many school trips will involve an element of unsupervised activity. Girls will be given clear instructions about their behaviour at these times. This will include keeping in groups of at least three and having staff contact details. Special arrangements for supervision are made when pupils of the school undertake expeditions and other exercises for the Duke of Edinburgh's Award Scheme. Elements of the Duke of Edinburgh's Award Scheme require participants to take part in unaccompanied activities. Members of staff are always available at the end of a phone

References

External

- National Guidance www.oeap.ng
- "[Health & Safety: Department for Education Advice on Legal Duties and Powers for Local Authorities, Head Teachers, Staff and Governing Bodies](#)"
- "[Good Practice in Adventure Activities within the Education Sector,](#)" [An Adventure Licensing Authority guidance document](#)
- "[School Trips](#)" ROSPA guidance documents
- "[Health & Safety on Educational Excursions](#)" [Scottish Government guidance document](#)
- "[School Trips: Glenridding Beck,](#)" and "[Five Steps to Risk Assessment,](#)" Health & Safety Executive guidance documents
- [Child Safety Education Coalition](#)
- "[Taking Students Offsite](#)" [ATL guidance document](#)
- "[What is Outdoor Learning?](#)" and "[Why does Outdoor Learning Matter?](#)" Institute for Outdoor Learning guidance documents

Internal

- Health and Safety Policy
- First Aid Policy
- Child Protection Policy
- Pupil Code of Conduct
- Pastoral Care, Discipline and Exclusions Policy
- SEND Policy
- Supporting Pupils with Long Term and/or/Serious Illness Policy
- City of London Equal Opportunities Policy

Summary of Attachments:

London Day Trip Guidance
London Day Trip Form

Full One Day School Trip Guidance
Full One Day Trip Form

Residential Trip Form Guidance
Residential Trip Form

Approved by Board of Governors: October 2013

Reviewed: June 2016 – to be re-approved by the board in June 2016

To be reviewed by: June 2019

1. Ensure your trip date is suitable before making a booking with the Deputy Heads' Secretary who will put the date on the calendar.
2. Make a provisional booking of the trip with the provider/company.
3. Fill out the London Day Trip single sided form (save this document to one of your folders first), seeking permission from the Headmistress.
4. Parents are informed of the trip via a clarion call, letter or email as appropriate. They do not need to give their permission if the trip costs less than £30 and the girls will be returning to school if they are in Year 9 or below. Older girls may be dismissed from an appropriate site such as a tube station. For younger girls, parents would have to indicate their willingness for this to happen either by email or a note.
5. Confirm booking with the provider and book free tube/ train travel if appropriate. See TfI/schoolparty travel scheme User name City2EC2Y, password CLSGirls
6. Complete risk assessment.
7. Staffing agreed. This should be no less than a ratio of 1:12 for Preps, 1:15 for Y7-9 and 1:17 for Y10-11. There should always be at least 2 members of staff on a visit with the exception of small 6th form trips.
8. Inform the school finance office of pupil names and amount to be billed if necessary.
9. Pass the signed form, with risk assessment, contact number/s for staff and names of students and any medical conditions to the Deputy Head (Pastoral) at least 3 days prior to the trip leaving for final sign off.
10. At least 2 days before the trip is going ensure a list of students goes to teaching staff.
11. On the day, leave the form with a list of girls and the risk assessment at Reception and take a first aid kit.
12. Once the trip is over write a brief report on trip, highlighting any lessons learned if there were any incidents. An email to confirm all went well is sufficient in most cases.

Title of Visit

(Taking a One Day School Trip within London)

<u>Departure date:</u>	Departure time:
	Return time:

<u>Classes or groups involved:</u>	Number:
Please attach a list of pupils and any relevant medical conditions once trip is organised tick when complete <input type="checkbox"/>	

<u>Accompanying Staff</u>	First Aider? Yes/No	Contact Number (at least one contact number must be given)
(visit leader)		

<u>Educational Objectives of Visit</u>

<u>Venues/Activities</u>

<u>Transport</u> – what type of transport? Coach/Tube etc.

<u>Cost</u> Will the cost be recouped from pupils or paid from departmental budget? Yes/No If no please use the one day with finance form as opposed to this one
--

Approval

I request approval for the proposed visit

Visit leader's signature:	Date:
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Headmistress' signature:	Date:
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Deputy Head (pastoral) to sign off once list of students; including medical information (if appropriate) and risk assessment is attached.

Deputy Head's (Pastoral) Approval

Deputy Head's (Pastoral) signature:	Date:
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Don't forget to leave a copy of this information with reception and remember a first aid kit

- 1) Ensure your trip date is suitable before making a booking with the Deputy Heads' Secretary who will put the date on the calendar.
- 2) Make a provisional booking of the trip with the provider/company.
- 3) Fill in and sign the of the Full One Day Trip form (save this document to one of your folders first), **please print this double sided**, and get signed by the Headmistress and if necessary the Finance Manager and Bursar.
- 4) Advertise the trip to parents with reply slips for the appropriate termly billing and check medical conditions and attach to form.
- 5) Confirm booking with the provider.
- 6) Complete risk assessment.
- 7) Check the list of students with relevant HOS/AHOS to check there are no safeguarding/medical concerns.
- 8) Staffing agreed. This should be no less than a ratio of 1:12 for Preps, 1:15 for Y7-9 and 1:17 for Y10-11. There should always be at least 2 members of staff on a visit with the exception of small 6th form trips.
- 9) Order school mobile phones from Jason (if required).
- 10) Inform the school finance office of pupil/staff numbers and the trip dates for insurance purposes.
- 11) Pass the signed form, with risk assessment, contact number/s for staff and names of students and any medical conditions to the Deputy Head (Pastoral) at least 5 days prior to the trip leaving for final sign off.
- 12) At least 2 days before the trip is going ensure a list of students goes to teaching staff.
- 13) On the day, leave the form with a list of girls and the risk assessment at Reception and take a first aid kit.
- 14) On the actual trip, take the original forms and a copy of the emergency procedures guidance.
- 15) Once the trip is over write a brief report on trip, highlighting any lessons learned if there were any incidents.

IMPORTANT INFORMATION REGARDING FINANCIAL ARRANGEMENTS

Part Time Staff

If you need to take part-time staff who will be working extra days, their pay must be factored into the cost of the trip. See RW or VP if you need help.

CoLC Insurance

CoLC Insurance is permanently in place and therefore additional insurance should *not* be purchased via a school trip provider, as conflict may arise with the CoLC insurance if a claim were to arise.

Parent Billing

For billing & audit requirements, staff **MUST** submit a copy of their parents replies authorising the charge to be added to their fee a/c prior to the termly invoice deadlines:

Mid March

Mid July

Mid November

Summer Term Invoices

Autumn Term Invoices

Spring Term Invoices

Title of Visit

(Full One Day Trip Form)

Departure and Return

Departure date:	Departure time:
	Return time:

Pupils on Visit

Classes or groups involved:	Number:
<u>Please attach list of pupils and any relevant medical conditions once trip is organised</u> tick when complete <input type="checkbox"/>	

Accompanying Staff

Names	First Aid Qualification?	Contact Number (at least one contact number must be given)
	Yes/No	
(visit leader)		

Educational Objectives of Visit

--

Venues / Activities

--

Transport

What type of transport? Coach/Tube etc.

Title of Visit

(Full One Day Trip Form)

1. Estimated costs to cover all expenses

Other Trip Costs e.g. Activities, Museum Entry, Excursions, Staff Expenses etc. (please specify)		£
Cost per Pupil	£	

2. Approval

I request approval for the proposed visit

Party leader's signature:	Date:
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Approval is given; subject to all risk assessments and other appendices to this document being filled out satisfactorily and the Bursar and Deputy Head (pastoral) having given their approval to arrangements. The educational visit does not receive final approval until the Deputy Head (pastoral) signs below.

Headmistress' signature:	Date:
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Bursar's Approval of Insurance and Finance

Bursar's signature:	Date:
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3. Final Approval

Deputy Head (pastoral) to sign off once all documentation, such as list of students; including medical forms, list of staffing, risk assessment etc. is included.

Deputy Head's (Pastoral) Approval

Deputy Head's (Pastoral) signature:	Date:
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- 1) Go through the staff checklist (at the end of the main trips form) to ensure your trip is suitable and find a suitable date with the Deputy Heads' Secretary.
- 2) Make a provisional booking of the trip with the provider /company.
- 3) Fill in and sign the first two pages of the Residential School Trip form, **please print this double sided**. Work out a budget and if you have any questions refer them to the Finance Manager (Robert Woodvine). Give it to the Headmistress for initial approval who will then pass it along for relevant signatures and entry into the calendar. Form will be returned within 3 working days.
- 4) Advertise the trip to parents with reply slips for the appropriate termly billing and collect in medical forms and code of conduct as appropriate together with passport photocopies for foreign trips (check expiry dates and that the name matches the name used in school). If the girl does not have an EU passport, check if she has a visa for entry into the UK and that it has not expired.
- 5) Confirm booking with the provider
- 6) Complete risk assessment.
- 7) Order school mobile phones from Jason.
- 8) Inform the school finance office of pupil/staff numbers and the trip dates for insurance purposes.
- 9) Fill out the rest of the form and pass the completed paperwork to the Deputy Head (Pastoral) AT LEAST two weeks before departure (preferably sooner). She will send it down for final approval and distribution.
- 10) You will need to photocopy forms to be left in school and with your emergency contacts.
- 11) On the actual trip, take the original forms and a copy of the emergency procedures guidance.
- 12) Write a brief report on trip, highlighting any lessons learned.

IMPORTANT INFORMATION REGARDING FINANCIAL ARRANGEMENTS**Currency**

If you need foreign currency, please order it from the Finance Office at least a week before departure.

CoLC Cardholders on Overseas Trips

Please can CoLC Cardholders inform the Finance Manager if a card is to be used overseas in order to notify Lloyds and amend credit limit.

Subsistence

Please consult the Colnet Employee Handbook for meal Allowance Rates as a guide (link only available

withCLSG): <http://colnet/Departments/Town%20Clerks/corporate%20HR%20Unit/Documents/Handbook%20Policies/AllowanceRates.pdf>

Part Time Staff

If you need to take part-time staff who will be working extra days, their pay must be factored into the cost of the trip. See RW or VP if you need help.

CoLC Insurance

CoLC Insurance is permanently in place and therefore additional insurance should not be purchased via a school trip provider, as conflict may arise with the CoLC insurance if a claim were to arise.

Parent Billing

For billing & audit requirements, staff **MUST** submit a copy of their parents replies authorising the charge to be added to their fee a/c prior to the termly invoice deadlines:

Mid March
Mid July
Mid November

Summer Term Invoices
Autumn Term Invoices
Spring Term Invoices

Title of Visit

(Residential Trip Form)

Departure and Return

Departure date:	Departure time:
Return date:	Return time:

Pupils on Visit

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

Accompanying Staff

Names	First Aid Qualification?	
	yes	no
(visit leader)		

Educational Objectives of Visit

--

Venues / Activities

--

Title of Visit

(Residential Trip Form)

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:
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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:
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b. Bursar's approval of insurance and finance

Bursar's signature:	Date:
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c. Deputy Head's (Pastoral) approval

Deputy Head's (Pastoral) signature:	Date:
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Title of Visit

(Residential Trip Form)

3. Availability and details of mobile phones

	Name	Mobile Phone number
1		
2		
3		
4		

4. 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:

5. Parents and Other extra helpers

Name	Telephone number

6. Transport Requirements

If transport is required, specify requirements:

7. 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)

8. 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

(Residential Trip Form)

9. 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?

10. Risk assessment, Safeguarding & Activities requiring extra checks

All trips fill out the risk assessment form on page 5. (Pastoral) <input type="checkbox"/>	Checked by Deputy Head
Are further checks needed, e.g. for adventurous activities? If so fill out relevant forms and tick <input type="checkbox"/>	
	Seen and Approved by Headmistress <input type="checkbox"/>

11. Pupils with known Medical Difficulties (please attach a separate sheet if necessary)

Name:	Disability:
Name:	Disability:
Name:	Disability:
Name:	Disability:
Name:	Disability:
Name:	Disability:

12. 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)
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)

13. Approval

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:
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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:
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CITY OF LONDON SCHOOL FOR GIRLS

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL) POLICY

This policy is designed to support children who have English as an Additional Language. EAL children come from a range of ethnic, economic and linguistic backgrounds and most are literate in their home language as well as in English. As a school, we are aware that multilingualism is a strength and that EAL pupils have a valuable contribution to make.

Ethos

At CLSG the teaching and learning, achievements, attitudes and well-being of all our pupils are paramount. We encourage all our pupils to achieve the highest possible standards. We do this through taking account of each girl's life experiences and needs.

Some of our pupils have particular teaching and learning requirements, because they speak English as an additional language.

Girls who speak English as an additional language have skills and knowledge about language similar to monolingual English-speaking children. Their ability to participate in the full curriculum may be in advance of their communicative skills in English.

Aims and Objectives

We aim to ensure that pupils in the school, who have all gained admission by selective examination procedures, have equality of access to the curriculum. We promote the principles of fairness and justice for all through the education that we provide in our school, so that our pupils are able to realise their full potential academically and socially and to develop as responsible citizens.

The aim of this policy is to help ensure that we meet the full range of needs of those children for whom English is an additional language. This is in line with the requirements of the Race Relations Act 1976.

Definition of EAL

We follow the CLSG guideline and its definition of EAL as: **a pupil whose first language is not English.** This encompasses pupils who are fully bilingual and all those who are at different stages of learning English. EAL pupils may be born in the UK, but in a family where the main language is not solely English. Many of the EAL pupils at CLSG have been deliberately brought up as bilingual by their parents, or in fact count English as their first language whilst being fluent or semi-fluent in another family language. It is important to be alert to the fact that EAL needs may "surface" as more competent pupils progress in their education, it is also the case that many will have no language support needs during their time at the school. In such case EAL is still relevant, however, in terms of supporting and celebrating these pupils' abilities."

CLSG Senior School (Years 7 – 13)

Teaching and Learning

We take action to help pupils for whom English is an additional language by various means:

- As part of the enrolment procedure all families new to the school are asked to complete an EAL questionnaire identifying their family language.
- The list of EAL pupils is regularly updated and distributed to staff.
- Currently all staff have access to a list of EAL pupils, located in the confidential SEND folder in the staffroom, as well as stored electronically in the SEND+EAL shared area.
- EAL pupils' additional learning needs will be identified on the EAL list. This will outline for staff any areas of difficulty and include appropriate differentiation and support strategies.
- EAL pupils are encouraged to transfer their knowledge, skills and understanding of one language to another building on the girls "experiences of language at home and in the wider community". This enables their developing use of English and other languages to support one another.
- By providing a range of materials, through specific subject teaching and through the School Librarian, to broaden the pupil's experience of the English language ensuring that there are effective opportunities for talking which is used to support writing.

Learning Support

All pupils who enter the CLSG Senior School have passed an Entrance Test at an appropriate level for their age group. An examination in English forms a significant part of this test so pupils will have demonstrated that they can use English at a level which will enable them to benefit from the education which the school provides.

Any pupil who is identified as requiring additional support in their use of language will be referred to the Learning Support Co-ordinator for assessment and will be offered that support, as appropriate to their needs, by withdrawal from lessons or provision of additional material by subject staff. Much support is offered informally on a one-to-one basis by subject or form staff.

Prep Department

Teaching and Learning – KS2

Children are assessed on entry and a level of spoken and written English is necessary for a child to be offered a place. If a child is deemed to need extra help with their language work it may be recommended to the parents that the place is offered, with the expectation that they will arrange extra tuition on a one to one basis for the child to support their learning.

Lessons will be carefully planned, effectively deploying teaching assistants to support in lessons. This may involve planning whole-class, small group and

individual learning activities. For example, support staff may work with pupils before, during or after a lesson to introduce and practise language, discuss concepts, read text and clarify meanings or work on grammar, reading comprehension skills and oral work.

The planning involved in bringing pupils up to speed with curriculum subjects must take into account factors such as:

- Age
- Previous experience of schooling and curriculum content
- Knowledge of other languages
- Literacy level in their first or other languages

Children who have been identified as EAL will be closely monitored and this information is held in their portal profile. Any pupil who is then identified as requiring additional support in their use of language will be referred to the SENCO for assessment and an education plan created / targets set to support the child's progress.

This Policy is reviewed no less than every 3 years, or more frequently, if there are significant changes to legislation and good practice.

Written: September 2012

Revised: June 2013, June 2016

Approved by Board of Governors: June 2013 – to be put before the board in June 2016

To be reviewed by: June 2019

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CITY OF LONDON SCHOOL FOR GIRLS

PREDICTED GRADES - THE SCHOOL POLICY

Predicted A Level grades are an extremely important part of monitoring performance in the Sixth Form and are an integral part of the process of supporting applications for Higher Education and other opportunities beyond school.

- A-Level predictions are based on the professional opinion of the staff who are able to justify their decisions by reference to evidence of performance, achievement and potential.
- A-Level predictions are provided twice, once as Pre-Predictions on UCAS morning in June and secondly as Final Predictions in September, once AS results are known.
- Revisions to predicted grades may only be made after these dates in exceptional circumstances.
- It is school policy to ensure that parents and pupils know the predictions, the reasons for them and any remedial action that may be recommended in the light of these predictions.
- AS grades will be taken into account but achievement at this level should not be presumed to be the same as the predicted grade at A-level. A predicted grade at A-level could, in exceptional circumstances, be lower than that achieved at AS level because the second year of A-level courses are more demanding. Conversely a higher prediction at A-level than the grade achieved at AS-level may be justified because of improvements in performance over time.
- The precise nature and weighting of the evidence on which predictions are based is at the discretion of individual departments but it will normally include all aspects of classwork including attendance and punctuality in completing assignments, homework, tests and examinations.
- The policy for predicted grades for international applications follows the guidelines above, remaining the same as for all UK applications.

Approved: October 2008

Reviewed: June 2016

Approved by Board of Governors: June 2013 – to be put before the board in June 2016

To be reviewed by: June 2016

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CITY OF LONDON SCHOOL FOR GIRLS

PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION (PHSCEE) POLICY

The Rationale for Personal, Social, Health, Citizenship and Economic Education (PSHCEE)

(Taken from the guidance issued by the PSHE Association in October 2014).

PSHCE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives now and in the future. As part of a whole school approach, PSHCE education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society.

PSHCE education is an important and necessary part of all pupils' education. All schools must provide a curriculum that is broadly based and balanced, and which meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010 such a curriculum: "*promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.*"

PSHCE education can help schools to reduce or remove many of the barriers to learning experienced by pupils, significantly improving their capacity to learn and achieve. The PSHCE education programme makes a significant contribution to pupils' spiritual, moral, social and cultural (SMSC) development, their behaviour and safety and the school's statutory responsibility to promote pupils' wellbeing. In addition the learning provided through a comprehensive PSHCE education provision is an essential to safeguarding pupils.

PSHCE education equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. It encourages them to be enterprising and supports them in making effective transitions, positive learning and career choices and in achieving economic wellbeing. A critical component of PSHCE education is providing opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

PSHCE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings. Developing an understanding of themselves, empathy and the ability to work with others will help pupils to form and maintain good relationships,

develop the essential skills for future employability and better enjoy and manage their lives.

PSHCE Education and Safeguarding

Teaching about safety and relationships as part of PSHCE education contributes to how schools approach the safeguarding of pupils. It helps them to recognise when they and others are at risk and equips them with the skills, strategies and language they need to take appropriate action. This is crucial to fulfilling statutory duties in relation to safeguarding pupils. Our SRE (Sex and Relationship Education) lessons in particular deal with key safeguarding issues such as sexting, FGM, CSE, abusive and unhealthy relationships, forced marriage, coercion, and gender-based and power inequalities.

PSHCE education also offers an opportunity to fulfil the requirements of the Government's statutory guidance issued under section 29 of the Counter-Terrorism and Security Act 2015 (*Prevent Duty Guidance*) by giving pupils the chance to explore, understand and discuss fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs.

In addition, PSHCE education helps students learn about the importance of e-Safety. Children need guidance in developing their own set of responsible behaviours to keep them safe when online, but equally they should know that, if things go wrong, they may seek help and support from any trusted adult.

The Equality Act 2010 also places duties on schools to help to reduce prejudice-based bullying and in doing so to keep protected characteristic groups safe. PSHCE education plays an important part in fulfilling these responsibilities.

PSHCE Education at CLSG

CLSG seeks to use PSHCE education to build, where appropriate, on the statutory content outlined in the National Curriculum, the Basic School curriculum and in Statutory Guidance on: drug education, financial education, e-Safety, sex and relationship education (SRE) and the importance of physical activity and diet for a healthy lifestyle.

In keeping with our core values of Respect, Resilience and Responsibility, we encourage our pupils to play a positive role in contributing to the life of the school and the wider community and many opportunities to do so exist within the school.

The Aims of PSHCE Education at CLSG:

- 1) To develop confidence and responsibility and make the most of abilities
- 2) To develop a healthy, safe lifestyle including online
- 3) To develop good relationships and respect the differences between people
- 4) To prepare to play an active role as citizens and understand the importance of British Values
- 5) To develop economic, financial and enterprise capabilities

- 6) To develop an awareness of different careers and work related learning

The Organisation and Delivery of PSHCE Education at CLSG

Personal, Social, Health, Citizenship and Economic Education is delivered formally by form tutors, the Head of PSHCE, the school nurse, the school counsellors and external speakers during a one hour timetabled lesson on a Wednesday for KS3, KS4 and KS5, and also through 20-minute form times on a Tuesday and a Thursday which are led by tutors and sixth-form prefects.

PSHCE education is also delivered through the academic curriculum particularly in subjects such as Computer Science, Religion, Philosophy and Ethics, History, Geography, Biology, PE and KS4 Global Perspectives lessons. Areas of PSHCE which have been delivered within other curriculum subjects are mapped using the PSHE Association framework.

In addition, whole-school and section assemblies incorporate many of the overarching concepts of PSHCE education, and pupils are strongly encouraged to organise and deliver a number of these assemblies themselves. Societies such as "We are ..." Society, Amnesty International and the Feminist Society also play a part in delivering a number of the key themes of PSHCE education.

The school also provides many practical opportunities for pupils to experience fundamental British Values. They are encouraged to take an active role in decision making and to have the knowledge, skills and understanding to play an active role in both the school and the wider community. Each form elects a Form Captain and Deputy Form Captain on a termly basis and from Year 10 upwards girls may stand for election for different positions linked to inter house activities. The Head Girl team and Senior Committee comprise pupils who are elected by staff and pupils. The girls are encouraged to initiate and run clubs and societies and a well-developed mentoring scheme gives both mentors and mentees experience of exercising rights and responsibilities.

There are opportunities for work-related learning through a well-developed programme of Careers Education and Guidance. The School holds the Investors in Careers quality award for excellence in careers education and guidance. The School's programme includes off timetable opportunities for each year group. These are Engineering Day for Year 7, Take Our Daughters to Work Day and City Girls in Science for Year 8, City Girls in the Arts for Year 9, City Girls in the City for Year 10 and work experience for Year 11 as well as a biennial Careers Convention for years 10, 11, 12 and 13. The School works with additional external support employed at certain times of the year via appropriate providers such as COA (Cambridge Occupational Assessments) and offers impartial advice and guidance in accordance with the requirements of the Children's Act of 2004, "Every Child Matters / Achieves".

There is separate organisation and provision of PSHCE for the Prep School which covers Key Stage 2.

The Content of PSHCEE

PSHCE education at CLSG follows the framework provided by the PSHE Association in October 2014 (www.pshe-association.org.uk). This national programme of study covers Key Stages 1 to 4 and is based on three core themes:

1. Health and Wellbeing
2. Relationships
3. Living in the Wider World

This programme of study identifies the key concepts and skills that underpin PSHCE education and helps schools to fulfil their statutory responsibility to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life.

Sex and Relationships Education (SRE) is a requirement and in this respect CLSG adheres to the statutory guidance from the Department for Education. We have incorporated the PSHE Association's lessons on consent (March 2015), which have been formally recognised by the DfE, into our schemes of work.

Our schemes of work also incorporate the programmes of study for Citizenship published by the Department of Education in February 2013.

The Head of PSHCE at CLSG writes detailed lesson plans for Years 7 - 11 which are published on the Portal for form tutors to use. All resources are provided and each lesson addresses pupils' needs. A spiral programme ensures learning is revisited, reinforced and extended in age- and stage-appropriate contexts.

All lessons and schemes of work follow the PSHE Association's "Ten Principles for Good PSHCE Education".

Monitoring and Review

It is the responsibility of the Head of PSHCE to monitor and review the delivery, content, teaching and assessment of PSHCE education.

Details of the Policy will be available to parents via the school Portal.

This policy links with those on Careers Education and Guidance, Work Related Learning, Sex and Relationship Education, Anti-Bullying, ICT and eSafety and Safeguarding and Child Protection.

Approved: June 2013

Reviewed: September 2015, June 2016

Approved by Board of Governors: 22nd October 2015 – to be put before the board in June 2016

To be reviewed by: September 2019

CITY OF LONDON SCHOOL FOR GIRLS

POLICY AND PROCEDURES ON REPORTING

The school recognises that regular written reports are essential to promote students' learning. Written reports enable staff to give students structured and positive feedback and advice for future improvement in a way which complements the regular communication achieved through marking and assessment of work and interchanges in class. Reports provide students with the opportunity to take stock of their progress and to set themselves targets for their future learning through the report reading sessions which are held with staff as part of every reporting occasion.

Reports are also an essential element in the school's communication with parents. They give vital information on girls' performance and cement the essential partnership between school and home, assisting each student to achieve her "personal best" in line with the school's objectives for pupils. Reports provide data to add to our understanding of a pupil's progress over time.

Detailed instructions to staff on the procedures for writing reports are given in the Staff Internal Handbook. The report system is an organic one and is kept under review to ensure its relevance and effectiveness. The schedule below should therefore be regarded as a statement of current practice, which may change from time to time, rather than as fixed and final. The school does not use effort grades. Attainment grades are only used on reports and end of year exams if they can be standardised by an external body. The use of attainment grades are as follows:

- In Years 3 to 6 students sit nationally standardised tests constructed by NFER (National Foundation for Educational Research). Each set of parents are informed of their daughter's marks. Grades are not used on reports.
- In Years 7 to 9 grades are not reported to parents on reports or after end of year exams. Data on pupil progress, such as end of year exams, is kept internally to track progress. Parents are informed if this data indicates a cause for concern by the Head of Section.
- In Years 10 to 13 attainment grades are used on reports and to inform parents following mock and end of year examinations. These grades correspond to public examination grades. Grades for attainment are not predictions of public examination results, but indicate how a student is progressing at this point in their school career in relation to the standards required for public examinations.

Prep School

		Mock exam results grid	
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References

School Assessment and Recording Policy
Staff Internal Handbook – Section on Reports

Approved: October 2008

Reviewed: September 2012, June 2016

Approved by Board of Governors: June 2013 – to be put before the board
in June 2016

To be reviewed by: June 2019

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CITY OF LONDON SCHOOL FOR GIRLS**PROCEDURES ON REPORTING AND FEEDBACK****1. FREQUENCY AND FORMAT OF FEEDBACK**

Parents of girls at CLSG will receive at least **one** formal form of feedback per term during their daughter's time at the school. This formal feedback will either be a written report or a verbal report at Parents' Evenings. In between these opportunities for formal feedback, parents can also seek additional feedback from their daughter's teachers or tutor according to need. The use of email is encouraged for this purpose as it provides a quick and easy tool for communication between the school and parents. In addition to this, the school monitors internally the academic progress of girls every half term and, should any concerns arise, parents will be contacted by their daughter's tutor or Head of Year.

In the Spring Term, parents of girls in Years 11 to 13 will also have access to their daughter's results in GCSE, AS and A-level mock exams on their daughter's profile page on the portal. In the Summer Term, parents of girls in Year 10 will also have access to their daughter's results in internal exams on their daughter's profile page on the portal.

Students in Years 8 and 9 do not receive grades for their summer exams. Rather than focus on a grade, students are encouraged to concentrate on what they learnt from the exam and what they need to do to improve. Reference to overall attainment is made in Year 8 and 9 summer reports and teachers will use the summer exam as one source of evidence for their judgements. If a student's performance in summer exams were of a particular concern the Head of Section would contact parents directly.

1.1 Prep School

In the Prep School, the pattern of formal feedback opportunities is as follows:

	Autumn Term	Spring term	Summer Term
YEAR 3	Parents' evening Target setting report	Parents' evening Target setting report	Full report and exam results
YEAR 4	Parents' evening Target setting report	Parents' evening Target setting report	Full report and exam results
YEAR 5	Parents' evening Target setting report	Parents' evening Target setting report	Full report and exam results

YEAR 6	Parents' evening Target setting report	Parents' evening Target setting report	Full report and exam results
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1.2 Senior School

In the Senior School, the pattern of formal feedback opportunities is as follows:

	Autumn Term	Spring term	Summer Term
YEAR 7	Parents' evening	Report	Parents' evening
YEAR 8	Report	Parents' evening	Report
YEAR 9	Report	Parents' evening	Report
YEAR 10	Parents' evening	Report	Parents' evening Exam results grid
YEAR 11	Report	Parents' evening Mock exam results grid	X
YEAR 12	Parents' evening	Report Mock exams results grid	X
YEAR 13	Report	Parents' evening Mock exam results grid	X

2. SCHOOL REPORTS

Grades are not used on reports for Years 3 to 9. From Year 10, reports include attainment grades and correspond to the public examination grades the student is preparing for. These grades describe the level the student is currently working at rather than a prediction of the final grade.

In the Prep school, target setting reports written by form teachers are issued in the Autumn and Spring Terms. Full reports, written by Prep form teachers and all members of Senior School staff who teach in Prep are issued at the end of the Summer Term.

3. PARENTS' EVENINGS

In the senior school, parents' evenings usually take place in Main Hall. There is no appointment system. Parents should spend 5 min with each member of staff in Years 7 to 11 and 10 min in Years 12 and 13. During parents' evenings, Heads of Section

and Heads of Year are also available for consultation and parents may also request a meeting with the Headmistress. There is no formal documentation issued at parents' evening, but parents may wish to make their own notes to keep a record of their conversations with staff.

In the Prep, parents' evenings take place in form rooms. There is a 10 minute appointment system which is arranged in advance. The Head of Prep is also available for appointments.

Written: October 2012, updated June 2016

Approved by Board of Governors: October 2012 – to go before the board in June 2016

To be reviewed by: June 2017

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SAFEGUARDING AND CHILD PROTECTION POLICY

City of London School for Girls (CLSG)

<u>City of London School for Girls – safeguarding contact sheet</u>	
<u>School Contact Details</u>	St. Giles' Terrace, Barbican, London, EC2Y 8BB 020 7847 5500
<u>Head</u>	Ena Harrop 020 7847 5526 headspa@clsq.org.uk
<u>Designated Safeguarding Lead (DSL)</u>	Katherine Brice (Deputy Head, Pastoral) 020 7847 5573 bricek@clsq.org.uk
<u>Deputy Designated Safeguarding Leads (DDSL)</u>	Susannah Gilham (Head of Senior School and Prevent Lead) 020 7847 5566 gilhams@clsq.org.uk Claire Tao (Deputy Head Staff) 020 7847 5513 taoc@clsq.org.uk
<u>Governor with Safeguarding Responsibility</u>	William Russell thriplowbury@aol.com
<u>LADO</u>	Pat Dixon (City of London) 020 7332 1215 pat.dixon@cityoflondon.gov.uk
<u>Prevent Co-ordinator</u>	David Makintosh (City of London) 020 7332 3084 prevent@cityoflondon.gov.uk
<u>Local Police number</u>	101
<u>City and Hackney Safeguarding Children Board (CHSCB)</u>	City of London: 020 7332 3621 Hackney: 020 8356 5500

<u>City of London Children & Families Team (Social Care)</u>	020 7332 3621/020 8356 2710 (out of hours emergencies) Dccsdutyf&ypteam@cityoflondon.gov.uk
<u>DfE Counter-extremism hotline</u>	020 7340 7264 counter-extremism@education.gsi.gov.uk

Statement:

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

1. 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*” May 2016. 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 “The Prevent duty Departmental advice for schools and childcare providers”, July 2015, “Prevent guidance for England and Wales, July 2015,” “How social media is used to encourage travel to Syria and Iraq: briefing note for schools” July 2015, “Working Together to Safeguard Children” March 2015, “What to do if You are Worried a Child is Being Abused” March 2015, “Disqualification under the Child Care Act 2006”, March 2015, ““Keeping Children Safe in Education” May 2016“; SEND Code of practice” May 2015, “Mental health and behaviour in schools”, March 2015; “Information sharing: advice for practitioners”, March 2015, “Use of reasonable force in schools” July 2013; “Pan London Child Protection Procedures” 2015 (fifth edition), and “Channel Guidance” April 2015.

- 1.1.3 Other relevant standards and guidance, including guidance issued by the Independent Schools Inspectorate entitled – Handbook for the Inspection of Schools, The Regulatory Requirements, September 2015.
- 1.1.4 Relevant Local Safeguarding Children Board (LSCB) Procedures, the City of London Prevent Strategy and the City of London Prevent Information Sharing Agreement. The Designated Safeguarding Lead (DSL) and the two Deputy Designated Safeguarding Leads (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 There are three broad categories of concern about pupils: children in need, children who are at risk of harm and children who have suffered, or are suspected of suffering, abuse. This policy covers all three categories.
- 1.5 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 2.1.17.
- 1.6 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.
- 1.7 The aims of this policy are:
 - 1.7.1 To support each child's development in ways that will foster awareness, understanding, security, confidence, resilience and independence.
 - 1.7.2 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.
 - 1.7.3 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 including radicalisation, child sexual exploitation and female genital mutilation. 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.
 - 1.7.4 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.
 - 1.7.5 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 extremism, child sexual exploitation or female genital mutilation, and ensure we, the School, contribute to assessments of need and support packages for those children.
 - 1.7.6 To emphasise the need for good levels of communication between all members of Staff.

- 1.7.7 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.
 - 1.7.8 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 Prevent Coordinators within Community Safety Partnerships.
 - 1.7.9 To ensure that all adults within the School who have the opportunity to have contact with 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.
 - 1.7.10 To ensure that all visiting speakers to the school have been appropriately vetted and are supervised in accordance with the Prevent duty to protect children from radicalisation by being drawn into terrorism and extremism.
- 1.8 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. Procedures

- 2.1 The school recognises that there is a difference between children who have suffered or are likely to suffer harm or are at risk of radicalisation 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 City of London Children and Families Team (children's social care) immediately. The latter, who can be described as children in need, will be supported by inter-agency assessment using referrals under CAF (Common Assessment Framework) procedures when appropriate and working with other agencies as part of the Team Around the Child (TAC) and Channel panels. Our School procedures for safeguarding children have been prepared in accordance with relevant legislation, guidance and Pan London Child Protection Procedures. Contact details are set out at the beginning of the document. We will ensure that:
- 2.1.1 Arrangements are in place at the School to deal with cases and allegations of abuse, or suspected abuse, including radicalisation, child sexual exploitation and female genital mutilation, which will be referred to the Local Authority designated officer or team of officers (hereafter known as the LADO), who provide advice and will preside over any investigation of any allegation or suspicion of abuse directed at anyone working at the school. In the case of serious harm or if a crime may have been committed, police will be informed from the outset. The School will engage with the police, other statutory agencies and professionals, as necessary, to provide inter-agency support to the child concerned.
 - 2.1.2 If a member of Staff discovers (either through disclosure by the victim or visual evidence) that female genital mutilation appears to have been carried out in a girl under 18, the teacher and the School will comply with their obligatory duty to report this information to the police.

- 2.1.3 The school assesses regularly and reviews the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology, based on an understanding, shared with strategic partners, of the risk on the local area. Appropriate referrals will be made in accordance with the School's LCSB referral procedures. The School will consider whether it is appropriate to make a referral to the Channel Programme, in accordance with Channel Guidance, April 2015.
- 2.1.4 The school recognises that as well as needing to safeguard children who are at risk of harm, it needs to identify children who would benefit from early help and give support and advice to them, 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) and Channel panels.
- 2.1.5 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*", May 2016 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 and their details are set out at the beginning of this document. The City of London will undertake to ensure that relevant training is provided for Governors.
- 2.1.6 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 and this training is updated at least every two years. Details of the DSL are set out at the beginning of this document.
- 2.1.7 There will be two additional members of School Staff (the Deputy Designated Safeguarding Leads or DDSL) who will act in place of the designated DSL when absent, and must receive relevant child protection training and this training is updated at least every two years. One of the DDSL is also the Prevent lead and has received suitable Prevent awareness training. Other members of the pastoral team will also receive appropriate child protection training. Details of the DDSLs are set out at the beginning of this document.
- 2.1.8 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 provide them with the skills and knowledge to safeguard children effectively, developing their understanding of the signs and indicators of abuse, along with their 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*" May 2016 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.

- 2.1.9 All Staff have the opportunity to contribute and shape safeguarding arrangements and child protection policy, building on their expertise in dealing with children on a daily basis.
- 2.1.10 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 May 2016", with the DSL and DDSL names clearly displayed, as part of their induction into the School. Speakers and volunteers are provided with an abridged version of the Safeguarding policy which includes the contact details of the DSL, the DDSLs and the LADO.
- 2.1.11 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.
- 2.1.12 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.
- 2.1.13 Everyone in the school, including pupils, 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.
- 2.1.14 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, are also required to confirm that they are not 'disqualified by association'. All Staff who have the opportunity to 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.

2.1.15 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, in any event, 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*' October 2015. A referral will be made to the NCTL where a teacher has been dismissed for misconduct, or would have been dismissed had he or she not resigned first.

2.1.16 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.

2.1.17 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.

2.1.18 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.

2.1.19 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 and to have due regard to the Prevent duty to avoid school facilities being used as a platform for extremism. Measures will also be in place to protect against the interruption of pupils' education by third party users of the School's premises.

2.1.20 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.

- 2.1.21 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.
 - 2.1.22 All visiting speakers are suitably vetted by a member of staff prior to their visit and are supervised by a member of staff during their time at school. Further details are set out in Annex 4.
 - 2.1.23 Annex B to this document deals with the specific issues of Child Sexual Exploitation, Female Genital Mutilation, Forced Marriage and Honour Based Violence. The School recognises and understands that these are all forms of abuse covered by this policy and would trigger the School's referral procedures.
- 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 DDSL 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 The current contact details of all those involved in child protection are listed at the beginning of this document. Staff must sign to say they have read these documents. This applies to current staff as well when documentation is updated.
 - 2.5 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. 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 or radicalisation 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 Referring cases where a person is dismissed or has left due to risk or harm to a child to the DBS as required and referring cases where a crime may have been committed to the Police.
 - 3.1.3 Liaising with the head to inform her of issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
 - 3.1.4 Encouraging a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.
 - 3.1.5 Keeping written records of concerns about a child even where no immediate referral is required.

- 3.1.6 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.
- 3.1.7 Ensuring that an indication of record-keeping is marked on the pupil records.
- 3.1.8 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, including female genital mutilation, child sexual exploitation or radicalisation. The referral shall be made in writing or with written confirmation of a telephone referral.
- 3.1.9 Supporting Staff in liaising with other agencies and setting up an interagency assessment as appropriate in cases where early help is appropriate.
- 3.1.10 Where appropriate informing the police (when a crime has been committed) or the DBS (when a person is dismissed or has left due to risk/harm to a child).
- 3.1.11 Informing the LA when a pupil is to be deleted from the school register for the reasons stipulated in the Education (Pupil Registration) (England) 2006. Further details are set out in paragraph 14.5.
- 3.1.12 Informing the LA of any pupil who fails to attend school regularly or has been absent without the school's permission for a continuous period of 10 school days or more at such intervals as required by the LA.
- 3.1.13 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.
- 3.1.14 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.
- 3.1.15 Undertaking training in child protection in accordance with Keeping Children Safe in Education May 2016, including training in inter-agency working that is provided by, or to standards set by, the LSCB, and undertaking refresher training at least every 2 years with annual updates to keep his or her knowledge and skills up to date, including prevent awareness training.
- 3.1.16 Ensuring that the DDSL are trained to be same standard as the DSL.
- 3.1.17 Organising child protection training for all School Staff (including induction training for all newly appointed Staff), in accordance with Keeping Children Safe in Education May 2016, and arranging refresher training for the Headmistress and all other Staff with pastoral responsibilities every two years. All Staff receive an annual refresher INSET on child protection and safeguarding.
- 3.1.18 Providing, with the Headmistress 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).

- 3.1.19 Being alert to the specific needs of children in need, those with special educational needs and young carers.
- 3.1.20 Ensuring that, where children leave the School, ensure that their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt.
- 3.1.21 The DSL's job description complies with Annex B of the guidance on Keeping Children Safe in Education May 2016.

4. 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 We recognise that children with special educational needs and disabilities can face additional safeguarding challenges and of the need to be especially vigilant in recognising the signs of abuse and neglect in this group of children.
- 4.6 The School will support all pupils by:
 - 4.6.1 Encouraging self-esteem and self-assertiveness, through the curriculum as well as in our relationships, whilst attempting to counteract aggression and bullying.
 - 4.6.2 Having clear policies and procedures to deal with peer on peer abuse (including sexting) which make clear that abuse is abuse and will not be tolerated. Please refer to the Anti-bullying policy and the IT and E-safety policies.
 - 4.6.3 Promoting a caring, safe and positive environment within the School.
 - 4.6.4 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).
 - 4.6.5 Notifying the child's Local Authority as soon as there is a cause for significant concern.

- 4.6.6 Where appropriate, checking any concerns which do not appear to meet the threshold or are borderline on an anonymous basis with the child's Local Authority and following their guidance and recommendations.
- 4.6.7 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.
- 4.6.8 Working with the Local Authority (or the Police as appropriate) where a child may have suffered significant harm, or there may be a criminal prosecution, to consider what support the child or children involved may need.

5. 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 Headmistress 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 Headmistress 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 Headmistress 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. 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 3 (July 2015), 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. All relevant contact details are set out on the front page of this policy.
- 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 Headmistress 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 Headmistress on all such occasions will also discuss the allegation with the Chairman of Governors where appropriate. In the absence of the Headmistress 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 Any allegation against the DSL will be made directly to the Headmistress.
- 6.6 If a professional allegation is made against the Headmistress, the person receiving the allegation will immediately inform the Chairman of Governors who will consult as in 6.4 above, without notifying the Headmistress first.
- 6.7 The purpose of the initial discussion (per 6.4 and 6.6 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. The DSL should press for reconsideration as necessary. 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 Headmistress 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 Headmistress or DSL and the LADO will then consider what action will follow in respect of the individual and those who made the initial allegation.
- 6.8 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 or if the DfE or NCTL publish the information.
- 6.9 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.
- 6.10 Subject to the approval of the LADO or the Police, 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. 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.

- 6.11 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.
- 6.12 Suspension of the member of Staff 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.
- 6.13 In the event of an allegation against the Headmistress, the decision to suspend will be made by the Chairman of Governors with advice as in 6.10 and 6.12 above.
- 6.14 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.
- 6.15 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.
- 6.16 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. Dealing with Allegations of Abuse by one or more Pupil/s Against another Pupil**
- 7.1 Allegations of abuse or attempts to radicalise 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 Headmistress and the DSL. The Headmistress 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 City of London Children and Families Team (children's social care) 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 Headmistress 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 City of London Children and Families Team (children's social care).
- 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. 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. Whistleblowing

- 9.1 We recognise that children cannot be expected to raise concerns in an environment where Staff fail to do so. The School 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 Headmistress 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.
- 9.5 If a staff member feels unable to raise an issue with the DSL or LADO and feels that their genuine concerns are not being met, they should use the NSPCC whistleblowing helpline; phone: 0800 028 0285, email: help@nspcc.org.uk.

10. 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*', July 2013. 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. 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. 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, the Assembly programme including PSHCE (Personal, Social, Health, Citizenship 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.
 - 12.2.4 Make e-safety an integral part of safeguarding by explicitly teaching pupils how to keep safe online in Computer Science lessons working with City of London police, external speakers and through PSHCE.
 - 12.2.5 Ensure that children are resilient to radicalisation and are prepared to challenge extremist ideology by providing a safe environment for the

discussion of sensitive issues, helping children to understand how they can participate in decision-making, and by promoting the spiritual, social, moral and cultural development of all pupils and within this, fundamental British Values. Further details are set out in Annex D.

- 12.2.6 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.
- 12.2.7 Ensure that all visiting speakers are suitably vetted and supervised to avoid political indoctrination. Details of the procedure to follow are in Annexe D to this policy.
- 12.2.8 Ensure that appropriate filtering is in place to prevent children being exposed to inappropriate, illegal or exploitative material, without such measures resulting in over-blocking that would lead to unreasonable restrictions as to what children can be taught with regards to online teaching and safeguarding.

13. Private Fostering

- 13.1 If you know of a child or young person who is under the age of 16 (or 18 if they have a disability) living with someone who is not a close relative for more than 28 days it is classed as private fostering arrangement.
- 13.2 Children being privately fostered are required by law to be seen by a social worker, and if the School is aware of a private fostering arrangement then we must notify the Children and Families team at the Guildhall.
- 13.3 If the School is aware of someone who is looking after a child - or they plan to be – the Children and Families team must be informed so that they can check that the placement is suitable for the child. You should advise the person that they should contact the Children and Families team before the arrangement begins or within 48 hours of the arrangement being made in an emergency.
- 13.4 As a School we have a legal responsibility to inform the Children and Families Team of any private fostering arrangements that we become aware of.
- 13.5 More information about private fostering and keeping children safe can be found on the City and Hackney Safeguarding Children Board website: www.chscb.org.uk.

14. Children Who Go Missing From Education

- 14.1 CLSB monitors pupils' attendance through a daily register and any unexplained absences are investigated. A child going missing from education is a potential indicator of abuse or neglect.
- 14.2 Unauthorised absences must be reported to the Head of Year and Deputy Head pastoral immediately and followed up with the parents or guardians.
- 14.3 Staff should be alert to the possible triggers of absence (particularly repeated absence) that may be indicative of wider safeguarding concerns. They should watch out for other potential signs of such safeguarding concerns as described in this policy and its annexes and report their concerns immediately to the DSL in accordance with the policy.

- 14.4 In accordance with paragraph 3.1.12 of this policy the DSL will inform the local authority of any pupil who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the school and the local authority.
- 14.5 In accordance with paragraph 3.1.11, the DSL will inform their local authority of any pupil who is going to be deleted from the admission register where they:
- 14.5.1 Have been taken out of school by their parents and are being educated outside the school system e.g. home education
 - 14.5.2 Have ceased to attend school and no longer live within reasonable distance of the school at which they are registered
 - 14.5.3 Have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age
 - 14.5.4 Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period
 - 14.5.5 Have been permanently excluded

This will be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register.

15. Health & Safety, IT and Related School Policies & Procedures

- 15.1 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. For the avoidance of doubt, the School has adequate filtering systems to keep children safe when accessing the internet at school.

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 May 2016).

Abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with each other.

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. Children may be abused in a family or in an institution or community setting by those who know them or more rarely by others (via the internet). 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.”

Possible signs of physical abuse are:

Physical Indicators:

- Unexplained bruises and welts on the face, throat, upper arms, buttocks, thighs or lower back in unusual patterns or shapes which suggests the use of an instrument on an infant in various stages of healing that are seen after absences, weekends or vacations.
- Unexplained burns, cigarette burns, especially burns found on palms, soles of feet, abdomen, buttocks; immersion burns producing “stockings” or “glove” marks on hands and feet; “doughnut shaped” on buttocks or genital area.
- Rope burns
- Infected burns indicating delay in treatment; burns in the shape of common household utensils or appliances.

Behavioural Indicators:

- Behavioural extremes (withdrawal, aggression, regression, depression).
- Inappropriate or excessive fear of parent or caretaker.
- Antisocial behaviour such as substance abuse, truancy, running away, fear of going home.
- Unbelievable or inconsistent explanation for injuries.
- Lies unusually still while surveying surroundings (for infants).
- Unusual shyness, wariness of physical contact.

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."

Possible signs of sexual abuse are:

Physical Indicators:

- Torn, stained or bloody underclothes
- Frequent, unexplained sore throats, yeast or urinary infections.
- Somatic complaints, including pain and irritation of the genitals.
- Sexually transmitted diseases
- Bruises or bleeding from external genitalia, vaginal or anal region.
- Pregnancy.

Behavioural Indicators:

- The victim's disclosure of sexual abuse.
- Regressive behaviours (thumb-sucking, bedwetting, fear of the dark).
- Promiscuity or seductive behaviours.
- Disturbed sleep patterns (recurrent nightmares).
- Unusual and age-inappropriate interest in sexual matters.
- Avoidance of undressing or wearing extra layers of clothes.
- Sudden decline in school performance, truancy.
- Difficulty in walking or sitting.

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.

Possible signs of abuse are:

Physical Indicators:

- Eating disorders, including obesity or anorexia.
- Speech disorders (stuttering, stammering).
- Developmental delays in the acquisition of speech or motor skills.
- Weight or height substantially below norm.
- Flat or bald spots on head (infants)

- Nervous disorders (rashes, hives, facial tics, stomach aches).

Behavioural Indicators:

- Habit disorders (biting, rocking, head banging).
- Cruel behaviour, seeming to get pleasure from hurting children, adults, or animals; seeming to get pleasure from being mistreated.
- Age-inappropriate behaviours (bedwetting, wetting, soiling).
- Behaviour extremes, such as overly compliant-demanding; withdrawn-aggressive; listless-excitabile.

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. “

Possible signs of abuse are:

Physical Indicators:

- Poor hygiene, including lice, scabies, severe or untreated diaper rash, bedsores, body odour:
- Squinting.
- Unsuitable clothing; missing key articles of clothing (underwear, socks, shoes); overdressed or underdressed for climate conditions.
- Untreated injury or illness.
- Lack of immunisations.
- Indicators of prolonged exposure to elements (excessive sunburn, insect bites, colds).
- Height and weight significantly below age level.

Behavioural Indicators:

- Unusual school attendance
- Chronic absenteeism.
- Chronic hunger, tiredness, or lethargy.
- Begging for or collecting leftovers.
- Assuming adult responsibilities.
- Reporting no caretaker at home.

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.

All staff should be aware that behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. They should also be aware that safeguarding issues may manifest themselves via peer on peer abuse. This is likely to include, but is not limited to: bullying (including cyberbullying), gender based violence/ sexual assaults and sexting. Staff should refer to the Anti-Bullying policy for details on how to deal with peer to peer abuse.

ANNEX B

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

FEMALE GENITAL MUTILATION (FGM)

The following general statement about schools' responsibilities in relation to FGM is taken from "*Keeping Children Safe in Education*" (DFE July 2015).

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.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and City of London Children and Families Team (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 child going abroad to a country where FGM is known to be prevalent for an extended period
- A child 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.
- 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.
- From October 2015, teachers have an obligatory duty to report to the police when they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out in a girl under 18. Those failing to report such cases face disciplinary action. Teachers should still consider and discuss such cases with the DSL and involve City of London Children and Families Team (children's social care) as appropriate.

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 or be related to people who are 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.

Warning signs of forced marriage to look out for:

- Depression and self-harming behaviour such as anorexia, cutting, substance misuse or attempted suicide.
- They may ask school nurses for vaccinations for an upcoming "family holiday" or about contraception.
- Victims who have already been forced into marriage may have injuries consistent with rape or domestic violence and may ask about termination of a pregnancy.

All school staff should be aware that young people at risk are often strictly monitored by their parents. They may not be able to attend after-school activities or be allowed to talk to the opposite sex. They may be monitored by siblings while at school. They may not be allowed to consider going to university or getting a job after leaving school or college.

They may be about to travel on a planned "family holiday" or moving overseas which may be a cover story for a forced marriage. If these factors are present, the young person may be at risk of forced marriage and you should contact the DSL immediately

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

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. Staff must have due regard to the Prevent duty both as part of their safeguarding responsibilities and as part of their professional conduct as stipulated by the Teacher's Standards part 2.

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

The Headmistress and the school's Designated Safeguarding Leads know how to make appropriate referrals to statutory child protection agencies. Pat Dixon (020 7332 1512) is the City of London's Children and Families Service Manager (LADO) and should be consulted for all safeguarding matters via the 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" March 2015 as well as a copy of "Keeping Children Safe in Education July 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 Headmistress. 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 Headmistress'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:

- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- 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.
- 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.
- Value and respect children as individuals, and adult model appropriate conduct - which will always exclude bullying, shouting, racism, sectarianism or sexism.
- Obtain written permission from pupils and their parents/carers 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.
- Ensure that any supervision in changing rooms is respectful to the child.

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.

ANNEX D

THE PREVENT DUTY

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”. From 1st July 2015, all schools and registered childcare providers are subject to this duty and must have regard to the statutory guidance.

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
- work with sectors and institutions where there are risks of radicalisation that we need to address.

Two important concepts in Prevent are “**extremism**” and “**radicalisation**”. It is argued that 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*”.

WHAT DOES THE PREVENT DUTY MEAN FOR SCHOOLS?

In order to fulfil the Prevent duty, schools must be able to identify children who may be at risk of radicalisation and know what to do when they are identified. Protecting children from the risk of radicalisation should be seen as part of the **wider safeguarding responsibilities** of schools and it is similar in nature to protecting children from other harms, whether these come from within their families or are the product of outside influences. This appendix therefore must be read in conjunction with the Safeguarding and Child Protection policy.

Schools must also build resilience to radicalisation by promoting fundamental British values and enabling pupils to challenge extremist ideologies. Complying with the Prevent duty should not stop schools debating controversial issues. On the contrary, schools should provide a safe space where pupils can develop an understanding of the risks associated with terrorism and develop the knowledge and skills to challenge extremist arguments.

There are four general duties placed on schools:

- 1) Risk assessments
Schools are expected to assess the risk of their pupils being drawn into terrorism, including support of extremist ideas that are part of a terrorist ideology, based on a general understanding of the risks affecting young people in their area and a specific understanding of how to identify individual children at risk and offer support.
- 2) Working in partnership
Schools are expected to continue to work with Local safeguarding Boards, Community safety Partnerships and local Prevent Leads.
- 3) Staff training

Schools are expected to provide Prevent awareness training to help staff identify children at risk of radicalisation and to challenge extremist ideology.

4) IT policies

Schools are expected to have suitable levels of filtering to prevent access to material that promotes terrorism and extremist ideologies. Compliance with the Prevent duty falls within school's responsibility to teach e-safety.

HOW ARE THE PREVENT DUTIES ARE DISCHARGED AT CLSG?

Risk Assessments

A significant proportion of CLSG pupils come from London Boroughs which are a Prevent priority 1 or 2, which means that the risk of them being drawn into terrorism is potentially significant. However, only a small proportion of pupils are Muslim. While this does not mean that non-Muslim pupils are not a potential target, they are less likely to be exposed to such a possibility. It is however possible that they may be drawn into a different type of extremism such as far right or far left.

Therefore, the risk of radicalisation at CLSG is potentially high for a small number of pupils and less high for the vast majority.

The risk to individual pupils is monitored through our pastoral structure and in particular the tutors, who take into account all the factors and patterns of behaviour detailed in section 4. Attendance monitoring plays an important part in assessing vulnerability.

This risk will be reviewed annually as part of our annual Safeguarding review.

Working in Partnership

CLSG works closely with the City and Hackney LSGB and with the Community Safety team and its Prevent Coordinator at the City of London Corporation.

Staff Training

As part of the annual INSET on safeguarding, staff receives appropriate training on relevant aspects of the Prevent Duty, including how to identify children at risk of being drawn into terrorism, how to challenge extremist ideologies and what to do if staff become concerned about a child being drawn into terrorism. The Headmistress, the DSL and the DDSL (Prevent Lead) have completed online Prevent Awareness training available at:

http://course.ncalt.com/Channel_General_Awareness/01/index.html.

As WRAP training (workshop on raising awareness of Prevent) by the Local Authority becomes available, it will be completed by at least the DSL and the DDSL (Prevent Lead). The DDSL (Prevent Lead) is the first source of advice for staff on all matters related to the Prevent Duty.

IT Filter

The school has a strict and effective filtering and e-safety is delivered through both Computer Science and PSHCEE lessons. There is also an E-safety Coordinator who is responsible for all matters of e-safety and keeps a log of incidents and reports annually to the Governors. The Deputy Head (Pastoral) has responsibility for the issuing of sanctions to pupils.

In addition, to fulfil its Prevent Duty, the school undertakes to:

- 1) Maintain and review annually robust safeguarding policies which take in to account the policies and procedures set out by City and Hackney Safeguarding Children Board and incorporate due regard to the Prevent Duty.
- 2) Conduct due diligence checks on staff, groups or individuals seeking to hire or use school premises, on visitors to school, particularly visiting speakers, whether invited by children or staff and on contractors working on the school site.
- 3) Actively promote Fundamental British Values as part of the school's wider SMSC/PSHCE programmes as well as within other subject areas and assemblies.
- 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.
- 5) Ensure that children are resilient to radicalisation and are prepared to challenge extremist ideology by providing a safe environment for the discussion of sensitive issues, helping children to understand how they can participate in decision-making.

DDSL (Prevent Lead) Responsibilities

One of the DDSL is the nominated Prevent Lead at CLSG and has responsibilities for the oversight of the discharge of the Prevent Duty at school. Details on the DDSL are in the appendix to the Safeguarding and Child Protection Policy appendix and their responsibilities are as follows:

- 1) To be the first point of contact for parents, pupils, teaching and non-teaching staff and outside agencies in matters relating to Prevent.
- 2) To coordinate the Prevent Duty procedures in the school.
- 3) To undergo appropriate training (including WRAP).
- 4) To maintain an ongoing training programme on Prevent related issues for all staff.
- 5) To liaise with the local prevent coordinator, the police, local authorities and other agencies.
- 6) To keep appropriate records of Prevent related incidents.

PROCEDURES OF VETTING VISITING SPEAKERS

Visiting speakers invited by either staff or girls must be vetted prior to the invitation being issued to them. If a pupil is inviting the speaker, the member of staff sponsoring the activity must carry out the checks. Staff should complete the CLSG Visiting Speakers safeguarding checklist (available on the shared area) and submit it to the Senior Administrative Officer and the DSL. Details of the checks on visiting speakers are recorded on the SCR.

HOW TO SPOT A CHILD VULNERABLE TO RADICALISATION: VULNERABILITY ASSESSMENT

"There is no single route to terrorism nor is there a simple profile of those who become involved. For this reason, any attempt to derive a "profile" can be misleading." (Channel Guidance)

The Channel Vulnerability Assessment Framework (April 2015, Annex C) suggest 22 indicators. The framework involves three dimensions: engagement, intent and capability.

Engagement with a group, cause or ideology ("psychological hooks")

- Feelings of grievance and injustice
- Feeling under threat
- A need for identity, meaning and belonging
- A desire for status
- A desire for excitement and adventure
- A need to dominate and control others
- Susceptibility to indoctrination
- A desire for political or moral change
- Opportunistic involvement
- Family or friends involvement in extremism
- Being at a transitional time of life
- Being influenced or controlled by a group
- Relevant mental health issues.

Intent to cause harm or readiness to use violence

- Over-identification with a group or ideology
- 'Them and Us' thinking
- Dehumanisation of the enemy
- Attitudes that justify offending• Harmful means to an end
- Harmful objectives

Capability to cause harm

- Individual knowledge, skills and competencies
- Access to networks, funding or equipment
- Criminal Capability

Some pupils will be more vulnerable to be influenced by others because of the existence of one or more factors, which may include:

- An identity crisis, involving an individual's distance from their cultural/ religious heritage, including peer/ family/ faith group rejection
- A personal crisis, including family tension/ social isolation/ friendship issues
- Personal circumstances, such as migration, experience of racism
- Unmet aspirations
- Criminality
- Experience of poverty, disadvantage, discrimination or social exclusion

The following are further risk indicators:

- Racist graffiti/ symbols/ comments made in School
- Speaking out or writing in favour of extremist ideas in school work
- Extreme comments shared on social media
- Erratic attendance patterns, including travel for extended periods of time to international locations known to be associated with extremism
- Distribution of extreme or terrorist propaganda among other pupils
- Association with those known to be involved in extremism (including via the internet)
- A significant shift in the child/ young person's behaviour or outward appearance, particularly involving conflict with his/her family and/or faith group
- A simplistic or flawed understanding of religious/ political/ global issues

- A significant adult or other in the child/ young person's life who has extremist views or sympathies

Critical risk factors include:

- Contact with extremist recruiters
- Articulation of support for extremist causes/ leaders
- The possession of extremist literature
- Using extremist narratives and a global ideology to explain personal disadvantage
- Justifying the use of violence to solve societal issues
- Membership of extremist organisations

All staff and in particular pastoral staff need to be alert to the signs described above in their interactions with pupils. Monitoring of attendance by tutors and Heads of Year is a crucial part of detecting potential radicalisation.

CHALLENGING EXTREMIST IDEOLOGIES

"All terrorist groups have an ideology. Promoting that ideology, often through the internet, facilitates radicalisation and recruitment. Challenging ideology and disrupting the ability of terrorists to promote it is a fundamental part of Prevent.

In addressing ideological issues, we also need to be very clear about our purpose and method. The great majority of people in this country find terrorism repugnant and will never support it. Work to challenge ideology should not try to change majority opinion because it does not need changing. Our purpose is to reach the much smaller number of people who are vulnerable." (Prevent Guidance)

The school ensures that no political indoctrination takes place at school and that pupils are always exposed to a balanced presentation of political views both in lessons, and in extracurricular activities. The school has a vetting procedure for visiting speakers and has due regard to the Prevent duty in its lettings policy.

The school also builds resilience to radicalisation by providing a broad and balanced curriculum that promotes the spiritual, social, moral and cultural development of pupils and within this, fundamental British values and by providing a safe environment where pupils can discuss sensitive issues and learn how to participate in decision making. Pupils will be taught in PSHCE information and skills to keep safe from harm of all types and who to turn to for help. In addition the PSHCE curriculum will continue to challenge students to be critical of media, including social media and provide key counter-narratives to extremist ideology, through resources such as the Community Response to Extremism DVD, London Grid for Learning and Inspire.

The school will continue to encourage learning through diversity by promoting the objectives of the Equalities Act 2010.

The Religion, Philosophy and Ethics department at CLSG can help challenge extremist ideologies by including lessons at KS3 and KS4 on the difference between Islam and Islamic Extremism, building on the schemes of work that are already in place. It will also continue to challenge any "Islamophobic" feelings by giving a balanced and objective overview of the main precepts of all the major religions.

Promoting critical thinking skills across all subjects remains central to challenging any form of extremism.

If staff encounter expressions of extremist ideology in their lessons, they should challenge the views and correct any factual misconceptions; however it is very important that this is done in a non-judgmental way that encourages further dialogue. Therefore, it is advisable to engage the student with open questions, using conditional rather than absolute language. This can either be done during the class discussion or on a one-to-one basis after the lesson has finished.

WHAT TO DO WHERE THERE ARE CONCERNS ABOUT A PUPIL

Concerns about a child being vulnerable to radicalisation and extremism should be reported promptly following the usual procedures as detailed in the Safeguarding and Child Protection policy. Staff should bring their concerns to the attention of the DSL or the DDSL (Prevent lead) in the first instance but are also entitled to contact the LADO or the Prevent Coordinator at the Community Safety Team of the City of London directly. Details of how to contact the LADO and the Prevent Coordinator are in the Safeguarding and Child protection policy appendix.

Records will be kept by the DDSL of all concerns and she will liaise with outside agencies as appropriate in line with the Safeguarding and Child Protection Policy.

For children perceived to be at immediate risk of harm, the LADO will be contacted immediately. For children who show early signs of being vulnerable to radicalisation and who need further support, the school will make a Channel panel referral, in consultation with the LADO and the Prevent Coordinator in the Community Safety Team.

If a child is suspected or identified as already engaged in illegal terrorist related activity, they will be reported to the police. The following are useful contact numbers; Anti-Terrorist Hotline: 0800 789 321, Crime stoppers: 0800 555 111, Relevant Police force: 101.

Staff and governors may also use the DFE dedicated helpline and mail box for non-emergency advice: 0207 340 7264 and counter-extremism@education.gsi.gov.uk

ANNEX E

PROCEDURE FOR DEALING WITH SELF-HARM

Introduction

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

Scope

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

Aims

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

Definition of Self-Harm

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

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

Risk Factors

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

Individual Factors:

- Depression / anxiety
- Poor communication skills
- Low self-esteem
- Poor problem-solving skills
- Hopelessness
- Impulsivity
- Drug or alcohol abuse

Family Factors:

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

Social Factors:

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

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing difficulties that may lead to thoughts of self-harm or suicide. These warning signs should **always** be taken seriously and staff observing any of these warning signs should seek further advice from the Designated Safeguarding Lead (DSL) for safeguarding children - Deputy Head (Pastoral) Kate Brice, or in her absence Claire Tao the Deputy Head (Staff), or in her absence, Susannah Gilham the Head of Senior School.

Possible warning signs include:

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

Staff Roles in working with students who self-harm

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

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

Any member of staff who is aware of a student engaging in or suspected to be at risk of engaging in self-harm should consult the DSL – the Deputy Head (pastoral), Kate Brice or in her absence, the Head of Senior School, Susannah Gilham.

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

- Contacting parents /carers

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

Further Considerations

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

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

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

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

The peer group of a young person who self-harms may value the opportunity to talk to a member of staff either individually or in a small group. Any member of staff wishing for further advice on this should consult the designated teacher for safeguarding children. When a young person is self-harming it is important to be vigilant in case close contacts with the individual are also self-harming. Occasionally schools discover that a number of students in the same peer group are harming themselves.

Related School Policies and Procedures

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

CLSG Pastoral Referral Procedure

- Teacher/Parents/Pupil request for student support to teacher/form tutor/HOY.

1st Tier of Referral

- In the case of **routine, day to day queries** the **Form Tutor** should ideally always be the first point of contact.
- If the matter is considered to be of a **more complex nature** the HOY and/or HOS should be notified. They will identify the most appropriate pathway of support for student (**this could be a combination from the list below**):
- a) Form/Subject Teacher b) PSCHEE/Asemblies c) Subject Clinic d) 6th Form Mentor e) School Counsellor f) School Nurse g) 1:1 session with specialist SEND teacher/assessor h) Designated Safeguarding Lead (DSL) or Deputy DSL (DDSL) i) External agencies e.g. GP, CAMHS etc j) Parents

2nd Tier of Referral

- **Deputy Head Pastoral Referral (KB)**
- Referrals to the Deputy Head Pastoral should ideally only come from the HoS of the pupil concerned, following consultation with the form tutor and the HoY
- **Potential Child Protection Referral**
- Any matter relating to a child protection matter concerning a pupil should be made to **KB (DSL), CTA (DDSL) or SGI (DDSL)** or if appropriate the Local Authority Designated Officer (LADO) with the City of London Corporation (COL) currently **Pat Dixon on 020 7332 1215 or pat.dixon@cityoflondon.gov.uk**. **All information in respect of the matter will be cascaded on a needs to know basis only.**
- See Appendix 1 for the Indicator Guide of the type of circumstances which would lead to a Child Protection referral (overpage)

3rd Tier of Referral

- **DSL/DDSL or in the event of their absence another member of SMT making a Child Protection Referral (Please refer to the CLSG Child Protection Policy on the Portal):**
- Make contact with the LADO in COL for advice on how to proceed.
- Inform EH and Deputy Head Pastoral of the developments
- If advised make contact with the Prevention and Early Intervention Services team for the pupil's Local Authority Social Services in which that pupil normally resides
- If advised, complete a Pre-CAF (Common Assessment Form) and send to the duty email address. Once the referral has been made

4th Tier of Referral

- **What happens once a referral to Social Services is made?**
- You will be contacted within 24 hours of your referral and further information may be required to determine how best to proceed
- If a CAF is required someone from the relevant Social Services Team and Pat Dixon's Team in COL will support you
- Once the CAF is completed you will be contacted by the relevant Social Service Team for the pupil concerned

Issues which would prompt a Child Protection referral

The following is an indicator guide of the type of circumstances which would lead to a S47 assessment:

- *Any allegation or suspicions about a serious injury/sexual abuse to a child*
- *Inconsistent explanation or an admission about a clear non-accidental injury*
- *A child being traumatised injured or neglected as a result of domestic violence.*
- *Repeated allegations involving suspicions of serious neglect*
- *Direct allegation of sexual abuse made by a child or abuser's confession to such abuse*
- *Any allegation suggesting connections between sexually abused children in different families or more than one abuser*
- *An individual (adult or child) posing a risk to children, any suspicious injury or allegation involving a child subject to a current child protection plan or looked after by a local authority*
- *No available parent and child vulnerable to significant harm*
- *Suspicion that child has suffered or is at risk of significant harm due to fabricated or induced illness,*
- *Child subject to parental delusions*
- *A child at risk of sexual exploitation or trafficking*
- *Pregnancy in a child aged under 13*
- *A child at risk of FGM, honour based violence or forced marriage.*

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To be reviewed by: March 2017

Signed by Chair of Governors:

Date:

CITY OF LONDON SCHOOL FOR GIRLS

SEX AND RELATIONSHIP EDUCATION POLICY

THE SCHOOL AND ITS COMMUNITY

City of London School for Girls is an academically selective, socially and culturally diverse school for girls from ages 7 – 18. The planning and delivery of Sex and Relationship Education (SRE) delivered at the school reflects and respects the cultural and social profile of the school community.

RATIONALE

SRE is a statutory entitlement for all pupils and forms part of the CLSG PSHCEE (Personal, Social, Health, Citizenship and Economic Education) programme for each Key Stage. Its primary concern is in the area of 'Personal Relationships and Sexual Health.' Included within this is the DfES circular definition, which states;

'lifelong learning is about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health...'

SRE also supports the delivery of the requirement of Section 1 of the Education Reform Act (1988) that the school curriculum should be one which:

'promotes moral, cultural, mental and physical development of the pupils at the school and of society; and prepares such pupils for the opportunities, responsibilities and experiences of adult life'

SAFEGUARDING

SRE plays a vital part in meeting schools' safeguarding obligations. It is clear that schools must have a preventative programme that enables pupils to learn about safety and risks in relationships. The Department for Education's paper *The Importance of Teaching* (2010) highlighted that *'Children need high quality sex and relationships education so they can make wise and informed choices'*.

The importance of teaching young people about consent is central to learning about healthy, equal and safe relationships and choices. In November 2013, the Office of the Children's Commissioner (OCC) completed an inquiry into child sexual exploitation (CSE) which has raised awareness of the prevalence of this issue and the urgent need to tackle it. The OCC inquiry showed that young people do not always recognise non-consensual sexual situations including rape. The inquiry confirmed the importance of good quality SRE, which addresses gender-based and power inequalities, how these can lead to coercion and sexual violence, and the need for this to be taught in all schools as part of universal prevention.

Our curriculum therefore helps pupils understand on and offline safety (including sexting and pornography), consent, violence and exploitation and works in conjunction with the school's Safeguarding and Anti-bullying policies.

OBJECTIVES

Sex and relationships education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health.

Through our delivery of SRE, we seek to provide pupils with an understanding that individuals are in charge of and responsible for their own bodies and that positive, nurturing environments are essential for the development of a good self-image and self-respect. We also look to encourage the acquisition of attitudes and skills that allow pupils to manage their relationships in a responsible and healthy manner and enables them to embody the School Values of Respect, Resilience and Responsibility. The main objectives of the SRE programme within CLSG are:

- To understand the biological aspects of reproduction
- To gain an insight into their physical, emotional and sexual self
- To recognise the importance of personal choice and the need to take responsibility for managing their relationships so that they do not present risks to health and personal safety
- To acknowledge the sensitivity of this area of development for all members of the school community and that there are differing stages of maturity and readiness within a year group and tutor group
- To become aware that feeling positive about sexuality and sexual activity is important in relationships and that they have the right not to be sexually active
- To promote the concept of a stable loving relationship as being the most appropriate situation for a sexual relationship.
- To enable students to develop a personal moral code (as reflected in the first definition above) so that they are able to critically analyse moral values and explore those held by a culturally diverse society and an understanding of the reasons for those views
- To recognise and discuss sensitive and controversial issues such as virginity, abortion and technological developments which involve consideration of attitudes, ethics, values, beliefs and morality
- To enable students to develop an understanding of and explore their feelings and relationships in order to promote self-knowledge, self-respect, self-esteem and respect for others
- To educate students about their legal rights and responsibilities relating to sexual behaviour, gender and equal opportunities and to make aware the availability of statutory and voluntary organisations which offer support in human relationships
- To promote equality of opportunity, ensuring access for all groups, irrespective of race, creed, disability or learning needs

ORGANISATION, CONTENT AND THE USE OF EXTERNAL SPEAKERS

Within KS2, SRE is planned for and taught by the Prep staff and the school nurse. There is an annual meeting for parents with pupils in U2 to discuss the course content and its delivery before any information is disseminated to pupils.

Within the Senior School, aspects of SRE are taught across the school curricular through Biology, Religion, Philosophy and Ethics and PSHCEE (See Appendix 1). The variety of experience contained within our teaching body is seen as a valuable resource for the delivery of SRE. The provision of SRE across the Key Stages is seen as progressive in terms of terminology, concepts and content, which increases in depth and complexity as pupils progress through the School.

Aspects of SRE delivered through the Senior school PSHCEE programme are the responsibility of the PSHCEE Coordinator. The coordinator, with the support of the school nurse, provides schemes of work and outline lesson plans for the tutors who deliver SRE to their form groups, supplemented by external speakers. External speakers undertake the delivery of some aspects of SRE, with tutors in attendance. This is organised by the coordinator. PSHCE is a timetabled lesson, which takes place once a week for 40 minutes. Assessment of pupils' progress and understanding of SRE learning objectives is undertaken by members of staff through its delivery as part of the PSHCEE programme and during pupil voice sessions as deemed appropriate.

In all sections of the school we will always endeavour to respond to any topical concerns which arise locally, nationally or globally e.g. problems associated with sexting and access to pornography by adapting our delivery of SRE lessons accordingly.

All members of staff involved in the delivery and oversight of SRE will receive support and appropriate training as required. The personal beliefs and attitudes of teachers will not influence the teaching of sex and relationship education within the PSHCEE framework. All our resources are accredited by the PSHE Association and/or the Sex Education Forum, and we base our information about sexual health on advice given by the NHS.

LINKS WITH PARENTS

Details of the PSHCE programme including SRE are published in the KS3 and KS4 Curriculum booklets. The PSHCE Coordinator also writes to parents giving an overview of the PSHCE curriculum for each term.

The prime responsibility for bringing up children rests with parents. CLSG recognises that parents are key figures in supporting their daughters to cope with the emotional and physical aspects of growing up and in preparing them for the challenges and responsibilities which sexual maturity brings. The SRE programme offered by CLSG is seen to work in tandem with the role played by parents. Parents are able to access a list of useful web addresses (Appendix 2) and some FAQs to help them in this respect (Appendix 3)

WITHDRAWAL

Section 241 of the Education Act 1993 gives parents the right to withdraw their children from any or all parts of the school's programme of sex education, other than those elements which are required by the National Curriculum Science Order. It is realised that, under exceptional circumstances, a very small number of parents may wish to exclude their children from this programme. This right is clearly stated in the school's prospectus. In this case, such parents should write to the Headmistress, stating their objections. The biological element of reproduction remains within the National Curriculum Science Order for Key Stage 2 and 3, and is covered in detail as part of the IGCSE course.

PARTNERSHIP WITH EXTERNAL AGENCIES

The school nurse is instrumental in the delivery of both the contraception and sexually shared infections modules.

Additional support and information for students is available through a confidential 'drop in', organised by the school nurse, these are held at lunchtime and students may self-refer. Confidentiality is maintained in line with, The Fraser Guidelines, The Children Act, and the NMC Code of Conduct. 1

CONFIDENTIALITY

All staff especially tutors and Heads of Section offer pupil support. The school also provides confidential services through the school counsellor and the school nurse.

From the outset pupils are made aware that the school has statutory responsibilities and therefore staff may have to disclose certain matters. The DSL is responsible for reporting, where necessary, to Social Services and other bodies, where child protection issues arise. All adults will adhere to agreed procedures for the following circumstances:

1. Disclosure or suspicion of possible abuse; the school's Child Protection procedures will be invoked.
2. Disclosure of pregnancy or seeking advice about contraception; within the government guidelines and with the help of health professionals.

Pupils should always be encouraged to tell their parents.

MONITORING AND REVIEW

The SRE Policy will be reviewed every 5 years, or earlier, as required by legislation or in response to guidance. The Deputy Heads, the Head of Prep, Heads of Section,

¹ Human and Constitutional Rights. Gillick v West Norfolk and Wisbeech AM (1986)
Department of Health (2004) Children Act
Nursing and Midwifery Council Code of Conduct (2002)

PSHCEE, Science and RPE Departments and the school nurse will monitor the SRE programme. Pupils have the right, as provided for by Article 12 of the United Nations Convention on the Rights of the Child, to contribute in a meaningful way to the development and review of a SRE policy and programme. Within the school, pupils are routinely consulted about the SRE policy, its implementation and how well their needs are being met.

DISSEMINATION OF THE POLICY

Details of this Policy will be available on request to Parents and is available electronically on the school Portal. This policy links with those on Anti-Bullying, Equal Opportunities and Child Protection and with the statutory statement on confidentiality in dealing with pupils.

Appendix 1: Delivery of SRE

The PSHCE Programme

It is important that sex and relationships education be taught as part of PSHCE education which develops essential skills and attributes, such as self-esteem, managing risk and resisting peer pressure which pupils can apply to a range of areas; and which addresses related factors such as alcohol and drugs, media literacy, and equality and prejudice. It is therefore recognised as best practice for SRE to be taught as part of a broader PSHCE curriculum, to help pupils to develop the skills, knowledge and personal attributes they need to manage their lives and is endorsed by leading SRE bodies.

KEY STAGE 2

- Menstruation, puberty, conception
- Development of feelings for people
- Feelings in families (love, jealousy)
- Caring for myself: Personal hygiene, sleep and exercise
- Varied life styles and relationships
- Differences in others
- Decision Making
- Risk Taking
- Rites of passage
- Substance abuse and its effects on the body
- Media representation

KEY STAGE 3

Pupils in KS3 (Years 7 – 9) will have the opportunity to learn:

- to manage growth and change as normal parts of growing up (including consolidation and reinforcement of Key Stage 2 learning on puberty, human reproduction, pregnancy and the physical and emotional changes of adolescence)
- the risks associated with female genital mutilation (FGM), its status as a criminal act and sources of support for themselves or their peers who they believe may be at risk, or who may have already been subject to FGM.
- that certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain STIs
- about contraception, including the condom and pill and the importance of communication and negotiation in contraceptive use
- how the media portrays young people, body image and health issues and that identity is affected by a range of factors, including the media and a positive sense of self
- the qualities and behaviours they should expect and exhibit in a wide variety of positive relationships (including teams, class, friendships etc.)
- to explore the range of positive qualities people bring to relationships

- that relationships can cause strong feelings and emotions (including sexual attraction)
- the features of positive and stable relationships (including trust, mutual respect, honesty) and those of unhealthy relationships
- that the media portrayal of relationships may not reflect real life
- different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect these (including age, gender, power and interests)
- the nature and importance of marriage, civil partnerships and other stable, long-term relationships for family life and bringing up children
- that marriage is a commitment, entered into freely, never forced through threat or coercion and how to safely access sources of support for themselves or their peers should they feel vulnerable.
- to understand the importance of friendship and to begin to consider love and sexual relationships in this context
- to understand what expectations might be of having a girl/boyfriend
- to consider different levels of intimacy and their consequences
- to acknowledge the right not to have intimate relationships until ready
- about readiness for sex and the benefits of delaying sex (or any level of intimacy beyond that with which the individual feels comfortable)
- that consent is freely given and that being pressurised, manipulated or coerced to agree to something is not 'consent'; that the seeker of consent is responsible for ensuring that consent has been given and if not given or withdrawn, that decision should always be respected.
- to learn about the law in relation to consent (including the legal age of consent for sexual activity, the legal definition of consent and the responsibility in law for the seeker of consent to ensure that consent has been given)
- to recognise the portrayal and impact of sex in the media and social media (which might include music videos, advertising and sexual images shared between young people)
- about the difference between sex, gender identity and sexual orientation
- to recognise that there is diversity in sexual attraction and developing sexuality
- the terms associated with sex, gender identity and sexual orientation and to understand accepted terminology.
- the support services available should they feel or believe others feel they are being abused and how to access them
- to understand and respect others' faith and cultural expectations concerning relationships and sexual activity

KEY STAGE 4 &5

Pupils in KS4 (Years 10 – 11) and KS5 (Years 12 – 13) will build upon the work done in Key Stages 2 and 3. In addition they will have the opportunity to learn:

- to understand the pernicious influence of gender double standards and victim-blaming
- to recognise the impact of drugs and alcohol on choices and sexual behaviour
- about abortion, including the current legal position and the range of beliefs and opinions about it

- the pathways available in the event of unintended pregnancy, the possible physical and emotional reactions and responses people may have to each option and who to talk to for accurate, impartial advice and support
- that fertility levels can vary in different people; can be damaged by some sexually transmitted infections, decreases with age
- about the options open to people who are not able to conceive

Appendix 2: Useful Web Addresses

The Sex Education Forum www.sexeducationforum.org.uk

Brook www.brook.org.uk

Family Planning Association www.fpa.org.uk

NHS Choices: Sex and Young People www.nhs.uk/livewell/

Appendix 3: Key FAQ for Parents

The following FAQ are a number of questions that are commonly asked by the media and the public in relation to teenagers and may arise during the discussions that the school and parents have with the children.

Is school the most appropriate body to be delivering SRE? How can CLSG work with parents/carers?

- Feedback from pupil voice forums on the SRE delivered within the Years 9-11 PSHCEE programme highlighted that pupils felt that their sex education is often too little, too late, is too biologically focused and not given by the people they would expect such as parents and the school nurse.
- Internet and social networking sites have meant that pupils now have access to far more information than they are emotionally mature enough to cope with.
- It's important that CLSG, parents, the School nurse and other professionals are able to answer the questions posed by individual pupils accurately and give them correct information.
- The best scenario is for a joint partnership between CLSG, pupils and their parents. However, even though the staffs responsible for teaching aspects of SRE within school encourage pupils to speak to their parents, embarrassment often gets in the way.
- The Friends' of CLSG Committee in liaison with the school organise teenage awareness evenings for parents/carers.
- CLSG will make a range of SRE learning resources available for parents/carers.

Is there a statutory obligation for CLSG to have to deliver sex education?

- Schools must have an SRE policy and have to deliver certain aspects of SRE within the science curriculum as a statutory duty in accordance with **DfES:0116/2000 Sex and Relationship Guidance**.
- The level and range of SRE is different in every school. In the case of CLSG, Independent Schools Council, City of London Corporation, the PSHE Association and other outside agencies provide resources to support us to develop our comprehensive SRE policy and programmes, in line with best practice.
- Parents can withdraw their children from SRE except for the elements that relate to the science curriculum. Nationally, less than 1% does.

What constitutes good sex and relationship education?

- When the emphasis is on relationships and then sex.
- When the focus is on developing knowledge, skills and exploring attitudes towards sex and relationships, and not just the biological aspects.
- It should be appropriate to the age of the children/pupils and recognise different cultural and religious values and sexuality.

- We all have different relationships throughout our lives, including family relationships and friendships, so it's very important that SRE starts from an early age.

Is CLSG just encouraging young people to have sex?

- No.
- Good comprehensive SRE and access to sexual health service provision, does not make individual pupils more likely to start having sex.
- Pupils who have had good SRE which focuses on knowledge, skills and attitudes are more likely to delay sex and use contraception when they do.

Is teaching young people to say NO the answer?

- It is important that individual pupils are able to say no to sex they don't want.
- They also need to know and develop the skills to prevent Sexually Transmitted Infections (STIs) and pregnancy when they do start having sex.
- We would be letting pupils down if we only focused on one aspect of SRE.
- The media has recently publicised quite a lot of information about Abstinence programmes, which ask young people to pledge virginity prior to marriage and state sex should only take place within marriage, continue to run in parts of America.² However, such programmes do not work. The huge majority do not keep the pledge to stay virgins and as their abstinence education does not cover contraception, practice unsafe sex with a resulting high STI rate...

Are all teenagers having sex?

- It would be quite easy to think they are, however,
- The average age of first sex is 16/17³
- Only a third of under 16s are sexually active

Key Facts and Figures

Key Data on Adolescence (Association for Young People's Health 2015), states that:

- The average age of first heterosexual intercourse is 16.
- Among women aged 16-49, the lowest levels of contraceptive use are found in the 16-19 year olds.
- Two thirds of heterosexual 16-19 year olds are 'at risk' of pregnancy (i.e., have a sexual partner) but approximately one in ten of those with a partner does not use contraception.
- Both GPs and community contraceptive services are important sources of information for young people aged 15-24. In 2013/14, 22% of those aged 16-19 had visited a community contraceptive clinic.

² <http://www.guardian.co.uk/commentisfree/2012/aug/15/obama-healthcare-reform-boosted-abstinence-only-sex-education>

³ <http://www.guttmacher.org/pubs/FB-ATSRH.html>

- In 2013 the reported rate of conceptions in the under-18 age group was at its lowest since 1969 but the UK still has a relatively high rate of birth among 15-19 year olds compared with other countries.
- Of those young people having intercourse, the majority report using some kind of contraception. For the younger age group the most common method used is condoms. By early adulthood young women are more likely to use the oral contraceptive pill.
- The highest rates of sexually transmitted infections are among those aged 15-24. Those under 25 accounted for 63% of all new Chlamydia diagnoses in 2014.
- In 2013 there were 736 new HIV diagnoses among those aged 15-24. A total of 643 under-15s were receiving care for diagnosed HIV infection, together with 2,699 young people aged 15-24.

What opportunities are there to discuss sexual orientation?

- The CLSG programme is relevant to all pupils and sensitive to their needs. We recognise the importance of pupils recognising diversity and showing respect for others regardless of their sexual orientation. Over the last few years Stonewall, an organisation which works for equality and justice for the lesbian, gay, bisexual, and transgender community have come into school to host an annual assembly.
- All staff involved in the delivery of SRE are trained to deal with matters of sexual orientation and activity openly, sensitively and in a non-discriminatory way. The school nurse and other members of staff can provide girls with factual information and answer appropriate question on the subject matter.
- The school's Anti-Bullying policy deals outlines procedures on how to prevent and/or deal with homophobic behaviour.

What opportunities are made available to the girls to discuss sexual exploitation?

- The United Nations Convention on the Rights of the Child protects the rights of pupils from sexual exploitation. The school plays has a role to play in reducing this risk.
- CLSG provides pupils with opportunities to understand what the key characteristics of a safe verses a potentially abusive relationship are. We work with the City of London Police and other external agencies to develop the skills of pupils to help them to identify potential risks, how to stay safe and where to seek help if needed. This may also include how to negotiate within personal relationships.

How can CLSG and parents challenge myths about the sexual activity of the girls?

- All members of staff will use and have access to up-to-date statistics at a local and national level.
- In reality, most girls within the school are not in a sexual relationship.

How are we going to stop girls getting pregnant?

- There is no single solution to this complex issue.
- The Teenage Pregnancy Strategy (TPS)⁴ works with a wide range of agencies to tackle teenage pregnancy, by developing good SRE, supporting parents to talk to their children about sex and relationships as well as providing accessible contraceptive services for those who need them.
- Personal 'aspiration is the best form of contraception' - young people, who have long-term goals and ambitions, are less likely to become teenage parents.
- The strategy links with agencies whose role is to support young people to stay in education, training and employment.
- By ensuring that young people can make informed decisions and act upon them so that they can reach their full potential.

Can a doctor give contraception to under 16s without their parent's permission? / Why should young people get contraception without their parent's permission?

Under 16s have a right to receive confidential advice and treatment from their doctor. In 1985, Lord Fraser ruled in the case of *Victoria Gillick V West Norfolk & Wisbech Area Health Authority* that a medically trained professional could give contraception or advice and treatment to under 16s without parental consent. From this the Fraser Guidelines (also known as the Gillick Principles) were developed. These are as follows:

- Advice and contraceptive treatment may be given to a person under 16 without parental consent providing the professional is satisfied that:
- The young person will understand the advice
- The young person cannot be persuaded to tell their parents, or allow the professional to inform them that they are seeking contraceptive advice
- The young person is likely to begin or continue having unprotected sex with or without contraceptive treatment
- The young person's physical or mental health is likely to suffer unless he or she receives contraceptive advice or treatment
- It is in the young person's best interests to give contraceptive advice or treatment⁵.

Following the Fraser Guidelines medical professionals have very clear guidance for issuing contraception to under-16s, ensuring the health, wellbeing and safety of the young person. An important element of the Guidance is doing everything possible to encourage the young person to talk to their parents/carers. This Guidance was extended to all those working with young people on sexual health including youth workers, Connexions personal advisers etc under the changes to the Sex Offences Act, 2005.

⁴ <https://www.education.gov.uk/publications/standard/publicationDetail/Page1/DCSF-00224-2010>

⁵ http://www.nspcc.org.uk/inform/research/questions/gillick_wda61289.html

What is Emergency Contraception?

- Emergency Hormonal Contraception is one pill that are taken orally and can prevent a pregnancy before it starts.
- The pill needs to be taken within 72 hours (3 days) of having unprotected sex or condom failure.
- The sooner the pill is taken the more effective it is in preventing a pregnancy
- Emergency hormonal contraception is not a regular method of contraception and only works for one incident of unprotected sex.
- A coil can also be fitted as an emergency measure up to 5 days after unprotected sex.

How does emergency contraception work?

Emergency contraception works by:

- Stopping or delaying an egg from being released
- Stopping sperm from fertilising an egg already there
- Stopping a fertilised egg from attaching itself to the womb
- Emergency contraception can stop a pregnancy before it starts; it **does not work** if a woman is already pregnant.

How safe is emergency contraception?

- Studies of emergency contraception have found no long-term health effects from taking emergency contraception.
- There are associated health risks from termination of pregnancy to young people and significant long-term health implications from becoming a teenage parent, for both mother and child.

Doesn't making emergency contraception available encourage young people to use this as a regular method of contraception?

- No, there is no evidence to suggest that where emergency contraception is available young people use this as a regular method of contraception.
- A UK study of 95,000 women aged 14-29 found that repeated use of emergency contraception was rare and that many women used regular contraception for the first time after use of emergency contraception⁶.
- Health professionals should discuss a regular method of contraception and safer sex with young people when they access services, reducing the likelihood of young people needing to use emergency contraception again.

What are the implications of the Equalities Act 2010 for SRE?

Within the Equalities Act 2010, under the Single Equality Duty, schools, in the 'provision of their service', cannot discriminate against pupils on the grounds of

⁶ Rowlands S, Devalia H, Lawrenson R, Logie J, Ineichen B. Repeated use of hormonal emergency contraception by younger women in the UK. British Journal of Family Planning 2000; 26(3) 138-143

disability, race, gender, religion/belief, pregnancy/maternity, sexual orientation, gender identity and/or age.

All the SRE schemes of work and programmes seek to represent a variety of family structures, diverse cultural backgrounds and reflect wider society. As part of the training undertaken by staff, they are provided with the reassurance that it is appropriate to discuss all types of family life.

Reviewed: January 2015, June 2016

Approved by Board of Governors: June 2013 – to go before the board in June 2016

To be reviewed by: June 2019

CITY OF LONDON SCHOOL FOR GIRLS

WORK EXPERIENCE POLICY

At CLSG, we believe that short periods of work experience for pupils in Year 11, 12 and 13 provide an invaluable help in deciding upon the course of study that they wish to pursue at university. It enables them to gain an insight into the qualities which are useful to employers and to understand the value of inter-personal and communication skills as well as experiencing team-working in the work place. We have a set two week window in which Year 11 placements are arranged but for Year 12 and 13 placements are organised on an individual basis.

RELEVANT LEGISLATION

Relevant legislation includes:

- The Employment of Women, Young Persons and Children Act 1920
- Dangerous Machines (Training of Young Persons) Order 1954
- The Employment of Children Act 1973
- The Health and Safety at Work Act 1974
- The Health and Safety (Training for Employment) Regulations 1990
- The Education Act 1996
- The Management of Health and Safety at Work Regulations 1999

ORGANISING WORK PLACEMENTS

At CLSG, we believe that it is important for our girls to develop the initiative and to make the arrangements themselves, although we are able to provide a helping hand in the case that an individual has difficulty securing placement. We maintain a library of previous pupils' reports on their work experiences and have access to a number of potential work places via the school community. However, now that work experience is no longer confined to the UK, or even to the EU, and the variety and complexity is so extensive, the school recognises the limits to its contacts and expertise in this field.

DOCUMENTATION

We are able to support girls' applications for work experience by providing references at the application stage. We have a school work experience diary which is available to any girl undertaking work experience in order to help her focus her time at her placement. Once completed, these, plus any references received by employers are kept on file for use in future references for university and employment.

HEALTH & SAFETY

The effectiveness of the employer's risk management arrangements is what matters. Employers providing the placement should already be managing the risks in their workplaces and are best placed to assess whether or not they need to do anything additional for a new young person joining them.

The Governors in conjunction with the Head teacher are responsible for all aspects of work experience in Year 11, including health and safety (except in instances where placements are arranged without the support of the school, outside of the set dates or outside the M25). The School acknowledges its responsibilities under common law to act, as would a reasonable parent, acting “in loco parentis”. The school’s aim should be to ask sensible questions, in proportion to the level of risk, to satisfy themselves that those arrangements are in place. For girls undertaking placements in Year 12 and 13, if these placements are organised via a school contact, then the school’s online forms need to be completed by the employer and the student undertaking the placement. This information then must then be sent to the other party but parents must then take responsibility for their daughter for the placement to take place. The school will not be able to visit these students whilst on placement. For privately organised placements in Year 12 and 13, students can submit paperwork to be kept on file (such as diaries and references, but students are not required to inform the school in advance of any such placement.

In order to ensure that a work experience placement satisfies all legal requirements and that girls are insured under the school insurance, girls and employers must complete relevant documentation which must then be approved by the school and sent to parents before a placement can take place. The school should not be second-guessing employers’ risk assessments or requiring additional paperwork for any work experience placement and therefore the online form below must be fully completed by any employer offering a placement to any CLSG student who is wanting to be covered by the school’s insurance.

Student link

<https://www.surveymonkey.com/r/GF6B8WJ>

Employer link

<https://www.surveymonkey.com/r/GN3TGZN>

Once this documentation has been completed and the Head has given authorisation then the placement may take place.

If a placement planned is out of London or on dates which are not those specified then parents are able to take responsibility for their daughters by sending an email containing the following wording to the Head of Careers.

Dear Miss Perkins

I am writing to confirm that I agree to take full responsibility for my daughter (Daughter's name) whilst she is on work experience as the dates/ location* is different to the school's requirements. I agree that I will satisfy myself that the work environment in which my daughter will be placed will be safe and suitable. I appreciate that I do not need to complete the school's paperwork for work experience placements, but that my daughter will not be visited by a member of staff whilst on placement and that this also means that the school will not be liable in any way should anything go wrong.

Regards
(Parent name)

* delete as appropriate

For students in Year 12 and 13, work experience organised independently can take place without school being informed. Where a placement is finalised through a

school contact then the student and the employer must complete the online forms and the school must send the information to the other party. The parents must email to take responsibility as the student is not covered by the school's insurance.

INSURANCE COVER

The Year 11 girls covered by the City of London Corporation's personal accident insurance as long as their placements are in London during the set dates specified by the school, but by law, the placement should also have Employer's Liability cover in place. Teachers from school will visit or occasionally call each student during the two weeks that they are on placement in order to check that all is going well from the student and employer perspectives.

Summary of Work Experience Policy

1. Girls in Year 11 to complete two weeks of work experience after GCSE in first two weeks of July.
2. Girls to try and find own placements between September and December.
3. Girls to be given support from Careers Department to find placements from January until March.
4. All placements to be organised by end March.
5. Girls to complete online student form with details which will be sent to employer once placement approved.
<https://www.surveymonkey.com/r/GF6B8WJ>
6. Once placement found, girls to send online link to school form which needs completing by employer re risk assessment and student activities.
7. <https://www.surveymonkey.com/r/GN3TGZN>
8. Employer to complete this by end April.
9. Copy of this information to be sent to parents with a cover letter by end of May. Parents to have the opportunity to return a reply slip to say they have seen and do not agree for their daughter to attend the placement. If no permission slip returned then parental agreement to be assumed.
10. School monitoring to be completed by Careers Dept. or Support staff to show all paperwork has been seen and recorded.
11. Hard copy documents to be given to Head who signs and returns to Careers Dept.
12. All work experience addresses to be collated and staff to pick a student (possibly two) to visit in June.
13. Staff to visit girls on placement during their two week placement in July

Written: January 2014, updated June 2016

Approved by Board of Governors: to be put before board in June 2016

To be reviewed by: June 2019

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CITY OF LONDON SCHOOL FOR GIRLS
FRAMEWORK FOR PUPIL PERFORMANCE

The school's objective is to maximise the academic attainment of all pupils and to achieve results that compare favourably with other selective independent schools and the nearest equivalent selective maintained schools.

Our aim is to achieve the following results:

Key Stage 2 SATS -	100% of girls in Years 3 to 6 achieving above average scores in nationally standardised assessment tests
GCSE -	100% of entries being graded A* – C. More than 90% of all grades awarded at A*/A
A Level -	100% of entries be graded A* – E. More than 95% of all grades awarded at A* or B

Reviewed: June 2016

Approved by Board of Governors: October 2008 – to be put before the board in June 2016

To be reviewed by: June 2019

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CITY OF LONDON SCHOOL FOR GIRLS

COLLECTIVE WORSHIP POLICY

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

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

CLSG is a community of girls and staff that reflects a wide diversity of religious and cultural views. The assemblies seek to reflect that diversity, through staff and pupil led assemblies, through the active involvement of students of all ages and through visiting speakers. However, a Christian ethos underpins the school and is expressed in some key points in the year such as the Carol Service and the Leavers' Service, attendance at which is not compulsory.

The assemblies aim:

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

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

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

- Monday is a Senior School (Years 7–13) assembly. The Prep Department have a separate assembly
- Wednesday is a year group assembly for the Lower School (years 7 & 8), the Senior School (years 9 to 11) and the Sixth Form (years 12 & 13).
- On Tuesdays and Thursdays there is a form time and an opportunity for tutors to have time with their groups for Years 7 – 13

- The Prep have form time on Tuesday, Wednesday and Thursday.
- Friday is a Senior school assembly for Years 7 –13. The Prep Department have a separate assembly.
- There is a whole school assembly (Years 3 – 13) at least once a term

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

References

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

Approved: October 2008

Revised: June 2016

Approved by Board of Governors: October 2014 – to be put before board in June 2016

To be reviewed by: June 2019

CITY OF LONDON SCHOOL FOR GIRLS

SMSC STATEMENT

APPENDIX TO: CURRICULUM POLICY COLLECTIVE WORSHIP POLICY

Spiritual Development - Although CLSG is a non-denominational 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 of 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, June 2016

Approved by Board of Governors: 22nd June 2015 – to be put before the board in June 2016

To be reviewed by: June 2019

CITY OF LONDON SCHOOL FOR GIRLS

TEACHING AND LEARNING POLICY

INTRODUCTION

The City of London School for Girls ("CLSG") seeks to create a culture in which learning is highly valued and well supported so that all students fulfil their potential and leave school with a love of learning. Learning is the central function of CLSG.

Teaching is distinct from learning. The role of teachers is to facilitate the learning of the students. This policy sets out how teaching is to be undertaken so as to best promote learning.

This policy also considers the role of agents other than the classroom teacher in the learning process.

PROMOTING LEARNING EFFECTIVELY

A student can only be an effective learner if she is involved in the process of learning and can then apply that process to different contexts. To achieve this we strive to meet the following eight learning objectives:

1. Students learn with a sense of purpose and are interested in the subject matter
2. Students have a belief that their attainment is a function of the manner in which they approach their learning and not pre-determined by personal characteristics
3. Students recognise that they have a range of learning skills and an awareness of which ones they should employ in a given context
4. Students have a clear understanding of the success criteria when undertaking a learning activity
5. Students are informed as to how well they are performing and what they need to do to improve
6. Students learn in an environment which is purposeful, open, collaborative and respectful so that they feel safe to test their ideas, ask questions and take risks. Mistakes are viewed as an inherent part of the learning process.
7. Students have access to high quality learning resources
8. Students are set tasks which challenge all students regardless of prior learning and natural abilities

ROLES AND RESPONSIBILITIES

The eight student focused objectives rely on a range of agents fulfilling their roles and responsibilities which are designated as follows:

1. Teachers

- 1.1 The learning objectives students are working towards should be shared with a class.
- 1.2 The teacher should ensure that students are active learners by setting tasks which focus on the learning objectives and are both accessible and challenging to all students rather than merely presenting information to passive students.
- 1.3 Assessment by the teacher of students' learning plays a key role in the learning process. It should be used to inform the teacher when planning future lessons and tasks. It should be used by the teacher to give informative feedback to students. Feedback should help students and teachers to set targets for future learning. Success criteria should be clearly communicated. Assessment should take place during a lesson via listening and observing students' work. In Senior School, each department has its own assessment policy that is approved by the Deputy Head (Academic) and sets out the average minimum frequency a student in a given year group should receive written feedback from a teacher over the course of an academic year. Both the school wide Assessment and Recording Policy and departmental assessment policies give further guidance to the form written feedback should take. The Prep School also has its own assessment policy which covers the same areas.
- 1.4 Teachers should provide opportunities for peer and self-assessment to encourage students to be reflective and to understand better success criteria. Teachers should encourage and support students to give constructive feedback to their peers. Both homework and class-work is suitable for peer or self-assessment.
- 1.5 Dialogue between a teacher and students and between a student and other students is a powerful learning tool: it reveals hidden misunderstandings, is useful in ensuring targets set are appropriately challenging, is an essential tool for assessment and can also be used to promote higher order thinking. Teachers should consider carefully the questions they ask do not just test whether students have absorbed information. Questions in lessons should include open ended ones designed to uncover students' insights and misconceptions and to push them towards a better understanding. This also helps students to learn new ideas from each other. Teachers should also promote written dialogue when they mark work by providing opportunities for students to demonstrate they have taken on board and acted upon the targets they have been set.

- 1.6 Teachers should consider the language they use. Praise should focus on the way students have completed a task rather than just the outcome and avoid praise for innate qualities. Where possible teachers should try and appear to include themselves in the learning journey by using "we" rather than "you". Where appropriate they should consider language that promotes a culture of enquiry rather than an environment where there are only facts and falsities by using "it might be the case that" or "it could be that" rather than "it is" or "it isn't".
- 1.7 Teachers should maintain high standards of behaviour so that students feel safe and are focused on their learning. Expectations of behaviour should be made clear and the teacher should model behaviour conducive to learning. If students are not meeting the required expectations of behaviour the teacher is responsible for taking action proportionate to the offence in accordance to the Behaviour Policy. If a student is either persistently and over a series of lessons failing to meet expectations with low level poor behaviour (e.g. talking when the teacher is talking) or is guilty of a serious offence (one considered potentially harmful to another person's wellbeing or school property) they should inform the Head of Department, Form Tutor and the Head of Section.
- 1.8 Teachers should maintain records to inform themselves, parents, line managers or pastoral teams of each student's performance. This should be sufficient to track progress accurately, to inform report writing and lesson planning and to enable the teacher to set meaningful academic targets. SEN and EAL information should be included

2. Heads of Department

- 2.1 The Heads of Department should monitor the learning experience of students to ensure standards are consistent and good practice is shared. In order to do this they should undertake: lesson observations of their team members' lessons, exercises in pupil voice, and scrutiny of students' work and staff marking ("book looks"). The Head of Department should use this information to work out priorities for future departmental developments. If the Head of Department uncovers instances of standards not being met they should take action to address the issue and then continue to monitor the situation to check the issue has been resolved. The Deputy Head (Academic) should be kept informed if instances of underperformance are not rectified, repeated or are considered sufficiently serious.
- 2.2 Records of monitoring activities described in 2.1 and minutes of department meetings should be kept in a monitoring file by the Head of Department.

- 2.3 If a teacher indicates that there is a student who is having problems in terms of their performance or behaviour then the Head of Department should offer support and advice and ensure that parents and pastoral teams have been informed. The Head of Department should actively try to find out from their team whether there are students who are a cause for concern. The Head of Department should inform the Deputy Head (Academic) of causes for concern via the monitoring grids.
- 2.4 The Heads of Department should support the teachers of their department by facilitating sharing of good practice and offering advice. They should help staff within the team to plan and build on existing skills, enhance performance and to provide a strategic input to CLSG's future success.
- 2.5 The Heads of Department are responsible for ensuring that the curriculum on offer is well-balanced, stimulating, challenging and interesting and fulfils the requirements of public examinations. They may delegate the writing of departmental schemes of work to willing members of the department but the Head of Department maintains responsibility.
- 2.6 Heads of Department should ensure that teachers and students have access to the most appropriate resources to support learning within the constraints of CLSG's budget.

3. Senior Management Team (SMT)

- 3.1 The SMT is responsible for coordinating and monitoring the different sections of the CLSG community to achieve the best possible learning outcomes.
- 3.2 The SMT should facilitate and support the development of teaching skills.
- 3.3 The SMT is responsible for whole school curriculum decisions with the aim being to well-balanced, stimulating, challenging and interesting and fulfilling the requirements of public examinations.
- 3.4 The SMT should set the agenda for the future direction of teaching and learning in terms of: the focus of staff training, priorities set for Heads of Department to monitor and annual evaluation of the learning experience of students across CLSG.
- 3.4 The SMT should set school rules and ensure they are enforced to ensure students feel safe and in the right frame of mind to learn.

4. Special Educational Needs (SEN) Department

- 4.1 The SEN Department should support staff in identifying those with a special educational need.

4.2 The SEN Department should provide strategies for students and teachers to enact which will help SEN students fully access the school curriculum and learn as effectively as possible.

5. Library, IT, and Premises Teams and Departmental Technicians

5.1 These agents are responsible for ensuring that the resources purchased, maintained and made available to students are focused on supporting learning outcomes, enriching the learning experience, and creating a safe and purposeful environment.

5.2 The Library and IT teams should support students and teachers to acquire the skills and knowledge to access and make use of information efficiently as possible.

5.3 The Librarian should support the development of independent learning skills and information literacy skills across the year groups by identifying specific needs and addressing them through targeted provision in PSHCE and drop in sessions.

6. Pastoral Teams

6.1 The Pastoral Teams should monitor students' learning progress across the range of subjects by using school reports, exam results, pupil voice and work scrutiny.

6.2 They should communicate with parents and teachers if there is a cause for concern in a student's learning progress with a view to determining the cause and finding a solution.

6.3 They should help students monitor and evaluate their own learning and help them set targets or offer advice.

6.4 They should communicate with parents and teachers to help identify behavioural or emotional impediments to a student's learning and help find strategies to help students and teachers cope with these.

7. Governors

7.1 The Governors responsibility is to hold the SMT to account in its efforts to best provide for student learning.

References

1. Admissions Policy
2. Assessment and Recording Policy
3. Behaviour Management Policy
4. Curriculum Policy
5. English as an Additional Language Policy
6. Framework for Pupil Performance

7. Pastoral Care, Discipline and Exclusion Policy
8. Reporting and Feedback Procedures
9. SEND Policy
10. Supporting Students with Long Term and Serious Medical Conditions in School Policy
11. Student Mental Health Policy

Approved: October 2009

Revised: August 2014, June 2016

Approved by Board of Governors: October 2014 – go be put before the board in June 2016

To be reviewed by: June 2017

CITY OF LONDON SCHOOL FOR GIRLS

APPEALS POLICY AND PROCEDURE RELATING TO INTERNAL ASSESSMENT DECISIONS FOR EXTERNAL QUALIFICATIONS

Internal Assessment Appeals Policy

This policy and procedure is for the benefit of pupils ('candidates'), and parents of pupils, at the City of London School for Girls ('the School'). This policy and procedure will be relied upon in respect of **Appeals relating to Internal Assessment Decisions for External Qualifications**.

Internal assessment of a candidate's work forms part of many public examinations. The examination boards/awarding bodies ('awarding bodies') have their own procedures for dealing with appeals against externally assessed elements of public examinations. In addition, **an appeal can be made to the School concerning the internal assessment but only in respect of the procedures used in arriving at internal assessment decisions, not in respect of the internal assessment decision itself.**

Each awarding body publishes its arrangements for appeals against its decisions and specifies detailed criteria for the internal assessment of work. In addition, the awarding body must moderate the assessment. As grounds for an appeal may only relate to procedures, we are not required to make internally assessed coursework marks available to candidates before moderation although we may do so if permitted by the relevant awarding body. The final judgement on marks awarded is that of the awarding body. Appeals against matters outside the School's control will not be considered in the School's appeals procedure.

Any other concerns or complaints against the School will be dealt with under the School's Complaints Policy and Procedure for Parents and Pupils (unless otherwise stated). Complaints made by members of the public about the School will be dealt with under the City of London's Complaints Procedure.

In undertaking internal assessment in respect of external qualifications and in accordance with the General Regulations for Approved Centres produced by the Joint Council for Qualifications (JCQ) and the GCSE, GCE, Principal Learning and Project Code of Practice produced by the Office of Qualifications and Examinations Regulation (OFQUAL), the School is committed to ensuring that:

- (a) it meets the administrative requirements of the awarding body;
- (b) internal assessments are conducted by staff who have the appropriate knowledge, understanding and skills;
- (c) assessment evidence provided by candidates has been produced and authenticated according to the requirements of the specification for the particular qualification;

- (d) the consistency of the internal assessment is secured through internal standardisation as necessary;
- (e) staff responsible for internal standardisation attend any compulsory training sessions;
- (f) candidates' assessment evidence is retained under secure conditions in the event of enquiries about results or appeals and sufficient evidence (documentary, photographic, audio taped or videotaped, as appropriate) will be kept by internal assessors to support their judgements; and
- (g) these appeal procedures are made available and accessible to all candidates.

Internal Assessment Appeals Procedure

1. An appeal can be made to the School concerning internal assessment. This procedure will be used for appeals by candidates against internal assessment decisions. The grounds for appeal only relate to procedures used at arriving at internal assessment decisions. The appeal does not apply to the judgement itself.
2. The Deputy Head (Academic) will inform candidates of their right to appeal against procedures use in internal assessments for public examinations.
3. The appeal must be made by parents in writing addressed to the Headmistress, setting out the grounds for the appeal.
4. The appeal must be made at least two weeks before the date of the last externally assessed paper of the series.
5. Management of the matter may be delegated by the Headmistress to the Deputy Heads.
6. The appeal will then be referred to the School's Internal Assessments Appeal Panel ('the Panel').
7. The Panel will consist of three people, at least one of whom has not been involved in the internal assessment decision. The Panel will normally consist of the Deputy Head (Academic) the Examinations Officer and a Head of Department/Subject.
8. The meeting of the Panel will be convened as soon as possible, normally no later than five (5) working days of receipt of the appeal, dependent upon availability of the Panel members. The Panel will use its reasonable endeavours to consider and resolve the internal appeal by the date of the last externally assessed paper of the series.

9. The Panel will consider whether the procedures used for the internal assessment were in conformity with the published requirements of the awarding body concerned and Ofqual and JCQ rules and regulations.
10. The Headmistress will be informed of the Panel's decision and within five (5) working days of this decision the candidate and her parents will be informed in writing of:
 - (a) the outcome of the appeal,
 - (b) reasons for the decision,
 - (c) any relevant communications with the awarding body, and
 - (d) any steps taken to further protect the interests of the candidate.
11. A record of the Panel meeting, decision and reasons for decision will be kept by the School. These documents will also be given to the awarding body should they request it or where the outcome of an appeal has implications for the conduct of the examination or the issue of results at the School. A copy will be kept in the pupil's confidential file.

Reviewed: January 2015, June 2016

Approved by Board of Governors: October 2008 – going to the board in June 2016

To be reviewed by: July 2019

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Committee	Date:
Board of Governors of the City of London School for Girls	27 June 2016
Subject: Risk Register 2015-16 for: The City of London School for Girls Bursary Fund incorporating The City of London School for Girls Scholarships and Prizes Fund	Public
Report of: The Chamberlain and The Bursar of The City of London School for Girls	For Decision
Report author: Steven Reynolds, Chamberlain's Department.	

Summary

This report provides a key risks register at Appendix 2 for The City of London School for Girls Bursary Fund incorporating The City of London School for Girls Scholarships and Prizes Fund for review by Members on behalf of the trustee (the City of London Corporation), to ensure that existing risks are reconsidered, any new risks are identified and that appropriate measures are in place to mitigate those risks.

Currently, the register contains eight risks, of which six have a 'green' score and two are 'amber' – currently there are no 'red' risks.

Recommendations

Members are asked to review the register to confirm that it satisfactorily sets out the risks facing the charity and appropriate measures are in place to mitigate those risks.

Main Report

Background

1. This report provides a key risks register for The City of London School for Girls Bursary Fund incorporating The City of London School for Girls Scholarships and Prizes Fund administered by the Board of Governors of the City of London School for Girls on behalf of the trustee (the City of London Corporation).
2. In accordance with the Charity Commission's Statement of Recommended Practice (SORP), Trustees are required to confirm in the charity's annual report that any major risks to which the charity is exposed have been identified and reviewed and that systems are established to mitigate those risks.
3. The Charities SORP requires that the register is reviewed annually to ensure that existing risks are reconsidered and any new risks are identified.

Review of Risks

4. The method of assessing risk reflects the City of London's standard approach to risk assessment as set out in its Risk Management Strategy as approved by the

Audit and Risk Management Committee. The City of London Corporation risk matrix, which explains how risks are assessed and scored, is attached at Appendix 1 of this report.

5. The risk register to be reviewed by the Board of Governors of the City of London School for Girls is set out in Appendix 2. This contains eight risks as summarised below:
 1. Income from investments may decline – overall risk score of amber (12);
 2. Awards may not comply with objectives – overall risk score of green (1);
 3. Applicants do not disclose full details – overall risk score of green (3);
 4. Insufficient beneficiaries – overall risk score of green (4);
 5. Funding from the City may reduce – overall risk score of amber 8;
 6. Charity lacks direction, strategy, and forward planning – overall green (4);
 7. Conflicts of interest – overall risk score of green (1); and
 8. Loss of staff – overall risk score of green (3).

Mitigation of amber risks

Risk 1 is mitigated through investments being managed by a professional fund manager, whose performance is monitored by the Chamberlain and Financial Investment Board. All current measures are being taken and nothing further can be done (at this time) to mitigate the risk.

Risk 5 would be mitigated through trying to agree a phased approach to any reduction to ensure that replacement funds could be found from elsewhere.

6. Each risk in the register has been considered by the responsible officer within the Corporation who is referred to as the 'Risk Owner' in the register.

Conclusion

7. The various risks faced by the charity have been reviewed and Members are asked to confirm that the attached register satisfactorily sets out the key risks together with their potential impact and that appropriate measures are in place to mitigate the risks identified.

Appendices

- Appendix 1 - City of London Corporation Risk Matrix
- Appendix 2 - Charity Risk Register

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City of London Corporation Risk Matrix (Black and white version)

Note: A risk score is calculated by assessing the risk in terms of likelihood and impact. By using the likelihood and impact criteria below (top left (A) and bottom right (B) respectively) it is possible to calculate a risk score. For example a risk assessed as Unlikely (2) and with an impact of Serious (2) can be plotted on the risk scoring grid, top right (C) to give an overall risk score of a green (4). Using the risk score definitions bottom right (D) below, a green risk is one that just requires actions to maintain that rating.

(A) Likelihood criteria

	Rare (1)	Unlikely (2)	Possible (3)	Likely (4)
Criteria	Less than 10%	10 – 40%	40 – 75%	More than 75%
Probability	Has happened rarely/never before	Unlikely to occur	Fairly likely to occur	More likely to occur than not
Time period	Unlikely to occur in a 10 year period	Likely to occur within a 10 year period	Likely to occur once within a one year period	Likely to occur once within three months
Numerical	Less than one chance in a hundred thousand (<10-5)	Less than one chance in ten thousand (<10-4)	Less than one chance in a thousand (<10-3)	Less than one chance in a hundred (<10-2)

(B) Impact criteria

Impact title	Definitions
Minor (1)	Service delivery/performance: Minor impact on service, typically up to one day. Financial: financial loss up to 5% of budget. Reputation: Isolated service user/stakeholder complaints contained within business unit/division. Legal/statutory: Litigation claim or find less than £5000. Safety/health: Minor incident including injury to one or more individuals. Objectives: Failure to achieve team plan objectives.
Serious (2)	Service delivery/performance: Service disruption 2 to 5 days. Financial: Financial loss up to 10% of budget. Reputation: Adverse local media coverage/multiple service user/stakeholder complaints. Legal/statutory: Litigation claimable fine between £5000 and £50,000. Safety/health: Significant injury or illness causing short-term disability to one or more persons. Objectives: Failure to achieve one or more service plan objectives.
Major (4)	Service delivery/performance: Service disruption > 1 - 4 weeks. Financial: Financial loss up to 20% of budget. Reputation: Adverse national media coverage 1 to 3 days. Legal/statutory: Litigation claimable fine between £50,000 and £500,000. Safety/health: Major injury or illness/disease causing long-term disability to one or more people Objectives: Failure to achieve a strategic plan objective.
Extreme (8)	Service delivery/performance: Service disruption > 4 weeks. Financial: Financial loss up to 35% of budget. Reputation: National publicity more than three days. Possible resignation leading member or chief officer. Legal/statutory: Multiple civil or criminal suits. Litigation claim or find in excess of £500,000. Safety/health: Fatality or life-threatening illness/disease (e.g. mesothelioma) to one or more persons. Objectives: Failure to achieve a major corporate objective.

(C) Risk scoring grid

		Impact			
		Minor (1)	Serious (2)	Major (4)	Extreme (8)
Likelihood	X				
	Likely (4)	4 Green	8 Amber	16 Red	32 Red
	Possible (3)	3 Green	6 Amber	12 Amber	24 Red
	Unlikely (2)	2 Green	4 Green	8 Amber	16 Red
	Rare (1)	1 Green	2 Green	4 Green	8 Amber

(D) Risk score definitions

RED	Urgent action required to reduce rating
AMBER	Action required to maintain or reduce rating
GREEN	Action required to maintain rating

This is an extract from the City of London Corporate Risk Management Strategy, published in May 2014.

Contact the Corporate Risk Advisor for further information. Ext 1297

October 2015

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CoL School for Girls Bursary and Scholarships and Prizes Funds - Risk Register to be considered by the Board of Governors of the City of London School for Girls

Risk No.	Risk (Short description)	Risk Owner	Committee	Existing Controls	Current Risk				Planned Actions	Target Risk		
					Likelihood	Impact	Rating	Direction		Likelihood	Impact	Rating
1	The income from investments in the Charities Pool may decline	Chamberlain	Board of Governors of the CLSG	Funds are managed by professional fund manager. Monitoring of fund manager's performance by Chamberlain/ Financial Investment Board.	Possible	Major	Amber 12	↔	Continue existing controls	Possible	Major	Amber 12
2	Grants/awards/loans may be given for purposes not complying with charity's objectives	Headmistress of CLSG	Board of Governors of the CLSG	Trustees have their objectives before them when agreeing grants. Ensure awards are only given for stated purposes.	Rare	Minor	Green 1	↔	Continue existing controls	Rare	Minor	Green 1
3	Applicants for financial assistance do not disclose full details of their circumstances	Headmistress of CLSG	Board of Governors of the CLSG	Applicants are required to complete and sign application form and provide supporting evidence. Officers follow up obvious discrepancies when assessing the application. Ensure scrutiny is rigorous, Bursar conducts a face to face meeting with all applicants for support from the funds to judge need.	Possible	Minor	Green 3	↔	Continue existing controls	Possible	Minor	Green 3
4	Insufficient beneficiaries complying with the objects of the Trust	Headmistress of CLSG	Board of Governors of the CLSG	Advertising, actively looking for beneficiaries. Where possible investigate appropriateness of widening purpose of Trust to increase pool of potential donors.	Unlikely	Serious	Green 4	↔	Continue existing controls	Unlikely	Serious	Green 4
5	Funding from the City may be reduced following change in its budget policy which could result in serious impact on the charity and lead to adverse user reaction and bad publicity.	Headmistress of CLSG	Board of Governors of the CLSG	Appropriate representation to be made to the City Corporation if budget policy provides risk to charity. Identify new funders.	Unlikely	Major	Amber 8	↔	Try to agree phased approach to any City reduction in support to ensure replacement funds can be found from elsewhere.	Unlikely	Minor	Green 2
6	The Charity lacks direction, strategy and forward planning	Headmistress of CLSG	Board of Governors of the CLSG	A strategic plan which sets out the key aims, objectives and policies, financial plans and budgets. Monitoring of financial and operational performance.	Rare	Major	Green 4	↔	Continue existing controls	Rare	Major	Green 4
7	Conflicts of interest	Headmistress of CLSG	Board of Governors of the CLSG	Understanding of trust law. Protocol for disclosure of potential conflict of interest.	Rare	Minor	Green 1	↔	Continue existing controls	Rare	Minor	Green 1
8	Loss of staff	Headmistress of CLSG	Board of Governors of the CLSG	Documentation of systems, plans and projects. Training programmes.	Possible	Minor	Green 3	↔	Continue existing controls	Possible	Minor	Green 3

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